



Multnomah County Oregon

# Board of Commissioners & Agenda

connecting citizens with information and services

## BOARD OF COMMISSIONERS

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## NOVEMBER 22, 2005

## BOARD MEETINGS

### FASTLOOK AGENDA ITEMS OF INTEREST

|         |  |
|---------|--|
| Pg<br>2 | 9:00 a.m. Tuesday Budget Work Session: Affirm Priorities, Results Maps, Strategies and Indicators for Fiscal Year 2007 Priority-Based Budget Process |
| Pg<br>2 | 11:45 a.m. Tuesday If Needed Executive Session   |
|         |  |
|         | <b>The Thursday, November 24, 2005 Board Meeting is cancelled</b>  |
|         | <b>The December 29, 2005 Board Meeting is cancelled</b>  |

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

Thursday, 9:30 AM, (LIVE) Channel 30

Friday, 11:00 PM, Channel 30

Saturday, 10:00 AM, Channel 30

Sunday, 11:00 AM, Channel 30

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or: <http://www.mctv.org>

Tuesday, November 22, 2005 - 9:00 AM  
Multnomah Building, First Floor Commissioners Boardroom 100  
501 SE Hawthorne Boulevard, Portland

## **BUDGET WORK SESSION**

WS-1 Budget Work Session: Affirm Priorities, Results Maps, Strategies and Indicators for Fiscal Year 2007 Priority-Based Budget Process. Presented by Karyne Dargan, Budget Staff and Invited Others. 3 HOURS REQUESTED.

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Tuesday, November 22, 2005 - 11:45 AM  
**(OR IMMEDIATELY FOLLOWING BUDGET WORK SESSION)**  
Multnomah Building, First Floor Commissioners Conference Room 112  
501 SE Hawthorne Boulevard, Portland

## **IF NEEDED EXECUTIVE SESSION**

E-1 The Multnomah County Board of Commissioners Will Meet in Executive Session Pursuant to ORS 192.660(2)(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. 15 MINUTES REQUESTED.



Commissioner Maria Rojo de Steffey

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**Multnomah County Oregon**

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**M E M O R A N D U M**

**TO:** Board of County Commissioners  
Deb Bogstad, Board Clerk  
**FROM:** Matthew Lieuallen, Staff Assistant  
**DATE :** October 19, 2005  
**RE:** Commissioner Rojo de Steffey's Absence from 11/22 Budget Work Session

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Commissioner Rojo de Steffey will miss the Budget Work Session on November 22 as she will be out of town.



**MULTNOMAH COUNTY  
AGENDA PLACEMENT REQUEST**

**Board Clerk Use Only**

**Meeting Date:** 11/22/05  
**Agenda Item #:** WS-1  
**Est. Start Time:** 9:00 AM  
**Date Submitted:** 11/10/05

**BUDGET MODIFICATION:**

**Agenda Title:** **Budget Work Session: Affirm Priorities, Results Maps, Strategies and Indicators for Fiscal Year 2007 Priority-Based Budget Process**

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

|                        |  |                        |                      |
|------------------------|--|------------------------|----------------------|
| <b>Date Requested:</b> | <u>November 22, 2005</u>                           | <b>Time Requested:</b> | <u>3 hours</u>       |
| <b>Department:</b>     | <u>County Management</u>                           | <b>Division:</b>       | <u>Budget Office</u> |
| <b>Contact(s):</b>     | <u>Karyne Dargan</u>                               |                        |                      |
| <b>Phone:</b>          | <u>503-988-3312</u>                                | <b>Ext.:</b>           | <u>22457</u>         |
|                        |  | <b>I/O Address:</b>    | <u>503/5/531</u>     |
| <b>Presenter(s):</b>   | <u>Karyne Dargan, Budget Staff, Invited Others</u> |                        |                      |

**General Information**

**1. What action are you requesting from the Board?**

Hear presentations from Outcome Teams and affirm the priorities, results maps, and indicators to use to direct the FY 2007 priority-based budget process.

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

In the fall of FY 2005, the County undertook a priority-based budgeting process in anticipation of Ballot Measure 26-64, which would have repealed years two and three of Multnomah County's three-year temporary Personal Income Tax. That process involved gathering information from focus groups, public work sessions, Service Efforts & Accomplishments reports, and prior visioning work by the Board of County Commissioners to determine *from a citizen's perspective* the priority functions Multnomah County residents expect from their government. For FY 2007, we will build on this strategic framework for County government by answering these questions during the budget process:

- What are the results that citizens expect from government?

- What strategies are most effective in achieving those results?
- Given the money available, which activities should we choose to implement those strategies?
- What changes in practice or costs do we need to make to maximize the results we deliver to citizens?
- How will we measure our progress?

Affirming the priorities, results maps, and indicators is the second of eight steps in the County's budget process.

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

No direct fiscal impact from this step of the process.

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

Affirmation will establish the Board's policy direction for the FY 2007 budget year.

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

The budget priority-setting process will include significant public participation. Public hearings and community forums have been scheduled at various times during the current and upcoming months.

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**Required Signatures**

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**Department/  
Agency Director:**

*Kaupre Dargatzis*

**Date:** 11/10/05

**Budget Analyst:**

**Date:**

**Department HR:**

**Date:**

**Countywide HR:**

**Date:**

**BOGSTAD Deborah L**

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**From:** DARGAN Karyne A  
**Sent:** Friday, November 18, 2005 3:12 PM  
**To:** CRUZ Serena M; LINN Diane M; ROBERTS Lonnie J; ROJO DE STEFFEY Maria; NAITO Lisa H  
**Cc:** BOGSTAD Deborah L; CARROLL Mary P; BELL Iris D; BRUNER Thomas; FUSSELL Rob; ROMERO Shelli D; NAITO Terri W; MARTIN Chuck T; BOYER Dave A  
**Subject:** Materials for 11/22 BCC Worksession on FY 2007 Priority Maps, Strategies and Requests for Offers (RFO's)

Hello Members of the Board!

Attached are the materials for the 11/22 BCC Worksession on the FY 2007 Priority Maps, Strategies and RFO's (Request for Offers). I wanted to get this large quantity of material to you as early as I could so you could have time to review it before Tuesday's worksession.

The Outcome Teams will be presenting their reports to the Design Team on Monday to receive their feedback. Given the short turnaround time, you won't see updated reports incorporating Design Team's comments; however the Outcome Teams will be covering the comments verbally. Laurie Ohmann and Tom Moss from PSG will be facilitating this discussion.

Attachments include:

- o Agenda
- o Reports and PowerPoint slides for
  - o Accountability
  - o Safety
  - o Education
  - o Basic Needs
  - o Thriving Economy
  - Vibrant Community
  - Auditor's Marquee Indicator for Priorities

As always, if you have any questions please do not hesitate to contact me.

Karyne

11/21/2005

# MULTNOMAH COUNTY OREGON

11/22/2005

9:00 a.m. – 12:00 p.m.

Boardroom



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## Agenda BCC Work Session

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1. Opening Comments – Chair Diane Linn
2. Where We Are – Karyne Dargan
  - Review of the Work Plan
    - i. Step 1 -Confirm Fiscal Parameters, Priorities (11/10/05) – Completed!
    - ii. **Step 2 – Outcome Teams Develop Results Maps, Strategies and Indicators for Using Multnomah County Resources (11/22/05)**
    - iii. Step 3 –Departments Develop Program Offers for Each Priority (1/27/06)
    - iv. Step 4 – Offers Ranked by Outcome Teams Based on Contribution to Priority Area
    - v. Step 5 – Board Ranks Offers Based on their Contribution to Priority
    - vi. Step 6 – Chair develops Executive Budget
    - vii. Step 7 – Board reviews, modifies and adopts County Budget
3. Results Maps, Strategies, Indicators and RFO's – Outcome Team Presentations – Laurie Ohmann, Tom Moss, Karyne Dargan
  - Accountability Team (9:10 pm)
  - Safety (9:30 pm)
  - Education (10:00 pm)
  
  - Break (10:20 pm)
  
  - Basic Needs (10:30 pm)
  - Thriving Economy (11:00 pm)
  - Vibrant Communities (11:20 pm)
  - Follow-Up and Closing Comments (11:40 pm)
4. Policy Discussion Re: Programs Funded by Revenue Streams not Available in FY 2007 – (11:50 pm) Diane Linn
5. Next Steps – Karyne Dargan

# Countywide Values

## **FY 07 Budget Priority Setting MULTNOMAH COUNTY OREGON**

The Outcome Teams are proposing a common set of values to help evaluate program offers. These principles supplement the strategies and specific guidance included in each Outcome Team's Request for Offers.

The following values apply to all six priorities and should be used as guidelines when preparing and assessing program offers.

### **We are looking for program offers that:**

#### **Efficiency**

- Accomplish as much as possible at the least cost possible. It is important to note that this is not intended to encourage "thinning the soup". Cost shifting, changes that result in substandard performance and other forms of false economy are specifically discouraged.
- Advance fundamental, long-term changes that maximize the impact of every dollar the County spends.

#### **Coordination**

- Maximize service efficiency through inter-departmental and cross-jurisdictional coordination, collaboration and communication.
- Develop partnerships with private entities and/or individuals that have similar interests and concerns.
- Highlight how they are coordinating and partnering to better achieve outcomes.

#### **Innovation**

- Put forward new ideas especially if they leverage existing resources and/or bring organizations together to improve services and/or reduce cost.
- Demonstrate innovations to reduce community costs ("Get more bang for the local buck").

#### **Meaningful Community Involvement**

- Foster meaningful, diverse community involvement ensuring all Multnomah County citizens have a fair opportunity to participate and be heard in County decision-making.
- Use best practices to educate and inform citizens about the results and price of county government and take services out to the community.
- Provide direct customer voice into program direction.

#### **Cultural Competency**

- Improve the skills, knowledge, and ability of staff at all levels to deliver culturally competent services.
- Create safety and diversity in the workplace.
- Provide culturally responsible services and sanctions.

# Countywide Values

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## **Manage for Performance - Measurable Results**

- Are evidence based, use best practices and demonstrate a high probability of contributing to the desired outcomes.
- Have performance targets and measures that can be easily quantified, used in decision making.
- Report results to the community.
- Focus evaluation efforts on potentially high impact areas.

## **Maximization of External Revenues**

- Maximize the use of federal and other funds to provide flexibility for limited General Funds.

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# **Outcome Team Strategies and Request for Offers FY 2007**

**Presented to the Multnomah County  
Board of Commissioners**

*November 22, 2005*

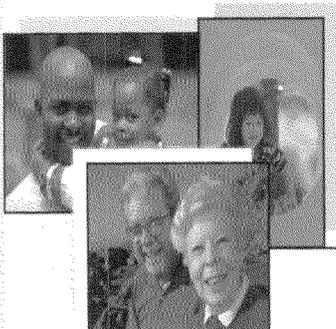


# **Accountability Outcome Team**

## **I Want My Government to Be Accountable**

**“Responsibility is the obligation to act whereas  
accountability is the obligation to answer for an action.”  
-Treasury Board of Canada**

**Team Members: Carol Ford (Team Leader), Mindy Harris (Co-  
Facilitator), Shaun Coldwell (Co-Facilitator), Bob Thomas,  
Christian Elkin, Gary Sinnen, Helen Williams**



- INDICATORS**
1. Perception of trust & confidence
  2. Satisfaction with service quality, effectiveness and price
  3. Price of Government

Updated 11/02/05

**LEADERSHIP**  
 The community has opportunities to participate and understands how County government works

Interactions Between Leaders, Employees & the Community

Clear & Accessible Decision Making

Define Vision, Direction and Priorities

**Accountable to the Community**

Financial Management

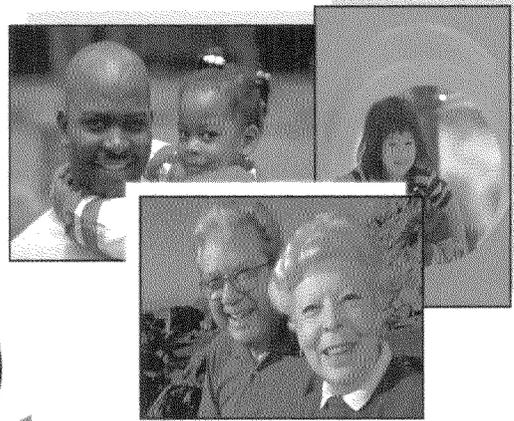
Highly Qualified Staff

Asset Management

Spending Aligned with Priorities

Fairness in Assessing & Collecting Revenues

**RESOURCE MANAGEMENT**  
 Taxpayers see that the County manages their dollars wisely



**RESULTS**  
 The community understands what the County is doing, why, & how well

Delegate Responsibilities and Resources

Deliver Services

Measure and Report Results

Results Influence Decisions

Communicate Outcome (Good and Bad)

Reevaluate for Improvement

CONTINUOUS IMPROVEMENT

# **Accountability – Key Changes**

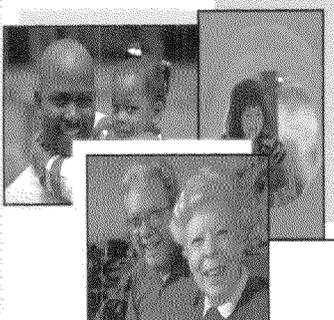
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## **□ Indicators:**

- Perception of trust & confidence
- Satisfaction with service quality, effectiveness and price
- Price of Government

## **□ Changes to Map since June, 2005**

- There are still three factors, with LEADERSHIP as the primary factor.
- FINANCIAL MGT broadened to RESOURCE MGT to recognize “Highly Qualified Staff” as an important asset that requires attention.
- “Highly Qualified Staff” is linked to “Delivery of Services” under RESULTS.



# **Accountability – Strategy 1**

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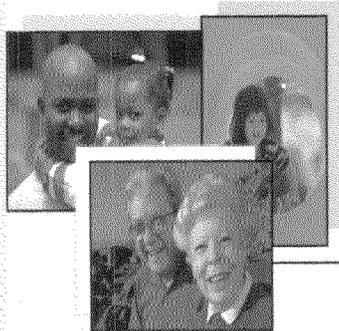
- **1. Create & communicate a clear vision & direction for County government, its programs & partnerships through an open & understandable decision making process.**

## **We are looking for program offers that:**

- Establish clear, accessible processes that set vision, direction and priorities such as Priority Based Budgeting.
- Take discussions into the community to increase understanding.
- Create a common County identity through uniform administrative practices and operations.

## ***Across All Offers – Across All Priorities***

- Use best practices to educate & inform citizens about County services & price of county government.
- Align County services with the continuum of government services.
- Provide direct customer voice into program development & direction.



# **Accountability – Strategy 2**

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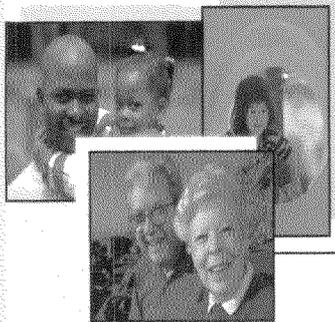
- **2. Manage resources & service delivery costs effectively.**

**We are looking for program offers that:**

- Maximize use of existing assets
- Define measurable performance expectations linked to core goals and mission.
- Develop staff competencies to improve the quality of customer service.
- Ensure a “safe” work environment using tools like an employee satisfaction and environment survey.

## ***Across All Offers – Across All Priorities***

- “Get more bang for the local buck”. Demonstrate innovations to reduce community costs. Partner with others to reduce overall service delivery costs or to deliver more value for same cost.



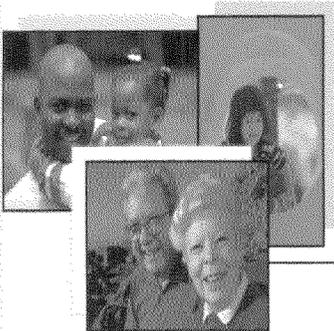
# Accountability – Strategy 3

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- **3. Evaluate and streamline delivery of service and County operations through Continuous Improvement Processes.**

## **We are looking for program offers that:**

- Establish results based processes that promote continuous process improvement and streamline service delivery.
- Provide support and incentives to develop & implement innovative approaches to create savings:
  - “Seed money” for future savings
  - “Gain sharing incentive” for documented savings
- Implement new ways to provide interactive electronic access to County services & information.
- Propose methods of implementing efficiencies or added value.
  - Streamline techniques for delivery of services
  - Innovative contract management approaches



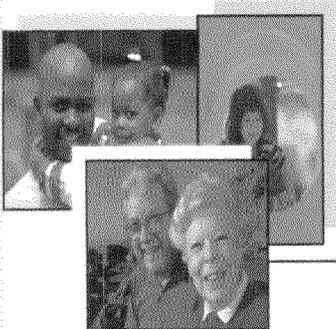
# **Accountability – Strategy 4**

- **4. Provide reliable information for decision-making, improving results, and reporting results.**

**We are looking for program offers to include:**

## ***Across All Offers – Across All Priorities***

- Measurable results and performance evaluations that can be easily quantified, & used in decision-making.
- Report results to the community.
- Focus evaluation efforts on potentially high impact areas.
- Propose collaborative approaches to measurement and performance reporting.



# **Safety Outcome Team**

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## **I Want to Feel Safe at Home, School, Work, and Play**

### **INDICATORS:**

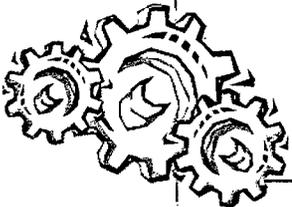
- **Reported crime rate/1000 persons**
- **Citizen perception of safety**
- **Recidivism rates**



# Safety - Key Changes

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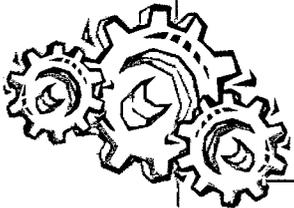
- Map
  - Added “protection and prevention” factor to Public Safety System
  - Modified “Offender Accountability under the law” factor
  - Normalized relevance of factors
- Strategies
  - More emphasis on community involvement in safety
  - Prevent, prepare and respond to emergencies
- Value/Principles
  - Added “Innovation”



# **Safety - Terminology**

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- ▣ **Collaboration** – Collaboration values and demonstrates shared vision and common purpose amongst key stakeholders, over territorial rights to services and programs. It assumes a willingness to operate against self-interest in service to the larger goal
- ▣ **Community** – can be broadly defined as all county citizens, or may encompass a more narrow group of stakeholders, such as providers, vendors, neighborhood associations, victims, etc.

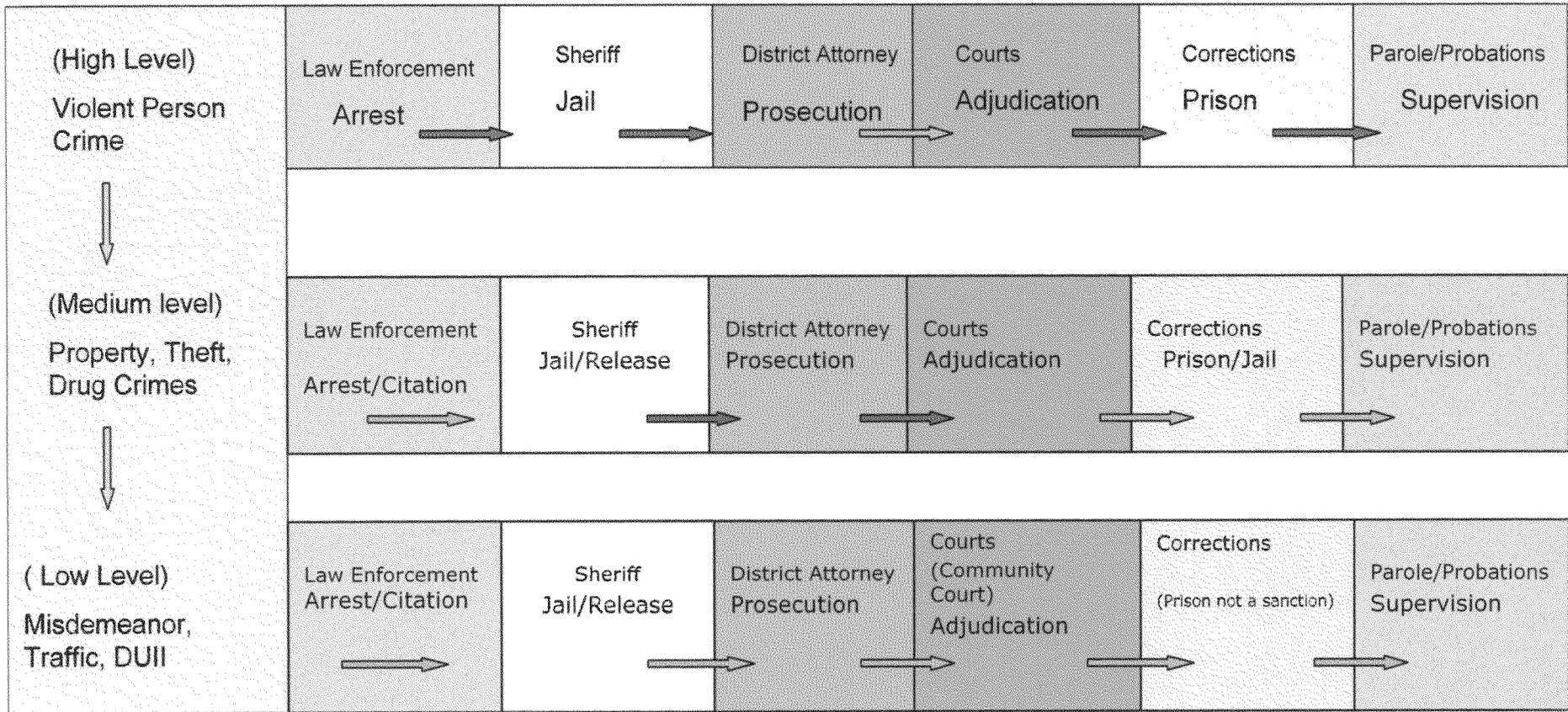


# Safety – Streams of Offenders

## Balanced Public Safety System

### Offender Stream

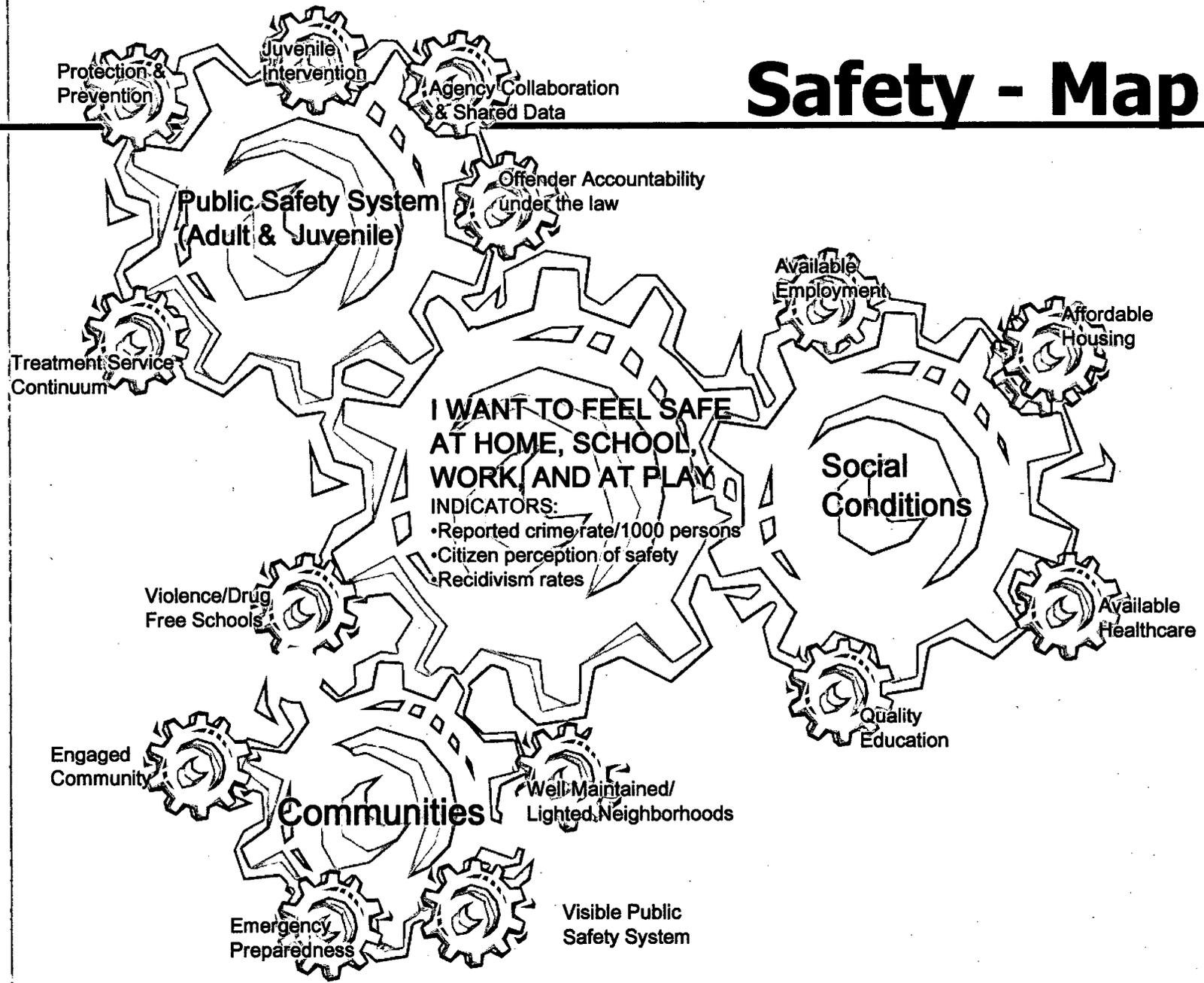
### Public Safety Partners



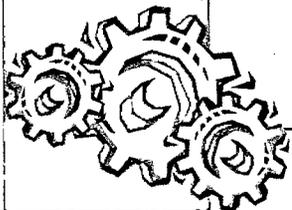
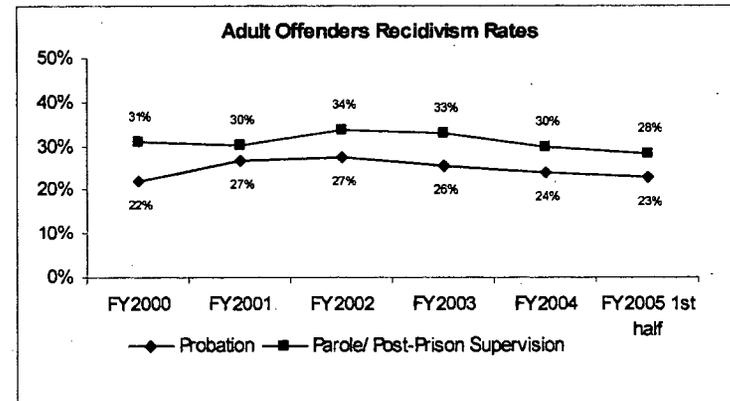
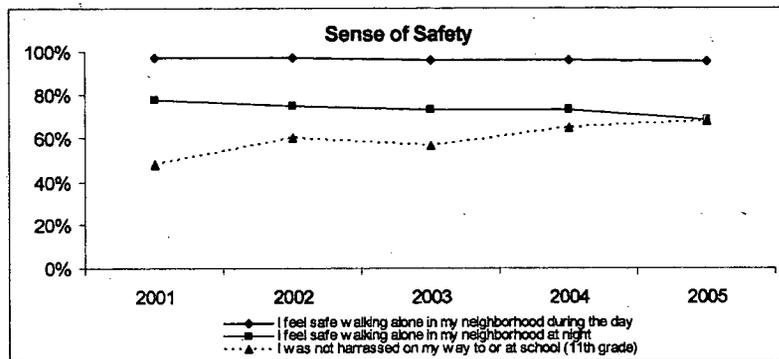
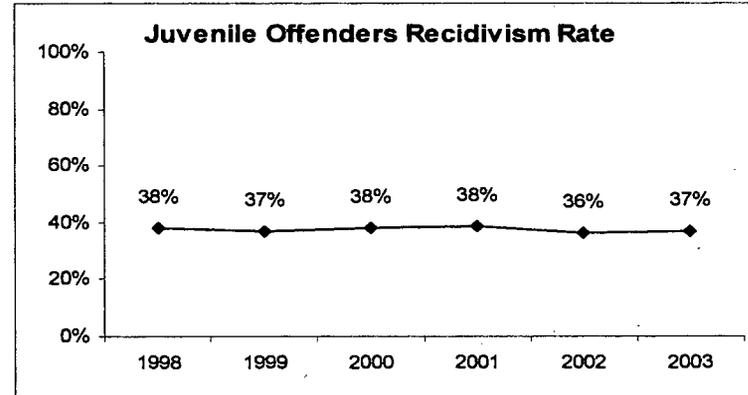
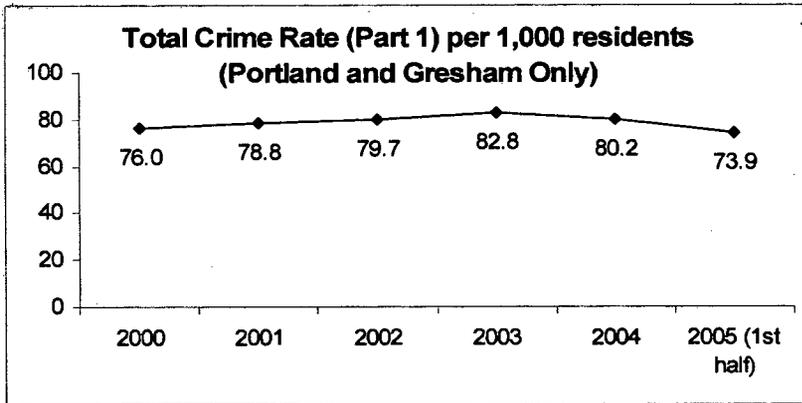
A system that can address a continuum of crimes and offenders with an appropriate and proportional level of response.



# Safety - Map



# Safety - Indicators

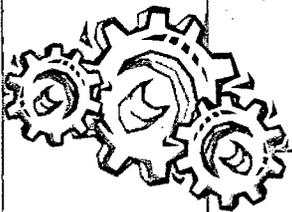


# **Safety - Strategies**

## **□ Hold offenders responsible for their actions and apply appropriate consequences**

*The County seeks Program Offers that:*

- Explicitly identify which population (stream of offenders) it serves
- Provide alternatives to incarceration by holding offenders other than violent felons, accountable for repairing harm done to victims and communities (restorative justice)
- Reduce re-offense and recidivism
- Demonstrate system balance by:
  - Clearly identifying other system components required to achieve its stated outcomes
  - Clearly identifying that sufficient capacity and resources exist within the system to support this program



# **Safety - Strategies**

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## **□ Safety system components work effectively together**

*The County seeks Program Offers that:*

- Demonstrate a collaborative approach that benefits service delivery and/or reduces cost of service delivery without regard to which agency provides the service
- Develops a foundation for future multi-jurisdictional collaboration to provide a sustainable safety system for the benefit of the entire community
- Provide a continuum of funding for the treatment during transition between programs or back into the community
- Use shared resources and information to develop programs that support streams of offenders and present the program offers jointly



# **Safety - Strategies**

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- **Identify and engage relevant communities in defining public safety needs and developing crime prevention and protection programs**

*The County seeks Program Offers that:*

- Incorporate a system or process which identifies relevant key stakeholders in program design and decisions
- Consider relevant key stake holder participation in program design and execution
  - Crime prevention
  - Community protection
  - Safety promotion



# **Safety - Strategies**

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## **□ Intervene early to keep juveniles out of the public safety system**

*The County seeks Program Offers that:*

- Provide treatment and interventions effective for juvenile populations
- Have been successful at prevention of crime
- Reduce delinquency and recidivism
- Involve families and caregivers in addressing the conditions that put youth at risk



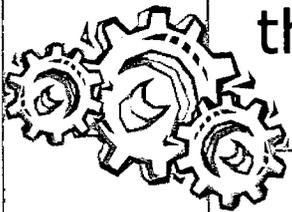
# **Safety - Strategies**

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## **□ Treat drug/alcohol addiction and mental health issues**

*The County seeks Program Offers that:*

- Deliver evidence based addiction treatment addressing factors that result in a person being criminally involved and when successfully addressed, result in an individual making lifestyle changes that result in law abiding behavior
- Address the mental health needs of addicted clients
- Demonstrate an ability to place clients into housing
- Reliably and accurately identify and report alcohol and drug use and abuse characteristics at entry in the criminal justice system



# **Safety - Strategies**

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## **□ Prepare, prevent, and respond to emergencies**

*The County seeks Program Offers that:*

- Engage in emergency prevention processes and strategies
- Plan for appropriate, proportionate and coordinated response to emergencies
- Provide education on the role of government and citizens in the event of emergency



# **Education Outcome Team**

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**I Want All Children in Multnomah  
County to Succeed in School**

**Outcome Team Members:**

*Marian Creamer, Ching Hay, Vailey Oehlke, Satish Nath,  
Larry Randall, Peggy Samolinski, Mike Waddell*



# Education Map

I want all children in Multnomah County to succeed in school

**As Measured by the Following Indicators:**

1. Percentage of entering kindergarten students who meet specific developmental standards for their age.
2. Percentage of students at 3rd, 5th, 8th, and 10th grade that meet or exceed standards on state assessments.
3. Synthetic Four-Year Graduation Rate.



**+ Ensuring & Developing Success in School Completion (4th Factor)**

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- \*Broad range of learning opportunities (i.e. journalism, art, drama, sports, vocational and technical training)
- \*Caring, committed staff
- \*Student commitment (responsible and motivated)
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- \*Community involvement (Business, Non-profits, Government, Faith Communities)
- \*Advanced learning opportunities
- \*Extracurricular activities
- \*Schools that allow for parental input, involvement and investment
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- \*Access to information

**+ Basic Education "The Three R's" (3rd Factor)**

- \*Leadership/Principal
- \*Competent Teachers
- \*Diverse classrooms
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- \*Rigorous and relevant curriculum
- \*Buildings, books, and teaching materials
- \*Safe school environment
- \*Reasonable classroom size
- \*Teachers reflective of population
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**- Gaps and Barriers (2nd Factor)**

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- \*Student and Family Mobility
- \*Addictions
- \*Disability
- \*Presence of Criminal Activity at home
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- \*Transportation
- \*Poor Coordination Between Schools & Social Service Systems
- \*Poor Tracking & Analysis of Students Between School Districts
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- \*Parental Literacy
- \*Teen Parenting
- \*Students who have dropped out

**+ Prepared to Learn at All Ages (1st Factor)**

- H  
i  
g  
h
- \*Ready Parents/Caregivers
- \*Basic Needs
- \*Food, stable housing, clothing
- \*Physical Health
- \*Mental Health (social & emotional well being)
- L  
o  
w
- \*Language & Literacy
- \*Cognition & Learning Approach

# **Education - Indicators**

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- ❑ Percentage of entering kindergarten students who meet specific developmental standards for their age
- ❑ Percentage of students at 3<sup>rd</sup>, 5<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> grade that meet or exceed standards on state assessments (reading and math)
- ❑ Synthetic Four-Year Graduation Rate



# **Education – New Focus for FY 07**

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- ❑ Focus more on the student (compared to caregivers/parents)
- ❑ Greater awareness of and attention to mitigating student mobility as a negative factor
- ❑ Shifting focus to the later academic years
- ❑ **L**earning **E**nglish **P**roficiency focus for both students and parents/caregivers



# Education - Strategies & RFO's

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***The Education Outcome Team is looking for program offers that:***

1. Ensure the basic needs of students are met as they relate to school success
2. Prepare students to learn either directly or by assisting parents & caregivers

***In particular, offers that:***

- Ensure the basic needs of students are met as they relate to food, housing, clothing and physical & mental health
  - Support parents and caregivers in preparing their children to learn
  - Educate parents and caregivers about what students need to succeed in school
  - are culturally appropriate and meet the school-related needs of students (or their parents/caregivers) with limited English proficiency
3. Promote reading at grade level by third grade. ***In particular, offers that:***
    - Promote early reading by providing reading materials to all students
    - Provide opportunities for children to participate in developmentally appropriate activities that promote early reading
    - Promote parent literacy



# Education - Strategies & RFO's

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4. Promote student performance beyond the fifth grade.

*In particular, offers that:*

- Foster supportive relationships between students and adults
- Provide a broad range of additional learning opportunities & extracurricular activities that support academic success
- Focus on students who are not achieving at their grade level

5. Bridge the gaps and breakdown the barriers to help all youth attend, engage in and succeed in school.

*In particular, offers that:*

- Mitigate the negative effects of mobility on student achievement
- Keep students in a productive & positive learning environment beyond the school day for the purpose of improving student academic success



# **Basic Living Needs – Team**

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- ❑ *Tricia Tillman (leader)*
- ❑ *Kathy Tinkle (leader)*
- ❑ *Angela Burdine (facilitator)*
- ❑ *Jenny Morf (facilitator)*
- ❑ Patrice Botsford
- ❑ Thomas Bruner (Chair's office)
- ❑ Sandy Haffey
- ❑ Janet Hawkins
- ❑ Mike Jaspin (Budget)
- ❑ Dave Koch
- ❑ Julie Neburka (Budget)
- ❑ Alexander Patterson (CBAC)
- ❑ Chris Tobkin (labor)
- ❑ Grace Walker (labor)



# **Basic Living Needs Outcome Team**

**All Multnomah County  
Residents and their Families  
are able to meet  
their Basic Living Needs**



# **Basic Living Needs - Terminology**

- **“Vulnerable Populations”** are defined as people needing ongoing care, such as
  - people with physical and mental disabilities
  - people with chemical dependencies
  - the frail elderly
  - the seriously and persistently mentally ill
  - children with special needs
  - others experiencing a major life crisis
  
- **“Health”** is defined very broadly to include all aspects of physical and mental, dental, and addictions treatment.



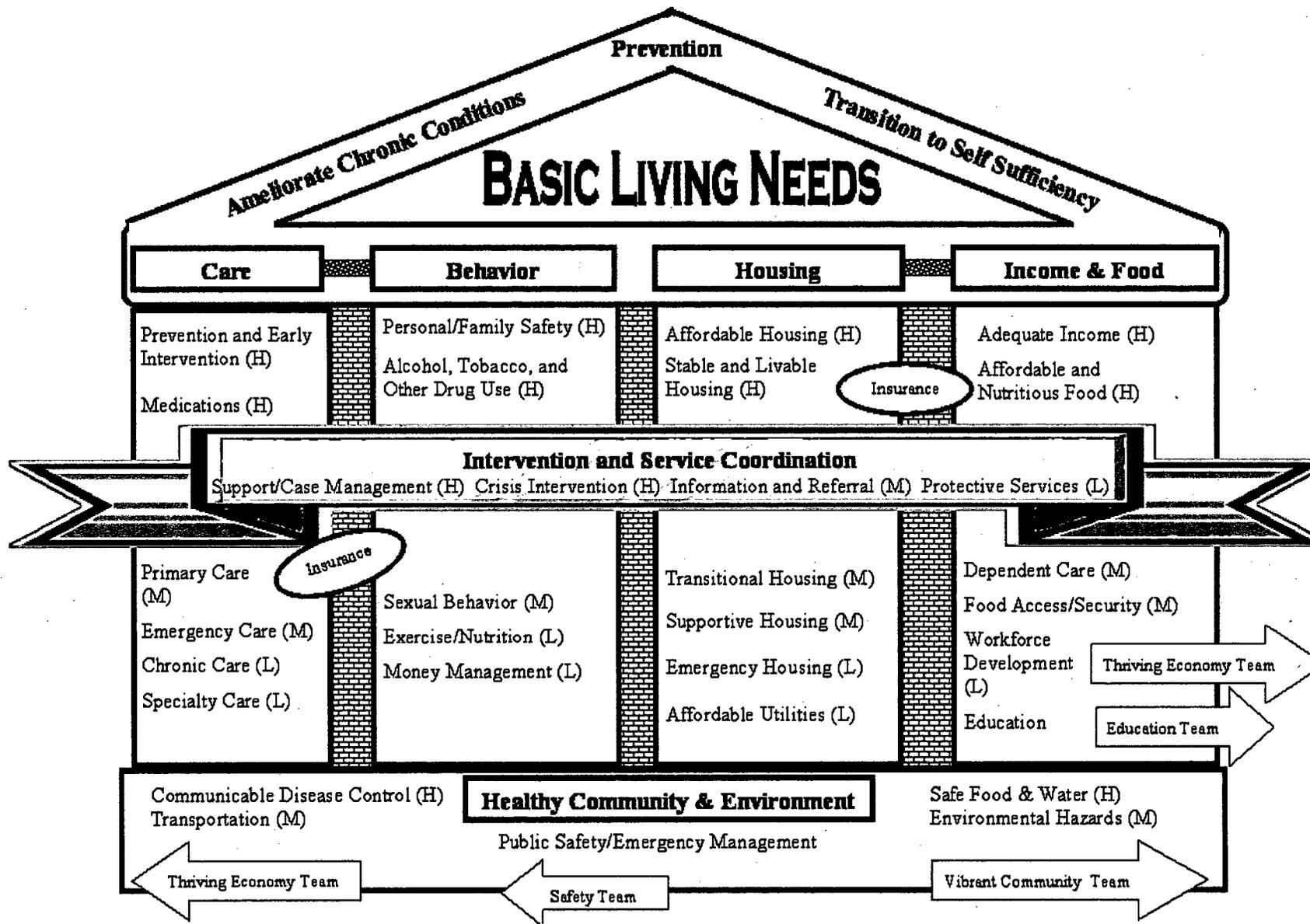
# **Basic Living Needs - Indicators**

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- ❑ Percentage of people in Multnomah County with incomes above **185% of the Federal Poverty Level.**
- ❑ Percentage of renters who pay no more than **30% of income for housing and utilities**
- ❑ Percentage of individuals **rating their health as Excellent or Very Good** in Behavioral Risk Factor Surveillance System



# Basic Living Needs - Map



# Basic Living Needs

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- ❑ The map identifies **primary and secondary factors** that lead to the desired outcome of meeting basic living needs from a citizen's perspective
- ❑ The **requests for offers** focus on secondary factors where Multnomah County has the **greatest ability to leverage strategic results.**



# **Basic Living Needs – Strategy 1**

## **1. Provide intervention and coordination of services that meet basic needs**

We are looking for program offers that:

- ❑ Provide ***support and case management*** to the most vulnerable members of our community
- ❑ Provide ***crisis intervention*** services to bring stability to people's lives
- ❑ Provide ***information and referral*** to assure access to services for the entire community
- ❑ ***Prevent or address abuse and neglect*** of vulnerable people.



# **Basic Living Needs - – Strategy 2**

## **2. Maintain a Healthy Community and Environment**

We are looking for program offers that:

- ***prevent or control the spread of communicable diseases***
  
- Assure a safe supply of ***water and food***
  
- Identify and reduce exposure to ***environmental hazards***



# **Basic Living Needs - – Strategy 3**

## **3. Assure health care for vulnerable members of the community**

We are looking for program offers that:

- ❑ Provide ***access to care*** for vulnerable populations
- ❑ Emphasize ***prevention and early intervention***
- ❑ Provide access to ***medications***
- ❑ Address ***chronic and emergency care*** needs of vulnerable populations.



# **Basic Living Needs - – Strategy 4**

## **4. Promote healthy behaviors**

We are looking for program offers that:

- ❑ Empower people to avoid or escape ***victimization, interpersonal violence, and unintended injury***
- ❑ Prevent the misuse of ***alcohol, tobacco and other drugs***
- ❑ Increase individuals' ability to ***avoid financial crises.***



# **Basic Living Needs - – Strategy 5**

## **5. Assist vulnerable populations in obtaining permanent and livable housing**

We are looking for program offers that:

- ❑ Lead to and/or keep people in ***affordable permanent housing***
- ❑ Ensure access to ***stable livable housing***
- ❑ Help people ***stay in housing*** (e.g. rent assistance, utility assistance, and weatherization).



# **Basic Living Needs - – Strategy 6**

## **6. Provide access to income and food to every member of our community**

We are looking for program offers that:

- ❑ Help individuals and families maintain an ***adequate income and sufficient nutrition***
- ❑ Provide ongoing ***food/income support*** for those who are unable to provide for themselves
- ❑ Provide ***emergency income and food*** support



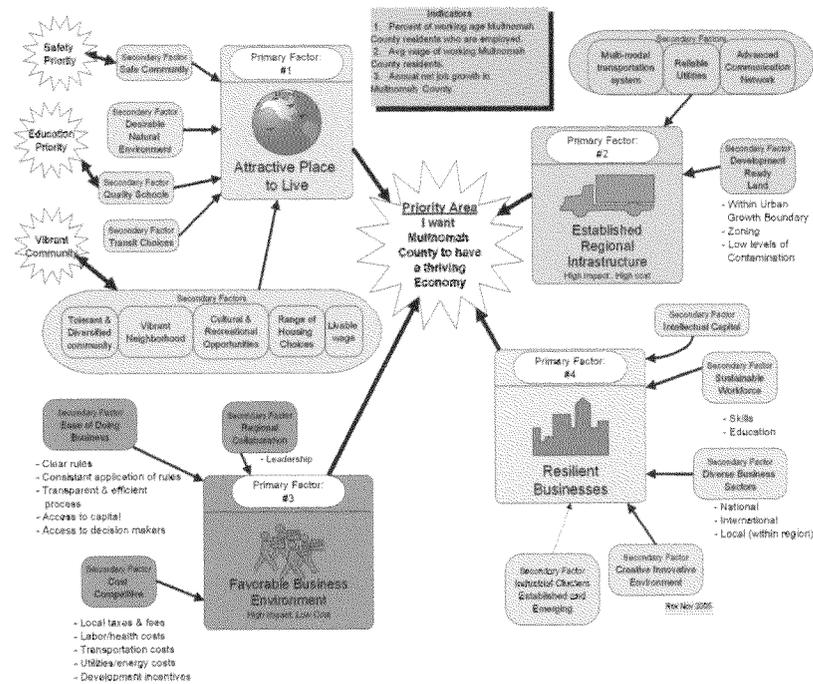
# Thriving Economy - Outcome Team

## I Want Multnomah County to have a Thriving Economy

- Few changes to the strategy map and overall emphasis.
- Most of our focus was on more targeted and specific strategies.



# Thriving Economy - Map



# Thriving Economy

## ReTHINKING PORTLAND



**P**ortland has much to be proud of. For decades, Portland has been viewed across the nation as an icon of livability and progressiveness, a community that introduced the nation to regional planning and prevention of big city sprawl, a steward of the environment and a proponent of diverse transportation systems, including light rail.

But as we take stock of Portland today, and look forward, we are compelled to say there is much that we urgently need to improve upon.

A better Portland should be all about people — people of all ages, ethnic diversity, financial means and interests. And a better Portland should be all about a sense of regained confidence:

confidence in quality and stable schools; confidence in the availability of affordable, diverse housing choices; confidence that population growth can be accommodated without harm; confidence in safe neighborhoods and effective transportation systems; and confidence in a local economy that not only rewards employees and employers,

but that also supports the cost of needed public service through appropriate personal and corporate taxes.

Today, the Portland Tribune launches Rethinking Portland, a review of the condition of our city and of the important issues affecting its people, governments, organizations and economy.



CLARK

# Who's moving here? Young and childless

## word on the street

Josh and Annette Palmer, Sunnyside

Josh, 37, and Annette, 36, moved to Portland from San Francisco in 2002. Josh cares for the couple's two young children, and Annette is volunteer services manager for the Cascade AIDS Project downtown.

■ **Portland Tribune:** What do you value about living in the Portland area?

■ **Annette:** "I like the neighborhoods and the availability of public transportation. I can bike to work and take public transportation to work."

■ **Josh:** "That's precisely why we're here (on North Mississippi Avenue) today. It has a different feel than the neighborhood we live in. When we want a Pearl District feel, a modern feel, we go there. If we want to look at antiques, we go to Sellwood. Each neighborhood has a different feel."

■ **Trib:** Almost 8 million people are expected to live in the Portland metro area by the year 2030. What would that mean for what you value?

■ **Annette:** "Schools concern us — quality and funding of schools. We're considering all the options."

■ **Josh:** "Schools concern us — quality and funding of schools. We're considering all the options."

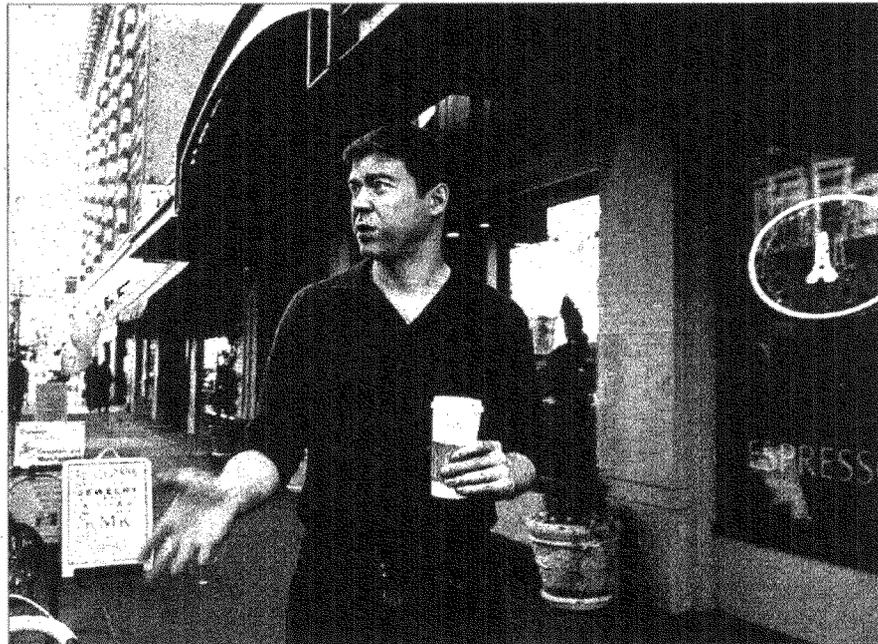


ANNETTE PALMER



JOSH PALMER

## CREATIVES City's a magnet for twenty- and thirtysomethings



TRIBUNE PHOTO: JIM CLARK  
Dave Herah, 25, and his partners in Jize Software moved the startup company here from New York City two years ago because of the quality of life. Now he's helping to recruit other young entrepreneurs.

**"At the end of the day, Portland won out because it was the best mix of quality of life and business needs."**

# Thriving Economy - Indicators

- % of Working Age Multnomah County Residents Who Are Employed
- Average Annual Wages Paid by Multnomah County Employers
- Annual Net Job Growth in Multnomah County



# Thriving Economy - Strategies

- **Champion the County's economic interests: "A seat at the regional table!"**

*We are looking for offers that:*

- Develop a clear economic development strategy
- Leverage the County's efforts in other areas
- Include "living wage advocacy"



# Thriving Economy - Strategies

## □ **Do County Business Right!**

*We are looking for offers that:*

- Leverage local/state funds
- Streamline business processes and reduce uncertainty
- Leverage the County's role in workforce development



# Thriving Economy - Strategies

## □ Retain Existing and Recruit New Business

*We are looking for offers that:*

- Market the County to new businesses.
- Create incentives to attract businesses.
- Make the County more cost competitive.



# Thriving Economy - Summary

## I Want Multnomah County to have a Thriving Economy

- Champion the County's economic interests: "a seat at the regional table!"
- Do County Business Right!
- Retain existing and recruit new business.



# Vibrant Communities

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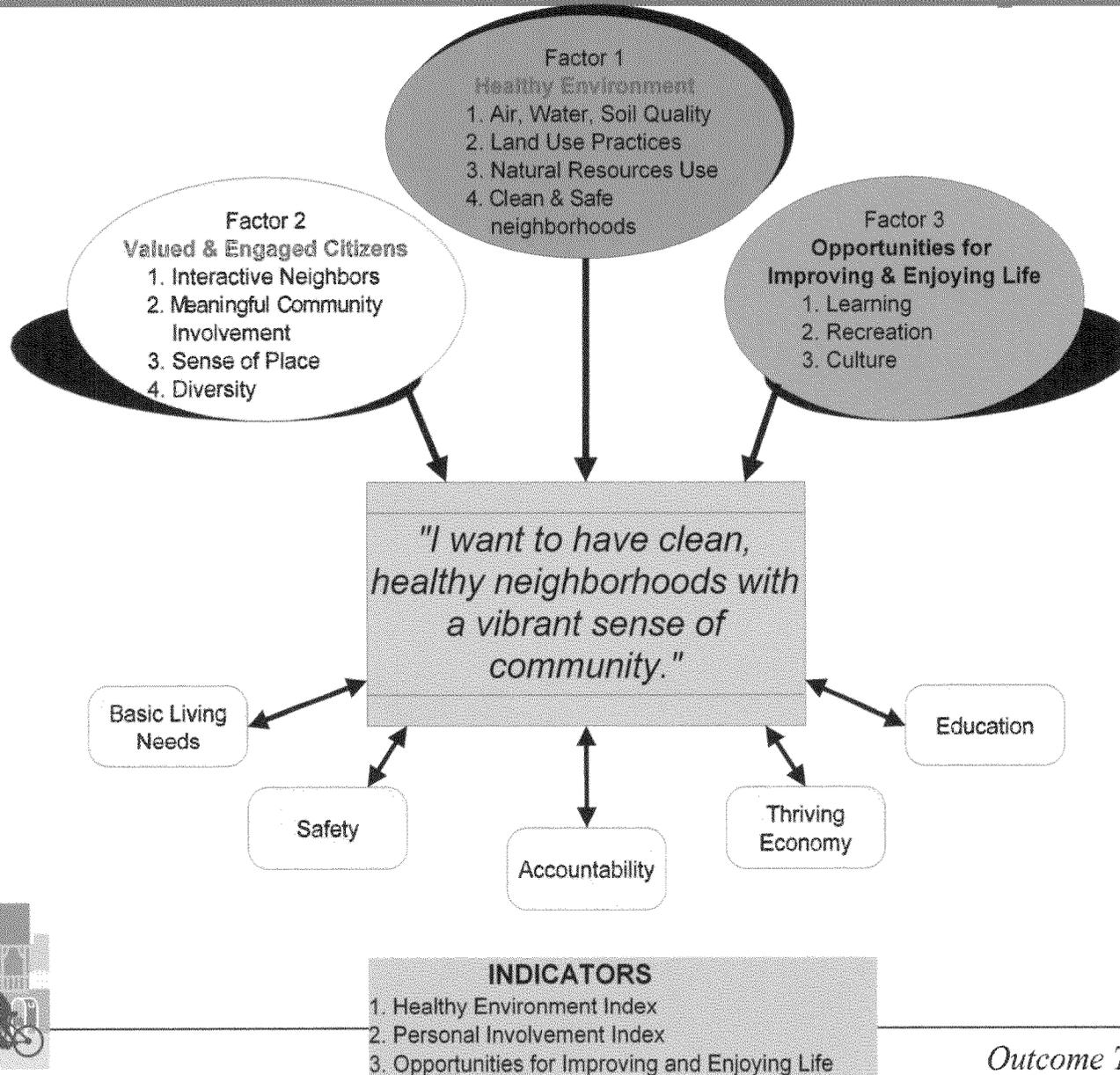
## **I Want to have Clean, Healthy Neighborhoods with a Vibrant Sense of Community.”**

FY07 Outcome Team:

- One slight change to the strategy map
- Reworked and prioritized the strategies
  - Few changes to the strategy map and overall emphasis.
  - Most of our focus was on more targeted and specific strategies.



# Vibrant Communities - Map



# Vibrant Communities - Indicators

## ▣ Indicators of Success

1. Environmental & Health Index
2. Citizen Perception of Personal Involvement in Neighborhoods
3. Perception of Adequacy of Cultural, Recreational, and Lifelong Learning Opportunities



# Vibrant Communities – Strategy 1

## **Champion a sustainable environment with clean, healthy neighborhoods.**

*Looking for program offers that:*

- ❑ Promote sustainability internally and as a regional stakeholder.
  
- ❑ Support clean, healthy neighborhoods.



# Vibrant Communities – Strategy 2

**Provide places and promote opportunities for neighbors to connect.**

*Looking for offers that:*

- ❑ Provide public opportunities and/or spaces where neighbors can meet and interact.



# Vibrant Communities – Strategy 3

## **Promote literacy and a lifetime of learning.**

*Looking for offers that:*

- Provide literacy education programs.
- Provide opportunities and resources for lifelong learning.



# Vibrant Communities – Strategy 4

**Provide a variety of cultural and recreational opportunities, particularly before and after school.**

*Looking for offers that:*

- ▣ Support local cultural and recreational programs.
  
- ▣ Provide a place and appropriate activities for children after school.



# Vibrant Communities – Summary

- *"I want to have clean, healthy neighborhoods with a vibrant sense of community."*
- **Factors:** Healthy environment; Valued & Engaged Citizens; Opportunities for improving and enjoying Life
- **Strategies:**
  - Champion a sustainable environment with clean, healthy neighborhoods;
  - Provide places and promote opportunities for neighbors to connect;
  - Promote literacy and a lifetime of learning;
  - Provide a variety of cultural and recreational opportunities.



# Outcome Team Accountability

**FY 07 Budget Priority Setting  
MULTNOMAH COUNTY OREGON**

November 18, 2005

Team Members: Carol Ford (Team Leader), Mindy Harris (Co-Facilitator), Shaun Coldwell (Co-Facilitator), Bob Thomas, Christian Elkin, Gary Sinnen, Helen Williams

## **I. Priority – Result to be realized, as expressed by citizens –**

### **I want my Government to be accountable at every level**

“Responsibility is the obligation to act whereas accountability is the obligation to answer for an action.”

*Treasury Board of Canada*

## **II. Indicators of Success – How the County will know if progress is being made on the result**

The indicators are meant to be high-level measurements of success for achieving the related outcome; they are not intended to be specific measures for particular programs.

### Indicators 1 and 2<sup>1</sup>

- 1. Perception of trust and confidence**
- 2. Satisfaction with service quality, effectiveness and price**

The indicators for Accountability are subjective. The above were developed as proxy measures to reveal the accountability relationship between citizens and their government. Both measures are qualitative and based on citizen perception.

Currently, data gauging citizen perceptions of trust and satisfaction with government are not being collected. The team recommends use of the questions proposed by the Auditor to be included in the next Citizen survey.

### Indicator 3

- 3. Price of Government<sup>2</sup>**

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<sup>1</sup> The team anticipates that an internal employee survey will also be developed to measure accountability within the organization.

<sup>2</sup> Definition taken from the book, Price of Government, www.psggrp.com.

# Accountability

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[www.multnomah.or.us/priorities](http://www.multnomah.or.us/priorities)

The Price of Government is a quantitative measure calculated as the sum of taxes, fees and charges divided by the total personal income of the community. The price represents the number of cents out of every dollar in the community committed to pay for government services.

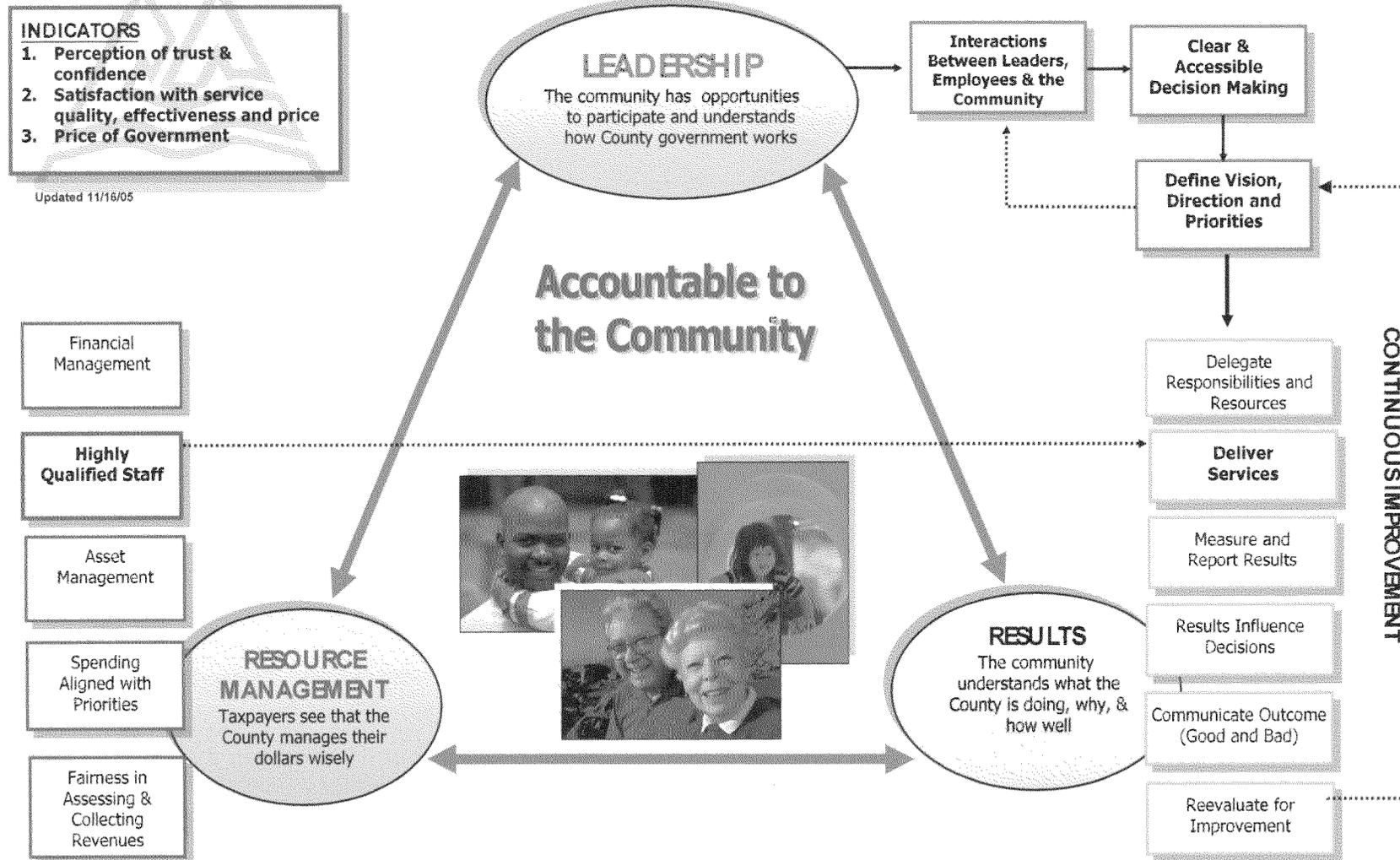
This is an important measure because citizens demand the greatest value they can get for the price they pay. Citizens are constantly assessing the relationship between value and price as they judge their governments. If the value / price relationship improves they favor the work of government. If the value / price relationship worsens, that is, if the price rises too fast or if the value of services falls, citizens demand drastic action.

Data has already been collected for this indicator and can be historically measured.

# Accountability

[www.multnomah.or.us/priorities](http://www.multnomah.or.us/priorities)

## III. Map of Key Factors – Cause-effect map of factors that influence/ produce the result



# Accountability

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[www.multnomah.or.us/priorities](http://www.multnomah.or.us/priorities)

## **Responsible Leadership – Primary Factor**

*The community has opportunities to participate and understands how County government works.*

The primary requisite to achieve accountability with the community is to consistently demonstrate responsible leadership. In a representative government, citizens appropriately feel that the primary government accountability relationship is between themselves and their elected officials. A less direct but important relationship exists between public employees and the community.

Citizens exercise accountability directly by voting, and indirectly through expressing themselves to the government or to other community members. Their support for elected officials, public employees and policies is based on their understandings of government's work and results – understandings often derived from direct interactions with government and from communications with others (often through the media). From the evidence our group examined, three factors appear to be critical:

- **Interactions between leaders, employees, and the community – Secondary Factor**

Frequent interactions between community members, elected officials, and public employees promote understanding of government's workings and issues. Depending on the types and outcomes of these interactions, they can also increase or reduce trust and confidence in government.

Community members need contact with government leaders to help guide them toward shared visions and priorities. Employees need contact with government leaders and community members to clearly understand the visions, directions, and priorities in order to achieve the desired results through service delivery.

People want to feel that they have been listened to. They judge this in three ways:

- Seeing government leaders make decisions they agree with;
- Feeling when a question is undecided that their input will impact the decision; and
- Getting a clear explanation of the reasons behind the government's decision.

- **Clear and accessible decision making – Secondary Factor**

The Community and employees want to know what the question is, who will make the decision, how they will make the decision, and what roles citizens, employees and others have in the process. Evidence suggests that even when they disagree, people will see government as credible if decision making is clear and open.

# Accountability

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- **Defined vision, direction, and priorities - Secondary Factor**

Community members expect their government to work toward a shared vision and to follow the decisions and priorities that have been established and communicated. Also, leaders need to clearly communicate the vision, directions and priorities so that employees understand them and can reach the desired outcomes.

The Priority Budget process is a prime example of a program that links to all factors for Responsible Leadership. It develops well defined directions and strategies to ensure programs that align with priorities identified by citizens and the Board of County Commissioners. It engages citizens and County employees at many levels of the organization and provides access to a large amount of information about service delivery and performance measurements. It reinforces a public service approach to program delivery.

## **Results – Primary Factor**

*The community understands what the County is doing, why, and how well.*

As described above, Leadership has responsibility for using interactions, clear and accessible decision making, and defined vision, direction and priorities to generate results. Once actions have been taken based on these factors, it is the results and the response to the results that produces accountability. The community relies on the County to deliver services and to communicate outcomes (good or bad) about those services. The results of these services influence the community's confidence in the organization. Governments' response to these results impacts the community's trust in the organization, its leaders, and its employees.

- **Continuous Improvement – Secondary Factor**

Delivering services requires utilizing various resources (people, tools, procedures, methods, etc.) to produce the "what" in our definition of Results – (*The community understands what the County is doing, why, and how well.*) It is the vision, direction, and priorities that are the "why". The definition's "how well" is derived from our success in using continuous improvement processes. Our accountability will be perceived by how we measure, communicate, and adjust to the outcomes that are produced.

The team believes improved results will come from a process whereby:

- Leadership delegates responsibilities and resources to deliver services;
- Programs deliver services;
- Results are measured and reported;
- Results are used to influence decisions;
- Outcomes of our efforts are communicated good and bad; and

# Accountability

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- Results are evaluated to adjust the direction and vision to improve the “how well”.

## **Resource Management – Primary Factor**

*Taxpayers see that the County manages its resources and public dollars wisely.*

Sound resource management focuses on development of a qualified workforce and financial management and asset management. To deliver quality services, the County needs employees at all levels that have the skill, abilities and tools to perform their jobs well.

- **Financial Management – Secondary Factor**  
Generating revenues, managing debt, appropriate spending controls, effectively sized reserves and contingencies, and control processes that balance risk and costs, are all aspects of financial management. Taxpayers place a high level of importance on how well these functions are executed, since it directly affects their pocketbook. While they want conservative measures to prevent fraud, they don't want so much caution that it costs more to manage. We believe that they want a balance between risk and innovative approaches.
- **Highly Qualified Staff – Secondary Factor**  
It is critical that the County has a diverse, well-developed, competent workforce to implement its plans and achieve results. Significant money is spent to recruit, train and retain the employee workforce.
- **Asset Management – Secondary Factor**  
To deliver services effectively, the County needs the right mix and quantity of assets (buildings, cars, computers, software, telephones, etc.) to match the need. The types and quantities of assets, as well as, the methods of buying, deploying, maintaining, and replacing them is important to achieving results.
- **Spending aligned with Priorities – Secondary Factor**  
The community wants good spending plans that follow established priorities and are designed for long term financial stability.
- **Fairness in Assessing and Collecting Revenues – Secondary Factor**  
The community wants to know that everyone is being taxed fairly and that they are not paying more than their fair share.

# Accountability

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## **IV. Selection Strategies and Request for Offers – Focused choices to realize results**

### **1. Create and communicate a clear vision and direction for County government, its programs, and its partnerships through an open and understandable decision making process.**

*Accountability in the County requires responsible leadership, responsible management, and responsible employees achieving quality results. Key to achieving results is everyone knowing what results are desired. A common vision and direction is essential to accomplishing this effectively.*

*Evidence supports the will of the community to have a clear and accessible decision making process that encapsulates basic principles as; who will make the decision, what will the decision making process entail e.g., will there be meaningful opportunities for citizen involvement allowing for dialogue between the decision maker and the community? Finally, the decision must be communicated in a manner that is consistent regardless of the outcome.*

*A decision making process, based on these findings, is a critical foundation to maintaining accountability to the public. Evidence suggests that even when citizens disagree with the decision they will see government as credible as long as decision making is clear and open.*

#### **This strategy links to Leadership factors –**

Interactions Between Leaders, Employees and the Community  
Clear and Accessible Decision Making  
Define Vision, Direction and Priorities

#### **This strategy impacts the Indicators of –**

Perception of trust and confidence  
Satisfaction with service quality, effectiveness and price

#### **We are looking for program offers that:**

- Establish clear and accessible processes to set vision, direction and priorities for County programs and services so that citizens receive quality services that achieve the desired results.
- Increase the community's understanding of and involvement in the County's programs and decision-making.
- Create a County identity through more uniform county administrative practices with consistent operations that allow citizens, contractors and employees to experience the same operational culture. Examples include: consistency in human services contracting; signage; employee appreciation programs.

# Accountability

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## **Across All Offers – Across All Priorities**

- Using best practices, educate and inform citizens about the results and price of county government by taking service discussions out to the community.
- Fit County services into a continuum of government services across departments and jurisdictions so that citizens experience a seamless system.
- Provide direct customer voice into program direction.

## **2. Manage resources and service delivery costs effectively.**

*To deliver quality services, it is critical that the County has a diverse, well-developed, competent workforce with the tools needed to perform their jobs well in order to achieve priority-based results. Significant money is spent to recruit, train and retain the employee workforce. Significant money is also spent to acquire, maintain, upgrade, and replace the facilities, vehicles, equipment, computer hardware, telephone systems, information systems, and other tools that County employees use to deliver services to the public. These resources need to be effectively managed to get the right type and mix of tools matched with the needs of the County's workforce and clients. An inadequately developed workforce and too few tools result in less efficient service delivery.*

### **This strategy links to:**

**Leadership factor** – Interactions Between Leaders, Employees and the Community

**Resource Management factor** – Highly Qualified Staff

**Results factor** – Service Delivery

### **This strategy impacts the Indicators of –**

Satisfaction with service quality, effectiveness and price  
Price of Government

### **We are looking for program offers that:**

- Maximize use of existing assets by sharing tools rather than duplicating them, and match asset capacity with need by eliminating excess capacity where possible or increasing utilization where capacity cannot be reduced (facilities, IT hardware, motor pools, employee development).
- Define measurable performance expectations for each employee that should be linked to the county's priorities.
- Develop staff competencies (technical, leadership, cultural, supervisory, professional, career development) to improve the quality of customer service.
- Ensure a "safe" work environment (physically safe, avenues for "safe" communication, culturally "safe," etc.), such as an employee satisfaction and environment survey.

# Accountability

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www.multnomah.or.us/priorities

## **Across All Offers – Across All Priorities**

- “Get more bang for the local buck”. Demonstrate innovations to reduce community costs. Partner with others to reduce overall service delivery costs or deliver more value for the same cost.

### **3. Evaluate and streamline delivery of service and County operations through the Continuous Improvement Process.**

*Internal processes and external services have significant opportunities for improvement. If the improvements could be implemented, long term costs could be reduced. Some method of incentive or investing to support streamlining could yield significant returns.*

#### **This strategy links to –**

**Results factor** – Continuous Improvement

**Resource Management factors** –

Financial Management

Spending Aligned with Priorities

#### **This strategy impacts the Indicators of –**

Satisfaction with service quality, effectiveness and price

Price of Government

#### **We are looking for program offers that:**

- Establish results based processes that promote continuous process improvement and result in streamlined service delivery.
- Provide support and incentives to develop and implement innovative approaches to streamline processes and create savings:
  - Provide “seed money” to support development and implementation of innovative approaches that will produce future savings.
  - Provide a “gain sharing incentive” that would return actual savings with the department. Example: 50% of documented savings returned to the department for one-time employee development project.
- Implement new ways to provide interactive electronic access to County Services and information in order to increase customer service satisfaction.  
Examples:
  - Online service provider reporting into a single database. This would help contractors – if they have multiple contracts with different departments, they would be able to enter performance and reporting data only once in one format. For Departments, it would increase the reliability of evaluation data and performance monitoring. Departments could draw their information from the database and also be able to view performance data for other contracts.

# Accountability

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www.multnomah.or.us/priorities

- Online County payments, online complaint process with follow-up and wireless work orders for internal services.
- Implementing efficiencies and streamlined processes:
  - Regulatory enforcement
  - Transactional actions within internal processes
  - Contract management approaches

## 4. Provide reliable information for decision-making, improving results, and reporting results.

*Clear and accessible Information is essential to decision-making and allows the community to understand services and that the County's resources are being managed wisely. Additionally, priority based budgeting depends upon effective performance measurement to make informed decisions, improve results, and clearly report results.*

### **This strategy links to the Results factors –**

Measure and Report Results  
Results Influence Decisions

### **This strategy impacts the Indicators of –**

Perception of trust and confidence  
Satisfaction with service quality, effectiveness and price  
Price of Government

### **Across All Priorities, we are looking for program offers to include:**

- Measurable results and performance evaluation that can be easily quantified and will be used in decision making to close the loop of continuous process improvement.
- Reporting results and follow-up to the community.
- Focusing evaluation efforts on potentially high impact areas.
- Collaborative approaches to share measurement and performance reporting capacity.
- New techniques to increase reliability and efficiency in data collections, such as online one-stop performance reporting (see interactive electronic access under #3).

# Accountability Priority: Marquee Indicators

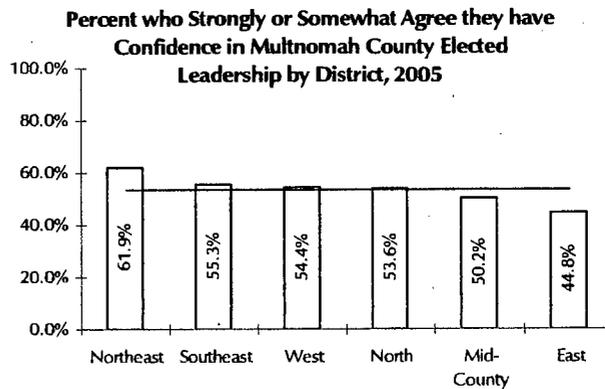
## I want my government to be accountable at every level.

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### 1. Perception of trust and confidence in government.

The 2005 County Auditor's Citizen Survey asked respondents the extent to which they agreed with the statement: "I have confidence that the elected leadership of Multnomah County manages the County well."

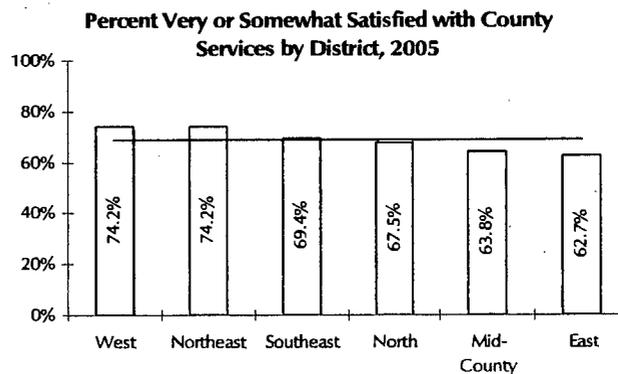
There was strongest confidence in the Northeast, Southeast, and West parts of the county, with East county reporting the lowest level of confidence.



### 2. Satisfaction with services.

The 2005 Citizen Survey also asked respondents to rank their satisfaction with County services. The question read: "Multnomah County provides services for the poor, elderly, and disabled, as well as operates jails, libraries, criminal justice, health clinics, animal control, elections, bridges, etc... Please rate your overall satisfaction with Multnomah County services."

Respondents from the West and Northeast portions of the county were most satisfied, while those in mid-county and East county were least satisfied.



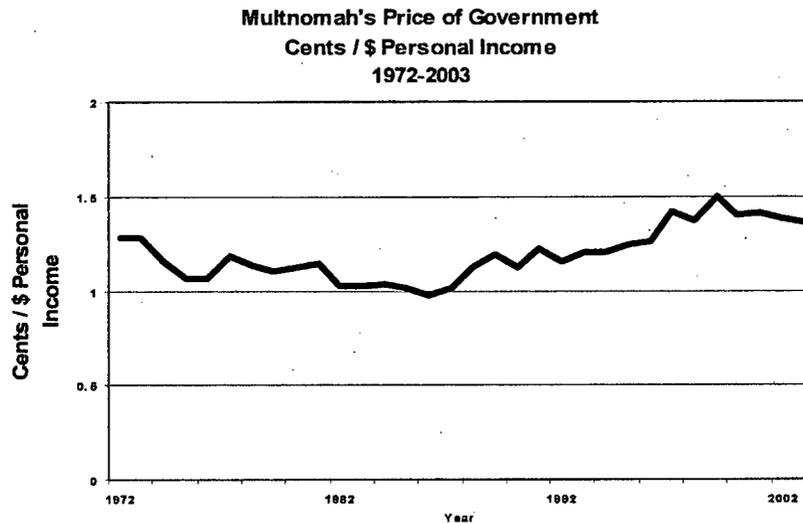
# Accountability Priority: Marquee Indicators

## I want my government to be accountable at every level.

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### 3. Price of government

The Price of Government indicator allows a government to track the "burden" of its cost on the economy. The price is calculated as the sum of taxes, fees, and charges (local owns source general fund) divided by the total economic resources of the community (aggregate personal income of the community). The price represents the number of cents out of every dollar in the community committed to pay for government services.



Source: The Public Strategies Group

# Outcome Team Safety

## FY 07 Budget Priority Setting MULTNOMAH COUNTY OREGON

Date November 15, 2005

Team Members: Becky Porter, Hector Roche, Steve Liday, Scott Marcy, Mary Li, Ray Hudson, Larry Aab, Dave Boyer, Doug Bray, Laurie Abraham, Jim Lasher, Matt Nice

### **I. Priority – Result to be realized, as expressed by citizens –**

**I want to feel safe at home, school, work, and play**

### **II. Indicators of Success – How the County will know if progress is being made on the result**

The Safety Team re-affirmed the indicators suggested by the Board of County Commissioners to measure safety within our community. These indicators have been discussed and validated with Suzanne Flynn, County Auditor, who will collect the measurement data. The marquee indicators are a sufficient start to measuring the effectiveness of program outcomes that contribute to citizen's feeling safe at home, school, work, and at play. They each have reliable and readily available data sources, are available on a timely basis, and have historical data for analysis and future comparison. It is also expected that programs contributing to these marquee indicators will have lower level indicators and measures which will provide more insights into their movement up or down. We also acknowledge that these indicators do not measure non-public safety contributors to a citizen's feeling of safety, such as emergency preparedness or well maintained neighborhoods, but they are the most relevant to overall sense of safety. The marquee indicators and their data sources are as follows.

- **Reported index crime rate per 1,000 persons – Person and Property**

The data used for monthly Multnomah County Public Safety Briefs comes from the DSS Justice system and the Portland Police Bureau, and the Gresham Police Dept. because it provides the most current data in the areas of strategic focus. Person offences include murder, assault, rape, and robbery. Property offences include larceny, motor vehicle theft, burglary, and arson. Future data will include DUII and Drug measures.

- **Citizen perception of safety. (Multnomah County Auditor's Citizen Survey).**

The Auditor's annual citizen survey collects data on a citizen's sense of safety in their neighborhood. This will be reported for both day and night time. In addition, data will be gathered on student sense of safety from the Oregon Department of Human Services Annual Oregon Health Teens Survey of 11<sup>th</sup> graders in Multnomah County.

- **Percentage of adults and juveniles convicted of a crime who commit additional crimes (i.e. recidivism rates).**

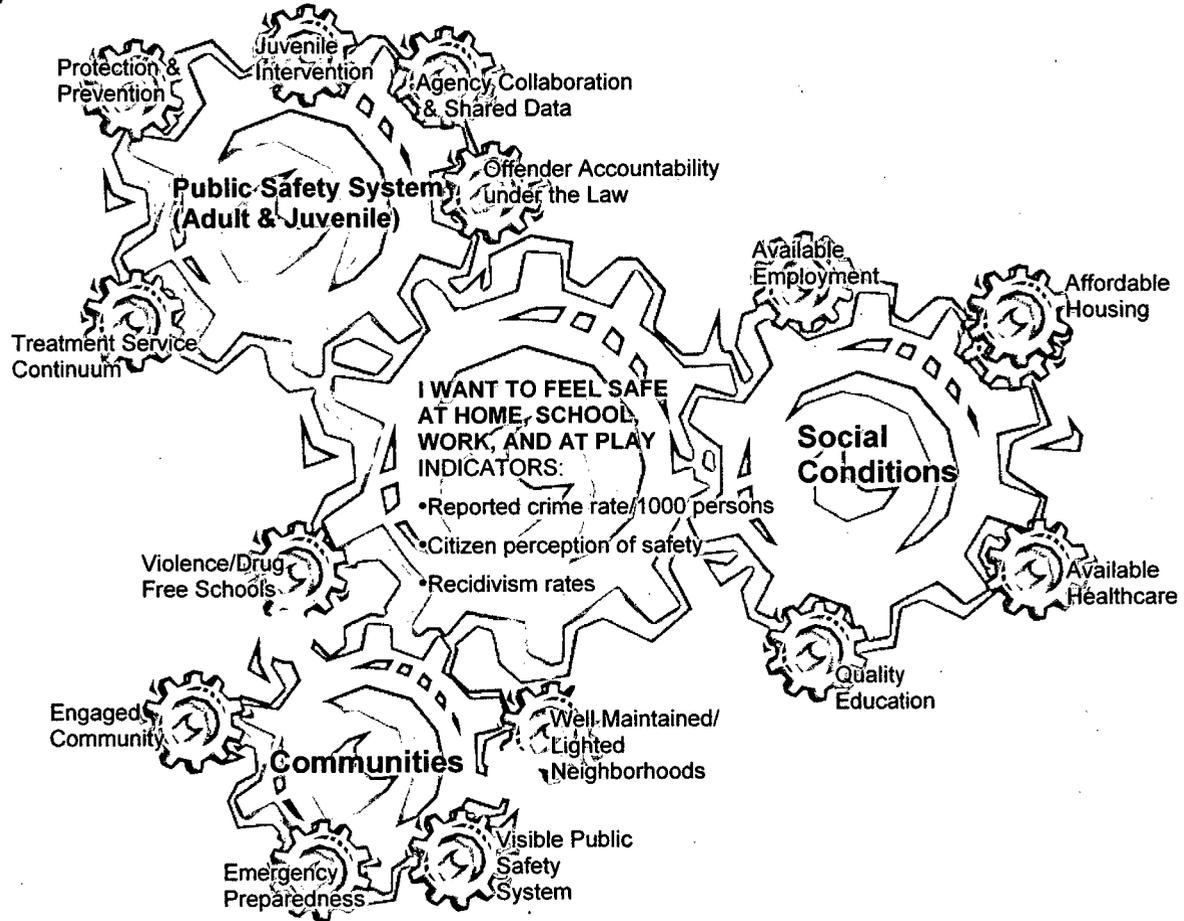
# Safety

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This data is compiled by the Department of Community Justice as part of the statewide Department of Corrections and Juvenile Justice System, and will be reported for Multnomah County.

### III. Map of Key Factors – Cause-effect map of factors that influence/produce the result



# Safety

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Based on evidence, the safety team identified three key factors that significantly contribute to achieving citizens' priority of feeling safe at home, school, work, and play. The recognition of both short and long term needs and impacts is reflected in two equally dominant factors: A **public safety system** which has the ability to immediately prevent and intervene in crime; and **social conditions** which reflect more long term issues that involve complex societal factors. To illustrate this point, a common characteristic of an offender entering the criminal justice system is the lack of one or more basic needs related to adequate, affordable housing, education, or health care. For example, 29%-37% of offenders report unstable housing conditions prior to committing their offense. While the public safety system is needed for immediate, short term response, affordable housing for offenders (indeed, all citizens) has been shown to decrease crime and recidivism. The third, less dominant but nevertheless critically important, factor in realizing the safety priority is **communities**.

It is essential to recognize how all three factors are interconnected, and must work together for citizens to feel safe at home, school, work, and at play.

In selecting these factors, evidence was evaluated from local expert interviews and panel discussions, focus group results, national best practices and, where available, local research. The Safety Outcome Team also represents many collective years of professional experience and wisdom in discrete areas affecting the safety of the community.

A **Public Safety "System"** describes multiple discrete functions which must exist to both prevent crimes, and to then respond when a crime is committed. The system responds by assisting in victims' recovery, while holding offenders accountable. **Multiple agencies from multiple jurisdictions** work together to ensure policing (patrol and investigations), arrest (pre-trial incarceration; cite and release, and community supervision), prosecution, disposition (imprisonment and/or sanctions/supervision including post prison supervision) all occur to create safer communities. An effective system must be a balanced, unified whole. For example, when we put more officers on the street, we also ensure increased capacity in courts, treatment programs, jails and other programs.

It is critical that the Public Safety System provide effective practices for both **adult and juvenile** offenders. While a number of practices are similar for the adult and juvenile systems, it is important to note that these are different populations and juveniles should not be treated simply as "little adults." **Early juvenile intervention** and proper treatment of youth is essential to creating safe communities.

Other factors contributing to a well functioning public safety system include:

- **Offenders** are held **accountable under the law**. They must be responsible for their actions and appropriate, timely consequences must be applied. This must be done under the rule of law affording the accused due process protections.
- Intra and inter-jurisdictional **agencies must collaborate** and work cooperatively across and between agencies in order to ensure that offenders are arrested, prosecuted, and receive appropriate sanctions and services. Collaboration is the willingness to pursue shared goals, sometimes against self interest.
- A **continuum of treatment services** must be available to address a range of offenders with treatment appropriate to the needs of the offender. For example, illicit drug use is a factor in 72%-82% of all arrests. It is essential that addiction and other treatment services are available to offenders in order to reduce recidivism.

# Safety

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**Social conditions** are an equally dominant factor in citizen's feeling safe at home, school, work, and at play. Evidence shows that for those at-risk individuals with criminal attitudes and beliefs, declining social conditions such as **available employment, quality education, available health care, and affordable housing**, can increase crime and recidivism. In a more broader sense, a community's declining social conditions affect the population's general sense of safety.

Evidence shows that **Communities** who are regularly **engaged with each other**, and with their government, help define problems and solutions, and create a greater sense of safety and government accountability amongst its citizens. Community can be broadly defined as all county citizens, or may encompass a more narrow group of stakeholders, such as providers, vendors, neighborhood associations, victims, etc. For a citizen to feel safe in their community there is a need for a **visible public safety presence, well maintained and lighted neighborhoods, emergency preparedness** on the part of government as well as individual citizens, and schools free of **gangs, violence and drugs**.

## IV. Selection Strategies and **Request for Offers** – *Focused choices to realize results*

### IV. Selection Strategies – Focused choices to realize results

The Safety Team identified three principles that are the foundation for the selection strategies and are important when considering any program offer.

- Citizens expect **fair and equitable** treatment for all citizens, victims, and offenders. This includes **culturally competent** staff, and culturally responsible services and sanctions.
- **Evidence** shows that programs have a high probability of contributing to the desired outcomes.
- **Innovation** that leverages existing resources and brings organizations together to improve services and/or reduce costs.

Program offers that contribute to the achievement of the following six strategies should be given highest prioritization.

#### 1. **Hold offenders responsible for their actions and apply appropriate consequences**

Evidence suggests that the most effective public safety system is a balanced public safety system. A 'Streams of Offenders' model provides a system that can address a continuum of crimes and offenders within a stream (e.g. dangerous, violent felons; firearms; misdemeanor property offenders; gangs; alcohol and drugs; etc.) with an appropriate and proportional level of response across the system.

*The County seeks Program Offers that:*

- Explicitly identify which population (stream of offenders) it serves
- Provide alternatives to incarceration by holding offenders other than violent felons, accountable for repairing harm done to victims and communities (restorative justice)
- Reduce re-offense and recidivism
- Demonstrate system balance by:
  - Clearly identifying other system components required to achieve its stated outcomes
  - Clearly identifying that sufficient capacity and resources exist within the system to support this program

#### 2. **Safety system components work effectively together**

Evidence demonstrates that agency collaboration improves the use of available resources and information, maximizes the range of services available, and eliminates redundant investments in similar programs. Collaboration values shared vision and common purpose amongst key stakeholders, over territorial rights to services and programs. It assumes a willingness to operate against self-interest in service to the larger goal.

*The County seeks Program Offers that:*

- Demonstrate a collaborative approach that benefits service delivery and/or reduces cost of service delivery without regard to which agency provides the service

# Safety

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- Develops a foundation for future multi-jurisdictional collaboration to provide a sustainable safety system for the benefit of the entire community
- Provide a continuum of funding for the treatment during transition between programs or back into the community, Example: If an offender is receiving mental health treatment before they come into the public safety system, they need to continue to get treatment from the same source while in jail or probation and in the community afterwards
- Use shared resources and information to develop programs that support streams of offenders and present the program offers jointly

### **3. Identify and engage relevant communities in defining public safety needs and developing crime prevention and protection programs.**

Evidence shows that communities feel safer when they share the responsibility and ownership of programs with government. Communities can be broadly defined as all county citizens, or may encompass a more narrow group such as providers, neighborhood associations, vendors, business associations, stakeholders, victims, etc. which may vary by relevance. Therefore, the program offers should encourage appropriate community involvement in promoting safety, preventing crime, and protecting communities through processes and services.

*The County seeks Program Offers that:*

- Incorporate a system or process which identifies relevant key stakeholders in program design and decisions
- Consider relevant key stake holder participation in program design and execution in the areas of:
  - Crime prevention
  - Community protection
  - Safety promotion

### **4. Intervene early to keep juveniles out of the public safety system**

Experts testified that juveniles differ from adults in core ways, and interventions and programs across all factors should address those differences. Intervention needs to occur both in ways that prevent initial criminal involvement and avoid further penetration into the criminal justice system. Successful intervention reduces criminal activity and re-offense and decreases the number of juveniles who end up in the adult public safety system.

*The County seeks Program Offers that:*

- Provide treatment and interventions effective for juvenile populations
- Have been successful at prevention of crime
- Reduce delinquency and recidivism
- Involve families and caregivers in addressing the conditions that put youth at risk

## **5. Treat drug/alcohol addiction and mental health issues**

Evidence shows that crime rates and recidivism increase when individuals with criminal attitudes and beliefs experience problems such as alcohol/drug addiction, and/or mental illness.

The County should look for alcohol/drug, and dual diagnosis (addiction and mental health needs) treatment program offers that serve people at risk of committing or recommitting crimes, and especially value those that include an emphasis on connecting these offenders with available housing.

*The County seeks Program Offers that:*

- Deliver evidence based addiction treatment addressing factors that result in a person being criminally involved, such as criminal thinking/attitudes, substance abuse, criminally involved associates, stable housing, employment, etc. and when successfully addressed, result in an individual making lifestyle changes that result in law abiding behavior
- Address the mental health needs of addicted clients
- Demonstrate an ability to place clients into housing
- Reliably and accurately identify and report alcohol and drug use/ abuse characteristics at entry into the criminal justice system

## **6. Prepare, prevent, and respond to emergencies**

The county should invest in emergency prevention, preparedness, and response, and should ensure that the roles of government and citizens are understood should a real emergency occur.

*The County seeks Program Offers that:*

- Engage in emergency prevention processes and strategies
- Plan for appropriate, proportionate and coordinated response to emergencies
- Provide education on the role of government and citizens in the event of emergency

# Safety Priority: Indicators

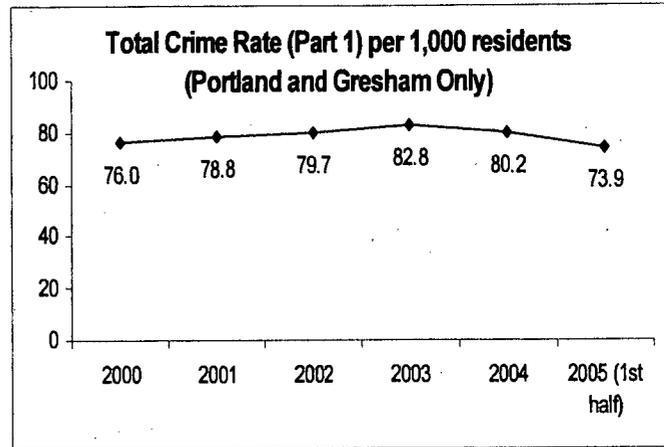
## I want to feel safe at home, work, school, and at play.

### 1. Reported Crime Rate per 1,000 Residents (Portland and Gresham Only)

#### Crime Rate

This chart shows the rate of reported Part I crimes per 1,000 residents. Part I crimes are: murder, rape, robbery, aggravated assault, burglary, larceny, vehicle theft, and arson. Other crimes, including DUII crimes, are not reported here. The rate decreased between 2003 and 2005 after an increase over the four years prior.

Regular and current crime information is available from the Portland and Gresham police departments, as shown in this chart for 2004 and 2005. Other police agencies in Multnomah County do not participate in this regular reporting. Gresham and Portland combined represent 94% of the County's population.



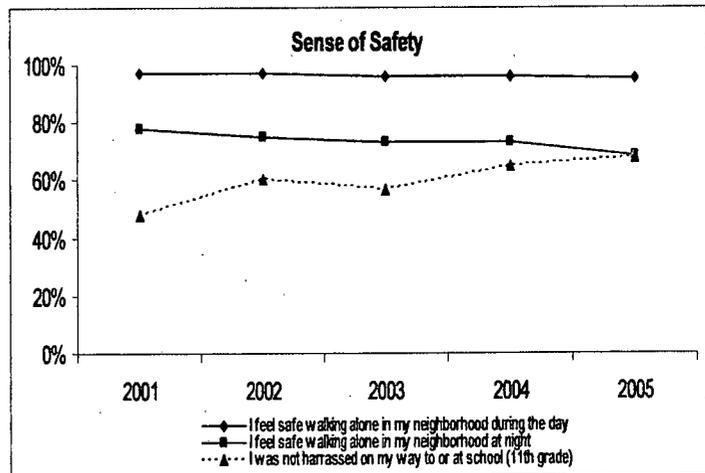
Source: Law Enforcement Data System (years 2000-2003). Portland and Gresham Police Department estimates for 2004 and 2005 as of October 2005.

### 2. Citizen Perception of Safety

#### Countywide Sense of Safety

This chart shows two measures taken from the Auditor's Office's annual citizen survey, which asked residents how safe they feel walking in their neighborhoods at night and during the day. Sense of safety at night has declined 12% over five years, while sense of safety during the day has remained stable.

The third line is from the annual Oregon Healthy Teens Survey, administered in schools. It asks whether students were harassed on their way to school or at school in the last year. Over the past five years, 41% fewer students are reporting harassment.



Sources: County Auditor's Office Citizen Survey, Oregon Department of Human Services Healthy Teens Survey

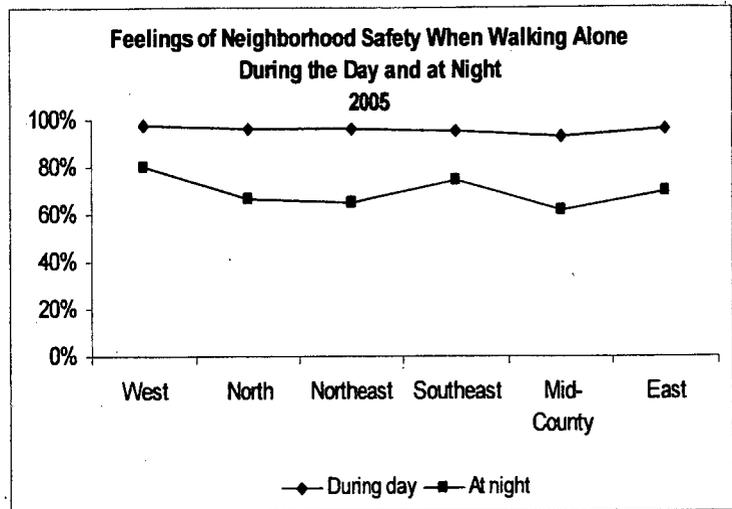
## Safety Priority: Indicators

### I want to feel safe at home, work, school, and at play.

#### *Sense of Safety by Area*

This chart shows residents' sense of safety at night and during the day for 2005, broken down by neighborhood. Mid-County had the lowest sense of safety for both day and night, while West had the highest for both.

These data were collected from the Auditor's Office's annual citizen survey.



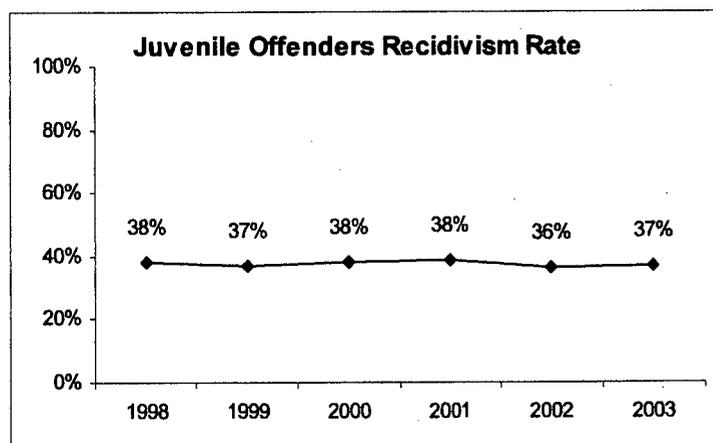
Source: Multnomah County Auditor's Office Citizen Survey

### 3. Adult and Juvenile Criminal Recidivism Rates

#### *Juvenile*

This measure shows the percent of juvenile offenders under the jurisdiction of Multnomah County who committed a new criminal offense within 1 year of their initial offense. The delay in data availability is due to this lag between the initial offense and the 1 year reoffense point.

The recidivism rate for juveniles has been between 36% and 38% for the most current 6 year period available.



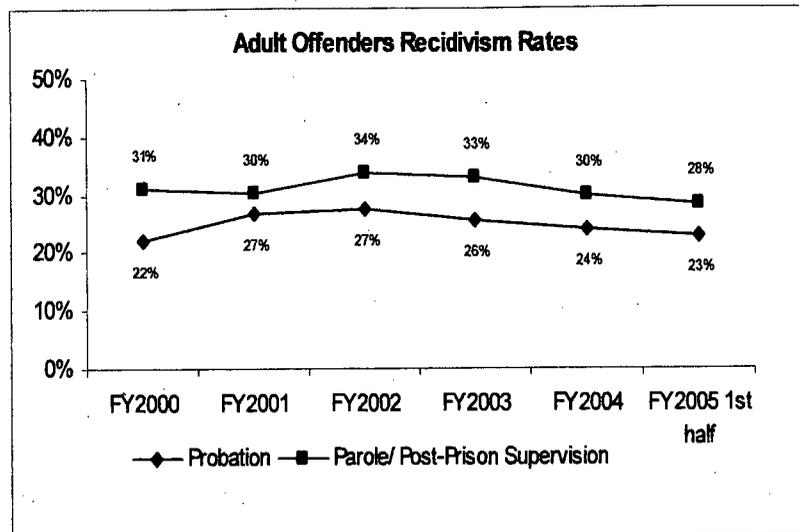
Source: Multnomah County Department of Community Justice, Research and Evaluation Unit; Oregon Youth Authority

## Safety Priority: Indicators

### I want to feel safe at home, work, school, and at play.

#### Adult

This measure shows the percentage of adult offenders who were convicted of a new felony crime in the three year period after supervision began, broken out by type of release condition. Probationers are those who have been assigned supervision as a sanction for their offenses rather than going to jail. Parole/post-prison supervision refers to those offenders who are released conditionally from jail.



Source: Oregon Department of Corrections

The adult recidivism rate has declined since 2002 for both probation and parole/post-prison supervision, with rates higher for the latter.

#### Notes:

The juvenile and adult measures differ in that juvenile rates are reported by the initial offense date (a first offense in 2002 with a second offense in 2003 is reported in 2002). The adult rate follows the cohort through a three year period, then reports at the end of those three years (the FY05 figure is the rate for the group that began supervision in FY02).

# Outcome Team Education

## FY 07 Budget Priority Setting MULTNOMAH COUNTY OREGON

Date: November 21, 2005

Team Members: Marian Creamer, Ching Hay, Vailey Oehlke, Satish Nath, Larry Randall, Peggy Samolinski, Mike Waddell

### I. Priority – *Result to be realized, as expressed by citizens*

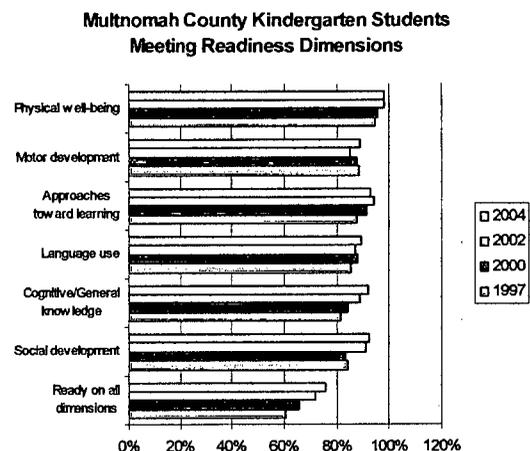
I want all children in Multnomah County to succeed in school

### II. Indicators of Success – *How the County will know if progress is being made on the result*

While the indicators are dependent on data collected from public school districts in Multnomah County, it is important to stress that the intent is that ALL students in Multnomah County will succeed regardless of the setting in which they receive their education. When using these indicators it is important that a baseline be established and that the last two indicators are evaluated together. The information provided by these measures will be more compelling and provide a more accurate picture of what is occurring for individual students within a specific educational setting.

#### 1. Percentage of entering kindergarten students who meet specific developmental standards for their age

It is essential to determine whether kindergarten students are developmentally ready and identify any gaps and barriers that may inhibit all children entering kindergarten from being prepared to learn. Currently these assessments are conducted bi-annually and are voluntary. Some schools in Multnomah County do not participate. The team is again recommending Multnomah County partner with the school districts to make this an annual mandatory measure for all schools in Multnomah County.

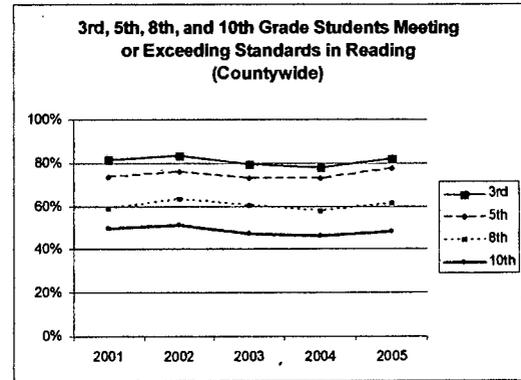
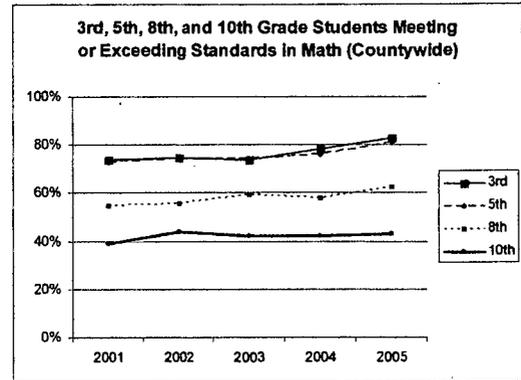


Source: Oregon Dept of Education

## 2. Percentage of students at 3rd, 5th, 8th, and 10th grade that meet or exceed standards on state assessments (reading and math)

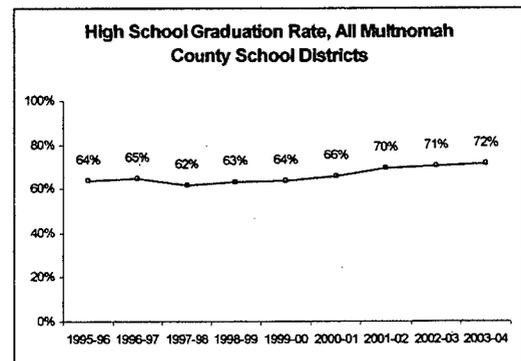
Currently students are tested at grades 3, 5, 8 and 10. These tests are used to determine individual students' mastery of a specific subject. These results are also used to benchmark a school's performance. The proposed indicator would measure the change in performance between the grades tested and provide a better indicator of a school's impact on performance. Last year the team recommended that growth in mastery be measured; however, that data is unavailable. Therefore we propose that the percentage of school mastery at the four grade levels be the stated indicator.

Table Source: Oregon Department of Education



## 3. Synthetic Four-Year Graduation Rate

The synthetic graduation rate is a formula (number of graduates divided by the number of graduates plus number of drop-outs) which counts all of the kids who graduate from the 12th grade or who get their GED; however the number of kids who have dropped out before reaching the 12th grade reduces the completion rate. The team believes this is the best measure for reporting school retention and student completion. The traditional 12th grade graduation rate only reports those kids who started and completed 12th grade. It does not capture the drop out rate occurring before



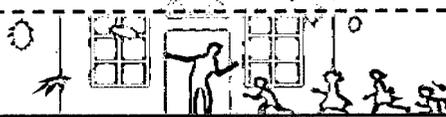
Source: Oregon Dept of Education

a student enters 12th grade. The data for Oregon continues to show that the highest number of students drop out between 9th and 10th grade.

## III. Map of key factors – “Cause-effect map of factors that influence / produce the result”

**I want all children in Multnomah County to succeed in school**

- As Measured by the Following Indicators:**
1. Percentage of entering kindergarten students who meet specific developmental standards for their age.
  2. Percentage of students at 3rd, 5th, 8th, and 10th grade that meet or exceed standards on state assessments.
  3. Synthetic Four-Year Graduation Rate.



**+ Ensuring & Developing Success in School Completion (4th Factor)**

- |                            |   |  |
|----------------------------|---|--|
| H<br>i<br>g<br>h           | *Broad range of learning opportunities (i.e. journalism, art, drama, sports, vocational and technical training) |  |
|                            | *Caring, committed staff  |  |
|                            | *Student commitment (responsible and motivated)   |  |
| M<br>o<br>d<br>i<br>u<br>m | *Community involvement (Business, Non-profits, Government, Faith Communities)                                   |  |
|                            | *Advanced learning opportunities  |  |
|                            | *Extracurricular activities   |  |
|                            | *Schools that allow for parental input, involvement and investment  |  |
| L<br>o<br>w                | *Access to information  |  |

**+ Basic Education "The Three R's" (3rd Factor)**

- |                            |   |                  |
|----------------------------|---|------------------|
|                            | *Leadership/Principal                     | H<br>i<br>g<br>h |
|                            | *Competent Teachers                       |                  |
|                            | *Diverse classrooms                       |                  |
| M<br>o<br>d<br>i<br>u<br>m | *Rigorous and relevant curriculum         |                  |
|                            | *Buildings, books, and teaching materials |                  |
|                            | *Safe school environment                  |                  |
|                            | *Reasonable classroom size                | L<br>o<br>w      |
|                            | *Teachers reflective of population        |                  |

**- Gaps and Barriers (2nd Factor)**

- |                  |  |                            |                                |
|------------------|--|----------------------------|--------------------------------|
| H<br>i<br>g<br>h | *Student and Family Mobility                                   | M<br>o<br>d<br>i<br>u<br>m | *Parental Literacy             |
|                  | *Addictions  |                            | *Teen Parenting                |
|                  | *Disability  |                            | *Students who have dropped out |
|                  | *Presence of Criminal Activity at home                         |                            |                                |
| L<br>o<br>w      | *Transportation  |                            |                                |
|                  | *Poor Coordination Between Schools & Social Service Systems    |                            |                                |
|                  | *Poor Tracking & Analysis of Students Between School Districts |                            |                                |

**+ Prepared to Learn at All Ages (1st Factor)**

- |                  |  |                  |
|------------------|--|------------------|
| H<br>i<br>g<br>h | *Basic Needs                                   | H<br>i<br>g<br>h |
|                  | *Food, stable housing, clothing                |                  |
|                  | *Physical Health                               |                  |
|                  | *Mental Health (social & emotional well being) |                  |
| L<br>o<br>w      | *Language & Literacy                           | L<br>o<br>w      |
|                  | *Cognition & Learning Approach                 |                  |
- \*Ready Parents/Caregivers

# Education

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The Education map illustrates the most important factors that result in “all children in Multnomah County succeeding in school.” All three policy frameworks adopted by the Board of County Commissioners are strongly supported through this factor map. The Early Childhood Framework supports the priority placed on the first and second factors and provides additional successful strategies to meet the needs of children and their families. Once children enter school, the School Age Policy Framework further describes strategies for school-based and school linked service approaches to address many of the factors identified here. Finally, the Poverty Elimination Framework is underscored in all of the factors identified.

## Factor 1: Prepared to Learn at All Ages

Experts and research agree that preparing students to learn is the most crucial factor in the success of all students in Multnomah County. A child’s readiness to learn is multi-dimensional and the importance of the causal factors change based on the age of the student. However, one factor, “ready parents (caregivers),” is ranked high throughout the student’s school experience. Ready parents (caregivers) as defined in the report, “Children’s Readiness to Learn: Strategies for Improvement,” are parents who are “knowledgeable about the importance of their role in child development” and are “supported in their efforts to provide their children with responsive, consistent, and nurturing care, appropriate stimulation and safe/stable environment.”

While recognizing the importance of language and literacy, a student’s basic needs have to be addressed before he/she can focus on education. Once a child’s basic needs are met, it is imperative that the child learn to read at grade level by third grade. Research shows that it is increasingly more difficult for children to make up for lost learning after the third grade.

## Factor 2: Gaps and Barriers

Gaps and barriers are those factors that negatively influence all of the other factors, impeding a child’s ability to enter school ready to learn, the student’s ability to succeed throughout his/her academic career, and the parents’ or caregivers’ ability to support their children.

Family mobility, family or student addiction, criminal activity, health problems, language barriers, and a host of other issues can be barriers that interrupt the student’s educational experience. In fact, the 2004-2005 School Year Report produced by the School Efficiency and Quality Advisory Council reports that Limited English Proficiency, Poverty, and Mobility are three significant factors that affect student achievement. As a result, families, schools, and communities must work together to support these students and address the barriers. If left unattended, these students become less likely to succeed in school.

# Education

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## Factor 3: Basic Education

The sub-factors within “Basic Education” are largely controlled by the school districts. Multnomah County may influence the sub-factors, but the final decision-making belongs with the districts. Despite the County’s limited influence on this sub-factor, it has been included in the map because it is a pivotal factor in the overall scope of academic success. Basic education provides for the three fundamentals in education: reading, writing, and arithmetic and are the identified cornerstones of all students’ educational experience. When reviewing the literature and in discussions with the experts, all believed that the principal and teacher are crucial to children succeeding. In addition, most experts believed that having teachers who are committed and caring coupled with the ability to teach subject matter to a wide range of students was more important than having a teacher who was reflective of the student population. The ability to create an individual learning experience based on the specific needs of each student is invaluable to both the success of individual students and in creating an environment that is responsive to student ability.

Over the years, research has been conducted on other factors that contribute and detract from the learning experience. The research on classroom size is inconclusive except for its importance in a child’s early school experience. Reasonable classroom size is most critical for grades K – 3. Research reveals that students who are in smaller classrooms during those years fare better in larger classrooms later on in their school experience than those who were always in larger classrooms. The team ranked classroom size low as a sub-factor, but recognizes its ranking for K-3 should be high.

## Factor 4: Ensuring and Developing Success in School Completion

Providing a rigorous and relevant curriculum and access to caring and committed adults is an essential factor in basic education, which overlaps into ensuring and developing successful students. Many of the factors in this area—broad academic offerings, advanced learning opportunities, extracurricular activities—are often what make school rigorous and relevant. Students also bear some responsibility for their academic success. They cannot succeed in school if they are not attending or are not fully engaged as an active participant in their learning while in school. Caring and committed teachers, staff and community members teaching, providing or supporting these programs are essential to student success. The importance of providing opportunities for students to connect and establish relationships with adults is a critical element in the student’s life. In addition, youth report that having both an opportunity to contribute to the community and high expectations of them by adults is important to their success.

Assisting youth to succeed both in school and upon completion of school requires a broad range of academic offerings and advanced learning opportunities. Challenging the student throughout the academic experience

# Education

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reinforces the notion of success. Offering a range of classes provides the student with the opportunity to experience a wide spectrum of life and expose them to the range of possibilities that await them as they complete their high school experience.

## **Selection Strategies and Request for Offers – *Focused choices to realize results***

The Education team had considerable discussion about each of the factors and the five strategies. We are looking for program offers that support one or more of the strategies. Departments should consider the information below when preparing their program offers.

**Strategy 1:** Ensure the basic needs of students are met as they relate to school success

**Strategy 2:** Prepare students to learn, either directly or by assisting parents and caregivers.

**Discussion:** The broad range of basic needs and parents' ability to support their children in learning are the two most important factors in student success. If parents are not able to provide the minimum basic needs, they cannot focus their child's academic readiness or engagement. Program offers should provide or broker services in these areas, targeting children and their parents or caregivers. Direct services should be delivered to maximize their success and accessibility. Brokered services should have measurable and proven success in the child or family actually receiving the services. Offers that come to this team should be specifically focused on students and have a strong tie to academic success.

### **We are looking for Program Offers that:**

- Ensure the basic needs of students are met as they relate to food, housing, clothing and physical and mental health
- Support parents and caregivers in preparing their children to learn
- Educate parents and caregivers about what students need to succeed in school
- Are culturally appropriate and meet the school-related needs of students (or their parents/caregivers) with limited English proficiency

**Strategy 3:** Promote reading at grade level by third grade

**Discussion:** According to a survey released in August 2004, commissioned by TD Waterhouse USA "a majority of respondents (51%) consider reading to be the most important skill in a child's development, more essential than listening (30%), speaking (12%), and writing (4%).

# Education

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Furthermore, the lack of access to books was recognized as the leading cause of illiteracy in children by one out of five Americans (20%). In fact, according to the U.S. Department of Education, 61% of low-income families have no books in their homes for their children. Additionally, over 80% of the preschool and after-school programs serving at-risk children have no books at all."

According to the report "Educational Success for Youth," prepared for the Portland Multnomah Progress Board and the Commission on Children, Families and the Community, "...many studies have documented the impact on subsequent educational success of engaging children early in elementary school and ensuring that they can read by 3rd grade." Among the reports eight key strategies is: "Marshal resources within and outside of schools to ensure that all children read at grade level by the third grade. If we do nothing else, the research suggests that this would be the most cost-effective investment we could make as a community in increasing educational success."

## **We are looking for Program Offers that:**

- Promote early reading by providing reading materials to all students
- Provide opportunities for children to participate in developmentally appropriate activities that promote early reading
- Promote parent literacy

## **Strategy 4: Promote student performance beyond the fifth grade.**

**Discussion:** While all of the evidence and research is clear on the importance of early childhood development and learning readiness in academic success, in Multnomah County it is also evident that children may succeed in elementary school, with a marked decline in performance once they enter middle school. The 2004-2005 School Year Report produced by the School Efficiency and Quality Advisory Council notes that the percentage of Multnomah County students who meet or exceed the reading benchmark goes from 73% at 5th grade, to 58% at 8th, and 46% at 10th. The research does not point to any one factor causing this decline for kids who were succeeding at grade level prior to middle school. However, the approach taken by the School Age Policy Framework and other educational research agree on the importance of supportive adult relationships between parent and child, and between the child and teacher, coach, staff, mentor, or other involved community member. It is essential throughout the child's academic life that they know that someone expects them to succeed and will support them in doing so. Expecting that all students want, need and have access to a rigorous curriculum is also important. Finally, the academic offerings, extracurricular activities or vocational training must be relevant to students' lives.

## **We are looking for Program Offers that:**

- Foster supportive relationships between students and adults

# Education

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- Provide a broad range of additional learning opportunities and extra curricular activities that support academic success
- Focus on kids who are not achieving at their grade level

**Strategy 5:** Bridge the gaps and breakdown the barriers to help all youth attend, engage, and succeed in school.

**Discussion:** Events may occur in an individual student's life that affects his/her ability to learn and remain in school. These social conditions, such as poverty, alcohol and drug abuse, or violence, must be addressed to ensure the success of all students. The research also shows that mobility creates an extra strain on these students which is likely to exacerbate the decline in student success. We are looking for program offers that either address multiple conditions, and/or are able to leverage other services, thereby recognizing the interplay of such conditions on the lives of students and their families. Additionally, we are also looking for program offers that address the negative effects of mobility on student achievement and promote alternative activities that "extend/expand" the school day for students so they can continue functioning in a positive and productive learning environment.

**We are looking for Program Offers that:**

- Mitigate the negative effects of mobility on student achievement
- Keep students in a productive and positive learning environment beyond the school day for the purpose of improving student academic performance

# Education Priority: Indicators

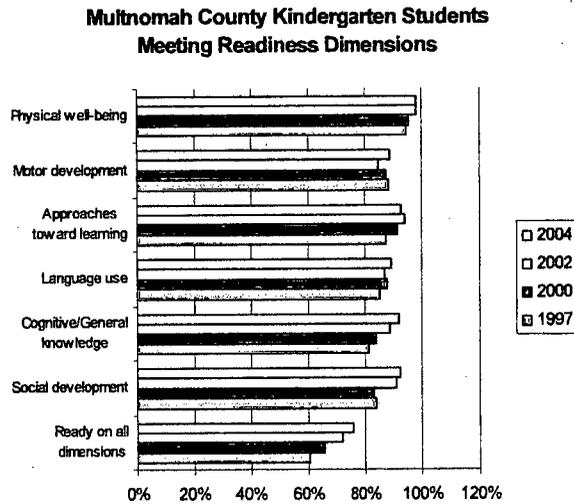
## I want all children in Multnomah County to succeed in school.

### 1. Percent of entering kindergarten students who meet specific developmental standards for their age.

#### Kindergarten Readiness

The Oregon Department of Education conducts a periodic survey of Kindergarten teachers, asking them to assess their incoming students' readiness to learn on six different dimensions.

The survey indicates that Multnomah County kindergarten students in 2004 improved in most dimensions over prior years. The percentage of students ready on all dimensions has increased 26% since 1997.

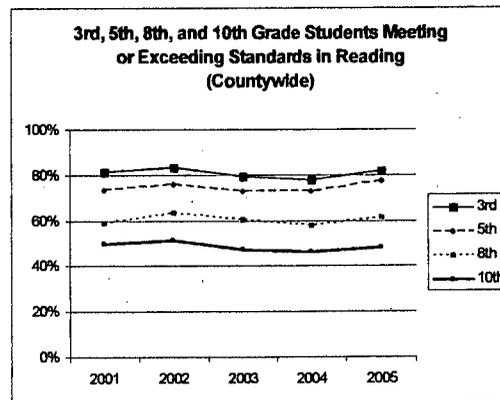


Source: Oregon Department of Education, Portland/Multnomah Progress Board

### 2. Percent of students at 3<sup>rd</sup>, 5<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grade that meet or exceed standards on state assessments.

#### Reading Standards

This chart shows the percent of students meeting standards on statewide assessments in reading. Over the past five years, the percent of Multnomah County students in grades 3, 5, 8, and 10 who meet standards in reading has vacillated. The percent of students meeting standards was up in 2005 at all grade levels.



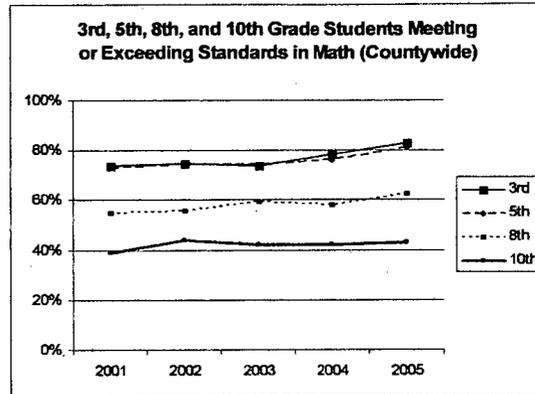
Source: Oregon Department of Education

# Education Priority: Indicators

I want all children in Multnomah County to succeed in school.

### Math Standards

This chart shows the percent of students meeting standards on statewide assessments in math. Over the past two years, the percent of Multnomah County students in grades 3, 5, and 8 who meet standards in math has increase, while 10<sup>th</sup> grade has remained stable. 3<sup>rd</sup> and 5<sup>th</sup> grade scores are roughly the same, so distinct trend lines are not able to be seen in the chart. The percent of students meeting standards was up in 2005 in all grade levels.

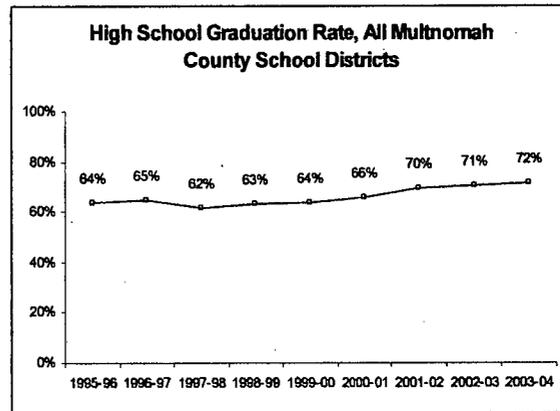


Source: Oregon Department of Education

### 3. Synthetic Four-Year Graduation Rate

#### High School Graduation

This chart represents a formula developed by the National Center for Education Statistics to simulate a graduation rate for a single class, or cohort, of students. It does so by dividing the number of graduates in a given school year by the number of graduates plus the number of dropouts in each grade for that year. The rate therefore attempts to reflect the number students who dropped out in 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades.



Source: Oregon Department of Education

The graduation rate in Multnomah County increased 12% between 2000 and 2004 and has trended upward each year for the past 6 years.

# Outcome Team Basic Living Needs

## FY 07 Budget Priority Setting MULTNOMAH COUNTY OREGON

November 16, 2005

### Team Members:

Tricia Tillman (leader)

Kathy Tinkle (leader)

Angela Burdine (facilitator)

Jenny Morf (facilitator)

Patrice Botsford

Thomas Bruner (Chair's office)

Mike Jaspin (Budget)

Janet Hawkins

Sandy Haffey

Dave Koch

Julie Neburka (Budget)

Xander Patterson (CBAC)

Chris Tobkin (labor)

Grace Walker (labor)

### I. Priority – *Result to be realized, as expressed by citizens* –

**All Multnomah County residents and their families are able to meet their basic living needs.**

We are fortunate to live in a community where most of people are able to meet their basic living needs. Health, housing, food, and the income to obtain and maintain these basic living needs provide the foundation for people to create a vibrant community, a thriving economy, and other societal benefits.

However, there will always be vulnerable people in our community and any one of us could fall victim to an accident or other misfortune. Our goal is to ensure that every member of our community is able to meet their basic living needs. Multnomah County government plays a vital role in providing access to information, temporary assistance to those in need, and ongoing assistance to vulnerable people with no other means of support.

Several assumptions underlie the selection strategies that follow.

- “Care” is defined very broadly to include all aspects of physical, dental and mental health, and addictions treatment.
- Vulnerable community members are defined as people with physical and mental disabilities, people with chemical dependencies, the frail elderly, the seriously and persistently mentally ill, children with special needs, and others experiencing a major life crisis needing ongoing care.
- Although each factor is listed as a column or band, the interconnectivity of each factor must be recognized as contributing to the goal of ensuring basic needs.
- Basic living needs are interconnected with the other priority outcome teams.
- Multnomah County has chosen to assume stewardship for the federal and state resources available for vulnerable individuals with no other means of support.
- Families are a key resource for vulnerable individuals; public social investments are necessary and contribute to healthy and successful families.
- Information and referral should be easily available to all.

## **II. Indicators of Success – *How the County will know if progress is being made on the result***

The following indicators were chosen last year because they: 1) were readily measurable; 2) contained data elements currently collected; 3) allowed comparison with other jurisdictions; 4) were consistently cited by experts and referenced materials reviewed; and 5) were recognized as accepted national standards in the health and social service fields.

- 1. *We will measure the percentage of community members not living in poverty by using Census data to evaluate the number and percentage of people in Multnomah County with incomes above 185% of the Federal Poverty Level.***

This indicator establishes an income standard consistent with federal guidelines and at least approaches what might be considered a living wage. The source of the data to track this indicator is the American Community Survey. The most current available information is from calendar year 2003, with 2004 data becoming available by mid-2005.

Most social scientists believe that the federal poverty standards established in 1964 are too low to accurately gauge “poverty.” Entitlement programs typically use the Federal Poverty Level (FPL) plus XX% to determine eligibility for services. For example, a commonly used measure of children living in poverty is statistics collected for the Free & Reduced Lunch Program. Children receive a free lunch at school if their family income level is below 130% of the FPL; they receive a reduced-price lunch if their family income level is below 185% of the FPL.

- 2. *We will measure the number and percentage of renters who pay no more than 30% of income for housing and utilities***

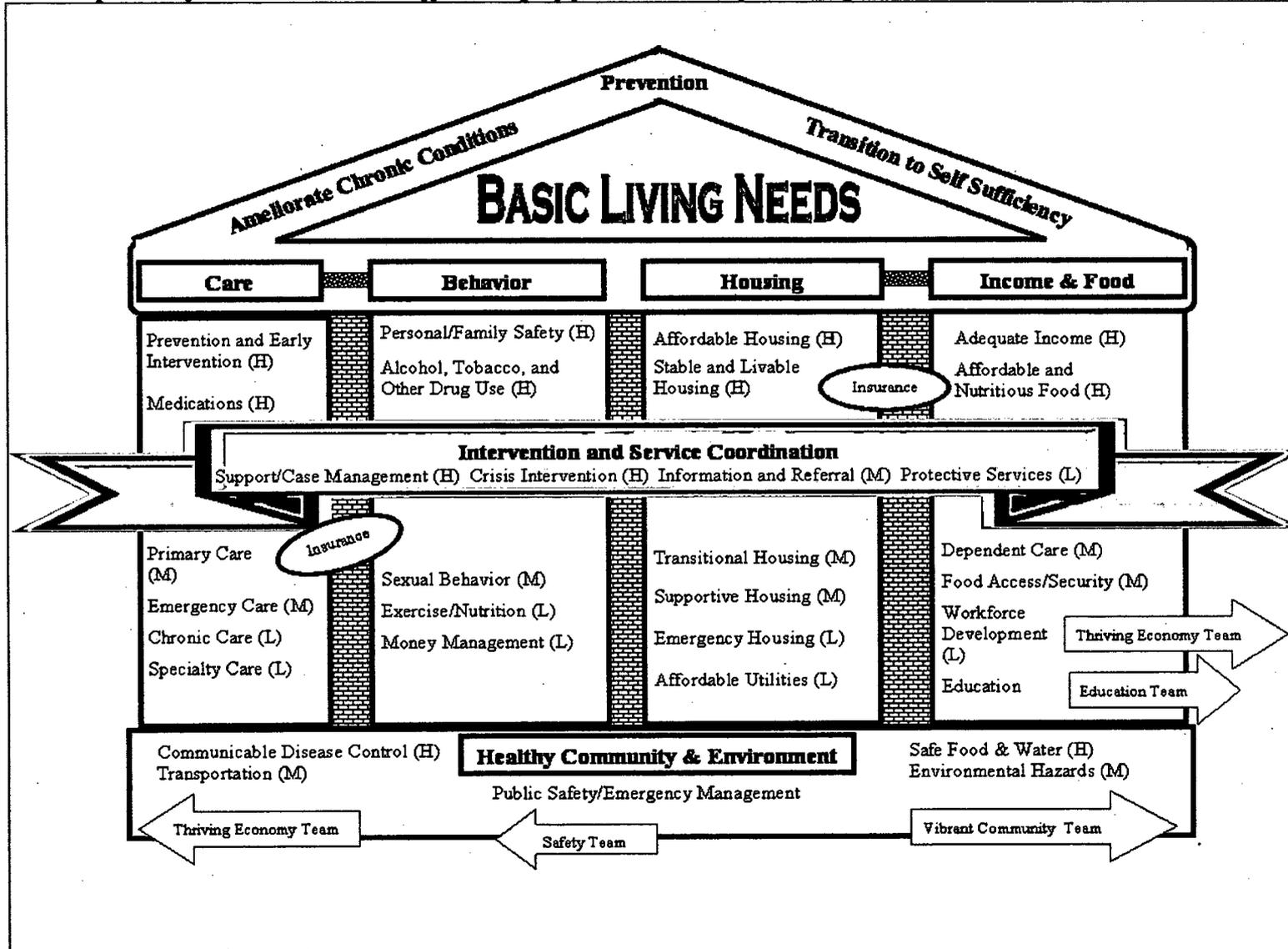
This indicator is designed to capture reasonable costs for housing and utilities in relation to an established income index. This measure enables us to make comparisons between Multnomah County and other jurisdictions, both local and national.

- 3. *We will ask people to assess their own health through the Behavioral Risk Factor Surveillance System***

This indicator measures an individual’s perception of their health by asking them to rate their health as excellent, very good, good, fair or poor. It is a telephone survey conducted annually by Centers for Disease Control & Prevention and is broken out by county back to 1998. This measure was chosen for its specificity, comparability, and increased clarity.

# Basic Living Needs

## III. Map of Key Factors – Cause-effect map of factors that influence/ produce the result



# Basic Living Needs

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[www.multnomah.or.us/priorities](http://www.multnomah.or.us/priorities)

We developed this map from a citizen's perspective and left out professional conceptualizations, jargon, and "terms of art."

The Basic Needs factors are complex and interrelated because individual circumstances are complex and highly nuanced. The Basic Living Needs Priority Map represents six primary factors which are *interconnected* for the best outcomes. Within the primary factors, secondary factors are identified as contributing to the Basic Living Needs Priority result. At any given time, depending upon the needs of the individual or family, one or more of the factors may be most important to meeting a person's basic living needs. Those factors include:

- Intervention and Service Coordination
- Environmental and Community Health
- Care
- Behavior
- Housing
- Food and Income

Two of the primary factors are fundamentally associated with health (broadly defined): Care, and Behavior. Two are primarily focused on other basic sufficiency needs: Food and Income, and Housing. Environmental and Community Health and Intervention and Service Coordination cross both health and basic sufficiency.

Within each of the primary factors, there are secondary factors that suggest prevention, intervention/transition, and emergency approaches. While on the map, our ideal is prevention or transition to self-sufficiency, our strategies suggest a mix of approaches to address realities of the community's needs.

## **Intervention and Service Coordination**

Intervention and Service Coordination is the ribbon that binds the other factors together. This factor is represented as a horizontal band in the center of the map to represent its connectivity and importance to the other factors. The highest priority is given to support and case management because our most vulnerable community members frequently require assistance or support across multiple primary basic living needs.

## **Environmental and Community Health**

Environmental and Community Health is the foundation at the bottom of the map upon which the basic needs factors are based. The highest priority is given to the prevention and control of communicable diseases because this is the area where Multnomah County has the greatest impact.

Linkages are made within this priority to the Public Safety Team, Thriving Economy, and Vibrant Community.

# Basic Living Needs

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## Care

This factor represents all aspects of physical, dental and mental health care, and addictions treatment. The secondary factors reflect a continuum of care services for vulnerable individuals. The highest priority is given to prevention and early intervention because detecting risk factors and treating problems have a more substantial impact. Access to medications is also a high priority because affordable medications are a core component in treating illness, promoting functioning, and preventing complications.

## Behavior

Individual behaviors are responsible for about 70% of all premature deaths in the United States. By promoting positive personal behaviors we can reduce the burden of illness, enhance quality of life, and promote an individual's ability to meet their own basic living needs. Because behavior is a new factor on the Basic Living Needs map, we provide the explanation of the secondary factors:

**Personal and family safety** includes both interpersonal violence and unintentional injury. Injuries are the leading cause of death for children ages 1-9 years. Injuries, homicide, and suicide are the leading cause of death for adolescents and young adults between 10 – 24 years of age in Multnomah County.

**Alcohol, illicit drug use, and cigarette smoking** are associated with preventable disease and death, violence, injury, HIV infection and criminal activity. They are associated with child and spousal abuse; sexually transmitted diseases, teen pregnancy, school failure, motor vehicle crashes, escalating health care costs, low worker productivity, and homelessness.

**Sexual behaviors** can lead to unintended pregnancies and sexually transmitted diseases, including infection with HIV. Half of all pregnancies in the United States are unplanned or unwanted at the time of conception.

A **healthy diet and regular physical activity** reduce the risk of illness from high blood pressure, high cholesterol, type 2 diabetes, heart disease, stroke, arthritis, respiratory problems, and certain types of cancers, and may reduce the risk of depression and anxiety.

**Money management** is a critical factor in individuals being able to meet their basic living needs. Financial literacy skills can help people move out of poverty or keep them from falling into poverty during a time of crisis.

# Basic Living Needs

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[www.multnomah.or.us/priorities](http://www.multnomah.or.us/priorities)

## **Housing**

The highest priority is given to stable, livable, and affordable housing so that people don't have to choose between where they live and meeting their other basic living needs. According to HUD, housing is "affordable" when a household pays no more than 30 percent of its annual income on housing costs. Stable and livable housing is safe and has heat, water, cooking facilities, and proper plumbing for sanitation needs.

## **Income and Food**

The highest priority factors under the Income & Food factors were adequate income and affordable/nutritious food. "Adequate income" encompasses income from earnings, public entitlement programs, and tax credit programs. Affordable and nutritious food is a priority for addressing hunger and inadequate nutrition in our community.

Education and workforce development are vital to meeting basic needs. However, these factors are more thoroughly and appropriately addressed by the Education and Thriving Economy outcome teams.

## **Insurance**

Insurance is identified twice on the map because they are important considerations in meeting or maintaining basic living needs. Insurance impacts all of the factors on the map.

## **The Roof!**

The roof represents two approaches in meeting basic living needs. Ideally, we could focus on prevention and services that help people transition out of poverty and toward wellness. For some populations, self-sufficiency is not a realistic goal. Sometimes the best we can do is ameliorate conditions by offering services and supports that help people cope and not deteriorate. This map illustrates that together, these two approaches assure Multnomah County residents meet their basic living needs.

## **IV. Selection Strategies and Request for Offers – *Focused choices to realize results***

Provision of basic living needs ensures that all Multnomah County residents have access to the economic, social, and educational resources of our community. The basic needs map reflects all of the factors that contribute to people and communities meeting their basic needs. Each factor on the basic needs map is vital to healthy people and healthy communities; however, heightened consideration will be given to program offers that address the highest ranked factors on the map. Program offers will be rated on their ability to meet basic needs addressing one or more of the following factors. Priority strategies do not directly match the highest priority factors on the map; rather, we are looking for program offers that maximize the contributions where the County exercises the most leverage.

### **1. We are looking for program offers that provide intervention and coordination of services that meet basic needs.**

Coordination and intervention is the ribbon that holds all of our strategies together. We will give priority to those program offers that combine the elements of intervention and service coordination.

- Provide support and case management to the most vulnerable members of our community
- Provide crisis intervention services so that individuals can move quickly from crisis to stability
- Provide information and referral services to the entire community
- Protect vulnerable people from abuse and neglect

### **2. We are looking for offers that maintain a Healthy Community and Environment.**

We recognize the importance of each of the factors related to healthy community and environment, but acknowledge that the County may not have great leverage in these areas and that other government agencies are responsible for these functions. Priority will be given to offers that:

- Focus on preventing or controlling the spread of communicable diseases
- Assure a safe supply of water and food
- Identify and reduce exposure to environmental hazards

# Basic Living Needs

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**3. We are looking for program offers that assure health care for vulnerable members of the community.**

Health is defined very broadly to include all aspects of physical and mental health, oral health and addictions treatment. We will give priority to program offers that:

- Provide access to care for vulnerable populations
- Emphasize prevention and early intervention to keep simple conditions from turning into emergencies and avoid more intensive and costly care
- Provide access to medications as an effective means to prevent more serious complications
- Address the chronic and emergency care needs of vulnerable populations.

**4. We are looking for program offers that promote healthy behaviors.** Priority will be given to program offers that:

- Empower people to avoid or escape victimization, violence, and unintended injury
- Address the use of alcohol, tobacco and other drugs given the negative impact misuse can have on a person's behavior and health
- Increase the skills and knowledge of individuals to manage and take advantage of financial strategies to eliminate poverty.

**5. We are looking for program offers that assist vulnerable populations in obtaining permanent and livable housing.** Priority will be given to offers that:

- Provide or link people to comprehensive supports and services and supports that lead to and/or keep people in affordable permanent housing
- Ensure access to affordable housing in communities that provides stable livable housing stock
- Help people stay in the housing they have by providing needed supports like rent assistance, utility assistance, and weatherization.

**6. We are looking for program offers that provide access to income and food to every member of our community.** Priority will be given to program offers that:

- Help individuals and families become self sufficient in achieving adequate income and providing affordable and nutritious food
- Provide ongoing food/income support for those who are unable to provide for their basic food and income needs
- Provide support in emergent situations

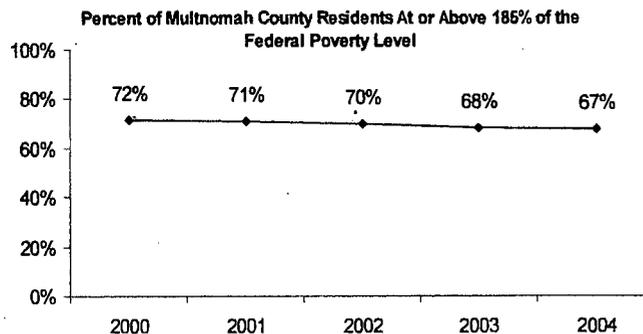
## Basic Living Needs Priority: Marquee Indicators

I want all Multnomah County residents and their families to have their basic living needs met.

### 1. Percent of residents with incomes at or above 185% of the federal poverty level.

#### *Residents above 185% of poverty*

The chart shows the percentage of Multnomah County residents whose earnings put them at 185% of the federal poverty level or above. It is intended to show the percentage of residents with adequate means for basic living.



Source: Census Bureau's American Community Survey

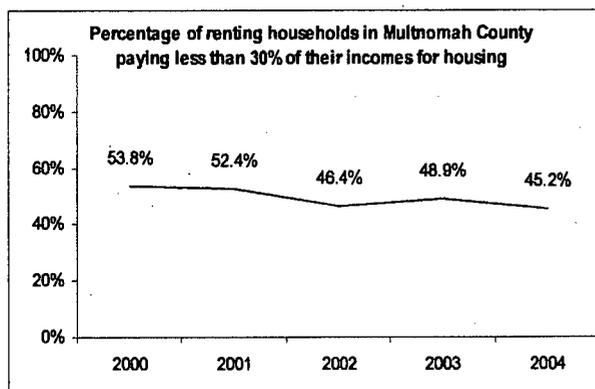
The most current 5 years of data available (through 2004) show a decline of 6 percent, indicating fewer residents are earning at least 185% of the federal poverty level.

### 2. Percent of renting households paying less than 30% of their income for housing.

#### *Percent of income on housing*

This indicator is intended to measure the affordability of local housing, with particular focus on rentals. Spending less than 30% of income on housing is generally considered affordable.

The percentage of Multnomah County households that pay less than 30% of their income on rent fell 16% between 2000 and 2004. This could mean that rental housing is becoming less affordable for the county's families.



Source: Census Bureau's American Community Survey

## Basic Living Needs Priority: Marquee Indicators

I want all Multnomah County residents and their families to have their basic living needs met.

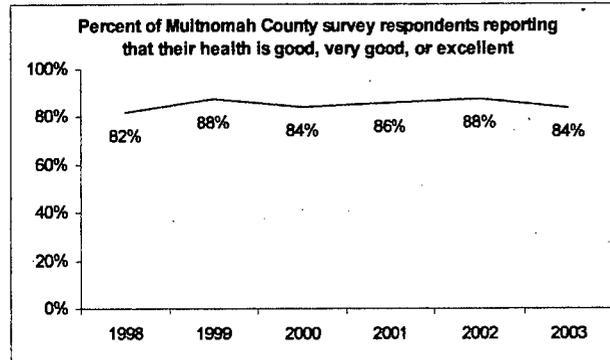
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### 3. Residents' perception of their own health.

#### *Perception of health*

The state of Oregon conducts an annual survey that asks residents to respond to a number of health related questions. This measure shows the percentage of respondents reporting that their health is good, very good, or excellent.

Between 1998 and 2003, the most current years available, this measure has fluctuated with an overall increase, moving from 82% to 88%, then back to 84% reporting good or better health.



Source: Behavioral Risk Factor Surveillance System, Oregon Department of Human Services

# Outcome Team Thriving Economy

**FY 07 Budget Priority Setting  
MULTNOMAH COUNTY OREGON**

November 16, 2005

Team Members:

Doug Butler  
Mark Campbell  
Molly Chidsey  
Becky Cobb  
Ching Hay  
Mike Oswald  
Tom Weldon

## **I. Priority – *Result to be realized, as expressed by citizens –***

**I want Multnomah County to have a thriving economy.**

## **II. Indicators of Success – *How the County will know if progress is being made on the result***

The indicators chosen for this priority reflect two aspects of how a Thriving Economy is traditionally defined – specifically jobs and wages. Indicators # 1 and # 3 reflect the job component. We are measuring employment at an aggregate level as well as the annual change in the number of jobs within the county. Average annual wages, in theory, reflect the “quality” of the jobs that are held within the county.

The team has requested additional information from the Auditor to more clearly illustrate the relevance of the data in comparison with other benchmarks (e.g., wage averages for the rest of the state of Oregon.)

The FY06 team came to the conclusion that there is no accurate and consistent way to identify the wages of county residents. The data are simply not reported at that level. All the measures that specifically relate to county residents are based on either income or earnings. Those two terms are problematic because they include more than wages/salaries and, thus, can skew the average.

# Thriving Economy

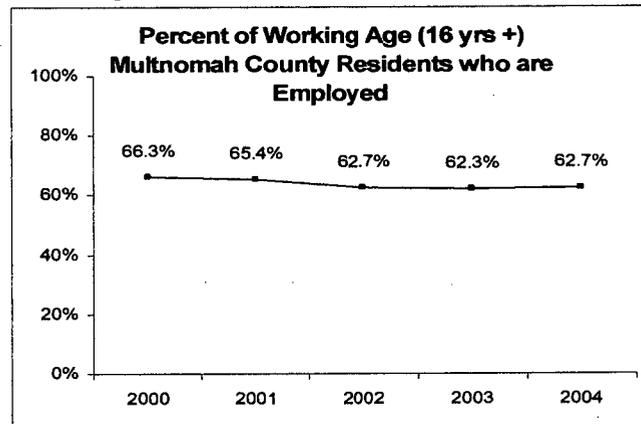
Therefore, indicator # 2 was modified to reflect the average wages paid by Multnomah County employers. This will, naturally, include non-county residents (and it does not capture the self-employed) but was believed to be a valid way to measure the health of the Multnomah County economy. It is also a measure that is reported by the Oregon Employment Department on an annual basis.

## 1. % of Working Age Multnomah County Residents Who Are Employed

### Employment

This chart shows the rate of employment among Multnomah County residents who are 16 years and older. It includes those who are self-employed and who work part-time. The Census Bureau's annual American Community Survey is the source.

The rate of employment has been stable for the three most recent years of available data, but has dropped 5.4% since 2000.



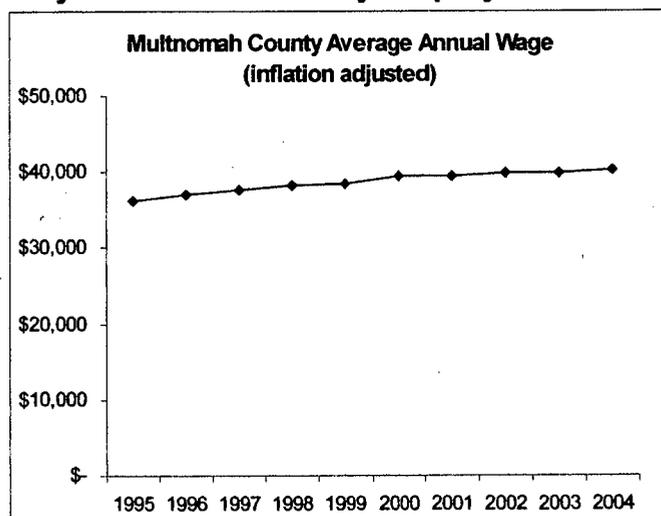
Source: Census Bureau's American Community Survey

## 2. Average Annual Wages Paid by Multnomah County Employers

### Average wages

This chart shows the average annual wage per worker paid by Multnomah County employers, adjusted for inflation. In 2004, the average annual wage was \$40,199. The calculation is based on jobs and wages paid only by employers in the county, so it excludes county residents who work elsewhere or are self employed. It is intended to be an indicator of the health of the economy in Multnomah County, rather than an indication of average wages earned.

The average annual wage has been relatively flat since 2000, but is up 11% over a decade ago.



Source: Oregon Employment Department

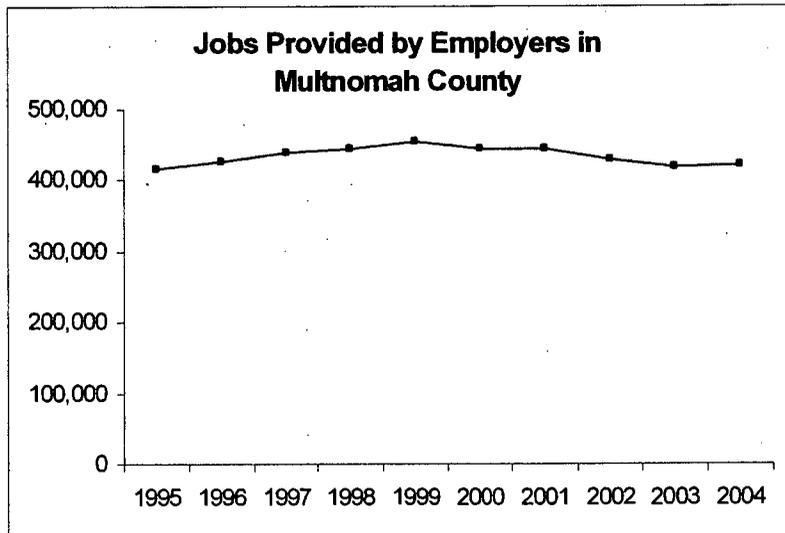
# Thriving Economy

### 3. Annual Net Job Growth in Multnomah County

These charts reflect the number of jobs provided by businesses in Multnomah County. They exclude individuals who are self-employed or work outside of the County and do not differentiate between part-time and full-time positions. They are intended to be an indicator of economic health rather than a complete picture of employment.

#### Total Jobs

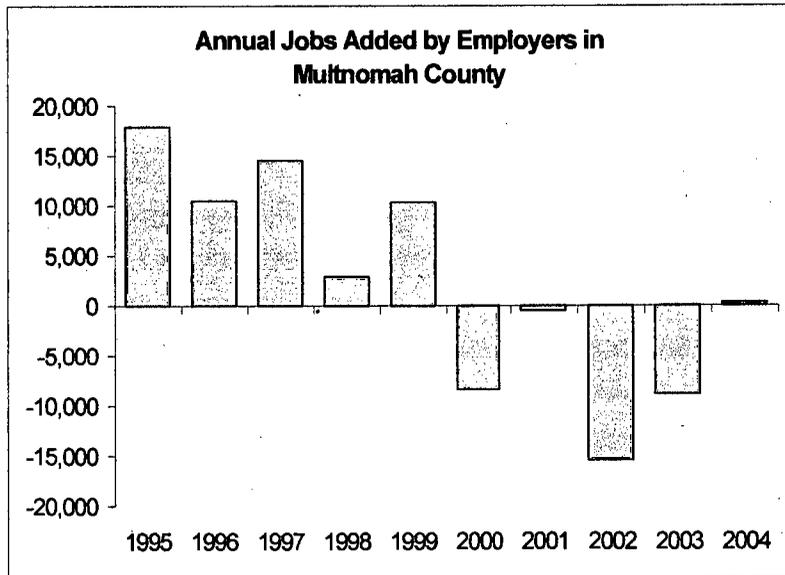
Over the last decade, a total of 23,081 jobs were added in the aggregate. Between 2000 and 2003, 33,200 jobs were lost, but this trend was reversed in 2004 when 249 jobs were added.



Source: Oregon Employment Department

#### Job Growth

Multnomah County employers lost jobs every year between 2000 and 2003, for a total loss of 33,200 jobs after years of gains. 249 jobs were added in 2004.



Source: Oregon Employment Department

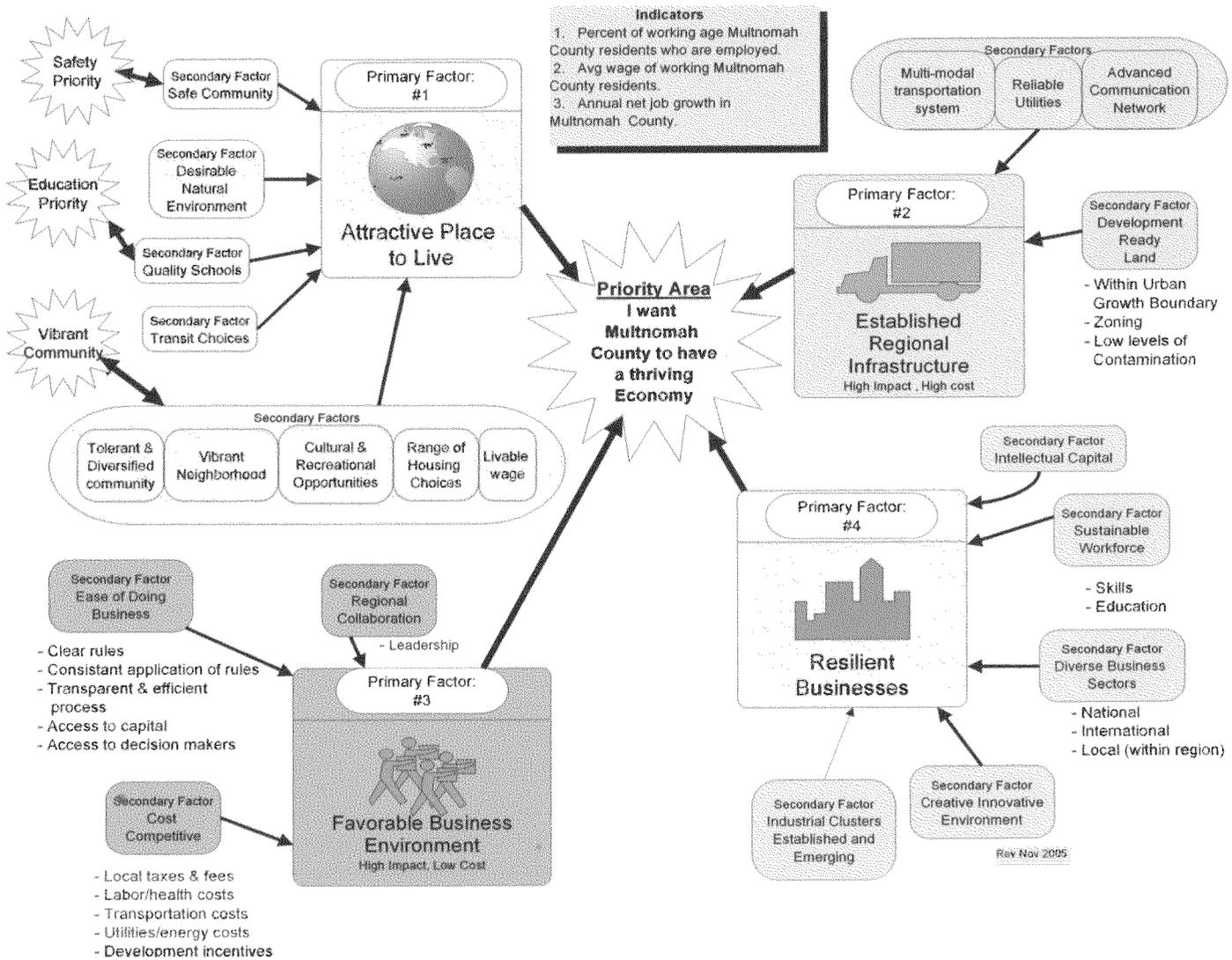
# Thriving Economy

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The data to support these indicators are readily available from a number of sources. Primary data sources used are the Oregon Employment Department (OED) and the American Community Survey (ACS). These data sources are current, reliable, and considered to be the standard for reporting in almost every medium. It is interesting to note, as well, that each of these indicators is also a benchmark that is tracked by the Portland/Multnomah Progress Board.

## III. Map of Key Factors – Cause-effect map of factors that influence/produce the result



The map identifies four primary causal factors we believe influence this priority. The ability of Multnomah County government to provide support for these factors may be limited in some cases. For example, we heard from two regional economists that the cost of doing business in Portland and Multnomah County is higher than it is in

# Thriving Economy

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surrounding jurisdictions. This is a fact of being a central city that is not unique to Portland.

We have identified four primary causal factors and prioritized them as follows:

- 1) Attractive Place to Live
- 2) Established Regional Infrastructure
- 3) Favorable Business Environment
- 4) Resilient Businesses

## **1. Attractive Place to Live**

Livability is a concept that permeates nearly every aspect of the priorities that citizens have expressed. It is so much a part of the social equation that we have incorporated a number of the other Multnomah County Priorities on our map. At first glance, it might not be readily apparent how livability contributes to a thriving economy.

Consider, though, the education priority area statement - "I want children to succeed in school." Our review of the evidence highlighted education as a critical factor in attracting and retaining businesses and innovative entrepreneurs. A good education system plays an important role in supplying the region with a sustainable, skilled workforce. Equally important, though, is the contribution that quality schools make in attracting new employees and their families to the region.

The State's economy began the shift in the 1980's from resource extracting to value added manufacturing (high tech). The economy has continued to shift since that time and the emerging industries are increasingly knowledge- rather than resource-based.

Regional economist Joe Cortright states, "Almost overlooked, metropolitan Portland's chief advantage in the competition among metropolitan regions has been its ability to attract and retain a group we call 'the young and the restless' –well-educated 25-34 year old adults. The regions principal assets for attracting this key group center on quality of life, and embrace everything from our natural resource inheritance to the urban amenities of a walkable, bikeable city, great transit, and a culture open to newcomers and new ideas."

## **2. Established Regional Infrastructure**

Infrastructure consists of the transportation and communication networks, utilities, and land resources that are necessary for business attraction, retention, and expansion.

# Thriving Economy

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The evidence from various economic development reports suggests that there are two key components associated with the regional infrastructure.

First, there needs to be an adequate supply of development-ready land within the region. A number of studies have highlighted the fact that there is a scarcity of land available for industrial development inside the Urban Growth Boundary (UGB). This is seen as a weakness in the region's attempts to attract new or expand existing businesses. Obviously, the need for development-ready land is more critical for manufacturing industries than it is for knowledge-based industries. Since it is difficult for the County to effect supply of development-ready land, the Outcome Team felt that it would be important to target creative sector industries which generally require less land while continuing to support regional efforts to insure an adequate supply of industrial land.

Second, it is equally important that governments within the region commit to the maintenance and enhancement of existing transportation systems. Adequate transportation options (roads and bridges, air freight, railways, and shipping ports) are crucial for businesses because an efficient, multi-modal system allows for quick delivery of products to markets both in and out of the metropolitan area.

Another, increasingly important, consideration is the contribution that communication networks make to the economy and the importance of being "wired." A report titled *"The Internet Backbone and the American Metropolis"* stresses how important the Internet is to the economics of regional areas. According to the authors, there is "...a strong relationship between the concentration of information industries and physical and virtual telecommunications infrastructure."

Technology, in general, has been cited as critical to economic development. We heard about local governments that have developed innovative programs in technology. For example, the City of Ashland recently developed a plan to provide broadband access to all businesses and residents. A similar approach is currently under consideration by the City of Portland. Initiatives such as this tend to separate those jurisdictions and regions from their competitors.

### **3. Favorable Business Environment**

The ease of doing business, and the time it takes to get through regulatory "red tape", were cited consistently as aspects of creating a favorable business environment. There are many recent examples where businesses chose to expand or locate outside of Multnomah County because it takes too long to get a project from the drawing board to

# Thriving Economy

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completion. In the literature we reviewed, the concept that the development process should be efficient and transparent is stated in terms of improving customer service.

As stated by Bob Whelan, an economist with ECONorthwest, the notion that government can play a role in establishing a favorable business environment can be summarized in the following three points:

- ◆ Establish clear rules;
- ◆ Enforce those rules consistently; and
- ◆ Stand back - allow businesses to succeed/fail of their own accord.

To further elaborate, the City of Portland's "Strategy for Economic Vitality" states, "(the) creation of a good business climate is a top priority that the City needs to address if it wants to facilitate economic development."

We also had discussions regarding the relevance of the "Price of Government" (POG) concept to this priority. Here is how the equation is stated:

$$\text{POG} = \frac{\text{Sum of Fees, Taxes, Other Revenues}}{\text{Personal Income}}$$

There are two ways to lower the price. One way would involve a reduction in the total amount of revenue collected for County services. The other way the price can be lowered is through an increase in personal income. We submit that in a thriving economy, with plentiful job opportunities, personal income would tend to increase at a faster rate than tax and revenue collections. Viewed from that perspective, the County could influence this priority area by considering program offers that contribute to it in even minor ways.

## **4. Resilient Businesses**

The Portland metropolitan statistical area (PMSA), an area that includes Clark County, WA, has an existing business inventory that employs roughly one million people. There are more than 50,000 businesses with payroll expenses. This business base is very diverse - ranging from firms that employ a handful of people to multi-national corporations, such as Intel, with thousands of employees.

The evidence suggests the national and international businesses (the so-called "traded sector") drive the majority of economic growth within a region. A number of existing and emerging industry clusters dominate the regional economy. "Clusters" exist when a number of similar and related firms are concentrated in a small geographic area. The

# Thriving Economy

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high technology cluster is one that most of us are familiar with. Harvard business professor Michael Porter notes “a cluster generates a dynamic process of ongoing improvement and innovation that can sustain . . . success for a prolonged period.” Put another way, successful traded sector clusters bolster and support the local sector.

An example of a rapidly growing sector cluster in the region is sustainable industries. A 2003 report to the Portland Development Commission found that 1,247 businesses self-identified as fitting into this sector, supporting the green building, recycled products, and renewable energy businesses.

Workforce development, and the ability of the region to attract and retain a sustainable workforce, is also a key aspect of the business base. As noted above, the identification of industry clusters can help guide strategies designed to foster a sustainable workforce. It is also important for the region to develop strategies to tailor educational programs, including vocational training, to the needs of both sectors of the economy.

## **IV. Selection Strategies and Request for Offers – *Focused choices to realize results***

The team feels strongly that the county needs to focus its efforts on three areas that have an impact on the Thriving economy:

- 1) Represent the County’s interest by taking a seat at the regional economic table;
- 2) Do the county’s business right. In those services and programs where the County can influence the health of the regional economy—lead by example; and,
- 3) Actively attract and recruit new business to the region.

Other factors are certainly important, but we believe these three strategies will have the greatest impact on this priority.

### **1. Champion the county’s economic interests: “a seat at the regional table!”**

The County has a significant stake in the health and vitality of the region’s economy. County leaders can exert influence as a stakeholder to create, shape and advocate for a shared vision and strategies for realizing a thriving and sustainable economy in the region.

# Thriving Economy

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For the region to compete, we believe we need to emphasize and market the number one reason people and businesses seek out the Portland metro area—"it's an attractive place to live."

With consistent and continuing expertise and representation in both regional and local economic development efforts, the County will expand its impact and will move towards a more collaborative approach and a proactive perspective. For example, in recent discussions about the potential extension of the Central Eastside Urban Renewal Area, staff have taken an assertive approach to gathering information, asking questions and challenging assumptions. The result has been a tangible shift in the direction and quality of the discussions and a notable increase in the County's influence over the outcome.

Many of the economic issues which this community must address can only be addressed effectively at a regional level. For example, land availability, taxes, permitting, urban renewal, industry recruitment, and legislation are all topics that cross political boundaries. In addition, other governments and agencies (e.g., the Portland Development Commission) are organized and funded to play a lead role in supporting and growing business in our community. The County's purpose can be to influence, leverage, and supplement the efforts of these organizations by acting as a full partner with these organizations.

## Requests for Offers

*We are looking for offers that:*

1. Provide continuing expertise and participation in regional economic development efforts. Offers should provide a clear strategy for improving the County's influence and impact on the region's economy. The development of an Economic Development Framework would be a logical element of this effort.
2. Use the County's efforts in other areas (e.g., roads, libraries, taxing, facilities development and land sales, etc.) to strengthen and leverage its support of its economic goals. This effort might also consider ways to leverage and assist County Commissioners in their participation in various forums throughout the region.
3. Include "living wage advocacy" as a core element of the proposed efforts. The retention and creation of jobs alone is not enough. These jobs must pay living wages in order to achieve our economic development goals and

# Thriving Economy

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to reduce the demands on other County programs which provide for our residents basic living needs.

It is hoped that offers in this area could be funded from SIP administration funds or other non-General Fund sources to avoid competition with other essential County services.

## 2. Do County business right!

The County has control and responsibility over several important activities that contribute to the Thriving Economy priority area. Doing business "right" means the County leads by example to make the County a good place to do business. For example, The County owns and maintains six of the major bridges in downtown Portland that span the Willamette River. These bridges are vital links in the regional transportation network which move people and freight. These regional assets are in need of significant maintenance and/or replacement and carry substantial financial liability. The County should, therefore, be proactive in its efforts to ensure the long-term viability of these structures.

The County's Strategic Investment Program is a partnership between business and government to strengthen workforce development and training programs. A quality workforce has been identified as being critical to business expansion and retention.

When Land Use Planning processes are consistent and predictable we contribute to the ease of doing business, which helps to make the county a good place to do business.

### Requests for Offers

*We are looking for offers that:*

1. Leverage local/state funds for needed road and bridge repairs and replacement. The region's roads and bridges are vital to the health of the local economy. Offers in this area should actively seek solutions to major problems and liabilities rather than just programming currently available funding. New funding sources, collaborative efforts with other jurisdictions, etc. should be actively considered and pursued. Examples of possible topics for discussion might include:
  - a. Examine an increase to the County gas tax as a means to compensate for the County's declining share of existing gas taxes.

# Thriving Economy

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- b. Modifying the Intergovernmental Agreement with the City of Portland for road funding to more effectively address regional road needs.
- c. Regional strategies to aggressively address the seismic and deferred maintenance needs of the County's downtown bridges.
2. Streamline business processes and reduce the time it takes to review and permit development projects to facilitate the ease of doing business.
3. Leverage the County's role to strengthen regional workforce development and training programs.

### 3. Retain existing and recruit new business!

All of the stakeholders in the region need to develop every opportunity to market the number one reason people and businesses seek out the Portland metro area—"it's an attractive place to live." Our team is convinced that the quality of life in the area is the primary factor motivating people to come and stay in the region. All of the other priority areas are interconnected with the quality of life. The region's natural environment, safe communities, quality schools, transit choices, vibrant neighborhoods and living wage jobs are a wonderful enticement for the young, mobile, educated workforce—and emerging industries. These are the key components of a thriving economy.

#### Requests for Offers

*We are looking for offers that:*

1. Actively market Multnomah County and the Portland PMSA to new businesses. Offers in this area should consider what makes this area unique and target the businesses and individuals who would find these attributes most appealing. Two specific areas of uniqueness which we identified are independence of thought and action and connection and concern for the environment.
2. Create incentives to attract businesses to the region. One idea we discussed that might be worthy of consideration is to create a local version of the Strategic Investment Program (SIP). The SIP, as currently created by State law has a limited application for very large firms which are making huge initial capital investment. Since much of the growth in our economy comes from smaller scale businesses, we wonder if it might be fruitful to consider using County Investment (one-time) funds to provide incentives (e.g., taxes, permitting, workforce development, daycare, etc.) for target businesses.

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3. Propose ways to mitigate costs that make Portland and Multnomah County less competitive to new and existing business sectors. As part of this concept, it would be worth considering fees, taxes, and other charges which specifically impact businesses and, therefore, raise the "price of government" to those businesses.

## **Acknowledgements**

### Experts:

Joe Cortright, Impresa Consulting  
Bob Whelan, ECONorthwest  
Tom Weldon, Gresham Area Chamber of Commerce  
Sandra McDonough, Portland Business Alliance  
Rob Fussell, Former Gresham City Manager

### Evidence:

"Progress Of A Region: The Metropolitan Portland Economy In The 1990's"  
(Regional Connections Project, 1999)

"Regional Economic Strategy: Four Questions for Metropolitan Portland"  
(Joe Cortright, 2002)

"Comparative Analysis of the City of Portland Business Operating Costs"  
(Portland Development Commission, 1999)

"A Framework for Creating Shared Economic Priorities for the Portland-Vancouver  
Metropolitan Area"  
(Regional Economic Development Partners, 2003)

"Multnomah & Washington County Regional Investment Plan"  
(Multnomah-Washington County Regional Investment Board, 2001)

"Mayor's Economic Development Forum – A Community Action Plan"  
(City of Gresham, 2000)

"Multnomah County Priorities Focus Group Report"  
(The Metropolitan Group, 2004)

"Regional Industrial Land Study: Phase III"  
(OTAK, 2001)

"Strategy For Economic Vitality"  
(Portland Development Commission, 2002)

"Changing the Deal on Economic Development"  
(Connie Nelson, Public Strategies Group, 2003)

# Thriving Economy Priority: Marquee Indicators

## I want Multnomah County to have a thriving economy.

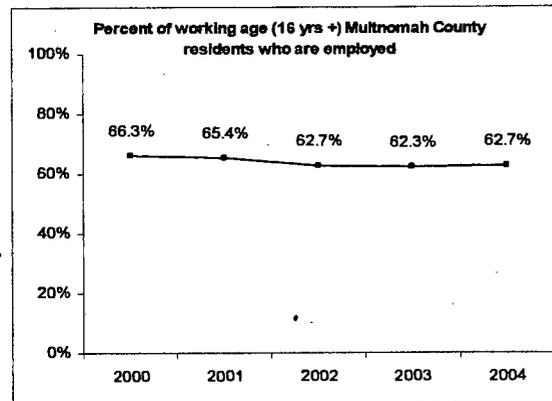
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### 1. Percent of working age Multnomah County residents who are employed.

#### *Employment*

This chart shows the rate of employment among Multnomah County residents who are 16 years and older. It includes those who are self-employed and who work part-time. The Census Bureau's annual American Community Survey is the source.

The rate of employment has been stable for the three most recent years of available data, but has dropped 5.4% since 2000.



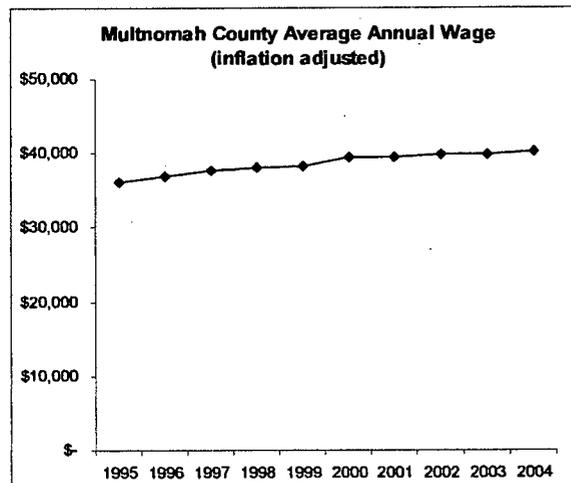
Source: Census Bureau's American Community Survey

### 2. Average wage paid by Multnomah County employers.

#### *Average wages*

This chart shows the average annual wage per worker paid by Multnomah County employers, adjusted for inflation. In 2004, the average annual wage was \$40,199. The calculation is based on jobs and wages paid only by employers in the county, so it excludes county residents who work elsewhere or are self employed. It is intended to be an indicator of the health of the economy in Multnomah County, rather than an indication of average wages earned.

The average annual wage has been relatively flat since 2000, but is up 11% over a decade ago.



Source: Oregon Employment Department

# Thriving Economy Priority: Marquee Indicators

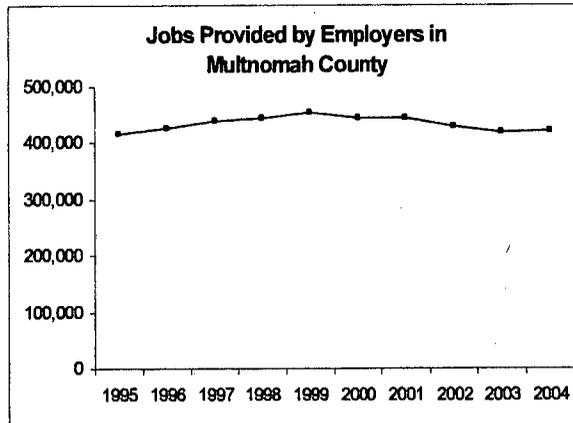
## I want Multnomah County to have a thriving economy.

### 3. Number of jobs provided by Multnomah County employers

These charts reflect the number of jobs provided by businesses in Multnomah County. They exclude individuals who are self-employed or work outside of the County and do not differentiate between part-time and full-time positions. They are intended to be an indicator of economic health rather than a complete picture of employment.

#### Total Jobs

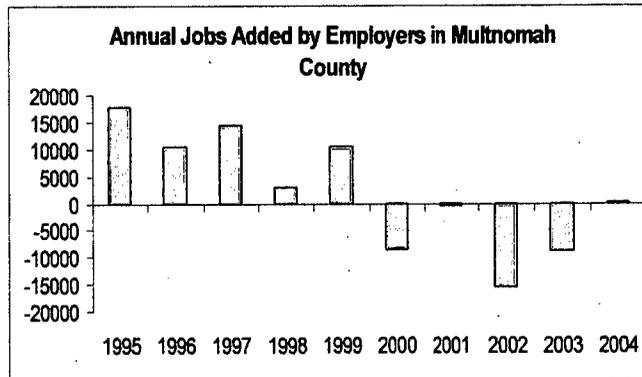
Over the last decade, a total of 23,081 jobs were added in the aggregate. Between 2000 and 2003, 33,200 jobs were lost, but this trend was reversed in 2004.



Source: Oregon Employment Department

#### Job Growth

Multnomah County employers lost jobs every year between 2000 and 2003, for a total loss of 33,200 jobs after years of gains. 249 jobs were added in 2004.



Source: Oregon Employment Department

# Outcome Team Vibrant Communities

**FY 07 Budget Priority Setting  
MULTNOMAH COUNTY OREGON**

*November 16, 2005*

Team Members:

Doug Butler  
Mark Campbell  
Molly Chidsey  
Becky Cobb  
Ching Hay  
Mike Oswald  
Tom Weldon

**I. Priority – *Result to be realized, as expressed by citizens –***

**I want to have clean, healthy neighborhoods with a vibrant sense of community.**

**II. Indicators of Success – *How the County will know if progress is being made on the result***

**Environmental and Health Index – Available late 2006**

Source: The Sustainable Development Commission, a citizen advisory board to Multnomah County and the City of Portland, is planning to work with Portland State University to develop and present a "Sustainable Community Report Card" to elected officials and the community. This set of indicators will be used to measure progress toward a sustainable future. It will also measure county progress to supporting "clean, healthy neighborhoods with a vibrant sense of community". It will be a visible communication tool to inform residents, businesses, and local government about how we are doing as a community related to a specific set of sustainability indicators. An example of this kind of indicator can be found in the Cascadia Scorecard [www.northwestwatch.org/scorecard/](http://www.northwestwatch.org/scorecard/). This report card is tentatively scheduled to be available in late Fall 2006.

## Citizen Perception of Personal Involvement in Neighborhoods

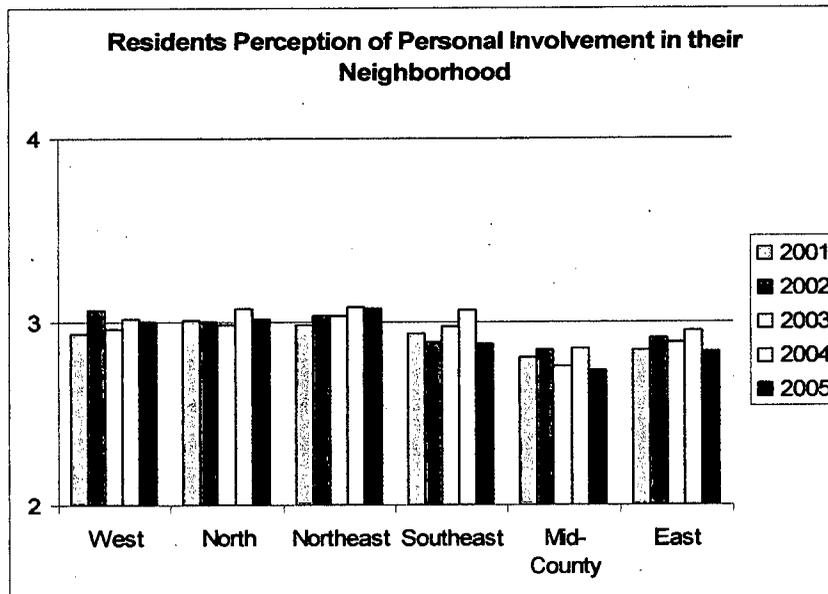
### 2. Citizen Perception of Personal Involvement in Neighborhoods

This chart shows data by area of the county taken from the Auditor's Office's annual Citizen Survey. It is an average of responses to these three questions:

1. Many of my neighbors know me.
2. I can recognize most of the people who live on my block.
3. I regularly stop and talk with the people in my neighborhood.

Responses are reported on a scale of 1-4, with 4 showing the strongest level of agreement with the statement.

Personal Involvement in Neighborhoods Index  
There was generally little variation between areas of the county for this index. Residents in Mid-county and East county identify as slightly less personally involved in their neighborhoods than other areas of the county. The score was down slightly in 2005 for each district.



Source: Multnomah County Auditor's Office Citizen Survey

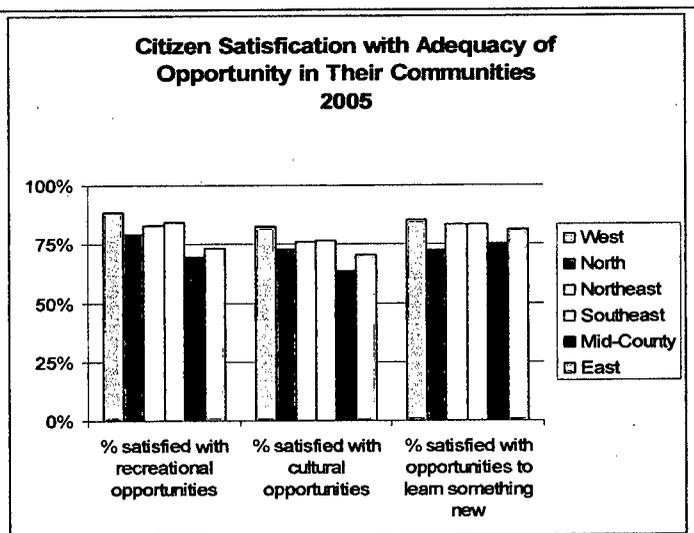
# Vibrant Communities

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## Citizen Perception of Adequacy of Cultural, Recreational, and Lifelong Learning Opportunities

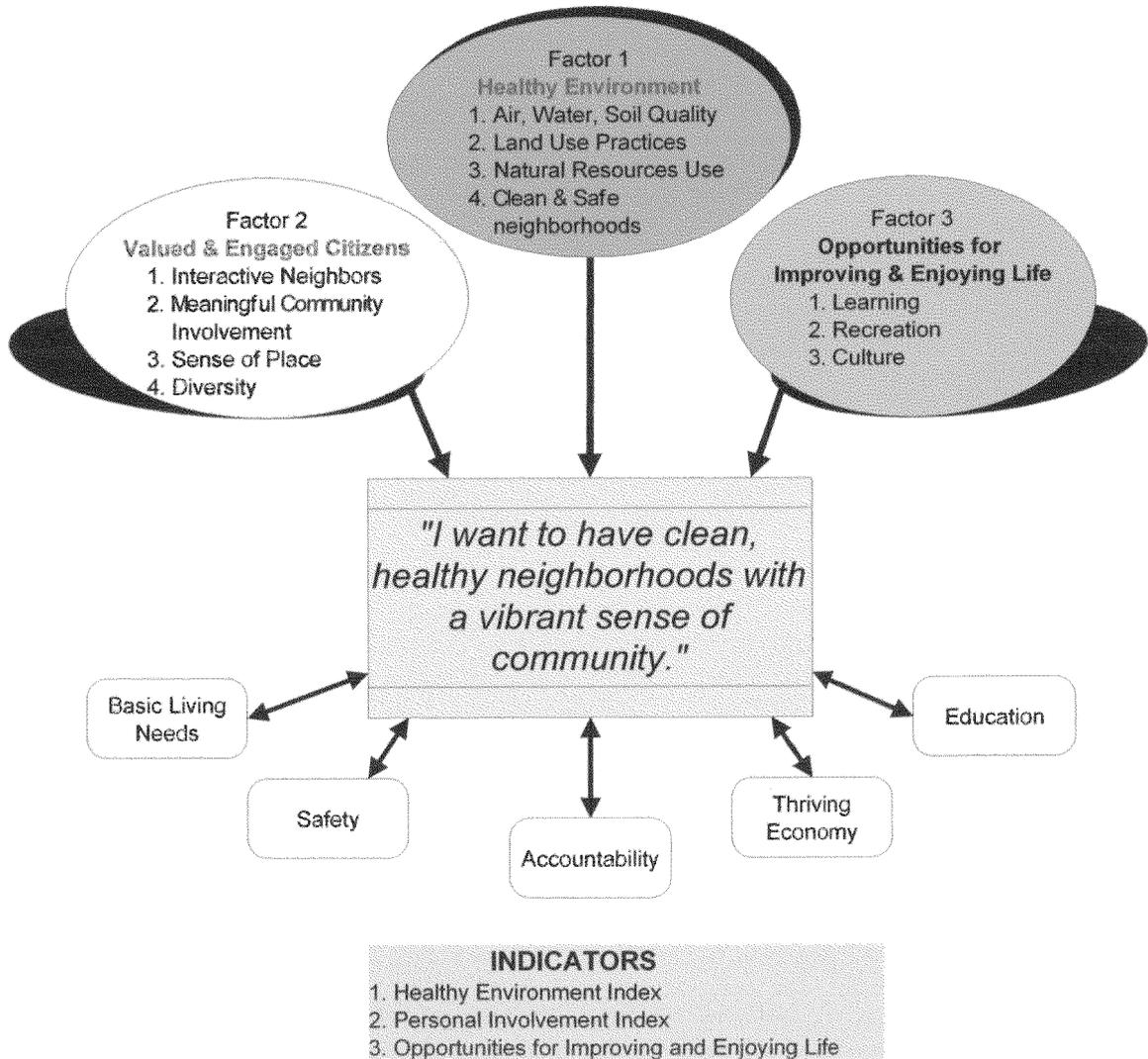
Beginning in 2005, the annual Citizen Survey asked residents to rate their satisfaction with cultural, recreational, and lifelong learning opportunities in their communities.

Respondents were highly satisfied with these opportunities. Generally, residents in West, Northeast, and Southeast noted the highest level of satisfaction on all three questions, with East county noticeably higher on learning opportunities. Residents in North and Mid-County expressed slightly lower levels of satisfaction.



## III. Map of Key Factors – Cause-effect map of factors that influence/produce the result

### Vibrant Communities



# Vibrant Communities

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As the FY07 Outcome Team reviewed the strategy map, we found ourselves using the terms “community” and “neighborhood” interchangeably, yet the priority differentiates between clean, healthy neighborhoods and a sense of community. Therefore, we decided to define the terms and use them as defined throughout this report.

In our minds, a “neighborhood” is a physical location – the place people live. The “community” is a group of people with a common connection. Thus, a community could be based on a physical location, but it could also be a community of interests that brings individuals together from different neighborhoods. An individual has one neighborhood but could have multiple communities – all of which contribute to feeling connected and thus experiencing a vibrant sense of community.

Our team made only one change to the strategy map. Under factor #1, Healthy Environment, we deleted sub-factor #4 – Personal Choices, and replaced it with Clean and Safe Neighborhoods. We felt that this change more closely aligns the County’s work in providing basic neighborhood systems (animal services, rodent and pest control, for example) with the map. It also ties more directly to the language of the priority itself.

We agree with the previous team’s choice of factors and the strong impact of the other priorities on Vibrant Communities as reflected on the map. The map reflects the fact that many of the factors identified by the other five Priority Teams contribute to the relatively broad outcome of *“I want to have clean, healthy neighborhoods with a vibrant sense of community.”* This relationship is represented on the map but with no further work around identifying factors, sub-factors, strategies, or indicators. This map reflects the three major factors that could be considered relatively unique contributors to this outcome.

The idea of measuring vibrancy is fairly new. Most of the evidence did provide consistent insight into the factors that build vibrant communities, but there was minimal guidance as to the relative importance of each individual factor. The model of factor dominance portrayed on the map is described below. We recognize that this dominance selection is at least in part influenced by the values that are manifested in Multnomah County in ways such as environmental awareness, land use decisions, and public support for education and libraries. Those values are the reason that many people choose to live here.

# Vibrant Communities

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## **Healthy Environment is the dominant factor for clean, healthy neighborhoods.**

The prioritization between Healthy Environment and the second highest factor, Valued and Engaged Citizens, was challenging. Ultimately we determined that the health of the environment is fundamental to the outcome. We are familiar with living in an environment that, with some notable exceptions, is clean and healthy. Careful planning has led to accessible transportation choices; clean air, water and soil; beautiful parks and greenspace (including the largest urban forest in the country) and bike paths. In addition, nuisance control and prevention of health hazards is critical in maintaining clean, healthy neighborhoods.

## **Valued and engaged citizens are the second most dominant factor for vibrant communities.**

There is substantial evidence in the literature that interactive neighbors, meaningful community involvement, a sense of place and diversity within the population lead to a vibrant sense of community. People who recognize their neighbors and are recognized by them care about what happens to one another. When they feel a sense of place and a sense of belonging to a larger group, they're more likely to care about what happens to that place and those people. Feeling a part of their community and being actively engaged in decisions that directly affect their lives help people develop a sense of responsibility for what goes on in their neighborhoods.

There is further evidence that suggests that providing community places (such as libraries, community centers, and green spaces) where neighbors can interact and actively pursue their common interests also increases their sense of community. By meeting residents' need for human connection, synergies are formed that ultimately result in increased community activity and involvement.

## **Opportunities for improving and enjoying life are the third factor for vibrant communities.**

Learning, recreation and involvement in cultural events are all strong contributors to improving and enjoying life. Residents of a vibrant community have access to educational, cultural, and recreational opportunities that honor diversity and serve their needs from infancy through the retirement years. Providing access to residents across the county by optimizing the use of community facilities, breaking down cultural and economic barriers and ensuring that activities reflect the diverse needs of individuals and neighborhoods will contribute to the community's vibrancy.

## IV. Selection Strategies and Request for Offers – *Focused choices to realize results*

### **Strategy #1: Champion a sustainable environment with clean, healthy neighborhoods.**

Multnomah County recognizes that the top primary factor contributing to this priority area is the quality of the environment as it impacts neighborhoods, the places where people live, work, and play. For many residents, the sense of neighborhood and community is strongest in the several block area around their home.

Best management practices for sustainability can reduce the use of resources and energy to prevent the pollution of air, water, and land; to reduce wastes at the source; and to minimize risks to human populations and the environment. A sustainability framework recognizes the relationships among the economy, ecology, and community and requires that all agencies consider these interconnected issues in their programs and policies. A sustainability framework can provide a means for dealing with the pressures in allocating scarce natural resources among competing needs. Sustainability can also break the cycle of crisis-driven issue management to a systematic approach that integrates environmental concerns with economic and social issues. This type of systematic, collaborative approach may result in better environmental and social outcomes at lower costs.

A community is only able to thrive when basic neighborhood systems are functioning such as the provision of clean water, rodent and pest control, animal services, and other infrastructure systems. As we've seen in the hurricane aftermath of recent months, there is no opportunity for a vibrant community when residents are struggling with basic survival needs. When these needs are consistently met, neighbors can turn their attention to connecting with others in the community and enjoying a sense of pride in the livability of their neighborhood.

Currently, Multnomah County has two primary roles in this effort:

1. As an employer, we can lead by adopting sustainable internal government business practices;
2. As a key stakeholder in the metropolitan area, we can be a regional partner and have a clear, consistent presence in processes where another agency is the lead player.

# Vibrant Communities

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## **We are looking for program offers that:**

- Promote sustainability in internal operations and as a stakeholder in regional partnerships.
- Support clean, healthy neighborhoods by assisting the public in resolving neighborhood nuisances involving animals and by preventing health hazards.

## **Strategy #2: Provide places and promote opportunities for neighbors to connect.**

Community spaces make a substantial contribution to the overall quality of life in any community. Such places create a welcoming atmosphere of accessibility, vitality, and safety. They can connect people with resources that significantly enhance their lives and boost the well-being of the entire community.

In 2000, Harvard published a plan for rebuilding community ties. Among many strategies, the plan underlined the importance of day-to-day interaction among neighbors. Communities need places for residents to enjoy their leisure time, to share beliefs together, receive public services, broaden their knowledge of the world, as well as somewhere they can challenge their minds. Civic spaces where all citizens can meet, interact, access information that is meaningful to them, and develop life skills are essential in weaving the social fabric. Community facilities such as parks, places of worship, community centers and libraries are neighborhood assets that make it possible for residents to gather and promote a common identity of shared experiences.

Vibrant communities can benefit from processes that bring people together to explore issues, build solutions and take action. Research has shown that positive day-to-day interaction among neighbors develops understanding between them and leads to a higher sense of community than when people do not have regular contact with their neighbors. Organizations such as the World Bank and Fannie Mae have recognized the crucial role of community identity and “social capital” as critical in solving deep-seated problems such as poverty and housing.

## **We are looking for program offers that:**

- Provide public opportunities and/or gathering spaces where neighbors can meet and interact.

# Vibrant Communities

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## **Strategy #3: Promote literacy and a lifetime of learning.**

Opportunities for improving the lives of citizens are important factors in supporting a vibrant community. These include the actions of supporting literacy and lifelong learning.

The connection between adult literacy and a vibrant community are clear: 43% of all adults who read at the lowest level of literacy are living in poverty, compared with only 4% of adults who read at the highest level. In Multnomah County, fully 15% of adults are reading at the lowest level. The county's Poverty Elimination Framework advocates for a skilled workforce, and literacy is critical to the identified goal of moving people from low wage to living wage jobs. Research shows that when older adults have strong literacy skills, they are more likely to be self-sufficient in meeting their basic needs. Literacy programs outside the realm of formal education offer an avenue for learning otherwise closed to many county residents.

Learning throughout life, from the cradle to the grave, is critical in helping people of all ages, backgrounds, and abilities to succeed. Lifelong learning is defined as all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competence, within a personal, civic, social and/or employment-related perspective. It promotes the development of knowledge and competencies that will enable each resident to adapt to the knowledge-based society and actively participate in all spheres of social and economic life, taking more control of his or her future. Learning opportunities should be available to all residents on an ongoing basis, so that each person can have an individual learning pathway, suitable to his or her needs and interests at all stages of life.

### **We are looking for program offers that:**

- Provide literacy education programs; especially in targeted low socio-economic neighborhoods.
- Provide opportunities and resources for lifelong learning.

## **Strategy #4: Provide a variety of cultural and recreational opportunities, particularly before and after school.**

An important part of a vibrant community is the activities that citizens can engage in outside of work and school. These cultural and recreational activities make our community a fun place to live, and attractive to businesses. Activities that

# Vibrant Communities

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reflect the diverse needs of individuals and neighborhoods also break down cultural and economic barriers.

Cultural and recreational activities enrich the lives of members of our community and contribute to a community's sense of cultural and social diversity. For example, programs that fund and facilitate after-school arts education programs in schools use arts activities to teach tolerance, creative expression, and improve academic performance. Arts and culture programs for youth help provide a critical alternative to delinquent youth behavior.

In addition, research by the organization Fight Crime: Invest in Kids shows that children who regularly attend high-quality out-of-school programs are more likely to be engaged in school and less likely to participate in delinquent or high risk activities such as experimentation with alcohol, drugs and sex. The Seattle Police Chief is quoted in their 2000 report as having said, "It's a lot cheaper to pay now for after school programs, than to pay later to put kids in jail." Since peak hours for juveniles to engage in community disturbance crimes are from 3 to 6PM, after-school programs help to prevent crime, as well as teach skills and values. These after school programs (and also before school programs) respond to the need for quality childcare, highlighted in the Early Childhood Framework. Through out-of-school activities, children can develop social skills, improve their academic performance, and establish strong relationships with caring adults.

## **We are looking for program offers that:**

- Consistently and visibly support local programs that provide ongoing cultural and recreational opportunities for members of the county's communities.
- Provide a place and appropriate activities for school-age children during the critical after school hours.

## Vibrant Communities Priority: Indicators

I want to have clean, healthy neighborhoods with a vibrant sense of community.

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### 1. Environmental and Health Index

This measure is under development in collaboration with Portland State University and the City of Portland. No data are currently available, but are expected by December 2005.

### 2. Citizen Perception of Personal Involvement in Neighborhoods

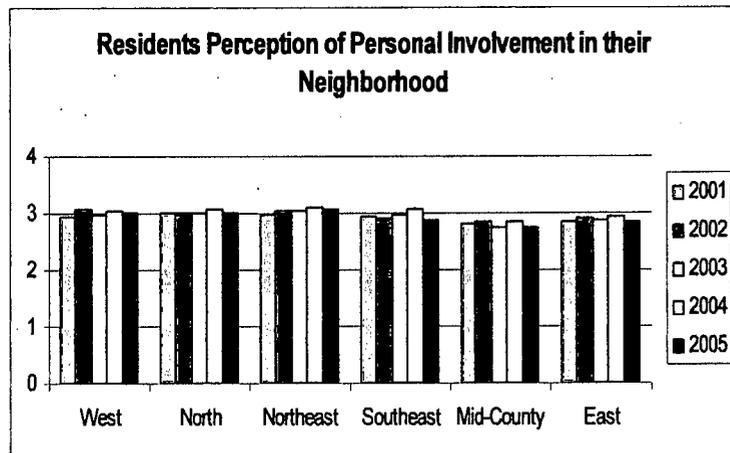
This chart shows data by area of the county taken from the Auditor's Office's annual Citizen Survey. It is an average of responses to these three questions:

1. Very few of my neighbors know me.
2. I can recognize most of the people who live on my block.
3. I regularly stop and talk with the people in my neighborhood.

Responses are reported on a scale of 1-4, with 4 showing the strongest level of agreement with the statement.

#### *Personal Involvement in Neighborhoods Index*

There was generally little variation between areas of the county for this index. Residents in Mid-county and East county identify as slightly less personally involved in their neighborhoods than other areas of the county. The score was down slightly in 2005 for each district.



Source: Multnomah County Auditor's Office Citizen Survey

## Vibrant Communities Priority: Indicators

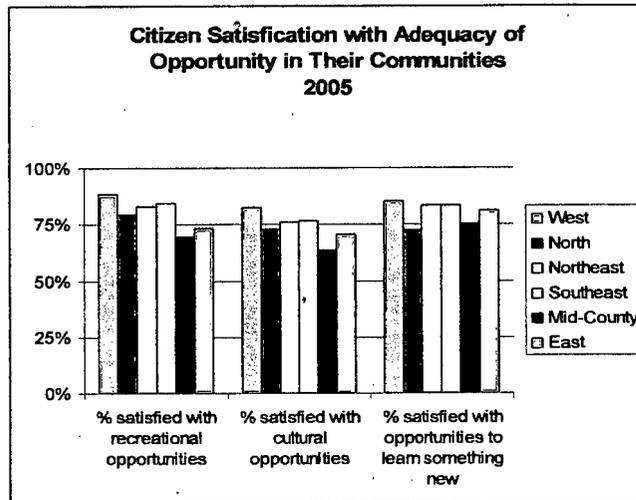
I want to have clean, healthy neighborhoods with a vibrant sense of community.

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### 3. Citizen Perception of Adequacy of Cultural, Recreational, and Lifelong Learning Opportunities

Beginning in 2005, the annual Citizen Survey asked residents to rate their satisfaction with cultural, recreational, and lifelong learning opportunities in their communities.

Respondents were highly satisfied with these opportunities. Generally, residents in West, Northeast, and Southeast noted the highest level of satisfaction on all three questions, with East county noticeably higher on learning opportunities. Residents in North and Mid-County expressed slightly lower levels of satisfaction.





# MULTNOMAH COUNTY AGENDA PLACEMENT REQUEST

**Board Clerk Use Only**

**Meeting Date:** 11/22/05  
**Agenda Item #:** E-1  
**Est. Start Time:** 11:45 AM  
**Date Submitted:** 11/14/05

**BUDGET MODIFICATION:** -

**Agenda Title:** **Executive Session Pursuant to ORS 192.660(2)(h)**

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

|                        |                                       |                        |                        |
|------------------------|---------------------------------------|------------------------|------------------------|
| <b>Date Requested:</b> | <u>November 22, 2005</u>              | <b>Time Requested:</b> | <u>15 mins</u>         |
| <b>Department:</b>     | <u>Non-Departmental</u>               | <b>Division:</b>       | <u>County Attorney</u> |
| <b>Contact(s):</b>     | <u>Agnes Sowle</u>                    |                        |                        |
| <b>Phone:</b>          | <u>503 988-3138</u>                   | <b>Ext.</b>            | <u>83138</u>           |
|                        |                                       | <b>I/O Address:</b>    | <u>503/500</u>         |
| <b>Presenter(s):</b>   | <u>Agnes Sowle and Invited Others</u> |                        |                        |

**General Information**

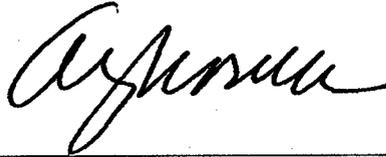
1. **What action are you requesting from the Board?**  
No Final Decision will be made in the Executive Session.
2. **Please provide sufficient background information for the Board and the public to understand this issue.**  
Only Representatives of the News Media and Designated Staff are allowed to 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.
3. **Explain the fiscal impact (current year and ongoing).**
4. **Explain any legal and/or policy issues involved.**  
ORS 192.660(2)(h).
5. **Explain any citizen and/or other government participation that has or will take place.**

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**Required Signatures**

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**Department/  
Agency Director:**



**Date:** 11/22/05

**Budget Analyst:**

**Date:**

**Department HR:**

**Date:**

**Countywide HR:**

**Date:**