

ANNOTATED MINUTES

Tuesday, September 21, 1993 - 9:30 AM
Multnomah County Courthouse, Room 602

BOARD BRIEFINGS

- B-1a "What Works - Hopeful Strategies for Portland's Children",
Lessons from other parts of the Country. Presented by Orin
Bolstead, Campbell Institute.
- B-1b How to Make Partnerships Work. Presented by Chuck Dimond,
Partners for Human Investment.

PRESENTATION AND RESPONSE TO BOARD QUESTIONS
BY ORIN BOLSTEAD AND CHUCK DIMOND.

Thursday, September 23, 1993 - 9:00 AM
Multnomah County Courthouse, Room 602

EXECUTIVE SESSION

- E-1 The Multnomah County Board of Commissioners Will Meet in
Executive Session Pursuant to ORS 192.660(1)(h) for the
Purpose of Consulting with Counsel Concerning Current
Litigation.

EXECUTIVE SESSION HELD.

Thursday, September 23, 1993 - 9:30 AM
Multnomah County Courthouse, Room 602

REGULAR MEETING

Chair Beverly Stein convened the meeting at 9:30 a.m., with
Vice-Chair Gary Hansen, Commissioners Sharron Kelley, Tanya
Collier and Dan Saltzman present.

CONSENT CALENDAR

UPON MOTION OF COMMISSIONER KELLEY, SECONDED
BY COMMISSIONER HANSEN, THE CONSENT CALENDAR
(C-1 THROUGH C-3) WAS UNANIMOUSLY APPROVED.

DEPARTMENT OF HEALTH

- C-1 Ratification of Amendment No. 1 to Intergovernmental
Agreement, Contract #201313, Between the State of Oregon
Department of Human Resources, Adult and Family Services
Division and Multnomah County Department of Health to
Continue to Provide Medical Services for Refugees in the
REEP Program, for the Period October 1, 1993 through
September 30, 1994

C-2 Ratification of Amendment No. 1 to Intergovernmental Agreement, Contract #201523, Between the Oregon Department of Human Resources, Office of Medical Assistance and Multnomah County Department of Health to Provide State Clients with Medical and Dental Services, for the Period October 1, 1993 through January 31, 1994

DEPARTMENT OF ENVIRONMENTAL SERVICES

C-3 ORDER in the Matter of the Execution of Deed D940918 Upon Complete Performance of a Contract to TEEN CHALLENGE OF OREGON

ORDER 93-313.

REGULAR AGENDA

NON-DEPARTMENTAL

R-1 PUBLIC HEARING and Consideration of a RESOLUTION in the Matter of Filling the Vacancy in the Legislative Assembly, Senate Representative District No. 9

COUNTY COUNSEL, LAURENCE KRESSEL PRESENTED AND EXPLAINED PROCESS. UPON MOTION OF COMMISSIONER HANSEN, SECONDED BY COMMISSIONER KELLEY, IT WAS UNANIMOUSLY APPROVED TO HAVE A 5 MINUTE TIME LIMIT PER NOMINEE AND VOTE BY WRITTEN BALLOT. COMMISSIONER STEIN NOTED THAT IF A TIE VOTE, SECOND WRITTEN RUN OFF WITH TOP TWO ONLY.

PRESENTATIONS MADE BY NOMINEE NADIA MAY KAHL, RANDY LEONARD AND TOM NOVICK. COMMISSIONER COMMENTS PRESENTED.

VOTE: COMMISSIONER KELLEY, VOTES TOM NOVICK; COMMISSIONER HANSEN, VOTES RANDY LEONARD; COMMISSIONER COLLIER, VOTES RANDY LEONARD; COMMISSIONER SALTZMAN, VOTES RANDY LEONARD; AND CHAIR STEIN, VOTES TOM NOVICK.

CHAIR STEIN DECLARES RANDY LEONARD APPOINTED TO FILL THE LEGISLATIVE ASSEMBLY, SENATE DISTRICT NO. 9 POSITION. RESOLUTION 93-314 APPROVED.

RANDY LEONARD THANKED THE BOARD AND GAVE A STATEMENT REGARDING HIS APPOINTMENT.

R-2 PROCLAMATION in the Matter of Proclaiming The Uncensored Celebration and Celebrating the Library for Providing Access to Ideas

COMMISSIONER HANSEN MOVED AND COMMISSIONER KELLEY SECONDED, APPROVAL OF R-2. COMMISSIONER HANSEN PRESENTED AND REAFFIRMED SUPPORT FOR THIS PROCLAMATION AND THE FREE EXCHANGE OF IDEAS THAT IT REPRESENTS. PROCLAMATION 93-315 WAS UNANIMOUSLY APPROVED.

R-3 RESOLUTION in the Matter of Developing a Plan to Reallocate Administrative Savings for the Department of Social Services to Fund Three New Parent Child Development Centers

COMMISSIONER COLLIER MOVED AND COMMISSIONER KELLEY SECONDED, APPROVAL OF R-3. CHAIR BEVERLY STEIN AND CAROL WIRE PRESENTED EXPLANATION AND RESPONSE TO BOARD QUESTIONS. RESOLUTION 93-316 WAS UNANIMOUSLY APPROVED.

DEPARTMENT OF HEALTH

R-4 Request for Approval of a Notice of Intent to Submit a Request for \$20,000 in Funding to the Diabetes Research & Education Foundation

COMMISSIONER COLLIER MOVED AND COMMISSIONER HANSEN SECONDED, APPROVAL OF R-3. TOM FRONK AND RONNIE MYERS PRESENTED EXPLANATION AND RESPONSE TO BOARD QUESTIONS. VOTE ON MOTION WAS UNANIMOUSLY APPROVED.

PUBLIC CONTRACT REVIEW BOARD

(Recess as the Board of County Commissioners and convene as the Public Contract Review Board)

R-5 ORDER in the Matter of Exempting from Public Bidding a Contract with Telepage Northwest for the Leasing of Pagers on a Requirements Basis

COMMISSIONER KELLEY MOVED AND COMMISSIONER HANSEN SECONDED, APPROVAL OF R-5. JIM MUNZ AND BRIAN FOWLES PRESENTED EXPLANATION AND RESPONSE TO BOARD QUESTIONS.

RICK PUCKETT REPRESENTING PAGENET, PRESENTED TESTIMONY IN OPPOSITION TO THIS ITEM AND EXPLAINED WHY.

ORDER 93-317 WAS UNANIMOUSLY APPROVED.

(Recess as the Public Contract Review Board and reconvene as the Board of County Commissioners)

DEPARTMENT OF ENVIRONMENTAL SERVICES

R-6 PUBLIC HEARING and Consideration of an ORDER in the Matter of the Transfer of Tax Foreclosed Property to the Northeast Community Development Corporation for Low Income Housing [to be Used in the Nehemiah Housing Opportunity Program] (Continued from September 16, 1993)

COMMISSIONER HANSEN MOVED AND COMMISSIONER COLLIER SECONDED, APPROVAL OF R-6.

JAKI WALKER PRESENTED EXPLANATION AND RESPONSE TO BOARD QUESTIONS REGARDING THE NORTHEAST COMMUNITY DEVELOPMENT CORPORATION FOR LOW

INCOME HOUSING AND HOW THESE PROPERTIES WILL BE USED FOR THE NEHEMIAH HOUSING OPPORTUNITY PROGRAM.

FACILITIES AND PROPERTY MANAGEMENT STAFF, LARRY BAXTER AND BOB OBERST PRESENTED EXPLANATION AND RESPONSE TO BOARD QUESTIONS REGARDING THE TAX TITLE TASKFORCE AND WHEN THE REPORT WILL BE PRESENTED TO THE BOARD.

COUNTY COUNSEL, LARRY KRESSEL PRESENTED EXPLANATION AND RESPONSE TO BOARD QUESTIONS REGARDING COUNTY PROCESS TO CLEAR TITLE ON PROPERTIES IN THE FORECLOSURE PROCESS.

COMMISSIONER COLLIER MOVED AND COMMISSIONER KELLEY SECONDED, AMENDMENT TO THE SECOND PARAGRAPH TO READ: IT FURTHER APPEARING THAT AFTER HEARING OBJECTIONS TO THE TRANSFER AS BY LAW REQUIRED, IT IS DETERMINED THAT IT IS FOR THE BEST INTEREST OF THE COUNTY THAT THE TRANSFER BE MADE AND THAT A DEED BE GIVEN "AS SOON AS TITLE IS CLEARED." ORDER 93-318 WAS UNANIMOUSLY APPROVED.

COMMISSIONER COLLIER MOVED AND COMMISSIONER SALTZMAN SECONDED, THAT COUNTY COUNSEL CONVENE THE APPROPRIATE REPRESENTATIVES FROM COUNTY COUNSEL, FACILITIES & PROPERTY MANAGEMENT AND ASSESSMENT & TAXATION TO FORMALLY ADDRESS THE PROBLEM OF GAINING CLEAR TITLES AND REPORT TO THE BOARD OF COUNTY COMMISSIONERS BY NOVEMBER 1, 1993, A PLAN FOR HANDLING CURRENT PROPERTY WITHOUT CLEAR TITLE AND A STATEMENT OF HOW IT WILL BE HANDLED IN THE FUTURE. MOTION APPROVED, WITH COMMISSIONERS HANSEN, KELLEY, COLLIER AND STEIN VOTING AYE AND COMMISSIONER HANSEN VOTING NO.

PUBLIC COMMENT

R-7 Opportunity for Public Comment on Non-Agenda Matters.
Testimony Limited to Three Minutes Per Person.

NO PUBLIC COMMENT.

There being no further business, the meeting was adjourned at 11:28 a.m.

OFFICE OF THE BOARD CLERK
for MULTNOMAH COUNTY, OREGON

By *Carrie A. Parkinson*

0319C/1-4
cap



MULTNOMAH COUNTY OREGON

OFFICE OF THE BOARD CLERK
SUITE 1510, PORTLAND BUILDING
1120 S.W. FIFTH AVENUE
PORTLAND, OREGON 97204

BOARD OF COUNTY COMMISSIONERS
BEVERLY STEIN • CHAIR • 248-3308
DAN SALTZMAN • DISTRICT 1 • 248-5220
GARY HANSEN • DISTRICT 2 • 248-5219
TANYA COLLIER • DISTRICT 3 • 248-5217
SHARRON KELLEY • DISTRICT 4 • 248-5213
CLERK'S OFFICE • 248-3277 • 248-5222

AGENDA

MEETINGS OF THE MULTNOMAH COUNTY BOARD OF COMMISSIONERS

FOR THE WEEK OF

September 20 - 24, 1993

Tuesday, September 21, 1993 - 9:30 AM - Board Briefings . .Page 2

Thursday, September 23, 1993 - 9:00 AM - Executive Session. Page 2

Thursday, September 23, 1993 - 9:30 AM - Regular Meeting. .Page 2

Thursday Meetings of the Multnomah County Board of Commissioners are taped and can be seen at the following times:

Thursday, 10:00 PM, Channel 11 for East and West side subscribers

Thursday, 10:00 PM, Channel 49 for Columbia Cable (Vancouver) subscribers.

Friday, 6:00 PM, Channel 22 for Paragon Cable (Multnomah East) subscribers

Saturday 12:00 PM, Channel 21 for East Portland and East County subscribers

INDIVIDUALS WITH DISABILITIES MAY CALL THE OFFICE OF THE BOARD CLERK AT 248-3277 OR 248-5222 OR MULTNOMAH COUNTY TDD PHONE 248-5040 FOR INFORMATION ON AVAILABLE SERVICES AND ACCESSIBILITY.

Tuesday, September 21, 1993 - 9:30 AM

Multnomah County Courthouse, Room 602

BOARD BRIEFINGS

- B-1a "What Works - Hopeful Strategies for Portland's Children",
Lessons from other parts of the Country. Presented by
Orin Bolstead, Campbell Institute. 9:30 AM TIME CERTAIN,
30 MINUTES REQUESTED.
- B-1b How to Make Partnerships Work. Presented by Chuck Dimond,
Partners for Human Investment. 10:00 AM TIME CERTAIN, 30
MINUTES REQUESTED.
-

Thursday, September 23, 1993 - 9:00 AM

Multnomah County Courthouse, Room 602

EXECUTIVE SESSION

- E-1 The Multnomah County Board of Commissioners Will Meet in
Executive Session Pursuant to ORS 192.660(1)(h) for the
Purpose of Consulting with Counsel Concerning Current
Litigation. 9:00 AM TIME CERTAIN, 15 MINUTES REQUESTED.
-

Thursday, September 23, 1993 - 9:30 AM

Multnomah County Courthouse, Room 602

REGULAR MEETING

CONSENT CALENDAR

DEPARTMENT OF HEALTH

- C-1 Ratification of Amendment No. 1 to Intergovernmental
Agreement, Contract #201313, Between the State of Oregon
Department of Human Resources, Adult and Family Services
Division and Multnomah County Department of Health to
Continue to Provide Medical Services for Refugees in the
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DEPARTMENT OF ENVIRONMENTAL SERVICES

- C-3 ORDER in the Matter of the Execution of Deed D940918 Upon
Complete Performance of a Contract to TEEN CHALLENGE OF
OREGON

REGULAR AGENDA

NON-DEPARTMENTAL

- R-1 PUBLIC HEARING and Consideration of a RESOLUTION in the Matter of Filling the Vacancy in the Legislative Assembly, Senate Representative District No. 9 (9:30 AM TIME CERTAIN, 30 MINUTES REQUESTED)
- R-2 PROCLAMATION in the Matter of Proclaiming The Uncensored Celebration and Celebrating the Library for Providing Access to Ideas
- R-3 RESOLUTION in the Matter of Developing a Plan to Reallocate Administrative Savings for the Department of Social Services to Fund Three New Parent Child Development Centers

DEPARTMENT OF HEALTH

- R-4 Request for Approval of a Notice of Intent to Submit a Request for \$20,000 in Funding to the Diabetes Research & Education Foundation

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- R-5 ORDER in the Matter of Exempting from Public Bidding a Contract with Telepage Northwest for the Leasing of Pagers on a Requirements Basis

(Recess as the Public Contract Review Board and reconvene as the Board of County Commissioners)

DEPARTMENT OF ENVIRONMENTAL SERVICES

- R-6 PUBLIC HEARING and Consideration of an ORDER in the Matter of the Transfer of Tax Foreclosed Property to the Northeast Community Development Corporation for Low Income Housing [to be Used in the Nehemiah Housing Opportunity Program] (Continued from September 16, 1993)

PUBLIC COMMENT

- R-7 Opportunity for Public Comment on Non-Agenda Matters. Testimony Limited to Three Minutes Per Person.

MEETING DATE: SEP 21 1993 M

AGENDA NO: B-1a+B

(Above Space for Board Clerk's Use ONLY)

AGENDA PLACEMENT FORM

SUBJECT: BRIEFING

BOARD BRIEFING Date Requested: 9-21-93

Amount of Time Needed: 1 Hour

REGULAR MEETING: Date Requested: _____

Amount of Time Needed: _____

DEPARTMENT: Nondepartmental DIVISION: Chair's Office

CONTACT: Beverly Stein TELEPHONE #: X-3308
BLDG/ROOM #: 106|1410

PERSON(S) MAKING PRESENTATION: Chuck Dimond, Orin Bolstead,

ACTION REQUESTED:

INFORMATIONAL ONLY POLICY DIRECTION APPROVAL OTHER

SUMMARY (Statement of rationale for action requested, personnel and fiscal/budgetary impacts, if applicable):

2-part briefing:

- a) "What Works - Hopeful Strategies for Portland's Children", Lessons from other parts of the Country - Orin Bolstead, Campbell Institute 9:30 AM, 1|2 hr.
- b) How to Make Partnerships Work - Chuck Dimond, Partners for Human Investment 10:00 AM, 1|2 hr.

SIGNATURES REQUIRED:

ELECTED OFFICIAL: Beverly Stein

OR

DEPARTMENT MANAGER: _____

CLERK OF BOARD OF
 COUNTY OF MULTNOMAH
 1993 SEP 14 PM 4:01
 MULTNOMAH COUNTY
 OREGON

ALL ACCOMPANYING DOCUMENTS MUST HAVE REQUIRED SIGNATURES

Any Questions: Call the Office of the Board Clerk 248-3277/248-5222

MEETING DATE: SEP 21 1993

AGENDA NO: B-1

(Above Space for Board Clerk's Use ONLY)

AGENDA PLACEMENT FORM

SUBJECT: BRIEFING

BOARD BRIEFING Date Requested: 9-21-93

Amount of Time Needed: 1 hour - 9:30 TIME CERTAIN

REGULAR MEETING: Date Requested: _____

Amount of Time Needed: _____

DEPARTMENT: Nondepartmental DIVISION: County Chair's Office

CONTACT: Bill Farver TELEPHONE #: 248-3958
BLDG/ROOM #: 106|1410

PERSON(S) MAKING PRESENTATION: Orin Bolstead, Campbell Institute

ACTION REQUESTED:

INFORMATIONAL ONLY POLICY DIRECTION APPROVAL OTHER

SUMMARY (Statement of rationale for action requested, personnel and fiscal/budgetary impacts, if applicable):

Briefing - What Works: Hopeful Strategies for Portland's Children

SIGNATURES REQUIRED:

ELECTED OFFICIAL: Beverly Stein

OR

DEPARTMENT MANAGER: _____

BOARD OF
COUNTY COMMISSIONERS
1993 SEP 14 AM 9:25
MULTI-NOMINAL COUNTY
OREGON

ALL ACCOMPANYING DOCUMENTS MUST HAVE REQUIRED SIGNATURES

Any Questions: Call the Office of the Board Clerk 248-3277/248-5222

PARTNERS FOR HUMAN INVESTMENT

800 NE Oregon Street, Suite 360 • Portland, OR 97232 • (503) 731-4225 • (503) 731-4227 FAX

Implementing Oregon's Vision for the 21st Century

*The wicked leader is he whom the people despise.
The good leader is he whom the people revere.
The great leader is he of whom the people say, "We did it ourselves."
--Lao Tsu*

I. GOVERNING THROUGH COMMUNITY ACTION

A. Partners for Human Investment

The mission is to plant Oregon's Benchmarks in every community. From foundation grant making to state budget decisions, Partners is building a constituency to support the outcomes championed by the Oregon Benchmarks. Partners for Human Investment will fulfill its mission by offering communities the tools that will help them succeed:

- by explaining the Benchmarks;
- by nurturing leadership skills in local public, private and non-profit organizations, and providing technical help in adopting Benchmarks and planning to achieve them;
- by identifying community capacity in the process of building networks among those working on similar Benchmarks;
- and by helping this constituency become a force as we in Oregon decide how to govern ourselves.

Partners for Human Investment demonstrates its unique approach with the following elements:

- Outcome-Based Benchmarks Drive the Process—Focusing on 5, 10, 15 and 20 year objectives, the Benchmarks measure progress toward long-term change.
- Networks take Pilot Projects to Systemic Change--Partners for Human Investment not only connects participants to a social and economic change agenda (the Benchmarks), it provides ongoing support, education and networking. As community groups working on similar projects are linked in networks, individual projects combine to form the critical mass to produce systemic change.
- Building on Community Capacity, not Deficit--The use of Oregon Benchmarks to identify the work of community organizations helps define and strengthen existing capacity. As groups use Benchmarks to identify their work, Partners not only gains a new network member, the process expands our knowledge of, and gives entre to, community capacity.
- An Integrated Approach—Partners for Human Investment is a multi-sector approach. The Partners process brings business, labor, government, education, social service providers, and the community together in collaborative action. Teamwork based on capacity building is placed in the context of social and

economic policy.

•**A People-Oriented Approach to Change**—Rather than concentrating on changing structure, Partners for Human Investment focuses on influencing, changing, and drawing people to participation. They, in turn, influence and change the system. Citizen participation is the basis for systemic change.

•**Citizen Participation Demonstrated in Oregon**—Citizen participation ripples through Oregon's culture. Decades of nationally-recognized citizen participation successes include the citizen referendum and model legislation on land use and environmental protection. Oregon Shines, the state's strategic economic plan, and the Oregon Benchmarks grew from the seeds of extensive citizen participation.

•**Innovation and Pioneering Efforts Define the Norm**—Oregon is a recognized leader in health care innovation, and education and welfare reform. Section V of this proposal describes the innovative social and economic policies and programs currently being implemented in Oregon.

•**High Performance & Continuous Improvement Model**—Partners for Human Investment is committed to practicing continuous improvement, employee involvement, high performance, and learning organization principles. The focus on accountability for results will be modeled in the organization and through its products and processes.

B. Partners for Human Investment Work Agenda

1. **Marketing/Communications**--Building an understanding at the community level of Benchmarks. Describing individual Benchmarks and explaining how using an outcomes-based system advances the cause of human investment. Benchmarks become an organizing foundation for community planning and implementation, and help identify and catalogue community capacity.

2. **Identification/Recruitment**--Identifying, recruiting, and selecting community based groups, business, local governments, and cross-institutional teams (participants include combinations of educators, government agency heads, business persons and citizens). Those taking part express, as a condition of participation, an intent to adopt one or more Benchmarks and participate in the Benchmark network. Participants will reflect the geographic and human diversity of Oregon.

3. **Catalytic Leadership Training**--Training citizens to use a new leadership process, founded on collaboration, that contains concrete steps to community

action. Delivered in workshop setting or just-in-time fashion, our facilitators/trainers work with groups as they plan and implement specific action. This training will be provided to cross-institutional teams, or to individual community groups, businesses, and local governments that will adopt Benchmarks as part of an outcomes-driven planning process.

4. Oregon Benchmark Networks--Linking groups working on similar Benchmarks through face-to-face meetings and by technology. In regional and state conferences, these groups learn from each other's experience, are re-invigorated with new ideas and national speakers, and help insure that Catalytic Leadership Training reflects their front-line experience. Partners will also link these potential advocates through a computer network that includes E-Mail, access to the latest Benchmark data, and information on successful community approaches to achieving the Benchmarks.

II. OREGON'S HUMAN INVESTMENT VISION

A. The Benchmarks

The Oregon Benchmarks are the result of a massive citizen process guided by the Oregon Progress Board. The Governor chairs this board of eight citizens created in 1989.

A dynamic, continuing process orchestrated by the Progress Board continually responds to citizen desire for change or expansion of the Benchmarks. In the past year, some 100 additional Benchmarks were added. Data used to measure progress toward achieving the Benchmarks was newly arrayed, where available information allowed, by ethnic and racial group.

There are 272 individual outcomes in the Benchmarks. Measurable progress on each is spelled out for the next 5, 10, 15, and 20 years. It is the first, and continues to be the only concrete, measured outcomes adopted by a state government. Three major categories define the Benchmarks:

- 105 Human Investment Benchmarks
- 91 Quality of Life Benchmarks
- 76 Diverse Economy Benchmarks

Milestones in developing Oregon Benchmarks:

• 1986--In Emerging Trends 2010, the Oregon Futures Commission stresses the need for a comprehensive plan for Oregon's future.

•**May 1989**--Governor Neil Goldschmidt involves hundreds of citizens in producing Oregon Shines, Oregon's strategic plan for prosperity.

•**June 1989**--The Oregon Legislature creates the Progress Board, directing it to translate the strategies in Oregon Shines into measurable goals for Oregon.

•**May 1990**--With the assistance of citizen panels, the Progress Board releases a draft of Oregon Benchmarks for public review.

•**January 1991**--After extensive public review the Progress Board shapes and releases the 1991 Oregon Benchmarks.

•**June 1991**--The Legislature adopts Benchmarks unanimously after review in 18 committees and directs the Progress Board to update the benchmarks every two years.

•**November 1991**--The Progress Board releases Human Investment Partnership, its report of progress and recommendations for achieving benchmarks for people.

•**February 1992**--Governor Roberts directs agencies to give priority to critical near-term benchmarks in the budget process, and directs all agencies to develop performance measures consistent with benchmarks.

•**Governor's Task Force on State Government** recommends in its report, New Directions, that Oregon Benchmarks be integrated as goals for state agencies, and that planning, budgeting and compensation systems be directed toward those goals.

Across America, the search is on for ways to build on community capacity rather than constructing programs based on the definition of problems. By identifying community-based work through the common language of the Benchmarks, Oregon gains the advantage of being able to catalogue new, and in-progress, citizen work. We will know our community capacity.

In 1992, the Oregon Business council conducted a random sample of the core values and beliefs of Oregonians. Data from the 1,300 person survey shows Oregon citizens support the Benchmark objectives. It further shows citizens are ready to go to work to achieve the Oregon Benchmarks.

B. Related Oregon Initiatives

Oregon is a national model for innovative public policy. Various initiatives

stand side-by-side with Partners for Human Investment to aide the full implementation of the human investment vision and demonstrate its effectiveness to other states. In addition to Oregon Shines and the Oregon Benchmarks, this proposal builds on the following accomplishments and pioneering efforts:

•**The Oregon Educational Reform Act for the 21st Century**—This legislation passed in 1991, is modeled after America's Choice: High Skills or Low Wages! It represents one of the most significant and fundamental restructurings of education in the United States. Ten task forces have developed policy recommendations, including school choice, site-based decision-making, Certificate of Initial Mastery, non-graded primary grades, and integrating social services and education.

•**The Oregon Workforce Quality Council**—This 1991 legislation authorized a 21-member Workforce Quality Council. Composed of business, labor, state agency department heads and chaired by the Governor, the Council is developing a comprehensive strategy to improve the quality of Oregon's workforce. Fifteen Regional Workforce Quality Committees are studying workforce needs and developing coordinated job training and education plans for their local areas. (The first pilot project for Partners for Human Investment involved two of these local committees.)

•**State Human Investment Policy Demonstration Project**—Oregon and Iowa were selected by the Corporation for Enterprise Development (CfED) as Human Investment Policy demonstration states. With funds allocated by Governor Roberts from her strategic reserve fund, the Oregon Progress Board contracted with the Corporation for Enterprise Development for assistance in implementing human investment initiatives. Oregon Invests, which is attached, describes the results of this assistance.

CfED has evaluated efforts to create an integrated customer-focused social service delivery system in Oregon. It has proposed a method of incorporating a Return on Human Investment analysis in budgeting and performance measurement. Oregon Invests also includes a guide for Oregon legislators to help target government agencies on investment and high performance. A proposal to implement Individual Children's Development Accounts is incorporated as well.

•**Human Investment Service Delivery System Model Projects**—Ten human investment service delivery demonstrations are operating as a result of human investment legislation passed in 1991. Eight of these projects were designed from the bottom up with the participation of line workers, clients, agencies and the community. The eight projects, geared toward focusing on the needs of families by overcoming fragmentation and bureaucracy, were implemented in September, 1992. Human investment demonstrations are being conducted by two community

development corporations, combining job development and social services.

•**Key Industries Program**—Thirteen key industries have been identified. Target programs, including formation of flexible networks, are in place to help these industries grow and excel in Oregon and compete internationally. Oregon Business Magazine formed a partnership with several sponsors to provide in-depth coverage of each key industry strategy. This initiative is coordinated by the Oregon Economic Development Department.

•**Oregon Quality Initiative**—The business community has formed a non-profit organization to promote total quality, educate Oregon employers, and develop a statewide quality award and recognition process.

•**Oregon Works**—More than 1,700 employers were surveyed to learn about training and work organization practices. A key finding is that collaboration is one of the key skills employers desire.

•**Portland Future Focus**—A comprehensive strategic planning initiative for the city of Portland was begun in 1990. It focuses on the following goal areas: education, economy, crime, diversity, leadership, and managing regional growth. The new mayor of Portland is using Future Focus as a stepping-stone to developing Benchmarks.

•**Oregon Beliefs and Values Study**—This survey of 1,300 Oregonians shows that their values, and the public policy areas on which they want to work, match the Oregon Benchmarks. It was sponsored by the Oregon Business Council. The comprehensive survey centered on citizen values. Data from this study are being made available to Partners for Human Investment.

III. THE PARTNERSHIP CHALLENGE

The economic, social and political challenges of the 1990's are so over whelming that they demand a systemic approach to change. We cannot reduce crime without getting a handle on the drug problem; we cannot improve our schools without supporting the family; and no solution works unless the community takes responsibility for it. We cannot legislate and police our way to a better future. To produce change on the scale required, we must find new ways to make change unavoidable.

The more pressure points for change, the greater the likelihood that change will occur. Partners for Human Investment can produce pressure from the bottom up, and from the top down. Fully implemented, this model offers the steps necessary to move from scattered pilot projects to systemic change.

Partners implementing a strategy begun in 1988. An intensive investigation by the administration of Governor Neil Goldschmidt into Oregon's troubled economy produced Oregon Shines, a road map to a sustained, well-managed recovery. This strategic economic plan for the Pacific century emphasizes investing in Oregonians to produce a world class workforce.

Realizing the workforce envisioned in Oregon Shines requires achieving the Oregon Benchmarks. These 272 measured outcomes include the following:

- Reducing the pregnancy rate of females between 10 and 17 years of age;
- Increasing the percent of healthy birthweight babies;
- Improving the reading, writing and math skills of third graders;
- Increasing the percentage of children ready to learn by kindergarten.

The Benchmarks have been unanimously adopted by the Oregon Legislature. Partners for Human Investment anchors them in local communities, moving the Benchmarks from state policy statements to local citizen action.

As community groups adopt one or a series of Benchmarks, these concrete outcomes become a foundation to help citizens focus on clear issues. This basic organizing step is part of a new community leadership process that Partners provides to help citizens act to achieve the Benchmarks. Collaboration is the linchpin of this new leadership model.

Partners then links participants through learning conferences and a state-wide computer network. As the network grows, community capacity grows and is defined through the shared language of Benchmarks.

An alliance between the Oregon Progress Board and Portland State University, Partners for Human Investment is building a citizen constituency for the Benchmarks to:

- promote a vision based on human investment;
- act to achieve the Benchmarks;
- demand accountability in meeting the Human Investment Benchmarks over the next twenty years.

Thus, an organizing foundation, a collaborative leadership process, and a networking system combine to power systemic change.

Catalytic Leadership

HANDBOOK

PARTNERS FOR
HUMAN INVESTMENT

Written by

Darcy Hitchcock and Marsha Willard of AXIS Performance Advisors, Inc.
Ed Warnock of The Cumulus Group.

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Rev (6/10/93)

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"The world hates change,
yet it is the only thing that has brought progress."

– Charles F. Kettering

Welcome

We live in a confusing world of complex interdependencies and systemic change. In order to manage change within this complexity, we must learn new concepts and methods because traditional models of change and leadership have been insufficient. We cannot solve the drug problem without a systemic approach; we cannot reduce crime without getting a handle on the drug problem; we cannot improve our schools without supporting the family; and no solutions will work unless the community and stakeholders are willing to take responsibility for carrying out the actions. We cannot legislate and police our way toward a better future. To make the changes on the scale required, we must find new ways to harness the energies of our communities.

The Partners for Human Investment are launching just such an effort. Using the Benchmarks to focus the activities, the Partners intend to prepare and support Oregon's citizens in their pursuit of a more livable Oregon.

This Handbook is a tool kit for catalytic leaders. It provides a process for catalyzing action and diagnostics for assessing problems along the way. The appendix includes numerous techniques which can be used to move a leadership group toward appropriate action which will empower Oregonians to take control of their own destinies and manage the transformation of our society.

HOW TO USE
THIS
HANDBOOK

This Handbook is designed as a reference or guide to help your leadership team work through its community change process. To facilitate its use, the Handbook is divided into three sections. The first section includes background information. The second section describes the prescribed leadership process, and the third section provides a set of tools and techniques for facilitating groups through this process.

OVERVIEW

This section provides an overview of the Benchmarks and the Partners for Human Investment as well as the principles of catalytic leadership. Review of this section will introduce your team members to the research behind the Benchmarks and the theories underlying systemic change and the catalytic leadership process.

STEPS

This section explains the key tasks within each step in the catalytic leadership process. It also provides a diagnostic flow chart to help you determine your next actions. The diagnostic refers to a specific tools or activities that can help you move your group along and get past the most common obstacles. The tool names are printed in italics. Instructions on how to implement each tool are filed in the Tool Box section of the Handbook.

TOOL BOX

This section provides step-by-step instructions for using the tools and techniques referenced in the previous section. The tools are inserted in alphabetical order and are summarized on two sides of one sheet of paper. This section is designed to make it easy to pull out and use the tools in a just-in-time fashion. You can also insert your own tools or activities and make this handbook a living reference tailored to your group's needs.

WHO SHOULD
USE THIS
HANDBOOK

This Handbook is intended for teams of people who have come together to work toward achieving the Oregon Benchmarks. Examples include the Regional Workforce Quality Committees as

well as professional and community organizations participating in the Adopt a Benchmark program. The basic tools and concepts, however, can be applied by any group trying to produce systemic change within a community.

This Handbook is *not* for organizations with a narrow mission and a simple task which does not require people to come to consensus on solutions or change their attitudes or behaviors. More traditional project management and leadership techniques will be more appropriate for those groups.

DEFINITIONS

CATALYTIC LEADERSHIP

A catalyst is something which causes a reaction but remains largely unchanged itself so that it can catalyze future reactions. Within the context of leadership, this implies that catalytic leaders do not do most of the "work" themselves but rather catalyze others to get involved. Catalytic leaders manage the process rather than much of the content of the solutions. They are champions of continual learning. They constantly connect people, ideas and resources together in new combinations to foster creativity and innovation. They see to it that the stakeholders are empowered to solve problems themselves while staying aligned to a higher common purpose.¹

CATALYTIC TEAM

Throughout this Handbook, we will refer to the leadership group as a catalytic team. Leadership does not describe, as is commonly believed, a set of traits or characteristics possessed by a special few people. It is a function and a process that is actually best achieved through the combined efforts of many. The basic tenets of Catalytic Leadership assume that the leadership responsibilities are shared among a team of people joined for the purpose of achieving community change.

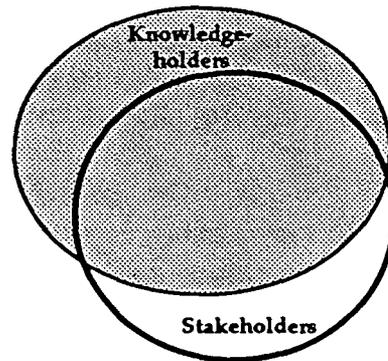
MENTAL MODELS

A mental model is the picture that we carry in our heads of the way the world works. It is a set of assumptions or paradigms that define our environment and the way we need to operate in it. We have mental models for everything: for family, for leadership, for authority, for problem solving, for social norms. Our behavior is dictated by our mental models. It is literally "unthinkable" to expect us to contradict them.

When working with diverse groups of stakeholders and knowledge holders, you can expect that they will not all share the same mental models. Police officers, for example, will have a very different model of crime than social workers. Ideally, the process they work through should bring their mental models into alignment. At the very least, their ability to collaborate will depend on recognizing where their models diverge and learning to value the creativity that can result from the differences.

KNOWLEDGE HOLDER

A knowledge holder is someone who knows something about the problem. While this does not exclude "experts" in the field, it is intended to include a diverse set of stakeholders as well. For instance, knowledge-holders for teen pregnancy would include teens as well as school personnel, parents, community health and counseling specialists, and the like.



STAKEHOLDER

A stakeholder is someone who is significantly impacted by the issue and whose buy-in to the solution is critical to its successful implementation.

"Every act of creation
is first an act of destruction."

– Picasso

Overview

Leadership has many different interpretations. For most the term brings to mind a charismatic, decisive person who sets a direction and then convinces others to follow. History provides many shining examples of this style, like Franklin Roosevelt preparing America for our involvement in WWII or Martin Luther King Jr. leading marches to promote civil rights. If we look more closely, however, we discover that their tasks as leaders were really much more complex. They had to inspire leadership in others to carry out their vision. They had to catalyze action. They had to focus the attention of our communities and manage the discomfort our learning entailed.

The challenges Oregon faces will require this kind of catalytic leadership. We cannot count on a small number of "leaders" to set direction and provide a better life for us. We must all participate in the hard work of change. We must leverage the abilities of ordinary people to get extraordinary results. Catalytic leadership is not embodied within an individual; it must be the shared function of your catalytic team.

In this section, we will summarize the key concepts and principles your catalytic team must understand. We will cover:

- Trends in Oregon
- The Oregon Benchmarks
- The Partners for Human Investment
- Principles of Change
- The Catalytic Leadership Process

TRENDS IN OREGON

The news about Oregon's economy and standard of living over the past few years has not been good. The manufacturing base that once supported a large number of Oregonians with well paying, low skill jobs is fast disappearing. Advances in technology, a diversifying, global economy, and changes in organizational structures and practices are demanding a skill level in workers that too few Oregonians possess. Not only are many of those currently in the workforce ill-equipped for the new economy, but the coming generation of Oregonians holds little hope for a change:

- 23% of children born in Oregon have had inadequate prenatal care.
- 32% of children in Oregon are considered unprepared to start school at the determined age.
- 25% of our children live below the poverty level.
- Every year more teenagers become parents.

These statistics foretell a low skill, low wage economy in which the standard of living for every Oregonian is diminished.

THE OREGON BENCHMARKS

While most states in the country acknowledge that traditional means for reversing these kinds of trends are inadequate, Oregon is the first state to implement a systemic, citizen-based approach to achieving change. At the foundation of this effort are the Oregon Benchmarks.²

The Benchmarks are an acknowledgment that Oregon's future holds more promise if Oregonians agree on a future vision and work together to achieve it. The Benchmarks are outcome-focused measures derived from the input of Oregonians from across the state that monitor the state's transformation. They are the gauges on the state's instrument panel that provide continuous feedback on each critical component of the social system, and give us knowledge about the system and its interrelated workings.

The Benchmarks are divided into three clusters:

PEOPLE

These benchmarks provide measures for these areas: nurturing families and thriving children, success in school, student health, high school to post-secondary education, adult education, adult skill proficiency, adult health, equal opportunity and social harmony, and adult independence and community participation.

OUTSTANDING QUALITY OF LIFE

These benchmarks provide measures for these areas: natural environment, communities, access to child care, and community involvement.

DIVERSE, ROBUST ECONOMY

These benchmarks provide measures for these areas: diversity of industry, balanced distribution of jobs and income, employment, the State's capacity for expansion and growth, business cost containment, accessibility to markets and information and public finance.

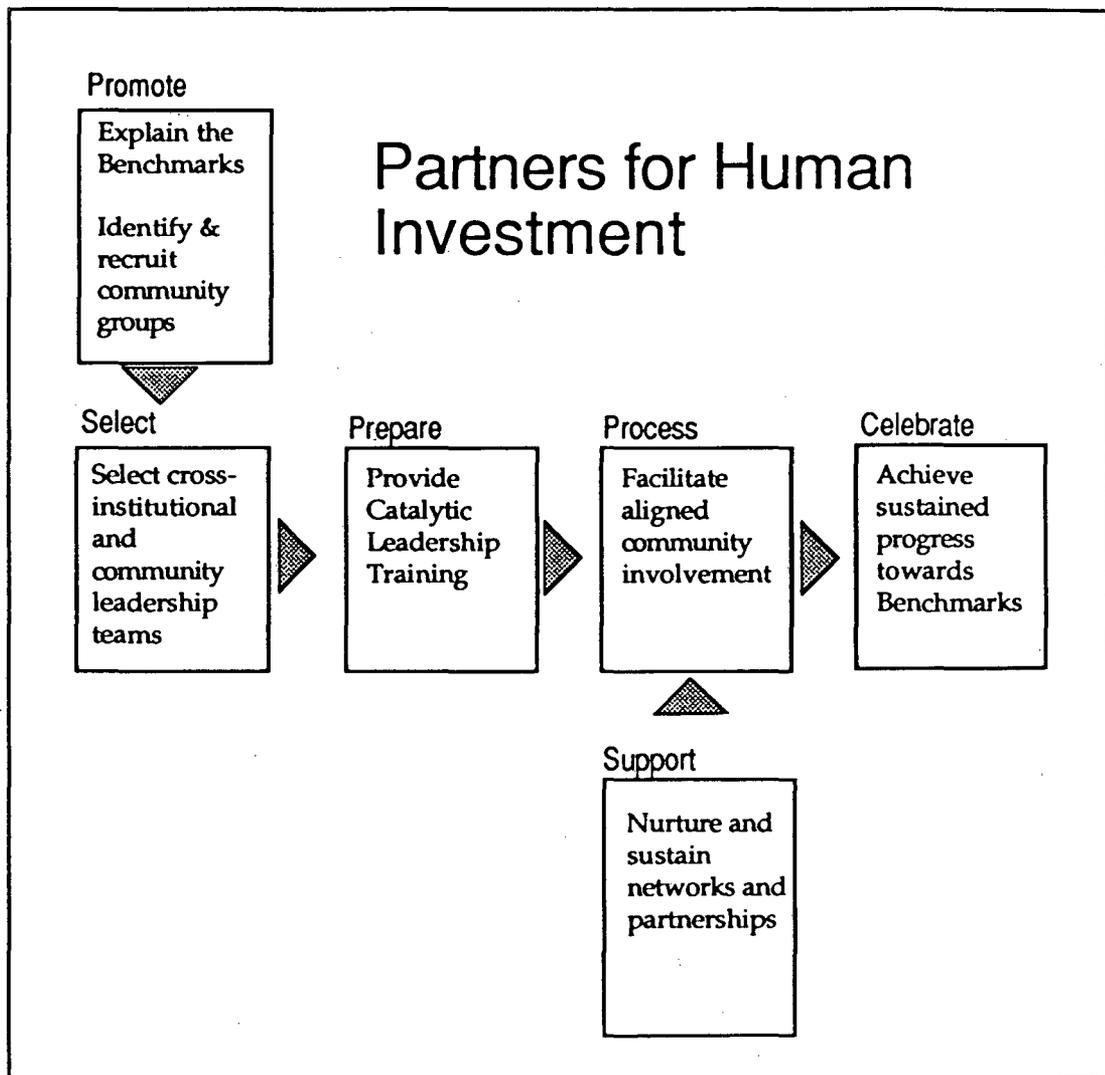
Because it would be impossible to address all benchmarks immediately, some "lead benchmarks" have been selected from each cluster. These represent urgent problems which must be addressed within the first five years. Since many are leading indicators of others, failure to address these may make achieving the other benchmarks an impossibility.

THE PARTNERS FOR HUMAN INVESTMENT

Oregon has a rich history of empowering its citizens. From planning for the future of our land to planning for the future of our children, we have involved vast numbers of citizens. But the problems of the 1990's are more complex and difficult than the problems of earlier times. As communities take on this difficult work, they must be given tools that help them succeed.

The Partners for Human Investment was forged from an alliance between the Oregon Progress Board and Portland State University. The mission of the Partners is to plant Oregon's Human Investment Benchmarks in every community. The Partners for Human Investment will fulfill its mission through several linked activities:

- Explain and promote the Benchmarks.
- Nurture leadership skills in local public, private and non-profit organizations.
- Build networks among those working on similar Benchmarks
- Help local groups make their cases to government about allocation of resources.



PRINCIPLES OF
CHANGE

The Benchmarks provide the feedback on the health of the system, The Partners for Human Investment provide the vision, direction, and support. What, then, must our community members do to bring it all to life?

Achieving the kind of large scale change called for in the Benchmarks requires a new approach and frame of reference. Our single solution approach to social problems has been inadequate. Today's problems are too complex to be resolved by radical, isolated solutions. They require linking and focusing the ideas and energies of all the parties involved, and continually improving on those ideas and innovations that have high value. The leadership model presented in this Handbook is based on the following core principles about change in complex systems.

- Complex, systemic problems are rarely solved by sudden radical changes. They are more reliably solved with steady incremental improvements focused on key leverage points in the system.
- Results come slowly to complex problems; therefore people need to trust the process and take satisfaction in the incremental success and the learning that results from them.
- Solutions to complex problems require collaboratively birthing new ideas, not debating and selecting from among the old.
- The best solutions are created by involving and aligning all critical stakeholders and knowledge holders.
- People give time, energy, and commitment in proportion to their degree of personal ownership.
- Participation is the straightest road to ownership.
- Leadership has more impact when it is shared. Every stakeholder has the potential for contributing to the shared leadership of his or her community.

THE THREE FACES OF CHANGE

All problems can be said to have three different faces. Face 1 deals with that side of a problem which is easy to recognize and understand. In this face both the causes of the problem and the appropriate solutions are clear and readily agreed upon. The necessary actions are easy to identify and implement. On the second face of the problem, the causes are still understood, but there is disagreement on the best solution, or none of the solutions presented are adequate. The third face takes on the larger systems view and acknowledges that we may not understand the causes of the problem well enough yet to identify or create viable solutions. The activities that a group performs will depend on which of the faces they are addressing. The following analysis of these three faces is based on the work of Ron Heifetz of the Kennedy School of Government.³

FACE	PROBLEM/ CAUSES	APPROPRIATE ACTIONS	EXAMPLE
1	Clear	Clear; generally agreed upon	Headache → Take an aspirin. Deteriorating roads → Highway department repaves them.
2	Clear	Not clear or generally agreed upon	Headache → Is best response medication? biofeedback? diet? stress management? Deteriorating roads → Is the best response public transportation? wider roads? car pools? alternative paving materials?
3	Unclear	Unclear	Headache → Is the problem more systemic? Deteriorating roads → Is problem inappropriate community design? Transportation models? Work and recreation practices?

TASKS OF LEADERS

Just as the group's actions vary depending on the face of the problem being addressed, so too does the role that leadership plays. When addressing face 1, many of our traditional leadership practices suffice. The leader promotes a solution, rallies support to that solution, and delegates tasks to accomplish it. For faces 2 and 3, however, the leaders' roles are not to decide how the problem should be solved but rather to act as catalysts and initiate action among the people whose energies and commitment are necessary to successful change. This is the essence of what we call catalytic leadership.

In this new paradigm, the leader must perform the following tasks:

- Empower stakeholders to take responsibility for their own piece of the system.
- Provide and keep stakeholders committed to a structured change process.
- Keep stakeholders focused on a higher purpose so that all change activities are aligned to a common vision.
- Manage the interconnections of the system pieces and champion the growing knowledge of the system.

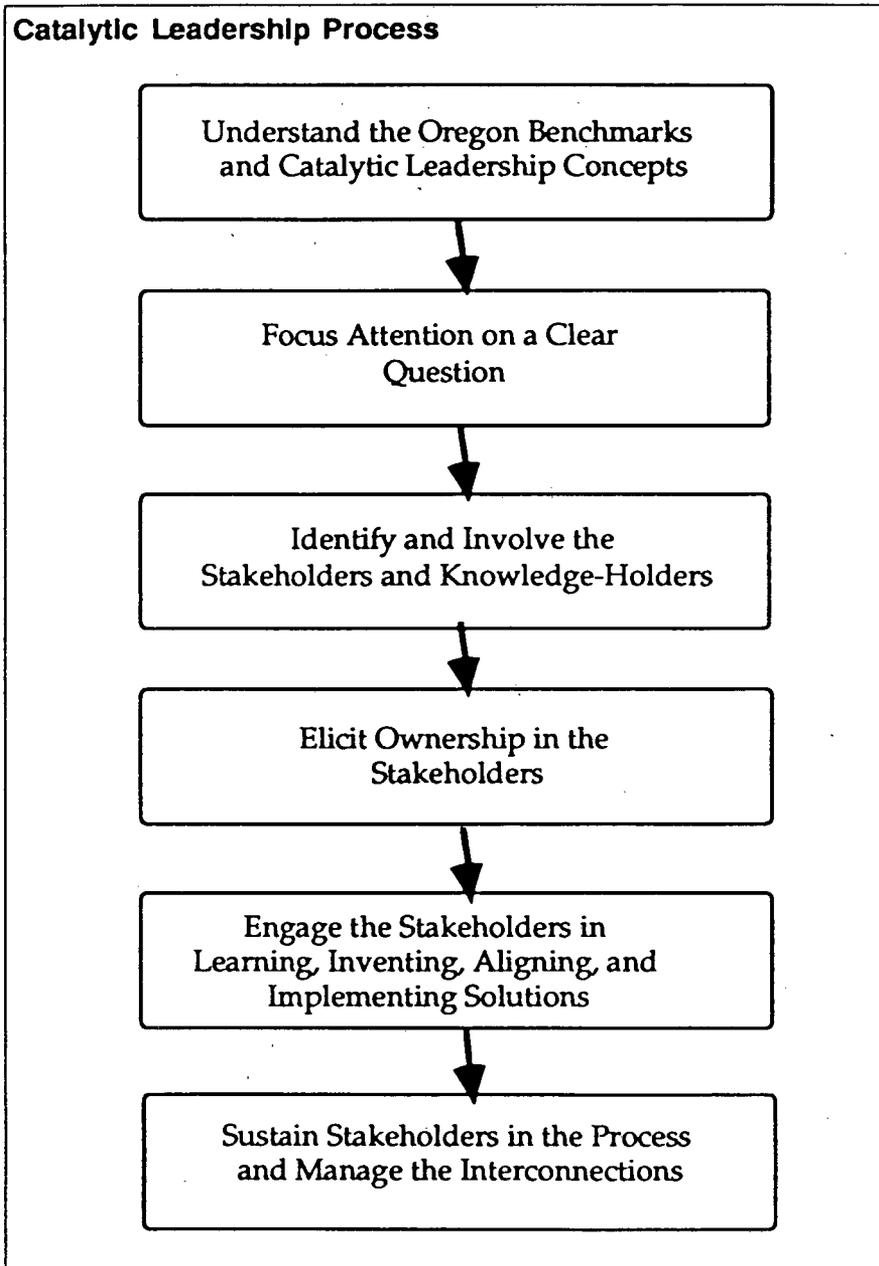
The table on the following page summarizes how each of these tasks relates to the different faces of change.

FACE	WHO MUST DO THE WORK	LEADERSHIP FUNCTION	LEADERSHIP TASKS
1	"Expert" or leader can do the work.	Break down barriers and leverage resources.	<p>Set goals.</p> <p>Secure resources.</p> <p>Manage the implementation and interconnections.</p> <p>Plan and follow up.</p>
2	Stakeholders must participate in decision making.	Guide them toward solutions upon which they can act collaboratively.	<p>Assemble the stakeholders.</p> <p>Establish forum for collaborative decision making.</p> <p>Focus on higher purpose.</p> <p>Encourage creative solutions which satisfy all.</p>
3	Stakeholders must do the learning and decision making	Manage their learning.	<p>Keep the focus on the issue.</p> <p>Provide a "containment vessel" for frustration and learning.</p> <p>Discourage work avoidance and solution jumping.</p>

CATALYTIC
LEADERSHIP
PROCESS

Often where catalytic leadership is appropriate, the stakeholders want the leaders to do their work for them. A heart-attack patient, for instance, may tell the doctor, "Just give me some pills; fix me." However, if the leader falls into the trap, he or she will disable the stakeholder, preventing the stakeholder from attending to the real work at hand. On the other hand, the stakeholder has expectations for the leader which cannot be ignored. So the leader's job is to gently and deliberately transfer ownership for solving the problem to the stakeholders and then support them through the process of implementing change..

In the context of the Oregon Benchmarks, these are the six steps your catalytic team will need to work through:



"A good leader talks little;
but when his work is done, his aim filled,
all others will say, 'We did this ourselves.'"

- Lao-Tse

Steps

1

Understand Oregon Benchmarks and Catalytic Leadership Concepts

If it is successful, the Partners for Human Investment will attract the energy of Oregonians from every strata and sector in the state. The responsibility for coordinating and leading these diverse groups will fall to an equally diverse subset of catalytic teams.

These teams will require preparation and support themselves if they are to mobilize and channel an entire citizenry. Thus the catalytic leadership process begins with a training and planning step to enable committed leadership communities to lead Oregonians to a shared future vision for a better Oregon.

OUTCOMES

The key learnings of this catalytic team fall into three categories:

- The group must become familiar with the origin and intent of the Oregon Benchmarks. They will need to understand how the Benchmarks can be used to focus their own change efforts.
- The group must be familiar with high performance systems and how they work. This includes an understanding of how they are different from traditional structures and what they have to offer to competitors in the new economy.
- Lastly the group must understand the underlying principles of catalytic leadership and adopt the catalytic leadership paradigm.

STRATEGIC OPTIONS

The catalytic team must decide the most effective strategies for educating themselves in these topics. Basically you may choose from among the following three options:

- Enroll the group in the training provided by the Partners for Human Investment.

- Send one or more representatives from your group to the training and assign them the responsibility of being the process champions and consultants for your group.

Use this diagnostic tool to help you decide what to do next.

IDENTIFY AND
ALIGN THE
CATALYTIC
TEAM'S MENTAL
MODELS

IF	→	THEN
The group is in disagreement with the Catalytic Leadership Process.	→	Modify the process.
The group is unclear how to translate the Catalytic Leadership concepts into new behaviors.	→	Use a <i>T-Chart</i> to identify how they might do things differently in various sample situations.

IDENTIFY AND
STUDY KEY
BENCHMARKS

IF	→	THEN
The group has no common understanding of how to use the Benchmarks in their change efforts.	→	Contact the Partners for Human Investment for assistance.
The group can not agree which Benchmarks relate to their chosen issue.	→	Use <i>Pareto</i> to decide.
The group has no local Benchmark data.	→	Use a <i>T-Chart</i> to chart the data needed and possible sources for the data. Contact the Oregon Progress Board for assistance.
The group has identified relevant Benchmarks	→	Go to step 2

2

Focus Attention on a Clear Question

Your leadership prerogative is to frame the question around which your team will catalyze action. Your study and selection of key Benchmarks should provide a solid foundation for defining your framing question or rallying issue. So that it is clear and inspiring, you should reduce your issue to a single question. It should convey your vision and define what is included for consideration and what is not.

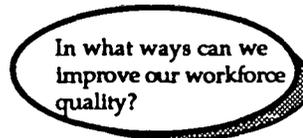
OUTCOMES

Your framing question should meet these criteria:

- It should be broad enough to encompass your group's charter or purpose.
- It should be narrow enough to provide a clear focus for selecting and guiding interdependent stakeholders.
- It should be general enough to provide flexibility and attract the right stakeholders.

STRATEGIC OPTIONS

You have two choices for framing your question. You can either frame a question now which is broad enough to cover your entire charter or you can focus your question on a sub-issue. Doing the former usually forces you to remain in your catalytic role and ensures alignment of future efforts. Doing the latter may make sense if your entry point has the potential to begin the change process within other sectors of your system. Selecting a sub-issue also makes sense if your charter is so broad that it includes numerous groups which are not interdependent. Beware the team's tendency to pick a sub-issue, however, just because it seems less intimidating. Lots of small, discrete interventions rarely add up to systemic change.



OR



Use this diagnostic tool to help you decide what to do next.

DEFINE THE
FRAMING
QUESTION

IF	→	THEN
Team members are describing similar, related framing issues.	→	Use a <i>Purpose Hierarchy Chart</i> to clarify the issue.
Team members are promoting significantly different areas of focus.	→	Use a <i>Pareto Chart</i> to select the issue with the biggest potential impact.

UNDERSTAND
THE PRESENT
SITUATION

IF	→	THEN
Your team lacks a vivid, visceral understanding of why change is important.	→	Use <i>Personalizing Trends</i> to create an understanding of what will happen if you do nothing.
Your team has no credible statistics on the current situation.	→	Use a <i>T-Chart</i> to identify what you need to know and who might have that information.

CLARIFY THE
FUTURE VISION

IF	→	THEN
Your team is uncertain what role your team should play or could benefit from a written description of your mission and strategy.	→	Use the <i>Charter Writing Process</i> to craft a mission and key result areas for your team.
Your team is unclear what the ideal future state would be.	→	Use <i>Visioning</i> to create a clear picture.
The vision will not be compelling or make sense to all stakeholders.	→	Use <i>Purpose Hierarchy Chart</i> to craft a more inclusive vision.
Your group shares a common future vision.	→	Go to Step 3

3

Identify and Involve the Stakeholders & Knowledge-Holders

When approaching a problem from its type 2 or 3 face, it is imperative to get the stakeholders and knowledge holders involved in forming solutions and learning collaboratively.

In Face 2 situations, this involvement is primarily important for alignment and ownership. Ownership is necessary to secure the energy and commitment needed to sustain action. Alignment is need to minimize the energy drain caused by in-fighting and disagreements.

In Face 3 situations, involvement is important for learning. Like a puzzle, knowledge is distributed across the system. All the pieces are needed to get an accurate and complete picture of the problem.

OUTCOMES

You should make sure that your list of stakeholders and knowledge holders includes all relevant populations beyond the traditional power bases. Depending on your issue, these may include often under-represented groups such as welfare recipients, students, racial minorities, and the homeless.

Your list of stakeholders and knowledge holders should also be considered a living document that grows and changes as you learn more about your own issue. As a group, you should re-examine on a regular basis who should be involved to assure that you have included everyone whose participation is needed.

STRATEGIC
OPTIONS

Who you include in your stakeholder/knowledge holder list will depend on the face of the issue you are addressing. Use the following criteria to help you create your list.

- Face 1 In this situation stakeholders are valued for *what they can do*. This implies looking for people who are good at planning or implementation. In particular, look for people who have relevant experience or resources.
- Face 2 For Type 2 situations, you value stakeholders for *who they know* or can influence. Identify those who can represent the perspectives of the major stakeholder groups so that solutions will be acceptable to all constituents. In particular, select those who are considered with respect by the stakeholder constituents.
- Face 3 For Type 3, you want people for *what they know*. Gather a critical mass of knowledge holders who understand pieces of the issue and stakeholders who must carryout the solutions.

IDENTIFY
GROUPS OF
STAKEHOLDERS

IF	→	THEN
Your issue and system are complex	→	Use <i>Mind Maps</i> to organize the information.

IDENTIFY KEY
INDIVIDUALS

IF	→	THEN
You are not familiar with the stakeholders groups or if the stakeholder groups are large.	→	<i>Brainstorm</i> associations which serve those stakeholder groups and enlist their help in selecting individuals.

PLAN AN
INVOLVEMENT
STRATEGY

IF	→	THEN
You do not know the key individuals.	→	Involve the leadership of their associations to help enlist their involvement.
You know key individuals.	→	Go on to Step 4

4

Elicit Ownership in the Stakeholders

Leaders and others who share comprehensive knowledge of the system are certainly in good position to propose and advocate effective solutions. As citizens we have come not only to expect leaders to solve our problems for us, but we frequently insist upon it. When they propose something we don't like, which they inevitably do, we sabotage their efforts to implement it. What this custom overlooks is the simple axiom that all solutions, regardless of who creates them, depend upon the stakeholders to implement and sustain them.

OUTCOMES

The problem then, is not one of trying to find the perfect solution, but of getting stakeholders to take ownership for whatever solution is proposed. Just because they are critical to the process, however, does not ensure they will immediately get involved and accept responsibility.

STRATEGIC OPTIONS

The first step in transferring ownership to the stakeholders is to convince them of the importance of their involvement. To achieve this, you must convince them of the following three conditions⁴:

Stake - That the issue at stake is significantly important to them.

Interdependence - That they will be affected by the outcomes whether they choose to participate or not.

Contribution - That they play a contributing role in the issue and therefore have influence over it.

The next step is to get all participating stakeholders to reach a mutually agreeable vision of the future. This step is critical to aligning and channeling all subsequent actions. Once a preferred future has been designed, then the stakeholders must identify activities for which they have passion and energy. It is important to let them identify and self-select around these activities as it

assures the dedication and ownership necessary to see change through to the end.

Use this diagnostic tool to help you decide what to do next.

COMMUNICATE
THE ISSUE TO
STAKEHOLDERS

IF	→	THEN
Stakeholders don't recognize themselves as having a stake in the issue	→	Use <i>Personalizing Trends</i> .
Stakeholders don't see themselves as being interdependent	→	Use <i>Purpose hierarchy</i> .
Stakeholders don't believe they can contribute to the outcomes.	→	Use <i>Triplet Questioning</i> to identify what they need and what they know.

COLLABORATIVELY DESIGN A
PREFERRED
FUTURE

IF	→	THEN
Stakeholders continue to define the future in terms of individual agendas or programs	→	Use <i>Catalytic Ground Rules</i> .
Stakeholders can't let go of historical solutions	→	Use <i>Visioning</i> .
The group is stuck in adversarial relationships	→	Use <i>Alignment Matrix</i> .

MOBILIZE
STAKEHOLDERS

IF	→	THEN
An insignificant number of stakeholders commit to the chosen actions	→	Find new actions or new stakeholders
Stakeholders divide along predictable "party" lines and select activities which work at cross purposes.	→	Use <i>Alignment Matrix</i> .
Stakeholders commit to the actions they have designed	→	Go to step 5.

5

Engage Stakeholders in Learning, Inventing, Aligning, and Implementing Solutions

The prime directive of a catalytic leader is to "get the right people doing the right work." The "right" work and the "right" people will depend on which face of a problem you are addressing. Remember that in step three, when we mapped the stakeholders and knowledge-holders, the criteria for selecting appropriate people depended on the face of the problem that was being addressed.

OUTCOMES The work that needs to be done in this step also varies depending on which of the three faces of the problem the group addresses. Knowing the correct work to be done is one of the key skills of the catalytic leader.

STRATEGIC OPTIONS **FACE 1**
These are the times when adequate solutions are in hand and the stakeholders are ready to act in alignment. The leaders' focus in this instance is on facilitating action.

FACE 2
In these situations the stakeholders maybe polarized or in disagreement on different courses of action. The goal is to get enough support to implement "sustainable" change. The leaders should focus on aligning the stakeholders.

FACE 3
These are those situations in which the solutions in hand are inadequate because we don't understand the problem well enough. Here the task of the catalytic leader is to see that the stakeholders learn enough to invent viable, workable solutions.

Use this diagnostic tool to help you decide what to do next.

INVENT SOLUTIONS

IF	→	THEN
The group is missing key pieces of information needed to solve the problem.	→	Use <i>Boundary Chart</i> to add the knowledge-holders and find a way to engage them in the learning process.
The problem seems too complex to solve.	→	Engage the knowledge-holders in a <i>Dialogue</i> process.
You don't know what all the options are for possible action.	→	Use a <i>Stakeholder Conference</i> .

ALIGN STAKEHOLDERS

IF	→	THEN
There is not enough power or influence to carry out the plan.	→	Use <i>Boundary Chart</i> to identify stakeholders whose support you need and transfer ownership to them.
Stakeholders will not align.	→	Use <i>Triplet Questioning</i> to discover each person's interest behind their position.
People don't know or trust each other well enough to align.	→	Use a <i>Stakeholder Conference</i> to search for the "common ground."
All of the stakeholders' positions seem reasonable, but are so different that alignment seems unlikely.	→	Use a <i>Purpose Hierarchy</i> to look for third way solutions that satisfy everyone's higher purpose.
Anger is blocking alignment.	→	Use <i>Negotiation</i> to move beyond the anger.

PREPARE FOR ACTION

IF	→	THEN
The goals are good, but we lack a workable plan.	→	Use <i>Project Management</i> skills to write an implementation plan.
The people involved don't have the skills necessary to implement the plan.	→	Use <i>Boundary Chart</i> to redraw the stakeholders to include "doers."
We don't have the necessary resources to carry out the plan.	→	Use <i>Boundary Chart</i> to redraw the stakeholders to include the controllers of resources.
Group is aligned and ready for action.	→	Go to Step 6

6

Sustain Stakeholders in the Process and Manage the Interconnections

Getting stakeholders aligned and energized is no small task. Keeping them working and committed to the end of the process, however, is no less of a job. The leaders' responsibility once the ball has started rolling, is to ensure that it maintains its momentum after the excitement has faded and the working groups begin to hit obstacles.

OUTCOMES

There are three main objectives that leadership teams must achieve in this phase of the change process:

- Sustain the attention and energies of the stakeholders until change can be achieved.
- Manage the interconnections to build the synergy of all community efforts and prevent the drain that occurs with isolated random actions.
- Keep from being assassinated.

STRATEGIC OPTIONS

Managing the energies of diverse stakeholders is like cooking with a pressure cooker. You need to keep the pressure high enough to keep things cooking, but not so high that the whole thing blows up.

One strategy is to address the three faces of your problem simultaneously so that you can get the satisfying immediate or short term results from face one activities while at the same time devote energy to creative problems solving and system learning.

Another strategy is to celebrate your the groups successes frequently and publicly and document your progress and learning. Teach the group to take satisfaction in learning as an outcome and get them experienced at using it as building block.

Use this diagnostic tool to help you decide what to do next.

IDENTIFY
WHAT'S DOABLE
IN SEASON

IF	→	THEN
Stakeholders are reluctant to address faces 2 & 3 of the problem.	→	Identify tasks for Face 1 and create a project plan. Then use <i>Face Filter</i> .
The group is unable to see what they have learned or accomplished.	→	Use a <i>Learning Log</i> to help them recognize and value the learning they have done.
The problem or project they have undertaken has become too big to handle.	→	Use <i>Project Management</i> to manage the scope and <i>Celebration Techniques</i> to re-energize.
The group is disappointed with the results of their actions.	→	Use <i>Triple Loop Learning</i> .

CELEBRATE AND
LEVERAGE
SUCCESS

IF	→	THEN
Members of the group feel that recognition has not been fairly distributed.	→	Use <i>Celebration Techniques</i> .
The group's achievements and learnings are not getting shared outside the group.	→	Use <i>Innovation Diffusion</i> and <i>Learning Networks</i> .
The group has suffered a remarkable set back or failure.	→	Use <i>Triple Loop Learning</i> .

MANAGE
INTERCONNEC-
TIONS

IF	→	THEN
Different factions of the stakeholders seem to be working at cross purposes.	→	Use <i>Stakeholder Conference</i> to bring into alignment.
The group fears that its efforts may be redundant with other groups.	→	Use <i>Learning Networks</i> .
Information about the system indicates that there are parts of the problem that are not being addressed.	→	Go back to Step 2 and reframe the question.

"Genius begins great works;
labor alone finishes them."

- Joseph Joubert

Tool Box

Alignment Matrix

Large scale sustainable change is only possible when the actions of a critical mass of stakeholders are aligned to a common goal. Too frequently, however, stakeholders are polarized by their own strongly held assumptions, models, or agendas.

The Alignment Matrix is a tool to help identify the source of the differences among stakeholders and lead to discussion and resolution.

WHEN TO USE:

Use the Alignment Matrix when your group exhibits any of the following behaviors:

- They can't participate in a constructive dialogue.
- They continue to sell their own positions and ideas.
- They are unable to suspend their agendas to do creative problem solving.

1. CREATE THE MATRIX

SIX AREAS IN WHICH GROUPS CAN DIFFER

List down one side of a sheet of chart paper the six general sources of differences among groups: information base, goals, roles, values, assumptions or mental models, and past history or experiences. Feel free to add any that are not included in the list that have particular relevance to your group. Spend some time if necessary clarifying what each one means in your particular context. For example, parents and teens bring different historical perspectives and experiences to a situation, while schools and legislators may have differences in goals.

Along the top of the matrix, list all the key stakeholders involved in your issue.

Example:

Sources of Differences	Stakeholders	
	Teens	Schools
•Information		
•Goals		
•Roles		
•Values		
•Assumptions		
•History		

2. FILL-IN THE
STAKEHOLDER
POSITIONS

SUMMARIZE THE VIEWS OF EACH STAKEHOLDER

Divide the group into small, homogeneous stakeholders groups and have them briefly describe their position for each of the six categories. This can be a challenging task for the group, but it forces them to clarify their own positions and make it easy for the group to identify where the major differences lie. Have the small groups report summarizing their descriptions on the master matrix.

ANALYZE THE
RESULTS

IDENTIFY THE FOCUS AREAS

Help the group to process the data and identify where the biggest rifts occur. Have the group discuss the implications of these differences.

UNDERSTAND THE DIFFERENCES

Sometimes just listening to everyone's position and coming to a new understanding is all the group needs. If it is necessary, remind them of the value of diversity as well as the common purpose that brought them together in the first place.

COMMIT TO ACTION

If a shared understanding or reminder of the common purpose is insufficient to overcome the obstacles created by the differences, get the group to commit to some action for overcoming the obstacles. Use the diagnostic below as a starting point for your discussion.

If the difference

is in ...

Then try ...

Information	Sharing information across stakeholders
Roles	Clarifying roles and expectations for each
Goals	Using a <i>Purpose Hierarchy</i>
Values	Using <i>Dialogue</i>
Mental models	Using a case study to reveal
History	Using <i>Triplet Questioning</i>

TIPS FOR USE:

It may not be necessary to force the group to address every category if it becomes clear early on where the biggest differences are. Let the discussion flow naturally.

Boundary Charting

Boundary Charting is a tool used to identify the stakeholders and knowledge holders that should be involved in your process to ensure the success of your efforts. It helps you illustrate the territory covered by your framing issue and decide who falls within that territory and who falls without. Without the committed energy of the people who will be directly impacted by your solutions, even the best plans will lack the support needed to see them through to fruition.

WHEN TO USE:

Boundary Charting is an appropriate tool for any of the following situations:

- You are not sure you have identified all the possible, viable solutions.
- There are people missing who could contribute to the knowledge of the issue or to the creation of inventive solutions.
- Those who have to implement the changes have not been involved or accepted ownership of the problem.

1. FRAME A CLEAR QUESTION

BE CLEAR ABOUT WHAT YOU ARE ADDRESSING

Once the issue or question has been framed and agreed upon, write it in the center of a sheet of chart paper.

Example:

How can we provide students with relevant exposure to the work setting?

2. BRAINSTORM A LIST

RECORD ALL IDEAS OF WHO SHOULD BE INVOLVED

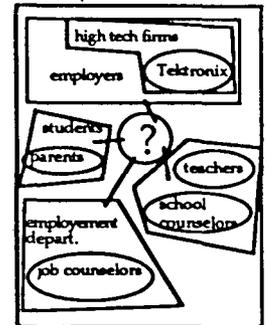
Record the group's suggestions for stakeholders in the space around the framing question. Use the questions below to help the group generate ideas:

- Who is going to have to participate?
- Whose support is needed in order for change to occur?
- Who might know something useful?
- Who is going to have to change the way they think?
- Who is going to have to do something different?

SORT AND ORGANIZE THE LIST

When the group has run out of ideas, examine the list for redundancy and overlapping. Remove any redundant suggestions. Illustrate the relationships among the entries on the list by drawing boundaries around those that are members of the same larger group or subsets of a larger group.

Example:



3. SELECT STAKEHOLDERS

IDENTIFY KEY STAKEHOLDERS AND KNOWLEDGE HOLDERS

The chances are that you have identified more people than will be practical to involve. Using a different color marker, draw a line around those that you consider essential to your efforts. If the list includes large groups of people, you will need a method for deciding who from that group should be involved.

TIPS FOR USE:

This exercise will likely need repeating as you learn more about your issue. You should regularly revisit your stakeholder list to ensure that it is as inclusive as possible at all times during your work.

Brainstorming

Brainstorming is a technique to generate creative options. Brainstorming encourages groups to list and build from wild ideas which often can lead to better ideas. It accesses the knowledge of all members. The resulting list is unstructured and usually requires evaluation and prioritization.

WHEN TO USE:

Use brainstorming whenever you want to gather the creative ideas of the group and do not need the information to be organized. (If you need the information organized, see Mind Maps.) Examples include listing:

- stakeholder groups
- possible methods for communication
- possible issues to frame
- possible solutions to an identified problem.

1. IDENTIFY THE ISSUE OR PROBLEM **WRITE THE ISSUE, PROBLEM, OR QUESTION ON A FLIP CHART**
Frame the issue or problem you want the group to address. Make sure everyone is clear on the issue. Write the issue on the top of a flip chart.

Example:

Who are our stakeholders?

- Parents
- Teachers
- School administrators
- Students
-

2. BRAINSTORM **REMIND THE GROUP OF THE BRAINSTORMING RULES**
Since most people have participated in Brainstorming, you probably won't need to spend time explaining the process. It is a good idea, however, to remind the group of the rules so that creativity and energy are encouraged. Generally, the rules include:

- Don't evaluate ideas until after brainstorming
- Encourage "crazy ideas"
- Build off other ideas
- Allow repetitious ideas

FACILITATE THE BRAINSTORMING SESSION

List all ideas that members of the group suggest. If an idea is too long to list, ask the person to reframe it; don't put words in their mouths. Keep asking, "What else?" to keep the group listing ideas. Often, a group will reach a lull. Let them think for a minute and see if any new creative ideas are generated. Stop when the group runs out of ideas.

3. EVALUATE THE LIST

MAKE SENSE OUT OF THE INFORMATION

Next, ask the group to put on their evaluation hats. Depending on your reason for brainstorming, you may want to:

- discuss criteria for evaluation
- combine ideas
- assign responsibility for enhancing or implementing ideas to individuals or teams
- hold a general discussion about the list
- have the group vote on ideas.

One technique for group voting is to give everyone a set of colored dots which they can place next to ideas on the flip chart. You can also assign values to the dots (such as 1 through 5) so that people can indicate the relative value of the ideas.

TIPS FOR USE:

If some members of your group tend to talk more than others, you can ask everyone to write down their ideas. Give them a time limit such as 2 minutes. Then go around the room asking each person to read one of their ideas which is not yet up on the flip chart. Keep going around the room until all ideas are listed. If you use this method, it is still a good idea to let the group add ideas afterward since one idea may stimulate others.

Catalytic Ground Rules

Every group will function more effectively if each member has a clear understanding of the ground rules which govern its operation. In addition to most of the traditional rules and procedures that help all groups, catalytic leadership teams and the groups of stakeholders they lead need to establish rules that reflect the principles of empowerment and collaboration.

WHEN TO USE:

Ground rules are best established when groups are first formed so that they can operate with clear understandings of the roles and policies from the beginning. In any event, it may be useful to use this tool whenever the group process breaks down.

1. HOPES AND FEARS

IDENTIFY THE GROUPS GREATEST CONCERNS

Rather than blindly adopting another group's standards and rules, each group should first examine the hopes and fears of its own members. On a flip chart have each member of the group express what it is they hope for most from the group and what it is they most fear will happen in the group.

1. DRAFT INITIAL GROUND RULES

USE THE LIST TO IDENTIFY HELPFUL POLICIES

For each non redundant hope or fear listed on your chart, have the group brainstorm operating procedures (rules) or responsibilities (roles) that would resolve the concerns and help ensure the hopes. For example, if one concern is that no one is willing to step forward and lead the group, then establish policies for rotating that role or dividing the responsibility and distributing it among several people.

The list below provides examples of typical roles and some considerations for rules which may help stimulate your groups thinking:

Roles	Rules
Meeting facilitator	How will decisions be made?
Time keeper	How will conflict be handled?
Record keeper	Where, when and how long
Agenda setter	will each meeting be?
Meeting evaluator	

3. CATALYTIC RULE AND ROLES

WHAT IS SPECIAL ABOUT CATALYTIC GROUPS

In addition to the normal kinds of ground rules that groups need, catalytic groups need to be sure that they operate under the principles of empowerment and collaboration. Make sure the group assigns members to the following roles and establishes policies to address the following rules.

Catalytic Roles	Catalytic Rules
Catalytic process champion	How to encourage and document learning?
Goal champion	How to share leadership and responsibility?
	How to ensure dialogue as well as discussion?
	How to recognize differences and still work collaboratively?

TIPS FOR USE:

Your ground rules should be revisited regularly to ensure that the group stays true to their intentions. Feel free to revise and update them as needed.

Celebration Techniques

Recognition and rewards are very useful and important motivators. They are especially important when a group's energy must be sustained through a long and arduous process. Celebrations have a way of feeding a group on its own energy. In the same way that two logs burn brighter and more intensely together than apart, celebrations seem to rekindle and intensify the spirits of a team.

WHEN TO USE:

Celebrations are important rites that honor achievements and motivate people to go on. Celebrating too frequently, however, diminishes its value. The list below provides some suggestions for when celebrations are appropriate:

- When the group achieves a milestone or significant success.
- When one or more individuals make a special contribution.
- When the group's spirit and energy is lagging.
- At regular intervals or anniversaries.

1. LOOK FOR VALUE

IDENTIFY REASONS TO CELEBRATE

Most of the time your successes and achievements will be clear cues for a celebration. When you need to use a celebration to re-energize the group, you may have to look a little harder for the excuse.

When doing the slow, hard work of systemic change, tangible results are often too infrequently achieved and the less tangible achievements – like learning – go unrecognized. Get in the habit of documenting and celebrating your group's learning (See *Learning Log*.) This not only re-energizes the group, but also reinforces the value of group learning.

**2. BALANCE
RECOGNITION**

CELEBRATIONS SHOULD BE FOR EVERYONE

Since your work depends so heavily on the effectiveness of your team, you want your celebrations to build and reinforce the team. Be careful that your celebrations are balanced and shared. While there will be times when it is appropriate to single out individuals for recognition, be sure that it is not the same people every time or that certain individuals never experience the positive attention of the group.

FIND OUT WHAT IS VALUED

Your celebrations should be meaningful and varied. Prizes or rewards are only useful if they are valued by the recipients. While simple recognition is one of the most powerful and meaningful methods of rewarding, be sure to take into account your group's preferences. Get the group to share their ideas about what kind of celebration or recognition would make them feel good. Identify several options so that you can vary the events.

**3. EXTEND THE
CELEBRATION**

REVEL PUBLICLY IN YOUR ACHIEVEMENTS

Share your successes and learnings beyond your own group. It's important to not only garner the kudos you deserve, but also to support the larger system by facilitating the learning of other groups and diffusing innovations and best practices.

TIPS FOR USE:

It might be a useful team building exercise to ask the group to consider the criteria for celebrating. So that you don't short change yourselves, you may even want to include these criteria in your ground rules so that you are sure to adhere to them.

Charter Writing

Before a group can function effectively, its members must be clear on its purpose. One way to clarify and document a group's purpose is to write a "charter" which includes a vision statement, a mission, and indicators of success.

WHEN TO USE:

Ideally, a charter should be one of the first tasks a team performs, though it can be helpful any time a group is experiencing confusion about its purpose.

1. CREATE A VISION STATEMENT

BRAINSTORM INSPIRING STATEMENTS

Ask the team to list phrases or statements which describe their vision for the team. Ideally, the statements should be inspiring, something to strive for but not necessarily something which will be attained.

CRAFT A FINAL VISION STATEMENT

Discuss the common themes in the list. Pull together the most compelling themes into a final phrase or sentence. The final statement should be easy to remember and focused on meaningful outcomes. ("To boldly go where no one has ever gone.")

(For more tips see *Visioning*.)

2. WRITE A MISSION

DESCRIBE THE PURPOSE OF THE GROUP

Ask the team to complete the following sentence:

We exist to [end result] by [actions] for [customers] within [boundary conditions]. End result describes the ultimate outcome you hope for the team's work. Actions describe the types of services your team will offer or tasks they will complete.

Customers include those stakeholders to whom you will provide services. Boundary conditions are constraints or bounds for your team (e.g., geographic boundaries, market segments, age groups, ethnic groups, etc.).

CRAFT A MUTUALLY AGREEABLE SENTENCE.

Combine the ideas and successively edit them until all team members can buy into the mission statement. Eliminate any unnecessary words. It should not exceed two sentences.

TEST YOUR MISSION.

Since people often have different ideas about the meaning of certain words, you should test the understanding of your mission statement. Brainstorm a list of things which are and are not implied by the mission statement. To do this, create a T-chart which has "This implies we will..." on one side and "This implies we will not ..." on the other. Then have the team brainstorm items for both sides of the T-Chart. If team members disagree about which side of the chart an item belongs, you should discuss the item and then consider if the mission should be modified.

3. WRITE INDICATORS OF SUCCESS

WRITE AN INDICATOR OF SUCCESS FOR EACH STAKEHOLDER

On a flip chart, list all your stakeholders down the left side. Next to each stakeholder, write a statement which describes what that stakeholder would consider success. Write it in present tense. For example, "Students recognize the relevance of what they are learning."

4. TEST YOUR CHARTER ON OTHERS

GET FEEDBACK ON YOUR CHARTER

Take your charter to others outside your team to see if it communicates well. Then modify it as appropriate.

TIPS FOR USE:

The charter should be posted in every meeting and should be referred to regularly to ensure the team is on track. Encourage all to view the charter as a living document which should be modified as appropriate. An effective charter acts like a compass, keeping a team on track and providing guidance. If your charter is not referred to regularly by members of the team, you should consider improving it.

Dialogue is an important tool for facilitating team learning. Dialoguing is not a single process so much as an attitude that a group has about how to collectively approach a problem or question. In a dialogue participants agree to openly talk about a particular subject suspending all values and assumptions. The ultimate goal of a dialogue is to invent as many ways as possible to make all the positions of the participants correct and valid at the same time.⁵

The three blind men and the elephant provide a good metaphor. As long as the three blind men argue about whether the animal they have encountered is a rope, a tree, or a wall, they will never arrive at an image of an elephant. If they talk together long enough, holding in their minds the possibility that they are all correct, they can invent ideas about what an elephant is out of the pieces of the puzzle that each person possesses.

WHEN TO USE:

A dialogue will be helpful in any of these situations:

- When your diverse group is trying to invent new solutions.
- Any time people begin to argue over who is right.
- When the solutions invented don't seem adequate to the problem.

**1. GATHER
TOGETHER THE
KNOWLEDGE
HOLDERS**

REVISIT YOUR STAKEHOLDER/KNOWLEDGE HOLDER LIST

Be sure that you have all the knowledge you will need participating in the dialogue. This may mean reviewing your original list of stakeholders and knowledge holders to see if you have sufficient knowledge for the dialogue. (See *Mind Map* or *Boundary Chart* for more information.)

**2. ESTABLISH
RULES**

CLARIFY THE PRINCIPLES OF A DIALOGUE

Make sure everyone understands and agrees to the rules of a dialogue. Agree in advance how much time the group is willing to

dedicate to this task. Post and review the list of rules provided below. Explain any that may be unclear to participants.

- Everyone has equal opportunity to speak.
- No speaker may be interrupted.
- Everyone will make the commitment to listen attentively.
- Everyone must agree to accept whatever is said as true and correct without argument or disagreement.

People should be encouraged to share their hopes and needs rather than their positions.

3. RECORD THE VIEWS

CREATE THE PUZZLE

Give each person a piece of chart paper and have them record their views. Have them draw a shape around their view so that it looks like a puzzle piece. Each person may then take a few minutes to share their views adhering to the rules of the dialogue.

CONSTRUCT THE PUZZLE

Now ask the group to invent as many solutions or stories that include as many of the puzzle pieces as possible. Encourage creativity, even silliness. Write down the inventions.

4. SYNTHESIZE LEARNING

DEBRIEF THE ACTIVITY

The point of this final conversation is not to find the "right" solution, but to see if any creative ideas came up that might be useful. It could take several dialogues before something feasible and innovative is invented, but each dialogue moves the group closer to this end. Use the questions below to lead this discussion:

- What did you learn?
- Do you have any insights about possibilities that you didn't have before?
- Do any of our inventions look like they are worth experimenting with?

TIPS FOR USE:

Use your *Learning Log* to record your learnings. You may want to add a special section to the log just for the results of dialogues. Be sure to review the log after each dialogue to reinforce what the group has learned to date.

Diffusion of Innovations

New ideas and new ways of acting are not accepted within groups or communities all at once. They spread from one person to another until enough people begin to act in the new way to say the group has "changed." The process is known as the diffusion of innovations.

WHEN TO USE:

Look into whether all of the "diffusion" roles are being adequately filled when beginning a change process. When a change process is stalled, ask if one of the necessary roles is not being performed. Continually ask whether by strengthening one of these roles the change process would speed up or be more likely to endure.

1. FILL THE ROLES

LOOK FOR PEOPLE WHO CAN FILL EACH ONE OF THE DIFFUSION ROLES

There are a number of roles that need to be played for the new ideas to spread and take root successfully. Analyze the stakeholders with whom you have been working to see how they match up to these roles.

- **Innovators:** the small group of people who originally invented or advocated the change.
- **Change Agents:** the people who understand the value of the new idea and are willing to teach it to new people.
- **Bridge People:** the people who early on adopt all or part of the new idea. They tend to use and model the ideas rather than talk them up to others.
- **Translators:** The people who can stand along side others and explain the new idea in language they will understand. They make sense out of the new idea for people who are slow to change or catch on.
- **Pioneers:** The earliest people to act in the new way. These are people who are comfortable with being in the minority.

- Influence Makers: When these people adopt a change, a whole lot of other people are likely to come along with them.
- Adapters: The majority of people will adapt to the new idea over a period of time, but only when the change agents, bridge people, translators, pioneers and influence makers have done their work.

**2. PREPARE
YOUR
ADVOCATES**

PREPARE THOSE WHO WILL HELP SPREAD THE CHANGE

Care must be taken to see that these key people fully understand the change. Take special efforts to make sure that their questions and concerns are addressed. If they don't support the change or if they don't understand the change, they may in the end work to your detriment.

Decide as a group what you can do to prepare and support these people for your own change. Create a project plan for accomplishing these steps. Check in with your "agents" frequently to see what support or resources they need to continue to support the change.

**3. NETWORK
YOUR AGENTS**

INTRODUCE AGENTS TO PEOPLE THEY CAN INFLUENCE

It is important to play match maker and help get the agents of diffusion in front of or along side of those that need to hear their particular message. Managing these interconnections is an important leadership function.

TIPS FOR USE:

During the introduction of change identify, recruit, and train people to fill all the roles. The catalytic leader takes great care to see that all of these roles are filled. The change will go more slowly or may fail altogether if key roles are omitted. Take care to see that the roles that are needed earliest are identified and involved first. Don't allow your self to be discouraged before the various players have had a chance to do their work. The process of change can be hurried by recruiting more people into these key roles.

Face Filter

In our action-oriented culture, we tend to focus a disproportionate amount of our energy on just face one of a problem. We are enticed by the possibility of quick fix solutions. While face 1 work is critical to any solution, it is generally insufficient for the scale of problems described by the Benchmarks. The leader's responsibility is to encourage and manage work on faces 2 and 3 at the same time keeping some energy devoted to face 1 activities. The Face Filter is an activity designed to help groups recognize when they have failed to adequately address the more complicated sides of a problem.

WHEN TO USE:

It is appropriate to use the Face Filter whenever groups become to preoccupied with face 1 activities and neglect or refuse to address faces 2 and 3. It is also good to take time at regular intervals or after each major milestone is achieved to make sure you are not overlooking other important tasks.

1. CELEBRATE THE PAST

ACKNOWLEDGE YOUR PROGRESS TO DATE

Begin on a positive note by acknowledging the achievements or progress you have made to date. This is a good time to review your learning Log and assess the lessons you have learned on your journey. (See *Celebration Techniques* for more help.)

2. DETERMINE NEXT STEPS

WHAT SHOULD WE DO NEXT?

Get the group to discuss where they see themselves going from here. They may be ready on their own to begin face 2 or 3 work. If they are reluctant, or if they seem to be overlooking this work in favor of the more immediately satisfying face 1 work, use the series of questions below to help them acknowledge what they may be overlooking.

FACE	ACTION IF YES	QUESTION	ACTION IF NO
1	Mobilize, implement, measure, share learning, celebrate.	Are we sure that we have the commitment and energy of all the people needed to carry out the solution activities?	Transfer ownership, invent new solutions, find out what stakeholders have energy for. (See <i>Boundary Chart, Stakeholders Conference.</i>)
2	Same as above	Have we exhausted all the possibilities for inventing viable, innovative solutions?	Involve as diverse a group of stakeholders as possible and invent new solutions. (See <i>Stakeholders Conference, Brainstorming, Dialogue.</i>)
3	Same as above	Is our knowledge of the problem complete enough to ensure success?	Expand the boundary of our knowledge holders and engage them in dialogue. Review Benchmark data and tap Learning Networks for new insights.

TIPS FOR USE:

It may be necessary to ask the questions several times before you get honest answers. If the group is still avoiding the tough work, it may be necessary to review the principles of Catalytic Leadership as well as your charter to make sure everyone is in agreement about what the group's purpose is.

High Interest Negotiating

It is common for people to get "stuck" in adversarial positions. High Interest Negotiating techniques are designed to discover people's interests behind their positions and attempt to invent new solutions that satisfy the various stakeholders' highest interests.

WHEN TO USE:

Use High Interesting Negotiating when people are caught in these situations:

- When everyone seems to be fighting instead of engaging in constructive dialogue.
- When progress is blocked because stakeholders are advocating different courses of action.

1. DISCOVER UNDERLYING INTERESTS

SEPARATE INTERESTS FROM POSITIONS

People tend to explain what they want in terms of positions and programs rather in terms of interests. Interests, however, cut closer to the heart of an issue and are easier to meet because they are more general.

Keep asking "why" to identify the real interest. Why is that solution important to you? What would it achieve for you? Stay positive and focused on the future during this discussion to avoid having to place blame for past disasters. Look for common points of view and higher interests which can be shared. This often re-focuses people on cooperation and starts healing frayed nerves and feelings.

Example:

Position 1:
"I insist we eat out tonight."
Position 2:
"I refuse to go."

Interst of 1:
"I need a break from the kids."
Interest of 2:
"I'm concerned about the cost."

**2. SEEK
CREATIVE
SOLUTIONS**

INVENT BEFORE YOU COMPROMISE

When the true interests of the position are known, it is easier to invent new solutions that meet both interests though they may be different from the original position. In the example situation, sending the kids to a friend's, going for a long walk, taking a hot bath, all satisfy both interests.

New solutions are better than compromises. Compromises involve people giving up something they really wanted. While they are necessary at times, we tend to jump to them prematurely.

Often the most creative solutions come after many tries. Don't settle on the first good idea that comes along. Work hard to give yourselves a wide range of possibilities to select from. This generates a feeling of real choice among the participants.

**3. REVISIT THE
FINAL SOLUTION**

DO A POST AGREEMENT IMPROVEMENT

Once a solution has been settled on by all of the stakeholders, go back to the table one more time and invent an improvement to the solution that will meet the highest interests of the stakeholders. This seals the sense of having done exceptionally good work and helps heal any bruised feelings that may still be persisting.

TIPS FOR USE:

Conflicts are normal. They are a sign that someone's underlying interests are not being met. Treat conflicts as an opportunity to discover important issues that must be solved to have lasting change that all of the stakeholders can support.

Learning Log

A Learning Log is a record of the collective learning of your group. It is a place to record your activities, outcomes, obstacles, and lessons learned. It is difficult to manage team learning without some systematic method for collecting and documenting what a team does. It also prevents groups from repeating mistakes or continuing with non-value added activities. It provides the records and data for assessing progress, achievements and outcomes. It facilitates the sharing of what you have learned and accomplished with others outside your group. And it teaches the group to value learning as an outcome itself.

WHEN TO USE:

All groups that plan to meet more than a few times or who have assembled for the purpose of achieving a particular objective should devise a means for documenting their learning.

1. DETERMINE THE FORMAT

CHOOSE A MEDIUM FOR STORING YOUR RECORDS

The first step in creating a Learning Log is to decide on the most appropriate means for documenting or storing your data. Depending on your resources, you may choose to use a computer database or simply a three-ring binder or file folder system. In making this decision, keep these criteria in mind:

- The data should be easy to access.
- The records should be easy to update or append.
- The log should be easy to store.
- Your format should facilitate duplication and dissemination.

DETERMINE YOUR DATA CATEGORIES

Next you will need to decide what information you will want to document. Remember the log should add value to your processes

so do not feel compelled to document everything; just that which will be useful. Below are some suggestions for categories or data fields:

- Meeting minutes
- Key learnings
- Resources
- Project plans
- Success measures
- Team process evaluations

2. CREATE A DATA COLLECTION SYSTEM

MINIMIZE THE WORK OF DATA COLLECTION

Data collection can be a labor intensive process if not done thoughtfully. The last thing you want is to trivialize this important task, or make it so tedious that no one will want to do it. Try to create systems that make it easy or automatic.

Outcome Based Agendas are a good example of a system that facilitates data collection. As another example, taking just a few minutes out of your meetings to rate and record on the spot the effectiveness of your meetings eliminates the need to make this a separate activity.

3. CONDUCT PERIODIC REVIEWS

ASSURE THE USE AND RELEVANCE OF THE LEARNING LOG

Take time at regular intervals or milestones to review the contents of the log. Your review should accomplish these tasks:

- Assess the relevance of the data that is being collected. If your learning or information needs have changed, take the time to revise the log and your systems rather than continue to use valuable energies to collect meaningless data.
- Analyze the data for trends, achievements, and new insights. (See *Celebration Techniques* for more information.)
- Synthesize the data and identify the lessons the group has learned. Record your new insights and the activities or systems you have used to correct mistakes or overcome obstacles. Also take time to explore the strategies that have high impact and how they might be leveraged or generalized to other situations.

Learning Network

Team learning should be both internally and externally focused. The *Learning Log* is a good device for managing the learning that goes on within the team. Learning Networks provide the infrastructure that supports learning from external sources. A Learning Network is intended to connect your leadership team with other leadership teams as well as with other resources and role models in order to facilitate your own success.

WHEN TO USE:

A Learning Network should be established fairly early in the life of a leadership team. It also works best if the network is continually nurtured and expanded.

**1. IDENTIFY
LEARNING
RESOURCES**

START WITH THE OBVIOUS

As a group, Brainstorm a list of all the possible useful resources or connections. Your list should include other people or organizations like the Partners for Human Investment, and other leadership or Benchmark teams. It should also include all the important knowledge holders for your particular issue of Benchmark.

APPLY BENCHMARKING PRINCIPLES

Go beyond the obvious and include in your list any other organizations or people who have a reputation for being the best in some activity that relates to your own issue. For example, if your issue has to do with retraining dislocated workers, connect yourselves with leading edge companies like Motorola who deal with this issue internally to find out how they handle it.

2. ESTABLISH
LINKING
MECHANISMS

DETERMINE THE MOST APPROPRIATE VEHICLE

How you link yourselves with your identified resources will depend on your own circumstances. Electronic bulletin boards, for example, are a fast, efficient means for sharing information and staying connected, but they are not a media that are available to everyone. Be creative, but realistic. Use the list below to start your thinking:

- Conferences
- Electronic bulletin boards
- Site visits
- Sending a representative to cross functional council
- Social or informal events and gatherings
- Newsletters
- E-mail
- Joint meetings

3. LOG
LEARNING

MAXIMIZE THE BENEFITS OF THE NETWORK

The network is only valuable if it facilitates learning or results. Don't waste its potential by letting what has been learned go unshared or forgotten. Get into the habit of documenting your learnings (see *Learning Log*) and explicitly analyzing the use and importance of what you have learned.

TIPS FOR USE:

You may choose to make information sharing a regular agenda item for your meetings. (See *Outcome Based Agendas*) This not only assures the learnings are shared, but also assures they get recorded and archived.

Connect your own learning infrastructures to your Learning Network to facilitate the learning of others. For example connecting information from your success measures into Benchmark data collection systems not only provides much needed data up to the state level, but also gives you updated state level data against which to compare your own progress.

Managing People's Reaction to Change

Redisgning a system to accommodate an innovation or change is generally the easy part. Getting the people who operate within that system to adapt to and support the change is the hard part.

People do not naturally change quickly. It takes time for most people to find their comfort within a new structure. While people are adjusting, it is not uncommon for dysfunctional behaviors to crop up or for morale to decline. This period of adjustment is referred to as the "transition."

WHEN TO USE:

Use these techniques when the change you are proposing will alter people's living or working conditions. These include changes in:

- What they do at home, work or elsewhere.
- Who they associate with.
- The purpose of their activities.

1. PLAN PEOPLE MAKE PLANS FOR TAKING CARE OF THE PEOPLE INVOLVED
SIDE OF CHANGE Give considerable thought to the full range of how people will react to the change. Build into your plans methods for helping people with their reactions. Facilitate those reactions that are necessary and healthy; preempt those that are avoidable and dysfunctional.

PLAN "ENDING" CEREMONIES

Include in your plan activities which will help people deal with their sense of loss over the departure of the familiar and comfortable old way. A natural grieving period is healthy and will promote more rapid adaption if it is encouraged and facilitated. This may include acknowledging the losses by having ending ceremonies or events.

2. CREATE AN INFORMATION SYSTEM

BE FREE AND THOROUGH WITH INFORMATION

Unnecessary reactions stem usually from lack of information about the change and its intent. Without sufficient, reliable, and accurate information rumors will feed the worst fears and expectations of the participants in the change.

When planning your communication system, make sure that you keep these criteria for good information flow in mind:

- Information must be timely. If it comes before people are ready to hear it, it will be hard to process and understand. If it comes too late, you will have reinforced mistrust and created misunderstandings.
- Information must be complete. Make sure that all the critical facts and points are included in your messages.
- Information is judged by the source it comes from. Make sure that your information emanates from a credible source otherwise it might not be taken seriously.
- Information should be repeated. Build in sufficient redundancy to make sure the information sticks.

3. IMPLEMENT THE CHANGE

CREATE A SENSE OF BEGINNING

Launch your change with enough pomp and ceremony that it is acknowledged and recognized as something significant.

EXPECT PEOPLE TO FLOUNDER FOR A WHILE

Even if everyone responds to the new beginning positively, you can still expect them to enter a period of confusion. People are not only grieving the loss of the old way, but the new way is likely not working smoothly yet either. Be sure to let people know that this period is normal. Provide support, training, information, and recovery systems to help people through this transition.

3. CELEBRATE OUTCOMES

CELEBRATE PEOPLE'S SUCCESSFUL TRANSITIONS

As the change starts to take hold, start celebrating the successes and achievements. It is hard to celebrate too much. Celebrations encourage people and acknowledge the hard work they have done.

Mind Map

When people are listing ideas, they usually come out in random order. Standard brainstorming methods do nothing to organize this information; nor does brainstorming ensure you have considered all sides of an issue. Mind maps, on the other hand, provide a useful way to organize information as you generate it and show interrelationships between the ideas. Mind maps use a process similar to fishbone diagrams but they are less structured in that you can use any number of "bones" or branches.

WHEN TO USE:

Use a mind map to organize your personal thoughts or to guide a group when it is generating ideas. Examples include:

- Identifying the issues within your charter
- Targeting stakeholders and knowledge-holders
- Listing actions or tactics to solve a problem.

FRAME THE ISSUE

WRITE THE ISSUE/PROBLEM/PURPOSE

In the center of the flip chart, write the central issue you will be focusing on. This may be framed as an issue, purpose, question, or problem. Draw a circle around the issue. For example, your framing issue may be, "Who are the stakeholders involved in teen pregnancy?"

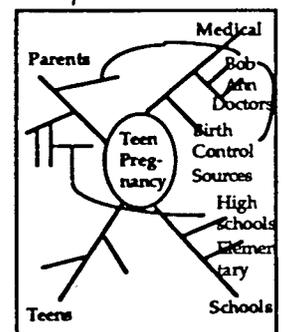
NAME THE BRANCHES

DEFINE HOW TO ORGANIZE THE INFORMATION

Draw branches or spokes off the circle and label them. For teen pregnancy, you might use these labels: teens, parents, schools, medical professions.

You can add branches any time during the idea-generating session as needed.

Example:



**BUILD THE
DIAGRAM**

ADD DETAIL TO THE DIAGRAM

As the group generates ideas, attach them to the appropriate branch. Add "twigs" to the branches to indicate sub-categories. Keep asking, "What can we add to this branch/diagram?" and "What does that idea relate to?"

DRAW INTERRELATIONSHIPS

Some ideas may relate to several branches of your diagram. Draw lines to connect these ideas.

MAKE DECISIONS ANALYZE THE DIAGRAM AND USE IT TO MAKE DECISIONS

When the group runs out of ideas, use the available information to make decisions. There are many ways to do this. For instance, you may simply ask the group, "What actions should we take based on this information?" Or you could give everyone colored dots and ask them to vote on the priority items. You could also assign branches of the chart to different people.

TIPS FOR USE:

Use different colored markers for the various branches to enhance interpretation of the chart.

Don't constrain the group to addressing one part of the chart at a time; let the ideas flow freely. When the ideas wane, see if portions of the chart need to be enhanced.

Items which have many lines coming in to them may represent leverage points. For instance, you may find a stakeholder who is connected to many agencies.

Outcome-Based Agendas

Meetings are notorious time wasters. However, they don't have to be. One method for getting control over meetings is to establish outcome-focused agendas. Instead of focusing on topics, these agendas define the outcome required. This provides a clear focus and simplifies note-taking for meeting minutes.

WHEN TO USE:

Use outcome-focused agendas for any meeting. These may include:

- Committee meetings
- Planning meetings
- Interviews

1. ESTABLISH A MEETING STRUCTURE

DEFINE THE PURPOSES WHICH THE MEETING SHOULD ACHIEVE.

Meetings can serve many purposes. They may be focused on learning, information exchange, creative discussion, problem solving, planning, or decision making. These focuses each imply a different method for running the meeting.

Repetitive meetings (such as committee meetings or staff meetings) often serve several purposes. Establishing a recurrent structure which is used in each meeting is helpful. Determine what your meeting structure should be. We suggest allocating a portion of each meeting to learning.

SEQUENCE THE PURPOSES INTO A LOGICAL FLOW

Once you have identified the purpose(s) of the meeting, you should sequence them. Information from one might feed into another. Also, take into account energy levels of the participants and the need for variety during long meetings. Establish an appropriate structure.

Meeting Structure

- Information exchange
- Dialoguing
- Decision making

2. DEFINE THE OUTCOMES & RESPONSIBILITIES

WRITE OUTCOMES FOR THE SPECIFIC MEETING.

Within the structure, define the outcomes for each part of your next meeting. These outcomes should be written so that all participants will be clear when the outcome is achieved. See the comparison between topics and outcomes below.

TOPIC	OUTCOME
Strategic planning subcommittee report	Identify changes to strategic plan and approve plan
Presentation on Benchmarks	Identify relevant Benchmarks
Brainstorm implementation options	Develop at least three creative implement strategies using Dialoguing technique
Presentation on high-performance systems	Build a common understanding of high-performance strategies and terminology

To translate a topic into an outcome, ask, "What do we want to get out of this topic?" or "Why do we want to include this topic on our agenda?"

ESTABLISH RESPONSIBILITIES, PROCESS, AND TIME.

Now that outcomes are clear, establish who will be responsible for each outcome, what process they will use to achieve the outcome, and how much time will be necessary to achieve the outcome.

TIPS FOR USE:

The agenda and any supporting information should be distributed to participants before the meeting so that they can come prepared.

If you leave room on the agenda next to each outcome for the results of the meeting, you can use that space to keep minutes.

Then the agenda (with the minutes) can easily be copied, thus avoiding the tedious process of typing meeting minutes after the meeting.

Pareto Chart

A Pareto chart lets you graphically represent the relative importance of various problems or possible causes of problems. The information is displayed in a series of charted bars with the largest entered first on the left and the others charted in descending order across the chart to the right.

WHEN TO USE:

A Pareto Chart will help you identify where to concentrate your energies. Use it to decide where to start on a problem or to display the relative importance of various components or causes of a problem.

1. ITEMIZE THE IDEAS OR PROBLEMS

IDENTIFY THE ISSUES RELEVANT TO YOUR GROUP

Determine the categories you want to analyze. List your categories on a flip chart. Be sure that they are all related to the same problem and are not redundant or overlapping. This method of ranking and weighting your problems or options will work best if you can limit the items under consideration to fewer than five or six.

Example:

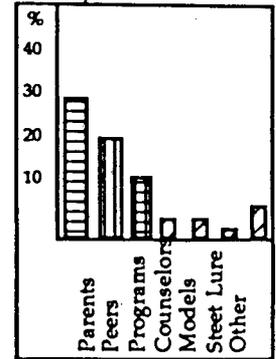
Causes of Drop Out Rate

- Irrelevant school programs
- Lack of role models
- Lure of street life
- Peer pressure
- No parental involvement
- Too few school counselors

2. DETERMINE MEASURES

DECIDE HOW YOU WILL WEIGHT OR MEASURE YOUR ISSUES
If the ideas or problems lend themselves to quantifiable evaluation, use whatever data you have to assign a value to each item. Make sure that you are using the same measurement scale for each; for example cost to community, or number of people affected, or percentage of the problem accounted for.

Example:



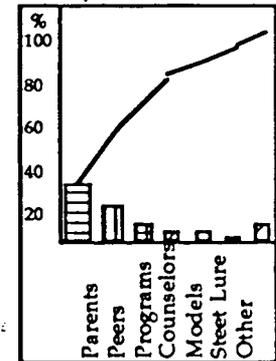
3. DISPLAY THE DATA

CONSTRUCT THE CHART AND GRAPH THE DATA
To construct the chart list your measurement value on the vertical axis and your measured items on the horizontal. Enter your items in order with the largest first and the smallest last.

TIPS FOR USE:

You can also use the graph to show the cumulative effects of the items. Use a line graph which indicates the value of each item added to the total of all the items before it.

Example:



Personalizing Trends

Personalizing Trends is an activity designed to help stakeholders recognize the stake that they have in an issue.

WHEN TO USE:

You can use the activity to help establish the preconditions to transferring ownership. Personalizing trends will help stakeholders:

- Identify the personal importance of an issue.
- Recognize their interdependence with other stakeholders.
- Acknowledge the influence they have over the issue.

1. IDENTIFY AN ISSUE

FRAME AN ISSUE OR PROBLEM

Presumably the groups involved in this activity have been convened because they have a common issue or problem. Assuming that they may not recognize this, you need to be careful to frame the issue in such a way that it encompasses all the participants' concerns. The Benchmarks may provide good fodder for this activity.

Use *Brainstorming* or *Dialoguing* techniques to generate a clear and concise statement which describes the higher purpose which unifies the group.

Example:

Too many teens in our community become pregnant before the age of 18.

2. SPECULATE
ON THE IMPACT

ASK "WHAT WOULD HAPPEN?"

Divide the group into workable sized teams (4-8 people). Have them speculate on what the community would be like in five years if nothing is done. Encourage them to be free with their thinking without being unrealistic. Also encourage them to think about the side effects of the problem; that is what else might be impacted if the situation goes unchecked. Have them list their ideas on chart paper in preparation for sharing them with the rest of the group.

Example:

- Increase in abortion rates
- Increase in school drop out rates
- Increase in welfare expenses
- Increase in child abuse and neglect
- Reinforced irresponsible sexual behavior
- More children growing up in poverty

3. ACKNOWLEDGE
PERSONAL
IMPACT

ASK "WHY DO YOU CARE?"

Have participants examine the impact of the problem and then answer the question, "Why do I care about this problem" or "How does this effect me?" Have each group share their conclusions.

TIPS FOR USE:

This is a good lead activity to creating a shared vision.

Project Management

The successful implementation of any project depends on the ability to manage details. A simple project management scheme will help groups manage and coordinate their many tasks.

WHEN TO USE:

Project Management will help you take an organized approach to any project. It is especially helpful, however, in the following situations:

- When there are too many details to handle efficiently with one "to do" list.
- When the number of people involved make it hard to effectively track activities.

1. LIST ALL PROJECTS

IDENTIFY ALL THE PROJECTS YOU ARE TRYING TO MANAGE

We define a project as any related group of activities that need to be accomplished in order to obtain a targeted result. List all the major projects on a sheet of chart paper. Include the following information for each project:

- The project name
- The outcome sought
- The estimated hours of effort required
- The start date and completion date

2. LIST ALL TASKS

DEVELOP A DETAILED LIST OF TASKS FOR EACH PROJECT

List for each project all the separate activities that need to be completed in order to accomplish the entire project. If some of the items on your task list require more than one person for more than one day, then it is probably a sub-project and should be listed on the project list and detailed separately.

Your detailed task list should describe the task and identify the person responsible for the task. You should also determine a due date for each task and some estimate of how long it will take to accomplish. The easiest way to record all of this is in chart form as illustrated in the example.

Example:

Task	Person	WEEK		
		1	2	3
Identify stakeholders	Bob	█		
Arrange site and date for conference	Ted		█	
Invite stakeholders	Carol			█
Plan Conf. events	Alice	█	█	

3. CHECK YOUR PROGRESS

CONDUCT REGULAR REVIEWS

Establish some regular interval for checking progress on your various projects. Acknowledge people who have successfully made their deadlines. Problem solve and determine options or alternative plans where deadlines are not being met. Also, be sure to update your plan to account for changes in direction or schedule.

STANDARDIZE YOUR PROGRESS CHECKS

The checklist below will help conduct a thorough and consistent review of each of your projects:

- Look at each project from the master project list.
- Add any new items to the detailed task lists that have come up since the last review.
- Schedule all activities for each project that need to be accomplished before the next review.
- Engage the group in a problem solving session to resolve any obstacles the project team may be encountering.

in attendance?

- Where will the conference be held and what administrative details need to be addressed (meals, equipment, materials, facilitators, etc.)
- How will the conference be promoted and how will participants be invited?
- How can we best communicate and diffuse the results of the conference to all stakeholders?

**3. CONFERENCE STRAW MAN SCHEDULE
FORMAT**

Each Stakeholder Conference is different; however, many follow this basic flow:

Start-up	Explanation of Stakeholder Conference, ground rules, groupings, roles
Past	Activity examines collective past on three dimensions: self, community, society
Present	Activity examines the present from two perspectives: external and internal to the community
Future	Activity where participants draft preferred futures and present in creative way
Action Steps	Participants select issues for which they have energy and draft a plan
Closing	Final reports, next steps, congratulations

TIPS FOR USE:

While you will be tempted to shorten the time frame, keep in mind the trade-offs you are making when you do this. Research indicates that in order to build true community among a group of diverse people, at least two consecutive days are needed. Many subtle human dynamics come in to play that cannot be short cut. Also the intense schedule helps keep momentum going and increases the likelihood that you will reach your end goals.

T-Chart

The T-Chart is a simple tool that can be adapted to a variety of uses and situations. It gets its name because the lines used to construct the two columns on the chart form the letter "T."

WHEN TO USE:
Use a T-Chart when you want to analyze the comparative features of an issue or to force polarity of issues. The following are some example uses:

- List the advantages and disadvantages of a chosen solution.
- List data items and their associated sources.
- Compare traditional leadership activities with the activities of the catalytic leader.

1. CHOOSE
CATEGORIES

CONSTRUCT THE T-CHART

Construct two columns on a sheet of chart paper by drawing a large "T." Enter the headings for the two columns at the top on either side of the center line.

Example:

Leadership Tasks	
Traditional	Catalytic

2. ENTER DATA **FILL IN THE TWO COLUMNS**

Most often the chart is filled-in during a group discussion. The group's comments or ideas are recorded on the chart as they are raised. This is also an efficient way to display and report data collected by other means such as statistical research, questionnaire responses, or nominal group techniques.

**3. INTERPRET
THE RESULTS**

WHAT DOES IT MEAN?

In many cases analysis may be as easy as counting or quantifying entries in each column, for example when comparing advantages or disadvantages. Other times the analysis leads to new learnings or understandings as in the example shown above. In either event be sure to let participants discuss the implications of the information. If necessary, record any actions items which the discussion calls for.

Example:

Leadership Tasks	
Traditional	Catalytic
Make decisions	Empower stakeholders
Identify solutions	Transfer ownership
Lead meetings	Facilitate process
Correct mistakes	Monitor learning

TIPS FOR USE:

Another variation – often called a PMI chart – uses three columns. These charts are used to show the Pluses, the Minuses, and the comments that are Interesting but neither positive nor negative. More than three columns diminishes the value of the tool, however.

Triple Loop Learning

Learning loops are one of our best tools for getting better at solving problems or improving systems. It is rare that one action will by itself fix all that needs to be fixed. Usually a whole series of incremental steps must be taken before significant changes are seen. The good news is that these incremental steps give us an important opportunity to make mid-course corrections while at the same time garner knowledge of the larger system. If we are careful to glean all of the lessons and insights we can from our early efforts, we can get better and better results over time. Without availing ourselves of the opportunity to learn, early errors can be unnecessarily magnified as time goes on. Triple Loop Learning is designed to guide our learning at each face of a problem.

WHEN TO USE:

Use Triple Loop Learning in these situations:

- Whenever an action has been completed.
- Whenever the results obtained from an action were different than expected.
- Whenever you want to improve the outcomes that you are getting.

1. LOOK FOR CONTINUOUS IMPROVEMENTS

FACE 1 – LOOK TO SEE IF THE RESULTS YOU GOT CAN BE IMPROVED

Your group has completed some face one activities and celebrated the outcomes of those activities. This is an appropriate time to work through the first learning loop.

Examine whether the actions you have taken gave you the results you predicted. Spend some time learning from the feedback you get from your actions to determine how you might improve the solution you implemented to get better results next time.

**2. CONSIDER
NEW SOLUTIONS**

**FACE 2 – MIGHT AN ENTIRELY DIFFERENT SOLUTION HAVE
WORKED BETTER?**

You had a good understanding of the problem, but initially had some debate about the appropriate line of action. Begin the second loop of learning by examining other the solutions not tried. What might have happened had another solution been implemented? What latitude do you have for trying another solution now? Has the feedback from your initial activities given you any new ideas for other solutions not thought of before?

**3. RE-EXAMINE
THE LARGER
SYSTEM**

FACE 3 – WHAT MORE DO WE KNOW ABOUT THE SYSTEM?

Our understanding of very complex systems will always be imperfect, but the insights gained from our experiments will continually improve our model. Once some action has been taken, you have a unique opportunity to observe how the system actually works. Did the experience support your initial assumptions about how the system would react? All unexpected results are an opportunity to improve your model of the system which will lead to successively better decisions in the future.

TIPS FOR USE:

It is not important to make this review and learning process formal. What is important is that the opportunities not be lost. Check with as many stakeholders as your feel practical and ask them what they learned in each one of these areas. You will be surprised at how many opportunities you will have to improve system performance. Don't forget to redefine success to include lessons learned.

Triplet Questioning

Triplet Questioning is a technique for gaining a deeper understanding of what someone is saying. It is more than "active listening." It is a discovery process that assumes there is more here than the literal meaning of the words being used. Triplet Questioning is a dialogue which makes use of three types of questions:

- A question which asks for information
- A question which asks for illustration
- A question which asks for feelings

WHEN TO USE:

Use Triplet Questioning in these situations:

- As a structure for a dialogue.
- When people are beginning to argue.
- When you suspect that people are not "hearing" each other.

1. ASK FOR INFORMATION

BEGIN WITH ANY SIMPLE QUESTION

Any question can begin the process. Open ended questions, or yes; or no questions are both fine. The only rule is that the question has to be an honest one and not one that is argumentative or baiting.

2. ASK FOR ILLUSTRATION

TELL A STORY

Once the first question has been answered, immediately ask the person to tell a story that would illustrate the answer. Avoid commenting on what you have heard just yet. Refer to the question samples below for ideas about how to phrase this second question.

- Can you tell me what that would look like?
- How would you know if you achieved that?
- Can you tell me a story about when that happened?
- What do you see in your mind's eye when you say that?

3. ASK FOR FEELINGS

HOW DOES THAT MAKE THEM FEEL?

Out of the story you will probably hear some point or points that you think are the "meat" of the subject. Ask the person to tell you in their own words how important that point is to him or her.

- On a scale of one to ten, how important is that to you?
- Compared to (something else), is your idea more important?
- Of all the things you shared with us, which is the most important to you?

4. REPEAT THE PROCESS

CONTINUE THE SEARCH FOR DEEPER UNDERSTANDING

One round of Triplet Questioning will likely be insufficient. Repeat the process as many times as you need to continue to get new information about what each person feels is valuable. Formulate new questions from what you have heard in previous answers or start a new line of questioning from some other direction.

TIPS FOR USE:

While the three types of questions are designed to give you the full picture of someone's meaning, your particular situation may suggest you focus on one more than the other two. If your groups is struggling with alignment, for example, you will want to pay special attention to the answers to the third question. If people are questioning their contribution, having them tell a story about how they wish they could contribute could be very enlightening. If your issue is discrepant information among group members, then your attention will be on why someone thinks something is true.

Visioning

A team requires a shared vision to guide individual action. This vision should provide inspiration and alignment. If the vision statement created in the charter process has not provided sufficient clarity, this visioning process should help.

WHEN TO USE:

Visioning may help under these circumstances:

- Team lacks energy.
- Team members seem to have different ideas of their purpose.
- Team has trouble communicating to others the importance of the team's work.

1. CONSIDER THE PAST

LIST PROUD'S AND SORRY'S

Create a T-Chart with "proud" on one side and "sorry" on the other. Ask the team to list what in the past made them proud and what they were sorry about from the past. Allow them to tell stories and describe the feelings associated with these incidents.

IDENTIFY THE THEMES

From the "Proud's and Sorry's," identify the common themes. Proud's should lead to things you should reinforce or maintain. Sorry's should be avoided in the future.

2. EXAMINE FORCES AFFECTING THE PRESENT

LIST THE TRENDS WHICH ARE AFFECTING THE PRESENT

Use Brainstorming or a Mind Map to list current trends. These may include macro/global trends, industry trends, demographics, and competitive pressures.

3. DEFINE THE
PREFERRED
FUTURE

DESCRIBE A POINT OF TIME IN THE FUTURE

Ask team members to describe how things would be different at a specific point in time in the future (e.g., 5, 10, or 20 years hence). They should be encouraged to describe it as if it were true, in the present tense.

Creativity should be encouraged. In addition to just discussing options, the team can break up into groups and prepare skits or pictures which dramatize the changes. One format which works well is having them prepare a TV news clip.

DOCUMENT THE MAIN THEMES

After the team reports and discusses, extract the main themes and document them on a flip chart entitled, "Our vision for the future."

TIPS FOR USE:

Visioning is most effective when it engages both the right and left side of the brain, the intuitive and logical portions of our mind. To that end, using techniques which help get access to the right, intuitive side are helpful. Drawing, acting, and mental imagery are all methods which help access the right brain.

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Purpose Centered Planning

Complex changes require a high degree of flexibility because of the constant learning and adapting that goes on in the process. Planning for this process, then, should allow flexibility putting as few constraints on the decision making process as possible. Purpose Centered Planning focuses on creating very clear but general goals or outcomes. Specific details are omitted until the very last minute to account for late breaking information and changes in the system.

WHEN TO USE:

Use Purpose Centered Planning whenever establishing goals for face 2 or 3 of a problem.

1. DETERMINE OUTCOMES

WRITE AN OUTCOME FOCUSED PLAN

Use your focusing question or the results of a Purpose Hierarchy to establish your end goal. From there identify all the relevant sub-goals that must be achieved in order to achieve the end goal.

REPLACE SPECIFIC PROGRAMS AND TASKS WITH GENERAL OUTCOMES

The group will undoubtedly be compelled to describe specific activities. Every time they do, replace it with more general descriptions of outcomes or success criteria that describe the purpose behind the specifics. In other words ask them what it is they are trying to achieve with the activity they included?

Example:

Ensure that high school graduates are prepared to enter the workforce.

These examples should help illustrate the difference between purposes and activities:

Activity	Purpose
Take students on tours of local businesses.	Students should be familiar with local employment opportunities.
Put each high school senior in a resume writing workshop.	Each graduating senior should have an acceptable resume.
Create work study programs.	Each graduating senior should have some previous work experience.

2. SCHEDULE DECISIONS

WHEN DOES A DECISION HAVE TO BE MADE?

The specific details will of course need to be added to the plan at some point. The trick is to postpone them as long as possible while still leaving enough time to implement them. Postponing decisions allows for changes in conditions that might affect the decisions you make. Allowing as much time for learning, late breaking innovations, or changes in the system helps you make the best, most cutting-edge decision possible.

For each outcome on your plan, identify the absolute latest date that the decision can be made.

3. ANTICIPATE SIDE EFFECTS

WHAT PROBLEMS WILL THIS CHANGE WILL GENERATE?

When working with complex systems, it is almost inevitable that solving one problem generates six new problems. Good leaders get the diverse stakeholders involved in a brainstorming process that attempts to predict as many future problems as possible. Then plans are made now to begin to anticipate those problems. In our example it might happen that fewer seniors choose to finish high school or go on to college as a result of getting a good job.

TIPS FOR USE:

Write "draft" on the top of all your plans, even finished products, to remind yourselves that solving complex problems requires a high degree of flexibility.

Purpose Hierarchy Chart

Purpose Hierarchy Charts help to clarify a groups understanding of their purpose. You create a list of purposes from quite general to quite specific. With these options in front of you, it becomes easier to understand the implications of any particular purpose statement and thus helps the group decide on one. These charts can also be used to highlight differences between stakeholders and to identify a higher purpose which might provide for common ground among divergent groups.

WHEN TO USE:

Use a Purpose Hierarchy Chart whenever your purpose is not clear. Examples include:

- selecting a framing issue for your catalytic team
- framing a purpose for a Stakeholder Conference
- selecting a purpose for a subcommittee, or
- identifying a purpose for a major meeting.

1. WRITE A PURPOSE STATEMENT

FRAME A POSSIBLE PURPOSE STATEMENT

Ask someone to frame a possible purpose statement. Write their suggestion on a flip chart. Make sure it begins with a strong, action verb which prescribes instead of measures – e.g., establish or provide instead of increase or minimize.

Example:

Provide high-school students with exposure to the work setting

2. LIST A SET OF POSSIBLE PURPOSES

ASK "WHY" REPEATEDLY

Ask, "why would we do this?" about the purpose statement to reveal a higher purpose. Write that purpose above the previous one. Then ask "why" again. Repeat until you feel the purposes are too high to be helpful.

ASK "HOW" REPEATEDLY

If the first purpose listed seemed too broad, ask "how would we do that?" repeatedly to reveal more specific purposes. Write these below. Do this until you feel the purposes are getting too narrow.

3. SELECT AN APPROPRIATE PURPOSE

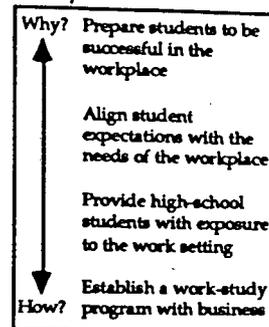
DISCUSS THE OPTIONS AND SELECT ONE

Ask the team to discuss the benefits of the various purpose statements. Select the one which seems to best describe what your team wants to accomplish. Remember: It should allow for lots of stakeholder flexibility since your job is to catalyze, not prescribe solutions. If appropriate, combine two or more of the purpose statements to craft your final one.

TIPS FOR USE:

If different stakeholders would have vastly different purposes in mind, you can ask them to come up with their own purpose hierarchy and then craft a purpose statement which encompasses all stakeholder needs. Ask yourselves, "What would the solution be like that meets all these needs?"

Example:



Stakeholder Conference

The Stakeholder Conference – sometimes called a future search or visioning process – is a meeting of all stakeholders (or representatives) where the entire group explores its history and present situation while forging a shared visions for the future. Stakeholder Conferences have been successfully used with groups as large as 900. While to be most effective they require several full days, they have proven their worth in bringing disparate groups together and aligning them to a common purpose.⁶

WHEN TO USE:

The best use for a Stakeholder Conference is to build community and a sense of common purpose among widely diverse groups of stakeholders. It is also an effective means of transferring ownership and getting a sense for where the stakeholders have energy.

1. IDENTIFY THE RALLYING ISSUE

DEFINE AN UMBRELLA ISSUE OR QUESTION

This first step is critical as it will determine who should attend the conference. The framing issue or question needs to be broad enough to be relevant to all the critical players, but not so broad as to be overwhelming. Use a *Purpose Hierarchy* if you need to define your framing issue.

Example:

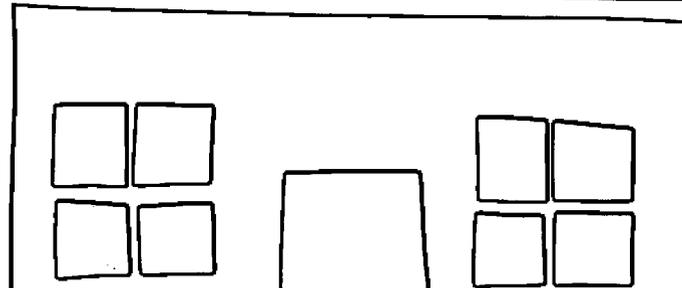
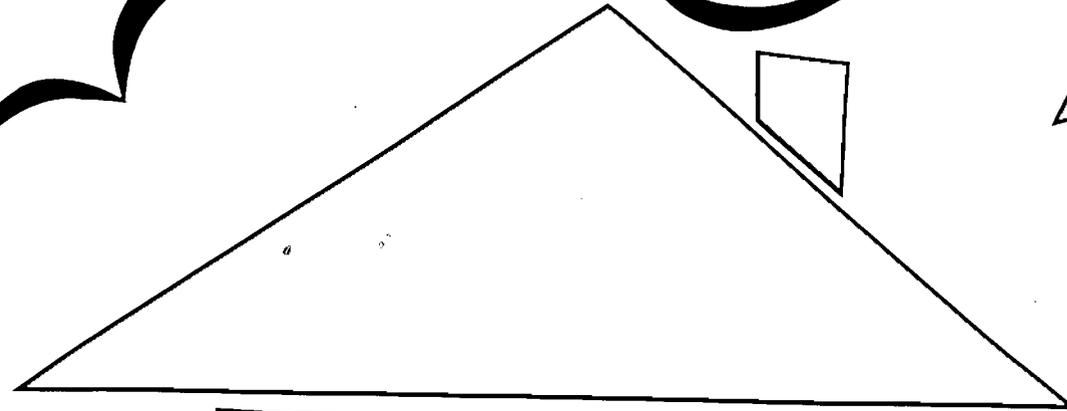
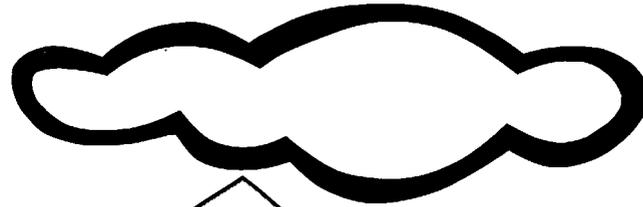
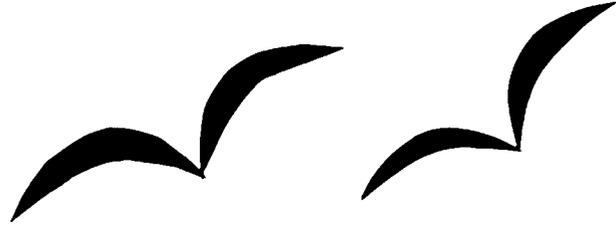
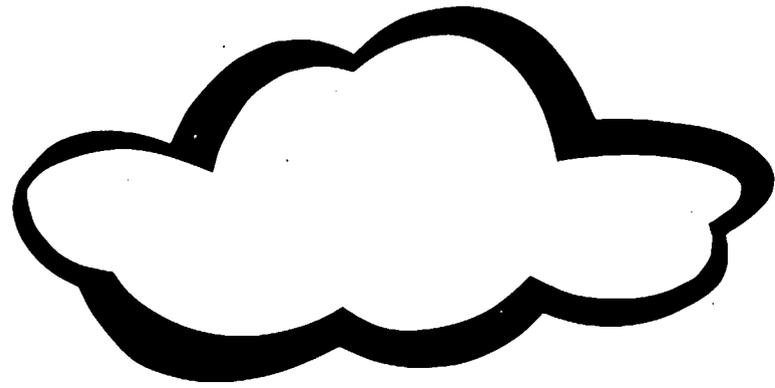
How can we develop a world class workforce in our community?

2. CREATE A CONFERENCE PLAN

DECIDE WHO, WHEN AND WHERE

The conference planning needs not only to determine times, dates and place, but also careful consideration of who should attend and how you will entice them to come. Use the following list of questions to help you create a project plan and time line:

- Who are the stakeholders groups who should be invited?
- How can we offset adverse impact on certain groups so that we get full representation?
- Who specifically from each stakeholder group do we want



The Campbell Institute for Children

WHAT WORKS:

HOPEFUL STRATEGIES FOR PORTLAND'S CHILDREN

FOREWORD

I greatly appreciate the effort of The Campbell Institute for Children in producing this important publication. As the Profile of Portland's Children makes so evident, it is time for action. The strategies outlined in **WHAT WORKS** are inspiring.

It also is time for a new kind of thinking, a new kind of commitment, and new kinds of partnerships on behalf of children. None of this will be easy. But if we cannot come together around children, how will our community thrive in the future? Let's make this a community where children come first, not just in-words, but in actions.



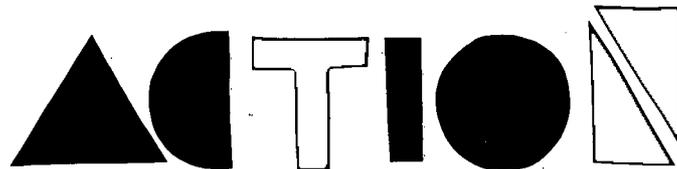
VERA KATZ, Mayor, City of Portland

For many, this is an era dominated by cynicism about our ability to function as a "community." For me, this is a time of opportunity and promise. I don't diminish the size or degree of difficulty posed by the problems we face, but I believe that past hard work at the grass roots level prepares us for the challenge. In the pages of this book you will see example after example of the power of the active citizen. They provide Multnomah County and the City of Portland a powerful model of effective partnership. They light the promise of this new era of collaboration. They teach us that for our community to work in the 1990s, we must establish new ways for citizens to participate. There are no more important recipients of this new spirit of collaboration than our children. The quality that defines how we act together will define the quality of their future.



BEVERLY STEIN, Chair, Board of County Commissioners, Multnomah County

A TIME FOR



It is said that the smallest good deed is better than the grandest intention. And that actions speak louder than words.

As you read the following hopeful strategies for children, you should know that this book is about action.

It is about making a real and lasting difference in the lives of our children. It is about recognizing that each of us, individually or in partnership with others, can bring light to the many children whose lives have become so filled with darkness.

The profile in the back of this book paints a vivid picture. Portland's children are in crisis. There is no doubt that more and more of our city's children are succumbing to hopelessness. The statistics are just numbers, but the children, whose stories they tell, are real. They are our babies, our toddlers, and our preschoolers. They are our school children and our young adults. And lest we forget for even a moment, they are our future.

Today, in Portland, that future is up for grabs. Like so many cities across the nation, we are at a crossroads. One path, on which so many of our children are traveling, is filled with tragedy and despair. It is marked by poverty, violent crime, child abuse, drug abuse, school failure, neglect and even apathy. Surely, it is not a path that any child would choose. Sadly, it is the only path that many children have known. Indeed, it is a path to hopelessness. And the signs are clear:

- **Poverty among Portland's children increased from 15.5% in 1980 to 18.5% in 1990.**
- **Although the adolescent population has been decreasing steadily, births to teenage girls have increased from 311 in 1984 to 464 in 1991 in Multnomah County.**
- **Between 1985 and 1992, 79 children were murdered in Multnomah County.**

Thirty-four of those died at the hands of their caregivers.

- **The number of Portland juveniles arrested for violent crimes increased from 186 in 1985 to 346 in 1992.**
- **Recent estimates indicate that nearly one-third of Portland Public Schools' students will not graduate from high school.**
- **In 1988, there were 27 gang-related drive-by shootings; in the first 6 months of 1993, there were 45.**

Fortunately, more and more people in our community sense that something is seriously wrong. There is, even for those fortunate enough to be traveling down a better path, a sense of foreboding about our children's future.

Teachers are concerned about how many children enter school with two, or even three, strikes against them. Business leaders are concerned about the skill level of our future work force. Many parents, as well as religious leaders, are concerned about a decay in moral fiber and the implications for our children. There is, gratefully, an emerging recognition that if we continue to neglect our children, our community will suffer.

Increasingly, people are asking: "What can we do for our children? How can we reverse these troubling trends so more children are healthy, thriving and responsible members of our community?"

These concerns have captured the attention of many civic leaders at the national, state and local levels. Over the last five years, the declining status of children has been widely documented. Community leaders have generated impressive plans detailing policies that need to be changed, ambitious goals for the year 2000, and new services that need to be funded. Children's issues have become a focal point for political rhetoric.

WE ARE GUILTY OF MANY ERRORS AND MANY FAULTS BUT OUR WORST CRIME IS ABANDONING THE CHILDREN, NEGLECTING THE FOUNDATION OF LIFE.

MANY OF THE THINGS WE NEED CAN WAIT. THE CHILD CANNOT. RIGHT NOW IS THE TIME HIS BONES ARE BEING FORMED, HIS BLOOD IS BEING MADE, AND HIS SENSES ARE BEING DEVELOPED.

TO HIM, WE CANNOT ANSWER "TOMORROW". HIS NAME IS "TODAY". —Gabriela Mistral

Yet, somehow, within all these complex efforts, the gap between words and actions has grown wider. Our ability to place the critical needs of children in the hands of government, or in any other single sector, continues to diminish as funding and resources disappear. Our individual efforts, though noble and valid, have not been sufficient to turn the tide. And we are left with the knowledge that in spite of all our best intentions, our children are still in crisis. Whether ours is the role of parent, community member, business leader, school administrator, religious leader, or public official, we must work in partnership and collaboration with others to create major systems change and to bridge this gap between words and actions.

It is the intent of this book to provide the building blocks that will bridge this gap, and to display the road map that guides us, and our children, down the path to a better future. Most importantly, this book is, for Portland, **A CALL TO ACTION.**

It offers clear, specific and manageable strategies for what this city **CAN DO** for its children. These strategies are not complicated or clouded by philosophy and rhetoric. They are straightforward, easy to understand and specifically targeted at each sector of our community — from its individuals and families to its neighborhoods, schools, and religious organizations, and from its businesses and service clubs to its media and its government.

In each chapter, along with a brief introduction that highlights the issues unique to the targeted population, you'll find a wide range of success stories from Portland and across the nation, about people and organizations that chose to make a difference. Selected after extensive research in cities throughout the country, these examples offer guidance and inspiration from those who have chosen the path to hope.

Finally, following the conclusion, entitled "A Time for Focus", you will find a comprehensive profile of Portland's children. These statistics, and the accompanying charts, graphs and maps, have been designed to give you a clear picture of the overall status of our city's children. While it is important to recognize the seriousness of our children's plight, this section is presented not to foster gloom, but instead to direct our energies and resources to the children and areas that have the greatest need.

It is important to recognize that while every action makes a difference, a single sector of our community, acting alone, will not be able to make the impact required to effect major systems reform or to alter the path for Portland's children. Knowing that real success will require cooperation and collaboration with others, you are urged to read — in addition to the section(s) that pertain to you — Chapter Nine, entitled, "**What Collaboratives Can Do For Children.**"

Ultimately, there is no doubt that we must all work together. We must give of our time, our energy, and our resources. In some cases, our voluntary efforts will not be sufficient, and we must press for system reform, while constantly evaluating our efforts based on results and outcomes. The cries of Portland's children are too loud to ignore and the cost of not acting is simply too high. We must, once and for all, step out of the crossroads, away from the path of hopelessness and on to the path of hope.

It is time for **ACTION.**



J. DUNCAN CAMPBELL



ORIN D. BOLSTAD

September 1993

ABOUT THE INSTITUTE

The Campbell Institute for Children is a private, nonprofit "think/action tank." Its mission is to stimulate concerted action leading to improved outcomes for our children, especially those living in poverty.

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ACKNOWLEDGMENTS

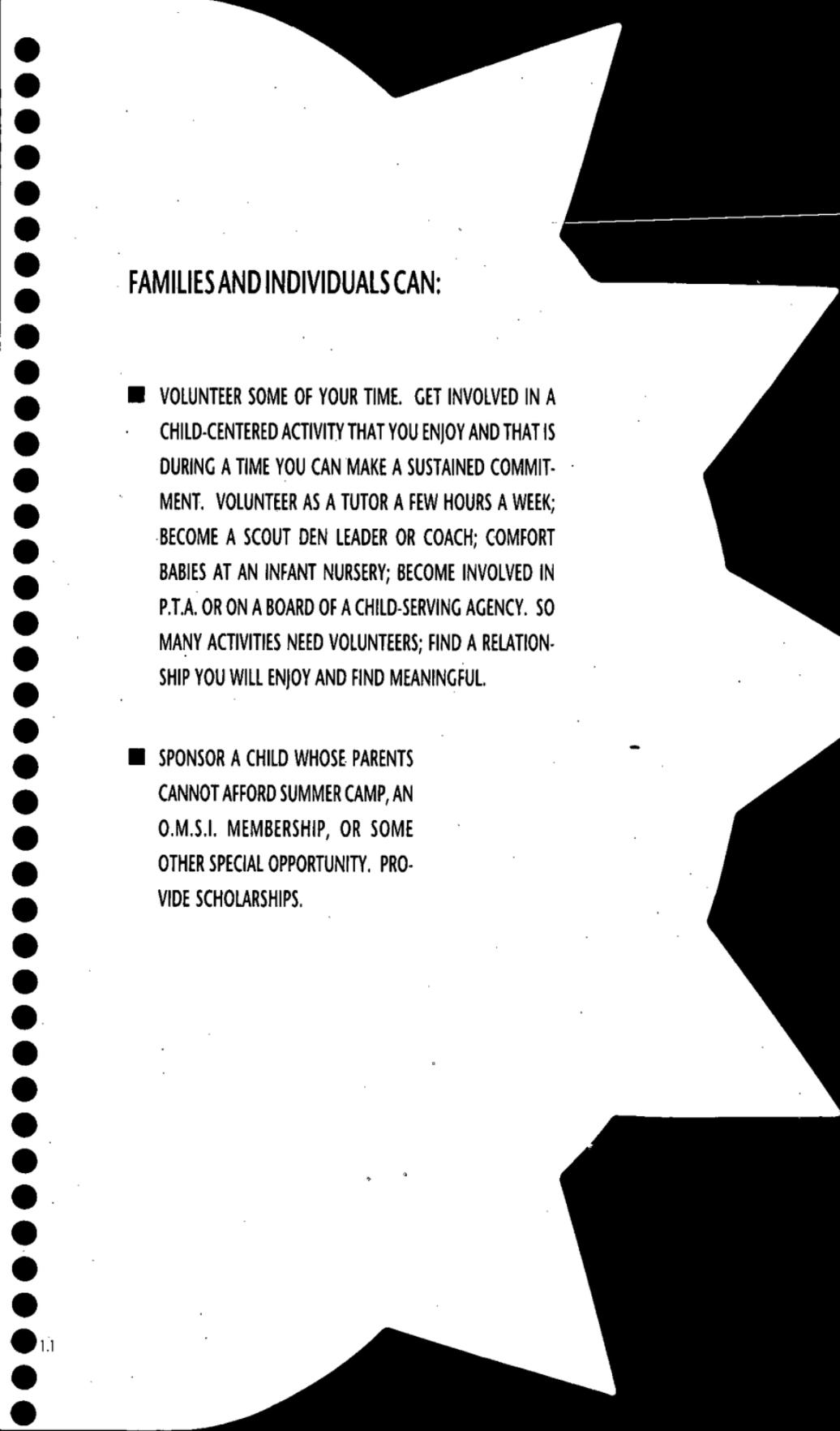
WHAT WORKS has truly been labor of love for children. There have been so many people and organizations that have contributed to this publication and it is inspiring to see how eager people are to come to the aid of children. For the help in getting started, we are grateful to William and Jean Fronk, Gerard and Sandra Drummond, and Richard and Jeanie Reiten. Also supporting our initial efforts were U.S. Bank, the McCall Heating Company, the Ralph and Adolph Jacobs Foundation, and the Oregon Community Foundation. We are exceedingly grateful to the Meyer Memorial Trust for its major gift supporting the many hours of research and travel that went into this document; their contribution made such a tremendous difference. Finally, we wish to acknowledge Portland General Electric for contributing to the production costs of this document. Putting together **WHAT WORKS** was a collaborative, community effort for children, consistent with the very message of this document.

We also acknowledge the many people who contributed to the ideas and the gathering of information that make up **WHAT WORKS**. In Minneapolis, Nancy Latimer of the McKnight Foundation and Dick Mammon of the Mayor's office were instrumental in connecting us with so many leaders for children in their great city. Rebecca Hornbeck of the Baltimore Community Foundation in Baltimore and Angela Blackwell of the Urban Strategies Council in Oakland were most helpful in connecting us with people and hopeful strategies. Thanks to Barbara Sennett, our staff research analyst, who investigated many of the strategies. Dr. Laura Grandin, a Research Fellow at the Institute, deserves special credit for the surprisingly difficult job of pulling child demographic data out of systems in a way that is comprehensible. Her efforts would not have been possible without the support of Steve Johnson, at the Center for Urban Studies at Portland State University. Others who helped Laura with the demographics were Steve Beedle with the Portland Police Bureau and Joyce Grant-Worley from the Health Division of the Oregon Department of Human Resources. We are grateful to each of these dedicated people for their hard work and commitment.

We were also fortunate to have the donated services of Communications Consultant Jim Miller and Editor Kristina Linden. Communications Consultant Suzanne Birkel, who handled the final editing, design and production of our document, and her associate, Graphic Designer Lynn Ekblad, contributed much of their own time under pressure to meet our deadline. Their enthusiasm for **WHAT WORKS** is obvious. Finally, we want to acknowledge Michelle Crosby, our Administrative Assistant, for keeping us organized, which is no small feat.

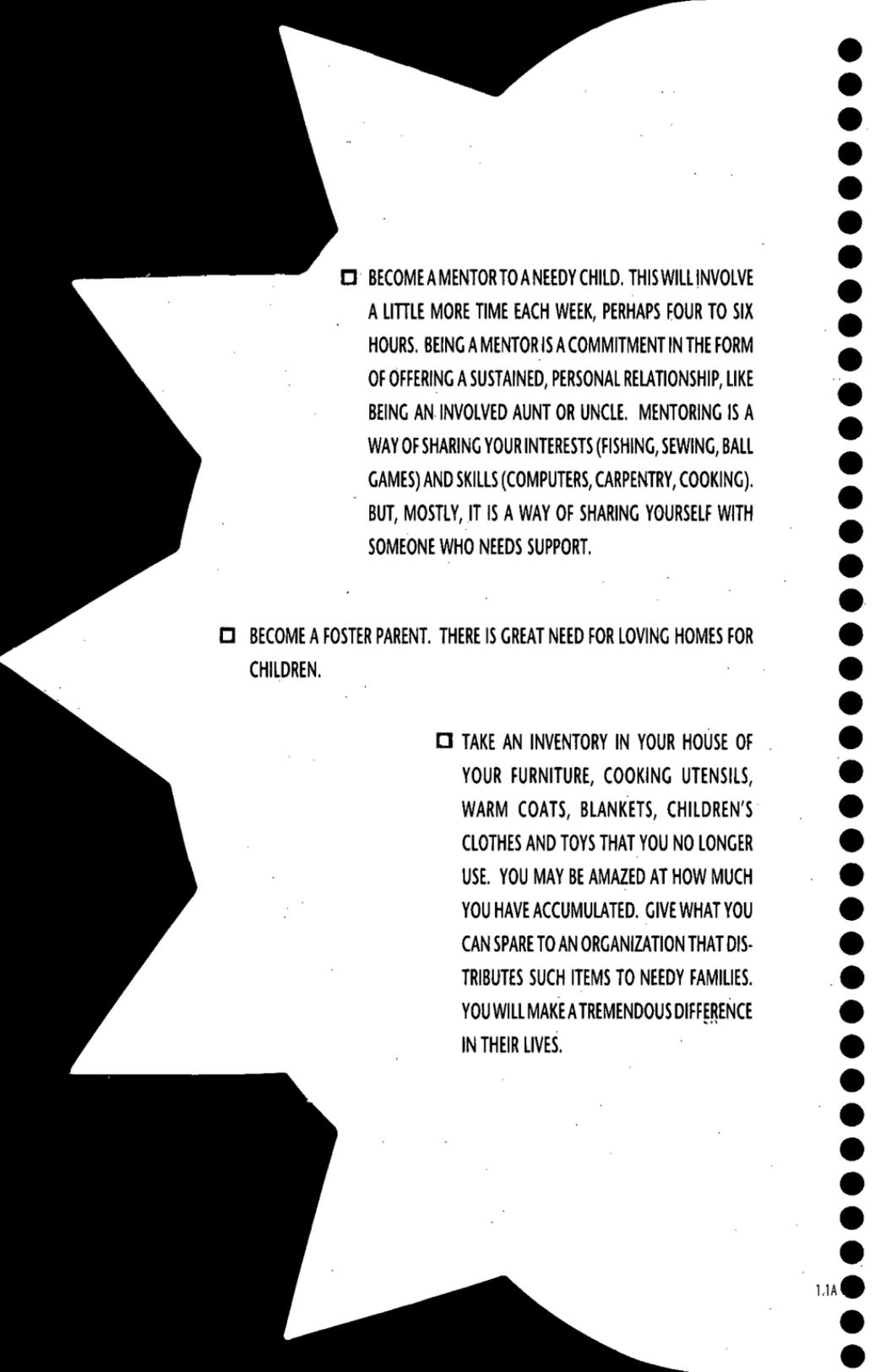
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FAMILIES AND INDIVIDUALS CAN:

- VOLUNTEER SOME OF YOUR TIME. GET INVOLVED IN A CHILD-CENTERED ACTIVITY THAT YOU ENJOY AND THAT IS DURING A TIME YOU CAN MAKE A SUSTAINED COMMITMENT. VOLUNTEER AS A TUTOR A FEW HOURS A WEEK; BECOME A SCOUT DEN LEADER OR COACH; COMFORT BABIES AT AN INFANT NURSERY; BECOME INVOLVED IN P.T.A. OR ON A BOARD OF A CHILD-SERVING AGENCY. SO MANY ACTIVITIES NEED VOLUNTEERS; FIND A RELATIONSHIP YOU WILL ENJOY AND FIND MEANINGFUL.
- SPONSOR A CHILD WHOSE PARENTS CANNOT AFFORD SUMMER CAMP, AN O.M.S.I. MEMBERSHIP, OR SOME OTHER SPECIAL OPPORTUNITY. PROVIDE SCHOLARSHIPS.



□ BECOME A MENTOR TO A NEEDY CHILD. THIS WILL INVOLVE A LITTLE MORE TIME EACH WEEK, PERHAPS FOUR TO SIX HOURS. BEING A MENTOR IS A COMMITMENT IN THE FORM OF OFFERING A SUSTAINED, PERSONAL RELATIONSHIP, LIKE BEING AN INVOLVED AUNT OR UNCLE. MENTORING IS A WAY OF SHARING YOUR INTERESTS (FISHING, SEWING, BALL GAMES) AND SKILLS (COMPUTERS, CARPENTRY, COOKING). BUT, MOSTLY, IT IS A WAY OF SHARING YOURSELF WITH SOMEONE WHO NEEDS SUPPORT.

□ BECOME A FOSTER PARENT. THERE IS GREAT NEED FOR LOVING HOMES FOR CHILDREN.

□ TAKE AN INVENTORY IN YOUR HOUSE OF YOUR FURNITURE, COOKING UTENSILS, WARM COATS, BLANKETS, CHILDREN'S CLOTHES AND TOYS THAT YOU NO LONGER USE. YOU MAY BE AMAZED AT HOW MUCH YOU HAVE ACCUMULATED. GIVE WHAT YOU CAN SPARE TO AN ORGANIZATION THAT DISTRIBUTES SUCH ITEMS TO NEEDY FAMILIES. YOU WILL MAKE A TREMENDOUS DIFFERENCE IN THEIR LIVES.

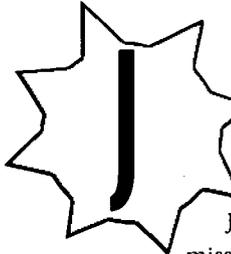
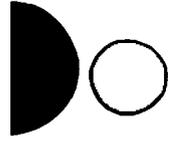
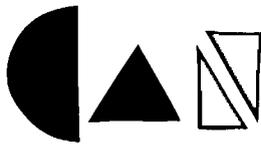
The profile of Portland's children can be discouraging for those who want sweeping change immediately. Ultimately, we need to recognize that meaningful change can occur one child at a time. Children desperately need and want personal contact and relationships with loving, caring, available adults. Better policies and more funding are to little avail if they do not translate into meaningful, personal relationships.

It is unreasonable to think that government can fund enough personal relationships to meet our children's needs. Fortunately, many volunteers in our community have stepped forward on behalf of their own children and the children of others. Many of these people claim they have found greater meaning in their own lives by serving others.

One of the most important **ACTIONS** we can do is to spend quality time with our own children. Many children spend more time in front of television than in activities with a parent. Time with a parent or loved one is precious to children. To them, it is more important than expensive clothes, extravagant toys, video games, a big



WHAT FAMILIES AND INDIVIDUALS DO FOR CHILDREN



JIM'S STORY:

Jim is a middle-aged executive in Portland who has worked hard. He is devoted to his family and concerned about his children's future. Several years ago, Jim came to recognize that something was missing in his life. He was successful by most standards, but he began questioning: "Is that all there is?"

One day Jim was walking in the neighborhood of his business and came upon an elementary school. This school is in a very low income area. Jim felt drawn into the school. The next thing he knew, he had volunteered to tutor a first grade child who was having trouble reading. One day a week for an hour soon lead to three hours with about six different children. Jim was quick to point out: "These are three hours I always look forward to."

Jim's story does not end here. He and his family also became involved in an Adopt-A-Family program. This was a special Christmas time effort to assist a family in need. "My children got to see what poverty really is. They went into the home with us to deliver the gifts and food." Since that initial effort, Jim's family has adopted six families.

Jim's story still does not end here. He also got his business involved. Jim and his wife were troubled when they learned that only a few children in all of the first grade classes where he tutored had ever seen the ocean. He approached his firm with a proposal to rent three buses and transport the entire first grade to Newport to see the ocean and the Aquarium. His firm agreed. He also involved his firm in the Adopt-A-Family program.

Jim will tell you that he found what he was missing..."There is more to life."

ULTIMATELY, WE NEED TO RECOGNIZE THAT MEANINGFUL CHANGE OCCURS ONE CHILD AT A TIME.



SHARNEL'S STORY:

Sharnel is a high school senior. Helping kids always has been important to her. For three years, Sharnel was a role model

speaker with the DARE program. That experience made her particularly aware of the needs of fifth graders. She learned fifth graders need to make clear

decisions about drugs and alcohol, before they experience heavy peer pressure in middle school.

Committed to kids and community service, Sharnel pondered developing a "Big Sister" program for disadvantaged fifth grade girls. She called many of the elementary schools in her school district, speaking to principals, counselors, and teachers, ultimately finding an elementary school that was willing to be her ally. The school was in such tremendous need that they enthusiastically embraced her idea. The teacher sent Sharnel a list of girls' names whom she had determined were at risk for developing problems later in life. Meanwhile, Sharnel went to work recruiting a dozen high school girls who would be appropriate big sisters. She especially tried to encourage younger high school students to participate in order to keep the program going after the seniors graduated. Next, the teacher and the principal from the participating elementary school came to speak to

the high school girls Sharnel had recruited. They discussed the social, economic, and educational conditions, and other relevant personal facts of the younger girls.

As a group, the high school girls worked with the teacher to pair the "little sisters" with the "big sisters" for a good match.

Sharnel's program started with 12 pairs of big and little sisters. The pairs get together informally to go shopping, do homework, or just visit. All of the sister pairs speak on the phone regularly.

According to the teacher, the improvement in the fifth grade girls was noticed immediately. Just having someone to tell about their day, someone taking a special interest in them, was tremendous. Their attitudes about themselves and their school work improved significantly.

Recently, Sharnel has expanded the program to include Big Brothers as well.

house, fancy cars, or endless lessons.

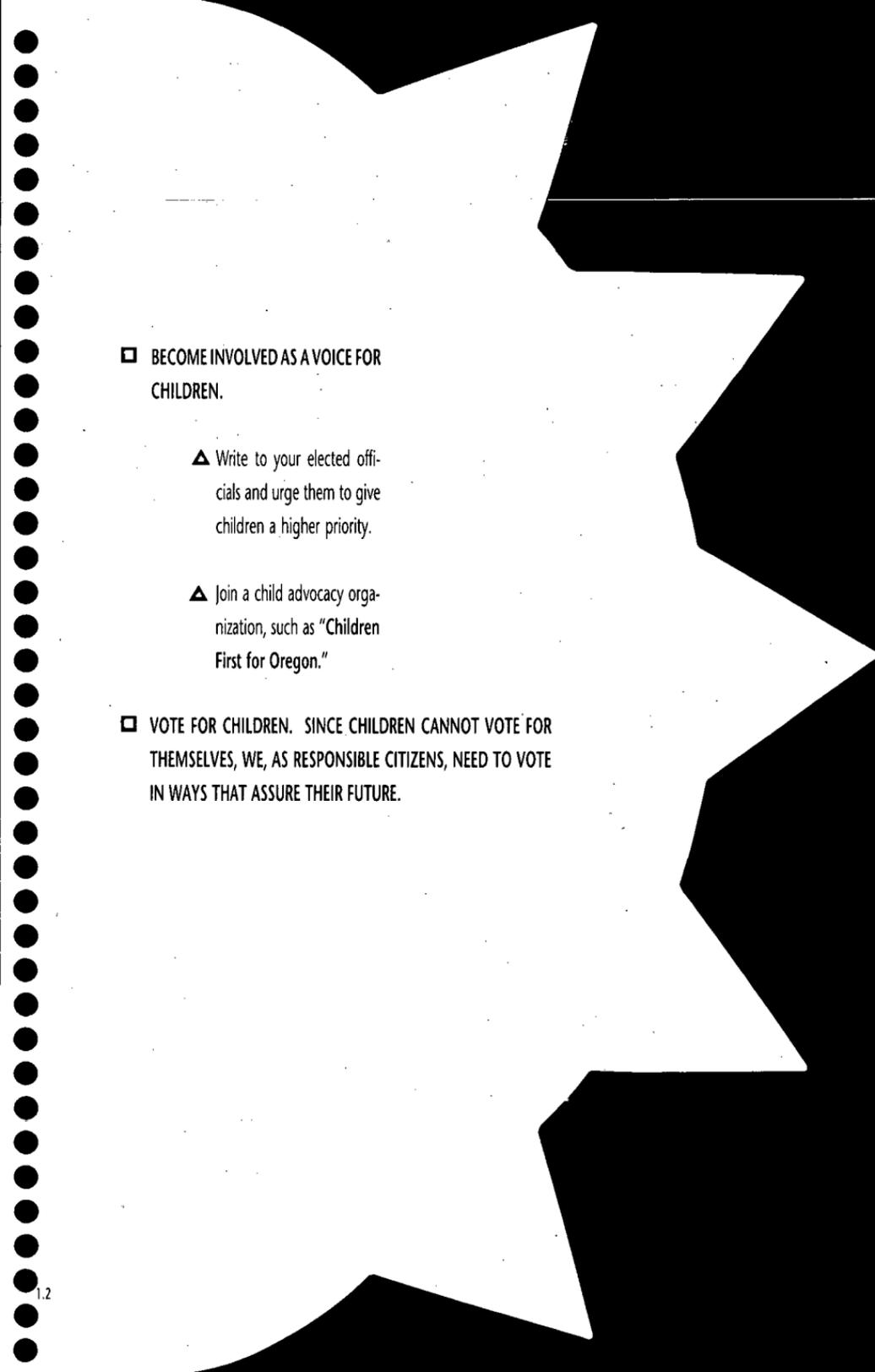
*There are many examples of families and individuals who have stepped forward to help those less fortunate. People who give time, energy and money to needy children and families are teaching their own children, by doing and by acting, the value of serving others. The **RELATIONSHIPS** that develop between the volunteers and families in need are the foundation for hope. Relationships are particularly important for low-income people who often have given up on "helping systems." Relationships also sustain the volunteers. It takes time and commitment to build mutually rewarding relationships. They should not be entered lightly.*

TIME WITH A PARENT OR LOVED ONE IS MORE IMPORTANT TO CHILDREN THAN EXPENSIVE CLOTHES, EXTRAVAGANT TOYS, VIDEO GAMES, A BIG HOUSE, FANCY CARS, OR ENDLESS LESSONS.

BILL'S STORY:

Bill retired from the City of Portland when he was 62. He still had a lot of energy and a strong commitment to his community's children. Bill and his wife had been foster parents for several years prior to his retirement. They enjoyed their foster children so it only made sense to continue. They now have five foster children from the ages of 6 to 12. But, Bill still had a lot of energy.

One day, when Bill was picking up his children after school, he noticed what was going on at the school playground in this low income, inner-city school. Although the school was officially closed, he noticed a lot of children were hanging around on the playground until their parents came home from work. He also noticed there were teen-agers present, many of whom were not the kind of kids who he would want in the company of his children. Bill was concerned about drugs and the children's safety.



□ BECOME INVOLVED AS A VOICE FOR CHILDREN.

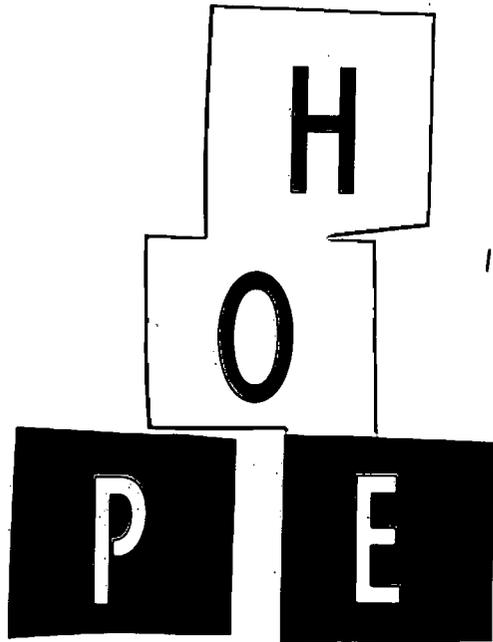
▲ Write to your elected officials and urge them to give children a higher priority.

▲ Join a child advocacy organization, such as "Children First for Oregon."

□ VOTE FOR CHILDREN. SINCE CHILDREN CANNOT VOTE FOR THEMSELVES, WE, AS RESPONSIBLE CITIZENS, NEED TO VOTE IN WAYS THAT ASSURE THEIR FUTURE.

Bill began "organizing." He met with the principal and then with the School Parents Committee. They began talking about putting together an After-School program. Bill's first priority was giving the children a safe environment. But with the input of others, he started to see the virtue of an after-school program supplementing the children's academic skills as well. Within only a few weeks, Bill had engaged some financial support from one church and the administrative support of another. Through his connections, he also recruited eleven Lewis and

Clark college students as volunteers. One of the teachers volunteered to stay after school and supervise the college students, and a teacher aide volunteered to provide instruction. Several parents also stepped forward to help. The school provided space and snacks. Within a month, about 50 children were enrolled with only a modest fee. Now Bill is recruiting some of his retired friends to volunteer for just a one day a week. Bill says: "I just hope they get half as much out of it as I have."



*I AM ONLY ONE, BUT STILL I AM ONE. I CANNOT DO EVERYTHING, BUT STILL I CAN DO SOMETHING;
I WILL NOT REFUSE TO DO THE SOMETHING I CAN DO.—Helen Keller*

NEIGHBORHOODS AND LOCAL COMMUNITY GROUPS CAN:

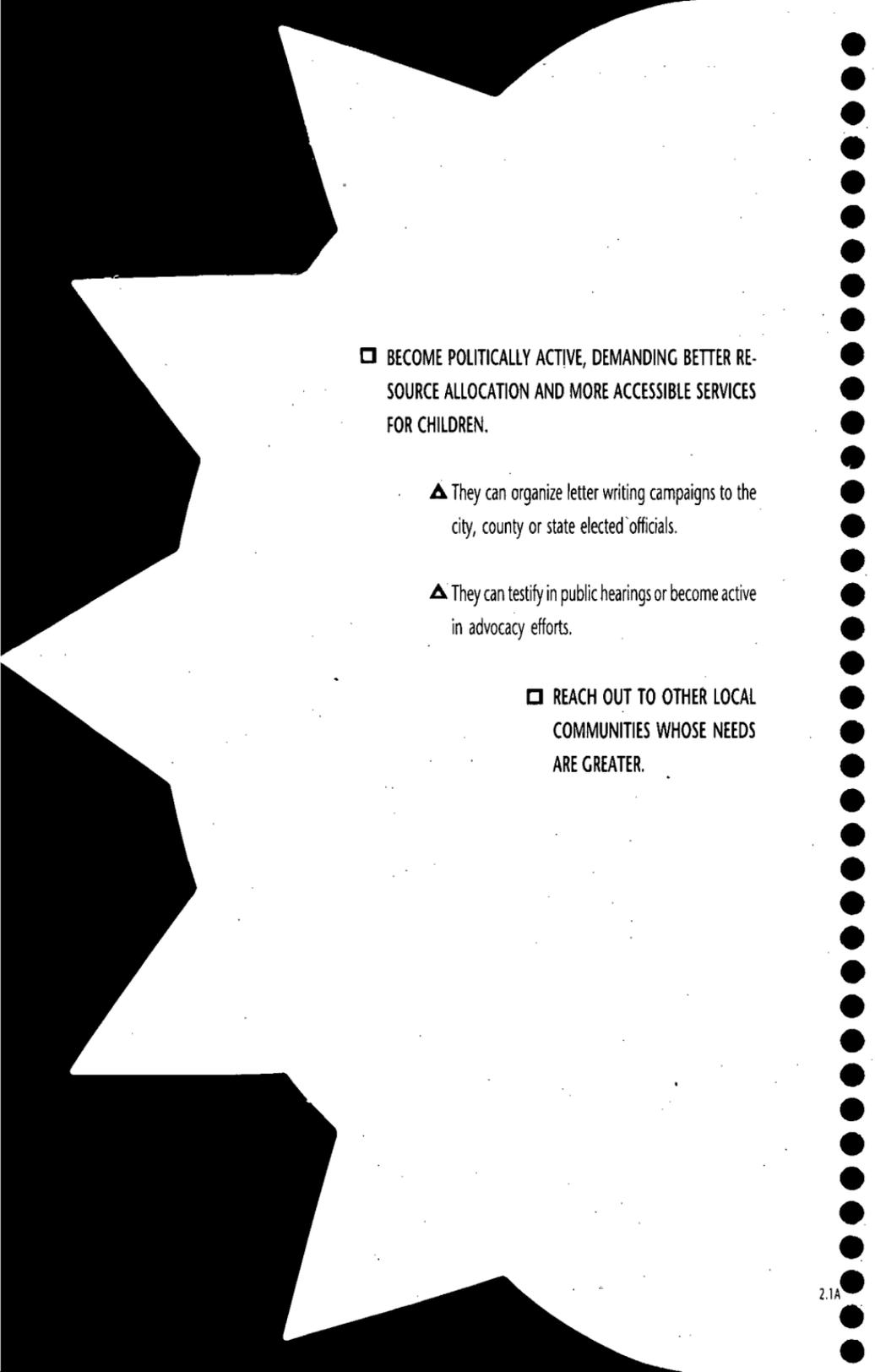
- ❑ IDENTIFY SPECIFIC CHILDREN AND FAMILIES IN NEED AND HELP TO CONNECT THEM WITH SERVICES OR VOLUNTEERS.
- ❑ ORGANIZE THEMSELVES TO SERVE A PARTICULAR GROUP OF CHILDREN AND FAMILIES.

▲ They can organize to reduce drug activity.

▲ They can organize to increase pride in their community by sponsoring neighborhood clean-up days or by teaching cultural awareness.

▲ They can organize a system of safe or sanctuary homes for children who feel threatened.

▲ They can take the lead in initiating services which support families.



□ BECOME POLITICALLY ACTIVE, DEMANDING BETTER RESOURCE ALLOCATION AND MORE ACCESSIBLE SERVICES FOR CHILDREN.

▲ They can organize letter writing campaigns to the city, county or state elected officials.

▲ They can testify in public hearings or become active in advocacy efforts.

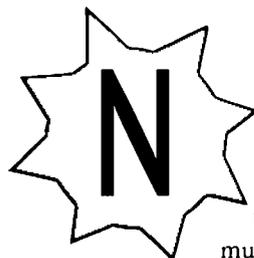
□ REACH OUT TO OTHER LOCAL COMMUNITIES WHOSE NEEDS ARE GREATER.

People often identify themselves by geography ("Oregonian", "Portlander," etc.). The smallest unit of geographic identification typically is one's neighborhood. It is not uncommon for people to identify geographically with some measure of pride or ownership. Likewise, some people identify with community groups that transcend geographic boundaries but still have a community identity, such as ethnic groups. These groups convey a pride in their identity. If mobilized or empowered, neighborhoods or community groups can become a strong force for the children and families who make up their membership.

As with Families and Individuals, Neighborhoods and Local Communities operate from a **RELATIONSHIP** level. As these groups organize for **ACTION**, they have the advantage of being close to the children and families who need services as well as those families and individuals who may volunteer to provide services. In effect, they already have a kinship or relationship. For action efforts to be successful in these communities, it is essential that they not be imposed from outside, or parachuted into the community.



WHAT NEIGHBORHOODS AND LOCAL COMMUNITIES DO FOR CHILDREN



NEIGHBORHOOD FAMILY CENTER, PORTLAND IMPACT-PORTLAND, OREGON:

In 1992 the Brentwood-Darlington neighborhood, located in Southeast Portland, formally adopted a Neighborhood Plan that called for the development of a community center and improved community services. The neighborhood has a high percentage of low-income people, vacant housing, crime and people under parole supervision. It also has a strong Neighborhood Association and resident-generated initiatives to improve the livability of the area. The Brentwood-Darlington Neighborhood Association and Portland Impact surveyed the neighborhood to learn about residents' priorities for community service. In response to the surveys, Portland Impact established a Neighborhood Family Center to provide services to young children and their parents. The concept underlying the family center is the belief

that healthy children require healthy families who in turn require healthy communities in which to live and raise their children.

Brentwood-Darlington residents have been actively involved in designing this Family Center. Advisory Council members have developed creative ideas to expand services to neighborhood families. The Center is reflective of the neighborhood as it sets its own priorities for the type of family and community services needed. Portland Impact has played a facilitative role in this effort to design a Center that is community-based, locally managed and capable of providing a wide array of comprehensive, integrated services to all families living in the area.

The Family Center brings together citizens, government, non-profit organizations, businesses, volunteer associations and religious groups to develop and restore neighborhoods as supportive environments for children and families. The current

WHATEVER YOU DO, NO MATTER HOW INSIGNIFICANT IT MAY SEEM, IT IS MOST IMPORTANT THAT YOU DO IT.—Gandhi

Family Center model is being expanded to cover other southeast neighborhoods while still maintaining a strong satellite office in the Brentwood-Darlington neighborhood. The Family Center will continue to offer a participatory setting where parents and children can practice relating to one another

more effectively, community members can develop neighborhood strategies for improved livability, and professionals can partner with citizens and consumers to prevent or resolve family and community problems.

It is crucial that action be integrated carefully and collaboratively, defined by local community needs, resources and strengths. To the extent that action efforts are initiated, "owned", or even co-developed by the neighborhood or community groups, they are more likely to be successful and sustained. It is so much easier for a family in need to connect with services if those services are delivered in the context of a common kinship or relationship.

CHILD HEALTH WATCH- PHILADELPHIA, PENNSYLVANIA:

C Several neighborhood associations in Philadelphia have teamed up with a local advocacy group, *Philadelphia Citizens for Children and Youth*, to promote children's primary health care outreach, advocacy and referral at the neighborhood level. Child Health Watch volunteers walk each block, door-to-door, assuring that families have access to basic health care.

Last summer, over 1,000 families were surveyed about their children's health, enrolled as appropriate in health insurance programs and linked to providers of public health care. They also conduct community activities such as Family Health Awareness Fairs and Teddy Bear Clinic Day. Last year, over 600 children and their teddy bears received free check-ups at 20 sites. Doctors and nurses volunteered their time and supplies because they appreciate the importance of preventive health care in the early years.

YOUTH OUTREACH-PORTLAND, OREGON:

Y On Friday and Saturday nights, John "cruises" neighborhood locations popular among teenagers and kids in gangs. As he walks, mobile phone in hand, John frequently stops to greet and shake hands with the kids he knows. John is there to help keep the peace; he is a volunteer Youth Outreach worker. He and his co-worker Louie, a former gang member, look for signs of trouble and opportunities to relate to youth to "de-escalate" tense situations. As John puts it, outreach workers are the last line before the police become involved.

an outreach effort of the Youth Gangs Task Force to combat the rising tide of youth joining gangs. Over the past six years, Youth Outreach has become knowledgeable about the many gangs across the area, in identifying and handling gang behaviors, as well as in teaching other groups in the metropolitan area and across the state about gang activity. On a relationship level, Youth Outreach knows the youth in the city who are gang members, as well as the youth who are on the fringes of gang life - and the kids know them. Youth Outreach works with the youth and their families, before, during, and after kids join gangs, providing counseling, referrals to services and connecting youth and their families with the tools they need to make positive life choices.

Youth Outreach is a program of the Northwest Coalition of Neighborhoods. It began in 1987 as



AVANCE FATHERHOOD SUPPORT PROJECT- ALBUQUERQUE, NEW MEXICO:

Avance, the Spanish word for "advancement", is a 20-year-old family support program serving a local community group of low income Hispanic families. Avance offers specialized training, social support services, adult education and parenting education, all of which strengthen families.

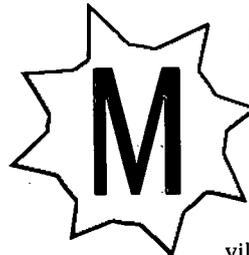
One of the specialty programs is directed towards fathers. The Fatherhood Support Project was initiated because founders recognized that fathers had been left out of most parent education and support programs. In many cases, women were outgrowing their male partners in learning about good parenting. Sometimes, their efforts were undone by fathers who did not have the same training.

As a result, similar services were offered the fathers in groups of men, allowing the fathers to open up in ways that would not have been possible if women were present.

A particular focus for the Fatherhood Support Project has been teaching men how to cope with stress and anger. Alternatives to spanking are taught as well as problem-solving strategies. Mentors are available for new fathers as well. After the parenting classes, the men can take advantage of GED and English as a Second Language classes, along with the women parents.

The Fatherhood Support Project started with about eight men and now serves 50-60 men a year. The fathers have children of many ages although the core group of fathers in the program have children ages 0-3.

THE WALKS AND TALKS WE HAVE WITH OUR TWO-YEAR-OLDS IN RED BOOTS
HAVE A GREAT DEAL TO DO WITH THE VALUES THEY WILL CHERISH AS ADULTS.—Edith F. Hunter



MEN OF DISTINCTION- NASHVILLE, TENNESSEE:

Homicide is the leading cause of preventable death among African American males in the United States. *Men of Distinction* is a neighborhood-based program in Nashville, Tennessee designed to prevent homicide and suicide among young African American males. Located in three neighborhoods, Men of Distinction deals with violence by teaching youth how to resolve conflicts peacefully.

There are a number of components. Each youth is assigned to a mentor so that he has a positive role model. Black men are recruited and trained as mentors and are drawn from every walk of life, "from janitors to corporate board room types." Peer group counseling teaches problem-solving skills useful in their homes, at school and with their peers. A third component is manhood development teaching life skills many have not learned at home, such as using tools; balancing a checkbook, and how to study. Finally, these youth are given instruction in their

heritage and their cultural identity. The goal is to build positive self-esteem. Men of Distinction also makes every effort to involve parents in their Parent Support Program. These parents appreciate the support they get from Men of Distinction in their efforts to provide appropriate discipline.

This program has a reputation for being very firm in its approach to youth discipline. It offers an

alternative to gang life by providing structure, consistency and mentoring.

Many more of these youth have gone on to college and stuck with their jobs than anyone would have expected. They needed someone to believe in them; they needed hope; they needed structure.

CHILDREN DON'T CARE WHAT WE KNOW, SO LONG AS THEY KNOW THAT WE CARE.—D. Cohen

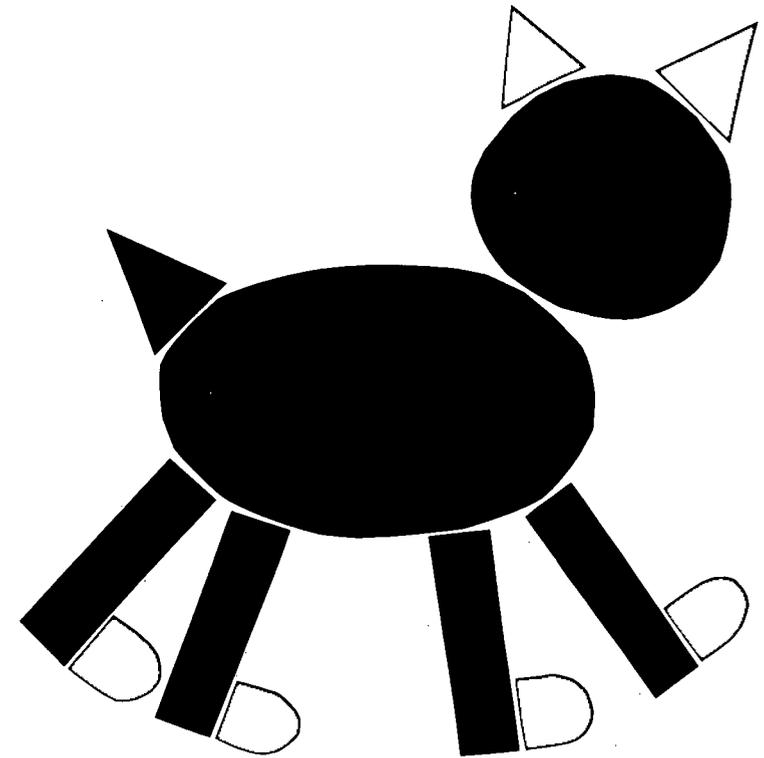
SELF ENHANCEMENT, INC. PORTLAND, OREGON:

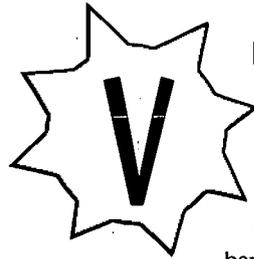
S Ten years ago, leaders in N.E. Portland became concerned about the lack of constructive options for inner-city youth. With the support of the Albina Ministerial Alliance, these leaders initiated a community based program built on the strength of personal relationships within targeted neighborhoods. This effort started as a one-week summer camp and has grown to a year-round preventive education program, in partnership with Portland Public Schools. Last year, over 750 children, grades two through twelve, were served in seven inner-city schools. Although Self Enhancement, Inc. (SEI) now commands a significant "program" presence, it has never lost its identity as a neighborhood, community based effort.

SEI's mission is to open doors so that children can participate fully in the social and economic resources of our society. Public and private partnerships have been forged to enhance opportunities and

provide options to students identified as at-risk. Options are made available in the context of personal relationships. Special classroom instruction and monitoring during school hours are offered along with a full schedule of academic and social activities after school and in the summer. SEI also conducts a Community Outreach Program which gives the children and youth opportunities to serve their own community or to "give back". A range of partnerships with businesses, hospitals and other organizations allows participants to explore career options. There is an emphasis on helping the students discover a sense of purpose in life and that "life has options."

Northwest Regional Educational Laboratory has just completed a formal study of SEI participants and their lives after leaving the program. Initial results are promising. "The relationship model is the methodology; investment in people is the vehicle; and, positive contributing citizens are the result."





V IETNAMESE AMERICAN COMMUNITY SERVICE OF OREGON-PORTLAND, OREGON:

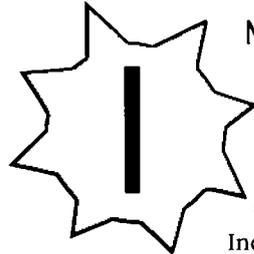
Vietnamese American Community Service of Oregon (VACSO) is a mutual assistance association run by and for the benefit of the refugee and immigrant Southeast Asian communities. There are about 22-25,000 Southeast Asian refugees/immigrants in Oregon, about 90% of whom live in Portland and Beaverton. VACSO is devoted to helping these Asian refugees learn about and understand mainstream American culture, while simultaneously preserving the community's Asian traditions, culture, values, and heritage.

The association assists their community by providing a wide range of programs and services, working with all generations — the elderly, parents

and youth. VACSO provides support to parents who do not understand and often are intimidated by American systems and customs. An illustration of how confusing American systems can be involves the schools: a child came home with a note from his teacher that said "bring cupcakes." The parent, unfamiliar with American culture, was afraid her child had done something wrong and had to go to the school to learn what cupcakes were.

VACSO is involved in the schools, helping school personnel understand Asian ways and values. In instances where a student's conduct may be misinterpreted by teachers as being "inappropriate," VACSO has been able to intervene on behalf of the family to explain the cultural differences and work out culturally appropriate solutions. VACSO also assists in similar instances involving the juvenile justice system and Children's Services Division.

LOVING A CHILD IS A CIRCULAR BUSINESS. THE MORE YOU GIVE, THE MORE YOU GET, AND THE MORE YOU GET, THE MORE YOU WANT TO GIVE.—Penelope Leach



I NDIAN FAMILIES WORKING EFFECTIVELY TOGETHER TO REACH YOUTH ("IF WE TRY"), OREGON:

In response to the 20% school dropout rate among Native American students in Oregon, IF WE TRY is committed to help Indian students become more successful in school and attain graduation. Creative options have been developed for improving Indian student performance by working with Indian families in a holistic and culturally sensitive way. There is an emphasis on reasserting those elements of traditional Indian heritage that made Indians strong and confident. This project is a joint parent-training effort involving partnerships among the Confederated Tribes of Warm Springs, the American Indian Association of Portland

and the Portland and Jefferson County school districts. This project is financed by the Indian Education Office of the U.S. Department of Education.

The leaders of this project appreciate the value of focus. Initially, the project has targeted middle schools, grades six through nine, in the hopes of interceding before the most common age of dropping out. The project also is focusing initially on just 10 families in Portland and 10 more in Warm Springs to make them whole, emotionally, mentally, physically and spiritually. Part of the effort is to better understand how to involve families and family traditions in developing a curriculum for larger numbers of students. It also is the hope to seek, affirm and combine the strengths of the urban and rural/reservation communities.

SCHOOLS CAN:

- MAKE CUSTOMER-ORIENTED EFFORTS TO BRIDGE THE GAP BETWEEN FAMILIES AND SCHOOLS.

- BE GIVEN MORE DISCRETION TO DEVELOP EDUCATION STRATEGIES THAT IMPROVE STUDENT PERFORMANCE (SITE-BASED DECISION-MAKING).
 - ▲ Principals and teachers can be given authority to tailor their own curriculum to achieve improved performance.

 - ▲ Schools can involve parents and students themselves in decision-making about school policies, planning and priorities. For instance, a school council or site committee can:
 - Develop strategies for the expanded use of a school facility to promote children's educational, social and recreational needs.

 - Develop educational specialties that give that school a special identity (e.g., language immersion, creative arts, or science and technology).

□ BE THE NEIGHBORHOOD SITE TO COLLOCATE AND COORDINATE SERVICES FOR CHILDREN IN NEED.

▲ Schools can offer space for child and family support services, as well as for referral and information services.

▲ Schools and child serving agencies can share resources and even pool funds for children with multiple needs. Pooling resources provides incentives for collaboration.

□ OFFER THEIR FACILITIES TO PROVIDERS OF AFTER-SCHOOL PROGRAMS THAT OFFER SAFE, NURTURING ENVIRONMENTS FOR CHILDREN.

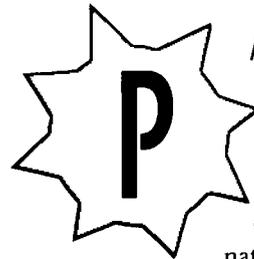
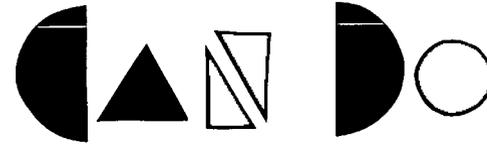
The challenges facing public education in Portland reflect the same challenges facing this entire nation, and the world. The central challenge is to be responsive to change. We live in times of diminishing public resources, shifting demographics, fluctuating demands for skills in the work place and changing community needs. In this rapidly changing environment, schools must be willing to break from tradition and be responsive to change.

Ten years ago, a clarion call for educational reform was issued in the publication: *Nation At Risk*. Across this country, there have been numerous attempts at reform (pilot programs, mandates, increased spending), but few efforts have led to fundamental systems change, much less to improved student performance.

In June 1991, Oregon advanced a wide-ranging, educational reform act. The Oregon Educational Act for the 21st Century spans preschool education to the 10th grade, leading to a certificate of initial mastery and subsequent certificates of advanced mastery. In between is a series of progressive reforms that are designed to



WHAT SCHOOLS FOR CHILDREN



ARENTS AS PARTNERS-PORTLAND, OREGON:

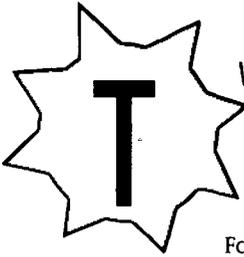
Research has demonstrated a strong relationship between a student's academic performance and the degree of parent participation in the learning experience, especially in the early years. Unfortunately, some parents are anxious about becoming involved in their children's education. They may not feel comfortable or welcome in the school. Or, their own experience with education may have been so negative they want to avoid anything school-related.

Parents As Partners (PAP) is a program located in an inner-city school and designed to bridge the gap between families and the school. Based in the school, PAP creates a culture of partnership, one which welcomes the parents into the educational process as highly-valued participants. Changing the culture starts early. Before school began last fall, the PAP staff contacted or visited each family of the new students, welcoming them to the school and inviting them to a special open house during the first week. At the open house, parents learned about a variety of ways they can become involved in the school and promote their children's education. The PAP program provides a "drop-in" center for parents to get acquainted with the program and activities.

Working with the principal and teachers, PAP staff have instigated an interpersonal problem-solving curriculum called *Super Solvers*. This program teaches children a style of approaching problems with a **CAN DO** mentality and a structure to identify promising solutions to conflict. The focus of PAP, however, is on parent involvement. So, parents were invited to a free family night spaghetti dinner at school to watch their children perform on stage (dinner-theater). The children performed extemporaneously to conflict situations by generating peaceful solutions. Not only did the parents enjoy this event, they also learned the fundamentals of problem-solving strategies by watching their children perform.

There are many other ways that PAP works to encourage parents to become comfortable and involved at the school. Some parents are involved in parent's groups, as volunteers for school activities and as members of the PTA. Parents As Partners is changing the culture of the school.

The effectiveness of this approach has been documented in a demonstration grant awarded to the Morrison Center by the Meyer Memorial Trust. Several businesses (The Jubitz Corporation and The Campbell Group) have supported the continuation of this effort.



**WENTY-FIRST CENTURY SCHOOL COUNCIL:
BUCKMAN SCHOOL-PORTLAND, OREGON:**

About six years ago, Buckman was a school "on the list" for possible closure. Its enrollment had been declining steadily.

Four years ago, 159 students transferred out and only 88 transferred in. Something had to happen for this inner-city school (K-5) in Southeast Portland.

Something did happen. First, Buckman was assigned a new principal, one with a strong desire to involve teachers, parents and the neighborhood. Next, Buckman became a magnet arts school. With the input of teachers and parents, the entire curriculum was revised to integrate arts into the teaching of social studies, science, language arts and even mathematics. With support from a U.S. Office of Desegregation grant, three arts education teachers were added in dance, visual arts and drama. The grant also allowed for the purchase of art materials and some minor remodeling.

As a magnet, Buckman became a choice school. Students from other areas in Portland were welcome, subject to space availability. Priority was given to the placement of minority students. Many parents now transport their children considerable distances so that they can attend this school.

Parents have contributed to the atmosphere of Buckman as a community/neighborhood school. In the 1992-93 school year, over 11,000 volunteer hours were logged by parents supporting school activities. A school fundraiser brought in over \$28,000 for the construction of new playground. Numerous community partnerships have developed. Buckman

has an on-site before/after school day-care arrangement with Vermont Hills Family Life Center. Multnomah County Dental Services has brought in professionals for the last three years to provide dental exams and sealants for second and third grade students. Lutheran Family Services will provide counseling services on site to Buckman families this next year. Business partnerships are being developed with local businesses, including First Interstate Bank and Wholesome and Hearty Foods. Another fundraiser, spearheaded by staff, has brought in an outside business to network the school's computers both within and outside the school.

Last year, Buckman School began developing a Site Council, consistent with the Education Act for the 21st Century. An active Council comprised of four community members and ten Buckman staff have surveyed the school and instituted staff development designed to raise student achievement. The council has focused on vision setting and laying the groundwork for action planning. There is a renewed enthusiasm among teachers and parents alike.

What have been the results of the last three years' efforts? Buckman has become an attractive school. In the 1992-93 year, transfers in have increased to 220 students; transfers out have declined to 71. Total enrollment has climbed from a low of 344 in 1989-90 to 542 in 1992-93. During the same four years, the percentage of students who were on target to meet graduation standards rose from 38.5 percent to 91.3 percent. Clearly, Buckman has become a school that is capturing the enthusiasm of teachers, parents, and, most importantly, students. Success breeds success.

assure that young people are prepared for increasingly complex work environments in the next century.

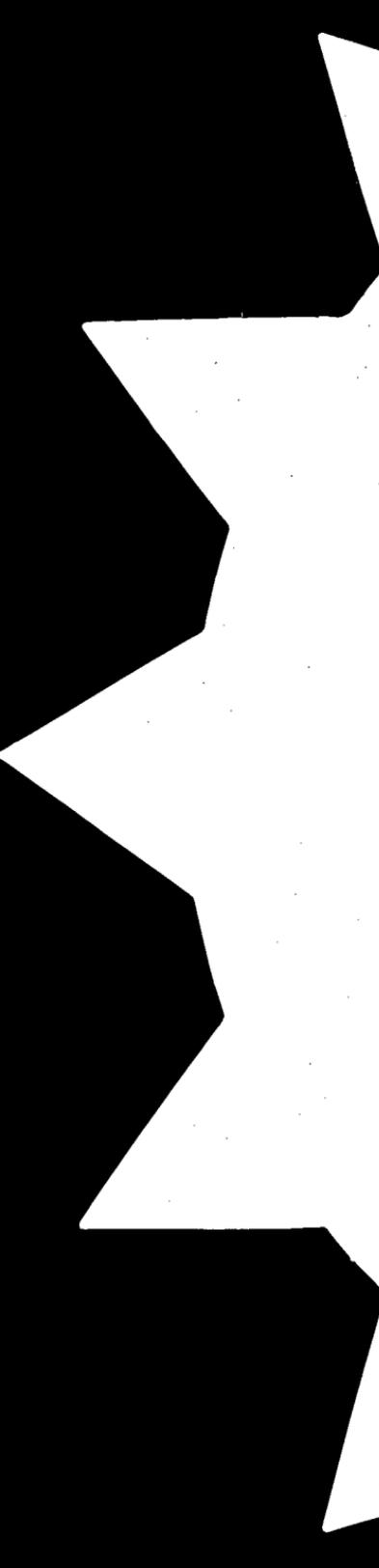
Although there was initial enthusiasm for this bold act, some of that energy has been dampened by the cost reductions inherent in Ballot Measure 5. Some of the specific reforms require additional funding. Others can be implemented without the infusion of new dollars. The vision of Oregon's reform blueprint remains an article of hope, but will require a new level of community ACTION in order for it to be implemented. A new kind of RELATIONSHIP must be forged between schools and the community.

The distance inherent in centralized, bureaucratic systems must be reduced so that the various sectors of the community can become involved in shaping the direction of true reform for our schools. Priority should be given to a different kind of relationship in which the student and the family are seen as the customer. Most of the strategies offered here are consistent with the provisions of the Oregon Education Act for the 21st Century.

IF YOU THINK EDUCATION IS EXPENSIVE, TRY IGNORANCE.

□ INVITE BUSINESS PARTNERSHIPS, ENCOURAGING BUSINESSES TO:

- ▲ Provide entrepreneurial expertise in planning, venturing into new areas, and restructuring.
- ▲ Bridge the gap between school and the world of work (e.g., teach selected business classes or specialty classes).
- ▲ Provide tutoring.
- ▲ Provide mentoring.
- ▲ Provide apprenticeships, summer jobs, and scholarships.
- ▲ Offer in-kind services.
- ▲ Sponsor or support preschool, Head Start programs.



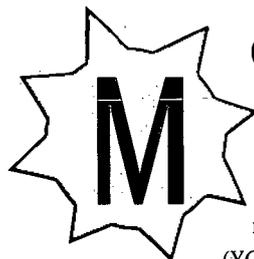
- IDENTIFY OPERATIONS WHICH CAN BE SERVED BETTER OR MORE ECONOMICALLY BY COMPETITIVE BID CONTRACTING WITH PRIVATE AGENCIES, NONPROFIT OR FOR-PROFIT, SUCH AS:

- ▲ Food services.

- ▲ Building maintenance.

- ▲ Athletic programs.

- ▲ Transportation.



MONROVIA NURSERY'S CHILD DEVELOPMENT CENTER-DAYTON, OREGON:

Two years ago, Monrovia Nursery in Dayton, Oregon, teamed up with the Community Action Agency of Yamhill County (YCAP) to develop a preschool and child care

center for the plant nursery's employees. A stimulus for this collaborative project was the desire to start a new Head Start Center for the expanding Hispanic population in Yamhill County. YCAP approached Monrovia Nursery for assistance in finding a site for Head Start. In response, Monrovia proposed that they develop a child development center (child care and preschool) operated by YCAP to serve employees of Monrovia. The plan included a Head Start Program within the Child Development Center for those children who met age and income requirements.

Monrovia remodeled a house, costing about \$100,000, to accommodate up to 35 children between two and-a-half and ten years of age. Operating funds come from three sources: The primary source is Monrovia, which subsidizes the program extensively. Parents pay a reduced monthly fee for their

child's care. Head Start is the third funding source.

The Center offers a comprehensive preschool curriculum to the children including health, nutrition, safety, physical, social, emotional, language and academic activities. Since most of the children are primarily Spanish-speaking, all of the teachers are bilingual.

As the vision for a Child Development Center evolved, Monrovia leaders became committed to developing the Child Development Center as a learning experience for both the children and the parents, following the model of Head Start. Parents who work for Monrovia are paid to take a break from their regular jobs to work as child care aides for one month at a time. During this time, they learn positive child guidance techniques, ways to become involved in their child's education, health and hygiene guidelines and about community resources available to them. The hours of operation for the Center correspond to the hours employees work, including Saturdays.

Monrovia has stepped forward in behalf of children and their community. They also have earned a loyal and appreciative staff.

IF A CHILD IS TO KEEP ALIVE HIS INBORN SENSE OF WONDER, HE NEEDS THE COMPANIONSHIP OF AT LEAST ONE ADULT WHO CAN SHARE WITH HIM THE JOY, EXCITEMENT, AND MYSTERY OF THE WORLD WE LIVE IN.—Rachel Carson



CELLULAR ONE, GRANT HIGH SCHOOL EDUCATION PARTNERSHIP - PORTLAND, OREGON:

In the summer of 1991, Cellular One was introduced to a business-education partnership opportunity by the Business Youth Exchange. This partnership of businesses and

Grant High School cluster schools is known as the Grant Education Alliance. The Alliance brings together educators and several leading businesses who have committed their resources—be it time, expertise, mentoring, or hands-on experiences—toward the goal of enhancing students' education in the areas of science and mathematics. Cellular One had

surveyed employees and discovered a strong interest in supporting education. The company saw the Alliance as a meaningful and beneficial way to participate in education.

Cellular One's first project, in 1991, was to develop a curriculum in communications for 9th graders enrolled in Grant's Institute of Science and Mathematics. With the assistance of a Grant cluster curriculum developer, jointly hired by Grant and Cellular One, a course was developed that leads students on an interactive journey, beginning with early wire line technologies (the telegraph and telephone) and leading up to the wireless communications (like cellular) of today and tomorrow. Students spend several weeks engaged in a simulation whereby they develop a cellular system/business for the City of Portland. During the developmental stages of their businesses, several Cellular One employees participate in the instruction. Other aspects of instruction include a field trip to Cellular One and Presentation Skills for Business Professionals, preliminary to each group's final presentation to the class and to some of the employees. Over 200 ninth graders have participated in the last two years.

In the next year, a curriculum was developed for tenth graders, most of whom had completed the

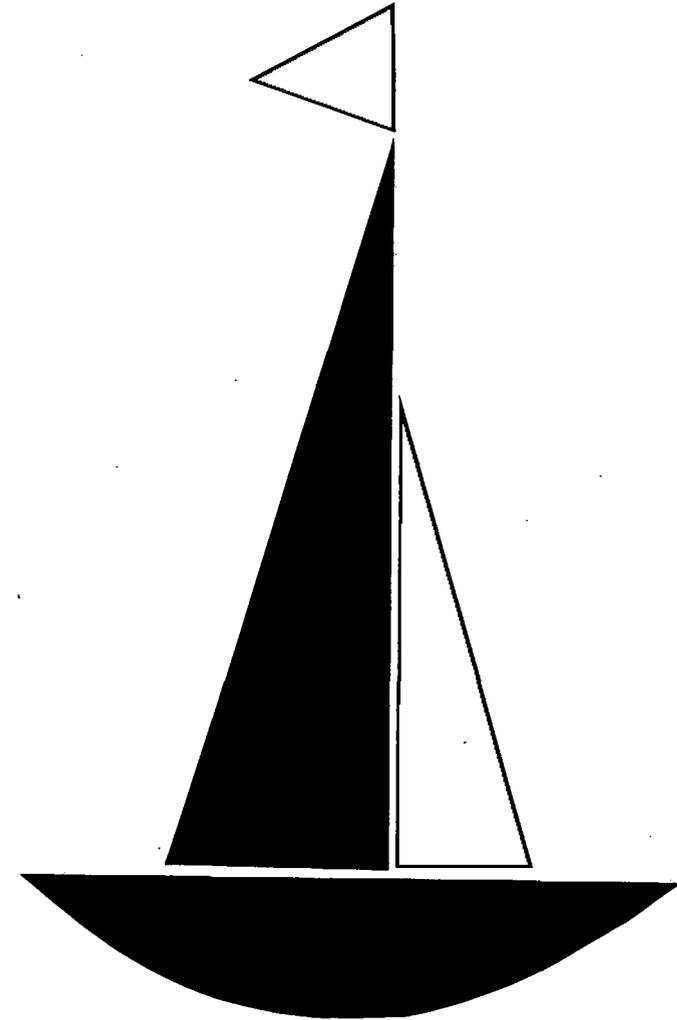
simulation class. A twelve-hour course was developed on high technology communications and was co-taught by the Curriculum Developer and two Cellular One employees. It was conducted at the company's Oregon headquarters.

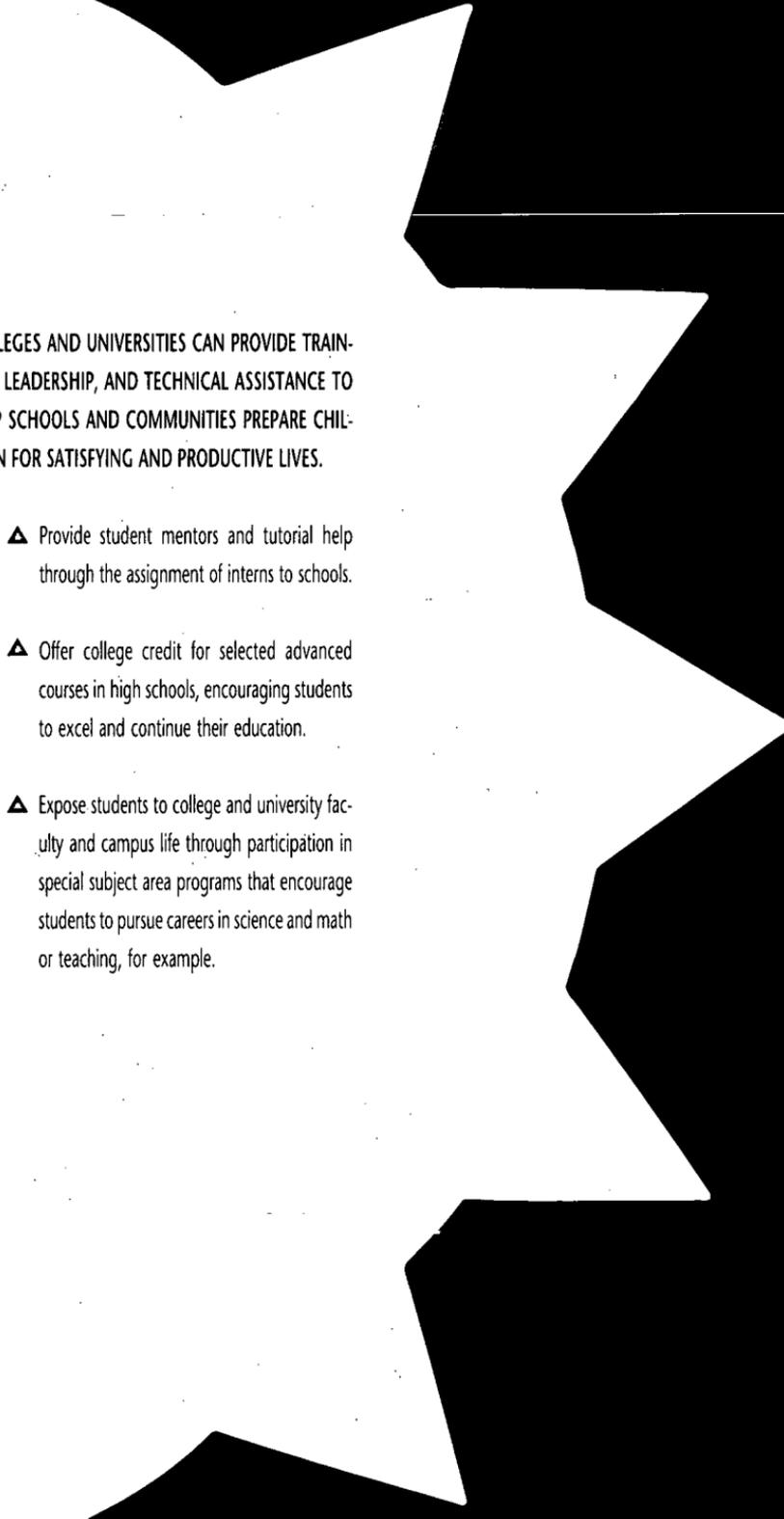
In 1993, the program will expand to include 11th grade students and will focus on Job Coaching. Cellular One employees will be trained as job coaches and will help students explore various career paths over the course of their 11th grade year. Preference will be given to students who have participated in the 9th and 10th grade series. Between the 11th and 12th grades, Cellular One will be providing structured summer internship opportunities. In fall of 1994, those going into the 12th grade, who have identified interests in cellular business related professions, will be able to participate in Job Mentoring - an opportunity to observe the practical application of concepts in a business setting. Students who have followed the "study path" will be eligible for scholarships for post secondary education. By continuing to recruit and focus each year on students who are following the study path, Cellular One hopes that some of these students will one day return as qualified job applicants for technical and non-technical positions and be hired as employees.

and towels once again. Repairs that once took two years to complete are finished within two days. Johnson Controls plans to invest in state-of-the-art lighting and heating/cooling systems after calculations indicated that a savings of \$100,000 a year could be realized from improved systems. Baltimore schools also are experimenting with privatizing the administration of nine public schools.

PRIVATIZATION-BALTIMORE, MARYLAND:

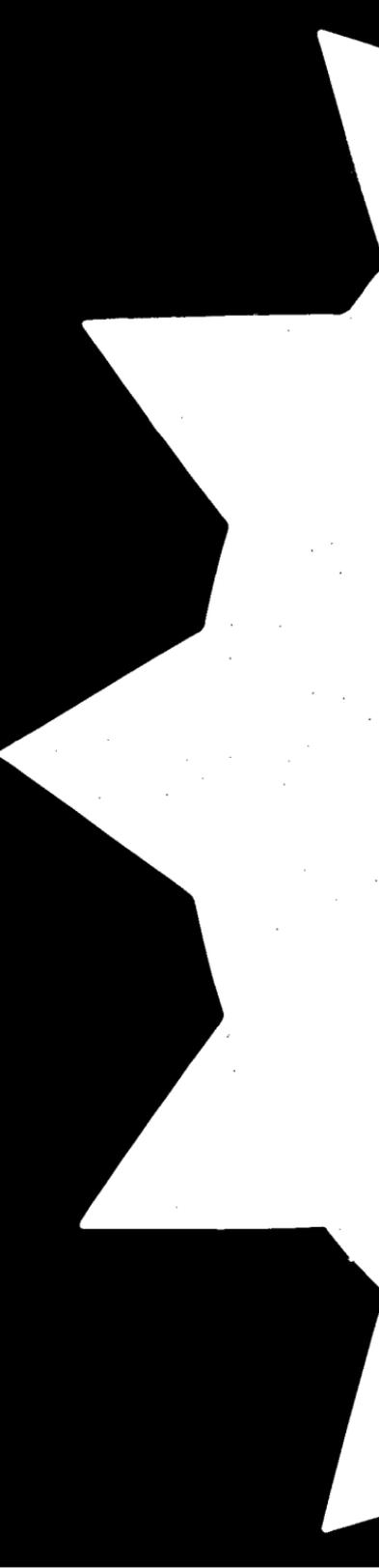
P Last summer in Baltimore, school officials turned over the physical plant operations of nine public schools to Johnson Controls, a for-profit company that maintains the schools with fewer staff. Shreds of glass no longer litter the playgrounds and graffiti are gone from the walls. Bathrooms have soap

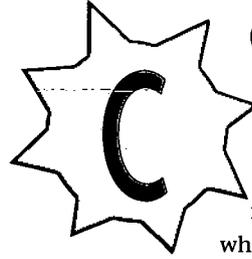




- COLLEGES AND UNIVERSITIES CAN PROVIDE TRAINING, LEADERSHIP, AND TECHNICAL ASSISTANCE TO HELP SCHOOLS AND COMMUNITIES PREPARE CHILDREN FOR SATISFYING AND PRODUCTIVE LIVES.

- △ Provide student mentors and tutorial help through the assignment of interns to schools.
- △ Offer college credit for selected advanced courses in high schools, encouraging students to excel and continue their education.
- △ Expose students to college and university faculty and campus life through participation in special subject area programs that encourage students to pursue careers in science and math or teaching, for example.

- 
- ▲ Commit themselves to working closely with K-12 schools and community colleges to create a “seamless” educational system that encourages student participation and success.
 - ▲ Schools of Education can focus research and demonstration projects on the crucial role of the family in encouraging success for children in school.
 - ▲ College and university researchers and institutes can work together to provide and interpret valuable demographic and other information to neighborhoods for citizen use in developing community and school plans.



COMMUNITY COLLABORATION FROM PORTLAND STATE UNIVERSITY, OREGON:

Portland State University's mission includes a commitment to address community concerns through its academic, research and service programs and to seek, wherever possible, collaborative arrangements

with other institutions and organizations in the pursuit of its mission. The result is an *urban university* actively engaged with its community in programs that directly affect people. Examples of PSU's direct work in the community include:

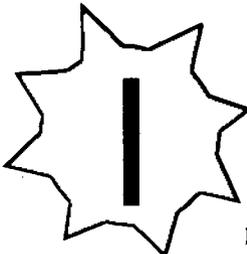
- The Center for Urban Studies is using new technology to work directly with urban neighborhoods and government agencies, providing them with understandable and accurate information for planning and program development purposes. The Center first computerized the city's 90-plus neighborhoods, created an information network, then translated data from a variety of sources (demographics from the Census Bureau, statistics on crime and traffic, location of parks and open spaces) into workable information for neighborhood and city use.

- MESA, a partnership between PSU, K-12 schools and industry, is increasing the number of minority and female students in math and science related academic programs through a combination of after school and summer enrichment classes, industry field trips, and other activities. More than 500 middle school students participate along with high school students. Of MESA graduates, 97 percent go on to a college or university and 60 percent major in a math- or science-based field.

- The Portland Teacher Program (PTP) identifies minority Portland middle school students who are interested in teaching careers and provides special program and educational assistance through high school, community college and PSU. Graduates are given preference for teaching assignments in the Portland Public Schools. The first PTP participants graduated from PSU last year and are engaged in teaching.

- The Educational Development Center, a partnership between PSU and six suburban school districts, brings teachers and university faculty together to develop support programs for early childhood education, child care providers and Head Start.

WHAT WE HAVE DONE FOR OURSELVES ALONE DIES WITH US. WHAT WE HAVE DONE FOR OTHERS AND THE WORLD REMAINS AND IS IMMORTAL.—Albert Pine

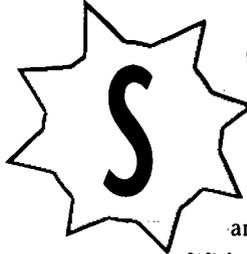


INCENTIVES IN KENTUCKY SCHOOLS FOR OUTCOMES:

The Kentucky School Reform grants principals and teachers greater authority over their schools. In order to ensure that principals and teachers are held accountable for their performance, Kentucky has introduced incentives. Each Kentucky school received a "benchmark" grade in January of 1993. These grades were based on student test scores, attendance,

dropout rates and the percentage of students who make a successful transition to further schooling or work.

Teachers in schools that improve their performance on these grades will be eligible for \$45 million in bonuses, or as much as \$3,000 per teacher per year. Schools that do not improve face state sanctions, including possible loss of tenure, mandatory supervision or dismissal, even the shutting down of failing schools.



SCHOOL CHOICE IN MINNEAPOLIS:

Minnesota is one of nine states that has enacted legislation that gives families the opportunity to choose which school best fits their child's educational needs. There are many ways to design a choice system.

Without proper controls, some designs could encourage elitist, segregated schools or lead to suburban flight. In Minnesota, a design was adopted that assured equity in the system. It made only public schools eligible, and it set up a series of controls on choice, including provisions for racial balance and against selectivity.

There are numerous enrollment options in Minnesota:

- 11th and 12th graders who qualify may elect to take college courses for high school credit. This program offers a wider variety of more advanced courses.

- Families of students in kindergarten through 12th grade have the opportunity to attend a school outside

INVESTING IN CHILDREN MEANS INVESTING IN THE FUTURE.—Carol Metzler

the district in which they live. Many districts, including Minneapolis and St. Paul, also have choice options within districts. These options are subject to availability of space and racial balance restrictions.

- The Incentives Program includes a wide variety of nontraditional school options for students who are determined by the district to be at risk of not succeeding in school from age five on up, as well as those who have dropped out of school.

- Adults over 21 receive up to two years of free education to complete their high school diploma, even if they already have their GED.

- Area Learning Centers are designed for students who have fallen behind or who desire to attend a program that fits their work needs or other special needs. Centers are opened during the day and evening and students may attend full or part time.

- A wide variety of alternative programs are available, both public and private. These programs personalize the education of learners at risk of not

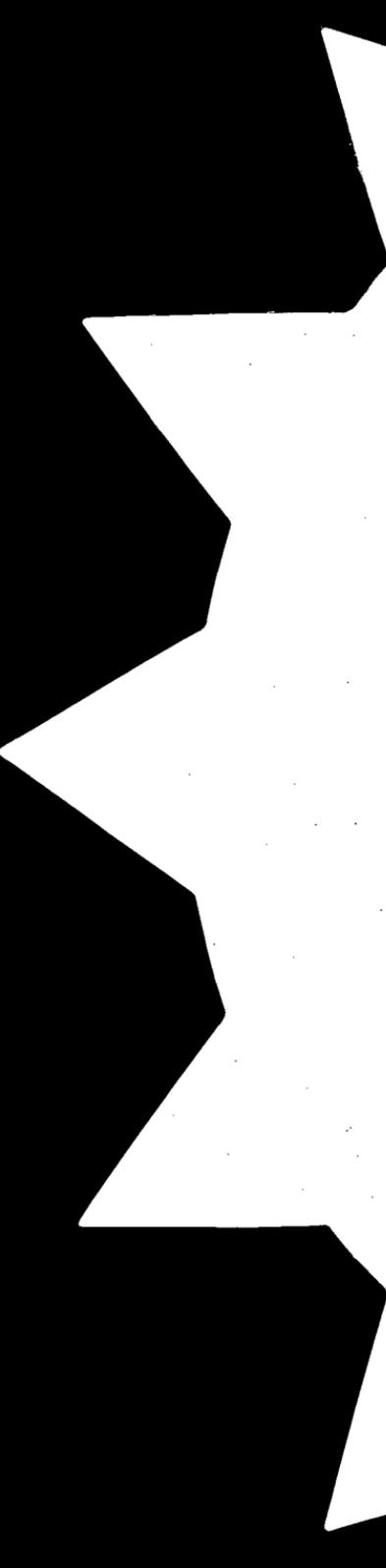
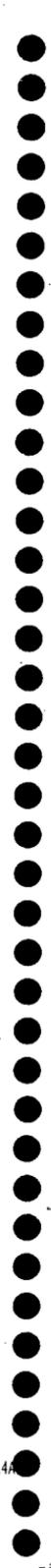
The strategies outlined for schools are all steps in the right direction. The examples highlight the exceptional dedication of educators and volunteers. These efforts, however, depend on the initiative and talent of certain individuals. At best, they may lay a foundation for meaningful change. At worst, a false sense of systemic change may surface, forestalling true reform. In either case, these strategies, alone, are unlikely to be enough to significantly impact learning outcomes.

Fundamental system reform is very difficult to accomplish. We need to understand the forces that contribute to resistance or inertia in the educational bureaucracy as well as to community expectations for traditional education. We also need to understand what factors stimulate true reform.

Apart from the internal drive for excellence in outstanding educational leaders, the educational systems themselves offer few incentives for creative, meaningful change. For instance, school districts essentially receive the same amount of funding whether they generate gains or losses in student performance.

SCHOOLS WORKING TOWARD REFORM CAN:

- LINK LEARNING OUTCOMES TO TEACHER AND PRINCIPAL PAY.
- GIVE FAMILIES THE AUTHORITY TO CHOOSE THE PUBLIC SCHOOL WHICH BEST FITS THEIR CHILD.
 - ▲ Widen public school choice to include:
 - Schools from another district.
 - Smaller, specialized schools within schools.
 - A variety of alternative education options for students who have difficulty with conventional or traditional school structure.
 - Schools with specialty focus (e.g., languages, arts, science).

- 
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- ▲ In widening possible choices, it will be necessary to preserve America's common school tradition by enhancing social equity. Introduce incentives and standards which promote a mix of socio-economic status, race, and ethnicity.
 - ▲ The range of choices for families will expand to the extent that individual schools have discretion to develop their uniqueness or specialties.
 - ▲ With choice, encourage a healthy degree of competition for enrollment among schools. Schools will compete which:
 - Have students who improve in learning outcomes.
 - Have students who advance to college, professional, or technical schools.
 - Have attractive specialties.
 - Provide for special needs students.

If our goal is to produce improved learning outcomes, especially in those areas crucial for the work force of the next century, incentives will need to be inserted which reach to the core of the educational system.

completing high school, using alternative methods and flexible scheduling.

■ Education programs for pregnant and parenting minors are offered so that these young parents can earn high school diplomas.

Parents and students are given the opportunity to explore their options, visit schools, and select

a school or educational program that best fits their child's unique circumstances. Even though the number of students who elect choice options has dramatically increased over the past five years, fewer than 2 percent of the state's students participate.



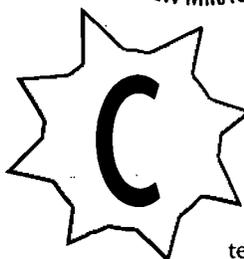
SCHOOL CHOICE- CAMBRIDGE, MASSACHUSETTS:

When only a small percentage of students participate in choice options, as in Minnesota, there is less competitive pressure spurring schools to improve themselves.

In Cambridge, by contrast, families are required to select schools for their children. In January, parents and their children visit a variety of schools and record their preferences. By late February, officials pair students with schools, granting 90 percent of families their first, second or third selections for the next fall.

Cambridge's choice plan confronts schools with a clear proposition: *Offer a strong program or risk diminished enrollment.* Schools that fail to attract students are allowed to contract in size or close, making way for more popular, innovative alternatives. Choice in Cambridge increases teachers' stake in their schools, making them work smarter. The City's annual dropout rate has declined from nine percent to two percent a year since choice was introduced a decade ago. Daily attendance is over 90 percent, high for urban schools. The percentage of students attending public versus private schools has risen from 80 to 88 percent since choice was introduced.

THERE IS IN EVERY CHILD AT EVERY STAGE A NEW MIRACLE OF VIGOROUS UNFOLDING, WHICH CONSTITUTES A NEW HOPE AND A NEW RESPONSIBILITY FOR ALL.—Erik Erikson



CHARTER SCHOOLS IN MINNESOTA:

School reform is often resisted or slow to move especially in heavily bureaucratized school districts. In order to expedite reform, the "Outcomes Based Charter Schools" bill was passed in Minnesota in

1991, allowing Minnesota teachers with innovative ideas to form and operate independent schools. This reform gives charter schools the opportunity to demonstrate new models of education, unrestrained by many statutes and rules governing local school dis-

tricts. Charter schools have the potential to expand the range of choices for learners.

Each charter school is in control of its own destiny. Operated as a cooperative or a nonprofit, nonsectarian organization, the school's board of directors is in charge of all aspects of the learner-centered, results-oriented, educational program, and responsible for its management and administration. The board of directors is elected by parents of students enrolled and the staff employed by the school. (Teachers must make up a majority of board members.) The board is responsible for hiring and dismissing staff, budgeting, contracting for services, determining curriculum and all other operating procedures. Charter schools represent true "site-based management." Under Minnesota law, the board may not levy taxes or issue bonds. General staff education revenue, capital expenditure equipment revenue, and special education aid flow directly to the charter schools.

School choice creates a level of competition among schools within the structure of school districts. Charter schools represent another level of competition by enabling innovation and demanding

educational accountability. Apart from good intentions, most traditional public schools have little incentive to improve student performance since administrators and teachers face no consequences for poor student outcomes. Charter schools that fail to meet learning goals can easily be dropped.

Clearly, there are advantages for school districts, large and small, in providing education. But for some learners, there are advantages in choosing charter schools. Most of the new charter schools in Minnesota are small and focused on students with targeted concerns. California and Georgia recently adopted charter school bills and many other states are considering doing the same. As with enrollment choice, safeguards should be imposed on charter schools so that racial balance is achieved and elitist schools are not the result. It also makes sense to limit the number of new charter schools in the first several years, as in Minnesota. Leaders in the Charter School movement hope that the success of charter schools will not be measured in the number of new charter schools but in their impact on existing school districts. It is hoped that this movement will lead to institutional reform from within districts.

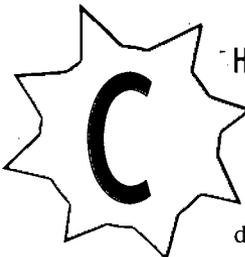
AS A NATION, WE SIMPLY CANNOT COMPETE AND PROSPER WHEN MORE THAN A THIRD OF OUR YOUTH GROW UP SEVERELY UNDEREDUCATED.

AS A PEOPLE, WE MUST NOT CONTINUE TO SQUANDER THE LIVES AND ABILITIES OF SO MANY OF OUR FELLOW CITIZENS.

CHARTER SCHOOL, CITY ACADEMY-ST. PAUL, MINNESOTA:

The first charter school in the United States, City Academy in St. Paul, Minnesota, graduated its first class of 17 students in June 1993. Its doors only opened in 1992 when just over 30 students were

admitted. Several things are remarkable about these graduates. First, 15 of them have been accepted into post secondary education (colleges or trade schools). Second, all of these young people had dropped out of school and had become alienated from the education system. Most were recruited off the streets. The key element to the recruiting strategy was an invitation



- Are consumer-oriented and involve the input of families.
- Feature progressive educational leadership.
- Give teachers incentives to enhance student performance.

▲ Schools that do not compete will be forced to change due to declining enrollment or they will risk closure.

- ALLOW FOR THE FORMATION OF PUBLIC CHARTER SCHOOLS, GOVERNED BY INDEPENDENT, NON-PROFIT ORGANIZATIONS. WITH ENABLING STATE LEGISLATION, PUBLIC CHARTER SCHOOLS CAN BE SPONSORED BY THE LOCAL SCHOOL DISTRICT OR, ALTERNATIVELY, BY THE STATE BOARD OF EDUCATION (OR SOME OTHER GOVERNING BODY) AND RECEIVE STATE FUNDS DIRECTLY.

to participate in the design of this new school and their own educational plans. The graduation ceremony, for instance, was entirely designed by the students.

City Academy is an innovative school. The teachers come from a background in alternative school education. When the Charter School Act was passed, these teachers jumped at the opportunity to create a school of their dreams. A vision and a philosophy emerged emphasizing a school connected with the community. Also central is a philosophy based upon learning outcomes and student participation in planning learning goals and learning strategies.

City Academy provides year-round education. All students are required to meet the state diploma requirements. Students must demonstrate competency in a series of educational subjects. This approach replaces the emphasis on grades and time spent in class, with demonstrations of mastery. A student's graduation transcript is descriptive of what he or she has mastered, summarizing learning outcomes in each area of study.

One day each week, students participate in an educational experience outside the school. The purpose is to expose students to career opportunities and a sense of ownership in their community. Teachers assist each student in identifying a community project consistent with their goals and their Student Learner Plan. Community courses have included:

- Construction skills in cooperation with Habitat for Humanity,
- Clerical skills in cooperation with MADD in St. Paul,
- Career development opportunities with Northern States Power Company,

- College art classes at the College of Art,
- Recreation Leader Training at an amateur sports facility.

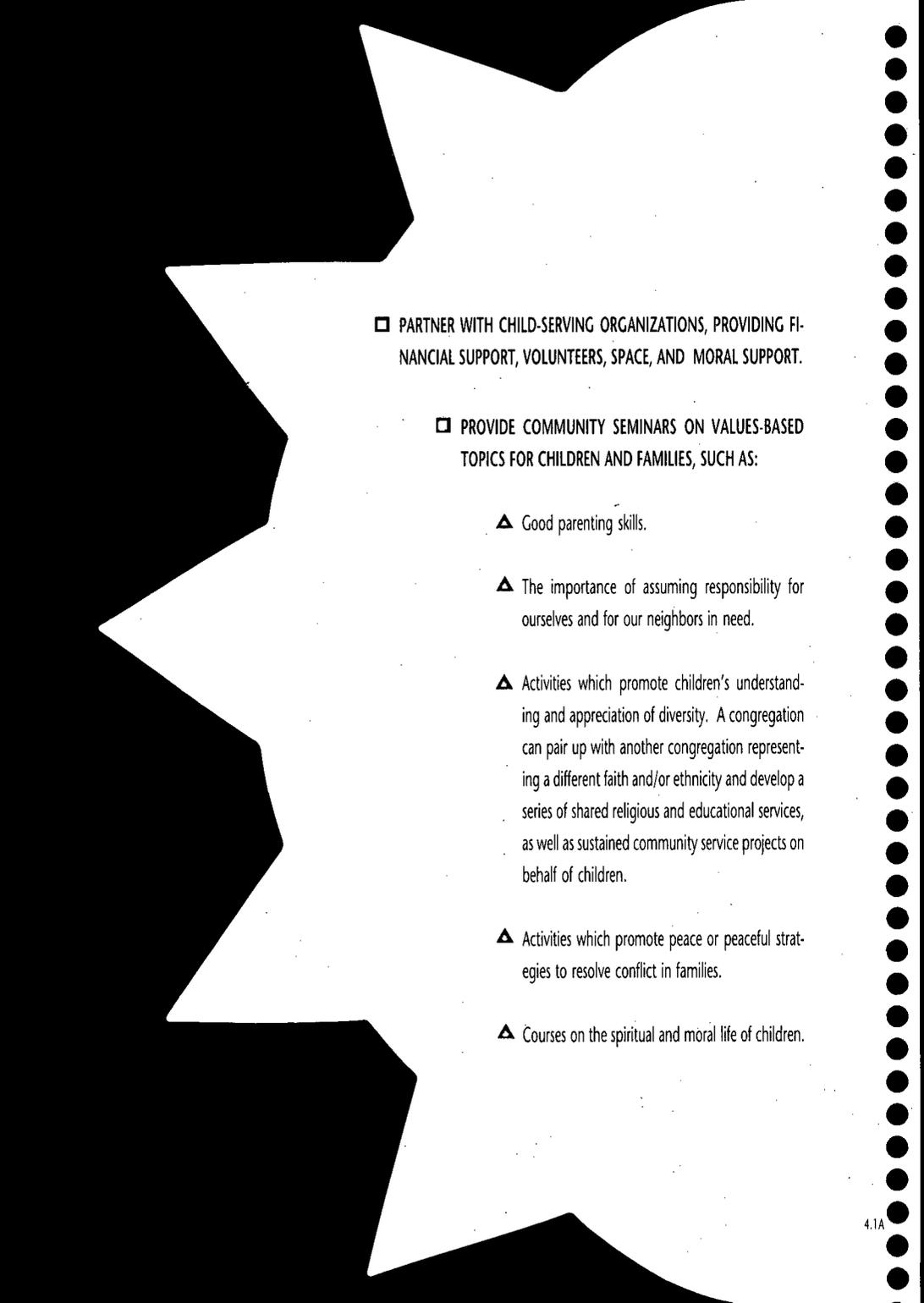
The attendance rate for the Academy is higher than 90 percent, a remarkable statistic given these students' histories. There is almost no pressure from the teachers to attend. What has emerged is an internal pressure to participate along with an informal pressure from peers. Most of the students are minorities and most are males.

City Academy's annual budget is \$204,000. About 60 percent of the budget is obtained through state funding on a per pupil basis. The remainder is obtained from private and public program grants. Several St. Paul businesses have been very supportive, especially Northern States Power Company. Less than 5 percent of the total budget is dedicated to administration or non-direct delivery of services to students. There is a student to teacher ratio of 8:1, not including support staff. City Academy is housed within the Margaret Street Recreation Center. City Academy was able to negotiate favorable rental terms, in part because the recreation center is lightly used during usual school hours.

City Academy is a success story. Although it would be natural to expect this program to expand, there is a strong sentiment to keep it small. Central to the success of City Academy is the opportunity for a small group of teachers to develop a different kind of relationship with their students, unencumbered by rules and regulations or tradition. It appears that the enthusiasm of the teachers for innovation has spread to the students.

RELIGIOUS ORGANIZATIONS AND CONGREGATIONS CAN:

- ❑ MAKE A COMMITMENT TO COMMUNITY SERVICE.
- ❑ SPONSOR OR CO-SPONSOR CHILD CARE CENTERS.
- ❑ SPONSOR OR CO-SPONSOR QUALITY AFTER SCHOOL OR "LATCH-KEY" PROGRAMS FOR CHILDREN. WITH MANY AFTER-SCHOOL ACTIVITIES BEING CUT OUT OF SCHOOL BUDGETS, THE NEED FOR SAFE, SECURE, STRUCTURED ENVIRONMENTS IS GREAT. CONGREGATIONS CAN ASSEMBLE A RICH ARRAY OF SOCIAL, EDUCATIONAL, AND RECREATIONAL ACTIVITIES WITH THE SUPPORT OF ITS MEMBERS, THE LOCAL NEIGHBORHOOD, SCHOOLS, AND THE PRIVATE SECTOR.
- ❑ SPONSOR OR CO-SPONSOR FAMILY RESOURCE CENTERS WHICH PROVIDE EDUCATION AND FAMILY SUPPORT SERVICES TO PARENTS OF YOUNG CHILDREN.
- ❑ RECRUIT, SCREEN, TRAIN, AND SUPPORT VOLUNTEERS TO TUTOR OR MENTOR HIGH RISK CHILDREN. SUCH ACTIVITIES CAN BE INCORPORATED INTO AN AFTER-SCHOOL PROGRAM.



□ PARTNER WITH CHILD-SERVING ORGANIZATIONS, PROVIDING FINANCIAL SUPPORT, VOLUNTEERS, SPACE, AND MORAL SUPPORT.

□ PROVIDE COMMUNITY SEMINARS ON VALUES-BASED TOPICS FOR CHILDREN AND FAMILIES, SUCH AS:

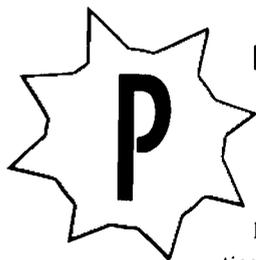
- ▲ Good parenting skills.
- ▲ The importance of assuming responsibility for ourselves and for our neighbors in need.
- ▲ Activities which promote children's understanding and appreciation of diversity. A congregation can pair up with another congregation representing a different faith and/or ethnicity and develop a series of shared religious and educational services, as well as sustained community service projects on behalf of children.
- ▲ Activities which promote peace or peaceful strategies to resolve conflict in families.
- ▲ Courses on the spiritual and moral life of children.

Congregations, representing a variety of religions and faiths, have enormous potential to serve the interests of children and families. Churches, synagogues, and temples are concerned for the welfare of their members. Most also are concerned about their surrounding community and, certainly, the children. Leaders point to a decline in our nation's morality and our sense of public values. Congregations are key players, with families, in teaching wholesome values and morality to our children.

But congregations can do more than teach. Members of congregations can demonstrate their values in ACTION. Congregations are well positioned for action. First, there is a readily available cadre of potential volunteers. Second, there are facilities, many of which are underutilized during the week. And third, congregations are based in neighborhoods as visible members of the community.

Many congregations have become revitalized by serving their local communities and especially, needy children and families. What's good for children and families often is good for the

WHAT RELIGIOUS ORGANIZATIONS AND CONGREGATIONS FOR CHILDREN



PEER SUPPORT NETWORK, AUGUSTANA LUTHERAN CHURCH-PORTLAND, OREGON:

"Look at me! Look at me!" the girls shouted over and over, showing off the juggling tricks and gymnastics they were learning in *Youth Circus*, one of the activities that are a part of the Peer Support Network after-school program. The girls are middle school students who volunteer two days a week after school as tutors for elementary school children. After they tutor, they participate in the Youth Circus. Over the course of several months they are learning acrobatics and juggling, and at the end of the year, they will stage a performance.

The Peer Support Network initially was sponsored by the Augustana Lutheran Church. After-school activities are scheduled every day and on the weekends to meet the interests and needs of kids representing a range of ages. Adult, young adult, and adolescent volunteers, recruited with a variety of skills and interests, work with the children in the program. The Peer Support Network operates prima-

rily in lower income areas in the Northeast Portland area and has gained the support and participation of the several schools with which it works. The program operates at several school and church sites that would otherwise remain empty in the out-of-school hours.

The Peer Support Network offers a variety of programs and activities which are taught or supervised by the committed core of volunteers - including, tutoring for elementary school students, sewing and puppetry, wood craftsmanship, even skills in public speaking. One program activity is a mini-course in "restaurant etiquette," which culminates in a dinner where the children serve their parents or guests. The Peer Support Network also schedules weekend events and trips for the kids.

Over the course of three years since it began, the Peer Support Network has worked with over 300 children and youth, helping to provide them with positive "special attention" and constructive and safe activities in the non-school hours that help to keep those kids on the right track.

A

ADOPT A SOCIAL WORKER-COVENANT TO CARE, CONNECTICUT:

Covenant to Care, Inc. provides local congregations in Connecticut with an opportunity to respond to the growing crisis of child abuse and neglect and children living in poverty. As an interfaith, non-profit organization, Covenant to Care links concerned congregations with social workers in need of resources for children. This linkage is called the *Adopt a Social Worker* program.

The unmet needs of children and families in the community are identified and communicated to a local congregation by the adopted social worker, working with a congregation member-liaison. The adopting congregation may learn of a family on the social worker's caseload in need of basic child care items, such as a used crib, baby clothing, or health supplies. Or, the congregation may be informed of a child who will be moving into a foster home and

needs a duffel bag for his personal possessions. Another family might be relocating from a shelter and need bedding, chairs, kitchen utensils, extra clothing, used furniture, etc. Or, the congregation may learn of a child who could benefit from an opportunity to participate in a camp or class event or club membership which the family, or foster family, cannot afford.

There are many creative ways of combining the abundance of resources within a congregation to children or families in need through this ministry. Hundreds of children and families are helped each month in local Connecticut communities. Foster families also are supported by these congregations. Social workers have a very difficult and stressful job dealing daily with children of abuse and poverty. The support they receive from their covenant with congregations uplifts their morale. The congregations also benefit through the opportunity to participate in such valuable, heartwarming, ministerial outreach.

*life of the congregation. Serving the poor or the needy is central to most religious organizations. Congregations can become the organizing force in building **RELATIONSHIPS** — with spiritual values at the core — between rich and poor, sick and healthy, young and old, and among people of many diverse backgrounds.*

Historically, religious organizations in America have responded to social crises, often assuming moral leadership. Many progressive reforms for children can be traced to religious organizations. As social services and public education are being scaled back in Portland, there is an even greater need for congregations to take **ACTION**.

SPEAK OUT FOR THOSE WHO CANNOT SPEAK. SPEAK OUT, JUDGE RIGHTEOUSLY, DEFEND THE POOR AND NEEDY.—Proverbs 31:8-9

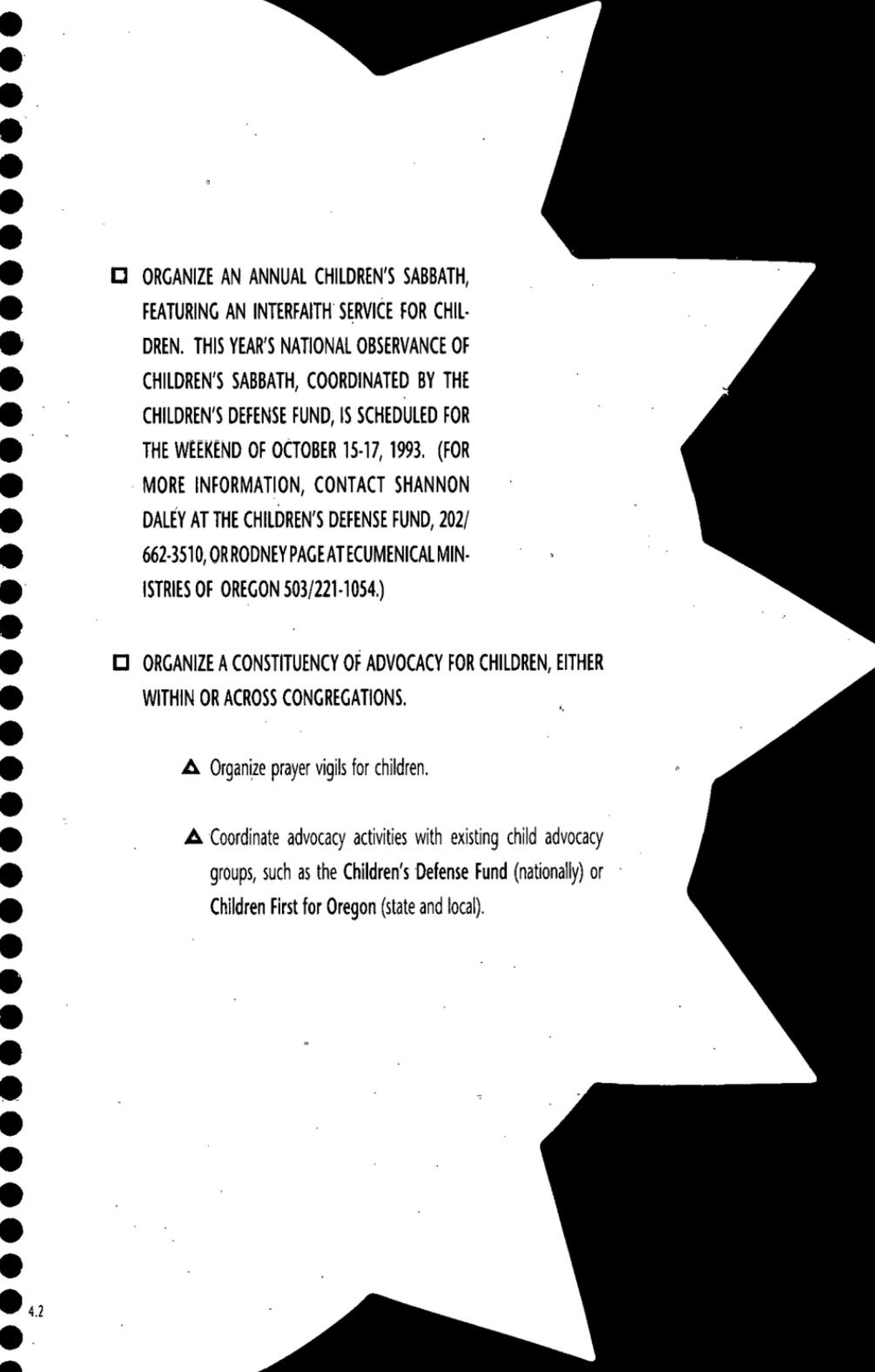
H

HOME INSTRUCTION PROGRAM FOR PRESCHOOL YOUNGSTERS (HIPPY)- NATIONAL COUNCIL OF JEWISH WOMEN:

According to recent studies, no investment in education has a better payoff than preschool learning for children from low-income families. Developed in Israel by the National Council of Jewish Women's Research Institute at Hebrew University, the HIPPY program is a home-based preschool education program designed

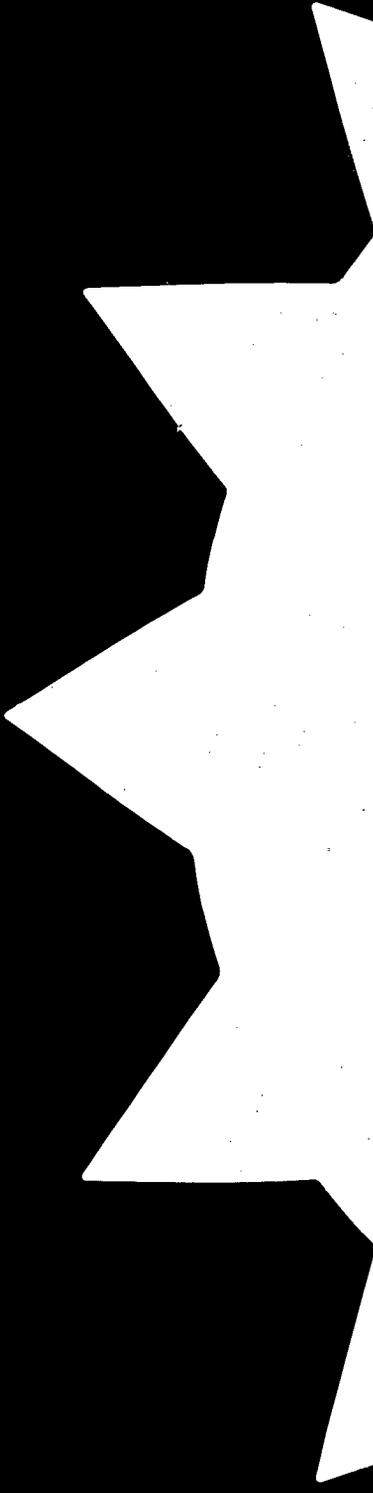
for economically disadvantaged families. HIPPY came to the United States in 1984, and since that time, HIPPY programs have been established in 17 states.

HIPPY grew out of the central belief that all parents want the best for their children, but that not all parents know how to develop their children's potential. HIPPY reaches out to families, teaching them effective parenting skills. It is designed to empower parents as their children's primary educators.

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- ❑ ORGANIZE AN ANNUAL CHILDREN'S SABBATH, FEATURING AN INTERFAITH SERVICE FOR CHILDREN. THIS YEAR'S NATIONAL OBSERVANCE OF CHILDREN'S SABBATH, COORDINATED BY THE CHILDREN'S DEFENSE FUND, IS SCHEDULED FOR THE WEEKEND OF OCTOBER 15-17, 1993. (FOR MORE INFORMATION, CONTACT SHANNON DALEY AT THE CHILDREN'S DEFENSE FUND, 202/662-3510, OR RODNEY PAGE AT ECUMENICAL MINISTRIES OF OREGON 503/221-1054.)

 - ❑ ORGANIZE A CONSTITUENCY OF ADVOCACY FOR CHILDREN, EITHER WITHIN OR ACROSS CONGREGATIONS.
 - ▲ Organize prayer vigils for children.

 - ▲ Coordinate advocacy activities with existing child advocacy groups, such as the **Children's Defense Fund** (nationally) or **Children First for Oregon** (state and local).



▲ Invite candidates for office to present their platform on children.

▲ Develop position papers.

▲ Alert congregation members about entertainment shows that glorify violence or exploit sexuality and that may have a negative impact on their children. Boycott the merchants who sponsor such entertainment or the industry that produces it. Alert members to wholesome entertainment opportunities.

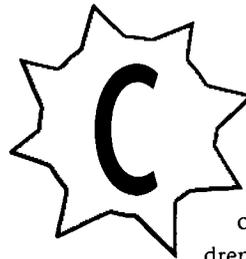
▲ Provide awards for outstanding local documentaries about children and outstanding children's entertainment.

HIPPY is a two-year program for 4- to 5-year-olds. The program works with parents in their homes, supporting them in their roles as educators. Parents have structured activities with their children for 20 minutes a day, and the program helps the parents facilitate their child's transition to kindergarten. A professional coordinator supervises paraprofessionals who visit the parents in their homes every other week to instruct them in using the HIPPY education materials. Because the paraprofessionals live in the communities in which they work and can identify with the kinds of challenges the families face, they are able to build trusting relationships with the families. Every other week, the parents, the parapro-

fessionals, and the coordinator meet to review the past week's activities and enrichment topics. This support group breaks the social isolation many of the parents feel and enables them to perceive each other as valuable sources of support and information.

HIPPY helps to foster literacy in the home by introducing 18 story books over the course of the program and enables parents to teach their children the school-readiness skills needed to prevent early school failure. Parents who have participated in the HIPPY program are enthusiastic about their children's successes and have been motivated to pursue further education themselves.

UNTIL WE LEARN TO BE OUR BROTHER'S BROTHER, WE CAN NEVER KEEP HIM WELL.—Anonymous



CONGREGATIONS CONCERNED FOR CHILDREN (CCC)-MINNEAPOLIS, MINNESOTA:

CCC is a program based in four ecumenical councils in Minnesota that helps congregations respond to the needs of children living in poverty. With the principal support of the McKnight Foundation and the participation of over 100 churches, synagogues, and temples, CCC has emerged as an organizing and mobilizing force in the community. There are three major components to the program:

■ Adult Education: CCC organizes a speaker's bu-

reau of professionals to speak in congregations on a variety of topics including child poverty, child abuse and neglect, child care and after-school care, infant mortality and the spiritual life of children.

■ Service/Partnerships: CCC facilitates supportive partnerships between congregations and community agencies serving children. CCC staff also provide technical assistance to congregations that wish to start their own programs, such as after-school, child care, parent education or tutoring programs.

■ Advocacy: CCC has developed a network of thousands of child advocates in religious congregations in Minnesota. These advocates are updated on

key child public policy issues in the CCC newsletter and receive action alerts to contact elected officials on important bills affecting children.

Two examples of Minneapolis congregations active in behalf of low-income children bear mentioning:

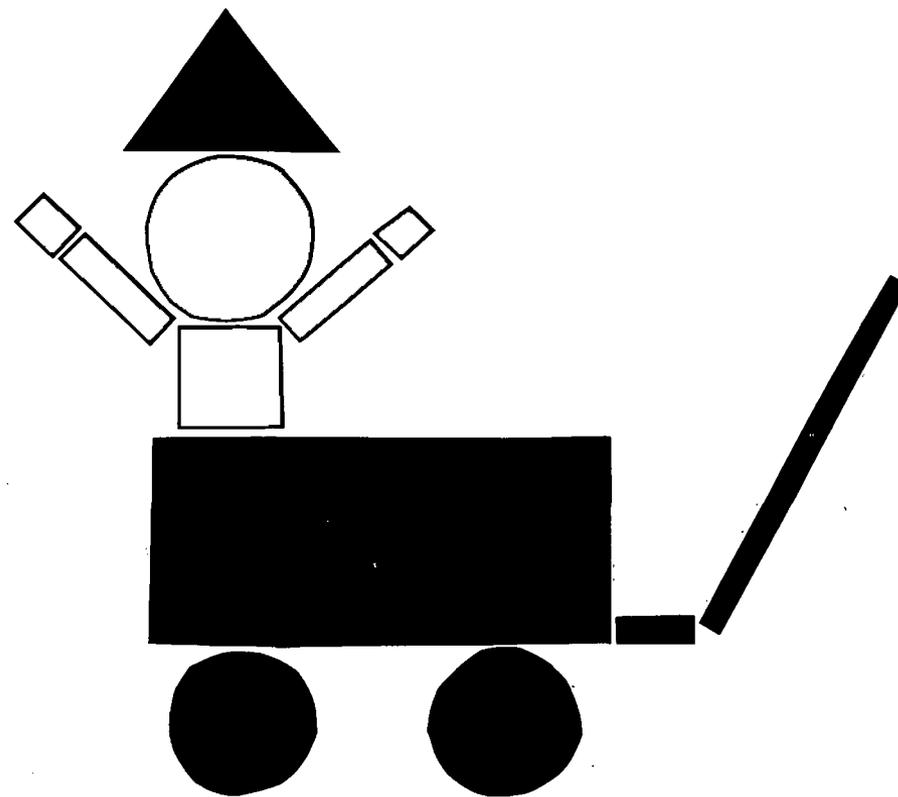
■ **Temple Baptist Church Youth Center:** The Youth Center serves about 50 children at a time, 80 percent of whom are children of color and half of whom are on welfare and living in single parent homes. Survival is the priority for most of these children. They have few opportunities for enrichment activities typical of middle class families.

The Youth Center provides a variety of after-school enrichment activities, summer day camping and Saturday family breakfasts. Two part-time staff work with over 25 volunteers, many of whom are teenagers from suburban churches in the outlying area. Two large suburban churches from other denominations consider the Youth Center a mission project. Along with another Baptist congregation, these three supporting congregations provide the majority of the revenue for an annual budget of \$20,000. Temple Baptist illustrates how much a small, inner-city congregation (about 70 regular at-

tending members) can do for children in their community. By combining with other congregations, they contribute to multicultural understanding and a broader sense of community. The Temple Baptist Youth Center offers a different kind of RELATIONSHIP for these children.

■ **Friday Night Out, First Christian Church:** Concerned about the many stresses associated with being a single parent in their low income, Whittier Neighborhood, members of the First Christian Church came up with an idea to give young parents a brief respite. They organized a *Friday Night Out* service, providing safe, inexpensive child care. Doors open at 6:30 p.m. and children are picked up at 10:00 p.m. The program is available for children between 6 weeks and 10 years of age. A thank you letter from one parent says it all:

"I really look forward to bringing my kids here, because they are loved and they really enjoy it, and I'm able to enjoy time with other adults. I think this is a great service! So many people talk about saving the world, but when it comes down to it, it's the little things that really count, like giving parents a break, and in the process, maybe even preventing another incident of child abuse."



CHILDREN ARE A GIFT FROM GOD.—Psalms 127:3

CAMP ODYSSEY-OREGON:

Camp Odyssey is an annual gathering of high school students centered around the theme of understanding diversity within our population of Oregon. Each

year, there are about 70 campers from all over Oregon and from diverse racial, ethnic and religious backgrounds. The summer camp is followed by support activities in each student's region throughout the year.

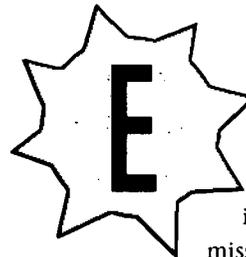
The idea for Camp Odyssey was conceived by the third class (1989) of the American Leadership Forum (ALF), Oregon Chapter. The ALF chapter in Oregon was founded in 1986 and dedicated to bringing together leaders from diverse sectors and constituencies in Oregon to develop leadership skills focused on public issues. Class III of ALF approached Ecumenical Ministries of Oregon (EMO) to cosponsor a diversity training camp based on the Brotherhood/Sisterhood - USA model in Los Angeles which has been sponsored by the National Council of Christians and Jews. EMO now functions as the camp's legal sponsor as well as program cosponsor for Camp Odyssey. In 1993 the Portland Field Office of the American Jewish Committee (AJC) joined Camp Odyssey as its third cosponsor.

The mission of the camp is to contribute to a state where human diversity is celebrated, where individuals are respected and where all people can live without fear of violence and intimidation. The Camp has several objectives: 1) to increase young

people's exposure to diversity and their understanding of it; 2) to help them examine their personal beliefs and values; 3) to show them how to recognize and combat racism, sexism, and other forms of stereotypical thinking; and 4) to give them a statewide network of support that enables them to promote acceptance of diversity in their own communities. These objectives are addressed through formal and informal discussion groups, culturally relevant music and art experiences, recreational activities, social events, private reflection time and journal writing and community leadership training. Camp Odyssey gives youth the opportunity to enter RELATIONSHIPS with a more open, accepting perspective.

Many of the youngsters who have been to Camp Odyssey describe it as a life-changing experience. Post-camp evaluations have been extremely positive. This year evaluation of the camp is expanded to include an assessment of each camper's leadership and activities in their home communities in support of Camp Odyssey's goals.

WHEN YOU CEASE TO MAKE A CONTRIBUTION YOU BEGIN TO DIE.—Eleanor Roosevelt



EMMANUEL COMMUNITY GENERAL SERVICES, EMMANUEL TEMPLE CHURCH-PORTLAND, OREGON:

Emmanuel Temple Church is located in a low income, high crime neighborhood in Portland. It is a church with a social mission to its community. This mission is reflected in its outreach efforts, organized under the

direction of Emmanuel Community General Services (ECGS). The emergence of this community service organization was inspired by the death of a gang member and parishioner, Ray Ray Winston. About 50 parishioners in a church of 375 active members volunteer in a variety of the community programs, most of which are aimed at children and families. Many other nonparishioner volunteers participate as

well. A total of 14 staff coordinate 6 service programs, networking closely with other community agencies. The original function of ECGS was to provide low cost housing. However, the cry from Portland's underprivileged was so great that ECGS expanded its services to include: family counseling, child care, youth support at schools, job training, foster and group homes, and homes for indigent males seeking employment.

Its Youth Redirection program is designed to redirect youth away from gangs by providing positive role models and experiences. Each year, members of

the Bloods and Crips are invited to a deep sea fishing expedition. The goal is to win their souls, not through proselytizing but through being there for these youth in caring relationships.

Other projects recently have been developed for young girls at risk of gang involvement. Each year, ECGS serves over 425 children and youth. There have been so many successes. Two of the graduates of the programs are now staff members. One graduate, who had served time in a maximum security prison, is now pastoring a church in Tacoma.

I EXPECT TO PASS THROUGH LIFE BUT ONCE. IF THEREFORE, THERE BE ANY KINDNESS I CAN SHOW, OR ANY GOOD THING I CAN DO TO ANY FELLOW BEING, LET ME DO IT NOW, AS I SHALL NOT PASS THIS WAY AGAIN.—William Penn

ONE CHURCH, ONE CHILD-PORTLAND, OREGON:

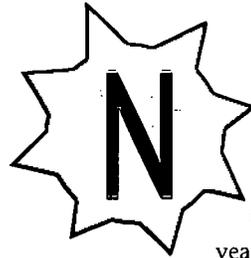
One Church, One Child began in Portland in 1988 to recruit African-American families to adopt African-American children. It has been instrumental in placing hundreds of children with adoptive families.

The program works in cooperation with the Oregon Children's Services Division. In essence, One Church, One Child recruits the families; CSD provides the children.

The program also provides post-adoptive support and information for white families who adopt Black children, producing culturally competent parents. The post-adoptive services program

began in 1980 as a program called "Bridge Builders" and since that time has helped over 2000 families. The program is developing a network of Black "Host Families" who will help trans-racial adoptive families maintain cultural connections for their children.

One Church, One Child is non-denominational in its efforts. It urges churches to provide support and encouragement for families adopting Black children. It is based on the concept that if in each church each year, one family adopts a child, the need for adoptive parents will be met. The good news is that the theory is working. Last year 79 Black children were adopted in Oregon with the majority of these children placed through the recruiting efforts of One Church, One Child.



NATIONAL OBSERVANCE OF CHILDREN'S SABBATHS, CHILDREN'S DEFENSE FUND-WASHINGTON, D.C.:

Each year, in October, the Children's Defense Fund (CDF) organizes a National Observance of Children's Sabbaths. This year, the Observance is scheduled to begin with Sabbath services on Friday, October 15 and conclude with church services on Sunday, October 17, 1993. CDF provides Guides for Catholic, Christian and Jewish observances, complete with suggested prayers, homilies, hymns, and other aspects of liturgy. Included in the materials provided by CDF are suggestions for parish activities, children and youth education programs and follow-up activities. Even with the helpful structure provided by CDF, there is much room for creativity in observing children's sabbaths. The following congregations responded to the needs of children in special ways:

- St. Mark's parish, a Catholic community of about 900 families near Wausau, Wisconsin, collected posters from both their day and evening programs for elementary school-aged children. The posters, highlighting the needs of children, were hung in the parish hall during the Children's Sabbath, and then sent to be displayed in Wisconsin's state legislature.
- Calvary United Methodist Church collected hats, scarves, underwear, and other articles of clothing

during Children's Sabbath. The brand new clothing was distributed to about 150 children in an inner-city elementary school in Flint, Michigan.

- Although the patients of the Children's Medical Center of Dallas, Texas suffer from many acute illnesses; such as cancer, cystic fibrosis, and sickle-cell anemia, they were able to celebrate their Children's Sabbath—thanks to closed circuit TV.

- In Manchester, New Hampshire, Temple Adath Yeshurun spearheaded a local food drive a week before its Children's Sabbath on October 16, 1992. Thirteen congregations amassed 25 vans filled with an estimated 30,000 pounds of food. The vans full of food were given a police escort to the local food bank. Rosh HaShanah and the Children's Sabbath served as ideal opportunities to link the food drive to the issues of childhood hunger.

In addition to celebrating Children's Sabbath within congregations, in some communities Inter-Faith services have been organized. In describing this year's effort, Marian Wright Edelman, founder and President of CDF has stated:

"Together, I pray that we will lift a strong, united, faithful voice for the children, calling our nation to a new ethic that leaves no child behind and puts children and families first. May God guide and strengthen us in our efforts."

BUSINESSES CAN:

■ SPONSOR OR SUPPORT RELATIONSHIPS THAT HAVE THE POTENTIAL TO MAKE A MAJOR, POSITIVE DIFFERENCE FOR CHILDREN.

- ▲ Encourage employees to volunteer their time and talents to children in need. Businesses can offer a limited number of release hours per week for employees to tutor or mentor children or to serve as board members. Publicly acknowledge volunteer employees in your company newsletter.
- ▲ Adopt an agency or a school program that serves children and families in creative ways which promote healthy, productive lives. Develop a mutually rewarding partnership that allows your business to focus its contributions and develop relationships in one school or one agency.
- ▲ Work collaboratively with other businesses, co-sponsoring or co-supporting efforts. Expand the network of "businesses for children."



■ DEVELOP YOUTH APPRENTICESHIP PROGRAMS IN THE FIRM'S AREAS OF EXPERTISE.

▲ Provide apprenticeship training classes in low-income neighborhood schools during the school year, leading to summer jobs; assign instructors and mentors from your firm to teach the course collaboratively with school personnel.

▲ Offer college scholarships to graduates of apprenticeships.

■ PROVIDE IN-KIND SERVICES OR DONATIONS OF EQUIPMENT.

▲ Apply pro bono the unique skills or services of your business to an agency or a school that stands to benefit.

▲ Donate surplus products that have depreciated or equipment that has been replaced (computers, fax machines, vans, etc.).

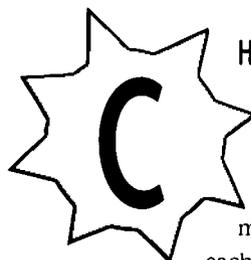
▲ Apply business resources that are not available to most child-serving agencies, such as publication of brochures or educational materials, or training in finance, marketing, and management.

Increasingly, business leaders are recognizing that the future of their enterprises, as well as the future of our local economy, depend on the quality of our emerging work force. Recent trends illustrate that our future work force is in jeopardy. Our nation is falling behind in developing a work force trained for the future. We are losing too many children to hopelessness, manifested by school dropouts, teen pregnancy, delinquency, drugs and social dependency.

The Committee on Economic Development projects that this nation will need to import large numbers of skilled laborers by the end of this century from other countries while large numbers of our own young people will be unemployable. Businesses cannot wait for government to address these problems.

Fortunately, there are enlightened business leaders who recognize the long-term cost to their short-term successes may center on our children. If we are to attract businesses to Portland and keep the ones we have, Portland must produce children who are responsible and competent contributors. For some businesses, serving our

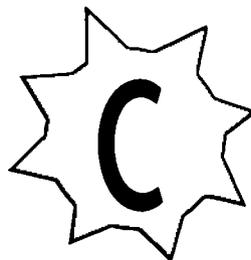
WHAT BUSINESSES FOR CHILDREN



CHRYSLER CORPORATION, "THE WORLD OF WORK"-HIGHLAND PARK, MISSISSIPPI:

Everywhere the Chrysler Corporation has an office or a facility, it teams up with a nearby school in a "partnership" arrangement. Chrysler volunteers spend an hour each week helping out in the school. The large majority of the partnerships are with elementary schools, but two middle schools and two high schools also participate. The volunteers generally stay with the same children for the entire school year, establishing consistency in their relationships with the children.

The World of Work program grew out of then Chairman Lee Iacocca's interest in education as a corporate philanthropic goal. Chrysler designed the basic program structure and invited the participation of nearby schools that identified their own needs and put the volunteers to work.



CORNING-CORNING, NEW YORK:

Since the early 1980's, Corning Incorporated's goal is to be one of the most admired companies in the United States. Due to the high turnover rate of

The idea behind the program was to show the children the relationship between what they were learning in school and what goes on in the work place. The volunteers, acting as mentors, tutors, and role models for the children, help teach the children personal responsibility and motivate children to take school seriously. The programs operating in the high schools teach the students "employability skills."

The Chrysler employees who participate in the program are paid for their time off the job and must maintain their work load. The program has been so successful within the company that each year employees continue to serve in larger numbers.

Chrysler has found the employees who participate in the program are more upbeat and creative on the job. The school staff also experience a boost to their morale, working with business professionals who share their commitment to education. The ones who gain the most are the children who have a special relationship with a caring adult.

women and minorities, management performance was broadened to include more emphasis on their needs. Corning studied its turnover rates, and found that if the company could reduce those rates for

women and minorities to equal those of white males, the company could save \$3.5 million.

Corning's top management issued a document stating that the success of the corporation was a direct result of the success of each individual employee. Corning's existing quality initiatives began to address these fundamental business problems. In 1990, Corning commissioned a study, and subsequently initiated a department called Work-Life Balance. A number of work-family initiatives were instituted, including funding for the construction of a new child development building, school-age child care, sick/back-up child care, and manager/supervisor training on flexibility. Corning now is noted as one of the top family-friendly companies in the United States.

Corning Corporation has no on-site day care but supports two child care centers in town. As with any of Corning's initiatives in the community, Corning employees are not given preference at these centers. Corning's intent is that community initiatives should be for the benefit of the entire community. Corning's latest initiative is the construction of

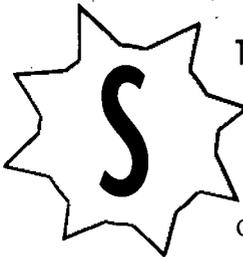
a new child development center that will increase the number of child care slots in the community. This building will be housed by an existing, non-profit community child care program. Corning also participates in collaboration between the community and the school district for before and after school-age child care, and summer school-age child care. Corning also funded the start-up of a sick/back-up child care service in the community.

Corning now is studying the issue of "non-traditional" hour child care. Since Corning has work shifts that run around the clock, as well as odd hour shifts (e.g., 4 days/10 hours, or 12 hour shifts) employee child care needs are varied, including a need for part-time care (e.g., 6-8 a.m.).

Corning recognizes the need for employee flexible work options and has adopted policies which the corporation encourages the employee and supervisor to work out a solution together. General guidelines are in place, but no formal rules have been written. Solutions may vary depending on employee needs.

*children has become a moral imperative. Businesses must step forward and take **ACTION** now, before it is too late.*

IT IS TIME WE MADE A CLEAR CUT, ECONOMIC CASE FOR INVESTING IN OUR CHILDREN. THEY ARE OUR COLLECTIVE RESPONSIBILITY.—Sylvia Ann Hewlett



TAN WILEY CO.-PORTLAND, OREGON:

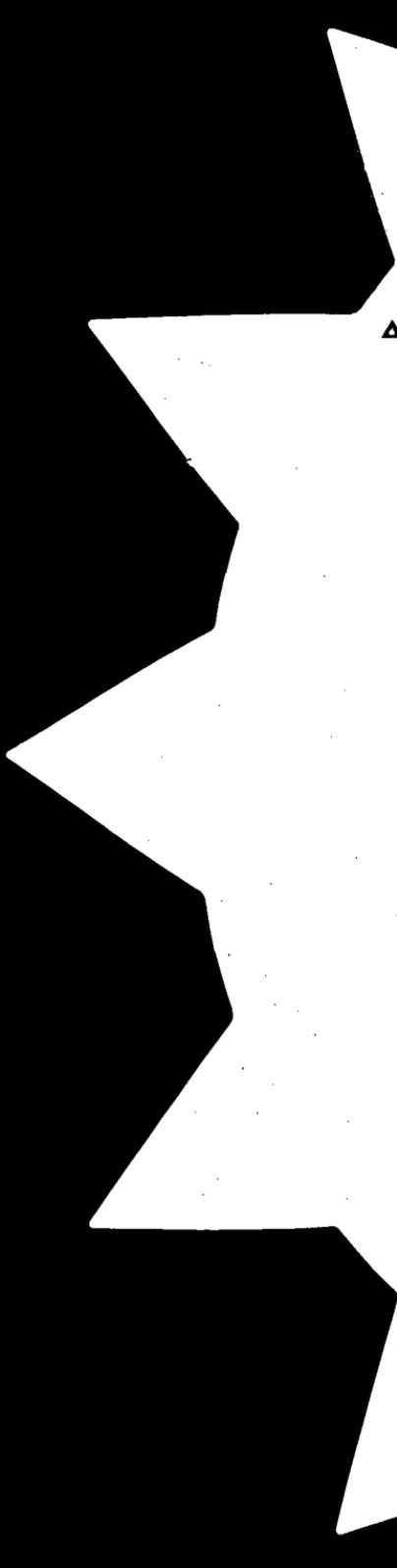
The Stan Wiley Co., has a cause: homeless youth. The company participates with the Street Life Shelter in downtown Portland, operated by Janus Youth Programs. Of the 500 agents and employees in the

company, about 90% participate in the company-wide cause on some level.

Wiley provides financial support for the shelter, including capital and operating costs (e.g., paying for new beds, showers, etc.). Agents have the option of contributing to the company's charitable efforts at

□ PROVIDE BUSINESS SKILLS OR A BUSINESS PERSPECTIVE TO SCHOOLS, PRIVATE-NONPROFIT, AND PUBLIC ORGANIZATIONS SERVING CHILDREN.

- ▲ Offer a loaned executive for a fixed block of time (e.g., eight hours a week for six months).
- ▲ Offer administrative skills training or consultation in the areas of:
 - Financial planning and accountability.
 - Managing human resources.
 - Management practices.
 - Restructuring.
 - Quality control.
 - Strategic planning.
- ▲ Include professionals or administrators from child-serving agencies or schools where it is relevant to your firm's in-service training.



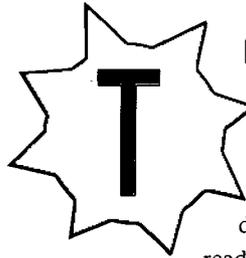
▲ Offer marketing skills and services to help schools and service agencies better reach their clients. Some marketing plans can combine the marketing interests of for-profit businesses and non-profit organizations in a mutually advantageous partnership. For instance...

- Sponsored ads, in which a business includes information about a nonprofit child serving agency in its own promotional materials (such as a child advocacy message, donation request, or membership form):
- Sponsored products, in which a business produces a book, video, brochure, or other product as a corporate premium or gift item for new customers.
- Cause-related marketing, in which a business gives a percentage of every sale to a nonprofit, child-serving organization along with promotion in the business ads.
- Special fund-raising events for child-serving organizations, in which a business underwrites the costs in exchange for publicity.

the time they make a sale. The company also hosts a celebrity golf tournament to raise money for the shelter. Wiley employees assist with recreation nights and pizza nights for the kids and serve on the shelter's advisory board.

Some employees also volunteer to work directly with the kids at the shelter. These employees feel supported in their efforts to assist the shelter and are proud of their company for its commitment to homeless youth.

UTILITY AND SELF-INTEREST, AS WELL AS HUMANITY, SHOULD MOVE US TO APPLY WHAT WE HAVE LEARNED TO CHANGE THE FUTURES OF THE VULNERABLE CHILDREN GROWING UP IN SOCIETY'S SHADOWS.—Elizabeth Schorr



THE SMART PROGRAM-PORTLAND, OREGON:

Start Making A Reader Today (SMART) is a book and reading program for children in kindergarten, first and second grades, sponsored by the Oregon Children's Foundation. The Foundation identified reading readiness and literacy as the critical issues it would tackle. According to the SMART staff, about 25% of Oregon's children read significantly below par when they leave elementary school. Because these children typically start behind, many stay behind and never catch up. Eventually, these students are likely to drop out of school. These are the children SMART hopes to serve early on.

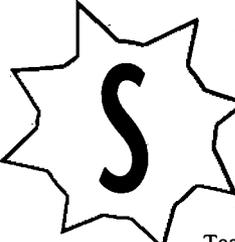
The SMART program started in 1992 and now operates in 37 schools across the state. Enlisting the help of large and small businesses (and other organizations), the SMART program has raised money, in-kind contributions, and recruited volunteers, gaining the participation of over 100 businesses statewide. Businesses are encouraged to release employees for an hour a week to read with two children for half an hour each. In addition, SMART will distribute

40,000 books to the participating children this coming year. Each child receives two new books a month through the program.

Children identified by their teachers as needing additional help in reading are selected for the program. The children meet with their SMART program volunteers twice a week (each child has two volunteers, and gets a total of an hour a week of tutoring from the program).

The program already has seen many successes in achieving its goal of creating enthusiastic readers: students come to school more often; children eagerly await the time of the day that their SMART tutors arrive; more books are checked out of school libraries by SMART participants, children have been reading with their families more often; and children's standardized reading scores have shown improvement.

By the same token, the adult volunteers have reported that they feel tremendous personal rewards from working with these children. Their personal satisfaction often is reflected in their enthusiasm back on their jobs. All around, SMART works.



STATE FARM INSURANCE "SMOKE DETECTIVES"-SALEM, OREGON:

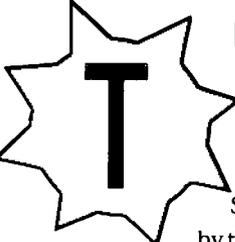
The State Farm Insurance Companies are involved with schools, and they are doing what they do best: bringing what their work is all about to the schools.

Teachers can use lesson plans developed by educators and the company to teach school children valuable lessons about safety. State Farm agents and employees often help out with the classes. Several programs have been designed: "Smoke Detectives" fire safety program, "Movers and Shakers" earthquake pre-

paredness, and mini-courses for pedestrian safety, traffic lights, bicycle skills, poison safety, and how to use 911 in an emergency. State Farm also has designed curricula for high schools on safe driving practices.

The programs for elementary school students are completed with a visit to the class by the Good Neigh Bear, State Farm's educational mascot. Children who complete the "Smoke Detectives" curriculum are awarded official "Smoke Detective" badges.

IF WE ARE TO ATTRACT BUSINESS TO PORTLAND AND KEEP THE ONES WE HAVE, PORTLAND MUST PRODUCE CHILDREN WHO ARE RESPONSIBLE AND COMPETENT CONTRIBUTORS.



THE PARTNERSHIP PROJECT/NATIONWIDE INSURANCE COMPANY - PORTLAND, OREGON:

The Partnership Project is a school-to-work transition program for students at Grant and Marshall High Schools. This project was initiated in 1984

by the Business Youth Exchange, an arm of the Chamber of Commerce. Other partners include the Private Industry Council and Portland Public Schools.

The Partnership Project attempts to keep young people in school by offering a meaningful learning experience. The course of study is work-related, providing part-time and full-time work experience along with course credits for work experience. Any student from a low-income or single-parent family is eligible.

Initially, students are given a bus tour of the labor markets in Portland. After the bus tour, stu-

dents are treated to a shopping trip for business clothes. Classes include Life Skills and Work Preparation. The Partnership Project offers students the opportunity to establish a work history before leaving high school. Students are paid for working part-time during the school year and for full-time summer employment. The Partnership Project has received national recognition as a business/education partnership and boasts a 96 percent graduation rate.

Nationwide Insurance Company is one of the companies that has stepped forward as a business partner. This company has provided summer jobs for six students in the Partnership Project for each of the last two summers. Nationwide also supports the Partnership Project financially, and several employees serve on the project's Advisory Council. In addition, Nationwide has released employees from work for four hours a month to participate in in-class

▲ Offer job exposure opportunities to students through a Jobs Fair, guest lecturing, or job shadowing.

▲ Provide guest lecturers to schools on ethical business practices.

▲ Provide small incentives to students for academic success, discounts for good grades, etc.

□ PROVIDE AN ENTREPRENEURIAL PERSPECTIVE TO SCHOOLS, PRIVATE-NONPROFIT, AND PUBLIC ORGANIZATIONS SERVING CHILDREN BY ASSISTING THEM TO:

▲ Become more comfortable with change and calculated risk.

▲ Discover cost-savings strategies through services that prevent children from developing serious problems.

▲ Develop services which children and families want instead of what someone else thinks they need.

▲ Redistribute existing child service funds to optimize outcomes.

▲ Invest for the long term.

□ INVEST IN LOW-INCOME, INNER-CITY NEIGHBORHOODS. PROVIDE JOBS THAT HELP PARENTS AND YOUTH PULL OUT OF POVERTY.

- ▲ Locate businesses, or branches of businesses, in the inner-city.
- ▲ Work with neighborhoods to develop partnerships with mutual benefits.
- ▲ Support indigenous entrepreneurs in the inner-city with venture capital and training.
- ▲ Contract with businesses located in the inner-city.

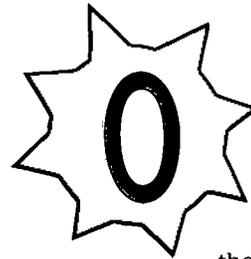
□ BECOME ACTIVE IN ADVOCATING FOR CHILDREN; OFFER CORPORATE "CLOUT" IN THE POLITICAL PROCESS.

- ▲ Join child advocacy organizations as business members.
- ▲ Become involved in community organizing or planning efforts for child services. Offer your perspective as a business leader or entrepreneur.

tutoring assistance in three middle schools and three elementary schools in low income areas. Thirty-two tutors worked individually with children and in small groups to assist with math, reading, computer skills and many other subjects. Nationwide also provides job shadowing opportunities for students. Students are given a three-hour experience of observ-

ing an employee in a work situation in which they can learn about the insurance industry and specialties within this industry.

Nationwide Insurance Company recognizes that the benefits of working with students are mutual.



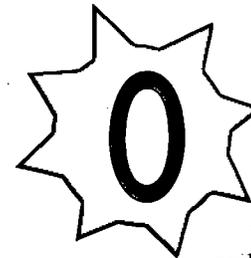
REGON BUSINESS FOR OREGON KIDS (OBOK)-PORTLAND, OREGON:

Many companies took note of the cause-related marketing success of the American Express Campaign to restore the Statue of Liberty. One million seven hundred thousand dollars were raised for the statue while card usage increased by 28 percent and new card applications increased by 17 percent.

In Portland, four agencies serving children (Albertina Kerr Centers, Boys and Girls Aid Society of Oregon, Boys and Girls Clubs and Metropolitan Fam-

ily Services) have paired up with 14 businesses, an attorney, a public relations expert, several radio stations and a television station. This business/provider agency partnership has focused on clever ways to link the merchant's regular marketing activities with supporting children.

Their campaign occurs between Thanksgiving and the end of January. Last year, each agency received \$7,000 in unrestricted revenues and an estimated \$15,000 in publicity. It is hoped that this cause related marketing effort will continue to expand.



REGON ASSOCIATION OF MINORITY ENTREPRENEURS-PORTLAND, OREGON:

Formed in 1987, the Oregon Association of Minority Entrepreneurs (OAME) is a non-profit organization whose mission is to promote and develop entrepreneurship and economic development for ethnic minorities in the State of Oregon. OAME is a partnership

between minority entrepreneurs, education, government, the community, and established businesses. This organization was founded on the principle that economic development is central to community development. To the extent that local business ownership is established, more jobs will be created. With more jobs, there will be a healthier community and healthier families.

A number of core services are offered by OAME. In collaboration with Portland Community College (PCC) and Portland State University (PSU), one of OAME's primary services is to provide technical assistance to developing businesses. PCC outstations a staff person at OAME, providing classroom training and consultation. A wide range of technical assistance is offered, from trouble-shooting to strategic planning.

Another service is access to capital. With the initial support of a Northwest Area Foundation grant of \$250,000, OAME has established its own lending entity, the OAME Credit Corporation-Minority Capital Loan Fund, which coordinates with Washington Mutual Savings Bank and U.S. Bank. In addition, OAME has initiated Oregon's Minority Capital Loan Fund, in partnership with Bank of America, U.S. Bank, First Interstate and Key Bank. The loan program is funded at \$3.25 million.

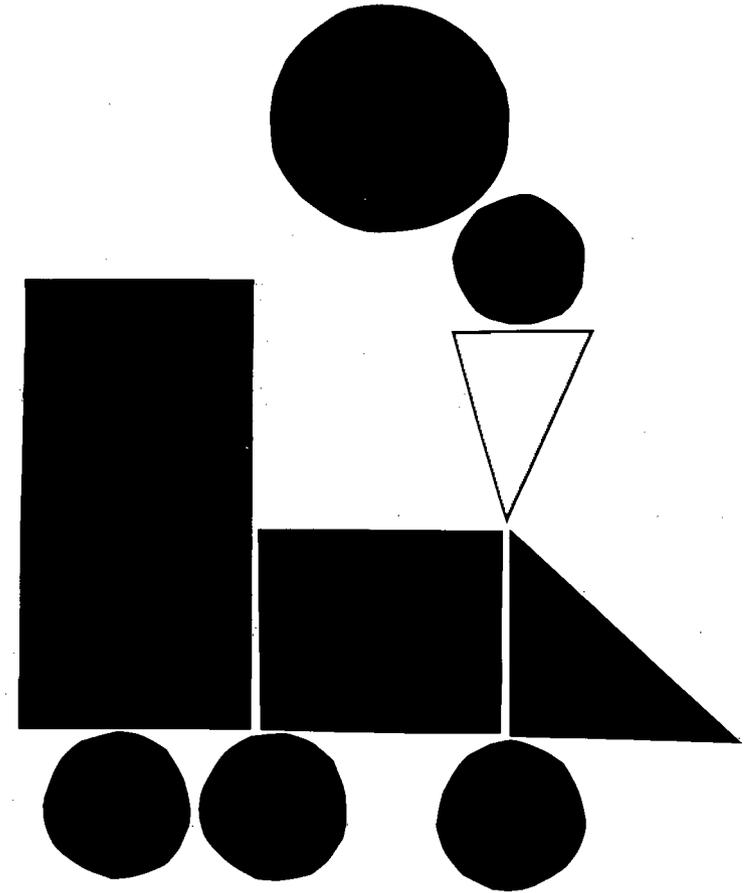
Finally, OAME established a short term loan fund in partnership with the NIKE Corporation. To access OAME capital, businesses are expected to be members of OAME and participate in a technical assistance program. Mentorship opportunities also are available, linking a minority business with major business expertise among supportive majority businesses or successful minority entrepreneurs.

Another service OAME offers is a clearing-house database, listing minority businesses in Oregon, their capabilities, and business opportunities

available in the public and private sectors. In 1992 alone, OAME provided over five million referral matches. Finally, OAME offers support services for entrepreneurs as they begin, in the form of computer and copier access, conference room space, and clerical assistance, along with an extensive library of business publications.

Central to adult entrepreneurs is Youth Entrepreneurship. OAME continuously works with youth, exposing them to business and entrepreneurship. OAME is implementing a youth project called the "Oregon Achievement Store." Donated gifts will be managed and marketed by young people. One catch — you can only buy in the store with points accumulated from community services. The idea is to learn about entrepreneurship and community responsibility.

OAME appreciates the importance of building community and supporting families from a base of financial independence. Building this base is enhanced by partnerships with the larger business community. Other business partners of OAME include: Governor's Office of Minority, Women and Emerging Small Businesses, Portland Development Commission, Port of Portland, US West Communications, Oregon Arena Project, Small Business Administration, Tri-Met, Key Bank, McDonald's Corporation, US Bank, Interlink Consulting, Portland Chamber of Commerce, Better Business Bureau, and World Trade Center.



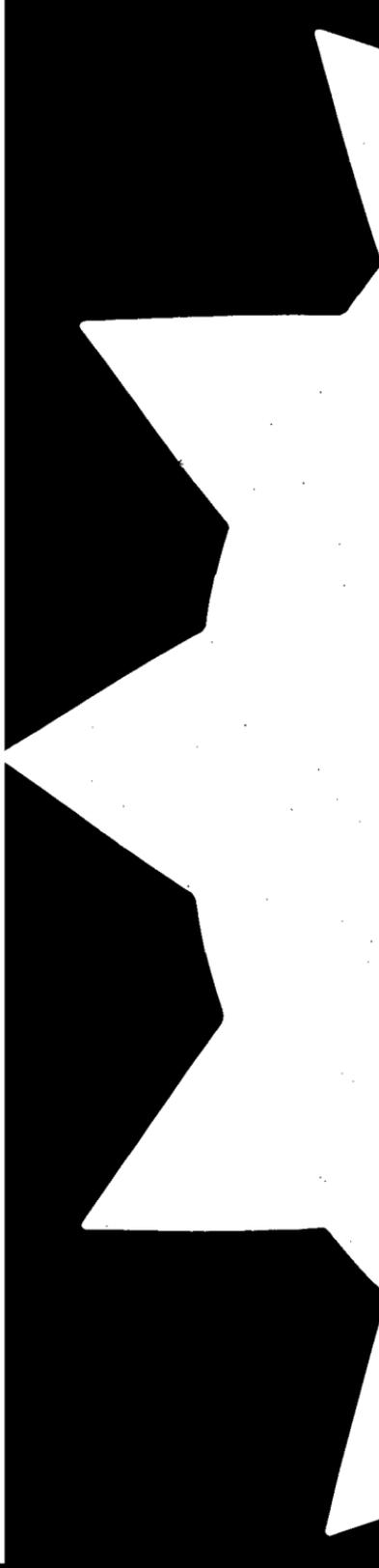
TO BECOME A PRODUCTIVE, RESPONSIBLE ADULT,
A YOUNGSTER NEEDS A USEFUL AND SELF-RESPECTING PAST,

ONE THAT GIVES HIM OR HER A SOUND SENSE OF SELF-WORTH AND A FUTURE WORTH ANTICIPATING.—Albert J. Solnit

- ▲ Testify before local, state or national government entities about prudent investment strategies for our children. Elected officials are more inclined to listen to business leaders than child-serving professionals about child-related issues.
- ▲ Stimulate other businesses and business leaders to become active in child advocacy. Urge business groups to prioritize children as a political agenda. (It's good business!)
- ▲ Apply corporate resources to facilitate child advocacy (e.g., lobbying staff, publications, etc.).

□ DEVELOP A FAMILY-FRIENDLY WORK ENVIRONMENT.

- ▲ Allow flexible work schedules within clear guidelines so that employees can meet important parenting obligations.
- ▲ Offer luncheon seminars for employees on child development, parenting skills, and other topics that support healthy families.

- 
- ▲ Provide information and referral services to employees regarding child care, day care, latch key programs, etc.
 - ▲ Choose an individual to consult with employees about issues related to work and family.
 - ▲ Encourage employees to take time or use compensation time to attend parent-teacher conferences.
 - ▲ Large businesses can develop on-site day care for their employees.
 - ▲ Small businesses can provide employees with day care subsidies or contract with nearby day care providers for their employees.
 - ▲ Support and encourage the use of family-leave policies.



RIENDS OF THE CHILDREN-PORTLAND, OREGON:

Friends of the Children is a new organization in Portland, initiated by a local businessman, Duncan Campbell. When Duncan worked as a detention staff member at Donald E. Long Home over twenty years ago, he strongly sensed that if these detained youth could have been identified and supported in their earlier years, they would have been on a different path.

The key to finding the right path is a supportive, sustaining relationship, whether it be with a parent, grandparent, relative, neighbor or friend. Friends of the Children is designed to provide this kind of relationship to children who are identified near the end of their first grade year as needing a supportive relationship. Three "Friends" have been hired and assigned to just eight children each, along with their families. These twenty-four children were selected in collaboration with first grade teachers, principals and counseling staff at three schools in low-income, inner-city neighborhoods: Martin Luther King, Vernon, and Boise/Eliot schools.

Selection criteria included risk factors associated with negative outcomes as well as "resilience" factors associated with potential to overcome disadvantages. Friends also were selected carefully to be the kind of people who have remarkable talent working with children and families. Friends all live in the same general area as the children they serve. High expectations characterize the attitude of Friends in relation to these children. It is expected that the children will become positive leaders and successful citizens in the community.

Friends work very closely with the parents, most of whom are single-working parents, supplementing and supporting their role. They also spend some of their time in the schools, supporting the educational needs of the children. But the bulk of their time is spent with the children during after-school hours and on weekends, both individually and in small groups. Whether it is in the form of "just hanging out" or in structured enrichment activities, Friends' focus is on teaching social and educational competencies and supporting these children's natural abilities. Friends also recruit and train others in the community to serve as tutors or mentors, not just for the selected children but for other children in these three schools who also are likely to benefit.

The children of Friends will be involved in these special relationships for at least three years, longer if need be. Additional children will be added as Friends find time available. It already is clear, however, that keeping an at-risk child on the right path is time intensive. It is assumed that follow-up investigations will show that this early investment pays substantial dividends. Keeping a child out of foster care can save the taxpayer between \$4,500 to \$10,000 a year; out of residential treatment (level 5 - staff secure), about \$50,000 a year; out of the Juvenile Training School about \$44,000 a year; and out of the State Hospital (Child and Adolescent Secure Treatment Program) almost \$130,000 per year (1992-93 rates, supplied by Children's Services Division). Investing in children and relationships early is a hopeful strategy that can save both money and promising futures. Hopefully, others will invest in this strategy so that there are enough Friends to make a real difference in Portland.

SERVICE CLUBS AND VOLUNTEER ORGANIZATIONS CAN:

- ❑ ATTRACT BUSINESS LEADERS, AND THEREFORE, BE WELL-POSITIONED TO DEVELOP MENTORING PROGRAMS WHICH ASSIGN A CLUB MEMBER TO A HIGH-RISK CHILD OR YOUTH.
 - ▲ A collection of local clubs can, within the same national organization, develop a training service for members along with mentor support services.
 - ▲ Work with other organizations (e.g., Leaders Roundtable, Business Youth Exchange, Portland Public Schools, Multnomah County Juvenile Justice Services, etc.) to identify youth candidates for mentoring services and match them with mentors.

- ❑ SPONSOR YOUTH MEMBERSHIPS WITHIN THEIR GROUPS. SELECTIONS CAN BE MADE ON THE BASIS OF COMMON INTERESTS OR TO ENHANCE THE POTENTIAL OF HIGH RISK YOUTH. YOUTH MEMBERSHIP FACILITATES RELATIONSHIPS WITH ADULT LEADERS THAT CAN BE MUTUALLY BENEFICIAL.

- ❑ VOLUNTARY ORGANIZATIONS WHICH ASSEMBLE AROUND A COMMON INTEREST CAN OFFER THEIR TALENTS TO AN ORGANIZATION SERVING CHILDREN.

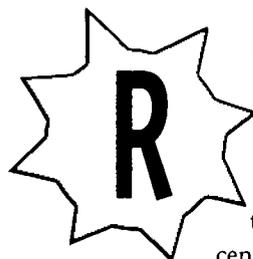
- ❑ ADOPT A LOCAL SERVICE AGENCY AND ORGANIZE AN ANNUAL FUND-RAISING EVENT FOR THAT AGENCY.
- ❑ PRIORITIZE THEIR CHARITABLE GIVING TO FOCUS ON KEY CHILDREN'S NEEDS IN HIGH RISK NEIGHBORHOODS.
- ❑ DIFFERENT SERVICE CLUBS, EITHER WITHIN THE SAME ORGANIZATION OR ACROSS DIFFERENT ORGANIZATIONS, CAN ORGANIZE TOGETHER TO TARGET CERTAIN HIGH RISK NEIGHBORHOODS.
- ❑ IDENTIFY YOUNG ADULTS (AGES 25-40) FROM HIGH RISK NEIGHBORHOODS WITH POTENTIAL FOR LEADERSHIP AND INCLUDE THEM AS MEMBERS. HIGH RISK NEIGHBORHOODS OFTEN LACK ENOUGH YOUNG ADULT ROLE MODELS. THOSE WITH POTENTIAL OFTEN LACK SUPPORT AND CONNECTIONS TO THE WORLD OUTSIDE THEIR NEIGHBORHOODS.
 - ▲ Offer free memberships for potential leaders for the first several years.
 - ▲ Sponsor these young adults in leadership seminars.
 - ▲ The young members can offer guidance or a sense of direction for the club's services to the community. With the support of their club, they also can assume leadership in their neighborhoods by volunteering to be mentors, scout leaders, or coaches.

There are many civic-minded clubs and organizations that feature services to their community. By virtue of the members these organizations attract, they are well suited to be key players in mobilizing community action on behalf of children. Many such organizations are local clubs representing national or even international entities. Their potential to help children is enormous.

A noteworthy example is the Rotary International's Polio Plus Campaign. Since, 1985, Rotarians have been focused on eradicating polio from the world. They have raised more than \$240 million, enough to provide a five-year supply of vaccine for any developing country. To date, over 600 million children have been immunized. This campaign illustrates the collective strength of a single service organization.

Recently, Kiwanis International initiated Young Children: Priority One, an emphasis program that is designed to continue indefinitely instead of just one or two years. This service program addresses the needs of children, prenatal through age five. All clubs are strongly encouraged to develop a project in one of four areas:

WHAT SERVICE CLUBS AND VOLUNTARY ORGANIZATIONS FOR CHILDREN



ROTARY YOUTH INCENTIVE PROGRAM-PORTLAND, OREGON:

The goal of the Youth Incentive Program is to help marginally at-risk youth to develop their abilities and self-esteem through mentor guidance, scholarship incentives and special school support. This mentor program has a built-in incentive: students who successfully complete the program and graduate from high school will receive partial to full scholarships for their college or trade school educations (scholarship amounts vary per Rotary Club).

Inspired by Eugene Lang's "I Have A Dream" program, the Industrial Rotary Club of Portland started the Youth Incentive Program in 1989. Subsequently, the Industrial club helped the Rotary Club of Portland start the program in 1991, and the Portland club helped the Rotary Club of Southwest Portland start the program in 1993. Through the Youth Incentive Program, these three clubs are currently supporting 27 students in the Portland area.

Targeted at 6th and 7th grade middle school students initially, the program is designed to motivate and reward students for meeting or exceeding

certain standards (e.g. school attendance, being free from drug abuse, and GPA goals determined each year by the student, his or her parents, school counselors, and teachers). The idea of the program is to help kids who have a reasonable chance to do well but whose chances are threatened by socioeconomic challenges. Mentors help the student gain the skills and confidence they need to accept responsibility for their futures.

The program provides a team of two to four mentors for each participating student, until the student graduates from high school. The student is in contact with at least one mentor every other week. Mentors become acquainted with the student, and his or her family and school, and help the student gain exposure to the work world. Activities shared by students and mentors are often informal - recreational, educational, meeting for lunches or dinners, visiting the mentors' offices, etc. Mentors provide the student with experiences he or she may not have otherwise. The mentors are Rotary club members, spouses of members and individuals referred to the program by members. They make commitments to remain with the same student for a full year.

Eventually, the Youth Incentive Program hopes to expand throughout the county and internationally. If each of America's 7,300 Rotary clubs



CATCH, AMERICAN ACADEMY OF PEDIATRICS- ELK GROVE VILLAGE, ILLINOIS:

Community Access To Child Health, "CATCH," sponsored by the American Academy of Pediatrics, is designed to empower pediatricians to take leadership roles for improving access to health care for every child.

CATCH grew out of the principle that local people can solve local programs with local resources. The program assists pediatricians to empower communities to reorganize, reallocate, and redirect existing resources in order to meet health care needs of children. Much of their effort is focused on overcoming barriers such as lack of personnel, lack of medical care for certain child health conditions, lack of a comprehensive care facility, financial limitations, or inadequate Medicaid coverage. CATCH provides technical support for pediatricians in developing new approaches to the delivery of health care to children. The program operates in rural as well as urban areas.

CATCH activities in communities across the country have been as diverse as the communities themselves. Examples include: pediatricians and family practitioners volunteering in "community schools" for family-centered on-site health care; pro-

sponsor an average of four students, nearly 30,000 kids will benefit.

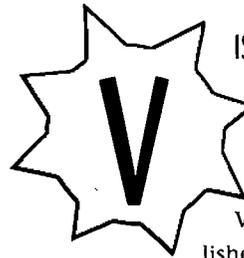
viding more pediatric support at a health center run by a local health department; developing a program called Prescriptions for Kids to provide money to pay for the prescriptions of children whose families cannot afford them; volunteering as part of a program to develop personalized intervention plans to improve care for high risk children while working in connection with the community, the public health system and the schools. CATCH publicizes successful interventions in local communities such as those through its newsletter, and often these strategies are copied in other areas.

■ In Portland pediatricians and related specialists have offered a Pediatric Hot Line on a Sunday afternoon each year for the last five years. This event has been cosponsored by the Oregon Chapter of The American Academy of Pediatrics (with support from the Oregon Council on Child and Adolescent Psychiatry), and *The Oregonian*. *The Oregonian* has supplied a phone bank for a five-hour question and answer marathon. Last year, volunteer doctors included 20 pediatricians, six child psychiatrists, a pediatric dentist and eight pediatric subspecialists. They fielded 854 questions from concerned parents and grandparents in one afternoon. Each year, they get more calls. Clearly, parents want more information to help them do the best job they can do.

maternal and infant health, child care and development, safety and pediatric trauma, and parenting. Lions Clubs have a long-standing history of supporting children with visual and hearing deficits.

There also are many professional organizations in the community that extend their particular expertise to assist a child-related cause (attorneys, accountants, physicians, and many others).

These organizations have much to offer Portland's children by providing focus, structure and fellowship. Creative efforts have been initiated in Portland for children, and there are plenty more opportunities.



VISION & HEARING SCREENING FOR PRE-SCHOOLERS, ASSOCIATION FOR THE BLIND & VISUALLY IMPAIRED-LEHIGH COUNTY, PENNSYLVANIA:

In 1965 the Association for the Blind and Visually Impaired of Lehigh County established a volunteer program to provide vision screening for pre-school and pre-kindergarten children. Later, at the request of local Ear-Nose-and-Throat physicians, hearing screening was added to the program in 1969. With the exception of a paid coordinator, the program is run completely by trained, supervised volunteers.

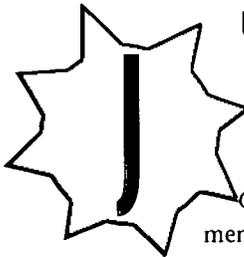
The organization regularly has about 100 volunteers committed to its force, including 10 supervisors who have additional training and experience. Teams of five volunteers (ordinarily, three for vision, one for hearing, and one supervisor) go out to nursery schools, day care centers, and kindergarten

registrations to screen children's vision and hearing.

The program screens over 4,200 children in 120+ site visits a year. By detecting vision and hearing problems early, the program helps to correct what could become a serious problem for the child and his learning capabilities later on. "The earlier the problems are diagnosed," says program director Elinor Gouck, "the greater the chances for complete correction."

Thanks to this program, last year close to 160 children in *one* county were diagnosed with deficits in either vision or hearing and were referred to appropriate sources for treatment! For families that cannot afford treatment and correction for vision, the Association's Children's Eye Fund (funded by the all-volunteer Auxiliary of the Association for the Blind) will shoulder the costs; children with hearing deficits are referred to a local hospital clinic which operates on a sliding scale.

THOSE WHO BRING SUNSHINE TO THE LIVES OF OTHERS CANNOT KEEP IT FROM THEMSELVES.—James Barrie



JUNIOR LEAGUE-OREGON:

Several years ago, the Oregon State Public Affairs Committee of the Junior League, representing Portland and Eugene, published a document entitled: *OREGON'S CHILDREN: Our Future At Risk*. This document summarizes a variety of state statistics on the health and welfare of Oregon's children and their families. A collection of compelling facts are displayed with equally compelling photographs. The

research and editing of this document was provided by volunteer members of the Junior League.

The Junior League of Portland is the fourth oldest league in the United States, with a long history of volunteer service to children and families. In addition to supporting many local programs for disadvantaged children (e.g., Portland Center for Hearing and Speech, Recording Braille for the Blind, Albina Day Care Center, and the Belmont Drop-In Center), the Junior League has advocated for state

wide programs such as the Children's Trust Fund and Court Appointed Special Advocates (CASA).

As Junior Leaguers worked in the community and the legislature, they began to recognize that Oregon's children faced many obstacles to their well-being, not the least among which was a lack of public

awareness. They strongly felt that they needed to get the word out to Oregonians about the quality of life of many children in our state in the hopes that a more informed citizenry would be moved to action.

BUT ONE THING I KNOW; THE ONLY ONES AMONG YOU WHO WILL BE REALLY HAPPY ARE THOSE WHO WILL HAVE SOUGHT AND FOUND HOW TO SERVE.—Dr. Albert Schweitzer

ATURDAY SCHOOL-PORTLAND, OREGON:

Saturday School was started by the Black United Front in 1987 to address the needs of African-American children. Since that time, over 500 children's lives have been enhanced by the program. Saturday School, meeting for two hours each week on Saturday mornings, provides elementary school children with educational support in reading and writing skills, math and science, and teaches the children about their African culture, traditions, and heritage. The program helps to build self-esteem for the children. Perhaps equally important, it involves parents in their children's education.

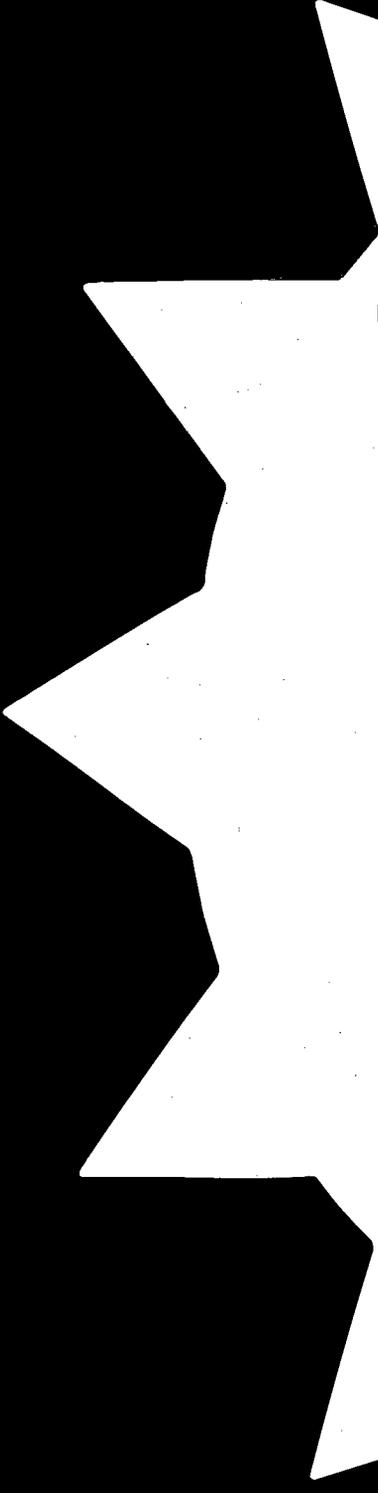
Saturday School is run entirely by volunteers, some of whom have been parents of former participants. Many of these parents were reluctant to volunteer in the public schools because of their negative experiences with their own education. Other

volunteers include college students and middle school students, some of whom are program "grads." Perhaps the key element to the success of the Saturday School has been its rich diversity of volunteers. In addition to parents and older students, volunteers have included: lawyers, doctors, a judge, an air traffic controller, a hydraulic engineer, principals, teachers, college professors, an accountant, a news anchor, authors, and many others. From the beginning, program volunteers have been multiracial. Saturday School enjoys the support of local ministers who have provided space at eight churches, free of charge.

As a credit to what it achieves, the program enjoys the support and endorsement of the community, receiving donations and in-kind support. Saturday School serves about 40 students a term, divided into three classes, grades 1-2, 3-4, and 5-6. Recently the School published a volume of poetry written by Saturday School students.

THE MEDIA CAN:

- NEWS COVERAGE CAN FEATURE GOOD NEWS ABOUT CHILDREN AND FAMILIES IN PORTLAND; ENTERTAINMENT CAN ILLUSTRATE POSITIVE RELATIONSHIPS INVOLVING SIGNIFICANT ROLE MODELS.
- EMPLOY SOPHISTICATED ADVERTISING STRATEGIES TO RECRUIT VOLUNTEERS FOR SPECIFIC CHILD OR FAMILY PROJECTS IN THE COMMUNITY.
- COMMIT REGULAR TIME OR SPACE SEGMENTS TO IMPORTANT ISSUES FACING CHILDREN AND FAMILIES.
- THE VARIOUS MEDIA SERVICES CAN WORK COLLABORATIVELY OR COLLECTIVELY TO FOCUS ATTENTION ON SPECIFIC ACTIONS FOR CHILDREN.
- NETWORK TELEVISION CAN SIGNIFICANTLY EXPAND QUALITY CHILDREN'S PROGRAMMING (E.G. "SESAME STREET").
- SET HIGHER STANDARDS FOR ITSELF IN REGARDS TO BROADCASTING SEX AND VIOLENCE ON TELEVISION AND IN THE MOVIES.



□ IT SHOULD BE RECOGNIZED THAT WHILE ALL OF THE ABOVE MEDIA STRATEGIES HAVE VALUE, IT IS UNLIKELY THAT THEY WILL BE SUFFICIENT TO SIGNIFICANTLY IMPACT MAJOR MEDIA SYSTEMS. IN THE AREA OF VIOLENCE ON TELEVISION, FOR INSTANCE, CONSUMERS MAY NEED TO EXPLORE OTHER STRATEGIES:

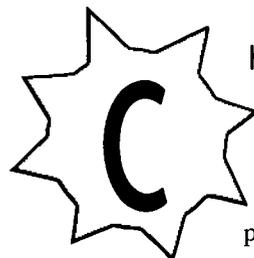
- ▲ Seek programming technologies which empower parents to have discretion, or choice, over what shows their children watch, even when the parents are not present.
- ▲ Press for regulatory limits on violence for all networks and cable television.
- ▲ Alert others about entertainment shows that glorify violence or exploit sexuality and that may have a negative impact on children.
- ▲ Boycott the merchants who sponsor such entertainment and industry that produces it.
- ▲ Support your local public television stations, such as Oregon Public Broadcasting.

The Media plays a major role in our community by informing and entertaining our citizens. As such, the media assumes enormous responsibility. The communication industries (television, radio, newspapers, magazines, recording) are extremely competitive in attracting audiences. Too often, such competition leads to seeking market share through sensationalizing violence or featuring gratuitous sex.

In a 1990 study by the Annenberg School for Communication, it was revealed that children's television programs (broadcast network) showed an average of 32 violent acts per hour, three times as many as general network programs. Our children may be learning that violence is a quick fix to any problem. Lifelong exposure to violence also may lead children to become desensitized to aggression.

One of the factors contributing to a growing cynicism about public services for children is the amount of media attention devoted to unfortunate incidents or failures of the system to respond appropriately. There is value to exposing such incidents, but when the many suc-

WHAT THE MEDIA FOR CHILDREN



CHILDREN'S ACTION NETWORK-LOS ANGELES, CALIFORNIA:

The Children's Action Network (CAN) is comprised of members of the entertainment industry committed to using the power of the media to make children a top priority in American life. Founded in 1990 by leaders in the entertainment industry — Kate Capshaw & Steven Spielberg, Nancy Daly, Bob Daly, Lezlie & Mark Johnson, Diana Meehan & Gary Goldberg, Lorraine & Sid Sheinberg, and Stacey & Henry Winkler — the organization serves as the entertainment industry's voice for children.

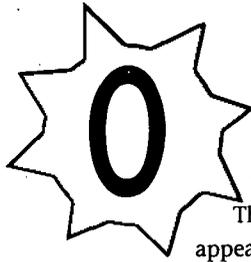
Henry Winkler, who serves as chairman of CAN, was impressed by the potential of the media in his days as the Fonz. In one episode of "Happy Days," the Fonz applied for a library card. The next day, public libraries were deluged with applications for library cards from young people.

CAN seeks ways to integrate important messages about children into entertainment programming. For instance, in a TV show, if someone offers a pregnant woman a drink and she says, "I can't drink, I'm pregnant," a message is delivered about fetal alcohol syndrome that will reach millions of people.

CAN has organized field trips for TV writers so that they are better able to see what happens when mothers and children do not receive adequate services. Writers recently visited a Dependency Court and watched as a four-year-old boy sat alone waiting to see his parents for the first time in four days. Writers who learn the facts are better able to portray important issues realistically.

An example of this effort was reflected on "Knot's Landing" in a continuing story line involving a boy named Jason. Jason had been abused by his parents, removed from their care and placed into Mac's and Karen's home. The story dealt with such issues as what number to call for abuse, what the courtroom looked like and what problems foster parents face. Gary Goldberg, TV writer-director-producer and founding member of CAN, has focused his efforts in "Brooklyn Bridge" and "Family Ties" to integrate important messages about family life into his shows.

CAN is engaged in many other activities, such as sponsoring the National Immunization Campaign. The campaign is a grass roots organizing and public awareness effort with public service announcements featuring Bill Cosby, Whoopi Goldberg, Robin Williams and many others.



REGONIAN, FAMILY LIFE SECTION - PORTLAND, OREGON:

Last year, *The Oregonian* decided that it wanted to place greater emphasis on the needs of parents with young children.

The result is a Family Life Section which appears every Thursday and occupies four pages of the Living section. In November of 1992, the paper ran the first Family Life Section. Typical components of the Family Life Section include:

- Cover Story
- Family Calendar (containing upcoming family oriented events)
- Several standing columns, (e.g. "Parent and Child" by Lawrence Kutner from *The New York Times*, among others)
- Kids Calendar
- Q & A section for school kids (Teachers often use this column as a class project; *The Oregonian* prints several children's responses to a particular question.)

■ A "Kid Page" with articles and activities for kids to read and do

Cover stories are designed to be oriented towards "News Families Can Use." Topics have included such items as:

- New Programs
- Activities for kids
- Child rearing practices
- Fostering academics
- How not to pick up racist/sexist ideas
- Chess as a tool for learning analytical thinking
- Backpacking with kids
- Martial arts
- Planning the summer for kids
- Dealing with schoolyard bullies

By including *Family Life* as a regular, weekly section, *The Oregonian* has made a firm commitment to providing helpful information to children and families.

cesses are ignored, public confidence in social or educational services is eroded. It will take courage to feature successes because good news is hard to sell. It may require more than courage. We may need a different set of values or ethics within these industries.

The media must become more responsible in news coverage, advertising, and entertainment, and more sensitive to the potential, adverse impact on our children. There is so much potential within the communication industries to have a positive impact on children. Fortunately, there are many positive steps that can be taken.

THERE IS SO MUCH POTENTIAL WITHIN THE COMMUNICATIONS INDUSTRY TO HAVE A POSITIVE IMPACT ON CHILDREN.



GREAT KIDS: TOM MCCALL AWARDS FOR COMMUNITY SERVICE, KATU-PORTLAND, OREGON:

KATU Television initiated Great Kids in 1980 as a public service campaign recognizing youth who perform valuable service to others in the community. This campaign evolved from concern over a public perception that kids in trouble, the ones making headlines and top billing on the evening news had come to represent

youth today. KATU sought to convey the view that "most kids are great kids." KATU has since teamed up with the Fred Meyer Corporation in co-sponsoring this effort.

Over 25,000 entry forms are distributed to schools and youth organizations. Award winners are selected by an advisory panel, comprised of community leaders involved in youth activities, as well as former Great Kids. Last year, Great Kids Awards were presented to seven individuals and five groups from

Oregon and Southwest Washington. The panel also identified 46 recipients of Certificates of Merit. These individual and group entries reflect the efforts of more than 4,300 youth.

The Tom McCall Award honorees received a plaque and a check for \$100. Award winners also are featured on "Spirit of the Northwest" and Channel 2 News. On their plaque is a quotation from Governor Tom McCall: "The adult world needs the benefit of your point of view, your idealism, and your boundless energy."

In addition to Great Kids, KATU sponsors or cosponsors a number of other projects for children,

including among others:

■ Help Hungry Kids/Campaign to End Childhood Hunger in Oregon. This media campaign raised over \$32,000 and 45,000 pounds of donated food. It also raised awareness about the on going tragedy of malnourished children living in Oregon.

■ Wednesday's Child is featured on Wednesday's News and profiles children in the custody of the Children's Services Division needing permanent homes. Most have tragic histories including abuse. For the past six seasons, virtually every child profiled has found a home.

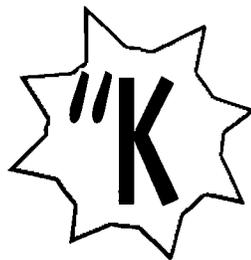
CHILDREN ARE THE LIVING MESSAGES WE SEND TO A TIME WE WILL NOT SEE.—Neil Postman

"KILLING OUR CHILDREN", CHICAGO TRIBUNE-CHICAGO, ILLINOIS:

In late 1992, the *Chicago Tribune* made a commitment not to let the murder of a single child go unnoticed in the metropolitan community in the next year. The editors pledged that they would document every death with a prominent article, both to accord the loss of each young life the significance it deserves and to see if detailed knowledge can bring an end to the violence against children. This decision was not entered into lightly. The *Tribune* contacted experts in the field to assess the potential impact and to strategize how to deliver a message for action without sensationalizing violence.

On January 3, 1993, the *Tribune* launched their series titled, "Killing Our Children." This Sunday feature article documented the deaths of 57 children under 15 who had died in Chicago in 1992 as a result of murder. The series began with a review of the tragic deaths of each of these children along with statistics revealing alarming trends, both nationally and in Chicago.

In addition to trying to make the tragedy of children's deaths more vivid, the *Tribune* has focused on trying to understand the underlying causes. Of the 57 killings, 23 were by gunshot, while 26 were allegedly cases of infant abuse by parents or caretakers. Articles have documented that the increase in killings occurs among those between 10 and 14, most



of whom die by guns. The next largest increase is among children under one year of age. These figures are consistent with national trends. Only one in seven child abuse deaths occurred in areas where median income was above \$18,000. Most of the child abuse deaths were associated with low income households, headed by single parents who usually had little education and lived in overcrowded neighborhoods with few social services. The murder rate for children 14 and under living in Chicago Housing Authority complexes is 26 times higher than the rest of the Chicago-area population.

Many of the killings by gunfire were committed by juveniles 17 years and younger. The number of murder arrests among juveniles increased 309 percent in Chicago, from 63 in 1987 to 195 in 1991. The number of murder arrests rose even faster in the same period for suspects under 15 years of age, from 13 in 1987 to 68 in 1991, a fivefold increase. The initial research comparing Chicago juveniles convicted of violent vs. nonviolent crimes shows that

both groups lived in similar neighborhoods and were distributed similarly among races. But the young killers were three times more likely to come from criminally violent families, including close family members who had been convicted of violent crimes. They also were significantly more likely to have been physically abused than the nonviolent juveniles. The violent juveniles were much more likely to have severe learning problems, often stemming from head injuries which, in turn, often stemmed from child abuse. Young killers were four times more likely to be active participants in gangs.

Extensive information has been provided in the *Tribune* clarifying those factors which contribute to the killing of children in Chicago. These articles are weaved in among specific, matter-of-fact accounts of each child who has been killed. It is the hope that this persistent drumbeat of reporting will mobilize the community to stem the tide of violent death among Chicago's children.

SO INTERWOVEN ARE THE THREADS OF HUMAN LIFE THAT NO SINGLE CONTACT IS TRIVIAL. EVEN IN OUR MOST CASUAL MOMENTS, WE ENTERTAIN ANGELS.
AROUND THE HUMBLEST OF US ARE THE INFLUENCES WHICH TOUCH ETERNITY.

LOCAL GOVERNMENTS CAN:

- ❑ GIVE CHILDREN THE PRIORITY THEY DESERVE AND THE PRIORITY OUR COMMUNITY REQUIRES TO BE A HEALTHY, THRIVING COMMUNITY IN THE FUTURE. LET'S MAKE PORTLAND A CITY WHERE CHILDREN COME FIRST!

- ❑ EXERCISE PROACTIVE AND INFLUENTIAL LEADERSHIP IN REDESIGNING CURRENT SERVICE SYSTEMS.
 - ▲ Commit to "moving the agenda" for children, not just to writing one. This will require key "doers" to come together in a catalytic partnership that includes local elected officials, leaders from businesses, schools, foundations, service providers, religious organizations, the media and especially from the neighborhoods.

 - ▲ Be open to:
 - Reinventing government.
 - Innovating more effective strategies.
 - Thinking as an entrepreneur.

- Re-examining incentives within systems. Reconfiguring incentives to facilitate desired changes.
- Exploring the advantages of converting direct services provided by local government to competitive bid contracting with private nonprofit or for-profit organizations.

□ INVOLVE CHILDREN AND FAMILIES AT THE NEIGHBORHOOD LEVEL IN PLANNING SERVICES.

- ▲ Survey parents and youth to find out what services they need and want and what works and what doesn't work for them.
- ▲ Select citizen leaders in the community to participate in planning and moving the agenda for children. Include youth as citizen leaders.

□ INTEGRATE EXISTING SERVICES.

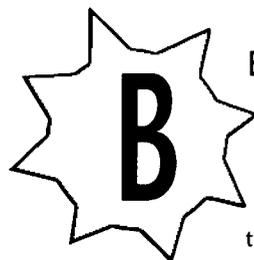
- ▲ Bring down the walls that divide services for children. Pool resources from different divisions or agencies to serve children/families with multiple, overlapping needs. Authorize a team from different agencies to allocate funds which assure integrated, seamless services.
- ▲ Integrate services designed to prevent serious and costly problems through early identification and intervention.

It is unrealistic to assume that local government alone can meet all of the challenges facing children and families today. Local government, however, does play a key role in setting priorities, planning, and providing leadership for the future of our community. Clearly, local government can facilitate the development of a vision for children and families and promote ACTION to realize that vision.

In Portland there are a variety of services for children and families, emanating from a variety of public funding sources (federal, state, county, city and school districts). With some noteworthy exceptions, the current system is a fragmented collection of separate, nonintegrated services. It has evolved piecemeal, with new services created to be responsive to particular acute needs.

Many separate government agencies or divisions have emerged. Over time, walls between divisions have cropped up to define or restrict responsibility and, in some cases, to protect turf. Duplication of effort and inefficiencies have resulted. The walls appear to have been constructed with the assumption that children and families

WHAT GOVERNMENT FOR CHILDREN



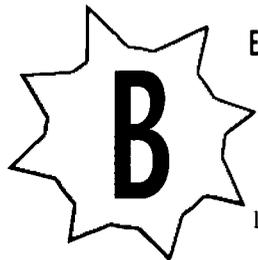
BEACON SCHOOLS-NEW YORK CITY:

With a critical need for safe places for children in the after-school hours, New York City Mayor David Dinkins responded by launching an initiative called the Beacon Schools project. Elementary and intermediate school buildings, which otherwise would be closed at the end of the school day, now remain open until midnight and on the weekends. They are safe havens for children, offering alternatives to dangerous neighborhoods plagued with drugs, gangs, and violence. Beacon Schools recognize the importance of strengthening schools as a cornerstone of stability and opportunity in neighborhoods where youth are challenged by substance abuse, AIDS, and crime.

With the support of the city, school build-

ings have become community centers, building on the strengths and character of the communities in which they are located.

The Beacon Schools forge positive connections between the school and the neighborhood by ensuring the presence of positive supports for children and families, and offering a mix of social services, recreation, educational and vocational activities, health education and referrals, and the opportunity for community meetings and social activities like cultural fairs. Beacon Schools work with local police precincts to create drug free zones of safety around the schools. Citizens in Beacon neighborhoods have come to recognize that school buildings belong to the community. Each Beacon project is unique because it is based on the needs and talents of that community.



BEGINNING WITH BOOKS FAMILY LITERACY PROGRAM-PITTSBURGH, PENNSYLVANIA:

Beginning with Books, an affiliate program of the Carnegie Library of Pittsburgh, working in cooperation with the local county Health Department's well

baby clinics, initiated a program to promote and support family literacy. Beginning with Books makes fine books available to low-income parents with young children and encourages them to read those books aloud in an atmosphere of relaxed mutual

enjoyment. The daily sharing of stories in the preschool years is the best way to develop capable and enthusiastic readers. It is a promising strategy to close the gap in school achievement between privileged and disadvantaged children.

Beginning with Books grew out of the belief that the first five years of life are crucial to fostering the skills and habits of literacy. In its initial Gift Book Program, three high quality picture books are given to young children along with reading tips for parents. Coupons for reading books can be redeemed for a fourth book. In almost ten years, over 30,000 families have participated. The Gift Book Program continues with great success and studies of the program suggest that its low-cost early intervention does result in more frequent home storybook reading and library use and promotes children's literacy development.

Beginning with Books now sponsors three other programs that are designed to encourage and support parents and day care providers in providing young children with important early experiences

with books: *Read Together* matches children with trained volunteers who read to them one-on-one in a library while the parents are tutored in an adult reading program. *Read-Aloud Parent Clubs* are weekly meetings for parents where they are encouraged to spend 15 minutes a day reading to their children. Parents learn from one another as well as from the group leaders. As a result of this program, the time that parents spend reading with their children substantially increases in most of the families. And finally, *Project BEACON* is an Early Childhood Outreach Network, fostering rich literacy environments in day care settings for young children. Family day care and day care centers in five low-income neighborhoods receive a library of children's books, monthly storytimes by an outreach worker, and training on literacy in early childhood. Children in the day care settings receive books as gifts, and the neighborhood libraries receive funds for purchasing picture books and conducting family programming.

have only one problem at a time and that seemingly separate problems are unrelated. For families seeking services for their children, it is very difficult to negotiate through this complex maze of walls, especially when the family is under stress.

In spite of many different services, a large percentage of children in need receive no services at all. Over time we have witnessed a trend in which the greatest concentration of services for children and youth have been limited to crisis situations or the most severely disturbed of our children and youth. Typically, younger children who show early signs of serious problems are turned away. Proportionately, little of our public funding is devoted to preventing predictable and expensive problems.

The need for a simple, uncomplicated entry point for supportive family services is critical. Such access should be available without stigmatizing children or families as dysfunctional. Easy access should lead to family-friendly services which are integrated to serve the whole child and the whole family.

NEVER BEFORE HAS THERE BEEN A CONSTITUENCY SO POPULAR, BUT WITH SO LITTLE CLOUT.—Senator Christopher Dodd

RUG ABUSE RESISTANCE EDUCATION - PORTLAND, OREGON:

D Peer pressure to use tobacco, alcohol and illegal drugs is especially intense in the middle school years. The Drug Abuse Resistance Education (DARE) program is designed to teach children how to resist these pressures before they enter middle schools. The Multnomah County Sheriff's Office and the Portland School Police have assigned a total of six full-time

and two part-time officers to present the DARE program in schools in Multnomah County. Thus far, 14 schools have benefited from the program. A uniformed officer is in a school all day, one day a week, for 17 weeks. He or she meets each 5th grade class one hour a day, teaching the 17 components of the DARE curriculum. The officer has lunch and recess with the children, and meets with K-4 classes for abbreviated lessons at least twice during the semester. The program culminates with a graduation exercise in which

▲ Restructure contracts to promote service integration.

- Provide contract incentives for collocation and collaboration.
- Develop common intake forms and multiple information systems.
- Develop multi-agency release of information forms.
- Develop common budgeting forms and common definitions for units of service.

□ GIVE GREATER EMPHASIS TO EFFECTIVE PREVENTIVE EFFORTS.

- ▲ Define prevention in terms of what problems specifically will be prevented (e.g., teen-age pregnancy, school dropout, delinquency, etc.)
- ▲ Determine what percentage of existing or discretionary funds will be focused on defined preventive efforts. Determine a strategic plan which sets target goals for gradually increasing the percentage of funding for prevention to an agreed target level.

- ▲ Emphasize preventive efforts which have been demonstrated to be effective (for example: Head Start programs; Women, Infants and Children (WIC); immunizations for all children).

■ IDENTIFY NEIGHBORHOODS OR SPECIFIC POPULATIONS IN PORTLAND IN GREATEST NEED. MARSHAL RESOURCES/REDIRECT RESOURCES.

- ▲ Develop a system of data collection which allows a current and simultaneous analysis of critical indicators for children, by neighborhood and by ethnic communities. Share this information with neighborhoods and communities.
- ▲ Develop a system which provides an ongoing analysis of services distribution, by neighborhood and ethnic community, as well as the capacity to determine overlapping services for individual children.
- ▲ Redistribute services to match needs and to prevent serious problems from occurring.
- ▲ Provide incentives for businesses to invest in inner-city, low-income neighborhoods and among ethnic communities.

Our community needs its local government to challenge the status quo and to offer innovative leadership. Local government should take the lead in redesigning services to be more integrated and more balanced between treating serious problems and preventing their occurrence. There needs to be a shift from a model which concentrates primarily on remedying deficits to a model which promotes wellness for all children. Such reforms require courage, boldness and strong will to overcome those forces which cling to old habits and vested interests. Without such an effort, we can expect the status of our children to decline further. This will result in a corresponding decline in the health of our community.

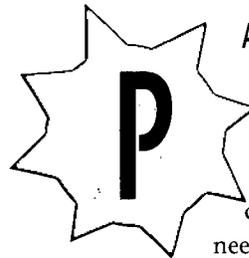
Reforms in local government are necessary. But it is important to remember that unless positive changes in policy and direction manifest themselves in personal **RELATIONSHIPS** of trust and respect with children and families, they are to little avail. People who work closely with children and families are clear that relationships are what make other activities work — such as parent education, counseling or child care. People working with

each 5th grader writes an essay taking a stand against drugs, alcohol and tobacco. In addition to teaching children how to resist drugs, the program teaches a set of life skills that can be applied to a host of social problems. One of the many benefits of DARE is that it produces good police community relations. The officers build relationships with the children by being there consistently and hanging out with them. They make every effort to attend assemblies, plays, sporting events, graduation ceremonies and PTA meetings.

The DARE program has proven so successful that it has expanded into more than 2200 communities in all 50 states and in many foreign countries.

There are over 16,000 trained and certified DARE officers in the country. In 1990 alone, over 4 million school children participated in the program. In a recent Gallup Survey (July, 1993), more than 90 percent of the students polled believed that DARE helped them avoid drugs and alcohol and increased their self-confidence to deal effectively with peer pressure. Ninety-three percent reported that they had never tried marijuana, cocaine, heroin, crack or inhalants; 75% say they have never tried a cigarette and 70% say they have never tried alcohol. Principals in the Portland area schools have been enthusiastic supporters.

THE MOUNTING CRISIS OF OUR CHILDREN AND FAMILIES IS A REBUKE TO EVERYTHING AMERICA PROFFESSES TO BE.—Marian Wright Edelman



PARTNERS PROJECT - MULTNOMAH COUNTY, OREGON:

The Partners Project in Multnomah County, Oregon, is a pilot project (1990-1994) aimed at integrating services for children with very serious mental health needs. This project capitalizes on lessons learned from failed efforts in the past. Clearly, service integration will not be realized by simply collocating services. Nor is it enough to assign a case coordinator. Unless the fundamental structure of separate service systems are addressed, service integration efforts will remain a frustrating exercise.

With the leadership and support of the Robert Wood Johnson Foundation, a group of local and state public agencies (mental health facilities, schools, Children's Services Division) entered a partnership relationship which creatively constructed a more flexible and coordinated way to deliver services. Funds from state and local agencies and two participating school districts are placed into a single funding pool at the state level. Leveraging these pooled funds with Medicaid Matching Funds generates additional revenue. The Partners Project then, has access to this prepaid, capitated funding pool to serve 150 of the most severely disturbed children in the county

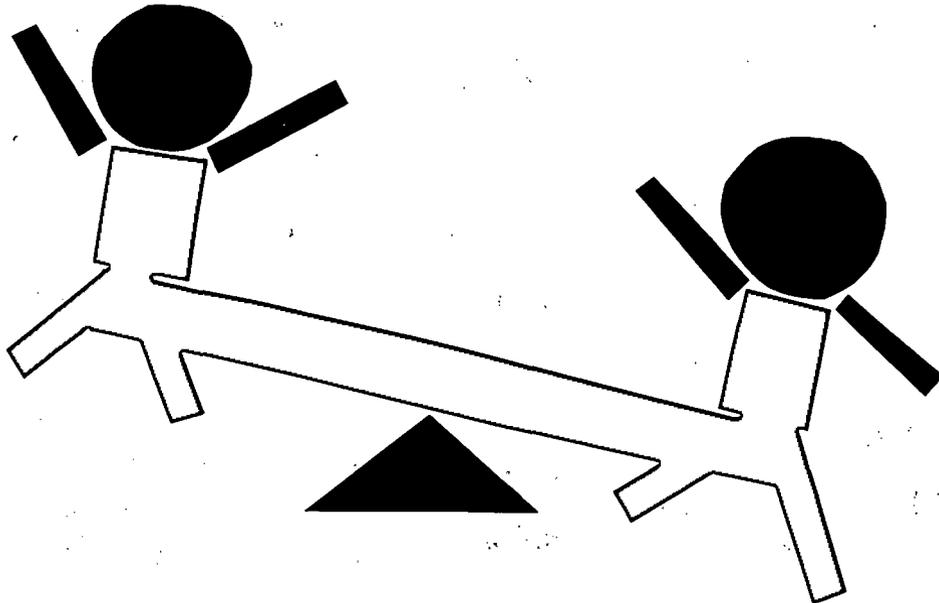
each month. This innovative funding pool brings historically separate agencies together in a unifying manner, thus avoiding the problems of a fragmented delivery system. Clients no longer have to apply and qualify separately for each service, and multiple points of entry are eliminated. Most significantly, there is greater flexibility in how the funds are used. Fundamental incentives are reversed. Instead of each agency having to protect its budget from the demands of other agencies, partners are free to develop individualized services tailored to the child's needs.

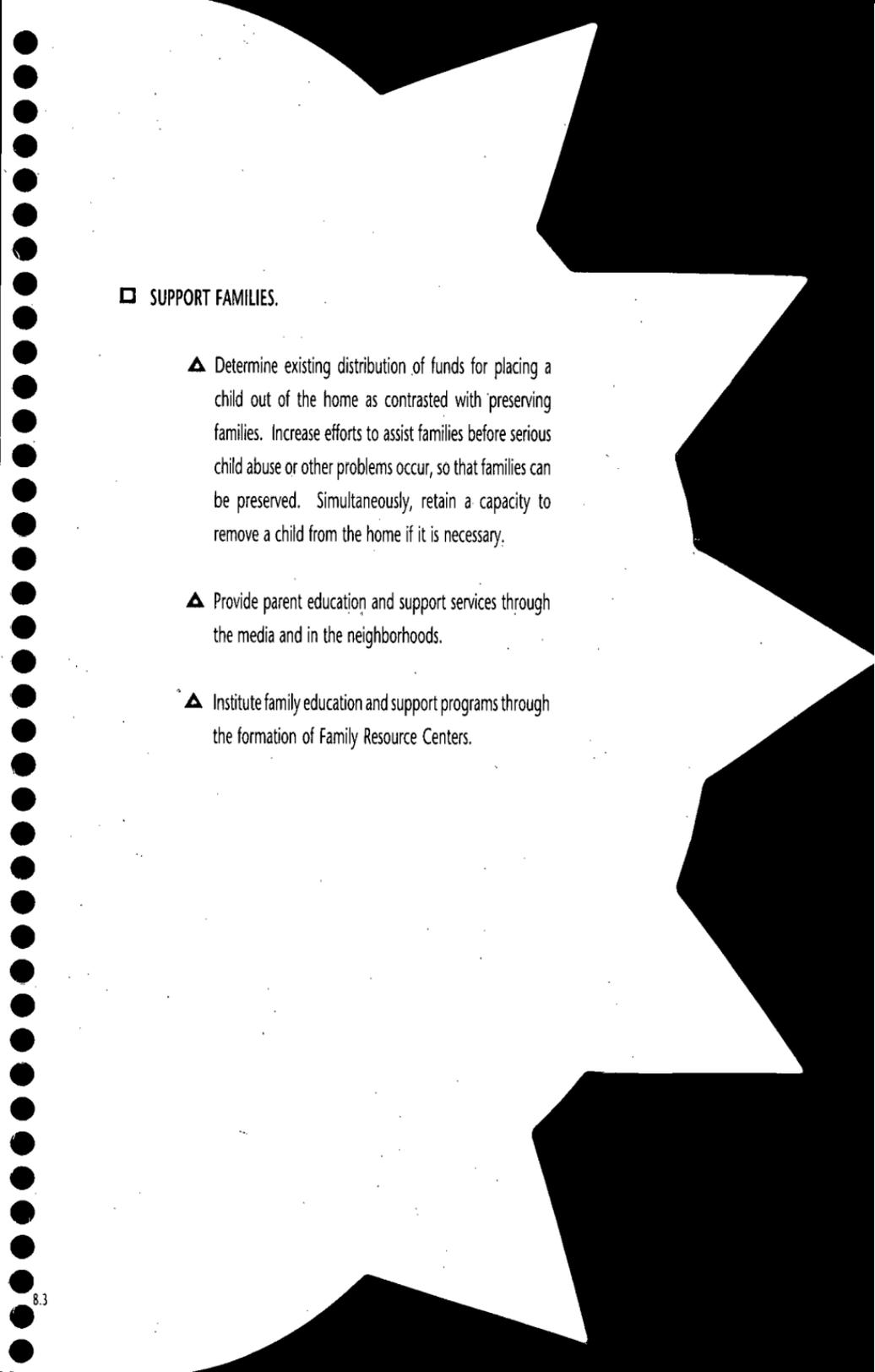
The goal is to provide individually designed, "wrap around", seamless services which allow the client to remain in a family and the community as an alternative to more costly, restrictive settings, such as hospitals or residential settings.

This project has not evolved without its struggles. Agencies and providers were given the opportunity to relate in very different ways from the past. Trust was slow to come and new strategies had to be developed to administer funds. The Partners Project appears to have turned the corner in demonstrating a better way of serving children. While the long-term treatment and fiscal outcomes are not in yet, there is little ambiguity from the parents of these children, many of whom dealt with the systems prior to the Partners Project. They consistently report being very satisfied with the responsiveness of the services.

children and families require the support necessary to develop meaningful personal relationships and to provide services respectfully and collaboratively.

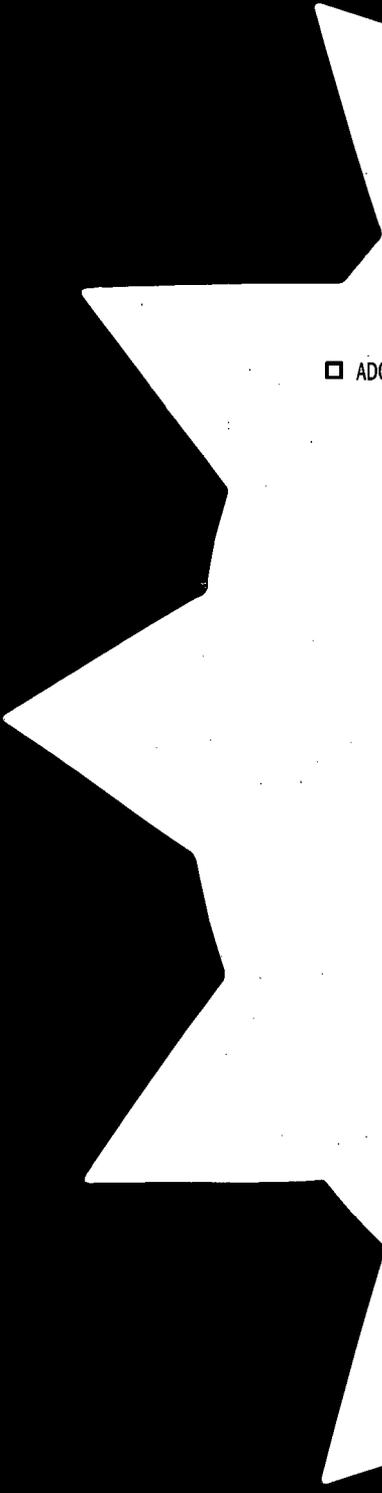
IT IS UNREALISTIC TO ASSUME THAT LOCAL GOVERNMENT ALONE CAN MEET ALL OF THE CHALLENGES FACING CHILDREN AND FAMILIES TODAY.





□ SUPPORT FAMILIES.

- ▲ Determine existing distribution of funds for placing a child out of the home as contrasted with preserving families. Increase efforts to assist families before serious child abuse or other problems occur, so that families can be preserved. Simultaneously, retain a capacity to remove a child from the home if it is necessary.
- ▲ Provide parent education and support services through the media and in the neighborhoods.
- ▲ Institute family education and support programs through the formation of Family Resource Centers.



□ ADOPT AN OUTCOMES-DRIVEN APPROACH WHICH:

- ▲ Includes a program evaluation system that gathers outcome information about children and families receiving services.
- ▲ Invests in research and development to discover the most cost-effective strategies.
- ▲ Provides technical assistance to produce more favorable outcomes.
- ▲ Provides incentives for programs to produce favorable outcomes for children.
- ▲ Withdraws funding from programs that are not focused on outcomes or are not effective in generating positive results.

COLLABORATIVES CAN:

□ TWO LEVELS OF COLLABORATIVES ARE PROPOSED:

- ▲ Existing public and private services for children can be improved greatly by better coordination.
- ▲ A major, positive impact on our children can be achieved by the various sectors agreeing to a shared vision and focused action.

□ COLLABORATION WILL REQUIRE CATALYTIC LEADERSHIP, CHARACTERIZED BY:

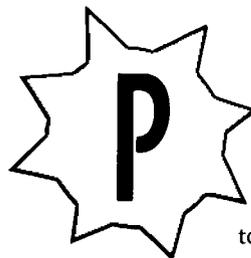
- ▲ Connecting people, ideas and resources in new combinations to foster creativity and innovation.
- ▲ Sharing responsibilities for leadership among a team of people joined for the purpose of achieving community change for children.

As public services contract, other sectors of the community must assume more responsibility for children. This shift will require a new level of collaboration among public and private sectors. As new players step up to the plate, there always is the temptation to start a new program. Many new players stepping forward could result in a thin scattering or proliferation of disconnected new programs.

Building on the strengths of existing programs is more likely to be successful, especially if there are coordinated linkages among the contributors. Collaboration will require a different kind of leadership, one which emphasizes partnerships and sharing both responsibility and credit. It also will require a shared vision for the short, middle and long term. Finally, collaboration will require training and guidance. In short, we live in an era that requires us to think differently about our strategies.

Clearly, there are actions which will benefit children, one child at a time. Each community sector can benefit larger numbers of children. But if all of the sectors work in concert

WHAT COLLABORATIVES FOR CHILDREN



PARTNERS FOR HUMAN INVESTMENT- PORTLAND, OREGON:

We cannot legislate and police our way to a better future. To produce change on the scale required, we must find new ways to make change unavoidable.

Partners for Human Investment is implementing a strategy begun in 1988. An intensive investigation by the administration of Governor Neil Goldschmidt into Oregon's troubled economy produced Oregon Shines, a road-map to a sustained, well-managed recovery. This strategic economic plan for the Pacific century emphasizes investing in Oregonians to produce a world class workforce.

Realizing the workforce envisioned in Oregon Shines requires achieving the Oregon Benchmarks. These 272 measured outcomes include the following examples:

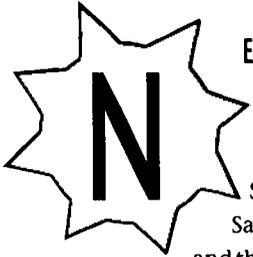
- Increasing the percent of healthy birthweight babies.
- Increasing the percentage of children ready to learn by kindergarten.
- Reducing the pregnancy rate of females between 10 and 17 years of age.

The Benchmarks have been formally adopted by the state legislature. Partners for Human Invest-

ment anchors them in local communities, moving the Benchmarks from state policy statements to local citizen action.

As community groups adopt one or a group of Benchmarks, these concrete outcomes become an organizing foundation to help citizens focus on clear issues. Partners then provides a new community leadership process, based on the philosophy of collaboration, to help these citizens move to action to achieve the Benchmarks. Participants are then linked by Partners through learning conferences and a state-wide computer network. As the network grows, community capacity is defined and catalogued through the common structure of the Benchmarks.

An alliance between the Oregon Progress Board and Portland State University, Partners for Human Investment is building a citizen constituency for the Benchmarks. This constituency will act to achieve the Benchmarks; it will promote a vision based on human investment; it will demand accountability in meeting the Human Investment Benchmarks over the next twenty years. An organizing foundation, a collaborative leadership process, and a networking system combine to power systemic change.



NEW BEGINNINGS - SAN DIEGO, CALIFORNIA:

New Beginnings calls itself "a new vision for serving the community." It is a collaborative effort of the City of San Diego, San Diego County, San Diego City Schools, San Diego Community College District, and the San Diego Housing Commission. These agencies became partners in 1988 to form a new system to deliver services focused on prevention and service integration. Soon thereafter, the University of San Diego Medical School and Children's Hospital became partners in this effort as well. In getting together, the partners recognized that they served common customers. It became apparent that many families are known to more than one agency and that increased communication and collaboration hold the potential for improving outcomes and reducing duplication costs.

The collaborative focused on a poor, densely populated section of the city with a mostly minority population. New Beginnings established a center for integrated service delivery at the Hamilton Elementary School, a school with a capacity for 750 students but which was serving 1300. Five family service advocates from different professional backgrounds, funded by different agencies, serve together in the same capacity at the center. Their role is to act as

advocates for the families and children in the Hamilton School who seek and receive services from a broad array of public agencies and community providers. The family service advocates act as counselors, service brokers, referral points and the one consistent factor in the lives of the families as they negotiate the complex paths to service. Each Family Service Advocate takes on new challenges and new roles as they serve families.

Beyond working in the center, the partners have worked together to find ways to benefit the common good, keeping in mind that they are serving the families and not their own bureaucracies. The agencies have formulated new ideas and understanding about service delivery in an integrated setting.

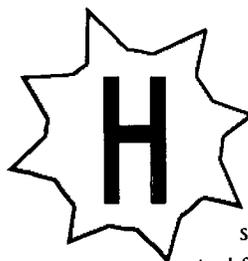
Some of their successful efforts include: automatically qualifying children for the Free and Reduced Lunch Program administered by the school district when the family receives public assistance, including AFDC (this is done through an electronic data match between the San Diego County Department of Social Services and the San Diego City Schools); identifying areas where agencies can collaborate to avoid duplication and save time and tax dollars; and developing a confidentiality report which outlines the issues involved in information sharing agencies.

and with focus, we can make a major difference in the lives of our children and, thereby, in the future of our community. Working in concert means sacrificing special interests and credit for the greater good of all children.

Working with focus means that we cannot meet all of the challenges children face at once. We need to focus our actions by prioritizing and sequencing the most essential building blocks. For too long we have paid little attention to the building blocks which begin at birth, and even before. We need to focus earlier; but we also must focus longer. Quick fixes do not work; short-term thinking is adverse to child development; children are a long-term commitment.

Finally, as we consider collaborative strategies, we should be mindful of how easy it is to become lost in the bureaucracy. For a collaborative strategy to be successful, we must be able to bring it down to the level of personal RELATIONSHIPS with individual children and families.

*NEVER DOUBT THAT A SMALL GROUP OF THOUGHTFUL, COMMITTED CITIZENS CAN CHANGE THE WORLD.
INDEED, IT'S THE ONLY THING THAT HAS.—Margaret Mead*



HEALTHY START-HILLSBORO, OREGON:

Teresa's voice cracked as she told her story, occasionally pausing to wipe her eyes, as her little girl played on the floor near her feet. Her story was not unusual: she became pregnant when her birth control failed. Her daughter's father did not want to have the child, and he took off after learning she was pregnant. Teresa had no health insurance and only a low-paying job. She came from a proud family that always had paid its way and never had taken public assistance. Her pregnancy caught her off-guard, not knowing how she possibly would be able to get the medical care she needed to make sure she and the baby would be healthy. Washington County social services referred her to the Healthy Start program in Hillsboro. She received care and support throughout her term and delivered a healthy baby. Teresa says she does not know what she would have done without Healthy Start.

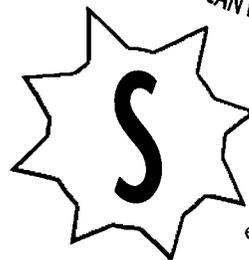
Healthy Start, Inc. is a program devoted to full service maternity care for low income women. What is unique about Healthy Start is that it is the product of a collaborative effort of the local county government working with others to find a way to curb skyrocketing costs of health care in Washington County. The County brought together a group of

representatives from the medical professions and the hospitals to address this problem. The "piece" the group decided to take on was prenatal care. The two hospitals in the area, St. Vincent's and Tuality, wanted to reduce the numbers of women showing up in labor on the doorsteps of their emergency rooms never having seen a doctor during their pregnancies. Many are unable to speak English, creating further difficulties in determining their medical histories.

Over the course of about a year, the team designed a system in which the County and the hospitals would help to fund services for low-income women. A physician-midwife partnership was created with the nurse midwife as the principal provider. At Tuality, the midwives deliver their patients' babies and at St. Vincent's the midwives perform prenatal services while their physicians deliver the babies. Washington County Health and Human Services Department refers low-income women who need prenatal care to Healthy Start.

Healthy Start opened in 1989. Since that time, Healthy Start has delivered more than 1,000 healthy babies, many of whom may not have been able to get care anywhere else. The number of women in labor coming to emergency rooms has declined by 83 percent.

WHATEVER YOU CAN DO OR DREAM YOU CAN DO, BEGIN IT. BOLDNESS HAS GENIUS, POWER AND MAGIC IN IT.—Goethe



SUCCESS BY 6-MINNEAPOLIS, MINNESOTA:

Success by 6's history can be traced to Mayor Don Fraser's initial effort to organize corporate and community leaders in Minneapolis to look at long-term unemployment among adults. The group's

focus shifted early on to high school students and then, after much study, to the early childhood years. The original group of leaders involved in the effort visited early childhood programs across the country. Their homework led them to the conclusion that a

focus on early childhood development would pay the biggest dividend in the long term.

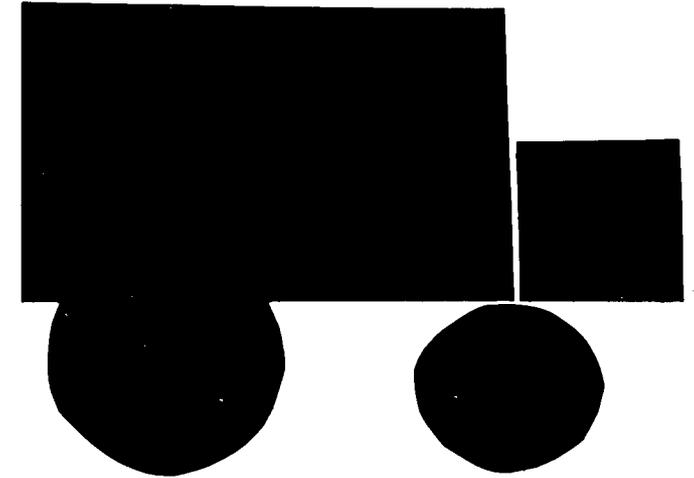
Success by 6 represents the convening of key leaders from local government, schools, foundations, businesses, the local United Way, and a number of child-focused organizations in the city. While Success by 6 does not provide direct services, it is a catalyst in the community created to stimulate a success-oriented environment for young families and children. Perhaps one of Success by 6's greatest successes is that it created community awareness as to the importance of the early childhood years and what the community needed to do to ensure that all of its children would have the foundation for success.

Success by 6 helped launch the Way to Grow program. Way to Grow is probably best described as a family resource center for parents and young children. Its chief purpose is to assist families in preparing their young children to be ready to do well in

school, beginning with prenatal development. Way to Grow provides a range of services to families — from nutritional counseling to preventive health care to transportation. It helps to locate the services that families most need and helps to connect the families with those services. Way to Grow has a pledge that the family only has to make one phone call — Way To Grow picks it up from there.

Two Way to Grow programs are operating, each in a high risk neighborhood in the city, and two others are at early stages of development. The bulk of the funding for each program has come from the corporate sector. Ultimately, Minneapolis has plans for eleven Way to Grow centers, one in each of the sections of the city.

Success by 6 has earned national attention. United Way of America has been instrumental in starting similar Success by 6 efforts in over ten other cities across America.



WE MUST, ONCE AND FOR ALL, STEP OUT OF THE CROSSROADS, AWAY FROM THE PATH OF HOPELESSNESS, AND ON TO THE PATH OF HOPE. IT IS TIME FOR ACTION.

**AGENDA FOR CHILDREN TOMORROW,
MAYOR'S OFFICE OF CHILDREN &
FAMILIES-NEW YORK, NEW YORK:**

A

Agenda for Children Tomorrow (ACT) is an action-oriented joint project which combines the private sector, the city of New York and concerned nonprofit organizations. ACT's mission is to improve the well-being of children and families by making health and human services easier to find and to use at the neighborhood

level. With a mayoral mandate to improve the services delivery system for children, ACT developed comprehensive profiles of 10 targeted community districts. Their profiles included extensive "geo-social mapping" of service needs as well as service availability by neighborhood. By examining these profiles, disparities between needs and resources become readily apparent in specific neighborhoods as well as disparities between neighborhoods. Residents and service providers also have met in commu-

nity focus groups to give a personal or more human picture to the information presented in the community profiles.

Thus far, ACT has concentrated its action emphasis on just two of the 10 target districts, Bushwick in Brooklyn and Mott Haven in the south Bronx. Within these communities, ACT has convened service providers, elected officials, coalitions, leaders and representatives to form "collaboratives." These collaboratives have created community specific plans and strategies that will connect families and children to services. In two of these districts, similar priority lists were derived in strategic planning retreats: education, crime, maternal and child health, economic dependency, recreation and child care. However, the Bushwick collaborative concluded that securing adequate child care was the most pressing issue facing their community, whereas Mott Haven participants agreed that the economic self-sufficiency of community residents was their primary challenge. In both cases, action planning has focused on their prioritized single issue areas. Collaboratives were expanded to include experts in the priority issue and community consumers of pri-

ority services. The implementation of these collaborative action plans is underway.

In addition to the focus on target neighborhoods, ACT also is engaged in developing city-wide innovations:

- Coordinating inter-agency services
- Unifying multiple state contracts into one service contract, with incentives that encourage comprehensive service delivery as opposed to isolated or separate service delivery.
- Helping to redefine the new Community Development Agency's mission.

ACT also is busy encouraging the channeling of federal grants to neighborhood needs as well as securing private foundation support. ACT is funded through the support of 12 private foundations in addition to in-kind support from the Mayor's Office for Children and Families.

ACT has had to overcome much cynicism about changing the "systems" of New York just to get to this point in its evolution. Even greater challenges loom ahead in implementing the collaborative action plans in an era of diminishing public resources. But there is strong enthusiasm at the neighborhood level for taking charge of their own communities.

QUICK FIXES DO NOT WORK; SHORT TERM THINKING IS ADVERSE TO CHILD DEVELOPMENT; CHILDREN ARE A LONG TERM COMMITMENT.

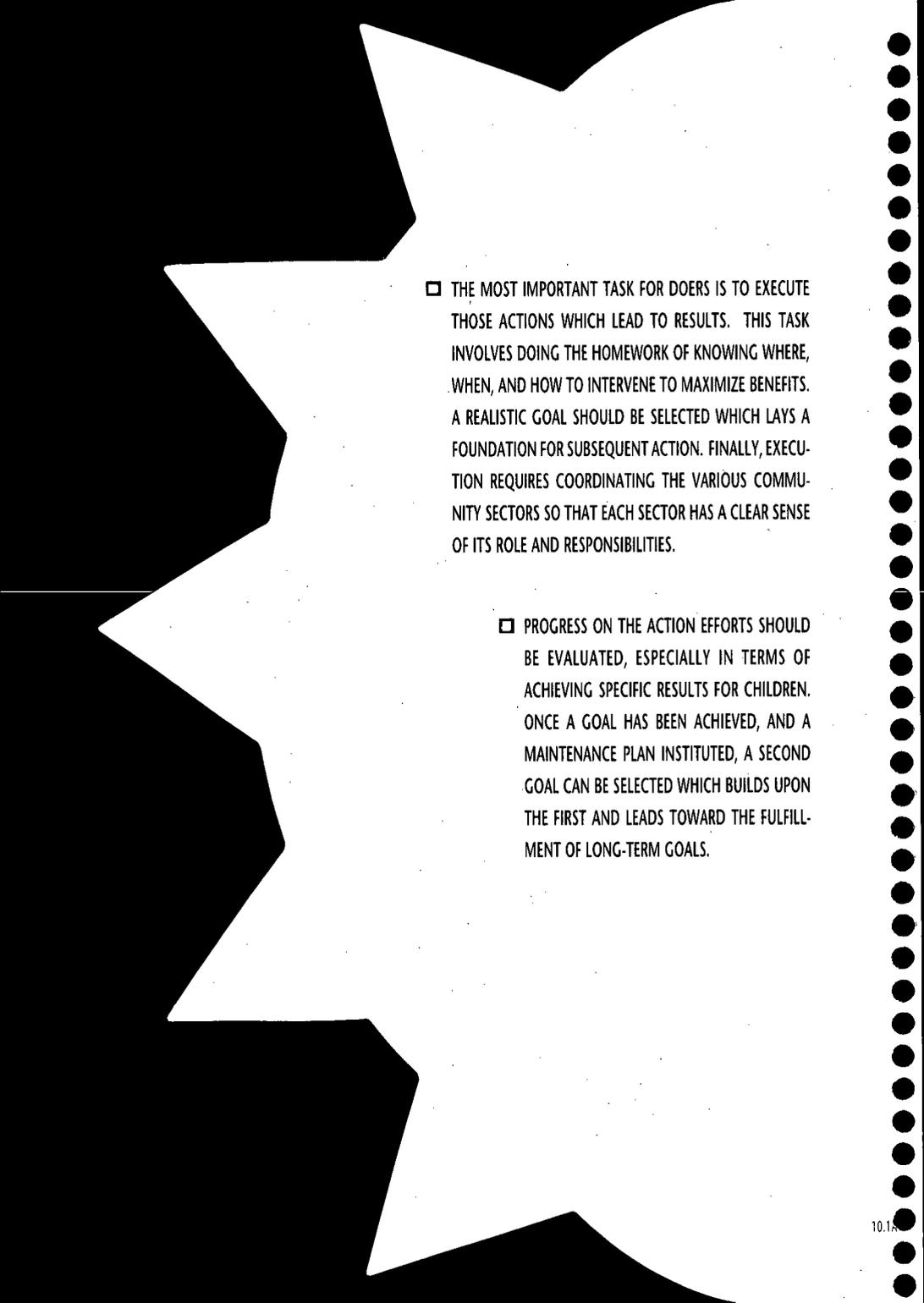
A TIME FOR FOCUS:

- LIKE OTHER CITIES THAT ARE MAKING PROGRESS FOR CHILDREN, PORTLAND SHOULD CONVENE "DOERS" WHO KNOW HOW TO MAKE THINGS HAPPEN. THIS CONVENING PROCESS SHOULD BE SHORT, EFFICIENT, AND FOCUSED ON ACTION. WE SHOULD LINK A CENTRAL GROUP OF DOERS WITH DOERS AT THE NEIGHBORHOOD OR DISTRICT LEVEL.

- THE DOERS SHOULD DEFINE A VISION FOR PORTLAND'S CHILDREN AND TRANSLATE THAT VISION INTO A FOCUS FOR THE SHORT TERM, SETTING A FOUNDATION FOR THE MIDDLE AND LONG TERM. THE FOCUS CAN IDENTIFY:
 - △ Target high risk neighborhoods or community groups.

 - △ A target age group.

 - △ A philosophy and approach for delivering services.



□ THE MOST IMPORTANT TASK FOR DOERS IS TO EXECUTE THOSE ACTIONS WHICH LEAD TO RESULTS. THIS TASK INVOLVES DOING THE HOMEWORK OF KNOWING WHERE, WHEN, AND HOW TO INTERVENE TO MAXIMIZE BENEFITS. A REALISTIC GOAL SHOULD BE SELECTED WHICH LAYS A FOUNDATION FOR SUBSEQUENT ACTION. FINALLY, EXECUTION REQUIRES COORDINATING THE VARIOUS COMMUNITY SECTORS SO THAT EACH SECTOR HAS A CLEAR SENSE OF ITS ROLE AND RESPONSIBILITIES.

□ PROGRESS ON THE ACTION EFFORTS SHOULD BE EVALUATED, ESPECIALLY IN TERMS OF ACHIEVING SPECIFIC RESULTS FOR CHILDREN. ONCE A GOAL HAS BEEN ACHIEVED, AND A MAINTENANCE PLAN INSTITUTED, A SECOND GOAL CAN BE SELECTED WHICH BUILDS UPON THE FIRST AND LEADS TOWARD THE FULFILLMENT OF LONG-TERM GOALS.

"When the situation was manageable, it was neglected, and now that it is thoroughly out of hand, we apply too late the remedies which then might have effected a cure... want of foresight, unwillingness to act when action would be simple and effective, lack of clear thinking, confusion of counsel until the emergency comes, until self-preservation strikes its jarring gong - these are the features which constitute the endless repetition of history."—WINSTON CHURCHILL

*Before the House of Commons,
May 2, 1936*

Clearly, Churchill was frustrated in his efforts to warn England of the looming threat of Nazi military build up. Today, our viability as a city, and as a nation, is not so much threatened by an external force as a lack within: "I have seen the enemy; and it is us." (Pogo) How will our nation compete in a global economy if we continue to neglect so many children? How will we preserve our nation's character and ideals if more and more of our children succumb to hopelessness? How will we maintain a democracy? As in

CONCLUSION: A TIME FOR **FOCUS**



MOBILIZING "DOERS":

Not long ago, a prominent business leader was asked if he would join a speakers bureau to inform Oregonians about the status of children. He respectfully declined but added, "Let me know when you are ready to assemble a group of "doers" who want to make things happen."

A small steering group of key "doers" can be convened, representing all eight sectors of the community described herein. In addition to a steering group, local neighborhood or combinations of neighborhood or community groups (e.g. districts) can be convened to work in concert with the steering group. These Local Action Teams might be comprised of members reflecting all eight sectors, but also include other members as needed. The principal role of the Steering Group would be to support the efforts of the Local Action Teams, enabling and empowering helpful RELATIONSHIPS in the immediate community. Proposed roles for the steering group and the action teams are outlined below.

Steering Committee

1. Outline a vision and a general focus for Portland's children with the input of Local Action Teams.. For instance the focus could identify one or two neigh-

borhoods for the first phase. If there is sufficient local consensus, the Steering Committee could identify a focus on a certain age group of children.

2. Facilitate partnerships in the larger community among members from all eight sectors while expanding the list of potential doers.

3. Coordinate efforts in seeking resources and funds to support the focus and target goals. Resources can include donations of space, in-kind equipment, volunteers, loaned executives, etc. Funds can be sought from local, state and federal government as well as from local and national foundations and business sponsorships.

4. Mobilize action by supporting Local Action Teams with technical assistance and support. For instance, very specific data can be made available to neighborhood action teams on the status of children and families in their area. Strategic planning consultation can be offered to organize and mobilize their efforts. The Steering Committee could clarify service options available to the Local Action Teams.

5. Develop innovative strategies to overcome barriers which complicate implementation at the local level. For instance, waivers from certain governmental regulations may be required.

6. Evaluate progress and results.

Local Action Teams

1. Provide input to the steering committee about vision and focus.
2. Develop a community action plan with short-, middle- and long-term goals.
3. Identify within the general focus area those services which are in the greatest demand by that neighborhood or community group and to select one or two as the priority goals within the community action plan.
4. Recruit volunteers from the local neighborhood or community groups to assume responsibility in achieving the targeted goal(s). Also, solicit funding and resources from the local neighborhood or community.
5. Collaborate with the steering committee and make

- use of the resources which the steering committee makes available.
6. Implement the action plan.
 7. Support meaningful, personal relationships with children and families.
 8. Evaluate progress and results.

For instance, in collaboration with Local Action Teams, the Steering Group could decide on an initial general focus concentrating on children under the age of five and their families. One or two neighborhoods or community groups could be identified as the initial focus areas, emphasizing children at greatest risk. Local Action Teams could select from within this general focus specific priority services for this population, such as developing Family Resource Centers.

Churchill's time, it still is not too late for action. But delaying action is already costing us dearly.

*We can be encouraged by the hopeful strategies and examples illustrated in this document. Clearly, individuals and sectors of our community are stepping forward and having a positive impact. Those who have become personally involved in service for our children and in **RELATIONSHIPS** with our children typically have one or more of the following reactions:*

- *They are surprised by how much they enjoy their relationships with the children;*
- *They experience a sense of satisfaction in doing something for others;*
- *They have developed a greater appreciation for the devoted and talented people who work daily with children and who receive very little credit (teachers, social workers, child care workers and many others).*

For many, it is ironic that the initial motivation to help children came from a sense of duty or obligation. Once engaged, however, these people feel that their needs were served as much, if not more, than the children's. It's a win-win situation.

THEY ARE OUR BABIES, OUR TODDLERS AND OUR PRESCHOOLERS. THEY ARE OUR SCHOOL CHILDREN AND OUR YOUNG ADULTS. AND LEST WE FORGET FOR EVEN A MOMENT, THEY ARE OUR FUTURE.

FAMILY RESOURCE CENTERS:

Assuming that the "doers" might elect to focus on children under five, the next question is what are the outcomes that will drive or give direction to the services?

Several might be prioritized by Local Action Teams:

- Preventing unwanted pregnancies, especially among teens,
- Increasing the percentage of healthy births (reduced infant mortality, adequate birth weights, pregnancies free of alcohol, tobacco, drugs),
- Increasing the percentage of infants who reach developmental milestones in a timely fashion,
- Increasing the sophistication of parents' skills as parents (understanding child development and good parenting practices),
- Increasing the percentage of children who enter school "ready to learn."

Several types of services could be identified to address these outcomes, including Head Start, day care, and Visiting Nurses. After considering these and other options, the Local Action Teams might elect to

In spite of the many noteworthy efforts and contributions illustrated in this document, we must recognize that the current level of action falls far short of the current level of need. If we hope to alter the downward cycle, we can no longer sit back and wait for someone else to take action. It is not enough to watch out for just our own children. It is not enough to profess concern or to just talk about children. All of us need to step forward and become personally involved.

There is so much that we CAN DO for "our" children. But, we must be careful that our efforts are not so scattered or diffuse that we do not yield positive results on key issues, such as child poverty, child abuse, and child health. We need local leadership, representing all community sectors, and an entrepreneurial spirit. That is, we need to FOCUS on actions which restructure existing resources and reconfigure incentives to maximize productivity and effectiveness. We also need to develop and research new resources to meet the expanding need. In prioritizing new and existing resources, we must ask ourselves: "What is more important for the future of our community than our

concentrate their energies on developing Family Resource Centers (FRC's) to organize priority services. In response to the many changes affecting family life in the last 20 years (population mobility, increased divorce rates, single parent households), FRC's have emerged across the nation. These settings vary widely in the services they offered to families, but all have a common goal: enhancing the ability of families to successfully nurture their children. Most FRC's focus on families with children under the age of six but some have expanded to older aged children as well:

There are several other common characteristics of FRC's which distinguish them from traditional social services:

- They are open to "all" families that seek support, not just to those who have severe problems.
- Services are free.
- They are neighborhood-based and interconnected with the community at large.
- They have a family-friendly welcoming atmosphere, emphasizing family strengths, not deficits. They focus on promoting wellness and preventing social, educational or health problems from occurring.

The initial research is quite encouraging in demonstrating the capacity of Family Resource Centers to deliver **RESULTS.**

FRC's can be designed to organize specific services to achieve specific outcomes. For instance, outreach education services can focus on adolescents who might soon become parents; neighborhood child-birth classes can be organized for prospective parents; parenting classes and home visits can teach young parents about child development and good parenting practices. FRC's can support parents by offering adult literacy classes and vocational preparation training. FRC's can support parents who must work by providing day care and after school programs, or

referral services. These centers can also function as the hub for integrating services for children under five.

What actions will be needed to implement Family Resource Centers? Clearly, the most viable and realistic strategy would be to share implementation efforts through collaboratives. By pooling resources, we could begin to develop FRC's in the most needy neighborhoods or community populations. Over time, we could expand FRC's to all neighborhoods. A collaborative effort taps the talents and resources of each community sector:

Neighborhood Organizations or Community

Groups: FRC's are based in neighborhoods and rely on leadership and support from within the community. Indigenous leadership can identify the most critical needs in the 0-5 population and prioritize services for that specific community. Planning and action can be funneled through Local Action Teams. As a community organizer, Local Action Teams can pull together resources from all eight sectors of their neighborhood or community. These teams can assist FRC's by pooling talents to apply to foundations for start-up funds.

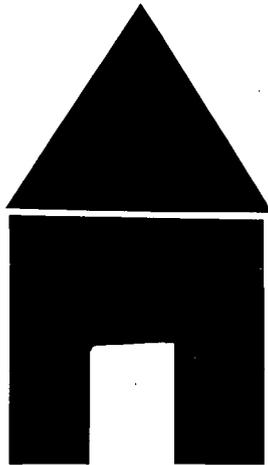
Religious Organizations: Congregations based in neighborhoods or in racial/ethnic communities can offer facilities, either at low rent or no rent during the week. Congregations also can generate volunteers to assist with services for young children (e.g. reading to children, home support visits to young parents, transportation, etc.)

Families and Individuals: FRC's can recruit, train, supervise and nurture volunteers to assist with children and families in a variety of ways.

Service Clubs and Voluntary Organizations: A service club can adopt an FRC in their area and help to improve the facility so that it meets code requirements and is attractive to children and families. Volunteer pediatric groups can provide health screening and referral services. These groups also can provide volunteer mentors.

Schools: Schools can extend their resources to provide curricula designed to facilitate parents' understanding of child development and good parenting practices. Curricula also can be developed to help children become ready for school. In some communities, schools can offer facilities. FRC's can work closely with day care, preschool and Headstart programs or even sponsor such programs.

Businesses: Businesses can support the development of FRC's through sound business planning and management consultation. In-kind donations of equipment and services, such as brochures, can be helpful, as well as direct donations. Volunteers from businesses can become engaged in a variety of ways. A loaned executive could be very helpful, especially in the early stages.



Media: For an FRC to be successful in reaching young families in need of support, they must have a favorable, warm, welcoming image. The media can offer positive publicity on television and radio. Newspapers and local publications can inform people about FRC services.

Local Government: Local officials can give young children a higher priority, not just in terms of words but ACTIONS. Existing services can be restructured to support FRC's. New funding sources can be generated so that our children can get off to a good start. Local government can provide leadership as well as support to indigenous leadership in the community. Finally, local government can reorganize its systems to deliver information to local neighborhoods about the status of their children and progress that is being made on priority outcomes or local benchmarks.

In the 1990's, it is unrealistic to look just to local government to solve the problems of our children. Local government must remain a significant player, but cannot be the only player. To the extent that FRC's, or any other action option, has the broad support of multiple sectors of the community, they will be more successful.

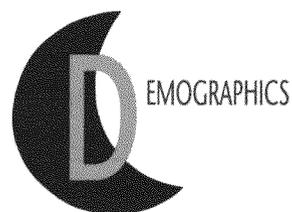
children?" If we truly believe that children are our first priority, then our actions must follow our words.

It is, however, exceedingly important that we not fall into the dark hole of planning and endless meetings. Already, many planning efforts have been carried out which are rich in information and insights (e.g. Portland Future Focus and the Leader's Roundtable Cluster Plans). We do not lack for good ideas or creative plans; we lack action. Certainly, some ACTION planning will be required. But this planning must end in ACTION and RESULTS.

A CHILD IS A PERSON WHO IS GOING TO CARRY ON WHAT YOU HAVE STARTED. HE IS GOING TO SIT WHERE YOU ARE SITTING AND WHEN YOU ARE GONE, ATTEND TO THOSE THINGS WHICH YOU THINK ARE IMPORTANT... THE FATE OF HUMANITY IS IN HIS HANDS.—Abraham Lincoln

In order to bring focus to issues affecting children in Portland, it is important to understand the context in which children live and develop. In this chapter, summary statistics describe some of the major conditions our children face. It also is important to know how these conditions are represented geographically in our community. Clearly, some neighborhoods are in greater need of focus than others.

A PROFILE OF PORTLAND'S CHILDREN



IN FAILING TO SUPPORT OUR KIDS, WE HAVE ENDED UP WITH A MUCH MORE EXPENSIVE MESS. THE PAIN AND RAGE OF ALL THESE HELPLESS, HOMELESS KIDS WILL EXPLODE IN OUR FACES IN CITIES ACROSS THE NATION.—Sylvia Ann Hewlett

CHILD POPULATION TRENDS

	1980	1990	2000
	(0-19)	(0-19)	(0-19)
Portland	92,142	106,956	n/a
Multnomah County	151,904	149,868	148,569
Oregon	815,566	801,211	917,360

Source: Center For Population Research and Census, P.S.U.

■ Children comprise nearly 38 percent of Portland's 450,000 people.

UNDER 19 POPULATION CITY OF PORTLAND, 1990

Age	Population
Under 5 years	30,402
5 to 9 years	27,959
10 to 14 years	24,409
15 to 19 years	24,186

Source: 1990 U.S. Census

■ Portland's infant, toddler, and pre-school populations are growing at a faster rate than any other age group, while the city's population of adolescents is declining at a rapid rate.

PORTLAND CHILDREN

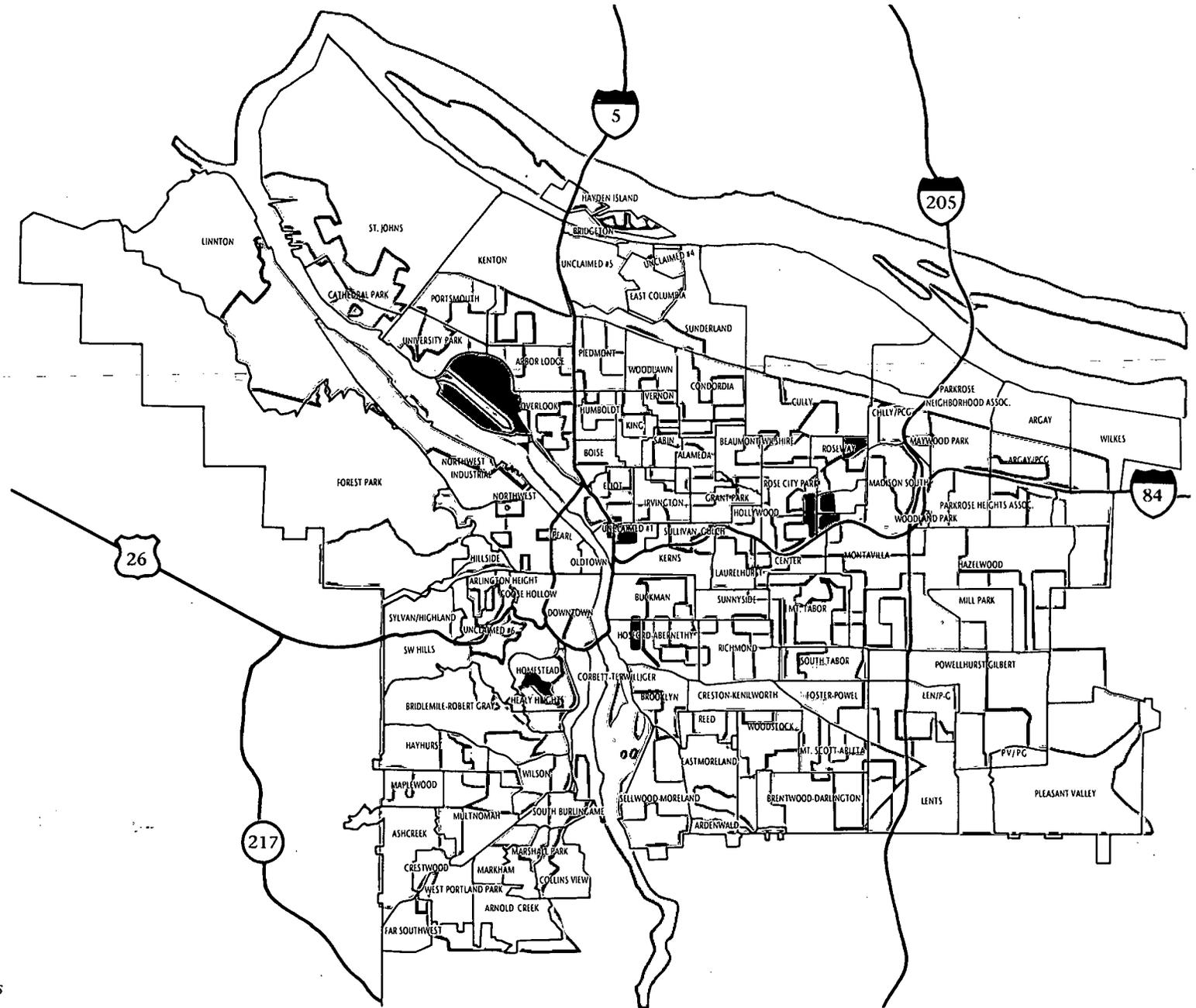
Location by Census Block-groups with Neighbor-
hood Overlay

PERCENTAGE OF ALL OTHER MINORITY CHILDREN
TO TOTAL CHILDREN 0-17

- 0.0% to 0.0%
- 0.4% to 9.9%
- 10.0% to 29.9%
- 30.0% to 49.9%
- 50.0% to 100.0%

■ Whereas there is a striking concentration of African-American children in central Northeast neighborhoods, children of other ethnic minority groups are more widely dispersed throughout the city. These population distribution patterns have important implications for service planning and delivery.

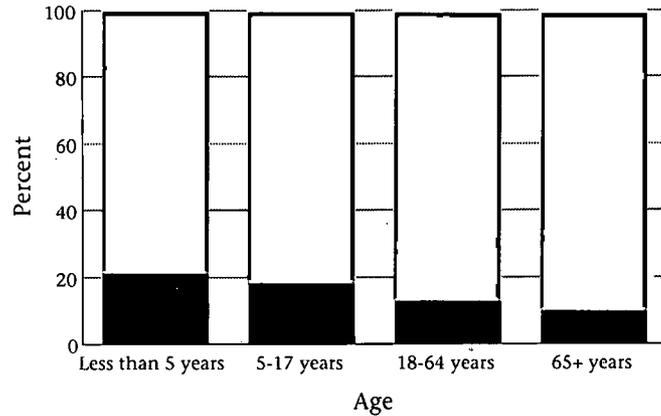
Source: Center for Urban Studies, P.S.U., and 1990 U.S. Census



A PROFILE OF PORTLAND'S CHILDREN POVERTY

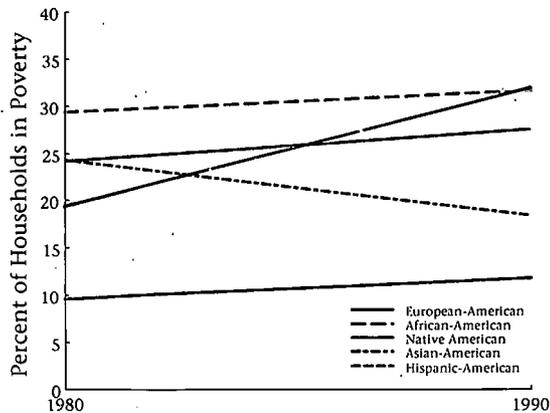
COMPARISON OF CHILD POVERTY BY AGE

City of Portland, 1990



Source: Center for Urban Studies, P.S.U., and 1990 U.S. Census

POVERTY BY ETHNIC GROUP IN MULTNOMAH COUNTY



Source: Center for Urban Studies, P.S.U., and 1990 U.S. Census Bureau



■ Like their counterparts around the nation, the most directly affected by poverty are Portland's youngest and most vulnerable. This trend has worsened over the past two decades.

Across the nation the poverty rate for children under six (24 percent) is more than double the rate for adults (11.4 percent) and nearly double the rate for the elderly (12.4 percent).¹³

The stereotype persists that most poor children are members of minority families, on public assistance, living in inner-city neighborhoods. In fact, only about 10 percent of poor children fit this combination.¹⁴

In actuality, of the nation's poor children, more than half are white, half live in suburban or rural areas, more than a third live in two-parent families, and many have employed parents. A 1991 study found that almost 40 percent of poor two-parent families had at least one full-time, full-year wage earner.¹⁵

■ No population is immune to the hardships created by poverty; although a higher percentage of Portland's minority children are affected.

Poverty provides fertile ground for a harvest of social ills.^{1,2} Poverty correlates with inadequate child care.³ Among poor children, child mortality is two to five times greater, growth retardation and anemia are higher, and lead poisoning is three to four times more likely to occur.⁴ Recent studies link poverty to lower intellectual aptitude.⁵ Teen pregnancy is five to seven times more likely if the female lacks job skills and is poor.⁶ Physical abuse of children is reported four times as often in families with incomes below \$15,000.⁷ School drop out rates are twice as high for poor children.⁸ Youth living in poverty have substantially higher delinquency rates than do those living in middle class areas.⁹

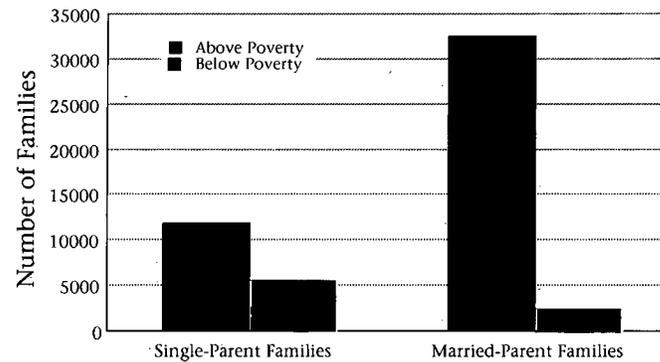
One reason for rising poverty among young families with children is the sharp decline in earnings among younger workers. In constant 1990 dollars, the median income of high school graduates under 30 who head families with children fell 44 percent, from \$22,981 in 1973 to \$12,832 in 1990. The median earnings of young two-parent families fell 33 percent, from \$24,907 in 1973 to \$17,500 in 1990.¹⁰

The average working family's tax burden also has risen. Between 1960 and 1991, local, state and federal taxes, and Social Security payments increased from 14 percent to 25 percent of median family income. In addition, the tax burden on parents with dependents has grown dramatically relative to the burden on households without dependents.¹¹

The major federal tax benefit for families with children, the personal exemption on income taxes, is worth considerably less now than when it was initiated in 1948. Adjusted for inflation as well as for changes in family size and income, a 1991 exemption equivalent to the original exemption would be about \$8,620.¹²

In the past twenty years, two compelling trends have emerged: first, many working class families which previously would have been able to sustain themselves above the poverty level are now poor, and secondly, those below the poverty level are even poorer.

POVERTY BY FAMILY STRUCTURE



Source: Center for Urban Studies, P.S.U., and 1990 U.S. Census Bureau

■ Almost half of Portland's single parent families live below the poverty line, whereas only a small percentage of two-parent families are poor.

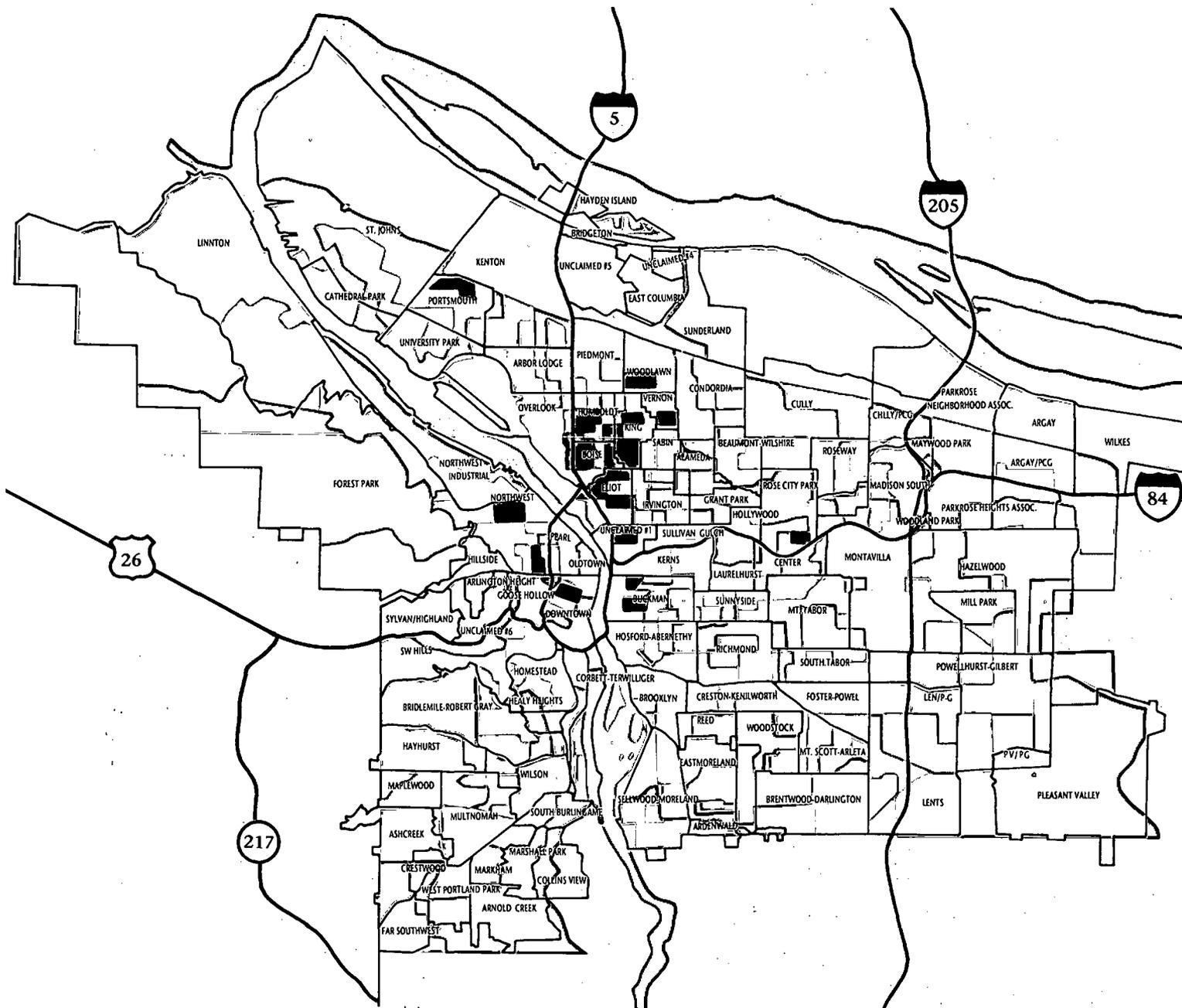
Until the early 1970s, about one in ten American children lived in single-parent, predominantly mother-headed, households.¹⁶ In 1991, one in every four children lived in single-parent homes.¹⁷ Roughly two-thirds of the increase in single parenthood has been the result of divorce. The balance is due to unwed motherhood, widowhood, and spousal abandonment.¹⁸

Nearly every childhood risk factor from poor early school performance to teen violence has been correlated with single parenthood. Certainly single parents and their children can benefit from the involvement of other committed adults in their lives, but

many researchers believe that the difficulties experienced by the children of single parents are more causally related to the economic hardships which result from single parenthood than from their family composition itself.¹⁹

Nearly 75 percent of American children growing up in single-parent homes experience poverty for some period during their first ten years — compared to twenty percent of all children in two-parent families.²⁰ While poverty in two-parent homes tends to fluctuate with the economy, the proportion of poor, mother-only families has remained relatively stable at about 45 percent, since the mid 1960s.²¹

A PROFILE OF PORTLAND'S CHILDREN POVERTY



PORTLAND CHILDREN

Location by Census Block-groups with Neighborhood Overlay

DISTRIBUTION OF POVERTY AMONG PORTLAND'S CHILDREN

- 0.0% to 0.0%
- 0.4% to 9.9%
- 10.0% to 29.9%
- 30.0% to 49.9%
- 50.0% to 100.0%

Poverty Definition: The U.S. Census Bureau's definition of poverty status establishes a threshold based on family size: The average poverty threshold for a family of four was \$12,674 in 1989.

■ Child poverty appears to be concentrated in certain neighborhoods, especially in Northeast Portland. The neighborhoods in Portland with the highest percentage of poverty are: Portsmouth, Boise, King, Eliot, Woodlawn, Vernon, and Humboldt.

Source: Center for Urban Studies, P.S.U., and 1990 U.S. Census

Calculating drop out rates is very complex. Current estimates from Portland Public Schools indicate that approximately 29 percent of entering freshmen do not graduate with their classmates four years later. Not included in this drop out figure are students who never enter high school following junior high or middle school. Altogether, about one-third of Portland students are not graduating from high school.²²

DROP OUT RATES

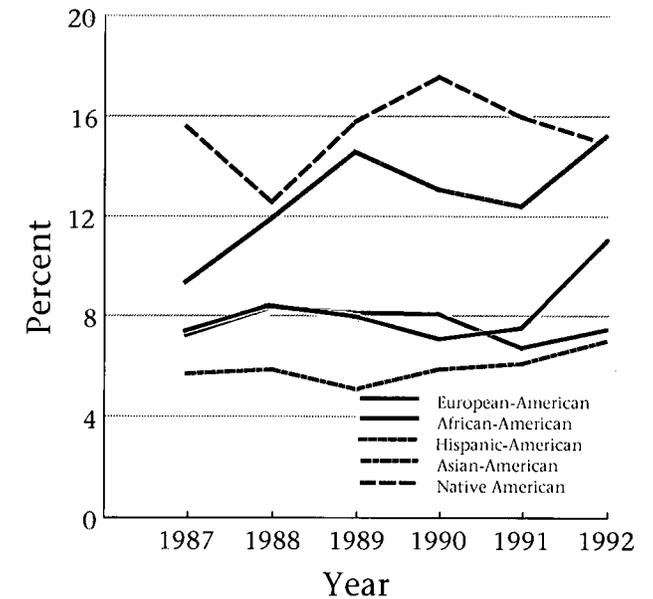
■ Of particular concern are the drop-out rates of Native American and Hispanic-American students. For much of the past ten years, drop out rates for African-American and European-American students have been similar. However, a recent increase in the African-American drop out rate warrants concern.

Failure to complete high school seriously limits future education and employment opportunities, which in turn perpetuates the cycle of poverty.²³ Drop outs are nearly twice as likely as high school graduates and five times as likely as college graduates to be unemployed, and almost nine times as likely to have a child out of wedlock.²⁴ While dropping out of school is only one of the many factors associated with criminal behavior, more than four out of five prison inmates are high school drop outs.²⁵ Those without basic educational skills and knowledge are five times more likely than their better educated peers to receive public assistance.²⁶

In addition, population shifts are resulting in fewer 16- to 24-year-olds, making the productivity of each worker even more important.²⁷ While the number of new entry workers is declining, the number of elderly dependent upon them is growing. Projections indicate that youth age 16 to 24 will comprise only one-sixth of the work force by the year 2000, down from one-fifth in 1970 and one quarter in 1980.²⁸

And yet, high drop out rates and poor academic achievement combine to create a growing disparity

PORTLAND HIGH SCHOOL DROP OUT RATE BY ETHNIC GROUP, 1992

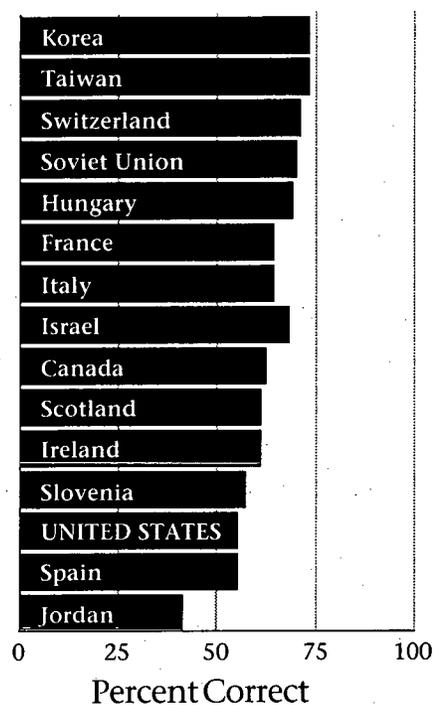


Source: Portland Public Schools, 1993

between the qualifications of today's students and the higher education and skill levels needed for the jobs of tomorrow. Studies released in 1987 and 1990 predict that college will be a prerequisite for one-third of new jobs in the year 2000; in 1987 only 22 percent required a college education. More than half of all new jobs created by the end of the century will require post-high school education.²⁹

Another important measure of academic preparedness is the readiness of students to learn when they enter kindergarten. Current research underscores the high correlation between school readiness and later academic success.^{30,31,32,33,34} Unfortunately, more precise information on "readiness to learn" is not yet available for Portland's children.

COMPARISON OF INTERNATIONAL MATH SCORES
AVERAGE PERCENT CORRECT, 13-YEAR-OLDS



Source: Education Testing Service, 1992

■ American students scored below average in most categories of a 1991 international comparison of math and science achievement by representative samples of 9- and 13-year-olds.³⁵

In math, American 9-year-olds ranked ninth out of ten countries or provinces, and 13-year-olds finished below those of 12 other countries or provinces. In science, our 9-year-olds did well, placing third out of ten countries or provinces, but our 13-year-olds did not maintain this edge in science, ranking thirteenth out of 15.³⁶

While most American young people eventually finish high school, a significant minority cannot perform basic tasks that require functional literacy, such as calculating change owed them, finding information in a newspaper, or using a bus schedule.³⁷

A recent survey shows that Portland third graders have made modest improvements in reading and math. The study also showed that relative to other schools, Ball, Humboldt, James John, King, Meek, Sabin, Vernon, and Wilcox elementary schools have not showed as much gain.³⁸ These schools are located in the Portsmouth/Kenton, Humboldt, St. John's, King, Concordia, Sabin, Vernon, and Montevilla neighborhoods.



GUNS IN PORTLAND SCHOOLS

In 1991, over one quarter of school districts nationwide utilized metal detectors to control student weapon use on campus.³⁹ In a recent survey, one in five American students acknowledged bringing a gun to school "at least once a month." For every student who admitted carrying a gun, seven reported carrying a knife on campus.⁴⁰ In the 1992-93 school year, a total of 55 guns — five of which were toys — were confiscated from students in Portland Public Schools, compared with 31 in the previous year.⁴¹

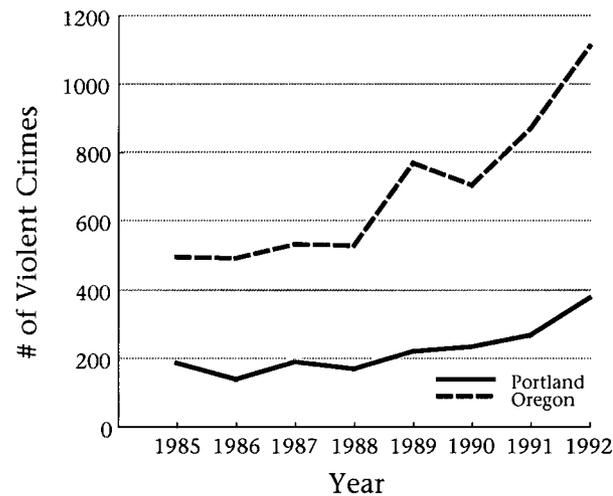
THE DAILY TASK OF ADOLESCENCE IS TO SURVIVE ANOTHER DAY BY ARRANGING ENOUGH EMOTIONAL SUPPORT TO SOOTHE THE WOUNDS OF GROWING UP.—Anonymous

Across the nation, the number of violent crimes involving adolescents is growing at a much faster rate than the number involving adults. In 1990, juvenile arrests for weapons violations reached the highest rate ever recorded; 151 per 100,000 10- to 17-year-olds. Between 1965 and 1990, the juvenile arrest rate for murder increased 332 percent, doubling between 1978 and 1990. Between 1985 and 1990, the juvenile arrest rate for aggravated assault increased by two-thirds, and the juvenile arrest rate for rape increased almost 40 percent.⁴³

Oregon gang activity initially was limited to older, male, African-American teens, operating in Portland. In the past five years, the lure of gang affiliation has attracted males and females as young as nine-years-old, representing all ethnic groups, from nearly every county in the state. Oregon police estimate that between 1988 and 1992, gang affiliation increased from 313 to 2803 members. During the same time period, gang-related murders more than doubled state-wide. Portland Police reported 27 drive-by shootings in 1988, compared with 45 in the first sixth months of 1993.⁴⁴



TRENDS IN JUVENILE VIOLENT CRIME ARRESTS



Source: Portland Police Bureau, Law Enforcement Data System, Oregon Department of Justice

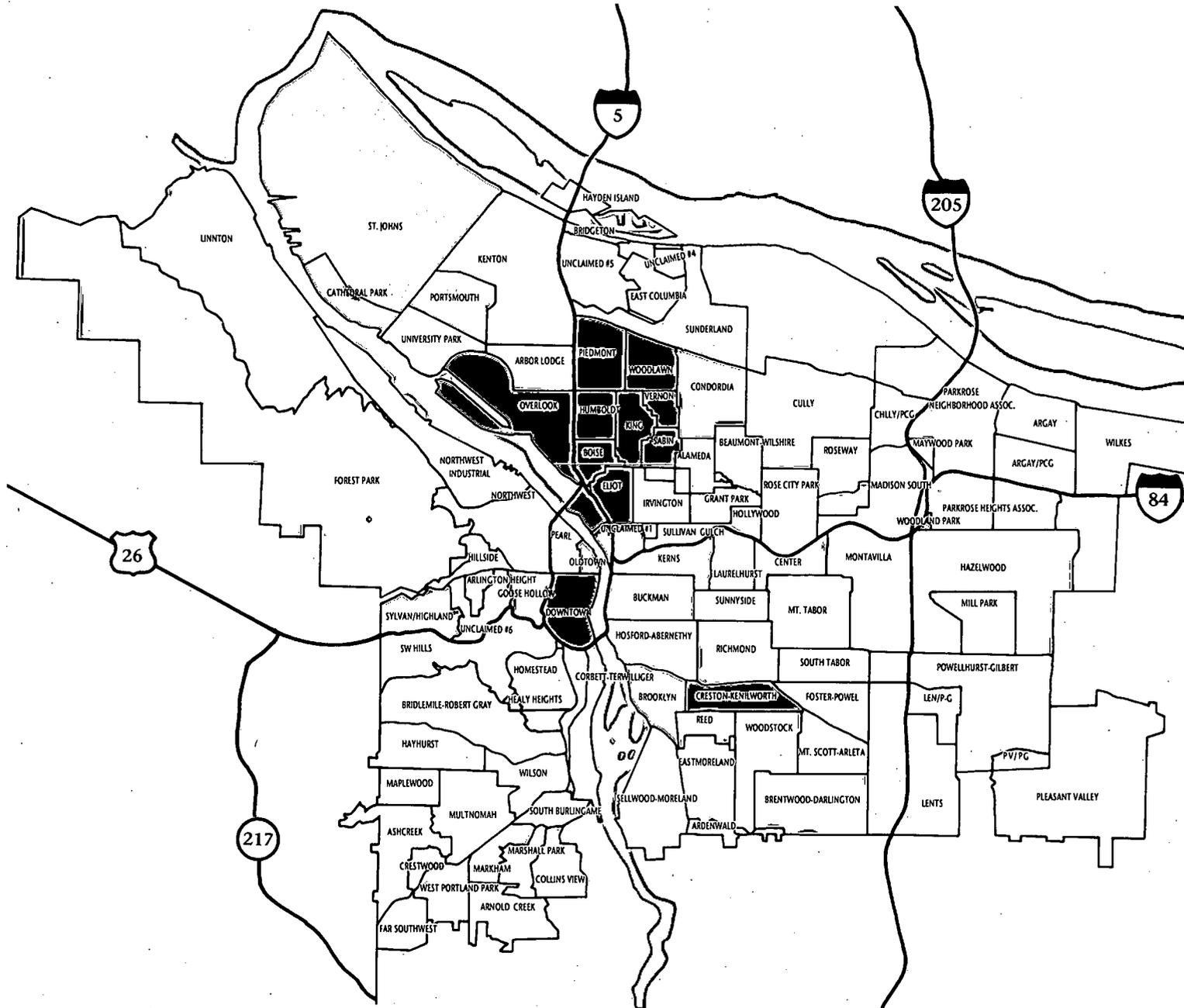
The FBI defines violent crime as murder, rape, robbery, and aggravated assault.

■ The number of juveniles arrested for committing violent crimes is increasing in unprecedented numbers.

A significant factor in the escalation of violent crimes is the increasing availability of firearms. According to the Federal Bureau of Alcohol, Tobacco, and Firearms, there were 50 million non-military guns in the United States in 1950. By 1970, the number had doubled. Two decades later, it doubled again to 200 million. The Bureau estimates that there are three million "crime guns" on the streets.⁴⁵ Guns are available for as little as \$35.

As victims, perpetrators, and observers, American teens increasingly are exposed to violence. In a 1990 survey, many young people, especially poor and minority youth (38 percent), reported that they worry "a lot" that they may become victims of violence.⁴⁶ Violence has become one of the leading causes of death among American children. Teen-age boys, regardless of race, are more likely to die from gunshot wounds than from all other natural causes combined. Since 1978, homicide has been the second leading cause of death for all young people ages 15 to 24, second only to motor vehicle accidents.⁴⁷

A PROFILE OF PORTLAND'S CHILDREN JUVENILE CRIME



PORTLAND CHILDREN

Location by Census Block-groups with Neighbor-
hood Overlay

JUVENILE CRIMES AGAINST PEOPLE BY RESIDENCE OF PERPETRATOR, 1992

- 0.00 to 0.50
- 0.50 to 1.30
- 1.39 to 1.90
- 1.90 to 2.50
- 2.50 to 3.90
- 3.90 to 11.50

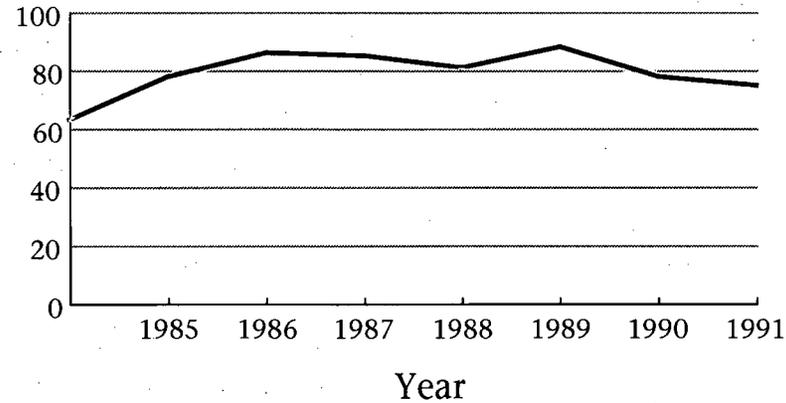
■ When comparing the ratio of juvenile offenders to the population of children in each neighborhood, four neighborhoods stand out: Woodlawn, Vernon, King, and Humboldt.

National surveys indicate that all juvenile crime is committed by just six percent of adolescents aged 10 to 17, and 72 percent of juvenile crime is committed by first time offenders.⁴²

Source: Portland Police Bureau



**INADEQUATE PRENATAL CARE IN MULTNOMAH COUNTY
(PER 1000 BIRTHS)**

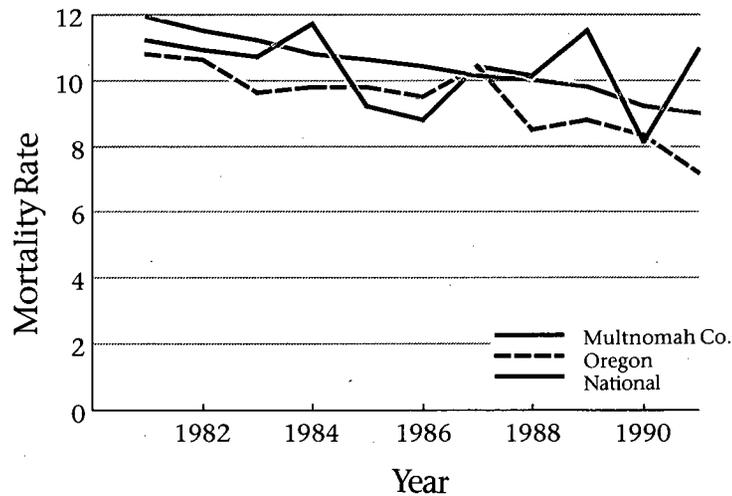


Source: Health Division, Oregon Department of Human Resources

■ Women who do not receive adequate prenatal care (no care or no care until the seventh month), are three times as likely to deliver a low birth weight baby. Low birth weight (less than 5.5 pounds) is the leading correlate of infant death or life-long disability.⁴⁸

According to several studies performed in the 1980s, the cost of prenatal care averages \$400 per woman. One study estimated that for each low birth weight baby, the initial cost of medical care and hospitalization averaged about \$7,000, and the long-term costs of treatment and repeat hospitalizations averaged \$23,000. This does not include the costs of special education and vocational training to address disabilities often associated with prematurity and low birth weight.⁴⁹

**INFANT MORTALITY IN MULTNOMAH COUNTY, OREGON,
AND THE UNITED STATES**



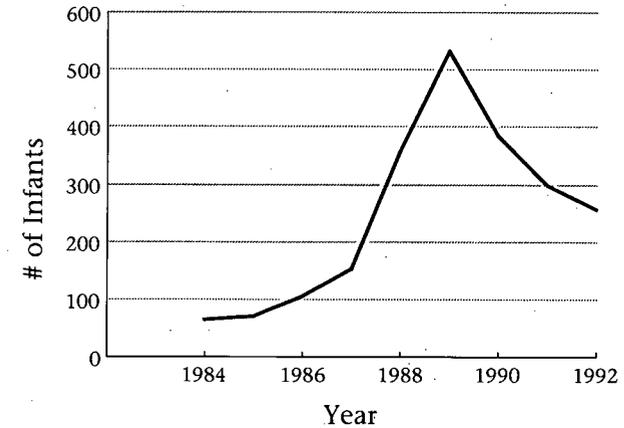
Source: Vital and Health Statistics, vols. 1981-1991. National Center for Health Statistics

■ While Oregon's infant mortality rate declined from 10.8 per 1,000 in 1981 to 7.2 in 1991, Multnomah County's infant mortality rate averaged 10.3 during the same ten year period, with 10.9 recorded neonatal and infant deaths per 1,000 in 1991.

In 1991, the U.S. infant mortality rate was nine deaths for every 1,000 live births. This rate is higher than that of 18 other industrialized countries, including Japan, Canada, Singapore, and the former East Germany.⁵⁰ In 1991 the Surgeon General challenged the U.S. to meet his objective of reducing infant mortality to seven infant deaths per 1,000 live births, by the year 2000.⁵¹

HOW AM I TO FACE THE ODDS OF MAN'S BEDEVILMENT AND GOD'S, I, A STRANGER AND AFRAID,
IN A WORLD I NEVER MADE?—A. E. Housman

DRUG AFFECTED INFANTS IN OREGON

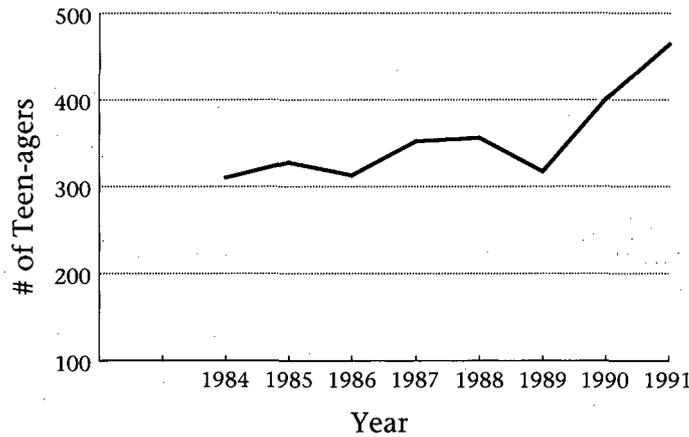


Source: Health Division, Oregon Department of Human Resources

■ While the numbers of drug affected babies born in Oregon have declined steadily since 1989, the rate of decline is slowing, and 1992 numbers remain disturbingly high.

Drug exposed infants suffer low birth weight, prematurity, neurological impairment, congenital anomalies, drug dependence, or a combination of these conditions. Drug exposed infants often do not calm, eat or sleep well, making them difficult to care for, and placing them at a greater risk of abuse. By school age, children who were exposed to drugs often have difficulty controlling their behavior, act aggressively towards other children, and frequently have short attention spans and learning difficulties. The long-term health and development effects of prenatal drug exposure are not yet known.⁵²

TEEN PREGNANCY IN MULTNOMAH COUNTY



Source: Health Division, Oregon Department of Human Services

■ Despite a decreasing adolescent population, births to unmarried teenagers have increased dramatically in the past five years. This graph reflects pregnancies brought to term. An estimated 40 percent of teen pregnancies end in abortion, and another 10 percent in miscarriage.⁵³

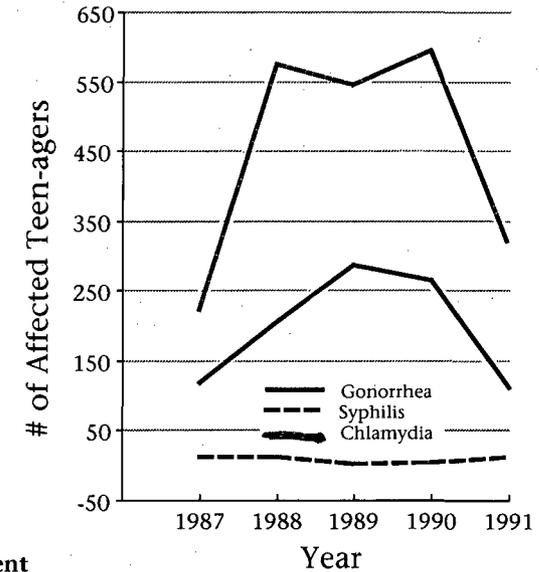
Teen mothers are less likely to finish high school, less likely to marry, less likely to remain married if they marry, and more likely to have larger families, than teens who do not have children. For these reasons, they are more likely to experience long-term poverty than young women who delay childbearing until their twenties. More than half of families receiving Aid to Families with Dependent Children (ADC), are headed by women who had their first child as a teen-ager. Whereas 20 percent of all children live in poor families, one-half of children with parents under 25 are poor.⁵⁴



■ A recent Portland survey found that 48 percent of high school students claimed to be sexually active. Because many young people fail to use contraceptives consistently or at all, they increase their risk of untimely pregnancies, sexually transmitted diseases and other associated health problems.⁵⁵

Effective public health education and prevention efforts appear to have turned the tide on epidemic sexually transmitted disease rates among Multnomah County youth. If this significant reduction sustains, it will be testimony to a focused preventive education effort. Nonetheless, data on pregnancy and current sexually transmitted disease rates among local teens still provide an alarming picture of unprotected sexual activity, placing many young people at high risk for contracting HIV/AIDS.

SEXUALLY TRANSMITTED DISEASES AMONG
MULTNOMAH COUNTY TEENS



Source: Health Division, Oregon Department of Human Resources

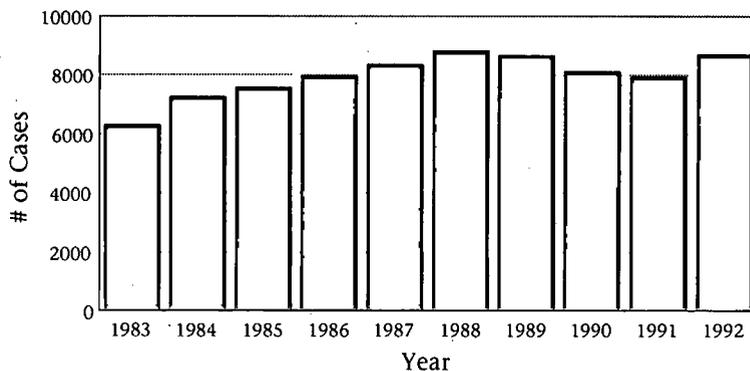
Regardless of where they live or their families' incomes, adolescents are increasingly vulnerable to the threat of HIV/AIDS, which they contract primarily through sexual activity and drug use. Of AIDS cases reported in the U.S. by July 1992, one in five was among people in their twenties. Because the latency period between HIV infection and the emergence of AIDS symptoms is typically eight to ten years, many of these young adults were infected as adolescents. One-third of U.S. adolescent AIDS cases occurred in communities with populations of less than 500,000.⁵⁶

A PROFILE OF PORTLAND'S CHILDREN CHILD ABUSE

■ There are many types of child abuse. Physical and sexual abuse together comprise 48.6 percent of these. Infants comprise the largest group of child abuse victims.



CHILD ABUSE IN OREGON



Source: Children's Services Division

STRESS INDICATORS MOST COMMONLY SIGHTED BY ABUSIVE CARETAKERS

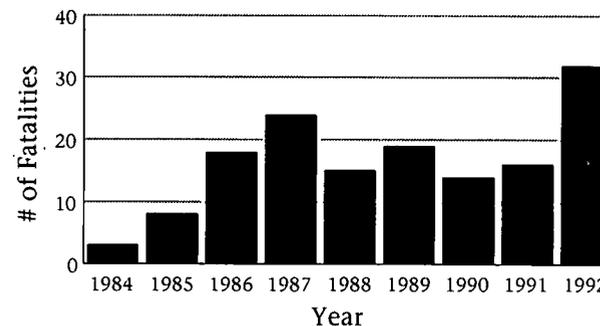
(Caretakers may select more than one.)

Single Parent	39.4%
Suspected Drug/Alcohol Abuse	30.2%
Unemployed Head of Household	21.1%
Parent Law Enforcement Involvement	16.4%
Heavy Childcare Responsibility	15.8%
Parental History of Abuse as a Child	13.0%
Physical Abuse by Spouse/Fighting	12.4%

Source: Children's Services Division

■ The families of child abuse victims frequently experience a host of social stresses which compromise their ability to care for their children.

CHILD FATALITIES DUE TO CARETAKER ABUSE OREGON 1985-1992



Source: Children's Services Division

■ Of the 146 child fatalities which occurred in Oregon between 1985 and 1992, the 34 which took place in Multnomah County are nearly three-and-a-half times the number in Washington County, despite the fact that the latter county has only six percent fewer children. Of the 32 fatalities in Oregon in 1992, all but two victims were under the age of five, and all but six were under one year of age.

The sharp rise in child abuse deaths in Oregon reflects a similar trend nationally. According to the National Committee for the Prevention of Child Abuse in Chicago, the national figure of 1,383 child abuse deaths in 1991 represented an increase of 10 percent over 1990 and a 22 percent increase over 1985.⁵⁷

PORTLAND CHILDREN

Location by Census Block-groups with Neighbor-
hood Overlay

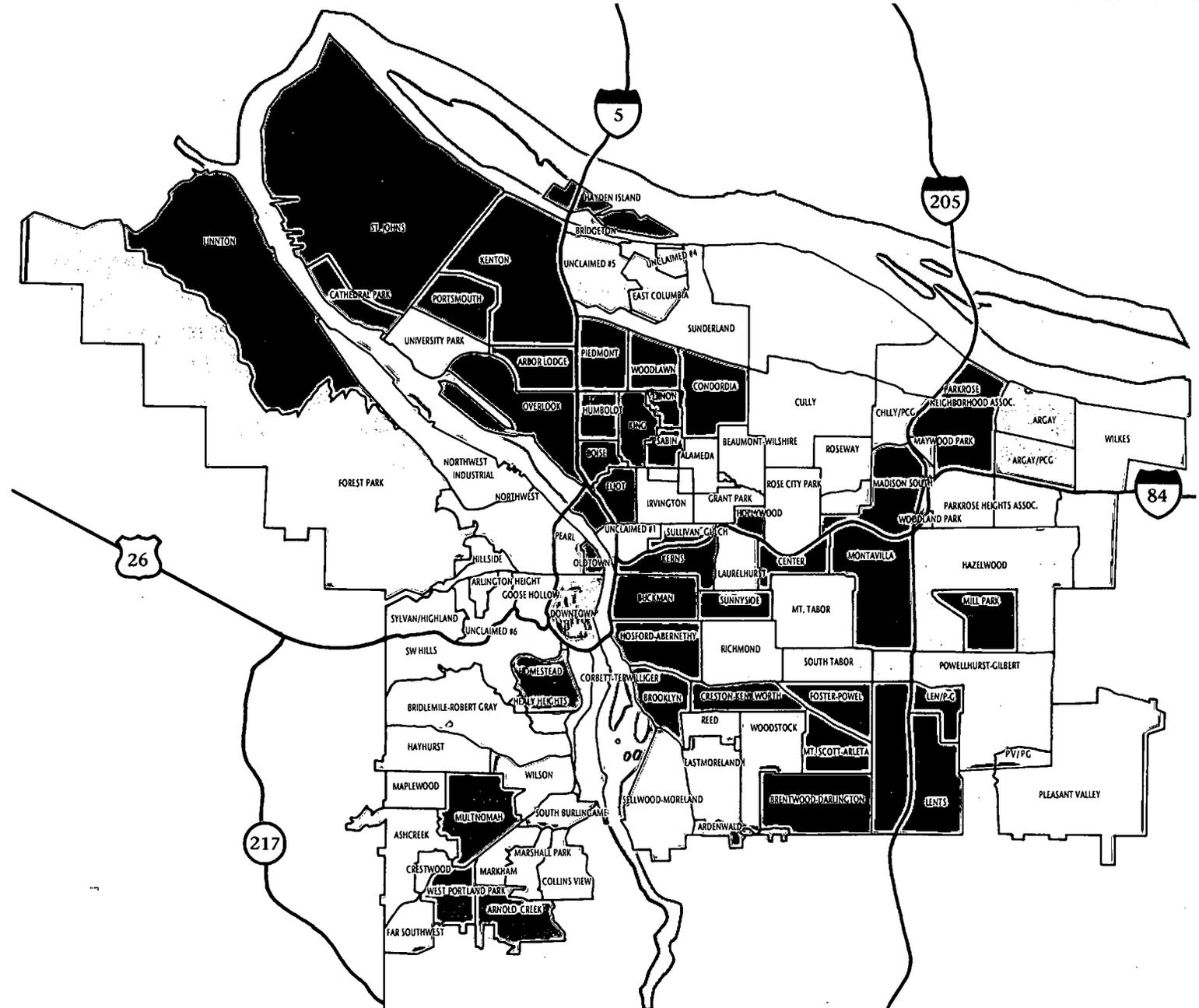
DISTRIBUTION OF CHILD ABUSE
CITY OF PORTLAND, FIRST QUARTER OF 1993

- 0.00 to 0.00
- 0.00 to 0.22
- ▨ 0.22 to 0.48
- 0.48 to 0.98
- 0.98 to 2.00

Incidents per 1000, 0-17 population

■ This map should be interpreted cautiously because it describes only the first quarter of 1993, however, the data suggest that the following Portland neighborhoods had a much higher incidence of child abuse than others: Vernon, Homestead, Humboldt, Linton, Brentwood-Darlington, King, Hollywood, and Kreston-Kenilworth.

Source: Portland Police Bureau



THE INSTITUTION OF THE YOUNG FAMILY HAS BECOME DANGEROUSLY UNSTABLE,
BESIEGED BY SHRINKING RATES OF MARRIAGE, HIGHER RATES OF SINGLE-PARENT HOUSEHOLDS
AND ABSENT FATHERS, AND INCREASING POVERTY.

THE STORY OF MARY AND JOE:

T Mary and Joe were childhood sweethearts from a working class Portland neighborhood. Following their high school graduations they married and moved into an apartment. Joe got a job with a landscape firm, and Mary worked as a checker at a local market. Neither of their employers provided health insurance, sick leave, or vacation pay, but with two incomes and no dependents, they were able to provide for their own needs.

Two years later, when their daughter was born, Mary switched to the night shift so that she could be home with their daughter during the day and they could save on child care costs. Money was tight, but the family was healthy; with careful budgeting they made ends meet. Time passed, their daughter started school, and a son joined their family.

In 1993, Joe and Mary have an 11-year-old daughter, and a 3-year-old son. Mary earns \$6.00 an hour and Joe earns \$9.00 an hour. Together, they take home \$1800 a month. Despite consistent, incremental wage increases, they never seem to have any disposable income. Money is a constant source of stress. Neither Joe nor Mary has the skills or educa-

tion to pursue a higher paying job. They have talked about going back to school, but that would require the added expense of child care, which they cannot afford.¹ Their family is thrown into crisis when Joe's boss announces that he is closing his business and retiring to Florida. Mary becomes the sole family breadwinner, while Joe looks for work. Their meager savings are quickly exhausted.

Weeks of unemployment become months, Joe and Mary miss a car payment, and they are forced to stop paying their health insurance premiums. They receive notice of a rent increase from their landlord and they are forced to move. Joe becomes increasingly short-tempered with his family. One day, after another discouraging job interview, Joe loses control in a confrontation with his daughter, hitting her hard enough to cause a concussion. She is hospitalized and Child Protective Services is called in.

Mary feels that she cannot tolerate Joe's moodiness or forgive him for abusing their daughter. She orders him out of the apartment until he gets counseling. Without health insurance for private counseling, Joe adds his name to a waiting list at the local mental health clinic. He moves in with a former co-worker and visits with his children regularly.

Meanwhile, Mary switches to the day shift so that she can be home with her children at night, adding daycare for her son to her growing list of expenses. The repossession of her car eases the financial burden of her son's child care costs, but it also greatly complicates the logistics of family life.

Then, one day, Joe doesn't show up for a scheduled visit. When Mary calls his residence she is told that he has taken his belongings and moved out. She is unable to find him.

Several days later, Mary receives a call at work that her daughter has been skipping school and after-school care. She tries to talk with her daughter, but the discussion quickly deteriorates. Blaming her mother for breaking up the family, the daughter storms out of the house and into the night.

Mary takes a sick day, for which she is not compensated, to search for her daughter, but she is unfamiliar with her new neighborhood and hasn't gotten to know her daughter's new friends. Several days later the police find her daughter in a neighborhood park with a group of older, more sophisticated teens. Mary retrieves her from the police station.

The next day her daughter wakes up with a fever. Lacking the resources to pay their previous pediatrician, Mary goes to a hospital emergency

¹ Low cost toddler care in the Metro area is about \$320 per month.

FAMILY ECONOMICS

Percent of Income ³		Joe & Mary's Combined Income	Mary's Income	Public Assistance
25%	Housing	\$450	\$210	\$115
15%	Food ⁴	\$270	\$286	\$292 (For 3)
10%	Transportation ⁵	\$180	\$84	\$46
10%	Utilities	\$180	\$84	\$46
5%	Clothing	\$90	\$42	\$23
5%	Unreimbursed Medical	\$90	\$42	\$23
5%	Personal Care	\$90	\$42	\$23
5%	Insurance ⁶	\$90	\$42	\$23
15%	Debt Load	\$270	\$126	\$69
5%	Savings	\$90	\$42	\$23
Total		\$1800	\$1000⁷	\$752 & Medicaid⁸

Two working parents with two children (ages 3 and 11).

Dad earns \$9.00 per hour. Mom earns \$6.00 per hour.

Combined monthly take home pay: \$1800.

Mary's monthly take home pay: \$720.

3 Budget devised by Family Economics Review. This budget does not include child care.

4 The U.S.D.A Nationwide Food Consumption Survey and the Bureau of Labor estimate that if this family prepared all meals and snacks at home, it would require \$500 per month for food.

5 Includes bus passes and car maintenance expenses.

6 Includes health, car, property, and life insurance premiums. Oregon employers are not required to provide benefits for their employees. The National Insurance Institute estimates that the average family's private health insurance premium is \$125 per month.

7 Mary's income alone is \$720 per month. At this income level, she is eligible for \$120 per month in Earned Income Credit, approximately \$160 in food stamps, and her 3-year-old would receive subsidized medical care. Mary would not receive assistance with her own medical expenses, nor would her 11-year-old, unless she had a chronic and compelling medical problem. Both children would receive subsidized child care for which Mary's co-payment would be \$58 per month.

8 Mary would receive \$292 in food stamps and each family member would be eligible for Medicaid.

room where her daughter is diagnosed with a serious ear infection.² Unwilling to leave her daughter home alone, Mary takes another uncompensated sick day. Researching low-fee family counseling for her children and herself is difficult because the nature of Mary's job limits her access to the telephone during business hours. Mary is anxious because her recent absenteeism has already led to trouble with her boss. To keep their counseling appointment, Mary takes two buses to retrieve her son from day care, and her daughter from after-school care. They eat sandwiches on the bus ride to the clinic. By the

time they get home it is 9:00 and everyone is cranky and tired.

Over time, Mary becomes more resourceful at locating affordable resources. She and her children are beginning to sort out the dramatic changes which have beset their family in the past year.

2 The Emergency Room visit could easily cost as much as \$300, compared with the \$40 charged by her private pediatrician and pharmacy. Some local hospitals offer financial assistance and some do not.

MISSING DATA

Gathering data to describe the conditions of Portland's children is a complex task. Public service agencies gather data based on division or department mandates. The result is data which describes children and families variously by state, region, county, district, city, zip code, census tract, block group, and least frequently, by neighborhood.

Further complicating data collection efforts are the different eligibility criteria, definitions of service, and types of agency contact tabulated by public service departments. Typically, it is not clear whether one child had contact with five agencies, or five children had one contact each. Different departments use different definitions. For instance, child abuse can be defined using child abuse reports, arrests, convictions or whether there is sufficient evidence to investigate. Different definitions may lead to different conclusions about the incidence and prevalence of any given risk factor.

These diverse data collection practices make it difficult to determine where we should apply focus. We recommend that all public agencies adopt the definitions of leading indicators, or Benchmarks, proposed by the Oregon Progress Board. Further, we recommend the information be gathered in the Portland area in the smallest, most meaningful geographic unit: the neighborhood. By having information on a variety of child benchmarks from within given neighborhoods, we can begin to unravel the interrelationships among benchmarks. This will help us know where to begin.

To act effectively in the lives of troubled children, it is necessary to know what their needs are, what services they are receiving now, from which departments, and what needed resources are lacking in their neighborhoods. It would be particularly useful to know how many children and families are being served by multiple service providers, and how many departments are serving large numbers of children within the same small geographic area. This kind of information is critical to successful, cost-effective intervention.

We recognize that drug and alcohol use among young people is a serious concern. We did not include data describing substance abuse among Portland's children and youth because, unfortunately, the available information is both ambiguous and contradictory; some studies suggest that drug and alcohol use are decreasing, while other indicate that it is increasing.

NOT A SINGLE U.S. CITY, MOST OF WHICH ROUTINELY REQUEST MORE STATE MONEY TO COMBAT YOUTH PROBLEMS, HAS ANY IDEA HOW MUCH MONEY IS BEING SPENT NOW, OR WHERE IT IS BEING SPENT.—Sid Gardner

CONCLUSIONS

In spite of missing information, some conclusions are clear:

- 1. Far too many of Portland's children are facing a bleak future. As these negative trends continue, more and more children are losing the potential to lead productive lives.*
- 2. Neighborhood data available to describe the incidence of poverty, academic underachievement, perpetration of violent crime, and victimization by child abuse indicate that youngsters in the following neighborhoods are plagued inordinately by all of these risk factors: King, Vernon, and Humboldt. The Woodlawn and Portsmouth neighborhoods are also overrepresented in serious risk categories.*
- 3. Many Portland families define themselves by their membership in religious, ethnic and other communities, which transcend geographic boundaries. For example, successful strategies for lowering high school drop out rates among Native American and Hispanic-American students must reflect the unique cultures of their ethnic communities.*
- 4. Child abuse and teen crime statistics show a disturbing increase in parents' and teens' reliance on violence to resolve conflicts.*
- 5. Portland's youngest children are the most vulnerable to a host of compromising conditions. There is a strong relationship between adverse beginnings and serious difficulties in later life. These difficulties are both predictable and preventable through early intervention, when life trajectories are more easily altered.*

There significant cause for worry, based on the material presented in this profile, that children are losing out in the ongoing struggle for community attention. As parents, citizens, community leaders, and policymakers, we are obligated to reflect in our public and personal choices the needs and interests of children, who have no formal voice. Our hope is that this profile will serve as a reminder of those obligations and will help to draw attention to those aspects of children's lives that require our urgent attention.

While offering lengthy Congressional testimony about the troubling plight of America's children, Children's Defense Fund President, Marion Wright Edelman, was challenged to summarize in one closing sentence the single action which would have the most significant impact on America's children. Her reply: "Give them hope."

SOME DAY MAYBE THERE WILL EXIST A WELL-INFORMED, WELL-CONSIDERED AND YET FERVENT PUBLIC CONVICTION THAT THE MOST DEADLY OF ALL POSSIBLE SINS IS THE MUTILATION OF A CHILD'S SPIRIT.—Erik Erikson

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Many of you have already stepped forward to make a commitment to ACTION. Some of you may wish to but may have been unsure where to begin. We hope that the strategies in this book will guide you in the right direction and that you will join us as we move toward the path of hope for our children.

The first step is the most important one. As you begin this process, we would very much like to hear from you. Following is a brief survey with a mailer on the back. The Campbell Institute for Children welcomes and encourages your comments, suggestions, and questions. Please take a moment to fill out the survey. It may be mailed to the address on back of this survey or faxed to (503) 275-9667. Please use additional sheets if necessary.

Depending upon your response, we hope to publish subsequent newsletters documenting our community's progress in achieving RESULTS for our children. We also hope to facilitate connections between those who want to step forward and those who need assistance. Thank you for your time.

STEPPING FORWARD: A COMMITMENT TO ACTION

1. What community sector(s) do you represent?

Check as many as apply.

- Families/Individuals
- Neighborhoods/Community Groups
- Schools
- Congregations
- Service Clubs/Voluntary Organizations
- Businesses
- Media
- Local Government

2. Briefly describe your organization (or family, business, etc.):

3. Describe any ACTIONS you or your organization have developed using strategies described in this book or strategies of your own. Please indicate any successes and frustrations you have experienced, as well as the outcomes, if available, of your efforts.

4. Would you like to have your ACTION described in a future publication? Yes No

5. What strategies or ACTION options appeal most to your interests?

(See other side.)



6. Are you interested in participating in a convening of "doers," either on a Central Steering Committee or on a Local Action Team? Yes No

7. Are you interested in working with a particular school, organization, community or neighborhood? Yes No
If yes, please indicate your area of interest.

8. If you work with a child-serving agency or organization, would you be interested in having the Campbell Institute for Children help you make connections with others who may be able to assist you? Yes No

9. Would you be interested in consultation or technical assistance services from the Campbell Institute for Children? Yes No

10. Did you find this document useful in terms of ACTIONS you are taking or wish to take?
 Very useful Somewhat useful Not useful at all

11. Would you like to be on the Campbell Institute for Children's mailing list? Yes No

Your name (and organization, if applicable):

Address: _____

Work Phone: _____

Home Phone: _____

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