

ANNOTATED MINUTES

**Tuesday, October 11, 1994 - 9:30 AM
Multnomah County Courthouse, Room 602
1021 SW Fourth, Portland**

BOARD BRIEFING

- B-1 Department of Community Corrections Supervision of Sex Offenders.
Presented by Tamara Holden and Michael Haines.**

**TAMARA HOLDEN, MICHAEL HAINES, MAGGIE
MILLER, TOM GRINNELL AND CARY HARKAWAY
PRESENTATION AND RESPONSE TO BOARD
QUESTIONS AND DISCUSSION.**

- B-2 Early Childhood Development/Ready to Learn Benchmark Plan, Parents as
Teachers Program. Presented by Multnomah Commission on Children and
Families, Pauline Anderson, Cornetta Smith, and Helen Richardson.**

**HELEN RICHARDSON AND CAROL WIRE
PRESENTATION AND RESPONSE TO BOARD
QUESTIONS.**

**Tuesday, October 11, 1994 - 1:30 PM
Multnomah County Courthouse, Room 602
1021 SW Fourth, Portland**

PLANNING ITEMS

**Chair Beverly Stein convened the meeting at 1:36 p.m., with Vice-Chair Tanya
Collier, Commissioners Sharron Kelley, Gary Hansen and Dan Saltzman present.**

- P-1 CS 6-94 Review the August 24, 1994 Hearings Officer Decision
APPROVING, Subject to Conditions, a Change in Zone Designation from
MUA-20 to MUA-20, C-S, (Multiple Use Agriculture-20, Community Service)
for a Group Care Facility in an Existing Dwelling, for Property Located at
3745 SE 317TH AVENUE, TROUTDALE**

**DECISION READ, NO APPEAL FILED, DECISION
STANDS.**

- P-2 C 10-94 First Reading of a Proposed ORDINANCE Amending the
Comprehensive Framework Plan Policies and Significant Environmental
Concern (SEC) Section of the Zoning Code to Protect Significant Wildlife
Habitat, Scenic Views and Streams in the West Hills and Howard Canyon**

PROPOSED ORDINANCE READ BY TITLE ONLY. COPIES AVAILABLE. COMMISSIONER SALTZMAN MOVED AND COMMISSIONER HANSEN SECONDED, APPROVAL OF FIRST READING. SCOTT PEMBLE PRESENTATION AND RESPONSE TO BOARD QUESTIONS. CHARLES CIECKO, DONNA MATRAZZO, JOHN SHERMAN, ARNOLD ROCHLIN AND THOMAS NASH TESTIMONY AND RECOMMENDATIONS CONCERNING VARIOUS AMENDMENTS TO PROPOSED ORDINANCE. JIM EMERSON TESTIMONY IN SUPPORT OF PROPOSED ORDINANCE. NANCY FICK, DONIS McARDLE AND JOSEPH KABDEBO TESTIMONY IN OPPOSITION TO PROPOSED ORDINANCE DUE TO ZONING LIMITATIONS FOR WEST HILLS PROPERTY OWNERS. CHAIR STEIN DIRECTED STAFF TO PROVIDE AREA MAPS AT FUTURE BOARD HEARINGS. AT THE SUGGESTION OF CHAIR STEIN AND UPON MOTION OF COMMISSIONER KELLEY, SECONDED BY COMMISSIONER SALTZMAN, IT WAS UNANIMOUSLY APPROVED THAT SECTION 11.15.6412(C) BE AMENDED FROM 10 TO 30 DAYS. UPON MOTION OF COMMISSIONER KELLEY, SECONDED BY COMMISSIONER COLLIER, IT WAS UNANIMOUSLY APPROVED THAT SECTION 11.15.6418 BE AMENDED TO ADD "LIGHTING, AND TIMING OF CONSTRUCTION AND RELATED ACTIVITIES." UPON MOTION OF COMMISSIONER KELLEY, SECONDED BY COMMISSIONER HANSEN, IT WAS UNANIMOUSLY APPROVED THAT SECTION 11.15.6422(C) BE AMENDED TO ADD "THIS SECTION IS ONLY APPLICABLE FOR WETLAND RESOURCES DESIGNATED 3-C". UPON MOTION OF COMMISSIONER KELLEY, SECONDED BY COMMISSIONER COLLIER, IT WAS UNANIMOUSLY APPROVED THAT SECTION 11.15.6428 BE AMENDED TO ADD "THIS SECTION IS ONLY APPLICABLE FOR STREAM RESOURCES DESIGNATED 3-C". UPON MOTION OF COMMISSIONER KELLEY, SECONDED BY COMMISSIONER COLLIER, IT WAS UNANIMOUSLY APPROVED THAT SECTION 11.15.6428(F)(1) BE AMENDED TO ADD "...MINIMUM WIDTH NECESSARY TO ALLOW PASSAGE OF PEAK WINTER FLOWS...". BOARD COMMENTS AND DISCUSSION. JOHN DuBAY, GORDON HOWARD AND SANDY MATHEWSON

COMMENTS AND RESPONSE TO ISSUES RAISED DURING PUBLIC TESTIMONY. MR. HOWARD AND MS. MATHEWSON RESPONSE TO BOARD QUESTIONS AND DISCUSSION. COMMISSIONER COLLIER MOVED AND COMMISSIONER SALTZMAN SECONDED, AN AMENDMENT TO PAGE 18, ADDING "AND SHALL BE CONSIDERED IN MAKING A DETERMINATION OF VISUAL SUBORDINATION INCLUDE:". BOARD COMMENTS. AMENDMENT UNANIMOUSLY APPROVED. MR. HOWARD AND MR. SHERMAN RESPONSE TO BOARD QUESTIONS CONCERNING FENCING. CHAIR DIRECTED STAFF TO PREPARE PROPOSED AMENDMENTS AND INFORMATION REGARDING FENCING; THE DEFINITION OF LOT OF RECORD; MINIMUM SETBACK; AND THE IF AVAILABLE FOR PURCHASE ISSUES. CHAIR STEIN DIRECTED MR. PEMBLE TO WORK WITH THE SOIL AND CONSERVATION SERVICE AND THE MULTNOMAH COUNTY SOIL AND WATER CONSERVATION DISTRICT AND TO PREPARE AN AGRICULTURE USES ACTION PLAN AND POSSIBLE FUNDING PACKAGE FOR BOARD BRIEFING WITHIN SIX WEEKS. FIRST READING UNANIMOUSLY APPROVED, AS AMENDED. SECOND READING SCHEDULED FOR TUESDAY, OCTOBER 18, 1994.

P-3 C 11-94 First Reading of a Proposed ORDINANCE Amending Comprehensive Framework Text Plan Policy 16 - B and MCC 11.15 Regarding the Regulation of Surface Mining and Nearby Surrounding Land Uses in Partial Fulfillment of Periodic Review Work Program Tasks Required to Bring Multnomah County's Land Use Program into Compliance with Statewide Planning Goal 5

PROPOSED ORDINANCE READ BY TITLE ONLY. COPIES AVAILABLE. COMMISSIONER HANSEN MOVED AND COMMISSIONER SALTZMAN SECONDED, APPROVAL OF FIRST READING. MR. PEMBLE PRESENTATION. CHARLES CIECKO, SKIP ANDERSON, ARNOLD ROCHLIN AND CHRIS FOSTER TESTIMONY AND RECOMMENDATIONS CONCERNING VARIOUS AMENDMENTS TO PROPOSED ORDINANCE. BOARD COMMENTS. GARY CLIFFORD RESPONSE TO ISSUES RAISED IN PUBLIC HEARING. STAFF DIRECTED TO PROVIDE SPECIFIC INFORMATION AND PREPARE PROPOSED AMENDMENTS PRIOR TO SECOND READING. MR. CLIFFORD RESPONSE TO BOARD QUESTIONS AND DISCUSSION. AT THE

REQUEST OF CHAIR STEIN AND UPON MOTION OF COMMISSIONER KELLEY, SECONDED BY COMMISSIONER SALTZMAN, IT WAS UNANIMOUSLY APPROVED THAT THE RECLAMATION PLAN BE AMENDED TO INCLUDE DOGAMI AND THE DEPARTMENT OF ENVIRONMENTAL QUALITY. MR. CLIFFORD RESPONSE TO BOARD DISCUSSION REGARDING EXEMPTIONS, HILLSIDE AND EROSION CONTROL MEASURES. COMMISSIONER KELLEY MOVED AND COMMISSIONER COLLIER SECONDED, APPROVAL OF PROTECTION CONCEPT IN FARM USE AND ZONES OTHER THAN FOREST. MR. CLIFFORD RESPONSE TO BOARD QUESTIONS. BOARD DISCUSSION. MOTION UNANIMOUSLY APPROVED, WITH STAFF DIRECTED TO PROVIDE SPECIFIC LANGUAGE PRIOR TO SECOND READING. STAFF DIRECTED TO DRAFT PROPOSED LANGUAGE CONCERNING QUARRY OPERATION IN RURAL RESIDENTIAL AND RURAL CENTER ZONED AREAS PRIOR TO SECOND READING. DISCUSSION REGARDING INVENTORY PROTECTION. PLANNING STAFF AND COUNTY COUNSEL DIRECTED TO RESPOND TO MR. CIECKO AND MR. ROCHLIN RECOMMENDED AMENDMENTS PRIOR TO SECOND READING. AT THE REQUEST OF CHAIR STEIN AND UPON MOTION OF COMMISSIONER KELLEY, SECONDED BY COMMISSIONER SALTZMAN, IT WAS UNANIMOUSLY APPROVED THAT PAGE 26 BE AMENDED TO INCLUDE "NOISE AND DUST SENSITIVE LAND USES". MR. FOSTER DISCUSSED THE PLANNING COMMISSION'S THOUGHTS REGARDING INVENTORY PROTECTION AND ESEE ANALYSIS. FIRST READING UNANIMOUSLY APPROVED, AS AMENDED. SECOND READING SCHEDULED FOR TUESDAY, OCTOBER 18, 1994.

There being no further business, the meeting was adjourned at 4:30 p.m.

**OFFICE OF THE BOARD CLERK
for MULTNOMAH COUNTY, OREGON**


Deborah L. Bogstad

Thursday, October 13, 1994 - 9:30 AM
Multnomah County Courthouse, Room 602
1021 SW Fourth, Portland

MERIT SYSTEM CIVIL SERVICE COUNCIL
APPEAL HEARING

Chair Beverly Stein convened the hearing at 9:32 a.m., with Vice-Chair Tanya Collier, Commissioners Sharron Kelley, Gary Hansen and Dan Saltzman present.

PH-1 Pursuant to Personnel Rule 23.04 and Multnomah County Code Chapter 3.20.430, the Board of Commissioners Will Conduct a Hearing on the Appeal of the August 22, 1994 Merit System Service Council Remand Decision Concerning Judith May. Upon Conclusion of the Hearing, the Board May Affirm the Council's Decision, Deny the Appeal, or Grant the Appeal But Frame a Different Remedy.

CITY ATTORNEY ANNA KANWIT, LEGAL COUNSEL FOR THE BOARD OF COMMISSIONERS, INTRODUCED COUNSEL AND ADVISED EACH SIDE HAS 20 MINUTES, WITH 10 MINUTES FOR BOARD DELIBERATIONS. COUNTY COUNSEL STEVE NEMIROW, REPRESENTING RESPONDENT MULTNOMAH COUNTY, PRESENTED TESTIMONY IN OPPOSITION TO THE BOARD AFFIRMING THE COUNCIL'S DECISION. ATTORNEY DON WILLNER, REPRESENTING APPELLANT JUDITH MAY, PRESENTED TESTIMONY IN SUPPORT OF THE BOARD AFFIRMING THE COUNCIL'S DECISION. MR. NEMINROW AND MR. WILLNER REBUTTAL TESTIMONY. MS. KANWIT EXPLANATION IN RESPONSE TO BOARD QUESTIONS REGARDING THE PARAMETERS FOR A FINDING OF BIAS AND THE DEFINITION OF SUBSTANTIAL EVIDENCE. COMMISSIONER SALTZMAN MOVED AND COMMISSIONER HANSEN SECONDED, TO AFFIRM THE COUNCIL DECISION. BOARD COMMENTS AND DISCUSSION. MS. KANWIT RESPONSE TO BOARD QUESTION CONCERNING RETROACTIVITY ISSUE. MR. NEMINROW AND MR. WILLNER RESPONSE TO BOARD QUESTION REGARDING EVIDENCE OF BIAS. BOARD COMMENTS. MS. KANWIT RESPONSE TO BOARD QUESTION REGARDING SUBSTANTIAL EVIDENCE. MOTION AFFIRMING COUNCIL DECISION UNANIMOUSLY APPROVED.

There being no further business, the hearing was adjourned at 10:31 a.m.

*Thursday, October 13, 1994 - 10:30 AM
(Or Immediately Following Appeal Hearing)*

*Multnomah County Courthouse, Room 602
1021 SW Fourth, Portland*

REGULAR MEETING

Chair Beverly Stein convened the meeting at 10:40 a.m., with Vice-Chair Tanya Collier, Commissioners Sharron Kelley, Gary Hansen and Dan Saltzman present.

CONSENT CALENDAR

**UPON MOTION OF COMMISSIONER KELLEY,
SECONDED BY COMMISSIONER HANSEN, THE
CONSENT CALENDAR (ITEMS C-1 THROUGH C-10)
WAS UNANIMOUSLY APPROVED.**

DEPARTMENT OF HEALTH

- C-1 *Ratification of Intergovernmental Agreement Contract 200825 Between the State of Oregon, Office of Medical Assistance Programs and Multnomah County, on Behalf of CareOregon, Providing CareOregon Direct Inquiry Only On Line Access to Oregon Health Plan Eligibility Data System to Confirm Client Eligibility, for the Period Upon Execution through June 30, 1999***

SHERIFF'S OFFICE

- C-2 *Ratification of Intergovernmental Agreement Contract 800515 Between Multnomah County and David Douglas School District, Wherein the Sheriff's Office Will Provide D.A.R.E. (Drug Abuse Resistance Education) Program Services in Eight Elementary Schools, for the Period September 12, 1994 through June 30, 1995***
- C-3 *Ratification of Intergovernmental Agreement Contract 800525 Between Multnomah County and Reynolds School District, Wherein the Sheriff's Office Will Provide D.A.R.E. (Drug Abuse Resistance Education) Program Services in Eight Elementary Schools, for the Period September 12, 1994 through June 30, 1995***
- C-4 *Ratification of Intergovernmental Agreement Contract 800535 Between Multnomah County and Orient School District, Wherein the Sheriff's Office Will Provide D.A.R.E. (Drug Abuse Resistance Education) Program Services in One Elementary School, for the Period September 12, 1994 through June 30, 1995***
- C-5 *Ratification of Intergovernmental Agreement Contract 800545 Between***

Multnomah County and Parkrose School District, Wherein the Sheriff's Office Will Provide D.A.R.E. (Drug Abuse Resistance Education) Program Services in Four Elementary Schools, for the Period September 12, 1994 through June 30, 1995

- C-6 *Ratification of Intergovernmental Agreement Contract 800555 Between Multnomah County and Corbett School District, Wherein the Sheriff's Office Will Provide D.A.R.E. (Drug Abuse Resistance Education) Program Services in Two Elementary Schools, for the Period September 12, 1994 through June 30, 1995*
- C-7 *Ratification of Intergovernmental Agreement Contract 800565 Between Multnomah County and Riverdale School District, Wherein the Sheriff's Office Will Provide D.A.R.E. (Drug Abuse Resistance Education) Program Services in One Elementary School, for the Period September 12, 1994 through June 30, 1995*
- C-8 *Ratification of Intergovernmental Agreement Contract 800575 Between the Oregon State Marine Board and Multnomah County, Providing Marine Board Funding for the Sheriff's Office River Patrol to Conduct Marine Law Enforcement Activities for the Period July 1, 1994 through June 30, 1995*

DEPARTMENT OF COMMUNITY CORRECTIONS

- C-9 *Ratification of Amendment 1 to Intergovernmental Agreement Contract 900374 Between the State of Oregon Department of Corrections and Multnomah County, Transferring the Responsibility of Subsidy Payments to the County, Including Transfer of the Related Funds, for the Period July 1, 1993 through June 30, 1995*
- C-10 *Budget Modification DCC 2, Requesting Authorization to Appropriate Revenue from the State of Oregon Department of Corrections to the DCC Program Development Budget, for the Purpose of Providing Financial Support to Inmates for Release Needs Which May Exceed the Funds They Have Accumulated*

REGULAR AGENDA

NON-DEPARTMENTAL

- R-1 *Presentation of "Director's Award" from Oregon Emergency Management Department of State Police, in Recognition of the Participation and Contribution of Multnomah County for Establishment and Support of the Regional Emergency Management Group*

**PENNY MALMQUIST PRESENTATION AND
SUBMITTAL OF PLAQUE AND CERTIFICATE.**

COMMUNITY AND FAMILY SERVICES DIVISION

- R-2** *PUBLIC HEARING to Consider Recommendations of the Technical Review Committee for the Multnomah County Affordable Housing Development Program and BOARD DECISIONS Regarding the Transfer of Tax Foreclosed Property at the Request of the Following Non-Profit Housing Agencies: Habitat for Humanity, Human Solutions, Inc., Christian Women Against Crime, HOST Development, Inc., Rose CDC, Portsmouth Project, Housing Our Families, Sabin CDC, Hacienda CDC and Miracle Revivals, Inc.*

COMMISSIONER KELLEY MOVED AND COMMISSIONER SALTZMAN SECONDED, APPROVAL OF TECHNICAL REVIEW COMMITTEE RECOMMENDATIONS. H.C. TUPPER EXPLANATION. ROBERT HARDIES, DORIS SCOTT, NICK SAUVIE, VINCE CHIOTTI, GRETCHEN DURSCH, CHRIS PIERCE, MARINA VELASQUEZ (VIA INTERPRETER MARIA ORONA) AND LORA CRESWICK TESTIMONY IN SUPPORT OF TRANSFERS. MS. CRESWICK RESPONSE TO BOARD QUESTIONS CONCERNING PORTSMOUTH PROJECT. MR. TUPPER RESPONSE TO BOARD QUESTIONS. CHAIR STEIN ACKNOWLEDGED CONCERNS OF HACIENDA CDC AND ADVISED SHE WILL INITIATE A REVISIT OF THE CHAS GOALS. MOTION UNANIMOUSLY APPROVED. [ORDER 94-195]

DEPARTMENT OF COMMUNITY CORRECTIONS

- R-3** *Request for Approval of a Notice of Intent to Apply for a Cooperative Demonstration Program (Correctional Education) Grant from the U.S. Department of Education, to Provide Vocational Training, Placement Assistance, and Job Retention Services for Community Corrections Clients at the Donald H. Londer Center for Learning*

COMMISSIONER KELLEY MOVED AND COMMISSIONER HANSEN SECONDED, APPROVAL OF R-3. CARY HARKAWAY EXPLANATION. NOTICE OF INTENT UNANIMOUSLY APPROVED.

DEPARTMENT OF ENVIRONMENTAL SERVICES

- R-4** *RESOLUTION in the Matter of Relinquishing Responsibility for the Multnomah County Fair to the Friends of the Multnomah County Fair*

COMMISSIONER COLLIER MOVED AND COMMISSIONER HANSEN SECONDED, APPROVAL OF R-4. BETSY WILLIAMS EXPLANATION. RICK PAUL

TESTIMONY. MS. WILLIAMS AND BOARD RESPONSE TO ISSUES RAISED BY MR. PAUL. BOARD COMMENTS. RESOLUTION 94-196 UNANIMOUSLY APPROVED.

NON-DEPARTMENTAL

R-5 ORDER in the Matter of Property Tax Forgiveness for Real Property Donated to the City of Portland for Park Purposes

COMMISSIONER HANSEN MOVED AND COMMISSIONER SALTZMAN SECONDED, APPROVAL OF R-5. SUSAN HATHAWAY-MARXER EXPLANATION AND RESPONSE TO BOARD QUESTIONS. ORDER 94-197 UNANIMOUSLY APPROVED.

R-6 RESOLUTION in the Matter of Adjusting Salaries for the County Chair and Commissioners to Amounts Less Than Recommendations of the 1994 Salary Commission

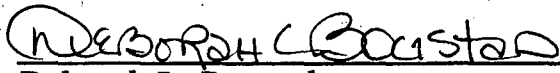
COMMISSIONER SALTZMAN MOVED AND COMMISSIONER COLLIER SECONDED, APPROVAL OF R-6. DAVE WARREN EXPLANATION. BOARD COMMENTS. RESOLUTION 94-198 UNANIMOUSLY APPROVED.

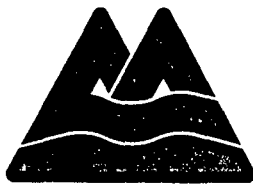
PUBLIC COMMENT

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

There being no further business, the meeting was adjourned at 11:47 a.m.

**OFFICE OF THE BOARD CLERK
for MULTNOMAH COUNTY, OREGON**


Deborah L. Bogstad



MULTNOMAH COUNTY OREGON

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

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

AGENDA

MEETINGS OF THE MULTNOMAH COUNTY BOARD OF COMMISSIONERS

FOR THE WEEK OF

OCTOBER 10, 1994 - OCTOBER 14, 1994

Tuesday, October 11, 1994 - 9:30 AM - Board Briefings Page 2

Tuesday, October 11, 1994 - 1:30 PM - Planning Items Page 2

Thursday, October 13, 1994 - 9:30 AM - Appeal Hearing Page 3

Thursday, October 13, 1994 - 10:30 AM - Regular Meeting Page 3
(Or Immediately Following Appeal Hearing)

FUTURE MEETING CHANGES/CANCELLATIONS

Tuesday, 11/15/94 - Cancelled/AOC Conference

Thursday, 11/17/94 - Cancelled/AOC Conference

Tuesday, 11/22/94 - 9:30 AM Regular Meeting Scheduled

Thursday, 11/24/94 - Cancelled/Holiday

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

Thursday, 6:00 PM, Channel 30

Friday, 10:00 PM, Channel 30

Saturday, 12:30 PM, Channel 30

Sunday, 1:00 PM, Channel 30

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

Tuesday, October 11, 1994 - 9:30 AM

*Multnomah County Courthouse, Room 602
1021 SW Fourth, Portland*

BOARD BRIEFING

- B-1 Department of Community Corrections Supervision of Sex Offenders. Presented by Tamara Holden and Michael Haines. (1 HOUR REQUESTED.)*
- B-2 Early Childhood Development/Ready to Learn Benchmark Plan, Parents as Teachers Program. Presented by Multnomah Commission on Children and Families, Pauline Anderson, Cornetta Smith, and Helen Richardson. (15 MINUTES REQUESTED.)*
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Tuesday, October 11, 1994 - 1:30 PM

*Multnomah County Courthouse, Room 602
1021 SW Fourth, Portland*

PLANNING ITEMS

- P-1 CS 6-94 Review the August 24, 1994 Hearings Officer Decision APPROVING, Subject to Conditions, a Change in Zone Designation from MUA-20 to MUA-20, C-S, (Multiple Use Agriculture-20, Community Service) for a Group Care Facility in an Existing Dwelling, for Property Located at 3745 SE 317TH AVENUE, TROUTDALE*
- P-2 C 10-94 First Reading of a Proposed ORDINANCE Amending the Comprehensive Framework Plan Policies and Significant Environmental Concern (SEC) Section of the Zoning Code to Protect Significant Wildlife Habitat, Scenic Views and Streams in the West Hills and Howard Canyon Areas, in Fulfillment of Periodic Review Remand Order Requirements*
- P-3 C 11-94 First Reading of a Proposed ORDINANCE Amending Comprehensive Framework Text Plan Policy 16 - B and MCC 11.15 Regarding the Regulation of Surface Mining and Nearby Surrounding Land Uses in Partial Fulfillment of Periodic Review Work Program Tasks Required to Bring Multnomah County's Land Use Program into Compliance with Statewide Planning Goal 5*
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Thursday, October 13, 1994 - 9:30 AM

Multnomah County Courthouse, Room 602
1021 SW Fourth, Portland

MERIT SYSTEM CIVIL SERVICE COUNCIL
APPEAL HEARING

- PH-1 Pursuant to Personnel Rule 23.04 and Multnomah County Code Chapter 3.20.430, the Board of Commissioners Will Conduct a Hearing on the Appeal of the August 22, 1994 Merit System Service Council Remand Decision Concerning Judith May. Upon Conclusion of the Hearing, the Board May Affirm the Council's Decision, Deny the Appeal, or Grant the Appeal But Frame a Different Remedy. (1 HOUR REQUESTED.)
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Thursday, October 13, 1994 - 10:30 AM
(Or Immediately Following Appeal Hearing)

Multnomah County Courthouse, Room 602
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REGULAR MEETING

CONSENT CALENDAR

DEPARTMENT OF HEALTH

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DEPARTMENT OF COMMUNITY CORRECTIONS

- C-9 *Ratification of Amendment 1 to Intergovernmental Agreement Contract 900374 Between the State of Oregon Department of Corrections and Multnomah County, Transferring the Responsibility of Subsidy Payments to the County, Including Transfer of the Related Funds, for the Period July 1, 1993 through June 30, 1995*
- C-10 *Budget Modification DCC 2, Requesting Authorization to Appropriate Revenue from the State of Oregon Department of Corrections to the DCC Program Development Budget, for the Purpose of Providing Financial Support to Inmates for Release Needs Which May Exceed the Funds They Have Accumulated*

REGULAR AGENDA

NON-DEPARTMENTAL

- R-1 *Presentation of "Director's Award" from Oregon Emergency Management*

Department of State Police, in Recognition of the Participation and Contribution of Multnomah County for Establishment and Support of the Regional Emergency Management Group

COMMUNITY AND FAMILY SERVICES DIVISION

- R-2 *PUBLIC HEARING to Consider Recommendations of the Technical Review Committee for the Multnomah County Affordable Housing Development Program and BOARD DECISIONS Regarding the Transfer of Tax Foreclosed Property at the Request of the Following Non-Profit Housing Agencies: Habitat for Humanity, Human Solutions, Inc., Christian Women Against Crime, HOST Development, Inc., Rose CDC, Portsmouth Project, Housing Our Families, Sabin CDC, Hacienda CDC and Miracle Revivals, Inc. (30 MINUTES REQUESTED.)*

DEPARTMENT OF COMMUNITY CORRECTIONS

- R-3 *Request for Approval of a Notice of Intent to Apply for a Cooperative Demonstration Program (Correctional Education) Grant from the U.S. Department of Education, to Provide Vocational Training, Placement Assistance, and Job Retention Services for Community Corrections Clients at the Donald H. Londer Center for Learning*

DEPARTMENT OF ENVIRONMENTAL SERVICES

- R-4 *RESOLUTION in the Matter of Relinquishing Responsibility for the Multnomah County Fair to the Friends of the Multnomah County Fair*

NON-DEPARTMENTAL

- R-5 *ORDER in the Matter of Property Tax Forgiveness for Real Property Donated to the City of Portland for Park Purposes*
- R-6 *RESOLUTION in the Matter of Adjusting Salaries for the County Chair and Commissioners to Amounts Less Than Recommendations of the 1994 Salary Commission*

PUBLIC COMMENT

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

TANYA COLLIER
Multnomah County Commissioner
District 3



1120 SW Fifth St, Suite 1500
Portland, OR 97204
(503) 248-5217

M E M O R A N D U M

TO: Chair, Beverly Stein
Commissioner Gary Hansen
Commissioner Sharron Kelley
Commissioner Dan Saltzman

FROM: Commissioner Tanya Collier

DATE: October 3, 1994

SUBJECT: Absence from Board Briefing

Due to a previously scheduled event, I will be unable to attend the Board Briefing on October 11, 1994. I will be present for the afternoon Planning Meeting

BOARD OF
COUNTY COMMISSIONERS
1994 OCT -3 PM 1:49
MULTNOMAH COUNTY
OREGON

Agenda No.: B-1

AGENDA PLACEMENT FORM



DAN SALTZMAN, Multnomah County Commissioner, District One

1120 S.W. Fifth Avenue, Suite 1500 • Portland, Oregon 97204 • (503) 248-5220 • FAX (503) 248-5440

M E M O R A N D U M

TO: Board of County Commissioners

FROM: Dan Saltzman

DATE: October 6, 1994

SUBJECT: October 11 BCC Briefing on Sex Offender Supervision

As the person who requested the October 11, 1994 briefing by the Department of Community Corrections, I wanted to put in memo form the information I am looking for. My interest is in the Department of Community Corrections' efforts to comply with the 1993 state law on sex offender notification, as well as some related subjects.

I am requested that the briefing cover the following areas:

- **Public notification regarding sex offenders in the community** - What process do we have in place to respond to the state law? How is it different than what we did before? How many sex offenders are presently under our supervision? How many of those sex offenders meet the "predatory" criteria set forth in the new law? What are the actual numbers/types of notifications we have made since the law took effect? What change does that represent?

Please provide for the Board samples of actual notification materials and a list of all schools and neighborhood groups that have been notified per the new law, and whether notification materials were posted at these locations.

- **Boy Scouts/DCC volunteer screening pilot project** - Provide a background and update on the joint project between the Boy Scouts and the DCC to use computer data bases to screen potential scout volunteers to find out if they are convicted sex offenders under state or local supervision. (Michael Haines is working on this project.)
- **Status of sex offender caseload** - Having decided not to concentrate our sex offender caseload into a single unit, what are our plans for managing sex offenders?

Have we, or do we plan to make any changes? When do we hire a new PO from drug testing fee revenues to monitor predatory sex offenders?

As you know, I believe sex offender supervision and community notification are among the most important challenges facing the DCC, and is of great interest to both the Board and the public. Hopefully, this will give us a clear idea of where we are and engender discussion of where we need to go.

**BOARD BRIEFING:
SUPERVISION OF SEX OFFENDERS IN MULTNOMAH COUNTY
DEPARTMENT OF COMMUNITY CORRECTIONS**

1. Volunteer Screening Project

Commissioner Saltzman asked our department to look into the possibility of using our access to the automated Offender Profile System to assist the local chapter of the Boy Scouts in screening their volunteers. District Manager Michael Haines conferred with the Oregon Department of Corrections and County Counsel in developing a process that meets the needs of the Boy Scouts while assuring that confidential information is protected. A designated representative of the Boy Scouts has been issued a password that allows him to view "Screen 40 - Offender Public Information" in order to determine if potential volunteers have criminal histories which would impact their suitability to serve the Boy Scouts. Screen 40 provides a summary of the offender's involvement with probation and parole, including the charges of conviction. The first 30 screenings have been completed.

2. Sex Offender Notification

Because of the risk that sex offenders present and the need to monitor their behavior, the Legislature enacted statutes in recent years that require them to register their addresses with State Police and to provide blood samples for DNA typing. The 1993 notification statute recognizes that an informed community is better able to reduce its exposure to the risks posed by sex offenders. The statute also enables the community to assist community corrections agencies in monitoring these offenders. 1993 Oregon Laws, Chapter 807, defines a predatory sex offender as a person who exhibits a tendency to victimize or injure others and has been convicted of a listed sex crime. The statute permits community corrections departments to notify "anyone whom the agency determines is appropriate that the person is a predatory sex offender." The statute gives the agency discretion to decide who and how to notify. A copy of the legislation is attached. We have also attached a copy of our Sex Offender Notification Policy, which was written to comply with the statute and with the relevant Oregon Department of Corrections Administrative Rule.

Our Probation and Parole Officers supervising sex offenders use a variety of notification strategies. Most commonly, family members, neighbors, and schools are notified verbally. In addition, we provide global notification to the police, school police, and the Children's Services Division. The decision to notify is based on consideration of an offender's risk factors (assessed by the Sex Offender Assessment), participation and progress in treatment, overall compliance with the conditions of supervision, and whether notification would interfere with treatment and rehabilitation. At present, there are 931 sex offenders under supervision in the county. The department has engaged in community notification in 167 cases. Notification flyers have been distributed in 7 cases. Samples are attached.

3. Profile of Sex Offenders

The data that follows is taken from *Adult Sex Offenders in Oregon: Trends and Characteristics* (1994) prepared by Law & Policy Associates for the Oregon Criminal Justice Council using the 1991-92 sentencing guidelines database.

| | |
|---------------|---|
| RACE | Although minority offenders accounted for 26% of all felony convictions, only 18% of felony sex offense convictions involved minority offenders. |
| AGE | Felony sex offenders tend to be older than other offenders. |
| EMPLOYMENT | Sex offenders are more likely than other offenders to be employed. |
| FAMILY STATUS | Sex offenders are more likely to be married and reside with their family than other offenders. |
| VICTIMIZATION | Only 7% of the victims of sex offenders were strangers. 40% were family members. 24% were well-known (not family). 29% were acquaintances. |
| DRUG ABUSE | Sex offenders are less likely than other offenders to abuse drugs. |

4. Supervision

The department's supervision of sex offenders is primarily the responsibility of 12 officers with specialized caseloads. Their efforts are enhanced by their participation in the Statewide Sex Offender Supervision Network and our local Sex Offender Committee.

| | |
|------------|---|
| ASSESSMENT | The department contracts for sex offender evaluations with a local therapist. These evaluations supplement the presentence investigations that we prepare for the Courts to assist in formulating appropriate dispositions and conditions of supervision. Supervision begins with a specialized sex offender risk assessment using a validated instrument designed by community corrections and treatment personnel. This instrument is considered essential because sex offenders generally appear to be relatively well adjusted in the community compared to other offenders in terms of their scores on the standard risk assessment instrument. They are less likely to have drug problems. They are more likely to be employed, to live with their families, and to have a minimal criminal history. Compared to our standard risk assessment |
|------------|---|

instrument, the sex offender instrument does a better job of identifying risk factors related to relapse and recidivism. A copy of the sex offender risk assessment instrument is attached to our Sex Offender Notification Policy.

TREATMENT

Most sex offenders are engaged in treatment. The department contracts for treatment with a local therapist, but that program is only able to serve about 60 offenders per year. Our officers work with a number of other therapists, in addition to our contractor. Fee structures vary with the intensity and comprehensiveness of the program. In general, we would prefer to engage offenders in comprehensive, cognitive-behaviorally based programs, but that is not always possible. Our officers work very closely with therapists, guided by protocols for cooperative case management developed by the Statewide Sex Offender Supervision Network and our local Sex Offender Committee. Summaries of recent research on the effectiveness of sex offender treatment are attached.

SURVEILLANCE

Penile plethysmograph and polygraph examinations are used to help monitor offender behavior and progress in treatment. In addition, consistent with the notification statute, officers speak with family members, neighborhood associations, schools, public safety and social service agencies to help them identify and report prohibited or relapse behaviors. Officers use the sex offender Risk assessment instrument to help determine the level of supervision in these cases and whether community notification is appropriate. Sex offender supervision and surveillance are enhanced by statutes requiring us to register sex offenders on the Law Enforcement Data System at intake and to update that information with each change of address.

5. Hiring an Additional Sex Offender Specialist

The department is proceeding with the hiring process for Probation and Parole Officers. We currently have 25 vacancies. Our most recent round of testing and interviews resulted in 8 hires (pending psychological and physical exams) and an additional 8 undergoing background investigation. A new list of candidates is now being developed. We anticipate being at full strength by January 1995, though a specialist for supervision of predatory sex offenders within the Intensive Case Management Unit will be assigned as soon as we are able to stabilize workloads in our District Offices. Information Services Division will present a plan for monitoring and segregating UA fee collections to our department on October 18. Those revenues will help support the additional sex offender specialist.

EFFECTIVE ON 11-3-93

67th OREGON LEGISLATIVE ASSEMBLY--1993 Regular Session

Enrolled
House Bill 2759

Introduced and printed pursuant to House Rule 13.01

CHAPTER 807

AN ACT

Relating to release of offenders.

Be It Enacted by the People of the State of Oregon:

SECTION 1. (1) For purposes of sections 1 to 3 of this Act, a person is a predatory sex offender if the person exhibits characteristics showing a tendency to victimize or injure others and has been convicted of a sex crime listed in ORS 181.517 (1) to (4) or of attempting to commit one of those crimes.

(2) In determining whether a person is a predatory sex offender, an agency may use a sex offender risk assessment scale approved by the Department of Corrections.

SECTION 2. (1) If the State Board of Parole and Post-Prison Supervision for a person on parole or post-prison supervision or the Department of Corrections or a community corrections agency for a person on probation makes a determination that the person under its supervision is a predatory sex offender, the agency supervising the person shall notify anyone whom the agency determines is appropriate that the person is a predatory sex offender.

(2) In making a determination under subsection (1) of this section, the agency shall consider notifying:

- (a) The person's family;
- (b) The person's sponsor;
- (c) Residential neighbors and churches, community parks, schools, convenience stores, businesses and other places that children or other potential victims may frequent; and
- (d) Any prior victim of the offender.

(3) When an agency determines that notification is necessary, the agency may use any method of communication that the agency determines is appropriate. The notification may include, but is not limited to, distribution of the following information:

- (a) The person's name and address;
- (b) A physical description of the person including, but not limited to, the person's age, height, weight and eye and hair color;
- (c) The type of vehicle that the person is known to drive;
- (d) Any conditions or restrictions upon the person's probation, parole, post-prison supervision or conditional release;
- (e) A description of the person's primary and secondary targets;
- (f) A description of the person's method of offense;
- (g) A current photograph of the person; and
- (h) The name or telephone number of the person's parole and probation officer.

SECTION 3. (1) Unless the agency determines that release of the information would substantially interfere with the treatment or rehabilitation of the supervised person, an agency that supervises a predatory sex offender shall make any information regarding the

person that the agency determines is appropriate, including, but not limited to, the information listed in section 2 (3) of this Act, available to any other person upon request.

(2) Notwithstanding subsection (1) of this section, the agency shall make the information listed in section 2 (3) of this Act, or any other information regarding the supervised person that the agency determines is appropriate, available to any other person upon request if the person under supervision:

(a) Is a predatory sex offender; and

(b) Is neglecting to take treatment or participate in rehabilitation.

SECTION 4. The Department of Corrections and any other agency responsible for supervising persons described in this Act shall report to the Sixty-eighth Legislative Assembly concerning any public notifications made pursuant to this Act.

SECTION 5. (1) For the purposes of this section:

(a) "Medical treatment program" means a treatment program based on a successful medical model that has been proven to reduce recidivism, and that may include treatment by prescribed medication when recommended by a qualified psychiatrist or physician, psychological treatment, or both. Any treatment administered under a medical treatment program must be within the range of treatments generally recognized as acceptable within the medical community.

(b) "Program participant" means a person sentenced for a term of imprisonment based on conviction of a sex crime or a felony attempt to commit a sex crime, or a person who is eligible for parole or post-prison supervision after a term of imprisonment based on conviction of a sex crime or a felony attempt to commit a sex crime, who agrees to participate in a medical treatment program after having been evaluated to be a suitable candidate and who has been provided with adequate information to give informed consent to participation.

(c) "Sex crime" means rape in any degree, sodomy in any degree, unlawful sexual penetration in any degree and sexual abuse in the first or second degree.

(2) The Department of Corrections shall establish a medical treatment program for persons convicted of a sex crime or a felony attempt to commit a sex crime. Any person sentenced for a sex crime or a felony attempt to commit a sex crime may be evaluated to determine if available medical or psychological treatment would be likely to reduce the biological, emotional or psychological impulses that were the probable cause of the person's criminal conduct. If the evaluation determines that the person is a suitable candidate, the department shall offer to allow the person to participate in the medical treatment program. The person must agree to become a program participant.

(3) The State Board of Parole and Post-Prison Supervision shall offer as a condition of parole or post-prison supervision to persons convicted of a sex crime or a felony attempt to commit a sex crime the opportunity to participate in a medical treatment program established by the Department of Corrections under this section. Any person eligible for release for a sex crime or felony attempt to commit a sex crime may be evaluated to determine if available medical or psychological treatment would be likely to reduce the biological, emotional or psychological impulses that were the probable cause of the person's criminal conduct. If the evaluation determines that the person is a suitable candidate, the board shall offer to allow the person to participate in the medical treatment program. The person must agree to become a program participant.

(4) The Department of Corrections shall adopt rules prescribing the procedures and guidelines for implementing the medical treatment programs required under the provisions of this section.

(5) The Department of Corrections shall report to the Sixty-eighth and Sixty-ninth Legislative Assemblies on the success of the medical treatment programs required under the provisions of this section, including a report on recidivism rates of program participants.

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| Multnomah County, Oregon Department of Community Corrections Policy and Procedure | Sex Offender Notification Policy 236 |
|---|--|

Approved: M. Tamara Golden Date: 4/11/94

I. PURPOSE

To establish guidelines and procedures for consistently assessing and identifying predatory sex offenders under community supervision in order to make appropriate public notification concerning the presence of these individuals in the community.

II. CROSS REFERENCE

III. POLICY

It is the policy of Multnomah County Department of Community Corrections to identify offenders convicted of predatory sex offenses who present a risk to the public and therefore will have their residential neighbors notified of their crime.

IV. RATIONALE

1993 OR laws, Chapter 807, Section 1 to 5

V. DEFINITIONS

Sex Offender: A person Convicted of Rape, Sodomy, Sex Abuse or Unlawful Sexual Penetration With a Foreign Object, in any degree, or an attempt to commit any of the foregoing offenses.

Predatory Sex Offender: A sex offender who has been convicted of any of the above offenses, and who has demonstrated a propensity or tendency toward victimizing or injuring others, and who scores high on the sex offender assessment tool or scores three of the six items on the tool identified by the asterisk.

Sex Offender Assessment: The Oregon Department of Corrections Sex Offender Assessment Tool (Exhibit C).

Supervising Officer: The Multnomah County Department of Community Corrections employee (parole/probation officer) who is supervising the case, and who is responsible for notification and for reporting to the adjudicating authority whether or not the offender is complying with conditions.

VI. PROCEDURE

- A. All sex offenders convicted of Rape, Sodomy, Sex Abuse I and II or Sexual Penetration With a Foreign Object or any attempt at these crimes will be assessed using the Sex Offender Assessment Tool.
- B. Any offender who scores a minimum of three of the six asterisked (*) items or who scores high on the sex offender assessment tool will be considered for notification.
- C. In determining notification, the supervising officer will consider the following areas:
 - 1. Whether the offender is neglecting to take treatment or participate in rehabilitation;
 - 2. The offender's progress in treatment and the therapist's recommendation on notification;
 - 3. The offender's overall compliance with conditions of supervision;
 - 4. Whether notification would substantially interfere with treatment or rehabilitation.
- D. When notification is indicated, the supervising officer will formulate a notification plan on the Sex Offender Community Notification Plan Form (Exhibit B). In formulating this plan, the supervising officer shall consider notifying any or all of the following:
 - 1. The offender's family and/or individuals residing with the offender;
 - 2. Facilities in which the offender lives, works and/or frequents;
 - 3. Residential neighbors and churches, community parks, schools, convenience stores, businesses and other places children or potential victims may frequent; and
 - 4. Any prior victim of the offender.

- E. Following the development of the plan for notification, the supervising officer will obtain approval for the plan implementation from the supervisor.
- F. The notification will then be carried out by any means considered appropriate and necessary. Such notification may include, but is not limited to, the following:
 - 1. Personal contact by a Department of Community Corrections representative;
 - 2. Contact by telephone;
 - 3. Distribution of fliers;
 - 4. Mailings;
 - 5. Contact with community based organizations.
- G. The notification may include all or any part of the following information:
 - 1. Name and address of offender.
 - 2. Complete physical description.
 - 3. Type of vehicle(s) the offender is known to drive.
 - 4. Any conditions or restrictions included in the probation, parole, post-prison supervision or other conditional release requirements.
 - 5. A description of the offender's method of operation and victim profile.
 - 6. Most current, available photograph of the offender and vehicle(s) the offender is known to utilize.
- H. The supervising officer will ensure the notification includes the Department's phone number, through which interested parties may make contact with the appropriate Department representatives.
- I. Sex Offender Risk Assessment will be prepared on all sex offenders

within 30 working days of their assignment to the Department.

- J. The notification plan will be completed no later than 30 calendar days following preparation of the risk assessment tool, unless extenuating circumstances exist.
- K. Supervising officers will follow the Board of Parole and Post Prison Supervision policies for notification of parolees and post prison supervision offenders.

COMMUNITY ALERT

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|--|--|
| | |
|--|--|

NAME: _____

ADDRESS: _____

PHYSICAL DESCRIPTION: _____

RESTRICTIONS/CONDITIONS: _____

TARGET POPULATION: _____

METHOD OF OFFENDING: _____

KNOWN VEHICLES: _____

PROBATION/PAROLE OFFICER: _____

DAY PHONE: _____ **EMERGENCY NUMBER:** _____

MULTNOMAH COUNTY COMMUNITY CORRECTIONS



MULTNOMAH COUNTY
DEPARTMENT OF COMMUNITY CORRECTIONS

COMMUNITY NOTIFICATION PLAN

Date: _____ Offense: _____

Offender Name: _____ S.O. Risk Score: _____

Address: _____

Reasons for Notification: *(Briefly describe criminal history, risk score, victims, etc.)*

Current Living, Employment, and Other Setting Information: *(churches, clubs, etc.)*

Notification Plan: *(who, how, when)* _____

Notification To Be Completed By Date: _____

PAROLE/PROBATION OFFICER

SUPERVISOR

SEX OFFENDER ASSESSMENT TOOL

CLIENT: _____ SID: _____

Negative Scale (increases risk)

- | | | | |
|-----|---|-----|-----|
| 1. | History of sexual crimes | -10 | ___ |
| 2. | *History of sex offense convictions | -10 | ___ |
| 3. | *Stranger to victim | -10 | ___ |
| 4. | *Multiple victims | -10 | ___ |
| 5. | *Use of weapons, threats, or coercion | -10 | ___ |
| 6. | Victim particularly vulnerable | -10 | ___ |
| 7. | *Predatory behavior | -10 | ___ |
| 8. | Not in "treatment" | -10 | ___ |
| 9. | Shows no empathy for victim(s) | -10 | ___ |
| 10. | Not progressing in treatment | -10 | ___ |
| 11. | New crime during supervision | -10 | ___ |
| 12. | Technical violation related to sexual assault cycle | -10 | ___ |
| 13. | Multiple paraphilia | -10 | ___ |
| 14. | Impulsive or compulsive behavior | -10 | ___ |
| 15. | Primary sexual preference is children | -10 | ___ |
| 16. | Community instability | -10 | ___ |
| 17. | *Prior non-sexual criminal history | -10 | ___ |
| 18. | Substance abuse involved in sexual offending behavior | -10 | ___ |
| 19. | Substance abuse problems | - 5 | ___ |
| 20. | Anger problems | - 5 | ___ |
| 21. | Technical violation during supervision | - 5 | ___ |
| 22. | Use of sexually arousing materials | - 5 | ___ |
| 23. | Mental status inhibits responsible functioning | - 5 | ___ |
| 24. | No support system or support system tolerates/supports denial | - 5 | ___ |
| | Subtotal | | ___ |

Positive Scale (reduces risk)

- | | | | |
|-----|--|-----|-----|
| 1. | Takes full responsibility for offending behavior | +10 | ___ |
| 2. | Clear identification and understanding of sexual assault cycle | +10 | ___ |
| 3. | Passes disclosure polygraph | +10 | ___ |
| 4. | Clarification to victims completed | +10 | ___ |
| 5. | Successful completion of approved treatment program | +10 | ___ |
| 6. | Passed compliance (maintenance) polygraph | +10 | ___ |
| 7. | Completed substance abuse treatment and maintains abstinence | +10 | ___ |
| 8. | Demonstrated understanding of thinking errors | + 5 | ___ |
| 9. | Support system reinforces compliance and treatment | + 5 | ___ |
| 10. | Special conditions compliance | + 5 | ___ |

High = -210 to -50

Medium = -45 to 0

Low = +5 to +85

Subtotal ___

TOTAL ___

Automatic Override Characteristics

(Will be supervised as high if any of these are factors)

Check if applicable

- | | | |
|----|---|-----|
| 1) | Forcible rape; | ___ |
| 2) | Use of weapon during commission of offense; | ___ |
| 3) | Men who molest boys (multiple male victims) | ___ |

Automatic Override ___

Final Classification ___

NOTIFICATION CRITERIA:

If three or more issues with an asterisk (*) are scored, a plan will be formulated by the Sex Offender Team to address actual and potential threat in offender's community.

Probation Officer_____
Caseload #_____
Date

Negative Scale

1. Convictions, admissions, reported or known offenses.
2. Self-explanatory.
3. Current crime.
4. Current crime, historical offenses.
5. Weapons results in automatic override, threats or coercion are related to current offense.
6. Relates to age, mental status, physical ability.
7. Criminal behavior is potentially exploitive.
8. Not actively involved in an approved sex offender treatment program.
9. Cannot articulate or demonstrate an understanding of how his crime negatively impacted the victim.
10. Therapist reports client not making changes to promote developing profile of safety to the community.
11. Any new misdemeanors or felony crime during re-class period. This includes any you can document, whether convicted or not.
12. Any technical violation which could be interpreted as being related to the client's sexual assault cycle.
13. More than one admitted or known sexual deviancy.
14. Admitted or diagnosed behavior, behavioral patterns which indicate compulsiveness, lack of forethought; i.e., overeating, gambling, substance abuse, shoplifting, etc.
15. Documented or admitted information can include clinical data such as pineal plethysmograph and self-report, etc.
16. Multiple jobs in short periods of time; multiple moves, lack of financial responsibility.
17. Self-explanatory.
18. Present or historical offense occurred in conjunction with use of alcohol or drugs.
19. Documented or admitted.
20. Any documentation that supports client having difficulty managing or controlling anger.
21. Technical violation that is not related to sex offending cycle.
22. Any material used for inappropriate sexual arousal. Masturbatory material approved by treatment okay. Initial assessment covers background and reassessment last six months.
23. Mentally retarded, chronically mentally ill, and head-injured offenders.
24. Family, friends, support offender's claim of innocence or justify behavior and minimum offender's need for treatment.

Footnote: *8, *10. Cannot take points on both 8 and 10.

Positive Scale

1. Acknowledges complete responsibility for sex offending behavior without using cognitive distortions to minimize behavior and its impact on the victim
2. Demonstrated in treatment process.
3. Has honestly disclosed all victims of sexually deviant behavior.
4. Articulated through written letter approved in treatment.
5. Self-explanatory.
6. Truthfully answered polygraph questions related to compliance with treatment and release conditions. No significant non-compliance disclosures. This means client didn't give up significant information prior to test of non-compliance so that he could pass test.
7. Inpatient or outpatient treatment; can include treatment while incarcerated.
8. Demonstrated in treatment process by identifying thinking errors used in sexual assault cycle. Offender is able to acknowledge ongoing thinking errors.
9. Family, friends, employer, collateral contacts support offender's acceptance: responsibility of responsibility. Willing to learn offender's sexual assault cycle and thinking error. Treatment group can be a support system.
10. In compliance with all special conditions, including sex offender conditions.

Offender Name [REDACTED]SID # [REDACTED]SEX OFFENDER
COMMUNITY NOTIFICATION PLANDate: 7/12/94Crime: Rape I S.O. Risk Score: -75 Override H

Reasons for Notification: (Briefly describe criminal history, risk score, victim's, etc.)

1. [REDACTED] has Rape I chg. He spent a night drinking with male & female friends. [REDACTED] offered to walk victim home & raped her during this walk
2. [REDACTED] - 1982 Conviction Crim Mist. I. Sex Abuse I pled. Case involved 9 year old
3. 1976 Sex Abuse I conviction. No info - pending

Current Living, Employment and Other Setting Information: (churches, clubs, etc.)

Lives with of Maggie & her 18 y/o daughter & new baby
Works Temp Services ADIA
Girlfriend: family aware of convictions & conditions

Notification Plan: (who, how, when)

Notification of Girlfriend: Julie, 5225 N. Albina
Notification of employer ADIA 528 SW Just 224-7121
However employment is his & miss now. [REDACTED]
is setting up apt with John Harlan for job search
Will notify neighbors on both sides of the
5225 N Albina re NO contact minor & give
my card

Done 8-3-94. Notified 5245 & 5213 N Albina &
Notification to be completed by: 8-12-94 Landlord.

Supervising Officer: M. L. Miller Bill Jackson



MULTNOMAH COUNTY
DEPARTMENT OF COMMUNITY CORRECTIONS

COMMUNITY ALERT



NAME: CHRISTOPHER MARK COFFMAN

ADDRESS: 868 SE 187TH, PORTLAND, OREGON

PHYSICAL DESCRIPTION: 5'8" - 140 LBS - BROWN HAIR - BLUE EYES

RESTRICTIONS/CONDITIONS: NO CONTACT WITH MINORS/MALE OR FEMALE
OR ANY PLACE MINORS CONGREGATE.

VICTIM PROFILE: MINOR FEMALES

METHOD OF OFFENDING: VICTIM INVOLVED WAS A MINOR FEMALE.

KNOWN VEHICLES: BICYCLE

PAROLE/PROBATION OFFICER: SUE DOCTOR

ADDRESS: 1415-B SE 122ND AVENUE, PORTLAND, OREGON 97233

DAY PHONE: (503) 248-3190 X244

SEX OFFENDER NOTIFICATION



Name: BOSS, Leslie Eugene

(AKA: Bob)

Height: 5' 10"

Weight: 140 lbs

Hair: Brown

Eyes: Brown

Age: 51

Residence: 3930 N. Alaska

Vehicle: 1980 Black Datsun
2 door

Legal Status: on parole for Rape I until 01/12/2008

Special Conditions: Prohibited from any contact with minors and shall not frequent where minors congregate, without prior written approval of parole officer. Prohibited from using alcohol.

Target Victims: Adolescent females

Method of Operation: Victims are acquaintances or family members

REPORT ANY MISCONDUCT OR VIOLATIONS

MULTNOMAH COUNTY DEPARTMENT OF COMMUNITY CORRECTIONS
2205 N.E. Columbia Blvd.
Portland, Oregon 97211
(503) 248-3393

SEX OFFENDER NOTIFICATION



Name: William D. Stewart

Height: 5'10"

Weight: 200 lbs.

Hair: Grey

Eyes: Hazel

Age: 80 years

Residence: 8612 N. Calvert
Portland, OR 97217

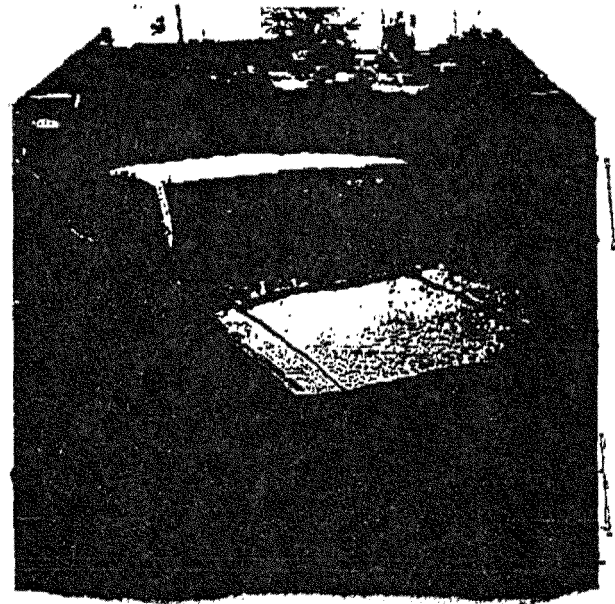
Vehicle: Chevy Impala 1964
Blue/White License # CZC 124

Legal Status: On Probation for SEX ABUSE I
Expires 12/16/96.

Special Conditions: No unsupervised
contact with females under the
age of twelve.

Target Victims: Minor Females

Method of Operation: Makes friends
with parents/guardians of minor
females (victims).



REPORT ANY MISCONDUCT OR VIOLATIONS

MULTNOMAH COUNTY DEPARTMENT OF COMMUNITY CORRECTIONS
2205 N.E. Columbia Blvd.
Portland, Oregon 97211
(503) 248-3393

SEX OFFENDER NOTIFICATION



Name: JOLLEY, Russell

Height: 5'7"

Weight: 150 lbs.

Hair: Grey

Eyes: Grey

Age: 72 years old

Residence: 7710 N. Jersey

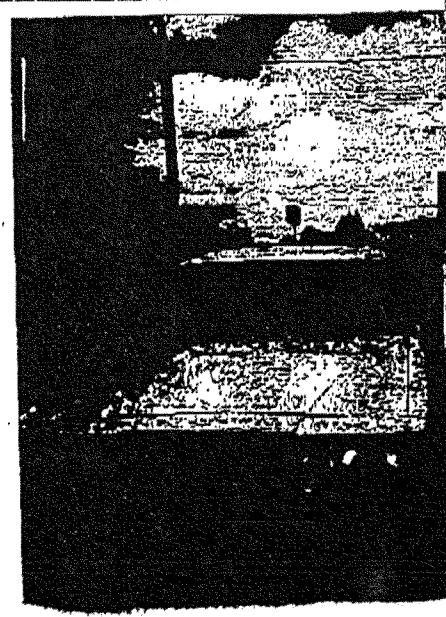
Vehicle: 1990 Dodge Dynasty
White Lic # RKF 032

Legal Status: On probation for
Sex Abuse I until 05/10/98.

Special Conditions: No contact with minor
males (under 18 yrs); Not to frequent places
where minors congregate (schools, arcades,
Target Victims: playgrounds)

Minor Males

Method of Operation: Befriend
minor males at swimming pools and other
places of congregation.



REPORT ANY MISCONDUCT OR VIOLATIONS

MULTNOMAH COUNTY DEPARTMENT OF COMMUNITY CORRECTIONS
2205 N.E. Columbia Blvd.
Portland, Oregon 97211
(503) 248-3393

I. Promising Preliminary Findings in a Longitudinal Study of Cognitive-Behavioral Treatment of Sex Offenders

Marques, Janice K., David M. Day, Craig Nelson, and Mary Ann West (1994). Effects of cognitive-behavioral treatment on sex offender recidivism: Preliminary results of a longitudinal study. *Criminal Justice and Behavior* 21(1):10-54.

SUMMARY

Public safety is enhanced by comprehensive specialized treatment for sex offenders.

In response to a legislative mandate for a sex offender treatment program with a valid experimental design to evaluate its effectiveness, the California Department of Mental Health established the Sex Offender Treatment and Evaluation Project (SOTEP) in 1985. All participants come from California DOC, where they are serving sentences for child molestation or rape. The experimental design includes a randomly assigned treatment group, a volunteer comparison group (inmates who qualified and volunteered for treatment, but were randomly assigned to a control group), and a nonvolunteer comparison group (inmates who qualified for treatment, but chose not to participate).

Treatment is based on a 2 year, comprehensive, cognitive-behavioral model. The core group confronts personal, social, and sexual difficulties and is supplemented by individual therapy. Specialty groups deal with relaxation training, sex education, human sexuality, social skills training, stress and anger management, and preparation for release from the institution. Each participant completes a thorough psychophysiological assessment of his arousal pattern at admission and discharge. Behavioral reconditioning is provided for participants who evidence deviant arousal patterns, with their consent. After completing the hospital program, participants enter a 1 year aftercare program, which is a condition of parole.

Preliminary findings are based on 7 years of data collection; 8 more years of follow-up are planned. Major preliminary findings:

- Treatment subjects were less likely to commit new sex offenses than nonvolunteer comparison group subjects;
- Early treatment dropouts were at a higher risk for new sex offenses than those who completed a year or more of treatment; and
- Treated child molesters were less likely to commit other violent crimes than were molesters in the volunteer comparison group.

II. On the Effectiveness of Sex Offender Treatment

Marshall W.L. and W.D. Pithers (1994). A reconsideration of treatment outcome with sex offenders. *Criminal Justice and Behavior* 21(1):10-27.

SUMMARY

Public safety is enhanced by multifaceted cognitive-behavioral sex offender treatment that includes cognitive restructuring, masturbatory reconditioning, role-play, relapse skills training, desensitization, stress management, and techniques that target denial and minimization, deviant sexual preferences, victim empathy, anger control, relationship issues, substance abuse, life skills, etc.

Current theory holds that treatment must be comprehensive, cognitive-behaviorally based, and include a relapse prevention component. Such treatment has been supported by encouraging evaluation data reported in Maletzky (1991), Marques Day, Nelson, and West (1993), Marshall and Barbaree (1988,1990), Marshall, Jones, et al. (1991), Pithers and Cumming (1989). ***The conclusion of these studies is that sex offenders engaged in specialized treatment reoffend at lower rates than offenders who have not participated in treatment.***

Previous studies by Furby, Weinrott, and Blackshaw (1989) and Rice, Quinsey, and Harris (1991) concluded that there was no firm evidence that sex offender treatment reduces rates of reoffense. Furby et al. noted that their conclusion was not based on findings of treatment ineffectiveness, but on methodological problems with the studies they reviewed. Unfortunately, their paper convinced many that treatment of sex offenders was ineffective.

Marshall and Pithers agree that methodological flaws in cited research was responsible for the gloomy conclusions. They also emphasize that the studies cited in Furby et al. were based on old treatment paradigms. Furby et al. relied on studies based on treatment administered in the 1950's and early 1960's, prior to the advent of cognitive-behavioral approaches to therapy.

Rice et al. concluded that treatment was ineffective on the basis of an intervention program which focused solely on altering deviant sexual preferences, rather than providing comprehensive cognitive-behavioral intervention.

Meeting Date: 10/11/94

Agenda No.: B-2

(Above Space for Board Clerk's Use ONLY)

AGENDA PLACEMENT FORM

SUBJECT: Multnomah Commission on Children and Families Briefing

BOARD BRIEFING: **Date Requested:** Tuesday, October 11, 1994
 Amount of Time Needed: 15 Minutes - 10:30 AM Time Certain

REGULAR MEETING: **Date Requested:** ____
 Amount of Time Needed: ____

DEPARTMENT: Nondepartmental **DIVISION:** Chair's Office

CONTACT: Carol Wire **TELEPHONE:** X-3899
 BLDG/ROOM: 106/1410

PERSON(S) MAKING PRESENTATION: Pauline Anderson, Cornetta Smith and Helen Richardson

ACTION REQUESTED:

☒ INFORMATIONAL ONLY ☐ POLICY DIRECTION ☐ APPROVAL ☐ OTHER

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

The Multnomah Commission on Children and Families' Early Childhood Development/Ready to Learn Benchmark Plan calls for the implementation of a nationally recommended and evaluated parent education program, Parents As Teachers. Funding of \$159,784 will support a training conference for 50 parent educators and five implementation grants. A grant of \$7,664 out of those monies must be given to CASA (Court Appointed Special Advocates). The Commission and its task force further request that staff with knowledge and expertise in early childhood development be available to implement this plan and other early childhood programs contracted by the County. This plan is a part of the Commission's approved comprehensive plan for 1994-95.

ELECTED OFFICIAL: Beverly Stein

OR

DEPARTMENT MANAGER: _____

ALL ACCOMPANYING DOCUMENTS MUST HAVE REQUIRED SIGNATURES

Any Questions? Call the Office of the Board Clerk at 248-3277 or 248-5222.



MULTNOMAH COUNTY OREGON

MULTNOMAH COMMISSION ON CHILDREN AND FAMILIES
ROOM 1410, PORTLAND BUILDING
1120 SW FIFTH AVENUE
PORTLAND, OR 97204
PHONE (503) 248-3897 FAX: (503) 248-3093
COUNTY INFORMATION TDD (503) 248-5040

TO: Board of County Commissioners

FROM: Multnomah Commission on Children and Families (MCCF)
Pauline Anderson, Chair

DATE: September 22, 1994

SUBJECT: Early Childhood Development/Ready to Learn Benchmark Plan

We are pleased to present to you an exciting new system of parent education for Multnomah County. Using benchmark funds allocated to the Commission on Children and Families for the current biennium, the nationally acclaimed Parents As Teachers program from Missouri will be implemented in a variety of settings. It will be offered first to staff of Parent Child Development Centers, if they wish to implement this program, then to Head Start and child care centers.

Parents As Teachers will serve families with children birth to five. When combined with our Parent Child Development Centers and their community health nursing component, this programming completes a model very similar to the Hawaii Healthy Start model supported by the Legislature and the State Commission on Children and Families. It incorporates the essential long term home visits which research shows are critical to successful parenting programs. Parents As Teachers is an adaptable and flexible program, capable of meeting the needs of diverse populations. It has undergone significant evaluation with positive results and is one of five federally recommended programs.

Please let us know if you would like additional more specific information on Parents As Teachers.

The MCCF made one change in the task force's recommendations. Acknowledging the lack of professional expertise within the Community and Families Division in early care and education, the Commission requests that adequate personnel with expertise and knowledge in early childhood development be available to implement this and other contracts focusing on young children and their families. The task force's request for a structural change to form an Office of Early Care and Education will be considered in the context of the comprehensive plan.

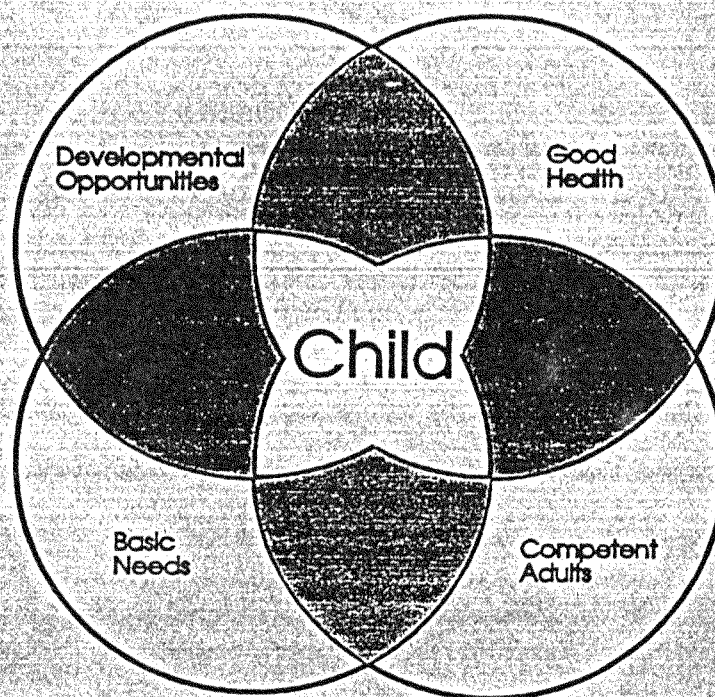
MULTNOMAH COMMISSION ON CHILDREN AND FAMILIES
Plan Review/Staff Report

| | |
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| <i>Name of the reviewed planning initiative</i> | <i>Early Childhood Education/Ready to Learn Benchmark Planning Date released to MCCF: September 6, 1994</i> |
| <i>Planning team convened by:</i> | <i>MCCF</i> |
| <i>Key contact persons:</i> | <i>Lola Lawson, Chair; Sharon Mc Cluskey, Commissioner; Cornetta Smith, Commissioner; Donna Dengel, Plan Composer; Lynn Ervins, Staff</i> |
| <i>Summary of the initiative's purpose</i> | <i>To assure that children are prepared to enter Kindergarten; MCCF was granted funds to address the "Ready to Learn" benchmark in the current biennium.</i> |
| <i>Available resources:</i> | <i>\$159,784, including \$7,664 which must go to CASA; amount granted to Multnomah County for the biennium is \$181,798 which includes administration and indirect costs. Planning group budget was using approximations.</i> |
| <i>Related MCCF benchmarks:</i> | <i>Early Childhood Development/Ready to Learn</i> |
| <i>Related existing planning:</i> | <i>Zero to Seven; Great Start; Child Care and Development Block Grant</i> |
| <i>General notes:</i> | <i>This planning was delayed due to the change in structure in the Commission and within the County; the planning task force has been frustrated by the lack of early childhood education expertise within the Children and Family Services Division.</i> |
| <i>Summary of the plan's findings and recommendations:</i> | <i>Building strongly on the Great Start planning work of the Children and Youth Services Commission, the Early Childhood Education Task Group reaffirms the urgency of developmentally appropriate care and education for young children and acknowledges parents as a child's first and most important teachers. Consequently, they recommend the implementation of the nationally recommended and evaluated Parents As Teachers (PAT) program at five locations and the convening of a training conference for 50 PAT parent educators, including staff of Parent Child Development Centers that want to use PAT. In accordance with Great Start and Child Care Block Grant recommendations, the task force affirms the importance of an infrastructure of services for young children and their families and the county's role in building and maintaining that infrastructure. They recommend the establishment of a Multnomah County Office of Early Childhood Care and Education.</i> |

| | |
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| <i>Does this planning initiative uphold core values and principles of the MCCF and the concept of wellness?</i> | <i>Yes, this plan is firmly grounded in MCCF values and particularly in the concept of wellness; parent development and early childhood education are affirming, non-stigmatized and universal services supporting the health and well being of all children and families.</i> |
| <i>Does this planning initiative support cultural diversity and culturally appropriate services?</i> | <i>Yes, in several ways. The planning group was developed with diversity strongly in mind. The PAT program was selected for its adaptability to diverse populations and its evaluation of that adaptability through Harvard's Family Resource Center.</i> |
| <i>Does this planning initiative support gender diversity and equality of access for girls and young women?</i> | <i>Not applicable</i> |
| <i>Does this planning initiative support healthy growth and development and appropriate strength-based services?</i> | <i>Parent education and developmentally appropriate care and education are core services for a strength based system. They are predicated on the need and desirability of the healthy growth and development of each child.</i> |
| <i>Has this planning process been open and accessible to the community, including providers and networks?</i> | <i>Yes, the planning process was inclusive, open and accessible. Many providers participated including child care providers, Head Start, Portland State, Portland Community College, Albina Ministerial Alliance, Multnomah County Library, Parent Child Development Centers, Portland Public Schools.</i> |
| <i>What is known about best practices and science? Has this been incorporated into the recommendations?</i> | <i>The implementation of PAT is based on best practices as outlined by the federal government in the Family Support and Preservation Program. One of five nationally noted parent education programs, PAT was considered most adaptable to this community at this time by the task group. With Parent Child Development Centers, it supports the development of a Healthy Start model as outlined by the State Commission.</i> |
| <i>Does this program propose meaningful evaluation, measurable outcomes and coordinated data collection?</i> | <i>PAT was selected by the task group not only because it fit this community but because its ongoing national evaluation supports the outcome evaluation this county seeks. The Children and Family Services Division will be responsible for ongoing local evaluation.</i> |
| <i>What, if any, controversial matters exist related to this plan and its development process?</i> | <i>There was some concern about selecting one curriculum for parenting; it was decided that this would be step one in parent development services; that PAT would be evaluated and a second nationally rated curriculum would be considered following that evaluation in order to allow choice. Additionally, child care providers felt this money should go to child care services rather than parent education.</i> |

| | |
|--|---|
| <i>What are the broader system issues that have been or need to be considered related to this issue?</i> | <i>The lack of internal county expertise and leadership in early care and education was evident during this planning process. As the MCCF and the County move to recognize the cost effectiveness and child effectiveness of early services, having an office of early childhood care and education, as many other states and counties do, will be essential.</i> |
| <i>To what extent has this initiative been, or is proposed to be, a collaborative effort?</i> | <i>This initiative is strongly collaborative, bringing together schools, Head Start, PCDC's, child care providers and linking them with other services.</i> |
| <i>What policy issues have been raised and need further discussion?</i> | <i>A policy committing the County to supporting families at the earliest possible point; a policy committing the county to developing an early childhood care and education system; a policy committing the county to consider child care an essential part of the economic and social development of this county.</i> |
| <i>Date of plan review: MCCF lead reviewer: Date submitted to MCCF: MCCF actions taken:</i> | <i>Sept 12, 1994 Carol Wire Sept 14, 1994 Approved September 19, 1994</i> |

MULTNOMAH COUNTY
EARLY CHILDHOOD EDUCATION/READY TO LEARN
BENCHMARK PLANNING



Submitted by the Task Group
Early Childhood Education Benchmark

Commission on Children and Families:

The Task Group addressing the **Multnomah County Early Childhood Education/Ready To Learn Benchmark** met from May through August 1994 to create a plan that would help children achieve the developmental milestones necessary for school success. The Task Group believes the success of a child's development and education is based upon building and strengthening relationships within the family and surrounding that family with community support. Deficit models of child and family assistance, in which people must demonstrate inadequacy in order to become eligible for support are ineffective and counter-productive. Strategies that address the **Early Childhood Development Benchmark** will respect and build upon individual, family and community strengths, positively value diversity (race, gender, family form, age, physical and mental ability, sexual orientation), and honor cultural differences.

With this understanding the Task Group recommends to the Commission on Children and Families that the county 1) establish an office of Early Childhood Care and Education, 2) implement the Parents As Teachers model at five additional locations, and 3) convene a Parent Education/Support Conference.

Submitted by the Task Group
Early Childhood Education Benchmark

EXECUTIVE SUMMARY

HISTORY OF PLANNING FOR EARLY CHILDHOOD CARE AND EDUCATION IN MULTNOMAH COUNTY

Multnomah County has a rich history in planning for the needs of young children and their families. This effort is concordant with the national awakening on the urgency of providing services to children. Beginning in 1988 the "Zero to Seven Report" recommended that the county 1) create two pilot programs "Parents Are Important," serving children birth to three and their families and 2) develop a continuum of prevention services for children and their families. Coinciding with Governor Goldschmidt's Children's Agenda, which identified the family as the major institution impacting children, and the inception of the Children and Youth Services Commission, Great Start funds received by the county were used to fund the Parent Child Development Centers. The two pilot programs were similar to those described in the "Zero to Seven Report." Efforts of the Portland Leaders Roundtable resulted in the Portland Public Schools Teen Parent Program and the Three Year Old Screening Project.

In 1991, the long awaited federal Child Care and Development Block Grant came to the counties through the Children and Youth Services Commission. Again, building upon previous goals and work, the commission began to develop an infrastructure for child care. The early childhood community has been consistent in building upon the goals and commitment of previous efforts to systematically address the needs of young children. New research and understanding has brought us to this juncture with an increased awareness of how the first years of life shape a child's future success.

READY TO LEARN

The Early Childhood Education Benchmark directs concern to the increasing number of children coming to school without the necessary skills and confidence to succeed. Ready to Learn: A Mandate for the Nation by Ernest L. Boyer of the Carnegie Foundation for the Advancement of Teaching defined physical well-being, social confidence, emotional maturity, language richness, general knowledge, and moral awareness as the key dimensions of school readiness. What would most improve the school readiness of children according to Boyer's research? Parent Education.

"Whose responsibility is it to assure the school readiness of children? Who should take the lead in seeing to it that every child receives not just food, protection, and love, but also the guidance and the richness of experience needed to succeed in school and proceed, with confidence, in life? We begin, where we must, with parents. When all is said and done, mothers and fathers are the first and most essential teachers." (Boyer, p.8)

TARGET POPULATION

The Portland State University Center for Population estimates 45,528 children aged 0 to 5 in Multnomah County in 1993. The birth rate has averaged approximately 9000 per year, reflecting an increase of approximately 1000 additional children in the target population per year. These numbers will greatly increase with the projected metropolitan population growth. Considering the national goal of all children coming to school ready to learn by the year 2000, immediate steps must be taken because those children are being born now.

CURRENT SERVICES

Programs involved with parent education, support and resources include Family Support Centers with Parent Child Development Services, Head Start, teen parent programs, library parenting centers, short term parenting classes, child care programs, and other formal and informal systems.

GAPS IN SERVICES

While great strides have been made toward a secure infrastructure, gaps remain. Few programs offer home visits or have long-term, consistent supports for parents. A common network does not exist to support programs offering services. Parent education and support is not valued consistently through out the community.

RECOMMENDATIONS - General

The Task Group identified the following areas of concern. 1) Parent education and support must be expanded to reach greater numbers of children and families in a non-stigmatizing environment. 2) A common understanding that all parents need education and support, not just at-risk families, must be embraced. 3) Many county departments provide services or programs for young children, but organizational support is lacking.

The recommendations of the Task Group build upon previous community planning effort, particularly the Great Start and Child Care Development Grant strategies. The commission is poised for leadership in implementing a systemic parent education program throughout the county with the full implementation of Parent Child Development Services in each district.

"(Parent education and support)...is a preventative strategy that can strengthen all families, particularly those with infants and toddlers, thus improving conditions in which very young children are raised. It is often said that children are our most valuable natural resource, but children do not come without families. It is time to develop strategies to conserve and nurture the family environment of our future generations." (Starting Points: Meeting the Needs of Our Youngest Children, Carnegie Corporation, New York, 1994, p.41)

The Task Group recommends that the commission expand their work in parent education by bringing the nationally recognized program Parents As Teachers (PAT) to a variety of settings across the county to include Parent Child Development Services, Head Start, child care centers, public schools, and other community programs reaching children 0 - 5.

A linked system of childcare education and parent support/ education is needed to assure the health and well being of our children and their families. An office of Early Childhood Care and Education is needed to connect present services and bring the needs of our most vulnerable population to the forefront.

To raise community awareness of the issues families with young children face and to understand efforts needed to support all families, a parent education/support conference should be convene.

RECOMMENDATIONS - SPECIFIC

IMPLEMENTATION OF THE PARENTS AS TEACHERS PROGRAM - \$153,000

The Task Group recommends the start-up of five Parents As Teachers (PAT) programs in Multnomah County. A Sub-group of members reviewed several curriculums which felt that Parents As Teachers best met the criteria and needs of Multnomah County. A PAT program is in place at Eastwind, one of the county's Parent Child Development Services.

Parents As Teachers began in Missouri as four pilot projects. Three years later in 1984 PAT became a statewide program by legislative mandate administered through the public school districts. The program has been replicated in 37 states and 3 foreign countries and is now supported by the Parents As Teachers National Center, Inc. in St. Louis, Missouri. PAT works with parents through home visits, group meetings, health and developmental screenings, and referral networks.

The primary goals of the program include:

1. Increase in parents confidence and competence in enhancing their child's development and learning, beginning at birth.
2. Early prevention/treatment of health or developmental problems.
3. Decrease in school underachievement and failure.
4. Increase in parent involvement in their child's school experience.

Independent evaluation of the original Missouri pilot programs found that the children at the end of first grade were doing better in school than a comparison group and their parents were more involved in their education. Other long range studies have followed and continue to support the effectiveness and long term impact of PAT.

Discussions with program leaders in other states attest to the adaptability of PAT beyond a school based setting. Successful programs have been created through teen parent, Chapter I, Head Start, and child care programs as well as several large corporations. The Bureau of Indian Affairs has also implemented PAT on reservations to address underachievement and decrease school dropouts. Other programs serve military families and homeless populations.

Given the above, the Task Group felt that Parents As Teachers embodies the philosophy and goals of this community while offering the adaptability and sensitivity to various populations.

ACTION PLAN

STAGE I

Provide \$116,000 in funding for five Parents As Teachers (PAT) programs beginning date January 1, 1995 and continuing until June 30, 1995. Each program would receive \$23,200 for the start-up costs to include staffing, materials, travel and office expenses. Eligible programs must serve families of children age 0 - 5, one program of which must be a child care program. A 1. FTE case load would reach approximately 40 families. Programs must also demonstrate that they are connected to a system of services (ie: Metro Child Care Resource and Referral). All parent educators and a supervisor implementing the PAT program must attend the Implementation Institute. This process will begin immediately upon approval.

PAT START-UP PROGRAMS

STAFF SALARY/OFFICE EXPENSE

TRAVEL/MATERIALS

5 PAT PROGRAMS @ \$23,200

\$116,000

STAGE II

\$25,000 will be provided for the Parents As Teachers Implementation Institute, to be held in November or December 1994. 50 slots will be available for parent educators and administrators. All PAT start-up program parent educators and administrators and the local PAT Coordinator must attend the five day institute. Slots will then be offered to staff of Parent Child Development Services interested in beginning the PAT program. Remaining slots will be made available to other interested individuals or programs on a scholarship basis.

INSTITUTE COSTS

PARENT EDUCATOR AND
ADMINISTRATOR'S TRAINING
50 @ \$425 =

\$21,250

AFFILIATION FEE

\$ 500

TRAINER COSTS (2 TRAINERS)

LODGING \$1200

AIR FARE \$800

PER DIEM \$490

SHIPPING \$100

FACILITY/
REFRESHMENTS \$660

\$ 3,250

\$25,000

PAT COORDINATOR

In the absence of a county Early Childhood Specialist position or an office of Early Childhood Education, a PAT coordinator will be hired on a contract basis for \$12,000 to handle arrangements for the PAT Implementation Institute, the Parent Education/Support Conference and to provide technical assistance and support to the PAT start-up programs. The coordinator will also conduct an evaluation of the PAT program and its effectiveness in Multnomah County, particularly considering how PAT programs with technical assistance and support compare with programs starting without such support. The coordinator must be a participant in the PAT Implementation Institute and would also participate in the Parent Education/Support Conference. The coordinator should be hired as soon as the plan is approved.

DESIRABLE OUTCOMES

Parents will demonstrate -

- increased knowledge of child development
- ability to set individual or family goals and work towards achievement of those goals
- ability to evaluate and gain understanding from mistakes
- increased confidence in parenting decisions
- improved quality and increased quantity of interactions between the parent and child
- increased involvement in child's care and education facility
- increased father involvement
- increased number of activities involving entire family

The child

- will reach physical, intellectual, emotional, and social developmental milestones within acceptable norms
- where needed, will receive appropriate intervention or assistance.

PARENT EDUCATION/SUPPORT CONFERENCE

No agency or program can adequately meet the needs of young children alone. It takes a community united with a common purpose and clear objectives. Resources and support are often made available when needs are clarified. Task Group members felt an informational conference was necessary to articulate the needs of children and families, to understand how parent education fits into the broader scope of early childhood development and to examine the benefits of parent education and support.

ACTION PLAN

\$7,177 will be provided for a Parent Education/Support Conference to be held on the day following the five day PAT Implementation Institute. This conference will be designed for those interested in supporting or networking with the start-up programs, those looking at the feasibility of starting their own parent education program and anyone interested in understanding the field of parent education. Possible attendees might be child care providers, child care resource and referral agencies, Family Support Center staff, health care providers, commission members, etc. The PAT trainers will give an overview of the program and focus on how the community can support this particular program. Additional presenters from the metropolitan area will cover subjects such as effectiveness of parent education programs, evaluating curriculums, and readiness to learn issues. Again, the PAT coordinator would organize and coordinate the conference.

PARENT EDUCATION/SUPPORT CONFERENCE

FACILITY/SPEAKERS/
REFRESHMENTS,ETC

\$ 7,177

DESIRED OUTCOMES

Participants will

understand the needs of young children and what is required to be "Ready To Learn"

understand the importance of parent education and support

have opportunities to network with individuals from a wide variety of fields working with children and their families

find new connections and resources to support their work with young children and their families

STAGE III

As of January 1 1995, all training will be complete and full implementation of the PAT programs will begin. The PAT Coordinator will provide technical assistance and support to the start-up programs, while encouraging networking and support between the programs. By June 30, 1995, the PAT Coordinator will provide an evaluation report to the commission.

BUDGET \$160,177

| | |
|-------------------------------------|-----------|
| PAT PROGRAMS | \$116,000 |
| PAT IMPLEMENTATION INSTITUTE | \$ 25,000 |
| PARENT EDUCATION/SUPPORT CONFERENCE | \$ 7,177 |
| PAT COORDINATOR | \$ 12,000 |
| | <hr/> |
| | \$160,177 |

IMPLEMENTATION PLAN

DESCRIPTION

STAFFING

TIMELINE

STAGE I

FUND PAT PROGRAMS
HIRE PAT COORDINATOR

COUNTY

IMMEDIATELY

STAGE II

PAT IMPLEMENTATION INSTITUTE

PAT COORDINATOR

NOV/DEC

PARENTING EDUCATION/
SUPPORT CONFERENCE

PAT COORDINATOR

STAGE III

IMPLEMENTATION OF PAT PROGRAMS
TECHNICAL ASSISTANCE AND
EVALUATION

PAT COORDINATOR

JANUARY

CONTINUED BENCHMARK PLANNING

With the introduction in our community of benchmarks, the early childhood community (educators, providers and supporters) are well poised to meet the challenge of assuring that every child is ready for school. While focusing on ages 0-8 the Task Group is always envisioning the full spectrum of the child's continuous growth and development. Values and philosophy have been well articulated, principles and objectives well delineated. Additional funding from the Early Childhood Development benchmark through the new Commission on Children and Families, from the federal Family Support and Preservation Program, from expanded funding for Head Start and from (possibly) the federal Social Services Block Grant compel the Commission and its planning groups to pull together the excellent work of past planning to implement a strong, well integrated, outcome based plan for young children and their families in Multnomah County.



Parents as Teachers

Investing in Good Beginnings for Children

**Sharon Rhodes
National Diffusion Network Coordinator
Parents as Teachers National Center, Inc.
9374 Olive Boulevard
St. Louis, Missouri 63132 USA
(314) 432-4330 / FAX (314) 432-8963**



Parents as Teachers:

Investing in Good Beginnings for Children

National attention is currently being given to what educators have known all along—it makes a difference when children come to school ready to learn. However, recent research suggests that the traditional preschool experience is not enough to ensure good beginnings for children. We must start earlier.

Born to Learn

In the earliest years, children learn more and at a faster pace than at any other time in their lives. Research attesting to this is rapidly being gathered. Joan Beck writes in the *Chicago Tribune* (April 15, 1993) that "the accumulation of neurological discoveries over the last two decades confirms and explains at the cellular and biochemical level the findings of the psychologists, physicians and educational researchers who have linked early learning opportunities to IQ and to success or failure in school and afterwards."

Researchers have learned that:

- By the age of 4, a child's brain will have grown to nearly three-fourths of its adult size;
- By age 3, a child will absorb and recognize about 1,000 words, which is two-thirds of the adult everyday speaking vocabulary;
- If a child suffers undetected developmental problems, such as a delay in language development or problem-solving skills, by the time he enters kindergarten at age 5, it may be too late to catch up.

In the July 1993 issue of *LIFE Magazine*, Lisa Grunwald and Jeff Goldberg report on "The Amazing Minds of Infants". The article, which compiles the latest findings of child development researchers, reveals emerging evidence showing that even very young babies have "wonderfully active minds." "Babies are anything but blank slates," says University of Pittsburgh's Mark Strauss, "You can tell the wheels are turning. They're paying attention to the world in incredibly subtle ways."

We must seize upon these young impressionable years, or lose the opportunity forever. "It's not just that the child will learn more," Beck writes, "it's that his brain will actually have more neurons and interconnections so it will become more intelligent and more capable of learning and thinking for the rest of life. Without ample, appropriate stimulation, unused neurons in a young child's brain atrophy and disappear. Vital connections between brain cells never develop. The brain loses much of its capacity and potential—permanently."

Parents as Teachers: An Overview

The primary goal of Parents as Teachers is to empower parents to give their children the best possible start in life.

The Parents as Teachers National Center, Inc., provides leadership, education, and support for the implementation of quality programs that empower families to become their children's best first teachers. This is pursued through:

1. Development, promotion and evaluation of programs and public policies that provide family support and education through the earliest years of a child's life;
2. Provision of high quality training and technical assistance to parent educators; and
3. Advocacy for children and families.

"Beginning at the beginning" is the hallmark of the Parents as Teachers (PAT) program, a home-school-community partnership that begins at birth and helps give their children the best possible start in life. PAT is based in the belief that parents are children's first and most influential teachers.

Parents as Teachers is a voluntary program designed for all families with children from birth to kindergarten entry. From single adolescent parents to two-parent, well-educated families, PAT assists parents in acquiring the skills to help make the most of the crucial early learning years. The program covers child development and parent-child activities which encourage language and intellectual growth, curiosity, and social skills.

By promoting parent involvement in learning from the onset, PAT puts children and their parents on the right track for later achievement in school. Parents as Teachers is the first step in ensuring that children will indeed enter the classroom ready to learn.

How the Program Operates

The four components of the Parents as Teachers program are: Personal Visits, Group Meetings, Developmental Screening and Resource Network.

Personal Visits. The personal visit, preferably in the home, is a key component of Parents as Teachers, and should be considered as such in any Parents as Teachers program. Working with the parent and child in their natural setting allows the professional to personalize input to the family, giving educational guidance that is relevant to the child's development and the home environment. Parent educators respond to parents' observations, questions and concerns. The *Your Child* materials, written at two different reading levels, reinforce and expand upon the information discussed during the personal visit.

Five foundations of educational development make up the core of the curriculum for all personal visits: curiosity, social development, motor development, language and intellectual development. Parents are encouraged to see themselves in three roles, as designer, consultant and authority. As designer, they create a safe environment to stimulate their child's curiosity, allowing for exploration and practice of developing skills. As consultant, they respond to the child's overtures with appropriate language. As the authority, parents set firm and consistent limits.

Group Meetings. Group meetings for parents serve two major purposes: first, to create opportunities for families to share successes and common concerns about their children's behavior and development; second, to provide a vehicle for additional input from the staff as well as from outside speakers. Parent-child activities are provided during many group meetings to reinforce the importance of family interaction. Some group meetings are held in the evening or on Saturday to allow fathers and mothers who work outside the home to participate. Meetings designed only for dads allow fathers the opportunity to define and enjoy their role.

Group meetings are generally scheduled monthly. Periodically, programs may invite a resource person from the community, such as a pediatrician, to address topics of interest. Special meetings may also be arranged based on the recommendations of program parents.

Some sites have facilities in their schools or Parent Resource Centers to add a "drop-in and play" component to the program. This provides families the opportunity to use the facilities with their children, visit with other parents and talk informally with the parent educator. The parent educator's role is that of consultant, allowing the parent and child the opportunity to construct their own play. The drop in and play component can be an important social outlet for families.

Developmental Screening. The developmental screenings serve two purposes: to reassure parents if the child is developing on target, and to identify problems early so as to assist parents with appropriate interventions. Developmental screening is conducted annually, beginning at age one. In addition, parents are encouraged to observe and monitor the child's development on an ongoing basis. Parent and parent educator observations coupled with periodic screenings serve to ensure against undetected delays or learning difficulties during the first years of life which may interfere with success in school.

Resource Network. In serving families, PAT programs identify resources within the community which provide services beyond the scope of the program. These resources may include speech and hearing clinics, diagnostic services, programs for children with special needs, learning resources for children and parents, lending libraries for parents and children, health and mental health agencies, etc.

Implementing Parents as Teachers

A successful PAT program depends on a few strongly committed individuals who share a belief in the importance of services for very young children and their families. Once the decision to implement has been made, funding secured, program characteristics defined, and staff in place, the program coordinator and parent educators participate in the Parents as Teachers program implementation institute. The 30-hour preservice institute sessions cover a broad range of topics, including program organization, marketing, working with families, processes of personal visits, knowledge base in child development, parent meetings, and screening as an educational tool for parents. Each participant receives a *Parents as Teachers Program Planning and Implementation Guide*. The 600-page guide includes information on establishing an advisory committee, marketing plan, personal visit plans, suggestions for group meetings, parent materials, resources for parent educators, and record keeping and program evaluation forms.

PAT Adaptability

As word of the Parents as Teachers success story spreads, the program is demonstrating its adaptability for families of varying configurations and circumstances.

PAT in the Child Care Center. PAT can strengthen the relationship between parents and child care providers by helping them share an understanding of the child, as well as their common goals and experiences. Centers using the program report improved care for infants and toddlers, as well as better communication between parents and caregivers. An adapted Institute and *Program Planning and Implementation Guide* are available.

PAT for Teen Parents. PAT offers instruction and guidance to help teen parents with the difficult challenge of raising a child. With support from PAT, teenage mothers are more likely to graduate from high school, are less likely to have an early second pregnancy, and their babies are less likely to be developmentally delayed. A *Teen Parent Supplement* to the *Program Planning and Implementation Guide* is available.

PAT for Native Americans. The Bureau of Indian Affairs, Washington, D.C., has implemented Parents as Teachers in 20 sites to address underachievement and school drop-out among Native American children and plans to expand the program to all of its 144 sites.

PAT for Disadvantaged Families. Parents as Teachers is reaching disadvantaged families through Even Start and other Chapter 1 programs, Head Start, programs located in public housing projects, as well as through regular PAT programs.

PAT in the Workplace. To meet the needs of working parents, several large corporations have arranged to bring Parents as Teachers to the job site as an investment in their present and future workforce.

Other Adaptations. Other families utilizing specially adapted services of PAT include those with special needs children, military families, and those making the transition from homelessness. A *Weekly Lesson Plan Supplement* to the *Program Planning and Implementation Guide* is available to parent educators providing more frequent services.

Continuing Evaluation

Experience has shown that PAT can produce confident, competent parents and happy, well-rounded, academically able children. Recent research backs up parents' belief in the programs' effectiveness and long-term benefits.

In 1985, an independent evaluation of the Pilot Program involved 350 first-time families representing Missouri's urban, rural and suburban communities. This study showed that PAT children at age 3 were significantly more advanced in language, social development, problem solving and other intellectual abilities.

A follow-up study of the pilot program, completed in 1989, showed that PAT children scored significantly higher on standardized measures of reading and math achievement in first grade. In all areas evaluated by teachers, PAT children were rated higher than comparison children. A significantly higher proportion of PAT parents initiated contacts with teachers and took an active role in their child's schooling.

Results of the 1991 Second Wave evaluation of the PAT program's impact on 400 randomly selected families enrolled in 37 diverse school districts across Missouri indicated that both children and parents continue to benefit from PAT. PAT children performed significantly higher than national norms on measures of intellectual and language abilities, despite the fact that the Second Wave sample was over-represented on all traditional characteristics of risk. As measured after three years' participation in the program, parent knowledge of child development and parenting practices significantly increased for all types of families.


A follow-up study of the Second Wave population was initiated in 1993 to assess the long-term impact of the PAT program on children and parents. A system has been put in place to locate the 400 children from the 37 school districts in the Second Wave sample, as well as the remaining 2100 Second Wave children enrolled in PAT in those districts who were not selected for the study sample.

PAT Awards and Honors

The positive results of Parents as Teachers have been recognized in many ways. Honors include:

- One of 10 national winners of the 1987 Innovations in State and Local Government Awards, sponsored by the Ford Foundation and the John F. Kennedy School of Government at Harvard University.
- 1989 recipient of the Innovations Award from the Council of State Governments.
- Featured in *Innovating America*, a book and film documentary commissioned by the Ford Foundation in 1990 to examine eight government programs that have tackled some of society's toughest problems.
- Cited by the U.S. Department of Education in 1990 as the example of an education program meeting the President's first National Education Goal: School Readiness.
- Accepted in 1991 into the U.S. Department of Education's National Diffusion Network, signifying that the program has provided convincing evidence of its effectiveness.

Personal Visit Plan
Age of Child: 11 Months



Essential Topic: Language Development; Encouraging Interest in Books

I. OBJECTIVES Standard (Refer to Guidelines for Personal Visits.)

II. HANDOUTS FOR PARENTS AND PARENT EDUCATOR

A. *Your Child, 8 to 14 Months: Language Development* (Refer to *Your Child* section of this guide.)

B. *Techniques to Nurture Beginning Interest in Books*

C. *Language Development, 8 to 14 Months*

D. *Frequently Understood Words*

III. ADDITIONAL RESOURCE FOR PARENT EDUCATOR

A. *Book Behaviors of Infants and Toddlers*

IV. PROCEDURES

A. Rapport-building (Standard)

B. Observation (Standard)

C. Discussion (Standard)

- If the child is eager to participate, begin visit with Parent-child activity.
- Discuss developmental characteristics of a baby 8-14 months with emphasis on language development.
- Discuss techniques to nurture interest in books and book behaviors of infants and toddlers using the parent handouts and additional resource for parent educator.
- Discuss parent's limit setting and child's responses. Encourage use of distraction as an effective technique for this age. Does the child seem to understand the words the parents are using?

D. Parent-child activity

- Model and involve parents in one or more of the following activities. An alternate developmentally appropriate activity can be chosen from *Your Child, 8-14 Months*.
 - Point to and name objects in which the baby is interested. When the baby is not involved with an object, name and talk about objects that are near to her.
 - Make a zip-lock bag book with family photos or magazine pictures. If appropriate, bring a polaroid camera to use while making the book. Bring three zip-lock bags, sewn together at the closed end, and construction paper cut to fit inside the bag. Using a glue stick, attach the pictures to the construction paper. Write a short phrase describing the picture. After demonstrating with one page, give the parents an opportunity to complete the book.
- Read the baby a simple book. Ask the baby to give the book to one of her parents to read.
- Encourage parent discussion throughout the visit.

E. Summary (Standard)

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Resource for Parent Educator ▶

Additional resources for parent educators are included in every personal visit plan. A wealth of supplemental information can be accessed by the parent educator who in turn shares this knowledge verbally with the parent. Involving families in early literacy skills is a part of every PAT personal visit.

◀ Monthly Personal Visit Plan

The standard objectives of a personal visit are:

- Maintain rapport and develop a relationship with the family
- Provide appropriate child development information
- Help parents develop observational skills
- Support and reinforce the importance of the parents' role as teachers of their children
- Solicit and respond to parents' questions and concerns.

Resource for Parent Educator

Book Behaviors of Infants and Toddlers

A. Exploring stage

- Holds book in any position.
- Manipulates book; enjoys hinged action of flipping pages.
- Puts book into mouth; chews on cover.
- Looks at pictures wherever the book opens.
- Begins to try turning some pages.
- Attention fleeting and unpredictable.
- Tears paper pages (for example, in old catalogues or junk mail).
- Able to turn cardboard pages.

B. Attentive stage

- Notable decrease in physical manipulation of books; stops deliberately tearing paper pages.
- Increase in visual attention to books.
- Will sit with adult or on adult's lap to hear book.
- Willing to start book at the beginning.
- Gives book to an adult to read.
- Hands the book back to the adult after one reading, indicating the desire to hear it again.
- Reacts to pictures.
 - Points to individual pictures.
 - Points to parts of complex pictures.
 - Laughs or smiles at a picture, as if to indicate recognition.
 - Vocalizes while pointing to a picture.
 - Points correctly to a familiar object when asked, "Where's the...?"
 - Points to picture and asks, "What's that?", or indicates by questioning intonation that a label is desired.
 - Names objects pictured.
 - Makes animal or other familiar sounds when the appropriate pictures are seen in book.
 - Relates an object or an action in a picture to the real world, for example, gets a real ball after seeing a picture of a ball in a book.
- Looks at a favorite page in a book; searches for it or holds the book open at a certain page repeatedly, as if the part is particularly well understood or appreciated.
- Chooses favorite books.