

# ANNOTATED MINUTES

Tuesday, January 13, 2004 - 9:00 AM  
Multnomah Building, Sixth Floor Commissioners Conference Room 635  
501 SE Hawthorne Boulevard, Portland

## EXECUTIVE SESSION

*Chair Diane Linn convened the meeting at 9:02 a.m., with Vice-Chair Serena Cruz and Commissioners Lonnie Roberts and Maria Rojo de Steffey present, and Commissioner Lisa Naito arriving at 9:04 a.m.*

- E-1 The Multnomah County Board of Commissioners Will Meet in Executive Session Pursuant to ORS 192.660(1)(h). Only Representatives of the News Media and Designated Staff are allowed to Attend. Representatives of the News Media and All Other Attendees are Specifically Directed Not to Disclose Information that is the Subject of the Executive Session. No Final Decision will be made in the Executive Session. Presented by Agnes Sowle.

### ***EXECUTIVE SESSION HELD.***

*There being no further business, the meeting was adjourned at 9:54 a.m.*

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Tuesday, January 13, 2004 - 10:00 AM  
Multnomah Building, First Floor Commissioners Boardroom 100  
501 SE Hawthorne Boulevard, Portland

## WORK SESSION

*Chair Diane Linn convened the meeting at 10:05 a.m., with Vice-Chair Serena Cruz and Commissioners Lonnie Roberts and Maria Rojo de Steffey present, and Commissioner Lisa Naito arriving at 10:10 a.m.*

- WS-1 Briefing, Discussion and Opportunity to Provide Feedback and Direction on School-Aged Policy Framework Service Proposals. Presented by Chair Diane Linn, Lorenzo Poe and Peggy Samolinski.

***LOLENZO POE, KATHY TINKLE, PEGGY  
SAMOLINSKI, ROBIN MACK, AND MARY LI***

**PRESENTATIONS AND RESPONSE TO BOARD QUESTIONS AND DISCUSSION ON ISSUES INCLUDING: PROCUREMENT PROCESS; OVERVIEW OF PROPOSALS; PROVIDERS; REGIONAL SERVICE DELIVERY MAP; CULTURALLY SPECIFIC SERVICES, COUNTYWIDE SERVICES, SEXUAL MINORITY YOUTH AND PROGRAM FUNDING; AND THE IMPACT OF TRANSITIONS FOR HOMELESS FAMILIES, TEEN PARENT YOUTH, AND HOMELESS YOUTH. STAFF TO PROVIDE BOARD WITH POVERTY ANALYSIS DATA. CHAIR LINN DIRECTED THAT HEALTH DEPARTMENT AND THE OFFICE OF SCHOOL AND COMMUNITY PARTNERSHIPS JOINTLY SCHEDULE A FUTURE BOARD BRIEFING ON SCHOOL BASED HEALTH CLINICS.**

*There being no further business, the meeting was adjourned at 11:25 a.m.*

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Thursday, January 15, 2004 - 9:30 AM  
Multnomah Building, First Floor Commissioners Boardroom 100  
501 SE Hawthorne Boulevard, Portland

## **REGULAR MEETING**

*Chair Diane Linn convened the meeting at 9:31 a.m., with Commissioners Lisa Naito, Lonnie Roberts and Maria Rojo de Steffey present, and Vice-Chair Serena Cruz arriving at 9:32 a.m.*

### **CONSENT CALENDAR**

**UPON MOTION OF COMMISSIONER ROBERTS, SECONDED BY COMMISSIONER NAITO, THE CONSENT CALENDAR (ITEMS C-1 THROUGH C-4) WAS APPROVED, WITH COMMISSIONERS NAITO, ROBERTS, ROJO AND LINN VOTING AYE.**

### **NON-DEPARTMENTAL**

- C-1 Appointment of Jay Thiemeyer to the Multnomah County COMMUNITY HEALTH COUNCIL

**DEPARTMENT OF COMMUNITY JUSTICE**

- C-2 Budget Modification 04\_DCJ\_BCC\_09 Adjusting the Department of Community Justice State-Funded Budget for State-Funded Non-Represented Employee Cost of Living

**OFFICE OF SCHOOL AND COMMUNITY PARTNERSHIPS**

- C-3 Budget Modification OSCP 02 Increasing the Department of School and Community Partnerships Budget by \$240,198 to Reflect Actual Grant Awards as of October 2003
- C-4 Budget Modification OSCP 03 Increasing the Department of School and Community Partnerships Budget by \$181,683 to Reflect Two New Grants from Portland Public Schools

**REGULAR AGENDA**  
**PUBLIC COMMENT**

Opportunity for Public Comment on non-agenda matters. Testimony is limited to three minutes per person. Fill out a speaker form available in the Boardroom and turn it into the Board Clerk.

*Vice-Chair Cruz arrived at 9:32 a.m.*

**BOB BERNSTEIN COMMENTED IN APPRECIATION OF THE EFFORTS OF THE JUVENILE COURT AND FAMILY CENTER STAFF; AND EXPRESSED HIS CONCERN THAT TRANSITION TO THE SCHOOL-AGED POLICY FRAMEWORK SERVICE PROPOSALS WILL DIMINISH EXISTING SERVICES TO THE SCHOOL CLUSTERS.**

**DEPARTMENT OF COMMUNITY JUSTICE**

- R-1 Budget Modification 04\_DCJ\_BCC\_04 Adding \$129,566 in State Department of Corrections Revenue to the Department of Community Justice Federal/State Budget

**COMMISSIONER CRUZ MOVED AND COMMISSIONER NAITO SECONDED, APPROVAL OF R-1. BOARD CONSENSUS TO TABLE R-1 UNTIL STAFF ARRIVES.**

**DEPARTMENT OF BUSINESS AND COMMUNITY SERVICES**

R-2 Second Reading and Possible Adoption of a Proposed ORDINANCE Amending Multnomah County Code Chapter 37 Zoning Administration and Procedures and Amending Multnomah County Code Chapter 38 Columbia River Gorge National Scenic Area for the Imposition of Fees and Charges for Land Use Division Services

**ORDINANCE READ BY TITLE ONLY. COPIES AVAILABLE. COMMISSIONER CRUZ MOVED AND COMMISSIONER ROBERTS SECONDED, APPROVAL OF SECOND READING AND ADOPTION. SANDY DUFFY EXPLANATION. NO ONE WISHED TO TESTIFY. ORDINANCE 1025 UNANIMOUSLY ADOPTED.**

R-3 RESOLUTION Establishing Fees and Charges for MCC 11.05 Land Use General Provisions, 11.15 Zoning, 11.45 Land Divisions, 37 Administration and Procedures, 38 Columbia River Gorge National Scenic Area, and Repealing Resolution No. 02-104

**COMMISSIONER CRUZ MOVED AND COMMISSIONER ROBERTS SECONDED, APPROVAL OF R-3. CHUCK BEASLEY EXPLANATION AND RESPONSE TO BOARD QUESTIONS. AT THE REQUEST OF CHAIR LINN AND UPON MOTION OF COMMISSIONER NAITO, SECONDED BY COMMISSIONER ROJO, VOTING ON THIS RESOLUTION WAS UNANIMOUSLY DELAYED ONE WEEK, TO THURSDAY, JANUARY 22, 2004 FOR FURTHER REVIEW AND CONSIDERATION.**

**DEPARTMENT OF COMMUNITY JUSTICE**

R-1 Budget Modification 04\_DCJ\_BCC\_04 Adding \$129,566 in State Department of Corrections Revenue to the Department of Community Justice Federal/State Budget

**BOARD CONSENSUS TO TAKE R-1 FROM THE TABLE. COMMISSIONER CRUZ MOVED AND COMMISSIONER NAITO SECONDED, APPROVAL OF R-1. JOANNE FULLER EXPLANATION. BUDGET MODIFICATION UNANIMOUSLY APPROVED.**

- R-4 First Reading of a Proposed ORDINANCE Amending Comprehensive Framework Plan Policy 33C, Bicycle and Pedestrian Systems

**ORDINANCE READ BY TITLE ONLY. COPIES AVAILABLE. COMMISSIONER ROJO MOVED AND COMMISSIONER CRUZ SECONDED, APPROVAL OF FIRST READING. ED ABRAHAMSON EXPLANATION. NO ONE WISHED TO TESTIFY. FIRST READING UNANIMOUSLY APPROVED. SECOND READING THURSDAY, JANUARY 22, 2004.**

- R-5 First Reading of a Proposed ORDINANCE Amending Comprehensive Framework Plan Policy 34, Trafficways, and the Accompanying Functional Classification of Trafficways Map(s)

**ORDINANCE READ BY TITLE ONLY. COPIES AVAILABLE. COMMISSIONER CRUZ MOVED AND COMMISSIONER ROBERTS SECONDED, APPROVAL OF FIRST READING. ED ABRAHAMSON EXPLANATION. NO ONE WISHED TO TESTIFY. FIRST READING UNANIMOUSLY APPROVED. SECOND READING THURSDAY, JANUARY 22, 2004.**

**NON-DEPARTMENTAL**

- R-6 RESOLUTION Endorsing the Bi-State Coordination Committee to Discuss and Make Recommendations about Transportation, Land Use, Economic Development and Environmental Justice issues of Bi-State Significance

**COMMISSIONER CRUZ MOVED AND COMMISSIONER NAITO SECONDED, APPROVAL OF R-6. COMMISSIONER SERENA CRUZ AND KAREN SCHILLING EXPLANATION. CHAIR LINN COMMENTS IN APPRECIATION FOR THE**

***EFFORTS OF COMMISSIONER CRUZ.  
RESOLUTION 04-004 UNANIMOUSLY ADOPTED.***

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Thursday, January 15, 2004 - 10:05 AM  
**(OR IMMEDIATELY FOLLOWING REGULAR MEETING)**  
Multnomah Building, First Floor Commissioners Boardroom 100  
501 SE Hawthorne Boulevard, Portland

**BOARD BRIEFING**

B-1 Second Quarter General Fund Forecast. Presented by Mark Campbell. 45  
MINUTES REQUESTED.

***POSTPONED TO THURSDAY, JANUARY 29, 2004.***

*There being no further business, the meeting was adjourned at 10:07 a.m.*

BOARD CLERK FOR MULTNOMAH COUNTY, OREGON

***Deborah L. Bogstad***



Multnomah County Oregon

# Board of Commissioners & Agenda

connecting citizens with information and services

## BOARD OF COMMISSIONERS

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## JANUARY 13 & 15, 2004

### BOARD MEETINGS

#### FASTLOOK AGENDA ITEMS OF INTEREST

Pg 2	9:00 a.m. Tuesday Executive Session
Pg 2	10:00 a.m. Tuesday Work Session, Briefing, Discussion and Opportunity to Provide Feedback and Direction on School-Aged Policy Framework Service Proposals
Pg 3-4	9:40 a.m. Thursday First Readings of Proposed Ordinances Amending Comprehensive Framework Plan Policy 33C and Policy 34
Pg 4	10:00 a.m. Thursday Resolution Endorsing the Bi-State Coordination Committee to Discuss and Make Recommendations about Transportation, Land Use, Economic Development and Environmental Justice issues of Bi-State Significance
Pg 4	10:05 a.m. Thursday Second Quarter General Fund Forecast

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## **EXECUTIVE SESSION**

E-1 The Multnomah County Board of Commissioners Will Meet in Executive Session Pursuant to ORS 192.660(1)(h). Only Representatives of the News Media and Designated Staff are allowed to Attend. Representatives of the News Media and All Other Attendees are Specifically Directed Not to Disclose Information that is the Subject of the Executive Session. No Final Decision will be made in the Executive Session. Presented by Agnes Sowle. 1 HOUR REQUESTED.

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Tuesday, January 13, 2004 - 10:00 AM  
Multnomah Building, First Floor Commissioners Boardroom 100  
501 SE Hawthorne Boulevard, Portland

## **WORK SESSION**

WS-1 Briefing, Discussion and Opportunity to Provide Feedback and Direction on School-Aged Policy Framework Service Proposals. Presented by Chair Diane Linn, Lorenzo Poe and Peggy Samolinski. 2 HOURS REQUESTED.

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Thursday, January 15, 2004 - 9:30 AM  
Multnomah Building, First Floor Commissioners Boardroom 100  
501 SE Hawthorne Boulevard, Portland

## **REGULAR MEETING**

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

C-1 Appointment of Jay Thiemeyer to the Multnomah County COMMUNITY HEALTH COUNCIL

### **DEPARTMENT OF COMMUNITY JUSTICE**

- C-2 Budget Modification 04\_DCJ\_BCC\_09 Adjusting the Department of Community Justice State-Funded Budget for State-Funded Non-Represented Employee Cost of Living

**OFFICE OF SCHOOL AND COMMUNITY PARTNERSHIPS**

- C-3 Budget Modification OSCP 02 Increasing the Department of School and Community Partnerships Budget by \$240,198 to Reflect Actual Grant Awards as of October 2003
- C-4 Budget Modification OSCP 03 Increasing the Department of School and Community Partnerships Budget by \$181,683 to Reflect Two New Grants from Portland Public Schools

**REGULAR AGENDA - 9:30 AM**

**PUBLIC COMMENT - 9:30 AM**

Opportunity for Public Comment on non-agenda matters. Testimony is limited to three minutes per person. Fill out a speaker form available in the Boardroom and turn it into the Board Clerk.

**DEPARTMENT OF COMMUNITY JUSTICE - 9:30 AM**

- R-1 Budget Modification 04\_DCJ\_BCC\_04 Adding \$129,566 in State Department of Corrections Revenue to the Department of Community Justice Federal/State Budget

**DEPARTMENT OF BUSINESS AND COMMUNITY SERVICES - 9:35 AM**

- R-2 Second Reading and Possible Adoption of a Proposed ORDINANCE Amending Multnomah County Code Chapter 37 Zoning Administration and Procedures and Amending Multnomah County Code Chapter 38 Columbia River Gorge National Scenic Area for the Imposition of Fees and Charges for Land Use Division Services
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- R-4 First Reading of a Proposed ORDINANCE Amending Comprehensive Framework Plan Policy 33C, Bicycle and Pedestrian Systems

R-5 First Reading of a Proposed ORDINANCE Amending Comprehensive Framework Plan Policy 34, Trafficways, and the Accompanying Functional Classification of Trafficways Map(s)

**NON-DEPARTMENTAL - 10:00 AM**

R-6 RESOLUTION Endorsing the Bi-State Coordination Committee to Discuss and Make Recommendations about Transportation, Land Use, Economic Development and Environmental Justice issues of Bi-State Significance

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Thursday, January 15, 2004 - 10:05 AM  
**(OR IMMEDIATELY FOLLOWING REGULAR MEETING)**  
Multnomah Building, First Floor Commissioners Boardroom 100  
501 SE Hawthorne Boulevard, Portland

**BOARD BRIEFING**

B-1 Second Quarter General Fund Forecast. Presented by Mark Campbell. 45 MINUTES REQUESTED.

# AGENDA PLACEMENT REQUEST

**BUD MOD #:**

**Board Clerk Use Only:**

**Meeting Date: January 15, 2004**

**Agenda Item #: C-1**

**Est. Start Time: 9:30 AM**

**Date Submitted: 01/02/04**

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**Requested Date: 1/15/2004**

**Time Requested: Consent Calendar**

**Department: Non-Departmental**

**Division: Chair's Office**

**Contact/s: Chair Diane Linn, Delma Farrell**

**Phone: 503/988-3308**

**Ext.: 83308**

**I/O Address: 503/600**

**Presenters: N/A**

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**Agenda Title: Appointment of Jay Thiemeyer to the Multnomah County Community Health Council**

**NOTE: If Ordinance, Resolution, Order or Proclamation, provide exact title. For all other submissions, provide clearly written title.**

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- 1. What action are you requesting from the Board? What is the department/agency recommendation?** Requesting appointment of Jay Thiemeyer to the Multnomah County Community Health Council. Recommend approval of appointment. Jay brings an important perspective about the barriers experienced by homeless community member in accessing health care.
  
- 2. Please provide sufficient background information for the Board and the public to understand this issue.** The Community Health Council (CHC) assists and advises the County's Health Department in promoting its vision of healthy people in healthy communities. The CHC supports and guides the Health Department in its mission to provide comprehensive health care that is quality drive, affordable and culturally competent to the people of Multnomah County. The CHC provides input and feedback to generally advise the development, implementation and evaluation of Health Department programs including, but not limited to all programs funded through the Federal Bureau of Primary Health Care. The CHC also serves as the Citizen Budget Advisory Committee for the County Health Department. Membership can range from 9 to 25 members –

consumers of County health programs constitute the majority; remaining members are health care providers and representatives of the community. Members are appointed to 3-year terms by the County Chair from nominees selected by the current Council with approval of the Board of County Commissioners. Sonia Manhas, of the Health Department is the Community Health Council Manager.

3. **Explain the fiscal impact (current year and ongoing). No current year or ongoing fiscal impact.**

**NOTE: If a Budget Modification or a Contingency Request attach a Budget Modification Expense & Revenues Worksheet and/or a Budget Modification Personnel Worksheet.**

**If a budget modification, explain:**

- ❖ **What revenue is being changed and why?**
- ❖ **What budgets are increased/decreased?**
- ❖ **What do the changes accomplish?**
- ❖ **Do any personnel actions result from this budget modification? Explain.**
  
- ❖ **Is the revenue one-time-only in nature?**
- ❖ **If a grant, what period does the grant cover?**
- ❖ **When the grant expires, what are funding plans?**

**NOTE: Attach Bud Mod spreadsheet (FORM FROM BUDGET)**

**If a contingency request, explain:**

- ❖ **Why was the expenditure not included in the annual budget process?**
  
- ❖ **What efforts have been made to identify funds from other sources within the Department/Agency to cover this expenditure?**
- ❖ **Why are no other department/agency fund sources available?**
- ❖ **Describe any new revenue this expenditure will produce, any cost savings that will result, and any anticipated payback to the contingency account.**
  
- ❖ **Has this request been made before? When? What was the outcome?**

**If grant application/notice of intent, explain:**

- ❖ **Who is the granting agency?**
- ❖ **Specify grant requirements and goals.**
- ❖ **Explain grant funding detail – is this a one time only or long term commitment?**
- ❖ **What are the estimated filing timelines?**
- ❖ **If a grant, what period does the grant cover?**
- ❖ **When the grant expires, what are funding plans?**
- ❖ **How will the county indirect and departmental overhead costs be covered?**

4. **Explain any legal and/or policy issues involved. None.**

5. **Explain any citizen and/or other government participation that has or will take place.** This nomination was submitted to Chair Linn by the Multnomah County Community Health Council Membership Committee in accordance with their bylaws.

**Required Signatures:**

**Department/Agency Director:**



**Date: 1/2/2004**

**Budget Analyst**

**By:** \_\_\_\_\_

**Date:**

**Dept/Countywide HR**

**By:** \_\_\_\_\_

**Date:**

# AGENDA PLACEMENT REQUEST

BUD MOD #: 04\_DCJ\_BCC\_09

APPROVED : MULTNOMAH COUNTY  
BOARD OF COMMISSIONERS  
AGENDA # C-2 DATE 01-15-04  
DEBORAH L. BOGSTAD, BOARD CLERK

**Board Clerk Use Only:**

**Meeting Date: January 15, 2003**

**Agenda Item #: C-2**

**Est. Start Time: 9:30 AM**

**Date Submitted: 12/23/03**

**Requested Date:** January 15, 2004

**Time Requested:** Consent Calendar

**Department:** Community Justice

**Division:** Adult Community Svcs

**Contact/s:** Shaun Coldwell

**Phone:** 503 988-3961

**Ext.:** 83961

**I/O Address:** 503/250

**Presenters:** Shaun Coldwell

**Agenda Title:** Budget Modification 04\_DCJ\_BCC\_09 Adjusts the Department of Community Justice State-Funded Budget for State-Funded Non-Represented Employee Cost of Living [COLA]

**NOTE: If Ordinance, Resolution, Order or Proclamation, provide exact title. For all other submissions, provide clearly written title.**

**1. What action are you requesting from the Board? What is the department/agency recommendation?**

The Department of community Justice (DCJ) requests approval of a budget modification to reduce the Cost of Living [COLA] for state-funded non-represented employees and to reserve the state-funded savings for future reprogramming.

**2. Please provide sufficient background information for the Board and the public to understand this issue.**

Per the Board of County Commissioners' direction, the federal/state-budget for non-represented employees was reduced from 2.5% to 0.5% due to a lower than anticipated Portland Consumer Price Index [CPI].

**3. Explain the fiscal impact (current year and ongoing).**

- Reduces the Cost of Living Adjustment [COLA] for state-funded non-represented employee personnel positions.
- The COLA currently is budgeted at 2.5%. This amendment reduces the COLA to 0.5%, consistent with the change in the Portland CPI.
- The net change of the decrease is 2%.
- The amendment reallocates the one-time-only \$29,722 savings in Professional Services for subsequent reprogramming.

**NOTE: If a Budget Modification or a Contingency Request attach a Budget Modification Expense & Revenues Worksheet and/or a Budget Modification Personnel Worksheet.**

**If a budget modification, explain:**

- ❖ **What revenue is being changed and why?**  
The Insurance service reimbursement is reduced by (\$2,344).
- ❖ **What budgets are increased/decreased?**  
The Department's budget is unchanged because the savings are transferred to Professional Services.
- ❖ **What do the changes accomplish?**  
The changes bring the budget more in line with actual personnel costs and provide one-time-only savings for reprogramming by the Department.
- ❖ **Do any personnel actions result from this budget modification? Explain.**  
No.
- ❖ **Is the revenue one-time-only in nature? N/A**
- ❖ **If a grant, what period does the grant cover? N/A**
- ❖ **When the grant expires, what are funding plans? N/A**

**NOTE: Attach Bud Mod spreadsheet (FORM FROM BUDGET)**

**If a contingency request, explain:**

- ❖ **Why was the expenditure not included in the annual budget process?**
- ❖ **What efforts have been made to identify funds from other sources within the Department/Agency to cover this expenditure?**
- ❖ **Why are no other department/agency fund sources available?**
- ❖ **Describe any new revenue this expenditure will produce, any cost savings that will result, and any anticipated payback to the contingency account.**
- ❖ **Has this request been made before? When? What was the outcome?**

**If grant application/notice of intent, explain:**

- ❖ **Who is the granting agency?**

- ❖ Specify grant requirements and goals.
- ❖ Explain grant funding detail – is this a one time only or long term commitment?
- ❖ What are the estimated filing timelines?
- ❖ If a grant, what period does the grant cover?
- ❖ When the grant expires, what are funding plans?
- ❖ How will the county indirect and departmental overhead costs be covered?

4. Explain any legal and/or policy issues.
5. Explain any citizen and/or other government participation that has or will take place.

**Required Signatures:**

Department/Agency Director:



Date: 12/23/03

Budget Analyst

By:



Date: 12/30/03

Dept/Countywide HR

By:



Date: 12/23/03

Budget Modification: 04\_DCJ\_BCC\_09

**EXPENDITURES & REVENUES**

Please show an increase in revenue as a negative value and a decrease as a positive value for consistency with MERLIN.

Line No.	Fund Center	Fund Code	Accounting Unit			Cost Element	Current Amount	Revised Amount	Change Increase/ (Decrease)	Subtotal	Description
			Internal Order	Cost Center	WBS Element						
1							0			Reserve ACJ DOC COLA reduction For	
2							0			Reprogramming in 04_DCJ_BCC_04:	
3							0				
4	50-10	1505		502100		60000	782,642	779,929	(2,713)	Decr Perm, \$138,350 x 2% COLA red.	
5	50-10	1505		502100		60130	229,112	228,341	(771)	Decr Sal-Rel on 2 % COLA reduction	
6	50-10	1505		502100		60140	242,860	242,562	(298)	Decr Ins on 2% COLA reduction	
7	50-10	1505		502100		60350	27,121	27,044	(77)	Decr Central Ind, (\$3,782) x 2.03% IC rate.	
8	50-10	1505		502100		60355	69,874	69,676	(198)	Decr Dept Ind, (\$3,782) x 5.23% IC rate.	
9							0		(4,057)	<b>Total Cctr 502100 Centralized Intake</b>	
10	50-10	1505		502600		60000	337,941	336,596	(1,345)	Decr Perm, \$68,603 x 2% COLA red.	
11	50-10	1505		502600		60130	96,828	96,446	(382)	Decr Sal-Rel on 2 % COLA reduction	
12	50-10	1505		502600		60140	102,664	102,516	(148)	Decr Ins on 2% COLA reduction	
13	50-10	1505		502600		60350	11,468	11,430	(38)	Decr Central Ind, (\$1,875) x 2.03% IC rate.	
14	50-10	1505		502600		60355	29,546	29,448	(98)	Decr Dept Ind, (\$1,875) x 5.23% IC rate.	
15							0		(2,011)	<b>Total Cctr 502600 Local Control</b>	
16	50-10	1505		502801		60000	115,661	114,566	(1,095)	Decr Perm, \$55,861 x 2% COLA red.	
17	50-10	1505		502801		60130	34,474	34,163	(311)	Decr Sal-Rel on 2 % COLA reduction	
18	50-10	1505		502801		60140	38,101	37,981	(120)	Decr Ins on 2% COLA reduction	
19	50-10	1505		502801		60350	2,736	2,705	(31)	Decr Central Ind, (\$1,526) x 2.03% IC rate.	
20	50-10	1505		502801		60355	7,048	6,968	(80)	Decr Dept Ind, (\$1,526) x 5.23% IC rate.	
21							0		(1,637)	<b>Total Cctr 502801 Clean Court</b>	
22							0				
23	50-10	1505		503100		60000	600,663	599,318	(1,345)	Decr Perm, \$68,603 x 2% COLA red.	
24	50-10	1505		503100		60130	181,748	181,366	(382)	Decr Sal-Rel on 2 % COLA reduction	
25	50-10	1505		503100		60140	191,096	190,948	(148)	Decr Ins on 2% COLA reduction	
26	50-10	1505		503100		60350	20,547	20,509	(38)	Decr Central Ind, (\$1,875) x 2.03% IC rate.	
27	50-10	1505		503100		60355	52,936	52,838	(98)	Decr Dept Ind, (\$1,875) x 5.23% IC rate.	
28							0		(2,011)	<b>Total Cctr 503100 MidCounty</b>	
29							0				
									(9,716)	<b>Total - Page 1</b>	
							0		0	<b>GRAND TOTAL</b>	

Budget Modification: 04\_DCJ\_BCC\_09

**EXPENDITURES & REVENUES**

Please show an increase in revenue as a negative value and a decrease as a positive value for consistency with MERLIN.

Line No.	Fund Center	Fund Code	Accounting Unit			Cost Element	Current Amount	Revised Amount	Change Increase/ (Decrease)	Subtotal	Description
			Internal Order	Cost Center	WBS Element						
30	50-10	1505		503200		60000	495,025	493,680	(1,345)		Decr Perm, \$68,603 x 2% COLA red.
31	50-10	1505		503200		60130	142,305	141,923	(382)		Decr Sal-Rel on 2 % COLA reduction
32	50-10	1505		503200		60140	152,576	152,428	(148)		Decr Ins on 2% COLA reduction
33	50-10	1505		503200		60350	16,604	16,566	(38)		Decr Central Ind, (\$1,875) x 2.03% IC rate.
34	50-10	1505		503200		60355	42,778	42,680	(98)		Decr Dept Ind, (\$1,875) x 5.23% IC rate.
35								0		(2,011)	<b>Total Cctr 503200 Gresham</b>
36	50-10	1505		503300		60000	920,021	918,676	(1,345)		Decr Perm, \$68,603 x 2% COLA red.
37	50-10	1505		503300		60130	272,415	272,033	(382)		Decr Sal-Rel on 2 % COLA reduction
38	50-10	1505		503300		60140	265,814	265,666	(148)		Decr Ins on 2% COLA reduction
39	50-10	1505		503300		60350	30,668	30,630	(38)		Decr Central Ind, (\$1,875) x 2.03% IC rate.
40	50-10	1505		503300		60355	79,010	78,912	(98)		Decr Dept Ind, (\$1,875) x 5.23% IC rate.
41								0		(2,011)	<b>Total Cctr 503300 Central</b>
42	50-10	1505		504100		60000	1,555,644	1,550,213	(5,431)		Decr Perm, \$276,955 x 2% COLA red.
43	50-10	1505		504100		60130	468,866	467,323	(1,543)		Decr Sal-Rel on 2 % COLA reduction
44	50-10	1505		504100		60140	470,337	469,740	(597)		Decr Ins on 2% COLA reduction
45	50-10	1505		504100		60350	52,236	52,082	(154)		Decr Central Ind, (\$7,571) x 2.03% IC rate.
46	50-10	1505		504100		60355	134,579	134,183	(396)		Decr Dept Ind, (\$7,571) x 5.23% IC rate.
47								0		(8,121)	<b>Total Cctr 504100 ACJ North</b>
48	50-10	1505		504400		60000	555,904	553,229	(2,675)		Decr Perm, \$136,442 x 2% COLA red.
49	50-10	1505		504400		60130	170,176	169,416	(760)		Decr Sal-Rel on 2 % COLA reduction
50	50-10	1505		504400		60140	170,541	170,247	(294)		Decr Ins on 2% COLA reduction
51	50-10	1505		504400		60350	18,967	18,891	(76)		Decr Central Ind, (\$3,729) x 2.03% IC rate.
52	50-10	1505		504400		60355	48,865	48,670	(195)		Decr Dept Ind, (\$3,729) x 5.23% IC rate.
53								0		(4,000)	<b>Total Cctr 504400 ACJ West</b>
54								0			
55								0			
56								0			
57								0			
58								0			
									(16,143)	(16,143)	<b>Total - Page 2</b>
									0	0	<b>GRAND TOTAL</b>

Budget Modification: 04\_DCJ\_BCC\_09

**EXPENDITURES & REVENUES**

Please show an increase in revenue as a negative value and a decrease as a positive value for consistency with MERLIN.

Line No.	Fund Center	Fund Code	Accounting Unit			Cost Element	Current Amount	Revised Amount	Change Increase/ (Decrease)	Subtotal	Description
			Internal Order	Cost Center	WBS Element						
59	50-10	1505		505400		60000	417,287	415,942	(1,345)		Decr Perm, \$68,603 x 2% COLA red.
60	50-10	1505		505400		60130	112,579	112,197	(382)		Decr Sal-Rel on 2 % COLA reduction
61	50-10	1505		505400		60140	119,776	119,628	(148)		Decr Ins on 2% COLA reduction
62	50-10	1505		505400		60350	15,086	15,048	(38)		Decr Central Ind, (\$1,875) x 2.03% IC rate.
63	50-10	1505		505400		60355	38,865	38,767	(98)		Decr Dept Ind, (\$1,875) x 5.23% IC rate.
64								0		(2,011)	<b>Total Cctr 505400 ACJ DRC</b>
65	50-10	1505		505500		60000	327,202	325,865	(1,337)		Decr Perm, \$68,168 x 2% COLA red.
66	50-10	1505		505500		60130	88,074	87,694	(380)		Decr Sal-Rel on 2 % COLA reduction
67	50-10	1505		505500		60140	95,546	95,399	(147)		Decr Ins on 2% COLA reduction
68	50-10	1505		505500		60350	13,477	13,439	(38)		Decr Central Ind, (\$1,864) x 2.03% IC rate.
69	50-10	1505		505500		60355	34,722	34,625	(97)		Decr Dept Ind, (\$1,864) x 5.23% IC rate.
70								0		(1,999)	<b>Total Cctr 505500 Learning Center</b>
71	50-10	1505		505600		60000	223,928	222,583	(1,345)		Decr Perm, \$68,603 x 2% COLA red.
72	50-10	1505		505600		60130	60,755	60,373	(382)		Decr Sal-Rel on 2 % COLA reduction
73	50-10	1505		505600		60140	69,275	69,127	(148)		Decr Ins on 2% COLA reduction
74	50-10	1505		505600		60350	8,350	8,312	(38)		Decr Central Ind, (\$1,875) x 2.03% IC rate.
75	50-10	1505		505600		60355	21,512	21,414	(98)		Decr Dept Ind, (\$1,875) x 5.23% IC rate.
76								0		(2,011)	<b>Total Cctr 505600 ACJ ACS</b>
77								0			
78	50-10	1505		501001		60170	0	29,722	29,722		Incr Prof Svc, reserve COLA for reprgm'g
79	50-10	1505		501001		60350	0	604	604		Incr Central Ind, \$29,722 x 2.03% IC rate
80	50-10	1505		501001		60355	0	1,554	1,554		Incr Dept Ind, \$29,722 x 5.23% IC rate
81								0		31,880	<b>Total Cctr 501001 ACJ Mgmt F/S DOC</b>
82								0			
83	70-01	3500		705210		60330		(2,344)	(2,344)	(2,344)	Offsetting Insurance expense
84	70-01	3500		705210		50316		2,344	2,344	2,344	Insurance revenue
85								0			
86								0			
87								0			
									25,859	25,859	<b>Total - Page 3</b>
									0	0	<b>GRAND TOTAL</b>

**5. ANNUALIZED PERSONNEL CHANGE**

Change on a full year basis even though this action affects only a part of the fiscal year (FY).

						ANNUALIZED			
Fund	Job #	HR Org Unit	Position Title	Position Number	FTE	BASE PAY	FRINGE	INSUR	TOTAL
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
<b>TOTAL ANNUALIZED CHANGES</b>					<b>0.00</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**6. CURRENT YEAR PERSONNEL DOLLAR CHANGE**

Calculate costs/savings that will take place in this FY; these should explain the actual dollar amounts being changed by this Bud Mod.

						CURRENT YEAR			
Fund	Job #	HR Org Unit	Position Title	Position Number	FTE	BASE PAY	FRINGE	INSUR	TOTAL
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
									0
<b>TOTAL CURRENT FY CHANGES</b>					<b>0.00</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**FY04 ACJ DOC 2% COLA Reduction For Reprogramming, Supplement to 04\_DCJ\_BCC\_09**

<b>Program Name</b>	<b>F/S DOC Cost Ctr</b>	<b>HR Org</b>	<b>Position Number</b>	<b>Position Name</b>	<b>JCN</b>	<b>Holder</b>	<b>Base</b>	<b>2% Base</b>	<b>Sal-Rel</b>	<b>Ins</b>	<b>Total Savings</b>
<b>Centralized Intake</b>	502100	61805	704530	Pgm Mgr 2	9360	Haines	79,416	1,557	442	171	2,170
			705336	Pgm Sup	9361	Goodmn/Bagl	58,934	1,156	329	127	1,612
							138,350	2,713	771	298	3,782
<b>Local Control</b>	502600	61813	704770	Pgm Mgr 1	9615	Penny	68,603	1,345	382	148	1,875
<b>Clean Court</b>	502801	63334	702430	Pgm Sup	9361	Stromberg	55,861	1,095	311	120	1,526
<b>MidCounty</b>	503100	61819	705744	Pgm Mgr 1	9615	Elfving	68,603	1,345	382	148	1,875
<b>Gresham</b>	503200	61821	701353	Pgm Sup	9361	Hovde	68,603	1,345	382	148	1,875
<b>Central</b>	503300	61815	704641	Pgm Sup	9361	Snyder	68,603	1,345	382	148	1,875
<b>North</b>	504100	61823	705609	Pgm Mgr 2	9360	Jaber	79,416	1,557	442	171	2,170
			700542	Pgm Mgr 1	9615	Desmond	68,168	1,337	380	147	1,864
			701957	Pgm Mgr 1	9615	Bowers	68,603	1,345	382	148	1,875
			701933	Pgm Sup	9361	Afzal	60,768	1,192	339	131	1,662
						276,955	5,431	1,543	597	7,571	
<b>West</b>	504400	61827	701047	Pgm Mgr 2	9360	Criswell	79,416	1,557	442	171	2,170
			702348	Pgm Mgr 1	9615	Kinsey	57,026	1,118	318	123	1,559
							136,442	2,675	760	294	3,729
<b>DRC</b>	505400	61847	705699	Pgm Sup	9361	Preuitt	68,603	1,345	382	148	1,875
<b>Learning Center</b>	505500	61848	705915	Pgm Sup	9361	Stadel	68,168	1,337	380	147	1,864
<b>ACS</b>	505600	61850	702473	Pgm Sup	9361	Connell	68,603	1,345	382	148	1,875
<b>Total</b>							<b>1,087,394</b>	<b>21,321</b>	<b>6,057</b>	<b>2,344</b>	<b>29,722</b>

FM Side		PS/CO Side			Cost Element/ Commitment Item	Notes
FM Fund Center	FM Fund Code	Internal Order	Cost Center	WBS Element		
Nond	10-xx			7		
DA	15-xx			5		
CFS	20-xx			1		
ADS	30-xx			2		
HD	40-xx			3		
DCJ	50-xx			4		
MCSO	60-xx			6		
DSS	70-xx			8		
DLS	80-xx			9		
DES	90-xx			10		
<b>General Fund Contingency</b>						
	19	1000		9500001000	60470	Reduce available General Fund Contingency
	xx-00	1000	x		60560	Cash Transfer expenditure from GF
	xx-xx	xxxxx			50320	Cash Transfer revenue from GF
	xx-xx	xxxxx			xxxxx	Expenditure
<b>Indirect</b>						
<i>True Indirect via BudMod</i>						
	xx-xx	xxxxx			xxx	60350 Indirect Expenditure
	19	1000		9500001000	50310	Indirect reimbursement revenue in General Fund
	19	1000		9500001000	60470	CGF Contingency expenditure
<i>Roundie-Round Indirect via BudMod</i>						
	xx-00	1000	x		60560	Cash transfer expenditure from GF
	xx-xx	xxxxx			xxx	50320 Cash transfer revenue from GF to other fund
	xxx	xxxxx			xxx	60350 Indirect expenditure
	19	1000		9500001000	50370	Indirect reimbursement revenue in General Fund
<b>Telecommunications</b>						
	xx-xx	xxxxx			xxx	60370 Departmental telecommunication expenditure
	70-03	3502		709520	50310	Budgets receipt of reimbursement
	70-03	3502		709520	60200	Budgets offsetting expenditure in telecommunications fund
<b>Data Processing</b>						
	xx-xx	xxxxx			xxx	60380 Departmental data processing expenditures
	70-03	3503		between 709600 & 709643	50310	Budgets receipt of Data Processing reimbursement
	70-03	3503		between 709600 & 709643	60240	Budgets offsetting expenditures

FM Side		PS/CO Side			Cost Element/ Commitment Item	Notes
FM Fund Center	FM Fund Code	Internal Order	Cost Center	WBS Element		
<b>PC Flat Fee</b>						
xx-xx	xxxxx			xxx	60390	Departmental PC Flat Fee expenditure
70-03	2508		between 709201 & 709210		50310	Budgets receipt of PC Flat Fee
70-03	2508		between 709201 & 709210		60240	Budgets offsetting expenditure
<b>Electronic Service Reimbursement</b>						
xx-xx	xxxxx				60420	Departmental Electronics expenditure
90-40	3501		904200		50310	Receipt of Electronics service reimbursement
90-40	3501		904200		60240	Budgets offsetting expenditure
<b>Motor Pool</b>						
xx-xx	xxxxx			xxx	60410	Departmental Motor Pool expenditure
90-40	3501		904100		50310	Budgets receipt of Motor Pool service reimbursement
90-40	3501		904100		60240	Budgets offsetting expenditure
<b>Building Management</b>						
xx-xx	xxxxx			xxx	60430	Departmental Building Management expenditure
90-20	3505		902575		50310	Budgets receipt of Building Management service reimbursement
90-20	3505		902575		60240	Budgets offsetting expenditure
<b>Insurance Service Reimbursement</b>						
xx-xx	xxxxx				60140	Departmental Insurance expenditure
70-01	3500		705210		50316	Insurance Revenue
70-01	3500		705210		60330	Offsetting expenditure
<b>Lease Payments to Capital Lease Retirement Fund</b>						
xx-xx	xxxxx				60450	Departmental Capital Lease Retirement expenditure Contact your Budget Analyst to complete this.
<b>Mail &amp; Distribution</b>						
xx-xx	xxxxx			xxx	60460	Mail & Distribution expenditure
90-40	3504		94400		50310	Budgets receipt of service reimbursement
90-40	3504		94400		60230	Budgets offsetting expenditure

# AGENDA PLACEMENT REQUEST

BUD MOD #: OSCP 02

APPROVED : MULTNOMAH COUNTY  
BOARD OF COMMISSIONERS  
AGENDA # C-3 DATE 01.15.04  
DEBORAH L. BOGSTAD, BOARD CLERK

**Board Clerk Use Only:**

Meeting Date: January 15, 2004  
Agenda Item #: C-3  
Est. Start Time: 9:30 AM  
Date Submitted: 01/05/04

**Requested Date:** Next Available

**Time Requested:** N/A

**Department:** Department of School and  
Community Partnerships

**Division:** 1) Housing & Public Works 2)  
School Focused Services

**Contacts:** Kathy Tinkle, Heather McGillivary

**Phone:** 988-6295

**Ext:** 26858 (KT) **I/O Address:** 166/2nd  
24261 (HM)

**Presenters:** Kathy Tinkle

**Agenda Title:** Budget Modification OSCP 02 increasing the Department of School and  
Community Partnerships budget by \$240,198 to reflect actual grant awards as of October 2003

**NOTE: If Ordinance, Resolution, Order or Proclamation, provide exact title. For all other  
submissions, provide clearly written title.**

**1. What action are you requesting from the Board? What is the department/agency recommendation?**

The Department of School and Community Partnerships recommends the approval of Budget Modification OSCP 02. This budget modification requests to update the Department of School and Community Partnerships budget to reflect actual grant awards as of October 2003. The net increase from these adjustments is \$240,198.

**2. Please provide sufficient background information for the Board and the public to understand this issue.**

Each year when the County's budget is adopted in June, it is based on projected revenues given the best information that is available at the time. During the course of the fiscal year Federal, State and Local grant amounts change for various reasons.

Often, actual grant amounts vary from our estimates because of funding increases or cuts incurred by our grantors, which they pass on to us. There are also grants that span several years and allow carryover of unspent funds from one year to the next.

This Budget Modification makes adjustments to several grant amounts that support the Department of School and Community Partnerships budget to reflect actual awards and balances as of October 2003.

**3. Explain the fiscal impact (current year and ongoing).**

The revenues for Fiscal year 2003-2004 will be increased from original estimates by a net amount of \$240,198. There is no known impact on the following fiscal year.

**NOTE: If a Budget Modification or a Contingency Request attach a Budget Modification Expense & Revenues Worksheet and/or a Budget Modification Personnel Worksheet.**

**If a budget modification, explain:**

**What revenue is being changed and why?**

- A) Per information from the City of Portland:
  - 1) Due to budget cuts at the City, the PILOT (Homeless Assistance) annual funding has been decreased by \$15,180 for FY04.
  - 2) The City of Portland Parks and Recreation actual award amount for SUN Schools is \$38,491 more than originally estimated. We had budgeted conservatively, allowing for budget cuts at the City. This funding will be used to sustain SUN Community Services at Tubman and Ockley Green Schools.
- B) Other grant changes:
  - 1) Roll over \$17,359 unspent DOE (Dept of Education) SUN Schools funding from FY03.
  - 2) Roll over \$86,638 unspent FEMA funding from FY03. This funding is for emergency housing assistance, and for food provided by the Oregon Food Bank.
  - 3) Per Department of County Human Services (Multnomah), State Mental Health (SMHD) funds have decreased by \$1,110.
  - 4) In anticipation of Portland Public Schools budget cuts, we estimated conservatively for the Portland Public Schools Supplemental Education Services grant. The actual revenue contract is \$114,000 more than originally anticipated. The entire award will provide Supplemental Education services to approximately 160 students at Marshall High School.

❖ **What budgets are increased/decreased?**  
Changes to the DSCP budget described above

❖ **What do the changes accomplish?**

The Department of Schools and Community Partnerships budget will match actual funding available in these funding streams. There will be increases in services funded by the grants that have increased.

- ❖ **Do any personnel actions result from this budget modification? Explain.**  
There will be no personnel changes
- ❖ **Is the revenue one-time-only in nature? No**
- ❖ **If a grant, what period does the grant cover?**  
These amounts are for the fiscal year 7/1/03-6/30/04 and ongoing renewals are anticipated.
- ❖ **When the grant expires, what are funding plans?**  
**NOTE: Attach Bud Mod spreadsheet (FORM FROM BUDGET)**

4. **Explain any legal and/or policy issues involved. N/A**
5. **Explain any citizen and/or other government participation that has or will take place. N/A**

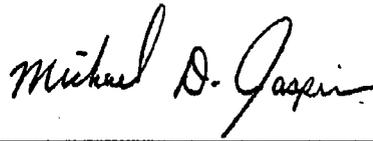
**Required Signatures:**

**Department/Agency Director:**



**Date: 01/02/04**

**Budget Analyst**



**By:** \_\_\_\_\_

**Date: 01/02/04**

**Dept/Countywide HR**

**By:** \_\_\_\_\_

**Date:**

Budmod #: OSCP 02

**EXPENDITURES & REVENUES**

Budget Fiscal Year: 03/04

Please show an increase in revenue as a negative value and a decrease as a positive value for consistency with MERLIN.

Ln No.	Fund Center	Fund Code	Accounting Unit			Cost Element	Current Amount	Revised Amount	Change Increase/ (Decrease)	Subtotal	Description
			Internal Order	Cost Center	WBS Element						
1	21-20	83070			SCPCPCC.SMHD	60160	84,822	83,712	(1,110)	(1,110)	Pass Thru
2	21-20	83070			SCPCPCC.SMHD	50190	(84,822)	(83,712)	1,110		IG-OP-Fed Thru State
3							0				
4	21-40	20750			SCPHPWCHV.FEMA21	60160	156,829	223,146	66,317	66,317	Pass Thru
5	21-40	20750			SCPHPWCHV.FEMA21	50170	(156,829)	(223,146)	(66,317)		IG-OP-Direct Fed
6							0				
7	21-40	20750			SCPHPWEA.FEMA21	60160	60,276	79,348	19,072	19,072	Pass Thru
8	21-40	20750			SCPHPWEA.FEMA21	50170	(60,276)	(79,348)	(19,072)		IG-OP-Direct Fed
9							0				
10	21-40	20750			SCPHPWAD.FEMA21.AD	60000	0	1,249	1,249	1,249	Permanent Personnel
11	21-40	20750			SCPHPWAD.FEMA21.AD	50170	(6,724)	(7,973)	(1,249)		IG-OP-Direct Fed
12							0				
13	21-40	1000			SCPHPWAD.CGF	60000	0	(1,249)	(1,249)	(1,249)	Permanent Personnel
14	21-00	1000			SCPPS.CGF	60240	57,087	58,336	1,249	1,249	Supplies
15							0				
16	21-40	27950			SCPHPWCHV.PDXPILOT	60160	350,000	334,820	(15,180)	(15,180)	Pass Thru
17	21-40	27950			SCPHPWCHV.PDXPILOT	50200	(350,000)	(334,820)	15,180		IG-OP-Local
18											
19	21-50	32012			SCPSFSUN.DOE	60160	5,000	22,359	17,359	17,359	Pass Thru
20	21-50	32012			SCPSFSUN.DOE	50170	(5,000)	(22,359)	(17,359)		IG-OP-Direct Fed
21							0				
22	21-50	27192			SCPSFSUN.PDXP&R	60160	207,466	237,466	30,000	30,000	Pass Thru
23	21-50	27192			SCPSFSUN.PDXP&R	60170	12,500	20,991	8,491	8,491	Professional Services
24	21-50	27192			SCPSFSUN.PDXP&R	50200	(219,966)	(258,457)	(38,491)		
25							0				
26	21-50	32077			SCPSFSUN.SES	60160	27,384	117,384	90,000	90,000	Pass Thru
27	21-50	32077			SCPSFSUN.SES	60170	4,200	28,200	24,000	24,000	Professional Services
28	21-50	32077			SCPSFSUN.SES	50190	(31,584)	0	31,584		IG-OP-Fed Thru State
29	21-50	32077			SCPSFSUN.SES	50195	0	(145,584)	(145,584)		IG-OP-Fed Thru Local
								0	240,198	240,198	<b>Total - Page 1</b>
								0	240,198	240,198	<b>GRAND TOTAL</b>

# AGENDA PLACEMENT REQUEST

BUD MOD #: OSCP 03

APPROVED : MULTNOMAH COUNTY  
BOARD OF COMMISSIONERS  
AGENDA # C-4 DATE 01.15.04  
DEBORAH L. BOGSTAD, BOARD CLERK

**Board Clerk Use Only:**

Meeting Date: January 15, 2004

Agenda Item #: C-4

Est. Start Time: 9:30 AM

Date Submitted: 01/05/04

**Requested Date:** Next Available

**Time Requested:** N/A

**Department:** Department of School and  
Community Partnerships

**Division:** 1) Housing & Public Works 2)  
School Focused Services

**Contact/s:** Kathy Tinkle, Heather McGillivray

**Phone:** 988-6295

**Ext:** 26858 (KT) **I/O Address:** 166/2nd  
24261 (HM)

**Presenters:** Kathy Tinkle

**Agenda Title:** Budget Modification OSCP 03 increasing the Department of School and  
Community Partnerships budget by \$181,683 to reflect two new grants from Portland Public  
Schools

**NOTE:** If Ordinance, Resolution, Order or Proclamation, provide exact title. For all other  
submissions, provide clearly written title.

**1. What action are you requesting from the Board? What is the department/agency recommendation?**

The Department of School and Community Partnerships recommends the approval of Budget Modification OSCP 03. This budget modification requests to increase the Department of School and Community Partnerships budget by \$181,683. This amount is from Portland Public Schools grants.

**2. Please provide sufficient background information for the Board and the public to understand this issue.**

When we prepared the FY04 Adopted budget for the Department of School and Community Partnerships, we did not know that we would be receiving these new awards. The agreements with Portland Public Schools have only recently been established for these grants.

In past years, Portland Public Schools awarded the Alternative Education Services funding directly to New Avenues for Youth. Beginning this year, Portland Public Schools

has chosen to appoint Multnomah County Department of School and Community Services to allocate these funds to New Avenues for Youth.

**3. Explain the fiscal impact (current year and ongoing).**

**NOTE: If a Budget Modification or a Contingency Request attach a Budget Modification Expense & Revenues Worksheet and/or a Budget Modification Personnel Worksheet.**

**If a budget modification, explain:**

**What revenue is being changed and why?**

Portland Public Schools has awarded the Department of School and Community Partnerships two new grants. There will be renewal awards each year, the amounts to be determined.

- 1) The 21<sup>st</sup> Century grant, in the amount of \$50,000 is to be used for SUN services in local schools.
- 2) The Alternative Education Services grant in the amount of \$131,683 will be contracted to New Avenues for Youth, a program that provides high-school completion and GED assistance to youths.

❖ **What budgets are increased/decreased?**

Changes to the DSCP budget described above. The net increase is \$181,683 in grant funding.

❖ **What do the changes accomplish?**

The changes add new grant funding to the DSCP budget and will be used for school and youth programs.

New Avenues for Youth will continue to provide services with the Alternative Education Services funding. One of their benchmarks will be to maintain an average daily attendance of 24 students and that 20-30% of youth that enroll will earn at least a GED before departing the program.

The 21<sup>st</sup> Century funding will be used at Ockley Green, Tubman, and George Schools for SUN services. Approximately 250 students will be served in Fiscal Year 2003-2004.

❖ **Do any personnel actions result from this budget modification? Explain.**

There are no personnel changes

❖ **Is the revenue one-time-only in nature? No**

❖ **If a grant, what period does the grant cover?**

These amounts are for the fiscal year 7/1/03-6/30/04. The grants are renewed each year.

❖ **When the grant expires, what are funding plans?**

**NOTE: Attach Bud Mod spreadsheet (FORM FROM BUDGET)**

**If a contingency request, explain:**

- ❖ **Why was the expenditure not included in the annual budget process?**

- ❖ What efforts have been made to identify funds from other sources within the Department/Agency to cover this expenditure?
- ❖ Why are no other department/agency fund sources available?
- ❖ Describe any new revenue this expenditure will produce, any cost savings that will result, and any anticipated payback to the contingency account.
- ❖ Has this request been made before? When? What was the outcome?

4. Explain any legal and/or policy issues involved. n/a
5. Explain any citizen and/or other government participation that has or will take place. n/a

**Required Signatures:**

Department/Agency Director:

*Salvatore T. Pucillo*

Date: 01/02/04

Budget Analyst

*Michael D. Gaspin*

By: \_\_\_\_\_

Date: 01/02/04

Dept/Countywide HR

By: \_\_\_\_\_

Date:

Budmod #: OSCP 03

**EXPENDITURES & REVENUES**

Budget Fiscal Year: 03/04

Please show an increase in revenue as a negative value and a decrease as a positive value for consistency with MERLIN.

Ln No.	Fund Center	Fund Code	Accounting Unit			Cost Element	Current Amount	Revised Amount	Change Increase/ (Decrease)	Subtotal	Description
			Internal Order	Cost Center	WBS Element						
1	21-50	32109			SCPSFSUN.PPS21C	60160	0	50,000	50,000	50,000	Pass Thru
2	21-50	32109			SCPSFSUN.PPS21C	50195	0	(50,000)	(50,000)		IG-OP-Fed Thru Local
3								0			
4	21-40	32110			SCPHPWHY.PPSAES	60160	0	131,683	131,683	131,683	Pass Thru
5	21-40	32110			SCPHPWHY.PPSAES	50200	0	(131,683)	(131,683)		IG-OP-Local
6								0			
7								0			
8								0			
9								0			
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25								0			
26								0			
27								0			
28								0			
29								0			
								0	181,683		Total - Page 1
								0	181,683		GRAND TOTAL

MULTNOMAH COUNTY BOARD OF COMMISSIONERS  
PUBLIC TESTIMONY SIGN-UP

Please complete this form and return to the Board Clerk  
\*\*\*This form is a public record\*\*\*

MEETING DATE: 1.15.04

SUBJECT: Division / School Age Framework

AGENDA NUMBER OR TOPIC: \_\_\_\_\_

FOR: \_\_\_\_\_ AGAINST: \_\_\_\_\_ THE ABOVE AGENDA ITEM

NAME: Robert B. Bernstein

ADDRESS: 1730 SE 35 place

CITY/STATE/ZIP: Portland OR 97214

PHONE: \_\_\_\_\_ DAYS: 233 9671 EVES: \_\_\_\_\_

EMAIL: bobbo1946@yahoo.com FAX: \_\_\_\_\_

SPECIFIC ISSUE: \_\_\_\_\_

WRITTEN TESTIMONY: \_\_\_\_\_

**IF YOU WISH TO ADDRESS THE BOARD:**

1. Please complete this form and return to the Board Clerk.
2. Address the County Commissioners from the presenter table microphones. Please limit your comments to **3 minutes**.
3. State your name for the official record.
4. If written documentation is presented, please furnish one copy to the Board Clerk.

**IF YOU WISH TO SUBMIT WRITTEN COMMENTS TO THE BOARD:**

1. Please complete this form and return to the Board Clerk.
2. Written testimony will be entered into the official record.

I have many concerns regarding the School age Policy Framework. I base these concerns on having over 30 years experience working with youth, families and schools as a Direct Service provider. Twenty years of this has been in North Portland coordinating Juvenile Court Diversion and Youth Investment. I am not writing this because I fear for my job, but out of true concern for the youth I steward. These are my own views and should in no way reflect upon my employer. I am doing this on my own time. Excuse me if I ramble a bit.

My largest worry is that there will be little, if any, real safety net for youth and families. A year ago we had three staff serving as this safety net for our North Portland Community. Under the Framework all regions are allocated 50K for school-linked Social and Support Services. This, along with Touchstone, is the only piece in the framework with the flexibility to help the most at risk youth. Touchstone has suffered cuts and works with only some grade and middle schools and only operates during the school year. The Oregonian recently highlighted how we lose youth in High School. We lose them because we fail to attach with them. These are the youth who lack the social skills and comfort to succeed in school or make use of Sun School activities. They need strength based mentoring programs to help show them the way. But, as our area (region 1) encompasses both sides of the Willamette, including Wilson, Lincoln, Roosevelt and even Riverdale High Schools, the Roosevelt Cluster will be left with little assistance, just .3 FTE. After budget expenses this funds about 13 hours of service delivery per week. There will not even be a flex fund to use for strength-based services. Roosevelt has the highest dropout numbers in the County, higher than Jefferson. Yet, Jefferson has a full FTE for this position. Why? I think each region should have 2 FTE's for this function. Many youth are not attending school and won't benefit from in-school services. Many youth attend alternative schools. Families and youth have problems that are best dealt with by school-linked services rather than in-school services.

Services for this high-risk population will be watered-down. There is no one who does my type of work, no one to transfer kids to. If there were it still would be doubtful that they would make the transition. High-risk youth by their nature have trouble with this.

I believe that each Sun School, in the New York model, is funded at approximately \$2,000,000. This is many times more than we are allocating. At that level you can really do outreach etc. At our level, I doubt it.

This brings up the issue that in the New York model the school Principals, not the Superintendents, were very involved in the planning and implementation. I don't believe this has occurred here. To quote a Principal I know, "I got a phone call from someone who said they were with the County, who said I would have a Touchstone worker. That's nice, but no one asked me if I wanted a Touchstone worker." No offense meant here to Touchstone staff. This planning process has given little, if any time to really talk to the heads of the Schools, to find out what they would wish. Yet, they are the ones who know the needs of their students and Communities. They are ultimately responsible for the School and it's students. At one meeting, in the County Chambers only 6% of the schools had representatives. Talk to the Principals in your districts. I think what you hear will corroborate what I am saying.

Then there is the problem that the RFP is too prescriptive. If you want cooperation and innovation leave room for it. The Sun School model should leave room for staffing what any given Principal and provider see as a critical need in their Community.

The framework is based on several premises. One is that services should be geared to academic success. There is no argument from me on this one. I just don't believe a new Framework was needed to accomplish it. There are two overriding resiliency factors for youth and this is one. The other is attachment to a positive adult. I believe this to be the more primary and I wish the Framework had made more room for this. This is what the most high-risk youth are often lacking.

One of the reasons given for reorganizing services was the claim that citizens do not know where to access services. I think that this is always the case for some, people new to the area or those experiencing a need for the first time. However, 211 should solve much of this. What of the people who now know where to

go, with the new Framework THEY won't know where to go, as it is likely that providers of services will change. I think the real issue is and always has been CAPACITY. It does little good if consumers know where to go but there is no one available.

There was an argument advanced that the current system is unwieldy. The new one seems more complicated with seemingly more contractors to coordinate.

There is an allocation for technical support for girl's programming. This is well and good. Boys should have the same. Nationwide and in Portland 56% of dropouts are boys, compared to 44% for girls. This has been a trend since the 1980's. College enrollments mirror this. Portland Public Schools had a report done on this. There is a growing body of research on helping boys succeed. Are they not as deserving? Why are we stipulating that at least 50% of clients served need to be girls? A survey of County data shows young men and women being served fairly equally.

When I looked at the Parent Child Development Center part I couldn't help but wish that instead of having separate providers for each Culturally Specific population that there should be some way of bringing together mothers and young children of ALL ethnic groups and backgrounds. Maybe this could bring about more harmony in our society.

I feel that errors have been made in the Framework by trying to be Politically Correct.

Programs such as Juvenile Court Diversion at the Community and Family Centers were cut because they were not a good "fit" with the new model. It didn't matter that it offered truly seamless services to assist youth in being held accountable to their Communities and later on helped to stabilize them after their obligation to Court was completed. These are some of our most needy Youth and we are shortchanging them. Diversion at the Centers often found youth who were not adequately screened and needed closer scrutiny. We could do this because of our knowledge of our Communities, our ties. Juvenile Court is building it's own parallel system. With the passing of this Diversion program there is no routing of Runaway reports to the Centers. No way to offer services. Personally, I feel models should reflect the real world and we should not force youth and families to adjust to them. The Framework seems riddled with hand-offs. It is my understanding that County Mental Health Counselors in the schools are being told to pass youth on to the non-profits. Many youth will view this as rejection and be turned off. This is contrary to best practices. Who will there be to serve the many youth of the working poor.

I understand that the Community Safety Net also may disappear. This was a net of service providers who would follow up on Dept. of Human Services referrals regarding abuse and neglect that didn't indicate a need for formal D.H.S. involvement.

There is the real net loss to the system due to closing down programs and starting up new ones. It will probably cost at least three months of lost services, 25% loss in one year or amortized to 5% over five years. This is at a time of dwindling resources. When Marilyn Miller, then, of S.E. Impact, expressed her concerns regarding the County's moving services around and changing models she was told by the Chair that hopefully it won't happen again. But, why won't it, possibly under the next administration. When I did some research at the website for the N.W. Regional Laboratory they were highlighting a model almost identical to what the Community and Family Centers were 20 years when we were under the City!! What's with this?

Much has been made of Agencies working together to help youth succeed in school and of the synergy from this. We have been doing this in North for 15 years and I doubt that there will be increased gains from this, if there are, I welcome them. During presentations the use of Masters' level students has been touted as bringing in new resources. Many agencies have done this for years. It's as if people believe that we are starting from scratch, that nothing of value was ever done before. Taking credit for the past, for what's been around for years.

The County uses the term 'Community' a lot, holds it as something of value. You don't build Community by shaking things up. A Community needs Roots!

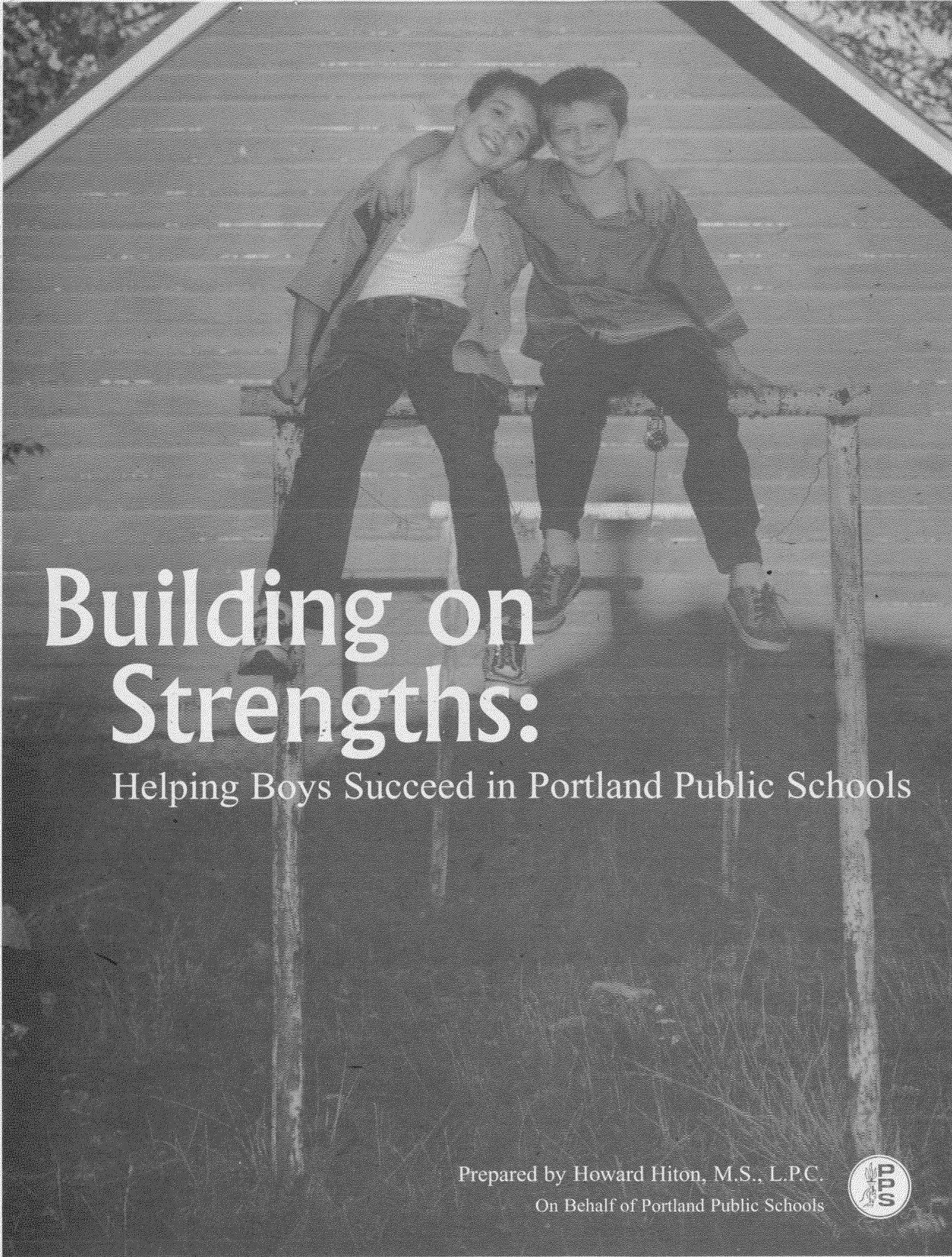
Why has the Student Attendance Initiative been changed to being totally staffed by the County. I guess this increases the cost by roughly 20K per position.

Lastly, when there is a crying need for more direct service dollars, why has the County gone ahead and hired high-paid Community Conveners, even before the Framework is up and running. Four months of this equals roughly 120K. Does this make sense?

I've posed some concerns that I believe need addressing. The question should not be, "is it too late to re-evaluate?" but "is this truly the best we can do for our youth?" Our youth deserve a viable Safety Net. A relatively small amount of additional funding could go a long way towards taking care of the "cracks" in the system.

Respectfully,

Robert B. Bernstein

A black and white photograph of two young boys climbing a wooden structure, possibly a play structure or a fence. The boy on the left is wearing a light-colored tank top and a jacket, and the boy on the right is wearing a dark long-sleeved shirt. They are both smiling and looking towards the camera. The background shows a wooden wall and a roofline.

# Building on Strengths:

Helping Boys Succeed in Portland Public Schools

Prepared by Howard Hiton, M.S., L.P.C.  
On Behalf of Portland Public Schools



Cover photograph by Kathleen Nyberg.

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# Building on Strengths:

Helping Boys Succeed in Portland Public Schools

by Howard Hiton, M.S., L.P.C.

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## Acknowledgements

Thank you to Beth Azar, M.S., who edited the initial draft of this document; to Dave Willis, M.D., who offered expert consultation on the Boys' Biology section; and to Rebecca Toporek, Ph.D. candidate at U.C. Berkeley, who assisted with the Boys and Culture section. Thank you to the staff of the Portland Public Schools Office of Student Services who worked so tirelessly on this document. Additionally, the Student Services Advisory Team of Portland Public Schools provided valuable direction to this project.

Many local youth advocates attended a meeting in February 2001 to hear the preliminary findings of this document and to share their wisdom. Thank you to all who participated in that meeting.

## Photography Acknowledgements

The wonderful photographs in this document are the work of photographer Kathleen Nyberg. They are part of an exhibit entitled, "The Power of Family Stories." This photographic exhibit is a collaborative effort between Portland Public Schools' Title I Family Involvement Program and Student Services Department, with help from graduate students in Portland State University's School of Social Work. Many thanks to Family Involvement Facilitator Shauna Adams and the boys' families for sharing the photographs.

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# Table of Contents

1	Introduction
5	Needs Assessment
11	Boys and Biology
15	How Boys are Socialized
17	Boys and Culture
21	Strategies
25	Keeping Boys Connected to Schools
31	Boys and Learning
33	Boys and Behavior
37	Involving Men
39	Summary of Strategies
41	Conclusion
43	References

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## Introduction

Is there anyone who has never been inspired by the sheer energy and zest for life that a playful boy embodies? At their best, boys combine vitality, courage, and compassion with a casual and carefree approach to life. In a school setting, boys have many assets. Educators value their self-confidence, problem-solving skills, and direct communication style. Their competitive nature can be an invaluable asset in promoting group and self-improvement.

Yet, at the same time, boys and their relationship to school violence and poor academic performance are a topic of concern for schools around the country. Educators are asking how to help more boys succeed in school; how to increase boys' connection to people in schools; and how to stem the tide of school violence. This document explores research from education, gender studies, psychology, and developmental psychology in an effort to touch on the major themes affecting boys' lives. It is my hope that this work will serve as a starting point for further dialogue among Portland Public Schools personnel and lead to improvements in Portland Public Schools.

As in the rest of the United States, too many boys in Portland Public Schools appear to be having trouble thriving in school. Among the most telling district statistics for the 1999-2000 school year are the following:

- Sixty-seven percent of students in special education classes were male.
- Seventy percent of middle and high school students receiving discipline referrals were male.
- Only 88 percent of male high-school seniors graduated compared with 94 percent of female seniors. For individual high schools, the difference between male and female graduation rates was as high as 22 percent.

Certainly some boys are at higher risk for problems than others. Young men of color, for instance, show even more cause for concern than boys as a whole. It is beyond the scope of this short paper to address the many important cultural risk factors that individual boys must face. However, many of the challenges that boys face are universal, including difficulty forming relationships and pressure toward a skewed definition of masculinity. This paper focuses on broad steps that schools can take to help all boys. It also provides some references for material dealing more directly with the intersections of gender, race, and socioeconomic status.

In addition, while there is much overlap between boys and girls, the truth remains that boys and girls are different. Many of their challenges are different, as are the intervention strategies to which they will respond. In fact, a gender specific approach to improving girls' academic performance has already benefited female students. Such success breeds hope that strategies aimed specifically at boys can also work.

Recent advances in brain research confirm that boys' brains have structural differences compared to girls' brains, and that these differences affect how boys learn and relate. Schools must acknowledge the role that biology plays in boys' difficulties with language skills, challenges with emotional expression, variations in aggression control, and in their need for movement. "Many aspects of American schools are not sympathetic to boys," writes Harvard Medical School pediatrician Eli Newberger. "Their robust behavior, physicality and translation of anxiety into inattention is frequently pathologized and demonized" (Newcomb 2000).

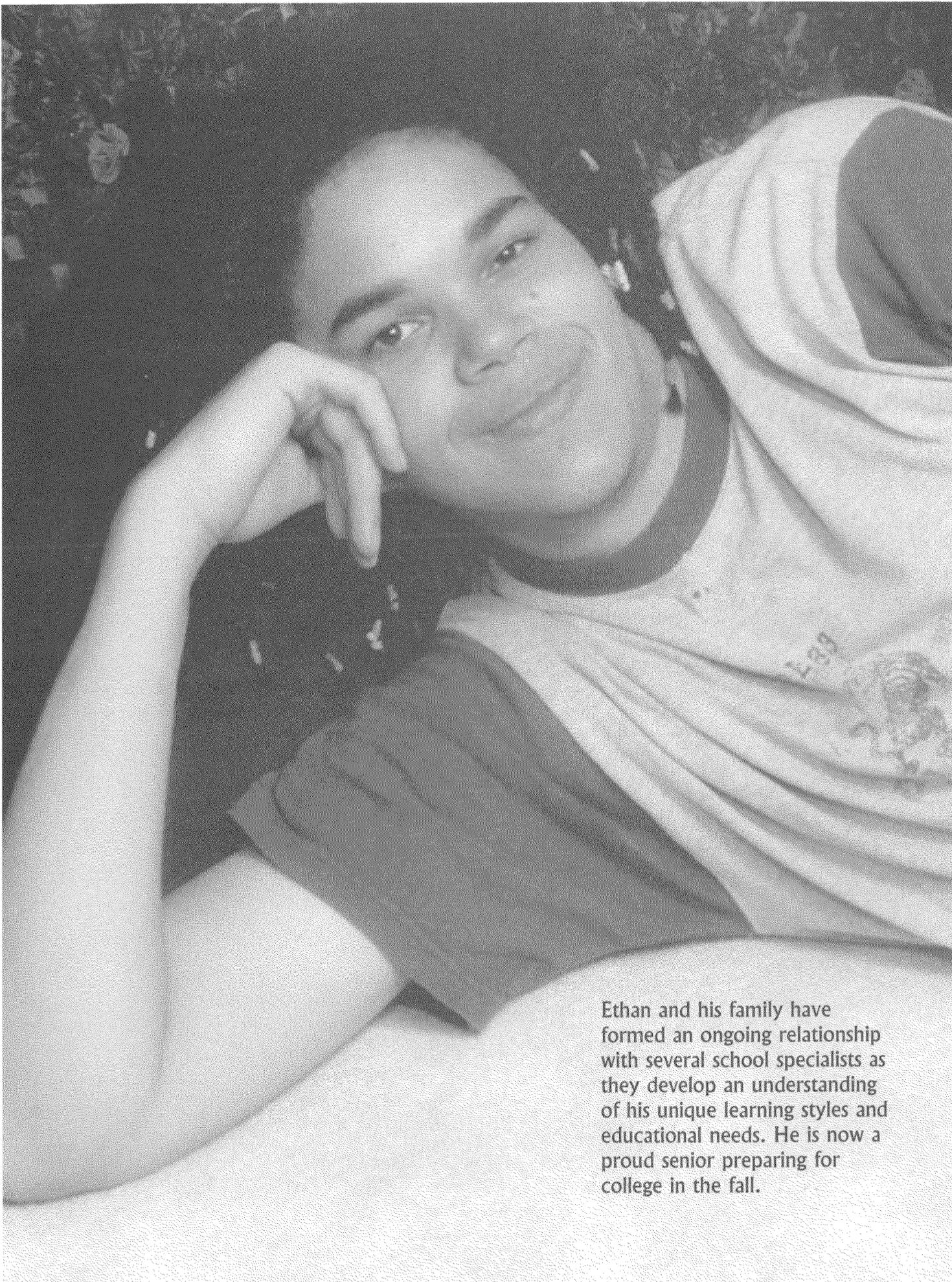
Layered upon boys' physical and biological nature is enormous social pressure to conform to a narrow definition of masculinity, a pressure often applied by teasing or bullying. This social pressure, frequently in the form of homophobia and perpetuated by the shortage of positive adult male role models in many boys' lives, makes it challenging for boys to develop a healthy sense of male identity.

Together these social and biological factors inhibit the ability of boys to form and maintain relationships. Yet, research shows that relationships form the foundation for social and academic learning.

Schools must address all of these factors if they want to make education more welcoming and effective for boys. This report explores some promising approaches for doing that including:

- Efforts to encourage boys' feeling of connection to school.
- Classroom approaches that cater to boys' strengths.
- Policies and programs intended to improve boys' behavior.
- Programs that encourage men to participate more in boys' lives.

In his book *Real Boys*, William Pollack (1998) writes that, "Boys will thrive at school if there is a pervasive sense that they are welcome, that they are liked, and that who they *really* are—and how they *really* enjoy learning—will be embraced in a genuine way by their teachers" (p. 248).



Ethan and his family have formed an ongoing relationship with several school specialists as they develop an understanding of his unique learning styles and educational needs. He is now a proud senior preparing for college in the fall.

## Needs Assessment

How bad is the problem for boys in public school? Statistics from Portland Public Schools and national surveys indicate that they are struggling. Boys account for the majority of discipline and academic problems, and their success rate in high school and higher education is rapidly declining. In addition, boys are more often involved in violence, crime, alcohol, and drug use than girls. They also have a higher incidence of many mental health problems, which likely contributes to their academic woes. Local and national statistics indicate that this is a multi-faceted problem in need of a broad-based intervention strategy.

## Boys' Academic Progress

According to Portland Public Schools' data for the 1999-2000 school year:

- Eighty-eight percent of male high-school seniors graduated, compared with 94 percent of female seniors. For individual high schools, the difference between male and female rates was as high as 22 percent.
- Boys received 70 percent of middle-school discipline referrals.
- Boys received 73 percent of high-school discipline referrals.
- Boys represented about 67 percent of students receiving special education services.

Portland statistics are not unrepresentative. National statistics look startlingly similar:

- Boys constitute up to 76 percent of special education classes.

*Snyder, Huffman, and Geddes 1997*

- Boys receive 71 percent of all school suspensions.

*Pollack 1998*

- More boys than girls report dropping out of school because of suspension or expulsion.

*U.S. Department of Justice 1999*

- Eighth-grade boys are 50 percent more likely than girls to be held back a grade.

*Pollack 1998*

- For the last 13 years, girls have significantly outscored boys on tests of reading and writing.

*U.S. Department of Education 1997*

- Boys now represent the minority of college graduates. Although boys received about 57 percent of the bachelor's degrees awarded by U.S. colleges and universities in 1970, by 1996 that percent had dropped to just under 50 percent. The National Center for Education Statistics predicts that by 2008 the proportion will drop further to about 42 percent and that, if the trend continues, the last male to be awarded a bachelor's degree will receive it in the spring of 2067.

*Mortenson 1998*

- Of students describing themselves as "alienated" in a 1998 survey of 1,195 students conducted by the Horatio Alger Association, 70 percent were male.

*Kleinfeld 1999*

## Boys and Crime

- Boys represented 93 percent of juvenile homicide offenders between 1980 and 1997.

*U.S. Department of Justice 1999*

- One fourth of boys aged 16 to 17 reported that they had initiated at least one serious violent crime, compared with five percent of girls the same age.

*Office of Juvenile Justice and Delinquency Prevention 1998*

- Boys were involved in 74 percent of person, property, and public-order cases handle by the courts in 1996, and in 86 percent of drug law violations.

*U.S. Department of Justice 1999*

- Males accounted for 86 percent of juveniles in residential placement in 1997.

*U.S. Department of Justice 1999*

## Boys and School Safety

According to the “Indicators of School Crime and Safety” survey published in 2000, and conducted by the U.S. Department of Justice over the years 1993, 1995 and 1997:

- Boys were more likely than girls to report being injured or threatened with a weapon on school property. Additionally, boys were more likely than girls to have brought a weapon to school.
- Boys were more likely to have been in a fight on school property. In 1997, for example, 46 percent of boys said they had been in a fight within the last 12 months, and 20 percent said they had been in a fight on school property. In contrast, only about 26 percent of girls reported that they had been in a fight, and nine percent said that they had been in a fight on school property.
- Boys were more likely than girls to have been bullied in sixth and seventh grades.
- Boys were more likely than girls to report being victims of theft or deliberate property damage on school property.

## Boys' Health, Mental Health and Substance Abuse

- Obstetrical complications, including spontaneous abortion and birth trauma, are almost twice as common among male fetuses as female fetuses.  
*Nass 1999*
- Dyslexia and autism are four times more common among males than females.  
*Nass 1999*
- Boys are more apt than girls to display virtually every neuro-developmental and psychiatric disorder of childhood.  
*Nass 1999*
- Boys account for 80 percent of youth suicides.  
*U.S. Department of Justice 1999*
- Boys have a far higher rate of Attention Deficit Disorder than girls with male to female ratios ranging from 4:1 to 9:1 depending on the setting.  
*American Psychiatric Association 1994*
- Boys have a far higher rate of Conduct Disorder and Expressive Learning Disorders.  
*American Psychiatric Association, 1994*
- Mental Retardation is fifty percent more common in boys than girls.  
*American Psychiatric Association 1994*
- Young men represent 76 percent of binge drinkers.  
*U.S. Department of Health and Human Services 1997*
- In surveys from 1993 and 1997, boys were more likely than girls to report using alcohol on and off school property.  
*U.S. Bureau of Justice 2000*
- In surveys from 1993, 1995 and 1997, boys were more likely than girls to report marijuana use on and off school property.  
*U.S. Bureau of Justice 2000*
- Boys were more likely than girls to report that drugs were offered, sold, or given to them on school property.  
*U.S. Bureau of Justice 2000*

## Boys and Assets

The Search Institute, a nationally recognized leader in the field of positive youth development, created the framework of developmental assets. In this framework, forty assets represent a common core of developmental building blocks identified as crucial to the success of children. Examples of assets include family support, interpersonal competence, and sense of purpose. The framework provides a way to assess the health and well being of middle and high-school-aged youth.

The Search Institute states that, "Ideally, all youth would experience at least 31 of 40 assets" (2001, website). However, in national surveys of almost 100,000 young people, only five percent of boys and ten percent of girls experienced more than 30 assets. Further, only 30 percent of boys and 45 percent of girls reported experiencing more than 21 assets.

Locally, in 1997, the Search Institute surveyed more than 10,000 Multnomah County youth. "Time for Success," a Search Institute report on this survey (1997), found "striking differences in the support that girls and boys experience" (p. 15). Following is a sample of the results of that survey that diverged most by gender.

### Commitment to Learning

- Fifty-five percent of boys, compared with 68 percent of girls, reported that they are motivated to do well in school.
- Forty-four percent of boys, compared with 54 percent of girls, reported doing at least one hour of homework every day.
- Twenty-seven percent of boys, compared with 36 percent of girls, reported reading for pleasure at least three or more hours per week.

### Positive Values

- Forty-two percent of boys, compared with 59 percent of girls, said they value caring for others.
- Forty-seven percent of boys, compared with 64 percent of girls, indicated that they value promoting equality.
- Sixty-four percent of boys reported acting on their convictions and standing up for their beliefs, compared with 76 percent of girls.
- Thirty-two percent of boys reported that they seek nonviolent methods to resolve conflicts, compared with 76 percent of girls.

### Youth Feel Empowered and Valued by the Community

- Forty-seven percent of boys reported offering at least one hour of community service per week, compared with 58 percent of girls.

### Constructive Use of Time

- Eighteen percent of boys, compared with 25 percent of girls, said that they spent at least three hours per week in a creative activity such as music, theater, or art.

### Positive Identity

*Interestingly, although males report fewer assets than females, they perceive themselves more positively.*

- Fifty-six percent of boys reported having high self-esteem, compared with 45 percent of girls.
- Fifty-nine percent of boys reported that their life has a sense of purpose, compared with 50 percent of girls.

## Boys and Biology

Before looking at ways to support boys in schools, developmental and biological differences that make boys unique must be considered. In this section, biological factors, such as hormones and brain structure, that predispose boys and young men toward certain learning and relationship styles will be considered.

A boy's learning is not determined solely by his genes. However, to a greater or lesser degree, all boys have certain traits and tendencies that the environment then influences through such factors as socialization, culturalization, and the realities of socioeconomic status. As Doreen Kimura (1999) says in *Sex and Cognition*, "Genetic predispositions cannot operate in a vacuum, and environments must have a genetic code to work on. In other words, there can be no explanation that rules out either environment or genetic influences" (p. 4).

In recent years, researchers have learned a lot about genetic influences that shape boys. For several decades it was fashionable to argue that any differences between boys and girls were socially conditioned. Today's theorists argue that gender-specific brain development and hormones such as testosterone predispose boys to certain personality traits and learning styles that differ from those of girls. Simply put, although both boys and girls tend to thrive in a visual, hands-on, active learning environment, girls find greater ease in the more traditional, verbal-learning style common to most school settings.

This traditional setting puts boys at a disadvantage. As Pierce Howard (2000) writes in *The Owner's Manual for the Brain*, "The typical school curriculum from kindergarten through adult education is biased toward the female learner with a predominance of oral and verbal methods and a minimum of visual and hands-on methods. In this environment, the female Talker finds it easier to excel than the male Doer" (p. 235).

### Hormones

One factor that leads boys toward "doing" over "talking" is their higher level of testosterone. Boys' testosterone levels rise sharply between the ages of eleven and thirteen. By age fourteen, testosterone levels peak at about an 800 percent increase over the levels found in toddlers. The effect of this dramatic hormonal shift varies from boy to boy. However, researchers have pinpointed some overall trends. Eli Newberger (1999), in *The Men They Will Become*, describes some of the major effects of testosterone this way:

*The effect of testosterone can be seen in various behavior patterns characteristic of boys: the search for activities, from sports to sex, in which the body builds up physical tension and then releases the tension climactically; relatively short attention spans as the boy moves*

*from one activity or focus to another; and the tendency to explore the problem-solving tasks in any situation—often neglecting to explore the accompanying emotional situation—and to lose interest and patience if the problem can't be solved fairly quickly . . . (p. 44)*

Testosterone also contributes to the more competitive nature of many boys in other tasks. Obviously, all of these tendencies have important implications for classroom settings.

In addition to having higher testosterone levels than girls, boys also have lower levels of the aggression-inhibiting neurotransmitter serotonin. Researchers believe that, together, these differences help explain why boys show higher a tendency toward action, impulsiveness, and even aggression. Although it is important to note that this tendency does not mandate, *or excuse*, hurtful, abusive, or violent behavior; boys often enjoy a rougher, more competitive play style than girls.

Some malign testosterone as the cause of all that is bad about being male. In fact, testosterone benefits boys and men when channeled constructively. It generates vitality, physical strength, and agility. It can even contribute to a boy's desire to better himself.

The effects of hormones on behavior are real. The boy with a high level of testosterone needs firm limits more than most children do. At the same time, he also feels a strong need to be treated fairly. That can be a difficult line for parents and teachers to walk. Both must understand and consider the importance of channeling such energy in positive directions, if they hope to improve boys' achievement in schools.

## Boys' Brains

Not only do boys have a unique balance of hormones, they also have a unique brain construction that seems to shape how they learn and relate. Although brain development experts are just beginning to understand some of the differences between the male and female brain, what they have found suggests an explanation of gender differences often apparent in the classroom.

For example, researchers find that the corpus callosum, a bundle of nerves connecting the left and right hemispheres of the brain, is larger in girls. This provides girls with better communication between the two sides of the brain. This means that the right side of the brain, working with spatial relationships, and the left side of the brain, involved with language, work together more efficiently in a girl's brain than in a boy's brain. Many researchers believe that this efficiency improves girls' aptitude for language-related skills, and that it contributes to their greater comfort with complex social and emotional communication. Research has specifically shown that girls have a higher aptitude for sensing emotional responses in others. This is a significant issue, because the issue of empathy development is central to many violence

prevention programs (Begley 1995).

Although boys have a smaller corpus callosum than girls, they have a more enriched right hemisphere. Many researchers believe that this is the reason that boys tend to excel at spatial skills. For example, boys show a much greater interest in spatial tasks, such as manipulating objects like blocks to see how they take up space. This spatial orientation probably contributes to boys' greater need for more physical space and movement.

In *The Wonder of Boys*, Michael Gurien (1997) describes implications of the brain differences between boys and girls in this way:

*The boy's brain tries to recreate itself in the outside worlds by creating and playing games—like basketball and football, etc.—that fill large spaces and challenge the male brain to hone its skills at moving objects through space. The girl's brain tries to recreate itself in the outside worlds by creating situations and playing game—like house, doll life, imagined community life—that use lots of verbal skills, require lots of one on one communication between actors and involve overtly complex emotional behavior . . . (p.16)*

It is important not to over-emphasize brain differences. Experts stress that the differences are slight for most people; that they only produce behavioral tendencies; that the tendencies don't apply to every person; and that, most importantly, such small differences should not be used as an excuse to apply limitations to either sex. In the big picture, there are many more similarities of neuro-cognitive abilities between boys and girls than differences.

Nonetheless, teachers should be well educated about these tendencies, because they can be significant factors in better understanding both boys and girls in their learning environment. As William Pollack (1998) writes in *Real Boys*:

*Fortunately, some educators "get it." Some educators understand that boys learn differently than girls and that if boys' unique needs are properly addressed, boys will be able to catch up in areas like reading and writing and rediscover their confidence as learners . . . (p. 248)*

## How Boys are Socialized

Nurture goes hand-in-hand with nature in influencing boys' behaviors and personalities. From early childhood, the media, popular culture, schools, and often even families barrage boys with a narrow, one-dimensional image of masculinity, devoid of traits that might be construed as feminine.

Pollack (1998) refers to the process by which boys are pushed to distance themselves from feminine traits as the "boy code." This process starts early, leading many young boys to separate too soon from the maternal attachments critical for healthy development. Then, the boy code of popular culture tells boys that to be a "real man" they must be unemotional, athletic, aggressive, tough, cool, and not care too much. Boys and young men who step outside this narrow definition of masculinity may be teased and ridiculed.

Boys that are called hurtful names that challenge their masculinity—names like girl, mama's boy, or fag—may redouble their efforts at appearing tough to "prove" their manliness. Many are willing to fight over being called such names. The interesting result of such reactive, antisocial behaviors is that boys are then rewarded for their toughness. Research suggests that peers perceive boys' antisocial behaviors as positive attempts toward a masculine self-image. In contrast, antisocial girls become marginalized (Adler, Kless, and Adler 1992).

Teasing is a significant socializing pressure for boys and a major factor for schools to consider in efforts to serve boys better. One of the driving forces behind this teasing is homophobia, which, as described here, is more than simply a "fear of homosexuality." Rather, as it plays out in the lives of many boys, homophobia represents disdain for any trait or action that may appear feminine. In a keynote address at a Wellesley College conference on gender equity, Michael Thompson describes homophobia as a "force stronger than gravity in the lives of adolescent males" (Flood and Shaffer 2000).

Schools must support boys to resist this force. As Craig Flood and Susan Shaffer (2000) assert, "School safety is, in part, dependent on our ability to create safe and supportive school communities in which boys can explore and construct alternative views of masculinity." Schools can do this by encouraging a wider array of masculine identities and by taking an active stand against teasing and homophobic comments. Many authorities believe that, to be successful, such an effort must involve adult men; boys become the men they look to as models.

The boy code perpetuates teasing and bullying in another way. It tells young men to devalue relationships. This, in turn, leads to boys who are disconnected from family, friends, and mentors, and who fail to develop empathy for others. Lacking empathy, boys and young men are enabled to hurt people with whom they feel no connection. The end result of this reluctance to form relationships is a subclass of boys who wander school hallways feeling disconnected from the school community and distant from adults and other students at school.

Relationships and connection to school are central to a student's success. One of the challenges that schools confront is to find ways to develop relationships with boys who feel forced to appear indifferent. In *I Don't Want To Talk About It*, Terrance Real (1997) writes, "If traditional socialization takes aim at girls' voices, it takes aim at boys' hearts" (p. 146). Schools must create safe places to allow boys, in ways that fit their communication styles, to develop connections and be real with each other.

In addition to contributing to a climate of violence and detached young men, the boy code sells an anti-intellectual stance. In research on popularity in elementary schools, Adler, Kless, and Adler (1992) found that "boys were accorded popularity and respect for distancing themselves from deference to authority and investment in academic effort." In another study, of suspended high school students, researchers found that boys who were failing mathematics were more disconnected from school. They concluded that the boys were withdrawing from school to protect their egos from the embarrassment of failure, a form of self-handicapping. For these boys, it was better not to try, than to try and fail (Hay 2000). This pressure to preserve an image of superiority, even if it means failing at school and causing trouble, in part explains the lack of effort that many educators see in their male students.

Vanquishing the boy code begins with educating boys and girls about the socialization processes to which they are subjected. In an example from across the Pacific, the Australian Parliamentary Inquiry on Boys' Education proposed that public schools include gender relations in their core subject matter (Connell 1996). Such a curriculum could not only expose boys to the limitations of the boy code, but could also allow them to see the potential for a broader, more well-rounded, and self-actualized identity. From that, we might hope to see boys and young men who are less violent, more connected to school, and more engaged in academics.

## Boys and Culture

The third layer affecting boys' development is culture. In fact, what is socially defined as masculine varies from culture to culture, especially when culture is defined to include ethnicity, race, socioeconomic status, and sexual orientation. For example, the challenges of a young, heterosexual, African-American boy of low socioeconomic status are likely to differ significantly from the challenges of a homosexual Asian-American boy in a foreign-language community.

Obviously, the topic of culture and its intersection with gender is expansive and complex. As stated in the introduction, it is beyond the scope of this paper. This section can only briefly introduce a few ways in which cultural factors influence a boy's success in education. It also provides a list of resources that the reader may find helpful in exploring aspects of this important topic.

Cultural values and community expectations influence the way a boy approaches education. The ways that a boy's community has historically interacted with schools may be very influential. For example, a boy may be skeptical about the usefulness of school if many men in his community did not succeed in school; or if they did succeed, but were unable to gain in occupational status based on the level of their education due to racial or socioeconomic prejudices. Additionally, both individually experienced racism and institutionally embedded racism will affect the role education plays for boys. If a boy's experience at school is an extension of the prejudice and discrimination he feels in the larger world, a young boy may feel alienated from school or question its value altogether.

Extensive research by psychologist Claude Steele (1998, 1999) demonstrates that prejudice-fueled stereotypes have a strong influence on boys' academic performance. For example, if African-American boys are told that, in general, African-American boys do poorly on a particular test, their performance tends to mirror that expectation. If the same boys are told that research finds no cultural bias in the test, their performance tends to be much higher. Steele's research has significant implications for education. The reader is encouraged to investigate his recommendations for dealing with this issue (1999).

A boy's ethnic and racial background also influences his development of a positive sense of identity. Interventions tailored to increase a boy's sense of cultural identity may improve his academic success and strengthen his relationships.

Another critical cultural issue is sexual orientation. The isolation and lack of community support that boys questioning their sexual identity may feel are important. In addition to isolation, these youth also face the very real threat of physical and psychological violence.

Indeed, the intersection of gender with race, socioeconomic status, and sexual orientation is complex. Craig Flood, of the Gender and Diversities Institute says, "The trick in considering gender equity is not to ignore the other major factors in anyone's life while also acknowledging

the extent to which gender expectations transcend those variables to some degree” (Education Development Center’s on-line discussion group).

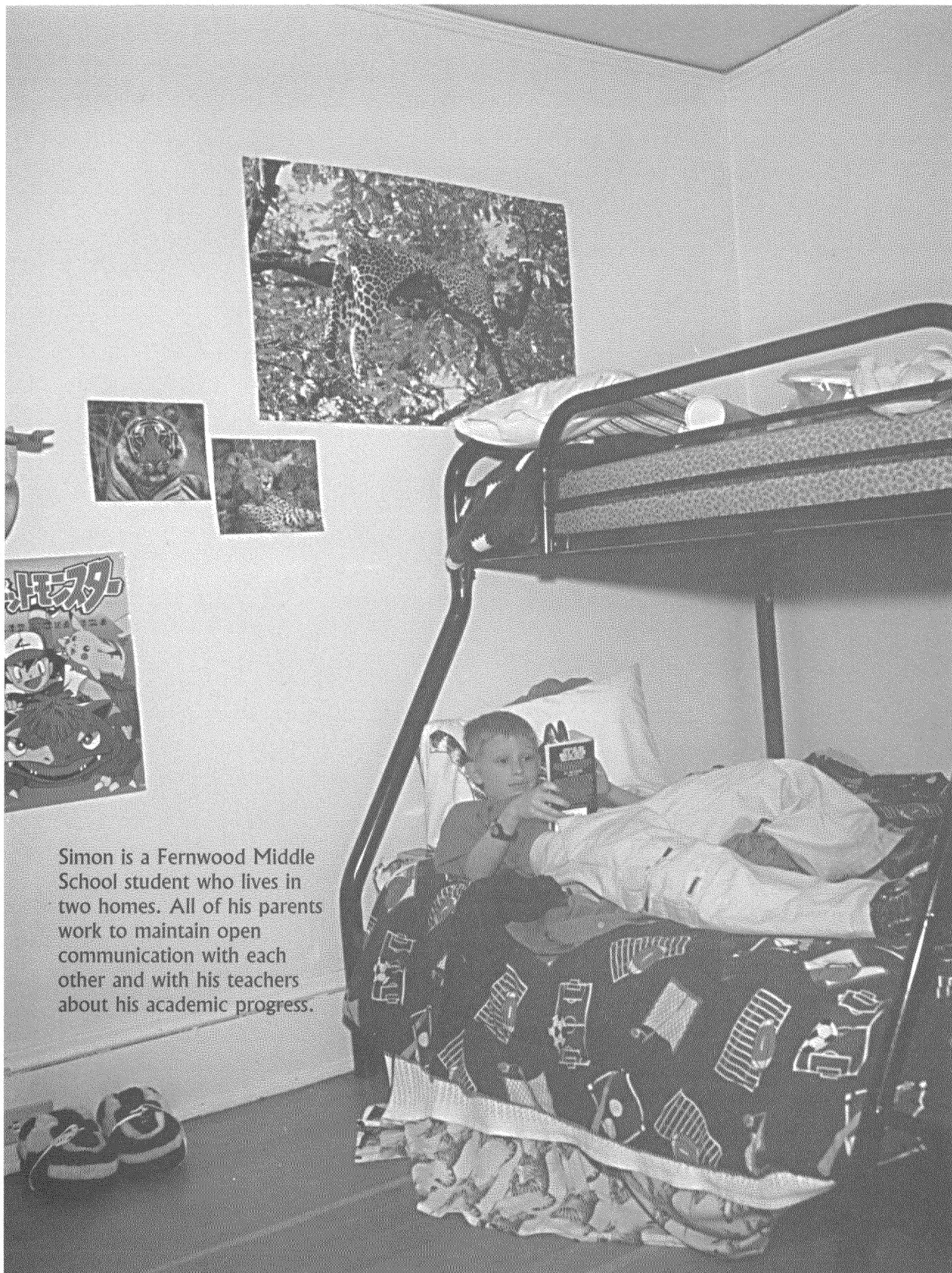
Numerous publications have addressed the influence of culture on education. The following resources should stimulate thought for those interested in tailoring culturally specific programs for boys:

- As early as 1988, Portland Public Schools produced a report entitled, “Increasing the Achievement of Black Male Students.” It lays out data supporting the challenges of young black males in Portland Public Schools, and discusses the connections between poverty and academic achievement. The report advocates multicultural education, rites of passage, mentoring programs, community involvement, and high academic standards. This is still excellent and relevant reading.
- From Australia comes Rob and Pam Gilbert’s *Masculinity Goes to School* (1998), which examines how societal definitions of masculinity influence boys’ experience in school. The reading is mostly philosophical, but offers a few practical suggestions; and does a good job of exploring the intersection of race, class, and sexual orientation with gender.
- *Why Boys Don’t Talk and Why We Care*, by Susan Morris Shaffer and Linda Perlman Gordon (2000), contains a thoughtful section focusing on boys of color.
- *Gender Issues in Education*, by Herbert and Suzanne Grossman (1994), examines gender equity in the classroom. In addition to offering classroom strategies, it provides self-quizzes that could be used to generate teacher dialogue about class, gender, and race.
- *Beating The Odds: Raising Academically Successful African Americans*, by Freeman Hrabowski (1998), investigates the factors that help African-American males succeed in college, emphasizing familial influences.
- The California Department of Education has produced a series of workbooks designed for adolescent boys from varying cultural backgrounds. The series includes titles such as *Visions Program: Career Guidance and Life Management for African American Males*; *Encuentros: Hombre a Hombre*, for Latino males; and *Generations* for Native-American males. (For more information about this series, call 800-995-4099.)
- The video *Tough Guise*, by Media Education Foundation, features violence prevention educator Jackson Katz. It examines the relationship between popular culture and masculine identity, focusing on how media equates masculinity with violence. It also provocatively explores the connection between race and gender. (For more information, call 800-897-0089.)

- Existing culturally specific programs for boys and young men have led the way in using rites-of-passage models. Locally, Bridge Builders in Portland, Oregon, is an excellent example of a culturally based rites-of-passage program for young African-American men. It focuses on four areas: spirituality, scholarship, entrepreneurship, and community-building. (For more information, call Kevin Fuller at 503-305-2960 x 9.)
- In Houston, Texas, the Minority Male Initiative, a product of the Houston Independent School District, combines a life-skills class with a mentoring program that matches adult minority men with minority students. The program is designed in such a way that the mentoring meetings support lessons from the life-skills class. (For more information, call Gail Revis at 713-892-6800.)

## Strategies

This section outlines four main strategies that schools can follow to better support boys. In overview, the strategies address ways to connect boys to schools, to create boy-centered learning opportunities, to address boys' behavior problems, and to involve more men as role models and mentors. All of these strategies build on an understanding of the biological, social, and cultural issues influencing the development of boys in order to capitalize on their unique strengths and learning styles.



Simon is a Fernwood Middle School student who lives in two homes. All of his parents work to maintain open communication with each other and with his teachers about his academic progress.

## Keeping Boys Connected to Schools

A large national longitudinal study of adolescent health, the Add Health Project, found that students who feel connected to school have better mental health and are less likely to engage in risky behavior. In addition, the study linked students' relationships within the school environment to their academic progress, attendance, attitudes, motivation, and post-high-school success (Oregon Department Of Education 2000). Over and over again, other research also shows that students with a strong connection to school—those who feel close to teachers and fellow classmates, and who feel “part” of the school—are more successful both in school and after graduation.

Although all students benefit from a strong connection to school, building the relationships critical to that connection can be more difficult with boys for reasons already discussed. Boys often put on a façade, acting as if people do not matter to them. Unfortunately, many adults allow boys to drift away because they can't see beyond this false front. They presume that boys are as self-reliant as they appear. Nothing could be further from the truth. Connecting boys to school begins with recognizing that even boys hunger for meaningful relationships with adults who like and understand them.

A striking example of this hunger comes from a *Chicago Sun Times* article (2000) about Luke Woodham, who killed his mother and two students in Pearl, Mississippi, when he was 16 years old. The article quotes him as saying, “I think adults should bond more with their students ...Talk to them...It doesn't have to be about anything, just talk to them.” When asked how he would have responded if someone had tried to talk with *him*, Woodham replied, “Well, it would have took some time before I'd opened up. If we kept talking...I would have...said everything that was going on.”

Many young people feel unsafe being personally vulnerable with others in school. Boys especially often withdraw and close up within the fast pace of school days and in response to a cultural environment that does not promote or support open displays of male affection. When schools do create safe places for boys to develop relationships, the boys can flourish. An excellent local example in Portland, Oregon, is Marshall High School's School-Based Health Center. A young men's group held in the center after school hours maintains consistent attendance, attracting boys who might otherwise be disenfranchised from school. The clinic's success is due, in part, to its welcoming environment that includes the presence of both male and female staff willing to actively listen to students, the availability of snacks, and opportunities for positive activities.

Once boys have safe places to communicate, they need adults that know how to communicate with them. Pollack (1998) in his book *Real Boys* and Shaffer and Gordon (2000) in *Why Boys Don't Talk and Why We Care* provide excellent ideas for adults interested in forging

relationships with boys. First and foremost, they emphasize that boys feel most comfortable when communication is subtle and casual. Here are some further recommendations:

- Allow for movement in conversations with boys. Consider walking, shooting baskets, or engaging in another activity with them in order to decrease the emphasis on the communication itself.
- Hold personal conversations with boys in a safe place, away from other students, and be conscious of the risks that boys face in showing emotion. Their vulnerability to shame and ridicule for being emotionally open with others is real.
- Allow boys a way to step back from a charged situation and then return. Frequently boys and young men need time to process their feelings, in part because of brain development that makes them slower at identifying feelings and finding words to express them.

Efforts to bond students to school through relationship-building must not be kept separate from what happens in the classroom, in athletics, or in other school-sponsored events. The necessity of bonding and attachment to learning is well documented. Especially in the early grades, the brain needs relationships to learn and grow. Throughout childhood the power of emotions in relational experience promotes learning intensity, desire, motivation, and action. In his groundbreaking work, *The Growth of the Mind*, developmental psychologist Stanley Greenspan (1999) suggests that relationships are central to all learning.

The Search Institute's asset model provides further support for the central importance of relationships in a child's success. Its *Great Places to Learn* (1999) gives much practical advice on sustaining relationships from the asset-building model. Locally, Multnomah County and the Prevention Program of Portland Public Schools have begun working together to promote asset building in Portland Public Schools.

In one example, Sellwood Middle School promoted school bonding through a "Boys' Night Out" event at the school. One hundred and twenty-five students and 25 volunteer fathers spent a night at the school playing sports, eating, participating in carnival events, and taking a midnight bowling field trip. The boys and fathers loved it. By "doing" with each other, they built a sense of connection and belonging. An earlier "Girls' Night Out" was equally successful; showing that the active techniques more necessary for communicating with boys are also powerful tools for enriching communication and bonding with girls.

In many schools, sports have traditionally offered boys an active and socially approved opportunity to bond with their school and with other teammates. For those involved with athletics, the National Institute of Sports (NIS) has established a credentialing process for supporters interested in promoting positive mental health through athletics. (For more information, call NIS at 877-840-0505.) However, if sports are overemphasized, or if sports provide the only boy-friendly opportunity for boys to connect to school, boys who are not

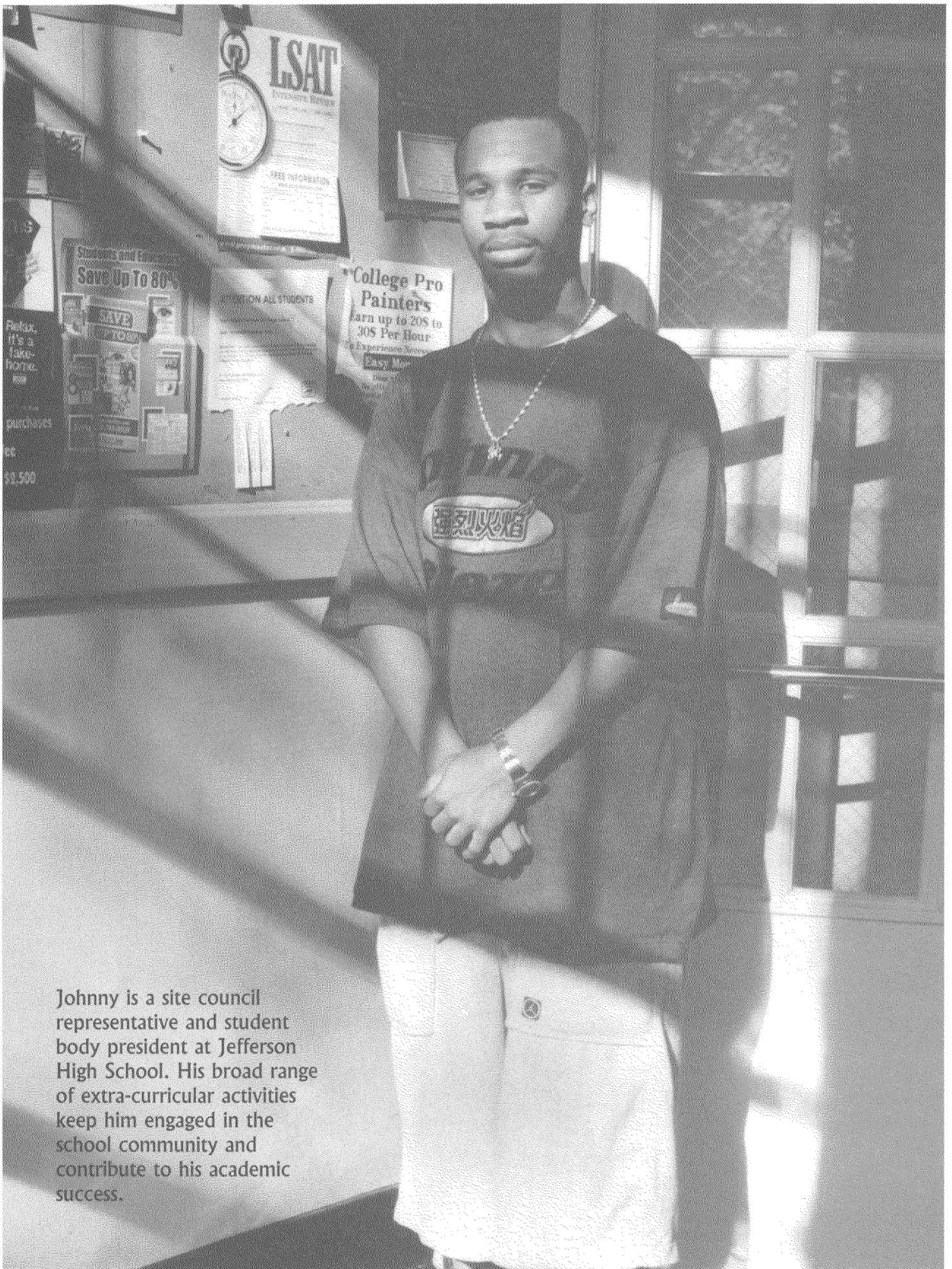
athletically gifted or inclined may experience fewer opportunities to bond with school. All boys, even the most athletic, need boy-friendly activities that make them feel that they are a welcome and important part of school culture through a variety of social activities.

Chess, band, outdoor clubs, and computer clubs are other activities that many boys enjoy, and that are often boy-friendly. Some schools have recognized that boy-friendly art activities are an excellent way to allow boys to explore a less traditionally valued part of their identity. An excellent example of a boy-friendly art club is a pottery club started for boys in an elementary school in Salem, Oregon. It's called the "Mud Club," and boys in the club are allowed to throw clay against the wall.

Any school could benefit from a review of the breadth of opportunities for extra-curricular activities that promote school bonding for both its male and female students. Some schools, seeking to augment these activities, have gone another step and created rites-of-passage opportunities to help their students form bonds with each other and their school. These programs are frequently held away from school, and may involve intellectual, personal, and/or physical challenges. For example, Jesuit High School's "Encounter" for eleventh graders is an activity that draws the participation of nearly 70 percent of eligible students. The event takes place over a three-day weekend at a retreat site. It includes activities, enhanced by discussion, intended to promote participants' self-understanding and sense of purpose. Much of the experience is in same-sex, small groups led by students and adult volunteers who have already experienced the process.

Opportunities for students to get off the school campus and see each other in unfamiliar settings also promote bonding. A very successful part of the Portland Public School middle school experience is the week of Outdoor School bonding that sixth graders experience with their classmates.

Developing a school climate that fosters connection for all students is critical to a school's academic success and to the happiness and success of its students. Boys pose particular challenges when it comes to developing relationships, but schools are discovering innovative ways to surmount the challenges.



Johnny is a site council representative and student body president at Jefferson High School. His broad range of extra-curricular activities keep him engaged in the school community and contribute to his academic success.

## Boys and Learning

Along with helping boys form stronger relationships at school, teachers and administrators can help boys perform better in the classroom by addressing their unique learning and physical needs. Above all, schools must address boys' activity levels inside the classroom and the challenges that boys face with reading and writing.

Accommodating the physical activity level of boys can be challenging. Picture a first-grade boy falling out of his chair. Funny? Yes, but also disruptive for a teacher trying to keep order in a classroom. And that captures the conflict: Tightly scheduled school days that allow very little physical activity clash with restless and rambunctious boys.

The trick to overcoming this conflict is to allow for movement within the structure of the school day, even within lessons that don't immediately present themselves as "active." A teacher at the all-boys Belmont Hill School in Belmont, Massachusetts, for example, holds "walk-around" math quizzes, during which the boys move to different parts of the classroom to complete their work. Boys at Belmont Hill also get morning breaks and participate in a rigorous athletic program. Belmont Hill's headmaster, Richard Melvin, praises the active learning approach, adding that, "reducing daily activity for boys is almost criminal ... It's ignoring who boys are" (Newcomb 2000). Allowing boys to move during the school day "seems to help boys not only stimulate their brains but manage and relieve impulsive behaviors," writes Michael Gurien (2001) in *Boys and Girls Learn Differently*. It has even been suggested that fewer boys would be diagnosed with Attention Deficit Hyperactivity Disorder if the school day were more active.

In a recent article, Diane Hulse, head of the middle school of an all-boys collegiate school in New York, describes another approach that achieves the same result: her school focuses on group learning. "Boys can be very competitive with each other, and we want them to develop alternative learning strategies where they're mutually supportive," she said. Using this technique, teachers offer mini-lessons during class to keep the pace quick, and then give boys the opportunity to move around, or build things, as part of the learning process. A classroom modeled on this approach allows boys the advantages of more physical activity, a pace more compatible with their attention spans, and offers more of the relationship-building experience that many boys need (Newcomb 2000).

### *Reading and Running*

Although girls possess a biological advantage for language learning that may partially contribute to their higher reading and writing test scores, a more active classroom has the potential to allow boys to diffuse enough energy to listen better and focus more successfully on language learning. For example, reading does not always need to be a quiet, solitary experience devoid of action. An English teacher in Portland, Oregon, asks her students to march in place while reading poetry. She reports that *all* of her students are more interested and involved in

her lessons. Other teachers have learned that younger students are better able to concentrate on stories if they're allowed to draw while someone reads. Even subtle movement can absorb distracting energy and enable improved focus. Many counselors have found that boys listen better if they're allowed to handle non-disruptive objects.

Once boys are better able to concentrate in the classroom, they need engaging learning material. For many boys, that means literature with "intriguing plots, fast paced action and characters who not only catch [a boy's] interest but who mirror the life that he is living," writes Ohio University's Sam Gil (1999) in an article in the *ALAN Review*. He adds that, according to research, "boys' reading ability improves when they're introduced to Young Adult literature such as S.E. Hinton's *The Outsider*, Chris Cruther's *Ironman*, or *Night* by Elie Weisel." Gill recommends several other titles and many libraries have lists of recommended books by age and gender.

Another way to encourage boys to read is to debunk the myth that reading is not a masculine activity. Boys need male role models that read. An Australian program, initiated by educator Deborah Mulligan, called "Real Men Read" offers male role models to its students by inviting fathers, or other significant men, into classrooms to read to students from a book or a magazine that they enjoyed as a child. After reading, the man leads a discussion about reading for enjoyment, and the importance of reading for functioning in the world. This program has been a great success, with most fathers being more than willing to move out of their comfort zone and read to a class of 30 adolescents. Additionally, teachers in the program note that these men have had another impact on the lives of the students; they often bring fresh perspectives to support current classroom lessons. (Education Development Center's on-line discussion group).

### *Writing Wrongs*

Just as boys need to be able to read stories that engage them, they need to be able to write about topics that they enjoy. In a fascinating article in the March 2000 issue of *Language Arts*, Thomas Newkirk challenges teachers to reconsider how they evaluate boys' writing. He states that topics that attract many boys often conflict with their teachers' concept of appropriate subject matter, particularly when the writing involves violent themes. Newkirk suggests that teachers open a dialogue around the presence of violence in boys' writing and consider refining their understanding of when it should be cause for alarm.

He also advocates that teachers recognize cartooning as an important art form and narrative medium, and he encourages them to become familiar with other narrative styles of writing that boys like. Newkirk believes that any hope of engaging more boys in literature and writing depends on acknowledging the "cultural materials" that boys bring into the classroom, including an affection for parody, an interest in sports, and an interest in cartoons and video games. He adds: "The most serious mistake is viewing these preferences as pathologies, as anti-social ways of being that must be modified, or, if that is not possible, banned" (Newkirk 2000).

## Boys and Behavior

Any efforts to improve boys' academic achievement must also stress social skill development and impulse control strategies, and must send the message that teasing and bullying are inappropriate and unacceptable. Boys who misbehave are disruptive to classroom learning and consume considerable school resources. (Recall that boys receive 70 percent of middle and high school discipline referrals and are much less likely than girls to use nonviolent methods to resolve their conflicts.) Misbehavior such as teasing and bullying harms efforts to create the climate of school bonding so necessary to successful learning. Fortunately, school administrators and the public alike are beginning to recognize bullying and teasing as a public health issue; recent school shootings all too frequently involve a disenfranchised, frequently-teased young man with access to a weapon. Even boys themselves are concerned. In *Real Boys*, William Pollack (1998) notes, "Of all the things boys across America are talking about, teasing, bullying, and the need to fit in figure at the top of the list" (p. 106).

Boys misbehave for a variety of reasons, including social pressure to conform to a tough masculine image and to project an "I-don't-care" attitude as a defense against poor classroom performance. Boys also engage in bullying, teasing, and other negative behaviors simply because they have, as a group, a significantly lower level of social competence than girls. For example, the Search Institute's national asset research finds that only 26 percent of boys report having the "interpersonal competence asset" which includes empathy, sensitivity, and friendship skills. In contrast, 60 percent of girls report having this asset (Starkman, Scales, and Roberts 1999).

Innovative teaching strategies, like those mentioned in the previous section, have the potential to reduce the number of boys who act out in school in reaction to performing poorly in the classroom by making the classroom more boy-friendly and academically inviting. There is also some evidence to suggest that single-sex classrooms improve behavior for both boys and girls (Pollard 1999), although the academic results for this approach are mixed.

Some boys misbehave in order to gain social status and friends, and although a certain degree of competitive talk and physical posturing is normal for boys, it can also be unhealthy. As discussed earlier, social pressure to conform to a narrow definition of masculinity often fuels excessive homophobic and misogynous teasing that is harmful to boys trying to develop a positive sense of male self. In recognition of the problem of teasing and bullying, many schools are responding by instituting policies and programs to limit this behavior. Because boys often *can* gain social status and friends through misbehavior, one of the best ways to change this behavior is through peer modeling that makes such behavior unpopular. In an example of a peer education model in Portland, Oregon, a local grass roots organization named Full Esteem Ahead brings respected high school students to talk to middle school students about the impact of teasing and other forms of relational aggression. (For more information, contact Kathy Masarie at 503-296-6748.) Other classroom activities can encourage boys to

address the challenge of being strong without being aggressive. A helpful tool to lead such a discussion is the video "Real Strength: Boys Talk About Life." The video contains brief monologues of boys honestly sharing their personal stories about teasing, fitting in, expressing emotions, and sexual decisions. (For more information, contact Family Health Productions at 978-282-9970.)

Programs to combat teasing and bullying should also include parents, many of whom find it challenging to raise caring and respectful young men able to survive the playgrounds of elementary school and the hallways of middle school. Schools can assist these parents by teaching them methods to help their sons handle teasing and by enforcing school policies to limit these behaviors. Parents can help their child by taking the teasing seriously in a way that avoids shaming him, and by explaining the psychology of bullying behaviors to the child and emphasizing that these behaviors do not reflect on him. Parents can also help their child develop allies, and help him find something in which he can excel and through which he can gain increased self-esteem and positive recognition.

In addition to actively pursuing policies that do not tolerate verbal or physical violence, improving the boy-friendliness of classrooms, and providing a diverse set of opportunities for students to bond to school, schools can also take advantage of comprehensive curriculum addressing student behavior. Especially in the early grades, social skill development is crucial for all students. In a practical local effort to increase the social skills of elementary school children, Portland's Abernethy School uses adult volunteers to teach playground rules and to model pro-social skills to students while they play with them. In a district-wide example, Portland Public Schools has invested in the Second Step curriculum, a nationally acclaimed violence prevention model that works to enhance social skills such as empathy development that would particularly benefit boys. As yet, no gender-specific research on programs like Second Step, or a similar program called Reconnecting Youth, assesses their successfulness for boys, although such research may be critical to design programs that can tackle problems with gender-specific causes. However, given boys' lack of social skills across the board, a broad, skill-based approach to improving student behavior looks promising.

An important focus for any social skills program aimed at boys should be the development of self-control techniques. Boys are not only more active than girls; frequently the more active they are, the more impulsive they are. Teaching about, and rewarding boys for using, self control in early elementary grades can set the stage for good behavior in future years - years in which distractions and temptations become greater. Helping boys channel their impulses may mean allowing for some kind of physical outlet. Boys often express emotions with quick bursts of physical energy requiring physical space. They need training to respectfully use the space and honor boundaries. Teaching boys how to use time-outs as a method to regain self-control is also essential, because boys may easily become overwhelmed with strong feelings and need more time to process them.

The staff at Portland State University's Upward Bound Program understand the importance of building meaningful relationships with high school students and their families. Teachers Mark and Dontà have strengthened Johnny's educational and social success through academic guidance and mentorship.



## Involving Men

*Boys need more positive male role models.* Unfortunately, for many boys in many settings, men have been in short supply. In fact, women have historically led the movement to help boys, with little assistance from their male counterparts. In contrast, girls are improving their academic success and expanding their gender roles in large part because of strong women leaders willing to act as role models and advocates. It will take similar leadership from men to help boys improve their academic success, and expand their gender roles toward broader, more inclusive definitions of masculinity.

The challenge is getting men to participate in this effort. Several factors deter men from joining efforts to alter boys' culture. For one, men themselves grew up under the boy code, and many cannot see its harm. Some men even value their experiences within the toughening boy culture, believing that it "helped them become a man." Still others are threatened by the idea of shifting gender roles. Finally, some men feel that they lack the relationship skills needed to act as a mentor. Men themselves lack models of other men fulfilling these roles.

Another factor contributing to the lack of fathers' involvement in schools is that some men, and particularly men of color, report feeling unwelcome in schools. In discussion groups to prepare this document, diverse representatives from Portland's youth-serving community noted that schools tend to be selective about the type of men they want in the schools. One participant stated, "We say we want men more involved in schools, but what schools are really saying is they want a certain class of men." Society often makes negative assumptions about the man who is available to come to school during school hours, or even about the man who is attracted to serving youth. Yet many youth don't have contact with either a biological or stepfather and are in dire need of father figures.

Just as schools must examine whether their culture is supportive of men volunteering in students' classrooms and activities, men must examine their lives to discover whether they are adequately contributing to their children and their schools. Eli Newberger (1999) writes, "The kind of adjustments that need to be made in the lives of boys to nurture them toward good character in their adult life are coherent with—sometimes identical with—the adjustments that will make men more highly aware and nurturing fathers and role models" (p. 31).

Fortunately, a national effort to educate men about their importance in the lives of children, strongly supported by research, is encouraging more men to respond to the call to become active in boys' lives. In community meetings to help plan this report, strong, motivated, and articulate men spoke of their desire to make a difference for today's young men. Men like these do make a difference. Research on fathers is particularly telling. *Child Trends Research Brief* ([www.childtrends.org](http://www.childtrends.org)) shares these examples of the critical role that fathers play in their children's lives:

- In one study, preschool children whose fathers provided 40 percent or more of the family's child care had higher scores on assessments of cognitive development, had more sense of mastery over their environments, and exhibited more empathy than those children whose fathers were less involved.

- Higher levels of father involvement in activities with their children, including meals, outings, and helping with homework are associated with fewer behavior problems, higher levels of sociability, and a high level of school performance among children and adolescents.
- Several studies have documented a positive relationship between fathers providing child support and the well being of school-age children.

In the national public health drive to disseminate this kind of information to fathers, schools are in a central position to help. They can get the word out through newsletters, parenting workshops, and health classes. Schools can access tools like the CD ROM produced by the U. S. Department of Education, entitled "Father's Involvement in Children's Learning," which contains video clips of a national conference on fathering, up-to-date research, and innovative strategies to better include fathers in their children's education.

Activities like Sellwood's "Boys' Night Out," and programs like "Real Men Read," described in earlier sections of this report, are excellent ways to get fathers involved in schools. Projects like the "Minority Male Initiative," detailed in the "Keeping Boys Connected" section, can connect young men with adult male role models. Another important resource for boys is the men already working in schools. How can they become more involved in helping boys succeed?

One idea comes from Upstate New York. Sponsored by the Capital Area School Development Association, the "Men Helping Boys" project gathered men from dozens of area schools to reflect on the challenges they faced growing up in order to increase their empathy for the challenges that today's boys and young men face. Motivated by their enhanced empathy, the men went on to create programs targeted at helping boys at the schools in which they worked. Results ranged from an effort to promote leadership among middle-school boys, to a program to bring more positive male role models into schools, to a writing program that helps boys reflect on their efforts to become thoughtful, responsible young men. (For more information and reports on specific programs, contact the Capital Area Student Development Association, Husted Hall 211, University at Albany, 135 Western Avenue, Albany, NY 12222.)

Programs to educate male teachers about the limitations of the boy code that often confine boys' culture would fold nicely into teacher education. In an article entitled, "Schooling and the Formation of Male Students' Gender Identities," Robert Smith (1995) argues for training male social studies teachers on these issues. Working from the assumption that "male social studies teachers may be less likely to reinforce limiting gender definitions in their teaching," Smith encourages these future teachers to reflect on their own gender identities in order to broaden their understanding of masculinity and model this for their students.

Adult men who provide models of respectful masculinity are key to helping boys succeed in schools. It has been said that, "Small boys learn to become large men in the presence of large men who care about small boys."

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## Summary of Strategies

### Strategy 1: Increasing Boys' Connection to School

- Create safe places for boys to form relationships with others, including boys' discussion groups.
- Improve the communication skills of school staff so they can better work with boys.
- Create boy-centered social events.
- Develop a broad base of boy-friendly, co-curricular activities other than sports.
- Support coaches to make athletics a healthy experience for boys who participate in sports.
- Explore the potential of rites-of-passage activities.

### Strategy 2: Improving Boys' Academic Performance

- Incorporate movement into learning activities.
- Emphasize cooperative learning approaches.
- Capitalize on literature that appeals to young men.
- Invite adult men into classes to model that it is acceptable for men to read.
- Consider new ways to evaluate boys' writing that take into account their interests and tastes.

### Strategy 3: Addressing Boys' Behavioral Problems

- Make the reduction of teasing and bullying an administrative priority.
- Challenge the peer norm that teasing is acceptable.
- Educate parents to help their sons better deal with teasing and bullying.
- Implement skill-based violence prevention curricula.
- Help all boys improve their social skills.
- Emphasize the development of self-control to help boys curb impulsive behavior.

### Strategy 4: Providing Boys with More Positive Adult Male Role Models

- Motivate men to lead the effort to help boys challenge limiting concepts of masculinity.
- Educate families about the critical role that men play in their children's lives.
- Invite men to participate more in their children's education.
- Create volunteer opportunities that men find attractive.
- Utilize mentors as role models.
- Educate male teachers about the role they can play in constructing gender identity.

## Conclusion

Although gender research is complex and ongoing, it's clear that both nature and nurture influence boys' behaviors, personalities, and learning styles. As we have seen, biological factors lead boys as a group to be more active, competitive, aggressive, and spatially oriented than girls and less developed in language skills and emotional competencies. Social pressures further reinforce these tendencies in boys. They often discourage boys from forming strong relationships, encourage an air of nonchalance toward school, and promote negative peer relationships. It is critical that Portland Public Schools, in joining the growing national movement to create environments that better support boys, examine boys' difficulties through the lens of all of these factors. As shown in examples throughout this document, addressing boys' problems at school not only helps boys, but also helps schools better serve all students.

For too long our tendency has been to look negatively upon boys. Through many anger management, pregnancy prevention, and violence prevention programs we have spent countless resources telling boys what not to do and showing them images of the men we don't want them to become. It is time to shift our focus to better understanding boys, searching for their strengths, and showing them the possibilities of becoming great men.

That is the theme of the four main strategies for helping boys succeed in school that have been covered in the preceding pages. These strategies focus on increasing boys' connections to school; improving their academic performance; addressing behavioral problems; and engaging men in boys' programs. As a review, a brief outline on the preceding page lists the major ideas covered for implementing each strategy. Another cornerstone of showing boys their strengths is allowing them opportunities to learn about the influences affecting their own development through classroom discussion on gender issues.

If these findings are shared with boys themselves; as well as with school administrators, classroom teachers, and counselors; discussion can begin, not end, here. Research on what works for boys will only become richer as the real experts, all of you, share your experiences and ideas about how to apply some of this material in your work.

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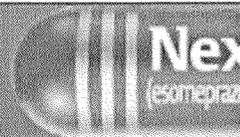


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By Sally Shaywitz

In its editorial, USA TODAY reveals unsettling differences between high school boys and girls in their academic performances, attitudes toward school and future career options. While such observations are interesting, of more importance is identifying why those differences exist.

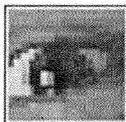


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One possible explanation I've come up with from conducting 20 years of research at the Yale Center for the Study of Learning and Attention suggests that schools may be setting standards that they apply to all students based on what is normal for girls. And while much of this may be because most teachers are female, the practice often may have unappreciated implications for male students.

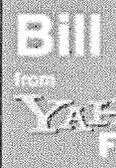
For many years, researchers and educators alike believed that reading problems affect far more boys than girls, with boys suffering problems at rates as high as five to one. About 15 years ago, our research group at Yale decided to investigate the occurrence of reading problems in boys and girls. Using data from our ongoing Connecticut Longitudinal Study (CLS) of learning we, too, found that elementary schools indeed were identifying nearly four times as many boys as girls as having a reading disability. However, when we individually tested each child, we found comparable numbers of boys and girls are affected by reading problems.

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**Why the difference?**

School identification of a reading disability is dependent on teacher perceptions. Examining the CLS data, we discovered that teachers perceive boys and girls quite differently. In fact, they rate males as having more problems than females in virtually every area assessed. According to their teachers, boys are more inattentive, more active and exhibit more behavioral and academic problems. Yet, despite such teacher reports of difficulties in the classroom, we found that boys and girls perform similarly on individual tests of reading and math.

Why are more boys identified by their schools? The answer is behavior. For example, boys who may exhibit normal activity levels for their gender - but excess activity for girls - are perceived as outside the range of normal, and subsequently are referred for testing. Behavior is used as a proxy for a learning disability and here, the normally increased activity level of boys is perceived as pathological.

Why should the norm for girls be held as the standard for boys as well? One explanation is that the teachers holding these perceptions are primarily women who may relate much more to the experience of girls than they do to that of boys. And in the primary grades, nearly 80% of the teachers are female.

We observed sex differences in the increased numbers of boys identified by their teachers as having reading disabilities and in the far higher prevalence of female teachers. Is there a relationship? If so, what is it? These important questions are only the tip of the iceberg relating to unknown consequences of known sex differences in the classroom.

Clearly, sex matters in education. It is time that sex differences affecting education no longer are brushed aside or denied, but rather are acknowledged and studied carefully so that we can use this knowledge to improve the education and lives of both boys and girls.

*Sally Shaywitz is a physician, a professor of pediatrics at Yale University and co-director of the Yale Center for the Study of Learning and Attention. Too many teachers hold boys to the behavioral standards of girls.*

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# Girls get extra school help while boys get Ritalin

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At last June's graduation at Franklin High School just outside of Milwaukee, three of the four students who tied for valedictorian were girls. Among the National Honor Society members, 76% were girls. And girls comprised 85% of the students on Franklin's 4.0 honor roll.



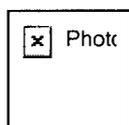
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The superintendent of schools for this upper-middle-class suburb, Gerald Freitag, investigated those numbers after the parents of a boy filed a complaint. He found that the skewed performances by gender at Franklin pretty much mirror the imbalances across the state and the nation.

This week, teachers at the middle school feeding into Franklin received training on how to reach out to boys. And high school teachers will continue the gender-sensitivity classes they began last school year.

But reversing the trend will not be easy. In classrooms nationwide, girls are pulling ahead of boys academically. Recent federal testing data show that what starts out as a modest gap in elementary-level reading scores turns into a yawning divide by high school. In 12th grade, 44% of girls rate as proficient readers on federal tests, compared with 28% of boys. And while boys still score slightly higher on federal math and science exams, their advantage is slipping.

Most startling is that little is being done to correct the imbalances. All of the major players schools, education colleges and researchers largely ignore the gender gap. Instead of pursuing sound solutions, many educators merely advocate prescribing more attention-focusing Ritalin ([news - web sites](#)) for the boys, who receive the drug at four to eight times the rate of girls, according to different estimates. "Too often the first reaction to an attention problem is 'Let's medicate,'" says Rockville, Md., child psychologist Neil Hoffman. "Some schools are quick to recommend solutions before they've fully evaluated the problem."

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### Playing to girls' strengths

One reason boys are losing academic ground to girls appears linked to a shift by schools to more word-based learning for which girls' brains are believed to have an advantage. Over the years, even math problems have become more word oriented, according to education researchers. But because schools are doing little to help boys adjust, males risk becoming second-class academic citizens. Already the academic success girls enjoy in high school translates into more college acceptances 56% of the students on campuses are female.

The full impact from this shift is something society has yet to discover. But a drop in earnings for males is one likely result. Workers with only a high school diploma earn \$20,000 a year less than those with a bachelor's degree.

One fact explains why educators are ignoring boys' needs: You can't address a problem that you don't admit exists. The U.S. Department of Education ([news - web sites](#)) concedes that no serious research is available comparing different instructional methods that might help boys. In fact, many education researchers are hostile toward research aimed at exploring gender differences in learning.

Last April, when Kenneth Dragseth, superintendent of schools in Edina, Minn., presented a paper describing his district's gender gap at the American Educational Research Association's annual meeting in Chicago, he says the reception ranged from chilly to hostile. Female education researchers in the audience questioned whether helping boys would mean hurting girls.

Their attitude follows years of lobbying by groups such as the American Association of University Women, which alerted educators to the fact that girls were being shortchanged academically in the fields of math and science. The extra attention helped focus schools on girls' difficulties, but it has made it too easy for educators to overlook the problems of boys. Among them:

**Boys and girls learn differently.** The best research on boy-girl learning differences is produced more by accident than by design. The lack of data in this field can hurt girls as much as boys. For instance, as part of an ongoing 20-year dyslexia study focusing on Connecticut schools, Yale neuroscientist and pediatrician Sally Shaywitz discovered that schools were identifying four times as many dyslexic boys as girls. Yet when her team entered schools to screen children, it diagnosed just as many dyslexic girls as boys. Shaywitz found that the mostly female teaching staff was quicker to identify rambunctious boys than quiet girls.

The results are just one example of what might be learned about the role gender plays in education, especially in elementary school, where 85% of teachers are women.

**Future teachers aren't trained to deal with learning differences.** Therapist Michael Gurian, author of *Boys and Girls Learn Differently!*, has visited more than 100 education colleges. But he has not found one that offers courses on male-female brain differences. His discovery explains why many new teachers arrive in classrooms clueless about what teaching techniques might work best for boys' learning styles.

**Boys lack advocates.** The special efforts made by schools to steer more girls into advanced math and science classes came after powerful advocacy groups embraced the problem. But Gurian and other advocates for boys say they run into resistance from educators who point to males' success in the workforce as proof that advocacy for boys is unnecessary.

In spite of the lack of research, anecdotal evidence shows that far more effective strategies are available for teaching boys than plying them with Ritalin. Patricia Henley runs a boy-friendly charter school in Kansas that hires many male teachers. It also recognizes boys' natural tendency to favor active learning by conducting more class work on the chalkboard and allowing more student movement within the classroom. And the school trains teachers to deal with boys' particular styles. For instance, because boys volunteer answers more slowly than girls do, teachers are told to count to 10 before calling on a student.

Beginning in the early 1990s, groups such as the American Association of University Women performed an important service by alerting the public to an educational failing. Their persistence helped convince educators that schools were ignoring important problems plaguing girls, such as the loss of self-esteem among middle school girls who had been successful students throughout elementary school.

Today's education system fails many boys. They deserve the same kind of attention to address why they are losing ground.

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## Mysterious Decline-Where Are the Men on Campus?

April 29, 2003

by Philip W. Cook and Glenn Sacks

### The Trend is Clear

Everybody wants to know where all the men have gone. The *Washington Post* calls their disappearance the "question that has grown too conspicuous to ignore," and *USA Today* notes "universities fret about how to attract males as women increasingly dominate campuses."

Females now outnumber males by a four to three ratio in American colleges, a difference of almost two million students. Men earn only 43% of all college degrees. Among blacks, two women earn bachelor's degrees for every man. Among Hispanics, only 40 percent of college graduates are male. Female high school graduates are 16% more likely to go to college than their male counterparts.

"This is new. We have thrown the gender switch," says Christina Hoff Sommers, a resident scholar at the American Enterprise Institute and author of *The War Against Boys: How Misguided Feminism is Harming Our Young Men*. "What does it mean in the long run that we have females who are significantly more literate, significantly more educated than their male counterparts? It is likely to create a lot of social problems. This does not bode well for anyone."

"As a nation, we simply can't afford to have half of our population not developing the skill sets that we are going to need to go into the future," says Susan L. Traiman, director of the Business Roundtable's education initiative.

Researchers from Harvard University, the University of Michigan and the United Negro College Fund have now agreed to study the issue.

"This is a powerful issue we need to stop talking about in generalities and really dig into," says Michael L. Lomax, president of Dillard University in New Orleans. "We just can't figure out how to get more male applicants, and we're not going to turn students down on the basis on gender," Lomax says. "I don't understand what is happening in the male community that is making education seem less attractive and less compelling."

The trend is unmistakable and some fear it is irreversible. Men made up the majority of college graduates when the first national survey was conducted in 1870. Except during World War II, when slightly more females enrolled than men, males were in the majority until men's graduation rate began to decline in the late 1970s. By the early 1980s women began to represent the majority of graduates.

In total, the U.S. Department of Education estimates that 698,000 women received bachelor's degrees in 2002, compared to 529,000 men.

Yet the loss in national productivity that this trend portends is not a concern to some. Jacqueline Woods, executive director of the American Association of University Women, denies that men's declining enrollments is a crisis or even a gender issue. She notes that those concerned about boys' sagging educational performance are "playing a zero-sum game" and says "I refuse to play." Columnist Ellen Goodman dismisses boy-friendly educational reformers as being motivated by the fact that "educated women have always made some people nervous." She, Woods and writer Barbara Ehrenreich argue that the college gender gap is another example of the disadvantages faced by women! According to Ehrenreich, "men suspect they can make a living just as well without a college education, since they still have such an advantage over women in the non-professional workforce."

Not only are the problems of college males being minimized in some quarters, but also much of the discussion of the lack of males in college surrounds the destructive impact it may have upon females. For example, an ABC.com report on the subject gloats "No More Big Man on Campus?" while declaring that the "College Gender Gap Could Mean Women Lose Mating Game" and asking "Must Women Go Slummin'?" Canadian journalist Lysiane Gagnon laments in the Globe and Mail that "the next generation of Quebec women might face a difficult love life...in a few years the province will be filled with high-paid, ambitious, professional women. Across the dance floor will be a large group of losers -- uneducated men stuck in small, low-paying jobs."

### **A Hidden Issue**

Sophomore Adam Petkun and Senior Jesse Harding at the University of Oregon, who work at the Associated Students office, are typical of many male students on campuses across the country. They didn't know that women outnumber men on their campus. They were both surprised, but not shocked by the information. Neither had any thoughts on why it was occurring or seemed concerned about the trend. Martin S. a junior at Portland State University after giving it some thought didn't think the trend is ultimately a good thing. "I don't know

why this is going on. It seems like blue collar physical jobs that usually go to men are on the decline, so you'd think there would be more men attending college not less. I know some guys who have taken to going into high-tech and feel they don't need a degree, but even in quite a few of those jobs a degree is obviously a help. It's a mystery to me."

It is also apparently a surprise and a mystery to most high school counselors.

"The few counselors I have talked with seem surprised by the trend," said Richard Wong, executive director of the American School Counselor Association, the nation's largest school counseling group. "I don't think there has been a conscious effort to exclude white males, because historically they have been able to take care of themselves. A lot more attention has been paid to other groups, minorities and women, but perhaps the pendulum has swung too far." Although the ASCA has conducted initiative programs for women and minorities, it does not plan any affirmative campaign to address the decline in male college attendance. "If it becomes a major issue the board will likely consider a response," said Wong.

According to Mark Kuranz, a former president of the ASCA and currently a high-school counselor in Racine, Wisconsin, "Certainly college is very accessible for girls, and there is more competition with boys for the available spots. You would think however, there would be a leveling off or the attendance and the graduation rate would be pretty level. Perhaps we have begun to expect less from boys."

### **An Early Start to Giving Up on College?**

Boys have fallen seriously behind girls at all K-12 levels. By high school the typical boy is a year and a half behind the typical girl in reading and writing. Girls get better grades than boys and boys are far more likely than girls to drop out of school or to be disciplined, suspended, held back, or expelled. Boys are four times as likely to receive a diagnosis of attention-deficit hyperactivity disorder as girls, and the vast majority of learning-disabled students are boys.

The problem is a complex one, but a fundamental reason behind the phenomena is that modern K-12 education is not suited to boys' needs and learning styles. Success in school is tightly correlated with the ability to sit still, be quiet, and complete work that is presented in a dull, assembly line fashion. There is little outlet for natural boyish energy and exuberance in schools, and as a result many boys--even those as young as five or six-- end up being given Ritalin or other drugs so they can sit still. At every step of the way those whose natures are least accommodating to this type of education--boys--fall by the wayside.

Boys' educational problems often begin as soon as they go to

kindergarten. Michelle Ventimiglia, director of a Los Angeles pre-school, says:

"Our schools simply aren't made for boys. I see this every September when my students go into elementary school. My boys do great here, but when they go on to elementary school all of a sudden some of them become 'behavior problems' or 'bad kids.' How can a six year-old be 'bad?'"

"Children need physically connected activities, particularly boys. They learn best by doing. Too often teachers find it easier to simply give them worksheets instead. And now, with so much time being devoted to testing and preparing for testing, teachers' repertoires are even more limited, which is bad for children, particularly boys."

When boys are unable to fit into a school environment that clearly is not suited to them, they are often diagnosed with Attention Deficit Hyperactivity Disorder and given Ritalin or other drugs. Nearly nine million prescriptions of Ritalin are written for American children each year, most of them for boys between the ages of six and 12. According to Stanford University's Thomas Sowell, author of *Inside American Education: The Decline, the Deception, the Dogmas*, the drugging of boys is "part of a growing tendency to treat boyhood as a pathological condition that requires a new three R's repression, re education and Ritalin." He notes: "The motto used to be: 'Boys will be boys.' Today, the motto seems to be: 'Boys will be medicated.'"

Kuranz says these issues are beginning to be addressed in schools. "The conversation is beginning to be heard" regarding more active learning methods and the over-use of Ritalin.

### **Less For Men's Sports**

The decline of men's college sports has also contributed to the disappearance of men on college campuses. Title IX of the Education Amendments Act of 1972 bars sex discrimination in any educational program or activity that receives federal funding. In the decades since, women's athletics have burgeoned in high schools and colleges. Title IX was and remains an important and laudable victory for the women's movement.

Some feminist groups, however, lobbied successfully to use an obscure bureaucratic action known as the 1979 Policy Interpretation to mandate that the number of athletes in college athletic programs reflect within a few percentage points the proportion of male and female students on campus. The problem is, as studies have shown, fewer women than men are interested in playing organized sports, even though the opportunity is available. Even in all-female colleges the number of women athletes fall considerably below that needed to satisfy Title IX requirements in coed colleges.

In addition, the current Title IX equity calculations are misleading because they count college football's athletes and dollars without considering football's moneymaking ability. In fact, over 70% of Division I-A football programs turn a profit.

Thus schools are caught in a vise. Because schools need football's revenue yet must also equalize gender numbers, they are forced to cut men's non-revenue sports.

Todd R. Dickey, University of Southern California's general counsel, and many others argue that football should simply be taken out of the gender equity equation because no other sport earns as much revenue, has such a large number of athletes or staff, and needs as much equipment. "You can't spend as much on women's sports as you can on men's, because there is no women's equivalent for football," Dickey says.

Thus women have gained a little but men have lost a lot. According to the National Collegiate Athletic Association (NCAA), for every new women's athletics slot created between 1992 and 1997, 3.6 male athletes were dropped. During the same period, colleges added 5,800 female athletes--and cut 20,000 male athletes. More than 400 men's collegiate athletic teams have been eliminated nationwide since the advent of Title IX. Kimberly Schuld, director of the Independent Women's Forum's Title IX Play Fair! Project, calls this "clear, government-sanctioned sex discrimination."

The current situation in men's sports in college has prompted some recent reconsideration, but no clear direction. The Commission on Opportunity in Athletics' is looking at recommendations to Secretary of Education Rod Paige. In testimony before the commission, Deborah Zelechowski, a senior vice president at Robert Morris College in Chicago, said that she has a male student population of just 36%. "We need more males," she said, "yet we cannot offer more male athletic teams--the letter of the law of Title IX is interfering with the spirit of the law."

### **An anti-male campus?**

Nearly every large college campus and many smaller ones have a Women's Studies department. There are over five hundred women's studies departments and over one hundred colleges that offer a degree program in women's studies. There is not a single degree program or department in men's studies in the U.S. It is difficult to get exact numbers, but it appears that there are fewer than a dozen classes labeled men's studies being offered in colleges anywhere. Some that are labeled men's studies are in fact anti-male. Kenyon College, for example, has a Men's Studies program that in the words of one professor is in opposition to, "The white, male, heterosexual, able-bodied, Christian, middle-class norm."

Some academicians contend that the ascendancy of women's studies on campus was a mistake. They argue that such issues do not properly belong in a narrowly defined 'feminist' approach to learning, but in already established fields of study such as sociology and history. In any case, there certainly has been little demonstrated movement among college administrators to offer men's studies departments or courses, and men's resource centers. Bret Burkholder a professor at Pierce Community College in Puyallup, Washington has set up a resource center on his campus. He says such efforts can help, "We must learn and establish alternative ways of instruction and student services support that are more in step with the predominate ways that men learn and communicate. We have to respect men, their ways of learning and expression if we are to earn their respect and trust. No one stays where they aren't wanted or valued."

The claim that an anti-male agenda exists in our universities is difficult to understand unless one is immersed in today's college culture.

Denesh D'Souza in his book, *Illiberal Education, the Politics of Race and Sex on Campus* argues that a system has emerged which has encouraged separatism: "By the time these students graduate, very few colleges have met their need for all-round development. Instead, by precept and example, the ideal of an educated person is largely a figment of bourgeois white male ideology, which should be cast aside." He charges that the American students are getting is not a liberal education but, "its diametrical opposite, an education in closed-mindedness and intolerance."

D'Souza and others point to Women's Studies departments as a prime mover in this change. Thomas Sort, a professor of philosophy at Kenyon College, says, "Ideological dogmatism is the norm not the exception in Women's Studies. They practice the very exclusion that they claim to have suffered in the past." It is not that men are not welcome just in Women's Studies programs. The programs may have fostered an environment in which the very presence of males on campus is a threat to a worldview that sees things only in terms of oppressors and the oppressed.

Deliberate misinformation about men and gender issues are an integral part of modern campus culture. Women's centers and women's studies departments publicize and promote discredited academic frauds like "one in four college women has been the victim of rape or attempted rape" and "domestic violence is the leading cause of injury to women aged 15 to 44." Sommers, who debunked many academic feminist claims in *Who Stole Feminism?*, calls these "Hate Statistics." The statistics help to set up a campus mindset where it makes sense to be anti-male. If, for example, one believes the oft-stated feminist claim that on an average campus a woman is raped every 21 hours, who wouldn't be? (In reality, there is an

average of less than one reported rape per three American college campuses per year).

Women's studies textbooks provide a view of the hostility towards men in our universities. According to an extensive study of women's studies textbooks released in 2002 by the IWF, a dissident women's group, the textbooks "ignore facts in favor of myths," "mistake ideology for scholarship," and encourage students to "embrace aggrievement, not knowledge." The study, "Lying in a Room of One's Own: How Women's Studies Textbooks Miseducate Students," examined the five most popular Women Studies' textbooks in the United States and found relentless woman-as-victim/man-as-victimizer bias and hostility. According to the author, Christine Stolba, the textbooks construe or distort studies and statistics to infer that women are miserable and oppressed, and that men are privileged oppressors.

Among the "truths" the textbooks tell students are: Women are under siege from virtually all sectors of society; little has changed for women in the past three decades; believing that women have achieved equality is "modern sexism"; and most women are not naturally sexually attracted to men but are the victims of "compulsory heterosexuality" maintained through male "social control." Bad fathers are described as the rule rather than the exception, the prevalence of sexual abuse and molestation is wildly exaggerated, and students are told that in families fathers often represent a "foreign male element" that mothers and daughters must unite against.

UCLA is one of the few universities in which a debate on the anti-male bias on campus has actually been allowed to take place, and this was only because of a full-page ad in the campus newspaper. The IWF ran a full-page advertisement in UCLA's student newspaper, the *Daily Bruin*, which asked "Are you tired of male-bashing and victimology?" The ad debunked what it called the "Ten Most Common Feminist Myths," including "30 percent of emergency room visits by women each year are the result of injuries from domestic violence," "women have been shortchanged in medical research," "one in four women in college has been the victim of rape or attempted rape," and others. Feminists, led by Tina Oakland, director of the UCLA Center for Women and Men, and Christie Scott, executive co-chair of the UCLA Clothesline Project, launched campus demonstrations against what Scott called "a violent ad, a very hostile ad" which "breeds a very bad attitude toward campus women." Oakland said that challenging one in four is like denying the Holocaust. A feminist professor wrote to the *Daily Bruin* claiming that the IWF ad served to "ferment intolerant, anti-woman...sentiment and action on campus" and "incite hate." While the *Daily Bruin* refused to apologize for the ad, its viewpoint editor was cowed, and expressed regret that the paper had "let something so anti-woman through." Oakland, after being castigated by some in conservative magazines, backed off of her defense of the "1 in 4" figure

rape figure, explaining that "the statistics don't really matter that much in the big picture."

### **Can Balance be Achieved?**

A serious national effort is needed to redress the gender imbalance in our universities and the biggest solution to the absence of boys from our college campuses will be boy-friendly reforms at the K-12 level. Sommers notes that one of the greatest challenges reformers face is the fact that our society is largely unaware of or refuses to recognize the boy crisis in our schools. She contrasts this with England, which embarked upon boy-friendly educational reforms in the early 90s and has met with some success.

Part of this national effort will be a retooling of our schools to create boy-friendly classrooms and teaching strategies. Boys in particular need strong, charismatic teachers who mix firm discipline with a good-natured acceptance of boyish energy. Concomitantly, a sharp increase in the number of male teachers is also needed, particularly at the elementary level, where female teachers outnumber male teachers six to one. Same-sex classes can also be helpful, and schools should have the power to employ them when appropriate.

Beyond reforms at the K-12 level, it is apparent that college campuses need to be places where males feel as welcome as females. Women's Studies needs to be either abolished, converted to Gender Studies and its texts and studies put under strict peer review, or departments of equal stature and funding need to be created that are devoted to Men's Studies. It only seems fair and balanced. At the very least, many Women's Studies textbooks need to be replaced by texts which consider both male and female points of view on gender issues and which cite only academically credible research. Title IX needs to be brought back to its original intent, and viable men's athletic programs need to be restored.

The decline in male attendance and college achievement does not appear to be a statistical aberration, or one that will correct itself without attention being paid to the issue. Certainly society is not better off if a significant number of our best and brightest young men fail to seek or earn a college education. We need to take the first step by acknowledging that the decline of males on campus is a significant social and economic problem. This realization need not detract from the mission to provide equal educational opportunities for women. It may lead to recognizing that at least some real discriminatory lack of accommodation for males in education campus exists, and that reforms and different approaches are needed. If these steps are not taken, it seems clear that the decline of males on campus will continue at its present rapid rate.

*This column first appeared in the book Abuse Your Illusions: The Disinformation Guide to Media Mirages and Establishment Lies published by The Disinformation Company. Philip W. Cook is the author of Abused Men-The Hidden Side of Domestic Violence (Greenwood/Praeger), and is the Vice President of Stop Abuse For Everyone. Glenn Sacks is a men's and fathers' issues columnist and radio talk show host. His columns have appeared in dozens of America's largest newspapers. His radio show, His Side with Glenn Sacks, can be heard every Sunday on KRLA 870 AM in Los Angeles. Glenn can be reached via his website, at [www.GlennSacks.com](http://www.GlennSacks.com).*

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## Boys' academic slide calls for accelerated attention

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At High Point Central High School outside Greensboro, N.C., the computers recently spit out the dreaded nine-week list that fingers students receiving a "D" or "F" for the grading period. Principal Joe Yaeger wasn't surprised that 412 boys got unsatisfactory grades, compared with only 303 girls. Yaeger thinks a lot about why boys aren't faring well in school, but he lacks clear solutions.



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### Snapshots

What's happening at Central is part of a larger phenomenon seen in many high schools: Girls are pulling away from boys in academics. Usually, principals notice the trend first among the stronger students when they have a streak of female valedictorians, or most of the National Honor Society members turn out to be girls.

But a unique survey by the Southern Regional Education Board, a compact of 16 states dedicated to improving education, reveals disturbingly different attitudes about education among 40,000 male and female students. The teens polled are typical, not stars or low performers. They score at the national average on federal math and verbal tests. Among their classmates, they most likely are headed to the workforce, two-year colleges, technical training programs or less-competitive four-year colleges.

### Boys see less value in school

The data collected from 1,000 high schools in 26 states at the request of USA TODAY reveal a deep-seated malaise about learning

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among the boys. While 84% of girls in the survey said it was important to continue their education beyond high school, only 67% of boys agreed.

That ambivalence also extended to their views of the future: Seventy percent of the "average" girls thought it was useful to do well in school to achieve life goals; only 57% of the boys felt the same. In the words of veteran Atlanta educator Gene Bottoms, who conducted the survey, high schools are "losing" many average boys.

That fact hurts not just these boys, but also the nation. These students are the country's future foundation. They're the ones the nation is depending upon to service and sustain the economy of tomorrow.

Yet the boys in the survey are graduating with verbal skills too limited for college or the word-oriented workforce they're entering. Working on cars, computer chips or military gear requires adeptness in understanding instruction manuals. Still, 31% of the boys scored "below basic" on federal reading tests, compared with 20% of the girls.

#### **The difference shows**

The academic gender gaps in high school already are driving dramatic changes in colleges. At the end of the 1990s, 133 women received bachelor's degrees for every 100 men. By 2010, the U.S. Department of Education ([news - web sites](#)) expects that number to rise to 142.

A report by the Business Roundtable, a group of chief executives from major corporations, warns of long-term consequences from the academic slippage by boys. They include reductions in labor productivity and economic growth. Also threatened, it says, are the social roles men play as husbands, fathers, breadwinners and role models.

Why the academic gap between boys and girls with roughly the same aptitudes? The answer is that boys are held to different standards than girls as early as elementary school. And they receive far different messages about the value of education.

There's plenty of blame to spread around. Among the most obvious culprits:

•**Schools let boys off the hook in reading.** Federal testing reveals that girls' somewhat higher reading scores in elementary school become a yawning gap in high school. By 12th grade, 44% of girls rank as proficient readers, compared with 28% of boys, according to the National Assessment of Educational Progress, a nationwide report card on student skills. Bottoms and other educators studying the survey say that by ninth grade, many boys are placed in low-level reading courses and never advance.

•**Parents don't stress the importance of boys' education.** Contrasting attitudes that boys and girls hold about learning are clearly

visible at Central, which serves a racially mixed, blue-collar community. A roundtable discussion that included six average ninth-graders, three boys and three girls, revealed the sharp differences. When 14-year-old Kandice Scales said that getting a good education meant everything to her, the boys howled with laughter. "See," Scales says. "You'll never hear a boy say that."

The pro-education attitudes expressed by the girls are driven by what they see at home, Assistant Principal Revonda Johnson says. Because mothers in single-parent homes raise most students, daughters are put on notice that they will have to make it on their own. Only 41% of the boys surveyed say they "often" tried to do their best work in school, compared with 67% of the girls.

**•School districts don't ensure that boys graduate.** At Central, 53 of the 84 students who dropped out last year were boys. That ratio is typical. Nationally, 67% of males graduated in 2000, compared with 74% of females. For minorities, the gender differences get sharper. Among blacks, 45% of the males graduated, compared with 57% of the females. A student who dropped out of high school earns \$2,000 a year less than someone with a high school diploma, \$6,000 less than someone with a two-year college degree and \$20,000 less than someone with a bachelor's degree.

**•Society writes off "average" students.** Federal laws guarantee that children with disabilities are educated; pressure from parents guarantees that schools will pay attention to the most motivated students. But average students who struggle in school receive no special protections.

### **Recognizing the problem**

Girls long have been better students than boys in the early grades. Traditionally, boys have caught up with girls - and even surpassed them in math and science courses starting in 10th or 11th grades. But the survey by the Southern Regional Education Board confirms that because many average boys aren't joining these late bloomers, they're falling behind.

Closing this gender gap first requires awareness - by teachers, principals and parents. Only then can targeted solutions be developed. Among them: reading interventions that start early enough to reverse boys' academic slide.

Also needed are new ways to convince boys of the importance of taking college-preparation coursework.

Otherwise, the literacy fissure that starts in elementary school will continue to fuel the college-degree chasm that threatens the future of boys entering the workforce today. Today's debate: Boys' and girls' learning differences. Alarming, fewer boys than girls value education, survey shows.

# AGENDA PLACEMENT REQUEST

BUD MOD #: 04\_DCJ\_BCC\_04

APPROVED : MULTNOMAH COUNTY  
BOARD OF COMMISSIONERS  
AGENDA # R-1 DATE 01.15.04  
DEBORAH L. BOGSTAD, BOARD CLERK

**Board Clerk Use Only:**

Meeting Date: January 15, 2004  
Agenda Item #: R-1  
Est. Start Time: 9:30 AM  
Date Submitted: 12/30/03

**Requested Date:** January 15, 2004

**Time Requested:** 5 minutes

**Department:** Community Justice

**Division:** Adult Services/Various

**Contact/s:** Shaun Coldwell

**Phone:** 503 988-3961

**Ext.:** 83961

**I/O Address:** 503/250

**Presenters:** Joanne Fuller, Kathleen Treb, Steve Liday and Shaun Coldwell

**Agenda Title:** Budget Modification 04\_DCJ\_BCC\_04 adds \$129,566 in State Department of Corrections Revenue to the Department of Community Justice Federal/State Budget

**NOTE: If Ordinance, Resolution, Order or Proclamation, provide exact title. For all other submissions, provide clearly written title.**

**1. What action are you requesting from the Board? What is the department/agency recommendation?**

The Department of community Justice (DCJ) requests approval of a budget modification to increase the FY04 Federal/State budget by \$129,566 Department of Corrections (DOC) revenue.

**2. Please provide sufficient background information for the Board and the public to understand this issue.**

This budget modification uses additional revenue appropriated by the state legislature to strengthen the Department of Community Justice sex offender treatment services. The package consists of the addition of a Sex Offender Manager, a Clinical Coordinator, a part-time Program Development Technician to handle data collection and a \$100,000 increase to contracted sex offender treatment services.

### 3. Explain the fiscal impact (current year and ongoing).

The revenue increases the Department's Federal/State fund by \$129,566 and covers the Indirect Cost obligation. In addition, savings recognized by the reduction of non-represented staff's Cost of Living (COLA) increases and a decrease in the costs budgeted for County health benefits are used to cover the current cost of this treatment services package.

DCJ will cover the additional \$304,114 expense, adjusted as necessary, within the available dollars appropriated by the legislature in ongoing years.

**NOTE: If a Budget Modification or a Contingency Request attach a Budget Modification Expense & Revenues Worksheet and/or a Budget Modification Personnel Worksheet.**

**If a budget modification, explain:**

- ❖ **What revenue is being changed and why?** The Federal/State revenue budget increases by \$129,566, resulting from an increase in the Oregon Department of Correction's appropriation to Community Justice Services. \$29,722 in reduced COLA savings and \$112,360 in reduced budgeted expense for County health benefits are reprogrammed to cover the remaining expense of the sex offender treatment services package.
- ❖ **What budgets are increased/decreased?** The Federal/State budget for the Adult Community Justice Services is increased by a net change of \$129,566 in Department of Corrections revenue.
- ❖ **What do the changes accomplish?** The increased and reprogrammed revenues strengthen the Community Justice sex offender treatment program by the addition of three staff positions and \$100,000 in increased treatment services. DCJ pays for sex offender treatment for indigent offenders. These changes will allow almost 100 more indigent offenders per year to receive treatment.
- ❖ **Do any personnel actions result from this budget modification? Explain.** A position is added to manage sex offender services. The primary responsibility of the sex offender program manager will be to coordinate the work of sex offender specialist PPOs and their supervisors in the field offices. This position is supported by the addition of a clinical coordinator (who will regularly consult with PPOs regarding supervision and case management strategies) and a data collection technician.
- ❖ **Is the revenue one-time-only in nature?** The reprogramming of savings from Cost of Living and health benefit cost reductions, totaling \$142,082 are one-time-only increases. The \$129,566 is an ongoing increase included in the Oregon legislature's appropriation to Community Justice Services.
- ❖ **If a grant, what period does the grant cover?** The state appropriation is covered under the July 1, 2003 through June 30, 2005 legislative budget period.
- ❖ **When the grant expires, what are funding plans?** The state appropriation is anticipated to continue.

NOTE: Attach Bud Mod spreadsheet (FORM FROM BUDGET)

If a contingency request, explain:

- ❖ Why was the expenditure not included in the annual budget process?
- ❖ What efforts have been made to identify funds from other sources within the Department/Agency to cover this expenditure?
- ❖ Why are no other department/agency fund sources available?
- ❖ Describe any new revenue this expenditure will produce, any cost savings that will result, and any anticipated payback to the contingency account.
- ❖ Has this request been made before? When? What was the outcome?

If grant application/notice of intent, explain:

- ❖ Who is the granting agency?
- ❖ Specify grant requirements and goals.
- ❖ Explain grant funding detail – is this a one time only or long term commitment?
- ❖ What are the estimated filing timelines?
- ❖ If a grant, what period does the grant cover?
- ❖ When the grant expires, what are funding plans?
- ❖ How will the county indirect and departmental overhead costs be covered?

4. Explain any legal and/or policy issues. N/A.
5. Explain any citizen and/or other government participation that has or will take place. N/A.

**Required Signatures:**

Department/Agency Director:



Date: December 22, 2003

Budget Analyst

By:



Date: December 30, 2003

Dept/Countywide HR

By:



Date: December 22, 2003

Budget Modification: 04\_DCJ\_BCC\_04

**EXPENDITURES & REVENUES**

Please show an increase in revenue as a negative value and a decrease as a positive value for consistency with MERLIN.

Line No.	Fund Center	Fund Code	Accounting Unit			Cost Element	Current Amount	Revised Amount	Change Increase/ (Decrease)	Subtotal	Description
			Internal Order	Cost Center	WBS Element						
1							0			Sex Offender Tx:	
	50-10	1505		501001	60170	92,082	0	(92,082)		Decr Prof Sv, BM INT-03 & 08 COLA/Ben bal less INT-09.	
	50-10	1505		501001	60350	604	(1,265)	(1,869)		Decr Central Ind, (\$92082) x 2.03%.	
	50-10	1505		501001	60355	1,554	(3,262)	(4,816)		Decr Dept Ind, (\$92082) x 5.23%.	
							0		(98,767)	<b>Total Cctr 501001 ACJ Mgmt DOC</b>	
3	50-10	1505		504410	60000	0	100,534	100,534		Incr Perm, 1 Pgm Mgr 1; 1 Clin Coord eff. mid-Nov.	
4	50-10	1505		504410	60130	0	28,823	28,823		Incr Sal-Rel, 2 FTE.	
5	50-10	1505		504410	60140	0	18,531	18,531		Decr Ins, 2 FTE.	
19	50-10	1505		503540	60170	154,579	254,579	100,000		Incr Prof Sv, 7 mos add'l for contract sex offender tx.	
	50-10	1505		504410	60350	0	5,032	5,032		Incr Central Ind, \$247888 x 2.03%.	
	50-10	1505		504410	60355	0	12,965	12,965		Incr Dept Ind, \$247888 x 5.23%.	
9							0		265,885	<b>Total Cctr 504410 Sex Offender Tx DOC</b>	
11	50-00	1505		509601	60000	0	9,476	9,476		Incr Perm, add haltime PDT 7 mos.	
12	50-00	1505		509601	60130	0	2,717	2,717		Incr Sal-Related, half-time PDT, 7 mos.	
	50-00	1505		509601	60140	0	2,792	2,792		Incr Ind, half-time PDT, 7 mos.	
	50-00	1505		509601	60350	0	304	304		Incr Central Ind, \$14985 x 2.03%.	
16	50-00	1505		509601	60355	0	784	784		Incr Dept Ind, \$14985 x 5.23%.	
18							0		16,073	<b>Total Cctr 509601 Busn Svcs DOC</b>	
25	50-10	23000			CJ010.GRANTAID	50180	14,001,992	13,818,801	(183,191)	Incr in CJ010.GRANTAID revenue	
26							0		(183,191)	<b>Total DCJ CJ010.GRANTAID REVENUE</b>	
28	50-00	1000		509600	60170		8,933	8,933	8,933	Incr Prof Svc by Dept Indirect	
29	50-00	1000		509600	50370		(8,933)	(8,933)	(8,933)	Dept Indirect Revenue	
	70-01	3500		705210	60330		21,323	21,323	21,323	Offsetting Insurance expense	
	70-01	3500		705210	50316		(21,323)	(21,323)	(21,323)	Insurance revenue	
							0	0	0	<b>Total - Page 2</b>	
							0	0	0	<b>GRAND TOTAL</b>	

### EXPENDITURES & REVENUES

Please show an increase in revenue as a negative value and a decrease as a positive value for consistency with MERLIN.

Line No.	Fund Center	Fund Code	Accounting Unit			Cost Element	Current Amount	Revised Amount	Change Increase/ (Decrease)	Subtotal	Description
			Internal Order	Cost Center	WBS Element						
38	19	1000		9500001000				(3,467)	(3,467)	(3,467)	Indirect Reimbursement revenue in GF
39	19	1000		9500001000				3,467	3,467	3,467	CGF Contingency expenditure
41								0			
42								0			
43								0			
45								0			
46								0			
48								0			
49								0			
38								0			
39								0			
53								0			
55								0			
56								0			
57								0			
								0	0	0	Total - Page 2
								0	0	0	GRAND TOTAL
60								0			
61								0			
63								0			
64								0			
65								0			
66								0			
67								0			
70								0			
71								0			
72								0			
81								0			
82								0			
0								0			
85								0			
86								0			
								0	0	0	Total - Page 3
								0	0	0	GRAND TOTAL

### EXPENDITURES & REVENUES

Please show an increase in revenue as a negative value and a decrease as a positive value for consistency with MERLIN.

Line No.	Fund Center	Fund Code	Accounting Unit			Cost Element	Current Amount	Revised Amount	Change Increase/ (Decrease)	Subtotal	Description
			Internal Order	Cost Center	WBS Element						
89								0			
90								0			
92								0			
93								0			
94								0			
102								0			
103								0			
104								0			
105								0			
106								0			
107								0			
108								0			
110								0			
111								0			
112								0			
								0	0	Total - Page 4	
								0	0	GRAND TOTAL	



FM Side		PS/CO Side			Cost,Element/ Commitment Item	Notes
FM Fund Center	FM Fund Code	Internal Order	Cost Center	WBS Element		
Nond	10-xx	7				
DA	15-xx	5				
CFS	20-xx	1				
ADS	30-xx	2				
HD	40-xx	3				
DCJ	50-xx	4				
MCSO	60-xx	6				
DSS	70-xx	8				
DLS	80-xx	9				
DES	90-xx	10				
<b>General Fund Contingency</b>						
	19 1000		9500001000		60470	Reduce available General Fund Contingency
	xx-00 1000	x			60560	Cash Transfer expenditure from GF
	xx-xx xxxxx			xxx	50320	Cash Transfer revenue from GF
	xx-xx xxxxx			xxx	xxxxx	Expenditure
<b>Indirect</b>						
<i>True Indirect via BudMod</i>						
	xx-xx xxxxx			xxx	60350	Indirect Expenditure
	19 1000		9500001000		50310	Indirect reimbursement revenue in General Fund
	19 1000		9500001000		60470	CGF Contingency expenditure
<i>Roundie-Round Indirect via BudMod</i>						
	xx-00 1000	x			60560	Cash transfer expenditure from GF
	xx-xx xxxxx			xxx	50320	Cash transfer revenue from GF to other fund
	xxx xxxxx			xxx	60350	Indirect expenditure
	19 1000		9500001000		50370	Indirect reimbursement revenue in General Fund
<b>Telecommunications</b>						
	xx-xx xxxxx			xxx	60370	Departmental telecommunication expenditure
	70-03 3502		709520		50310	Budgets receipt of reimbursement
	70-03 3502		709520		60200	Budgets offsetting expenditure in telecommunications fund
<b>Data Processing</b>						
	xx-xx xxxxx			xxx	60380	Departmental data processing expenditures
	70-03 3503		between 709600 & 709643		50310	Budgets receipt of Data Processing reimbursement
	70-03 3503		between 709600 & 709643		60240	Budgets offsetting expenditures

FM Side		PS/CO Side			Cost Element/ Commitment Item	Notes
FM Fund Center	FM Fund Code	Internal Order	Cost Center	WBS Element		
<b>PC Flat Fee</b>						
xx-xx	xxxxx			xxx	60390	Departmental PC Flat Fee expenditure
70-03	2508		between 709201 & 709210		50310	Budgets receipt of PC Flat Fee
70-03	2508		between 709201 & 709210		60240	Budgets offsetting expenditure
<b>Electronic Service Reimbursement</b>						
xx-xx	xxxxx				60420	Departmental Electronics expenditure
90-40	3501		904200		50310	Receipt of Electronics service reimbursement
90-40	3501		904200		60240	Budgets offsetting expenditure
<b>Motor Pool</b>						
xx-xx	xxxxx			xxx	60410	Departmental Motor Pool expenditure
90-40	3501		904100		50310	Budgets receipt of Motor Pool service reimbursement
90-40	3501		904100		60240	Budgets offsetting expenditure
<b>Building Management</b>						
xx-xx	xxxxx			xxx	60430	Departmental Building Management expenditure
90-20	3505		902575		50310	Budgets receipt of Building Management service reimbursement
90-20	3505		902575		60240	Budgets offsetting expenditure
<b>Insurance Service Reimbursement</b>						
xx-xx	xxxxx				60140	Departmental Insurance expenditure
70-01	3500		705210		50316	Insurance Revenue
70-01	3500		705210		60330	Offsetting expenditure
<b>Lease Payments to Capital Lease Retirement Fund</b>						
xx-xx	xxxxx				60450	Departmental Capital Lease Retirement expenditure Contact your Budget Analyst to complete this.
<b>Mail &amp; Distribution</b>						
xx-xx	xxxxx			xxx	60460	Mail & Distribution expenditure
90-40	3504		94400		50310	Budgets receipt of service reimbursement
90-40	3504		94400		60230	Budgets offsetting expenditure

# AGENDA PLACEMENT REQUEST

BUD MOD #:

**Board Clerk Use Only:**

**Meeting Date: January 15, 2004**

**Agenda Item #: R-2**

**Est. Start Time: 9:35 AM**

**Date Submitted: 12/15/03**

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**Requested Date:** January 15, 2004

**Time Requested:** 1 min

**Department:** Non-Departmental

**Division:** County Attorney

**Contact/s:** Sandra Duffy

**Phone:** 503-988-3138

**Ext.:** 83138

**I/O Address:** 503/500

**Presenters:** Sandra Duffy

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**Agenda Title:** Second Reading and Possible Adoption of an ORDINANCE Amending Multnomah County Code Chapter 37 Zoning Administration and Procedures and amending Multnomah County Code Chapter 38 Columbia River Gorge National Scenic Area for the imposition of fees and charges for Land Use Division services

**NOTE: If Ordinance, Resolution, Order or Proclamation, provide exact title. For all other submissions, provide clearly written title.**

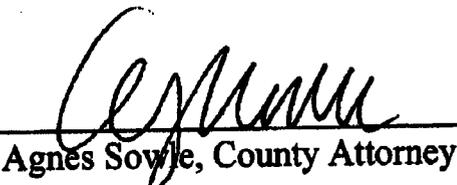
- 
- 1. What action are you requesting from the Board? What is the department/agency recommendation?** Codify authority to impose fees to carry out the land use planning program for Multnomah County. Maintains the flat fee recovery policy, and delegates new authority for the Planning Director to annually raise fees in the amount determined in any increase in the Consumer Price Index.
  - 2. Please provide sufficient background information for the Board and the public to understand this issue.** The authority to collect fees needs to be codified into the appropriate zoning ordinance chapters. Authorizing the Planning Director to raise fees as set by the CPI index would help streamline the process of maintaining authorized level of cost recovery. Since the CPI does not fully reflect increases in costs, periodic fee adjustment requests will also be necessary. Allowing CPI based increases will reduce the amount of periodic adjustments, and will capture unrealized revenue.

3. **Explain the fiscal impact (current year and ongoing).** No fiscal impact. A fee Resolution for Board consideration will follow this action.

**NOTE: If a Budget Modification or a Contingency Request attach a Budget Modification Expense & Revenues Worksheet and/or a Budget Modification Personnel Worksheet.**

4. **Explain any legal and/or policy issues involved.** None
5. **Explain any citizen and/or other government participation that has or will take place.** No citizen involvement for the codification of authority to levy fees. The authorization for CPI index increase has been approved and recommended to the Board by the Planning Commission after a public hearing.

**Required Signatures:**

Department/Agency Director:   
Agnes Sowle, County Attorney Date: 12/15/03

Budget Analyst

By: \_\_\_\_\_

Date:

Dept/Countywide HR

By: \_\_\_\_\_

Date:

BEFORE THE BOARD OF COUNTY COMMISSIONERS  
FOR MULTNOMAH COUNTY, OREGON

ORDINANCE NO. \_\_\_\_\_

Amending Multnomah County Code Chapter 37 Zoning Administration And Procedures And  
Amending Multnomah County Code Chapter 38 Columbia River Gorge National Scenic Area  
For The Imposition Of Fees And Charges For Land Use Division Services

**The Multnomah County Board of Commissioners Finds:**

- a. The flat fee method of recovering costs for land use services is consistent with adjacent jurisdictions.
- b. It is appropriate to establish fees by resolution of the Board.

**The Multnomah County Board of Commissioners Ordains as follows:**

**Section 1.** MCC § 37.0850 is adopted to provide as follows:

**§ 37.0850 Fees.**

Fees shall be imposed for land use services provided pursuant to MCC Chapters 33 – 37. The amount of the fees will be set by Resolution. The Director is authorized to administratively increase fees annually based upon the most recent Consumer Price Index.

**Section 2.** MCC § 38.0850 is adopted to provide as follows:

**§ 38.0850. Fees.**

Fees shall be imposed for land use services provided pursuant to MCC Chapter 38. The amount of the fees will be set by Resolution. The Director is authorized to administratively increase fees annually based upon the most recent Consumer Price Index.

FIRST READING:

January 8, 2004

SECOND READING AND ADOPTION:

January 15, 2004

BOARD OF COUNTY COMMISSIONERS  
FOR MULTNOMAH COUNTY, OREGON

Diane M. Linn, Chair

REVIEWED:

AGNES SOWLE, COUNTY ATTORNEY  
FOR MULTNOMAH COUNTY, OREGON

By Sandra Duffy  
Sandra N. Duffy, Assistant County Attorney

BEFORE THE BOARD OF COUNTY COMMISSIONERS  
FOR MULTNOMAH COUNTY, OREGON

ORDINANCE NO. \_\_\_\_\_

Amending Multnomah County Code Chapter 37 Zoning Administration and Procedures and Amending Multnomah County Code Chapter 38 Columbia River Gorge National Scenic Area for the Imposition of Fees and Charges for Land Use Division Services

**The Multnomah County Board of Commissioners Finds:**

- a. The flat fee method of recovering costs for land use services is consistent with adjacent jurisdictions.
- b. It is appropriate to establish fees by resolution of the Board.

**The Multnomah County Board of Commissioners Ordains as follows:**

**Section 1.** MCC § 37.0850 is adopted to provide as follows:

**§ 37.0850 Fees.**

Fees shall be imposed for land use services provided pursuant to MCC Chapters 33 – 37. The amount of the fees will be set by Resolution.

**Section 2.** MCC § 38.0850 is adopted to provide as follows:

**§ 38.0850 Fees.**

Fees shall be imposed for land use services provided pursuant to MCC Chapter 38. The amount of the fees will be set by Resolution.

FIRST READING: \_\_\_\_\_ January 8, 2004

SECOND READING AND ADOPTION: \_\_\_\_\_ January 15, 2004

BOARD OF COUNTY COMMISSIONERS  
FOR MULTNOMAH COUNTY, OREGON

\_\_\_\_\_  
Diane M. Linn, Chair

REVIEWED:

AGNES SOWLE, COUNTY ATTORNEY  
FOR MULTNOMAH COUNTY, OREGON

By Sandra Duffy  
Sandra N. Duffy, Assistant County Attorney

BEFORE THE BOARD OF COUNTY COMMISSIONERS  
FOR MULTNOMAH COUNTY, OREGON

**ORDINANCE NO. 1025**

Amending Multnomah County Code Chapter 37 Zoning Administration and Procedures and Amending Multnomah County Code Chapter 38 Columbia River Gorge National Scenic Area for the Imposition of Fees and Charges for Land Use Division Services

**The Multnomah County Board of Commissioners Finds:**

- a. The flat fee method of recovering costs for land use services is consistent with adjacent jurisdictions.
- b. It is appropriate to establish fees by resolution of the Board.

**The Multnomah County Board of Commissioners Ordains as follows:**

**Section 1.** MCC § 37.0850 is adopted to provide as follows:

**§ 37.0850 Fees.**

Fees shall be imposed for land use services provided pursuant to MCC Chapters 33 – 37. The amount of the fees will be set by Resolution.

**Section 2.** MCC § 38.0850 is adopted to provide as follows:

**§ 38.0850 Fees.**

Fees shall be imposed for land use services provided pursuant to MCC Chapter 38. The amount of the fees will be set by Resolution.

FIRST READING:

January 8, 2004

SECOND READING AND ADOPTION:

January 15, 2004



BOARD OF COUNTY COMMISSIONERS  
FOR MULTNOMAH COUNTY, OREGON

Diane M. Linn  
Diane M. Linn, Chair

REVIEWED:

AGNES SOWLE, COUNTY ATTORNEY  
FOR MULTNOMAH COUNTY, OREGON

By

Sandra N. Duffy  
Sandra N. Duffy, Assistant County Attorney

# AGENDA PLACEMENT REQUEST

**BUD MOD #:**

**Board Clerk Use Only:**

**Meeting Date: January 15, 2004**

**Agenda Item #: R-3**

**Est. Start Time: 9:37 AM**

**Date Submitted: 12/17/03**

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**Requested Date: 1/15/04**

**Time Requested: 15 min.**

**Department: DBCS**

**Division: Land Use and Transportation**

**Contact/s: Chuck Beasley**

**Phone: 503-988-3043**

**Ext.: 22610**

**I/O Address: 455/116**

**Presenters: Chuck Beasley**

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**Agenda Title:** A Public Hearing on a Resolution Establishing Fees and Charges for MCC 11.05 Land Use General Provisions, 11.15 Zoning, 11.45 Land Divisions, 37 Administration and Procedures, 38 Columbia River Gorge National Scenic Area, and Repealing Resolution No. 02-104

**NOTE: If Ordinance, Resolution, Order or Proclamation, provide exact title. For all other submissions, provide clearly written title.**

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**1. What action are you requesting from the Board? What is the department/agency recommendation?**

Action requested is to increase the existing fees for land use planning services for areas outside of Intergovernmental Agreement (IGA) areas, to assess new charges for services that have been provided in the past for free, to authorize the Planning Director to annually raise fees in the amount of any increase in the Consumer Price Index (CPI), and to direct the Planning Director to undertake a fee analysis. The increase proposed here is for the change in the CPI for the period June '01 through June '03 of approximately 3%. Unincorporated areas within the Cities of Portland and Troutdale and other designated unincorporated areas within the Urban Growth Boundary are unaffected by this action.

The proposed fee changes are detailed in the attached PC-03-004 Exhibit A that was provided to and approved by the Planning Commission.

The Multnomah County Planning Commission and staff recommend adoption of the proposed fees. The Planning Commission Resolution is attached to this Staff Report as Exhibit B. The Planning Commission also recommends that the Board authorize the Planning Director to annually raise fees in the amount set by the CPI to more efficiently maintain the authorized level of cost recovery. The Planning Commission further recommends that the Board direct the Planning Director to analyze the fee structure on a priority basis and to consider the amount of cost recovery and the amount of the fee relative to the public interest the permit serves, and to report back to the Commission and Board on the results.

**2. Please provide sufficient background information for the Board and the public to understand this issue.**

A complete list of fees is included in the table "Land Use Planning Fee Analysis" attached here as Exhibit A. The column under the heading "FY03 Fee [1]" lists the current fees. Where a Ø is shown in that column, a new fee is being proposed. New fees are proposed for the following services:

Building Permit Review: \$50  
Address Assignment: \$24  
Address Reassignment: \$50  
Land Use Compatibility Review: \$40  
Wrecker License Review: \$207  
DMV Dealer Review: \$40  
Subscriptions for land use decisions: \$650 (NSA), \$1,220 (outside NSA), \$1,870 (all)

The existing fees are proposed to be increased by the amount of the Portland Metro area Consumer Price Index to continue the existing level of cost recovery. The authorization for the Planning Director to raise fees as set by the Portland-Salem CPI-W index would streamline the process. The past procedure of taking every adjustment to the Board has resulted in periodic "catch up" efforts and unrealized revenue. The CPI index does not fully account for annual increases in costs, however keeping pace with the index will help maintain cost recovery.

The new subscription fee for persons who want copies of all decisions is proposed to offset the costs of copying, mailing, and maintaining the list. We will however, be posting decisions to the internet prior to the effective date of the subscription fee so that those with internet access can obtain decisions through that source.

Attachments to this agenda item include:

- PC-03-004 Exhibit A. Land Use Planning Fee Analysis
- Exhibit B the Planning Commission Resolution
- The proposed Board Resolution.

**3. Explain the fiscal impact (current year and ongoing).**

The fiscal impact for FY '04 is a portion of the projected \$13,822 revenue increase because the new fee schedule will not apply for the entire fiscal year (see page 3 of Fee Analysis in Exhibit A).

**NOTE: If a Budget Modification or a Contingency Request attach a Budget Modification Expense & Revenues Worksheet and/or a Budget Modification Personnel Worksheet.**

**If a budget modification, explain:**

- ❖ **What revenue is being changed and why?**
- ❖ **What budgets are increased/decreased?**
- ❖ **What do the changes accomplish?**
- ❖ **Do any personnel actions result from this budget modification? Explain.**

- ❖ **Is the revenue one-time-only in nature?**
- ❖ **If a grant, what period does the grant cover?**
- ❖ **When the grant expires, what are funding plans?**

**NOTE: Attach Bud Mod spreadsheet (FORM FROM BUDGET)**

**If a contingency request, explain:**

- ❖ **Why was the expenditure not included in the annual budget process?**
  
- ❖ **What efforts have been made to identify funds from other sources within the Department/Agency to cover this expenditure?**
- ❖ **Why are no other department/agency fund sources available?**
- ❖ **Describe any new revenue this expenditure will produce, any cost savings that will result, and any anticipated payback to the contingency account.**
  
- ❖ **Has this request been made before? When? What was the outcome?**

**4. Explain any legal and/or policy issues involved.**

There are no legal or policy issues.

**5. Explain any citizen and/or other government participation that has or will take place.**

The proposed fees were the subject of a public hearing at the Planning Commission, and general public notice of that hearing was provided. Public notice of this Board hearing has also been provided. No public comment has been received to date.

**Required Signatures:**



**Department/Agency Director:** \_\_\_\_\_ **Date:** 12/16/03

**Budget Analyst**

**By:** \_\_\_\_\_

**Date:**

**Dept/Countywide HR**

**By:** \_\_\_\_\_

**Date:**

# Land Use Planning Fee Analysis

October 31, 2003

	Action	FY03 Fee [1]	FY03 Cases	FY03 Revenue	FY04 Fee @ 3% increase [2]	Projected Revenue [3]
Type I	Building Permit Review	Ø	101	\$0	\$50 [4]	\$5,050
	Address Assignment	Ø	1	\$0	\$24 [5]	\$24
	Address Reassignment (requires notice)	Ø	Ø	\$0	\$50	\$0
	Land Use Compatibility Review	Ø	70	\$0	\$40 [6]	\$2,800
	Sign Permit	\$27	Ø	\$0	\$28	\$0
	Wrecker License Review	Ø	3	\$0	\$207 [7]	\$621
	DMV Dealer Review	Ø	12	\$0	\$40 [8]	\$480
	Grading and Erosion Control	\$344	40	\$13,760	\$354	\$14,160
	Floodplain Development Permit or Review (one & two family dwellings)	\$27	10	\$270	\$28	\$280
	Floodplain Development Permit (all other uses)	\$59	Ø	\$0	\$61	
	Moving of a Floating Home Permit	\$86	8	\$688	\$89	\$712
Type II	Health Hardship Permit	\$172	2	\$344	\$177	\$354
	Health Hardship Renewal	\$86	Ø	\$0	\$89	\$0
	Non-hearing Variance	\$253	1	\$253	\$261	\$261
	Exceptions and Lots of Exception	\$118	1	\$118	\$122	\$122
	Time Extension	\$253	1	\$253	\$261	\$261
	Administrative Decision by Planning Director	\$253	25	\$6,325	\$261	\$6,525
	Willamette River Greenway	\$629	Ø	\$0	\$648	\$0
	Significant Environmental Concern	\$629	14	\$8,806	\$648	\$9,072
	Administrative Modification of Conditions established in prior contested case	\$172	Ø	\$0	\$177	\$0
	Hillside Development	\$457	7	\$3,199	\$471	\$3,297
	National Scenic Area Site Review	\$344	17	\$5,848	\$354	\$6,018
	Temporary Permit	\$172	Ø	\$0	\$177	\$0
	Design Review	\$645	4	\$2,580	\$664	\$2,656
	Category 3 Land Division	\$500	3	\$1,500	\$515	\$1,545
	Category 4 Land Division	\$226	Ø	\$0	\$233	\$0
	Property Line Adjustment	\$183	12	\$2,196	\$188	\$2,256
	Appeal of Administrative Decision	\$108	3	\$324	\$250 [9]	\$750
	Withdrawal of Application					
	- Before app. status letter written	Ø	1	\$0	Full Refund	\$0
	- After status ltr. assess 4 hr.	Ø	3	\$0	\$152	\$456
Withdrawal of Appeal						
- After hearing notice mailed	Ø	Ø	\$0	No Refund	\$0	

Action		FY03 Fee [1]	FY03 Cases	FY03 Revenue	FY04 Fee @ 3% increase [2]	Projected Revenue
Type III	Planned Development	\$2,006	Ø	\$0	\$2,060 [10]	\$0
	Community Service	\$1,667	4	\$6,668	\$1,717	\$6,868
	Regional Sanitary Landfill	Base fee	Ø	\$0	\$2,217	\$0
	Conditional Use (CU)	\$1,667	3	\$5,001	\$1,717	\$5,151
	CU for Type B Home Occupation	\$775	Ø	\$0	\$798	\$0
	Variance (hearing)	\$549	1	\$549	\$565	\$565
	Modifications of conditions on a prior hearings case w/ rehearing	Full fee for original				
	Lots of Exception	\$796	Ø	\$0	\$820	\$0
	Category 1 Land Division - up to 20 lots	\$1,468	Ø	\$0	\$1,512	\$0
	Category 1 - Fee for each additional lot over 20	\$27	Ø	\$0	\$28	\$0
	Other hearings case	\$570	Ø	\$0	\$587	\$0
	National Scenic Area Site Review	\$1,667	Ø	\$0	\$1,717	\$0
	Withdrawal of Application					
	- Before app. status letter written	Ø	Ø	\$0	Full Refund	\$0
	- After status ltr. assess 4 hr.	Ø	1	\$0	\$152	\$152
- After hearing notice mailed	Ø	Ø	\$0	No Refund	\$0	
Type IV	Legislative or Quasijudicial Plan Revision	\$2,162	1	\$2,162	\$2,200 [10] deposit	\$2,200
	Legislative or Quasijudicial Zone Change	\$1,667	1	\$1,677	\$2,200 [10] deposit	\$2,200
Misc.	Pre-application conference	\$307	23	\$7,061	\$316	\$7,268
	Pre-application conference for home	\$153.50	Ø	\$0	\$158	\$0
	Notice Sign	\$10 per sign	33	\$330	\$10	\$330
	Research Fee (includes mailing list production) (2 hour deposit required)	\$35/hour	Ø	\$0	\$38/hr	\$0
	Photocopies	\$.30 [11] per page	2923	\$877	\$.30 per page	\$877
	Color aerial photograph	\$1	260	\$260	\$6.00 each	\$1,560
	Cassette tape recording of hearing	\$5/tape [12]	Ø	\$0	\$27.50 first tape - additional \$2.50 each additional tape	
	Rescheduled hearing	\$226	Ø	\$0	\$233	\$0

	Action	FY03 Fee [1]	FY03 Cases	FY03 Revenue	FY04 Fee @ 3% increase [2]	Projected Revenue
Misc.	Subscription for all County land use decisions	Ø	Ø	\$0	\$1,870/year[13]	\$0
	Subscription for all Scenic Area land use decisions	Ø	20	\$0	\$650/year [13]	\$13,000 [14]
	Subscription for all land use decisions except scenic area	Ø	13	\$0	\$1,220/year[13]	\$15,860 [14]
<b>TOTAL</b>				\$ 71,049	\$ 13,822 = Increase	\$ 84,871

[1] Ø indicates there was not previously a fee for this action

[2] Includes estimate of actual cost recovery where no fee previously existed, or where fee existed includes readjustment for actual cost if necessary and 3% increase for Portland CPI during the period June '01 through June '03.

[3] Projected revenue is based on the amount collected for permits in FY '03 and will vary depending upon the number of applications actually received in FY '04.

[4] Deschutes Co. charges \$50, PDX charges \$26 + \$68 for inspection, we don't do inspections on this. Proposed fee covers counter planner time & admin. filing time.

[5] Deschutes Co. charges \$24

[6] Lane Co. charges \$40

[7] Deschutes Co. charges \$700 - these reviews are involved and require significant staff resources

[8] Portland charges \$42

[9] State law sets a limit on how much we can charge - \$250 (ORS 215.416)

[10] This item to be charged actual loaded cost due to lack of cases to use for determining average cost. Current cost for a planner is approximately \$38 per hour. Amount shown is a deposit based on old fixed fee.

[11] A&T charges \$1 per page that a clerk prints out for the public, but they only charge .25 cents per sheet if the customer uses the resource room on their own. We have no resource room and have security issues with our files.

Survey charges \$1 for 1 - 5 pages.

[12] Cassette tapes currently include \$2.50 for the cost of the tape and a \$2.50 handling charge, increase needed because it takes OA one hour round trip to get to the vendor (at \$25/hour rate).

[13] This is actual cost of copying & mailing 3rd quarter FY 03 (x4). We do not anticipate collecting this much revenue due to web publication of decisions.

[14] This amount is not included in Projected Revenue due to uncertainty of the number of subscribers when decisions are also available on the internet.

BEFORE THE PLANNING COMMISSION  
for MULTNOMAH COUNTY, OREGON

**RESOLUTION NO. PC-03-004**

In the matter of recommending that the Board of Commissioners establish fees and charges to support the Land Use Planning Program including MCC 11.05 Land Use General Provisions, 11.15 Zoning, 11.45 Land Divisions, 37 Administration and Procedures, 38 Columbia River Gorge National Scenic Area, and related permit and administrative fees, and Repealing Resolution No. 02-104.

**The Planning Commission of Multnomah County Finds:**

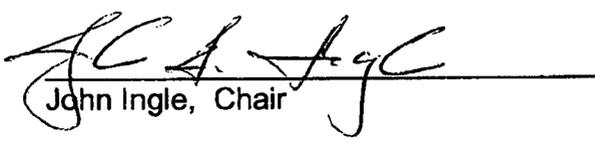
- a. The Planning Commission is authorized by Multnomah County Code Chapters 11.05, and 33 through 36 and Chapter 38, to recommend to the Board of County Commissioners the adoption, revision, or repeal of regulations intended to carry out all or part of a plan adopted by the Board.
- b. Fees charged by the Land Use Planning program are adopted by the Board and are regulations that carry out implementation of the planning program of Multnomah County.
- c. The fees of the Land Use Planning Division were last adjusted in May of 2001 through Resolution No. 01-068, and these fees should now be adjusted to account for the change in the Consumer Price Index since that time.
- d. On July 25, 2002, the Board adopted Resolution No. 02-104 that added fees for planning services provided by Portland and Troutdale under IGAs for areas outside those city limits and within the urban growth boundaries. All fees and charges set by Resolution 01-068 for areas not covered by IGAs were readopted unchanged from the amounts set in Resolution No. 01-068.
- e. The Land Use Planning Division has been providing services for certain Type I reviews and provides copies of decisions on a subscription basis without collecting a fee and it is reasonable to collect a fee for those services.
- f. The Land Use Planning Division will make land use decisions available to the public on the internet concurrently with the Board adoption of subscription fees for those decisions.
- g. In order to reduce administrative costs to maintain authorized cost recovery levels, the Board should authorize the Planning Director to annually raise fees for all Type I through IV permits, and for Pre-application conferences, in an amount consistent with any increase in the Consumer Price Index. Any increase should be calculated for the time period starting at the last increase date, and should be levied based on the calendar year.

**The Planning Commission of Multnomah County Resolves:**

1. The proposed fee schedule in Exhibit A for Land Use Planning services outside of IGA areas is hereby recommended for adoption by the Board of County Commissioners. Fees set in Resolution No. 02-104 for IGA areas should be readopted.
  
2. The Commission further recommends that the Board authorize the Planning Director to annually raise fees for all Type I through IV permits, and for Pre-application conferences, in an amount consistent with any increase in the Consumer Price Index. Any increase should be calculated for the time period starting at the last increase date, and should be levied based on the calendar year.
  
3. The Commission recommends that the Board direct the Planning Director to undertake on a priority basis an analysis of the fee structure to consider the amount of cost recovery, the amount of fees charged relative to the public interest the permit serves, and to include the rationale for any increase.

Approved this 1st day of December, 2003.

PLANNING COMMISSION  
FOR MULTNOMAH COUNTY, OREGON

  
John Ingle, Chair

BEFORE THE BOARD OF COUNTY COMMISSIONERS  
FOR MULTNOMAH COUNTY, OREGON

RESOLUTION NO. \_\_\_\_\_

Establishing Fees and Charges for MCC 11.05 Land Use general provisions, 11.15 Zoning, 11.45 Land Divisions, 37 Administration and Procedures, 38 Columbia River Gorge National Scenic Area, and Repealing Resolution No. 02-104

**The Multnomah County Board of Commissioners Finds:**

- a. On April 13, 2000, the Board adopted Ordinance No. 944 establishing land use fees by resolution.
- b. The fees of the Land Use Planning Division were last adjusted in May of 2001 through Resolution No. 01-068, and these fees should now be adjusted to account for the change in the Consumer Price Index since that time.
- c. On July 25, 2002, the Board adopted Resolution No. 02-104 which established land use fees to implement intergovernmental agreements (IGA) with the cities of Portland and Troutdale to provide planning services for areas outside those city limits and within the urban growth boundaries (service area). All fees and charges set by Resolution 01-068 for areas not covered by IGAs were readopted unchanged from the amounts set in Resolution 01-068.
- d. The Land Use Planning Division has been providing services for certain Type I reviews and copies of decisions on a subscription basis without collecting a fee. It is reasonable to collect a fee for those services.
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- f. In order to reduce administrative costs to maintain authorized cost recovery levels, the Board should authorize the Planning Director to annually raise fees for all Type I through IV permits, and for Pre-application conferences, in an amount consistent with any increase in the Consumer Price Index.
- g. The fees charged for Land Use Planning services should be evaluated to ensure that the amount of cost recovery is consistent with Board policy considering the type of permit and the public interest the permit serves.

**The Multnomah County Board of Commissioners Resolves:**

1. Resolution No. 02-104 is repealed and Land Use Planning Division fees for MCC Chapters 11.05, 11.15, 11.45, 37 and 38, excluding planning services provided under IGAs are set as follows:

**I. Type I Decisions**

- (A) Building Permit Review: \$50
- (B) Address Assignment: \$24
- (C) Address Reassignment \$50
- (D) Land Use Compatibility Review: \$40
- (E) Sign Permit: \$28
- (F) Wrecker License Review: \$207
- (G) DMV Dealer Review: \$40
- (H) Grading and Erosion Control: \$354
- (I) Floodplain Development Permit (one & two family dwellings): \$28
- (J) Floodplain Development Permit (non-residential structures): \$61
- (K) Floating Structure Placement: \$89

**II. Type II Decisions**

- (A) Health Hardship Permit: \$177
- (B) Health Hardship Renewal: \$89
- (C) Non-hearing Variance: \$261
- (D) Exceptions and Lots of Exception: \$122
- (E) Time Extension: \$261
- (F) Administrative Decision by Planning Director: \$261
- (G) Willamette River Greenway: \$648
- (H) Significant Environmental Concern: \$648

- (I) Administrative Modification of Conditions Established in Prior Contested Case: \$177
- (J) Hillside Development Permit: \$471
- (K) National Scenic Area Site Review: \$354
- (L) Temporary Permit: \$177
- (M) Design Review: \$664
- (N) Category 3 Land Division: \$515
- (O) Category 4 Land Division: \$233
- (P) Property Line Adjustment: \$188
- (Q) Appeal of Administrative Decision \$250
- (R) Withdrawal of Application
  - 1. Before application status letter is written: Full Refund
  - 2. After status letter written, assess 4 hours time at staff loaded cost, currently \$38 per hour.
- (S) Withdrawal of Appeal after hearing notice is mailed: No Refund

### III. Type III Decisions

- (A) Planned Development: \$2,060 deposit, charge is actual loaded cost, currently \$38 per hour.
- (B) Community Service: \$1,717
- (C) Regional Sanitary Landfill: \$2,217
- (D) Conditional Use: \$1,717
- (E) Conditional Use for Type B Home Occupation: \$798
- (F) Variance (hearing): \$565

- (G) Modifications of Conditions on a Prior Hearings Case Requiring a Rehearing: Full fee for original decision.
- (H) Lot of Exception: \$820
- (I) Category 1 Land Division – up to 20 lots: \$1,512
- (J) Category 1 Land Division – Fee for each additional lot over 20: \$28
- (K) Other hearings case: \$587
- (L) National Scenic Area Site Review: \$1,717
- (M) Withdrawal of Application
  1. Before application status letter is written: Full Refund
  2. After status letter written, assess 4 hours time at staff loaded cost, currently \$38 per hour.
  3. After hearing notice mailed, no refund.

#### IV. Type IV Decisions

- (A) Quasi-judicial Plan Revision: \$2,200 deposit, charge is actual loaded cost, currently \$38 per hour.
- (B) Quasi-judicial Zone Change: \$2,200 deposit, charge is actual loaded cost, currently \$38 per hour.

#### V. Miscellaneous Fees

- (A) Pre-application conference: \$316
- (B) Pre-application conference for Type B home occupation: \$158
- (C) Notice Sign: \$10 per sign.
- (D) Research Fee (includes mailing list production – 2 hour minimum deposit): \$38/hr.
- (E) Photocopies: \$.30 per page.

- (F) Cassette tape recording of hearing: \$27.50 first tape, each additional tape \$\$2.50.
- (G) Rescheduled hearing: \$233
- (H) Subscription for all County land use decisions: \$1,870 per year.
- (I) Subscription for all Scenic Area land use decisions: \$650 per year.
- (J) Subscription for all land use decisions except for Scenic Area: \$1,220 per year.

2. Fees for planning services provided by the City of Troutdale under the IGA are as set by the City of Troutdale.
3. Fees for planning services provided by the City of Portland under IGA are unchanged by this resolution, and are as provided in the attached Exhibit A.
4. The Board directs the Planning Director to undertake on a priority basis an analysis of the fee structure to consider the amount of cost recovery, the amount of fees charged relative to the public interest the permit serves, and to include the rationale for any proposed increase.
5. This Resolution takes effect and Resolution 02-104 is repealed on February 15, 2004.

ADOPTED this 15th day of January, 2004.

BOARD OF COUNTY COMMISSIONERS  
FOR MULTNOMAH COUNTY, OREGON

\_\_\_\_\_  
Diane M. Linn, Chair

REVIEWED:

AGNES SOWLE, COUNTY ATTORNEY  
FOR MULTNOMAH COUNTY, OREGON

By Sandra Duffy  
Sandra N. Duffy, Assistant County Attorney

## Exhibit A of Resolution No.

Land Use Planning Fees for Planning Services Provided by the City of Portland Under IGA Are Set as Follows:

Adjustment Review Residential Use (only)	\$1,647
Non-residential or mixed use	\$1,654
Comprehensive Plan Map Amendment	\$15,849
Conditional Use Type I	\$2,268
Type II (Minor)	\$3,100
Type III (Major)	\$8,283
Conditional use Master Plan and Central City Master Plan Amendment (Minor) Type II	\$7,136
New/Amendment (Major) Type III	\$12,264
Convenience Store Review	\$2,260
Demolition/ Demolition Delay Extension Review	\$3,049
Design Review	0.0041 of construction cost
Minor B	minimum \$773 maximum \$3,276
Minor A (includes residential projects 4)	minimum \$3,436 maximum \$6,813
Major	minimum \$5,258 maximum \$18,071
Environmental Conservation Residential use (only)	\$5,832
Non-residential or mixed use	\$6,971
Environmental Enhancement (Type I)	\$562
Environmental Protection II	\$3,654
Environmental Protection III	\$4,360
Environmental Violation	\$8,659
Excavation and Fill	\$2,311

**Exhibit A of Resolution No.**

Final Plat Review / Final Development Plan Review (for Planned Development or Planned Unit Development)	
If preliminary with Type I with no street	\$1,635
If preliminary was Type I with a street	\$3,509
If preliminary was Type IIx	\$3,509
If preliminary was Type III	\$5,848
Greenway	
Residential use (only)	\$778
Non-residential or mixed use	\$3,956
Hazardous Substances	
	\$9,077
Historic Landmark designation or removal Individual properties	
	\$3,914
Multiple Properties or districts	
	\$4,703
Impact Mitigation Plan Amendment (Minor) (Type II)	
	\$2,805
Implementation (Type II)	
	\$3,445
Amendment (Use) (Type III)	
	\$4,940
New/Amendment (Major)	
	\$21,163
Land Division Review	
Type I	\$5,100 + \$123 per lot
Type IIx	\$6,281 + \$123 per lot
Type III (3 lots or fewer and no street)	\$7,154
Type III	\$8,176 + \$123 per lot
Land Division Amendment Review	
Type I	\$3,066
Type IIx	\$3,926
Type III	\$7,154
Non-conforming Status Review	
	\$2,069

**Exhibit A of Resolution No.**

Non-conforming Situation Review C, E, or I Zone	\$12,405
OS or R Zone	\$4,139
Planned Development Review Type IIx	\$3,939
Type III	\$6,132
Planned Development Amendment / Planned Unit Development Amendment Type IIx	\$2,686
Type III	\$6,929
Pre-Application Conference	\$1,906
Pre-Application Conference for PUD/PD Final Development Plan	\$717
Reasonable use	\$1,354
Statewide Planning Goal	\$28,604
Tree Preservation Violation Review (III)	\$5,757
Tree Review (II)	\$3,877
Validation Review (II)	\$2,194
Zoning Map Amendment	\$4,668
Other Unassigned Reviews Type I	\$2,455
Type II / IIx	\$2,423
Type III	\$5,757
<b>Administrative Reviews</b>	
Community Design Standards Plan Check	\$125
Design Advice Request	\$1,370
Environmental Plan Check	\$716
Expert Consultation (above base fee)	\$80 per hour
Limited Consultation	\$150

**Exhibit A of Resolution No.**

Pre-Development Conference	\$950
Photocopies	\$.50 cents/page
Plan Check Both residential and commercial	\$1.18 per \$1,000 valuation \$97 minimum
Property Line Adjustment	\$927
Renotification Fee	\$486
Transcripts	Actual cost
Zoning Confirmation Tier A (bank letter, lot segregation, new DMV)	\$273
Tier B (zoning/development analysis, Nonconforming standard evidence)	\$792
DMV Renewal	\$42
Appeals Type II / IIx	\$250
Type III	½ of application fee

BEFORE THE BOARD OF COUNTY COMMISSIONERS  
FOR MULTNOMAH COUNTY, OREGON

**RESOLUTION NO. \_\_\_\_\_**

Establishing Fees and Charges for MCC 11.05 Land Use general provisions, 11.15 Zoning, 11.45 Land Divisions, 37 Administration and Procedures, 38 Columbia River Gorge National Scenic Area, and Repealing Resolution No. 02-104

**The Multnomah County Board of Commissioners Finds:**

- a. On April 13, 2000, the Board adopted Ordinance No. 944 establishing land use fees by resolution.
- b. The fees of the Land Use Planning Division were last adjusted in May of 2001 through Resolution No. 01-068, and these fees should now be adjusted to account for the change in the Consumer Price Index since that time.
- c. On July 25, 2002, the Board adopted Resolution No. 02-104 which established land use fees to implement intergovernmental agreements (IGA) with the cities of Portland and Troutdale to provide planning services for areas outside those city limits and within the urban growth boundaries (service area). All fees and charges set by Resolution 01-068 for areas not covered by IGAs were readopted unchanged from the amounts set in Resolution 01-068.
- d. The Land Use Planning Division has been providing services for certain Type I reviews and copies of decisions on a subscription basis without collecting a fee. It is reasonable to collect a fee for those services.
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**The Multnomah County Board of Commissioners Resolves:**

1. Resolution No. 02-104 is repealed and Land Use Planning Division fees for MCC Chapters 11.05, 11.15, 11.45, 37 and 38, excluding planning services provided under IGAs are set as follows:
  - I. Type I Decisions
    - (A) Building Permit Review: \$50
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- (E) Sign Permit: \$28
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- (I) Floodplain Development Permit (one & two family dwellings): \$28
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- (K) Floating Structure Placement: \$89

## II. Type II Decisions

- (A) Health Hardship Permit: \$177
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- (N) Category 3 Land Division: \$515
- (O) Category 4 Land Division: \$233
- (P) Property Line Adjustment: \$188
- (Q) Appeal of Administrative Decision \$250
- (R) Withdrawal of Application
  1. Before application status letter is written: Full Refund
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### III. Type III Decisions

- (A) Planned Development: \$2,060 deposit, charge is actual loaded cost, currently \$38 per hour.
- (B) Community Service: \$1,717
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- (I) Category 1 Land Division – up to 20 lots: \$1,512
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- (K) Other hearings case: \$587
- (L) National Scenic Area Site Review: \$1,717

(M) Withdrawal of Application

1. Before application status letter is written: Full Refund
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3. After hearing notice mailed, no refund.

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5. This Resolution takes effect and Resolution 02-104 is repealed on February 15, 2004.

ADOPTED this 15th day of January, 2004.

BOARD OF COUNTY COMMISSIONERS  
FOR MULTNOMAH COUNTY, OREGON

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Diane M. Linn, Chair

REVIEWED:

AGNES SOWLE, COUNTY ATTORNEY  
FOR MULTNOMAH COUNTY, OREGON

By *Sandra Duffy*  
Sandra N. Duffy, Assistant County Attorney

**Exhibit A to Land Use Fee Resolution (for Services Provided by Portland)**

Land Use Planning Fees for Planning Services Provided by the City of Portland Under IGA Are Set as Follows:

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Design Advice Request	\$1,370
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Pre-Development Conference	\$950

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Tier B (zoning/development analysis, Nonconforming standard evidence)	\$792
DMV Renewal	\$42
Appeals Type II / IIx	\$250
Type III	½ of application fee

# AGENDA PLACEMENT REQUEST

BUD MOD #:

**Board Clerk Use Only:**

**Meeting Date:** January 15, 2004

**Agenda Item #:** R-4

**Est. Start Time:** 9:50 AM

**Date Submitted:** 12/18/03

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**Requested Date:** January 15, 2004

**Time Requested:** 5 Minutes

**Department:** DBCS

**Division:** Land Use & Transportation Program

**Contact/s:** Ed Abrahamson

**Phone:** (503) 988-5050 **Ext.:** 29620

**I/O Address:** Building 455

**Presenters:** Ed Abrahamson

---

**Agenda Title:** First Reading of a Proposed Ordinance amending Comprehensive Framework Plan Policy 33c, Bicycle and Pedestrian Systems

**NOTE:** If Ordinance, Resolution, Order or Proclamation, provide exact title. For all other submissions, provide clearly written title.

- 
1. **What action are you requesting from the Board? What is the department/agency recommendation?**

Approval to an ordinance amending Comprehensive Framework Plan Policy 33c, Bicycle and Pedestrian Systems

2. **Please provide sufficient background information for the Board and the public to understand this issue.**

In 1978, the County addressed the needs of the bicycling public through Comprehensive Framework Plan Policy No. 39 and No. 40, which recommended the preparation of a Bicycle Circulation Plan. Subsequently, Policy 33c was developed to specifically address the Bikeways and Pedestrian System. This current revision of Policy 33c, Bicycle and Pedestrian Systems will remove an unnecessary introduction, revise the policy language to reflect the Oregon Transportation Planning Rule, clarify the policy and implementing strategies; and update the policy's implementing strategies to reflect the changes in the County's bicycle and pedestrian system since the policy was originally adopted.

**3. Explain the fiscal impact (current year and ongoing). N/A**

**NOTE: If a Budget Modification or a Contingency Request attach a Budget Modification Expense & Revenues Worksheet and/or a Budget Modification Personnel Worksheet.**

**If a budget modification, explain: N/A**

- ❖ **What revenue is being changed and why?**
- ❖ **What budgets are increased/decreased?**
- ❖ **What do the changes accomplish?**
- ❖ **Do any personnel actions result from this budget modification? Explain.**
  
- ❖ **Is the revenue one-time-only in nature?**
- ❖ **If a grant, what period does the grant cover?**
- ❖ **When the grant expires, what are funding plans?**

**NOTE: Attach Bud Mod spreadsheet (FORM FROM BUDGET)**

**If a contingency request, explain: N/A**

- ❖ **Why was the expenditure not included in the annual budget process?**
  
- ❖ **What efforts have been made to identify funds from other sources within the Department/Agency to cover this expenditure?**
- ❖ **Why are no other department/agency fund sources available?**
- ❖ **Describe any new revenue this expenditure will produce, any cost savings that will result, and any anticipated payback to the contingency account.**
  
- ❖ **Has this request been made before? When? What was the outcome?**

**If grant application/notice of intent, explain: N/A**

- ❖ **Who is the granting agency?**
- ❖ **Specify grant requirements and goals.**
- ❖ **Explain grant funding detail – is this a one time only or long term commitment?**
- ❖ **What are the estimated filing timelines?**
- ❖ **If a grant, what period does the grant cover?**
- ❖ **When the grant expires, what are funding plans?**
- ❖ **How will the county indirect and departmental overhead costs be covered?**

**4. Explain any legal and/or policy issues involved.**

Statewide Planning Goal 12: Transportation and the Oregon Transportation Planning Rule adopted in 1990 (OAR Chapter 660, Division 12, Section 660-12-020) directs local governments, including Multnomah County, to adopt Transportation System Plans (TSPs) that include a bicycle and pedestrian plan for a network of bicycle and pedestrian routes throughout the planning area.

**5. Explain any citizen and/or other government participation that has or will take place.**

Comprehensive Framework Plan Policy 3: Citizen Involvement, specifies that public involvement and information distribution of planning issues occur consistent with Statewide Planning Goal 1: Citizen Involvement. The proposed amendment of Plan Policy 33c: Bicycle and Pedestrian Systems, were adopted by the Multnomah County Bicycle and Pedestrian Citizens Advisory Committee, were presented for discussion at the Multnomah County Planning Commission meeting on November 3, 2003; at a Public Meeting held at the Gresham Central Library on October 23, 2003, and at the East Multnomah County Transportation Committee on December 8, 2003. Meeting notices were published in the Gresham Outlook and Oregonian newspapers.

**Required Signatures:**



**Department/Agency Director:** \_\_\_\_\_

**Date:** 12/17/03

**Budget Analyst**

**By:** \_\_\_\_\_

**Date:**

**Dept/Countywide HR**

**By:** \_\_\_\_\_

**Date:**

BEFORE THE BOARD OF COUNTY COMMISSIONERS  
FOR MULTNOMAH COUNTY, OREGON

ORDINANCE NO. \_\_\_\_\_

An Ordinance Amending Comprehensive Framework Plan Policy 33c, Bicycle And Pedestrian Systems

**The Multnomah County Board of Commissioners Finds:**

- a. The County bicycle and pedestrian system is a major part of the regional transportation system that serves the land uses in the County and functions to move people for economic, health, and recreational purposes.
- b. Statewide Planning Goal 12: Transportation and the Oregon Transportation Planning Rule, adopted in 1990 (OAR Chapter 660, Division 12, Section 660-12-020) directs local governments, including Multnomah County, to adopt Transportation System Plans (TSPs) that include a bicycle and pedestrian plan for a network of bicycle and pedestrian routes throughout the planning area.
- c. Further, the Transportation Planning Rule directs that planned transportation systems support a pattern of travel and land use in urban areas that avoid air pollution, traffic, and livability problems faced by other areas of the country. Specifically, the planned transportation system is intended to achieve targeted reductions in vehicle miles traveled per capita for the Portland metropolitan region by reducing reliance on any one mode of travel through land use design and provision of mode choices.
- d. Comprehensive Framework Plan Policy 3: Citizen Involvement, specifies that public involvement and information distribution of planning issues occur consistent with Statewide Planning Goal 1: Citizen Involvement. The proposed amendment of Plan Policy 33c: Bicycle and Pedestrian Systems, was adopted by the Multnomah County Bicycle and Pedestrian Citizens Advisory Committee, was presented for discussion at the Multnomah County Planning Commission meeting on November 3, 2003; at a Public Meeting held at the Gresham Central Library on October 23, 2003, and at the East Multnomah County Transportation Committee on December 8, 2003. Meeting notices were published in the Gresham Outlook and Oregonian newspapers.
- e. Comprehensive Framework Plan Policy 41: Columbia River Gorge National Scenic Area, applies to approximately 33,280 acres in Multnomah County within the Columbia River Gorge National Scenic Area. All future development, including roads and other public facilities, must be consistent with and support the purposes of the Management Plan for the Columbia River Gorge National Scenic Area. This management plan and Framework Policy 41 shall control over any potential conflicting provisions of Policy 33C.

- f. Proposed amendments to Multnomah County Comprehensive Framework Plan Policy 33c will remove an unnecessary introduction, revise the policy language to reflect the Oregon Transportation Planning Rule, clarify the policy and implementing strategies; and update the policy's implementing strategies to reflect the changes in the County's bicycle and pedestrian system since the policy was originally adopted.

**Multnomah County Ordains as follows:**

**Section 1.** Multnomah County Comprehensive Framework Plan Policy 33c: Bicycle and Pedestrian Systems is amended as follows:

**POLICY 33C: BICYCLE AND PEDESTRIAN SYSTEMS ~~BIKEWAYS/PEDESTRIAN SYSTEM~~**

**Introduction**

~~With an estimated 150 million American enthusiasts, bicycling is fast becoming an important and attractive alternative to the vehicle. In less than 15 years, the bicycle has grown from a child's toy to a popular adult mode of travel.~~

~~The potential energy shortage and increased public awareness regarding physical fitness has made commuting and recreation bicycling in the Portland Metro area a feasible alternative. East County offers a good road system for utilitarian bicycle routes and many scenic areas for recreation bicycling. As a result, there is a growing appreciation of the benefits of bicycling by residents of all ages.~~

~~In 1978, the County addressed the needs of the bicycling public through Comprehensive Framework Plan Policies #39 and #40, which recommended the preparation of a Bicycle Circulation Plan.~~

~~The Bicycle Corridor Concept Plan was prepared and adopted along with an ordinance directing implementation of the proposed routes. The plan included some corridors of undefined routes, recreation routes linking scenic areas and parks, and some utilitarian (street) routes that were planned in conjunction with road projects.~~

~~Despite the fact that a map existed and the County's Policy directed implementation of the routes on the map, the mechanisms to assess route safety, define route alternatives and build facilities were not in place and as a result, the County has, five years later, only one separated facility and one signed facility.~~

~~Studies indicate that bicycle safety is enhanced through designation of potential bicycle use. Such designation can occur several different ways. Lane striping and signing is recommended for those streets selected as bicycle streets with high traffic volumes and speed limits. Route signing is recommended for bicycle streets with lower speed limits and traffic volumes. Separated bike paths provide access to recreation or scenic areas and allow the less experienced cyclists the opportunity to improve their bicycling skills away from perceived dangers.~~

As a result of ~~ORS 316.544~~, the State mandates that 1% of a jurisdiction's Road Fund monies shall be spent toward the planning, design, construction and maintenance of bicycle/pedestrian facilities within the road right-of-way and in accordance with State Standards (AASHTO Guidelines), or that the 1% be committed to a reserve to be held for not more than 10 years. With this directive and the increased awareness of the benefits of bicycling the County has taken a more active role in implementation of facilities.

Based on a survey of attitudes toward bicycling (Columbia Research Associates, 1982), community workshops (conducted Fall and Winter, 1982), and coordination with the cities, it was determined that both on-street routes (commuter oriented) and recreation routes should be constructed with the 1% bikeway fund. An assessment of the existing Bicycle Corridor Concept Plan was completed. An update of the plan was recommended with the addition of a capital facilities program for funding prioritization.

The following Policy directs this bicycling facility planning and route implementation effort. The attached map labeled "Bikeways" reflects the preliminary analysis for a bicycle transportation network. Information compiled to prepare the map included Community Plan recommendations, citizen input, survey of employment centers, schools, parks, and high density population areas, and the existing transportation system.

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### Policy 33c

It is the County's Policy to create a balanced transportation system by implementing bicycle and pedestrian systems as integral parts of the County-wide transportation system through:~~It is the County's Policy to implement a bicycle/pedestrian system as an alternative transportation mode, furthering the opportunity for a balanced system by:~~

- A. Identifying a connected network of bicycle facilities~~streets with good bicycle access and travel potential on the map titled Multnomah County Bikeway System~~bikeways, which provides the framework for future bikeway~~bike~~ route projects and helps assure that future street improvement projects on a designated bikeway~~route~~ will be designed to accommodate bicycles.
- B. Identifying a connected network of pedestrian facility improvements on the map titled Multnomah County Pedestrian System, which provides the framework for future pedestrian improvement projects and assures that future street improvements will be designed to accommodate pedestrians.
- C. Including standards for bikeways and walkways throughout the Multnomah County Roadway Design and Construction Manual to include the most current design standards and innovations for providing bicycle and pedestrian improvements.
- D. Providing for bicycle and pedestrian travel through the development and adoption of a County-wide Transportation Capital Improvement Program (CIP) that includes all the bikeways and walkways identified in the Multnomah County Bikeway and Pedestrian System Maps.

- E. Placing priority on constructing and maintaining the transportation system to improve the safety for bicyclists and pedestrians.
  - F. Coordinating with surrounding jurisdictions and regional partners in the development of the bicycle and pedestrian systems.
  - G. Promoting bicycling and walking as vital transportation choices.
- 
- A. ~~Providing for commuter trip and recreation bicycle travel through the development and adoption of a bicycle corridor capital improvements program (C.I.P.) And route priority map, as part of the overall Multnomah County capital improvements program.~~
  - B. ~~Adopting standards for bicycle route design in the C.I.P., including the American Association of American State Highway and Transportation Officials (aashto) guide for development of new bicycle facilities, 1981.~~
  - C. ~~Implementing bicycle facilities described in the bicycle corridor C.I.P. By identifying projects that can be constructed through:~~
    - 1. ~~The land development process where dedication of a right-of-way or easement can be required as a condition of land development.~~
    - 2. ~~Road improvements, where a bicycle facility identified as a road slated for improvement can be designed, constructed and funded as part of the road improvement.~~
  - D. ~~Prioritizing the 1% bikeway funds for Participating in the update of the metro regional bicycle plan and project prioritization process.~~
  - E. ~~Providing public information regarding bicycle routes and safety.~~
  - F. ~~Promoting the use of completed and approved bicycle facilities.~~
- 

## Strategies

The following Strategies should be used to implement the County's bicycle and pedestrian system:

- A. Provide for bicycle and pedestrian facilities on the Multnomah County Bikeway System Map and the Multnomah County Pedestrian System Map through:
  - 1. The land development process where half-street improvements or dedication of a right-of-way or easement can be required as a condition of land development.
  - 2. Road improvements, where bicycle and pedestrian facilities can be designed, constructed and funded as part of the road improvement.

3. Allocation of the County's 1% bikeway funds for stand alone bicycle and pedestrian improvements based on the priorities established in the County's CIP.
  4. Allocation of roadway funds dedicated to Americans with Disabilities Act compliance for curb ramp and sidewalk improvements in accordance with the Act.
  5. Aggressively seeking grants to supplement the funds available for bicycle and pedestrian improvements.
- B. Periodically review and update the County Roadway Design and Construction Manual in a manner consistent with the Oregon Bicycle and Pedestrian Plan and the American Association of State Highway and Transportation Officials 1999 Guide for the Development of Bicycle Facilities.
  - C. Provide public information regarding bikeways and safety through publication of a bikeway map.
  - D. Participate in the update of the metro regional bicycle and pedestrian plan and project prioritization process.
  - E. Ensure the continuation of a County Bicycle and Pedestrian Program that includes the following:
    1. A citizen involvement process including establishment of a departmental Bicycle and Pedestrian Citizen Advisory Committee for review and comment on proposed bicycle and pedestrian project criteria and project design.
    2. Identification of criteria to prioritize projects for inclusion in the CIP with special consideration given to potential use and connectivity.
    3. Identification of bicycle and pedestrian facility projects based on the system maps and prioritized for funding through the various funding sources available.
    4. A project review and comment process to include the planning, engineering, and operations and maintenance sections, and the appropriate city or cities within Multnomah County.
- ~~A. The Zoning Article should include the designation of the proposed 40 Mile Loop route.~~
- ~~B. The Streets and Roads Standards Ordinance should include the adopted bikeway design standards including AASHTO Guidelines for Development of New Bicycle Facilities, 1981.~~
- ~~C. The Bicycle Corridor Capital Improvements Program should include the following:~~

- ~~1. A citizen involvement process including establishment of a departmental Bicycle Advisory Committee for review and comment on proposed routes, route treatment and project criteria.~~
- ~~2. Identification of corridor bicycle routes to serve major activity centers.~~
- ~~3. Identification of community level routes to serve employment centers, schools, parks and neighborhood shopping centers.~~
- ~~4. Identification of criteria for bicycle facility treatment.~~
- ~~5. Identification of criteria to prioritize projects with special consideration given to:
 
  - ~~a. potential use;~~
  - ~~b. connectivity;~~
  - ~~c. road and traffic conditions.~~~~
- ~~6. A review and comment and prioritization process to include the Engineering Department, Operations and Maintenance Department, Planning Commission and 40 Mile Loop Land Trust and the cities within Multnomah County.~~
- ~~7. A candidate list of projects and map prioritized for bicycle funds forwarded to the Board of County Commissioners for their consideration for inclusion in the Bikeway/40 Mile Loop Program budget.~~

**Section 2.**

FIRST READING: January 15, 2004

SECOND READING AND ADOPTION: January 22, 2004

BOARD OF COUNTY COMMISSIONERS  
FOR MULTNOMAH COUNTY, OREGON

Diane M. Linn, Chair

REVIEWED:

AGNES SOWLE, COUNTY ATTORNEY  
FOR MULTNOMAH COUNTY, OREGON

By   
Christopher D. Crean, Assistant County Attorney

# AGENDA PLACEMENT REQUEST

BUD MOD #:

**Board Clerk Use Only:**

**Meeting Date: January 15, 2004**

**Agenda Item #: R-5**

**Est. Start Time: 9:55 AM**

**Date Submitted: 12/18/03**

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**Requested Date:** January 15, 2004

**Time Requested:** 5 Minutes

**Department:** DBCS

**Division:** Land Use & Transportation Program

**Contact/s:** Ed Abrahamson

**Phone:** (503) 988-5050 **Ext.:** 29620

**I/O Address:** Building 455

**Presenters:** Ed Abrahamson

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**Agenda Title:** First Reading of a Proposed ORDINANCE Amending Comprehensive Framework Plan Policy 34, Trafficways, and the Accompanying Functional Classification of Trafficways Map(s)

**NOTE:** If Ordinance, Resolution, Order or Proclamation, provide exact title. For all other submissions, provide clearly written title.

- 
- 1. What action are you requesting from the Board? What is the department/agency recommendation?**

An ordinance amending Comprehensive Framework Plan Policy 34, Trafficways, and the accompanying Functional Classification of Trafficways Map(s).

- 2. Please provide sufficient background information for the Board and the public to understand this issue.**

The Trafficways policy and map was adopted in 1983. It was subsequently amended in 1993 to include rural portions of the County, amended in 1995 to reflect Oregon Transportation Planning Rule policy language, and amended in 1999 to add overlay classifications. The amendments currently under consideration reflect changes associated with the adoption of the Metro Regional Transportation Plan, adoption of the Transportation System Plan (TSP) for the cities of Wood Village, Fairview, Troutdale, Gresham, and Portland, and the adoption of the Rural TSPs for West Hills, Sauvie Island. and West of the Sandy River.

**3. Explain the fiscal impact (current year and ongoing). N/A**

**NOTE: If a Budget Modification or a Contingency Request attach a Budget Modification Expense & Revenues Worksheet and/or a Budget Modification Personnel Worksheet.**

**If a budget modification, explain: N/A**

- ❖ **What revenue is being changed and why?**
- ❖ **What budgets are increased/decreased?**
- ❖ **What do the changes accomplish?**
- ❖ **Do any personnel actions result from this budget modification? Explain.**
  
- ❖ **Is the revenue one-time-only in nature?**
- ❖ **If a grant, what period does the grant cover?**
- ❖ **When the grant expires, what are funding plans?**

**NOTE: Attach Bud Mod spreadsheet (FORM FROM BUDGET)**

**If a contingency request, explain: N/A**

- ❖ **Why was the expenditure not included in the annual budget process?**
  
- ❖ **What efforts have been made to identify funds from other sources within the Department/Agency to cover this expenditure?**
- ❖ **Why are no other department/agency fund sources available?**
- ❖ **Describe any new revenue this expenditure will produce, any cost savings that will result, and any anticipated payback to the contingency account.**
  
- ❖ **Has this request been made before? When? What was the outcome?**

**If grant application/notice of intent, explain: N/A**

- ❖ **Who is the granting agency?**
- ❖ **Specify grant requirements and goals.**
- ❖ **Explain grant funding detail – is this a one time only or long term commitment?**
- ❖ **What are the estimated filing timelines?**
- ❖ **If a grant, what period does the grant cover?**
- ❖ **When the grant expires, what are funding plans?**
- ❖ **How will the county indirect and departmental overhead costs be covered?**

**4. Explain any legal and/or policy issues involved.**

Statewide Planning Goal 12: Transportation and the Oregon Transportation Planning Rule adopted in 1990 (OAR Chapter 660, Division 12, Section 660-12-020) directs local governments, including Multnomah County, to adopt Transportation System Plans (TSPs) that include a road (trafficway) plan for a network of arterials and collectors that provides for continuity between adjacent jurisdictions. The proposed changes to Policy 34 and the Trafficways Map(s) are intended to meet these transportation planning requirements.

**5. Explain any citizen and/or other government participation that has or will take place.**

The proposed amendment of Plan Policy 34: Trafficways, and its companion map(s) were presented for discussion at the Multnomah County Planning Commission meeting on November 3, 2003; the East Multnomah County Transportation Committee Meetings on August 4, 2003, October 6, 2003, and December 8, 2003. and at a Public Meeting held at the Gresham Central Library on October 23, 2003. Meeting notices were published in the Gresham Outlook and Oregonian newspapers.

**Required Signatures:**



**Department/Agency Director:** \_\_\_\_\_

**Date:** 12/17/03

**Budget Analyst**

**By:** \_\_\_\_\_

**Date:**

**Dept/Countywide HR**

**By:** \_\_\_\_\_

**Date:**

BEFORE THE BOARD OF COUNTY COMMISSIONERS  
FOR MULTNOMAH COUNTY, OREGON

ORDINANCE NO. \_\_\_\_\_

An Ordinance Amending Comprehensive Framework Plan Policy 34, Trafficways,  
And The Accompanying Functional Classification Of Trafficways Map(S).

**The Multnomah County Board of County Commissioners Finds:**

- a. County trafficways are a major part of the regional transportation system which serves the land uses in the County and functions to move people and goods. Comprehensive Framework Plan Policy 34: Trafficways, states that a safe and efficient trafficway system should be developed through various means, including a functional classification of trafficways system.
- b. Policy 34: Trafficways and the Functional Classification of Trafficways Map(s), adopted in 1983, were amended in 1993 to include the rural portions of the county. amended in 1995 to reflect Oregon Transportation Planning Rule policy language, added *Expressway* as a functional classification, clarified *Scenic Route* overlay classification, updated the implementing strategies and revised the Functional Classification of Trafficways Map(s) to incorporate current and projected traffic conditions, and amended in 1999 to add *Boulevard* and *Street* overlay classifications.
- c. The functional classification of trafficways supports systematic improvements through the County's Transportation Capital Improvement Plan and Program process and the land development process. Improvements are based on design standards for each of the classifications that incorporate elements of safety and efficiency.
- d. Statewide Planning Goal 12: Transportation and the Oregon Transportation Planning Rule adopted in 1990 (OAR Chapter 660, Division 12, Section 660-12-020), directs local governments, including Multnomah County, to adopt Transportation System Plans (TSPs) that include a road (trafficway) plan for a network of arterials and collectors that provides for continuity between adjacent jurisdictions.
- e. Metro has adopted the Regional Transportation Plan; Multnomah County has adopted the TSPs for the West Hills, Sauvie Island, and West of Sandy River; and the cities of Portland, Wood Village, Fairview, Troutdale, and Gresham have each adopted TSPs that have identified and resolved functional classification inconsistencies.

- f. Further, the Transportation Planning Rule directs that planned transportation systems support a pattern of travel and land use in urban areas which avoid air pollution, traffic and livability problems faced by other areas of the country. Specifically, the planned transportation system will support targeted reductions in vehicle miles traveled (VMT) per capita for the Portland metropolitan region by reducing reliance on any one mode of travel through land use design and provision of mode choices.
- g. The Functional Classification of Trafficways Map(s) revisions are based on an analysis of future population and employment, planned land uses, and on travel demands and traffic conditions that consider targeted changes in travel behavior. The 2040 analysis incorporated assumptions of the Region's 2040 Growth Management Plan.
- h. Policy 34 Implementation Strategies are amended to identify specific planning, coordinating, and implementing actions to be taken that will lead to the development and maintenance of an efficient and safe trafficway system that is supportive of the region's targeted reduction in VMT per capita in the urbanized portions of the county through fostering mode choices.
- i. Comprehensive Framework Plan Policy 3: Citizen Involvement, specifies that public involvement and information distribution of planning issues shall occur consistent with Statewide Planning Goal 1: Citizen Involvement. The proposed amendment of Plan Policy 34: Trafficways, and its companion map(s) were presented for discussion at the Multnomah County Planning Commission meeting on November 3, 2003, the East Multnomah County Transportation Committee Meetings on August 4, 2003, October 6, 2003, and December 8, 2003, and at a Public Meeting held at the Gresham Central Library on October 23, 2003. Meeting notices were published in the Gresham Outlook and Oregonian newspapers.
- j. Exhibit A, (Staff Report) and the Maps, Exhibits B, C, D and E (Functional Classification of Trafficways: Maintenance District 1, Maintenance District 2, Maintenance District 4 and Maintenance District 5 Functional Classification of Trafficways: dated November, 2003), incorporated as part of these Findings, further explain how amendments to Policy 34: Trafficways, comply with other Comprehensive Framework Plan Policies and are necessary to provide a safe, efficient, and economical trafficway system in Multnomah County.
- k. Comprehensive Framework Plan Policy 41: Columbia River Gorge National Scenic Area, applies to approximately 33,280 acres in Multnomah County within the Columbia River Gorge National Scenic Area. All future development, including roads and other public facilities, must be consistent with and support the purposes of the Management Plan for the Columbia

River Gorge National Scenic Area. This management plan and Framework Policy 41 shall control over any potential conflicting provisions of Policy 34 or its accompanying Functional Classification of Trafficways Maps.

- I. Proposed amendments would revise the policy language to reflect the Oregon Transportation Planning Rule, add *Industrial Streets* and *Green Streets* as new overlay classifications, clarify *Principal Arterial* as functional classification, update the policy's implementing strategies, and revise the Functional Classification of Trafficways Maps to incorporate current and projected traffic conditions.

**Multnomah County Ordains as follows:**

**Section 1.** Multnomah County Comprehensive Framework Plan Policy 34: Trafficways is amended as follows:

**Appendix E**  
**Multnomah County Comprehensive Framework Plan**  
**Policy 34: Trafficways**  
**(Proposed Amendments)**

**Introduction**

Trafficways are a vital part of the transportation system in Multnomah County, functioning to move people and goods between their origins and destinations. A hierarchy of trafficways provides necessary access to land uses and mobility to travelers and commerce. The trafficway network accommodates several modes of travel within public right-of-way and acknowledges differing transportation needs between the urban and rural areas of the County. Communication and power networks and public utilities, including storm and sanitary sewers and water supply share the right-of-way with roads.

Trafficways are developed according to their functional classification, which distinguishes streets and roads by their operational purposes. Many aspects are considered when classifying trafficways:

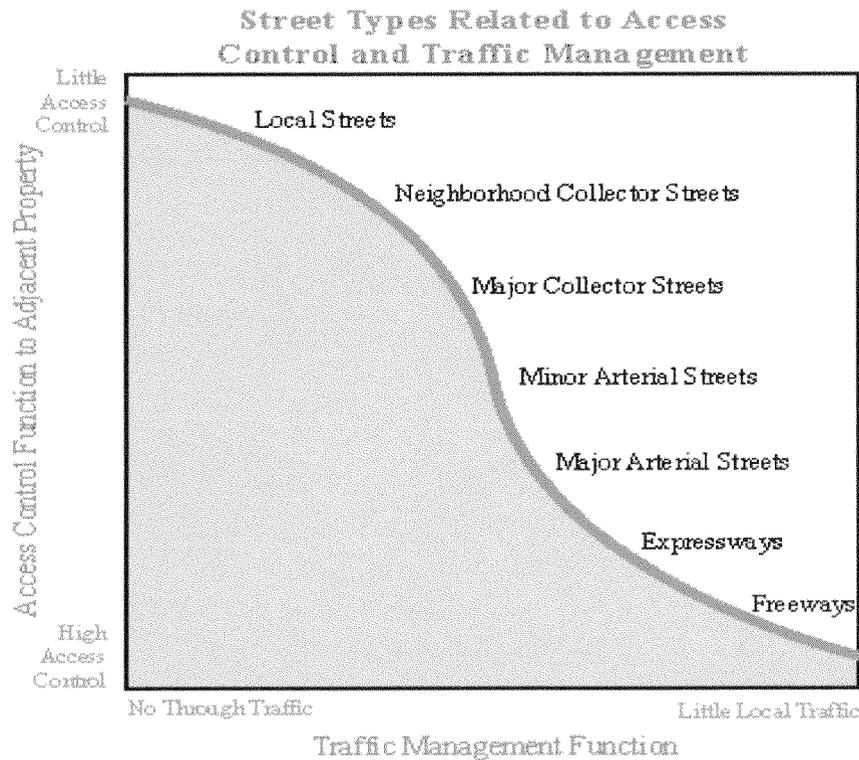
- Travel characteristics: trip length, origin, and destination
- Intensity and density of land uses served: urban and rural
- Travel modes to be served: automobiles, bicycles, transit, trucks, and pedestrians
- Relationship between traffic movement and access management
- Projected traffic volumes and capacity requirements at acceptable levels of service

The hierarchy of trafficways generally progresses from low traffic volumes and low speeds to higher volumes and speeds. Trip types vary by origins and destinations and by trip length and purpose, from local and neighborhood trips to countrywide and intra-regional travel, or inter-regional and interstate trips.

Access to property is inversely related to the mobility function of a trafficway. Access to adjacent property is greatest on local streets, but mobility is limited to local trips on local and neighborhood streets. The greatest level of mobility to the greatest number of travelers is provided by the freeway system; however, there is no direct property access provided by the interstate system.

County roads serve a distribution of trips between home and work, school, shopping, and recreation, and from sources of materials and manufacturers to distributors.

The system of trafficways to meet the needs of County residents, visitors, and businesses are functionally identified by the following types of facilities. Each type of trafficway accommodates various modes of travel and relates to land uses to which access is being provided.



## **LOCAL URBAN STREETS AND RURAL ROADS**

Local streets provide access to abutting land uses on low traffic volume and low speed facilities. Their primary purpose is to serve local pedestrian, bicycle, and automobile trips and limited public transportation use in urban areas, and auto and farm vehicle circulation with local pedestrian, bicycle, and equestrian use in rural areas.

## **COLLECTOR STREETS**

Collector streets distribute traffic between local streets and the arterial street network. They serve land uses over a broader corridor than local streets but are not intended to serve trips that do not have either an origin or destination within the corridor. Collector streets provide for automobile, bicycle, and pedestrian circulation and basic transit service.

### ***Neighborhood Collector Streets***

Neighborhood collector streets provide access primarily to residential land uses and link neighborhoods to higher order roads. They generally have higher traffic volumes than local streets but through or non-local traffic is discouraged.

### ***Major Collector Streets***

Major collector streets serve several purposes including linking neighborhoods to the regional system of bicycle and automobile streets and basic transit service. They typically provide direct access between residential and commercial developments, schools, and parks and carry higher volumes of traffic than neighborhood streets. Major collector streets are also utilized to access industrial and employment areas and other locations with large truck and over-sized load volumes.

### ***Rural Collector Roads***

Rural collector roads are well connected in rural communities to distribute automobile traffic over large areas and generally connect to urban streets or rural arterials. Where rural collector streets connect roads in adjacent counties, through traffic will occur with volumes greater than local rural roads. They may also provide for recreational trips by auto, bicycle, and equestrian. Primary access is provided to land uses adjacent to the facility and over large rural districts. Rural collector roads provide for necessary truck transport of (agricultural, timber, and minerals) out of rural districts.

## **ARTERIAL STREETS**

Arterial streets comprise the regional transportation network and provide for travel between communities in the County and between counties. Arterial streets accommodate the full array of travel modes with the regional bikeway system,

fixed-route transit network, goods delivery, and higher volume automobile traffic than collector streets. Arterial streets connect to freeways and expressways and collector streets. More intensive land uses occur along arterial street corridors and at arterial street intersections.

Urban arterial roadways may be overlaid with a regional or community boulevard or street designation by Metro in the 2040 Growth Concept. Multnomah County acknowledges Metro's Street Design Guidelines for 2040. The design elements in the Street Design Guidelines will be considered on regional facilities under Multnomah County's jurisdiction in the urban area. *[Added 1999, Ord. 926 § 11]*

### ***Minor Arterial Streets***

Minor arterial streets are the lowest order arterial facility in the regional street network. They typically carry less traffic volume than principal and major arterials but have a high degree of connectivity between communities. Access management may be implemented to preserve traffic capacity. Land uses along the corridor are a mixture of community and regional activities. Minor arterial streets provide major links in the regional road and bikeway networks; provide for truck mobility and transit corridors and are significant links in the local pedestrian system.

### ***Major Arterial Streets***

Major arterial streets carry high volumes of traffic between cities in the County as part of the regional trafficway system. The major fixed-route transit network corresponds with arterial street corridors. Priority may be given to transit- and pedestrian-oriented land uses. Traffic includes trucks and goods delivery, substantial commute movement, and controlled access to regional land uses along the corridor. Design and management of major arterial streets emphasizes preservation of ability to move auto and transit traffic by limiting accesses while also accommodating regional bikeways and pedestrian movements.

### ***Principal Arterial Streets***

Principal arterial streets connect to freeways and highways, which serve travelers without an origin or destination in the County. This interstate and interregional traffic, including trucks, is in addition to regional traffic traveling between cities and counties and traffic generated by intensive and higher density land uses along the arterial corridor. Thus, traffic volumes are high and access to adjacent land uses is limited to preserve the traffic capacity and reduce congestion along the principal arterial street. The ability to move auto, truck, and regional bicycle traffic is preserved. Trafficways designated as National Highway System routes shall be classified as Principal Arterial roadways.

### ***Rural Arterial Roads***

Rural arterial roads are the primary means of access into the County's large rural districts and often connect between counties to accommodate through movements. Rural arterials connect to freeways or highways and link rural collector and local roads to the urban area and other regions. Rural arterial roads carry greater traffic volumes than rural collector roads, including commuters and other home-based trips, natural resource trips involving trucks, and recreational trips involving autos, bicycles, and equestrians.

## **EXPRESSWAYS**

Expressways principally serve interregional travel and, secondarily, regional and intercity travel. They are designed for moderate speeds with limited and controlled access to preserve capacity and accommodate substantial traffic volumes including truck traffic. Cross streets are grade separated or limited to a few intersections with arterial streets. They typically have a center median and do not provide access to adjacent land uses. Pedestrian and bike facilities may be provided along the expressway, often on separated facilities.

## **FREEWAYS**

Freeways are high-speed roadways with grade-separated interchanges. They function to move goods and people between states and between regions within Oregon. Freeways carry high volumes of traffic, much of which does not have an origin or destination in Multnomah County. Access to abutting properties is prohibited. Pedestrian traffic and bicycle traffic on urban freeways are also prohibited.

## **OVERLAY CLASSIFICATION**

In addition to a streets basic functional classification, an overlay classification is used to further describe the design or function of a facility. Included in the overlay classification are Regional and Community Boulevards, and Regional and Community Streets, and Green Streets as designated by Metro.

### ***Scenic Routes***

Scenic routes are streets that offer unique scenic views and are used for recreational and scenic travel in addition to traffic appropriate to the facility functional classification. Unique designs and materials and other accommodations or traffic restrictions may be imposed to preserve and enhance the scenic character of the facility. Landscape treatments should incorporate native species that integrate roadway improvements with the scenic character of the area.

### **Industrial Streets**

Industrial streets are roadways that either serve as a freight route identified in the Regional Transportation Plan or serve industrial use areas. The standards for asphalt and base for major and minor collectors and lower classifications are insufficient for truck traffic. Therefore, the arterial asphalt and base standards need to be applied to non-arterial roadways carrying truck traffic. Regardless of classification, the pavement section of trafficways designated with the industrial streets overlays shall be constructed to arterial standards as per the Multnomah County Design Standards. Part I – Design Manual, Section 4 – Pavement Design.

### ***Boulevards*** [Added 1999, Ord. 926 § II]

Boulevards serve the multi-modal travel needs of the region's most intensely developed activity centers including regional centers, station communities, town centers, and some main streets. Boulevards are the continuation of the regional street network within more intensively developed activity centers. Boulevards are designed with special amenities that promote pedestrian, bicycle, and public transportation travel in the districts they serve.

Boulevards are classified as regional and community scale designs. Regional boulevards can be applied to the major arterial classification while community boulevards can be applied to the minor arterial classification. The Boulevard overlay classifications are designated in the Regional Transportation Plan and in local jurisdiction's Transportation System Plans and other transportation planning documents.

### ***Regional Boulevards*** [Added 1999, Ord. 926 § II]

Regional boulevards consist of four or more vehicle lanes, balanced multi-modal function, and a broad right of way. Features highly desirable on regional boulevards include on-street parking, bicycle lanes, narrower travel lanes than throughways, more intensive land use oriented to the street, wide sidewalks, and may include a landscaped median.

### ***Community Boulevards*** [Added 1999, Ord. 926 § II]

Community boulevards consist of four or fewer vehicle travel lanes, balanced multi-modal function, narrower right of way than a regional boulevard, landscaped medians, no-street parking, narrower travel lanes than throughways, more intensive land use oriented to the street, and wide sidewalks. Community boulevards are located within the most intensely developed activity centers with development oriented to the street. These are primarily regional centers, town centers, station communities, and some main streets.

**Streets** [Added 1999, Ord. 926 § II]

Streets serve the multi-modal travel needs of corridors, inner and outer residential neighborhoods, and some main streets. Streets typically are more vehicle-oriented and less pedestrian-oriented than boulevards, providing a multi-modal function with an emphasis on vehicle mobility. Streets are classified as regional and community designs. Regional streets can be applied to the major arterial roads, while the community streets can be applied to minor arterial roads. The Street overlay classifications are designated in the Regional Transportation Plan and in local jurisdiction's Transportation System Plans and other transportation planning documents.

*Regional Streets* [Added 1999, Ord. 926 § II]

Regional streets consist of four or more vehicle travel lanes, balanced multi-modal function, broad right of way, limited on-street parking, wider travel lanes than boulevards, corridor land use set back from the street, sidewalk with pedestrian buffering from street, and a raised landscaped median, or usually a continuous two-way left turn lane.

*Community Streets* [Added 1999, Ord. 926 § II]

Community streets consists of two to four travel lanes, balanced multi-modal function, narrower right of way than regional streets, on-street parking, narrower or fewer travel lanes than regional streets, and residential neighborhood and corridor land use set back from the street. Community streets provide a higher level of local access and street connectivity than regional streets. Community streets have the greatest flexibility in cross sectional elements. Depending on the intensity of adjacent land use and site access needs, community streets can have three different median conditions, center two-way left turn lane, narrow landscaped median, or no median.

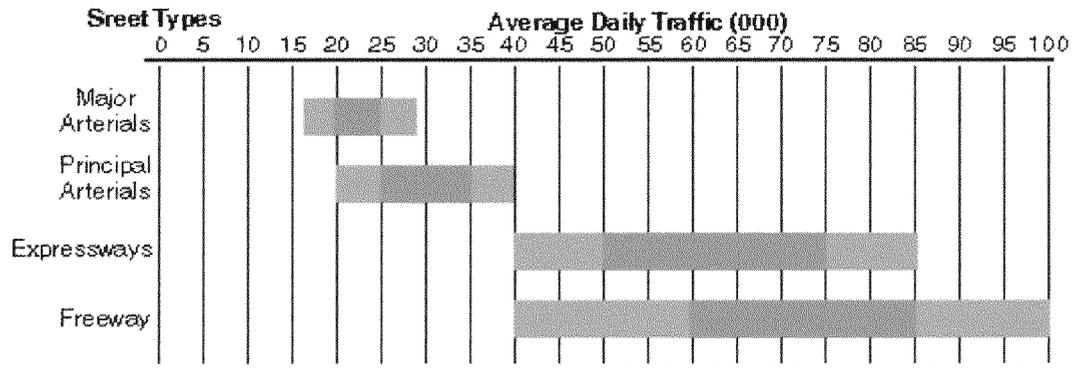
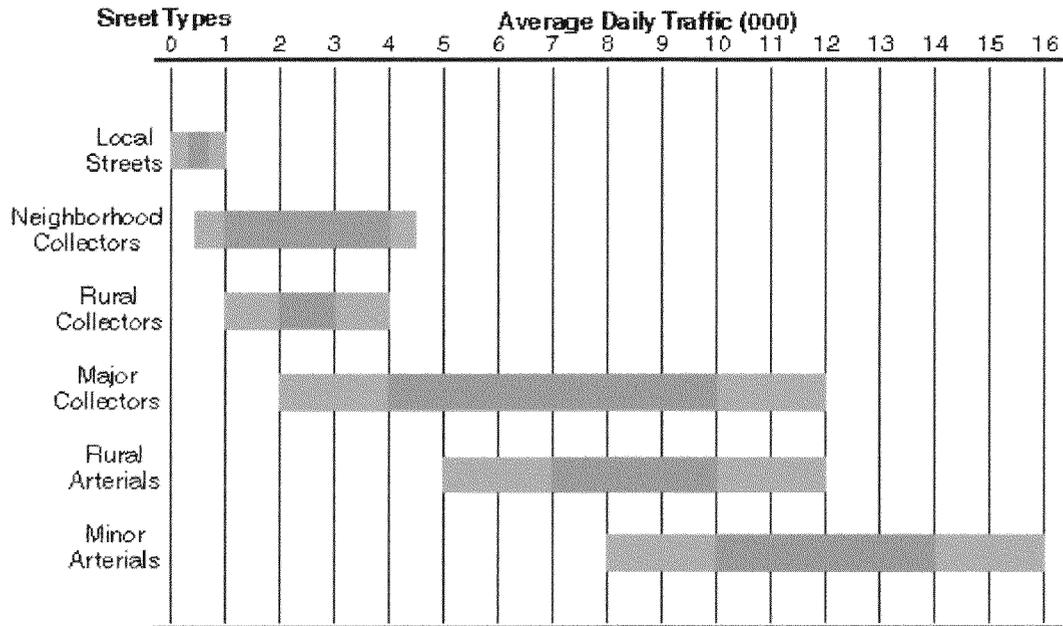
Green Streets

Green Streets are designed to incorporate a system of stormwater treatment within their right-of-way to protect the quality of the region's stream system. Green streets are designated according to the location-specific circumstances, including environmental conditions such as the soil conditions, water table, etc.; and surrounding land uses. The trafficways designated with green street overlay classifications are identified in the Regional Transportation Plan and in local jurisdiction's Transportation System Plans and other transportation planning documents. Multnomah County shall consider implementation of Green Streets design standards when developing a project listed in the County's Capital Improvement Program. Standards for Green Streets are in the Multnomah County Design Standards. Part I – Design Manual, Section 2 – Geometric Design.

## TRAFFIC VOLUME GUIDELINES

The following chart illustrates the extent of traffic volumes by functional classification of each type of facility. The upper and lower limits are design guidelines; actual volumes may vary. (The darker/red portion of the bar represents typical traffic volumes handled by each classification. The lighter/orange portion of the bar represents the lower or upper limits of each classification.)

# Average Daily Traffic By County Street Classifications



## Transportation Corridor Study Areas

Existing streets, proposed new streets, or alternative alignments may undergo evaluation concerning future capacity or operational changes. The outcome of a corridor analysis, feasibility study, or environmental analysis may result in a change in functional classification. Functional classifications within these study areas are subject to change in the future pending the outcome of the evaluation.

## **TRAFFIC VOLUME GUIDELINES**

~~The chart: Average Daily Traffic by County Street Classification illustrates the extent of traffic volumes by functional classification. The upper and lower limits are design guidelines, actual volumes may vary.~~

~~The purpose of this Policy is to direct the County to develop the existing trafficway system to maximize efficiency, and to consider the mobility of pedestrians by providing safe crossings.~~

### **Policy 34**

The purpose of this Policy is to direct the County to develop the existing trafficway system to maximize efficiency and to consider the mobility of pedestrians by providing safe crossings.

The County's Policy is to develop a safe and efficient trafficway system using the existing road network, and by:

- A. Maintaining a trafficway classification system;
- B. Improving streets to the standards established by the classification system, where necessary and/or appropriate, to mitigate identified transportation problems and to accommodate existing and planned pedestrian, bicycle (Policy 33c), and transit facilities (Policy 35) as established in the County, regional, and local transportation plans;
- C. Placing priority on maintaining the existing trafficways;
- D. Developing additional transportation facilities to meet community and regional transportation needs where capacity of the existing system has been maximized through transportation system management and demand management measures;

Average Daily Traffic by County Street Classifications chart here

- E. Providing a safe and convenient bicycle and transit facilities and a pedestrian environment with road crossings and sidewalk network designed for pedestrian travel in accordance with Policy 33c: Bikeways/Pedestrian System and Policy 35: Public Transportation;
- F. Limiting the number of and consolidating ingress and egress points on arterials and major collectors to preserve traffic flow and on rural local roads to limit rural commercial development, as necessary;

- G. Reducing reliance on the automobile and assuring that the planned transportation system supports patterns of travel and land use which will avoid or mitigate problems of air pollution, traffic congestion, and community livability;
- H. Encouraging ride-share and flextime programs to help meet the projected increase in travel demand. The County will work with Metro and TriMet to develop ride-share programs, flextime and other transportation demand strategies to achieve the ride-share goal given in the Regional Transportation Plan; and
- I. Implementing the preferred Street Standards Chapter 29.500, Road Rules or the County Design and Construction Manual, including adherence to access control and intersection design guideline criteria, and establishing a procedure for allowing variances from that ordinance deviation from the preferred standard only when a physical obstacle prevents construction to the preferred standard or when the appropriate local jurisdiction's Transportation System Plan provides an alternate adopted standard. In all cases, roadways shall be constructed to standards within the County's allowable ranges for the appropriate classification.
- J. Considering and allowing for implementation of regional street design elements including reduction of excessive standards (as shown in *Creating Livable Streets: Street Design for 2040 (1997) Guidelines (Second Edition, June 2002)* when planning for improvements to facilities designated on Metro's Regional Street Design Map or on roadways in urban unincorporated areas. *[Added 1999, Ord. 926 § II]*
- K. Improving local circulation by keeping through trips on arterial streets and minimizing local trip lengths by increasing street connectivity. *[Added 1999, Ord. 926 § II]*
- L. Ensuring that on-street parking is provided in accordance with county street standards and coordinating with cities to implement Metro's regional 10 percent reduction goal.
- M. Ensuring that additional right-of-way is dedicated at intersections that are currently signalized and that potentially may be signalized in order to comply with the Americans with Disabilities Act.

Excluding that portion of Multnomah County included in the Columbia River Gorge National Scenic Area, this Policy and the functional classification of trafficways map accompanying this Policy shall control over conflicting provisions of community plans or other pre-existing plans in determining the functional classification of trafficways. Trafficways located within the Columbia River Gorge National Scenic Area are subject to and superseded by provisions of the Columbia River Gorge Scenic Area Management Plan.

## Strategies

### A. TRAFFICWAYS

Adequate trafficways are essential for the efficient movement of goods and people. County trafficways should be designed and built to accommodate travel by a variety of travel modes, to provide access to abutting properties, and as locations for utilities within the trafficway right-of-way. To develop an efficient and safe trafficway system, the following strategies should be pursued:

1. **Classification of Trafficways:** Trafficways should be classified into a functional network that is integrated with land uses and travel needs. The hierarchy of the functionally classified network should be based on trip types and length, traffic volume and travel modes, and access to adjacent land uses within travel corridors.
2. **System Efficiency:** An inventory of the trafficway system should be maintained to determine current and future deficiencies as the basis for a capital improvement program. The trafficway system should:
  - a. be designed and operated to optimize travel capacities within acceptable levels of service, and
  - b. be consistent with land uses and transportation needs as determined by local and regional plans.
3. **Fostering Choice:** The trafficway system should be managed to provide opportunities for choices among available travel modes so that reliance on automobiles as single-occupant vehicles can be reduced, and so that total vehicle miles traveled as a measure of automobile use per capita can be reduced in the future, in accordance with the state Transportation Planning Rule and Policy 35: Public Transportation.
4. **Environmental and Social Values:** Development and operation of the County trafficway system should promote air quality consistent with federal standards, preserve open space and agricultural and forest lands consistent with local plans, protect scenic views, protect neighborhood cohesiveness and historic and cultural sites, and minimize the dislocation of residents and businesses resulting from County transportation projects.
5. **Safety:** Safety is a primary objective in the development and operation of the trafficway system through traffic signing and signalization, speed limits and speed control measures, road design and access control measures. Through the use of accepted

design and traffic management principles and practices, traffic accidents and conflicts between pedestrians, bicyclists, equestrians, and motorists can be minimized.

6. **Economics:** Work with the business community and regional and state agencies to assure efficient movement of goods and services in and through the County, including coordination of the trafficway system with inter-modal facilities, and use of public right of way for power and telecommunication purposes.
7. **Freight movement:** County trafficways shall provide for the movement of freight on facilities designed and built to accommodate the types and frequency of freight trips and which provide for convenient access to major highways, industrial areas, and resource extraction sites. County should identify a trafficway network for the purpose of freight movement. Trafficways designated as National Highway System routes shall be classified as Principal Arterial roadways.
8. **Aesthetics:** Trafficways are an important visual element in the urban and rural environment. As public spaces, trafficways should facilitate the public's use of the right-of-way in a manner that provides an aesthetic benefit to the community through facility design, landscaping, and their relationship to the natural and built environment.
9. **Street Connectivity:** Local street design impacts the effectiveness of the regional system when local travel is restricted by a lack of connecting routes, and local trips are forced onto the regional network. Streets should be designed to keep through trips on arterial streets and provide local trips with alternative routes. *[Added 1999, Ord. 926 § II]*

## B. TRANSPORTATION PLANNING

As part of Multnomah County's ongoing transportation planning program, the County should strive to anticipate and provide for the future travel needs of County residents, businesses, and visitors.

1. **Compliance with Rules and Regulations:** Multnomah County should comply with existing and future state and federal legislation and resulting rules and regulations regarding environmental, energy, land use, and transportation measures affecting the County trafficways system.
2. **Comprehensive Framework Plan Policy Revisions:** Multnomah County should revise CFP Policy 33 to include Policy 33d –

Pedestrianways, that incorporates all Policy references to the provision of pedestrian circulation and a map of the County pedestrian network. CFP Policy 35 - Public Transportation should be amended to incorporate all Policy references to the transit classification system and transportation demand management and a map of the County transit system.

3. **Land Use Coordination:** The transportation system should be planned and developed consistent with land uses to be served with consideration given to planned land uses in adopted plans and resulting forecasted future travel demands. The transportation system should be developed in coordination with the development of land uses. The development of the transportation system and land uses and amendments to land use plans should be made in accordance with the executed Intergovernmental Agreements with the cities of Fairview, Gresham, and Troutdale to ensure consistency with the functions, capacities, and level of service of facilities identified in the Multnomah County transportation planning documents.
4. **System Optimization:** Transportation planning should strive to solve existing transportation problems in response to community input by maximizing the operational capacity of the current system using available management techniques and providing new or expanded facilities only where necessary.
5. **Public Input:** Community input is vital to the transportation planning process and should be sought at key points in each planning process including project development.
6. **Modal Plans:** Modal plans should be developed to establish truck, pedestrian, and transit networks on the County trafficway system in coordination with regional and local transportation plans, and the appropriate CFP policies amended to incorporate the network maps. Modal networks plans for the County trafficways and bikeways should be maintained in coordination with regional and local transportation plans.
7. **Transportation Studies:** Transportation studies and corridor analyses should be conducted to determine transportation needs, identify and analyze problems and alternative solutions, giving the public and communities the opportunity to participate in and affect the decision process.

Specific corridor studies should include:

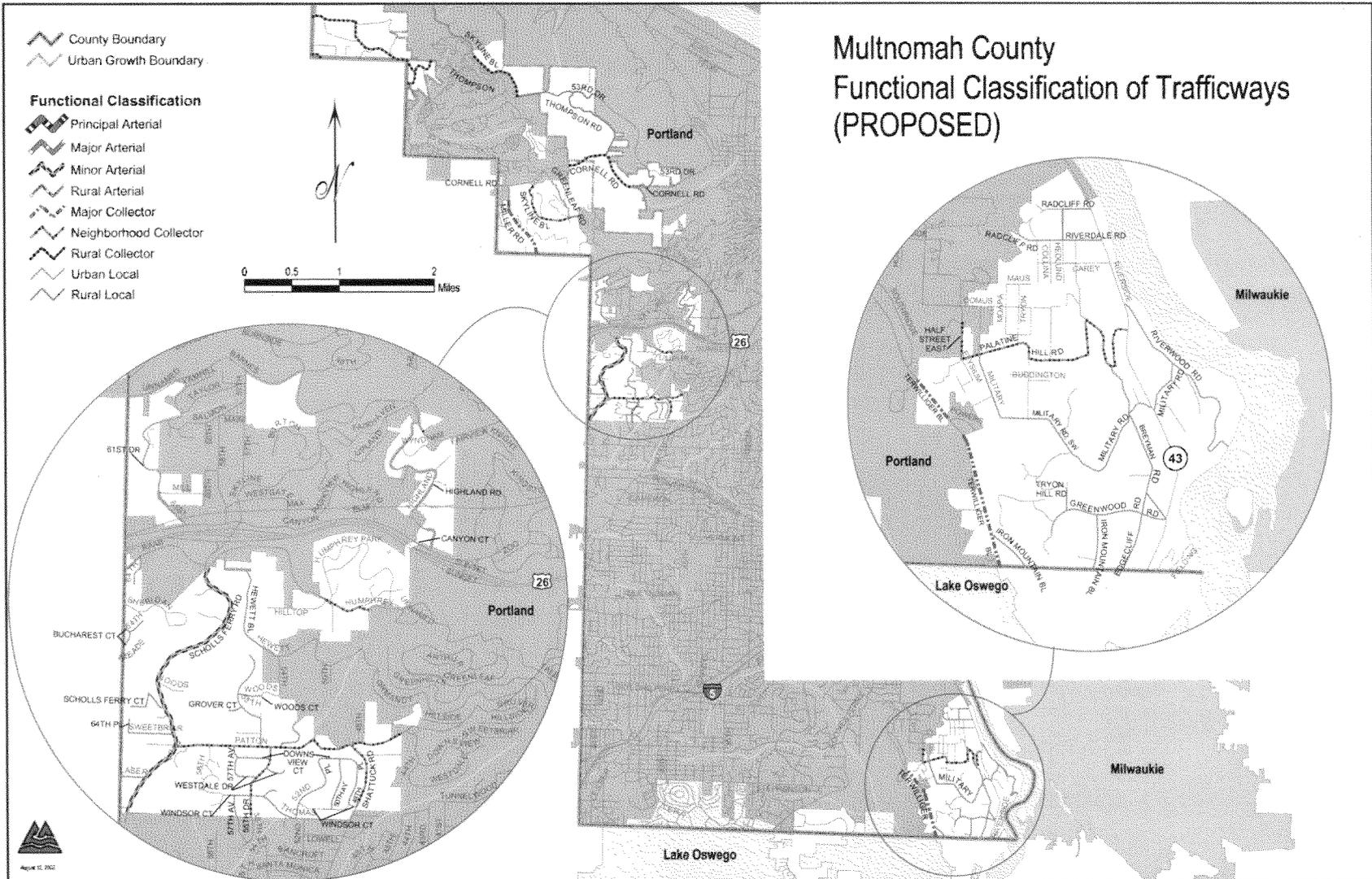
- ~~Mt. Hood Parkway: A through-route connection between Interstate 84 and US 26 in the East County area.~~
- Participation in the regional freight study to identify an alternative NHS truck route through the east Multnomah County area. The existing freight route along 181<sup>st</sup>/Burnside has land use conflicts with truck passage and substandard roadway conditions along Burnside in the Rockwood area. The 242<sup>nd</sup> Avenue Connector was identified as the alternate truck route in the Regional Transportation Plan. However, the project has been suspended because the transportation analysis completed for the Environmental Assessment found low demand for the connector in the short-term.
- 201<sup>st</sup>/202<sup>nd</sup> Avenues: Study of the capacity needs of a connection between Powell Boulevard and Sandy Boulevard in the vicinity of 201/202nd Avenue.
- Evacuation routes regarding homeland security, including routes for transport of hazardous materials and evaluating any conflicts between evacuation routes and hazardous material routes. The County should continue to work through the inter-agency Intelligent Transportation Systems Subcommittee on Public Safety, to develop a map of emergency routes and coordinate federal, state, and local agencies.
- Pedestrian safety in rural centers is becoming a concern with increased traffic volumes, especially in the Corbett/Springdale Centers. A study is needed to assess how to provide appropriate pedestrian amenities (sidewalks, crosswalks and landscaping) where appropriate, yet retaining the rural atmosphere. This might be accomplished with a pedestrian district overlay in rural centers. A pedestrian district overlay in the Corbett/Springdale Centers would need to be coordinated with the Oregon Department of Transportation and State Historic Preservation Office as the Centers are oriented to the Historic Columbia River Highway.

### **C. COMMUNITY DEVELOPMENT ORDINANCE**

Measures to plan for, develop, and manage the County trafficway system should be codified in Multnomah County Code: Title II: Community Development.

- a. **Street Standards:** Codes and Rules should be revised specifying characteristics, permitting requirements, and operational measures necessary to implement the County transportation system identified in CFP Policies 33c, 33d, 34, and 35.
- b. The Multnomah County Transportation Capital Improvement Plan and Program identifies and ranks by criteria of need trafficway deficiencies and future capital needs, identifies future capital, and programs future transportation improvements based on a schedule of capital available for expenditure on the trafficway system.



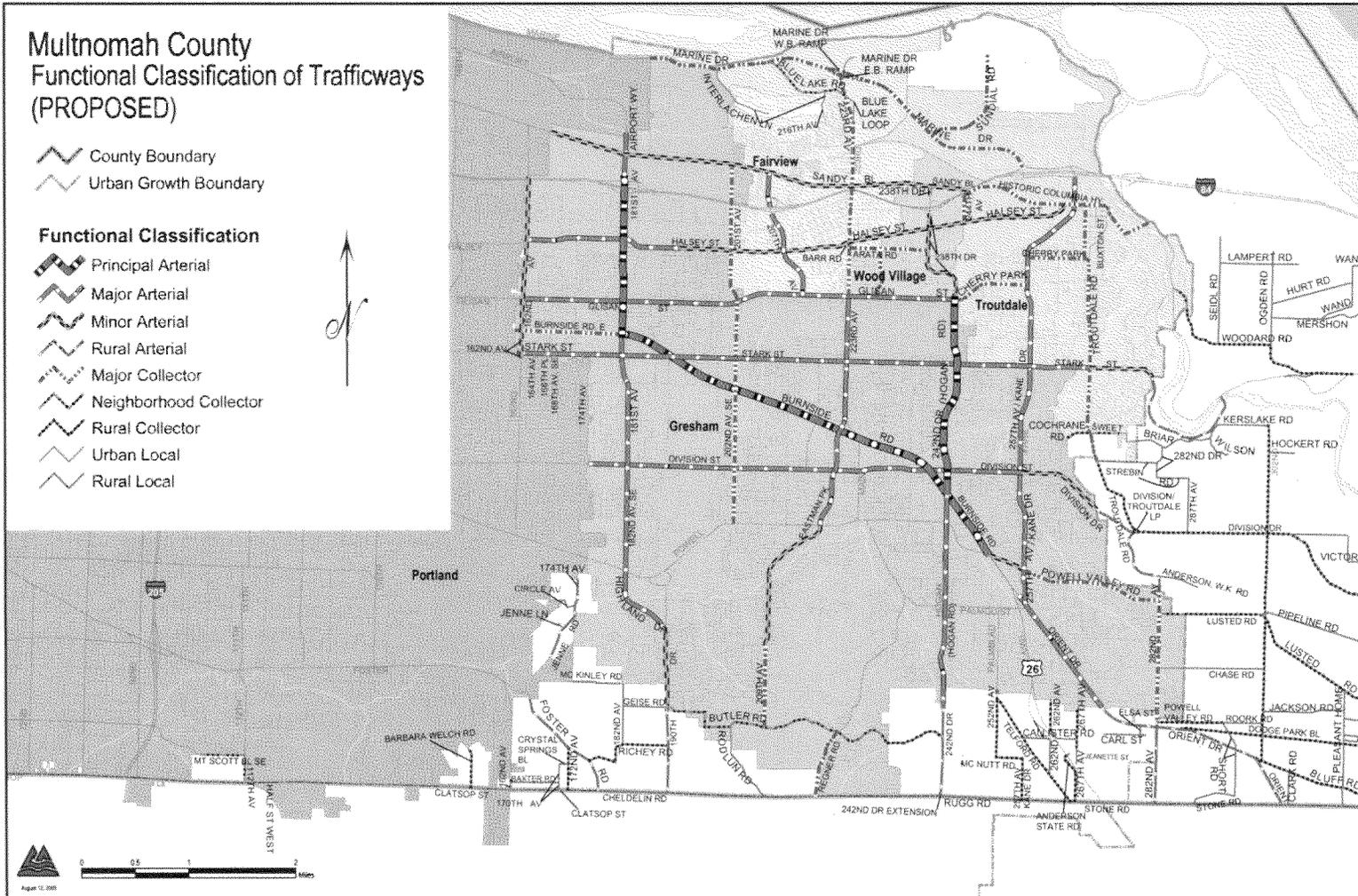


# Multnomah County Functional Classification of Trafficways (PROPOSED)

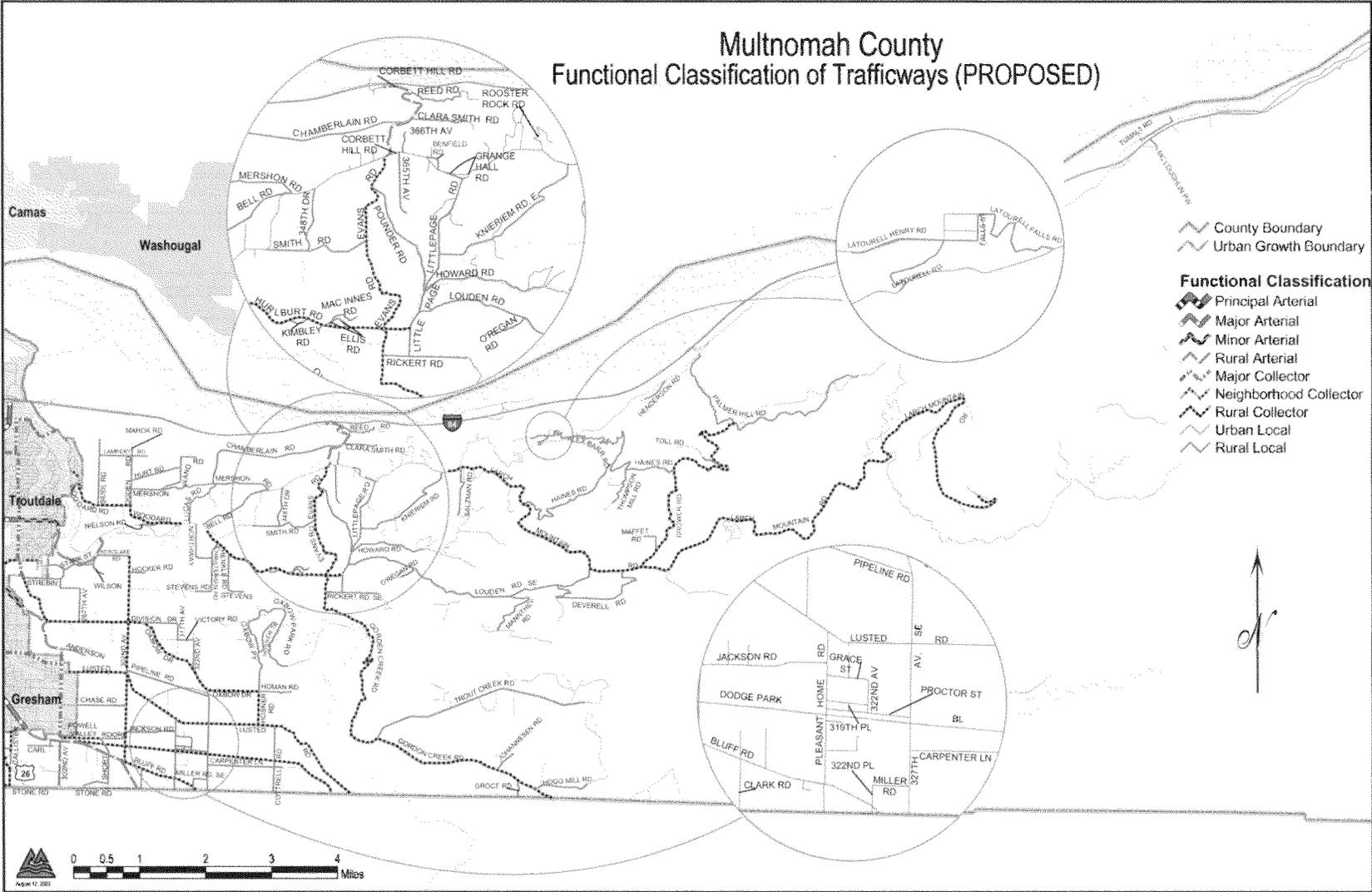
-  County Boundary
-  Urban Growth Boundary

## Functional Classification

-  Principal Arterial
-  Major Arterial
-  Minor Arterial
-  Rural Arterial
-  Major Collector
-  Neighborhood Collector
-  Rural Collector
-  Urban Local
-  Rural Local



# Multnomah County Functional Classification of Trafficways (PROPOSED)





# AGENDA PLACEMENT REQUEST

BUD MOD #:

**Board Clerk Use Only:**

Meeting Date: January 15, 2004

Agenda Item #: R-6

Est. Start Time: 10:00 AM

Date Submitted: 01/07/04

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Requested Date: January 15, 2004

Time Requested: 5 mins

Department: Non-Departmental

Division: Comm. Cruz

Contact/s: Karen Schilling, Dept. of Land Use Planning

Phone: 503-988-5050

Ext.: x29635

I/O Address: 455/214

Presenters: Karen Schilling

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**Agenda Title: Resolution Endorsing the Bi-State Coordination Committee to Discuss and Make Recommendations about Transportation, Land Use, Economic Development and Environmental Justice Issues of Bi-State Significance**

**NOTE: If Ordinance, Resolution, Order or Proclamation, provide exact title. For all other submissions, provide clearly written title.**

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1. **What action are you requesting from the Board? What is the department/agency recommendation?**

The department recommends endorsement of the Charter.

2. **Please provide sufficient background information for the Board and the public to understand this issue.**

In September, 2002, the Board of County Commissioners adopted the I-5 Corridor Strategic Plan developed by the I-5 Transportation and Trade Partnership Task Force. In that plan, the Task Force recommended that the Bi-State Transportation Committee "...expand its role to review and advise JPACT, RTC, other councils, commissions and boards on:

Management plans, interchange plans and agreements and transit station plans for the I-5 Corridor; and 2. Other transportation, land use and economic development issues of bi-state significance." It further recommended that a community enhancement fund be

established and that "The Bi-State Coordination Committee would recommend the specific details in conjunction with the Environmental Justice Work Group."

Accordingly, after interviewing members of the Bi-State Transportation Committee, a draft Bi-State Coordination Committee charter was written.

At its October 23, 2003 meeting, the Bi-State Transportation Committee approved the charter attached as Exhibit A. At the November 4, 2003 Southwest Washington Regional Transportation Council (RTC) approved by unanimous vote the establishment of the Bi-State Coordination Committee.

At their November 13, 2003 meeting, JPACT recommended approval of the same resolution. Further, they recommended that the Bi-State Coordination Committee consider: 1) adding review of air and marine transportation issues of bi-state significance; and, 2) that agencies, such as ODOT and WSDOT, TriMet and CTRAN, affect and are affected by actions of the other signatory jurisdictions and should participate in the Bi-State Coordination Committee proceedings and the Bi-State Coordination Committee may offer recommendations to these agencies as well as local jurisdictions. These recommendations, along with any other work scope recommendations, would be considered by the Bi-State Coordination Committee during 2004 after the Committee has had time to get into operation. Bi-State Coordination Committee recommendations would then be brought back for consideration.

The Bi-State Charter was also included in the November 19, 2003 MPAC agenda. However, MPAC did not have a quorum. However, MPAC members were asked if there were any concerns on the part of MPAC members in attendance. There were no concerns stated and several members, including Multnomah County Commissioner Naito, voiced their support. The Chair then indicated that it appeared that there was a MPAC consensus for approval.

**3. Explain the fiscal impact (current year and ongoing). NA**

**NOTE: If a Budget Modification or a Contingency Request attach a Budget Modification Expense & Revenues Worksheet and/or a Budget Modification Personnel Worksheet.**

**If a budget modification, explain:**

- ❖ **What revenue is being changed and why?**
- ❖ **What budgets are increased/decreased?**
- ❖ **What do the changes accomplish?**
- ❖ **Do any personnel actions result from this budget modification? Explain.**
- ❖ **Is the revenue one-time-only in nature?**
- ❖ **If a grant, what period does the grant cover?**
- ❖ **When the grant expires, what are funding plans?**

**NOTE: Attach Bud Mod spreadsheet (FORM FROM BUDGET)**

**If a contingency request, explain:**

- ❖ **Why was the expenditure not included in the annual budget process?**
- ❖ **What efforts have been made to identify funds from other sources within the Department/Agency to cover this expenditure?**

- ❖ Why are no other department/agency fund sources available?
- ❖ Describe any new revenue this expenditure will produce, any cost savings that will result, and any anticipated payback to the contingency account.
- ❖ Has this request been made before? When? What was the outcome?

If grant application/notice of intent, explain:

- ❖ Who is the granting agency?
- ❖ Specify grant requirements and goals.
- ❖ Explain grant funding detail – is this a one time only or long term commitment?
- ❖ What are the estimated filing timelines?
- ❖ If a grant, what period does the grant cover?
- ❖ When the grant expires, what are funding plans?
- ❖ How will the county indirect and departmental overhead costs be covered?

**4. Explain any legal and/or policy issues involved.**

The Bi-State Coordination Committee will increase coordination and cooperation among jurisdictions in Southwest Washington and the Portland metropolitan area for transportation, land use, economic development and environmental justice issues of bi-state significance.

**5. Explain any citizen and/or other government participation that has or will take place.**

Opportunity for citizen comments occurs at all of the Bi-State Transportation Committee meetings. Citizens participated in the I-5 Transportation and Trade Partnership when the committee expansion was discussed and recommended.

**Required Signatures:**



**Department/Agency Director:**

**Date: 01/08/04**

**Budget Analyst**

By: \_\_\_\_\_

**Date:**

**Dept/Countywide HR**

By: \_\_\_\_\_

**Date:**

BEFORE THE BOARD OF COUNTY COMMISSIONERS  
FOR MULTNOMAH COUNTY, OREGON

RESOLUTION NO. \_\_\_\_\_

Endorsing the Bi-State Coordination Committee to Discuss and Make Recommendations about Transportation, Land Use, Economic Development and Environmental Justice issues of Bi-State Significance

**The Multnomah County Board of Commissioners Finds:**

- a. In 1999, the Southwest Washington Regional Transportation Council (RTC) and Metro established a Bi-State Transportation Committee to develop recommendations to the Joint Policy Advisory Committee on Transportation (JPACT) and RTC on bi-state transportation issues.
- b. The June 2002 Final Strategic Plan of the I-5 Transportation and Trade Partnership recommended that the Bi-State Transportation Committee "...expand its role to review and advise JPACT, RTC, other councils, commissions and boards on: 1. Management plans, interchange plans and agreements and transit station plans for the I-5 Corridor, and 2. Other transportation land use and economic development issues of bi-state significance."
- c. The Final Strategic Plan of the I-5 Transportation and Trade Partnership recommended that a community enhancement fund be established for use in the impacted areas in the I-5 Corridor in Oregon and Washington and that "The Bi-State Coordination Committee would recommend the specific details in conjunction with the Environmental Justice Work Group."
- d. The recommendations of the Final Strategic Plan of the I-5 Transportation and Trade Partnership were endorsed by the Multnomah County Board of Commissioners, RTC, JPACT and the Metro Council.
- e. Multnomah County can be affected by transportation, land use, economic development and environmental justice decisions made by other jurisdictions in the bi-state area.
- f. Multnomah County finds that the opportunity to discuss and make recommendations about issues of bi-state significance through membership on and participation in a Bi-State Committee would provide more and better information, encourage better cooperation among jurisdictions and coordination of scarce public resources.

BEFORE THE BOARD OF COUNTY COMMISSIONERS  
FOR MULTNOMAH COUNTY, OREGON

**RESOLUTION NO. 04-004**

Endorsing the Bi-State Coordination Committee to Discuss and Make Recommendations about Transportation, Land Use, Economic Development and Environmental Justice issues of Bi-State Significance

**The Multnomah County Board of Commissioners Finds:**

- a. In 1999, the Southwest Washington Regional Transportation Council (RTC) and Metro established a Bi-State Transportation Committee to develop recommendations to the Joint Policy Advisory Committee on Transportation (JPACT) and RTC on bi-state transportation issues.
- b. The June 2002 Final Strategic Plan of the I-5 Transportation and Trade Partnership recommended that the Bi-State Transportation Committee "...expand its role to review and advise JPACT, RTC, other councils, commissions and boards on: 1. Management plans, interchange plans and agreements and transit station plans for the I-5 Corridor, and 2. Other transportation land use and economic development issues of bi-state significance."
- c. The Final Strategic Plan of the I-5 Transportation and Trade Partnership recommended that a community enhancement fund be established for use in the impacted areas in the I-5 Corridor in Oregon and Washington and that "The Bi-State Coordination Committee would recommend the specific details in conjunction with the Environmental Justice Work Group."
- d. The recommendations of the Final Strategic Plan of the I-5 Transportation and Trade Partnership were endorsed by the Multnomah County Board of Commissioners, RTC, JPACT and the Metro Council.
- e. Multnomah County can be affected by transportation, land use, economic development and environmental justice decisions made by other jurisdictions in the bi-state area.
- f. Multnomah County finds that the opportunity to discuss and make recommendations about issues of bi-state significance through membership on and participation in a Bi-State Committee would provide more and better information, encourage better cooperation among jurisdictions and coordination of scarce public resources.

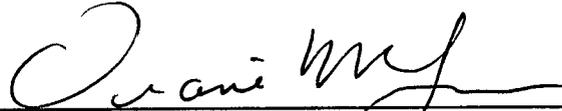
**The Multnomah County Board of Commissioners Resolves:**

1. Multnomah County endorses a Bi-State Committee and agrees to participate on the Committee and accept its Charter, attached as Exhibit A.
2. The Multnomah County shall submit the names of its member and alternate to the RTC and Metro.

ADOPTED this 15th day of January, 2004.

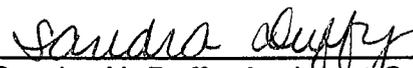


**BOARD OF COUNTY COMMISSIONERS  
FOR MULTNOMAH COUNTY, OREGON**

  
\_\_\_\_\_  
Diane M. Linn, Chair

REVIEWED:

AGNES SOWLE, COUNTY ATTORNEY  
FOR MULTNOMAH COUNTY, OREGON

By   
\_\_\_\_\_  
Sandra N. Duffy, Assistant County Attorney

## **EXHIBIT A**

### **Charter Establishing Bi-State Coordination Committee**

October 23, 2003 – As Discussed with Bi-State Transportation Committee and Revised

#### **Committee Charter Text**

**Purpose:** This charter defines voluntary participation by jurisdictions within the cross-Columbia River area of the I-5 corridor between Clark County in Washington and Multnomah County in Oregon. This region is linked by economic development and land use objectives, which also drive a shared objective to preserve and add to critical transportation investments. The existing Bi-State Transportation Committee has been constructive in addressing bi-state transportation issues within the corridor. This charter expands the scope of the bi-state effort to include both transportation and land use. Review of land use and transportation issues of bi-state significance may prompt review of these topics in the context of economic development, environmental and environmental justice issues. It also ensures that regionally significant aspects of transportation – highway, bridge, transit, freight rail, and transportation system and demand management – are considered.

The new Committee, the Bi-State Coordination Committee, replaces the Bi-State Transportation Committee. It serves as a forum to share information, coordinate review, and discuss implications of significant legislative land use and transportation issues which may have environmental, economic development and environmental justice implications for actions taken within the corridor. It encourages regional collaboration to facilitate decision making by individual jurisdictions on issues affecting the broader corridor. The results of the Committee's deliberations are advisory to the Southwest Washington Regional Transportation Council (RTC), Metro's Joint Policy Advisory Committee on Transportation (JPACT), and Metro, on issues of bi-state transportation significance. On issues of bi-state land use and economic significance, the Committee advises the local and regional governments appropriate to the issue.

The Committee holds no regulatory authority, but builds and sustains regional dialogue and works together on solving problems related to evolving linkages among transportation, land use, and economic development. Member jurisdictions retain their full existing authorities, but consider carefully and give weight to Committee recommendations. Jurisdictions also agree, according to their authorities, to create their own strategies and plans that contribute to managing land uses and economic development to protect transportation investments throughout the corridor.

**Membership:** The Bi-State Coordination Committee consists of elected officials from the jurisdictions within the corridor, as well as leadership from key agencies and organizations. The membership structure includes:

- Cities of Portland, OR and Vancouver, WA
- Clark and Multnomah Counties

- One smaller city each in Multnomah and Clark Counties
- Oregon Department of Transportation
- Washington State Department of Transportation
- Ports of Vancouver and Portland
- Tri-Met
- C-Tran
- Metro

The Committee may, as desired, create ex-officio (non-voting) memberships for state and federal agency representatives. Input from other interests in the corridor, such as communities, businesses, and civic and interest groups, is actively sought by the Committee to augment the perspectives of members. Such additional stakeholder involvement is to be obtained through encouraging public comment and input, and through project-level involvement and existing or new working groups or subcommittees, advisory to the Bi-State Coordination Committee. Member organizations provide leadership-level representatives, and participate actively and consistently in Committee meetings and activities. The Committee is primarily staffed by RTC and Metro professionals, calling on land use and economic development resources from each jurisdiction as needed. Meetings are noticed and open to the public, and the Committee meets regularly at intervals determined in its bylaws.

**Geographic Scope:** The Committee’s focus is the area of the I-5 corridor bounded in the south by the Fremont Bridge on I-405, and in the north by 179<sup>th</sup> Street. Its scope to the west extends to include important freight transport and economic development activities, especially along the river. Consideration of the area east of the immediate corridor extends as far as I-205, as indicated by linkages and impacts to I-5 corridor investments and communities.

**Agenda Setting:** The Committee work plan will define issues to be addressed, including significant baseline policy issues for the region such as comprehensive and subarea plans and interchange management plans. Members bring, prior to adoption, significant management plans to the Committee for review. More specific projects and policy issues are nominated by each jurisdiction that desires Committee review, and the Committee establishes its agenda collaboratively. The committee does not address issues related to quasi-judicial applications for specific land use projects, once applications are submitted.

**Decision-Making Process:** Committee decisions on its recommendations are made by consensus, or if necessary a majority vote of its quorum membership, defined as 2/3 of total membership. Such decisions on Committee recommendations are advisory to JPACT/Metro, RTC, and local and regional agencies, and have no legal or regulatory authority. The Committee’s process for introducing and agreeing on revisions to this charter, including changes to membership, is also by consensus or majority vote. All such revisions at the charter level are adopted by member jurisdictions and organizations by resolutions or letters of intent to change the charter.

# AGENDA PLACEMENT REQUEST

**BUD MOD #:**

**Board Clerk Use Only:**

**Meeting Date: January 15, 2004**

**Agenda Item #: B-1**

**Est. Start Time: 10:05 AM**

**Date Submitted: 12/30/03**

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**Requested Date: 01/15/04**

**Time Requested: 45 Minutes**

**Department: Business & Community Services**    **Division: Budget Office**

**Contact/s: Karyne Dargan/Mark Campbell**

**Phone: 503-988-5000**    **Ext.: x24213**    **I/O Address: 503/4**

**Presenters: Mark Campbell**

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**Agenda Title: Second Quarter General Fund Forecast**

**NOTE: If Ordinance, Resolution, Order or Proclamation, provide exact title. For all other submissions, provide clearly written title.**

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- 1. What action are you requesting from the Board? What is the department/agency recommendation?**  
This is a briefing on the status of the General Fund and an overview of financial issues facing the County. No action is required of the Board.
- 2. Please provide sufficient background information for the Board and the public to understand this issue.**  
As specified in the Financial & Budget Policies, the Budget Office prepares a five year forecast of the General Fund. The forecast is monitored and periodically updated to reflect changes in economic conditions. This forecast will focus on revenue collections and spending trends through the second quarter of FY 03-04. We will also provide an update on some of the key financial assumptions being used in developing the FY 04-05 budget.
- 3. Explain the fiscal impact (current year and ongoing). N/A**

**NOTE: If a Budget Modification or a Contingency Request attach a Budget Modification Expense & Revenues Worksheet and/or a Budget Modification Personnel Worksheet.**

**If a budget modification, explain:**

- ❖ What revenue is being changed and why?
- ❖ What budgets are increased/decreased?
- ❖ What do the changes accomplish?
- ❖ Do any personnel actions result from this budget modification? Explain.
- ❖ Is the revenue one-time-only in nature?
- ❖ If a grant, what period does the grant cover?
- ❖ When the grant expires, what are funding plans?

**NOTE: Attach Bud Mod spreadsheet (FORM FROM BUDGET)**

**If a contingency request, explain:**

- ❖ Why was the expenditure not included in the annual budget process?
- ❖ What efforts have been made to identify funds from other sources within the Department/Agency to cover this expenditure?
- ❖ Why are no other department/agency fund sources available?
- ❖ Describe any new revenue this expenditure will produce, any cost savings that will result, and any anticipated payback to the contingency account.
- ❖ Has this request been made before? When? What was the outcome?

**If grant application/notice of intent, explain:**

- ❖ Who is the granting agency?
- ❖ Specify grant requirements and goals.
- ❖ Explain grant funding detail – is this a one time only or long term commitment?
- ❖ What are the estimated filing timelines?
- ❖ If a grant, what period does the grant cover?
- ❖ When the grant expires, what are funding plans?
- ❖ How will the county indirect and departmental overhead costs be covered?

4. Explain any legal and/or policy issues involved. N/A
5. Explain any citizen and/or other government participation that has or will take place. N/A

**Required Signatures:**

Department/Agency Director: David G Boyer Date: 12/30/03

**Budget Analyst**

By: J. Mark Campbell Date: 12/30/03

**Dept/Countywide HR**

By: \_\_\_\_\_ Date: \_\_\_\_\_