

MULTNOMAH COUNTY COMMISSION

MARCH 3, 2001

TAPE 1

MULTNOMAH COUNTY COMMISSION

MARCH 8, 2001

TAPE 2



Multnomah County Oregon

Board of Commissioners & Agenda

connecting citizens with information and services

BOARD OF COMMISSIONERS

Beverly Stein, Chair

501 SE Hawthorne Boulevard, Suite 600
Portland, Or 97214

Phone: (503) 988-3308 FAX (503) 988-3093

Email: mult.chair@co.multnomah.or.us

Diane Linn, Commission Dist. 1

501 SE Hawthorne Boulevard, Suite 600
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Serena Cruz, Commission Dist. 2

501 SE Hawthorne Boulevard, Suite 600
Portland, Or 97214

Phone: (503) 988-5219 FAX (503) 988-5440

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Lisa Naito, Commission Dist. 3

501 SE Hawthorne Boulevard, Suite 600
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Lonnie Roberts, Commission Dist. 4

501 SE Hawthorne Boulevard, Suite 600
Portland, Or 97214

Phone: (503) 988-5213 FAX (503) 988-5262

Email: lonnie.j.roberts@co.multnomah.or.us

ANY QUESTIONS? CALL BOARD

CLERK DEB BOGSTAD @ (503) 988-3277

Email: deborah.l.bogstad@co.multnomah.or.us

**INDIVIDUALS WITH DISABILITIES
PLEASE CALL THE BOARD CLERK
AT (503) 988-3277, OR MULTNOMAH
COUNTY TDD PHONE (503) 988-5040,
FOR INFORMATION ON AVAILABLE
SERVICES AND ACCESSIBILITY.**

MARCH 8, 2001

BOARD MEETING

FASTLOOK AGENDA ITEMS OF INTEREST

Pg. 2	9:30 a.m. Public Comment Opportunity
Pg. 2	9:55 a.m. SE 172nd Av Road Vacation
Pg. 3	10:05 a.m. 4 Health Notice of Intent Requests to Apply for Grant Funding
Pg. 3	10:25 a.m. Special Ordinance Reading
Pg. 4	10:55 a.m. Latino Needs Assessment
Pg. 4	11:25 a.m. November 2000 Election Review
Pg. 5	2001-2002 Multnomah County Budget Deliberations Schedule
*	Board and Agenda Web Site: http://www.co.multnomah.or.us/cc/index.html

Thursday meetings of the Multnomah County Board of Commissioners are cable-cast live and taped and may be seen by Cable subscribers in Multnomah County at the following times:

Thursday, 9:30 AM, (LIVE) Channel 30
Saturday, 9:00 AM, Channel 30
Sunday, 11:00 AM, Channel 30
Tuesday, 11:00 PM, Channel 30

Produced through Multnomah Community
Television

Thursday, March 8, 2001 - 9:30 AM
Multnomah Building, First Floor Commissioners Boardroom 100
501 SE Hawthorne Boulevard, Portland

REGULAR MEETING

CONSENT CALENDAR - 9:30 AM **NON-DEPARTMENTAL**

- C-1 Appointments of Bill Hancock, Anne Potter and Rosemary Sotta to the
COMMUNITY HEALTH COUNCIL

SHERIFF'S OFFICE

- C-2 ORDER: Acknowledgement of Found Unclaimed Property and
Authorization of Transfer for Sale or Disposal

DEPARTMENT OF SUSTAINABLE COMMUNITY DEVELOPMENT

- C-3 Amendment 2 to Intergovernmental Agreement 4600001732 with the City of
Troutdale, Extending the Completion Date for Sidewalk Improvements on
Troutdale Road

DEPARTMENT OF LIBRARY SERVICES

- C-4 Renewal of Intergovernmental Agreement 0111039 with Portland State
University for \$81,330 for Early Words Grant in Conjunction with the
Multnomah County Commission on Children, Families and Community

DEPARTMENT OF COMMUNITY AND FAMILY SERVICES

- C-5 Amendment 2 to Intergovernmental Revenue Agreement 9910363 with the
U.S. Department of Labor Employment and Training Administration,
Extending Grant Performance Period for the Urban/Rural Opportunities
Grant and Increasing Funding for School-to-Work Activities

REGULAR AGENDA - 9:30 AM **PUBLIC COMMENT - 9:30 AM**

Opportunity for Public Comment on Non-Agenda Matters. Testimony
Limited to Three Minutes Per Person.

DEPARTMENT OF COMMUNITY AND FAMILY SERVICES - 9:30 AM

- R-1 RESOLUTION Authorizing Participation in Oregon Disputes Resolution Commission Process

AGING AND DISABILITY SERVICES DEPARTMENT - 9:35 AM

- R-2 Intergovernmental Agreement 0111040 (State Grant Agreement 91386) with State of Oregon Department of Human Services, Senior and Disabled Services Division, to Implement United States Department of Health and Human Services Grant 90-AM-2423 Outcomes Measures Project

DEPARTMENT OF SUSTAINABLE COMMUNITY DEVELOPMENT - 9:45 AM

- R-3 Memorandum of Understanding 4600001755 with the City of Troutdale, Mid-County Service District No. 14, and Tri-Met for a Street Light at Second and Dora Streets in Troutdale
- R-4 RESOLUTION Declaring Intent to Vacate a Portion of SE 172nd Avenue, Accepting County Engineer's Report, and Setting a Hearing Date

DEPARTMENT OF HEALTH - 10:05 AM

- R-5 NOTICE OF INTENT to Apply for Grant Funding through US Department of Commerce Technology Opportunities Program to Implement the Multnomah Youth Health Initiative Project at School-Based Health Centers
- R-6 NOTICE OF INTENT to Respond to a Request for Funding Proposals from the Health Resources and Services Administration, Maternal and Child Health Bureau's Community-based Abstinence Education Program
- R-7 NOTICE OF INTENT to Submit a Proposal to the Northwest Health Foundation for Funding the Obstetrics Ultrasounds Project
- R-8 NOTICE OF INTENT to Submit a Proposal to the Northwest Health Foundation for Funding the Transportation for High-Risk Pregnant Women in North/Northeast Portland Project

NON-DEPARTMENTAL - 10:25 AM

- R-9 First Reading of a Special ORDINANCE Designating Disposition of Flavel Tax Foreclosed Property, and Declaring an Emergency

Thursday, March 8, 2001 - 10:55 AM
(OR IMMEDIATELY FOLLOWING REGULAR AGENDA)
Multnomah Building, First Floor Commissioners Boardroom 100
501 SE Hawthorne Boulevard, Portland

BOARD BRIEFINGS

- B-1 Latino Network Report on the Needs and Assets Assessment of the Hispanic Community of Multnomah County Study. Presented by Rosemary Celaya-Alston, Michael McGlade Marie Dahlstrom and Rey España. 30 MINUTES REQUESTED.
- B-2 Review of the November 7, 2000 General Election. Presented by Vicki Ervin. 30 MINUTES REQUESTED.
-

Monday, March 12, 2001 - 12:00 – 1:00 PM
State Capitol, Room S-331, Salem

LEGISLATIVE BROWN BAG

The Multnomah County Board of Commissioners has Invited Multnomah County Delegates to a Brown Bag Discussion of 2001 Multnomah County Legislative Issues.

2001-2002 Multnomah County Budget Deliberations Schedule

(Subject to Change – Please Check Weekly Board Agenda for Updates)

All sessions to be held in the Multnomah Building, Commissioners Boardroom 100, 501 SE Hawthorne Boulevard, except as noted

Thur, April 26, 2001	9:30 to noon	Chair Stein Executive Budget Overview Presentation to Board and Regular Board Meeting
Tue, May 1, 2001	9:00 to 3:00 p.m.	Opportunity for Commissioner Updates on Boards and Committees, followed by Board Budget Work Session on Issues
Thur, May 3, 2001	9:30 to noon	Board Approval of Budget for Transmission to Tax Supervising and Conservation Commission and Regular Board Meeting
Tue, May 8, 2001	9:30 to noon	Central Citizen Budget Advisory Committee Report & Department of Library Services Budget Hearing
Tue, May 8, 2001	1:30 to 4:00 p.m.	Department of Sustainable Community Development Budget Hearing
Wed, May 9, 2001	9:30 to noon	Department of Support Services Budget Hearing
Wed, May 9, 2001	1:30 to 4:00 p.m.	Non-Departmental Budget Hearing

*Thur, May 10, 2001	6:00 to 8:00 p.m.	Public Hearing on the Multnomah County Budget, Midland Branch Library, 805 SE 122nd Avenue, Portland
Tue, May 15, 2001	9:30 to noon	Public Affairs Office Legislative Update discussion, followed by Department of Aging and Disability Services Budget Hearing
Tue, May 15, 2001	1:30 to 4:00 p.m.	Capital Program Budget Hearing
Wed, May 16, 2001	9:30 to noon	Health Department Budget Hearing
Wed, May 16, 2001	1:30 to 4:00 p.m.	Department of Community and Family Services Budget Hearing
*Thur, May 17, 2001	6:00 to 8:00 p.m.	Public Hearing on the Multnomah County Budget, North Portland Branch Library, 512 N Killingsworth, Portland
Tue, May 22, 2001	9:30 to noon	District Attorney's Office Budget Hearing
Tue, May 22, 2001	1:30 to 4:00 p.m.	Department of Juvenile and Adult Community Justice Budget Hearing
Wed, May 23, 2001	9:30 to noon	Sheriff's Office Budget Hearing
*Wed, May 23, 2001	6:00 to 8:00 p.m.	Public Hearing on the Multnomah County Budget, Gresham Branch Library, 385 NW Miller, Gresham

Tue, May 29, 2001	9:30 to noon	Discussion, Follow-up Info, Review Budget Amendments Work Session
Tue, May 29, 2001	1:30 to 4:00 p.m.	Discussion, Follow-up Info, Review Budget Amendments Work Session
Wed, May 30, 2001	9:30 to noon	Discussion, Follow-up Info, Review Budget Amendments Work Session
Wed, May 30, 2001	1:30 to 4:00 p.m.	Discussion, Follow-up Info, Review Budget Amendments Work Session
Tue, June 5, 2001	9:30 to noon	Discussion, Follow-up Info, Review Budget Amendments Work Session
Tue, June 5, 2001	1:30 to 4:00 p.m.	Discussion, Follow-up Info, Review Budget Amendments Work Session
Wed, June 6, 2001	9:30 to noon	Discussion, Follow-up Info, Review Budget Amendments Work Session
Thur, June 7, 2001	1:30 to 3:00 p.m.	Tax Supervising and Conservation Commission Public Hearing on Multnomah County Budget (quorum of BCC to attend)
Thur, June 7, 2001	6:00 to 8:00 p.m.	Public Hearing on the Multnomah County Budget
Thur, June 14, 2001	9:30 to noon	Public Hearing on the Multnomah County Budget, Board Adoption of Budget and Amendments and Regular Board Meeting

BOGSTAD Deborah L

From: STEIN Beverly E
Sent: Monday, March 05, 2001 7:08 AM
To: #ALL ADS USERS; #ALL AUDITORS; #ALL CCFC USERS; #ALL CHAIR'S OFFICE; #ALL COUNTY ATTORNEY; #ALL COUNTY MEDICAL EXAMINERS STAFF; #ALL DCFS USERS; #ALL DCJ EMPLOYEES; #ALL DES USERS; #ALL DISTRICT 1; #ALL DISTRICT 2; #ALL DISTRICT 3; #ALL DISTRICT 4; #ALL DSS STAFF; #ALL FORD USERS; #ALL HEALTH DEPT; #ALL LPSCC USERS; #ALL MCSO; #ALL PAO STAFF; #ALL TSCC USERS
Subject: Thanks for a great 8 years

Dear County employees:

I have decided to resign my position as County Chair effective 9 a.m. on March 14. I will formally announce this decision at Central Library today at 11 a.m. My Chief of Staff, Bill Farver, will serve as interim Chair until a May 15 election is held to choose my successor. Following this message is the complete text of the announcement I will make this morning.

I want to thank all of you for a truly wonderful 8 years. Together we have transformed Multnomah County. I know that the organization I will be leaving is in almost every way stronger and more effective than it was 8 years ago. That couldn't have happened without the tremendous, broad-based support which I have received from all of you. I'm extremely proud to have had the opportunity to work together to improve our community. Thank you.

Beverly

RESIGNATION SPEECH

Almost 8 years ago I announced my candidacy for Multnomah County Chair right here in the Central Library. As I think back to the Library's condition then - dingy, cramped, operating with antiquated equipment...and compare it with the restored, updated, world-class facility we are in today - I believe that the library's transformation is representative of the sweeping changes that we have accomplished in Multnomah County over these past 8 years.

My job as chair and Chief Executive of Multnomah County has been the best job I have ever had and I'm extremely proud of what I've accomplished in leading the third largest government in Oregon.

The focus of my work here at MC has been to improve the efficiency of government, to create partnerships that leverage tax dollars and to focus resources on achieving results. I've worked hard to create a culture of achievement, focusing on the Benchmark goals of improving school success, reducing child poverty, reducing crime and our newest

benchmark, improving access to health and mental health care. There are many things that I'm proud of . . . I'll mention only a few:

First, the libraries. In partnership with the voters we remodeled this remarkable building, expanded our network of neighborhood branches and opened our libraries 7 days a week.

In partnership with schools, cities and private funders we have launched the Schools Uniting Neighborhoods initiative to boost student achievement and build communities by keeping our schoolhouses lit into the evening.

We've expanded school based health centers and provided counseling to elementary school students from families with substance abuse or mental health problems. Our Student Attendance Initiative has improved attendance from 73% to 83% among participating students.

We've added more than 500 jail beds and greatly expanded alcohol and drug treatment to reduce repeat criminal behavior. We've created specialized treatment for juvenile sex offenders and negotiated the transfer of sheriff's deputies to the Portland Police to provide continuity and efficiency as unincorporated areas are annexed.

We have integrated services for elderly and disabled people and created a system for homeless youth. We've improved the number of immunized 2 year olds from 52% to 92% and the number of older women with up-to-date mammograms at our clinics from 28% to 80%.

Long before the current energy crisis, we recognized the importance of conservation, and under my leadership the County has taken energy conservation steps which today save \$525,000 a year in taxpayer money. Under the direction of our new Department of Sustainable Community Development, we are poised to greatly expand our energy saving and other environmentally responsible actions.

And a lot of this was possible because of our RESULTS initiative to improve the quality of our services. I am particularly proud that we won the Oregon Quality Award, which recognizes the best performing private and public organizations, for our achievements in making government work harder and smarter for the taxpayers. To date we have saved more than \$2 million from these efforts.

When I took office in 1993, most County employees did not have computers. We now have a state of the art countywide computer system. Unlike the experience of many other governments, ours was on time and under budget. I am proud to have had the opportunity to lead Multnomah County into the 21st century--- in more ways than one.

With the help of many of the people in this room- especially my incredible group of Department Directors and my wonderful staff - as well as the 5,000 other dedicated County employees, we have made real progress in improving the lives of our County's residents and giving our taxpayers good value for their tax dollars.

As most of you know, I've been exploring the possibility of seeking a new challenge in next year's elections.

As I have been exploring a run for Oregon's Governor, it has become clear to me that I can't find enough hours in the day to prepare to run for Governor and do justice to my position as County Chair. I'm a hard worker and I don't mind working long hours. But I need to insure that speculation about my future plans does not become a distraction from the important work of Multnomah County.

So, I've decided to resign my position as County Chair effective 9 a.m. on March 14 in order to prepare for my run for Governor. I will formally launch my Gubernatorial campaign sometime this May.

I intend to use the time between now and March 14 to insure a smooth transition for my Chief of Staff Bill Farver, who will, in accordance with the

County Charter, serve as interim Chair, until a May 15 election allows voters to choose a new Chair.

Bill brings 16 years of policy and budget experience in Multnomah County to this new challenge. He has an unswerving commitment to using tax dollars wisely and doing what is right for the clients of county services. I have complete confidence in his ability to lead the county in this interim period and he has my heartfelt thanks for being willing to do so.

My appreciation also goes to my colleagues on the Board of County Commissioners. I know that they will carry on the business of the County with great skill and care. I am confident that they will successfully adopt the best possible budget.

One of the ways I have managed the county is to urge my employees to pay attention to what they really care about. I have tried to arrange work to take advantage of the energy of this passion because I have learned that people do their best work when they care deeply about the outcomes of their efforts. Now it is time for me to take my own advice. My passion right now is to prepare myself for a new leadership challenge and that's what I'm going to do.

I have loved serving as Multnomah County Chair and administering the county. My work has been exciting (even thrilling), challenging, and, yes, sometimes frustrating but it has always felt meaningful and valuable. Most of all, I want to thank the people of Multnomah County for giving me this opportunity to serve and to work to improve our community.

Thank you.

Beverly Stein

Multnomah County Chair
501 SE Hawthorne Blvd. 6th Floor
Portland OR 97214

Phone: (503) 988-3308

FAX: (503) 988-3093

Email: mult.chair@co.multnomah.or.us

Website: www.multnomah.lib.or.us/cc/bev/index2.html

BOGSTAD Deborah L

From: LINN Diane M
Sent: Monday, March 05, 2001 4:59 PM
To: STEIN Beverly E; #ALL ADS USERS; #ALL AUDITORS; #ALL CCFC USERS; #ALL CHAIR'S OFFICE; #ALL COUNTY ATTORNEY; #ALL COUNTY MEDICAL EXAMINERS STAFF; #ALL DCFS USERS; #ALL DCJ EMPLOYEES; #ALL DES USERS; #ALL DISTRICT 1; #ALL DISTRICT 2; #ALL DISTRICT 3; #ALL DISTRICT 4; #ALL DSS STAFF; #ALL FORD USERS; #ALL HEALTH DEPT; #ALL LPSCC USERS; #All MCSO; #ALL PAO STAFF; #ALL TSCC USERS
Subject: Thank you

Dear County Employees:

I will be resigning my position as County Commissioner for District One effective Wednesday March 14, 2001. I will formally announce this decision and my plans to run for Multnomah County Chair at Buckman Elementary School tomorrow on Tuesday March 6, 2001 at 10:00 a.m.

My designee, Pauline Anderson will serve as interim Commissioner until an election is held to fill the position. You may remember Pauline as from her time as Commissioner for District One from 1985-1993. My staff John Rakowitz and Laura Bridges will be staying through the interim to staff District One.

During the time that I have served on the Board of Commissioners we have worked together on many issues that have helped improve the quality of life for those that live, work, and do business in Multnomah County. I want to express my appreciation for the hard work and caring you all bring to those we serve at Multnomah County.

Thank you,

Diane Linn

MEETING DATE: MAR 08 2001
AGENDA NO: C-1
ESTIMATED START TIME: 9:30
LOCATION: Board Room 100

(Above Space for Board Clerk's Use ONLY)

AGENDA PLACEMENT FORM

SUBJECT: Appointments to Community Health Council

BOARD BRIEFING: DATE REQUESTED: _____
REQUESTED BY: _____
AMOUNT OF TIME NEEDED: _____

REGULAR MEETING: DATE REQUESTED Thursday March 15, 2001
AMOUNT OF TIME NEEDED: _____

DEPARTMENT: Non-Departmental DIVISION: Chair's Office
CONTACT Delma Farrell TELEPHONE #: (503) 988-3953
BLDG/ROOM #: 503/600

PERSON(S) MAKING PRESENTATION: _____

ACTION REQUESTED:

☐ INFORMATIONAL ONLY ☐ POLICY DIRECTION ☒ APPROVAL ☐ OTHER

SUGGESTED AGENDA TITLE:

Appointments of Bill Hancock, Anne Potter and Rosemary Sotta to the Community Health Council

SIGNATURES REQUIRED:

ELECTED OFFICIAL: Gwenly Stein
(OR)
DEPARTMENT
MANAGER: _____

BOARD OF
COUNTY COMMISSIONERS
01 FEB 27 PM 3:28
MULTNOMAH COUNTY
OREGON

ALL ACCOMPANYING DOCUMENTS MUST HAVE REQUIRED SIGNATURES

Any Questions: Call the Board Clerk @ (503) 988-3277

MEETING DATE: March 8, 2001
AGENDA NO: C-2
ESTIMATED START TIME: 9:30 AM
LOCATION: Boardroom 100

(Above Space for Board Clerk's Use ONLY)

AGENDA PLACEMENT FORM

SUBJECT: Found Unclaimed Property and Authorization of Transfer for Sale or Disposal

BOARD BRIEFING: DATE REQUESTED: _____
 REQUESTED BY: _____
 AMOUNT OF TIME NEEDED: _____

REGULAR MEETING: DATE REQUESTED: March 8, 2001
 AMOUNT OF TIME NEEDED: N/A

DEPARTMENT: Non-Departmental DIVISION: MCSO Law Enforcement
CONTACT: Barbara Simon TELEPHONE #: 503-988-4326

PERSON(S) MAKING PRESENTATION: Consent Calendar Item

ACTION REQUESTED:

[] INFORMATIONAL ONLY [] POLICY DIRECTION [X] APPROVAL [] OTHER

SUGGESTED AGENDA TITLE:

ORDER: Acknowledgement of Found Unclaimed Property and Authorization
 of Transfer for Sale or Disposal

03/09/01 copies to Barbara Simon

SIGNATURES REQUIRED:

MCSO EXECUTIVE ASSISTANT: Barbara Simon

ELECTED OFFICIAL: Sheriff Dan Noelle

(OR)

DEPARTMENT MANAGER: _____

ALL ACCOMPANYING DOCUMENTS MUST HAVE REQUIRED SIGNATURES

Any Questions: Call the Board Clerk @ (503) 988-3277

BOARD OF
COUNTY COMMISSIONERS
01 FEB 28 PM 6:00
MULTNOMAH COUNTY
OREGON



Multnomah County Sheriff's Office

501 SE Hawthorne Blvd. Ste 350. Portland, OR 97214

DAN NOELLE
SHERIFF

Phone: (503) 988-4300

TTY: (503) 988-4500

SUPPLEMENTAL STAFF REPORT

TO: Board of County Commissioners

FROM: Sheriff's Office

DATE: February 28, 2001

RE: Found/Unclaimed Property - List 01-01

1. Recommendation/Action Requested: Approval.
2. Background/Analysis: Attached is a listing of found/unclaimed or unidentified property. This property has been in the possession of the Sheriff's Office for over thirty (30) days. All attempts to establish the identity of the rightful owner(s) of the listed property have proven negative.
3. Financial Impact: These firearms are the same that we use for SERT operation and will save money by offsetting a future purchase.
4. Legal Issues: To comply with Multnomah Code 7.70, I am requesting that this listing of property be placed on the Board of County Commissioners' agenda for approval of the sale or disposal of these items as provided for by the listed ordinance.
5. Controversial Issues: None known.
6. Link to Current County Policies: Consistent with County policies.
7. Citizen Participation: Not applicable.
8. Other Government Participation: See memo re DA's Office.



Dan Noelle
Sheriff

MULTNOMAH COUNTY

Sheriff's Office

501 SE Hawthorne Blvd., Suite 350

Portland, OR 97214

(503) 988-4300 phone

(503) 988-4500 TTY

(503) 988-4320 Fax

www.sheriff-mcso.org

MEMORANDUM

TO: Deborah Bogstad
Clerk of the Board

FROM: Sheriff Dan Noelle

DATE: February 15, 2001

RE: Found/Unclaimed Property – List 01-01

Attached is a listing of found/unclaimed or unidentified property. This property has been in the possession of the Sheriff's Office for over thirty (30) days. All attempts to establish the identify of the rightful owner(s) of the listed property have proven negative.

To comply with Multnomah Code 7.70, I am requesting that this listing of property be placed on the Board of County Commissioners' agenda for approval of the sale or disposal of these items as provided for by the listed ordinance.

These firearms are the same time we use for SERT operation and will save money by offsetting a future purchase.



Dan Noelle
Sheriff

MULTNOMAH COUNTY Sheriff's Office

501 SE Hawthorne Blvd., Suite 350
Portland, OR 97214
(503) 988-4300 phone
(503) 988-4500 TTY
(503) 988-4320 Fax
www.sheriff-mcso.org

MEMORANDUM

TO: SHERIFF DAN NOELLE

FROM: SERGEANT GARR NIELSEN, Child Abuse Team/SERT

DATE: FEBRUARY 7, 2001

SUBJECT: TRANSFER OF FIREARMS FROM PROPERTY CONTROL TO SERT

The District Attorneys Office has completed the below cases and has released these firearms for destruction. SERT is requesting that both firearms be transferred from Property Control to SERT in accordance with Multnomah County Ordinance 24. The firearms will be assigned to SERT members only.

Case # 00-404615
Sig Sauer
Model -P229, .40 Cal.
Ser. # AD36217

Case # 99-405983
Bush Master, AR-15
Model -XM15-E25, .223 Cal.
Ser. # L104640

AUTHORIZATION GRANTED

A handwritten signature in black ink, appearing to read "Dan Noelle", written over a horizontal line.

DAN NOELLE
SHERIFF

BEFORE THE BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON

ORDER NO. _____

Acknowledgement of Found Unclaimed Property and Authorization of Transfer for Sale
or Disposal

The Multnomah County Board of Commissioners Finds:

- a. The Multnomah County Sheriff's Office has certain property in its possession consisting of firearms as identified in the attached Found/Unclaimed Property for Disposal List 01-01, the ownership of which is unknown and which items have been unclaimed for at least thirty days after the property came into the possession of the Multnomah County Sheriff's Office.
- b. Multnomah County Code Chapter 15.650 directs the Sheriff's Office to report the unclaimed property to the Board of Commissioners and to request authorization to dispose of it as provided in the Code.
- c. In lieu of a sale of the property pursuant to Multnomah County Code Chapter 15.650 to 15.653, the Multnomah County Sheriff's Office, with the approval of the Board of Commissioners, may transfer any portion of the unclaimed property to the County, for use by the County.
- d. The safety, security and welfare of the community is best served by destruction of those firearms identified on List 01-01 that cannot be utilized by the Sheriff's Office.

The Multnomah County Board of Commissioners Orders:

1. The Multnomah County Board of Commissioners acknowledges the found/unclaimed property and authorizes the transfer of the items listed on the attached Multnomah County Sheriff's Office Found/Unclaimed Property for Disposal, List 01-01, to the Multnomah County Sheriff's Office. The Sheriff is authorized, at his discretion, to dispose of items on the attached list by destroying them, or by transferring them to the County for use by the Sheriff's Office as permitted by Multnomah County Code 15.654.

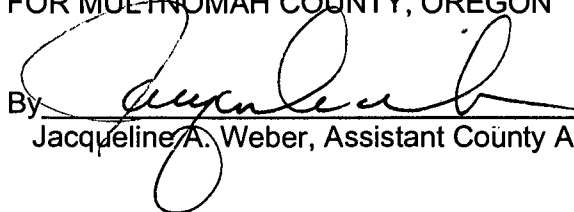
ADOPTED this 8th day of March, 2001.

BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON

Beverly Stein, Chair

REVIEWED:

THOMAS SPONSLER, COUNTY ATTORNEY
FOR MULTNOMAH COUNTY, OREGON

By 
Jacqueline A. Weber, Assistant County Attorney

MULTNOMAH COUNTY
SHERIFF'S OFFICE
FOUND/UNCLAIMED PROPERTY FOR DISPOSAL
LIST - 01-01

FILE NUMBER	PROPERTY DESCRIPTION	DISPOSITION
00-404615	Sig Sauer/P-229, 40 caliber handgun, Serial #AD36217	M.C. Use
99-405983	Bush Master, AR-15 rifle, model XM15-E25, 223 caliber Serial # L104640	M.C. Use

BEFORE THE BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON

ORDER NO. 01-021

Acknowledgement of Found Unclaimed Property and Authorization of Transfer for Sale or Disposal

The Multnomah County Board of Commissioners Finds:

- a. The Multnomah County Sheriff's Office has certain property in its possession consisting of firearms as identified in the attached Found/Unclaimed Property for Disposal List 01-01, the ownership of which is unknown and which items have been unclaimed for at least thirty days after the property came into the possession of the Multnomah County Sheriff's Office.
- b. Multnomah County Code Chapter 15.650 directs the Sheriff's Office to report the unclaimed property to the Board of Commissioners and to request authorization to dispose of it as provided in the Code.
- c. In lieu of a sale of the property pursuant to Multnomah County Code Chapter 15.650 to 15.653, the Multnomah County Sheriff's Office, with the approval of the Board of Commissioners, may transfer any portion of the unclaimed property to the County, for use by the County.
- d. The safety, security and welfare of the community is best served by destruction of those firearms identified on List 01-01 that cannot be utilized by the Sheriff's Office.

The Multnomah County Board of Commissioners Orders:

1. The Multnomah County Board of Commissioners acknowledges the found/unclaimed property and authorizes the transfer of the items listed on the attached Multnomah County Sheriff's Office Found/Unclaimed Property for Disposal, List 01-01, to the Multnomah County Sheriff's Office. The Sheriff is authorized, at his discretion, to dispose of items on the attached list by destroying them, or by transferring them to the County for use by the Sheriff's Office as permitted by Multnomah County Code 15.654.

ADOPTED this 8th day of March, 2001.

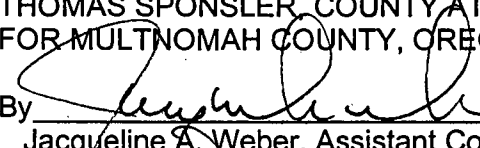


REVIEWED:

BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON


Beverly Stein, Chair

THOMAS SPONSER, COUNTY ATTORNEY
FOR MULTNOMAH COUNTY, OREGON

By 
Jacqueline A. Weber, Assistant County Attorney

**MULTNOMAH COUNTY
SHERIFF'S OFFICE
FOUND/UNCLAIMED PROPERTY FOR DISPOSAL
LIST 01-01**

FILE NUMBER	PROPERTY DESCRIPTION	DISPOSITION
00-404615	Sig Sauer/P-229, 40 caliber handgun, Serial #AD36217	M.C. Use
99-405983	Bush Master, AR-15 rifle, model XM15-E25, 223 caliber, Serial # L 104640	M.C. Use

MEETING DATE: MAR 08 2001
AGENDA NO: C-3
ESTIMATED START TIME: 9:30

(Above Space for Board Clerk's Use ONLY)

AGENDA PLACEMENT FORM

SUBJECT: Amendment No. 2 to Intergovernmental Agreement with the City of Troutdale to
Extend Completion Date for Sidewalk Improvements on Troutdale Road

BOARD BRIEFING: DATE REQUESTED: _____
REQUESTED BY: _____
AMOUNT OF TIME NEEDED: _____

REGULAR MEETING: DATE REQUESTED: Consent Calendar
AMOUNT OF TIME NEEDED: _____

DEPARTMENT: Sustainable Community Development DIVISION: Transportation
CONTACT: Karen Schilling TELEPHONE #: x29635
BLDG/ROOM #: 455/Yeon Annex

PERSON(S) MAKING PRESENTATION: N/A

ACTION REQUESTED:

☐ INFORMATIONAL ONLY ☐ POLICY DIRECTION ☒ APPROVAL ☐ OTHER

SUGGESTED AGENDA TITLE:

Approve Amendment No. 2 to Intergovernmental Agreement with the City of Troutdale to extend completion date for Sidewalk Improvements on Troutdale Road.

03/09/01 ORIGINALS to Carley Kramer

SIGNATURES REQUIRED:

ELECTED OFFICIAL: _____

(OR)

DEPARTMENT

MANAGER: _____

Carley Kramer

BOARD OF
COUNTY COMMISSIONERS
01 FEB 22 PM 1:15
MULTNOMAH COUNTY
OREGON

ALL ACCOMPANYING DOCUMENTS MUST HAVE REQUIRED SIGNATURES

Any Questions: Call the Board Clerk @ 988-3277



Department of Sustainable Community Development

MULTNOMAH COUNTY OREGON

501 SE Hawthorne Blvd, Suite 320
Portland, Oregon 97214
(503) 988-5000 phone
(503) 988-3048 fax

MEMORANDUM

TO: BOARD OF COUNTY COMMISSIONERS

FROM: Maria Rojo de Steffey, DSCD Director
Karen Schilling, Transportation Planning Administrator

TODAY'S DATE: February 14, 2001

REQUESTED PLACEMENT DATE: Consent Calendar

RE: Amendment 2 to IGA No. 4600001732 between Multnomah County and the City of Troutdale to extend the completion date to construct sidewalks on Troutdale Rd between Cherry Park Rd and Chapman Ave.

I. Recommendation/Action Requested:

Approve Amendment No. 2 to IGA No. 4600001732 between Multnomah County and the City of Troutdale to extend the completion date to construct sidewalks on Troutdale Rd between Cherry Park Rd and Chapman Ave.

II. Background/Analysis:

The project is identified for funding in the County's 1998-2002 Transportation Capital Improvement Plan and Program. The City of Troutdale has identified the area as an important missing link in their sidewalk network. The project will improve safety for children walking to school.

Due to a delay in acquiring right-of-way and an easement, the construction could not occur during the last construction season. This amendment extends the termination date of the contract until December 31, 2001.

III. Financial Impact:

The total project cost is \$195,800. The City of Troutdale is contributing \$113,400; the Bike Fund is contributing \$82,400. The County will absorb any cost overruns.

IV. Legal Issues:

There are no legal issues with this agreement.

V. Controversial Issues:

There are no controversial issues with this agreement.

VI. Link to Current County Policies:

It is the County's policy (Comprehensive Framework Policy 33A and 33C) to provide a safe and efficient multi-modal transportation system.

VII. Citizen Participation:

Informal citizen input identified the need for sidewalks on Troutdale Rd.

VIII. Other Government Participation:

This project is within the City of Troutdale. The City fully supports the project and will be providing over half the project funding up to \$113,400.

MULTNOMAH COUNTY CONTRACT APPROVAL FORM

Pre-approved Contract Boilerplate (with County Counsel signature) ☒ Attached ☐ Not Attached Contract #: 4600001732
Amendment #: 2

CLASS I	CLASS II	CLASS III
<input type="checkbox"/> Professional Services not to exceed \$50,000 (and not awarded by RFP or Exemption) <input type="checkbox"/> Revenue not to exceed \$50,000 (and not awarded by RFP or Exemption) <input type="checkbox"/> Intergovernmental Agreement (IGA) not to exceed \$50,000 <input type="checkbox"/> Expenditure <input type="checkbox"/> Revenue <input type="checkbox"/> Architectural & Engineering not to exceed \$10,000 (for tracking purposes only)	<input type="checkbox"/> Professional Services that exceed \$50,000 or awarded by RFP or Exemption (regardless of amount) <input type="checkbox"/> PCRB Contract <input type="checkbox"/> Maintenance Agreement <input type="checkbox"/> Licensing Agreement <input type="checkbox"/> Construction <input type="checkbox"/> Grant <input type="checkbox"/> Revenue that exceeds \$50,000 or awarded by RFP or Exemption (regardless of amount)	<input checked="" type="checkbox"/> Intergovernmental Agreement (IGA) that exceeds \$50,000 <input type="checkbox"/> Expenditure <input checked="" type="checkbox"/> Revenue <div style="text-align: center;"> APPROVED MULTNOMAH COUNTY BOARD OF COMMISSIONERS AGENDA # <u>C-3</u> DATE <u>03/08/01</u> DEB BOGSTAD, BOARD CLERK </div>

Department: Environmental Services Division: Transportation Division Date: 02/13/01
 Originator: April Siebenaler Phone: X29637 Bldg/Rm: 455/Yeon Annex
 Contact: Cathey Kramer Phone: X22589 Bldg/Rm: 455/Yeon Annex

Description of Contract: Amendment No. 2 to Intergovernmental Agreement with the City of Troutdale for the Troutdale Road Sidewalk Project, between Cherry Park Road and Chapman Avenue. This amendment extends the termination date from June 30, 2001, to December 31, 2001. There are no additional costs. (Previous Contract No. 0010834)

RENEWAL: ☐ PREVIOUS CONTRACT #(S): _____
 RFP/BID: _____ RFP/BID DATE: _____
 EXEMPTION #/DATE: _____ EXEMPTION EXPIRATION DATE: _____ ORS/AR #: _____
 CONTRACTOR IS: ☐ MBE ☐ WBE ☐ ESB ☐ QRF ☒ N/A ☐ NONE (Check all boxes that apply)

Contractor <u>City of Troutdale</u> Address <u>104 SE Kibling Avenue</u> <u>Troutdale, OR 97060</u> <u>James Galloway</u> Phone <u>(503) 665-5175</u> Employer ID# or SS# _____ Effective Date <u>January 12, 2000</u> Termination Date <u>December 31, 2001</u> Original Contract Amount \$ <u>164,800.00 *</u> Total Amt of Previous Amendments \$ <u>31,000.00</u> Amount of Amendment \$ <u>0</u> Total Amount of Agreement \$ <u>195,800.00 *</u>	* \$113,400 Troutdale (\$82,000+ add'l \$31,000) \$ 82,400 County \$195,800 Total Remittance address _____ (If different) _____ Payment Schedule / Terms <input type="checkbox"/> Lump Sum \$ _____ <input type="checkbox"/> Due on Receipt <input type="checkbox"/> Monthly \$ _____ <input type="checkbox"/> Net 30 <input type="checkbox"/> Other \$ _____ <input type="checkbox"/> Other <input type="checkbox"/> Requirements Not to Exceed \$ _____ Encumber <input type="checkbox"/> Yes <input type="checkbox"/> No
---	--

REQUIRED SIGNATURES:

Department Manager <u><i>[Signature]</i></u>	DATE <u>2/16/01</u>
Purchasing Manager _____	DATE _____
County Counsel <u><i>[Signature]</i></u>	DATE <u>2/20/01</u>
County Chair <u><i>[Signature]</i></u>	DATE <u>March 8, 2001</u>
Sheriff _____	DATE _____
Contract Administration _____	DATE _____

(Class I, Class II Contracts only)

LGFS VENDOR CODE						DEPT REFERENCE					
LINE #	PLANT	WBS	GL Acct	SUB ORG	ACTIVITY	OBJ/ REV	SUB OBJ	REP CAT	LGFS DESCRIPTION	AMOUNT	INC DEC
01	F030	BIKES W4296C	60540							82,400	
02											

Exhibit A, Rev. 3/25/98 DIST: Originator, Accts Payable, Contract Admin - Original If additional space is needed, attach separate page. Write contract # on top of page.

MULTNOMAH COUNTY CONTRACT AMENDMENT No. 2
(Amendment to Change Contract Provisions During Contract Term)
to
Intergovernmental Agreement No. 4600001732
(formerly Agreement No. 0010834)

This is an amendment to Intergovernmental Agreement No. 4600001732, effective January 12, 2000, between Multnomah County, Oregon, hereinafter referred to as County, and the City of Troutdale, Oregon, hereinafter referred to as City.

The parties agree:

1. The termination date of the referenced contract should be extended from June 30, 2001, to December 31, 2001.
2. All other terms and conditions of the contract shall remain the same.

I have read this Contract Amendment. I understand the Contract Amendment and agree to be bound by its terms.

CITY OF TROUTDALE, OREGON:

Signature

Title

Name (please print)

Date

MULTNOMAH COUNTY SIGNATURE

(This contract is not binding on the County until signed by the Chair or the Chair's designee)



County Chair or Designee

March 8, 2001

Date

Department and County Attorney Approval and Review


Approved: _____

Department Manager or Designee

Date

Reviewed:

**TOM SPONSLER, COUNTY ATTORNEY
FOR MULTNOMAH COUNTY**



Assistant County Attorney

2/20/01
Date

**APPROVED MULTNOMAH COUNTY
BOARD OF COMMISSIONERS**

AGENDA # C-3 DATE 03/08/01

DEB BOGSTAD, BOARD CLERK

ASCK2626.CON AMEN (BIKESW4296C)

MEETING DATE: MAR 08 2001
AGENDA NO: C-4
ESTIMATED START TIME: 9:30
LOCATION: BOARD Room 100

(Above Space for Board Clerk's Use ONLY)

AGENDA PLACEMENT FORM

SUBJECT: Renewal of Intergovernmental Agreement with Portland State University for Early Words grant.

BOARD BRIEFING: DATE REQUESTED: _____
REQUESTED BY: _____
AMOUNT OF TIME NEEDED: _____

REGULAR MEETING: DATE REQUESTED: _____
AMOUNT OF TIME NEEDED: 5 minutes

DEPARTMENT: Library

DIVISION: Early Childhood Resources

CONTACT: Renea Arnold

TELEPHONE #: 85458

BLDG/ROOM #: 317

PERSON(S) MAKING PRESENTATION: Renea Arnold

ACTION REQUESTED:

☐ INFORMATIONAL ONLY ☐ POLICY DIRECTION ☒ APPROVAL ☐ OTHER

SUGGESTED AGENDA TITLE:

Renewal of IGA with PSU for \$81,330 for Early Words grant in conjunction with the Commission on Children, Families and Community of Multnomah County.

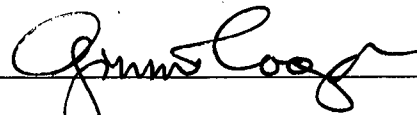
03/09/01 ORIGINALS to WES STEVENS

SIGNATURES REQUIRED:

ELECTED OFFICIAL: _____

(OR)

DEPARTMENT
MANAGER: _____



ALL ACCOMPANYING DOCUMENTS MUST HAVE REQUIRED SIGNATURES

Any Questions: Call the Board Clerk @ (503) 988-3277

01 FEB 16 PM 6:26
JANUARY COMMISSIONERS
MULTNOMAH COUNTY
OREGON



SUPPLEMENTAL STAFF REPORT

TO: Board of County Commissioners

FROM: Ginnie Cooper, Director of Libraries

DATE: February 6, 2001

RE: Intergovernmental Agreement (IGA) with Portland State University

1. Recommendation/Action Requested:

Approve IGA with Portland State University for a \$81,330 grant to fund the Early Words project from the Early Childhood Collaborative Initiative from the Commission on Children, Families and Community of Multnomah County.

2. Background/Analysis:

This IGA represents the Library's portion of a grant awarded to a consortium of four agencies: Oregon Center for Career Development in Childhood Care and Education at Portland State University (lead agency and fiscal agent), Mt. Hood Community College Department of Early Childhood Education, Oregon Child Development Coalition, and Multnomah County Library Early Childhood Resources.

The grant provides funding to create a developmentally and culturally appropriate language and literacy curriculum and training structure which will teach early childhood practitioners how to enhance their methods and environment to support the language and literacy development of children ages birth through five years.

Early Childhood Resources will help recruit and train 25 volunteers and 25 mentors from the early childhood community and assist in developing the curriculum for their training. These trainers will then teach classes throughout the county to at least 350 early childhood practitioners.



The mentors will assess the language and literacy environment in each provider's location. After completing two trainings and the mentorship program, the practitioners will be eligible for a \$400 resource grant for enhancement of their language centers. A total of \$50,000 will be distributed in resource grants.

3. Financial Impact:

Additional revenue and expenditures of \$81,330.

4. Legal Issues:

None.

5. Controversial Issues:

N/A

6. Link to Current County Policies:

N/A

7. Citizen Participation:

N/A

8. Other Government Participation:

Agencies listed above.

MULTNOMAH COUNTY CONTRACT APPROVAL FORM

JTH

Pre-approved Contract Boilerplate (with County Counsel signature) ☐ Attached ☐ Not Attached Contract #: 0111039
Amendment #: _____

CLASS I	CLASS II	CLASS III
<input type="checkbox"/> Professional Services not to exceed \$50,000 (and not awarded by RFP or Exemption) <input type="checkbox"/> Revenue not to exceed \$50,000 (and not awarded by RFP or Exemption) <input type="checkbox"/> Intergovernmental Agreement (IGA) not to exceed \$50,000 <input type="checkbox"/> Expenditure <input type="checkbox"/> Revenue <input type="checkbox"/> Architectural & Engineering not to exceed \$10,000 (for tracking purposes only)	<input type="checkbox"/> Professional Services that exceed \$50,000 or awarded by RFP or Exemption (regardless of amount) <input type="checkbox"/> PCRB Contract <input type="checkbox"/> Maintenance Agreement <input type="checkbox"/> Licensing Agreement <input type="checkbox"/> Construction <input type="checkbox"/> Grant <input type="checkbox"/> Revenue that exceeds \$50,000 or awarded by RFP or Exemption (regardless of amount)	<input checked="" type="checkbox"/> Intergovernmental Agreement (IGA) that exceeds \$50,000 <input type="checkbox"/> Expenditure <input checked="" type="checkbox"/> Revenue <div style="text-align: center;"> RECEIVED APPROVED MULTNOMAH COUNTY BOARD OF COMMISSIONERS AGENDA # C-4 R 1 5 2001 03/08/01 DEB BOGSTAD, BOARD CLERK CONTRACT ADMINISTRATION </div>

Department: Multnomah County Library Division: Admin. Date: 02-06-01
 Originator: Renea Arnold Phone: 85458 Bldg/Rm: 317
 Contact: Wes Stevens Phone: 85432 Bldg/Rm: 317

Description of Contract: PSU Grant for Early Words project.

RENEWAL: ☒ PREVIOUS CONTRACT #(S): 0010982

RFP/BID: _____ RFP/BID DATE: _____

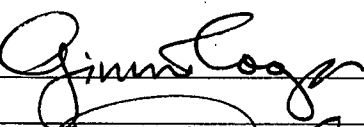
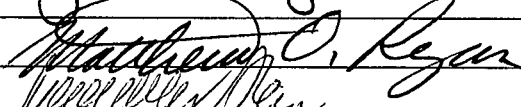
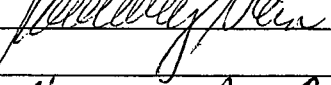
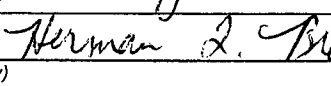

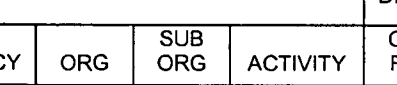
EXEMPTION _____ EXEMPTION EXPIRATION _____ ORS/AR _____

#/DATE: _____ DATE: _____ #: _____

CONTRACTOR IS: ☐ MBE ☐ WBE ☐ ESB ☐ QRF ☐ N/A ☒ NONE (Check all boxes that apply)

Contractor <u>Portland State University</u> Address <u>PO Box 751</u> <u>Portland, OR 97207</u> Phone <u>503-725-3418</u> Employer ID# or SS# <u>93-6001786</u> Effective Date <u>Upon Execution</u> Termination Date <u>06-30-2001</u> Original Contract Amount \$ <u>81,330</u> Total Amt of Previous Amendments \$ _____ Amount of Amendment \$ _____ Total Amount of Agreement \$ <u>81,330</u>	Remittance address _____ (If different) _____ Payment Schedule / Terms <input type="checkbox"/> Lump Sum \$ _____ <input type="checkbox"/> Due on Receipt <input type="checkbox"/> Monthly \$ _____ <input type="checkbox"/> Net 30 <input type="checkbox"/> Other \$ _____ <input type="checkbox"/> Other <input type="checkbox"/> Requirements Not to Exceed \$ _____ Encumber <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
---	---

REQUIRED SIGNATURES:

Department Manager		DATE <u>2-1-01</u>
Purchasing Manager		DATE _____
County Counsel		DATE <u>2/23/01</u>
County Chair		DATE <u>March 8, 2001</u>
Sheriff		DATE _____
Contract Administration		DATE <u>2/16/01</u>

(Class I, Class II Contracts only)

LGFS VENDOR CODE						DEPT REFERENCE					
LINE #	FUND	AGENCY	ORG	SUB ORG	ACTIVITY	OBJ/ REV	SUB OBJ	REP CAT	LGFS DESCRIPTION	AMOUNT	INC DEC
01											
02											
03											

Exhibit A, Rev. 3/25/98 DIST: Originator, Accts Payable, Contract Admin - Original If additional space is needed, attach separate page. Write contract # on top of page.

NO INSURANCE REQUIREMENTS.

PSU/CQF

0111039

PORTLAND STATE UNIVERSITY

SUBCONTRACT AGREEMENT

This Agreement is entered into between the State of Oregon acting by and through the State Board of Higher Education on behalf of Portland State University, with mailing address at: Office of Research and Sponsored Projects (ORSP); PO Box 751; Portland, OR 97207-0751; hereinafter referred to as UNIVERSITY and Multnomah County Library with mailing address at 205 NE Russell, Portland, OR 97212-3796; hereinafter referred to as CONTRACTOR.

WITNESSETH:

WHEREAS the MULTNOMAH COUNTY COMMISSION ON CHILDREN, FAMILIES AND COMMUNITY has awarded to the UNIVERSITY Contract Number 0010684 in support of the project entitled "Early Childhood Collaborative Initiatives"; and

WHEREAS UNIVERSITY desires CONTRACTOR'S services on the project named above, in accordance with the SCOPE OF WORK outlined within this Agreement which by this reference is made a part hereof; and

WHEREAS the performance of such CONTRACTOR services are consistent, compatible and beneficial to the academic role and mission of UNIVERSITY.

In consideration of the mutual promises and covenants contained herein, the parties hereto agree as follows:

ARTICLE I - SCOPE OF WORK

CONTRACTOR agrees to perform for UNIVERSITY the services described in SCOPE OF WORK, attached hereto.

ARTICLE II - AGREEMENT PERIOD

This Agreement shall become effective on the date of last signature and shall be completed June 30, 2001 unless subsequent time extension, supplement, addition, continuation, or renewal is mutually agreed upon in writing between the parties. Costs may be incurred for this agreement from September 1, 2000.

ARTICLE III - SCIENTIFIC PERSONNEL

The UNIVERSITY'S Principal Investigator is Dr. Carol Morgaine who is responsible for coordinating the research efforts under this project. Renea Arnold is responsible for the conduct of research under this Agreement for the CONTRACTOR. The CONTRACTOR shall not replace Renea Arnold without prior written notice to the UNIVERSITY.

ARTICLE IV - CONSIDERATION

UNIVERSITY agrees to pay CONTRACTOR for services performed under this Agreement in the amount of EIGHTY-ONE THOUSAND, THREE HUNDRED AND THIRTY (\$81,330) DOLLARS, as shown in ATTACHMENT A. UNIVERSITY certifies that sufficient funds are available and authorized to finance the costs of this Agreement. Payments shall be made for services provided in accordance with the Scope of Work as stated under Article 1. CONTRACTOR will submit invoices no more frequently than monthly, accompanied by itemized expenditure reports to UNIVERSITY for reimbursement on the actual costs up to the maximum of the aforementioned agreed amount. These expenditure reports shall contain reasonable detail, broken down by category, showing the total cost incurred both currently and cumulatively. Additionally, each expenditure report must document the cost share that CONTRACTOR expended on the project during the billing period. Please see Scope of Work for specific reporting requirements. Payment will be made when UNIVERSITY receives invoice and expenditure report in a satisfactory manner.

Invoices for work accomplished under this Agreement shall be submitted in an original and two copies to: Portland State University, ATTN: Language and Literacy Project Coordinator, Oregon Center for Career Development in Childhood Care and Education, P.O. Box 751-OCED, Portland, Oregon 97207-0751. Payment shall be sent to Office of Business Affairs, Multnomah County Library, 205 NE Russell, Portland, OR 97212-3796. The Final Payment Claim must be clearly marked "FINAL," must be accompanied with the Final Progress Report, and must be received no later June 30th, 2000.

ARTICLE V - NOTICE

Any notice provided for under this Agreement shall be sufficient if in writing and delivered to the following addressee:

If to CONTRACTOR:

Becky Cobb
Multnomah County Library
205 NE Russell
Portland, OR 97212-3796

If to UNIVERSITY

Leah Keller-Transburg
Contract Specialist
Office of Research and
Sponsored Projects
Portland State University
PO Box 751 (ORSP)
Portland, OR 97207-0751

ARTICLE VI - PERFORMANCE / REPORTING REQUIREMENT

CONTRACTOR is responsible for the performance of work and will provide progress reports of findings, if any, as stated in ATTACHMENT A, SCOPE OF WORK. CONTRACTOR shall maintain fiscal records pertinent to this Agreement for at least three (3) years following completion of work under this Agreement. CONTRACTOR shall maintain all fiscal records relating to this Agreement in accordance with generally accepted accounting principles. In addition, CONTRACTOR shall maintain all other records pertinent to this Agreement in such a manner as to clearly document CONTRACTORS performance hereunder.

ARTICLE VII - CONFIDENTIALITY

CONTRACTOR, subject to the limitations and conditions of the Oregon Public Records law, agrees to keep confidential any UNIVERSITY proprietary information supplied to it by UNIVERSITY during the course of services performed by CONTRACTOR. Such information will not be included in any published material without prior approval by UNIVERSITY.

ARTICLE VIII-- INDEMNIFICATION

To the extent permitted by Oregon Law (ORS 30.260 through 30.300) and the Oregon Constitution, Article XI, Section 7 and Section 10, each party shall hold harmless, defend, and indemnify the other party and the other party's officers, agents, and employees against all claims, demands, actions, and suits brought against any of them arising from the performance of work under this Agreement.

ARTICLE IX -- COMPLIANCE WITH LAWS

This Agreement shall be governed and construed in accordance with the laws of the State of Oregon. Any suit for enforcement shall occur, if in the state courts, in the Multnomah County Court having jurisdiction thereof, and if in the federal courts, in the United States District Court for the District of Oregon.

ARTICLE X - ASSIGNMENT

Neither party shall assign or transfer any interest in this Agreement, nor assign any claims for money due or to become due during this Agreement, without the prior written approval of the other party.

ARTICLE XI -- OWNERSHIP OF WORK PRODUCT

CONTRACTOR agrees to grant a royalty-free, non-exclusive and irrevocable license to UNIVERSITY to reproduce, publish or otherwise use the Intellectual Property, except for inventions, developed under this Subcontract. CONTRACTOR grants UNIVERSITY a non-exclusive, non-commercial, royalty-free right to use CONTRACTOR'S invention for scholarly and academic purposes.

ARTICLE XII - TERMINATION

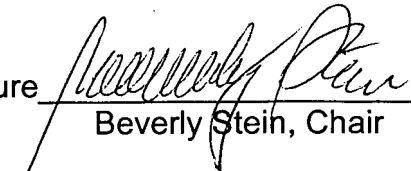
This Agreement may be terminated by either of the parties hereto upon written notice delivered to the other party at least thirty (30) days prior to intended date of termination. By such termination, neither party may nullify obligations already incurred for performance or failure to perform prior to the date of termination. Payment to CONTRACTOR shall be prorated to and include the day of termination. The Agreement may also be terminated if the UNIVERSITY'S funding from federal, state, or other source is not obtained and continued at levels sufficient to allow for the purchase of the indicated quantity of services. UNIVERSITY may also unilaterally amend the contract to accommodate funding reductions.

THIS AGREEMENT CONSTITUTES THE ENTIRE AGREEMENT BETWEEN THE PARTIES. THERE ARE NO UNDERSTANDINGS, AGREEMENTS, OR REPRESENTATIONS, ORAL OR WRITTEN, NOT SPECIFIED HEREIN REGARDING THIS AGREEMENT. NO AMENDMENT, CONSENT, OR WAIVER OF TERMS OF THIS AGREEMENT SHALL BIND EITHER PARTY UNLESS IN WRITING AND SIGNED BY ALL PARTIES. ANY SUCH AMENDMENT, CONSENT, OR WAIVER SHALL BE EFFECTIVE ONLY IN THE SPECIFIC INSTANCE AND FOR THE SPECIFIC PURPOSE GIVEN. CONTRACTOR, BY THE SIGNATURE BELOW OF ITS AUTHORIZED REPRESENTATIVE, ACKNOWLEDGES HAVING READ AND UNDERSTOOD THE AGREEMENT AND CONTRACTOR AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as of the date set forth herein by their duly authorized representatives.

STATE OF OREGON, ACTING BY AND
THROUGH THE STATE BOARD OF
HIGHER EDUCATION ON BEHALF OF
PORTLAND STATE UNIVERSITY

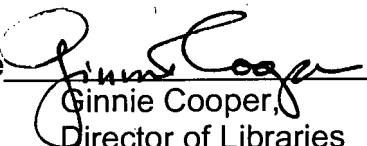
MULTNOMAH COUNTY BOARD OF
COMMISSIONERS

Signature 
Beverly Stein, Chair
Date March 8, 2001

Signature _____
Leah Keller - Transburg,
Contract Specialist

Date _____

MULTNOMAH COUNTY LIBRARY


Signature 
Ginnie Cooper,
Director of Libraries

Date 2-6-01

Multnomah County
Employer Tax ID: 93-6002309

APPROVED MULTNOMAH COUNTY
BOARD OF COMMISSIONERS
AGENDA # C-4 DATE 03/08/01
DEB BOGSTAD, BOARD CLERK

REVIEWED:
THOMAS SPONSER, COUNTY ATTORNEY
FOR MULTNOMAH COUNTY

BY 
ASSISTANT COUNTY ATTORNEY
DATE 2/23/01

SCOPE OF WORK

CONTRACTOR: Multnomah County

Time Period: Scope of work to be completed during time period September 1, 2000 to June 30, 2001.

A. Services: Contractor shall provide the following services:

1. (a) CONTRACTOR shall coordinate the Language and Literacy Resource Fund, from which Contractor shall make its best efforts to award at least \$50,250 in Language and Literacy Resource grants to at least 150 qualified child care and education practitioners.

(b) To the extent possible within Contractor's control, the cash value shall be further leveraged through discounts on materials purchased.

(c) Of those 150 qualified practitioners, Contractor shall select at least 75 practitioners who serve primarily low income and/or non-English speaking children. Practitioners will be approved for participation in accordance with the established Resource Grant Guidelines and Practitioner Definition (**Attachment E**).
2. (a) CONTRACTOR shall select appropriate language and literacy materials from four University approved vendors and make the materials available to the practitioners to order for their individual programs.

(b) CONTRACTOR shall select the appropriate materials available for each grant recipient and direct the vendor to deliver the materials to the grant recipient. Materials from the Language and Literacy Resource fund will be delivered to the early childhood practitioners by June 30th, 2001.
3. CONTRACTOR shall coordinate the Language and Literacy Mentoring component. The component will be carried out in accordance the Mentoring Component Guidelines and Mentor and Mentee definitions as described in **Attachment F**
4. CONTRACTOR shall assist in the coordination of Language and Literacy Trainer and Mentor recruitment and to the training of Trainers and Mentors. A minimum of 16 mentors shall be recruited and trained.
5. CONTRACTOR shall select, procure, and make available all children's books for the Training Sessions. CONTRACTOR will make every attempt to provide culturally and linguistically relevant materials for the African American, Hispanic, Southeast Asian, Russian, and Native American communities.
6. CONTRACTOR shall select, procure, and make available all materials and books for the Trainer and Mentor book boxes and book bags. CONTRACTOR will make every attempt to provide culturally and linguistically relevant materials for the African American, Hispanic, Southeast Asian, Russian, and Native American communities.
7. CONTRACTOR shall maintain data including the name, address, phone, organization and organization type, demographics of children served, mentor name, dates of all mentoring visits, size of grant received, and type of materials received of all early childhood practitioners who participate in mentoring activities.
8. CONTRACTOR shall fully cooperate with an independent evaluation that will assess the impact of the training and resources on the practices of participating practitioners, and on the language and literacy skills of children in their care.
9. On all printed materials for public distribution, CONTRACTOR shall state that the Commission on Children, Families & Community and Legacy Health System funded this project. The funders' logos shall appear on all promotional materials.

10. In speaking with representatives of the media, CONTRACTOR shall state that the CCFC and Legacy funded this project, and shall explain that this is part of the Commission's Language and Literacy Initiative. CONTRACTOR shall coordinate all media outreach and contacts concerning this project with the CCFC's Communications Director. The Commission on Children, Families & Community shall approve all publicity and printed outreach materials.
11. CONTRACTOR shall make its best efforts to assure that all contract activities shall be provided exclusively for qualified childcare and education practitioners, mentors and Mentees as defined in Attachment E
12. CONTRACTOR shall provide all materials purchased through the Language and Literacy Resource Fund to participating practitioners based on the following provision: Practitioners shall be required to use any assets obtained under this program for their intended purpose for at least three years. If an asset is retired from its intended use prior to three years, it shall be returned, at the Commission's option, to the Commission on Children, Families & Community. Assets older than three years become the permanent property of the practitioners.

13. REPORTING:

(a) CONTRACTOR shall submit narrative/statistical progress reports using a format provided by the university (Attachment C). These reports will address the project progress in carrying out the contracted services.

(b) Progress reports are due according to the following schedule:

Report due:	For the Period:
January 25, 2001	December 1, 2000-January 15, 2001
February 25, 2001	January 16, 2001-February 15, 2001
March 25, 2001	February 16, 2001-March 15, 2001
April 25, 2001	March 16, 2001-April 15, 2001
May 25, 2001	April 16, 2001-May 15, 2001
June 15, 2001	May 16, 2001-May 30, 2001
June 30, 2001	Final Report December 1, 2000-June 30, 2001

(c) CONTRACTOR shall submit to the University a monthly invoice and expenditure report (Attachment A). The invoice and expenditure report is due (to be received by) the 25th calendar day of the month for activities completed during the previous month.

(d) CONTRACTOR'S final invoice and expenditure report must be clearly marked "FINAL" and is due (to be received by) no later than June 30th, 2000.

(e) Expenditures must comply with the established budget per service area. Expenditures may vary from the established budget per cost category so long as the variance is reasonable and is noted in the monthly invoice and expenditure reports.

(f) All reports should be submitted to:

Portland State University

Attn.: Language & Literacy Project Coordinator

Oregon Center for Career Development in Childhood Care & Education

PO Box 751 - OCCD

Portland OR 97207

Phone: 503.725.8544

FAX: 503.725.5430

B. Payment for Services:

1. Costs may be incurred for this project beginning September 1, 2000.
2. For the services provided, the University will provide the CONTRACTOR a maximum payment of \$81,330. Payment will be made in accordance with the specified budget per service areas (**Attachment A**).
3. The UNIVERSITY will pay \$50,250 of contract funds for the Language and Literacy Resource Funds. These funds may only be used to purchase materials for use by grantees in their child care and education programs. Materials used during the training sessions may not be purchased through the Language and Literacy Resource Fund.
4. Capital purchases are not allowable. Capital purchases are defined as items whose original unit cost exceeds \$2000. Furnishings for learning environments purchased through the Language and Literacy Resource Fund shall not be considered capital purchases.
5. CONTRACTOR shall secure and document (**Attachment B**) matching resources at a minimum of \$52,783.

Attachment A

Budget and Monthly Invoice and Expenditure Report

Subcontractor: Multnomah County Library

Reporting period: __/__/__ to __/__/__

Cost Category	Service Area JO7E Curriculum Development/Acquisition				Service Area JO7G Language and Literacy Resource Grants				Service Area JO7F Training/Mentoring				Service Area JO7D Administration/Coordination			
	Budget	Current Period	Year to Date	Cost Variance	Budget	Current Period	Year to Date	Cost Variance	Budget	Current Period	Year to Date	Cost Variance	Budget	Current Period	Year to Date	Cost Variance
Supplies									600							
Communication																
Postage													600			
Professional Services					3,000				11,000				1,000			
Printing					1,500											
Education/Training	12,325				50,250											
Other									1,055							
Total	12,325				54,750				12,655				1,600			
Grand Total	81,330															

I certify that I am the official disbursing officer of _____ for which this statement of expenditures and invoice for time period indicated is made to the best of my knowledge. I understand that all expenditures reported are subject to audit by the University and the Multnomah County Department of Community and Family Services and its agents.

Person preparing report _____ Title: _____ Signature _____

Date: _____

Phone: _____

ATTACHMENT B

MONTHLY MATCHING RESOURCES REPORT

SUBCONTRACTOR: _____

TIME PERIOD: FROM September 1, 2000 TO June 30, 2001

Complete the table below. Language and Literacy Indicate the matching resources provided and the assigned value of those resources. Matching resources are activities, materials, or services that support the Language and Literacy program but for which Language and Literacy program funding has not been received or utilized.

Please detail the basis for the value. Ideas for detail may include:

Personnel: Cost of staff wages and fringe benefits for meeting attendance, training session attendance, costs for additional staff or consultant services to support program effort

Facility/Equipment: Cost of using space for training session, meetings, cost of using equipment (overheads, translating equipment, etc) for presentations,

Books: Retail value of books compared with actual cost of books--identifying deep discounts received

Supplies (training materials, office materials, food for training sessions): Types of supplies and actual cost

Copying: Printing and duplication costs for program related materials

Communication: Mailing or telephone costs for program related actives

TYPE OF RESOURCE	BASIS FOR VALUE	DOLLAR VALUE
PERSONNEL COSTS		\$
FACILITY/EQUIPMENT USE		\$
BOOKS		\$
SUPPLIES		\$
COPYING		\$
COMMUNICATION		\$
	TOTAL DOLLAR VALUE	\$

**Early Words Language and Literacy Training Initiative
Library - Attachment C**

Narrative and Statistical Report

Narrative Report

For the activities listed in the scope of work, please describe:

1. Any significant challenges you encountered during this reporting period;
2. Any major achievements for this reporting period; and
3. Any lessons learned that might inform the implementation of this program in the future.

Statistical Report

Please submit the following statistical data on a monthly basis with your monthly invoice and expenditure report.

	# Active Mentors Primary English	Mentees Primary English	Mentors ESL	Mentees ESL	Total Resource Grants dispersed	Resource Grant Low-Income	Resource Grant ESL
January 25 th							
February 25 th							
March 25 th							
April 25 th							
May 25 th							
June 30 th							
Final Year to Date							

**Attachment D
Budget and Invoice Detail
Library: \$81,330**

Curriculum Development/Revision: \$12,325

Education and Training

Training Sessions: Children's Books: English and ESL
\$6,800

Training Sessions: Mentors: Upgrade and Replenish Book Boxes/Bags
\$3,125

Mentee: Book Boxes: Upgrade
\$2,400

Suggested In-Kind—Deep discount on books

Language and Literacy Resource Grants : \$54,750

Education and Training

Resource Grant Allocations
\$50,250

Professional Services Project Coordination
\$3,000

Printing
\$1,500

Suggested In-Kind—Deep discount on book/materials purchases

Training/Mentoring: \$12,655

Professional Services, Education and Training: \$11,000
Project Coordination

Supplies \$600

Other \$1,055

Mileage

\$455

Food Service

\$600

Suggested In-Kind—Space rent for training sessions

Administration/Coordination: \$1,600

Professional Services

Project Coordination
\$1,000

Postage

Postage

\$600

Suggested In-Kind—Staff time at collaboration meetings, wages, and fringe benefits

ATTACHMENT E

Resource Grant Guidelines and Definitions

In order to receive a resource grant, practitioners must: 1) attend two of the training sessions (or register and pay for the for-credit class); 2) agree to participate in the language and literacy mentoring program (and complete the full sequence of mentoring activities); and 3) demonstrate that they have been employed in the field for at least six months and/or are registered with the Child Care Division. CONTRACTOR will ensure that at least 75 practitioners who serve primarily low income and/or non-English speaking children will receive a resource grant.

Practitioners who meet these criteria will be eligible for a Language and Literacy Resource Grant valued at \$400. Grants must be used for materials from designated vendors and placed by May 30, 2001. Orders must be received by June 30, 2001.

All recipients of the Language and Literacy Resource grants must make the following commitments:

- Will use the materials for at least three years;
- Will return the materials to the Commission on Children, Families, and Community if used less than three years;
- They shall commit to storing books and learning materials in a manner that is physically accessible to the children in their care, so that children can independently explore them;
- They shall commit to incorporating reading and language development into each day's activities;
- (For staff of a center-based program) They shall commit to transmitting what they have learned to the other practitioners in their center within one month of completion of their training;
- They shall agree to participate in the evaluation of the initiative, which may include a site visit;
- Language and Literacy Resource grants shall not be used to purchase other materials that are available at no-cost through other sources;
- Grants may not be used to purchase materials for personal use by the recipient;
- Grant funding shall complement and enhance the recipient's existing resources and is not intended to substitute for recipient's planned acquisition budget for resources.

A qualified practitioner is defined as one: who cares for children aged birth through five; who must work in Multnomah County and, who works with children in center-based programs, family and childcare homes, group homes, high school child development and teen parent programs, and Oregon Head Start Pre-kindergarten programs.

ATTACHMENT F

Mentoring Component Guidelines and Definitions

Mentors shall emphasize both language and literacy activities with their Mentees. They shall place an emphasis on simple activities using everyday materials that practitioners can easily adopt. Mentors will also emphasize the importance of positive social interactions between caregiver and child in developing language and literacy skills, and will model this during mentoring sessions. Mentors will 1) emphasize language and literacy activities with their mentees, 2) place an emphasis on simple activities using everyday materials that providers can easily adopt, 3) emphasize the importance of positive social interactions between caregiver and child in developing language and literacy skills, 4) model all of this during mentoring sessions, and 5) help mentees identify existing free and low cost resources (including libraries), potential donors, and desired resources to create a learning environment which supports children's language and literacy development. The content of mentoring sessions will be linked to the training sessions. This will be followed by periodic 2-hour meetings for additional training and support for the remainder of the project. Mentors will meet with their mentees for four to five hours at their work site. During these meetings they will coach mentees on promoting language and literacy development in their specific setting and engage the children in a storytime. Will be completed between January 15 and June 27, 2001.

Mentors will coach professionals who participate in the training session in developing an individualized plan for promoting language and literacy development in their specific facility. Resulting plans shall identify existing free and low cost resources (including libraries), potential donors, and desired resources to create a learning environment where children's language and literacy development can flourish. The mentors will help guide the mentees in the creation of an Early Words Language and Literacy Plan, and will review, edit and approve the plan. The mentors will also help the mentee complete the Language and Literacy Resource Commitment. Mentors will provide guidelines and reporting processes for mentors to use with mentees in helping practitioners further refine the knowledge and skills they have gained in light of the unique developmental needs of the children under their supervision. Will be completed by June 27, 2001.

An Orientation Mentor will meet with each mentee for at least one hour to cover brain development, language and literacy development. They will also guide the mentees in the creation of a plan for resource grant requests.

A qualified mentor is defined as one: who has education and experience in child care and education including language and literacy; who may or may not provide direct care for children; who must work in Multnomah County and, who must attend 16 hours of trainer/mentor training. A qualified Mentee is defined as a qualified practitioner who: must attend two Early Words training sessions and receive mentoring at the work site for a total of 4 contact hours for primary English speaking mentees, and 5 contact hours for English as a second language mentees. A qualified practitioner is defined as one: who cares for children aged birth through five; who must work in Multnomah County and, who works with children in center-based programs, family and childcare homes, group homes, high school child development and teen parent programs, and Oregon Head Start Pre-kindergarten programs.

Primary English speaking mentors will provide services for approximately 12 mentees. English as a second language mentors will provide services for a minimum of 10 mentees.

MEETING DATE: March 8, 2001
AGENDA NO: C-5
ESTIMATED START TIME: 9:30 AM
LOCATION: Boardroom 100

(Above Space for Board Clerk's Use ONLY)

AGENDA PLACEMENT FORM

SUBJECT: Amend Intergovernmental Agreement with the Department of Labor to extend performance period and increase funding for School-to-Work activities under the Urban/Rural Opportunity Grant. Increase funding by Modification 2 amount of \$404,996 and by Modification 3 amount of \$499,775 for an increase of \$904,771 resulting in new grant funding total of \$1,849,762

BOARD BRIEFING: DATE REQUESTED: _____
REQUESTED BY: _____
AMOUNT OF TIME NEEDED: _____

REGULAR MEETING: DATE REQUESTED: _____ Next Available
AMOUNT OF TIME NEEDED: _____ Consent

DEPARTMENT: Community and Family Services DIVISION: Community Programs and Partnerships

CONTACT: Lorenzo Poe/Regena Warren TELEPHONE #: (503) 988-3691, ext. 28134
BLDG/ROOM #: 166/2

PERSON(S) MAKING PRESENTATION: _____ N/A

ACTION REQUESTED:

☐ INFORMATIONAL ONLY ☐ POLICY DIRECTION ☒ APPROVAL ☐ OTHER

SUGGESTED AGENDA TITLE:

Approval of an Amendment to the Intergovernmental Agreement with the Department of Labor to extend grant performance period for the Urban/Rural Opportunities Grant and to increase funding for School-to-Work activities

03/09/01 Originals to Tom Oatis
SIGNATURES REQUIRED:

ELECTED OFFICIAL: _____
(OR)

DEPARTMENT MANAGER: Lorenzo Poe

ALL ACCOMPANYING DOCUMENTS MUST HAVE REQUIRED SIGNATURES

Any Questions: Call the Board Clerk @ (503) 988-3277 or email
deborah.l.bogstad@co.multnomah.or.us

BOARD OF
COUNTY COMMISSIONERS
MULTNOMAH COUNTY
OREGON
FEB 28 PM 7:20

MEETING DATE: MAR 08 2001

AGENDA NO: C-5

ESTIMATED START TIME: 9:30

(Above space for Board Clerk's Use Only)

AGENDA PLACEMENT FORM

SUBJECT: Amend Intergovernmental Agreement with the Department of Labor to extend performance period and increase funding for School-to-Work activities under the Urban/Rural Opportunity Grant. Increase funding by Modification 2 amount of \$404,996 and by Modification 3 amount of \$499,775 for an increase of \$904,771 resulting in new grant funding total of \$1,849,762.

BOARD BRIEFING

Date Requested: _____

Requested By: _____

Amount of Time Needed: _____

REGULAR MEETING

Date Requested: _____ Next Available _____

Amount of Time Needed: _____ Consent _____

DEPARTMENT: Community and Family Services

CONTACT: Lorenzo Poe/Regena Warren

DIVISION: Community Programs and Partnerships

TELEPHONE: 503.988.3691

BLDG/ROOM: B166/7th

PERSON(S) MAKING PRESENTATION: N/A

ACTION REQUESTED:

☐ INFORMATIONAL ONLY ☐ POLICY DIRECTION ☒ APPROVAL ☐ OTHER

SUGGESTED AGENDA TITLE

Approval of an Amendment to the Intergovernmental Agreement with the Department of Labor to extend grant performance period for the Urban/Rural Opportunities Grant and to increase funding for School-to-Work activities.

SIGNATURES REQUIRED:

ELECTED OFFICIAL: _____

OR

DEPARTMENT MANAGER: _____

Lorenzo Poe ms

01 FEB 28 AM 9:09
MOLINARI COUNTY
OREGON
CLERK OF COUNTY COMMISSIONERS

ALL ACCOMPANYING DOCUMENTS MUST HAVE REQUIRED SIGNATURES

Any Questions: Call the Board Clerk @ 248-3277



MULTNOMAH COUNTY OREGON

DEPARTMENT OF COMMUNITY AND FAMILY SERVICES
421 SW SIXTH AVENUE, SUITE 700
PORTLAND, OREGON 97204-1618
PHONE (503) 988-3691
FAX (503) 988-3379
TDD (503) 988-3598

BOARD OF COUNTY COMMISSIONERS
BEVERLY STEIN • CHAIR OF THE BOARD
DIANE LINN • DISTRICT 1 COMMISSIONER
SERENA CRUZ • DISTRICT 2 COMMISSIONER
LISA NAITO • DISTRICT 3 COMMISSIONER
SHARRON KELLEY • DISTRICT 4 COMMISSIONER

TO: Board of County Commissioners
FROM: Lorenzo Poe, Director *Lorenzo Poe mms*
Department of Community and Family Services
DATE: January 23, 2001

SUBJECT: FY 1999-2000 Intergovernmental Agreement between the U.S. Department of Labor and Department of Community and Family Services – Amendment #2

- I. **Recommendation/Retroactive Action Requested:** The Department of Community and Family Services recommends Board of County Commissioners approval of the Intergovernmental Agreement #9910363, Amendment #2 with the U.S. Department of Labor, for the period July 27, 2000 through September 30, 2001. This amendment is retroactive due to correction of an oversight in not previously amending this agreement to incorporate grant Modification no. 2. This amendment also incorporates grant Modification no. 3. The combined Amendment #2 extends the grant performance end date, incorporates Continuation Funding Matrices issued for both Modifications, amends Part IV – Special Conditions Items #6 and #10, modifies the Statement of Work in accordance with the supplemental grant narrative submittal, and increases the grant revenue allocation.
- II. **Background/Analysis:** The Department of Community and Family Services received notification of two modifications to the current Urban/Rural Opportunities Grant (UROG) fund for Empowerment and Enterprise Communities from the Department of Labor/Employment and Training Administration (see attached). The original Intergovernmental Agreement was effective for the period September 30, 1998 through September 29, 1999. On November 4, 1999 the Board of County Commissioners approved Amendment #1 which incorporated Modification no. 1 by extending the period of performance to September 30, 2000 and increasing the original grant award of \$539,995 by \$404,996 for a revised grant total of \$944,991.

This amendment incorporates Modification no. 2, which extends the period of performance through September 30, 2001, incorporates Continuation Funding Matrix by reference (attached), amends Part IV – Special Conditions Item #6 to increase consultant fees from \$400 to \$450 per day, amends Part IV – Special Conditions Item #10 to read: "In compliance with Executive Orders 12876, 12900, 12928, and 13021, the grantee is strongly encouraged to provide subgranting opportunities for Historically Black Colleges and Universities, Hispanic Serving Institutions and Tribal Colleges and Universities" and increases funding by \$404,996 from \$944,991 for a total of \$1,349,987. A copy of the Special Conditions is attached. This amendment also incorporates Modification no. 3, which incorporates Continuation Funding Matrix by reference (attached), modifies the Statement of Work in accordance with the supplemental grant narrative submittal pages 1-25; referenced as Pages 4-26 of Modification no. 3 (attached). This amendment also incorporates the supplemental grant submittal narrative by reference as part of this Agreement and adds funding of \$499,775 for supplemental activities from \$1,349,987 for a total of \$1,849,762.

- III. **Financial Impact:** This amendment increases grant revenue allocation by \$404,996 per Modification no. 2 and by \$499,775 per Modification no. 3, for a combined grant revenue increase of \$904,771. Revised grant revenue total is \$1,849,762.
- IV. **Legal Issues:** None
- V. **Controversial Issues:** None
- VI. **Link to Current County Policies:** The Urban/Rural Opportunities Grant School to-Work activities relate to County Urgent Benchmark to Increase High School Completion or an equivalent program.
- VII. **Citizen Participation:** The Portland/Multnomah Enterprise Community Commission is involved in reviewing these services.
- VIII. **Other Government Participation:** The Intergovernmental Agreement demonstrates cooperation and coordination in planning and implementation of School-to-Work activities for students who attend alternative schools in the Enterprise Community.

MULTNOMAH COUNTY CONTRACT APPROVAL FORM

(See Administrative Procedure CON-1)

Contract #: 9910363

Pre-approved Contract Boilerplate (with County Counsel signature) ☐ Attached ☒ Not Attached

Amendment #: 2

Class I	Class II	Class III
<input type="checkbox"/> Professional Services not to exceed \$50,000 (and not awarded by RFP or Exemption) <input type="checkbox"/> Revenue not to exceed \$50,000 (and not awarded by RFP or Exemption) <input type="checkbox"/> Intergovernmental Agreement (IGA) not to exceed \$50,000 <input type="checkbox"/> Expenditure <input type="checkbox"/> Revenue <input type="checkbox"/> Architectural & Engineering not to exceed \$10,000 (for tracking purposes only)	<input type="checkbox"/> Professional Services that exceed \$50,000 or awarded by RFP or Exemption (regardless of amount) <input type="checkbox"/> PCRB Contract <input type="checkbox"/> Maintenance Agreement <input type="checkbox"/> Licensing Agreement <input type="checkbox"/> Construction <input type="checkbox"/> Grant <input type="checkbox"/> Revenue that exceeds \$50,000 or awarded by RFP or Exemption (regardless of amount)	<input checked="" type="checkbox"/> Intergovernmental Agreement (IGA) that exceeds \$50,000 <input type="checkbox"/> Expenditure <input checked="" type="checkbox"/> Revenue APPROVED MULTNOMAH COUNTY BOARD OF COMMISSIONERS AGENDA # C-5 DATE 03/08/01 DEB BOGSTAD, BOARD CLERK

Department: Community and Family Services Division: Community Programs and Partnerships Date: January 23, 2001
 Originator: Regena Warren Phone: 28134 Bldg/Rm: 166/2
 Contact: Tom Ochirero Phone: 29832 Bldg/Rm: 166/7

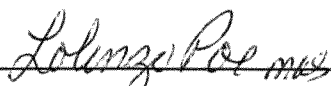
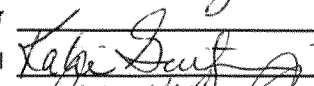
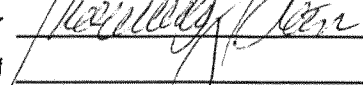
Description of Contract:

This amends the Intergovernmental Agreement with the U.S. Department of Labor for administration of Urban/Rural Opportunities Grant funds to incorporate Modifications 2 and 3, as follows: 1) Extends grant performance period through September 30, 2001; 2) Incorporates Continuation Funding Matrices for Modifications 2 and 3 by reference; 3) Amends Special Conditions - Part IV, Items 6 and 10 in accordance with Modification no. 2; 4) Amends Statement of Work in accordance with supplemental grant narrative submittal noted in Modification no. 3 and incorporated by reference; and 5) Increases grant funding by Modification 2 amount of \$404,996 and by Modification 3 amount of \$499,775 resulting in a combined increase of \$904,771 for a total of \$1,849,762.

RENEWAL: <input type="checkbox"/>	PREVIOUS CONTRACT #(S):
RFP/BID: _____	RFP/BID DATE: _____
EXEMPTION: _____	EXEMPTION EXPIRATION: _____
#/DATE: _____	DATE: _____
CONTRACTOR IS: <input type="checkbox"/> MBE <input type="checkbox"/> WBE <input type="checkbox"/> ESB <input type="checkbox"/> QRF <input type="checkbox"/> N/A <input type="checkbox"/> NONE (Check all boxes that apply)	

Contractor	U.S. Department of Labor Employment and Training Administration		
Address	200 Constitution Avenue NW Washington, D.C. 20210		
Phone	202.219.8764	Remittance Address	(If different) _____
Employer ID# or SS#		Payment Schedule / Terms	
Effective Date	October 1, 1999	<input type="checkbox"/> Lump Sum \$ _____	<input type="checkbox"/> Due on Receipt
Termination Date	September 30, 2001	<input type="checkbox"/> Monthly \$ _____ Invoice	<input type="checkbox"/> Net 30
		<input type="checkbox"/> Other \$ _____	<input type="checkbox"/> Other
Original Contract Amount \$	539,995	<input type="checkbox"/> Requirements \$ _____	
Total Amt of Previous Amendments \$	404,996		
Amount of Amendment \$	904,771		
Total Amount of Agreement \$	1,849,762	Encumber <input type="checkbox"/> Yes <input type="checkbox"/> No	

REQUIRED SIGNATURES

Department Manager		DATE	1/26/01
Purchasing Manager		DATE	
County Counsel		DATE	11/30/01
County Chair		DATE	03/08/01
Sheriff		DATE	
Contract Administration		DATE	

SAP CUSTOMER CODE 300140		DEPT REFERENCE
LINE #	WBS Code	AMOUNT
01	BUSVCOSECCURBRUOP	\$904,771

U.S. DEPARTMENT OF LABOR - EMPLOYMENT AND TRAINING ADMINISTRATION

PROJECT TITLE: School-to-Work Urban/Rural Opportunities Grant

MODIFICATION
NOTIFICATION OF AWARD / OBLIGATIONEFFECTIVE DATE:
July 27, 2000PAGE NO.
1NO. PAGES
2GRANT / AGREEMENT NUMBER:
U-7018-8-00-88-60MODIFICATION NUMBER:
02APPROPRIATION NUMBER:
A190-9-\$-VJAA-5SW62-4123
EIN NUMBER: 19-36002309TO: (AWARDEE'S NAME AND ADDRESS)
MULTNOMAH COUNTY
421 S. W. - 6th Avenue, Suite 700
Portland, OR 97204ISSUED BY:
U. S. DEPARTMENT OF LABOR/ETA/OGCM
DIVISION OF FEDERAL ASSISTANCE
200 CONSTITUTION AVENUE, N.W. RM. S-4203
WASHINGTON, D.C. 20210

CHANGES HEREIN HAVE THE FOLLOWING EFFECT ON FEDERAL GOVERNMENT FUNDS IN THIS AWARD

☒ INCREASED BY \$ 404,996☐ DECREASED BY - \$ N/A☐ REMAIN UNCHANGED

THE ABOVE-NUMBERED GRANT / AGREEMENT IS MODIFIED AS FOLLOWS:

1. To extend the period of performance through September 30, 2001.
2. To increase funding by \$404,996, from \$944,991 to \$1,349,987 in accordance with Page #2 of this modification.
3. To incorporate the Continuation Funding Matrix dated July 27, 2000 by reference.
4. Part IV - Special Conditions Item #6, is hereby, amended to increase the consultant fees from \$400 per day to \$450 per day.
5. Part IV - Special Conditions Item #10 is hereby amended to:

In compliance with Executive Orders 12876, 12900, 12928, and 13021, the grantee is strongly encouraged to provide subgranting opportunities for Historically Black Colleges and Universities, Hispanic Serving Institutions and Tribal Colleges and Universities.

APPROVED BY THE COUNTY

By: Beverly Stein
Beverly Stein, Multnomah County ChairAPPROVED MULTNOMAH COUNTY
BOARD OF COMMISSIONERSAGENDA # C-5 DATE 03/08/01
DEB BOGSTAD, BOARD CLERKTHOMAS SPONSER, COUNTY ATTORNEY
FOR MULTNOMAH COUNTYReviewed by: Katie Gault 11/30/01
Assistant County Attorney Date

EXCEPT AS HEREBY MODIFIED, ALL TERMS AND CONDITIONS OF SAID GRANT/AGREEMENT REMAIN UNCHANGED AND IN FULL EFFECT.

ACCEPTED THIS DATE FOR THE AWARDEE

DATE OF ACCEPTANCE

AUTHORIZED SIGNATURE FOR AWARDEE

LOLENZO T. POE, JR., DIRECTOR
(TYPED NAME AND TITLE)

EXECUTED FOR THE SECRETARY, U. S. DEPARTMENT OF LABOR

EXECUTION DATE

SIGNATURE OF GRANT/CONTRACTING OFFICER

LAURA A. CESARIO
(TYPE NAME)

PART II - BUDGET INFORMATION

SECTION A - Budget Summary by Categories

	(A)	(B)	(C)
1. Personnel			
2. Fringe Benefits			
3. Travel			
4. Equipment			
5. Supplies			
6. Contractual	913,638	382,867	1,296,505
7. Other	31,353	22,129	53,482
8. Total, Direct Cost (Lines 1 through 7)	944,991	404,996	1,349,987
9. Indirect Cost (Rate %)			
10. Training Cost / Stipends			
11. TOTAL Funds Requested (Lines 8 through 10)	944,991	404,996	1,349,987

SECTION B - Cost Sharing / Match Summary (if appropriate)

	(A)	(B)	(C)
1. Cash Contribution			
2. In - Kind Contribution			
3. TOTAL Cost Sharing / Match (Rate %)			

PART IV - SPECIAL CONDITIONS

1. Grant Officer's Technical Representative: The DOL/ETA Grant Officer's Technical Representative (GOTR) for this grant/agreement is:

Wes Davison
U.S. Department of Labor/ETA
1111 Third Avenue, Suite 900
Seattle, WA 98101
(206) 553-5642

The GOTR is not authorized to change any of the terms or conditions of the grant/agreement. Such changes, if any, will be accomplished by the Grant Officer by the use of a properly executed grant/agreement modification.

2. Equipment: Awardees must receive *prior approval* from the DOL/ETA Grant Officer for the purchase and/or lease of any equipment with a *per unit acquisition cost of \$5,000 or more, and a useful life of more than one year*. This includes the purchases of ADP equipment. A detailed description of equipment to be purchased, including price quotes, should be included with the awardees proposal. If not, awardees must submit this required detailed description list to the GOTR for review within 30 days of the grant/agreement award date. Failure to do so will necessitate the need for approval of equipment purchase on an individual basis.
3. Program Income: The awardee is authorized to utilize the "addition method" if any *Program Income* is generated throughout the duration of this grant/agreement. The awardee is allowed to deduct costs incidental to generating Program Income to arrive at a net Program Income [29 CFR Part 95.24(c)]; or [29 CFR Part 97.25(c)(g)(2)]
4. Pre-Award: The awardee hereby agrees that any allowable costs incurred by the awardee pursuant to this grant/agreement, prior to the obligation of funds by the Department are *incurred at the awardee's own risk*.
5. Reports: The awardee shall report program outlays (expenditures) and program income on an accrual basis. The awardee shall submit two copies of the following reports to the GOTR identified in Item #1 above: *(DO NOT MAIL REPORTS DIRECTLY TO THE GRANT OFFICER)*

- (A) Quarterly Financial Status Report (SF269) (Attachment #2) until such time as all funds have been expended or the period of availability has expired. Quarterly reports are due 30 days after the end of the calender year quarters;
 - (B) Quarterly Progress Reports due 30 days after the end of the calender year quarters;
 - (C) The Final Reports must be submitted no later than 90 days after the grant expires.
6. Consults: Consultant fees paid under this grant/agreement shall be limited to \$400 per day without additional DOL Grant Officer approval.
7. Rebates: The awardee agrees to advise the Grant Officer, in writing, of any forthcoming income resulting from lease/rental rebates or other rebates, interest, credits or any other monies or financial benefits to be received directly or indirectly as a result of or generated by these award dollars. Appropriate action must be taken to ensure that the Government is reimbursed proportionally from such income.
8. Publicity: No funds provided under this grant shall be used for publicity or propaganda purposes, for the preparation, distribution or use of any kit, pamphlet, booklet, publication, radio, television or film presentation designed to support or defeat legislation pending before the Congress, except in presentation to the Congress itself. Nor shall grant funds be used to pay the salary or expenses of any grant or agreement awardee or agent acting for such awardee, related to any activity designed to influence legislation or appropriations pending before the Congress.
9. Public Announcements: When issuing statements, press releases, requests for proposals, bid solicitation, and other documents describing project or programs funded in whole or in part with Federal money, all awardees receiving Federal funds, shall clearly state (1) the percentage of the total cost of the program or project which will be financed with Federal money, and (2) the dollar amount of Federal funds for the project or program.
10. HBCU: In compliance with Executive Order 12876, awardees are strongly encouraged to provide subcontracting or subgranting opportunities for Historically Black Colleges and Universities.

U.S. DEPARTMENT OF LABOR - EMPLOYMENT AND TRAINING ADMINISTRATION

PROJECT TITLE: School-to-Work Urban/Rural Opportunities

MODIFICATION
NOTIFICATION OF AWARD/OBLIGATIONEFFECTIVE DATE:
September 30, 2000PAGE NO.
1NO. PAGES
26AGREEMENT NUMBER:
U-7018-8-00-88-60MODIFICATION NUMBER:
03APPROPRIATION NUMBER:
A190-9-\$-VJAA-5SW62-4203
EIN: 93-6002309TO: (AWARDEE'S NAME AND ADDRESS)
MULTNOMAH COUNTY
421 SW - 6th Avenue, Suite 700
Portland, OR 97204ISSUED BY:
U. S. DEPARTMENT OF LABOR/ETA/OGCM
DIVISION OF FEDERAL ASSISTANCE
200 CONSTITUTION AVENUE, N.W. RM. S-4203
WASHINGTON, D.C. 20210

CHANGES HEREIN HAVE THE FOLLOWING EFFECT ON FEDERAL GOVERNMENT FUNDS IN THIS AWARD

☒ INCREASED BY - \$ 499,775☐ DECREASED BY - \$☐ REMAIN UNCHANGED

THE ABOVE-NUMBERED GRANT / AGREEMENT IS MODIFIED AS FOLLOWS:

- To increase funding by \$499,775 from \$1,349,987 to \$1,849,762 in accordance with Page 3 of this modification. These funds are for supplemental activities that will promote the sustainability of the defining features of the STW systems. These funds are available for 12 months from the date of execution.
- To modify the Statement of Work in accordance with Pages 4 - 26 of this modification.

APPROVED BY THE COUNTY:

By: Beverly Stein
Beverly Stein, Multnomah County ChairAPPROVED MULTNOMAH COUNTY
BOARD OF COMMISSIONERS
AGENDA # C-5 DATE 03/08/01
DEB BOGSTAD, BOARD CLERKTHOMAS SPONSER, COUNTY ATTORNEY
FOR MULTNOMAH COUNTY
Reviewed by: Kate Dargatzis 11/30/01
Assistant County Attorney Date**EXCEPT AS HEREBY MODIFIED, ALL TERMS AND CONDITIONS OF SAID GRANT / AGREEMENT REMAIN UNCHANGED AND IN FULL EFFECT.**

ACCEPTED THIS DATE FOR THE AWARDEE

SEP 29 2000

DATE OF ACCEPTANCE

Lorenzo Poe

(See Page 2, SF-424 for Certified Signature)

AUTHORIZED SIGNATURE FOR AWARDEE

LORENZO POE DIRECTOR
(TYPED NAME AND TITLE)

EXECUTED FOR THE SECRETARY, U. S. DEPARTMENT OF LABOR

SEP 29 2000

EXECUTION DATE

Laura Cesario

SIGNATURE OF GRANT/CONTRACTING OFFICER

LAURA A. CESARIO

(TYPE NAME)

PART II - BUDGET INFORMATION

SECTION A - Budget Summary by Categories

	(A)	(B)	(C)
1. Personnel			
2. Fringe Benefits (Rate)			
3. Travel			
4. Equipment			
5. Supplies			
6. Contractual	\$1,296,505	\$ 475,013	\$1,771,518
7. Other	53,482	24,762	78,244
8. Total, Direct Cost (Lines 1 through 7)	1,349,987	499,775	1,849,762
9. Indirect Cost (Rate %)			
10. Training Cost/Stipends			
11. TOTAL Funds Requested (Lines 8 through 10)	1,349,987		1,849,762

SECTION B - Cost Sharing/ Match Summary (if appropriate)

	(A)	(B)	(C)
1. Cash Contribution			
2. In-Kind Contribution			
3. TOTAL Cost Sharing / Match (Rate %)			

NOTE: Use Column A to record funds requested for the initial period of performance (i.e. 12 months, 18 months, etc.); Column B to record changes to Column A (i.e. requests for additional funds or line item changes; and Column C to record the totals (A plus B).

DFA00-105-03

APPLICATION FOR
FEDERAL ASSISTANCE

1. TYPE OF SUBMISSION <input type="checkbox"/> Application <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction		2. DATE SUBMITTED 7/6/00	Applicant Identifier
Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction		3. DATE RECEIVED BY STATE 6/20/00	State Application Identifier
		4. DATE RECEIVED BY FEDERAL AGENCY	Federal Identifier

5. APPLICANT INFORMATION Legal Name: Multnomah County, Oregon		Organizational Unit: Department of Community & Family Services	
Address (give city, county, State and zip code): 421 SW 6th Ave., Suite 700 Portland, OR 97204		Name and telephone number of the person to be contacted on matters involving this application (give area code): Regena Warran (503)988-3010 x 281304	

6. EMPLOYER IDENTIFICATION NUMBER (EIN) <div style="border: 1px solid black; padding: 2px; display: inline-block;"> 9 3 - 6 0 0 2 3 0 9 </div>	7. TYPE OF APPLICANT (enter appropriate letter in box) B <div style="display: flex; justify-content: space-between; font-size: small;"> <div> A. State B. County C. Municipal D. Township E. Interstate F. Intermunicipal G. Special District </div> <div> H. Independent School Dist. I. State Controlled Institution of Higher Learning J. Private University K. Indian Tribe L. Individual M. Profit Organization N. Other (Specify): </div> </div>
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8. TYPE OF APPLICATION <input type="checkbox"/> New <input type="checkbox"/> Continuation <input checked="" type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es): <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 0 5px;">A</div> <div style="border: 1px solid black; padding: 0 5px;"></div> </div> <div style="display: flex; justify-content: space-between; font-size: x-small;"> <div>A. Increase Award D. Decrease Duration</div> <div>B. Decrease Award Other (specify):</div> <div>C. Increase Duration</div> </div>	9. NAME OF FEDERAL AGENCY Department of Labor Department of Education
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10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER <div style="border: 1px solid black; padding: 2px; display: inline-block;"> 1 7 - 2 4 9 </div> TITLE:	11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT Alternative Schools Pathways
---	--

12. AREAS AFFECTED BY PROJECT (cities, counties, States, etc.): Multnomah County, Oregon		
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13. PROPOSED PROJECT: <div style="display: flex; justify-content: space-between;"> <div> Start Date on award </div> <div> Ending Date 12months </div> </div>	14. CONGRESSIONAL DISTRICTS OF: <div style="display: flex; justify-content: space-between;"> <div> a. Applicant 1 </div> <div> b. Project 1&3 </div> </div>
---	--

15. ESTIMATED FUNDING:	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? a. YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON DATE <u>June 20, 2000</u> b. NO. <input type="checkbox"/> PROGRAM IS NOT COVERED BY E.O. 12372 <input type="checkbox"/> OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW
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<table style="width:100%; border-collapse: collapse;"> <tr> <td style="width:20%; font-size: x-small;">a. Federal</td> <td style="width:20%; font-size: x-small;">\$</td> <td style="width:20%; text-align: right;">499,775</td> <td style="width:20%; font-size: x-small;">.00</td> </tr> <tr> <td style="font-size: x-small;">b. Applicant</td> <td style="font-size: x-small;">\$</td> <td></td> <td style="font-size: x-small;">.00</td> </tr> <tr> <td style="font-size: x-small;">c. State</td> <td style="font-size: x-small;">\$</td> <td></td> <td style="font-size: x-small;">.00</td> </tr> <tr> <td style="font-size: x-small;">d. Local</td> <td style="font-size: x-small;">\$</td> <td></td> <td style="font-size: x-small;">.00</td> </tr> <tr> <td style="font-size: x-small;">e. Other</td> <td style="font-size: x-small;">\$</td> <td></td> <td style="font-size: x-small;">.00</td> </tr> <tr> <td style="font-size: x-small;">f. Program Income</td> <td style="font-size: x-small;">\$</td> <td></td> <td style="font-size: x-small;">.00</td> </tr> <tr> <td style="font-size: x-small;">g. TOTAL</td> <td style="font-size: x-small;">\$</td> <td style="text-align: right;">499,775</td> <td style="font-size: x-small;">.00</td> </tr> </table>	a. Federal	\$	499,775	.00	b. Applicant	\$.00	c. State	\$.00	d. Local	\$.00	e. Other	\$.00	f. Program Income	\$.00	g. TOTAL	\$	499,775	.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If "Yes," attach an explanation
a. Federal	\$	499,775	.00																										
b. Applicant	\$.00																										
c. State	\$.00																										
d. Local	\$.00																										
e. Other	\$.00																										
f. Program Income	\$.00																										
g. TOTAL	\$	499,775	.00																										

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT. THE DOCUMENT HAS BEEN ONLY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.		
a. Typed Name of Authorized Representative Lorenzo T. Poe	b. Title Director	c. Telephone number (503)988-3691
d. Signature of Authorized Representative 		e. Date Signed 7/5/00

Previous editions are not usable

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Standard Form 424 (Rev. 1-77)
Prescribed by GSA FPMR (41 CFR) 101-11.6

The extent to which the partnership demonstrates qualitative and quantitative evidence of success in implementing and sustaining the school-to-work defining features which illustrate What Learners Experience K-16 and Beyond. (30 points)

A. Ensure opportunities and equal access for participation of all youth, including out-of-school youth.

Alternative Pathways specifically serves out-of-school youth in the Enterprise Community (EC) who have been retrieved through Portland's network of alternative schools. These 1,100 underserved youth, 25% of the entire EC youth population aged 14-21, now have access to School-to- Work (STW) and education reform that equals, and in some cases exceeds, the access available in local traditional high schools. Demographics of students in the Alternative Pathways schools are:

Characteristic	Percentage	Characteristic	Percentage
Total Students: 1,101	100%	Native American	5%
Male	57%	Asian/Pacific Islander	7%
Female	43%	Eastern European	2%
African American	35%	Gang-affected	59%*
Latino	20%	Pregnant or parenting	14%*
Caucasian	31%	Economically disadvantaged (Title I and/or free/reduced lunch)	79%*

*statistic based on students from six schools; information unavailable from two schools

The design of the Alternative Pathways project reflects the commitment of all partners to provide a quality education for all students and assures that students have ready and equal access to a full range of programs. Alternative Pathways was created expressly to equip at-risk and dropout students with skills for long-term success in the workplace and in their everyday lives. Technical assistance and professional development are provided for teachers, mentors, employers and counselors to train women, minority youth, and youth with disabilities. In addition, the Alternative Pathways system involves intensive career exploration and exposure to the workplace through STW activities, key factors in keeping potential dropouts in high school, as well as in motivating and preparing students for advanced instruction leading to the workplace and post-secondary programs. Social supports are delivered primarily through an Advocate at each school who helps at-risk students with all aspects of transitioning from the alternative school setting to post secondary training or work experience. Each Advocate is employed .6 time in each of the schools to support students during their participation in the project. The Advocate serves the student as advisor and is a resource for overcoming barriers to success. He or she also serves as a member of the student Advocate Team and works with the college

Transition Specialist to support students transitioning from secondary to post secondary education, apprenticeship or training. These activities provide essential support to the Alternative Pathways students.

Alternative Pathways students participate in a range of activities to connect academics to the workplace and to prepare them for college transition. The table below illustrates the students' Alternative Pathways activities over a 1.5 year period.

ALTERNATIVE SCHOOL PERFORMANCE DATA: October 1, 1998 - March 31, 2000

Enrollments	180	School-to-Work Activities	1,242
Pre-Employment Training Activities	919	Career Awareness Modules	746
Community College Orientation	360	Enter Community College	170

B. Connect STW to the State's higher academic and industry-recognized skill standards movement.

The Alternative Pathways system incorporates all the state's eight essential elements which guide the design and implementation of Oregon's STW and school improvement systems. Alternative Pathways addresses all eight elements: 1) Career Awareness, 2) Exploration and Counseling; 3) Structured Work Experiences tied to CIM and CAM certifications; 4) Integration of academic and occupational instruction as well as school-based and work-based learning; 5) The recognition of diverse student needs and learning strategies; 6) Credentials for both academic and occupational skill mastery recognized by post secondary institutions and employers; 7) Continuous evaluation and improvement strategies; and 8) A broad governance structure.

The curriculum taught in the schools is organized around the six Certificate of Advanced Mastery (CAM) endorsement areas as legislated in Oregon's Educational Act for the 21st Century: 1) Arts and Communication 2) Health Services, 3) Human Resources, 4) Business and Management, 5) Industrial and Engineering Systems, and 6) Natural Resource Systems. Schools tend to specialize in certain CAM areas and provide appropriate school and work based experiences for their students. One example is LISTOS, a bilingual (Spanish and English) alternative school, which implemented a high technology CAM institute (*Proyecto Conexion*) that addresses gaps in education and unemployment. Students learn computer programming, computer assembling and visit corporate high-tech sites. This program provides disadvantaged youth with opportunities to gain skills that lead to living wage jobs in technology careers.

C. Emphasize teaching and learning in the context of real-life applications and careers.

Oregon's high standards require that students demonstrate their knowledge and skills and the Alternative Pathways project provides opportunities for students to practice their academic skills within contextual, project based learning. Examples include:

LISTOS requires Pathways candidates to compose a series of written pieces based on internet research and interviews of professionals in the students' field of interest. The essay requirements and the methods for assessment are in alignment with those of the CIM writing benchmarks.

Corps Restoring the Urban Environment (CRUE) is a STW program at Open Meadow Learning Center which integrates academics with the development of life skills and job skills. CRUE students use job sites as the classroom, earning credits experientially through working on environmental restoration projects for business and government agencies. Some of their projects have included soil bio-engineering and bank stabilization, plant propagation, restoration maintenance, water quality testing and trail and deck construction.

POIC introduces students to the metals industry through classroom education and hands on experience in welding classes at Mt. Hood Community College. Twelve students earned dual credit and worked toward welding certification this year.

Students at Portland Youth Builders learn construction skills through hands-on experience building affordable housing. Participants alternate their time on the construction site and in the classroom.

Students at the Youth Employment Institute (YEI) have developed a Portland Survival Guide (including a video) that lists Portland-area employers and agencies that typically hire young people; the guide features student definitions of workplace readiness.

D. Connect work-based learning experiences to students' course work and career plans.

Alternative Pathways gives students a variety of intensive, high standards based, integrated learning experiences related to their developing career interests and expertise. Collaboration between the student and the staff results in a tailored STW plan which outlines structured work-based experiences. For employed students, the staff works with employers to integrate school-based learning into the existing or future job assignments and helps students meet a variety of academic standards. Students participate in a broad range of work-based learning activities such as job-shadowing, unpaid and paid work experience, internships and mentoring in their chosen career paths.

The schools in Alternative Pathways have implemented STW modules to give students activities to expand the work experience. They research target career choices related to a career interest inventory and conduct informational interviews with professional people in each target career area. A thorough writing process is

followed to produce a final college level research paper, which is then presented orally. Work based learning experiences include job shadows, internships, site evaluations and self-evaluations. The self evaluation gives students opportunities to consider their competence in workplace skills such as: showing initiative, seeking feedback regarding performance, courtesy, promptness and asking for help when needed, all of which help students meet the Career Related Learning Standards in CIM and CAM.

YEI has weekly service learning opportunities; two current sites are King Elementary School and Providence Hospital. Mature students with an 80% attendance rate have the opportunity to participate in a CAM strand paid work experience. Undecided YEI students narrow their scope of interest with job shadows.

E. Infuse career development throughout the curriculum.

Alternative Pathways students are introduced to community colleges and professional technical training and other training, such as apprenticeships, through comprehensive and intense career awareness, career orientation and structured work-based learning experiences, such as job shadows, mentorships and field trips. Students will encounter a broad range of career and educational options at both the alternative school and college levels. Structured classroom-based and work-based learning activities that integrate occupational and academic curriculum build effective pathways based on a student's interest and are consistent with high demand occupations within the local labor market, such as graphic designers, nurses, mechanics, construction workers or accountants.

Some Alternative Pathways schools focus on various career tracks and organize their entire school program around that focus. For example, Portland Youth Builders offers education, training and leadership development in the construction trades. Students in this program have completed over 25,000 hours of volunteer work with twenty different community organizations, and 83% of its graduates are employed or enrolled in college.

A partnership with United Parcel Service (UPS), Portland Public Schools, PCC and Alternative Pathways is a STW program that gives students the opportunity to complete their high school education, gain paid work experience and take college level classes. Students complete a program in Managerial Service Development and work 25 hours a week as a loader. Seventeen students participated in this program this year.

F. Establish career pathways/career clusters that connect to post-secondary options for all learners.

Youth in alternative schools are often unfamiliar with career and educational options and programs as well as standards and requirements. As a critical component, alternative schools familiarize students with the choices available, point out potential pathways to attaining these goals, and provide intensive STW experiences that allow students to explore different career options. Career themes such as Health and Business are infused into academic core subjects as a means to increase student interest and academic performance. Community college and alternative school faculty work collaboratively to develop career-themed integrated projects based on Oregon's academic benchmarks. Participants in the 1999 Summer Curriculum Institute designed relevant, project based curriculum for the alternative schools. These lessons used "real-life" simulations that developed skills in core educational content areas and helped students meet the Oregon Career-Related Learning Standards. Projects include "Project Trauma," which introduces students to various aspects of health care; they observe departments in a hospital and complete in-class academic projects connected to the real-world experiences they have while job shadowing.

G. Integrate academic and technical curricula within and across subject areas and grade levels.

Schools participating in the Alternative Pathways Project have closely integrated academic and technical curricula as part of their focus on CAM strands and their compliance with the state's adopted academic content and career related learning standards. Students' vocational and technical experiences on job sites are closely linked to classroom learning, particularly to the endorsement areas and career pathways.

Portland OIC's Metals Program introduces students to the metals industry through classroom education and hands-on experience through our partnership with Mt. Hood Community College. Twelve students participated this year. Youth Builders incorporates vocational math and business English in their academic classes. Open Meadow's CRUE students do projects requiring competency in technical areas such as surveying, map making, drawing and drafting, landscape design and water quality monitoring. *Proyecto Conexion* (a high technology institute at LISTOS), addresses gaps in education and employment, providing Latino youth opportunities to gain skills leading to higher paying jobs in technology careers. In most of the Alternative Pathways' schools, students' experiences are closely linked to classroom learning, particularly in the endorsement areas, Oregon's career pathways.

II. The extent to which the partnership demonstrates qualitative and quantitative evidence of success implementing and sustaining the school-to-work defining features which illustrate How Local Communities Support STW. (15 points)

A. Leverage specific public and private funds, resources and staff from all of its key partners and from sources outside the partnership to support STW activities.

All key Alternative Pathways partners contribute funds, staff and other resources to the project's success. Portland Public School District (PPS) contracts with approximately twenty local community-based alternative schools, passing through approximately \$8 million in state school funds annually. The eight schools in Alternative Pathways and Portland Community College's alternative program, all serving students in Portland's Enterprise Community, received \$6 million from PPS during the 1999-2000 academic year. PPS holds all of its alternative schools accountable to provide rigorous academic instruction and valuable STW activities for their students. The Alternative Schools Coordinator for PPS was a founding member of both the Regional Alternative Schools Consortium (RASC) and Alternative Pathways. He helped to initially develop each partnership and continues to actively serve on the Steering Committee for both. He continuously advocates for and supports the delivery of staff development activities around STW and rigorous academic standards. All of his time is an in-kind investment in Alternative Pathways.

Participating alternative schools leverage significant staff, funds and resources in order to provide the full array of Alternative Pathways services to their students. Executive Directors have played an active role in defining and implementing this project in their schools and in developing a STW system for the alternative education arena within the Enterprise Community. They each serve on a Directors' Committee which meets monthly, and three Directors serve on the Steering Committee, which also meets monthly. Directors have actively engaged their instructional and support staff to provide school-based activities and contextualized instruction for students. They also supervise the .6 fte Advocates funded with current UROG dollars. Instructors and Advocates from all schools serve on various project committees which constitute our infrastructure and focus efforts towards building a STW system for alternative school youth. Our alternative schools all exert considerable effort to leverage public and private funds to support the objectives of the Alternative Pathways project, specifically STW activities, post-secondary transition and professional

development around rigorous performance standards/contextualized teaching and learning. Some sources of leveraged funds are:

City of Portland	United Parcel Service
Multnomah County	Portland Public Schools Foundation
Portland Public Schools	Precision Castparts
Oregon Commission on Children and Families	Casey Family Program
Workforce Investment Act	Providence Health Systems
Portland General Electric-Enron	Portland State University
Regional Arts and Culture Council	Pacificorp
Federal Office of Juvenile Justice and Delinquency Program	

Multnomah Education Service District (MESD) is responsible to support education in the eight school districts within Multnomah County, including PPS, the largest in the area. MESD formally organized the alternative education community in both Multnomah and Washington Counties in 1994 in order to receive federal STW funds and participate as a sub-region in the regional STW system. MESD and RASC continue to lead the STW movement within the alternative schools in this region. The Director of Alternative Education was a founding member of both RASC and Alternative Pathways. She helped to initially develop each partnership and continues to actively serve on the Steering Committee for both. All of her time is an in-kind investment in Alternative Pathways. MESD also employs the project coordination staff for Alternative Pathways, including the Project Manager, Curriculum Specialist, and Project Assistant. UROG funds the personnel costs for these staff, but all costs involved in housing these three staff are in-kind donations of the MESD.

Portland Community College (PCC), the state's largest community college and largest alternative school, is an active partner in this project as the primary provider of post-secondary education for students in Alternative Pathways. The Director of PCC's alternative programs participated in the initial development of this project and continues to serve on the Steering Committees for RASC and Alternative Pathways. PCC also supports a Transition Specialist who assists Alternative Pathways students in registering for PCC courses and navigating the college campus. Both staff donate their time in-kind to this project.

B. Connect STW to existing publicly and privately funded structures and collaborative initiatives, if applicable (e.g., EZ/EC initiatives, New American High Schools, Youth Opportunities Areas, Welfare-to-Work).

Alternative Pathways directly supports the 1,100 students in its eight schools to attaining the following **Enterprise Community benchmarks**:

1. Increase in the high school graduation rate: Many Alternative Pathways students, such as Jessica at LISTOS, dropped out of school for several years and were retrieved by participating alternative schools, and, motivated by the prospect of college, completed their diplomas or GED's while participating in multiple STW activities related to their career interests, and are now fully transitioned into college, taking courses towards their degrees and career paths.
2. Increase in the numbers of adults with post-secondary education: Over the past two years, 222 alternative school students within the Enterprise Community have taken post-secondary courses. Most of these students are first-generation college students, like Khalil from Portland Night High School, who never thought he could go to college, and are now enrolled. One of the primary concerns that initially brought partners to the table four years ago was the dissatisfaction with alternative school students walking out the door with a GED with high school staff wishing them well. Most of these students never set foot on a college campus. Alternative Pathways creates a transition for these students to the post-secondary setting. 170 alternative school students have entered college through the UROG-funded Alternative Pathways project, most of them first-generation college students.
4. Increase in the numbers of people leaving post-secondary education course work with skill sets to match workforce needs. Many Alternative Pathways students are interested in high technology, health, and the trades, all of which are local targeted industries; these students complete STW activities and college courses within these areas.
5. Increase in employability: The pre-employment training, STW activities and career exploration increase the employability, transferable skills and potential for higher paying future positions of Alternative Pathways students. Many Alternative Pathways students who participate in a structured work experience get hired by the employer sponsoring that experience. A LISTOS student, for example, who lives in North Portland, was gang-affected, a single parent and Limited English Proficient when he began

Alternative Pathways. This young man completed a structured work experience at Wyden and Kennedy, where he designed an advertisement and submitted it to a potential client corporation in a competitive bidding process. His ad won Wyden and Kennedy this particular ad campaign. The company flew this young man to San Francisco--his first time on an airplane--to present his ad to corporate level executives. He now works part-time at Wyden and Kennedy while simultaneously taking community college courses, working towards a degree in Business; his employer contributes financially to his college tuition and fees.

6. Increase in the average wage: The link between educational attainment and earning potential is powerful. The per capita income for EC residents is \$14,904, 20% less than Multnomah County as a whole. 7% of EC adults have less than a 9th grade education; this is nearly 3% higher than Oregon adults overall. Alternative Pathways students in the UPS project earn 14% more than the per capita income referenced above, plus UPS pays the students' tuition for classes leading to a Business Degree, hoping these students will remain at UPS and become managers. Students in Alternative Pathways summer subsidized work experiences earn an even higher wage.

7. A stronger local workforce for local businesses and targeted industries: Alternative Pathways works to prepare strong workers who will remain in the region.

8. A stronger connection between business and education to provide STW transition services: Alternative Pathways develops this connection for alternative school youth in the EC.

9. Access to and success in STW: To-date, Alternative Pathways students have completed 1,242 STW activities.

10. Access to and success in Education Reform: All 1,100 students in alternative schools served with UROG funds have access to education reform, specifically the CIM and CAM, commensurate to students in traditional high schools.

Youth Opportunity System: Portland/Multnomah County's EC was recently awarded a Youth Opportunity Grant. Alternative Pathways and the Youth Opportunity system share key emphasis and outcomes, specifically: enhanced STW opportunities, pre-employment training, high school completion, and post-secondary enrollment. Alternative Pathways has to date participated in the following ways:

The project was included in the original grant proposal as a partner

1. Alternative Pathways partners and staff participated in DOL site visit prior to award
2. Alternative Pathways wrote a "concept paper" after Portland received award regarding the project's possible role in the new system.
3. Alternative Pathways key partners are participating on Youth Opportunity Focus Teams
4. Alternative Pathways key partners and Youth Opportunity key leaders are currently exploring the potential linkages between the two projects, both short- and long-term.
5. Alternative Pathways and the Youth Opportunity system will collaborate to provide services to alternative school students participating in education, STW, and employment activities during the summer months.

C. Link its activities and strategies to other local, regional and state STW activities.

Alternative Pathways links with a variety of key local, regional and state activities. The Regional Alternative Schools Consortium (RASC), is the primary entity supporting STW for high-risk alternative school youth, in the EC and other areas in this region. RASC provides professional development for teachers around school-based and work-based learning.

Portland Public Schools' PACT Center is currently the district's primary STW arm. This partner was critical in designing the UPS project in which 17 Alternative Pathways students and a number of students from the two traditional high schools within the EC participate. Students simultaneously work for UPS, take college classes sponsored by UPS and work to complete high school. Alternative Pathways, including PCC, and the PACT Center, will seek other opportunities to replicate this model STW program.

Co-operative education is a key local STW strategy. During the summer of 1999, 31 Alternative Pathways students participated in co-operative education through PCC. Students earned college credit while they worked in positions secured by themselves or by Advocates. In addition to employment, students learned about workplace behaviors and skills. Students worked in a variety of fields, including customer service, hospitality, construction, marketing, law, and government.

The Career Academy model is another key local STW/Education Reform strategy, currently being implemented by districts throughout the region, to restructure schools. This regional effort includes alternative school and out-of-school youth. Alternative Pathways schools with current career pathways include: Open Meadow's natural resource/environmental program, Portland Youth Builder's construction program, and LISTOS' high-tech computer program. The Alternative Pathways project is highly interested in developing additional Career Academies as the framework for STW, academic standards, and post-secondary education and training.

Alternative Pathways strategies and activities are consistent with Oregon's State STW Plan. The project upholds Oregon's Educational Act for the 21st Century as the rigorous academic standards that our students should achieve. Oregon law requires that all students in alternative schools have the opportunity to receive a CIM. Professional development, curriculum design and STW activities align with the CIM and CAM and their associated Career Related Learning Standards.

Since the inception of 1994's STWOA, Oregon's Department of Education (ODE) has underscored access for all students in the STW system. Alternative Pathways is serving a traditionally underserved population of students with STW and other aspects of education reform. As project partners have traveled to other parts of the nation, it has become clear that the Alternative Pathways partnership is extremely unique in that it sets post-secondary transition as an achievable goal for high-risk youth with multiple barriers residing in an EC.

Another key piece of the state system which is integral to Alternative Pathways is to facilitate student entry and successful transition to post-secondary education and training programs. 170 of the 1,100 students in Alternative Pathways schools entered community college and are at various stages of full transition. The project's annual target for students who enter college is 73, and over a five term period, 170 have entered. All participating schools currently have waiting lists of students desiring to participate in the structured STW and post-secondary transition activities of Alternative Pathways.

Alternative Pathways' Student Transition Planner meets the state's goal to have students prepare individual learning, career and personal development plans. Each student entering Alternative Pathways is required to complete the Student Transition Planner, which includes career and academic goals,

participation in and completion of Pre-Employment Training, STW, Career Exploration, Career Exploration Inventories, resume development, mock job interviews, career research papers, and post-secondary transitional coursework. The alternative schools also track student performance on state assessments.

A key component of Oregon's state STW plan is providing professional development around school-based and work-based learning in an Institute structure; Alternative Pathways conducted a Curriculum Institute last summer. Six teams consisting of alternative school staff and community college staff, each representing one of the six CAM areas, created contextual projects using Oregon's Career-related Learning Standards and 10th grade CIM standards as outcome guidelines. The resulting projects not only met these standards but raised a higher standard for alternative school curriculum overall. Project topics included: "Road to Success," "Do Something!" and "Technology: Back to the Future." All six projects were bound and distributed to participants and to teachers in all 120 alternative schools in the region. Alternative Pathways partners want to conduct similar Institutes to create lasting contextual curriculum based on state academic standards and workplace standards endorsed by local employers.

D. Share information and resources with similar urban or rural high poverty areas.

Alternative Pathways partners have disseminated the successful elements of this model in various venues. Presentations include:

1. "Work Now and in the Future" Conference--Portland, November 1998
2. Policy conference at Johns Hopkins University--Baltimore, January 1999. Other participating cities included: Boston, Kansas City, and Seattle. Portland furthered its reputation as a model to other urban areas in earlier stages of implementing projects similar to Alternative Pathways.
3. "Boundary-Breaking Public Schools: How to Create Alternative, Magnet, and Charter Schools that Work," sponsored by the National Education Service--Tempe, Arizona, February 1999. Alternative Pathways hosted the only session addressing out-of-school youth participation in STW and transitioning alternative school students to post-secondary education.
4. Oregon Association for Alternatives in Education--Eugene, October 1999

5. Regional Alternative Schools Consortium presentation--Project Manager, alternative school staff and students presented model and its successful components to educators from 120 local alternative schools--April and May, 1999
6. Portland Youth Builders hosted a national conference in Portland--spring 2000--and presented Alternative Pathways
7. Urban League presented Alternative Pathways to 114 affiliates at the national Urban League conference in Philadelphia in 1999.

E. Ensure ongoing strategies for recruiting and retaining existing employers and organized labor partners.

Currently, the partnership has business partners in the career areas below:

Arts and Communication (6)	Human Resources (19)
Business and Management (35)	Health Services (7)
Natural resource systems (1)	Industrial and Engineering (18)

Multnomah County and the City of Portland are emerging as key employer partners for the local STW system, especially the alternative school community. The County has hired a School-to-Career Liaison who links actively with the Alternative Pathways Project Manager; currently, plans are underway to place students in internships within several County departments, including the Library.

One of the project's largest needs at this time is a centralized employer network for all students to participate in a comprehensive continuum of STW activities. The Employer-Involvement Sub-Committee has facilitated extensive analysis of project, school, and student needs from employers around STW. Material was condensed and distributed to local employers.

Alternative Pathways does incorporate several key components of the State's methods for engaging business, industry and organized labor.

1. Oregon Business Council's "The Bigger Picture," an orientation for employers to work with students and educators in the workplace, is currently under review by Alternative Pathways for use with employers who provide structured and subsidized work experiences for alternative school students. This training tool, developed with NSTWO Technical Assistance Line of Credit funds, teaches employees how to a) mentor

students through job shadows, internships, classroom speaking and school projects, and b) mentor educators through site visits and teacher internships.

2. Accessing student and teacher internships through the local Business Education Compact.
3. Establishing effective partnerships.
 - The UPS Project, described in detail in Section IE
 - Participating as a partner in the new local Health Care Consortium, consisting of all local large health care providers, local schools and community colleges, recently formed to identify health care career ladders and develop industry-specific training.
 - Participating in other region-level education partnerships with industry consortiums

III. The extent to which the partnership demonstrates qualitative and quantitative evidence of success in implementing and sustaining the school-to-work defining features which illustrate How All Stakeholders Are Prepared to Participate. (10 points)

A. Incorporate STW into all training and professional development activities for all stakeholders.

Professional development is based on best practices and model programs within the STW framework.

Alternative school teachers participate in several large group trainings made available through the Regional Alternative Schools Consortium (RASC), as well as in-service trainings provided at their individual school sites. Business partners are mentored into the project as they accept students for work-based activities. Ongoing efforts to improve services to youth are encouraged by needs assessments, goal setting activities and planning sessions that define strategies to meet project goals.

Much of the professional development is brokered through RASC, a network of 120 alternative schools in Multnomah and Washington Counties. The consortium was created with federal STW dollars in 1994. Trainings have focused on contextualized learning, integration of professional technical training and academic areas, technology based instructional techniques, portfolio assessment, and support for improving academic areas of instruction. Each year these trainings serve 250 educators from alternative schools, the community colleges and members of the employment community.

B. Connect STW professional development activities with post-secondary pre-service and in-service training.

The professional development activities in this project have been closely aligned with staff at PCC, a key partner in Alternative Pathways. Collaborative efforts for curriculum development and training were facilitated at the 1999 Summer (detailed on Page 5). Most of the staff development activities take place in PCC facilities, including the RASC trainings, teacher-to-teacher workshops and reciprocal teacher visitations. PCC has representation on the curriculum committee, and their instructors are invited to any trainings that are given by the project. Alternative Pathways provides on-going professional development through RASC, and acts as a clearinghouse for information on other STW trainings in the Portland area.

IV. The extent to which the partnership demonstrates qualitative and quantitative evidence of success implementing and sustaining the school-to-work defining features which illustrate How We Know Works. (10 points)

A. Embed STW data elements into existing Local Management Information Systems (MIS).

Several Alternative Pathways schools utilize Multnomah County's MIS system, INFOS, to track STW activities such as: Employment Readiness and Assistance, Employment Support Services and Vocational Training. All participating schools utilize PPS's electronic database which tracks alternative school overall plans and activities, including attendance, credits, and standardized test scores in math and reading. Currently, this database does not include fields to track STW, state assessment scores, or CIM completion. Expansion of the database to include these fields is part of this proposal.

Each student entering Alternative Pathways is required to complete the Student Transition Planner, which includes Pre-Employment Training, STW, Career Exploration, Career Exploration Inventories, resume development, mock job interviews, career research papers, career and academic goals and post-secondary transitional coursework. This Transition Planner is completed through a series of small workshops and individual assistance from the advocate/teaching team. Currently, the Transition Planner is on paper, and a project task force is currently exploring the possibility of putting this in electronic format.

Currently, alternative school STW data are not included in the State database, but partners are exploring ways to include alternative school data in the state system, and discussing this with ODE STW and School Finance staff. Alternative Pathways attempted to utilize the School-to-Work Information System (SWIS), a

locally developed matching and reporting tool, to match students with STW activities, which would have automatically reported such data to the state, but SWIS proved an ineffective tool for alternative schools in our community. We will continue to watch SWIS for possible collaboration when it becomes Internet-based, which is slated to occur this fall.

B. Establish multiple strategies for evaluating STW system impacts and student outcomes.

Alternative Pathways utilizes continuous improvement principles and procedures in implementing all elements of our project. Project coordination staff compiles school data and includes it with written progress towards system-building and overall project objectives and creates a written report for the federal funding agency on a quarterly basis. The project's Steering Committee has representation from each partner and from each sub-committee and informally monitors each Sub-committee's efforts towards achieving their objectives.

Elements of the quality assurance system utilized by Alternative Pathways in ascertaining both student outcomes and system impacts:

Method	Frequency
Collecting and maintaining student service records, including service provided, staff time spent on each service activity	Monthly
Student surveys and focus groups regarding impact of their STW experiences, post-secondary experiences and career goals	Quarterly
Focus groups with teachers, advocates and directors regarding impact of Alternative Pathways on school culture and student performance, as well as system development	Quarterly
Written reports from alternative schools regarding student performance	Monthly
Meetings with various project partners regarding system development & impacts: Steering Committee Directors STW Coordinators Teachers Advocates Employers	Monthly
Project-wide independent evaluation	Annually
Site visits to schools by Project Coordinator and Curriculum Specialist	Monthly
Student presentations/panels	Quarterly
Surveys and meetings with employers regarding student performance	Ongoing
Analysis of PCC database of Alternative Pathways students	Quarterly

C. Use findings for continuous improvement and to build awareness and support among key stakeholders.

In addition to continuous evaluation processes, Alternative Pathways has an annual project-wide evaluation conducted by an independent evaluator. The first year evaluation combined quantitative data gathered throughout the year with qualitative methods, primarily student surveys and staff focus groups. This evaluation yielded several key results. One recommendation was that we should "thoroughly address data collection issues." The project responded in several ways:

Project coordination staff and alternative school directors formed a task force and redesigned the content and format for monthly reporting by alternative schools
Project coordination staff designed a web-based tool for schools to use for monthly reports
Project selected a new evaluator for the second year who is designing, in conjunction with the project coordination staff and other project partners, a specific framework for evaluating the entire program utilizing a participatory approach, which involves both quantitative and qualitative data and analysis methodology.
Data collected continuously from alternative schools and Portland Community College around student academic skill level, social skills, career interests, and success, have been utilized this year to modify policies around required skill levels for students to enroll in college classes, spur communication between college and alternative school faculty, and build partnerships with employers within specific career fields.

V. Evidence that the local partnership has given the State STW officials 20 days to review and comment on its application for 2000 UROG Supplemental funds. (10 points)

A. Evidence that the UROG has discussed and reached agreement with the State on a plan to integrate the local partnership into the larger statewide system and connect its activities to statewide education, workforce development and economic development initiatives.

This proposal was received by ODE on June 20th; ODE reviewed the proposal and returned it with comments and a letter of support on June 21st. Strategies to integrate Alternative Pathways with the state system, per discussions between Alternative Pathways Manager and EDE STW Coordinator, will include:

Disseminate Alternative Pathways through ODE website, trainings and workshops
ODE will designate a liaison to Alternative Pathways and ensure this individual's connection with the ODE liaison to the Oregon Association for Alternatives in Education.
Alternative Pathways' professional development around school-based learning for teachers and work-based learning for the Employment Specialists, Advocates and Employer Liaison) directly align with the state's emphasis on professional development around these two areas.
Partner with local Business Education Compact to access internships for students and teachers.
Career Information System (CIS), managed by the University of Oregon, is the state's most comprehensive and widely used electronic system of its kind. It includes useful information related to STW and post-secondary transition, pillars of the state's system and the Alternative Pathways project. Current employment, wages, outlook, hiring practices, preparation, and licensing, in addition to the aptitudes and skills required, are reported for each of 367 occupations. Every post-secondary program of study or training offered in Oregon is described within one of the 124 programs. CIS also includes information about self-employment, apprenticeship, job search, industries, and the military as an employer.
ODE is currently in the midst of thoroughly reviewing the structure and purposes of CIM and CAM. Key Alternative Pathways partners, who are also involved in the Oregon Association for Alternatives in Education, the state's alternative education consortium, and providing input via electronic surveys, will also participate in this review in other manners as opportunities arise. A letter to Stan Bunn, Oregon's Superintendent of Public Instruction, which follows, expresses our interest in actively participating in the current review.

VI. The extent to which the partnership demonstrates effective and measurable strategies that includes a workplan and timeline to utilize UROG Supplemental funds to sustain STW defining features and system building efforts. (25 points)

Both *student services* and *system-building* components of the Alternative Pathways project need additional development. Students are on waiting lists to participate in Alternative Pathways. Additional funds are needed to serve current students and expand services. The public and private funds currently used to leverage the UROG funds will decrease for this next school year. Need is increasing, funds are decreasing. As previously mentioned, in Section IIA, PPS contracts with Alternative Pathways schools. State school support is the primary funding source leveraged with UROG funds to provide Alternative Pathways services. During the 1999-2000 year, PPS "passed through" approximately \$6 million dollars of state school support to Alternative Pathways schools. This amount has been reduced for the 2000-2001 academic year to \$5.5 million due to school district and other local funding cuts. Participating alternative schools have demonstrated their investment in the success of this project by, amongst other things, leveraging funds from other sources to cover project and student related costs not funded through existing UROG dollars. The ability of alternative schools to leverage other funds to cover the actual cost of implementing the project is decreasing due to these cuts. Given the intense barriers facing our students (see demographic characteristics, page 1) and dire need to equip our students with the necessary skills, mind-set and opportunities to get on a career pathway towards living-wage employment, state school support is insufficient to provide the level of service our students need. This project greatly needs additional funds to collaboratively deliver comprehensive student career exploration, pre-employment training, School-to-Work, post-secondary transition and employment placement services.

In terms of system building, one of the findings from the project's first year evaluation was that "the employer presence in the AP effort has yet to be felt significantly." Indeed, the Alternative Pathways project has found its greatest challenge in the area of connecting with employers, due to several factors, primarily the lack of alternative community resources for project staff to devote sufficient time and effort to this component, given the student support and other project development needs. Individual schools in the project have connections with different business partners, such as retail stores, manufacturing businesses, service agencies and the trades and health occupations; and, the project has forged some new business partnerships. However, a

centralized, coordinated process to connect Alternative Pathways students and schools with employers is essential to its efficacy today and system-building efforts for tomorrow.

The Supplemental UROG funds will be used to strengthen both *student services* and *system building* efforts

Student Services and Outcomes: Annual Alternative Pathways student performance outcome goals:

Performance Outcomes	Planned
Program Enrollments	53
School to Work Activities	53
Pre-Employment Training	53

Performance Outcomes	Planned
Career Awareness Modules	53
Community College Orientation	53
Enter Community College	37

Year-to-date actual performance numbers exceed the goals by a minimum of 300% in each category above (see chart on Page 2). Project partners are absorbing the expense of these high outcomes with funds from other sources at great cost to individual programs; this cannot continue due to local funding dynamics. Alternative schools need additional funds in order to adequately serve additional students wishing to participate in the project, and to build a lasting system.

Outcomes for the project with UROG Supplemental funds (combined with current UROG funds) will be:

Performance Outcomes	Planned
Program Enrollments	320
Program Completions	70
School to Work Activities	320
Pre-Employment Training	320

Performance Outcomes	Planned
Career Awareness Modules	320
College Orientation	320
Enter College	72

Additional personnel, through Supplemental UROG funds, would serve students during the 2000-2001 academic year and develop sustainable, long-lasting system components to serve students who participate in coming years. Current Alternative Pathways staff funded through UROG include: Project Manager, Project Curriculum Specialist, Project Assistant, and Alternative School Advocates (.6 fte at nine schools). The current staffing level of .6 fte in the alternative schools is seriously insufficient to support the volume of students participating and interested in participating in the Alternative Pathways project. New staff funded with Supplemental UROG funds will be: 3.2 fte STW Coordinators (.4 fte at each alternative school); this would increase the .6 fte Advocate position to full-time and appoint one person in each school to provide STW, social support, academic advising and post-secondary transition services; also, one central Employer Liaison at MESD. New staff will be hired by the end of October. New staff primary responsibilities are:

STW Coordinators	Employer Liaison
<ol style="list-style-type: none"> 1. Teaches pre-employment classes and facilitates pre-employment training certification in conjunction with the Youth Opportunity System. 2. Troubleshoots work-based learning site matters requiring attention and provides feedback to instructors and advocates. 3. Coordinates with Employer Liaison to place students in work-based opportunities related to their career field of interest. 4. Conducts staff development sessions for instructors concerning School-to-Work and employment. 5. Participates in Alternative Pathways Employer Involvement Team meetings to develop and maintain policies, agreements and plans for coordinating with employers. 	<ol style="list-style-type: none"> 1. Develops business/education partnerships for alternative high school students and maintains established partnerships for the purpose of placing students in structured work-place learning activities, both subsidized and unpaid. 2. Monitors existing work-based learning sites and builds rapport through personal visits, phone and correspondence. 3. Develops and maintains computer data-base and files of work-based learning sites and student placement. 4. Confers with STW Coordinators regarding student career interests and needs. 5. Refers and places students in appropriate work-based learning opportunities, based on student career interests and needs, as well as on community and employer needs and evaluates their performance in conjunction with employers. 6. Facilitates Employer Involvement Team and its meetings to accomplish its purpose: to identify and engage employers to work with the Alternative Pathways project and students.

Program Components that Supplemental UROG funds would support:

Multnomah County is the applicant for these funds and will serve as fiscal agent on behalf of the Alternative Pathways Project; will sub-contract with the eight alternative schools, MESD, PPS, and MHCC.

Multnomah Education Service District will hire and oversee the *Employer Liaison* who will liaison between area employers, STW Coordinators in nine alternative schools and students to broker employer-sponsored, intensive, work-based STW opportunities and career-linked jobs for students.

Alternative Schools will hire and oversee *STW Coordinators* who will teach pre-employment training classes for all students in each school, develop and maintain business partnerships through which he/she will place students in structured work experiences and subsidized work experiences, coordinate with project's centralized Employer Liaison to ensure that student secures STW and employment consistent with his/her career interests, financial need and other criteria (locale, schedule, workplace culture, etc.) and conduct staff development sessions for alternative school advocates and instructors.

Portland Public Schools will expand its existing alternative school database with fields to track STW activities and state assessment scores.

Mt. Hood Community College will expand its current Transition Specialist to provide support to Alternative Pathways students transitioning to college professional-technical coursework.

Other Measurable Strategies, Workplan and Timelines:

Science Instruction: To successfully meet the high academic content standards within the Certificate of Initial Mastery (CIM), the students need higher level instruction in certain content areas, including science.

Participating alternative schools lack the resources to hire science teachers and/or purchase science equipment. Resources from this grant will support a much-needed traveling science school that would visit the eight schools on a regular basis. The Oregon Museum of Science and Industry (already an Alternative Pathways partner providing student internships) will provide a traveling science classroom with hands-on, interactive science activities that are aligned with the CIM standards. OMSI provides this service for the cost of \$100.00 per hour; each session emphasizes specific science benchmarks and typically lasts two hours. OMSI will provide each of the eight Alternative Pathways schools with 18 two-hour sessions during the 2000-2001 academic year. Students will demonstrate proficiency in CIM science standards via state assessments.

Pre-Employment Training: All 1,101 students within our nine schools will be exposed to and benefit from some aspects of pre-employment training; 200 of them will complete an entire training program and receive pre-employment certification; a body of skills they have demonstrated, assuring their job-readiness, which they can present to potential employers. *Service:* Assuring more successful work-based learning experiences for students and employers. *System:* Employers will increasingly become familiar with, expect, and ideally require, pre-employment certification from their new employees.

Student Structured Work Experiences (SWE's) with incentives: 320 students will complete structured work experience linked to their career interests and receive a \$25 incentive (via gift certificate) for each completed experience. *Service:* These 320 students will have a greater understanding of the workforce, experience demonstrating requisite skills, make immediate connection between work and money, and be better equipped to make career and post-secondary decisions. *System:* Employer connections will be developed and utilized by Employer Liaison and STW Coordinators long-term for STW and employment placement. Impact of SWE's can be measured to increase their future effectiveness. Staff will create methods to connect work-based activities to academic standards.

Subsidized Work Experiences: 80 students will complete an 80-hour subsidized work experience within their field of interest, pursuant to their Student Transition Planner. *Service* and *System* benefits same as above.

Employer Linkages: The Employer Liaison and STW Coordination staff funded with these dollars will accomplish the goals outlined in their job responsibilities above. *Service* and *System* benefits same as above.

Professional Development: Professional development efforts will include teacher training in contextualized teaching strategies, STW, connecting school-based and work-based learning, development of Career Pathways, on-going in-services with new Alternative Pathways staff each year, curriculum development including collaborative efforts with Portland Community College, and basic skills enhancement in the schools to support the teachers in their efforts to bring students skill levels to the necessary level to succeed in post-secondary and workplace settings. Alternative school teachers need additional skills and strategies to aggressively assist students in raising their academic achievement. 25% of Oregon high school students overall achieve the CIM annually. In Multnomah County alternative schools, 5% of students have met CIM math standards and 17% have met the CIM reading standards to date. In the EC schools, the Alternative Pathways schools, 2.4% of students have met CIM math standards and 6.8% have met CIM reading standards to date. Clearly, teachers and students need massive support to raise EC alternative school students' academic achievement. All Alternative Pathways school desire to develop at least one or two career pathways, and Alternative Pathways needs funds to build capacity to provide considerable technical assistance in this endeavor. Format for delivery of professional development opportunities will include: small-group hands-on workshops with local experts who have proven best practices in connecting school-based and work-based learning; teacher participation in out-of-district institutes and conferences; curriculum development in teams (similar to 1999 Summer Institute).

Student tuition for courses related to their career interests: STW Technical Assistance dollars recently funded the research and creation of a post-secondary resource guide which contains all local post-secondary opportunities organized within career pathways. Advocates and STW Coordinators will utilize this guide to help students select post-secondary training in their field of interest. Alternative schools will dispense \$72,000, or \$1,000 for seventy-two students, towards student tuition for career-linked post-secondary courses, to assist these students for one to two terms in their complete transition to post-secondary educational programs.

Career Fairs: Some project schools require their students to attend career fairs offered locally in the community. Our project plans to expand on that activity by organizing a series of career fairs focused on each of the six different CAM strands that will include both employers from the business community and

representatives from post-secondary institutions. All students from participating schools will be encouraged to attend all of the career fairs, in order to gain exposure to a vast array of career options. Employers will be asked to bring a display that is both engaging and has a sample activity that the students could experience. Students will come prepared with a resume and questions for the employers. Interest interviews will take place where important information will be exchanged and connections made for the future. \$1,000 for each of six career fairs will provide student incentives, refreshments, materials for presentations, and transportation. *Service:* This important strategy will satisfy the immediate need of helping students define their career goals, and provide a long term benefit of actually placing them in a career of their choice that pays well. *System:* Connections made between high schools, colleges and employers may be developed and cultivated to forge substantive STW partnerships.

Career Information System: Students need regular access to a comprehensive electronic career information database. Funds from this grant would provide this service for each of eight the participating schools. The system used will likely be the Career Information System, a software program described in detail on page 17 of this proposal. CIS information is updated yearly to reflect the latest job market, trends and the most current training institutions and programs. This software package will be a critical tool to facilitate our students' career exploration. Students will benefit from this opportunity to define their career interests, develop an academic or vocational plan accordingly, and help towards the most important goal of this project, which is full time, high paying employment.

Database Expansion: Portland Public Schools will expand its current Alternative Education database to include fields to collect specific STW activity data, state assessment scores and track students who earn a Certificate of Initial Mastery. The addition of these fields will cost \$5,000.

Career Pathways Specific Workplace Safety Training: The Customized Workforce Training Department (CWT) of PCC will develop and deliver a customized safety training program for Alternative Pathways comprised of safety modules for various career pathways, specifically: general workplace, office, health care, construction, natural resources and agricultural. Advocates/STW Coordinators, instructors and students in each school will participate in the basic safety module and other modules consistent with their career pathways. Cost: \$5,000.

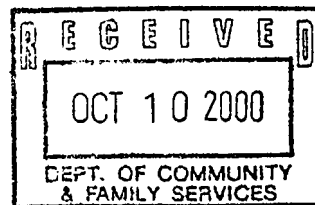
U.S. Department of Labor

Employment and Training Administration
200 Constitution Avenue, N.W.
Washington, D.C. 20210



Modification #

***Lorenzo T. Poe
Multnomah County, Oregon
421 SW 6th Ave, Suite 700
Portland, OR 97204***



SEP 29 2000

Dear Mr. Poe:

Enclosed is an executed copy of the above referenced modification to your grant/agreement with the U.S. Department of Labor (DOL), Employment and Training Administration (ETA). This copy is being forwarded for your files.

If you have questions, please contact your ETA Grant Officer's Technical Representative (GOTR), Shannon Gordon (202) 401-6212. All written communications should include your specific grant or agreement number as assigned.

Sincerely,

Laura A. Cesario

***Laura A. Cesario
Grant/ Contracting Officer***

Enclosure

MEETING DATE: March 8, 2001
AGENDA NO: R-1
ESTIMATED START TIME: 9:30 AM
LOCATION: Boardroom 100

(Above Space for Board Clerk's Use ONLY)

AGENDA PLACEMENT FORM

SUBJECT: Request approval and signatures on the Oregon Disputes Resolution Commission (ODRC) formal resolution committing Multnomah County to participate in the State of Oregon ODRC grant program. This resolution must be signed and returned to the ODRC before Multnomah County will be permitted to participate in the Grant process. As a past grant participant, Multnomah County has received over \$250,000 over the last two years split among four agencies: Resolution Northwest, Eastwind Family Mediation, East Metro Mediation and Neighborhood Mediation Center. These agencies were selected via a formal Request For Programmatic Qualifications process run by Purchasing and this Department, and then we forwarded the qualified vendors to the State ODRC, who determined the award amounts

BOARD BRIEFING: DATE REQUESTED: _____
REQUESTED BY: _____
AMOUNT OF TIME NEEDED: _____

REGULAR MEETING: DATE REQUESTED: March 8, 2001
AMOUNT OF TIME NEEDED: 5 minutes

DEPARTMENT: Community and Family Services DIVISION: Community Programs and Partnerships
CONTACT: Lorenzo Poe/Gerald Jelusich TELEPHONE #: (503) 988-3691, ext. 24692
BLDG/ROOM #: 166/7

PERSON(S) MAKING PRESENTATION: Gerald Jelusich

ACTION REQUESTED:

☐ INFORMATIONAL ONLY ☐ POLICY DIRECTION ☒ APPROVAL ☐ OTHER

SUGGESTED AGENDA TITLE:

RESOLUTION Authorizing Participation in Oregon Disputes Resolution Commission Process

3/9/01 copies to GERALD JELUSICH
SIGNATURES REQUIRED:

ELECTED OFFICIAL: _____
(OR)
DEPARTMENT MANAGER: Lorenzo Poe

ALL ACCOMPANYING DOCUMENTS MUST HAVE REQUIRED SIGNATURES

Any Questions: Call the Board Clerk @ (503) 988-3277 or email
deborah.l.bogstad@co.multnomah.or.us

BOARD OF
COUNTY COMMISSIONERS
MULTNOMAH COUNTY
OREGON
FEB 28 PM 7:20

MEETING DATE: MAR 08 2001

AGENDA NO: R-1

ESTIMATED START TIME: 9:30

(Above space for Board Clerk's Use Only)

AGENDA PLACEMENT FORM

SUBJECT: Request approval and signatures on the Oregon Disputes Resolution Commission (ODRC) formal resolution committing Multnomah County to participate in the State of Oregon ODRC grant program. This resolution must be signed and returned to the ODRC before Multnomah County will be permitted to participate in the Grant process. As a past grant participant, Multnomah County has received over \$250,000 over the last two years split among four agencies: Resolution Northwest, Eastwind Family Mediation, East Metro Mediation and Neighborhood Mediation Center. These agencies were selected via a formal Request For Programmatic Qualifications process run by Purchasing and this Department, and then we forwarded the qualified vendors to the State ODRC, who determined the award amounts.

BOARD BRIEFING

Date Requested: _____

Requested By: _____

Amount of Time Needed: _____

REGULAR MEETING

Date Requested: _____ Next Available _____

Amount of Time Needed: Consent and Signatures 5 mins

DEPARTMENT: Community and Family Services

DIVISION: Community Programs and Partnerships

CONTACT: Lorenzo Poe/Gerald Jelusich

TELEPHONE: 503.988.3691 x24692

BLDG/ROOM: B166/7th

PERSON(S) MAKING PRESENTATION: ~~N/A~~ GERALD JELUSICH

ACTION REQUESTED:

☐ INFORMATIONAL ONLY ☐ POLICY DIRECTION ☒ APPROVAL ☒ OTHER-Signatures on Resolution

SUGGESTED AGENDA TITLE

Approval and signatures on a State of Oregon Dispute Resolution Commission Resolution indicating Multnomah County's desire to participate in the State of Oregon Dispute Resolution Commission grant process.

SIGNATURES REQUIRED:

ELECTED OFFICIAL: _____

OR

DEPARTMENT MANAGER: Lorenzo Poe

BOARD OF
COUNTY COMMISSIONERS
FEB 27 PM 2:46
MULTNOMAH COUNTY
OREGON

ALL ACCOMPANYING DOCUMENTS MUST HAVE REQUIRED SIGNATURES

Any Questions: Call the Board Clerk @ 248-3277



MULTNOMAH COUNTY OREGON

DEPARTMENT OF COMMUNITY AND FAMILY SERVICES
421 SW SIXTH AVENUE, SUITE 700
PORTLAND, OREGON 97204-1618
PHONE (503) 988-3691
FAX (503) 988-3379
TDD (503) 988-3598

BOARD OF COUNTY COMMISSIONERS
BEVERLY STEIN • CHAIR OF THE BOARD
DIANE LINN • DISTRICT 1 COMMISSIONER
SERENA CRUZ • DISTRICT 2 COMMISSIONER
LISA NAITO • DISTRICT 3 COMMISSIONER
SHARRON KELLEY • DISTRICT 4 COMMISSIONER

SUPPLEMENTAL STAFF REPORT

TO: Board of County Commissioners

FROM: Department of Community and Family Services *Lorenzo Paez*

DATE: February 27, 2001

RE: Resolution to Assist the Oregon Disputes Resolution Commission in the Selection of Providers for Dispute Resolution and Mediation Services

1. Recommendation/Action Requested: Approval of and signatures on the attached resolution indicated Multnomah County's desire to participate in the Oregon Disputes Resolution Commission Grant process for 2001-2003.
2. Background/Analysis: The State (Oregon Disputes Resolution Commission or ORDC) has contacted DCFS and asked us to serve as the administrator for their grant process, since a now departed member of DCFS was the Commission's contact two years ago.

The ODRC, a seven-member body appointed by the Governor, administers the funds received pursuant to ORS 36.170 and 46.221 for the purpose of community dispute resolution programs (OAR 718-020-0170). The focus of the community dispute resolution centers grant program is to support local community dispute resolution by fostering the development and maintenance of community-based programs that will assist citizens in resolving disputes and developing skills in conflict resolution.

According to Oregon Administrative Rules (OAR) 718-020-0020, a community dispute resolution program funded pursuant to Oregon Revised Statutes (ORS) 36.155 (1)(b) shall provide at a minimum both Citizen education in conflict resolution skills and Community mediation services provided in part by volunteer mediators. The goal is to assist citizens in resolving their own disputes more peacefully. Two years ago, we received over \$250,000 in funding for four agencies via a Request for Programmatic Qualifications process: East Metro Mediation, Edgefield/Eastwind Family Mediation, Neighborhood Mediation Center, and Resolutions Northwest. At this time the projection of the 2001-2003 grant funds for Multnomah County is \$273,897.00 for the grant period July 1, 2001-

June 30, 2003. Because the funding is from a surcharge on civil court filings which fluctuates with the number of cases filed, the total biennial amount of the grant may be subject to some adjustment as the revenues deviate from the initial projections.

As part of the application process set by the ODRC, each County must indicate their desire to participate in Dispute Resolution program and acceptance of the specific ODRC procurement process requirements in a formal resolution signed by the Chair.

3. Financial Impact: Multnomah County vendors will receive approximately \$270,000 from the State for participating in the disputes resolution program. After the initial procurement and issuance of contracts, the County has little involvement - the State handles payments and receives reports direct from the contractors.
4. Legal Issues: There are no legal issues with this agreement.
5. Controversial Issues: There are no controversial issues with this action.
6. Link to Current County Policies: This action is consistent with past County actions and current County policy.
7. Citizen Participation: Not applicable.
8. Other Government Participation: Oregon Dispute Resolution Commission (Potentially City of Portland, depending on whether the City of Portland's Neighborhood Mediation Center decides to participate)



Oregon

John A. Kitzhaber, M.D., Governor

Dispute Resolution Commission

1201 Court Street NE - Suite 305

Salem, Oregon 97301

(503) 378-2877

FAX (503) 373-0794

E-mail: odrc.mail@state.or.us

Web Site: www.odrc.state.or.us

TO: Patti Doyle, Multnomah County

FROM: Sandy Kristiansen
Community Dispute Resolution Program Coordinator

DATE: February 15, 2001

RE: 2001-2003 Community Dispute Resolution Program Grants

Susan E. Brody
Executive Director

Commission Members
Chair

Jamie Damon
Eagle Creek

Vice Chair
Hal Harding
Corvallis

Craig R. Greenleaf
Gladstone

Lois Y. Kenagy
Albany

Dennis M. Norton
Lake Oswego

Martha O. Pagel
Salem

Celia Nunez
Salem

The purpose of this correspondence is to seek your county's assistance in the selection process for the awarding of the **2001-2003 Community Dispute Resolution Program Grant Funds**. The Oregon Dispute Resolution Commission (ODRC) greatly appreciates your past efforts to support the availability of community dispute resolution services.

At this time the projection of the 2001-2003 grant funds for your county is \$273,897.00 for the grant period July 1, 2001 – June 30, 2003. Because the funding is from a surcharge on civil court filings which fluctuates with the number of cases filed, the total biennial amount of the grant may be subject to some reduction if the revenues fall short of projections. Revenues may also exceed projections. In both cases, where revenues exceed or fall short of projections, ODRC will notify the grantees prior to the end of the biennium. The last payment will be adjusted accordingly.

According to OAR 718-020-0120, each board of commissioners needs to designate someone to serve as the county's dispute resolution program coordinator. ODRC staff provides technical assistance and advice to this county staff person to make sure the process runs as smoothly as possible.

We have enclosed a packet outlining the steps in the process. This packet includes:

- a Request for Applications, which includes the Oregon Community Dispute Resolution Program Rules;
- a sample county resolution to participate in this grant process; and
- a sample legal ad.

I have also enclosed the current list of the Oregon community dispute resolution programs.

The first step in the local selection process is the county adoption of a resolution to participate. ORS 36.160 requires that a county notify the Oregon Dispute Resolution Commission of its intent to participate in the funding and engage in a selection process to award the grant funds. Upon your county's adoption of the resolution,



please send a copy to the ODRC office. Since ODRC would like to ensure that there is no gap in the funding or the services, I recommend the following timeline for the 2001-2003 grants:

Now - March 12	County Commissions adopt resolutions, issue a Request for Applications, and run a legal ad to advertise the grant availability.
April 12	Grant applications are due to the county and the Oregon Dispute Resolution Commission.
May 4	The Oregon Dispute Resolution Commission sends Eligibility notices to the counties and applicants.
May 25	County selects the grantee(s) and notifies the Oregon Dispute Resolution Commission.
June 15	Oregon Dispute Resolution Commission enters into grant agreements with grantees.

I would be glad to send the RFA on a computer disk or by E-mail (please specify which word processing program your office uses). Please call me at (503) 378-2877 x21 to request this or further information. I will be happy to help you with any questions you may have.

Finally, the ODRC encourages collaboration in all phases of the grantee selection process. In most counties, it is likely that there will be only one interested and qualified applicant. However, for counties currently served by two or more community dispute resolution centers, you may wish to talk with the applicants to find out how they are working together to offer dispute resolution services that are not duplicative but still meet your local needs.

Thank you for your assistance, and I look forward to working with your staff.

BEFORE THE BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON

RESOLUTION NO. _____

Authorizing Participation in Oregon Disputes Resolution Commission Process

The Multnomah County Board of Commissioners Finds:

- a. The settlement of disputes by mediation may lead to more long-lasting and mutually satisfactory agreements.
- b. Mediation may reduce the need for time-consuming and costly litigation.
- c. The Oregon Legislature in the 1989 Session created the Oregon Dispute Resolution Commission, one of whose charges is to foster the development of community-based mediation programs by making available to participating counties funding from civil filing fees.
- d. Any county wishing to participate must formally notify the Commission of its intentions.

The Multnomah County Board of Commissioners Resolves:

1. Multnomah County hereby notifies the Commission of its desire to be a participant in the expenditure of funds for dispute resolution programs within Multnomah County.
2. Multnomah County agrees to engage in a selection process and to select as funding recipients those entities both qualified by the standards and guidelines adopted by the Commission and capable of and willing to provide services according to the rules adopted by the Commission.

ADOPTED this 8th day of March, 2001.

BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON

Beverly Stein, Chair

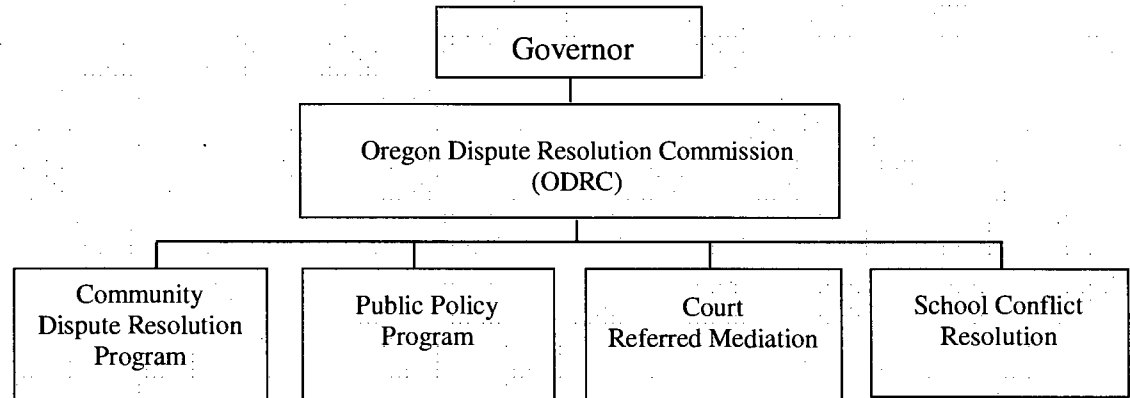
REVIEWED:

THOMAS SPONSER, COUNTY ATTORNEY
FOR MULTNOMAH COUNTY, OREGON

By Katie Gaetjens
Katie Gaetjens, Assistant County Attorney

The Oregon Dispute Resolution Commission:

- ♦ Is a seven member commission appointed by the Governor
- ♦ Was established in 1989
- ♦ Has statutory authority: ORS 36.100-210
- ♦ Adopts Administrative Rules: OAR Chapter 718 (Division 20, 30, 40, 50 and 60)
- ♦ Sets minimum qualifications and training standards for mediators in community and court connected mediation
- ♦ Receives funding from civil court filing fee surcharges and general funds
- ♦ Helps disputants make informed choices about the methods of resolving their disputes
- ♦ Develops and refines mechanisms to promote quality dispute resolution services in state funded programs
- ♦ Encourages standards of excellence in the delivery of education, training and dispute resolution services in Oregon



Community Dispute Resolution Program

The ODRC administers a grant program to provide funds supporting the development and maintenance of community dispute resolution centers (CDRCs) throughout the state. Types of disputes handled by CDRCs vary, including: neighbor to neighbor; victim-offender mediation; youth and family issues; landlord/tenant; workplace; manufactured dwelling park mediation; and some public policy mediation. Many



CDRCs also work with local courts to do small claims and other referred cases.

Court Referred Mediation

The ODRC works collaboratively with the courts to develop and expand the use of mediation in civil disputes and to create an integrated dispute resolution system. The Commission seeks to enhance linkages between community based dispute resolution programs and the courts.

Public Policy Program

Established in 1990, the Public Policy Dispute Resolution Program supports the design, development, and implementation of appropriate processes that allow decision-makers and affected parties to collaboratively resolve public policy disputes. Public Policy Dispute Resolution Cluster Coordinators, each serving a specific cluster of state agencies, are available to assist agencies and others in the effective use of collaborative processes.

School Conflict Resolution

The ODRC works with the Oregon Department of Education, local schools and community dispute resolution centers to promote comprehensive, community-based approaches to conflict resolution education in elementary, middle, and secondary schools. The commission has developed a handbook, resource inventory and directory of trainers.



What Can the Commission Do for You?

The Commission is a resource center for Oregonians interested in learning more about conflict management and dispute resolution.

ODRC:

- ⇒ provides access to educational and training materials
- ⇒ publishes newsletters and reports
- ⇒ provides referrals to neutral third parties to help resolve conflict or disputes
- ⇒ sponsors evaluations of dispute resolution programs
- ⇒ provides technical assistance and grants for the development of community dispute resolution programs
- ⇒ works with the Department of Justice and Department of Administrative Services to increase the use of alternative dispute resolution by state agencies

Commissioners are appointed by the Governor and confirmed by the Senate for four-year terms. The commissioners represent different areas of the state.

Commission Members:

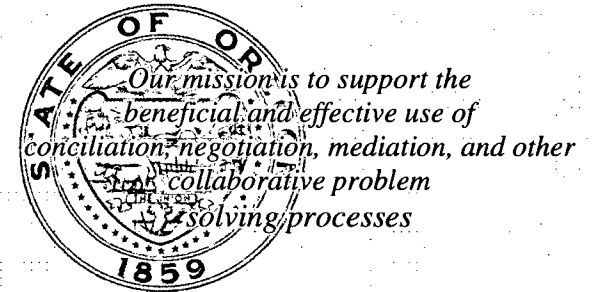
Jamie Damon, *Eagle Creek - Chair*
Hal Harding, *Corvallis - Vice Chair*
Lois Kenagy, *Albany*
Dennis Norton, *Lake Oswego*
Martha Pagel, *Salem*
Craig Greenleaf, *Gladstone*
Celia Nunez, *Salem*

ODRC staff provide grants, technical assistance, develop program standards, and manage various projects and programs.

Staff Members:

Susan Brody, *Executive Director*
Evette Moser, *Executive Assistant*
Sandy Kristiansen, *Community Dispute Resolution Program Coordinator*
Eve Ford, *Community Dispute Resolution Program Coordinator*
Kristen Erbes, *Dispute Resolution Program Administrator*

Graphic Design by
Evette Moser
Oregon Dispute Resolution Commission



Oregon Dispute Resolution Commission

Oregon Dispute Resolution Commission
1201 Court Street, Suite 305
Salem, Oregon 97301

(503) 378-2877
Instate Toll Free (877) 205-4262
Fax (503) 373-0794
odrc.mail@state.or.us
<http://www.odrc.state.or.us>

***REQUEST FOR APPLICATION PACKET
FOR ODRC GRANT CYCLE
2001-2003***

*Oregon Dispute Resolution Commission (ODRC)
1201 Court Street NE - Suite 305
Salem, OR 97310
(503) 378-2877*

**REQUEST FOR APPLICATION PACKET
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REQUEST FOR APPLICATION
AND PROGRAM REQUIREMENTS
FOR THE DELIVERY OF
COMMUNITY DISPUTE RESOLUTION SERVICES

Issued by:

_____ COUNTY BOARD OF COMMISSIONERS

DEADLINE FOR APPLICATIONS: (DATE AND TIME)

PART I: RECOMMENDED APPLICATION TIME LINES

- March 12, 2001 Date legal ad published by County to announce RFA process
- April 12, 2001 Due date for applications by 5:00 p.m.
- Submit original to:
(Name of County Contact)
(Name of County)
(Address)
- Submit three copies to:
Oregon Dispute Resolution Commission (ODRC)
1201 Court Street NE - Suite 305
Salem, OR 97310
- May 4, 2001 ODRC issues Notices of Eligibility (within 15 working days after receipt of application)
- May 25, 2001 County Commission selects the grantee(s) and notifies ODRC of selection.
- June 15, 2001 ODRC enters into Grant Agreement with the grantee(s).

PART II: GENERAL INFORMATION

Purpose: This Request for Applications is published by _____ County for the purpose of identifying eligible applicants to provide community dispute resolution services for _____ County under ORS 36.155(1)(b).

(1) According to Oregon Administrative Rules (OAR) 718-020-0020, a community dispute resolution program funded pursuant to Oregon Revised Statutes (ORS) 36.155 (1)(b) shall provide at a minimum the following services:

- (a) Citizen education in conflict resolution skills to assist citizens in resolving their own disputes peacefully; and
- (b) Community mediation services provided in part by volunteer mediators.

(2) In addition to these essential services, programs may elect to provide other services in order to respond to local identified needs. Such services may include, but are not limited to:

- (a) Methods for addressing the interests of crime victims in criminal cases when those cases are either not prosecuted for lack of funds or could be more effectively handled outside the courts;
- (b) Arbitration; and
- (c) Training for dispute resolvers.

[Note: Counties may choose to identify other services.]

Background: The ODRC, a seven-member body appointed by the Governor, administers the funds received pursuant to ORS 36.170 and 46.221 for the purpose of community dispute resolution programs (OAR 718-020-0170). The focus of the community dispute resolution centers grant program is to support local community dispute resolution by fostering the development and maintenance of community-based programs that will assist citizens in resolving disputes and developing skills in conflict resolution.

Entities Eligible for Funding: In order to be considered eligible for grants under ORS 36.155(1)(b), a program must meet the requirements in the Oregon Community Dispute Resolution Program Rules (Rules) (OAR 718-020-0000 through 718-020-0190). The Rules are included in this application packet as Part V. According to the Rules a community dispute resolution program must be one of the following:

- 1) A government entity with a separate dispute resolution program budget and a dispute resolution program advisory committee of at least five representative members of the community which meets at least quarterly; or
- 2) A nonprofit organization registered in Oregon with a board of directors of at least five representative members of the community which board of directors meets at least quarterly. *If an applicant is a nonprofit organization established for other purposes, it shall have a separate dispute resolution program budget and a separate advisory committee of at least five representative members of the community which shall meet at least quarterly.* (Emphasis added.) (OAR 718-020-0030)

Grant Funds Overview: The projected 2001-2003 grant funds for programs in _____ County are _____. The grant period extends from July 1, 2001 to June 30, 2003. Because the funding is from a surcharge on civil court filings which fluctuates with the number of cases filed, the total biennial amount of the grant may be subject to some reduction if the revenues fall short of projections. Revenues may also exceed projections. In both cases, where revenues exceed or fall short of projections, ODRC will notify the grantee prior to the end of the biennium. The last payment will be adjusted accordingly.

Application and Appeal Process Overview: Specific dates for the RFA process are set by each participating county in collaboration with ODRC (see page 4 of this document). An applicant submits the original application to the county and three copies to ODRC. ODRC determines the applicant's eligibility under the rules and notifies the county and the applicant by May 4, 2001.

Any applicant determined ineligible may appeal to ODRC by submitting an appeal postmarked by May 11, 2001. The appeal must be submitted in writing and addressed to the ODRC Commission Chair c/o the ODRC office. The appeal must include specific citations of law, rule, regulation, or practice upon which the appeal is based. The ODRC will act on the appeal and notify the applicant within 15 working days of receipt of the written appeal.

General Contract Requirements

- 1) If selected for funding, a grantee must enter into a grant agreement with the Oregon Dispute Resolution Commission (ODRC). The grantee's application, the grant agreement's scope of work, and any negotiated modifications will become part of the contract.
- 2) Grantee will be required to submit quarterly and annual reports, and to participate in the program monitoring and evaluation process.
- 3) Grantee must agree to maintain accurate financial records that conform to generally accepted accounting principles and to be in compliance with all county and state audit accounting procedures and requirements. Grantee will make program financial records available to the ODRC if and when requested.
- 4) Grantee must provide Oregon Dispute Resolution Commission (ODRC) with a financial review, a financial compilation, or an audit of the grantee's financial records every two years. If the grantee demonstrates a good faith effort to comply with this requirement and encounters significant obstacles to completion, this requirement may be waived or modified on a temporary basis and will be re-evaluated within one year of the grant award.
- 5) Grantee must comply with applicable federal, state, county and local statutes, and rules governing services, facilities, and operations. Grantee shall agree to satisfy all federal and state contract requirements concerning the provision of Worker's Compensation coverage. Grantee must comply with all applicable rules, regulations, statutes and guidelines for maintaining client confidentiality.
- 6) 2001-2003 funds will not be dispersed until 1999-2001 grant requirements are met.
- 7) Grantee must comply with the standards and guidelines adopted by the ODRC in OAR 718-020-0000 through 718-020-0190.

Failure to comply with any ODRC requirements may result in loss of ODRC funding.

PART III: GRANTEE SELECTION PROCESS

The ODRC will acknowledge receipt of each application and then review each application to determine whether the applicant is an eligible community dispute resolution program under the Rules (OAR 718-020-0000 through 718-020-0190). The ODRC will send a Notice of Eligibility determination to each applicant and to the county dispute resolution coordinator.

The county will review the applications of those applicants determined eligible by ODRC and select the program(s) to be funded. Criteria for the selection of programs may include:

- (a) The ability of the applicant to address unmet community needs in the proposed geographical area of service;
- (b) The structure and scope of the services to be provided by the applicant;
- (c) The applicant's experience and qualifications in dispute resolution services;
- (d) The amount of the requested grant and the reliability of the applicant's other funding sources;
- (e) The adequacy and cost of personnel, services and supplies, and capital outlay (OAR 718-020-0150).
- (f) The ability of the applicant to provide community dispute resolution services in collaboration with other eligible providers (OAR 718-020-0130-(2)).

PART IV: APPLICATION REQUIREMENTS

A. Basic Application Requirements

Each application should describe how the program will provide the minimum services of citizen education and community mediation services provided in part by volunteer mediators as stated in 718-020-0020.

In addition, each grant application shall contain the following information as required by 718-020-0140:

- (1) Mission Statement and Goals – A statement of the program's goals, objectives and activities including citizen education in conflict resolution skills and community mediation services.
- (2) Description of Services - A description of community problems to be addressed; the proposed geographic area of service; the service population and the number of persons the applicant will have the capacity to serve on an annual basis; the types of disputes to be handled; the types of dispute resolution services to be offered; and any access restrictions to be imposed by the applicant.

- (3) Organizational Structure - A description of the applicant's organizational structure.
- (4) Mediator Recruitment - A plan for recruiting, selecting, training, and using volunteer mediators.
- (5) Mediator Training - A description of any training activities including the mediation curriculum and apprenticeship. (Include a description of the curriculum and a curriculum outline to be used in the basic mediation training and a statement of whether the training activities and supervision plans meet the requirements for community mediators in 718-020-0070.)
- (6) Publicity and Outreach - A plan for publicizing its services and resources to potential referral agencies, individuals, civic groups, courts and justice system agencies.
- (7) Personnel - The applicant's organizational chart, personnel policies, and resumes of all professional staff members.
- (8) Budget - A proposed (biennial) budget including the amount and sources of participating (matching) funds for the grant period, including any fee schedule to be used by the applicant. (Please see 718-020-0040 regarding fees for service.)
(The budget should include the applicant's total budget but also clearly indicate how the ODRC grant funds will be used if awarded. Please use pages 12 and 13 of this packet to complete the application.) If available, financial reports shall also be submitted for the previous two years of the applicant's services.
- (9) Program Evaluation - A description of program evaluation plans. (Please include a description of how the applicant determines client satisfaction with the mediation experience and description of any follow-up done with the client. Include sample copies of exit surveys, client satisfaction surveys, or other assessment tools used. Include a brief statement of the applicant's willingness to participate with the ODRC in the development of methods for evaluating the effect of the dispute resolution services provided by the applicant on the community and the justice system (see OAR 718-020-0090).)
- (10) Letters of Support - Letters of support from community organizations, judicial and legal system representatives, administrative agencies, or other appropriate public service organizations in the proposed area of service. Such letters should, if appropriate, attest to the organization's willingness to make referrals to the applicant.
- (11) An Affirmative Action Statement; and
- (12) Other information required by the county.

B. Supplemental Application Requirements

Please include the following supplemental information in your application.

- (1) The Program Information Sheet. Please use as the application cover sheet. It is included in this packet as Page 10.
- (2) The Statement of Assurances. It is included in this packet as Page 11.
- (3) Written Agreement of Collaboration - In counties where more than one community dispute resolution center receives funding from the Oregon Dispute Resolution Commission, a brief written agreement of collaboration must be provided to indicate how providers of dispute resolution services will work together to design programs to avoid duplication and serve county needs (OAR 718-020-0130 (2)).
- (4) Consent to Mediate/Confidentiality Statements – Please include the applicant's written consent to mediate and/or confidentiality statements (OAR 718-020-0060).

2001-2003 PROGRAM INFORMATION SHEET

(Use this required page as your application cover sheet.)

Program Name _____
Applicant Agency _____
Name _____
Address _____
Phone _____ Fax _____
Program Contact (name, title, and phone number) _____

DESCRIBE APPLICANT STATUS:

Government entity name: _____
Nonprofit organization: _____
State registration number _____
Federal tax exemption number _____

PROGRAM BUDGET SUMMARY:

ODRC Funds Requested \$ _____

If awarded, this ODRC grant will constitute what percentage of applicant's total budget? _____

MATCHING FUNDS:

Match requirements are required according to OAR 718-020-0050 as follows:
First grant year - 10% of the OCDC grant amount for that year; second year - 25%;
third year - 50%; fourth year - 75%; and fifth year - 100% of OCDC grant for that year.

Applicant is current or former ODRC grantee: Yes _____ No _____

If yes, identify grant periods and amount of ODRC grant funds awarded:

Identify match percentage needed for each year: 2001-2002: _____ 2002-2003: _____

STATEMENT OF ASSURANCES

(This page is a required part of the application.)

The undersigned attests that the information provided to determine eligibility is true and accurate to the best of his/her knowledge. The undersigned further attests that he/she has the authority and / or responsibility to represent his/her organization in all phases of this Request for Application process.

Finally, the undersigned understands that any false or substantially incorrect statement may disqualify this application from further consideration or be cause for termination of any further contract.

Signature

Date

Typed Name and Title

Typed Name of Organization

REVENUE SUMMARY
FOR 2001-2003 PROGRAM BUDGET
(This page is a required part of the application.)

A. ODRC grant amount requested \$ _____

B. Other revenue. (Identify sources and amount of non-ODRC revenue, including grant funds, contracts for services, fees and contributions.)

1) _____ \$ _____

2) _____ \$ _____

3) _____ \$ _____

4) _____ \$ _____

SUBTOTAL REVENUES \$ _____

C. In-kind contributions (must list source and amount if used for matching funds)

If applicable, attach fee schedules and documentation of in-kind contributions.

1. _____ \$ _____

2. _____ \$ _____

3. _____ \$ _____

4. _____ \$ _____

5. _____ \$ _____

6. _____ \$ _____

7. _____ \$ _____

8. _____ \$ _____

SUBTOTAL IN-KIND CONTRIBUTIONS \$ _____

TOTAL REVENUES (A + B + C) \$ _____

PROGRAM BUDGET INFORMATION **2001-2003 Biennium**

Instructions to the Applicant: Please complete the following information for your agency's projected total program budget for the 2001-2003 biennium. (This page is a required part of the application.)

TOTAL PROGRAM EXPENSES

A. PERSONNEL

List Position Title	FTE	Salary/Year	Benefits/Year	Total/Biennium	ODRC Funds Amount
Subtotal					

B. SUPPLIES AND SERVICES

Item	Biennium Expense	ODRC Funds Amount
Rent		
Equipment S&S		
Office Supplies		
Utilities		
Telephone		
Postage		
Printing & Copying		
Publicity		
Training		
Insurance		
Books, Periodicals, Subscriptions		
Memberships & Dues		
Travel		
Other (specify)		
Contractual Services (type)		
Subtotal		

C. OTHER

Item	Biennium Expense	ODRC Funds Amount
Capital Expenses		
Subtotal		

TOTAL EXPENSES FOR PROGRAM (A + B + C) \$ _____

PART V: OREGON COMMUNITY DISPUTE RESOLUTION PROGRAM RULES

Appendix A

BEFORE THE BOARD OF COMMISSIONERS
FOR _____ COUNTY, OREGON

IN THE MATTER OF PARTICIPATION IN)
FUNDING ACTIVITIES OF THE OREGON)
DISPUTE RESOLUTION COMMISSION)

RESOLUTION NO. _____

WHEREAS, the Board of Commissioners believes that the settlement of disputes by mediation may lead to more long-lasting and mutually satisfactory agreements; and

WHEREAS, mediation may reduce the need for time-consuming and costly litigation, and

WHEREAS, the Oregon Legislature in the 1989 Session created the Oregon Dispute Resolution Commission, one of whose charges is to foster the development of community-based mediation programs by making available to participating counties funding from civil filing fees, and

WHEREAS, any county wishing to participate must formally notify the Commission of its intentions; now therefore,

IT IS HEREBY RESOLVED THAT, _____ County hereby notifies the Commission of its desire to be a participant in the expenditure of funds for dispute resolution programs within _____ County, and _____ County agrees to engage in a selection process and to select as funding recipients those entities both qualified by the standards and guidelines adopted by the Commission and capable of and willing to provide services according to the rules adopted by the Commission.

(city), Oregon, _____, 2001

_____ COUNTY BOARD OF COMMISSIONERS

Chair

Commissioner

Commissioner

Approved as to Form:

ATTACHMENT B: SAMPLE LEGAL ADVERTISEMENT

REQUEST FOR APPLICATIONS FOR
COMMUNITY DISPUTE RESOLUTION SERVICES

Notice is hereby given that _____ County and the Oregon Dispute Resolution Commission, State of Oregon, are initiating the application and selection process for grant funds available to eligible community dispute resolution programs in _____ County under ORS 36.155(1)(b). The grant period is July 1, 2001 through June 30, 2003. Grant funds for _____ County are projected at \$ _____.

Applications must be received by _____ (date and time) at:

Submit original to:

(Name of County Contact)
(County Commission Office)
(Name of County)
(Address)

Submit three copies to:

Oregon Dispute Resolution Commission (ODRC)
1201 Court Street NE - Suite 305
Salem, OR 97310

Copies of the Request for Applications are available by calling _____ (county contact person and telephone number).

Dated _____ (date of publication).

_____ (county contact person)
_____ (title)

Note: Please send the ODRC office a photocopy of your legal notice as it appeared in the newspaper after it is published.

BEFORE THE BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON

RESOLUTION NO. 01-022

Authorizing Participation in Oregon Disputes Resolution Commission Process

The Multnomah County Board of Commissioners Finds:

- a. The settlement of disputes by mediation may lead to more long-lasting and mutually satisfactory agreements.
- b. Mediation may reduce the need for time-consuming and costly litigation.
- c. The Oregon Legislature in the 1989 Session created the Oregon Dispute Resolution Commission, one of whose charges is to foster the development of community-based mediation programs by making available to participating counties funding from civil filing fees.
- d. Any county wishing to participate must formally notify the Commission of its intentions.

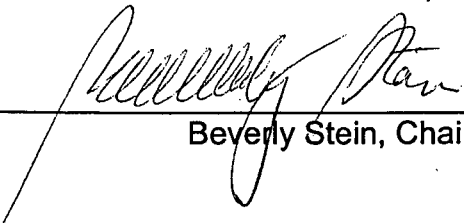
The Multnomah County Board of Commissioners Resolves:

1. Multnomah County hereby notifies the Commission of its desire to be a participant in the expenditure of funds for dispute resolution programs within Multnomah County.
2. Multnomah County agrees to engage in a selection process and to select as funding recipients those entities both qualified by the standards and guidelines adopted by the Commission and capable of and willing to provide services according to the rules adopted by the Commission.

ADOPTED this 8th day of March, 2001.



BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON


Beverly Stein, Chair

THOMAS SPONSLER, COUNTY ATTORNEY
FOR MULTNOMAH COUNTY, OREGON

By 
Katie Gaetjens, Assistant County Attorney

MEETING DATE: MAR 08 2001
AGENDA NO: R-2
ESTIMATED START TIME: 9:35
LOCATION: Boardroom 100

(Above Space for Board Clerk's Use ONLY)

AGENDA PLACEMENT FORM

SUBJECT: Approval of US Dept of Health and Human Services Grant

BOARD BRIEFING: DATE REQUESTED: _____
REQUESTED BY: _____
AMOUNT OF TIME NEEDED: _____

REGULAR MEETING: DATE REQUESTED: March 8, 2001
AMOUNT OF TIME NEEDED: 10 minutes

DEPARTMENT: Aging and Disability Services DIVISION: _____

CONTACT: Caroline Sullivan TELEPHONE #: 503-988-3620 x26841
BLDG/ROOM #: 161/third floor

PERSON(S) MAKING PRESENTATION: Don Carlson

ACTION REQUESTED:

☐ INFORMATIONAL ONLY ☐ POLICY DIRECTION ☒ APPROVAL ☐ OTHER

SUGGESTED AGENDA TITLE:

Intergovernmental Agreement 0111040 (State Grant Agreement 91386) with State of Oregon Department of Human Services, Senior and Disabled Services Division, to implement United States Department of Health and Human Services Grant 90-AM-2423 Outcomes Measures Project

3/9/01 originals to Caroline Sullivan

SIGNATURES REQUIRED:

ELECTED OFFICIAL: _____
(OR)
DEPARTMENT
MANAGER: James W. Connell

BOARD OF
COUNTY COMMISSIONERS
01 FEB 26 PM 1:17
MULTNOMAH COUNTY
OREGON

ALL ACCOMPANYING DOCUMENTS MUST HAVE REQUIRED SIGNATURES

Any Questions: Call the Board Clerk @ (503) 988-3277



MULTNOMAH COUNTY OREGON

AGING AND DISABILITY SERVICES

AREA AGENCY ON AGING

421 SW 5TH, 3RD FLOOR

PORTLAND, OREGON 97204

HELPLINE: (503) 988-3646 ADMINISTRATION: (503) 988-3620

TTY: (503) 988-3683 FAX: (503) 988-3656

BOARD OF COUNTY COMMISSIONERS

BEVERLY STEIN	•	CHAIR OF THE BOARD
DIANE LINN	•	DISTRICT 1 COMMISSIONER
SERENA CRUZ	•	DISTRICT 2 COMMISSIONER
LISA NAITO	•	DISTRICT 3 COMMISSIONER
LONNIE ROBERTS	•	DISTRICT 4 COMMISSIONER

TO: Chair Beverly Stein
FROM: Jim McConnell *Jim McConnell*
DATE: February 8, 2001
SUBJECT: Intergovernmental Grant Agreement Contract 0111040 with
Oregon Department of Human Services, Senior and Disabled
Services Division

I. Recommendation: This is to recommend approval of the attached Intergovernmental Grant Agreement 0111040 (State #91386) with Oregon Department of Human Services, Senior and Disabled Services Division (SDSD) to implement US Department of Health and Human Services Grant 90-AM-2423 Program Outcomes Measures Project II (POMP II) for the period upon execution through September 29, 2001.

II. Background/Analysis: This Grant Agreement provides that Multnomah County Aging and Disability Services (ADS) shall be responsible for all expectations, deliverables, products, obligations and reports required by federal Department of Health and Human Services for Grant 90-AM-2423.

ADS will test five outcome measures for nutrition risk, emotional wellbeing, social functioning, information and assistance, and caregiver burden and satisfaction.

To implement this grant, ADS will contract with Sharon Baggett, Ph.D. to be the project director. Dr. Baggett is named in the approved grant to be the project director. She is qualified by experience in research and evaluation as well as by her academic accomplishments.

ADS already measures performance outcomes in the form of client surveys for nutrition risk and satisfaction with the ADS HELPLINE. This grant will extend the scope of outcome measurements for these two services and add surveys to measure the other outcomes. The data will be integrated into a national project as well as analyzed on a local level for evaluation of ADS programs.

III. Financial Impact: Funds are available in the amount of \$65,000 from federal grant funding. A Budget Modification is not necessary.

IV. Legal Issues: NA

V. Controversial Issues: NA

VI. Link to Current County Policies: This grant is consistent with County and Department policy to measure performance outcomes for each service contract and other direct client services. The intergovernmental grant agreement will expand outcomes and their measurements already in place and will generate data which managers may use in monitoring and evaluating contracts and services.

VII. Citizen Participation: The findings will be shared with partners and contractors.

VIII. Other Government Participation: The funds are federal and the data is for a national project. The grant was submitted to federal Department of Health and Human Resources by SDSD. As the grant recipient, SDSD staff will provide coordination and oversight for the grant activities. Findings and/or models for measuring outcomes may be made available to other Area Agencies on Aging within the state of Oregon and nationally. There will be interface with State staff regarding program and fiscal grant reporting.

MULTNOMAH COUNTY CONTRACT APPROVAL FORM (See Administrative Procedure CON-1)

Pre-approved Contract Boilerplate (with County Attorney signature) ☐ Attached ☒ Not Attached

Contract #: 0111040

Amendment #:

CLASS I	CLASS II	CLASS III
<input type="checkbox"/> Professional Services not to exceed \$50,000 (and not Awarded by RFP or Exemption) <input type="checkbox"/> Revenue not to exceed \$50,000 (and not awarded by RFP or Exemption) <input type="checkbox"/> Intergovernmental Agreement (IGA) not to exceed \$50,000 <input type="checkbox"/> Expenditure <input checked="" type="checkbox"/> Revenue <input type="checkbox"/> Architectural & Engineering not to exceed \$10,000 (for tracking purposes only)	<input type="checkbox"/> Professional Services that exceed \$50,000 or awarded by RFP or Exemption (regardless of amount) <input type="checkbox"/> PCRB Contract <input type="checkbox"/> Maintenance Agreement <input type="checkbox"/> Licensing Agreement <input type="checkbox"/> Construction <input type="checkbox"/> Grant <input type="checkbox"/> Revenue that exceeds \$50,000 or awarded by RFP or Exemption (regardless of amount)	<input type="checkbox"/> Intergovernmental Agreement (IGA) that exceeds \$50,000 <input type="checkbox"/> Expenditure <input type="checkbox"/> Revenue <div style="text-align: center;"> APPROVED MULTNOMAH COUNTY BOARD OF COMMISSIONERS AGENDA # R-2 DATE 03/08/01 DEB BOGSTAD, BOARD CLERK </div>

Department: Aging and Disability Services Division: _____ Date: 2/12/01
 Originator: Caroline Sullivan/Donald E. Carlson Phone: (503) 988 3620-3620 Bldg/Rm: 161/3rd Floor
 Contact: Caroline Sullivan/Donald E. Carlson Phone: (503) 988 3620-3620 x26841 Bldg/Rm: 161/3rd Floor

Description of Contract: US Department of Health and Human Services grant 90-AM-2423 testing five outcome measurements for national Program Outcomes Measurement Project II (POMP II).

RENEWAL: ☐ PREVIOUS CONTRACT #(S): _____

RFP/BID: _____ RFP/BID DATE: _____

EXEMPTION #/DATE: _____ EXEMPTION EXPIRATION DATE: _____ ORS/AR #: _____

CONTRACTOR IS: ☐ MBE ☐ WBE ☐ ESB ☐ QRF ☐ N/A ☐ NONE (Check all boxes that apply)

Contractor <u>Oregon Department of Human Services</u> Address <u>Senior and Disabled Services Division</u> <u>500 Summer Street NE, E-09</u> <u>Salem OR 97301-1075</u> Phone _____ Employer ID# or SS# _____ Effective Date <u>Upon execution</u> Termination Date <u>September 29, 2001</u> Original Contract Amount \$ <u>65,000</u> Total Amt of Previous Amendments \$ <u>0</u> Amount of Amendment \$ <u>0</u> Total Amount of Agreement \$ <u>65,000</u>	Remittance address _____ (If different) _____ Payment Schedule / Terms <input checked="" type="checkbox"/> Lump Sum \$ _____ <input type="checkbox"/> Due on Receipt <input type="checkbox"/> Monthly \$ _____ <input type="checkbox"/> Net 30 <input type="checkbox"/> Other \$ _____ <input type="checkbox"/> Other <input type="checkbox"/> Requirements Not to Exceed \$ _____ Encumber <input type="checkbox"/> Yes <input type="checkbox"/> No
--	---

REQUIRED SIGNATURES:

Department Manager James W. Connell

DATE 2-15-01

Purchasing Manager _____

DATE _____

(Class II Contracts Only)

County Attorney Patricia W. Henry

DATE 2/16/01

County Chair Kenley Allen

DATE March 8, 2001

Sheriff _____

DATE _____

Contract Administration _____

DATE _____

(Class I, Class II Contracts only)

LGFS VENDOR CODE						DEPT REFERENCE					
LINE #	FUND	AGENCY	ORG	SUB ORG	ACTIVITY	OBJ/ REV	SUB OBJ	REP CAT	LGFS DESCRIPTION	AMOUNT	INC DEC
01											
02											
03											

Exhibit A, Rev. 3/9/98 DIST: Originator, Accts Payable, Contract Admin - Original If additional space is needed, attach separate page. Write contract # on top of page



Oregon

John A. Kitzhaber, M.D., Governor

ORIGINAL

Department of Human Services

Contracts and Purchasing Unit
500 Summer Street NE, HRB003
Salem, Oregon 97310
(503) 945-5818
Purchasing FAX (503) 373-7365
Contracts FAX (503) 373-7889
TTY (503) 945-5928

Grant Agreement #91386
US Department of Health & Human Services Grant 90-AM-2423

INTERGOVERNMENTAL GRANT AGREEMENT

This Grant Agreement is between the State of Oregon acting by and through the Department of Human Services, Senior and Disabled Services Division, hereinafter called DIVISION and Multnomah County Aging and Disability Services, hereinafter called AGENCY.

I. TERM

This Grant Agreement shall become effective on the date signed by all parties, and shall expire, unless otherwise terminated or extended, on September 29, 2001.

II. PURPOSE

The purpose of this Grant Agreement is to support the AGENCY participation in their "Outcomes Measures Project." The United States Department of Health and Human Services is awarding the full amount of this Grant to the DIVISION. The AGENCY will test five measures: nutrition risk, emotional wellbeing, social functioning, information and assistance, and caregiver burden and satisfaction measures in conformance with the expectation of the United States Department of Health and Human Services.

III. STATEMENT OF WORK

AGENCY shall comply with all federal, state, and local requirements of the United States Department of Health and Human Services Grant 90-AM-2423. AGENCY is responsible for all expectations, deliverables, products, obligations, and reports required by the granting authority. AGENCY shall supply all necessary information to the DIVISION in a timely manner for all Grant compliance requirements. DIVISION is limited to serving as a conduit to access Grant funding and filing associated progress reports and the financial status reports.

0111040

"Assisting People to Become Independent, Healthy and Safe"
An Equal Opportunity Employer

DHS 2999 (7/99)



IV. CONSIDERATION

- A.** Payment for all work performed under this Grant Agreement shall be subject to the provisions of ORS 293-462, based on funding from the United States Department of Health and Human Services Grant 90-AM-2423, and shall not exceed the maximum sum of \$65,000 including any travel and other expenses when noted below.
- B.** AGENCY shall bill DIVISION one time for full payment. Full payment of this Grant will be due no sooner than March 30, 2001. The invoice must be sent to the following DIVISION representative:

**CHAD CHERIEL
DEPARTMENT OF HUMAN SERVICES
SENIOR AND DISABLED SERVICES DIVISION
500 SUMMER STREET NE, E-09
SALEM, OREGON 97301-1075**

- C.** AGENCY shall not invoice and DIVISION will not pay, any amount in excess of the maximum compensation set forth above. If this maximum compensation amount is increased by amendment of this Grant Agreement, the amendment must be fully effective before AGENCY performs work subject to the amendment. AGENCY shall notify DIVISION's supervising representative in writing thirty (30) days before this Grant Agreement expires of the upcoming expiration of the Grant Agreement. No payment will be made for any services performed before the beginning date or after the expiration date of this Grant Agreement.

V. TRAVEL AND OTHER EXPENSES

No travel or other expenses are authorized.

VI. GENERAL PROVISIONS

A. Funds Available and Authorized

Except in the event that the DIVISION has entered into a master Grant Agreement, AGENCY shall not be compensated for work performed under this Grant Agreement by any other agency or department of the State of Oregon. DIVISION has sufficient funds currently available and authorized for expenditure to finance the costs of this Grant Agreement within the DIVISION's biennial appropriation or limitation. In the event the Oregon

Legislative Assembly fails to approve expenditure authority for any reason, DIVISION may terminate this Grant Agreement without penalty or liability to the DIVISION, effective upon the delivery of written notice to AGENCY, with no further liability to AGENCY.

B. Amendment

The terms of this Grant Agreement may not be waived, altered, modified, supplemented or amended, in any manner whatsoever, except by written Grant Agreement signed by the parties. This Grant Agreement will not be amended after the expiration date.

C. Termination

1. This Grant Agreement may be terminated at any time by mutual consent of both parties, or by either party upon 30 days notice in writing, and delivered by certified mail or in person.
2. In addition, the DIVISION may terminate this Grant Agreement, in whole or in part, effective upon delivery of written notice to the AGENCY, or at such later date as may be established by the DIVISION, under any of the following conditions:
 - a. If DIVISION funding from federal, state, or other sources is not obtained and continued at levels sufficient to allow for purchase of the indicated services;
 - b. If federal or state regulations or guidelines are modified, changed, or interpreted in such a way that the services are no longer allowable or appropriate under this Grant Agreement or are no longer eligible for the funding proposed for payments authorized by this Grant Agreement; or
 - c. If any license or certification required by law or regulation to be held by the AGENCY to provide the services required by this Grant Agreement is for any reason denied, revoked, suspended, or not renewed.
3. DIVISION, by written notice to AGENCY, may at any time terminate the whole or any part of this Grant Agreement:

- a. If the AGENCY fails to provide services called for by this Grant Agreement within the time specified herein or any extension thereof; or
- b. If the AGENCY fails to perform any of the other provisions of this Grant Agreement, or so fails to pursue the work as to endanger performance of this Grant Agreement in accordance with its terms, and after receipt of written notice from the DIVISION, fails to correct such failures within 30 calendar days or such other period as the DIVISION may authorize or require.

The rights and remedies of the DIVISION provided in subsection 3, above, are not exclusive, and are in addition to any other rights and remedies provided by law or under this Grant Agreement. Termination or modification of this Grant Agreement pursuant to subsections 1 or 2, above, shall be without prejudice to any obligations or liabilities of either party already accrued prior to such termination. However, upon receiving a notice of termination (regardless whether such notice is given pursuant to subsections 1, 2, or 3 of this section), AGENCY shall immediately cease all activities under this Grant Agreement, unless expressly directed otherwise by DIVISION in the notice of termination. Further, upon termination, AGENCY shall deliver to DIVISION all Grant Agreement documents, information, works-in-progress and other property that are or would be deliverables had the Grant Agreement been completed.

D. Indemnity/Hold Harmless Provision

Department and Agency shall be responsible exclusively with respect to their employees, for providing for employment-related benefits and deductions that are required by law, including but not limited to federal and state income tax deductions, workers compensation coverage, and PERS contributions. Agency shall perform the services under this Grant Agreement as an independent contractor. Agency and Department each shall be responsible, to the other, to the extent permitted by the Oregon Constitution, subject to the limitations of the Tort Claims Act (ORS 30.160-30.300), only for the acts, omissions or negligence of its own officers, employees or agents.

Agency as a recipient of grant funds, pursuant to this Agreement with the DIVISION, shall assume sole liability for Agency's breach of the conditions of the Grant, and shall, upon Agency's breach of Grant conditions that requires

the DIVISION to return funds to the grantor, hold harmless and indemnify the DIVISION for an amount equal to the funds received under this Agreement; or if legal limitations apply to the indemnification ability of Agency, the indemnification amount shall be the maximum amount of funds available for expenditure, including any available contingency funds or other available non-appropriated funds, up to the amount received under this Grant Agreement.

E. Compliance with Applicable Law

AGENCY shall comply with all federal, state and local laws, regulations, executive orders and ordinances applicable to the Work under this Grant Agreement. Without limiting the generality of the foregoing, AGENCY expressly agrees to comply with: (i) Title VI of Civil Rights Act of 1964; (ii) Section V of the Rehabilitation Act of 1973; (iii) the Americans with Disabilities Act of 1990 and ORS 659.425; (iv) all regulations and administrative rules established pursuant to the foregoing laws; and (v) all other applicable requirements of federal and state civil rights and rehabilitation statutes, rules and regulations. DIVISION's performance under this Grant Agreement is conditioned upon AGENCY's compliance with the provisions of ORS 279.312, 279.314, 279.316, 279.320 and 279.555, which are incorporated by reference.

F. Written Notice All notices regarding this Grant Agreement should be sent to the parties at the following addresses:

**To DIVISION: CHAD CHERIEL
DEPARTMENT OF HUMAN SERVICES
SENIOR AND DISABLED SERVICES DIVISION
500 SUMMER STREET NE, E-09
SALEM, OREGON 97301-1075**


**To AGENCY: MARY SHORTALL, DEPUTY DIRECTOR
MULTNOMAH COUNTY
AGING AND DISABILITY SERVICES
421 SW 5TH, 3RD FLOOR
PORTLAND, OREGON 97204-2238**

0 1 1 1 0 4 0

G. Merger Clause

THIS GRANT AGREEMENT AND ATTACHED EXHIBITS CONSTITUTES THE ENTIRE GRANT AGREEMENT BETWEEN THE PARTIES. NO WAIVER, CONSENT, MODIFICATION OR CHANGE OF TERMS OF THIS GRANT AGREEMENT SHALL BIND EITHER PARTY UNLESS IN WRITING AND SIGNED BY BOTH PARTIES. SUCH WAIVER, CONSENT, MODIFICATION OR CHANGE, IF MADE, SHALL BE EFFECTIVE ONLY IN THE SPECIFIC INSTANCE AND FOR THE SPECIFIC PURPOSE GIVEN. THERE ARE NO UNDERSTANDINGS, GRANT AGREEMENTS, OR REPRESENTATIONS, ORAL OR WRITTEN, NOT SPECIFIED HEREIN REGARDING THIS GRANT AGREEMENT. AGENCY, BY THE SIGNATURE OF ITS AUTHORIZED REPRESENTATIVE, HEREBY ACKNOWLEDGES THAT HE/SHE HAS READ THIS GRANT AGREEMENT, UNDERSTANDS IT, AND AGREES TO BE BOUND BY ITS TERMS AND CONDITIONS.

VII. SIGNATURES



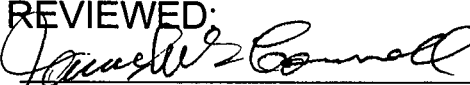
AGENCY Multnomah County
Administrator/Delegate
Beverly Stein, Multnomah County Chair


March 8, 2001

Date

DIVISION
Administrator/Delegate

Date

REVIEWED:


James McConnell, Agency Director


Patrick W. Henry
Assistant County Attorney

2-15-01

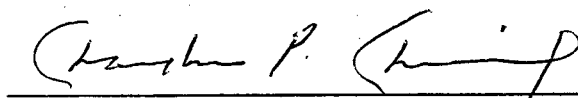
Date

2/16/01

Date

DHS Contracts Coordinator

Date



SDSD Program Unit

Jan 18, 2001

Date

MEETING DATE: MAR 08 2001
AGENDA NO: R-3
ESTIMATED START TIME: 9:45

(Above Space for Board Clerk's Use ONLY)

AGENDA PLACEMENT FORM

SUBJECT: Acceptance of Memorandum of Understanding between City of Troutdale,

Mid-County Service District No. 14, and Tri-Met

BOARD BRIEFING: DATE REQUESTED: _____
REQUESTED BY: _____
AMOUNT OF TIME NEEDED: _____

REGULAR MEETING: DATE REQUESTED: March 8, 2001
AMOUNT OF TIME NEEDED: 10 minutes

DEPARTMENT: Sustainable Community Development DIVISION: Transportation

CONTACT: Harold Lasley, Director TELEPHONE #: (503) 988-5050 x29624
BLDG/ROOM #: 455/Yeon Annex

PERSON(S) MAKING PRESENTATION: Randall Shannon

ACTION REQUESTED:

[] INFORMATIONAL ONLY [] POLICY DIRECTION [X] APPROVAL [] OTHER

SUGGESTED AGENDA TITLE:

Approval of Memorandum of Understanding between City of Troutdale, Mid-County Service District No. 14, and Tri-Met for a Street Light at 2nd and Dora Sts. In Troutdale.

3/9/01 ORIGINALS TO CATHEY KRAMER

SIGNATURES REQUIRED:

ELECTED OFFICIAL: _____

(OR)

DEPARTMENT
MANAGER: _____

Handwritten signature: Maria Lopez de Steffey

ALL ACCOMPANYING DOCUMENTS MUST HAVE REQUIRED SIGNATURES

Any Questions: Call the Board Clerk @ 988-3277

BOARD OF
COUNTY COMMISSIONERS
01 MAR - 1 PM 2:33
MULTNOMAH COUNTY
OREGON



Department of Sustainable Community Development
MULTNOMAH COUNTY OREGON

Transportation Division
1600 SE 190th Avenue
Portland, Oregon 97233
(503) 988-5050 phone
(503) 988-3321 fax

MEMORANDUM

TO: BOARD OF COUNTY COMMISSIONERS

FROM: Harold Lasley, P. E., Director
Transportation Division

TODAY'S DATE: February 27, 2001

REQUESTED PLACEMENT DATE: March 8, 2001

RE: Memo of Understanding for Streetlight Installation among Mid-County Service District No. 14, Tri-Met, and City of Troutdale

I. Recommendation/Action Requested:

Approve and sign Memorandum of Understanding (MOU) with Tri-Met and the City of Troutdale.

II. Background/Analysis:

Multnomah County's service districts have been created under the provisions of O.R.S. Chapter 451 to provide construction and operation of sanitary sewer systems and to provide street lighting in particular areas of the County. The Multnomah County Board of Commissioners serves as the governing body of each district. (The Board recesses as the Board of County Commissioners and convenes as the governing body for Mid-County Street Lighting Service District No. 14, and then adjourns as governing body for the service district and reconvenes as the Board of County Commissioners.)

Street lighting in the City of Troutdale is under the jurisdiction of the Mid-County Lighting District. Troutdale requested Tri-Met to relocate a bus stop to 2nd and Dora Sts. Street lighting was substandard at the new location, and Tri-Met installed a light to improve public safety. Tri-Met desires an MOU to ensure continued operation by the Lighting District.

III. Financial Impact:

\$5.00 per month for operation and maintenance.

IV. Legal Issues:

None

V. Controversial Issues:

None

VI. Link to Current County Policies:

Improve public safety and enhance public transit as an alternative mode of transportation.

VII. Citizen Participation:

None

VIII. Other Government Participation:

City of Troutdale and Tri-Met

MULTNOMAH COUNTY CONTRACT APPROVAL FORM

Pre-approved Contract Boilerplate (with County Counsel signature) ☐ Attached ☒ Not Attached Contract #: 4600001755
Amendment #:

CLASS I	CLASS II	CLASS III
<input type="checkbox"/> Professional Services not to exceed \$50,000 (and not awarded by RFP or Exemption) <input type="checkbox"/> Revenue not to exceed \$50,000 (and not awarded by RFP or Exemption) <input checked="" type="checkbox"/> Intergovernmental Agreement (IGA) not to exceed \$50,000 <input checked="" type="checkbox"/> Expenditure <input type="checkbox"/> Revenue <input type="checkbox"/> Architectural & Engineering not to exceed \$10,000 (for tracking purposes only)	<input type="checkbox"/> Professional Services that exceed \$50,000 or awarded by RFP or Exemption (regardless of amount) <input type="checkbox"/> PCRB Contract <input type="checkbox"/> Maintenance Agreement <input type="checkbox"/> Licensing Agreement <input type="checkbox"/> Construction <input type="checkbox"/> Grant <input type="checkbox"/> Revenue that exceeds \$50,000 or awarded by RFP or Exemption (regardless of amount)	<input type="checkbox"/> Intergovernmental Agreement (IGA) that exceeds \$50,000 <input type="checkbox"/> Expenditure <input type="checkbox"/> Revenue <p style="text-align: center;">APPROVED MULTNOMAH COUNTY BOARD OF COMMISSIONERS</p> <p>AGENDA # <u>R-3</u> DATE <u>03/08/01</u> DEB BOGSTAD, BOARD CLERK</p>

Department: Sustainable Community Development Division: Transportation Division Date: Feb. 21, 2001
 Originator: Randall Shannon Phone: X29636 Bldg/Rm: 455/Annex
 Contact: Cathy Kramer Phone: X22589 Bldg/Rm: 455/Annex

Description of Contract: Acceptance of Memorandum of Understanding among Mid-County Service District No. 14, Tri-Met, and the City of Troutdale for a street light at 2nd and Dora Streets in Troutdale, Oregon.

RENEWAL: ☐ PREVIOUS CONTRACT #(S): _____
 RFP/BID: _____ RFP/BID DATE: _____
 EXEMPTION #/DATE: _____ EXEMPTION EXPIRATION DATE: _____ ORS/AR #: _____
 CONTRACTOR IS: ☐ MBE ☐ WBE ☐ ESB ☐ QRF ☒ N/A ☐ NONE (Check all boxes that apply)

Contractor <u>Tri-County Metropolitan Transportation District of Oregon (Tri-Met)</u> Address <u>710 NE Holladay Street</u> <u>Portland OR 97232</u> <u>David Zagel, Project Manager</u> Phone <u>(503) 962-2281</u> Employer ID# or SS# <u>N/A</u> Effective Date <u>November 1, 2000</u> Termination Date <u>November 1, 2010</u> Original Contract Amount \$ _____ Total Amt of Previous Amendments \$ _____ Amount of Amendment \$ _____ Total Amount of Agreement \$ <u>600.00 (over life of Agrmt)</u>	Remittance address <u>Tri-Met Capital Projects & Facilities Division</u> (If different) (Same address) Payment Schedule / Terms <input type="checkbox"/> Lump Sum \$ _____ <input type="checkbox"/> Due on Receipt <input checked="" type="checkbox"/> Monthly \$ <u>5.00</u> <input type="checkbox"/> Net 30 <input type="checkbox"/> Other \$ _____ <input type="checkbox"/> Other <input type="checkbox"/> Requirements Not to Exceed \$ _____ Encumber <input type="checkbox"/> Yes <input type="checkbox"/> No
---	--

REQUIRED SIGNATURES:

Department Manager <u>[Signature]</u>	DATE <u>3/2/01</u>
Purchasing Manager <u>[Signature]</u>	DATE _____
County Counsel <u>[Signature]</u>	DATE <u>2/27/01</u>
County Chair <u>[Signature]</u>	DATE <u>March 8, 2001</u>
Sheriff _____	DATE _____
Contract Administration <u>[Signature]</u>	DATE _____

(Class I, Class II Contracts only)

LGFS VENDOR CODE						DEPT REFERENCE					
LINE #	PLANT	Rec No.	GL ACCT	SUB ORG	ACTIVITY	OBJ/ REV	SUB OBJ	REP CAT	SAP DESCRIPTION	AMOUNT	INC DEC
01	F030	1378									
02											

Exhibit A, Rev. 3/25/98 DIST: Originator, Accts Payable, Contract Admin - Original If additional space is needed, attach separate page. Write contract # on top of page.

RSC2631.CAF (Rec 1378)

**TRI-MET
CITY OF TROUTDALE,
AND MID-COUNTY SERVICE DISTRICT NO. 14
MEMORANDUM OF UNDERSTANDING
For Streetlight Installation at
Bus Layover on SE 2nd Street at Dora Avenue**

THIS MEMORANDUM OF UNDERSTANDING (MOU) is entered into by and between the CITY OF TROUTDALE (CITY), a municipal government organized under the laws of the State of Oregon, the MID-COUNTY SERVICE DISTRICT NO. 14 (MID-COUNTY), a special service district within Multnomah County and the TRI-COUNTY METROPOLITAN TRANSPORTATION DISTRICT OF OREGON (TRI-MET), a mass transit district organized under the laws of the State of Oregon.

RECITALS

WHEREAS, the parties desire to accomplish the installation and operation of an overhead streetlight Project ("Project") located on SE 2nd Street east of Dora Avenue in Troutdale to improve ambient light levels as shown on Exhibit A attached hereto; and

WHEREAS, the Project includes the construction (installation), operation and maintenance of one 30-foot gray fiberglass pole with 6-foot mast arm, one 100-watt HPS bulb with a flat fixture lens cobra head, and the underground conduit and junction box necessary to connect to a PGE transformer; and

WHEREAS, the purpose of this MOU is to memorialize the terms and conditions of each parties' obligations with respect to this Project.

OBLIGATIONS OF THE PARTIES

A. TRI-MET Obligations:

1. Tri-Met shall be responsible for the design and construction phase of the Project. The parties understand that the design shall be provided by Portland General Electric (PGE) and also in part by Tri-Met personnel, and that, pursuant to Tri-Met procurement procedures, Tri-Met will award a contract for the construction services to PGE.
2. Tri-Met or PGE shall provide plans and specifications for construction of the Project prior to commencement of the construction work. Tri-Met will provide the City with the opportunity to review final plans and specifications prior to approval by Tri-Met and construction of work. Tri-Met will require PGE to secure all necessary permits to work within the City's right-of-way.
3. Tri-Met, at its expense, shall administer construction contracts and manage construction work associated with this Project.
4. Tri-Met shall pay the Project construction costs to PGE and shall be entitled to reimbursement of 50% of those costs from the City as provided in this MOU. "Construction costs" shall include only those costs paid directly to PGE and shall include any necessary permits billed by PGE.
5. Upon completion of construction, Tri-Met shall provide City and Mid-County written notice of such completion, and an itemized statement of the Project costs.

B. CITY Obligations:

1. The City shall reimburse Tri-Met for 50% of the Project construction costs. The City shall pay Tri-Met within 30 days upon receipt and approval of invoice. The City will not reimburse Tri-Met for any costs related to the preparation of plans and specifications for the project.
2. The City agrees that upon completion of construction of the Project, Mid-County will become the sole owner of the Project.
3. City agrees to take no action that would interfere with the operation of the Project for the life of the Project as defined at C (2) below, including Mid-County's obligations assumed hereunder.

C. MID-COUNTY Obligations:

1. Upon receipt of Tri-Met's written notice of completion of construction, Mid-County shall become the sole owner of the Project and assumes all responsibility for the Project, including operation and maintenance.
2. Mid-County shall pay all operation and maintenance costs for the life of the Project which shall be until: (a) Tri-Met removes its bus stop and layover area from 2nd Street east of Dora Avenue; or (b) Tri-Met provides written notice that it is discontinuing the Project; or (c) this Agreement is mutually terminated by written agreement of the parties; or (d) Mid-County chooses to completely remove the Project after November 1, 2010.

Operation and maintenance costs shall include costs to power and maintain streetlight per applicable PGE Schedule B, other applicable tariff or the applicable direct access power costs. Mid-County shall provide written authorization and billing information to PGE for such payments and shall provide Tri-Met with a copy of this authorization.

3. Unless the Project is terminated as provided at C (2), Mid-County shall be obligated to repair or replace the Project if damaged or destroyed unless the damage or destruction is (a) subject to any construction contractor warranties for the Project; or (b) caused by the design or construction of the Project; or (c) caused by Tri-Met's negligent operation of its vehicles.

D. To the extent allowed by law and up to the limits of liability of the Oregon Tort Claims Act, Tri-Met, the City and Mid-County shall each hold harmless, defend and indemnify the other party(ies), their directors, officers, employees and agents, from any claims, damages, expenses or loss arising out of the negligence or other fault in the performance or non-performance of obligations assumed by the indemnifying party under this Agreement.

E. The interests, rights and benefits conferred by this Agreement, and the obligations assumed hereunder, shall inure to the benefit of and bind the successors and assigns of the parties hereto.

F. Nothing in this Agreement, nor any acts of the parties hereto, shall be deemed or construed by the parties, or any third person, to create the relationship of principal and agent, or of partnership, or of joint venture, or any association between any of the parties to this Agreement. No persons or entities shall be deemed to be third-party beneficiaries of this Agreement unless specifically designated in this Agreement as intended third-party beneficiaries.

G. This MOU shall be effective November 1, 2000 and remain in effect until expiration of the Project as provided for at C (2) above.

H. The parties agree that all routine correspondence and notices with regard to the obligations of this Agreement shall be provided to the Project Managers designated for this Project below:

If to TRI-MET:

David Zagel
710 NE Holladay Street
Portland, OR 97232
Fax: (503) 962-2281

If to CITY:

James Galloway
104 SE Kibling Avenue
Troutdale, OR 97060-2099
Fax: (503) 667-6403

If to MID-COUNTY:

Randy Shannon
600 SE 190th Avenue
Portland, OR 97233
Fax: (503) 988-3321

Any notice required or permitted under this Agreement shall be in writing and deemed effective if deposited in the U.S. mail certified return receipt, hand delivered or transmitted by facsimile with a successful confirmation.

This MOU constitutes a legally binding agreement among the parties or their successors and constitutes the entire agreement between the parties, superseding any prior discussions or agreements regarding the same subject. Any waiver, consent, modification, amendment or change to the terms of this MOU must be in writing and signed by the authorized representatives of each party to be effective and binding. The individuals signing below represent and warrant that they have authority to bind the party for which they sign.

TRI-COUNTY METROPOLITAN
TRANSPORTATION DISTRICT
OF OREGON

By: Neil McFarlane

Neil McFarlane
Executive Director
Capital Projects & Facilities Division

CITY OF TROUTDALE

By: Paul Thalofer

Paul Thalofer
Mayor

MID-COUNTY
SERVICE DISTRICT NO. 14

By: Beverly Stein

Name: Beverly Stein
Title: Multnomah County Chair

APPROVED AS TO FORM:

By: [Signature]
Legal Department

APPROVED MULTNOMAH COUNTY
BOARD OF COMMISSIONERS

AGENDA # R-3 DATE 03/08/01
DEB BOGSTAD, BOARD CLERK

REVIEWED:
THOMAS SPONSER, COUNTY ATTORNEY
FOR MULTNOMAH COUNTY

By: Thomas Sponser
ASSISTANT COUNTY ATTORNEY
DATE February 27, 2001

NEW STLT POLE #00006
S#

INSTALL 1-30' GRAY FIBERGLASS POLE
(SET 7' FP-FC)
INSTALL 1-100W HSP FLAT LENS
INSTALL 129' OF #10 CU STREETLIGHT WIRE
FROM TRANSFORMER #47529-25 TO
NEW POLE AND JUNCTION BOX

NOTE: JEFF MILLER TO TRENCH,
INSTALL 2" PVC CONDUIT
AND 'ONE' 13' X 24" JUNCTION BOX
CONTACT: JEFF MILLER AT 209-0822
ONE WEEK BEFORE GOING OUT



STREETLIGHT LEGEND

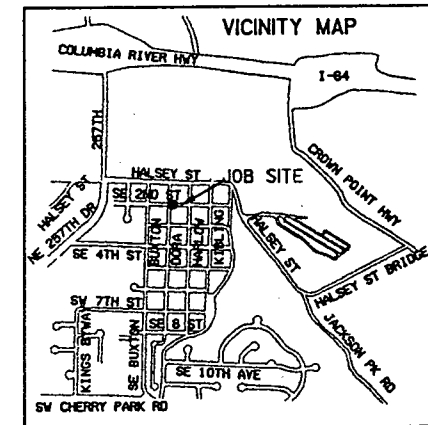
NEW FACILITIES TO BE INSTALLED

(UNLESS OTHERWISE SPECIFIED)

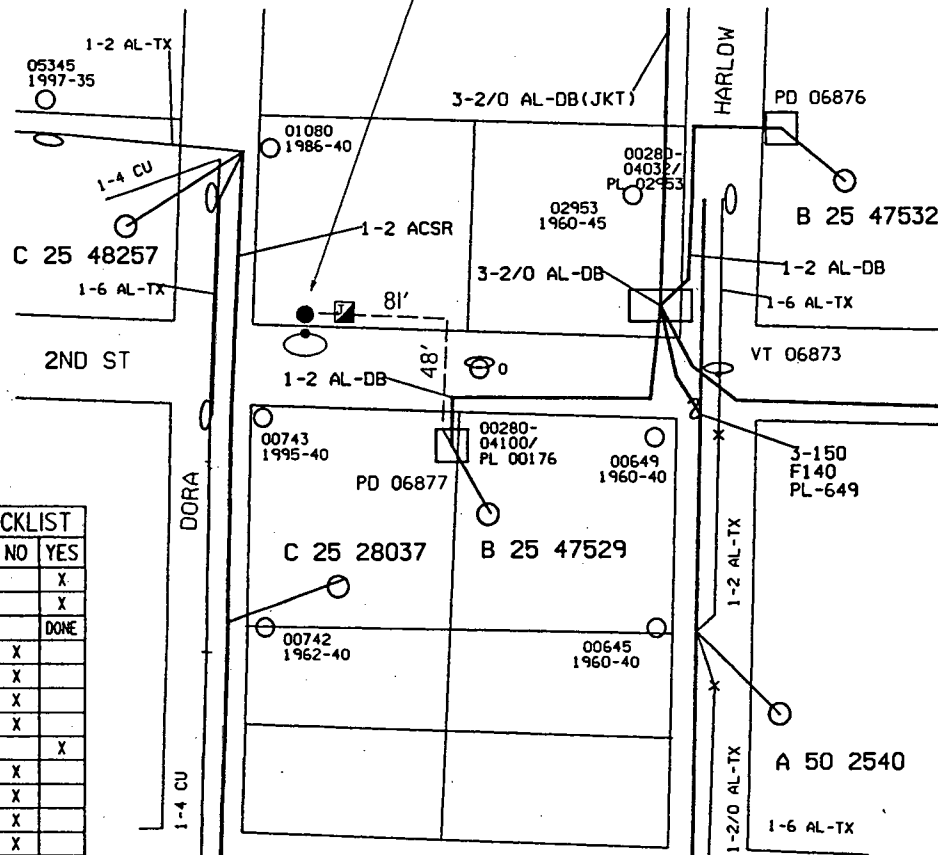
- INSTALL 1-#10 CU-TX ST LT WIRE
IN CUSTOMER 2" SCH 40 PVC CONDUIT
- FOR RUNS OF 100' OR LESS
- USE 1" PVC CONDUIT
FOR RUNS OVER 100'
- USE 2" PVC CONDUIT
- INSTALL J-BOX ADJACENT TO POLE
TO TERMINATE CONDUIT
- USE 1" PVC CONDUIT FROM J-BOX TO POLE

ADD ONE
SCH: 91
OPTION: B
LC: 34
PC: 62
LUM: 110
REF: 000
M.A.: 6'
B.C.: 54210

- ☒ CUSTOMER INSTALLED STREETLIGHT JUNCTION BOX
 INSTALL STREETLIGHT
 INSTALL STREETLIGHT POLE



WR CHECKLIST		
ITEM	NO	YES
HOLEDIGGER		X
BOOM		X
BACKHOE		DONE
PGE TRENCH	X	
LOCATES	X	
STAKING	X	
FLAGGING	X	
TREETRM		X
EASEMENT	X	
PERMITS	X	
CUTSHEET	X	
SHUTDOWN	X	




 PGE GRESHAM LINE CREW CENTER 1705 E BURNSIDE ST GRESHAM, OR 97030	JOB NO. 170641	DATE 9/15/00	SECTION(S) A13-25C	SCALE 1"=60'
	CIRCUIT FAIRVIEW - TROUTDALE (SKV)			
	TITLE MID COUNTY - TRIMET			
	LOCATION 2ND AND DORA ST IN TROUTDALE			
	DESCRIPTION INSTALL ONE OPT 'B' STREETLIGHT & POLE			
DESIGN BY JIM KRUEGER	PHONE 570-4412	DRAWN BY JLZ	SHEET 1 OF 1	
© PORTLAND GENERAL ELECTRIC CO. - ALL RIGHTS RESERVED				

Exhibit A

MEETING DATE: MAR 08 2001
AGENDA NO: R-4
ESTIMATED START TIME: 9:55

(Above Space for Board Clerk's Use ONLY)

AGENDA PLACEMENT FORM

SUBJECT: Vacation of a Portion of S.E. 172nd Avenue, a County Road No. 1548

BOARD BRIEFING: DATE REQUESTED: _____
REQUESTED BY: _____
AMOUNT OF TIME NEEDED: _____

REGULAR MEETING: DATE REQUESTED: March 8, 2001
AMOUNT OF TIME NEEDED: 15 minutes

DEPARTMENT: Environmental Services DIVISION: Transportation

CONTACT: Mike Phillips, Engr. Design Adm. ^{MDP} TELEPHONE #: 29628
BLDG/ROOM #: 455

PERSON(S) MAKING PRESENTATION: Mike Phillips

ACTION REQUESTED:

☐ INFORMATIONAL ONLY ☐ POLICY DIRECTION ☒ APPROVAL ☐ OTHER

SUGGESTED AGENDA TITLE:

Initiation of Vacation Proceedings for a portion of S.E. 172nd Avenue.

*3/9/01 copies to Cathryn Kramer &
Mike Phillips*

SIGNATURES REQUIRED:

ELECTED OFFICIAL: _____

(OR)

DEPARTMENT MANAGER: *Maia Pajo de Seffey*

01 FEB 27 AM 11:23
CLERK OF
COUNTY COMMISSIONERS
MULTNOMAH COUNTY
OREGON

ALL ACCOMPANYING DOCUMENTS MUST HAVE REQUIRED SIGNATURES

Any Questions: Call the Board Clerk @ 988-3277



Department of Sustainable Community Development
MULTNOMAH COUNTY OREGON

Transportation Division
1600 SE 190th Avenue
Portland, Oregon 97233-5910
(503) 988-5050

SUPPLEMENTAL STAFF REPORT

TO: BOARD OF COUNTY COMMISSIONERS

FROM: Harold E. Lasley, P.E., County Engineer
Michael Phillips, Engineering Design Administrator

DATE: February 20, 2001

RE: Initiation of Vacation Proceedings for a portion of S.E. 172nd Avenue

1. Recommendation/Action Requested:

The Transportation Division recommends approval of the Resolution initiating vacation of a portion of S.E. 172nd Avenue no longer needed by the County for right-of-way purposes, pursuant to ORS 368.341.

2. Background/Analysis:

Situated in the S.W. One-quarter of Section 19, Township 1 South, Range 3 East, W.M., this section of S.E. 172nd Avenue was originally created by a Board Order, in March 1946, as Rock Creek Road, County Road No. 1548, being 40.00 feet in width. In 1949, this section of road was re-named S.E. 172nd Avenue.

At this location, S.E. 172nd Avenue consists of a single strip of asphalt, approximately 20 feet in width, without curbs or sidewalks. Multnomah County maintains S.E. 172nd Avenue and will continue to maintain S.E. 172nd. Multnomah County has no plans to develop this portion of S.E. 172nd Avenue. The portion to be vacated is shown on the attached Exhibit A.

Property Ownership and Uses:

The property being considered for vacation is a portion of a tract of land conveyed to Multnomah County in 1986, as a permit condition. The property was conveyed to Multnomah County by a Deed For Road Purposes. A portion of the property conveyed to Multnomah County, in 1986 will remain with the County, as per the requirements for the functional classification of S.E. 172nd Ave. In 1986, the functional classification of S.E. 172nd Ave. was under review. As a result, the permit conditions for right of way dedication favored the classification of S.E. 172nd Ave. as being an arterial. The arterial classification for this portion of S.E. 172nd would require a 90.00 foot wide right of way. The arterial classification for this portion of

S.E. 172nd was never adopted. The road remains classified as a collector, with a width requirement of 60.00 feet. Permits issued since 1986 have recognized this classification and have required right of way dedications based on the 60.00 foot right of way width.

In 1986, 25.00 feet of frontage was conveyed to Multnomah County. Today's functional classification and subsequent permit requirements for abutting property owners have required right of way dedications of 10.00 feet plus a 5.00 foot wide easement. The additional right of way conveyed to Multnomah County will be returned to the grantor. Interests in the portion being vacated, as shown on the attached Exhibit A, will vest in the name of the abutting owner and the original grantor to Multnomah County, Dorus R. Warner.

Engineer's Assessment:

The rights of the existing utilities, located within the area to be vacated, will not be affected by this vacation. Multnomah County no longer requires the use of the property, and it is the assessment of the County Engineer that vacation of this portion of S.E. 172nd Avenue would be in the public interest.

3. Financial Impact:

This portion of S.E. 172nd Avenue was not improved and is not maintained by Multnomah County. No public money has been spent on this portion of roadway being considered for vacation.

Advertising and processing costs associated with this vacation will be the responsibility of the Multnomah County Department of Sustainable Community Development.

4. Legal Issues:

None foreseen.

ORS 368.341 provides:

"(1) A county governing body may initiate proceedings to vacate property under ORS 368.326 to 368.366 if:

(a) The county governing body adopts a resolution meeting the requirements of this section;

(2) A county governing body adopting a resolution under this section shall include the following in the resolution:

- (a) A declaration of intent to vacate property;
- (b) A description of the property proposed to be vacated; and
- (c) A statement of the reasons for the proposed vacation."

ORS 368.346 provides: "....

(1) When a vacation proceeding has been initiated under ORS 368.341, the county governing body shall direct the county road official to prepare and file with the county governing body a written report containing the following:

(a) A description of the ownership and uses of the property proposed to be vacated;
(b) An assessment by the county road official of whether the vacation would be in the public interest; and

(c) Any other information required by the county governing body.

(2) Upon receipt of the report under subsection (1) of this section, a county governing body shall establish a time and place for a hearing to consider whether the proposed vacation is in the public interest...."

The purpose of this resolution is to initiate the vacation under ORS 368.341 and 368.346.

5. Controversial Issues:

None.

6. Link to Current County Policies:

Consistent with community involvement, development and intergovernmental cooperation.

7. Citizen Participation:

Multnomah County will comply with the notice and hearing requirements of ORS 368.346 and ORS 368.401.

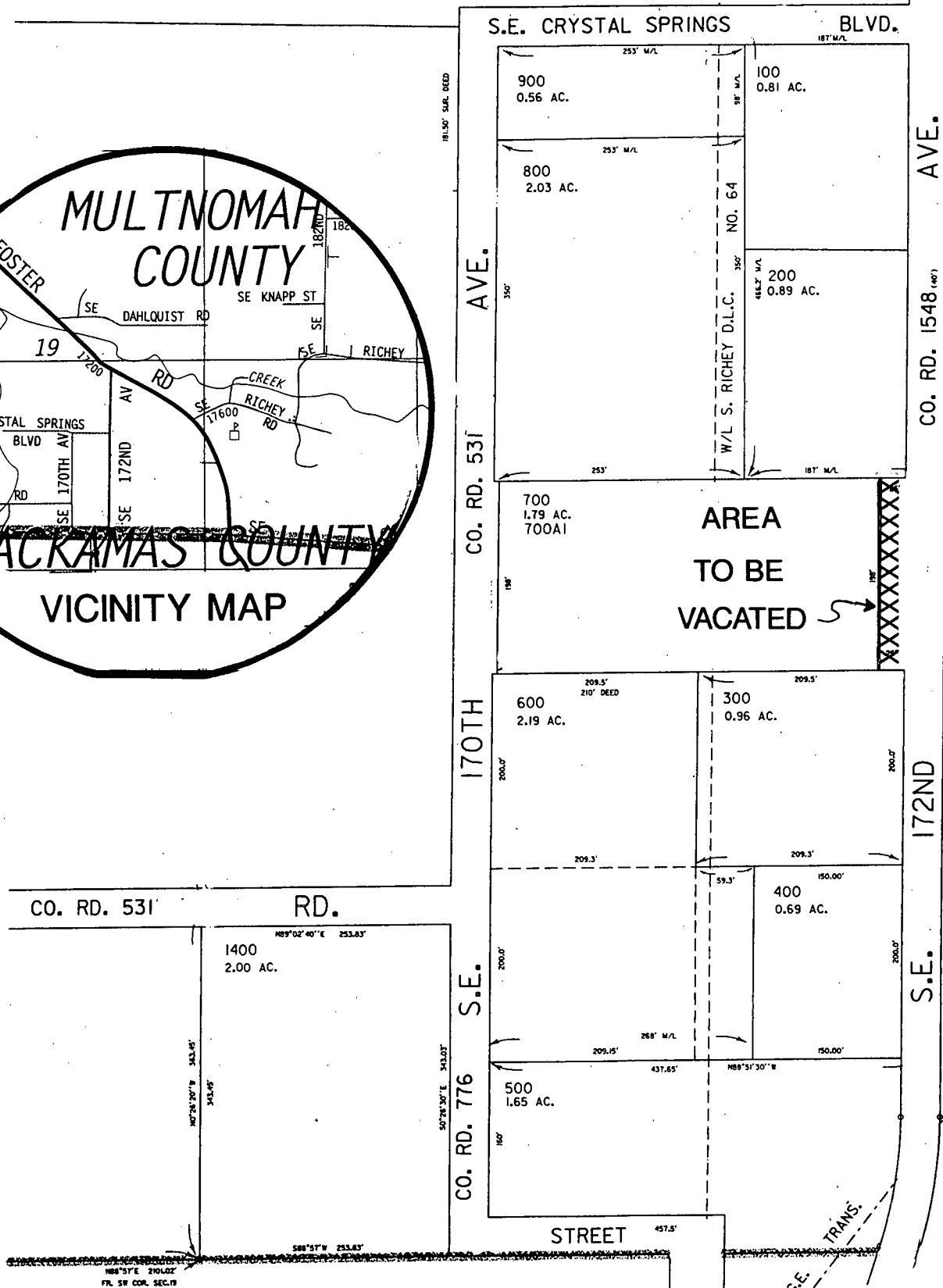
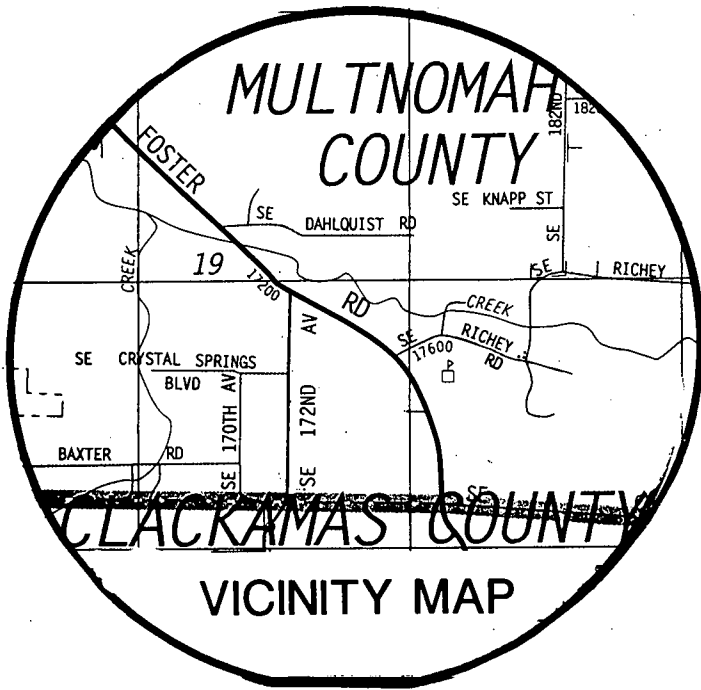
8. Other Government Participation:

None required for these proceedings.

EXHIBIT "A"

NO SCALE

SE1/4 SW1/4 SEC.19 T.1S. R.3E. W.M.
MULTNOMAH COUNTY



CLACKAMAS COUNTY

IS 3E 19

BEFORE THE BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON

RESOLUTION NO. 01-023

Declaring Intent to Vacate a Portion of SE 172nd Avenue, Accepting County Engineer's Report, and Setting a Hearing Date

The Multnomah County Board of Commissioners Finds:

- a. A section of S.E. 172nd Avenue was originally created by a Board Order, in March 1946, as Rock Creek Road, County Road No. 1548, being 40.00 feet in width. In 1949, this section of road was re-named S.E. 172nd Avenue.
- b. At this location, S.E. 172nd Avenue consists of a single strip of asphalt, approximately 20 feet in width, without curbs or sidewalks. Multnomah County no longer requires the use of a portion of S.E. 172nd Avenue (property). The property is described as follows:

A strip of land situated in the Southwest One-quarter of Section 19, T.1S., R.3E., W.M., Multnomah County, Oregon, being the West 15.00 feet, of the East 45.00 feet of that tract of land conveyed to Dorus Ray Warner by deed recorded January 30, 1953, in Book 1582, Page 102, Multnomah County Deed Records, reserving therefrom an easement for sidewalk, slope, utility, drainage, landscape and traffic control devices over the East 5.00 feet of the West 15.00 feet of the East 45.00 feet, of said Dorus Ray Warner tract. Said Warner tract being more particularly described as followed:

Beginning at a point in the North and South centerline of Section 19, Township 1 South of Range 3 East of the Willamette Meridian, 600 feet North of the South quarter corner; thence Westerly parallel with South line of said section, 440 feet to the East line of S.E. 170th Avenue; thence North along said East line 198 feet; thence Easterly parallel with the South line of Section 19, 440 feet to the North and South centerline of said section; thence South along said centerline 198 feet to the place of beginning.

As shown on the attached Exhibit A.

Containing 2970 square feet, more or less.

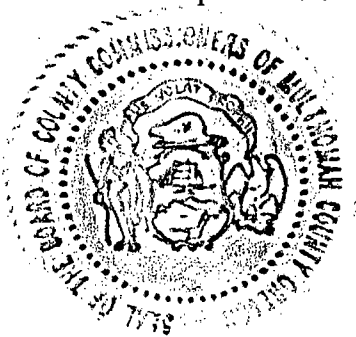
- c. As reported by the County Engineer in the Staff Report for this Resolution:
 - The property was acquired by the County in 1986 with respect to functional classification of S.E. 172nd Ave. as an arterial. The arterial classification for this portion of S.E. 172nd Ave. was never adopted. The road remains classified as a collector, and the property is no longer required for the right-of-way. Interests in the property being vacated will be returned to and vest in the name of the abutting owner and the original grantor, Dorus R. Warner.

- Vacation of the County's right-of-way interest in this property serves the public interest.
- d. The rights of existing utilities, located within the area to be vacated, will not be affected by this vacation.
- e. ORS 368.326 to 368.426 authorizes the County to initiate vacation proceedings of County right-of-way when it is no longer needed for road purposes.

The Multnomah County Board of Commissioners Resolves:

1. To initiate vacation proceedings for the above described portion of S.E. 172nd Avenue that is no longer needed by the County, pursuant to ORS Chapter 368.
2. To accept the Supplemental Staff Report for this Resolution as the written report required under ORS 368.346.
3. To conduct a public hearing on this proposed vacation on April 26, 2001, at the Multnomah County Board of Commissioners meeting, Multnomah County, Oregon.
4. That the Transportation Division of the Department of Sustainable Community Development will provide notice of the hearing in accordance with ORS 368.346(3) and ORS 368.401 to 368.426.

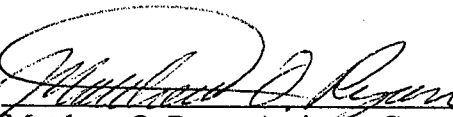
Adopted this 8th day of March, 2001.



REVIEWED:

THOMAS SPONSLER, COUNTY ATTORNEY
FOR MULTNOMAH COUNTY, OREGON

By


Matthew O. Ryan, Assistant County Attorney

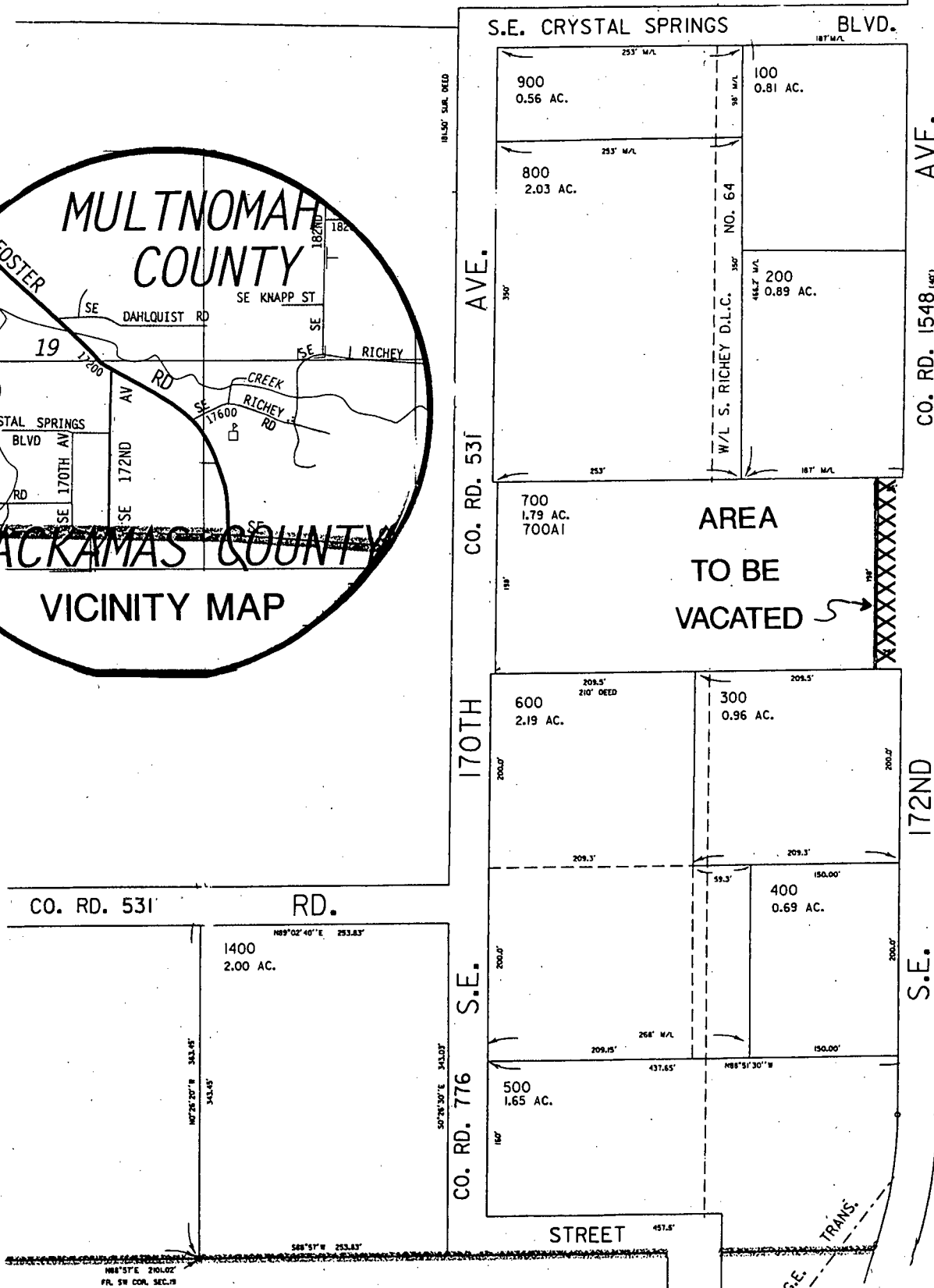
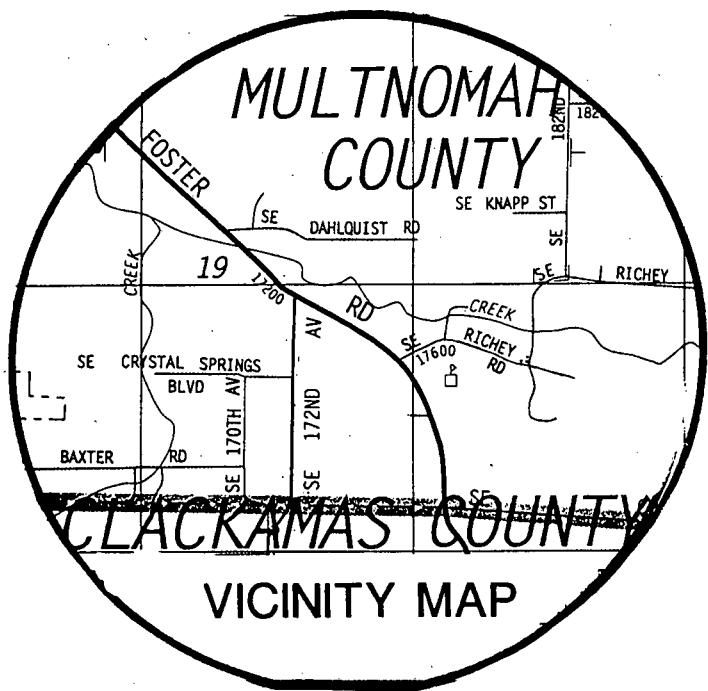
BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON


Beverly Stern, Chair

EXHIBIT "A"

NO SCALE

SE1/4 SW1/4 SEC.19 T.1S. R.3E. W.M.
MULTNOMAH COUNTY



CLACKAMAS COUNTY

IS 3E 19

MAR 08 2001

MEETING DATE: _____
AGENDA NO: R-5
ESTIMATED START TIME: 10:05
LOCATION: BOARD ROOM 100

(Above Space for Board Clerk's Use ONLY)

AGENDA PLACEMENT FORM

SUBJECT: Notice of Intent to Apply for Grant Funding – School Based Health Centers

BOARD BRIEFING: DATE REQUESTED: _____
REQUESTED BY: _____
AMOUNT OF TIME NEEDED: _____

REGULAR MEETING: DATE REQUESTED: 03/08/01
AMOUNT OF TIME NEEDED: 5 minutes

DEPARTMENT: Health DIVISION: Neighborhood Health

CONTACT: Consuelo Saragoza TELEPHONE #: (503) 988-3674 ext. 26785
BLDG/ROOM #: 106/14

PERSON(S) MAKING PRESENTATION: Consuelo Saragoza, Valerie Whittlesey, Steve Bardi and Jill Daniels

ACTION REQUESTED:

☐ INFORMATIONAL ONLY ☐ POLICY DIRECTION ☒ APPROVAL ☐ OTHER

SUGGESTED AGENDA TITLE:

Health Department grant application to the U.S. Department of Commerce – Request is to authorize the Director of the Health Department to request grant funding through the U.S. Department of Commerce's Technology Opportunities Program to implement the Multnomah Youth Health Initiative project. As proposed, the Initiative will involve the use of advanced telecommunications technology to improve access to health care and the management of health information at School-Based Health Centers.

SIGNATURES REQUIRED:

ELECTED OFFICIAL: _____

(OR)

DEPARTMENT

MANAGER: Lillian Shue

CLERK OF
COUNTY COMMISSIONERS
01 MAR - 1 PM 12:41
MULTNOMAH COUNTY
OREGON

ALL ACCOMPANYING DOCUMENTS MUST HAVE REQUIRED SIGNATURES

Any Questions: Call the Board Clerk @ (503) 988-3277



MULTNOMAH COUNTY OREGON



MEMORANDUM

TO: Beverly Stein, County Chair

FROM: Consuelo Saragoza, Neighborhood Health Division Director (Ext. 27685)
Valerie Whittlesey, School-Based Health Center Program (Ext. 84424)
Steve Bardi, School-Based Health Center Program (Ext. 84424)
Jill Daniels, School-Based Health Center (Ext. 84424)

THROUGH: Lillian Shirley, RN, MPH, MPA, Health Department Director *Lillian Shirley*

SUBJECT: Notice of Intent to Apply for Grant Funding through the US Department of Commerce's Technology Opportunities Program

DATE: February 21, 2001

REQUESTED PLACEMENT DATE: March 8, 2001

- I Recommendation/Action Requested** - Authorize the Director of the Health Department to request grant funding through the U.S. Department of Commerce's Technology Opportunities Program to implement the Multnomah County "Youth Health Initiative" project. As proposed, the Initiative will involve the use of advanced telecommunications technology to improve access to health care and the management of health information at School-Based Health Centers.
- II Background/Analysis** - The Department of Commerce provides grant funding through its Technology Opportunities Program (TOP) to support the design and implementation of projects involving the use of advanced telecommunications technology. TOP has \$42.5 million available this year. Funds can be used for capital equipment (i.e., computer hardware and software, etc.), and personnel for project design and implementation.

The Multnomah County Health Department operates school-based health centers at 13 schools in the Portland Public Schools, David Douglas School District and Parkrose School District. The 1999 enrollment for the 13 schools was 11,890. During this same time period, the County's School-Based Health Centers provided care to 6,251 students (more than 52 percent of the enrollment). The combined number of visits was 30,387. A broad range of services are routinely provided, including health screenings, immunizations, reproductive health advice, mental health services, and diagnosis and treatment of minor illnesses and injuries. School-Based Health Centers also make referrals to other Multnomah County health centers, and to physicians in the community for specialized treatment.

Students seeking services provided through a school-based health center must rely on a system that is often not conducive to adolescents who may be fearful of approaching adults in a clinic setting. Further, School-Based Health Centers' antiquated computer systems cannot be directly networked with other service providers of the Health Department and safety net clinics in the county. This lack of connectivity creates challenges in terms of the

efficiency in which services may be accessed, and poses problems that affect the management of information and communications between health care providers who may serve the same population.

III Purpose of Grant Funding - To address the challenges of School-Based Health Centers, the Health Department is proposing technical solutions through the "Youth Health Initiative." As proposed, the Initiative is comprised of a telecommunications system that includes the following two components: (1) interactive Web pages for each school-based site to empower students to access the health services using the Internet, and (2) high speed broadband connectivity through AT&T's "Community Information Network" (I-Net) to support the use of a management information system with other clinics in the county.

IV Financial Impact - The Health Department will request approximately \$638,000 over three years through the Department of Commerce's Technology Opportunities Program to support the design and implementation of the Youth Health Initiative project. An equal share from the County is required as local match. Sources of local match will include in-kind contributions in the form of personnel for project management and systems maintenance as provided through the Health Department and project partners.

V Legal Issues - The Health Department will negotiate appropriate interagency agreements with schools that are currently served by a School-Based Health Center. These agreements will be reviewed and approved by County Counsel prior to being executed. Additionally, the Health Department's current system of managing health information requires that the Department comply with the provisions of the Health Insurance Portability and Accountability Act (HIPAA). HIPAA establishes national accountability standards that apply to organizations that electronically collect, store and transmit confidential health information. The Department will ensure that the proposed project is HIPAA compliant.

VI Controversial Issues - If this project is awarded funding, the Health Department will be among the first to connect to the I-Net (a new broadband system). As with any new technology application, unknown challenges often need to be addressed. The Department will take steps during the course of the project to minimize potential challenges through system planning and design.

VII Link to Current County Policies - This project will contribute to the assurance that students using the Health Department's School-Based Health Centers are providing high quality care through a system that enables remote access to health services. This project will also provide School-Based Health Centers with the infrastructure capabilities to participate in the Oregon Community Health Information Network's practice management information system being established as a collaborative partnership between the Health Department, state and local agencies and nonprofit organizations throughout the state.

VIII Citizen Participation - This project will involve students from each of the schools served by a School-Based Health Center in the development of specific interactive Web pages.

IX Other Government Participation - The Multnomah County Health Department will partner with local school districts that provide space for School-Based Health Centers (Portland Public Schools, Parkrose School District, David Douglas School District). Additional partners include the Multnomah County ESD, County's Information Services Department, Community and Family Services and the Oregon Community Health Information Network.

MEETING DATE: MAR 08 2001
AGENDA NO: R-6
ESTIMATED START TIME: 10:10

(Above Space for Board Clerk's Use ONLY)

AGENDA PLACEMENT FORM

SUBJECT: Notice of Intent to Apply for a Grant

BOARD BRIEFING: DATE REQUESTED: _____
REQUESTED BY: _____
AMOUNT OF TIME NEEDED: _____

REGULAR MEETING: DATE REQUESTED: March 8, 2001
AMOUNT OF TIME NEEDED: 10 minutes

DEPARTMENT: Health DIVISION: Planning and Development

CONTACT: Jo Ann Davich TELEPHONE # (503) 988-3663, ext. 26561
BLDG/ROOM #: Portland Building, 14th Floor

PERSON(S) MAKING PRESENTATION: Shirley Orr

ACTION REQUESTED:

☐ INFORMATIONAL ONLY ☐ POLICY DIRECTION ☒ APPROVAL ☐ OTHER

SUGGESTED AGENDA TITLE:

Notice of Intent to Respond to a Request for Proposals from the Health Resources and Services Administration, Maternal and Child Health Bureau.

SIGNATURES REQUIRED:

ELECTED OFFICIAL: _____

(OR)

DEPARTMENT
MANAGER: _____

Shirley Orr

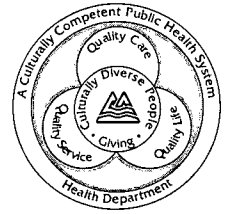
BOARD OF
COUNTY COMMISSIONERS
01 FEB 27 PM 2:59
MULTI-NOMIN COUNTY
OREGON

ALL ACCOMPANYING DOCUMENTS MUST HAVE REQUIRED SIGNATURES

Any Questions: Call the Board Clerk @ (503) 988-3277



MULTNOMAH COUNTY OREGON





HEALTH DEPARTMENT
1120 SW FIFTH AVENUE, 14TH FLOOR
PORTLAND, OREGON 97204-2394
(503) 988-3674
FAX (503) 988-3283
TDD (503) 988-3816

BOARD OF COUNTY COMMISSIONERS
BEVERLY STEIN • CHAIR OF THE BOARD
DIANE LINN • DISTRICT 1 COMMISSIONER
SERENA CRUZ • DISTRICT 2 COMMISSIONER
LISA NAITO • DISTRICT 3 COMMISSIONER
LONNIE ROBERTS • DISTRICT 4 COMMISSIONER

MEMORANDUM

TO: Beverly Stein, Chair

FROM: Bonnie Kostelecky, Director 
Planning and Development

THROUGH: Lillian Shirley, Director 

SUBJECT: Notice of Intent to Respond to a Request for Proposals from the Health Resources and Services Administration, Maternal and Child Health Bureau's Community-based Abstinence Education Program

DATE: February 27, 2001

REQUESTED PLACEMENT DATE: March 8, 2001

I. Recommendation/Action Requested

The Multnomah County Health Department is requesting approval to respond to a Request for Proposals from the Health Resources and Services Administration (HRSA), Maternal and Child Health Healthy Start Initiative. The two programs announced in HRSA's Request for Proposals for which proposals will be submitted are:

- **Eliminating Disparities in Perinatal Health (General Population).** Currently, \$66,840,000 is available to fund up to 70 projects for four years with awards of \$500,000 to around \$1,000,000 per project annually.
- **Interconceptional Care for High-Risk Women and Their Infants (hereafter for brevity referred to as the acronym, ICHRWI, or as 'High-Risk Interconceptional Care').** Currently, \$7,000,000 is available to fund up to 25 projects for four years with awards of around \$280,000 per project annually.

II. Background/Analysis

The Healthy Start Initiative (HSI) was initially established as a demonstration program in 1991, based on the premise that community-driven strategies were needed to attack the causes of infant mortality and low birth weight, especially among high-risk populations. The principles guiding

the planning and operation of the program are innovation, community commitment and involvement, increased access to services, service integration, and personal responsibility. A unique hallmark of the Initiative is the development and mobilization of strong community coalitions of consumers, local and State governments, the private sector, schools, providers and neighborhood organizations to improve perinatal health care and birth outcomes for women and infants.

In 1997, the Multnomah County Health Department was awarded a four-year federal Healthy Start grant to fund the Healthy Birth Initiative (HBI) that serves approximately 160 low-income, high-risk pregnant women each year. HBI has served a high percent of women from minority populations. For example, last year, the demographic breakout was 46% African American, 40% Hispanic, 10% Caucasian, 1% Asian/Pacific Islanders, 1% American Indian and 2% other. The HBI model is an integrated approach that includes community involvement, home visits, perinatal care, case management and other services. The model has contributed to a 24% decrease in low birth weight babies among the target populations.

The proposed grant funded projects will focus on the following:

- **Eliminating Disparities in Perinatal Health:** The goal of this project is to enhance a community-based service system to address significant disparities in infant mortality and other perinatal health indicators including disparities among Hispanics, American Indians, African-Americans, Asian/Pacific Islanders, immigrant populations, or differences occurring by education, income, disability, or living in rural/isolated areas by enhancing a community's service system. The proposed project will cover pregnancy, and interconceptional phases for women and infants residing in the proposed project area. To promote healthier women and infants, services will be given to both mother and infant through the infant's second year of life.
- **Interconceptional Care for High-Risk Women and Their Infants:** The purpose of this project is to improve the health of high-risk women and high-risk infants and to avoid future adverse pregnancy outcomes. This grant will serve infants and pregnant and postpartum women identified as high-risk during an antepartum hospitalization or at the time of delivery. The project staff will follow these high-risk women and infants for two years or through the next pregnancy, ensuring they are enrolled in the health care system for appropriate care and follow-up. The project will target in the immediate postpartum period, women who sustained a fetal loss or delivered without receipt of prenatal care.

Multnomah County Health Department will propose a strategy that combines a community mobilization model with intensive case management services. Teams of nurses/indigenous case managers will provide case management. The proposed projects will be focused in Northeast and North Portland where infant mortality and poor birth outcomes rates are highest. The projects will be coordinated with existing community services targeted to improving birth outcomes such as the Neighborhood Health Clinic High Risk Pregnancy Program. The Community-Based Consortium, comprised of community stakeholders, will provide project oversight.

III. Financial Impact

Multnomah County Health Department anticipates requesting approximately \$1,100,000 per year for four years for the two projects: \$900,000 per year for **Eliminating Disparities in Perinatal**

Health and \$200,000 per year for **Interconceptional Care for High-Risk Women and Their Infants**. The projects will begin on June 1, 2001 and continue through May 31, 2005. No new county funds are needed to support these projects.

IV. Legal Issues

None.

V. Controversial Issues

The Healthy Birth Initiative is well established in Multnomah County and the State. The proposed grant funds would sustain and improve current efforts.

VI. Link to Current County Policies

The proposed project is consistent with current County policies, and addresses the benchmarks of reducing low birth weight births and reducing infant mortality. In addition, the project addresses the Health Department goal of insuring that all babies are born healthy and stay healthy.

VII. Citizen Participation

Citizen stakeholders will be represented on the project's Community-Based Consortium.

VIII. Other Government Participation

The project will involve working with representatives from neighborhoods, the Oregon Health Division, Adult and Family Services, and community-based organizations.

MEETING DATE: MAR 08 2001
AGENDA NO: R-7
ESTIMATED START TIME: 10:15

(Above Space for Board Clerk's Use ONLY)

AGENDA PLACEMENT FORM

SUBJECT: Notice of Intent to Apply for a Grant

BOARD BRIEFING: DATE REQUESTED: _____
REQUESTED BY: _____
AMOUNT OF TIME NEEDED: _____

REGULAR MEETING: DATE REQUESTED: March 8, 2001
AMOUNT OF TIME NEEDED: 10 minutes

DEPARTMENT: Health DIVISION: Planning and Development
CONTACT: Jo Ann Davich TELEPHONE # (503) 988-3663, ext. 26561
BLDG/ROOM #: Portland Building, 14th Floor

PERSON(S) MAKING PRESENTATION: Bonnie Kostecky

ACTION REQUESTED:

☐ INFORMATIONAL ONLY ☐ POLICY DIRECTION ☒ APPROVAL ☐ OTHER

SUGGESTED AGENDA TITLE:

Notice of Intent to Submit a Proposal for the *Obstetrics Ultrasounds* Project to the Northwest Health Foundation.

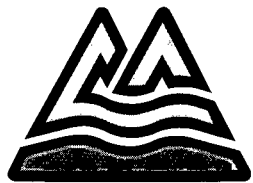
BOARD OF
COUNTY COMMISSIONERS
MULTNOMAH COUNTY
OREGON
01 FEB 27 PM 2:59

SIGNATURES REQUIRED:

ELECTED OFFICIAL: _____
(OR)
DEPARTMENT
MANAGER: Lillian Shirley

ALL ACCOMPANYING DOCUMENTS MUST HAVE REQUIRED SIGNATURES

Any Questions: Call the Board Clerk @ (503) 988-3277



MULTNOMAH COUNTY OREGON



HEALTH DEPARTMENT
1120 SW FIFTH AVENUE, 14TH FLOOR
PORTLAND, OREGON 97204-2394
(503) 988-3674
FAX (503) 988-3283
TDD (503) 988-3816

BOARD OF COUNTY COMMISSIONERS
BEVERLY STEIN • CHAIR OF THE BOARD
DIANE LINN • DISTRICT 1 COMMISSIONER
SERENA CRUZ • DISTRICT 2 COMMISSIONER
LISA NAITO • DISTRICT 3 COMMISSIONER
LONNIE ROBERTS • DISTRICT 4 COMMISSIONER

MEMORANDUM

TO: Beverly Stein, Chair

FROM: Bonnie Kostelecky, Director *(MK)*
Planning and Development

THROUGH: Lillian Shirley, Director *(PS)*

SUBJECT: Notice of Intent to Submit a Proposal to the Northwest Health Foundation
for the Obstetrics Ultrasounds Project

DATE: February 27, 2001

REQUESTED PLACEMENT DATE: March 8, 2001

I. Recommendation/Action Requested

The Multnomah County Health Department is requesting approval to submit a proposal to the Northwest Health Foundation to request funding for the *Obstetrics Ultrasounds* project that will provide access to obstetrical ultrasounds for 2000 uninsured pregnant women who live in Multnomah County.

II. Background/Analysis

Ultrasound testing is an important part of prenatal care for all women. If prenatal care starts after the first trimester, the standard of care requires an ultrasound to establish the due date. Up to 30% of the women to be served by this project historically do not receive prenatal care until their second or third trimester.

Each year the Multnomah County Health Department (MCHD) provides primary prenatal care to approximately 1800 low-income women. Of these, 800 women qualify for and are covered by the Oregon Health Plan; the other 1000 low-income women are uninsured and are not eligible for the Oregon Health Plan (OHP). Our OHP clients are eligible for a full range of obstetrical services, including: complete physical exam; standard obstetrical lab work; prenatal care, including contracted ultrasound testing services; case management and planning for the delivery

with OHSU; WIC services; field nurse home visit for high risk cases; and pediatric care. Our non-OHP, uninsured clients also receive the above “in-house” obstetrical services with the exception of ultrasound testing. Ultrasound tests for these uninsured women are not fully covered due to a lack of funds. Our ultrasound testing providers recognize the plight of these low-income, uninsured women and charge a greatly discounted rate of \$110 per test compared to the usual \$220 fee. MCHD only has funds to cover \$50 of the total cost of an ultrasound test for our uninsured clients; clients are required to pay the remaining \$60 at the time of service. Few of these women have the cash for the \$60 co-pay due to their extremely limited incomes. This creates a situation where very few of these women receive ultrasound testing.

The proposed project will provide funds to cover the required \$60 co-payment for 1000 ultrasounds per year for a two-year period of time for low-income, pregnant women not on the OHP in Multnomah County. The actual number of ultrasounds provided will be the primary outcome measurement. Other birth and perinatal data will be provided.

III. Financial Impact

MCHD is requesting \$120,000 for this project, \$60,000 per year for the two-year project. These funds will provide the \$60 co-payment for 1000 ultrasound tests each year—an average of one ultrasound per low-income, uninsured pregnant women. No additional county funds are needed for this project.

IV. Legal Issues

None.

V. Controversial Issues

None.

VI. Link to Current County Policies

The proposed project is consistent with current County policies, and addresses the benchmarks of reducing low birth weight births and reducing infant mortality. In addition, the project addresses the Health Department goal of insuring that all babies are born healthy and stay healthy.

VII. Citizen Participation

Citizen stakeholders are represented the MCHD Community Health Council.

VIII. Other Government Participation

The project will involve working with representatives from neighborhoods, the Oregon Health Division, Adult and Family Services, and community-based organizations.

January 4, 2001

Thomas Aschenbrener, Executive Director
Northwest Health Foundation
1500 SW First Avenue, Suite 850
Portland, OR 97201

Letter of Inquiry: Obstetrical Ultrasounds Project

Dear Mr. Aschenbrener:

The Multnomah County Health Department is seeking support from the Northwest Health Foundation to provide ultrasound tests to pregnant women who would otherwise not receive them. A description of our project follows.

Purpose of the project The ***Obstetrical Ultrasounds Project*** will provide access to obstetrical ultrasounds for 1000 uninsured pregnant women not eligible for the Oregon Health Plan who live in Multnomah County.

Description of the proposed project, including who will be served, where, and the elements that can be used in measuring the outcomes Each year the Multnomah County Health Department (MCHD) provides primary prenatal care to approximately 1800 low-income women. Of these, 800 women qualify for and are covered by the Oregon Health Plan; the other 1000 low-income women are uninsured and are not eligible for the Oregon Health Plan (OHP). Our OHP clients are eligible for a full range of obstetrical services, including: complete physical exam; standard obstetrical lab work; prenatal care, including contracted ultrasound testing services; case management and planning for the delivery with OHSU; WIC services; field nurse home visit for high risk cases; and pediatric care. Our non-OHP, uninsured clients also receive the above "in-house" obstetrical services with the exception of ultrasound testing. Ultrasound tests for these uninsured women are not fully covered due to a lack of funds. Our ultrasound testing providers recognize the plight of these low-income, uninsured women and charge a greatly discounted rate of \$110 per test compared to the usual \$220 fee. MCHD only has funds to cover \$50 of the total cost of an ultrasound test for our uninsured clients; clients are required to pay the remaining \$60 at the time of service. Few of these women have the cash for the \$60 co-pay due to their extremely limited incomes. This creates a situation where very few of these women receive ultrasound testing.

The proposed project will provide funds to cover the required \$60 co-payment for 1000 ultrasounds per year for a two-year period of time for low-income, pregnant women not on the

OHP in Multnomah County. The actual number of ultrasounds provided will be the primary outcome measurement. Other birth and perinatal data will be provided.

Problem/issue/need to be addressed Ultrasound testing is an important part of prenatal care for all women. If prenatal care starts after the first trimester, the standard of care requires an ultrasound to establish the due date. Up to 30% of the women to be served by this project do not receive prenatal care until their second or third trimester. MCHD does not have funds to fully cover the cost of ultrasounds for pregnant women. For those pregnant women enrolled in the OHP, the full cost is covered by the OHP. There is a gap in obstetrical ultrasound testing services for uninsured, low-income pregnant women. To help bridge this gap, our ultrasound testing providers have discounted the service from \$220 to \$110. The county and the client share the cost—\$50 is paid by the county and \$60 by the client. The reality is that these women do not have the \$60 needed for the ultrasound test co-payment, so they are doing without. The county does not have the funds to make up the difference.

Anticipated impact on the community Ultrasound tests contribute to better prenatal care and healthier babies. They provide dating parameters and screen for multiple births, major fetal anomalies and birth defects. This grant will help Multnomah County improve its standard of care for low-income, uninsured pregnant women.

Background/qualifications of the grant-seeking organization MCHD is designated by state statute as the local public health authority, and has been providing health services to low income residents of the county since 1860. Last year, MCHD provided a total of 240,414 medical, dental, and nursing field visits to 61,986 unduplicated county residents. Residents receiving service from MCHD are disproportionately from communities of color and low income. Eighty percent of clients receiving service in the FY were at 100% or less of federal poverty level. While county population estimates show five percent of the population as Hispanic and seven percent as African American, 23% of clients served by MCHD in FY 98-99 were Hispanic and 12% were African American. Margo Salisbury, MCHD's Lead Women's Health Care Nurse Practitioner, will serve as the project director. Margo is a Registered Nurse and has a Masters in Nursing and brings 24 years experience to the project.

Approximate amount to be requested MCHD is requesting \$120,000 for this project; \$60,000 per year for the two-year project. These funds will provide the \$60 co-payment for 1000 ultrasound tests each year—an average of one ultrasound per low-income, uninsured pregnant women. MCHD will continue to pay \$50 per ultrasound test, \$100,000 for the two-year project. The ultrasound testing providers, East Portland Imaging and Lloyd Center X-Ray, will continue to provide a 50% discount the total cost of an ultrasound test. During the two-year project period, MCHD will explore options for continued funding, including providing these services in-house.

We look forward to the opportunity to submit a full proposal. If you have any questions, please call me at (503) 988-3663, ext. 24299.

Sincerely,

Bonnie Kostecky, Director
Planning and Development

MEETING DATE: MAR 08 2001
AGENDA NO: R-8
ESTIMATED START TIME: 10:20

(Above Space for Board Clerk's Use ONLY)

AGENDA PLACEMENT FORM

SUBJECT: Notice of Intent to Apply for a Grant

BOARD BRIEFING:

DATE REQUESTED: _____

REQUESTED BY: _____

AMOUNT OF TIME NEEDED: _____

REGULAR MEETING:

DATE REQUESTED: March 8, 2001

AMOUNT OF TIME NEEDED: 10 minutes

DEPARTMENT: Health

DIVISION: Planning and Development

CONTACT: Jo Ann Davich

TELEPHONE # (503) 988-3663, ext. 26561

BLDG/ROOM #: Portland Building, 14th Floor

PERSON(S) MAKING PRESENTATION: Shirley Orr

ACTION REQUESTED:

☐ INFORMATIONAL ONLY ☐ POLICY DIRECTION ☒ APPROVAL ☐ OTHER

SUGGESTED AGENDA TITLE:

Notice of Intent to Submit a Proposal for the *Transportation for High-Risk Pregnant Women in North/Northeast Portland* Project to the Northwest Health Foundation.

SIGNATURES REQUIRED:

ELECTED OFFICIAL: _____

(OR)

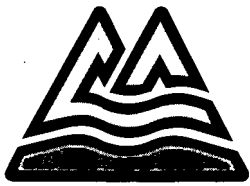
DEPARTMENT
MANAGER: _____

Lillian Shirley

ALL ACCOMPANYING DOCUMENTS MUST HAVE REQUIRED SIGNATURES

Any Questions: Call the Board Clerk @ (503) 988-3277

BOARD OF
COUNTY COMMISSIONERS
01 FEB 27 PM 2:59
MULTNOMAH COUNTY
OREGON



MULTNOMAH COUNTY OREGON





HEALTH DEPARTMENT
1120 SW FIFTH AVENUE, 14TH FLOOR
PORTLAND, OREGON 97204-2394
(503) 988-3674
FAX (503) 988-3283
TDD (503) 988-3816

BOARD OF COUNTY COMMISSIONERS
BEVERLY STEIN • CHAIR OF THE BOARD
DIANE LINN • DISTRICT 1 COMMISSIONER
SERENA CRUZ • DISTRICT 2 COMMISSIONER
LISA NAITO • DISTRICT 3 COMMISSIONER
LONNIE ROBERTS • DISTRICT 4 COMMISSIONER

MEMORANDUM

TO: Beverly Stein, Chair

FROM: Bonnie Kostelecky, Director 
Planning and Development

THROUGH: Lillian Shirley, Director 

SUBJECT: Notice of Intent to Submit a Proposal to the Northwest Health Foundation for the Transportation for High-Risk Pregnant Women in North and Northeast Portland Project

DATE: February 27, 2001

REQUESTED PLACEMENT DATE: March 8, 2001

I. Recommendation/Action Requested

The Multnomah County Health Department is requesting approval to submit a proposal to the Northwest Health Foundation to request funding for the *Transportation for High-Risk Pregnant Women in North and Northeast Portland* project.

II. Background/Analysis

The tragedy of infant death affects families and the communities in which they live. In 1997, the United States' infant mortality rate of 7 infant deaths per 1,000 live births was higher than that of most other industrialized nations (National Center for Health Statistics 1998). Even more astounding is the disparity across racial and ethnic groups. In our own community of North and Northeast Portland, African American infants are more than *three times* as likely to die in their first year of life as non-African American infants (1998 Birth Certificate data).

In 1997, the Multnomah County Health Department (MCHD) was awarded a four-year federal Healthy Start grant to fund the Healthy Birth Initiative (HBI) that serves approximately 160 low-income, high-risk pregnant women each year. HBI has served a high percent of women from minority populations. A series of client focus groups conducted by HBI in 1997 found that lack of transportation is one of the most significant barriers to women receiving adequate prenatal

care. In its effort to improve birth outcomes, HBI coordinated with a community-based agency to provide transportation. With the federal funding for HBI soon coming to an end, MCHD is prepared to continue the case management component of HBI. However, additional funds will be needed continue the provision transportation services. The purpose of this project is to provide transportation to activities related to improving the health and birth outcomes of high-risk pregnant women living in North and Northeast Portland. Activities include but are not limited to health care appointments, social service appointments, grocery shopping, personal appointments, and other health related services, such as classes. HBI provides transportation when no other mode of transportation is available to the client.

HBI case managers work closely with their clients to teach them to use the public transportation system. However, since most HBI clients have special circumstances that put their health and that of their baby at risk, public transportation is not always a viable alternative. Therefore, the HBI program has contracted with a community-based town car company to provide town car and van transports to HBI clients at a reduced rate. In the past three years, several other methods of providing transportation to HBI clients were reviewed and some were attempted; however, the contract with the town car company was determined to be the most cost beneficial and effective for the program.

The proposed project will provide funding for two years of transportation services to over 150 women per year. The number of transports provided as well as birth outcome data will be used to measure the project's impact. The provision of transportation services will not only contribute to reducing the disparity of birth outcomes and improving the health of the infants born in North and Northeast Portland, but it will also benefit the health of the community as a whole.

III. Financial Impact

Based on the annual usage of the transportation program, the MCHD is requesting \$ 40,000 (\$20,000 per year for two years) from the Northwest Health Foundation to continue providing transportation to high-risk pregnant women. No additional county funds are needed to support this project.

IV. Legal Issues

None.

V. Controversial Issues

The Healthy Birth Initiative is well established in Multnomah County and the State. The proposed grant funds would improve current efforts.

VI. Link to Current County Policies

The proposed project is consistent with current County policies, and addresses the benchmarks of reducing low birth weight births and reducing infant mortality. In addition, the project addresses the Health Department goal of insuring that all babies are born healthy and stay healthy.

VII. Citizen Participation

Citizen stakeholders will be represented on the Healthy Birth Initiative's Community-Based Consortium.

VIII. Other Government Participation

The project will involve working with representatives from neighborhoods, the Oregon Health Division, Adult and Family Services, and community-based organizations.



**PORTLAND PARKS
& RECREATION**

Portland Parks & Recreation
1120 SW Fifth Ave., Ste. 1302
Portland, Oregon
97204-1933

**David M.
Yamashita**

Senior Planner

Planning & Development Division

Phone: (503) 823-5120

Fax: (503) 823-5570

Email: pkdmy@ci.portland.or.us

#1

SPEAKER SIGN UP CARDS

DATE 3-9-01

NAME MARY DAVIS

ADDRESS BRENTWOOD DARLINGTON
COMMUNITY CENTER

PHONE _____

SPEAKING ON AGENDA ITEM NUMBER OR
TOPIC _____

GIVE TO BOARD CLERK

SHE WAS SUPPOSED TO GO UP WITH THE
PARKS PEOPLE AS A PRESENTER

#2

SPEAKER SIGN UP CARDS

DATE 3-8-01

NAME

DICK HAZELTINE

ADDRESS

6640 SE 70TH AVE

PHONE

503-771-8992

SPEAKING ON AGENDA ITEM NUMBER OR
TOPIC R-9

GIVE TO BOARD CLERK

#3

SPEAKER SIGN UP CARDS

DATE

3-8-01

NAME

Jolly Lucero

ADDRESS

5859 SE HARVEY DR

PHONE

503-774-7444

SPEAKING ON AGENDA ITEM NUMBER OR
TOPIC

Brentwood Wardenston

GIVE TO BOARD CLERK

R-9

BARIC

#4

SPEAKER SIGN UP CARDS

DATE 3/8/01

NAME

John Perkins

ADDRESS

4036 NE Sandy #4
Portland OR

PHONE

287 7468

SPEAKING ON AGENDA ITEM NUMBER OR
TOPIC Flavel Drive Site

GIVE TO BOARD CLERK

#5

SPEAKER SIGN UP CARDS

DATE 3/8/01

NAME WILL NEWMAN II

ADDRESS PO BOX 1106

CANBY, OR 97013

PHONE (503) 263-8392

SPEAKING ON AGENDA ITEM NUMBER OR
TOPIC 2-9

GIVE TO BOARD CLERK

#6

SPEAKER SIGN UP CARDS

DATE

3/8/01

NAME

Rosemarie Cardella

ADDRESS

6504 SW Barnes Rd.

Portland OR 97225

PHONE

503 - 417-7999

SPEAKING ON AGENDA ITEM NUMBER OR
TOPIC

SE Flavel Dr.

GIVE TO BOARD CLERK

#7

SPEAKER SIGN UP CARDS

DATE 3-8-01

NAME

Marion Potampa

ADDRESS

5422 SE. Laurel Dr.
Portland, Or 97206

PHONE

503-775-6192

SPEAKING ON AGENDA ITEM NUMBER OR
TOPIC Brentwood Darlington "Park"

GIVE TO BOARD CLERK

MEETING DATE: March 8, 2001
AGENDA NO: R-9
ESTIMATED START TIME: 10:25 AM
LOCATION: Boardroom 100

(Above Space for Board Clerk's Use ONLY)

AGENDA PLACEMENT FORM

SUBJECT: Special Ordinance Regarding Disposition of Tax Foreclosed Property

BOARD BRIEFING:

DATE REQUESTED: _____

REQUESTED BY: _____

AMOUNT OF TIME NEEDED: _____

REGULAR MEETING:

DATE REQUESTED: March 8, 2001

AMOUNT OF TIME NEEDED: 30 minutes

DEPARTMENT: Non-Departmental

DIVISION: Commissioner Lisa Naito

CONTACT: Charlotte Comito

TELEPHONE #: (503) 988-5217

BLDG/ROOM #: 503/600

PERSON(S) MAKING PRESENTATION: Comm. Lisa Naito, Comm. Jim Francesconi, and invited others

ACTION REQUESTED:

☐ INFORMATIONAL ONLY ☐ POLICY DIRECTION ☒ APPROVAL ☐ OTHER

SUGGESTED AGENDA TITLE:

*Special Ordinance Designating Disposition of Flavel Tax Foreclosed Property,
and Declaring an Emergency
(SE Flavel and 54th in Brentwood Darlington Neighborhood)*

SIGNATURES REQUIRED:

ELECTED OFFICIAL: _____

Lisa Naito

(OR)

DEPARTMENT

MANAGER: _____

ALL ACCOMPANYING DOCUMENTS MUST HAVE REQUIRED SIGNATURES

Any Questions: Call the Board Clerk @ (503) 988-3277

BOARD OF
COUNTY COMMISSIONERS
01 FEB 28 PM 30
HOLMDEAN COUNTY
OREGON



MULTNOMAH COUNTY OREGON

BOARD OF COUNTY COMMISSIONERS
501 SE HAWTHORNE ROOM 600
PORTLAND, OREGON 97214

BEVERLY STEIN • CHAIR OF THE BOARD
DIANE LINN • DISTRICT 1 COMMISSIONER
SERENA CRUZ • DISTRICT 2 COMMISSIONER
LISA NAITO • DISTRICT 3 COMMISSIONER
LONNIE ROBERTS • DISTRICT 4 COMMISSIONER

SUPPLEMENTAL STAFF REPORT

TO: Board of County Commissioners

FROM: Commissioner Lisa Naito

DATE: February 28, 2001

RE: Ordinance Designating Disposition of Tax Foreclosed Property at 5416 SE Flavel

1. Recommendation/Action Requested:
Approval of Ordinance
2. Background/Analysis:
In January of 2000 the Brentwood Darlington Neighborhood Association nominated the property described in Exhibit A at 5416 SE Flavel for a park to Portland Parks and Recreation Department. The property was offered to Portland Parks and Recreation through Multnomah County Tax Title's Tax Foreclosed Property offerings to other local governments. Through administrative errors the Tax Title deadline was missed. The property was then offered to the Greenspace Committee and Affordable Housing Development Committee. The citizens in the Brentwood Darlington neighborhood asked Commissioner Naito's office to intervene on their behalf. Considering the work and time that the citizens of Brentwood Darlington have put into this concept, the parcel should never have been offered to the other committees because of a bureaucratic error.
3. Financial Impact:
None
4. Legal Issues:
None
5. Controversial Issues:

The property has already gone to the Greenspace and Affordable Housing Development Committees to be considered for other greenspace or housing uses.

6. Link to Current County Policies:
Government Responsiveness, Citizen Involvement
7. Citizen Participation:
The Brentwood Darlington Neighborhood has worked for over a year going door to door collecting signatures on petitions and lobbying the City and County for a neighborhood park.
8. Other Government Participation:
City of Portland

BEFORE THE BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON

ORDINANCE NO. _____

Special Ordinance Designating Disposition of Flavel Tax Foreclosed Property and Declaring an
Emergency.

The Multnomah County Board of Commissioners Finds:

- a. During the past year, the Brentwood Darlington Neighborhood Association worked with Portland Parks and Recreation with respect to obtaining the Flavel tax foreclosed property described in the attached Exhibit A (property) for use as a park.
- b. In January 2000, Portland Parks and Recreation considered suitability of the Flavel tax foreclosed property for public use and nominated the site for a park.
- c. The Board believes the site, because of its size, location and condition, is most appropriate for use as a park.

Multnomah County Ordains as follows:

Section 1. The Flavel property described in Exhibit A is designated for park use and shall be transferred to City of Portland Parks and Recreation Department rather than being processed as described in Multnomah County Code § 27.151.

Section 2. The Chair is hereby directed to execute all necessary documents to convey the property to the City of Portland Parks and Recreation Department in compliance with ORS 271.330 (3).

Section 3. This ordinance, being necessary for the health, safety, and general welfare of the people of Multnomah County, an emergency is declared and the ordinance shall take effect upon its execution by the County Chair, pursuant to section 5.50 of the Charter of Multnomah County.

FIRST READING: _____

SECOND READING AND ADOPTION: _____


BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON

Beverly Stein, Chair

REVIEWED:

THOMAS SPONSLER, COUNTY ATTORNEY
FOR MULTNOMAH COUNTY, OREGON

By


Matthew O. Ryan, Assistant County Attorney



September 24, 1998

Ms. Mary Davis
Brentwood-Darlington Community Center
7211 SE 62nd
Portland, OR 97206

**RE: GEOTECHNICAL INVESTIGATION
PROPOSED BRENTWOOD-DARLINGTON COMMUNITY CENTER
5416 S.E. FLAVEL
PORTLAND, OREGON
PBS JOB # 12613.00**

Dear Ms. Davis:

In general accordance with our proposal and subsequent work, PBS has completed a geotechnical investigation at the above referenced site. The purposes of this investigation were to evaluate subsurface conditions at selected locations on the site and to assist with the design as it relates to foundations, earthwork, pavements, and drainage. This report presents the results of our investigation, geotechnical engineering recommendations to be incorporated into the plans and specs, and related opinions for design and construction of the facility.

This report was prepared for your use in the design of the subject facility and should be made available to potential contractors and/or the Contractor for information on factual data only, i.e., field boring logs and samples. This report should not be used for contractual purposes as a warranty of interpreted subsurface conditions such as those indicated by the formal test pit logs and/or discussion of subsurface conditions contained herein.

ENVIRONMENTAL
MANAGEMENT
AND CONSULTING

PROJECT AND SITE DESCRIPTIONS

The proposed site is located just southeast of SE 52nd Street, on the west side of SE Flavel Drive in southeast Portland. The site is currently bare land, with the exception of a remnant concrete drive and adjacent 3-foot high retaining wall/medical dock, and a small wooden outbuilding near the southeast property corner. Based on historic topographic information shown in Figure 1, a swale or wide drainage channel crossed the site, has since been partially filled, and may have been filled prior to the topographic map development. In addition, we understand that a two to three story nursing home occupied the northern portion of the site (see Figure 1), was demolished some time ago, and filling of the site subsequently continued. A 12 to 18-inch diameter concrete storm line was evidenced in the explorations (TP-5), running parallel to the back property line, at an approximate offset of 15 to 20 feet, and located on the bench below the upper block retaining wall.

Site elevations included in this report are based on a reference elevation of 264.9 feet for the man-hole located near the intersection of SE Flavel Drive and SE Nehalem Street, taken from City of Portland Topographic base map data (see Figure 1). We should note that the City of Portland base map has not been updated in a number of years and is not representative of the site topography with the exception of the road. Based on relative boundary elevations, determined by W. B. Wells, site elevations vary approximately 28 feet from front to back.

In general, the site slopes gently towards the rear of the property where it has been filled and retained by three or more short retaining structures, resulting in an overall slope of approximately 1.5-Horizontal to 1-Vertical (1.5H:1V) along the back 25' of the property.

The walls are performing poorly, and have failed in some locations.

We understand the proposed project may consist of low-rise affordable housing and community support facilities. The site topography lends itself to a daylight basement structure, and this report assumes that this may be the case.

FIELD EXPLORATIONS AND LABORATORY TESTING

The field exploratory program consisted of 14 Test Pits, advanced to depths between 7 and 17 feet. The test pits designated TP-1 through TP-14 were performed by a local excavation subcontractor using a small track-hoe, and extended to deeper depths utilizing a hydraulic auger attachment. A PBS geotechnical engineer was present throughout the explorations to

collect samples and log the borings. Approximate exploration locations are shown on the Site Plan, Figure 1, and were determined using a cloth tape from points of reference. Surface elevations shown on the test pits are also approximate and are based on the reference elevation (manhole) and our optical level survey.

In-situ probing and sampling at test pits was performed at 2 to 3-foot intervals. All samples were returned to our laboratory and visually examined to refine the field classifications in general accordance with the Unified Soil Classification system, visual-manual procedure as described in Table 1. Laboratory testing was limited to moisture content determinations for a majority of samples (ASTM D 4959). Moisture contents are shown graphically on the right side of the formal test pit logs provided in Figure 5 through Figure 18. In general, the majority of the soils encountered were near optimal moisture for compaction. Soil descriptions and interfaces shown on the left side of the logs are interpretive, and actual changes may be gradual.

Samples will be retained in our laboratory until construction commences and are available for observation by request.

SUBSURFACE CONDITIONS

The analysis, conclusions and recommendations contained in this report are based on site conditions as they presently exist and assume the explorations are representative of the subsurface conditions throughout the site. If, during construction, subsurface conditions differ from those encountered in the explorations are observed or appear to be present beneath excavations, we should be advised at once so that we may review these conditions and reconsider our recommendations where necessary.

The site is currently heavily vegetated on the back 25 feet of the lot where 1 to 2 feet of organic silt topsoil has been spoiled in the retaining wall backfills; little topsoil (<4 inches) was evidenced elsewhere on the site. The nursing home foundations and slabs appear to have been removed during demolition, with the exception of the concrete slab driveway and loading ramp retaining structure.

Explorations evidenced multiple sequences of fills, generally composed of loose silty sand and gravel with scattered pieces and pockets of demolition debris and organics. Native soils

beneath the fills generally consisted of medium dense to dense older catastrophic flood deposits (Troutdale formation) comprised of weathered silty sand and sandy gravel with cobbles.

Our interpretation of fill thickness is represented in the cross sections shown in plan view on Figure 1, and in section on Figure 2 through Figure 4. Several of the test pits encountered scattered to numerous concrete-asbestos siding shingles, interpreted to have been spoiled as non-organic particles with other concrete debris, and should be considered a hazardous material.

Groundwater was *not* encountered in the test pits, however, it should be anticipated to perch at the fill boundary near the old swale flow line approximated in Figure 1. The perched water may be absent in the spring to fall season, and vary based on rainfall.

GEOTECHNICAL DESIGN RECOMMENDATIONS

General

We recommend that the existing site fills be reconstructed prior to letting the facility construction contract, for the following rational:

- The fills present on site are unacceptable for shallow spread footings, and if not re-engineered, pile foundations and structural slabs or elevated floors will be required.
- The back slope of the property will require reconstruction to reduce the risk of slope instability impacting down-slope properties as a result of storm line breaks, plugged catch basins, etc., i.e. since the site used to be a local drainage swale, saturation of soils or excessive surface runoff should be anticipated.
- The presence of a considerable amount of concrete-asbestos siding may otherwise laden project construction with unacceptable risks and require all earthwork and utility contractors treat excavated soils as hazardous materials, requiring proper handling and disposal, and may affect contractor and subcontractor estimates accordingly.

As a result, the remainder of this report assumes that fill reconstruction combined with removal of hazardous materials is the preferred method of addressing the Geotechnical and Environmental issues associated with the site. Alternatively, the administration may want to consider another site.

Stripping - We recommend stripping and spoiling sod and organic soils, estimated to average 3-inches in thickness on average across the majority of the site, and 24 inches (includes broken concrete wall), in the vicinity of the retaining walls (25 feet width along back of property). We recommend designating a portion of the site outside of the proposed building and pavement footprints as an unsuitable fill stockpile/spoil location to reduce haul off quantities and issues. Boulders evident in the present landscape berm should also be stockpiled onsite for use in landscapes or retention.

We recommend a minimum set back of 40 feet from the back property line for structures; based on a 15 foot high slope at 2H:1V, level path near the back of the structure, and a few feet for future erosion or sloughing of the slope. The 2H:1V slope should be fenced to restrict pedestrian access (play); alternatively the slope may be placed at 3H:1V or in equivalent benches utilizing short segmental block or boulder gravity retaining walls.

Preliminary/Remedial Earthwork

We recommend performing fill reconstruction between early spring and late fall, when periods of dry weather are more prevalent. Work should be suspended during periods of moderate to heavy rain, as some of the fill soils will not be compactable if saturated. We recommend that any trees (not to be saved or transplanted on-site) and brush be hauled off site; however, organic soils and oversize concrete debris may remain provided they are placed in landscape or designated non-structural spoil areas and nominally compacted. This should also allow for plucking of hazardous materials and limit haul off of potentially hazardous materials. The majority of fills present should readily compact due to the granular nature of the soils; pockets of silt should be excavated and replaced in such a way that provides for mixing with other granular soils to improve moisture-compaction characteristics. Reconstructing the fills should be done in as few sections as practicable, and no more than four, to allow for removal of hazardous materials in thin spoil dumps and during thin lift fill placement. Fills should be placed in lifts not to exceed 4 inches to allow for removal of hazardous materials, and be constructed to structural fill compaction

standards discussed in the following section.

Environmental remediation is anticipated to consist of removing visible pieces of concrete asbestos siding during the cutting/spoiling/filling process, which is consistent with the standard of practice for this type of remediation. A hazardous materials handling and remediation specification will need to be developed for this work.

In our opinion, site excavations can be accomplished with conventional excavation equipment. Slope reconstruction should begin near the property line at the base of the last wall, and be reconstructed in horizontal lifts. Initial excavations will likely require trimming from above with an excavator due to the close proximity of the property line and the base of the block walls. We recommend that the use of the existing storm line be determined, and the line removed or replaced where loose or unsuitable fills underlie the pipe line (approximately 130 linear feet); if abandoned elsewhere, it should be filled with a low density slurry fill.

All slope areas, building footprints, and any areas where utility placement is anticipated during construction should be reconstructed; areas outside of these limits may remain provided similar care is taken during any future excavations. In any event, the final grade should be finished relatively flat with a minimum slope of 2% across the flatter portions of the site to allow for drainage, and a maximum slope of 3H:1V at the rear slope. The finish slope should be trimmed or track walked with a dozer to provide for a compact slope face.

An approximate finish grade should be determined prior to letting this early work, and may provide for placement of a one story grade step if a daylight basement structure is planned.

The reconstruction contract should be let on a lump sum basis, and the Contractor required to excavate all fills identified during excavations by the owners representative (Geotechnical Engineer or representative). The Contractor should determine his own cut/fill quantity for the purposes of his bid, and utilize available information such as test pit elevations and fill depths shown in the Formal Test pit logs, Figure 5 through Figure 17, and interpreted Cross Sections, Figure 2 through Figure 4. The Engineers estimate of in-place quantity to be

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reconstructed based on this information is 3500 cubic yards based on information included in this report. The estimated limits of reconstruction are shown in plan and section in Figure 1 through Figure 4.

Because of safety considerations and the nature of temporary excavations, the Contractor should be made responsible for maintaining safe temporary cut slopes and supports for utility trenches, etc. We recommend that the Contractor incorporate all pertinent safety codes during construction including the latest OR-OSHA revised excavation rules.

Structural Fill - On-site sands and gravels which make up the majority of site soils, may be used for structural fill. Structural fills should be placed in thin lifts and compacted to a dry density of at least 98 percent of the standard Proctor maximum dry density (ASTM D 698) within building areas, within a 2-foot depth of any pavement section, and in the outer 10 feet of the final fill slope. All general fills outside of these limits may be compacted to 95 percent of the standard Proctor maximum dry density or to a consistency or relative compaction acceptable to the geotechnical engineer. The thickness of the lifts will need to be determined in the field, but generally for self propelled compactors, the lifts should not exceed about 9 to 12 inches as measured in a loose condition. Reconstruction of fills placed during the initial earthwork should be a maximum of 4 inches.

Wet Weather Earthwork - Following the initial earthwork (reconstruction of fills) the site subgrades should be stable in all weather conditions, and allow for base and foundation placement in wet weather conditions. None-the less, a minimum 6-inch thick staging pad of imported granular base rock is recommended where concentrated hauling or equipment traffic is anticipated during construction to maintain a well drained stable surface during winter conditions.

Foundations

Foundation Design - Assuming that all fills within the building footprints are reconstructed, it is our opinion that the proposed structures can be satisfactorily supported on continuous spread footings founded on native soils or on compacted structural fill.

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We recommend an allowable net soil bearing pressure of 3,500 pounds per square foot (psf) for shallow footings located on compacted native sands, gravels or granular structural fill. For seismic loading, the allowable bearing pressure may be increased to 5,500 psf. In addition, we recommend that footings with maximum seismic loads be founded a minimum of 2 feet below the lowest adjacent grade. Based on our review of the latest Uniform Building Code, the building site is in Zone 3 ($Z=0.3$). A Site Coefficient of S_e is recommended.

Continuous wall footings should have a minimum width of 16 inches, and column footings should have a minimum width of 24 inches. All perimeter footings should be founded at least 24 inches below the lowest adjacent grade which should be taken as the finished floor elevation or exterior grade, whichever is lower. Interior footings may be founded at a depth of 18 inches below finished floor elevation. Stepped footings should have an equivalent slope of 3H:1V; and have a minimum of 6 feet horizontal and maximum 2 feet vertical steps.

Foundation Preparation - Each footing excavation should be evaluated by a qualified Geotechnical Engineer to confirm suitable bearing conditions and to determine that all loose native or fill materials if present, have been removed or compacted. If unsuitable fill soils are encountered at footing locations, we recommend that the unsuitable soil be over-excavated and backfilled with structural fill as defined above. We recommend a unit cost for over-excavation and backfill be included in the final construction bid documents, and as determined by in-place (bank) cubic yards. The limits of over-excavation should be determined in the field with the assistance of the Geotechnical Engineer or his representative.

Settlement - Based on site explorations and testing, for footings designed as described in the preceding paragraphs, we estimate a maximum settlement of $\frac{3}{4}$ of an inch or less for footings. Differential settlement will be in the order of 50 percent to 75 percent of the maximum. The settlement should occur as load is applied for these soils. Our settlement estimate assumes that footings are prepared as described in the preceding paragraphs.

Floor Slabs

All floor slabs on grade should be founded on a minimum 4-inch layer of free-draining well-graded sand or sand and gravel or crushed rock base with a maximum particle size of 1 inch or less, and containing not more than 7 percent passing the No. 200 sieve (based on a wet

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sieve analysis ASTM D 1140). The base should be compacted to a dry density of at least 98 percent of the standard Proctor maximum dry density (ASTM D 698).

We recommend concrete slabs and aprons be designed assuming a modulus of subgrade reaction, k , of 250 pounds per square inch per inch for compacted native sands combined with a minimum 4-inch thick layer of compacted granular base.

We recommend that slab aggregate base *subgrades* be compacted to at least 98% of the standard Proctor maximum dry density (ASTM D 698) for the upper 8 inches of the subgrade.

Retaining Walls

Our recommendations assume that the retaining walls and basements are backfilled with on-site sandy soils, and constructed as detailed in Figure 18. We recommend that unrestrained retaining walls be designed to resist an ultimate equivalent fluid pressure of 35H pcf. Basement walls restrained from movement about the top (fixed) should be designed assuming an ultimate equivalent fluid pressure of 55H pcf. Ultimate passive equivalent fluid pressure of 350H for cover depth in excess of 1 foot may also be utilized. We recommend an ultimate friction factor of 0.55 for the on-site sandy soils for base sliding resistance, and a maximum bearing pressure of 3500 psf for compacted soil subgrades.

AC Pavement Sections

A pavement section of 2-inches of AC over 6 inches of aggregate base is recommended, and is based on traffic consisting of automobiles, service vehicles and light busses.

Pavement section subgrades should be compacted to 98% of Standard Proctor maximum density (ASTM D 698) in the upper 12 inches. In addition, we recommend that all subgrades to receive imported aggregate or Asphalt Concrete be probed and/or proof-rolled with a heavy construction vehicle under observation of a qualified engineer prior to placement of imported materials.

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Quality Control

Pavement and slab section subgrades, foundation bearing surfaces, and the placement and compaction of all structural fill should be monitored by an individual experienced in earthwork and construction methods, as well as the recommendations included herein. We recommend that we provide this service, for obvious professional and liability considerations.

Drainage Considerations

The site can be characterized as relatively free draining. Permanent groundwater is anticipated to be on the order of 45 feet or more below the surface. In any event, a foundation drain is recommended along the front of the structure to prevent detention or buildup of infiltrating surface water.

LIMITATIONS

If there is a substantial lapse of time between the submission of this report and the start of work at the site, if conditions have changed due to natural causes of construction operations at or adjacent to the site, or if the basic project scheme is significantly modified from that assumed, it is recommended that this report be reviewed to determine the applicability of the conclusions and recommendations considering the changed conditions and time lapse.

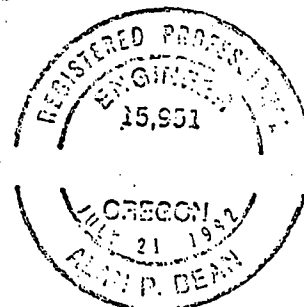
Unanticipated soil conditions are commonly encountered and cannot be fully determined by merely taking soil samples, or performing test excavations, particularly at sites containing fills of unknown origin. Such unexpected conditions frequently require that additional expenditures be made to attain a properly constructed project. Therefore, some contingency fund is recommended to accommodate the potential extra cost.

Sincerely,



Alan P. Bean, P.E.

Senior Geotechnical Engineer



Attachments: Table 1, Figures 1 through 19

RESOLUTION NO. **35195**

Approve use by Multnomah County of three tax-foreclosed properties as a park or recreational area in conjunction with its Brentwood-Darlington Safety Action Team Office. (Resolution)

WHEREAS, ORS 275-320 provides for use of tax-foreclosed property by a County for park or recreational purposes with the approval of the incorporated city within whose boundaries the property lies; and

WHEREAS, Multnomah County has title to the following properties:

TL # 8 OF LOT 2, BLOCK 25, DARLINGTON (4,444 SF)

LOT 3, BLOCK 25, DARLINGTON (20,461 SF)

EXC NELY 105' OF SELY 50' OF LOT 4, BLOCK 25, DARLINGTON (14,250 SF); and

WHEREAS, the properties are wholly within the City of Portland, Oregon; and

WHEREAS, the properties will be developed by Multnomah County to take advantage of the proximity of the Brentwood-Darlington Safety Action Team office to provide community recreational facilities.

NOW, THEREFORE, BE IT RESOLVED by the Council of the City of Portland, a municipal corporation of the State of Oregon, that the Council approves the designation of these properties by Multnomah County as a park or recreational area.

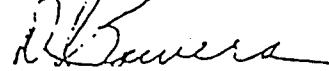
Adopted by Council, SEP 29 1993

Commissioner Hales
Fontaine Hagedorn
September 21, 1993

Barbara Clark

Auditor of the City of Portland

By



SUNN

January 2000

Southeast Uplift Neighborhood News

PORTLANDERS TO HELP CHOOSE SITES FOR FUTURE PARKS

Over the next twenty years, Portland Parks & Recreation plans to acquire land for neighborhood parks, sport fields, recreation facilities, trails, and habitat areas - and Portland citizens are invited to participate in the selection process.

Portland's founders had the foresight to set aside land for parks, and those early park acquisitions helped establish the character of our City. As the population expands, we must add to the capacity of our park system for the benefit of present and future generations.

Most property acquired through this program will be set aside, or landbanked, for future park development. In the meantime, existing uses may well continue. Initial acquisitions are made possible with funds generated by the Systems Development Charge (SDC). These expenditures must be made in qualifying target areas.

By law, SDC funds must be used to address needs related to growth. They cannot be spent in park-deficient areas unless those areas are also experiencing growth. Right now, Portland's greatest growth areas are in outer east, southeast, and

northeast. These are the program's initial target areas. Within each target area, parks are needed to serve a variety of functions, from community playgrounds and sports fields to natural areas. Sometimes a park can include several functions. In other cases, a park is developed to serve one primary function, such as sports complex or a natural park. The following characteristics are considered in evaluating potential sites and determining the most appropriate functions to consider for each.

CRITERIA FOR SITE SELECTION

- **Site size:** Minimum of one acre and up to ten acres or more.
- **Topography:** Relative flat sites are needed for sports fields. Ideally, a slope of 15% or less is best for a community or neighborhood park. Natural areas can accommodate a wide range of topography.
- **Zoning:** Parks with active recreation must have a minimum of one to three acres that are not within the e-zone.
- **Location:** Additional consideration is given to sites located near schools, existing public land, or other compatible public facilities.
- **Access:** Collector or arterial street access is preferred to larger sites.
- **Other features:** Additional consideration is given to sites with special features that will enhance their use for a particular park function. For example, streams, varied topography, or wooded areas are a plus for neighborhood or natural area

parks. Heavily wooded sites are not ideal for consideration as sports fields.

The deadline for the nomination forms is January 31. Watch for a separate mailing from Parks & Recreation with further details.

PLEASE COME TO AN INFORMATIONAL SESSION

Get assistance in filling out and submitting the site nomination form.

Monday, January 24
at Southeast Uplift
3534 Southeast Main
7:00 - 8:30 p.m.



1120 SW Fifth Ave., Suite 1302
Portland, OR 97204
Phone (503) 823-PLAY
Fax (503) 823-6007



*Ensuring access to
leisure opportunities
and enhancing
Portland's natural beauty*

PORTLAND PARKS & RECREATION

March 3, 2000

Richard Hazeltine
6640 SE 70th Ave.
Portland, OR 97206

Dear Richard,

Thank you for nominating a site for potential park acquisition. The site is now in the process of being evaluated to determine if it meets the criteria for acquisition with System Development Charge (SDC) funds, which is our main source of funding for current acquisition efforts.

We also maintain a citywide database that includes potential park property of all types. The property you nominated will be included in our database whether or not it meets the SDC criteria for acquisition. This assures that the site will not be overlooked in the future, as other funding sources become available or the SDC target areas and priorities shift.

As you may know, the SDC funds are generated by a one-time fee that is charged to new residential development at the time the building permit is issued. Since SDC funds are generated only when new development occurs, the law requires that properties acquired with SDC funds be made in areas experiencing the greatest growth. At present, those areas are southeast, northeast and outer east. So, for the next year or more, this is where our acquisition efforts will be focused. We will continue to track building trends on an annual basis so that we can determine when the target areas should be adjusted.

Over the 20 year life span of the SDC Acquisition Program, three types of park lands will be acquired:

1. **Developed Parks:** Areas capable of being developed to provide active and passive recreation for all ages. Three categories of parks fall under this park type:
 - a) **Community Parks:** A large open space which provides a wide variety of community activities and facilities for groups and individuals; generally 10 acres or larger in size with level topography;
 - b) **Neighborhood Parks:** An open space that provides a focus for neighborhood recreational and social activities; generally one acre or larger in size with level topography;
 - c) **Urban Parks:** An open space that may provide some recreational opportunities within the central city or town centers; generally less than one acre in size with level topography.
2. **Natural Areas:** Landscapes with high quality natural resource functions and values, or the potential to provide them which may provide natural resource interpretation or education opportunities; use generally limited to trails and trailheads.
3. **Trails:** A linear active recreation and alternative transportation system which provides connections between parks, schools, commercial areas, trails and/or other transportation systems.

Initially, the SDC funds will be used to acquire sites that can be developed as Community Parks. The reason for this is that the type of property that is most suitable for Community Parks is also the most likely to be developed and, therefore, disappearing at a more rapid rate than other types of park land. In most cases, newly acquired properties will be land banked until funds are available for development.

If the parcel you nominated is acquired, we'll let you know and invite you to join us for the formal announcement. Acquisition of new parks will be an ongoing activity in the years ahead. Working in partnership with the community, we look forward to leaving behind an enhanced park system for today's citizens and future generations to enjoy.

Again, thank you for helping us identify potential future parks. If you have any questions, please call me at 823-5476.

Sincerely,

Judith Rees
Acquisitions Program Manager

BRENTWOOD-DARLINGTON NEIGHBORHOOD ASSOCIATION

NEIGHBORHOOD PARK PETITION

THE FOLLOWING NEIGHBORHOOD INDIVIDUALS ARE INTERESTED IN
HAVING THE SITE WHERE THE COMMUNITY POLICING CENTER IS
LOCATED ON SE FLAVEL DR CONVERTED TO A NEIGHBORHOOD PARK.

9-9-00

DATE

NAME

ADDRESS

PHONE

Craig Beals	5047 SE Bybee	772-0995
Lindy Beals	5047 SE Bybee	772-0995
John Cunt	8314 S.E. 63	775-3405 5210
Randy Thomas	6849 SE RAMONA	777-1915
Darryl Cunn	4326 SE Woodstock #428	771-9613
Eugene Cunn	6946 SE Nehalem	771-9613
Robert V. Looe	5217 SE SE Thompson	771-1040
Stacy Bpl	12544 SE Sherman Portland OR	408-7286
Marij Millisap	3617 SE 40 th Portland OR.	771-7704
Martha Richards	6906 SE 48 th Ave Portland 97206	772-3342
Lars Fjelstad	6906 SE 48 th Ave Portland OR 97206-7622	772-3342
Jan Mui	6826 SE 48 th Portland, OR 97206	777-3434

NEIGHBORHOOD PARK PETITION

9-9-00
DATE

PHONE[illegible]

BRENTWOOD-DARLINGTON NEIGHBORHOOD ASSOCIATION

NEIGHBORHOOD PARK PETITION

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9-9-00
DATE

NAME

ADDRESS

PHONE

Von-Michelle Stemmers	6703 SE 70 th AVE, Portland, OR 97206	503-777-8687
MARVIN RICHARDSON Bonnie	5332 SE HENDERSON PTID OR 97206 97206	503-771-2015
Cunningham	7845 S.E. 65 th PORTLAND ORE	503-777-9254
Tina Walding -	5321 SE Henderson Portland OR 97206	503-777-9656
ROGER CUNNINGHAM	7845 SE 65 th Portland OR 97206	503-777-9256
DONNA DePaolo Glen	9336 SE Alder PTID, OR 97216	503 408-7868
Sheldon	296 NE 100 th PTID, OR 97220	
Pat Hicks	7131 SE 65 th	503-760-1007
Suzanne Richardson	5332 SE Henderson St 97206	503-771-2015
Zella Burke	7419 SE 51 st	503-788-9212
Donna Charlson	7021 S.E. 52 nd	503-774-0751
Mary Anello	7347 SE 51 st 97206	774-1441
Tommy Burges	7240 SE 71 st	771-7990
Mimi Kennedy	7131 SE 65 th	774-7440

BRENTWOOD-DARLINGTON NEIGHBORHOOD ASSOCIATION

NEIGHBORHOOD PARK PETITION

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8-20-00

DATE

NAME	ADDRESS	PHONE
Pat Kiely	6631 SE 70 th Ave Portland 97206	788-6967
Bob Carron	6805 S.E. 70 th Portland 97206	774-0562
John	7025 S.E. Tenino Portland 97206	
Sal Goff	4025 SE Tenino Portland 97206	
Gregory	7118 SE 71 st	239-1245
Inda Scher	9544 SE Tenino Ct. Pk 1 97206	
Stephen Puljan	5807 S.E. 39 th Ave Portland	256-0618
Donna McKinney	2405 SE Chittenden Foulke, OR 97002	
David Wagner	4343 SE 64 th Ave Portland, OR 97206	
Rebecca Slak	4343 SE Madison Ave 97215	775-7993
Thomas Jamison	7117 S.E. Ramona St.	777-1190
Joe Piercey	4309 SE 64 th Ave, 97206	788-2943
John Piercey	4309 SE 64 th Ave, Pk 1 97206	788-2943
Luis Reyes	6639 SE 71 st Port 01 97206	771-8547

BRENTWOOD-DARLINGTON NEIGHBORHOOD ASSOCIATION

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8-20-00

DATE

NAME

ADDRESS

PHONE

mylrm Colind	6534 SE 75 th , Portland, Or	777-7086
Richard Kieley	6631 SE 70 th Portland, OR 97206	788-6967
Jeth Moore	7912 SE Harold Port, Or 97206	775-5795
Richard Moore	7912 SE Harold Port Or 97206	
maellison	7912 SE Harold Port OR 97206	775-5795
Janet Price	6141 SE Woodstock ✓	774-6585
Norman Ventura	7225 SE Rural St.	771-0646
Mania Blas	7225 SE Rural St	771-0646
Stephanie Cunningham	7718 SE Henderson St.	777-3970
Artie Schaefer	6125 SE RYBE	772-1506
Nina Loschiavo	7333 SE Harold Portland ⁹⁷²⁰⁶	771-4365
Aelice Schaefer	6335 SE 62 nd 97206	777 4766 ^{pr. info}
Tette Oresk Nir	14122 SE Crystal Springs 97236	760-2456
Jim Turner	2013 SE 28 th Pl 97202	238-1703

BRENTWOOD-DARLINGTON NEIGHBORHOOD ASSOCIATION

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8-20-00

DATE

NAME

ADDRESS

PHONE

Lee	19202 E Burnside #2	674-9613
Barbara	8814 SE RURAL ST PORTLAND	972-2666
Lola Sanchez	7032 SE 65 PHD 97200	772-1108
Amy Rogers	8316 SE Sherwood St. Port. OR 97206	777-5526
NORA PRICE	3674 SE Center #3 port 97202	774-2874
Marlene Smith	6323 SE 85th Portland R. 47006	788-2001
Paul Davis	7422 SE E. Franklin ST	777-2878
Jolly Green	5855 SE Barney Dr	774-7444
Jolly Green	5355 SE Barney Dr	774-7444
Phyllis Shelt	7033 SE Mitchell St.	775-4635
Anna L. Smith	7610 S.E. Holgate	775-9829
Ken Pattans	7022 SE Mitchell St	775-7085
Inda Neuman	3535 SE 72nd	771-6518
Sarah D. Vagstad	7703 SE. Martins St.	774-5426

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8-20-00

DATE

NAME

ADDRESS

PHONE

Samie ^{Cummins}	7845 S.E. 65th	777-9256
Christina	6639 SE 71st	771-8547
Christina	8100 SE 62nd	788-2755
Elva Trinity	8128 SE 87th 87th	352-4553
Mrs. Smith	5325 SE Reedway St.	772-0622
Mrs. Merrill	2612 SE 28th #49	232-1127
JANE SWANSON	3612 SE 28th PLACE #37	239-6660
Michelle Turner	4006 S.E. Crystal Springs Blvd.	788-0674
Tina Woodruff	10835 SE Rowell #4	762-6047
Prin-Me Gartin	7118 SE Melburn	788-5117
Anna Agudon	6156 SE Knapp St	774-0570
Tayla Olson	6410 SE 91st Ave.	775-1876
Gail Hanks	8520 SE 62nd Ave	777 5012
Johanna	6125 SE Malben St	777-3367

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DATE

NAME

ADDRESS

PHONE

Lee	19202 E Burnside #2	674-9613
Barbara	8814 SE RURAL ST PORT	972-266
Lola Sanchez	7032 SE 65 PHD 97200	772-1108
Ray Reagan	8316 SE Sherrett St. Port. DE 97200	777 5526
NORA PRICE	3674 SE Center #3 port 97202	774-2874
Marie Smith	6323 SE 85th Portland R. 47006	788 2007
Paul Davis	7422 SE EUGENIA ST	777-2878
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Joey Green	5359 SE Henry Dr	776-7444
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Anna L. Smith	7610 S.E. Holgate	775-9829
Ken Pattans	7022 SE Mitchell St	775-7085
Michelle Newman	3535 SE 72nd	771-6518
Said Djegetoff	7703 SE. Martins St.	774-5426

BRENTWOOD-DARLINGTON NEIGHBORHOOD ASSOCIATION

NEIGHBORHOOD PARK PETITION

THE FOLLOWING NEIGHBORHOOD INDIVIDUALS ARE INTERESTED IN
HAVING THE SITE WHERE THE COMMUNITY POLICING CENTER IS
LOCATED ON SE FLAVEL DR CONVERTED TO A NEIGHBORHOOD PARK.

8-28-00

DATE

NAME

ADDRESS

PHONE

Christy Benavidez	16431 NE. Glisan	408-0839
Lyndell Culley	15455 SE Division	760-9557
DeAnna Green	7903 SE Tolman	777-5872
Rebi Alexander	10312 SE 88th Ave.	771-8404
Kathy Holcomb	5525 SE Malden St	777-4898
Anna Lane	7014 S.E. 92nd #5	WK 614-5575
Nancy Brackenbury	5634 SE 101st Ave	771-8420
Tami Spring	71610 SE 109th St	777-9195
Elsie Biggers	7427 SE Carlton St PHD 97206	288-7929
Joan Archie	7815 S.E. 68th	788-4055
Tami Archie	7815 S.E. 68th Port. 97206	788-4055
Angel Brown	6823 SE 88th Port 97266	775-1578
Michelle Jackson	8805 SE Quail Port 97264	774-4125
C. Schuman	9917 SE Ponder 97266	760-4800

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Back to School

8-20-00
DATE

NAME	ADDRESS	PHONE
Donna Charlson	7021 SE 52nd	774-0751
Zella Burke	7419 SE 51st	788-9212
John Cope	7609 S-E 88th	771-9375
Willie Lucero	4368 Imperial	650-7446
Debra Salazar	6623 SE 71st	788-3723
Lisa Murphy	2708 NE 205th	661-1620
Kris Ford	9438 S.E. Henderson	788-0265
Marie Young	S.E. Henderson	771-5823
Mamie Grier	12337 SE Henderson	760-8715
Elyse Kasper	6705 1/2 77	771-9341
Melinda Smith	5214 SE Lambert	777-6773
Laura Daniel	8645 SE Woodstock	251-2709
Aida Monge	8505 SE Glenwood St.	772-9837
Latina Gorman	5312 SE 96	760-3275

NEIGHBORHOOD PARK PETITION

8-19-00

DATE _____

ADDRESS

PHONE[illegible]

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8-19-00
DATE

NAME	ADDRESS	PHONE
Wm Guyton	6647 SE 45	775-4706
FLEURETTE GROVES	8826 SE RURAL 97206	788-0550
Shara Bogan	6721 SE Duke St 97206	788-0036
Raymond Ward	8016 SE Ogden, Pld 97206	777-5345
Margie Sumner	5025 SE Rural, Pld 97206	774-7291
Dennis E. M. Nulty	4305 SE Malden St, 97206	774-8159
James W. Woff	4810 SE 48th Ave WCBA	775-7687
Ray Bateman	6545 SE 69th	788 5978
Robert Morris	7410 SE 51st Ave Port OR 97206	348-5439
Karen Young	6604 SE 46th Ave Port OR	774-5948
Harper Ray Johnston	5425 SE Knappa St Port. OR	771-0854 <i>Grat</i>
SPAZL Stevens	7200 SE 72 Portland OR	772-9294
Eli Zabeck Wesley Graff	4205 SE Ramona Pdx 97206	774-2397 <i>WA</i>
John Whittaker	6311 SE 49th 97206	775-5141

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8-19-00

DATE

NAME	ADDRESS	PHONE
Summer	5028 SE Rural Portland 97206	774-7291
Helge Jensen	7606 SE Harney Portland 97206	775-6059
Mark HAZELTINE	6640 SE 70 AVE PORTLAND 97206	771-8992
Bob Smith	3728 N.E. 18th Ave Portland 97212	281-2600
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Emdon Neal	4404 SE Woodstock	358-4456
Jeff OR	11651 P.O. 67916 PDX 97228	NA
Wayne Forman	5815 SE Carlton St. 97206	775-3367
Mike Snider	11651 King George Dr King City 97224	968-8056
Artha Durham	6535 SE Tolman 97206	785-1776
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Ra Acuña	3049 SW 36th Ave.	228-4145
Al Angus	5525 SE Ogden St 97206	775-5547
Bob Crouch	3821 NE WISTARIA 97212	282-1282

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2-22-01
DATE

NAME

ADDRESS

PHONE

Roy & Ann

Wheelerwright

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(503) 775-5415

Brian & Cindy

McCabe

6105 SE Malden St.

503-788-3676

Johanna E
Tity/1012

6125 SE Malden St

503-777-3367

Bobb & Vanessa
Carruthers

6024 S.E. Malden

(503) 788-8894

Margy Potampa

5422 SE Flavel Dr

503-775-6192

NEIGHBORHOOD PARK PETITION

DATE[illegible]

THACKO
Potampa
Submitted

Playground at Water Tower Park and Beyond

Project Description

During the spring of 1998, the Clackamas High School (CHS) Key Club entered into a partnership with North Clackamas Parks and Recreation District and launched a monumental project to build a children's playground at Water Tower Park in Milwaukie. The project enables students and adults to learn and work together to design, develop, install, operate and maintain the facilities and grounds at Water Tower Park.

The Water Tower Project includes tearing out dilapidated playground structures, leveling and resurfacing playground areas, selecting, building and installing new playground equipment that is handicapped accessible, building and installing picnic tables and benches, habitat restoration, and providing ongoing maintenance. Students, with the support of teachers and other adults, are designing the blueprint for the playground, raising funds, and recruiting and organizing volunteers.

Beginning with the first step of approaching the Parks District, students and staff have been collaborating with community members (including the children who live in the community) to plan and complete the project. As a result of the teamwork, the Water Tower Park project has spurred the creation of a CHS Community Service Coalition. Members of the coalition include representatives from the Parks District, Columbia Cascade Company, WestLake Engineering & Consultants, North Clackamas School District and many CHS staff and students. Students and teachers from academic and professional technical classes, Key Club, CAVCO (a school-based technology & construction enterprise), the Earth Club, the National Honor Society, OSSOM Club, Multicultural Club and Student Council have all pledged to contribute in some way to the development and continued maintenance of Water Tower Park.

The Water Tower Park Project's number one goal is provide a service that has a lasting impact on the community, and the playground will provide a pleasant and safe spot for the community to enjoy for years to come. In addition, the volunteer labor to build and install the equipment and prepare the grounds combined with the donation of funds acquired through fund raising and grants will save the North Clackamas Parks and Recreation District more than \$15,000 this year. Equally significant, the Water Tower Project unites CHS students, focuses learning around the common goal of improving the community, and provides an unlimited reservoir of cross-curricular, contextual teaching and learning experiences for students and teachers.

The CHS Community Service Coalition's vision and goals go "Beyond" the Water Tower Parks Project. Plans are underway to provide more cross-curricular, contextual learning and community service opportunities for students. The Coalition is extending their partnership with the Parks District and planning to build wheel chair accessible raised bed community gardens at Milwaukie Senior Citizens Center. This project should save the Parks District an additional \$15,000 next year. The Coalition is also currently involved in a project with BOORA Architects to build a scale-size prototype solar design model for airflow ventilation testing. The model is a replica of a classroom in the new high school scheduled to open in 2001. After testing is completed, materials used to build the solar model will be recycled and used for the community gardens.

Excellence in Student Learning

Students use the knowledge and skills they've learned in the classroom and apply them as they work on the Water Tower Park Project.

Mathematics

Students measure areas and volumes at the work site to make decisions regarding the selection of equipment, tables and benches; the building of playground equipment; and the plotting of garden areas. Students figured volume of postholes to estimate the amount of cement to purchase to set equipment. Students use their calculations to determine the numbers and kinds of plants to order and the amount of mulch and fertilizer to purchase.

Math teachers use the authentic work site problems to develop classroom problem-solving tasks that support student achievement on the State mathematics performance assessment.

Writing

Students write reports, business communications, grant applications (each application submitted has been awarded), and letters to school and community representatives informing them about project activities and events and inviting them to attend.

Reading

Students read technical manuals, supply catalogues, work orders, blueprints, etc. and use the information to complete specific tasks. Students use a variety of resources to identify potential grant sources and read application materials.

Speaking

Students make presentations to school and community groups for varied purposes.

Science

Students find ways to reduce toxins, water and invasive species by integrating native species in the landscaping design, they build understanding of the relationships among living things and between living things and their environments. A goal of the Project is to make Water Tower Park a "Green" model that is environmentally friendly.

Building Construction

Students used a variety of tools (i.e., levels, ratchet wrenches, tape measures and survey equipment) they practice with in class to complete a major construction project, including scale size playground equipment, tables and benches.

"Working on the Park Project gave me the opportunity to not only do work that I don't ordinarily get to do, but also work with students from CHS that I've never before had the chance to get to know. I used levels, allen wrenches, post-hole diggers, shovels and a variety of other tools and got hand-on experience in building. This is something I never get to do in an ordinary class. Also, I met more than 20 students that I didn't know before and improved my cooperation and communication skills."

Corrie Drakulich, CHS Senior

Personal Management

Students are collaborating with the Parks Department and WESTLAKE Consultants, Inc. to plan, organize and complete work on time. They have developed a comprehensive work plan for the project specifying tasks, identifying intended completion dates and including an ongoing accountability and quality control plan for decisions and actions.

Problem Solving

Students are initiating connections with necessary groups and organizations, both in the school and the community, to resolve problems using techniques that include personal, social, and ethical considerations. Students are required to identify alternatives to solve problems, assess the consequences of the alternatives, and select, explain and carryout proposed solutions and courses of action. For example, students collaborated with Columbia Cascade Company, manufacturers of playground equipment, to make recommendations for the design of playground equipment at Water Tower Park.

Communication

Students developed a publicity campaign to support partnerships with the community, raise funds, and celebrate their successes.

Teamwork

Students work together and use skills in negotiation, compromise, consensus building, conflict management, shared decision making and goal setting to improve team effectiveness and produce quality products.

"I think the project that we completed at Water Tower Park helped me meet some new people, and helped me have some great experiences with them. It was fun to build playground equipment and depend on one another for solutions to problems. I know that we made a great, positive impact on the community, and it will be an experience that will carry with us."

Kathlin Goodrich, CHS Student

Organizations and Systems

Students are learning about the nature of work, workplaces and work processes. On Saturday, October 2, after a year of planning and preparation, students built the playground at Water Tower Park! Students arrived at the work site at 7 A.M., reported to the registration desk, submitted the proper forms signed by parents, picked up their crew assignments and hard hats, and attended a general meeting to review safety regulations and receive instructions. Students worked side-by-side with contractors, supervisors, and teachers to build the playground.

Employment Foundations

Students must apply academic knowledge and technical skills, explain and follow requirements, security procedures and ethical practices, and follow workplace health and safety requirements.

Exceptional Innovation and Success in Creating Meaningful Learning Experiences

The Water Tower Park Project helps students to integrate the demands of six life roles: individual, learner, producer, consumer, family member and citizen. Students are connecting the personal side of their lives (learning to live) to educational growth (learning to learn) and career development (learning to work). Students are learning and applying academic and professional technical knowledge and skills in the context of the problems addressed by the Parks Project.

"The skills we are learning in school are actually being used after class when we work on the park project. We see and now understand the idea of contextual learning. We are the ones making decisions and implementing our solutions. This is on-the-job training for life. We are learning to work with people who have diverse experience, needs, and perspectives than we do. We've learned to follow through and fulfill the commitments we make."

Kristin Love, Past President Key Club

"The Water Tower Project has been a tremendous learning experience. It taught me the process of completing a large-scale project with a public office and specific construction knowledge. The Project has also generated enthusiasm for community service and civic pride in Clackamas High School."

Liz Eraker, National Honor Society President
Key Club Treasurer
Shield Editor and Chief

"I thought that the project was successful in all areas. Building the park not only helped the community but also helped the Key Clubbers get to know each other better and learn to work together. I really enjoyed learning to use the wrench thing, and it was exciting each time we got a piece of the playground perfectly level. Overall, it was a very good day for me and I had lots of fun."

Lori Pope, CHS Student

Connections Beyond the Classroom

The CHS Community Service Coalition facilitates enhanced learning opportunities by connecting business and community leaders with the classroom. Personnel from the Parks District and WestLake Engineering & Consultants visit CHS as guest lecturers and seminar leaders. Topics include landscape design, CAD, community involvement, training and career opportunities in architectural design and landscaping.

MEETING DATE: MAR 08 2001
AGENDA NO: B-1
ESTIMATED START TIME: 10:55

(Above Space for Board Clerk's Use ONLY)

AGENDA PLACEMENT FORM

SUBJECT: A Report on Latino Needs Assessment in Multnomah County

BOARD BRIEFING: DATE REQUESTED: _____
REQUESTED BY: _____
AMOUNT OF TIME NEEDED: _____

REGULAR MEETING: DATE REQUESTED: Thursday, March 8, 2001
AMOUNT OF TIME NEEDED: 30 minutes

DEPARTMENT: Non-departmental DIVISION: Cruz
CONTACT Marie Dahlstrom x85219 TELEPHONE #: 988-5219
BLDG/ROOM #: 503-600

PERSON(S) MAKING PRESENTATION: Rosemary Celaya-Alston, Michael McGlade, Marie Dahlstrom, Rey Espana,

ACTION REQUESTED:

☒ INFORMATIONAL ONLY ☐ POLICY DIRECTION ☐ APPROVAL ☐ OTHER

SUGGESTED AGENDA TITLE:

A report from the members of the Latino Network on the Latino Needs Assessment study, "Salir Adelante".

SIGNATURES REQUIRED:

ELECTED OFFICIAL: Serena Cruz
(OR)
DEPARTMENT
MANAGER: _____

NOTED BY
COUNTY COMMISSIONER
01 FEB 28 AM 10:44
MULTNOMAH COUNTY
OREGON

ALL ACCOMPANYING DOCUMENTS MUST HAVE REQUIRED SIGNATURES

Any Questions: Call the Board Clerk @ 988-3277

Salir Adelante

**A Needs and Assets Assessment of the Hispanic Community of
Multnomah County**

Conducted by Latino Network

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Marie Dahlstrom, M.A.

Coordinator for Community Development
Maria Smith

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Project Management:
Rosemary Celaya-Alston
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Funded by:
Multnomah Board of County Commissioners
Multnomah County Department of Community and Family Services

Acknowledgements

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Multnomah County Commissioner Serena Cruz
Multnomah Board of County Commissioners
Multnomah County Department of Community and Family Services
Clara Padilla Andrews, Publisher El Hispanic News

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Rosemary Celaya-Alston
Martín González
Linda Jaramillo
Jose Rivera
all of the members of Latino Network

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Gerardo Peña
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Irene Robles
Alexandra Valencia

Community Supporters:

Carolina Hess and Hispanic Services Roundtable
Lorena Connelly and the staff of Desarrollo Integral de la Familia (DIF)
Francisco Lopez and the staff of Programa Hispano
Erik Thomsen and the staff of Oregon Council for Hispanic Advancement (OCHA)
Oscar Sweeten Lopez and the staff of OHDC/ Hispanic Access
Sue Rossiter and the staff of Immigration Counseling Services
Pastor Mark Knutson and Augustana Lutheran Church
Pastor Ty Miles and St. John Lutheran Church

St. John YWCA
Pastor Jose Lupe Gonzalez and Burnside Baptist Church
Sadie Fiebel and the staff of Common Bond
Virginia Salinas and the promotoras of Clara Vista
La Carreta Restaurant
Sam Trevino, El Hispanic News
Gale Castillo and the board of the Hispanic Chamber of Commerce

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Oregon Migrant Education
David Rosales
Beth Kaye
Bob Jones
Michael Schmandt

Latino Network would especially like to thank all of the members of the Latino community who so kindly shared their time and wisdom in the hope of a better life for all.

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EXECUTIVE SUMMARY

The Hispanic population of Multnomah County more than doubled in the 1990s. In general, it has become more foreign born and proportionally more of Mexican origin than it was in 1990, and has grown particularly fast in Gresham. Latinos/as are showing their remarkable resiliency as a people in diverse ways and forms, such as family support, remarkably positive infant health, willingness to take jobs that few others will accept, and through increasingly energetic community groups. What most Latinos/as share in common is their desire to improve the well being of their families, and this is a major reason that most have come to the Portland area.

The desire of Latinos/as is to *salir adelante*, which is a process of personal and community improvement that leads to increased self-determination and empowerment. Accordingly, this document focuses on the issues and recommendations that can transform that hope into reality. In particular, it examines low income Hispanics in Multnomah County, most of whom are Mexican and foreign born. A large part of the Mexican origin population is rural in birth and working class, entering employment in a technologically advanced society. The area economy is creating an increasing share of its total jobs in services and manual labor, most which pay neither a living wage nor benefits. While many immigrants gladly accept such jobs, U.S. urban history shows that those of the second generation will either gain better employment or will become alienated from mainstream society, caught in residential areas plagued by crime, cynicism, poor schools, and hopelessness. Improved job status will be possible through success in the educational system or self-employment. At present, there are limited possibilities for vocational training and improvement for the many who are undocumented. While undocumented people are providing needed labor, the society that benefits from their services must understand that they are people first and laborers second.

The key to self-determination for the Latino/a community is education. Currently, the educational system is failing to provide a basic high school education. Most Latino/a youth are no longer in school by the time high school graduation comes along, part of the nearly one third that drop out each year. Dropout rates in Oregon are much higher than national rates, not only for Latinos/as but for the population in general. The schools lack sufficient numbers of bilingual, bicultural educators, and much of the Hispanic-generated federal monies that could fund pay scales to attract qualified teachers, to reduce class sizes, and to improve curriculum are instead diverted by school district officials to general school funds. If such unethical practices do not stop, the cost to present and future generations will be high.

Smallness of area, frequent face-to-face contact, and strong interpersonal relations are central to the concept of community in Latin American culture. Focus group participants in this study showed beyond a doubt that the centralized, coordinated social services associated with the Clara Vista residential area have served its residents better than the more decentralized, fragmented services available in some other areas of the county. Though the Clara Vista project is focused on social service provision more than functioning as an evening and weekend community center, a clear sense of community is notable with many of its residents. Future housing projects should not only be near social and transportation service but also function as or be located near weekend and evening community centers. In this way such

cultural centers (*centros culturales*) should be used to re-create a small enough village so that a sense of community thrives. Other programs that encourage a local community function and feeling should be encouraged, such as those based on schools and churches.

Housing needs to be affordable to its residents. In the short to medium term there is little evidence that wages at the bottom of the job hierarchy will catch up with the rental and owner-occupied housing inflation that plagued Portland in the 1990s. Housing should include places for youth to play and sheltered areas for when the weather is bad. This is particularly important because many families reported not being able to have an adult home after school. This is also a reason that more after school programs for youth education and recreation need to be available.

In part because of the inability of one full-time wage to earn a living for many in today's economy, many families have the need for quality childcare. At present, access to affordable child care is extremely limited. Most parents who reported having applied to low cost programs had not been accepted due to space or program funding limitations.

There is significant evidence that access to insurance and health care remains a problem. Some such areas include inadequate prenatal care, low birth weights, and significance of breast cancer as a cause of death. Program models that employ bilingual/bicultural individuals as community workers need to be expanded to better reach all of the population. Urgent care clinics are in need, and the limited dental services currently available to low income people need to be expanded.

In summary, for the Latino/a community and families to *salir adelante*, there is a need for quality education, upward job mobility, more affordable housing, healthier and safer "small" communities, and universal access to health care.

A few umbrella recommendations that are developed further in this report:

- ◆ Hire more bilingual/bicultural staff in all types of services, and encourage more individuals to train and apply for these jobs by offering pay incentives reflective of their additional linguistic and cultural skills.
- ◆ Continue to encourage greater participation in the health care system, and respond to the voices that expressed a need for urgent care services
- ◆ Seek out and honor the Latino community in all decisions that affect their well-being
- ◆ Incorporate into public policy those elements that encourage the strong Latino/a family unit in areas such as housing design, social service access, childcare, and senior living
- ◆ Use Hispanic-generated federal education funds for their intended purposes, and take specific steps already recommended by community groups to improve outcomes
- ◆ Remember that Latinos and Latinas are people first, regardless of the type of labor they provide, their legal status, or other differences with mainstream society
- ◆ Encourage the development of community by the design of housing, the location and provision of social services, and through school and other neighborhood based groups.

INTRODUCTION

In 1999, Multnomah County allocated funds to do a needs assessment for the area Latino/a population. It had been seven years since any systematic assessment of this nature had been conducted, and there was mounting evidence of an unprecedented increase in the size of the Latino/a population. Latino/a focused social service agencies found that the rapid increase in the population was difficult if not impossible to keep up with, and many agencies who were traditionally not providers of services to Latinos/as suddenly found themselves with many Spanish speaking clients that they felt unprepared to adequately serve.

At the same time, there were many changes in the way social services were funded in the 1990s, and a growing awareness that the one size fits all approach to social services had lost credibility with many funders. In addition, there were post Proposition 187 shockwaves emanating from California, where 59 percent of the population voted to severely restrict social services to immigrants; and increasing community level activism, particularly regarding K-12 education, that illuminated the need to better understand the growing population of Latinos/as in the County.

This document has several related purposes regarding the Latino/a population of Multnomah County. In particular it seeks to:

- document the recent demographic changes and characteristics of the population
- examine the social service needs of the population and their multiple contexts
- explore how Latinos/as learn about services
- inventory the current services available to Latinos/as
- document how service agencies communicate with each other, and
- make recommendations about effective approaches and methods of service delivery

It is hoped that this document will show ways to construct bridges so that the Latino/a population may more fully integrate into Multnomah County and US society. It is the expressed desire of Latinos/as to *salir adelante*, and this report is a step to that end. In addition, this report should be useful to anyone who wishes to learn more about Latinos/as in the county, particularly that which relates to effective service provision.

Low income Latinos/as are the target population of this study

Approximately three fourths of Latinos in Multnomah County are not poor, under Federal poverty guidelines¹. The target population of this study is the other 25 percent of Latinos that are low income and most likely to need social services. Throughout this study, the target population will be referred to as "community" or "Latino/a community". It is acknowledged that there are many other Latinos who may need social services but do not live below the Federal poverty guideline income levels, and it is believed that the findings of this report are generally useful for them as well.

¹ Current Latino/a poverty rates are not known, though Latinos appear to be increasingly concentrated in areas where poverty rates exceed 30 percent, according to the American Community Survey of 1996.

How to use this report

This report is designed to be read at three different levels of detail. For those interested in the general ideas only, read the Executive Summary and the bold print headings on each page. For persons who wish to better understand the context of parts or all of this document, read the subject headings and the text that follows areas of interest. And finally, for more in depth explanations of the subject matter, the footnotes can be read.

APPROACH OF STUDY

To learn about the views of services of Multnomah County Hispanic residents, two planning meetings were held with Multnomah County area service providers. Suggestions from these groups were used to compile questions for thirteen community focus groups (142 participants) that were conducted. The target group of community was defined as Latinos who were likely to need County funded social services. Therefore, we identified areas of the County that were especially disadvantaged economically and that had large elementary age Hispanic enrollments, a proxy for population concentration. The groups are outlined below by area, group type, and number of participants:

North and St. Johns: families (12), elderly (8)
 Cully-Killingsworth: women (12), youth (13)
 Southeast: families (8)
 Northeast: families (9), women (10)
 Gresham: families (9), elderly (8)
 Rockwood: youth (11), families (14)
 Downtown: youth in transition (18)
 Greater Portland: K'anjobal Guatemalans (10)

Four other focus groups were conducted; one with leaders in communities of faith, another with the Hispanic Chamber of Commerce, and two with service providers. Having the service provider groups near the end of the project enabled project consultants to gather more information about questions and concerns that were voiced in the community focus groups. Another follow up group was held to report the major findings and seek consensus with the community *lideres* who had done the group recruiting. Additional methodological detail of the focus groups is found in Appendix. To increase understanding of service provision to Hispanics, to learn more about how Hispanics learn about services, to document how agencies communicate with each other, and to compile a list of service providers and their services, a survey was sent via e-mail to providers throughout the County. In addition to the planning sessions, the survey, and the focus groups, local, regional, and national research that informs about issues relevant to Hispanic service provision were consulted to enrich and anchor the findings of this report.

PREVIOUS STUDIES OF HISPANICS IN MULTNOMAH COUNTY

A number of valuable studies have been done in the 1990s regarding specific aspects of the Hispanic population of Multnomah County:

In 1992, a study titled: *Improving Human Services for Low-Income Hispanics in Multnomah County* was conducted by the Hispanic Services Task Force. This study examined demographic trends, inventoried current services, and made a variety of recommendations, focusing particularly on emergency basic needs, housing, education, and employment/training. The report concluded with a set of recommendations that were intended to generate discussion in the community and improve the quality of life for many persons in the County.

In 1995, the *Cully/Killingsworth Revitalization Plan* was presented by Multnomah County Community & Family Services Division, and authored by Clara Padilla-Andrews. The report documented the changes that have taken place in the Villa de Clara Vista as part of a rehabilitation effort funded by Hacienda CDC. In particular, this report shows how the Villa became the heart of social, health, and educational services enriching the surrounding area. It also documents the numerous social service agencies that are linked to the community.

In 1999, a series of *Latino/a Education Summits* began in the County. A number of recommendations have been made to school districts as a result of these summits and their related research, particularly addressing the roots of the achievement gap and high Latino/a dropout rates.

Also in 1999, the report: *Rockwood Community-Building Initiative Listening Process* was published by the Technical Assistance for Community Services, and authored by Guadalupe Guajardo. The findings and recommendations were intended to guide the development of the Rockwood Community Building Initiative Plan. In particular, addressed were strategies to "foster a community environment where citizens (residents, inhabitants) participate to nurture individuals, children and family..."

A number of other studies and reports have addressed some Hispanic social service topics in Multnomah County, though their focus was not specifically on Hispanics. For example, *Faces and Voices of Violence*, by the Multnomah County Health Department, was published in 1996. In May 2000, the Caring Community of North Portland, an area of rapid Latino/a population increase, released "A Community Fit for Children".

LATINO FAMILY RESILIENCY: THE KEY TO SALIR ADELANTE

Despite the many challenges and barriers that are faced by Latinos living in the United States Latino families still possess resiliency and strengths very much tied to Latin American culture and values.

Resiliency is the spiritual quality of Latinos that empowers them survive in two worlds. The remarkable resiliency of Latin Americans here and abroad has enabled them to survive multiple economic crises, oppressive political regimes, the travails of migration, poverty, and other adversity. This resiliency is based on collectivity; without mutual cooperation the networks would not function. Latino resiliency is based on a variety of social arrangements and actions, where they:

1. Select support systems and resources to survive physically, psychologically, and culturally: including the effort to indentify sources of self-esteem and persons offering moral support.
2. Use such resources reciprocally so that the immigrant is assured of long-term support
3. Engage in social events that serve to maintain group identity and cohesiveness, which also serve to enrich individuals' folklore, belief system, and a sense of satisfaction in life.

Familism

Of all the enduring cultural traits of Latinos, familism is perhaps the most recognized and significant. Familism, in contrast to individualism typical of the "referent ethniclass" of the United States, is thought of as the frequent contact and interdependence between nuclear and extended family members. The needs of the family may collectively supercede individual needs. Familism emphasizes affiliation over confrontation and cooperation over competition. Familism is demonstrated in variety of ways; for immigrating families, it often means helping kin go north, providing a place to live, assistance in finding employment, sending back a large part of your income to support your family, and other forms of help.

Familism in a traditional sense has meant a patriarchal order with a self-sacrificing mother who is expected to be everything for everyone (*marianismo*), yet for US Latinos, familism is being redefined as new boundaries and power relations are worked out. In many cases, this may mean single parenting, in others, a more egalitarian approach to finances and decision making. In some ways, single parenting can mean an increase in the importance of familism, as extended kin are called upon to offer assistance with childcare, finances, moral support, a safe place to stay.

Many Latino community members lament the loss of sustained contact with immediate and extended family members from their county of origin. The nature of relationships between family members often eludes simple generalizations, as suggested these comments from a grandmother, formerly of upper middle class status who appeared to be in her 50s from Colombia:

I miss being in my country, being with my family...here we don't have such a union, it is difficult. In Colombia I was *Dona Estela*, here I am just Estela¹ (indicating loss of status)...There is a lot of depression in the elderly community here because they are often dependent here on family more than they would have been in Colombia. There, older people have their own house and live very near their children so that if they need anything they are ok. We love to be near our children and to be involved in their lives, to have

our Sunday *reuniones* where everyone is together in one house and eats a huge meal.

Many Latinos living in Multnomah County are living with extended family members. The willingness of a relative to lend a hand in time of need is based on the concept of reciprocity, where help given at one point in time may be a form of stored "political capital" that may be tapped at some later date for a return favor. Such forms of non-cash based favors were the norm in precapitalist societies, and continue to thrive in much of Latin America. While cash may be exchanged for the "favor" of a lent room or other part of the house, more often that not no money changes hands. Such social customs, of course, are more difficult to maintain in societies where cash, rather than returned favors, are the norm. To the outside non-Latino observer, the willingness to lend a room for free may simply be an invitation to be taken advantage of, but to many Latinos, it is just part of what being "family" is all about. The tradition of household favors amongst Latinos may make them very puzzled how parents in the United States could charge their adult age children rent for living at home.

Importance of Community

In traditional life in much of Latin America, a sense of community is built and maintained by the geographic structure of communities, where the *rancho*, *pueblo*, *comunidad*, *sitio*, or *ciudad* surround the *plaza*. In larger cities, there are multiple plazas. The *plaza* is a central square where:

- business are located
- municipal functions are performed
- local fiestas take place and musical bands play in the evenings
- at least one church is located
- people see each other on a regular basis

Because the plaza is centrally located and the focal point of many regular activities, it is a natural place to see others. The geography of the plaza is truly the focal point and organizing concept for many of the "tight" social relations that are still the norm in Latin America today. This regular informal meeting place provides for many the basis of maintaining friendship and extended family ties, as well as a starting point for gaining support in time of need. Many small-talk type conversations lead to more in-depth communication if one of the parties needs it. The relative smallness of the plaza makes even a relatively large community seem smaller and more personal. In a auto based culture such as that dominant in much of the United States, the smallness and personal feeling and function of the plaza is diminished or lost entirely. It is possible to leave home, go to the store, and return home many times without ever even seeing anyone that you know. The loss of plaza culture is happening rapidly in some large urban areas of Latin America, but not so much in smaller towns, where many if not most of the low income Latinos of Multnomah County were born.

Latino/a solidarity

Solidarity is what has enabled Latinos to make remarkable political gains as a group, in spite of their internal diversity. Solidarity is the basis of the concept of *La Raza* (your own people). Loyalty to the group starts by recognizing *paisanos* (those from your country) wherever one goes. Solidarity can be challenged by intragroup competition for jobs, as lamented by participants in several focus groups. *La Raza* has the most meaning to Mexican origin people, from whom it originated, but it is being recognized by a widening group of Latinos with other national origins.

Esperanza is the faith and hope of a brighter tomorrow

Many Hispanics have lived lives of stress and suffering unimaginable to the average middle class person in the United States. Prior to arriving to the US, many Latinos have experienced poverty, terrorism, political and religious persecution, hunger, extended periods of high stress, arduous physical activities, the bureaucratic nightmare of standing in daily lines to obtain legal documents, physical danger, and other tests of mental endurance¹.

The grief and sense of loss that many Latino immigrants experience is profound, as they miss family, food, community, and *tierra* back home. In the face of incredible adversity and obstacles, so many maintain the *esperanza* of a brighter tomorrow, to *salir adelante*. Evidence for this can be seen with the Multnomah County suicide rates for males 20-44 years old, which are just six percent of all deaths, while for the white male 20-44 population suicides were twelve percent of all deaths. *Esperanza* for many declines as longer periods of time are spent in the United States. Immigrant families who risk so much in order to get a better life and education for their children have great resiliency because of the *esperanza* that they have for their future.

Productivity and hard work

According to scholarly research, most Latin American immigrants had a job before coming to the United States. The motivation to head north is generally a quest for economic improvement. The vast majority of Latinos are hard working people who seek a better life for themselves and their families. Evidence that most Latinos come seeking employment rather than handouts is found in their preferred destinations. Regions of slow economic growth and limited job opportunities are not the destinations of most Latinos.

Low income Latinos are willing to take the worst paying, low status, and degrading jobs that others simply won't take. For example, Latino farmworkers, according to USDA studies, are more likely to work overtime in agricultural labor jobs than workers in twelve of the thirteen occupations that employ the most people in the US. Their presence in such jobs at the bottom of the socioeconomic ladder is a key component that allows years of uninterrupted economic growth in the United States. As did earlier immigrant groups, however, such as southern Italians, Latinos bear the brunt of negative stereotypes that are so often assigned to those doing the worst jobs; such as laziness, lack of appreciation for education, lack of ambition, and so on. Some of the common elements in community programs that encourage families to meet

life's challenges have been summarized in this report. Latinos bring many of these resiliency factors with them. To honor their cultural strengths will enhance their capacity integrate into U.S. society. These factors are integrated into various parts of this report. Before examining these factors, however, we turn to look at the increase in population, its context, and implications.

MULTNOMAH COUNTY HISPANIC POPULATION GROWTH

The Hispanic population of Multnomah County grew from 18,390 in 1990 to 34,282 in 1999², an increase of 87 percent. Multnomah County, together with Clackamas, Washington, and Marion counties, were the leading contributors to Oregon's Hispanic population growth in the 1990s. The growth was especially pronounced in east Multnomah County areas, particularly Gresham, according to the estimates of the American Community Survey (ACS) of 1998. However, ACS statistics are based on samples of the population that are subject to significant margins of error. For actual counts of Hispanics, school enrollment data are the only recent, geographically specific indicators of change for areas within the county, though they enumerate only enrolled students.

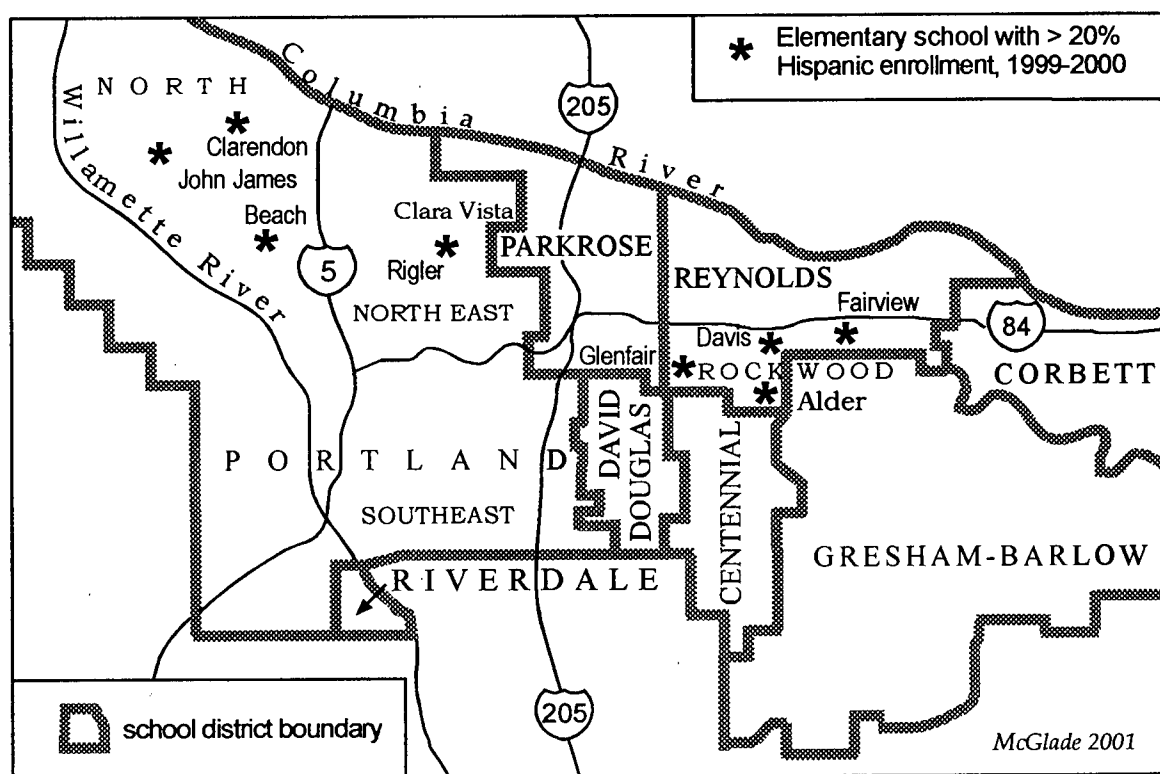
For Multnomah County public schools, the enrollment growth of Hispanic students, who will be the leading edge of the future community, has been remarkable. From 1990 to 1999, enrollment grew from 2476 students to 7709, more than tripling (Table 1), while the overall population of the county grew just 8 percent. While there has been rapid Hispanic enrollment growth in all urban districts, the rates of growth differ greatly between districts (Table 1, Figure 1). Reynolds School District Hispanic enrollment has grown from 158 in 1990 to 1461 in 1999, making it the most rapidly growing district of the county in percentage terms³.

The Portland School District added the most students (2723) over the 1990s, even though its percentage growth rate (170%) was actually lower than the overall county rate. In general, the most concentrated areas of Hispanics in the Portland School District are the North, Inner Northeast, and Outer Northeast areas (Table 2, Figure 1). This growth in student enrollment reflects rapid increases in the total Hispanic population, though the overall population may not

² The 1990 figure and the 1999 estimate are from the US Bureau of the Census. The figures for both years are likely to be low because of the many difficulties in enumerating Latinos, including the fears of undocumented residents, the temporary or transient nature of many housing arrangements, linguistic barriers, and other factors. Given that Hispanic student enrollment and births to Hispanic women more than tripled over the 1990s, it is the author's opinion that the 1999 estimate of 34,282 is likely to be low by at least 10,000 people. In spite of the tripling of enrollment and births, however, it is unlikely that population tripled, due to the greater share of the population consisting of families in the late 1990s, together with a decline in the share of the population that is made up of young adult males. These share changes are likely to be shown by the 2000 Census because of the increasing maturity of the migration networks feeding the area, and the increase of family in-migration as a share of total in-migration.

³ There was a merger of several districts in the Gresham area in the 1990s, and it is likely that some of this redistricting contributed to the rapid growth of the Reynolds district and the relatively slow enrollment growth of the Gresham-Barlow District. Gresham 4, Orient, and Gresham UH2J of 1990 were consolidated into Gresham-Barlow by 1995.

Figure 1. Multnomah County School Districts and Hispanic Concentrations



Ethnic Terminology

In this report, the terms **Latino/a** and **Hispanic** are used interchangeably, though the origins of the terms differ. In the Spanish language, the "o" ending denotes male, the "a" denotes female.

The term **Hispanic** is used by the US Bureau of the Census to identify anyone in the United States who self-identifies as being of Spanish speaking origin. Many trace their familial roots back to the US Southwest before it was annexed from Mexico by the United States a century and a half ago. Many such people, who also may self-identify as **Chicanos/as** and/or **Tejanos/as** (Texan roots), feel a strong affinity and cultural connection to Mexico even though some have never been there. Other Hispanics trace their heritage to modern Mexico, the various Central American countries, and Spanish speaking countries in South America and the Caribbean. While the Census Bureau also classifies someone with origins from Spain as **Hispanic**, most in the US prefer to be referred to as **Spaniards** or **Españoles**. Many immigrants of Spanish speaking origin in the US prefer to be identified by their country of origin, such as **Mexicano/a**, **Chileno/a**, and so on. Others, particularly US born people, use hyphenated terms such as **Cuban-American** or **Mexican-American**. Some feel that these terms are assimilationist or otherwise negative in the sense that they unilaterally impose minority status on the groups they refer to. Nearly all who use the hyphenated self-identification terms were born in the US.

The terms **Latino/a** and **Latina** refer to people of Latin American descent living in the US, so they expand the origin regions beyond Spanish speaking countries to Brazil, and other areas. Self-identified **Latinos/as** focus on the long road that they still must travel before achieving complete social, economic and political equality. Social activists and academicians are promoters of the terms **Latino/a**. In fact, many feel that the main unifying factor among the peoples of Latin American descent in the United States is political, and thus the term **Latino/a** is most appropriate.

It is no accident that the terms **Latino/a** are most popular in the areas of the country with the largest populations of **Mexican-Americans** and **Mexicans**. Its use, particularly in the west, is related to the terms **Chicano/a**, which was adopted in California in the 1960s as a self-identification by young Mexican-Americans who were angry, and rapidly became the label for a militant civil rights movement that was a rebellion against mainstream society. Many people of Mexican origin in the US today do not self-identify as **Chicano/a**. The terms **Latino/a** are an attempt to broaden the ethnic base of the radical political perspective.

Latinos and **Hispanics** do not carry a single immutable marker, like skin color, that reinforces group identity, and they may be of any racial background. Most areas bordering the Caribbean have large African origin populations but little remaining biological influence of Native Americans, while most from Mexico are either **mestizo** (mixed European, Native American and to a lesser degree African) or dominantly Native American. Some Cubans, Puerto Ricans and South Americans who have come to Oregon appear more European, which is sometimes associated with being from middle and upper social classes, but is also reflective of the racial composition of many South American countries.

Many coming from countries of large Native American populations do not speak Spanish well if at all. Portland has a particularly large community of K'anjobal speakers from Guatemala, and many Mexican origin Native American groups. Another reason that many Hispanics speak little Spanish is that they were born in the US and have linguistically assimilated to English. Perhaps one quarter of Hispanics in Oregon speak English better than Spanish. The term **Latino**, as it has less linguistic connotation, is more inclusive of those who speak little or no Spanish.

Adding to the diversity of national origins and their geographic/historical specificities, racial composition, linguistic preferences, period of arrival, and social class differences, are other cultural variations. For example, wheat, not corn, is the primary staple of the southernmost South American countries, and a growing number of **Latino/a** immigrants come as adherents to faiths other than Roman Catholicism. This remarkable diversity, great as it may be, is brought together by a number of cultural characteristics of **Latinos** (see **Latino/a Cultures** box).

The term **Hispanic** is used most often in this document, despite its limitations. This is done for the purposes of accuracy, because **Hispanic** is the umbrella term that has been used by the agencies to collect much of the data cited in this report.

be growing quite as fast as student enrollment. Because most primary students attend schools very near their residences and are enrolled in higher percentages than middle and high school age youth, elementary school enrollment data are a fairly precise indicator of the geography of family population change. The largest concentrations in the Portland District are the areas served by Beach, Clarendon, Rigler, and John James (Table 2).

In summary, Hispanic population growth has been rapid throughout the urban areas of the county. The west Gresham-Reynolds area has seen the most rapid locally concentrated growth, while there are several other areas of high concentration in the Portland School District. These include clusters stretching from the North through Outer Northeast (particularly Cully) through the East (Figure 2).

Table 1

Public School District Hispanic Enrollment Growth, 1990-1999

	1990	1995	1998	1999	1990-1999 growth (%)	1998-1999 growth (%)
Portland	1598	2860	3890	4321	170	11
Parkrose	45	119	219	255	467	16
Reynolds*	158	587	1069	1461	825	37
Gresham-Barlow	392	362	589	687	75	17
Centennial	65	197	307	356	448	16
Corbett	30	10	33	22	-27	-33
David Douglas	188	287	474	571	204	20
Riverdale	0	1	2	6	n/a	n/a
special programs	0	3	15	30	n/a	n/a
Totals	2476	4426	6598	7709	211	17

Source: Oregon Department of Education

*some of the rapid growth in Reynolds and much slower growth of Gresham-Barlow since 1990 can be attributed to redistricting. Combining the enrollment of the two districts gives a more realistic picture of the overall growth of Hispanic enrollment, which went from 550 in 1990 to 2148 in 1999, a growth rate of 291 percent. Enrollment of the Gresham 4, Orient, and Gresham U2J, which all merged into the Gresham-Barlow district in the 1990s, were added into the Gresham-Barlow enrollment of 1990 for this table.

DEMOGRAPHY OF MULTNOMAH COUNTY HISPANICS

Strong job growth has pulled a large Mexican origin population into the area

The growth of the Hispanic population in the Portland area has been driven largely by immigration. Strong job growth in the Portland Metropolitan area has been a significant pull factor for many of the newer residents.

Most of the rapid increase in the Hispanic population comes from in-migration rather than birthrates. While the Hispanic population as a whole does have higher fertility than the European-American population, the birthrates contributed at most one fifth of the population increase in the past decade⁴.

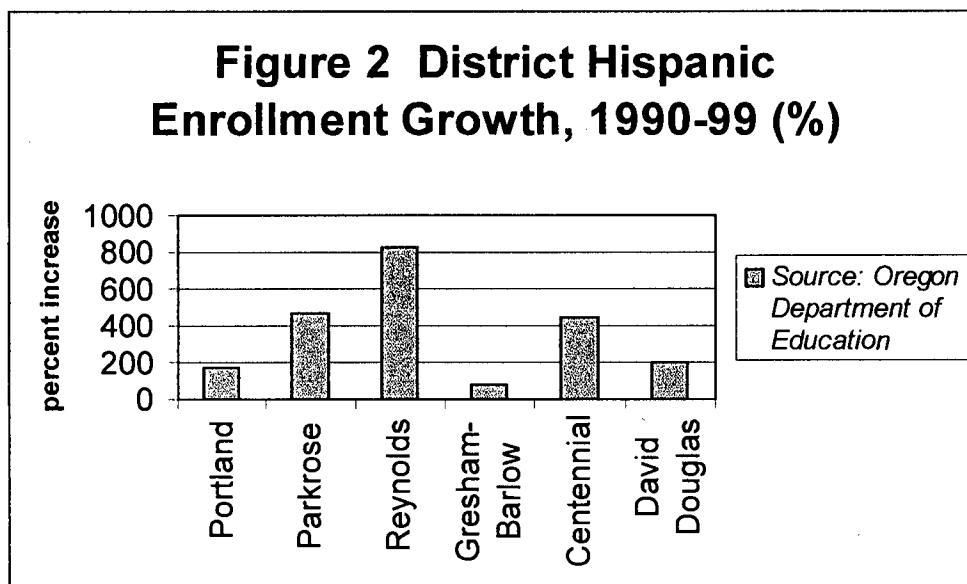
Table 2

Selected Portland Elementary School Enrollment by Race and Ethnicity, 1999

	White	African-American	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native	% Hispanic
Beach	239	157	160	64	17	25
Clarendon	135	95	143	67	16	31
John James	294	60	128	113	23	20
Rigler	205	64	144	79	14	28

Source: Oregon Department of Education

Note: school selection criteria were over 100 Hispanics and at least 20% concentration



⁴ The proportion of growth accounted for by births minus deaths is probably even less than one fifth if the Hispanic population of the County is significantly higher than Census Bureau estimates indicate. Assuming a natural rate of increase of 2 percent per year, the population would have grown just 22 percent in a decade without accounting for migration. Some of the in-migration related increase includes births to women who came after 1990.

In 1990, 64 percent of Hispanics in Multnomah County were of Mexican origin⁵. Most of the rest come from Central and South America, the Caribbean, and the Southwest, which was formerly Mexican national territory. Since 1990, the newer Multnomah County Hispanics are increasingly of Mexican origin as civil conflicts in Central America have quieted and Mexican economic problems have continued.

The number of births to Hispanic mothers more than tripled from 1990 to 1999

To get a sense of the changing geographic origins of the county Hispanic population families without the help of recent detailed census records, birth records are useful. The number of births to Hispanic mothers in Multnomah County more than tripled from 1990 to 1999 (Table 3), closely following the enrollment growth of Hispanic students. The most dramatic change, however, was that the number of births to Mexico born mothers in 1999 was more than a fivefold increase over that of 1990⁶. This surge in the Mexico born population was the dominant factor in the declining proportion of the number of births to U.S. born Hispanic mothers. In 1990, 46 percent of all Hispanic births were to US born mothers, by 1999, just 21 percent of all births were to U.S. born mothers. In addition, while births to California born mothers increased by nearly 50 percent from 1990 to 1999, their share of total births declined significantly over the period, showing that while California still is an important sending state and redistributor from Mexico, it is not the dominant sending region. And even though most of the civil conflicts in Central American countries had ended by the mid 1990s, the number of births to mothers from the region grew rapidly over the decade.

Table 3
Birthplace of Hispanic Mothers Giving Birth in Multnomah County

	1990		1999	
	total births	% of total	total births	% of total
United States	187	46.3	275	21.1
leading states:				
Oregon	61	15.1	115	8.8
California	60	14.9	89	6.8
Texas	7	1.7	12	0.9
Washington	14	3.5	11	0.8
Idaho	2	0.5	8	0.6
Mexico	162	40.1	885	67.8
South America	14	3.5	26	2
Central America	36	8.9	95	7.3
other countries	5	1.2	25	1.8
total births	404		1306	

⁵ A person of Mexican origin in the U.S. Census chose either Mexican, Mexican-American, or Chicano for question number 7 of the short form.

⁶ Multnomah County Health Department printout

Most Hispanics that came from 1942 until the 1970s worked in agriculture

In order to understand the personal and family characteristics of Hispanics it is helpful to examine development of the migratory networks that have brought most of the Hispanics to the region. The first large group of Hispanics that came to the northern Willamette Valley came as seasonal agricultural workers in the WWII Bracero Programs set up by the U.S. and Mexican governments to alleviate agricultural labor shortages. These programs continued, with some interruptions, from World War II until 1964⁷. Most of these workers were young males who were recruited from rural villages in West Central Mexico, particularly the states of Michoacán, Jalisco, Guanajuato, and Zacatecas. Additional Hispanic migrants came from the Southwest during this time working the seasonal harvest circuit. Though most of these laborers returned after their contracts expired or they were no longer needed, some of these workers ended up staying on as permanent residents. Thus, most of the early settlement was in and near agricultural areas that needed large labor forces. Several of the elderly focus group participants first came from Mexico during the Bracero years. While some women came as part of the early farm labor networks, most of the workers were male. Many if not most first time migrant laborers had little contact with the English language.

Evidence that significant numbers of Bracero era laborers stayed on and eventually settled can be seen in the 1990 Census, where similar numbers of Hispanic people over 60 years old are found in both genders, in contrast to the non-Hispanic population, which is increasingly dominated by women in the older age groups.

Migration networks once dominated by males now bring entire families

As males settled in the area, many sent for their families back home. Thus, early in the development of migrant networks, most workers were male, but later, increasing numbers of females and youth came to live. In addition to bringing their immediate families, Mexicans living in the region would pass the word along to other relatives and friends in their communities of origin. In this manner, information regarding how to make the trip, a place to live until established, money to finance the costly trip, and other forms of assistance helped more Mexican people come to the region. These networks have thus been able to facilitate the movement of thousands of people north, even those with virtually no personal financial resources.

Multnomah County is now between 6 and 8 percent Hispanic

The 2000 Census county race and ethnicity data were not released at the time this report was published. However, analysis of the 1990 Census suggested that the 18,390 Hispanics identified was low by nearly 10 percent, so the county probably began the 1990s with around 20,000 Latino/a residents. Given that the number of births to Hispanic mothers from 1990 to 1999 grew by over 200 percent, as did student enrollment, it seems likely that the county

⁷ Erasmo Gamboa, *Mexican Labor in World War II: Braceros in the Pacific Northwest, 1943-1947*. Austin: University of Texas Press, 1990; Erasmo Gamboa and Carolyn M. Buan, Eds. *Nosotros: The Hispanic People of Oregon*. Portland, Oregon: Oregon Council for the Humanities, 1995.

Hispanic population grew by at least 150 percent, perhaps more, over the 1990s⁸. If this is true, then there must have been by the 2000 Census 50,000 or more residents. The 1999 Census county population estimate for 1999 was 34,282. If there were 50,000 Hispanic residents in 2000, then they were about 8 percent of the total population.

Many migrants live binational lives

Many of the focus group participants described their lives as living in two countries. Research shows that, many Mexican people migrate back and forth to Mexico several times a decade, sometimes keeping two residences⁹. Many people make one trip north with little intention of living permanently in the United States, but with each successive trip, more and more of them end up staying. Such binational lifestyles may limit the acquisition of English and disrupt education. It also challenges continuity of service provision and can stymie the formation of community in Portland.

Portland leads all PNW urban areas in Hispanic population growth since 1980

Employers in agriculture and other industries needing inexpensive laborers willing to work in difficult conditions and with little job security have continued to seek out Hispanics, particularly Mexican immigrants. Growth in the service sector of the economy in the 1980s and 1990s was significant in Portland and other metropolitan areas across the United States. The number of service sector jobs, for example, in Multnomah County, grew from 101,274 in 1980 to 182,572 in 1997, with similar percentage increases in construction¹⁰. The growth of these industries, together with the US economy in general, would probably have been hampered without Hispanic labor¹¹. The combination of a very large and growing labor intensive agricultural sector proximate to a rapidly expanding urban labor market has made Portland the number one metropolitan area of Hispanic population growth since 1980 in the entire Pacific Northwest¹².

⁸ Family migration appears to have increased in importance in the 1990s, which would have reduced the proportional share of the population comprised of young males. If this is the case, it is possible that growth rates in student enrollment and births may have outpaced total population increase.

⁹ Douglas Massey, Rafael Alarcón, Jorge Durand, and Humberto González *Return to Aztlán*. Berkeley: University of California Press, 1987.

¹⁰ Regional Economic Information System: <http://govinfo.library.orst.edu/reis-stateis.html> Hispanic employment has increased nearly tenfold in the past decade in construction, tripled in manufacturing, and multiplied six fold in trade at the state level (Oregon Employment Department, *Hispanics in Oregon's Workforce*, State of Oregon, Salem, Oregon, 1998)

¹¹ Alan Greenspan, Chairman of the Federal Reserve, almost invariably mentions the pressure that a 'tight' labor market puts on inflation. A large international scholarly literature on the relationship between labor shortages, immigration, and economic development has developed. For a review, see Ronald Skeldon, *Migration and Development: A Global Perspective*. London: Longman, 1997.

¹² Greater Portland's Hispanic population (broadly defined as Washington, Clackamas and Multnomah Counties) grew by 231 percent from 1980 to 1997. No other metropolitan area, including Yakima, Spokane, Salem, Seattle-Tacoma, Eugene, or Boise (defined as Ada County) grew as fast during this period. See Michael S. McGlade, *The New Oregon Trail: Hispanic Population Growth in the Pacific Northwest*. American Association of Geographers annual meeting, Honolulu, April 4, 1999. Michael S. McGlade, forthcoming, *Hispanic Population Growth in the Pacific Northwest, 1980-1997. Yearbook of the Association of Pacific Coast Geographers*, Volume 63, 2001.

Migration networks originally built around farm labor now bring people to Portland

So while the early networks that brought many Mexicans into the region in the middle part of the century were farm worker based, a large spillover of Hispanics into service and other low wage jobs had begun by the 1980s. Many former agricultural workers have been moving into urban employment, while in other cases workers from Mexico are now able to bypass rural labor altogether and move directly into these city based jobs. Even for many of these urban workers of Mexican origin, however, the social contacts and support that make their migrations possible are through the old farm labor networks. Thus, US recruitment of farm labor in Mexico stemming back to World War II helped pave the way for much of the Mexico-Oregon migration stream that is observed today.

Evidence that there is significant migration from surrounding rural areas into Portland is found in Migrant Education Program data (Table 4). Since Migrant Education Program enrolls only young people coming from households with actual or anticipated employment in agriculture, forestry or fisheries, the number of people represented as movers in Table 4 are much less than the total Latino/a movers in the region.

Table 4
Net Migration to Portland From Places Within 30 Miles

from:	number of students moving		net migration	
	to Portland	opposite direction	net migration	% net migration
Boring	56	0	56	100
Cornelius	12	0	12	100
Forest Grove	18	8	10	69
Hillsboro	40	2	38	95
Molalla	12	0	12	100
Troutdale	20	7	13	74
Woodburn	41	9	32	82
total	199	26	173	88

selection criteria were all places that had at least 10 movers to Portland

note: Gresham was excluded from table because of suburb function

source: *Oregon Migrant Education Program, Salem, Oregon, 1998*

our Sunday *reuniones* where everyone is together in one house and eats a huge meal.

Many Latinos living in Multnomah County are living with extended family members. The willingness of a relative to lend a hand in time of need is based on the concept of reciprocity, where help given at one point in time may be a form of stored "political capital" that may be tapped at some later date for a return favor. Such forms of non-cash based favors were the norm in precapitalist societies, and continue to thrive in much of Latin America. While cash may be exchanged for the "favor" of a lent room or other part of the house, more often that not no money changes hands. Such social customs, of course, are more difficult to maintain in societies where cash, rather than returned favors, are the norm. To the outside non-Latino observer, the willingness to lend a room for free may simply be an invitation to be taken advantage of, but to many Latinos, it is just part of what being "family" is all about. The tradition of household favors amongst Latinos may make them very puzzled how parents in the United States could charge their adult age children rent for living at home.

Importance of Community

In traditional life in much of Latin America, a sense of community is built and maintained by the geographic structure of communities, where the *rancho*, *pueblo*, *comunidad*, *sitio*, or *ciudad* surround the *plaza*. In larger cities, there are multiple plazas. The *plaza* is a central square where:

- business are located
- municipal functions are performed
- local fiestas take place and musical bands play in the evenings
- at least one church is located
- people see each other on a regular basis

Because the plaza is centrally located and the focal point of many regular activities, it is a natural place to see others. The geography of the plaza is truly the focal point and organizing concept for many of the "tight" social relations that are still the norm in Latin America today. This regular informal meeting place provides for many the basis of maintaining friendship and extended family ties, as well as a starting point for gaining support in time of need. Many small-talk type conversations lead to more in-depth communication if one of the parties needs it. The relative smallness of the plaza makes even a relatively large community seem smaller and more personal. In a auto based culture such as that dominant in much of the United States, the smallness and personal feeling and function of the plaza is diminished or lost entirely. It is possible to leave home, go to the store, and return home many times without ever even seeing anyone that you know. The loss of plaza culture is happening rapidly in some large urban areas of Latin America, but not so much in smaller towns, where many if not most of the low income Latinos of Multnomah County were born.

Latino/a solidarity

Solidarity is what has enabled Latinos to make remarkable political gains as a group, in spite of their internal diversity. Solidarity is the basis of the concept of *La Raza* (your own people). Loyalty to the group starts by recognizing *paisanos* (those from your country) wherever one goes. Solidarity can be challenged by intragroup competition for jobs, as lamented by participants in several focus groups. *La Raza* has the most meaning to Mexican origin people, from whom it originated, but it is being recognized by a widening group of Latinos with other national origins.

Esperanza is the faith and hope of a brighter tomorrow

Many Hispanics have lived lives of stress and suffering unimaginable to the average middle class person in the United States. Prior to arriving to the US, many Latinos have experienced poverty, terrorism, political and religious persecution, hunger, extended periods of high stress, arduous physical activities, the bureaucratic nightmare of standing in daily lines to obtain legal documents, physical danger, and other tests of mental endurance.

The grief and sense of loss that many Latino immigrants experience is profound, as they miss family, food, community, and *tierra* back home. In the face of incredible adversity and obstacles, so many maintain the *esperanza* of a brighter tomorrow, to *salir adelante*. Evidence for this can be seen with the Multnomah County suicide rates for males 20-44 years old, which are just six percent of all deaths, while for the white male 20-44 population suicides were twelve percent of all deaths. *Esperanza* for many declines as longer periods of time are spent in the United States. Immigrant families who risk so much in order to get a better life and education for their children have great resiliency because of the *esperanza* that they have for their future.

Productivity and hard work

According to scholarly research, most Latin American immigrants had a job before coming to the United States. The motivation to head north is generally a quest for economic improvement. The vast majority of Latinos are hard working people who seek a better life for themselves and their families. Evidence that most Latinos come seeking employment rather than handouts is found in their preferred destinations. Regions of slow economic growth and limited job opportunities are not the destinations of most Latinos.

Low income Latinos are willing to take the worst paying, low status, and degrading jobs that others simply won't take. For example, Latino farmworkers, according to USDA studies, are more likely to work overtime in agricultural labor jobs than workers in twelve of the thirteen occupations that employ the most people in the US. Their presence in such jobs at the bottom of the socioeconomic ladder is a key component that allows years of uninterrupted economic growth in the United States. As did earlier immigrant groups, however, such as southern Italians, Latinos bear the brunt of negative stereotypes that are so often assigned to those doing the worst jobs; such as laziness, lack of appreciation for education, lack of ambition, and so on. Some of the common elements in community programs that encourage families to meet

life's challenges have been summarized in this report. Latinos bring many of these resiliency factors with them. To honor their cultural strengths will enhance their capacity integrate into U.S. society. These factors are integrated into various parts of this report. Before examining these factors, however, we turn to look at the increase in population, its context, and implications.

MULTNOMAH COUNTY HISPANIC POPULATION GROWTH

The Hispanic population of Multnomah County grew from 18,390 in 1990 to 34,282 in 1999², an increase of 87 percent. Multnomah County, together with Clackamas, Washington, and Marion counties, were the leading contributors to Oregon's Hispanic population growth in the 1990s. The growth was especially pronounced in east Multnomah County areas, particularly Gresham, according to the estimates of the American Community Survey (ACS) of 1998. However, ACS statistics are based on samples of the population that are subject to significant margins of error. For actual counts of Hispanics, school enrollment data are the only recent, geographically specific indicators of change for areas within the county, though they enumerate only enrolled students.

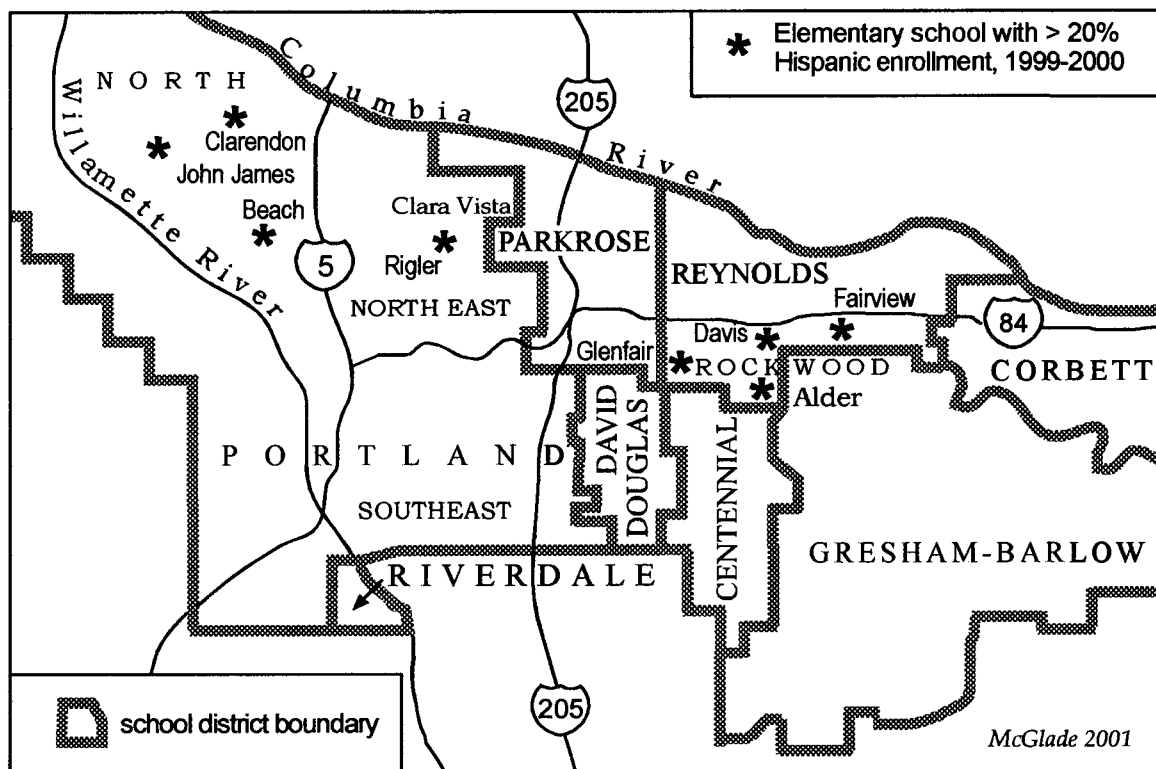
For Multnomah County public schools, the enrollment growth of Hispanic students, who will be the leading edge of the future community, has been remarkable. From 1990 to 1999, enrollment grew from 2476 students to 7709, more than tripling (Table 1), while the overall population of the county grew just 8 percent. While there has been rapid Hispanic enrollment growth in all urban districts, the rates of growth differ greatly between districts (Table 1, Figure 1). Reynolds School District Hispanic enrollment has grown from 158 in 1990 to 1461 in 1999, making it the most rapidly growing district of the county in percentage terms³.

The Portland School District added the most students (2723) over the 1990s, even though its percentage growth rate (170%) was actually lower than the overall county rate. In general, the most concentrated areas of Hispanics in the Portland School District are the North, Inner Northeast, and Outer Northeast areas (Table 2, Figure 1). This growth in student enrollment reflects rapid increases in the total Hispanic population, though the overall population may not

² The 1990 figure and the 1999 estimate are from the US Bureau of the Census. The figures for both years are likely to be low because of the many difficulties in enumerating Latinos, including the fears of undocumented residents, the temporary or transient nature of many housing arrangements, linguistic barriers, and other factors. Given that Hispanic student enrollment and births to Hispanic women more than tripled over the 1990s, it is the author's opinion that the 1999 estimate of 34,282 is likely to be low by at least 10,000 people. In spite of the tripling of enrollment and births, however, it is unlikely that population tripled, due to the greater share of the population consisting of families in the late 1990s, together with a decline in the share of the population that is made up of young adult males. These share changes are likely to be shown by the 2000 Census because of the increasing maturity of the migration networks feeding the area, and the increase of family in-migration as a share of total in-migration.

³ There was a merger of several districts in the Gresham area in the 1990s, and it is likely that some of this redistricting contributed to the rapid growth of the Reynolds district and the relatively slow enrollment growth of the Gresham-Barlow District. Gresham 4, Orient, and Gresham UH2J of 1990 were consolidated into Gresham-Barlow by 1995.

Figure 1. Multnomah County School Districts and Hispanic Concentrations



Ethnic Terminology

In this report, the terms **Latino/a** and **Hispanic** are used interchangeably, though the origins of the terms differ. In the Spanish language, the "o" ending denotes male, the "a" denotes female.

The term **Hispanic** is used by the US Bureau of the Census to identify anyone in the United States who self-identifies as being of Spanish speaking origin. Many trace their familial roots back to the US Southwest before it was annexed from Mexico by the United States a century and a half ago. Many such people, who also may self-identify as **Chicanos/as** and/or **Tejanos/as** (Texan roots), feel a strong affinity and cultural connection to Mexico even though some have never been there. Other Hispanics trace their heritage to modern Mexico, the various Central American countries, and Spanish speaking countries in South America and the Caribbean. While the Census Bureau also classifies someone with origins from Spain as **Hispanic**, most in the US prefer to be referred to as **Spaniards** or **Espanoles**. Many immigrants of Spanish speaking origin in the US prefer to be identified by their country of origin, such as **Mexicano/a**, **Chileno/a**, and so on. Others, particularly US born people, use hyphenated terms such as **Cuban-American** or **Mexican-American**. Some feel that these terms are assimilationist or otherwise negative in the sense that they unilaterally impose minority status on the groups they refer to. Nearly all who use the hyphenated self-identification terms were born in the US.

The terms **Latino/a** and **Latina** refer to people of Latin American decent living in the US, so they expand the origin regions beyond Spanish speaking countries to Brazil, and other areas. Self-identified **Latinos/as** focus on the long road that they still must travel before achieving complete social, economic and political equality. Social activists and academicians are promoters of the terms **Latino/a**. In fact, many feel that the main unifying factor among the peoples of Latin American descent in the United States is political, and thus the term **Latino/a** is most appropriate.

It is no accident that the terms **Latino/a** are most popular in the areas of the country with the largest populations of **Mexican-Americans** and **Mexicans**. Its use, particularly in the west, is related to the terms **Chicano/a**, which was adopted in California in the 1960s as a self-identification by young Mexican-Americans who were angry, and rapidly became the label for a militant civil rights movement that was a rebellion against mainstream society. Many people of Mexican origin in the US today do not self-identify as **Chicano/a**. The terms **Latino/a** are an attempt to broaden the ethnic base of the radical political perspective.

Latinos and **Hispanics** do not carry a single immutable marker, like skin color, that reinforces group identity, and they may be of any racial background. Most areas bordering the Caribbean have large African origin populations but little remaining biological influence of Native Americans, while most from Mexico are either **mestizo** (mixed European, Native American and to a lesser degree African) or dominantly Native American. Some Cubans, Puerto Ricans and South Americans who have come to Oregon appear more European, which is sometimes associated with being from middle and upper social classes, but is also reflective of the racial composition of many South American countries.

Many coming from countries of large Native American populations do not speak Spanish well if at all. Portland has a particularly large community of K'anjobal speakers from Guatemala, and many Mexican origin Native American groups. Another reason that many Hispanics speak little Spanish is that they were born in the US and have linguistically assimilated to English. Perhaps one quarter of Hispanics in Oregon speak English better than Spanish. The term **Latino**, as it has less linguistic connotation, is more inclusive of those who speak little or no Spanish.

Adding to the diversity of national origins and their geographic/historical specificities, racial composition, linguistic preferences, period of arrival, and social class differences, are other cultural variations. For example, wheat, not corn, is the primary staple of the southernmost South American countries, and a growing number of Latino/a immigrants come as adherents to faiths other than Roman Catholicism. This remarkable diversity, great as it may be, is brought together by a number of cultural characteristics of Latinos (see Latino/a Cultures box).

The term **Hispanic** is used most often in this document, despite its limitations. This is done for the purposes of accuracy, because **Hispanic** is the umbrella term that has been used by the agencies to collect much of the data cited in this report.

be growing quite as fast as student enrollment. Because most primary students attend schools very near their residences and are enrolled in higher percentages than middle and high school age youth, elementary school enrollment data are a fairly precise indicator of the geography of family population change. The largest concentrations in the Portland District are the areas served by Beach, Clarendon, Rigler, and John James (Table 2).

In summary, Hispanic population growth has been rapid throughout the urban areas of the county. The west Gresham-Reynolds area has seen the most rapid locally concentrated growth, while there are several other areas of high concentration in the Portland School District. These include clusters stretching from the North through Outer Northeast (particularly Cully) through the East (Figure 2).

Table 1

Public School District Hispanic Enrollment Growth, 1990-1999

	1990	1995	1998	1999	1990-1999 growth (%)	1998-1999 growth (%)
Portland	1598	2860	3890	4321	170	11
Parkrose	45	119	219	255	467	16
Reynolds*	158	587	1069	1461	825	37
Gresham-Barlow	392	362	589	687	75	17
Centennial	65	197	307	356	448	16
Corbett	30	10	33	22	-27	-33
David Douglas	188	287	474	571	204	20
Riverdale	0	1	2	6	n/a	n/a
special programs	0	3	15	30	n/a	n/a
Totals	2476	4426	6598	7709	211	17

Source: Oregon Department of Education

*some of the rapid growth in Reynolds and much slower growth of Gresham-Barlow since 1990 can be attributed to redistricting. Combining the enrollment of the two districts gives a more realistic picture of the overall growth of Hispanic enrollment, which went from 550 in 1990 to 2148 in 1999, a growth rate of 291 percent. Enrollment of the Gresham 4, Orient, and Gresham U2J, which all merged into the Gresham-Barlow district in the 1990s, were added into the Gresham-Barlow enrollment of 1990 for this table.

DEMOGRAPHY OF MULTNOMAH COUNTY HISPANICS

Strong job growth has pulled a large Mexican origin population into the area

The growth of the Hispanic population in the Portland area has been driven largely by immigration. Strong job growth in the Portland Metropolitan area has been a significant pull factor for many of the newer residents.

Most of the rapid increase in the Hispanic population comes from in-migration rather than birthrates. While the Hispanic population as a whole does have higher fertility than the European-American population, the birthrates contributed at most one fifth of the population increase in the past decade⁴.

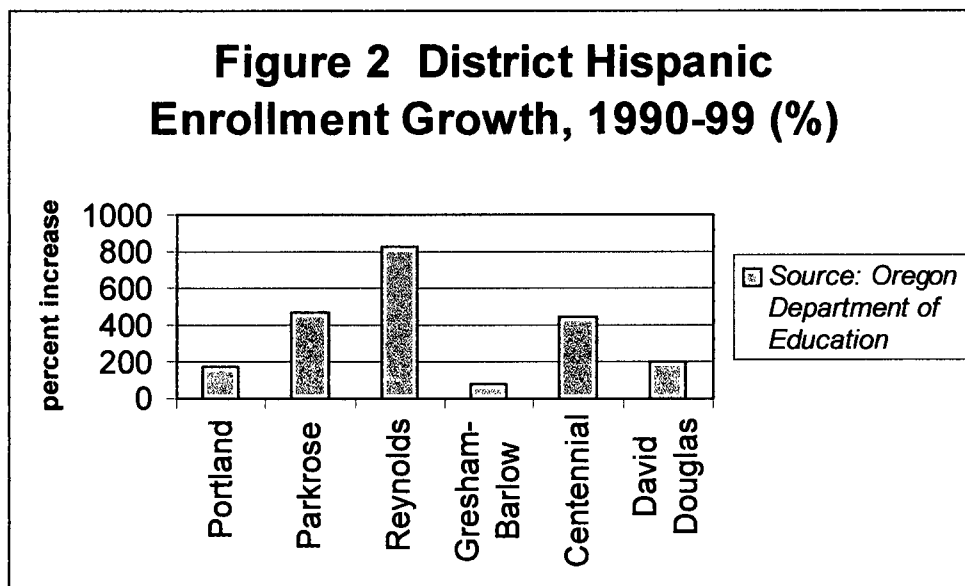
Table 2

Selected Portland Elementary School Enrollment by Race and Ethnicity, 1999

	White	African-American	Hispanic	Asian/ Pacific Islander	American Indian/ Alaskan Native	% Hispanic
Beach	239	157	160	64	17	25
Clarendon	135	95	143	67	16	31
John James	294	60	128	113	23	20
Rigler	205	64	144	79	14	28

Source: Oregon Department of Education

Note: school selection criteria were over 100 Hispanics and at least 20% concentration



⁴ The proportion of growth accounted for by births minus deaths is probably even less than one fifth if the Hispanic population of the County is significantly higher than Census Bureau estimates indicate. Assuming a natural rate of increase of 2 percent per year, the population would have grown just 22 percent in a decade without accounting for migration. Some of the in-migration related increase includes births to women who came after 1990.

In 1990, 64 percent of Hispanics in Multnomah County were of Mexican origin⁵. Most of the rest come from Central and South America, the Caribbean, and the Southwest, which was formerly Mexican national territory. Since 1990, the newer Multnomah County Hispanics are increasingly of Mexican origin as civil conflicts in Central America have quieted and Mexican economic problems have continued.

The number of births to Hispanic mothers more than tripled from 1990 to 1999

To get a sense of the changing geographic origins of the county Hispanic population families without the help of recent detailed census records, birth records are useful. The number of births to Hispanic mothers in Multnomah County more than tripled from 1990 to 1999 (Table 3), closely following the enrollment growth of Hispanic students. The most dramatic change, however, was that the number of births to Mexico born mothers in 1999 was more than a fivefold increase over that of 1990⁶. This surge in the Mexico born population was the dominant factor in the declining proportion of the number of births to U.S. born Hispanic mothers. In 1990, 46 percent of all Hispanic births were to US born mothers, by 1999, just 21 percent of all births were to U.S. born mothers. In addition, while births to California born mothers increased by nearly 50 percent from 1990 to 1999, their share of total births declined significantly over the period, showing that while California still is an important sending state and redistributor from Mexico, it is not the dominant sending region. And even though most of the civil conflicts in Central American countries had ended by the mid 1990s, the number of births to mothers from the region grew rapidly over the decade.

Table 3
Birthplace of Hispanic Mothers Giving Birth in Multnomah County

	1990		1999	
	total births	% of total	total births	% of total
United States	187	46.3	275	21.1
leading states:				
Oregon	61	15.1	115	8.8
California	60	14.9	89	6.8
Texas	7	1.7	12	0.9
Washington	14	3.5	11	0.8
Idaho	2	0.5	8	0.6
Mexico	162	40.1	885	67.8
South America	14	3.5	26	2
Central America	36	8.9	95	7.3
other countries	5	1.2	25	1.8
total births	404		1306	

⁵ A person of Mexican origin in the U.S. Census chose either Mexican, Mexican-American, or Chicano for question number 7 of the short form.

⁶ Multnomah County Health Department printout

Most Hispanics that came from 1942 until the 1970s worked in agriculture

In order to understand the personal and family characteristics of Hispanics it is helpful to examine development of the migratory networks that have brought most of the Hispanics to the region. The first large group of Hispanics that came to the northern Willamette Valley came as seasonal agricultural workers in the WWII Bracero Programs set up by the U.S. and Mexican governments to alleviate agricultural labor shortages. These programs continued, with some interruptions, from World War II until 1964⁷. Most of these workers were young males who were recruited from rural villages in West Central Mexico, particularly the states of Michoacán, Jalisco, Guanajuato, and Zacatecas. Additional Hispanic migrants came from the Southwest during this time working the seasonal harvest circuit. Though most of these laborers returned after their contracts expired or they were no longer needed, some of these workers ended up staying on as permanent residents. Thus, most of the early settlement was in and near agricultural areas that needed large labor forces. Several of the elderly focus group participants first came from Mexico during the Bracero years. While some women came as part of the early farm labor networks, most of the workers were male. Many if not most first time migrant laborers had little contact with the English language.

Evidence that significant numbers of Bracero era laborers stayed on and eventually settled can be seen in the 1990 Census, where similar numbers of Hispanic people over 60 years old are found in both genders, in contrast to the non-Hispanic population, which is increasingly dominated by women in the older age groups.

Migration networks once dominated by males now bring entire families

As males settled in the area, many sent for their families back home. Thus, early in the development of migrant networks, most workers were male, but later, increasing numbers of females and youth came to live. In addition to bringing their immediate families, Mexicans living in the region would pass the word along to other relatives and friends in their communities of origin. In this manner, information regarding how to make the trip, a place to live until established, money to finance the costly trip, and other forms of assistance helped more Mexican people come to the region. These networks have thus been able to facilitate the movement of thousands of people north, even those with virtually no personal financial resources.

Multnomah County is now between 6 and 8 percent Hispanic

The 2000 Census county race and ethnicity data were not released at the time this report was published. However, analysis of the 1990 Census suggested that the 18,390 Hispanics identified was low by nearly 10 percent, so the county probably began the 1990s with around 20,000 Latino/a residents. Given that the number of births to Hispanic mothers from 1990 to 1999 grew by over 200 percent, as did student enrollment, it seems likely that the county

⁷ Erasmo Gamboa, *Mexican Labor in World War II: Braceros in the Pacific Northwest, 1943-1947*. Austin: University of Texas Press, 1990; Erasmo Gamboa and Carolyn M. Buan, Eds. *Nosotros: The Hispanic People of Oregon*. Portland, Oregon: Oregon Council for the Humanities, 1995.

Hispanic population grew by at least 150 percent, perhaps more, over the 1990s⁸. If this is true, then there must have been by the 2000 Census 50,000 or more residents. The 1999 Census county population estimate for 1999 was 34,282. If there were 50,000 Hispanic residents in 2000, then they were about 8 percent of the total population.

Many migrants live binational lives

Many of the focus group participants described their lives as living in two countries. Research shows that, many Mexican people migrate back and forth to Mexico several times a decade, sometimes keeping two residences⁹. Many people make one trip north with little intention of living permanently in the United States, but with each successive trip, more and more of them end up staying. Such binational lifestyles may limit the acquisition of English and disrupt education. It also challenges continuity of service provision and can stymie the formation of community in Portland.

Portland leads all PNW urban areas in Hispanic population growth since 1980

Employers in agriculture and other industries needing inexpensive laborers willing to work in difficult conditions and with little job security have continued to seek out Hispanics, particularly Mexican immigrants. Growth in the service sector of the economy in the 1980s and 1990s was significant in Portland and other metropolitan areas across the United States. The number of service sector jobs, for example, in Multnomah County, grew from 101,274 in 1980 to 182,572 in 1997, with similar percentage increases in construction¹⁰. The growth of these industries, together with the US economy in general, would probably have been hampered without Hispanic labor¹¹. The combination of a very large and growing labor intensive agricultural sector proximate to a rapidly expanding urban labor market has made Portland the number one metropolitan area of Hispanic population growth since 1980 in the entire Pacific Northwest¹².

⁸ Family migration appears to have increased in importance in the 1990s, which would have reduced the proportional share of the population comprised of young males. If this is the case, it is possible that growth rates in student enrollment and births may have outpaced total population increase.

⁹ Douglas Massey, Rafael Alarcón, Jorge Durand, and Humberto González *Return to Aztlán*. Berkeley: University of California Press, 1987.

¹⁰ Regional Economic Information System: <http://govinfo.library.orst.edu/reis-stateis.html> Hispanic employment has increased nearly tenfold in the past decade in construction, tripled in manufacturing, and multiplied six fold in trade at the state level (Oregon Employment Department, *Hispanics in Oregon's Workforce*, State of Oregon, Salem, Oregon, 1998)

¹¹ Alan Greenspan, Chairman of the Federal Reserve, almost invariably mentions the pressure that a 'tight' labor market puts on inflation. A large international scholarly literature on the relationship between labor shortages, immigration, and economic development has developed. For a review, see Ronald Skeldon, *Migration and Development: A Global Perspective*. London: Longman, 1997.

¹² Greater Portland's Hispanic population (broadly defined as Washington, Clackamas and Multnomah Counties) grew by 231 percent from 1980 to 1997. No other metropolitan area, including Yakima, Spokane, Salem, Seattle-Tacoma, Eugene, or Boise (defined as Ada County) grew as fast during this period. See Michael S. McGlade, *The New Oregon Trail: Hispanic Population Growth in the Pacific Northwest*. American Association of Geographers annual meeting, Honolulu, April 4, 1999. Michael S. McGlade, forthcoming, *Hispanic Population Growth in the Pacific Northwest, 1980-1997. Yearbook of the Association of Pacific Coast Geographers*, Volume 63, 2001.

Migration networks originally built around farm labor now bring people to Portland

So while the early networks that brought many Mexicans into the region in the middle part of the century were farm worker based, a large spillover of Hispanics into service and other low wage jobs had begun by the 1980s. Many former agricultural workers have been moving into urban employment, while in other cases workers from Mexico are now able to bypass rural labor altogether and move directly into these city based jobs. Even for many of these urban workers of Mexican origin, however, the social contacts and support that make their migrations possible are through the old farm labor networks. Thus, US recruitment of farm labor in Mexico stemming back to World War II helped pave the way for much of the Mexico-Oregon migration stream that is observed today.

Evidence that there is significant migration from surrounding rural areas into Portland is found in Migrant Education Program data (Table 4). Since Migrant Education Program enrolls only young people coming from households with actual or anticipated employment in agriculture, forestry or fisheries, the number of people represented as movers in Table 4 are much less than the total Latino/a movers in the region.

Table 4
Net Migration to Portland From Places Within 30 Miles

from:	number of students moving		net migration	
	to Portland	opposite direction	net migration	% net migration
Boring	56	0	56	100
Cornelius	12	0	12	100
Forest Grove	18	8	10	69
Hillsboro	40	2	38	95
Molalla	12	0	12	100
Troutdale	20	7	13	74
Woodburn	41	9	32	82
total	199	26	173	88

selection criteria were all places that had at least 10 movers to Portland

note: Gresham was excluded from table because of suburb function

source: *Oregon Migrant Education Program, Salem, Oregon, 1998*

Profile of a Community Leader

My name Irene Robles and I was born in a town called Buenavista in Colima, Mexico. I am the 11th child of 12 children. I fell in love when I was 15 years old and married at age 16. My husband had already lived in USA when I married him and we moved to California. We have lived in Oregon for two years.

I thank God for placing in my path all the special people that have given me the positive support and opportunity. I have a heart-felt desire to learn more and more everyday. I am grateful for the teachers that God has placed in my path to help me continue to learn and, someday, find a good job that will help me to give financial assistance to my mother, my husband and my children. My dreams are to have a nice house, large and adequate enough for the family.

A very special person told me that I am a star. Like a star I want to shine, but not because of my beauty but because of the positive light and energy that I want to give. My whole being is asking me to reach out to the youth, couples, women and children. In other words to everybody!

The best part of living in the Multnomah County is that we have found several groups that have been helpful and enjoyable. I heard about Common Bond through a Hispanic lady that I met at the apartments where I live. Common Bond now has a program every Tuesday at Rigler School and Wednesdays called "Familias Unidas". It teaches us how to be enthusiastic when our children arrive home from school with their homework. I have also been to DIF's (Desarrollo Integral de la Familia) trainings on how to prevent HIV and sexual diseases. I am very glad to get this knowledge so I can help my children who are teenagers.

My son has expressed the desire to become an engineer and would like to have access to a computer and to have someone mentoring and guiding him regarding the engineering field. My daughter would like to become a lawyer. She would love to have orientation and guidance regarding this field. My hopes are that the Multnomah County could develop youth programs and groups for them to get together after school hours. If they could study a short career at least first to find some financial stability. I think that this would give them incentives and motivate them to pursue their careers and be able to reach their goals.

I feel that the help we get at school is very limited and feel frustration when they don't understand what I am trying to say. It is hard when I call the school I ask for a particular person and they seem to have difficulty understanding who I am asking for. One of the greatest barriers is the language. I would like to learn English and practice it more often. I would also like to have my own house and a good job and become an American citizen.

There is a great diversity of migration stories for Portland area Latinos/as

While the pattern of young male or father first, then wife and family describes the experience of the plurality of migrants from Mexico, it fails to capture the diverse experiences of émigrés from the Latin American world, including the U.S. Southwest. In the past couple of decades a large number of women migrants of various ages have made their way north without the blessings or even company of brothers, fathers, or mates. Some have come with children and some do not; others come as widows of civil conflicts¹³, victims of family violence, or simply to flee crushing poverty. Many, such as those of the Guatemalan focus group and about a dozen total from the other groups, are not as proficient in Spanish as they are in their native language. What many if not most of these Latinas tend to share in common is that they were able to make the trip more due to the support of women's helping networks rather than male-based networks¹⁴.

Aside from the Mexican origin Hispanics, perhaps another third of the County Hispanics are from other regions. Anecdotal evidence suggests that the most significant origin areas include South Texas and the Central American countries, and the 1990 US Census showed that, at least for the Greater Portland area, all Spanish speaking countries are represented. Very few Hispanics that have come from other Latin American countries are working in agriculture, and most in fact did not come here to work *per se* as much as they came because of political or other disruptions in their home countries. And because of the higher cost of coming to the US from countries that are more distant than Mexico, a relatively smaller proportion of these immigrants have low socioeconomic status.

The growing population of Latin American origin immigrants in Portland that are more proficient in their Native American language than Spanish comes mostly from Guatemala and the southern Mexico states of Oaxaca, Guerrero, and Michoacán. Oaxaca is now the fifth leading sending state of farm workers, according to State Migrant Education program data. Most of the Oaxacan and Guerrero origin people speak various dialects of Mixtec, the language of a large, impoverished, and environmentally fragile region in Mexico's southern semi-arid interior, along with several other languages. Mixtec immigrants are forming the leading edge of a new wave of succession in agricultural labor in California¹⁵, and may be playing the same role in the Pacific Northwest. Migrants from indigenous areas may need an interpreter in their native dialect, and because most were not fully assimilated into Mexican mestizo society before they came to the US, service strategies appropriate for Latinos may not be as effective for them.

¹³ Civil conflicts in Cuba, Guatemala, El Salvador, Nicaragua, Colombia, Chile and other countries have produced flows of displaced people to the US and elsewhere, many of middle class status.

¹⁴ See Pierrette Hondagneu-Solet, *Gendered Transitions: Mexican Experiences of Immigration*. Berkeley: University of California Press, 1994.

¹⁵ Gallegos, Joseph S. and Lorrena Thompson, *The Mixtec Diaspora: Indigenous Mexican Migrant Workers in the United States and Transnational Linkages to Social Development*. Paper presented at the 24th Annual Third World Conference, March 1998. Chicago. See also Zabin, Carol, Michael Kearney, Anna Garcia, David Runsten, and Carole Nagengast, *Mixtec Migrants in Californai Agriculture: A New Cycle of Poverty*. California Institute for Rural Studies, Davis, California, 1993.

Mexican economic crises have contributed to emigration

The acceleration of immigration from Mexico in the past decade has dominated the focus of immigration scholars because of its sheer size. By the year 2000, about 8 percent of the 108 million people alive today who were born in Mexico live in the US, and the Mexican born population residing in the US is increasing at about 300,000 per year¹⁶. The acceleration of migration seen since the 1980s has been a response to Mexico's youthful population entering the labor force at rates greatly exceeding the ability of the economy to create jobs, the interrelated oil, debt, interest rates and devaluation crises of the 1980s and 1990s, the decline of rural subsidies for agriculture, the dismantling of Mexico's urban social safety net in the 1980s and 1990s, the recruitment of laborers by labor contractors, backfired US immigration restriction policies, and the declining returns to education in Mexico during the past decades, to name a few factors.

Many Gresham area residents work in Clackamas County

Another rapid growth area of employment in areas around Portland is the nursery and greenhouse industry. These jobs tend to be less seasonal than typical agricultural work. Although no official time series employment data exist for this sector, state employment data considered together with Clackamas County sales volume suggest that nursery and greenhouse industry may have more than 3,400 jobs in that neighboring county¹⁷, with at least half being filled by Hispanics. According to focus group participants and service providers, a significant number of these workers reside in Gresham and other East County areas and commute to Clackamas County.

Gresham, for example, had a significant proportion of its Hispanic labor force employed in agriculture, forestry and fishing industries, 33 percent¹⁸. Gresham focus group participants stated that a significant number of people commute to areas in East County and especially Clackamas County for agricultural labor and jobs in related industries. Nonetheless, the widely held view by the general public in much of Oregon that most Hispanics work in agriculture does not hold true for the Portland Metro area or the County as a whole, where most of the Hispanic labor force was not employed in agriculture, forestry and fisheries in 1998¹⁹.

¹⁶ Philip Martin, *Migration and Development: the Mexican-US Case*. Symposium on International Migration in the Americas, Costa Rica, September 4-6, 2000.

¹⁷ Verna Korn, Ed. *Oregon Nursery and Greenhouse Survey*, 1997. <http://www.oda.state.or.us/oass/nurs97.htm>

¹⁸ US Bureau of the Census, 1993. The American Community Survey (ACS) results suggest that the proportion employed in agriculture is much less than 33 percent in Gresham. Given that farmworkers tend to be more mobile, of lower income, and less likely to be heads of households, it seems probable that their numbers are likely to be underestimated by the ACS.

¹⁹ This County estimate is also probably a little low because the methods used by the Survey are most likely to miss the marginal households and residents that are also the most likely to work in agriculture. American Community Survey, 1998.

Farmworker-based networks bring people and poverty to Gresham

The role that Mexican farm labor networks still play in the population and social geography of the County is illustrated in Table 5, where Portland Hispanics are contrasted with those of Gresham and Hood River (areas more influenced by farm labor networks). Many of the differences stem from the socioeconomic status of the different populations when they came to the area. For example, Hispanics in Gresham are much more likely to be foreign born than those of Portland²⁰, because of the pull factor of farm labor networks nearer to Gresham. In addition, 75 percent of Hispanics are of Mexican origin in Gresham, while in Portland, just 62 percent come from Mexico. Gresham Hispanics are more likely to be in poverty, less likely to speak English well, and more likely as adults not to have finished high school. Agricultural Hood River is included in these statistics to illustrate how being farm worker dominated affects socioeconomic status, while Gresham is farm worker influenced. All of these statistics are evidence that most farm workers from Mexico come with low levels of education and English skills, and that the situations that they find themselves in here are not conducive towards much improvement with regards to these same measures. The pattern of rural to urban migration happening in Gresham has been observed in similar settings in California²¹ (see box on Immigrant Integration).

Table 5

Socioeconomic Status of Hispanics in Portland, Gresham, and Hood River County

	foreign born (%)	families in poverty (%)	% Mexican origin	% finished High School (>24 yrs. old)	% not speaking English "very well"
Portland	27	16	62	69	22
Gresham	43	19	75	58	38
Hood River	59	33	93	21	50

Source: US Bureau of the Census, 1993 (data for 1990).

²⁰ U.S. Bureau of the Census, 1993.

²¹ The phrase rural to urban migration represents migration from rural areas in both Latin America and the US. For an examination of how immigration is changing rural California towns, see, for example J. Edward Taylor, Philip L. Martin, and Michael Fix, *Poverty amidst Prosperity: Immigration and the Changing Face of Rural California*. Washington, D.C.: The Urban Institute Press, 1997. On rural-urban migration in California, see Enrique T. Trueba, *Latinos Unidos: From Cultural Diversity to the Politics of Solidarity*. Lanham, Maryland: Littlefield Publishers, 1999. p. 120.

EMPLOYMENT

As a context for employment, there has been no recent systematic and comprehensive data collection or study of the socioeconomic conditions of Hispanics in Multnomah County. However, since it is likely that nearly one fourth of Hispanics live in poverty²², a look at this concern in Oregon in the 1990s is instructive²³.

A Perspective on the Prosperous 1990s

Even considering gains in the late 1990s, earnings of Oregon workers show no improvement over ten and twenty years ago. Wages are still lower than during previous economic expansions. In 1999, Oregon's median hourly wage of \$11.98 was still two percent lower than in 1989 and nine percent lower than in 1979. In addition, Oregon's working households have had to work more hours to maintain incomes. The poverty rate among working families with children increased significantly over the 1990s, despite increases to Oregon's minimum wage. By the late 1990s, one in seven working families with children in the state lived in poverty. More than one in nine of all working households in Oregon were not always sure of being able to meet their food needs²⁴. Hispanics and others in Oregon are not helped by the state income tax system, which is one of the few in the country that taxes four-person families with incomes below poverty²⁵. This failure to reduce poverty is endemic in the United States since the new wave of globalization has reduced the proportion of jobs in the manufacturing sector from 31 percent in 1960 to just over 15 percent in 1999, and reduced the real value of wages as well.

Wages for entry level jobs have fallen further behind jobs requiring advanced training

At the same time that wages of entry-level jobs have declined, wages of highly skilled workers have increased. For example, twenty years ago, the average college graduate earned 38 percent more than the average high-school graduate. By the late 1990s, they earned 71 percent more²⁶. Inflation-adjusted earnings for U.S. workers with less than a high school diploma fell from \$462 in 1979 to \$337 in 1998.

²² Federal poverty cutoffs for a family of four in 2000 are \$17,050, for a family of six, \$22,850. For a family of six, a full-time worker would need to make \$10.95 per hour to exceed the poverty level, or more than double the Federal minimum wage. In 1989, 19.2 percent of Hispanics in Gresham lived in poverty, according to US Census data. Given that poverty rates in Oregon have increased by over 2 percent since then, and that the Census is most likely to miss in its enumerations those of the most marginal economic status, a 25 percent poverty rate for Hispanics at least in the Gresham area is probable.

²³ Throughout this report, where data for Multnomah County are not available, Oregon and US data are given if useful for approximation or illustration.

²⁴ These statistics were drawn from Prosperity in Perspective (2000), Oregon Center for Public Policy, Silverton, Oregon: 2000. <http://www.ocpp.org/2000/rpt20000904r.pdf>

²⁵ In 1999, for a family of four, income taxes began with income at just 85 percent of the poverty level, according to Prosperity in Perspective (2000). Silverton Oregon: Oregon Center for Public Policy, 2000.

²⁶ US Department of Labor, 2000. FutureWork: Trends and Challenges for Work in the 21st Century. <http://www.dol.gov/dol/asp/public/futurework/report.htm> Some reasons given for these tendencies, aside from globalization in general, include trade liberalization, mass immigration, technology, the decline of unionization, and the failure of political systems to maintain the buying power of minimum wages.

Today's dropout rates may plague the next generation of Latinos with poverty and hunger

These negative wage trends are particularly troubling for the Latino/a community, for not only does it have lower levels of education on average, but high school **dropout rates** are consistently higher than that of other groups. Today's dropouts will be tomorrow's disadvantaged workers and disproportionately the hungry. The downward trend in wages continues for all workers who were not college graduates—nearly three-quarters of the civilian labor force in 1995. However, the **poverty rate** of working families with children rose substantially in the 1990s, and one of the consequences is that Oregon's **hunger rate** is the worst in the US, according to the US Department of Agriculture²⁷. A study of hunger in done in Portland and Medford in 2000 showed that non-English speakers waited four times longer than English speakers to receive applications for food stamps in their languages. In addition, limited English applicants were generally more fearful about applying for food stamps than English speakers²⁸.

The sustained growth in the Portland area economy, the rise in per capita incomes, and the increases in employment have benefited a large part of the population, including some Hispanics. Most Hispanics, however, are first or second generation immigrants who come with low levels of education and English skills. As some of these immigrants and their children move up the job hierarchy, most still find themselves in the industries whose jobs have not held their earning power in the new economy. For example, inflation-adjusted average wages for jobs in services, construction, and manufacturing have dropped by more than 20 percent since the early 1970s²⁹.

Hispanics are over represented in manual labor and services and under represented in professional employment

Hispanics in Oregon contribute to all sectors of Oregon's economy. Table 6 shows the share of the Hispanic workforce in various occupations. Although these statistics are not available at the county level, they nonetheless are likely to be reasonably representative of the Hispanic workforce in Multnomah County, with the exception that agricultural employment is less significant than at the state level. The table also calculates the differences in employment shares between Hispanics and the rest of the population, identifying sectors of over representation (+) and under representation (-). The picture that emerges from this analysis is that Hispanics tend to be over represented in industries that are low paying, such as agriculture, services, and manual laborers. Hispanics are under represented in industries that pay well and require significant amounts of education beyond high school, such as executive,

²⁷ The USDA classifies a household as hungry if the food intake of the adults in the households has been reduced the extent that they have repeatedly experienced the physical sensation of hunger. Mark Nord, Kyle Jemison, Gary Bickel, *Prevalence of Food Insecurity and Hunger, by State, 1996-1998*, Food and Rural Economics Division, Economic Research Service, U.S. Department of Agriculture, 1999.

²⁸ The study looked at Oregon's Adult and Family Services (AFS) Division, which administers the food stamp program. Carson Stregg-Flora, *Hunger Pangs: Oregon Food Stamp Program Fails to Deliver*, National Breaking Barriers Series, No. 2, Oregon Action, Northwest Federation of Community Organizations, April 2000.

²⁹ *Prosperity in Perspective (2000)*, Oregon Center for Public Policy.
<http://www.ocpp.org/2000/rpt20000904r.pdf>

Table 6

Oregon Hispanic Employment by Occupation, 1997

	Hispanic share (%)	all Oregonians (%)	representation
farming, forestry & fishing	19	4	+15
machine operations, assemblers & inspectors	16	7	+9
service occupations	21	14	+7
handlers, equipment cleaners, helpers & laborers	11	5	+6
precision production, craft & repair	12	11	+1
technicians and related support	1	3	-2
transportation & material moving	2	5	-3
Sales	6	12	-6
administrative support, incl. clerical	7	13	-6
executive, administrative, managerial	3	13	-10
professional specialty	2	13	-11

Source: Modified from Oregon Employment Department *Hispanics in Oregon's Workforce*, State of Oregon, Salem, 1998.

Note: Errors of up to one percent are possible because of rounding in source data.

administrative, managerial, and professional. In fact, their proportional representation in these latter four areas (5 percent total) is not only lower than the Oregon population in general (26 percent), but is also lower than Hispanic national representation in these areas (15 percent)³⁰. That the Hispanic population of Oregon is historically less established here than in many parts of the Southwest may explain part of this difference. Employment in managerial and professional specialty areas also varies by national origin, as only 38 percent of all Hispanics in these jobs were of Mexican origin, even though they were 62 percent of the county Hispanic population in 1990³¹. Whether the Hispanic population can eventually move to parity with the rest of Oregon's people will depend on a number of factors, some of which are discussed in the education and recommendations parts of this report.

Hispanic labor force participation rates exceed those of non-Hispanic Whites

A common perception of immigrants is that they are attracted to developed countries due to readily available social services as much as employment opportunities. Interestingly,

³⁰ U.S. Bureau of the Census, various reports on the U.S. Hispanic Population, <http://venus.census.gov>, 1999.

³¹ U.S. Bureau of the Census, 1993. Data are for 1990. Due to small sample size, data were only available for two categories: Mexican origin and all other Hispanic origins combined.

Integrating Immigrants: Acculturation and Assimilation

One of the more controversial issues surrounding immigration and immigrants is about how immigrants are incorporated into the fabric of life in the United States. What kind of Americans will they be, and what sort of America is being created with the interaction of immigrants and natives? What modes of incorporation are best for immigrants? The debate centers chiefly around two related yet distinct concepts, acculturation and assimilation.

Acculturation is happening when an immigrant is acquiring the cultural traits of the host country. These traits are generally the most important ones for achieving economic success, including language, formal education, and ability to conform to expected norms of behavior in the labor force. The acculturated immigrant still maintains her/his core cultural traits, however, and thus could be considered bicultural.

When the process of acculturation continues on and the core cultural traits of the immigrant or offspring are lost, assimilation is said to have occurred. Assimilation is illustrated by the melting pot metaphor, which embodies the idea that the cultures of immigrants arriving in the United States would mix and eventually melt with one another to create a new "American" population. For the most part, it can be successfully argued that the melting pot did happen in the case of white European groups who came a century and more ago, but certainly not with the Africans who were forcibly brought as slaves. Thus many believe that if the melting pot is a viable concept, it means conforming to the cultural norms of the dominant white, Protestant, Anglo-Saxon population. This argument has significant historical grounding.

The first large wave of immigrants was dominantly Protestant coming from England. They took over the land by killing the Natives. Enslavement of Africans began in the 1700s, and even after slavery officially ended they were effectively excluded from full participation in American society by the Jim Crow system. When the English were followed by Irish and German Catholics in the 1800s, the Protestants protested the coming of both groups based on religious grounds, and additionally, the Germans on racial grounds, as illustrated by Ben Franklin's commentary:

Why should Pennsylvania, founded by the English, become a colony of Aliens, who will shortly be so numerous as to Germanize us instead of our Anglifying them, and will never adopt our language or customs, any more than they can acquire our complexion...why should we darken its (America's) people'?

With Chinese and Japanese immigration mostly to the West in the 1800s and early 1900s, racially based exclusion acts were passed against more coming. Even the southern Italians were defined by many as being racially inferior as they came in large numbers a century ago. Many Italians in the U.S. South, for example, were not allowed to attend schools with white children¹.

As the descendants of European immigrants eventually assimilated, the low levels of immigration from the 1920s to the 1960s allowed the US to focus more on domestic issues such as the civil rights movement. However, the recent renewed surge of immigration, this time mostly from Asia and Latin America, has once again raised the question of immigrant integration, this time questioning the whole concept of assimilation.

A newer concern that has been shown recently in a host of academic studies surrounds a phenomenon known as "downward" or "segmented" assimilation. Some 90 percent of Latino/a and other immigrants today live in large cities that are quite different than they were a century ago. Many of those facing the restrictions of a declining inner-city job market and who are regarded as non-white by the dominant society are being incorporated into an ethnic minority-dominated underclass. This underclass appears to be undergoing a decline in almost all indicators of well-being when first- and second-generation immigrants are compared. Measures of decline noted in a number of U.S. cities include incidence of smoking, infant health and mortality, adolescent health, obesity, teenage pregnancy, an ethos of hard work, educational achievement and aspirations, engagement in risk behaviors, and divorce¹.

Although there is no clear consensus, a growing number of observers believe that acculturation rather than assimilation is the preferable model of immigrant integration. Children are encouraged to learn English and work hard in school, while maintaining many of the core cultural traits that their families brought with them. Such positive cultural maintenance can keep them from picking up many of the negative aspects of both U.S. popular culture and the residual bitterness towards that culture held by many who feel excluded from it.

years and older was in the labor force, while participation was just 67 percent for the non-Hispanic white population. This is due in part to high female Hispanic labor force participation rates, together with small numbers of Hispanic elderly as a percentage of the total population.

Race relates to employment status within the Hispanic population

In addition to the associations between national origins and employment types within the Hispanic community, there are also patterns that are racial. Persons of Hispanic origin may be of any race, though most when asked this question will identify with being either White or Native American³². In the Tri-County Metropolitan area, 52 percent of Hispanics in the Census checked white as their racial designation. Of the Hispanics self-identifying as white, 17.7 percent were in professional and managerial employment, while for those not identifying as white, just 9.7 percent were in such jobs. The absolute difference between professional/managerial employment by race was larger in the Portland area counties than in any other metropolitan area of the Pacific Northwest, including the Puget Sound Metro counties, Yakima County, Spokane County, Boise, Eugene, and Salem³³. To what degree this race-based difference is due to patterns of class based disadvantage transferred from Latin America, together with economic structures and social experiences in the Portland area, is beyond the scope of this study. Nonetheless, it suggests that an upward pattern of economic assimilation may be less likely for indigenous people than for mestizo (mixed race) and white Latinos.

Most Hispanic working poor are likely to remain so in the foreseeable future

Many Hispanic families are part of the most rapidly growing group of the poor in the Multnomah County, the working poor. They face a number of variety of obstacles as a group, many of which tend to keep them in poverty:

- widespread discrimination cuts income and demoralizes, alienates workers
- few have higher educations, and some who do don't benefit from it
- they tend to hold the lowest-paying, most unstable, seasonal jobs
- they have health constraints and less access to health care
- they are less likely to be in two parent families
- they do not participate in job training programs and employment services to the extent that they qualify, even though they may need this assistance
- they are often occupationally segregated

These obstacles, many which are affected by undocumented status, are discussed in the following sections.

³² The concept of distinct "races" in both biological and social contexts is losing credibility in academic circles, and in the United States the definition of whiteness has broadened in the past century. See Isbister (1995).

³³ Most Hispanic people who did not identify with being White checked the "other race" category, while the rest chose, in descending order of significance, American Indian, Black, and Asian/Pacific Islander. U.S. Bureau of the Census, 1993.

Profile of a Community Leader

My name is Carlos Garcia. I am from Tala, Jalisco which is a small town in the state of Jalisco, Mexico. I finished my degree in law.

I came to the United States in 1994 with my brother when I was 18. We worked in the fields picking crops such as, grapes, strawberries, and carrots. We walked many miles to work since we had no transportation. We bathed in cold water and lived with other coworkers. We lived in a room with 18 persons and continued this way for 6 months.

I returned to Mexico in 1995 to marry and to bring my wife to the United States. I began to work for a greenhouse in Boring and now I am one of the supervisors despite the many obstacles that I have encountered in my life. In addition to my work, I am involved with the Oregon Council for Hispanic Advancement (OCHA) and Oregon Child Development Coalition (OCDC).

I also work with the Mexican Consulate to assist community members, who are unable to read and write, with literacy classes. Many Latinos do not read and write and with the program of the Consulate they have the opportunity to do so. At this time we cannot respond to the tremendous need for literacy classes and we hope to be able to meet the community needs very soon.

My family and I have lived in our apartments for two years and our goal is to buy our own house. Another goal is to provide a good education for our two children.

In a society as ours which is very advanced technologically and also multicultural, it is essential to acquire the knowledge, aptitude and abilities through education to achieve a higher standard of life. For this reason we must develop plans and strategies which can support the Hispanic community to have access to all community resources. We must work together to maximize the opportunities provided to us. How will we achieve this? Well, the struggle is constant day to day. However, with goals, commitment and active participation by the Latino community, we can improve our lives. I invite us all to confront the challenges of the new millennium to work toward a just society for all of our children. Let us move ahead. We can and knowledge is power!

Widespread discrimination cuts income and demoralizes, alienates Latino/a workers

Not having legal documents exposes workers to abusive employers and practices. The most widespread worker abuses, based on numerous comments in focus groups, seem to occur in agriculture and related rural industries, although mistreatment and other forms of discrimination were reported in many types of industries. Here is a sampling of comments:

They make us work for nine hours straight without a break or lunch, and those who complained were fired.

The undocumented get exploited more.

If you don't have papers, they do whatever they want with you.

_____ Farms (name withheld by author not speaker) charges you \$4 weekly to use bathroom, otherwise you are not allowed to use the bathroom...only the boss is allowed to punch your timecard, and quite a while before you leave it is punched and thus you don't get paid for part of your work. I have worked overtime on various occasions and have not been paid for more than 8 hours. I don't dare complain, however.

One manager told me: "look, if you don't have a green card why should I pay you minimum wage?"

When asked if anyone had complained to legal authorities regarding such cases, participants said that they doubted that such efforts would result in any changes, and that it takes so much time and energy that it is more practical to put up with it or try to move on to another job somewhere else. While the long term effects of such treatment on the morale of the Latino/a population are unclear, there is certainly cause for concern. The anger seen in the Chicano movement of the 1960s resulted in part from seeing so many mistreated by the society and employers in the Southwest³⁴.

Many with college education degrees are not able to utilize them

As discussed in the Education section of this report, the level of education of Latin American immigrants varies by country of origin. The average level of education of Mexican and Guatemalan immigrants is about six years, while the average for most other Latino/a immigrants is seven to ten years³⁵. Of those 25 or older who were born in Mexico, about 4 percent come with college degrees. For those that come from other Latin American countries, the proportion with college degrees is significantly higher³⁶. Having a college degree is no guarantee of commensurate employment status, however, as several participants shared:

³⁴ Rodolfo Acuna, *Occupied America, A History of Chicanos*. 3rd ed. New York: Harper and Row, 1988.

³⁵ US Bureau of the Census, *Social and Economic Characteristics*, 1993. Data are for 1990. For average levels of education of Hispanic mothers see also David Hopkins and Isolde Knaap Alexander, *Hispanic Oregonians: Maternal and Infant Health*. Portland, Oregon: Oregon Center for Health Statistics, 1993.

³⁶ As one pastor in the pastor's focus group described this, "the further the country is from the US, the greater the level of education that people have that come here, on average". This generalization is supported in the scholarly

I have a BA from Mexico, but here I am working as a factory laborer...I took a selection examination in English and they wouldn't employ me as anything but a casual laborer. I know that there are some better jobs that I am capable of handling with my current level of English.

Another woman with a college degree applied to a job and:

...the person who was interviewing me ripped up my resume right in my face and when I replied to her in English that I could do the job she just laughed...I had to start out cleaning houses. The fact that I spoke with an accent appeared to be all she needed to know.

Others reported similar experiences of negative stereotyping that they perceived to be based on appearance, linguistic abilities, or both. Some felt that people stereotype them out of ignorance rather than mean spiritedness, while others believed it is both.

Several focus group participants had expressed difficulty in transferring their college education credits to US institutions for equivalency. Numerous other participants knew of other Latinos who had college educations but were underemployed. Some were trained as educators, others as engineers the rest from a variety of other fields. There was some speculation in two focus groups about how it was possible for there to be a 'shortage' of Latino/a teachers, while at the same time a significant number of people in their community that wished to become teachers but to date, even though they had college educations, were not able to do so. A few having this problem were aware of programs that might help them through this transition, such as at Portland State University, but most were not.

Low paying, unstable jobs make it tough to get ahead

As mentioned previously, a significant number of Hispanics in the Gresham area work in agriculture or related jobs. In inflation-adjusted 1998 dollars, crop laborers made an average of \$6.18 per hour in 1998, as compared with \$6.89 in 1989. This represented a decline in purchasing power of 10 percent in a decade³⁷. Most crop labor is seasonal. The nursery and greenhouse business, another major employer that is rapidly growing, has many jobs that are not as seasonal, but overall it is still a seasonal industry. Many production line jobs also tend to be cyclical, as the first people laid off in a plant when demand for products ebbs is usually line workers. Seasonal work often means periods of unemployment between jobs. Once again, the marginal employment status of Mexican origin males is apparent; they comprised

literature and the U.S. Census (see John Isbister, *The Immigration Debate: Remaking America*. West Hartford: Kumarian Press, 1996.). The primary reason for this pattern has little to do with the overall levels of education of each country, but rather since it costs more to travel larger distances, the poorest are not able to come from very distant countries. Thus, those with greater financial resources, who also tend to have higher levels of education, are able to come, whereas the poor with limited education are generally not able to come.

³⁷ National Agricultural Worker Survey (NAWS) 1997-1998. *A Demographic and Employment Profile of United States Farmworkers*. US Department of Labor. Report No. 8. Data are for the U.S. in general, but should be representative of Oregon, given that slightly older USDA state reports that show Oregon crop labor wages are in phase with national trends.

89 percent of all Hispanics who reported working less than 39 weeks³⁸, while they were just 65 percent of the Hispanic labor force³⁹.

Health constraints and access limitations

The working poor are more likely to suffer from a variety of ailments, such as hypertension, mental illness, and diabetes. Those who suffer from such conditions are more likely to become members of the working poor, and the working poor who have such conditions stay in poverty longer and earn less money once they finally leave poverty. The working poor are less successful in accessing the health care system than others.

Single parenting traps many families

Social workers know that working families are particularly likely to persistently live in poverty if they are single parented. One might not think that single parenting would be significant in the Hispanic community, because the traditional nuclear family unit with both parents living in the household is believed by many to be the cornerstone of Latin American culture. This pattern, however, changes abruptly upon settlement in the United States. Of all Hispanic family households in Multnomah County, 26 percent identified themselves as female headed, no husband present, according to U.S. Census data⁴⁰. Mexican origin households were less likely to be female headed (19 percent) than other Hispanic origin groups (40 percent). See box on Integrating Immigrants. For comparative purposes, of all non-Hispanic white families, 16 percent were female headed, no husband present. Although some of these households are couples living in a free union, it became clear from focus group participants and service providers that single parenting is common. For many mothers, migration may be the most attractive way to escape a situation of abuse or economic desperation.

Single parents expressed the difficulty of finding employment near their homes that pays well, that is accessible with public transportation, and that allows the parent to be home when the children are home. For parents with infants, the situation is even more difficult. A job that pays \$7.00 per hour for 40 hours per week fails to pay rent, utilities, and daycare for two children, let alone the other necessities of life. The prospect of taking English classes or basic literacy classes is even more remote.

Use of employment and job training services could be expanded

When discussing how they found jobs, most participants who commented mentioned only that they had a friend or family member who gave them information about the job. Many expressed interest in job training, but the undocumented believed that they would not be eligible, and those who were already employed and documented still cited shortages of programs, lack of English skills, and the high cost of existing programs as barriers.

³⁸ US Bureau of the Census, 1993.

³⁹ The labor force is defined as those who are working or actively looking for work.

⁴⁰ Single mother parenting rates of Multnomah County Hispanic families and other racial and ethnic families exceed those of any other county in Oregon. This says nothing unusual about Multnomah County, however, as single mothers of all races and ethnicities are disproportionately found in the larger cities throughout the United States.

Occupational segregation may preclude learning English and acquiring skills

Many Hispanic workers, especially those with limited English abilities and less than high school educations, can only find jobs where their co-workers don't speak English and/or where there are very limited opportunities for advancement. This segregation of the worker is often associated with little or no on-the-job training that would prepare workers for better jobs within the firm, the industry, or elsewhere. Most jobs in agriculture, primary materials processing (especially of agricultural products), hotels, fast food outlets, restaurants, bars, as taxi drivers, and as domestic laborers, to name a few, have such limitations. Through time, many of these jobs become 'immigrant labeled' and are shunned by native-born whites, so they are increasingly dominated by immigrants and then their offspring. These jobs are difficult or relatively expensive to automate given the current low costs of labor, and so there is a built in demand for immigrant or ethnic minority labor⁴¹.

For every new high paying job in Portland in the new economy, most economists would say that two to five jobs are created in services, many of which fall into the above categories. As Portland's economy continues to grow in the foreseeable future, there is likely to be continued strong demand for laborers who are willing to work for low wages with little opportunity for advancement, and thus a strong demand for immigrants. To what degree Portland will become a repository of these trapped low income workers and their families, such as has happened in a number of large cities in the US, or on the other hand a springboard for their children to enter the middle class, will depend on many factors. This critical issue of social mobility is addressed in the education and recommendations sections.

Self employment is a strategy to earn money and avoid discrimination

A sometimes overlooked route to integration into American society for immigrants and their children is self-employment and related activities such as contracting and artisan work. Owning a business can be a way to overcome many of the barriers that face immigrants seeking favorable employment. Such barriers include language, minimum levels of education, local, state, or national protectionist licensing requirements, discrimination, intra-group norms for female labor force participation⁴², lack of transportation, and lack of information about opportunities.

U.S. history is rich with examples of immigrant groups who used self-employment as a way to gain a foothold⁴³. A 1992 report by the Economic Census showed 844 Hispanic-owned firms in Multnomah County, more than double that of either Washington County or Marion County. The number of firms is remarkable because the Hispanic populations of the three counties are

⁴¹ For a look at urban America in this context, See Roberto Suro, *Strangers Among US: How Latino/a Immigration is Transforming America*. New York: Alfred A. Knopf, 1998.

⁴² Most cultures, including the mass cultures of modern democratic countries, have some form of prohibition of non-household labor force participation, particularly for mothers with young children. For evidence, consider that all countries have lower female than male non-household labor force participation rates. UNDP. *Human Development Report*, New York: United Nations Press, various years.

⁴³ For a review see Leonard Dinnerstein and David M. Reimers. *Ethnic Americans: A History of Immigration*. (4th ed.) New York: Columbia University Press, 1999.

very similar in size. Most of the businesses were very small, with only 130 having any employees, and reported average annual sales of \$104,628⁴⁴. Mexican businesses were just 42 percent of all Hispanic owned business, while Mexicans are 62 percent of all Hispanics in the County. If the self-employed Hispanics are similar to those in other cities in the US, most will encourage their children to get an education and pursue professional employment rather than continue on with the family business.

Unfortunately, data on Oregon's Hispanic owned businesses are not broken down by sector. If national data are any indication of the county level sectoral patterns, retail trade industries would account for almost a quarter of the total receipts for Hispanic owned businesses. About 45 percent of the Hispanic-owned firms nationally were in the service industries, mostly in business and personal services.

The paths to economic integration of Latinos are not as open as they were a century ago

The climb from immigrant to college-educated middle class status took in general at least three generations for the large wave of immigrants that came about a century ago. Their paths can be illustrated with the analogy of a ladder with three rungs, occupied by peddlers, plumbers, and professionals, corresponding to the first, second, and third generations. The first rung was occupied by immigrants who have limited command of the English language, understanding of the rules of the employment game, and job skills. They had to take whatever employment they could get to establish a foothold in the new country. They took the dirtiest, most unattractive jobs that most native born people didn't want. While popular mythology is now that most immigrants a century ago learned English, evidence suggests otherwise⁴⁵. Many were peddlers, bootblacks, and other small-scale businesspeople, where a command of the language was not essential. Most lived in a communities that had many other people from their home country, where they found mutual support. And few came with the disadvantages of not being documented, as there were few legal restrictions on immigration.

The second rung of the socioeconomic ladder was reached by the second generation. The children of immigrants became proficient in English and were socialized in US schools. Though few went on to college, many gained employment as skilled blue-collar workers in the trades and manufacturing. With these blue-collar incomes, second generation families were able to move out of the immigrant neighborhood into middle class neighborhoods, though some choose not to.

The children in the third generation were increasingly likely to go on to college, where many completed degrees and gained professional level employment status, and were fully integrated if not assimilated. Few people managed to make it to this third rung if their parents had not made it to the second rung, though it was possible.

⁴⁴ A median sales value was not available, but would have been significantly less than \$100,000, given the influences on averages that a few firms with very high sales would have. A median would give a more realistic idea of the sales volume of the typical Hispanic owned business. Source: <<http://govinfo.library.orst.edu/cgi-bin/econ-list?30-051.orc>>

⁴⁵ see John Isbister. *The Immigration Debate: Remaking America*. West Hartford: Kumarian Press, 1996.

The key to this ladder analogy is the second rung, that of the relatively well paid blue-collar worker, and the ability to make it out of the inner city. For a large number of people to be able to make it to the third rung, it was generally necessary to have the resources gained on the second rung.

The economic ladder of a century ago is losing a critical rung

This economic stepladder is no longer available to many Latino/a immigrants who start at the bottom today. The second rung is crumbling with the disappearance of the well-paying working class jobs of the smokestacks and assembly lines. As previously mentioned, in the early 1960s, over 30 percent of the jobs in the US were in manufacturing. Today, the number is more like 16 percent, and the wages of these jobs have lost much of their former purchasing power. Locally the problem is even worse, as just 10 percent of the jobs in Multnomah County are in manufacturing⁴⁶. Instead of plentiful well-paying blue-collar jobs, the bulk of the jobs available to those with limited education are in low paying services (a sector that has greatly expanded throughout the U.S.), and manual labor. Getting that foothold is more difficult than it used to be.

Many immigrants now get trapped in low income urban areas

The large Latino/a middle class of the Southwest was made possible by the more favorable employment opportunities of the 1950s through 1970s, and state and local commitments to making higher education broadly accessible to those with modest means and abilities, particularly in California. This support has dried up in the past two decades in California. In addition, the decline of its inner city schools as the middle class escaped to the suburbs has left many immigrant families trapped. Latino/a immigrants take up residence and employment in the inner city, enroll their children in the declining schools, and hope to escape by raising their income and job skills enough to afford to live and work in the suburbs. But what happens to many of these families is that their children get pulled down by the residual population of cynical, bitter children in these areas who have already observed their parent's and grandparent's inability to "make it out". Many of these children come to believe that the dominant white culture is why they are poor, and create a new ethnic consciousness partly defined by being non-white and adversarial. To them, being White means, among other things, staying in school and studying hard, so they choose not to. Many immigrant children end up in gangs, on drugs, pregnant, dropping out of a failing school system, or failing to enroll if they immigrate in adolescence. Their parents desperately watch as their children are swept into a downward cycle of assimilation⁴⁷, feeling powerless to do much about it. Some send their children back to the home country, while others flee the city for some other place in the US. Many such families have come to Portland from California in the 1990s, hoping to rescue their children, as was expressed by several focus group participants, one which said:

⁴⁶ Oregon State Regional Economic Information System (REIS). <www.or.reis>

⁴⁷ The term assimilation in this case refers to a special cases known as "segemented" and "downward" assimilation in the scholarly literature, which means that the youth are assimilating mostly to the dominant youth subculture of their schools and communities, and only a lesser degree to the mass culture of the United States. See Alejandro Portes, *The Economic Sociology of Immigration*. New York: Russell Sage Foundation, 1995.

We came here from Los Angeles. My son was getting into big trouble, and spending time with other boys who were dangerous and not attending school. We were losing control of him, and our best option was to come live with my brother in Portland. We thought about going back to Mexico, but there are few jobs there, and my wife didn't want to return with our children alone.

The economic and social future of Portland's Latino/a community hangs in the balance

Whether or not today's Latino/a children of Portland will move steadily into the middle-class mainstream, or whether their ascent will be blocked and will end up joining many children of earlier African-American migrations as part of an expanded multiethnic underclass, remains to be seen. The question is clearly one of more than passing significance for the future of the city and its people. Much of the answer lies in how well the public school system educates and socializes them into American life. These issues are examined in the section on education.

The hidden world of undocumented workers and the informal economy

As described elsewhere in this report, being undocumented means that:

- the best jobs are usually closed to you
- you are likely to live in poverty
- you are more likely to live in segregated housing
- it will be more difficult for you to learn English, given your isolation
- many educational opportunities are not available
- if you are a child, you may believe that there are few reasons for you to stay in school
- the best opportunities may not be in formal employment, but rather informal activities

A significant number of Latino/a men, women, and children, most of them undocumented, are working in the informal sector of the Portland Metropolitan area economy. Informal activities are different from criminal ones in that they include goods and services that are legal, but whose production and marketing are unregulated and untaxed. Unlicensed vending, working for cash doing day labor (streetcorner laborers), providing unlicensed medical services and traditional healing (*curanderos*), working as household domestics, subletting rentals, unofficial cabs, home repair, some landscaping services, and a growing number of tasks in construction are some examples⁴⁸. Several youthful focus group participants reported knowing friends that were 12 and 13 years old that frequently work. These activities are often done underground not because they are illegal but because many families are simply trying to survive from one day to the next and have limited options for formal employment. For many

⁴⁸ Any economic activity which lends itself readily to piecework may become part of the informal economy. Holiday tree harvest and collection, for example, is sometimes done by Mexican children in Oregon under the cover of darkness. Using flashlights, they cut, prepare, and transport the trees to a collection area at night, because they are too young to legally work and would be caught if working during daylight hours. Someone of legal working age works during the day and takes payment for his or her work as well as that of the youth. The money earned by such activities may in some cases be critical for the economic survival of the family.

Latinas, for example, pregnancy is an incentive to abandon formal employment and seek home-based cash paid work in assembly and childcare.

Informal economy workers may be the most vulnerable

Because of their very character, informal activities are rife with possibilities of fraud, both of the employer and especially of the employed⁴⁹. A number of focus group participants said they were working two jobs, but when questioned about this several were reticent to mention what the second job was. Others told of experience in home assembly where they had to purchase several hundred dollars of components that were to be assembled, but when they did the assembly work and returned it to the company they never got paid.

Because no other immigrant group in the history of the US has had so many undocumented people as the Latinos, involvement in informal economic activity is significant. If research in other U.S. cities is applicable to Portland, many immigrants will use informal sector activities as a tool for survival at first and later as a stepping stone to self employment and formal employment⁵⁰.

Employment Recommendations:

Outcome:

To increase opportunities for Latinos/Latinas to own small businesses or micro-enterprise ventures.

Recommendations:

1. Provide training to existing and potential Latino entrepreneurs
2. Provide access to financing for expansion of existing Latino businesses and micro-enterprises, and for start up of new ventures. Examples of micro-enterprises include; landscape maintenance, childcare, personal and residential services.
3. Address institutional barriers that prevent Latinos/as from access to markets for selling their products and services.

Outcome:

Increase availability of training programs that are culturally and linguistically appropriate.

1. Recommendations
Increase availability of literacy and ESL classes to fit the needs of community such as through provision of childcare, evening hours, transportation and easy community access.
2. Provide training in various topics such as money management. Culturally specific training in money management takes into account that many Latinos send a large portion of their income to their families in their countries of origin.

⁴⁹ Alejandro Portes, *The Economic Sociology of Immigration*. New York: Russell Sage Foundation, 1995.

⁵⁰ Ibid.

3. Increase availability of youth employment and training programs which are culturally and linguistically appropriate for Latinos.
4. Enhance and develop more training programs which combine ESL with skill building such as those provided by Mt. Hood Community College.

Outcome:

Eliminate institutional barriers that prevent immigrant Latinos/Latinas from practicing the profession for which they have been trained and licensed.

Recommendations:

1. Convene task force consisting of representatives from Oregon Health Science University, Portland State University, University of Portland, Portland Community College, Mt. Hood Community College, Hispanic Access, Hispanic Chamber of Commerce, Latino Network, Hispanic Services Round Table and community members. This task force can begin to identify strategies that can support community members in accessing careers for which they have been trained in their country of origin.

Outcome:

Address institutional barriers and access issues that prevent Latinos/Latinas from meaningful employment and advancement that utilizes their skill set.

Recommendations:

1. Evaluate the needs and skills of the community, particularly pre and post employment needs. Literacy and English classes are often needed to assist community members in accessing higher levels of employment.
2. Provide training in the following areas:
 - a) Cultural training for both employees and supervisors. Supervisory training is needed to educate management as to the needs of employees and employees must understand the requirements of their employer.
 - b) Skills training is crucial in order for Latinos to move beyond employment which only maintains a level of survival. Provide increased funding for support programs offered by the Hispanic Access Center, which assist community members in developing long term employment goals and supports them in upward career mobility.
3. Evaluate services provided by publicly funded employment centers and their capacity to respond to the Latino community.

Outcome:

Increase community awareness of workers' rights and establish support mechanisms that ensure fair and safe working conditions.

Recommendations:

1. Provide community meetings on a regular basis to county Latino communities. Develop partnerships with communities of faith, health clinics, schools and employers to provide employees with information regarding their rights and community resources available to them.
2. Fund programs such as VOZ to develop their availability and capacity to respond to worker's rights.

HOUSING

Because this report was completed just prior to the release of the 2000 Census, it lacks detailed current data on housing. However, a glimpse of the housing concerns of many Hispanics can be gained from examining the 1990 Census Data, the scholarly literature, local reports, and community focus groups.

Because so many Hispanic households are formed by recent arrivals and are under severe economic constraints, they are on average more heterogeneous than the generally more prosperous households of Whites. For example, some nine percent of Hispanic households countywide had related members that were 15 years and over other than spouse, children, parents, or parents-in-law, while only three percent of non-Hispanic white households were so. Slightly over half of the focus group participants stated that they had a relative living with them. Research on Mexican and Mexican-American household heterogeneity done for many cities across the United States shows that most undocumented householders have additional relatives of the same generation, such as a siblings or cousins (lateral extension). By contrast, among documented immigrant households, less than half are laterally extended, and 31 percent are up extended, having in residence a parent, aunt, or uncle⁵¹. Such flexibility in household formation illustrates the **resiliency** within Hispanic families in dealing with the challenges of economic marginality and relocation.

CROWDING AND HOUSING ACCESS BARRIERS

The American Community Survey (ACS) of 1998 estimated vacancy rates to be near zero in the Gresham area, as contrasted with 2.9% at the county level. Crowding is also significantly more pervasive in Gresham compared with Multnomah County in general, with a statistically significant higher number of renters per occupied unit and a higher percentage living in units with more than one person per room. In addition, the ACS data suggested that there were on average four Hispanics in each Gresham household, as compared with 3.2 in Portland proper. In contrast, there were 2.1 persons on average per non-Hispanic white household⁵². For the focus group participants, the median number of people per household was five. Sometimes the well being of the family is compromised by such crowded living arrangements. As one mother of three from Mexico stated:

There are eight people living in our two-bedroom apartment. My three children live in one bedroom. My husband, I and another male relative of my

⁵¹ Leo Chavez, "*Settlers and Sojourners: The Case of Mexicans in the United States.*" Human Organization 47: 95-108, 1998.

⁵² The number of persons per household was calculated by dividing the number of people by the number of households. This method may introduce some error into the estimates, but these numbers appear realistic when compared with Census data from earlier in the decade. White, non-Hispanic people per household increased slightly in the county for the 1990s, while Hispanics appear to be much more crowded in the Gresham area, increasing from 3.3 to 4.0. Household data cited include rented and owner occupied dwellings.

husband sleep in the other bedroom. Two other young adults sleep in the living room, because they sometimes come in late⁵³.

A number of other participants divulged similar losses of intimacy and privacy that are produced by crowded living quarters. The packing of bedrooms is likely to be even more pervasive than what was suggested by participants, given the reality that many people are reluctant to reveal such details not only out of embarrassment but also out of fear of problems with landlords⁵⁴. Crowding has long-term implications for human development as well, as a crowded house is more likely to harbor conflicts and is less conducive for doing homework. Schools could expand after-school study sites to ameliorate this problem.

Trying to minimize expenses is probably not the chief cause of crowding

The roots of such crowding and other challenges related to finding a place to live may reveal a little about the hidden worlds that so many live in. One obvious explanation is that numerous people share a dwelling in order to minimize expenses. While this plays a role in some cases, it became very clear that this is probably not the principal explanation for most crowded households. In fact, in the course of conversation regarding other questions many participants expressed relief and joy when their household finally was reduced to just the nuclear family. And in some cases, boarders do not contribute to household expenses but rather are a drain on the finances of the host family. Research has shown the boarders are more likely than heads of household to be sending significant amounts of money to their family, in some cases more than half their income⁵⁵.

Many have no established credit so are barred from applying to some places

One problem expressed by several participants who had recently come from Mexico is that they have no established credit. As one father who recently brought his family put it:

I found a full time job here and another part time job, so I had enough income to rent an apartment. The manager, after looking at my pay stubs, asked for a deposit to run a credit check. Since I have not established credit yet in the United States, there was no point in continuing with the application. The manager would not consider renting to me without credit history.

⁵³ No direct quotations are represented in this report from community members because all groups were conducted in Spanish. The translations given are not literal but rather are an attempt to convey the precise meaning of what was said.

⁵⁴ This detail is included with some trepidation, given the potentially negative stereotyping that might arise. It should be pointed out that this crowding was reported during the high season of agricultural labor, when many temporary migrant laborers are in the area. Though no official data address this issue, crowding is likely to affect at least fifteen to twenty percent of low income Latino/a households in Gresham during some a given year. Due to the nature of such living arrangements, it is impossible to know with any certainty its pervasiveness. Focus groups held in various areas of the county did, however, give a clear impression that the crowding problem is much less severe elsewhere.

⁵⁵ Massey, Douglas, Rafael Alarcón, Jorge Durand, and Humberto González. *Return to Aztlán*. Berkeley: University of California Press, 1987.

Such a family has limited options of where to live. Many recently arrived people cash in their social and familial capital to live in the residence of someone else until some successful credit can be established. Others manage to live in a few places where no credit check is required. People living in such places are likely to either have no credit or bad credit. In addition, since such places have what is essentially a "captive market", they often charge above market rents and deposits. Some deal with residents with impunity, according to several participants. One man reported being evicted from such a place the first time that he asked for a much needed repair, while others reported being threatened with deportation by surly managers, who said they would call the INS. Several participants stated that few such places were well maintained.

For men who come with no family, a common living arrangement is with other men in similar situations. Several men were adamant that living that way was not something they liked.

The most difficult thing is when you come home from work, there is no one there you care about. Your family is far away, you're hungry, and there is no food to eat. And weekends are awful. There's nothing to do here, so we just hang out. Some men drink too much, and then the trouble starts.

Another man in his late teens, when talking about living alone here without his family, started to talk about his mother and then got choked up in tears, and couldn't continue. Researchers have shown that such living arrangements are a catalyst for such crimes as public drunkenness, petty theft, fighting, and the like⁵⁶.

A temporary job in the area may lead to residence with kin or other acquaintances

Another reason that crowding happens is that some workers plan to be in the area for a short time, and live with kin, acquaintances, or even with people that they don't even know for their temporary stay. Others reported ending up homeless for periods of time, even though some were currently employed.

Rental units requiring credit checks precludes those without documents

Even though some individuals have worked in the United States for more than enough time to establish credit, many are not able to do so because they don't have a "**Social**" (Social Security number). Being undocumented means that no credit check through conventional reporting services is possible. Some rental managers were reported to be flexible in asking for other forms of evidence of previous residence for application in lieu of the standard credit check, such as rental receipts, utility bills, and so on. However, many prospective renters stated that this approach was of little value to them because they were living with someone else previously, and accordingly the receipts did not have their name on them but rather the lessee's. The number of undocumented people in Multnomah County has been rising just as it has in much of the US since the late 1980s. The 1986 amnesty programs for seasonal

⁵⁶ See Tony Waters, *Crime and Immigrant Youth*, Thousand Oaks, CA: Sage Publications, 1999.

agricultural workers and those who were able to document full-time residence between 1982 and 1986 legalized many Latinos, but more than a decade has passed since the last amnesty⁵⁷.

Limited availability and discrimination keep some Latinos/as from renting their own place

Another barrier to finding housing and a contributor to crowding is simply that at times there is nothing available when they need it. The low vacancy rates previously cited in Gresham are evidence of this, though recent reports suggest that vacancies are now higher there. Many vacancies can exist while residents can't find a place to live, because vacant units may be in different price ranges than area residents can afford. There is a very long list of households currently on waiting list for subsidized housing through HAP; 4770 early in the year 2000⁵⁸. Lack of availability is also linked in some cases to discrimination, as told by one mother of three:

I saw a sign that said that there was a vacancy at this one place, so I wrote down the telephone number and called. The manager told me that they had just rented out the apartment. I had a friend of mine call shortly thereafter and she was told that the apartment was still available. The difference between my friend and myself is that I speak English with a strong accent, and she has no accent.

It is possible, of course, that between the times that the two called the status of the apartment could have indeed changed. However, people in several different focus groups shared similar experiences that they viewed as discrimination.

Multiple screening fees deplete reserves of many prospective renters, and defraud some

Another factor contributing to the crowding and difficulty of finding a place to live is the cost of screening/application fees. Though the reported amounts charged generally were not out of line with industry norms, their sum for an individual or family filing multiple applications can be prohibitive. Because the rejection rate is often high in a tight market, many apply to various places to increase probability of actually finding a place to live. As one participant in the St John's area expressed:

Since I knew that there was a good chance that my application would not be approved, I applied to four different apartments. The total for the four applications was \$135, and none of them were accepted. It took me almost three days of work just to pay for the application fees. At this point, I

⁵⁷ Some immigration policy critics have pointed to the irony of requiring proof of four years of illegal residence to qualify for legal status. This irony has not been lost on the thousands of undocumented workers, some of whom participated in the focus groups, who maintain hope in another amnesty and stay here permanently in order to qualify. The US Bureau of the Census estimated in early 2000 that there are over 5 million undocumented people in the US who were working or were available to work.

⁵⁸ Consolidated Plan 2000-2005, City of Gresham, City of Portland, and Multnomah County. Report funded by The US Department of Housing and Urban Development, 2000.

became desperate. I finally managed to convince a person I knew from work that my family had to find a place to live, and he helped us.

Since few first generation families have checking accounts, the majority of Latino/a immigrants pay these fees in cash⁵⁹, and accordingly have little recourse in such cases as when they believe there is abuse. Several participants felt that some unscrupulous managers pocket the cash without even running the credit reports. When questioned, few complaining of such abuses were aware of any remedies that are available for such problems.

Willing kinfolk host relatives, sometimes with no expectation of being paid

One might wonder why a family renting a home or apartment would be willing to host additional guests for extended periods of time, given the inconveniences. Often a room is offered out to a boarder because of a strong sense of familial obligation. Some research on this subject has shown that it is often the poorest Latinos/as who feel the strongest sense of mutual obligation, perhaps in part because many of them have been in the same situations in the past. In addition, husbands more than wives are likely to offer a room. To what extent the poorer families are more altruistic or are simply acting out of self-interest is not clear. The impact on wives or female heads of house is usually greater than on the males, because in most settings the women carry a disproportionate share of the burdens of shopping, cooking, cleaning, laundering, and other house chores, aside from being home more than the men⁶⁰.

AFFORDABILITY OF HOUSING

The previous narratives illustrate the struggles that many people face in finding housing. Without a doubt, however, the most often raised issue in the focus groups regarding housing was affordability of rents. The City of Gresham has the highest percentage of renters in the county paying in excess of 30 percent of their median income in rent, a level considered affordable by housing authorities. Put another way, the American Community Survey of 1998 showed that 43 percent of all rental households in Gresham reported paying 30 percent or more of their income for housing costs. Given that Hispanics disproportionately occupy the bottom end of the socioeconomic spectrum, it is likely that over half of all Hispanic households pay over 30 percent of their income for housing. To illustrate the situation that many families find themselves in, consider that an hourly wage of \$10.06 (40 hours per week) is required to afford a one-bedroom apartment. Of those who reported wages in the focus groups, nearly all earned less than \$10 per hour, and nearly all needed at least two bedroom apartments. In Downtown Portland, the inventory of rental housing affordable to very low

⁵⁹ For evidence, note the abundance of no identification required check cashing businesses in areas of high Hispanic population in the county. People are charged high fees for check cashing in such businesses. The overwhelming majority of Mexican origin immigrants will have no bank account in the US or Mexico even after living in the United States for fifteen years. For explanation, see Douglas Massey, Rafael Alarcón, Jorge Durand, and Humberto González *Return to Aztlán*. Berkeley: University of California Press, 1987.

⁶⁰ Pierrette Hondagney-Sotelo, *Gendered Transitions: Mexican Experiences of Immigration*. Berkeley: University of California Press, 1994. To what extent the poorer families are more altruistic or are simply acting out of self-interest is not clear. Presumably due to traditions of reciprocity many boarders do not pay rent to the host family.

income residents continues to decline, although there and elsewhere in Portland affordability (as measured by earnings/cost ratios) is generally more favorable than in Gresham⁶¹.

Hispanic homeownership rates lag as many are priced out of the 1990s boom

As some make it into the middle class, the total number of homes owned by Hispanics in Multnomah County continues to rise. However, Hispanic rates of homeownership (31.6 percent) are just over half of the rest of the population. Low home ownership rates could be expected given that such a large part of the Hispanic population has arrived fairly recently and is disproportionately in low wage employment. On the other hand, the affordability issue to prospective home owners has become even more acute than for renters. While incomes in the County have increased by about 51 percent in the 1990s, median housing prices have nearly doubled⁶². As expressed by several focus group participants who have lived in Portland since the 1980s, they used to have the dream of buying a home, but because housing prices rose faster than incomes they no longer see the possibility. Prosperity actually made housing matters worse for those of low to moderate income.

HOMELESSNESS

Homelessness is on the rise in the 1990s, at a time of unprecedented economic expansion. From the preceding narrative it is not surprising that numerous Hispanics end up homeless. While Hispanics form less than 7 percent of the population, they comprise nearly 20 percent of the homeless population, according to a countywide shelter count of March 17, 1999⁶³. A similar shelter count exactly six years earlier suggests that homeless rates may have gone up by over 50 percent from 1993 to 1999. Over three-fourths of the homeless families that are served in the Portland part of Multnomah County are single, female-headed households with children.

These statistics almost certainly underestimate the true number of homeless people in Multnomah County, for the simple reason that many homeless simply do not or can not seek formal shelters, or are turned away. The number of homeless in Gresham in particular is probably very underestimated due to the significant increase in the migrant population that is there during the summer harvest months.

⁶¹ Consolidated Plan 2000-2005, City of Gresham, City of Portland, and Multnomah County. Note that averages obscure differences in distributions, so that it is possible that a place with higher average rents could have a larger percentage of low cost rental properties.

⁶² Income data from Oregon State Regional Economic Information System <http://govinfo.library.orst.edu/cgi-bin/reis> which showed income growth of 43 percent through 1997. Linear extrapolation was used to bring figure through the year 2000. Median income grew more slowly over the decade. Housing prices are also estimates based on the reference in preceeding note.

⁶³ *One Night Shelter Count*, Multnomah County, Division of Community Programs and Partnerships, 1999. Hispanics are likely to comprise even more than 20 percent of the homeless population because they are less likely to access public services due to linguistic and other barriers.

Some Latinos/as have jobs but are homeless for other reasons

Several focus group participants were either homeless or had been at some time in the past. Some reported being turned away from shelters. A few knew of others that were currently homeless or had been homeless previously. Focus group participants gave a number of reasons for homelessness, many interrelated, including:

- lack of money
- not being able to qualify to rent or purchase
- inability to find vacant housing
- the need to seek refuge from domestic violence
- discrimination
- eviction
- short term local residence associated with migratory labor or job searching
- inability to find willing household hosts
- inability to get along with past household hosts or family

Many Latinos/as could qualify for public housing but do not benefit from it

While on one hand there are programs to assist with rent and purchase for low income people and families, few focus group participants were aware of such programs. For example, given that Hispanics disproportionately occupy the bottom end of the income scale, it might follow that they would comprise a relatively large share of the leaseholders in public housing. However, they are just 8 percent of leaseholders, which is approximately their share of the total population. When controlling for social-economic status, a more representative share would probably approach 20 percent.

A Philosophy for Community Housing

Housing forms the basis for community. Accordingly, housing should be designed to encourage the formation of community. Community housing should include owner occupied and rental housing of various sizes. Commons areas, which might include spaces for recreation and community gathering, and perhaps indoor facilities, should be part of any community housing plan. To keep a sense of vigilance and accountability, commons areas should be bordered by residences having overlooking windows. Design of living structures should reflect the diversity of households (see below). For subsidized housing, consider making community volunteerism with specific tasks a condition of qualification. Each resident might have particular regular responsibilities that make the community more self-sufficient. Such functions might include security and other forms of adult "presence", landscape and commons area maintenance, childcare and other forms of residential living assistance, and so on. Prospective and actual residents should have input and a stake in determining the nature of such cooperative responsibilities.

Develop new neighborhoods with a diversity of residents rather than homogeneity. Neighborhoods with strictly young families, for example, neither reflect the Latin American

family nor the community, and may develop undesirable concentrations of youth who loiter in public places. Sources of diversity might include: vertically extended families (three generational), elderly singles, elderly couples, married couple families, single parent families, singles, and other forms of non-traditional households. The diversity of residents helps ensure that the cooperative functions of the community in previous recommendation are filled. Diversity should be a mandate of community design and operation.

Housing cost and location should reflect the resources of its residents

A significant part of the residence units should be for lower income people, with some owner occupied and some rented. Ready access to public transportation is essential.

Residential zoning should accomodate the diverse lifestyles of area residents

Significant Latino in-migration can be expected to continue even if the economy slows. Newer residents may not be able to qualify, afford, or even want traditional residential rental properties. At the same time, others may wish to generate significant income by providing small scale services to newcomers. Expansion of the number of single family residences that may have the "granny flats" or autonomous "mother-in-law" apartments/additions would help solve: 1) the affordability crisis, 2) the need for extra income to afford home ownership or continue it in old age, 3) the need for supplemental employment (construction/remodeling of additions), 4) the inability of newcomers not being able to qualify without established credit, 5) the property tax base limitation of local governments, 6) the crowding problem in individual households already evident in the city, and 7) the stresses many focus groups participants shared that come from having extended family members living in the same house rather than the preferred "next door" location. The current zoning preference for single family residences in suburban areas does not reflect the needs of many families.

Another specific example of lifestyle regards the large number of young adult males working in the area for a few years and sending as much money back to their family at home as possible. The ability to share a small add on residence with one or two others would be preferable for them over living in farm camps or other undesirable accommodations. Research shows that young men of any ethnicity living in labor camps or in other mass residences is conducive to depression, drinking, and other related social disorders.

Housing Recommendations:

Outcome: Increase the numbers of Latinos with long-term, stable residence in their community.

1. Increase funding for community development corporations.
2. Establish "clearing house" centers in North, Northeast Portland and Rockwood/Gresham areas to match families to appropriate housing.
3. Regularly hold community forums in throughout Multnomah County in order to educate community members about their rights as renters and responsibilities of landlords. Forums should be held in partnership with churches, schools, apartment complexes, and community groups.

4. Provide funds for more low-income housing that has ready access to public transportation. Include significant share of owner occupied and rental housing in all areas.
5. Residential zoning should accommodate the diverse lifestyles of area residents allowing for relaxation of single family restrictions in some areas.

Outcome: Fund and support development of housing that encourages the formation of community.

Recommendations

1. Community housing should include owner occupied and rental housing of various sizes. Commons areas, which may include spaces for recreation and community gathering and perhaps indoor facilities, should be part of any community housing plan. To maintain sense of vigilance and accountability, commons areas should be bordered by residences having overlooking windows.
2. For subsidized housing, consider community participation with specific responsibilities that contribute to community self-sufficiency. Such functions might include security and other forms of adult "presence", landscape and commons area maintenance, childcare and other forms of residential living assistance. Prospective and actual residents should have input and a stake in determining the nature of such cooperative responsibilities.
3. Develop new neighborhoods with a diversity of residents rather than homogeneity. Sources of diversity might include: vertically extended families (three generational), elderly singles, elderly couples, married couple families, single parent families, singles and other forms of non-traditional households.

Outcome:

Incorporate family and community life activities into housing plans, expanding housing from a model that is solely residential to one that includes educational, social service, recreational, and entrepreneurial dimensions.

Recommendations:

1. Create programs that encourage face to face and one-to-one relationships between different ages of community members. These "public homeplaces", (*Centros Culturales*) are where community members can interact at all hours of the day and family cultural and sports activities rather than the "9 to 5" service delivery model.
2. Encourage weekend based cultural activities that include the opportunity for vending food and culturally specific merchandise.
3. Develop intergenerational housing that emphasizes services for elderly and children.

EDUCATION

Perhaps no one single issue is more critical to the future of the Latino/a community than education. Of all of the topics examined in this needs assessment, education has the greatest deficits between Latinos/as and the white non-Hispanic population.

High school graduation rates less than other groups, yet many are well-educated

The percentage of Latinos/as 25 and older with a high school education was 69 percent according to the 1990 Census, while for the white population 84 percent have finished high school⁶⁴. The percentage of Latinos/as who have finished high school in 2000 is probably even less than it was in 1990, given the strong immigration from Mexico and the increase in dropout rates seen for much of the 1990s. Latino/a students have the highest dropout rates of all ethnic groups and score very low on benchmark tests. The percentage that meet Oregon standards in math and reading gets worse as student move to higher grade levels⁶⁵.

The average educational levels of Latinos/as varies greatly by country of origin. When looking at the part of the population over 24 years old with college degrees, a remarkable 40 percent of South American and 20 percent of Central American origin Hispanics have Bachelor's degrees, while 7 percent of Mexican origin Hispanics had four year degrees (Table 7). Given that 24 percent of non-Hispanic whites have degrees, the South Americans disproportionately offer Portland higher than average levels of human capital. Many of these Central and South Americans came to Oregon with their degrees in hand from abroad and elsewhere in the US in the 1980s. It should be noted that educational achievement is self-reported and may be subject to some overclaiming bias.

Table 7
Levels of Education by Selected Origins, Age 25 or Older (percent)

	All Hispanics	Mexican origin	Puerto Rican	Cuban	Central American	South American	White, non- Hispanic
did not finish high school	31	56	23	30	23	15	16
Bachelor's degree or more	15	7	22	18	20	40	24

Note: Data are for State of Oregon, with the exception of the All Hispanics column (which is Multnomah County), because data for Multnomah County are not available by national origin. Data are believed to be reasonably representative of Multnomah County, as most Hispanic origin people are urban, particularly those not of Mexican origin. Mexican origin people are either immigrants or trace their family roots to Mexico.
Source: US Bureau of the Census, 1990.

⁶⁴ These statistics include elderly, which have even lower completion rates. High school completion rates for adults less than 50 are significantly higher, but no specific statistics by age cohort were available. Since levels of education are self-reported in the Census, there may be some systematic biases in these data. Simple extrapolation of dropout rates suggests that the County high school completion rate is lower than the self-reported data of the Census; however, strong in-migration plays an undetermined role in these percentages.

⁶⁵ See ODE statistics on the HEART website: <www.HEARTdeOregon.org>

The statistics given in Table 7 might suggest that while Latinos/as may in general have lower levels of education, they are not greatly disadvantaged with the exception of those of Mexican origin. However, the majority of Latinos/as in Multnomah County are of Mexican origin⁶⁶. In addition, the percent with at least a Bachelors degree probably exceeds that attained by Hispanics who go through the area school systems, given Oregon university completion data. This strongly implies that Hispanic adults who come from elsewhere to Oregon are much more likely to already have a college education than do former students who have lived in the Portland area and attempted to become educated through the local schools. That such a negative outcome is typical for area students is probable, given that this pattern has also been observed in the Southwest, where Latino/a immigrant children's learning ability and social skills have been shown to deteriorate the longer they are exposed to the U.S. popular culture⁶⁷.

While the percentages of Hispanics with high school diplomas and Bachelors degrees shown in this table might seem unrealistically high to many social workers, there are several factors that suggest they are reasonable. The first is that most social workers tend to have contact with people that are more likely to be in poverty, and therefore generally less educated. Second, the better educated are not as clustered in certain occupations and areas of residence, thus they are not as visible. Third, there is an association in Latin America between education and race, where the most educated are also more likely to be more European "looking" and thus not as visible as "ethnic" populations in the Portland area⁶⁸. And finally, as observed in focus groups conducted in this project, there are many well-educated workers who are currently in entry level, low paying jobs. In many cases these workers are hesitant to make known their levels of education to their co-workers, for various reasons.

State Department of Education procedures contribute to the Latino/a education crisis

Hispanics have the highest dropout rates and among the lowest achievement rates of any ethnic group. The 9-12th grade dropout rate for Multnomah County for the 1998-99 school year was an alarming 31 percent, about double the reported state rate. According to ODE statistics, 433 of 1394 total Hispanic high school students dropped out⁶⁹. While dropout counts in individual high schools are reported to be lower, a number of students may shift or be shifted to alternative programs and then drop out.

Federal funds generated by Latinos/as for English instruction are diverted to other uses

Part of the dropout and achievement problem is that there are insufficient resources being allocated at the school district level for English Language Learners (ELL) classes. Changes in the funding model for K-12 education after Measure 5 had a negative impact on the funding that reaches the Latino/a ELL students. Before Measure 5 in 1990, each school district applied directly to the Federal Government for ELL funds. Since Measure 5, each district

⁶⁶ Mexican origin people comprised 62 percent of all Multnomah County Latinos in 1990, but strong in-migration of Mexican origin Hispanics in the 1990s is likely to have significantly increased their share by the year 2000.

⁶⁷ Enrique T. Trueba, *Latinos Unidos: From Cultural Diversity to the Politics of Solidarity*. Lanham, Maryland: Littlefield Publishers, 1999. See also the box in this report on Immigrant Integration.

⁶⁸ As is the case with any generalization about race and ethnicity, a significant share of Latinos do not fit this pattern.

⁶⁹ See Appendix for details of calculations.

notifies the Oregon Department of Education (ODE) what its ELL enrollment is, and then the monies flow from the Federal Government through ODE to each school district. This creates a new layer and has served to shield the districts for any accountability to the Federal Government for how the funds are actually used. Currently, ODE has only one staff person to monitor all of the districts throughout Oregon. Interestingly, as the effects of Measure 5 were fully implemented, dropout rates rose to as high as nearly 18 percent by the 1994-1995 school year, and continued to exceed 14 percent through 1999, well above their 1991 level of 12 percent⁷⁰.

The result of the lack of accountability for ELL monies is that most school districts spend the ELL monies, which are an additional 0.5 over the amount that the school has from local and state sources, for many things other than ELL related expenses. For most districts, each ELL student brings in around \$2400 additional federal monies over and above the state and local funding amounts. This additional money should be used to teach more ELL classes, decrease ELL class sizes, recruit additional ELL teachers through offering a bilingual premium, and purchase ELL instructional materials, books, and so on. There is ample evidence that most of these monies are not being spent on ELL related expenses. For example, given that federal monies add at least 50 percent to the per-student funds generated at the local and state level by English language learners, classes of ELL students should be much smaller and/or have significantly higher staff/student ratios than mainstream classes. However, teachers anonymously report that such is not the case. School districts appear to have been taking a calculated risk, believing that the Latino/a community will not be able to force reform. Such a strategy may portend the development of long-term social problems.

Concerned community groups are pushing for accountability and reform

At the time of that this report was being prepared, there were a number of community-based efforts pressing districts in the County and ODE to spend the ELL monies for their intended purpose. For Multnomah County, since June 1999 several Latino/a Education summits have convened and produced a number of community suggestions in a report⁷¹, and have met with Portland Public School Board. The Portland Public Schools Strategic Plan produced subsequently to this only vaguely references the needs of Latino/a students. A summary of the suggestions appears in the Recommendations section of this report. Other organized groups working on Latino/a education issues include HEART⁷², an advocacy team that is considering legal action, and the Alliance of Latino/a Parents for Better Schools in the Gresham area.

The Oregon Department of Education allows districts to avoid accountability

The Oregon Department of Education, in spite of official written policies of inclusion, has not taken its share of the responsibility for the Latino/a education crisis. In its annual summary

⁷⁰ Without rigorous multivariate analysis of dropout rates, it is difficult to assert what the exact role of less accountability has played on dropout rates. A stronger economy may have also played a role. Dropout rates were not systematically counted prior to 1991, according to Bob Jones, State Department of Education (personal communication, November 2, 2000).

⁷¹ *Promoting Latino/a Educational Success: A Review of Effective Practices and Community Suggestions*, Multnomah County Latino/a Education Summit, 1999.

⁷² the acronym HEART stands for the Hispanic Education and Advocacy Resource Team

report called "Dropout Rates in Oregon High Schools", it does not list annual dropout rates by race/ethnicity at the district and school level because this, according to the report, "could result in misleading percentages being obtained". This omission divests individual schools and districts from accountability. For example, whether 5 of 20 students or 100 of 400 students dropout of a school, the dropout rate is still 25 percent. There is nothing "misleading" about a 25 percent dropout rate, regardless of the beginning size of the student body. School and district level dropout rates should be reported with the caveat that smaller student bodies will tend to have greater percentage instabilities in dropout rates from year to year.

The dropout form avoids issues critical issues to English language learners

Some students that are dropping out of school fill out a standard form that has a number of possible choices explain why they dropped out. Students may select any number of responses. Two choices on the form that were discontinued beginning with the 1998-99 report include: 1) lack of personal attention in class, and 2) lack of support for cultural identity. Both of these issues are areas that schools could be held more accountable to.

In addition, under the school related causes of the form, there is only one choice that clearly relates to curriculum accountability, called "lack of appropriate alternative education opportunities". While the meaning of this phrase might be clear to a well-educated administrator, it is unlikely to be selected as a choice by an immigrant who is trying to learn English, even if it were an appropriate choice. Thus the form lets school districts and the Oregon Department of Education off the hook in regards to programmatic accountability, and allows the blame to be placed on such categories as "obligations to support family", and "lack of parental support for education". While research has shown that such factors are important in some cases, there should be more school related selections possible. For example, while the dropout form includes "Does not speak English well or at all", there is no corresponding choice such as "not enough ESL classes available", or "too many students in ESL classes". Not surprisingly, the report summarizes the reasons for Hispanic dropouts as 1) working more than 15 hours per week, 2) lack of parental support for education, 3) too far behind in credits to catch up, and 4) does not speak English well or at all. What the report narrative fails to mention is any responsibility that the schools might have for the dropout rates⁷³.

Research shows that a number of factors influence achievement and dropout rates

There is a growing body of evidence from cross-ethnic research for many cities in the United States on the determinants of academic achievement⁷⁴. The key factors that shape educational outcomes across ethnic groups according to national research:

- social-economic status of parents (education, occupational status, family income)
- hours of homework

⁷³ The choices on this form may be viewed as an example of stacking the survey, where the desired outcomes and explanations can be generated by offering only the desired choices as possibilities. This form was reported by ODE to conform to national reporting guidelines, so the form's shortcomings may be as much a national problem as a state problem.

⁷⁴ For a review of recent research literature, see Portes, Alejandro, and Dag MacLeod. Educating the Second Generation: Determinants of Academic Achievement Among Children of Immigrants in the United States. *Journal of Ethnic and Migration Studies*. Volume 25, No. 3: 373-396. July 1999.

- quality of school attended
- modes of incorporation/group treatment by host society
- knowledge of English
- parental school involvement

These factors all shape outcomes, but are not viewed as stand alone determinants of student achievement. A student can have all of the above factors against her or him and still do well. The key is that each one of these factors influences the *probability* of any student achieving well.

That parental levels of education, occupational status, and income (SES) have positive effects on student outcomes is very well established in the literature. SES is fortunately the only factor on the list that will disadvantage a significant part of the Latino/a student population in the foreseeable future. The other factors can all be addressed in a positive way if the schools and society have the will.

Widespread incidents of teacher and student prejudice and discrimination reported

One factor that merits attention is the modes of incorporation/group treatment by host society. Students and parents in focus groups complained that Latinos/as are often placed in a separate track from the mainstream curriculum, even in cases where individuals have clearly demonstrated in the past their ability to achieve on par with other students. In addition, many who are in mainstream classes receive little attention from their teachers, according numerous parental comments, as illustrated by a mother of a second grader in North Portland:

My seven-year-old child was mistreated by his teacher at school for the last two years. He was put in a corner and ignored. It got to the point that it was really difficult to get him to go to school at all. I am really hoping that this year his new teacher will treat him better.

This mother was clearly very involved in her children's education and was not afraid to speak out to school personnel when she felt the need. Most parents, however, expressed reluctance in voicing their concerns to school staff due to linguistic barriers, cultural norms that do not condone challenging authority figures, and unfamiliarity with school environments. A number of parents and youth also reported mistreatment at the hands of fellow students that were of all races and ethnicities.

Many more Latinos/as and other culturally specific teachers are needed

There are few Latinos/as or other culturally competent teachers in the classrooms that immigrant children can identify with. Several adults in focus groups stated that they or someone they knew had bachelor's degrees and were qualified to teach certain subject areas, but were not able to get the state teaching license due to testing requirements. That few Latino/a youth aspire to be teachers in Oregon is probably part of the problem. Many prospective teachers may not choose education as a field

WHY ASIANS DO BETTER THAN HISPANICS IN SCHOOL

In much of the US, Latino/a students have become stereotyped as lazy, slow, unmotivated, or otherwise unsuited for academic excellence. Many people, including some in the Latino/a community, wonder why Asian-American students have lower dropout rates and higher levels of achievement, and why they have gone on in large numbers to excel in the sciences and other professions requiring advanced professional degrees, while Latino/a students generally have not. This achievement gap has contributed to many of the stereotypes, causing great harm to many Latino/a youth. Many Latino/a students are treated as if they are not capable of academic excellence, and many begin to believe it.

To understand these differences and why they need not reflect any differences in genetic endowment or abilities, we must first examine a leading popular explanation for why these achievement differences exist. This perception is that Asians hold cultural values of Confucianism and its ethical principles which value learning, while Latin American/Catholic origin peoples do not. This pan-ethnic explanation, while valid for some Asians, runs into problems. Most Chinese and Korean immigrants are not Confucians but rather Christians, immigrants from non-Confucian India are among the best students in the US, and many other Asian immigrant nationalities that come from areas influenced by Confucianism perform less well in school.

The answer to this Asian-Latino/a education dilemma may lie within the diverse Latino/a community itself. Research has shown that children of Cuban refugees, together with Central and South American immigrants, exhibit high levels of academic performance that rival those of Asian-Americans. The key to their success is the social-economic status of their parents, who come with levels of education that are much higher than those of the larger Mexican origin population in the US. Parents coming with high expectations exude more self-confidence and assume that their children's college education is not a dream but a *fait accompli*. We can from this surmise that a Latin American/Catholic heritage does not necessarily lead to a pattern of disadvantage.

In contrast, the Mexican immigrants are disproportionately drawn from families of relatively low socio-economic status. Because of this, they bear the brunt of negative stereotypes, which shape their own self-perception. They also come in large numbers as undocumented workers, and many of their children believe that they will never gain the legal status necessary for higher education or professional employment. The emigrants of more distant Latin American countries tend to be of higher status because their poorer people cannot afford the higher cost of a trip to the US and are less likely than Mexicans to have the social and financial assistance of migration networks.

Most Asian immigrants, with the notable exception of the Hmong and Cambodian groups, have a much higher social-economic status than what is typical for their countries, and many speak English on arrival. Over a third of recent Chinese and Indian immigrants, for example, come with a college degree, while less than 5 percent back home have a BA/BS. As is the case for more distant Latin American countries, emigration to the US from Asia is only a dream for most of those with modest resources or levels of education.

In conclusion, the great distance of Asia and corresponding high cost of migration selects for a highly educated group of immigrants, and the children of these people, as expected by most Americans, do well in US schools. In contrast, the proximity of Mexico allows for people of all backgrounds to come, so large numbers of the less fortunate make the trip. The Mexican children bear the stereotypes of a long bitter history of being underclass, and many succumb to the low expectations.

How would our perceptions of Asians and Latinos differ if the US was a next-door neighbor of the two billion poor living in Asia, and Latin America was located at the other side of the ocean?

because they perceive it to be low paying. To examine this possibility, two youth groups were asked what they thought teachers in Oregon made on average per hour. The responses were illuminating: only one said more than \$16 per hour, and that was as a joke which resulted in great laughter from the other students. In reality, with average salaries of more than \$43,000 per year, teachers make, not including benefits, over \$25 per hour. When the students were told what teachers made, many had looks of disbelief on their faces. That high school age students were completely unaware of this suggests the effects of their residential concentration and functional segregation in the schools, together with their parents' occupational segregation, keeps them from learning more about the specifics of professional opportunity.

In addition, these comments, together with others, suggest that few Latino/a students are learning more about the benefits of a college education in general. When asked if any of the school staff had explained to them the career opportunities available to the college educated, several said that although they knew that this was the sort of thing that counselors did, there was no systematic process to educate Latino/a youth on this. Four different area high schools were represented in those focus groups.

Community colleges perceived favorably but lack enough advanced ESL courses, and residents confused over legal documentation requirements

Many adults in the group had taken ESL courses at PCC and MHCC. While their overall impression of the programs and staff were favorable, they felt there should be more upper division English courses. In addition, there was confusion over whether or not a person had to have legal status documents to take anything other than introductory ESL courses. Some people reported being told that they had to have legal status, while others had been told that documentation was not a requirement.

Spanish language literacy classes are needed

A significant number of Hispanic adults are not literate in English or Spanish. Though this study did not attempt to arrive at an estimate of literacy, service provider questionnaires suggested that 20 to 30 percent of low-income Hispanic adults are not able to read or write. This provides significant barriers for almost all functions in daily life. Little information about services can be learned by illiterate people from written literature, for example. In addition, research has repeatedly shown that illiteracy in one's native language makes it very unlikely that a person will learn English or ever become literate in it, particularly if the person comes to the US after childhood.

Many adults wish to upgrade their job skills, but lack opportunities

A number of adults expressed the desire to upgrade their jobs skills but have been unable to do so through the community colleges and other programs. Reasons given included:

- Lack of classes offered
- Many classes and programs conflict with daytime work schedules
- Perception that many programs are not offered to undocumented people

- Cost may exceed ability to pay

For women, transportation and childcare were additional limitations given for the inability to access job skills training.

Education Recommendations

Outcome:

Increase K-12 achievement levels.

Recommendations:

1. Prioritize hiring bilingual/bicultural personnel at all levels.
2. Establish strong recruitment and retention program for bilingual/bicultural personnel.
3. Involve Latino community in hiring personnel, program development and evaluation.
4. Comply with all legal mandates including ESL and Title 1 requirements. All program funding must be spent on targeted students.
5. Structure ESL and bilingual classes to maximize Latino students' achievement levels.

Outcome:

Children experience sense of hope and options for their future within educational systems.

Recommendations:

1. Increase behavioral and psycho-social resources available to children and families in schools e.g. counseling with bilingual/bicultural personnel around developmental and psychological issues.
2. Provide information and regular counseling to high school students related to educational and career opportunities.
3. Research Latino literature related to curriculum and pedagogy.
4. Provide funding to contract with a Latino education expert to work with the Latino Educational Summit Task force who will:
 - a) identify needs of Latino students and families
 - b) develop specific district benchmarks for Latino students
 - c) Develop specific goals and objectives to meet developed benchmarks and to reduce the countywide 31 percent dropout rate.

Outcome:

Increase parental participation in the education of children.

Recommendations:

1. Utilize proven models that develop early parental support and advocacy for educational achievement of their children. Early Head Start is a model that can be extended to maintain parental involvement.

2. Extend similar models into programs for older children, K-12. (Schools Uniting Neighborhoods, Caring Communities and Touchstone are programs developed for mainstream populations and need to be incorporated into Latino specific parental involvement models.)
3. Look to programs such as the Alliance of Latino Parents for Better Schools of the Reynolds School District for technical support in developing similar programs in other districts.

Outcome: Increase enrollment of Latino students at the community college and university levels to become trained in health and education.

Recommendations:

1. Reform education and training to specifically meet the needs for more Hispanic practitioners in health, mental health and education through strategic partnerships with academia, the public and private sector, and community members.
2. Identify model recruitment and retention programs to attract Hispanic students from high schools and the community.

Outcome:

Ensure that Latinos with previous professional and training skills have access to career opportunities.

Recommendations:

1. Expand and develop adult education through job skills training (e.g. Mt. Hood Community College's adult education programs) which combines ESL with job training.
2. Collaborate with universities and community colleges to prepare and develop leadership development using a "grow our own" approach.
3. Implement outreach programs that provide information to Latino communities about employment opportunities.

Outcome:

Implement culturally specific program evaluations that will identify both successes and shortcomings and develop recommendations for necessary program modifications.

Recommendation:

1. Evaluate procedures utilizing culturally appropriate assessment tools.

HEALTH

The health statistics of a people give some insight into their general well being, and are a function of cultural factors such as diet, lifestyle, and stress; as well as their actual access to insurance and quality health care. The overall health of Hispanics is at best a mixed picture, and because of data limitations regarding population size and age structure, many standard indexes of health and mortality cannot be reliably calculated for the County at this time. In particular, death rates per 100,000 and birth rates, though shown in Table 8, are unlikely to be reliable enough for comparison between groups or over time.

Despite these data limitations however, there are some encouraging changes observed over the 1990s. The proportion uninsured has appeared to drop, though the health coverage rates data may be somewhat overstated due to the difficulty of knowing the true population size. Unfortunately, about one fourth of all Hispanic adults in the County still lack medical insurance, in spite of the gains made with the Oregon Health Plan in the 1990s, according to County Health Department data.

Infant mortality rates suggest cultural strengths and effective care systems

Infant mortality rates (IMR) are often used as an ultimate test of how accessible and effective a health care system is, given that they relate to the most vulnerable and a large part of the poorest people in a population (single mothers). Hispanic IMRs are similar to the white population and a little higher than the Asian rates, and lower than the other ethnic/racial groups. Nationally, Hispanic IMRs are lower than those of non-Hispanic whites⁷⁵. The Hispanic IMR is partly related to cultural factors, as foreign-born Hispanic mothers are only one-tenth as likely to smoke during pregnancy⁷⁶ as were non-Hispanic white mothers, and are also less likely to drink alcohol and use drugs. Hispanic mothers, especially those who are foreign born and of lower social class status, are also more likely to co-sleep with their infants, another factor that is sometimes cited as contributing to lower IMR rates⁷⁷. Multnomah County Hispanic IMR rates are lower than observed in other counties in Oregon with large Hispanic populations, suggesting advantages of urban settings and a relatively effective medical care system. Hispanic infant mortality rates tend to go up with successive generations of residence following immigration, suggesting that assimilation to American lifeways may not necessarily lead to the healthiest outcomes. Given the fact that nearly four of every five births to Hispanic mothers were to foreign born Latinas in 1999, the low infant mortality rates presently seen may rise if immigration levels subside in the next two decades, unless further improvements are made in the maternal and infant care systems. See box on Integrating Immigrants.

⁷⁵ A number of articles in the American Journal of Public Health since 1995 have documented the low Hispanic infant mortality rates.

⁷⁶ Oregon Health Division. *Hispanic Oregonians: Maternal and Infant Health*. Oregon Center for Health Statistics, 1993. Data cited are for Oregon

⁷⁷ Meredith F. Small, *Our Babies, Ourselves*. New York: Anchor Books, 1998.

Table 8

Selected Multnomah County Health Characteristics, by Race and Ethnicity, 1998

	WHITE	AFRICAN AMERICAN	ASIAN ¹	AMERICAN INDIAN	HISPANIC
Health coverage					
Ages 19 and Under (%)	91	89	88	91	89
Adults Ages 20-64 (%)	88	85	84	78	76
Birth outcomes					
Fertility rates (live births/1,000 women ages 15-44)	n/a	65	74	55	93 ²
Births to teenage mothers (% of total)	11 ³	22	n/a	n/a	17 ⁴
Low birthweights/1000 births (<2.5 kilos)	56	98	61	45	62
Infant mortality (deaths per 1000 births)	4.7	8.6	3.9	8	4.9
Maternity care					
First trimester prenatal care (%)	81	79	77	71	68
Inadequate prenatal care ⁵ (%)	6	6	6	9	10
Use of tobacco during pregnancy ⁶ (%)	16	18	4	34	6
Use of alcohol during pregnancy (%)	1.8	1.0	0.4	1.8	1.1
Death rates/100,000⁷ (1990-1997)					
Ages 1-9	26	34	24	23	37
Ages 10-19	46	97	47	49	50
Ages 20-24	96	257	82	180	165
Ages 25-44	205	323	87	384	230
Ages 45-64	754	1190	436	1003	403
Ages 65 and over	5641	5261	3162	3434	2086
Other health indicators					
Percent of male deaths caused by injuries and accidents, ages 25-44	23	23	n/a	n/a	38

Notes:

1. also includes Pacific Islanders
2. due to great uncertainty of the 1998 size of the 15-44 age cohort for Hispanic women, this statistic is for 1990
3. percentage for all races and ethnicities combined. Percentage for Whites is less.
4. down from 22 percent in 1994
5. care that began during third trimester or included fewer than five visits
6. tobacco and alcohol use are self-reported, making inter-ethnic interpretation difficult
7. Death rates depend on accurate population size data, therefore caution in interpretation is advised. It is the author's opinion that death rates are overestimated in the young adult age cohorts, especially 20 through age 44, given that it is likely as discussed elsewhere in this report that there are many more Hispanics in the County of these ages than recent Census Bureau estimates suggest. In addition, it is possible that the death rates of Hispanics over 44 years old are underestimated (though see section under death rate paradox). The population

size of elderly men may currently be overestimated, and/or it may be that many elderly immigrant men, particularly those in failing health who have family in Latin America, may return there. There are a number of incentives for returning to the country of birth, including inexpensive cost of living and particularly health care, desire to be in one's *tierra*, and wishes of the family. Health insurance, for example, through the Mexican National Health Program (IMSS), is approximately \$30.00 per month. Many elderly Latinos and Latinas who die in the US are brought all the way back to their countries of origin to be buried, at great expense to their families. And finally, there are numerous elderly people in Mexico, and perhaps other countries, who have worked much of their adult lives in the US, and have returned with enough money saved to start a small enterprise, such as a corner *tiendita* (small convenience store) or the purchase of a taxi cab. Many such people find themselves through time less able to physically stand up to the rigors of manual labor, yet have not accumulated enough money or eligibility under Social Security to sustain themselves here in old age. More research is needed to understand the issues surrounding repatriation decisions made by aging Latinos.

Sources: Multnomah County Health Department data sheet, Oregon Health Division, US Census Bureau.

The Latino/a elderly death rate paradox: a cultural strength?

County death rates for Latinos/as 45-64 and 65 and above are lower than all other groups (Table 8). Given the well-known association between low income and mortality evident in the United States, and the generally low socio-economic status of the low Hispanic population, it might be tempting to dismiss the low Latino/a death rates as an artifact of inaccurate population size estimates for these age cohorts, rather than any true mortality advantages of the Multnomah County Hispanic elderly.

However, lower middle-age adult elderly Latino/a mortality rates relative to other racial/ethnic groups including non-Latino/a whites have been found in recent studies of United States mortality data, in spite of the lower socio-economic status of Hispanics and their lower insured and healthcare access rates⁷⁸. Explanations for these lower U.S. Hispanic elderly mortality rates fall broadly into two classes. The first is that the lower mortality rates are real and result from cultural, behavioral, risk, and genetic factors. Such explanations are supported by significant evidence. For example, relative to non-Hispanic whites, Latinos/as have health advantages in cardiovascular disease and cancer of the lung, colon, breast, and prostate, all of which are linked to lower smoking and drinking rates⁷⁹, though these advantages largely disappear with the acculturation of second and third generation Latinos/as. However, Latinos/as are also disadvantaged in other areas of healthy behavior, such as with cancer screening and preventive care.

The role of family support in mortality is not well understood. However, multigenerational households are more common with Hispanic families, and as such suggest greater attention to elderly care. In addition, Hispanic infant mortality and low birth weight rates for immigrant

⁷⁸ Ana F. Abraído-Lanza, Bruce P. Dohrenwend, Daisy S. Ng-Mak, and J. Blake Turner. The Latino Mortality Paradox: A Test of the "Salmon Bias" and Healthy Migrant Hypotheses. *American Journal of Public Health*. 89(9):1543-1548. 1999.

⁷⁹ Ibid. Heavy drinking rates are found in the male farm worker population, but not with the Latino population as a whole.

SHOCKING STATISTICS

Most Latino/a males that die are young

In the 1990s in Multnomah County, more young adult Latinos died than in any other age group. At the state level, the median age of death for Latino/a males is 39, and for Latinas is 64, according to the *Multicultural Health Report* of the Oregon Health Division. The leading cause of deaths for Latino/a adult males under age 45 is injuries. Part of the explanation for why more deaths are observed at younger ages rather than older ones is that there are relatively few elderly Latinos as a percentage of the total Latino/a population, so there are few that die of age related disorders age each year. Another is that elderly Latinos/as have lower death rates than non-Latino/a whites. Within middle age groups, however, Latinos die of accidental deaths at higher rates than most other ethnic or racial groups. For ages 20-44, Latinos are about eight times as likely to die as Latinas.

The implications of so many early deaths are significant. Consider, for example, that many male Latino/a farm workers will not even live to be old enough to collect Social Security benefits, yet these "benefits" are regularly deducted from their checks. Even for those who do live long enough to see Social Security, many are not eligible to receive it due being undocumented part or all of their working tenure in the United States. Several elderly farm workers in our focus groups were in this predicament. In such cases, the payroll taxes deducted from their checks disproportionately benefit the Euro-American elderly, most of whom live long enough to receive benefits.

In addition, fathers dying at early ages leave behind dependent wives and children, many of whom have little in the way of a safety net. These early deaths are one factor that contributes to the high level of single mother parenting observed in the Latino/a community.

Latinos are over-represented in the corrections system.

Latinos are over represented at all levels of the criminal justice system, from arrests to prosecutions and sentencing. Because in any ethnic group young adult males are the most likely to commit the majority of crime types, and since the Latino/a population in the county is disproportionately composed of young males, along with other factors, the utilization of higher arrest statistics to demonstrate over-representation is problematic.

However, at the point of sentencing the determination of unfair over-representation is less problematic. Once Latino/a and Latinas are in the system and crimes are objectively classified with regard to severity, they are more likely to receive prison sentences, according to a recent report by Multnomah County Public Safety Coordinating Council. In the case of felonies classified as presumptive prison, for example, 60 percent of Hispanics receive prison sentences, compared with just 21 percent of Whites. For crimes classified as presumptive probation, just 11 percent of Hispanics receive probation, while 48 percent of Whites receive probation. That Hispanics are three times more likely to receive prison sentences and four times *less* likely to receive probation compared with Whites cannot be explained away by reference to the offense category charged or to the prior record of the individuals involved because these factors were controlled for in the study. It is difficult to imagine that such patterns of unequal treatment do not take a toll on the collective consciousness of self and society by the mostly new Latino/a community in Portland.

Nearly one third of Hispanic high school students drop out each year.

As detailed in the education section of this report, high Latino/a dropout rates are observed in the county, and little concrete action has been taken by school leadership to correct the contributing factors. A newly emerging generation of Hispanic adults, of whom less than half have a high school diploma, is now entering employment and parenthood with few prospects other than forming a semi-permanent ethnic underclass in the Portland area. The future social cost of this is likely to be large, while the net present cost of addressing this problem is zero. What could be done is to allocate the existing federal resources that are generated by Latino/a students to their designated target classes and programs, rather than to general school funds as is now occurring.

Latino/a HIV and AIDS infection rates high, prevention services are generally not available to Spanish only speakers

A recent study by the Multicultural HIV/AIDS Alliance of Oregon concluded after interviewing a number of men and women in Oregon that most HIV prevention, counseling, and testing services were inaccessible to monolingual Spanish speakers. The human cost of this lack of accessibility is probably reflected in the higher observed HIV incidence rates in the Latino/a population, which are more than triple those of the non-Hispanic white population. The HIV concern is particularly keen in Multnomah County: with 20 percent of the State's population, it accounts for 64 percent of Oregon's AIDS cases reported through 1996 (all races and ethnicities). Latinas are 50 percent more likely to be infected with AIDS than the general Oregon female population, and are particularly uninformed regarding risks and prevention compared to other women.

mothers are lower than those of non-Hispanic white mothers and other ethnic groups, in spite of their generally lower socio-economic status⁸⁰.

The other competing explanations for the elderly Hispanic mortality paradox are linked to the postulation that the lower mortality is not "real" but rather is caused by migratory factors. One leading hypothesis in this genre is that those who migrate are also healthier on average than those who stay in their countries of origin. It has been shown, for example, that the mortality rate is lower in immigrants than in their county of origin. Such comparisons, however, are not completely able to control for intervening factors that may also influence mortality, and accordingly should be interpreted with caution.

The other leading explanation under the migratory explanations is referred to as the "salmon hypothesis", which proposes that many Latinos return to their country of birth after becoming seriously ill, after retirement, or to establish a small business that they can continue to operate in their later years. Because foreign deaths are not calculated in U.S. statistics, returning individuals are rendered "statistically immortal", resulting in an artificially low Latino mortality rate. There is incontrovertible evidence that return migration from the United States to Latin American countries is significant, but the strength of its effects on mortality data is not clear. Further, the mortality paradox persists, though to a lesser degree, with U.S. born Latinos, few of who migrate to their ancestral lands just prior to death.

What is known with some certainty about the low elderly mortality rates is that they cannot be entirely explained away by migratory factors. This suggests that cultural factors, particularly those involving healthy behaviors, contribute to Latino/a health. More studies are needed to better understand the cultural role. If indeed Latinos engage in healthier lifestyles, the lower mortality rate may be no paradox at all. Instead, the paradox may be that in the United States, these health behaviors worsen with acculturation.

County health clinics viewed favorably; some concern over admissions criteria, language

Approximately 16,000 Hispanic clients were served by the County health programs and clinics in 1999, suggesting that nearly half of all Hispanics in the County utilize their programs. Given the importance of health and the reality that health care by its very nature tends to be stressful, the focus group participants were generally positive about their experiences with the clinics. A significant concern voiced in two focus groups was over admissions requirements at the MLK clinic, where several reported being refused service due to their undocumented status. A service provider in one of the provider focus groups stated that the funders of the MLK clinic did not require them to request documentation, and believed that this requirement may have originated from the management of the clinic.

⁸⁰ J.A. Cobas, H. Balcazar, M.B. Benin, and Y.Chong. Acculturation and Low-Birth Weight of Infants among Latino Women: a Reanalysis of HANES Data with Structural Equation Models. *American Journal of Public Health*. 86(3):1014-1017, 1996.

Profile of a Community Leader

My name is Blanca Quiroz and I have been married 13 years and have 4 children. I work as Healthy Start Family Support Worker for Todos Juntos in Clackamas County and live in North Portland. I am also a president and state representative for Headstart.

I came to the United States from Guatemala to work. I wanted to finish my studies and become a teacher or lawyer. It was very difficult to come to this country. I am grateful for the opportunities here that wouldn't have been possible in my country.

My dream is for babies in the new millennium to have a better future. I would like to be a leader for the community and for community members to know they can "salir adelante" and to never say "no puedo" (I cannot). My job is to teach children and to support parents.

Here in the United States the culture is different. Violence is not allowed, hitting is not allowed but expression of love is different. In Guatemala there is hitting but also love and close family relationships. It seems that when one comes to the United States they become materialistic. In Latin countries God is first and "if God wills" one can find work and food. What we lose when we come here is faith in God.

Many Latinos live with sadness here in the United States. They stay to earn a living. I would like eventually to help my country especially the children who often work at a young age.

For Latinos to have more sense of community here in Oregon, we must become closer as community members. We can have more kermesses (celebrations) and community events. We need a place where parents can talk honestly and support one another. This could be a community center where exercise classes would be held, baby massage classes, computer classes and lots of different activities. This would be a place to feel at home. We would eat food from different Latin countries and speak the same language.

Sports is a way to supercede cultural differences. Tennis, basketball and soccer are examples of sports that are popular for Latinos. Sports activities is a way to motivate the community to come together.

Latinos love to start businesses; it is something in our blood. My idea is to help community members work from their homes. Many Latinas do not know how to drive and must remain in the home to care for their children. Employment from the home would be an excellent opportunity for many community members.

The most widely stated complaints about other health facilities (non-County Health Clinics) were that there are sometimes not sufficient bilingual staff on duty, and that in some cases appointments were difficult to get on a timely basis, as discussed below. Several participants in different groups mentioned that OHSU has lacked interpreters and sufficient bilingual staff. There were a number of negative experiences with the other health care systems apart from County Health facilities, though no pattern was strong enough to single out a particular provider for this report.

There is a great need for urgent care clinics

A frustration expressed by participants in nearly every family group was the problem of not being able to get an appointment when care is needed. Some very frustrated people reported waiting as much as three months to get an appointment at the County clinic on Division, for example. Many people reported having to go to an emergency room for conditions that could have been treated by an urgent care clinic.

Affordable and accessible dental care is extremely difficult to find

Many participants reported having severe dental problems and were not able to find any dental care. One person had an abscessed tooth and had to wait three months with sometimes excruciating pain for care. Few group participants benefit from regular dental care. The general impression gained from focus groups was that there is a greater deficit of dental care than medical care.

Lack of access to insurance and health care remain a concern

While a recent report by the Multnomah County Health Department suggests that Hispanic rates of health insurance coverage are closing the gap with the county averages, there is evidence suggesting otherwise. First, the coverage rates are computed based on a biannual telephone survey. Given that low income Hispanic people are less likely to have telephone services in their places of residence, and that those who do not have telephone service are less likely to have health insurance, coverage rates are likely to be overestimated significantly. In addition, newly arrived immigrants, which are now a much larger part of the Hispanic population than they were a decade ago, are among the most likely to not have telephones, and are also among the most likely to be uninsured.

Additional evidence that access is still a concern is seen in the Multnomah County health care statistics cited in **The Health of Multnomah County 2000 Report**. For example, 30 percent of Latina deaths were attributed to cancer for the period 1990-1997, while for Non-Hispanic white women, just 23 percent of deaths were attributed to cancer. In particular, breast cancer was twice as likely to be the cause of death for Latinas (6 percent) as non-Latina (3 percent)

white women⁸¹. The higher cancer-related cause of death proportions for elderly Latinas are observed in spite of lower smoking and drinking rates, and do not conform to national Latina data. However, more study is needed to establish that access is a primary factor in the mortality rates, especially given the highly uncertain nature of current population estimates.

HIV-AIDS IN THE LATINO/A COMMUNITY

The HIV/AIDS epidemic in Oregon is disproportionately concentrated in Multnomah County. With 20 percent of Oregon's population, it had 64 percent of reported AIDS cases through 1996. HIV/AIDS rates are probably higher in the Latino/a community than in the white population, though great uncertainty about the size of the Latino/a population precludes reliable comparisons. State and national data suggest Latino/a infection rates between two and three times those of whites⁸². Anecdotal data suggest that male migrant farm workers may be at higher risk than other subpopulations, perhaps related to high levels of mobility and long separations from mates.

OTHER HEALTH CONCERNS

Mental health: Latina immigrants are more demoralized than men, and women who ceased working outside the home showed the highest demoralization⁸³.

Alcoholism is a very large problem in the Latino/a community, with long-term health implications. Heavy drinking is especially widespread in the farm worker population amongst men⁸⁴.

Diabetes related deaths are higher in the Latino/a community than the non-Hispanic white population⁸⁵.

Hunger remains a problem in Oregon, especially with the poor, and is particularly of concern amongst children due to its long-term developmental implications. Though no studies to date have examined hunger in the particular context of Latino/a children in the Portland area, what has been learned in California is that Mexican-American children in families with incomes below 70 percent of the poverty line generally showed lower weight for age and height for age

⁸¹ Due to the relatively small population size of elderly Latinas, the cancer-related death rate comparisons with white women are not highly statistically significant, even though the pattern is strong.

⁸² Bader, Harahsheh, and Naghmeh Moshtael. *Assessment of the Unmet HIV Prevention Needs of Communities of Color in Oregon. Phase I: African American and Hispanic/Latino/a Communities*. Portland, Oregon: Multicultural HIV/AIDS Alliance of Oregon, 1998.

⁸³ See Mary Lou de Leon Siantz, *The Mexican-American Migrant Farmworker Family: Mental Health Issues*. *Mental Health Nursing*. Vol. 29, No. 1, 65-72.

⁸⁴ Maria Luisa Alaniz, *Mexican Farmworker Women's Perspectives on Drinking in a Migrant Community*. *The International Journal of the Addictions*. Vol 29, No. 9, 1173-1188, 1994.

⁸⁵ Multnomah County Health Department data sheet, 2000.

when compared with families of higher income⁸⁶. Without a doubt many Latino/a families in Multnomah County are food insecure. Such low-income levels do not allow for the purchase of much food. Several children accompanying parents at the focus groups had the splotchy facial coloring characteristic of caloric and nutrient deprivation.

Physical and Mental Health Recommendations:

Outcome:

Increased community access to quality culturally and linguistically specific health care services

Recommendations:

1. Conduct a public education campaign that informs community members of the following:
 - a) Availability of health care in public and private clinics, including oral health resources.
 - b) Eligibility requirements for health care program in state of Oregon (The Community Health Promoters, community health workers are effective ways to provide the community education through the use of popular education.)
2. Strive for all pregnant women receive prenatal care in the first trimester.

Outcome:

Increased timely access to health care when needs exist.

Recommendation:

1. Implement urgent care response ability in existing clinics or create new ones with such capability

Outcome:

Health promotion and disease prevention education will be available to all Latinos/Latinas in Multnomah County.

Recommendations:

1. Increase community education especially in the following areas: Nutrition, alcohol/drug, smoking, diabetes, heart disease, HIV/AIDS and sexually transmitted diseases. [Examples of programs with demonstrated success in these areas are: Oregon State University Extension Service (nutrition), Oregon Food Bank/ Operation

⁸⁶ See Oliver Receveur et al. Growth of Children and Socioeconomic Status of Mexican-American Farmworker Families in Tulare County, California: 1969 vs. 1989. *Ecology of Food and Nutrition*, Volume 28, pp. 65-74, 1994.

Front Line (nutrition) , Oregon Human Development Corporation (Tobacco Prevention Program), Multnomah County Bienestar de la Familia (alcohol/drug).]

2. Increase numbers of Spanish-speaking providers in lead abatement program. Increase testing for children.
3. Develop Latino health foundations to address health disparities within the Latino community.

Outcome:

Increase awareness of early sexual involvement, decrease teen pregnancy rates and exposure to sexually transmitted diseases.

Recommendations:

1. Ensure Latinos receive information around risk factors related to early sexual involvement, decrease teen pregnancy rates and exposure to sexually transmitted diseases.
 - a) To reduce incidence
 - b) To increase testing
2. Utilize model programs that have a demonstrated history of success in the Latino community such as "Mujer a Mujer".
3. To expand capacity and maintenance of school based health centers where Latino youth are accessing health care.
4. Expand the Estrellas, STARS program (Students Today Aren't Ready for Sex) through establishing partnerships with organizations such as churches, health clinics and agencies in order to involve parents.
5. Develop strong community education program regarding family planning and birth control.

Outcome:

Respect the integrity of family structures which maximize the potential of each family member.

Recommendations:

1. Utilize a comprehensive approach to families that is not only social service driven but addresses the educational, health, social and emotional needs of parents, children and individuals.
2. Utilize intergenerational programs which promotes interaction and support among different aged members of the community and family.
3. Provide funding for culturally specific approaches to family violence prevention which provides comprehensive prevention and intervention. Culturally specific includes partnerships with communities of faith, bilingual/bicultural advocacy, use of popular education, family strength based approach and involvement of men, 24 hour statewide crisis line in Spanish.

Outcome:

To increase access to quality culturally and linguistically specific mental health and addiction services.

Recommendations:

1. Duplicate model programs such as Bienestar de la Familia in Rockwood/Gresham, North Portland (Columbia Villa) and Southeast Portland.
2. Development of community-based support for treatment will require reaching beyond conventional providers of health, human and social services and may include mobile treatment units that have demonstrated effectiveness for increased access to treatment.
3. Implementation of models that focus on the continuum of care services that addresses the recovering Latino treatment needs.
4. Continue building community based services for all ages from preschool to elderly with collaboration and partnerships with Headstart programs, schools, health care organizations, agencies and faith communities that increase community access to mental health and alcohol and drug prevention/interventions.

Outcome:

Increase funding and training for culturally and linguistically specific "exemplary mental health practices" for Latinos which impacts their quality of life.

Recommendations:

1. Increase funding for programs with treatment modalities that reflect the cultural values and treatment needs of children and families confronting severe psychological issues e.g. domestic and sexual violence, children who witness violence, batterers' intervention, alcohol and drug, family/couples counseling.
2. Provide funding and support for education/training with demonstrated effectiveness such as the "Power in Partnership: Families United Against Violence" and the work of REDES, a supportive network of mental health providers.
3. Increase the use of culturally appropriate assessment tools.
4. Strengthen families by implementation of "Strength based and Family Unity" practices which focus on creating an attitude of hope and value for families and those who work with them.

Outcome:

To ensure culturally competent and language appropriate health services in Neighborhood Health Consortium and private health clinics

Recommendations:

1. Increase Latino representation on the Community Health Council to ensure full access to public and private health services.
2. Policy making boards and committees must represent the demographics of the community that is served. Latino Network, Hispanic Services Round Table and Hispanic Chamber of Commerce are three organizations that can facilitate community representation.

LATINO/A FAMILIES

Much of the cultural resiliency of Latinos/as is rooted in families. This section examines family issues as they pertain to youth, working parents, and the elderly. By far the area of greatest discussion in most groups regarded concerns about children.

YOUTH

The greatest concern that parents expressed in focus groups relating to youth is education, thus a previous section of this report is dedicated to it. Many of the other concerns expressed by mothers and fathers related to the changing context of parenting in the United States as compared with in Latin America. Many youth, perhaps the majority, would have rather stayed in their country of origin than come to the United States⁸⁷. The decision to migrate is usually made by the parents, who hope to give their children a better life in the US. Many parents end up regretting this decision to emigrate, but by the time they see the effect that the new country has had on their children, it may be too late to return. Several parents had sent one or more of their children back to Mexico, while many others knew of entire families who had lived in the US for several years and returned to Latin America because they felt they were losing control of their children. A few parents, mostly of middle-class background from Latin America, suggested that the educational system back home does a better job than what they see happening in Portland:

The level of learning here is horrible. My children are going backwards here rather than forwards. I thought the United States would have excellent schools, but I haven't found them yet. The level of education in urban preparatory schools in Mexico is higher than here. We are thinking about going back to Mexico just so that our children will get a good education.

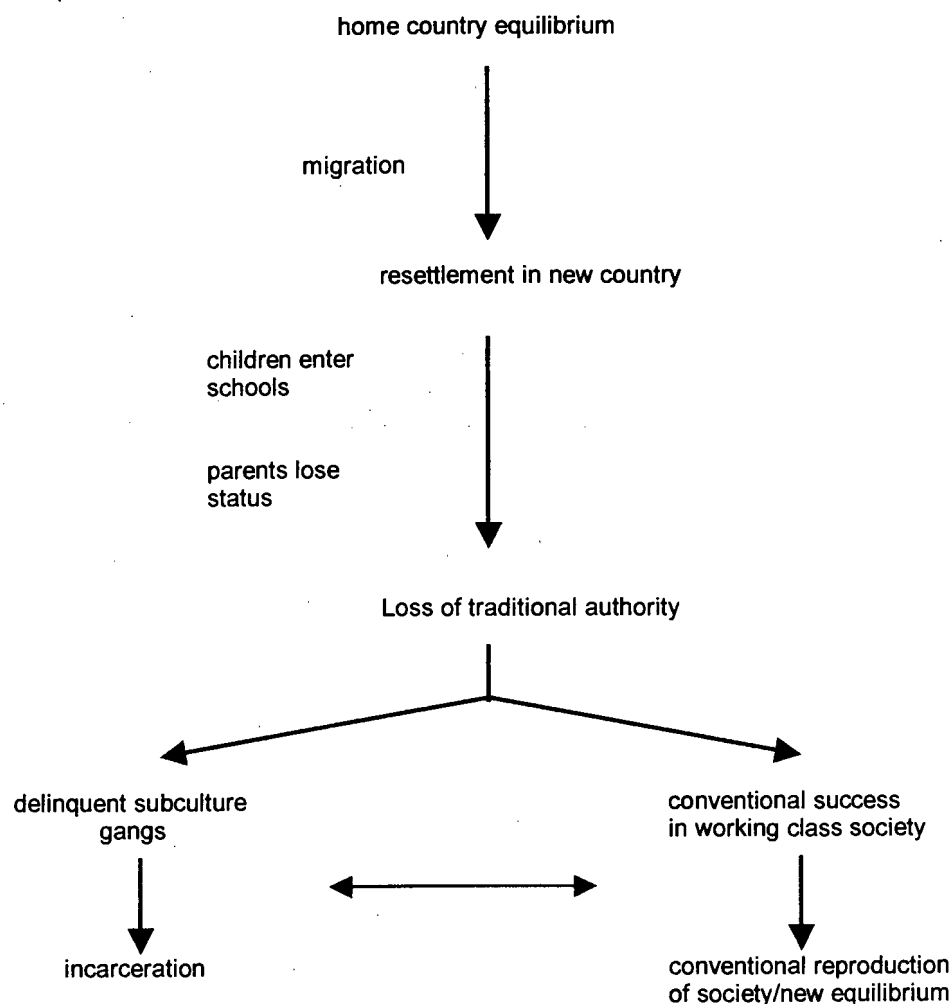
This statement is not unfounded. Urban preparatory schools throughout Latin America tend to be very competitive and have high standards. Their main limitation is that they are only open to a limited number of students on a competitive basis.

Latin American cultural and social norms give parents more authority than U.S. norms

Most Latino/a parents have expressed some grief with the changing set of circumstances that Latino/a parents who are immigrants find themselves in upon settlement in the United States. Most come from cultural backgrounds which, while far from static, tend to promote stability within the family rather than erode it (Figure 3). In the home country, there is a certain equilibrium that usually exists, where parental authority over children is seldom seriously questioned, where patriarchy and corporal punishment are viewed as normal, and where society together with the church provides a context for the continuation of these relations. The

⁸⁷ Some scholars have made the observation that a significant number of Latino/a immigrants may actually be in the United States against their will, especially children. Pierrette Hondagneu-Sotelo. *Gendered Transitions: Mexican Experiences of Immigration*. Berkeley: University of California Press, 1994.

Figure 3 How High Incidence of Youthful Crime Emerges in Immigrant Communities



source: adapted from Waters (1999)

act of migration sets in motion a series of changes in context that often serve to erode the status of parents and the traditional functioning of the family unit, and also serve to shift the ground under the feet of children.

Most Latino/a youth learn English more rapidly than their parents

Upon resettlement, children enroll in schools. Suddenly they are confronted with a new language, new peers, and new teachers. Some learn English quickly, some do not. But for the most part, children learn English more readily than their parents, because of their age, the fact that they are probably more exposed to it than most of their parents, and that they have more time to study the language. Given these advantages, soon the learning gap between children

and parents becomes apparent to both, and a corresponding loss of parental status may begin to develop.

Children begin to serve as interpreters and cultural intermediaries for parents

Research across the United States has shown clearly that as a group second generation children prefer by a wide margin to use English over their native language. As the children generally learn English more rapidly than their parents, it is common for parents to begin to rely on their children to be interpreters and translators for office visits, things that come in the mail, and other important information that parents need to be aware of. Many service providers in the County expressed great concern over seeing children playing these roles, because many are not capable of adequate translation, acting as interpreter may be excessive responsibility for young children, and often children are removed from school if parents have an important appointment for which no interpreter is anticipated to be available for. As one young Latina stated:

I worry so much about my mama. She has had so many problems with not having interpreters, that I have insisted that she take me along. How is she supposed to learn English? During the day she takes care of my younger brother and sister, and then at night sometimes my papa does not get home from work until late, so she has little opportunity to take English classes.

In addition, several parents reported the problem that children may filter, omit or alter information for their parents, as illustrated by the comments of one mother:

My son, I recently found out, checks the mail, and if there is anything that comes from school he reads it first. One day I received a call from school wondering why he was not going to school and that he was flunking his classes. This was the first that I had heard of the problems. He had not shown me his grades. How am I to know what's going on with him?

Some parents lose control of their children and see them gravitate towards gangs, delinquency, pregnancy, and away from school

As children continue to be socialized into the American school system, they begin to learn a set of values that may differ in important ways from those of their parents. They may use this against their parents, or may simply begin to view their parents as being backwards or old-fashioned. This problem is made worse for many because the children begin to look around and realize that their parents are among the poorest in the community. In any case, what often begins to take place is that many Latino/a children begin to challenge the views and practices of their parents. Lines of communication may be severely damaged or severed, and the child may become more influenced by his or her peer group than by parents.

Remarkably, most parents are able to continue a positive relationship with their children through these trying circumstances, but some do not. The loss of the traditional authority that is common in Latin American settings may be accompanied by a loss of interest in school, and

association with gangs. Some girls may rebel against their parents by getting pregnant and dropping out of school. Teenage pregnancy rates for Latinas in Multnomah County, for example, are high, as 17 percent of all births to Hispanic mothers are to teenagers⁸⁸.

Nearly all parents felt that more after school and summer programs are needed

Many parents with children in school are working during the day and cannot be home right after school gets out. Many parents have seen their unsupervised children getting into trouble with other youth in the area, many of whom are dropouts. Many focus group participants said that their apartment managers forbid their children to play outside the buildings or residents to congregate inside commons areas. One apartment was reported to exclude children from its clubhouse, which could be an excellent supervised indoor facility for children during very sunny, hot weather or rainy, cold weather. After school, Latino/a youth reported being harassed by law enforcement personnel if they collect in groups of more than two or three, and parents worry about their safety and well being. Police harassment was reported to be more significant near downtown Portland than in East County areas.

There is little awareness or involvement in community based activities like soccer

Some children and parents expressed fear in walking home from school because of gang affiliated bullies. Several youth felt that more cultural support classes were needed to help kids stay out of gangs. A number of youth were involved in a variety of programs during times when their parents were not home, but said that much of the time there were no places to play ball or do other formal or informal activities. Rockwood area youth said that there were not nearly enough basketball courts and soccer fields in the area, and none knew anything about the existence of a Latino/a soccer league. Weekend soccer leagues for youth and adults are a major way that Latino/a communities gain cohesiveness in the United States⁸⁹. Often people and families from the same communities back home have their own team, so even if they happen to live scattered apart, they still have regular contact with each other. In this way entire families and friends from the same communities can recreate the conditions favorable for support here in the United States.

Some parents felt that there was a bias in available sports activities towards high school age, with not nearly enough for younger ages.

PARENTAL SUPPORT

Due to the local economy having few jobs that pay a living wage to Latino/a immigrants, many families are forced to send both parents into the workforce to make ends meet. For those mothers fortunate enough to have school age children, a common strategy reported is to take jobs that were close by so that they could be near when their children get home. Often the jobs available locally were not as good as what could be attained by traveling greater

⁸⁸ Multnomah County Health Department, data are for 1998. The rate for the county overall is 11 percent.

⁸⁹ For description and analysis of how soccer plays a role in keeping communities together see Douglas Massey Rafael Alarcón, Jorge Durand and Humberto González. *Return to Aztlán*. Berkeley: University of California Press, 1987.

distances, but many mothers said that they have no personal transportation anyway, and using the public transportation system is not an option for some residents with limited time or that have a job not easily accessed by the Metro system.

A shortage of quality, affordable childcare keeps families in poverty

For families with children, the realities facing two working parents or a single parent are grim. One of the most commonly voiced concerns for focus groups was that there was little affordable daycare available near their residences⁹⁰. Several undocumented single mothers related that there are few options other than homelessness for those who do not wish to leave their infants with someone else. Some mothers said they would like to work, but after calculating what daycare and transportation would cost, it was better to stay home. For many families, poverty is the only option with one wage earner.

Extended family child care arrangements may not be practical or realistic in the US

In some groups, grandparents reported being asked to provide full or part time care for the children of a son or a daughter, but this relationship often is difficult:

I take care of my granddaughter and grandson three or four days a week while their mother works. I get so physically tired from doing this, and it keeps me from doing other things. But my daughter must work, and of course I'll help her...It would be nice to be paid something for doing this, as we really need the money. Its not like in my country where I would have my house paid off, and would have very low living costs. My husband goes off and to work or does other things, and rarely helps me with the care of his grandchildren or the house, so I have to do it all.

This grandmother's comments also illustrate the difficulty of being caught between two cultures, where unpaid women's household work is expected in the traditional one that has relations of reciprocity, and difficult to sustain financially in the market based one.

Distorted patriarchy may combine with undocumented status to hurt women and families

In traditional Latin American families, women are expected to stay home and raise children, and the man is expected to be the breadwinner. In many migrant families, the husband first migrates and may spend extended periods of time in the United States, perhaps returning from time to time and hopefully sending home money. Many women, faced with small spousal remittances or perhaps no remittances at all for periods of time, begin to become more independent as time goes on. In the event that the decision is made⁹¹ for the whole family to migrate to the US, the wife is more likely to continue to be more independent and seek

⁹⁰ The need for more affordable daycare was expressed in every group that had parents present.

⁹¹ There is evidence that fathers rather than mothers are more likely to dominate this decision. See Pierrette Hondagneu-Sotelo. *Gendered Transitions: Mexican Experiences of Immigration*. Berkeley: University of California Press, 1994.

employment outside the home than might be typical in Latin America⁹². Some husbands who have legal documents, in an effort to maintain absolute control of their wives, refuse to try and arrange for the wife to get legal status in the United States⁹³. The abuse in such cases is often physical and emotional. In some cases family members may actually blame the problems of the wife on herself and not the husband, especially if she has attempted to *independizar* herself. Many women in such situations are not aware of any recourse or protections that are available to them. Some service providers believe that such women may be the most isolated and vulnerable of all people in our society, because there are linguistic, familial, cultural, societal, and legal barriers that may stand between her and help⁹⁴. Several single mothers in various groups have been in such situations themselves or know someone who has. A typical story from one focus group:

My husband kept me down and told me that I can't work here, and refused to bring me to work in his car, saying "*yo soy el que manda*" (I'm the one that gives orders). I also had to fight both my family and his because I wanted to work...my biggest triumph in life has been to *liberarme* (free myself) from my husband.

Another woman in the same group stated that:

Women here don't know their rights in regards to being undocumented and being abused. Women tend to keep quiet regarding this, as they had little recourse in their home countries, and assume that it is the same here.

The prospects for such women remain rather bleak in the Portland area, as the majority of calls to domestic violence hotlines do not receive intervention due to funding limitations.

It must be emphasized that domestic violence is concentrated in economically disadvantaged communities, though it occurs in all areas. According to a study done in 1996, there is a strong pattern of overlap between areas that have high poverty rates and areas that have higher than average rates of reported violence⁹⁵.

Many parents felt that they needed to learn more about the United States, particularly its laws. Others felt that parenting classes would be helpful, particularly given the unusually high stress that immigrant families experience.

⁹² The views of wives taking formal employment are quite diverse within the US Latino/a community, but it is generally seen as being acceptable as long as it doesn't compromise childrearing or other household obligations, and is for supplemental income.

⁹³ When faced with the prospect of the loss of control over their wives, some men become even more controlling than they might normally be in a Latin American setting. For an eloquent analysis of the immigration related changes in Latino/a families and cultures, as well as a message of hope, see David T. Abalos, *La comunidad Latina in the United States*. Westport Connecticut, Praeger Publishers, 1998.

⁹⁴ In Mexico, for example, there are stronger laws against horse thievery than spousal abuse, and the former are more likely to be enforced. Domestic problems such as violence rarely reach intervention, as they are viewed as part of the sacred family domain rather than as under the jurisdiction of legal authorities. The same was true of the United States until the Civil Rights era.

⁹⁵ Multnomah County Health Department. *The Faces and Voices of Violence in Multnomah County*. June 1996.

ELDERLY

Latin Americans on the average have lower life expectancies and a different view of aging than is typical for high income societies such as the United States. Life expectancy at birth in Mexico, for example, is five years less than in the US, at 71 vs. 76 years (WRI 1996). Because of the stresses of migrant life and the fact that Mexican origin migrants are drawn disproportionately from the lower social classes, life expectancy of first generation migrants who have worked in hard physical labor may be much lower than Mexico's average life expectancy.

In the Hispanic culture, a person is often viewed as "*mayor de edad*" or "*grande*" (elderly) by the time they reach 50 or 55 years old. While the roots of this difference in perception are complex, it is relevant for many Hispanics over 50 in the US who have worked in occupations of hard physical labor such as agriculture. Such individuals are more likely than Euro-Americans to: 1) have sustained significant physical injuries, 2) have suffered from nutritional shortfalls during childhood and adult years, 3) have lacked medical diagnosis and care for debilitating diseases, and 4) not be regularly seeing a health care provider. These and other factors make many Hispanics more "aged" than non-Hispanic whites as they reach the fifty plus age group, if not sooner.

The social lives of elderly participants primarily centers around family and church. While most are Roman Catholic, several participate in Spanish speaking Protestant/Evangelical congregations⁹⁶. There was a much stronger connection with church amongst the elders than with younger groups. This suggests that elderly Hispanics might be most readily reached by building bridges to communities of faith.

Though no Multnomah County studies have focused on elderly Hispanics, research in Washington County showed that elder Hispanics are very underserved, and that multiple home visits with culturally specific service providers are often necessary before they become willing to go to clinics for services⁹⁷. Many have family here who assist them in a variety of ways, but there were several participants who do not have family here, and their well-being is accordingly very precarious.

Most of the needs of elders stem from low income. Several of the focus group participants were still working out of necessity, and they were familiar with a number of other elders who were in the same situation. Several women were caring for grandchildren. Only one of the participants were comfortably proficient in English, and they all believed that this has been a great limitation for them in terms of encountering employment and accessing services. One

⁹⁶ A part of acculturation for many Latinos is a transfer of worship to other church denominations. Consulting the advertisements placed by a number of different churches in local Spanish newspapers reveals that the majority of ads are not from Catholic churches. The focus group conducted by this project invited leaders from a number of communities of faith, including the Catholic church. No representative from the Catholic diocese attended the communities of faith focus groups, so project researchers were not able to benefit from their insights about social services.

⁹⁷ Mary Lou Ritter, *La Fuente de la Amistad: A Guide for Outreach to Hispanic Elder Farmworkers*. Washington County, Oregon, Department of Aging Services, 1987.

elderly man's story from Michoacán, Mexico illustrates some of the frustrations that many elderly Hispanics feel in Portland:

I couldn't survive here without my sons and daughters helping me. My retirement doesn't pay my expenses even though I worked here 40 years. I am always told that it's because I don't speak English. They cut back on the food stamps recently. I feel sad and humiliated here because I can't support myself financially. The problem was that until 1984 I didn't have legal permission to work here, even though they took taxes out of my checks... I didn't benefit from it. It's bad for me to obligate my kids to help me here⁹⁸.

Medical care access was of great concern to the elders. As with other age groups, several felt that the medical care system in general is confusing, expensive, and difficult to access. Two participants shared beautiful stories where their lives had been saved by the medical care they had received in the Portland area, yet others shared the tragedies of knowing several children that had died in past years because of what they perceived as a medical care system that placed linguistic and financial barriers in their way.

Suggestions for improved service from elders were related to their limited mobility and low income:

- affordable health and dental care
- home meal delivery
- in home medical attention
- culturally specific social activities and support groups for seniors
- transportation to senior services
- more effective dissemination of information about services
- outreach services (an active seeking out of needy seniors as some may not be inclined or able to do this themselves)
- generally more affordable services

Family Recommendations:

Outcome:

To provide parenting support and education to all parents of children under age 18.

Recommendations:

1. Build community based programs that encourage neighborhood and school involvement. Programs should be located throughout Multnomah County in geographic locations with large Latino populations.
2. Utilize popular education in providing support and education to parents. Popular education utilizes engaging approaches to parent education, which may combine classes such as literacy, immigration and employment training with parenting.

⁹⁸ See also note seven under Table in Health section regarding economic coping strategies and repatriation of elderly Latinos.

3. Provide ongoing support resources where Latino parents are likely to congregate such as in apartment complexes, churches, schools, health clinics and other community sites.
4. Provide programs during evening and weekend hours.
5. Provide funding for culturally specific community based programs. The model provided by the Baltazar Ortiz community center is an excellent example of a community center that is accessed by Latinos. In addition, youth programs, childcare and cultural activities for families are necessary components of future community centers.

Outcome: Develop a community-based approach to childcare.

Recommendations:

1. Provide classes in Spanish to assist community members in becoming licensed childcare providers
2. Support communities in the development of a cooperative approach to childcare where the design, implementation and decision making is by community members.
3. Develop a community based childcare coalition which is in the community and provides the community with childcare information and resources.

Outcome:

Basic needs of Latin elders for safety, shelter, nutrition, and health care will be met within a culturally specific community setting.

Recommendations:

1. Provide respite care for family care givers
2. Train bilingual, culturally competent care givers to enable Latino
3. elders to remain in the community and with their families
4. Give funding priorities to recommendations developed by the Multiethnic Action Committee such as:
 - a) Create a multi-ethnic advisory committee in Aging Services
 - b) Establish an information clearinghouse to disseminate data and information regarding available services to multicultural elderly
 - c) Develop a "seamless" system of care involving partnerships with other service sectors, such as Services to Families and Children, Multnomah County Mental Health, Oregon Health Division, etc.
 - d) Improve access for multicultural elderly to existing services
 - e) Develop additional services targeted at unmet needs among multicultural elderly

SUMMARY OF CONCERNS VOICED ABOUT EFFECTIVE, CULTURALLY SPECIFIC SERVICE PROVISION

From the focus groups and service provider surveys, several key findings emerged. The primary areas of concern regarding service provision to Latinos/as centered around staffing, workload allocation, and promotion of services.

MORE CULTURALLY SPECIFIC STAFF ARE NEEDED

The key finding from focus groups and service providers is that more culturally competent staff that are specific to the Latino/a community need to be hired. **Culturally specific** staff are culturally competent for a particular ethnic group. **Cultural competence** can be defined as the degree to which an individual or organization possesses the appropriate knowledge, skills, and attitudes to serve the needs of a specific ethnic group. For the Latino/a cultures, this means being an ethnic Latino/a and/or having some close connection to the culture, being a fluent speaker of Spanish and professionally qualified in the area of service rendered, and possessing an openness to and respect for values that differ from one's own.

While the use of interpreters or cultural liaisons is an improvement over not having anyone who can communicate with monolingual Spanish speakers, the quality of services is compromised when the professional service provider is not culturally competent. Much is lost in interpretation, including language content and oftentimes trust. Trust is particularly important to Latinos. The shortage of Latino/a teachers is of particular concern in this regard. While there clearly are some very effective, culturally competent teachers who are not Latino, many children still expressed a preference for a teacher who is of their same ethnicity, and who accordingly can be viewed as a role model.

Spanish is a window into the Latino/a reality

While it is of paramount importance that adequate numbers of culturally specific staff are on duty to work with Latino/a clients, there also needs to be more culturally specific staff in positions of administrative leadership. The survey provides some interesting insights into this (see Appendix). The survey asks each program manager/administrator to rate their level of Spanish speaking ability, if any, on a scale of 0 to 10. Later in the survey, respondents are asked in question #8: In general, how well are the needs of Latinos/as in Multnomah County being met by area agencies? Respondents chose from a continuum of "very well" to "very poorly". The mean response was between "neutral" and "somewhat poorly". More significantly, perhaps, is the association between the respondents' self-rated abilities in Spanish and their rating of services in the County. The higher their self-rated level of Spanish, the lower they tended to rate services to Latinos/as in the County. The association between Spanish ability and service rating was so statistically significant, in fact, that there is only about a two percent probability that such a strong pattern could have emerged due to random chance⁹⁹. While this strong association may be interpreted in a variety of ways, it strongly

⁹⁹ There were 21 surveys that had responses to both questions. Those data pairs were tested for correlation using the Spearman Rank correlation test. The correlation was -0.48 and was significant at the .02 level (one-tailed test).

suggests that without knowledge of Spanish, it may be difficult to know, understand, or empathize with the realities of the Latino/a community. If a program manager or administrator does not understand the realities of the Latino/a community, it could limit that person's effectiveness.

Bilingual or Spanish dominant service providers?

There was some difference of opinion in service provider focus groups regarding the whole question about why there is a shortage of culturally specific staff for the Latino/a community. Some framed the problem in purely institutional and market based terms; eg. there are not enough qualified people. Others, however, believed that the whole question regarding what the ideal qualifications are for culturally specific service staff may need to be rethought, not because of a perceived shortage but more due to what kind of staff are likely to be most effective in serving Latinos/as, particularly those who as immigrants are not very acculturated yet¹⁰⁰.

Specifically, immigrant service personnel, every thing else being equal, are likely to be able to relate to immigrant clients better than those who are not immigrants. Further, those who have immigrated recently are even more likely than immigrants that came many years ago to be able to interact in the most effective way with immigrant clients. The reason for this is that many if not most immigrants begin to acculturate almost immediately upon their establishing residence in the United States. This phenomenon has been observed in a variety of research projects in the U.S., and in fact is one of the reasons that "generation 1.5" has become a significant part of the toolchest that researchers utilize when trying to understand Latino/a immigration and cultural change¹⁰¹. That immigrants become quickly influenced by the new culture has been observed in a variety of settings elsewhere as well, one example being the immigrant Moroccan and Turkish health advocates in Belgium. What has been observed among these immigrant health advocates is a tendency to wish to "pass" to the majority group to escape what is perceived to be a negative self-identity.

Rethinking systems: are there areas where progress could be made?

If recently arrived immigrants are the least likely to be "acculturated" and therefore well equipped culturally to render social services to other immigrants, a difficult quandary presents itself. The problem is that recently arrived immigrants, even though significant numbers of them possess the abilities to serve other immigrants, may be the most disadvantaged in terms of knowing how to work with the "American" system. The barriers they face, as discussed in the employment section, include the English language, state and national licensing boards and exams, inexperience with the norms of interviewing and working professionally in the US, and the sometimes negative perceptions of them that potential coworkers might have. These barriers are formidable, and many immigrants remain underemployed in the United States for

¹⁰⁰ According to service provider survey returns, the majority of clients for Portland area Latino/a specific social services are limited English immigrants.

¹⁰¹ Carola and Marcelo Suárez-Orozco, *Transformations: Migration, Family Life, and Achievement Motivation Among Latino/a Adolescents*. Stanford: Stanford University Press, 1995.

the rest of their lives because of them. When this occurs, the community is made less. There was significant evidence of this heard in the focus groups. Could it be that Latino-focused service agencies that use the American-based criteria for employment are tacitly assimilating to US modes of service, perhaps to the detriment of those they serve?

What is being suggested is a rethinking of how some work is done in service agencies. There is a stock of immigrants that is underemployed, and at the same time a number of service providers that believe that they cannot find qualified people for their positions. There was one report of an agency looking as far away as Spain for a qualified person to fill a local position. Could the work that needs to be done be completed by someone with a job description that differs somewhat from the present one? Who is more qualified for example, a recent immigrant who can do the job but may not have the exact level of training required by the position description, or a person with the right credentials but that is otherwise not culturally competent?

An example of this quandary can be found in education. Many students who have just come may lack literacy in Spanish. Not being literate in their native tongue will severely handicap their ability to become literate in English. Why must their Spanish literacy teacher have a license, that can only be gained in part by taking several complex multiple choice tests in English which many intelligent prospective teachers born and raised in this society cannot pass? In what setting would such students be better off in as they get started, being 1) taught by a college educated native Spanish speaker without a license, or 2) by a licensed teacher who neither speaks their language nor understands their culture? The second case is currently the way that this is being handled, in spite of overwhelming evidence that it is not working. Another analogy to this is found in medicine, with physician's assistants (PAs) and nurse practitioners (NPs) rather than physicians now often performing routine checkups and other office visits. Many patients get better service because the PA spends more time with them than doctors typically would spend.

There are some branches of social services which will find more applications for the model suggested here than others. While it may be tempting to dismiss the discussion in the previous paragraph because of its mandate for change, there are examples of agencies in the County who have already taken this to heart, and are highly effective in working with their clients¹⁰². It may be time to rethink the deficit model of immigrant employment and incorporation, and recognize the strength and skills that they bring with them. In doing so we are not necessarily "lowering the bar", but measuring its height in metric instead of English system units.

Valuing immigrants as employees by measuring worth in economic and cultural contexts

One often hears of shortages of culturally specific and/or bilingual staff. In market economics, the conditions of supply and demand supposedly determine price. If there are truly shortages of staff with certain qualifications, perhaps large pay premiums should be offered. More specifically, how do we determine the value of a person who can work effectively with

¹⁰² See section in summary of recommendations later in this report called **Culturally Specific Programs for Latinos that Work**.

of staff with certain qualifications, perhaps large pay premiums should be offered. More specifically, how do we determine the value of a person who can work effectively with immigrants who speak only limited English? Our society has not tended to value such work, perhaps in part because it serves the "Other" of our communities.

Growing our own: towards a popular education based model of community empowerment *para salir adelante*

In order to rethink the deficit model of immigrant incorporation, there must also be recognition of the value and potential power that can be unleashed from immigrant communities. The incredible energy, willingness to take risks, and dissatisfaction of the status quo that lead so many to emigrate, suggest that there is an incredible power that could be released. Lessons on how this might be accomplished can be found, interestingly, in Latin America with the grassroots approaches of popular education. Popular education methodology focuses on action taken to overcome alienation and marginalization. This is a popular, collective method done by:

1. the selection of an element of the culture from which the group has become alienated,
2. the construction of alternatives for this situation, and
3. the engagement in creative problem solving to identify a variety of actions for the creation of a desired future conditions¹⁰³

By the very act of leaving the homes and coming north, many Latinos/as have shown that they want to *salir adelante*. With a commitment to education and community empowerment this can become a reality, but only through the removal of barriers, the building of bridges, and the commitment of institutions to change. There is ample evidence from Latin America that marginalized, secondary communities can make significant improvements in their quality of life, but this has only happened when institutional backing from radical elements of the Catholic Church and/or other groups has been put in place.

Community can be defined in a variety of ways. The traditional meaning of the term in Latin America is place based, where people know each other. The building of community should be local: at the apartment complex, block, neighborhood or elementary school level, for example. But the sense of community must also be developed on a greater scale, so that critical levels of political strength can be harnessed at the local, regional, and national levels.

WORKLOAD ALLOCATION MAY LEAD TO BURNOUT OF PERSONNEL

One problem that often happens with Hispanic and bilingual service personnel is that because they are effective and the needs for their services are great, burnout often results. Because dealing with preliterate and culturally different clients generally entails more time per client,

¹⁰³ John Poertner, Popular Education in Latin America: a Technology for the North? *International Social Work*, Volume 37: 265-275, 1994.; Anna E. Bosch. Popular Education, Work Training, and the Path to Women's Empowerment in Chile. *Comparative Education Review*, 42(2):163-183, 1998.

clients as those who serve the more mainstream Anglo population, but more time is spent with each one, the workload is heavier. If this service person assimilates into the service model of his/her agency by spending the typical or required amount of time with each client, client and service satisfaction often suffer as a result. In some cases culturally competent personnel have ended up leaving their jobs in part due to these issues. While solutions to this problem may be more complex than this study is able to address, certainly a reduction in caseload numbers is worth considering.

Agency competition can limit effectiveness

Various agencies often serve the same clients. Sometimes a counterproductive competitive atmosphere develops because of this. What is needed are networking and collaboration to foster more cooperation. In addition, some service providers have suggested that an effort to provide "one stop shopping" is in order. Others believe that some kinds of collaboration simply will not work because of the increasingly competitive nature of social service fund acquisition.

The agency run around frustrates clients

Another way the service effectiveness is limited is when a client is referred to one agency and then, after contacting this agency, is referred to another that is believed to be able to provide the service needed. This often happens when government agencies try to farm clients out to a not-for-profit service agency that lacks the ability to service those of limited English proficiency. The clients often get bounced back to the original service agency. If the client gets bounced around too much, the needed service may never be acquired. Better awareness of the services available and who provides them may be achieved through staff training or some other approach.

Culturally Specific Service Provision Recommendations:

Outcome:

Services provided to Latinos in Multnomah County will be culturally and linguistically specific

Recommendations:

1. Support recruitment, preparation, and retention of bilingual, bicultural personnel in all service areas
2. Provide training to service providers that strengthens their knowledge of cultural differences within the Hispanic community
3. Utilize multidisciplinary teams to increase an integrated approach to services

Outcome:

Programs will be reviewed annually to assess standards specifically related to Latino culture, as well as level of compliance to those standards

Recommendations:

1. Develop program evaluation tools that accurately measure effectiveness of services to the Latino community
2. Create a multicultural ombudsman position to monitor contracts to multicultural communities
3. Establish a multicultural citizen review commission, responsible for review, rating, and accountability of county contracts that serve diverse communities
4. Review the county competency plan to determine its effectiveness in holding county-funded agencies/contracts accountable

Outcome:

Latino participation and influence will increase at every level of public policy development

Recommendations:

1. Fund leadership development to enhance community members' knowledge of city, county, and state governments. Utilize relationship-based and culturally specific approaches in leadership training.
2. Appoint Latino members to committees, commissions, and boards in numbers that reflect the demographics of the Latino community

COMMUNICATIONS ANALYSIS

To better understand how potential Hispanic clients learn about services, how aware they are of services, and how agencies communicate with each other, a survey was prepared with assistance from the advisory committee of this project. In addition, the topic of how clients learn about services was worked into focus group discussions when specific service awareness and access was being discussed.

HOW CLIENTS LEARN ABOUT SERVICES

Residents in the Cully-Killingsworth area reported learning about services chiefly through referrals gained through the services at Clara Vista. As with groups from other parts of the County, however, word of mouth between family and friends was also a significant way of learning about services.

Residents of other areas of the County, in addition to word of mouth, learned most about services through the three major Hispanic focused service agencies OCHA, Hispanic Access, and El Programa Hispano. Few in any area reported learning about services through the television and radio media, perhaps reflecting the paucity of programming and lack of specialized Spanish radio and television stations. The process of learning about services for those not in the Cully-Killingsworth area was generally reported to be more hit and miss, causing frustration, wasted time, and unmet needs. There also seemed to be a coalescing network of service providers developing in the Rockwood area, as suggested by the recent report done by Technical Assistance for Community Services titled: ***Rockwood Community-Building Initiative Listening Process***. Many participants felt that the most effective strategies for increasing awareness of services include visits to apartment complexes by service promoters, such as the WIC program. As a significant part of the population is not functionally literate, written materials without strong pictorial/graphic support may not have universal value.

GENERAL AWARENESS OF SERVICES

- The majority of participants had limited knowledge of services, and those with knowledge often still could not qualify for access
- Awareness especially limited in Gresham and North Portland
- Awareness highest with Rigler/Clara Vista area adults. The model of service and information operating at Clara Vista appears to be the most effective in connecting people in one geographic area with services.
- Clearinghouse agencies that provide information about services (such as Hispanic Access, El Programa Hispano, OCHA and others) play a vital role in helping many individuals and families connect to services

- Awareness is stymied by a fractionalization of services being provided by a host of agencies at a variety of locations, suggesting that "one stop shopping" would facilitate awareness, access, and effectiveness of service provision

GEOGRAPHIC AVAILABILITY OF SERVICES

Gresham and N. Portland areas appear to have the most underserved populations. These are also areas of explosive in-migration driven growth and highest regional concentrations (Figure 1). Rapid population growth in the Gresham area has exceeded service provision growth, according to local service agencies and long term residents. Numerous Gresham area residents stated that it is very difficult to get any services from El Programa Hispano. Many related experiences of waiting for long periods of time, only to be turned away. El Programa administrators said the same thing, citing the problem of the population growing beyond their ability to fund and professionally staff services. This is not surprising given that the Gresham area Latino/a population has at least quadrupled since 1990.

INTERAGENCY COMMUNICATION

Agencies were asked in the survey what forms of communication they use the most to stay in touch with the agencies that they have a significant working relationship with. Meetings and telephone conversations were the most important forms of communication, followed by, in order of numerical importance, e-mail, regular mail, correspondence, and through client referrals. ALMAS meetings, brochures, on site visits, and newsletters all were mentioned just once.

Many service providers expressed the desire to have more networking opportunities with other agencies and service providers. Many said that time was the most significant limitation for more interagency communication. There is interest in developing a website that would provide more information about services and provide a medium for interagency electronic communication. The website could be updated regularly to minimize the problem that so often happens when outdated service brochures misinform clients and referring agencies.

BARRIERS TO SERVICE ACCESS & COMMUNITY EMPOWERMENT

As shown by this report, there are a number of barriers to effective service provision and community empowerment for Latinos. The following is a summary of the major barriers:

- Lack of culturally specific service personnel
- Lack of client English speaking ability
- Requirements of legal status
- Lack of awareness of services
- Lack of information about services

- Transportation
- Services have lagged behind population increases
- Lack of centralized service locations
- Underemployment of educated Latinos
- Many jobs pay less than a living wage
- Misallocation of educational resources
- Binational lifestyles challenge continuity of community and service provision

SUMMARY OF RECOMMENDATIONS

The following is a list of the recommendations listed in each section of this report. Outcomes and recommendations relate to and build upon each other to enhance Latino communities' capacity to *Salir Adelante*.

Education:

Outcome:

Increase K-12 achievement levels.

Recommendations:

6. Prioritize hiring bilingual/bicultural personnel at all levels.
7. Establish strong recruitment and retention program for bilingual/bicultural personnel.
8. Involve Latino community in hiring personnel, program development and evaluation.
9. Comply with all legal mandates including ESL and Title 1 requirements. All program funding must be spent on targeted students.
10. Structure ESL and bilingual classes to maximize Latino student achievement levels.

Outcome:

Children experience sense of hope and options for their future within educational systems.

Recommendations:

5. Increase behavioral and psycho-social resources available to children and families in schools e.g. counseling with bilingual/bicultural personnel around developmental and psychological issues.
6. Provide information and regular counseling to high school students related to educational and career opportunities.
7. Research Latino literature related to curriculum and pedagogy.
8. Provide funding to contract with a Latino education expert to work with the Latino Educational Summit Task force who will:
 - a) identify needs of Latino students and families
 - b) develop specific district benchmarks for Latino students
 - c) Develop specific goals and objectives to meet developed benchmarks and to reduce the countywide 31 percent dropout rate.

Outcome:

Increase parental participation in the education of children.

Recommendations:

1. Utilize proven models that develop early parental support and advocacy for educational achievement of their children. Early Head Start is a model that can be extended to maintain parental involvement.
2. Extend similar models into programs for older children, K-12. (Schools Uniting Neighborhoods, Caring Communities and Touchstone are programs developed for mainstream populations and need to be incorporated into Latino specific parental involvement models.)
3. Look to programs such as the Alliance of Latino Parents for Better Schools of the Reynolds School District for technical support in developing similar programs in other districts.

Outcome: Increase enrollment of Latino students at the community college and university levels to become trained in health and education.

Recommendations:

1. Reform education and training to specifically meet the needs for more Hispanic practitioners in health, mental health and education through strategic partnerships with academia, the public and private sector, and community members.
2. Identify model recruitment and retention programs to attract Hispanic students from high schools and the community.

Outcome:

Ensure that Latinos with previous professional and training skills have access to career opportunities.

Recommendations:

1. Expand and develop adult education through job skills training (e.g. Mt. Hood Community College's adult education programs) which combines ESL with job training.
2. Collaborate with universities and community colleges to prepare and develop leadership development using a "grow our own" approach.
3. Implement outreach programs that provide information to Latino communities about employment opportunities.

Outcome:

Implement culturally specific program evaluations that will identify both successes and shortcomings and develop recommendations for necessary program modifications.

Recommendation:

1. Evaluate procedures utilizing culturally appropriate assessment tools.

Physical and Mental Health:

Outcome:

Increased community access to quality culturally and linguistically specific health care services

Recommendations:

1. Conduct a public education campaign that informs community members of the following:
 - a) Availability of health care in public and private clinics, including oral health resources.
 - b) Eligibility requirements for health care program in state of Oregon (The Community Health Promoters, community health workers are effective ways to provide the community education through the use of popular education.)
2. Strive for all pregnant women receive prenatal care in the first trimester.

Outcome:

Increased timely access to health care when needs exist.

Recommendation:

1. Implement urgent care response ability in existing clinics or create new ones with such capability

Outcome:

Health promotion and disease prevention education will be available to all Latinos/Latinas in Multnomah County.

Recommendations:

1. Increase community education especially in the following areas: Nutrition, alcohol/drug, smoking, diabetes, heart disease, HIV/AIDS and sexually transmitted diseases. [Examples of programs with demonstrated success in these areas are: Oregon State University Extension Service (nutrition), Oregon Food Bank/ Operation Front Line (nutrition), Oregon Human Development Corporation (Tobacco Prevention Program), Multnomah County Bienestar de la Familia (alcohol/drug).]
2. Increase numbers of Spanish-speaking providers in lead abatement program. Increase testing for children.
3. Develop Latino health foundations to address health disparities within the Latino community.

Outcome:

Increase awareness of early sexual involvement, decrease teen pregnancy rates and exposure to sexually transmitted diseases.

Recommendations:

1. Ensure Latinos receive information around risk factors related to early sexual involvement, decrease teen pregnancy rates and exposure to sexually transmitted diseases.
 - a) To reduce incidence
 - b) To increase testing
2. Utilize model programs that have a demonstrated history of success in the Latino community such as "Mujer a Mujer".
3. To expand capacity and maintenance of school based health centers where Latino youth are accessing health care.
4. Expand the Estrellas, STARS program (Students Today Aren't Ready for Sex) through establishing partnerships with organizations such as churches, health clinics and agencies in order to involve parents.
5. Develop strong community education program regarding family planning and birth control.

Outcome:

Respect the integrity of family structures which maximize the potential of each family member.

Recommendations:

1. Utilize a comprehensive approach to families that is not only social service driven but addresses the educational, health, social and emotional needs of parents, children and individuals.
2. Utilize intergenerational programs which promotes interaction and support among different aged members of the community and family.
3. Provide funding for culturally specific approaches to family violence prevention which provides comprehensive prevention and intervention. Culturally specific includes partnerships with communities of faith, bilingual/bicultural advocacy, use of popular education, family strength based approach and involvement of men, 24 hour statewide crisis line in Spanish.

Outcome:

To increase access to quality culturally and linguistically specific mental health and addiction services.

Recommendations:

1. Duplicate model programs such as Bienestar de la Familia in Rockwood/Gresham, North Portland (Columbia Villa) and Southeast Portland.

2. Development of community-based support for treatment will require reaching beyond conventional providers of health, human and social services and may include mobile treatment units that have demonstrated effectiveness for increased access to treatment.
3. Implementation of models that focus on the continuum of care services that addresses the recovering Latino treatment needs.
4. Continue building community based services for all ages from preschool to elderly with collaboration and partnerships with Headstart programs, schools, health care organizations, agencies and faith communities that increase community access to mental health and alcohol and drug prevention/interventions.

Outcome:

Increase funding and training for culturally and linguistically specific “exemplary mental health practices” for Latinos which impacts their quality of life.

Recommendations:

1. Increase funding for programs with treatment modalities that reflect the cultural values and treatment needs of children and families confronting severe psychological issues e.g. domestic and sexual violence, children who witness violence, batterers’ intervention, alcohol and drug, family/couples counseling.
2. Provide funding and support for education/training with demonstrated effectiveness such as the “Power in Partnership: Families United Against Violence” and the work of REDES, a supportive network of mental health providers.
3. Increase the use of culturally appropriate assessment tools.
4. Strengthen families by implementation of “Strength based and Family Unity” practices which focus on creating an attitude of hope and value for families and those who work with them.

Outcome:

To ensure culturally competent and language appropriate health services in Neighborhood Health Consortium and private health clinics

Recommendations:

1. Increase Latino representation on the Community Health Council to ensure full access to public and private health services.
2. Policy making boards and committees must represent the demographics of the community that is served. Latino Network, Hispanic Services Round Table and Hispanic Chamber of Commerce are three organizations that can facilitate community representation.

Family:

Outcome:

To provide parenting support and education to all parents of children under age 18.

Recommendations:

1. Build community based programs that encourage neighborhood and school involvement. Programs should be located throughout Multnomah County in geographic locations with large Latino populations.
2. Utilize popular education in providing support and education to parents. Popular education utilizes engaging approaches to parent education, which may combine classes such as literacy, immigration and employment training with parenting.
3. Provide ongoing support resources where Latino parents are likely to congregate such as in apartment complexes, churches, schools, health clinics and other community sites.
4. Provide programs during evening and weekend hours.
5. Provide funding for culturally specific community based programs. The model provided by the Baltazar Ortiz community center is an excellent example of a community center that is accessed by Latinos. In addition, youth programs, childcare and cultural activities for families are necessary components of future community centers.

Outcome: Develop a community-based approach to childcare.

Recommendations:

1. Provide classes in Spanish to assist community members in becoming licensed childcare providers
2. Support communities in the development of a cooperative approach to childcare where the design, implementation and decision making is by community members.
3. Develop a community based childcare coalition which is in the community and provides the community with childcare information and resources.

Outcome:

Basic needs of Latin elders for safety, shelter, nutrition, and health care will be met within a culturally specific community setting.

Recommendations:

1. Provide respite care for family care givers
2. Train bilingual, culturally competent care givers to enable Latino
3. elders to remain in the community and with their families
4. Give funding priorities to recommendations developed by the Multiethnic Action Committee such as:
 - a) Create a multi-ethnic advisory committee in Aging Services
 - b) Establish an information clearinghouse to disseminate data and information regarding available services to multicultural elderly
 - c) Develop a "seamless" system of care involving partnerships with other service sectors, such as Services to Families and Children, Multnomah County Mental Health, Oregon Health Division, etc.
 - d) Improve access for multicultural elderly to existing services
 - e) Develop additional services targeted at unmet needs among multicultural elderly

Housing:

Outcome: Increase the numbers of Latinos with long-term, stable residence in their community.

1. Increase funding for community development corporations.
2. Establish "clearing house" centers in North, Northeast Portland and Rockwood/Gresham areas to match families to appropriate housing.
3. Regularly hold community forums in throughout Multnomah County in order to educate community members about their rights as renters and responsibilities of landlords. Forums should be held in partnership with churches, schools, apartment complexes, and community groups.
4. Provide funds for more low-income housing that has ready access to public transportation. Include significant share of owner occupied and rental housing in all areas.
5. Residential zoning should accommodate the diverse lifestyles of area residents allowing for relaxation of single family restrictions in some areas.

Outcome: Fund and support development of housing that encourages the formation of community.

Recommendations

1. Community housing should include owner occupied and rental housing of various sizes. Commons areas, which may include spaces for recreation and community gathering and perhaps indoor facilities, should be part of any community housing plan. To maintain sense of vigilance and accountability, commons areas should be bordered by residences having overlooking windows.
2. For subsidized housing, consider community participation with specific responsibilities that contribute to community self-sufficiency. Such functions might include security and other forms of adult "presence", landscape and commons area maintenance, childcare and other forms of residential living assistance. Prospective and actual residents should have input and a stake in determining the nature of such cooperative responsibilities.
3. Develop new neighborhoods with a diversity of residents rather than homogeneity. Sources of diversity might include: vertically extended families (three generational), elderly singles, elderly couples, married couple families, single parent families, singles and other forms of non-traditional households.

Outcome:

Incorporate family and community life activities into housing plans, expanding housing from a model that is solely residential to one that includes educational, social service, recreational, and entrepreneurial dimensions.

Recommendations:

1. Create programs that encourage face to face and one-to-one relationships between different ages of community members. These "public homeplaces", (*Centros Culturales*) are where community members can interact at all hours of the day and family cultural and sports activities rather than the "9 to 5" service delivery model.
2. Encourage weekend based cultural activities that include the opportunity for vending food and culturally specific merchandise.
3. Develop intergenerational housing that emphasizes services for elderly and children.

Employment:**Outcome:**

To increase opportunities for Latinos/Latinas to own small businesses or micro-enterprise ventures.

Recommendations:

1. Provide training to existing and potential Latino entrepreneurs
2. Provide access to financing for expansion of existing Latino businesses and micro-enterprises, and for start up of new ventures. Examples of micro-enterprises include; landscape maintenance, childcare, personal and residential services.
3. Address institutional barriers that prevent Latinos/as from access to markets for selling their products and services.

Outcome:

Increase availability of training programs that are culturally and linguistically appropriate.

1. Recommendations
Increase availability of literacy and ESL classes to fit the needs of community such as through provision of childcare, evening hours, transportation and easy community access.
2. Provide training in various topics such as money management. Culturally specific training in money management takes into account that many Latinos send a large portion of their income to their families in their countries of origin.
3. Increase availability of youth employment and training programs which are culturally and linguistically appropriate for Latinos.
4. Enhance and develop more training programs which combine ESL with skill building such as those provided by Mt. Hood Community College.

Outcome:

Eliminate institutional barriers that prevent immigrant Latinos/Latinas from practicing the profession for which they have been trained and licensed.

Recommendations:

1. Convene task force consisting of representatives from Oregon Health Science University, Portland State University, University of Portland, Portland Community College, Mt. Hood Community College, Hispanic Access, Hispanic Chamber of Commerce, Latino Network, Hispanic Services Round Table and community members. This task force can begin to identify strategies that can support community members in accessing careers for which they have been trained in their country of origin.

Outcome:

Address institutional barriers and access issues that prevent Latinos/Latinas from meaningful employment and advancement that utilizes their skill set.

Recommendations:

1. Evaluate the needs and skills of the community, particularly pre and post employment needs. Literacy and English classes are often needed to assist community members in accessing higher levels of employment.
2. Provide training in the following areas:
 - c) Cultural training for both employees and supervisors. Supervisory training is needed to educate management as to the needs of employees and employees must understand the requirements of their employer.
 - d) Skills training is crucial in order for Latinos to move beyond employment which only maintains a level of survival. Provide increased funding for support programs offered by the Hispanic Access Center, which assist community members in developing long term employment goals and supports them in upward career mobility.
3. Evaluate services provided by publicly funded employment centers and their capacity to respond to the Latino community.

Outcome:

Increase community awareness of workers' rights and establish support mechanisms that ensure fair and safe working conditions.

Recommendations:

1. Provide community meetings on a regular basis to county Latino communities. Develop partnerships with communities of faith, health clinics, schools and employers to provide employees with information regarding their rights and community resources available to them.

2. Fund programs such as VOZ to develop their availability and capacity to respond to worker's rights.

Culturally Specific Service Provision:

Outcome:

Services provided to Latinos in Multnomah County will be culturally and linguistically specific

Recommendations:

1. Support recruitment, preparation, and retention of bilingual, bicultural personnel in all service areas
2. Provide training to service providers that strengthens their knowledge of cultural differences within the Hispanic community
3. Utilize multidisciplinary teams to increase an integrated approach to services

Outcome:

Programs will be reviewed annually to assess standards specifically related to Latino culture, as well as level of compliance to those standards

Recommendations:

1. Develop program evaluation tools that accurately measure effectiveness of services to the Latino community
2. Create a multicultural ombudsman position to monitor contracts to multicultural communities
3. Establish a multicultural citizen review commission, responsible for review, rating, and accountability of county contracts that serve diverse communities
4. Review the county competency plan to determine its effectiveness in holding county-funded agencies/contracts accountable

Outcome:

Latino participation and influence will increase at every level of public policy development

Recommendations:

1. Fund leadership development to enhance community members' knowledge of city, county, and state governments. Utilize relationship-based and culturally specific approaches in leadership training.
2. Appoint Latino members to committees, commissions, and boards in numbers that reflect the demographics of the Latino community

Culturally Specific Programs for Latinos that Work!!

Catholic Charities-El Programa Hispano, Alliance of Latino Parents for Better Schools

El Programa Hispano has provided the support for 500 parents who have been trained as leaders in the Reynolds School District. Reynolds Middle School, Reynolds High School and Lee Middle School are three schools with Latino parents involvement. The strengths of Latino parents are emphasized through the use of popular education, which builds upon cultural values and the individual stories and history of all participants. Parents provide mutual support through relationship building, which is the core of the leadership training rather than a set curriculum. Advocacy by the Alliance has provided the following outcomes: five new bilingual/bicultural teachers, a security guard who is bilingual, ESL programs for parents which emphasize not only job skills but also skill building to assist their children with homework. In addition meetings with parents and school personnel now takes place every two months.

Desarrollo Integral de la Familia (DIF)

DIF is a community based family violence prevention and intervention agency. All staff are Latino/a and many are survivors of family violence. Community talleres (workshops) are conducted throughout Multnomah County and consist of cooking, sewing or crafts combined with family violence prevention and education and other life skills information. This approach utilizes "popular education" which is a culturally relevant approach to dealing with "taboo" subjects like domestic and sexual violence. The promotora program serves as the core of the agency through community volunteerism and leadership development, which often leads to employment with DIF and other community organizations.

Hacienda Community Development Corporation

The mission of Hacienda CDC is to improve the overall livability of low income Latino families by developing a permanent resource of affordable housing, educational, economic development and related activities that benefit low income Latino's in the State of Oregon's Washington, Multnomah, Clackamas, Marion and Yamhill Counties. Hacienda, in partnership with Multnomah County, has combined housing apartments with social and health services at the Baltazar Ortiz Community Center. Culturally and linguistically specific services are available to Hispanic families through this successful approach to building and meeting community needs.

Multnomah County Health Department, Field Services Program of the Neighborhood Health Division

The Field Teams are primarily the maternal child health outreach arm of the Health Department. Collaborative teams consisting of Community Health Workers (CHW) and Community Health Nurses provide home visitation, health education, advocacy and

assessment. CHWs are members of the communities they serve and can share health education and information in the "language of the Community." CHWs are uniquely placed to work with communities to address the underlying causes of ill health, factors such as poverty, undereducation, discrimination and unemployment.

Multnomah County Department of Community and Family Services- Bienestar de la Familia

Bienestar de la Familia (Well Being of the Family) is a multidisciplinary team which includes the following expertise: alcohol and drug, developmental disabilities, Family Resource program, mental health consultants based in schools/community and early childhood specialists. Its mission is to increase access for Latino families and children to health and mental health services that are culturally and linguistically specific. The model includes numerous partnerships with housing, faith communities and collaborative relationships with other social service entities and integrated services with primary health care.

Multnomah County Neighborhood Health Services and Family Resource Centers

Traditional family service systems are very difficult to navigate for English speakers who are at least somewhat familiar with their function. The Latino family, depending on their date of arrival in this culture, finds it nearly impossible to access services due to the families' lack of awareness of available services. For these reasons, the Family Resource Centers, Primary Care Clinics and Neighborhood Health Services have provided a venue for access. Family Resource Centers are intentionally located in areas that are easily reached by neighborhood residents and by public transportation. They co-house service agencies that provide an array of basic human services that various members of the family often need, easing the challenge of making appointments at various locations, agencies for each family member; therefore, these three particular service delivery mechanisms are critical to meet the needs of Latino families.

Neighborhood Health Services are particularly designed to respond in an environment most comfortable to the family. This system uses a community health model that is home based using home visiting nurses, mental health services providers, and culturally specific community health workers/educators to meet the needs of the whole family. This system has proven to show significant improvements in family health status over long periods of time.

Oregon Council for Hispanic Advancement-LISTOS (Latinos Interesados en Superar Todos los Obstaculos, Latinos Interested in Overcoming All Obstacles) Alternative Learning Center

LISTOS serves hundreds of students with instruction for GED, ESL, and other education and career building skills. Intensive case management and relationship building with students emphasizes the celebrating of students' culture and utilizes a historical context for learning. A sense of belonging, where students come from, and what they need to be successful are all integrated into the learning environment. Learning based on Latino values of family, relationships and history all contribute to the effectiveness and success of LISTOS.

Oregon Human Development Corporation's Portland Service Office, Hispanic Access Center/Centro Hispano

Employment Services

Hispanic Access Center/ Centro Hispano, provides employment services to Latino community members. They provide culturally specific services that focus on the immediate and long-term needs of their client. Recognizing that community members need immediate employment, they assist them in accessing employment and in addition, assist clients in self-inventory of their long term employment goals. Clients are provided support services to move them beyond minimum wage positions to employment with long-term career opportunities

Volunteers of America, Common Bond/ Familias Unidas

Familias Unidas is a multicultural parent-child development center that supports children zero to five and their parents/caregivers by strengthening and empowering families through advocacy, outreach, and leadership development. Cultural strengths are identified and honored throughout every aspect of programming. The methodology used at Familias Unidas inherently honors the life experience and indigenous knowledge of the Latino community and takes a holistic approach to family service. Using the Popular Education model, Familias Unidas staff works to foster leadership development among our participants, offering training and skill building opportunities. Familias Unidas builds a sense of community by offering opportunities for families to come together, share experiences, and impact their community in a home-like environment. These fora include cultural celebrations, support groups, a community garden, and a community advisory board.

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APPENDICES

APPENDIX #1 FOCUS GROUPS

RECRUITMENT OF FOCUS GROUP PARTICIPANTS

Community leaders (*Lideres*) were recruited from areas throughout the county with the largest concentration of Latinos; St. John, North Portland, Northeast, Cully/Killingsworth, Southeast, Gresham and Rockwood. Area churches, human service agencies and community members helped to identify potential *lideres*. Minimum qualifications to become a *lider* included having a telephone, ability to dedicate 10 hours to the project, attendance at the two trainings and willingness to recruit community members. Eleven *lideres*, who reflected youth, adults and elderly, participated in two trainings which were designed to inform them as to the purpose of the assessment and also to help them recruit a wide variety of community members for the focus groups.

FOCUS GROUP QUESTIONS

All groups were first asked a common set of questions, and then more specific questions were asked for each type of group. Some primary questions also included follow up questions, depending on the specific context of responses (not listed here).

The primary questions common to all groups were:

1. How long have you been in Portland, and if born elsewhere, in the US?
2. What do you miss most about the community you were born in?
3. How many people live in your house, how many live near you that are family, and with what other Hispanics do you have contact? Who else can you count on for help besides your family?
4. How comfortable are you speaking English? (when placed in various situations to be listed) going to the doctor, to the supermarket, to a job interview, etc...
5. What is it like to be Latino/a in your community?
6. What services are you aware of in Portland? How do you find out about services?
7. How have you been treated by service providers of the county?
8. When you or your family get sick what do you do/where do you go?
9. What suggestions do you have for new services or improved services?
10. Is there anything else that you would like to add?

Questions specific to youth:

1. How are you doing in school?
2. Do you participate in extra-curricular activities...If so what are they?

Questions specific to adults:

1. What are the two greatest necessities of your family?
2. What does it mean to be a good parent?
3. What would you ask the county for assistance with as Latino/a parents?

Questions specific to the elderly:

1. What difficulties do you encounter, as a senior?
2. Do you have a peer group?

FOCUS GROUP RATIONALE, NATURE, AND USES

A focus group, in its ideal form, consists of 8-10 participants. The participants are generally similar in age, gender, position, and ethnicity. Such homogeneity fosters a non-threatening environment that minimizes the risks that participants feel as they express their thoughts. Focus groups provide qualitative data in a focused discussion, providing information that is of interest to researchers and program administrators. Focus groups may be used to learn about the perceptions, attitudes, and opinions of the users of services.

Focus groups produce qualitative data solicited through open-ended questions. The focus group presents a more natural environment than that of an individual interview because participants are influencing and influenced by others, just as would be in real life situations. Inhibitions often are often relaxed in group situations, and the more natural environment prompts increased candor by respondents. In addition, focus groups allow professionals to see reality from the client's point of view.

The focus group has major advantages over traditional individual close-ended and open-ended questions. In the case of close-ended questions, the respondent is limited by the choices offered and therefore omission or oversight could influence the findings. In the individual open-ended interview, the questioner takes the lead, leaving the subject to play a more passive role. Information or points of view may not be shared because the line of questioning by the interviewer may lead away from them. Accordingly, data from the interview may be unduly biased by the preconceived ideas of the interviewer. The focus group, when properly conducted, has neither of these weaknesses.

Another advantage of the focus group is that it allows the moderator to probe. Flexibility to explore unanticipated issues and concerns is as possible with the more structured questioning sequences common to written surveys.

The information produced from focus groups has high face validity, because the approach used in focus groups is easily understood and the results are believable and understandable. Results are not presented in complex statistical charts and terminology but rather in lay terms couched in quotations from group participants.

Focus groups generally cost less than structured surveys, and may be done in less time. In addition, they provide richer data for situations where insights, perceptions, and explanations are more important than actual numbers. Focus groups should not be used when statistical projections are needed, because the sampling strategy does not lend itself to statistical projections. They are not intended as a stand alone basis to develop consensus, to arrive at an agreeable plan, or to make decisions about which particular course of action to take.

Focus groups should consist of 10-12 questions. The use of more than a dozen questions should be avoided for reasons of duration and participant fatigue. While individual interviews often have more than twelve questions, the respondent may be able to tell all that he or she knows in a few minutes. However, when these questions are placed in a focus group, the discussion can last for several hours. As group participants answer questions, the responses spark new connections and ideas from other participants. If too many questions are planned, the facilitator may be forced to rush through the questions, sacrificing the richness of response that is intended in the focus group environment. If the facilitator does not rush through the questions, he or she may still be forced to terminate the group before completion of the questions because of participant fatigue. In either case, less than optimal outcomes are the result of trying to address too many questions.

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APPENDIX #2 SURVEY COVER LETTER AND QUESTIONS

Dear Colleague,

Latino/a Network is conducting a needs assessment of the Hispanic community for Multnomah County. A vital part of the assessment is identifying community services for Hispanics in Multnomah County. Attached is an organizational survey which will be utilized in the development of a county guide to resources for the Hispanic community. Such a resource directory will be invaluable for community members and agencies who are serving the community. This resource directory will also become available on the internet and will be invaluable to those who serve the Hispanic community. In order to ensure the services provided by your agency are included in this comprehensive resource list we ask you to respond to the attached survey.

Latino/a Network asks that the Executive Director of each organization respond as well as the directors *who oversee programs with services to the Hispanic community*. If you are an Executive Director please forward to your program directors who supervise services for the Hispanic community and then also fill it out as representative of your entire agency as well.

We very much appreciate your time in responding to the survey. In order to ensure that the services provided by your agency are included in the resource guide we will need the surveys returned by no later than September 15. Thank you again!

Please return completed survey via e-mail to: mcglade_michael@hotmail.com

Or:

Mike McGlade
2185 Gibsonwoods Ct. NW
Salem, OR 97304
(503) 585-3797

Sincerely,
Rosemary Celaya-Alston, Chair
Latino/a Network

Marie Dahlstrom, Project Consultant
Mike McGlade, Project Researcher

The following questions were used in a survey that was sent out via e-mail and FAX to social service agencies throughout the Portland Metropolitan area, with particular focus on Multnomah County. A total of 34 surveys were returned. This survey was designed to learn more about the services available to Latinos in Multnomah County. In particular, the questions focused on who provides the services, how they are provided, what the barriers are for effective service provision, how agencies promote their services, and how agencies communicate with each other. Those answers which could be meaningfully and briefly summarized have been done so using italicized print after each respective question. In various areas of the proceeding pages of this report, findings from the survey are represented. In addition to the survey enhancing the findings of this report, a separate listing of service agencies will be compiled from what was learned from the responses and follow up calls. At the time of the release of this report, there were discussions about having the service agency listing will be available on a Multnomah County website.

SURVEY QUESTIONS FOR LATINO/A NEEDS AND ASSETS ASSESSMENT

Name:

Telephone:

Agency name:

e-mail:

Job title or brief description:

Please estimate your Spanish speaking and listening level by placing an x on the following scale:

no ability	can speak and understand discrete basic words & phrases	can carry on simple face to face conversation	able to discuss concrete and factual issues of personal and public interest	Can discuss wide range of topics including several fields of special interest, using abstractions
0			5	10

Instructions: Please answer the following questions regarding the services that you provide to the Hispanic community. If you are unable to answer a particular question, just indicate so in the response area below it.

Who your agency serves:

1. Describe the geographic service area of your agency, if it has been defined.

Most agencies reported serving people regardless of area of residence

See service provider directory for more information

2. What services do you provide to the community in general (not just to the Latino/a community)?

See service provider directory

3. What services, if any, do you provide specifically to the Latino/a community?

For each service you listed in #2 and #3, please indicate the age group(s) served.

4. Demographic profile of your Latino/a clients: please write in answers if you are able to each of the following:

(note the following numbers listed in parentheses are the averages reported for each agency, rather than a weighted average, which would have accounted for variations in client list size)

- a) average client age in years (18.6 years)
- b) percent male (35%)
- c) average annual income (\$9000)
- d) average level of education (8 years)

Now, next to each of the above answers, indicate whether your information is either: 1) an educated guess, 2) estimated from some data, or 3) calculated from complete data

Most were estimates based on some data

5. What are the most significant ways that Latinos find out about your services?

See summary under Communications Analysis section

6. How many Hispanic clients did your agency serve last year?

75,974 Hispanic clients reported being served last year, many of whom were the same persons being served more than once, and many in areas outside of Multnomah County

7. What percentage of your clients are Hispanic?

Average was 27%

8. In general, how well are the needs of Latinos in Multnomah County being met by area agencies?

(a) very well (b) fairly well (c) neutral (d) somewhat poorly (e) very poorly

please comment:

Most commonly occurring response (mode) was (d) somewhat poorly, and the average response was 3.33, using 1 = a, 2 = b, 3 = c, 4 = c, and 5 = e

9. In general, how well are the needs of Latinos in Multnomah County being met by your agency?

(1) very well (b) fairly well (c) neutral (d) somewhat poorly (e) very poorly

additional comments:

Most commonly occurring response was (b) fairly well, and the average response was 2.25, using 1 = a, 2 = b, 3 = c, 4 = c, and 5 = e

10. Please list two or three of the most significant barriers that Latinos face when needing social services, other than language, and then briefly explain each.

See summary under Communications Analysis section

11. What percentage of your Latino/a clients is not able to communicate in English without help?

Average response was 49%

12. Of your clients whose primary language is Spanish, what percentage of them is literate in Spanish?

Most agencies were not able to respond to this question. The average for those that responded was 65%

How your agency serves clients:

1. What requirements must a client meet to be eligible for your agencies' services?

Due to varied missions of agencies, responses to this question cannot be meaningfully summarized without the given context of each agency.

2. Can a Spanish-only speaker access your services without providing their own interpreter? If so, please describe the steps that she/he would need to take.

See service provider directory

3. What strategies does your agency use for outreach and promotion of services to the Latino/a community?

See summary under Communications Analysis section

4. In your agency, how many FTE staff have direct contact with clients?

See service provider directory

5. How many of those staff in #4 are culturally specific* to the Latino/a community?

See service provider directory

6. To what extent does your agency have sufficient culturally specific staff to meet current Latino/a client needs, on a daily basis? (1) always (2) usually (3) sometimes (4) rarely (5) never

Please comment if you wish:

See service provider directory

If your agency believes that it has a shortage of culturally specific staff, what steps, if any, are being taken to remedy this situation?

Other Questions

1. Do you have a working relationship with other agencies that serve a significant number of Hispanics? Please list, if possible.

See summary under Communications Analysis section

2. What forms of communication do you use the most to stay in touch with the agencies listed in the previous question?

See summary under Communications Analysis section

* **Culturally specific** staff are culturally competent for a particular ethnic group. **Cultural competence** can be defined as the degree to which an individual or organization possesses the appropriate knowledge, skills, and attitudes to serve the needs of a specific ethnic group. For the Latino/a cultures, this means being an ethnic Latino/a and/or having some close connection to the culture, being a fluent speaker of Spanish and professionally qualified in the area of service rendered, and possessing an openness to and respect for values that differ from one's own.

3. How do you think your agency can better serve the Latino/a community? What do you need to accomplish this?

See summary under Communications Analysis section

APPENDIX #3 COUNTY DROPOUT ANALYSIS

Hispanic High School Enrollment

Portland SD 1J High Schools	<u>1998-99</u>
Benson Polytechnic	46
John's Landing	4
Clinton Street	2
Cleveland	89
Monroe Program	4
Franklin	65
Grant	66
Jefferson	83
Lincoln	47
Madison	102
Marshall	108
Pivot Program	2
Portland Night School	5
Roosevelt	117
Vocational Village	12
White Shield Home	7
Wilson High	42
Rosemont	2
Nickerson Center	1
PPS Programs	16
Community Based Programs*	89
Special Ed. Programs	17
Other County High Schools	
Helensview HS	15
Parkrose HS	45
Reynolds HS	159
Centennial HS	134
Corbett HS	20
Aim HS	13
David Douglas HS	81
Riverdale HS	1
Multnomah County total Hispanic high school enrollment	1394
total County Hispanic high school dropouts**	433
dropout rate	31%

*one third of Hispanic enrollment in these programs (267) is assumed to be high school. This assumption affects rate calculations. If all were high school, County dropout rate would be 27%, if none, 33%.

**as reported in 1998-1999 ODE Dropout Report

note: 1999-2000 dropout reports had not yet been released at time this sheet was drafted.

APPENDIX 4 FAMILY RESILIENCY FACTORS

Protective factors that make a difference for Latino families:

1. **Productivity and meaningful work** that contributes to the whole family, the community and society. Examples might be:
 - Agricultural workers who are significant players in providing food to the whole society;
 - Service workers (hotel/motel/restaurant) that contribute to the comfort of guests and customers;
 - Teachers that give children and youth the support and role models they need;
 - Professionals that are part of the community to insure culturally appropriate service
2. **Strong faith and spiritual belief systems** are an integral part of the whole value base of Latinos and Latinas. Reliance on a higher power to help them through the rough times, determine next steps and make decisions about the future. These provide hope and a sense of purpose and something to believe in.
3. **Extended family and community systems** in Latino families provided the caring persons and significant surrogate parents that can and do provide care for the young in the upbringing. Other adults are part of the family even if they are not biologically related (compadres, comadres, etc.)
4. **Value of community and relationships** is crucial for Latinos. Collective thinking and the impact on community is a priority over individual needs. Latinos Latinas are anxious to participate and to contribute to the community when given the opportunity to share their perspectives

Multnomah County Board of County Commissioners
Chair Beverly Stein, Commissioners Serena Cruz, Diane Linn,
Lisa Naito and Lonnie Roberts

March 8, 2001

Latino Network: FUNDING PRIORITIES for 2001-02

"Without a sense of caring, there can be no sense of community."

Anthony J. D'angelo

The Latino Network (Network) has completed its community assessment and documented a number of vital areas requiring attention and resources. The release of the report and its findings are important data for elected officials, human service managers and practitioners to consider. The report provides further insight into the greater Latino community.

The County has always been open, resourceful and supportive in addressing the community building and human service challenges for the Latino community. The Network acknowledges past support and welcomes the opportunity to further the dialogue and investment.

The Network has adopted a comprehensive approach and long-term vision for building partnerships which foster community development and a "real" pathway from poverty for many low-income county Hispanics. The Network is prepared to actively engage officials in furthering mutual goals.

Investing in the Latino Network and committing to a meaningful partnership is a high leverage strategy for success and a compact with the Latino community built upon mutual: respect, commitment, understanding, open communication, and accountability.

FUNDING PRIORITIES AND STRATIGIES for FY 2001-02

The Latino Network is recommending that Multnomah County consider the following three program initiatives and specific funding requests this year.

Project 1. Enhanced services to Latinos

- **Rockwood – FY02 budget request \$600,000, 12 FTE**
- **North Portland – FY02 budget request \$300,000, 6 FTE**
(Note: figures reflect project start-up of Jan. 2002, the projected costs are for 6 months and needs to be annualized in FY 02-03)

The general approach is the development community focal points in areas with high concentration of Latinos. The focal point concept is an access to an array of community

services developed and delivered in a culturally specific and sensitive manner. The primary service model recommended is the expansion of the County's Bienestar program. Bienestar is a multi disciplinary team (MDT) of direct service practitioners with clinical supervision. A full team of 12 FTE is proposed for Rockwood. The staff will be co-located in Rockwood at the proposed Casa de Oro, senior housing and multi-generation service center project site. The Network is proposing 6 new FTE MDT staff be hired and stationed in North Portland at the Columbia Villa Housing complex.

MDT staff includes mental health consultants, Family intervention specialists; Alcohol and Drug counselor, housing and employment specialists. The program supervisor provides clinical supervision. The current Bienestar project is based at Clara Vista housing complex.

Project 2 Community engagement, program and system development.

- **FY02 Budget request \$125,000, this amount include .5 FTE (25,000) plus 50,000 to perform a program assessment and \$50,000 Hispanic student retention expansion at Reynolds and Marshall high schools start Jan 1. 2002.**

As part of the Network's Barrio Nuevo (New Neighborhood) initiative, the requested resources will provide the Network with the capacity to aggressively undertake research and analysis and coordination activities throughout the county. The primary focus will be to positively impact two very important county benchmarks school success and reducing child poverty. The Network will directly engage in Caring community, SUN school planning and Connecting for Kids projects and planning activities. The Network is also very excited to join in efforts to develop and or redesign the early childhood system of support.

The Network has raised concerns regarding the lack of meaningful inclusion of the Latino community in these various initiatives listed above. The requested resources will provide capacity and parity to the Network, on behalf Latino community to actively engage in important system design and development activities. The Network will employ effective community outreach and organizing strategies to engage parent and residents in issues affecting their ability realize school success and improving the socio-economic status of the household.

Another aspect of this project is an assessment of a culturally specific, publicly funded projects and or programs. The Network continues to be very alarmed with the high dropout rate of Latino students. The Network proposes to examine county-school district funded Hispanic retention activities. The Network envisions a process and evaluation design that examines essential funding assumption and expectations, an examination of student and family support strategies implemented by service providers and the role of participating school districts. The Network is very supportive of the efforts of ALMAS, a coalition of Latino serving organization and recommends continued funding by the county of their Hispanic retention efforts. The Network is also recommending an expansion of current Hispanic student retention efforts at Marshall and Reynolds high schools. but concludes that more research and analysis is required to focus limited resources in this era of budget constraint and therefore is proposing a Jan 1. start-up pending completion of the program assessment.

Project 3. Partnership with the Network to co-locate county services in Rockwood as part of the Casa de Oro Project.

- **Budget request \$50,000 (.5 FTE) Project Manager.**
(Note: Project Manager will perform coordination and planning support and manage the siting, design and development of projects 1 and 3)

The original Casa de Oro concept included 28 units of senior housing, a community center and Headstart site. It has received an enthusiastic positive response from the community. Recent county discussions have raised the opportunity for the possible expansion of the original concept. With the consent of the owner, Hacienda Community Development Corp., the Network is proposing the county co-locate county services to the project site at 185th and Stark and enter into a long term lease agreement with the owner and develop comprehensive county access site, with specific emphasis on Latino community. (See project 1 – Latino focal point).

The Network's vision entails an easily accessible, fully coordinated and integrated service delivery of information, resources, supports and services for families, seniors and persons with disabilities, including developmental disabilities as part of phase one. Phase one also includes the expansion of the Bienestar program to Rockwood as proposed herein (Project 1 above). This is very much in line with the multi-generation, family-centered approach of the site.

The Network is also proposing the county undertake an analysis of re-locating the Rockwood Neighborhood Health access project and possible Library Spanish-language services and materials to the Casa de Oro site for better community access. The Network is also having conversation with other community partners, ALMAS, Loaves and Fishes and others to fulfill its vision for a comprehensive service site for Latinos.

A community advisory committee for the project is recommended. A collaborative agreement by all-participating agencies and organization will be developed to ensure the unique, innovative community responsiveness approach and community support is maintained.

Budget Request Summary

The budget costs reflected are planning estimates. A detailed work program for each project will be submitted upon request.

- Project 1. Total Request \$900,000. Rockwood and North Portland, Bienestar, community mental health expansion.**
- Project 2. Total Request \$ 125,000. Community organization, system design and development, research and evaluation for school success. Hispanic student retention.**
- Project 3. Total Request \$ 50,000. Casa de Oro, senior housing and county service focal point.**

Total Request \$1,075,000

MEETING DATE: MAR 08 2001
AGENDA NO: B-2
ESTIMATED START TIME: 11:25
LOCATION: BOARD ROOM 100

(Above Space for Board Clerk's Use ONLY)

AGENDA PLACEMENT FORM

SUBJECT: Briefing on November 7, 2000 General Election

BOARD BRIEFING: DATE REQUESTED: _____
REQUESTED BY: _____
AMOUNT OF TIME NEEDED: _____

REGULAR MEETING: DATE REQUESTED: March 8, 2001
AMOUNT OF TIME NEEDED: 1 hour

DEPARTMENT: DSS DIVISION: Elections

CONTACT: Vicki Ervin TELEPHONE #: 503-988-3720
BLDG/ROOM #: 414

PERSON(S) MAKING PRESENTATION: Vicki Ervin

ACTION REQUESTED:

☒ INFORMATIONAL ONLY ☐ POLICY DIRECTION ☐ APPROVAL ☐ OTHER

SUGGESTED AGENDA TITLE:

Review of November 7, 2000 General Election

SIGNATURES REQUIRED:

ELECTED OFFICIAL: _____
(OR)
DEPARTMENT MANAGER: Ms. Cecilia Johnson

ALL ACCOMPANYING DOCUMENTS MUST HAVE REQUIRED SIGNATURES

Any Questions: Call the Board Clerk @ (503) 988-3277 or email
deborah.l.bogstad@co.multnomah.or.us

01 FEB 28 AM 10:12
MULTNOMAH COUNTY
OREGON
CLERK OF COUNTY COMMISSIONERS

**A Review of the General Election, November 7, 2000
Multnomah County, Oregon**

Prepared by Vicki Ervin, Director of Elections

Oregon has completed its first-ever general election conducted entirely by mail. By all accounts it was a major success. In Multnomah County we had just over 78% turnout, the longest ballot we have ever had and we completed the counting in record time. Here is a summary of some of the facets of the election process as well as some recommendations for areas of improvement.

VOTER REGISTRATION

Oregon law requires a person to be registered to vote 21 days before an election. However, after that point voters who have moved or been inactivated may update their voter registration record and vote.

Our office was inundated with calls and people at our counter, largely because this was a presidential election. Since the ballots were mailed 18 days before the election voters had over two weeks to make corrections to their registrations and still receive a ballot. In spite of this we were still surprised by how many voters waited until the last minute and then had to come in to the elections office in person.

Starting on Saturday before the election the lines at our office became quite long (extending down the block before all was said and done). When we saw what was happening we adjusted our ballot issuing process and were able to assist voters at the rate of 90 per hour. In a three-day period we helped over 2,000 voters at our counter.

Throughout the process we had difficulty with our phone system. The system does not accommodate very many incoming calls at one time and so voters had trouble getting through. Our telecommunications office helped us produce a recording that we used to give out common information and alert voters to the possibility of busy lines but it was only a stopgap measure.

DROP SITES

Our ballot drop sites for the general election included 15 library sites, 4 community colleges and 8 drive-by sites. Ballot return statistics include:

- 61.9% returned by mail
- 11.8% returned at libraries
- 20.1% returned at other sites
- 5.8% returned in elections office

45.2% returned in last 4 days

BALLOT COUNTING

The general election was the first time we have had to use two ballots for every voter just to have enough room for all of the contests and measures. As a result, we ended up counting more than a half million ballots (even though we only have 385,000 registered voters).

In past general elections we have not finished counting all of the ballots (one page per voter) until midnight on Friday after the election. In 2000 we finished nearly 24 hours earlier than usual.

Our one problem was that we did not have vendor tech support long enough. In the past we did not need their support beyond election night. In the November 2000 election we had more equipment failures in the two days after the election simply because of the volume of paper each ballot counter had to read. Our response time in resolving those problems was very slow because our technicians had left town.

POTENTIAL FRAUD

There was much discussion about double voters who were on registration files in more than one county. In Multnomah County we identified only 15 voters who apparently voted more than once. Of those, only one involved two counties and never was more than one ballot counted.

Subsequent to the election we have done research on names that were provided to us by one of the political parties. Of the initial 65 we looked at, only three were on active registration files in more than one county and none of them had voted twice.

A second area of concern came about because of unauthorized persons collecting voted ballots. There has been no evidence that ballots were not turned in to us but we had many voter complaints. Setting up ad hoc drop boxes is certainly an area of potential abuse that we will be addressing.

RECOMMENDATIONS

Based on our experiences, here are the recommendations that we would make for changes in the future.

- Switch our county phone system to a PBX system so that callers can be queued up instead of getting a busy signal. This will also allow us to have more people answering phones.
- Arrange for stand-by vendor tech support to be on hand for the two days after the election for quicker response time for equipment problems.
- Coordinate with the state for a systemized checking for duplicate registrations among counties.
- Address accountability issues related to ad hoc ballot collection by persons who are not election officials.

An Invitation from

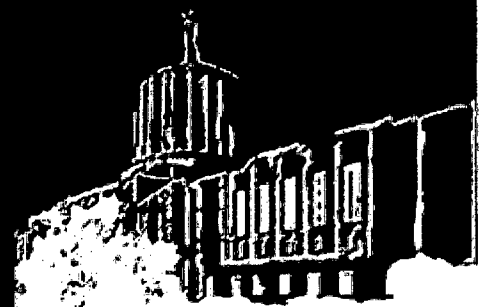
County Chair Beverly Stein

County Commissioners: Serena Cruz

Diane Linn

Lisa Naito

Lonnie Roberts



to a brown bag discussion of Multnomah County legislative issues

Monday

March 12, 2001

12:00 noon - 1:00 pm

Capitol Room S-331



**MULTNOMAH
COUNTY**

**Please RSVP
503-988-6800**



**MULTNOMAH
COUNTY**