STATEMENT PRESENTED

at

GOVENOR'S HEARING ON CHILDREN

held

August 3, 1988

PROBLEM STATEMENT:

Black youth are worse off today than they were 25 years ago. They have made less progress than other demographic groups. Major social indicators show that in the areas of education, employment, deliquency, teenage pregnancy and suicide, black youth have made no measurable progress since 1960.

Traditional institutions have failed to provide essential quality services and the appropriate network systems necessary to develop young people into productive adults. This contributes to, not only disenfranchisement, but also to the erosion of the quality of life for black youth both presently and in the future.

As the quality of life continues to erode, the future prospects offer a grim and frightening picture for the black community. If this trend is not reversed, the probability of creating a permanent underclass is imminent.

POSITION STATEMENT:

The North/Northeast community is committed to improving the quality of life for black youth through innovative programs; the strengthening of community support systems; and increased advocacy through responsible role modeling. Community residents seek to reduce as many negative factors it can and although not all inclusive, these measures will assist them in meeting their goals. Studies conducted by the National Center for Health Statistics, Bureau of Census and the Task Force on Black and Minority Health contain significant figures for 1985. Results of the information gathered represents a national disgrace and to date, has had little, if any, impact on the American public. These figures show that the avergae annual age adjusted death rate, including those from self inflicted causes during the period of 1979 to 1981, totaled 1,084.6 among black males per 100,000 population. The rate was also the highest for black females totaling 611.7 per 100,000. By comparison there were 736 deaths for white males and 405 white female deaths per 100,000 population in the same category.

These statistics point to the fact that there is something seriously wrong in our society and if we don't undertake methods to combat this growing epidemic, the future of our entire nation is at risk.

The community of North/Northeast Portland, is committed to making significant changes in the lives of our black youth as well as other minority children. In an effort to do so, we expect Multnomah County and the State of Oregon to take the lead in assisting us in developing comprehensive mental health and programs in the following areas:

Families and Children
Drug and Alcohol Education
Protective Services Intervention
Day Activity Programs
Comprehensive Student Support Programs
Abandon Housing Program
Community Programs Against Sexual Assualt
Teen Pregnancy
Laws Prohibiting Prostitution in Our Community
Resolution of Unemployment Problem
Resolution of Gang Related Activities

The "All American" city needs to take a good long look at itself and if it truly wishes to maintain this status, it is imperative that it reach out to all of its citizenry.

Dennis Payne, Facilitator
Multnomah County, Oregons' Children Agenda

James H. Edmondson, Assistant Executive Director
North/Northeast Community Mental Health Center, Inc.

The Endangered Black Male

'New Bald Eagle' Phenomenon Could Further Erode America As A World Leader

by JEFFREY M. JOHNSON
Reprinted From the Afro-American

As this country moves toward the year 2000 and attempts to strengthen its competitive position in global markets, there is a critical problem facing the nation — the vanishing Black male.

This "new bald eagle" phenomenon is occurring as minority, female, and immigrant workers become increasingly vital to America's system of productivity.

The fiscal and human loss associated with the endangered Black male could further erode America's position as leader of the free world.

Identifying solutions is made difficult by the fact that the roots of this problem are multidimensional.

Disadvantaged Black youth continue to be raised by female heads of households in a changing inner city environment. Economic changes resulting in massive job loss, and relocation of businesses to the suburbs, south and abroad have created an atmosphere of uncertainty.

The inner city has become a haven for frustration, violence and drugs.

The Black male, once an earnest worker, has emerged as the symbol of decline due to the lack of opportunity and jobs.

There are many contributing factors to the endangered status of the Black male that requires extensive research and study.

However, an awareness of the magnitude of this problem, as well as the development of programs to preserve the Black male, will be the great challenge facing America over the next decade.

There are numerous reasons for the loss of Black males in our society. A major contributor to this loss are health disorders (i.e., heart diesease, cancer, cirrhosis). Moreover, drugs, violence, and high rates of imprisonment are significant contributors to this phenomenon.

In recent reports Black men are six times as likely as white men to be murder victims and are two-and-a-half times as likely to be unemployed. Since 1970 there has been a general decline in Black male participation in the labor force. In 1984, 52 percent of Black unemployed were males (teens and adults), according to National Urban League statistics.

By every measure, the unemployment rate of Black males is significantly greater than that of white males.

Productive work remains the most important way to develop self-worth. Without meaningful jobs, the Black male cannot adequately provide for himself or his family.

By every measure, the unemployment rate of Black males is significantly greater than that of white males.

Productive work remains the most important way to develop self-worth. Without meaningul jobs, the Black male cannot adequately provide for himself or his family.

He is left to survive with minimal resources. Consequently, selling drugs becomes a convenient way to make fast money and develop status in the community.

The use of guns and other forms of violence are often done for protection against other would-be criminals.

Violence fosters violence. In this regard, Black teenagers develop similar attitudes and behaviors to survive. The result is an exceedingly high Black teen homicide rate. More often than not, the juvenile victim and perpetrator of such crimes are Black males.

The FBI reports that in 1986, 39.6 percent of all homicide victims were Black males. A staggering 52.4 percent of these victims were between 15 and 29 years of age.

Homicides are unquestionably the leading cause of death of young Black men.

The changes in our economy has had an adverse affect on Black males. Historically, Black males made up a disproportionately high number of blue collar workers due in part to discrimination.

With plant closings, corporate downsizing, and business relocation to the suburbs, South and abroad, the Black male does not have the traditional sources of employment available to him.

To new job opportunities in some instances require additional skills and possible relocation to other areas of the county.

The Black male is confronted with many psychological adjustments. They include long periods of unemployment, the need for additional education and training, and the likelihood of low-paying service jobs.

There are contentions that economic shifts account for many of the problems. Single parent households, school failure, crime, and general discouragement are in some measure due to the joblessness of Black men. In this context, it is not surprising that Black males finish near the bottom on almost every socioeconomic indicator and have a shorter life expectancy.

The National Center for Health Statistics reports that in 1985 the life expectancy for Black males was 65.3 years, as compared to white males, 71.9, white females 78.7, and Black females, 73.5.

The transformation of our large cities has certainly made them very volatile and even dangerous to live in. A new image emerges of the Black male who in the past rested in hopes and dreams on a job in the inner city.

He now finds himself jobless and lacking the basic skills to obtain meaninful employment. He has to survive in a community which is increasingly characterized by the proliferation of violence and drugs.

The Black male faces the great prospect of either being killed or ending up in prison. Once he is incarcerated, the Black male can expect to serve a longer prison sentence than his white counterpart.

In 1986 the Justice Department reported that for all types of crimes, Blacks averaged 25 months in jail and prisons, compared with 22 months for whites.

The report also explains that Blacks made up 30 to 40 percent of prison populations in many states, though they are only 12 percent of the general population.

These factors contribute to the lack of available Black men and give rise to the view that Black males are indeed the new "bald eagle."

HIGH SCHOOL GRADUATES

School	Am. Ind.		White		Black		Asian		Hisp.		Total		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	
BENSON 1987 Graduates	6	0	201	43	28	12	25	11	1	0	261	66	327
Gr. 12 Start of 1986-87	7	0	214	44	30	12	25	11	2	0	278	67	345
CLEVELAND 1987 Graduates	1	1	99	119	2	7	24	20	6	1	132	148	280
Gr. 12 Start of 1986-87	2	2	107	128	2	7	27	20	6	2	144	159	303
FRANKLIN 1987 Graduates	1	2	82	117	12	5	13	16	1	2	109	142	251
Gr. 12 Start of 1986-87	3	2	102	131	19	6	17	20	1	1	142	160	302
GRANT* 1987 Graduates	3	0	116	109	23	42	9	10	2	2	153	163	316
Gr. 12 Start of 1986-87	3	0	118	114	26	43	10	11	6	3	163	171	334
JEFFERSON 1987 Graduates	0	3	37	64	29	53	4	9	5	1	75	130	205
Gr. 12 Start of 1986-87	1	3	52	81	47	70	11	11	5	3	116	168	284
LINCOLN 1987 Graduates	0	0	128	144	9	16	12	10	1	1	150	171	321
Gr. 12 Start of 1986-87	0	0	128	153	8	16	14	11	1	0	151	180	331
MADISON 1987 Graduates	3	1	60	88	16	22	25	21	1	2	105	134	239
Gr. 12 Start of 1986-87	2	1	60	88	16	22	25	18	1	1	104	130	234
MARSHALL 1987 Graduates	2	2	73	96	9	8	10	6	1	4	95	116	211
Gr. 12 Start of 1986-87	2	3	94	103	11	9	10	8	1	4	118	127	245
ROOSEVELT 1987 Graduates	3	3	49	69	4	6	6	8	0	4	62	90	152
Gr. 12 Start of 1986-87	2	3	46	53	4	6	9	11	0	4	61	77	138
WILSON 1987 Graduates	0	1	159	224	6	17	11	3	2	4	178	249	427
Gr. 12 Start of 1986-87	1	1	191	240	9	20	11	3	3	4	215	268	483
TOTAL 1987 Graduates	19	13	1004	1073	138	188	139	114	20	21	1320	1409	2729
	(32)		(2077)		(326)		(253)		(41)				
START 1986-87 Gr. 12	23	15	1112	1135	172	211	159	124	26	22	1492	1507	2999
	(38)		(2247)		(383)		(283)		(48)				
Graduation Percent	82.6	86.7	90.3	94.5	80.2	89.1	87.4	91.9	76.9	95.5	88.5	93.5	91.0
	(84.2)		(92.4)		(85.1)		(89.4)		(85.4)				
START 1983-84 Gr. 9**	71		3129		626		295		72				4193
Graduation Percent	45.1		66.4		52.1		85.8		56.9				65.1

* Does not include Grant Night School students.
** Enrollment figures by gender are not readily available from the 1983-84 school year.

Please Note: At some schools the number of graduates exceeds the number of students enrolled at the beginning of the school year. This happens when students enroll later in the school year or change schools during the year, and when schools do not have their students' computer files updated by October 1.

CITY OF
PORTLAND, OREGON
OFFICE OF PUBLIC AFFAIRS

Mike Lindberg, Commissioner
1220 S.W. Fifth Ave.
Portland, OR 97204
(503) 248-4145

November 10, 1988

Gina E. Wood
Oregon's Children's Agenda
Executive Department
155 Cottage St. NE
Salem, OR 97310

Dear Ms. Wood: Gina

Thank you for coming to Portland to share with us the Governor's plans for establishing the welfare and development of our children as a top priority. Your contributions to the seminar were invaluable. Rest assured that you will be contacted by both my staff and Park Bureau staff people for further meetings.

I want to take this opportunity to encourage your office's support of executive and legislative initiatives which may be of value to the City of Portland's efforts to work on the preventitive end of the at-risk youth situation. In particular, we are interested in programs which would work well through the Park Bureau. Please keep us informed on any bills which might benefit from our active support.

Again, thank you for your time. I look forward to working with you in the future.

Sincerely,

Mike

MIKE LINDBERG, Commissioner
Office of Public Affairs

AA
cc: Keeston Lowery
Cleve Williams
Michelle Harper

art

NEIL GOLDSCHMIDT
GOVERNOR

OFFICE OF THE GOVERNOR
STATE CAPITOL
SALEM, OREGON 97310-1347

OCT 26 1988

October 25, 1988

Commissioner Mike Lindberg
City of Portland
1220 S. W. Fifth Avenue
Portland, Oregon 97204

Dear Commissioner Lindberg:

Thank you and Art Alexander for inviting me to participate in your seminar with other community professionals on the needs of youth. I appreciate the opportunity not only to share information about the Children's Agenda, but to gain valuable resources and ideas to build upon.

Several questions were presented to the group that time did not permit for a response. Please know that I am available to discuss those questions that are specific to the Children's Agenda with you or your staff.

Your leadership, support, and commitment is very much appreciated and I look forward to working with you and your staff as we begin to build a better community for our young people.

Sincerely,

Gina

Gina E. Wood

GW:wl
0431u

cc: Art Alexander, Commissioner Lindberg's Office

CITY OF
PORTLAND, OREGON
OFFICE OF PUBLIC AFFAIRS

Mike Lindberg, Commissioner
1220 S.W. Fifth Ave.
Portland, OR 97204
(503) 248-4145

October 17, 1988

PARKS, THE ARTS, AND YOUTH ISSUES

Presenters: Issac Shamsud-Din
Arts Educator, Visual Artist
"Using the Arts to Reach Disaffected Youth and Build Community Pride"

Gina Wood
Governor's Staff, Oregon Children's Agenda
"Defining and Implementing the Children's Agenda"

Ron Herndon
Director, AMA Headstart Program
"Overview of Youth Needs: Focus on Inner North/North East"

Roy Pittman
Park Bureau, Co-Director TNT/TLC Program
"Reaching Our Youth and Follow-Up"

Tony Hopson, Ray Leary
Co-Directors, Self Enhancement Program
"Self Enhancement and Beyond...What Else is Needed"

Cleve Williams
Superintendent, Park Bureau
"The Power of Parks Programs to Affect Community Youth"

Purpose

The purpose of this seminar is to hear from and exchange ideas with community professionals on the needs of youth. The topic is broad and we could easily bring in three or four times the number of community professionals and still not cover all issues. Therefore, we should perhaps begin our discussion by looking at ways that the Park Bureau and the Arts, in coordination with existing programs, can have a positive sustained impact on Portland's "at-risk" youth.

Possible Questions for Guest Speakers

What kind of reputation does Parks have with the community in general and with youth in particular? Does anybody know we're here?

Is Parks offering appropriate programming? What's working? Are there sufficient facilities?

If suddenly all of our programs were free would at-risk youth involvement increase? Can we compete with the attractions of the street?

Parks and PPS cooperate in a number of ways are there opportunities that we're missing?

What kind of impact has the Metropolitan Arts Commission made on the community and youth in particular?

Are there other Arts programs which are having a positive impact by involving youth and building community pride?

Where are the major empty spaces in the lives of our youth? Which aspects of children's lives are being completly missed by government institutions?

Given the bureaus under City control, how good a job is the City doing? What is the perception of how well the County is doing? What is the perception of City-County cooperation?

What kind of profile and funding priority will the Children's Agenda have at the Legislature? How can Portland best benefit?

What success stories do you know of in other metropolitan areas?

How would you define the significant age brackets and how would you prioritize the application of resources to those age brackets?

Is there any kind of grassroot consensus on who needs to be doing what for youth? Can the assortment of public and private youth oriented programs actually be coordinated?

What have young people been saying about their needs in your programs and at community forums?

CITY OF
PORTLAND, OREGON
OFFICE OF PUBLIC AFFAIRS

Mike Lindberg, Commissioner
1220 S.W. Fifth Ave.
Portland, OR 97204
(503) 248-4145

July 28, 1988

Mr. Ron Herndon, Chairperson
Northeast Coalition of Neighborhoods
4815 N.E. Seventh Avenue
Portland, Oregon 97211

Dear Ron,

I deeply appreciate and respect the intelligence, depth, and commitment you have brought to many issues over the past decade. It is for that reason I seek your help.

I am in the process of laying out a four-year strategic plan for my office. One of the mayor's agenda items I have identified is the role of City, specifically Parks and the Arts, in preventative public safety, i.e, what do you think we should do to reach and involve "at-risk" youth. I am hoping that you will be able to share some of your ideas in a mini-seminar with my staff on October 10, between 2:00 p.m. and 4:00 p.m. Art Alexander (248-4893) will be organizing the seminar. Feel free to contact him if you have any questions or suggestions for useful background material.

One or two other individuals may be invited, and we would be happy to hear of any suggestions you may have. We are looking for energetic, creative people for the metro area or Seattle. Thank you for considering this invitation, and I hope your schedule permits your participation.

Sincerely,

Mike

MIKE LINDBERG
Commissioner
Office of Public Affairs

MDL:aa

The Park Bureau as major vehicle for nurturing of city youth.

The fundamental problem is that there is not a coherent support system for children once they leave the school building. The Park Bureau is the only governmental institution outside of schools which can directly affect children.

There is a need for a program or approach which emphasizes

1) High profile outreach to youth we must recruit rather than hope they'll decide to come to us.
2) Parks staff well attuned to motivating youth .
3) Consistent and sensitive outreach to parents .
4) Providing programs, possibly including meals and . transportation, which encourage academics along with . recreation from 3pm to 9pm at convenient locations.
5) The philosophy of all Parks employees who work with youth should be one of building a sense of individual pride and community responsibility. Existing success stories should be duplicated as the talent becomes available.
6) Close work with the school district to make more use of their tax financed facilities.
7) Above all what ever we undertake must be as close to free as possible.

YOUTH SEMINAR SUMMARY

PARTICIPANTS

TONY HOPSON	- SELF ENHANCEMENT
ROY PITTMAN	- TLC/TNT
ISSAC SHAMSUD-DIN	- ARTIST
GINA WOOD	- CHILDREN'S AGENDA
CLEVE WILLIAMS	- PARKS
RON HERNDON	- AMA HEADSTART

The purpose of the seminar was to examine approaches which appear to work or could work to constructively reach and engage at-risk youth.

The Arts, Youth, and the NE Community

The basic idea involves building community pride and self respect by creating a macro gallery of murals throughout inner N/NE Portland.

The project would involve teams of young people and artists identifying and illustrating what is currently blank wall space. The project would also involve the district's business associations. There is also an expectation that as the project grows, it would become a legitimate tourist attraction particularly if the murals are well lit for evening viewing.

The assumption that this idea could work lies in the survival rate of existing murals in an area rife with graffiti. It appears that graffiti is primarily a plea for attention and a statement of defiance from the educationally and economically disenfranchised. The belief is that existing murals are left alone because those murals speak positively of the community.

Potential players include Metro Arts Commission, major retailers, the real estate/banking community, and the utility companies.

Also proposed, was the creation of arts oriented community centers which focus on specific ethnic communities and are staffed by community artists.

CITY OF
PORTLAND, OREGON
OFFICE OF PUBLIC AFFAIRS

Mike Lindberg, Commissioner
1220 S.W. Fifth Ave.
Portland, OR 97204
(503) 248-4145

May 1, 1989

Mr. David Nero
Chief Executive Officer
Nero & Associates, Inc.
Cascade Building, Suite 1250
520 S.W. Sixth Avenue
Portland, OR 97204-1510

Dear Mr. Nero:

I am familiar with Job Corps and the services it provides for the at-risk youth of this nation. I have been a supporter of Job Corps for many years now (from its inception). The recent twenty-five (25) year celebration and those upcoming events have only increased my understanding and support of the program. It is one of which I can say that tax dollars are well spent.

I am willing to support your program/center via recruitment efforts, as a source of referral, as a general supporter and to assist your work experience program by recommending work experience slots for your students. I am also willing to visit and to have members of my staff participate in the Center's awards program and other Center activities as appropriate.

I look forward to cultivating a good working relationship with MINACT, INC. and its President, and to continue my relationship with you if Nero & Associates and MINACT, INC. are the successful offerers, in an effort to assist a worthy program like Job Corps.

Sincerely,

Mike Lindberg

Mike Lindberg, Commissioner
Office of Public Affairs

CITY OF
PORTLAND, OREGON
CITY - SCHOOL LIAISON

Marcia R. Douglas, City-School Liaison
1220 S.W. Fifth Avenue, Room 209
Portland, OR 97204-1978
(503) 243-7912

February 7, 1989

MEMORANDUM

TO: Cleve Williams, Michelle Harper, Yvonne Deckard, Rich Gunderson

FROM: Marcia Douglas

RE: TLC/TNT Results from Summer 1988

I asked Faye and Roy to provide some missing data for the Summer 1988 evaluation that Michelle and I need to send to METRO. Here are stats on results from the 1988 TLC/TNT summer program, to aid us in discussions about 1989.

They served 158 middle school students, 95% of whom attend Portsmouth Middle School (3% George, 2% Ockley Green). All participants returned to school in the fall, and school attendance and behavior have improved for participants (all of which are significant outcomes from the Leaders Roundtable perspective - and should be stated goals of all of our at-risk youth efforts).

MD/ns

cc: Art Alexander

T.L.C. n. T.

PORTSMOUTH MIDDLE SCHOOL

Home of TLC - TnT
5103 N. Willis Blvd.
280-5669

FEB 8 1989

Sponsored by
Portland Public Schools
and
Portland Park Bureau

Coordinated by
Faye Palmerton & Roy Pittman

TLC - TnT is a program for students and families with low self-esteem. The program is designed to offer everyone a chance to experience joy, fun, gratitude, tenderness, love, accomplishment and victory.

Summer Day Camp 1988 Nuts + Bolts

Week 1 8th graders (15 males, 18 females) 33 students
10 Counselors
4 adults

Week 2 6th graders (17 males, 19 females) 36 students
12 counselors
4 adults

Week 3 7th graders (17 males, 21 females) 38 students
12 Counselors
4 adults

Week 4 6th, 7th + 8th graders (24 males, 27 females) 51 students
15 counselors
4 adults

Counselors come from 5 High Schools, Jefferson, Benson, Wilson, Lincoln and Roosevelt

100% of the summer program participants returned to school this fall. All of them live in North Portland and 95% attend Portsmouth, 3% attend George and 2% Ockley Green.

Ethnic Breakdown is as follows:
4% American Indian 3% Hispanic
66% white 23% black 4% Asian

T.L.C. n. T.

PORTSMOUTH MIDDLE SCHOOL

Home of TLC - TnT
5103 N. Willis Blvd.
280-5669

Sponsored by
Portland Public Schools
and
Portland Park Bureau

Coordinated by
Faye Palmerton & Roy Pittman

TLC - TnT is a program for students and **families** with low self-esteem. The program is designed to offer everyone a chance to experience joy, fun, gratitude, tenderness, love, accomplishment and victory.

Gang involvement - 60% of the students were at risk of gang involvement
25% directly involved before TLC program
10% are still on fringes + continue to need TLC intervention

School behavior referrals are down by 50% since summer program.

School Attendance has climbed from 70% to 94%

At follow through activities for students and their parents 75% attended the 1st debriefing and 96% attended the 2nd party. Their were over 200 in attendance and the final party.

75% of parents surveyed said their children had positive involvement in School - up from previous level of 50%.

NEIL GOLDSCHMIDT
GOVERNOR

OFFICE OF THE GOVERNOR
STATE CAPITOL
SALEM, OREGON 97310-0370
TELEPHONE: 378-3111

NOV 18 1988

November 17, 1988

Commissioner Mike Lindberg
City of Portland
1220 S. W. Fifth Avenue
Portland, OR 97204

Dear Commissioner Lindberg:

The Children's Agenda Office is organizing regional workshops to share legislation, policy and program ideas that have been developed from county Task Force reports. The Governor wanted to bring these ideas to you for feedback -- are we on track -- is this what you meant, etc.? There will be a team of professionals from various state agencies to address your specific questions and comments.

The Governor invites your participation in this meeting along with other task force members and participants who have played a vital role in establishing the foundation for the Children's Agenda. I have also encouraged local task force chairs to extend invitations to their County Commissioners and Legislators. In addition, educators from school districts and higher education will be represented.

There will be a special work session for teachers, kindergarten through third grade, as our first goal is to help every family get their children off to a "great start". A working notebook has been provided to every task force which highlights the focus of the workshop:

- Legislation/Policy Changes
- Structure for Better Collaboration
- Community Participation
- Special Programs and Initiatives

Enclosed you will find a brief summary of the various elements of the notebook.

The Northern Regional Workshop will be held on Monday, November 28th at Portland Community College, Rock Creek Campus, 17705 N. W. Springville Road. The meeting will convene in Building Three from 1:00 until 7:00 p.m. Additional information will be provided for specific small group discussions the day of the workshop. Dr. Dan Moriarity, President of Portland Community College, has graciously agreed to host the regional workshop and a reception immediately following.

If you have additional questions or need assistance, please call my office at 373-7873. Your comments will be valuable in finalizing all elements of the Children's Agenda. Thank you for your help.

Sincerely,

Gina Wood

Gina E. Wood
Governor's Staff
OREGON'S CHILDREN'S AGENDA

NOTE: Please call Wendy LeGault at 373-7036 by no later than Wednesday, November 23, to confirm your attendance.

GEW:wl
0468u wl

SUMMARY OF CHILDREN'S AGENDA WORKBOOK

(All Elements Should Be Viewed As Draft)

- Great Start. Concentrating resources on the health, safety, development and family environment of children from zero to five.

  Great Start County Grants. A biennial state grant provided to each county to be used on problems and opportunities facing young children. Emphasis on providing counties flexibility to address needs specific to their area and on leveraging state dollars with local resources.

  Primary Care Health Clinics. State grants to local health clinics to improve healthcare for young children.

  New Parent Support. Help communities provide information and support to families at the time of the birth or adoption of a child.

  High Risk Infant Screening/Followup. Infants determined to be at high risk of developmental delays would be tracked for two years to provide health assessments and help getting social and health services.

- Student Retention Initiative Expansion. Additional funds will be added to the existing Student Retention Initiative Program, allowing every county to receive an allocation rather than going through a competitive awards process.

- Youth Conservation Corps Expansion. The program will be expanded to provide additional opportunities for employment on projects which protect and preserve our state's natural resources.

- Child Care. Additional resources will be focused on two areas: expansion of before-and after-school child care and child care provider training.

- Migrant and Homeless Children. A special initiative will be developed for migrant and homeless young children.

- Street Kids. The Juvenile Services Commission will provide funding and assistance to communities for development of services for older homeless children who are living on the streets.

- Legislation. A number of statute changes will be proposed in areas ranging from child abuse to foster care. The workbook lists statute changes recommended by the Children's Task Force Reports and the state's reaction to date. Additional statute changes are possible.

- Policy Changes. A number of policy changes will be proposed in a variety of areas affecting children. The workbook lists changes recommended by the Children's Task Force Reports and the state's reaction. Additional statute changes are possible.

- County Children's Task Forces. Children's Task Force's in each county will become partners with the state on a broad range of children's agenda activities from developing a local comprehensive plan for all children to stimulating and using volunteer efforts.

- Children's Community Office. An office will be established to provide assistance to the local Children's Task Forces. It will be housed in the Director's Office of the Department of Human Resources.

- Clearing House. By executive order, the Governor will establish a Clearing House composed of agency heads of departments which have primary responsibility for administering programs which affect children. They will oversee all state children's programs and assure there is consistent communication about program developments among affected departments.

- Unified Budget. By executive order, the Governor will require the Executive Department to prepare, as part of future state government budget proposals, a unified children's budget. This portion of the budget would include programs and activities from all state agencies that affect children.

DRAFT
WORKING PAPER

MULTNOMAH COUNTY

CHILDREN'S AGENDA

Report to
Governor Neil Goldschmidt

August, 1988

TABLE OF CONTENTS

I. Transmittal Comments:

Through the process of forums and discussion used in Multnomah County, some overriding issues have surfaced that do not fit a simple agenda listing. These are critical and core thoughts about children's needs that we want to use as our preamble or transmittal comment. We have six points to make -- two themes, two cautions, one concern, and one admonition.

Themes: Woven throughout the input from the wide variety of forum participants were two major themes. First, **the important "institution" for children is the family.** Whether natural or substitute, blended or original, traditional or non-traditional, the primary care-givers for children -- the family -- must be the major target of support. All other ills can more easily be dealt with if the family is strong.

Second, the concept of **empowering youth, making them aware of their ability to make decisions** about their lives, is essential. People need not be buffeted about by society. People can and should live intentionally. We need to provide through education, training, employment and community activities, the experiences that allow youth to develop self-esteem, leadership and positive accomplishments. Empowered youngsters are young persons with a clear idea of who they are and a desire to be contributing members of their families and of the community.

Cautions: In reviewing the specific agenda items and thinking about implementation of action programs that will meet the identified needs, we heard two cautions expressed. Most people recognize that "government" is us. When we ask government to pay for programs, we know we mean taxpayers pay for programs. With that in mind, we nonetheless heard the voices of people concerned about children saying it does take money. We would caution that when state and local entities re-shuffle priorities and apply budget decisions anew, the decision-makers recognize that even though "priority one" is higher than "priority eight", priority eight is still a much needed service. **We do not make gains by cannib-alizing one program to fund another.** A worm that turns to nourish itself by eating its own tail soon reaches a point of diminishing returns. More resources are needed.

Further, we hope there will be an emphasis on and clear recognition of the need for partnerships to get at the needs of youth. Not just government, but also **coalitions including businesses, individuals, private entities, as well as governments** are needed to meet the needs of children. And, the partnerships must deal with the sources and conditions that are the antecedents of problems, not just provide programs to ease or alleviate the current symptoms.

Concern: From individual submissions, from the Youth Planning Network Advocacy Committee and from group discussions within the forums, we have been repeatedly told that more attention must be paid to services for girls. Our society does not "worry" about the self-destructive behavior (drugs, prostitu- tion, teen pregnancy, etc.) that is the more typical behavior of troubled young women. Our attention and resources go in disproportionate doses to the more dramatic behaviors of troubled boys. A better balance of attention to the needs of girls is required.

Admonition: Finally, while it is not politically sexy or the kind of activity that gets a lot of press, we do need attention paid to the planning structures of state government. We have no clear state policy on children, no established cross-agency structure to assure that process and planning needs are met. We need a policy that sets goals and directions, an established process for administering standards and an ability by the state to assist local communities to meet standards.

II. An Agenda for Action -- Summary of Needs/Issues:

Fourteen broad areas of need form an agenda for action in Multnomah County. These agenda items were formulated by citizens -- parents, youth, business leaders, child development professionals, educators, service providers, govern- ment officials, politicians, and religious leaders. The agenda represents a consensus of concern and a common ground for building real solutions to real needs throughout the community.

Each agenda item is interrelated and interdependent. Each has been listed in order of priority, based on the cumulative outcomes from four different community forums. It must be realized that to a large extent progress on any one item is directly tied to progress on the entire agenda. No single agency or institution can successfully address, nor successfully assume sole responsibility for any one item on the agenda. The agenda is both a workplan and a call to action on behalf of our children. Here then is the agenda.

A. Family Support:

Within the ever-changing environment of an increasingly fast-paced urban county, the family unit is a threatened institution. Strong and stable family life is a basic need of all children. Yet, our society, our state and our county, have not changed to meet the needs of today's family unit. Families, whether they are natural, blended or surrogate, provide the front line of nurture and support for children. Single-parent homes, under-employed-parent homes, and two-employed-parent homes are typical, as is the phenomenon of children having children. A number of problems are created when the very real needs of these families are not being met. We need early, quality family support (e.g., day care, parenting education, pre-school).

B. Attention to Special Needs:

There are many views of what constitutes special need. Whether we are talking about a minority child or a child with a physical, emotional, or psycho-logical disability, or economic disadvantage, or family violence, a main issue which cuts across all is the fact that too little special attention is paid to children with special needs. State and local programs must include and recognize, in all the categories of service which they provide, the uniqueness and requirements of special need youngsters. The children or youth with special needs include but are not limited to: 1) developmentally disabled children; 2) handicapped children; 3) minority children -- Black, Hispanic, Native American and Asian; 4) disaffected youth who exhibit gang behavior or are at risk of becoming involved with drugs; and 5) youth at risk of dropping out of school.

C. Racial and Ethnic Diversity and Access to Services:

There is a need for effective programs aimed at minority youth, Black males in particular. The emphasis of these programs needs to be education, employment, recreation and self-esteem building. To assure relevance in programming, the need for more racial and ethnic diversity in decision-making groups is essential. Multicultural education for every level of provider needs to be an integral part of this process. Those who work with minority youth or have an impact on minority youth need to recognize important cultural differences and incorporate understanding of these differences into their daily interaction with young people. In addition, culturally truthful and relevant information needs to be available to all who work with minority children.

D. Early Childhood Services & Youth Services -- Prevention:

Too many children do not receive adequate assistance early in their lives. Prevention services are essential if we are to curtail problems which may develop at later stages in a child's life. Head Start-like programs should be available to all children, including adequate medical assistance and early intervention (especially for the newborn and the young and handicapped, 0-12). Early identification of problems, followed by quality intervention for all children should be what we as a society strive for. All children are entitled to and should have access to adequate services from their inception to early adulthood.

E. Child Care:

The need for quality, affordable child care cuts across all the different types of family. The two-parent-working family, the single working parent family, and the teen-age parent family all have one major concern -- the lack of affordable quality child care. The care of children is an important issue which cannot be ignored. It includes day care, before- and after-school care, nurseries, relief or respite care, subsidized care, and care for sick children. It is not just the responsibility of the parent, but also the responsibility of employers, state and local agencies, and society as a whole.

F. Education:

Our ever changing environment requires the education community to change with today's society. The development of relevant education to adequately prepare youth for the world of work, family and community is essential if our children are to compete in today's world. More educational alternatives are needed to meet children's individual needs. The education of our children cannot stop with preparation for the work force. The approach to education should be holistic, preparing the child for an integral role within his/her family and community.

G. Youth Empowerment:

Youth need to be empowered if they are to become productive members of our society. This means they must understand the power they possess over their own lives. This can only come about with adequate training in leadership, assertiveness and self-esteem. Our youth must be taught how to be active participants

in making decisions which will impact their lives. Building strong leadership qualities in young people is essential along with the development of a positive self-image. Self-esteem and self-worth result from self-expression and accomplishment. We as a community must offer our youth, along with a quality education, appropriate training and employment options that are the final expression of persons taking responsibility for their lives.

H. Youth Employment:

Multnomah County has a serious problem of youth unemployment. The problem is especially severe for young people from minority and low-income families. Over 6,000 young people are at risk of chronic unemployment as adults because they lack the skills and know-how to get and keep a job. Barriers such as lack of basic academic skills, little or no personal work experience, and limited access to the job market are working against them to cause alienation, discon- nection, and lack of confidence. All segments of the community must collaborate to meet the needs of unemployed youth.

I. Substance Abuse:

Alcohol and drugs have become a menace in our communities. They are root contributors to most crime, to gang activities, to family dysfunction. The abuse of these substances has created a number of problems which cannot be ignored. The victim of substance abuse is not only the user, but also those dependent on and those who love him/her. We must identify the problems related to abuse--import, production, sale, use -- and follow through with sure enforcement, sure penalty and complete treatment.

J. Mental Health Services:

For children to develop into productive adults, they must do more than just survive childhood. Children need to be nurtured and protected. Society must see to it that adequate, affordable and available services exist. The services must include a full spectrum of potential need from short term crisis intervention to longer term residential treatment and full family assistance. There is a need for skilled, qualified professionals to deal with personal youth issues, affect- ive and psychological development of youth, and the time, opportunity and support to provide this attention to the needs of individual young people.

K. Runaway or Homeless Youth and Missing Children:

22,000 to 25,000 Oregon youth run away annually. Runaway and homeless youth shelters in the state were able to serve only 1,800 of these youth last year. Runaway behavior is related to changes in "traditional" family structure, includ- ing chemical dependency and major incidence of physical, sexual and emotional abuse. The longer a youth is on the streets, the more danger they are in and the more likely that their problem behaviors will escalate. Drug and alcohol abuse, delinquency, prostitution, homelessness and, all too often, death, are the conse- quences of an unserved runaway population. "Lost or Stolen" children are often the result of family legal battles.

L. Alternatives to Crime and Incarceration:

Youth crime and incarceration are barometers of our success in raising healthy productive children. High crime rates reflect the neglect of society to nurture our youth, and result in costly and damaging incarceration for the victims of our neglect. "Punishment" of young people still able to correct miscreant behavior patterns must promote positive community values and prevent a return to criminal activity. We need safe parks, after-school programs, safe evening activities, teen centers, and social groups that are alcohol- and drug-free.

M. Migrants and Farmworker Child Care:

While Multnomah County is thought of as a basically urban and suburban county, we do have significant agricultural land. As in other parts of Oregon, we depend on migrant labor for the seasonal harvest and work on the farm lands. Migrant and farm-worker's children require special attention in the areas of education, shelter, health care, food and nutrition.

N. Physical Health Services:

Often neglected, especially for low income youngsters, is the importance of regular health care. Many families are without basic health care insurance and as a result many young people are without basic health care. There is a critical need for access to health services, prenatal care, AIDS education, physicals, and education in preventive health care. Teen Clinics have begun to make a dent in this problem, but to date they are only available in limited geographic areas of the county and do not extend to children not yet in high school. A pilot project to assess developmental needs of three and four year-olds in Multnomah County shows promise in spotting speech/language, motor skill, hearing, vision, dental, and general medical problems before they become serious impairments in a child's readiness for school.

Family Support

PROBLEM: Many family environments are jeopardized in their ability to promote the development of their children. "Research has documented what common sense tells us: economic stress, lack of social support and other protective factors, a fragile, impaired or immature parent, a difficult infant can combine in the absence of outside help, to create an environment so bad that it prejudices the normal development of the child." (from Within our Reach, Lisbeth B. Schorr). Even healthy, competent parents experience isolation and question their ability to raise their children successfully. Programs to support parents serve an important preventive function.

VALUE: Appropriate support should be given to families so that family members, parents and children, can thrive as a family unit. Positive efforts to support children and their families can avoid subsequent serious problems for society.

SOURCE OF ISSUE: The requirement for family support has come to the foreground of many of the planning bodies dealing with children and youth in Multnomah County: The Board of County Commissioners, the Youth Planning Network, the Juvenile Services Commission, Portland Leader's Roundtable and the Developmental Disabilities Coordinating Council.

BACKGROUND: In Multnomah County 50.4% of all children under the age of six living in a female-headed household are at or below the poverty level. For black children the rate is 62.3 percent. The number of female headed households increased from 11.6 percent to 15.7 percent in the period 1970-1980. Total births for 1985 were 8,693; 9.9 percent of those births were to teens between the ages of 15 years and 19 years; 76.4 percent of those teens were unwed. In 1987 there was an estimated 3,071 AFDC recipients. In 1980 the unemployment rate in the metropolitan area was 6.2 percent. The number of confirmed cases of child abuse rose from 2,084 in 1983 to 2,370 in 1985.

POLICY ISSUES: Support of the family unit needs to be reflected in funding allocations, in service delivery priorities, and in the benefit packages offered by employers. Strong leadership on the part of government is necessary if policies that support family integrity are to become standard.

PROGRAM ISSUES: An analysis of existing resources within the county reveals that the variety of services required is essentially in place; however, the capacity to meet the need is grossly inadequate. Another problem is that families do not know how to access those resources that exist, nor to find the dollars to pay for them.

Family Support

RECOMMENDATIONS FOR STATE:

1. Policy mandating parent education courses as part of the basic school education requirements.

2. Provision of minimum number of parent center-type programs based on a population/program ratio; high risk, low income, high density new/young family areas would require a higher program to population ratio.

3. Programs should be provided equal access to services by providing outreach to specialized populations.

4. Coordination should be provided at the state level to address family support issues.

5. Incentives should be provided to employers to develop benefit packages which support family growth (e.g., flextime, on-site or employer supported child care, job protected parental leave).

RECOMMENDATIONS FOR LOCAL:

1. County policy to direct the focus towards empowering families rather than supplanting the family role.

2. Funding incentives to establish parent centers and resources to link parents to assistance.

3. Information about service providers made readily available.

4. Media campaign to educate public to available resources.

5. More cooperation, networking, collaboration among funding agencies and service agencies, including neighborhood organizations and churches.

RESOURCES:

1. Information regarding types of services and their availability needs to be developed and disseminated.

2. Develop pilot neighborhood parent centers with easy access. Parent centers should be comprehensive and include the following services: prenatal outreach and medical care, home visits, parent education, parent support groups, toy/resource library, transportation, counseling, child development groups (including child care), drug and alcohol intervention, respite services, and periodic child development assessment. Centers should have the capacity to respond to special needs children with the additional services that provide adaptive equipment, access to speech, occupational and/or physical therapists, and in-home assistance.

Attention to Special Needs

PROBLEM: There are many views of what constitutes special need. Whether we are talking about a minority child or a child with a physical, emotional or psychological disability, or economic disadvantage, or family violence, a main issue which cuts across all is the fact that too little attention is paid to children with special needs. State and local programs must include and recognize, in all the categories of service which they provide, the uniqueness and requirements of special need youngsters. The children or youth with special needs include but are not limited to: 1) developmentally disabled children; 2) handicapped children; 3) minority children -- Black, Hispanic, Native American and Asian; 4) disaffected youth who exhibit gang behavior or are at risk of becoming involved with drugs; and 5) youth at risk of dropping out of school.

VALUES: All children should have access to basic services. Distinctions based on handicap, race, religion, culture, or ethnicity can not be tolerated in an inclusive, multi-faceted society. Children with risk factors who receive services early can be helped to avoid the debilitation that is otherwise predictable. The more we make all services and programs available to all children, the closer we will be to achieving the goal of being an inclusive society.

SOURCE OF ISSUE: Brought up in several small groups in community forums and versions presented by the Autistic Children's Activity Program, and other advocate groups.

BACKGROUND: A complaint often heard by service providers is that children with special needs (or their families) do not have access to programs and services. Some providers claim a lack of referrals, a lack of specialized staff, a lack of funding for extra focus on special needs. Families and advocates claim a lack of interest, a lack of sensitivity, a lack of willingness and/or a desire to "cream" the population in order to look better statistically. The facts seem to support the claim that a number of services do not have a very diverse population. It is a truism that the earlier we detect problems and begin working with children, the easier the adjustment or correction and the more likely a positive outcome.

POLICY ISSUES: How can public and private agencies work together in establishing single early identification and assessment programs? How can a structure be established that assures a narrow-mesh net to screen children early? Can funding sources be encouraged to require service providers to open programs to a wider variety of special need youngsters?

PROGRAM ISSUES: Agencies should provide for early identification, assessment and referral for children with special needs. Multi-discipline teams need to be accessible and affordable for all youngsters. Programs of all kinds need to be capable of serving the full range of children in the community, not just those in the center of the spectrum.

Attention to Special Needs

RECOMMENDATIONS FOR THE STATE:

1. We need state statutes, accompanied by state funding, to provide a screening and referral service at birth for all children, at the critical developmental ages of three and four for low-income families, and upon entry to public school for all children.

2. A multi-discipline team should review all children at birth for risk factors that might be determinants of serious medical, emotional, psychological or social problems. A second multi-discipline team should assess speech/language, motor skill, hearing, vision, dental and general health for three and four year-olds in low-income families. This age has been recommended by practitioners in Multnomah County as a pivotal point at which developomental delays can be spotted and addressed to diminish long-term impact on a child's readiness for school. Agencies need to develop cross-referral and follow-up procedures to respond to assessed needs at each of the two stages.

3. Medical, mental health, educational, public health and social services should be available to all special need infants and their families. A program could begin as a pilot, screening all newborns in selected neighborhoods, referring those with high risk factors to the nearest services. The three and four year-old developmental assessment could follow the model being piloted in Multnomah County, with volunteer professionals in health, social services and education offering free screening clinics in selected neighborhoods at designated times during the year.

4. Existing state and state-contracted services should be "audited" to determine if they are all providing or capable of providing for special need youngsters (e.g., can/does the treatment program serve minority children; can/does the recreation program serve developmentally delayed children; can/does the employment program serve delinquent children).

RECOMMENDATIONS FOR LOCAL:

1. Locally funded programs and services should be "audited" to determine if they are all providing or capable of providing for special need youngsters (e.g., can/does the treatment program serve minority children; can/does the recreation program serve developmentally delayed children; can/does the employment program serve delinquent children).

RESOURCES: A multi-discipline team should determine what screening devices could be used with infants to determine potential difficulties. A similar team should draw from the experience of the pilot three and four year-old screening project in Multnomah County to refine developmental assessment procedure for this age group. Tools for effectively screening kindergarten children should be identified. Plans should be designed for needed legislation, budget and implementation of pilot projects.

Racial and Ethnic Diversity and Access to Services

PROBLEM: There is a need for effective programs aimed at minority youth, Black males in particular. The emphasis of these programs needs to be education, employment, recreation and self-esteem building. To assure relevance in programming, the need for more racial and ethnic diversity in decision-making groups is essential. Multi- cultural education for every level of provider needs to be an integral part of this process. There are disproportionately high numbers of minority youth in the juvenile justice system -- yet they are not even proportionately represented in the population receiving the available services. Those who work with minority youth or have an impact on minority youth need to recognize important cultural differences and incorporate understanding of these differences into their daily interaction with young people. In addition, culturally truthful and relevant information needs to be available to all who work with minority children.

VALUES: A community must hold the same level of expectations for, and must nurture and value all of its children and youth without regard to racial or ethnic distinctions. This value is rooted in the most basic moral and political tenets of our country.

SOURCE OF ISSUE: Brought up in discussion in several community forums and by the Juvenile Services Commission, the Juvenile Justice Steering Committee, the Youth Planning Network, and the Leaders Roundtable.

BACKGROUND: Minority youth represented eleven percent of the county population in 1986. Of all the referrals to the County Juvenile Court, 25 percent were minority youth. Of felony referrals, 34 percent involved minority youth. Black youth represented 33 percent of the commitments to state training schools from Multnomah County in an 18 month period in 1984-1985, and 23 percent for a 13 month period in 1986-87. A recent report from the Juvenile Justice Steering Committee reflects that Black youth have had less access to social services prior to commitment and succeed less often in services following the commitment than other youth.

POLICY ISSUES: There appears to be an absence of policy direction (i.e., commitment to service levels, "affirmative action" in programs) in most agencies -- state, local, private or public. Little change can be anticipated unless strong leadership is expressed by top officials of state agencies, elected officials, private corporation executives and funding agencies for system-wide adoption of plans and actions that target the issues related to disproportionately.

Racial and Ethnic Diversity and Access to Service

PROGRAM ISSUES: Programs are often located outside living areas of minority populations. Staff are often not trained or experienced related to cultural sensitivity. Incentives to encourage participation are often inadequate. Agencies, corporations, businesses and coalitions must sponsor the activities that will make a difference in program delivery.

RECOMMENDATIONS FOR THE STATE:

1. Policy directing attention to disproportionality issues and requiring review of services for state agencies and agencies under contract to the state.

2. Training in ethnic sensitivity for employees of the state and in agencies under contract to the state; with periodic evaluations of how this training is implemented.

3. Funding incentives for change within contracted programs.

4. Information about service populations made readily available.

5. Stronger effort in recruiting minority providers.

RECOMMENDATIONS FOR LOCAL:

1. Policy directing attention to disproportionality issues and requiring review of services for local agencies and agencies under contract to local funders.

2. Training in ethnic sensitivity for employees of local agencies and in agencies under contract to local funders; with periodic evaluations of how this training is implemented.

3. Funding incentives for change within contracted programs.

4. Information about service populations made readily available.

5. Ask individual funding organizations to adopt procedures that deal with disproportionality as principles for funding.

6. More cooperation, networking, and collaboration among funding agencies, serving agencies and including neighborhood organizations.

7. Stronger effort in recruiting minority providers.

RESOURCES: Carefully developed cadres of people who can train local, state, private and public employees. Information about this problem needs to be developed and disseminated.

Early Childhood Services & Youth Services -- Prevention

PROBLEM: Every child is born with the potential to become an addition to the productive capacity and enlightened citizenship of its nation or, allowed to suffer from neglect, a potential addition to the destructive forces of a community. Society makes the choice. In Oregon today, as in the nation as a whole, the majority of children live in either a single parent or dual-employed household, leaving caretaking to whatever resources are available and affordable; the number of children living in poverty has increased; and services for children have been a low priority. The results of this neglect are seen in the increase of school dropouts, criminal behavior, violent activity, premature parenthood, and dependency upon welfare.

VALUE: Children are the future. Young children are future's promise. The preservation of the American Dream lies in a citizenry that is able to produce, to compete successfully, and to contribute to the advancement of knowledge and understanding. Children are also an economic necessity; they provide the labor pool that fills the jobs of business and industry.

SOURCE OF ISSUE: The issue of prevention has come to the foreground of most planning body dealing with children and youth in Multnomah County: The Board of County Commissioners, the Youth Planning Network, the Juvenile Services Commission, Portland Leader's Roundtable and the City Club. The spiralling number of those who are disadvantaged, unemployable and dependent has alarmed policy makers and community leaders.

BACKGROUND: In Multnomah County the number of children in poverty rose from 9.5 percent in 1970 to 12.3 percent in 1980; the number of black children in poverty rose from 26.3 percent to 32.5 percent in the comparable period. In 1986 there were 850 births to women in their teens; 611 of these women were not married. Inadequate prenatal care was reported by women who gave birth to 742 of the 8,624 children born in the county in 1986. The number of female headed households increased from 11.6 percent to 15.7 percent in the period 1970-1980. In 1987 there was an estimated 3,071 AFDC recipients. The number of confirmed cases of child abuse rose from 2,084 in 1983 to 2,370 in 1985. This loss of potential talent cannot, and must not continue.

POLICY ISSUES: Prevention must become a priority of the state as well as every community. Prevention policy should be developed and promoted as a cost effective investment strategy. An enlightened public policy would be one that recognizes and protects the humanity of each child, establishing their right to a nurturing environment.

Early Childhood Services & Youth Services -- Prevention

PROGRAM ISSUES: The types of programs that have a positive impact on child and youth development have been identified. Criteria for programs that work have been outlined by subcommittees of the Multnomah County Youth Planning Network (notably its Subcommittee on Prevention Services to Children 0-7 years old) and by workgroups of the Portland Leaders' Roundtable. Unfortunately, existing programs are too few, too inaccessible to those most in need, sadly underfunded, and, many times, are available too late to be of maximum help to the child. Historically, staff have been paid at minimum levels of pay in order that the programs not be viewed as too costly. This low pay scale results in high staff turnover with a population that requires the most consistency and stability.

RECOMMENDATION FOR STATE:

1. State agencies should plan with local agencies to develop strategies for prevention services.

2. There should be state-level coordination and articulation around the provision of prevention services including the development of minimum standards and designation of responsibility.

3. Establish a minimum percentage of the state budget designated to support prevention programs.

4. Develop a Bill of Rights for children specifying the State of Oregon's goals and commitments to children.

5. Develop a positive statewide public relations campaign directed at establishing the importance of early childhood policies.

6. Provide incentives for employers to adopt children/family centered policies such as flextime, parental leaves, and child care.

RECOMMENDATIONS FOR LOCAL:

1. Local jurisdictions should plan with state agencies to develop strategies for prevention services.

2. There should be local-level coordination and articulation around the provision of prevention services including designation of responsibility.

3. Local jurisdictions should work with the business community to identify new resources to support prevention efforts.

4. More cooperation, networking, collaboration among funding agencies and service agencies, including neighborhood organizations and churches.

RESOURCES:

1. Develop media campaign that educates parents and public about the developmental needs of children and appropriate activities to meet those needs.

2. Develop a cadre of experts to provide technical assistance and support to prevention efforts.

Child Care

PROBLEM: Reliable, high quality child care is increasingly difficult to find and afford. Few options exist for the working poor, students, parents of children with physical and developmental disabilities, and the homeless. The population in need is growing in size and scope. Parents need more information and training to make reasoned child care decisions, and thus ensure that the child care marketplace operates to the benefit of children.

VALUES: Society has a vested interest in assisting children to become whole, productive and participating members of the community. To this end, society must ensure that children receive safe, loving and nurturing care during early developmental years. Society must promote the development of more child care options and services, must ensure that care is professionally sound and safe, and must provide universal access to these services, especially for those with the greatest need and with the least ability to pay.

SOURCE OF ISSUE: Child care services are considered a high priority need by participants in the Children's Agenda planning meetings in Multnomah County. Parents, business leaders, service providers and social service professionals agree that access to quality child care is a critical and growing need in the community. These concerns are shared by such organizations as the Provider Resource Organization (PRO), the Eastside Child Care Consortium and the Oregon Commission on Child Care.

BACKGROUND: The need for child care services has increased during the past ten years and will continue to increase into the foreseeable future. Many forces contribute to this trend.

The structure of the family continues to change. More than 50 percent of mothers with children under the age of six years and an even greater majority of mothers with school-aged children are employed. In 1980, nearly 30,000 children in Multnomah County came from single parent families, 90 percent from families headed by mothers. Nearly 10,000 children in Multnomah County came from families with incomes below the poverty level.

The structure of the economy is changing. The earning power of today's two-earner family is less than that of the one-earner family 20 years ago. The declining value of employment has driven both parents into the work force out of economic necessity. The growing number of single parents are particularly threatened by economic hardship and have great difficulty finding affordable care.

The structure of the population is changing. Beginning in the late 1970's, the "baby-boom" generation began to have children of their own. This "echo-boom" began to appear in Multnomah County in the early 1980's. Between 1980 and 1987, the number of children below age five increased from 39,000 to 42,000, while the number of children below age 14 increased from 109,000 to 119,000. Public school attendance in Multnomah County began to increase in 1983, reversing a decade-long enrollment decline.

Child Care

The echo-boom has increased demand for scarce child care resources, particularly infant and toddler care. Coupled with trends in the economy and employment, these echo-boom babies will eventually require school-age and latch key programs throughout their primary years. In 1987, more than 43,000 children attended grades K-6. It is estimated that the majority of these children are unsupervised or are supervised by older siblings during, before, and after school hours.

Despite these dramatic changes, the network of organizations and programs serving children has been abandoned and neglected. Federal support for child care coordinating councils and tuition assistance grants were substantially reduced beginning in 1980. No effort was made at the state or local level to replace lost federal funding with state, foundation and private support. The information and referral programs that formed the core of a child care network in the state were discontinued. Without organized and coordinated efforts, child care services have expanded slowly and unevenly to meet the increasing need. Without subsidies and assistance, quality care for those in poverty, the working poor and migrants is unattainable. For children with special needs and the homeless, services are almost nonexistent.

POLICY ISSUES: Child care is often seen as disconnected and subordinate to other pressing social and family issues. Child care is rarely viewed as being related to education, the economy and economic development.

PROGRAM ISSUES: Child care services are integral to student retention programs, welfare reform, education and economic development. Public and private policies and programs must begin to address the needs for this society to take care of its young.

RECOMMENDATIONS FOR THE STATE:

1. Develop training and education programs at Community Colleges. Adopt a model program curriculum and standards through the Early Childhood Education and Head Start programs in the Department of Education. Expand CSD services to accommodate the increasing number of providers and programs. Provide matching training grants. Develop voluntary certification requirements for family providers.

2. Review and reform AFSD policies and programs to ensure direct and adequate support for the child care costs of all economically disadvantaged children. Expand existing SRI funding for teen parent child care programs. Research new programs to meet the needs of the homeless and migrant workers.

3. Add state funds to expand the existing school age child care grant program in the Department of Education. Provide tuition assistance grants for services for the economically disadvantaged.

4. Develop efficient, effective siting and certification procedures at the CSD. Develop capital grant and low interest loan programs for areas of excessive need. Provide research and information on successful programs developed throughout the state.

5. Develop parenting information and training materials through the Department of Education, Community Colleges, AFS and CSD, and County Extension Services.

6. Expand the office of the State Coordinator of Child Care to provide increased staff contact with a local coordinating council. Assign state liaisons to the council from such agencies as CSD, Adult and Family Services, SRI, and the Department of Education. Provide matching grants to assist the council during start-up. Expand existing personal and business tax credits to provide incentives for private participation in child care issues.

RECOMMENDATIONS FOR LOCAL:

1. Develop peer review mechanisms to promote and examine the competency and professionalism of child care providers.

2. Develop a tuition assistance endowment to supplement existing state sources of support. Promote participation by businesses, individuals, community service organizations and private foundations. Develop referral services that specialize in special needs children. Advocate federal assistance for child care, particularly for special needs children.

3. Develop neighborhood and school based programs and activities for children. Develop park and recreation activities, community volunteer projects and other group activities. Encourage employer-based work experiences for older latch key children. Increase coordination between local police, parks and education agencies. Expand school district policies regarding the use of school facilities.

4. Improve city and county land use, zoning and building code practices to facilitate siting and development. Develop an inventory of properties and facilities available for child care programs. Promote neighborhood-based family care. Develop private and employer resources to finance construction, improvement and equipment costs.

5. Promote effective parenting education through community organizations, schools, community colleges, church organizations, health institutions and employers. Include family life and parenting issues in high school curricula. Recruit and promote respite care providers and volunteers within the community.

6. Organize and incorporate a local coordinating council for Multnomah County. Recruit parents, providers, educators, employers and government officials to service as volunteers. Develop a community endowment fund to receive private, employer and public grants. Manage the endowment fund to support all aspects of child care services, from tuition assistance to capital grants and loans.

Education

PROBLEM: Our ever-changing environment requires appropriate funding of public education and an education community capable of changing with today's society. The development of relevant education to adequately prepare youth for the world of work, family and community is essential if our children are to compete in today's world. More education alternatives are needed to meet children's individual needs. The education of our children cannot stop with preparation for the work force. The approach to education should be holistic, preparing the child for an integral role within his/her family and community. Funding of schools must be adequate and stable.

VALUES: Stable funding is an absolute necessity for high quality education. Constant threats to change tax base growth rates, distribution formulas or levels of state support mitigate against good long-range planning and against consistent programs. To avoid mis-serving or losing students to drop-out, schools need to have long-term plans within which they offer some alternatives to traditional education programs.

SOURCE OF ISSUE: Discussion in various forum groups.

BACKGROUND: Every year brings a need for many districts in Multnomah County to submit budgets to voters for one year's educational program. At the state level, each biennial session brings new decisions about funding. This one-year and two-year cycle of funding creates a situation where a district cannot do long-range comprehensive education planning. There is no assurance as to what voters will approve in annual levies, nor in what legislators will do in biennial decisions concerning level and distribution of funds. Creating commitments for in-district alternatives to traditional programs or contracts with private alternatives in this climate is difficult because such commitments in one year could make first-call on limited resources needed for maintaining regular basic programs in the next year.

POLICY ISSUES: Can the state find a system of funding education that is fair, balanced, stable and long-standing? Can tax bases be provided to all districts? Can in-school and contracted private alternatives be made a part of "regular" school offerings.

PROGRAM ISSUES: Students come in a variety of learning styles with multiple education needs. This should make it clear that a cookie-cutter approach to educating them is a disservice to many. Funding must be assured for the regular program for the vast middle majority (90 percent of the students), but also for the innovations in and out of the regular program for the remainder who need special or different educational approaches.

RECOMMENDATIONS FOR THE STATE:

1. Stable, predictable, full funding.

2. Limited changes in distribution from legislative session to legislative session.

3. More money for special alternatives such as the David Douglas AIM program for court referred students and expellees, Madison's Focus, Marshall's MASH, Vocational Village, Grant's Night High School, and private programs such as Lents, Open Meadow, POIC, Quest, AYOS and Serendipity.

4. A tax base for every district.

Education

RECOMMENDATIONS FOR LOCAL:

1. Long-range education plans for each district.

2. Careful attention to non-traditional learners.

3. Partnerships with parks and private agencies to offer after-school activities such as athletics, recreational and educational programs for upper elementary and middle school students.

4. "Transitional classrooms" where students who are new to a district (from family moves or state placement) can receive special catch-up assistance before assignment to a regular classroom.

5. Assignment of school social workers to help with family-related problems that children bring to the classroom.

6. More in-district and contracted private alternative school programs.

RESOURCES: The state will have to commit to set a proportion of its general fund budget to school funding. The legislature will have to resist the temptation to alter elements within the distribution formula each session. Local school boards and administrators will have to give direct attention to what they are doing in terms of offering alternatives to traditional programs.

Youth Empowerment

PROBLEM: Youth need to be empowered if they are to become contributing members of our society. This means they must understand the power they possess over their own lives. This can only come about with adequate training and leadership, assertiveness and self-esteem. Our youth must be taught how to be active participants in making decisions which will impact on their lives.

VALUE: Building strong leadership qualities in young people is essential, along with the development of a positive image. Self-esteem and self-worth result from self-expression and accomplishment. The community must offer our youth -- along with a quality education -- appropriate training, community service experiences and employment options that are the final expression of persons taking responsibility for their lives. Youth are an important resource for helping the community solve problems which impact their lives.

SOURCE OF ISSUE: Youth empowerment is an expressed goal of our youth. Funding sources, both public and private, have recognized the importance of intervening and supporting youth prior to delinquent behavior. The Portland City Council passed their youth policy by ordinance in 1982 stating that all youth be given opportunities to achieve their potential through increased youth participation in community decision-making.

BACKGROUND: A growing number of young people are using drugs. "Schools are being vandalized and teachers terrorized." "Illiteracy has risen." "Adolescent girls are having babies." These types of statistics are more readily available than ones which document achievement and positive contributions by youth to our community. Studies indicate that youth respond in accordance with expectations held for them. Research regarding the Black Pride movement showed that large doses of positive reinforcement contributed to academic achievements superior to their counterparts in public schools.

The youth of the Metropolitan Youth Commission, in cooperation with the Portland Public Schools' Youth Council (PPSYC), have developed the MODEL program whose puorpose is to provide the opportunity for at-risk and minority youth to participate in MYC and PPSYC projects. The focus for 1988-89 will be the development of conflict resolution education which will result in trained young people prepared to utilize their skills in their schools and neighborhoods.

POLICY ISSUES: The Portland Public Schools has established a youth council to advise administration and the Board of Education. However, the participation of young people is less than desired. Local public and private organizations, working with and on behalf of young people, should involve youth in decision-making. Youth need to have a meaningful role in the development of programs, as well as funding of services.

The Metropolitan Youth Commission (MYC) volunteers appointed by the Mayor and City Council to advise them on youth programs, has increased its youth membership to 33 percent. All committees of the MYC must have a minimum of 50 percent youth members with some committees being 100 percent.

In both the Portland Public Schools' Youth Council and the youth projects of the Metropolitan Youth Commission, participation of the adults in policy and planning positions is less than desired. Recognition and utilization of these youth groups by school administrators, members of the Board of Education, and local officials should increase.

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Youth Empowerment

PROGRAM ISSUES: In addition to special programs focused on positive youth development, youth-affirming strategies can be mandated in every youth-oriented program. A structure is needed which recruits minority youth, especially males, to participate in planning, implementing and evaluating programs and issues concerning today's youths. The structure must recognize the need for incentives and the importance of building self-worth.

RECOMMENDATIONS FOR THE STATE:

1. Policies recommending the inclusion of young people on boards and commissions.

2. Funding incentives for programs that do include youth on their governing bodies.

3. Training for organizations on how to involve youth in decision-making roles.

4. Increased recognition for selective young people who may serve as models for other youth.

RECOMMENDATIONS FOR LOCAL:

1. Include young people in decision-making roles for organizations serving youth.

2. Provide assistance to young people who are participating on boards and commissions to assure safe transportation, release time from school, credit for involvement, etc.

3. Provide training and other incentives for organizations who include youth in decision-making roles.

4. Increase public recognition of youths' contributions to the community.

RESOURCES: Funding required for the provision of professional coordination of the use of volunteers, technical assistance in program development, recognition awards, training for organizations to develop their strategies for fostering a positive image. Other opportunities can be incorporated into existing programs with minimal, if any, increased expense.

Youth Employment

PROBLEM: Many youth in Multnomah County lack either access to adequate employment or the basic employability characteristics to obtain a job. These two factors are more prevalent among low-income and minority youth than the general youth population.

VALUES: It is a basic premise of our American society, right or wrong, that the value of the individual is, in part, related to his or her ability to obtain self-sufficiency. The work ethic is a strong social force in America which is driven by the general belief that if one works hard he or she will be able to receive some of the disposable wealth of the country. It is a fundamental belief of this country that equal access to employment is not a privilege, but a right. In order for youth to actually participate in the work force, these basic values must work for them and at an age which properly prepares them for successful employment.

Two measures of the current failure of the American system to make adequate training and employment available to the youth of the country are the high unemployment rates among youth, particularly minority youth, and the high dropout and illiteracy rates among youth, particularly, again, among poor and minority youth.

SOURCE OF ISSUE: There are many sources of concern from which this issue is being raised. The business community is painfully aware of the caliber of the new workers. Community groups are experiencing the reality of unemployed and unskilled friends and neighbors with no positive employment alternatives. Civic and government leaders are recognizing the impact of the unemployed and unskilled youth upon the dependency systems, such as the criminal justice system and welfare. Education is realizing the size of the challenge they face and their inadequate resources to address the problem.

The Portland Leaders' Roundtable was formed in 1984 to examine the barriers to employment faced by youth, particularly low-income and minority youth, and to advocate for the development of a continuum of programs and services that could help children and youth to overcome those barriers and realize their full potential.

BACKGROUND: Youth unemployment has generally been higher than adult unemployment. Further, unemployment among minority youth has outdistanced the general youth unemployment. Generally accepted relationships are that youth unemployment is at least twice that of adults, and minority youth unemployment is four times greater than adult unemployment. These figures do not count those who are discouraged and not working.

As the economy improves, general unemployment is falling; however, there are indications that minority unemployment is not improving at anywhere near the same rate.

In addition, the situation of employability or job readiness is not improving with the economy. In fact, dropout statistics remain dismal.

And when one looks at the work competency levels among those who are graduates, there is little reason to be optimistic about simply raising the number who graduate. The projections for the year 2000 and the needs of the work force lead most to be extremely concerned about the competitiveness of the American work force. The youth entering the work force are simply not prepared for the type and complexity of the new jobs.

Youth Employment

POLICY ISSUES: Although attention is finally being given to the relationship between education and employment, traditional views of vocational education and the relationships between business and education are based upon past experiences. There is no human resource policy for the State of Oregon or the County of Multnomah. Education is grossly underfunded. The current SRI and Children's Agenda have not developed long-term strategies for resource commitment. Relationships between economic development and employment and training need strengthening. Relationships between the community colleges and employment and training need strengthening. The lottery should be a resource for education and employment and training. The limitation on state revenue growth works against the recognition of the need for improved education and employment training. Prevention is a very important focus for employment and training activities.

PROGRAM ISSUES: Programs linking education and employability need strengthening. Basic skill programs linked to employer expectations need strengthening. Programs which work to reduce the barriers to employment as early as possible need strengthening. Outreach to and recruitment of minorities and other disadvantaged populations must be strengthened as the youth cohort shrinks, even though the job market is growing. Collaborative efforts, which recognize the pervasive nature of the problem, must be encouraged if not required. The investment of resources in prevention in the community must be championed as cost effective and with a strong return on the investment.

RECOMMENDATIONS FOR THE STATE:

1. The state should require collaborations of its agencies with local communities and entities at the local level in the common task of improving the education and training of the work force. A statewide human resource policy is needed which commits to the investment in the development of all of its youth into productive workers. The limitation of the state revenues must be overturned. Successful SRI programs must be sustained over the long term. Stable and sufficient funding of education which prepares young people to be productive workers in Oregon must shape all state initiatives.

RECOMMENDATIONS FOR LOCAL:

1. Youth programs at the local level should address the long term employability of its clients through addressing the employability, education and social development needs of those clients. Collaborations based upon common clients and common goals should be the rule of the day. The disproportionate number of minorities unemployed must be addressed by focusing resources, financial, human and institutional, upon the special needs of those youth. Common efforts with the employer community must be mounted and supported. Educational systems must be linked with employer expectations so that educational success means employment. The barriers to employment/education must be identified at the local level and program delivery based upon their elimination.

Youth Employment

RESOURCES: Current resources are inadequate to meet the employability development needs of those "at risk" of failing in the school system. Specialized programs for employment for those out of school are inadequately funded. The social human development side of many of the hard to serve populations, such as youthful offenders, teen mothers, those on welfare, and disadvantaged minorities require considerable more programmatic support than is currently available. Public education around the problems needs considerable media attention which requires additional resources.

Substance Abuse

PROBLEM: Measures of improved health status for Americans have and continue to improve for all age groups except one; youth, ages 15-24. The mortality rate for this age group has increased during the past decade as accidents, suicide, and homicide have come to take a larger and larger toll among our young. Alcohol and drug abuse have played the primary role in this health status decline. In addition, an unacceptably large number of youth face futures handicapped by poor academic achievement, poor social and interpersonal skills, limited job skills and readiness, illiteracy, and criminal records resulting from increasingly early onset of alcohol and other drug use, abuse and dependency. A major group continuing to show increases in tobacco use are youth, particularly young women. In addition to the problems associated with youthful involvement with alcohol and other drugs, many young people are also suffering from the affects of living in an alcohol or drug effected family with attendant abuse, neglect and inadequate parental support, nurturing and guidance.

VALUE: It is important for our young people to complete the critical childhood and adolescent developmental tasks free from the harmful and developmentally interfering effects of alcohol and other drug abuse. It is important for families to have the knowledge and ability to nurture, parent, educate, and guide their children and to do so without the interference of their own alcohol, or other drug, abuse. It is important for community youth-serving agencies to be able to recognize harmful alcohol or other drug involvement in youth, to effectively intervene, and to provide successful referral to the appropriate level of treatment needed to halt the progression of this involvement. It is important for these to be treatment resources adequate to serve the seriously involved and dependent youth, for there to be necessary recovery support resources within the community. It is important for minority youth to have equal opportunity to complete adolescence without the negative consequences associated with alcohol/drug use.

SOURCE OF ISSUE: The negative consequences of youthful alcohol and other drug abuse have been identified by the Student Retention Initiative Core Planning Group, the Regional Drug Initiative, the Multnomah Council on Chemical Dependency, the Juvenile Services Commission, and the individual school districts in Multnomah County. In addition, public input provided at planning forums held in development of the Multnomah County input to the Governor's Agenda identified this as a high priority for attention.

BACKGROUND: Surveys conducted by the Oregon Office of Alcohol and Drug Abuse Programs of Oregon School Students have shown consistently higher than the national average usage levels for all drugs. These results have been confirmed by similar surveys undertaken by Portland Public Schools. It is known that children from families with parental alcohol or other drug abuse have a much greater incidence of youthful alcohol or other drug abuse. In addition, they experience a higher incidence of abuse, including sexual abuse, leading to their increased likelihood of becoming abusers themselves. While youth are, in general, underserved in the range of alcohol and drug treatment services, minority youngsters are significantly less likely to receive attention for alcohol and other drug abuse problems than white youngsters. Children with parents who are alcohol or drug affected are seldom able to receive treatment services in their own right to counteract the negative effects of this acknowledged "family disease" and break the intergenerational cycle of dependency. A particularly poignant aspect of this problem is the increasing incidence of infants born addicted to drugs. Children's Services Division in Multnomah County estimates between five and eight

cases a week of reported addicted infants born in Multnomah County. Their mothers often have received no prenatal care, lack resources to adequately care for their babies, often do not receive effective referral to treatment, or are unable to access treatment due to lack of child care resources along with the shortage of treatment services. There is a lack of sufficient treatment resources for youth. Funding for the treatment services which do exist are also insufficient. Programs do not reflect the greater intensity of services required. There is a greater cost for serving youth resulting from needing to provide more outreach, case consultation with other involved agencies, and family treatment.

POLICY ISSUES: Pregnant women in Oregon otherwise eligible for Title XIX services should be eligible for these services, including prenatal care and alcohol and drug dependency treatment as soon as their pregnancy is confirmed. Currently, they are not eligible until their eighth month of pregnancy.

Pregnant addicts should be assured of access to treatment in ways which acknowledge that alcohol and drug addiction are illnesses requiring treatment. Efforts to take a punitive approach must be recognized as counterproductive, leading to delay or avoidance of prenatal care and treatment, which may lead to recovery and better parenting.

Children in alcohol or other drug affected families should be eligible for publicly supported treatment. Even when parents who are addicted enter treatment, their children are not eligible for treatment for their well identifiable and treatable issues relating to their "co-dependency".

Affiliation agreements should be developed and signed by the Children's Services Division, Health Division, and Alcohol and Drug Abuse Program at the state level to further structure working arrangements which result in collaboration in services to chemically dependent families. This would build upon the excellent interdivisional training on recognition and intervention in chemical dependency provided to these divisions.

PROGRAM ISSUES: Additional treatment resources are needed to treat youth. Funding is needed for outpatient and residential treatment.

Reimbursement rates for publicly funded youth treatment should be reviewed and where inadequate, increased.

Cooperative programs involving CSD, Public Health, and Alcohol and Drug treatment services should be developed and funded to work with addicted infants and their families, preferably identified before birth, so that adequate prenatal care can be provided along with ongoing follow-up services addressing the alcohol or other drug addiction along with parenting.

Child care should be available for women in alcohol/drug treatment.

Family treatment, addressing the issues of each member of the chemically dependent family, needs to become a real and available component for all treatment programs working with clients having families left intact.

Substance Abuse

Alcohol and other drug abuse identification and intervention/referral needs to be integrated into the teen clinic scope of services and teen clinics need to be available in all high schools and middle schools.

Special outreach and intervention programs for minority youth are needed to reach those with alcohol/drug problems and provide them with appropriate treatment services.

RECOMMENDATIONS FOR THE STATE:

1. Address the disproportionality of available treatment services to youth in proportion to those available to adults recognizing that earlier intervention will result in less debilitating effects.

2. Revise eligibility requirements for Title XIX (Medicaid coverage) for women, families, and youth. This need not include monetary grants, but only medical coverage. The end result would be maximization of State General Fund dollars at almost a 3:1 ratio.

3. Increase the available pool of pre-matched Medicaid dollars for alcohol and drug treatment in Multnomah County.

4. Recognize and address the marked current under-representation of minority youth involved in alcohol and drug treatment, keeping in mind the over-representation of minority youth in the juvenile justice system.

RECOMMENDATIONS FOR LOCAL:

1. Continue to work cooperatively with treatment providers, local school districts, and the Juvenile Justice Division to address low minority youth involvement and the need for more accessibility.

2. Develop Health Division and CSD relationships to facilitate early identification and services to pregnant women and addicted infants.

3. Facilitate development of alcohol and drug component in local teen health clinics.

RESOURCES:

1. Additional funding is needed to expand Title XIX services to earlier prenatal care, youth treatment services, treatment for children from drug affected families, child care for women in treatment, and for intensive services of chemically dependent families with newborns.

2. Training is needed for CSD and Public Health personnel about addictions and for Alcohol and Drug Treatment Personnel about family treatment and child abuse issues to enable these professional groups to better collaborate.

Mental Health Needs for Children, Youth and Families

PROBLEM: There are two fundamental problems concerning the mental health needs of children, youth, and families in Multnomah County. The first is one of philosophy. The Mental Health Division is an adult-oriented system. The philosophy, governing rules, and priorities clearly reflect a model ill-suited to the unique developmental and familial aspects of children. The second problem is one of numbers; there are large numbers of children, youth, and families who are either unserved or underserved; because of the density of population in this county, proportionately more high-risk youth reside in Multnomah County than any other county in Oregon. In the absence of a child-based philosophy or model for treatment, the numbers of children who will go on to become severely disturbed adults likely will be unabated.

VALUES: We believe Multnomah County must place a higher value on its resource of children, especially those children who are at-risk of severe dysfunction and chronic dependency on government support. We also recognize the value of the family, as the basic socialization unit of our culture. And, finally, we recognize the important influence of the social and economic environment in determining the development of particular high-risk children in our country. With carefully planned environmental influence, we believe we can significantly and positively alter the course of an at-risk child's development.

SOURCE OF ISSUE: Mental Health Association of Oregon, Oregon Community Mental Health Provider Association, Multnomah County Children's Clinical Services/MED Program Office.

BACKGROUND: National prevalence rates from the National Institute of Mental Health identify 11.8 percent of the child population under eighteen years of age, or 16,500 children and youth in Multnomah County, are in need of mental health services. Suicide incidence in Multnomah County has more than doubled over the past 25 years. Informal reports indicate that at least one teenager each day is considering suicide in Multnomah County. Mental health agencies currently providing services to children and families report six-week to three-month waiting lists. The Children's Services Division reports approximate-ly 250 disturbed preschool-aged children in Multnomah County; victims of severe abuse and/or neglect who could benefit from an intensive treatment program. The current level of funding for outpatient mental health services in Multnomah County attends to the needs of only 950 eligible children and youth. Eligibility is defined as Priority I children according to Oregon Administrative Rule. The unserved 15,500 children and youth are those in need of early intervention services, those in need of intensive outpatient services, those in need of acute crisis services, and those in need of other specialized services.

POLICY ISSUES: The mental health system was developed to meet the needs of the chronically mentally ill adult. The system for children and families needs to be designed to meet the developmental needs of children and the support needs of families. Revisions are needed in statute and administrative rule to allow more flexibility in the ways services can be delivered.

PROGRAM ISSUES:

1. Specialized early intervention programs to deal with abuse and with the development of serious emotional problems.

2. More intensive outpatient services so that children can be maintained in their own homes.

3. Consultation services to other service providers.

4. Multi-disciplinary diagnostic and assessment services.

5. Services for special populations:

   A. minorities,
   B. dual diagnosis,
   C. very young abused children
   D. homeless and street youth.

6. Crisis services, both outpatient and inpatient.

7. Support to parents.

8. Coordinated services with other child-serving agencies.

9. Preventive programs.

RECOMMENDATIONS FOR THE STATE:

1. Implement CASSP Grant as quickly as possible.

2. Increase funding for the outpatient needs of children and youth.

3. Continue and expand early intervention demonstration projects.

4. Increase the number of day treatment programs for preschool aged children who have been victims of abuse or exhibit behavioral or emotional problems.

5. Direct State Mental Health Division crisis dollars to children in the same proportion as adults.

6. Structure a separate Mental Health Division subdivision for children, with separate philosophy, governing rules, and priorities.

RECOMMENDATIONS FOR LOCAL:

1. Fill in service gaps.

2. Maximize effectiveness of state funds.

3. Commit a portion of private sector funds to this area.

4. Develop system coordination through interagency agreements, consultation, and collaboration.

5. Support prevention and early intervention projects.

Mental Health Needs for Children, Youth, and Families

RESOURCES NEEDED:

1. Stability of funding.

2. Increased funding.

3. Comprehensive planning and legislative support to remove barriers to interagency service (e.g., confidentiality regulations, client eligibility, categorical funding, facilitate shared funding).

4. Legislative and administrative support for comprehensive planning by the Mental Health Division in designing a system for children, youth, and families.

Runaway or Homeless Youth and Missing Children

PROBLEM: 22,000 to 25,000 Oregon youth run away annually. A small portion of these children are lost or "stolen". Runaway and homeless youth shelters in the state were able to serve only 1,800 of these youth last year. Runaway behavior is related to changes in "traditional" family structure, including chemical dependency and major incidence of physical, sexual and emotional abuse. The longer a youth is on the streets, the more danger they are in and the more likely that their problem behaviors will escalate. Drug and alcohol abuse, delinquency, prostitution, homelessness and, all too often, death, are the consequences of an unserved runaway population. "Lost or stolen" children are often the result of family legal battles.

VALUES: All children have an inherent right to safety, nutrition and shelter. The care of children is a community responsibility, one in which "capable" parents are viewed as primary care providers, and, for those not capable, the community acts, to the extent possible, to make services available through provision of a resource continuum.

SOURCE OF ISSUE: The Northwest Network of Runaway and Homeless Youth Services, which serves Oregon, Washington, Idaho, and Alaska has prepared a preliminary report on this issue for Oregon's Juvenile Services Commission and Juvenile Justice Advisory Committee. A statewide assessment of existing services and unmet needs is currently being conducted and will be completed in September.

BACKGROUND: Since the deinstitutionalization of status offenders in Oregon, there are no minimum requirements for levels of service and no standards of care for this target population. The manner in which youth receive services varies in quality, quantity and intensity from county to county and region to region. As a result, thousands of youth "fall through the cracks" and never receive services.

POLICY ISSUES: There is no state policy to define, identify or establish funding responsibility for the runaway and homeless youth of Oregon. Current laws and funding priorities continue to encourage escalation of behavior to qualify or access treatment resources. This is especially apparent in the current low availability of services for the female population. The impact of deinstitutionalization has been to leave this target population with no designated accountability or state resources. Lacking a state policy, there is no long-term funding commitment or coordination of resources on a statewide, county and local service area basis.

PROGRAM ISSUES: A continuum of community-based treatment resources -- ranging from early intervention services to independent living programs -- is necessary to prevent runaway and homeless youth from further penetrating the delinquent subculture and the juvenile justice system. A coordinated network of community aftercare services will provide on-going support to youth and families.

Runaway or Homeless Youth and Missing Children

RECOMMENDATIONS FOR THE STATE:

1. The Oregon State Legislature should pass a Runaway and Homeless Youth Act similar to recent legislation in California and Texas, which will complement existing federal legislation.

2. One agency or department should be designated as having primary jurisdiction for services to runaway, status offender and homeless youth. Such a designation would eliminate the confusion over "whose responsibility" services for that child are, and would provide a centralized vehicle toward the establishment of a continuum of care.

3. A set of minimum performance standards should be established for service provision to and care of runaway, status offender and homeless youth in the State of Oregon.

4. A central clearinghouse should be established for missing children.

5. A consistent funding base for programs must be established.

RECOMMENDATIONS FOR LOCAL:

1. Local public and private agency representatives should participate in assessment of services currently being provided to this population and of existing unmet needs.

2. Identify local sources of funding which can be used to match state and/or federal requirements.

3. Better enforcement of laws, especially related to "stolen" children is needed.

4. Explore the development of local coordinated networks of service for this population.

RESOURCES: This will vary from one area of the state to another, depending on the level of service currently in place. However, a mechanism for education, training and technical assistance to new and existing programs is essential.

Alternatives to Crime and Incarceration

PROBLEM: Youth crime and incarceration are barometers of our success in raising healthy, productive children. High crime rates reflect the neglect of society to nurture our youth, and result in costly and damaging incarceration for the victims of our neglect. "Punishment" of young people still able to correct miscreant behavior patterns must promote positive community values and prevent a return to criminal activity. We need safe parks, after-school programs, safe evening activities, teen centers, and social groups that are alcohol- and drug-free.

VALUES: Every family should have an equal opportunity to fully develop their potential without barriers of racism, sexism, or poverty. Basic safety for the community and for children and teen-agers is a necessity in the county. Programs that assure safety, proper treatment, full educational opportunities and recreational alternatives are important elements of a healthy community.

SOURCE OF ISSUE: Group discussion at various community forum and from the Juvenile Justice Steering Committee and Juvenile Services Commission.

BACKGROUND: In 1985 the Oregon Legislature reduced the overall capacity of the State's close-custody resources for juveniles. Prior to the start of the 1985-87 biennium, Children's Services Division (CSD) managed a total of 585 close-custody beds at MacLaren School, Hillcrest School and Camp programs located in various parts of the state. The legislative action reduced the total number of close-custody beds to 488 over the course of the biennium and designated the budgetary savings for programs in local communities to serve those youth no longer placed in state programs. Administrative decisions by CSD allocated these fiscal resources and access to the remaining close-custody beds to counties on a per-capita basis. Counties were given the option of accepting their share of the funding for managing programs to deal with youngsters now remaining in the community or to have CSD develop a plan and manage the close-custody "cap". Multnomah County concluded that its share of the funding for community alternatives could not provide an adequate continuum of services to youth no longer placed in close-custody. In 1986 CSD began management of its Multnomah County plan. In 1988 the county continued to support this decision.

POLICY ISSUES: Funding from downsizing was used to create the Assessment and Observation Center (AOC). This center serves as a detention facility for paroled youth, as well as the assessment program for newly adjudicated youth -- services primarily offered by MacLaren and Hillcrest before downsizing. The cost of AOC used up most of Multnomah County's downsizing allocation and consequently, few state dollars were available to create more alternative programs for pre- and post-adjudicated youth. Over representation of Black youth in the justice system and under-representation of Black youth in services need to be explored and corrected.

PROGRAM ISSUES: When looking at alternatives to crime and incarceration, the following areas represent areas of significant program gaps: inpatient drug and alcohol treatment, mental health services, adequate substitute care, organized recreation, teen centers, and programs which can provide close supervision and social activities that are drug- and alcohol-free. Present programs should be monitored closely and more funds should be allocated to early identification and intervention services to youth at risk of delinquent involvement as first-time offenders.

Alternatives to Crime and Incarceration

RECOMMENDATIONS FOR THE STATE:

1. Teenagers committing multiple serious person-to-person crimes should be incarcerated. No arbitrary cap should eliminate access to state services for these youngsters. They should be placed in state facilities and not "counted against the cap".

2. Funding is necessary for services in the community when any population traditionally served by the state is shifted back to the community (mental health, MacLaren, Fairview). Funding for all services previously provided by the state need to be continued in the community -- education, drug and alcohol treatment -- for the 80 to 100 downsized youth back in Multnomah County.

3. The county needs to be able to hold serious person-to-person offenders, no matter what age and even if a first time offense. Statutes need to changer to allow for detention of such delinquents.

RECOMMENDATIONS FOR LOCAL:

1. Collaborative approaches are needed to establish creative new ways of providing a full continuum of services to youth involved in the juvenile justice system.

2. More drug and alcohol treatment programs, especially some inpatient beds are needed.

3. Multnomah County agencies should sponsor drug and alcohol free teen centers, perhaps under the auspices of Youth Service Centers.

4. Careful attention and corrective action needs to be applied to the disproportionate representation of Black youth in the juvenile justice system.

RESOURCES: A team of professionals, including legislators, needs to look at current statutes and revise language dealing with standards for detention. Funding at the state and local level needs to be dedicated to the programs outlined.

Migrant and Farmworker Child Care

PROBLEM: The recent influx of migrant labor, coupled with the Immigration Act, has caused an upsurge in the number of migrant children requiring special attention. Most migrant children are Hispanic. While Multnomah County is thought of as basically urban and suburban, we do have a significant agricultural base and do see increases in migrant children in the county.

VALUES: As with any other minority group, farmworker children participate in our most basic institutions (i.e., public schools). They must be well prepared early-on in their educational development to become productive members of our society.

SOURCE OF ISSUE: Due to the agricultural nature of Oregon's economy, and a substantial portion of Multnomah County, there is a heavy reliance on migrant labor. This has caused most social service agencies to become inundated with requests for assistance in meeting the increased demands placed on them. Migrant farmworker children need to be given a high priority on the social services scale.

BACKGROUND: In January, 1987, members and supporters of the Hispanic community gathered at St. Patrick's Church in Portland for a three-hour session aimed at addressing issues of priority to their community. The forum was coordinated by United Way of the Columbia-Willamette with special assistance from the Oregon Council for Hispanic Advancement, Oregon Human Development Corporation, the Amigos Program at Volunteers of America, and Catholic Family Services Hispanic Outreach Project. The group, ranging in ages from 17-55, had representation from the social services sector, students, farmworkers, and the business sector. All of the participants were from the Portland metropolitan area (Clackamas, Clark, Multnomah, and Washington Counties). The forum was conducted in both Spanish and English.

POLICY ISSUES: In establishing priorities with regard to needs and service gaps, low-cost, quality child care was listed as the second highest priority for the Hispanic community (educational programs had the highest priority). Participants identified the barriers that prevent Hispanics from receiving or locating child care services. They are: language difficulties, lack of Spanish-speaking persons at agencies, and lack of printed bilingual material containing child care access information.

Other identified barriers included discrimination faced by Hispanics seeking child care, lack of Hispanic-oriented information and referral services, and prohibitive cost of services (some services are low cost, but still not accessible).

The child care needs appear to increase yearly, as more and more farmworkers are gaining legal entry to the United States, and specifically the Northwest. Lack of appropriate coordination of services in this area contributes to the already existing problem.

PROGRAM ISSUES: The following programs are major providers of services to migrant and farmworker children: Migrant Indian Coalition, Clackamas County; A Child's Place, Washington County; West Tuality Child Care, Forest Grove; and Mobile Migrant Program, Statewide.

Migrant and Farmworker Child Care

All of these programs are operating at maximum capacity and other services need to be developed or opened up to this population.

RECOMMENDATIONSFORTHESTATE:

1. Begin compilation of a bilingual directory of child care services available in the four-county area, including information on transportation, hours of operation, and contact person(s).

2. Initiate discussions with community leaders and parents in an effort to build a coalition of existing day care providers, other social service organizations, school districts, churches, and state and federal entities. A group such a OCHA could facilitate such an effort.

3. Through community forums and informal meetings and discussions, the state can inform the public and the target population about related state and federal legislation and involve them in the educational process.

RECOMMENDATIONS FOR LOCAL:

1. Increase funding for currently existing and successful child care programs for farmworker children.

2. Information about programs needs to be bilingual.

3. Funding of agencies that can help coordinate services, particularly non-profits.

4. More cooperation, networking, and collaboration among funding agencies and non-profits.

5. Increased participation of for-profit sector.

RESOURCES: Using an advocacy organization for Hispanics such as OCHA, a leader/facilitator in reaching these goals, the following should be involved: non-profit agencies; Church organizations; media; corporate and business sector representatives; foundations and philanthropic institutions; United Way; state government; local government; federal government; and schools.

Physical Health Services

PROBLEM: Need for access to basic health care services for all children, starting with prenatal care. Range of services should include preventive health care, health education, diagnosis, and treatment of health problems.

VALUES: Prevention of health problems at the earliest point is the most effective and least costly approach, both in the economic cost of health care and in the impact on a child's growth and development. Being born healthy may be the most critical factor influencing a child's future growth and development. A healthy child is better able to learn and participate in life, laying the foundation for a productive adulthood. Youth need to learn how to be responsible for their own health and to make healthy life-style choices.

SOURCE OF ISSUE: Health care for children has been identified in several previous youth plans, Leaders' Roundtable, and Youth Planning Network. Interested groups include Multnomah County Health Division, Oregon State Health Division, Healthy Mothers, Healthy Babies Coalition, Oregon Health Action Coalition, Coalition of Community Clinics, Oregon Medical Association, and various advocacy groups focusing on women and children.

BACKGROUND: The major barrier to access to basic health care is lack of financial resources. Medicaid eligibility for pregnant women and children up to age three currently reaches families to 85 percent of poverty level. Of those not Medicaid eligible, it is estimated 64 percent have health care insurance coverage. Often insurance coverage is minimal and frequently does not include preventive health services such as Well Child Exams and Immuniza- tions. In Multnomah County, 48,000 children (0-19) are estimated to be without health insurance coverage.

The major provider of health care to low-income and uninsured families is Multnomah County Health Division. Six primary care clinics are located throughout the county serving 12,000 children. Four teen health centers are located in Portland Public high schools, serving 2,000 teens. Community health nurses making home visits to families serve 3,000 infants and children.

POLICY ISSUES: Should all children have access to basic health care? Should teen clinics have a stable funding base shared equally between county and state? (Currently the state funds only 12.5 percent of the teen clinic programs in Multnomah County.) Should teen clinics be started in middle schools? Should all new parents have home visits by Community Health Nurses?

CURRENTPROGRAMS: Multnomah County Health Division has provided leadership in developing a case-managed public/private health care system. Components include MCHD primary care clinics, referral agreements with the medical community and hospitals, financial and staff support of the Coalition of Community Clinics, and use of HealthSource funds. School-based teen clinics have served teens with a variety of health care needs. Forty percent of students seen were not receiving health care from any other source. Multnomah County ESD provides school nurses to many schools in the county. Community Health Nurses visit families in the home with the majority of visits being to new mothers and their infants. A priority for home visits is teen parents. Increasingly visits are to drug-exposed infants and children at risk of child abuse/neglect. In addition, several local agencies and a variety of health care professionals have been jointly

sponsoring developmental assessments of three and four year-olds. The goal has been to spot emerging health and developmental problems early enough to intervene and diminish any long-term impact on a child's readiness for school.

RECOMMENDATIONS FOR THE STATE:

1. Adopt federal Adult and Family Services eligibility guidelines extending eligibility limit to 185 percent of poverty.

2. Establish a universal health program to guarantee access to health care for children.

3. Establish a stable funding base and increase funding for school-based teen clinics.

4. Establish a high-risk infant tracking and follow-up system statewide.

5. Establish funding for Community Health Nurse visits to all new parents.

RECOMMENDATIONS TO LOCAL:

1. The Multnomah County Health Division should take the lead in gathering support from county school districts to provide full-service teen clinics in all county high schools and to begin pilot services in middle schools and junior highs located in low-income areas.

2. The ESD school nurse program should be expanded.

3. County-supported medical insurance for uncovered children in low-income families should be explored.

4. Continue and expand the three and four year-old assessment project. Provide two to four screenings a year in low-income neighborhoods. Continue to collect data from parents who bring their children to these free screenings; analyze the data to learn more about the health care needs of Multnomah County families.

III. Multnomah County -- A Brief Demographic Picture:*

Multnomah County's total population in 1987 was about 562,000; over 25 percent were under 21 years old. Multnomah ranked number one in the state in percent of population under 21 years old. The minority population of Multnomah County is growing at a faster rate than the population as a whole and it is expected that this trend will continue. In 1940 just under 2 percent of the total population was minority; by 1980 almost 12 percent of the county's population was minority. Sixteen percent of the youth population consists of minorities.

- Eighty-two percent of the youth are Caucasian, 8 percent Black, 3.9 percent Asian, 3 percent Hispanic, 1 percent Native American, and the balance are other non-white.

- Minority youth represent 35 percent of all young people in the Multnomah County Juvenile Corrections system while making up 16 percent of the total youth population.

- Minority youth represent 37 percent of all Multnomah County commitments to the Training Schools (MacLaren and Hillcrest).

- The minority student population will continue to grow at a faster rate than the non-minority and will represent an increasingly larger proportion of students in Multnomah County.

In general, the demographic trends in Multnomah County suggest that the youth population will grow through the end of this century, although at a slower pace than during the 1960's and 1970's. Social indicators suggest that youth are facing a host of difficulties as the twenty-first century approaches, and that the majority of problems which confront youth are becoming more serious and are affecting more and more youth.

- In 1985 just under 10 percent of the total births in Multnomah County were to teen mothers; 76 percent of those teens were unmarried.

- In a 1985 study on the reported usage of alcohol and other drugs, Portland students indicate a significantly higher monthly usage than reported by students from other regions of the state.

- Of the children placed in foster care in Multnomah County, 28.4 percent have a verified handicapping condition. An additional 46.3 percent (total = 74.7 percent) have a suspected problem that is being evaluated for verification. The three highest categories of dysfunction are: 1) emotional/behavioral problems; 2) seriously emotionally disturbed; and, tied for 3) health impaired and specific learning disability

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*(Data from a report issued by the Youth Planning Network and from County Human Services information.)

Public school enrollments in Multnomah County have been declining since 1970. Trends show that this decline has flattened out (Portland, the largest school district in the state, has experienced regular growth in its population in the past three years) and other county school districts should also experience gradual increases during the final years of the century.

Young workers between the ages of 16 and 19 are more than two times more likely to be unemployed than are all workers. Minority young people are likely to be unemployed at double the rate for young workers as a whole. Although the labor force participation rates suggest that young people wish to be working, the unemployment rate for youth suggests that their access to the labor market is limited.

- Youth have shown dramatic increases in labor force participation over the past 40 years. In 1940, just over 30 percent of the youth were active in the labor force. By 1980, 58 percent of youth were in the labor force.

More children were living in poverty in Multnomah County in 1980 than in 1970, and the trend is for the proportions to increase. Minority children are particularly at risk of living in poverty. Black and Native American children living in female headed households are almost twice as likely to live in poverty as their white counterparts. Over 60 percent of Black children and Native American children who lived in single parent families lived in poverty in 1980.

- The rate of poverty and insecurity continues to climb in spite of the employment picture. In 1980 11 percent of Multnomah County's families lived in poverty; by 1985 this had increased to 12 percent. In 1980 20 percent lived in economic insecurity (defined by the United Way study as 150 percent of poverty); by 1985 that figure had risen to 22 percent of the population.

- During the 1987-88 school year, Headstart programs in Multnomah County had enrolled 936 children: 56.2 percent Caucasian, 28.2 percent Black, 8.7 percent Asian, 3.8 percent Native American and 3.1 percent Hispanic.

- Through state early intervention funding there is the capacity to serve 315 developmentally delayed children five-years of age and under. Currently, there are 352 eligible children with 15 new cases found eligible each month.

- In the period between 1982 and 1987 there was a 49.8 percent increase in the overall number of children five and under requiring emergency shelter care placement.

The recent past has seen a steady decrease in the resources that are made available to the institutions that have been charged with providing youth with the guidance, support, and intervention that young people need to develop into self-sufficient and productive citizens. A dismal picture has emerged of a resource-poor environment, in which an increasing number of youth with more difficult problems will require assistance, while the resources available to those institutions charged with facilitating their development continues to diminish.

Submitted Agenda Items

Network Clearinghouse
Morrison Center

Office for Children
Coalition of Concerned Early Childhood Educators

Early Family Support: Day Care, Preschool, Parenting Classes
St. James Child Development Center

Parenting Education Program

Child Care for Teen Parents
Portland Public Schools Teen Parents Program

Unserved Child, Youth and Family Population in Multnomah County
Mental Health Association of Oregon

Early Intervention
Early Intervention Parents of Multnomah County

Child Abuse Evaluation and Treatment
Commissioner Pauline Anderson's Office

Abuse Prevention Education
Communitiy Advocates

Protecting the Rights of Abused and Neglected Children
Multnomah County C.A.S.A.

Decision Making and Our Young People
Metropolitan Youth Commission

A Strategy for Affirming The Value of Oregon's Youth
Jane Graham-Roberts, R.N.

Black Youth
Dennis Payne and James H. Edmondson

Children with Disabilities
Association for Retarded Citizens of Multnomah County

Autistic Children
Autistic Children's Activity Program, Inc.

Individuals with Severe Handicaps
Multnomah Education Service District

Adequate Health Care
Multnomah Education Service District

Runaway and Homeless Youth
Janis Youth Programs, Inc.

Housing and Children
Housing Authority of Portland

Promotion Standards
Leaders' Roundtable

July 21, 1988

TO: Frank P. McNamara

FROM: Orin D. Bolstad, Ph.D.
Executive Director - Morrison Center

RE: Multnomah County
Children's Agenda
Issue Paper

NETWORK CLEARINGHOUSE

PROBLEM:

There is a long-standing absence of coordination among the major child serving agencies in Multnomah County (Children's Services Division, County Mental Health, Juvenile Services Commission, Juvenile Department, Public School Districts, etc.), resulting in duplication of effort, gaps in continuity of care, narrowly defined services, and improper placements. A collaborative problem-solving process is needed, in which supervisors are gathered from each of these agencies, with the availability of consultation and evaluation resources. Such a referral clearinghouse would prioritize difficult-to-place children and youth, determine appropriate services, refer, and delineate coordination of services across agencies, as well as provide the community with statistics on the availability of services relative to the need.

VALUE:

Multnomah County is a large, densely populated, complex area of the state. We have the largest collection of at-risk children and the greatest number of services in the state. Yet, available services are insufficient for both the incidence and prevalence of child and youth problems. We must be careful stewards of our limited resources. Much time and energy is lost in the current construction of discoordinated systems. This proposal offers a plan for much better inter-agency coordination without significantly impacting total cost from each agency. But, the larger value exists in children receiving more appropriate services in a more timely fashion.

SOURCE OF ISSUE:

Consistently, across all of the forum considering children's needs (HSCO, CSD, Children's Agenda, Mental Health Association, etc.), the issue of better coordination among agencies has been raised. Unfortunately, it often does not realize high priority, largely because it has the aura of "motherhood and apple pie." The community lacks a vision of what a coordination model could look like and an appreciation of how little it could cost.

BACKGROUND:

Over the last decade the problem of coordination has become increasingly acute. Agencies have been forced to formulate a protective posture regarding their budgets, resulting in efforts to refer children to other agencies. In effect, we often have witnessed agencies competing NOT to serve children. Children often are improperly placed as a result of these dynamics, resulting in failed placements and unnecessary costs. We need a corrective orientation based on positive values of cooperation.

POLICY ISSUES:

Each child serving agency has staff assigned to referral and evaluation services. And, most of the agencies either provide direct evaluative and consultative services or subcontract the same. Some of these same services could be reconstructed in a central clearinghouse, with little or no funding increases. Reconstruction will require policy changes and a new philosophy about collaboration.

PROGRAM ISSUES:

A Clearinghouse Center must be empowered with some authority to determine appropriate services and to effect referrals. There may be limits to authority granted by each agency separately. Statute revisions may be necessary to clarify authority, as well as policy authority from DHR and local elected officials. Another issue to be debated is defining the authority of a chairperson, or hearings officer, to make the final determination, if the collaborative problem-solving process is aborted.

RECOMMENDATIONS FOR STATE:

It must be recognized that the same dynamics of inter-agency discoordination which occur locally also occur at the state level. There has been remarkably little coordination at the state level among the major child serving agencies. State level coordination should set the parameters for local coordination. And, the state should construct mechanisms which enable and empower local coordination, through administrative rule and ORS, if necessary.

RECOMMENDATIONS FOR LOCAL LEVEL:

1. Local agency administrators should gather in a planning group at the behest of the Governor, DHR, state administrators, and local elected officials to develop a Clearinghouse model. Models are available within the state (e.g. Washington County) and elsewhere (e.g. Pasadena).

2. I would recommend that the Clearinghouse have the availability of independent consultants and psychiatric and psychological evaluation services. Some of these services may be available at reduced rates by contract with agencies which provide training in child development (e.g. UOHSC, Department of Psychiatry).

3. I would recommend that the planning group consider an independent party, perhaps an attorney, to be the Hearing Officer or Chairperson. And, I would define the position in a way that provided incentive for the agencies to cooperative in a collaborative problem-solving style, so that the Hearings Officer seldom had to make a ruling. Perhaps such a role could be filled by an attorney(s) employed by the County Commissioners.

RESOURCES:

Most of the necessary resources for such a Clearinghouse exist within the major child-serving agencies at present. What is required is a policy which enables coordination among existing resources.

To: Multnomah County Children's Agenda
From: The Coalition of Concerned Early Childhood Educators
Subject: Recommended issue to be included in the Agenda:
OFFICE FOR CHILDREN

PROBLEM:
1. No single state or local structure is responsible for developing or recommending long range public policy regarding children.
2. State service agencies almost always must restrict their planning to programs for the next budget period.
3. No objective (state or local) structure analyzes incompatible goals and practices in different agencies dealing with children.
4. No state or county structure coordinates federal, state and local programs for children.
5. Neither the state or county has a mechanism for systematic citizen participation in the development of policies and programs.
6. Existing fragmented programs concentrate on limited aspects of certain identified children.
Thus we find no state or local policy, gaps in service, duplication of service, lack of communication between agencies and an unclear picture of need.

VALUE: Governor's Agenda for Children: "...now is the time for this generation of Oregonians to meet our challenge: to become stewards of the child." "There must be a "guarantee to every child in every region of our state a greater chance for a decent life-a life defined by healthy minds and bodies and by the dignity that comes from providing for oneself." (State of the State Address, City Club of Portland, January 15, 1988) Children of all economic strata must have equal access to programs. All parents, regardless of income or family structure should have options for selecting programs.

SOURCE OF ISSUE: The Leaders Round Table of Portland, The Oregon Commission on Child Care, the Multnomah County Youth Planning Network, The Governor's Task Force on Early Childhood Development (December, 1976), have all noted the problems mentioned above.

BACKGROUND: A multiplicity of private and public agencies exist throughout the state and the county to serve children. Some of these include Children Services Division, Adult and Family Services, County Mental Health, public and private schools, Community colleges (parent education), Morrison Center. Yet, we do not have a clear picture of the need and children are still under served. For example, in Multnomah county, we are currently serving approximately 12-14% of children in need, based on federal guidelines of eligibility of 100 % of poverty level. In 1986, 12 % of children were indicated to be emotionally disturbed; 7% are eligible for treatment under Oregon guidelines, but only half are served by present resources. (from a report to the Multnomah County Youth Planning Network by the Subcommittee

on Prevention Services to Children Ø-7 Year Olds, February, 1988.)

POLICY ISSUES:
1. "Public policy" is defined by programs, policy must be inferred from what the program is intended to do.
2. the "program" mentality and approach works against the development of long range coherent public policy.
3. Sound policy development commonly is not understood or considered a high priority.

PROGRAM ISSUES: No statewide or county policy or coordinating body/mechanism exists to give direction to agencies and individuals providing services to children.

RECOMMENDATIONS FOR STATE: Create a STATE OFFICE FOR CHILDREN to develop policy, gather information about service and need, disseminate that information to existing agencies, set standards, encourage cooperative program planning, and explore funding and service strategies.

RECOMMENDATION FOR LOCAL: Create county extensions for the OFFICE FOR CHILDREN. These offices will provide:
1. coordination, collaboration and facilitation of existing agencies that already provide services,
2. relevant information to existing agencies about need and service,
3. an opportunity and/or mechanisms for systematic professional and citizen participation in the development of policies and programs.

RESOURCES:
1. Use representatives of already existing private and public agencies and networking efforts at both state and local levels.

2. At state level, sufficient funds for space, staff and operating expenses will be needed.

Submitted by Coalition of Concerned Early Childhood Educators:

Dusty Brown-Cline, President, Portland Chapter of Oregon Association for the Education of Young Children

Rayko Hashimoto, Early Childhood Education Consultant, formerly Early Childhood Specialist, Portland State University

Sharon McCluskey, Early Childhood Instructor, Parent Education Coordinator, Portland Community College

Maureen Moreland, Director, Parent Child Services, Inc. (Headstart)

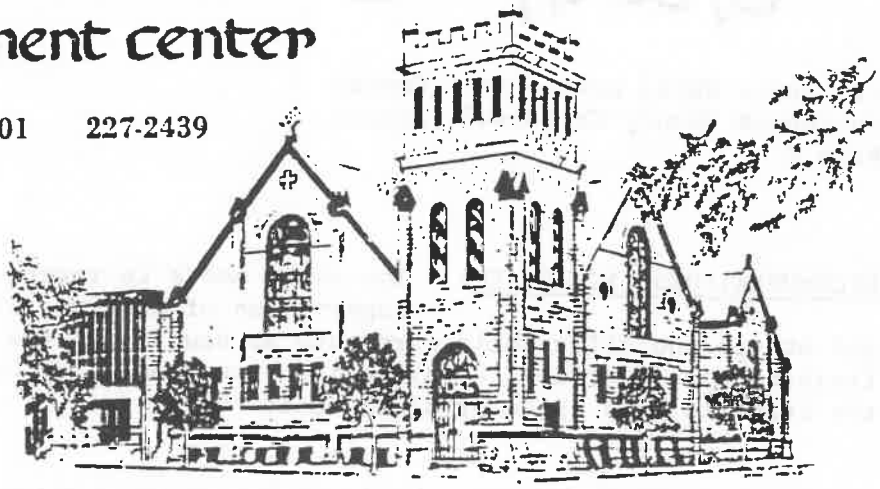
Ruth Oxman, Early Childhood Bookhouse, Chair, Week of the Young Child.

Hilda Welch, Early Childhood Education & Child Development Instructor, Portland Community College.

(titles are for identification only)

St. James Child Development Center

315 S.W. Park Avenue, Portland, Oregon 97201 227-2439



July 6, 1988

MULTNOMAH COUNTY CHILDREN'S AGENDA

Early Family Support: Day Care, Preschool, Parenting Classes

PROBLEMS: In today's society, there is an overabundance of children growing up without the benefit of good parenting, developmental guidelines and learning experiences before the age of five. Eighty percent (80%) of social skills are acquired and defined prior to the age of five. Preventive programs at an early age is an appropriate way to serve the general population.

VALUES: To the extent of the two parent working family or the single parent working requires commitment of time for children to be away from parents, we must aid parents in finding childcare that is affordable, beneficial, and appropriate for all children not just a select sub-class.

SOURCE OF ISSUE: Child care issues are grassroots problems for all. Currently, the Oregon Commission for Children, the Oregon Association of Day Care Directors and the Oregon Association for the Education of Young Children are all involved in upgrading the situations for children.

BACKGROUND: Children have always been with us. Only in the past decade has child care moved from the luxury area to the necessity area. Good child care is very hard to find. The state licensing has only 8 workers to monitor the 400 or so centers. Time has come to look for standards for all child care.

POLICY ISSUES: The current policy of non-regulation of child care in homes, under 4 hours per day, and incomplete monitoring of centers needs to be turned around. These are small children who need help in having their needs met.

PROGRAM ISSUES: Most programs need help in staff training, staff retention due to poor wages and benefits, and in staff development. Incentives are small in child care. Good programs are difficult at best to monitor.

GROUP 3

RECOMMEDATIONS FOR STATE: The state needs to recongnize the need for adequate supervision of centers, licensing of homes, preschools, and others who offer child care such as bowling alleys and health clubs. Training opportunities for all child care people are needed. A friendly ear from the State to help solve problems would help.

RECOMMENDATIONS FOR LOCAL: Assist programs to provide slots for low income through tax incentives. Help programs get employers involved in child care options. Aid in the expansion of benefits for employees of child care by funding options.

RESOURCES: Professional organizations, state CSD agency, find people running good programs and use their knowledge to expand training options and networking options. A central house for child care needs is needed!

PARENTING EDUCATION PROGRAM

Problem: Many students in Portland Public Schools have problems related to low self-esteem, lack of decision making skills, self-destructive behavior, and difficulty in handling stress. A great deal of time, effort and money is being spent on intervention and remediation, but very little is spent on prevention. The schools and the community need to work together with the families to help each student reach his/her full potential.

Values: Investing money in prevention will help students avoid many problems.

The family is recognized as the primary nurturer and authority for their children. The school can function in a supportive role to build on and reinforce what is learned in the home.

Being a parent is a responsibility most of our students will have. It is a very important job for which they receive very little training.

A low self-esteem can lead to many problems such as substance abuse, self-destructive behavior and teenage parenthood. Through education and positive experiences, self-esteem can be raised.

Sources of Issue: Portland Public Schools does not have a parenting education program. Such a program can help students build their own self-management skills to help them get their own life in order so they'll be better able to handle the responsibilities of family life.

In A Nation for Families, by G. William Sheek (1984), public school family life/parenting education classes from across the U.S. were studied. The positive effects most frequently cited by schools in order of frequency were: increased student awareness, helped students establish and/or maintain healthy personal relationships, increased students' knowledge/information, increased students' understanding of themselves as unique, helped students learn to communicate openly, aided students in learning to clarify values and establish personal code of ethics, and contributed to the postponement of adolescent marriages and to a reduction of teenage pregnancies.

Background: A curriculum is being prepared to provide a parenting education program that will help all Portland Public School students have a more fulfilling life and be better able to become effective parents. A steering committee was formed in January, 1988, and has met with curriculum writers and reviewers. The steering committee includes representation from Children's Services Division, Multnomah County Association for Retarded Citizens, Portland Community College, Learning with Infants and Toddlers Program, Albina Ministerial Alliance, and Mt. Hood Community College.

The curriculum being prepared has an emphasis on the importance of the family and how the family can be supportive of its members. Many hands-on activities will be used to help students learn coping skills. Ways to access school and community services are emphasized. Human development information helps students understand what is normal behavior at various ages.

The curriculum will be field tested during the 1988-89 school year in a few middle schools and high schools. It will be refined and ready for general use during the 1989-90 school year.

Policy Issues: There appears to be an absence of policy direction in the State of Oregon regarding prevention programs such as parenting education. Little change can be expected unless strong leadership is expressed by agencies, businesses and school districts for adoption of plans and actions that target the issues of prevention of problems.

Program Issues: Parenting education needs to be required on the state level. A strong program needs to be implemented in each school district utilizing trained, qualified instructors who are skilled in working with students, families and the community.

Recommendations for State:

1. State Board of Education establish a policy requiring a parent education program in all school districts.

2. State Board of Education require that all students take a minimum of one year of parenting education between sixth and twelfth grade.

Recommendations for Local:

1. Portland Public Schools School Board require one semester of parenting education for all students at both the middle school and high school levels.

2. Portland Public Schools School Board continue funding the Portland Public Schools parenting education curriculum development project.

3. Local agencies, schools and businesses advocate for required parenting education on both state and local levels.

Resources Needed:

1. Advocacy by Portland Public Schools School Board for state and local requirement for parenting education.

2. Continued funding of Portland Public Schools Parenting Education Project.

3. Community support for a parenting education program in Portland Public Schools.

August 1, 1988
MLK:vw

CHILD CARE FOR TEEN PARENTS

Problem: It's estimated that half of all AFDC expenditures in Oregon are attributable to teenage pregnancy. Completing high school is a big step toward reaching self-sufficiency. Many teen parents who want to remain in, or return to, high school are unable to because they can't afford child care.

Values: Self-sufficiency is a very important factor in building a person's self-esteem. A seventeen-year study by the University of Pennsylvania showed that those women who graduated from high school within seven years of their first pregnancy are twice as likely as the dropouts to have income over $25,000 today.

Teen parents in Portland Public Schools who have their own AFS grant will have child care paid for them to attend school. We don't want to encourage them to go on AFS to get their child care paid.

Source of Issue: The Portland Public Schools Teen Parents Program has used grant funds during the past two years for off-site child care. Sources of these funds were Women's Educational Equity Act, and Carl Perkins (Single Parent/Displaced Homemaker, Equity). None of these funds are available to the program for the 1988-89 school year. On-site child care is often not a viable solution for the teen parents, usually because of the baby's age or the location of the on-site facility.

Background: The Portland Public Schools Teen Parent Program was started in the Fall of 1986. It's goal is to help pregnant/parenting teens reach self-sufficiency. During the 1987-88 school year, 118 students participated in the program. Out of that number, 40 students graduated. Fourteen of these graduating students could not have remained in school without child care being paid for them.

During the 1987-88 school year, the following child care was available for program participants:

Twenty on-site child care slots at Continuing Education for Girls funded by WEEA and Juvenile Services Commission funds

Ten off-site child care slots through Albina Ministerial Alliance

Students on our AFS grant will have child care paid (21 students during 1987-88)

Twenty off-site slots paid by grant funds
funded by WEEA, Carl Perkins fund, (Equity and Single Parent/Displaced Homemakers)

For the 1988-89 school year, the following child care will be available:

Twenty on-site child care slots at Continuing Education for Girls funded by Juvenile Services Commission and Student Retention Initiative funds

Ten off-site child care slots through Albina Ministerial Alliance

Students on their own AFS grant will have child care paid. This pilot program will be reviewed for possible renewal in February 1989.

Two grants are pending requesting two additional on-site child care slots. The program has not been notified yet if they have been approved.

Policy Issues: Advocacy for child care funds for teen parents must be a priority if we are to succeed in graduating teen parents.

Program Issues: Out of the forty teen parents who graduated from Portland Public Schools during the 1988-89 school year, fourteen definitely could not have attended school without child care provided through the Teen Parent Program. Lack of child care is a major barrier for teen parents in their completion of high school.

Recommendations for state:

1. Establish policy making funds available for child care for teen parents wishing to complete high school.

Recommendations for local:

1. Portland Public Schools Board of Education advocate for Teen Parent Program on local, state and federal level to get child care funds.
2. Community groups advocate for Teen Parent Program on local, state and federal level to get child care funds.

Resources Needed:

1. Based on a survey of Portland Public Schools teen parents remaining in school and wanting to return to school, there is a need for approximately $50,000 for the 1988-89 school year to provide off-site child care for thirty students who need that child care to attend Portland Public Schools.

2. Based on program findings after two years of operation, there is a need for two additional school-based day care centers for school attending teen parents. These centers would each provide service to 10-12 babies of teen parents. They would be in addition to the Infant-Toddler Care Center at Continuing Education for Girls which provides care for 20 infant/toddler age children. The funding for the Infant-Toddler Care Center will expire in June of 1989. The cost for these three school based day care centers would be $213,000. (This figure varies depending on whether actual day care site is in a high school or in a building separate from the school. Figure quoted reflects rental cost of $24,000 for a non-district building).

cc: Dr. Matthew Prophet
Merle Bradford

CHILDREN'S AGENDA ISSUE

Unserved Child, Youth, and Family Population in Multnomah County

1 Problem

There is a great number of unserved children, youth, and families in Multnomah County, where access to mental health services is limited and/or unavailable because of insufficient resources to provide the care that is needed to prevent or treat either children's emotional or behavior problems or children who are mentally ill. The current system is both insufficiently developed and funded to provide the appropriate services to those in need.

2 Values

Every child and family deserves the opportunity to be healthy, contributing members of the community. Those children, youth, and families in the highest need of mental health services, if left unserved, will require more intensive services from multiple systems; health, corrections, Adult and Family Services, mental health, and education.

3 Source of Issue

Mental Health Association of Oregon, Oregon Community Mental Health Provider Association. Multnomah County Children's Clinical Services/MED Program Office

4 Background

National prevalence rates from the National Institute of Mental Health identify 11.8 % of the the child population under eighteen-years-of-age, or 16,500 children and youth in Multnomah County, as in need of mental health services. Informal reports indicate that at least one teenager each day is considering suicide in Multnomah County. Mental health agencies currently providing services to children and families report six-week-to-three-month waiting lists. The Children's Services Division reports approximately 250 disturbed preschool-aged children in Multnomah County; victims of severe abuse and/or neglect who could benefit from a structured day treatment program. The current level of funding for outpatient mental health services in Multnomah County attends to the needs of only 950 eligible children and youth. Eligibility is defined as Priority I children according to Oregon Administrative Rule. The unserved 15,500 children and youth are those in need of early intervention services, those in need of intensive outpatient services, those in need of acute crisis services, and those in need of other specialized services.

5 Policy Issues

The mental health system was developed to meet the needs of the chronically mentally ill adult. The system for children and families needs to be designed to meet the developmental needs of children and the support needs of families.

6 Program Issues

A. Specialized early intervention programs to deal with abuse and with the development of serious emotional problems
B. More intensive outpatient services so that children can be maintained in their own homes
C. Consultation services to other service providers
D. Multi-disciplinary diagnostic and assessment services
E. Services for special populations
   a. minorities
   b. dual diagnosis
   c. very young abused children
   d. homeless and street youth
F. Crisis services, both outpatient and inpatient
G. Support to parents
H. Coordinated services with other child serving agencies

7 Recommendation for State

A. Implement CASSP Grant as quickly as possible
B. Increase funding for the outpatient needs of children and youth
C. Continue early intervention projects
D. Increase the number of day treatment programs for preschool age children who have been victims of abuse or exhibit behavioral or emotional problems

8 Recommendation for Local Community

A. Fill-in service gaps
B. Maximize effectiveness of State funds
C. Commit a portion of private sector funds to this area
D. Develop system coordination through interagency agreements, consultation, and collaboration
E. Support prevention and early intervention projects

9 Resources Needed

A. Stability of funding
B. Increased funding
C. Comprehensive planning and legislative support to remove barriers to interagency service, e.g., confidentiality regulations, client eligibility, categorical funding, facilitate shared funding

EARLY INTERVENTION PARENTS OF MULTNOMAH COUNTY

CHILDREN'S AGENDA - MULTNOMAH COUNTY - ISSUE PAPER
Contact: Sonya Fischer, 760-1266

PROBLEM Children between the ages of 0-5 are not given the prioritization they deserve to receive adequate services which are needed to create family support and enhance future potential.

VALUES We believe that a better quality of life can be obtained by individuals with disabilities if they receive adequate services early in life between the ages of 0 to 5. Early Intervention Services not only benefit the disabled individual and their family, but all of society as well. Negative consequences such as delinquent or abusive behavior can be alleviated with Early Intervention so disabled individuals can be functioning members of society.

SOURCE OF ISSUE Early intervention Parents of Multnomah County. We are a grassroots organization composed of parents who have an interest in Early Intervention which ARE services given to disabled children from the ages of 0 to 5 years.

BACKGROUND In 1983 Early Intervention Services were mandated by the state of Oregon. Since this t ime, there has been a great need for funding since all children eligible have not been served. Existing programs are not able to give all t he services children need. Also family support services to enhance the quality of the child's life have been minimal.

POLICY ISSUES Coordination needs to occur with existing programs when new programs are developed. Coordination also needs to occur between agencies so resources are made known to t he agencies and to those selecting services.

PROGRAM ISSUES Services are available through various agencies; however since there is a lack of funding, the quality of the services are often not equitable or adequate.

RECOMMENDATIONS

There needs to be a coordinated effort between all agencies in the state.

The state needs to allocate adequate funds for ongoing services and to expand programs as the need increases.

The state also needs to develop a preventive plan for children with mild disabilities since they are at a higher risk for delinquent behavior, teen pregnancy, drug and alcohol abuse and dropping out of school.

This plan should consist of early identification of disabilities and Early Intervention so future adverse consequences are alleviated.

RECOMMENDATIONS FOR LOCAL

Agencies need to understand what other agencies offer so proper referrals can be made for those seeking services.

RESOURCES NEEDED

Adequate funding so all eligible children are served.

Adequate funding so high risk children can be identified and treated by Early Intervention Services.

MULTNOMAH COUNTY CHILDREN'S AGENDA

Child Abuse Evaluation and Treatment

Problem

Nationally, since 1980, reports of child abuse and neglect have increased by 51%, but total resources at the federal, state, and local level have grown in real dollars by only 2%. One in four girls and one in ten boys will be sexually molested before he/she turns 18.

In Oregon, in 1986, there were 13,350 confirmed cases of child abuse. The rate of abuse per 100 children has risen from 17.8 in 1984 to 18.5 in 1986. Eighty percent of the young women at Hillcrest were abused as children.

While the number and severity of abuse cases grows daily, resources for evalution and treatment remain woefully underfunded.

Values

Evaluation and treatment of child abuse at a young age has been documented to be effective and humane and can lead to substantial savings to society which must otherwise pay later for children who are likely to suffer developmental delays or mental illness, experience school failure, or become involved in criminal behavior.

Source of Issue

Child Abuse has been a major focus of a number of studies and groups including the Oregon Agenda for the 90's, the Oregon Children's Justice Act Task Force, and CSD's Fatal Child Abuse and Neglect Study.

Child Abuse Prevention and Treatment was one of two areas highlighted for additional funds by the Multnomah County Board of Commissioners as part of the 1986 business income tax ncrease.

The 0 to 7 Subcommittee of the Youth Planning Network stressed the need for additional treatment resources.

Background

At least 200 toddler and pre-school children in Multnomah County have suffered severe maltreatment. These children demonstrate maladaptive behavior and significant developmental delays. Their inability to cope leads to school failure and expulsion, unsuccessful foster home placements, and severely reduced chances for adoption.

The parents of these children often have severe marital problems, significant psychopathology and criminal backgrounds, alcohol and drug addictions, and live in poverty. These children are at very high risk of future mental illness and criminality. Increasing adult drug use has resulted in an increase in the number and severity of abuse cases.

Policy Issues

Should all children who are possible victims of abuse be entitled to a medical evaluation by expert medical personnel?

Should children who have suffered documented abuse be entitled to appropriate treatment to enable them to recover from the trauma associated with the abuse?

Current Programs

Evaluation

The CARES program at Emanual Hospital currently provides a state of the art medical and developmental/psychological evaluation of children who may have been abused. The program expects to examine in excess of 500 children each year. Because of operating above their intended capacity theyare currently experiencing a delay in being able to evaluate children. Because these exams are done by experts, take place only once and are videotaped, they greatly reduce the trauma to the child and are extremely valuable to law enforcment and prosecution officials seeking to bring the abuser to justice.

Treatment

There are several day treatment programs in Multnomah County for victims of child abuse. Statistics from the program operated by the Morrison Center (which serves a total of twenty children at two sites) indicates that 63% of the children who have completed treatment are thriving in adoptive homes, while 28% are maintained in the home of their biological parents. 77% are in normal public school classrooms.

Less intensive mental health services are only sporadically available and largely based on ability to pay.

Recommendations to State

Establish regional evaluation centers to allow any child who is suspected of being abused an opportunity for a professional medical and developmental/psychological examination.

Establish treatment programs which allow any child who is shown to have been abused the opportunity for treatment. The range of treatment programs should include counseling available at the time of the evaluation to day treatment requiring several months.

Expand the recruitment, payment, training, and support of families willing to be foster and adoptive parents to victims of serious child abuse.

Recommendations to Multnomah County

Work with the state to clarify mental health treatment responsibilities to ensure that adequate services are available to victims of child abuse.

is now located at
Markham Middle School
10531 S.W. Capitol Hwy.
Portland, Oregon 97219
(503) 245-4033

Community Advocates

~~(503)274-4282~~
~~1819 NW Everett Street, Portland, OR 97209~~

Community Advocates
. . . a nonprofit agency working to end violence against woman and children through community education.

Projects
Kid's Can! Confidence Building for Children
Belle Bennett, Coordinator
Fighting Chance! Self-Defense & Assertiveness for Young & Adult Women
Gail Pierce-Fields, Cor.
Professional Training
Rape, Child Abuse Prevention, Identification & Intervention
Speaker's Bureau

Publications
Color Me Safe & Strong & Free!
Touch That Hurts. . . Talking With Children About Sexual Abuse
Fighting Chance! Assertiveness, Self-Defense and Rape Prevention

Affiliations
Crime Prevention Association of Oregon
National Coalition Against Domestic & Sexual Violence
Multnomah County Child Abuse Coalition
Oregon Coalition Against Domestic & Sexual Violence
C.A.P. (Child Assault Prevention) Columbus, Ohio

AGENDA ITEM: ABUSE PREVENTION EDUCATION

1. Statement of need: Child abuse in all its forms is prevalent in Oregon (see CSD annual reports). Research shows prevention education to be an effective weapon in combating child abuse.

2. Philosophy: Children have the right to be safe and deserve prevention education to empower themselves.

3. Agency History: This agenda item is generated by Community Advocates, a non-profit agency with four years experience providing abuse prevention education to school staff, parents and children ages 3 to 12 with its program, "Kids Can." Kids Can is a CAP project (Child Assault Prevention), which was developed in 1978 in Columbus, Ohio, by Women Against Rape. There are over 200 other CAP projects in the US and 3 other countries.

4. Agency Statistics: During the 1987-88 school year, Kids Can was presented to over 9,000 children, their teachers and over 400 parents. Over 500 disclosures of abuse were made by children, 102 of which were reported to Portland School Police or Children's Services Division.

5. Agency Background: Kids Can was the first CAP project in the Northwest and the only one to serve both elementary and preschool children. It is the only prevention program in Multnomah County to also offer children the chance for intervention.

6. Barriers: 4,000 children in Multnomah County receive Kids Can free of charge thanks to a contract with the County's Social Services Division. Other schools must pay to receive the program, which prevents some schools from participating. In addition to inadequate funds, other barriers are lack of awareness about the problem of child abuse and the link between abuse and later problems such as criminal behavior.

7. Evidence of the Problem: The FBI estimates 1 in three girls and 1 in six boys will be sexually abused by age 18. There is research suggesting that as many or more children are physically abused. In 1985 the State of Oregon identified 4,476 victims of neglect, 4,364 victims of sexual abuse, 3,060 victims of physical abuse, 860 victims of mental injury and five deaths. 90% of the sexual abusers were known to the child, 57% of those were family members. In 1986, identified fatalities rose to 18.

8. Recommendations/What Needs to be Done: All Oregon school children, parents and teachers need prevention information. To achieve this, the Kids Can program should be required for all children at least twice during their elementary school years, accompanied by its parent and teacher education. Funds for prevention education and direct services must go hand in hand. With increased prevention education comes increased reporting and identification of victims. All aspects of this spectrum must be provided for to ensure the safety of children.

Protecting the Rights of Abused and Neglected Children

1. Problem

The damage to Multnomah County's children caused by abuse and neglect is compounded by our overburdened child welfare system. Many children drift from foster home to foster home. Others are returned prematurely to families where they are again abused. The insecurity and uncertainty of such a life makes these children vulnerable to drug abuse, teen pregnancy, mental illness, juvenile delinquency and crime. Short and long term costs to both the state and the citizens of this county are staggering.

2. Values

Abused and neglected children have rights to safe, permanent families at the earliest possible time, and the courts and child welfare systems must sufficiently protect these rights. Further, families have the right to intervention which is provided only when necessary, and in a humane, swift, effective, and minimally intrusive manner.

3. Source of Issue

This issue has been identified as a priority by the more than 60 volunteers who constitute the directors, advisors and child advocates of this county's Court Appointed Special Advocate program (Multnomah County CASA).

4. Background

When a claim of abuse is made, lawyers represent the parents, and the Children's Services Division and District Attorney's office represent the state. However, except in rare cases where the child is appointed an attorney, the child has no special advocate.

More than 300 Multnomah County children are reported to be abused or neglected each month, a figure which increases annually. For their safety, many are removed to temporary foster homes, sometimes only to be abused again (Willamette Week, 6/23/88). While reports of child abuse have skyrocketed in the past seven years, the number of child welfare workers has barely increased, leading to a tragic situation where children who have faced familial abuse now face institutional abuse and neglect.

As a result, children's rights to safety and permanence, and families' rights to swift, effective intervention, are often ignored and even trampled.

5. Policy Issues

Since 1987, state law has provided for the appointment of an independent and objective Court Appointed Special Advocate (CASA) to represent the best interests of an abused or neglected child

involved in juvenile court proceedings (ORS 417.600 through 417.670).

The juvenile court in Multnomah County has been utilizing trained volunteers as CASAs for the past two-and-one-half years, and has adopted procedures which allow for their effective use. However, CASAs are currently available to represent fewer than ten percent of the children who need one.

6. Program Issues

Court Appointed Special Advocates are trained citizen volunteers. In this county, Multnomah County CASA, Inc. trains and supports all CASA volunteers appointed by the Court to represent the interests of abused and neglected children. Multnomah County CASA is a private, non-profit agency, operating with some county funding and with private support from the Junior League of Portland, the Oregon Community Foundation and other foundations, as well as corporations, businesses, and individuals. Budgetary constraints dictate the very small percentage of children currently served.

7. Recommendations for State

A document recently compiled by the eight existing Oregon CASA programs requests the state to provide a minimum core level of financial support to both existing and new CASA programs. State funds should be disbursed to programs operating in accordance with the standards and guidelines currently being developed by the Oregon Juvenile Court Judges Association. Further, the state should fund a coordinator to provide technical assistance, training, and consultation to counties implementing CASA programs, and to ensure the standards and guidelines are followed.

8. Recommendations for Local

Additional funding from the county, city, and private industry for the Multnomah County CASA program will directly increase the number of children served by CASA volunteers. By combining county, city, and state funding with substantial private funding, more of this county's abused and neglected children will be served by a strong, community-based program of child advocates.

9. Resources needed

An increased number of community volunteers will be needed to serve as Court Appointed Special Advocates. Additionally, in-kind services from businesses, civic groups and professionals will be required in order to keep program costs as low as possible. Office space, printing, telephone, professional trainers, and legal assistance are needed. Finally, funding to increase the number of staff to train and supervise volunteers and to cover program expenses is needed.

METROPOLITAN YOUTH COMMISSION
OF PORTLAND
1120 S.W. 5th Avenue, Room 402
Portland, Oregon 97204
(503) 796-5201

TESTIMONY TO

MULTNOMAH COUNTY CHILDREN'S AGENDA

JULY 6, 1988

PROBLEM: -- Decisions which affect the lives of young people are almost always made by adults. Although young people have unique perspective on their needs and desires, adults seldom consult youths when making decisions regarding what is 'best' for young people and almost never give youths equal decision making authority (how many people under the age of 21 are on Multnomah County's Structure and Involvement Committee?)

VALUE: -- Acknowledging the importance of healthful, productive youths in our community, opportunities for youth participation in decision making, in planning and problem solving should be increased. This will allow expression of youth concerns and increase efficiency of use of public funds in behalf of young people.

SOURCE OF ISSUE: -- In 1982 the Portland City Council unanimously established by Ordinance, the City's Youth policy. This Policy contained 5 major policy statements. The first policy statement reads:

> 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.

The first program recommendation calls for increased youth participation in community decision making.

BACKGROUND: -- In 1984, Portland Public Schools established a Youth Council to advise the Superintendent and Board of Education. This group of young people representing Portland public high schools are underutilized by adult groups forming policy regarding youth issues.

POLICY ISSUES: -- Local, State, public and private organizations working with and on behalf of young people should involve them in decision making.

RECOMMENDATIONS FOR STATE:

1. Policy recommending the inclusion of young people on Boards and Commissions.

2. Funding incentives for programs who do include youths on their governing bodies.

3. Training for organizations on how to involve youths in decision making roles.

RECOMMENDATIONS FOR LOCAL:

1. Recognition and utilization of policy to include young people in decision making roles.

2. Support for young people sitting on Boards and Commissions and serving on study groups and task forces (assistance with transportation, release time from school, credit for involvement---both recognition and perhaps school credit.)

3. Incentive and training for organizations and groups who include youths in decision making roles.

4. Recognition, support and participation in the annual Metropolitan Youth Leadership Conference.

RESOURCES:

1. Members of the Portland Public Schools Youth Council, which, starting in 1988/89 will include members from each high schools Student Council, provide a trained network of young people who can participate and respond to youth concerns.

2. The Metropolitan Youth Commission involves over 60 young people in youth participation and problem solving. In the spring of 1988, the first Youth Leadership Conference involving over 200 people was held. 146 of these participants were youths and 61 of these were minority youths. The MYC's young people are an available resource.

3. The Report from the 1988 Youth Leadership Conference containing findings and recommendations put forth from young people is attached.

A STRATEGY FOR AFFIRMING THE VALUE OF OREGON'S YOUTH

PROBLEM: Our children are portrayed in the media and, subtly, within their own schools and youth groups as drug-erazed hoodlums who destroy schools, terrorize teachers and finally leave school without graduating to produce a generation of children they can neither support nor nurture. This image does not apply to the majority of Oregon youth, and fostering it in the eyes of the public and the children themselves risks its becoming a self-fulfilling prophecy.

VALUES: The community must value all of its members and should especially esteem those who will be its future leaders. Not only must the community esteem and nuture its youth, young people must be helped to see themselves as valuable members of society, training to contribute to and lead that society.

SOURCE OF THE ISSUE: This issue is proposed by Jane Graham-Roberts, R.N., a private citizen with educational preparation in secondary education and nursing. She has ten years professional experience in Public Health Nursing where she has worked extensively with young mothers and their children and especially with addicted mothers and infants. She is also the mother of two children aged 14 and 3.

BACKGROUND: A growing number of young people are using drugs and resorting to illegal and sometimes violent methods to support growing habits. Schools have been vandalized and the teachers terrorized in an alarming number of instances nationwide. SAT scores have dropped as illiteracy has risen. Many adolescent girls, especially in Oregon, are having babies, often at state expense and without the knowledge or maturity to parent them effectively.

When these very real and newsworthy issues are reported in the press with no balancing reports of the valuable contributions of other youth, the public receives a skewed picture of young people in general. When schools begin their year with contracts delineating in minutist detail all house rules and the consequence for infractions of each, the unspoken message is that students cannot be trusted to conduct themselves in a socially acceptable manner and that the school must act as police, judge, jury and jailer to protect itself from those entrusted to it.

Studies have demonstrated clearly that people produce according to the expectations held for them. Perhaps some of the best recent applications of this research was in the Black Pride movement of the 1960's when black children were given large doses of positive reinforcement and went on to demonstrate academic achievement superior to their conterparts in public schools.

POLICY ISSUES: Public policy should dictate the fostering of a positive image for the youth of the 1980's and "90's.

PROGRAM ISSUES: Separate programs are not necessary to implement this policy. Instead, youth affirming strategies can be mandated in every youth-oriented program that receives government funds or sanctions.

A STRATEGY FOR AFFIRMING THE VALUE OF OREGON'S YOUTH (2)

STATE AND LOCAL RECOMMENDATIONS:

1. All youth-supportive programs should be named and presented in a manner that stresses the value of those they are written to serve, i.e. "Programs and Services to Aid Youth in Completing an Education", or "Programs to Prevent and Aid Recovery from Substance Dependence."

2. Schools and Youth Organizations should return to an emphasis on citizenship and mutual cooperation to obtain goals. Discipline need not be relaxed, but can be presented as an effort to help students gain control of their own behavior.

3. Increased public recognition can be given to the contributions of youth to the community.

4. Increased media attention to youth who do accomplish major goals should be encouraged. Coverage could also be given to programs that encourage youth such as science fairs and music competitions.

5. In an effort to promote positive role models from within the peer group and foster media attention to the accomplishments of youth, the Govenor might sponsor a yearly recognition of selected young people.

RESOURCES NEEDED: Other than award presentations that would require personnel time and minor monitary expenditures, this program should require few if any public resources. It is a strategy and methodology for fostering a positive image and can be incorporated into existing and future programs with little increased expense.

STATEMENT PRESENTED

at

GOVENOR'S HEARING ON CHILDREN

held

August 3, 1988

PROBLEM STATEMENT:

Black youth are worse off today than they were 25 years ago. They have made less progress than other demographic groups. Major social indicators show that in the areas of education, employment, deliquency, teenage pregnancy and suicide, black youth have made no measurable progress since 1960.

Traditional institutions have failed to provide essential quality services and the appropriate network systems necessary to develop young people into productive adults. This contributes to, not only disenfranchisement, but also to the erosion of the quality of life for black youth both presently and in the future.

As the quality of life continues to erode, the future prospects offer a grim and frightening picture for the black community. If this trend is not reversed, the probability of creating a permanent underclass is imminent.

POSITION STATEMENT:

The North/Northeast community is committed to improving the quality of life for black youth through innovative programs; the strengthening of community support systems; and increased advocacy through responsible role modeling. Community residents seek to reduce as many negative factors it can and although not all inclusive, these measures will assist them in meeting their goals. Studies conducted by the National Center for Health Statistics, Bureau of Census and the Task Force on Black and Minority Health contain significant figures for 1985. Results of the information gathered represents a national disgrace and to date, has had little, if any, impact on the American public. These figures show that the avergae annual age adjusted death rate, including those from self inflicted causes during the period of 1979 to 1981, totaled 1,084.6 among black males per 100,000 population. The rate was also the highest for black females totaling 611.7 per 100,000. By comparison there were 736 deaths for white males and 405 white female deaths per 100,000 population in the same category.

These statistics point to the fact that there is something seriously wrong in our society and if we don't undertake methods to combat this growing epidemic, the future of our entire nation is at risk.

The community of North/Northeast Portland, is committed to making significant changes in the lives of our black youth as well as other minority children. In an effort to do so, we expect Multnomah County and the State of Oregon to take the lead in assisting us in developing comprehensive mental health and programs in the following areas:

Families and Children
Drug and Alcohol Education
Protective Services Intervention
Day Activity Programs
Comprehensive Student Support Programs
Abandon Housing Program
Community Programs Against Sexual Assualt
Teen Pregnancy
Laws Prohibiting Prostitution in Our Community
Resolution of Unemployment Problem
Resolution of Gang Related Activities

The "All American" city needs to take a good long look at itself and if it truly wishes to maintain this status, it is imperative that it reach out to all of its citizenry.

Dennis Payne, Facilitator
Multnomah County, Oregons' Children Agenda

James H. Edmondson, Assistant Executive Director
North/Northeast Community Mental Health Center, Inc.

The Endangered Black Male

'New Bald Eagle' Phenomenon Could Further Erode America As A World Leader

by JEFFREY M. JOHNSON
Reprinted From the Afro-American

As this country moves toward the year 2000 and attempts to strengthen its competitive position in global markets, there is a critical problem facing the nation — the vanishing Black male.

This "new bald eagle" phenomenon is occurring as minority, female, and immigrant workers become increasingly vital to America's system of productivity.

The fiscal and human loss associated with the endangered Black male could further erode America's position as leader of the free world.

Identifying solutions is made difficult by the fact that the roots of this problem are multi-dimensional.

Disadvantaged Black youth continue to be raised by female heads of households in a changing inner city environment. Economic changes resulting in massive job loss, and relocation of businesses to the suburbs, south and abroad have created an atmosphere of uncertainty.

The inner city has become a haven for frustration, violence and drugs.

The Black male, once an earnest worker, has emerged as the symbol of decline due to the lack of opportunity and jobs.

There are many contributing factors to the endangered status of the Black male that requires extensive research and study.

However, an awareness of the magnitude of this problem, as well as the development of programs to preserve the Black male, will be the great challenge facing America over the next decade.

There are numerous reasons for the loss of Black males in our society. A major contributor to this loss are health disorders (i.e., heart disease, cancer, cirrhosis). Moreover, drugs, violence, and high rates of imprisonment are significant contributors to this phenomenon.

In recent reports Black men are six times as likely as white men to be murder victims and are two-and-a-half times as likely to be unemployed. Since 1970 there has been a general decline in Black male participation in the labor force. In 1984, 52 percent of Black unemployed were males (teens and adults), according to National Urban League statistics.

By every measure, the unemployment rate of Black males is significantly greater than that of white males.

Productive work remains the most important way to develop self-worth. Without meaningful jobs, the Black male cannot adequately provide for himself or his family.

By every measure, the unemployment rate of Black males is significantly greater than that of white males.

Productive work remains the most important way to develop self-worth. Without meaningul jobs, the Black male cannot adequately provide for himself or his family.

He is left to survive with minimal resources. Consequently, selling drugs becomes a convenient way to make fast money and develop status in the community.

The use of guns and other forms of violence are often done for protection against other would-be criminals.

Violence fosters violence. In this regard, Black teenagers develop similar attitudes and behaviors to survive. The result is an exceedingly high Black teen homicide rate. More often than not, the juvenile victim and perpetrator of such crimes are Black males.

The FBI reports that in 1986, 39.6 percent of all homicide victims were Black males. A staggering 52.4 percent of these victims were between 15 and 29 years of age.

Homicides are unquestionably the leading cause of death of young Black men.

The changes in our economy has had an adverse affect on Black males. Historically, Black males made up a disproportionately high number of blue collar workers due in part to discrimination.

With plant closings, corporate downsizing, and business relocation to the suburbs, South and abroad, the Black male does not have the traditional sources of employment available to him.

To new job opportunities in some instances require additional skills and possible relocation to other areas of the county.

The Black male is confronted with many psychological adjustments. They include long periods of unemployment, the need for additional education and training, and the likelihood of low-paying service jobs.

There are contentions that economic shifts account for many of the problems. Single parent households, school failure, crime, and general discouragement are in some measure due to the joblessness of Black men. In this context, it is not surprising that Black males finish near the bottom on almost every socioeconomic indicator and have a shorter life expectancy.

The National Center for Health Statistics reports that in 1985 the life expectancy for Black males was 65.3 years, as compared to white males, 71.9, white females 78.7, and Black females, 73.5.

The transformation of our large cities has certainly made them very volatile and even dangerous to live in. A new image emerges of the Black male who in the past rested in hopes and dreams on a job in the inner city.

He now finds himself jobless and lacking the basic skills to obtain meaninful employment. He has to survive in a community which is increasingly characterized by the proliferation of violence and drugs.

The Black male faces the great prospect of either being killed or ending up in prison. Once he is incarcerated, the Black male can expect to serve a longer prison sentence than his white counterpart.

In 1986 the Justice Department reported that for all types of crimes, Blacks averaged 25 months in jail and prisons, compared with 22 months for whites.

The report also explains that Blacks made up 30 to 40 percent of prison populations in many states, though they are only 12 percent of the general population.

These factors contribute to the lack of available Black men and give rise to the view that Black males are indeed the new "bald eagle."

HIGH SCHOOL GRADUATES

School	Am. Ind.		White		Black		Asian		Hisp.		Total		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	
BENSON 1987 Graduates	6	0	201	43	28	12	25	11	1	0	261	66	327
Gr. 12 Start of 1986-87	7	0	214	44	30	12	25	11	2	0	278	67	345
CLEVELAND 1987 Graduates	1	1	99	119	2	7	24	20	6	1	132	148	280
Gr. 12 Start of 1986-87	2	2	107	128	2	7	27	20	6	2	144	159	303
FRANKLIN 1987 Graduates	1	2	82	117	12	5	13	16	1	2	109	142	251
Gr. 12 Start of 1986-87	3	2	102	131	19	6	17	20	1	1	142	160	302
GRANT* 1987 Graduates	3	0	116	109	23	42	9	10	2	2	153	163	316
Gr. 12 Start of 1986-87	3	0	118	114	26	43	10	11	6	3	163	171	334
JEFFERSON 1987 Graduates	0	3	37	64	29	53	4	9	5	1	75	130	205
Gr. 12 Start of 1986-87	1	3	52	81	47	70	11	11	5	3	116	168	284
LINCOLN 1987 Graduates	0	0	128	144	9	16	12	10	1	1	150	171	321
Gr. 12 Start of 1986-87	0	0	128	153	8	16	14	11	1	0	151	180	331
MADISON 1987 Graduates	3	1	60	88	16	22	25	21	1	2	105	134	239
Gr. 12 Start of 1986-87	2	1	60	88	16	22	25	18	1	1	104	130	234
MARSHALL 1987 Graduates	2	2	73	96	9	8	10	6	1	4	95	116	211
Gr. 12 Start of 1986-87	2	3	94	103	11	9	10	8	1	4	118	127	245
ROOSEVELT 1987 Graduates	3	3	49	69	4	6	6	8	0	4	62	90	152
Gr. 12 Start of 1986-87	2	3	46	53	4	6	9	11	0	4	61	77	138
WILSON 1987 Graduates	0	1	159	224	6	17	11	3	2	4	178	249	427
Gr. 12 Start of 1986-87	1	1	191	240	9	20	11	3	3	4	215	268	483
TOTAL 1987 Graduates	19	13	1004	1073	138	188	139	114	20	21	1320	1409	2729
	(32)		(2077)		(326)		(253)		(41)				
START 1986-87 Gr. 12	23	15	1112	1135	172	211	159	124	26	22	1492	1507	2999
	(38)		(2247)		(383)		(283)		(48)				
Graduation Percent	82.6	86.7	90.3	94.5	80.2	89.1	87.4	91.9	76.9	95.5	88.5	93.5	91.0
	(84.2)		(92.4)		(85.1)		(89.4)		(85.4)				
START 1983-84 Gr. 9**	71		3129		626		295		72				4193
Graduation Percent	45.1		66.4		52.1		85.8		56.9				65.1

* Does not include Grant Night School students.
** Enrollment figures by gender are not readily available from the 1983-84 school year.

Please Note: At some schools the number of graduates exceeds the number of students enrolled at the beginning of the school year. This happens when students enroll later in the school year or change schools during the year, and when schools do not have their students' computer files updated by October 1.

CHILDREN'S AGENDA - MULTNOMAH COUNTY - ISSUE PAPER
Contact: Myra Classen, Kathryn Weit, ARC- Mult. 223-7279

PROBLEM Children with disabilities are affected by every major issue related to children, yet their special needs are seldom addressed as a part of the overall planning for services to children.

VALUES "A community must hold the same level of expectations for and must nurture and value all its children and youth without regard to cultural, religious, racial or ethnic distinctions" * We would add without regard to disability, as well. Children with disabilities are also valued members of our society!

SOURCE OF ISSUE A coalition of parent advocacy groups with representatives from: ARC- Mult., ASOHI (Severely Other Health Impaired) Autism Council of Oregon, Autistic Children's Activity Program, COPE, Epilepsy Association, Early Intervention Parents of Mult. Co., Parent to Parent, Parent Resources on Disabilities (PROD), PAC Regional Programs, PAC MCESD, Pilot Parents, Tri-County Respite, United Cerebral Palsy.

BACKGROUND In the past 10 years there have been two major developments that have impacted children with disabilities.(1) Since the passage of PL 94-142, children with disabilites have been entitled by law to a free and appropriate education in their communties and as a result, institutionalization is not the only option. We have seen that children with disabilities who recieve early and appropriate intervention have more opportunities to become independent and productive members of society. (By children with disabilities we are referring to a broad range, including but not limited to, the profoundly impaired, learning disabled, emotionally disturbed, and medically fragile.) (2) Medical technology is now able to save infants and children that only a few years ago would have died. These children often have disabilities.

POLICY ISSUES Agencies serving children have been unable to keep up with the increased numbers of children with disabilites in the community. Community resources like child care, health services, recreation, and vocational assistance, perhaps difficult to locate but available to most families, are not even options for the family with a child with disabilities. It is cost effective and socially responsible for the community to support a child's special needs within an existing family than to provide total care for a child in an out-of-home placement. There continues to be a belief that children with disabilities belong to specialized agencies and they are not a part of the community service system at large. This is a perception that must be changed. Children with disabilities will continue to enter the community service system in even greater numbers and they are entitled to appropriate service.

*Multnomah County Children's Agenda, Attachment C

PROGRAM ISSUES The issues that affect all children affect children with disabilities but there is little specific planning to meet these children's special needs.

- Community resources are often non-existent and current funding for respite and child care is inadequate for the numbers of children needing specialized day care, before and after school care, and occasional relief care. This is especially true for children over the age of 6 with medical needs or behavioral disorders.
_ The foster care system does not meet the needs of children with disabilities. Providers receive little or no training on special needs.
_ There are few supports to children with disabilities whose families are in crisis.
_ Children with disabilities and children of parents with disablities are at higher risk for child abuse, substance abuse, school drop-out, delinquent behavior, and teen pregnancy. Efforts to address the behavior often fail to address the disability.(A statistically high percentage of children showing gang behavior and who drop out of school are learning disabled and need or have received some type of Special Education.)
_ Community and home based health related services for special needs such as temporary help and adaptive equipment are inadequate or not available.
_ Early Intervention to children with disabilities is both economically and socially cost effective. Current funding levels do not provide service to all eligible children.
_ Proactive service design for children and youth with special needs are more cost effective than crisis oriented service.

RECOMMENDATIONS FOR STATE

_ Maintain an integrated coordinated effort to identify and include the issues of children with disabilities in every Children's Agenda issue.
- Mandate that all agencies, such as AFS,CSD, Juvenile Services, etc, who serve children provide appropriate service to children with disabilities.
_ Involve parents and disability specialists in structuring services to meet the needs of children with disabilities, and in training of agency staff and service providers.
_ Adopt PL 99-457 including section H (Early Intervention for Infants and Toddlers)
- Reaffirm state's committment to exsisting legislatively established services like Early Intervention and Family Support and urge the legislature to appropriate adequate funding to serve all eligible children.
_ Adopt legislation and funding to promote Family Support and Community Living.

RECOMMENDATIONS FOR LOCAL

_ Involve parents and disability specialists in structuring exsisting community services to meet the needs of children with disabilities.

_ Provide training to agency staff and service providers on the special needs of children with disabilities.

_ Increase the information sharing,and collaboration among agencies,disability advocacy groups, and parents.

_ Develop a system for identifying children with special needs who enter the community service system.

RESOURCES

_ Devleop a state level clearing house with information on disabilites and services available to agencies and the general public.

_ Provide adequate funding to provide Family Support and Early Intervention to all eligible children.

_ Use existing disability groups and parents to identify the issues and assist with training of agencies and service providers.

Autistic Childrens Activity Program

ACAP, Inc.

Contact:
Kathy Henley
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4715 NE 13
Pld OR 972

Problem: Autistic children are an underserved population in Multnomah County. These children have a difficult to diagnose developmental disability. They are often misdiagnosed and inappropriately placed into programs which are not trained to deal with the problems they present. There are few regularly funded programs who understand the needs and requirements of these children, and funding has been radically reduced for those few existing programs. Educational models at the highest levels need to be reassessed and re-evaluated. Mainstreaming models in particular need to be the most current available. We need highly trained individuals familiar with the differences this population presents during mainstreaming and transition. All programs need to be more than maintenance oriented.

Value: Many of these children have the potential to develop to self-sufficiency if given the opportunity of consistent, appropriate input and care. It is our social responsibility to provide appropriate structure and funding to keep these children from being placed in a "throw away" population. It is cost effective to promote progressive intervention and treatment versus maintaining these children in a dependent high-care maintenance situation.

Source of Issue: The lives of Autistic children and adults has been the concern of the Autistic Childrens Activity Program, Autism Council of Oregon, and Autism Society of America. There is an intent to have children with Autism appropriately treated, cared for, and nurtured so that they may have the opportunity to take their rightful place as productive participating citizens able to care for themselves.

Background: Since Autism was first recognized as a syndrome there have been many different theories about what Autism is, how to deal with its ramifications, who or what was responsible for its occurrence, what is an appropriate treatment and form of care, and what the ultimate prognosis is for those afflicted with this disability. The most recent information from the leading researchers confirm that at least some forms of Autism are brain structure abnormalities, cause unknown, which interferes with the proper functioning of the communication paths in the brain. In other forms of Autism there is still no conclusive evidence as to the forms of the problem or the causes. The opinion of most Autism specialists is that these children should have consistent appropriate structure for their lives to build upon. When given appropriate, consistent, trained support and care these children have a much greater success rate of gaining self- sufficiency.

Policy Issues: Agencies serving children have been unable to handle the wide range of problems that children with Autism present. Current resources are unable to meet the needs of the children and their families. Knowledge must be made available for the professionals of all the diciplines who contact Autistic children. Without consistent support in all areas of their lives; home,

education, social, and medical these children will not have an opportunity to escape the trap of institutionalization. Agencies caring for these children must have the legislative and financial support of the state in order to make the difference that they can make. These are not "wasted effort" children. The ignorance of those unfamiliar with Autism is the greatest difficulty we face. We must erase the simplistic attitudes about the needs and prognosis of the Autistic children.

Program Issues: Programs are all under-budgeted if they exist at all. Staffs must be, but as yet are not consistently, specially trained to recognize the needs of the autistic children and how to appropriately respond to them. There are not enough staff to cover the present population of autistic children. There are no incentives to interact with these children. There must be an acknowledgment at all levels that these children can grow greatly with even a little support. Time management is a year round problem not just a 9 month school year problem.

Recommendations for State:

1) A policy of viewing the Autistic population and their changing needs from birth throughout adulthood in a total developmental context.
2) Legislative acknowledgment of the responsibility for, and commitment to continuing financial support.
3) Executive directives acknowledging and directing efforts to meet these childrens needs.
4) Judicial acknowledgment of the changing laws and enforcement of those laws.
5) State Board of Education acknowledgment that sustaining funding of programs is a reasonable objective and is to be done per P.L. 94-142.
6) The catacombs of misdirection and lack of information should be corrected by the development of a list or catalogue of agencies and their area of responsibilities, and funding sources and their funding objectives be made available upon request to interested parties.
7) Early Intervention be made a priority of programming and funding so that these children can be identified and helped before permanent damage has been done.
8) Insurance issues be addressed and resolved concerning liability coverage and fees.

Recommendations for Local:

1) Agencies to coordinate and share information concerning training, care, opportunities, support, and space available for services.
2) Close the inter-agency cracks that these children fall through.
3) All agencies adopt proceedures and policies that recognize and deal with equivalent principles for funding.
4) More opportunities for parents to serve on Boards of Directors, Advisory Boards, and Inter-Agency Co-ordinating Boards so that they can participate in implementing program directives, policies, and principles.
5) Referal service to direct interested care-givers, professional, agencies, and parents to each other, thereby preventing economic and social dependence on the state and promote self-sufficiency.

Resources: Information and acknowledgment of the social responsibility needs to be developed.

MULTNOMAH
EDUCATION SERVICE DISTRICT

ALLAN J. THEDE, SUPERINTENDENT • 220 SE 102ND AVE. • P.O. BOX 16657 • PORTLAND, OREGON 97216-0657 • 503-255-1841

Submitted to: MULTNOMAH COUNTY CHILDREN'S AGENDA

Source of Issue: Joe Shulleeta, Coordinator, Multnomah Education Service District, Special Education; and the Parent Advisory Committee for the Multihandicapped Program

Problem: INDIVIDUALS WITH SEVERE HANDICAPS DO NOT PARTICIPATE IN THE WORKFORCE TO THE SAME EXTENT AS NON-HANDICAPPED CITIZENS

BACKGROUND

Today, despite improved public awareness and significant increases in the number of day programs for adults (Bellamy, Sheehan, Horner, & Boles, 1980), thousands of potentially employable individuals remain idle. Reports of unemployment rates are 50%-75% (U.S. Commission on Civil Rights, 1983) and average ANNUAL wages of $414. for workshop clients labeled mentally retarded (U.S. Department of Labor, 1979) provide a dramatic description of the deplorable state of affairs.

When mentally retarded students leave public school programs at age 21, they face increasingly long waiting lists for costly adult service programs. The cost of dependency in terms of public income, maintenance and other forms of assistance places a tremendous strain on our nation's economy. Even greater are the human costs of idleness and dependency on the lives of people with these handicaps. When mentally retarded young adults enter work activity centers or sheltered workshops, only rarely are they subsequently trained and/or advanced into competitive employment. Less than 7% of work activity center clients are ever placed in competitive employment (Sowers, Thompson, Connis, 1979). Whereas only 12% of sheltered workshop clients are competitively placed (Sowers, et al., 1979). The costs are high for both handicapped clients who become very dependent on non-competitive sheltered employment (with subminimal wages and subsidies) and tax payers who must support a dependent system.

In Oregon's economy of high unemployment, at risk workers are often considered for training and competitive employment first, thus creating a particular need for such services for more severely handicapped individuals. Research and demonstration projects show that mentally retarded individuals can be successfully placed in competitive employment, given adequate training (Sowers et al., 1979; Wehman, 1981; Rusch, 1980). Providing job training for competitive employment to mentally retarded individuals before they leave public school programs allows them the opportunity to by-pass the long waiting lists (4 to 5 years waiting list) of a more dependent system of activity centers and sheltered workshops and move directly into competitive employment for an independent, less tax supported and self-fulfilling community job placement. Our experience in implementing a multihandicapped secondary program indicates the potential of many of these individuals. Recent cost analysis data (Hill & Wehman, 1983; Hill, Hill, Wehman, & Banks, 1985) indicate that competitive placement programs can actually result in long-term savings to taxpayers.

There is a tremendous cost to society and to handicapped persons' quality of living to keep them dependent in sheltered settings and/or non vocationally oriented care facilities.

PROGRAM ISSUES

The program will promote increased opportunities for job training; job placement; greater wages and benefits for mild, moderate and severe mentally retarded handicapped (AAMD Classification, 1983) through competitive employment. Jobs which have high turn-over (e.g. car washer, bussing tables, dishwasher, etc.) are low paid but may not necessarily be undesirable employment outcomes for a more seriously disabled trainee. It is our intent as a county-wide agency providing education services to handicapped high school students to coordinate with local school districts in Multnomah County vocational services to handicapped youth (as described).

If the project is approved, the Multnomah Education Service District, Special Education Department, will hire three (3) job trainers to assess, screen, train and place up to 13 mentally retarded high school students into competitive employment. Adult transition support services for maintaining community jobs will be provided by Multnomah County Human Services, Social Services. A supported Work Approach Model to Competitive Employment will be implemented and include the following activities:

Project Component 1:	Job Placement	--Structured efforts at finding jobs for students and matching student strengths to job needs. --Planning of transportation arrangements and/or travel training. --Active involvement with parents on identifying appropriate job for student. --Communication with Social Security Administration, Vocational Rehabilitation Division, and Mental Health Division.
Project Component 2:	Job Site Training and Advocacy	--Trained staff provides behavior skill training aimed at improving client work performance. --Trained staff provides necessary social skill training at job site. --Staff works with employers/coworkers in helping students.
Project Component 3:	Ongoing Monitoring	--Provides for regular written feedback from employer on trainee's progress. --Utilizes behavioral data related to trainee's work speed, proficiency, need for staff assistance. --Implements periodic student and/or parent satisfaction questionnaires.

Project Component 4:	Follow-up and Retention	--Implement planned effort at reducing staff intervention from job site. --Provide follow-up to employer in form of phone calls and/or visits to job sites as needed. --Communicate to employer regarding staff accessibility as needed. -Help client relocate or find new job if necessary. --Develop written transition plans for accessing Adult Services with parents student and appropriate community agencies with intent to satisfactorily maintain handicapped worker on the job after graduation.

RESOURCES NEEDED

1. a. Coordinator (190 days @ $132/day)	$25,080.00	(supplied by MESD)
b. Secretary (190 days @ $64/day)	12,160.00	(supplied by MESD)
2. Communications		
a. Telephone ($50/mo. x 9 mos.)	450.00	
b. Postage ($22/mo. x 9 mos.)	198.00	
3. Office Space ($180/mo. x 9 mos.)	1,620.00	(supplied by MESD)
4. Xeroxing ($35/mo. x 9 mos.)	315.00	
5. a. Supplies (Trainer) ($200/trainer x 3)	600.00	
b. Supplies (Youth) ($25/youth x 24)	600.00	
6. Mileage Reimbursement ($92/mo. x 9 mos. x 3 staff)	2,484.00	
7. Youth Transportation	3,129.00	
8. Temporary Salaries (Substitutes 15 days @ $53.34 x 3)	2,400.00	
9. Job Trainers		
a. Wages: 7hrs/day x 190 days = 10,574 x 3 =	31,722.00	
b. PERS: (16.5% x 31,722) x 3	5,395.00	
c. Social Security 7.15% x 31,722	2,268.00	
d. Workers Comp(.42/$100 plus .14/day) x 3	133.00	
e. Unemployment (.06% x $31,722)	19.00	
f. Med/Den/LTD/Life Insurance	9,621.00	
g. Administrative Fee (3%)	1,762.00	
Subtotal (Supplied by MESD)	$38,860.00	
Subtotal (Supplied by Youth Prevention Advisory Committee)	$61,096.00	

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EDUCATION SERVICE DISTRICT

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MULTNOMAH COUNTY CHILDREN'S AGENDA

1 Problem

A substantial number of approximately 77,000 students in the 12 public school districts of Multnomah County do not receive adequate health care due to the limited health care resources within the school and community. Most significantly impacted are the elementary and middle school-age students who have neither capacity nor funds to independently access community programs. Included in this population are a growing number of students with profound handicapping conditions and a growing number of foreign-born students, both with above normal medical needs which exacerbate the problem.

2 Values

A student's physical, mental, emotional, and social health directly affects the quality and quantity of learning. The upheaval in society effected by fragmented families and increased alcohol and drug use has produced a population of fragile children who suffer subsequent physical and emotional illnesses. If appropriate and timely intervention is not available, a lifelong cycle of dysfunctional and ill health patterns may be established.

3 Source of Issue

The 155 school administrators and 38 registered nurses working in the public schools of Multnomah County.

4 Background

The 34 registered nurses provided by MESD are increasingly becoming the initial contacts to the health care system for a large and ever increasing number of students in Multnomah County. It is not unusual for students to have endured signs and symptoms of acute illness or injury through the night or over the week-end because they had no care provider and are subsequently sent by their parent to "see the school nurse" for resolution of the problem. It is also not unusual for a school nurse to spend at least 1/3 to 1/2 of each day trying to access a health care resource for the medically indigent. Families are having to utilize emergency room services inappropriately because access to non-emergency health care systems does not exist, or they avoid seeking emergency assistance when it is appropriate because they cannot assume the financial consequences. Children are left to bear the discomforts of illness or the pain of injury for extended periods due to lengthy waiting times in existing community health resources. Students at times are unable to attend school after being excluded for symptoms of a communicable disease and must wait several days to access these resources.

The currently available community health care resources are not easily accessible to the typical medically indigent student and family. These families are frequently without available transportation or support persons. Sometimes the parent(s) is working in a position which would be jeopardized when work time is lost to seek health care for a child during "regular" clinic (9-5) hours. Some specific examples of lack of community resources and their subsequent impact follow:

4 Background (cont.)

RESOURCES FOR HEALTH CARE LIMITED TO LACKING FOR FOLLOWING HEALTH ISSUES	IMPACT ON STUDENT
a. Child abuse	Law mandates reporting; laws don't facilitate resolution.
b. X-ray (Non-existent except through emergency room.)	Chronic limitation of function of involved extremity.
c. Urgent, nonemergent examination.	Illness can intensify into emergent situation or bear chronic health repercussions to client. Continued exposure of others to communicable diseases.
d. Mental health assessment intervention and follow-up.	Suicide attempt is successful. Continued acting out/behavioral problems which may place others in a victimized situation or take away productive time in education by handling disciplinary problems. Repeated ineffective role modeling to future children of emotionally disturbed person.
e. Dental care sources limited. At least 1/3 to 1/2 of the student population has gross dental needs.	Chronic dental illnesses with potentiality for other related physical illnesses.
f. Visual examination and eye glasses. Limited resources available; resources generally depleted by December (just 4 months into the school year).	Decreased visual acuity which can create potential for accidents and poor academic performance. Exaggeration of eye pathology.
g. Resources for headlice shampoo and household treatment. (Lack of access to shampoo, lack of finances to cleanse household items. Lack of supportive cleaning help for parents having emotional/physical impediment.)	Potentiality for exposure to head lice for population at large due to increasing incidence of head lice infestation. Inability to treat household and all members appropriately due to lack of financial resources. Reinfestation on chronic basis occurs, students chronically absent, families chronically exposed to shampoo with potentiality for side effects.

5 Policy Issues

A highly mobile population, the increase of child abuse, teen suicide, and children living in chemically dependent homes has been documented to affect the health needs of the elementary-, middle-, and high school-age students of this county. Historically, the focus on school nursing was the control of contagious diseases, now somewhat contained by a state-mandated immunization law. Yet even with this issue, there is a need to identify, acknowledge, and refer students for immunization for vaccine-preventable diseases. Prevention, identification, early intervention, and remediation of health problems create a healthy environment for students to learn and grow.

6 Program Issues

An adequate number of school nurses to identify and intervene with health problems is necessary to deal with the health problems affecting the present and future health of students.

7 Recommendation for State

a. Require that a proportionate share of state health care resources be used to provide health care to primary and middle school children.

b. The commitment of resources sufficient to cover the costs of implementing state-mandated health laws.

c. A state established student immunization record tracking system.

d. Allocate state resources to be used to buy non-prescriptive medication and eyeglasses for students.

e. The establishment of a state school nurse consultant within the Department of Education (35 states have these positions established for the purpose of coordinating health services between Department of Education and State Health Division and to serve as a resource for local school districts).

8 Recommendation for Local Community

a. Establishment of community health clinics whose primary focus is to serve the needs of the "lost age" population, e.g., ages 4 through 12, and to operate these clinics during hours and in locations when families can access them without impacting the work situation(s) of the parent(s).

b. Increased coordination between nurses in the schools and other community agencies involved with child care issues.

c. Recognize the magnitude of the problem and allocate increased resources to more adequately meet the need.

9 Resources Needed

The establishment of no less than 4 community health clinics, primarily aimed at the elementary and middle school population, and the increase of registered nurses in the schools.

Janis Youth Programs, Inc.

Runaway and Homeless Youth Services
2710 N.E. 14th Avenue • Portland, Oregon 97212 • (503) 281-9900

Dennis L. Morrow
Executive Director

Corinne McWilliams
Program Manager

RUNAWAY AND HOMELESS YOUTH

Problem: 22,000 to 25,000 Oregon youth run away annually. Runaway and homeless youth shelters in the State were able to serve only 1,800 of these youth last year. Runaway behavior is related to changes in "traditional" family structure, including chemical dependency and major incidence of physical, sexual and emotional abuse. The longer a youth is on the streets, the more danger they are in and the more likely that their problem behaviors will escalate. Drug and alcohol abuse, delinquency, prostitution, homelessness and, all too often, death, are the consequences of an unserved runaway population.

Values: All children have an inherent right to safety, nutrition and shelter. The care of children is a community responsibility, one in which "capable" parents are viewed as primary care providers, and, for those not capable, the community acts, to the extent possible, to make services available through provision of a resource continuum.

Source of Issue: The Northwest Network of Runaway and Homeless Youth Services, which serves Oregon, Washington, Idaho and Alaska has prepared a preliminary report on this issue for Oregon's Juvenile Services Commission and Juvenile Justice Advisory Committee. A state-wide assessment of existing services and unmet needs is currently being conducted and will be completed in September.

Background: Since the de-institutionalization of status offenders in Oregon, there are no minimum requirements for levels of service and no standards of care for this target population.

The manner in which youth receive services varies in quality, quantity and intensity from county to county and region to region on a statewide basis. As a result, thousands of youth "fall through the cracks" and never receive services.

Policy Issues: There is no state policy to define, identify or establish funding responsibility for the runaway and homeless youth of Oregon. Current laws and funding priorities continue to encourage escalation of behavior to qualify or access treatment resources. This is especially apparent in the current absence and availability of services for the female population. The impact of deinstitutionalization has been to leave this target population with no accountability or state resources designated. Lacking a state policy, there is no long term funding commitment or coordination of resources on a statewide, county and local service area basis.

Program Issues: A continuum of community-based treatment resources - ranging from early intervention services to independent living programs - is necessary to prevent runaway and homeless youth from further penetrating the delinquent subculture and the juvenile justice system. A coordinated network of community aftercare services will provide on-going support to youth and families.

Recommendations for State: 1) The Oregon State Legislature should pass a Runaway and Homeless Youth Act similar to recent legislation in California and Texas which will complement existing federal legislation. 2) One agency or department should be designated as having primary jurisdiction for services to runaway, status offender and homeless youth. Such a designation would eliminate the confusion over "whose responsibility" services for that child are, and would provide a centralized vehicle toward the establishment of a continuum of care. 3) A set of minimum performance standards should be established for service provision to and care of runaway, status offender and homeless youth in the State of Oregon. 4) A consistent funding base for programs must be established.

Recommendations for Local: 1) Participate in assessment of services currently being provided to this population as well as existing unmet needs. 2) Identify local sources of funding which can be used to match state and/or federal requirements. 3) Explore the development of local coordinated networks of service for this population.

Resources needed: This will vary from one area of the state to another depending on the level of service currently in place. However, a mechanism for education, training and technical assistance to new and existing programs is essential.

HOUSING AUTHORITY OF PORTLAND
CHILDREN'S AGENDA
JULY 12, 1988

PROBLEM:

More than 10,000 people are without homes in Multnomah County. Many of those living in alleyways or sleeping in cars are children, sure to be scarred by the lack of stable roofs over their heads. These children deserve to enjoy safe, decent, and sanitary housing and to grow up in a positive environment.

Emergency housing agencies have limited funds to meet the needs of the homeless children. Many of them are able to offer temporary shelter for a night or two once a month. The other nights are spent on the street.

Federal funding for public housing programs has been cut by about 75%, severely reducing special programs and new construction that could help ease the shelter problem. Public housing is designed to help low income families, but has limited resources to help homeless families make the transition to permanent housing.

VALUES:

The Housing Authority of Portland is dedicated to providing safe, decent, and sanitary housing for low income people. One of HAP's goals is to house all homeless families in permanent homes by 1991. Decent housing and supportive social services could help the children grow into adults who can break the cycle of poverty.

POLICY ISSUES:

All of HAP's funding is closely regulated by the Department of Housing and Urban Development and targets assistance to families, elderly and the disabled who meet income eligibility guidelines. The rental assistance program allows little flexibility in allocating dollars for other forms of assistance.

RECOMMENDATIONS FOR STATE:

Review the state budget allocations and support funding HAP or other housing agencies to acquire and rehabilitate vacant and abandoned homes in Multnomah County, targeting homeless families. This would help solve the problem of wasted housing, which encourages neighborhood blight, and help place needy children where they should be - in safe, decent, and sanitary housing.

RECOMMENDATIONS FOR LOCAL:

If funded by the state, the community agencies of Multnomah County should coordinate efforts to complete the rehabilitation of the homes at a low cost. The agencies could also provide resources for case management for the families, helping them move toward self-sufficiency and assessing the need for more youth services within the family.

cbj
0252X

WM S. WALKER
DIR. OF ADMIN. SERVICES
HOUSING AUTH. OF PORTLAND
P.O. BOX 13220
PORTLAND OR 97213
249 5543

Prmotion Standards

PROBLEM: There are an increasingly large number of students who are promoted to the next grade level without the necessary basic skills for that particular grad level. These students are usually classified as "at-risk, underachievers or minority." Due to the promotion of these students without the necessary basic skills, they become frustrated and eventually drop-out of school or received a non-standardized diploma.

VALUE: It is the constitutional right of every child to be educated equally and the responsibility of the entire community to ensure that education takes place reguardless of race, religion or income. For to long the education of children has been the sole responsibility of the schools. Now is the time for communities and businesses to invest in the future of our children.

SOURCEOF ISSUE: One of the most controversial issues facing education today is grade retention (non-promotion). In a recent Gallup poll, a substantial majority of survey respondents favored more stringent promation policies over social promotion.

BACKGROUND: At present there are no established standards or guidelines for grades 1 thru 8 for promotion. Retention is based on the recommendation of the principal and the teacher.

POLICY ISSUE: The state and local policy on promotion and retention should be redefine to include standards of achievement for grades 1 thru 8 which are measureable. These guidlines should be distributed to the parents at the beginning of each school year.

RECOMMENDATIONS for the STATE:

1. Policy development which specifically address the issue of promotion with measureable outcomes for grades 1 thru 8.
2. Policy statement on reduction of class size, particualarly in the primary grades to improve learning climate.
3. Funding incentives for specialized inservice and professional growth programs for personnel in school districts.

RECOMMENDATIONS for LOCAL:

1. Policy development which specifically address the issue of promotion with measureable outcomes for grades 1 thru 8.
2. Provide incentives for staff to attend specialized inservice and professional growth programs.
3. Decrease the present student to teacher ratio per class for the primary grades.
4. Undraded classes for the primary grades which allow

students to acquire skills according to his or her own timetable.

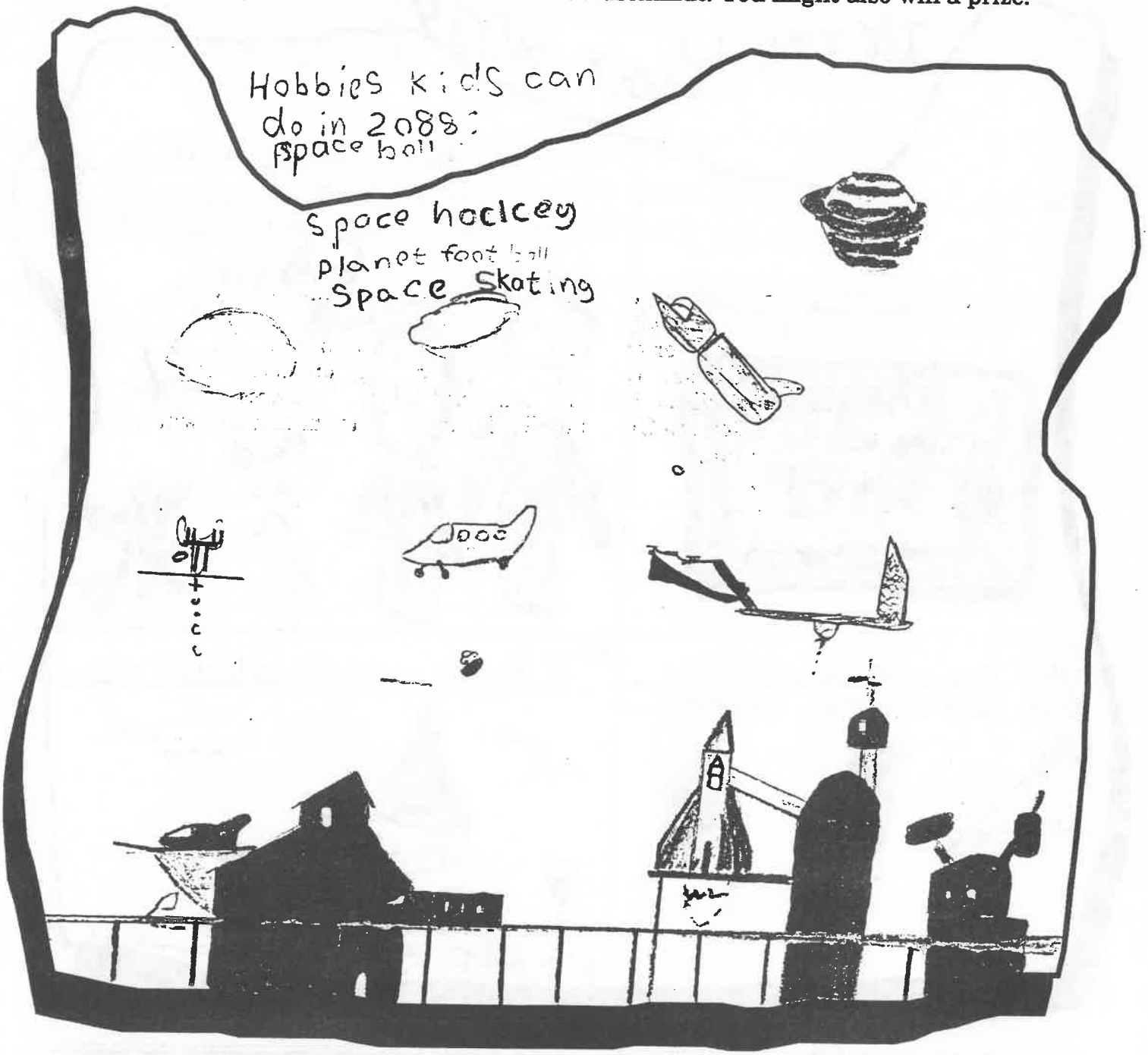
5. Home assistance programs to offer help to parents in learning to build positive psychological climates.
6. Bussinesses and commuinty provide mentors and tutortial assistance in the classroom of the primary grades.

Multnomah County Library
Children's Input

What will Oregon's children be like in the year 2088?

...a contest for kids aged 6-12 from your Multnomah County Library!

Tell us what the lives of Oregon's kids will be like a hundred years from now—in words, pictures, or both. Turn in your entry at any branch of the Multnomah County Library and we'll send your ideas to Governor Neil Goldschmidt. You might also win a prize!



MULTNOMAH COUNTY
LIBRARY

Name Ardy Webber
Age 8 Phone 775-4623 Library Branch Woodstock

What will Oregon's children be like in the year 2088?

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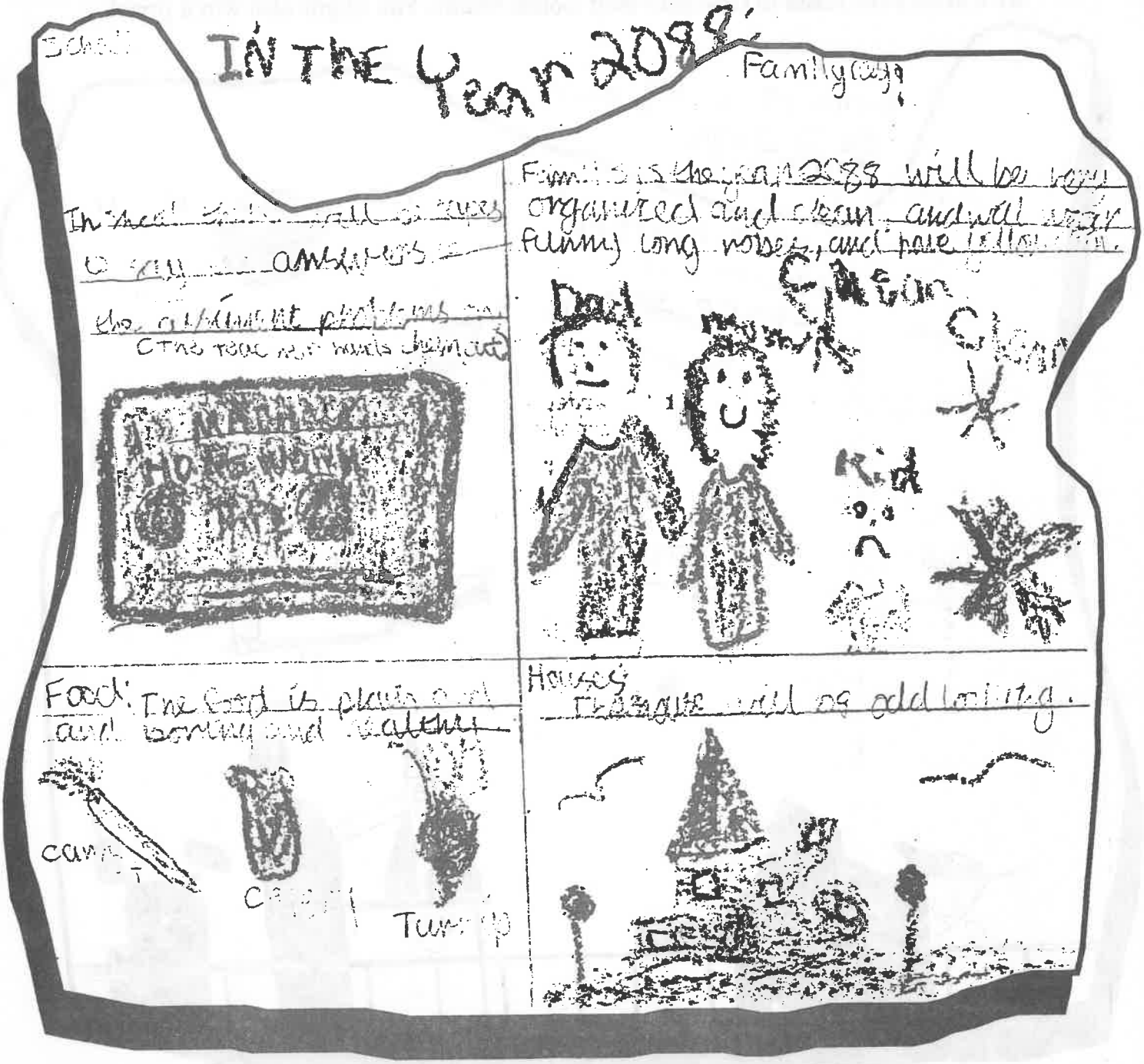

MULTNOMAH COUNTY LIBRARY

Name _____ Age _____ Phone _____ Library Branch _____

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MULTNOMAH COUNTY
LIBRARY

Name Beth Anne West
Age 7 Phone 284-5104 Library Branch Central

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Tell us what the lives of Oregon's kids will be like a hundred years from now—in words, pictures, or both. Turn in your entry at any branch of the Multnomah County Library and we'll send your ideas to Governor Neil Goldschmidt. You might also win a prize!

It shud Be A fun in the year 2088 for all the Kid's in oregon's ~~[illegible]~~ Plas

MULTNOMAH COUNTY LIBRARY

Name Timothy. mark kuehny

Age 11 Phone 774-0694 Library Branch Cen

Needs Voted On at The Forums

A. FAMILY SUPPORT

Need quality, early family support (e.g., day care, parenting education, pre-school).

Better training and support for all who work with young children, including parents.

Support for family programs.

Development of more "natural" family support systems, such as extended family and neighborhood.

Services including parenting skills for families.

Support for stable/permanent families for all children.

Transitional housing for homeless with inter-agency cooperation to provide basic needs.

Support services for teen parents, parenting child care, "survival".

Positive marketing of parenting and families.

Child abuse.

B. ATTENTION TO SPECIAL NEEDS

The developmentally disabled child needs to be included in all categories of service at state and local levels.

Resources and programs which focus on youth gang behavior and involvement, substance abuse intervention, and the special needs of minority and at-risk youth.

Policy commitment to opportunities for minorities and at-risk youth, including developmentally disabled.

Treatment for youth: Substance abuse, mental health, secure facilities, behavioral and emotional problems.

Outreach to school dropouts and their families.

Need for services for children with special needs: Early identification and intervention; programs to enhance individual productivity and quality of life, parent training, and family support.

Community support services for all children and youth with special needs.

All Services should provide access for children and youth with special needs--child care, employment, education, health care, recreation, etc.

Long-term living alternatives including foster care, adoptive homes, and secure independent living for teens.

C. PREVENTION: EARLY CHILDHOOD SERVICES AND YOUTH SERVICES

Head Start-like programs should be available to all children, including adequate medical assistance and early intervention (especially for the newborn and the young and disabled, ages 0-12).

Prevention services: Early identification and intervention for "at-risk" children (e.g., Head Start, problem-solving skills, prenatal care, parenting skills, services for abused and emotionally disturbed children and to counter involvement in youth gangs).

Prevention and support for at-risk, young children.

Recreation: Safe parks, after-school programs, safe evening activities, teen centers, social groups that are alcohol- and drug-free.

Need more safety for youth and children, including more "safe houses" (block homes as well as foster care that is safe).

Early education, i.e., Head Start.

D. RACIAL AND ETHNIC DIVERSITY AND ACCESS TO SERVICES

Need for effective programs aimed at minorities (black youth in particular): Emphasize education, employment, recreation and self-esteem building.

Racial and ethnic diversity in decision-making groups.

Access of racial and ethnic groups to children/youth/family services.

Multi-cultural education; stressing cultual differences and incorporating these differences into daily lives. Respect by and for others.

Culturally truthful and relevant education and treatment.

E. YOUTH EMPOWERMENT

Youth need training in leadership/advocacy/assertiveness/self-esteem to empower them to participate in decisions which impart their lives.

Decision-making skills, socialization, opportunity to contribute.

F. CHILD CARE

Quality, affordable day care: Latch-key, nurseries, relief care, subsidized care, 24-hour "day care", care for sick children, services and support for

working parents.

Day care and after-school care.

Child care, including for special needs children, for school-age, and for preschool age.

Child care for teen parents.

Increased availability and expansion of child care for children who are abused, disabled, homeless. Need for an early intervention law, no-cost care, and personal safety.

G. YOUTH EMPLOYMENT

Education, employment and training options.

Jobs.

Building employment skills in youth; raising the minimum wage; providing programs that model on-the-job behaviors; vocational mentoring; meaningful jobs.

Development of relevant education to adequately prepare youth for the world of work, family and community.

Vocational training.

Increase minimum wage.

Outreach to corporations for employment options, collaboration between private and public agencies.

H. SUBSTANCE ABUSE

Alcohol and drug programs: early identification and treatment; prevention. Treatment for both children and parents.

Alcohol and drug prevention and treatment.

Alcohol and drug education and treatment programs at an early age.

Education and treatment.

I. PHYSICAL HEALTH SERVICES

Access to health services, including mental health care, prenatal, AIDS education, physicals and education in preventive health care.

J. MENTAL HEALTH SERVICES

Child and family mental health services: more services; more and better services for families in crisis. More accessible services.

Mental health services including prevention, early intervention and treatment

of i.e., drug and alcohol abuse, abused or neglected children and their parents.

Partnerships between public and private agencies.

K. ALTERNATIVES TO CRIME AND INCARCERATION

Alternatives to crime and incarceration for youth.

Reverse downsizing of state juvenile correction institutions.

L. MIGRANT CHILDREN

Provide basic services for migrant and farmworker's children in the areas of education, shelter, health care, food and nutrition.

M. EDUCATION

Assuring acquisition of basic skills; progress through the elementary grades based on reaching competency levels. More educational alternatives.

Educational needs: early childhood education, safe schools, smaller classes, instruction in personal safety, alcohol- and drug-free environments, early intervention, accessible counseling, sex education, vocational mentoring, health services and parenting education.

Recognition of the value of public education.

N. RUNAWAY OR HOMELESS YOUTH AND MISSING CHILDREN

Provide services to runaways and lost children.

Needs Mentioned at The Forums

The following is a listing of needs and issues identified at the four forums.

Over representation of black males in the Juvenile Justice System.

Need for state programs aimed at black youth, e.g. recreation, employment, education, and self-esteem building.

Need for community based placement and treatment including secure facilities.

Early identification of learning, health and developmental problem (ages 0-5).

Need early intervention programs, e.g. education.

Access to prenatal care, especially black poor teen populations.

Develop leadership skills.

Need day care, accessible and affordable, for special need kids. Good quality.

Parent training in all levels of school, high school to community college.

Need for responsible care for all special need kids.

Education system that meets all kid's needs, e.g. vocational/technical.

Uniform quality of education throughout the state.

Outreach to school dropouts and their families.

Need to increase and encourage parents taking responsibility for their kids.

Need for effective substance abuse prevention/early intervention treatment for families.

Need for coordination and networking between medical, social service, schools, courts, etc. concerning substance abuse.

Need for jobs for our state's population now and in the future.

Need to prepare every child for a productive "job", e.g. employment/parenting.

Reduce flow of drugs.

Develop latch-key program for kids up to age 15, e.g. before/after school program.

Service for runaway kids and homeless kids.

Program for homeless families.

Affordable housing for families, especially poor families.

Bilingual education/training for all age kids including migrant kids.

Cultural difference sensitivity education.

Day care/after school care: high cost; need for adequate supervision; over-regulation by government; need for more fair requirements; employers taking responsibility; increased tax break; incentive.

Services for girls: displaced at state training centers; tie-in to foster home shortage; not enough facilities.

Services for youth minorities: prevention/diversion services; community based neighborhoods, churches; community education component; at-risk population; minority communities with direct services; cross-cultural training.

Family programs/support: parenting skills for youth; cross-cultural training; education about building relationships; programs which focus on effective methods; sex education for children, value based; counselors/advisors for schools; community education component.

Employment, At-risk, other services: focus on 13-16 year-old population; financial incentive?; meaningful work, e.g. volunteering; over-regulation; more park programs, sports, activities.

Alcohol/drug issues: integrated way to address these problems; specific ways within minority populations; infants.

Adolescent sex abuse treatment: more treatment for teen-age offenders; centers for these kids.

Good foster homes: more resources, agencies, churches; often have to go outside county; training, support for foster parents; more staff, money needed.

Safe shelter for kids: homeless runaway.

Need for counseling (all ages).

Facility for personal need.

Early intervention of identification of need for developmentally disabled children 2-4 years early).

Handicapped children such as kids out of high school, vocational skills.

Parenting (learning skills).

Social activities, curriculum (pre-teen and teens).

Opportunities for minorities, at-risk youth, being involved with social-making policies.

Self-esteem to help their attitudes.

Independent living skill training particularly for older teens.

Quality education and alternatives.

Public awareness of helping agencies and what's available such as agencies/ knowledge.

More parental involvement on board of directors, advisory boards, inter-agency boards, so that parents can participate in implementing program directives.

Availability of low cost child care quality or certified.

Public safety - crime or the victim of it.

Programs to help teen fathers.

Jobs for different age groups.

Places for kids to provide leadership role.

Children's rights.

Adequate funding.

Stable funding.

Employment opportunities.

Long-term living alternatives for all kids on the streets.

The developmental child needs to fit into all categories.

Better health care for children and families.

Parenting skills for parents.

More community-based adult role models, especially for ethnic groups.

Greater agency coordination/cooperation to fill in the gaps; systems flexibility, administrative priority; work together, formal networks.

Child and family mental health; more services, more accessible services; Multnomah County is a dumping ground.

Not enough prevention for gang problem.

More effective identification and intervention for drug/alcohol problems; treatment for kids and parents.

Greater range of services (e.g. homeless children).

Children need quality child care facilities; affordable, subsidized: latchkey, nurseries, relief care, 24-hour evening "day" care, care for sick children, services and support groups for working parents.

Adequate housing.

Adequate food.

Employment training.

Educational Package: increase education for children; enriched education; vocational options; more alternatives in school system.

Options for street youth (employment, mental health).

Investment in prevention -- early identification and intervention for at-risk; Head Start, problem solving, abused, problem solving, emotionally disturbed, prenatal care, parenting skills and youth gangs.

School integration.
Special needs day care for sexually/physically abused kids.

Special needs programs for <6 year-olds.

Parenting training (especially teen/young parents).

Free, accessible health care, including birth control.

"Sponsoring" programs (mentoring).

Vocational mentoring/real life counseling.

Need to feel needed/worthwhile/valuable.

Environment promoting feeling of child being capable, loving and lovable.

Need for programs addressing kids on the streets.

Adequate financial support for early intervention programs.

Increase in number of safe parks and playgrounds for kids.

Youth social programs.

Inclusion of considerations for children with disabilities for all children's consideration.

Outside-school, high school.

Universal access to credible child development programs.

Freedom from fear.

Early intervention/positive early education.

No income day care availability.

Protection/personal safety.

Latch-key programs.

Education: ECE; safe schools; smaller classes; personal safety; drug and alcohol

free; accessible counseling; sex education; vocational mentoring; parenting and health services.

Variety/choices for kids . . . self-determination approach.

Day care (licensed) in Portland Metro (expansion/addition).

Abuse prevention and treatment.

Drugs and Alcohol.

Employment options.

Family support services.

Mental and physical health services.

Coherent policies and comprehensive planning at state and local levels.
Present youth in positive manner.

Alternatives to incarceration and crime for youth.

Alternative homes for those coming out of correctional facilities or drug rehab.

Latch-key through school.

More teen parenting classes: schools and churches.

Increase in day treatment services for pre-school who are victims of abuse.

Residential drug treatment facilities for low-income families.

Transition programs for handicapped 15-21 year-olds from high school to community.

Community/home based health related services for families with disabled children.

Model drug and alcohol program to be used for all schools (designed by the state).

Enhanced protective services for abused children.

Cooperation between schools and agencies (inter-agency cooperation and coordination).

Reaffirm state's commitment to legislative services and appropriate adequate funding.

Employment for those between 14-16.

Employment for youth in general.

Program for prevention of child abuse.

Mental health services: children and youth; prevention; early intervention; crisis; out patient.

Choices of more alternative placement for students with attendance problems.

Improved education for handicapped and developmentally delayed.

Community resources for developmentally disabled child care.

Prevention and intervention for drug and alcohol abuse for teens. Teen centers-recreation and social activities (alcohol-free recreation).

Support services for single parent families, day care, etc.

Youth to participate in decisions affecting them.

Affordable available child care for all children (special need children).

Adequate intervention services for young children and families.

Programs for youth involved in gangs.

Adequate expansion and funding of existing substance abuse intervention.

Integrating children with disabilities into all Children's Agenda issues.

Better training and support for all who work with young children.

That Head Start like programs are available to children 0-5.

Classroom size be reduced.

Support for older children and families "outside" system.

Programs for unserved/under-served minority youth.

Leadership/advocacy/assertiveness/self-esteem.

Adequate medical assistance and early intervention (especially newborn or young).

Stronger families.

Reduce racial tension.

Positive representation of children by media.

Family counseling.

Better planning program.

More affective health care.

More opportunities for decision making at all levels.

Development of youth safety services.

Significant support of foster care services (specialized).

Clearinghouse for youth service agencies.

More alternative education services.

Increase suicide prevention counseling and intervention.

Quality day care for young children.

Activities for children before and after school.

Increase financial support of parents of children.

Equal access to services for minority children.

Early identification for children at-risk.

Increase mental health for children.

Increase AIDS education.

Preventive education/parenting issues.

Partnerships between community and government agencies.

More jobs for youth.

Public funding base for education (special education).

More diverse ethnic backgrounds in agencies.

Commitment by employers to deal with ...isms on an on-going basis.

Public schools to realize problems in 80's.

Smaller classes for high school.

More than "lip service" to programs (more than minimum funding).

Better referral and access for youth (high school).

Increase access to mental health/life counseling.

BIG IDEA, increase status of youth and children.

Concentrate on building self-esteem in every child.

Need for more safety for youth/children.

Environmental stability (permanent families).

Basic skill acquisition (not passed until child has reached a certain competency level).

Child care for our teen mothers.

Coordination between agencies to focus on the needs of all families/children.

Parenting education throughout school.

More Head Start programs.

Reallocating national/state/local priorities to focus on the needs of children.

Time to have time with adults of organizations, agencies and programs that affect them.

Involving youth in decision-making in planning, implementation, and evaluation process.

Education tie in with world of work -- how do things work, e.g. city, jobs.

Instill in them to take responsibility for own lives.

Legitimate effective abuse prevention information.

Quality inexpensive day care and early child care.

Policy/programs/budget for qualified trained staff to work with multi-cultural, especially southeast asian youth/children.

Increase parenting, responsibility and reintroducing parenting skills.

Early conscious reinformed skill development in children for the coming and current multi-cultural world.

Find ways to reinforce the family in its cultural context and various manifestations.

Youth want more multi-cultural education and activities.

Youth want more experience in conflict resolution.

Real skilled and qualified professionals to deal with personal youth issues, affective, psychological development and the time, opportunity and support to do this.

More youth oriented services at the youth level.

Funding for treatment services.

Classes, workshops for youth on how to make neighborhoods more safe, as well as better use of leisure time.

Funding for prevention services.

Significant employment for youth -- toward significance, value develop additional job opportunities, skill development.

Increase value/funding of youth level workers.

Culturally truthful and relevant education.

Development of more natural support systems.

Sexuality education.

Early family support: day care, pre-school, parenting education.

Prevention and support for at-risk young children.

Stablizing services for homeless youth 0-18.

Early intervention for handicapped children.

Affordable, safe, quality day care.

Focus on prevention support for OK. youth.

Health care for low income youth including working poor, prenatal-teens.

Quality time from people who care fun/constructive activities, but liability issues.

Counseling for youth.

Child care - teen parents.

Alcohol and drug counseling.

Services including parenting skills for families with young children.

Networking/coordination between resources.

Employment for all.
More safe houses.

Items Mailed and Handed Out

MULTNOMAH COUNTY
CHILDREN'S AGENDA
Mayor's Office
1220 S. W. Fifth Avenue, Room 303
Portland, Oregon 97204

June 23, 1988

Dear Colleague:

The Children's Agenda. What is it? How will Multnomah County draft an agenda to submit to Governor Goldschmidt?

The Agenda is currently an "evolving vision." The Governor has called upon each county to tell him:

What are the most important needs of children and what can the state and local communities do to meet those needs.

He and his staff obviously feel that the most important work toward making young lives whole and wholesome will be done at the local level. Part of his vision is to have local communities and all the segments within communities collaborating, sharing, and dealing as partners with one another toward a common goal. He asks us to **think about what our community needs so that our children can grow up to be responsible, healthy, productive adults with opportunity to fulfill their hopes and potential.** He has also indicated a willingness to redirect state dollars if that appears advisable.

The chairperson of each county's Student Retention Initiative (SRI) Core Planning Group was invited to be the convener, organizer or chief structurer of the group(s) to write a "children's agenda." In Multnomah County there have been several ongoing groups already working on aspects of what an agenda might look like. (Not, of course, knowing or thinking of their work in those specific terms.) Advice to our county SRI chair was strong -- "Don't form yet another group for this task; don't start from scratch, as if we haven't already done a lot of work that can serve as preparation for this task." And so we haven't.

A structure and involvement committee was formed by the chairs of each of five existing planning groups naming individuals to the committee (see attachment A for groups represented). The structure and involvement committee has met several times to extrapolate issues from existing documents. They have developed a "starter list" for an agenda (attachment B) and a format to use in reporting agenda items (attachment C). Four meetings are planned to elicit a broad input from the community.

For **professionals, practitioners, and citizen advocates,** two forums are scheduled on the same evening (come to the site most convenient for you):

- July 6, 1988 - 7:00 p.m. to 9:30 p.m. at Mt. Hood Community College, Town & Gown Room.

° July 6, 1988 - 7:00 p.m. to 9:30 p.m. at the Portland Building, Auditorium and Hearing Room C.

Business community representatives, elected officials, neighborhood, church and service groups will be invited to a meeting co-hosted by the Gresham Chamber of Commerce, the Portland Chamber of Commerce, and the League of Women Voters.

The format for all three of these meetings will be the same, allowing for small group discussions and development of priority ranking of issues.

The fourth meeting will be a hearing for final input on the "Agenda."

° August 3, 1988 - 6:00 p.m. to 9:30 p.m. at the Blanchard Education Service Center, School Board Auditorium, 501 N. Dixon.

At the hearing a draft document using the input obtained at the earlier meetings will be available for review at 6:00 p.m. Comments will begin to be heard at 7:00 p.m. Speakers may be limited in time depending on the number who want to comment.

Because of the time limitations and the fact that no funding is provided to accomplish this task, no further notices or materials can be sent to you on these meetings, so please mark your calendar now.

Sincerely,

Frank P. McNamara

Frank P. McNamara
for The Children's Agenda
Structure and Involvement Committee

MEMBERS:
Don Ballinger, United Way of Columbia Willamette
Taletha Benjamin, Children's Services Division
Duncan Campbell, Campbell Group
Dennis Cole, Private Industrial Council
Morgan Dickerson, Portland School District
Bob Donough, Tri-County Youth Services Consortium
Donnie Griffin, Pacific Northwest Bell
Toni Hunter, Habilitation Inc.
Hal Ogburn, County Juvenile Justice Division
Tony Palermini, David Douglas School District
Dan Steffey, Portland Mayor's Office
Duane Zussey, County Dept. of Human Services

MULTNOMAH COUNTY
CHILDREN'S AGENDA
Mayor's Office
1220 S. W. Fifth Avenue, Room 303
Portland, Oregon 97204

June 27, 1988

Dear Colleague:

The Children's Agenda. What is it? How will Multnomah County draft an agenda to submit to Governor Goldschmidt? The Gresham Chamber of Commerce, the Portland Chamber of Commerce, and the League of Women Voters are helping by hosting a Children's Agenda Forum.

The Agenda is currently an "evolving vision." The Governor has called upon each county to tell him:

What are the most important needs of children and what can the state and local communities do to meet those needs.

He and his staff obviously feel that the most important work toward making young lives whole and wholesome will be done at the local level. Part of his vision is to have local communities and all the segments within communities collaborating, sharing, and dealing as partners with one another toward a common goal. He asks us to **think about what our community needs so that our children can grow up to be responsible, healthy, productive adults with opportunity to fulfill their hopes and potential.** He has also indicated a willingness to redirect state dollars if that appears advisable.

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A structure and involvement committee has met several times to extrapolate issues from existing documents. They have used the work of other committees (see attachment A), developed a "starter list" for an agenda (attachment B) and a format to use in reporting agenda items (attachment C). Four meetings are planned to elicit a broad input from the community.

For **professionals, practitioners, and citizen advocates**, two forums are scheduled on the same evening, July 6, 1988, at Mt. Hood Community College and The Portland Building.

Recipients of this letter representing the business community, elected officials, neighborhood, church and service groups are invited to the Forum co-hosted by the Gresham Chamber of Commerce, the Portland Chamber of Commerce, and the League of Women Voters:

- July 13, 1988 - 7:00 p.m. to 9:30 p.m. Flamingo Best Western, 9727 N.E. Sandy Blvd.

The format for this meeting will allow for small group discussion and development of priority ranking of issues.

The fourth meeting will be a hearing for final input on the "Agenda."

- August 3, 1988 - 6:00 p.m. to 9:30 p.m. at the Blanchard Education Service Center, School Board Auditorium, 501 N. Dixon.

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Tony Palermini, David Douglas School District
Dan Steffey, Portland Mayor's Office
Duane Zussey, County Dept. of Human Services

ATTACHMENT A

In Multnomah County several groups have been doing planning along the lines anticipated by the Governor's staff as needed to produce a children's agenda. Five such groups had either broad county-wide representation, an expanded problem focus or a wide variety of public and private sector representatives. Appointed members from these groups make up the structure and involvement committee which has organized the forums for input to a Multnomah County children's agenda. The groups and their member entities are:

- STUDENT RETENTION INITIATIVE - Tri-County Youth Services Consortium, Business Youth Exchange, Children's Services Division, Reynolds School District, Juvenile Services Commission, Portland School District, Multnomah County Drug and Alcohol Program, Orient School District, Private Industry Council, Portland Community College, Gresham Grade School District, Centennial School District, Multnomah Education Service District, Multnomah County Juvenile Court.

- LEADERS ROUNDTABLE - Private Industry Council, County Commission, Eastport Plaza, The Skanner, Standard Insurance Co., First Interstate Bank, Portland School District, U.S. Bancorp, Northwest Natural Gas, S. Brooks and Assoc., Mayor's Office, Portland Community College, United Way of Columbia Willamette, Popper's Supply, Portland State University, Multnomah ESD, Pacific Development Inc., Northwest Labor Council.

- YOUTH PLANNING NETWORK - Multnomah County Department of Human Services, Juvenile Services Commission, Region 10 Health & Human Services, Multnomah County Juvenile Court, Private Industry Council, Children's Services Division, Portland Public Schools, Multnomah ESD, Portland Bureau of Human Resources, United Way of Columbia Willamette, Adult and Family Services.

- JUVENILE SERVICES COMMISSION - (participants here are not sent as representatives but the following are the workplaces of members) Campbell Group, Portland School District, Children's Services Division, Adult and Family Services, City of Gresham, County Commission, Federal Veteran's Administration, United Way of Columbia Willamette, Retired Clinician, Citizen Advocates (several).

- JUVENILE JUSTICE STEERING COMMITTEE - Multnomah ESD, Tri-County Youth Services Consortium, Children's Services Division, Urban League, Portland School District, County Commission, Janis Youth Programs, Mayors Office, Black United Front, Multnomah Juvenile Court, Mt. Olivet Baptist Church, Open Meadow, Frontier I, Kellar and West, Private Industry Council, Multnomah County Department of Human Services, Multnomah County Youth Program Office.

ATTACHMENT B

Staff have reviewed the planning documents of the five planning groups and Oregon's Agenda for the 1990's. They have abstracted from these plans a list of problem areas, concerns or issues needing attention in Multnomah County. We are providing this list as a "starter list" for you to see what needs have been identified by others. These groups have generally used large community forums, workgroups and special committees to identify the needs of children, youth and families. This starter list may stimulate your thinking.

STARTER LIST OF NEEDS
(Issues, Concerns, Problems)

1. Programs for Unserved/Underserved Minority Youth

2. Services for Homeless and Runaway Youth

3. Programs for Youth in the Community Due to Downsizing, Probation and Parole System

4. Early Family Support -- Day Care, Preschool, Parenting Classes

5. Pre-natal and Preventive Health Care for Low-Income Families (High Risk Infants)

6. Commitment to and Resources for Continuum of Care Concept

7. Support Services Dealing with Teen Parents, Teen Sexuality, Parenting, Health Clinics

8. Programs to Prevent and Treat Substance Abuse

9. Employability Training

10. Resources and Immediate Attention to Youth Showing Gang Behavior

11. Communication/Cooperation Among Agencies

12. Centralized Assessment, Tracking-Information System

13. In-School Flexibility, Alternatives, Teacher-Administrator Training Regarding At-Risk Youth

14. Services to Prevent and Treat Youth Affected by Child Abuse and Neglect

15. Programs for Individuals Affected by Domestic Violence

16. Programs and Services to Help Youth Avoid School Dropout

17. Crisis Shelter for Youth (Families)

18. Leadership/Advocacy

ATTACHMENT C

The Governor has called for an agenda. This is interpreted to mean a listing of **needs** or important issues of concern that require attention by the state and by local communities. It is not a comprehensive plan, nor a list of needed programs, nor resource and funding requests, nor appeals for support for specific programs. Given the timeline it cannot mean these things. It is simply a **list of needs.**

But, Multnomah County needs to do more than just name the needs. We want to give some background, identify policy and program issues and make recommendations for potential state and local actions.

To make it possible to report all issues of concern to the Governor we are asking participants to come prepared. **Any issue that is brought to the forums fully developed according to the suggested format will be included in the addenda to our report** whether or not it is on the list agreed to in the public forums as a high priority concern. The main report will, of course, consist of the items that emerge and are ranked as among the highest priority for Multnomah County.

Below you will see the suggested structure for recommending an issue for the agenda and on the next page is a example of one issue fully developed. **An issue for the agenda should not take up more than two pages.**

POTENTIAL STRUCTURE
FOR REPORT ON CHILDREN'S AGENDA

1. Problem -- statement of need (an issue, problem, or area of concern).

2. Values -- philosophic underpinning.

3. Source of Issue -- who or what group(s) generated the agenda item.

4. Background -- brief history, any statistics, what is now in place, what needs to be done anew, what are the barriers, are there things we don't control, is there anything particular we know about the problem.

5. Policy Issues -- are there policies or procedures that need to be adopted, that need amendment.

6. Program Issues -- are there specific programs that work to address this agenda item.

7. Recommendations for State -- what should the state do.

8. Recommendations for Local -- what should which groups do in the local community.

9. Resources needed -- funding, space, people, skills.

EXAMPLE OF AN AGENDA ITEM
USING SUGGESTED FORMAT
(Not a model, just an example.)

Unserved/Underserved Minority Youth

PROBLEM: -- There are disproportionately high numbers of minority youth in the juvenile justice system -- yet they are not even proportionately represented in the population receiving the available services. Minorities continue to be under-represented in adult employment, in management (public and private) and in visible policy-making positions, thus, there are few adult role models for youth to look to for encouragement about their own prospects.

VALUE: A community must hold the same level of expectations for, and must nurture and value all of its children and youth without regard to cultural, religious, racial or ethnic distinctions. This value is rooted in the most basic moral and political tenets of our country.

Minority populations are growing at a faster rate than the non-minority population in this country. By the turn of the century minority groups will make up a higher proportion of the work force. To the extent that solutions can be found for reducing the proportion of minority youth in the juvenile justice system, public safety will be enhanced and resources can be redirected.

SOURCE OF ISSUE: The issue of minority over-representation in the juvenile justice system in Multnomah County has been a targeted issue within the Juvenile Services Commission for many years. More recently it has been the subject of analysis by the Juvenile Justice Steering Committee and the Youth Planning Network. Minority youth involvement in employment and education programs has also been targeted by the Leaders Roundtable.

BACKGROUND: With regard to juvenile justice issues, a few facts stand out. Minority youth represented eleven percent of the county population in 1986. Of all the referrals to the County Juvenile Court, 25 percent were minority youth. Of felony referrals, 34 percent involved minority youth. Black youth represented 33 percent of the commitments to state training schools from Multnomah County in an 18 month period in 1984-1985, and 23 percent for a 13 month period in 1986-1987.

A recent report from the Juvenile Justice Steering Committee reflects that black youth committed from Multnomah County often have committed more person to person crimes, have more felony referrals, have had less access to social services prior to commitment, and succeed less often in services following the commitment than other youth committed from the county.

POLICY ISSUES: There appears to be an absence of policy direction (i.e. commitment to service levels, "affirmative action" in programs) in most agencies -- state or local, private or public. Little change can be anticipated unless strong leadership is expressed by top officials of state agencies, elected government officials, private corporations and businesses for system-wide adoption of plans and actions that target the issues related to disproportionality.

PROGRAM ISSUES: Programs are often located outside living areas of minority populations. Staff are often not trained or experienced related to cultural sensitivity. Incentives to encourage participation are often inadequate. Agencies, corporations, businesses and coalitions must sponsor the activities that will make a difference in program delivery.

RECOMMENDATIONS FOR STATE:

1. Policy directing attention to disproportionality issues and requiring review of services for state agencies and agencies under contract to the state.

2. Training in ethnic sensitivity for employees of the state and in agencies under contract to the state.

3. Funding incentives for change within contracted programs.

4. Information about service populations made readily available.

RECOMMENDATIONS FOR LOCAL:

1. Policy directing attention to disproportionality issues and requiring review of services for local agencies and agencies under contract to local funders.

2. Training in ethnic sensitivity for employees of local agencies and in agencies under contract to local funders.

3. Funding incentives for change within contracted programs.

4. Information about service populations made readily available.

5. Ask individual funding organizations to adopt procedures that deal with disproportionality as principles for funding.

6. More cooperation, networking, collaboration among funding agencies, serving agencies and including neighborhood organizations.

RESOURCES:

1. Carefully develop cadres of people who can train local, state, private and public employees.

2. Information about this problem needs to be developed and disseminated.

MULTNOMAH COUNTY CHILDREN'S AGENDA

TOWN MEETING PROGRAM

JULY 6, 1988

Registration	6:00 pm - 7:00 pm
Introduction	7:00 pm - 7:20 pm
° Welcoming remarks	7:00 pm - 7:10 pm
° Explanation of process	7:10 pm - 7:20 pm
Small Group Discussion	7:20 pm - 8:40 pm
° What are the needs of the children of Multnomah County?	
° Vote	
° Who is responsible for meeting the top needs?	
Break	8:40 pm - 8:50 pm
Wrap-up Reports & Voting	8:50 pm - 9:20 pm
Closing	9:20 pm - 9:30 pm

MULTNOMAH COUNTY CHILDREN'S AGENDA
TOWN MEETING
SIGN-IN SHEET
JULY 6, 1988

Name: _____

Address: _____

Telephone: _____

Name of Organization: _____

Group Number: _____

Name: _____

Address: _____

Telephone: _____

Name of Organization: _____

Group Number: _____

Name: _____

Address: _____

Telephone: _____

Name of Organization: _____

Group Number: _____

Name: _____

Address: _____

Telephone: _____

Name of Organization: _____

Group Number: _____

MULTNOMAH COUNTY CHILDREN'S AGENDA

TOWN MEETING PROGRAM

JULY 13, 1988

Registration	6:00 pm - 7:00 pm
Introduction	7:00 pm - 7:20 pm
° Welcoming remarks	7:00 pm - 7:10 pm
° Explanation of process	7:10 pm - 7:20 pm
Small Group Discussion	7:20 pm - 8:40 pm
° What are the needs of the children of Multnomah County?	
° Vote	
° Who is responsible for meeting the top needs?	
Break	8:40 pm - 8:50 pm
Wrap-up Reports & Voting	8:50 pm - 9:20 pm
Closing	9:20 pm - 9:30 pm

MULTNOMAH COUNTY CHILDREN'S AGENDA
TOWN MEETING
SIGN-IN SHEET
JULY 13, 1988

Name: _____

Address: _____

Name of Organization: _____

Group Number: _____

Name: _____

Address: _____

Name of Organization: _____

Group Number: _____

Name: _____

Address: _____

Name of Organization: _____

Group Number: _____

Name: _____

Address: _____

Name of Organization: _____

Group Number: _____

MULTNOMAH COUNTY CHILDREN'S AGENDA

EVALUATION FORM

1. On a scale of 1 to 5, rate the degree to which this forum achieved its goals:

1	2	3	4	5
Goals were achieved		Somewhat achieved		Goals were not achieved

2. The best features of the forum were:

3. The weakest parts of the forum were:

4. In the future, this kind of meeting can be improved by:

5. What is the best way to inform you of the progress on the Children's Agenda?

ATTENTION

ALL

VOLUNTEERS

Remember during the Town Meetings you must remain neutral. However, we are aware of your concerns for the children of Multnomah County. In order to allow you to voice your concerns and be an integral part of the process, we have arranged a Town Meeting for you.

PLACE: BLANCHARD EDUCATIONAL SERVICE CENTER
501 N. DIXON STREET

L-1 CONFERENCE ROOM

DATE: MONDAY, JULY 18, 1988

TIME: 10:00 A.M.

Registration will begin at 9:30 a.m. Please contact our office to let us know if you will attend. Thank you!

Cherie Harris
635-7518

MULTNOMAH COUNTY CHILDREN'S AGENDA

TOWN MEETING

DETAILED SCHEDULE

JULY 13, 1988

7:00 - 7:10	Welcome		7-10 minutes
7:10 - 7:20	Process		7-10 minutes
7:20 - 7:30		Introductions in small groups	10 minutes
7:30 - 7:55		Round-robin statement of children's needs by each member in small group with any needed explanation, no more than two minutes per need statement	25 minutes
7:55 - 8:10		Discuss relative importance (time to convince others to support particular need)	15 minutes
8:10 - 8:20		Rank order each need by naming first priority, second priority and third priority.	10 minutes
8:20 - 8:40		Discuss what entity -- local group or state agency -- should be responsible for the top ranked two to (not more than) five priorities	20 minutes
8:40 - 8:50		Break	10 minutes
8:50 - 9:10	Facilitator reports to larger group with 90 second summary on groups priorities		20 minutes
9:10 - 9:20	Each person places dots on needs from all groups. Each person will have six dots.		10 minutes
9:20 - 9:30	Close		10 minutes

MULTNOMAH COUNTY CHILDREN'S AGENDA PLANNING TEAM

Frank McNamara
Chair of the Planning Team
Manager, Intergovernmental Relations
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Portland, OR 97227

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Multnomah County
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Duncan Campbell, President
The Campbell Group
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Portland, OR 97204
275-9675

Morgan Dickerson
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Portland, OR 97218
281-5932

Dennis Cole, Director
Private Industry Council
520 SW Sixth Avenue
Portland, OR 97204
241-4600

Tony Palermini, Superintendent
David Douglas School District
2900 SE 122nd Avenue
Portland, OR 97236-3298
252-2900

Bob Donough, Director
Tri-County Youth Svcs. Consort.
2000 SW First, #100
Portland, OR 97201
227-6445

Donnie Y. Griffin, Director
Community Affairs and Corporate Communications
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Portland, OR 97204
242-6878

Michael Morrissey, Director
Youth Programs
Department of Human Services
Multnomah County
426 SW Stark
Portland, OR 97204
248-3782

Taletha Benjamin, Supervisor
Children's Services Division
815 NE Davis
Portland, OR 97232
238-8464

Dan Steffey, Asst. to Mayor Clark
Mayor's Office
City Hall
1220 SW Fifth, Room 303
Portland, OR 97204
248-4120

Don Ballinger, Vice President
United Way of Columbia
718 W. Burnside
Portland, OR 97209
228-9131

Toni Hunter, Director
Frontier I School
5131 NE Union
Portland, OR 97211
282-0530

Oregon Children's Agenda,
Governor's Staff: Gina Wood

Oregon Children's Agenda,
Volunteer: Cheri Harris

Multnomah County Children's Agenda
Coordinator: Leticia Maldonado

List of Volunteers

June Anderson
Renee Anderson
Terry Anderson
Nick Barnett
Toni Bernardi
Commissioner Earl Blumenauer
Elaine Burrell
Clarence Widerburg
Commissioner Polly Casterline
Cindy Catto
Mayor Bud Clark
Donna Cooper
Jody Davitch
Diane Dimon
Marcia Douglas
Chet Edwards
Nancy Elliott
Judith Garcia-Lily
Muriel Goldman
Steve Goldstein
Juanita Green
Michael Grice
Barbara Head
Deborah Horrell
Allen Hunt
Penney Johnson
Linda Kelley
Ben Kemp
Howard Klink
Katy Leahy
Susan Lorain
Gina Maduro
Harriet Markell
Victor Merced
Chris Moir
Marcia Mulvey
Mitchell Munsie
Bob McCarthy
Doug McElroy
Patrick McNamara
Grant Nelson
Margorie Newhouse
Emmanuel J. Paris
LeRoy Patton
Dennis G. Payne
Shirl Ann Proctor
Dr. Matthew Prophet
Bill Prows
David Pump
Virginia Quiroz
Roberto Reyes-Colon
Helen Richardson
John Richmond
Loraine Santos
Linda Scher
Gary Smith
Mary Smith
Steve Souza
Pamela S. Stebbeds
Mardell Taylor
Kemal Tuncer
Victor Vasquez
Daniel G. Vizzini
Clarence Widerburg
Martin Winch
Diane Wyers

Children's Agenda
Notes from August 3, 1988 Public Hearing

Approximately 65 people attended the hearing on Wednesday, August 3, 1988. Twelve people signed up to speak. Since there were no time pressures, we allowed dialogue for several minutes following the comment of each speaker. This permitted questions for clarification and also offered others an opportunity to expand on points being made.

The first four speakers were high school aged young people from the Metropolitan Youth Commission (MYC) and the Portland Public Schools' Youth Council. Brian Weaver, Mashida Hedgman, Hoan Tran, and Shalom Montgomery had positive responses to the draft document. They stressed the importance of involving teenagers in planning and implementing programs for youth. They felt adults often did not think young people could or would participate well in planning. They suggested enlisting youth through school counselors, the MYC, YMCA and YWCA. When asked if any young people with disabilities now served on the MYC or School Youth Council, they said no but thought it was a good suggestion and they would carry it back to their groups.

Connie Monroe, from the Portland Impact, Youth Service Center, spoke positively about the report and its development. She felt two things were missing or under-emphasized. She thought the section on homeless youth should be expanded to include recommendations concerning homeless families. She felt the Housing Authority proposals (see Appendices) would address her concern. She also wanted to emphasize the importance of "natural helping networks". Volunteers who work on a one-to-one basis with young people offer good role models and cost effective service. Some examples of such efforts are Big Brother/Big Sister (but they don't start until age 8, which some thought too old), mentor programs and high school youth working with younger kids (a pilot now being operated by MYC).

Pauline Anderson, Multnomah County Commissioner, spoke of her concern for emphasizing children in the 0-7 age group. She offered statistics which demonstrate that services in the younger years are cheaper and more effective. She said we can recognize very early the risk factors related to crime, drug, and dropout problems and should be using this in order to intervene at the earliest time with children who otherwise may head for troubled lives. She talked about coalitions of interests providing a full range of services including prenatal care, parenting education, Head Start-like programs, and more.

William Walker, speaking for Don Clark and the Housing Authority of Portland, stressed housing homeless children in safe, sanitary and decent housing; including children alone and with families. Their proposal (in the Appendices) elaborates on some achievable goals.

Dennis Payne, speaking for himself and James Edmondson, another citizen present, said he felt black youth were worse off today than they were 25 years ago. They feel that traditional institutions have failed to provide essential quality services. They offered some statistics to support their statement that "something is seriously wrong in society". They suggested that the state take the lead in developing a variety of comprehensive mental health and other programs, especially for black youth. They focused attention on publicly reported Portland high school graduation rates, particularly noting low graduation rates for black students at Jefferson.

Allen Hunt, Director of Rosemont, focused on the disproportionately low number of services available for girls. He thought society did not see girls troubles (mainly drug use, prostitution, self-inflicted ills) as objectionable as those of boys. This is a misnomer and more attention needs to be paid to girls.

Martha Westgate, a nurse with the MESD School Health Office pointed out that the draft document referred to the value of Teen Clinics and use of County Health Nurses. She stated that the ESD and particularly school nurses were already available in all schools, should be seen as critical resource people and used more completely.

Doug Rogers, Director of SNO-CAP, felt the document should stress emergency food, shelter, clothing, and health care services. He pointed out that his agency has served one in every ten families in east Multnomah County and the 40,000 families have needed emergency food assistance in the past year in the county.

Claxton Welch talked about the issue of disproportionately high numbers of black youth in the juvenile justice system and low numbers receiving services. He and others in dialogue with him also pointed out the importance of how children are dealt with in school regarding racial issues. They felt the schools did not do a good job.

Jan Tesch, with Jr. Achievement, talked about how her programs were doing many of the things that previous speakers had emphasized, especially proving mentors/role models for black youth.

T. West said he felt that when youngsters are incarcerated for nine months (average stay in MacLaren) they state should be doing some serious job training with them.

FMC/nas

Articles

DAILY PRESS CLIPPINGS
Public Information Department
PORTLAND PUBLIC SCHOOLS

THE OREGONIAN, THURSDAY, JULY 7, 1988

Lincoln High School graduate **Michael Patrick Harrison** is the recipient of the Washington High School Thirties' Alumni Group Scholarship, which is funded by Washington alumni with the desire to keep alive the memory of their former high school.

The award provides assistance to an academically excellent high sch[illegible] senior, preferably from the Por[illegible]d area, who wishes to pursue a college education and who needs financial assistance. The recipient must attend a college or university in Oregon. The State Scholarship Commission administers the award.

Washington closed as a high school in 1981 after 105 years in Portland.

Lisa Claire Gisvold and **Anton Kohut**, both students at Lincoln High School, returned recently from Yugoslavia, where they spent 10 months living with families and attending school as Open Door exchange students.

Gisvold and Kohut were recipients of scholarships awarded by the U.S. Information Agency as part of a grant to enable 15 U.S. high school students to study the history and culture of Yugoslavia and to learn Serbo-Croat, the Slavic language predominant in that country.

Children's Agenda gets suggestions

From staff and correspondent reports

Adults and a few teens in Multnomah County rolled up their sleeves Wednesday night to help formulate a plan for Gov. Neil Goldschmidt and the Children's Agenda he has been pushing throughout the state.

Meeting downtown in the Portland Building and at Mt. Hood Community College in Gresham, about 140 people who now work with children met to try to establish a list of public policy priorities.

"The investment we make in young people has to pay off, just in crude economic terms," City Commissioner Earl Blumenauer told the 40 gathered at the college.

"It's ironic that we'll spend $25,000 a year to incarcerate a young person," he said, "when we could spend that same amount to send a young person through four years at a state institution for higher education."

Rather than a large group listening to a few speakers, the format for discussion was designed for close interpersonal communication. Following a tight time schedule, groups of 10 to 15 tried to develop the priority lists.

What came out of the two meetings was a series of broad-based suggestions.

The importance of the family as a unit was popular with those attending the Portland Building session.

Several groups there concluded that there needs to be good-quality day care, strong education for parents, preschools and adequate medical assistance, all of which could prevent parents and children from being separated through financial circumstances beyond their control.

Also popular was the idea of better training and support for those who work with children: youth leadership and self-esteem training; and quality time from caring adults.

Strong emphasis also was placed on participation in public policy by minorities and those affected with developmental disabilities.

In Gresham, Multnomah County Commissioner Polly Casterline, who participated in the discussion, listed programs for preventing child abuse as a priority for the governor's Children's Agenda.

Others in her group mentioned the need for employment opportunities for all youths, including handicapped children; improved mental health services; more alternative programs for youngsters with school attendance problems; and improved education for handicapped children.

The ideas culled Wednesday evening will be forwarded to a similar brainstorming session next Wednesday of local elected officials and business leaders, who will try to formulate their own priorities.

All the suggestions will be put into a report prepared by the staff volunteers from city and county governments. A public hearing on the report will be Aug. 3 in the Portland Public Schools boardroom.

The effort Wednesday in Multnomah County is being duplicated in all 36 counties statewide. Goldschmidt is expected to use the suggestions in planning for his next biennial budget and the upcoming 1989 legislative session.

Comments from Multnomah County residents may be contributed through July 13 by contacting Leticia Maldonado of the Intergovernmental Affairs Office of Portland Public Schools.

DAILY PRESS CLIPPINGS
Public Information Department
PORTLAND PUBLIC SCHOOLS

THE OREGONIAN , THURSDAY, AUGUST 4,1988

County youth plan is a hit at hearing

By DAVID AUSTIN
of The Oregonian staff

Multnomah County's plan for Gov. Neil Goldschmidt's Children's Agenda was a hit with about 65 people who showed up Wednesday night at a public hearing in the Portland Public Schools board room.

The meeting lasted about 1½ hours with virtually no dissent among community members.

However, some residents stressed the importance of sticking to the issues, especially those concerning minority youths.

In a prepared statement, Dennis Payne said Multnomah County and Oregon must make sure the agenda is committed to making changes in the black community.

"We expect Multnomah County and the state of Oregon to take the lead in assisting us in developing comprehensive mental health and programs in (other) areas," Payne said. "The 'All-American' city needs to take a good long look at itself, and if it truly wishes to maintain this status, it is imperative to reach out to all of its citizenry."

The agenda plan, which will be forwarded to the governor immediately, was formed in July. About 140 people who work with children met and established lists of public policy priorities regarding youths.

The lists were drawn into broad-based suggestions, and an agenda was formulated addressing several issues. Volunteers from city and county governments prepared a half-inch-thick document making final recommendations to the governor. Copies of the document were handed out at the hearing.

Included in the recommendations are the needs to emphasize strong diversity and access to special services, early childhood and youth services and the need for better child care.

Payne said the black community of Portland "feels it's necessary to come before you because many of our problems go overlooked in this kind of planning."

Claxton Welch of Portland said he was concerned about the number of black youths within the justice system in the city.

"I'm very concerned with regards to the youth referral process here," Claxton said. "We have to look at the options. More black kids are taken to MacLaren or locked up rather than referred to other places. It seems like an ongoing problem."

The chairman of Multnomah County's plan, Frank McNamara, said the public hearing went according to plan.

"I think it went very well," McNamara said. "Some people just wanted to stress the importance of an issue. Putting emphasis on certain issues is what a forum is for."

Several teens were on hand to express their views on the county's plan.

Shalom Montgomery, who worked on the first stages of the plan and is a student at Grant High School, said she was glad to have some input into the agenda.

"To voice an opinion and be involved in what's happened is important," Montgomery said.

Co-sponsoring Agencies

The following agencies participated by providing a number of services:

1. CHAMBER OF COMMERCE, GRESHAM
   150 W. Powell Street
   Gresham, OR 97030
   Contract Person: Carol Mageehon

2. LEAGUE OF WOMEN VOTERS
   EAST MULTNOMAH COUNTY
   P.O. Box 122
   Gresham, OR 97030
   Contact Person: Marlene Burns

3. LEAGUE OF WOMEN VOTERS OF PORTLAND
   534 SW Third Avenue, Suite 512
   Portland, OR 97204
   Contact Person: Corrine Paulson

4. MAYOR'S OFFICE
   City Hall
   1220 SW Fifth Avenue, Room 303
   Portland, OR 97204
   Contact Person: Dan Steffey

5. PORTLAND METROPOLITAN CHAMBER OF COMMERCE
   221 NW Second Avenue
   Portland, OR 97209
   Contact Person: Tom Nelson

6. PORTLAND PUBLIC SCHOOLS
   501 N. Dixon Street
   Portland, OR 97227
   Contact Person: Frank McNamara

7. UNITED WAY OF COLUMIBA
   718 W. Burnside
   Portland, OR 97209
   Contact Person: Don Ballinger

8. U.S. WEST COMMUNICATIONS
   420 SW Oak, Room 8-513
   Portland, OR 97204
   Contact Person: Donnie Y.Griffin