MULTNOMAH COUNTY OREGON

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BOARD OF COUNTY COMMISSIONERS

BEVERLY STEIN ▪	CHAIR	▪248-3308
DAN SALTZMAN ▪	DISTRICT 1	▪ 248-522O
GARY HANSEN ▪	DISTRICT 2	▪248-5219
TANYA COLLIER ▪	DISTRICT 3	▪248-5217
SHARRON KELLEY ▪	DISTRICT 4	▪248-5213

MEETINGS OF THE MULTNOMAH COUNTY BOARD OF COMMISSIONERS

AGENDA

FOR THE WEEK OF
JUNE 9, 1997 - JUNE 13, 1997

Tuesday, June 10, 1997 - 9:30 AM - DES Budget Work Session.....Page 2

Tuesday, June 10, 1997 - 1:30 PM - DSS Budget Work Session.....Page 2

Tuesday, June 10, 1997 - 3:00 PM - Board Briefing.....Page 2

Wednesday, June 11, 1997 - 9:30 AM - General Budget Work Session ..... Page 3

Thursday, June 12, 1997 - 9:30 AM - Regular Board Meeting ..... Page 3

Thursday, June 12, 1997 - 10:15 AM - Board Briefing ..... Page 5

Tuesday and Thursday meetings this week will be cable-cast live and taped and can be seen by cable subscribers in Multnomah County on Channel 30 at the following times:

Tuesday, 9:30 AM live; playback Tuesday, 11:00 PM & Sunday, 10:30 AM, CityNet 30
Tuesday, 1:30 PM live; playback Wednesday, 1:30 AM & Sunday, 8:30 PM, CityNet 30
Thursday, 9:30 AM live; playback Friday, 10:00 PM & Sunday, 1:00 PM, Channel 30

**Tuesday meetings produced through Portland Cable Access
**Thursday meetings produced through Multnomah Community Television

Tuesday, June 10, 1997 - 9:30 AM
Portland Building, Second Floor Auditorium
1120 SW Fifth Avenue, Portland

DES BUDGET WORK SESSION

WS-1 Department of Environmental Services 1997-98 Budget Overview and Highlights. DES Citizen Budget Advisory Committee Presentation. Measure 47 and Other Issues. Board Questions and Answers. 2 HOURS REQUESTED.

Tuesday, June 10, 1997 - 1:30 PM
Portland Building, Second Floor Auditorium
1120 SW Fifth Avenue, Portland

DSS BUDGET WORK SESSION

WS-2 Department of Support Services 1997-98 Budget Overview and Highlights. DSS Citizen Budget Advisory Committee Presentation. Measure 47 and Other Issues. Board Questions and Answers. 1.5 HOURS REQUESTED.

Tuesday, June 10, 1997 - 3:00 PM
Portland Building, Second Floor Auditorium
1120 SW Fifth Avenue, Portland

BOARD BRIEFING

B-1 Update for the Board of County Commissioners: How the FY 1997-98 Budget Addresses the Three Long Term Benchmarks: Increase School Completion; Reduce Children in Poverty; and Reduce Crime/Reduce Juvenile Crime; and the Reduce Teen Pregnancy Breakthrough Benchmark. Current Planning Efforts and Next Steps. Presented by Chair Stein, County Staff and Community Partners. 2 HOURS REQUESTED.

Wednesday, June 11, 1997 - 9:30 AM
Portland Building, 14th Floor Conference Room A
1120 SW Fifth Avenue, Portland

GENERAL BUDGET WORK SESSION

WS-3 General Work Session on the 1997-98 Multnomah County Budget. Board Questions, Answers and Discussion. Presented by Dave Warren, Bill Farver, Department Directors and Invited Staff. 2 HOURS REQUESTED.

Thursday, June 12, 1997 - 9:30 AM
Portland Building, Second Floor Auditorium
1120 SW Fifth Avenue, Portland

REGULAR MEETING

CONSENT CALENDAR

DEPARTMENT OF JUVENILE AND ADULT COMMUNITY JUSTICE

C-1 Amendment 2 to Intergovernmental Agreement 900026 with the City of Portland, Providing Compensation to the County for Trained Crew Leaders and Alternative Community Service Crews to Work in Areas Maintained by the City Bureau of Parks and Recreation

C-2 Intergovernmental Revenue Agreement 700757 with Washington County, Allowing Washington County Exclusive Use of Fourteen Bed Spaces in the Multnomah County Juvenile Justice Complex for the Detention of Youth Referred to the Washington County Juvenile Justice System in Need of Secure Custody

C-3 Intergovernmental Revenue Agreement 700787 with Oregon Youth Authority, Providing Reimbursement of Expenses Incurred on Behalf of Oregon Youth Authority Parolee and Probation Clients Utilizing Multnomah County Flexible Services Funds

C-4 Budget Modification DJJS 6 Appropriating $233,000 in Oregon Youth Authority Revenue to the Juvenile Community Justice Division Budget for the Multnomah County Flexible Services Program

DEPARTMENT OF ENVIRONMENTAL SERVICES

C-5 ORDER Authorizing Execution of Deed D971487 Upon Complete Performance of a Contract to Shril D. Lomax

REGULAR AGENDA

PUBLIC COMMENT

R-1 Opportunity for Public Comment on Non-Agenda Matters. Testimony Limited to Three Minutes Per Person.

NON-DEPARTMENTAL

R-2 PROCLAMATION Proclaiming the Formation of the Interlachen Water People's Utility District

DISTRICT ATTORNEY'S OFFICE

R-3 Budget Modification DA 9 Authorizing Transfer of the $147,805 Local Law Enforcement Block Grant Revenue from the General Fund into the Federal State Fund

R-4 Budget Modification DA 10 Authorizing Appropriation of $152,348 Additional Forfeiture Funds to Pay for Ongoing Projects

DEPARTMENT OF LIBRARY SERVICES

R-5 Budget Modification DLS 1 Authorizing Reclassification of Library Clerk 2 to Senior Office Assistant within the Central Library Division

R-6 Budget Modification DLS 4 Authorizing Appropriation of $37,500 Grant Revenue from the Libraries Online Project, a Partnership of Microsoft and the American Library Association

R-7 Budget Modification DLS 5 Authorizing Appropriation of $150,000 Grant Revenue from the Library Foundation for the Library's Summer Reading Program

R-8 Budget Modification DLS 6 Authorizing Creation of a New Position, Library Events Coordinator

DEPARTMENT OF SUPPORT SERVICES

R-9 Budget Modification DSS 4 Authorizing Appropriation of $2,500,000 from Insurance Reserve Contingency to Insurance Personnel Services to Pay Participants in the Retirement Incentive Program Established by Ordinance 877

DEPARTMENT OF COMMUNITY AND FAMILY SERVICES

R-10 RESOLUTION Designating Violence Against Girls as a High Priority for Multnomah County

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Thursday, June 12, 1997 - 10:15 AM
(OR IMMEDIATELY FOLLOWING REGULAR MEETING)
Portland Building, Second Floor Auditorium
1120 SW Fifth Avenue, Portland

BOARD BRIEFING

B-2 Discussion on the Department of Community and Family Services Request for Board Policy Direction Prior to Submission of a Proposal in Response to the State of Oregon Mental Health and Developmental Disability Services Division's Request for Proposals to Provide Managed Mental Health Services Under the Oregon Health Plan. Presented by Howard Klink and Floyd Martinez. 30 MINUTES REQUESTED.

MEETING DATE: June 10, 1997
AGENDA NO: B-1
ESTIMATED START TIME: 3:00 p.m.

(Above Space for Board Clerk's Use ONLY)

AGENDA PLACEMENT FORM

SUBJECT: Briefing on How the FY 1997-98 Budget Addresses the Three Long Term Benchmarks and the Teen Pregnancy Breakthrough Benchmark

BOARD BRIEFING: DATE REQUESTED: Tuesday, June 10, 1997
REQUESTED BY: Commissioner Gary Hansen
AMOUNT OF TIME NEEDED: 2 hours

REGULAR MEETING: DATE REQUESTED:

AMOUNT OF TIME NEEDED:

DEPARTMENT: Non-Departmental DIVISION: Chair Beverly Stein

CONTACT: Carol M. Ford TELEPHONE #: 248-3956
BLDG/ROOM #: 106/1515

PERSON(S) MAKING PRESENTATION: Chair Stein, County Staff and Community Partners

ACTION REQUESTED:

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

SUGGESTED AGENDA TITLE:

Update for Board of County Commissioners:
How the FY 1997-98 Budget addresses the three long term benchmarks:
Increase School Completion; Reduce Children in Poverty;
and Reduce Crime/Reduce Juvenile Crime; and
Reduce Teen Pregnancy Breakthrough Benchmark.
Current planning efforts and next steps.

SIGNATURES REQUIRED:

ELECTED OFFICIAL: Beverly Stein

(OR)
DEPARTMENT
MANAGER:

ALL ACCOMPANYING DOCUMENTS MUST HAVE REQUIRED SIGNATURES

Any Questions: Call the Board Clerk @ 248-3277

97 JUN -5 PM 7:16
MULTNOMAH COUNTY
OREGON
BOARD OF
COUNTY COMMISSIONERS

2/97

Beverly Stein, Multnomah County Chair

Room 1515, Portland Building
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Portland, Oregon 97204

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June 6, 1997

To: Board of County Commissioners

From: Chair Beverly Stein

Re: BENCHMARKS AND THE 1997-8 BUDGET

During one of our worksessions, Commissioner Hansen asked for a discussion of how the Executive Budget fits with our long term benchmarks and the teen pregnancy breakthrough benchmark. I am very happy to have the opportunity to explain how the benchmarks provided a framework for decision making with the Departments and for me. The benchmarks also points us toward renewing efforts in these areas after the trauma of the budget cuts pass.

General Philosophical Approach

In my December 10, 1996, memo to you about a recommended approach to dealing with Ballot Measure 47, I noted that:

> "We will be guided by the Vision of Multnomah County, as developed by the Board of County Commissioners this fall. We want to **maintain services and frame new service approaches** that help us accomplish strategies which advance our long term benchmark outcomes of **children out of poverty, school completion, and reducing crime.** "

These are outcomes that the County cannot achieve alone. Partnerships and involvement at all levels of the community is needed. In the April 14 memo from Commissioners Hansen, Kafoury, Francesconi and myself which presented the Community Building Initiative, we stated that:

> "Only if we bring together the vast resources of government, schools, private contributions from businesses and individuals and community based organizations can we truly address the multiple challenges facing our communities, neighborhoods and families."

The Community Building Initiative process can become an important tool to use as we continue to focus on these benchmarks. As well as its emphasis on integrated neighborhood based service delivery, the Community Building Initiative's focus on collaboration, citizen participation and mutual accountability creates the community partnerships that are needed to achieve the benchmarks.

"Printed on recycled paper"

Briefing Outline

This is an outline of the presentations and materials for discussion on June 10.

Agenda

1. Overview:

   Chair Beverly Stein
   State of Oregon Progress Board and "Oregon Shines II"
   Portland Multnomah Progress Board

   Carol M. Ford
   Multnomah County Benchmarks and Next Steps

2. Summary Of Budget Actions For The Three Longterm Benchmarks and one Breakthrough Benchmark:

   Increasing School Completion

   Reducing Juvenile Crime*

   Reducing Children out of Poverty

   Reducing Teen Pregnancy**

   For each of these areas, we have assembled a panel of County staff and community members involved in the planning efforts and program development. They will discuss the progress being made in these benchmark areas.

   * One of the three long term benchmarks is "Reducing Crime". This presentation focuses on "Reducing Juvenile Crime" since extensive planning work has been underway by the Local Public Safety Coordinating Council. "Reducing Juvenile Crime" is breakthrough benchmark.

   ** An update on the "Reducing Teen Pregnancy" breakthrough benchmark was requested.

How to Read the Attached Document

1. Attached is a report for each benchmark. In some instances, detailed planning work was delayed by Ballot Measure 47, but there is progress to report in all areas. The planning efforts all involve extensive community and provider input.
2. For each benchmark, current planning efforts are listed, followed by the main objectives or strategies that the planning efforts have produced.
3. Below each objective/strategy is a brief summary of how the FY1997-8 Budget decision fits within the strategy framework (for example, programs maintained or expanded under this strategy).
4. A "+" mark indicates a potential decision point in terms of budget amendments which could further assist benchmark efforts.
5. After the detailed reports, the Appendix includes the planning reports and benchmark updates.

Attachments

Benchmarks And FY1997-98 Budget

Multnomah Board of County Commissioners
June 10, 1997 Briefing

Page

2 Vision, Longterm Benchmarks and Breakthrough Benchmarks

4 Increase School Completion With Life Skills Equivalency

7 Reduce Number of Children Living in Poverty

9 Reduce Juvenile Crime

11 Reduce Teen Pregnancy

Appendix/Attachments

"Creating a Chosen Future for the Children and Families of Multnomah County". Multnomah Commission on Children and Families, 1997.

"Policies and Outcomes for Anti-Poverty Services, 1997- 2002". Multnomah County Department of Community and Family Services, Division of Community Action & Development in January, 1997.

DRAFT "Juvenile Justice And Delinquency Prevention Strategic Plan" . Local Public Safety Coordinating Council Subcommittee on Reducing Juvenile Crime, 1997.

"Adolescent Pregnancy Prevention Initiative : Progress Towards a Healthy Community". Multnomah County Health Department, Teen Pregnancy Prevention Coordinator, 1997.

"Teen Pregnancy Prevention and Parenting Community Partnership Project". Multnomah County Network on Teen Pregnancy and Young Parenting (to be distributed at June 10 briefing)

"Oregon Shines II: Updating Oregon's Strategic Plan". Oregon Progress Board.

"1997 Kids Count Data Book". The Annie E. Casey Foundation.

Vision, Longterm Benchmarks and Breakthrough Benchmarks

In September 1996, the Board of County Commissioners held a day long worksession to discuss benchmarks trends, to create a "mental map" of benchmark interrelationships and to select benchmarks to focus on over the next several years. The Board developed two new vision statements and selected three Long Term Benchmarks and five Breakthrough Benchmarks to focus longterm planning and alignment of services around.

The two new vision statements describe what the County wants to achieve:

Increase Sense of Personal Opportunity & Success
Increase Sense of Safety and Security

The three long term benchmarks are the outcomes that the county will focus its efforts on:

Reduce Children in Living Poverty
Increase School Completion With Life Skills Equivalency
Reduce Crime

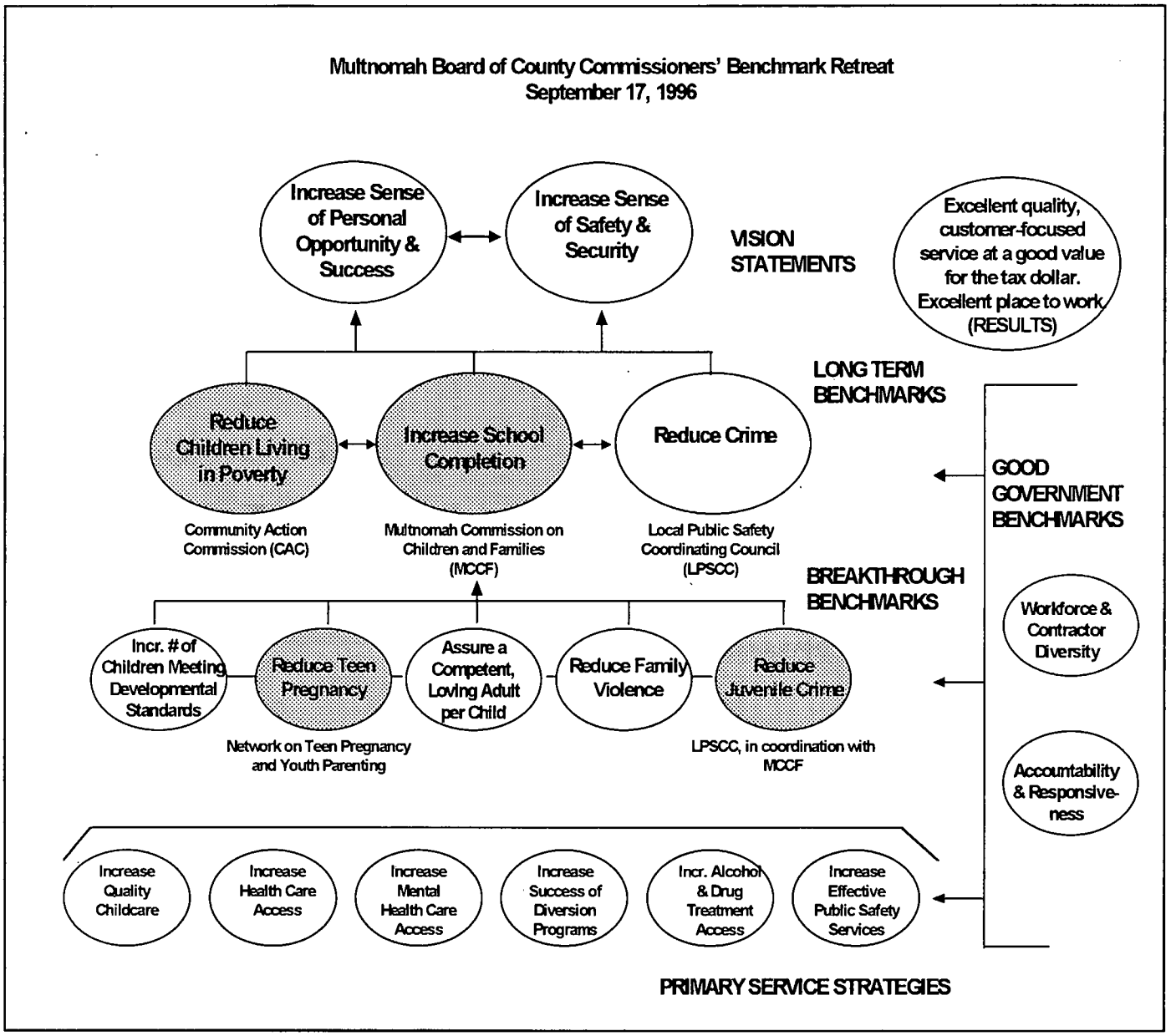
Breakthrough Benchmarks are benchmarks that the Board of County Commissioners saw as the "hot buttons" that drive a breakthrough or real change. Analysis and research is needed to see if these are actually the benchmarks that drive change in the Long Term Outcome Benchmarks and in the community:

Increase Readiness for School; Meeting Development Milestones
Reduce Teen Pregnancy
Assure a Competent, Loving Adult for Each Child
Reduce Domestic Violence
Reduce Juvenile Crime

These are in addition to the **RESULTS** vision statement, good government benchmarks and primary service strategy benchmarks. The following chart maps the vision and benchmarks relations as per the September 1996 Benchmark Retreat.

The June 10 briefing will focus on the four benchmarks highlighted on the chart:

- Increase School Completion With Life Skills Equivalency
- Reduce Juvenile Crime.
  One of the three long term benchmarks is "Reducing Crime". The briefing focuses on juvenile crime prevention to reflect what is included in the FY1997-98 Budget. Reducing juvenile crime is a breakthrough benchmark.
- Reduce Children Living in Poverty
- Reduce Teen Pregnancy

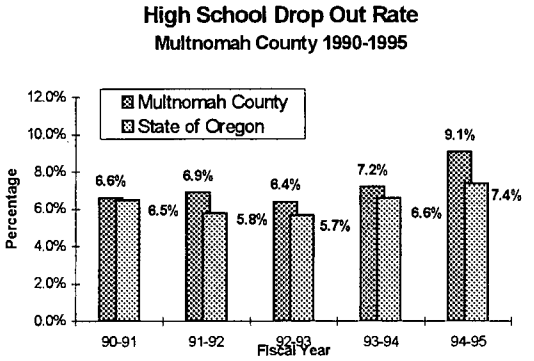


Benchmarks to be discussed at the June 10 briefing are shaded.

Increase School Completion With Life Skills Equivalency

- The likelihood of slipping into poverty is about three times higher for high school drop outs.
- At prime working age, the median income of someone with a high school degree is almost twice of those who dropped out.
- Between 1973 and 1995, the average hourly wage of high school drop outs fell by 23%.

1997 Kids Count Data Book
The Annie E. Casey Foundation



1996 Annual Report Portland Multnomah Progress Board

I. CURRENT PLANNING EFFORTS

"Creating a Chosen Future for the Children and Families of Multnomah Co."
The strategic plan was approved by the Multnomah Commission on Children and Families and the Multnomah County Board of Commissioners, January, 1997. Plan includes two goals that directly tie to this benchmark:
Goal 1: Children Entering School Ready to Succeed
Goal 3: Children and Youth Succeeding in Their Education

Community Building Initiative
Under the functional consolidation process, community building planning is being directed by Chair Beverly Stein, County Commissioner Gary Hansen, City Commissioners Gretchen Kafoury and Jim Francesconi.

DRAFT "Juvenile Justice And Delinquency Prevention Strategic Plan"
Being developed by the Local Public Safety Coordinating Council Subcommittee on Reducing Juvenile Crime, in collaboration with MCCF.

II. PROGRAM GOALS & FY1997-98 BUDGET

MCCF GOAL 1: Children Entering School Ready to Succeed

Strategies
1.1 Infants and youth children experience a healthy start in life
FY1997-8 Budget
Maintenance of teen parenting effort
Maintenance of Family Centers

Increase School Completion With Life Skills Equivalency Continued

Maintenance of assessment screening through Portland Public Schools (PSS) and the Educational Service District
Continuation of visits to new adolescent moms through Connections program
Expansion of services to 3 to 5 year olds (or expansion of 0 to 3 services) in Parent Child Service Centers
Maintenance of Community Health Nurses (CHN) Field Services to pregnant women and families with young children
Expansion of efforts to improve African-American Birth Outcomes
Expansion of CHN services to PPS Teen Parent Program
Maintenance of WIC nutritional services to pregnant women, infants, and children
Maintenance of prenatal services
Maintenance of child health clinical services
Maintenance of immunization services

1.2 Neighborhoods, communities and their institutions are concerned with the early growth, development, and cultural dynamics of young children and demonstrate that concern in ways that provide substantive support

FY1997-8 Budget
Maintenance of Family Centers
Maintenance of Library Outreach to Child Care Centers and Home Day Care
Maintenance and expansion of mental health services to Headstart programs
+Expansion of access to clinics at NE Cully and Whitaker

1.3 Parents, grandparents or other extended family members experience the joys of parenting, are committed to the healthy growth and development of their children from the earliest possible opportunity, and have the skills, motivation, and materials supports they need.

FY1997-8 Budget
Maintenance of Family Centers
Maintenance of most respite services (+ Restoration of $25,000)
Expansion of services available to families at risk of abusing children (Advocates program)
Maintenance of CHN field services to families and children at risk
Maintenance of mental health field services to families at risk of child abuse/neglect
Expansion of services to families at risk of child abuse/neglect (through Family Preservation and Support Family Advocate)
+ Restoration of Intergenerational programs
+ Maintenance of Kelly School parent support effort (currently funded through welfare reform)

Increase School Completion With Life Skills Equivalency Continued

MCCF GOAL 3: Children and Youth Succeeding in their Education

Strategies

3.1 Young people are involved in a variety of intergenerational activities held after regular school hours, whether in the school or in the community, which support their social and cultural growth and are safe and supervised.

FY1997-8 Budget

Maintenance of Parks programs through City of Portland and Community Building process.

Maintenance of branch libraries in all areas (with more limited hours)

Maintenance of school services in libraries through School Corps

+ Additional branch hour restoration

3.2 Young people and their families are committed to their own educational success and regular school attendance

FY1997-8 Budget

Maintenance of support for Caring Communities and Family Resource Centers (and expansion of Resource Centers to Whitaker School)

Maintenance of current retention efforts

Expansion of Hispanic retention program through Meyer grant to additional high schools

Restoration of Hispanic youth advocate to work with elementary and middle school children and families

Expansion of Self Enhancement Inc. to additional students in North and Northeast Portland

Maintenance of Friends of Children intensive mentoring program

3.3 Young people experiencing individual or family problems which could or do interfere with their educational success have ready access to services and supports which are culturally, developmentally, and gender appropriate, and which are available to people of all income levels.

FY1997-8 Budget

See 3.2 above

Maintenance and expansion of involvement of community health nurses with Caring Community and Family Resource Center services

Maintenance and expansion of School Based health services

Maintenance of Counteract and Touchstone programs to assist youth and families involved in alcohol and drug abuse

Maintenance of PAX for high school students (middle school program eliminated with PPS grant expiration)

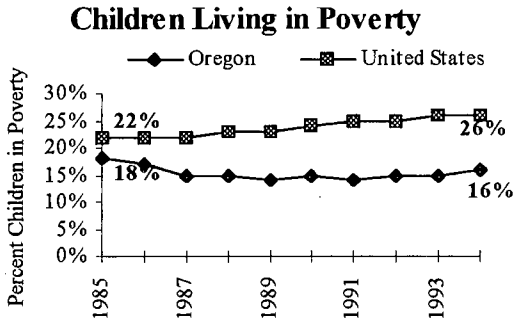
Expansion of educational services available for delinquent youth with the addition of Court School at Whitaker

Expansion of services available to vulnerable girls age 8 to 12 (Girls Empowerment)

Reduce Number of Children Living in Poverty

- Children in Poverty is one of the most widely used indicator of child well being. Due in part to the fact that poverty is closely linked to many undesirable outcomes in areas such as health, education, emotional well-being, and delinquency.
- Children born to parents who have not graduated from high school have a strong likelihood of growing up in poverty.

1997 Kids Count Data Book
The Annie E. Casey Foundation



1997 Kids Count Data Book
The Annie E. Casey Foundation

I. CURRENT PLANNING EFFORTS

"Policies and Outcomes for Anti-Poverty Services, 1997- 2002".
Produced by the Multnomah County Department of Community and Family Services, Division of Community Action & Development in January, 1997, assisted by the Community Action Commission. (Other reports: Poverty in Multnomah County: I. A Descriptive Report and II. Current Responses and Needs). Other planning: Subset of the policies, Prevention/Benchmark planning.

Workforce Development Board information - internal and external reports and recommendations (from TIP, Workforce Quality Council, and county internal assessment).

Other planning efforts that impact this benchmarks include the Community Building Initiative, County-City service realignment efforts and the Domestic Violence plan.

II. PROGRAM GOALS & FY1997-98 BUDGET

Strategy Framework from the Poverty and Workforce Reports:
Highest Priority Strategies Identified by Funders, Providers, Low Income Persons, and other Community Members

Strategies

1. Self Sufficiency: To increase the number of low income households who have a livable income sufficient to sustain their quality of life.

   FY997-8 Budget

   Maintenance of basic community action system, including Community Service Center structure, including job search support (such as child care and transportation) and employment/training linkages for families

Reduce Number of Children Living in Poverty Continued

Maintenance of weatherization services for home safety and energy efficiency
Maintenance of life skills training linked to obtaining and keeping employment
Roles identified in Workforce Reports (see below)
+ Identify priority restorations to reductions in basic needs/anti poverty work resulting from state/federal/grant reductions

2. Prevention: To prevent or reduce behaviors and circumstances of designated populations that are statistically linked to poverty, thereby reducing the likelihood of those populations entering or falling further into poverty.

   FY1997-8 Budget
   Refer to recent reports on reorganization of Wash/Mult county workforce efforts and internal county roles and objectives
   Strategic Investment Program
   One Stops
   Roles identified in Workforce Reports
   a. County providing linkage of its social services to external workforce development services as well as providing information and referral resources for frontline workers
   b. County as provider of specialized workforce services and training for special populations.
   + Position to assist in identification of specific objectives to accomplish internal county workforce goals
   + Create capacity to target single mothers completing school and entering workforce at livable wage

3. Social and Economic Change: To change community norms that relate to the structural causes of poverty, thereby reducing inequities and improving the conditions in which low income people live

   FY997-8 Budget
   Maintenance of Innovative Projects through Community Action, including housing quality/Affordability organizing and hotline.

4. Increased number of physically safe and affordable housing units - (most identified by service providers and funders)

   FY1997-8 Budget
   Support City of Portland's Housing Investment Fund; advocate for special needs populations

Reduce Juvenile Crime

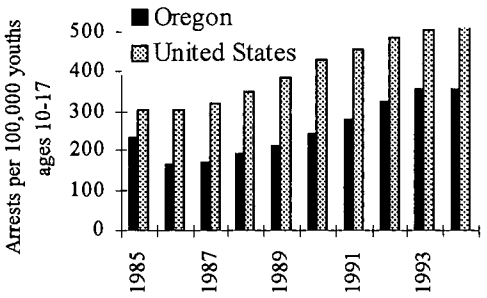
- Educational and preventative services are more likely to be a deterrent to youth crime than is construction of more prisons. *1997 Kids Count Data Book, The Annie E. Casey Foundation*
- In 1995, in Multnomah County:
  67% of juvenile offenders did not commit a new crime within 12 months.

  1,531 (33%) of the juvenile offenders committed 3,834 new offenses (allegations) within 12 months.

  Of these juvenile offenders, 7% committed 50% of all new criminal offenses.

  Multnomah County Adult and Juvenile Community Justice Dept.

Juvenile Violent Crime Arrest Rate



1997 Kids Count Data Book
The Annie E. Casey Foundation

I. CURRENT PLANNING EFFORTS

DRAFT "Juvenile Justice And Delinquency Prevention Strategic Plan"

Being developed by the Local Public Safety Coordinating Council Subcommittee on Reducing Juvenile Crime for a June 19 discussion with the full Local Public Safety Coordinating Council (LPSCC), and then with the MCCF. The plan will subsequently be presented to Board of County Commissioners for adoption.

II. PROGRAM GOALS & FY1997-98 BUDGET

Strategic Directions

1. Support at-risk, acting out, and delinquent youth to complete high school and to engage in structured meaningful activities after school in order to prevent juvenile delinquency.

   FY1997-8 Budget

   See School Completion efforts

   Maintenance of current community based diversion services through Family Centers

   Expansion of alternatives for delinquent youth through Court School Transition program

   Maintenance of anti- truancy efforts with county and grant funding

   Proposed joint funding with City of Portland of early prevention and early intervention plan

   Potential co-location of counselors in schools

Reduce Juvenile Crime Continued

2. Challenge and support parents, schools, and neighborhoods to increase mutual respect among youth/adults and to raise expectations for acceptable behavior in order to prevent and intervene early in juvenile delinquency

   FY997-8 Budget

   Maintenance of diversion efforts and Family Center services

   Maintenance of Family Empowerment Unit in Southeast Portland

3. Improve the ability of the Juvenile Justice System to provide swift, sure, and appropriate sanctions when youth violate the law in order to hold youth accountable, ensure equitable treatment and reduce recidivism

   FY1997-8 Budget

   Maintenance of current detention services, treatment programs in detention, and community based diversion services through Family Centers

   +Restore groupworkers to ensure proper supervision ($95,000)

   Maintenance of flexible funds for youth and families (+Restore additional $70,000)

   + Expansion of Forest Camp option to juveniles on weekends (uses revenue from renting beds)

   Development of counseling skills program for counselors

4. Focus Juvenile Justice System attention and resources on youth at greatest risk of violent crime, especially Ballot Measure 11 crimes, in order to protect public safety and to minimize long term costs

   FY997-8 Budget

   See #3 above

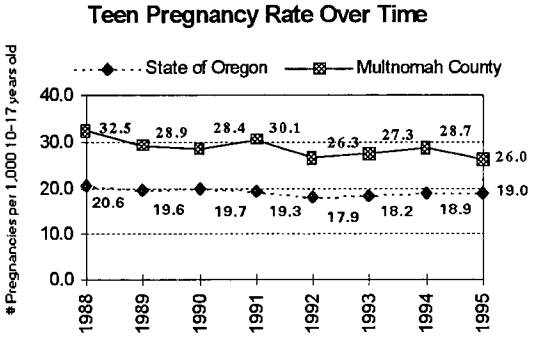
5. Educate citizens, partners, and staff on "what works" in juvenile justice and routinely evaluate the extent to which local policies and practices support those best practices in order to improve the consistency and effectiveness of our various separate and collaborative efforts to reduce juvenile crime.

   FY997-8 Budget

   Maintenance and expansion of information systems capacity

Reduce Teen Pregnancy

- A child born to an unmarried, teenage, high school drop out is 10 times as likely to be living in poverty as a child born to a mother with none of these three characteristics. *1997 Kids Count Data Book -The Annie E. Casey Foundation*
- Many factors put youth at risk for teen pregnancy, including school failure, poverty, unemployment, low self-esteem, adolescent risk-taking behaviors, history of physical/sexual abuse, and lack of hope for the future. *1996 Annual Report - Portland Multnomah Progress Board*
- Teen pregnancy prevention cannot be effective unless it is viewed as a symptom of larger social issues, including poverty and lack of economic opportunity; abuse and neglect of children and young people; and gender and culture bias. *Teen Pregnancy Prevention and Parenting Community Partnership Project, 1997.*



Adolescent Pregnancy Prevention Initiative: Progress Toward A Healthy Community Multnomah County Health Dept, 1997

I. CURRENT PLANNING EFFORTS

"Adolescent Pregnancy Prevention Initiative : Progress Towards a Healthy Community"

This report prepared by Multnomah County Teen Pregnancy Prevention Coordinator, 1997.

"Teen Pregnancy Prevention and Parenting Community Partnership Project"

The strategic plan was completed in February 1997 by the Multnomah County Network on Teen Pregnancy and Young Parenting.

II. PROGRAM GOALS & FY1997-98 BUDGET

Strategies

1. Delay the onset of sexual involvement by changing knowledge and attitudes about pregnancy

   FY997-8 Budget

   Maintenance of STARS program through private fundraising to match County commitment

2. Increase knowledge, understanding, access, and utilization of contraception

   FY997-8 Budget

   Maintenance and expansion of school based health clinics

   Maintenance of Teen Outreach Program

Maintenance of STD clinic

Reduce Teen Pregnancy Continued

Maintenance of Family Planning at Juvenile
Maintenance of Teen health information hotline
Increase family planning services through Neighborhood Access sites

3. Enhance life options by working with the entire child to create a climate for positive change.
   FY997-8 Budget
   See School Completion Benchmark
   Maintenance of existing efforts targeted to adolescent girls/boys (i.e., Girls Empowerment; Friends of the Children; Get A Clue.)

4. Delay a rapid, repeat pregnancy among teen parents.
   FY997-8 Budget
   Maintenance of existing efforts targeted to teen parents (Connections; Waiting for Your Next; Financial Responsibility project)

Recommendations from Network Strategic Plan

1. Abuse prevention and intervention; including Physical, Sexual and Emotional Abuse
   FY997-8 Budget
   Maintenance of current efforts (KIDS Can; CARES; Family Centers)
   Maintenance of Sex offender Unit and outpatient services through CAJC
   Maintenance and expansion of school based mental health services through school based health clinics
   Expansion of ability to do early identification and assistance to families at risk of abuse (Advocates)
   Maintenance of effort with Foster Child Assessment Program

2. Alcohol and Drug and Mental health Services
   FY997-8 Budget
   Maintenance of current efforts (including Touchstone; Counteract; SBHC; services through Family Centers

3. Education and Related Services
   FY997-8 Budget
   See School Completion and Reducing Juvenile Crime

4. Promotion of Tolerance and Equity
   Maintenance of current efforts

5. Violence Reduction
   Maintenance of current efforts

CREATING A CHOSEN FUTURE

For the Children and Families of Multnomah County

APPROVED BY

Multnomah Commission on Children and Families,
January 22, 1997

Multnomah County Board of Commissioners,
January 30, 1997

Multnomah Commission on Children and Families
421 SW 6th Avenue, Suite 1075, Portland, Oregon 97204 (503) 248-3897

— FOR MORE INFORMATION ABOUT THIS PLAN —

Comments? Questions? Complaints? Advice? Contributions? Praise? Chocolate?
Want to order additional copies?

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Multnomah Commission on Children and Families
421 SW 6th Avenue, Portland, Oregon 97204. (503) 248-3897

January, 1997

Dear friends,

The strongest possible foundation for all community efforts is a commonly held, clearly stated, consciously chosen vision of the future. That's what this plan is about.

We have not first focused on problems to be solved, or difficulties to be avoided, but rather we've asked ourselves "how do we best describe the status of children and families next year, or in ten years or in the next generation, if we do all that needs to be done now?" Before thinking of barriers or limitations, we took the time to dream of all things possible. Then we engaged the ideas of thousands of people in figuring out how to create that future.

Now it's time for action, and we need your support.

Among all the strategic possibilities in this plan it's easy to be distracted by the question "*How can we do it all?*" but a more useful question might be "*What do we do first?*" Another important question is *"Who will help?"* To this we are hoping that you will answer *"I will."*

To the thousands of people who have informed the creation of this plan, and to those already committed to the well-being of children and families we say *"thank you."* To those who now wish to join the effort we say *"welcome!"* We're exceptionally pleased that you wish to be part of creating a chosen future.

Mark Rosenbaum, Managing Partner,
Rosenbaum & Rosenbaum, and
Co-chair, Multnomah Commission on Children and Families

Beverly Stein, Chair,
Multnomah County Board of Commissioners, and
Co-chair, Multnomah Commission on Children and Families

BEFORE THE BOARD OF COUNY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON

In the Matter of Approving the January 22, 1997 Strategic Plan of the Multnomah Commission on Children and Families	))))	RESOLUTION 97-12

WHEREAS, the 1993 Oregon Legislature passed, and Governor Roberts signed House Bill 2004 creating local Commissions on Child and Families that are required to conduct local planning for services to children and families, and

WHEREAS, the Board of County Commissioners for Multnomah County passed Ordinance No. 780 in December of 1993 creating the Multnomah Commission on Children and Families (MCCF) with the principle mission of conducting an inclusive, community-based local planning process for the children and families of Multnomah County, and

WHEREAS, the MCCF has created and on January 22, 1997 approved a further development of its strategic plan for the children and families of Multnomah County consistent with its charge of involving local communities, and

WHEREAS, the Oregon Commission on Children and Families will review for approval the Multnomah Commission of Children and Families Strategic Plan on or about January 31, 1997, and

NOW, THEREFORE, BE IT RESOLVED that the Board of County Commissioners of Multnomah County hereby approves the strategic plan dated January 22, 1997 and authorizes its official submission by the County Chair.

ADOPTED this 30th day of January, 1997.

MULTNOMAH COUNTY, OREGON

By _____
Beverly Stein, County Chair

REVIEWED:
LAURENCE KRESSEL, COUNTY COUNSEL
for Multnomah County, Oregon
By _____
Katie Gaetjens, Assistant County Counsel

MULTNOMAH COMMISSION ON CHILDREN AND FAMILIES

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Lolenzo Poe	Director, Multnomah County, Department of Community & Family Services
Tom Potter	Citizen representative
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EXECUTIVE SUMMARY

The Multnomah Commission on Children and Families is an appointed citizen body charged with planning for and creating "wellness," defined as community conditions which preserve **every** child's potential. This focused strategic plan for wellness, developed with extensive community and professional involvement, is the beginning of a blueprint to that end. It's intended to serve eventually as the common set of strategies used by all child and family advocates, including planners, funders and policymakers, and professional service providers; as well as by parents, grandparents and other extended family members and caregivers, and by young people themselves.

This focused strategic plan presents three goals for children and families:

- Young children entering school ready to succeed;
- Safe families living in safe neighborhoods;
- Children and youth succeeding in their education.

It also presents an additional implementation goal for our system of services and supports, as a means for achieving the first three goals:

- A direct link between planning and implementation

Each goal has a set of associated outcomes, and each outcome has a set of associated strategies. In the next phase of planning the Commission will describe activities for each strategy; identify who is already doing this work, who all will serve as lead implementers, and who are our other partners; establish measurable outcomes and indicators of success; develop assurances of inclusion; identify needed and available resources; establish a timeline; and consider necessary coordination.

OUR VISION OF THE FUTURE

We envision a diverse, multi-cultural community that values, protects and nurtures children, appreciates, encourages and supports families, and assures that every child realizes his or her full potential.

We see a future where all families and communities support the healthy growth and development of every child from the earliest possible opportunity; and where families and communities support the principle that every child deserves a family ready to parent her or him. We see families and communities committed to the right of every child and every family to develop free from harm in a safe environment; and we envision an increasing number of hopeful, capable, caring and stable adults within our families and communities.

THE MULTNOMAH COMMISSION ON CHILDREN & FAMILIES

When Governor Roberts signed House Bill 2004 into law on August 18, 1993, the State of Oregon committed itself to an entirely new approach to meeting the needs of children, youth and their families. Newly appointed local Commissions were charged with planning for the implementation of a new "wellness" model.

Based on this new law, the Multnomah County Board of Commissioners began the reversal of historic social policy which assured services only when serious problems developed, often by a young person's posing a threat to public safety. On December 16, 1993 it established the Multnomah Commission on Children and Families.

The Commission is a volunteer citizen body, appointed by the Board of County Commissioners, bringing together both lay and professional child and families advocates. The Commission's central mission is to assure wellness, defined as community conditions that protect, nurture and realize the full physical, social, emotional, cognitive, and cultural developmental potential of all children, youth and their families. The Commission's role is to engage community partners in both planning and action, leading to a vision of community wellness, and to direct a limited amount of financial resources to a very few strategies drawn from this plan.

OUR VALUES — THE FOUNDATION OF THIS PLAN

- **CHILDREN AND YOUTH:** We value every child and youth, and each one's right to achieve her or his full potential.
- **FAMILIES:** We value the family unit, however defined, and wish it to be every child's first source of love and support.
- **COMMUNITIES:** We value community as every family's primary source for support and encouragement.
- **SYSTEM OF SUPPORTS:** We value an integrated and coordinated community support system which makes the best use of available resources, identifies and develops new resources, and values its workers.
- **RESULTS AND ACCOUNTABILITY:** We value results. We value an outcome driven approach providing efficiency and accountability.
- **SELF-RELIANCE:** We value community supports which encourage self-reliance and discourage dependency.
- **DIVERSITY OF CULTURES:** We value the diversity of the children, youth and families among us, and we value community supports which are culture, gender and age appropriate, as determined by those communities

- **EQUAL OPPORTUNITY:** We value equal opportunity, equal access and social justice for all cultural communities.
- **INCLUSION:** We value an open and accessible community planning process bringing diverse viewpoints, including those of young people.
- **PEOPLE OF ALL LEVELS OF NEED:** We value all people and recognize that among individuals there exist varying capabilities at different times and at different developmental stages.
- **SAFETY AND SECURITY:** We value the safety and security of every child, youth and family and recognize this as an essential support for healthy growth and development.
- **PARENTING:** We value loving, skillful parenting, whether given by the biological parents, grandparents or other extended family members; or by other trustworthy, capable adults.
- **STRENGTHS:** We value the inherent strengths, skills and capacities of every child, youth and family, and recognize these strengths as vital community resources.

OUR GOALS

To make progress in achieving our vision we have decided to focus energies. We have chosen three main goals for children and families, and one implementation goal, for the next two years:

- Young children entering school ready to succeed.
- Safe families living in safe neighborhoods.
- Children and youth succeeding in their education.
- A direct link between planning and implementation

ABOUT THIS PLAN

This document is the result of the first phase of efforts to create a "focused strategic plan for wellness." We intend for this plan to begin to serve as a guide for every community partner interested in and committed to the well-being of children and families. It may take several years of refinement for it to become all that we wish it to be, but we offer this developmental stage of our work as a good start.

We consider it to be a *focused* strategic plan because it intentionally presents only a few of the many possible strategies, and it seeks to tap into the potential we expect to find when many community partners join together in a common effort. Some important strategies which other community partners are likely to be addressing have not been duplicated here.

The general approach taken in creating this plan has been to build on good work already

done. We imagine that many of the strategies will seem familiar, since we have deliberately included some that are already proving to be successful, at least for some populations and in some parts of the county. Other strategies are newly proposed.

Everything presented is supported by both data *and* values, a proven and powerful combination of the mind and the heart. Research sources are cited in an overview section preceding each goal, and the Commission's values are presented following this narrative.

It's important to note that this plan is *not* a comprehensive plan; it does not include many of the strategies identified in numerous previous planning efforts. An existing body of good planning work, amounting to several thousand pages, covers everything from gender specific services for girls to responding to juvenile crime; from services for homeless/displaced youth to creating quality child care. Other work has been done to address the interrelated issues of poverty, child abuse, domestic violence, alcohol abuse, teen pregnancy, and other key social issues. By reference, all this work is recognized and considered to be valuable guidance for anyone committed to the wellness of all children and all families.

This plan, by design, does not generally present strategies for specific populations, like teen parents, homeless/displaced youth, youth of color, substance abusing youth, children with disabilities and many others. The intent has been to present broad, general strategies that are applicable to *all* populations; with age, culture, gender, circumstantial and other considerations to be discussed during the upcoming implementation planning phase. Numerous comments received during community review of this plan's draft have indicated that this approach may not work equally well for all populations. Maintaining a safe home environment, for example, is not immediately relevant to a pregnant young woman who is homeless; after-school activities have no direct meaning to a 13 year old boy who is not in school; the danger of premarital sex is not an issue for a young women who cannot be married; parental involvement in a child's educational success holds little meaning today to a child with no family.

The Commission is committed to all children and all families and will consider these extraordinarily challenging issues during its next work phase, and has set a specific strategy for this purpose (strategy 4.3.1).

Consistent with the Commission's interest in relying on good work already done, many sources have informed the development of this focused strategic plan. The Commission's work in previous years, as well as recent goal setting decisions provided general direction. Numerous outside published sources have informed the work. The Multnomah County Youth Advisory Board, the Community Action Commission, and the Multnomah Public Safety Coordinating Council have each contributed to this document.

Several hundred reviewers provided an unprecedented range of diverse community comment on this document when in its draft form, enriching this final product, and jump-starting the process of identifying community partners.

Finally we offer a few notes on terminology and communication. Having discovered no common planning lexicon (in fact, having discovered the opposite) we have chosen to use the following terms as defined below. They seem to be as functional as any others:
VISION: An overall description how things could be in the future if we do all that we need to do today.
GOAL: The overall thing we want, in this case stated as a condition existing within our families and communities.
OUTCOME: One of several specific things that we will need to achieve in order to arrive at our goal; also can be viewed as a sub-goal.
STRATEGY: General statement of action that we must take to achieve the outcomes for each goal.
RESILIENCY: Capacity for achieving positive outcomes despite adverse individual and environmental impacts.
RISK: Behavioral or environmental factors increasing the likelihood of negative outcomes.

WHAT'S NEXT IN THIS PLAN'S DEVELOPMENT?

The next phase of our work will be the creation of an implementation plan, engaging our partners in considering these questions:

- What specific activities, consistent with both data and values, will advance each strategy?
- What outcome measures will gauge our success?
- Which of these strategies are already at play in our community; by whom; at what cost; and with what degree of success?
- What additional research is needed?
- How do we assure inclusive and appropriate consideration of the interests of *all* children and *all* families?
- Who will commit to serve as lead implementer for each strategy?
- Who must and might be involved as a partner?
- What resources, financial and otherwise, will be needed, and where shall we get them?
- How will we allocate the resources that are the specific responsibility of the Multnomah Commission on Children and Families to support the implementation of this plan?
- What is the timeline?
- Through what mechanisms shall we coordinate all this?
- How shall we provide accountability to taxpayers and others?
- How will those of us involved support our own and each others' wellness throughout the process?

COMMISSION FUNDING POLICY

The purpose of the MCCF's funding is to achieve the Commission's goals by implementing the strategies articulated in the Commission's strategic plan.

Standards for our funding:

- All MCCF funding will be outcome-based and measured by pre-determined indicators.
- All MCCF funding will be expended consistent with the Commission's values, as defined in the strategic plan.
- All MCCF funding will be directed toward advancing a system that creates wellness; that is, maximizing and protecting a child's potential for healthy development by:
    1. reinforcing the strengths in a child's environment that offset conditions that threaten development;
    2. supporting the growth and development of positive attributes, skills and behaviors as well as reducing negative attributes, skills and behaviors;
    3. providing support before problems or crises occur, whenever possible.
- Funding is among the least of the resources available to support our goals; other strengths within the Commission and community must be exercised in association with MCCF funding. Every effort will be made to leverage additional resources, such as volunteer hours, in-kind contributions, staff time and expertise of other organizations, and funding.
- MCCF will fund strategies that increase the ability of individual services and supports to function effectively as a system, including research and evaluation.

Goal 2

SAFE FAMILIES LIVING IN SAFE COMMUNITIES

Goal 2: Overview

SAFE FAMILIES LIVING IN SAFE COMMUNITIES

- *Benchmark: Monitor reported number of children abused/neglected per 1,000 children under the age of 18.*
- *Benchmark: Monitor reported incidents of spouses/domestic partners abused per 1,000 people.*
- *Benchmark: Reduce number of arrests of youth under 18 for crimes against people..*
- *Benchmark: Monitor number of bias crimes against people/property motivated by prejudice.*

We commit to reversing the trend of an increasingly violent society, where some children are exposed to violence in the home before they are old enough to know any other way. We will engage the entire community in actions ensuring that children, youth and their families are safe and secure. We further commit ourselves to the belief that personal safety is more than a desired outcome — it is a basic need and a basic right, and a necessary condition for healthy growth and development, and for a prosperous society. We understand that safety involves creating peace, and reducing violence in all its forms: physical violence; emotional violence; sexual and dating violence; self-directed violence; and hate, bias and prejudice.

Factors related to this goal which tend to build a child's resiliency:

- Parent-child bonding
- Communication/assertiveness skills
- Parent knowledge of child development
- Family, peer and community social support
- Social norm of zero tolerance of violence
- Parent sets age-appropriate standards for child's behavior
- Family management skills
- Child with social skills
- Child's achievement motivation
- Ability to develop long-range goals
- Responsible, caring peer group
- Parent spending quality time with child
- Child's attachment to family, school and community

Factors related to this goal which tend to increase a child's risk level:

- Family stress; financial problems
- Family conflict
- Family social isolation
- Premature/ adolescent parenting
- Parent's substance abuse
- Parent's history of criminality
- Unrealistic parental expectations
- Harsh and inconsistent punishment
- Child history of, or exposure to physical, sexual or emotional abuse, neglect or violence at home or in media
- Community norms favorable to violence
- Neighborhood instability
- Early antisocial behavior
- Parental rejection of the child
- Discrimination against people perceived as being "different"
- Personal, systemic, or institutional discrimination
- Children with behavioral, physical or developmental disability
- Deviant peer group
- Gun in the home
- Early school failure

Goal 1

CHILDREN ENTERING SCHOOL READY TO SUCCEED

Goal 1: Overview

CHILDREN ENTERING SCHOOL READY TO SUCCEED

- *Benchmark: Increase percentage of children entering kindergarten meeting developmental milestones for their age.*

Research indicates that a child who has reached certain developmental milestones in the first five years of life is more likely to succeed in school and experience fewer negative outcomes in adolescence. We commit ourselves to ensuring the future health and development of each person by calling on our entire community to recognize and respond to the urgent significance of the prenatal period and the first five years of life.

Factors related to this goal which tend to build a child's resiliency:

- Dependable, competent caregiver
- Secure attachment to parent
- Nurturing, stable family environment
- Sustained friendships with peers
- High, but age-appropriate, parental expectations
- Stimulating learning environment
- Safe environment
- Health/physical/emotional well-being
- Community support for family
- Social skills
- Achievement motivation
- Positive self-concept
- Sense of trust
- Continuity of care, especially in the first three years
- Well trained care providers with low group size and low child/adult ratio

Factors related to this goal which tend to increase a child's risk level:

- Family stress, conflict or violence
- Parents unprepared for parenting
- Physiological impairment
- Inappropriate stimulation or developmental activities
- Poverty
- Lack of basic needs
- Housing instability and homelessness
- Inadequate nutrition
- Socially isolated parents
- Difficult temperament
- Inadequate prenatal care
- Prenatal exposure to alcohol, tobacco or other drugs
- Low birthweight
- Exposure to environmental toxins
- Substandard child care
- Parental substance abuse
- Child lags in developmental, sensory, cognitive, and emotional skills for age.
- Exposure to physical, sexual or emotional abuse and neglect

Goal 1: Research Foundation/Resources

CHILDREN ENTERING SCHOOL READY TO SUCCEED

- *Ernest Boyer,* Ready to Learn: A Mandate for the Nation, *(New Jersey: Carnegie Foundation for the Advancement of Teaching, 1991).*
- Carnegie Task Force on Meeting the Needs of Young Children, *Starting Points: Meeting the Needs of Our Youngest Children*, (New York: Carnegie Corporation, 1994).
- Children's Care Team, *A Positive Future for Oregon's Children and Families*, Oregon Legislative Assembly, January 1993.
- *Forging the Link*, "Essential Elements" draft document
- Hawaii Risk Indicator Screen, Healthy Start Program
- Aphra Katzev, et. al., *Developing an Evaluation Methodology for Multnomah County Parent Child Development Services and Parents as Teachers Programs*, (Corvallis, Family Policy Program, Oregon State University, 1995).
- Multnomah County Children and Youth Services Commission, *Multnomah County Great Start Plan*, 1990.
- Personal communication, Sharon McCluskey, Portland Community College
- Personal communication, Mary Mertz, Portland Public Schools
- Clara Pratt, et. al., *Interim Indicators and Program Directions for Selected Family and Child Benchmarks*, (Corvallis: Family Study Center, Oregon State University, 1995).
- Emmy Werner, "How children become resilient: observations and cautions," *Resiliency In Action,* Winter 1996.
- Zero to Three/National Center for Clinical Infant Programs, *Heart Start: The Emotional Foundations of School Readiness*,
- Anita M. Zervigon-Hakes, "Translating research findings into large-scale public programs and policy," *The Future of Children*, Vol. 5 No. 3, Winter 1995.

Goal 1: Strategies

CHILDREN ENTERING SCHOOL READY TO SUCCEED

OUTCOME 1.1

Infants and young children experience a healthy start in life.

STRATEGIES FOR OUTCOME 1.1

(1.1.1) Support efforts, specific to both genders, to provide preconceptual planning and assistance in delaying pregnancy until familial and community supports are ready.

(1.1.2) Support efforts to increase the number of children born healthy, by assuring access to culturally appropriate prenatal care and supports.

(1.1.3) Assure coordinated, universal physical, emotional and developmental assessments for all children from birth to five years, and provide their parents, grandparents, or other extended family members with culturally sensitive, and developmentally and gender appropriate referrals as needed, based on assessment results.

(1.1.4) Assure that the mother of every newborn child gets a visit at point of birth to connect them with community supports and services, and has the opportunity for follow-up visits.

(1.1.5) Assure that all children receive adequate nutrition starting at birth.

(1.1.6) Assure that every child has complete immunizations and well baby check-ups.

Goal 1: Strategies

CHILDREN ENTERING SCHOOL READY TO SUCCEED

OUTCOME 1.2

Neighborhoods, communities and their institutions are concerned with the early growth, development and cultural dynamics of young children and demonstrate that concern in ways that provide substantive support.

STRATEGIES FOR OUTCOME 1.2

(1.2.1) Develop a variety of environments where all children can experience the full range of enrichment in a safe and interactive context, rich with sounds, sights and language, and which provides developmentally appropriate opportunities for play and cultural development, building on each child's strengths and interests regardless of gender, culture or ethnicity.

(1.2.2) Increase the number of children attending high quality early childhood care and education programs and preschools that can meet the individualized needs of the children, with special attention to families with economic barriers; and assure all eligible children have access to Headstart.

(1.2.3) Increase the number of employers that advance the healthy growth and development of young children through their family-friendly policies and practices, and assure that their contributions to the well-being of children and families are well known and accessible.

(1.2.4) Support efforts to prevent exposure to environmental hazards in children.

Goal 1: Strategies

CHILDREN ENTERING SCHOOL READY TO SUCCEED

OUTCOME 1.3

Parents, grandparents, or other extended family members experience the joys of parenting, are committed to the healthy growth and development of their children from the earliest possible opportunity, and have the skills, motivation, and material supports they need.

STRATEGIES FOR OUTCOME 1.3

(1.3.1) Assure a neighborhood-based system of parent support, providing parents, grandparents, or other extended family members the opportunity to learn about child development and parenting techniques; allowing them the chance to interact with other parents who are experiencing the same joys and challenges

(1.3.2) Assure a neighborhood-based system of parent support, assisting them in meeting basic needs, and providing access to workforce development and childcare.

(1.3.3) Assure that neighborhood based support systems integrate natural helpers and peer support with professional support services for families with emerging problems.

(1.3.4) Assure the availability of culturally appropriate respite care resources for parents, grandparents, or other extended family members who are under stress or who are at risk of abusing their children, regardless of economic status.

(1.3.5) Increase opportunities for intergenerational connections, and promote the resource we have in grandparents and other elders.

Goal 2: Research Foundation/Resources

SAFE FAMILIES LIVING IN SAFE COMMUNITIES

- Peter Benson, *The Troubled Journey: A Portrait of 6th-12th Grade Youth*, (Minneapolis: Search Institute, 1993).
- Children's Care Team, *A Positive Future for Oregon's Children and Families*, Oregon Legislative Assembly, January 1993.
- Bonnie Benard, *Fostering Resiliency in Kids: Protective Factors in the Family, School and Community*, (Portland: Northwest Regional Educational Laboratory, 1991).
- Developmental Research and Programs, Inc., *Risk and Protective Factor-Focused Prevention Using the Social Development Strategy*, Seattle, 1993.
- Felton J. Earls, "Violence and today's youth," *The Future of Children*, Vol. 4 No. 3, Winter 1994.
- Peter Greenwood et. al., *Diverting Children from a Life of Crime: Measuring Costs and Benefits*, (Santa Monica: Rand Corporation, 1996).
- Karol L. Kumpfer, *Family Strengthening in Preventing Delinquency: A Literature Review*, (Washington, DC: Office of Juvenile Justice and Delinquency Prevention, 1994).
- Office of Alcohol and Drug Abuse Programs, *Oregon Together!*, Salem, 1994.
- Clara Pratt, et. al., *Interim Indicators and Program Directions for Selected Family and Child Benchmarks*, (Corvallis: Family Study Center, Oregon State University, 1995).
- *Violence Prevention Resource Manual*, Oregon Health Division and Multnomah County Health Department, 1996
- Emmy Werner, "How children become resilient: observations and cautions," *Resiliency In Action*, Winter 1996.

Goal 2: Strategies

SAFE FAMILIES LIVING IN SAFE COMMUNITIES

OUTCOME 2.1

Families and communities nurture and protect their children and teach them the values and skills needed to grow and develop free from harm.

STRATEGIES FOR OUTCOME 2.1

(2.1.1) Support efforts to build a parenting support system where parents, grandparents, or other extended family members can find help and encouragement to be nonviolent role models, and learn to provide consistent and developmentally appropriate discipline.

(2.1.2) Support preschool programs, early grade tutoring, and education reform to promote early-grade school success.

(2.1.3) Support social learning programs for children, parents, grandparents, or other extended family members, and for teachers and other caregivers, to teach children social skills for avoiding violence, ways to view television critically, and non-violent means for expressing anger and meet other needs; and help each other to access and develop alternatives to the violent elements present in a child's everyday life.

(2.1.4) Conduct widespread community conversation and education on "what is child abuse and neglect?" and advocate for a community-wide understanding of what we each can do to create safety for children.

(2.1.5) Provide supports to parents, grandparents, or other extended family members who are living in economic distress and/or under high stress, including basic needs, child care, adequate housing, and social and respite opportunities.

Goal 2: Strategies

SAFE FAMILIES LIVING IN SAFE COMMUNITIES

OUTCOME 2.2

Families and communities provide the opportunity for the development of close personal relationships which are based on mutual respect and which validate each individual's sense of self.

STRATEGIES FOR OUTCOME 2.2

(2.2.1) Involve young men and adult males and others in identifying ways that they believe will insure that fathers maintain positive emotional and financial connections with their children.

(2.2.2) Involve trustworthy, respected adult male role models in efforts to assist younger men in establishing values and behaviors that lead to healthy relationships and communities.

(2.2.3) Establish a norm of zero tolerance for violence in the home, including child abuse, partner abuse and elder abuse, for families of all forms, and conduct a public awareness campaign on this theme.

(2.2.4) Support community-based, in-school programming teaching children how they can safely respond to inappropriate touching or domestic violence.

(2.2.5) Support efforts which provide community/family/peer mediation.

(2.2.6) *(previously presented as 1.3.5)* Increase opportunities for intergenerational connections, and promote the resource we have in grandparents and other elders.

Goal 2: Strategies

SAFE FAMILIES LIVING IN SAFE COMMUNITIES

OUTCOME 2.3

Young people have and see a clear hope for their future and create a law abiding lifestyle for themselves and their peers.

STRATEGIES FOR OUTCOME 2.3

(2.3.1) Continue and build on the collaborative relationship between the Multnomah Commission on Children and Families and the Multnomah Public Safety Coordinating Council, in planning for a reduction in juvenile delinquency through primary prevention and secondary prevention, including the development and application of graduated sanctions.

(2.3.2) Decrease juvenile access to and demand for firearms.

(2.3.3) Develop community-wide enthusiasm for the principles and practice of positive youth development, and support efforts by which young people are recognized by their peers and their community for their contributions to peacemaking.

(2.3.4) Support efforts to reduce discrimination, prejudice and bias, by increasing youth participation in arts and cultural activities which enhance their appreciation of their own cultural and ethnic heritage and those of others.

(2.3.5) Assure young people school-to-work opportunities, preparing them through job training and development, college incentives, and other resiliency-based approaches.

(2.3.6) Support high school efforts preparing students for grade 13, a concept meaning whatever is the next step in a young person's continuing, life-long learning process.

(2.3.7) Support efforts for youth leadership development to assist youth in taking active roles in advocacy and education around changing the conditions that affect youth and their families.

(2.3.8) Assure that young people who have been chronically acting out, been chronically neglected, or have emotional or mental health challenges, and their families, have access to culturally specific and gender appropriate supports relevant to their needs, in schools and in the community.

Goal 3

CHILDREN AND YOUTH SUCCEEDING IN THEIR EDUCATION

Goal 3: Overview

CHILDREN AND YOUTH SUCCEEDING IN THEIR EDUCATION

- *Benchmark: Increase the high school completion rate.*

We commit ourselves to the tasks involved in ensuring that children and youth, at every grade level, have the individual, familial and community supports they need to succeed in their education. Furthermore, we consider success to be a comprehensive state of a child's being, characterized not only by academic accomplishment, but also by a sense of safety and belonging, the capacity to give and receive respect, feelings of accomplishment, a developing set of social skills, a sense of personal power, and the ability to find meaning in personal endeavors.

Factors related to this goal which tend to build a child's resiliency:

- Supportive, caring school climate
- Parental involvement in schooling
- Student involvement in extra-curricular activities
- Student achievement motivation
- Student time at home with family
- Student sense of self-efficacy
- Student hope for future; aspirations for higher education
- High parental standards for youth's behavior
- Student values helping others
- Student has continuing relationship with trustworthy, caring adult
- Student attachment to school climate
- Student problem-solving skills

Factors related to this goal which tend to increase a child's risk level:

- Student with high level of individual, family stress
- Student social isolation
- Family mobility
- Poverty
- Low academic achievement
- Poor school attendance/truancy
- Student disciplinary problems
- Student pregnancy or parenting
- Student physically, sexually, emotionally abused or neglected
- Parental substance abuse
- Student substance abuse
- Student unsupervised at home and in the community
- Parent who did not complete high school
- Discrimination against students perceived as being "different"
- Unsafe school environment
- Youth homelessness

Goal 3: Research Foundation/Resources

CHILDREN AND YOUTH SUCCEEDING IN THEIR EDUCATION

- Bonnie Benard, *Fostering Resiliency in Kids: Protective Factors in the Family, School and Community*, (Portland: Northwest Regional Educational Laboratory, 1991).
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- McManus et. al., *Oregon's Sexual Minority Youth: An At-risk Population*, Task Force on Sexual Minority Youth.
- Multnomah Commission on Children and Families, "School Completion," *Research in Brief*, Issue 1, 1996.
- Clara Pratt, et. al., *Interim Indicators and Program Directions for Selected Family and Child Benchmarks*, (Corvallis: Family Study Center, Oregon State University, 1995).
- Emmy Werner, "How children become resilient: observations and cautions," *Resiliency In Action*, Winter 1996.

Goal 3: Strategies

CHILDREN AND YOUTH SUCCEEDING IN THEIR EDUCATION

OUTCOME 3.1

Young people are involved in a variety of intergenerational activities held after regular school hours, whether in the school or in the community, which support their social and cultural growth and are safe and supervised.

STRATEGIES FOR OUTCOME 3.1

(3.1.1) Increase youth participation in supervised after-school community service activities which advance positive outcomes for children and families, and which build children's sense of being valuable members of a diverse community.

(3.1.2) Increase the number of qualified adult residents who volunteer to lead young people in after-school, skill-building activities at middle or high schools, or at other safe and accessible community locations.

(3.1.3) Increase youth participation in area recreational activities scheduled during after school hours, including participation in arts and cultural activities.

(3.1.4) Increase youth participation in skill-building, intergenerational activities that involve helping the elderly.

Goal 3: Strategies

CHILDREN AND YOUTH SUCCEEDING IN THEIR EDUCATION

OUTCOME 3.2

Young people and their families are committed to their own educational success and regular school attendance.

STRATEGIES FOR OUTCOME 3.2

(3.2.1) Assure that young people who have reduced their school attendance are encouraged to return to regular attendance, and supported in their efforts to establish and maintain regular attendance and, when needed, provide child care, support systems and groups, and alternative school settings based on individualized learning that builds on students' strengths and interests.

(3.2.2) Increase parents, grandparents, or other extended family members involvement in their children's education, and assure that parents, students and schools see themselves as active partners in education.

(3.2.3) Increase youth involvement in apprenticeships, internships, and other skill-building opportunities including the applied creative arts; expose young people to the world of work and to the possibilities for continuing their education; and promote individual accomplishment and a sense of hope for the future.

(3.2.4) Support efforts to link young people, one-on-one, with trustworthy and culturally appropriate adult and peer mentors who are committed to an on-going, mutually beneficial relationship.

(3.2.5) *(previously presented as 2.3.6)* Support high school efforts preparing students for grade 13, a concept meaning whatever is the next step in a young person's continuing, life-long learning process.

Goal 3: Strategies

CHILDREN AND YOUTH SUCCEEDING IN THEIR EDUCATION

OUTCOME 3.3

Young people experiencing individual or family problems which could or do interfere with their educational success have ready access to services and supports which are culturally, developmentally and gender appropriate, and which are available to people of all income levels.

STRATEGIES FOR OUTCOME 3.3

(3.3.1) Assure that young people and their families can readily access resource and referral services through school or community sited contact points.

(3.3.2) *(previously presented as 2.3.8)* Assure that young people who have been chronically acting out, been chronically neglected, or have emotional or mental health challenges, and their families, have access to culturally specific and gender appropriate supports relevant to their needs, in schools and in the community.

(3.3.3) Assure that parents, grandparents, or other extended family members who are experiencing challenges supporting their children's educational success have the opportunity to connect with others in similar situations for mutual support and encouragement.

(3.3.4) Assure the availability of supports for families having difficulty meeting basic needs, to allow the adults to focus on child rearing, and to allow the young people to focus on their education.

Goal 4

DIRECT LINKAGES BETWEEN PLANNING & IMPLEMENTATION

Goal 4: Overview

A DIRECT LINK BETWEEN PLANNING & IMPLEMENTATION

We commit ourselves to supporting and building upon the successful work of local both neighborhood and cultural community-based planning efforts seeking positive outcomes for children and families. We further commit to serve as partners in the implementation of the most promising, locally determined activities. We will contribute time, effort, expertise, money and passion, in pursuit of an integrated, culturally competent, locally directed, and results oriented system of care and supports throughout Multnomah County.

We recognize that certain communities have historically lacked access to planning. We are committed to making the extra effort to ensure that our planning emphasizes consumer participation, since they are the people who can best represent their own needs and solutions.

The presence of several active and established Caring Communities countywide, and models of local planning and decision making in neighboring Oregon counties show us some of the possibilities. There is growing support from local and statewide elected officials for many decisions to be made at the local level, and schools and county government are expanding collaboration through outcome alignment.

Characteristics of an outcome oriented, wellness based, community-driven system of supports:

- Children and families considered to have multiple, valuable strengths
- Single point of access at natural locations
- Knowledge of other systems
- Follow up with individual, family, schools and other community institutions
- Stable, flexible funding based on mutually agreed upon outcomes
- Intake data taken only once
- Support for people's self-sufficiency
- Supports at earliest possible opportunity
- Families fully involved in making the decisions that concern their lives
- Support for individualized, family-focused, holistic approaches
- Respect for individual and family culture

Characteristics of a task oriented, fragmented, program centered system of health and social services:

- Children and families with multiple problems, served by several agencies
- Accessibility problems, with physical, cultural or language barriers
- Specialized case management with lack of knowledge of other systems
- Limited case follow-up
- Focus on service completion rather than transitioning family into self-sufficiency
- Centrally determined, inflexible policies and categorical funding
- Inadequate confidentiality
- Crisis oriented system response
- Territorial attitudes limiting collaboration
- Services focus on individuals rather than family and community systems
- Lack of stable funding and priorities
- Competition driven funding allocations

Goal 4: Research Foundation/Resources

A DIRECT LINK BETWEEN PLANNING & IMPLEMENTATION

- A Positive Future for Oregon's Children, a report of the Children's Care Team, Oregon Legislative Assembly, House Committee on Children and Families, Representative John Meek, Chair
- The Future of Children: School Linked Services, Center for the Future of Children, Davis and Lucille Packard Foundation
- What Works: Hopeful Strategies for Portland's Children, J. Duncan Campbell, Orin Bolstad, The Campbell Institute for Children

NOTES

RESEARCH IN BRIEF

ISSUE 1

Multnomah Commission on Children & Families October, 1996

What do you think? This is our first issue of Research in Brief. We plan to publish regular issues in the future summarizing key research findings on issues before the Commission. Please share your comments with us by contacting Chris Tebben at 248-3982.

IN THIS ISSUE

- The Path to Dropping Out
- Factors Associated with Dropping Out
- Students' Reasons for Dropping Out
- Risk and Resiliency: Critical Supports for School Completion
- Implications

School Completion

This issue of Research In Brief examines the complex interactions between individuals, families and schools that determine whether a student will leave school early or remain in school through graduation or earning an equivalency.

The Path to Dropping Out

There are two distinct paths to dropping out of school. One path begins with early academic problems and culminates in dropping out by the ninth grade. The other path is marked by a rapid decline after the transition to high school.

A longitudinal study of students in a Massachusetts school district[1] found that there were two distinct paths to dropping out. One path started with early academic failure in elementary school, while the other remained on track with graduating students until high school. For both groups, school transitions were critical points where performance dropped.

> ***"[W]hile it may be simpler to view dropping out as a single decisive act, it is probably more appropriate to see this act as only one event in a long process of gradual disengagement from the education system, beginning long before the student finally fails to return to school."***[2]

Early Grade Leavers

Students who left school before tenth grade tended to have significant academic problems by the fourth grade. Over half of these students had been retained at least one grade by this point. They continued to decline academically through middle school, then left school between seventh and ninth grade.

Late Grade Leavers

The more common path to dropping out (two thirds of the students in the study) was for students who were on the margin between dropping out and graduating until the transition to high school.

Throughout elementary and middle school, their grades were similar to students who ultimately graduated in the lower third of their class. However, their attendance began to decline in middle school at nearly twice the rate of their academically comparable peers. Upon entering high school, their grades and attendance plummeted. In eighth grade, only 5 percent were failing at least one quarter of their classes, whereas in ninth grade the proportion soared to 61 percent after the transitions to middle and high schools.

"The process of becoming a dropout is complex because the act of rejecting an institution as fundamental to the society as school must also be accompanied by the belief that the institution has rejected the person."[3]

For more information, or for copies of any of the studies cited in this issue, contact Chris Tebben at 248-3982.

Factors Associated with Dropping Out

Frequently, the issue of school completion is viewed as the result of an individual's attributes or background. Closer examination of the research suggests that factors in four domains cause students to leave school early.

Traditional research has approached the issue of dropping out as a result of individual problems or risk factors. Growing evidence suggests that the decision to leave school is based on an interaction between individual, family, community and school factors. In most cases, these factors are so closely interwoven that it is impossible to cite a dominant factor that leads to dropping out.

Individual Factors

- Academic problems [1,4]
  Poor academic performance is a strong predictor of dropping out. In particular, students who repeat a grade are much more likely to leave school, even when differences in grades and attendance are controlled. Grade retention may lead to dropping out through its effects on self-esteem, negative attitudes toward school, social isolation among students who are over-age for their grade, or teachers' treatment of over-age students.
- Discipline Problems [3]
  Discipline problems and conflicts with school staff are significant factors for many males. Students who drop out are twice as likely to have been suspended or on probation than students with comparable academic records who remain in school.
- Truancy [1,3]
  Truancy is an indicator of a student's disengagement from school. It may also become a factor that leads to dropping out by causing students to fall behind and fail classes. Truancy rates for drop-outs are almost twice as high as for academically similar peers.
- Pregnancy/Family Formation [1,3,5]
  Surveys have shown that between 25-50 percent of girls leave school due to pregnancy or marriage. It is not clear which event precedes the other, but the phenomenon reflects the low attraction of school for girls who find parenting more attractive. Poor academic performance is a strong predictor of both teen parenting and dropping out.
- Employment [1,3,6]
  Research suggests that working more than 10-20 hours per week increases the risk of dropping out. Some students may leave because they find work more rewarding than school; others may leave out of economic necessity.

Family Factors

- Parent expectations and involvement in education [1,7]
  The educational environment in a student's home is one of the most important determinants of school completion. Students whose parents are uninvolved in their education are more likely to leave school. Early leavers are more likely to come from homes where parents do not monitor their activities and where they are left to make important decisions on their own.
- Family Background [1,3,6,9]
  Low socioeconomic status and low parent educational attainment are strongly associated with dropping out.

"With a realistic and dismal vision of the future, an uncompelling present, poor educational skills and experiences, and no job training, the drudgery of staying in school seems barely worth the hassle...Having a baby at least offers a full-time job and a sense of purpose and competence." [8]

"I stay in school cause every morning I get off the subway and I see this man, he's a drunk, sleeping by the side of the station. I think 'not me' and then I think 'I bet he has a high school degree.'" - Ronald

Although dropout rates vary widely across racial/ethnic groups, the differences disappear after controlling for income and parent's education. Students whose parents did not complete high school are more than twice as likely to drop out.

- Mobility [10]
  Frequent moving can lead to academic problems; students who have changed schools four or more times are about a year behind by sixth grade. The Portland dropout study found that newcomers were much more likely to leave school than students who had been enrolled in the district since eighth grade. In addition to academic discontinuity, frequent moving may lead to social isolation.
- Family obligations [8]
  Students often leave school to assume adult roles such as caring for a family member or working to help support their families.

School Factors

- School Climate [1,3]
  Students in large schools where they are anonymous are more likely to leave school. Students say that the most important reason for leaving school is that they dislike it. They perceive that teachers are not interested in them and that school discipline is arbitrary.
- Discipline and Other Policies [3,8]
  Some students are "pushed out" of school through expulsions or they are dropped from the register once their absences exceed a certain limit.
- Negative Assessment of School [1,3,8]
  Many dropouts feel that the economic benefits of staying in school are minimal. Contrary to the perception of "unmotivated" dropouts, they may leave school because they see greater benefits to working.
- School Culture [8,11]
  Students may grow alienated when the curriculum invalidates their life experiences. Minority students may perceive that the school does not recognize or value their culture. Language issues can also be a barrier for non-English speaking students.

Community Factors

- Peers [5,6]
  The influence of peers on the decision to drop out requires further exploration. Students who drop out report that their friends share negative attitudes toward school.
- Role models/horizons [8]
  Students surrounded by unemployment and poverty are more likely to be skeptical about the value of staying in school.

Students' Reasons for Dropping Out

Students most frequently cite school-related reasons for dropping out. They also say that employment and family formation are important reasons.

Many students cite dissatisfaction or problems with school as the main reason for dropping out. They say that they are leaving because they are bored and they dislike school. To a lesser extent, they say they are leaving because of academic difficulties. Males frequently cite discipline problems; one-fifth of African American males say that their primary reason for dropping out was suspension or expulsion *"Every time she would write something*

on the board, even if students contradicted it and made a good point, if it was in her notes we had to write it down. Like there was no discussion..."

"I just couldn't go back there. I was held over three times in ninth grade so I stopped goin' after the first time. You feel so 'shamed and stupid..."

IMPLICATIONS

- Focusing only on individual factors for dropping out tends to "blame the victim" and overlook the roles that families, schools and the community play in helping students stay in school.

- Many of the factors associated with dropping out are *symptoms* of disengagement from school, rather than *causes*. Policies that are narrowly targeted to these risk factors will fall short of their goal of increasing school completion.

- Strategies must address the conditions that make dropping out more attractive than remaining in school.

(three times the rate of Hispanic or Caucasian males).

Students who leave school because they do not like it are rejecting an environment where they do not fit. Other students leave school because they are assuming adult responsibilities that are incompatible with school. For females, marrying or becoming a parent is a common reason for leaving school. Between 25-50 percent of girls say they left school for these reasons. This is especially significant among African American females.

Many males say that they left school to pursue employment. Hispanic males, in particular, mention the desire to work or the need to assist their family economically.

Risk and Resiliency: Critical Supports for School Completion

Despite exposure to risk factors, many youths remain in school. Several internal and external assets that contribute to school completion have been identified.

Many students are exposed to multiple factors that place them at risk for leaving school before graduating, yet most of them remain in school. Researchers are reframing their questions from "What makes students drop out?" to "Why do students remain in school?"

Their findings[12] indicate that some of the most significant protective factors that keep youth in school are:

- Educational aspirations
- Achievement motivation
- Involvement in school activities
- Parental standards
- Time at home

Students with a sense of hope for the future, with a sense of their efficacy to achieve their dreams, and with parents who provide guidance and support can overcome many of the risk factors to achieve their goals. Policy interventions should consider ways to build or enhance these supports. ■

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DEPARTMENT OF COMMUNITY AND FAMILY SERVICES
DIVISION FOR COMMUNITY ACTION AND DEVELOPMENT

POLICIES AND OUTCOMES FOR ANTI-POVERTY SERVICES 1997-2002

Adopted January 1997

INTRODUCTION

The Multnomah County Department of Family and Community Services, Division for Community Action and Development is proposing to refocus its anti-poverty, community action funding and services toward the reduction of poverty in this County. This shift is an extension of activities started in the past several years and reflects changing times:

- Current service policies were developed six years ago before property tax measures, federal budget balancing, and State and County emphases on benchmarks, key results, and outcomes. The revised policies reflect these funding and environmental changes.

- Low income people were surveyed for their interests and concerns about living in poverty and getting out of poverty. More than 1,000 interviews and survey forms were distributed in a variety of places in order to reach low income people; over 600 low income people responded. Overwhelmingly, they wanted jobs, job training and education, and affordable housing. A few respondents wanted mentors to help them access resources, but most wanted direct access to resources.

- A current major societal push is economic and workforce development. This can be seen in programs developing at the federal, state, and local levels; in welfare reform, which calls for low income welfare recipients to become part of the labor force; and in the voices of low income people themselves. Workforce development is being coordinated with social services to provide the supportive infrastructure that will help low income people achieve a livable income.

- The Department's evaluations of housing placement programs have indicated people can be successfully stabilized in permanent housing without multiple housing relocations or required counseling programs. This indicates that more people could have access to limited resources if barriers to that access were removed.

Multnomah County requires open competitive procurement of contractors for services at least every five years. This procurement process, called the Request for Proposal (RFP) process, is (or should be) based on an environmental assessment and strategic plan similar to a five-year business plan developed by the private sector.

The Division for Community Action and Development is proposing revised anti-poverty service system policies, which will serve as the basis for a spring 1997 Request for Proposal process. This document, when approved by the Community Action Commission, will become the operating policy framework for community action services in Multnomah County, for the period 1997-2002.

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SECTION ONE: GOAL AND STRATEGIES

GOAL OF COMMUNITY ACTION

The Community Action Program will focus on activities **to reduce poverty** in Multnomah County.

STRATEGIES/OUTCOMES

The Community Action Program will address its goal through four specific strategies:

Social and Economic Change

To change community norms that relate to the structural causes of poverty, thereby reducing inequities and improving the conditions in which low income people live.

Discussion

The focus of this strategy is "institutional" change, which impacts the structural causes of poverty in our communities. Programs may use a collective action (community organizing) approach to change. Activities may focus on:

- Creating the social and economic change necessary to establish an adequate supply of those community resources required for households to move out of poverty, such as affordable housing, livable wage jobs, employment benefits (insurance), adequate minimum wage, subsidized child care, universal or transferable health insurance, etc.
- Preventing changes in public and private sector policies and practices that throw additional households into poverty.

Prevention and Self-Sufficiency activities may also include social and economic change strategies.

Implementation

Funding for this outcome is targeted for approximately 10-15% of Community Action funds. Community Action currently funds social and economic change through its innovative projects funding, which is limited to approximately 5% of Community Action dollars.

For the first year of implementation, institutional change dollars may be used to develop provider technology systems.

Policies around social and economic change programs have been discussed and determined during the summer and early fall, with competitive applications for project funding processed in late fall and early winter. Projects generally run for a 12-month cycle, across fiscal and calendar years. The Division for Community Action and Development proposes to keep to that cycle.

Activities directed at social and economic change may also be conducted by County staff throughout the year. These activities will be included in reports on project activities.

Prevention

To prevent or reduce behaviors and circumstances of designated populations that are statistically linked to poverty, thereby reducing the likelihood of those populations entering or falling further into poverty.

Discussion

Prevention efforts will focus on preventing behaviors and circumstances that are statistically linked to poverty and on preventing periodic falls into poverty by groups of people who are particularly vulnerable to changes in economic or social conditions.

Prevention efforts will be focused on particular populations or groups. Some individuals in these groups may be above poverty but are at risk of poverty by virtue of being in that group. Examples of designated prevention populations include: teens at risk of pregnancy; latch-key children; people unable to compete with the welfare reform requirements; people at risk of losing housing; working poor; people working in declining industries; victims of domestic violence, etc.

Over the course of time, particular populations may be identified for specific advocacy, collective action, and/or service programming. Designating a population may result from governmental policy changes (e.g., welfare reform), economic disturbances (e.g., closure of an industry), new benchmark priorities, or some other circumstance. This strategy recognizes the realities of public funding priorities, such as benchmarks, which often address hot but evanescent topics.

Prevention efforts are intended to serve as a catalyst for change in other systems affecting the designated populations, e.g., health, youth, corrections, etc. This may include leveraging other system resources on behalf of the designated population, and providing leadership in motivating other systems to focus on strategies to prevent poverty.

Implementation

Funding for this outcome will target approximately 15-20% of Community Action funds. In most cases, projects will result from additional funds such as County Budget Add Packages.

To implement the prevention strategy, the Division for Community Action and Development will identify target populations, strategies, systems to be impacted, and outcome measures. Programs will most likely be tied to the County Budget cycle. Outcomes measures will probably be dependent on comparisons between those groups who received attention and those who did not, or on client reports of how their circumstances changed.

Because of the link to the County Budget cycle, policies may be developed during the winter and spring, for inclusion in the Budget. Development of programs and selection of providers will occur after that, probably during the summer.

<u>Self-sufficiency</u>

To increase the number of low income households who have a livable income sufficient to sustain their quality of life.

Discussion

Self-sufficiency programs focus on providing households with tools to become economically self-sufficient. These tools may include: education, training, access to livable wage jobs, job support, support services to overcome barriers to housing and employment, housing resources, access to income maintenance programs, child care, etc.

For elderly people or people who have disabilities, "tools to become economically self-sufficient" may focus on provision of, and access to, support services, the value of which constitutes a livable income. For these populations, where other service systems exist to provide for maintenance of independent living (e.g., Aging Services, Mental Health, Developmental Disabilities), the focus of Community Action dollars will be to help these elderly or disabled persons achieve stability in housing and income support.

The concept of *livable income* will be defined monetarily according to national standards. It may also be expanded to include a quality of life factor, to reflect the fact that *livable income* is subjective; some households can live quite comfortably on less income than can other households.

Emergency basic needs assistance may be considered a "tool" to achieving economic self-sufficiency, if the household's emergency basic needs must be met before other tools can be effective. Provision of emergency basic needs will be an element of the strategies to achieve a livable income.

The emphasis on self-sufficiency shifts the current system's funding for safety and emergency needs services toward reduction in poverty and achievement of a livable income. The change in outcome implies that households will progress toward self-sufficiency so that they no longer need safety net services. Safety net services are still available under the proposed policies, but not as an end in and of themselves and not repeatedly.

It is not the intent of DCAD to require every household to embark upon a self-sufficiency plan if all they need is a one-time emergency income support. When that one-time becomes a two-time, the requirement for self-sufficiency actions comes to the fore.

This outcome also puts a greater emphasis on *economic* self-sufficiency. Housing stability is part of that process, but will not be the major outcome it is currently.

Implementation

This strategy has funding priority within the full Community Action system. Approximately 65-75% of the funds will be allocated to this outcome. Funding percentages for Community Action strategies may be adjusted if funding cuts jeopardize the existence of comprehensive self-sufficiency services.

Providers for self-sufficiency services will be selected through a 5-year Request for Programmatic Qualifications (RFPQ), to be released in spring 1997. The RFPQ will be based on the policies and program model in this document. Once the program policies are approved by the Community Action Commission (December, 1996 - January, 1997), RFPQ specifications will be developed to further hone the program model. This is a confidential process to avoid favoritism or unfair competition among providers.

Periodic review of the policies may occur over the 5-year time span, in order to keep them current and reflective of the funding and service environment. Additional RFP's or RFPQ's may be released to change the system or enlist new providers as system resources.

Leadership

To provide visionary, planning, organizing, and management leadership to the Community Action system.

Discussion

This strategy refers to the roles and responsibilities of the Division for Community Action and Development. The Division will advocate with other County programs to identify and prioritize services for low income populations within their program areas, as well as provide systems development, leadership in policy planning and implementation, and training and technical assistance to system participants.

Implementation

Funding for this activity is limited to 10% of Community Action funds. Reductions in this allowable percentage will result in a concomitant reduction in contractor administrative rates.

SECTION TWO: SOCIAL AND ECONOMIC CHANGE

(RESERVED)

SECTION THREE: PREVENTION POLICIES

(RESERVED)

SECTION FOUR: SELF-SUFFICIENCY POLICIES

PHILOSOPHICAL FRAMEWORK OF SELF-SUFFICIENCY SERVICE SYSTEM

The self-sufficiency service system is based on a number of philosophical tenets:

Outcome-Oriented Programs: Community Action funding will be based on effectiveness in achieving stated outcomes.

The Division for Community Action and Development will fund a variety of programs intended to achieve identified outcomes. Program effectiveness over time will be evaluated; continued funding will be contingent upon demonstrated effectiveness in achieving the outcomes. Evaluation plans will become a major part of doing business with the County; data will need to be collected to demonstrate performance and outcome achievement.

Family Accountability: Community Action programs will promote household accountability in participating in obtaining resources and achieving self-sufficiency.

This refers to the ability and responsibility of the household to determine its goals and plans of action and to take responsibility for making the best use of resources made available to it. Customer choice and customer determination will be key elements in service delivery. Low income people will be empowered to select the types of resources they need to achieve economic self-sufficiency. As a right, they will be treated with respect and an assumption that they can manage their own affairs. On the other side of the right is the responsibility of the households to use public resources appropriately as a stepping stone toward economic self-sufficiency. Continued access to public resources will depend on progress being made toward that goal.

Self-Sufficiency Service Limits: Self-sufficiency programs will expect households to progress in improving their economic circumstances in order to get ongoing access to public resources.

Programs addressing self-sufficiency are intended to provide limited duration assistance; households are expected to stop or reduce their need for ongoing services. (Low income elderly and people with disabilities, for whom employment is not a likely recourse to economic self-sufficiency, will be assisted to achieve stability through use of government benefits and other supports. Their reliance on Community Action services should still diminish and end once stability is achieved.)

The Community Action Program does not specify a particular endpoint or duration for household eligibility for services, although it is estimated that households may need 1-2 years of assistance. (Periodic check-ins may be required for re-authorization of designated services. This does not prescribe the length of time a household may be working on self-sufficiency with public support.) Instead, programs are expected to be effective in helping households prevent a return to services. Where households continue to request services without demonstrating progress in self-sufficiency, the option exists to deny eligibility. Community Action resources will be targeted to those households that are actively working to become economically self-sufficient. (Note: Community Action resources are not public entitlements, which must be provided to all eligible people without regard to funding limits. There are limits to Community Action funds, and Community Action may impose eligibility requirements.)

Notwithstanding the policy on requiring progress toward self-sufficiency, the Community Action system may continue to assist households whose progress is punctuated by periodic falls or slippages back into poverty.

The expectation is that these falls will be to levels of sufficiency higher than in the past and that some level of progress is demonstrated. Support for people just leaving poverty is expected to be available. This policy recognizes that movement up the self-sufficiency scale may not always be a continual, smooth progression.

System Collaboration and Resource Leveraging: **Community Action activities will be conducted in cooperation and collaboration with other service systems; these systems' resources will be considered part of the tool box of resources available to households working toward economic self-sufficiency.**

The Community Action system will integrate its services with other systems to assure availability of resources, without duplication of access and case management functions (including personal support and mentoring relationships), to help households earn and maintain a livable income. The Community Action system will support the concept of *primary case manager*, in which a household may receive, as needed, intensive problem-solving, mentoring, and personal support through a relationship-based service from one system but not from multiple systems. Providers will be expected to establish agreements for linkage with other systems providers. DCAD may also take on the function of making the linkage agreements, in its system leadership role.

Notwithstanding the policy of system collaboration, the Community Action dollars will not supplant mandates or funding for other County service systems that serve low income people but address other outcomes, e.g., Aging Services, Mental Health, and Alcohol and Drug programs. These systems will be encouraged to collaborate with Community Action, but any fund sharing will address the strategies and outcomes of the Community Action system (social/economic change, prevention of poverty, self-sufficiency.)

Geographic and Ethnic Equity in Access: **Self-sufficiency services will assure geographic and ethnic equity and consistency in access to public resources.**

Households will be able to receive the same services and quality of service regardless of program accessed. The self-sufficiency system will use a standardardized assessment tool and will operate within standard access and referral protocols. Allocation and use of resources will be monitored for geographic and ethnic distribution; the Division for Community Action and Development will be responsible for identifying imbalances and instituting corrective actions. The system, with leadership from DCAD, will be responsible for assessing resource needs and working toward the development of resources in resource-poor areas.

Self-Sufficiency Household Targets: **The Community Action system will seek to assist as many households as possible within funds available.**

Annual targets for the number of households to be served will be developed. Access programs will be held accountable for providing access to resources to the identified number of households.

System Leadership: **In order to assure success in meeting outcomes, the Division for Community Action and Development will set standards for service provision, regularly evaluate program effectiveness, and provide necessary training and technical assistance.**

The Division for Community Action and Development may also explore alternative service delivery mechanisms, such as managed care and capitation. These are current functions of DCAD and other Departmental units.

Decency Principles/Living Wage: **The Community Action system supports the concept of livable wage for all households, including staff providing contracted services.**

Some of the case managers in contracted service agencies receive such low wages they are eligible for Community Action services. Agencies set salaries for their staff and need to weigh individual program salaries with agency wide salary structures and funding. The prior RFP allowed agencies to set their rates. The County will need to balance accountability of public funds (cost effectiveness) with support for livable wages among service providers, in its RFP processes. Greater salaries should offset constant staff turnover, which should increase quality and effectiveness of services and resources.

SELF-SUFFICIENCY PROGRAM MODEL

The self-sufficiency program model calls for a greater emphasis on economic self-sufficiency, including workforce development and job training for customers of the system. This system is also designed to increase access among low income people to resources that can help them achieve a livable income, by promoting linkages with other service systems, reducing barriers to service, and eliminating duplication of access requirements among systems. The following diagrams depict the self-sufficiency service system as proposed.

Diagram I: Structure of Proposed System

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11/18/96

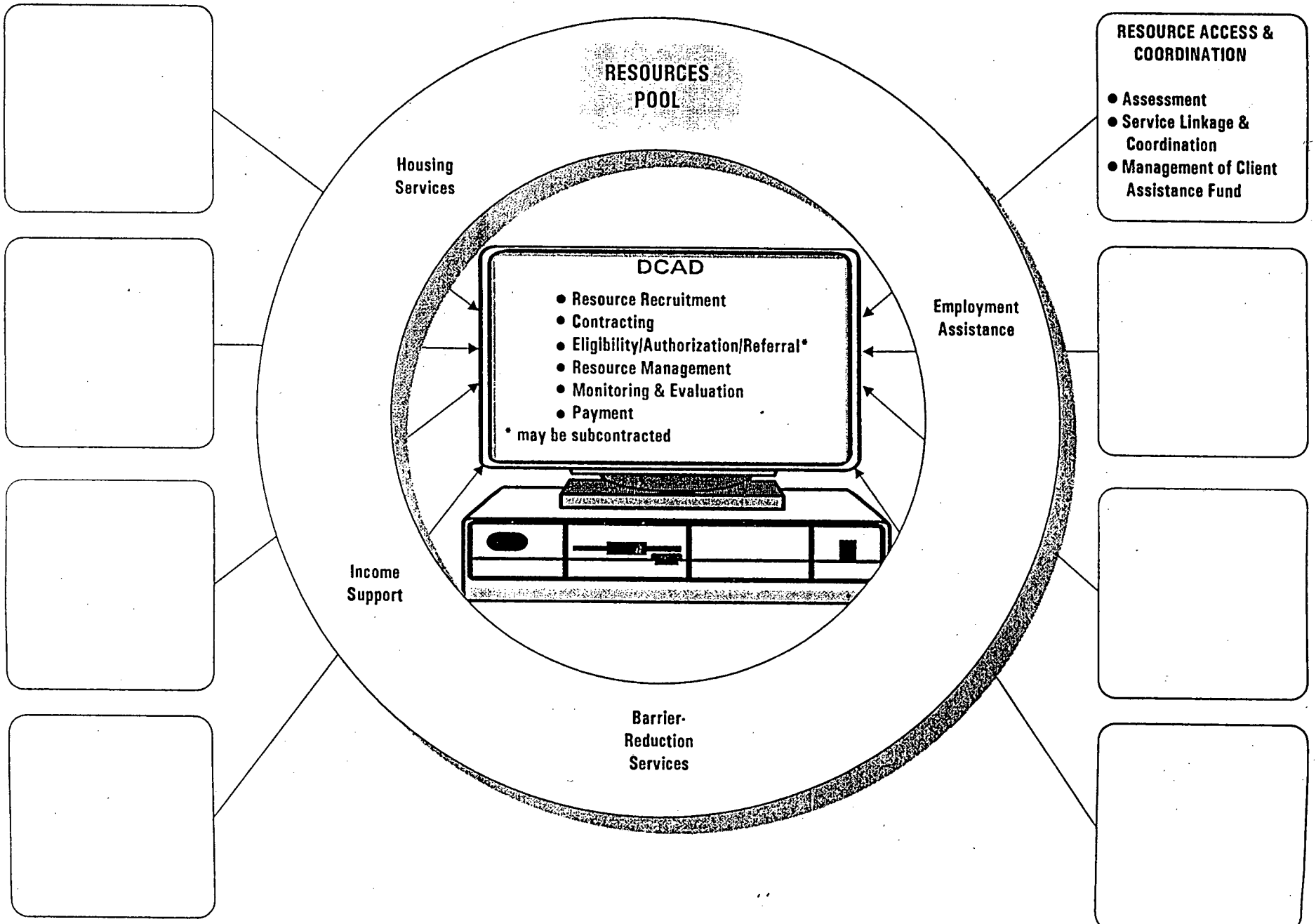

Diagram II: Customer Linkage to Services in Proposed System

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11/19/96

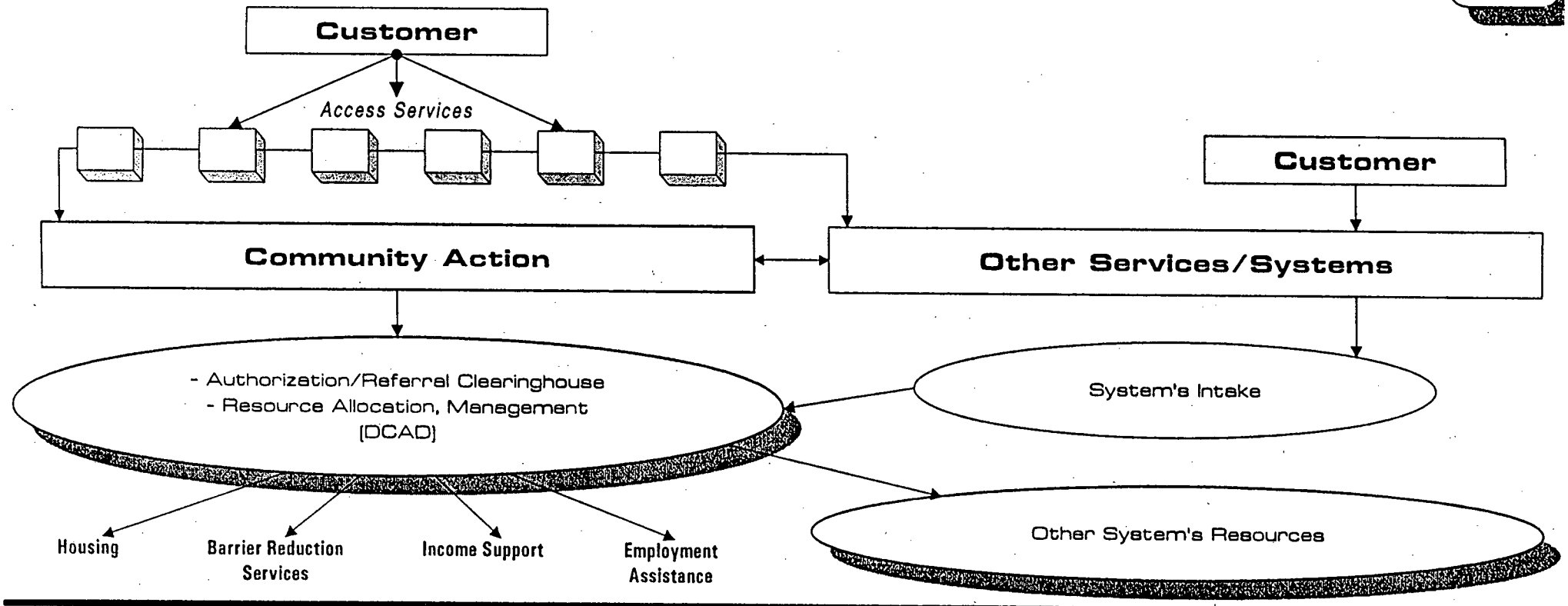


Diagram IIa: Access in Current System

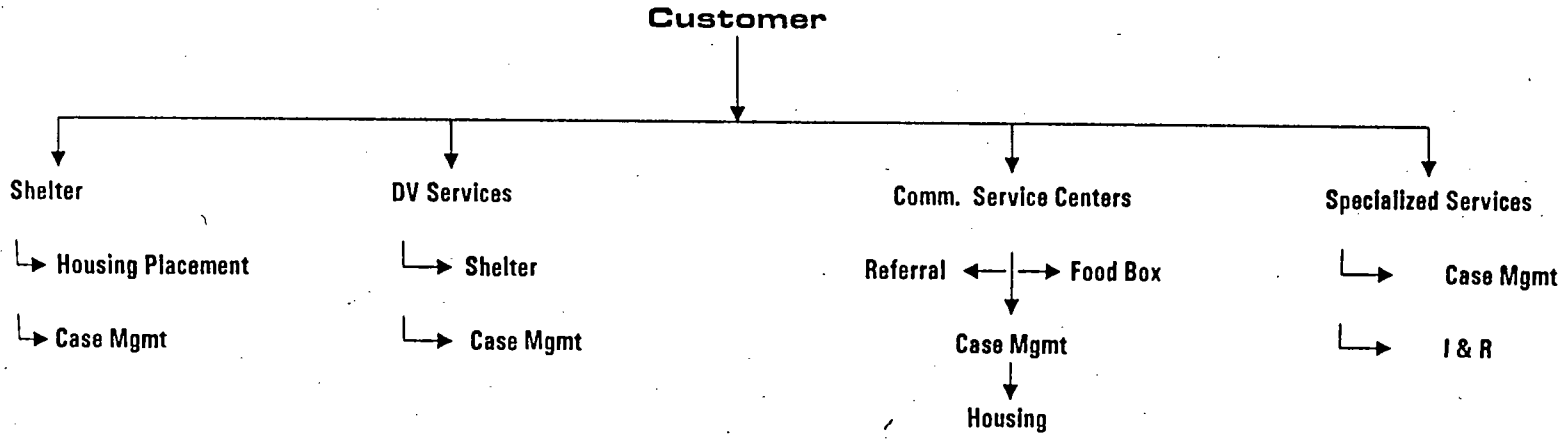


Diagram III: Service Access Process in Proposed System

DRAFT:
11/15/96

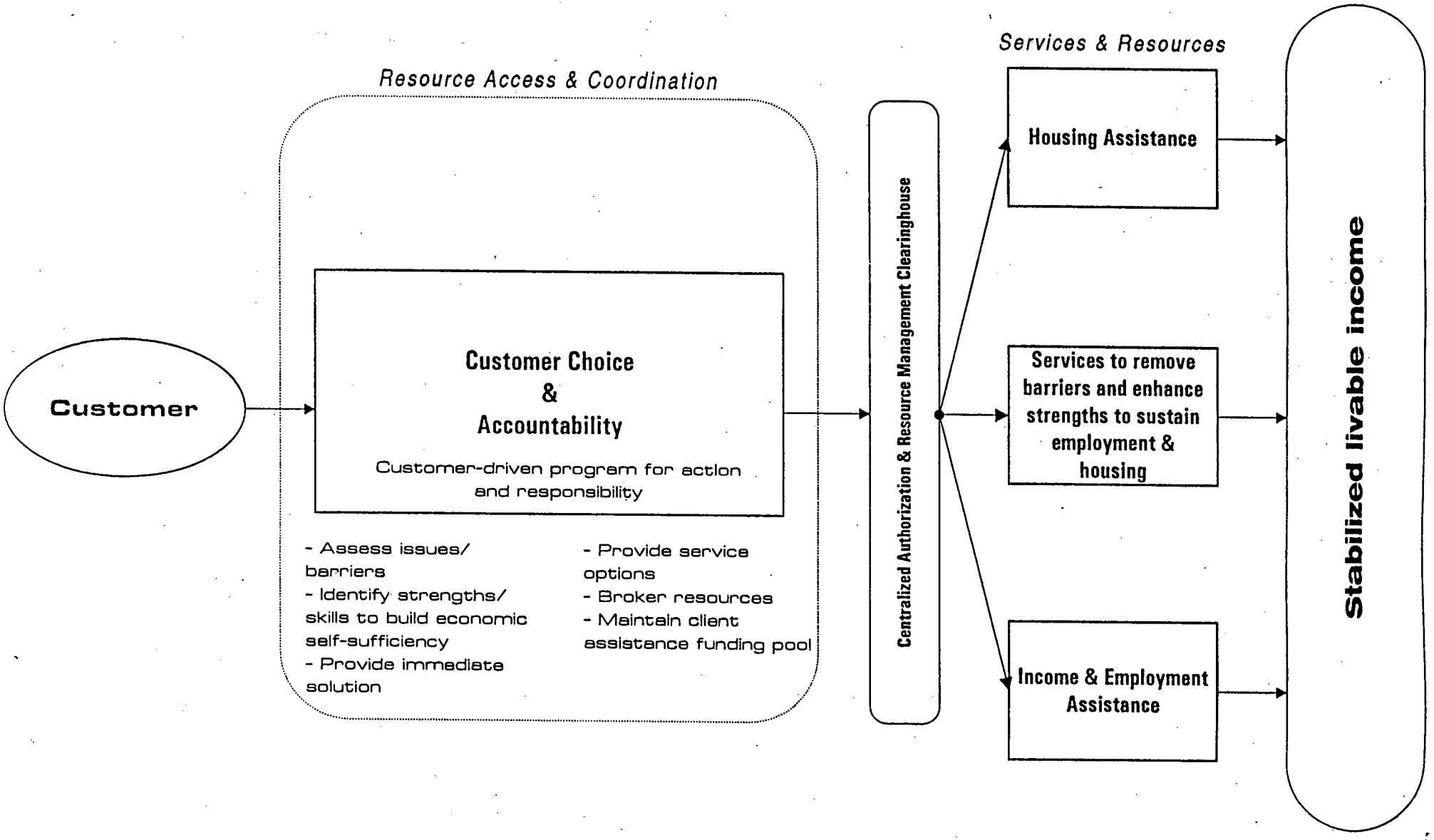
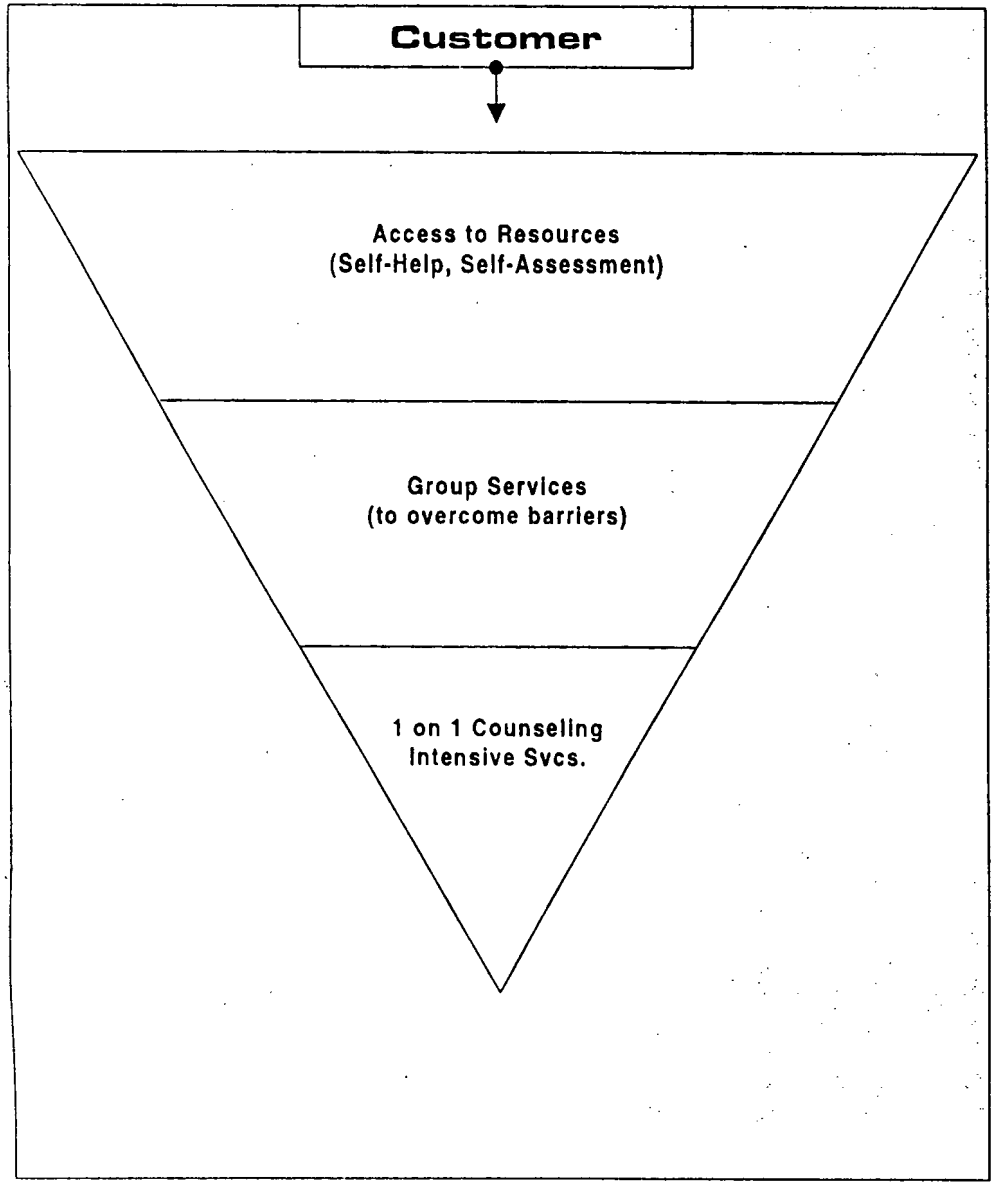
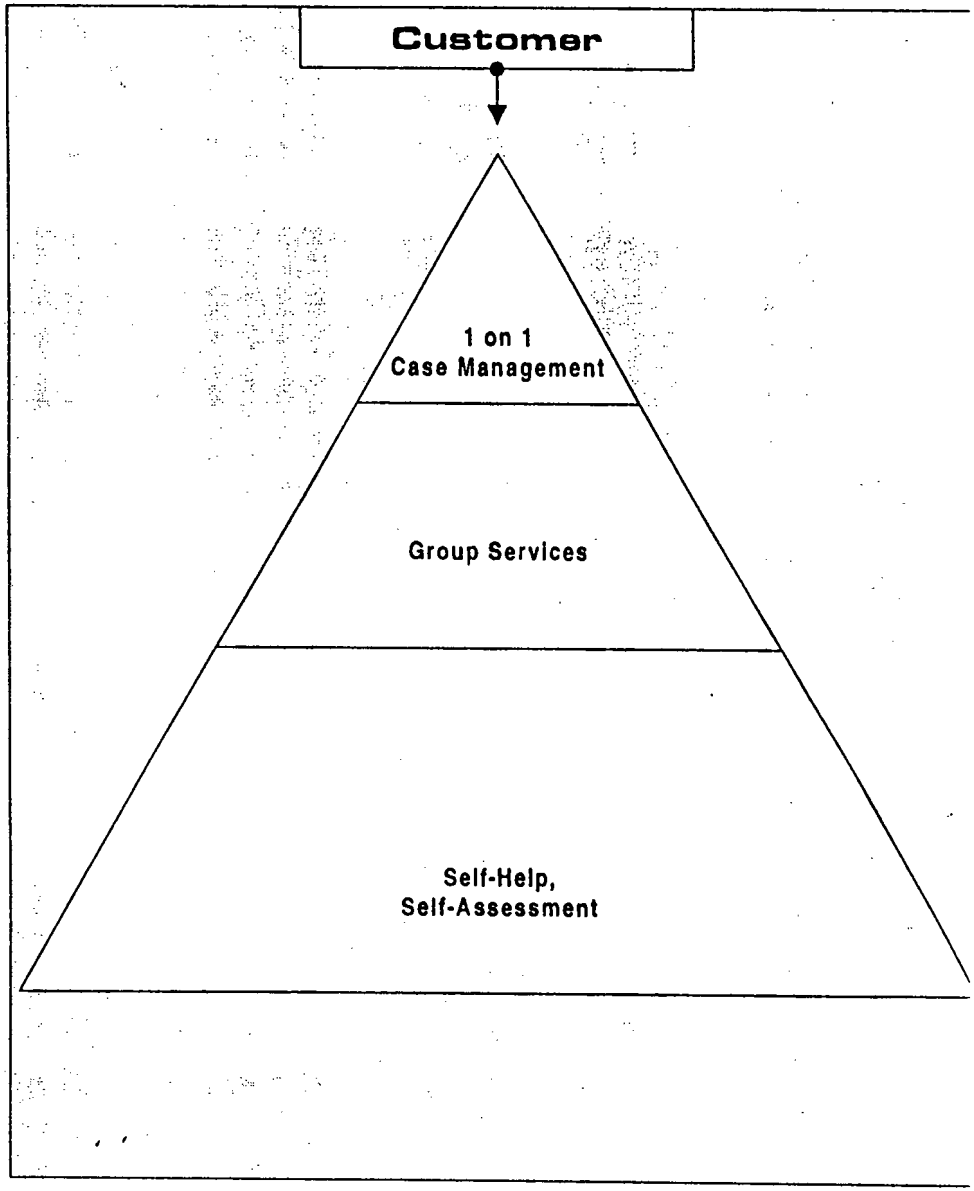


Diagram IV: Service Pyramid

PROPOSED SYSTEM



CURRENT SYSTEM



The self-sufficiency program model is based on the following policies:

Continuum of Services: **Support for household economic self-sufficiency will be provided through a continuum of services, from emergency assistance to housing supports, to education, training, and job placement.**

Discussion

The continuum of services funded through Community Action will expand to include employment related services, child care, and other services needed to address economic self-sufficiency.

Implementation

Needed resources will be identified through ongoing discussions with service providers. The Division for Community Action and Development will provide leadership in connecting with other systems to link with their resources.

Resource Access Coordination and Broker System Model: **Access to public resources will be opened to a greater number of low income households. The access process will use highly skilled resource brokers (access coordinators) who will help low income households identify and prioritize their resource requests and connect to resources. Access programs will be held accountable for serving a designated number of households.**

Discussion

Resource Access Coordinators will provide individualized, customer-based access to public resources. They will assess the strengths and barriers of the households, help them articulate their goals and plans, authorize Community Action funded services, connect the household to other systems' resources, and advocate on a systems level for resource availability. Service authorization periods will be established for when the household must check in to continue receiving a service, based on system standards and the individual customer's circumstances. (A self-assessment tool may be developed to assist households in identifying and requesting desired resources.)

The access functions resemble one form of system "case management." In the current system, however, "case management" often includes individualized casework or treatment, that is, relationship-based counseling, weekly check-ins, problem-solving and support, and work with individuals on their issues. Under the system access model, this intensive function will be limited to those customers who need that level of assistance in order to make best use of the resources. (See Diagram IV: Service Pyramid. In the proposed system, everyone gets access to resources; fewer need group services; and fewer still need one-on-one counseliing.) This intensive case management/counseling/casework will not be required for access to public resources; it will be available for those households who ask for that assistance.

Access Coordinators serve as household mentors and advocates as the need arises. However, counseling and work with the household to overcome barriers will be separate functions purchased for needy households.

The model expects extensive systems collaboration, where other systems will have access to Community Action resources, and Community Action consumers will have access to other systems' resources. In order to work more effectively with the consumer and to eliminate duplication, Community Action will support the *primary case manager* approach to services. In this approach, each function of linkage to services, "care coordination", and intensive, relationship-based support is allocated among the relevant systems. For instance, a customer who has a primary case manager (who provides the support functions) through Mental Health or Family Centers will not receive that level of assistance through Community Action.

Households will not be required to participate in a casework style of case management program in order to access services. Where certain resources require case management as a function of eligibility for that resource, service coordination will accompany the resource. For example, for supervised housing arrangements

(Community Development Corporation housing, Housing Authority units, etc.), one day a week of coordination for 50 units of housing has been DCAD's operational standard. Per the Housing Authority, once a month check-ins are all that is required for priority housing. These types of situations will be limited, in order to comply with the philosophy of family accountability.

Implementation

Standards will be set regarding numbers of households to be provided access. The current caseload standard of 15 per worker, which assumes casework, will increase. Under consideration are different standards for different types of customers, average expected number of hours per customer, use of a tiered system based on complexity of resource needs, etc. The standard will need to be able to adjust to increasing and diminishing resource pools; an increase in resources will not automatically increase the number of resource access coordinators.

Standards will also be needed to determine when service coordination or case management must accompany a resource. Standards will address complexity of behaviors needed to maintain effective use of the resource and will be based on accountability, with the goal to limit case management requirements to resources at major risk of abuse without user supervision.

<u>Priority for Funds for Support Services:</u> **In order to make available enough resources for households, resource access will be limited to no more than one-third of self-sufficiency funds. Two-thirds of the funds will buy support services and resource assistance for households.**

Discussion

Support services that will be purchased and accessed by access coordinators include:

- housing assistance (rent assistance, permanent and transitional housing, housing placement, rent eviction educational programs, etc.)
- employment assistance (formal education, employment and pre-employment training, job placement, etc.)
- services to remove barriers to employment or housing (child care, mental health treatment, counseling, alcohol and drug treatment, transportation, domestic violence counseling, etc.)
- client funds for miscellaneous expenses tied to self-sufficiency, e.g., books, uniforms, tools, etc.

Implementation

Some resources may not be available in the community on a fee-for-service basis. DCAD will need to determine the need for services and how best to get them into the community.

<u>Separate Access and Support Service Functions</u>**: The functions of resource access and support service provision (housing assistance, education, job assistance, child care, etc) will be separate to avoid conflict of interest.**

Discussion

The intent of resource access programs is to increase the equity in and openness of resource allocation among low income people. If an agency provides both access and support service functions, there is the possibility of inequity in access to those support resources, or to others.

Implementation

To avoid disparity, if access and support services are purchased from the same agency, protocols will be put into place to assure customer access to alternative services.

Geographically Dispersed Services: Access to services will be consistently provided and available throughout Multnomah County. Funds will be allocated in proportion to the percentage of the low income and homeless populations in geographic areas. Households may request services without regard to geographic boundaries.

Discussion

Resource access coordination providers will be expected to serve a minimum number of households. The number of households per provider and the number of providers in a geographic area will be based on census data, but providers will not be tied to geographic boundaries.

Although programs may be funded to provide access to specific populations, e.g., homeless victims of domestic violence, youth, or elderly, generic access providers will be required to serve families and singles alike, without regard to disability. People will not be discriminated against on the basis of household composition or disability.

Combined with the policy on contracted, community-based services, this policy eliminates the funding of "centers" and purchases access activities according to population distribution. Rather than one center per district, there may be multiple access agencies per district. The concept of district also changes for clients, who will be able to go to a preferred program for assistance.

Implementation

DCAD will set a minimum number of households to be served by provider. The number to be served and the number of programs funded for access will depend on funding availability.

In order to assure equity in access, DCAD will monitor the demographics and localities of people accessing services and resources being allocated. Where there appear to be inequities, training, technical assistance, and corrective action will be applied. DCAD, with assistance from community providers, will work to develop resources in resource poor areas. In contracting for resources, DCAD will include a geographic and ethnic factor in contractor selection in the self-sufficiency RFPQ.

Consistency in Service Access: All programs providing Community Action funded services will participate in an integrated client information system, which will include standard intake, assessment, and eligibility protocols, standard reporting and evaluation requirements, common information sharing expectations, and use of networked computer technology.

Discussion

Community Action providers will be required to submit data on clients, services, costs, and outcomes as instructed by DCAD. DCAD will work toward instituting a client information system that collects and reports this information in an electronic format. As funds are available, DCAD will provide or upgrade contract agencies' technological capabilities to provide the required data.

This policy implies a greater financial commitment to technology upgrades in order to provide for consistency in information access. This will be especially needed if a centralized clearinghouse function to control overuse of one-time resources (e.g., FEMA supported motel vouchers) is decentralized (not certain).

With the current level of technology planning occuring at the Commissioner and County-wide level, this element may involve not just reporting systems, but internet based information access, on-line applications for service and eligibility determination, and service access across program lines.

Implementation

DCAD will start designing its information system once the system policies are adopted and specifications are developed. The information system needs to reflect service system operations. As many technological specifications as possible will be included in the RFPQ.

Contracted, Community-Based System of Services: Community Action services will be purchased from community-based providers to the degree possible. Funding will purchase services, not support agencies.

Discussion

The Community Action system will purchase a comprehensive system of services. Services and programs will be purchased throughout Multnomah County to respond to household needs and to assure geographic equity. Although Community Action will not fund "centers" as a specific program, services may be purchased from other centers funded through other service systems, such as family resource centers, family centers, workforce centers, community centers, mental health centers, etc.

Funds may be allocated directly to access providers for their use in purchasing services for customers, or funds may be reserved and expensed through a central clearinghouse (contracted or in County). The method will depend on reduced administrative requirements for procurement and contracting and the need for program or systems development.

Countywide resources that will be "grandfathered" into the system include: Turning Point, Richmond Place, and a women's basic facility. All of these programs have received federal funds and must accept referrals from throughout the county.

This policy shifts funding from a center concept to programs and resources. It allows greater access to public funding by smaller, single focused agencies and providers who serve low income people but may not operate as a low income center. It also facilitates service integration and allows for alternative service delivery models, such as school-based approaches.

Providers wishing to participate in this system will need to be financially sound. DCAD will not subsidize the operations of an agency beyond the financial exchange for purchase and receipt of services.

Implementation

Providers will be selected through a Request for Programmatic Qualifications (RFPQ), also known as "RFP". The RFPQ will be released in early spring 1997. At this time, it is expected that emergency shelter providers will be competitively selected through an RFP during the fall of 1997, pending closure of the SHAC.

Low Income Involvement: The Community Action system will actively involve low income people in planning, policy-making, and service operations.

Discussion

Agencies under contract to provide support services will be expected to demonstrate active low income involvement in these activities in their agencies. This is current policy.

Implementation

The current contract requires a plan with updates on low income involvement. DCAD may need to focus more attention on contract compliance in this area.

Payment for Services: Payment methods and bases will tie payment to performance.

Discussion

Fee for service or outcome based payments will be the preferred bases of payments. Contractors will be allowed a 15% administrative rate, but any reductions imposed on the County's 10% leadership/administrative rate will also be imposed on contractors.

Implementation

Rates will be included in the RFPQ. The RFPQ will need to allow for revision into a fee-for-outcome, as agreed upon between the DCAD and contractor.

Long Term Solutions: Support services will focus on securing permanent housing and livable wage jobs.

Discussion

Housing assistance provided under the self-sufficiency outcome will focus on helping the household find affordable, permanent housing. Transitional and other forms of temporary housing are considered a resource in limited situations, most often when permanent housing is not available in the community, and/or the household has such a poor residential credit rating that landlords will not accept the household without demonstrated proof that the household can now handle a rental arrangement. Motels and shelters will be used to get a household off the street; they are not resources used to determine readiness for transitional housing.

Implementation

Standards for use of resources will be developed for the RFPQ. The system may need to accept more risks in turn for more household accountability.

RFPQ TRANSITION PLAN

The Division for Community Action and Development will work on system standards as part of the RFPQ process and after. Some standards and protocols will be enhanced with provider input, and the development of these will be delayed until providers are selected through the RFPQ.

It is the intent of DCAD to implement changes reflective in these policies and the RFPQ over the course of time, particularly the first year. As with any new procedures and changes, "bugs" will occur that will need to be addressed. DCAD is committed to reassigning its staff to provide system leadership, including planning, policy development, provider training, and technical assistance. In the long term, the Department will also be evaluating the success of the system in achieving a reduction in poverty.

The RFPQ is an open, competitive contractor selection process. The RFPQ is not intended as a means to eliminate any particular contractor(s), but it must be acknowledged that in a competitive environment, some current contractors may not continue to qualify for a County contract. The timing of the RFPQ has been set to allow terminating contractors at least a thirty-day lead time for closing down and transitioning their programs.

SECTION FIVE: COMMUNITY ACTION ALLOCATION POLICIES

(RESERVED)

APPENDICES

APPENDIX A: PUBLIC COMMENTS ON POLICIES AND OUTCOMES FOR ANTI-POVERTY SERVICES 1997-2002

A public hearing was held November 21, 1996 and written comments were received through December 4, 1996 on draft RFP policies. The following summarizes the comments and the Division for Community Action and Development (DCAD) response.

GOAL OF COMMUNITY ACTION

No comments were received.

STRATEGIES AND OUTCOMES

Comments

Three written comments and three oral testimonials were made on the subject of Community Action strategies and major outcomes. Five were positive toward self-sufficiency, prevention, and social and economic change. One suggested that Community Action focus more on maintenance of independent living services.

Response

No change is made to the policies. Community Action does not agree that its funds should be directed toward maintenance of independent living, for the following reasons:

1. The enabling community action legislation focuses on anti-poverty and self-sufficiency outcomes; maintenance of independent living, particularly as it relates to vulnerable populations' abilities to maintain activities of daily living, is the primary outcome for other funded service systems, particulary aging, mental health, and developmental disabilities.

2. DCAD expects system coordination and collaboration, not system duplication. Community Action may be the appropriate system for elderly and disabled people to achieve a stable income through linkage to government benefits, but it is DCAD's perspective that other systems are better suited for responding to the ongoing needs of their clients.

For example, a person with developmental disabilities who is homeless and seeks shelter may be appropriate for Community Action assistance. That assistance will be directed at providing the person with immediate shelter and linking him/her with the Developmental Disabilities Program, as a government benefit, to provide the long term housing and support needed by the individual. Should regulations change the nature of those government benefits (such as a reduction in disability payment that results in inability to pay the minimum rent), the Community Action system may again assist with advocacy and short term rent assistance; provision of services to meet the long term care needs of the individual remains the responsibility of the Developmental Disabilities system.

SELF-SUFFICIENCY POLICIES: PHILOSOPHICAL FRAMEWORK

Comments

Six commenters addressed the philosophical concepts presented in the policies. The comments were mostly positive but several included cautions about implementation:

1. There was support for integrated services and system collaboration.

2. There was support for household empowerment and accountability, but cautions were stated concerning limitations of households to completely fulfill this expectation.

3. The concept of outcome-oriented system was generally supported but with caveats. Two commenters wanted the focus to be on long-term outcomes rather than short-term isolated outcomes and referred to the problems of defining short-term success in one area that has a long-term negative effect in another area. The recommendation was to be careful on how success and outcomes are measured.

4. Two commenters supported the concept of geographic and ethnic equity in access, and one commenter supported the concept of consistency in access and standardization of intake and assessment. Concerns about how these philosophical constructs would be implemented were also expressed.

Response

There have been no changes in the policy statements. Outcomes are focused on permanent solutions in housing and income. DCAD acknowledges the implementation issues and has edited the policies to include current expectations for assuring geographic and ethnic equity in access (through monitoring, training, technical assistance, etc.) Specific outcomes and measures will be defined in RFP specifications and through contract negotiations. Acknowledging individual household limitations is addressed in the service access program model, but DCAD wants to stress the expectation for treating people with support, respect, and dignity and to not automatically assume that households have limitations that will result in failures to progress toward self-sufficiency. It is DCAD's perspective that a service system based on an assumption that a low income or homeless household can't achieve self-sufficiency without professional help and counseling has institutionalized the concept of individual "failure" in the service delivery system model; these policies reflect a change in those institutional practices.

SELF-SUFFICIENCY PROGRAM MODEL

The majority of written and oral comments concerned the program model.

Linkage and Collaboration with Other Service Systems

Comments

Two commenters wrote positively about linkage with other systems. One supported the linkage with workforce training and support programs and offered testimonials about the value and success of such integration between workforce and support service systems. The other noted the increasing problems of people with disabilities to find affordable housing and the impact of federal housing regulations on housing for the disabled, with suggestions that Community Action services be more available to people with disabilities.

Response

No changes were made in the policies. Linkage with workforce programs is a key element of these policies; the support is appreciated. In terms of services for people with disabilities, these people are eligible for services that are directed at achieving economic self-sufficiency. This may include access to housing. The implementation discussions in the policies have been edited to reference non-discrimination based on disability.

Service Access Model

Comments

Most comments, both written and oral, were received on the service access program model. Eight written comments and 20 oral testimonies at the public hearing addressed the issue of case management. The majority of comments indicated the need of individuals for intensive case management. This related particularly to youth, who were cited as needing a supportive relationship with an adult, and for victims of domestic violence, who reportedly need time and assistance to become "grounded" before self-sufficiency activities can work.

Other comments recommended making the personal interaction element of case management available but not required and identifying tiers of case management, from simple access to resources to more intensive relationship-based problem-solving.

Response

No change in policy or program model has been made. The discussion and implementation portions of this document have been edited to clarify intent and language, based on comments received. The term "gatekeeper" has been eliminated in favor of "resource access coordination". The functions of case management have been defined and will continue to be refined into the tiered system suggested by one commenter. Caseload size issues have been edited to remove the projected 75 per worker, but the expectation for increases over 15 per worker remain, based on the tiered system. Recognition of the need for victims of domestic violence to have a stabilizing service has been addressed by adding domestic violence counseling as a support service. For youth, the adult mentoring relationship is again a support service for those who need it. As with any support service, there is the potential for other service systems to provide those mentoring and stabilizing services, with Community Action funds paying for the linkage to those systems.

The policies do not state that the intensive level of case management these commenters wanted to continue would not be available; the policies stated that it would not be **required** in order to receive Community Action resources and assistance, but that it **would be available** to those households who asked for it and needed it.

DCAD agrees that personal interaction is important in service delivery and achievement of outcomes, but it doesn't agree that every system and resource the household uses must provide the same level of interactions. This would create service duplication and inefficiencies. DCAD supports the *primary case manager* approach to service delivery, where the primary case manager may be from any of the systems providing resources to the customer. For instance, if a household is a client of AFS, where the full range of case management is occuring, intensive case management from Community Action would be duplicative and a questionnable use of limited resources.

Information Technology

Comments

Three comments were received concerning technology, all generally positive. There was some concern over implementation, and recommendations were made to delay implementation of central authorization and removal of geographic boundaries until the technology is operational.

Response

No change was made to the policies. The implementation issues are noted and may become part of the implementation plan, depending on the status of the information system.

Geographic Equity

Comments

Two comments concerned implementation of geographic equity, in terms of how it would be assured and how a centralized intake function would respond to cultural diversity.

Response

No change was made to the policy. Implementation language was changed to reflect procedures for assuring geographic equity. In terms of the central intake concept, DCAD is not sure what the commenter understands. The program model has intake being done through decentralized access programs, with authorization and resource management being done through a centralized, computerized system. This is the current clearinghouse system. The decentralized access approach is intended to reach out to different groups of people, including ethnic minorities, elderly, youth, disabled, and other populations with significant poverty issues.

Target Population

Comments

Five comments were made concerning target populations. Two commenters wanted increased access for people with disabilities, two wanted homeless youth and pregnant/parenting teens to be considered a special population, and one wanted equity between families and singles.

Response

No change was made to the policies. Discussion and implementation language was edited to reference people with disabilites; youth are already recognized as a special population. RFPQ specifications will more fully address target populations, as an implementation of the policies.

Other Comments

Comments

Other comments were received on funding priorities (wanting greater priority on making more housing affordable and accessible for people with disabilities), needs assessment process to include youth issues, and timeliness of change but preference to transition incrementally.

Response

The concerns are noted for implementation.

DRAFT

Strategic Plan For Juvenile Justice And Delinquency Prevention

~~ Selected Plan Elements ~~

BENCHMARK GOALS

- Reduce juvenile crime
- Increase high school completion
- Increase citizen satisfaction

STRATEGIC GOALS

1. In order to prevent juvenile delinquency:
Support at-risk, acting-out and delinquent youth to complete high school and to engage in structured, meaningful activities after school.

2. In order to prevent and intervene early in juvenile delinquency:
Challenge and support parents, schools and neighborhoods to raise expectations about youths' acceptable behavior, to increase mutual respect among youth/adults and to improve youth/adult skills to respond appropriately.

3. In order to hold youth accountable, ensure equitable treatment and reduce recidivism:
Improve the ability of the Juvenile Justice System to provide swift, sure and appropriate consequences when youth violate the law.

4. In order to protect public safety and to minimize long-term costs:
Direct specialized resources towards youth at greatest risk of committing violent crime or serious, repetitive crimes.

5. In order to improve the consistency and effectiveness of our various separate and collaborative efforts to reduce juvenile crime:
Educate citizens, partners and staff on "what works" in juvenile justice and routinely evaluate the extent to which local policies and practices support those best practices.

CONTINUUM OF INVOLVEMENT WITH THE JUVENILE JUSTICE SYSTEM

The OJJDP Comprehensive Planning Framework:

YOUTH "OUTSIDE" THE SYSTEM		CONTINUUM OF GRADUATED SANCTIONS				
All Youth →	Youth at Greatest Risk →	Immediate Intervention → [DIVERSION]	Intermediate Sanctions → [PROBATION]	Community Confinement → [RESID. CARE]	Training Schools → [OYA SCHOOLS]	Aftercare

State of Oregon - Governor's Juvenile Crime Prevention Task Force Framework :

PRIMARY PREVENTION	SECONDARY PREVENTION	TERITIARY PREVENTION

Local Strategic Goals Along The Continuum :

1. *In order to prevent juvenile delinquency:*
Support at-risk, acting-out and delinquent youth to complete high school and to engage in structured, meaningful activities after school.

2. *In order to prevent and intervene early in juvenile delinquency:*
Challenge and support parents, schools and neighborhoods to raise expectations about youths' acceptable behavior, to increase mutual respect among youth/adults and to increase youth/adult skills to respond appropriately.

3. *In order to hold youth accountable, ensure equitable treatment and reduce recidivism:*
Improve the ability of the Juvenile Justice System to provide swift, sure and appropriate consequences when youth violate the law.

4. *In order to protect public safety and to minimize long-term costs:*
Direct specialized resources towards youth at greatest risk of committing violent crime or serious, repetitive crimes.

5. *In order to improve the consistency and effectiveness of our various separate and collaborative efforts to reduce juvenile crime:* **Educate citizens, partners and staff on "what works" in juvenile justice and routinely evaluate the extent to which local policies and practices support those best practices**

STRATEGIC GOALS, DIRECTIONS AND STEPS

STRATEGIC GOAL # 1

In order to prevent juvenile delinquency:

Support at-risk, acting-out and delinquent youth to complete high school and to engage in structured, meaningful activities after school.

1.1. STRATEGIC DIRECTION:
Infuse more adults into schools.

STRATEGIC STEPS

1.1.1. Increase opportunities and incentives for parents and family members to volunteer in schools.

1.1.2. Establish Parent Volunteer Centers to increase recruitment and volunteer coordination.

1.1.3. Recruit businesses to volunteer staff time for in-school help.

1.1.4. Give high school students academic credit , tuition vouchers or cash for mentoring / tutoring younger kids.

1.1.5. Recruit area college students to assist in school classrooms, tutoring or mentoring.

1.1.6. Collocate various governmental and social services for youth and families on school campuses as new schools are built or redeveloped.

1.2. STRATEGIC DIRECTION:
Expand educational advocacy on behalf of at-risk/acting-out kids.

STRATEGIC STEPS:

1.2.1. Support the continuation of school advocacy programs through the family center system.

1.2.2. Train and support parents to advocate effectively for school and community services their children need.

1.2.3. Assign Juvenile Court Counselors to work in schools.

1.2.4. Revise school financing formulas to provide incentives for student retention.

1.2.5. Support "student retrieval" efforts to get youth back in schools.

1.2.6. Work to obtain State funding for extension of the school year in the secure custody classrooms at the Juvenile Justice Complex.

1.3. STRATEGIC DIRECTION:
Support expansion and development of alternative school placements for at-risk/acting-out youth.

STRATEGIC STEPS:

1.3.1. Provide tutoring, conflict management and other services for alternative classrooms serving youth involved in the juvenile justice system.

1.3.2. Establish a Court school.

1.4. STRATEGIC DIRECTION:
Provide after-school activities for at-risk/acting-out youth.

STRATEGIC STEPS:

1.4.1. Draw upon established community groups, such as churches, to operate drop-in centers to build community and connect young people with culturally-competent, caring adults.

1.4.2. Recruit and train adults to lead Boy Scouts, Girl Scouts and other youth development groups which would expressly welcome troubled kids.

1.4.3. Build on existing programs by contracting with organizations which apply youth development philosophies and have demonstrated success with this population.

1.4.4. Help restore/enhance community schools programs.

1.4.5. Create more community service opportunities, perhaps using the VISTA or Americorp programs.

1.4.6. Recruit area college students to voluntarily staff after-school/evening programs.

1.4.7. Expand the "Student Success Groups" model from Grant/Madison for gender-specific and other topical interest groups.

1.5. STRATEGIC DIRECTION:
Develop strategies to get kids directly home following school, after-school or evening activities.

1.6. STRATEGIC DIRECTION:
Advocate for continued or expanded funding of services to at-risk youth [Level 7] through the Youth Investment System.

STRATEGIC GOAL # 2

In order to prevent and intervene early in juvenile delinquency:

Challenge and support parents, schools and neighborhoods to increase mutual respect among youth/adults, to raise expectations about youths' acceptable behavior and to improve youth/adult skills to respond appropriately.

2.1. STRATEGIC DIRECTION:
Create a comprehensive climate change in a school(s) or neighborhood(s) wherein there is a measurable decrease in acting-out and delinquent behavior, an enveloping sense of mutual respect and clear strength in youth/adult communication and conflict resolution skills.

STRATEGIC STEPS:

2.1.1. Explore the possibility of implementing an intensive, school-based conflict resolution skill building program involving youth, parents and teachers using the NYC model " Resolving Conflict Creatively Program," as recommended through the Bryne Grant process.

2.2. STRATEGIC DIRECTION:
Increase parent training and support for parents of at-risk, acting-out and delinquent youth.

2.3. STRATEGIC DIRECTION:
Hold parents, youth and schools accountable for school attendance.

STRATEGIC STEPS:

2.3.1. Expand student retrieval programs.

2.3.2. Increase truancy programs, including all ages of kids and using a variety of program designs.

2.3.3. Systematically prioritize school attendance and completion in juvenile probation/parole plans and start measuring results.

2.4. STRATEGIC DIRECTION:
Support efforts to develop and apply the concepts of "community justice" through community courts and other initiatives.

2.5. STRATEGIC DIRECTION:
Increase parental involvement in all stages of the juvenile justice process.

STRATEGIC STEPS:

2.5.1. Require parental involvement in probation planning, skill building and family counseling sessions.

2.5.2. Explore the possibility of adjusting Counseling and Juvenile Court operating hours to facilitate parental involvement.

STRATEGIC GOAL # 3

In order to hold youth accountable, ensure equitable treatment and reduce recidivism:

Improve the ability of the Juvenile Justice System to provide swift, sure and appropriate consequences when youth violate the law.

3.1. STRATEGIC DIRECTION:
Develop and use standard, point-valued criteria at key decision points in the Juvenile Justice system to improve the cost-effectiveness, consistency and equity.

STRATEGIC STEPS:

3.1.1. Complete design and implementation of the Case Classification system in order to use quantified information regarding each youth's risk of recidivism, service needs and strengths in developing case plans and responses.

3.1.2. Define the set of sanctions alternatives which are appropriate responses to various types of probation violations.

3.1.3. Identify and respond to gender and racial inequities in the system.

3.1.4. Fully implement automation of Case Classification instruments.

3.1.5. Establish criterion and decision-making processes for the use of detention as a sanction for youth who have committed probation or parole violations.

3.2. STRATEGIC DIRECTION:
Reduce processing requirements on decisions to sanction youth for delinquent behavior, while ensuring their legal rights are protected.

STRATEGIC STEPS:

3.2.1. Increase the authority of Juvenile Court Counselors and Supervisors to impose sanctions for violations without returning to Court.

3.2.2. Explore expansion of the use of diversion to somewhat more serious offenders.

3.3. STRATEGIC DIRECTION:
Reduce the wait time for youth to start sanction programs and increase the percent of youth completing sanctions by setting more realistic, enforceable expectations and by increasing overall sanction programs capacity.

STRATEGIC STEPS:

3.3.1. Develop a Juvenile Weekend Forest Camp Program.

3.3.2. Implement strategies to increase the percent of youth making full payment of Court-ordered restitution.

3.3.3. Develop and implement "sole sanctions" in lieu of probation supervision

3.3.4. Expand day reporting program capacity.

3.3.5. Expand community service program capacity.

3.3.6. Increase use of electronic monitoring.

3.4. STRATEGIC DIRECTION:
Use community-based agencies to deliver services to low and medium risk youth.

STRATEGIC GOAL # 4

In order to protect public safety and to minimize long-term costs:

Direct specialized resources towards youth at greatest risk of committing violent crime or serious, repetitive crimes.

4.1. STRATEGIC DIRECTION:
Develop policies and practices to support the allocation of supervision and services resources to juveniles based upon risk of recidivism.

STRATEGIC STEPS:

4.1.1. Combine the quantified Risk Assessment Instrument and the Capacity Management system tools in Detention and link with the Case Classification tools being developed for Probation.

4.1.2. Improve advocacy and referral efforts on behalf of youth during adjudication by ensuring the Defense representation includes social work support.

4.1.3. Establish contact standards for probation supervision based upon risk of recidivism.

4.1.4. Review the staffing patterns in Juvenile Justice to determine the optimal balance of Juvenile Court Counselors to Juvenile Counseling Assistants.

4.2. STRATEGIC DIRECTION:
Identify and help children under 12 who appear at risk of committing violent crime or serious, repetitive crimes.

4.2.1. Provide training for teachers and other adults working with children to identify sexually active or violent children under 12 and to make referrals to Juvenile Justice for services.

4.2.2. Assess the system of services available for this under 12 population and recommend any systemic or programmatic improvements needed.

4.3. STRATEGIC DIRECTION:
Make youth at risk of committing violent crime or serious, repetitive crimes the primary focus for services provided directly by Juvenile Justice staff.

STRATEGIC STEPS:

4.3.1. Establish a specialist Youth and Family Skill Development unit in Juvenile Justice.

4.3.2. Using a collaborative approach, review and modify the design of systems and programs for gang-involved youth.

4.3.3. Develop Countywide program strategies for youth involved with drug trafficking.

4.3.4. Realign the Assessment, Intervention and Treatment Program services to focus on youth at risk of Ballot Measure 11 offenses.

4.3.5. Re-evaluate drug and alcohol service strategies for youth on probation.

4.3.6. Recognize the inherent challenges and increased resources needed to work with these youth by structuring performance measures to acknowledge different levels of case difficulty and formalize agreements of "no-refusal" to serve troubled youth.

4.3.7. Continue to maintain a leadership role in coordinating and evaluating the continuum of community-based and secure residential treatment services for sex offenders.

4.4. STRATEGIC DIRECTION:
Support youth returning to the community after residential placements or time in the State Training Schools or Accountability Camps by preventing abrupt interruptions in services and supervision.

STRATEGIC STEPS:

4.4.1. Explore reallocation of State and local resources to increase capacity for community-based, developmentally appropriate residential programs for seriously delinquent youth.

4.4.2. Develop strategies and programs to provide continuing support for youths and their families after residential placements.

4.4.3. Continue the newly established Alternative Placement Committee to provide MDT review of all residential placements of Multnomah County youth.

4.4.4. Review and improve practices to support the successful transition of youth back to a local school after leaving State training schools.

STRATEGIC GOAL # 5

In order to improve the consistency and effectiveness of our various separate and collaborative efforts to reduce juvenile crime:

Educate community members, partners and staff on "what works" in juvenile justice and delinquency prevention and routinely evaluate the extent to which local policies and practices support those best practices.

5.1. STRATEGIC DIRECTION:
Educate citizens, partners and staff on "what works" in juvenile justice.

STRATEGIC STEPS:

5.1.1. Develop public information efforts to increase the understanding of citizens and elected officials on issues and best practices in juvenile justice.

5.1.2. Train all Juvenile and Adult Community Justice staff in the research findings of "what works" by Don Andrews.

5.2. STRATEGIC DIRECTION:

Improve information systems capacity to communicate, exchange and analyze data within and across agencies serving dependent or delinquent youth.

STRATEGIC STEPS:

5.2.1. Participate in the creation and implementation of common data standards to support the exchange of data across justice system agencies.

5.2.2. Explore internet-based strategies for on-line communication and data exchange with community-based providers.

5.2.3. Act as a pilot site for the new statewide Juvenile Justice Information System [JJIS.]

5.2.4. Make automated data available at the desk-tops of program managers in formats which support independent analysis and data-based decision making.

5.3. STRATEGIC DIRECTION:

Build capacity to routinely evaluate the effectiveness of current programs and systems.

STRATEGIC STEPS:

5.3.1. Use collaborative approaches in designing and conducting evaluations of departmental and contracted programs.

5.3.2. Increase the use of focus groups, questionnaires and other tools to gather information about the experiences of youth, families and partners in the juvenile justice system.

5.3.3. Design and implement departmental systems for routine management review of key results an other programmatic performance data.

5.3.4. Continue data collection and assessment to determine if it is possible to predict which youth are at risk of Ballot Measure 11 crimes.

Adolescent Pregnancy Prevention Initiative: Progress Toward A Healthy Community

Multnomah County 1997

Prepared by: Linda S. Doyle, MPH
Teen Pregnancy Prevention Coordinator

Background

The United States has a long history of relatively early childbearing. Changes have occurred, however, in recent decades that have profoundly affected the nature and risks of the transition to adulthood known to us as adolescence [1,8]. The average age at menarche has declined. There are more teens engaging in early sexual activity today than in the past. The younger the age at first intercourse, the longer the period of lifetime sexual exposure, the greater the risk of multiple sexual partners, unintended pregnancy, sexually transmitted diseases, and cervical cancer. There has been an increase in the number of babies born to teen and adult unmarried women. Teen mothers are more likely to raise their children in single-parent household. And, therefore, they are more likely to raise their children in poverty.

Antecedents of Adolescent Pregnancy

Numerous factors play crucial roles in adolescent pregnancy and childbearing. Some of these are[1,4,12,13,14,15,17,18]:

- School failure prior to pregnancy
- Poverty
- Early Sexual Activity
- Barriers to adolescent health care
- Low self-esteem
- Adolescent risk-taking behaviors
- History of childhood sexual abuse
- Lack of hope for the future

Consequences of Adolescent Pregnancy

Teen pregnancy and childbearing are linked strongly to limited life options for the mother and the child [2]. When a teen becomes a mother, it "generally means that she is not doing other things, things that must be done in order to survive and succeed and to insure the adequate development of her children" [3]. "It means that she and her children are more likely to be- and to stay- very poor" [3]. Having a child as a teen can carry many risks both to the mother and child[5,6,8]:

- Drop out of school;
- Give birth to a low birth weight baby;
- Receive inadequate prenatal care;
- Less likely to receive child support payments from fathers;
- Become pregnant again within one year after the birth of their first child; and
- Children of adolescent mothers are more likely to become teen parents themselves, creating an intergenerational cycle.

Costs of Adolescent Pregnancy

In Oregon, the public costs associated with adolescent pregnancies are estimated to be $76.7 million from 2,913 pregnancies and 1,873 births to young women less than 18 years of age [9]. These costs included direct birth costs ($2.6 million), Aid to Families with Dependent Children ($31.5 million), Medicaid ($23 million), Food Stamps ($16.1 million), and Children's Services Division ($3.5 million).

Teen Pregnancy Urgent Benchmark

Teen Pregnancy as an Urgent Benchmark for Multnomah County has the intent of focusing policy and budget.

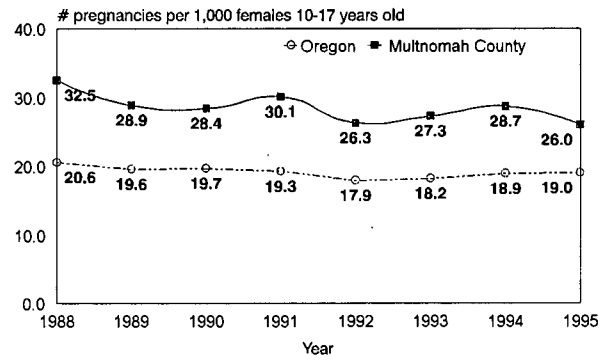
Goal: By the *Year 2000* the rate of teen pregnancy for 10 to 17 year old females in Multnomah County will be *reduced by 30%* to 20.0 per 1,000.

During 1995, there were 802 pregnancies to adolescents, 10 through 17 years of age, (for a rate of 26.0 pregnancies per 1,000 females 10-17). As shown below this is compared to a rate of 19.0 in Oregon.

Teen Pregnancy Rate Over Time

Multnomah County and Oregon

(# births to residents plus # abortions to residents who had abortion in Oregon)



Source: Multnomah County Health Department
Linda Doyle, Teen Pregnancy Prevention Coordinator

Pregnancy rates in Multnomah County are higher for minority adolescents than Caucasian adolescents. Rates for 10-17 year olds in 1990 range from:

- Caucasian 24.0 per 1,000
- Hispanic 32.5 per 1,000
- African American 57.9 per 1,000
- Native American 33.1 per 1,000
- Asian 18.7 per 1,000

(Source: The Oregon Health Division Vital Statistics Section)

Over one-half of the pregnancies among 10 to 17 year olds each year result in a birth. Minority adolescents are more likely to give birth than Caucasian adolescents.

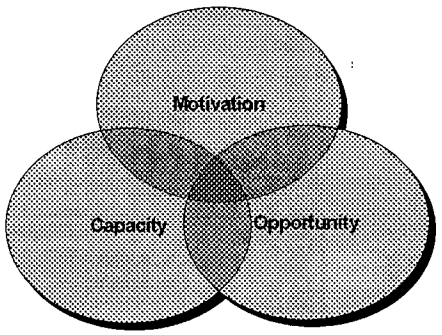
- 57% for Caucasians
- 62% for African Americans
- 71% for Native Americans
- 78% for Hispanics
- 86% for Asians

Of the men fathering a child born to a teen mother in the Multnomah County area from 1989 to 1994:

- 50% were less than 20 years of age;
- 40% were between 20 and 24 years of age; and
- 10% were 25 years and older.

Motivation - Capacity - Opportunity

A variety of factors affect the way in which young people make decisions about sexual activity, relationships, pregnancy, and childbearing. In order to make responsible decisions, teens need: motivation, capacity, and opportunity.



Motivation	Capacity	Opportunity
-positive peer pressure environment -internal locus of control -value delaying childbearing -hope for the future -caring adult -goals/ambitions	-family life and sexuality education -abstinence/ delay sexual involvement -behavioral skills -assertiveness training -decision-making skills -family planning/ contraceptives -school-based health centers	-education/ academic skills -employment -social support -service learning -life skills training -"healthy neighborhoods"

Broad Types of Program Goals

All adolescents need some form of help to avoid the negative consequences of early sexual involvement, pregnancy, and parenthood. Some adolescents need more help due to the host of difficulties in their lives. There is no single approach to teen pregnancy prevention. Our strategies must be multi-faceted with different approaches for different groups of youth, ranging from minimal intervention to comprehensive, long-term intervention.

There are four broad types of goals in adolescent pregnancy prevention discussed in the national literature.

1. ***Delay the onset of sexual involvement*** *by changing knowledge and attitudes about pregnancy.*

2. ***Increase knowledge, understanding, access, and utilization of contraception.***

3. ***Enhance life options*** *by working with the entire child to create a climate for positive change.*

4. ***Delay a rapid, repeat pregnancy*** *among teen parents.*

Currently Funded County Programs/ Partnerships

There are numerous programs funded through the county and in partnership with the county that fit within these four broad goals.

1. ***Delay the onset of sexual involvement*** *by changing knowledge and attitudes about pregnancy.*

- STARS (Students Today Aren't Ready for Sex) The goal of the program is to increase the number of adolescents who postpone sexual involvement by providing them with skills to resist social pressures and to maintain control over how decisions about risk-taking behaviors are made. Trained teen leaders teach the curriculum to 6th and 7th grade boys and girls. The program currently reaches 7,000 middle school students throughout the county, involving 180 teen leaders.

Discussion:

1. It is imperative that we reach young people before they become sexually active to help "buy them time" on their lifetime sexual exposure. All adolescents need to develop interpersonal skills to help them understand and withstand peer and societal pressure to have sex until they are ready.

   This type of program is also important because teens who are older when they begin having sexual intercourse are more likely to use contraception effectively than teens who start having sexual intercourse at an early age [(12)]. Therefore, by working with the younger adolescent at an early point in their lives, we improve our ability to work with them later on in their lives as teens.

2. All our young people need to know that abstinence is an option in their lives. We have convinced many of them that it is not! As one expert in the field of teen pregnancy prevention recently stated "on the one hand, young people are told to "just say no"; on the other, their friends, the media, and society at large foster the ideas that sexual activity among teenagers is widespread and increasingly commonplace. If a young woman doesn't want to have sex, she has little in the way of support, since sexual activity has come to be expected" [(19)].

   This sentiment is heard loud and clear from two young people in the STARS program, as well.

"I've learned it's ok to talk about sex but not do it."

"We hope when our kids get in school the program will still be on."

2. ***Increase knowledge, understanding, access, and utilization of contraception.***

- School-Based Health Centers (SBHC) are located in seven high schools and four middle schools. A full range of health services is provided, including treatment of minor illnesses and injuries, immunizations, routine physical exams, reproductive health services including

family planning and sexually transmitted disease diagnosis/treatment, health promotion program, and crisis and mental health counseling.

- Teen Outreach Program is a Multnomah County Health Department program utilizing an Outreach Worker in North Portland to improve contraceptive access among youth less than 20 years of age, with special emphasis on youth who have dropped out of school or who are at-risk of dropping out of school. The primary focus of the program is reproductive health, with additional focus on HIV/STD prevention and education. The Outreach Worker is housed at the Roosevelt Family Resource Center where they have access to multiple area agencies who use the Resource Center as a networking point of contact. Planned Parenthood as a partner in this program provides increased clinic appointments for some of these youth through the Planned Parenthood Northeast Clinic. Funding for the program comes from the Oregon Health Division as a special teen pregnancy prevention family planning project. Continued funding is anticipated through the Governor's currently proposed budget.

- Sexually Transmitted Disease Clinic is maximizing protection against pregnancy and sexually transmitted diseases among a high-risk population of adolescents. This new component of the STD Clinic integrates family planning services in the STD Clinic and allows for one-stop coordinated service delivery for all their adolescent clients. Once an adolescent makes the decision to obtain care through our STD Clinic, we can provide them with a full range of reproductive health care services, thereby, eliminating one more barrier to seeking family planning for a high-risk population of young people.

- Family Planning Education Program - Juvenile Detention/ Corrections Health is offered through the Health Department and involves a 96-bed facility with about 400 detained admissions per month. Within seven days of admission, each client (male and female, ages 12 to 19) receives a health assessment, family planning counseling, HIV counseling, health education, health education sessions on ethics, prenatal care and counseling for incarcerated pregnant females. The objectives of the program are to: (1) provide clients with on-going opportunities to gain information and education to promote physical and mental health, (2) increase compliance with family planning programs, (3) increase prenatal care, (4) decrease risk-taking behaviors, (5) reduce the number of first time pregnancies, and (6) reduce the number of repeat pregnancies.

- Teen Health InfoLine is a toll-free, statewide telephone information and referral line that focuses on adolescents in Oregon. The InfoLine provides concise, accurate information about sexuality and abstinence and referral to birth control and other local health services as appropriate to meet the needs of the diverse population in Oregon, including low-income teens, minority population and non-English speaking individuals. Under contract with SafeNet, the Oregon Health Division, and the Oregon Medical Assistance Program, Multnomah County Health Department provides these services throughout the state.

Discussion:

1. Family planning services are cost-effective. For every $1.00 of federal funds spent on family planning for the prevention of a pregnancy, there is a $4.40 savings the next year on costs associated with a pregnancy and birth.

2. "School-based or school-linked comprehensive adolescent clinics have emerged as a viable, innovative, and responsible approach to effective holistic health care delivery for teens" [13]

SBHCs have demonstrated considerable success in reaching teens and providing services to them. Areas of achievement for SBHCs are: increasing utilization of health care services for the young people attending the school; diagnosing undetected medical conditions; improving mental health, increasing the number of young teens who engage in sexual intercourse responsibly by using contraception effectively, and increasing the number of young teens who avert a pregnancy.

SBHCs have demonstrated that young men and women will use them in the schools. Almost 60% of the enrolled students in the middle schools housing a SBHC have used the Center. Even more exciting, 28% of the clients receiving reproductive health services were young men (a number unheard of in traditional family planning clinics.) Over 96% of those young women seeking reproductive health services through the Centers did not get pregnant.

3. For a population of high-risk young people more focused efforts are needed to reach them. The Teen Outreach Program, STD Clinic, and Juvenile Detention are strategies that work closely with a high-risk population of young people who are in need of multiple services, in addition to family planning services. The Outreach Worker concept is one that needs to be looked at more closely in terms of replication in another geographic area of town. Likewise, the STD Clinic is a perfect opportunity to avert an unintended teen pregnancy.

   We need to help these sexually active teens to avoid the negative consequences of sex: sexually transmitted diseases and unintended pregnancy. The young people in Corrections Health also need more of our focus. With the appropriate approach, these young people could be reached. They certainly represent a group of individuals who are in need of multiple services, including family planning. Additional resources are always needed in Corrections Health to work with this high-risk population of young people.

3. ***Enhance life options*** *by working with the entire child to create a climate for positive change.*

- GIFT (Gang Influenced Female Team) project provides comprehensive prevention/ intervention services for gang involved, gang affected, and at-risk young women ages 13 to 18 both pregnant/parenting and non-pregnant/parenting, their children and families. At any one time there are between 12 and 13 young women enrolled in the project. Referrals to the project come from schools, juvenile, self-referrals, etc. The project components consist of the Women's Collective, Family Services, and Southeast Asian Services. Women's Collective (Portland Youth Redirection) seeks to address self-esteem, sexuality, anger management and conflict resolution among the young women. Family Services (North Portland Youth Service Center) serves young women who are pregnant and/or parenting and assists clients in obtaining prenatal care, well baby checks and substance abuse treatment. Southeast Asian Services serves young women of SE Asian descent who live primarily in SE Portland andp provides culturally sensitive/ competent individual, group, and family counseling.

- Girls Empowerment is a new prevention program using a risk management, resiliency, skill development model to provide comprehensive, gender-specific services and support to young girls transitioning from pre-adolescence to adolescence. Young girls, ages 8 through 12, who are at risk of: loss of self-esteem, loss of confidence in their ability to make judgments about other people and relationships, and abandonment and rejection. These services will be available at the Family Service Centers located throughout Multnomah County. This program is in the planning phases of development and is funded through the Community and Family Services.

- Big Brother/Big Sister is a nationally recognized model for mentorship by providing opportunities for children and young people to have an on-going, supportive relationship with at least one caring, competent adult. County general funding has been made available for coordination to support and continue the Big Brother/Big Sister network in Multnomah County.

- Friends of Children is a new long-term mentorshipprogram that works with Multnomah County's most at-risk young children (boys andgirls) ages seven and eight who are most in danger of school failure, drug and alcohol abuse, gang involvement, teen pregnancy, and involvement in criminal behavior. The program provides young children with a special person called a Friend for up to 10 years to ensure the children are equipped with the learning skills and attitudes that help them find happiness and become productive citizens. Funding through the county for next year will allow for 26 additional children to served in several elementary schools in the Gresham, David Douglas, and Portland Public School Districts.

- Get A Clue is a teen pregnancy prevention program offered through the Eastwind Center. The focus population is girls, ages 9 to 12 with sexual/physical abuse histories, and their mothers or female mentors. The program has weekly after school clubs for the girls where they focus on strengthening their skills to rebound from trauma and addressing belief in a positive future. The program promotes active participation in which the girls identify issues they would like to get "clues" about, and actively use skills in problem-solving, information research, planning, and goal acquisition. Twice monthly education and support groups for the mothers take place. These are designed to strengthen the bonds between mothers and daughters and build skills to manage the upcoming risks associated with adolescence. The Get A Clue program is funded by the Multnomah County Commission on Children and Families.

- GLAD (Girls Leadership and Development) is a new teen pregnancy prevention program offered through the Marshall Caring Community in partnership with the Boys and Girls Aid Society. This program was recently awarded funds through the Oregon Option Reinvestment Projects to utilize welfare reinvestment funds. The project is a leadership program for young girls 10 to 15 years of age attending Lane Middle School, Binnsmead Middle School, and Marshall High School. The goals of the program are to reduce sexual activity and pregnancy, increase positive behaviors and attitudes that reduce pregnancy risk factors, and link with strong community supports systems.

Discussion:

1. Comprehensive long-term programs need to address the underlying factors that predict teen pregnancy: poverty, school failure, behavior problems, and family problems [20].

   Resources, however, should only be concentrated on those youth *most* at-risk. Unfortunately, "sufficient financial resources are simply not available to provide comprehensive long-term services to all or even to very many young persons" [20].

   The Get A Clue program is an example of a program focusing on one of the most commonly discussed predictors of early sexual activity: childhood sexual abuse. Girls reporting a history of childhood sexual abuse are three times more likely to have more sexual partners than girls with no history of abuse [17]. Girls reporting a history of childhood sexual abuse are

three times more likely to report alcohol and drug use than girls with no history of abuse [17].

2. It is also important when looking at this group of programs to look at whether they are being offered "too late" to impact teen pregnancy. "Research studies regularly find that negative behavior patterns among adolescents have their origins in childhood, often early childhood" [20]. As a result "the greater the risk of adolescent pregnancy, the earlier interventions need to be implemented" [20]. Working with high-risk adolescents in middle school and especially high school may be too late.

3. Many programs (while comprehensive in nature) fall short of providing information, counseling, and access to general and reproductive health care. Increasing the capacity for these adolescents to prevent a pregnancy through family planning services is extremely important. Too many "teen pregnancy prevention" programs do not utilize the existing resources in the community, like the Family Centers and the School-Based Health Centers. All the programs funded by the county need to be linked with other programs and services in the community to take advantage of the expertise that already exists.

4. Resources should be supporting those programs that are built on existing, demonstrated successful models and best practices. Once these programs are funded they need to have process evaluations and where necessary rigorous outcome evaluations to support continuation of financial support.

4. ***Delay a rapid, repeat pregnancy*** *among teen parents.*

- Connections Program for Young Parents is offered through the Health Department and is responsible for providing nursing visits to virtually all adolescent parents prior to and/or at delivery to assess their risk status and offer resources. The objectives of the program are to assess and track all adolescent parents, refer adolescent parents to services prenatally, reduce duplication of service and improve service delivery, reduce the rate of second pregnancy, and to increase school retention rate. Three community-based organizations provide intensive case management, parent education, child development screening and support services for approximately 180 multi-service slots for young parents who meet specific social/health risk criteria.

- Waiting for Your Next (WYN) is another component of the Connections Program and addresses secondary prevention using a curriculum aimed at increasing the proportion of teen parents who delay having a rapid, repeat pregnancy while still a teen. While working with teen parents to reduce second pregnancies is not new, this program is unique in that it has taken the positive findings from the STARS program in our middle schools and is modified to improve the motivation and ability of teen moms to deal with social and peer pressures. Trained teen parents lead other teen parents through the curriculum.

- Teen Parent Financial Responsibility Project is the result of funds dedicated to address teen rights and responsibility around teen pregnancy and parenthood. The District Attorney's Office contracting with Multnomah Educational Service District has developed a curriculum to be used with pregnant and parenting teens to get the message across about paternity and child support. The project plans to launch these materials in 1997.

Discussion:

1. "Closely spaced births early in a woman's life contribute to deficits in her education and employment, and increase her welfare dependency" [12]. "Having a second child within a few years of the first can be a barrier to completing high school" [12].

2. Programs working with teen moms and their sexual partners need to help them understand their motivations for making responsible sexual decisions, for effective contraceptive use, and for delaying a repeat pregnancy while still a teen. Young mothers have difficulty negotiating with their sexual partners about contraceptive use; and we need to work with them, their sexual partners, and their parents to better understand motivations to have another child while still a teen.

   Programs working with teen moms should not focus just on increasing the life options and improving self-sufficiency through employment and training and housing. The results of a recent study of teen mothers found that while the majority wanted their babies after they found out they were pregnant, "more than 8 out 10 teens ... asserted that they had become pregnant sooner than planned"[19].

Recommendations for Essential Ingredients for Successful Prevention of Teen Pregnancy

To be effective, pregnancy prevention programs must reflect diverse value systems and cultural differences, and respond to the economic and educational disparities among youth. The following recommendations are made for Multnomah County's Adolescent Pregnancy Prevention Initiative.

1. **Programs funded by the county need to intervene on many levels, in many different settings, and at many points along the way that lead to early pregnancy and parenthood.** Our strategies must be multi-faceted with different approaches for different groups of youth, ranging from minimal intervention to comprehensive, long-term interventions.

   - All youth need training to resist pressure to engage in early sexual involvement that teaches them communication and refusal skills to delay sexual involvement until they are ready.

   - All youth need information about general and reproductive health care services.

   - All sexually active youth need access to and utilization of affordable, accessible, and confidential reproductive health care services, including contraceptives.

   - Some youth with a host of family and individuals problems need help overcoming school failure, behavior problems, family dysfunction, and early sexual involvement and subsequently early parenthood.

   - All pregnant or parenting teens need parenting education and support and where necessary referral to health and social service agencies, with special emphasis on understanding and working with them and their partner's motivation for the timing and spacing of their families.

2. **Programs funded by the county must be soundly based in science, incorporating the documented successes of previous program evaluation studies.**

3. **Programs funded by the county must reflect diverse value systems and cultural differences among youth.** Rates of early sexual activity, teen pregnancy, and teen birth vary by race/ethnicity. Despite the enormous need to address the issues of cultural diversity

in our community and how it relates to teen pregnancy, very little research has been done in this area. Clearly, more programs need to be developed that address the disparity in the teen pregnancy rates among young people of color.

4. **Some of the programs funded by the county must focus solely on young men.** We have completely left them out of the solution to teen pregnancy prevention. As a result, young males are held less responsible and remain the "invisible" other party in teen pregnancy.

5. **Some of the programs funded by the county need evaluation technical assistance.** Many of the agencies funded by the county to provide teen pregnancy prevention services could benefit from evaluation technical assistance, ranging from basic process evaluation procedures (to document who was served, how the program worked, and what necessary changes are needed in order to ensure future replication of the program) to designing a rigorous research design.

   In order to bring all the programs into alignment with our goal of reducing teen pregnancy, a portion of funds given to a program should be dedicated for evaluation for the sole purpose of helping them build up their capacity and ability to evaluate their own programs.

Conclusion

The teen pregnancy rate is a measure of the difficult times everyone in our society is facing. It is similar to the canary in the coal mine. Just as the coal miners earlier in this century took precautions for their individual health and safety before entering the coal mines, adolescents need to understand the risks and negative consequences of sexual activity, pregnancy, and childbearing and protect themselves. Just as the stewards of the coal mines had the responsibility to improve the livability of the coal mines for the workers, we need to extend our advocacy for adolescents beyond issues we are well versed in and lobby for better schools, better job opportunities, and better life options for our youth.

We need to work together using different strategies for the different needs of the youth in our community to provide the motivation, capacity, and opportunity for our young people to have a meaningful role in our society through more than having a baby while still a teen.

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Multnomah County Board of County Commissioners
Briefing - Benchmarks and the FY1997-98 Budget

June 10, 1997. 3:00 - 5:00

Agenda

3:00 Overview (20 mins)

Chair Beverly Stein
State of Oregon Progress Board and "Oregon Shines II"
Portland Multnomah Progress Board

Carol Ford, Chair's Office
FY1997-98 Budget and Benchmarks Summary (materials distributed). Benchmark Planning - Next Steps. Introduction to Panel Discussions.

3:20 - 3:45 (25 mins)
INCREASING SCHOOL COMPLETION BENCHMARK
Panel: **Diane Iverson, Multnomah Commission on Children and Families;** Sarah Reich, Youth Advisory Board; Maxine Thompson, Leaders Roundtable; Iris Bell, CFS; Jan Sinclair, Health.

3:45 - 4:10 (25 mins)
REDUCING JUVENILE CRIME BENCHMARK
Panel: **Elyse Clawson, Director of Adult & Juvenile Community Justice;** Peter Ozanne, LPSCC; Sue Richey, ESD; Amy Holmes Hehn, Mult. DA's Office.

4:10 - 4:35 (25 mins)
REDUCING CHILDREN OUT OF POVERTY BENCHMARK
Panel: **Iris Bell; Manager of Children and Community Action, CFS;** Debbie Higgins, Community Action Commission Chair; Wendy Lebow, CFS; John Rakowitz

4:35 - 5:00 (25 mins)
REDUCING TEEN PREGNANCY BENCHMARK
Panel: **Linda Doyle, Teen Pregnancy Prevention Coordinator, Health Department;** Jan Sinclair, Health Department

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PROCESS FOR PANEL DISCUSSIONS

- Panels include people actively involved in planning processes that are developing the strategies for how the benchmarks can be achieved.
- **5 mins - Lead person for panel (in BOLD):**
  Introduction of panel members.
  Highlights of the planning process and next steps.
  Other panel members - available to answer questions and to discuss their role in the planning process and their work the benchmarks.
- **20 mins** for a dialogue between the Board and panel members.
  Commissioners share ideas and concerns as the planning processes move forward.
  Questions and answers.

Strategic Planning For Longterm Benchmarks

D R A F T

Jan. 21, 1997

Goals:

- To maximize County effectiveness by focusing its efforts around selected long term benchmarks that support the County's vision.
- To increase interdepartmental coordination and collaboration through planning around common benchmark strategies and outcomes. To increase coordination with outside partners.
- To create a bridge between the County's vision and benchmarks to specific activities and performance measurements through outcome alignment. Focus planning and budgeting on outcomes.

Strategic Planning for Longterm Benchmarks Model

VISION - The picture of the community that County services are striving to achieve.

Increase Sense of Personal Opportunity & Success and Sense of Safety & Security.
Provide quality, customer-focused service at a good value for the tax dollar.
Multnomah County employees will have an excellent place to work.

↓

BENCHMARKS - How we measure our progress toward achieving the vision.

Focus on three Long Term Benchmarks: Children Living in Poverty.
Increase School Completion.
Reduce Crime.

Apply "good government" benchmarks to all services: Citizen Satisfaction & Govt Responsiveness

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STRATEGIES - A focused framework of approaches (limited number) that have the greatest impact on the longterm benchmarks.

Existing agencies will take the lead in developing strategies and outcomes. Work with community experts, significant research data, best practices, and broad stakeholder review.

Lead agencies will be: Mult. Commission on Children and Families for "School Completion"
Community Action Commission for "Children in Poverty"
Local Public Safety Coordinating Council for "Reducing Crime"

↓

OUTCOMES - The anticipated outcomes that strategies should produce.

The Board, departments and lead agencies define what are the outcomes expected from the strategies and how to measure the outcomes.

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WHAT WORKS - Activities that produce the strategies' outcomes.

Lead agencies and departments define activities "that work" for strategies and outcomes.
Lead agencies help coordinate "what works" with County and other community partners.

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IMPLEMENTATION - Get everyone moving in the same direction, heading to the same destination.

Depts and lead agencies coordinate benchmark planning & implementation.
Depts and lead agencies review strategies together for common understanding.
Depts assess their activities - what they do and what they could do around benchmark strategies.
Depts and lead agencies discuss the whole picture - what everyone is doing and what could be done - look at gaps and overlaps in the strategies, etc.
Depts develop funding proposals that align with strategies. Lead agencies help make funding recommendations to the Chair and the Board.
Board approves budget aligning existing & new activities with benchmark strategies.
Integrate longterm benchmark strategies into department long range planning.
Monitor strategies, outcomes and activities for two years. Evaluate strategies.

Multnomah County Superintendents' Input to the
County Strategic Plan for Delinquency Prevention
May 16, 1997

The following is a summary of interviews with Multnomah County school district superinendents (with the exception of Portland) regarding the following strategies for a multi-year prevention plan.

A. *Work with public schools to keep troubled kids in school.*

1. Give high school students academic credit/cash for mentoring/tutoring younger kids.
   - Many districts are already doing so: cross-age tutoring; mentoring - very successful. Students typically receive academic credit.
   - No support for giving students cash, could serve to undermine volunteerism. Bad message to community.
   - Scholarships in lieu of cash?
   - Community service should be required of all students. Service builds responsibility and resiliency.

2. Locate Juvenile Court counseling staff at schools.
   - Highly supported: they should provide case management and advocacy; should help kids connect with services within community; should have a supportive role in addition to punitive/deterrent role.
   - Would be helpful to have a single point of contact for kids on probation and parole.
   - These should be actual court counselors with authority to make decisions.
   - Could function as resource to school in conflict resolution, mediation.
   - Districts also need support from Gang Outreach, DARE and Resource officers.

4. Increase number of minority teachers.
   - All supportive; all find difficult.
   - David Douglas recruits from senior class and covers some college expenses.
   - Need to work closely with Urban League and other minority advocacy groups.
   - Need to do better job of reaching out to minority population within our districts.
   - Must address the issue of racism.
   - Build partnerships where minority adults provide mentoring for kids.

5.* Develop special classrooms or alternative schools for students not succeeding in mainstream.
   - Huge support here.
   - All mentioned need to provide a range of options for youth/continuum of options and services.
   - "School within a School" model.
   - We need to acknowledge that it's our responsibility to provide services and programs where kids *fit* - instead of making kid fit program.
   - Many students need smaller enviornment and structure. Also, more need a stimulating environment.

- Staffing of alternative classrooms critical. Must connect with kids and help them feel wanted and needed.
- OYCC program a meaningful, relevant program which engages kids and helps them succeed. Teaches real life skills - money to expand?
- What *doesn't* work is trying to retain kid within the wrong environment. Better to create new opportunity or site.
- School districts need help retrieving kids - don't have the personnel to locate them and support their return/don't have the options needed when kids return or ability to connect them with resources.
- We must do better job of finding kids and helping them reconnect.
- Truancy officers/attendance counselors were effective in preventing kids from leaving school and helping them return. Most districts can't fund these positions. Check out the "bounty hunter" model in Linn County.
- Truancy diversion program county-wide?
- Program which provides an intervention - teaches kids some new skills and strategies so they can be successful upon return.
- Services for drop-outs which includes vocational component.
- More services should be provided county-wide.

6.* Increase mental health services for young kids.
- Provide for *all* kids.
- Most districts need help here; growing class sizes, fewer resources.
- Too vague - change to healthy life skills.

7. Involve college students in classrooms, tutoring, mentoring.
- Could serve to interest more students in education as a career.
- Would love to provide more cognitive activities after school; fosters resiliency; could also provide recreational activities and supervision.
- Some districts already doing; all very supportive.
- Encourage collaboration with colleges and rotate regional areas they're assigned to so available to all of Multnomah County.
- Transitory nature of this a disadvantage; how do you sustain this?
- More practicum experiences.
- Also increase opportunities and incentives for parents and family members to volunteer in schools.

B. Provide after-school activities for troubled kids.

1.* Build on existing programs.
- Much support.
- Recruitment should be cross-section of kids.
- Would welcome help - especially with access to facilities. Inventory parks, gyms and fields countywide, pool resources and share. County coordinate?
- Youth centers such as PAL. Kids need to know where to go for recreational activities.
- An activity center where kids could receive support and counseling. A drop-in center for kids, full range of services. Not just for after-school, also for kids not in school at all.
- Rather than custodial child care, kids need thinking skills development.

- Business could support after-school activities, corporations could provide at-risk kids with big brothers/sisters who would teach them career skills and provide entry-level jobs.
- Need to do better job finding kids who would most benefit from involvement in positive and enriching activities after school; kids who are "hanging out" in neighborhoods, wasting their time. Eventually may be drawn to vandalism, etc.
- We know juvenile crime spikes after school.
- Provide career activities after school - bring in community businesses as sponsors. Offer employment seminars.
- Extend the hours of operation of all school buildings to allow young people, their families and community volunteers to participate in after-school activities.
- Provide opportunities for residents to lead after-school activities.

2. Help restore/enhance community schools
   - Much support.
   - A tremendous need for more services.

C. ***Provide parents with skill-building training and support services.***

1. Build on existing programs at family resource centers.
   - We need to go to families rather than expecting them to come to us.
   - Would be helpful to have list of services available to parents and kids and contact person - boy scouts, little league, etc. Would help them access activities.
   - Would be great to have a parent support/resource individual available.
   - Work with frustrated parents, provide instruction and skill-building, questions and answers, opoprtunity to share problems and find support. Staff could refer parents to.
   - Need to focus on prevention and early intervention with both students and families to have lasting impact. Districts lack resources to do so.
   - Many parents would not go to family centers. Can county assist schools in developing capacity here? Need to build a bridge to parents in need.

<u>Other comments:</u>

- Replace "troubled" with "young people who are at a high risk of committing a crime because of their behavior *or* their life circumstances." This makes it clear that youth may be at risk because of their own behavior, or because of the enviornment in which they live (e.g., a parent who is criminally involved or abusive).
- The value of community service
  - should be graduation requirement.
  - empowers kids - they become assets to community - OYCC a good model.
  - community service should be linked to the classroom.
  - community service for kids involved in petty activities - graffiti, vandalism, etc. Offer as alternative to suspension or expulsion. County coordinate?
- Any new services should be offered over long period of time in order to be effective and offer stability.

- School must change - must be more supportive and caring; tolerant of differences.
  - need to equip teachers with a variety of curriculum delivery and instructional practices.
  - kids disengage over several years.
  - school counselor role archaic - should be case managers and liaisons to community, support services.
- Youth empowerment/employment services (such as TPIC Summer Youth Employment Program) available throughout school year.
- Tie projects to MCCF SEARCH committee - will be major thrust.
- County should hold some funds in reserve - schools could request funds to meet individual needs of students/families.
- School-to-Work activities for all kids - empowerment, life skills, job retention skills, workforce development.
- Provide more levels of school-to-work and apprenticeship opportunities as a strategy to keep kids in school.
- Develop intensive, short program to prepare out of school youth in a career area, then facilitate employment upon completion.
- Many young people without supportive parents need residential program, boot camp model can be very effective with kids who need extra discipline and skill building, those without supportive parents.
- Offer choice within Multnomah County schools. Schools should differ from eachother to provide kids and families with more options - a better match.
- Kids returning from state custody, etc. Don't just return them to home school, they won't make it. Identify their needs and provide appropriate services.
- Involve volunteers (Americorps, Vista, etc.).

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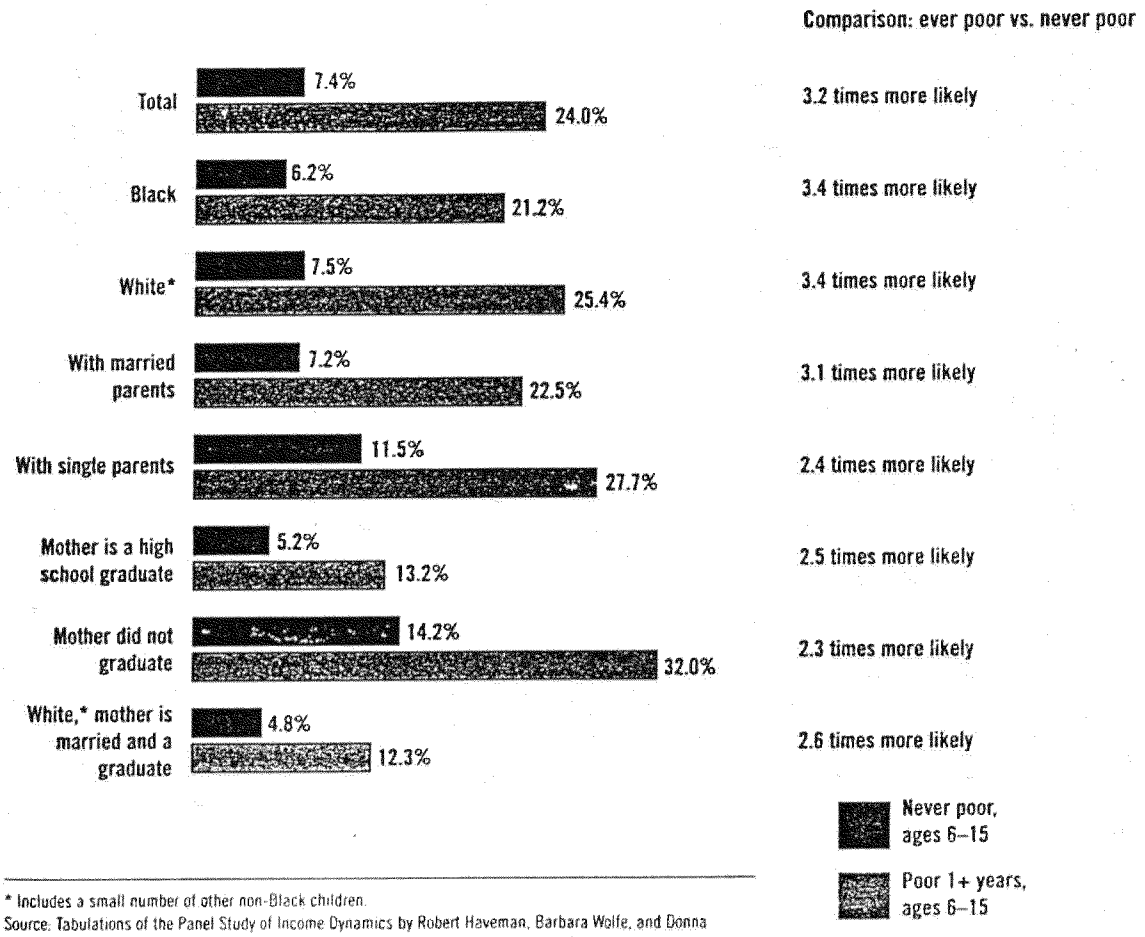
*High Priority (Strongly supported by all superintendents)

Poverty matters for all types of children

Percentage of children who never finish high school, by poverty experience during childhood

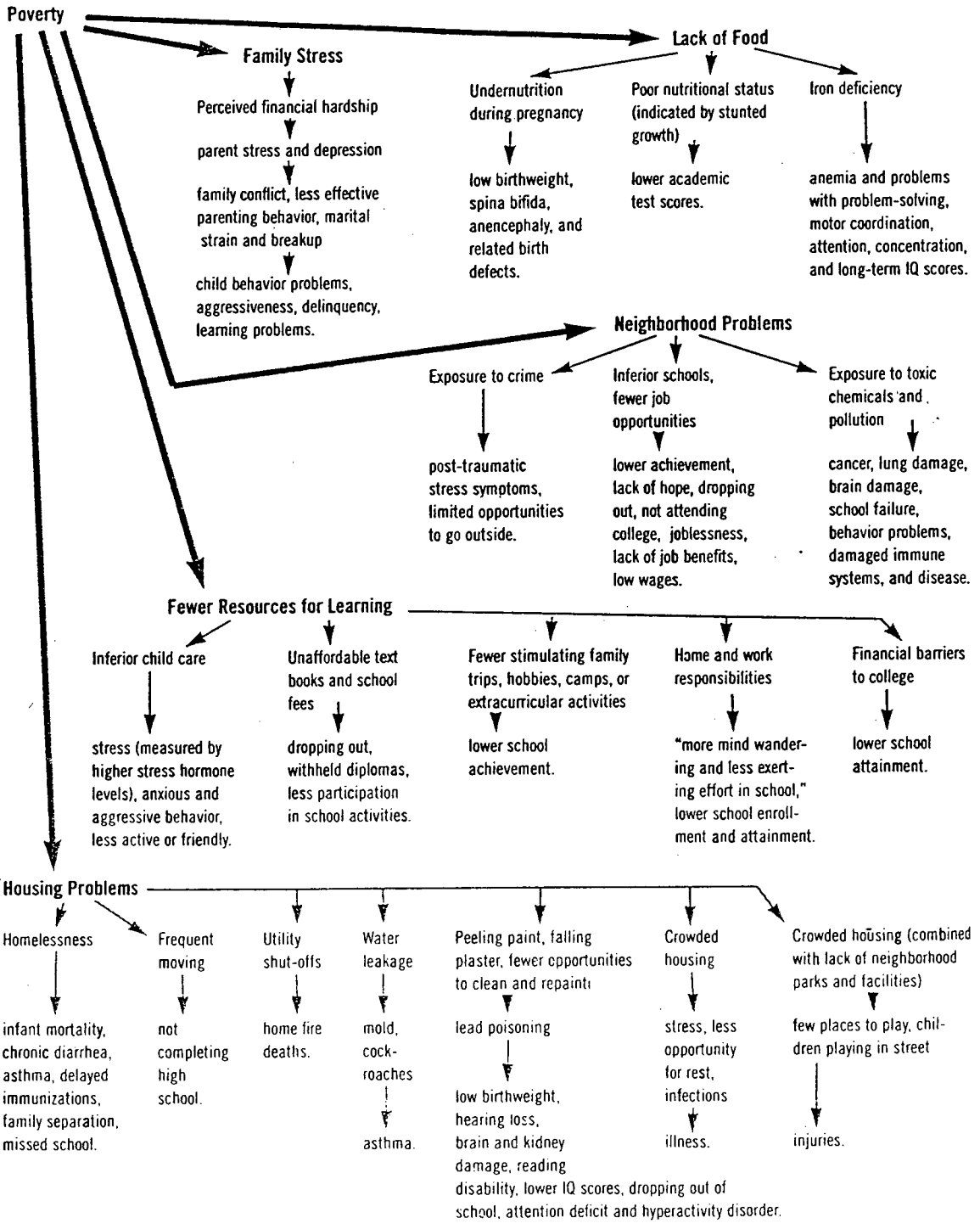


* Includes a small number of other non-Black children.

Source: Tabulations of the Panel Study of Income Dynamics by Robert Haveman, Barbara Wolfe, and Donna Ginther. Based on 1,705 children ages 0-6 in 1968; outcomes measured at ages 21-27.

Children's Defense Fund, Wasting America's Future (1994), Beacon Press, Boston.

Examples of "pathways" from poverty to adverse child outcomes



Children's Defense Fund, Wasting America's Future (1994), Beacon Press, Boston.

RESEARCH IN BRIEF

ISSUE 1

Multnomah Commission on Children & Families October, 1996

What do you think? This is our first issue of Research in Brief. We plan to publish regular issues in the future summarizing key research findings on issues before the Commission. Please share your comments with us by contacting Chris Tebben at 248-3982.

IN THIS ISSUE

- The Path to Dropping Out
- Factors Associated with Dropping Out
- Students' Reasons for Dropping Out
- Risk and Resiliency: Critical Supports for School Completion
- Implications

School Completion

This issue of Research In Brief examines the complex interactions between individuals, families and schools that determine whether a student will leave school early or remain in school through graduation or earning an equivalency.

The Path to Dropping Out

There are two distinct paths to dropping out of school. One path begins with early academic problems and culminates in dropping out by the ninth grade. The other path is marked by a rapid decline after the transition to high school.

A longitudinal study of students in a Massachusetts school district[1] found that there were two distinct paths to dropping out. One path started with early academic failure in elementary school, while the other remained on track with graduating students until high school. For both groups, school transitions were critical points where performance dropped.

> ***"[W]hile it may be simpler to view dropping out as a single decisive act, it is probably more appropriate to see this act as only one event in a long process of gradual disengagement from the education system, beginning long before the student finally fails to return to school."***[2]

Early Grade Leavers

Students who left school before tenth grade tended to have significant academic problems by the fourth grade. Over half of these students had been retained at least one grade by this point. They continued to decline academically through middle school, then left school between seventh and ninth grade.

Late Grade Leavers

The more common path to dropping out (two thirds of the students in the study) was for students who were on the margin between dropping out and graduating until the transition to high school.

Throughout elementary and middle school, their grades were similar to students who ultimately graduated in the lower third of their class. However, their attendance began to decline in middle school at nearly twice the rate of their academically comparable peers. Upon entering high school, their grades and attendance plummeted. In eighth grade, only 5 percent were failing at least one quarter of their classes, whereas in ninth grade the proportion soared to 61 percent after the transitions to middle and high schools.

"The process of becoming a dropout is complex because the act of rejecting an institution as fundamental to the society as school must also be accompanied by the belief that the institution has rejected the person."[3]

For more information, or for copies of any of the studies cited in this issue, contact Chris Tebben at 248-3982.

Factors Associated with Dropping Out

Frequently, the issue of school completion is viewed as the result of an individual's attributes or background. Closer examination of the research suggests that factors in four domains cause students to leave school early.

Traditional research has approached the issue of dropping out as a result of individual problems or risk factors. Growing evidence suggests that the decision to leave school is based on an interaction between individual, family, community and school factors. In most cases, these factors are so closely interwoven that it is impossible to cite a dominant factor that leads to dropping out.

Individual Factors

- Academic problems [1,4]
  Poor academic performance is a strong predictor of dropping out. In particular, students who repeat a grade are much more likely to leave school, even when differences in grades and attendance are controlled. Grade retention may lead to dropping out through its effects on self-esteem, negative attitudes toward school, social isolation among students who are over-age for their grade, or teachers' treatment of over-age students.
- Discipline Problems [3]
  Discipline problems and conflicts with school staff are significant factors for many males. Students who drop out are twice as likely to have been suspended or on probation than students with comparable academic records who remain in school.
- Truancy [1,3]
  Truancy is an indicator of a student's disengagement from school. It may also become a factor that leads to dropping out by causing students to fall behind and fail classes. Truancy rates for drop-outs are almost twice as high as for academically similar peers.
- Pregnancy/Family Formation [1,3,5]
  Surveys have shown that between 25-50 percent of girls leave school due to pregnancy or marriage. It is not clear which event precedes the other, but the phenomenon reflects the low attraction of school for girls who find parenting more attractive. Poor academic performance is a strong predictor of both teen parenting and dropping out.
- Employment [1,3,6]
  Research suggests that working more than 10-20 hours per week increases the risk of dropping out. Some students may leave because they find work more rewarding than school; others may leave out of economic necessity.

Family Factors

- Parent expectations and involvement in education [1,7]
  The educational environment in a student's home is one of the most important determinants of school completion. Students whose parents are uninvolved in their education are more likely to leave school. Early leavers are more likely to come from homes where parents do not monitor their activities and where they are left to make important decisions on their own.
- Family Background [1,3,6,9]
  Low socioeconomic status and low parent educational attainment are strongly associated with dropping out.

"With a realistic and dismal vision of the future, an uncompelling present, poor educational skills and experiences, and no job training, the drudgery of staying in school seems barely worth the hassle...Having a baby at least offers a full-time job and a sense of purpose and competence." [8]

"I stay in school cause every morning I get off the subway and I see this man, he's a drunk, sleeping by the side of the station. I think 'not me' and then I think 'I bet he has a high school degree.'" - Ronald

Although dropout rates vary widely across racial/ethnic groups, the differences disappear after controlling for income and parent's education. Students whose parents did not complete high school are more than twice as likely to drop out.

- Mobility [10]
  Frequent moving can lead to academic problems; students who have changed schools four or more times are about a year behind by sixth grade. The Portland dropout study found that newcomers were much more likely to leave school than students who had been enrolled in the district since eighth grade. In addition to academic discontinuity, frequent moving may lead to social isolation.
- Family obligations [8]
  Students often leave school to assume adult roles such as caring for a family member or working to help support their families.

School Factors

- School Climate [1,3]
  Students in large schools where they are anonymous are more likely to leave school. Students say that the most important reason for leaving school is that they dislike it. They perceive that teachers are not interested in them and that school discipline is arbitrary.
- Discipline and Other Policies [3,8]
  Some students are "pushed out" of school through expulsions or they are dropped from the register once their absences exceed a certain limit.
- Negative Assessment of School [1,3,8]
  Many dropouts feel that the economic benefits of staying in school are minimal. Contrary to the perception of "unmotivated" dropouts, they may leave school because they see greater benefits to working.
- School Culture [8,11]
  Students may grow alienated when the curriculum invalidates their life experiences. Minority students may perceive that the school does not recognize or value their culture. Language issues can also be a barrier for non-English speaking students.

Community Factors

- Peers [5,6]
  The influence of peers on the decision to drop out requires further exploration. Students who drop out report that their friends share negative attitudes toward school.
- Role models/horizons [8]
  Students surrounded by unemployment and poverty are more likely to be skeptical about the value of staying in school.

Students' Reasons for Dropping Out

Students most frequently cite school-related reasons for dropping out. They also say that employment and family formation are important reasons.

Many students cite dissatisfaction or problems with school as the main reason for dropping out. They say that they are leaving because they are bored and they dislike school. To a lesser extent, they say they are leaving because of academic difficulties. Males frequently cite discipline problems; one-fifth of African American males say that their primary reason for dropping out was suspension or expulsion *"Every time she would write something*

on the board, even if students contradicted it and made a good point, if it was in her notes we had to write it down. Like there was no discussion..."

"I just couldn't go back there. I was held over three times in ninth grade so I stopped goin' after the first time. You feel so 'shamed and stupid..."

IMPLICATIONS

- Focusing only on individual factors for dropping out tends to "blame the victim" and overlook the roles that families, schools and the community play in helping students stay in school.

- Many of the factors associated with dropping out are *symptoms* of disengagement from school, rather than *causes*. Policies that are narrowly targeted to these risk factors will fall short of their goal of increasing school completion.

- Strategies must address the conditions that make dropping out more attractive than remaining in school.

(three times the rate of Hispanic or Caucasian males).

Students who leave school because they do not like it are rejecting an environment where they do not fit. Other students leave school because they are assuming adult responsibilities that are incompatible with school. For females, marrying or becoming a parent is a common reason for leaving school. Between 25-50 percent of girls say they left school for these reasons. This is especially significant among African American females.

Many males say that they left school to pursue employment. Hispanic males, in particular, mention the desire to work or the need to assist their family economically.

Risk and Resiliency: Critical Supports for School Completion

Despite exposure to risk factors, many youths remain in school. Several internal and external assets that contribute to school completion have been identified.

Many students are exposed to multiple factors that place them at risk for leaving school before graduating, yet most of them remain in school. Researchers are reframing their questions from "What makes students drop out?" to "Why do students remain in school?"

Their findings[12] indicate that some of the most significant protective factors that keep youth in school are:

- Educational aspirations
- Achievement motivation
- Involvement in school activities
- Parental standards
- Time at home

Students with a sense of hope for the future, with a sense of their efficacy to achieve their dreams, and with parents who provide guidance and support can overcome many of the risk factors to achieve their goals. Policy interventions should consider ways to build or enhance these supports. ■

Sources

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DROPOUT RATES FOR MULTNOMAH COUNTY HIGH SCHOOLS				
	95-96 total dropouts	95-96 dropout percent	94-95 dropout percent	Stability index (Percent)
Barlow	163	9.54	6.60	
Benson	17	1.17	1.58	91.1
Centennial	136	9.12	10.23	
Cleveland	78	6.40	6.97	68.8
Corbett	3	1.30	0.85	
David Douglas	125	6.75	9.91	
Franklin	83	5.11	4.23	70.2
Grant	54	3.55	6.28	79.6
Gresham	84	5.13	6.96	
Jefferson	118	11.05	7.25	56.4
Lincoln	39	2.91	2.91	88.7
Madison	108	8.23	7.50	61.4
Marshall	171	13.54	12.90	59.1
Parkrose	78	7.74	6.25	
Reynolds	134	6.81	12.61	
Riverdale	no high school during this year			
Roosevelt	183	14.23	10.72	61.7
Sauvie Island	no high school during this year			
Wilson	73	5.25	1.87	85.1

Dropout Rates in Oregon High Schools

1995 - 1996

State Summary Report

January 1997

Norma Paulus
State Superintendent of Public Instruction

Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310-0203

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Executive Summary

Oregon school districts are required to report to the Department of Education students who are identified as dropouts, as defined in statute (ORS 339.505). Briefly, a dropout is a student who withdraws from school without receiving a high school diploma or alternative award. A variety of information is provided on each student; this makes it possible to describe dropouts with respect to several characteristics.

The Department of Education summarizes these reports on dropouts in grades 9 through 12 at the school, district, county and state levels. This is the eighth annual summary of dropout rates and characteristics.

In summary, the statewide annual dropout rate declined from 7.37 percent in 1994-95 to 7.23 percent in the 1995-96 academic year. The four-year dropout rate for the class of 1996 is 26.63 percent.

Additional findings include:

- A dropout rate for Hispanic students that is more than double the overall statewide rate.
- Asian Americans continued to have the lowest dropout rate.
- A 3.5 percentage point decrease in the dropout rate for Black students, compared to the previous year.
- A significant deficiency in credits toward a high school diploma.
- One third of dropouts were enrolled in the school district one year or less.
- Nine percent of the dropouts attended four years of high school but did not meet graduation requirements and did not return in the fall.
- Reasons for leaving most often cited by school personnel include discipline referrals, working more than 15 hours a week, substance abuse, pregnant or student parent, and conflicts with school staff.
- Reasons for leaving most often expressed by students include irrelevant coursework, peer pressure, different learning styles, and lack of personal attention.
- The historical relationship between the statewide unemployment rate and the percent of juniors and seniors who withdraw from school suggests that the availability of jobs has a strong influence on the dropout rate.

Dropout Rates in Oregon High Schools
1995 - 1996

Introduction

Since 1987, the State Board of Education has required that school districts report information about students who are identified as dropouts (OAR 581-23-006). The rule specified a standard reporting schedule, with a provision to amend a previous dropout report when a student re-enters school. The Student Accounting System became effective on July 1, 1988.

The 1991 Legislative Assembly codified the Student Accounting System in statute (ORS 339.505 to 520). The goals of the system are as follows:

- Provide a timely accounting of students who withdraw from school before graduating or completing the normal course of study;
- Report reasons why students withdraw from school;
- Identify patterns in the information and factors that may assist the Department and the school district to develop programs addressing the problems of dropouts; and
- Provide school districts with management tools for assessing which students are dropouts and why they drop out. (ORS 339.510)

As defined in statute, "school dropout" means an individual who:

- Has enrolled for the current school year, or was enrolled in the previous school year and did not attend during the current school year;
- Is not a high school graduate; and
- Has withdrawn from school.

"School dropout" does *not* include a student described by at least one of the following:

- Has transferred to another educational system or institution that leads to graduation and the school district has received a written request for the transfer of the student's records or transcripts.

- Is participating in home instruction paid for by the district.
- Is being taught by a private teacher or parent pursuant to ORS 339.030 (3).
- Is participating in a Department of Education-approved public or private education program, including an alternative education program, a Department of Human Resources facility or a hospital education program.
- Is temporarily residing in a juvenile detention facility or a Children's Services Division certified shelter care program.
- Is enrolled in a foreign exchange program.
- Is temporarily absent from school because of suspension, a family emergency, or severe health or medical problems which prohibit the student from attending school. (ORS 339.505 (c))
- Is deceased.

Implementation of the Student Accounting System

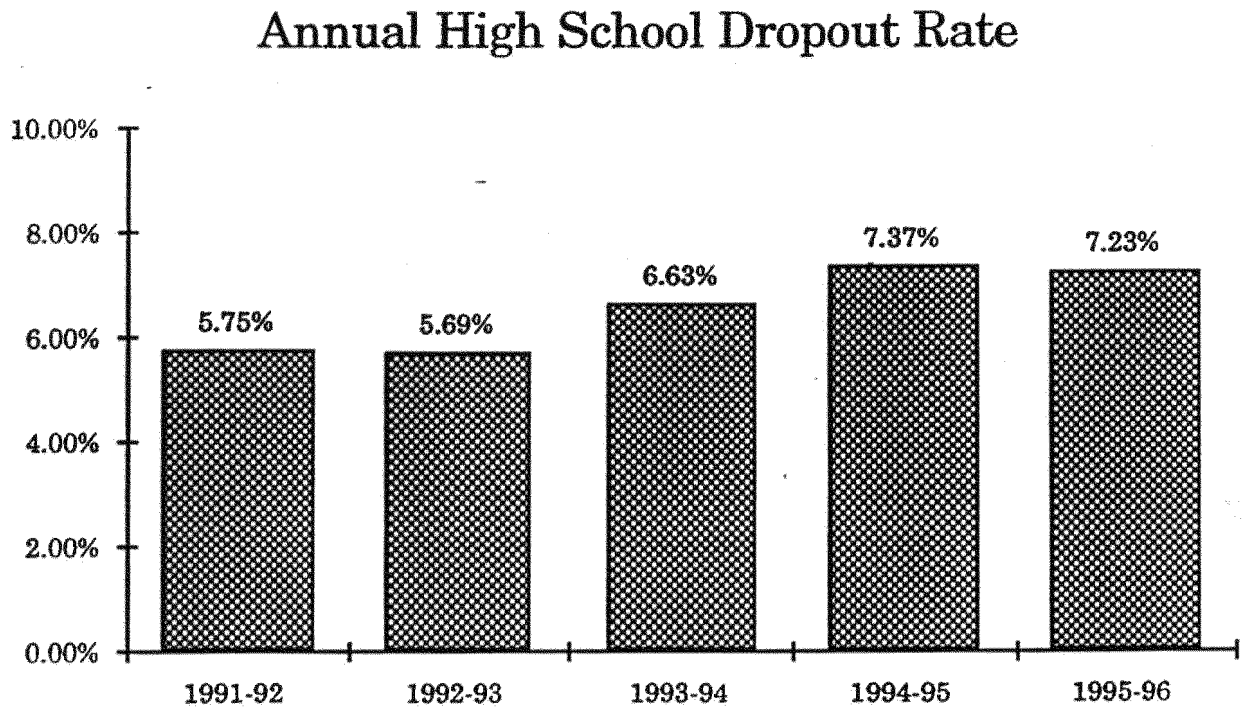
The Department of Education provides schools with reporting forms, along with a manual on the Student Accounting System. Department staff also conduct training workshops at locations around the state.

In November 1993, the Legislative Fiscal Office conducted a limited audit of the dropout data for 1991-92, published in February 1993. The audit evaluated the accuracy of reporting in six high schools and investigated whether dropout reporting had become standardized and accepted by Oregon schools. The report of the audit concluded that "the dropout report is reliable, and the statewide average computed by the Department of Education should be used as a benchmark for evaluating future changes in the Oregon dropout rate."

The data reported here are derived from reports due on June 30, 1996. The reporting period covers students who withdrew from school between July 1, 1995 and June 30, 1996. During the fall of 1996, school administrators verified by name the students they had reported to the Department of Education and corrected any reporting errors.

Findings for the 1995-96 School Year

By June 30, 1996, a total of 11,056 high school students had dropped out of school in the preceding twelve months.



As of October 1, 1995, a total of 153,020 students were enrolled in Oregon's public schools, grades 9 through 12. These students constitute the base population used to calculate the annual dropout rate.

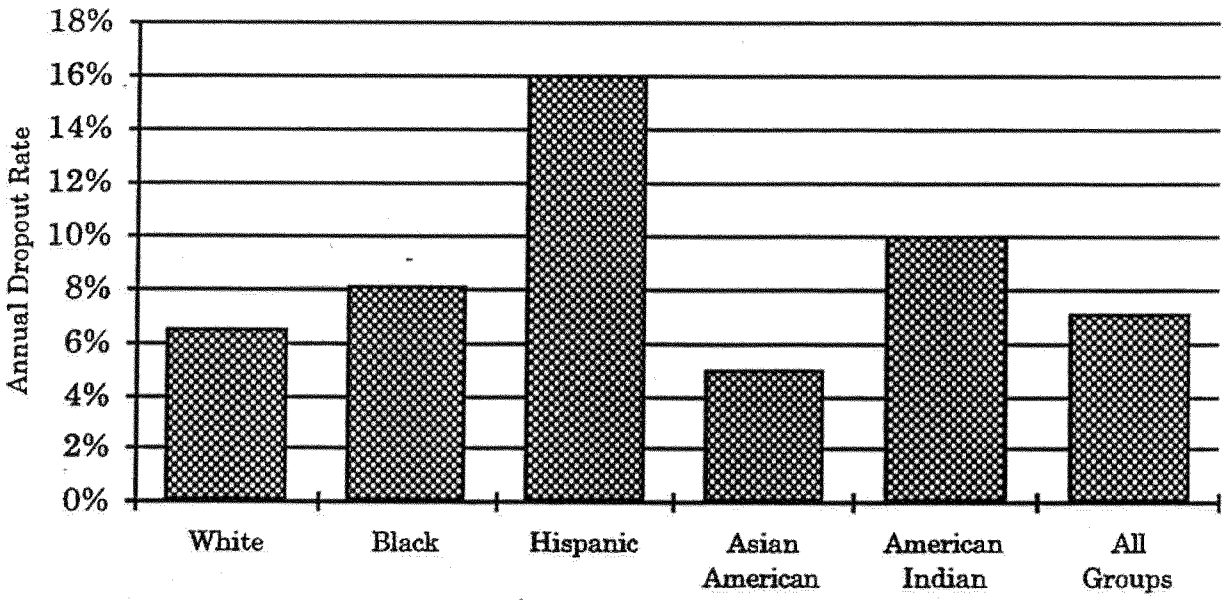
The number of dropouts (11,056) divided by the base population (153,020) yields a statewide dropout rate of 7.23 percent for the 1995-96 reporting period. In comparison, the dropout rates for the preceding reporting periods were 5.75 percent (1991-92), 5.69 percent (1992-93), 6.63 percent (1993-94), and 7.37 percent (1994-95).

Synthetic Four-Year Dropout Rate

Using a method developed by the National Center for Education Statistics, it is possible to compute a "synthetic" four-year dropout rate, using data from a single year.

The four-year dropout rate for the class of 1996 is 26.6 percent. See Appendix F for computational details.

Annual High School Dropout Rate by Racial/Ethnic Group



School officials classified dropouts according to five racial/ethnic categories, allowing the calculation of dropout rates for each group as follows:

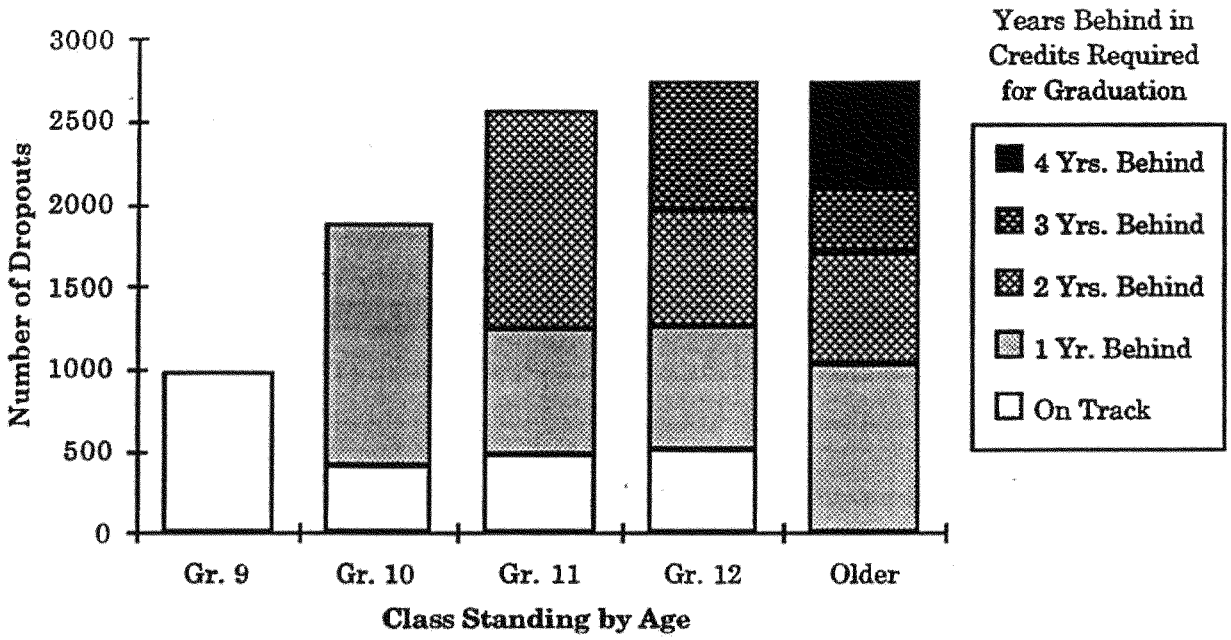
	1991-92	1992-93	1993-94	1994-95	1995-96
• White	5.2 %	5.2%	6.0%	6.7%	6.5%
• Black	12.4	8.6	9.6	11.6	8.1
• Hispanic	12.5	14.0	16.2	17.9	16.0
• Asian American	3.9	3.7	5.2	5.6	5.0
• American Indian	9.0	9.2	8.3	11.1	9.9

Decreases in dropout rates were found in all racial/ethnic categories in 1995-96. However, Hispanic students continued to have the highest dropout rate, increasing 28 percent since 1991-92.

Gender Differences

Males had a somewhat higher dropout rate (7.8 percent) than females (6.6 percent). This finding is consistent with reports from prior years.

Number of Dropouts Grouped by Class Standing and Credits Earned



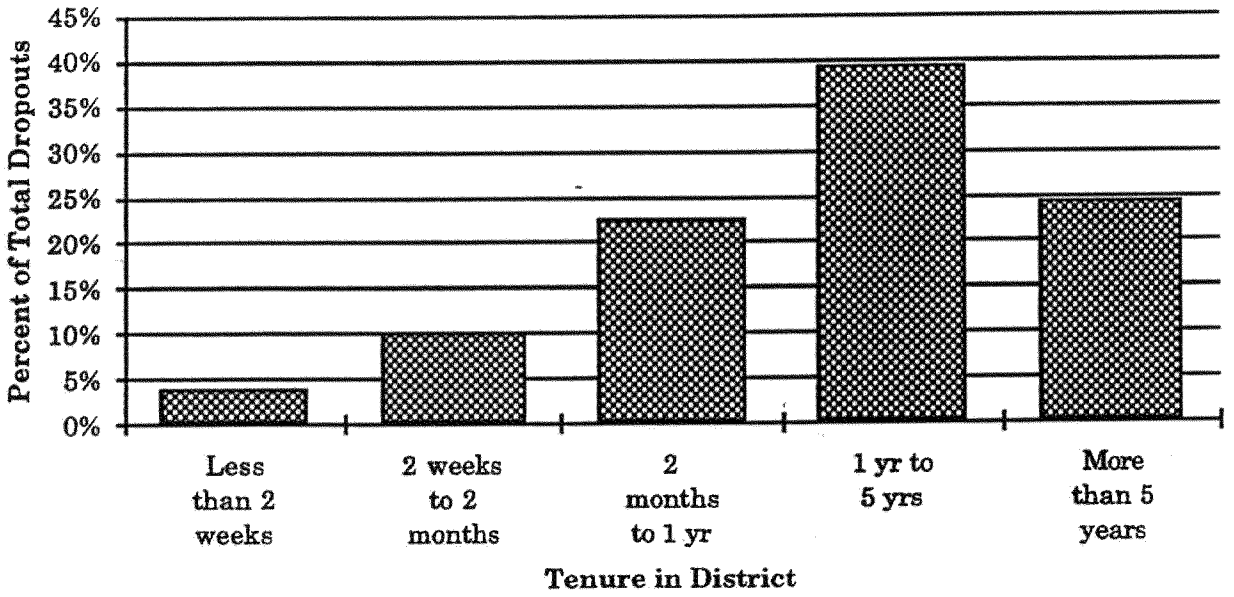
Class standing was assigned to dropouts in two ways: (1) the grade attained by the student according to his or her age, assuming a normal school entry age and annual grade promotions, and (2) grade placement as a percent of the required credits earned at the time the student withdrew from school (e.g., dropouts with less than 25 percent of the required credits would be classified as 9th graders, those with more than 25 percent but less than 50 percent would be classified as 10th graders, and so on).

Students were classified according to whether their class standing by credits earned was consistent with their class standing by age. If so, they are termed "on track." Students could also be classified as one to four years behind in credits required for graduation.

Fifty percent of those who dropped out were classified as seniors (or older) according to their age, but only 9 percent of this group had enough credits to be regarded as seniors. Among all dropouts, only 22 percent were classified "on track." Thirty-seven percent were one year behind, 25 percent were two years behind, 11 percent were three years behind, and six percent were four years behind.

Other studies have pointed out that dropouts often cite being behind in credits or failing classes as the primary reason for leaving.

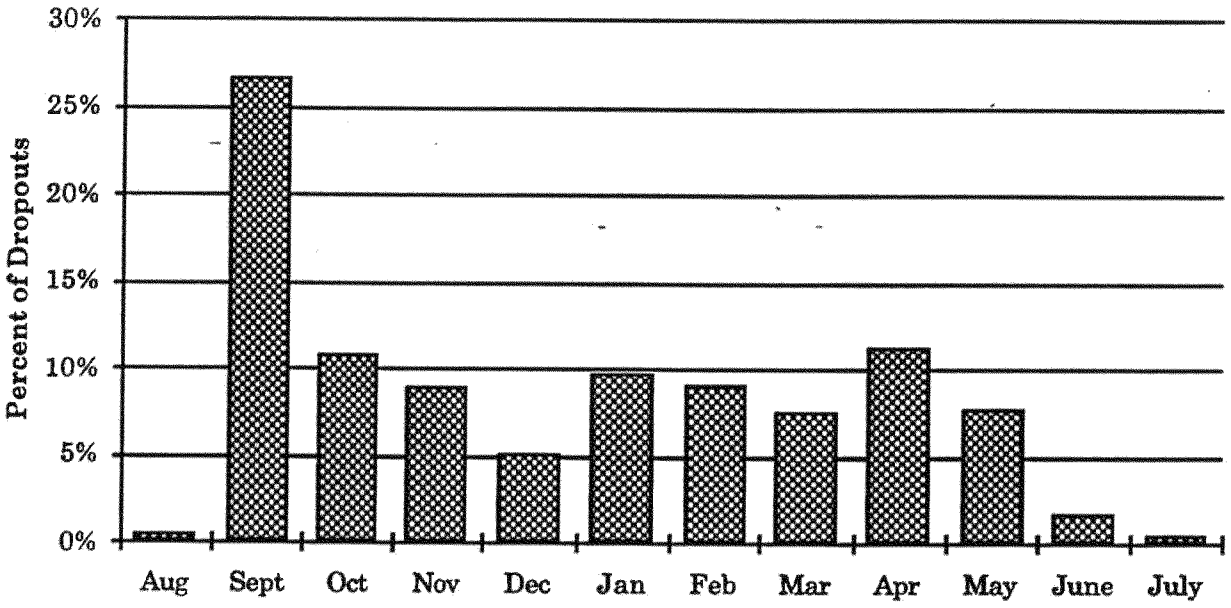
Percentage of High School Dropouts by Tenure in District



Students who dropped out of high school tended to be a mobile group. Of those who dropped out, 36 percent were enrolled in the reporting school district for a year or less. About 24 percent of the dropouts had been in the same district for more than five years, and about 39 percent had been in the same district one to five years.

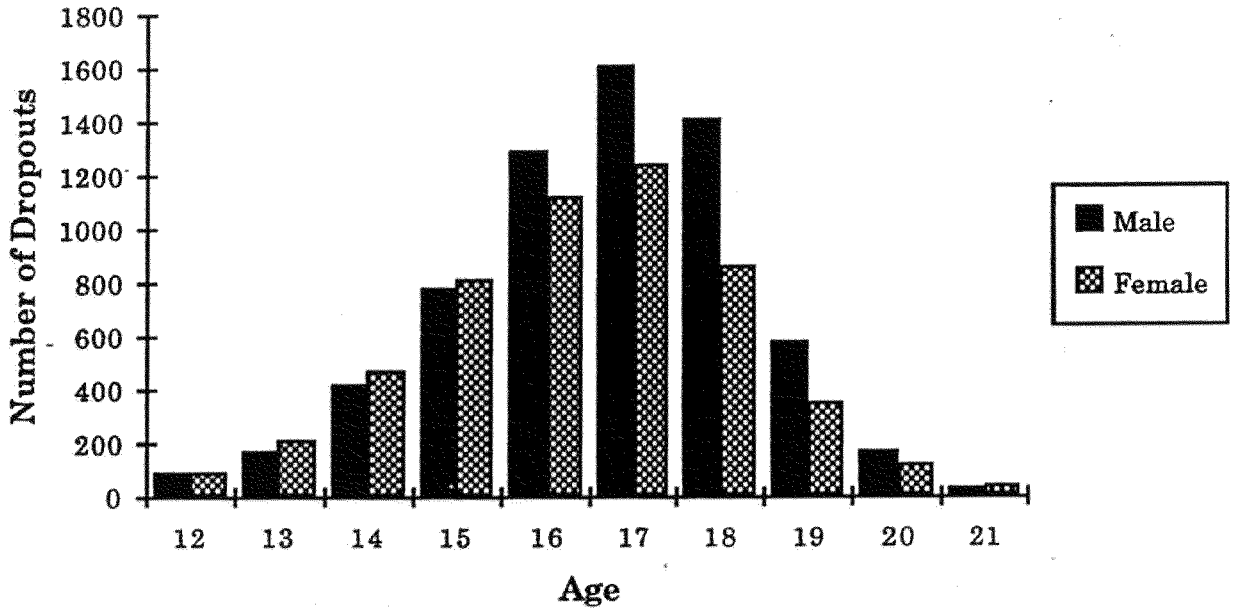
High mobility may contribute to the lower than normal accumulation of credits needed for graduation by reducing the opportunity to complete classes on a regular schedule. Social integration and involvement in extracurricular activities may also be more difficult for students who move from school to school.

Percentage of High School Dropouts Classified by Month Withdrawn from School



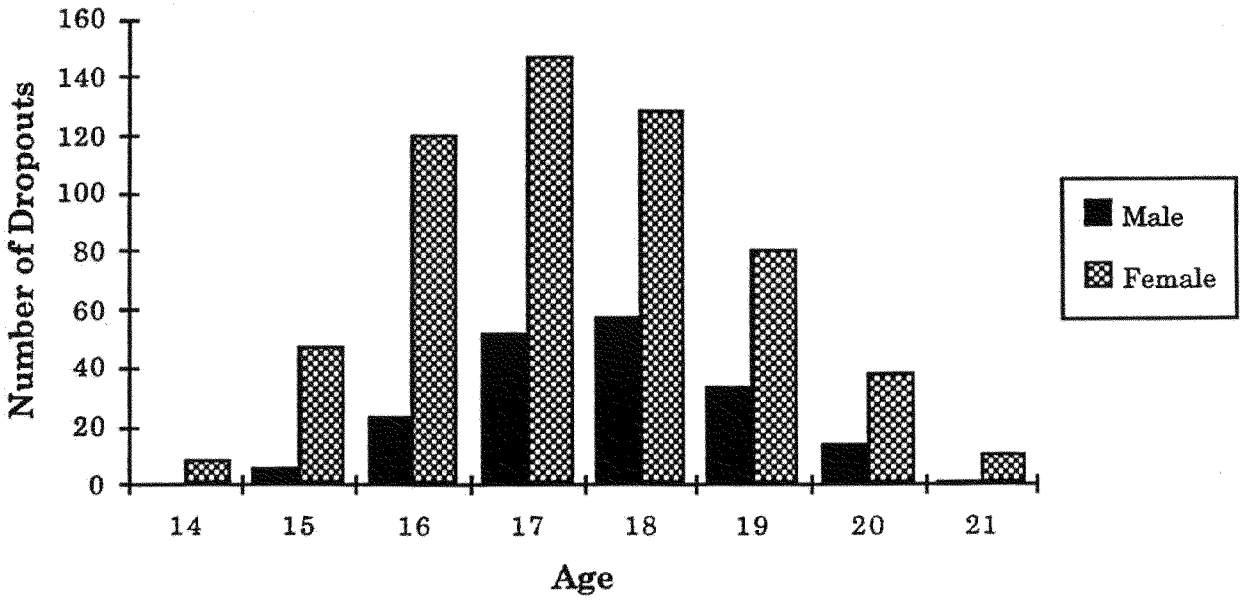
The high withdrawal rate in September is due to the number of students who did not return to school after the summer. A total of 1,568 students (14 percent of dropouts) were reported as "no shows." An additional 982 (9 percent) were non-graduates who attended four years of high school, but did not return during the summer or fall term to finish their diploma requirements.

Number of Dropouts by Age and Sex



The above chart shows the percentage of dropouts by age and sex. Forty-six percent of all dropouts were 16 or younger. Male dropouts tended to be slightly older than female dropouts.

Number With "Pregnant or Student Parent" Cited as a Reason for Dropping Out



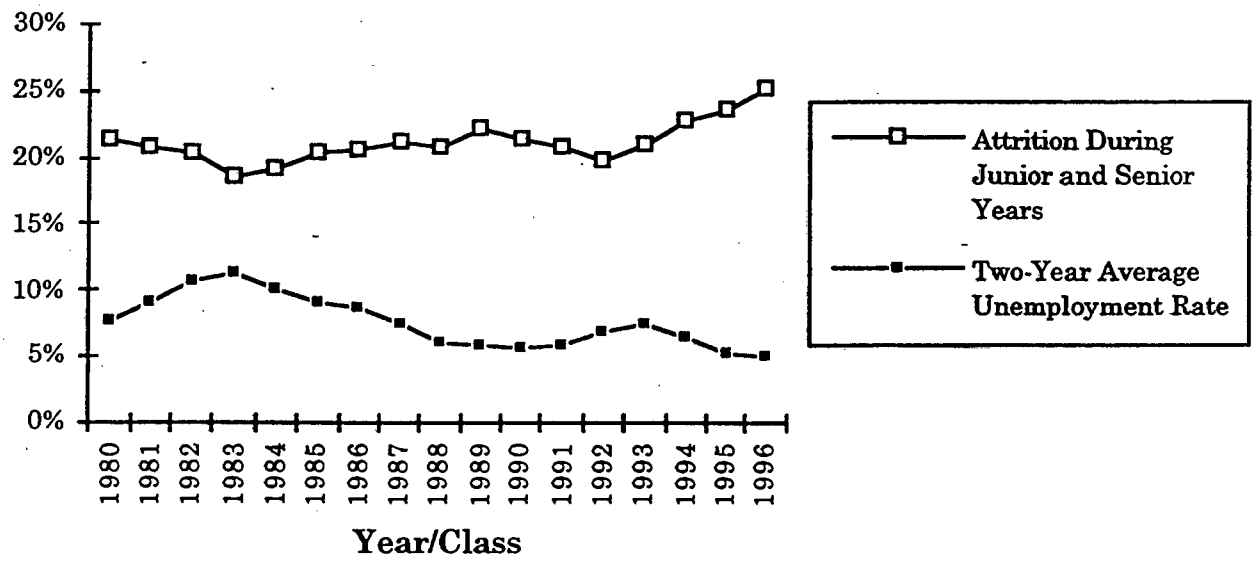
Reasons for Dropping Out

School personnel were asked to indicate the reasons contributing to the student's withdrawal from high school. The table below lists the factors and the number of students for whom the factor was cited as affecting the decision to drop out.

Factor	Total Number of Students
Staff Determined:	
Frequent discipline referrals	1,234
Working more than 15 hours a week	1,097
Substance abuse	936
Pregnant or student parent	767
Did not get along with school staff	584
Attended 3 or more high schools	368
Homeless	326
Health problems caused frequent absences	330
Obligations to support family	305
Does not speak English well or at all	297
Expelled and did not enroll in alternative ed	235
The Student Felt:	
Course work was not relevant	1,259
Peer pressure to not achieve	772
Teaching techniques did not match learning style	489
Lack of personal attention in class	463
Lack of support for cultural identity	442
Threatened by other students	142

The above table reflects the relative prevalence of the factors listed, but does not indicate the incidence of these factors among the total population of dropouts. This is because school staff could not determine a reason for leaving in all instances.

Relationship Between Unemployment Rate and Withdrawal During Junior and Senior Years



Working more than 15 hours a week was the second most frequently cited reason for leaving (see page 9 of this report). This suggests that the availability of jobs might be a contributing factor in Oregon's dropout rate. The above chart displays the relationship between Oregon's unemployment rate and the percentage of students who withdraw during their junior or senior years.

The withdrawal percentage is the difference between the number of 11th graders on October 1 and the number of graduates of that class two years later, divided by the October 1 count. Oregon unemployment rates are averaged over the corresponding two years.

The chart suggests that in years when the statewide unemployment rate declines, the junior/senior year withdrawal rate increases, and conversely, when unemployment increases, a smaller percentage leave school without graduating.

In November 1991 the Oregon Bureau of Labor and Industries issued a Report of the Child Labor Task Force. The report studied the impact of work on students. Students who worked 15 hours or more per week in jobs not connected to their course of study had lower school performance, attendance and completion rates.

Appendix A

Oregon Public School Dropouts, 1995-96 By School

School Name	Grades	Fall 1995 Total Students	1995-96 Dropout Re-entries	1995-96 Total Dropouts	1995-96 Dropout Percent	1994-95 Dropout Percent
Adrian High	9-12	88	0	1	1.14	3.23
Aloha High	9-12	1,765	2	159	9.01	9.34
Alsea School	9-12	84	0	5	5.95	3.80
Amity High	9-12	293	0	17	5.80	8.12
Arlington High	9-12	44	0	1	2.27	2.17
Ashland High	9-12	1,154	0	82	7.11	5.99
Astoria High	9-12	717	0	33	4.60	3.91
Baker High	9-12	745	0	19	2.55	6.87
Bandon High	9-12	291	1	18	6.19	7.59
Banks High	9-12	357	0	32	8.96	9.06
Beaverton High	9-12	2,093	2	194	9.27	9.17
Bend High	9-12	1,436	0	79	5.50	7.06
Benson Polytechnic High	9-12	1,457	0	17	1.17	1.58
Bonanza School	9-12	255	0	13	5.10	2.41
Brookings Harbor High	9-12	555	0	19	3.42	4.68
Burns High	9-12	351	0	22	6.27	5.31
Burnt River School	9-12	27	0	0	0.00	0.00
Butte Falls High	9-12	94	0	5	5.32	7.22
Camas Valley School	9-12	59	0	0	0.00	1.89
Canby High	9-12	1,362	5	78	5.73	3.40
Cascade High	9-12	718	0	40	5.57	6.98
Cascade Locks School	9-12	61	0	2	3.28	4.29
Centennial High	9-12	1,492	7	136	9.12	10.23
Central High	9-12	744	8	72	9.68	9.47
Central Linn High	9-12	270	0	11	4.07	3.50
Chiloquin High	9-12	176	0	26	14.77	3.74
Clackamas High	9-12	1,459	11	60	4.11	4.32
Clatskanie High	9-12	331	0	12	3.63	2.24
Cleveland High	9-12	1,218	0	78	6.40	6.97
Colton High	9-12	263	8	3	1.14	12.81
Community School*	9-12	322†	0	96	29.81	52.00
Condon High	9-12	76	0	0	0.00	2.70

NOTE: Schools reported the total number of students as of October 1, 1995. Dropouts were reported for the period of July 1, 1995 to June 30, 1996. Re-entries are students who re-entered school after having dropped out in a previous year.

School Name	Grades	Fall 1995 Total Students	1995-96 Dropout Re-entries	1995-96 Total Dropouts	1995-96 Dropout Percent	1994-95 Dropout Percent
Coquille High	9-12	389	12	26	6.68	9.20
Corbett High	9-12	230	0	3	1.30	0.85
Corvallis High	9-12	1,047	5	92	8.79	10.48
Cottage Grove High	9-12	829	16	67	8.08	9.90
Cove School	9-12	82	0	1	1.22	0.00
Crane Union High	9-12	97	0	2	2.06	1.01
Crater High	9-12	1,345	0	106	7.88	8.01
Crescent Valley High	9-12	1,209	3	34	2.81	3.55
Creswell High	9-12	341	3	35	10.26	7.01
Crook County High	9-12	857	0	26	3.03	5.48
Crow High	9-12	164	0	4	2.44	0.62
Culver High	9-12	119	0	13	10.92	10.09
Dallas High	9-12	988	2	46	4.66	5.99
David Douglas High	9-12	1,852	7	125	6.75	9.91
Days Creek School	9-12	88	0	4	4.55	2.53
Dayton High	9-12	290	0	21	7.24	8.39
Dayville School	9-12	20	0	0	0.00	4.17
Douglas High	9-12	558	3	49	8.78	7.09
Dufur School	9-12	84	0	3	3.57	1.18
Eagle Point High	9-12	1,149	0	74	6.44	10.08
Echo School	9-12	57	1	2	3.51	7.69
Eddyville School	9-12	74	0	2	2.70	1.59
Elgin High	9-12	158	0	1	0.63	4.24
Elkton High	9-12	86	0	4	4.65	1.33
Elmira High	9-12	591	3	36	6.09	4.15
Enterprise High	9-12	195	0	2	1.03	1.56
Estacada High	9-12	667	0	26	3.90	3.65
Evergreen Jr High	9	295	0	1	0.34	0.00
Falls City High	9-12	68	0	5	7.35	3.85
Forest Grove High	9-12	1,432	0	88	6.15	7.83
Franklin High	9-12	1,624	0	83	5.11	4.23
Gaston High	9-12	189	0	21	11.11	8.42
Gervais High	9-12	294	0	26	8.84	3.87
Gilchrist School	9-12	126	0	13	10.32	8.70
Gladstone High	9-12	858	3	45	5.24	4.28
Glencoe High	10-12	1,448	32	103	7.11	8.48
Glendale High	9-12	195	0	6	3.08	5.18
Glide High	9-12	327	0	20	6.12	8.02
Gold Beach U H School	9-12	270	7	22	8.15	10.11
Grant Union High	9-12	333	0	5	1.50	0.66
Grant High	9-12	1,521	0	54	3.55	6.28
Grants Pass High	9-12	1,308	0	125	9.56	11.85
Gresham High	9-12	1,636	19	84	5.13	6.96

School Name	Grades	Fall 1995 Total Students	1995-96 Dropout Re-entries	1995-96 Total Dropouts	1995-96 Dropout Percent	1994-95 Dropout Percent
Harper School	9-12	28	0	2	7.14	0.00
Harrisburg High	9-12	260	0	9	3.46	3.75
Helensview High*	9-12	152†	4	46	30.26	20.49
Helix School	9-12	37	0	0	0.00	5.56
Henley High	9-12	668	0	18	2.69	6.70
Henry D Sheldon High	9-12	1,429	0	61	4.27	5.89
Heppner High	9-12	144	0	5	3.47	2.16
Hermiston High	9-12	1,069	0	59	5.52	6.74
Hidden Valley High	9-12	866	2	44	5.08	7.03
Hillsboro High	10-12	1,503	18	101	6.72	7.74
Hood River Valley High	9-12	988	0	56	5.67	8.06
Huntington School	9-12	50	0	0	0.00	2.44
Illinois Valley High	9-12	516	0	60	11.63	11.02
Imbler High	9-12	155	0	6	3.87	2.22
Ione School	9-12	59	0	1	1.69	0.00
J B Thomas Jr High	9	338	0	9	2.66	3.34
J W Poynter Jr High	9	276	0	17	6.16	2.88
Jefferson HS (Marion)	9-12	304	0	12	3.95	7.88
Jefferson HS (Mult.)	9-12	1,068	0	118	11.05	7.25
Jewell School	9-12	40	0	4	10.00	20.59
John C. Fremont Jr High	9	254	0	1	0.39	0.35
John F Kennedy High	9-12	194	0	19	9.79	10.61
Jordan Valley High	9-12	59	0	4	6.78	4.92
Joseph Lane Jr High	9	271	0	1	0.37	1.43
Joseph Middle/High	9-12	170	0	1	0.59	0.72
Junction City High	9-12	631	0	18	2.85	2.00
Klamath Union High	9-12	1,024	0	76	7.42	3.77
Knappa High	9-12	208	0	3	1.44	2.63
La Grande High	9-12	893	1	57	6.38	4.95
Lake Oswego High	9-12	1,114	3	24	2.15	1.76
Lakeridge High	9-12	984	0	6	0.61	1.33
Lakeview High	9-12	380	0	19	5.00	3.17
Lapine High	9-12	381	0	27	7.09	1.72
Lebanon Union High	9-12	1,271	0	126	9.91	8.10
Lincoln High	9-12	1,342	0	39	2.91	2.91
Long Creek School	9-12	37	0	1	2.70	2.86
Lost River High	9-12	199	0	6	3.02	10.00
Lowell High	9-12	165	0	10	6.06	6.49
Madison High	9-12	1,312	0	108	8.23	7.50
Madras High	9-12	716	0	69	9.64	8.67
Mapleton High	9-12	116	1	7	6.03	6.96
Marshall High	9-12	1,263	17	171	13.54	12.90
Marshfield High	9-12	1,297	23	94	7.25	6.12

School Name	Grades	Fall 1995 Total Students	1995-96 Dropout Re-entries	1995-96 Total Dropouts	1995-96 Dropout Percent	1994-95 Dropout Percent
Mazama High	9-12	909	10	110	12.10	9.94
Mc Kay High	9-12	1,686	28	191	11.33	11.31
Mc Kenzie River High	9-12	140	0	8	5.71	6.85
Mc Loughlin High	9-12	504	0	48	9.52	15.61
Mc Minnville High	9-12	1,448	12	142	9.81	10.83
Mc Nary High	9-12	1,599	7	154	9.63	7.96
Metropolitan Learning Ctr	9-12	161	0	11	6.83	11.93
Milwaukie High	9-12	1,380	19	135	9.78	8.62
Mitchell School	9-12	51	0	2	3.92	6.25
Mohawk High	9-12	120	0	3	2.50	5.34
Molalla High	9-12	827	0	56	6.77	8.94
Monroe Union High	9-12	172	0	1	0.58	3.90
Monument School	9-12	36	0	0	0.00	0.00
Mt View High	9-12	1,505	19	35	2.33	3.95
Myrtle Point High	9-12	374	0	28	7.49	3.20
Neah-Kah-Nie Jr-Sr High	9-12	275	3	14	5.09	6.00
Nestucca High	9-12	222	0	9	4.05	3.81
Newberg High	9-12	1,442	8	134	9.29	8.21
Newport High	9-12	685	11	74	10.80	9.39
North Bend High	9-12	924	0	27	2.92	3.45
North Douglas High	9-12	166	1	8	4.82	7.43
North Eugene High	9-12	1,026	18	75	7.31	9.60
North Lake School	9-12	110	0	0	0.00	0.00
North Marion High	9-12	375	0	49	13.07	14.39
North Medford High	9-12	1,704	3	129	7.57	7.18
North Powder School	9-12	69	0	0	0.00	2.90
North Salem High	9-12	1,646	26	224	13.61	14.44
North Valley High	9-12	739	10	35	4.74	7.66
Nyssa High	9-12	286	0	22	7.69	7.72
Oakland High	9-12	199	0	4	2.01	5.03
Oakridge High	9-12	255	0	26	10.20	4.30
Ontario High	9-12	815	0	38	4.66	6.81
Opportunity Center High*	9-12	175†	0	70	40.00	—
Oregon City Hs - Freshman	9	513	0	11	2.14	2.31
Oregon City Hs - Jackson	10-12	1,403	0	162	11.55	5.53
PPS Alternative Programs**	9-12	2,260†	1	623	27.57	24.50
Pacific High	9-12	179	0	15	8.38	5.03
Paisley School	9-12	36	0	3	8.33	0.00
Parkrose High	9-12	1,008	0	78	7.74	6.25
Pendleton High	10-12	744	0	59	7.93	6.52
Pendleton Jr High	9	287	0	12	4.18	11.45
Perrydale School	9-12	111	0	1	0.90	1.01

School Name	Grades	Fall 1995 Total Students	1995-96 Dropout Re-entries	1995-96 Total Dropouts	1995-96 Dropout Percent	1994-95 Dropout Percent
Petersburg School	9-12	19	0	4	21.05	0.00
Philomath High	9-12	550	0	19	3.45	2.99
Phoenix High	9-12	754	0	54	7.16	9.01
Pilot Rock High	9-12	136	0	6	4.41	3.47
Pine Eagle High	9-12	126	0	9	7.14	4.31
Pleasant Hill High	9-12	443	0	15	3.39	2.31
Powers High	9-12	66	0	3	4.55	0.00
Prairie City School	9-12	96	0	5	5.21	0.00
Prospect High	9-12	74	0	7	9.46	2.82
Rainier High	9-12	496	0	11	2.22	2.43
Raymond A Brown Jr High	9	282	0	1	0.35	1.05
Redmond High	9-12	1,302	1	121	9.29	8.18
Reedsport High	9-12	323	0	19	5.88	6.57
Rex Putnam High	9-12	1,316	3	78	5.93	5.01
Reynolds High	9-12	1,968	1	134	6.81	12.61
Riddle High	9-12	178	0	19	10.67	11.98
Riverside High	9-12	378	2	33	8.73	8.33
Rogue River High	9-12	446	0	27	6.05	4.67
Roosevelt High	9-12	1,286	5	183	14.23	10.72
Roseburg High	10-12	1,460	0	89	6.10	7.16
Sam Barlow High	9-12	1,708	0	163	9.54	6.60
Sandy Union High	9-12	1,312	4	88	6.71	7.73
Santiam High	9-12	271	2	32	11.81	11.67
Scappoose High	9-12	684	0	41	5.99	1.50
School Of Arts & Communic	9-12	255	0	17	6.67	2.70
School of Science & Techno	9-12	89	0	4	4.49	2.83
Scio High	9-12	213	0	18	8.45	3.30
Seaside High	9-12	584	0	35	5.99	8.44
Sheridan High	9-12	255	0	16	6.27	11.07
Sherman High	9-12	124	1	2	1.61	3.08
Sherwood High	9-12	498	0	12	2.41	1.56
Silverton High	9-12	1,109	14	106	9.56	9.58
Sisters High	9-12	351	0	16	4.56	8.39
Siuslaw High	9-12	537	0	31	5.77	5.10
South Albany High	9-12	1,154	10	101	8.75	8.72
South Eugene High	9-12	1,851	0	76	4.11	4.75
South Medford High	9-12	1,534	11	154	10.04	8.25
South Salem High	9-12	1,750	19	150	8.57	8.45
South Umpqua High	9-12	683	6	84	12.30	12.87
Sprague High	9-12	1,839	19	137	7.45	7.14
Spray School	9-12	22	0	0	0.00	0.00
Springfield High	9-12	1,606	0	168	10.46	10.95

School Name	Grades	Fall 1995 Total Students	1995-96 Dropout Re-entries	1995-96 Total Dropouts	1995-96 Dropout Percent	1994-95 Dropout Percent
St Helens High	9-12	838	5	40	4.77	7.19
St Paul High	9-12	63	2	1	1.59	7.69
Stanfield Secondary School	9-12	213	0	6	2.82	3.93
Stayton High	9-12	700	0	49	7.00	8.17
Sunset High	9-12	1,485	7	141	9.49	7.75
Sutherlin High	9-12	438	3	35	7.99	9.23
Sweet Home High	9-12	749	0	47	6.28	9.82
Taft High	9-12	635	1	54	8.50	10.63
The Dalles High	9-12	743	0	33	4.44	5.28
Thurston High	9-12	1,471	0	124	8.43	7.65
Tigard High	9-12	1,615	5	120	7.43	7.12
Tillamook High	9-12	680	2	46	6.76	4.55
Toledo High	9-12	479	0	30	6.26	9.38
Triangle Lake School	9-12	51	0	1	1.96	2.00
Tualatin High	9-12	1,449	0	82	5.66	7.64
Ukiah High	9-12	23	0	0	0.00	0.00
Umatilla High	9-12	247	0	29	11.74	10.00
Union High	9-12	177	0	3	1.69	6.90
Vale High	9-12	337	0	24	7.12	1.53
Vernonia High	9-12	225	0	7	3.11	7.41
Wahtonka High	9-12	299	14	31	10.37	11.74
Waldport High	9-12	320	0	22	6.88	5.70
Wallowa High	9-12	113	0	1	0.88	1.63
Warrenton High	9-12	303	0	13	4.29	3.53
Wasco County High	9-12	107	0	1	0.93	0.00
West Albany High	9-12	1,096	0	112	10.22	4.01
West Linn High	9-12	1,446	0	59	4.08	5.31
Weston Mcewen High	9-12	195	1	8	4.10	4.69
Westview High	9-12	1,925	3	92	4.78	3.61
Wheeler High	9-12	40	0	0	0.00	0.00
Willamette High	9-12	1,177	0	70	5.95	7.74
Willamina High	9-12	310	0	21	6.77	4.28
Wilson High	9-12	1,390	0	73	5.25	1.87
Wilsonville High	9-12	479	0	39	8.14	—
Winston Churchill High	9-12	993	0	53	5.34	6.63
Woodburn High	9-12	813	4	92	11.32	13.28
Yamhill-Carlton High	9-12	465	0	28	6.02	3.39
Yoncalla High	9-12	159	0	5	3.14	2.04
ALL SCHOOLS	**9-12**	**153,020**	**550**	**11,056**	**7.23%**	**7.37%**

* An alternative program serving an at-risk population.
** Portland 1J alternative schools.
† Total Enrollment

Appendix B

Oregon Public School Dropouts, 1995-96 By Size of School

School Name	Grades	Fall 1995 Total Students	1995-96 Dropout Re-entries	1995-96 Total Dropouts	1995-96 Dropout Percent	1994-95 Dropout Percent
I. 1,000 or more students						
Beaverton High	9-12	2,093	2	194	9.27	9.17
Reynolds High	9-12	1,968	1	134	6.81	12.61
Westview High	9-12	1,925	3	92	4.78	3.61
David Douglas High	9-12	1,852	7	125	6.75	9.91
South Eugene High	9-12	1,851	0	76	4.11	4.75
Sprague High	9-12	1,839	19	137	7.45	7.14
Aloha High	9-12	1,765	2	159	9.01	9.34
South Salem High	9-12	1,750	19	150	8.57	8.45
Sam Barlow High	9-12	1,708	0	163	9.54	6.60
North Medford High	9-12	1,704	3	129	7.57	7.18
McKay High	9-12	1,686	28	191	11.33	11.31
North Salem High	9-12	1,646	26	224	13.61	14.44
Gresham High	9-12	1,636	19	84	5.13	6.96
Franklin High	9-12	1,624	0	83	5.11	4.23
Tigard High	9-12	1,615	5	120	7.43	7.12
Springfield High	9-12	1,606	0	168	10.46	10.95
McNary High	9-12	1,599	7	154	9.63	7.96
South Medford High	9-12	1,534	11	154	10.04	8.25
Grant High	9-12	1,521	0	54	3.55	6.28
Mt View High	9-12	1,505	19	35	2.33	3.95
Hillsboro High	10-12	1,503	18	101	6.72	7.74
Centennial High	9-12	1,492	7	136	9.12	10.23
Sunset High	9-12	1,485	7	141	9.49	7.75
Thurston High	9-12	1,471	0	124	8.43	7.65
Roseburg High	10-12	1,460	0	89	6.10	7.16
Clackamas High	9-12	1,459	11	60	4.11	4.32
Benson Polytechnic High	9-12	1,457	0	17	1.17	1.58
Tualatin High	9-12	1,449	0	82	5.66	7.64
McMinnville High	9-12	1,448	12	142	9.81	10.83
Glencoe High	10-12	1,448	32	103	7.11	8.48

NOTE: Schools reported the total number of students as of October 1, 1995. Dropouts were reported for the period of July 1, 1995 to June 30, 1996. Re-entries are students who re-entered school after having dropped out in a previous year.

School Name	Grades	Fall 1995 Total Students	1995-96 Dropout Re-entries	1995-96 Total Dropouts	1995-96 Dropout Percent	1994-95 Dropout Percent
West Linn High	9-12	1,446	0	59	4.08	5.31
Newberg High	9-12	1,442	8	134	9.29	8.21
Bend High	9-12	1,436	0	79	5.50	7.06
Forest Grove High	9-12	1,432	0	88	6.15	7.83
Henry D Sheldon High	9-12	1,429	0	61	4.27	5.89
Oregon City Sr High	10-12	1,403	0	162	11.55	5.53
Wilson High	9-12	1,390	0	73	5.25	1.87
Milwaukie High	9-12	1,380	19	135	9.78	8.62
Canby High	9-12	1,362	5	78	5.73	3.40
Crater High	9-12	1,345	0	106	7.88	8.01
Lincoln High	9-12	1,342	0	39	2.91	2.91
Rex Putnam High	9-12	1,316	3	78	5.93	5.01
Madison High	9-12	1,312	0	108	8.23	7.50
Sandy Union High	9-12	1,312	4	88	6.71	7.73
Grants Pass High	9-12	1,308	0	125	9.56	11.85
Redmond High	9-12	1,302	1	121	9.29	8.18
Marshfield High	9-12	1,297	23	94	7.25	6.12
Roosevelt High	9-12	1,286	5	183	14.23	10.72
Lebanon Union High	9-12	1,271	0	126	9.91	8.10
Marshall High	9-12	1,263	17	171	13.54	12.90
Cleveland High	9-12	1,218	0	78	6.40	6.97
Crescent Valley High	9-12	1,209	3	34	2.81	3.55
Willamette High	9-12	1,177	0	70	5.95	7.74
Ashland High	9-12	1,154	0	82	7.11	5.99
South Albany High	9-12	1,154	10	101	8.75	8.72
Eagle Point High	9-12	1,149	0	74	6.44	10.08
Lake Oswego High	9-12	1,114	3	24	2.15	1.76
Silverton High	9-12	1,109	14	106	9.56	9.58
West Albany High	9-12	1,096	0	112	10.22	4.01
Hermiston High	9-12	1,069	0	59	5.52	6.74
Jefferson HS (Mult.)	9-12	1,068	0	118	11.05	7.25
Corvallis High	9-12	1,047	5	92	8.79	10.48
North Eugene High	9-12	1,026	18	75	7.31	9.60
Klamath Union High	9-12	1,024	0	76	7.42	3.77
Parkrose High	9-12	1,008	0	78	7.74	6.25
II. 500 to 999 students						
Winston Churchill High	9-12	993	0	53	5.34	6.63
Hood River Valley High	9-12	988	0	56	5.67	8.06
Dallas High	9-12	988	2	46	4.66	5.99
Lakeridge High	9-12	984	0	6	0.61	1.33
North Bend High	9-12	924	0	27	2.92	3.45

School Name	Grades	Fall 1995 Total Students	1995-96 Dropout Re-entries	1995-96 Total Dropouts	1995-96 Dropout Percent	1994-95 Dropout Percent
Mazama High	9-12	909	10	110	12.10	9.94
La Grande High	9-12	893	1	57	6.38	4.95
Hidden Valley High	9-12	866	2	44	5.08	7.03
Gladstone High	9-12	858	3	45	5.24	4.28
Crook County High	9-12	857	0	26	3.03	5.48
St Helens High	9-12	838	5	40	4.77	7.19
Cottage Grove High	9-12	829	16	67	8.08	9.90
Molalla High	9-12	827	0	56	6.77	8.94
Ontario High	9-12	815	0	38	4.66	6.81
Woodburn High	9-12	813	4	92	11.32	13.28
Phoenix High	9-12	754	0	54	7.16	9.01
Sweet Home High	9-12	749	0	47	6.28	9.82
Baker High	9-12	745	0	19	2.55	6.87
Pendleton High	10-12	744	0	59	7.93	6.52
Central High	9-12	744	8	72	9.68	9.47
The Dalles High	9-12	743	0	33	4.44	5.28
North Valley High	9-12	739	10	35	4.74	7.66
Cascade High	9-12	718	0	40	5.57	6.98
Astoria High	9-12	717	0	33	4.60	3.91
Madras High	9-12	716	0	69	9.64	8.67
Stayton High	9-12	700	0	49	7.00	8.17
Newport High	9-12	685	11	74	10.80	9.39
Scappoose High	9-12	684	0	41	5.99	1.50
South Umpqua High	9-12	683	6	84	12.30	12.87
Tillamook High	9-12	680	2	46	6.76	4.55
Henley High	9-12	668	0	18	2.69	6.70
Estacada High	9-12	667	0	26	3.90	3.65
Taft High	9-12	635	1	54	8.50	10.63
Junction City High	9-12	631	0	18	2.85	2.00
Elmira High	9-12	591	3	36	6.09	4.15
Seaside High	9-12	584	0	35	5.99	8.44
Douglas High	9-12	558	3	49	8.78	7.09
Brookings Harbor High	9-12	555	0	19	3.42	4.68
Philomath High	9-12	550	0	19	3.45	2.99
Siuslaw High	9-12	537	0	31	5.77	5.10
Illinois Valley High	9-12	516	0	60	11.63	11.02
Mc Loughlin High	9-12	504	0	48	9.52	15.61
III. 200 to 499 students						
Sherwood High	9-12	498	0	12	2.41	1.56
Rainier High	9-12	496	0	11	2.22	2.43

School Name	Grades	Fall 1995 Total Students	1995-96 Dropout Re-entries	1995-96 Total Dropouts	1995-96 Dropout Percent	1994-95 Dropout Percent
Toledo High	9-12	479	0	30	6.26	9.38
Wilsonville High	9-12	479	0	39	8.14	—
Yamhill-Carlton High	9-12	465	0	28	6.02	3.39
Rogue River High	9-12	446	0	27	6.05	4.67
Pleasant Hill High	9-12	443	0	15	3.39	2.31
Sutherlin High	9-12	438	3	35	7.99	9.23
Coquille High	9-12	389	12	26	6.68	9.20
Lapine High	9-12	381	0	27	7.09	1.72
Lakeview High	9-12	380	0	19	5.00	3.17
Riverside High	9-12	378	2	33	8.73	8.33
North Marion High	9-12	375	0	49	13.07	14.39
Myrtle Point High	9-12	374	0	28	7.49	3.20
Banks High	9-12	357	0	32	8.96	9.06
Burns High	9-12	351	0	22	6.27	5.31
Sisters High	9-12	351	0	16	4.56	8.39
Creswell High	9-12	341	3	35	10.26	7.01
Vale High	9-12	337	0	24	7.12	1.53
Grant Union High	9-12	333	0	5	1.50	0.66
Clatskanie High	9-12	331	0	12	3.63	2.24
Glide High	9-12	327	0	20	6.12	8.02
Reedsport High	9-12	323	0	19	5.88	6.57
Waldport High	9-12	320	0	22	6.88	5.70
Willamina High	9-12	310	0	21	6.77	4.28
Jefferson High (Marion)	9-12	304	0	12	3.95	7.88
Warrenton High	9-12	303	0	13	4.29	3.53
Wahtonka High	9-12	299	14	31	10.37	11.74
Gervais High	9-12	294	0	26	8.84	3.87
Amity High	9-12	293	0	17	5.80	8.12
Bandon High	9-12	291	1	18	6.19	7.59
Dayton High	9-12	290	0	21	7.24	8.39
Nyssa High	9-12	286	0	22	7.69	7.72
Neah-Kah-Nie Jr-Sr High	9-12	275	3	14	5.09	6.00
Santiam High	9-12	271	2	32	11.81	11.67
Gold Beach U High	9-12	270	7	22	8.15	10.11
Central Linn High	9-12	270	0	11	4.07	3.50
Colton High	9-12	263	8	3	1.14	12.81
Harrisburg High	9-12	260	0	9	3.46	3.75
School of Arts & Comm	9-12	255	0	17	6.67	2.70
Sheridan High	9-12	255	0	16	6.27	11.07
Oakridge High	9-12	255	0	26	10.20	4.30
Bonanza School	9-12	255	0	13	5.10	2.41
Umatilla High	9-12	247	0	29	11.74	10.00

School Name	Grades	Fall 1995 Total Students	1995-96 Dropout Re-entries	1995-96 Total Dropouts	1995-96 Dropout Percent	1994-95 Dropout Percent
Corbett High	9-12	230	0	3	1.30	0.85
Vernonia High	9-12	225	0	7	3.11	7.41
Nestucca High	9-12	222	0	9	4.05	3.81
Stanfield Secondary Sch	9-12	213	0	6	2.82	3.93
Scio High	9-12	213	0	18	8.45	3.30
Knappa High	9-12	208	0	3	1.44	2.63
IV. Less than 200 students						
Lost River High	9-12	199	0	6	3.02	10.00
Oakland High	9-12	199	0	4	2.01	5.03
Enterprise High	9-12	195	0	2	1.03	1.56
Weston McEwen High	9-12	195	1	8	4.10	4.69
Glendale High	9-12	195	0	6	3.08	5.18
John F Kennedy High	9-12	194	0	19	9.79	10.61
Gaston High	9-12	189	0	21	11.11	8.42
Pacific High	9-12	179	0	15	8.38	5.03
Riddle High	9-12	178	0	19	10.67	11.98
Union High	9-12	177	0	3	1.69	6.90
Chiloquin High	9-12	176	0	26	14.77	3.74
Monroe Union High	9-12	172	0	1	0.58	3.90
Joseph Middle/High	9-12	170	0	1	0.59	0.72
North Douglas High	9-12	166	1	8	4.82	7.43
Lowell High	9-12	165	0	10	6.06	6.49
Crow High	9-12	164	0	4	2.44	0.62
Metropolitan Lrng Ctr	9-12	161	0	11	6.83	11.93
Yoncalla High	9-12	159	0	5	3.14	2.04
Elgin High	9-12	158	0	1	0.63	4.24
Imbler High	9-12	155	0	6	3.87	2.22
Heppner High	9-12	144	0	5	3.47	2.16
McKenzie River High	9-12	140	0	8	5.71	6.85
Pilot Rock High	9-12	136	0	6	4.41	3.47
Gilchrist School	9-12	126	0	13	10.32	8.70
Pine Eagle High	9-12	126	0	9	7.14	4.31
Sherman High	9-12	124	1	2	1.61	3.08
Mohawk High	9-12	120	0	3	2.50	5.34
Culver High	9-12	119	0	13	10.92	10.09
Mapleton High	9-12	116	1	7	6.03	6.96
Wallowa High	9-12	113	0	1	0.88	1.63
Perrydale School	9-12	111	0	1	0.90	1.01
North Lake School	9-12	110	0	0	0.00	0.00
Wasco County High	9-12	107	0	1	0.93	0.00
Crane Union High	9-12	97	0	2	2.06	1.01

School Name	Grades	Fall 1995 Total Students	1995-96 Dropout Re-entries	1995-96 Total Dropouts	1995-96 Dropout Percent	1994-95 Dropout Percent
Prairie City School	9-12	96	0	5	5.21	0.00
Butte Falls High	9-12	94	0	5	5.32	7.22
School of Science & Tech	9-12	89	0	4	4.49	2.83
Adrian High	9-12	88	0	1	1.14	3.23
Days Creek School	9-12	88	0	4	4.55	2.53
Elkton High	9-12	86	0	4	4.65	1.33
Alsea School	9-12	84	0	5	5.95	3.80
Dufur School	9-12	84	0	3	3.57	1.18
Cove School	9-12	82	0	1	1.22	0.00
Condon High	9-12	76	0	0	0.00	2.70
Eddyville School	9-12	74	0	2	2.70	1.59
Prospect High	9-12	74	0	7	9.46	2.82
North Powder School	9-12	69	0	0	0.00	2.90
Falls City High	9-12	68	0	5	7.35	3.85
Powers High	9-12	66	0	3	4.55	0.00
St Paul High	9-12	63	2	1	1.59	7.69
Cascade Locks School	9-12	61	0	2	3.28	4.29
Ione School	9-12	59	0	1	1.69	0.00
Jordan Valley High	9-12	59	0	4	6.78	4.92
Camas Valley School	9-12	59	0	0	0.00	1.89
Echo School	9-12	57	1	2	3.51	7.69
Triangle Lake School	9-12	51	0	1	1.96	2.00
Mitchell School	9-12	51	0	2	3.92	6.25
Huntington School	9-12	50	0	0	0.00	2.44
Arlington High	9-12	44	0	1	2.27	2.17
Jewell School	9-12	40	0	4	10.00	20.59
Wheeler High	9-12	40	0	0	0.00	0.00
Helix School	9-12	37	0	0	0.00	5.56
Long Creek School	9-12	37	0	1	2.70	2.86
Paisley School	9-12	36	0	3	8.33	0.00
Monument School	9-12	36	0	0	0.00	0.00
Harper School	9-12	28	0	2	7.14	0.00
Burnt River School	9-12	27	0	0	0.00	0.00
Ukiah High	9-12	23	0	0	0.00	0.00
Spray School	9-12	22	0	0	0.00	0.00
Dayville School	9-12	20	0	0	0.00	4.17
Petersburg School	9-12	19	0	4	21.05	0.00
V. Junior Highs						
Oregon City HS - Freshman	9	513	0	11	2.14	2.31
J B Thomas Jr High	9	338	0	9	2.66	3.34
Evergreen Jr High	9	295	0	1	0.34	0.00

School Name	Grades	Fall 1995 Total Students	1995-96 Dropout Re-entries	1995-96 Total Dropouts	1995-96 Dropout Percent	1994-95 Dropout Percent
Pendleton Jr High	9	287	0	12	4.18	11.45
Raymond A Brown Jr High	9	282	0	1	0.35	1.05
J W Poynter Jr High	9	276	0	17	6.16	2.88
Joseph Lane Jr High	9	271	0	1	0.37	1.43
John C. Fremont Jr High	9	254	0	1	0.39	0.35
VI. Alternative Programs						
PPS Alternative Progs*	9-12	2,260†	1	623	27.57	24.50
Community School	9-12	322†	0	96	29.81	52.00
Opportunity Center High	9-12	175†	0	70	40.00	—
Helensview High	9-12	152†	4	46	30.26	20.49
ALL SCHOOLS	**9-12**	**153,020**	**550**	**11,056**	**7.23%**	**7.37%**

* Portland 1J alternative schools
† Total enrollment

Appendix C

Oregon Public School Dropouts, 1995-96 By District

District Name	Grades	Fall 1995 Total Students	1995-96 Dropout Re-entries	1995-96 Total Dropouts	1995-96 Dropout Percent	1994-95 Dropout Percent
Adrian 61	9-12	88	0	1	1.14	3.23
Alsea 7J	9-12	84	0	5	5.95	3.80
Amity 4J	9-12	293	0	17	5.80	8.12
Arlington 3	9-12	44	0	1	2.27	2.17
Ashland 5	9-12	1,154	0	82	7.11	5.99
Astoria 1	9-12	717	0	33	4.60	3.91
Athena-Weston 29J	9-12	195	1	8	4.10	4.69
Baker 5J	9-12	745	0	19	2.55	6.87
Bandon 54	9-12	291	1	18	6.19	7.59
Banks 13	9-12	357	0	32	8.96	9.06
Beaverton 48J	9-12	7,934	14	703	8.86	8.76
Bend 1	9-12	3,322	19	141	4.24	5.14
Bethel 52	9-12	1,177	0	70	5.95	7.74
Blachly 90	9-12	51	0	1	1.96	2.00
Brookings-Harbor 17	9-12	555	0	19	3.42	4.68
Burns 3	9-12	351	0	22	6.27	5.31
Burnt River 30J	9-12	27	0	0	0.00	0.00
Butte Falls 91	9-12	94	0	5	5.32	7.22
Camas Valley 21	9-12	59	0	0	0.00	1.89
Canby 86	9-12	1,362	5	78	5.73	3.40
Cascade 5	9-12	718	0	40	5.57	6.98
Centennial 28J	9-12	1,492	7	136	9.12	10.23
Central 13J	9-12	744	8	72	9.68	9.47
Central Linn 552	9-12	270	0	11	4.07	3.50
Central Point 6	9-12	1,345	0	106	7.88	8.01
Chenowith 9	9-12	299	14	31	10.37	11.74
Colton 53	9-12	263	8	3	1.14	12.81
Columbia 5J	9-12	539	0	15	2.78	2.39
Condon 25J	9-12	76	0	0	0.00	2.70
Coos Bay 9	9-12	1,297	23	94	7.25	6.12
Coquille 8	9-12	389	12	26	6.68	9.20
Corbett 39	9-12	230	0	3	1.30	0.85

NOTE: Schools reported the total number of students as of October 1, 1995. Dropouts were reported for the period of July 1, 1995 to June 30, 1996. Re-entries are students who re-entered school after having dropped out in a previous year.

District Name	Grades	Fall 1995 Total Students	1995-96 Dropout Re-entries	1995-96 Total Dropouts	1995-96 Dropout Percent	1994-95 Dropout Percent
Corvallis 509J	9-12	2,256	8	126	5.59	6.77
Cove 15	9-12	82	0	1	1.22	0.00
Crane UH1J	9-12	97	0	2	2.06	1.01
Creswell 40	9-12	341	3	35	10.26	7.01
Crook County Unit	9-12	857	0	26	3.03	5.48
Crow-Applegate-Lorane 66	9-12	164	0	4	2.44	0.62
Culver 4	9-12	119	0	13	10.92	10.09
Dallas 2	9-12	988	2	46	4.66	5.99
David Douglas 40	9-12	1,852	7	125	6.75	9.91
Days Creek 15	9-12	88	0	4	4.55	2.53
Dayton 8	9-12	290	0	21	7.24	8.39
Dayville 16J	9-12	20	0	0	0.00	4.17
Dufur 29	9-12	84	0	3	3.57	1.18
Eagle Point 9	9-12	1,149	0	74	6.44	10.08
Echo 5	9-12	57	1	2	3.51	7.69
Elgin 23	9-12	158	0	1	0.63	4.24
Elkton 34	9-12	86	0	4	4.65	1.33
Enterprise 21	9-12	195	0	2	1.03	1.56
Estacada 108	9-12	667	0	26	3.90	3.65
Eugene 4J	9-12	5,474	18	335	6.12	6.40
Falls City 57	9-12	68	0	5	7.35	3.85
Fern Ridge 28J	9-12	591	3	36	6.09	4.15
Forest Grove 15	9-12	1,432	0	88	6.15	7.83
Fossil 21J	9-12	40	0	0	0.00	0.00
Gaston 511J	9-12	189	0	21	11.11	8.42
Gervais 1	9-12	294	0	26	8.84	3.87
Gladstone 115	9-12	858	3	45	5.24	4.28
Glendale 77	9-12	195	0	6	3.08	5.18
Glide 12	9-12	327	0	20	6.12	8.02
Gold Beach UH1	9-12	270	7	22	8.15	10.11
Grants Pass 7	9-12	1,308	0	125	9.56	11.85
Greater Albany 8J	9-12	2,250	10	213	9.47	6.31
Gresham-Barlow 10J	9-12	3,344	19	247	7.39	6.78
Harper 66	9-12	28	0	2	7.14	0.00
Harrisburg UH5J	9-12	260	0	9	3.46	3.75
Helensview HS	9-12	81	4	46	56.79	20.49
Helix 1	9-12	37	0	0	0.00	5.56
Hermiston 8	9-12	1,069	0	59	5.52	6.74
Hillsboro UH3J	9-12	4,142	50	232	5.60	6.36
Hood River 1	9-12	1,049	0	58	5.53	7.80
Huntington 16J	9-12	50	0	0	0.00	2.44
Imbler 11	9-12	155	0	6	3.87	2.22

District Name	Grades	Fall 1995 Total Students	1995-96 Dropout Re-entries	1995-96 Total Dropouts	1995-96 Dropout Percent	1994-95 Dropout Percent
Jefferson 14J	9-12	304	0	12	3.95	7.88
Jewell 8	9-12	40	0	4	10.00	20.59
John Day 3	9-12	333	0	5	1.50	0.66
Jordan Valley 3	9-12	59	0	4	6.78	4.92
Joseph 6	9-12	170	0	1	0.59	0.72
Junction City 69	9-12	631	0	18	2.85	2.00
Klamath County SD	9-12	1,424	0	76	5.34	6.19
Klamath Falls UH2	9-12	1,933	10	186	9.62	6.68
La Grande 1	9-12	893	1	57	6.38	4.95
Lake Oswego 7J	9-12	2,098	3	30	1.43	1.56
Lakeview 7	9-12	380	0	19	5.00	3.17
Lebanon Community 9	9-12	1,271	0	126	9.91	8.10
Lincoln County Unit	9-12	2,193	12	182	8.30	8.93
Long Creek 17	9-12	37	0	1	2.70	2.86
Lowell 71	9-12	165	0	10	6.06	6.49
Madras 509J	9-12	716	0	69	9.64	8.67
Mapleton 32	9-12	116	1	7	6.03	6.96
Marcola 79J	9-12	120	0	3	2.50	5.34
McKenzie 66	9-12	140	0	8	5.71	6.85
McMinnville 40	9-12	1,448	12	142	9.81	10.83
Medford 549	9-12	3,238	14	283	8.74	7.71
Mill City-Gates 129J	9-12	271	2	32	11.81	11.67
Milton-Freewater 7	9-12	504	0	48	9.52	15.61
Mitchell 55	9-12	51	0	2	3.92	6.25
Molalla 35	9-12	827	0	56	6.77	8.94
Monroe UH1J	9-12	172	0	1	0.58	3.90
Monument 8	9-12	36	0	0	0.00	0.00
Morrow 1	9-12	581	2	39	6.71	5.96
Mt. Angel 91	9-12	194	0	19	9.79	10.61
Myrtle Point 41	9-12	374	0	28	7.49	3.20
Neah-Kah-Nie 56	9-12	275	3	14	5.09	6.00
Nestucca Valley 101J	9-12	222	0	9	4.05	3.81
Newberg 29J	9-12	1,442	8	134	9.29	8.21
North Bend 13	9-12	924	0	27	2.92	3.45
North Clackamas 12	9-12	4,155	33	273	6.57	5.99
North Douglas 22	9-12	166	1	8	4.82	7.43
North Lake 14	9-12	110	0	0	0.00	0.00
North Marion 15	9-12	375	0	49	13.07	14.39
North Powder 8J	9-12	69	0	0	0.00	2.90
Nyssa 26	9-12	286	0	22	7.69	7.72
Oakland 1	9-12	199	0	4	2.01	5.03

District Name	Grades	Fall 1995 Total Students	1995-96 Dropout Re-entries	1995-96 Total Dropouts	1995-96 Dropout Percent	1994-95 Dropout Percent
Oakridge 76	9-12	255	0	26	10.20	4.30
Ontario 8	9-12	815	0	38	4.66	6.81
Oregon City 62	9-12	1,916	0	173	9.03	4.73
Paisley 11	9-12	36	0	3	8.33	0.00
Parkrose 3	9-12	1,008	0	78	7.74	6.25
Pendleton 16	9-12	1,031	0	71	6.89	7.83
Perrydale 21	9-12	111	0	1	0.90	1.01
Petersburg 14	9-12	19	0	4	21.05	—
Philomath 17J	9-12	550	0	19	3.45	2.99
Phoenix-Talent 4	9-12	754	0	54	7.16	9.01
Pilot Rock 2	9-12	136	0	6	4.41	3.47
Pine-Eagle 61	9-12	126	0	9	7.14	4.31
Pleasant Hill 1	9-12	443	0	15	3.39	2.31
Port Orford-Langlois 2J	9-12	179	0	15	8.38	5.03
Portland 1J	9-12	15,902	23	1,558	9.80	9.04
Powers 31	9-12	66	0	3	4.55	0.00
Prairie City 4	9-12	96	0	5	5.21	0.00
Prospect 59	9-12	74	0	7	9.46	2.82
Rainier 13	9-12	496	0	11	2.22	2.43
Redmond 2J	9-12	1,302	1	121	9.29	8.18
Reedsport 105	9-12	323	0	19	5.88	6.57
Reynolds 7	9-12	1,968	1	134	6.81	12.61
Riddle 70	9-12	178	0	19	10.67	11.98
Rogue River 35	9-12	446	0	27	6.05	4.67
Roseburg 4	9-12	1,985	0	91	4.58	5.44
Salem/Keizer 24J	9-12	8,520	99	856	10.05	9.82
Sandy UH2	9-12	1,312	4	88	6.71	7.73
Scappoose 1J	9-12	684	0	41	5.99	1.50
Scio 95	9-12	213	0	18	8.45	3.30
Seaside 10	9-12	584	0	35	5.99	8.44
Sheridan 48J	9-12	255	0	16	6.27	11.07
Sherman 1J	9-12	124	1	2	1.61	3.08
Sherwood 88J	9-12	498	0	12	2.41	1.56
Silverton UH7J	9-12	1,109	14	106	9.56	9.58
Sisters 6	9-12	351	0	16	4.56	8.39
Siuslaw 97J	9-12	537	0	31	5.77	5.10
South Lane 45J	9-12	829	16	67	8.08	9.90
South Umpqua 15	9-12	683	6	84	12.30	12.87
Spray 1	9-12	22	0	0	0.00	0.00
Springfield 19	9-12	3,077	0	292	9.49	9.33
St Helens 502	9-12	838	5	40	4.77	7.19
Stanfield 61	9-12	213	0	6	2.82	3.93

District Name	Grades	Fall 1995 Total Students	1995-96 Dropout Re-entries	1995-96 Total Dropouts	1995-96 Dropout Percent	1994-95 Dropout Percent
Stayton UH4J	9-12	700	0	49	7.00	8.17
St. Paul 45	9-12	63	2	1	1.59	7.69
Sutherlin 130	9-12	438	3	35	7.99	9.23
Sweet Home 55	9-12	749	0	47	6.28	9.82
The Dalles 12	9-12	743	0	33	4.44	5.28
Three Rivers SD	9-12	2,121	12	139	6.55	8.20
Tigard 23J	9-12	3,064	5	202	6.59	7.36
Tillamook 9	9-12	680	2	46	6.76	4.55
Ukiah 80	9-12	23	0	0	0.00	0.00
Umatilla 6	9-12	247	0	29	11.74	10.00
Union 5	9-12	177	0	3	1.69	6.90
Vale 84	9-12	337	0	24	7.12	1.53
Vernonia 47J	9-12	225	0	7	3.11	7.41
Wallowa 12	9-12	113	0	1	0.88	1.63
Warrenton-Hammond 30	9-12	303	0	13	4.29	3.53
Wasco UH1	9-12	107	0	1	0.93	0.00
West Linn 3J	9-12	1,925	0	98	5.09	5.31
Willamina 30J	9-12	310	0	21	6.77	4.28
Winston-Dillard 116	9-12	558	3	49	8.78	7.09
Woodburn 103	9-12	813	4	92	11.32	13.28
Yamhill-Carlton 1	9-12	465	0	28	6.02	3.39
Yoncalla 32	9-12	159	0	5	3.14	2.04
ALL DISTRICTS	**9-12**	**153,020**	**550**	**11,056**	**7.23%**	**7.37%**

Appendix D

Oregon Public School Dropouts, 1995-96 By County

County Name	Grades	Fall 1995 Total Students	1995-96 Dropout Re-entries	1995-96 Total Dropouts	1995-96 Dropout Percent	1994-95 Dropout Percent
Baker	9-12	948	0	28	2.95	6.15
Benton	9-12	3,062	8	151	4.93	5.87
Clackamas	9-12	15,383	56	870	5.66	5.15
Clatsop	9-12	1,644	0	85	5.17	5.77
Columbia	9-12	2,782	5	114	4.10	4.07
Coos	9-12	3,341	36	196	5.87	5.50
Crook	9-12	857	0	26	3.03	5.48
Curry	9-12	1,004	7	56	5.58	6.32
Deschutes	9-12	4,975	20	278	5.59	6.15
Douglas	9-12	5,444	13	348	6.39	7.04
Gilliam	9-12	120	0	1	0.83	2.50
Grant	9-12	522	0	11	2.11	0.82
Harney	9-12	448	0	24	5.36	4.38
Hood River	9-12	1,049	0	58	5.53	7.80
Jackson	9-12	8,254	14	638	7.73	7.77
Jefferson	9-12	835	0	82	9.82	8.86
Josephine	9-12	3,429	12	264	7.70	9.65
Klamath	9-12	3,357	10	262	7.80	6.47
Lake	9-12	526	0	22	4.18	2.34
Lane	9-12	14,111	41	958	6.79	6.81
Lincoln	9-12	2,193	12	182	8.30	8.93
Linn	9-12	5,284	12	456	8.63	7.08
Malheur	9-12	1,613	0	91	5.64	5.49
Marion	9-12	13,090	119	1,250	9.55	9.73
Morrow	9-12	581	2	39	6.71	5.96
Multnomah	9-12	25,948	61	2,327	8.97	9.06
Polk	9-12	1,911	10	124	6.49	7.05
Sherman	9-12	124	1	2	1.61	3.08
Tillamook	9-12	1,177	5	69	5.86	4.78
Umatilla	9-12	3,512	2	229	6.52	8.10
Union	9-12	1,534	1	68	4.43	4.45
Wallowa	9-12	478	0	4	0.84	1.32
Wasco	9-12	1,252	14	72	5.75	6.04

NOTE: Schools reported the total number of students as of October 1, 1995. Dropouts were reported for the period of July 1, 1995 to June 30, 1996. Re-entries are students who re-entered school after having dropped out in a previous year.

County Name	Grades	Fall 1995 Total Students	1995-96 Dropout Re-entries	1995-96 Total Dropouts	1995-96 Dropout Percent	1994-95 Dropout Percent
Washington	9-12	17,616	69	1,290	7.32	7.68
Wheeler	9-12	113	0	2	1.77	2.52
Yamhill	9-12	4,503	20	379	8.42	8.43
ALL COUNTIES	**9-12**	**153,020**	**550**	**11,056**	**7.23%**	**7.37%**

Appendix E

Oregon Public School Dropouts, 1994-95 By School, Grades 7-8

School Name	Fall 1995 Total Students	1995-96 Dropout Re-entries	1995-96 Total Dropouts	1994-95 Dropout Percent
Adrian High	68	0	1	1.47
Alice Ott Middle	475	0	6	1.26
Ashland Middle	567	0	4	0.71
Astoria Middle	404	0	1	0.25
Athena-Weston Middle	103	0	2	1.94
Athey Creek Middle	525	0	1	0.19
Azalea Middle	311	0	5	1.61
Baker Middle	401	0	2	0.50
Banks Jr High	174	0	5	2.87
Beaumont Middle	462	0	3	0.65
Binnsmead Middle	533	0	12	2.25
Bolton Middle	282	0	3	1.06
Boring Middle	257	0	2	0.78
Briggs Middle	409	1	7	1.71
Brixner Jr High	409	0	11	2.69
Broadway Middle	277	0	5	1.81
Cal Young Middle	370	0	2	0.54
Calapooia Middle	511	4	5	0.98
Canyonville Elem	77	0	1	1.30
Cascade Locks School	33	0	2	6.06
Cascade MS (Desch.)	450	0	7	1.56
Cascade MS (Marion)	325	0	4	1.23
Cedar Park Middle	682	1	4	0.59
Centennial Middle	955	0	4	0.42
Central Linn High	137	0	1	0.73
Central Middle	295	1	10	3.39
Chehalem Valley Middle	413	0	1	0.24
Cheldelin Middle	446	0	1	0.22
Chenowith Middle	169	0	1	0.59
Chiloquin High	98	0	4	4.08
Clara Brownell Middle	160	0	8	5.00
Clatskanie Middle	166	0	2	1.20

NOTE: Schools reported the total number of students as of October 1, 1995. Dropouts were reported for the period of July 1, 1995 to June 30, 1996. Re-entries are students who re-entered school after having dropped out in a previous year.

School Name	Fall 1995 Total Students	1995-96 Dropout Re-entries	1995-96 Total Dropouts	1994-95 Dropout Percent
Clear Creek Middle	459	0	4	0.87
Coffenberry Middle	272	0	5	1.84
Colin Kelly Middle	360	1	8	2.22
Conestoga Middle	704	0	4	0.57
Corbett High	128	0	1	0.78
Cottrell Elem	48	0	1	2.08
Creswell Middle	190	2	2	1.05
Crossler Middle	609	0	6	0.99
Damascus Middle	189	0	1	0.53
Days Creek School	51	0	2	3.92
Dexter D McCarty Middle	420	0	2	0.48
Duniway Middle	383	0	8	2.09
Eagle Point Jr High	618	0	29	4.69
Estacada Jr High	428	0	3	0.70
Evergreen Jr High	624	0	1	0.16
F Patton Middle	461	0	7	1.52
Fern Ridge Middle	343	0	2	0.58
Fernwood Middle	430	0	1	0.23
Five Oaks Middle	651	0	7	1.08
Floyd Light Middle	631	0	4	0.63
French Prairie Middle	499	0	4	0.80
George Middle	375	0	8	2.13
Glendale High	101	0	2	1.98
Gordon Russell Mddle	538	0	7	1.30
Gray Middle	340	0	6	1.76
Gregory Heights Middle	550	0	2	0.36
Hamlin Middle	526	2	9	1.71
Hauton B Lee Middle	460	0	8	1.74
Hazelbrook Middle	549	0	1	0.18
Hedrick Middle	917	2	9	0.98
Helensview High	3	4	1	33.33
Henley Middle	437	0	1	0.23
High Desert Middle	593	0	2	0.34
Highland Park Middle	695	0	5	0.72
Highland View Middle	404	0	3	0.74
Hood River Middle	267	0	1	0.37
Hosford Middle	414	0	2	0.48
Houck Middle	546	0	23	4.21
Hugh Hartman Middle	379	0	1	0.26
Inza R Wood Middle	345	0	8	2.32
J B Thomas Jr High	721	0	7	0.97
J W Poynter Jr High	542	0	5	0.92
James Madison Middle	360	0	3	0.83

School Name	Fall 1995 Total Students	1995-96 Dropout Re-entries	1995-96 Total Dropouts	1994-95 Dropout Percent
James Monroe Middle	432	0	3	0.69
Jefferson County Middle	425	0	7	1.65
Jewell School	29	0	3	10.34
John F Kennedy Middle	349	0	4	1.15
Joseph Lane Jr High	555	0	1	0.18
Judson Middle	500	3	3	0.60
Kellogg Middle	514	0	4	0.78
La Grande Middle	489	0	2	0.41
La Pine Middle	211	0	1	0.47
Lake Oswego Jr High	626	0	2	0.32
Lane Middle	456	0	11	2.41
Lebanon Middle	325	0	6	1.85
Leslie Middle	557	3	11	1.97
Lincoln Jr High (Harney)	199	0	1	0.50
Lincoln Middle (Lane)	438	0	11	2.51
Lincoln Savage Middle	395	0	4	1.01
Lorna Byrne Middle	269	0	13	4.83
Lost River High	103	0	1	0.97
Mark Twain Elem	359	0	2	0.56
McKenzie River High	70	0	1	1.43
McLoughlin Jr High (Clackamas)	854	2	36	4.22
Memorial Middle	354	2	1	0.28
Mill City Middle	131	0	1	0.76
Millicoma Middle	358	0	2	0.56
Milwaukie Jr High	371	5	1	0.27
Molalla Grade	280	0	5	1.79
Mountain View Intermediate	674	1	12	1.78
Myrtle Point High	86	0	1	1.16
Neil Armstrong Middle	759	0	30	3.95
Newport Middle	341	0	5	1.47
North Albany Middle	381	0	5	1.31
North Marion Middle	275	0	4	1.45
North Middle	426	0	6	1.41
North Sherman Elem	40	0	1	2.50
Nyssa Middle	172	0	5	2.91
Oaklea Middle	322	0	2	0.62
Oakridge High	160	0	2	1.25
Ockley Green Middle	497	0	11	2.21
Ogden Middle	625	0	7	1.12
Ontario Middle	456	0	5	1.10
Parrish Middle	394	6	21	5.33
Paul R Ackerman Middle	690	0	2	0.29

School Name	Fall 1995 Total Students	1995-96 Dropout Re-entries	1995-96 Total Dropouts	1994-95 Dropout Percent
Pendleton Jr High	623	0	16	2.57
Pilot Butte Middle	632	0	7	1.11
Pleasant Hill Jr High	226	0	4	1.77
Ponderosa Middle	522	0	7	1.34
Portsmouth Middle	340	0	6	1.76
PPS Alternative Programs*	129	1	27	20.93
Raymond A Brown Jr High	581	0	2	0.34
Renne Middle	375	0	5	1.33
Reynolds Middle	726	0	8	1.10
Riddle High	73	0	2	2.74
Rogue River Middle	231	0	2	0.87
Sandstone Middle	580	0	13	2.24
Scappoose Middle	333	0	2	0.60
Scenic Middle	505	0	1	0.20
Sellwood Middle	406	0	1	0.25
Sherwood Intermediate	303	0	1	0.33
Sisters High	201	0	1	0.50
Siuslaw Middle	274	0	2	0.73
South Middle	396	0	7	1.77
Springfield Middle	357	0	5	1.40
St Helens Jr High	447	0	1	0.22
Stephens Middle	519	4	9	1.73
Sunset Middle	357	0	2	0.56
Sutherlin Middle	228	0	3	1.32
Sweet Home Jr High	409	0	2	0.49
Talent Middle	427	0	9	2.11
The Dalles Middle	298	0	5	1.68
Theodore Roosevelt Middle	534	0	14	2.62
Thomas Fowler Middle	563	6	2	0.36
Thomas Jefferson Middle	316	0	2	0.63
Thora B Gardiner Middle	480	0	4	0.83
Thurston Middle	409	0	5	1.22
Toledo Middle	195	0	7	3.59
Waldo Middle	566	12	17	3.00
Waldport Middle	181	0	2	1.10
Walker Middle	509	3	9	1.77
Washington Elem (Columbia)	129	0	2	1.55
West Sylvan Middle	576	0	1	0.17
Western View Middle	395	0	1	0.25
Whitaker Middle (Multnomah)	576	0	10	1.74
Whiteaker Middle (Marion)	791	5	17	2.15
Whitford Middle	621	0	7	1.13
Willamina Middle	148	0	2	1.35

School Name	Fall 1995 Total Students	1995-96 Dropout Re-entries	1995-96 Total Dropouts	1994-95 Dropout Percent
Willowcreek Elem	33	0	3	9.09
Winston Middle	275	0	3	1.09
Wy'east Middle	254	0	1	0.39
No Dropouts (186 schools)	20,783	22	0	0.00
TOTAL, GRADES 7-8	**84,283**	**93**	**858**	**1.02**

* Portland 1J alternative programs

Appendix F

The Synthetic Four-Year Dropout Rate

The dropout reporting system collects data on students dropping out in one school year. The data for one year can be displayed as a four-year rate by using the following formula:

$R = 1 - (1 - R_9)(1 - R_{10})(1 - R_{11})(1 - R_{12})$, where

R = four-year synthetic dropout rate,

R_9 = dropout rate for grade 9,

R_{10} = dropout rate for grade 10,

R_{11} = dropout rate for grade 11,

R_{12} = dropout rate for grade 12.

The measure provides a synthetic cumulative dropout rate for grades 9 through 12. It represents the proportion of the ninth-grade class that would drop out prior to graduation if that year's grade-specific rates were to remain constant in subsequent years.

Example:

Grade	Students	Dropouts	Dropout Rate
9	89	3	3.4%
10	82	4	4.9%
11	80	6	7.5%
12	75	9	12.0%

$R = 1 - (1 - .034)(1 - .049)(1 - .075)(1 - .12)$

$R = 1 - (.966)(.951)(.925)(.88)$

$R = 1 - .748$

$R = .252$ (25.2%)

Appendix G

Statistical Summary

1. Number Of Dropouts

A *dropout* is a student who has withdrawn from school and is not a high school graduate, and did not transfer to another school or meet one of several other exceptions (ORS 339.505, and Oregon Dropout Reporting Manual 1995).

A *school-year withdrawal* is a dropout who had been enrolled at some time during the 1995-96 year before withdrawing. *No-shows* and *non-graduates* are students who finished the 1994-95 school year but did not return for the 1995-96 school year. *No shows* failed to return to grades 9 through 12 in the fall; *non-graduates* finished 12th grade in June 1995, but did not graduate and did not return in 1995-96.

Dropouts are shown by grade assigned. *"5th yr"* means fifth-year seniors. *"Uncl"* means dropouts who were not assigned to a grade.

The *four-year dropout rate* is a cohort rate and is explained in Appendix F.

The Historical Data box shows the number of dropouts and dropout rate for the last four school years. The By Graduating *Class* table shows the number of dropouts in each year for the particular graduating class. For example, the class of 1996 had 1,572 students drop out in 9th grade, 2,355 in 10th grade, 2,994 in 11th grade, and 3,731 in 12th grade.

2. Demographics

The first table is a three-dimensional display of dropouts by grade, race, and sex. For example, there were 749 white, male, ninth graders who dropped out. To maintain confidentiality of the data, this table is not printed for schools with less than 50 dropouts.

The third table lists the number of dropouts by race. For example, there were 128,689 white students in grades 9-12 in 1995-96, and 8,318 of them dropped out for a dropout rate of 6.5% for all white students. The total number of students in this box does not add up to the total number of students in grades 9-12, because racial/ethnic identification was not available for some groups of students. This box is found only on the state level report, not the reports for individual districts and schools.

3. Entry and Departure

The Attendance in District table shows how long dropouts were enrolled in the district before dropping out. It is a measure of student mobility as it affects dropping out. The Withdrawal From School by Month table shows when the dropouts left. No-shows and non-graduates are in the September dropout count.

4. Factors Affecting the Decision to Drop Out

Two sets of factors are listed in the table. The first lists factors that can be determined by school staff familiar with the students dropping out. The second set is determined by an exit interview with the student. The factors are arrayed in order of frequency of response in statewide totals.

The number of dropouts for whom these factors were reported is below 50%. This data should be viewed as general indicators, rather than firm patterns.

To maintain confidentiality, data for schools with between 20 and 50 dropouts is shown only in the Total column. No data is displayed for a school with less than 20 dropouts.

5. Credit Deficiency

This table shows the academic progress of dropouts. The cross-tabulation is by expected grade—attainment according to age and by grade according to credits earned. The table shows, for example, 755 students were old enough to be seniors, but were one year behind the senior class in academic standing.

6. Disposition After Withdrawal

This table shows data for the conditions surrounding the student's withdrawal. *10-day absence* means the student was withdrawn by rule after 10 days of absence, and the school was not able to re-enroll the student. *10-day absence, no contact*, means the student was withdrawn by rule after 10 days of absence, and the school was not able to locate the student. *Moved outside Oregon* means the student is known to have moved out of state, but no record request was received for an out-of-state school.

7. Other Students Reported

Some students are early leavers, but are not dropouts. These students are shown in the first box. *"Juvenile program"* means the student enrolled in a juvenile corrections facility, a mental health facility, a substance abuse facility, or a CSD certified shelter care program.

Dropouts returning to school are students who dropped out in an earlier year, but returned to school in 1995-96.

OREGON PUBLIC SCHOOL DROPOUTS, GRADES 9-12
Students who withdrew between
July 1, 1995 and June 30, 1996.

Oregon Statewide Totals

1. NUMBER OF DROPOUTS

1995-96	Total	From Grade: 9	10	11	12	5th yr	Uncl
School-year withdrawal..	8,506	1,626	2,075	2,426	2,144	189	46
Non-graduate.....	982	--	--	--	--	982	0
No-show.....	1,568	375	336	437	398	18	4
TOTAL.....	11,056	2,001	2,411	2,863	2,542	1,189	50
10/1/95 Membership.....	153,020						
1995-96 Dropout Rate...	7.23%						

The four-year dropout rate for the class of 1996 is 26.63%.

HISTORICAL DATA By School Year:	Dropouts, Gr. 9-12	Dropout Rate
1992-93	8,176	5.7
1993-94	9,804	6.6
1994-95	11,837	7.4
1995-96	11,056	7.2

By Graduating Class:

Class of:	From Grade 9	10	11	12
1996	1,572	2,355	2,994	3,731
1997	1,683	2,472	2,863	--
1998	1,867	2,411	--	--
1999	2,001	--	--	--

2. DEMOGRAPHICS - Distribution of dropouts by racial/ethnic group, by grade and sex.

	White		Black		Hispanic		Asian/Pac Is		Amer Ind	
	M	F	M	F	M	F	M	F	M	F
9	749	705	54	36	199	140	19	23	34	39
10	962	860	40	44	215	156	30	25	37	41
11	1239	1029	61	35	208	135	52	34	34	36
12	1822	1256	86	67	189	122	68	43	41	37

Total by Sex:

	Dropouts	%
Male	6,168	55.8
Female	4,888	44.2
Total	11,056	

	Students	Dropouts	Rate
White	128,689	8,318	6.5%
Black	3,257	264	8.1%
Hispanic	8,291	1,324	16.0%
Asian/Pac Is	5,225	259	5.0%
Amer Ind	2,691	267	9.9%

Detail in the tables in this section might not add to totals because of missing data for some dropouts.

3. ENTRY AND DEPARTURE - Longevity in district and date of departure.

Attendance in District Before Leaving	Dropouts	%
Less than 2 weeks.....	428	3.9
2 weeks to 2 months.....	1,104	10.0
2 months to 1 year.....	2,493	22.5
1 year to 5 years.....	4,334	39.2
More than 5 years.....	2,697	24.4
No Response.....	0	0.0
Total.....	11,056	

Withdrawal From School by Month	Dropouts	%
July.....	65	0.6
August.....	61	0.6
September.....	2,941	26.6
October.....	1,197	10.8
November.....	995	9.0
December.....	569	5.1
January.....	1,075	9.7
February.....	1,014	9.2
March.....	835	7.6
April.....	1,252	11.3
May.....	856	7.7
June.....	196	1.8
No Response.....	0	0.0
Total	11,056	

4. FACTORS AFFECTING THE DECISION TO DROP OUT

(Note: Factors might not have been indicated for every student. Also, a student can have more than one factor indicated.)

Factor	Total	Male	Female	White	Black	Hisp.	Asian	AmInd	9	10	11	12
Staff Determined:												
Frequent discipline referrals	1234	943	291	996	34	135	16	53	281	329	314	309
Working more than 15 hours a week	1097	721	376	856	21	186	14	20	72	172	339	512
Substance abuse	936	627	309	816	15	71	9	25	141	201	251	342
Pregnant or student parent	767	186	581	597	24	99	20	27	88	134	219	317
Did not get along with school staff	584	408	176	487	15	50	14	18	97	126	181	179
Attended 3 or more high schools	368	174	194	298	16	32	8	14	46	89	106	125
Health problems caused frequent absences	330	126	204	275	4	37	7	7	50	80	95	104
Homeless	326	177	149	262	16	29	6	13	41	59	85	140
Obligations to support family	305	173	132	185	13	90	9	8	38	70	63	134
Does not speak English well or at all	297	206	91	71	23	180	19	4	67	89	73	68
Expelled and did not enroll in alt. ed.	235	173	62	187	8	30	1	9	64	41	67	63
The student felt:												
Course work was not relevant	1259	801	458	1044	16	134	19	46	217	276	359	403
Peer pressure to not achieve	772	475	297	639	12	82	8	31	146	203	203	219
Teaching techniques did not match learning style	489	309	180	411	15	39	13	11	74	118	138	157
Lack of personal attention in class	463	303	160	391	11	49	5	7	80	99	134	150
Lack of support for cultural identity	442	252	190	273	48	62	32	27	102	90	118	129
Threatened by other students	142	85	57	112	8	12	7	3	21	35	40	46

5. CREDIT DEFICIENCY

		.....Grade by Credits Earned.....					
Grade by Age	4 years Behind	3 years Behind	2 years Behind	1 year Behind	On Track	Unknown	Total
Gr. 9	--	--	--	--	990	1	991
Gr. 10	--	--	--	1,474	410	24	1,908
Gr. 11	--	--	1,332	756	483	30	2,601
Gr. 12	--	785	694	755	504	35	2,773
Older	623	406	681	1,026	--	33	2,769
Unknown	-----	-----	-----	-----	-----	14	14
Total	623	1,191	2,707	4,011	2,387	137	11,056

6. DISPOSITION AFTER WITHDRAWAL

Disposition After Withdrawing	Dropouts	%
10-day absence	2,650	24.0
10-day absence, no contact	2,677	24.2
Received GED	431	3.9
Moved outside Oregon	398	3.6
Withdrew from compulsory attendance	567	5.1
Withdrew from alt. ed.	1,166	10.5
No Response	3,167	28.6
Total	11,056	

7. OTHER STUDENTS REPORTED

Non-Dropouts	
Juvenile program	228
Deceased	85
Home Schooled	522
Adult HS Diploma	511
Total	1,346

Dropouts Returning to School
635

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Steven Fulmer
Director

TO: Readers of the *1997 Former Student Follow-up Report*

FM: Steve Fulmer, Director, Information Services, Portland Public Schools

This report is the latest in a series of reports tracking the "Class of 1994" from the Management Information Services section of my department. It was made possible by a generous grant from the Multnomah County Commission on Children and Families.

In addition to the studies following the "Class of 1994," a follow-up study of 1991 graduates was undertaken in January 1991 (copies of that report may be obtained from the Research and Evaluation Department, phone: 916-3206).

This report is a hybrid of these previous efforts. Both the Commission and the District were interested in "what happened then" questions about students whom the "High School Monitoring Study" (HSMR) had categorized as "dropouts." (Required by the District's adoption of the Oregon Department of Education's dropout definition in the early nineties.)

Wherever possible, questions asked of our graduates in 1991 were again asked of students who, by state definition, did not "successfully" complete a "normal" four-year high school career within PPS. (Please bear in mind that the principal finding of the HSMR was that such a career is, in fact, atypical of all our students.)

All of these research efforts are combining to give us a much more comprehensive picture of high school careers in a large, urban public school district than has ever before been available.

Readers of this current report should keep in mind at all times, that the entire universe of students studied here were classified as "dropouts" in earlier studies. Only those student who left the PPS system for reasons unknown to us at the time, who were not "special-needs" students, and who were not originally misclassified as to grade were included in the randomized listings provided to MDC Research Corp.

If you have any questions concerning the study, please feel free to contact me, Gary Williams or Therese White at (503) 916-3507.

MDC Report

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PORTLAND PUBLIC SCHOOLS

1997 FORMER STUDENT FOLLOW-UP

May 1997

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EXECUTIVE SUMMARY

Introduction

The following report analyzes the findings of a research study conducted for **Portland Public Schools** in order to follow up with students who were members of the class of 1994, but left Portland Public Schools (PPS) before graduating. The study was conducted and the results compiled by **Market Decisions Corporation**, an independent and impartial research organization headquartered in Portland, Oregon.

Objectives of the Study

The primary goal of this study is to examine students' educational and employment history since leaving PPS, and to determine why the students left Portland Public Schools. In conducting this study, we have:

- Examined their educational attainment and work history since leaving PPS;
- Studied the students' impressions of their time in PPS;
- Determined the primary reasons for leaving PPS; and,
- Collected additional information, such as future plans and current financial support.

Study Methodology

A list of approximately 1400 former members of the class of 1994 was provided by PPS; all valid numbers were called several times. Directory Assistance was utilized in order to augment the working phone numbers in this database. A total of 203 interviews were completed by Market Decisions' in-house interviewing staff. The total sample of 203 yields a data base with a maximum sampling error of ±6.4% at the 95% confidence level.

The questionnaire was designed collaboratively by MDC and PPS. Final approval of the survey was granted by PPS, and interviews were conducted after potential respondents had been notified by mail that they might be asked for data concerning their experiences with PPS.

Reporting Format

This report contains the findings of the study organized into three primary sections. Section titles and a brief description of their contents appear below.

The **EXECUTIVE SUMMARY** is composed of the study objectives, the research methodology, and a description of the reporting format.

The **SUMMARY OF FINDINGS** section presents a thorough analysis of the quantitative results of the survey data.

The survey **APPENDIX** contains the study questionnaire and computer cross-tabulations. The reader should refer to the questionnaire when unsure of the specific question wording.

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Since the computer cross-tabulations are an integral part of this report, we urge **Portland Public Schools** to contact their Market Decisions Account Executive if assistance is needed in interpreting the tables or to request additional services.

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SYNOPSIS

Introduction

The following report analyzes the findings of a research study conducted for **Portland Public Schools** in order to follow-up with students who were members of the class of 1994, but left Portland Public Schools (PPS) before graduating.

Current Status of Study Respondents

Three-fourths (75%) of all former students are currently employed, and just over one-third (34%) are currently continuing their education; some are doing both. More than one in ten (13%) are neither working nor in school. There are significant differences by gender in the percentage of students currently working and in school. While 86% of all males are currently working, only 64% of females are employed.

Secondary School Education after PPS

After leaving PPS, 65% of the respondents reported continuing their education by enrolling in either another secondary school or a GED program. While 35% of all respondents report *not* entering another educational program after leaving PPS, this percentage climbs to 49% among those with a parent who left high school before receiving a degree. Nearly half (47%) of all respondents have not received either a high school degree or a GED. Among those continuing on to another high school, private high schools were chosen by one-third (35%) of those re-enrolling in a high school.

About three of five (58%) respondents report that their new school or program was the one they most wanted to attend. School changes appear not to be driven solely by dissatisfaction with PPS; other considerations play major roles, including practical reasons and the perception of another school as being better than PPS.

By far, the most cited reason for returning to school was "a personal desire for education and/or knowledge." Only 11% of the respondents mentioned "job market pressure," "to be able to make more money," or "family pressure."

Post-secondary School Education after PPS

About two-fifths (44%) of all study participants have continued their education past the high school level. A "typical" former student of the PPS is most likely to enroll in a public, two-year, academic college on a full-time basis.

Employment History of Study Participants

Three-fourths (75%) of former students are employed in a variety of occupations. Of those currently employed, three-fourths (74%) are employed full-time. Only 18% of all study participants have not been employed since leaving high school. Nearly half of study participants (47%) report they were employed during their last year at PPS.

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Portland Public School Experience

Former students were asked to rate their "total experience" with PPS. About an equal number of students gave "high" and "low" ratings – 47% rated the PPS as either "very satisfactory" or "satisfactory", while 41% gave a rating of either "unsatisfactory" or "very unsatisfactory". Former students who are unemployed and not in school gave high ratings, as did those who did not continue on to other educational programs.

Positive and Negative Aspects of the PPS Experience

Respondents were also asked about the one or two *most beneficial* and *least beneficial* experiences, courses, or skills they remember about their PPS experience. Unfortunately, academic courses (English, math, history, etc.) were cited most often on both the "positive" and "negative" questions. This implies that that the academic courses are attractive to students who enjoy high school, and are seen as a burden by those who do not want to be in high school.

Reasons for Leaving PPS

There are quite a range of rationales for leaving PPS, many of which have to do with issues other than school, such as work and family. Students were also asked, "If you could attend high school over again, what would you do differently?" Over a third (38%) of all respondents stated that they would *apply myself/work harder* and 31% stated that they would *attend class more.*

Miscellaneous

Two-thirds (67%) stated their future plans included *work/job/career*, and over half mentioned *more education* (59%). *Marriage* and/or *family* was mentioned by 14% of respondents; a quarter of the females (24%) cited these reasons, compared to only 5% of the males.

Three-fourths (74%) mentioned *work* as a current source of financial support, about a quarter mentioned *parents/family* (27%), and 14% cited *state/federal governments.* Fewer females than males cite *work* as a means of support (60%, females vs. 87%, males) and more females than males (19% vs. 9%, respectively) are obtaining *government support.*

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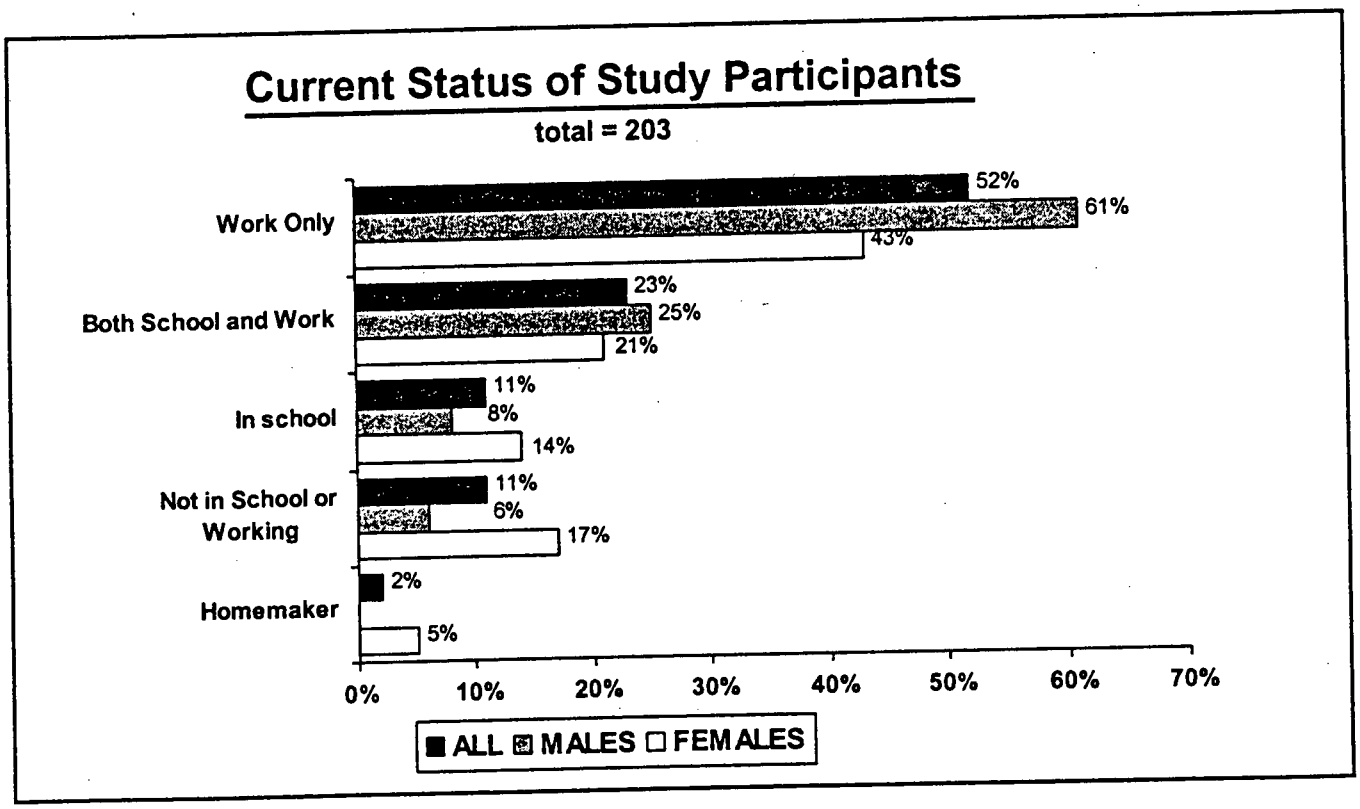
SUMMARY OF FINDINGS

Introduction

Approximately 1400 potential respondents, all former members of the class of 1994 in the Portland Public School (PPS) system were contacted by mail to notify them that interviewers from MDC would be contacting them to collect data for this study. MDC's interviewers were able to contact and complete 203 interviews with respondents from the list. The study population is evenly split between males and females – 51% males and 49% females. The study was designed to collect data on respondents' educational and employment histories after leaving PPS, and also to determine their attitudes towards, and reasons for, leaving PPS.

Current Status of Study Respondents

The initial part of this study consisted of confirming that respondents were former members of the PPS system, and then determining what the former students are currently doing. All respondents are former members of PPS, and their current status is presented in the table below.



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- Three-fourths (75%) of all former students are currently employed, and just over one-third (34%) are currently continuing their education; some are doing both.
- More than one in ten (13%) are neither working nor in school.
- There are significant differences by gender in the percentage of students currently working and in school. While 86% of all males are currently working, only 64% of females are employed. Conversely, there are more females whose current status is "In school, not working" than there are males in the same situation (14% vs. 8%, respectively). These results are significant at or above the 90% level of confidence.

Former students were also asked how long they have been engaged in their current activity. Respondents who are currently attending school, but not working, have been doing so for more than two years (median, 29 months). Those former students who are currently employed and *not* in school have been working for a median of two years (24 months).

Secondary School Education after PPS

Likelihood of Re-enrollment

After leaving PPS, 65% of the respondents reported continuing their education by enrolling in either another secondary school (33%) or a GED program (35%). Note that 3% enrolled in both. Results pertaining to these data are presented in the table below.

SECONDARY SCHOOL/ GED PROGRAM ENROLLMENT AFTER PPS

		Gender	
Re-enrolled after leaving PPS?	**Total** (n=203)	**Male** (n=103)	**Female** (n=100)
Yes – another high school	30%	30%	29%
Yes – GED Program	32%	29%	35%
Both	3%	2%	4%
No	35%	39%	32%
	Program Entered After Leaving PPS		
	Secondary School (n=66)	GED Program (n=71)	
Experience with PPS			
Positive	52%	30%	
Neutral	9%	14%	
Negative	38%	54%	
Enrollment lag after leaving PPS			
Median	*1.7 months*	*6.5 months*	

- Note that those with a more positive impression of PPS are more likely to have re-enrolled in another high school (52%), while those more negative are more likely to have entered a GED program (54%).

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- While 35% of all respondents report *not* entering another educational program after leaving PPS, this percentage increases to 49% among those with a parent who left high school before receiving a degree. This is significant at the 90% level of confidence.
- The corresponding figure for those who had a sibling rather than a parent leave high school without a degree is 29%. Although this is not a significant difference due to the small numbers involved, it does appear that parental educational history is a better predictor for re-enrollment than siblings' educational experiences.
- Among those continuing on to another high school, private high schools were chosen by one-third (35%) of those re-enrolling in a high school, and public school by the remainder (65%).

Degree Attainment after Leaving PPS

Those respondents who did enroll in further educational programs after leaving PPS were asked if they had obtained a degree. Nearly half (47%) have not received either a high school degree or a GED. Only 3% of those without degrees are currently working on obtaining a degree or GED.

DEGREE ATTAINMENT AFTER LEAVING PPS

		Program Attended	
Degree Received	**Total (n=203)**	**High School (n=66)**	**GED (n=71)**
Yes –High School	26%	79%	3%
Yes – GED	27%	12%	70%
No	47%	9%	27%

	Degree Received		
	Received HS Degree (n=54)	**Received GED (n=53)**	**No Degree (n=24)**
Current Status			
Employed	78%	77%	66%
In school	67%	30%	13%
Neither school nor work[1]	2%	11%	25%
Family Educational History			
Parent left w/o degree	11%	19%	25%
Sibling w/o degree	17%	36%	37%
None of the above	74%	57%	46%
Experience with PPS			
Positive	52%	28%	37%
Neutral/Negative	46%	70%	58%

[1] "Homemaker" category excluded (n=2).

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- Those who have a high school degree are significantly more likely (67%) to be currently enrolled in a school than those who obtained a GED (30%) or those who failed to obtain a degree (13%). The GED appears to be a terminal degree for many of those who choose this route.
- Having parents or siblings who left high school before graduating seems to be a predictor of getting a GED rather than a high school diploma after leaving PPS. About two-fifths (38%) of the students who attended secondary school or a GED program after PPS fall into this category; 28% of these respondents got a high school degree, and 46% received GED's.
- There were no significant difference by gender in the percentage getting a high school diploma or a GED, but there was a significant differences between males (11%) and females (25%) who didn't get any degree.

Attitudes on Changing Schools

There were two questions on the survey that probed students' attitudes concerning their decision to return to school after leaving PPS. One of the questions was: *Was the school or program you attended after PPS the one you most wanted to attend?*

- About three of five respondents (58%) report that their new school or program was the one they most wanted to attend.
- Four out of five (83%) who attended private schools after PPS report going to their desired school.
- No significant differences were apparent in terms of going to the desired school between those who report either a "positive" or "negative" experience while in the PPS. School changes appear not to be driven by dissatisfaction with PPS, but by other considerations, either practical or the perception of another school as being better than PPS.

The second question in this section was: *What made you go back to school?*

- ✓ By far, the most cited reason was "a personal desire for education and/or knowledge." This reason was cited by 56% of the 131 who did go back to school after leaving PPS; no other reason was cited by more than 13% of respondents.
- ✓ Only 12% of the respondents mentioned "job market pressure" or "to be able to make more money"; 13% of the respondents cited "family pressure."

Post-secondary School Education after PPS

All participants in the study were asked if they have continued their education at the post-secondary level in either college or a trade or technical school. About two-fifths (44%) of all study participants stated that they have continued their education past the high school level. Former students have attended an average of 1.2 post-secondary institutions per student. The chart on the following page displays the post-secondary institutions most frequently attended.

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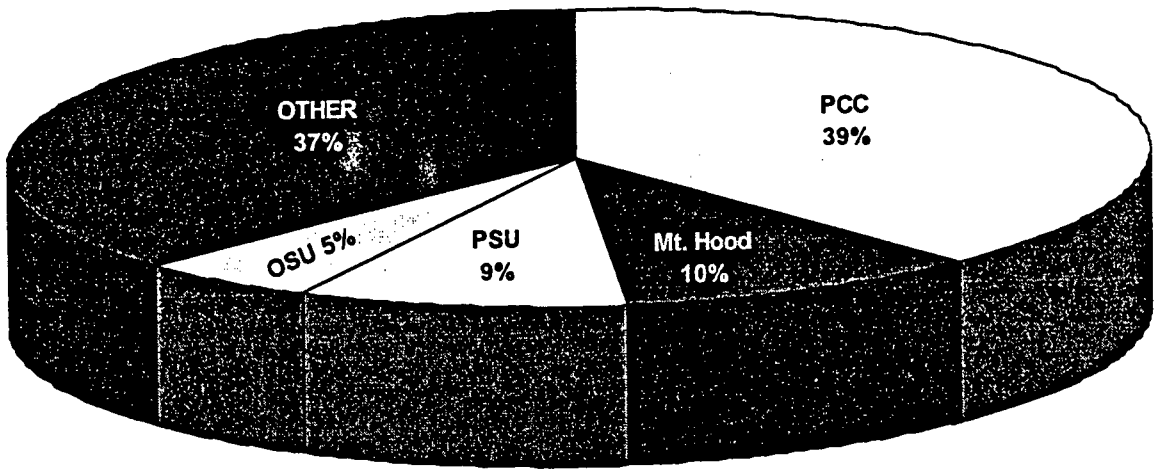
Post-Secondary Institution

n=89



- A "typical" former student of the PPS is most likely to enroll in a public, two-year, academic college on a full-time basis.
- The schools represented by the "Other" category in the chart above represent a wide range of public and private institutions; none were mentioned by more than 4% of respondents.
- About three-fourths of the institutions attended were described by the students as public (77%), academic (73%) institutions. Less than one quarter of the respondents report attending a trade or technical school (22%).
- Two-year institutions are the most popular (54%); 34% are four-year institutions, and the rest are of variable or self-paced nature.
- Over half (57%) of the institutions are attended on a full-time basis.
- Among those who attended a post-secondary institution, almost three-fourths (71%) are still in school.

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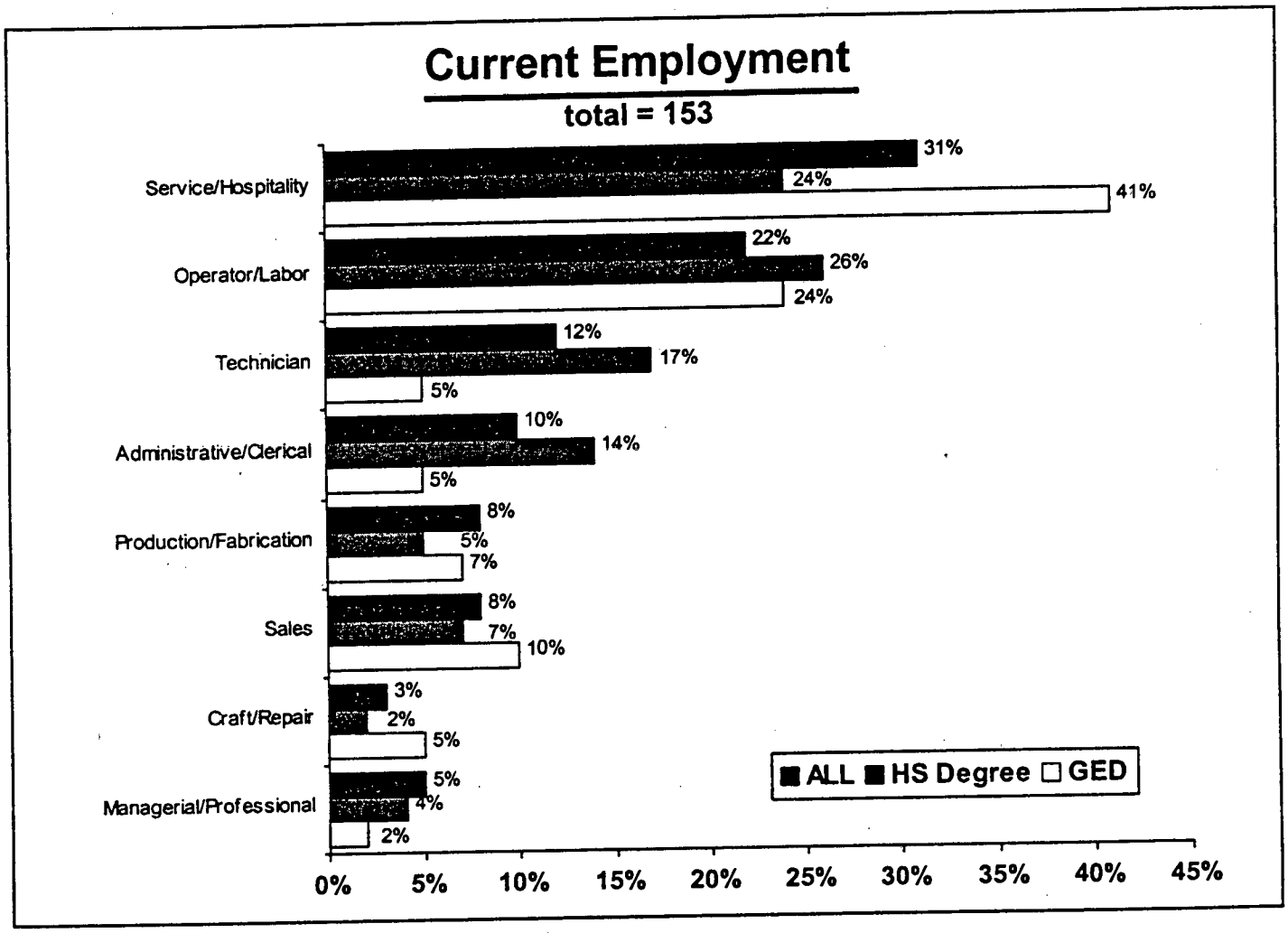
Employment History of Study Participants

Current Employment

Three-fourths (75%) of former students are employed in a variety of occupations. The chart below shows the most common occupational categories.



- Of those currently employed, three-fourths (74%) are employed full-time.
- Respondents who are in school are more than three times as likely to be employed part-time than non-students (45% to 14% respectively).
- Females are significantly more likely to be in *service/hospitality*, *administrative/clerical*, and *sales* occupations, while males are more likely to be in *operator/laborer*, *technician*, and *production/fabrication* jobs.
- The median length of employment at the current job is just under one year (11.7 months).

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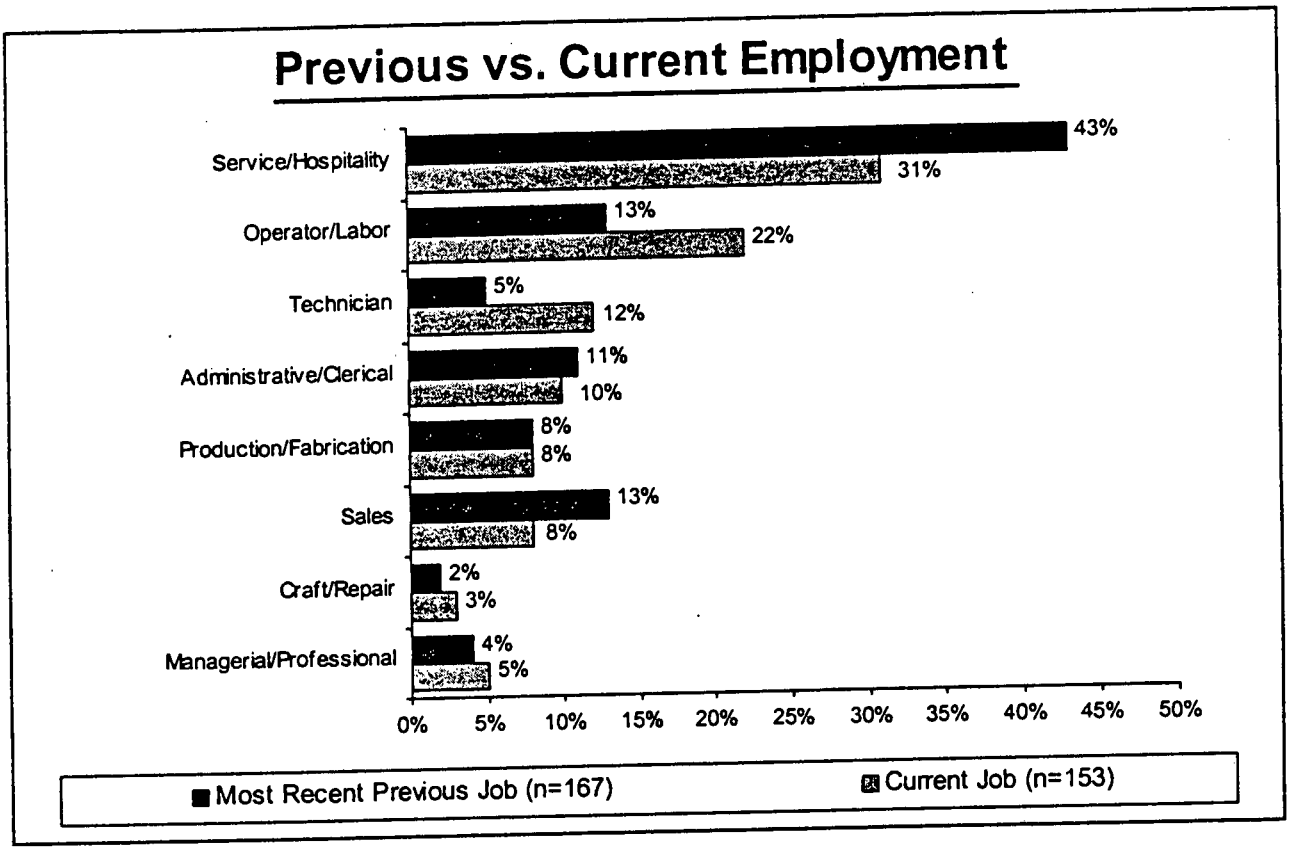
Past Employment

Only 18% of all study participants have not been employed since leaving high school. The table below examines the types of most recent previous job held by study participants,



- There appears to be a trend away from service jobs and an increase in the operator/labor and technician occupations when respondents' current jobs are contrasted with previous employment. These trends are signficant at the 95% level of confidence.
- The median length of employment for most recent previous job is 10.5 months.
- Close to half (48%) of all respondents report having other jobs prior to the employment discussed above. These jobs were generally similar in the breakdown of employment categories to that seen above, but there were higher percentages of *service/hospitality* and *sales* positions cited by respondents.

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Working While in the PPS

A number of the questions on the survey concerned former students' attitudes and experiences while in PPS. One topic dealt with employment during the students' last year at PPS. Nearly half of study participants (47%) report they were employed during their last year at PPS.

- Thirty-nine percent of students who enrolled in another high school after leaving PPS had a job while in the PPS. A significantly higher percentage (54%) of students who did not enroll in a high school or GED program had a job during their last year at PPS. This difference (significant at the 90% confidence level) strengthens the contention that having a job during the last year at PPS is a contributing factor working against future educational attainment.
- Those who continued on to a private high school were significantly less likely to have a job during their last year at PPS than those who transferred to a public high school (13% vs. 53%, respectively).
- The median hours/week worked for all respondents was 24.3 hours per week; students who did not re-enroll in a high school or GED program after leaving PPS worked a median of 26.3 hours/week.

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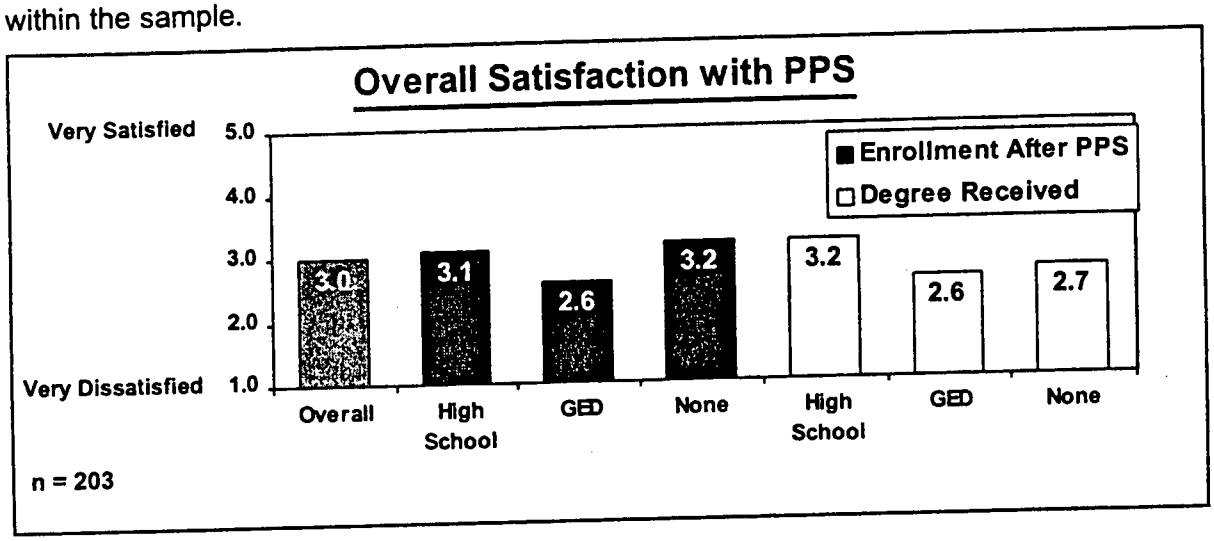
Portland Public School Experience

A major portion of this project dealt with the former students' attitudes and experiences while they were attending the Portland Public Schools. The following section deals with satisfaction with the PPS experience, the most and least beneficial experiences while attending PPS, and reasons for leaving PPS.

Overall Satisfaction with PPS

Former students were asked to rate their "total experience" with PPS on a one ("very dissatisfied") to five ("very satisfied") scale. The graph below gives the ratings for various groups within the sample.



- Students who enrolled in another high school and who attained a high school degree had more positive feelings about their PPS experience than students who pursued a GED.
- Former students who are unemployed and not in school gave the highest ratings of any group (3.5). Additionally, those who did not continue to other educational programs also gave high ratings (3.2). It is tempting to conclude that these may be a subset of students who had a "good time" while in the PPS, but left due to a lack of interest in academics.
- Roughly similar numbers of students gave "high" and "low" ratings – 47% rated the PPS as either "very satisfactory" or "satisfactory" (average rating 4.3), while 41% gave a rating of either "unsatisfactory" or "very unsatisfactory" (average rating 1.5).

Reasons for these ratings are given in the chart below.

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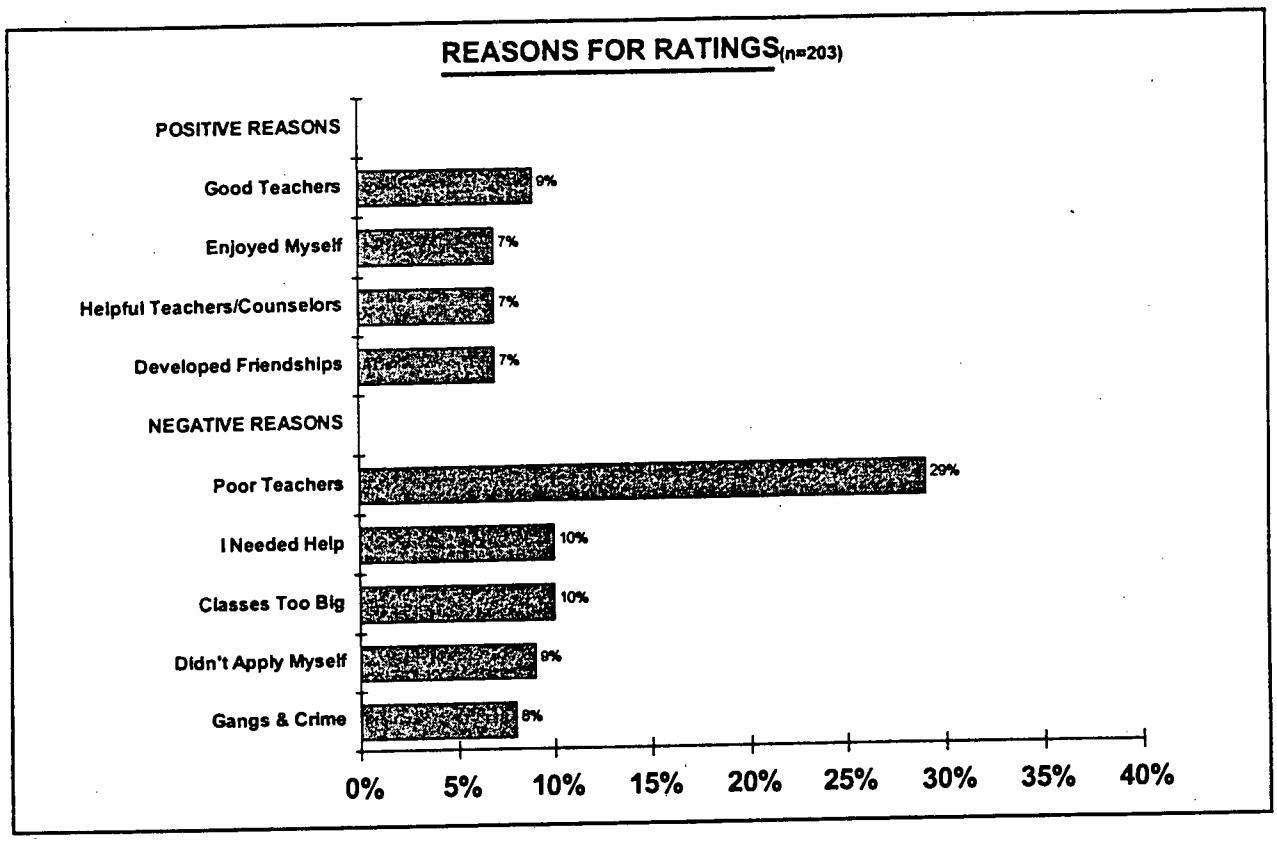

- There were a large number of reasons given; few reasons were cited by more than 10% of the former students.
- The expected variation attributable to those who gave "high" or "low" ratings is seen; for example, only 15% of those who gave high ratings cited *poor teachers* as a reason (for not giving a higher rating, presumably) while this reason was cited by 48% of those giving "low" ratings.
- Roughly classifying all the coded responses as either "academic" or "social/personal" reveals that about two thirds of all reasons given are "academic" and the other third "social/personal." Academic reasons include items relating to the quality of instruction, class size, and availability of desired classes; social/personal reasons include lack of application, gangs and crime, enjoyment of social life, etc.

Positive and Negative Aspects of the PPS Experience

Respondents were also asked about the one or two *most beneficial* and *least beneficial* experiences, courses, or skills they remember about their PPS experience. As shown on the following page, there is a mixed perception as to the value of academic courses.

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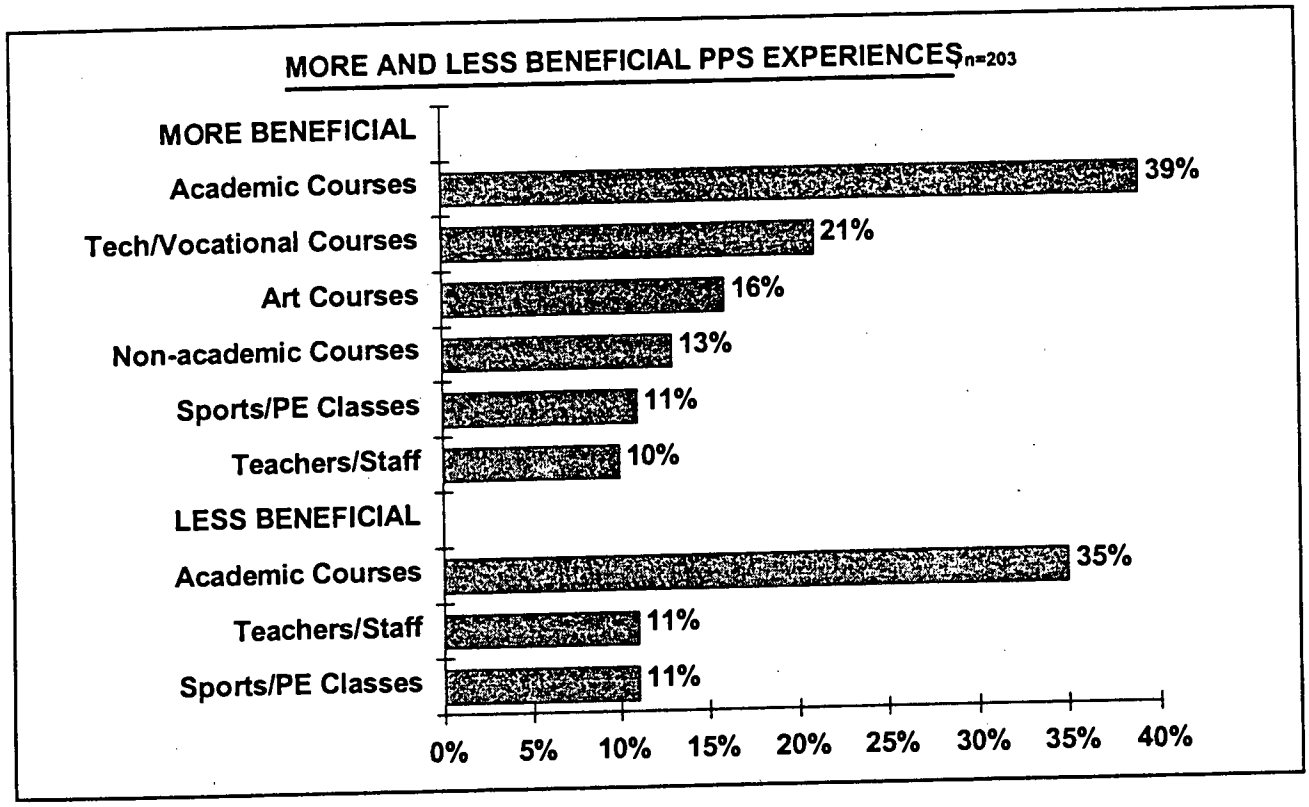

- As can be seen, academic courses (English, math, history, etc.) were cited most often on both the "positive" and "negative" questions. As one might expect, these courses were cited more often as a positive reason by those who have post-secondary educational experience (46% vs. 33%), and more often as a negative reason by those without such experience (40% vs. 29% for those with post-HS experience, respectively).

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Reasons for Leaving PPS

There are quite a range of rationales for leaving PPS, many of which have to do with issues other than school such as work and family, as seen in the following table.

REASONS FOR LEAVING PPS

REASON	TOTAL n=203	RE-ENROLL HS n=66	RE-ENROLL GED n=71	RE-ENROLL NONE n=72
Bored	16%	**5%**	**24%**	**18%**
Disliked school	12%	**2%**	**15%**	**17%**
Family moved	11%	**24%**	**3%**	**7%**
To attend better/Private school	9%	**26%**	**3%**	**3%**
Lacked credits/Attendance/Grades to graduate	8%	6%	11%	7%
Children/Pregnancy	8%	6%	11%	7%
Work	8%	--	8%	14%
Felt hassled by administration	6%	8%	7%	6%
Gangs/Violence/Drugs/Unruly students	6%	6%	11%	4%
Expelled	6%	8%	6%	4%
Other	25%	24%	21%	31%
Don't know	5%	2%	6%	&%

- Note the significant differences (shaded cells) among students who re-enrolled in another high school and those who either re-enrolled in a GED program or failed to re-enroll. These differences are maintained when degree attainment (HS vs. GED) is considered, rather than re-enrollment.

Students were also asked, "If you could attend high school over again, what would you do differently?"

- The primary reasons cited were concerned with academics; 38% of all respondents stated that they would *apply myself/work harder* and 31% stated that they would *attend class more*.
- Other reasons cited included *go to a different high school* (17%), and *graduate/stay in school* (13%).
- Differences among population subsets generally vary as expected – higher percentages of students who may have fared poorly academically (e.g. GED students) state that they would *apply myself/work harder*.

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Miscellaneous

The former students were asked about their future plans.

- Two-thirds (67%) stated their future plans included *work/job/career*, and over half (also) mentioned *more education* (59%). There were no significant differences by gender in these numbers.
- The percentage of respondents citing *more education* as a future plan varies in expected directions; full-time workers (56%) are less likely to cite continuing their education than those unemployed (49%).
- *Marriage* and/or *family* was mentioned by 14% of respondents; a quarter of the females (24%) cited these reasons, compared to only 5% of the males.

The respondents were also asked where they currently receive financial support.

- Three-fourths (74%) mentioned *work*, about a quarter mentioned *parents/family* (27%), and 14% cited *state/federal governments*.
- There were some significant gender differences in financial support. Fewer females than males cite *work* as a means of support (60%, females vs. 87%, males) and more females than males (19% vs. 9%, respectively) are obtaining *government support*.
- In general, those unemployed are more likely to obtain government support. There appear to be two groups of unemployed who obtain government support to a higher degree than the general population (14%) – those currently in school and unemployed (41%) and those not working or in school (30%).

The last question concerned whether or not study participants had one or more parents or siblings who left high school without a degree.

- About two-fifths of former students (39%) had a parent and/or a sibling who left high school before getting a degree.
- One-fifth (21%) had one or more parents in this category, and a quarter (26%) had siblings who have left high school without a degree. About 8% of study respondents had both a parent and sibling who had left school.
- Those whose parents and siblings did graduate from high school are more likely to continue their education; 35% of students without a drop-out in the family enrolled in another high school, compared to 14% of those with a parent who dropped out and 21% who had a sibling drop-out.

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APPENDICES

Questionnaire

Computer Cross-tabulations

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PORTLAND PUBLIC SCHOOLS
1997 Student Follow-up
April 2, 1997

DATE_____
PHONE #_____
INTERVIEWER_____

INTRODUCTION

May I speak to (**STUDENT NAMED ON LIST**)? Hello, my name is _____ from Market Decisions Corporation, an independent market research company headquartered in Portland. We are doing a follow-up survey of members of the high school class of 1994 for the Portland Public School District. We would like to include your opinions on how well you were served by your high school experience and what you are currently doing.

INTERVIEWERS NOTE: If the student named is not residing at this address, introduce yourself, then determine how to reach that person. If he/she is a student who will be returning to this address, determine the date when he/she will return.

IF THERE ARE CONCERNS ABOUT PROVIDING INFORMATION, REQUEST THE PERSON ANSWERING THE PHONE CONTACT THERESE WHITE, GARY WILLIAMS OR STEVE FULMER WITH PORTLAND PUBLIC SCHOOLS AT 916-3507.

SA. Verify student was enrolled in Portland Public Schools (PPS) between 1990 and 1994.

1 Yes
2 No (**THANK AND TERMINATE**)

SB. Verify student attended last school named.

1 Yes
2 No (**THANK AND TERMINATE**)

QUESTION BASE – STUDENT INTERVIEW

Q1. What is your current status? (**READ LIST**)

11 Currently continuing my education, not working
12 Currently working, not attending school
13 Both work and go to school
14 Unemployed/ Not in school
99 Other activity (**RECORD** _____ **AND ASK Q1A**)

Q1A. How long have you been engaged in this activity?
(RECORD)_____

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SECONDARY SCHOOL – High school or GED

Q2. After leaving the Portland Public Schools, did you ever enroll in another high school, or in a GED program?

1 Another high school
2 GED program → **GO TO Q3B**
3 Both
4 No → **GO TO Q10**

Q3. Was the high school a private school, or a public school?

1 Private school
2 Public school

Q3A. **(ASK IF Q2 = 1 or 3)** How soon after leaving PPS did you enroll in a high school?

11 Less than one month
12 1 – 3 months
13 4 – 6 months
14 7 – 9 months
15 10 – 12 months
16 13 – 18 months
17 19 – 24 months
18 25 or more months
97 Don't Know

Q3B. **(ASK IF Q2 = 2 or 3)** How soon after leaving PPS did you enroll in a GED program?

11 Less than one month
12 1 – 3 months
13 4 – 6 months
14 7 – 9 months
15 10 – 12 months
16 13 – 18 months
17 19 – 24 months
18 25 or more months
97 Don't Know

Q4. Did you get a high school diploma or a GED?

1 Yes - GED → **GO TO Q8**
2 Yes – HS Diploma → **GO TO Q8**
3 No

Q5. Are you currently in a high school/GED program?

1 Yes
2 No → **GO TO Q8**

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Q6. Are you a part-time, or a full-time student?

1 Part-time
2 Full-time

Q7. How long have you been attending this school?

11 Less than one month
12 1 – 3 months
13 4 – 6 months
14 7 – 9 months
15 10 – 12 months
16 13 – 18 months
17 19 – 24 months
18 25 or more months
97 Don't Know

Q8. Thinking of the school or program you entered after attending Portland Public Schools, is this the school or program you most wanted to attend when you made the decision to leave Portland Public Schools?

1 Yes
2 No

Q9. What made you go back to school? → **PROBE AND CLARIFY (MULTIPLE MENTION)**

11 Family pressure
12 Peer pressure
13 Job market pressure
14 Personal desire for education/ knowledge
15 Moved
99 Other (**SPECIFY**)_____
97 Don't Know/ Not Sure/ Exit

Q10. Have you or are you continuing your education at the post secondary level (trade school, college, etc.)?

1 Yes
2 No → **GO TO Q18**

POST SECONDARY SCHOOL college, technical school, trade school, etc...

Q11. What are the names of the school or training programs you attend(ed)? (**MULTIPLE MENTION → FOR EACH MENTION, ASK Q12 – Q16)**

11 PCC system
12 U. of Oregon
13 Oregon State
14 Portland State
99 Other (**SPECIFY**) _____
97 Don't Know/ Exit

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Q12. Is it an academic program or a trade/technical program?

11 Academic institution
12 Trade or technical school
99 Other (**SPECIFY**)_____
97 Don't Know

Q13. Is it a private school or a public school?

1 Private school
2 State school
7 Don't know

Q14. Is it a two-year institution, a four-year institution, or other?

11 Two year institution
12 Four year institution
99 Other (**SPECIFY**)_____

Q15. Did you (or do you) attend as a full-time or a part-time student?

1 Full-time
2 Part-time
3 Both (varied over time)

Q16. How long did you attend (or have you attended) that school or training program?

11 Less than one month
12 1 – 3 months
13 4 – 6 months
14 7 – 9 months
15 10 – 12 months
16 13 – 18 months
17 19 – 24 months
18 25 or more months
97 Don't Know

Q17. What is your current status concerning the most recent school you have attended? (**READ LIST**)

11 Still attending the school.
12 Left the school without graduating
13 Left the school after graduating/ with degree
14 On academic leave
99 Other (**SPECIFY**) _____

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WORK EXPERIENCE

CONTINUE IF Q1 = 11, 12, 13. OTHERWISE GO TO Q21

PRESENT EMPLOYMENT

Q18. Are you currently working full-time, or part time?

1 Full-time (>34 hours/week)
2 Part-time
3 Both (hours varied)
4 Not currently working → **GO TO Q21**

Q19. What is your occupation, not where you work, but what you do?

11 Service/ hospitality/restaurant
12 Operator/laborer
13 Administrative/ clerical
14 Sales
15 Production, fabrication
16 Craft and repair
17 Technician
18 Managerial
19 Professional
20 Farming
99 Other (**SPECIFY**)_____

Q20. How long have you worked at this job?

11 Less than one month
12 1 – 3 months
13 4 – 6 months
14 7 – 9 months
15 10 – 12 months
16 13 – 18 months
17 19 – 24 months
18 25 or more months

Q21. Have you had any (other) jobs since you've left high school?

1 Yes
2 No → **GO TO Q27**

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PAST EMPLOYMENT – MOST RECENT

Q22. Was your most recent previous job a full-time or part-time job?

1 Full-time (>34 hours/week)
2 Part-time
3 Both (hours varied)

Q23. What was your occupation, not where you work, but what you do? (**SINGLE MENTION**)

11 Service
12 Operator/laborer
13 Administrative/ clerical
14 Sales
15 Production, fabrication
16 Craft and repair
17 Technician
18 Managerial
19 Professional
20 Farming
99 Other (**SPECIFY**) _____

Q24. How long did you work at this job?

11 Less than one month
12 1 – 3 months
13 4 – 6 months
14 7 – 9 months
15 10 – 12 months
16 13 – 18 months
17 19 – 24 months
18 25 or more months

Q25. Have you had any other jobs since you've left high school?

1 Yes
2 No → **GO TO Q27**

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PAST EMPLOYMENT – PREVIOUS JOBS

Q26. What were your occupations, not where you worked, but what you did? → **PROBE AND CLARIFY (MULTIPLE MENTION)**

11 Service
12 Operator/laborer
13 Administrative/ clerical
14 Sales
15 Production, fabrication
16 Craft and repair
17 Technician
18 Managerial
19 Professional
20 Farming
99 Other (**SPECIFY**) _____
97 Don't Know/ Exit

PORTLAND PUBLIC SCHOOL EXPERIENCE

Q27. Did you have a job during your last year at Portland Public Schools?

1 Yes
2 No → **GO TO Q29**

Q28. On the average, how many hours a week did you work?

11 0 – 10 hours
12 11 – 20 hours
13 21 – 30 hours
14 30 – 40 hours
15 more than 40 hours
99 Other (**SPECIFY**)_____
97 Don't Know/ Exit

Q29. Considering your total experience in Portland Public Schools (e.g. between 1990 – 1994), how satisfied are you with that experience? Would you say you are very satisfied, somewhat satisfied, neither satisfied nor dissatisfied, somewhat dissatisfied, or very dissatisfied?

5 Very satisfied
4 Somewhat satisfied
3 Neither satisfied nor dissatisfied
2 Somewhat dissatisfied
1 Very dissatisfied
7 Don't know

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Q30. Why do you say that? → **PROBE AND CLARIFY (MULTIPLE MENTION)**

11 Teachers/ counselors taught well
12 Teachers/ counselors were helpful/ supportive
12 Learned a lot
13 Enjoyed the experience/ enjoyed myself/ had fun
14 Good practical training/ courses; occupational/ hands-on courses
15 Learned discipline/ good study habits/ good college preparation
16 Opportunity to take different courses/ get broad overview of different fields
17 Enjoyed social life/ developed friendships/ learned social skills

20 Teachers were poor/ unprepared
21 Didn't apply myself/ didn't study/ didn't attend class/ didn't get involved
22 Didn't prepare me for college
23 Didn't prepare me for work
24 Couldn't take specific courses I needed/ wanted to take
25 Personal problems affected my schooling/ drug, alcohol problems
26 Needed guidance/ counseling/ advocacy that I couldn't get

99 Other (**SPECIFY**) _____
97 Don't know/ Exit

Q31. In general, what are <u>one or two</u> of the more beneficial experiences you had, courses you took, or skills you learned during your time in high school? → **PROBE AND CLARIFY (MULTIPLE MENTION)**

11 Technical/ vocational courses (accounting, electronics, drafting, etc.)
12 Applied art courses (theater, music, photography, etc.)
13 Academic courses (English, math, history, etc)
14 Computer courses
15 Sports participation/ PE classes
16 Teachers/ Staff
17 Non-academic courses (health, personal finance...)
18 Nothing
97 Don't know/ Exit
99 Other (**SPECIFY**)_____

Q32. On the other hand, what are <u>one or two</u> of the less beneficial experiences you had, or courses you took during your time in high school? → **PROBE AND CLARIFY (MULTIPLE MENTION)**

11 Technical/ vocational courses (accounting, electronics, drafting, etc.)
12 Applied art courses (theater, music, photography, etc.)
13 Academic courses (English, math, history, etc)
14 Computer courses
15 Sports participation/ PE classes
16 Teachers/ Staff
17 Non-academic courses (health, personal finance...)
18 Nothing
97 Don't know/ Exit
99 Other (**SPECIFY**)_____

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Q33. Why did you leave Portland schools? **(MULTIPLE MENTION)**

11 Bored
12 Disliked school
13 Felt hassled by administration
14 Family moved
15 Work
16 Financial responsibility
17 Children/ Pregnancy
99 Other **(SPECIFY)**_____
97 Don't Know/ Exit

Q34. If you could attend high school over again, what would you do differently? → **PROBE AND CLARIFY (MULTIPLE MENTION)**

11 Apply myself/ work harder
12 Attend class more
13 Be more active in social activities
14 Be more active in sports
15 Go to a different HS (for a better education)
16 Take harder courses
99 Other **(SPECIFY)** _____
97 Don't Know/ Exit

Q35. What are your future plans? **(MULTIPLE MENTION)**

11 More education
12 Work/ Job/ Career
13 Travel
14 Marriage
99 Other **(SPECIFY)** _____
97 Don't Know/ Exit

Q36. Where do you currently receive financial support? **(MULTIPLE MENTION)**

11 Work
12 Parents/ Family
13 State/ Federal governments
14 Spouse/ partner
99 Other **(SPECIFY)** _____
97 Don't Know/ Exit

Q37. Did your parents and/or siblings leave high school before graduating? **(MULTIPLE MENTION)**

1 Yes, one or both parents did
2 Yes, one or more siblings did
3 No, none of the above

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Q38. Final outcome of contact attempt

1 Completed interview with student
2 Completed interview with parent/guardian: student unavailable because
(**SPECIFY**) _____
3 Not able to conduct an interview with either student or parent/guardian
(**SPECIFY**) _____

Q39. **RECORD GENDER**

1 Male
2 Female

Q40. **RECORD PHONE NUMBER:** _____

Q41. **RECORD STUDENT ID NUMBER:** _____

Q42. **RECORD STUDENT NAME:** _____

THANK YOU FOR YOUR TIME AND INFORMATION!

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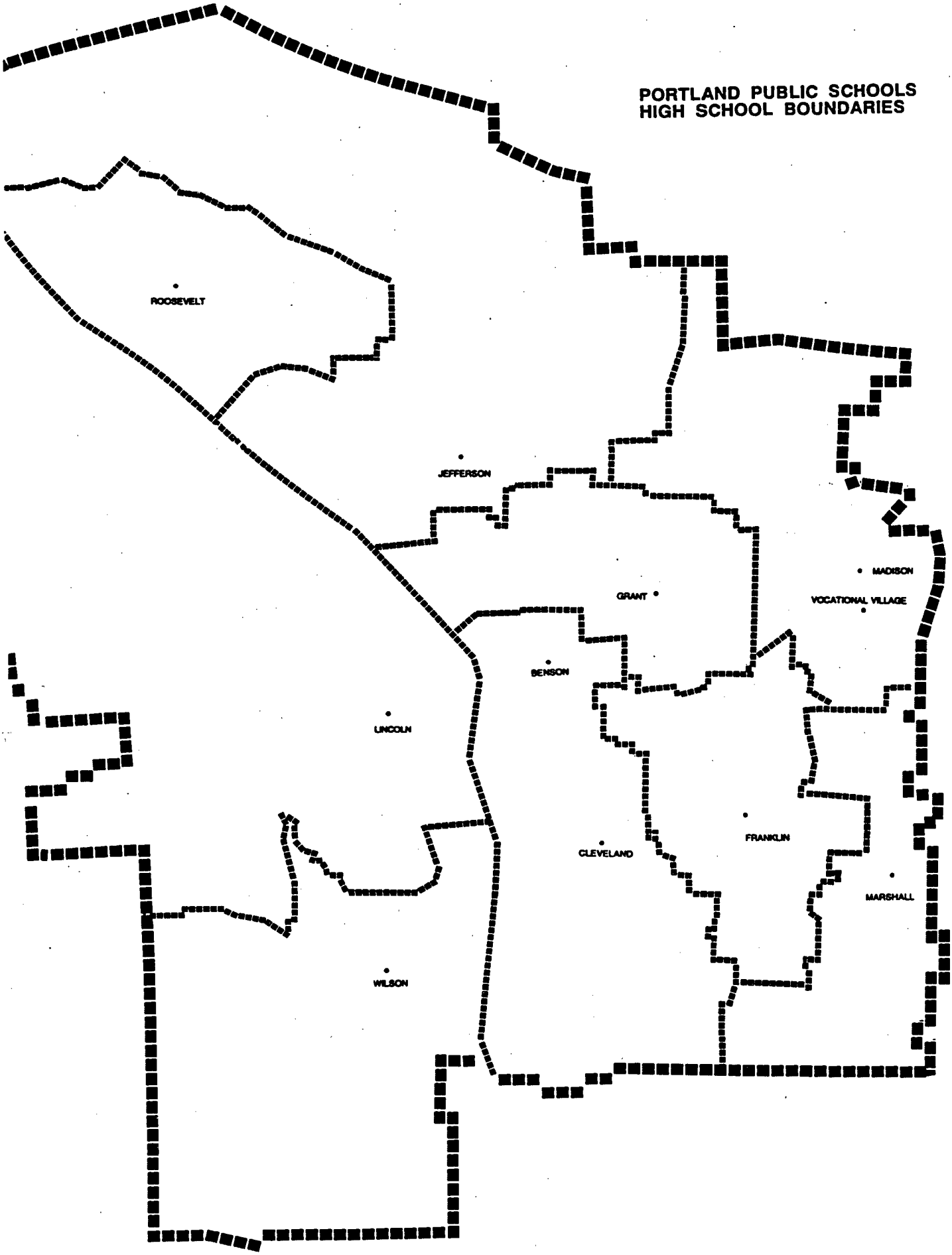
HIGH SCHOOL PROFILES, 1995-96

Portland Public Schools

John E. Bierwirth
Superintendent

Information Services
Steve Fulmer, Director

PORTLAND PUBLIC SCHOOLS
HIGH SCHOOL BOUNDARIES



HIGH SCHOOL PROFILES

PORTLAND PUBLIC SCHOOLS

John E. Bierwirth
Superintendent

A School-by-School Summary
of School, Student and Staff Data
for School Year 1995-96

Information Services Department

January 1997

Multnomah County School District No. 1
Portland, Oregon

PREFACE

This report provides a convenient source of summary information about each high school. It is intended to be used by school staffs, administrators and the community for planning and goal setting. The report contains descriptive data about each school and its students and staff including summaries of enrollment, attendance and membership, major discipline referrals, graduation standards progress, dropouts, graduates and seniors' post high school plans. Districtwide summaries are also provided for comparative purposes.

Appropriate interpretation and integration of the data in this report is discussed in the "INTRODUCTION" section that follows. Citizens, administrators and school personnel should use this information to begin discussions of needs and to help guide further improvements.

CONTACTS

Descriptive information about the school, students and staff was collected by the staff of Information Services, under the direction of Steve Fulmer, Director of Information Services. Call Therese White at 916-2000, ext. 4561 or Gary Williams at 916-2000, ext. 4512, with any questions on descriptive data.

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INTRODUCTION

Definitions and explanations

Included in the *High School Profiles* are Portland Public Schools' ten comprehensive high schools and two special program schools, Metropolitan Learning Center (MLC) and Vocational Village. For Metropolitan Learning Center, a K-12 alternative school, some of the school descriptive data displayed (specifically "Physical Plant" and "School Assigned Personnel"), are for the entire school including grades K through 8. Brief definitions and explanations are included with tables and charts wherever possible.

Enrollment

These *Profiles* report current and historical enrollment data for the District's high schools. Included are summaries by high school program, grade level[1], ethnicity and gender. Enrollment counts are compiled on or about October 1. An enrolled student is defined as a student who attends one or more schools or programs within the District. Counts are **unduplicated**; each student is counted only once regardless of the number of programs in which the student is enrolled. The October 1, 1995 enrollment count for District's ten comprehensive high schools was 13,481, which represents an increase of 113 (1.0%) students from the previous year, and a similar increase of 131 (1.0%) students from five years prior.

Also included are Stability Index and Late Enrollee Ratio, enrollment summaries which characterize student mobility in a given instructional year. Used in conjunction with enrollment counts, these statistics provide a broader picture of the District's student population. For example, in schools with high Late Enrollee Ratios or low Stability Indices, enrollment counts during the school year may vary considerably from the October 1 counts.

Stability Index

This is the percentage of students in a given school year enrolled at the same school October through June compared to October 1 enrollment. The average Stability Index for the District's high schools in 1995-96 is 72.9%, which represents an increase of 1.3 percentage points from the previous year's rate of 71.6%. A five year comparison shows a negligible difference, as the 1995-96 rate is 0.4 percentage points below the 1991-92 rate of 73.3%. The formula used is A / B, where:

A -- the number of students enrolled in the same school October through June
B -- the number of students enrolled **by** October 1

Late Enrollee Ratio

This is the percentage of students in a given school year, who enrolled **after** October 1 compared to those who enrolled **by** October 1. The average Late Enrollee Ratio for the

[1] The grade level category "UN" represents ungraded, unassigned or unclassified special education students who often attend special education classes in separate classrooms. Other special education students who spend most of their school day in regular classrooms are reported within the standard grade levels, i.e., nine through twelve.

District's high schools in 1995-96 is 12.7%, whereas the ratio was 14.6% in 1994-95 and 13.1% in 1991-92. The formula is A / B, where:

A -- the number of students enrolled **after** October 1
B -- the number of students enrolled **by** October 1

High School Registration and Residency

Each high school, except Benson[2], has an assigned geographic area from which it draws most of its enrollment. These assigned enrollment areas are distinct, non-overlapping and comprise the Portland Public Schools (PPS). The District, however, maintains an open enrollment policy. Many students apply for administrative transfers or choose to attend other District schools for various educational reasons. The total number of students transferring **into** schools other than their neighborhood high school is 3,945 (29.3%). A total of 5,465 students transfer **out of** their neighborhood high school. The difference of 1,520 are students who attend special schools and programs.

The number of students attending schools other than their neighborhood high school is estimated through the geocoding of student records. The student's resident attendance area is then compared to the actual school of enrollment. The coding of student records is not complete. There are some student addresses that are "unrecognizable" such as postal box numbers or new streets. In addition, if student records are incomplete, residency may not be able to be pinpointed. In this report, uncoded students were counted as resident rather than transfer students.

Registration and residency data, like all enrollment data, are recorded at a particular moment in time. The District's enrollment is very fluid. Students are constantly entering and exiting the system and moving between schools. Measuring transfers or enrollment on consecutive days will not yield identical results. Transfer data in this report should be viewed as a snap-shot, rather than a precise measure of the extent of transfers between schools.

Attendance and Membership

Attendance and membership summaries provide a broader view of student enrollment at each high school. Average Daily Membership represents the average number of students registered during the specified school year. Average daily membership for the high schools in 1995-96 is 12,626 students. Average daily attendance in 1995-96 is 88.7%.

Average Daily Attendance:

Attendance is calculated by dividing the total of the number of pupil/days present into the total number of pupil/days offered by each school. Both **excused and unexcused** absences are subtracted from the attendance figures.

Average Daily Membership:

Membership is calculated by dividing the sum of pupil/days offered (includes both days present and absent) by the total number of school days (approximately 175 days).

---

[2] Benson High School draws students from the entire District.

Major Discipline Referrals

Discipline Philosophy of Portland Public Schools:

Discipline for all students in the Portland Public Schools shall be administered in consultation with parents. It shall involve counseling and promote behavioral changes enabling students to function successfully in their educational and social environments. Disciplinary measures shall help students understand their obligations to others in the school setting and the roles of law and School District policies and regulations in meeting those obligations.

The techniques of discipline shall reflect concern of school personnel for the dignity and growth potential of individual students, as well as, demonstrate a firm commitment to the larger interests of all students and the community.

— Handbook on Student Responsibilities, Rights and Discipline —

Behavior expectations and disciplinary actions are outlined in the *Handbook on Student Responsibilities, Rights and Discipline*. A summary of the behavior expectations for PPS students follows:

Attendance and Punctuality: Students are expected to attend school and classes regularly and on time.

Controlled Substances: Students are expected to bring to school only those materials necessary for instructional programs. Students will not possess controlled substances or medication prescribed for another person while at school or at school events.

Protection of Property: Students are expected to recognize the property rights of staff members, other students and the public by 1) using property only for its intended purposes without damage to property; 2) using property belonging to others only with permission of the owner or person in charge of the property; and 3) reporting to school officials situations which may result in damage to, loss of, or misuse of property.

Protection of Physical Safety and Mental Well-Being: Students are expected to behave with respect for the educational climate and to promote respect for the physical safety and emotional well-being of other students and staff. Students are expected to resolve conflicts by discussion, problem-solving techniques, and with assistance by staff members.

Appropriate Learning Environment: Students are expected to act in a manner permitting teachers to teach and students to learn without interference or disruption.

Students failing to adhere to the behavior expectations outlined above are subject to disciplinary actions ranging from conference, intervention, minor suspension, major suspension and expulsion. In this report, only those students receiving major discipline referrals, that is major suspensions or expulsions, are summarized. Students may receive more than one referral. Suspension and expulsion counts reflect students' first referrals only. These counts are unduplicated and combined represent the total number of students receiving major discipline referrals. Repeat referral counts

reflect subsequent discipline referrals. Repeat referral counts, combined with major suspension and expulsion counts, represent the total incidents of major discipline referrals.

Caution should be exercised when comparing discipline data across schools and years. Although District policies and regulations increase consistency in identifying and handling discipline problems, corrective action to be taken is based on an understanding of the individual student and ultimately determined by the best professional judgement of the administrator. Percentages are based on October 1 enrollment counts. Discipline rates are omitted where enrollment counts fall below 25 students. Percents based on a small number of students are not statistically sound and do **not** support comparison.

Graduation Standards Progress

Graduation Standards Progress data, provided by the Research and Evaluation Department, show high school students who have passed **both** Reading and Mathematics Graduation Standards Tests as seniors, juniors, sophomores, and freshmen. Competency requirements are included in Oregon standards to ensure that all students have attained the capacity to function at least at a basic level when they leave school. For the graduating class of 1984 and beyond, 8th grade scores on the Portland Achievement Levels Tests in reading and mathematics have been used as the basis for certifying competence in these two basic skills areas. Students who have not met these standards may attempt the Graduation Standards Tests (similar to the Portland Achievement Levels Tests) twice a year until age 21 in order to qualify for a standard high school diploma.

Additional students besides those passing both Graduation Standards Tests may be eligible for a standard diploma. These include students who have satisfied similar requirements in another district before transferring to Portland and some special education students who have demonstrated an equivalent level of competence as determined by the Individual Education Plan (IEP) team with the approval of the principal.

Test scores for students in special education classes are included whenever it has been possible for them to be tested under the district policy that calls for the testing of all students who can take the tests and who can benefit from the reports. Students from the ten comprehensive high schools and Metropolitan Learning Center are included in the District averages.

Dropouts

Dropouts are defined as students who withdrew from school prior to obtaining a high school diploma and did not re-enroll in another diploma program. These include students who withdrew after passing compulsory attendance age, being issued work permits, or for other reasons. Students are included based on leave codes entered on the student database by school personnel. Percentages are based on October 1 enrollment counts.

Which students are actually reported as "dropouts" depends entirely on school staff and the information available to them. **Some "dropouts," especially summer dropouts, do not dropout at all.** Many students counted as dropouts may actually be transferring to schools outside PPS. Families who move out of the District do not always report that fact to school offices, and new schools do not always request transcripts. (New schools may utilize grade reports or other

information gained from their new student or family.) Some parents decide over the summer to begin sending their children to private schools, very often between 8th and 9th grades. These moves may not be reported to the students' previous schools. All of these children are reported as dropouts by school staff using the State's standard procedures (adopted by PPS in 1992-93). Readers should keep these cautions in mind.

Methods for calculating dropouts have evolved over time, and thus, year-to-year rates must be compared with caution. Most notably, summer dropouts (students withdrawing during summer months) were not included in calculating dropout rates until 1992-93.

Graduates

A standard diploma from Portland Public Schools is awarded when a student has satisfactorily met the requirements outlined as follows:

1. completed the courses and units of credit specified by the Oregon State Board of Education and the Portland Board of Education, a minimum of 22 units of credit, 15 in specified subjects and 7 in electives; and
2. met the graduation standards in the basic skills by passing Portland Graduation Standards Tests in both reading and mathematics. Score requirements for the basic skills areas are 212 in reading and 222 in mathematics.

Students are generally expected to attend high school for a full four-year period. However, District policy permits early or delayed graduation with approval of the high school principal. A student may meet graduation requirements in as short a time as three years or as long a period as five or more years, or until age 21. The duration of each student's program will ultimately be determined by the principal based on age, maturity, performance level, and the needs of the student, requests of parents and recommendations of teachers and the student's counselor.

A modified diploma may be issued to a student who has recently arrived from outside the U.S. and for whom it is not possible to establish a full record of credits, provided the student is able to demonstrate achievement competency requirements and has performed satisfactorily in an accredited high school. Such a diploma shall also be issued to those students who have disabilities according to state criteria, if they are unable to achieve the minimum competencies but have earned 22 units of credit in (1) a combination of regular and modified programs, or (2) in modified programs. A student who has been awarded a modified diploma and wishes to continue to work toward meeting the requirements for a standard diploma may do so until age 21.

In this report, summaries of graduates include all students receiving either a standard or a modified diploma. In 1995-96, 2,460 (89.5%) students were awarded high school diplomas from the District's ten comprehensive high schools. Percentages are based on October 1 enrollment counts.

Post High School Plans

The Senior Survey is administered to graduating seniors from the ten comprehensive high schools by the Student Services Office during May and June of each year. The survey is conducted to ascertain the future plans of high school seniors, i.e., whether plans for the approaching fall include

continuing education, full-time work, military service or other endeavors. In June 1995, of the 2,434 seniors surveyed, 77.3% planned to continue their education, 12.7% to work full-time, 2.4% to enlist in the military and 7.6% had other plans or were not sure. More information is available in the report *Student Follow-Up of the Class of 1989*, available from the Research and Evaluation Department.

Scholastic Assessment Tests

Scholastic Assessment Tests (SAT), formerly Scholastic Aptitude Tests, are standardized tests administered nationwide primarily to college-bound seniors. The SAT is a 3-hour, predominantly multiple choice test that measures developed verbal and mathematical reasoning abilities related to successful performance in college. It is intended to supplement the secondary school record and other information about the student in assessing readiness for college-level work. It is imperative to point out that SAT scores are **not** representative of the entire student population and thus, they should not be used to generalize about an entire program. In all cases, the most significant factor to consider in interpreting SAT scores is the proportion of students taking the tests. **One additional caution, all SAT scores reported in this publication are on a new recentered scale and thus are not directly comparable to those reported in previous year's *Profiles*.**

Physical Plant

Information about the physical facilities for the instructional programs at each school in this report was provided by the Portland Public Schools Physical Plant Division. These brief descriptions include the year of original construction of the school, a general building condition rating of good, fair, or needs upgrade, the building square footage and school site acreage.

Neighborhood Household Information

Data for this section were summarized from the *1990 Census*. Included are neighborhood summaries of population, median age, percent of persons age 25 or more without a high school diploma, and percent of persons receiving public assistance. Also included are neighborhood household summaries such as number of households, persons per household, average household income, median value of home, and percent of households which are female head of household with no husband present, single family residences and same residence as in 1985. Neighborhood, as it is used here, coincides with the assigned geographic area surrounding each school from which the school draws most of its student enrollment. Benson High, Metropolitan Learning Center and Vocational Village do not have assigned geographic enrollment areas, rather these schools draw students from the entire District.

School Assigned Personnel

Data for this section are provided by the PPS Personnel Department. Staff positions are grouped into seven categories: principals; classroom teachers; special instruction teachers; other certified; educational assistants; clerical and secretarial; and other classified. The category "special instruction teachers" includes special education teachers, ESL/Bilingual teachers and some alternative education teachers. The category "other certified" may include administrative assistants, educational media specialists, psychologists, curriculum specialists and/or guidance counselors. The category "other classified" includes custodial, maintenance and cafeteria staff. Staff summaries include both

full-time and part-time staff members. Full Time Equivalents (FTE) data represent the number of full-time staff positions comparable to the existing mix of both full-time and part-time staff. A total of 1,243 staff were employed at the 10 comprehensive high schools, with an additional 36 staff at Metropolitan Learning Center and 22 at Vocational Village.

Special Programs Enrollment

All data in this section are provided by program staff. All percentages of students enrolled in special programs are based on October 1 enrollment counts.

ESEA Title I:

ESEA (Elementary and Secondary Education Act of 1981) Title I provides financial assistance to state and local educational agencies to meet the special needs of educationally disadvantaged children. Funds are allocated to local districts according to a low income formula prescribed in the act. Title I typically supports supplemental instruction in reading and math. Qualified Title I students in targeted assistance schools are identified by the District's registration system. A total of 501 (3.7%) students from high schools appearing in this report received Title I reading services and 866 (6.4%) received Title I mathematics services. These data reflect a **duplicated** count of students; that is, a student receiving services in both Title I reading and mathematics would appear in both counts. These data are also **cumulative** for the school year and reflect students having received services for all or part of the year. Percentages are based on October enrollments.

Federal Child Nutrition:

While school breakfasts and lunches are available to all students, some students are eligible for either free or reduced price meals based on family size and income information supplied voluntarily by parents. The federal government provides funds for student breakfasts through the School Breakfast Program and lunches through the National School Lunch Program. Student entitlement data is provided by the Nutrition Services Office. A total of 4,400 (32.6%) students from high schools received free or reduced price meals. The percentage presented here is calculated by dividing the greatest number of recipients for any single month by the October 1 enrollment and multiplying by 100. This differs from previous reporting, which used only the September recipients, thus systematically under-estimating the actual counts.

ESL/Bilingual:

The English as a Second Language/Bilingual Program is for students who do not speak English as their first language or students who need additional cultural or linguistic support in order to be successful in regular school programs. Service is provided in areas of intensive English instruction, bilingual classes and tutoring, sheltered English classes, cultural advocacy and support, pre-referral screening for students, initial assessment of all students from a home where a language other than English is spoken, and liaison with parents and the community. A total of 968 (7.2%) high school students were enrolled in ESL/Bilingual services. The program continues to increase with the arrival of many immigrants from Eastern Europe, Southeast Asia, Mexico and other Latin American countries.

Special Education:

Students are eligible for special education classes for deficits in learning caused by physical, mental or emotional learning handicaps. Many special education students attend regular classrooms at their schools for more than half of their school day. These students are included within a specific grade level for most enrollment counts shown in this report. The numbers shown in this section of this report, however, include all special education students. These students fall into two very general categories. Students attending "itinerant and resource centers" are qualified for special education and are also enrolled in regular education classrooms. They receive special education services on a part-time basis, ranging from one hour per week to three hours per day. Students attending "self-contained" classrooms spend most of their school day in special education classes, although they participate in the regular education program to the maximum extent possible. A total of 832 (6.2%) high school students were enrolled in special education classes. Of this total, 562 (4.2%) received itinerant services or attended resource centers and 270 (2.0%) attended self-contained classrooms.

Alternative Programs:

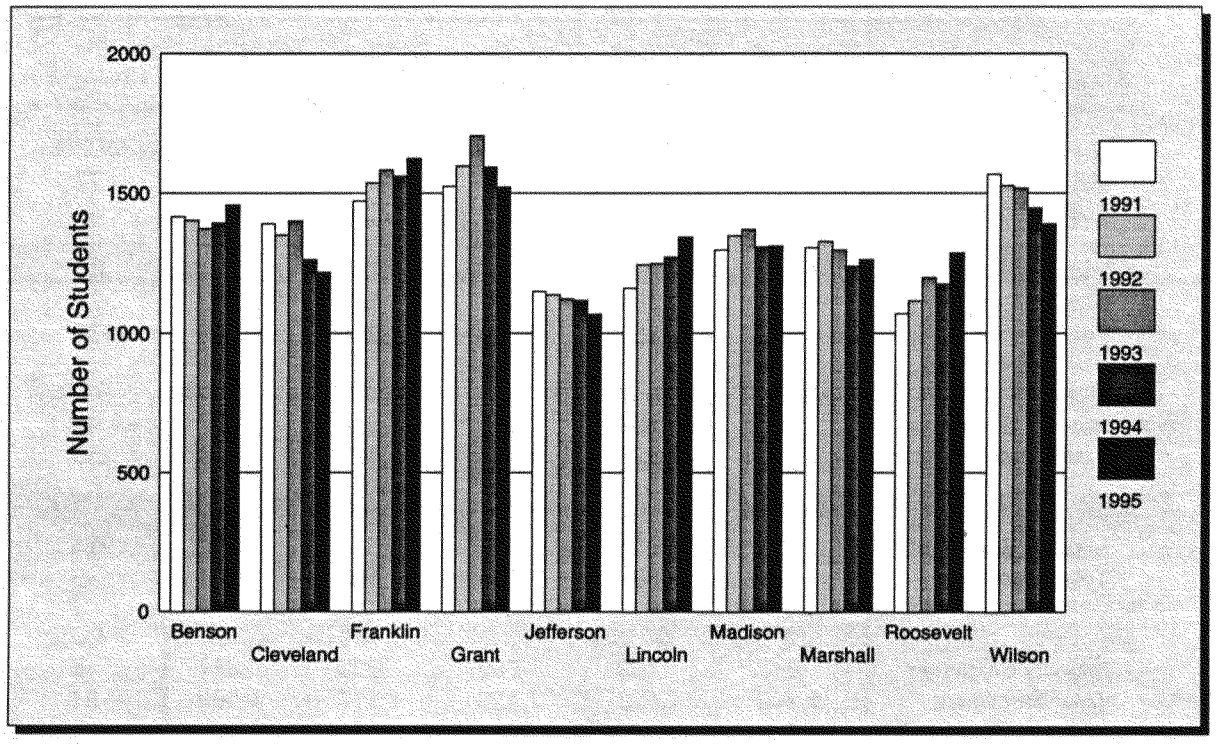
Ten of the twelve schools appearing in this report house alternative education programs. All of the students at MLC and Vocational Village are considered to be alternative program students. Alternative programs take the initiative in developing programs which meet the needs of their particular student populations. All programs are open to PPS students on a district-wide basis, providing space is available. The mission of Alternative Education in the Portland Public Schools is to provide programs and schools for students whose educational needs are better served in non-traditional settings. Data on these programs were provided by the Office of Alternative Education. A total of 2,265 students, including 161 students at MLC and 442 students at Vocational Village, were served by these alternative programs during the 1995-96 school year.

Pages 9 through 35 contain summary profiles for the District. Immediately following are profiles for each high school, presented in alphabetical order, and then the two special programs schools, Metropolitan Learning Center and Vocational Village.

DISTRICT PROFILE

DISTRICT SUMMARY

Enrollment Historical, October 1991 Through October 1995
High School by Year



School	October 1991	October 1992	October 1993	October 1994	October 1995	5 Year Change Number	5 Year Change Percent
Benson	1,416	1,403	1,373	1,394	1,457	41	2.9
Cleveland	1,390	1,350	1,400	1,263	1,218	-172	-12.4
Franklin	1,471	1,537	1,583	1,561	1,624	153	10.4
Grant	1,524	1,597	1,705	1,593	1,521	-3	-0.2
Jefferson	1,149	1,138	1,123	1,117	1,068	-81	-7.0
Lincoln	1,161	1,245	1,248	1,271	1,342	181	15.6
Madison	1,296	1,346	1,370	1,307	1,312	16	1.2
Marshall	1,305	1,327	1,296	1,240	1,263	-42	-3.2
Roosevelt	1,070	1,114	1,198	1,175	1,286	216	20.2
Wilson	1,568	1,527	1,518	1,447	1,390	-178	-11.4
Summary	***13,350***	***13,584***	***13,814***	***13,368***	***13,481***	***131***	***1.0***

Boundary changes occurred in the Cleveland, Grant, Madison, Marshall and Roosevelt High School enrollment areas during the five year period shown.

Benson High does not have an assigned geographic enrollment area, rather draws students from the entire District. Aditionally, Benson's enrollment was capped at 1,400 students in the years 1991 through 1994.

DISTRICT SUMMARY

Enrollment Historical, October 1991 Through October 1995
High Schools: Minority Enrollment by Year

School	October 1991	October 1992	October 1993	October 1994	October 1995	5 Year Change
Benson	37.5%	40.0%	38.2%	39.1%	41.7%	4.2%
Minority Enrollment	531	561	524	545	608	77
Total Enrollment	1,416	1,403	1,373	1,394	1,457	41
Cleveland	29.1%	28.2%	30.1%	30.6%	27.3%	-1.9%
Minority Enrollment	405	381	421	387	332	-73
Total Enrollment	1,390	1,350	1,400	1,263	1,218	-172
Franklin	24.8%	25.0%	24.3%	24.5%	25.1%	0.2%
Minority Enrollment	365	384	385	382	407	42
Total Enrollment	1,471	1,537	1,583	1,561	1,624	153
Grant	37.0%	38.5%	41.2%	38.8%	36.2%	-0.8%
Minority Enrollment	564	615	702	618	550	-14
Total Enrollment	1,524	1,597	1,705	1,593	1,521	-3
Jefferson	71.1%	69.3%	71.1%	74.6%	75.9%	4.8%
Minority Enrollment	817	789	799	833	811	-6
Total Enrollment	1,149	1,138	1,123	1,117	1,068	-81
Lincoln	18.3%	17.6%	18.0%	15.4%	15.0%	-3.4%
Minority Enrollment	213	219	225	196	201	-12
Total Enrollment	1,161	1,245	1,248	1,271	1,342	181
Madison	36.0%	36.5%	37.9%	39.5%	39.9%	4.0%
Minority Enrollment	466	491	519	516	524	58
Total Enrollment	1,296	1,346	1,370	1,307	1,312	16
Marshall	20.2%	22.0%	25.6%	26.1%	27.6%	7.4%
Minority Enrollment	263	292	332	324	348	85
Total Enrollment	1,305	1,327	1,296	1,240	1,263	-42
Roosevelt	31.2%	32.5%	32.9%	38.7%	38.8%	7.6%
Minority Enrollment	334	362	394	455	499	165
Total Enrollment	1,070	1,114	1,198	1,175	1,286	216
Wilson	18.2%	17.5%	17.3%	15.5%	14.6%	-3.6%
Minority Enrollment	286	267	262	225	203	-83
Total Enrollment	1,568	1,527	1,518	1,447	1,390	-178
Summary	***31.8%***	***32.1%***	***33.0%***	***33.5%***	***33.3%***	***1.5%***
Minority Enrollment	4,244	4,361	4,563	4,481	4,483	239
Total Enrollment	13,350	13,584	13,814	13,368	13,481	131

DISTRICT SUMMARY

Enrollment Historical, 1991-92 Through 1995-96
High Schools: Stability Index by Year

School	Stability Index (Percent)					5 Year Change
	1991-92	1992-93	1993-94	1994-95	1995-96	
Benson	89.3	88.3	92.0	90.9	91.1	1.8
Cleveland	67.7	75.1	63.7	66.7	68.8	1.1
Franklin	74.5	75.6	74.7	70.2	70.2	-4.3
Grant	74.8	77.0	77.0	75.3	79.6	4.8
Jefferson	62.5	63.2	64.2	63.2	56.4	-6.1
Lincoln	82.9	86.1	85.3	85.7	88.7	5.8
Madison	74.1	66.7	65.9	61.6	61.4	-12.7
Marshall	58.6	61.6	60.7	57.0	59.1	0.5
Roosevelt	56.9	61.7	60.0	58.4	61.7	4.8
Wilson	85.1	85.9	82.9	82.7	85.1	0.0
Summary	***73.3***	***74.3***	***73.1***	***71.6***	***72.9***	***-0.4***

These data provide an overview of student mobility at each high school. The Stability Index is the percentage of students enrolled at the same school October through June compared to October 1 enrollment.

See the Introduction section for a more detailed explanation of data contained in this table.

DISTRICT SUMMARY

Enrollment Historical, 1991-92 Through 1995-96
High Schools: Late Enrollee Ratio by Year

School	1991-92		1992-93		1993-94		1994-95		1995-96	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Benson	96	7.0	77	5.5	94	7.1	98	7.3	22	1.5
Cleveland	213	14.8	198	14.3	253	17.7	296	23.9	179	13.8
Franklin	175	11.7	164	10.6	172	10.9	245	15.8	183	11.2
Grant	163	9.6	133	7.6	137	7.4	156	9.1	159	9.9
Jefferson	177	14.5	203	17.0	172	14.7	198	16.8	228	20.4
Lincoln	119	10.1	101	8.1	97	7.7	75	5.8	71	5.2
Madison	200	14.6	291	20.6	224	15.6	279	20.5	288	21.7
Marshall	220	16.3	269	19.8	259	19.2	284	22.0	232	17.8
Roosevelt	261	25.8	241	21.8	275	24.3	262	21.7	293	22.3
Wilson	131	8.2	142	9.0	134	8.6	106	7.2	97	6.9
Summary	***1,755***	***13.1***	***1,819***	***13.0***	***1,817***	***13.2***	***1,999***	***14.6***	***1,752***	***12.7***

These data provide an overview of the timeliness of enrollments at each high school. The Late Enrollee Ratio, therefore, is a rough indicator of the fraction of students attending school for less than a full school year. The Late Enrollee Ratio compares the number of students enrolled after October 1 to the number of students enrolled on or before October 1.

See the Introduction section for a more detailed explanation of data contained in this table.

DISTRICT SUMMARY

Enrollment, October 1995
High School by Grade Level

School / Grade	09	10	11	12	UN *	Total
Benson	442	379	330	306		1,457
Cleveland	364	297	275	268	14	1,218
Franklin	410	427	395	355	37	1,624
Grant	413	409	346	327	26	1,521
Jefferson	420	240	196	179	33	1,068
Lincoln	424	366	300	252		1,342
Madison	367	354	284	272	35	1,312
Marshall	389	320	237	285	32	1,263
Roosevelt	480	308	232	195	71	1,286
Wilson	341	394	339	311	5	1,390
Total	***4,050***	***3,494***	***2,934***	***2,750***	***253***	***13,481***

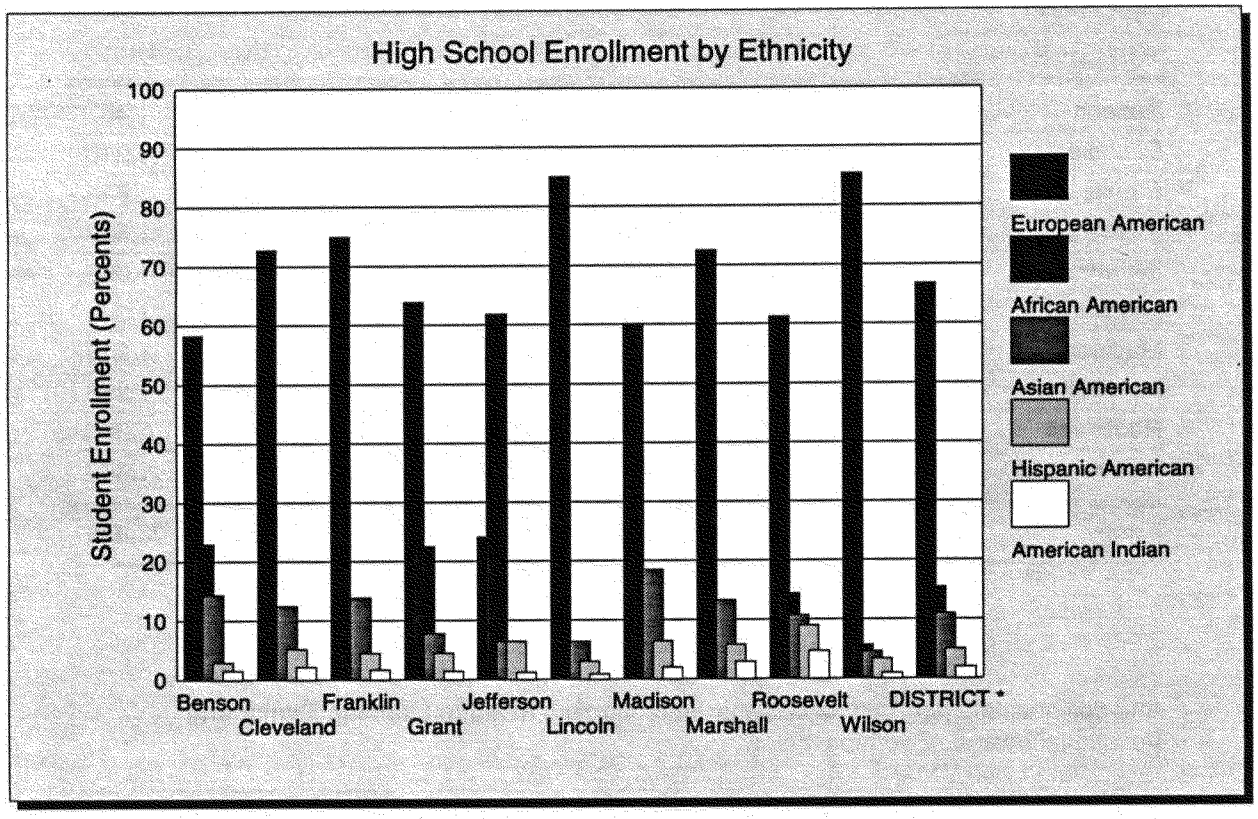
An additional 362 high school students were enrolled at Metro Learning Center and Vocational Village. See table below.

School / Grade	09	10	11	12	UN *	Total
Metro Learning Center	37	26	57	41		161
Vocational Village	11	34	69	87		201
Total	***48***	***60***	***126***	***128***	***0***	***362***

* Included in the column titled 'UN' are ungraded, unassigned or unclassified students, e.g. special education students who attend special education classes in separate classrooms.

DISTRICT SUMMARY

Enrollment, October 1995
High School by Ethnicity

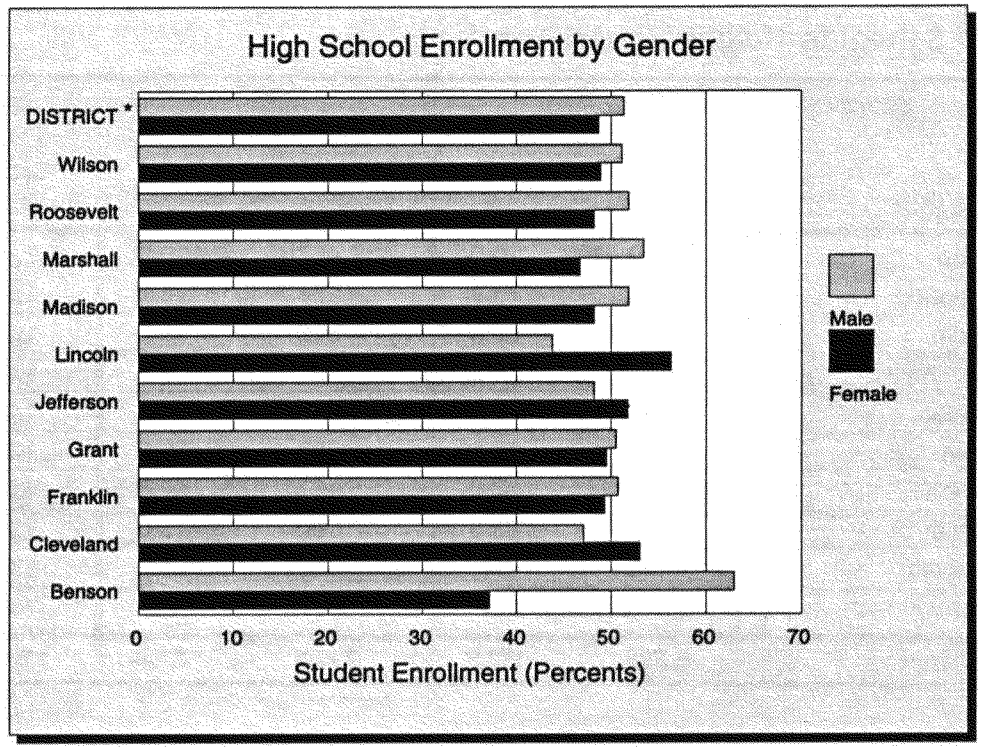


School	Non-Minority		Minority						Total
	European American		American Indian	African American	Asian American	Hispanic American	Total		
	Number	Percent					Number	Percent	
Benson	849	58.3	22	334	209	43	608	41.7	1,457
Cleveland	886	72.7	26	91	152	63	332	27.3	1,218
Franklin	1,217	74.9	27	83	225	72	407	25.1	1,624
Grant	971	63.8	21	343	118	68	550	36.2	1,521
Jefferson	257	24.1	13	660	69	69	811	75.9	1,068
Lincoln	1,141	85.0	12	63	86	40	201	15.0	1,342
Madison	788	60.1	26	171	242	85	524	39.9	1,312
Marshall	915	72.4	37	70	168	73	348	27.6	1,263
Roosevelt	787	61.2	60	185	138	116	499	38.8	1,286
Wilson	1,187	85.4	13	80	64	46	203	14.6	1,390
Summary	***8,998***	***66.7***	***257***	***2,080***	***1,471***	***675***	***4,483***	***33.3***	***13,481***

* DISTRICT (depicted in the graphic above) represents a summary of the ten comprehensive high schools only.

DISTRICT SUMMARY

Enrollment, October 1995
High School by Gender



School	Female		Male		Total
	Number	Percent	Number	Percent	
Benson	541	37.1	916	62.9	1,457
Cleveland	645	53.0	573	47.0	1,218
Franklin	800	49.3	824	50.7	1,624
Grant	753	49.5	768	50.5	1,521
Jefferson	553	51.8	515	48.2	1,068
Lincoln	755	56.3	587	43.7	1,342
Madison	632	48.2	680	51.8	1,312
Marshall	589	46.6	674	53.4	1,263
Roosevelt	620	48.2	666	51.8	1,286
Wilson	679	48.8	711	51.2	1,390
Summary	***6,567***	***48.7***	***6,914***	***51.3***	***13,481***

* DISTRICT (depicted in the graphic above) represents a summary of the ten comprehensive high schools only.

DISTRICT SUMMARY

Enrollment, October 1995
High School Registration and Residency

High School by Neighborhood Area *

High School	Enrollment from WITHIN Assigned Neighborhood Area		Enrollment from OUTSIDE Assigned Neighborhood Area		Total Enrollment
	Number	Percent	Number	Percent	
Benson	0	0.0	1,457	100.0	1,457
Cleveland	924	75.9	294	24.1	1,218
Franklin	1,312	80.8	312	19.2	1,624
Grant	1,163	76.5	358	23.5	1,521
Jefferson	894	83.7	174	16.3	1,068
Lincoln	806	60.1	536	39.9	1,342
Madison	1,145	87.3	167	12.7	1,312
Marshall	1,073	85.0	190	15.0	1,263
Roosevelt	1,146	89.1	140	10.9	1,286
Wilson	1,270	91.4	120	8.6	1,390
Total	***9,733***	***72.2***	***3,748***	***27.8***	***13,481***

Neighborhood Area by Local High School

Neighborhood Area	Students Enrolled at the LOCAL High School		Students Enrolled at OTHER P.P.S. Schools **		P.P.S. Students Residing in Area
	Number	Percent	Number	Percent	
Cleveland	924	65.2	494	34.8	1,418
Franklin	1,312	63.6	750	36.4	2,062
Grant	1,163	69.2	518	30.8	1,681
Jefferson	894	39.8	1,350	60.2	2,244
Lincoln	806	86.8	123	13.2	929
Madison	1,145	57.5	848	42.5	1,993
Marshall	1,073	67.5	516	32.5	1,589
Roosevelt	1,146	73.6	411	26.4	1,557
Wilson	1,270	83.1	258	16.9	1,528
Total	***9,733***	***64.9***	***5,268***	***35.1***	***15,001***

* Neighborhood Area refers to an assigned geographic area surrounding each school from which the school draws most of its student enrollment. Benson High does not have an assigned geographic enrollment area, rather draws students from the entire District.

** Students Enrolled at Other P.P.S. Schools category includes students enrolled at other District high schools and also students enrolled at P.P.S. alternative schools and programs.

DISTRICT SUMMARY

Enrollment, October 1995
High School Registration and Residency

High Schools: Minority Enrollment by Neighborhood Area *

School	Neighborhood Area Student Population										Total Enrollment
	Cleveland	Franklin	Grant	Jefferson	Lincoln	Madison	Marshall	Roosevelt	Wilson	Unknown	
Benson	33.1%	36.6%	46.3%	56.9%	8.3%	34.0%	40.0%	32.1%	14.6%	42.4%	41.7%
Minority #	42	64	81	223	1	81	40	42	6	28	608
Total #	127	175	175	392	12	238	100	131	41	66	1,457
Cleveland	22.5%	31.5%	61.5%	50.8%	58.3%	64.7%	27.4%	69.2%	38.5%	N/A	27.3%
Minority #	208	29	16	30	7	11	17	9	5	0	332
Total #	924	92	26	59	12	17	62	13	13	0	1,218
Franklin	22.7%	24.0%	50.0%	82.4%	N/A	34.4%	25.9%	20.0%	N/A	N/A	25.1%
Minority #	20	315	4	14	0	11	42	1	0	0	407
Total #	88	1,312	8	17	0	32	162	5	0	0	1,624
Grant	37.0%	43.3%	30.4%	67.1%	75.0%	47.1%	60.0%	58.3%	100.0%	N/A	36.2%
Minority #	10	13	353	96	3	64	3	7	1	0	550
Total #	27	30	1,163	143	4	136	5	12	1	0	1,521
Jefferson	28.6%	33.3%	80.7%	77.2%	33.3%	72.7%	100.0%	70.3%	N/A	N/A	75.9%
Minority #	4	3	67	690	2	16	3	26	0	0	811
Total #	14	9	83	894	6	22	3	37	0	0	1,068
Lincoln	19.8%	13.5%	15.6%	31.9%	11.0%	22.4%	7.7%	47.6%	22.0%	N/A	15.0%
Minority #	17	12	17	22	89	11	1	10	22	0	201
Total #	86	89	109	69	806	49	13	21	100	0	1,342
Madison	42.9%	35.3%	65.5%	68.3%	N/A	37.7%	19.2%	60.0%	N/A	N/A	39.9%
Minority #	3	6	19	56	0	432	5	3	0	0	524
Total #	7	17	29	82	0	1,145	26	5	1	0	1,312
Marshall	34.8%	29.8%	100.0%	75.0%	N/A	41.3%	25.4%	50.0%	100.0%	N/A	27.6%
Minority #	8	28	3	15	0	19	273	1	1	0	348
Total #	23	94	3	20	1	46	1,073	2	1	0	1,263
Roosevelt	N/A	N/A	72.7%	49.6%	N/A	100.0%	N/A	37.2%	N/A	N/A	38.8%
Minority #	0	0	8	61	0	4	0	426	0	0	499
Total #	0	1	11	123	1	4	0	1,146	0	0	1,286
Wilson	11.8%	12.5%	57.1%	66.7%	21.6%	50.0%	N/A	75.0%	12.4%	N/A	14.6%
Minority #	2	1	4	24	8	3	0	3	158	0	203
Total #	17	8	7	36	37	6	5	4	1,270	0	1,390
Summary	***23.9%***	***25.8%***	***35.4%***	***67.1%***	***12.5%***	***38.5%***	***26.5%***	***38.4%***	***13.5%***	***42.4%***	***33.3%***
Minority #	314	471	572	1,231	110	652	384	528	193	28	4,483
Total #	1,313	1,827	1,614	1,835	879	1,695	1,449	1,376	1,427	66	13,481

* Neighborhood Area refers to an assigned geographic area surrounding each school from which the school draws most of its student enrollment. Benson High does not have an assigned geographic enrollment area, rather draws students from the entire District.

DISTRICT SUMMARY

Enrollment, October 1995
FRESHMAN CLASS: High School by Previous School

Previous School	High School										Total
	Benson	Cleveland	Franklin	Grant	Jefferson	Lincoln	Madison	Marshall	Roosevelt	Wilson	
Beaumont	38	2	0	149	6	25	4	0	0	0	224
	8.6%	0.5%	0.0%	36.1%	1.4%	5.9%	1.1%	0.0%	0.0%	0.0%	
Binnsmead	21	4	10	6	3	1	56	127	0	0	228
	4.8%	1.1%	2.4%	1.5%	0.7%	0.2%	15.3%	32.6%	0.0%	0.0%	
Fernwood	32	1	1	109	5	20	0	1	0	1	170
	7.2%	0.3%	0.2%	26.4%	1.2%	4.7%	0.0%	0.3%	0.0%	0.3%	
George	7	1	1	1	2	1	0	1	149	0	163
	1.6%	0.3%	0.2%	0.2%	0.5%	0.2%	0.0%	0.3%	31.0%	0.0%	
Gray	2	1	0	1	0	9	0	2	0	128	143
	0.5%	0.3%	0.0%	0.2%	0.0%	2.1%	0.0%	0.5%	0.0%	37.5%	
Gregory Hts.	39	2	4	38	3	7	160	3	0	0	256
	8.8%	0.5%	1.0%	9.2%	0.7%	1.7%	43.6%	0.8%	0.0%	0.0%	
Hosford	20	144	9	1	0	9	0	0	0	0	183
	4.5%	39.6%	2.2%	0.2%	0.0%	2.1%	0.0%	0.0%	0.0%	0.0%	
Jackson	13	2	0	0	1	12	0	0	0	149	177
	2.9%	0.5%	0.0%	0.0%	0.2%	2.8%	0.0%	0.0%	0.0%	43.7%	
Kellogg	23	9	161	1	1	2	3	10	0	0	210
	5.2%	2.5%	39.3%	0.2%	0.2%	0.5%	0.8%	2.6%	0.0%	0.0%	
Lane	17	4	25	0	1	1	5	126	1	0	180
	3.8%	1.1%	6.1%	0.0%	0.2%	0.2%	1.4%	32.4%	0.2%	0.0%	
Mt. Tabor	26	4	123	5	0	14	1	4	0	0	177
	5.9%	1.1%	30.0%	1.2%	0.0%	3.3%	0.3%	1.0%	0.0%	0.0%	
Ockley Green	53	2	1	6	79	6	2	4	25	3	181
	12.0%	0.5%	0.2%	1.5%	18.8%	1.4%	0.5%	1.0%	5.2%	0.9%	
Portsmouth	13	2	2	3	5	4	0	1	106	1	137
	2.9%	0.5%	0.5%	0.7%	1.2%	0.9%	0.0%	0.3%	22.1%	0.3%	
Sellwood	10	125	5	0	1	10	0	1	1	0	153
	2.3%	34.3%	1.2%	0.0%	0.2%	2.4%	0.0%	0.3%	0.2%	0.0%	
Tubman	20	2	1	17	85	1	2	1	7	0	136
	4.5%	0.5%	0.2%	4.1%	20.2%	0.2%	0.5%	0.3%	1.5%	0.0%	
West Sylvan	8	0	0	1	0	224	0	0	1	3	237
	1.8%	0.0%	0.0%	0.2%	0.0%	52.8%	0.0%	0.0%	0.2%	0.9%	
Whitaker	51	8	4	17	64	3	76	3	7	1	234
	11.5%	2.2%	1.0%	4.1%	15.2%	0.7%	20.7%	0.8%	1.5%	0.3%	
Other	49	51	63	58	164	75	58	105	183	55	861
	11.1%	14.0%	15.4%	14.0%	39.0%	17.7%	15.8%	27.0%	38.1%	16.1%	
Total	***442***	***364***	***410***	***413***	***420***	***424***	***367***	***389***	***480***	***341***	***4,050***
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

Percents are column percents, based on column totals, i.e., high school enrollment totals.

The "other" category includes students who in the previous year were not enrolled in the District, enrolled in a District alternative school or program, or high school freshmen not promoted to tenth grade.

DISTRICT SUMMARY

Attendance and Membership, 1995-96
High Schools: Average Daily Attendance and Membership

School		Grade Level 09	10	11	12	UN *	Total	October 1995 Enrollment
Benson	Attendance	94.3%	92.8%	94.0%	93.8%	.0%	93.7%	1,457
	Membership	424	359	317	301	0	1,401	
Cleveland	Attendance	94.7%	93.9%	94.9%	96.3%	97.7%	95.0%	1,218
	Membership	345	277	259	261	17	1,159	
Franklin	Attendance	88.1%	89.7%	90.3%	91.6%	83.7%	89.7%	1,624
	Membership	378	379	341	333	39	1,470	
Grant	Attendance	90.6%	88.3%	90.9%	89.5%	83.7%	89.7%	1,521
	Membership	399	377	333	323	27	1,459	
Jefferson	Attendance	62.0%	63.6%	67.3%	69.6%	61.3%	64.6%	1,068
	Membership	368	216	176	173	35	968	
Lincoln	Attendance	97.2%	96.5%	96.2%	95.7%	.0%	96.5%	1,342
	Membership	413	353	282	257	0	1,305	
Madison	Attendance	83.0%	80.2%	81.4%	83.7%	83.7%	82.0%	1,312
	Membership	342	314	259	239	36	1,190	
Marshall	Attendance	91.4%	92.1%	94.4%	96.1%	90.3%	93.1%	1,263
	Membership	348	271	204	255	33	1,111	
Roosevelt	Attendance	79.7%	84.1%	87.3%	90.9%	81.0%	84.1%	1,286
	Membership	428	310	221	199	67	1,225	
Wilson	Attendance	93.6%	91.2%	92.1%	93.0%	95.1%	92.4%	1,390
	Membership	332	377	315	309	5	1,338	
Summary	***Attendance***	***87.5%***	***88.2%***	***89.8%***	***90.8%***	***81.9%***	***88.7%***	***13,481***
	Membership	***3,777***	***3,233***	***2,707***	***2,649***	***258***	***12,626***	

* The category titled 'UN' represents ungraded, unassigned or unclassified students, e.g. special education students who attend special education classes in separate classrooms.

Average Daily Attendance rate is calculated by dividing the total number of pupil/days present by the total number of pupil/days offered by each school.

Average Daily Membership represents the average number of students enroiled during the 1995-96 school year. Average Daily Membership is calculated by dividing the sum of pupil/days offered (includes both days present and absent) by the total number of school days.

October 1995 enrollment counts are provided for comparative purposes.

DISTRICT SUMMARY

Major Discipline Referrals, 1995-96
High School by Ethnicity

School / Discipline Action	American Indian		European American		African American		Asian American		Hispanic American		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Benson	**3**	*	**45**	**5.3**	**22**	**6.6**	**15**	**7.2**	**0**	**0.0**	**85**	**5.8**
Suspension	2	*	36	4.2	15	4.5	10	4.8	0	0.0	63	4.3
Expulsion	0	*	3	0.4	0	0.0	5	2.4	0	0.0	8	0.5
Repeat Referral	1	*	6	0.7	7	2.1	0	0.0	0	0.0	14	1.0
Cleveland	**1**	**3.8**	**43**	**4.9**	**18**	**19.8**	**10**	**6.6**	**2**	**3.2**	**74**	**6.1**
Suspension	1	3.8	33	3.7	15	16.5	9	5.9	2	3.2	60	4.9
Expulsion	0	0.0	7	0.8	0	0.0	0	0.0	0	0.0	7	0.6
Repeat Referral	0	0.0	3	0.3	3	3.3	1	0.7	0	0.0	7	0.6
Franklin	**4**	**14.8**	**87**	**7.1**	**13**	**15.7**	**18**	**8.0**	**3**	**4.2**	**125**	**7.7**
Suspension	4	14.8	68	5.6	9	10.8	18	8.0	2	2.8	101	6.2
Expulsion	0	0.0	6	0.5	0	0.0	0	0.0	1	1.4	7	0.4
Repeat Referral	0	0.0	13	1.1	4	4.8	0	0.0	0	0.0	17	1.0
Grant	**2**	*	**49**	**5.0**	**99**	**28.9**	**17**	**14.4**	**5**	**7.4**	**172**	**11.3**
Suspension	2	*	39	4.0	65	19.0	15	12.7	5	7.4	126	8.3
Expulsion	0	*	3	0.3	0	0.0	0	0.0	0	0.0	3	0.2
Repeat Referral	0	*	7	0.7	34	9.9	2	1.7	0	0.0	43	2.8
Jefferson	**2**	*	**19**	**7.4**	**235**	**35.6**	**3**	**4.3**	**8**	**11.6**	**267**	**25.0**
Suspension	1	*	14	5.4	156	23.6	1	1.4	6	8.7	178	16.7
Expulsion	0	*	0	0.0	6	0.9	2	2.9	1	1.4	9	0.8
Repeat Referral	1	*	5	1.9	73	11.1	0	0.0	1	1.4	80	7.5
Lincoln	**1**	*	**39**	**3.4**	**10**	**15.9**	**1**	**1.2**	**0**	**0.0**	**51**	**3.8**
Suspension	1	*	36	3.2	8	12.7	1	1.2	0	0.0	46	3.4
Expulsion	0	*	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Repeat Referral	0	*	3	0.3	2	3.2	0	0.0	0	0.0	5	0.4
Madison	**2**	**7.7**	**86**	**10.9**	**60**	**35.1**	**23**	**9.5**	**14**	**16.5**	**185**	**14.1**
Suspension	1	3.8	63	8.0	44	25.7	18	7.4	7	8.2	133	10.1
Expulsion	0	0.0	2	0.3	5	2.9	2	0.8	1	1.2	10	0.8
Repeat Referral	1	3.8	21	2.7	11	6.4	3	1.2	6	7.1	42	3.2
Marshall	**5**	**13.5**	**36**	**3.9**	**4**	**5.7**	**8**	**4.8**	**0**	**0.0**	**53**	**4.2**
Suspension	2	5.4	17	1.9	3	4.3	4	2.4	0	0.0	26	2.1
Expulsion	2	5.4	14	1.5	1	1.4	2	1.2	0	0.0	19	1.5
Repeat Referral	1	2.7	5	0.5	0	0.0	2	1.2	0	0.0	8	0.6
Roosevelt	**8**	**13.3**	**42**	**5.3**	**40**	**21.6**	**5**	**3.6**	**13**	**11.2**	**108**	**8.4**
Suspension	5	8.3	34	4.3	30	16.2	5	3.6	12	10.3	86	6.7
Expulsion	1	1.7	3	0.4	1	0.5	0	0.0	0	0.0	5	0.4
Repeat Referral	2	3.3	5	0.6	9	4.9	0	0.0	1	0.9	17	1.3
Wilson	**1**	*	**57**	**4.8**	**18**	**22.5**	**0**	**0.0**	**4**	**8.7**	**80**	**5.8**
Suspension	1	*	43	3.6	14	17.5	0	0.0	3	6.5	61	4.4
Expulsion	0	*	7	0.6	0	0.0	0	0.0	0	0.0	7	0.5
Repeat Referral	0	*	7	0.6	4	5.0	0	0.0	1	2.2	12	0.9
Summary	***29***	***11.3***	***503***	***5.6***	***519***	***25.0***	***100***	***6.8***	***49***	***7.3***	***1,200***	***8.9***
Suspension	20	7.8	383	4.3	359	17.3	81	5.5	37	5.5	880	6.5
Expulsion	3	1.2	45	0.5	13	0.6	11	0.7	3	0.4	75	0.6
Repeat Referral	6	2.3	75	0.8	147	7.1	8	0.5	9	1.3	245	1.8

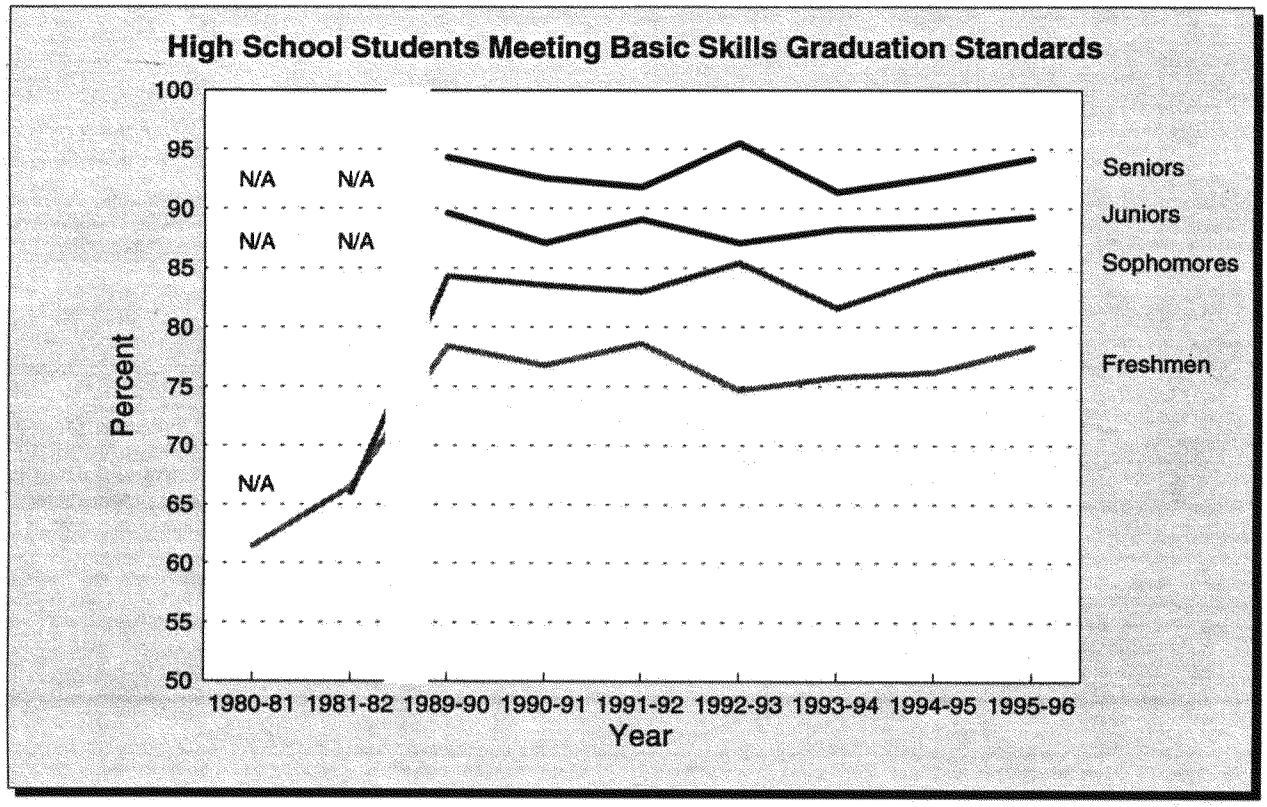
* Percentages are based on October 1 enrollment counts. Discipline rates are omitted where enrollment counts fall below 25 students. Percents based on a small number of students are not statistically sound and do NOT support comparison.

Students may receive more than one major discipline referral. Suspension and Expulsion counts reflect students' first referrals only. These counts are unduplicated and combined represent the total number of students receiving major discipline referrals. Repeat Referral counts reflect subsequent discipline referrals. Repeat Referrals counts, combined with suspension and expulsion counts, represent the total incidents of major discipline referrals.

See the Introduction section for more detailed information on the data provided on this page.

DISTRICT SUMMARY

Graduations Standards Progress Historical, 1981, 1982, and 1990 - 1996
Comprehensive High School Students Meeting Basic Skills Standards

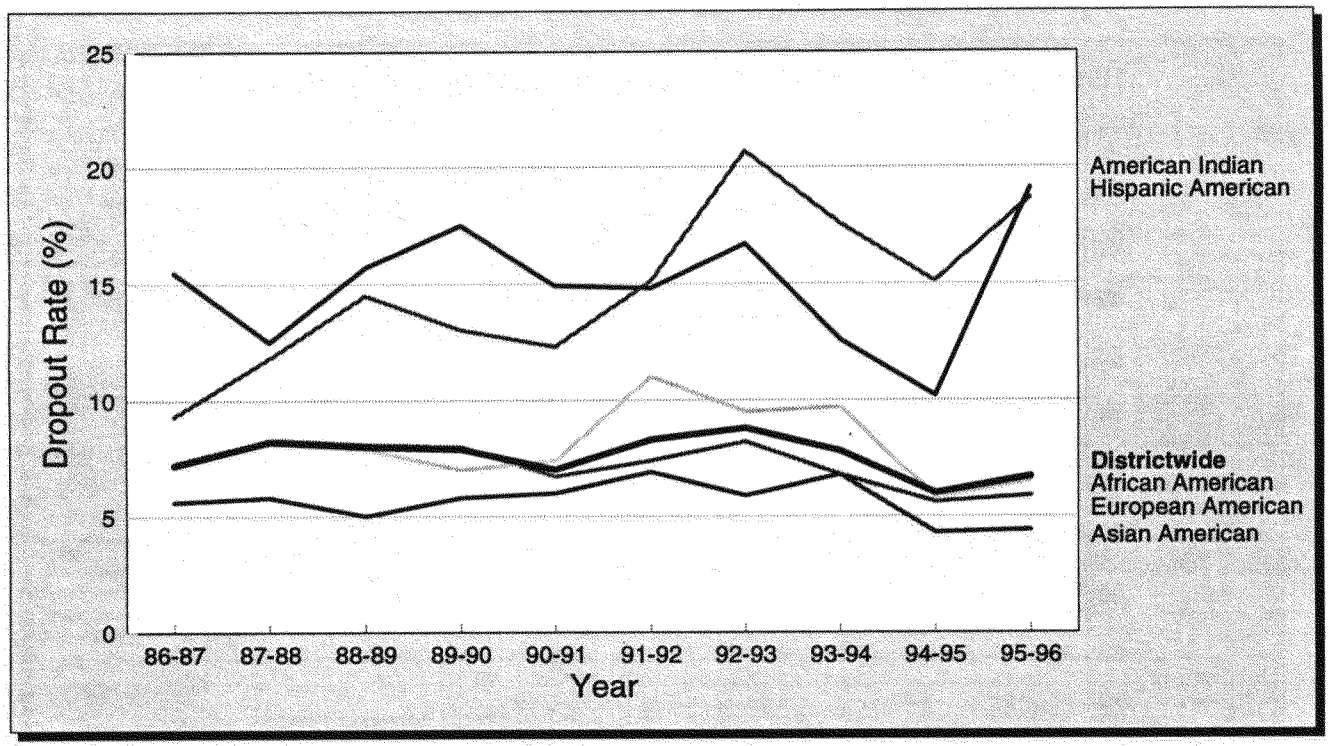


Class / Year	1980-81	1981-82	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
Freshman	**61.5%**	**66.5%**	**78.4%**	**76.8%**	**78.6%**	**74.7%**	**75.7%**	**76.2%**	**78.3%**
Meeting Standard	1,750	2,223	2,484	2,339	2,467	2,551	2,639	2,246	2,540
Number Tested	2,846	3,343	3,168	3,046	3,139	3,417	3,484	2,948	3,242
Sophomore	**N/A**	**66.0%**	**84.3%**	**83.5%**	**83.0%**	**85.4%**	**81.6%**	**84.4%**	**86.3%**
Meeting Standard	N/A	2,054	2,374	2,409	2,293	2,423	2,422	2,221	2,526
Number Tested	N/A	3,112	2,816	2,885	2,763	2,837	2,969	2,632	2,928
Junior	**N/A**	**N/A**	**89.6%**	**87.1%**	**89.1%**	**87.1%**	**88.2%**	**88.5%**	**89.3%**
Meeting Standard	N/A	N/A	2,253	2,116	2,264	2,088	2,205	2,116	2,180
Number Tested	N/A	N/A	2,515	2,429	2,541	2,397	2,499	2,390	2,441
Senior	**N/A**	**N/A**	**94.3%**	**92.5%**	**91.8%**	**95.5%**	**91.4%**	**92.6%**	**94.2%**
Meeting Standard	N/A	N/A	2,280	2,159	2,152	2,296	2,166	2,147	2,372
Number Tested	N/A	N/A	2,418	2,334	2,344	2,403	2,371	2,318	2,517

Graphic and table were provided by the Research and Evaluation Department. See the Introduction section for more detailed information on the data provided on this page.

DISTRICT SUMMARY

Dropout Rates Historical, 1986-87 Through 1995-96
Comprehensive High School Students Districtwide by Ethnicity



Year	American Indian		European American		African American		Asian American		Hispanic American		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
1986-87	37	15.5	759	7.2	151	7.3	77	5.6	25	9.3	1,049	7.2
1987-88	32	12.5	849	8.3	178	8.3	79	5.8	30	11.8	1,168	8.2
1988-89	39	15.7	768	8.1	161	7.9	68	5.0	40	14.5	1,076	8.0
1989-90	43	17.5	731	8.0	140	7.0	80	5.8	40	13.0	1,034	7.9
1990-91	35	14.9	607	6.7	147	7.4	86	6.0	48	12.3	923	7.0
1991-92	41	14.8	676	7.4	225	11.0	102	6.9	65	15.1	1,109	8.3
1992-93	42	16.7	759	8.2	193	9.5	92	5.9	111	20.7	1,197	8.8
1993-94	34	12.6	630	6.8	207	9.7	106	6.8	106	17.6	1,083	7.8
1994-95	25	10.2	494	5.6	124	5.8	63	4.3	92	15.1	798	6.0
1995-96	**49**	**19.1**	**528**	**5.9**	**135**	**6.5**	**65**	**4.4**	**126**	**18.7**	**903**	**6.7**

Dropouts are defined as students who withdrew from school prior to obtaining a high school diploma and did not re-enroll in another diploma program. These include students who withdrew after passing compulsory attendance age, being issued work permits, or for other reasons. Students are included based on leave codes entered on the student database by school personnel. Percentages are based on October 1 enrollment counts.

Methods for calculating dropouts have evolved over time, and thus year-to-year rates must be compared with caution. Most notably, summer dropouts (students withdrawing during summer months) were not included in calculating dropout rates until 1992-93.

DISTRICT SUMMARY

Dropout Rates Historical, 1986-87 Through 1995-96
High School by Year

School	1986-87	1987-88	1988-89	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
Benson	0.3%	1.4%	2.1%	1.4%	1.9%	2.8%	2.9%	2.0%	1.6%	1.2%
	5	21	34	21	28	39	40	28	22	17
Cleveland	11.6%	11.9%	11.4%	13.6%	10.9%	12.5%	9.6%	8.8%	7.0%	6.4%
	168	175	165	198	158	174	130	123	89	78
Franklin	11.4%	10.9%	9.5%	11.4%	8.3%	8.5%	9.7%	5.8%	4.2%	5.0%
	167	158	122	151	114	125	149	92	65	82
Grant	5.6%	8.1%	5.7%	4.9%	7.5%	8.9%	8.5%	8.9%	6.3%	3.6%
	98	151	94	77	117	135	136	152	101	54
Jefferson	6.9%	6.8%	3.8%	6.9%	6.3%	10.9%	10.5%	13.7%	6.8%	11.0%
	105	104	47	83	70	125	120	154	76	118
Lincoln	3.9%	5.3%	5.4%	4.1%	3.9%	3.4%	4.7%	4.2%	2.9%	2.1%
	51	66	63	45	43	39	59	52	37	28
Madison	11.5%	12.6%	11.5%	13.1%	10.8%	8.6%	11.0%	9.4%	7.5%	8.2%
	155	159	139	162	136	112	148	129	98	108
Marshall	10.7%	8.8%	13.0%	6.2%	6.9%	13.2%	13.8%	12.7%	12.7%	13.2%
	126	94	137	69	81	172	183	164	158	167
Roosevelt	7.1%*	10.5%	16.1%	12.0%	11.3%	10.2%	15.5%	11.5%	10.6%	13.8%
	76	110	166	114	111	109	173	138	125	178
Wilson	5.3%	7.3%	6.4%	7.0%	4.1%	5.0%	3.9%	3.4%	1.9%	5.3%
	98	130	109	114	65	79	59	51	27	73
Summary	***7.2%***	***8.2%***	***8.0%***	***7.9%***	***7.0%***	***8.3%***	***8.8%***	***7.8%***	***6.0%***	***6.7%***
	1,049	1,168	1,076	1,034	923	1,109	1,197	1,083	798	903

* This rate is artificially low due to data problems.

Dropouts are defined as students who withdrew from school prior to obtaining a high school diploma and did not re-enroll in another diploma program. These include students who withdrew after passing compulsory attendance age, being issued work permits, or for other reasons. Students are included based on leave codes entered on the student database by school personnel. Percentages are based on October 1 enrollment counts.

Methods for calculating dropouts have evolved over time, and thus year-to-year rates must be compared with caution. Most notably, summer dropouts (students withdrawing during summer months) were not included in calculating dropout rates until 1992-93.

DISTRICT SUMMARY

Dropout Rates, 1995-96

High School by Class

School	Freshman		Sophomore		Junior		Senior	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Benson	2	0.5	5	1.3	3	0.9	7	2.3
Cleveland	18	4.9	22	7.4	18	6.5	20	7.5
Franklin	22	5.4	13	3.0	22	5.6	25	7.0
Grant	22	5.3	15	3.7	10	2.9	7	2.1
Jefferson	60	14.3	24	10.0	15	7.7	19	10.6
Lincoln	5	1.2	3	0.8	6	2.0	14	5.6
Madison	29	7.9	34	9.6	28	9.9	17	6.3
Marshall	43	11.1	43	13.4	36	15.2	45	15.8
Roosevelt	62	12.9	43	14.0	36	15.5	37	19.0
Wilson	35	10.3	14	3.6	13	3.8	11	3.5
Summary	***298***	***7.4***	***216***	***6.2***	***187***	***6.4***	***202***	***7.3***

High School by Ethnicity

School	American Indian		European American		African American		Asian American		Hispanic American	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Benson	0	*	12	1.4	2	0.6	2	1.0	1	2.3
Cleveland	4	15.4	55	6.2	7	7.7	5	3.3	7	11.1
Franklin	2	7.4	59	4.8	5	6.0	8	3.6	8	11.1
Grant	2	*	14	1.4	15	4.4	6	5.1	17	25.0
Jefferson	8	*	40	15.6	43	6.5	5	7.2	22	31.9
Lincoln	3	*	20	1.8	2	3.2	2	2.3	1	2.5
Madison	4	15.4	57	7.2	13	7.6	15	6.2	19	22.4
Marshall	13	35.1	121	13.2	12	17.1	10	6.0	11	15.1
Roosevelt	11	18.3	93	11.8	30	16.2	8	5.8	36	31.0
Wilson	2	*	57	4.8	6	7.5	4	6.3	4	8.7
Summary	***49***	***19.1***	***528***	***5.9***	***135***	***6.5***	***65***	***4.4***	***126***	***18.7***

* Percentages are based on October 1 enrollment counts. Dropout rates are omitted where enrollment counts fall below 25 students. Percents based on a small number of students are not statistically sound and do NOT support comparison.

DISTRICT SUMMARY

Dropout Rates, 1995-96

High School by Gender

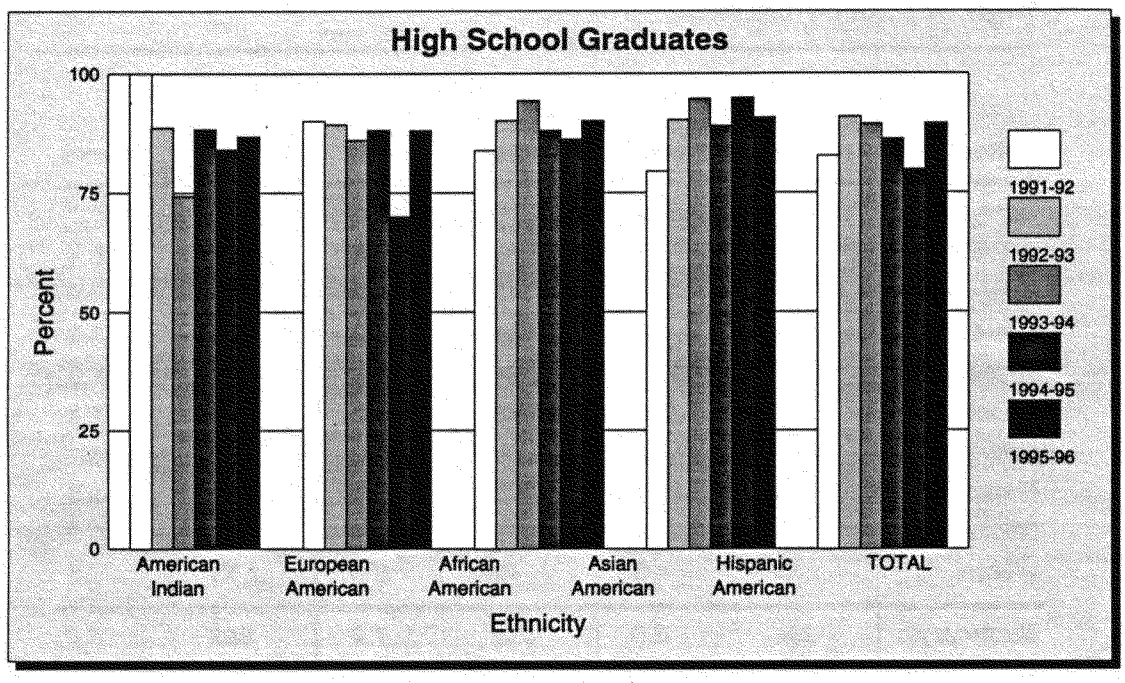
School	Female		Male		Total	
	Number	Percent	Number	Percent	Number	Percent
Benson	7	1.3	10	1.1	17	1.2
Cleveland	40	6.2	38	6.6	78	6.4
Franklin	34	4.3	48	5.8	82	5.0
Grant	23	3.1	31	4.0	54	3.6
Jefferson	57	10.3	61	11.8	118	11.0
Lincoln	15	2.0	13	2.2	28	2.1
Madison	40	6.3	68	10.0	108	8.2
Marshall	65	11.0	102	15.1	167	13.2
Roosevelt	80	12.9	98	14.7	178	13.8
Wilson	33	4.9	40	5.6	73	5.3
Summary	***394***	***6.0***	***509***	***7.4***	***903***	***6.7***

Percentages are based on October 1 enrollment counts.

DISTRICT SUMMARY

Graduates Historical, 1991-92 Through 1995-96

Comprehensive High School Students Districtwide by Ethnicity and Year *



Ethnicity	1991-92	1992-93	1993-94	1994-95	1995-96
American Indian	**100.0%**	**90.0%**	**83.8%**	**79.4%**	**82.6%**
Graduates	46	45	31	27	38
October Enrollment	46	50	37	34	46
European American	**88.7%**	**89.3%**	**90.1%**	**90.3%**	**90.9%**
Graduates	1,629	1,687	1,631	1,606	1,705
October Enrollment	1,837	1,890	1,810	1,778	1,876
African American	**74.3%**	**86.0%**	**94.3%**	**94.7%**	**89.3%**
Graduates	272	300	283	340	302
October Enrollment	366	349	300	359	338
Asian American	**88.3%**	**88.1%**	**88.1%**	**89.0%**	**86.2%**
Graduates	340	334	339	316	324
October Enrollment	385	379	385	355	376
Hispanic American	**84.1%**	**70.0%**	**86.2%**	**94.9%**	**79.8%**
Graduates	74	63	81	94	91
October Enrollment	88	90	94	99	114
Total	***86.7%***	***88.1%***	***90.1%***	***90.8%***	***89.5%***
Graduates	2,361	2,429	2,365	2,383	2,460
October Enrollment	2,722	2,758	2,626	2,625	2,750

* Data summarized here represent high school graduates from the ten comprehensive high schools only. (Some alternative programs within P.P.S. also award high school diplomas.) Graduates include students receiving either standard or modified diplomas.

DISTRICT SUMMARY

Graduates Historical, 1991-92 Through 1995-96
High School by Year

School	1991-92	1992-93	1993-94	1994-95	1995-96
BENSON	92.3%	93.7%	92.1%	94.8%	89.2%
Graduates	301	269	269	273	273
October Enrollment	326	287	292	288	306
CLEVELAND	86.1%	87.7%	87.8%	83.0%	90.3%
Graduates	254	271	230	210	242
October Enrollment	295	309	262	253	268
FRANKLIN	85.4%	78.9%	83.4%	92.9%	80.8%
Graduates	251	258	281	288	287
October Enrollment	294	327	337	310	355
GRANT	80.0%	81.9%	84.7%	91.5%	98.2%
Graduates	240	263	271	322	321
October Enrollment	300	321	320	352	327
JEFFERSON	74.6%	97.2%	112.7%	101.6%	98.9%
Graduates	150	172	160	192	177
October Enrollment	201	177	142	189	179
LINCOLN	88.4%	96.2%	93.8%	95.7%	95.6%
Graduates	229	255	255	243	241
October Enrollment	259	265	272	254	252
MADISON	89.3%	79.9%	81.8%	76.4%	74.3%
Graduates	243	247	243	194	202
October Enrollment	272	309	297	254	272
MARSHALL	75.8%	79.5%	81.7%	83.0%	81.4%
Graduates	179	175	183	186	232
October Enrollment	236	220	224	224	285
ROOSEVELT	81.5%	97.5%	102.6%	107.5%	94.4%
Graduates	154	158	156	171	184
October Enrollment	189	162	152	159	195
WILSON	102.9%	94.8%	96.6%	88.9%	96.8%
Graduates	360	361	317	304	301
October Enrollment	350	381	328	342	311
TOTAL	***86.7%***	***88.1%***	***90.1%***	***90.8%***	***89.5%***
Graduates	2,361	2,429	2,365	2,383	2,460
October Enrollment	2,722	2,758	2,626	2,625	2,750

Graduates include students receiving either standard or modified diplomas.

DISTRICT SUMMARY

Graduates, 1995-96
High School by Ethnicity and Gender

School	Ethnicity					Gender		Total
	American Indian	European American	African American	Asian American	Hispanic American	Male	Female	
BENSON	*	94%	84%	82%	*	95%	86%	89%
Graduates	5	169	56	36	7	107	166	273
October Enrollment	5	179	67	44	11	113	193	306
CLEVELAND	*	100%	*	67%	*	93%	88%	90%
Graduates	5	191	8	31	7	137	105	242
October Enrollment	5	191	15	46	11	148	120	268
FRANKLIN	*	77%	*	95%	*	84%	78%	81%
Graduates	4	206	15	53	9	145	142	287
October Enrollment	7	268	12	56	12	172	183	355
GRANT	*	97%	116%	94%	*	104%	93%	98%
Graduates	3	217	59	33	9	160	161	321
October Enrollment	5	224	51	35	12	154	173	327
JEFFERSON	*	100%	94%	*	*	102%	95%	99%
Graduates	0	47	100	20	10	105	72	177
October Enrollment	2	47	106	16	8	103	76	179
LINCOLN	*	96%	*	*	*	96%	95%	96%
Graduates	1	211	5	18	6	146	95	241
October Enrollment	1	219	7	17	8	152	100	252
MADISON	*	75%	*	74%	*	77%	71%	74%
Graduates	6	124	13	50	9	111	91	202
October Enrollment	6	166	21	68	11	144	128	272
MARSHALL	*	81%	*	88%	*	88%	75%	81%
Graduates	7	161	9	45	10	127	105	232
October Enrollment	7	199	15	51	13	145	140	285
ROOSEVELT	*	102%	*	88%	*	98%	91%	94%
Graduates	4	126	18	22	14	98	86	184
October Enrollment	6	124	23	25	17	100	95	195
WILSON	*	98%	*	*	*	102%	92%	97%
Graduates	3	253	19	16	10	154	147	301
October Enrollment	2	259	21	18	11	151	160	311
TOTAL	***83%***	***91%***	***89%***	***86%***	***80%***	***93%***	***86%***	***89%***
Graduates	38	1,705	302	324	91	1,290	1,170	2,460
October Enrollment	46	1,876	338	376	114	1,382	1,368	2,750

* Graduation rates are omitted where enrollment counts fall below 25 students. Percents based on a small number of students are not statistically sound and do NOT support comparison.

Graduates include students receiving either standard or modified diplomas.

DISTRICT SUMMARY

Graduates, 1995-96
High School by Gender Within Ethnicity

School	American Indian		European American		African American		Asian American		Hispanic American	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
BENSON	*	*	113%	87%	78%	89%	*	*	*	*
Graduates	3	2	59	110	25	31	17	19	3	4
October Enrollment	3	2	52	127	32	35	22	22	4	7
CLEVELAND	*	*	99%	101%	*	*	*	*	*	*
Graduates	4	1	106	85	6	2	17	14	4	3
October Enrollment	4	1	107	84	9	6	22	24	6	5
FRANKLIN	*	*	84%	69%	*	*	*	94%	*	*
Graduates	0	4	116	90	3	12	23	30	3	6
October Enrollment	3	4	138	130	2	10	24	32	5	7
GRANT	*	*	99%	95%	128%	*	*	*	*	*
Graduates	2	1	97	120	37	22	17	16	7	2
October Enrollment	3	2	98	126	29	22	16	19	8	4
JEFFERSON	*	*	115%	*	95%	93%	*	*	*	*
Graduates	0	0	30	17	59	41	10	10	6	4
October Enrollment	1	1	26	21	62	44	8	8	6	2
LINCOLN	*	*	97%	95%	*	*	*	*	*	*
Graduates	1	0	127	84	2	3	12	6	4	2
October Enrollment	1	0	131	88	2	5	13	4	5	3
MADISON	*	*	76%	74%	*	*	77%	*	*	*
Graduates	2	4	60	64	8	5	34	16	7	2
October Enrollment	3	3	79	87	9	12	44	24	9	2
MARSHALL	*	*	88%	74%	*	*	93%	*	*	*
Graduates	2	5	91	70	2	7	28	17	4	6
October Enrollment	1	6	104	95	6	9	30	21	4	9
ROOSEVELT	*	*	110%	94%	*	*	*	*	*	*
Graduates	2	2	65	61	6	12	13	9	12	2
October Enrollment	2	4	59	65	11	12	14	11	14	3
WILSON	*	*	104%	91%	*	*	*	*	*	*
Graduates	2	1	135	118	4	15	10	6	3	7
October Enrollment	1	1	130	129	5	16	12	6	3	8
TOTAL	*	*	***96%***	***86%***	***91%***	***88%***	***88%***	***84%***	***83%***	***76%***
Graduates	18	20	886	819	152	150	181	143	53	38
October Enrollment	22	24	924	952	167	171	205	171	64	50

* Graduation rates are omitted where enrollment counts fall below 25 students. Percents based on a small number of students are not statistically sound and do NOT support comparison.

Graduates include students receiving either standard or modified diplomas.

DISTRICT SUMMARY

Senior Survey, June 1996
Post High School Plans

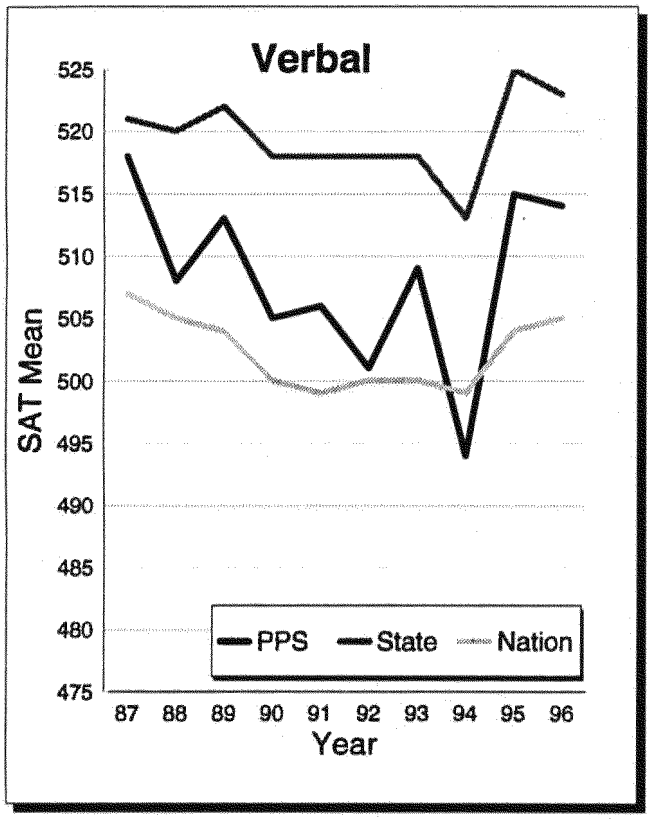
School (Return Rate) *	Further Education						Other			Total
	4 Year College	4 Year College & Part-Time Job	2 Year College	2 Year College & Part-Time Job	Vocational/ Technical School	Total	Full Time Work	Military	Not Sure/ Other	
Benson	30.6%	9.3%	19.9%	21.8%	1.9%	83.3%	9.3%	3.2%	4.2%	100.0%
(72.5%)	66	20	43	47	4	180	20	7	9	216
Cleveland	44.2%	0.0%	35.2%	0.0%	2.1%	81.5%	10.7%	2.1%	5.6%	100.0%
(91.4%)	103	0	82	0	5	190	25	5	13	233
Franklin	24.6%	2.5%	27.1%	17.4%	1.9%	73.5%	11.4%	2.8%	12.3%	100.0%
(93.8%)	78	8	86	55	6	233	36	9	39	317
Grant	53.9%	0.0%	27.1%	6.5%	1.9%	89.4%	4.5%	2.6%	3.5%	100.0%
(96.0%)	167	0	84	20	6	277	14	8	11	310
Jefferson	28.5%	1.5%	22.0%	5.5%	5.5%	63.0%	23.0%	1.0%	13.0%	100.0%
(96.2%)	57	3	44	11	11	126	46	2	26	200
Lincoln	67.1%	0.0%	9.9%	0.0%	0.4%	77.4%	9.5%	0.4%	12.7%	100.0%
(98.8%)	169	0	25	0	1	195	24	1	32	252
Madison	26.2%	0.9%	28.0%	15.4%	2.3%	72.9%	23.4%	1.4%	2.3%	100.0%
(93.9%)	56	2	60	33	5	156	50	3	5	214
Marshall	16.5%	3.6%	23.7%	21.9%	1.8%	67.4%	21.0%	4.0%	7.6%	100.0%
(83.3%)	37	8	53	49	4	151	47	9	17	224
Roosevelt	28.6%	3.6%	21.4%	13.6%	2.1%	69.3%	18.6%	5.7%	6.4%	100.0%
(76.1%)	40	5	30	19	3	97	26	8	9	140
Wilson	58.2%	0.0%	22.7%	2.0%	1.6%	84.5%	5.9%	2.0%	7.6%	100.0%
(97.7%)	177	0	69	6	5	257	18	6	23	304
Total	***39.4%***	***1.9%***	***23.9%***	***10.0%***	***2.1%***	***77.3%***	***12.7%***	***2.4%***	***7.6%***	***100.0%***
	950	46	576	240	50	1,862	306	58	184	2,410

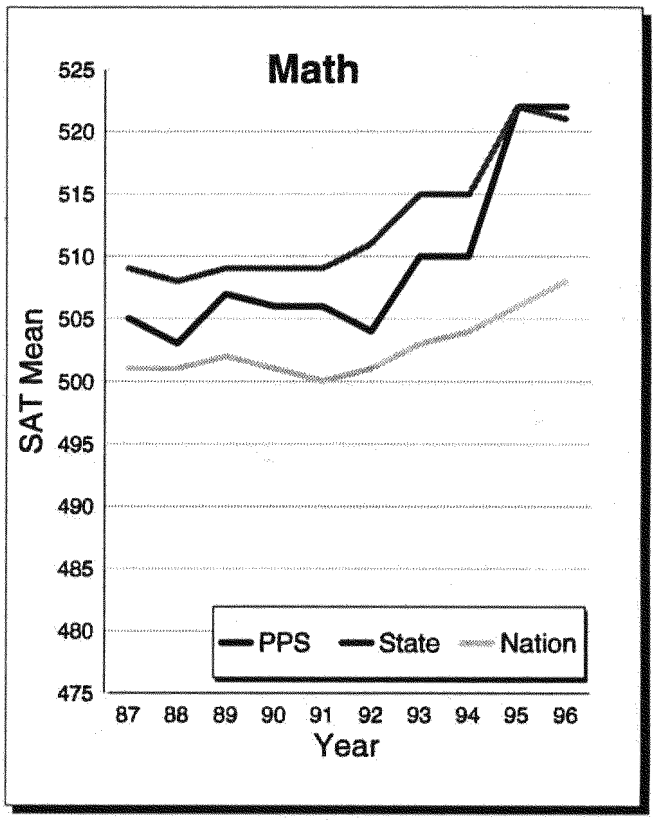
* Return Rate is calculated by dividing the number of seniors who completed and returned the survey into the total number of seniors enrolled at the time the survey was administered.

These data were provided by the Student Services Office. The Senior Survey is administered each spring to ascertain the future plans of high school seniors.

DISTRICT SUMMARY

Scholastic Assessment Test (SAT)
District, State and National Verbal and Math Means, 1987 Through 1996 *





Year	Verbal Aptitude PPS	*State*	Nation	Math Aptitude PPS	*State*	Nation	Combined Verbal and Math PPS	*State*	Nation	Number and Percent of Graduates Tested PPS	*State*	Nation
1987	**518**	*521*	507	**505**	*509*	501	**1023**	*1030*	1008	**1,359 (50%)**	*14,189 (42%)*	1,080,426 (N/A)
1988	**508**	*520*	505	**503**	*508*	501	**1011**	*1028*	1006	**1,518 (52%)**	*14,864 (50%)*	1,134,364 (42%)
1989	**513**	*522*	504	**507**	*509*	502	**1020**	*1031*	1006	**1,320 (49%)**	*13,864 (49%)*	1,088,223 (40%)
1990	**505**	*518*	500	**506**	*509*	501	**1011**	*1027*	1001	**1,291 (52%)**	*13,329 (49%)*	1,025,523 (40%)
1991	**506**	*518*	499	**506**	*509*	500	**1012**	*1027*	999	**1,316 (56%)**	*N/A (54%)*	1,032,685 (41%)
1992	**501**	*518*	500	**504**	*511*	501	**1005**	*1029*	1001	**1,238 (52%)**	*13,722 (55%)*	1,034,131 (42%)
1993	**509**	*518*	500	**510**	*515*	503	**1019**	*1033*	1003	**1,305 (52%)**	*14,466 (N/A)*	1,044,465 (N/A)
1994	**494**	*513*	499	**510**	*515*	504	**1004**	*1028*	1003	**1,255 (53%)**	*15,335 (53%)*	1,050,386 (42%)
1995	**515**	*525*	504	**522**	*522*	506	**1037**	*1047*	1010	**1,283 (53%)**	*15,358 (51%)*	1,067,993 (41%)
1996	**514**	*523*	505	**522**	*521*	508	**1036**	*1044*	1013	**1,258 (51%)**	*15,559 (50%)*	1,084,725 (41%)

* All SAT scores reported here are on a new recentered scale. For 1987 through 1995 National means, individual scores were converted to the recentered scale and then the mean was recomputed.

Graphics and table were provided by the Research and Evaluation Department. See the Introduction section for more detailed information on the data provided on this page.

DISTRICT SUMMARY

Scholastic Assessment Test (SAT)
High Schools: SAT Verbal and Math Means by Year *

School		1992	1993	1994	1995	1996	5 Year Change Mean	5 Year Change Rate
Benson	Verbal Mean	497	497	488	499	486	-11	-2.2
	Math Mean	519	521	521	526	522	3	0.6
	Number Tested	(171)	(179)	(161)	(183)	(156)		
Cleveland	Verbal Mean	500	500	470	509	501	1	0.2
	Math Mean	517	513	510	515	510	-7	-1.4
	Number Tested	(120)	(117)	(114)	(93)	(107)		
Franklin	Verbal Mean	448	471	464	477	491	43	9.6
	Math Mean	489	500	500	493	515	26	5.3
	Number Tested	(72)	(95)	(114)	(90)	(108)		
Grant	Verbal Mean	505	514	506	512	541	36	7.1
	Math Mean	499	501	513	510	543	44	8.8
	Number Tested	(171)	(164)	(171)	(200)	(178)		
Jefferson	Verbal Mean	432	454	408	445	431	-1	-0.2
	Math Mean	436	443	414	441	436	0	0.0
	Number Tested	(76)	(83)	(64)	(82)	(78)		
Lincoln	Verbal Mean	571	561	563	585	595	24	4.2
	Math Mean	546	541	544	572	583	37	6.8
	Number Tested	(186)	(200)	(208)	(204)	(200)		
Madison	Verbal Mean	480	491	478	481	490	10	2.1
	Math Mean	482	492	489	494	476	-6	-1.2
	Number Tested	(66)	(92)	(91)	(83)	(72)		
Marshall	Verbal Mean	462	464	447	498	444	-18	-3.9
	Math Mean	466	471	484	510	482	16	3.4
	Number Tested	(49)	(64)	(59)	(50)	(76)		
Roosevelt	Verbal Mean	442	483	434	481	468	26	5.9
	Math Mean	443	471	472	489	484	41	9.3
	Number Tested	(55)	(47)	(43)	(55)	(65)		
Wilson	Verbal Mean	523	544	519	551	528	5	1.0
	Math Mean	514	539	525	554	535	21	4.1
	Number Tested	(261)	(247)	(219)	(230)	(206)		
M.L.C.	Verbal Mean	583	583	588	571	563	-20	-3.4
	Math Mean	482	485	526	486	463	-19	-3.9
	Number Tested	(11)	(17)	(11)	(13)	(12)		
District	***Verbal Mean***	***501***	***509***	***494***	***515***	***514***	***13***	***2.6***
	Math Mean	***504***	***510***	***510***	***522***	***522***	***18***	***3.6***
	Number Tested	***(1,238)***	***(1,305)***	***(1,255)***	***(1,283)***	***(1,258)***		

* All SAT scores reported here are on a new recentered scale.

Graphics and table were provided by the Research and Evaluation Department. See the Introduction section for more detailed information on the data provided on this page.

DISTRICT SUMMARY

Oregon State System of Higher Education, October 1994

Spring 1993 Graduates Enrolled in Oregon Colleges in the Fall 1994 *

Institute of Higher Education	High School										Total
	Benson	Cleveland	Franklin	Grant	Jefferson	Lincoln	Madison	Marshall	Roosevelt	Wilson	
O.S.S.H.E.											
E.O.S.C.				2						2	4
O.I.T.		2								1	3
O.S.U.	9	10	5	11		3	5	4	1	25	73
P.S.U.	18	17	18	16	8	15	7	12	5	17	133
S.O.S.C.	3	1	1	3		5	3	2	1		19
U. of O.	14	14	13	19	3	34	2	3	9	13	124
W.O.S.C.	2			4	1	1	3	1	3	3	18
Subtotal	**46**	**44**	**37**	**55**	**12**	**58**	**20**	**22**	**19**	**61**	**374**
College/University											
Bassist						1				1	2
Concordia		1	2	4	1		1	1	3		13
George Fox			2	1		1					4
Lewis and Clark		2		2	1	1	3			4	13
Linfield			2	3	2	2					9
Marylhurst		1									1
Mt. Angel Seminary					1						1
Multnomah Bible	1					1	1			2	5
N.W. Christian									1		1
Pacific	1	1				1				2	5
Pacific N.W. Art											0
Reed	1		1	1		1				3	7
U. of Portland	12	1	1	3		2	2	2		3	26
Warner Pacific			3	1				1		1	6
Western Babtist			1								1
Willamette	2			5		2				4	13
Subtotal	**17**	**6**	**12**	**20**	**5**	**12**	**7**	**4**	**4**	**20**	**107**
Community College											
Central Oregon				2		1				1	4
Chemeketa						1			1	1	3
Clackamas		3	5	8			5	3		2	26
Lane		2		5			1			2	10
Linn-Benton			2				2			4	8
Mt. Hood	24	18	33	18	1	6	21	18	2	4	145
Portland	27	19	29	12	8	10	23	10	12	34	184
Rogue			1								1
Treasure Valley							1				1
Subtotal	**51**	**42**	**70**	**45**	**9**	**18**	**53**	**31**	**15**	**48**	**382**
Other											
I.T.T. Tech. Institute	1	1	2				3	2		2	11
Ore. Polytech. Institute	1				1						2
Subtotal	**2**	**1**	**2**	**0**	**1**	**0**	**3**	**2**	**0**	**2**	**13**
Total Enrolled	***116***	***93***	***121***	***120***	***27***	***88***	***83***	***59***	***38***	***131***	***876***
Spring 1993 Graduates	269	230	281	271	160	255	243	183	156	317	2,365
Percent Enrolled	43.1	40.4	43.1	44.3	16.9	34.5	34.2	32.2	24.4	41.3	37.0

* Fall 1994 Oregon colleges enrollment data was the most current information available at the time of this report's publication.

HIGH SCHOOL PROFILES

BENSON HIGH SCHOOL

546 N.E. 12th Avenue
Portland, OR 97232
916-5100

Robert O'Neill, Principal

Benson High School is the District's magnet high school for professional/technical education. Benson offers exploratory courses in 14 vocational/technical areas with the expectation that students will declare a major in one of seven areas by their junior or senior years. The majors include **communications**, including graphics, photography, KBPS Radio, and journalism; **electricity and electronics**; **transportation**, including autobody, aviation, diesel, fluid power, and automechanics; **manufacturing**, including plastics, metals, machine, casting and moldmaking; **building construction**; **drafting**, including both engineering and architecture; and **health occupations**, including both medical and dental. All magnet programs stress technical literacy, professional/technical skills, interpersonal skills, and the development of positive work attitudes.

Completion of a professional/technical program provides the student with the options of entering the workforce, apprenticeship programs, enrolling in technical schools, or enrolling in two- or four-year colleges or universities. Over 70% of Benson's graduates go on to further education.

Admission to Benson is competitive. Applicants are screened on attendance, citizenship, GPA, a written essay, and teacher/principal recommendations. As space permits, some students attend Benson in their junior/senior years as co-op students from other District high schools.

BENSON HIGH SCHOOL

PHYSICAL PLANT

Construction Date	1917
Rated Building Condition	Needs Upgrade
Square Footage	441,219
School Site Acreage	8.7

Information about the physical facilities was provided by the Physical Plant Division.

NEIGHBORHOOD HOUSEHOLD INFORMATION (1990 Census Data)

Population	N/A
Median Age	N/A
No High School Diploma, Age 25 or more	N/A
Receiving Public Assistance	N/A
Households	N/A
Persons per Household	N/A
Average Household Income	N/A
Female Head of Household, No Husband Present	N/A
Single Family Residences	N/A
Same Residence in 1985	N/A
Median Value of Home	N/A

Neighborhood refers to the assigned geographic enrollment area from which the school draws most of its students. For schools without an assigned enrollment area, this table will read "N/A".

SCHOOL ASSIGNED PERSONNEL
Includes both Full Time and Part Time Personnel

Position	Count	F.T.E.
Principal, Vice Principals	4	4.0
Classroom Teachers	79	78.3
Special Instruction Teachers	1	1.0
Other Certified	7	7.0
Educational Assistants	1	0.5
Clerical and Secretarial	10	9.5
Other Classified	22	21.6
Summary	124	121.9

School Assigned Personnel data were provided by the Personnel Department. The category Special Instruction Teachers includes special education, ESL/Bilingual and some alternative education teachers. Other Certified includes educational media specialists, psychologists, curriculum specialists and guidance counselors. Other Classified includes custodial, maintenance and cafeteria staff.

BENSON HIGH SCHOOL

Enrollment Historical, October 1991 Through October 1995

ENROLLMENT COUNTS and PERCENTS by CLASS, ETHNICITY and GENDER

	October 1991	October 1992	October 1993	October 1994	October 1995	5 Year Change
Class						
Freshman	395 27.9%	427 30.4%	398 29.0%	409 29.3%	442 30.3%	47 2.4%
Sophomore	377 26.6%	366 26.1%	370 26.9%	367 26.3%	379 26.0%	2 -0.6%
Junior	318 22.5%	323 23.0%	313 22.8%	330 23.7%	330 22.6%	12 0.2%
Senior	326 23.0%	287 20.5%	292 21.3%	288 20.7%	306 21.0%	-20 -2.0%
Unassigned *	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Ethnicity						
American Indian	26 1.8%	23 1.6%	20 1.5%	25 1.8%	22 1.5%	-4 -0.3%
European American	885 62.5%	842 60.0%	849 61.8%	849 60.9%	849 58.3%	-36 -4.2%
African American	256 18.1%	300 21.4%	276 20.1%	291 20.9%	334 22.9%	78 4.8%
Asian American	212 15.0%	199 14.2%	188 13.7%	193 13.8%	209 14.3%	-3 -0.6%
Hispanic American	37 2.6%	39 2.8%	40 2.9%	36 2.6%	43 3.0%	6 0.3%
Gender						
Female	489 34.5%	490 34.9%	495 36.1%	502 36.0%	541 37.1%	52 2.6%
Male	927 65.5%	913 65.1%	878 63.9%	892 64.0%	916 62.9%	-11 -2.6%
School-wide Summary	***1,416***	***1,403***	***1,373***	***1,394***	***1,457***	***41***

* Unassigned category includes ungraded or unclassified students, e.g. special education students who attend special education classes in separate classrooms.

Annual percentages are based on school-wide enrollment counts.

BENSON HIGH SCHOOL

Enrollment Historical, 1991-92 Through 1995-96

SPECIAL PROGRAMS ENROLLMENT

Program	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
Title I Reading	0	0	0	0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%	N/A
Title I Math	0	0	0	0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%	N/A
Federal Child Nutrition	232	295	308	319	408	176
	16.4%	21.0%	22.4%	22.9%	28.0%	11.6%
Alternative Education	0	0	0	0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%	N/A
ESL/Bilingual	20	13	20	0	0	-20
	1.4%	0.9%	1.5%	0.0%	0.0%	-1.4%
Special Education *	27	31	29	34	37	10
	1.9%	2.2%	2.1%	2.4%	2.5%	0.6%
Itinerant and Resource Center	*27*	*31*	*29*	*34*	*37*	
Self-Contained Classroom	*0*	*0*	*0*	*0*	*0*	

* Special Education includes both Itinerant and Resource Center and Self-Contained Classroom categories. Annual percentages are based on school-wide October 1 enrollment counts.

Enrollment, October 1995

BENSON HIGH SCHOOL ENROLLMENT by NEIGHBORHOOD AREA

Neighborhood Area	Number	Percent	Rank
Benson	N/A	N/A	N/A
Cleveland	127	9.1	6
Franklin	175	12.6	3
Grant	175	12.6	3
Jefferson	392	28.2	1
Lincoln	12	0.9	9
Madison	238	17.1	2
Marshall	100	7.2	7
Roosevelt	131	9.4	5
Wilson	41	2.9	8
Summary	***1,391***	***100.0***	

BENSON NEIGHBORHOOD AREA ENROLLMENT by HIGH SCHOOL

High School	Number	Percent	Rank
Benson	N/A	N/A	
Cleveland	N/A	N/A	
Franklin	N/A	N/A	
Grant	N/A	N/A	
Jefferson	N/A	N/A	
Lincoln	N/A	N/A	
Madison	N/A	N/A	
Marshall	N/A	N/A	
Roosevelt	N/A	N/A	
Wilson	N/A	N/A	
Summary	***N/A***	***N/A***	

Neighborhood Area refers to an assigned geographic area surrounding each school from which the school draws most of its student enrollment. Benson High does not have an assigned geographic enrollment area, rather draws students from the entire District.

BENSON HIGH SCHOOL

Dropout Rates Historical, 1991-92 Through 1995-96

DROPOUT RATES and COUNTS by CLASS, ETHNICITY and GENDER

	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
Class						
Freshman	3.3% 13	3.3% 14	1.0% 4	1.5% 6	0.5% 2	-2.8%
Sophomore	2.4% 9	2.7% 10	1.9% 7	0.8% 3	1.3% 5	-1.1%
Junior	2.8% 9	2.8% 9	1.0% 3	1.2% 4	0.9% 3	-1.9%
Senior	2.5% 8	2.4% 7	4.8% 14	3.1% 9	2.3% 7	-0.2%
Ethnicity						
American Indian	3.8% 1	* 1	* 1	0.0% 0	* 0	N/A
European American	2.9% 26	3.2% 27	2.1% 18	1.6% 14	1.4% 12	-1.5%
African American	2.7% 7	2.7% 8	1.8% 5	1.4% 4	0.6% 2	-2.1%
Asian American	1.9% 4	1.5% 3	1.6% 3	2.1% 4	1.0% 2	-0.9%
Hispanic American	2.7% 1	2.6% 1	2.5% 1	0.0% 0	2.3% 1	-0.4%
Gender						
Female	3.3% 16	2.7% 13	2.0% 10	1.2% 6	1.3% 7	-2.0%
Male	2.5% 23	3.0% 27	2.1% 18	1.8% 16	1.1% 10	-1.4%
School-wide Summary	***2.8%*** *39*	***2.9%*** *40*	***2.0%*** *28*	***1.6%*** *22*	***1.2%*** *17*	***-1.6%***

* Annual percentages are based on October 1 enrollment counts. Dropout rates are omitted where enrollment counts fall below 25 students. Percents based on a small number of students are not statistically sound and do NOT support comparison.

Dropouts are defined as students who withdrew from school prior to obtaining a high school diploma and did not re-enroll in another diploma program. These include students who withdrew after passing compulsory attendance age, being issued work permits, or for other reasons. Students are included based on leave codes entered on the student database by school personnel.

Methods for calculating dropouts have evolved over time, and thus year-to-year rates must be compared with caution. Most notably, summer dropouts (students withdrawing during summer months) were not included in calculating dropout rates until 1992-93.

BENSON HIGH SCHOOL

STUDENT DISCIPLINE REFERRALS HISTORICAL, 1991-92 THROUGH 1995-96
Major Suspensions by Ethnicity

Ethnicity	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
American Indian	2	1	1	3	2	0
	7.7%	*	*	12.0%	*	N/A
European American	40	32	32	43	36	-4
	4.5%	3.8%	3.8%	5.1%	4.2%	-0.3%
African American	16	32	15	23	15	-1
	6.3%	10.7%	5.4%	7.9%	4.5%	-1.8%
Asian American	5	6	4	11	10	5
	2.4%	3.0%	2.1%	5.7%	4.8%	2.4%
Hispanic American	2	2	2	0	0	-2
	5.4%	5.1%	5.0%	0.0%	0.0%	-5.4%
Summary	***65***	***73***	***54***	***80***	***63***	***-2***
	4.6%	5.2%	3.9%	5.7%	4.3%	-0.3%

* Annual percentages are based on October 1 enrollment counts. Suspension rates are omitted where enrollment counts fall below 25 students. Percents based on a small number of students are not statistically sound and do NOT support comparison.

HIGH SCHOOL GRADUATION STANDARDS PROGRESS
Percents and Numbers Meeting Basic Skills Standards, 1981, 1982 and 1989 through 1996

Class / Year	1980-81	1981-82	:	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
Freshman	**74.4%**	**86.5%**	:	**96.1%**	**92.2%**	**96.0%**	**88.3%**	**96.3%**	**90.7%**	**94.4%**
Meeting Standard	303	373	:	321	368	355	340	361	332	372
Number Tested	407	431	:	334	399	370	385	375	366	394
Sophomore	**N/A**	**85.6%**	:	**95.6%**	**96.5%**	**96.2%**	**97.3%**	**95.6%**	**97.6%**	**97.6%**
Meeting Standard	N/A	340	:	372	299	329	326	328	323	329
Number Tested	N/A	397	:	389	310	342	335	343	331	337
Junior	**N/A**	**N/A**	:	**99.0%**	**97.3%**	**98.3%**	**98.3%**	**98.0%**	**99.0%**	**98.3%**
Meeting Standard	N/A	N/A	:	312	330	283	295	295	301	297
Number Tested	N/A	N/A	:	315	339	288	300	301	304	302
Senior	**N/A**	**N/A**	:	**99.7%**	**100.0%**	**98.7%**	**98.9%**	**99.3%**	**99.6%**	**100.0%**
Meeting Standard	N/A	N/A	:	321	300	304	267	278	279	294
Number Tested	N/A	N/A	:	322	300	308	270	280	280	294

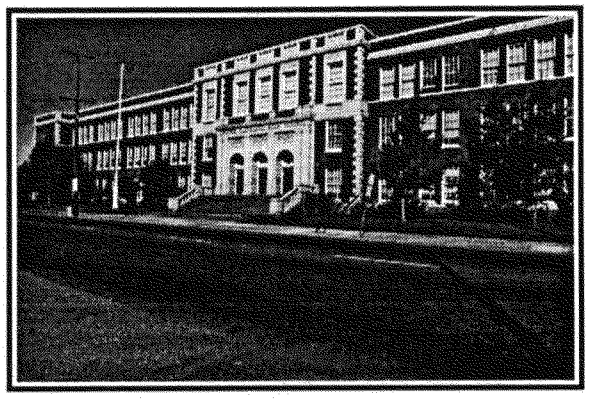
The table above, provided by the Research and Evaluation Department, shows high school students who have passed both Reading and Math Graduation Standards Tests as seniors, juniors, sophomores and freshmen. Competence requirements are included in Oregon standards to ensure that all students have attained the capacity to function at least at a basic level when they leave school. For the graduating class of 1984 and beyond, eighth grade scores on the Portland Achievement Levels Tests in reading and mathematics have been used as the basis for certifying competence in these two basic skills areas. Students who have not met these standards may attempt the Graduation Standards Tests (similar to the Portland Achievement Levels Tests) twice a year until age 21 in order to qualify for a standard high school diploma.

See the Introduction section for a more detailed explanation of data contained in this table.

CLEVELAND HIGH SCHOOL

3400 S.E. 26th Avenue
Portland, OR 97202
916-5120

Luke Fiorante, Principal



Cleveland High School has a 81 year tradition of specialization in business-related curriculum. Known in the past as Commerce Night School (from 1915 to 1948), Cleveland now offers even more -- a complete academic course offering to provide students with well-rounded educational experiences.

Cleveland has been a leader in the implementation of the writing process in the English curriculum, and has followed closely the National Council of Teachers of Mathematics recommendation for the integration of math concepts into singular courses. The science department boasts state of the art facilities while offering a vast number of laboratory courses, ranging from introductory to advanced, in both physical and life sciences. Electives include both vocal and instrumental music, as well as a wide range of art classes. The Foreign Language program has shown continued growth over the years and students benefit from a wide range of faculty experiences. Cleveland prides itself on being able to meet the needs of its students and prepare them to be successful, contributing members of society.

Cleveland's magnet program focuses on management, marketing and international business. To qualify for the program, a student must have a GPA of 2.0 or above, recommendations from two teachers, and demonstrated ability to take responsibility. The program, open to all qualified students, encourages minorities to apply. All first-year students have the opportunity to learn to operate microcomputers and utilize word processing, spreadsheet and graphics software. During the second and third years of the program, students are trained to work in "the Mall", a mini-shopping center located near Cleveland's student cafeteria. Upon completion of the program, students are prepared for entry-level employment in the business/marketing field or are ready to pursue additional training in a specialized area. In 1995-96, there were 125 full-time students enrolled in magnet courses at Cleveland. In addition, Cleveland enrolls part-time co-op students from the middle and high schools.

Cleveland Magnet Enrollment, 1995-96

Class	American Indian	European American	African American	Asian American	Hispanic American	Total
Freshman	1	28	7	2	1	39
Sophomore	2	13	2	5	0	22
Junior	1	15	3	8	0	27
Senior	0	26	2	7	2	37
Total	***4***	***82***	***14***	***22***	***3***	***125***

Other Outstanding Features: Distance Learning Classroom; Internet access in all classrooms; five foreign languages offered; START Alternative School

CLEVELAND HIGH SCHOOL

PHYSICAL PLANT

Construction Date	1929
Rated Building Condition	Needs Upgrade
Square Footage	252,885
School Site Acreage	17.7

Information about the physical facilities was provided by the Physical Plant Division.

NEIGHBORHOOD HOUSEHOLD INFORMATION (1990 Census Data)

Population	49,497
Median Age	35.5
No High School Diploma, Age 25 or more	18.1%
Receiving Public Assistance	7.5%
Households	23,973
Persons per Household	2.1
Average Household Income	$25,600
Female Head of Household, No Husband Present	8.8%
Single Family Residences	50.2%
Same Residence in 1985	47.0%
Median Value of Home	$57,642

Neighborhood refers to the assigned geographic enrollment area from which the school draws most of its students. For schools without an assigned enrollment area, this table will read "N/A".

SCHOOL ASSIGNED PERSONNEL
Includes both Full Time and Part Time Personnel

Position	Count	F.T.E.
Principal, Vice Principals	4	4.0
Classroom Teachers	62	60.8
Special Instruction Teachers	12	11.8
Other Certified	5	5.0
Educational Assistants	6	4.7
Clerical and Secretarial	5	5.0
Other Classified	20	18.5
Summary	114	109.8

School Assigned Personnel data were provided by the Personnel Department. The category Special Instruction Teachers includes special education, ESL/Bilingual and some alternative education teachers. Other Certified includes educational media specialists, psychologists, curriculum specialists and guidance counselors. Other Classified includes custodial, maintenance and cafeteria staff.

CLEVELAND HIGH SCHOOL

Enrollment Historical, October 1991 Through October 1995

ENROLLMENT COUNTS and PERCENTS by CLASS, ETHNICITY and GENDER

	October 1991	October 1992	October 1993	October 1994	October 1995	5 Year Change
Class						
Freshman	414 29.8%	439 32.5%	480 34.3%	367 29.1%	364 29.9%	-50 0.1%
Sophomore	356 25.6%	335 24.8%	358 25.6%	337 26.7%	297 24.4%	-59 -1.2%
Junior	304 21.9%	265 19.6%	281 20.1%	289 22.9%	275 22.6%	-29 0.7%
Senior	295 21.2%	309 22.9%	262 18.7%	253 20.0%	268 22.0%	-27 0.8%
Unassigned *	21 1.5%	2 0.1%	19 1.4%	17 1.3%	14 1.1%	-7 -0.4%
Ethnicity						
American Indian	23 1.7%	31 2.3%	32 2.3%	22 1.7%	26 2.1%	3 0.5%
European American	985 70.9%	969 71.8%	979 69.9%	876 69.4%	886 72.7%	-99 1.9%
African American	78 5.6%	93 6.9%	121 8.6%	133 10.5%	91 7.5%	13 1.9%
Asian American	247 17.8%	216 16.0%	209 14.9%	170 13.5%	152 12.5%	-95 -5.3%
Hispanic American	57 4.1%	41 3.0%	59 4.2%	62 4.9%	63 5.2%	6 1.1%
Gender						
Female	718 51.7%	713 52.8%	715 51.1%	639 50.6%	645 53.0%	-73 1.3%
Male	672 48.3%	637 47.2%	685 48.9%	624 49.4%	573 47.0%	-99 -1.3%
School-wide Summary	***1,390***	***1,350***	***1,400***	***1,263***	***1,218***	***-172***

* Unassigned category includes ungraded or unclassified students, e.g. special education students who attend special education classes in separate classrooms.

Annual percentages are based on school-wide enrollment counts.

CLEVELAND HIGH SCHOOL

Enrollment Historical, 1991-92 Through 1995-96

SPECIAL PROGRAMS ENROLLMENT

Program	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
Title I Reading	80	90	105	103	82	2
	5.8%	6.7%	7.5%	8.2%	6.7%	1.0%
Title I Math	46	40	58	28	42	-4
	3.3%	3.0%	4.1%	2.2%	3.4%	0.1%
Federal Child Nutrition	350	418	451	411	428	78
	25.2%	31.0%	32.2%	32.5%	35.1%	10.0%
Alternative Education	78	57	135	74	63	-15
	5.6%	4.2%	9.6%	5.9%	5.2%	-0.4%
ESL/Bilingual	144	176	165	156	142	-2
	10.4%	13.0%	11.8%	12.4%	11.7%	1.3%
Special Education *	64	63	60	55	69	5
	4.6%	4.7%	4.3%	4.4%	5.7%	1.1%
Itinerant and Resource Center	*39*	*38*	*43*	*44*	*59*	
Self-Contained Classroom	*25*	*25*	*17*	*11*	*10*	

* Special Education includes both Itinerant and Resource Center and Self-Contained Classroom categories. Annual percentages are based on school-wide October 1 enrollment counts.

Enrollment, October 1995

CLEVELAND HIGH SCHOOL ENROLLMENT by NEIGHBORHOOD AREA

Neighborhood Area	Number	Percent	Rank
Benson	N/A	N/A	N/A
Cleveland	924	75.9	1
Franklin	92	7.6	2
Grant	26	2.1	5
Jefferson	59	4.8	4
Lincoln	12	1.0	9
Madison	17	1.4	6
Marshall	62	5.1	3
Roosevelt	13	1.1	7
Wilson	13	1.1	7
Summary	***1,218***	***100.0***	

CLEVELAND NEIGHBORHOOD AREA ENROLLMENT by HIGH SCHOOL

High School	Number	Percent	Rank
Benson	127	9.7	2
Cleveland	924	70.4	1
Franklin	88	6.7	3
Grant	27	2.1	5
Jefferson	14	1.1	8
Lincoln	86	6.5	4
Madison	7	0.5	9
Marshall	23	1.8	6
Roosevelt	0	0.0	10
Wilson	17	1.3	7
Summary	***1,313***	***100.0***	

Neighborhood Area refers to an assigned geographic area surrounding each school from which the school draws most of its student enrollment. Benson High does not have an assigned geographic enrollment area, rather draws students from the entire District.

CLEVELAND HIGH SCHOOL

Dropout Rates Historical, 1991-92 Through 1995-96

DROPOUT RATES and COUNTS by CLASS, ETHNICITY and GENDER

	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
Class						
Freshman	16.2% 67	12.1% 53	7.9% 38	4.1% 15	4.9% 18	-11.3%
Sophomore	12.6% 45	11.6% 39	10.1% 36	8.3% 28	7.4% 22	-5.2%
Junior	12.2% 37	6.8% 18	8.2% 23	5.9% 17	6.5% 18	-5.7%
Senior	8.5% 25	6.5% 20	9.9% 26	11.5% 29	7.5% 20	-1.0%
Ethnicity						
American Indian	* 2	19.4% 6	21.9% 7	* 3	15.4% 4	N/A
European American	11.7% 115	10.1% 98	8.0% 78	7.2% 63	6.2% 55	-5.5%
African American	11.5% 9	9.7% 9	9.1% 11	6.0% 8	7.7% 7	-3.8%
Asian American	12.1% 30	5.6% 12	10.5% 22	5.3% 9	3.3% 5	-8.8%
Hispanic American	31.6% 18	12.2% 5	8.5% 5	9.7% 6	11.1% 7	-20.5%
Gender						
Female	9.7% 70	7.6% 54	7.7% 55	3.9% 25	6.2% 40	-3.5%
Male	15.5% 104	11.9% 76	9.9% 68	10.3% 64	6.6% 38	-8.9%
School-wide Summary	***12.5%*** *174*	***9.6%*** *130*	***8.8%*** *123*	***7.0%*** *89*	***6.4%*** *78*	***-6.1%***

* Annual percentages are based on October 1 enrollment counts. Dropout rates are omitted where enrollment counts fall below 25 students. Percents based on a small number of students are not statistically sound and do NOT support comparison.

Dropouts are defined as students who withdrew from school prior to obtaining a high school diploma and did not re-enroll in another diploma program. These include students who withdrew after passing compulsory attendance age, being issued work permits, or for other reasons. Students are included based on leave codes entered on the student database by school personnel.

Methods for calculating dropouts have evolved over time, and thus year-to-year rates must be compared with caution. Most notably, summer dropouts (students withdrawing during summer months) were not included in calculating dropout rates until 1992-93.

CLEVELAND HIGH SCHOOL

STUDENT DISCIPLINE REFERRALS HISTORICAL, 1991-92 THROUGH 1995-96
Major Suspensions by Ethnicity

Ethnicity	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
American Indian	0	1	2	2	1	1
	*	3.2%	6.3%	*	3.8%	N/A
European American	25	33	27	6	33	8
	2.5%	3.4%	2.8%	0.7%	3.7%	1.2%
African American	8	8	16	9	15	7
	10.3%	8.6%	13.2%	6.8%	16.5%	6.2%
Asian American	7	15	3	6	9	2
	2.8%	6.9%	1.4%	3.5%	5.9%	3.1%
Hispanic American	5	7	1	4	2	-3
	8.8%	17.1%	1.7%	6.5%	3.2%	-5.6%
Summary	***45***	***64***	***49***	***27***	***60***	***15***
	3.2%	4.7%	3.5%	2.1%	4.9%	1.7%

* Annual percentages are based on October 1 enrollment counts. Suspension rates are omitted where enrollment counts fall below 25 students. Percents based on a small number of students are not statistically sound and do NOT support comparison.

HIGH SCHOOL GRADUATION STANDARDS PROGRESS
Percents and Numbers Meeting Basic Skills Standards, 1981, 1982 and 1989 through 1996

Class / Year	1980-81	1981-82	:	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
Freshman	**59.1%**	**66.3%**	:	**82.9%**	**73.0%**	**72.2%**	**69.1%**	**72.9%**	**73.5%**	**80.2%**
Meeting Standard	117	179	:	290	243	216	237	261	225	243
Number Tested	198	270	:	350	333	299	343	358	306	303
Sophomore	**N/A**	**63.3%**	:	**83.7%**	**85.8%**	**79.9%**	**83.3%**	**79.1%**	**83.0%**	**86.4%**
Meeting Standard	N/A	150	:	242	259	222	209	227	219	197
Number Tested	N/A	237	:	289	302	278	251	287	264	228
Junior	**N/A**	**N/A**	:	**90.7%**	**87.0%**	**90.0%**	**85.7%**	**86.7%**	**87.9%**	**88.9%**
Meeting Standard	N/A	N/A	:	235	215	224	192	195	218	193
Number Tested	N/A	N/A	:	259	247	249	224	225	248	217
Senior	**N/A**	**N/A**	:	**93.1%**	**93.2%**	**91.8%**	**96.0%**	**87.9%**	**90.7%**	**91.6%**
Meeting Standard	N/A	N/A	:	256	220	223	239	197	185	217
Number Tested	N/A	N/A	:	275	236	243	249	224	204	237

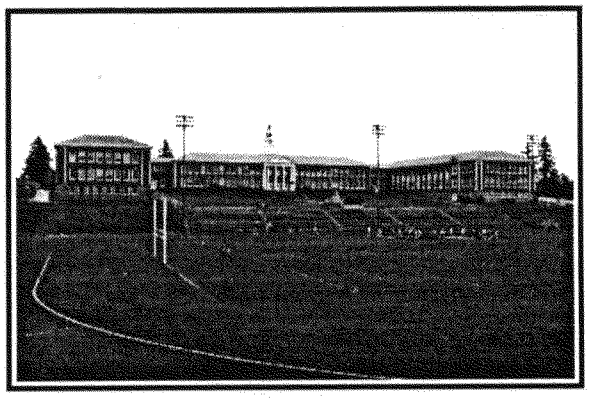
The table above, provided by the Research and Evaluation Department, shows high school students who have passed both Reading and Math Graduation Standards Tests as seniors, juniors, sophomores and freshmen. Competence requirements are included in Oregon standards to ensure that all students have attained the capacity to function at least at a basic level when they leave school. For the graduating class of 1984 and beyond, eighth grade scores on the Portland Achievement Levels Tests in reading and mathematics have been used as the basis for certifying competence in these two basic skills areas. Students who have not met these standards may attempt the Graduation Standards Tests (similar to the Portland Achievement Levels Tests) twice a year until age 21 in order to qualify for a standard high school diploma.

See the Introduction section for a more detailed explanation of data contained in this table.

FRANKLIN HIGH SCHOOL

5405 S.E. Woodward Street
Portland, OR 97206
916-5140

Nathan Jones, Principal



Franklin High School is a comprehensive, neighborhood high school. In addition to the traditional curriculum and activities programs, Franklin has advanced programs in English, social studies, mathematics, and science. There is a strong emphasis on basic skills, special programs, and classes for the handicapped and students with limited English skills. There are innovative and challenging programs in the following areas: **law and public service**; **STELLA computer modeling**; **athletic training**; **industrial technology in the areas of automotive, drafting, metals and woods**; **performing arts including instrumental, vocal music and drama**; and **child development**.

Revenue from the new bond measure is allowing Franklin High School to upgrade and expand the use of computer technology across the entire curriculum during the next several years. This expansion includes a Distance Learning Studio which is presently online with five other Portland high schools.

Each year Franklin students have an opportunity to immerse themselves in many extracurricular activities which include: **Model United Nations**; **Mock Democratic Convention**; **Close-up Washington, D.C. and Hawaii**; **Bicentennial Competition**; and **athletics**.

As current P.I.L. football champions, the Franklin Quakers also compete in 13 other areas of athletic competition. Out of a student body of 1,600 students more than 900 students participate in extracurricular activities and athletics.

Franklin High School is served by a dynamic community consisting of Site Council, Quaker Club, Local School Advisory Committee and Rotary.

The Franklin staff is constantly striving to improve the total school environment. As the recipient of a Century 21 grant, the school is being restructured to move smoothly into the 21st century as mandated by the state of Oregon.

For more information about Franklin programs, please review the *Franklin High School Forecasting Information* booklet and the *Franklin High School Handbook/Calendar* available at the school office.

FRANKLIN HIGH SCHOOL

PHYSICAL PLANT

Construction Date	1915
Rated Building Condition	Needs Upgrade
Square Footage	294,878
School Site Acreage	17.7

Information about the physical facilities was provided by the Physical Plant Division.

NEIGHBORHOOD HOUSEHOLD INFORMATION (1990 Census Data)

Population	47,717
Median Age	35.7
No High School Diploma, Age 25 or more	22.4%
Receiving Public Assistance	8.8%
Households	21,205
Persons per Household	2.3
Average Household Income	$26,200
Female Head of Household, No Husband Present	10.7%
Single Family Residences	65.6%
Same Residence in 1985	59.5%
Median Value of Home	$55,293

Neighborhood refers to the assigned geographic enrollment area from which the school draws most of its students. For schools without an assigned enrollment area, this table will read "N/A".

SCHOOL ASSIGNED PERSONNEL
Includes both Full Time and Part Time Personnel

Position	Count	F.T.E.
Principal, Vice Principals	4	4.0
Classroom Teachers	76	74.8
Special Instruction Teachers	14	13.5
Other Certified	6	6.0
Educational Assistants	11	9.4
Clerical and Secretarial	14	13.9
Other Classified	21	19.9
Summary	146	141.5

School Assigned Personnel data were provided by the Personnel Department. The category Special Instruction Teachers includes special education, ESL/Bilingual and some alternative education teachers. Other Certified includes educational media specialists, psychologists, curriculum specialists and guidance counselors. Other Classified includes custodial, maintenance and cafeteria staff.

FRANKLIN HIGH SCHOOL

Enrollment Historical, October 1991 Through October 1995

ENROLLMENT COUNTS and PERCENTS by CLASS, ETHNICITY and GENDER

	October 1991	October 1992	October 1993	October 1994	October 1995	5 Year Change
Class						
Freshman	393 26.7%	452 29.4%	443 28.0%	437 28.0%	410 25.2%	17 -1.5%
Sophomore	394 26.8%	371 24.1%	423 26.7%	402 25.8%	427 26.3%	33 -0.5%
Junior	349 23.7%	363 23.6%	341 21.5%	366 23.4%	395 24.3%	46 0.6%
Senior	294 20.0%	327 21.3%	337 21.3%	310 19.9%	355 21.9%	61 1.9%
Unassigned *	41 2.8%	24 1.6%	39 2.5%	46 2.9%	37 2.3%	-4 -0.5%
Ethnicity						
American Indian	32 2.2%	21 1.4%	21 1.3%	21 1.3%	27 1.7%	-5 -0.5%
European American	1,106 75.2%	1,153 75.0%	1,198 75.7%	1,179 75.5%	1,217 74.9%	111 -0.2%
African American	38 2.6%	50 3.3%	66 4.2%	57 3.7%	83 5.1%	45 2.5%
Asian American	251 17.1%	250 16.3%	237 15.0%	235 15.1%	225 13.9%	-26 -3.2%
Hispanic American	44 3.0%	63 4.1%	61 3.9%	69 4.4%	72 4.4%	28 1.4%
Gender						
Female	711 48.3%	747 48.6%	755 47.7%	771 49.4%	800 49.3%	89 0.9%
Male	760 51.7%	790 51.4%	828 52.3%	790 50.6%	824 50.7%	64 -0.9%
School-wide Summary	***1,471***	***1,537***	***1,583***	***1,561***	***1,624***	***153***

* Unassigned category includes ungraded or unclassified students, e.g. special education students who attend special education classes in separate classrooms.

Annual percentages are based on school-wide enrollment counts.

FRANKLIN HIGH SCHOOL

Enrollment Historical, 1991-92 Through 1995-96

SPECIAL PROGRAMS ENROLLMENT

Program	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
Title I Reading	45	58	115	123	78	33
	3.1%	3.8%	7.3%	7.9%	4.8%	1.7%
Title I Math	60	70	85	134	113	53
	4.1%	4.6%	5.4%	8.6%	7.0%	2.9%
Federal Child Nutrition	458	408	475	511	578	120
	31.1%	26.5%	30.0%	32.7%	35.6%	4.5%
Alternative Education	392	390	588	714	731	339
	26.6%	25.4%	37.1%	45.7%	45.0%	18.4%
ESL/Bilingual	234	222	213	185	167	-67
	15.9%	14.4%	13.5%	11.9%	10.3%	-5.6%
Special Education *	100	104	108	116	116	16
	6.8%	6.8%	6.8%	7.4%	7.1%	0.3%
Itinerant and Resource Center	*59*	*65*	*68*	*71*	*74*	
Self-Contained Classroom	*41*	*39*	*40*	*45*	*42*	

* Special Education includes both Itinerant and Resource Center and Self-Contained Classroom categories. Annual percentages are based on school-wide October 1 enrollment counts.

Enrollment, October 1995

FRANKLIN HIGH SCHOOL ENROLLMENT by NEIGHBORHOOD AREA

Neighborhood Area	Number	Percent	Rank
Benson	N/A	N/A	N/A
Cleveland	88	5.4	3
Franklin	1,312	80.8	1
Grant	8	0.5	6
Jefferson	17	1.0	5
Lincoln	0	0.0	8
Madison	32	2.0	4
Marshall	162	10.0	2
Roosevelt	5	0.3	7
Wilson	0	0.0	8
Summary	***1,624***	***100.0***	

FRANKLIN NEIGHBORHOOD AREA ENROLLMENT by HIGH SCHOOL

High School	Number	Percent	Rank
Benson	175	9.6	2
Cleveland	92	5.0	4
Franklin	1,312	71.8	1
Grant	30	1.6	6
Jefferson	9	0.5	8
Lincoln	89	4.9	5
Madison	17	0.9	7
Marshall	94	5.1	3
Roosevelt	1	0.1	10
Wilson	8	0.4	9
Summary	***1,827***	***100.0***	

Neighborhood Area refers to an assigned geographic area surrounding each school from which the school draws most of its student enrollment. Benson High does not have an assigned geographic enrollment area, rather draws students from the entire District.

FRANKLIN HIGH SCHOOL

Dropout Rates Historical, 1991-92 Through 1995-96

DROPOUT RATES and COUNTS by CLASS, ETHNICITY and GENDER

	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
Class						
Freshman	8.4% 33	10.6% 48	3.8% 17	3.2% 14	5.4% 22	-3.0%
Sophomore	6.9% 27	8.9% 33	5.4% 23	3.7% 15	3.0% 13	-3.9%
Junior	12.3% 43	10.7% 39	7.6% 26	5.2% 19	5.6% 22	-6.7%
Senior	7.5% 22	8.9% 29	7.7% 26	5.5% 17	7.0% 25	-0.5%
Ethnicity						
American Indian	15.6% 5	* 9	* 2	* 0	7.4% 2	-8.2%
European American	8.7% 96	9.3% 107	6.3% 75	4.3% 51	4.8% 59	-3.9%
African American	10.5% 4	14.0% 7	4.5% 3	5.3% 3	6.0% 5	-4.5%
Asian American	6.8% 17	7.2% 18	3.0% 7	2.1% 5	3.6% 8	-3.2%
Hispanic American	6.8% 3	12.7% 8	8.2% 5	8.7% 6	11.1% 8	4.3%
Gender						
Female	7.9% 56	9.5% 71	5.3% 40	2.9% 22	4.3% 34	-3.6%
Male	9.1% 69	9.9% 78	6.3% 52	5.4% 43	5.8% 48	-3.3%
School-wide Summary	***8.5%*** *125*	***9.7%*** *149*	***5.8%*** *92*	***4.2%*** *65*	***5.0%*** *82*	***-3.5%***

* Annual percentages are based on October 1 enrollment counts. Dropout rates are omitted where enrollment counts fall below 25 students. Percents based on a small number of students are not statistically sound and do NOT support comparison.

Dropouts are defined as students who withdrew from school prior to obtaining a high school diploma and did not re-enroll in another diploma program. These include students who withdrew after passing compulsory attendance age, being issued work permits, or for other reasons. Students are included based on leave codes entered on the student database by school personnel.

Methods for calculating dropouts have evolved over time, and thus year-to-year rates must be compared with caution. Most notably, summer dropouts (students withdrawing during summer months) were not included in calculating dropout rates until 1992-93.

FRANKLIN HIGH SCHOOL

STUDENT DISCIPLINE REFERRALS HISTORICAL, 1991-92 THROUGH 1995-96
Major Suspensions by Ethnicity

Ethnicity	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
American Indian	4	0	2	0	4	0
	12.5%	*	*	*	14.8%	2.3%
European American	70	127	70	67	68	-2
	6.3%	11.0%	5.8%	5.7%	5.6%	-0.7%
African American	8	15	8	8	9	1
	21.1%	30.0%	12.1%	14.0%	10.8%	-10.3%
Asian American	15	28	13	14	18	3
	6.0%	11.2%	5.5%	6.0%	8.0%	2.0%
Hispanic American	4	9	1	10	2	-2
	9.1%	14.3%	1.6%	14.5%	2.8%	-6.3%
Summary	***101***	***179***	***94***	***99***	***101***	***0***
	6.9%	11.6%	5.9%	6.3%	6.2%	-0.7%

* Annual percentages are based on October 1 enrollment counts. Suspension rates are omitted where enrollment counts fall below 25 students. Percents based on a small number of students are not statistically sound and do NOT support comparison.

HIGH SCHOOL GRADUATION STANDARDS PROGRESS
Percents and Numbers Meeting Basic Skills Standards, 1981, 1982 and 1989 through 1996

Class / Year	1980-81	1981-82	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
Freshman	**53.7%**	**56.4%**	**71.5%**	**74.1%**	**73.2%**	**77.0%**	**75.4%**	**70.4%**	**76.8%**
Meeting Standard	151	212	218	237	227	258	258	231	251
Number Tested	281	376	305	320	310	335	342	328	327
Sophomore	**N/A**	**63.3%**	**79.2%**	**76.1%**	**80.1%**	**83.3%**	**80.8%**	**87.8%**	**82.4%**
Meeting Standard	N/A	200	225	229	237	229	253	259	281
Number Tested	N/A	316	284	301	296	275	313	295	341
Junior	**N/A**	**N/A**	**86.7%**	**82.2%**	**85.0%**	**85.0%**	**86.1%**	**91.1%**	**87.8%**
Meeting Standard	N/A	N/A	196	199	221	226	210	246	253
Number Tested	N/A	N/A	226	242	260	266	244	270	288
Senior	**N/A**	**N/A**	**95.3%**	**90.0%**	**89.5%**	**93.4%**	**89.8%**	**87.5%**	**94.6%**
Meeting Standard	N/A	N/A	224	190	212	241	256	245	299
Number Tested	N/A	N/A	235	211	237	258	285	280	316

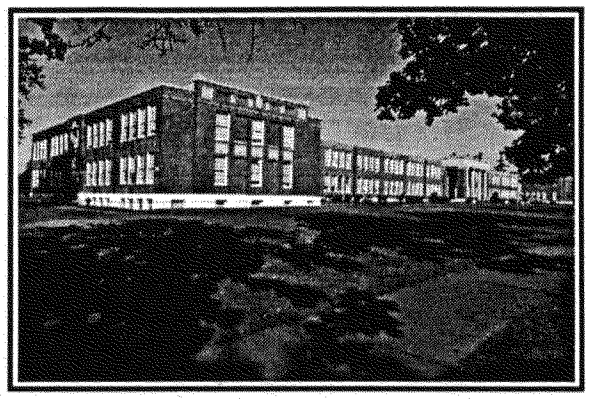
The table above, provided by the Research and Evaluation Department, shows high school students who have passed both Reading and Math Graduation Standards Tests as seniors, juniors, sophomores and freshmen. Competence requirements are included in Oregon standards to ensure that all students have attained the capacity to function at least at a basic level when they leave school. For the graduating class of 1984 and beyond, eighth grade scores on the Portland Achievement Levels Tests in reading and mathematics have been used as the basis for certifying competence in these two basic skills areas. Students who have not met these standards may attempt the Graduation Standards Tests (similar to the Portland Achievement Levels Tests) twice a year until age 21 in order to qualify for a standard high school diploma.

See the Introduction section for a more detailed explanation of data contained in this table.

GRANT HIGH SCHOOL

2245 N.E. 36th Avenue
Portland, OR 97212
916-5160

Darrell Tucker, Principal



U.S. Grant High School is Portland's largest high school, and enjoys a talented, energetic and diverse student body. Grant has maintained a strong faculty which has built upon a tradition of excellence in instruction since 1924. Comprehensive programs in English, mathematics, science, foreign languages, physical and health education, and social studies are supported by extensive electives in art, business education, technology and home economics. Honors programs are available to students who demonstrate both ability and motivation. The academic program is richly complemented by a variety of co-curricular activities and an outstanding athletic program. Grant's performing arts programs are outstanding. All students have opportunities to contribute to the school's superlative musical and dramatic productions, with valuable experience provided those interested in post high school music and theater arts. Grant "Generals" have learned to become leaders in government and business, as well as talented and contributing citizens through these many opportunities.

The Institute for Science and Mathematics became a specialized program at Grant in the Fall 1989, and has proved to be highly successful and popular with students and parents alike. Unique cooperative programs between Grant and national laboratories provide enriched opportunities in science, mathematics, and technology for those already displaying an interest and talent in those areas. Exploratory and investigative activities are available to awaken and nurture possible latent interest and talent in others, especially women and minorities.

Grant's campus includes an expanded library with over 40,000 titles, two gymnasiums, and centers for student activities, computer instruction and applications, and a modern facility for counseling and career planning. Students successfully meet graduation requirements while preparing for college and/or the world of work, monitored and assisted through a Guaranteed Guidance program.

To maintain a high standard of excellence, Grant continuously refines its programs and offerings. Innovations include The Portland Investment, a cooperative effort of Portland Public Schools and the Portland business community, which targets at-risk youth, and the School Success Program, a curriculum for freshmen to maximize their opportunities for academic and social success in high school.

More information about Grant High School is available from the school office, including the *U.S. Grant High School Course Description Guide*.

Other Outstanding Features: Legacy; AT & T Wireless Academy; large community theater productions; extensive parent volunteer program

GRANT HIGH SCHOOL

PHYSICAL PLANT

Construction Date	1923
Rated Building Condition	Needs Upgrade
Square Footage	275,173
School Site Acreage	10.2

Information about the physical facilities was provided by the Physical Plant Division.

NEIGHBORHOOD HOUSEHOLD INFORMATION (1990 Census Data)

Population	44,075
Median Age	35.8
No High School Diploma, Age 25 or more	14.1%
Receiving Public Assistance	9.2%
Households	18,691
Persons per Household	2.4
Average Household Income	$28,300
Female Head of Household, No Husband Present	13.7%
Single Family Residences	68.0%
Same Residence in 1985	58.5%
Median Value of Home	$59,700

Neighborhood refers to the assigned geographic enrollment area from which the school draws most of its students. For schools without an assigned enrollment area, this table will read "N/A".

SCHOOL ASSIGNED PERSONNEL
Includes both Full Time and Part Time Personnel

Position	Count	F.T.E.
Principal, Vice Principals	4	4.0
Classroom Teachers	72	71.8
Special Instruction Teachers	10	10.0
Other Certified	14	13.5
Educational Assistants	7	6.6
Clerical and Secretarial	12	11.5
Other Classified	19	18.2
Summary	138	135.6

School Assigned Personnel data were provided by the Personnel Department. The category Special Instruction Teachers includes special education, ESL/Bilingual and some alternative education teachers. Other Certified includes educational media specialists, psychologists, curriculum specialists and guidance counselors. Other Classified includes custodial, maintenance and cafeteria staff.

GRANT HIGH SCHOOL

Enrollment Historical, October 1991 Through October 1995

ENROLLMENT COUNTS and PERCENTS by CLASS, ETHNICITY and GENDER

	October 1991	October 1992	October 1993	October 1994	October 1995	5 Year Change
Class						
Freshman	438 28.7%	445 27.9%	500 29.3%	412 25.9%	413 27.2%	-25 -1.6%
Sophomore	397 26.0%	456 28.6%	453 26.6%	437 27.4%	409 26.9%	12 0.8%
Junior	349 22.9%	353 22.1%	401 23.5%	366 23.0%	346 22.7%	-3 -0.2%
Senior	300 19.7%	321 20.1%	320 18.8%	352 22.1%	327 21.5%	27 1.8%
Unassigned *	40 2.6%	22 1.4%	31 1.8%	26 1.6%	26 1.7%	-14 -0.9%
Ethnicity						
American Indian	18 1.2%	24 1.5%	30 1.8%	24 1.5%	21 1.4%	3 0.2%
European American	960 63.0%	982 61.5%	1,003 58.8%	975 61.2%	971 63.8%	11 0.8%
African American	420 27.6%	438 27.4%	503 29.5%	437 27.4%	343 22.6%	-77 -5.0%
Asian American	86 5.6%	94 5.9%	113 6.6%	107 6.7%	118 7.8%	32 2.1%
Hispanic American	40 2.6%	59 3.7%	56 3.3%	50 3.1%	68 4.5%	28 1.8%
Gender						
Female	713 46.8%	762 47.7%	823 48.3%	806 50.6%	753 49.5%	40 2.7%
Male	811 53.2%	835 52.3%	882 51.7%	787 49.4%	768 50.5%	-43 -2.7%
School-wide Summary	***1,524***	***1,597***	***1,705***	***1,593***	***1,521***	***-3***

* Unassigned category includes ungraded or unclassified students, e.g. special education students who attend special education classes in separate classrooms.

Annual percentages are based on school-wide enrollment counts.

GRANT HIGH SCHOOL

Enrollment Historical, 1991-92 Through 1995-96

SPECIAL PROGRAMS ENROLLMENT

Program	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
Title I Reading	0	0	0	0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%	N/A
Title I Math	0	0	0	0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%	N/A
Federal Child Nutrition	264	281	316	310	310	46
	17.3%	17.6%	18.5%	19.5%	20.4%	3.1%
Alternative Education	222	0	0	248	0	-222
	14.6%	0.0%	0.0%	15.6%	0.0%	-14.6%
ESL/Bilingual	95	144	166	141	142	47
	6.2%	9.0%	9.7%	8.9%	9.3%	3.1%
Special Education *	103	98	97	84	87	-16
	6.8%	6.1%	5.7%	5.3%	5.7%	-1.0%
Itinerant and Resource Center	*65*	*65*	*67*	*59*	*59*	
Self-Contained Classroom	*38*	*33*	*30*	*25*	*28*	

* Special Education includes both Itinerant and Resource Center and Self-Contained Classroom categories. Annual percentages are based on school-wide October 1 enrollment counts.

Enrollment, October 1995

GRANT HIGH SCHOOL ENROLLMENT by NEIGHBORHOOD AREA

Neighborhood Area	Number	Percent	Rank
Benson	N/A	N/A	N/A
Cleveland	27	1.8	5
Franklin	30	2.0	4
Grant	1,163	76.5	1
Jefferson	143	9.4	2
Lincoln	4	0.3	8
Madison	136	8.9	3
Marshall	5	0.3	7
Roosevelt	12	0.8	6
Wilson	1	0.1	9
Summary	***1,521***	***100.0***	

GRANT NEIGHBORHOOD AREA ENROLLMENT by HIGH SCHOOL

High School	Number	Percent	Rank
Benson	175	10.8	2
Cleveland	26	1.6	6
Franklin	8	0.5	8
Grant	1,163	72.1	1
Jefferson	83	5.1	4
Lincoln	109	6.8	3
Madison	29	1.8	5
Marshall	3	0.2	10
Roosevelt	11	0.7	7
Wilson	7	0.4	9
Summary	***1,614***	***100.0***	

Neighborhood Area refers to an assigned geographic area surrounding each school from which the school draws most of its student enrollment. Benson High does not have an assigned geographic enrollment area, rather draws students from the entire District.

GRANT HIGH SCHOOL

Dropout Rates Historical, 1991-92 Through 1995-96

DROPOUT RATES and COUNTS by CLASS, ETHNICITY and GENDER

	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
Class						
Freshman	7.5% 33	8.8% 39	8.4% 42	7.3% 30	5.3% 22	-2.2%
Sophomore	10.8% 43	9.2% 42	8.2% 37	5.5% 24	3.7% 15	-7.1%
Junior	8.6% 30	8.8% 31	10.5% 42	6.3% 23	2.9% 10	-5.7%
Senior	9.7% 29	7.5% 24	9.7% 31	6.8% 24	2.1% 7	-7.6%
Ethnicity						
American Indian	* 6	* 4	3.3% 1	* 1	* 2	N/A
European American	6.5% 62	6.4% 63	5.7% 57	3.9% 38	1.4% 14	-5.1%
African American	11.9% 50	9.8% 43	8.9% 45	7.1% 31	4.4% 15	-7.5%
Asian American	10.5% 9	3.2% 3	14.2% 16	4.7% 5	5.1% 6	-5.4%
Hispanic American	20.0% 8	39.0% 23	58.9% 33	52.0% 26	25.0% 17	5.0%
Gender						
Female	9.1% 65	7.3% 56	6.1% 50	3.8% 31	3.1% 23	-6.0%
Male	8.6% 70	9.6% 80	11.6% 102	8.9% 70	4.0% 31	-4.6%
School-wide Summary	***8.9%*** *135*	***8.5%*** *136*	***8.9%*** *152*	***6.3%*** *101*	***3.6%*** *54*	***-5.3%***

* Annual percentages are based on October 1 enrollment counts. Dropout rates are omitted where enrollment counts fall below 25 students. Percents based on a small number of students are not statistically sound and do NOT support comparison.

Dropouts are defined as students who withdrew from school prior to obtaining a high school diploma and did not re-enroll in another diploma program. These include students who withdrew after passing compulsory attendance age, being issued work permits, or for other reasons. Students are included based on leave codes entered on the student database by school personnel.

Methods for calculating dropouts have evolved over time, and thus year-to-year rates must be compared with caution. Most notably, summer dropouts (students withdrawing during summer months) were not included in calculating dropout rates until 1992-93.

GRANT HIGH SCHOOL

STUDENT DISCIPLINE REFERRALS HISTORICAL, 1991-92 THROUGH 1995-96
Major Suspensions by Ethnicity

Ethnicity	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
American Indian	3	4	4	2	2	-1
	*	*	13.3%	*	*	N/A
European American	44	63	67	58	39	-5
	4.6%	6.4%	6.7%	5.9%	4.0%	-0.6%
African American	78	117	137	92	65	-13
	18.6%	26.7%	27.2%	21.1%	19.0%	0.4%
Asian American	5	11	14	7	15	10
	5.8%	11.7%	12.4%	6.5%	12.7%	6.9%
Hispanic American	9	10	10	8	5	-4
	22.5%	16.9%	17.9%	16.0%	7.4%	-15.1%
Summary	***139***	***205***	***232***	***167***	***126***	***-13***
	9.1%	12.8%	13.6%	10.5%	8.3%	-0.8%

* Annual percentages are based on October 1 enrollment counts. Suspension rates are omitted where enrollment counts fall below 25 students. Percents based on a small number of students are not statistically sound and do NOT support comparison.

HIGH SCHOOL GRADUATION STANDARDS PROGRESS
Percents and Numbers Meeting Basic Skills Standards, 1981, 1982 and 1989 through 1996

Class / Year	1980-81	1981-82	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
Freshman	**61.3%**	**60.3%**	**76.5%**	**79.4%**	**77.2%**	**75.7%**	**68.0%**	**82.3%**	**78.5%**
Meeting Standard	200	216	287	270	318	289	296	269	288
Number Tested	326	358	375	340	412	382	435	327	367
Sophomore	**N/A**	**61.5%**	**86.0%**	**82.6%**	**84.2%**	**85.1%**	**83.3%**	**82.1%**	**87.4%**
Meeting Standard	N/A	219	265	266	277	321	315	276	305
Number Tested	N/A	356	308	322	329	377	378	336	349
Junior	**N/A**	**N/A**	**89.6%**	**90.0%**	**89.4%**	**87.2%**	**86.3%**	**88.2%**	**89.8%**
Meeting Standard	N/A	N/A	320	242	269	259	309	268	290
Number Tested	N/A	N/A	357	269	301	297	358	304	323
Senior	**N/A**	**N/A**	**92.5%**	**93.9%**	**91.8%**	**93.6%**	**90.8%**	**92.2%**	**93.5%**
Meeting Standard	N/A	N/A	297	309	234	265	258	296	303
Number Tested	N/A	N/A	321	329	255	283	284	321	324

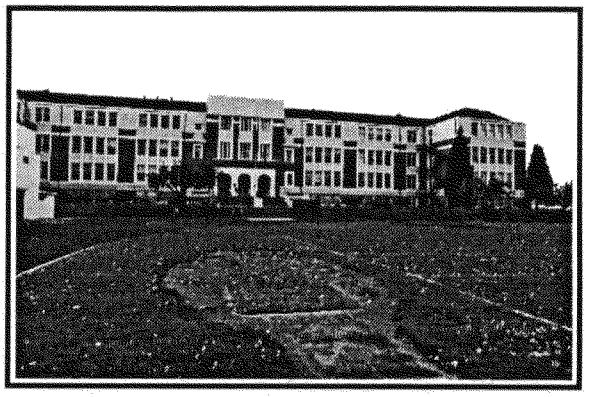
The table above, provided by the Research and Evaluation Department, shows high school students who have passed both Reading and Math Graduation Standards Tests as seniors, juniors, sophomores and freshmen. Competence requirements are included in Oregon standards to ensure that all students have attained the capacity to function at least at a basic level when they leave school. For the graduating class of 1984 and beyond, eighth grade scores on the Portland Achievement Levels Tests in reading and mathematics have been used as the basis for certifying competence in these two basic skills areas. Students who have not met these standards may attempt the Graduation Standards Tests (similar to the Portland Achievement Levels Tests) twice a year until age 21 in order to qualify for a standard high school diploma.

See the Introduction section for a more detailed explanation of data contained in this table.

JEFFERSON HIGH SCHOOL

5210 N. Kerby Avenue
Portland, OR 97217
916-5180

Alcena Boozer, Principal



For over 80 years Jefferson High School has educated Portland's young people. A comprehensive academic curriculum, with advanced science, computer studies, math, social studies, English and foreign language courses, is a vital part of the school's offerings. In 1974 Jefferson was designated as one of the Portland School District's magnet high schools, offering a specialized performing arts program to students throughout the city. Combined, the Performing Arts Program and the strong academic program make Jefferson a trend setter in education.

The magnet program in performing arts offers courses in several areas. Jefferson's Dance Program offers one of the most extensive high school dance programs in the country. In the Instrumental and Vocal Music Programs, students study with practicing professionals. Instrumental music students are provided with individual instruction from community resource musicians. The Theater Program provides a full range of technical and acting classes. The Television Production Program utilizes one of the largest non-commercial color studios in the state.

Opportunities for academic pursuits are equally extensive. Students seeking rigor and challenge are encouraged to apply for the Scholars Program, a newly revised and expanded series of classes which add relevance and meaning to learning. Scholars classes, the Financial Services Academy, and many other courses are structured to integrate curriculum and are often team taught. In addition, students in English classes explore a wide range of literary works which reflect the school's ethnic diversity. A ninety minute block schedule accommodates these innovative structures and allows students to earn up to eight credits a year.

Students enrolled in Jefferson's magnet programs may complete all graduation requirements at Jefferson. The program uses formal application, audition, and interview to select participants. Entrance requirements include a GPA of 2.0 or above, a good attendance record, good behavior, and a positive attitude. In 1995-96, 580 full-time students were enrolled in magnet courses at Jefferson. In addition, Jefferson enrolls part-time co-op students from Portland Community College, middle and high schools.

Jefferson Magnet Enrollment, 1995-96

Class	American Indian	European American	African American	Asian American	Hispanic American	Total
Freshman	3	58	154	12	18	245
Sophomore	1	46	81	7	14	149
Junior	1	31	51	6	6	95
Senior	0	22	50	15	4	91
Total	***5***	***157***	***336***	***40***	***42***	***580***

JEFFERSON HIGH SCHOOL

PHYSICAL PLANT

Construction Date	1909
Rated Building Condition	Needs Upgrade
Square Footage	400,817
School Site Acreage	11.4

Information about the physical facilities was provided by the Physical Plant Division.

NEIGHBORHOOD HOUSEHOLD INFORMATION (1990 Census Data)

Population	51,740
Median Age	35.0
No High School Diploma, Age 25 or more	27.4%
Receiving Public Assistance	17.7%
Households	20,988
Persons per Household	2.5
Average Household Income	$26,500
Female Head of Household, No Husband Present	24.2%
Single Family Residences	79.6%
Same Residence in 1985	59.1%
Median Value of Home	$53,268

Neighborhood refers to the assigned geographic enrollment area from which the school draws most of its students. For schools without an assigned enrollment area, this table will read "N/A".

SCHOOL ASSIGNED PERSONNEL
Includes both Full Time and Part Time Personnel

Position	Count	F.T.E.
Principal, Vice Principals	4	4.0
Classroom Teachers	68	66.1
Special Instruction Teachers	10	9.8
Other Certified	8	8.0
Educational Assistants	8	7.0
Clerical and Secretarial	9	9.0
Other Classified	26	25.4
Summary	133	129.3

School Assigned Personnel data were provided by the Personnel Department. The category Special Instruction Teachers includes special education, ESL/Bilingual and some alternative education teachers. Other Certified includes educational media specialists, psychologists, curriculum specialists and guidance counselors. Other Classified includes custodial, maintenance and cafeteria staff.

JEFFERSON HIGH SCHOOL

Enrollment Historical, October 1991 Through October 1995

ENROLLMENT COUNTS and PERCENTS by CLASS, ETHNICITY and GENDER

	October 1991	October 1992	October 1993	October 1994	October 1995	5 Year Change
Class						
Freshman	331 28.8%	443 38.9%	419 37.3%	388 34.7%	420 39.3%	89 10.5%
Sophomore	287 25.0%	264 23.2%	284 25.3%	281 25.2%	240 22.5%	-47 -2.5%
Junior	283 24.6%	223 19.6%	223 19.9%	219 19.6%	196 18.4%	-87 -6.3%
Senior	201 17.5%	177 15.6%	142 12.6%	189 16.9%	179 16.8%	-22 -0.7%
Unassigned *	47 4.1%	31 2.7%	55 4.9%	40 3.6%	33 3.1%	-14 -1.0%
Ethnicity						
American Indian	24 2.1%	12 1.1%	15 1.3%	13 1.2%	13 1.2%	-11 -0.9%
European American	332 28.9%	349 30.7%	324 28.9%	284 25.4%	257 24.1%	-75 -4.8%
African American	699 60.8%	617 54.2%	615 54.8%	664 59.4%	660 61.8%	-39 1.0%
Asian American	50 4.4%	80 7.0%	91 8.1%	80 7.2%	69 6.5%	19 2.1%
Hispanic American	44 3.8%	80 7.0%	78 6.9%	76 6.8%	69 6.5%	25 2.6%
Gender						
Female	621 54.0%	587 51.6%	609 54.2%	596 53.4%	553 51.8%	-68 -2.3%
Male	528 46.0%	551 48.4%	514 45.8%	521 46.6%	515 48.2%	-13 2.3%
School-wide Summary	***1,149***	***1,138***	***1,123***	***1,117***	***1,068***	***-81***

* Unassigned category includes ungraded or unclassified students, e.g. special education students who attend special education classes in separate classrooms.

Annual percentages are based on school-wide enrollment counts.

JEFFERSON HIGH SCHOOL

Enrollment Historical, 1991-92 Through 1995-96

SPECIAL PROGRAMS ENROLLMENT

Program	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
Title I Reading	165	128	142	113	65	-100
	14.4%	11.2%	12.6%	10.1%	6.1%	-8.3%
Title I Math	44	85	37	48	93	49
	3.8%	7.5%	3.3%	4.3%	8.7%	4.9%
Federal Child Nutrition	482	472	484	583	633	151
	41.9%	41.5%	43.1%	52.2%	59.3%	17.3%
Alternative Education	0	0	38	50	55	55
	0.0%	0.0%	3.4%	4.5%	5.1%	5.1%
ESL/Bilingual	75	107	112	104	104	29
	6.5%	9.4%	10.0%	9.3%	9.7%	3.2%
Special Education *	105	117	132	112	102	-3
	9.1%	10.3%	11.8%	10.0%	9.6%	0.4%
Itinerant and Resource Center	*55*	*59*	*72*	*70*	*65*	
Self-Contained Classroom	*50*	*58*	*60*	*42*	*37*	

* Special Education includes both Itinerant and Resource Center and Self-Contained Classroom categories. Annual percentages are based on school-wide October 1 enrollment counts.

Enrollment, October 1995

JEFFERSON HIGH SCHOOL ENROLLMENT by NEIGHBORHOOD AREA

Neighborhood Area	Number	Percent	Rank
Benson	N/A	N/A	N/A
Cleveland	14	1.3	5
Franklin	9	0.8	6
Grant	83	7.8	2
Jefferson	894	83.7	1
Lincoln	6	0.6	7
Madison	22	2.1	4
Marshall	3	0.3	8
Roosevelt	37	3.5	3
Wilson	0	0.0	9
Summary	***1,068***	***100.0***	

JEFFERSON NEIGHBORHOOD AREA ENROLLMENT by HIGH SCHOOL

High School	Number	Percent	Rank
Benson	392	21.4	2
Cleveland	59	3.2	7
Franklin	17	0.9	10
Grant	143	7.8	3
Jefferson	894	48.7	1
Lincoln	69	3.8	6
Madison	82	4.5	5
Marshall	20	1.1	9
Roosevelt	123	6.7	4
Wilson	36	2.0	8
Summary	***1,835***	***100.0***	

Neighborhood Area refers to an assigned geographic area surrounding each school from which the school draws most of its student enrollment. Benson High does not have an assigned geographic enrollment area, rather draws students from the entire District.

JEFFERSON HIGH SCHOOL

Dropout Rates Historical, 1991-92 Through 1995-96

DROPOUT RATES and COUNTS by CLASS, ETHNICITY and GENDER

	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
Class						
Freshman	7.6% 25	15.1% 67	15.8% 66	7.0% 27	14.3% 60	6.7%
Sophomore	12.5% 36	9.8% 26	15.1% 43	6.8% 19	10.0% 24	-2.5%
Junior	15.9% 45	8.5% 19	12.6% 28	6.8% 15	7.7% 15	-8.2%
Senior	9.5% 19	4.5% 8	12.0% 17	7.9% 15	10.6% 19	1.1%
Ethnicity						
American Indian	* 7	* 2	* 8	* 3	* 8	N/A
European American	9.3% 31	10.9% 38	11.1% 36	8.8% 25	15.6% 40	6.3%
African American	11.6% 81	9.1% 56	13.3% 82	4.8% 32	6.5% 43	-5.1%
Asian American	2.0% 1	10.0% 8	7.7% 7	1.3% 1	7.2% 5	5.2%
Hispanic American	11.4% 5	20.0% 16	26.9% 21	19.7% 15	31.9% 22	20.5%
Gender						
Female	8.7% 54	10.1% 59	11.7% 71	5.0% 30	10.3% 57	1.6%
Male	13.4% 71	11.1% 61	16.1% 83	8.8% 46	11.8% 61	-1.6%
School-wide Summary	***10.9%*** *125*	***10.5%*** *120*	***13.7%*** *154*	***6.8%*** *76*	***11.0%*** *118*	***0.1%***

* Annual percentages are based on October 1 enrollment counts. Dropout rates are omitted where enrollment counts fall below 25 students. Percents based on a small number of students are not statistically sound and do NOT support comparison.

Dropouts are defined as students who withdrew from school prior to obtaining a high school diploma and did not re-enroll in another diploma program. These include students who withdrew after passing compulsory attendance age, being issued work permits, or for other reasons. Students are included based on leave codes entered on the student database by school personnel.

Methods for calculating dropouts have evolved over time, and thus year-to-year rates must be compared with caution. Most notably, summer dropouts (students withdrawing during summer months) were not included in calculating dropout rates until 1992-93.

JEFFERSON HIGH SCHOOL

STUDENT DISCIPLINE REFERRALS HISTORICAL, 1991-92 THROUGH 1995-96
Major Suspensions by Ethnicity

Ethnicity	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
American Indian	0	1	0	0	1	1
	*	*	*	*	*	N/A
European American	12	17	19	21	14	2
	3.6%	4.9%	5.9%	7.4%	5.4%	1.8%
African American	104	94	98	111	156	52
	14.9%	15.2%	15.9%	16.7%	23.6%	8.7%
Asian American	2	0	0	1	1	-1
	4.0%	0.0%	0.0%	1.3%	1.4%	-2.6%
Hispanic American	1	11	8	6	6	5
	2.3%	13.8%	10.3%	7.9%	8.7%	6.4%
Summary	***119***	***123***	***125***	***139***	***178***	***59***
	10.4%	10.8%	11.1%	12.4%	16.7%	6.3%

* Annual percentages are based on October 1 enrollment counts. Suspension rates are omitted where enrollment counts fall below 25 students. Percents based on a small number of students are not statistically sound and do NOT support comparison.

HIGH SCHOOL GRADUATION STANDARDS PROGRESS
Percents and Numbers Meeting Basic Skills Standards, 1981, 1982 and 1989 through 1996

Class / Year	1980-81	1981-82	:	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
Freshman	**35.6%**	**45.0%**	:	**57.6%**	**49.5%**	**58.8%**	**53.1%**	**53.2%**	**53.2%**	**53.6%**
Meeting Standard	64	125	:	196	137	160	173	177	107	155
Number Tested	180	278	:	340	277	272	326	333	201	289
Sophomore	**N/A**	**39.6%**	:	**67.1%**	**67.8%**	**66.2%**	**70.6%**	**64.8%**	**62.7%**	**69.7%**
Meeting Standard	N/A	90	:	161	194	139	151	151	106	129
Number Tested	N/A	227	:	240	286	210	214	233	169	185
Junior	**N/A**	**N/A**	:	**74.5%**	**70.9%**	**78.3%**	**75.5%**	**79.7%**	**73.3%**	**75.2%**
Meeting Standard	N/A	N/A	:	152	134	170	114	141	110	112
Number Tested	N/A	N/A	:	204	189	217	151	177	150	149
Senior	**N/A**	**N/A**	:	**89.5%**	**81.8%**	**84.0%**	**96.0%**	**89.0%**	**88.4%**	**91.8%**
Meeting Standard	N/A	N/A	:	170	144	142	169	138	183	169
Number Tested	N/A	N/A	:	190	176	169	176	155	207	184

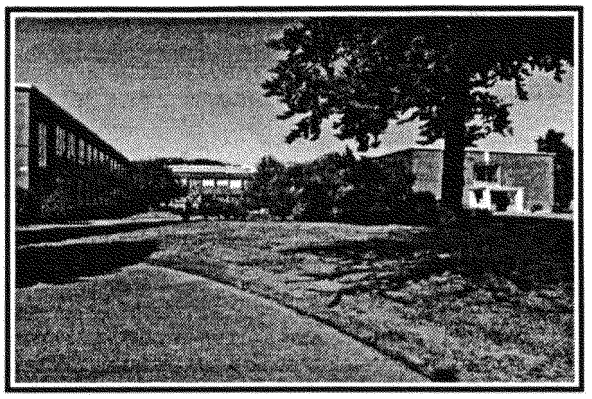
The table above, provided by the Research and Evaluation Department, shows high school students who have passed both Reading and Math Graduation Standards Tests as seniors, juniors, sophomores and freshmen. Competence requirements are included in Oregon standards to ensure that all students have attained the capacity to function at least at a basic level when they leave school. For the graduating class of 1984 and beyond, eighth grade scores on the Portland Achievement Levels Tests in reading and mathematics have been used as the basis for certifying competence in these two basic skills areas. Students who have not met these standards may attempt the Graduation Standards Tests (similar to the Portland Achievement Levels Tests) twice a year until age 21 in order to qualify for a standard high school diploma.

See the Introduction section for a more detailed explanation of data contained in this table.

LINCOLN HIGH SCHOOL

1600 S.W. Salmon Street
Portland, OR 97205
916-5200

Velma Johnson, Principal



Lincoln High School is Portland's first and oldest high school. Lincoln is located in the downtown area within easy walking distance of Portland State University, many museums, cultural events, and exhibits. The school is known as Portland's "school of excellence". It is noted for its academic climate, offering a comprehensive array of honor classes in areas of art, English, foreign languages, math, science, and social studies. Lincoln students consistently score above state averages in combined verbal and math Scholastic Assessment Test (SAT) scores. More than 80 percent of the students plan to attend college after graduation. Lincoln consistently ranks among the top high schools statewide for numbers of National Merit Semifinalists.

Lincoln is the only Portland Public School authorized to offer an International Baccalaureate (IB) program by the international headquarters in Geneva, Switzerland. Originally designed in 1967 as a course of study for international schools, the excellence of the IB program has been proven and accepted by more than 50 countries. Students can earn a full International Baccalaureate diploma by passing six internationally set and graded exams. This program offers a highly academic curriculum for motivated and ambitious students.

Lincoln's International Baccalaureate and International Studies Center attract students residing throughout the Portland area. The specialized program in international studies and foreign languages offers students the opportunity to increase their global awareness. Interested students must have passing scores on the graduation standards tests. In addition, they must have average or above average achievement in English and social studies; a good attendance record; and favorable recommendations. Program requirements include four years of foreign language; one year of fine arts; one year of world-related literature and history; and four years of internationally oriented cultural activities such as folk dancing, language clubs, concerts and foreign films. Many international activities take place off campus. The International Studies Center sponsors study/travel trips to enrich classroom language skills and expand cultural understanding.

In 1995-96 there were 731 full-time students enrolled in the magnet program. In addition Lincoln enrolls part-time co-op students from the middle and high schools. For more information, call the school at 916-5200.

Lincoln Magnet Enrollment, 1995-96

Class	American Indian	European American	African American	Asian American	Hispanic American	Total
Freshman	3	205	10	14	13	245
Sophomore	0	168	6	14	7	195
Junior	0	116	12	11	5	144
Senior	1	133	4	7	2	147
Total	*4*	*622*	*32*	*46*	*27*	*731*

LINCOLN HIGH SCHOOL

PHYSICAL PLANT

Construction Date	1950
Rated Building Condition	Fair
Square Footage	233,293
School Site Acreage	11.0

Information about the physical facilities was provided by the Physical Plant Division.

NEIGHBORHOOD HOUSEHOLD INFORMATION (1990 Census Data)

Population	49,260
Median Age	40.1
No High School Diploma, Age 25 or more	9.1%
Receiving Public Assistance	3.9%
Households	28,363
Persons per Household	1.7
Average Household Income	$28,900
Female Head of Household, No Husband Present	2.0%
Single Family Residences	29.3%
Same Residence in 1985	31.7%
Median Value of Home	$108,055

Neighborhood refers to the assigned geographic enrollment area from which the school draws most of its students. For schools without an assigned enrollment area, this table will read "N/A".

SCHOOL ASSIGNED PERSONNEL
Includes both Full Time and Part Time Personnel

Position	Count	F.T.E.
Principal, Vice Principals	4	4.0
Classroom Teachers	59	57.6
Special Instruction Teachers	1	1.0
Other Certified	7	7.0
Educational Assistants	1	0.9
Clerical and Secretarial	11	10.5
Other Classified	18	16.3
Summary	101	97.3

School Assigned Personnel data were provided by the Personnel Department. The category Special Instruction Teachers includes special education, ESL/Bilingual and some alternative education teachers. Other Certified includes educational media specialists, psychologists, curriculum specialists and guidance counselors. Other Classified includes custodial, maintenance and cafeteria staff.

LINCOLN HIGH SCHOOL

Enrollment Historical, October 1991 Through October 1995

ENROLLMENT COUNTS and PERCENTS by CLASS, ETHNICITY and GENDER

	October 1991	October 1992	October 1993	October 1994	October 1995	5 Year Change
Class						
Freshman	331 28.5%	385 30.9%	379 30.4%	405 31.9%	424 31.6%	93 3.1%
Sophomore	294 25.3%	314 25.2%	310 24.8%	333 26.2%	366 27.3%	72 1.9%
Junior	277 23.9%	281 22.6%	287 23.0%	279 22.0%	300 22.4%	23 -1.5%
Senior	259 22.3%	265 21.3%	272 21.8%	254 20.0%	252 18.8%	-7 -3.5%
Unassigned *	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Ethnicity						
American Indian	23 2.0%	22 1.8%	18 1.4%	10 0.8%	12 0.9%	-11 -1.1%
European American	948 81.7%	1,026 82.4%	1,023 82.0%	1,075 84.6%	1,141 85.0%	193 3.4%
African American	77 6.6%	72 5.8%	77 6.2%	64 5.0%	63 4.7%	-14 -1.9%
Asian American	84 7.2%	94 7.6%	87 7.0%	83 6.5%	86 6.4%	2 -0.8%
Hispanic American	29 2.5%	31 2.5%	43 3.4%	39 3.1%	40 3.0%	11 0.5%
Gender						
Female	660 56.8%	716 57.5%	720 57.7%	723 56.9%	755 56.3%	95 -0.6%
Male	501 43.2%	529 42.5%	528 42.3%	548 43.1%	587 43.7%	86 0.6%
School-wide Summary	***1,161***	***1,245***	***1,248***	***1,271***	***1,342***	***181***

* Unassigned category includes ungraded or unclassified students, e.g. special education students who attend special education classes in separate classrooms.

Annual percentages are based on school-wide enrollment counts.

LINCOLN HIGH SCHOOL

Enrollment Historical, 1991-92 Through 1995-96

SPECIAL PROGRAMS ENROLLMENT

Program	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
Title I Reading	0	0	0	0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%	N/A
Title I Math	0	0	0	0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%	N/A
Federal Child Nutrition	93	97	68	85	104	11
	8.0%	7.8%	5.4%	6.7%	7.7%	-0.3%
Alternative Education	0	0	0	0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%	N/A
ESL/Bilingual	6	19	19	0	0	-6
	0.5%	1.5%	1.5%	0.0%	0.0%	-0.5%
Special Education *	20	26	26	29	25	5
	1.7%	2.1%	2.1%	2.3%	1.9%	0.1%
Itinerant and Resource Center	*20*	*26*	*26*	*29*	*25*	
Self-Contained Classroom	*0*	*0*	*0*	*0*	*0*	

* Special Education includes both Itinerant and Resource Center and Self-Contained Classroom categories. Annual percentages are based on school-wide October 1 enrollment counts.

Enrollment, October 1995

LINCOLN HIGH SCHOOL ENROLLMENT by NEIGHBORHOOD AREA

Neighborhood Area	Number	Percent	Rank
Benson	N/A	N/A	N/A
Cleveland	86	6.4	5
Franklin	89	6.6	4
Grant	109	8.1	2
Jefferson	69	5.1	6
Lincoln	806	60.1	1
Madison	49	3.7	7
Marshall	13	1.0	9
Roosevelt	21	1.6	8
Wilson	100	7.5	3
Summary	***1,342***	***100.0***	

LINCOLN NEIGHBORHOOD AREA ENROLLMENT by HIGH SCHOOL

High School	Number	Percent	Rank
Benson	12	1.4	3
Cleveland	12	1.4	3
Franklin	0	0.0	9
Grant	4	0.5	6
Jefferson	6	0.7	5
Lincoln	806	91.7	1
Madison	0	0.0	9
Marshall	1	0.1	7
Roosevelt	1	0.1	7
Wilson	37	4.2	2
Summary	***879***	***100.0***	

Neighborhood Area refers to an assigned geographic area surrounding each school from which the school draws most of its student enrollment. Benson High does not have an assigned geographic enrollment area, rather draws students from the entire District.

LINCOLN HIGH SCHOOL

Dropout Rates Historical, 1991-92 Through 1995-96

DROPOUT RATES and COUNTS by CLASS, ETHNICITY and GENDER

	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
Class						
Freshman	2.4% 8	3.6% 14	2.9% 11	2.0% 8	1.2% 5	-1.2%
Sophomore	3.1% 9	4.5% 14	3.9% 12	1.5% 5	0.8% 3	-2.3%
Junior	3.6% 10	6.0% 17	6.6% 19	3.2% 9	2.0% 6	-1.6%
Senior	4.6% 12	5.3% 14	3.7% 10	5.9% 15	5.6% 14	1.0%
Ethnicity						
American Indian	* 0	* 0	* 0	* 0	* 3	N/A
European American	3.3% 31	4.8% 49	4.7% 48	2.8% 30	1.8% 20	-1.5%
African American	6.5% 5	9.7% 7	1.3% 1	6.3% 4	3.2% 2	-3.3%
Asian American	2.4% 2	1.1% 1	2.3% 2	3.6% 3	2.3% 2	-0.1%
Hispanic American	3.4% 1	6.5% 2	2.3% 1	0.0% 0	2.5% 1	-0.9%
Gender						
Female	3.6% 24	4.6% 33	3.8% 27	2.2% 16	2.0% 15	-1.6%
Male	3.0% 15	4.9% 26	4.7% 25	3.8% 21	2.2% 13	-0.8%
School-wide Summary	***3.4%*** *39*	***4.7%*** *59*	***4.2%*** *52*	***2.9%*** *37*	***2.1%*** *28*	***-1.3%***

* Annual percentages are based on October 1 enrollment counts. Dropout rates are omitted where enrollment counts fall below 25 students. Percents based on a small number of students are not statistically sound and do NOT support comparison.

Dropouts are defined as students who withdrew from school prior to obtaining a high school diploma and did not re-enroll in another diploma program. These include students who withdrew after passing compulsory attendance age, being issued work permits, or for other reasons. Students are included based on leave codes entered on the student database by school personnel.

Methods for calculating dropouts have evolved over time, and thus year-to-year rates must be compared with caution. Most notably, summer dropouts (students withdrawing during summer months) were not included in calculating dropout rates until 1992-93.

LINCOLN HIGH SCHOOL

STUDENT DISCIPLINE REFERRALS HISTORICAL, 1991-92 THROUGH 1995-96
Major Suspensions by Ethnicity

Ethnicity	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
American Indian	1	0	0	1	1	0
	*	*	*	*	*	N/A
European American	8	9	14	23	36	28
	0.8%	0.9%	1.4%	2.1%	3.2%	2.4%
African American	2	7	5	8	8	6
	2.6%	9.7%	6.5%	12.5%	12.7%	10.1%
Asian American	0	1	0	2	1	1
	0.0%	1.1%	0.0%	2.4%	1.2%	1.2%
Hispanic American	1	1	2	0	0	-1
	3.4%	3.2%	4.7%	0.0%	0.0%	-3.4%
Summary	***12***	***18***	***21***	***34***	***46***	***34***
	1.0%	1.4%	1.7%	2.7%	3.4%	2.4%

* Annual percentages are based on October 1 enrollment counts. Suspension rates are omitted where enrollment counts fall below 25 students. Percents based on a small number of students are not statistically sound and do NOT support comparison.

HIGH SCHOOL GRADUATION STANDARDS PROGRESS
Percents and Numbers Meeting Basic Skills Standards, 1981, 1982 and 1989 through 1996

Class / Year	1980-81	1981-82	:	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
Freshman	**76.3%**	**75.7%**	:	**94.7%**	**90.9%**	**94.4%**	**93.6%**	**96.2%**	**96.5%**	**97.1%**
Meeting Standard	196	230	:	252	211	235	276	279	299	333
Number Tested	257	304	:	266	232	249	295	290	310	343
Sophomore	**N/A**	**78.3%**	:	**94.1%**	**97.1%**	**92.9%**	**94.2%**	**94.1%**	**96.0%**	**98.3%**
Meeting Standard	N/A	209	:	223	232	208	228	222	243	337
Number Tested	N/A	267	:	237	239	224	242	236	253	343
Junior	**N/A**	**N/A**	:	**97.3%**	**96.7%**	**97.3%**	**94.5%**	**96.5%**	**97.0%**	**99.1%**
Meeting Standard	N/A	N/A	:	213	206	214	190	193	193	224
Number Tested	N/A	N/A	:	219	213	220	201	200	199	226
Senior	**N/A**	**N/A**	:	**98.2%**	**99.5%**	**97.5%**	**99.0%**	**98.0%**	**98.4%**	**98.5%**
Meeting Standard	N/A	N/A	:	217	208	197	205	193	184	193
Number Tested	N/A	N/A	:	221	209	202	207	197	187	196

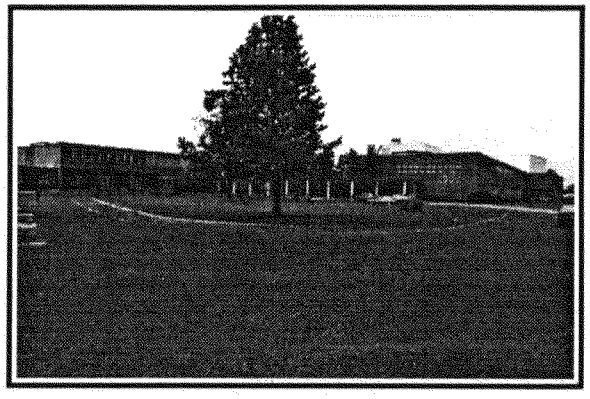
The table above, provided by the Research and Evaluation Department, shows high school students who have passed both Reading and Math Graduation Standards Tests as seniors, juniors, sophomores and freshmen. Competence requirements are included in Oregon standards to ensure that all students have attained the capacity to function at least at a basic level when they leave school. For the graduating class of 1984 and beyond, eighth grade scores on the Portland Achievement Levels Tests in reading and mathematics have been used as the basis for certifying competence in these two basic skills areas. Students who have not met these standards may attempt the Graduation Standards Tests (similar to the Portland Achievement Levels Tests) twice a year until age 21 in order to qualify for a standard high school diploma.

See the Introduction section for a more detailed explanation of data contained in this table.

MADISON HIGH SCHOOL

2735 N.E. 82nd Avenue
Portland, OR 97220
916-5220

Ronald Hudson, Principal



Madison High School has served the outer northeast corner of the Portland School District for 40 years. The school serves an ethnically and culturally diverse population and offers a complete program of required and elective courses. Advanced and/or honors courses are offered in English, global studies, U.S. history, biology, anatomy, chemistry and math through calculus. A full four-year offering in three foreign languages, metals, woods, drafting and graphics, together with 11 course offerings in art make possible a wide variety of elective selections.

Madison High School has several special programs which develop career skills, offer depth of learning experience, and enhance preparation for future education and employment. Designated special programs in graphic arts, health occupations, and child development offer students specific preparation. The core program for the freshmen and sophomores, interdisciplinary programs, the Green Thumb magnet and distance learning opportunities enhance Madison's ability to serve its diverse student population. The Environmental Studies Program, which is infused throughout the curriculum, is an area of special importance and provides opportunities for students to participate in off-campus learning activities at the children's arboretum, the Columbia River slough, Green Thumb campus and several other sites throughout the metropolitan area.

Following the lead of its Site Council, established six years ago, Madison is well along in restructuring efforts and in developing core program rubrics. With over 300 computers in classrooms and labs throughout the school, together with an extensive list of business courses and a developing business partnership, every Madison student will have significant opportunities to use the latest technology and receive experiential training.

Madison also offers a broad range of extracurricular and social activities which round out a student's education. Drama, athletics, interest clubs, service clubs, dances and student government provide a wide variety of opportunity which is open to all students.

As we move toward the 21st century, Madison's staff and curriculum offer a broad range of programs and levels to serve the needs of our students. The strong emphasis placed on student participation encourages students to develop skills for the challenges they face as graduates.

Other Outstanding Features: Environmental Studies Academy

MADISON HIGH SCHOOL

PHYSICAL PLANT

Construction Date	1955
Rated Building Condition	Fair
Square Footage	370,122
School Site Acreage	20.1

Information about the physical facilities was provided by the Physical Plant Division.

NEIGHBORHOOD HOUSEHOLD INFORMATION (1990 Census Data)

Population	43,185
Median Age	36.7
No High School Diploma, Age 25 or more	22.2%
Receiving Public Assistance	9.4%
Households	18,452
Persons per Household	2.3
Average Household Income	$28,400
Female Head of Household, No Husband Present	12.7%
Single Family Residences	78.4%
Same Residence in 1985	59.6%
Median Value of Home	$52,945

Neighborhood refers to the assigned geographic enrollment area from which the school draws most of its students. For schools without an assigned enrollment area, this table will read "N/A".

SCHOOL ASSIGNED PERSONNEL
Includes both Full Time and Part Time Personnel

Position	Count	F.T.E.
Principal, Vice Principals	4	4.0
Classroom Teachers	70	67.3
Special Instruction Teachers	13	12.0
Other Certified	8	7.5
Educational Assistants	9	7.9
Clerical and Secretarial	10	9.6
Other Classified	19	19.0
Summary	133	127.3

School Assigned Personnel data were provided by the Personnel Department. The category Special Instruction Teachers includes special education, ESL/Bilingual and some alternative education teachers. Other Certified includes educational media specialists, psychologists, curriculum specialists and guidance counselors. Other Classified includes custodial, maintenance and cafeteria staff.

MADISON HIGH SCHOOL

Enrollment Historical, October 1991 Through October 1995

ENROLLMENT COUNTS and PERCENTS by CLASS, ETHNICITY and GENDER

	October 1991	October 1992	October 1993	October 1994	October 1995	5 Year Change
Class						
Freshman	317 24.5%	352 26.2%	386 28.2%	368 28.2%	367 28.0%	50 3.5%
Sophomore	336 25.9%	342 25.4%	342 25.0%	329 25.2%	354 27.0%	18 1.1%
Junior	328 25.3%	321 23.8%	304 22.2%	317 24.3%	284 21.6%	-44 -3.7%
Senior	272 21.0%	309 23.0%	297 21.7%	254 19.4%	272 20.7%	0 -0.3%
Unassigned *	43 3.3%	22 1.6%	41 3.0%	39 3.0%	35 2.7%	-8 -0.7%
Ethnicity						
American Indian	27 2.1%	23 1.7%	29 2.1%	29 2.2%	26 2.0%	-1 -0.1%
European American	830 64.0%	855 63.5%	851 62.1%	791 60.5%	788 60.1%	-42 -4.0%
African American	133 10.3%	121 9.0%	143 10.4%	155 11.9%	171 13.0%	38 2.8%
Asian American	265 20.4%	302 22.4%	285 20.8%	258 19.7%	242 18.4%	-23 -2.0%
Hispanic American	41 3.2%	45 3.3%	62 4.5%	74 5.7%	85 6.5%	44 3.3%
Gender						
Female	659 50.8%	680 50.5%	685 50.0%	653 50.0%	632 48.2%	-27 -2.7%
Male	637 49.2%	666 49.5%	685 50.0%	654 50.0%	680 51.8%	43 2.7%
School-wide Summary	***1,296***	***1,346***	***1,370***	***1,307***	***1,312***	***16***

* Unassigned category includes ungraded or unclassified students, e.g. special education students who attend special education classes in separate classrooms.

Annual percentages are based on school-wide enrollment counts.

MADISON HIGH SCHOOL

Enrollment Historical, 1991-92 Through 1995-96

SPECIAL PROGRAMS ENROLLMENT

Program	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
Title I Reading	39	80	30	57	111	72
	3.0%	5.9%	2.2%	4.4%	8.5%	5.5%
Title I Math	72	102	89	125	111	39
	5.6%	7.6%	6.5%	9.6%	8.5%	2.9%
Federal Child Nutrition	433	427	601	610	480	47
	33.4%	31.7%	43.9%	46.7%	36.6%	3.2%
Alternative Education	71	71	56	79	71	0
	5.5%	5.3%	4.1%	6.0%	5.4%	-0.1%
ESL/Bilingual	224	256	226	203	163	-61
	17.3%	19.0%	16.5%	15.5%	12.4%	-4.9%
Special Education *	123	119	118	93	105	-18
	9.5%	8.8%	8.6%	7.1%	8.0%	-1.5%
Itinerant and Resource Center	*62*	*63*	*61*	*53*	*67*	
Self-Contained Classroom	*61*	*56*	*57*	*40*	*38*	

* Special Education includes both Itinerant and Resource Center and Self-Contained Classroom categories. Annual percentages are based on school-wide October 1 enrollment counts.

Enrollment, October 1995

MADISON HIGH SCHOOL ENROLLMENT by NEIGHBORHOOD AREA

Neighborhood Area	Number	Percent	Rank
Benson	N/A	N/A	N/A
Cleveland	7	0.5	6
Franklin	17	1.3	5
Grant	29	2.2	3
Jefferson	82	6.3	2
Lincoln	0	0.0	9
Madison	1,145	87.3	1
Marshall	26	2.0	4
Roosevelt	5	0.4	7
Wilson	1	0.1	8
Summary	***1,312***	***100.0***	

MADISON NEIGHBORHOOD AREA ENROLLMENT by HIGH SCHOOL

High School	Number	Percent	Rank
Benson	238	14.0	2
Cleveland	17	1.0	8
Franklin	32	1.9	6
Grant	136	8.0	3
Jefferson	22	1.3	7
Lincoln	49	2.9	4
Madison	1,145	67.6	1
Marshall	46	2.7	5
Roosevelt	4	0.2	10
Wilson	6	0.4	9
Summary	***1,695***	***100.0***	

Neighborhood Area refers to an assigned geographic area surrounding each school from which the school draws most of its student enrollment. Benson High does not have an assigned geographic enrollment area, rather draws students from the entire District.

MADISON HIGH SCHOOL

Dropout Rates Historical, 1991-92 Through 1995-96

DROPOUT RATES and COUNTS by CLASS, ETHNICITY and GENDER

	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
Class						
Freshman	9.8% 31	10.8% 38	7.3% 28	4.6% 17	7.9% 29	-1.9%
Sophomore	7.1% 24	13.2% 45	8.5% 29	7.6% 25	9.6% 34	2.5%
Junior	11.0% 36	12.1% 39	9.9% 30	8.8% 28	9.9% 28	-1.1%
Senior	7.7% 21	8.4% 26	14.1% 42	11.0% 28	6.3% 17	-1.4%
Ethnicity						
American Indian	14.8% 4	* 6	10.3% 3	13.8% 4	15.4% 4	0.6%
European American	6.5% 54	9.6% 82	8.3% 71	6.8% 54	7.2% 57	0.7%
African American	15.8% 21	13.2% 16	9.8% 14	11.0% 17	7.6% 13	-8.2%
Asian American	10.2% 27	9.3% 28	10.5% 30	5.0% 13	6.2% 15	-4.0%
Hispanic American	14.6% 6	35.6% 16	17.7% 11	13.5% 10	22.4% 19	7.8%
Gender						
Female	5.8% 38	8.7% 59	7.7% 53	6.3% 41	6.3% 40	0.5%
Male	11.6% 74	13.4% 89	11.1% 76	8.7% 57	10.0% 68	-1.6%
School-wide Summary	***8.6%*** *112*	***11.0%*** *148*	***9.4%*** *129*	***7.5%*** *98*	***8.2%*** *108*	***-0.4%***

* Annual percentages are based on October 1 enrollment counts. Dropout rates are omitted where enrollment counts fall below 25 students. Percents based on a small number of students are not statistically sound and do NOT support comparison.

Dropouts are defined as students who withdrew from school prior to obtaining a high school diploma and did not re-enroll in another diploma program. These include students who withdrew after passing compulsory attendance age, being issued work permits, or for other reasons. Students are included based on leave codes entered on the student database by school personnel.

Methods for calculating dropouts have evolved over time, and thus year-to-year rates must be compared with caution. Most notably, summer dropouts (students withdrawing during summer months) were not included in calculating dropout rates until 1992-93.

MADISON HIGH SCHOOL

STUDENT DISCIPLINE REFERRALS HISTORICAL, 1991-92 THROUGH 1995-96
Major Suspensions by Ethnicity

Ethnicity	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
American Indian	0	3	3	5	1	1
	0.0%	*	10.3%	17.2%	3.8%	3.8%
European American	28	48	49	78	63	35
	3.4%	5.6%	5.8%	9.9%	8.0%	4.6%
African American	13	23	29	57	44	31
	9.8%	19.0%	20.3%	36.8%	25.7%	15.9%
Asian American	5	24	25	29	18	13
	1.9%	7.9%	8.8%	11.2%	7.4%	5.5%
Hispanic American	2	2	12	12	7	5
	4.9%	4.4%	19.4%	16.2%	8.2%	3.3%
Summary	***48***	***100***	***118***	***181***	***133***	***85***
	3.7%	7.4%	8.6%	13.8%	10.1%	6.4%

* Annual percentages are based on October 1 enrollment counts. Suspension rates are omitted where enrollment counts fall below 25 students. Percents based on a small number of students are not statistically sound and do NOT support comparison.

HIGH SCHOOL GRADUATION STANDARDS PROGRESS
Percents and Numbers Meeting Basic Skills Standards, 1981, 1982 and 1989 through 1996

Class / Year	1980-81	1981-82	:	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
Freshman	**55.9%**	**61.0%**	:	**73.6%**	**70.9%**	**73.1%**	**65.1%**	**68.3%**	**62.5%**	**68.3%**
Meeting Standard	138	200	:	217	205	196	185	211	163	194
Number Tested	247	328	:	295	289	268	284	309	261	284
Sophomore	**N/A**	**60.9%**	:	**78.8%**	**79.1%**	**74.2%**	**73.1%**	**69.1%**	**76.7%**	**79.8%**
Meeting Standard	N/A	171	:	189	223	207	204	197	197	205
Number Tested	N/A	281	:	240	282	279	279	285	257	257
Junior	**N/A**	**N/A**	:	**80.6%**	**74.9%**	**83.6%**	**74.0%**	**77.8%**	**81.9%**	**79.3%**
Meeting Standard	N/A	N/A	:	162	173	224	205	186	195	180
Number Tested	N/A	N/A	:	201	231	268	277	239	238	227
Senior	**N/A**	**N/A**	:	**88.2%**	**84.4%**	**81.1%**	**93.0%**	**84.1%**	**88.9%**	**89.6%**
Meeting Standard	N/A	N/A	:	187	151	172	213	207	168	190
Number Tested	N/A	N/A	:	212	179	212	229	246	189	212

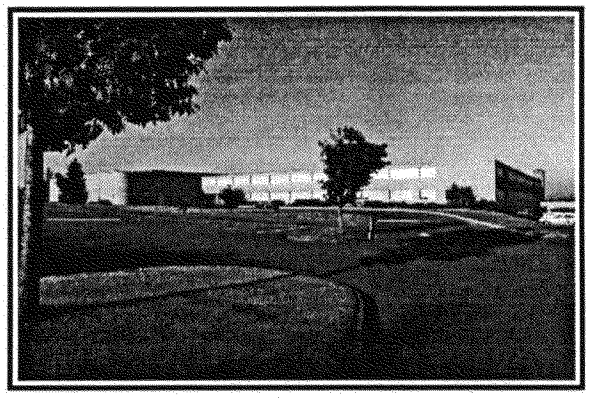
The table above, provided by the Research and Evaluation Department, shows high school students who have passed both Reading and Math Graduation Standards Tests as seniors, juniors, sophomores and freshmen. Competence requirements are included in Oregon standards to ensure that all students have attained the capacity to function at least at a basic level when they leave school. For the graduating class of 1984 and beyond, eighth grade scores on the Portland Achievement Levels Tests in reading and mathematics have been used as the basis for certifying competence in these two basic skills areas. Students who have not met these standards may attempt the Graduation Standards Tests (similar to the Portland Achievement Levels Tests) twice a year until age 21 in order to qualify for a standard high school diploma.

See the Introduction section for a more detailed explanation of data contained in this table.

MARSHALL HIGH SCHOOL

3905 S.E. 91st Avenue
Portland, OR 97266
916-5240

Colin Karr-Morse, Principal



Marshall High School is an innovative southeast Portland high school committed to promoting productive educational reform. With a student body of over 1,200, Marshall offers a wide range of academic and activity programs. In the belief that schools must adapt to the changing needs of society and make-up of student populations, Marshall offers a variety of options including the most advanced applications of information technology available in any school in Oregon. From making use of local area computer networks (LANs) for teaching writing and mathematics to the extensive use of video disc technology, CD-ROM, telecommunications and advanced software programs, Marshall is making productive strides in applying innovative technology to innovative instructional strategies.

The Marshall Global Project has transformed the school into a simulated globe to help students focus on world geography, multicultural education and global environmental issues. The Marshall Technology Learning Center has become a unique and attractive resource for students seeking to master the intellectual and technical skills needed for career success in this information age.

As a Title I school, Marshall offers a first rate computer-assisted instruction program for the remediation of skill deficiencies. At the same time, Marshall has a highly successful research scholars program designed to prepare students for entry into college or university.

The involvement of staff and students in policy decision-making through the implementation of a school improvement and staff development project has proven to be a strong unifying factor for the entire school.

The Marshall staff tries to provide for the full range of student needs. Our teen health clinic, Learning Strategies program, Marshall Alternative School House (MASH) program, and our Healthy Options for Teens program are just a few examples of programs designed to assist students in their personal and academic lives. A strong athletic and activities program and a host of support programs help to make school attractive to students.

Other Outstanding Features: Skamania Kiosk

MARSHALL HIGH SCHOOL

PHYSICAL PLANT

Construction Date	1959
Rated Building Condition	Fair
Square Footage	271,427
School Site Acreage	23.5

Information about the physical facilities was provided by the Physical Plant Division.

NEIGHBORHOOD HOUSEHOLD INFORMATION (1990 Census Data)

Population	34,709
Median Age	34.4
No High School Diploma, Age 25 or more	30.4%
Receiving Public Assistance	12.4%
Households	14,449
Persons per Household	2.4
Average Household Income	$27,100
Female Head of Household, No Husband Present	13.4%
Single Family Residences	81.6%
Same Residence in 1985	54.2%
Median Value of Home	$47,154

Neighborhood refers to the assigned geographic enrollment area from which the school draws most of its students. For schools without an assigned enrollment area, this table will read "N/A".

SCHOOL ASSIGNED PERSONNEL
Includes both Full Time and Part Time Personnel

Position	Count	F.T.E.
Principal, Vice Principals	4	4.0
Classroom Teachers	59	58.5
Special Instruction Teachers	12	12.0
Other Certified	7	6.6
Educational Assistants	12	11.0
Clerical and Secretarial	11	11.0
Other Classified	22	20.9
Summary	127	124.0

School Assigned Personnel data were provided by the Personnel Department. The category Special Instruction Teachers includes special education, ESL/Bilingual and some alternative education teachers. Other Certified includes educational media specialists, psychologists, curriculum specialists and guidance counselors. Other Classified includes custodial, maintenance and cafeteria staff.

MARSHALL HIGH SCHOOL

Enrollment Historical, October 1991 Through October 1995

ENROLLMENT COUNTS and PERCENTS by CLASS, ETHNICITY and GENDER

	October 1991	October 1992	October 1993	October 1994	October 1995	5 Year Change
Class						
Freshman	404 31.0%	482 36.3%	465 35.9%	409 33.0%	389 30.8%	-15 -0.2%
Sophomore	324 24.8%	328 24.7%	321 24.8%	281 22.7%	320 25.3%	-4 0.5%
Junior	296 22.7%	261 19.7%	248 19.1%	296 23.9%	237 18.8%	-59 -3.9%
Senior	236 18.1%	220 16.6%	224 17.3%	224 18.1%	285 22.6%	49 4.5%
Unassigned *	45 3.4%	36 2.7%	38 2.9%	30 2.4%	32 2.5%	-13 -0.9%
Ethnicity						
American Indian	34 2.6%	27 2.0%	27 2.1%	28 2.3%	37 2.9%	3 0.3%
European American	1,042 79.8%	1,035 78.0%	964 74.4%	916 73.9%	915 72.4%	-127 -7.4%
African American	83 6.4%	78 5.9%	67 5.2%	72 5.8%	70 5.5%	-13 -0.8%
Asian American	92 7.0%	116 8.7%	155 12.0%	149 12.0%	168 13.3%	76 6.3%
Hispanic American	54 4.1%	71 5.4%	83 6.4%	75 6.0%	73 5.8%	19 1.6%
Gender						
Female	616 47.2%	626 47.2%	593 45.8%	570 46.0%	589 46.6%	-27 -0.6%
Male	689 52.8%	701 52.8%	703 54.2%	670 54.0%	674 53.4%	-15 0.6%
School-wide Summary	***1,305***	***1,327***	***1,296***	***1,240***	***1,263***	***-42***

* Unassigned category includes ungraded or unclassified students, e.g. special education students who attend special education classes in separate classrooms.

Annual percentages are based on school-wide enrollment counts.

MARSHALL HIGH SCHOOL

Enrollment Historical, 1991-92 Through 1995-96

SPECIAL PROGRAMS ENROLLMENT

Program	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
Title I Reading	102	125	177	127	94	-8
	7.8%	9.4%	13.7%	10.2%	7.4%	-0.4%
Title I Math	151	214	173	177	155	4
	11.6%	16.1%	13.3%	14.3%	12.3%	0.7%
Federal Child Nutrition	317	348	376	491	505	188
	24.3%	26.2%	29.0%	39.6%	40.0%	15.7%
Alternative Education	121	128	203	231	226	105
	9.3%	9.6%	15.7%	18.6%	17.9%	8.6%
ESL/Bilingual	74	135	178	207	191	117
	5.7%	10.2%	13.7%	16.7%	15.1%	9.5%
Special Education *	116	127	111	101	113	-3
	8.9%	9.6%	8.6%	8.1%	8.9%	0.1%
Itinerant and Resource Center	*69*	*81*	*71*	*68*	*74*	
Self-Contained Classroom	*47*	*46*	*40*	*33*	*39*	

* Special Education includes both Itinerant and Resource Center and Self-Contained Classroom categories. Annual percentages are based on school-wide October 1 enrollment counts.

Enrollment, October 1995

MARSHALL HIGH SCHOOL ENROLLMENT by NEIGHBORHOOD AREA

Neighborhood Area	Number	Percent	Rank
Benson	N/A	N/A	N/A
Cleveland	23	1.8	4
Franklin	94	7.4	2
Grant	3	0.2	6
Jefferson	20	1.6	5
Lincoln	1	0.1	8
Madison	46	3.6	3
Marshall	1,073	85.0	1
Roosevelt	2	0.2	7
Wilson	1	0.1	8
Summary	***1,263***	***100.0***	

MARSHALL NEIGHBORHOOD AREA ENROLLMENT by HIGH SCHOOL

High School	Number	Percent	Rank
Benson	100	6.9	3
Cleveland	62	4.3	4
Franklin	162	11.2	2
Grant	5	0.3	7
Jefferson	3	0.2	9
Lincoln	13	0.9	6
Madison	26	1.8	5
Marshall	1,073	74.1	1
Roosevelt	0	0.0	10
Wilson	5	0.3	7
Summary	***1,449***	***100.0***	

Neighborhood Area refers to an assigned geographic area surrounding each school from which the school draws most of its student enrollment. Benson High does not have an assigned geographic enrollment area, rather draws students from the entire District.

MARSHALL HIGH SCHOOL

Dropout Rates Historical, 1991-92 Through 1995-96

DROPOUT RATES and COUNTS by CLASS, ETHNICITY and GENDER

	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
Class						
Freshman	10.1% 41	15.1% 73	10.5% 49	11.7% 48	11.1% 43	1.0%
Sophomore	12.7% 41	13.7% 45	14.6% 47	10.3% 29	13.4% 43	0.7%
Junior	16.2% 48	15.7% 41	12.9% 32	12.5% 37	15.2% 36	-1.0%
Senior	17.8% 42	10.9% 24	16.1% 36	19.6% 44	15.8% 45	-2.0%
Ethnicity						
American Indian	14.7% 5	14.8% 4	25.9% 7	14.3% 4	35.1% 13	20.4%
European American	12.9% 134	14.5% 150	12.9% 124	13.9% 127	13.2% 121	0.3%
African American	16.9% 14	10.3% 8	19.4% 13	9.7% 7	17.1% 12	0.2%
Asian American	4.3% 4	6.0% 7	5.2% 8	5.4% 8	6.0% 10	1.7%
Hispanic American	27.8% 15	19.7% 14	14.5% 12	16.0% 12	15.1% 11	-12.7%
Gender						
Female	11.7% 72	13.7% 86	9.8% 58	10.5% 60	11.0% 65	-0.7%
Male	14.5% 100	13.8% 97	15.1% 106	14.6% 98	15.1% 102	0.6%
School-wide Summary	***13.2%*** *172*	***13.8%*** *183*	***12.7%*** *164*	***12.7%*** *158*	***13.2%*** *167*	***0.0%***

* Annual percentages are based on October 1 enrollment counts. Dropout rates are omitted where enrollment counts fall below 25 students. Percents based on a small number of students are not statistically sound and do NOT support comparison.

Dropouts are defined as students who withdrew from school prior to obtaining a high school diploma and did not re-enroll in another diploma program. These include students who withdrew after passing compulsory attendance age, being issued work permits, or for other reasons. Students are included based on leave codes entered on the student database by school personnel.

Methods for calculating dropouts have evolved over time, and thus year-to-year rates must be compared with caution. Most notably, summer dropouts (students withdrawing during summer months) were not included in calculating dropout rates until 1992-93.

MARSHALL HIGH SCHOOL

STUDENT DISCIPLINE REFERRALS HISTORICAL, 1991-92 THROUGH 1995-96
Major Suspensions by Ethnicity

Ethnicity	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
American Indian	2	2	3	0	2	0
	5.9%	7.4%	11.1%	0.0%	5.4%	-0.5%
European American	25	49	37	8	17	-8
	2.4%	4.7%	3.8%	0.9%	1.9%	-0.5%
African American	6	15	7	6	3	-3
	7.2%	19.2%	10.4%	8.3%	4.3%	-2.9%
Asian American	0	1	6	6	4	4
	0.0%	0.9%	3.9%	4.0%	2.4%	2.4%
Hispanic American	0	4	8	3	0	0
	0.0%	5.6%	9.6%	4.0%	0.0%	0.0%
Summary	***33***	***71***	***61***	***23***	***26***	***-7***
	2.5%	5.4%	4.7%	1.9%	2.1%	-0.4%

* Annual percentages are based on October 1 enrollment counts. Suspension rates are omitted where enrollment counts fall below 25 students. Percents based on a small number of students are not statistically sound and do NOT support comparison.

HIGH SCHOOL GRADUATION STANDARDS PROGRESS
Percents and Numbers Meeting Basic Skills Standards, 1981, 1982 and 1989 through 1996

Class / Year	1980-81	1981-82	:	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
Freshman	**40.1%**	**58.3%**	:	**71.4%**	**67.7%**	**73.5%**	**61.6%**	**67.4%**	**65.9%**	**64.4%**
Meeting Standard	89	151	:	187	170	216	204	211	137	163
Number Tested	222	259	:	262	251	294	331	313	208	253
Sophomore	**N/A**	**52.9%**	:	**74.2%**	**79.3%**	**72.0%**	**80.4%**	**71.1%**	**73.3%**	**75.3%**
Meeting Standard	N/A	108	:	161	191	167	185	162	126	162
Number Tested	N/A	204	:	217	241	232	230	228	172	215
Junior	**N/A**	**N/A**	:	**82.7%**	**78.9%**	**88.6%**	**79.6%**	**79.1%**	**74.6%**	**82.5%**
Meeting Standard	N/A	N/A	:	162	135	171	144	170	153	141
Number Tested	N/A	N/A	:	196	171	193	181	215	205	171
Senior	**N/A**	**N/A**	:	**94.8%**	**88.7%**	**87.7%**	**96.5%**	**85.6%**	**89.1%**	**88.4%**
Meeting Standard	N/A	N/A	:	145	157	150	164	161	164	199
Number Tested	N/A	N/A	:	153	177	171	170	188	184	225

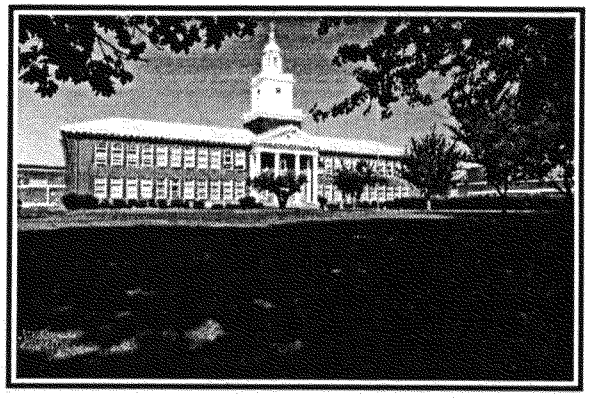
The table above, provided by the Research and Evaluation Department, shows high school students who have passed both Reading and Math Graduation Standards Tests as seniors, juniors, sophomores and freshmen. Competence requirements are included in Oregon standards to ensure that all students have attained the capacity to function at least at a basic level when they leave school. For the graduating class of 1984 and beyond, eighth grade scores on the Portland Achievement Levels Tests in reading and mathematics have been used as the basis for certifying competence in these two basic skills areas. Students who have not met these standards may attempt the Graduation Standards Tests (similar to the Portland Achievement Levels Tests) twice a year until age 21 in order to qualify for a standard high school diploma.

See the Introduction section for a more detailed explanation of data contained in this table.

ROOSEVELT HIGH SCHOOL

6941 North Central Street
Portland, OR 97203
916-5260

Paul Coakley, Principal



The St. Johns Peninsula where Roosevelt High School is located possesses a rich historical heritage because of its geographical location: the junction of the Columbia and Willamette Rivers. St. Johns is characterized by a unique trait in that the existing families are first, second, and in several cases, third-generation families. The unique position of the community, its respect for tradition, and its overall philosophy of independence suggest a community apart from but a part of the City of Portland.

Roosevelt High School's history has been one of growth and readjustment to meet the needs of its community. From its beginning in 1906, the school has occupied three different school sites, moving to its present location in 1923. With a curriculum built around six career pathways, Roosevelt offers an educational program serving the needs of its approximately 1,200 young people, preparing them for post-secondary experiences.

A wide variety of electives allow the students to focus on specific areas of study through class seminars, field experiences, off-campus lectures, tours and other study programs. The college preparation program and the vocational program have aided many students in pursuance of their post-secondary experiences. The honors program continues to highlight Roosevelt's focus on the academic program. Unique to Roosevelt is the RR2000 project involving the entire school in a reorganization emphasizing cooperative learning, total quality management, and outcome-based restructuring with teachers playing a vital role, together with administration, parents, students, and the work force and client community. The RR2000 program has received the support of the State Department of Education and the Bureau of Labor and Industry. It is one of 10 developmental sites in the State of Oregon undergoing school-wide restructuring.

Roosevelt has an advanced personal computer instructional facility with five in-building sites of almost 100 computers. They are available for student use in computer instruction, as well as assisted instruction in mathematics, science, English composition, and industrial arts.

A well-trained and knowledgeable professional staff maintains its proficiency through continued study.

Other Outstanding Features: Job Shadowing; Family Resource Center

ROOSEVELT HIGH SCHOOL

PHYSICAL PLANT

Construction Date	1921
Rated Building Condition	Needs Upgrade
Square Footage	307,132
School Site Acreage	17.1

Information about the physical facilities was provided by the Physical Plant Division.

NEIGHBORHOOD HOUSEHOLD INFORMATION (1990 Census Data)

Population	24,496
Median Age	33.1
No High School Diploma, Age 25 or more	32.6%
Receiving Public Assistance	16.4%
Households	9,524
Persons per Household	2.6
Average Household Income	$24,900
Female Head of Household, No Husband Present	20.6%
Single Family Residences	65.4%
Same Residence in 1985	52.8%
Median Value of Home	$41,742

Neighborhood refers to the assigned geographic enrollment area from which the school draws most of its students. For schools without an assigned enrollment area, this table will read "N/A".

SCHOOL ASSIGNED PERSONNEL
Includes both Full Time and Part Time Personnel

Position	Count	F.T.E.
Principal, Vice Principals	4	4.0
Classroom Teachers	54	53.1
Special Instruction Teachers	10	9.1
Other Certified	10	10.0
Educational Assistants	12	10.8
Clerical and Secretarial	10	10.0
Other Classified	19	18.1
Summary	119	115.1

School Assigned Personnel data were provided by the Personnel Department. The category Special Instruction Teachers includes special education, ESL/Bilingual and some alternative education teachers. Other Certified includes educational media specialists, psychologists, curriculum specialists and guidance counselors. Other Classified includes custodial, maintenance and cafeteria staff.

ROOSEVELT HIGH SCHOOL

Enrollment Historical, October 1991 Through October 1995

ENROLLMENT COUNTS and PERCENTS by CLASS, ETHNICITY and GENDER

	October 1991	October 1992	October 1993	October 1994	October 1995	5 Year Change
Class						
Freshman	305 28.5%	400 35.9%	418 34.9%	388 33.0%	480 37.3%	175 8.8%
Sophomore	265 24.8%	296 26.6%	336 28.0%	329 28.0%	308 24.0%	43 -0.8%
Junior	237 22.1%	210 18.9%	233 19.4%	242 20.6%	232 18.0%	-5 -4.1%
Senior	189 17.7%	162 14.5%	152 12.7%	159 13.5%	195 15.2%	6 -2.5%
Unassigned *	74 6.9%	46 4.1%	59 4.9%	57 4.9%	71 5.5%	-3 -1.4%
Ethnicity						
American Indian	54 5.0%	54 4.8%	57 4.8%	60 5.1%	60 4.7%	6 -0.4%
European American	736 68.8%	752 67.5%	804 67.1%	720 61.3%	787 61.2%	51 -7.6%
African American	136 12.7%	139 12.5%	150 12.5%	183 15.6%	185 14.4%	49 1.7%
Asian American	94 8.8%	102 9.2%	104 8.7%	118 10.0%	138 10.7%	44 1.9%
Hispanic American	50 4.7%	67 6.0%	83 6.9%	94 8.0%	116 9.0%	66 4.3%
Gender						
Female	551 51.5%	554 49.7%	553 46.2%	548 46.6%	620 48.2%	69 -3.3%
Male	519 48.5%	560 50.3%	645 53.8%	627 53.4%	666 51.8%	147 3.3%
School-wide Summary	***1,070***	***1,114***	***1,198***	***1,175***	***1,286***	***216***

* Unassigned category includes ungraded or unclassified students, e.g. special education students who attend special education classes in separate classrooms.

Annual percentages are based on school-wide enrollment counts.

ROOSEVELT HIGH SCHOOL

Enrollment Historical, 1991-92 Through 1995-96

SPECIAL PROGRAMS ENROLLMENT

Program	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
Title I Reading	109	90	94	107	71	-38
	10.2%	8.1%	7.8%	9.1%	5.5%	-4.7%
Title I Math	101	128	118	276	352	251
	9.4%	11.5%	9.8%	23.5%	27.4%	17.9%
Federal Child Nutrition	307	364	458	524	792	485
	28.7%	32.7%	38.2%	44.6%	61.6%	32.9%
Alternative Education	0	0	63	100	376	376
	0.0%	0.0%	5.3%	8.5%	29.2%	29.2%
ESL/Bilingual	68	75	72	72	59	-9
	6.4%	6.7%	6.0%	6.1%	4.6%	-1.8%
Special Education *	123	113	114	133	129	6
	11.5%	10.1%	9.5%	11.3%	10.0%	-1.5%
Itinerant and Resource Center	*45*	*53*	*56*	*69*	*59*	
Self-Contained Classroom	*78*	*60*	*58*	*64*	*70*	

* Special Education includes both Itinerant and Resource Center and Self-Contained Classroom categories. Annual percentages are based on school-wide October 1 enrollment counts.

Enrollment, October 1995

ROOSEVELT HIGH SCHOOL ENROLLMENT by NEIGHBORHOOD AREA

Neighborhood Area	Number	Percent	Rank
Benson	N/A	N/A	N/A
Cleveland	0	0.0	7
Franklin	1	0.1	5
Grant	11	0.9	3
Jefferson	123	9.6	2
Lincoln	1	0.1	5
Madison	4	0.3	4
Marshall	0	0.0	7
Roosevelt	1,146	89.1	1
Wilson	0	0.0	7
Summary	***1,286***	***100.0***	

ROOSEVELT NEIGHBORHOOD AREA ENROLLMENT by HIGH SCHOOL

High School	Number	Percent	Rank
Benson	131	9.5	2
Cleveland	13	0.9	5
Franklin	5	0.4	7
Grant	12	0.9	6
Jefferson	37	2.7	3
Lincoln	21	1.5	4
Madison	5	0.4	7
Marshall	2	0.1	10
Roosevelt	1,146	83.3	1
Wilson	4	0.3	9
Summary	***1,376***	***100.0***	

Neighborhood Area refers to an assigned geographic area surrounding each school from which the school draws most of its student enrollment. Benson High does not have an assigned geographic enrollment area, rather draws students from the entire District.

ROOSEVELT HIGH SCHOOL

Dropout Rates Historical, 1991-92 Through 1995-96

DROPOUT RATES and COUNTS by CLASS, ETHNICITY and GENDER

	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
Class						
Freshman	14.8% 45	15.8% 63	11.0% 46	9.0% 35	12.9% 62	-1.9%
Sophomore	7.9% 21	16.6% 49	15.2% 51	10.3% 34	14.0% 43	6.1%
Junior	10.5% 25	18.6% 39	10.7% 25	12.0% 29	15.5% 36	5.0%
Senior	9.5% 18	13.6% 22	10.5% 16	17.0% 27	19.0% 37	9.5%
Ethnicity						
American Indian	16.7% 9	16.7% 9	7.0% 4	15.0% 9	18.3% 11	1.6%
European American	9.9% 73	13.7% 103	11.2% 90	10.1% 73	11.8% 93	1.9%
African American	14.0% 19	21.6% 30	18.0% 27	7.7% 14	16.2% 30	2.2%
Asian American	4.3% 4	8.8% 9	5.8% 6	10.2% 12	5.8% 8	1.5%
Hispanic American	8.0% 4	32.8% 22	13.3% 11	18.1% 17	31.0% 36	23.0%
Gender						
Female	8.9% 49	16.1% 89	11.4% 63	9.9% 54	12.9% 80	4.0%
Male	11.6% 60	15.0% 84	11.6% 75	11.3% 71	14.7% 98	3.1%
School-wide Summary	***10.2%*** *109*	***15.5%*** *173*	***11.5%*** *138*	***10.6%*** *125*	***13.8%*** *178*	***3.6%***

* Annual percentages are based on October 1 enrollment counts. Dropout rates are omitted where enrollment counts fall below 25 students. Percents based on a small number of students are not statistically sound and do NOT support comparison.

Dropouts are defined as students who withdrew from school prior to obtaining a high school diploma and did not re-enroll in another diploma program. These include students who withdrew after passing compulsory attendance age, being issued work permits, or for other reasons. Students are included based on leave codes entered on the student database by school personnel.

Methods for calculating dropouts have evolved over time, and thus year-to-year rates must be compared with caution. Most notably, summer dropouts (students withdrawing during summer months) were not included in calculating dropout rates until 1992-93.

ROOSEVELT HIGH SCHOOL

STUDENT DISCIPLINE REFERRALS HISTORICAL, 1991-92 THROUGH 1995-96
Major Suspensions by Ethnicity

Ethnicity	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
American Indian	2	8	7	5	5	3
	3.7%	14.8%	12.3%	8.3%	8.3%	4.6%
European American	47	70	74	50	34	-13
	6.4%	9.3%	9.2%	6.9%	4.3%	-2.1%
African American	26	25	25	30	30	4
	19.1%	18.0%	16.7%	16.4%	16.2%	-2.9%
Asian American	5	6	6	8	5	0
	5.3%	5.9%	5.8%	6.8%	3.6%	-1.7%
Hispanic American	2	9	13	10	12	10
	4.0%	13.4%	15.7%	10.6%	10.3%	6.3%
Summary	***82***	***118***	***125***	***103***	***86***	***4***
	7.7%	10.6%	10.4%	8.8%	6.7%	-1.0%

* Annual percentages are based on October 1 enrollment counts. Suspension rates are omitted where enrollment counts fall below 25 students. Percents based on a small number of students are not statistically sound and do NOT support comparison.

HIGH SCHOOL GRADUATION STANDARDS PROGRESS
Percents and Numbers Meeting Basic Skills Standards, 1981, 1982 and 1989 through 1996

Class / Year	1980-81	1981-82	:	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
Freshman	**49.0%**	**56.2%**	:	**68.2%**	**67.3%**	**65.4%**	**63.9%**	**64.6%**	**58.6%**	**65.3%**
Meeting Standard	100	140	:	159	140	168	195	195	170	220
Number Tested	204	249	:	233	208	257	305	302	290	337
Sophomore	**N/A**	**46.2%**	:	**74.1%**	**74.9%**	**78.3%**	**79.4%**	**71.9%**	**71.2%**	**73.1%**
Meeting Standard	N/A	121	:	143	155	148	196	194	168	209
Number Tested	N/A	262	:	193	207	189	247	270	236	286
Junior	**N/A**	**N/A**	:	**85.9%**	**79.4%**	**79.6%**	**85.0%**	**86.3%**	**82.3%**	**79.8%**
Meeting Standard	N/A	N/A	:	128	123	129	130	157	158	158
Number Tested	N/A	N/A	:	149	155	162	153	182	192	198
Senior	**N/A**	**N/A**	:	**86.6%**	**85.0%**	**86.6%**	**89.6%**	**84.9%**	**88.6%**	**90.5%**
Meeting Standard	N/A	N/A	:	136	130	129	146	141	148	199
Number Tested	N/A	N/A	:	157	153	149	163	166	167	220

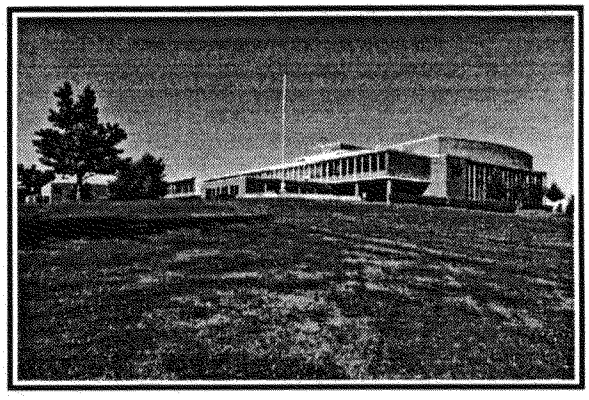
The table above, provided by the Research and Evaluation Department, shows high school students who have passed both Reading and Math Graduation Standards Tests as seniors, juniors, sophomores and freshmen. Competence requirements are included in Oregon standards to ensure that all students have attained the capacity to function at least at a basic level when they leave school. For the graduating class of 1984 and beyond, eighth grade scores on the Portland Achievement Levels Tests in reading and mathematics have been used as the basis for certifying competence in these two basic skills areas. Students who have not met these standards may attempt the Graduation Standards Tests (similar to the Portland Achievement Levels Tests) twice a year until age 21 in order to qualify for a standard high school diploma.

See the Introduction section for a more detailed explanation of data contained in this table.

WILSON HIGH SCHOOL

1151 S.W. Vermont Street
Portland, OR 97219
916-5280

Mike Hryciw, Principal



Wilson High School, established in 1956, is located in a residential neighborhood in southwest Portland. The Wilson parents and community are very involved in the school and supportive of academic excellence. The school serves approximately 1,400 students.

Emphasis is placed on the academic program at Wilson; therefore, enrollment in college preparation and accelerated English, foreign language, mathematics, and science is high. Accelerated courses are provided throughout the curriculum for academically talented students. Advanced Placement success rate has been over 90 percent with 100-plus students who take A.P. exams at Wilson every year.

Wilson High School is recognized as one of the top-ranked secondary schools in the nation, and the majority of Wilson seniors enroll in institutions of higher learning.

Wilson has an exceptionally well-qualified faculty, and most staff members have master's degrees. All members of the faculty have earned many graduate credits and continue to grow professionally through in-service and university courses.

Other Outstanding Features: K-12 Internet; National Science Foundation STELLA Program; Green Machine Jazz Group; Woodrow Wilson Scholars Program; 5 computer labs

WILSON HIGH SCHOOL

PHYSICAL PLANT

Construction Date	1954
Rated Building Condition	Fair
Square Footage	326,062
School Site Acreage	26.1

Information about the physical facilities was provided by the Physical Plant Division.

NEIGHBORHOOD HOUSEHOLD INFORMATION (1990 Census Data)

Population	45,239
Median Age	35.2
No High School Diploma, Age 25 or more	5.8%
Receiving Public Assistance	2.9%
Households	19,437
Persons per Household	2.3
Average Household Income	$37,800
Female Head of Household, No Husband Present	5.4%
Single Family Residences	66.7%
Same Residence in 1985	43.9%
Median Value of Home	$92,500

Neighborhood refers to the assigned geographic enrollment area from which the school draws most of its students. For schools without an assigned enrollment area, this table will read "N/A".

SCHOOL ASSIGNED PERSONNEL
Includes both Full Time and Part Time Personnel

Position	Count	F.T.E.
Principal, Vice Principals	4	4.0
Classroom Teachers	62	61.0
Special Instruction Teachers	4	4.0
Other Certified	5	5.0
Educational Assistants	3	2.3
Clerical and Secretarial	9	9.0
Other Classified	21	20.2
Summary	108	105.5

School Assigned Personnel data were provided by the Personnel Department. The category Special Instruction Teachers includes special education, ESL/Bilingual and some alternative education teachers. Other Certified includes educational media specialists, psychologists, curriculum specialists and guidance counselors. Other Classified includes custodial, maintenance and cafeteria staff.

WILSON HIGH SCHOOL

Enrollment Historical, October 1991 Through October 1995

ENROLLMENT COUNTS and PERCENTS by CLASS, ETHNICITY and GENDER

	October 1991	October 1992	October 1993	October 1994	October 1995	5 Year Change
Class						
Freshman	431 27.5%	418 27.4%	426 28.1%	397 27.4%	341 24.5%	-90 -3.0%
Sophomore	398 25.4%	374 24.5%	387 25.5%	364 25.2%	394 28.3%	-4 3.0%
Junior	373 23.8%	354 23.2%	366 24.1%	327 22.6%	339 24.4%	-34 0.6%
Senior	350 22.3%	381 25.0%	328 21.6%	342 23.6%	311 22.4%	-39 0.1%
Unassigned *	16 1.0%	0 0.0%	11 0.7%	17 1.2%	5 0.4%	-11 -0.7%
Ethnicity						
American Indian	16 1.0%	14 0.9%	20 1.3%	13 0.9%	13 0.9%	-3 -0.1%
European American	1,282 81.8%	1,260 82.5%	1,256 82.7%	1,222 84.5%	1,187 85.4%	-95 3.6%
African American	131 8.4%	114 7.5%	116 7.6%	97 6.7%	80 5.8%	-51 -2.6%
Asian American	104 6.6%	100 6.5%	89 5.9%	80 5.5%	64 4.6%	-40 -2.0%
Hispanic American	35 2.2%	39 2.6%	37 2.4%	35 2.4%	46 3.3%	11 1.1%
Gender						
Female	765 48.8%	747 48.9%	731 48.2%	703 48.6%	679 48.8%	-86 0.1%
Male	803 51.2%	780 51.1%	787 51.8%	744 51.4%	711 51.2%	-92 -0.1%
School-wide Summary	***1,568***	***1,527***	***1,518***	***1,447***	***1,390***	***-178***

* Unassigned category includes ungraded or unclassified students, e.g. special education students who attend special education classes in separate classrooms.

Annual percentages are based on school-wide enrollment counts.

WILSON HIGH SCHOOL

Enrollment Historical, 1991-92 Through 1995-96

SPECIAL PROGRAMS ENROLLMENT

Program	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
Title I Reading	0	0	0	0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%	N/A
Title I Math	0	0	0	0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%	N/A
Federal Child Nutrition	142	147	199	201	162	20
	9.1%	9.6%	13.1%	13.9%	11.7%	2.6%
Alternative Education	67	54	102	124	140	73
	4.3%	3.5%	6.7%	8.6%	10.1%	5.8%
ESL/Bilingual	11	14	13	0	0	-11
	0.7%	0.9%	0.9%	0.0%	0.0%	-0.7%
Special Education *	73	71	63	53	49	-24
	4.7%	4.6%	4.2%	3.7%	3.5%	-1.1%
Itinerant and Resource Center	*52*	*55*	*50*	*40*	*43*	
Self-Contained Classroom	*21*	*16*	*13*	*13*	*6*	

* Special Education includes both Itinerant and Resource Center and Self-Contained Classroom categories. Annual percentages are based on school-wide October 1 enrollment counts.

Enrollment, October 1995

WILSON HIGH SCHOOL ENROLLMENT by NEIGHBORHOOD AREA

Neighborhood Area	Number	Percent	Rank
Benson	N/A	N/A	N/A
Cleveland	17	1.2	4
Franklin	8	0.6	5
Grant	7	0.5	6
Jefferson	36	2.6	3
Lincoln	37	2.7	2
Madison	6	0.4	7
Marshall	5	0.4	8
Roosevelt	4	0.3	9
Wilson	1,270	91.4	1
Summary	***1,390***	***100.0***	

WILSON NEIGHBORHOOD AREA ENROLLMENT by HIGH SCHOOL

High School	Number	Percent	Rank
Benson	41	2.9	3
Cleveland	13	0.9	4
Franklin	0	0.0	8
Grant	1	0.1	5
Jefferson	0	0.0	8
Lincoln	100	7.0	2
Madison	1	0.1	5
Marshall	1	0.1	5
Roosevelt	0	0.0	8
Wilson	1,270	89.0	1
Summary	***1,427***	***100.0***	

Neighborhood Area refers to an assigned geographic area surrounding each school from which the school draws most of its student enrollment. Benson High does not have an assigned geographic enrollment area, rather draws students from the entire District.

WILSON HIGH SCHOOL

Dropout Rates Historical, 1991-92 Through 1995-96

DROPOUT RATES and COUNTS by CLASS, ETHNICITY and GENDER

	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
Class						
Freshman	4.9% 21	3.6% 15	4.2% 18	1.3% 5	10.3% 35	5.4%
Sophomore	6.8% 27	3.2% 12	3.6% 14	0.8% 3	3.6% 14	-3.2%
Junior	5.9% 22	5.4% 19	3.3% 12	1.2% 4	3.8% 13	-2.1%
Senior	2.6% 9	3.4% 13	2.1% 7	4.4% 15	3.5% 11	0.9%
Ethnicity						
American Indian	* 2	* 1	* 1	* 1	* 2	N/A
European American	4.2% 54	3.3% 42	2.6% 33	1.6% 19	4.8% 57	0.6%
African American	11.5% 15	7.9% 9	5.2% 6	4.1% 4	7.5% 6	-4.0%
Asian American	3.8% 4	3.0% 3	5.6% 5	3.8% 3	6.3% 4	2.5%
Hispanic American	11.4% 4	10.3% 4	16.2% 6	0.0% 0	8.7% 4	-2.7%
Gender						
Female	3.9% 30	2.4% 18	3.7% 27	1.7% 12	4.9% 33	1.0%
Male	6.1% 49	5.3% 41	3.0% 24	2.0% 15	5.6% 40	-0.5%
School-wide Summary	***5.0%*** *79*	***3.9%*** *59*	***3.4%*** *51*	***1.9%*** *27*	***5.3%*** *73*	***0.3%***

* Annual percentages are based on October 1 enrollment counts. Dropout rates are omitted where enrollment counts fall below 25 students. Percents based on a small number of students are not statistically sound and do NOT support comparison.

Dropouts are defined as students who withdrew from school prior to obtaining a high school diploma and did not re-enroll in another diploma program. These include students who withdrew after passing compulsory attendance age, being issued work permits, or for other reasons. Students are included based on leave codes entered on the student database by school personnel.

Methods for calculating dropouts have evolved over time, and thus year-to-year rates must be compared with caution. Most notably, summer dropouts (students withdrawing during summer months) were not included in calculating dropout rates until 1992-93.

WILSON HIGH SCHOOL

STUDENT DISCIPLINE REFERRALS HISTORICAL, 1991-92 THROUGH 1995-96
Major Suspensions by Ethnicity

Ethnicity	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
American Indian	1	1	5	2	1	0
	*	*	*	*	*	N/A
European American	31	34	39	48	43	12
	2.4%	2.7%	3.1%	3.9%	3.6%	1.2%
African American	16	22	17	24	14	-2
	12.2%	19.3%	14.7%	24.7%	17.5%	5.3%
Asian American	1	1	6	3	0	-1
	1.0%	1.0%	6.7%	3.8%	0.0%	-1.0%
Hispanic American	4	6	3	4	3	-1
	11.4%	15.4%	8.1%	11.4%	6.5%	-4.9%
Summary	***53***	***64***	***70***	***81***	***61***	***8***
	3.4%	4.2%	4.6%	5.6%	4.4%	1.0%

* Annual percentages are based on October 1 enrollment counts. Suspension rates are omitted where enrollment counts fall below 25 students. Percents based on a small number of students are not statistically sound and do NOT support comparison.

HIGH SCHOOL GRADUATION STANDARDS PROGRESS
Percents and Numbers Meeting Basic Skills Standards, 1981, 1982 and 1989 through 1996

Class / Year	1980-81	1981-82	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
Freshman	**87.3%**	**88.7%**	**87.4%**	**90.6%**	**93.1%**	**92.3%**	**90.7%**	**89.2%**	**92.5%**
Meeting Standard	267	266	327	326	350	359	353	313	285
Number Tested	306	300	374	360	376	389	389	351	308
Sophomore	**N/A**	**89.2%**	**93.4%**	**91.8%**	**93.3%**	**97.8%**	**94.9%**	**95.3%**	**95.8%**
Meeting Standard	N/A	289	356	325	322	354	337	304	344
Number Tested	N/A	324	381	354	345	362	355	319	359
Junior	**N/A**	**N/A**	**96.2%**	**95.7%**	**94.1%**	**95.8%**	**98.5%**	**97.9%**	**97.9%**
Meeting Standard	N/A	N/A	330	308	305	298	321	274	285
Number Tested	N/A	N/A	343	322	324	311	326	280	291
Senior	**N/A**	**N/A**	**98.2%**	**95.8%**	**97.7%**	**97.0%**	**96.8%**	**98.7%**	**100.0%**
Meeting Standard	N/A	N/A	280	319	333	328	306	295	281
Number Tested	N/A	N/A	285	333	341	338	316	299	281

The table above, provided by the Research and Evaluation Department, shows high school students who have passed both Reading and Math Graduation Standards Tests as seniors, juniors, sophomores and freshmen. Competence requirements are included in Oregon standards to ensure that all students have attained the capacity to function at least at a basic level when they leave school. For the graduating class of 1984 and beyond, eighth grade scores on the Portland Achievement Levels Tests in reading and mathematics have been used as the basis for certifying competence in these two basic skills areas. Students who have not met these standards may attempt the Graduation Standards Tests (similar to the Portland Achievement Levels Tests) twice a year until age 21 in order to qualify for a standard high school diploma.

See the Introduction section for a more detailed explanation of data contained in this table.

METROPOLITAN LEARNING CENTER

2033 N.W. Glisan Street
Portland, OR 97209
Main office: 916-5737
Admissions: 916-5739

Edward Bettencourt, Principal

Metropolitan Learning Center (MLC) is a K-12 magnet school within the Portland School District. MLC is organized into primary, intermediate, middle and high school programs. Emphasis throughout is on encouraging curiosity, promoting individual learning, and guiding students toward personal independence. High school students receive a standard diploma within State of Oregon guidelines. To supplement their education within and outside of school, students select programs to meet their own needs, abilities, interests, and learning styles. Off-campus activities, local college classes, Oregon Museum of Science and Industry (OMSI) classes, independent study, internships and volunteer community service are some of the choices.

Timelines for accepting applications follow dates set for all District magnets. Students in grades K-8 are enrolled at the beginning of the school year. High school students are enrolled at the beginning of each semester.

METROPOLITAN LEARNING CENTER

PHYSICAL PLANT

Construction Date	1914
Rated Building Condition	Needs Upgrade
Square Footage	68,135
School Site Acreage	3.8

Information about the physical facilities was provided by the Physical Plant Division.

NEIGHBORHOOD HOUSEHOLD INFORMATION (1990 Census Data)

Population	N/A
Median Age	N/A
No High School Diploma, Age 25 or more	N/A
Receiving Public Assistance	N/A
Households	N/A
Persons per Household	N/A
Average Household Income	N/A
Female Head of Household, No Husband Present	N/A
Single Family Residences	N/A
Same Residence in 1985	N/A
Median Value of Home	N/A

Neighborhood refers to the assigned geographic enrollment area from which the school draws most of its students. For schools without an assigned enrollment area, this table will read "N/A".

SCHOOL ASSIGNED PERSONNEL
Includes both Full Time and Part Time Personnel

Position	Count	F.T.E.
Principal, Vice Principals	1	1.0
Classroom Teachers	21	19.5
Special Instruction Teachers	1	1.0
Other Certified	3	2.7
Educational Assistants	2	1.4
Clerical and Secretarial	2	2.0
Other Classified	6	5.8
Summary	36	33.4

School Assigned Personnel data were provided by the Personnel Department. The category Special Instruction Teachers includes special education, ESL/Bilingual and some alternative education teachers. Other Certified includes educational media specialists, psychologists, curriculum specialists and guidance counselors. Other Classified includes custodial, maintenance and cafeteria staff.

METROPOLITAN LEARNING CENTER

Enrollment Historical, October 1991 Through October 1995

ENROLLMENT COUNTS and PERCENTS by CLASS, ETHNICITY and GENDER

	October 1991	October 1992	October 1993	October 1994	October 1995	5 Year Change
Class						
Freshman	35 17.4%	50 24.9%	55 27.9%	34 19.3%	37 23.0%	2 5.6%
Sophomore	41 20.4%	31 15.4%	49 24.9%	52 29.5%	26 16.1%	-15 -4.2%
Junior	60 29.9%	46 22.9%	43 21.8%	49 27.8%	57 35.4%	-3 5.6%
Senior	65 32.3%	74 36.8%	50 25.4%	41 23.3%	41 25.5%	-24 -6.9%
Unassigned *	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Ethnicity						
American Indian	4 2.0%	5 2.5%	10 5.1%	3 1.7%	2 1.2%	-2 -0.7%
European American	180 89.6%	176 87.6%	167 84.8%	153 86.9%	145 90.1%	-35 0.5%
African American	7 3.5%	10 5.0%	10 5.1%	12 6.8%	10 6.2%	3 2.7%
Asian American	4 2.0%	3 1.5%	2 1.0%	4 2.3%	3 1.9%	-1 -0.1%
Hispanic American	6 3.0%	7 3.5%	8 4.1%	4 2.3%	1 0.6%	-5 -2.4%
Gender						
Female	N/A	N/A	N/A	105 59.7%	101 62.7%	N/A 62.7%
Male	N/A	N/A	N/A	71 40.3%	60 37.3%	N/A 37.3%
School-wide Summary	***201***	***201***	***197***	***176***	***161***	***-40***

* Unassigned category includes ungraded or unclassified students, e.g. special education students who attend special education classes in separate classrooms.

Annual percentages are based on school-wide enrollment counts.

METROPOLITAN LEARNING CENTER

Enrollment Historical, 1991-92 Through 1995-96

SPECIAL PROGRAMS ENROLLMENT

Program	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
Title I Reading	0	0	0	0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%	N/A
Title I Math	0	0	0	0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%	N/A
Federal Child Nutrition	81	79	98	95	87	6
	40.3%	39.3%	49.7%	54.0%	54.0%	13.7%
Alternative Education	201	201	197	176	161	-40
	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%
ESL/Bilingual	0	0	0	0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%	N/A
Special Education *	37	33	35	25	32	-5
	18.4%	16.4%	17.8%	14.2%	19.9%	1.5%
Itinerant and Resource Center	*37*	*33*	*35*	*25*	*32*	
Self-Contained Classroom	*0*	*0*	*0*	*0*	*0*	

* Special Education includes both Itinerant and Resource Center and Self-Contained Classroom categories. Annual percentages are based on school-wide October 1 enrollment counts.

Enrollment, October 1995

METROPOLITAN LEARNING CENTER ENROLLMENT by NEIGHBORHOOD AREA

Neighborhood Area	Number	Percent	Rank
Benson	N/A	N/A	N/A
Cleveland	21	13.9	3
Franklin	22	14.6	2
Grant	26	17.2	1
Jefferson	19	12.6	4
Lincoln	17	11.3	6
Madison	6	4.0	9
Marshall	13	8.6	7
Roosevelt	8	5.3	8
Wilson	19	12.6	4
Summary	***151***	***100.0***	

M.L.C. NEIGHBORHOOD AREA ENROLLMENT by HIGH SCHOOL

High School	Number	Percent	Rank
Benson	N/A	N/A	
Cleveland	N/A	N/A	
Franklin	N/A	N/A	
Grant	N/A	N/A	
Jefferson	N/A	N/A	
Lincoln	N/A	N/A	
Madison	N/A	N/A	
Marshall	N/A	N/A	
Roosevelt	N/A	N/A	
Wilson	N/A	N/A	
Summary	***N/A***	***N/A***	

Neighborhood Area refers to an assigned geographic area surrounding each school from which the school draws most of its student enrollment. Benson High does not have an assigned geographic enrollment area, rather draws students from the entire District.

METROPOLITAN LEARNING CENTER

STUDENT DISCIPLINE REFERRALS HISTORICAL, 1991-92 THROUGH 1995-96
Major Suspensions by Ethnicity

Ethnicity	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
American Indian	0	0	0	0	0	0
	*	*	*	*	*	N/A
European American	0	3	2	1	2	2
	0.0%	1.7%	1.2%	0.7%	1.4%	1.4%
African American	0	0	0	0	0	0
	*	*	*	*	*	N/A
Asian American	0	0	0	0	0	0
	*	*	*	*	*	N/A
Hispanic American	0	0	0	0	0	0
	*	*	*	*	*	N/A
Summary	***0***	***3***	***2***	***1***	***2***	***2***
	0.0%	1.5%	1.0%	0.5%	1.2%	1.2%

* Annual percentages are based on October 1 enrollment counts. Suspension rates are omitted where enrollment counts fall below 25 students. Percents based on a small number of students are not statistically sound and do NOT support comparison.

HIGH SCHOOL GRADUATION STANDARDS PROGRESS
Percents and Numbers Meeting Basic Skills Standards, 1981, 1982 and 1989 through 1996

Class / Year	1980-81	1981-82	:	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
Freshman	**62.5%**	**65.0%**	:	**83.3%**	**88.9%**	**84.4%**	**83.3%**	**92.7%**	**88.5%**	**97.3%**
Meeting Standard	15	13	:	30	32	27	35	51	23	36
Number Tested	24	20	:	36	36	32	42	55	26	37
Sophomore	**N/A**	**82.8%**	:	**97.4%**	**85.7%**	**92.3%**	**80.0%**	**88.4%**	**92.2%**	**100.0%**
Meeting Standard	N/A	24	:	37	36	36	20	38	47	28
Number Tested	N/A	29	:	38	42	39	25	43	51	28
Junior	**N/A**	**N/A**	:	**93.5%**	**98.1%**	**93.2%**	**97.2%**	**88.6%**	**94.7%**	**95.9%**
Meeting Standard	N/A	N/A	:	43	51	55	35	39	36	47
Number Tested	N/A	N/A	:	46	52	59	36	44	38	49
Senior	**N/A**	**N/A**	:	**100.0%**	**96.9%**	**96.5%**	**98.3%**	**100.0%**	**100.0%**	**100.0%**
Meeting Standard	N/A	N/A	:	47	31	55	59	36	31	28
Number Tested	N/A	N/A	:	47	32	57	60	36	31	28

The table above, provided by the Research and Evaluation Department, shows high school students who have passed both Reading and Math Graduation Standards Tests as seniors, juniors, sophomores and freshmen. Competence requirements are included in Oregon standards to ensure that all students have attained the capacity to function at least at a basic level when they leave school. For the graduating class of 1984 and beyond, eighth grade scores on the Portland Achievement Levels Tests in reading and mathematics have been used as the basis for certifying competence in these two basic skills areas. Students who have not met these standards may attempt the Graduation Standards Tests (similar to the Portland Achievement Levels Tests) twice a year until age 21 in order to qualify for a standard high school diploma.

See the Introduction section for a more detailed explanation of data contained in this table.

VOCATIONAL VILLAGE HIGH SCHOOL

8020 N.E. Tillamook Street
Portland, OR 97213
916-5747

Cathryn Schar, Principal

Vocational Village is a small high school of approximately 215 students whose needs have not been met in previous school programs because of academic, economic, social or emotional problems. Students may enroll throughout the year. Entry testing, an intake interview with a parent/guardian and a half day orientation are required to enroll. Students may exit and return if necessary without getting behind or losing credit.

Classes are self-paced and performance-based. Since students work on an individualized program and do not have to stay with the rest of the class, motivated students can earn credits faster than they could in a traditional high school. Vocational classes in ten areas (child care, food service, graphic design and production, health occupations, home repair training, horticulture, marketing, manufacturing technology, mechanical technology, and office systems) occupy half the day. The other half day is academic classes. Personal, job and academic counseling are available to all students. A high school diploma, GED, or a vocational competency certificate can be earned.

VOCATIONAL VILLAGE HIGH SCHOOL

PHYSICAL PLANT

Construction Date	1913
Rated Building Condition	Needs Upgrade
Square Footage	63,714
School Site Acreage	5.3

Information about the physical facilities was provided by the Physical Plant Division.

NEIGHBORHOOD HOUSEHOLD INFORMATION (1990 Census Data)

Population	N/A
Median Age	N/A
No High School Diploma, Age 25 or more	N/A
Receiving Public Assistance	N/A
Households	N/A
Persons per Household	N/A
Average Household Income	N/A
Female Head of Household, No Husband Present	N/A
Single Family Residences	N/A
Same Residence in 1985	N/A
Median Value of Home	N/A

Neighborhood refers to the assigned geographic enrollment area from which the school draws most of its students. For schools without an assigned enrollment area, this table will read "N/A".

SCHOOL ASSIGNED PERSONNEL
Includes both Full Time and Part Time Personnel

Position	Count	F.T.E.
Principal, Vice Principals	1	1.0
Classroom Teachers	11	9.5
Special Instruction Teachers	1	0.5
Other Certified	1	1.0
Educational Assistants	2	1.9
Clerical and Secretarial	2	2.0
Other Classified	4	3.8
Summary	22	19.7

School Assigned Personnel data were provided by the Personnel Department. The category Special Instruction Teachers includes special education, ESL/Bilingual and some alternative education teachers. Other Certified includes educational media specialists, psychologists, curriculum specialists and guidance counselors. Other Classified includes custodial, maintenance and cafeteria staff.

VOCATIONAL VILLAGE HIGH SCHOOL

Enrollment Historical, October 1991 Through October 1995

ENROLLMENT COUNTS and PERCENTS by CLASS, ETHNICITY and GENDER

	October 1991	October 1992	October 1993	October 1994	October 1995	5 Year Change
Class						
Freshman	2 1.1%	0 0.0%	0 0.0%	3 1.4%	11 5.5%	9 4.3%
Sophomore	26 14.9%	22 10.2%	37 17.2%	32 15.0%	34 16.9%	8 2.0%
Junior	63 36.2%	92 42.6%	78 36.3%	59 27.7%	69 34.3%	6 -1.9%
Senior	82 47.1%	102 47.2%	99 46.0%	119 55.9%	87 43.3%	5 -3.8%
Unassigned *	1 0.6%	0 0.0%	1 0.5%	0 0.0%	0 0.0%	-1 -0.6%
Ethnicity						
American Indian	9 5.2%	9 4.2%	10 4.7%	9 4.2%	8 4.0%	-1 -1.2%
European American	124 71.3%	141 65.3%	150 69.8%	132 62.0%	142 70.6%	18 -0.6%
African American	24 13.8%	43 19.9%	31 14.4%	44 20.7%	37 18.4%	13 4.6%
Asian American	9 5.2%	13 6.0%	8 3.7%	13 6.1%	6 3.0%	-3 -2.2%
Hispanic American	8 4.6%	10 4.6%	16 7.4%	15 7.0%	8 4.0%	0 -0.6%
Gender						
Female	N/A	N/A	N/A	108 50.7%	93 46.3%	N/A 46.3%
Male	N/A	N/A	N/A	105 49.3%	108 53.7%	N/A 53.7%
School-wide Summary	***174***	***216***	***215***	***213***	***201***	***27***

* Unassigned category includes ungraded or unclassified students, e.g. special education students who attend special education classes in separate classrooms.

Annual percentages are based on school-wide enrollment counts.

VOCATIONAL VILLAGE HIGH SCHOOL

Enrollment Historical, 1991-92 Through 1995-96

SPECIAL PROGRAMS ENROLLMENT

Program	1991-92	1992-93	1993-94	1994-95	1995-96	5 Year Change
Title I Reading	0	0	0	0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%	N/A
Title I Math	0	0	0	0	0	0
	0.0%	0.0%	0.0%	0.0%	0.0%	N/A
Federal Child Nutrition	82	63	95	119	94	12
	47.1%	29.2%	44.2%	55.9%	46.8%	-0.4%
Alternative Education	485	430	470	405	442	-43
	278.7%	199.1%	218.6%	190.1%	219.9%	-58.8%
ESL/Bilingual	15	26	38	15	11	-4
	8.6%	12.0%	17.7%	7.0%	5.5%	-3.1%
Special Education *	14	18	14	16	20	6
	8.0%	8.3%	6.5%	7.5%	10.0%	1.9%
Itinerant and Resource Center	*14*	*18*	*14*	*16*	*20*	
Self-Contained Classroom	*0*	*0*	*0*	*0*	*0*	

* Special Education includes both Itinerant and Resource Center and Self-Contained Classroom categories. Annual percentages are based on school-wide October 1 enrollment counts.

Enrollment, October 1995

VOCATIONAL VILLAGE HIGH SCHOOL ENROLLMENT by NEIGHBORHOOD AREA

Neighborhood Area	Number	Percent	Rank
Benson	N/A	N/A	N/A
Cleveland	27	14.8	4
Franklin	31	17.0	3
Grant	10	5.5	6
Jefferson	34	18.7	2
Lincoln	2	1.1	9
Madison	27	14.8	4
Marshall	39	21.4	1
Roosevelt	7	3.8	7
Wilson	5	2.7	8
Summary	***182***	***100.0***	

VOC. VILLAGE NEIGHBORHOOD AREA ENROLLMENT by HIGH SCHOOL

High School	Number	Percent	Rank
Benson	N/A	N/A	
Cleveland	N/A	N/A	
Franklin	N/A	N/A	
Grant	N/A	N/A	
Jefferson	N/A	N/A	
Lincoln	N/A	N/A	
Madison	N/A	N/A	
Marshall	N/A	N/A	
Roosevelt	N/A	N/A	
Wilson	N/A	N/A	
Summary	***N/A***	***N/A***	

Neighborhood Area refers to an assigned geographic area surrounding each school from which the school draws most of its student enrollment. Benson High does not have an assigned geographic enrollment area, rather draws students from the entire District.

APPENDIX

Alternative Program Descriptions

Material for this section is provided by the office of Alternative Education, under the direction of Carol Matarazzo. Questions concerning these and other Alternative Programs should be directed to Chet Edwards, 916-5784, Coordinator of Alternative Programs.

Cleveland Start Alternative Program

Cleveland High School
3400 S.E. 26th Ave.
Portland, OR 97202

Grades: 9-12
Phone: 916-5120
Bruce Plato

The Cleveland Alternative School combines alternative courses with regular school classes in a program addressing students' academic and social needs.

Students receive:

- Smaller classes with individual help in a variety of class offerings
- Preparation for employment after graduation
- An emphasis on success and self-esteem

Franklin Alternative

Franklin High School
5405 S.E. Woodward St.
Portland, OR 97206

Grades: 9-12
Phone: 916-5140
Vern Petersen

The Franklin Alternative program, an integral part of Franklin High School, offers an atmosphere in which students are encouraged to learn at their own pace. The alternative school helps students improve basic skills while developing self-confidence. All students in the program take regular Franklin classes at least part of the day.

Key elements of the Franklin program are:

- Individual testing and planning
- Computer instruction to increase basic skills
- Communication with parents
- Focus on cultural, emotional, and social barriers to learning
- A supportive environment

Franklin Second Chance Learning Center/Dropout Retrieval Project

Franklin High School
5405 S.E. Woodward St.
Portland, OR 97206

Grades: 10-12
Phone: 916-5140
Patty Kosderka

Franklin High School's Second Chance Learning Center (SCLC) dropout retrieval program is designed to meet the diverse educational needs of young people. SCLC students want to return to school, but do not fit into the traditional full-day program at regular high schools or into private alternative schools. Students have the option of working to receive the regular credits needed for graduation or preparing for the GED exam.

Second Chance Learning Center offers students:

- Classes outside of traditional school hours
- Open enrollment
- Flexible scheduling
- Access to a computer curriculum
- Credit based on mastery of curriculum rather than on traditional credit hours system

Grant Bridge

Grant High School
2245 N.E. 36th Ave.
Portland, OR 97212

Grades: 9-12
Phone: 916-5160
Darrell Tucker

Bridge programs assist students who have multiple risk factors in increasing self-esteem, promoting academic success, and making career and personal choices in life.

Grant Bridge program assists students by:

- Teaching interpersonal communications skills
- Building self-esteem by promoting positive attitudes and health habits
- Creating multi-cultural awareness and respect for diversity
- Enhancing decision making and career awareness
- Teaching social and learning skills

Jefferson Transition Dropout Retrieval Project

Jefferson High School
5210 N. Kerby Ave.
Portland, OR 97217

Grades: 9-12
Phone: 916-5180
A. J. Morrison

The purpose of the Jefferson Transition Program is to provide educational and instructional services to 25 high school students identified as dropouts. The program recruits young people residing in the Jefferson attendance area and encourages enrollment and continued attendance in an appropriate secondary school program.

Jefferson's Transition Dropout Retrieval Project offers students:

- Educational assessments
- Advocacy and counseling services
- Help improving reading, writing, and math skills
- Classroom activities designed to improve internal ownership of learning and success
- Academic credit towards a high school diploma

Madison Focus Program

Madison High School
2735 NE 82nd Ave.
Portland, OR 97220

Grades: 9-12
Phone: 916-5220, ext. 64
Toni Hunter

Madison's Focus Program addresses the needs of high school students who have special attendance or behavioral needs. In addition to small, structured classrooms and frequent evaluations, the Focus Program gives students the opportunity to look toward work and careers.

Focus offers students:

- Instruction in basic skills
- Monthly evaluations
- Counseling
- Progress reports to families
- The opportunity to take other Madison classes

Marshall Alternative School House (MASH)

Marshall High School
3905 S.E. 91st
Portland, OR 97266

Grades: 10-12
Phone: 916-5240
Paul Cook

Many students need a more personal educational system. Marshall Alternative School House is designed for students who need help becoming interested and motivated about schoolwork.

Key components are:

- Very small class size
- Development of self-esteem and a sense of belonging
- Cooperative learning, parent involvement, student-teacher learning contracts, individualized learning

Marshall Night High School & Dropout Retrieval Project

Marshall High School
3905 S.E. 91st
Portland, OR 97266

Grades: 10-12
Phone: 916-5240
Stan Carpenter

The Marshall Night School provides high school dropouts an opportunity to successfully complete their graduation requirements by attending an evening program of studies while gaining meaningful employment during daytime hours. Students may work towards a regular diploma or a GED. Evening classes are offered Monday through Thursday from 5:45 to 9:15 PM.

Special features include:

- No more than 30 students enrolled at any one time
- Students must have or find paid or volunteer work lasting at least 20 hours per week
- Credits can be earned for classes completed and for work experience, or for actively seeking work
- Personal counseling through Marshall's job and career center.

Metropolitan Learning Center

Metropolitan Learning Center
2033 N.W. Glisan St.
Portland, OR 97209

Grades: K-12
Phone: 916-5737
Bonnie Brown

Metropolitan Learning Center (MLC) takes advantage of children's natural curiosity and enthusiasm about the world to help them develop their learning and creativity skills. Furthermore, an emphasis on personal rights and responsibilities creates a full community that helps children develop social and political, as well as academic, skills. Admission to MLC is by application. Students begin attending classes at the beginning of each semester.

High school students receive:

- Assistance of a personal and academic advisor plus a choice of programs
- Off-campus experience, like independent study, employment, volunteer work, or attendance at college classes.

Portland Evening High School at Benson

Benson High School
540 N.E. 16th Ave.
Portland, OR 97232

Grades: 10-12
Phone: 916-5720
A.W. Williams, Principal

Benson evening classes are available to the full range of students: those who want to repeat a difficult class; those returning to school after dropping out; and those who want to take additional classes to graduate early.

Classes are available to:

- "Yellow card" students: working students under 18, or students excused from day school for other reasons
- "Green card" students: students attending day high schools but also making up credits or completing a required course early
- "White card" students: students living outside of the district, 18 to 20 years old, and not able to attend community college classes or regular day school

Portland Night High School at Grant

Grant High School
2245 N.E. 36th Ave.
Portland, OR 97212

Ages: 16-21
Phone: 916-6486
David Mesirow

Many students attend this night program because work or parenting responsibilities prevent them from going to school during the day. These students are taking full class loads to complete their diplomas. Other students enrolled at the Portland Night High School have finished most of their high school work and need just a few credits to earn a diploma.

At Portland Night High School:

- Students can earn a standard diploma or a General Education Diploma (GED)
- Staff help students determine appropriate course work
- Computer-aided instruction helps students raise skill levels
- Classes emphasize preparation for the work world

Roosevelt Bridge

Roosevelt High School
6941 N. Central St.
Portland, OR 97203

Grades: 9-12
Phone: 916-5260
Paul Coakley

Bridge programs assist students who have multiple risk factors in increasing self-esteem, promoting academic success, and making career and personal choices in life.

Roosevelt Bridge program assists students by:

- Teaching interpersonal communications skills
- Building self-esteem by promoting positive attitudes and health habits
- Creating multi-cultural awareness and respect for diversity
- Enhancing decision making and career awareness
- Teaching social and learning skills

Roosevelt Learning Center Night School/Dropout Retrieval Project

Roosevelt High School
6941 N. Central St.
Portland, OR 97203

Grades: 9-12
Phone: 916-5260
John McMahan

The goal of the Roosevelt Learning Center is to graduate as many neighborhood students as possible. Hours of the program are from 3:30 to 8:30 PM Monday through Thursday and 3:30 to 5:30 PM on Friday.

The Roosevelt Learning Center offers students:

- Course work leading to a diploma or GED
- Individualized programs, small group classes
- Outcome-based credit hours
- Focus on math, English, science, social studies, and physical education

Vocational Village

Glenhaven Site
8020 N.E. Tillamook Ave.
Portland, OR 97213

Ages: 16-21
Phone: 916-5747
Cathryn Schar, Principal

Vocational Village serves 200 to 300 students each year. Those attending Vocational Village generally have not been successful in traditional classrooms because of economic, social or other needs. Students determine how quickly they move through the classroom curriculum. In fact, motivated students can earn credits faster at Vocational Village than they can in a regular high school.

Vocational Village offers:

- Basic skills instruction
- Entry at any time of the school year
- Job and academic counseling
- Training includes childcare, food service, graphics, mechanical technology, marketing, office skills, manufacturing technology, health care, horticulture, and home repair

Wilson Academy

Wilson High School
1151 S.W. Vermont St.
Portland, OR 97219

Grades: 9-10
Phone: 916-5803
Mike Hryciw

While some students prefer more flexibility in a classroom, other students benefit from a structured setting. For those students, Wilson offers a special program, designed to reinforce both learning skills and the development of a positive self-image.

The emphasis at Wilson Academy is on:

- Training in study and computer literacy skills
- Improvement of self-esteem
- Correcting behaviors that interfere with academic success

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Teen Pregnancy Prevention and Parenting Community Partnership Project

An Integrated Vision For The Future

A Community Planning Project of the Multnomah County Network on Teen Pregnancy and Young Parenting

prepared by

The Youth Services Consortium
Patti MacRae, Project Coordinator

and

Communication Works
Lisa Burk, Consultant

February, 1997

Our Vision is that all young people in our communities will have many life options within their reach; that they will have the resources and supports needed to pursue their goals and dreams; and that they will have the skills and knowledge to make clear, informed choices about pregnancy and child bearing that are best for themselves, their future children, and the community. Young people who have attainable dreams will delay pregnancy and beginning a family until they are ready and able to be successful parents; young parents who have new hope for the future will make their lives better for themselves and their children.

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A list of all those who participated in the work of the Vision Project is provided in Appendix B.

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PREFACE

The Multnomah County Network on Teen Pregnancy and Young Parenting (The Network) began in 1992 in response to the need for increased communication and collaboration among providers from a variety of arenas who shared a common interest in reducing teen pregnancy and supporting young parents.

The Network brings together caring individuals, agencies and organizations that invest their energies and resources in the issues of supporting young parents and their families, postponing teen pregnancy and empowering youth and their communities to make informed and prepared reproductive choices. The Network seeks to reduce the negative impact of competition for funding and to understand different service delivery approaches through communication and collaborative efforts. It encourages the exchange of ideas, experiences, and new approaches to strengthen programs. It seeks to close the gap between "prevention" and "intervention" services.

During the past five years, several planning and strategy efforts focusing on vulnerable girls and young women have made significant progress in developing effective programs and services. However, these efforts were, in most cases, developed in response to a specific funding source, an identified need of part of the focus population, or as a part of another planning process.

Providers of services to young parents and those involved in prevention efforts continued to struggle with funding competition, lack of complete information on existing services and effective strategies, and lack of a clear vision of how services should be provided to be most effective. In 1995, the Network determined that a comprehensive planning process was needed to develop this vision.

The Network sought to build on past planning efforts by involving all interested parties: providers, advocates, funders, business and community leaders, and other interested individuals to create a comprehensive vision that would remain in place through varying political climates, changing systems and ever-changing funding streams. This collaborative effort began in the fall of 1995 and was called the **Teen Pregnancy Prevention and Parenting Community Partnership Project: An Integrated Vision For The Future (The Vision Project).** This report details the work of the Vision Project.

EXECUTIVE SUMMARY

INTRODUCTION

A year-long, community-based planning effort to develop a clear vision for services to reduce the rate of too-early pregnancies among young people and to provide effective services to young parent families concluded that a broad, far-reaching approach is needed that crosses over many service systems and challenges current service delivery practices. Using extensive community input to complete this planning process, the resulting Vision Plan makes significant service and system recommendations that reach across the spectrum of the social service delivery system.

Its messages are not simplistic: there are no single answers to the complex issues affecting teenage pregnancy and young parenting. But the "road map" presented in this report offers concrete recommendations that can help all who have a stake in providing services, from funding sources to community volunteers, from service providers to those receiving services.

THE CHALLENGES OF PLANNING

The Vision Planning Process, a project of the Multnomah County Network on Teen Pregnancy and Young Parenting, sought to define a clear "vision" of a system of services for two distinct populations: children and youth who are at risk of too-early pregnancy, and young parent families. Their challenge was to develop a "road map" to help funders, providers, government entities, and the community at large work together to effectively reduce teenage pregnancy and help young parent families overcome barriers to a successful life.

In the past, pregnancy prevention planning activities and teen parent planning activities have been conducted separately and with different stakeholders. The Vision Planning Process was unique because it brought together, possibly for the first time, people from both arenas to develop a common understanding of the issues, acknowledge their common goals, and work together to develop a common and integrated vision of service delivery to achieve these goals. The process relied heavily on the combined experiences and knowledge of the participants to guide the work, rather than on extensive reviews of research and data. This approach encouraged participants to see beyond their own disciplines, to listen to the experiences of others, and to formulate a shared vision based on these experiences .

The size and complexities involved in studying these two populations presented unexpected challenges. Significant indicators of being at risk of too-early pregnancies or parenting include poverty, a history of sexual or physical abuse, poor school performance or non-attendance, family dysfunction, and other major societal issues. These indicators may occur at any point in the development of the child. In order to deal comprehensively with reducing teenage pregnancies, the group realized that it must examine these root causes and how they affect the healthy development of all children and youth. An effective service plan to address these root causes would require developing services for children, youth and families at many different levels, crossing age ranges, socio-economic boundaries, and human service disciplines.

Similarly, although the population of young parent families is more controlled, the issues and complexities remain. Besides the young mother, a young parent family includes the child, whose risk factors for becoming a young parent are already high, the father or other significant male partner, and family members involved with the child or young parent. Young parents not only face the full range of issues and needs that all parents have, but also have needs that are specific to their situations: a need to complete their education, to become employable, to overcome poverty and the impact of possible abuse or family dysfunction in their childhood, and to be accepted by a world that views them as a "problem."

FACING THE CHALLENGES: DEVELOPING A NEW PERSPECTIVE

In meeting the challenges inherent in developing a plan for such a broad and multi-faceted population, the Primary Vision Team came to several significant conclusions that may offer a new perspective on service delivery to children, youth, and families:

1. Teen pregnancy prevention cannot be effective unless it is viewed as a symptom of larger social issues, including poverty and lack of economic opportunity; the sexual abuse, physical abuse and neglect of children and young people; and gender and cultural bias and its effect on limiting opportunities in education , employment, and society. These same social ills also have a significant impact on such problems as juvenile crime, alcohol and drug abuse, and school failure. Prevention programs of all kinds that address these root problems and work together to resolve them are most effective.

2. Services that help reduce teenage pregnancy must occur at many levels and throughout the developmental life of the child. They are inseparable from activities that help all children and youth develop their full potentials in a safe, nurturing environment. The real question is not: "How can we reduce teenage pregnancy?" It is "How can we assure that all children and youth can develop the skills and abilities they need to succeed?"

3. Services that help young parents must recognize and support the young parent as part of a family and social structure. Services must find and build on the inherent strengths of that structure and must be inclusive, where possible, of its members. Services that wish to have long term results must include the father of the baby or other significant male, the extended family of the young parent, and her child or children.

4. Services that seek to assist young parent families must recognize that there are no short term answers. Programs must build the capacity to be involved for "the long haul" and to recognize that many young parents are faced not only with all the problems and difficulties faced by any parent, but also with the need to overcome early abuse, family dysfunction, poverty, poor educational skills, and low self image.

5. Finally, service providers, funders, community members, and policy makers must be willing to review, critique and modify their current practices in order to make their programs more responsive to the needs of these populations. A service delivery system that can be flexible, meet the long term needs of populations, provide services as part of a continuum and across several disciplines, and operate in a spirit of cooperation rather than competition will be more effective in reducing teen pregnancy and helping young parents become self sufficient.

SUMMARY OF FINDINGS AND RECOMMENDATIONS

IDENTIFYING THE POPULATIONS

The first task of the Vision Planning Team was to develop a picture of the primary focus populations central to the team's work. These populations are identified as Young Parent Families, and Children and Youth At Risk of Too Early Pregnancy. The two populations were defined as follows:

Young Parent Families:

> A young parent family includes the biological mother and father of the baby, and the child or children. (A young parent family may, in fact, include more than one biological father if there is more than one child in the family.) This definition includes young parents who are be up to 21 years of age, recognizing that their need for services may extend into their early twenties.
>
> A young parent family may include extended family members as defined by the young parent, and/or persons who have a relationship with the child of the young parent.

Children and Youth at Risk of Too-Early Pregnancy:

> All children and youth experience some environmental and social barriers in their lives that make them more vulnerable to becoming pregnant before they are ready. Some children and youth, and their families, need special, ongoing assistance and support because of a combination of multiple environmental and social barriers that affect their ability to thrive and make clear choices about themselves and their futures.
>
> The population is intentionally broad, as the multiple risk factors affecting their development may occur throughout their lives, beginning even before birth. They may also be at risk of early involvement with alcohol or drugs, juvenile crime, suicide, school failure, and other risks. Primary risk factors affecting their ability to develop into healthy adults include, but are not limited to: family poverty, early exposure to violence, physical or sexual abuse or neglect, and family substance abuse.

The characteristics of the target populations were discussed in greater detail throughout the planning process. The Team also read and discussed a variety of reports and studies that further identify and characterized the populations. The combined experiences of the members of the Planning Team, focus groups, and others involved in the process helped frame a common understanding of the populations. A summary of current research on causes and effects of teen pregnancy and young parenting is presented in Section I of this report.

IDENTIFYING OUTCOMES

The Vision Team used a strength-based approach in developing its recommendations. The team first identified a set of values about what makes children grow up to become strong and healthy members of a community. These values formed the basis of the development of broad outcomes that could be used to

measure both the healthy development of the child and the community's ability to support that growth. These are:

- Youth have a sense of personal identity that enables them to exert control over their own lives
- Youth have a positive relationship to their community that provides a support system and values their participation
- Families have the resources they need to raise children to become strong, healthy members of their communities
- Young people have educational opportunities that enable them to achieve meaningful life and employment goals
- Young people can obtain and retain living wage employment and job satisfaction
- Youth and their environment are free from all forms of violence and substance abuse
- The basic needs of children, youth and families are met, including nutritional food, clothing, shelter, and health care

(See Section II for a more detailed presentation of these outcomes and their measures.)

Against this backdrop, the Team then discussed in detail the many barriers that place children and youth at risk in our community. The barriers were placed in a developmental context, identifying risk factors that are most significant at various stages of the child's growth. This developmental approach clarified that prevention of teen pregnancy must take place at all stages of the child's growth, and that meeting the needs of young parent families strengthens the young parents, their children, and their community. The comprehensive list of barriers is provided in Appendix C.

SERVICE RECOMMENDATIONS

The Vision Team conducted a survey of existing services that support young parents and their children, and children and youth at risk of too early pregnancy. The service categories researched were based in part on the barriers and outcomes identified earlier by asking the question: What needs to be provided in order to reduce the effect of these barriers and reach the desired outcomes?

This survey produced a total of twelve different service areas that are needed to reduce barriers and promote the outcomes. While every service identified was acknowledged to play an important role in supporting children and families, several service areas were prioritized as those most significant in reducing risk factors, promoting healthy children and families, and giving special support to young parent families.

For prevention of too early pregnancy, the most significant services are (in alphabetical order):

- abuse prevention and intervention (physical sexual, and emotional)
- alcohol, drug, and mental health services for children and families

- education and related services
- promotion of cultural and gender tolerance, respect for diversity, and equity in education & employment
- violence reduction services and strategies

For support to young parent families, the most significant service categories are:

- abuse prevention and intervention (physical sexual, and emotional)
- case management services
- education and related services
- housing services and resources
- violence reduction services and strategies

The Team then made a series of specific recommendations about how each service area could best support the needs of the target populations. The recommendations were based on the outcomes developed earlier and on the barriers each population faces. These recommendations are described in detail in Section III.

Recognizing that public policy and public awareness of the issues are critical factors in implementing a comprehensive service system, the team also made a number of recommendations about public policy development and public education. These are presented on page 34.

The Team recognized that current financial and volunteer resources in our community cannot support the level of services recommended in this report. The recommendations are intended as goals to strive for, rather than requests for immediate implementation. Agreement on a shared vision of a comprehensive support system that can best meet the needs of the target populations can help all those involved in this effort maximize existing resources, advocate for increased and improved services, and develop new partnerships and strategies that will support this vision.

SYSTEM RECOMMENDATIONS: GUIDING PRINCIPLES FOR SERVICE DELIVERY

The process of developing service recommendations revealed a number of broader elements that cross over service boundaries and represent a set of guiding principles for an effective system of service delivery. These system recommendations require cooperation, collaboration, and determination to be fully implemented, and they may challenge the way we currently do business. Some are directed towards service providers, others toward funding sources, planners, and policy makers.

Service providers should include the following key ingredients when designing, implementing, or improving programs:

1. Services should be family-oriented & include all who consider themselves family. Holistic approaches to treatment should be emphasized and strengths of individual and family built upon.

2. Services should be client-centered, based on client needs and the needs of their family, rather than on what the system has to offer.

3. Case management services should use a holistic, facilitative and individualized approach to meeting service needs. Agencies, rather than specific agency staff, providing case management services should build a long term relationship with the youth and/or family. A primary function of the case manager is to act as a convener, bringing the family, youth and all service providers together as equals to develop a plan, clearly define roles and solve problems.

4. Services should be available in local neighborhoods and communities and should be flexible in the times of operation to accommodate youth and families. Services should be linked with existing systems whenever possible and many access points to services should be available.

5. Service providers should use a range of helpers to support the population being served, including professional paid staff, natural helpers and peer helpers from within each community, and other volunteers.

6. Youth should have a primary role in the delivery of services in their communities.

7. All service providers should be able to adequately meet the basic needs of the populations they serve (food, clothing, shelter, medical care, etc.), either directly or through effective linkages with other agencies, and should be able to identify and refer those in need of these services.

Funders, program planners, policy makers, government agencies and leaders, program directors, and other entities should consider and strive to include these key ingredients to build and strengthen systems for improving the lives of children, youth, and families:

1. All direct services, educational services, public awareness activities, systems, policies, and advocacy and legislative efforts should be developmentally sound and strive for ethnic and cultural appropriateness and gender and racial equity.

2. Youth should have a primary role in establishing policy for service delivery in their communities, and community leaders should encourage their active participation.

3. Service systems should be flexible, allowing creativity in delivery of services. Funding sources should encourage and support flexibility within a broad framework of standards and service priorities, and should work in partnership with communities and providers to improve services.

4. The system of services should maintain standards of excellence, using process and outcome evaluation, customer satisfaction, research information, and other methods to measure quality and make changes and improvements.

5. Prevention strategies that seek to enhance healthy development of children, increase their connection to their communities, and broaden their life options, are equally effective in reducing teenage pregnancy, juvenile crime, drug and alcohol involvement, school failure and other high risk behavior. Programs that focus on prevention activities should increase their efforts to cooperate and build holistic programs addressing these issues comprehensively.

6. Helping children, youth and families overcome poverty should be a primary consideration in any effort to reduce teen pregnancy and other high risk behaviors.

7. Funding for programs supporting children, youth and families must be stable and ongoing, rewarding successes and encouraging cooperation and collaboration among providers.

NEXT STEPS: MOVING TOWARDS THE VISION

This planning process has brought together the experiences of professionals, private citizens, and young people to develop a vision of service delivery and support that will reduce the number of too-early pregnancies and support and nurture young parents in an environment of respect. The Planning Team believes that the approaches and recommendations contained in this report provide the best possible road map for achieving these goals.

The Planning Team and the Multnomah County Network on Teen Pregnancy and Young Parenting recognize that implementation of this plan is a long range process. The Network will take steps to promote the recommendations contained herein and begin to work towards implementing its message. Steps to be undertaken include:

1. Education of public and private policy makers, funders, executives, and other leaders in the concepts presented in this plan;

2. Endorsement by government entities of the key elements of this plan;

3. The development of training and public education activities that educate providers and citizens about the issues and recommended strategies;

4. Advocacy at local and state levels to educate and encourage lawmakers to support the key elements of this plan;

5. Increased cooperation and coordination among funders, providers, and policy makers in designing, implementing, and modifying service delivery systems to improve their effectiveness.

SECTION 1

ADOLESCENT PREGNANCY AND PARENTING: CAUSES AND CONSEQUENCES

The following material was excerpted from a report by Linda Doyle, MPH, the Teen Pregnancy Prevention Coordinator of the Multnomah County Health Department. This research-based overview of many of the antecedents and consequences of teenage pregnancy provides a context for the conclusions and recommendations presented later in this report.

ANTECEDENTS OF ADOLESCENT PREGNANCY

Pregnancy and Birth Outcomes: More than 2,000 teens less than 20 years of age became pregnant in Multnomah County in 1994. Almost 60% of these are 18 to 19 years of age, while about 40% are under 18.

Adolescents who become pregnant almost always give birth and raise the child themselves or have an abortion. Over one-half of the pregnancies each year in the United States result in a birth. Placing a child for adoption is rare. [1]

Numerous factors play crucial roles in adolescent pregnancy and childbearing. These include: [2]

- school failure prior to pregnancy
- poverty
- adolescent risk-taking behaviors
- unemployment
- low self-esteem
- history of abuse
- lack of hope for the future

School Failure: Getting pregnant and/or having a child rarely disrupts the adolescent's schooling; instead, the literature demonstrates that periods of chronic absence from school generally predate the conception of the child. [3] Studies have shown that many adolescents who become mothers drop out of school before they became pregnant.[2] Data from the National High School and Beyond Study showed that of those adolescents that both dropped out of school and gave birth to a child, 28% had left school before they became pregnant.[2] A major reason given for dropping out of school by both males and females is the perceived irrelevance that school brings to their needs, as well as their own poor academic achievement.[2]

The National Longitudinal Survey of Youth (NLSY) showed that adolescents in the bottom 20% of basic reading and math skills were five times more likely to become mothers within two years than those in the top 20% of the class. [2]

Poverty: Many adolescents with poor academic skills and chronic periods of absence from school are also poor, suffer racial discrimination, have low parental educational levels to serve as role models, and as a result may see pregnancy and subsequent parenthood as one of the few meaningful future opportunities

available to them. Nationally, 83% of teens who give birth are from economically disadvantaged households; while only 38% of all teen girls are from such families. As family income rises, the proportion of teens who become teen mothers declines. Four out of 10 poor teens become teen mothers compared with one out of 10 teens in the highest income bracket. [4]

Adolescents, particularly those from low-income families and communities, are often isolated, and they and their families often do not receive the support and health and social services they need to develop into productive and healthy adults. Adolescents from families with incomes below $20,000 initiate sexual involvement about four to six months sooner than those adolescents from higher income families. [5]

Family income greatly affects a youth's chances of dropping out of school. Youth at high income levels are much more likely to remain in school than those at lower income levels. 11% of 16 to 24 year olds have dropped out of school. This is compared to 8% for whites, 14% for blacks, and 28% for latinos. [4]

The combination of poverty and weak basic academic skills helps explain large differences in teen birth rates across race/ethnicity.[4] Using the NLSY data, Northeastern University's Center for Labor Market Studies found that in 1994 all black/white differences in childbearing rates can be accounted for by greater poverty and lower basic academic skills among young black mothers.[4] Poverty and weak basic academic skills are two of the most obvious impediments to hope and opportunity with close links to teen childbearing. [4]

History of Physical and Sexual Childhood Abuse: For some adolescents, having sex is not a voluntary choice. Victims of child abuse are over-represented in adolescent pregnancy and parenting programs. A national survey found that 74% of young women who had had intercourse before the age of 14 did so involuntarily. [1] Studies suggest that often young adolescents who have been sexually abused have difficulty practicing protective contraceptive behaviors [1]. "Victims of sexual abuse are generally at higher risk of problems of mental health and social functioning arising from the powerlessness and stigmatization of the abuse process." [6]

It is also noted that "child abuse research consistently shows that abusive parents are more likely than nonabusive parents to have been abused as children themselves, that child abuse and family violence are intergenerational and that women who were sexually abused are much more likely to have children who are physically and sexually abused." [6]

Adolescents with a history of abuse are more likely to have problems at school and drop out. Among pregnant adolescents 16 to 17 years of age " a higher proportion of victimized teenagers were living on their own than among their nonvictimized peers." Among the pregnant adolescents in the study, "abused young women are also more likely to have repeat pregnancies, to be pregnant by different men, and to be single parents with less paternal involvement in childrearing" compared to non-abused pregnant adolescents in the study.[6]

Among 127 women less than 19 years of age participating in a prenatal study, researchers found that 33% reported that they had been abused (physically or sexually) before they became pregnant. [7] The authors found that among this study population childhood victimization was a significant predictor of infant birth weight (even controlling for psycho-social differences).[7] The women with a history of abuse were more likely to give birth to smaller, gestationally less mature babies than did their nonabused counterparts. [7] The pregnant adolescents with a history of abuse reported more stress, depression, and substance use than did their nonabused pregnant peers in the study. [7]

CONSEQUENCES OF ADOLESCENT PREGNANCY

Adolescents younger than 18 years of age who have a child are at risk both medically and socially. The adolescent mother and her child are at higher risk than those 18 years of age and older of:

- having a low birth weight infant
- receiving inadequate prenatal care during pregnancy
- dropping out of school
- having a lower future family income
- having a second pregnancy
- experiencing parenting difficulty
- being on welfare
- having children who themselves become teen parents

Welfare Dependency/Lack of Education: Adolescent mothers are at high risk for becoming welfare dependent. Nationally, it has been estimated that nearly one-half of adolescent mothers are on welfare within five years of their delivery. [8] Furthermore, studies have shown that one-half of all families on welfare are families that were started by teens.[9] Adolescent mothers also complete less education and therefore have lower future family incomes compared to young women who delay their first birth. Adolescent mothers usually face the task of parenting alone, with inadequate financial resources and job skills to help them navigate through this rough period.

Low birth weight/ lack of prenatal care: In Multnomah County, babies born to adolescent mothers are almost two times more likely to be born with low birth weight compared to older moms. Being born with low birth weight places the infant at increased risk of death during the first year of their life and having serious development problems during childhood. [10]

In Multnomah County between 1989 to 1992, adolescent mothers were more likely to have had inadequate prenatal care during their pregnancy compared to older moms.

Repeat Pregnancies: Once an adolescent becomes pregnant for the first time, she is at greater risk for a repeat pregnancy while she is still young. Nationally, 24% of teenage mothers have a second child within 24 months of their first child. [5] For the adolescent births in Multnomah County in 1992, 23.2% were to adolescents who had at least one previous delivery. Of these, 21% were between the ages of 12 and 17.

Children of Adolescent Parents: The negative consequences of adolescent pregnancy are felt by the children of adolescents. Nearly one-half of all poor children under the age of six in this country have mothers who were adolescents when they first gave birth. [11] Many claim that the children of adolescent parents have more problems in their physical, emotional, and intellectual development than children of older parents. [12] Their readiness to learn when they reach school age is affected. However, the authors warn that there is much variability among teenage mothers and their children: some do well and some do not. [12]

Age of the Father: For a sizable number of adolescents becoming mothers, the father of the baby is considerably older. It has been reported that in the United States in 1986, 13% of all women giving birth

were under the age of 20, while only 2.7% of all fathers were teenagers. [3] Nationally, about 11% of those fathers reported were between 25 and 29 years of age. [2]

Of the adolescents between 10 and 17 years of age who gave birth to a child between 1989 and 1994 in Multnomah County, 52% indicated the father of the child was 20 years or older; 48% of the fathers, however, were younger than 20 years of age. This is most likely a conservative estimate as, 59% of the teen birth certificates did not record the age of the father. Nationally, 32% of the teen birth certificates did not indicate the age of the father. [3]

CONCLUSIONS

The implications of the data presented here are clear. Preventing adolescent pregnancy requires solutions that impact children and families at home, in school, in the work place, and in the health system. Solutions that reduce dropout rates, improve job opportuities, and help families overcome violence and abuse are also solutions to teenage pregnancy. Helping teens who become parents overcome their many barriers to success will help reduce the likelihood that their children will become teen parents. By seeking solutions that address the whole child through integrated strategies for service delivery, we can have a meaningful and lasting impact on improving the lives of children.

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SECTION II

VALUES, BARRIERS, AND OUTCOMES

VALUES FOR HEALTHY GROWTH FOR THE TARGET POPULATIONS

What is "healthy"? How are such attributes as "ready to parent" or "healthy development" to be measured? The beginning of an answer to these questions was crucial to the discussion of developing a Vision for the identified target populations: children and youth at risk of too-early pregnancy and young parent families. The following set of values helped the Team set a direction for the work ahead. The values are significant in that they pertain to all children and youth; the scope is broad because teen pregnancy is one of a number of "symptoms" that manifests itself when healthy development is not achieved. These values include:

- The child or youth feels some power and control over their lives;
- The child or youth is able to make informed choices about significant issues in their lives;
- The family and community support and value children and youth throughout their development;
- The child, family and their environment are violence free and drug free;
- Basic needs, such as food, clothing, shelter, medical care, are met;
- The child is safe, physically and emotionally;
- Opportunities for the future are accessible and the child has a sense of being able to attain goals;
- The child or youth knows where to find help about such significant issues as sexuality, parenting, life skills, and relationships;
- The child or youth has a sense of belonging to a healthy community and understands their relationship to that community;
- The child or youth has a strong sense of "self" or personal identity;
- The child or youth knows he or she is respected and listened to.

BARRIERS THAT PUT CHILDREN AND YOUTH AT RISK

Following this work, the Team developed a comprehensive list of characteristics and barriers that impede the achievement of the values identified. This comprehensive list of barriers was put into a developmental framework to further clarify the need to intervene at all stages in the child's development. The complete list of barriers is provided in Appendix C and was used extensively when developing outcomes and strategies later in the process. The barriers also further define the population by identifying some common behaviors and characteristics that are indicators of youth at risk.

Some barriers were perceived as being present at all developmental stages and have the greatest impact on the child's development. Among those identified were:

- violence in home and environment
- physical, sexual and emotional abuse
- drug and alcohol abuse in the family
- lack of positive role models
- poverty in the family and the community
- lack of parental skills and support for parents
- lack of community involvement in nurturing children and youth
- gender, class, and racial discrimination
- lack of male involvement, role modeling, and responsibility in the life of the child
- negative impact of media violence and sexuality on children and families

DESIRED OUTCOMES

Once the detailed list of barriers had been developed and reviewed, the Team revisited its initial set of values. In order to develop a service plan, a set of outcomes that can be measured in some way needed to be developed. Using the Values for Healthy Growth as a base, the Team identified and defined seven major desired outcomes for the target populations. For each outcome, or goal, a set of visible measures was also developed. Once these outcomes and measures were developed, the Team could identify general and specific service strategies to support the outcomes.

OUTCOME 1: The young person has a sense of belonging to a community.

- The young person is connected with positive, healthy groups within their community;
- The young person has positive relationships with members of the community, knows others by name, and is seen as part of the community by others;
- The young person is part of a healthy support system;
- The young person is valued by the community and has a significant role - is needed by the community.

OUTCOME 2: The young person has a sense of "self", of personal identity, and how that identity relates to the functional community of which the young person is a part.

- Youth have the ability to control their own lives and make informed choices about their future goals;
- Youth have a positive view of themselves and believe in themselves;
- Youth have an opportunity to voice their opinions and beliefs in meaningful ways;
- Youth grow up in an environment that will expose them to a variety of healthy role models;

- Youth have a strong relationship with a positive support person, mentor, role model. (Could be a relative, friend, community member, etc.);
- Youth have expectations (standards) about their relationships;
- Youth have opportunities to make a contribution to their community that reflect their sense of self-worth, values;
- Youth have effective communication skills - are able to express their views, beliefs, needs, etc.

OUTCOME 3: Parents are able to raise their children to become strong, healthy members of their community.

- Parents have access to, and use, information and resources about child development and parenting techniques within the cultural framework of the family;
- Parents are able to attribute their child's behavior to their developmental stage, have realistic expectations for their behavior, and make appropriate responses and interventions;
- Parents nurture and provide consistency as integral parts of their parenting;
- Parents are part of a social or community structure that supports the parent and child.

OUTCOME 4: Young people have educational opportunities that enable them to achieve life and employment goals.

- Youth has sufficient education and/or training to enable him/her to obtain living wage employment;
- Students have marketable and transferable skill training opportunities as part of education;
- Youth can develop critical thinking and problem-solving skills through school or community experiences;
- Young people have access to information about sexuality and human development, parenting skills and responsibilities, relationships, birth control options, and other information sufficient to enable them to make informed choices about sexual involvement and having children;
- Young people are exposed to a variety of life and career paths that broadens their knowledge of options available, and helps them set life goals;
- Young parents have support and encouragement that enables them to go to school and complete their educational and career goals.

OUTCOME 5: Young people can obtain and keep employment that provides living wages and job satisfaction.

- Young people will have basic job readiness skills, including knowledge of employer expectations, ability to assume basic workplace responsibilities, and job search skills;
- Young people will be able to assess their own job skills and match them to a workplace, and will be able to assess the workplace and the job to determine if it is right for them;
- Young people will have the basic supports needed to help them succeed as employees: transportation, housing, adequate child care, clothing, etc.
- Living wage jobs are available in the community and are accessible to young people who meet the basic job requirements.

OUTCOME 6: Youth and their environment are violence-free and drug free.

- Children, youth and families will be able to live in safety, without the presence of domestic violence, sexual abuse, physical abuse, or emotional abuse in their homes;
- Children will be raised in nurturing environments that emphasize communication and non-violent techniques to resolve problems;
- Families will have resources available to them to help them resolve conflicts without violence;
- Violent crimes in communities will be reduced;
- Children, youth and families will know the effects of drug and alcohol abuse and will be able to obtain cost effective treatment if needed;
- Pregnant women will receive adequate health care and education regarding the risks of using drugs and alcohol during pregnancy and will deliver healthy babies free from exposure to drugs and alcohol;
- Families will raise children who are not exposed to drugs and alcohol use and its negative effect on family stability and well-being.

OUTCOME 7: Basic needs, such as nutritional food, clothing, shelter, health care, are met.

- Children and families will have universal access to health care, adequate nutritional food, adequate clothing and safe shelter.

SECTION III

SERVICE RECOMMENDATIONS

IDENTIFYING SIGNIFICANT SERVICES

The Vision Team identified twelve broad categories of services that are significant in helping children, youth and families attain the outcomes described earlier. Many of these services are in place in the community in some form, others are emerging as service needs, still others are not available. The service categories are:

- abuse prevention and intervention (physical sexual, and emotional);
- alcohol, drug, and mental health services for children and families;
- case management services
- child care and child development
- community activities and youth involvement
- education and related services
- employment and careers
- health and prenatal care
- housing services and resources
- parenting and family support
- promotion of tolerance and equity
- violence reduction services and strategies

While a comprehensive cataloging of existing services was not within the scope of this planning process, the Team gathered general information about the kinds of services currently available within each category. The Team used community resource books, conversations with providers, written surveys, and personal knowledge based on experience in the field to assess the current service delivery system, and then described for each service category the kinds of services available and the major gaps in services. An overview of current services for each service area was developed and is provided in Section IV.

DEVELOPING THE SERVICE RECOMMENDATIONS

Service recommendations were developed through extensive conversations about how the identified outcomes could be best achieved. By first developing general approaches that would help achieve the outcomes and then linking these approaches to specific types of services, the Planning Team generated a set of "mini-plans" that address the specific needs of at risk children and youth and young parent families within each service category. Services and strategies that address prevention of too-early pregnancy were developed separately from those that address assisting pregnant and parenting teens (a number of strategies appear under both categories).

In addition to in-depth discussion among team members, the process included holding a series of outreach groups in the community to gather additional information about needed services, gaps, and successful strategies (see Appendix D). Young parents, at-risk youth, parents, minority groups and service providers were included in these conversations.

Once the strategies were developed for each target population, the team prioritized the services that are most needed to achieve the outcomes for that target population. For the prevention of too-early pregnancy, these are (in alphabetical order):

- abuse prevention and intervention (physical sexual, and emotional)
- alcohol, drug, and mental health services for children and families
- education and related services
- promotion of cultural and gender tolerance, respect for diversity, and equity in education and employment
- violence reduction services and strategies

For support to young parent families, the most significant service categories are:

- abuse prevention and intervention (physical sexual, and emotional)
- case management services
- education and related services
- housing services and resources
- violence reduction services and strategies

The following pages describe the recommendations within each service category in detail. The recommendations for prevention of too-early pregnancy are presented first, followed by those for supporting young parent families. In each section, the prioritized recommendations are presented first.

Taken together, the recommendations presented in this section provide a far-reaching and comprehensive blueprint for services to address the needs of these two populations, reducing the number of too-early pregnancies, improving the lives of young parent families, and developing healthier communities for everyone.

RECOMMENDATIONS FOR PREVENTION SERVICES

Service recommendations that aid in the prevention of too-early pregnancy and enhance the healthy development of children and youth are given for each of twelve categories. The following service areas were identified by the team as being the most critical for working to prevent too-early pregnancies among teens: ***abuse prevention and intervention services; alcohol & drug and mental health services; education and related services; promotion of tolerance & equity; and violence reduction services.*** These service areas are listed first, in alphabetical order, followed by other important services.

MOST CRITICAL SERVICES FOR PREVENTION

ABUSE PREVENTION AND INTERVENTION: INCLUDING PHYSICAL, SEXUAL, AND EMOTIONAL ABUSE

1. Increase identification of children at risk of, or children being abused, at an earlier age by providing training to adults who work with children in the community: teachers, coaches, ministers, health professionals, foster care families, and others. The training should include information about behavioral indicators that indicate possible abuse and neglect, and should provide community members with accessible referrals for non-stigmatizing services.

2. Because abuse is linked with developmental delays, programs providing services to abused children should incorporate developmental assessments and occupational therapy theory and practice into their programming.

3. Develop a county-wide resource management and service coordination effort for abused girls that focuses on services to help girls recover from the effects of trauma, provide skills, build self esteem, foster resiliency and encourage success in school.

4. Provide education to older youth and adults, via a community awareness campaign, on the topics and legal consequences of statutory rape, domestic violence, sexual abuse, restraining orders, child support enforcement and paternity laws.

5. Provide comprehensive mental health treatment for children and families where abuse or violence has occurred, including drug and alcohol treatment, therapeutic nurseries, low cost or free family therapy, sex abuse victim and sex offender treatment services, grief/loss/trauma counseling, survivor groups for children, domestic violence counseling. Provide special, gender-specific services to help abused children increase self-image and resiliency, learn alternatives to violence, build developmental skills and develop positive relationships.

6. Provide safe places for children experiencing abuse or neglect, including respite care options, healthy and safe foster care, supported extended family alternatives, safe havens in schools and other places where children can go to confide in a trustworthy adult.

7. Reduce child abuse and neglect by developing, enhancing, or maintaining comprehensive services that support families with multiple stressors, including housing needs, lack of employment, mental health issues, etc. Include parenting support as part of comprehensive services provided.

ALCOHOL/DRUG & MENTAL HEALTH SERVICES

1. Research and develop prevention and treatment models that are gender specific and culturally competent. Evaluate and modify existing alcohol/drug and mental health programs, serving youth and families, to ensure that they incorporate gender and culturally appropriate treatment strategies.

2. Increase availability of services to identify, refer, assess, and treat youth for mental health and substance abuse problems. Emphasis should be on earliest possible identification, developmentally and gender appropriate assessments, and holistic/individualized treatment services that are strengths-based and meet the needs of the population being served.

3. Encourage the use of peer helpers and mentors in supporting youth and families in alcohol and drug treatment and mental health programs.

4. Expand community and school based education about the impact of alcohol and drug use during pregnancy on the health of the fetus and the child's development.

5. Target alcohol and drug education to youth and families most at risk, including skill-building and self-esteem building activities.

6. Promote integration of alcohol and drug and mental health services with prenatal and early childhood health care services. Provide training to practitioners involved in mental health and alcohol and drug treatment staff in identifying youth at risk of becoming young parents, and encourage them to provide basic contraceptive information to youth and families they serve.

EDUCATION AND RELATED SERVICES

1. School success is a strong factor in reducing teen pregnancy. Public education should increase its ability to serve children and youth who are not successful in mainstream programs by providing more alternatives and flexible options for learning. Early identification of special needs, early intervention, and increased retrieval services will also enable more children to succeed in school.

2. Retention and retrieval services should emphasize family assistance, including helping families cope with meeting basic needs and overcoming obstacles that inhibit the child's potential for school success. Continued and expanded linkages between schools and social service providers is important in this effort.

3. School to work programs should be increased, with an emphasis on mastery of basic skills and appropriate on-the-job behaviors as well as academic skills needed to compete in the current work arena. Provide specific supports to help more youth with special needs to participate.

4. Continue to support and expand opportunities for schools to collaborate with businesses, community groups and services providers, providing increased assistance to teachers and offering "real world" opportunities for youth. Emphasize opportunities that give youth real and meaningful roles in their communities.

5. Provide teachers with training in identifying children who may have experienced sexual abuse or other forms of violence, how abuse and violence affects learning and increases the risk of early pregnancies, and basic referral sources for children and families.

6. Develop disciplinary approaches that engage students and intensify involvement with them, rather than expelling or isolating them. Within broad guidelines from school districts, individual schools should be allowed to craft options that work best for their student populations.

7. Incorporate goal-setting, life and career/job planning throughout the educational experience. Use age and gender appropriate experiential activities to broaden exposure to choices, provide opportunities to practice decision-making & learn from mistakes, encourage youth's involvement in establishing their educational goals.

8. Introduce concepts of parenting and child development in grade school, using age-appropriate materials. Specific curricula on realities of pregnancy, abortion, parenting, and adoption options should be broadly used for middle school youth and older. Provide many opportunities for young people to learn about realities of parenting, including working at on-site child care facilities and hearing from young parents about how parenting affects their lives.

9. Teach a broad variety of practical life skills to help young people become independent and capable, with training and practice activities located in highly visible, youth-oriented places such as malls, parks, clubs, libraries, restaurants, Internet.

10. Develop and sponsor peer education programs where teens teach other teens about sexuality, dating, relationships, reproductive options, etc.

11. Provide and strengthen educational activities that help boys and young men develop positive self concepts, understand their role in family, work, and community, learn legal rights and social/personal responsibilities in family planning, parenting, sexuality, contraception and prevention of unwanted pregnancies.

PROMOTION OF TOLERANCE AND EQUITY

1. Assure that children and youth of all racial and ethnic backgrounds receive equal and culturally appropriate opportunities to learn and develop goals for their futures. Promote cultural tolerance, cultural competency, multi-cultural staff and programs, and ongoing education and training in these areas for all providers of services to children and youth.

2. Provide ongoing training to community members, law enforcement officials, school personnel, and service providers in how issues of race, gender, class, and sexual orientation affect their service delivery. Provide technical assistance to providers to help them build culturally competent and gender-appropriate programs.

3. Expand and incorporate into the ongoing life of communities a variety of public events that celebrate diversity and expand positive community awareness of differences; such events need to be supported and encouraged by local public officials and community leaders.

4. Integrate gender equity and cultural awareness education into all educational activities; develop and implement educational practices that take into account gender and cultural differences in learning; develop curricula and other efforts to overcome gender/cultural/racial stereotypes in career and life planning classes.

VIOLENCE REDUCTION

1. Develop a county-wide resource management and service coordination effort to bring entities together (schools, grass-roots groups, health care providers, conflict resolution programs, policy makers, etc.) who are interested in violence reduction. Advocate at local, state, and federal levels for adequate funding for violence reduction activities.

2. Provide skill-based training to social service staff on how violence affects children and families and how to provide services that neutralize the effects of violence.

3. Combat the impact of media violence and portrayals of sex, sexuality, and relationships by educating the community on the negative effects of media on children and youth, helping people develop strategies to impact media programming decisions, and developing school and community-based activities to encourage discussions among parents and children.

4. Provide comprehensive, culturally and gender appropriate services to gang-affected/involved youth, with mentoring, intensive social support, education, employment, etc

5. Reduce violence by and to males by helping boys and young men learn alternatives to violence, i.e., problem solving and developing positive self-images that exclude violence.

6. Continue and expand efforts to reduce/eliminate physical and emotional violence in schools by developing and implementing a comprehensive violence-prevention plan that draws on community-based programs and experience.

7. Teach and provide conflict resolution through many sources: agencies, mediators, peer counselors, schools, community centers, religious organizations. Teach mediation skills in schools and use peer mediators to help resolve youth conflicts.

8. Provide accessible, free or low-cost services to families who have experienced trauma as a result of violence.

OTHER SIGNIFICANT PREVENTION SERVICES

CASE MANAGEMENT

1. Develop a community-wide capacity to identify girls in our communities who are experiencing significant barriers to healthy development but are not pregnant or parenting, and link them with services to help them overcome these barriers, either through existing services or by developing new services that are most effective for this population.

2. Develop case management services that use holistic, long term and individualized approaches to meeting basic needs: assessment, advocacy, mediation, referral to services, family involvement, life skills training, and follow-up. Implement team approaches to case management, bringing the family, youth and all service providers together as equals to develop a plan, clearly define roles and solve problems.

3. Train staff who provide case management for boys and young men to incorporate services relating to pregnancy prevention, parenting responsibility, and consequences of male sexual behavior into case plans.

4. Help programs develop and implement effective client and family assessment strategies and provide training and technical assistance to agency staffs in setting up and conducting effective assessment methods as part of the case management function.

5. Provide quality training to case managers in developmental theory and practice, strength-based case management models, and risk and resiliency factors affecting teen pregnancy.

6. Assure that programs providing case management services to diverse populations have staff who are representative of the community and culture of those being served.

CHILD CARE AND CHILD DEVELOPMENT

1. Develop policies and resources to ensure that every child and parent has equal access to a range of choices for child care that are safe, nurturing, and stimulating, from family care to large day care centers, offering varied programs, flexible hours, and services for ill children, to accommodate working families and young parents in school programs. Develop partnerships with local community businesses, schools, churches, and public and private agencies to broaden options in each neighborhood.

2. Expand community-based child development centers, Headstart programs, and pre-kindergarten programs, offering parent education and support, opportunities for supervised skill development practice, parent/child interactive play, and helping prepare young children to be ready for school by age five. Encourage youth internships in child care settings.

3. Provide accessible, quality respite care for families experiencing difficulties.

4. Expand and encourage the role of fathers and other involved males in child care and child development services. Involve males in activities, decision-making, and parenting education events. Offer training or consultation to providers in how to maximize involvement of male family members.

5. Ensure that adequate after-school programs are available and accessible for all children. Programs should engage/stimulate children and involve parents.

COMMUNITY ACTIVITIES AND YOUTH INVOLVEMENT

1. Engage youth in meaningful activities that build self-esteem and help them recognize that they are part of their larger community. Provide many opportunities for youth to make choices and decisions in supportive environments, and to contribute to their communities in meaningful ways.

2. Increase choices and opportunities for community-based, family activities and encourage inter-generational activities that help different age groups spend more time together. Incorporate services to families into recreational and community activities as appropriate, to increase access and "normalize" services (example: prenatal care information at public festivals).

3. Acknowledge passage from child to adult (growth of abilities, knowledge, responsibilities that comes with becoming an adult) through public and private celebrations marking significant developmental points in child's life. Educate parents and community on the significance of rites of passage, help communities plan how to celebrate them, and involve youth in the creation of these celebrations.

4. Develop and/or enhance after school programs, both at school sites and in other locations, that provide healthy alternatives for recreation, community involvement and positive mentors and role models.

5. Train community members, agencies, parents, and others in youth development concepts and encourage strong commitments to youth involvement in communities.

6. Help young people define their own healthy "community" and their role in it, identifying their support system and its strengths.

7. Encourage and support parents and community members to volunteer in more teen oriented programs, committees and planning efforts.

EMPLOYMENT/CAREERS

1. Increase opportunities for adults in families to become less dependent on welfare programs by offering career, vocational and basic skills training that is accessible to adults, culturally appropriate, and relevant to the current job market.

2. Increase partnerships among schools, businesses and existing employment training programs to enable all youth to learn about and practice a variety of jobs and careers, thus increasing their ability to set future goals.

3. Increase employability and job readiness of youth by strengthening and enhancing career training activities in public schools, beginning at the middle school level. Curriculum should include job and work realities, employee rights and responsibilities, labor market trends and transferable skills, career education choices, balancing work and family.

4. Increase employability by assuring that basic skills development is readily available, through schools, employers, and public and private agencies.

5. Provide job training services for all youth who need assistance, not just those who meet eligibility guidelines of special programs. Develop job-related programs at a variety of locations, including schools, community centers, and businesses.

6. Educate businesses about youth employment, and offer training and support to businesses that will help youth become productive and motivated workers.

GENERAL HEALTH CARE

1. Provide comprehensive health care for all families regardless of income, including at a minimum: prenatal care, alcohol and drug treatment, mental health services, reproductive services, emergency care, and preventative health care.

2. Support school-based health centers in all middle and high schools, providing general health care, "all options" pregnancy counseling, and contraceptive information and products.

3. Provide prenatal health care to all pregnant women through increased service availability, outreach strategies and public education to help people understand the importance of prenatal care. Integrate services related to alcohol and other drugs with prenatal and early childhood health care services.

4. Provide infant care, postpartum care, new parent assistance and education, and immunizations to all families with new babies through expanded community health nurse programs, hospital follow-up services, and other health and social service providers.

5. Assure that the basic needs of food, clothing, and shelter are met for all people as part of a holistic approach to health and well-being.

HOUSING

1. Expand supportive services for families who are at risk of homelessness as a result of major life stresses to help them become stable and avoid a loss of housing.

2. Support intervention services that help children and youth resolve major relationship problems with their families and develop positive alternatives to running away or being evicted from the family home.

3. Increase the availability of affordable housing for independent homeless youth and for families, and encourage housing providers to offer a variety of options for housing services to better meet the varied needs of homeless and low income people.

4. Increase availability of housing services for children, youth and families experiencing domestic or other forms of violence, including safe shelter, transitional housing, host homes, and related services.

5. Provide training in identifying children and youth at risk of too early pregnancy to public and private housing service providers who work with families, and increase the sharing of resources and collaborative efforts that will help families in housing programs overcome these risks.

6. Provide assessment, case management, and other supports to clients receiving housing services.

PARENTING/FAMILY SUPPORT

1. Build more community awareness and acceptance that all parents need education and assistance in raising their children, and that communities are responsible for their children.

2. Offer parent education, problem-solving assistance, opportunities for supervised skill development practice, and parent/child interactive play in a variety of community settings where young children are served. Parenting assistance of all kinds should be readily accessible and should include drop-in opportunities and in-home services.

3. Provide experiential education and training to all new parents of all ages on early child development and the importance of infant bonding.

4. Provide education, support groups, and other activities to help families communicate with each other about sex and sexuality, personal and societal values, and developing healthy relationships.

5. Improve quality of life for families by helping families reduce major stress factors such as unemployment, low wages, lack of basic needs.

6. Encourage appropriate involvement of extended family members in assisting families or individuals experiencing difficulties, and provide training and supportive services to extended family members who share parenting responsibilities.

7. Expand and broaden mentoring options for children, youth, and families, especially programs that emphasize support in such critical areas as positive male roles and responsibilities, parenting and family life, educational attainment, and equity in careers and education.

8. Expand general public awareness of positive parenting and basic child development issues through media and public education activities, stressing the value of children in our society and the significant role parents play in strengthening communities.

9. Provide community-based and accessible family planning and counseling services that includes accurate, unbiased information on abortion, all adoption options, and parenting.

RECOMMENDATIONS FOR SERVICES TO ASSIST YOUNG PARENT FAMILIES

Service recommendations that assist and strengthen young parent families are given for each of the twelve service categories. The following service areas were identified by the team as being the most critical for working with this focus population: ***abuse prevention and intervention services; case management; education and related services; housing services; and violence reduction.*** These service areas are listed first, in alphabetical order, followed by other important services.

MOST CRITICAL SERVICES FOR YOUNG PARENTS

ABUSE PREVENTION AND INTERVENTION: INCLUDING PHYSICAL, SEXUAL, AND EMOTIONAL ABUSE

1. Provide safe places for children experiencing abuse or neglect, including respite care options, healthy and safe foster care, supported extended family alternatives, safe havens in schools and other places where children can go to confide in a trustworthy adult.

2. Provide education young parents, both male and female, on the consequences of statutory rape, domestic violence, physical and sexual abuse, restraining orders, child support enforcement and paternity laws.

3. Provide comprehensive mental health treatment for young parents and their children who have experienced abuse or violence. Because an estimated 2/3 of young parents have been sexually abused, treatment for the effects of sexual abuse, neglect, and other forms of violence should be readily available at all programs serving young parent families.

4. Include the use of developmental assessments and access to occupational therapy and developmentally appropriate education in programs serving young parents, and provide staff training on the relationship between abuse, developmental delays, and young parenting.

CASE MANAGEMENT

1. Develop case management services that use holistic, long term and individualized approaches to meeting basic needs: assessment, advocacy, mediation, referral to services, family involvement, life skills training, and follow-up. Implement team approaches to case management, bringing the young parents, their family, and all service providers together as equals to develop a plan, clearly define roles and solve problems.

2. Ensure that case management for young parents actively includes and supports young fathers or other young men taking an active role with the baby, and that young fathers have equal and gender-appropriate access to all young parent services.

3. Offer education and support groups for young parent families on issues concerning sexual abuse, domestic violence, romantic relationships and other issues.

4. Assure that programs providing services to young parent families have staff who are representative of the community and culture of their focus populations.

5. Seek out creative and non-traditional ways to reach young parents who are not receptive to traditional case management services, including informal gatherings, paying participants for attendance at activities, developing peer programs, and offering child-centered activities.

EDUCATION AND RELATED SERVICES

1. Promote and encourage all young parents to gain basic education skills and complete a high school or GED program that will increase their employability and life options. Help them complete their education by providing comprehensive, accessible, supportive services as needed, and by offering flexible scheduling and alternative programs such as evening classes and community experiences for graduation credit.

2. Provide more opportunities for young parents to contribute to their communities and learn about career and life options, by expanding school-to-work activities and internships with business people or others in the community, and by encouraging "real life" experiences that help them make real contributions.

3. Continue to enable young parents to attend regular school programs and classes by providing on-site child care at all high schools and other supports as needed. Include work experiences in on-site child care centers as part of general health classes, school-to-work programs, and other courses.

4. Promote young parents and other youth speaking at middle schools and high schools regarding the realities of being a young parent and alternative options to parenting.

5. Provide and strengthen school-based activities for boys and young men that teach pregnancy prevention, parenting responsibility, and consequences of male sexual behavior.

6. Assure that young fathers have equal access to educational services for young parents, offering gender-appropriate alternatives to current services if needed.

7. Encourage community colleges to expand their services and programs for young parents, offering special scholarships financial aid, sponsoring vocational seminars to young parents in high school programs, and expanding their on-site child care facilities.

HOUSING

1. Provide a full continuum of housing that is developmentally and age-appropriate for all young parent families,: emergency, transitional, and permanent, with needed support services included. Services for families in need of housing include assessment, case management, mediation for problem solving, education and training, and employment.

2. Encourage housing service providers, both public and private, to accept young parent families into their existing programs, and develop strong collaborative agreements between young parent case management providers and housing providers to increase the likelihood of their success in living independently.

3. Help direct service staff assess the housing needs and options of young parents by researching and/or developing effective assessment tools, training staff in how to develop creative housing alternatives for young parents, involving the extended family in developing safe housing plans for young parents, and other strategies that will maximize existing options.

4. Encourage private landlords to rent to young parent families who are ready for independent living by offering problem-solving assistance, financial incentives, and other services to landlords.

5. Increase the availability of safe shelter options for young parent families experiencing domestic or other forms of violence.

VIOLENCE REDUCTION

1. Develop a county-wide resource management and service coordination effort to bring entities together (schools, grass-roots groups, health care providers, conflict resolution programs, policy makers, etc.) who are interested in violence reduction. Advocate at local, state, and federal levels for adequate funding for violence reduction activities.

2. Help young parent families overcome the effects of past violence in their lives through counseling and other services, and teach skills in decision making, problem solving, mediation, and parenting that will enable them and their children to be free from violence.

3. Provide comprehensive, culturally and gender appropriate services to gang-affected/involved young parents, with mentoring, intensive social support, education, employment, case management, and parenting services.

4. Increase availability of safe shelter, transitional housing and related services for young parent families experiencing domestic or other forms of violence.

5. Research needs and develop appropriate strategies to help young incarcerated fathers become more involved with and responsible for their children, help them develop positive relationships and take an active role in parenting when no longer incarcerated. Include services to help young men overcome patterns of domestic violence.

OTHER SIGNIFICANT SERVICES TO ASSIST YOUNG PARENTS

ALCOHOL/DRUG & MENTAL HEALTH SERVICES

1. Evaluate and modify existing alcohol/drug and mental health programs serving young parent families to ensure that they include parenting issues, and are age-appropriate and culturally competent.

2. Where feasible, develop partnerships to integrate alcohol/drug and mental health services into programs that provide comprehensive services for young parent families.

3. Provide drug and alcohol treatment services and mental health services specifically for young parents, with on-site services for child care and parent/child development. Provide inpatient services that enable young parents to live with their children, if appropriate.

4. Expand community and school based education about the impact of drug and alcohol use during pregnancy on the health of the fetus and the child's development.

5. Promote integration of alcohol and drug and mental health services with prenatal and early childhood health care services.

CHILD CARE AND CHILD DEVELOPMENT

1. Develop the capacity to provide early child development screenings to all children of young parents and to provide child development education and training for young parent families.

2. Provide specialized training and support for child care providers serving young parent families and other families with multiple needs, including how to access resources in the community.

3. Develop policies and resources to ensure that every child and parent has equal access to a range of choices for child care that are safe, nurturing, and stimulating, from family care to large day care centers, offering varied programs, flexible hours, and services for ill children to accommodate working families and young parents in school programs. Develop partnerships with local community businesses, schools, churches, and public and private agencies to broaden options in each neighborhood.

4. Expand community-based child development centers, Headstart programs, pre-kindergarten programs, offering parent education and support, opportunities for supervised skill development practice, parent/child interactive play, and helping prepare young children to be ready for school by age five. Encourage youth internships in child care settings.

5. Provide accessible, quality respite care for young parents experiencing difficulties.

6. Expand and encourage the role of fathers and other involved males in child care and child development services. Involve males in activities, decision-making, and parenting education events. Offer training or consultation to providers in how to maximize involvement of male family members.

COMMUNITY ACTIVITIES AND YOUTH INVOLVEMENT

1. Engage young parents in meaningful activities that build self-esteem and help them recognize that they are part of their larger community. Provide many opportunities for young parents to make choices and decisions in supportive environments, and to contribute to their communities in meaningful ways, including participating in program planning and policy development in relevant areas.

2. Train community members, agencies, parents, and others in youth development concepts and encourage strong commitments to youth involvement in communities.

3. Help young parents define or redefine their own community and their role in it, identifying their support system and its strengths.

4. Encourage young parents to participate and take leadership roles in activities that teach non-parenting youth about the realities of teen parenting.

5. Help young parent families learn positive alternatives to dealing with stress and having fun without alcohol, drugs, violence, or television.

EMPLOYMENT/CAREERS

1. Assure that all young parents have access to employment services and realistic career counseling programs that will build upon their educational experiences.

2. Increase employability and job readiness of young parents by providing career training and job readiness activities as part of any program serving young parents. Curriculum should include job and work realities, employee rights and responsibilities, labor market trends and transferable skills, career education choices, balancing work and family.

3. To increase the likelihood of job stability, develop supplemental financial assistance, employer mentorships, and other support systems for young parents entering the workforce.

4. Increase employability by providing basic skills development through schools, employers, and public and private agencies.

5. Educate businesses about young parents in employment, and provide training and support to businesses that will help young parents become productive workers.

6. Advocate for business / community partnerships for economic development, especially in area of entry level, living wage jobs.

GENERAL HEALTH CARE

1. Provide pre-natal care information and education to pregnant teens and the potential father, if present, at an early stage in the pregnancy, especially as part of any options counseling.

2. Provide comprehensive health care for all families regardless of income, including at a minimum: prenatal care, alcohol and drug treatment, mental health services, reproductive services, emergency care, and preventative health care.

3. Provide prenatal health care to all pregnant women through increased service availability, outreach strategies and public education to help people understand the importance of prenatal care. Integrate services related to alcohol and other drugs with prenatal and early childhood health care services. Ensure that all pregnant teens and young parents receive adequate health care by providing information, referral, outreach and follow up regarding health services as part of any program serving these populations.

4. Provide infant care, postpartum care, new parent assistance and education, and immunizations to all families with new babies through expanded community health nurse programs, hospital follow-up services, and other health and social service providers.

5. Assure that the basic needs of food, clothing, and shelter are met for all people as part of a holistic approach to health and well-being.

PARENTING/FAMILY SUPPORT

1. Provide comprehensive pregnancy counseling that includes all options counseling supporting the pregnant young woman's right to choose, providing accurate and unbiased information on abortion, all adoption options, and parenting.

2. Offer parent education and support opportunities for supervised skill development practice and parent/child interactive play in a variety of community settings where young children are served. Parenting assistance for young parent families should be readily accessible and should include drop-in opportunities and in-home services.

3. Develop training and resource materials for staff working in young parent programs to help them improve their "parent modeling" techniques

4. Encourage appropriate involvement of extended family members in supporting young parent families, offering support & training to extended family members who share parenting responsibilities, and family counseling to help strengthen family relationships.

5. Increase the involvement of, and support for, the male partners of female young parents in all services for young parents.

6. Develop mentoring programs specifically for young parent families that provide positive role models for both young mothers and young fathers.

7. Develop new policies to enable extended families to become foster homes for young parent families, and to allow "mutual foster home placement" where the baby and young parent(s) can stay in the same foster home without financially penalizing the foster home.

PROMOTION OF TOLERANCE AND EQUITY

1. Integrate gender equity and cultural awareness education into all educational activities for young parents; develop and implement educational practices that take into account gender and cultural differences in learning; develop curricula and other efforts to overcome gender/cultural/racial stereotypes in career and life planning classes for young parents.

2. Expand and incorporate into the ongoing life of communities a variety of public events that celebrate diversity and expand positive community awareness of differences; such events need to be supported and encouraged by local public officials and community leaders.

3. Provide ongoing training to community members, law enforcement officials, school personnel, and service providers in how issues of race, gender, class, and sexual orientation affect their service delivery to young parent families. Offer technical assistance to providers to help them build culturally competent and gender-appropriate programs

4. Develop community education materials that provide positive portrayals of young parent families and the contributions they can make to society to counter stereotypical public perceptions. Encourage landlords, businesses, and public officials to give young parents equal opportunities in housing and employment.

PUBLIC POLICY AND EDUCATION AND AWARENESS ACTIVITIES

Some of the recommendations in the preceding pages include suggestions for increased public awareness, education, or policy modifications. The recommendations in this section help support the service strategies by helping the community learn about the needs and attributes of youth and young parent families. Strategies to address public awareness and policy development in the areas of violence prevention, promotion of tolerance, media responsibility, and family planning are also given.

A particularly difficult policy issue is that of the older adult male who is, too often, the father of many children of young parents. Although unable to resolve the issue, the team developed a brief summary of the problem and recommended a strategy for pursuing this important policy issue. This is presented at the end of this section.

RECOMMENDATIONS FOR PUBLIC POLICY AND PUBLIC AWARENESS

1. Increase community awareness of teen pregnancy and parenting issues through comprehensive publicity and public information strategies, using donated media resources to promote these strategies.

2. Implement a community visibility campaign to inform the public about educational and counseling resources in the areas of sexuality education, pregnancy, family planning, relationships and family counseling.

3. Implement broad public education and awareness strategies to focus attention on reducing violence in all forms in our communities, including any or all of the following: public forums, media programs, education programs in schools and community locations, intensive training programs for professionals and public leaders, meaningful public recognition of exemplary efforts to reduce violence.

4. Educate and inform the public about how media portrayals of violence, sex, relationships, gender, race, and class affects the perceptions of children and youth; support community efforts to change media programming and develop activities in their communities that present alternatives to these portrayals.

5. Develop public awareness and education campaigns to foster positive images of young men as fathers and responsible role models. Decrease male stereotyping by showing alternative views of men as caregivers who are responsible family members and equal partners in parenting, including in families where parents are not together.

6. Strengthen and support schools by finding long term funding and by increasing business and community involvement in schools.

7. Educate the community about the importance of early parent-child attachment and bonding, and develop public policies that support families and parenting (i.e. family leave policies).

8. Involve youth and children in public policy development and public awareness activities.

POLICY DEVELOPMENT REGARDING OLDER MALES INVOLVED WITH MINOR PARENTS

Vision Team participants discussed at length the fact that many older adult males are involved in relationships with girls under 18 years of age. In some cases, a teen in a relationship with an older adult is appropriate, especially when the relationship is supported by the culture, community and family. In many cases, however, the relationship is exploitive and may be dangerous for the young woman. Developing healthy male/female relationships is often an issue for at-risk young women, and involvement with an older male brings many added complications, including the exertion of excessive control by the male partner, "father figure" issues, and legal issues due to the age disparity.

These relationships present a dilemma for service providers who encounter them. Although the relationship is probably illegal and often unhealthy for the teen and possibly for her child, the teen may feel betrayed if the adult partner is excluded or reported to authorities by the service provider. In some cases, the minor teen's family also supports the relationship and thus will not bring charges against the man.

The Vision Project recommends that community members engage in a dialogue process to further clarify the issues and agree on strategies to address the problem. Participants should include representatives from the justice system and legal community, health care, social services, child protective services, policy makers, police, young people and parents. Issues that participants in the dialogue process should consider are:

- How do the ages of the young person and the older adult affect the dynamics of the relationship?
- Are there situations in which the *intent* of the relationship mitigates the inherent difficulties of the age difference and the legal issues of minors involved with adults?
- How does support from the teen's community, family and culture affect both the legal issues and the relationship?
- What should the legal consequences be, how can they be enforced, and how will their enforcement affect service delivery to pregnant or parenting teens?
- What approaches should be developed to educate the larger community about the issues?

SECTION IV

OVERVIEWS OF CURRENT SERVICE SYSTEM

This section provides an overview of the current level of services provided in each of the twelve service areas identified. Each description also provides a summary of gaps and limitations identified by the Planning Team.

It was the intent of the Team to present a general view of the service system, rather than to extensively catalog all services that may be available in each category. These overviews were developed using a combination of surveys completed by providers and other community members, and conversations among team members that further clarified the extent of services available. The Team found that many needed and recommended services exist in some form in our communities, but that the capacity of these programs to fully meet the needs of the populations is nearly always limited, primarily due to limited funding.

ABUSE PREVENTION AND INTERVENTION: INCLUDING PHYSICAL SEXUAL, AND EMOTIONAL ABUSE

The consequences of physical or sexual abuse and neglect of children have been linked to an increased likelihood of early teen pregnancy, school failure, drug and alcohol abuse, and perpetrating child abuse. Mental health professionals and other providers are increasingly aware of these links but lack adequate resources to prevent abuse and to treat victims and their families.

Early identification and intervention is a critical missing piece. School staff, who see a large percentage of the children in the community, may lack training in identifying symptoms of abuse or neglect, and certainly lack the resources to adequately intervene, beyond reporting their concerns to authorities. Pediatricians and other medical staff may be able to report obvious cases but also may lack specific training in identifying abuse. State child protective services are unable to respond adequately to many of the reports they receive, and they are often viewed as punitive rather than helpful by families. Early identification through community health nurses, early childhood development centers, and young parent programs is more effective, especially if the identifying agency can also provide services to the family and child.

Victims of abuse, regardless of their current age, can benefit from support groups, therapy, learning programs that emphasize skill building, and programs that encourage self esteem building. A few options of this nature are available in schools, mental health facilities, and community-based programs serving children and families, but they do not begin to meet the need. Open-ended programs that help children and youth who have *symptoms* of past or current abuse - low self esteem, school failure, withdrawal, aggression, etc. - are not widely available, especially ones that use an activities-based model to increase skills and self esteem.

Assistance to families who are abusing their children, in the form of parenting skill building and counseling, is also limited. Parents Anonymous and other self-referral programs offer limited assistance to parents who recognize and wish to change their behavior.

SUMMARY OF GAPS/LIMITATIONS: Adequate intervention and treatment of abuse and neglect requires a coordinated response that will increase the health and well-being of both the child and the family. Professionals from a variety of disciplines who work with children and families need training in identifying signs of abuse, and in developing a holistic approach to alleviating abuse, ensuring the safety of the child, and strengthening the family. This may involve working with other service providers to coordinate such services as mental health or drug and alcohol treatment, parenting skill development, employment services, and housing or other basic services. This coordinated approach is not currently available in most cases, and the pieces that are in place serve only a small percentage of children and families who need them.

ALCOHOL AND DRUG & MENTAL HEALTH SERVICES

Alcohol and drug services include education, prevention, identification, referral, and treatment. The overall conclusion of the Vision Team was that there are not enough of any of these services that are geared specifically to youth, especially to young women and young parents.

Alcohol and drug "prevention" in the form of awareness and education does exist in all schools as well as in the community, but these activities are not generally targeted to those youth and families most at risk. Adequate prevention services must include family work and opportunities for youth to see viable alternatives in their lives.
Alcohol and drug treatment, both in-patient and out-patient, is very limited for youth who do not have adequate medical coverage or financial support. Some specialized programs exist and are effective for youth, such as the transitional housing program at Outside-In that works comprehensively with homeless street youth, but these services are rare and are only available to targeted populations. Young parents have a particularly difficult time seeking services that take into account their roles as parents. In-patient programs that allow mothers to live with their children are virtually non-existent (a new program at Legacy Hospital will add capacity for women over 18), and out-patient programs do not include any provisions for child care. Further, treatment models used in traditional outpatient programs are not often designed for youth and/or young parents.

Mental health services in general have similar drawbacks for youth. Low-cost options are overcrowded and have long waiting lists. Counseling services available through schools or family centers can assist youth with family difficulties or minor problems, but again these resources are stretched to their limits. Several excellent services exist for youth who need outpatient services, and some young parent programs have developed working agreements with mental health providers to offer services to young parents. Severely disturbed girls and young women have few options, however. Residential treatment centers work almost exclusively with girls referred by SCF or Juvenile Court, and none are equipped to work with girls who have babies.

SUMMARY OF GAPS/LIMITATIONS: Alcohol and drug treatment geared towards the needs of young parents is virtually non-existent. Low cost mental health services that work effectively with girls, young women, and young parents are extremely limited in availability.

CASE MANAGEMENT

"Case management" services may range in scope from a limited management of services to intensive and regular client interaction. Case management generally supports the client's achievement of a case plan or other specific goals.

Case management services are usually provided in the context of a specific service area, such as juvenile corrections, housing, school services, or drug and alcohol treatment. Many of these programs can only offer limited involvement and monitoring of the client's case plan due to large numbers of clients served. Some case management is also available to specific target populations, including gang-involved youth, young parents, and at-risk adolescents such as runaway youth. These programs may provide more intensive support and comprehensive services but are often limited in the length of time services may be provided. Funding limitations, age limits, restrictions on program eligibility, long waiting lists, governmental

regulations, and other factors affect the length of involvement and the amount of actual assistance clients may receive under most programs that provide case management to the focus populations.

SUMMARY OF GAPS/LIMITATIONS: Case management is available to only a small fraction of at-risk or pregnant and parenting youth who need assistance, and these services are time limited from six to 18 months. Case management for families with adolescents who are at risk of early pregnancy is only available if the family is receiving another service that includes case management; in these cases the focus is not generally on the at-risk adolescent but on the presenting family problem.

CHILD CARE AND CHILD DEVELOPMENT

A variety of child care resources are available to families who need traditional, daytime care and can afford to pay for it. These include family care providers, in-home care, and private non-profit and for-profit child care centers. The primary limitations of these options are their cost, the lack of subsidies available to families who cannot afford them, and lack of options for alternative schedules, such as evenings, nights, and weekends. Overall, there are also not enough child care slots available to adequately meet the need. Additional limitations face the family with a special needs child or an ill child. Very few qualified providers are available to care for children with special needs, and facilities to tend ill children for parents who cannot take time off work to care for them are almost non-existent.

The current child care provider system lacks adequate monitoring, quality control, standards, and licensing procedures. Providers lack opportunities for training in early childhood education and child development.

Child development programs, such as Headstart and the Parent Child Development Centers, focus on parent training through hands-on learning and interaction with their child, and offer enrichment activities for children. These programs are limited to a few geographic locations and serve a limited number of families, and also have limits on the age of the children in the program. In home child development services are also very limited (See Parenting Support).

Child care for young parents attending school programs is insufficient to meet the need. On-site child care is only available in a few schools and subsidies for off-site child care are limited. Young parents whose children are ill stay home from school to care for them, or may leave them with an unqualified provider. Young parents often have limited knowledge of how to obtain quality child care.

SUMMARY OF GAPS/LIMITATIONS: Quality child care is not currently available to all who need it due to lack of free or low-cost options, lack of trained providers, lack of flexible hours of availability, geographic limitations, and other barriers. Child care is not adequately monitored, and providers have few resources for training. Child development programs have limited slots and are not adequately funded. Young parents in schools lack sufficient on-site child care options.

COMMUNITY ACTIVITIES AND YOUTH INVOLVEMENT

Public recreation activities are broadly available through community centers, parks and recreation programs, sports programs, scouting, after-school programs, and church programs. These programs encourage youth to participate in their communities and help them develop skills and self esteem. Programs located in schools are limited and this makes after-school access more difficult. Inter-generational recreation and community events are not well developed. Recreation and community activities offer only minimal educational and supportive services regarding such issues as teen pregnancy, drug and alcohol use, violence, parenting and child development.

"Community development" - helping communities become stronger and healthier - happens to the extent that an agency, service club, neighborhood organization, or group of individuals takes a leadership role. Although local governments support and encourage these efforts, there is apparently no "master plan" and little budgeted funding for community development. With the creation of enterprise zones and national funding for special programs in these zones, community development has gained greater support, especially in the area of economic development.

Youth involvement in community activities, recreation, in local businesses, on advisory boards and committees, in school policy development and in other areas is limited. The recently created Youth Advisory Board for Multnomah County may help bring leadership to involving youth in our communities. Both youth and adults lack adequate training in how youths' skills and abilities can best be tapped for the betterment of the community and for their own personal growth.

SUMMARY OF GAPS/LIMITATIONS: Meaningful roles for youth in the community have not been developed. Training in youth development for both youth and adults does not currently exist. Recreational programs have not taken opportunities to expand their scope by offering activities that relate to such social issues as violence reduction or parenting skill development. Programs located in schools are limited and this makes after-school access more difficult.

EDUCATION AND RELATED SERVICES

Multnomah County is fortunate to have several quality young parent education programs and several alternative schools that offer night classes and other flexible options for young parents. However, these programs cannot serve all young parents adequately and they lack such critical supports as adequate child care and equitable services for young fathers . Although most high schools include services for young parents, they vary in scope from school to school and lack adequate child care and other supports.

School districts are increasingly serving at-risk and high-risk youth without adequate programming available to assist these youth and their families. Non-attendance and chronic truancy is often not dealt with, and schools are unable to provide services that link families to needed community services. Adolescents who are at high risk of too early pregnancies are not identified by school staff, and teen pregnancy prevention is usually limited to short educational programs in classrooms. Teachers and other personnel lack training in risk factors for teen pregnancy. Programs that encourage self esteem and personal successes, or that help young women set goals for their futures are not in place in most schools.

Programs that emphasize male responsibility in sexuality and in family life are not offered. Options for alternative learning are limited and students who are "turned off" by school have few options.

SUMMARY OF GAPS/LIMITATIONS: Teen parent education programs serve only a fraction of those students who need them. Lack of on site child care services is a critical gap for all school programs. Schools lack the capacity to help families whose children are having school difficulties. Schools lack the capacity to identify girls at risk of becoming young parents and to provide services that could assist them in delaying pregnancy. The extent to which schools should be involved in providing services other than education to at-risk children and families has not been adequately addressed by school and community policy makers.

EMPLOYMENT/CAREERS

Public job training programs offer opportunities for some youth to gain employment skills, job readiness skills, and experience in the job market through on-the-job training programs and work experience. Youth must meet a variety of eligibility requirements to enter public job programs and slots are limited. Specific skill training in various careers is available through community colleges and private vocational schools, but little assistance is available for such supports as child care, transportation, financial aid, and job search following program completion.

Youth often lack the most basic knowledge of the work world, and schools do not have adequate classes and "school to work" opportunities to help train them. Linkages and partnerships between private employers and programs/schools involved in employment training have not been sufficiently developed. Children living in poverty or whose families are chronically unemployed see little future for themselves in the world of work, but services that help them see opportunities for the future at an early age are rare. Some studies indicate that girls who lack clear goals for their futures are more at risk of early pregnancy than girls who have career goals.

Employment programs that address the specific employment needs of young parents and at-risk youth are limited to a handful of slots. Young parents on welfare attend job readiness training programs and receive some incentives to return to work but may lose all welfare assistance before they are earning enough to be self-supporting.

SUMMARY OF GAPS/LIMITATIONS: Funding for concentrated efforts to increase living wage employment opportunities for at-risk youth and young parents is very limited, and programs that do exist are generally short term and have many eligibility requirements. School programs that address employment readiness are insufficient and do not start early enough. Since poverty is a major common characteristic of young parents, this lack of emphasis on helping youth obtain adequate employment is a critical gap in efforts to reduce teenage pregnancy.

HEALTH/PRENATAL CARE

The Oregon Plan and Multnomah County Health Clinics offer significant assistance to low income people who would otherwise have no medical coverage. Medicaid and other medical assistance through welfare, SCF, and other government-funded programs also help provide coverage. However, many people remain without medical coverage or only have "catastrophic" coverage. County clinics have long waiting lists for many kinds of appointments.

Pregnant and parenting teens, even if they do have coverage, do not always understand the need for regular prenatal visits, for well baby checkups, or for proper and ongoing health care. Education and outreach is offered by community health nurses but their resources are stretched.

Contraceptive health care and pregnancy options counseling are not universally available, especially for youth under 18. Planned Parenthood and school based health clinics provide assistance in these areas, and several private providers offer options counseling. However, teens still lack detailed knowledge about contraceptive options, and they may not seek assistance with contraception from qualified providers for fear that their parents will be notified. Pregnant teens do not have adequate knowledge of and access to impartial counseling about their options. Young parents do not receive adequate counseling and practical assistance about delaying second pregnancies.

Children and youth who live in poverty often fail to receive other important health services such as adequate eye and dental care, developmental screening, immunizations, and adequate nutrition. There is currently only one public developmental screening service available county-wide (SKIP) through the schools, and it is unable to meet the need.

Nutrition and adequate food are health issues that are sometimes overlooked. School lunch programs and emergency food programs help prevent children from going hungry. Some nutrition education is available through extension service programs, in schools, and through community-based organizations.

SUMMARY OF GAPS/LIMITATIONS: Young people receive insufficient information, education, and outreach about services available to them in such areas as contraceptive health care, free or low cost health care, pregnancy options counseling, and prenatal and well baby care. Significant gaps in medical coverage remain, resulting in many people not receiving adequate prenatal care and well baby care. School-based health clinics are only available in some schools and do not serve out-of-school youth.

HOUSING SERVICES AND RESOURCES

Housing services fall into three main categories: *emergency, transition, and permanent.*

Emergency Housing (generally 30 days or less): For families with children, these services are limited to a small number of motel vouchers for a limited stay, several church shelters and other informal programs, and, for women with children a small number of slots in shelters serving women who are victims of domestic violence. The majority of these programs will not accept young parents under the age of 18. For homeless, non-parenting youth and pregnant youth, limited options include a downtown youth shelter, motel vouchers, several informal shelter programs, and a group home for runaway youth needing short-

term shelter. Options for parenting youth under 18 are limited to a few slots with host families, several beds at the downtown YWCA, and motel vouchers if available.

Transitional Housing (fixed duration, generally 90 days to 18 months): Options for both non-parenting and parenting youth age 16 and older include limited slots in scattered site apartment programs with case management services included. Youth must be motivated, fairly stable, and have some chance of supporting themselves after program ends. Residential group homes and foster care are options for non-parenting youth , and several group homes provide transitional housing for pregnant young women until and for a short time following delivery. A group home for parenting youth under 16 and their babies is the only identified option for younger mothers. Families over 18 have a few options in various transitional housing programs, but these programs are limited and have a number of entrance requirements. All programs have limited time stays, no programs serve young couples, and the total number of slots is very limited.

Permanent Housing: Low income housing, including public housing and other subsidized housing, have long waiting lists and specific acceptance policies and requirements that limit access for some populations. Private non-profit housing generally has higher rents that may not be affordable to young parent families on welfare. Private properties are only available to families with good credit and sufficient income to rent. Young parents are not seen as stable renters by private landlords.

SUMMARY OF GAPS/LIMITATIONS: There are significant gaps in housing services for families, young parents, and youth not yet parenting. There is a **critical** gap in safe and appropriate housing for young parents 16 years old and under.

PARENTING/FAMILY SUPPORT

Providing effective support to parents to help raise healthy children is perhaps one of the most sensitive and complicated issues faced by providers of family services. The critical issue is that, in general, most parents believe that they already know how to parent and that asking for assistance is admitting that their parenting skills are inadequate. Coupled with this is a belief that the child is "theirs" and a fear that outside intervention may lead to the child being removed from the home - the child will no longer be "theirs."

Current services that offer parenting education and support attempt to overcome these barriers by offering classes for parents in friendly settings, by emphasizing positive parenting, and by incorporating some parent education into other activities: school programs, for example. Parenting education and support open to all parents is offered by schools, family centers, other community centers, and hospitals and other health care providers, mostly in the form of presentations. Targeted parenting services are available to specific groups, such as families involved with the child welfare or juvenile court system. Young parents can attend parenting classes and support groups at programs offering young parent services, but slots are limited. Some programs exist that offer parenting support to families with drug and alcohol issues or sexual abuse issues. In general, however, programs that are "treating" a specific problem often do not or cannot deal adequately with other family issues and parenting needs.

Limited in-home parenting support is available through programs like Headstart and the Extension Service. Parent/child development centers offer on-site parent/child development activities and other services. Community health nurses provide excellent support to new families but have insufficient capacity to meet

the need. Mentoring programs like Big Brothers/Big Sisters can also play an important family support role. These options serve only a small fraction of parents who could benefit from them.

Parenting and family support during the child's adolescent years is even more limited. Public education, in the form of newspaper articles and advice columns, and "lecture-style" programs in schools or health care settings, reach only the most dedicated parents. One program offers an activity group for girls and a corresponding parents group, another targets adolescents who are having school problems and works with the family as well. These options are serving a mere handful of parents and their adolescent children.

SUMMARY OF GAPS/LIMITATIONS: Creative ways to encourage parents to gain skills in parenting are lacking. Families with adolescent children have little or no resources. Informal support groups, interactive learning activities, and other resources are not broadly available. Quality programs such as community health nursing are not able to meet the need. All young parents do not have access to parenting groups, and young fathers have fewer options. Programs that work on specific issues, such as alcohol and drug treatment, do not tend to include parenting support services in their approaches.

PROMOTION OF TOLERANCE/EQUITY

Services that promote tolerance, increase awareness of different cultures and races, recognize differences in gender, and strive for gender/cultural equity in education and employment are sporadic and limited in scope and availability. Training programs exist for public and private non-profit staff, school personnel, businesses and their employees, and the community at large. These tend to be one-time experiences that offer little or no follow up or planning assistance, and the messages given differ depending on the presenter. Agencies or businesses that are asked to develop plans for cultural diversity see it as a task to be gotten over with, rather than a way to improve their workplace.

Community events that promote cultural awareness and celebrate diversity are few. Schools do not consistently offer activities that help students learn about other cultures within their own communities and how to live among people who are different. Teaching tolerance often is not an issue until a crisis occurs.

School programs also lack alternative learning opportunities that address different learning styles and cultural/gender differences. Sexual harassment, date rape, gender inequity, interpersonal and institutional racism, and other similar topics are not standard subject matter in schools.

SUMMARY OF GAPS/LIMITATIONS: Effective programs to help children, families, governments, employers, and communities become more tolerant of differences and respect other cultures are not consistently in place. Gender differences in learning and gender inequity in education and employment are rarely addressed.

PUBLIC POLICY AND PUBLIC AWARENESS/EDUCATION

Many of the issues discussed in this report point to a need for increased public awareness of the issues affecting teen pregnancy, and to a need to develop or strengthen public policy in specific areas. Public policy development and public education about the issues affecting teen pregnancy and young parenting are critical, and policy development and public awareness in other related areas is equally important.

A number of advisory groups, boards, committees and citizen groups are interested in teen pregnancy, parenting, and other issues described in this report. The problem is not that there are no views or policies but that there are many. Policy-makers currently lack a clear way to share their viewpoints and conclusions with others working on related issues.

Public education and awareness about teen pregnancy and young parents, adequate health care, parenting responsibilities, the impact of alcohol and drugs on our lives and our children, about violence and its prevention, about the negative impact of media violence and sexuality on children, about healthy sexuality and loving relationships, about cultural diversity and gender stereotyping, and about the importance of education and career development all receive less than adequate priority.

Public service announcements and other outreach efforts that help young people find out how to obtain good information about pregnancy and reproductive counseling, that help parents locate quality information on child development, or that offer information on how to resolve a neighborhood conflict are currently lacking. Public education and awareness efforts rarely go beyond traditional media tools (television) and into more creative resources (the lunchroom of private businesses).

SUMMARY OF GAPS/LIMITATIONS: Planning groups lack successful ways to communicate among each other and learn about related efforts. Public policy on a variety of social issues is unclear. Public education and information is limited and does not reach those most in need.

VIOLENCE REDUCTION

Domestic and family violence, violence in neighborhoods, and violent crimes affect children and youth daily in our communities. Children and youth who live with violence and witness violent acts experience trauma that is often untreated, and may become more likely to act out violently as they grow up. Children whose families experience domestic violence are more likely to become either victims or perpetrators of domestic violence as adults.

This community is making great efforts in the area of community policing, special police units with training in domestic violence and mental health crisis interventions. More efforts and more training are needed to continue to increase and improve these programs. Currently, police lack adequate resources to assess the needs of a family in a domestic dispute and offer referral information, and other supports.

Gang intervention services are not able to meet the rising need and too few programs are intervening early enough in the lives of at-risk children. Gang intervention is primarily focused on African-American gangs in North/Northeast communities, although gang activity is reported throughout the county and all racial and ethnic groups are involved. Prevention strategies that focus on children and families are very limited.

Domestic violence programs serve primarily women over 18 years of age. Shelters for women and their children who are experiencing violence are few and again are reluctant to take young parents under 18. Counseling for women experiencing violent relationships is also very limited.

Alternatives to violence, such as mediation and conflict resolution in schools and neighborhoods, are limited, and public awareness of their effectiveness is low.

A consistent public policy addressing violence reduction is not in place; there are many emerging plans and views but they lack sufficient focus to bring about change. Overemphasis on the punitive side of violent behavior - i.e. jails and mandatory sentencing - has gotten in the way of prevention and intervention of violent acts. The role of the law and the state regarding violence in families remains unclear, which has resulted in limited funding for domestic violence programs and other family intervention services.

SUMMARY OF GAPS/LIMITATIONS: Domestic violence services for young parents is a critical need, including adequate safe shelter and counseling. Gang intervention programs are limited in size and scope, as are programs to help families overcome the effects of violence on their children. Mediation services, conflict resolution training, and neighborhood violence reduction programs are limited. Public policies on violence reduction need to be clarified and funding needs to be made available to carry out policies.

APPENDICES

HOW TO USE THIS REPORT

A report of this size and scope is in danger of being set aside to "read later when there is more time," or to look at once and then disregard. Some suggestions about who may be interested in its contents and how the report may be best used by various individuals and groups may be helpful.

Policy-Makers: Legislators and other public officials will find many of the significant issues involved in the design and provision of services for young parents and for prevention of too early pregnancy discussed in this report. The Executive Summary and accompanying Guiding Principles for Service Delivery may be particularly helpful. The report also provides useful information about the Target Populations and healthy development of children and youth.

Funding Sources: The Guiding Principles and Broad Service Recommendations (beginning on P. 20) provide a set of guidelines for the development and implementation of services that funding sources could use when setting their priorities and issuing requests for proposals. In addition, the Outcomes provide a vision for planning that may be helpful, and the target population descriptions provide a good overview of the populations.

Executive Directors, Department Heads, and Other Agency Administrators: The report offers recommendations for improving services as a whole and presents specific service recommendations and strategies in twelve different service areas. Thus, a housing program could refer to the service strategies for housing services and incorporate some of those suggestions into their programming. Sections of this report will also be useful when responding to funding sources.

Direct Service Staff: The report offers information about the target populations that may be useful to service providers, and about what services are needed to help achieve success. The Guiding Principles, and Target Population description, and specific service strategies in the reader's area of interest may prove helpful.

Community Groups, Including Churches and Recreation Centers: For community groups wishing to assist in providing services to young parent families or to work on prevention strategies, this report can offer education about the target populations and suggestions on how to help. The Specific Service Strategies in the group's area of interest may be helpful.

Planning and Advisory Groups: The Executive Summary and accompanying Guiding Principles will provide an overview of the complex issues. The discussions of specific services, including the current system overviews and the specific strategies, are helpful when setting goals, planning projects, or entering into collaborative grants.

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Steps to Success

MOST SIGNIFICANT BARRIERS TO HEALTHY DEVELOPMENT
THAT INCREASE RISK OF TOO-EARLY PREGNANCY

The following barriers were developed by the Vision Team based primarily on their extensive experience with the focus populations. It is important to keep in mind that the presence of a single barrier in the child's life can normally be overcome; the barriers may become significant to healthy development when multiple barriers are present. Equally important to remember is the reality that many children can overcome even a multiplicity of barriers; therefore, this list might be considered a series of "red flags" of a child likely to be at risk, rather than a list factors that will always result in high risk behaviors.

SIGNIFICANT AT ALL DEVELOPMENTAL STAGES

Early Exposure to Complex, Violent and Sexual Environments
Children who are exposed to violent and sexual environments may be more violent and become sexually active earlier than their peers who grow up in safe environments. Girls who grow up in abusive environments are more likely to become involved with abusive relationships as they grow into adolescence and adulthood, and boys who grow up abused or witnessing domestic violence are more likely to become perpetrators of abuse and violence.

Violence in Home and Neighborhood
Growing up in a violent home and living with violence in the neighborhood can cause some young people to use pregnancy and parenting as an escape from their situation. Children growing up in these situations may feel helpless and develop a "victim mentality." Children who live with violence on a regular basis may experience developmental delays and may become either very aggressive or very passive; these behaviors affect school performance and their ability to develop positive relationships.

Media Violence and Sexuality & Its Increased Influence on Children
Media violence and the emphasis on sex in the media can negatively influence children's behavior. Children who grow up in living situations where violence and inappropriate sexuality is present are more likely to be influenced by media violence and sexuality, especially if adults in their lives do not discuss what they see in the media and in fact model the same behaviors.

Lack of a Sense of Community
People living in the same neighborhood may lack a sense of community due to isolation, poverty, lack of community activities, high crime, etc. Youth, and especially teen parents, may feel especially isolated from their community if they or their family are not part of the "mainstream" - i.e. they have no role in the community, no voice in decision making, are not employed, are not attending school, are a different cultural background than the rest of the community, etc.

Lack of Positive Role Models
When children have no attachment to a variety of adults in the community, it becomes difficult to identify positive characteristics and qualities to develop within themselves. Lack of a strong, caring adult role model may be a significant indicator of later instability in the child.

Lack of Male Inclusion

When males are not included in children's lives, children are less likely to see, and be influenced by, positive male/female relationships, and may not experience a positive father/child relationship. Even when fathers are in the home, many are not involved in the child's life. For boys, this may mean that they lack a strong, positive male figure in their life and may turn to alternative sources for their support, including gangs or others involved in criminal or anti-social activities. For girls, the lack of a supportive adult male in their life can result in confusion over male-female relationships, lack of skills in developing relationships with men, and other problems.

Limited Parenting Skills

If parents lack information on developmental stages and effective parenting, they may have unrealistic expectations of the child and use inappropriate parenting interventions to modify the child's behavior. There is an increased likelihood of abuse or neglect when parents lack these skills.

Isolated Parenting

Parenting in isolation from other adults and without a support system can increase the stress level of the family. Lack of emotional support, respite, and the other benefits of shared parenting can make the job of parenting overwhelming, and can result in lack of supervision, abuse, or neglect of the child.

Lack of Activities During and After School

Involvement in school or community activities helps strengthen the child's connection to their community and exposes them to other positive adult role models, as well as providing supervision of the child in the critical afternoon hours, when many children are otherwise left on their own. When such activities are unavailable or inaccessible, children may be left unsupervised after school and are more likely to become involved in delinquent behaviors or engage in sexual activity.

Limited Options in School & Employment

Girls and young women may receive less encouragement to pursue certain educational or career goals based on gender stereotyping, specially in the areas of science and math. This is also true for students of color and those with a low socio-economic status. In addition, families who place less value on education may hold their children back from pursuing advanced educational goals. These young people may perceive themselves as having few career opportunities, and that they have little to offer to society. For girls and young women, parenting may be seen as a way to have a role in society.

Gender, Class and Race Discrimination

Gender role stereotyping continues to be a powerful force in our society. Societal norms continue to place primary responsibility for birth control or saying no to sexual activity on females. Girls and young women who see little future for them in the workforce or in educational advancement may identify strongly with becoming a mother and see it as the "only job they can do." In school, girls continue to be rewarded for compliance and passivity while boys are rewarded for acting out behaviors.

Class and race discrimination can limit access to higher education or technical training, and to meaningful/better paying jobs. Families that have traditions that do not include higher education or career advancement may also discourage their children from these goals, thereby perpetuating a "lower class" of low skilled, low wage-earners.

Lack of Parental & Community Supervision
Lack of supervision can lead to boredom and more experimentation with drugs and alcohol, sex and illegal activities. When communities do not value and include children in activities, children may find activities of their own and do not value or see a place for themselves in the community.

Drug & Alcohol Abuse in the Family
Drug and alcohol abuse in the family increases family stress, can reduce parents' effectiveness with their children, and can increase the likelihood that the children will become involved with drugs and alcohol. It may also lead to criminal involvement, may cause parents to become involved with multiple partners, and increases likelihood of exposure to violence. This barrier can be associated with poor health and school habits for the children in the family.

Poverty in the Family & the Community
Poverty significantly increases the risk of a young person being at risk of early sexual involvement, pregnancy, experimentation with drugs or alcohol, and delinquency. Families in poverty tend to have less access to preventative health care, quality education, and quality child care, are more likely to be experience violence in their homes and communities, discrimination in the workplace, and disenfranchisement from mainstream society. Children growing up in poverty often see fewer options for themselves than children at other economic levels.

Physical, Sexual & Emotional Abuse
Abuse increases the likelihood of teen pregnancy due to lack of power and control (refusal skills), low self-esteem, developmental delays which impede the learning process, and development of a skewed sense of a healthy physical/sexual relationship that leads to premature sexual activity. Sexual abuse has been identified by several studies to be a strong indicator of early pregnancy.

MOST SIGNIFICANT IN INFANCY/EARLY CHILDHOOD (PRENATAL - 5)

Inadequate Prenatal, Well Baby and Health Care
Lack of early and continued health care compromises the child's opportunity for continued healthy (physical, emotional, social, etc.) development. Healthy development is crucial to later school success, viable employment and delaying pregnancy.

Lack of Early Attachment Between Infant & Caregiver
Lack of early attachment can result in the child's continuously seeking to fulfill the need to bond. He or she may repeatedly attempt to attach to anyone, regardless of their appropriateness, to fulfill this basic need. Young women for whom this need remains unmet may repeatedly attach themselves to inappropriate males and may ultimately have a baby who will 'love them unconditionally."

MOST SIGNIFICANT DURING PRE-ADOLESCENCE & EARLY ADOLESCENCE

Mis-Diagnosed Learning Disabilities & Lack of Appropriate Services
Specific challenges in this area include developmental delays and learning disabilities associated with children who are survivors of sexual, physical and emotional trauma. These children may be mis-diagnosed and therefore not receive appropriate services.

Poor School Attendance/Weak Academic Skills

Children who do not attend school often come from environments where there is violence, sexual abuse, alcohol and drug abuse, inadequate food/clothing/shelter and/or lack of structure. If children do not receive adequate support in the classroom to help them cope with these factors in their home environments, they become frustrated, bored and/or drop out of school. Once out of school, children see and have fewer options for themselves. Pregnancy may become one of the viable options.

Societal Discomfort with Sexuality

Parents, family and schools are uncomfortable or may wait too long to talk to children about sexuality, sexual abuse, birth control, etc. Common sources of adolescent education about sexuality are often from inaccurate sources, e.g., peers, media, talk shows, parents/family with inaccurate information.

Earlier Loss of Innocence

Many children are exposed to more adult activities and behaviors at an earlier age. Children in today's society are less sheltered than in earlier generations; they are exposed to information about sexuality, violence, crime, drugs, and a vast array of behaviors that encourage them to become more sophisticated or "worldly" at an earlier age. Females begin menstruating younger, and sexual activity begins at an earlier age for both boys and girls.

MOST SIGNIFICANT DURING TEEN YEARS & EARLY ADULTHOOD

Negative Peer Pressure/Influence

Children with low self-worth who have minimal family support are most likely to be influenced by other peers and to allow others to make their decisions for them. Negative peer influences become difficult to resist, and the acceptance and status they may receive from the peer group is valued if their own family does not provide positive support. They may establish patterns of negative behaviors that can lead to criminal activity or other difficulties and may influence their ability to be successful parents later in life.

Lack of Societal "Rites of Passage" to Adulthood

There is a developmental need to have a clear symbol of the passage of time between youth and adulthood. When this symbolism does not exist in societal/community/family structures, young people develop their own rites, e.g., sexual activity, joining a gang, experimenting with drugs, etc.

Sexual Activity Too Early (Under 15)

Children are engaging in sexual activity at an earlier age. This increases the risk of pregnancies at earlier ages, and contributes to the spread of sexually transmitted diseases. Too early sexually activity often exposes the child to a host of complex emotional issues and choices which they are unprepared to deal with, and may involve them in drug and alcohol use and other negative behaviors. Family may withdraw their support of the child if they are aware of the behaviors, resulting in poor school attendance or other problems.

Lack of Accessibility to, and Effective Use of, Birth Control

Young people may be unwilling to seek out birth control options from family physicians due to confidentiality concerns, incoreect information about confidentiality, fears of acknowledging that they are sexually active, or lack of financial resources to pay for a clinic visit. If birth control is available, young person may get information about its use from unreliable sources and may not have the reading skills to read instructions if they are available. Effective use of birth control requires basic understanding of consequences, ability to follow a schedule, and other skills that may be missing due to developmental delays.

Drug & Alcohol Use/Abuse by Youth

Drug and alcohol use decreases impulse control prior to and during sexual activity. Youth who are using drugs and/or alcohol are less likely to plan and use contraceptives.

SIGNIFICANT BARRIERS FACING PREGNANT YOUNG WOMEN

Denial of Pregnancy

Many young women who become pregnant are unable to face the reality of the situation and therefore do not seek or obtain needed services. They may go through a significant part of their pregnancy without adequate prenatal care, and may continue to abuse drugs, alcohol, and other substances. They do not make a conscious "choice" about whether to parent or not, and they are unable to conceptualize a future for themselves.

Lack of Education and Awareness about Options

Youth are often limited in their knowledge of options regarding pregnancy and also have inaccurate information about the options. Lack of money may also be a barrier to obtaining counseling or other services. They therefore "choose" whether or not to have the baby either by not making any choice at all or by taking the advice of family, friends, or boyfriend.

Conflict in Family about Pregnancy

Family members often have conflicts over what the young woman should do about her pregnancy, while the young woman herself has no voice in the discussion. Young women living at home are at the mercy of their family's decisions - whether to keep the baby, whether they should evict her from the home, whether the father of the baby should be involved. If the young woman leaves the family home, she faces living in unsafe situations or becoming homeless. If the living situation is abusive, the power of the abusive partner or caregiver is significant in determining what decisions are made about the pregnancy.

Homelessness

Young women who become pregnant are at risk of becoming homeless because their pregnancy exacerbates already precarious living situations. Parents insist she leave their home, boyfriends break off relationships or disappear, friends are reluctant to take on a pregnant roommate. Jobs are less available to a pregnant young woman, and AFS is not available until the last month of the pregnancy, so money for rent is not available.

BARRIERS FACING PARENTING YOUNG PEOPLE

Lack of Survival Skills

Young people often lack understanding of what is required to live independent of adult support and may have an idealized image of maintaining a household and parenting. Teen parents who are especially overwhelmed by their life situations may not be able to make plans and understand consequences. They may be unable to perform such basic tasks as using the phone, shopping, keeping track of dates and appointments, accessing transportation, managing money, dressing themselves and their child, dealing with basic medical needs. Without guidance, they may lose their housing, fail in school or work, or family to provide for themselves and their child.

Lack of Literacy Skills

Early interruption of education, previous poor school performance, undiagnosed learning disabilities, or irregular school attendance due to family problems may erode young person's confidence and handicap future

employment opportunities. This may become critical when the young parent becomes financially responsible for her family.

Abusive Relationships

An abusive relationship limits the teen mother's ability to access supportive services and isolates the young parent within the abusive relationship. Continued abuse may cause damage to the unborn child, and the baby, once born, risks becoming a victim of abuse.

Lack of Child Care

Many teen parents cannot afford to pay for skilled child care. Child care options at night are very limited, so young parents who work evenings or go to night school must rely on friends and relatives to provide child care. Lack of access to quality child care can result in lost school or work time, limits the young parent's access to basic parenting and child development information that is available at many child care centers, and may put the child in potentially unsafe situations if other options are unavailable.

Loss of Support System

Young parents may lose their old network of friends as a result of their new responsibilities as parents. They may also be rejected by relatives, including their own parents. New friendships may be difficult to build due to lack of time and multiple responsibilities. Dating requires child care, and young men may be reluctant to become involved with a parenting young woman.

Reliance on large, bureaucratic systems for support

Young parents who need financial and other support may need to rely on large, bureaucratic systems, such as the Housing Authority, Welfare, etc. for this support. These systems may be intimidating to some, who may find the system unsupportive, unfriendly, judgmental, and difficult to access. They may also be unable to complete paperwork properly and cannot read detailed rules and procedures. The system becomes a significant entity in their lives, controlling their behaviors and choices.

Lack of Living Wage opportunities

Young parents need job opportunities that pay a living wage. However, they have often had to delay their education and/or career training as a result of their early parenting, and some have not had a history of success in school programs, thus further limiting their career opportunities. Jobs that pay enough to support a family for which the teen parent may be qualified are limited, and they often will go to male heads of household or older workers with more experience.

Need to Function as Adult without Perceived Adult Status

Young parents are both child and adult: they have the responsibilities of an adult but are still growing up, and are seen as "teenagers" by society. Landlords see them as not responsible enough to be a renter, employers are less willing to hire them because of their age, they are unable to vote and participate as an adult in the community, yet they are expected to care for themselves and their child.

Multiple Responsibilities

Young parents face the responsibilities of being a parent on top of their responsibilities to school and to completing the process of growing up. In addition, some young parents are also functional caretakers of younger siblings or a parent. While all parents face multiple responsibilities, the young parent is especially vulnerable to increased stress and burnout because of their age, lack of experience, limited support systems, and lack of financial resources.

DEFINITIONS

Case Management: A paid, professional position in a social service organization that coordinates services with/for families and youth who are participating in the organization. Case management functions usually include assessment, service referral and coordination, advocacy, on-going support, legal responsibility (e.g., SCF and AFS case managers), written documentation, evaluation and follow-up. The case management function has many other job titles, such as: counselor, case worker, advocate, guide, sponsor, coach, case coordinator, social service specialist, etc.

Community: A group of people who interact on a regular basis as a result of shared interests, values, backgrounds/histories, needs, or physical proximity to one another. Communities need not be geographically based.

Community-Based Service: Community members create, drive and/or support the service provided. Service is provided in a location and manner that is deemed accessible by the community.

Cross-Cultural: The interaction, communication and other processes (conceptual analysis, education, implementation of public policy, etc.) which involve people or entities from two or more cultures.

Cultural Competency: Development of behaviors, attitudes and policies that enable providers and their organizations to deliver services in ways that meet the needs of a variety of diverse cultures.

Culture: Patterns of learned values, beliefs and behaviors shared and transmitted by a group of interacting people. This definition is broader than race/ethnicity and can include national, ethnic, family and regional origin, class, sexual orientation, gender physical ability, age, organizational patterns, etc.

Culture and Gender Equity: Assuring that males and females, and people of all races and cultures have equal access to services, programs, and life opportunities, allowing all people to achieve a similar standard of living for themselves and their children. Achieving cultural and gender equity in education and social services requires the use of a range of models, strategies, and interventions that are responsive to the specific characteristics of the populations being served, that treat all participants with respect, and that help participants compensate for previous inequities by providing targeted and concrete social and economic opportunities to enable them to succeed.

Developmentally Appropriate: Services, programs, activities, or approaches that are designed to be most effective for participants based on their chronological age and current level of mental/physical/social abilities.

Life Skills: Practical everyday tasks that enable people to live successfully in their communities: to work, take care of basic needs, obtain transportation, handle basic finances, live safely, and maintain social or familial relationships. These skills are normally learned as part of growing up, but may not be acquired if childhood life is disruptive or if abuse occurs. Life skills training must be hands-on and developmentally appropriate.

Mentor: An adult who establishes and maintains a positive and supportive relationship with a child, youth, or family, sharing life experiences and mutually enjoyable activities, and acting as a positive role model. The mentoring relationship encourages personal growth, acquisition of new skills, an increase in self esteem, and an expansion of life options. Mentoring relationships may be formal or informal.

Prevention, Primary: Services that assist people who are, or may soon be susceptible to a problem. Services consist of altering her/his susceptibility to the problem, or reducing his/her exposure to the cause of the problem.

Prevention, Secondary: Services that assist people who are in the early stages of experiencing a problem. These services consist of early detection and treatment in order to reverse the progression of the problem and reduce complications, including recurrence of the problem.

Rites of Passage: A formal or informal series of activities that move adolescents into an adult role within a community. Often, rites of passage occur in a formal ceremony that is recognized and supported by the culture and/or community in which the adolescent lives. A common element involves some type of recognition by others of the adolescents gender role and sexuality.

Support Groups: Groups of people who meet on a regular basis to focus on a topic affecting their lives, providing a safe place to share experiences, feelings, and concerns. Support group members listen and suggest solutions, help members make decisions or resolve problems. Support groups are not primarily educational, although members learn strategies and techniques from each other. Support groups may be informal and may not have a regular leader.

Outreach Group Summaries

I. CHILDREN AND YOUTH

Groups Tallied: ***Five***
North Portland Youth & Family Center, Roosevelt Teen Outreach Group, Focus Group (Pre-Teen Girls) "Get a Clue" Group Members - Edgefield Children's Center, Eastwind Too Community Center Group (Teen Girls), ***Hispanic Teens ages 12-18 from Reynolds & David Douglas High Schools*** *

*There were some interesting differences in the responses of Hispanic young women. For this reason, their responses are highlighted.

1. What do you think are some of the reasons teens get pregnant?

- To get out of the house or away from parents (6)
- They want to be like their friends, peer pressure (6)
- Trying to keep relationship going with the guy (5)
- Don't have enough attention (3)
- Uneducated about sex, birth control (3)
- No birth control, lack of money or access (3)
- Want something of their own, someone to love them back (3)
- They are irresponsible (2)
- To get out of school (2)
- Don't want parents to know they are sexually active and need birth control (2)
- Forgetting to use condoms, getting caught up in the moment (2)
- Get caught up in the moment
- They have sex at too young an age
- They don't know how to make a good choice
- Non-assertive
- Rape
- To get back at their parents/boyfriends
- Experiment w/sex
- To get welfare and financial help
- keep pregnancy/baby because it's too hard to give it up
- Believe that "it won't happen to me"
- ***Think they are ready to be parents***
- ***To feel older***
- ***To be responsible***
- ***To change their life***
- ***Afraid to tell parents they are sexual and need birth control***
- ***Accidental - contraception not working/don't have access to it***
- ***Guys don't want to use condoms***

2. Teens who become pregnant often say they wish they had waited longer to have a baby. What are some ways young people can help other young people wait until they are older to have a baby?

- Teen parents to talk to other teens regarding difficulties of having babies (5)

- Don't have sex, teach their friends to learn to say "NO" (4)
- Tell them or go with them to get birth control (4)
- Help their friends to get counseling/education (2)
- Make sure they use birth control
- Show them what it is really like to be around a child/baby all day (borrow a young sister, cousin, etc.)
- Convincing peers to stay in school and get an education - this includes teen mothers
- Try and keep her away from boyfriend

3. **What are some ways your school could help young people wait until they are older to have a baby?**
   - Health classes that are more intensive about what parenting is really like (4)
   - Make birth control more available to sexual teens (3)
   - Books and interesting films that teach you and not bore you (2)
   - Give advice about pregnancy and access to birth control at school that is confidential - parents won't have to know (2)
   - They can't
   - Find something 100% effective
   - Programs like "Get a Clue" and for boys too
   - More activities after school, nights and weekends
   - Show films about Teen Moms and the 9 months of pregnancy, and bout caring for babies
   - Provide the computerized baby dolls that cry, wet, etc.
   - Take them out of home but not into foster homes (girls get pregnant to get out of their homes)

4. **What are some ways your community (church, agencies, community centers, etc.) could help young people wait until they are older to have a baby?**
   - Offer good programs and more peer educational groups (4)
   - Preach to kids at church (2)
   - Would never talk about sexuality to church people - too judgmental, born again virgins ideas
   - Adults do something about grown men having sex with young girls
   - Talk about the real life results of having a baby
   - Media needs to create really good/brilliant/exciting ad campaigns (teens switch channels and don't pay attention to ads - mixed messages from media, ads that say don't have sex and then ads that use sex to sell products
   - Billboards are read by teens, possibly good for telling teens where to get help, but probably ineffective in getting them to not want to have sex or to get pregnant if they want to
   - ***More activities/recreational options***
   - ***Sports***
   - ***Church***
   - ***Make life not so boring***

5. **What is the "job description" of a parent? (What are the tasks?)**
   - Provide basic needs (4)
   - Try to understand, don't jump to conclusions (3)
   - Provide a safe environment (2)Trust, care, love, cherish (2)

- Have fun with your kids (2)
- Don't know
- Be involved with drugs/alcohol related problems
- Don't be abusive
- Set limits
- Be educated-know when and where to get help
- Change stinky diapers
- twenty four hour round the clock mothering service
- Teacher - teach child to speak, walk, potty train, etc.
- need a job to get $ for child care to work or go to school
- give up social life
- good communication with child
- *Cook*
- *Be a good role model*
- *Love the child*
- *Provide for the child's education*
- *Take parenting classes (father's too)*
- *Pay bills*
- *Play with child*
- *Provide home*
- *Get job*
- *Involve father of baby*
- *Take care of father of baby*

6. **What are the qualifications for the job? (What should they know about, skills, etc.)**
   - Job (5)
   - Should know basic child care, stages of growth and parenting skills (5)
   - Security/ A place to live (3)
   - Two parents
   - Done partying
   - Shouldn't be minors
   - Be responsible
   - Child development - stages of growth
   - *Ones own experience*
   - *CPR*
   - *How to handle crying, emergencies, what to feed, and how to care for child*
   - *Know how much everything costs*
   - *Listen to child*
   - *Have a job*
   - *Give attention*
   - *Understand*

7. **What are your goals for the future (say, in five years) and how might these change if you had a baby?**
   - Work (2)
   - College (1)

- Continued support of parents
- Wouldn't be able to spend time with friends
- Travel - no $ because of baby
- *Need more money for child care/school*
- *Have to take child with you*
- *Have to wait to achieve goals*
- *May never achieve goals*
- *Settle for less*
- *Give up dreams*

II. SERVICE PROVIDERS

Groups Tallied: ***Eight***
Multnomah County Community Health Nurses, SCF Caseworkers and Other Staff, Infant Caregivers at Monroe's Infant Toddler Development Center, Outreach Group at Gift Team Meeting, Service Providers working with adolescents in Multnomah County, PPS/Teen Parent Services, Mental Health Providers working with adolescents in Multnomah County, North Portland Youth and Family Center

1. **In your experience, are there certain young people who are <u>likely</u> to get pregnant in their teens and/or become a teen parent (male & female)? If yes, what are the characteristics and behaviors of these youth and their families?**
   - Parents and/or sibs were teen parents (11)
   - Lack of attachments (family, friends, school, church) (11)
   - No goals, no sense of future for themselves (8)
   - History of Sexual Abuse (7)
   - Marginally involved or not involved parents (7)
   - Unstructured, unsupervised time (5)
   - School Failure (5)
   - Drug and alcohol using teens (4)
   - Becoming parent to get out of current situation (abuse, economic, homeless) (4)
   - In some cultural groups its a "norm" (4)
   - Low self-esteem (4)
   - embarrassed to seek birth control resources, i.e., access (3)
   - Limited cognitive ability, learning disabled (3)
   - Lack of reproductive knowledge (3)
   - Subject to peer pressure (3)
   - Older boyfriends (3)
   - Denial (3)
   - Poverty (3)
   - Girls who fail to identify potential roles other than being a mother (3)
   - Pressure from boyfriend (2)
   - Confusion regarding sexuality or sexual orientation (2)
   - Holding on to man (2)
   - Previous pregnancy (2)

- Rigid religious background (2)
- Impulsive, careless (2)
- Don't see cause and effect of behaviors (2)
- Family idolizes babies (high status) (2)
- Girls who choose pregnancy to have someone to love (2)
- Girls who feel services are unavailable unless they're pregnant or parenting (2)
- Teen is member of Single Parent Household (2)
- "Rite of Membership", re: having sex with numbers of male gang members (2)
- Asian families may place too many restrictions on teens which causes them to rebel completely in the other direction.
- WHY NOT ABORTION?
- "Culturally black people keep their babies."
- Asian families' cultural beliefs vary about abortion. For some, family is so important that they would never abort - the family would support the young parent and baby. For others, the family would encourage abortion to save face in their community.

2. **What are the characteristics and behaviors of youth who you believe are <u>unlikely</u> to become teenage parents?**
   - Teens who have clear parental/family expectations and involvement (12)
   - Plan for future/goals (9)
   - Strong identity (7)
   - Involved in activities (church, sports) (6)
   - Positive role models in their lives (5)
   - School/academic success (5)
   - Using birth control (available, aware/education) (4)
   - Strong communication skills (3)
   - Parents have parenting skills (3)
   - Resilient (3)
   - Late onset of puberty and dating (2)
   - Acceptance by peers (2)
   - Moral constraints (religious) (2)

3. **Given limited resources and increasing demands on time and funds, how can community organizations help <u>reduce the number of teens</u> who become parents before they are ready?**
   - Services that collaborations among schools, community, parents, businesses and the media (13)
   - Provide youth with positive role models and activities (9)
   - Educate and train parents to talk to their kids about sex education (8)
   - Build activities that not only fill time but make youth feel good about themselves (7)
   - More services for girls who are not pregnant or parenting (5)
   - Strong early childhood programs with involvement of parents (4)
   - Community Mentor (4)
   - Provide services (activities counseling, sports) for whole families (3)
   - Programs that work with teen parents must have staff representative of the community and culture of the focus population they are trying to serve.
   - Parenting classes for teens likely to become pregnant
   - Teach values

- Sex education through churches, Campfire, Boy/Girl Clubs
- Including Young Parents (male and female) in regular school but keep special programs
- Daily reminder re: "Take your birth control"

4. **How can schools have impact on this problem?**
   - More education up front for parents - sex education (5)
   - Teen clinics at all schools (3)
   - Schools partner with all formal/informal families organizations (3)
   - School open as community center (before and after) (3)
   - Part of graduation for males & females is working in a school based, low cost day care (3)
   - Involve parents more (3)
   - More education up front K - 5th grade - sex education (2)
   - Guidance counselors - hook into Community Health Nurses
   - Non counselors who provide counseling
   - Outreach workers to dropouts, absenteeism
   - Social worker at each school
   - Full time school RN
   - Promoting Peer leaders (students)
   - Increase awareness of teachers, others regarding appropriate referrals
   - More night schools to support students with day jobs or for whom regular school doesn't work
   - Peer presentations: young parent panels at all Middle Schools
   - Address sex abuse issues in elementary schools
   - Increase dollars for child care to allow parents to participate
   - Early relationship education (skill based, problem solving, Self esteem, friendships, setting limits, respect, sexuality)
   - Take learning styles/abilities into account
   - Schools (like neighborhoods) can identify "at risk kids"
   - LSAC can become a support group for parents
   - Teachers need training in high risk behaviors/families
   - Schools learn how to engage rather than suspend/expel

5. **What can parents do to encourage their children to delay childbearing?**
   - Talk about relationships, parenting, sex and birth control (5)
   - Stay involved with their children and the child's school (5)
   - Help child develop life goals (3)
   - Clear, consistent messages to their children, both behaviorally and verbally (3)
   - Early education about parenting for all parents
   - Teach parents how to prevent a crisis rather than "Band Aid" the crisis
   - Teach parents to be "stricter", more rules
   - Increase education and information on options an dalternatives
   - "Culturally black people keep their babies."

6. **What are some important things that schools and the community can do to help teens who are parenting become healthy productive members of our community? Which of these things are currently unavailable or hard to find?**

- School daycare and affordable daycare (7)
- More focus on education, life skills, employment, job skills, budgeting and hygiene (5)
- Increase coordination and collaboration of service delivery areas and programs (5)
- Affordable and safe housing (5)
- Education regarding future pregnancy and birth control (5)
- Keep services local, improve access (transportation, hours, child care, etc.) (4)
- Increase availability for outreach (3)
- Transportation (3)
- Offer dollars incentives to complete programs, reinforce positive behaviors (3)
- Parents of teen parents keep parenting (3)
- More flexibility in service
- More slots for high risk
- Evaluation of current programs
- More emergency services
- Mentors: Big sisters, family specialist
- Relationship workshops
- Allow students to work at Day Care
- Twenty four hour teen parent hot line
- Increase responsibility, involvement of males (teen fathers an older men)
- Increase follow-up services to high risk, no shows
- Re-establish extended Families
- Mutual foster home placement (system utilize extended families)
- System has many problems, foster parent takes two for the price of one (federal exemption)
- Support team concept for service to young parent, pregnant teens

7. **What are some things you or your agency are currently doing in your work with young people that you believe has an impact on teenage pregnancy or helps teen parents become healthy, productive members of society?**
    - Middle school ages girls groups, summer girls recreational group, survivors groups for various ages (4)
    - Role model/mentors (3)
    - On site substance abuse services at some schools and programs (2)
    - Discuss birth control to prevent second pregnancy
    - Support groups/parenting
    - Teach growth and development
    - Advocacy and referral
    - Counseling
    - Finish education
    - Pregnancy options counseling
    - Offer daily information on a variety of topics
    - Listen
    - Food preparation
    - Outreach support to young parents
    - Relationship building curriculum, how to develop healthy relationships
    - Individualized programs
    - Self paced, vocational skills

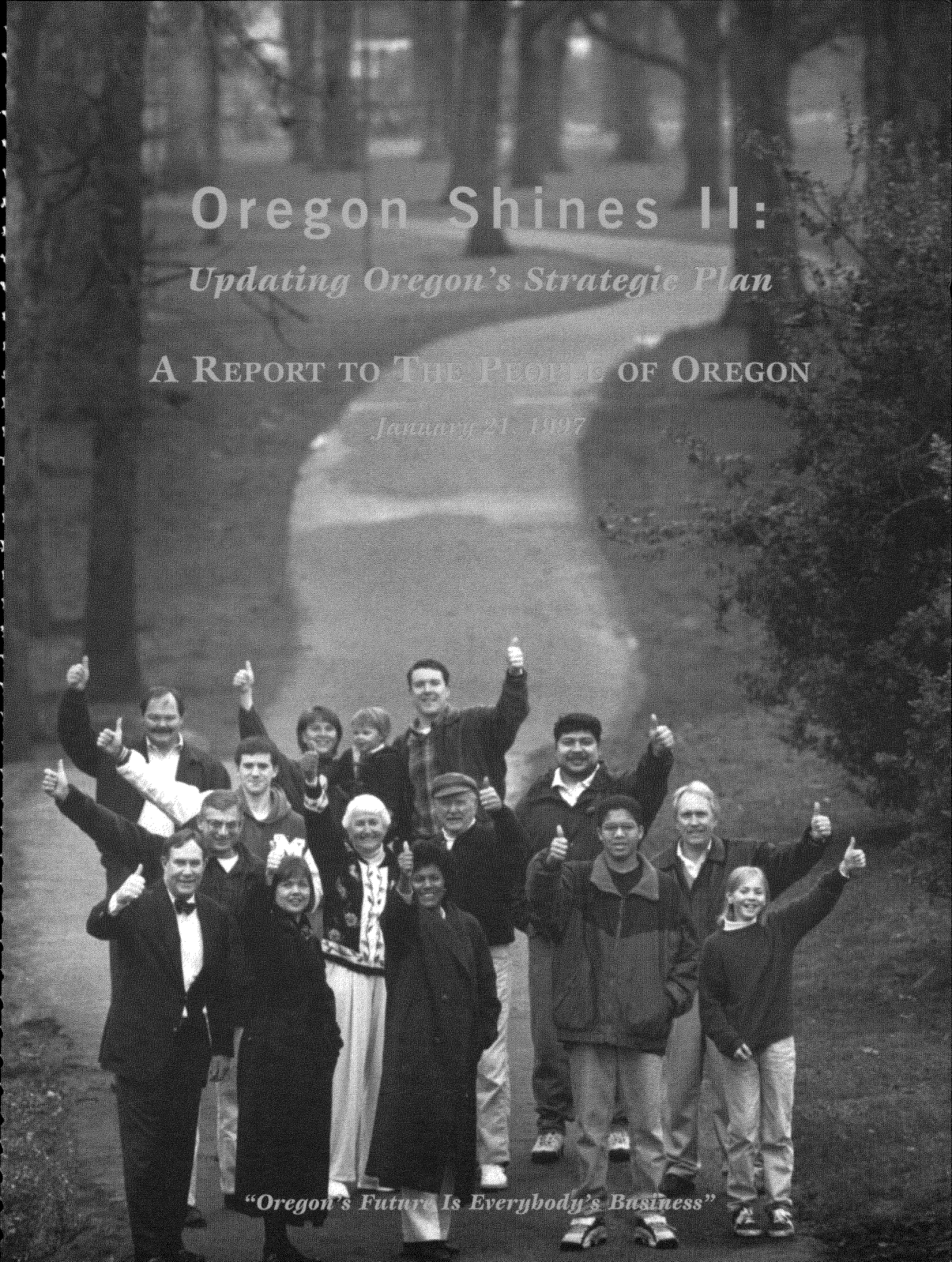
- Flexible options, address low skills
- Elementary School - begin drop-out prevention
- Girls group to focus on a sense of self
- Services to grandparents
- Counseling services
- Male/female responsibility programming
- Availability of condoms
- Work with parents to mediate intergenerational issues
- Recreation
- Create more visibility of services for girls who are not pregnant, parenting

Oregon Shines II:

Updating Oregon's Strategic Plan

A Report to The People of Oregon

January 21, 1997



"Oregon's Future Is Everybody's Business"

Oregon Shines II:

Updating Oregon's Strategic Plan

A Report to The People of Oregon

From The Oregon Progress Board &
The Governor's Oregon Shines Task Force

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January 21, 1997

Dear Citizen:

Oregon has a well earned reputation as a state that believes in planning. Part of any good planning process is re-visiting goals and strategies periodically to assess their relevance and effectiveness. *Oregon Shines II* is the state's updated strategic plan. And it is a document Oregonians can be proud of.

A task force of 45 of your fellow citizens spent the better part of 1996 gathering opinions and data to chart a path for Oregon's progress. They found much that was right about the state's direction and some things that need our attention.

Like any good plan, this one builds on our strengths. Using our current economic prosperity as a springboard, *Oregon Shines II* maps a strategy for keeping Oregon prosperous well into the 21st Century. We can reach our goals through an export-driven economy, public and private investment in education, infrastructure and social support, strong community partnerships based on outcomes, and a new vision for the natural resource sectors of our economy.

Oregon's success will depend on the actions of each sector of our community. We are all interdependent. Business needs the public sector to attend to quality of life concerns ranging from tax burden, to workforce training, to maintaining a clean environment. The public sector needs business to create well-paying jobs that support a strong, tax-paying economy. The volunteer sector needs support and cooperation from both business and government.

Critics might wonder if any of this really matters. The mere existence of this report, evaluating our progress and updating our vision, seven years after *Oregon Shines* was written, makes a very significant difference in our book. Few states are willing to stick with a "vision" for more than a few years. Yet, if we are to solve many of the problems that confront us, we must have long-term coordinated strategies.

We hope you will enjoy reading Oregon's strategic plan, and that you will join us in making it happen! Oregon's future is everybody's business.

Sincerely,

John A. Kitzhaber, MD
Chairman, Oregon Progress Board
Governor

Fred Buckman
Chairman, Oregon Shines Task Force
CEO & President, PacifiCorp

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Executive Summary

Oregonians can be proud of all that has been accomplished to make the state a more prosperous and desirable place in the past seven years. When *Oregon Shines* was written in 1989, Oregon was coming out of a deep recession where unemployment had reached double digits and incomes had fallen dramatically.

Many Oregonians share a renewed sense of optimism

Things are very different today. The economy is more diversified, unemployment has reached historic lows, and incomes have risen. Many Oregonians share a renewed sense of optimism.

In April 1996, Governor John Kitzhaber formed the Governor's Oregon Shines Task Force to work with the Oregon Progress Board to assess what has been accomplished since 1989, and to recommend how to change the plan to accommodate new realities. The Task Force consulted with hundreds of business and civic leaders around the state, worked with consultants to analyze trends in society and the economy, and examined the Benchmarks used to chart progress toward the *Oregon Shine's* goals.

This study reaffirms the value of having a long-term vision for Oregon. The pace of change keeps most of us focused on the present, even in the midst of a major economic and social transformation. The Oregon Progress Board's responsibility is to remind us of our shared vision, monitor our progress in achieving measurable goals, and bring choices to our attention.

This study reaffirms the value of having a long-term vision for Oregon

The Oregon Benchmarks, 259 measures of success developed as part of this process, have provided many Oregonians with broad goals for their work. They have been a powerful catalyst for change by facilitating collaboration to achieve established goals.

There has been a remarkable turnaround in Oregon's economy, but we cannot afford just to celebrate success. New technologies and global competition are reshaping our economy and altering the nature of work. Families and communities are buffeted by new and unexpected stresses. In some parts of the state, our treasured quality of life is showing signs of deterioration as a result of population growth and environmental limits. And some Oregonians are being left behind.

Because the economy is expected to remain robust for at least the remainder of the decade, Oregon will have sufficient resources to shape a future that can provide its citizens with economic growth **and** an excellent quality of life. This will not occur, however, without planning for that future. The recommended recipe for Oregon's continued success includes these four critical ingredients:

1. a value-adding, diversified, export-driven economy;
2. public and private investment in education, infrastructure and social support;
3. strong community-based partnerships focused on achieving outcomes;
4. a new vision for the natural resource-based sectors of Oregon's economy.

Oregon Shines identified three major goals for revitalizing the economy:

1. Build a Superior Workforce;
2. Maintain an Attractive Quality of Life;
3. Develop an International Frame of Mind.

While these goals have served Oregon well, the Task Force[1] recommends a shift in emphasis toward the well-being of families and communities and the condition of our

[1] "Task Force" will be used in the text to indicate statements by the Governor's Oregon Shines Task Force and the Oregon Progress Board.

surroundings. This shift is motivated by concern about the forces described above, and by what the Benchmarks tell us about how effectively goals have been achieved.

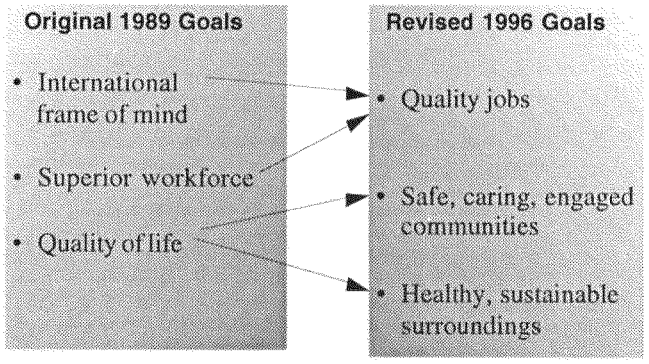
Our vision for Oregon continues to be "a vital, prosperous Oregon that excels in all spheres of life." Like the drafters of *Oregon Shines,* the Task Force envisions diverse

> *Our vision for Oregon continues to be "a vital, prosperous Oregon that excels in all spheres of life."*

businesses that provide quality jobs. Future Oregonians will have the knowledge and skills to perform those jobs well. Oregon communities will be safe, caring and engaged places with quality facilities and services, and we will enjoy healthy and sustainable surroundings.

Specifically, the recommended goals are: 1) Quality Jobs for All Oregonians; 2) Safe, Caring and Engaged Communities; and 3) Healthy, Sustainable Surroundings. The figure below shows the relationship between the original and revised goals.

Figure 1 — Shifting Emphasis in Oregon Shines Goals



Updating *Oregon Shines* — Major Findings

The public mood has shifted within the last two years. Together with low unemployment and rising incomes, a renewed self-confidence and willingness to think about the future are emerging. Still, many Oregonians are having a difficult time making ends meet; a third of us are worried about financial security. As the steps in Figure 2 illustrate, when unemployment rates are high, people want more jobs. As the economy improves, the public focus shifts to better jobs and eventually to better lives.

In meetings throughout Oregon, Task Force members found civic leaders to be typically more optimistic than the general public. Most are eager for Oregon to mount the third step to better lives. A substantial minority, though, is still focused on more and better jobs. Most participants in recent focus groups with randomly selected members of the general public perceived that Oregon's economy had turned around, but they had not experienced an improvement in their own lives.

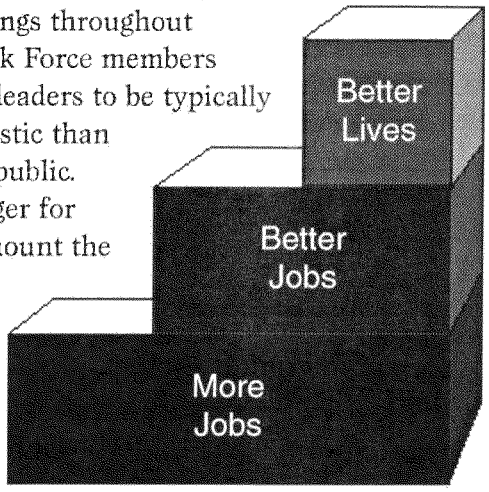


Figure 2 — Aspirations Rise as The Economy Improves

Oregon has done well in diversifying and strengthening its economy. Now Oregon must focus even harder on developing a well-trained work force to fill the jobs that are being created. "Quality Jobs for All Oregonians," reflects the continued importance of economic improvement with emphasis on the education and training of current Oregon residents.

The Benchmarks show that a healthy economy alone is not sufficient to solve the twin scourges of poverty and crime. The philosophy underpinning *Oregon Shines* was that well-paying jobs would create opportunities that would reduce poverty and crime. This has not occurred to the degree expected.

Benchmarks on congestion and housing affordability raise serious concerns about the long-term health and sustainability of our

surroundings. While Oregonians are painfully aware of the conflicts that have arisen regarding natural resources, the Task Force believes it is time to build consensus around a vision for the future sustainability of Oregon's natural environment.

The Benchmarks show that a healthy economy alone is not sufficient to solve the twin scourges of poverty and crime.

Three initiatives chosen for special focus in *Oregon Shines* have shown mixed success. Oregon has made tremendous progress in reducing the cost of doing business in the state. Stronger institutional partnerships, especially between different levels of government, are a reality. Unfortunately, Oregon has not kept up with its infrastructure needs and Measure 47, the recent tax limitation measure, could make matters worse.

GOAL 1: QUALITY JOBS FOR ALL OREGONIANS

Overview

Between 1979 and 1982 Oregon lost more than 25,000 good jobs in the forest products industry along with many other jobs that relied upon them. The solutions developed in the 1980s included retraining programs, school reform and the attraction and expansion of businesses in other industries. There has been a remarkable turnaround in Oregon's economy in the early 1990s with tens of thousands of good jobs being created but companies are relying upon out-of-state recruitment because many Oregonians are not qualified for the best jobs. Also, some communities have not benefited from the state's overall prosperity. The two-pronged solution is to 1) improve education and training; and 2) increase the competitiveness of Oregon business in the global economy.

What Oregonians Care About

Opinion polls indicate that the economy/jobs and education at all levels remain among the most important issues in Oregon.

Major Forces Reshaping Oregon's Economy

- New Technologies
- Global Competition

Has Oregon Made Progress?

- Companies in the fast-growing electronics and computer industries have flourished; however, other technology-generating industries, including software, aerospace, biotechnology, and communications are still small compared to other states.
- Oregon is creating thousands of good jobs, but too few Oregonians qualify for the better ones.
- Exports have increased, especially in high tech, but Oregon continues to be a net importer of high-end professional services.
- Oregon's turnaround has been geographically uneven.

Vision for Oregon: Jobs — Oregon will have a high-wage economy and a superior quality of life.

Where Do We Want To Be?

The Task Force continues to support the vision of maintaining a superior quality of life as our economy improves. More than ever before, incomes and opportunities link to education. Oregon will be competitive only if our education system is preparing Oregonians for tomorrow's jobs and if conditions foster the growth of Oregon businesses and firms.

In a global economy a worker has one of two things to offer— skills or the willingness to work for low wages. Oregon is not interested in trying to compete with other Pacific Rim nations on the basis of low wages.

This calls for a two-pronged solution: 1) improve education and training; and 2) increase the competitiveness of Oregon business in the global economy. If both are achieved, then Oregon's per capita income should rise above the national average early in the 21st century.

The Education Continuum

Workforce continues to be the most important element of Oregon's strategic plan. While many changes have been made in the state's education and training system following the release of *Oregon Shines* in 1989, the state has not been making the corresponding financial investments that would bring our schools to international standards and make higher education a greater asset to the economy.

✔ **1.1 — Oregon's workforce will be the best educated and trained in America by the year 2000, and equal to any in the world by 2010.**

The Economy And Jobs

Diversify

While all industries are using new technologies, those that generate new technologies have become more important drivers of our new knowledge-based economy. Therefore, Oregon must address the factors necessary to the growth of industries like electronics, computers, software and other R&D intensive industries.

✔ **1.2 — Oregon will be one of the top ten states in America to start and grow a technology company by 2000.**

Oregon's rural economies have special needs that require attention from state government.

✔ **1.3 — State agencies will coordinate their efforts with local communities to diversify and strengthen the economies of rural Oregon.**

Add Value and Export

Goods

Many regions of the state will continue to grow and harvest existing crops because the altitude and growing conditions are particularly suited to them. However, greater reliance upon innovation in agriculture, forestry, and fisheries could increase product values in Oregon's natural resource-based industries.

Oregon's export opportunities are not limited to its natural resource-based industries. The number of companies engaged in international trade grew in the 1990s and Oregon exports, particularly high tech exports, increased sharply. Still eight out of 10 Oregon companies do not export. With new trade opportunities opening on the Pacific Rim the potential is high for further increases.

✔ **1.4 — More Oregon companies will export higher-valued products.**

Professional Services

With the improvements in modern manufacturing most of a product's value is now added by professionals before and after manufacturing. Therefore, professional services will be increasingly important to Oregon's economic competitiveness.

We usually think of exporting products, but when an advertising firm like Wieden and Kennedy sells its services to out-of-state clients like Coca Cola and Microsoft, cash flows into Oregon's economy. Therefore, competitive professional services can be not only an important value-adding component of the economy, but also a potential Oregon "export." However, Oregon is currently a net importer (by 14%) of legal, financial, and other high-end professional services. Oregon's economy will be stronger if Oregon companies get more of their high-end professional services in this state.

✔ **1.5 — Oregon will be a net exporter of high-end professional services by 2010.**

Support Small Business

Oregon is a small-business state. Nine out of ten Oregon businesses and firms have fewer than 20 employees. These private enterprises provide a wide variety of products and services important to the state's economy.

✔ 1.6 — Oregon's policies will support small business by providing adequate infrastructure while holding down the costs of doing business.

Increase Incomes for Oregonians

While overall quality of life, Oregonians' second paycheck, is an important factor not to be discounted, incomes remain a key indicator of Oregon's standard of living and overall well-being.

✔ 1.7 — The goal stated in the original *Oregon Shines* to raise per capita income to exceed the national average is reaffirmed.

GOAL 2: SAFE, CARING, ENGAGED COMMUNITIES

Overview

In the 1980s, social problems were increasing. The proposed solution was to improve the economy in hopes of relieving some of the financial stress on families and individuals. In spite of the economic turnaround, however, government social service agencies and non-profit organizations have seen an increasing number of more complex cases in the 1990s, and the waiting lists for services have been getting longer. We can now see that changes in American society are placing more stress on families, and that solutions must address root causes through local, targeted projects with shared responsibility for improved outcomes. The two-pronged approach is to 1) minimize preventable social costs and 2) build strong communities that support families and help restore hope.

What Oregonians Care About

The Oregon Business Council's *Values and Beliefs Survey* found that family life is at the top of our list of personal values. Civic affairs, however, are near the bottom.

Participants in Task Force-sponsored regional meetings expressed concern about a sense of community that is fading or even lost entirely. They recognized the strains on families and worried about the next generation — the development of good citizens and productive members of the community. Recent tax-limitation votes also indicate that many voters are very concerned about high property taxes and do not trust that government will use their tax dollars wisely.

Major Forces Reshaping Oregon's Families and Communities

- Loss of trust and declining civic engagement
- More stress on families

Has Oregon Made Progress?

- Juvenile crime and student drug use rates have increased.
- Housing affordability is a growing problem.
- Oregon's poverty rate has remained below the national average but has not improved despite a strong economy.
- Many more Oregon children have health insurance.
- Oregon's infant mortality rate has decreased significantly.

Vision for Oregon: Communities — Oregon will be a place where all families and individuals can prosper.

Where Do We Want To Be?

The Task Force recommends a two-part strategy to strengthen communities and families: 1) minimize preventable social costs and 2) build strong communities that support families and help restore hope.

Preventing Social Costs

Oregon is already a leader in developing programs to prevent social costs. This position could be strengthened by emphasizing two strategies:

- ✔ 2.1 — All aspects of society will encourage responsible parenting and mentoring of children.
- ✔ 2.2 — Oregon will be a leader in developing state/local partnerships that address root causes of social problems.

Three areas recommended for special focus are: preventing crime; reducing abuse; and promoting wellness and independence.

Preventing Crime

Research has shown that providing a range of prevention and early intervention strategies is the most cost-effective means of preventing crime. By focusing on youth and intervening at critical junctures in social development, society can prevent many criminal acts later in a person's life.

- ✔ 2.3 — Oregon will prevent crime by emphasizing cost-effective prevention programs that avoid future incarceration costs.

Reducing Abuse

One indicator of an advanced society is how well it protects those least able to protect themselves. Abusers are often individuals who have grown up in abusive homes and/or have themselves been victims of abuse.

- ✔ 2.4 — Oregon will be a leader in reducing abuse and protecting vulnerable individuals.

Promoting Wellness and Independence

Oregon has made significant gains in providing economic access to health care and indicators in the area are improving, but hundreds of thousands of Oregonians still lack affordable access to prevention-oriented health care.

- ✔ 2.5 — More Oregonians will be healthy and self-sufficient.

Building Strong Communities

With more stress today, all families will need support from their communities at some point. Therefore, strong communities are essential to restoring hope to families in need. Our overall strategies for building strong communities include learning from successful communities, increasing cost-effectiveness through local control, and improving understanding through research.

Learning from Successful Communities

Successful communities display five common characteristics. They strive for increasing awareness, build strong community leadership, identify local needs, prepare their members to take advantage of economic opportunities and institute effective planning and evaluation systems. The goal in this area is to:

- ✔ 2.6 — More Oregonians will be actively engaged in strengthening their communities.

Other important contributors to developing strong communities are increasing local control of decision making and improving understanding of social problems through research.

GOAL 3: HEALTHY, SUSTAINABLE SURROUNDINGS

Overview

Maintaining this *Oregon Shines* goal will be a challenge in the years to come. Even though Oregon has been growing at approximately the same rate for the last 50 years, population pressures are causing concern that our quality of life is being threatened. At the same time, the traditional role of our natural resource base — providing jobs, recreation and natural

beauty — is changing dramatically. While some policies are in place to address these problems, more must be done to avoid a collision between interests. A clearer understanding of these conflicts is needed and a cooperative visioning process to work toward consensus solutions must be developed.

What Oregonians Care About

The *Values And Beliefs Survey* showed that by far the highest value associated with living in Oregon was its natural beauty and recreation opportunities. Yet Oregonians also worry about loss of open space, the negative effects of growth and restoring salmon runs.

Major Forces Reshaping Oregon's Surroundings

- Population growth
- Environmental capacity limitations

Has Oregon Made Progress?

- Air quality has improved.
- Metropolitan areas are becoming more congested.
- Forest acreage and wetlands have not diminished.
- Coastal Coho salmon runs have declined.
- Water availability for agriculture has not improved.
- Sewage treatment and drinking water infrastructure has improved.

Vision For Oregon: Surroundings — Oregon will balance the demands of a vital economy with demands inherent to healthy ecosystems.

Where Do We Want To Be?

Oregonians are in the midst of an unresolved debate on how to manage our surroundings so they remain healthy and productive into the future. Recommendations in this area are intended to clarify those choices and set up better systems for avoiding and resolving conflicts.

Population Growth

The Task Force does not believe Oregon can effectively reduce population growth without harming the state's economy. Attempts can be made, however, to redistribute and guide growth, using frameworks that already exist.

✔ **3.1 — Oregon will support thoughtful growth management strategies that make sense to Oregonians.**

The public sector can encourage sustainability through cooperative networks to promote community livability, and through private sector incentives to encourage higher density. Land use laws should provide more developmental flexibility in economically depressed areas.

Environmental Capacity Limitations

Both reality and perception of capacity limitations will influence Oregon's economy and the health of its natural environment in the years to come. Regardless, we can still improve the ways in which citizens address the inherent problems.

✔ **3.2 — Oregon will have a progressive system for settling resource and environmental management issues, with facilitated dialogue or partnership being the preferred methods for arbitrating natural resource disputes.**

Rural communities often face federal restrictions in resolving natural resource issues. Whenever possible, the state should utilize the Oregon Option — its special relationship with the federal government — to relax regulations in exchange for favorable results.

✔ **3.3 — State government will support rural communities in efforts to solve natural resource dilemmas at the local level.**

SUPPORT INITIATIVES

The Oregon Shines Task Force recognizes that certain systemic changes will have to occur in order to achieve the *Oregon Shines* goals. The first three goal areas: "Build Institutional Partnerships," "Invest in Public Facilities and Services," and "Contain Costs of Business" were part of the original *Oregon Shines* document.

Build Institutional Partnerships

Since 1990, Oregon has built intergovernmental partnerships among the federal, state and local governments to provide services more efficiently. This model should be expanded to state and local partnerships and further improved by developing a better system of state service regions.

✔ 4.1 — State government will encourage and foster an outcome-based system with local governments and community groups that encourages innovation.

✔ 4.2 — State government will reorganize the current patchwork of regional structures for delivering services and administering programs at the local level.

Invest In Public Facilities And Services

To remain competitive, Oregon must invest in facilities that directly affect business operations and costs, and in services that enhance the quality of the human environment, such as schools, police and fire protection and parks.

✔ 4.3 — Oregon will develop a comprehensive strategy for providing needed public services and building and maintaining infrastructure.

Contain Costs Of Business

State programs and policies can substantially affect the competitiveness of industry. Since 1990, Oregon has reduced business costs in such areas as workers' compensation, unemployment insurance and energy rates.

✔ 4.4 — State and local governments will continue to reduce the cost of doing business in Oregon by streamlining regulations and consolidating reporting requirements, wherever possible.

Focus On Prevention

Study after study has shown that the best way to avoid social costs such as incarceration and long-term public assistance is through developing strategies that focus on prevention.

✔ 4.5 — The state will identify the primary risk factors associated with criminal activity, abuse and neglect, preventable health care needs, and long-term public assistance, and will target resources toward reducing or eliminating those factors.

Improve Government Accountability

Most Oregonians are not aware of this state's national reputation for inventing new ways to focus on outcomes and treating its citizens as customers. Government must accelerate the pace of reinvention, and find effective ways of communicating the results, both good and bad.

✔ 4.6 — Oregon's citizens will give government high ratings for trust and accountability.

Assessing the Oregon Benchmarking System — Major Findings

The Benchmarks have helped focus Oregon's opinion leaders and decision-makers on results-oriented planning and policymaking. More than ever, results have become a hallmark of Oregon policy-making. The Oregon

Health Plan, K-12 education reform, state-supported commissions on children and families — all have "achieving results" as their core mission.

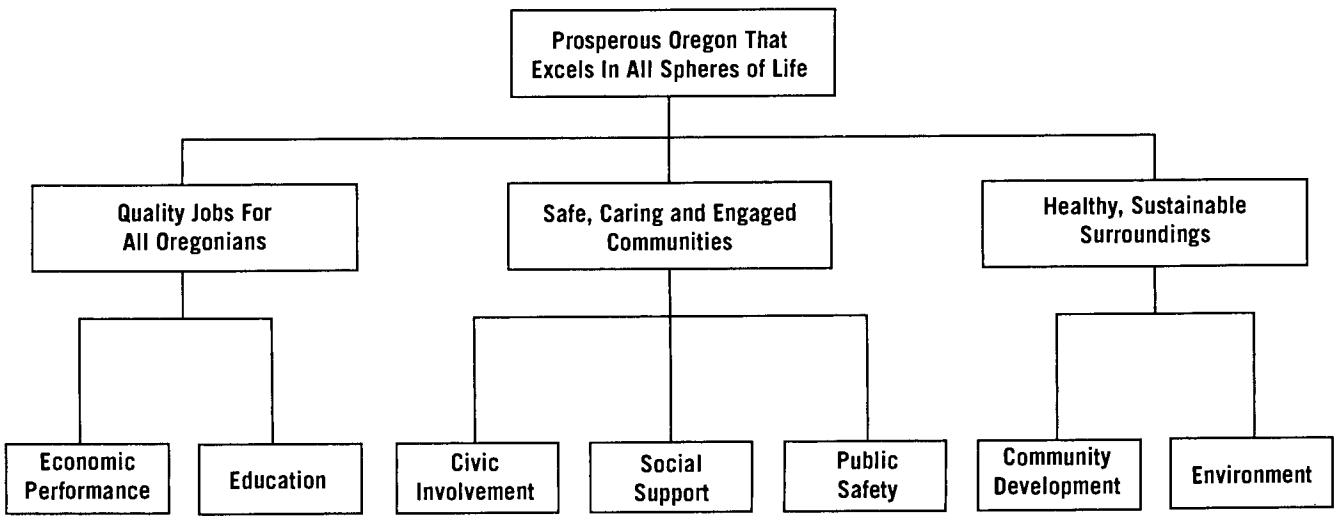
While the Benchmarks are a powerful tool for guiding Oregon toward its vision, the Task Force found a need for significant improvement, including: decreasing the number; increasing data accuracy; setting targets consistently; and making more data available at the local level.

Too often, creation of a Benchmark has been the end of a process of change, rather than the beginning. The Benchmarks must be part of a larger strategy for achieving the desired results described in *Oregon Shines*. This includes developing a better understanding of root causes, integrating Benchmarks into budgeting decisions, and creating realistic alternatives for improving outcomes.

It is especially important that Benchmarks be better integrated into the day-to-day operations of the state's many change agents. These include government agencies, non-profit agencies and private organizations. Some change agents are exemplary in their use of Benchmarks, but too many either do not know about the Benchmarks, do not know how to use them or grant them only lip service. State government must take the lead in this effort if the benchmarking system is to succeed.

Few would quarrel with the recommended vision of a vital, prosperous Oregon that excels in all spheres of life. However, establishing three specific goals may incorrectly imply these goals are independent of one another when in fact they are highly interconnected.

Figure 3 — Oregon Shines Vision, Goals and Benchmark Topic Area



Chapter 1
Introduction

In the late 1980s, Governor Neil Goldschmidt challenged Oregonians to take control of their economic destiny. In response, more than 150 business, government, and community leaders came together to develop a vision for the future that included creating good jobs and a strong economy while enhancing quality of life. Called *Oregon Shines*, that 1989 vision has guided the state toward a more diversified economy, a workforce with the skills needed for success today and a continuing high quality of life.

When *Oregon Shines* was adopted, the state was emerging from a severe economic downturn. The business, government and community leaders who wrote it understood what few others did at the time — Oregon's economy was entering a major economic transformation. They believed that if Oregon played to its strengths, the economy would be well positioned for the 21st Century. Since then, Oregon's economy has experienced a remarkable recovery. The economy has diversified. Incomes are on the rise. Unemployment is at an historic low. And Oregon remains a wonderful place to live and raise a family.

Business, government and community leaders who wrote Oregon Shines *understood what few others did at the time — Oregon's economy was entering a major economic transformation.*

Oregon Shines recognized that our economy was diversifying from its traditional natural resource base and was being reshaped by new technologies and global competition. As with other great changes in our lives, this period of transition has been marked by confusion and fear. For that reason, it is critical for Oregon's leaders to describe a shared vision of where Oregonians want to go and how we get there.

What does the future hold for Oregonians? Is our current economic prosperity sustainable? Will Oregonians have opportunities to benefit from this period of economic strength or will the benefits go primarily to others? Can the exceptional quality of life that Oregonians cherish be maintained?

In ten meetings, with over 400 business and community leaders, the Task Force heard about local and regional issues affecting Oregon's future.

In April of 1996, Governor John Kitzhaber convened a 46-member citizen Task Force to assess the state's progress towards the original *Oregon Shines* goals and update the original vision. This report describes what the Task Force learned during the review and provides a set of recommendations for building upon the existing vision.

In developing this report, the Task Force heard from scores of experts, and a talented team of researchers at the University of Oregon provided economic analyses. The Task Force examined the Oregon Benchmarks — key indicators of how Oregon is doing on a wide range of social, economic and environmental concerns. Additionally, the Task Force looked at the findings from several opinion polls, including one on what "quality of life" means to Oregonians. Finally, Task Force members met with fellow Oregonians from every county to hear their aspirations for Oregon's future.

In ten meetings, with over 400 business and community leaders, the Task Force heard about local and regional issues affecting Oregon's future. Even though Oregonians recognize that the economy has turned around and are positive about the direction the state is headed, the leaders still expressed a number of concerns. These included: long term financial security for the current generation; adequate

education and training for their children and workers in transition; the continuing influx of newcomers that may be jeopardizing Oregon's quality of life; the apparent deterioration of Oregon's roads, bridges and related infrastructure; and the possibility that some Oregonians are being left behind economically.

In seven other public meetings, Task Force members heard from state agencies, interest groups and interested citizens regarding the effectiveness of the Oregon Benchmarks. Eight general recommendations are included and many Benchmarks are either improved or, in some cases, discarded.

Oregon has long been a land of opportunity — a place of hope where those who were willing to work hard had the chance to fulfill their own aspirations in communities throughout the state. All of us want Oregon to continue to be such a place. If, however, Oregon is to emerge from this period of transformation with a competitive economy, then changes must be made in education, transportation, and communications to support the changes occurring in business and industry. If Oregonians truly want their children to have opportunities for better lives, then issues must be addressed at the local level that affect our communities and families, and our natural surroundings.

The Task Force comes away from this experience hopeful and energized about Oregon's future. Oregon is truly an exceptional place with remarkable people and Oregonians wants to keep it that way for their children. Our responsibility as good stewards is to protect our quality of life as Oregon grows and prospers in the years ahead. The Task Force recognizes that the state is moving forward today because earlier leaders had a plan, made good investments, and were blessed with a little luck. Building on that base, today's leaders must continue to be future-oriented and invest in shaping that future in ways that will leave this state a better place for future generations.

The Task Force comes away from this experience hopeful and energized about Oregon's future.

This study reaffirms the value of a long-term vision for Oregon. This state is in the midst of a major transformation and the pace of change keeps most of us focused on the present. The Oregon Progress Board's continuing responsibility is to keep Oregonians focused on the future — to remind us of our shared vision, monitor our progress in achieving measurable goals, and bring choices to our attention.

Chapter 2
The Original *Oregon Shines*

WHY A STRATEGIC PLAN IN THE LATE 1980S?

Oregon's timber-dependent economy experienced a boom period in the late 1970s, which was followed by a bust when high interest rates led to a sharp drop in housing construction across the nation. Oregon lost thousands of jobs in the forest products industry. Unemployment rates reached double digits, many people left the state, and incomes fell below the national average.

By the middle of the decade, jobs were being created again, but average incomes were well below the national average and stagnant.

The goal of Oregon Shines *was to create more jobs for Oregon, but not just any jobs. They wanted good jobs that could support a family.*

In response Governor Goldschmidt involved more than 150 people in a process to create a revitalization plan for the entire state, which they called *Oregon Shines*. Their goal was to create more jobs for Oregon, but not just any jobs. They wanted good jobs that could support a family. The original *Oregon Shines* called for raising incomes back to the national average by the year 2000 and to 10% above the national average by 2010.

The vision describes diverse businesses that provide quality jobs for Oregonians. It envisions Oregonians who have the knowledge and skills to perform those jobs well. It foresees safe, livable communities with quality facilities and services, and an environment that is clean and unspoiled. Oregon would prosper while remaining a "uniquely wonderful place to live, rich in quality of life and opportunity."

The original plan contained three statewide goals:

- *A Superior Workforce.* Invest in Oregonians to build a workforce that is measurably the best in America by the year 2000, and equal to any in the world by 2010.
- *An Attractive Quality of Life.* Maintain Oregon's natural environment and uncongested quality of life to attract the people and firms that will drive an advanced economy.
- *An International Frame of Mind.* Create an international orientation in Oregon's business and cultural life that distinguishes Oregonians as unusually adept in global commerce.

The original plan also included three support initiatives:

- *Form Institutional Partnerships.* Build partnerships among groups that have traditionally operated independently or even antagonistically toward one another: business, labor, government, education, and environment. Accomplishments of such partnerships would range from the efficient transfer of ideas between universities and businesses, to improved labor-management relations.
- *Invest in Public Facilities and Services.* Invest in facilities that directly affect business operations and costs, including roads, ports, and utilities; also invest in services that enhance the quality of the human environment, including schools, public safety and parks.
- *Contain Costs of Business.* State programs and policies can substantially affect the competitiveness of industries. In Oregon, the focus was on workers' compensation rates, unemployment insurance and energy rates.

It was one thing to develop a new economic strategy for the state, but how would Oregonians know whether Oregon was moving in the right direction or if things were off track? *Oregon Shines* recommended the creation

of a board to "serve as the long-term caretaker of Oregon's strategic vision, identify key activities that need to be undertaken, and then measure our progress over the next several decades." In 1989 the Legislature established the Oregon Progress Board, which began work on the Oregon Benchmarks as the state's report card on how well it was achieving its aspirations.

The Benchmarks were divided into three categories that are consistent with the original *Oregon Shines* goals. The first group includes indicators of the condition of Oregon's workforce and whether Oregon is creating highly capable, self-reliant people. The second measures Oregon's success in maintaining and improving the state's exceptional quality of life. The third measures attainment of a diversified, globally competitive economy that pays high wages. (While the third *Oregon Shines* goal was an "international frame of mind," the focus in practice was more broadly on the economy.)

Some Benchmarks measure progress toward things we need to do better, such as improving the readiness of young children for school, raising the skill levels of public school students and adults, improving air quality, and raising per capita income. Some Benchmarks measure aspects of Oregon life that we do not want to deteriorate, such as housing affordability and access to outdoor recreational opportunities. Some Benchmarks measure problems that should be reduced, such as the teenage pregnancy rate, crime, and health care costs for both businesses and individuals. Other Benchmarks measure whether all Oregonians are benefiting from Oregon's success, particularly minority groups and people who live in rural parts of the state.

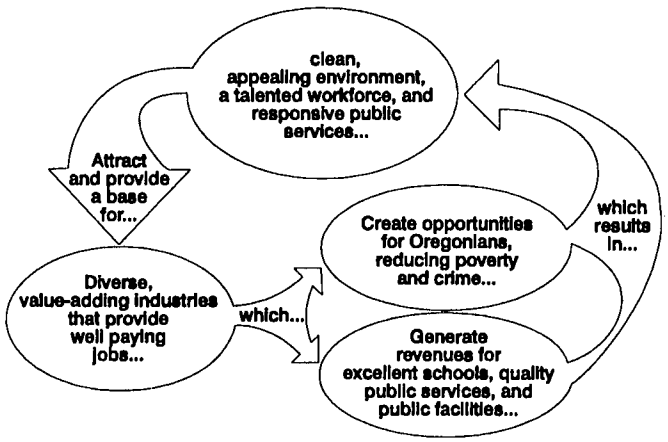
Chapter 4 will use the Oregon Benchmarks to evaluate Oregon's progress toward the original goals outlined in *Oregon Shines*.

Chapter 3
The Strategic Framework

The *Oregon Shines* vision and strategy are grounded in a framework described by the Circle of Prosperity. (See Figure 4.) It describes a mutually supportive relationship between government, businesses and individual taxpayers based on attracting and maintaining quality jobs with publicly supported amenities.

Under this scenario, an appealing environment, well-educated and trained workers, and good public facilities and services would make Oregon an attractive place for "high-end" employers to locate and grow. Those good jobs and profitable companies would subsequently fund state and local governments to maintain those high quality public services and to protect the environment. At the same time, crime and poverty would be reduced as new employment opportunities developed. By keeping these amenities high through taxpayer support, Oregon would continue to be attractive to employers that provided well paying jobs, thus, closing the circle.

Figure 4 — Circle of Prosperity



By developing the Circle of Prosperity, the drafters of *Oregon Shines* were challenging Oregonians to avoid the low tax, low wage scenario that some other states had adopted during the 1980s. Oregon's economy was being reshaped by new technologies and global competition that reduced employment in traditional natural resource-based industries during that time. The reduced tax revenues forced communities throughout the state to cut back on vital public services, even though changes in families were placing increasing pressures on schools and social service agencies. Recognizing the importance of making the circle whole again, the leaders who wrote *Oregon Shines* said, "It is critical that Oregon return to the circle of prosperity by making the investments in people, community services, and facilities that will provide a base for long-term business growth."

This strategy to attract jobs through publicly supported amenities has, itself, been challenged almost since the day it was conceived. Voters approved property tax reduction initiatives in 1990 and 1996 (Measures 5 and 47) that have sharply decreased the funding available for schools, other public services and public facilities. Another initiative (Measure 11) requires the state to significantly increase prison construction out of existing revenues.

The current review of *Oregon Shines* shows that Oregon has attracted well-paying jobs in recent years even though public support for the amenities described in the Circle of Prosperity has not kept up with demand and quality of life has diminished somewhat. For Oregon to maintain its position as an attractive place to locate or grow a business that provides well-paying jobs over the long term, something has to change.

For over 100 years, this state was at the end of the Oregon Trail. Today, it is a gateway to the Pacific Rim.

Some Oregonians believe that improving facilities and services is simply a matter of improving government efficiency. Others are

equally convinced that more funding is needed. In the meantime, public services and facilities are deteriorating.

For over 100 years, this state was at the end of the Oregon Trail. Today, it is a gateway to the Pacific Rim. Oregon's soil and growing conditions will continue to support traditional natural resource-based industries, which are shifting increasingly to value-added agriculture and secondary wood products. The newer technology sector of the economy is growing rapidly. Indeed, with more than $12 billion in investment on the drawing boards, Oregon will soon become one of the world's leading semiconductor manufacturing centers.

If Oregon is to take advantage of these opportunities, the public sector must make changes in the education system, transportation, and other aspects of basic infrastructure to match the changes occurring in the private sector. Oregon must also find ways to close the gap between the needs of families and the ability of communities to respond. Fortunately, this period of economic prosperity is generating the resources for the necessary public and private investments. Oregon will prosper and all Oregonians will have better lives if Oregon's leaders invest wisely.

Chapter 4
Progress Toward *Oregon Shines'* Vision

This chapter utilizes the Oregon Benchmarks and other indicators to describe the state's success in achieving the *Oregon Shines* vision. The good news is that the five year goals for significant parts of the vision have been met. Tens of thousands of good jobs have been created. Oregon still has an excellent quality of life. The economy is much more diversified and international. However, the Benchmarks indicate that there is still much work to be done.

While economic performance has been excellent overall, the turnaround has not extended to all parts of the state. Also, some Oregonians lack the education and skills needed for the good jobs Oregon companies are creating. Environmental indicators show the quality of our natural surroundings holding steady, but not without serious challenges ahead. Oregon's social indicators have not improved as much as expected considering the significant improvement that has occurred in the economy. Finally, citizen trust in established institutions is decreasing, jeopardizing government's ability to respond effectively to the new challenges.

ORIGINAL *OREGON SHINES'* GOALS

Original Goal 1: Develop A Superior Workforce

Too many children are unprepared to enter kindergarten.

Attending to the development of a well-educated workforce begins even before birth. In Oregon, 20% of mothers lack adequate prenatal care and 30% of Oregon children are not properly immunized. And far too many teenagers are having children of their own.

What little data there is on "ready to learn" indicates somewhat negative trends at the pre-school level. Oregon recently conducted the nation's first statewide assessment of early childhood development, measuring children's physical, language, and literacy development as they entered kindergarten. While the large majority are developing well, too many performed below national norms established a decade earlier. Either of the following possibilities should cause concern: 1) children's abilities have gone down nationally in ten years, or 2) Oregon children lag behind the nation.

On a positive note, economic access to health care for children has improved dramatically. Recent data show that the share of Oregon's children (ages 0-17) without health insurance has decreased significantly from 21% in 1990 to 8% in 1996.

Oregonians' basic skills are higher than those of other states, but the jobs of the future will require much more.

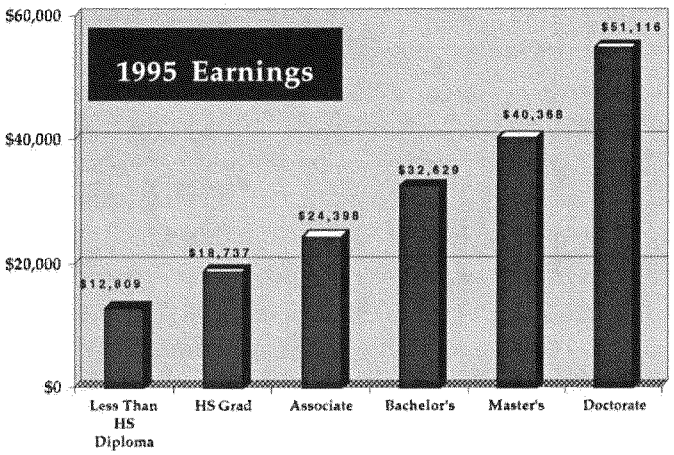
The Oregon Benchmarks tell us that Oregonians have good basic literacy skills compared to other states. The 1993 *National Adult Literacy Survey* found that 75% of Oregonians were functionally literate — the highest among 14 states surveyed. Unfortunately, Oregon public school standards are still well below those in many other industrialized nations.

More than ever before, opportunities are linked to levels of education. (See Figure 5.) Traditionally, Oregonians did not require an advanced education to find a well-paying job. Even today, Oregonians with just a high school education or less, fare significantly better than their peers in other states. That advantage will diminish rapidly as Oregon's economy transforms.

Clearly, not every Oregonian needs to attend college, but a public policy that stops with school-to-work programs in high school, and a few years of community college, will result in colonization. It forces employers to

recruit out of state for the thousands of well-paying managerial and professional jobs being created, and limits opportunities for Oregonians.

Figure 5. Incomes Rise with More Advanced Levels of Education.



Improving school success rates has been elusive.

Oregon has embarked on one of the most far-reaching K-12 education improvement efforts ever attempted. Oregon's "Educational Act for the 21st Century" aims to produce high school graduates, beginning in 1999, who can demonstrate core competencies in language, math and science. Recent trends in math and reading scores, however, question Oregon's readiness to make such a leap. Since 1990, high school test scores in reading have improved, but math scores have actually dropped. (See Appendix E for Task Force statement on K-12 local funding options.)

Oregon's Challenge

High-tech companies are importing as many as 90% of their senior scientists and engineers and 50% of their technicians while unemployment in many rural counties exceeds 12%.

MICHAEL SALVATO

JANUARY 1995 *CASE STUDY OF OREGON* FOR THE NEW YORK ACADEMY OF SCIENCES

Students who do not finish high school face the greatest challenge in Oregon's economic transition. While low wage jobs are plentiful, few offer opportunities for transitions to well-paying jobs. Unfortunately, 25% of today's ninth graders will not graduate from high school. This dropout rate has barely changed in the past 15 years.

More Oregonians have college degrees than ever before.

The number of Oregonians holding a baccalaureate degree has increased significantly since 1990 (23% in 1990 compared to 29% in 1996). Two factors contribute to the rapid increase.

First, in-migrants to Oregon are more educated than current residents and their large numbers are raising Oregon's average. In Portland this is especially true — 50% of all 25-34 year old in-migrants in the past five years hold college degrees, for example. Also, a 1993 in-migration study showed that almost half of Oregon's in-migrants were in the higher-wage professional, technical or managerial occupations, whereas, only about 25% of all Oregon jobs are in those categories. Second, many Oregonians are increasing their education levels to take advantage of new opportunities.

While this increase supports the goal of creating a better educated workforce, many Oregonians are concerned that the well-paying jobs being created in today's economy go, too frequently, to in-migrants rather than long term residents.

On-the-job training is available to most Oregon workers.

Another important component of building a talented workforce is on the job training. In 1996, 71% of Oregon's workers reported receiving 20 or more hours of on the job training, up significantly from 41% in 1994.

Employment economists speculate the increase may be due to increasing use of technology, and a tight labor market requiring employers to improve training for existing employees. The percentage of workers who receive 20 hours of training per year varies greatly by occupational group. Managers and professionals are far more likely to receive significant amounts of training than are machine operators and laborers. Continuous learning is important if Oregonians are to keep pace with the rapidly changing requirements of a highly competitive economy.

Original Goal 2: Enhance Oregon's Quality Of Life

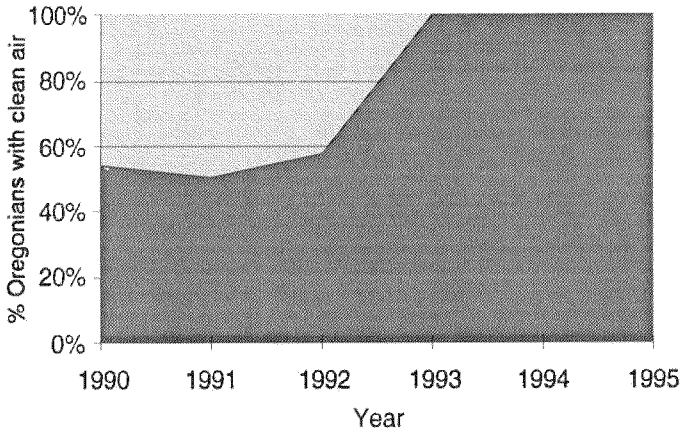
The *Oregon Shines* vision is grounded in the belief that Oregonians can have better than average incomes and an exceptional quality of life. Since 1989, the Progress Board has tracked Oregon's quality of life in terms of the natural environment and livability. The Benchmarks indicate that environmental conditions remain relatively good, although signs of stress raise the questions "how good?" and "for how long?" The livability Benchmarks point to infrastructure weaknesses, increasing housing prices and changes in Oregon's sense of community.

Oregon's environmental quality is high, with a few important exceptions.

Many of the *Oregon Shines* goals in this area are being achieved. Forest and agricultural acreage went down at a lower rate than expected and wetlands have not diminished. Drinking water quality has improved overall, and the per capita solid waste Benchmark is nearly at the 1995 goal.

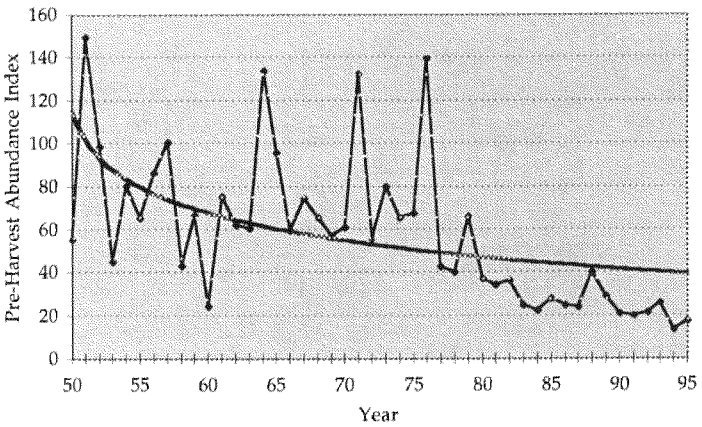
Oregon's air quality has improved significantly. In 1990, only 54% of Oregonians were routinely breathing air meeting government ambient air quality standards. Today the goal of 100% of Oregonians breathing clean air has been achieved. (See Figure 6.) Clean, breathable air is worthwhile in and of itself, but air quality is related to other livability factors, as well: traffic congestion; community design; and capacity for economic growth. As Oregon's metropolitan areas continue to grow, maintaining this high standard will be increasingly difficult.

Figure 6. Air Quality



The environmental picture is not all rosy. For example, coastal Coho salmon runs have declined significantly over the last 50 years. (See Figure 7.) This decline is not only important to the fishing industry, but also serves as an indicator of the quality of the coastal habitat. It is, therefore, of considerable concern that only 2% of wild salmon and steelhead populations are at target levels in key sub-basins. It is important to note that some biologists argue that the decline actually began in 1975 and is a result of poor ocean conditions that occur cyclically.

Figure 7. The Decline of Coastal Coho Salmon Since 1950

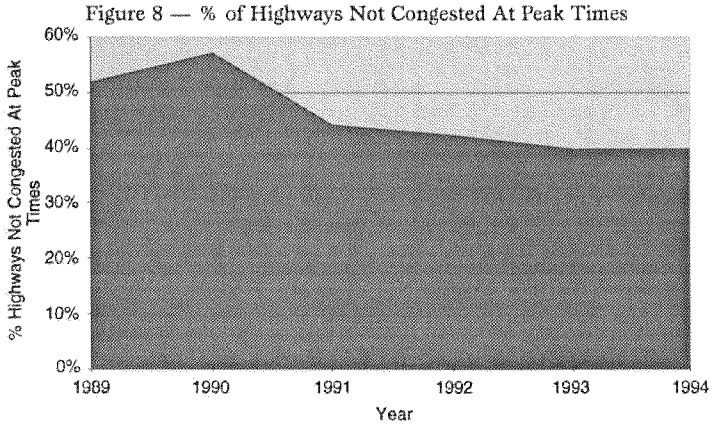


Two other long-term environmental problems are worthy of mention. First, Oregon did not achieve its goal of maintaining carbon dioxide emissions at 1990 levels. Emissions of this major contributor to global climate change have gone up 23%. Second, leaking nuclear and hazardous waste stored at the Hanford Nuclear Reservation, situated in Washington state right across the Columbia River from Oregon, may present the greatest catastrophic environmental risk to Oregon. While no actual cleanup has occurred, the state Department of Energy reports that necessary preparatory steps are being taken.

The livability of Oregon's communities has shown mixed results since 1990.

Congestion on Oregon's metropolitan highways has gotten significantly worse since 1990 despite a goal of keeping the rate constant. In 1990, 57% of limited-access highways in metropolitan areas were free of heavy congestion during peak hours, compared to only 40% in 1994. (See Figure 8.) Congestion exacts a toll in terms of lost work time, more air pollution, more gasoline use, and higher cost of goods and services, not to mention driver frustration.

Figure 8 — % of Highways Not Congested At Peak Times



Traffic congestion is at the heart of the debate over growth in Oregon. Many people associate growth and higher density with congestion. Others insist good community design can, over time, alleviate congestion by reducing the number and length of trips and can support pedestrian, bicycle, carpooling and transit alternatives to single-occupancy auto travel.

Access to adequate sewage disposal has improved. In 1989, sewage disposal did not meet government standards for 200,000 Oregonians. In 1995, that figure had dropped to 55,000. Improper sewage disposal threatens the health of those in the affected area and serves as a barrier to further development.

Housing affordability remains a problem for many Oregonians. Housing prices have increased by approximately 100% since 1989. Incomes have gone up as well; however, the proportion of Oregonians of limited means paying too much for rent remains steady at around 60%. When lower-income households pay a large portion of their income on housing-related costs, there is not enough money for food, child care, health services and other necessities.

Community participation is another important indicator of livability. Voting is a key indicator of citizen involvement. Voter turn out in Oregon has been above the national average and vote-by-mail has pushed that number even higher. However, polls show nearly 60% of Oregonians do not feel connected to their communities. Additionally, the share of Oregonians volunteering 50 hours or more per year has remained steady since 1992. Volunteerism measures the extent to which Oregonians seek to improve the quality of life in their communities by actively participating in civic, community, and nonprofit activities.

Original Goal 3: Diversify The Economy With An Emphasis On Internationalization

Oregon's economy has diversified.

The economy continued a path toward diversification that began before *Oregon Shines*.

Oregon's trend toward diversification has accelerated in recent years. International investment played a substantial role in the 1980s and increasing international trade is becoming more important in the 1990s.

Figure 9. Employment Trends in the Forest Products and High Tech Industries

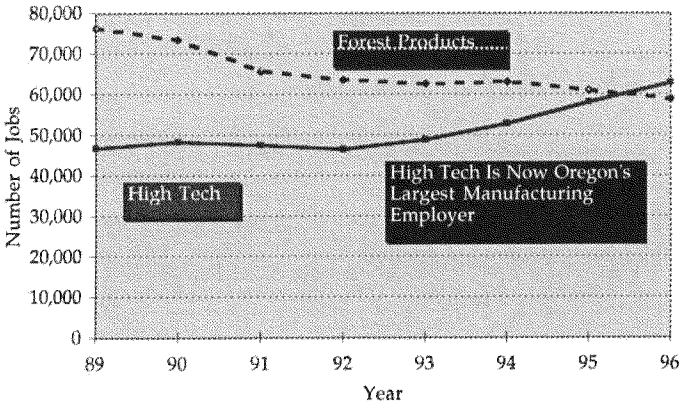
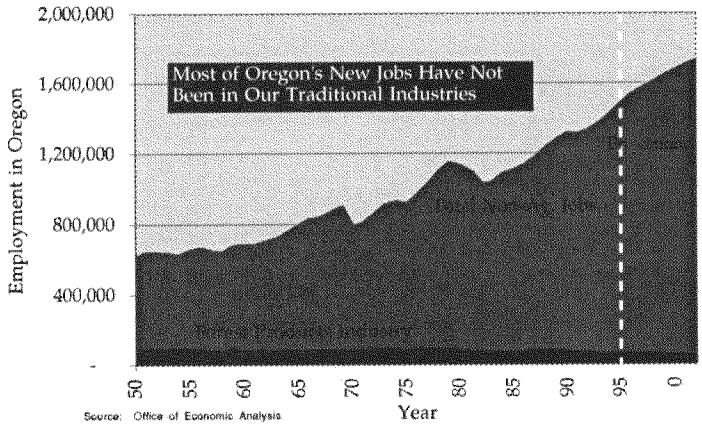


Figure 9 provides one indicator of how much Oregon's once timber-dependent economy has diversified. With the continued computer industry growth in the 1990s, high-tech has now surpassed forest products as Oregon's leading manufacturing employer. Forest products jobs declined from 16% of all jobs in 1950, to 10% by the mid-1970s. (See Figure 10). Today, forest products and high tech together total less than 10% of Oregon's workforce.

Figure 10. The Diversification of Oregon's Economy



Oregon's exports are still below the national average.

One of the state's major diversification strategies was to take advantage of Oregon's location on the fast-growing Pacific Rim by increasing our understanding of international issues and encouraging involvement in global commerce. Indeed, some progress has occurred on this front: 21% of Oregon manufacturers are now exporting compared with 18% in 1987. Still, however, Oregon remains slightly below the national average of 22%. The Port of Portland services one of the fastest growing export regions in the nation. Exports have increased from $5 billion to more than $9.5 billion in six years. In addition, Oregon continues to attract important diversifying investments in electronics, metals, and food processing from overseas companies.

Oregon's non-metropolitan areas are holding their own, but just barely.

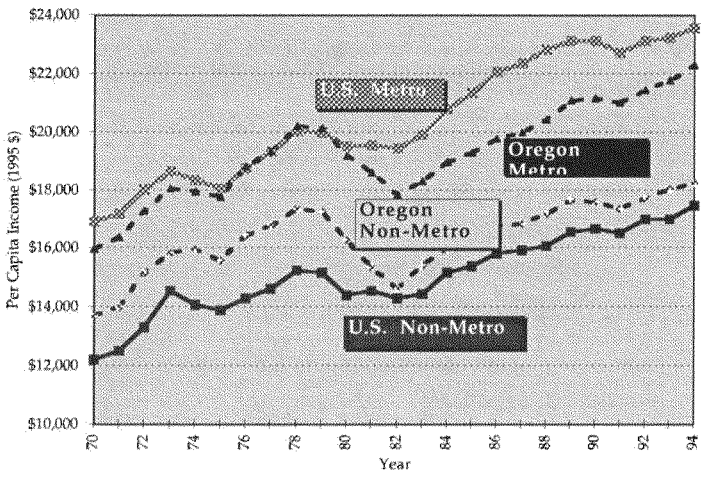
Oregon has historically enjoyed a better distribution of urban/rural jobs than the nation as a whole. The *Oregon Shines* strategy was designed to maintain that balance over time. In 1990, the Progress Board established the goal of holding steady the proportion of Oregonians employed outside the Portland metropolitan region and outside the Willamette Valley region. Both indicators have slipped somewhat since 1980 — the Valley has lost about two percent in proportion to Portland, as has the remainder of the state.

Exhibiting a pattern common to much of rural America, rural Oregon communities continue to experience economic difficulties associated with timber and fish harvest restrictions, low commodity prices, reduced price subsidies, and increased regulation. Despite the jobs lost in the forest products industry, per capita income in rural Oregon has stayed above the national average for non-metropolitan areas throughout the 1970s, 80s, and 90s. (See Figure 11). While Oregon's rural/urban income gap (shown by the dotted lines in Figure 11) continues to be less than the national average, it has increased somewhat since 1980.

Contrary to popular belief, the fastest employment growth in Oregon has been in high-wage managerial and professional occupations.

Job growth in Oregon has outpaced the nation every year since 1989. Oregon has

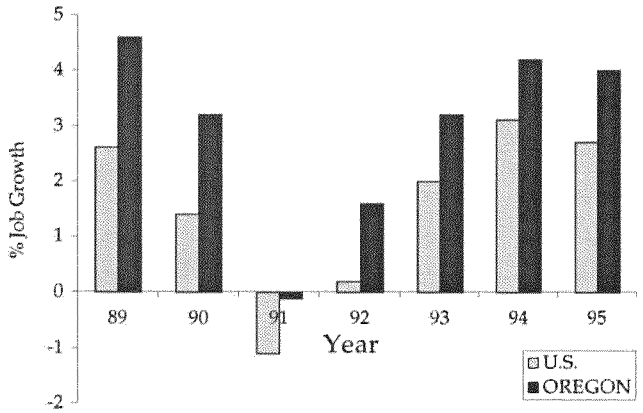
Figure 11 — Metro and Non-Metro Per Capita Income
For the U.S. and Oregon



averaged 35,000 per year (see Figure 12), and many are the good jobs envisioned in *Oregon Shines*.

Blue-collar job losses have been offset by an increase in the number of low-wage service jobs. Most of Oregon's net growth, however, was in professional and managerial jobs.

Figure 12. Oregon and U.S. Job Growth Rates
1989 to 1995

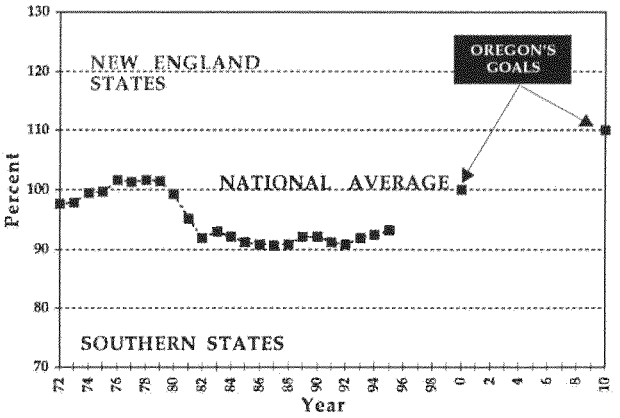


The original *Oregon Shines* recognized that Oregon was losing well-paying blue collar jobs, and emphasized the need to prepare our workforce for new technical jobs. Two things are clearer now. First, technical jobs are growing, but the number of technicians is small (40,000 to 55,000 — only about 3% of Oregon's non-agricultural workforce). Half of these are health care technicians and paralegals. Second, the highest-paying jobs are held by professionals who add most of the value to products before and after manufacturing.

Another indicator of growth of good jobs is the increase in incomes. Figure 13 shows Oregon's per-capita income above the national average in the late 1970s, but falling sharply to almost 10% below in the early 1980s. The most recent report from the state Office of Economic Analysis shows good progress towards the ambitious *Oregon Shines* goals of reaching 100% of the national average by 2000, and 110% by 2010.

However, averages can be misleading. Like the rest of the nation, some of the highest- and lowest-paying jobs are being created in the

Figure 13. Per Capita Income (Oregon / U.S.)



broad category of "services." This category is often equated with fast-food restaurants and motels, where salaries are typically low and turnover high. There are, however, also professional services (e.g., engineering, architectural, accounting, data processing, business services, financial services, legal services, health services, and communications companies), which have been growing and paying above-average salaries. With strong job growth at both ends, there is some concern about a somewhat smaller proportion of middle income jobs and a growing gap between the "haves" and "have-nots." The Oregon Benchmarks, however, show the middle-income segment has not changed significantly since 1980.

A report prepared for the Task Force by the Office of Economic Analysis identifies several external factors largely responsible for the strength of Oregon's economy. For example,

cutbacks in defense spending contributed to a severe recession in California, causing many Californians to move to Oregon. The influx of new residents to Oregon increased demand for domestic industries, such as construction and retail trade, while also bringing skilled labor to the state economy. Another external force is the growing world economy. The countries now experiencing the most rapid growth are primarily in East Asia, thus creating new trade opportunities for states on the Pacific Rim. Finally, the U.S. economy also affects Oregon through the changing composition of expenditures. Between 1987 and 1995, national consumption expenditures rose a moderate 20%, while national business equipment spending jumped 55%. Oregon's manufacturing sector, featuring computer equipment, transportation equipment and metals, is slanted toward capital goods production. The national shift from consumption-led to investment-driven growth clearly benefited Oregon because of its industry mix. (The complete report is available from the Oregon Progress Board.)

ORIGINAL *OREGON SHINES* SUPPORT INITIATIVES

Oregon Shines outlined three support initiatives to accompany the three primary goals described above: 1) Contain the Costs of Business; 2) Form Institutional Partnerships; and 3) Invest in Public Facilities and Services. Thus far, Oregon has performed well on the first two initiatives, but not enough is being invested in public facilities. The following section evaluates progress in each of these areas.

Original Support Initiative 1: Contain the Costs of Business

Oregon has had many successes in containing the cost of business.

Because many firms operate on thin margins, the difference between profit and loss is often determined by the careful management of costs. The state influences the costs of doing business in a variety of ways, including regulations, mandated programs, and tax policies. Responsibly reducing these state-mandated costs should increase the competitiveness of Oregon companies and expand business opportunities.

Oregon Shines broke out five major costs to business for special attention: workers' compensation, unemployment insurance, health care, taxes and energy rates. Oregon has had stunning success since 1989 in many of these areas.

Workers' Compensation

High workers' compensation rates are consistently cited by businesses as a strong disadvantage to doing business or locating in a state. The Benchmarks show that in 1990 Oregon was the 8th highest-cost state; today Oregon is 34th, exceeding the Benchmark target of 20-25th.

Unemployment Insurance

In 1989, Oregon's unemployment insurance rates were fourth-highest in the nation, primarily because Oregon was building up a trust fund sufficient to protect against a major recession. Now that the trust fund has reached target levels, rates have declined significantly. While Oregon's 1995 ranking was one of the lowest in the nation, the Oregon Employment Department predicts Oregon will eventually stabilize around the national average.

Health Care

Escalating health care costs threaten Oregon's international business competitiveness. The Benchmarks show health care costs rising faster than inflation, but not as fast in Oregon as nationally. Oregon's rank among states in health care costs has dropped slightly, from 32nd in 1989 to the most recent ranking of 36th. This occurred despite the rise in Oregon's inflation-adjusted health care cost, from $142 in 1989 to $152 in 1995.

Taxes

The Oregon Legislature has taken three specific actions on tax policy as recommended in *Oregon Shines*. They were: 1) extend the energy tax credit; 2) extend the pollution control tax credit; and 3) provide a research and development tax credit for targeted industries. No Benchmarks exist for measuring outcomes that might have resulted from these initiatives, but Oregon's energy and pollution control tax credits will be in place until at least 2001. The 1989 Legislature also enacted a tax credit for qualified research activities, scheduled to sunset in 2001.

Energy Rates

Maintaining the lowest possible energy rates for industrial customers, consistent with equitable treatment of all customer classes, was the goal in this area. Both of Oregon's Benchmarks (natural gas and electricity) for energy rates have improved since 1989. Low electric rates continue to be a great advantage, declining from 66% of the national average in 1989 to an even lower 64% today. Natural gas rates have fallen as well, from 108% of the national average in 1989 to 100% today.

Original Support Initiative 2: Form Institutional Partnerships

***Oregon enjoys many new institutional partnerships since 1990 as a result of* Oregon Shines.**

The drafters of *Oregon Shines* recognized the need for new institutional partnerships to establish a framework for a productive, competitive Oregon. and build cooperation among groups who have traditionally operated independently or even antagonistically toward one another. Through their focus on results, the Benchmarks provide an excellent catalyst for creating such institutional partnerships among business, labor, government, education, and environmental groups.

Some state agencies are currently using Benchmarks to establish budget priorities. Early in the evolution of the Benchmarks, the Oregon Commission on Children and Families pioneered the use of outcome measures for planning programs to support children. The model has now been employed for workforce development and community health. Also, Oregon's 14 key industries use Benchmarks in their strategic planning process, as do the state's 12 economic regions in articulating their regional strategies.

Nine local governments have initiated the development of benchmark planning systems. For instance, Multnomah County and the City of Gresham use their benchmarks to set budget priorities. Non-profit organizations are also using benchmarks. The Oregon Community Foundation began using benchmarks to help focus its grant making priorities in 1993. The Portland-area United Way uses benchmarks similarly.

Tying Benchmarks to agency performance measures has been more difficult. The 1993 Legislature directed all state agencies to develop performance measures with ties to Benchmarks. Although a 1996 survey showed that 80% of state agencies tie Benchmarks to performance measures, many agencies have yet to develop truly meaningful systems.

Perhaps the most successful effort to date is the first-in-the-nation agreement to design and test a new approach to delivering federally funded public services through state and local governments. In December 1994, Vice President Al Gore, Governor Barbara Roberts, and Governor-elect John Kitzhaber launched the Oregon Option, together with a bipartisan coalition of mayors and county commissioners from across the state.

Under the Oregon Option, federal, state, and local partners work together to define outcomes — in the form of Benchmarks — that they aim to achieve with federal dollars. State and local service providers are given latitude to determine how best to achieve those outcomes. In exchange, they agree to measure progress toward Benchmarks and to be held accountable for results. This approach unburdens Oregon's

state and local service providers from thousands of hours of paperwork, freeing their time and energy to deliver services to clients. And they are now far more accountable for results that really matter.

Oregon's welfare reform initiative provides an excellent example of the Oregon Option in practice. In 1994-95, the Progress Board co-chaired a ground-breaking legislative task force on public assistance reform (SB 1117). In 1996, the Oregon Option helped Oregon to get the federal waivers necessary to implement the Task Force recommendations. The waivers allow Oregon to keep a share of savings reaped through reducing welfare caseloads faster than the national rate. This arrangement yielded approximately $7 million for the state to invest in additional community-based efforts to help Oregonians leave and stay off public assistance. Federal welfare block grants superseded this arrangement in October of 1996, but Department of Human Resources leadership intends to continue the reinvestment strategy.

Original Support Initiative 3: Invest in Public Facilities and Services

Oregon has not taken prescribed steps to increase investment in public facilities and services.

The drafters of *Oregon Shines* recognized that Oregon must invest in facilities directly affecting business operations and costs — including roads, ports, and utilities — and in services that enhance the quality of the human environment — including schools, public safety and parks. *Oregon Shines* made three recommendations: 1) the Legislature should modify the 2% kicker, raise the gasoline tax and increase vehicle registration fees; 2) the Department of Administrative Services should develop a capital budget, and work with the Department of Transportation to measure the economic payoff of various infrastructure investments; and 3) the Department of Land Conservation and Development and the Economic Development Department should work with cities to develop better accounting systems.

The Legislature has not modified the expenditure limitation and the 2% kicker to allow funds received during times of economic prosperity to be invested in maintenance and physical improvement required by growth. As public dollars diminish due to property tax limitations (Measures 5 and 47), however, the pressure to retain the kicker can be expected to increase.

Oregon's transportation system received increased funding in the early nineties due to the "Intermodal Surface Transportation Efficiency Act," the special federal allotment for the west side light rail project, and steady increases in the state gas tax. Vehicle registration fees have been flat since 1990. Starting in 1993 the gas tax increases were discontinued, causing the Highway Trust Fund, which maintains the existing highway system, to be flat-funded.

National deficit-cutting measures could reduce federal dollars coming into Oregon by as much as $210 million between 1996 and 2002. As a result, Oregon will find it difficult to maintain existing highways, as well as build new infrastructure to accommodate growth.

The Department of Administrative Services has not developed a capital budget for the state that regularly measures the current value of the state's assets and depreciation rates, and the condition of the State's infrastructure. Nor has the Department of Administrative Services worked with the Department of Transportation to develop a tool to measure the economic payoff of various infrastructure investments.

The Department of Land Conservation and Development and the Economic Development Department have not directly encouraged cities to develop accounting systems that measure depreciation accurately. However, the two agencies have worked with cities to develop infrastructure and development plans that consider the economic payoff of alternative development plans.

Chapter 5
Reaffirming The *Oregon Shines'* Vision

Oregon Shines provided a clear, ambitious vision for Oregon in 1989:

> *The plan envisions a vital, industrious Oregon that shines in all spheres of life. It envisions diverse businesses that provide quality jobs for Oregonians. It envisions Oregonians who have the knowledge and skills to perform those jobs well. It foresees safe, livable communities with quality facilities and services, and an environment that is clean and unspoiled. The Oregon we foresee will remain a uniquely wonderful place to live, rich in quality of life and opportunity.*

Six years later, that vision is sound, but in need of some fine tuning.

The original *Oregon Shines* focused heavily on economic improvement, but citizens at the Task Force-sponsored community meetings, recent poll results and focus groups on Oregon's quality of life all suggest a broader theme: a good economy is still paramount, but Oregon should now pay more attention to what is perceived as a deterioration of, or threats to, other aspects of quality of life.

The Task Force and the Progress Board recommend a shift in focus toward family and community issues, and the quality of the natural and built surroundings. The goals for

> *Oregon should now pay more attention to what is perceived as a deterioration of, or threat to, other aspects of quality of life.*

Oregon Shines II divide the original Quality of Life goal in two: 1) safe, caring and engaged communities and 2) healthy, sustainable surroundings. The current economy goals on workforce and diversification are merged into one — quality jobs for all Oregonians.

The vision for *Oregon Shines II* should be *a vital, prosperous Oregon that excels in all spheres of life.*

The three recommended goals for *Oregon Shines II* are:

- quality jobs for all Oregonians
- safe, caring and engaged communities
- healthy, sustainable surroundings.

The Oregon Progress Board will still attend to the three support initiatives identified in the original *Oregon Shines*:

- form institutional partnerships,
- invest in public facilities and services,
- reduce business costs.

Two additional support initiative are suggested:

- focus on prevention,
- increase government accountability.

THREE INTERCONNECTED GOALS

Few would quarrel with the recommended vision of a vital, prosperous Oregon that excels in all spheres of life. However, establishing three specific goals may incorrectly imply these goals are independent of one another when in fact they are highly interconnected.

As indicated in the upcoming section on communities and families, wages that have not

kept pace with inflation have contributed to stress as more and more families are finding it difficult to make ends meet. All other things being equal, a stronger economy that is creating better jobs for more Oregonians can help to reduce that source of stress if prosperity not only is experienced by the wealthy, but also reaches middle and lower income groups.

Oregon's remarkable economic recovery was fueled in part by the companies and people who moved to the state in the 1990s.

The quality of life has also contributed to the strength of Oregon's economy and the creation of tens of thousands of good jobs. Oregon's remarkable economic recovery was fueled in part by the companies and people who moved to the state in the 1990s. The 1993 *Oregon In-Migration Survey* reported that the two most important reasons for moving to this state were family and livability.

Just as the quality of life has contributed to the turnaround in Oregon's economy, public policies concerning the economy and jobs can also affect the quality of life. For example, if our education system does not supply the right mix of highly trained workers, then companies will be forced to import the people necessary to fill those jobs. The in-migration necessary to meet the workforce needs of a growing, diversifying economy has already fueled population growth and concerns about an erosion of quality of life.

Chapter 6
Quality Jobs For All Oregonians

OVERVIEW

Between 1979 and 1982 Oregon lost more than 25,000 good jobs in the forest products industry along with many other jobs that relied upon them. The solutions developed in the 1980s included retraining programs, school reform and the attraction and expansion of businesses in other industries. There has been a remarkable turnaround in Oregon's economy in the early 1990s with tens of thousands of good jobs being created, but companies are relying upon out-of-state recruitment because many Oregonians are not qualified for the best jobs. Also, some communities have not benefited from the state's overall prosperity. The two-pronged solution is 1) to improve education and training; and 2) to increase the competitiveness of Oregon business in the global economy.

WHERE ARE WE?

New Technologies And Global Competition Are Reshaping Our Economy And Changing Jobs

The original *Oregon Shines* explained the changes in the state's economy in terms of new technologies and global competition. While these phrases are more commonly accepted seven years later, they still carry too little meaning for most Oregonians because only a small proportion of Oregon's companies do the research and development necessary to create new technologies; only a fraction of the total population knows the language, history and culture of another nation; and eight out of ten businesses do not export.

Oregon's strengths have been its natural resource-based extraction industries and commodity production. And, while employment in manufacturing industries nationally continues to decline, manufacturing employment in Oregon has increased by more than 10% over the past decade.

However, as we look to the future, the forces transforming our economy are also reducing the value associated with this state's historic strengths. Just as the industrial revolution transformed society in the 19th Century, computers and the software that makes them useful, telecommunications media, other new technologies, and global competition are producing another revolution today — a shift to more of a knowledge-based "economy of the mind." There are several characteristics of this economic transformation:

- Natural resources are still important but there are fewer jobs on the farms and in the woods; the better opportunities will involve value-added agriculture and secondary wood products.
- Manufacturing is still important but there are fewer jobs on assembly lines because modern manufacturing equipment requires far fewer people (see box on page 30). Modernization means most of a product's value is now added by professionals *before* and *after* manufacturing. Because these professionals who do the research and development, the legal and financial deals, market research, design, etc. make the largest contributions to the company's bottom line they are getting the better jobs with the higher salaries.
- All industries will be using new technologies to increase productivity and to remain competitive but more of wealth creation will be associated with innovation, design, creativity, and product development.
- The global marketplace provides both opportunities and challenges: valuable new markets for Oregon products are opening on the Pacific Rim but many in other countries will work for much lower wages than Americans.

New Technologies Streamline Food Processing in Oregon

At the Norpac plant in Brooks, each ear of corn had to be handled twice on the old assembly line. To be competitive in the global marketplace, Norpac had to improve productivity. With new automated handling and electronic sorting equipment the number of assembly line workers was reduced from 336 to 34, while output doubled. Similar productivity increases have occurred in our lumber mills and in other kinds of manufacturing.

In cases like this, hundreds of people may be displaced but companies must modernize to remain competitive or else everyone will lose their jobs. Therefore, the question is not whether, but when and how such changes will take place.

New Technologies

Because research and development is central to competitiveness in the new economy it is important to monitor R&D expenditures. The figures reported for R&D spending by industry in Oregon are alarmingly low (see Table 1). They would put Oregon in the bottom third in the nation, suggesting this state is not well positioned for 21st Century competitiveness. Quite possibly, however, the figures reported in Table 1 understate the actual amount of R&D done in Oregon, because some companies headquartered out of state may not have accurately reported the R&D done here. Even if the Oregon numbers are doubled, however, industry spending for R&D would still be less than the national average and considerably below that of Washington's industries in 1991 and 1993.

Oregon's relatively low industry R&D expenditures do not seem to be due to a relatively small number of electronics companies. The electronics industry has been growing faster than the national average and "high tech" employment as a fraction of total employment in Oregon is now slightly above the national average. And, the rapid pace of expansion is expected to continue over the next three years.

Table 1 — R & D Expenditures in All Industries for Oregon, Washington and the U.S. in 1991 and 1993 (Current Dollars in Millions)

State	1990	1991			1993		
	Engineers as % of All Jobs	Industry R&D Expenditures	Gross State Product	R&D as % of GSP	Industry R&D Expenditures	Gross State Product	R&D as % GSP
Oregon	1.5%	$349	$58,902	0.6%	$471	$67.212	0.7%
Washington	3.0%	$3,215	$119,505	2.7%	$4,689	$134,318	3.5%
U.S. Average	2.0%	$102,246	$5,700,803	1.8%	$118,334	$6,274,035	1.9%

Source: National Science Board, Science and Engineering Indicators

The best explanation for the relatively low industry R&D expenditures in Oregon seems to be the relatively small size of Oregon's technology sector industries outside of electronics. Employment in the software industry has been, and continues to be, 10-15% below the national average. Oregon's other technology sector industries, like aerospace, biotechnology, and communications, are very small and do very little research and development in Oregon.

Oregon's below-average number of engineers supports the conclusion that the technology sector in this state is small.

Oregon's below-average number of engineers supports the conclusion that the technology sector in this state is small. In 1990, 2% of all U.S. workers were engineers, according to the U.S. Census, and in Washington State 3% were engineers. Oregon's figure was only 1.5%.

Five factors are typically associated with the expansion of this sector of the economy —

- An outstanding quality of life to attract professionals who could live and work anywhere
- Good roads, airports and advanced telecommunications networks
- What *Fortune* magazine called "knowledge workers" — college graduates often with advanced degrees who create new product ideas and add value through activities occurring before and after manufacturing
- Access to capital for startups and rapid business expansion
- Research universities with leading faculty who produce the new discoveries at the cutting edge of their fields

Oregon is known for its outstanding quality of life, and its basic infrastructure has been adequate for the growth of companies in electronics, computers, instruments, and software. However, Oregon's weaknesses are in the remaining three factors, which limit the long-term future for this important sector of the economy. For example, *Fortune* magazine did not include Portland on its list of the best places in America for "knowledge workers" because it lacked a major research university and another publication has noted Oregon's shortage of venture capital for startups.

Half of the fastest growing companies in America were started with venture capital rather than conventional financing. Two separate studies released in 1995, however, found a substantial shortage of venture capital in Oregon for technology startups. While most forms of capital move freely around the globe in search of the best risk-adjusted rate of return, venture capital is a relatively inefficient form of capital because there is less information about the best deals, investments take longer to mature and therefore are not liquid, and venture-backed companies require closer monitoring. Oregon needs more technology startups and therefore available venture capital as a fraction of the Gross State Product should, at a minimum, attain a level comparable to Washington state by 1998.

Half of the fastest growing companies in America were started with venture capital rather than conventional financing.

As a 1996 report from the Oregon Business Council noted, our colleges and universities have not produced enough high-quality knowledge workers, particularly in engineering, computer science, and some other professional fields. Business leaders have concluded that they will not be able to sustain the present growth of their technology-generating companies without a better higher education system. Oregon's colleges and universities should significantly increase the number of graduates over the next five years in areas of substantial job growth.

The amount of research done in Oregon's universities is also below average. To reach the levels of basic research done by Washington and California universities, the amount of federal contracts and grants in Oregon universities would have to double. Our institutions of higher education have leading researchers. In fact, on the basis of federal contracts and grants per faculty member, Oregon's colleges and universities rank fourth in the nation. However, Oregon's campuses have fewer faculty and they receive below-average levels of support.

Oregon's universities are not well connected to industry. Industry support of university research is below average and, unlike most other states, Oregon does not have a Science and Technology Council to nurture university-industry connections. Therefore, Oregon should strive to equal the national average in public/private partnerships supporting later-stage university research of interest to industry.

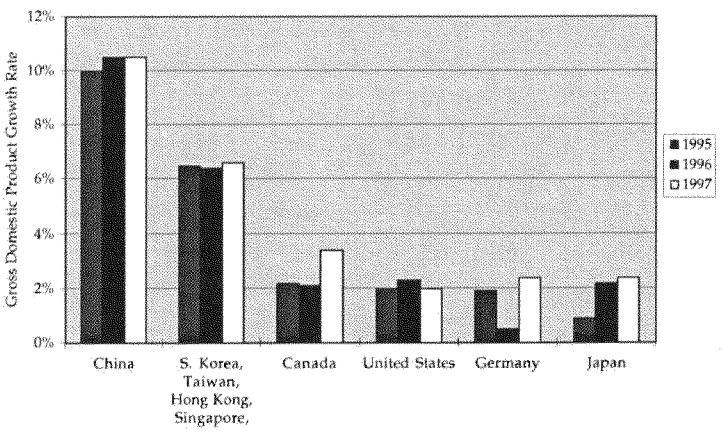
Global Competition

Oregon Shines recognized that the fast-growing markets opening on the Pacific Rim were creating opportunities for exporting more Oregon products. The end of the Cold War and the rapid growth of several Asian nation economies are creating even greater possibilities than the authors of *Oregon Shines* had imagined. (See Figure 14.) A report by the State Office of Economic Analysis points out that export growth has played a key role in Oregon's strong economic performance. Oregon's exports grew 85% between 1991 and 1995. High technology manufactured exports increased from $1.6 billion in 1991 to $4.3 billion in 1995 while the value of agricultural exports increased from $1.4 billion to $2.4 billion over the same period.

Every day, Oregonians ship wheat and french fries to Asia, finished wood products and housing to Japan, and computers to Europe. Oregon workers and Oregon businesses are benefiting from the rapid growth of the world economy. For example, companies engaged in international trade typically pay their employees 12 to 18% more than those firms that do not export.

Symbolic of the increasing importance of new technologies to Oregon's economy, the value of agricultural, forest products, and high tech exports were equal in 1989 but high tech exports exceeded agricultural and forest products exports combined in 1995.

Figure 14. Rapid Economic Expansion in China and the Little Tigers



Vision for Oregon: Jobs — Oregon will be a high-wage economy with increasing opportunities for personal success.

WHERE DO WE WANT TO BE?

Throughout the 1990s polls have shown that "the economy/jobs" is one of the leading issues for the state, and is often first. The high priority placed on this issue is understandable given the relative drop in incomes during the early 1980s (see Figure 13), and the large changes occurring in the structure of our economy. Most Oregonians know we cannot go back to the way things were before, and that higher levels of education and skill will be required to obtain a "good" job. However, they are uncertain about the future, are concerned about their children, and worry about their financial security.

Our vision is for a vital, prosperous Oregon that excels in all spheres, including the economy. Our vision is not merely increased prosperity for a few, but better lives for all, in communities throughout the state. That will mean new jobs for some and better jobs for others. The most important keys to this future will be better education and training for Oregonians.

Attitudes About Education And Training

Oregonians want good schools for their children and retraining opportunities when careers change. Those concerns are shown in public opinion polls and our historic funding of the schools. In the Oregon Business Council's *Values and Beliefs Survey,* "community commitment to quality education" was second only to "accessible hospitals/health care" as an important community value. "Public schools" and "employment/training programs" were rated second and third as the most important government services.

Results from the *Values and Beliefs Survey* indicate that 61% agreed with the statement "more of Oregon's businesses and firms will be producing more advanced products and valuable services that will rely on higher levels of education and skill in the future." On the other hand, only 17% felt Oregon is doing a good job of providing the skills necessary to use new technologies in a global economy. And two out of three parents believed major change is needed in their local neighborhood schools.

Another indicator of the importance of education is that Oregonians have historically been willing to pay for good schools. Figures from the Census Bureau indicate that prior to the passage of Oregon's property tax limitation initiatives (Measures 5 and 47), Oregon was typically among the top 10 or 15 states in the nation in per-pupil expenditures for elementary and secondary schools. By 1993-94, however, Oregon had slipped to 24th and education was rated as one of the most important issues

The Perspective of a High Tech CEO

Throughout the '60s and much of the '70s the U.S. technology industry had very little international competition. But rebuilding foreign nations targeted technology as the key to their economic success. By the mid '80s the entire consumer electronics industry in the country was history; computer companies were fighting for their lives, and the semiconductor industry was under major attack.

In the past ten years, while the U.S. technology industry reduced its total employment some 20 to 30%, it has almost doubled its output. More than half of Oregon technology companies' revenues came from products introduced in the last two years; the median time to market for Oregon companies is less than 12 months.

The recent successes, however, are in jeopardy. The growth of the technology industry we are now enjoying in Oregon is not sustainable. The re-deployment and downsizing of the industry of the '80s has masked our greatest problem for continued growth — a constant supply of newly qualified and continuously educated workers and professionals to keep pace with the industry in the rapidly and ever-changing world of technology. The success of Oregon's high tech industry to date has had very little to do with having made improvements in the educational system in this state. Yet, it has everything to do with its future.

James M. Hurd, President/CEO
Planar Systems, Inc.
OIT Commencement June 15, 1996

facing Oregon (second only to the economy and jobs). More recently, an *Oregonian* opinion poll last spring found "stable funding for education" to be the most important issue for the 1996 elections.

Even though public school and community college funding has been well above the national average, taxpayer support for higher education has been well below average. The state appropriation per student in Oregon's four-year colleges and universities was, for example, 10% below the national average in 1990 (29% below for universities without health sciences programs). Since the 1990 passage of Measure 5, Oregon has reduced its support for higher education more than any other state — four years in a row.

Participants at task force-sponsored regional meetings recognized that, more than ever before, job opportunities and incomes are linked to education and more frequent job changes mean retraining is to be expected for most of us. They wanted a high quality education system from pre-school through public schools, community colleges, higher education and lifelong learning. They were concerned about signs of declining quality and funding for education in Oregon. In addition, there was a growing recognition that, if greater attention was not paid to the pre-school years, the result would be more children entering school unprepared to succeed. And without greater attention to our colleges and universities Oregonians would not be prepared for the best paying and most stable jobs.

Meeting participants were also concerned about the effects of stress on children. They felt children needed a vision, and that too many lacked hope and basic life skills, such as reporting to work on time, being able to count change, caring about the quality of work, and accepting the responsibilities of citizenship.

Attitudes About The Economy And Financial Security

"The economy/jobs" was rated the most important issue in the Oregon Business Council's *Values and Beliefs Survey* in 1992. It was the most frequently given response to the question "What do you think will be the most important issue facing Oregon in ten years?" It was also the most commonly mentioned thing respondents would like to fix about Oregon.

One year later, another survey was commissioned by the Oregon State System of Higher Education. A third of the respondents to that survey were worried about financial security. That percentage was even higher for some groups. Of those over the age of 55, those with the least education, and those living outside the Willamette Valley, for example, half did not feel financially secure.

HOW WILL WE GET THERE?

Oregon's overall economy has experienced a remarkable recovery in the early 1990s and most observers believe that above-average performance should continue for the next few years. However, action is required if Oregon is to be well positioned for 21st Century competitiveness.

The economic competitiveness of various regions has typically been associated with four factors: natural resources, capital, technology, and an educated/skilled workforce. While access to natural resources and capital were once the most important, the balance is changing. As our economy is reshaped by new technologies and global competition, MIT economist Lester Thurow argues that natural resources are no longer a major source of competitive advantage. In addition, most sources of capital, with the notable exception of venture capital for startups, now flow around the globe to the business opportunities with the highest risk-adjusted rate of return. Technology has become a major source of comparative advantage and R&D is critical to competitiveness. Because technology-generating companies can locate anywhere, the education and skills of the workforce are central to the competitiveness of a region.

In a global economy a worker has one of

two things to offer — skills or the willingness to work for low wages. Oregon should not be interested in trying to compete with other Pacific Rim nations on the basis of low wages.

Oregon will be positioned well for 21st Century competitiveness only if our education system prepares Oregonians for tomorrow's jobs, and if we create conditions that foster the growth of Oregon businesses and firms.

A two-pronged strategy is recommended: 1) improve education and training; and 2) increase the competitiveness of Oregon business in the global economy. If both are successful, then Oregon's per capita income should rise above the national average early in the 21st Century.

The path to sustained economic growth and better lives begins with a recognition that new technologies and global competition are reshaping our economy and changing the nature of work. Oregon will be positioned well for 21st Century competitiveness only if our education system prepares Oregonians for tomorrow's jobs, and if we create conditions that foster the growth of Oregon businesses and firms.

The Education Continuum — Preparation For Tomorrow's Jobs

Education is not only linked to higher earnings, it is central to all three of our goals. If Oregon is to have a comparative advantage in a knowledge-based economy, then this state must have a world-class education system. Considerable policy attention has been focused upon the basic needs of the workforce since *Oregon Shines* was written. In the early 1990s the State Legislature passed the "Educational Act for the 21st Century," established school-to-work programs, and expanded technical training in the community colleges. Much of the policy foundation is in place and programs are being implemented to raise standards and assess outcomes but there is still much to be done. Employers continue to raise concerns about too many school graduates who are weak in basic skills, lack a sound work ethic, and generally are not "ready to earn."

In the global marketplace Americans must compete with the best in the world. Several national reports over the past decade have bemoaned the fact that children in other industrialized nations outscore Americans on standardized tests. As originally envisioned, Oregon's school reform legislation would have addressed this issue by incorporating longer school days, more instructional days per year,

Oregon does not currently conduct any regular tests that can be used to compare Oregonians on international measures.

and new programs to reach international standards. However, some of the most ambitious aspirations have been deferred. In fact, Oregon does not currently conduct any regular tests that can be used to compare Oregonians on international measures.

In contrast to the public schools, post-secondary education in America is unquestionably the best in the world. Oregon has excellent community colleges and many outstanding programs at its four-year colleges and universities but none of its universities are ranked in the top 25. Oregon's community colleges have been responsive to the state's changing economy and are considered to be important assets but Oregon's four-year colleges and universities are not.

Even though Oregon companies are creating more professional and managerial jobs, there has been little change in the number of four-year college graduates produced in Oregon. Because we failed to attend to the need for more engineers, scientists, and senior managers, many of the best-paying jobs have been filled by out-of-state recruits.

To ensure that Oregonians are prepared for tomorrow's jobs, we reaffirm the strategic

initiative in the original *Oregon Shines*:

✔ 1.1 — Oregon's workforce will be the best educated and trained in America by the year 2000, and equal to any in the world by 2010.

This continues to be the most important element of Oregon's strategic plan. While many changes have been made in the state's

Unless substantial policy changes occur, Oregon will not reach its goal of having a workforce equal to any in the world by 2010.

education and training system following the release of *Oregon Shines* in 1989, the state has not been making the corresponding financial investments that would bring our schools to international standards and make higher education a greater asset to the economy. Unless substantial policy changes occur, Oregon will not reach its goal of having a workforce equal to any in the world by 2010.

The Economy And Jobs — Competitive Oregon Businesses That Are Creating Good Jobs

Low interest rates, external economic factors, our valued quality of life, some wise investments, and a little luck have contributed to the strength of Oregon's economy in the 1990s. The decisions made now will have much to do with whether or not Oregon's economy will be competitive early in the 21st Century.

In order to be competitive in the future, all businesses and firms must place even greater emphasis on creativity and innovation. The key strategy for continued economic expansion and the creation of good jobs has three components: 1) diversify, 2) add value and export, and 3) support small business. This strategy applies to the entire state but some of the issues play out differently in the various regions of Oregon.

Further Diversify the Economy

The Technology-Generating Sector

The technology-generating industries in America have grown twice as fast as the national average over the last two decades. These industries have made significant contributions to our overall economy and society, and offer great potential for the future. They hire a disproportionate number of high-wage professionals, have less of an impact on the environment, and export more.

In his report to the New York Academy of Sciences Michael Salvato characterized Oregon's choice in the late 1980s as a missed opportunity.

Although Oregon Shines identified technology as a force transforming the region's economy, it failed to position scientific research, technological innovation and higher education as tools for shaping the future of the state's economy. The plan missed an opportunity to establish as a long-term goal the development of the state's scientific and technological capabilities to compete in the high value-added, knowledge-based economy of the future. Science, technology and advanced education, thus, were not given the status of an officially recognized strategic economic development priority.

Updating the state's strategic plan at a time when Oregon's economy is much stronger provides a second chance to address this issue. Oregon now has an excellent opportunity to build upon its strong base of growing companies. Intel's Pentium chip was developed in Oregon and with more than $12 billion in plant expansion planned by several leading companies this state will soon become one the leading locations in the world for semiconductor manufacturing. However, there have not been as many venture-backed startups in Oregon during the early 1990s as there were a decade earlier.

An important distinction exists between using new technologies and developing them. All industries will be using new technologies for competitiveness but the technology-generating industries have become important "drivers" of our economy and will be more significant in the 21st Century.

While "high tech" in Oregon is now at the national average, software continues to be 10-15% below average and we have very little in other technology-generating industries such as aerospace, biotechnology, and communications.

✔ **1.2 — Oregon will be one of the top ten states in America to start and grow a technology company by 2000.**

Special Needs In Rural Oregon

While 1996 was an exceptionally good year for wheat, many of the agricultural commodities we have traditionally produced, like beef, have been returning lower prices in the marketplace. As a result, the economic return from Oregon farms reached the lowest point in a decade. In fact, greenhouse/nursery stock exceeded beef and wheat in 1995 agricultural sales. In addition, timber harvests from public lands are expected to remain at very low levels. The strength of communities in rural Oregon will depend upon the success of efforts to diversify local economies, add more value to the commodities produced, and increase exports.

The strength of communities in rural Oregon will depend upon the success of efforts to diversify local economies, add more value to the commodities produced, and increase exports.

Rural communities have been working to diversify their economies and there are many encouraging signs of success, including new software companies, light manufacturing, health care and other professional services, recreation and tourism. There are also more professionals ("fax machine yuppies") who could live anywhere but prefer the smaller communities in rural Oregon. However, the relative isolation of some parts of the state is a factor limiting the success of diversification efforts.

✔ **1.3 — State agencies should coordinate their efforts with local communities to diversify and strengthen the economies of rural Oregon.**

Add Value and Export

Goods

Many regions of the state will continue to grow and harvest existing crops because the altitude and growing conditions are particularly suited to them. However, greater reliance upon innovation in agriculture, forestry, and fisheries could increase product values in Oregon's natural resource-based industries. For example, an Oregon State University study estimates a substantial boost to Oregon's economy if the value-added component of agricultural production could be increased from one-third to the national average of one-half. Similarly, it has been estimated that three jobs are created from every million board feet to produce lumber; 20 jobs for lower-end millwork, like window frames; and 80 jobs to make high-end furniture.

One of the strengths of Oregon's economy has been, and continues to be, the volume of exports from our natural resource-based industries. Oregon has the potential to meet some of the demand in Pacific Rim nations that are having difficulties feeding and housing their growing populations. Oregon's natural resource-based industries will generate higher cash values if there is greater utilization of new technologies to gain the highest sustainable yield from the land and if there are further export increases in value-added agriculture and secondary wood products.

Oregon's export opportunities, however, are not limited to its natural resource-based

industries. The number of companies engaged in international trade grew in the 1990s and Oregon exports, particularly high tech exports, increased sharply. Still eight out of ten Oregon companies do not export. With new trade opportunities opening on the Pacific Rim the potential is high for further increases.

✔ **1.4 — More Oregon companies will export higher-valued products.**

Professional Services

With the improvements in modern manufacturing most of a product's value is now added by professionals before and after manufacturing. Therefore, the professional services are increasingly important to the economic competitiveness of a region.

We usually think of exporting products, but when an advertising firm, like Wieden and Kennedy, sells its services to out-of-state clients like Coca Cola and Microsoft, cash flows into Oregon's economy. Therefore, competitive professional services can be not only an important value-adding component of the economy, but also a potential Oregon "export." However, Oregon is currently a net importer (by 14%) of legal, financial, and other high-end professional services. Oregon's economy will be stronger if Oregon companies get more of their high-end professional services (legal, financial, architectural, engineering, etc.) in this state.

✔ **1.5 — Oregon will be a net exporter of high-end professional services by 2010.**

Support Small Business

Oregon is a small-business state. Nine out of ten Oregon businesses and firms have fewer than 20 employees. These private enterprises provide a wide variety of products and services important to the state's economy.

✔ **1.6 — Oregon's policies will support small business by providing adequate infrastructure while holding down the costs of doing business.**

Increase Incomes for Oregonians

If the strategy outlined above is successful, then our standard of living will increase. While quality of life, Oregonians' "second paycheck," is an important factor not to be discounted, incomes are an important indicator of Oregon's standard of living and overall well-being. Therefore, the Progress Board should continue to monitor Oregon's progress toward Oregon's per capita income goals. (See Figure 13.)

References to per capita income and other averages might imply that the distribution of incomes and the concern about the disparity between the "haves" and "have-nots" have been overlooked. While these averages have been chosen as useful indicators that are readily available, the goal is not merely increased prosperity for some but rather better lives for all Oregonians. Therefore, we must continue to strive to reduce poverty and create opportunities for upward social mobility for those who are willing to work hard.

✔ **1.7 — The goal stated in the original *Oregon Shines* to raise per capita income to exceed the national average is reaffirmed.**

HOW WILL WE MONITOR PROGRESS?

Improve Education and Training

Education Benchmarks are the best indicators of success in this area.

The key Benchmarks for Goal 1.1 regarding education and training are:

- #23 — Percentage of eighth grade students who achieve established skill levels in writing, reading and mathematics.
- #26 — Percentage of Oregonians who have completed a baccalaureate degree.
- #30 — Percentage of adults with intermediate literacy skills.

Additional Benchmarks that will be monitored include: high school work experience; AA degrees in professional technical

training; on-the-job training; one year post secondary education; computer usage; and high school diploma or equivalent.

Further Diversify the Economy

Economic Performance Benchmarks are the best indicators of success in this area.

The key Benchmark for Goal 1.2 regarding technology companies is:

- #8 — Industry research and development spending as a percentage of gross state product.

Additional Benchmarks that will be monitored include: venture capital investment; home personal computer telecommunications; air and wastewater contaminant permits; traded sector strength; diversity of employment distribution; international airline service.

The key Benchmark for Goal 1.3 regarding rural diversification is:

- #1 — Percent of Oregonians employed outside the Portland tri-county area and the Willamette Valley.

Add Value and Export

Economic Performance Benchmarks are the best indicators of success in this area.

The key Benchmark for Goal 1.4 regarding exporting goods is:

- #19 — Percentage of manufactured goods sold outside the United States.

An additional Benchmark that will be monitored is foreign language ability.

The key Benchmark for Goal 1.5 regarding exporting professional services is:

- #2 — Percentage of professional services exported (imported) relative to total Oregon industry demand.

Support Small Business

Economic Performance Benchmarks are the best indicators of success in this area.

The key Benchmark for Goal 1.6 regarding small businesses is:

- #3 — Oregon's national rank in new companies.

Additional Benchmarks that will be monitored include: rank in business closings; rank in health care costs; rank in workers compensation costs; rank in business taxes.

Increase Incomes for Oregonians

Economic Performance Benchmarks are the best indicators of success in this area.

The key Benchmark for Goal 1.7 regarding income is:

- #14 — Per capita personal income as a percentage of U.S. per capita income.

Additional Benchmarks that will be monitored include: percentage of Oregonians in middle income range; unemployment rate; net job growth; average annual payroll; family wage jobs.

Chapter 7
Safe, Caring And Engaged Communities

OVERVIEW

In the 1980s, social problems were increasing. The proposed solution was to improve the economy in hopes of relieving some of the financial stress on families and individuals. In spite of the economic turnaround, however, government social service agencies and non-profit organizations have seen an increasing number of more complex cases in the 1990s, and the waiting lists for services have been getting longer. We can now see that changes in American society are placing more stress on families, and that solutions must address root causes through local, targeted projects with shared responsibility for improved outcomes. The two-pronged approach is to 1) minimize preventable social costs and 2) build strong communities that support families and help restore hope.

WHERE ARE WE?

Fading Community And More Stress On Families Are Changing Society

No state has been able to avoid the great social problems that have plagued the United States in recent decades. On indicators like poverty and infant mortality, however, Oregon rates better than the nation as a whole. Families who have lived here for generations, along with those who have recently moved to the state, take pride in Oregon's sense of community and quality of life.

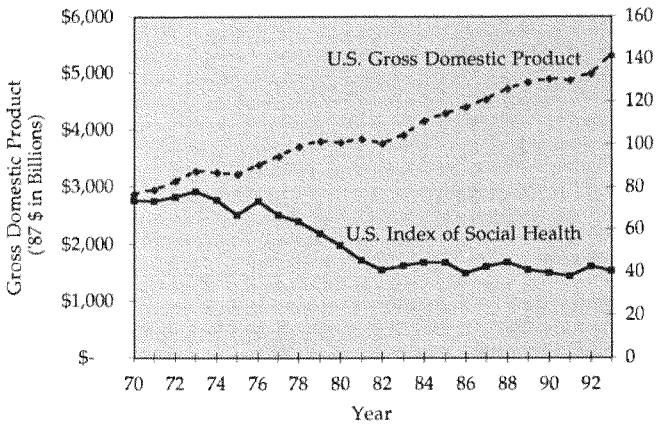
However, some key social indicators, like juvenile crime rates and student drug use, seem to be increasing in Oregon. Others, like teen pregnancy and school failure, remain relatively constant, but their consequences are growing more severe. Prior to World War II, less than one-third of all adults had a high school education but there were many opportunities for hard-working dropouts. Today, most jobs require at least a high school diploma, and a dropout has few employment options.

The lack of improvement on many of Oregon's social indicators and the decline in others are disturbing.

The lack of improvement on many of Oregon's social indicators and the decline in others are disturbing, considering how much the economy has improved in the past decade. Conventional wisdom assumes that, when the economy goes bad, so do social indicators. The inverse should also be true; yet there has been a dramatic improvement in Oregon's economy in the 1990s with little change in most social indicators, like poverty, and some decline in others.

The Institute for Innovation in Social Policy at the Fordham Graduate Center has been studying the relationship between the economy and the "social health" of the United States over several decades. Their Index of Social Health is a composite of the following indicators: infant mortality, child abuse, children in poverty, teen suicide, youth drug abuse, high school drop-outs, adult unemployment, average weekly earnings, health insurance coverage, poverty among those over

Figure 15. Social Health Has Declined Since Mid-1970s Despite Rising GDP



65, out-of-pocket health costs for those over 65, homicides, alcohol-related traffic fatalities, food stamp coverage, access to affordable housing, and the gap between the rich and the poor. The Institute reports that, in the 1960s and early 1970s, increases in the social health of the nation tracked growth in the economy. The pattern, however, changed in the late 1970s. The U.S. Gross Domestic Product rose over the past two decades but the nation's social health fell sharply from 1976 to 1982 and hovered around that lower level during recessions and periods of strong economic growth.

The original concept of the Circle of Prosperity in *Oregon Shines* was based upon the belief that an economic turnaround would "create opportunities for Oregonians, reducing poverty and crime." We now know, however, that even though a higher income can reduce the social service needs of a particular family, an increasing *average* family income does not necessarily reduce a state's social problems. There are many causes of social problems and

While there has been a remarkable turnaround in Oregon's economy overall, there has been little change in poverty rates and many in the vast middle class are finding it harder to make ends meet.

the relationships among these factors are much more complex than depicted in the original concept of the Circle of Prosperity.

And, averages can be misleading. While there has been a remarkable turnaround in Oregon's economy overall, there has been little change in poverty rates and many in the vast middle class are finding it harder to make ends meet. Also, some parts of the state have not participated in the economic recovery and still have high unemployment. In addition, large social forces are placing more stress on families while communities are less able to support them.

Fading Sense of Community

One of the large forces affecting American society is the long-term loss of trust eroding our communities. Harvard University's Robert Putnam has shown that fewer people belong to service clubs and that membership in groups, such as the Red Cross, the League of Women Voters, and the PTA, has steadily declined over the last few decades.

Some observers argue that civic participation is not really in decline, but merely re-emerging in other forms. However, these

The loss of trust and decline in civic engagement have important economic and social consequences.

writers provide very little data to support this contention and there is much in our personal experience to suggest an erosion of community and a loss of trust. As Professor Putnam points out, not only is there less trust in government today, we trust each other less. The proportion of Americans who agree that "most people can be trusted" has declined from 58% in 1960 to only 35% in 1994.

The loss of trust and civic engagement have important economic and social consequences. In his book, *Trust,* Francis Fukuyama argues that the declining sense of community in America affects the economy, because societies based upon trust are better able to form the strategic business alliances so important to today's smaller, more flexible companies. He adds that in societies based upon trust, companies can reach agreements more easily and are less likely to rely upon the courts.

The breakdown of community in America also has obvious implications for society with important differences between small towns and cities. Rural areas have a strong sense of community but fewer opportunities. Metropolitan areas have more opportunities but a fading sense of community.

Rural communities are proud of their strong community values and small town

quality of life. Residents of small towns know their neighbors and feel they can rely upon each other in times of need. However, over the last few decades, economic opportunities in many rural areas have diminished. Many residents find themselves torn between remaining in their communities with fewer opportunities and moving elsewhere to find a better job.

The situation is reversed in metropolitan areas. While the economy is more diversified and there are more job opportunities, the cities are experiencing a rise in social problems, such as juvenile crime, but less community support. Therefore, many feel unsafe, some do not know their neighbors, and fewer feel engaged in civic affairs. As the level of trust declines, people are less inclined to go out of their way to be helpful and are less likely to intervene when a child is getting into trouble.

Several groups are working to rebuild the sense of community in America. For example, the Pew Charitable Trust's "Partnerships for Civic Change" program has identified several smaller American cities working together to address community needs. Eugene Oregon was chosen for its Networking for Youth program, which provides adult mentors and constructive alternatives during the adolescent years. It tries to develop responsible behavior by creating a sense of belonging and meaning at a critical stage of development. Like other projects in Pew's "Smaller American Cities Initiative," Networking for Youth emphasizes hope and opportunities and therefore asserts "youth development must go hand in hand with community development and economic development."

The "healthy communities" movement within America's health care industry has emerged from the recognition that it does little good to make sure all children are immunized if they are shooting each other on the streets.

The "healthy communities" movement within America's health care industry has emerged from the recognition that it does little good to make sure all children are immunized if they are shooting each other on the streets. It acknowledges that the healthy companies creating opportunities are not attracted to communities plagued by social pathology. Therefore, concerns about health, well being, and better conditions of life must go hand in hand with the development of industry and the education of the citizenry.

Sandy, Oregon

In the face of rapid economic and population change, Sandy's main challenge has been the preservation of community identity and quality of life. To ease the adaptation of Mexican and Central American immigrants to life in the United States, community groups, city officials and local business leaders founded "El Camino Nuevo" ("The New Road"), a nonprofit information clearinghouse and support agency for Sandy's Hispanic population. Conceived as a response to rapid growth, "Sandy 2040" is a community-wide visioning process incorporating major updates to the city's comprehensive land-use and development plan. Additionally, to retain a sense of community identity and celebrate Sandy's contribution to the opening of the West, city officials and agencies, nonprofit groups, service clubs, and businesses in 1993 organized the "Wagon Train Celebration," commemorating the 150th anniversary of the Oregon Trail wagon train.

NATIONAL CIVIC LEAGUE, 1995

Several other foundations and groups are also supporting community building projects. For example, the National Civic League has for decades recognized the fine work of communities throughout the nation. In fact, their finalist list in 1995 recognized the efforts of one Oregon community (see box).

More Stress on Families

Large social forces, such as the increase in the number of two-working-parent families, the dramatic increase in single-parent families, and the growing gap between the "haves" and "have-nots" have affected families over the last two decades. Some of the important social changes that have major consequences for families, schools, and social agencies are described below:

Working Mothers

Over the last few decades there has been a substantial movement of women into the workplace. The percentage of mothers with infants working outside the home was small three decades ago. Today, over half do. While some women choose to work for personal enrichment and career development reasons, many work in order to provide needed income for the family.

Dave Allen in the Oregon Employment Department reports that it now takes two average wage jobs to make one average family income in Oregon. Wages have not kept pace with inflation; therefore parents are spending more time at work and away from their children.

Changes in the workplace have not kept pace with changes in the family.

In addition, changes in the workplace have not kept pace with changes in the family. Because few companies provide child care, more families with both parents working must search for affordable and adequate facilities. Most available child care provides supervision, but not the individual attention and stimulation so important to early childhood development. While Congress is beginning to enact family-friendly legislation, like the Family Medical Leave Act, both government and business are still struggling to catch up to the changes in today's working families.

Single-Parent Families

Since the 1950s, America has experienced a dramatic increase in single-parent families. While many single-parent families result from divorce, which has increased sharply since the 1950s, a more recent cause is the rising number of births to unwed mothers. Today, nearly one in three births is to an unwed mother; 20 years ago it was only one out of ten. Among teens, the rate has tripled in the past 20 years, from one in four to nearly three out of four today. Women head 90% of the single-parent families, many receiving little or no help from the fathers. Only 50% of divorced fathers contribute financially to a child's support and many spend little time with their children.

A Message from Teenagers

Not long ago a national organization sponsored a contest in which teenagers were invited to write and produce their own public service announcements for television. The announcements could deal with any deserving subject, such as drug or sex education, AIDS awareness, conflict management, the importance of staying in school, and so forth.

Hundreds of entries were submitted from all over the United States. By a wide margin, the most popular message was devastatingly sad in its simplicity: the adolescents used the public service announcements to remind parents to take time to talk to their teenagers.

FROM *BEYOND THE CLASSROOM*
BY LAURENCE STEINBERG

While there are heartening stories of single mothers who have overcome the odds, the financial difficulties often take a toll on the children of single-parent families. Additionally, some of these children do not receive the emotional and intellectual attention they need to develop fully.

Growing Up In Poverty/The Haves And Have-Nots

There is a relationship between the growing number of teenage mothers who do not marry (described above) and the incidence of poverty. It has been estimated that Americans who finish high school, reach the age of 20 and get married before they have a child have only an 8% chance the child will grow up in poverty. For those who do not reach all three milestones before having their first child, the odds of their children living in poverty rise to 79%.

Despite our economic resurgence, the number of children in poverty in Oregon is at the same level as in 1989, approximately 15%. At the same time, the U.S. average has stayed around 22%. While Oregon's rate remains well below the national average, our collective inability to reduce child poverty should be a matter of great concern to Oregonians.

Less Time With Children

Temple University Professor Laurence Steinberg, in his new book entitled *Beyond the Classroom: Why School Reform Has Failed and What Parents Need to Do,* states that a large percentage of high school students in America today do not take their studies seriously and too few of their parents are concerned about it. He estimated that one-quarter to one-third of all parents do not know how their children are doing in school, do not know who their friends are, and rarely spend time with them. The children of "disengaged parents" often fail to develop self-esteem, and are more likely to engage in alcohol and drug abuse, delinquency and violence, suicide, and sexual behavior at an early age.

Children of "disengaged parents" often fail to develop self-esteem, and are more likely to engage in alcohol and drug abuse, delinquency and violence, suicide, and sexual behavior at an early age.

While there were a few "difficult" students in the typical classroom 30 years ago, Professor Steinberg estimates that more than one-third of the students today have "checked out." Many of these children who have lost interest in school regularly cut class and some will eventually drop out.

Most parents would like to be as involved as possible in the lives of their children, given the increasing demands of modern life and the need for both parents to work outside the home. With the increasing number of single-parent families and the welfare-to-work requirements many parents may find that they have even less time to spend with their children.

Physical and Psychological Abuse

While the causes of abuse are difficult to pinpoint, the effects are not. The *Youth Risk Behavior Survey* said "Students physically abused in the past year were three times as likely to have seriously considered suicide, four times as likely to have been pregnant or gotten someone pregnant, and nearly seven times as likely to have ever used cocaine than were students who were never physically abused."

In 1995, the state Office of Services to Children and Families (SCF) released another task force report that discussed cases where children had been removed from homes because of abuse and neglect. They found substance abuse problems were both an instigator and a barrier to children returning to their homes. The report stated:

> *... drug/alcohol problems were found in 79% of the "prenatal abuse" cases and 73% of the neglect cases. Ninety percent of single mothers and 70% of single*

fathers involved with law enforcement are also involved with drugs or alcohol. Most single mothers with substance abuse problems require a multitude of services outside SCF. They are faced with inadequate housing, inadequate income, criminal involvement, frequent relocation and domestic violence.

There has been a sharp increase in the number of reported cases of child abuse in America over the past three decades with serious long-term consequences for society.

A study in Texas found that more than 70 percent of adult male prisoners had been physically and/or sexually abused as children.

For example, a study in Texas found that more than 70 percent of adult male prisoners had been physically and/or sexually abused as children. More than 90 percent of female offenders had been abused.

The incidence of abuse is not restricted to children. Americans are becoming increasingly aware of the shocking incidence of domestic violence. Some estimates run as high as one in four women being victims of psychological or physical abuse. A largely unseen but serious concern is the abuse of seniors and the disabled. In Oregon, for example, the Senior and Disabled Services Division will investigate 9,000 reports of such abuse this year.

Adult Drug and Alcohol Abuse

Adult drug and alcohol abuse can have startling impacts on both the parents and their children (see accompanying box). Substance-abusing parents often are unable to provide for the child's basic needs. They suffer higher rates of stress such as unemployment, single parenthood, physical abuse, and heavy child care responsibilities that compound the substance abuse problem.

Children who live in abuse and neglect situations often receive inadequate stimulation and affection, which impacts their ability to develop fully.

Family Isolation and Violence

Drug abuse, battering, and child abuse are more likely to occur in isolated families by individuals who seldom interact with their neighbors. In today's society, people are busier and they are more mobile. Mostly for economic reasons, people move more often than in years past and this constant movement has created communities of individuals who are disconnected from one another. The result is a loss of trust and civic engagement, which contributes not only to the isolation characteristic of abuse but also a breakdown of community support for families in need.

Mother Blames Drugs for Abuse

The **Oregonian** *reported on November 1, 1996 the tragic story of a Southeast Portland mother whose crack cocaine addiction "led her to sell the most precious thing a parent has — her children." Ms. Good prostituted her three daughters, all less than 16 at the time, to her drug supplier.*

"The crimes that you have committed profoundly violate the most basic trust in any society," said Judge Michael Marcus, "the trust between mother and child."

"I would just like to say to the public that I am sorry," said the 36 year old mother, "and that I hope this would be a lesson to at least one person to save them from doing drugs." "Don't do drugs...it can lead you to things you have no control over."

Teenage Drug and Alcohol Abuse

After hopeful declines in the late 1980s and early 1990s, the recent increase in drug use among teenagers reported by the state Office of Alcohol and Drug Abuse Programs is alarming. For instance, the percentage of Oregon 11th-graders who said they used marijuana fell from 29% in 1986 to less than 15% in 1990 and

Drug use by children in junior high is also increasing.

1992. However, the numbers have risen again to 22% by 1996. Also, more than two-thirds of 11th-graders drink alcohol.

Drug use by children in junior high is also increasing. Marijuana use by 8th-graders in Oregon rose from 5% in 1990 to 15% in 1996. The most recent Oregon Public School Drug Use Survey report indicated that 8th-graders who use marijuana are four times more likely than those who do not to get Ds and Fs in school; seven times more likely to be arrested; and six times more likely to ride in a car being driven by someone under the influence of drugs or alcohol.

Adult and Elder Care

Oregon's population is relatively old and aging faster than the nation as a whole. The increase in the senior population has created new challenges for the family structure, non-profit organizations, businesses and governmental organizations alike. While many seniors are healthy and active, and look forward to these years as a time of exploration and growth, many others are in need of assisted support services.

With advances in modern medicine people are living longer and a growing number of persons of advanced age and frailty are dependent upon younger family members — a responsibility that typically falls upon female relatives. Known as the "sandwich generation," many caregivers are caught between caring for their children and older parents. The costs of elder care often drains their own financial resources, as well as their parents', paying for hospital visits, nursing homes and support services. Not surprisingly, the financial strain, along with the care giving burden, has created added stress on families.

When elder parents can no longer care for themselves but do not want to live in a nursing home, they may move into the homes of their adult children, reversing the role of caregiver. The so called "boomerang effect" is the opposite of the pattern identified in the 1980s of adult children moving in with their parents because their incomes were too low to support independent living.

The discussion above indicates that care-giving is a life-span issue. The number of non-elderly adults with significant disabilities is also increasing. As a result of these changing demographics, the reduction in the amount of time persons are in formal treatment settings, and the increased use of community-based care, there is a growing demand on families to provide long-term and often intensive support to dependent family members of all ages.

Vision For Oregon: Communities — Oregon will be a place where all families and individuals can live and prosper.

Where Do We Want To Be?

In the 1980s the fading sense of community and increased stress on families affected society throughout the nation. In many ways the pressure on communities and families was greater in Oregon because this state experienced a longer and deeper economic recession. Studies have shown that hard-hit timber towns experienced higher levels of abuse of all kinds during this period. Because the downturn was so severe we were unable to invest sufficient taxpayer dollars in prevention programs at that time. Now, we are paying the price in the form of costly intervention, such as new prisons.

Oregon will need innovative policies and stronger communities if this state is to deal effectively with the increasing stress on families. Indeed, Oregon has a history of innovative approaches to social policy. For example, in the 1980s, under a special Medicaid waiver, Oregon pioneered the development of strategies allowing more of the elderly to continue living in their own homes rather than moving into expensive nursing homes. In 1990, despite a population increase, Oregon was the only state to have fewer citizens in nursing homes than in 1980. As a result, Oregonians have saved several hundred million dollars in long-term care expenses and improved the elderly recipients' quality of life.

Oregon will need innovative policies and stronger communities if this state is to deal effectively with the increasing stress on families.

A healthy, well-functioning community is safe, caring, and engaged. While interrelated, these three issues will be examined separately in the sections below.

Attitudes about Safe Communities

Oregonians want to feel safe in their homes and on their streets. In the 1992 *Values and Beliefs Survey,* police services was one of the most highly rated functions provided by government, but crime was not considered to be one of the most important issues facing Oregon at that time. In 1994, fear soared and the desire for crime reduction took center stage when Oregonians passed three ballot measures increasing punishment to address a perceived increase in crime. As a result, the taxpayers will be spending an additional $1 billion on prison construction and operation over the next five or six years. More of the State General Fund budget is now spent on corrections than higher education. In fact, as the percentage of the General Fund being spent on prisoners has increased in the 1990s, there has been an offsetting decrease in support for college and university students.

Attitudes about Caring Communities

Oregonians want humane care for the aged, infirm and others who are the least capable of caring for themselves. However, as Oregonians work harder to balance their own budgets, they struggle with helping others in need.

There is also growing concern, however, that some social programs have worked in direct opposition to their intent, creating dependencies upon the government that serve as disincentives for personal responsibility and initiative. This perception gave impetus in Oregon to the "Workfare" ballot measure in 1990 and nationally to the 1996 welfare reform bill. Six out of ten Americans now believe the federal government is trying to do too much and many support tax and expenditure limits as a way of reducing government intrusions.

Six out of ten Americans now believe the federal government is trying to do too much.

Oregon's record on reducing its welfare rolls counters this perception. The number of people on welfare has fallen from 43,617 in March 1994, to 31,211 in June 1996. Credit is given to the JOBS program, the Oregon Health Plan, and a stronger economy. The reduction in caseloads should continue to accelerate with the expansion of the Jobs Plus program from six counties to statewide through the Oregon Option waiver from the federal government. While traditional welfare checks lock recipients into 75% of the federal poverty level, those in Jobs Plus who are moving into work with supportive assistance, such as health coverage and child care, should be above the federal poverty level. This drop in caseload does not necessarily mean, however, that former welfare recipients are out of poverty or are self-sufficient.

Attitudes about Engaged Communities

The most highly rated personal value in the Oregon Business Council's *Values and Beliefs Survey* was "participation in family." Respondents said that if they had more time, they would spend it with family. However, the *Values and Beliefs Survey* contained some disturbing findings about civic engagement. "Supporting your community" ranked ninth in importance out of ten personal values. From a list of 20 personal activities "attending public meetings" was 18th.

Only one in three said state government is looking out for the people's best interests.

The percentage of Oregonians who vote is above the national average, but consistent with the national pattern there is relatively little confidence in our elected officials. A 1996 study by Oregon State University Professor Robert Sahr found that only 5% of those surveyed had a great deal of confidence in the Oregon Legislature while 40% had hardly any confidence. In each of the last four years, he found that only one in three said state government is looking out for the people's best interests.

A growing sense of uncertainty and fear underlies the loss of trust throughout the nation during this period of social and economic transformation. Issues are more complex today but the debate is increasingly divisive and single issue-oriented. As a result the number of measures on the ballot has grown and narrow special interests have assumed greater control of the initiative process at the state level.

Fred Miller, Senior Vice President for Public Affairs and Corporate Services at Portland General Electric, and a former state official, reflected upon these issues last year. In a working paper prepared for the Oregon Fiscal Choices Project, Mr. Miller discussed the obligation that comes with living in a democracy to participate constructively in the debate and problem-solving of public issues. He recommended greater civic engagement on focused issues with tangible outcomes.

> *We need to prove to ourselves that constructive participation makes a difference. That's easier to do when we tackle issues at the community level, issues that reflect concrete problems rather than intangible fears.*

Thankfully, Oregon has a critical mass of citizens engaged in community affairs. This state prides itself on its large number of citizen commissions and boards with active members working to improve community support throughout the state.

As an example of the level of citizen involvement, more than 400 business and community leaders attended the Oregon Shines Task Force regional meetings. Hundreds of others participated in the development of the Oregon Transportation Initiative and in the planning for local initiatives to address social service needs. Each county has a Commission on Children and Families and a Local Public Safety Coordinating Council. The Task Force believes that these and other local groups can come together to identify important community concerns and mobilize around effective ways to address basic family needs and create opportunities through economic development and education so there will be better lives for Oregonians in communities throughout the state.

Thankfully, Oregon has a critical mass of citizens engaged in community affairs.

HOW WILL WE GET THERE?

Most indicators of Oregon's social health are better than the national averages. Our communities offer a range of social support to families in need and we take pride in our

above-average levels of civic engagement. Also, the Benchmarks and many related existing state and local initiatives provide an organizing framework for an outcomes-based approach to safe, caring, engaged communities.

As a result, Oregon is poised to be a national leader in addressing social concerns. The Task Force recommends a two-part strategy to strengthen communities and families: 1) minimize preventable social costs and 2) build strong communities that support families and help restore hope.

A Leader In Minimizing Preventable Social Costs

Communities and families have always experienced stress. Unfortunately, over the last three or four decades the stress on families has increased, but fewer community resources are available to support those in need. At the national level, divorce rates have more than doubled, drug prosecutions have tripled, and the reported incidence of spousal and child abuse has skyrocketed. Despite it's above average ranking on many social indicators, Oregon is not immune to these trends.

As economic changes leave more families behind, individuals lose hope and become increasingly isolated. Because community resources to address these growing needs are limited, an emphasis on prevention is even more important. The human, social and financial costs of waiting until situations become critical are simply too high.

Prevention strategies have three components: identification of at-risk persons, early intervention, and outcomes assessment. Oregon state government has many programs already oriented toward prevention. For instance, the Oregon Office of Alcohol and Drug Abuse Programs has a well developed risk and protective factor assessment program.

Two important components that could be added to Oregon's current prevention strategies are encouraging more adult involvement with children, preferably by parents, and development of local, outcome oriented partnerships to address the root causes of social problems.

- ✔ **2.1 — All aspects of society will encourage responsible parenting and adult mentoring of children.**

- ✔ **2.2 — Oregon will be a leader in developing state/local partnerships that address root causes of social problems.**

Prevention strategies are particularly important in three areas: preventing crime, reducing abuse, and promoting wellness and independence. In each area, the proper prevention strategies would provide significant benefits to Oregon. Also, Oregonians care deeply about each of these issues.

Preventing Crime

Research has shown that providing a range of prevention and early intervention strategies is the most cost-effective means of preventing crime. For example, a recent study by the Rand Corporation describes four cost-effective alternatives to building and operating more prisons: 1) early childhood interventions for children at risk, 2) interventions for families with children acting out, 3) school-based interventions, and 4) interventions for troublesome youth early in delinquency.

At the early end of the age continuum, the first two intervention strategies encourage healthy families, so pre-school children learn to respect others and to deal constructively with anger. Early childhood intervention programs, like Healthy Start, which often reach at-risk mothers even before the child is born, have been shown to reduce crime over the long term and the incidence of child abuse in the short term.

University of Oregon Professor Hill Walker's First Steps program is an example of the second category of interventions. The program involves working with the teacher and the child's classmates at school, while helping the parents develop good parenting skills at

home. Programs, like First Steps, have been shown to be cost-effective if initiated before an at-risk child completes the third grade.

The key to successful short-term prevention of criminal behavior (categories 3 and 4) seems to be intervening with at-risk older youth who are in the early stages of acting out. School-based interventions try to prevent children from dropping out. The fourth approach creates healthy communities where young people have constructive outlets for their energy and adults to serve as effective role models and mentors.

Programs are needed that focus on healthy starts and critical values in the first years of a child's life and that intervene when children or adolescents display anti-social behavior. While the first five to seven years are the most important, many things can go wrong later in life. Therefore, resources need to be used for intervention when children run away, join a gang, are out-of-control, or display other anti-social tendencies in adolescence.

✔ **2.3 — Oregon will prevent crime by emphasizing cost-effective prevention programs that avoid future incarceration costs.**

Reducing Abuse

One indicator of an advanced society is how well it protects those who are least able to protect themselves. Abusers are often individuals who have grown up in abusive homes and/or have themselves been victims of abuse. As a result, the problem escalates when one abused person abuses several other vulnerable individuals. This is a serious problem that is tearing the social fabric of the nation because abuse is linked to several other forms of social pathology. Therefore, Oregon must find ways to break the cycle of abuse through better education, targeting of at-risk individuals, and swift intervention.

✔ **2.4 — Oregon will be a leader in reducing abuse and protecting vulnerable individuals.**

Promoting Wellness and Independence

One national study based largely upon 1993-94 data ranked Oregon 22nd on a composite of various health indicators. Oregon was better than the national average on many of the most important indicators, such as healthy birth outcomes. However, hundreds of thousands of Oregonians still do not have affordable access to health care. The Task Force believes that health care costs can be minimized by increasing access to health care so that some avoidable illnesses can be prevented and other costs can be limited by early intervention.

✔ **2.5 — More Oregonians will be healthy and self-sufficient.**

A Leader In Building Strong Communities That Support Families and Help Restore Hope

With more stress today, all families will need support from their communities at some point. Therefore, strong communities are essential to restoring hope to families in need. Recommended overall strategies for building strong communities include learning from successful communities, increasing cost-effectiveness through local control, and improving understanding through research.

Learning from Successful Communities

The National Civic League's "All-American Cities" have several elements in common, which suggest the following strategy for strengthening communities:

- strive for increased awareness of the social changes that have occurred over the past 50 years and attempt to rebuild hope by creating opportunities for success,
- build strong community leadership throughout the state,
- empower communities to identify local needs and mobilize effectively to address them,

- create opportunities through economic development projects that generate jobs and education and training programs that prepare members of the community for work,
- assess progress, celebrate accomplishments, and make adjustments.

Successful projects have leaders who have identified important community needs and have increased the level of awareness of them. Often these are basic needs for food, shelter, and safety. By adopting particular "bite-size" projects, the community is able to demonstrate tangible accomplishments within six months, not only helping those affected to regain control of their lives, but also reinforcing those involved for the success of their collective efforts.

Although there has been a national decline in social trust over the last four decades in America, the level of civic engagement in Oregon is still above the national average. That reservoir of good will and genuine concern should be channeled into constructive processes that strengthen communities throughout the state.

✔ **2.6 — More Oregonians will be actively engaged in strengthening their communities.**

Increasing Cost Effectiveness through Local Control

Churches, social service groups, and other non-profit organizations have always been important to the fabric of the community. Unfortunately, there is a growing gap between the level of services available in the community and the increasing needs of families. The task force believes that at least a portion of that gap can be closed by encouraging innovation at local levels and decentralizing decision making to those who are closest to their clients.

Adopting this approach will shift the work of the public sector. Rather than counting the number of clients served, the focus will be on the actual outcomes achieved. For this outcomes-based approach to be successful all potential partners — federal, state, local, public, business and private non-profit — must be mobilized around achieving the desired result. The Oregon State Department of Human Resources has taken the lead in implementing the switch from counting clients to outcomes and assessment. Several of its agencies have already adopted this approach with promising results.

If the primary focus is shifted from the number of clients served to financial incentives for achieving measurable outcomes and from state agency directives to innovative partnerships at the local level, then the task force believes communities will develop programs and services that are most appropriate to their particular circumstances.

Tillamook County has shown this approach to be effective in reducing teen pregnancy. In a four-year period, the county's teen pregnancy rate dropped from among the highest (25 per thousand) to the lowest (seven per thousand). No single program was responsible for this reduction. Instead many different programs all targeted at the same outcome combined to produce the desired result. But when the community became complacent the rate went up again.

Another example of this approach is the JOBS program, which has helped thousands of Oregonians move from welfare to work. The Jobs Plus program should further expand work opportunities. As this work-attachment approach spreads, it should be possible to limit taxpayer spending on prisons, welfare and other social services so that more can be invested in education and infrastructure as required for achieving the goal of Quality Jobs for All Oregonians.

Improving Understanding Through Research

To make the best use of limited public

funds, State and local agencies should make public policy choices based upon research that develops a better understanding of the tradeoffs among policy alternatives. Such policy research might address, for example, the following questions: What is really causing a Benchmark to move in the wrong direction? Who is responsible for improving performance on a Benchmark? Is the Benchmark for a comparable county or state better, and if so, why? What are the policy alternatives? How much of an impact on the Benchmark could be expected from an emphasis on the various policy alternatives, or a combination of approaches?

HOW WILL WE MONITOR PROGRESS?

Minimize Preventable Social Costs

Public Safety and Social Support Benchmarks are the best indicators of success in this area.

The key Benchmarks for Goal 2.1 regarding responsible parenting and adult mentoring of children are:

- #22 — High school dropout rate.
- #53 — Eighth grade use of alcohol, illicit drugs and cigarettes.

An additional Benchmark that will be monitored is court ordered child support payments to families.

The key Benchmark for Goal 2.2 regarding the development of state/local partnerships that address root causes of social problems is:

- #57 — Percentage of Oregonians with incomes below the federal poverty level.

Additional Benchmarks that will be monitored include: teen pregnancy; affordable housing; homelessness.

Preventing Crime

The key Benchmark for Goal 2.3 regarding crime prevention is:

- #64 — Overall reported crime per 1,000 Oregonians.

Additional Benchmarks that will be monitored include: juvenile arrests; student weapon carrying; paroled offenders with new convictions; cooperative policing agreements.

Reducing Abuse

The key Benchmark for Goal 2.4 regarding prevention of abuse is:

- #54 — Reported rate of child abuse per 1,000 children.

An additional Benchmark that will be monitored is elder abuse.

Promoting Wellness and Independence

The key Benchmark for Goal 2.5 regarding health and self-sufficiency is:

- #58 — Percentage of Oregonians without health insurance.

Additional Benchmarks that will be monitored include: health status; premature mortality; infant mortality; adult smoking; asymptomatic HIV cases; prenatal care; child care availability/affordability; pregnant mothers using alcohol/tobacco; disabled citizens in poverty; disabled citizens that work; immunization; seniors living independently.

Building Strong Communities

Civic Engagement Benchmarks are the best indicators of success in this area.

Learning from Successful Communities

The key Benchmark for Goal 2.6 regarding strengthening communities is:

- #33 — Percentage of Oregonians who volunteer.

Additional Benchmarks that will be monitored include: voter participation; percentage of Oregonians who feel a part of their community; percentage Oregonians who understand tax system; state and local taxes per $1,000 personal income; state & local taxes per capita; arts funding per capita; public library service; county-level emergency preparedness.

Chapter 8
Healthy, Sustainable Surroundings

OVERVIEW

Maintaining the *Oregon Shines* goal of healthy, sustainable surroundings will be a challenge in the years to come. Even though Oregon has been growing at approximately the same rate for the last 50 years, population pressures are causing concern among us that quality of life is threatened. At the same time Oregon's traditional relationship with its natural resource base of providing products, jobs, recreation and natural beauty is changing dramatically. While some policies are in place to address these problems, more must be done to transcend the current collision of interests. A clearer understanding of these conflicts is needed and a cooperative process to work toward consensus solutions must be developed.

WHERE ARE WE?

Population Growth and Environmental Capacity Limitations Are Causing Oregon to Change.

Meeting the *Oregon Shines* goal of maintaining healthy and sustainable surroundings will be a challenge in the years to come. Two primary forces are defining the terrain on which this challenge will be met — population growth and the limited capacity of the natural environment both in producing wealth and absorbing waste. Although neither of these phenomena is new, both continue to mold the future.

Population Growth

Oregon is growing at a consistently high rate. Between 1990 and 1995, the state gained about 270,000 new residents — more than enough people to populate two cities the size of Salem. Natural increase (births minus deaths) has accounted for about 30% of the increase; migration has accounted for the remaining 70%. The state's Office of Economic Analysis indicates that this trend will continue indefinitely with a projected increase of an additional 16% in the next 10 years. This is nearly double the national average.

Of course, certain parts of the state are growing much faster than others. The Portland tri-county area absorbed 121,000 (45%) of the state's growth since 1990. The region is projected to grow by more than 200,000 over the next ten years. Oregon's counties east of the Cascade Range represented 13% of the state total population in 1980 and they are projected to maintain this share through the year 2010.

Regardless of one's sentiments about the overall value of growth, there is little question that it will change the face of Oregon.

Regardless of one's sentiments about the overall value of growth, there is little question that it will change the face of Oregon. While this rapid growth fuels the economy, it also strains the built and natural systems that support communities. Some of the amenities that tend to be at risk in growing communities include mobility, public facilities, open space, and environmental quality.

MOBILITY

Auto travel in the state of Oregon is growing rapidly. Between the years of 1970 and 1990, auto travel in the state nearly doubled. As the analysis in Chapter 4 describes, congestion has gotten much worse in recent years. In 1990, Oregonians spent roughly 15 million hours a year stuck in traffic. Since then metropolitan areas have experienced a 30% increase in the miles of limited-access highways that are congested during peak travel times.

Because drivers are tending to drive more miles every year, future growth, if not managed properly, could cause even larger increases in traffic congestion. Some scenarios show total

vehicle miles traveled increasing twice as fast as population growth in coming years. Such a high rate of increase will overwhelm the already strained Oregon transportation system.

Public Facilities

Increasing populations will tax more than Oregon's roads. Sewers, waste disposal facilities, parks, libraries, schools, and even prisons could also be overburdened. While the state's newest citizens will likely bring valuable resources for expanding these public works, significant lags exist in the time it takes to plan for and build new facilities. In the meantime, the current infrastructure is burdened with populations it was not designed to accommodate and with inadequate funds for repair and expansion. Indeed, many experts assert that Oregon's public infrastructure is already suffering from population growth and age.

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Open Space

For 25 years Oregon's legendary land use management system has reined in some of the effects of population increases, keeping much urban growth within boundaries and protecting farm and forest lands from development. While not without its critics, this system has been a significant factor in protecting valuable farmland and other open space.

With the Willamette Valley expected to add the population equivalent of four cities the size of Eugene by 2010, pressure to alter this system will undoubtedly increase in the future. Indeed, the land-use management system is already undergoing population-induced change. For example:

- In the 1995 Oregon Legislature alone, more than 70 bills were introduced to revamp parts of the land-use laws, from easing farm and forest land protections to dropping public participation rights.
- In 1993, one out of ten new homes in Oregon was built in a farm or forest zone.
- Many developing cities are falling far short of density goals. For instance, despite Bend's plans for an average of six homes per acre of land, single family subdivisions developed between 1985 and 1989 averaged just over two homes per acre. New single-family housing developments in Brookings, Medford and the Portland metropolitan area were also well below planned densities.

At the same time, pressure is mounting in slower-growing parts of the state to make the land use planning law more flexible to encourage growth in those areas.

Environmental Quality

Oregon will grow in the years ahead. Typically, more population means more waste. More dwellings mean more runoff into streams and ponds. More people drive more cars and the power plants that serve their energy needs generate more pollution. If left unchecked, increased air and water pollution could threaten the good environmental record Oregon is so justly proud of. The effects this population growth has on quality of life will depend upon its geographic distribution, the investments that are made in infrastructure, and the extent to which growth is planned for and managed.

Environmental Capacity Limitations

Historically, Oregonians have counted on their natural surroundings to provide them with a beautiful environment to live in as well as a strong economy and good jobs. Oregon is

Oregon is richly endowed with natural amenities that make it an important resource to the nation and world, not just to itself.

richly endowed with natural amenities that make it an important resource to the nation and world, not just to itself. With this endowment comes a responsibility to provide goods that meet a portion of the world's needs — in proportion to Oregon's "gifts" — on a sustainable basis consistent with Oregon's values.

The changes in the state's supply of natural resources over the past decades are legend, as are the changes in public attitudes toward the environment. Long before the development of *Oregon Shines*, the seemingly unlimited supply of natural resources in Oregon began constricting due to a variety of limitations driven by a host of concerns.

These social and physical forces will not change in the near future. Both the reality and the perception of limitation will influence Oregon's economy and the health of its natural environment in the years to come. These limitations are evident in all three of Oregon's major natural resource-based economic sectors — Forestry, Agriculture and Fishing.

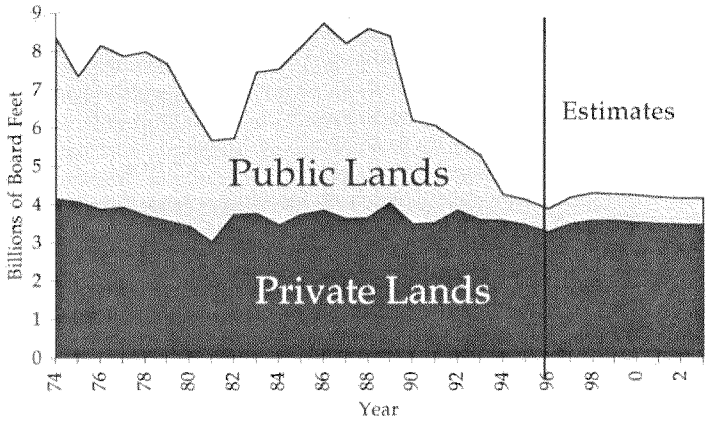
Forestry

Forests are important to Oregonians. They provided the economic basis for Oregon's growth during the first half of the century and fundamentally defined the state's character. They continue to play an economic role, while providing aesthetic and recreational values. Many Oregonians came to Oregon because of the employment, beauty and recreation that its forests provide. Native Americans have long considered inhabitants of the forest to be members of their community. Thus, it is not surprising that declining populations of old-growth and wildlife habitat have engendered the most contentious debates of any public issue that the state has ever confronted.

Forests are important to Oregonians. They provided the economic basis for Oregon's growth during the first half of the century and fundamentally defined the state's character.

These changes in Oregon's forests, together with changing attitudes regarding the intrinsic value of forests, have had a significant influence on Oregon's forest industries. Federal legislation intended to protect ecosystems has drastically reduced the supply of timber available to this industry. In 1995, a total of 4.3 billion board feet (bf) of timber was harvested from all public and private forests in the state — this constituted a 50% reduction from the 1988 harvest level of 8.6 billion bf. (See Figure 16.) Employment levels in the lumber and wood product industries have tracked harvest rates through 1980. Between 1985 and 1995, employment in this sector dropped by 30%. The Oregon Department of Forestry (ODF) estimates that the land base available for commercial forestry has decreased by more than 24% since 1945.

Figure 16. Reduced Timber Harvests from Public Lands in Oregon.



There is no great job "recovery" in sight for Oregon's primary wood products industry. The ODF predicts that current low harvest levels will not increase in the future, and are likely to stabilize at near their current levels. Unless, that is, federal or state legislation directed at salmon habitat protection further limits the harvests.

The long term effects of this reduction in employment are hotly debated. A recent report endorsed by over 60 Northwest economists noted that Oregon's economy has been

remarkably healthy and vibrant over the same decade that declines in the wood products industry were pronounced. They attribute much of the region's economic growth to the ability of its natural beauty to attract new business, and they suggest policies to preserve forests and attract high technology. Others call this analysis highly speculative, and argue that Oregon's rural economic health cannot be fixed with an influx of high tech jobs, but that an on-going policy of supporting forest-related employment is critical.

What seems clear is the fact that the future survival of our forests and the gifts they bring Oregonians will depend upon our ability as a people and as a government to be good stewards of the forest landscape. We must create opportunities to manage forests for multiple benefits including increasing biodiversity, ecological integrity, and future economic returns.

AGRICULTURE

Three limits to environmental capacity affect Oregon's $3.4 billion dollar agricultural industry. These are: 1) limits on the availability of fertile land; 2) limited water supplies; and 3) the limited capacity of aquifers, rivers and streams to absorb residues of agricultural chemicals.

Land

As mentioned above, urban areas have been pushing against agricultural boundaries in the last decade. The limited availability of land on which to develop and the love affair urban dwellers have with "country life" have contributed to a reduction in Oregon's arable land. Since 1987, 4,800 acres of farm land were lost to expanding urban growth boundaries.

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Thousands more acres of farmland are threatened as the 20-year reserves of vacant land within these boundaries (established 15-20 years ago) are depleted. Given that six of Oregon's eight leading agricultural counties are within an hour's drive of fast-growing Portland and Eugene, the trade-off between farm and urban development will only become more acute in the years to come.

Water

The Oregon Department of Agricultural has said water availability is perhaps the biggest issue facing Oregon agriculture. Commodities produced on irrigated land represented 90% of the total value of harvested crops in Oregon. Yet, water available to farmers is not nearly as abundant as one might expect. Only 15% of the state's total supply of water is found in the vast farm lands east of the Cascades. In fact, many of these counties have no water to distribute to new uses of any sort. In the upper Deschutes basin, for instance, water rights have been fully appropriated since 1913. In the Umatilla basin, existing water rights exceed available water from June through October in most years. In the John Day basin, only 4% of annual water discharges flow during the agriculturally critical months of July to September. Given the increasing pressure to protect habitat for aquatic wildlife, and the pivotal role agriculture plays in the state's economy, water availability issues will likely become increasingly high profile in the years to come.

Agricultural Pollution and Water Quality

One of the biggest challenges facing the agricultural community is the control and prevention of agricultural pollution. Common

Agriculture is aware it will have to continue to work on finding and implementing innovative solutions in order to prevent its activities from causing environmental degradation.

examples are nitrogen and phosphorus from animal waste and commercial fertilizer, in addition to erosion sediments. The industry is currently participating in a number of voluntary and regulatory programs designed to improve water quality and watershed health. Agriculture is aware it will have to continue to work on finding and implementing innovative solutions in order to prevent its activities from causing environmental degradation. As water pollution prevention and control regulation shifts its emphasis from industrial point sources to non-point sources, scrutiny of agricultural practices will continue to increase.

Fishing

Fish have played an important role in the development of Oregon as we know it today. With the state's vast network of waterways, this comes as no surprise. Inhabitants of Oregon have caught, eaten, made profits from, and even worshipped the state's fish. When European-Americans settled in Oregon in the 1800s, they assumed the state's stock of fish was inexhaustible. Later, when the need for some sort of management became obvious, it came as hatcheries, which were expected to produce an abundance of salmon. After years of damming rivers, over-harvesting, destroying spawning grounds, and depleting water supply, Oregon is facing a new reality — the extreme depletion of fish stocks.

As an Oregon Business Council report on salmon noted, "The natural productivity of Pacific salmon in the Northwest has declined by about 80%. Several populations have gone extinct, and in Oregon some coastal stocks are 10% or less of their historic abundance. Salmon management is in a crisis, which will rapidly deepen if more of the depleted salmon stocks are listed under the federal Endangered Species List." This depletion not only reflects natural limits to fishing, but also limits to the state's water supply.

The steady depletion of salmon stock has given rise to a good deal of public legislation and debate — from the Scenic Waterways Act to the Northwest Power Planning Act to attempts to limit fishing, increase stream flows, and control farming practices around sensitive spawning grounds. Despite this legislation, no end is in sight. Salmon populations keep dropping. The current approach to salmon recovery is not without its critics. Some scientists contend adverse ocean conditions are the major contributor to the drastic decline in some salmon runs.

The challenge in the years ahead will be to overcome the animosity created by years of public efforts to harvest, manage, and save salmon.

The challenge in the years ahead will be to overcome the animosity created by years of public efforts to harvest, manage, and save salmon. Oregonians must keep working to solve this problem and move beyond an adversarial atmosphere of decision making. Policies and programs on salmon management must be based on a common commitment to responsible stewardship. The Oregon Business Council has begun this process by calling for a new and innovative approach to solving salmon issues. They recognize the need to balance the demands of the natural and the industrial economies.

Global Concerns

For the first time in history, human activity is causing global atmospheric conditions to change. Recent studies revealed that in the summer of 1996 the earth's protective ozone layer sustained a hole, greater in size than

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North America, for the longest amount of time on record. Similarly, awareness of the potential for global climate change, associated primarily with carbon dioxide (CO_2) emissions, is making

headlines worldwide. As global concern regarding these issues mounts, so do the possible repercussions for Oregon.

For instance, regulatory controls over CO_2 emissions to meet global reduction targets are a distinct possibility. As such, Oregon businesses (particularly those in the energy industry) would be well advised to plan around the assumption that these emissions will be controlled in the future. Indeed, Oregon just broke new ground in the U.S. by requiring those who wish to build new power facilities to meet certain CO_2 emission standards.

Vision For Oregon: Surroundings — Oregon will balance the demands of a vital economy with demands inherent to healthy ecosystems.

WHERE DO WE WANT TO BE?

Oregonians care about having healthy, sustainable surroundings. When asked "What do you personally value about living in Oregon?" in the Oregon Business Council's *Values and Beliefs Survey*, the most common response by far was "natural beauty and recreation." Market research indicates Oregonians are more likely than most Americans to enjoy outdoor activities, reflecting the priority they place on recreation and protecting the environment.

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Even though the environment Benchmarks described in Chapter 4 suggest Oregon has generally done a good job protecting the natural environment, many Oregonians are still concerned. For example, approximately six out of ten respondents to the recent Portland General Electric poll (described earlier) said they were worried about "preservation of open spaces" and about "salmon preservation." Two-thirds of those in the Portland metropolitan area were worried about air quality. The *Statesman Journal* newspaper's recent series, "Paradise Lost? Searching for Tom McCall's Oregon," describes a deteriorating physical environment, weakened environmental protections and a concerned and critical citizenry.

The top five concerns Oregonians described in the 1993 Oregon Business Council survey were related to the effects of growth.

Recent polls also suggest Oregonians are particularly concerned about the effects of population growth. The top five concerns Oregonians described in the 1993 Oregon Business Council survey were related to the effects of growth. Similarly, the PGE survey found 45% of its respondents thought growth had not been good for the state. And almost 90% of all respondents in the Portland area indicated they were worried about traffic congestion. Half said the transportation system was inadequate now, and two-thirds believed it would be inadequate in five years.

Participants in the Governor's Oregon Shines Task Force regional meetings also placed a high value on maintaining the high quality of our surroundings. The majority recommended establishing a separate goal for the updated *Oregon Shines* focusing exclusively on this area.

Over the years, Oregonians have supported mass transit as an option for fighting congestion and improving air quality. Similarly, the majority of Oregonians support the concept of higher density development. What is less clear, today, is what Oregonians are willing to do to achieve the kind of surroundings they care about.

For instance, while concerns about congestion are very high, the vast majority of Oregonians (83%) still use their personal vehicles to commute to work. Similarly, a

recent transportation improvement initiative that would have funded a new light rail line in the Portland metro area was voted down in a statewide vote, despite majority approval in the affected area.

Oregonians are also very concerned about salmon, but also rejected a measure in the same election that would have required ranchers and farmers to restrict cattle from degraded streams in order to improve water quality.

In both instances, opponents argued strongly that these initiatives were bad public policy and unnecessarily costly. But the question remains, where do Oregonians want to be?

HOW WILL WE GET THERE?

Oregon is in the midst of an unresolved debate on how to maintain its surroundings so they remain healthy and can be sustained into the future. Recommendations in this area are directed at helping to delineate those choices and setting up better systems for avoiding and resolving conflicts.

Oregon cannot effectively reduce population growth without harming the state's economy in a way that would also negatively affect Oregonians. Many believe former

Oregonians have choices about the way Oregon grows.

Governor Tom McCall's admonition to potential visitors to Oregon, "Come visit, but please don't stay," made the state even more attractive. Oregon can attempt to redistribute and guide growth using existing frameworks, but they need to be strengthened and supported.

✔ **3.1 — Oregon will support thoughtful growth management strategies that make sense to Oregonians.**

Oregonians have choices about the way Oregon grows. In urban/suburban areas, new development can either be spread-out, auto-dependent, and single-use oriented or it can be compact, with mixed-use development patterns, that reuses existing resources and supports pedestrian, bicycle and public transit travel.

The benefits of compact development seem obvious. It means less expensive public service costs for new households; cleaner air (based on fewer commutes) and water; less time spent in commuting, more time spent in one's own community; and less pressure to convert productive agricultural lands to accommodate growth needs.

The public sector can take two fundamental steps to promote thoughtful, well-planned and affordable growth.

- It can encourage and provide for cooperative networks of public and private representatives to plan for and promote community livability.
- It can provide incentives to the private sector and individuals to encourage higher-density growth.

Momentum has already developed for building cooperative networks at the state level. The Transportation Planning Rule, developed jointly by the Transportation Commission and the Land Conservation and Development Commission, encourages communities to link land use and transportation in their planning efforts. The joint Transportation and Growth Management Program (Oregon Department of Transportation and Department of Land Conservation and Development) makes grants and technical assistance available to local government to bring land use planning and transportation planning together in their communities. Each month, the Governor's "Community Solutions Team," consisting of directors of the state departments of transportation, economic development, land conservation and development, environmental quality and housing, meet to coordinate their approaches to growth management.

A number of regional level governments are also working to connect growth issues. Portland Metro has involved the whole Portland metropolitan region in developing its

"Region 2040" study, which lays out a vision for how the region will grow over the next fifty years. Eugene, Springfield and Lane County have coordinated their planning efforts for decades. And, counties throughout the state are working to coordinate the planning efforts of individual communities.

The state has also made headway in providing incentives for high-density growth. Since 1992, for instance, local governments have been required to change their plans to, among other things, call for a 10% reduction in vehicle miles traveled and parking to comply with state mandates to guide growth around transit. In Portland, strict limits have been placed on the amount of commuter parking that can be built. Downtown office building have tight parking maximums, but no minimums. The closer a building is to light rail or the transit mall, the less parking it is allowed to build.

The private sector can also play an important role in ensuring that Oregon grows in a healthy, sustainable manner.

The private sector can also play an important role in ensuring that Oregon grows in a healthy, sustainable manner. One major area is in siting decisions. Instead of siting new facilities on rural land, or "greenfields", they could develop on "brownfields". Brownfields are abandoned, idled, or under-used industrial and commercial facilities. Development of these sites can not only be economical for a business, but the housing and transportation patterns of the site's employees will be oriented towards the city centers where these sites tend to be. Although expansion or redevelopment on these sites can be complicated by real or perceived environmental contamination, there are efforts underway by the U.S. Environmental Protection Agency (EPA) to eliminate these obstacles.

The EPA is currently supporting, with grants and information, the development of over 75 brownfield pilot projects throughout the US. In St. Louis, for example, EPA is supporting a pilot project that will develop a sustainable secondary materials manufacturing district on a former Alcoa Aluminum site located in a predominantly minority area.

When businesses do develop on new ground, they can dampen the negative growth effects by working with local government to support dense development near their new site. A new silicon chip fabrication plant being built in Hillsboro provides a good example of how this might be done. The $2.2 billion Intel plant is to be sited just north of a new light rail station. The regional transit authority, the City of Hillsboro and development firm are working together to develop the land between the new site and the station. Their vision is to create a community with a pedestrian oriented spine between Intel and the station, lined by parks, high density residential areas, and neighborhood commercial areas.

In less populous areas that are not facing growth pressures, sensible growth can be encouraged, as well. In economically-depressed areas of the state that wish to encourage additional growth, land use laws should provide additional flexibility. This concern was very strongly stated to members of the Task Force during their meetings in eastern Oregon.

State government can also use its resources to encourage development in these areas whenever possible. The Task Force observes that the Economic Development Department, for instance, directs development toward communities that have expressed a desire for new economic development opportunities whenever possible.

✔ **3.2 — Oregon will have a progressive system for settling resource management issues with facilitated dialogue being the preferred method for arbitrating natural resource disputes.**

Both the reality and the perception of limitation can be expected to influence

Oregon's economy and the health of its natural environment in the years to come. What can improve, however, is the way Oregon's citizens address the problems inherent to limitation.

In the environmental area, the strongest conclusion emerging from the Task Force regional meetings was a recognition of the need for communication and collaboration — collaboration among communities; collaboration throughout regions; collaboration between communities and state government; collaboration among state agencies, local governments, neighborhoods and individuals.

Oregon offers an ideal environment for solving the conflicts that tend to accompany resource scarcity.

The good news is that Oregon offers an ideal environment for solving the conflicts that tend to accompany resource scarcity. There is, among all interests, a common appreciation for the state's physical beauty, its rural towns, and for rural economic health. Furthermore, Oregon has a history of, and takes pride in, meeting difficult problems with creative solutions (such as the Oregon Health Plan). Finally, the state houses a number of encouraging examples of business, government and non-profits coming together to solve problems effectively.

State and local governments, working with private business, should facilitate a new vision of the role the natural resource sector will play in the next century. This clear vision has been lacking on many of the natural resource decisions made in the past. An excellent model is the Oregon Business Council's vision for salmon, which states "we must shift the way we think about (natural resource) management and restoration," and recognize "the natural and industrial economies should be viewed as two anchors or parts of the foundation supporting our modern economy."

The public sector can also expand efforts at integrated and adaptive resource management at all levels. Integrated management, means managing on an ecosystem level that coordinates the involvement of all relevant state and federal agencies. It also includes the active support and participation of local governments and the human communities affected by natural resource decisions. Adaptive management recognizes that mistakes will be made when managing complex ecosystems and creates systems for learning from those mistakes. A current example of how these two concepts work is in the Applegate Adaptive Management Area (AMA).

State and local governments, working with private business, should facilitate a new vision of the role the natural resource sector will play in the next century.

Located in the Applegate Watershed (a Rogue River sub-basin) in southwestern Oregon and northern California, the Applegate AMA's goal is "to develop and test variations on established management practices including partial cutting, prescribed burning, and low-impact approaches to forest harvest (e.g., aerial systems) so as to provide for a broad range of forest values, including late-successional forest and high quality riparian habitat." The watershed is guided by the "Applegate Partnership", which includes representatives of each of the Federal offices involved, states, and representatives from environmental groups, industry, farming, ranching, colleges, and local residents. So far, members of this group have produced a community needs assessment, an aquatic resources inventory, and a forest health assessment. Plans are in the making for an economic and institutional barriers analysis in collaboration with Southern Oregon State College.

With the cooperation of government, business interests can proactively respond to natural resource limitations by voluntarily taking actions preventing resource depletion

and pollution. Farm communities in Oregon recently took this approach in responding to growing criticism about pesticide runoff. They proposed and passed, among themselves, a program for pollution control. According to the Salem Statesman Journal newspaper the voluntary program will go into effect in 1998. It calls for farmers to better control soil erosion, install riparian buffers, and be cautious about using pesticides and choosing grazing sites.

Businesses can also adjust their production plans to accommodate future resource limitations. Examples include paper companies who have changed their output to include a much greater use of recycled stock and forest product companies who make more efficient use of existing lumber stock. In some rural communities populated by small businesses, proprietors have joined together to develop "flexible manufacturing networks." These are groups of firms banding together to carry out some new activity individual members would find difficult to pursue alone.

✔ **3.3 — State government will support rural communities in efforts to solve natural resource dilemmas at the local level.**

As with the population growth discussed earlier, rural communities need help in resolving natural resource issues affecting their communities. Many of the natural resource issues, however, relate to federal restrictions. The state should utilize the special relationship it has with the federal government through the "Oregon Option" wherever possible to lessen federal restrictions in return for favorable outcomes.

HOW WILL WE MONITOR PROGRESS?

Population Growth

Community Development Benchmarks are the best indicators of success in this area.

The key Benchmarks for Goal 3.1 regarding growth management are:

- #70 — Percentage of miles of limited-access highways in Oregon urban areas that are congested during peak hours.
- #85 — Percentage of agricultural land in 1970 still preserved for agricultural use.
- #86 — Percentage of forest land in 1970 still preserved for forest use.
- #81 — Percentage of wetlands in 1990 still preserved as wetlands.

Additional Benchmarks that will be monitored include: parks per capita; drinking water; single-occupancy vehicle commuting; public management quality rating; general obligation bond rating; sewage disposal; vehicle miles traveled; home ownership.

Environmental Capacity Limitations

Environment Benchmarks are the best indicators of success in this area.

The key Benchmarks for Goal 3.2 regarding growth management are:

- #79 — Percentage of Oregonians living where the air meets government standards.
- #89 — Percentage of wild salmon and steelhead populations in key sub-basins that are at target levels.

Additional Benchmarks that will be monitored include: hazardous waste; stream quality; instream flow; native fish and wildlife; native plant species; carbon dioxide emissions; groundwater; solid waste.

Chapter 9
Support Initiatives

The Oregon Shines Task Force recommends several initiatives to support Oregon's effort to strengthen the circle of prosperity described in Chapter 3. The first three initiatives — Institutional Partnerships, Public Facilities and Services, and Cost of Doing Business — were identified by the original drafters of *Oregon Shines* and reaffirmed by the 1996 Task Force. Two others — Focus on Prevention, and Government Accountability — are newly added. It should be the special responsibility of the Oregon Progress Board to encourage implementation of these initiatives.

SUPPORT INITIATIVE 1: BUILD INSTITUTIONAL PARTNERSHIPS

There is no longer any question whether advanced economies derive a competitive economic advantage from their institutional partnerships. Where business, labor, government, and education work cooperatively to achieve shared goals, productive energies are magnified and fewer opportunities are squandered. The result is greater economic competitiveness.

To compete globally, Oregonians must work together. Cooperation must be real and it must produce results. Important partnerships are evolving in Oregon today; however, they are not yet developed to the degree needed to achieve Oregon's strategic agenda. Generating more high wage jobs, for example, requires unprecedented cooperation among the state's schools, business, labor, and economic development institutions. Creating safe, caring and engaged communities requires cooperation among police, schools, social service providers, churches, and other non-profit organizations. Finally, ensuring protection of Oregon's natural environment requires partnerships among environmental groups, natural resource industries, growth management agencies, and private and public landowners.

To build a prosperous economic future, a culture of cooperation is needed.

To build a prosperous economic future, a culture of cooperation is needed. The partnerships that will make Oregon work for everyone must link up the state's basic institutions: public sector, private sector, non-profit organizations (advocacy groups, citizen organizations charities and civic organizations).

In order to make these partnerships more effective:

✔ **4.1 — State government will encourage and foster an outcome-based system with local governments and community groups that encourages innovation.**

The Oregon Option, described in Chapter 4, rewards Oregon for achieving results that outperform the national average. A similar arrangement could be developed with cities and counties to reward those that out-perform the state average on results-oriented programs that contribute to achieving the Benchmarks. Expanding the Oregon Option model will be critical to maintaining an effective level of local control in the post-Measure 47 fiscal environment.

✔ **4.2 — State government will reorganize the current patchwork of regional structures for delivering services and administering programs at the local level.**

Institutional partnerships cannot work without some basis for cooperation. Today, Oregon has many different regional structures for administering the many different state-level programs. The Task Force applauds the Regional Strategies Board and the Workforce Quality Councils for attempting to make their different regional structures more compatible, but more work is needed.

SUPPORT INITIATIVE 2: INVEST IN PUBLIC FACILITIES AND SERVICES

Public infrastructure includes many different assets — roads, sewers, waste disposal facilities, water systems, ports and airports, parks, buildings, schools and in some cases electric services. There are growing indications that the state and local government infrastructure is deteriorating, and that state and local government may not be making the investments needed to maintain and expand public facilities. In Oregon's rapidly-growing communities, tax revenues and fees collected may not be sufficient to finance the infrastructure and public services required by growth. At the same time, public investment has shifted toward prison construction and operation, and away from higher education. While lower taxes have undoubtedly helped Oregon's economy, many believe underinvestment in education and other infrastructure is a serious problem. Examples of this decline are described in Chapter 5 of this report.

The quality of Oregon's public facilities and services has an impact on job growth, the health of communities and the natural environment.

The quality of Oregon's public facilities and services has an impact on job growth, the health of communities and the natural environment. At the most basic level, when a business starts a new facility or expands an existing one, it needs access to skilled workers, roads, water, sewage, and other utility services. Healthy communities require quality schools, well-maintained and uncongested roads, and reliable emergency services. A quality natural environment requires appropriate sewers and waste disposal facilities, parks and open space, and effective growth management planning.

In order to assure an adequate infrastructure to meet future needs:

✔ **4.3 — Oregon will develop a comprehensive strategy for providing needed public services and building and maintaining infrastructure.**

Oregon has not developed a comprehensive strategy for ensuring that an adequate infrastructure is maintained, including a process for setting priorities among critical needs, and developing a tax and user fee structure that will smoothly finance needed improvements. The Oregon Transportation Initiative, when complete, will go a long way toward identifying those needs for the state's major infrastructure problem — highways — but there are others. The first part of this strategy should be development of a good database describing the different aspects of infrastructure needs, and current and future funding projections.

SUPPORT INITIATIVE 3: CONTAIN COSTS OF BUSINESS

Oregon's businesses compete in a national and international economy. State programs and policies can substantially affect the competitiveness of industries. Oregon has cut business costs significantly in a number of areas including: workers' compensation rates, unemployment insurance and energy rates. These are discussed in detail in Chapter 5 of this report.

In order to continue containing the costs of doing business:

✔ **4.4 — State and local governments will continue to reduce the cost of doing business in Oregon by streamlining regulations and consolidating reporting requirements, wherever possible.**

SUPPORT INITIATIVE 4: FOCUS ON PREVENTION

Many social costs can be reduced significantly by focusing on prevention. However, when reduced tax revenue forces Oregon's

leaders to cut budgets, the focus is often on the short-term remediation of existing problems. Oregon's leaders must prioritize the use of limited resources to areas with the biggest payoff (even if the payoff is in the distant future).

Prevention begins at the earliest stages of life. For example, the Institute of Medicine and the American Academy of Pediatrics both estimate that each dollar spent on prenatal care saves from two to ten dollars in high-technology care for low-birthweight babies. Children from high-risk families must receive preventive attention early to avoid future costs,

As population increases and public resources decline, more efficient use must be made of Oregon's fiscal resources.

such as criminal activity and teenage pregnancy. Oregon will spend an additional $1 billion on prisons over the next five years. Yet many of the crimes that cause young people to go to prison are preventable through additional investment in intervention strategies with at-risk youth. Preventing teenage pregnancies could save state and local government millions.

✔ **4.5 — The state will identify the primary risk factors associated with criminal activity, abuse and neglect, preventable health care needs, and long-term public assistance, and will target resources toward reducing or eliminating those factors.**

As population increases and public resources decline, more efficient use must be made of Oregon's fiscal resources. This requires effective long-term thinking, prioritization and a significant reduction in preventable social costs.

SUPPORT INITIATIVE 5: IMPROVE GOVERNMENT ACCOUNTABILITY

For a democracy to function well, government must engage its citizens. This is especially true in a state like Oregon where citizens have retained a large share of decision-making power through the initiative and referendum. Low voter turnout, tax limitation measures, and declining trust and confidence ratings show that too many people are drifting away from involvement in government affairs. Rather than feeling ownership, in the sense of "all of us acting together," many have moved toward an attitude of "us versus them."

Much energy has focused recently on "reinventing" government to increase its focus on outcomes and treating citizens as "customers" whose continuing support is vital to the organization's survival. Despite many examples of Oregon's pace-setting efforts in this direction — which have earned Oregon a national reputation for innovation — many citizens have yet to get the message.

People have a hard time with change, and government staff at all levels are no exception. Effective, system-wide change must originate largely from deep inside the system itself.

People have a hard time with change, and government staff at all levels are no exception. Effective, system-wide change must originate largely from deep inside the system itself, starting with the people who know and live the details. Government agencies must not only continue down this new path, they must accelerate the pace of reinvention. Top-level managers must stimulate the desire for change within agency staff. In addition, they must find effective ways of communicating results, both good and bad, to a citizenry whose healthy skepticism toward government is, in some

cases, turning into unhealthy cynicism.

Below are offered several suggestions for how to do this and how to improve communication with citizens. Some of these techniques are already being used in some agencies. These efforts should be applauded and looked to as examples for others.

✔ 4.6 — Oregon's citizens will give government high ratings for trust and accountability.

Strategic Planning in Government

Oregon Shines contains the basis for a state government strategic planning process, including a coherent vision for the state and many measurable outcomes. But for strategic planning to be effective, it must be embraced throughout the system. A planning process would begin with each agency beginning its biennial planning with a review of the adopted statewide vision, applicable goals and

Governmental budgeting systems should be implemented that allow for program budgeting.

Benchmarks. Specific agency strategies, goals and indicators and spending priorities would be developed which are consistent with the statewide goals and Benchmarks. These goals and indicators would be brought to the foreground, coordinated among agencies and used when communicating with staff, other agencies, the public, agency clients and suppliers.

Outcome-Based Program Budgeting

Typical government line-item budgets receive much criticism for concealing more than they reveal. Governmental budgeting systems should be implemented that allow for program budgeting — i.e. segregating the revenues, costs and outcomes associated with a particular activity for budgeting and reporting purposes. Program budgeting enhances managers' ability to control their operations, and provides greater accountability to policy makers.

Performance Auditing

Performance audits (or reviews) go beyond the traditional financial audits to look not only at whether agencies employed their budgeted funds according to law, but also at whether their activities were efficient and effective. The Secretary of State's audit division should expand its use of this technique, and begin examining agencies' performance based on outcomes achieved and eventually progress toward the goals described in Oregon's strategic plan.

Stewardship Accounting

Oregon Shines talks about investing in public facilities, infrastructure, human resources and many other "assets" that will ensure continued prosperity for Oregon. Governments are required by law to budget their cash flow to avoid incurring deficits. In the private sector, much greater attention is paid to "accrual" accounting, which takes into consideration the changes in assets during a period.

The federal government is attempting to develop the similar concept of "stewardship" accounting, requiring governments to report results in terms of the net improvement (or depreciation) of the assets which form our public legacy. For example, a budget-driven decision to close some state parks may "save" money in the General Fund, but the resulting deterioration in the public value of the park system may be shown, through stewardship accounting, to cost far more than those savings. This is yet another example of how a focus on outcomes can completely change the context of decision-making.

Chapter 10
The New Oregon Benchmarks

MODIFYING THE BENCHMARKS

After a thorough review of the benchmarking system and the Oregon Benchmarks, the Governor's Oregon Shines Task Force made eight recommendations to the Oregon Progress Board regarding changes to the benchmarking system. Seven all-day hearings were held to hear from interested parties regarding the effectiveness of the Benchmarks. A special data analysts' working group, chaired by Senator Neil Bryant, provided technical recommendations on improving the integrity of the data used in benchmarking. All of these changes were accepted by the Progress Board and have been incorporated into the revised Oregon Benchmarks list.

The Benchmarks are an excellent tool for encouraging collaboration among different interests, engendering long term thinking and developing results oriented management systems. These changes in the Benchmarking system reflect an understanding that the current system is maturing, but is far from perfect.

Number of Benchmarks

Benchmark supporters and critics alike agree: Oregon has too many Benchmarks. Benchmarks have been too hard to track and priority setting has been difficult.

The Progress Board has adopted the Benchmark acceptance criteria developed by the data analysts' working group. To the extent possible Benchmarks will emphasize results, be measurable, be malleable enough to allow change, be understandable, and be comparable to some outside standard.

The Progress Board has established two additional lists of indicators of progress. First, a Benchmark developmental list has been created for outcome measures that should be tracked but currently lack either data or targets. Developmental Benchmarks will be kept for two years with the expectation that either the problem will resolved or the Benchmark will be dropped.

Second, a supplemental list of indicators will be published separately by the Progress Board. These will be indicators that, in some way, provide more detail for the data found in the Oregon Benchmarks list. A supplemental indicator will be: a Benchmark broken down by age, race or geography; an indicator measuring a different aspect of a Benchmark (for example test score reports from a different grade level); or an interim measure indicating progress toward a Benchmark.

✔ **5.1 — The number of Benchmarks is reduced from the current 259 to approximately 100.**

Relationships Between Benchmarks

Currently, the system does not differentiate ways Benchmarks relate to each other. For instance, teen pregnancy and child poverty are closely linked. The Task Force recommends a tiered approach identifying Benchmarks of overarching importance above another set of Benchmarks that provide "core information" on the highest level of Benchmarks.

The Progress Board will work toward a system that shows how Benchmarks are related. As a first step the Progress Board has identified lead Benchmarks that are attached to each of the *Oregon Shines* recommendations. Some of these will be chosen for special focus over the next two years. Part of that focus will include examining Benchmark "hydraulics" that will detail causes and effects between those Benchmarks and other important outcomes. The supplemental list described above will also show these relationships.

✔ **5.2 — The Progress Board will develop a system that shows how Benchmarks are related. (Two issue areas will be completed by 1999.)**

Benchmark Measurability

The Oregon Benchmarks system has matured enough that all of the Benchmarks should have data that is reliable, economical, and regularly available. The Benchmark developmental list will temporarily house Benchmark candidates that do not meet this criteria.

✔ **5.3 — The Progress Board will only adopt Benchmarks that can, and will, be measured.**

Realistic Targets

Benchmark targets have not always been set consistently. While the broad criterion "aggressive but realistic" was applied, no procedure was in place to assure that this happens. In the past the costs of reaching some Benchmark targets were so high, they far outweighed the benefits. (The target for healthy birthweight babies, for example.) In other instances, targets conflicted with others (maintaining open space in Portland metro and maintaining urban growth boundaries). Benchmark targets must be set empirically and reflect our best knowledge of the factors and processes that will influence achieving the desired condition.

The Progress Board has adopted a methodology for setting targets based on historical trends as a starting point for the process. In cases where Benchmarks have been trending positively, trends were carried forward. When the Board determined that Oregon needed to be more aggressive about achieving a future target, the trend was doubled to establish a higher target.

In some cases, data show that Oregon has been moving backwards, away from the established target since 1990. For these Benchmarks, the Board adopted the target of returning to the best previous level by 2000. Some of those Benchmarks were also targeted for an additional 20% improvement by 2010.

When available, national or regional norms were consulted for comparison. Oregon's position relative to the norm helped determine the amount of progress that is possible (more progress is possible when Oregon is well below a norm and less if Oregon is already near the top) and helped temper some of the targets. In most cases policy experts were then consulted to assure that the targets are aggressive, but realistic.

The specific method used for setting targets is described in the endnotes following the Benchmark listing.

✔ **5.4 — The Progress Board will adopt Benchmark targets that are statements of realistic outcomes that can be achieved through government, social institutions, business and citizens acting over a given period of time.**

Locally Available Data

Increasingly the responsibility for developing responses to complex economic and social issues is being decentralized. Planning that was once the province of the federal government is moving to the states, and the states, in turn, are placing the responsibility on local governments and planning agencies. This transfer of responsibility pressures local planning organizations to raise their programmatic and planning skills. A key factor in enabling the transfer of responsibility and capacity has been largely neglected — the effective transfer of knowledge, information and data necessary to plan, analyze, and evaluate alternate strategies.

✔ **5.5 — The Progress Board will develop accurate, understandable and timely local data for all Benchmarks by 2002 in consultation with local data users.**

Leadership Responsibility

In 1993, SB 1130 was passed requiring agencies to link performance measures to Benchmarks. In its 1995 national rating of state government performance oriented management, *Financial World* noted that

Oregon had not done a good job of implementing the Benchmarks. While some agencies like the Oregon State Police and some human resource agencies use Benchmarks effectively, many others are not. In other instances, Benchmark and other indicator projects are conducted with poor coordination or collaboration.

The Legislature should encourage state agencies to take the lead on priority Benchmarks and work in collaboration with local government, businesses and nonprofit organizations to achieve them. A renewed push for performance measures at all state agencies would be appropriate. Additionally, the Governor and the Legislature should communicate their expectations for clear policy links between performance measures and the Oregon Benchmarks. Agencies should link Benchmarks expenditures wherever possible.

✔ **5.6 — The Oregon Legislature should encourage state agencies to play a leadership role in achieving the Benchmarks.**

Strategies for Achieving Benchmarks

Identifying the Benchmark and target is only half the battle. Strategies are needed to achieve those targets. The Progress Board, in consultation with other involved parties, will pick a few key Benchmarks (no more than ten) for priority attention in this regard.

✔ **5.7 — The Progress Board will facilitate the development of strategies that impact the Benchmarks. (Within two years strategies will be developed for five key Benchmark targets.)**

Presenting Benchmarks

The graphical approach would be especially appropriate with a tiered system of Benchmarks. Reporting would not need to address all Benchmarks together, but could follow the categories used for this review effort (Healthy Environment, Public Safety, etc.). Separate booklets could focus on each topic group, allowing more focus and efficiency. Geographical Information System (GIS) technology could be used for analysis and display of Benchmark data. GIS provides a powerful tool to sort, store and map vast quantities of data, especially at the sub-state level.

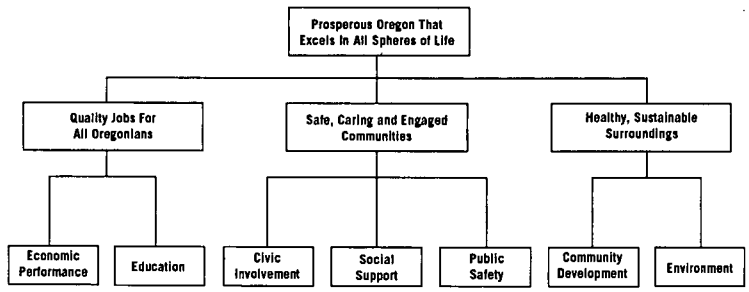
This recommendation will be implemented over time. Progress Board staff will work with state agencies and others to develop graphical formats for presenting Benchmark data in preparation for the Board's report to the 1999 legislature, the next major Benchmark report.

✔ **5.8 — The reporting format of the Benchmarks will be overhauled, and a graphical format used in place of the existing tabular format in time for the 1999 Progress Board report to the Legislature.**

THE OREGON BENCHMARKS

The following pages show the new Benchmarks arranged by topic area. Figure 17 illustrates the hierarchical relationships among the three goals and seven Benchmark categories.

Figure 17
Benchmarks and Oregon Shines Goals



OREGON BENCHMARKS

ECONOMIC PERFORMANCE

	1980	1990	1991	1992	1993	1994	1995	1996	2000	2010
BUSINESS VITALITY										
1. Percentage of Oregonians employed outside the Willamette Valley and the Portland tri-county area	26%	26%	26%	26%	26%	25%	25%		26%	26%
2. Percentage of professional services exported (imported) relative to industry demand		(16%)	(19%)	(17%)	(17%)	(14%)			(7%)	5%
3. Oregon's national rank in new companies		12th	22nd	13th	7th	11th	4th	8th	5th-10th	5th-10th
4. Oregon's national rank in traded sector strength		33rd	36th	35th	38th	38th	36th	40th	20th-25th	20th-25th
5. Oregon's national rank in business closings (1st = least business closings)		18th	16th	32nd	31st	39th	37th	28th	20th-25th	20-25th
6. Net job growth (loss)	(8,711)	43,276	(2,116)	23,552	40,842	58,529	54,637		50,000	50,000
7. Oregon's national rank in economic diversification (1st = most diversified)	13th			4th						
ECONOMIC CAPACITY										
8. Industry research and development expenditures as a percentage of gross state product			0.6%		0.7%				2.1%	3.5%
9. Oregon's national rank in venture capital investments		4th	25th	11th	4th	16th	12th	29th	1st-5th	1st-5th
BUSINESS COSTS										
10. Oregon's rank among seven Western states in business taxes as a percentage of gross state product (1st = lowest business taxes)			4th			2nd				
11. Oregon's national rank in health care costs (1st = lowest costs)	26th	15th	10th	13th	15th				20th-25th	20th-25th
12. Oregon's national rank in workers compensation costs (1st = lowest costs)		44th		30th		20th		18th	15th-20th	15th-20th
13. Percentage of permits issued within the target time period or less										
a. Air contaminant discharge			57%	57%	68%	66%	62%		67%	78%
b. Wastewater discharge				41%	32%	25%	36%		41%	49%
INCOME										
14. Per capita personal income as a percentage of the U.S. per capita income	99%	92%	92%	93%	92%	93%	95%		100%	110%
15. Average annual payroll per covered worker (all industries, 1995 dollars)	$26,304	$24,695	$24,847	$25,279	$25,265	$25,368	$25,837		$26,304	$27,266
16. Percentage of Oregonians in the middle income range	38%	38%	38%	38%	38%	38%			39%	40%
17. Percentage of Oregon workers (age 16 and older) employed in a job that pays wages of 150% or more of poverty (for a family of 4)		35%	36%	34%	39%	42%	45%		50%	60%
18. Unemployment rate (civilian labor force, annual average)	8.3	5.5	6	7.5	7.2	5.4	4.8		5.0	5.5
INTERNATIONAL										
19. Percentage of manufactured goods sold outside the United States		12%	13%	13%					20%	25%
20. Number of international cities of over 1 million population (outside Canada and Mexico) served by direct or non-stop flights to and from any Oregon commercial airport	1	4		5	5	5	3	3	5	6
21. Percentage of Oregonians who speak a language in addition to English				17%		16%		14%	17%	20%

OREGON BENCHMARKS

EDUCATION

	1980	1990	1991	1992	1993	1994	1995	1996	2000	2010
KINDERGARTEN THROUGH 12										
22. High school drop out rate		6.6	6.5	5.8	5.7	6.6	7.4		5.7	4.6
23. Percentage of 8th graders who achieve established skill levels										
a. Reading			86%	84%	82%	87%	87%	89%	92%	100%
b. Math			75%	84%	83%	83%	84%	84%	89%	100%
24. Percentage of 3rd graders who achieve established skill levels										
a. Reading			86%	89%	89%	90%	89%	93%	95%	100%
b. Math			75%	84%	85%	84%	85%	86%	90%	100%
25. Percentage of high school students that have completed a structured work experience, including a practicum, clinical experience, community service learning, or school-based enterprise program					9%	13%	21%		65%	100%
POST SECONDARY										
26. Percentage of Oregon adults (age 25 and older) who have completed a baccalaureate degree	18%	23%		25%		26%		29%	33%	45%
27. Percentage of Oregon adults (age 25 and older) who have completed high school or an equivalent program	76%	85%		82%		89%		91%	94%	100%
28. Percentage of Oregon adults (age 25 and older) who have completed some college	39%	53%		53%		58%		60%	68%	89%
29. Percentage of Oregon adults (age 25 and older) who have completed an associate degree in professional-technical education						4%		4%	6%	10%
SKILL DEVELOPMENT	1980	1990	1991	1992	1993	1994	1995	1996	2000	2010
30. Percentage of all adult Oregonians with intermediate literacy skills										
a. Prose		41%							48%	55%
b. Document		36%							46%	55%
c. Quantitative		39%							47%	55%
d. Oral Listening										
e. Writing										
31. Percentage of Oregonians who report they use a computer to create or edit documents or graphics, or to analyze data						50%		58%	61%	70%
32. Percentage of Oregonians in the labor force who received at least 20 hours of skills training in the past year						41%		71%	79%	100%

OREGON BENCHMARKS

CIVIC ENGAGEMENT

	1980	1990	1991	1992	1993	1994	1995	1996	2000	2010
PARTICIPATION										
33. Percentage of Oregonians who volunteer at least 50 hours of their time per year to civic, community or, nonprofit activities				30%				29%	35%	50%
34. Percentage of eligible Oregonians who vote		55%		70%		56%			70%	84%
35. Percentage of Oregonians who feel they are a part of their community						36%		41%	45%	60%
TAXES										
36. Percentage of Oregonians who understand the Oregon tax system and where tax money is spent				11%	13%	13%	19%		25%	50%
37. State and local taxes per capita (1995 dollars)	$1,801	$2,227	$2,244	$2,254	$2,273	$2,289	$2,281			
a. As a percentage of 1990	81%	100%	101%	101%	102%	103%	102%			
b. Oregon's rank	20th	19th	20th	22nd	24th					
38. State and local taxes per $1,000 of personal income	$114	$121	$120	$120	$118	$116	$113			
a. As a percentage of 1990	94%	100%	99%	99%	98%	96%	94%			
b. Oregon's rank	23rd	13th	12th	12th	17th					
PUBLIC SECTOR PERFORMANCE										
39. *Financial World* magazine's ranking of public management quality			17th	6th	7th	25th	25th		6th	5th
40. State general obligation bond rating (Standard and Poor's)		AA-	AA-	AA-	AA-	AA-	AA-	AA	AA+	AAA
CULTURE										
41. Oregon's national rank in per capita state arts funding		41st	40th	39th	41st	44th	54th	54th	39th	31st
42. Percentage of Oregonians served by a public library which meets minimum service criteria	73%	86%	83%	83%	86%	84%	85%		90%	99%

OREGON BENCHMARKS

SOCIAL SUPPORT

	1980	1990	1991	1992	1993	1994	1995	1996	2000	2010
HEALTH										
43. Pregnancy rate per 1,000 females age 10-17	24.7	19.7	19.3	17.9	18.2	18.9	19.2		15	10
44. Percentage of babies whose mothers received early prenatal care (beginning in the first trimester)	77%	76%	77%	79%	79%	79%	79%		90%	95%
45. Infant mortality rate per 1,000	12.1	8.3	7.2	7.1	7.1	7.1	6.2		6.0	5.6
46. Percentage of two-year-olds who are adequately immunized			47%	50%	53%	67%			90%	90%
47. Annual percentage of new HIV cases with an early diagnosis (before symptoms occur)		72%		78%	80%	73%	78%		85%	98%
48. Percentage of adults who do not currently smoke tobacco		78%	77%	79%	78%	79%	78%		81%	90%
49. Premature Mortality: Years of potential life lost before age 70 (rate per 1,000)	76.4	64.3	60	59.2	61.7	61.9	61.4		57.4	49.3
50. Percentage of adults whose self-perceived health status is very good or excellent					63%	63%	62%		65%	72%
51. Percentage of families for whom child care is affordable				69%		67%			70%	75%
52. Number of child care slots available for every 100 children under age 13		14		15	15	16	16	20	21	25
PROTECTION										
53. Percentage of 8th grade students who used:										
a. Alcohol in the previous month		23%		26%		30%		30%	26%	21%
b. Illicit drugs in the previous month		14%		11%		19%		22%	15%	12%
c. Cigarettes in the previous month		12%		15%		19%		22%	15%	12%
54. Number of children abused or neglected per 1,000 persons under 18		11.2	10.5	11.3	10.8	10	9.9		8.8	6.5
55. Reported elder abuse rate per 1,000							5		5	5
56. Percentage of infants whose mothers used:										
a. Alcohol during pregnancy (self-reported by mother)		5%	5%	4%	3%	3%	3%		2%	2%
b. Tobacco during pregnancy (self-reported by mother)		22%	21%	20%	19%	18%	18%		15%	12%
POVERTY										
57. Percentage of Oregonians with incomes below 100% of the Federal poverty level	11%	11%		13%		15%		12%	11%	9%
58. Percentage of Oregonians without health insurance		15%		15%		14%		11%	9%	4%
59. Number of Oregonians that are homeless on any given night				7,607	5,196	7,262	6,141		5,196	5,196
60. Percentage of current court ordered child support paid to families	44%	50%	47%	50%	54%	60%	68%		72%	80%
PERSONS WITH DISABILITIES										
61. Percentage of seniors living independently			96.9%	97.1%	97.2%	97.4%	97.4%		97.6%	97.9%
62. Percentage of Oregonians with a lasting developmental, mental and\or physical disability who work						21%		22%	32%	70%
63. Percentage of Oregonians with a lasting developmental, mental and\or physical disability living in households with incomes below the federal poverty level						20%		20%		

OREGON BENCHMARKS

PUBLIC SAFETY

	1980	1990	1991	1992	1993	1994	1995	1996	2000	2010
CRIME										
64. Overall reported crimes per 1,000 Oregonians	133.6	139	138.3	138.7	139.5	145.9	150.5		133.6	106.9
65. Total juvenile arrests per 1,000 juvenile Oregonians per year	48.3	46.5	48.8	52.1	53.8	57.3	58.6		46.5	37.2
66. Percentage of students who carry weapons			26%		32%		19%		15%	9%
67. Percentage of paroled offenders convicted of a new felony within three years of initial release		37.7%	37.6%	34.0%	34.0%	33.1%	30.4%		28%	27%
68. Percentage of counties that have completed a strategic cooperative policing agreement								31%	100%	100%
EMERGENCY PREPAREDNESS										
69. Percentage of Oregon counties with the capability to respond to an emergency, and to assist communities to recover fully from the effects		50%	44%	56%	64%	83%	86%	92%	94%	100%

OREGON BENCHMARKS

COMMUNITY DEVELOPMENT

	1980	1990	1991	1992	1993	1994	1995	1996	2000	2010
GROWTH MANAGEMENT										
70. Percentage of miles of limited-access highways in Oregon urban areas that are heavily congested during peak hours	19%	43%	56%	58%	60%	60%			60%	60%
71. Percentage of Oregonians served by public drinking water systems that meet health-based standards						49%	50%		75%	95%
72. Percentage of Oregonians with sewage disposal that does not meet government standards			5%			3%	2%		0%	0%
INFRASTRUCTURE										
73. Percentage of Oregonians who commute to and from work during peak hours by means other than a single occupancy vehicle				16%		16%		19%	23%	31%
74. Vehicle miles traveled per capita in Oregon metropolitan areas (per year)	5,782	7,733	7,809	7,696	7,776	7,854	7,982		8,156	7,938
75. Percentage of Oregon households with personal computers at home that send and receive data and information over telecommunications				10%		13%		24%	40%	80%
76. Real per capita state and local expenditures for capital outlay (1995 constant dollars)	$653	$506	$526	$527	$500					
HOUSING										
77. Percentage of households that are owner occupied	65%	67%		70%		62%		67%	68%	69%
78. Percentage of low income households spending more than 30 percent of their household income on housing (including utilities)										
a. Renters		59%		63%		55%		60%	55%	55%
b. Owners		38%		n/a		32%		45%	32%	32%

OREGON BENCHMARKS

ENVIRONMENT

	1980	1990	1991	1992	1993	1994	1995	1996	2000	2010
AIR										
79. Percentage of Oregonians living where the air meets government ambient air quality standards	30%	54%	51%	58%	100%	100%	100%		100%	100%
80. Carbon dioxide emissions as a percentage of 1990 emissions		100%	113%	124%	115%	122%			100%	100%
WATER										
81. Percentage of Oregon wetlands in 1990 still preserved as wetlands		100%	100%	100%	100%	100%	100%		100%	100%
82. Stream water quality index										
a. Percentage of monitored stream sites with significantly increasing trends in water quality							21%		25%	25%
b. Percentage of monitored stream sites with significantly decreasing trends in water quality							8%		5%	0%
83. Percentage of assessed groundwater that meets drinking water standards	91.6%	95.1%		94.6%		94.3%		94.1%	94.0%	94.0%
84. Percentage of key rivers meeting instream water rights										
a. 9 or more months of the year	53%	39%	50%	56%	72%	61%			60%	65%
b. 12 months a year	47%	44%	39%	22%	22%	28%			35%	40%
LAND										
85. Percentage of Oregon agricultural land in 1970 still preserved for agricultural use		98%		98%		97%	97%	97%	97%	97%
86. Percentage of Oregon forest land in 1970 still preserved for forest use		92%	90%	92%	92%	92%	91%		92%	92%
87. Pounds of Oregon municipal solid waste landfilled or incinerated per capita				1,519	1,501	1,516	1,511		1,506	1,495
88. Percentage of identified hazardous waste sites that are cleaned up or being cleaned up		67.1%	67.6%	71.0%	69.6%	66.7%	65.7%		66.9%	55.5%
a. Tank sites		66.3%	67.3%	70.7%	69.3%	66.3%	65.4%		66.9%	54.6%
b. Other hazardous substances		96.8%	75.2%	79.3%	76.2%	73.1%	70.0%		69.6%	68.6%
PLANTS AND WILDLIFE										
89. Percentage of wild salmon and steelhead populations in key sub-basins that are at target levels		48%	39%	30%	20%	11%	2%		13%	35%
90. Percentage of native fish and wildlife species that are healthy			76%	76%	76%	76%	75%		77%	80%
91. Percentage of native plant species that are healthy			83%	86%	88%	86%	88%		90%	95%
OUTDOOR RECREATION										
92. Acres of state-owned parks per 1,000 Oregonians	35	31	31	31	30	30	29		35	35

DEVELOPMENTAL BENCHMARKS

The Progress Board has identified 26 additional outcomes that could either replace or supplement existing Benchmarks if data were available. If proponents of these measures are able to provide reliable, periodic data before the next review period, the outcome will be considered for inclusion as an Oregon Benchmark.

1. Percentage of work applications that meet employment criteria for the job
Lead Responsibility: Not Identified

2. Percentage of "ready to build:" industrial property within comprehensive plans that have sufficient infrastructure capacity to meet development requirements
Lead Responsibility: Oregon Economic Development Department

3. Oregon's national rank in total cost of doing business
Lead Responsibility: Oregon Economic Development Department

4. Oregon's national rank in total cost of permitting as a percentage of the gross state product
Lead Responsibility: Oregon Economic Development Department

5. Percentage of adult Oregonians (age 25 and older) who have completed a certified apprenticeship program (Journeyman card)
Leader Responsibility: Oregon Office of Educational Policy and Planning

6. Percentage of Oregonians who have successfully completed a job retraining program
Lead Responsibility: Oregon Employment Department

7. Percentage of development in Oregon per year occurring within urban growth boundaries
Lead Responsibility: Oregon Department of Land Conservation and Development

8. Urban parks per capita
Lead Responsibility: Not Identified

9. Backlog of city, county, and state roads and bridges in need of repair and preservation
Lead Responsibility: Oregon Department of Transportation

10. Total annual road and bridge operations and maintenance costs per lane-mile
Lead Responsibility: Oregon Department of Transportation

11. Total annual road and bridge operations and maintenance costs per daily vehicle miles of travel
Lead Responsibility: Oregon Department of Transportation

12. Percentage of Oregonians with access to video telecommunications
Lead Responsibility: Oregon Telecommunication Forum Council

13. Percentage of children entering school ready-to-learn
Lead Responsibility: Oregon Department of Education

14. Percentage of students who attain a Certificate of Initial Mastery (CIM).
Lead Responsibility: Oregon Department of Education

15. Percentage of students who attain a Certificate of Advanced Mastery (CAM).
Lead Responsibility: Oregon Department of Education

16. Percentage of land with allowable soil less erosion rates: (a) Cropland; (b) Pasture land; (c) Forest land
Lead Responsibility: Oregon Department of Agriculture

17. Elected and appointed women and minority officials as a percentage of the community population
Lead Responsibility: Governor's Office of Affirmative Action

18. Women and minority business owners as a percentage of the community population
Lead Responsibility: Governor's Office of Affirmative Action

19. Percentage of state agencies that employ results-oriented performance measures
Lead Responsibility: Oregon Department of Administrative Services

20. Juvenile Crime Index
Lead Responsibility: Governor's Office

21. Total minority arrests as a percentage of the community population
Lead Responsibility: Oregon Progress Board

22. Percentage of Oregon buildings that meet seismic engineering standards
Lead Responsibility: Oregon Department of Geology and Mineral Industries

23. Percentage of Oregonians with geographic access to health care
Lead Responsibility: Oregon Health Division

24. Percentage of school age children (preschool - 13) without tooth decay
Lead Responsibility: Oregon Health Division

25. Reported incidence of spousal abuse rate per 1,000
Lead Responsibility: Not Identified

26. Percentage of Oregonians with a lasting developmental, mental and/or physical disability who are living in the community with adequate supports
Lead Responsibility: Not Identified

APPENDIX A — OREGON BENCHMARK ENDNOTES

ECONOMIC PERFORMANCE

1. Percentage of Oregonians employed outside the Willamette Valley and the Portland tri-county area

Explanation: This benchmark measures the percentage of non-agricultural wage and salary employment which occurs outside the Portland tri-county area and the Willamette Valley (Benton, Clackamas, Lane, Linn, Marion, Multnomah, Polk, Washington, and Yamhill counties). ***Rationale:*** Oregon's population and employment during the 1980s shifted from rural areas of the state toward urban areas. Although the percentage of Oregon's population represented by the Portland area is relatively lower than the share of urban populations in most western states, Oregon needs to forestall continued rural decline and growth-related urban problems. This benchmark underscores the importance of maintaining the geographic diversity of the state's economy and employment. ***Target:*** Standard-Negative method used. ***Data source:*** *Non-Farm Payroll Employment,* Oregon Employment Department.

2. Percentage of professional services exported (imported) relative to industry demand

Explanation: The professional services industry includes finance, insurance, business services, engineering and management services, and legal services. This group traditionally provides services to the business community. The benchmark is a location quotient. It identifies Oregon's proportion of non-agricultural wage and salary employment in professional services relative to the national proportion. A proportion of less than one indicates that we import services. ***Rationale:*** Oregon has a low percentage of its employment in producer services when compared to the national average. This implies that, on average, we "import" these services from elsewhere. A lack of sufficient services in the state may inhibit business formation or it may increase business costs. ***Target:*** Target set by Oregon Progress Board. ***Data source:*** Data are published employment estimates from the Oregon Employment Department and the U.S. Bureau of Labor Statistics.

3. Oregon's national rank in new companies

Explanation: New firms are defined as those that seek new account numbers from the state employment services. ***Rationale:*** The ability of a state to produce new business is a critical characteristic of a robust economic climate. ***Target:*** Target set by Oregon Progress Board. ***Data source:*** *The Development Report Card,* Corporation for Enterprise Development. U.S. Department of Labor, Employment and Training Administration, Unemployment Insurance Service, ETA581, "Contributing Operations Reports." Washington, DC: 1995.

4. Oregon's national rank in traded sector strength

Explanation: This benchmark measures traded sector personal income (in dollars) per worker. The traded sector of each state is comprised of industries which compete in multi-state, national and international markets. ***Rationale:*** When traded sector industries sell their goods and services, they bring wealth into the state and fuel the rest of the economy. Traded sector income per worker measures the economic strength of each state's traded sector. ***Target:*** Target set by Oregon Progress Board. ***Data source:*** *The Development Report Card,* Corporation for Enterprise Development. United States Department of Commerce, Bureau of Economic Analysis. "State Personal Income Summary Tables 1968-1994." Washington, DC: 1995; U.S. Department of Labor Statistics. *Employment & Wages: Annual Averages, 1994.* Washington, DC: 1995, and Geographic Profile of *Employment & Unemployment, 1994.* Washington, DC: 1995. Calculations by Andrew Reamer and Associates.

5. Oregon's national rank in business closings (1st = least business closings)

Explanation: This measures the level of business closings in a state as reported by state employment security offices. "Closings" are businesses that either reported being out of business or reported no employment for two years. ***Rationale:*** One of the most basic indicators of the competitiveness of the businesses in a state is simply whether businesses survive. ***Target:*** Target set by Oregon Progress Board. ***Data source:*** *The Development Report Card,* Corporation for Enterprise Development. U.S. Department of Labor, Employment and Training Administration, Unemployment Insurance Service, ETA581, "Contributing Operations Reports." Washington, DC: 1995.

6. Net job growth (loss)

Explanation: This measures change in average employment between the listed year and the year prior. ***Rationale:*** Job growth is a good measure of business vitality. ***Target:*** Target set by Oregon Progress Board. ***Data source:*** *Covered Employment and Payrolls,* Oregon Employment Department.

7. Oregon's national rank in economic diversification (1st = most diversified)

Explanation: Diversification ranking is based on the sum of the absolute values of the differences between each industry's percentage of total gross state product and the same industry's percentage of total U.S. gross domestic product. This benchmark uses data for all industries included in the official data series, except where a particular state lacked data for an industry. ***Rationale:*** Economic diversification is related to the risk of general economic downturn due to a downturn in a single industry. Generally, a more diversified economy is a more stable economy which should cause fewer layoffs of workers and the economic and social distress that results from layoffs. This benchmark is not intended to encourage the reduction of employment in Oregon's most prominent industries, but rather to encourage the growth of employment in less prominent industries that can help stabilize the state economy. ***Target:*** The Oregon Progress Board chose not to set targets. ***Data source:*** U.S. Department of Commerce, Bureau of Economic Analysis.

8. Industry research and development expenditures as a percentage of gross state product

Explanation: This measures private dollars invested in research and development by Oregon industries. ***Rationale:*** This is an indicator of the size and future strength of Oregon's technology generating sector. Encouraging more research and development activity in Oregon will help to expand the state's base of high technology companies. This benchmark will be increasingly important as the world moves to an information- and knowledge-based economy. ***Target:*** Insufficient data for trend analysis. Target set based on the *Oregon Technology Benchmarks Report.* ***Data source:*** National Science Board, *Science and Engineering Indicators.*

9. Oregon's national rank in venture capital investments
Explanation: This measures the amount of venture capital investments made in a state, adjusted by the state's employment. ***Rationale:*** Venture capital firms provide early-stage capital for businesses with high growth potential and, as a consequence, can be instrumental in the formation and expansion of growth industries. Active venture capital participation in a state is an indicator of a rapidly developing economy and multiple investment opportunities. It is useful to note that the venture capital industry, despite the fact that it has grown sharply in recent years, is still quite small and focused in only a handful of states. ***Target:*** Target set by Oregon Progress Board. ***Data source:*** *The Development Report Card,* Corporation for Enterprise Development. VentureOne. *VentureOne Research Partner Database.* San Franscisco, CA: February 1996.

10. Oregon's rank among seven Western states in business taxes as a percentage of gross state product (1st = lowest business taxes)
Explanation: This measures the portion of taxes paid by business in Oregon relative the Oregon's gross state product. Oregon's rank is relative to six other western states: Arizona, Washington, Utah, Colorado, Idaho and California. In 1994 Oregon was tied for first place with California and Colorado. ***Rationale:*** Taxes are one factor influencing the business climate of a state. While the overall tax level gives some indication of tax burden, the tax structure can affect may cause considerable variation in impact among firms. ***Target:*** The Progress Board chose not to set targets. ***Data source:*** Utah State Tax Commission, Economic and Statistical Unit.

11. Oregon's national rank in health care costs (1st = lowest costs)
Explanation: This measures how Oregon compares to other states in regard to its per capita expenditures for personal health care. ***Rationale:*** Escalating health care costs represent a major cost to business and a factor in the decline in international competitiveness of Oregon and United States businesses. This benchmark urges us to find the least expensive ways to provide health care so that Oregon will be an attractive and competitive location for businesses. ***Target:*** Target set by Oregon Progress Board. ***Data source:*** Office of the Oregon Health Plan Administrator, Department of Administrative Services.

12. Oregon's national rank in workers' compensation costs (1st = lowest costs)
Explanation: This benchmark measures Oregon's workers' compensation premium competitiveness on a national level by comparing Oregon's premium rates with those of the other 49 states and the District of Columbia. ***Rationale:*** High costs in this area are consistently cited by businesses as a strong disadvantage to doing business or locating in a state. This benchmark also has international implications, given relatively high and rapidly growing U.S. medical costs. If Oregon's ranking were too low, benefits to workers may be less than desired. If state ranking were too high, the costs of the system would be higher than desired. ***Target:*** Target set by Oregon Progress Board. ***Data source:*** Oregon Department of Consumer and Business Services.

13. Percentage of permits issued within the target time period or less
Explanation: This benchmark is aimed at providing the quickest possible processing of permit applications. Current rules establish target time periods for completing this process. The two components of this benchmark are air contaminant and waste water discharge permits. ***Rationale:*** New industrial sitings or expansions are often planned on a quick time frame. Anything that might slow the process down may add extra expense, force alterations of plans, or table a project. In order to accommodate companies as they wish to locate or expand, Oregon needs to ensure that the application review process involves enough time for adequate consideration and public input, but yet is also quick enough to facilitate fast-track development as required by individual companies. These measures may not fully capture the permitting issues, however, and the Progress Board is looking for a broader measure for future reports. ***Target:*** Standard-Positive method used. ***Data source:*** Oregon Department of Environmental Quality (air and waste water permits).

14. Per capita personal income as a percentage of the U.S. per capita income
Explanation: Per capita personal income is total personal income divided by the total population for the United States and Oregon. ***Rationale:*** As Oregon makes progress toward a variety of its economic goals, the earnings of Oregonians should improve dramatically. Data are presented for all regions of the state to indicate that this improvement in earnings should occur throughout Oregon. ***Target:*** Target set by Oregon Progress Board. ***Data source:*** December 1996, Economic Revenue Forecast Department of Administrative Services: Office of Economic Analysis.

15. Average annual payroll per covered worker (all industries, 1995 dollars)
Explanation: This measures total payroll for all industries divided by annual average employment in all industries. It is a gauge of the change in incomes per worker. ***Rationale:*** We measure this as a complement to the per capita income benchmarks. It helps us see how each worker is faring, rather than just charting personal income (which may include two worker families). The distinction is important because real per capita incomes have increased over the past two decades, primarily due to an increase in the percentage of the population that is working and in spite of a decline in average real payroll per worker. This is also a surrogate for measuring productivity and standard of living. ***Target:*** Aggressive-Negative method used to set the year 2000 target. 1995-2000 trend extended to set the 2010 target. ***Data source:*** *Covered Employment and Payrolls,* Oregon Employment Department Figures are converted to 1995 dollars using the Implicit Price Deflator.

16. Percentage of Oregonians in the middle income range
Explanation: The middle income range is defined as the range of adjusted gross income (AGI) from 50% of median AGI to 150% of median AGI. AGI is a measure of federally taxable income from all sources, reduced by items such as alimony payments and deposits to individual retirement accounts. The percentage of Oregonians in this range is roughly estimated by the number of state personal income tax returns in this range. ***Rationale:*** Disparities of wealth and poverty are often associated with crime, social unrest, shortages of skilled labor, and undeveloped and unused talent. Strategies to reduce crime and social unrest and to increase skills and earnings should result in increases in the percentage of Oregonians in the middle income range. ***Target:*** Target set by Oregon Progress Board.

Data source: Adjusted gross income data are published annually by the Oregon Department of Revenue. The data used for this benchmark are the AGIs of those people filing full-year personal income tax returns.

17. Percentage of Oregon workers (age 16 or older) employed in a job that pays wages of 150% or more of poverty (for a family of 4)
Explanation: This is a measure of the percentage of the population of working Oregonians which is 50% or more above the Federal poverty level. The data reflect wage and salary earning only. ***Rationale:*** Inclusion of this benchmark highlights Oregon's efforts to increase the skills and employability of those in poverty and to add them to the workforce in jobs that provide incomes greater than the poverty level. ***Target:*** Target set by Oregon Progress Board. Data Source: 1990 data come from 1990 U.S. Census Public Use Microdata Sample (PUMS). 1991-1995 data come from the *Current Population Survey,* a telephone survey of approximately 700 Oregon households.

18. Unemployment Rate (civilian labor force, annual average)
Explanation: This measures the civilian labor force unemployment rate for persons 16 years and older. Statistically significant unemployment rates for racial and ethnic group are only available through the decennial census. Note that the unemployment rate for 1990 is for April, 1990, and is not a yearly average. ***Rationale:*** The unemployment rate is an indication of the health of the Oregon economy. Additionally, unemployment is often disproportionate by race or ethnicity. ***Target:*** 1995 unemployment rate was a 25 year low. Target set lower than Employment Department long-term projections. ***Data source:*** 1990, U.S. Census of Population and Housing, STF 3. All other data from "Annual Average Civilian Unemployment Rates (CPS Adjusted)" table from the Workforce Analysis Section, Employment Department.

19. Percentage of manufactured goods sold outside the United States
Explanation: Manufactured goods include durable and non-durable products (SIC 20-39). They do not include commodities such as grain or services such as banking or insurance. ***Rationale:*** The importance of international trade to the United States, and especially to Pacific Rim states such as Oregon growing. To thrive in the global marketplace, Oregon and the nation will need to take advantage of opportunities opened international markets, thus increasing exports of manufactured goods. ***Target:*** Insufficient trend data. Target set by Oregon Progress Board. ***Data source:*** Value of shipments data are gathered from the Annual Survey of Manufacturers, U.S. Department of Commerce. Value of foreign exports data are gathered from the U.S. Department of Commerce, Census, State Export Series produced by the University of Massachusetts Institute for Social and Economic Research (MISER).

20. Number of international cities of over one million population (outside of Canada and Mexico) served by direct or non-stop flights to and from any Oregon commercial airport
Explanation: The difference between direct and non-stop flights is that direct flights include stops. Otherwise, it is non-stop service. ***Rationale:*** Direct air service is included in this measure due to the importance of direct service to international destinations. International air service is of great importance as the state builds an image of an international location. In addition to measuring passenger access to interstate air transportation, this also serves to indicate, though to a lesser extent, access of Oregon business to air cargo services, which cannot be measured directly. ***Target:*** Aggressive-Negative method used. ***Data source:*** Port of Portland, Policy and Research Section.

21. Percentage of Oregonians who speak a language in addition to English
Explanation: This benchmark documents Oregonians' self-reported proficiencies in languages other than English. The survey question asked only about proficiency in a language other than English, not about proficiency in English as a second language. ***Rationale:*** This measure is a surrogate for broader cultural awareness and understanding. It is also a significant measures of the increasing diversity among Oregonians. ***Target:*** Aggressive-Negative method used. ***Data source:*** *Oregon Population Survey,* a random sample telephone survey of Oregon households conducted in even-numbered years.

EDUCATION

22. High school drop out rate
Explanation: This rate measures the percentage of students each year who leave the public K-12 school system from grades 7-12 before receiving a high school diploma. This is calculated according to the procedures prescribed in ORS 339.505 to 339.520. Those who achieve high school equivalency certification in other ways are documented another benchmark, which measures the completion rate in the population of all Oregonians at least 25 years old. ***Rationale:*** Opportunities are especially bleak for young Oregonians who drop out of high school. A national study shows that the real earnings of male high school dropouts 20 to 24 years old between 1973 and 1986, plunged 42%. Targets: Aggressive-Negative method used. ***Data source:*** Department of Education, *School Level Fall Report.*

23-24. Student Skills: Percentage of students who achieve basic established skill levels in third and eighth grades
Explanation: These indicators measure the skills of Oregon students in reading and math as they proceed through school. They will be adjusted to reflect changes in assessment and definitions of educational attainment under House Bill 2991, including Certificates of Initial and Advanced Mastery, as they are implemented. ***Rationale:*** These measures focus on the *results* of the education process: the knowledge and capabilities of students themselves at different grade levels. ***Target:*** Standard-Positive method used. ***Data source:*** Oregon Statewide Assessment, Department of Education. Students are tested every year in math, reading and writing.

25. Percentage of high school students that have completed a structured work experience, including a practicum, clinical experience, community service learning, or school-based enterprise program
Explanation: This indicator measures the percentage of 11th and 12th grade students enrolled in structured work experience programs, internships, or mentorships. A structured

work experience is an educational experience that occurs at a community or job work site. It is tied to the classroom by a curriculum that correlates and integrates work based with school based learning. Such experiences include, but are not limited to, cooperative work experience, internships, mentorship, on-the-job training, and apprenticeships. ***Rationale:*** A structured work experience that ties the classroom and community is a key element of the Certificate of Advanced Mastery and education reform. This benchmark will provide an important statewide measurement of progress toward building systems at the local level. ***Target:*** Insufficient trend data. Targets set by the Department of Education. ***Data source:*** Oregon Department of Education, Office of Professional Technical Education Management Information System (OPTE-MIS). OPTE-MIS is designed to collect student record information about all professional technical education (PTE) students. A school-to-work information system (for all students) will provide information for this benchmark starting in July 1997.

Percentage of Oregon adults (age 25 and older) who have completed:
26. A baccalaureate degree
27. A high school or an equivalent program
28. Some college
29. An associate degree in professional-technical education
Explanation: All benchmarks are measured for the population of Oregonians at least 25 years old. The high school completion, some college and baccalaureate measures are nested; each is a prerequisite for the next level of education. High school attainment includes GED and equivalent programs. The professional technical associate degree benchmark measures educational attainment in occupation specific programs. ***Rationale:*** Well over 75% of Oregon's work force in the year 2000 is currently at work. Not only will new jobs require higher average skill levels, skill levels in current jobs will also rise. ***Target:*** Standard-Positive method used for high school, some college and baccalaureate degree benchmarks. Progress Board set target for professional-technical education benchmark. ***Data source:*** 1980 data come from the 1980 Decennial Census. 1990-1996 data come from the *Oregon Population Survey,* a random sample telephone survey of Oregon households conducted in even-numbered years.

30. Percentage of all adult Oregonians with intermediate literacy skills: (a) Prose (b) Document (c) Quantitative (d) Oral Listening (e) Writing
Explanation: This benchmark is an indicator of the functional literacy skills in English of adult Oregonians. This benchmark measures adult ability to answer questions of various degrees of difficulty regarding information in text (newspaper articles, warranties) and other documents (advertisements, graphs, pay slips, bus schedules, menus, unit pricing information), the ability to communicate in basic writing skills and speaking and listening skills in English. ***Rationale:*** Workers need a broad variety of attributes that contribute to work success (for example, positive attitude toward work, ability to learn, listening skills, ability to work with others.) Levels of literacy are highly correlated with earnings potential and poverty. ***Target:*** Target set by Oregon Progress Board. ***Data source:*** Oregon Office Community College Services.

31. Percentage of Oregonians who report they use a computer to create or edit documents or graphics, or to analyze data
Explanation: This data is self-reported, and is part of a series of questions on technology ownership and use. ***Rationale:*** Literacy standards have risen dramatically during this century, and Oregonians' abilities to understand and use technology will be fundamental to functioning in the workplace and elsewhere. ***Target:*** Insufficient data for trend analysis. Target set by Oregon Progress Board. ***Data source:*** *Oregon Population Survey,* a random sample telephone survey of Oregon households conducted in even-numbered years.

32. Percentage Oregonians in the labor force who received at least 20 hours of skills training in the past year
Explanation: This measure replaces a previous benchmark gathered from a survey of Oregon employers, Oregon Works, in favor of all sources of training received, as reported by the employee or worker. The percentage of workers who receive 20 hours of training per year varies greatly by occupational group. For example, managers and professionals are far more likely to receive this amount than are machine operators and laborers. ***Rationale:*** Continuing learning is important to the Oregonians keeping their skills current and competitive in a rapidly changing economy. ***Target:*** Insufficient data for trend analysis. Target set by Oregon Progress Board. ***Data source:*** Oregon Population Survey, a random sample telephone survey of Oregon households conducted in even-numbered years.

CIVIC ENGAGEMENT

33. Percentage of Oregonians who volunteer at least 50 hours of their time per year to civic, community, or nonprofit activities
Rationale: This benchmark is intended to measure the extent to which Oregonians seek to improve the quality of life in their communities by actively participating in civic, community, and nonprofit activities. ***Target:*** Insufficient data for trend analysis. Target set by Oregon Progress Board. ***Data source:*** *Oregon Population Survey,* a random sample telephone survey of Oregon households conducted in even-numbered years. Data for 1992 are self-reported as hours per year. Data for 1994 are self-reported as hours per month and months per year.

34. Percentage of eligible Oregonians who vote
Explanation: This benchmark measures the extent to which Oregonians who are legally entitled to vote do so. In determining the number of Oregonians legally entitled to vote, the voting age population (age 18 and older) for the particular year are reduced by the estimated number of Oregonians who are ineligible to vote due to their status as non-citizens, institutionalized persons, imprisoned felons, or mobiles (insufficient time of residency). The benchmark data are not adjusted in any way to account for the number of Oregonians who were registered to vote in a given year. The number of Oregonians legally entitled to vote and the number of Oregonians who voted in a given year are calculated irrespective of the number of Oregonians who are registered in that year. ***Target:*** Aggressive-Negative method used. ***Rationale:*** Voting is one indication of public participation in the governmental process and overall civic involvement. ***Data source:*** Elections Division, Secretary of State's Office.

35. Percentage of Oregonians who feel they are a part of their community
Explanation: This is the percentage of Oregonians who feel strongly or somewhat a part of their community. ***Target:*** Insufficient data for trend analysis. Target set by Oregon Progress Board. ***Rationale:*** This is a measure of Oregonians' connection to their communities. ***Data source:*** *Oregon Population Survey,* a random sample telephone survey of Oregon households conducted in even-numbered years.

36. Percentage of Oregonians who understand the Oregon tax system and where tax money is spent
Explanation: This measures the percentage of Oregonians who know both the main source of state general fund revenues and the main category of state general fund expenditures. ***Target:*** Target set by Oregon Progress Board. ***Data source:*** *Survey of State and Local Government Issues In Oregon,* a mail survey conducted annually by Oregon State University.

37a. State and local taxes per capita as a percentage of 1990 (1995 dollars)
Explanation: This measure compares Oregon's per capita tax rates (adjusted for inflation) to the level of Oregon's per capita tax rates in 1990. ***Rationale:*** This measure seeks to balance Oregon's tax structure at a level that is assumed to be efficient, effective, and equitable. Since the passage of Ballot Measure Five in 1990, and Ballot Measure 47 in 1996, Oregon's tax system has changed drastically. This benchmark will help illustrate the effects of changing tax policies. ***Target:*** The Progress Board chose not to set targets. ***Data source:*** Legislative Revenue Office.

37b. Oregon's national rank in state and local taxes per capita
Explanation: This measure compares Oregon's per capita tax rates to those of other states. ***Rationale:*** Quality public goods and services, from education and utilities to wise resource management policies to enhancement of public health, require public investment. But well managed, responsive public agencies can meet these public demands at reasonable costs. Oregon's goal is to be the best performing state, providing high quality services at lower costs than other states. This measure seeks to balance Oregon's tax structure at a level that is assumed to be efficient, effective, and equitable. ***Target:*** The Progress Board chose not to set targets. ***Data source:*** Oregon Department of Revenue provided data from the Bureau of Census *Government Finances* Series.

38a. State and local taxes per $1,000 of personal income as a percentage of 1990
Explanation: This measure compares the amount of money Oregonians pay in taxes relative to their income today compared to this same measure in 1990. Business taxes are included in this measure of taxes. Personal income is used as a measure of the economy. Therefore, this benchmark is more a measure of the burden of taxes on the economy than the tax burden on any individual Oregonian. ***Rationale:*** As with the previous benchmark, this measure seeks to balance Oregon's tax structure at a level that is assumed to be efficient, effective, and equitable. Since the passage of Ballot Measure Five in 1990, and Ballot Measure 47 in 1996, Oregon's tax system has changed drastically. This benchmark will help illustrate the effects of changing tax policies. ***Target:*** The Progress Board chose not to set targets. ***Data source:*** Legislative Revenue Office.

38b. Oregon's national rank in state and local taxes per $1,000 of personal income
Explanation: This measure compares the amount of money Oregonians pay in taxes relative to their income. Business taxes are included in this measure of taxes. Personal income is used as a measure of the economy. Therefore, this benchmark is more a measure of the burden of taxes on the economy than the tax burden on any individual Oregonian. ***Rationale:*** Quality public goods and services, from education and utilities to wise resource management policies to enhancement of public health, require public investment. But well managed, responsive public agencies can meet these public demands at reasonable costs. Oregon's goal is to be the best performing state, providing high quality services at lower costs than other states. This measure seeks to balance Oregon's tax structure at a level that is assumed to be efficient, effective, and equitable. ***Target:*** The Progress Board chose not to set targets. ***Data source:*** Oregon Department of Revenue provided data from the Bureau of Census *Government Finances* Series.

39. Financial World Magazine's ranking of public management quality
Explanation: This is the ranking given by *Financial World* magazine in its annual report on state governments nation wide. ***Target:*** Aggressive-Negative method used. ***Rationale:*** This is one indication of the efficiency of state government. ***Data source:*** *Financial World Magazine.*

40. State general obligation bond rating (Standard and Poor's)
Explanation: This is the Standard and Poor's rating of the state general obligation bonds. ***Target:*** Standard-Positive method used. ***Rationale:*** This is one indication of how others perceive the financial soundness of the state. ***Data source:*** Standard and Poor's.

41. Oregon's national rank in per capita State arts funding
Explanation: This state funding benchmark measures Oregon's rank in per capita state funding for non-profit arts agencies. Research will continue into the sources and amounts of private arts funding. ***Rationale:*** While we are interested in total philanthropy (public and private) to the arts, only state funding has a reliable, comparable source. ***Target:*** Aggressive-Negative method used. ***Data source:*** Oregon Arts Commission.

42. Percentage of Oregonians served by a public library which meets minimum service criteria
Explanation: This benchmark measures the extent to which Oregonians are served by public libraries which meet minimum service criteria established by the Oregon State Library. For purposes of this benchmark, "served by" means residing in the service area of a legally established public library which receives tax support for providing service. As of 1995 approximately 5.5% of the total population of Oregon reside in areas where they are not taxed to support public library service. The "minimum service criteria" are: (1) The library is legally established and makes basic services available to citizens within its tax-supported service area without charge; (2) The library is open a minimum of 20 hours per week; (3) Staff consists of one paid staff person per 4,000 persons in service area or 0.5 FTE, whichever is greater and populations over 10,000 must have a full-time paid professional librarian (with a Master of Library Science); (4)

Collection is 5,000 books or one volume per capita, whichever is greater; (5) Children's programming is provided. ***Rationale:*** 65% of Oregon adults reported that they used a public library or a public library service in 1994. Public libraries make major contributions to achieving the Oregon Benchmarks by providing educational resources and services to preschool children, by providing information to students, businesses, and citizens, and by contributing to the quality of life in communities throughout Oregon. Benchmark targets will not be met until all Oregonians are served by a public library that meets the minimum standards established by the State Library. ***Target:*** Standard-Positive method used. ***Data source:*** Oregon State Library, *Oregon Public Library Statistical Report.*

SOCIAL SUPPORT

43. Pregnancy rate per 1,000 females ages 10-17
Explanation: The sum of resident live births and induced abortions among females ages 10-17 divided by the estimated population of females ages 10-17. The rate does not include spontaneous abortions and fetal deaths. The pregnancy rate includes live births to Oregon residents and abortions for Oregon residents regardless of where the abortion was performed. Out-of-state abortions for Oregon residents may be under-reported because some states, for example California, where Oregon residents go to have abortions, do not collect abortion reports. ***Rationale:*** Pregnancies among 10 through 17 year old girls result in poor maternal and neonatal outcomes more often than do pregnancies among adult women. Consequences may include prenatal and perinatal complications, difficulty with neonatal care, infant mortality, and disruption of maternal schooling. ***Target:*** Target set by Oregon Health Division. Targets are aggressive, but realistic because there are many programs, including a Governor's task force, related to preventing teen pregnancy. ***Data sources:*** *Oregon Vital Statistics Annual Report,* Center for Health Statistics, Oregon Health Division, Oregon Department of Human Resources; *Population Estimates for Oregon,* published annually by the Center for Population Research and Census, School of Urban and Public Affairs, Portland State University.

44. Percentage of babies whose mothers received early prenatal care (beginning in the first trimester)
Explanation: The number of resident live births to women who have prenatal care visits beginning in the first trimester divided by the total number of resident live births. ***Rationale:*** Early, high quality prenatal care is critical to improving pregnancy outcomes. Inadequate prenatal care is associated with increased incidence of low birth weight and infant mortality. The Institute of Medicine and the American Academy of Pediatrics both estimate that each dollar spent on prenatal care prevents the need to spend $2 to $10 on high technology care for low birth weight babies. ***Target:*** Targets set by Oregon Health Division. Targets are set to reflect the importance of this issue. ***Data source:*** Oregon Vital Statistics, Annual Report, published annually by the Center for Health Statistics, Oregon Health Division, Oregon Department of Human Resources.

45. Infant mortality rate per 1,000
Explanation: The number of infants who die (< 365 days old) in a given year divided by the number of resident live births during the same calendar year. ***Rationale:*** The infant mortality rate is a fundamental measure of health. It is associated with inadequate prenatal care, low birth weight, mother's age, and mother's educational attainment. ***Target:*** Standard-Positive method used. ***Data source:*** *Oregon Vital Statistics Annual Report,* published annually by the Center for Health Statistics, Oregon Health Division, Oregon Department of Human Resources.

46. Percentage of two-year-olds who are adequately immunized
Explanation: This benchmark measures the percentage of two-year-olds who have received a set of recommended immunizations by age two. ***Rationale:*** Immunization is an effective way to reduce health risks among young children. It is also an indicator of the care and attention parents pay their children. ***Target:*** Target set by Oregon Health Division. ***Data source:*** 1991, 1992, 1993 Oregon Health Division gathered these data retrospectively from a small random sample of children entering first grade. 1994 data come from the *Birth Certificate Base Survey,* using a sample of 2,538 children born in Oregon, requiring an 80% response rate. No survey was conducted in 1995. The 1996 survey is in process, using a sample size of 3,100 children, requiring a response rate of 80%.

47. Annual percentage of new HIV cases with an early diagnosis (before symptoms occur)
Explanation: The number of persons diagnosed with asymptomatic HIV disease divided by the total number of persons diagnosed with HIV during the calendar year. Race and ethnicity are mutually exclusive. ***Rationale:*** By measuring the proportion of HIV cases which are diagnosed before the onset of symptoms it is possible to assess the effectiveness of public health programs that encourage early diagnosis and implementation of effective prevention. ***Target:*** Standard-Positive method used. ***Data source:*** *Oregon HIV/AIDS Annual Report,* published annually by the HIV Program, Center for Disease Prevention and Epidemiology, Oregon Health Division, Oregon Department of Human Resources.

48. Percentage of adults who do not currently smoke tobacco
Explanation: The number of adults (18 years of age and over) who report that they do not now smoke cigarettes divided by the total number of survey respondents. ***Rationale:*** Tobacco use is responsible for approximately one of every five deaths in the United States and is the single most important preventable cause of death and disease in our society. ***Target:*** Target set based onOregon Statewide Tobacco Prevention Plan. ***Data source:*** Behavioral Risk Factor Surveillance System (BRFSS), Center for Health Statistics, Oregon Health Division, Oregon Department of Human Resources.

49. Premature Mortality: Years of potential life lost before age 70 (rate per 1,000)
Explanation: Years of potential life lost (YPLL) quantifies premature mortality occurring in younger age groups by measuring the number of years between age at death and age 70. This composite figure first calculates the age-specific YPLL for each of seven age groupings 0-4, 5-14, 15-24, 25-34, 35-44, 45-54, 55-64, and 65-69 by taking the midpoint for each age group, subtracting from 70, and multiplying by the number of deaths in each age group. The resulting number for each age group is then divided by the age-specific population and

standardized (weighted) to an age-homogeneous hypothetical population of 1,000 people per every 10-year age group. Standardizing permits valid comparisons over time. The weighted numbers are summed across ages, then divided by seven (seven 10-year age groups). ***Rationale:*** This is a broad measure of those causes of death which primarily affect younger Oregonians and thus is our best measure of premature, or avoidable deaths in Oregon. ***Target:*** Standard-Positive method used. Data sources: *Oregon Vital Statistics Annual Report,* published annually by the Center for Health Statistics, Oregon Health Division, Oregon Department of Human Resources; *Population Estimates for Oregon,* published annually by the Center for Population Research and Census, School of Urban and Public Affairs, Portland State University.

50. Percentage of adults whose self-perceived health status is very good or excellent

Explanation: The number of adults (18 years of age and over) who report that their general health is very good or excellent divided by the total number of survey respondents. ***Rationale:*** This measure provides an overall indicator of health status and is strongly associated with a person's objective health status (Hennessy C.H., *et al.* Measuring Health-Related Quality of Life for Public Health Surveillance. *Public Health Reports.* 1994, 109 (5):665-672; Current Trends: Quality of Life as a New Public Health Measure- Behavioral Risk Factor Surveillance System, 1993. MMWR. 1994, 43 (20):375-380). ***Target:*** Targets set by Oregon Health Division. Targets are based on a 1% change per year because the benchmark has changed little since 1993. Also self-perceived health status likely will not improve much as the population ages and life expectancy increases. 2000 target set assuming a 5% change from 1995 to 2000. 2010 target set assuming a 10% change from 2000 to 2010. ***Data source:*** Behavioral Risk Factor Surveillance System (BRFSS), Center for Health Statistics, Oregon Health Division, Oregon Department of Human Resources.

51. Percentage of families for whom child care is affordable

Explanation: This is the percentage of families using paid child care in Oregon who spend less than 10% of their income for that care. Two factors are used to calculate this benchmark: household income and child care expenditures. ***Rationale:*** Affordability of child care limits access to quality child care. The cost of care relative to household income impacts families more than the absolute cost of care. 59% of households earning less than $25,000 per year spend more than 10% of their income for that care, compared to 11% of those households with incomes of $45,000 or more. The affordability concerns are greatest in lower income households. ***Target:*** Insufficient data for trend analysis. Target set by the Child Care Division of the Oregon Employment Department. The rationale for targeting gradual progress is very important, for increasing affordability can have negative consequences. The danger inherent in increasing affordability is that without an influx of new resources it is likely to result in a corresponding decrease in quality, for quality child care cannot be provided cheaply. Quality of child care must be protected because of its direct correlation to developmental outcomes for children. ***Data source:*** Child Care Division of the Oregon Employment Department.

52. Number of identified child care slots available for every 100 children under age 13

Explanation: "Child care slots" are the number of children which unrelated individual and institutional child care providers in Oregon have the capacity to serve. "Identified" child care slots are those that are those that are known to local child care resource and referral agencies. ***Rationale:*** This benchmark estimates supply of child care. It is based on national experience that 25 child care slots per 100 children under 13 is the ideal balance between supply and demand of child care. ***Target:*** Standard-Positive method used. ***Data source:*** Child Care Division of the Oregon Employment Department.

53. Percentage of 8th grade students who used: (a) Alcohol in the previous month (b) Illicit drugs in the previous month (c) Cigarettes in the previous month

Explanation: This measures the percentage of eighth grade students who report they have used alcohol, illicit drugs or cigarettes in the past month. The estimates of alcohol, illicit drugs and cigarette use are available at the state and regional level for the 8th and 11th grade students. The illicit drug index is not computed for the 6th grade students since they are asked only about marijuana and inhalant use. However, regional data is available for each of the respective substances, including school and tobacco products. ***Rationale:*** Use of alcohol, illicit drugs, and cigarettes is linked with many poor outcomes, including increased incidence of drug dependence, increased property crime, and a variety of health risks. ***Target:*** 2000 target set by the Office of Alcohol and Drug Abuse Programs. 2010 target set using Aggressive-Negative method. ***Data source:*** This information is collected in the *Oregon Public School Drug Use Survey,* conducted in even-numbered years for the Office of Alcohol and Drug Abuse Programs, Department of Human Resources.

54. Number of children abused or neglected per 1,000 persons under 18

Explanation: This reflects the reported number of children who are abused, neglected (physically and mentally), and abandoned per 1,000 children under 18. ***Rationale:*** Child abuse and neglect is linked to immediate stresses on families, including single parent families, unemployment, and drug and alcohol abuse. It is linked to many social problems in later life, including teen pregnancy, crime, and drug and alcohol abuse. Children with disabilities are an additional family stress indicator. Data from the National Center on Child Abuse and Neglect shows that children with disabilities are maltreated 1.7 times the rate of other children. ***Target:*** Standard-Positive method used. ***Data source:*** State Office for Services to Children & Families, Research Unit, Department of Human Resources.

55. Reported elder abuse rate per 1,000

Explanation: This benchmark includes substantiated and partially substantiated reports of all types of abuse (physical, financial, neglect, abandonment). While it is an imperfect measure, it is the best information available. ***Rationale:*** This benchmark demonstrates public awareness of elder abuse and is an indicator of the safety of seniors. ***Target:*** Insufficient data for trend analysis. Target set by Senior and Disabled Services Division. ***Data source:*** Senior and Disabled Services Division, Department of Human Resources.

56a. Percentage of infants whose mothers used alcohol during pregnancy (self-reported by mother)
Explanation: The number of infants (resident live births) whose mothers report that they used alcohol during pregnancy divided by the total number of resident live births. ***Rationale:*** Intrauterine exposure to large amounts of alcohol is associated with fetal alcohol syndrome, which includes a wide variety of abnormalities. As few as two drinks per day during early pregnancy may be associated with recognizable abnormalities. There is no known safe lower threshold of alcohol use during pregnancy. ***Target:*** Year 2000 target set based on national data. Year 2010 target set at 20% below national levels. ***Data source:*** *Oregon Vital Statistics Annual Report,* published annually by the Center for Health Statistics, Oregon Health Division, Oregon Department of Human Resources.

56b. Percentage of infants whose mothers used tobacco during pregnancy (self-reported by mother)
Explanation: The number of infants (resident live births) whose mothers report that they used tobacco during pregnancy divided by the total number of resident live births. ***Rationale:*** Tobacco use is associated with low birth weight and its complications. As with alcohol, there is no known lower threshold of safe tobacco use during pregnancy. ***Target:*** Year 2000 target set based on national data. Year 2010 target set at 20% below national levels. ***Data source:*** *Oregon Vital Statistics Annual Report,* published annually by the Center for Health Statistics, Oregon Health Division, Oregon Department of Human Resources.

57. Percentage of Oregonians with incomes below 100% of the federal poverty level
Explanation: This is a measure of the percentage of the population which is above the federal poverty level. ***Rationale:*** This benchmark measures the percentage who are able to maintain incomes above the federal poverty level. Inclusion of this benchmark highlights Oregon's efforts to increase the skills and employability of those in poverty and to add them to the work force in jobs that provide incomes greater than the poverty level. ***Target:*** Aggressive-Negative method used. ***Data source:*** 1980 data come from the 1980 Decennial Census. 1990-1996 data come from the *Oregon Population Survey,* a random sample telephone survey of Oregon households conducted in even-numbered years.

58. Percentage of Oregonians without health insurance
Explanation: The purpose of this benchmark is to measure affordability and cost as barriers to Oregonians' access to health care services and facilities. Currently, this measures the percentage of Oregonians who report being covered by health insurance. The targets anticipate implementation of the Oregon Health Plan. ***Rationale:*** Use of the insurance-related benchmark should not be interpreted to mean that the insurance model is presumed to be the best way to increase the number of Oregonians with economic access to health care. Lack of access to health care threatens both health and self-sufficiency, and imposes greater future costs on all Oregonians. Those who do not seek health care when they first need it risk developing much more serious problems or health emergencies through delay. ***Target:*** Standard-Positive method used. ***Data source:*** *Oregon Population Survey,* a random sample telephone survey of Oregon households conducted in even-numbered years.

59. Number of Oregonians who are homeless on any given night
Explanation: This benchmark measures the number of Oregonians who are without fixed nightly shelter. The benchmark data are based on one-night survey counts of individuals in or turned away from homeless shelters on one night in November.One night shelter counts capture only a fracion (about one-tenth) of the total number of people who are homeless annually. ***Target:*** Standard-Negative method used. ***Rationale:*** This is an indicator of basic welfare of Oregonians. ***Data source:*** Oregon Housing and Community Services Department, one night shelter counts.

60. Percentage of current court-ordered child support paid to families
Explanation: This benchmark measures the percentage of current court-ordered support which is actually paid to those who request it. ***Rationale:*** When children living in single parent households are denied financial support from absent parents, they are more likely to be living below the poverty level. Because the service from the Support Enforcement Division (the source of this data) and the county district attorneys is free, it is assumed that nearly all families who need child support services are counted. ***Target:*** Target set by Support Enforcement Division based on the knowledge that some share of the population will not be paying support (e.g. cannot be located, or unable to work). ***Data source:*** Support Enforcement Division, Department of Justice.

61. Percentage of seniors living independently
Explanation: This measure estimates the percentage of Oregonians ages 65 and older that are living independently (outside of institutional settings). ***Rationale:*** The ability to live independently is a fundamental issue of dignity and choice to Oregon seniors. ***Target:*** Standard-Positive method used. ***Data source:*** Senior and Disabled Services Division, Department of Human Resources.

62. Percentage of Oregonians with a lasting developmental, mental and/or physical disability who work
Explanation: This measures the share of Oregonians with developmental, mental and/or physical disabilities who work. ***Rationale:*** Employment is one step toward independence, and most individuals with disabilities are able to work with adequate supports. ***Target:*** Insufficient data for trend analysis. Target set assuming access to appropriate supports. ***Data source:*** *Oregon Population Survey,* a random sample telephone survey of Oregon households conducted in even-numbered years.

63. Percentage of Oregonians with a lasting developmental, mental and/or physical disability living in households with incomes below the federal poverty
Explanation: This measures the share of Oregonians with developmental, mental and/or physical disabilities who are living in households with incomes below 100% of the federal poverty level. ***Rationale:*** As more disabled Oregonians become employed, their economic status should improve as well. ***Target:*** The Oregon Progress Board chose not to set targets. ***Data source:*** *Oregon Population Survey,* a random sample telephone survey of Oregon households conducted in even-numbered years.

PUBLIC SAFETY

64. Overall reported crimes per 1,000 Oregonians
Explanation: This is a measure of overall reported crimes reported to law enforcement agencies in Oregon during a calendar year per 1,000 Oregon population. ***Rationale:*** Reported crimes are one measure of the actual amount of this activity present in the community at large. The ratio of reported crimes to population controls for real changes in the population of the state. ***Target:*** Aggressive-Negative method used. Data Source: Uniform Crime Reporting program of the Oregon Department of State Police. Population estimates are provided by the U.S. Census. Population estimates are provided either by official census or estimates by Portland State University, Center of Population Research and Census.

65. Total juvenile arrests per 1,000 juvenile Oregonians per year
Explanation: These are measures of juvenile criminal arrests reported by law enforcement agencies in Oregon during a calendar year per 1,000 Oregon juvenile population. Reported offenses by juveniles are not possible since victims rarely know the age of the perpetrator. Juveniles are considered any individual less than 18 years old at the time of the arrest. Any court data used in conjunction with this measure will reflect a somewhat different pattern since age at the time-of the commission of the offense is the determining factor for placement in the juvenile category. ***Target:*** Aggressive-Negative method used. ***Rationale:*** Juvenile arrests represent a measure of the extent to which younger Oregonians are engaging in unacceptable and illegal activity. The true measure is not reflected in the current methodology since it is represented only by arrests. The ratio of juvenile arrests to juvenile population controls for real changes in the juvenile population of the state. Data Source: Uniform Crime Reporting program of the Oregon Department of State Police. Population estimates are provided by the U.S. Census. Population estimates in non-census years are provided by Center of Population Research and Census, Portland State University.

66. Percentage of students who carry weapons
Explanation: The number of Youth Risk Behavior Survey respondents in grades 9-12 who report carrying a weapon (such as a gun, knife, or club) within 30 days of the survey divided by the total number of survey respondents. ***Rationale:*** Weapon-related violence among adolescents is an increasingly important issue. School safety is addressed in goal six of the National Education Goals. ***Target:*** Target set by the Oregon Health Division. Targets based on percentage change in Healthy People 2000 Objective 7.10, rather than change in Oregon data. Oregon data should not be compared because of methodological differences between the 1993 and 1995 YRBS. 2000 target set assuming a 20% change from 1995 to 2000. 2010 target set assuming a 40% change from 2000 to 2010. ***Data source:*** Youth Risk Behavior Survey, Center for Health Statistics, Oregon Health Division, Oregon Department of Human Resources.

67. Percentage of paroled offenders convicted of a new felony within three years of initial release
Explanation: Criminal recidivism is measured by the percentage of paroled offenders who are convicted of a new felony crime within three years. Data reflect the percentage of paroled offenders initially released from prison three years prior to the given year who are convicted of a new felony within three years. (e.g. 1990 data reflect the percentage of paroled offenders in 1987 who committed a new crime within three years.) ***Target:*** Target based on national data showing that the lowest recidivism rate among comparable states was 27%. ***Rationale:*** This is a critical measure of public safety and our ability to help felons succeed in the community. ***Data source:*** Oregon Department of Corrections Offender Profile System. Table: Cumulative Percentage of New Felony Convictions After First Parole Release.

68. Percentage of counties that have completed a strategic cooperative policing agreement
Explanation: This is a measure of statewide development of cooperative policing agreements. Many counties are in the process of developing agreements, however this benchmark only measures those that have actually signed an agreement. Note, there are city and county law enforcement leaders that believe the existing long-term, informal agreements currently operating within their jurisdictions are sufficient. ***Rationale:*** Achievement of this benchmark will help improve public safety in communities statewide, making them more responsive, more effectively linked with related efforts, and outcomes driven. ***Target:*** Insufficient data for trend analysis. Target set by Oregon State Police. ***Data source:*** Oregon State Police

69. Percentage of Oregon counties with the capability to respond to an emergency, and to assist communities to recover fully from the effects
Explanation: To meet the criteria for this benchmark a county must, 1) have a minimum emergency operations plan, and 2) meet three of the five remaining categories (recent hazard analysis, all-hazards EOP, up-to-date emergency management organization, adequate EM training (20 hours/year), and on-going exercise program). ***Rationale:*** This benchmark assesses how well counties are prepared to coordinate the response to and recovery from a natural or other disaster. ***Target:*** Standard-Positive method used. ***Data source:*** Oregon Emergency Management, Oregon State Police.

COMMUNITY DEVELOPMENT

70. Percentage of miles of limited-access highways in Oregon urban areas that are heavily congested during peak hours
Explanation: This benchmark measures the extent to which the interstate highways and freeways in Oregon's urban areas are heavily congested during rush hours. Data indicate the percentage of urban freeways having a volume service flow ratio of more than 0.71 or more. The FHWA data indicate that 12 miles were added to Oregon's urban freeway system between 1992 and 1993. All data listed are still comparable. ***Rationale:*** Congestion exacts a toll in terms of driver frustration, lost work time, more air pollution, more gasoline use, and higher cost of goods and services. ***Target:*** Target set based on Oregon Transportation Initiative methodology (maintain 1994 levels of congestion despite growth). ***Data source:*** Oregon Department of Transportation, FHWA, Highway Statistics.

71. Percentage of Oregonians served by public drinking water systems that meet health-based standards
Explanation: This benchmark measures the population served by public drinking water systems that meet all maximum levels (including treatment level requirements) for the listed contaminants continuously during the year. For purposes of this benchmark, we measure both community

systems and nontransient noncommunity systems, as well as transient noncommunity systems serving over 500 people per day. This benchmark measures only health-based requirements (in order of risk): (a) E. Coli (or fecal coliform) bacteria maximum levels, (b) Surface water treatment performance levels-Failure to meet minimum filtration treatment (95% turbidity levels)-Failure to meet disinfection treatment levels (CxT), (c) Nitrate/Nitrite maximum levels (d) Chemical/Radiological maximum levels, (e) Lead action level (confirmed), (f) Total coliform bacteria maximum levels, (g) Copper action level (confirmed). The data reflect cumulative numbers for each full calendar year. Note that new and revised standards scheduled to take effect in future years may cause short-term declines in the benchmark population as new water quality problems are identified (examples are radon, arsenic, disinfection by-products). ***Rationale:*** Healthy drinking water is crucial to the well being of the citizens of a community. ***Target:*** Insufficient data for trend analysis. Target set by Oregon Health Division. ***Data source:*** Oregon Health Division, Drinking Water Section, Department of Human Resources.

72. Percentage of Oregonians with sewage disposal that does not meet government standards

Explanation: This benchmark measures the extent to which Oregonians' means of sewage disposal do not meet government standards. ***Rationale:*** Inability to provide proper sewage disposal results in a threat to the health of those affected and a barrier to further development in the area. ***Target:*** Standard-Positive method used. ***Data source:*** Oregon Department of Environmental Quality, *Sewage Need Survey.*

73. Percentage of Oregonians who commute to and from work during peak hours by means other than a single occupancy vehicle

Explanation: This benchmark measures the extent to which Oregonians get to work during peak hours by means other than driving alone. For purposes of this benchmark, "traveling to and from work" means commuting by car pool, transit, taxi, bicycle, foot, or other means, as well as working in one's home. ***Rationale:*** A major source of congestion and air pollution is people who drive alone to work. ***Target:*** Standard-Positive method used. ***Data source:*** *Oregon Population Survey,* a random sample telephone survey of Oregon households conducted in even-numbered years.

74. Vehicle miles traveled per capita in Oregon metropolitan areas (per year)

Explanation: This benchmark measures the per capita vehicle miles traveled annually in Clackamas, Multnomah, Washington, Marion, Polk, Lane, and Jackson Counties. ***Rationale:*** The State Transportation Planning Rule requires metropolitan areas -- Portland, Salem, Eugene, and Medford -- to adopt plans to reduce vehicle miles traveled over the next 30 years. Benchmark targets reflect implementation of the rule. These targets may be achieved through increased car pooling, increased use of mass transit, and pedestrian friendly urban design. ***Target:*** Assumes Transportation Planning Rule is successfully implemented. ***Data source:*** Oregon Department of Transportation.

75. Percentage of Oregon households with personal computers at home that send and receive data and information over telecommunications

Explanation: This measures the number of households with computers and modems (which connect a computer to the phone system). ***Rationale:*** As the costs of manipulating and transmitting data declines, more and more households will benefit from access to data bases, electronic mail and other electronic services. The more people who connect into these services, the more data bases and opportunities for communications will emerge. A telecommunications task force recently concluded that accelerating this process will increase productivity and benefit Oregonians. ***Target:*** Target set by Oregon Progress Board. ***Data source:*** 1992, *Oregon Values Study* conducted for the Oregon Business Council. 1994 and 1996, the *Oregon Population Survey,* a random sample telephone survey of Oregon households conducted in even-numbered years.

76. Real per capita state and local expenditures for capital outlay (1995 constant dollars)

Explanation: Public facilities include, for example, equipment, land, schools, roads, hospitals, libraries, police, parks, and sewers constructed by the public sector. ***Rationale:*** Public facilities are public goods and services that are intended to help the state to meet its needs and achieve its goals in the most efficient, effective, and equitable manner possible. Oregon must maintain its overall investment in public facilities and services if it is to continue to meet its needs and achieve its goals. The benchmark focuses attention on the level of investment in public infrastructure in Oregon. ***Target:*** The Progress Board chose not to set targets. ***Data source:*** *Government Finances,* U.S. Department of Commerce, Bureau of the Census. Consumer Price Index for the Portland Metropolitan area used to convert figures to 1990 dollars.

77. Percentage of households that are owner-occupied

Explanation: This measures the percentage of Oregonians that report owning their own home, either with a mortgage or free and clear. ***Rationale:*** This is a measure of the distribution of wealth of Oregonians. The home is the single greatest asset most people will acquire. ***Target:*** Standard-Positive method used. Data Source: 1980 Census of Population and Housing. Data for 1990-1996 is collected through the Oregon Population Survey, a random sample telephone survey of Oregon households conducted in even-numbered years.

78. Percentage of Oregon households below median income spending more than 30% of their household income on housing (including utilities): (a) Home renters and (b) home owners

Explanation: A housing affordability rule of thumb says the proportion of a household's income spent on rent or mortgage payments and other housing expenses should be less than 30%. ***Rationale:*** Today, many low-income households pay a large portion of their income on housing-related costs, leaving too little money for food, child care, health services, and other necessities. ***Target:*** Standard-Negative method used. ***Data source:*** Oregon Housing and Community Services Department. The 1990 benchmark is from 1990 U.S. Census Bureau reports. Data for non-census years is collected through the *Oregon Population Survey,* a random sample telephone survey of Oregon households conducted in even-numbered years.

ENVIRONMENT

79. Percentage of Oregonians living where the air meets government ambient air quality standards

Explanation: This benchmark measures the percentage of the population living in areas that exceed the criteria for healthy air for some portions of the year. The data are based on monitoring of Oregon airsheds for carbon monoxide, ozone, fine particulates, and other pollutants. New air quality standards and monitoring data in the future will likely require adjustment of the benchmark data. The current data reflect a three-year average. ***Rationale:*** Good air quality is fundamental to the health of Oregonians. ***Target:*** Standard-Positive method used. ***Data source:*** Air Quality Division, Oregon Department of Environmental Quality.

80. Carbon dioxide emissions as a percentage of 1990 emissions

Explanation: This benchmark measures carbon dioxide (CO2) emissions in the state relative to 1990 emissions. The goal is to stabilize emissions at the 1990 level of 33.8 million metric tons. ***Rationale:*** Most leading atmospheric scientists predict that increasing emissions of greenhouse gases will raise the earth's average temperature by 2°F to 5°F before the end of the next century. There is uncertainty about the rate of change and the consequences of such change. Nevertheless, prudent policy supports the need to buy insurance against the potentially large costs of climate change. Many of the actions that will have to be taken to reduce greenhouse gas emissions are the responsibility of individuals, businesses, local governments, and states. ***Target:*** Standard-Negative method used. ***Data source:*** Oregon Office of Energy.

81. Percentage of Oregon wetlands in 1990 still preserved as wetlands

Explanation: This benchmark measures the extent to which Oregon's wetlands in 1990 are still wetlands. The unit of measure is acres of wetlands identified as such by the Oregon Division of State Lands. Over the last three years there has been no net loss of wetlands allowed through the permitting process. Permit records show that mitigation has achieved full replacement since 1993. Monitoring of these efforts has shown that there is a slight loss of wetland area when projects are implemented. The losses are more than made up by wetland restoration projects. ***Target:*** Standard-Positive method used. ***Rationale:*** Wetlands provide important habitat for plants, animals and insects. Wetlands also promote recharge of groundwater, dissipate flood waters, and stabilize stream banks. Wetlands improve water quality by filtering sediments and pollutants. ***Data source:*** Oregon Division of State Lands, Environmental Planning and Permits Section.

82. Stream water quality index: Percentage of monitored stream sites with significantly increasing (decreasing) trends in water quality

Explanation: The water quality index (WQI) analyzes a defined set of water quality parameters and produces a score describing general water quality. The water quality parameters included in the WQI are: temperature, dissolved oxygen (percent saturation and concentration), biochemical oxygen demand, pH, total solids, ammonia and nitrate nitrogens, total phosphorous, and fecal coliforms. WQI scores range from 10 (worst case) to 100 (ideal water quality). The Department of Environmental Quality Laboratory maintains a large network of ambient water quality monitoring sites. Monitoring sites are representative of Oregon streams, including pristine waters and highly impacted waters. For the benchmark, WQI results are calculated on all samples at these sites. Using ten years of these data, each site with sufficient data is analyzed for the presence of significantly increasing or decreasing trends. The Seasonal-Kendall test (WQHYDRO) is used for trend analysis to ensure that the significant trends that exist are not due to normal meteorological conditions or drought cycles. Significant trends are reported at the 80% or greater confidence level. Of these significant trends, the percentages of increasing and decreasing trends are reported for the benchmark. The percentage is calculated as the ratio of the number of stream monitoring sites with significantly increasing (or decreasing) trends to the total number of stream monitoring sites with sufficient data for trending. ***Target:*** Insufficient data for trend analysis. Target suggested by Department of Environmental Quality. ***Rationale:*** Clean rivers and lakes are essential to providing water that is safe for drinking, recreation, and fish and wildlife. ***Data source:*** Water Quality Control Division, Oregon Department of Environmental Quality.

83. Percentage of assessed groundwater that meets drinking water standards

Explanation: This measure identifies the cumulative percentage of the assessed area where the groundwater quality exceeds one of the safe drinking water standards (Federal Maximum Contaminant Levels (MCL's)). In 1996, groundwater was used in 20.8% of the state's total land area or 20,100 square miles (based on well logs recorded with the Department of Water Resources). The state has assessed 30% of the area where groundwater was in use. Groundwater was considered assessed in a section if one or more wells were sampled and one or more chemicals were analyzed. It is unlikely that 100% of the state's groundwater will ever be assessed. The state focuses its assessment efforts in areas where groundwater is being used and where there is a potential for groundwater contamination. Groundwater with varying yields underlies most of the state's land area and the state has limited resources for assessing groundwater quality. Additionally, many of the state's assessments are long term trend studies conducted in priority areas. The measure represents area-wide groundwater quality assessment, not assessments related to site-specific considerations, such as permitted facilities, environmental cleanup or spills. Improvement in the benchmark will be slow, because groundwater once contaminated takes decades to cleanse itself. ***Target:*** Suggested by Department of Environmental Quality. ***Rationale:*** Drinking water is considered one of the highest beneficial uses of groundwater; therefore drinking water standards were chosen as the measurement criteria. It should be noted that groundwater provides other beneficial uses besides drinking water, such as irrigation, municipal and industrial uses and base flow for most streams and rivers. Additionally, there are areas of the state which show groundwater contamination from human activities. However, the contamination is still within drinking water standards, but above natural background concentrations. At present, the assessment is based primarily on nitrate levels which are more prevalent in groundwater throughout the state than any other constituent and relatively easy to measure. (Nitrate causes Methemoglobinemia in infants below six months of age and can also be a danger for pregnant or nursing women.) Data Source: Oregon Department of Environmental Quality

84. Percentage of key rivers meeting instream water rights (a) nine or more months of the year (b) 12 months a year
Explanation: This benchmark measures the extent to which in-stream flows on selected key rivers and streams meet identified needs for fish life, water quality, recreation and other public uses. Statistics for 1994 are based on USGS stream flow records. ***Rationale:*** In 1987, the Oregon Legislature authorized establishment of in-stream water rights to support public uses in streams and lakes. The law also authorized the lease, purchase or gift of existing water rights for conversion to in-stream use. The extent to which in-stream flows are met is a measure of the quality of life in Oregon which is characterized by high values placed on fish habitat, fishing, water quality, clean and abundant water supplies and outdoor recreation. ***Target:*** Target set by the Oregon Water Resources Department. ***Data source:*** Technical Services Division, Oregon Water Resources Department.

85. Percentage of Oregon agricultural land in 1970 still preserved for agricultural use
Explanation: This benchmark measures the extent to which private Oregon land used for agriculture in 1970 is still used for agricultural uses. For purposes of this benchmark, "agricultural land" means acres of crop land, pasture land, and range land regardless of whether such land is being actively used for such purposes, is fallow, or is enrolled in a government set-aside program. The benchmark targets are extrapolated from reported data for 1982 and 1992. The estimated amounts of agricultural land correspond to the average annual decrease that occurred from 1982 to 1992. The estimated actual amounts of agricultural land in Oregon, in millions of acres, are as follows: 1970, 15.9; 1980, 15.8; 1982, 15.7; 1990, 15.6; 1992, 15.6; 1995, 15.5; 2000, 15.5; 2010, 15.4. ***Rationale:*** State policy is to preserve productive agricultural lands. Much of the decrease in agricultural land is due to urbanization. ***Target:*** Target set to maintain current levels. ***Data source:*** Natural Resource Inventory (NRI), U.S. Department of Agriculture, Natural Resources Conservation Service. The next complete inventory will be in 2002.

86. Percentage of Oregon forest land in 1970 still preserved for forest use
Explanation: This benchmark measures the extent to which public and private Oregon land in forest use in 1970 is still in forest use. For purposes of this benchmark, "forest land" means acres of forested land where the dominant uses are for timber, watershed, wildlife, or recreation. The estimated actual amounts of forest land in Oregon, in millions of acres, are as follows: 1970, 30.3; 1980, 29.5; 1990, 27.8; 1992, 27.8; 1994, 27.8; 1995, 27.5; 2000, 27.5; 2010, 27.3 ***Target:*** Standard-Negative method used. ***Rationale:*** State policy is to conserve healthy forest lands. ***Data source:*** Oregon Department of Forestry.

87. Pounds of Oregon municipal solid waste landfilled or incinerated per capita
Explanation: This benchmark measures the extent to which Oregon reduces municipal solid waste through recycling, product packaging requirements, or other means. ***Rationale:*** Recycling and reuse saves resources, landfill space, and reduces air and water pollution. ***Target:*** Aggressive-Positive method used. ***Data source:*** Oregon Department of Environmental Quality, Waste Management and Cleanup Division.

88. Percentage of identified Oregon hazardous waste sites cleaned up or being cleaned up: (a) Tank sites, (b) Other hazardous substances
Explanation: This benchmark measures the extent to which sites on the Oregon Department of Environmental Quality's (DEQ) inventory of hazardous waste sites in Oregon have been cleaned up or are proceeding toward cleanup in compliance with a plan and schedule approved by DEQ. The inventory consists of those sites where releases of one or more hazardous substances has been confirmed and where cleanup is required. As new sites are discovered, the benchmark may be modified prospectively and retrospectively. ***Target:*** Changing denominator makes trend analysis difficult. The inability to know how many contaminated sites exist makes projecting targets for future years difficult. The length of time it takes to clean up hazardous substance sites varies anywhere from six months to 30+ years. Cleanup completion is often not able to be predicted until well into the investigation. Target suggested by Department of Environmental Quality. ***Rationale:*** If not controlled, hazardous wastes can contaminate groundwater and surface waters, harming fish and wildlife and threatening human health. ***Data source:*** Hazardous and Solid Waste Division, Oregon Department of Environmental Quality.

89. Percentage of wild salmon and steelhead populations in key sub-basins that are at target levels
Explanation: This measures the change in stock in populations of wild salmon and steelhead. The key sub-basins are the Willamette (including the McKenzie), Clackamas, Deschutes, John Day, Grande Ronde, Salmon, North Oregon Coast, and the South Oregon Coast. ***Rationale:*** Increasing the stock of wild salmon and steelhead helps assure healthy and diverse fish populations. ***Target:*** 2000 target suggested by Department of Fish and Wildlife. 2010 target straight line extrapolation from 2000 target. ***Data source:*** Oregon Department of Fish and Wildlife.

90. Percentage of native fish and wildlife species that are healthy
Explanation: As of December 1996, there are known 557 wildlife and 68 fish species in Oregon. (Records show four wildlife and one fish species are extirpated from Oregon.) The threatened, endangered, and sensitive species are those classified as such under federal and state listings. "Uncertain status" is when the majority of the populations have unknown (or uncertain) status. ***Target:*** Suggested by Department of Fish and Wildlife. ***Rationale:*** This benchmark addresses the extent to which natural habitat is sufficient for sustaining native mammal, bird, reptile, amphibian, and fish species. ***Data source:*** Oregon Department of Fish and Wildlife.

91. Percentage of native plant species that are healthy
Explanation: This benchmark is based on a report, Rare, Threatened, and Endangered Plants and Animals of Oregon, a document prepared by Oregon Natural Heritage Program, Oregon Department of Agriculture, Oregon Department of Fish and Wildlife, Division of State Lands, and Oregon Natural Heritage Advisory Council. There are approximately (known) 3,370 flora species in Oregon. ***Rationale:*** This benchmark addresses the extent to which natural habitat is sufficient for sustaining native plant species. ***Target:*** Standard-Positive method used to set the 2000 target. The 2010 target was set by the Oregon Natural Heritage Program. ***Data source:*** Oregon Natural Heritage Program.

92. Acres of state-owned parks per 1,000 Oregonians
Explanation: This benchmark compares the total acreage of state owned parks to Oregon's total population. ***Rationale:*** The demand for recreational opportunities is growing rapidly. For example, in 1988-1989, the tally of state park visits was nearly 40 million, double the number two decades earlier. ***Target:*** Standard-Negative method used. ***Data source:*** Oregon Department of Parks and Recreation.

TARGET SETTING METHODS

Standard-Positive (for positive trending Benchmarks)
Establish the percentage change using the longest data time series available (starting with either 1980 or 1990). Apply percentage change to the most recent data to set the 2010 target. Assume a straight line between 2010 and most recent data to set interim target. If 2010 target is better than the current value for the best state in the nation, the value for the best state is substituted. This method is applied to Benchmarks that have shown satisfactory progress.

Standard-Negative (for negative trending Benchmarks)
Return to best level in time series by 2000. Improve by 0% between 2000 and 2010.

Aggressive-Positive (for positive trending Benchmarks)
Establish the percentage change using the longest data time series available (starting with either 1980 or 1990). To set the 2010 target, apply this percentage change to the most recent data, then double that value and add it to the most recent data. Assume a straight line between 2010 and most recent data to set interim target. This method is applied to Benchmarks that have shown unsatisfactory progress or Benchmarks that have been targeted for special attention by state government.

Aggressive-Negative (for negative trending Benchmarks)
Return to best level in time series (either 1980 or 1990) by 2000. Improve by 20% between 2000 and 2010.

APPENDIX B — ACKNOWLEDGMENTS

Scores of Oregonians were involved in the development of this report. Writers, editors, Task Force members, Task Force staff, researchers, facilitators and meeting organizers were all critically important to its development. And literally hundreds of Oregonians provided written and oral comments that shaped the direction and recommendations contained herein. We are particularly grateful to the many Oregonians who volunteered their time to contribute to this work.

Jeffrey Tryens, executive director of the Oregon Progress Board, managed the project and Gerald Kissler, senior vice-provost of the University of Oregon was the principal researcher and writer. Oregon Progress Board Data Analyst Deirdre Molander coordinated the development of the Benchmark assessment sections of the report. Janelle Schmidt was the principal drafter of the "Healthy, Sustainable Surroundings" chapter and Steve Robinson provided valuable drafting and editing assistance.

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Oregon Shines Task Force sub-committee staff gathered and drafted recommendations regarding Benchmark changes. They are: Paul Burnet, Department of Environmental Quality; Andy Clark, State System of Higher Education; Ron Fox, PacifiCorp; Bill Marble, Department of Revenue; Rick Munford; Oregon Department of Transportation; Bob Smit, Oregon State Police; Sue Smit, Department of Human Resources (formerly). Peggidy Yates also assisted in organizing the Business Development recommendations. Thanks to them and their respective directors for making their valuable time available.

Meeting logistics were handled by Charlotte Hartwig. Dotten & Associates were responsible for meeting outreach. Alice Galloway managed press relations. And Progress Board Secretary Zoë Johnson provided overall administrative support.

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APPENDIX C — OREGON SHINES TASK FORCE

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Data Sub-committee Chair
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The Honorable Beverly Stein
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Salem

APPENDIX D — MEETINGS RELATED TO *OREGON SHINES* UPDATE

Oregon Shines Update Regional Meetings (by county)

June 6 — Eugene
Douglas, Lane

June 10 — Grants Pass
Coos, Curry, Jackson, Josephine, Klamath

June 14 — Oregon City Metro I
Clackamas, Multnomah, Washington, Yamhill

June 19 — La Grande
Baker, Grant, Union, Wallowa

June 24 — Bend
Crook, Deschutes, Jefferson

July 12 — Portland Metro II
Clackamas, Multnomah, Washington, Yamhill

July 23 — Burns
Harney, Lake, Malheur

July 25 — Salem
Benton, Linn, Marion, Polk

July 26 — The Dalles
Gilliam, Hood River, Morrow, Sherman
Umatilla, Wasco, Wheeler

July 31 — Tillamook
Clatsop, Columbia, Lincoln, Tillamook

Oregon Benchmarks Assessment Meetings (by topic)

June 5 — Woodburn
Public Safety

June 26 — Salem
Independence & Productivity

June 27 — Portland
Education

July 2 — Salem
Healthy Environment

July 16 — Wilsonville
Business Development

July 24 — Salem
Community Development

July 30 — Salem
Governance

APPENDIX E — LOCAL OPTION: GIVING BACK LOCAL CONTROL

Most Oregonians have realized that 1990 Measure 5 changed more than their property tax bills. It created a state-funded system that has in effect made K-12 education a state agency. There have been increasing numbers of conversations among legislators about the need to make local districts more accountable to the Legislature regarding what they are doing with the dollars they are given. Measure 5 also placed a heavy demand on the State General Fund as it required backfill for lost property tax revenue. This has translated into hard-fought battles over those resources among K-12 human services, public safety and higher education. The passage of Measure 47 will only exacerbate the shift of control to the state, and expand its influence over other forms of local government besides schools.

A local option would provide communities an opportunity to regain certain essential control over decisions about their local schools. As more and more school districts have faced the challenges of doing more with less, they have come to the realization that the only way to improve their circumstances is through the Legislature. Individual communities can no longer decide they will pay more for a better education. A local option as a modification to Measure 5 or an alternative funding source to property taxes would give people the ability to improve their own schools, determine what new programs should be available to their children, and not be limited to the ability of the State to pay the total bill.

The current system has all but eliminated local accountability.

The current system has all but eliminated local accountability. If the State would fund a basic education to reach a defined set of academic standards, and a local community could decide to tax themselves for the purpose of adding to programs or reducing class sizes, this would create a condition in which schools could be held accountable not only to the state but directly to their community. This is what local control is all about. In a state as diverse as Oregon local communities must retain a strong voice in what and how their children are educated.

The Oregon Courts have consistently held that there can be differences in the resources available to educate children in different parts of the state. Measure 5 was not advertised as a method of changing public schools to become state agencies, nor did its supporters suggest it to be a method of removing local control over its schools, but that is what it has done. Creating a local option simply gives some control back to the communities in allowing them to adjust upward the destiny of their local school systems.

Ways You Can Help Achieve Oregon's Goals for a More Prosperous Future

Goal 1: Quality jobs for all Oregonians:

- ✔ Provide a job shadowing experience for a student
- ✔ Help prepare a resume for someone looking for work
- ✔ Provide training in your area of expertise
- ✔ Volunteer for Junior Achievement or some other school-to-work program
- ✔ Mentor young entrepreneurs eager to start their own businesses
- ✔ Share your knowledge of international markets with other small businesses
- ✔ Purchase Oregon products and services
- ✔ Give employees opportunities to obtain additional education and training
- ✔ Help your employees balance their work and family obligations

Goal 2: Safe, caring and engaged communities:

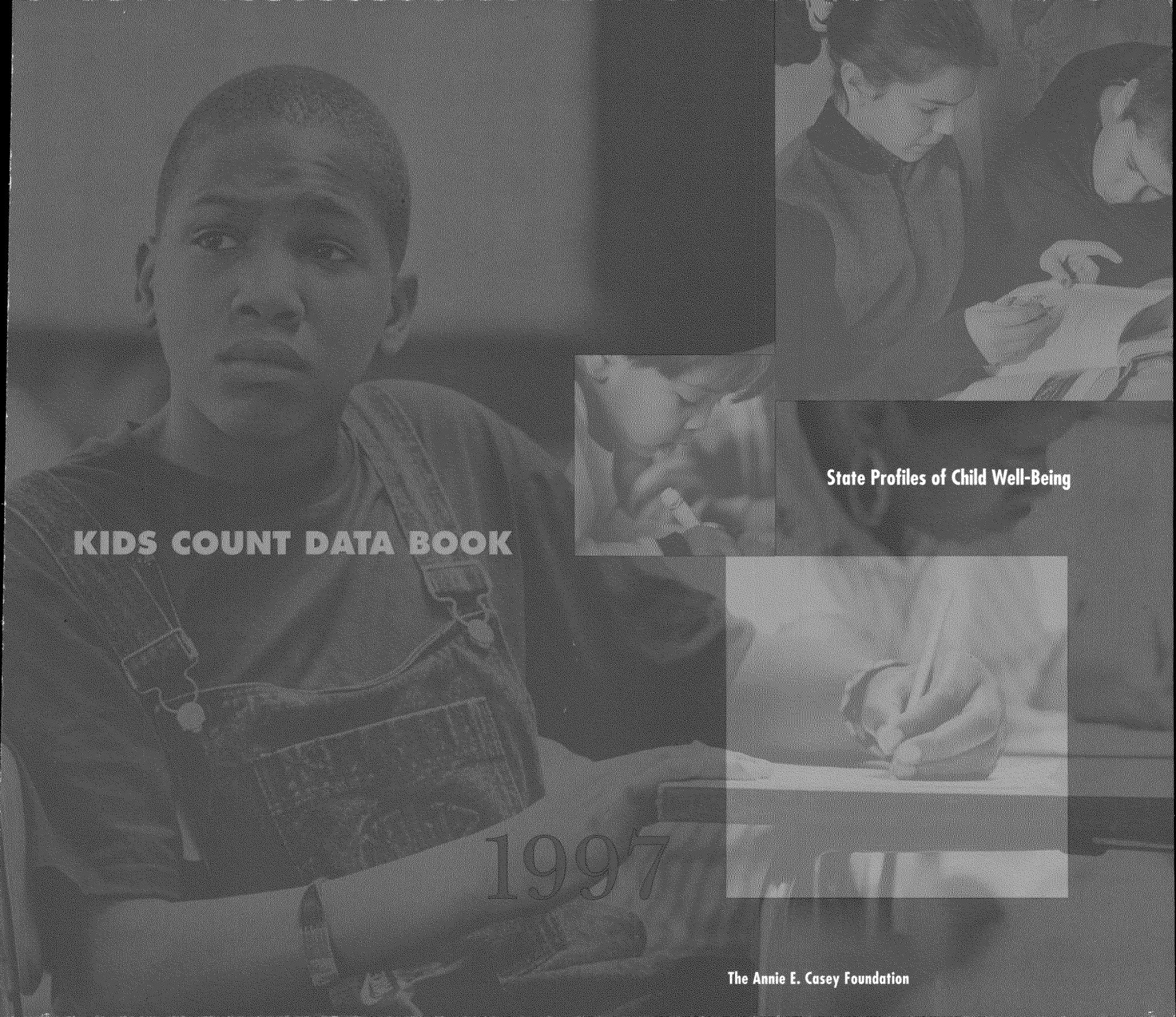
- ✔ Register and vote
- ✔ Read to a young child in a local school
- ✔ Get to know your neighbors
- ✔ Run for local office or school board position
- ✔ Participate in neighborhood associations
- ✔ Reach out and help someone less fortunate
- ✔ Become a foster parent for children in need of safe homes
- ✔ Volunteer for community youth organizations such as Boys and Girls Clubs
- ✔ Offer occasional child care for a family in your neighborhood
- ✔ Help your children with their homework and let them read to you at night
- ✔ Visit an assisted living facility and spend time with older Oregonians
- ✔ Support group homes for developmentally disabled people in your neighborhood

Goal 3: Healthy, sustainable surroundings:

- ✔ Participate in local recycling activities
- ✔ Volunteer for SOLV's beach cleanup program
- ✔ Make donations to Oregon's environmental programs
- ✔ Take public transportation to work at least once a week
- ✔ Car pool whenever possible
- ✔ Support the upkeep of public roads, parks, schools, sewer and storm water systems
- ✔ Protect the land use planning process so there is enough land for agriculture
- ✔ Restore salmon habitat by planting trees and plants along the banks of streams and rivers (contact your local Watershed Council)

After all, Oregon's future is everybody's business.

OREGON
Progress Board



KIDS COUNT DATA BOOK

State Profiles of Child Well-Being

1997

The Annie E. Casey Foundation

KIDS COUNT, a project of the Annie E. Casey Foundation, is a national and state-by-state effort to track the status of children in the United States. By providing policymakers and citizens with benchmarks of child well-being, KIDS COUNT seeks to enrich local, state, and national discussions concerning ways to secure better futures for all children. At the national level, the principal activity of the initiative is the publication of the annual *KIDS COUNT Data Book,* which uses the best available data to measure the educational, social, economic, and physical well-being of children. The Foundation also funds a nationwide network of state-level KIDS COUNT projects that provide a more detailed community-by-community picture of the condition of children.

1997

KIDS COUNT DATA BOOK

State Profiles of Child Well-Being

The Annie E. Casey Foundation

Acknowledgments

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Permission to copy, disseminate, or otherwise use information from this *Data Book* is granted as long as appropriate acknowledgment is given.

To obtain additional copies of this publication, call 410.223.2890 or write to the Annie E. Casey Foundation, Attn: *KIDS COUNT Data Book*, 701 St. Paul Street, Baltimore, MD 21202.

The *KIDS COUNT Data Online* is available on the Internet at www.aecf.org.

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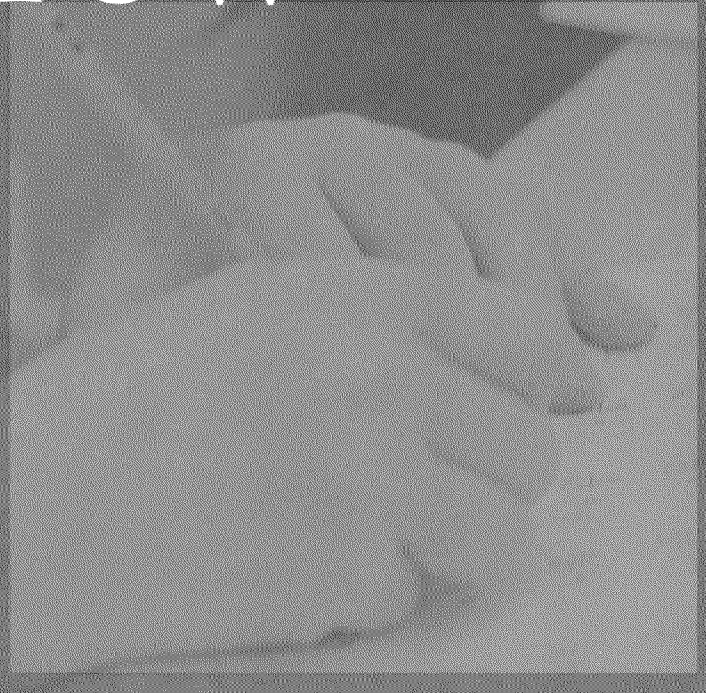
overview



Overview

The 7.1 million children growing up in poor communities today face tough odds.[1] Research predicts that they are at greater risk of being sick and having inadequate health care; of being parents before they complete school; of being users of easily available drugs; of being exposed to violence; and of being incarcerated before they are old enough to vote. Although poor neighborhoods include individuals and families with extraordinary resilience and strength, too many kids growing up in such environments will reach adulthood unprepared to parent, to work, and to contribute to society.

Improving the odds for children in low-income communities will require many things, including greater access to supports that all families need to raise kids successfully—employment opportunities for parents, quality health care, formal and informal networks of adults who can assist in times of crisis, vibrant religious institutions, organized recreation, and safe streets. But of all the community institutions that help children become capable adults, perhaps none is more important than school. For generations, education has been the vehicle for advancing the social and economic status of children and families, compensating for poverty and distressed environments, and, for millions of kids, paving the way to opportunities unavailable to their parents. Traditionally, good schools in America's neighborhoods fueled family dreams and fortified children's futures.

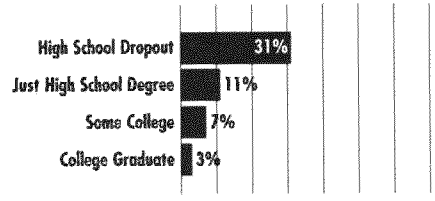
Today, the importance of education is greater than ever. Because of changes in our economy and the demands of the workplace, literacy, computational, computer-literacy, and problem-solving skills are even more powerful predictors of a child's future success. Research shows that school completion and academic success increase children's ability to escape poverty, form strong families, and raise successful kids of their own. The poverty rate for high school dropouts is 10 times that of college graduates (see Figure 1). Moreover, college graduates earn twice the annual income of adults with only a high school diploma and three times the income of high school dropouts.[2] In other words, a good education is one of the strongest ways to break the cycle of intergenerational poverty (see Figure 2).

Tragically, the potential of education to offset the disadvantages of growing up in a poor neighborhood is not being realized. In fact, the likelihood of getting a decent education is decreasing in the very communities where it is needed most. If our nation is to remain prosperous and committed to equality of opportunity, we must create successful schools for poor children. This fundamental challenge is the theme of our eighth annual *KIDS COUNT Data Book.*

Schools in Poor Communities

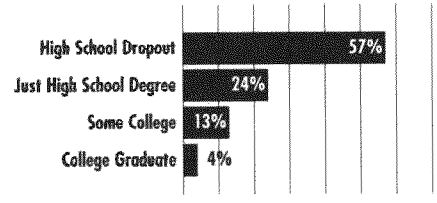
Overall, our nation's schools have made steady improvement over the last decade. For example, high school students are completing more rigorous curricula, and dropout rates have

Figure 1. Poverty Rate by Educational Attainment for Persons 25-54 in 1995



SOURCE: Special Tabulation of U.S. Census Bureau, March 1996 Current Population Survey.

Figure 2. Child Poverty Rate by Education of Parent(s) in 1995



SOURCE: Special Tabulation of U.S. Census Bureau, March 1996 Current Population Survey.

While reasonable people might debate the most powerful mix of strategies and approaches for improving the life chances of disadvantaged children, everyone agrees that a high-quality education is at least part of the solution.

decreased.[3] These improvements, however, are not evident in schools serving our poorest communities. In 1994, for example, the dropout rate for kids in low-income families was five times as high as that for kids in more affluent families.[4] Moreover, schools with high proportions of poor kids score lower on standardized achievement tests, and students attending schools in poor neighborhoods learn less. According to the Center on National Education Policy, 13-year-old students in poor school districts have the math skills of 9-year-olds in more affluent schools.[5]

Few would dispute that such dismal results are connected, at least in part, to the challenges poor children bring to school each day. Children in low-income families, for example, have fewer role models to inspire academic success, and compared with other kids, they are raised in homes with fewer books and are read to less. The poor nutrition associated with poverty also affects school performance and leads to more frequent illness and school absence. In addition, many poor children live daily with the distractions of drugs and violence that afflict our most distressed communities.

The challenge of providing poor children with the education they need and deserve starts with money. According to a recent report by the U.S. General Accounting Office, more affluent districts spend about 24 percent more per student than poor districts.[6] One consequence of this funding disparity is that schools in poor neighborhoods are more likely to have inadequate heating, plumbing, lighting, safety, and space. Students attending such schools are also apt to have fewer and older textbooks; insufficient instructional supplies; and less access to calculators, computers, and advanced technology.

But the educational disadvantage of poor children goes beyond basic bricks, mortar, and books. Schools in high-poverty neighborhoods tend to have the least experienced and least prepared teachers. On average, such schools have more teachers with three or less years experience and, in core subjects, have more teachers who did not specialize in the subjects they teach.[7]

Perhaps the most disturbing expression of educational inequity is the low expectations we have for schools in poor neighborhoods and for the students who attend them. Typically, such schools have lower standards, as measured by the lack of challenging courses, extensive use of tracking, and inflated grading practices. According to a U.S. Department of Education report, students receiving grades of "A" in high-poverty schools achieve at about the same level as "C" and "D" students elsewhere.[8]

What Kids in Poor Communities Need

Providing poor children with the same learning opportunities that more advantaged students receive is possible, but it will require a level of imagination, commitment, and collaboration that most education-reform efforts have thus far failed to produce. The truth is, there is no easy fix to the problem of bad schools in poor neighborhoods—no one-time infusion of money, no donation of computers, and no quick influx of reading volunteers will suffice. At a minimum, turning around schools in poor

communities will require a comprehensive, decade-long commitment, driven by data and informed by research and best practice.

Specifically, we can point to five ideas that have demonstrated that they can positively contribute to kids' success in school and overall development:

- preschool experiences that prepare children to learn;
- schools that are small enough to engage every child;
- high standards in curriculum, instruction, and assessment;
- strong, meaningful family participation;
- making education part of a larger community commitment to healthy youth and family development.

Preschool experiences that prepare children to learn. High-quality early childhood care and preschool education can stimulate cognitive development, increase school readiness, and advance academic achievement in the early elementary grades.[9] In 1993, however, 40 percent of 3- to 5-year-olds were not in nursery school or kindergarten. A growing number of states—for example, Minnesota, North Carolina, Ohio, Oregon, and Vermont—are promoting and expanding the development of high-quality Head Start, zero-to-three, and other programs aimed at improving the chances that disadvantaged kids will begin their formal education ready to learn. In many cities, Reach Out and Read programs are integrating literacy development into well-child visits with health-care providers. Across the country, these critical preschool resources should be targeted to districts where the need is greatest.

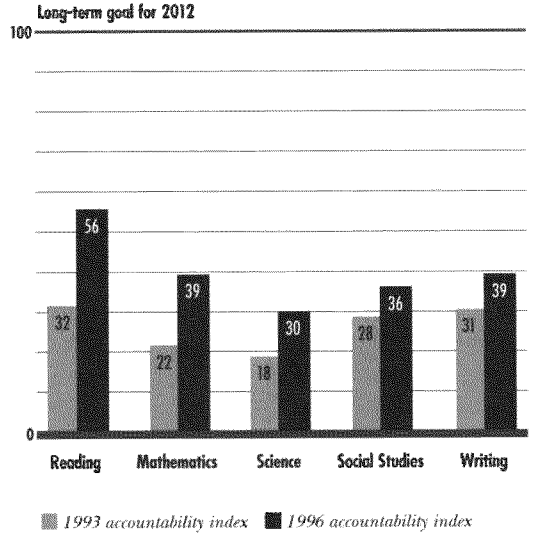
Schools that are small enough to engage every child. Small schools—whether freestanding or schools-within-schools—nurture positive teacher-student relationships; provide more instructional flexibility to respond to kids' specific learning styles; and provide a safer, more secure educational climate.[10] Several cities have developed models of small, supportive learning environments that improve attendance and achievement. In New York City, for example, small secondary schools created by teachers and community organizations, called New Visions Schools, are demonstrating the difference that engaging teaching can make in expanding horizons for our most at-risk kids. Since 1992, the 21 New Visions Schools have shown higher attendance rates and lower dropout rates than other public schools in the city. Moreover, students in New Visions Schools are performing at above-average levels of academic achievement.

High standards in curriculum, instruction, and assessment. Effective schools have high learning standards, challenging curricula based on those standards, and instructional practices that keep kids actively engaged in learning. Such schools also develop assessments, tied to their standards and curricula, that are used to help kids and parents understand academic progress and to help teachers adjust instructional practices. High standards show children that schools care, that learning is valuable, and, most importantly, that they have the ability to succeed. States like Kentucky, Washington, and Maryland and districts like Milwaukee and Philadelphia have taken significant steps to set standards that are aligned with curriculum, instruction, and assessment practices. In Kentucky, for example, there have been significant achievement gains in reading, writing,

Education Reform Working in Kentucky

The Kentucky Education Reform Act (KERA), enacted in 1990, was a sweeping education reform package that put in place provisions for stronger preschool programs, ungraded primary programs, higher standards for academic performance, new curricula, school-based accountability, a new comprehensive assessment program, and family resource centers that link poor kids and families to social services. Beneficiaries of this effort include Kentucky 4th graders, whose progress toward the state's long-term goals for 2012 are shown below.

Progress Among 4th Graders in Kentucky 1992-93 to 1995-96



SOURCE: Kentucky Department of Education.

The likelihood of getting a decent education is decreasing in the very communities where it is needed most.

math, science, and social studies among 4th graders—the grade cohort that started school at the beginning of the statewide reform effort. At the local level, in Philadelphia, the Central East Middle School's Talent Development Model combines higher level courses and enriched learning experiences for all students, regardless of previous school performance, with "extra doses" of support when students show signs of falling behind their peers. This effort has resulted in significant academic gains for all students.[11]

Strong, meaningful family participation. Active and informed family participation has long been recognized as a key element of successfully educating children. For some families, involvement means communicating frequently with teachers; knowing what goes on in their child's school, and helping kids with their homework. For others, it means participating on school councils that make decisions about school policy. While the level of involvement will differ from family to family, good schools welcome them as genuine partners and contributors to their children's education.[12] In poor communities, where many adults' negative school experiences have left them uncomfortable, distrustful, and hesitant to become involved, family participation is a significant challenge. It is, however, one that can be successfully addressed. For example, the Texas Interfaith Education Foundation's Alliance School Project provides opportunities for families and teachers to learn about effective school-reform practices and to work together in addressing the needs of both kids and families. In 1993-1994, 44 of the then 55 Alliance Schools increased the numbers of students passing all sections of Texas' standardized academic skills test. And, in 1994-1995, test scores improved in 58 of the 70 Alliance Schools. Similarly, Dr. James Comer's School Development Program, operating in schools across the country, has engaged families in school-management decisions and other meaningful activities.

Making education part of a larger community commitment to healthy youth and family development. Although critically important, good schools are only one variable in the equation that determines a child's life chances. To thrive, children—especially at-risk kids—need religious institutions, family-support centers, recreational activities, cultural enrichment, libraries, and a host of other resources that contribute to their civic, social, emotional, and educational development.[13] Even the strongest schools need to partner with organizations that will supplement their efforts and jointly accept responsibility for improving youth outcomes. Among the hundreds of school-community partnerships operating in low-income neighborhoods across the country is the New York City Beacons program. These school-based community centers, which are open in the evenings and on weekends and provide a wide range of activities and services in one setting, have demonstrated that schools, working with communities, can effectively broaden learning and extend supports to families as well as children. The Red Hook Beacon in Brooklyn, for example, offers an after-school

center for elementary school students; a computer education center for kids and adults; a newspaper written and published by neighborhood teens; weekly family nights; athletic leagues; and several different counseling and health services. Another successful partnership is the Los Angeles-based Vaughn Family Center, a collaboration of schools, local agencies, and parents that offers counseling, tutoring, housing assistance, and immunizations and that helps parents develop the skills they need to become effective advocates for their children and themselves.[14]

No single idea mentioned above is, in and of itself, a "magic bullet" that will ensure the effectiveness of schools in poor communities. But taken together, and viewed as parts of a whole, we believe that these proven ideas are powerful enough to improve the quality and increase the impact of education on the lives and futures of kids who are most at risk.

What Policymakers Need to Do

Across the country there are schools in distressed communities that have shown that all kids can achieve at high levels. These schools, like the kids they serve, must overcome significant odds. Unfortunately, such schools tend to be the exception rather than the rule.

As promising and vital as these exemplary schools are, the sad and simple fact is that there are too few of them to stem the tide of failure that overwhelms some of our poorest school districts. Put simply, while these successful schools may reach tens of thousands of poor kids, our nation needs an agenda that will address the needs of the millions of poor children living in distressed communities. Such an approach requires new policies and incentives that will restructure, reform, and revitalize the operation of large school systems and that will enhance the ability of individual schools to innovate. Policymakers need to create the broad systemic conditions that will encourage the development of schools where effective teaching and learning is the norm. At a minimum, policymakers ought to:

- decentralize authority and resources to local schools;
- support and reward the development of principals and teachers;
- create systems for school-based accountability.

Decentralize authority and resources to local schools. While decentralization of authority and resources is hardly a new idea, it is rarely done with enough depth to have a significant impact on school practice. Meaningful decentralization moves operating funds to the school level and gives spending discretion to schools. Moreover, such decentralization allows genuinely representative school-based governance structures—for example, local school councils of principals, teachers, parents, and community representatives—to make critical decisions about key personnel, curricula, schedules, instructional programs, materials, and facilities.

Support and reward the development of principals and teachers. In addition to autonomy and resources, serious reform requires professional development that can enhance the learning environment within schools. Such development activities provide educators with regular opportuni-

The challenge for poor communities and the nation is creating the conditions that allow successful schools to be the rule rather than the exception.

ties to access knowledge and develop new skills—by working with each other and with outside sources that they believe are most credible.[15] Without more serious attention to the ways in which school districts support professional development—particularly for principals—even the most thoughtful school-reform efforts will be incomplete and uneven.

Create systems for school-based accountability. In return for additional school-based authority, resources, and support, teachers and their unions must work with school district leaders to create meaningful accountability strategies that offer fair rewards and sanctions to individual schools and that provide incentives for systemwide improvement. Given the experiences of some states and districts—for example, Kentucky, Maryland, and Philadelphia—we acknowledge the difficulty in creating such a process. Yet concrete action around school accountability may be the most obvious and critical indication that public and political leaders are, in fact, serious about improving the educational quality of our most distressed schools.

Sustained Commitment and Resolve

The recommendations presented here represent a belief that our nation can and must fix our most troubled schools. Although this agenda is difficult and complex, enough is known to move forward with some confidence. What is needed now is commitment and resolve, which can only be demonstrated by taking bold action and forging new relationships among educational stakeholders. Specifically:

- School-system leaders must demonstrate that they value their relationship with local communities. They can do so by engaging and listening to community constituents and creating reform plans that respect and respond to their needs and perceptions. Equally important is providing teachers, and others who work with kids, with compensation and working environments that reflect the importance of their challenging work.

- Unions, parents, school boards, community organizations, and politicians must demonstrate that they can put aside traditional differences, can make student needs—rather than adult needs—the priority, and can work collaboratively on behalf of kids. Doing so will require these groups to move beyond traditional antagonism and finger pointing, to focus on the common objective of improving educational outcomes, and to accept collective responsibility for results.

- States must demonstrate that they will fulfill their responsibility to ensure an equitable and adequate education for all students. They can do so by providing disadvantaged districts with an equitable level of fiscal support that is sufficient to meet the varied needs of our poorest kids; by giving districts the autonomy needed to pursue creative reforms; and by holding districts publicly accountable for student success.

As any observer of education reform knows, the systemwide commitments outlined above are hard to secure. Politics, professional turf, and competing interests have too often delayed real change. Unfortunately, kids consigned to inadequate schools cannot afford further delay.

In those places where key stakeholders are unable to find the resolve and resources to make meaningful change, we ought to consider more direct ways of ensuring that poor kids have a chance at adequate schooling. If necessary, such explorations should include a variety of nontra-

ditional options and approaches such as networks of schools organized around instructional methods or educational themes; new alternative schools created through innovative public/private partnerships; multisite learning environments connected through technology; equal-access charter schools with innovative governance structures and creative curricula; and, finally, the assumption of responsibility for local schools by states where that is the only way to secure equitable educational opportunities for all kids. In addition, we believe such explorations should include consideration of school-choice programs that genuinely empower parents and that realistically expand educational options for the poorest families and kids. We believe, for example, there is merit to the idea—recently advanced by observers from both sides of the political spectrum—of providing means-tested scholarships that target our poorest families.[16] These scholarships would provide all eligible families with the amount of money a district would spend annually on a given student.

In addition to adequate financial support, strong versions of school-choice strategies have to provide access to a diverse array of high-quality learning environments—including private schools and public schools in neighboring school districts—and hold those schools accountable for positive results. Finally, we believe that any choice plan worthy of serious consideration should be limited to those schools that are truly willing to provide alternative learning opportunities to *all* kids who seek them.

In sum, all strategies that might accelerate system improvements for poor students should be considered and evaluated on their merits, rather than their politics, and tested against criteria that assess their ability to offer kids and their families quality options, real opportunities, and improved outcomes. These strategies, moreover, should be embraced, not as an evasion of the public obligation to provide free and adequate schooling, but as a last resort to fulfilling that obligation.

Conclusion

Currently, there are more than 7 million kids living in poor neighborhoods who face a grim future clouded by predictably lousy outcomes. While reasonable people might debate the most powerful mix of strategies and approaches for improving the life chances of disadvantaged children, everyone agrees that a high-quality education is at least part of the solution.

As a nation, we may not yet know how to do everything that is necessary to transform our poorest communities into family-supporting environments. We may not yet know enough about creating adequate jobs, ensuring public safety, or keeping drugs off our street corners and out of our kids' lives. We do, however, know how to create stronger schools that help children learn. The challenge for poor communities and the nation is creating the conditions that allow such schools to be the rule rather than the exception. For this, we need more than just knowledge—we need greater public will and more tenacious resolve. And we need it now.

Douglas W. Nelson
President
The Annie E. Casey Foundation

The broad array of data we present each year in the *KIDS COUNT Data Book* is intended to illuminate the conditions facing America's children and to assess trends in their well-being. By updating the assessment every year, *KIDS COUNT* provides ongoing benchmarks with which to evaluate efforts to improve the lives of children. States can see how they have advanced or regressed since 1985, and they can compare the status of their children to those in other states across several dimensions of well-being. Furthermore, yearly presentation of *KIDS COUNT* data allows us to make incremental improvements year to year as new data become available and methodology is refined.

While 10 measures can hardly capture the full range of conditions shaping kids' lives, we believe the data provided here possess three important attributes: (1) They reflect a wide range of factors affecting the well-being of children (such as health, adequacy of income, educational attainment, and the likelihood of being arrested for a violent crime). (2) They reflect experiences across a range of developmental stages—from birth through early adulthood. (3) They are consistent across states and over time, which permits legitimate comparisons. (For more information about the criteria used to select *KIDS COUNT* indicators see, page 169.)

The data on the following pages present a rich but complex picture of American children. Some dimensions of well-being improved, some worsened, and some showed little change. At the national level, five of the indicators of child well-being showed conditions worsened between 1985 and 1994, four showed improvement, and one indicator showed no change. Naturally, the picture varies from state to state, and state-level measures often mask important differences within a state.[17]

KIDS COUNT State Indicators

In the pages that follow, the most recent figures are compared to corresponding data from 1985 to assess the trends during the late 1980s and early 1990s. In order to provide a framework for understanding the indicators of child well-being, several background measures are provided for each state, including five which reflect various dimensions of education.

The 10 key indicators of child well-being used here are all taken from government sources and reflect the best data available for each indicator. However, it is important to recognize that no data are perfect. Many of the indicators used here are derived from samples and, like all sample data, contain a certain amount of random error. Therefore, we urge readers to focus on those differences across states and those changes over time within states that are relatively large. Small differences or changes may be due to random fluctuations.[18] Differences or trends in the well-being of children can best be assessed by using these indicators collectively.

Each of the 10 indicators is discussed separately below.

Percent Low Birth-Weight Babies

While most American children get off to a healthy start, babies weighing less than 2,500 grams (about 5.5 pounds) at birth have a high probability of experiencing developmental problems. Therefore, the Percent Low Birth-Weight Babies reflects a group of children who are likely to have problems as they move through the growth stages.

Nationally, 287,607 babies were born weighing less than 2,500 grams in 1994, making up 7.3 percent of all births, compared to only 6.8 percent in 1985. This represents an increase of 7 percent over the 1985-94 period.

The increase in the share of low birth-weight babies raises a number of troubling issues. First, an increase in low birth-weight babies probably reflects the declining health status of many mothers. Second, research shows that women who do not receive adequate early prenatal care are more likely to give birth to a low birth-weight baby. Using a combination of measures to define adequate prenatal care, only 68 percent of mothers giving birth in 1990 had received adequate prenatal care.[19]

Mothers who lack health insurance are less likely to seek and obtain prenatal care. According to Census Bureau reports, one-third (33 percent) of all Latinos and more than one-fifth (21 percent) of all African Americans did not have health insurance in 1995. People in poverty, high school dropouts, and young adults (ages 18-24) are also less likely to have health insurance. Furthermore, the National Institute of Medicine[20] identifies a mother's low level of education as a prominent risk factor for having a low birth-weight baby.

Between 1985 and 1994, no states experienced a decrease in the percent of births that were of low birth-weight. Idaho, Washington, and Vermont showed no change, while Wyoming had the largest increase (up 24 percent). In 1994 the percent of births that were low weight ranged from a low of 5.1 percent in New Hampshire to a high of 14.2 percent in the District of Columbia.

Infant Mortality Rate

Since the first year of life is more precarious than later years of childhood, negative social conditions (such as poverty and an unhealthy environment) have a big impact on this vulnerable group. The number of children (per 1,000 live births) who die before their first birthday is reflected in the Infant Mortality Rate.

Children born to families with fewer advantages are more likely to experience health problems at an early age. For example, one recent study found that the infant mortality rate for children born into poor families (13.5 deaths per 1,000 live births) was more than 50 percent higher than that for children born into families with incomes above the poverty line (8.3 deaths per 1,000 live births).[21] The link between poverty and infant mortality helps explain why the infant mortality rate of African Americans remains more than twice that of whites (15.8 compared to 6.6 in 1994). The Infant Mortality Rate of children born to parents with low educational attainment is higher than that for children born to parents with more education.[22]

Communities where there is a confluence of several problems, such as poverty, unemployment, and illiteracy, tend to have higher infant mortality rates. One reason for the high infant mortality rate in low-income neighborhoods is that residents are less likely to receive neonatal intensive care.[23]

While the infant mortality rate in the United States has been falling steadily over the past few decades, there are still 25 countries which have lower infant mortality rates than the United States.[24]

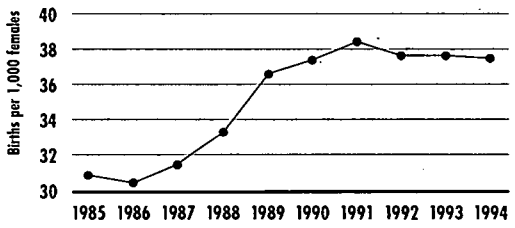
Thanks in large part to improvements in medical technology, the U.S. Infant Mortality Rate declined from 10.6 per 1,000 live births in 1985 to 8.0 in 1994. This decline was reflected in every state and the District of Columbia. In 1994 the Infant Mortality Rate ranged from a low of 5.0 in Rhode Island to a high of 18.2 in the District of Columbia.

Child Death Rate

Once children survive the first year of life, mortality drops sharply. In 1994, 15,264 children between the ages of 1 and 14 died in the United States. This amounts to 29 out of every 100,000 children in this age range, down from 34 per 100,000 in 1985.

The Child Death Rate (deaths per 100,000 children ages 1-14) has fallen for the past several years, due in large part to advances in medical care. The general decrease in deaths from motor vehicle accidents, which are a major cause of death among children, also has contributed to a falling Child Death Rate.

Figure 3. Birth Rate of 15- to 17-year-olds: 1985 to 1994



SOURCE: National Center for Health Statistics.

The Child Death Rate decreased in 43 states, was unchanged in 1 state, and increased in 6 states and the District of Columbia. In 1994 the Child Death Rate ranged from a low of 17 in Massachusetts to a high of 61 in the District of Columbia.

Rate of Teen Deaths by Accident, Homicide, and Suicide

The Rate of Teen Deaths by Accident, Homicide, and Suicide (this measure was called the Teen Violent Death Rate in previous editions of the *KIDS COUNT Data Book*) reflects deaths from these three causes per 100,000 teens ages 15-19. Deaths from accident, homicide, and suicide accounted for 79 percent of all teen deaths among 15- to 19-year-olds in 1994.

While perceptions of increasing violence in our country highlight the implications of this indicator, it is important to note that accidents continue to account for far more teen deaths than any other source. Between 1985 and 1994, a decline in teen deaths due to accidents (primarily automobile accidents) was offset by a doubling in the number of homicides. The number of teen deaths due to accidents went from 8,202 in 1985 to 6,565 in 1994, while the number of teen homicides went from 1,602 to 3,569 during the same period. The number of teen suicides increased slightly during the period (from 1,849 to 1,948).

Nationally, the Rate of Teen Deaths by Accident, Homicide, and Suicide was 69 per 100,000 teens ages 15-19 in 1994, compared to 63 in 1985. Between 1985 and 1994, this measure declined in 20 states and increased in 30 states and the District of Columbia. The Rate of Teen Deaths by Accident, Homicide, and Suicide actually rose by more than 50 percent in 2 states and the District of Columbia.

In 1994 the Rate of Teen Deaths by Accident, Homicide, and Suicide ranged from a low of 19 per 100,000 teens ages 15-19 in Rhode Island to a high of 346 in the District of Columbia.

Teen Birth Rate

Teenage childbearing is problematic because it often diminishes the opportunities of both the child and the mother. Births to females under age 18 are particularly troublesome because most of these mothers are unmarried and most have not completed high school. Eight to 12 years after birth, a child born to an unmarried, teenage, high school dropout is 10 times as likely to be living in poverty as a child born to a mother with none of these three characteristics.[25] Given the changing nature of our economy, parents with low educational attainment are likely to have a more difficult time in the future finding a stable job that pays a livable wage.

Children born to teenage mothers, most of whom are unmarried, have a relatively low probability of obtaining the emotional and financial resources they need to develop into independent, productive, well-adjusted adults. Research shows that children born to single teenage mothers "are more likely to drop out of school, to give birth out of wedlock, to divorce or separate, and to be dependent on welfare."[26] Thus, the births

occurring to young teens reflects a growing group of babies who will have to overcome high odds to thrive.

While teenage childbearing is usually denoted by the age of the mother, it is important to recognize that many of the fathers of these babies are not teenagers. Most (51 percent) of the fathers of children born to females under age 18 were in their 20s.[27] If teenage childbearing prevention programs focus solely on teenagers, they may be missing an important segment of the people involved in this problem. Furthermore, while data are still scattered and preliminary, there seems to be growing evidence that the births experienced by many young teens may be the result of nonvoluntary sex.[28] To the extent teen births are a result of nonvoluntary sex, prevention models which focus on choice may not be appropriate.

We are far from having a complete understanding of why teens have babies, but research has identified four conditions that are associated with teenage childbearing.[29] Teens most likely to have a child are those: (1) from economically disadvantaged families and communities; (2) who are not doing well in school and have low aspirations for their own educational achievement; (3) from dysfunctional families; and (4) with substance abuse and behavioral problems.

Nationally, the Teen Birth Rate increased from 31 births per 1,000 females in 1985 to 38 in 1994. However, it is important to note that the rate has inched downward over the past few years (see Figure 3). In 1991 the birth rate among 15- to 17-year-olds was 38.7, but it was 37.8 in both 1992 and 1993, and by 1994 it was down to 37.6. The birth rate among 18- and 19-year-olds also declined during the 1991-1994 period, and the decline has been experienced by African Americans and whites alike (but not by Latinos). However, it is important to recognize that "out-of-wedlock" births among teens continue to increase even as the overall Teen Birth Rate has fallen.

The national change in teenage childbearing during the 1985 to 1994 period was echoed in nearly every state. Only eight states experienced a decrease in the birth rate of 15- to 17-year-olds between 1985 and 1994. The Teen Birth Rate increased by over 50 percent in Connecticut, the District of Columbia, Nevada, and Rhode Island. In 1994 the Teen Birth Rate ranged from a low of 15 births per 1,000 females ages 15-17 in New Hampshire and North Dakota to a high of 88 in the District of Columbia.

Juvenile Violent Crime Arrest Rate

Being arrested for a violent crime is clearly a negative outcome for a young person, and an increase in this indicator is cause for concern. While violent crime has become a major social policy concern, it is important to note that perceptions do not always reflect the empirical evidence.[30]

The Juvenile Violent Crime Arrest Rate reflects the rate at which youths between the ages of 10 and 17 are arrested for homicide, forcible rape, robbery, or aggravated assault.

While there has been an increase in the Juvenile Violent Crime Arrest Rate over the nine-year period examined here, it is important to note that there was a decline in the national Juvenile Violent Crime Arrest Rate between 1994 and 1995. This recent decline has led some experts to change their position on the prospects for a dramatic surge in juvenile crime that was predicted a few years ago.[31]

Interviews with law enforcement officials indicate that educational and preventive services are more likely to be a deterrent to youth crime than is construction of more prisons. In a survey conducted by Northeastern University,[32] the vast majority of law enforcement officials agreed that America could sharply reduce crime if government invested more in programs to help children and youth get a good start. They added that if America does not pay for needed investments in programs to help children and youth now, we will all pay far more in crime later.

Nationally, the Juvenile Violent Crime Arrest Rate increased from 305 per 100,000 youths ages 10-17 in 1985 to 517 in 1994. The rate increased in every state except Vermont and Montana, and it more than doubled in 21 states. In 1994 the Juvenile Violent Crime Arrest Rate ranged from a low of 40 in Vermont to a high of 1,650 in the District of Columbia.

Percent of Teens Who Are High School Dropouts

Graduating from high school is critical for obtaining post-secondary education or getting a good job. In many school systems around the country, especially those in wealthy suburbs, a high percentage of students stay in school and graduate on time with a good education. However, many students, especially those living in troubled inner-city areas, often attend schools where graduating on time with a good

education is not the norm. Data from the 1990 Census indicate that 6.2 million kids were living in neighborhoods where more than one-quarter of the 16- to 19-year-olds were high school dropouts.

A recent report[33] from the U.S. Department of Education concludes, "In terms of employment, earnings, and family formation, dropouts from high school face difficulties in making the transition to the adult world." In any given year, the likelihood of slipping into poverty is about three times higher for high school dropouts than for those who have finished high school. Between 1992 and 1993, 5.1 percent of high school dropouts became poor, compared to only 1.8 percent of those with at least a high school diploma.[34]

Teens who drop out of high school face enormous odds for achieving financial success in life. Data from 1995 indicate that by the time people reach prime working age (25-54), the median personal income of those with just a high school degree ($17,500) is almost twice that of those who dropped out of high school ($9,984). The median personal income of those with a college degree ($34,242) is more than three times that of high school dropouts.

Ongoing changes in the economy have increased the financial costs of dropping out of high school. Between 1973 and 1995, the average hourly wage (adjusted for inflation) of high school dropouts fell by 23 percent.[35] The deterioration of wages among poorly educated workers has hit the youngest workers the hardest.

As America moves into the 21st century, when advanced skills and technical knowledge will be required for most good-paying jobs, the prospects for those who have not completed high school will be even more dismal. The economic gap between those with a high school diploma and those who drop out is likely to grow.

Nationwide, 9 percent of teens ages 16-19 were dropouts in 1994, compared to 11 percent in 1985. However, the share of dropouts actually rose in eight states between 1985 and 1994, and it was unchanged in eight other states. In 1994 the high school dropout rate ranged from a low of 3 percent in Connecticut to a high of 13 percent in Arizona, Florida, Louisiana, Texas, and West Virginia.

Percent of Teens Not Attending School and Not Working

Late adolescence is a particularly important time for the transition to adulthood. The Percent of Teens Not Attending School and Not Working reflects a group of young people who are not engaged in either of the core activities that usually occupy people during this crucial period in their lives. Clearly, those who have dropped out of school are extremely vulnerable. But even those who have finished school but are not working belong to a marginalized group. Work experience at this point in their life is critical, and people who spend a large share of their young adult years unemployed have a hard time finding and keeping a job later in life.

Between 1985 and 1994, there was a small decline in the share of 16- to 19-year-olds not attending school and not working. This probably reflects counterbalancing trends. Since the dropout rate is down, more students are in school rather than idle. Among those who are out of school, however, the share who actually found jobs has probably declined. Between 1985 and 1994, nearly every state showed improvement in this measure. In 1994 the Percent of Teens Not Attending School and Not Working ranged from a low of 4 percent in Connecticut to a high of 17 percent in West Virginia.

Percent of Children in Poverty

The Percent of Children in Poverty is perhaps the most global and widely used indicator of child well-being. This is due, in part, to the fact that poverty is closely linked to a number of undesirable outcomes in areas such as health, education, emotional well-being, and delinquency. The data shown here are based on the government's official poverty measure ($15,569 for a family of four in 1995).

Between 1985 and 1994, there was no change in the poverty rate of children (21 percent), but this masks countervailing trends during this period. National data show that the poverty rate among related children (under age 18) declined from 1985 to 1989, increased from 19.0 percent in 1989 to 22.0 percent in 1993, before inching downward to 21.2 percent in 1994 and 20.2 percent in 1995.

Children born to parents who have not graduated from high school have a strong likelihood of growing up in poverty. In 1995 the poverty rate for children living with parents who dropped out of high school was 57 percent, compared to 4 percent for children

who have at least one parent who obtained a college degree (see Figure 2 on page 5).

Despite the enormous wealth in the United States, our child poverty rate is among the highest in the developed world. One study[36] which examined child poverty rates in 17 developed countries indicates that the child poverty rate in the United States is 50 percent higher than the next highest rate. The gap in the child poverty rate between the United States and other developed countries is a product of differences in private sector income, but the gap is greatly accentuated by enormous differences in the role government plays in alleviating child poverty. This lack of investment in our children will put us at a competitive disadvantage in the international marketplace of the 21st century.

In 1994 there were 10 states and the District of Columbia where a quarter or more of all children were poor. In 1994 the child poverty rate ranged from a low of 9 percent in New Hampshire to a high of 37 percent in the District of Columbia.

Percent of Families With Children Headed by a Single Parent

The Percent of Families With Children Headed by a Single Parent has risen steadily over the past few decades and is a growing point of concern among policymakers and the public. Single-parent families, particularly those formed when unmarried teenagers give birth, are a prominent focus of welfare reform.

The share of families with children headed by a single parent increased from 22 percent in 1985 to 26 percent in 1994. Every state except Utah recorded an increase in this measure between 1985 and 1994. In Minnesota and West Virginia, the share of children living in single-parent families increased by more than 50 percent between 1985 and 1994.

Children growing up in single-parent households typically do not have the same economic or human resources available as those growing up in two-parent families. Only one-third of mother-headed families received child support or alimony in 1994. Moreover, public assistance seldom lifts poor children out of poverty.[37]

In 1994 the Percent of Families With Children Headed by a Single Parent ranged from a low of 14 percent in Utah to a high of 58 percent in the District of Columbia.

Endnotes

1. The 7.1 million figure is the number of children under age 18 living in neighborhoods where the poverty rate is 30 percent or more. This figure comes from a special Census Bureau tabulation of the March 1996 Current Population Survey.

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5. See note 3 above.

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national profiles

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	68,740,000	71,963,900	5%
Preschool age 0-5 years old	23,630,600	22,972,000	-3%
Elementary school age 6-11 years old	22,754,600	23,648,000	4%
Middle school age 12-14 years old	11,340,500	12,654,300	12%
High school age 15-17 years old	11,014,300	12,689,600	15%

Race/Ethnicity of Children 1995-2005

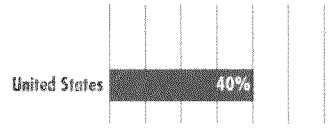
	1995	2005	% CHANGE
White	45,732,900	44,208,100	-3%
Black	10,178,500	11,013,000	8%
Hispanic	9,599,700	12,466,800	30%
Asian and Pacific Islander	2,555,600	3,563,000	39%
Native American	673,300	713,000	6%

Health and Economic Characteristics

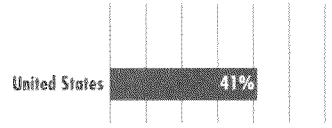
	NATIONAL
Percent of 2-year-olds who were immunized in 1995	75%
Median income of families with children in 1994	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	9%
Percent of children without health insurance in 1994	13%
Percent of mother-headed families receiving child support or alimony in 1994	33%
Percent of poor families with children receiving means-tested assistance in 1994	86%

Education Indicators

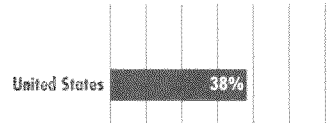
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



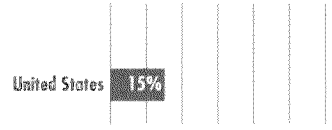
Percent of 4th grade students who scored below basic reading level in 1994



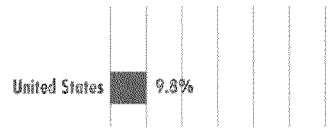
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994

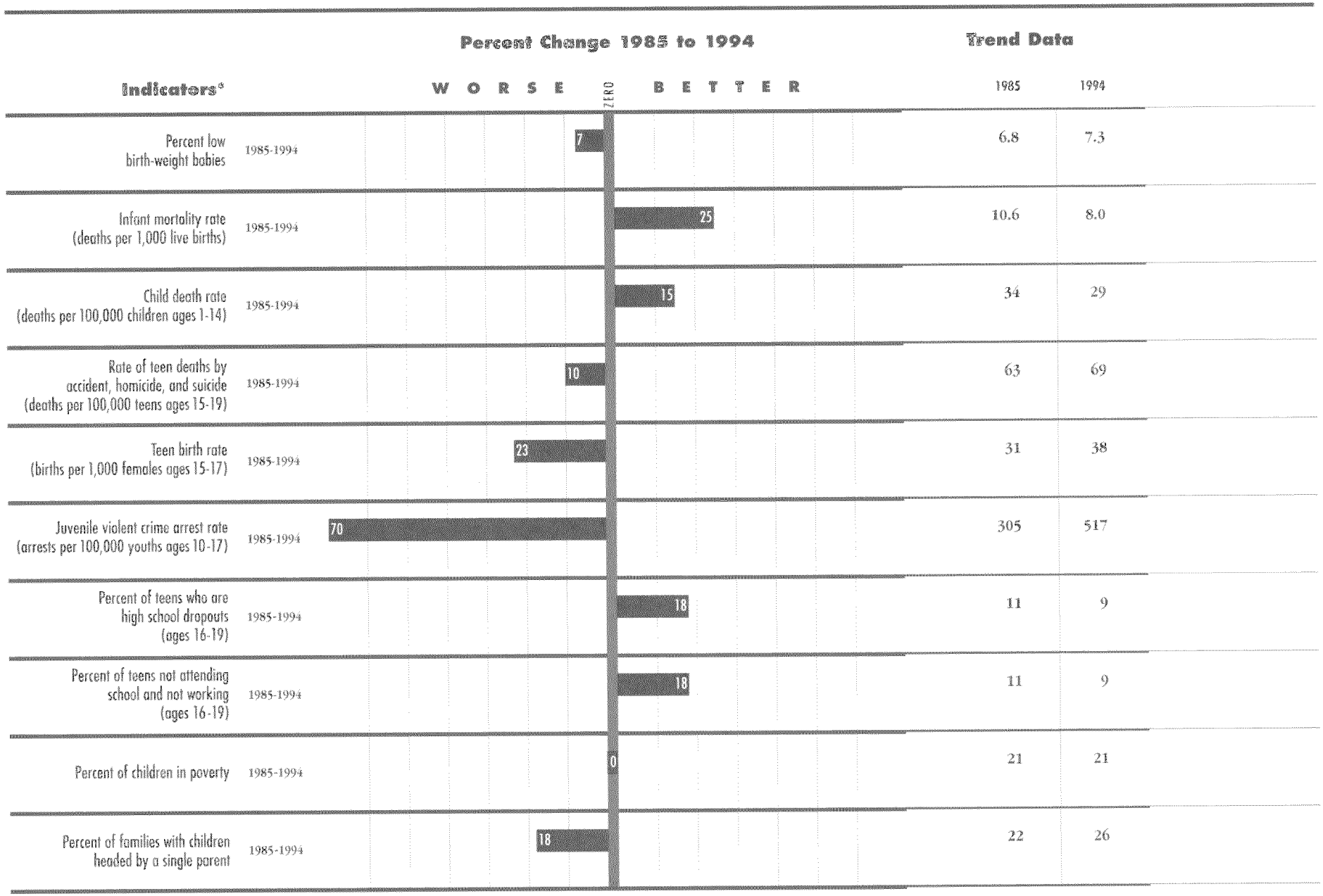


Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



United States Profile

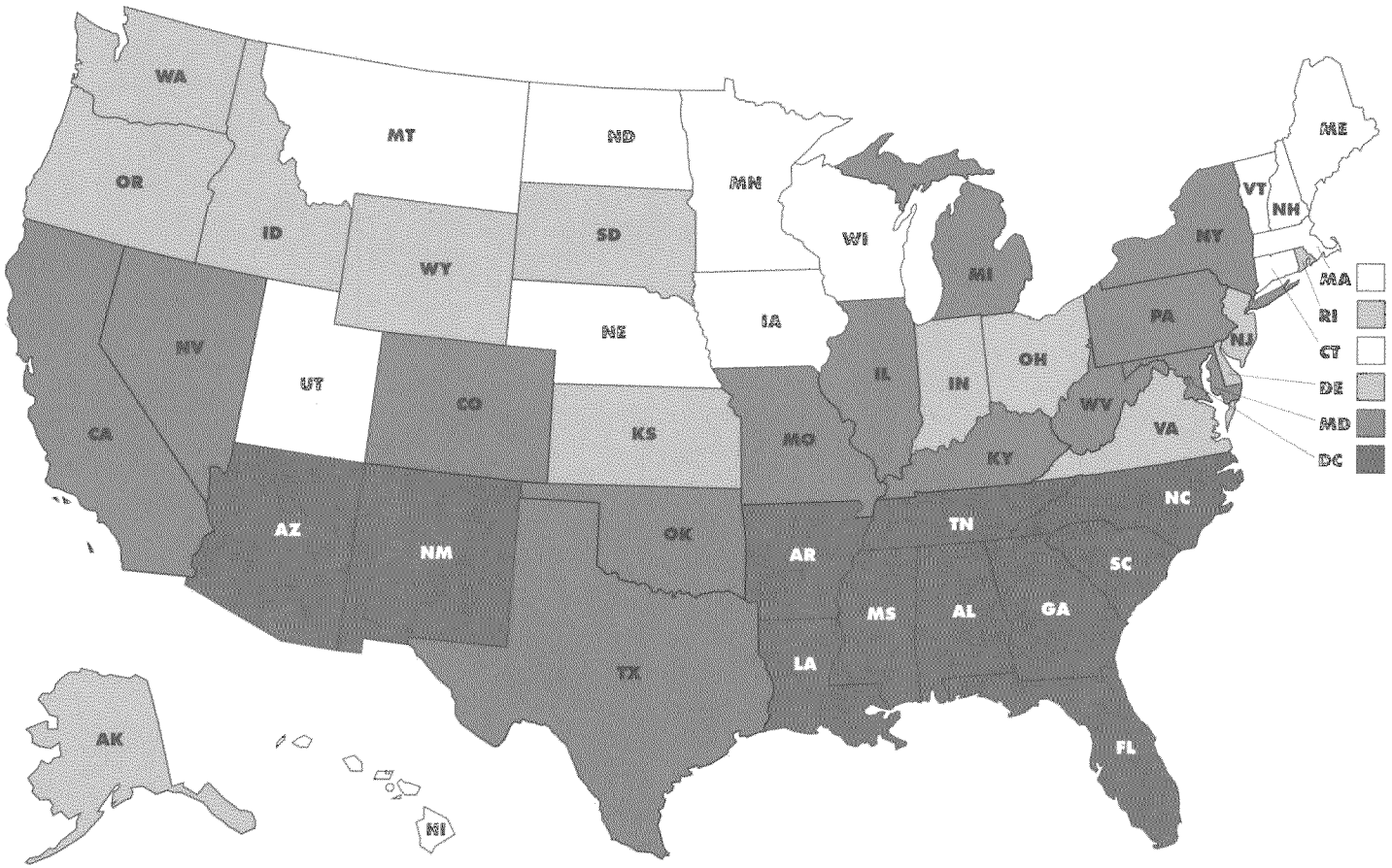
USA



*See Definitions and Data Sources, page 164.

National Composite Rank

1997

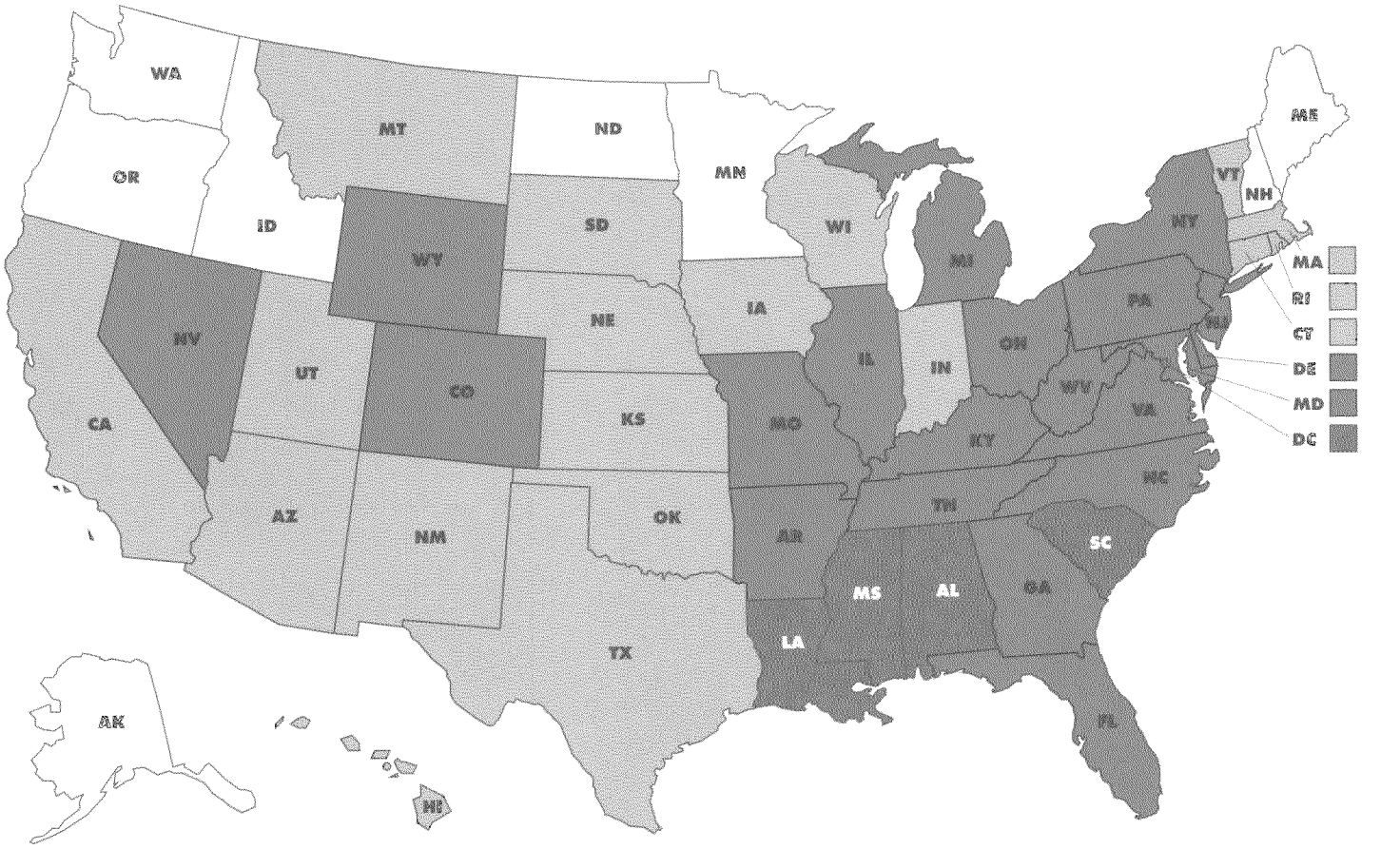


A state's National Composite Rank is determined by the sum of a state's standing on each of 10 measures of the condition of children arranged in sequential order from highest/best (1) to lowest/worst (51). The measures include: percent low birth-weight babies; infant mortality rate; child death rate; rate of teen deaths by accident, homicide, and suicide; teen birth rate; juvenile violent crime arrest rate; percent of teens who are high school dropouts; percent of teens not attending school and not working; percent of children in poverty; and percent of families with children headed by a single parent.

- Rank 1–13
- Rank 14–26
- Rank 27–39
- Rank 40–51

Percent low birth-weight babies*

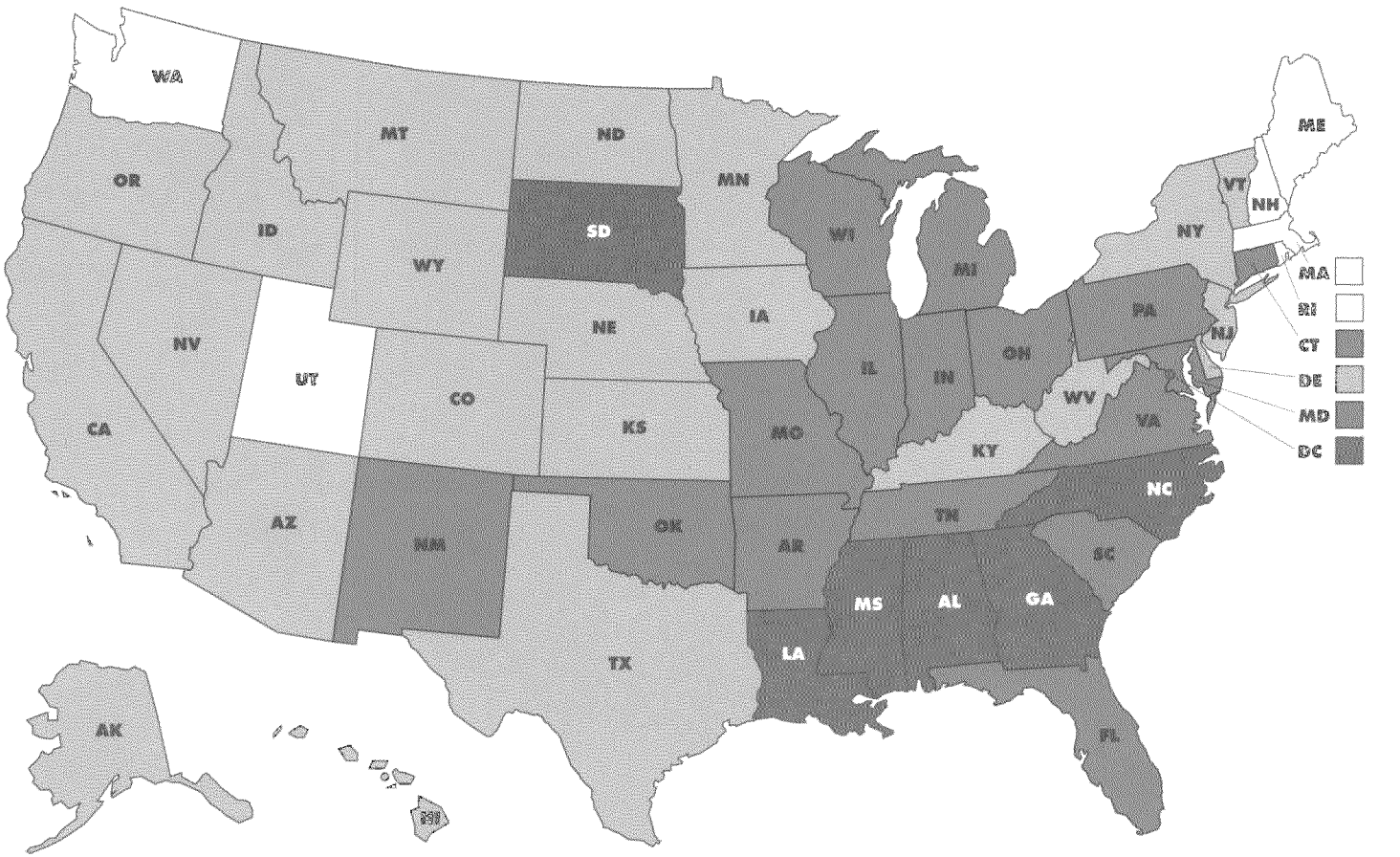
1994



* *Babies weighing less than 2,500 grams (5.5 pounds) at birth.*

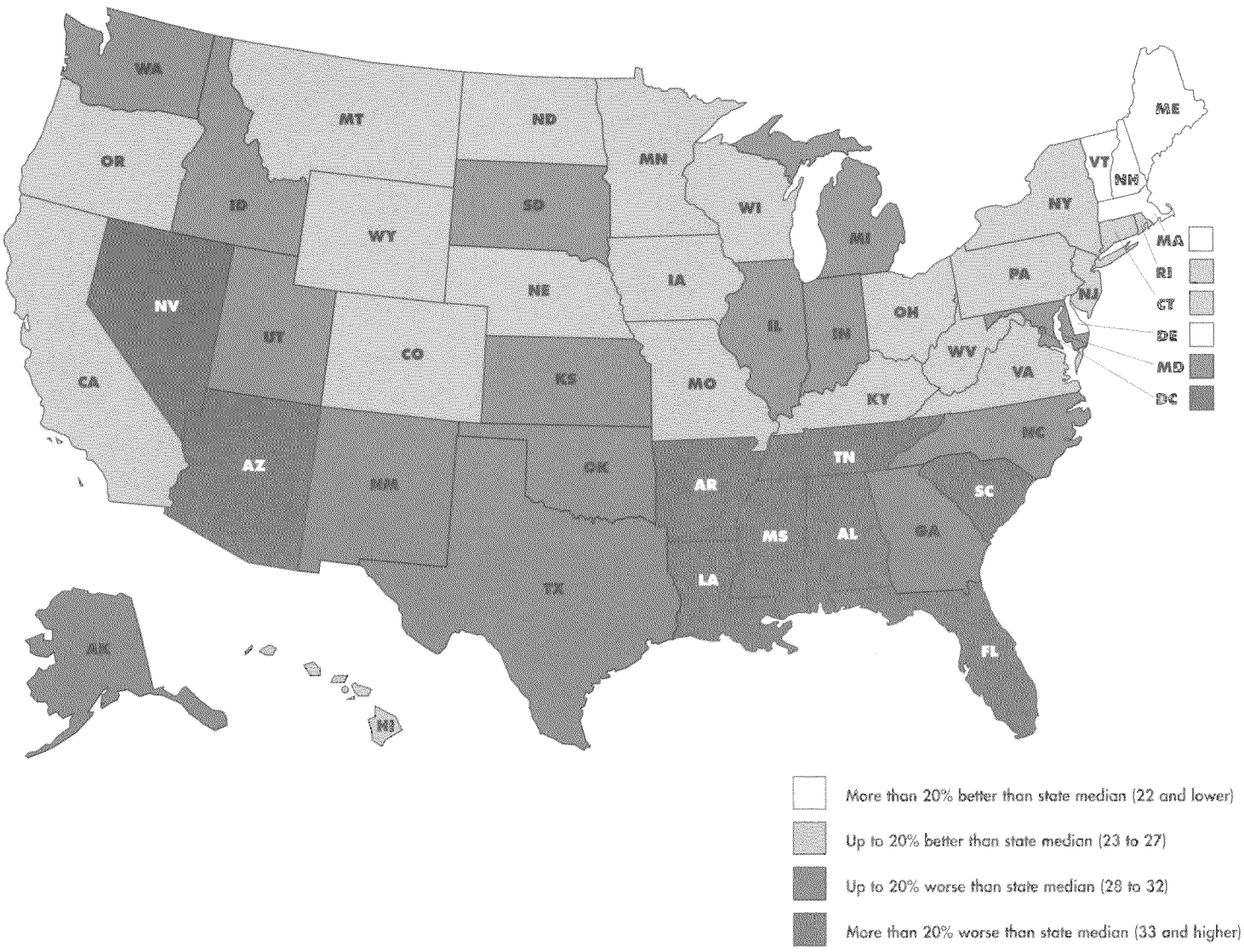
Infant mortality rate
(deaths per 1,000 live births)

1994



Child death rate
(deaths per 100,000 children ages 1-14)

1994



More than 20% better than state median (22 and lower)

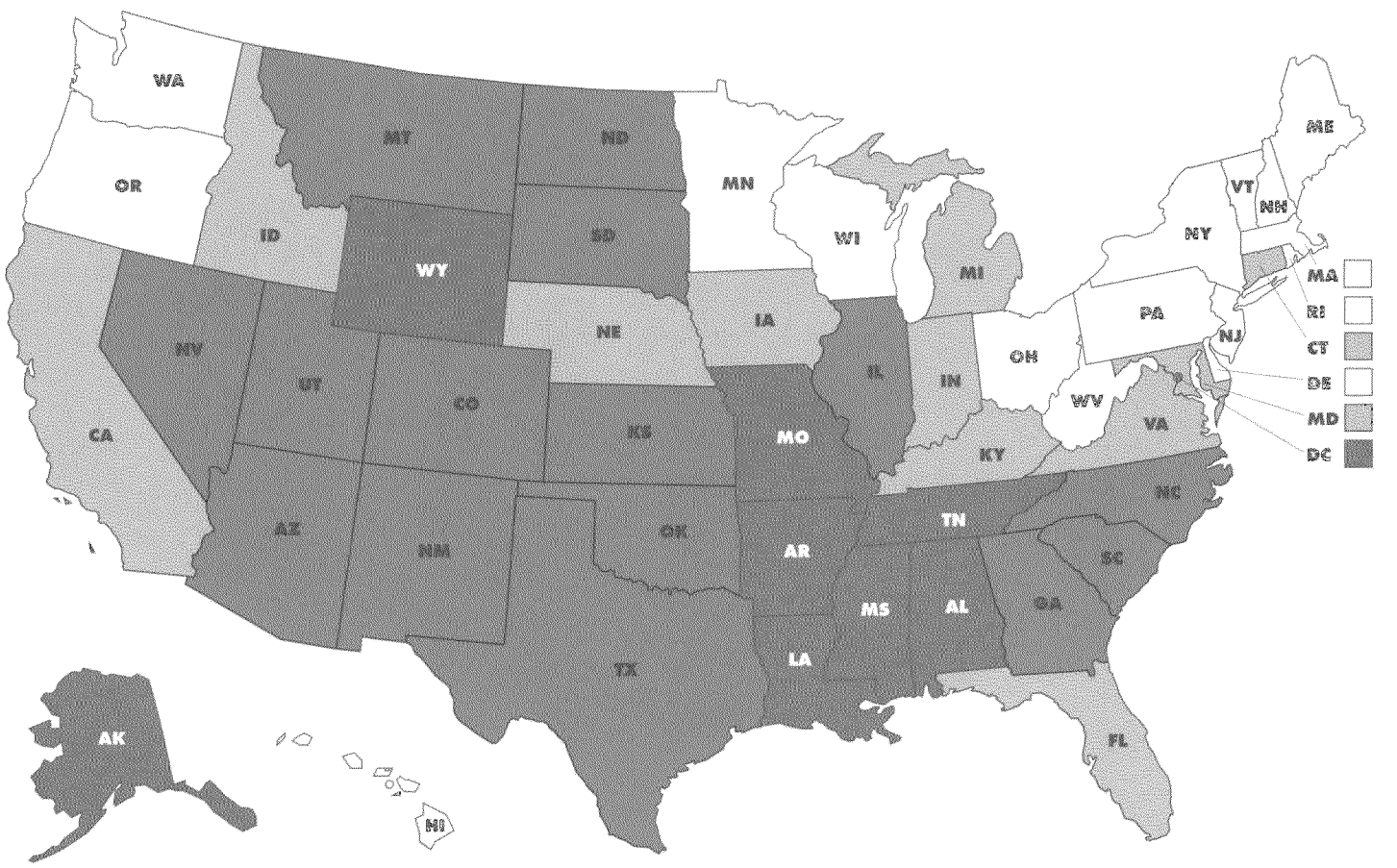
Up to 20% better than state median (23 to 27)

Up to 20% worse than state median (28 to 32)

More than 20% worse than state median (33 and higher)

Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)

1994



More than 20% better than state median (58 and lower)

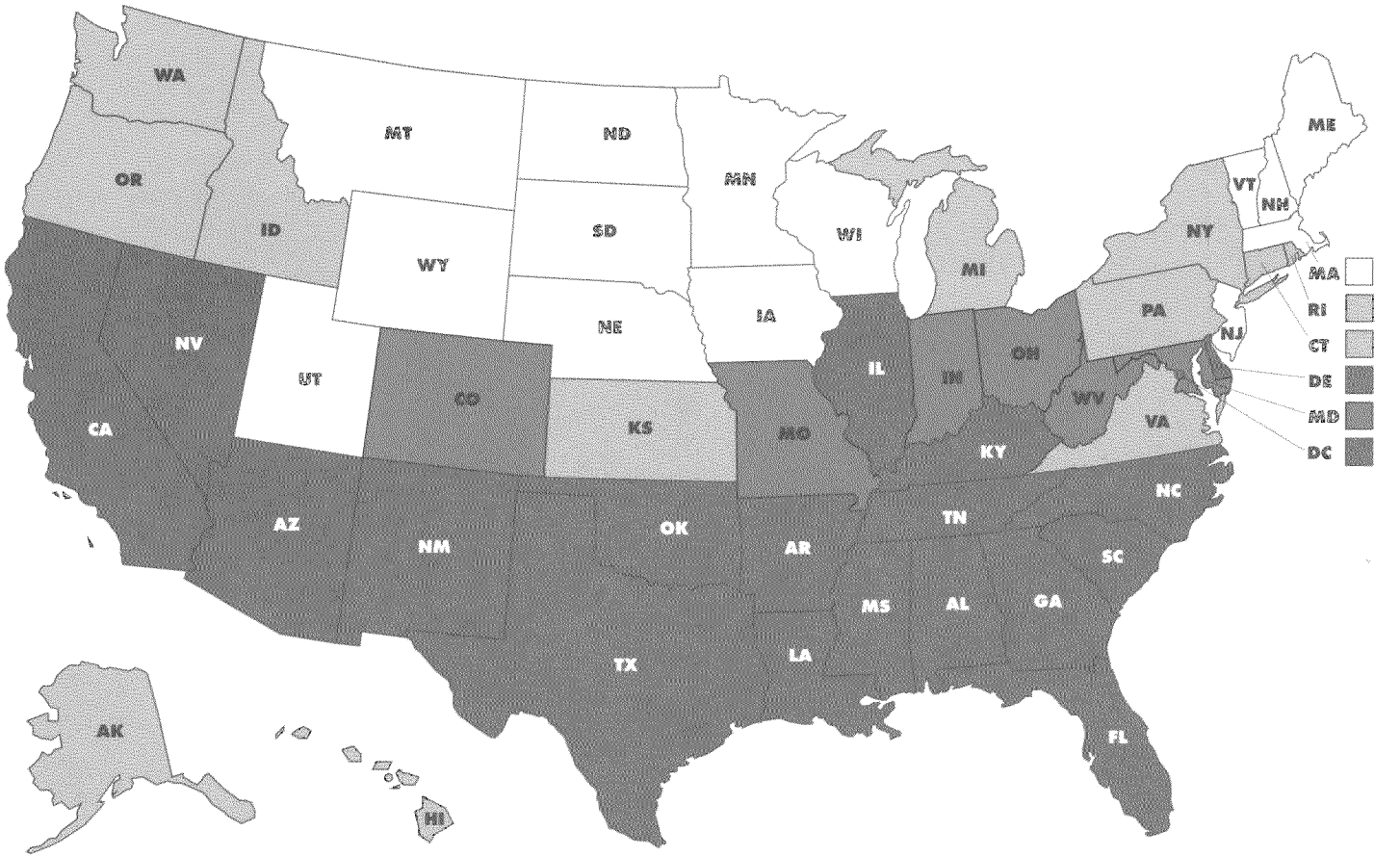
Up to 20% better than state median (59 to 72)

Up to 20% worse than state median (73 to 86)

More than 20% worse than state median (87 and higher)

Teen birth rate
(births per 1,000 females ages 15-17)

1994



More than 20% better than state median (26 and lower)

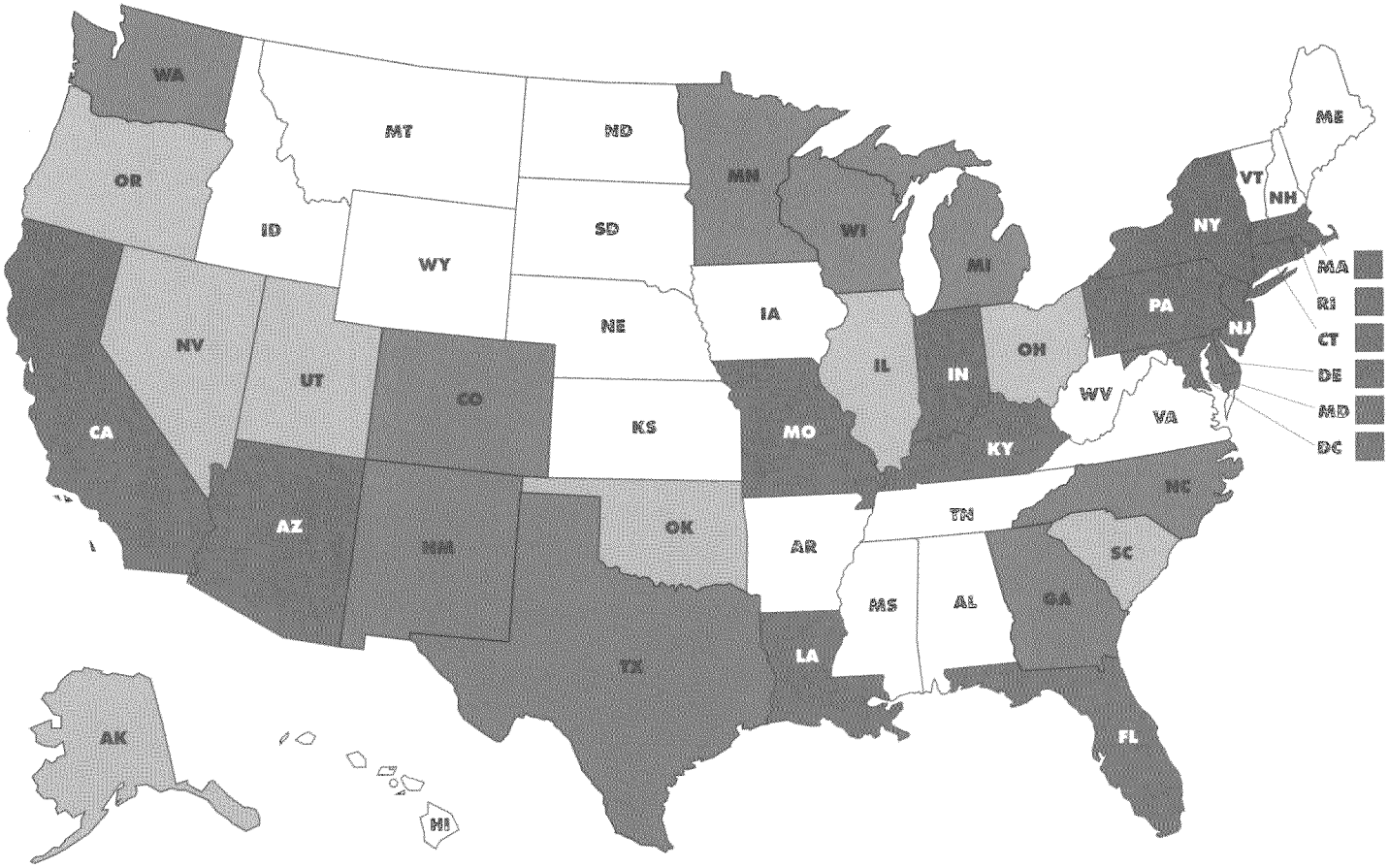
Up to 20% better than state median (27 to 32)

Up to 20% worse than state median (33 to 38)

More than 20% worse than state median (39 and higher)

Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)

1994*



More than 20% better than state median (327 and lower)

Up to 20% better than state median (328 to 409)

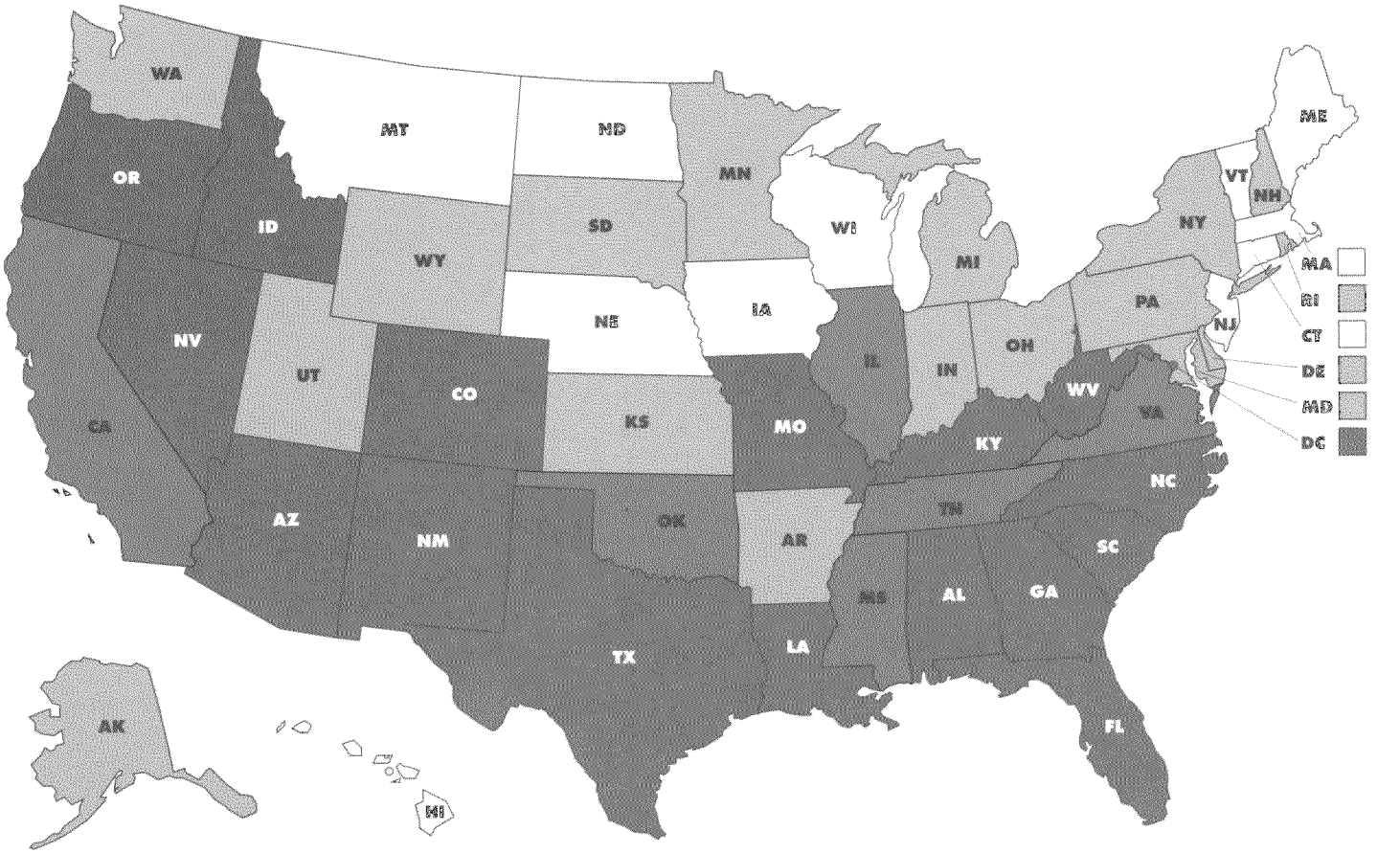
Up to 20% worse than state median (410 to 491)

More than 20% worse than state median (492 and higher)

*Three-year average of data from 1993 through 1995.

Percent of teens who are high school dropouts (ages 16-19)

1994*



More than 20% better than state median (6 and lower)

Up to 20% better than state median (7 to 8)

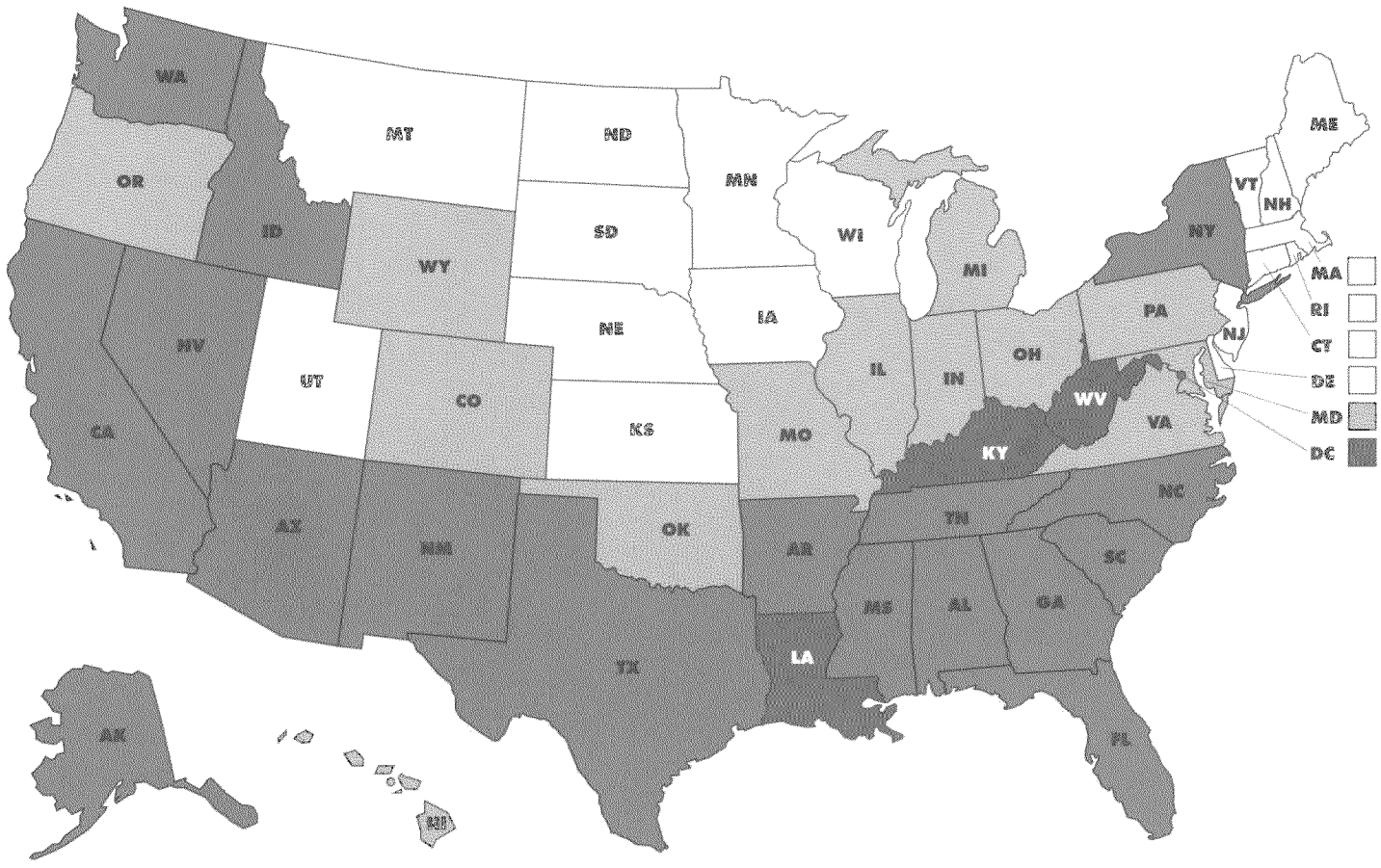
Up to 20% worse than state median (9 to 10)

More than 20% worse than state median (11 and higher)

*Three-year average of data from 1993 through 1995.

Percent of teens not attending school and not working (ages 16-19)

1994*



More than 20% better than state median (7 and lower)

Up to 20% better than state median (8 to 9)

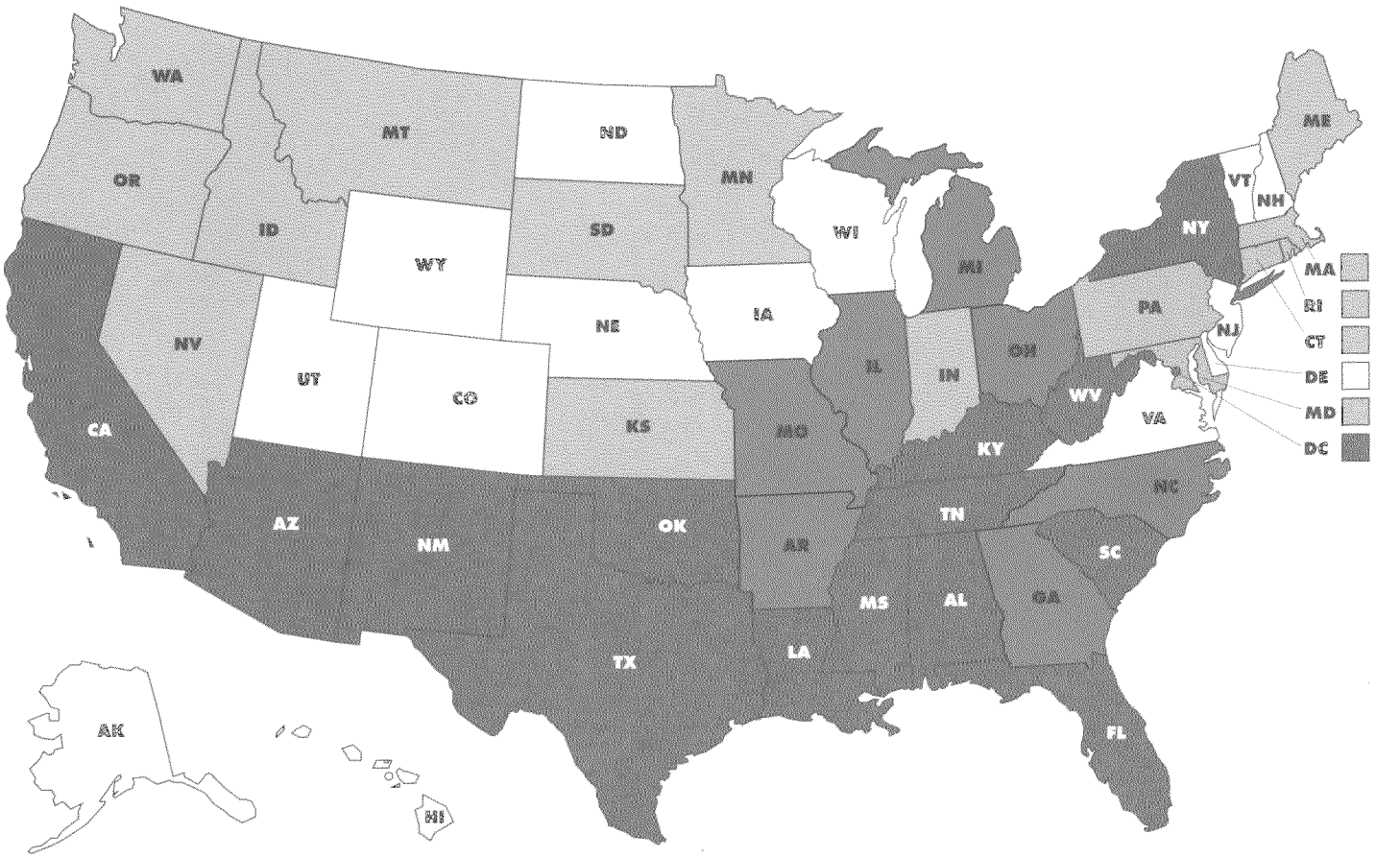
Up to 20% worse than state median (10 to 11)

More than 20% worse than state median (12 and higher)

*Three-year average of data from 1993 through 1995.

Percent of children in poverty

1994*

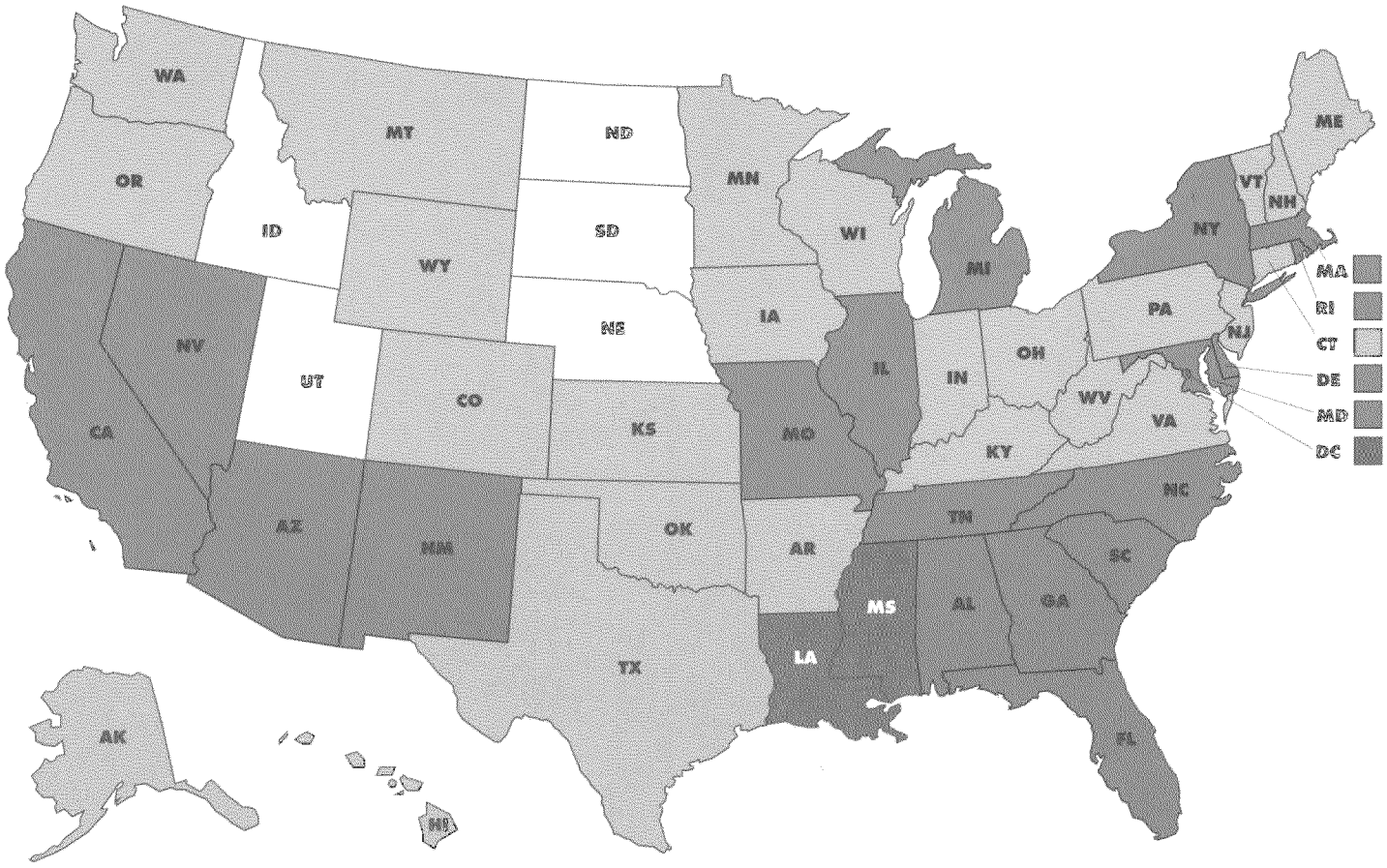


- More than 20% better than state median (14 and lower)
- Up to 20% better than state median (15 to 18)
- Up to 20% worse than state median (19 to 22)
- More than 20% worse than state median (23 and higher)

*Five-year average of data from 1992 through 1996.

Percent of families with children headed by a single parent

1994*



More than 20% better than state median (20 and lower)

Up to 20% better than state median (21 to 25)

Up to 20% worse than state median (26 to 30)

More than 20% worse than state median (31 and higher)

** Three-year average of data from 1993 through 1995.*

state profiles

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	1,080,100	1,119,700	4%
Preschool age 0-5 years old	361,400	344,400	–5%
Elementary school age 6-11 years old	348,400	371,400	7%
Middle school age 12-14 years old	181,800	202,200	11%
High school age 15-17 years old	188,600	201,700	7%

Race/Ethnicity of Children 1995-2005

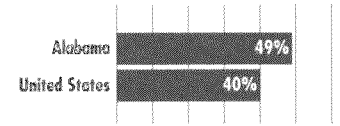
	1995	2005	% CHANGE
White	709,200	735,700	4%
Black	348,400	358,600	3%
Hispanic	10,300	12,200	18%
Asian and Pacific Islander	7,800	9,900	27%
Native American	4,500	3,200	–29%

Health and Economic Characteristics

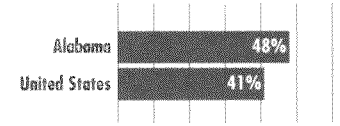
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	77%	75%
Median income of families with children in 1994	$31,400	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	11%	9%
Percent of children without health insurance in 1994	16%	13%
Percent of mother-headed families receiving child support or alimony in 1994	36%	33%
Percent of poor families with children receiving means-tested assistance in 1994	88%	86%

Education Indicators

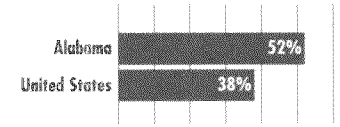
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



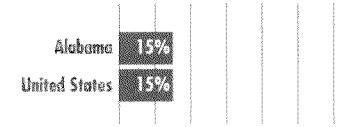
Percent of 4th grade students who scored below basic reading level in 1994



Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994

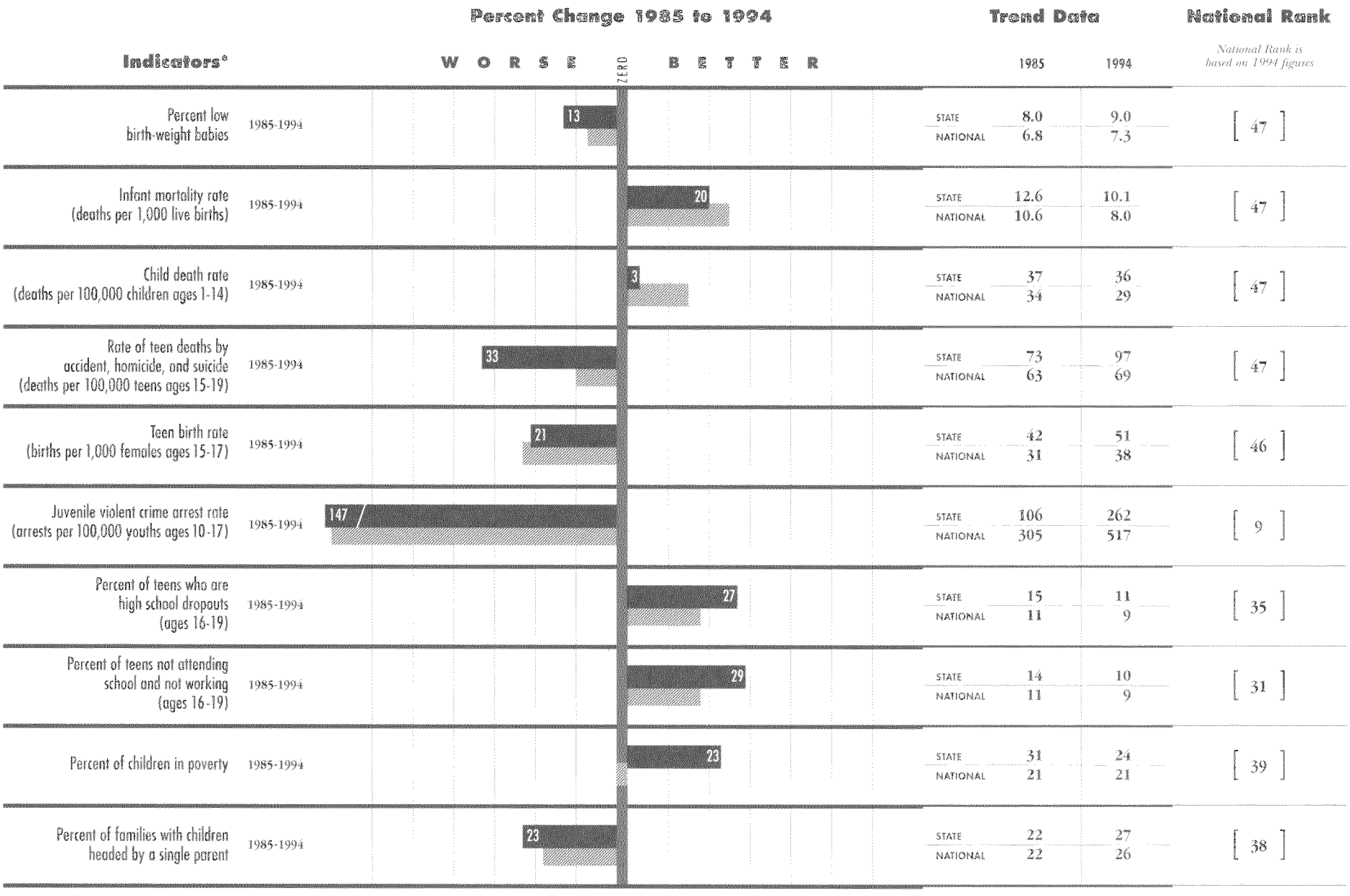


Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990

Alabama

AL

National Composite Rank [46]



*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	189,300	212,500	12%
Preschool age 0-5 years old	64,600	74,400	15%
Elementary school age 6-11 years old	65,400	70,200	7%
Middle school age 12-14 years old	31,000	34,100	10%
High school age 15-17 years old	28,300	33,800	19%

Race/Ethnicity of Children 1995-2005

	1995	2005	% CHANGE
White	125,100	127,600	2%
Black	8,400	9,300	11%
Hispanic	8,500	13,000	53%
Asian and Pacific Islander	8,800	24,400	177%
Native American	38,500	38,100	–1%

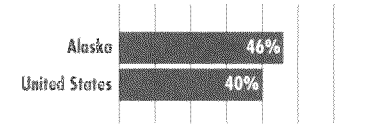
Health and Economic Characteristics

	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	72%	75%
Median income of families with children in 1994	$43,900	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	2%	9%

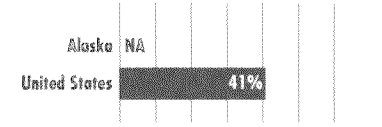
	STATE	NATIONAL
Percent of children without health insurance in 1994	9%	13%
Percent of mother-headed families receiving child support or alimony in 1994	32%	33%
Percent of poor families with children receiving means-tested assistance in 1994	76%	86%

Education Indicators

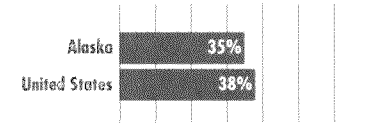
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



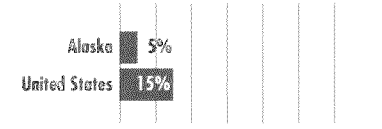
Percent of 4th grade students who scored below basic reading level in 1994



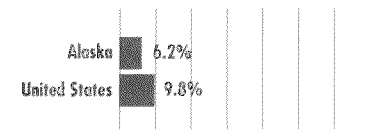
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



NA=Not Available.

Alaska

AK

National Composite Rank [24]

Indicators*		Percent Change 1985 to 1994 (WORSE ← ZERO → BETTER)		Trend Data 1985	Trend Data 1994	National Rank (National Rank is based on 1994 figures)
Percent low birth-weight babies	1985-1994	12	STATE	4.9	5.5	[5]
			NATIONAL	6.8	7.3	
Infant mortality rate (deaths per 1,000 live births)	1985-1994	30	STATE	10.8	7.6	[22]
			NATIONAL	10.6	8.0	
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	50	STATE	56	28	[27]
			NATIONAL	34	29	
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	13	STATE	105	91	[43]
			NATIONAL	63	69	
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	23	STATE	26	32	[23]
			NATIONAL	31	38	
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	84	STATE	209	384	[22]
			NATIONAL	305	517	
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	30	STATE	10	7	[12]
			NATIONAL	11	9	
Percent of teens not attending school and not working (ages 16-19)	1985-1994	15	STATE	13	11	[39]
			NATIONAL	11	9	
Percent of children in poverty	1985-1994	0	STATE	12	12	[2]
			NATIONAL	21	21	
Percent of families with children headed by a single parent	1985-1994	14	STATE	22	25	[26]
			NATIONAL	22	26	

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	1,193,300	1,374,700	15%
Preschool age 0-5 years old	427,200	443,500	4%
Elementary school age 6-11 years old	393,300	443,300	13%
Middle school age 12-14 years old	192,500	244,600	27%
High school age 15-17 years old	180,200	243,300	35%

Race/Ethnicity of Children 1995-2005

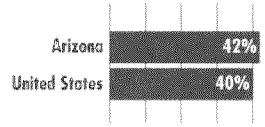
	1995	2005	% CHANGE
White	689,600	723,600	5%
Black	43,200	50,100	16%
Hispanic	346,000	473,600	37%
Asian and Pacific Islander	20,300	28,500	40%
Native American	94,100	99,000	5%

Health and Economic Characteristics

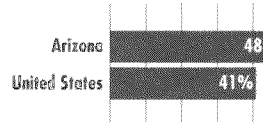
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	74%	75%
Median income of families with children in 1994	$32,400	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	11%	9%
Percent of children without health insurance in 1994	17%	13%
Percent of mother-headed families receiving child support or alimony in 1994	32%	33%
Percent of poor families with children receiving means-tested assistance in 1994	84%	86%

Education Indicators

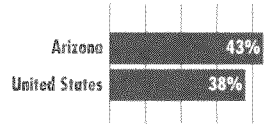
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



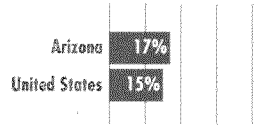
Percent of 4th grade students who scored below basic reading level in 1994



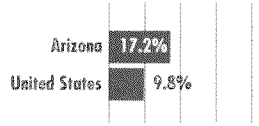
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



Arizona

AZ

National Composite Rank [41]

Indicators*		Percent Change 1985 to 1994 (WORSE ← 0 → BETTER)		Trend Data 1985	Trend Data 1994	National Rank (National Rank is based on 1994 figures)
Percent low birth-weight babies	1985-1994	-10	STATE	6.2	6.8	[20]
			NATIONAL	6.8	7.3	
Infant mortality rate (deaths per 1,000 live births)	1985-1994	20	STATE	9.7	7.8	[26]
			NATIONAL	10.6	8.0	
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	15	STATE	40	34	[44]
			NATIONAL	34	29	
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	6	STATE	85	80	[36]
			NATIONAL	63	69	
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	-28	STATE	39	50	[45]
			NATIONAL	31	38	
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	-86	STATE	280	520	[38]
			NATIONAL	305	517	
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	24	STATE	17	13	[47]
			NATIONAL	11	9	
Percent of teens not attending school and not working (ages 16-19)	1985-1994	0	STATE	11	11	[39]
			NATIONAL	11	9	
Percent of children in poverty	1985-1994	-10	STATE	21	23	[37]
			NATIONAL	21	21	
Percent of families with children headed by a single parent	1985-1994	-18	STATE	22	26	[31]
			NATIONAL	22	26	

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	649,500	651,500	0%
Preschool age 0-5 years old	208,900	201,700	–3%
Elementary school age 6-11 years old	213,300	216,100	1%
Middle school age 12-14 years old	113,200	117,400	4%
High school age 15-17 years old	114,200	116,300	2%

Race/Ethnicity of Children 1995-2005

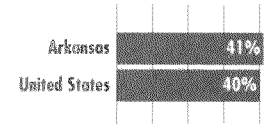
	1995	2005	% CHANGE
White	491,900	494,100	0%
Black	138,700	134,300	–3%
Hispanic	10,300	13,200	28%
Asian and Pacific Islander	4,800	5,700	19%
Native American	3,800	4,200	11%

Health and Economic Characteristics

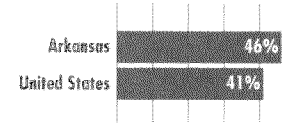
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	71%	75%
Median income of families with children in 1994	$29,500	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	10%	9%
Percent of children without health insurance in 1994	19%	13%
Percent of mother-headed families receiving child support or alimony in 1994	36%	33%
Percent of poor families with children receiving means-tested assistance in 1994	85%	86%

Education Indicators

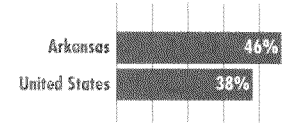
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



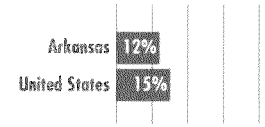
Percent of 4th grade students who scored below basic reading level in 1994



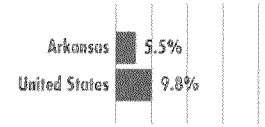
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



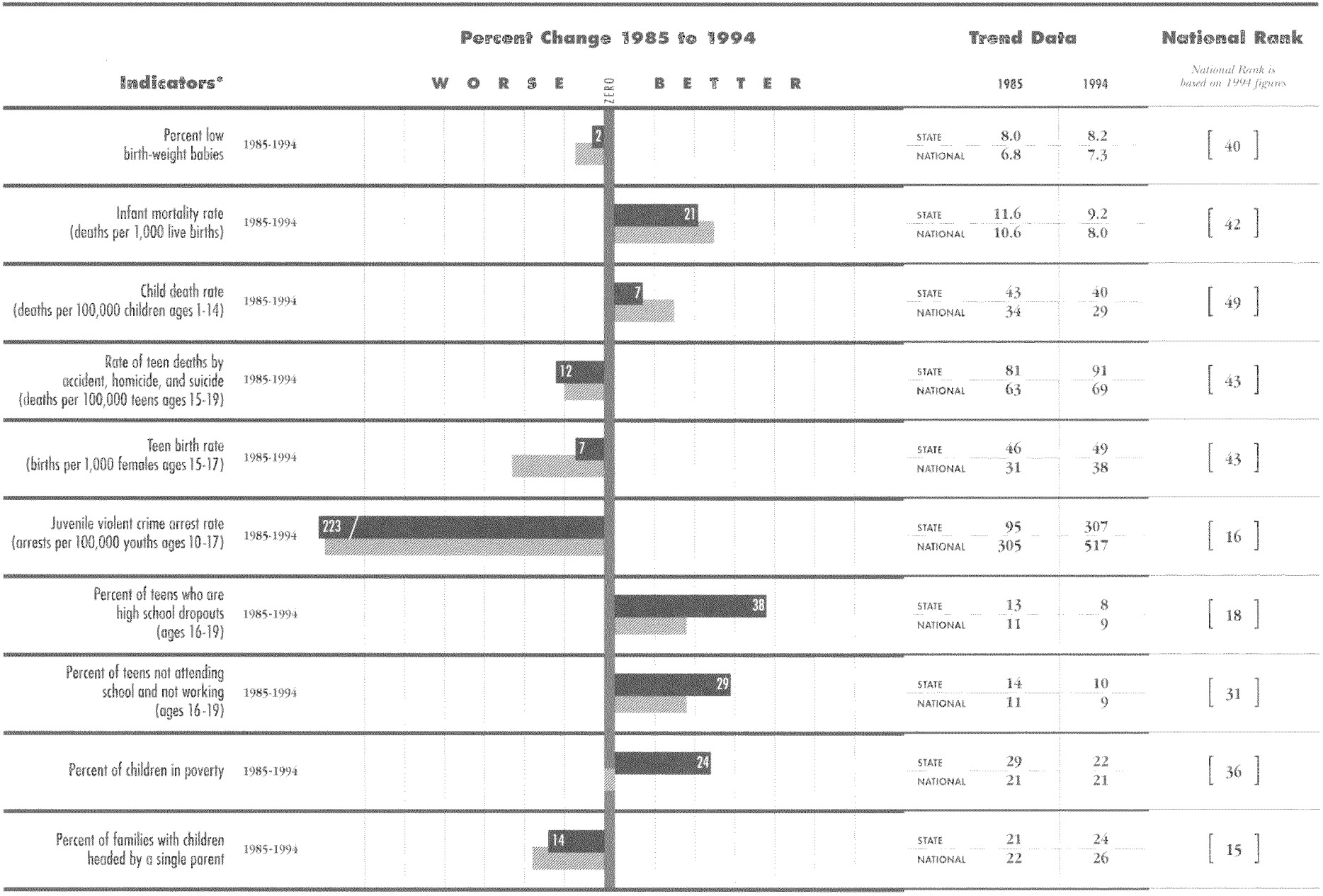
Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



Arkansas

AR

National Composite Rank [40]



Indicators*		Trend Data 1985	Trend Data 1994	National Rank (based on 1994 figures)
Percent low birth-weight babies	1985-1994	STATE 8.0 / NATIONAL 6.8	STATE 8.2 / NATIONAL 7.3	[40]
Infant mortality rate (deaths per 1,000 live births)	1985-1994	STATE 11.6 / NATIONAL 10.6	STATE 9.2 / NATIONAL 8.0	[42]
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	STATE 43 / NATIONAL 34	STATE 40 / NATIONAL 29	[49]
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	STATE 81 / NATIONAL 63	STATE 91 / NATIONAL 69	[43]
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	STATE 46 / NATIONAL 31	STATE 49 / NATIONAL 38	[43]
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	STATE 95 / NATIONAL 305	STATE 307 / NATIONAL 517	[16]
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	STATE 13 / NATIONAL 11	STATE 8 / NATIONAL 9	[18]
Percent of teens not attending school and not working (ages 16-19)	1985-1994	STATE 14 / NATIONAL 11	STATE 10 / NATIONAL 9	[31]
Percent of children in poverty	1985-1994	STATE 29 / NATIONAL 21	STATE 22 / NATIONAL 21	[36]
Percent of families with children headed by a single parent	1985-1994	STATE 21 / NATIONAL 22	STATE 24 / NATIONAL 26	[15]

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	8,793,600	9,945,900	13%
Preschool age 0-5 years old	3,362,200	3,319,900	–1%
Elementary school age 6-11 years old	2,852,800	3,233,000	13%
Middle school age 12-14 years old	1,337,600	1,732,200	30%
High school age 15-17 years old	1,241,000	1,660,700	34%

Race/Ethnicity of Children 1995-2005

	1995	2005	% CHANGE
White	3,661,700	3,292,400	–10%
Black	667,700	642,000	–4%
Hispanic	3,425,100	4,599,600	34%
Asian and Pacific Islander	988,500	1,372,000	39%
Native American	50,600	39,900	–21%

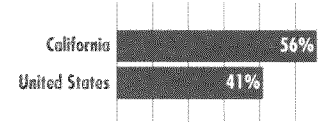
Health and Economic Characteristics

	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	72%	75%
Median income of families with children in 1994	$37,100	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	8%	9%
Percent of children without health insurance in 1994	18%	13%
Percent of mother-headed families receiving child support or alimony in 1994	26%	33%
Percent of poor families with children receiving means-tested assistance in 1994	84%	86%

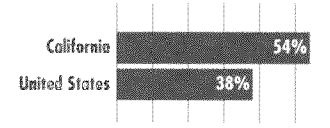
Education Indicators

Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993

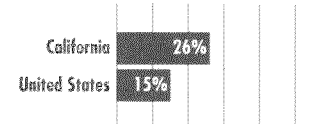
Percent of 4th grade students who scored below basic reading level in 1994



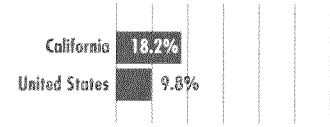
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



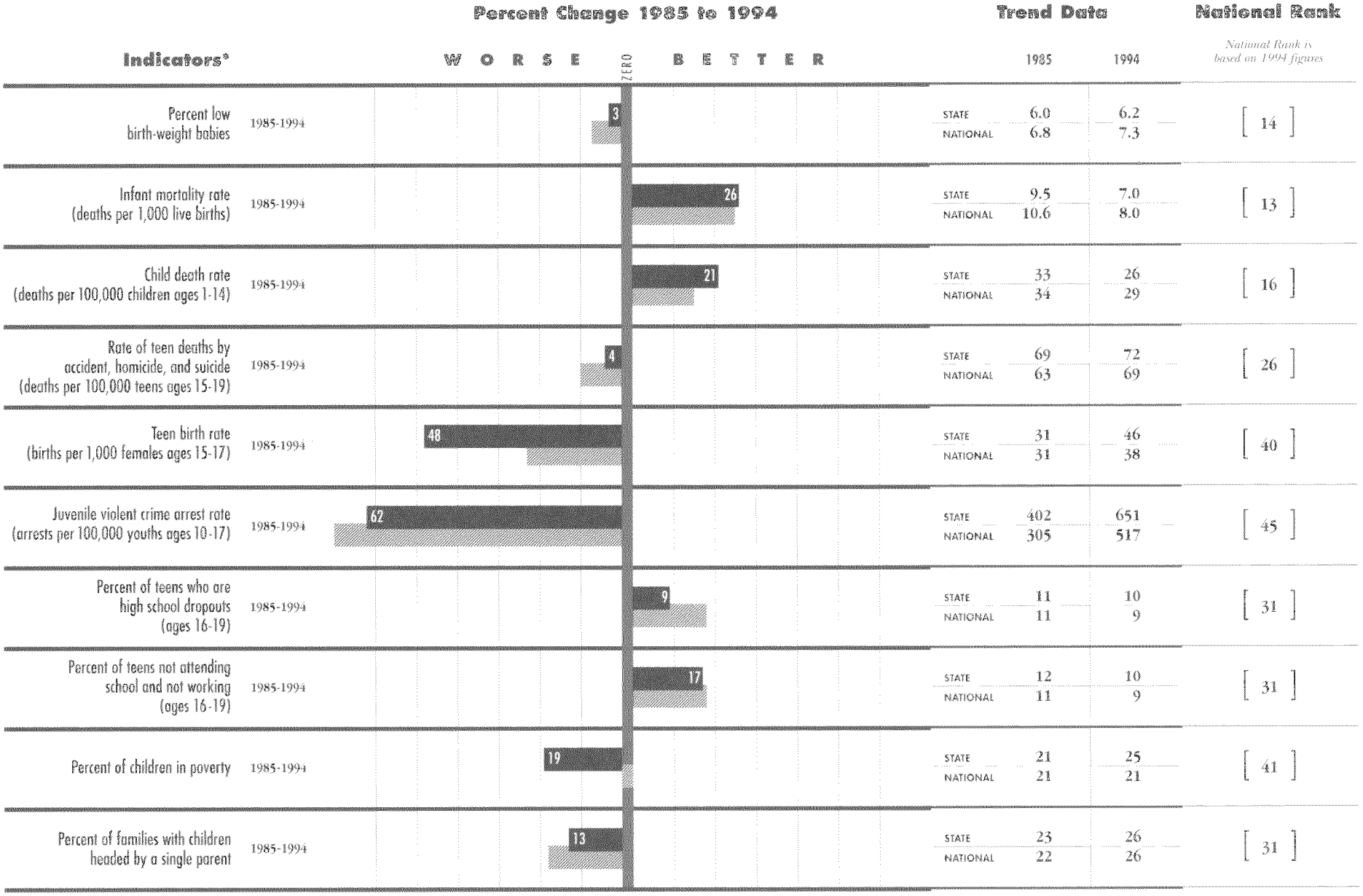
Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



California

CA

National Composite Rank [32]



*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	981,200	1,077,600	10%
Preschool age 0-5 years old	325,000	347,200	7%
Elementary school age 6-11 years old	331,800	351,600	6%
Middle school age 12-14 years old	166,600	186,700	12%
High school age 15-17 years old	157,700	192,100	22%

Race/Ethnicity of Children 1995-2005

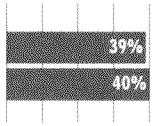
	1995	2005	% CHANGE
White	724,300	752,400	4%
Black	47,000	59,300	26%
Hispanic	179,600	221,600	23%
Asian and Pacific Islander	22,400	34,000	52%
Native American	7,900	10,300	30%

Health and Economic Characteristics

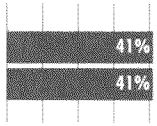
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	74%	75%
Median income of families with children in 1994	$41,900	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	6%	9%
Percent of children without health insurance in 1994	10%	13%
Percent of mother-headed families receiving child support or alimony in 1994	40%	33%
Percent of poor families with children receiving means-tested assistance in 1994	86%	86%

Education Indicators

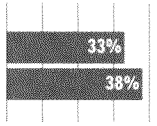
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



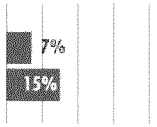
Percent of 4th grade students who scored below basic reading level in 1994



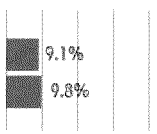
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



Colorado

CO

National Composite Rank [28]

Indicators*		Percent Change 1985 to 1994 (WORSE ← 0 → BETTER)		Trend Data 1985	Trend Data 1994	National Rank
Percent low birth-weight babies	1985-1994	-10	STATE	7.7	8.5	[41]
			NATIONAL	6.8	7.3	
Infant mortality rate (deaths per 1,000 live births)	1985-1994	+26	STATE	9.4	7.0	[13]
			NATIONAL	10.6	8.0	
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	+25	STATE	32	24	[8]
			NATIONAL	34	29	
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	-12	STATE	66	74	[28]
			NATIONAL	63	69	
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	-26	STATE	27	34	[29]
			NATIONAL	31	38	
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	-50	STATE	305	459	[35]
			NATIONAL	305	517	
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	-38	STATE	8	11	[35]
			NATIONAL	11	9	
Percent of teens not attending school and not working (ages 16-19)	1985-1994	+10	STATE	10	9	[23]
			NATIONAL	11	9	
Percent of children in poverty	1985-1994	+13	STATE	15	13	[4]
			NATIONAL	21	21	
Percent of families with children headed by a single parent	1985-1994	-4	STATE	23	24	[15]
			NATIONAL	22	26	

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	797,700	776,500	–3%
Preschool age 0-5 years old	276,800	245,600	–11%
Elementary school age 6-11 years old	273,700	257,700	–6%
Middle school age 12-14 years old	126,800	134,800	6%
High school age 15-17 years old	120,400	138,400	15%

Race/Ethnicity of Children 1995-2005

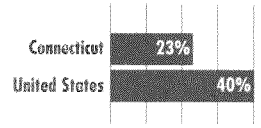
	1995	2005	% CHANGE
White	596,800	539,300	–10%
Black	88,900	96,500	9%
Hispanic	92,000	113,900	24%
Asian and Pacific Islander	18,600	25,500	37%
Native American	1,400	1,300	–7%

Health and Economic Characteristics

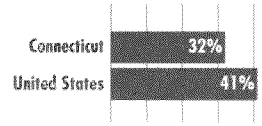
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	86%	75%
Median income of families with children in 1994	$48,700	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	6%	9%
Percent of children without health insurance in 1994	8%	13%
Percent of mother-headed families receiving child support or alimony in 1994	32%	33%
Percent of poor families with children receiving means-tested assistance in 1994	85%	86%

Education Indicators

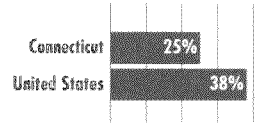
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



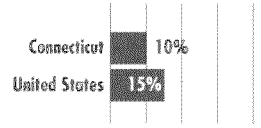
Percent of 4th grade students who scored below basic reading level in 1994



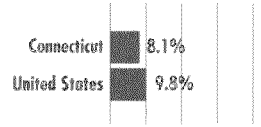
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



Connecticut

CT

National Composite Rank [12]

Indicators*		Percent Change 1985 to 1994 (WORSE ← ZERO → BETTER)		Trend Data 1985	Trend Data 1994	National Rank (based on 1994 figures)
Percent low birth-weight babies	1985-1994	-5	STATE	6.6	6.9	[22]
			NATIONAL	6.8	7.3	
Infant mortality rate (deaths per 1,000 live births)	1985-1994	21	STATE	10.0	7.9	[29]
			NATIONAL	10.6	8.0	
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	-4	STATE	23	24	[8]
			NATIONAL	34	29	
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	-20	STATE	49	59	[17]
			NATIONAL	63	69	
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	-53	STATE	19	29	[17]
			NATIONAL	31	38	
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	-55	STATE	372	577	[43]
			NATIONAL	305	517	
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	67	STATE	9	3	[1]
			NATIONAL	11	9	
Percent of teens not attending school and not working (ages 16-19)	1985-1994	33	STATE	6	4	[1]
			NATIONAL	11	9	
Percent of children in poverty	1985-1994	-50	STATE	12	18	[25]
			NATIONAL	21	21	
Percent of families with children headed by a single parent	1985-1994	-14	STATE	21	24	[15]
			NATIONAL	22	26	

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	178,800	191,200	7%
Preschool age 0-5 years old	62,300	59,800	–4%
Elementary school age 6-11 years old	59,700	61,900	4%
Middle school age 12-14 years old	28,900	33,900	17%
High school age 15-17 years old	27,800	35,600	28%

Race/Ethnicity of Children 1995-2005

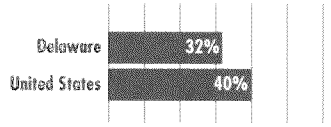
	1995	2005	% CHANGE
White	126,500	130,200	3%
Black	41,100	46,200	12%
Hispanic	7,400	10,000	35%
Asian and Pacific Islander	3,400	4,400	29%
Native American	500	400	–20%

Health and Economic Characteristics

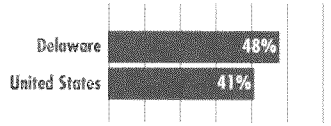
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	79%	75%
Median income of families with children in 1994	$39,300	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	6%	9%
Percent of children without health insurance in 1994	11%	13%
Percent of mother-headed families receiving child support or alimony in 1994	35%	33%
Percent of poor families with children receiving means-tested assistance in 1994	82%	86%

Education Indicators

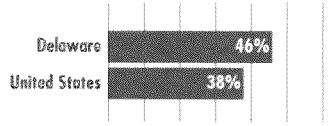
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



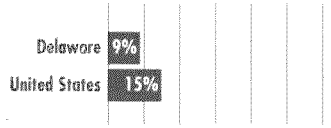
Percent of 4th grade students who scored below basic reading level in 1994



Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990

Delaware

DE

National Composite Rank [20]

Indicators*		Percent Change 1985 to 1994 (WORSE ← ZERO → BETTER)		Trend Data 1985	Trend Data 1994	National Rank (based on 1994 figures)
Percent low birth-weight babies	1985-1994	-1	STATE	7.3	7.4	[27]
			NATIONAL	6.8	7.3	
Infant mortality rate (deaths per 1,000 live births)	1985-1994	54	STATE	14.8	6.8	[11]
			NATIONAL	10.6	8.0	
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	58	STATE	43	18	[2]
			NATIONAL	34	29	
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	-4	STATE	50	52	[11]
			NATIONAL	63	69	
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	-36	STATE	33	45	[39]
			NATIONAL	31	38	
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	-105	STATE	272	558	[41]
			NATIONAL	305	517	
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	30	STATE	10	7	[12]
			NATIONAL	11	9	
Percent of teens not attending school and not working (ages 16-19)	1985-1994	13	STATE	8	7	[10]
			NATIONAL	11	9	
Percent of children in poverty	1985-1994	24	STATE	17	13	[4]
			NATIONAL	21	21	
Percent of families with children headed by a single parent	1985-1994	-22	STATE	23	28	[41]
			NATIONAL	22	26	

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	114,700	129,500	13%
Preschool age 0-5 years old	47,900	43,700	–9%
Elementary school age 6-11 years old	36,100	35,000	–3%
Middle school age 12-14 years old	15,500	22,400	45%
High school age 15-17 years old	15,200	28,400	87%

Race/Ethnicity of Children 1995-2005

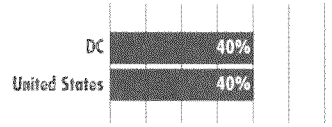
	1995	2005	% CHANGE
White	17,700	27,100	53%
Black	82,500	85,100	3%
Hispanic	12,000	13,800	15%
Asian and Pacific Islander	2,300	3,400	48%
Native American	100	200	100%

Health and Economic Characteristics

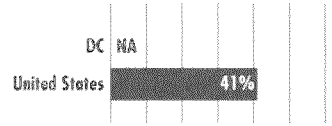
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	68%	75%
Median income of families with children in 1994	$23,900	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	22%	9%
Percent of children without health insurance in 1994	18%	13%
Percent of mother-headed families receiving child support or alimony in 1994	15%	33%
Percent of poor families with children receiving means-tested assistance in 1994	90%	86%

Education Indicators

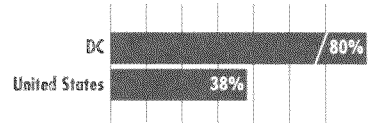
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



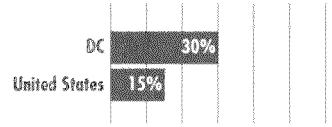
Percent of 4th grade students who scored below basic reading level in 1994



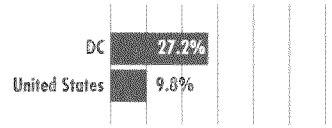
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990

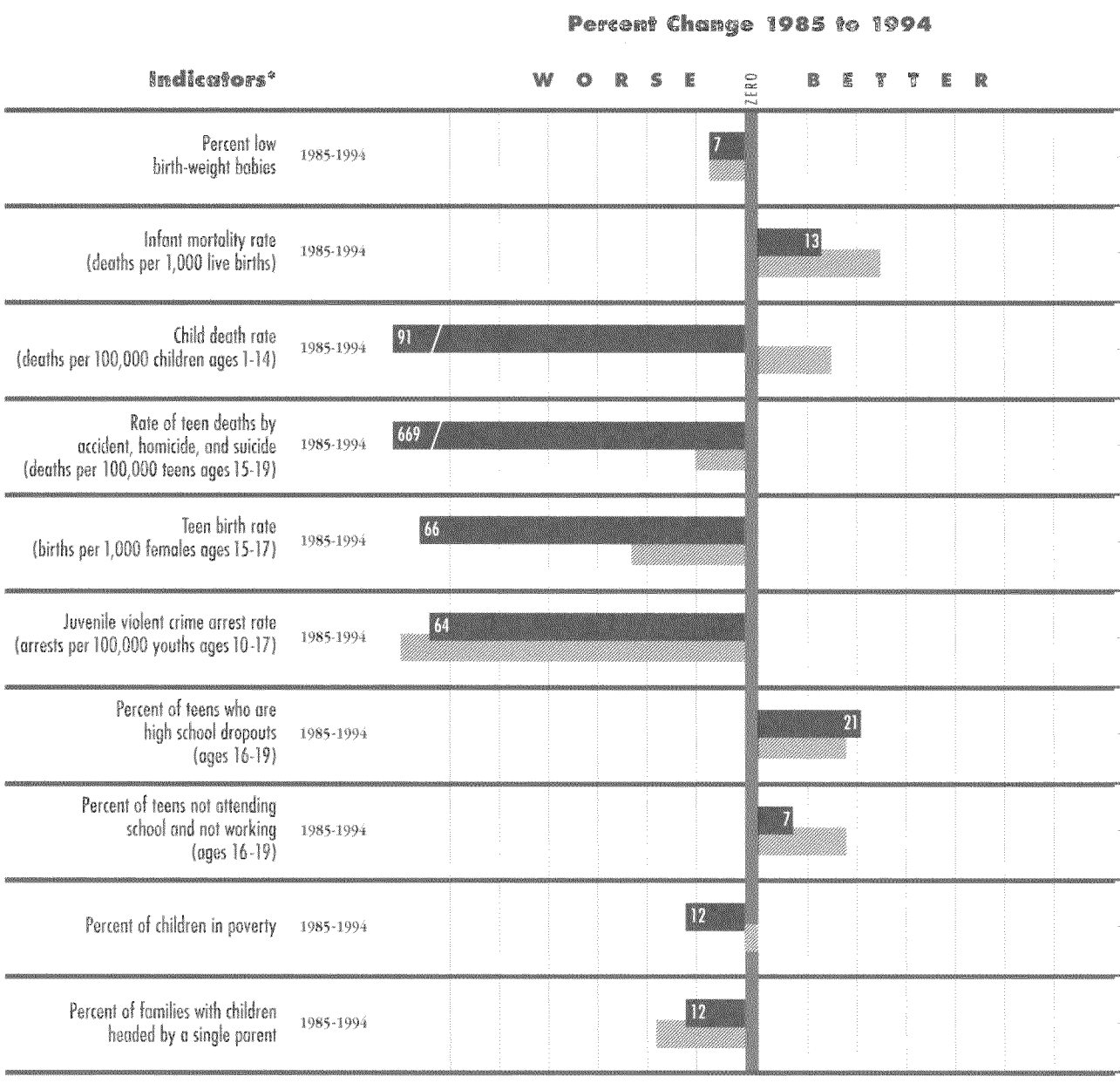


NA=Not Available.

District of Columbia

DC

National Composite Rank [51]



Indicators*		Trend Data 1985	Trend Data 1994	National Rank (National Rank is based on 1994 figures)
Percent low birth-weight babies	1985-1994	STATE 13.3 / NATIONAL 6.8	STATE 14.2 / NATIONAL 7.3	[51]
Infant mortality rate (deaths per 1,000 live births)	1985-1994	STATE 20.8 / NATIONAL 10.6	STATE 18.2 / NATIONAL 8.0	[51]
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	STATE 32 / NATIONAL 34	STATE 61 / NATIONAL 29	[51]
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	STATE 45 / NATIONAL 63	STATE 346 / NATIONAL 69	[51]
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	STATE 53 / NATIONAL 31	STATE 88 / NATIONAL 38	[51]
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	STATE 1,008 / NATIONAL 305	STATE 1,650 / NATIONAL 517	[51]
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	STATE 14 / NATIONAL 11	STATE 11 / NATIONAL 9	[35]
Percent of teens not attending school and not working (ages 16-19)	1985-1994	STATE 15 / NATIONAL 11	STATE 14 / NATIONAL 9	[49]
Percent of children in poverty	1985-1994	STATE 33 / NATIONAL 21	STATE 37 / NATIONAL 21	[51]
Percent of families with children headed by a single parent	1985-1994	STATE 52 / NATIONAL 22	STATE 58 / NATIONAL 26	[51]

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	3,371,300	3,563,000	6%
Preschool age 0-5 years old	1,171,900	1,107,400	–6%
Elementary school age 6-11 years old	1,136,700	1,160,700	2%
Middle school age 12-14 years old	548,300	644,300	18%
High school age 15-17 years old	514,500	650,600	26%

Race/Ethnicity of Children 1995-2005

	1995	2005	% CHANGE
White	2,078,700	1,997,400	–4%
Black	705,600	757,300	7%
Hispanic	522,400	733,600	40%
Asian and Pacific Islander	55,300	66,400	20%
Native American	9,200	8,300	–10%

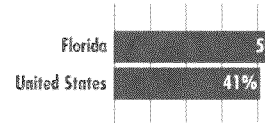
Health and Economic Characteristics

	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	78%	75%
Median income of families with children in 1994	$32,500	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	13%	9%
Percent of children without health insurance in 1994	18%	13%
Percent of mother-headed families receiving child support or alimony in 1994	28%	33%
Percent of poor families with children receiving means-tested assistance in 1994	85%	86%

Education Indicators

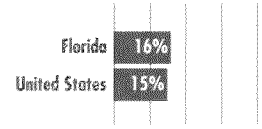
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993

Percent of 4th grade students who scored below basic reading level in 1994

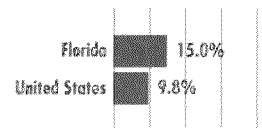


Percent of 4th grade students who scored below basic mathematics level in 1996

Percent of children living with parents who were high school dropouts in 1994



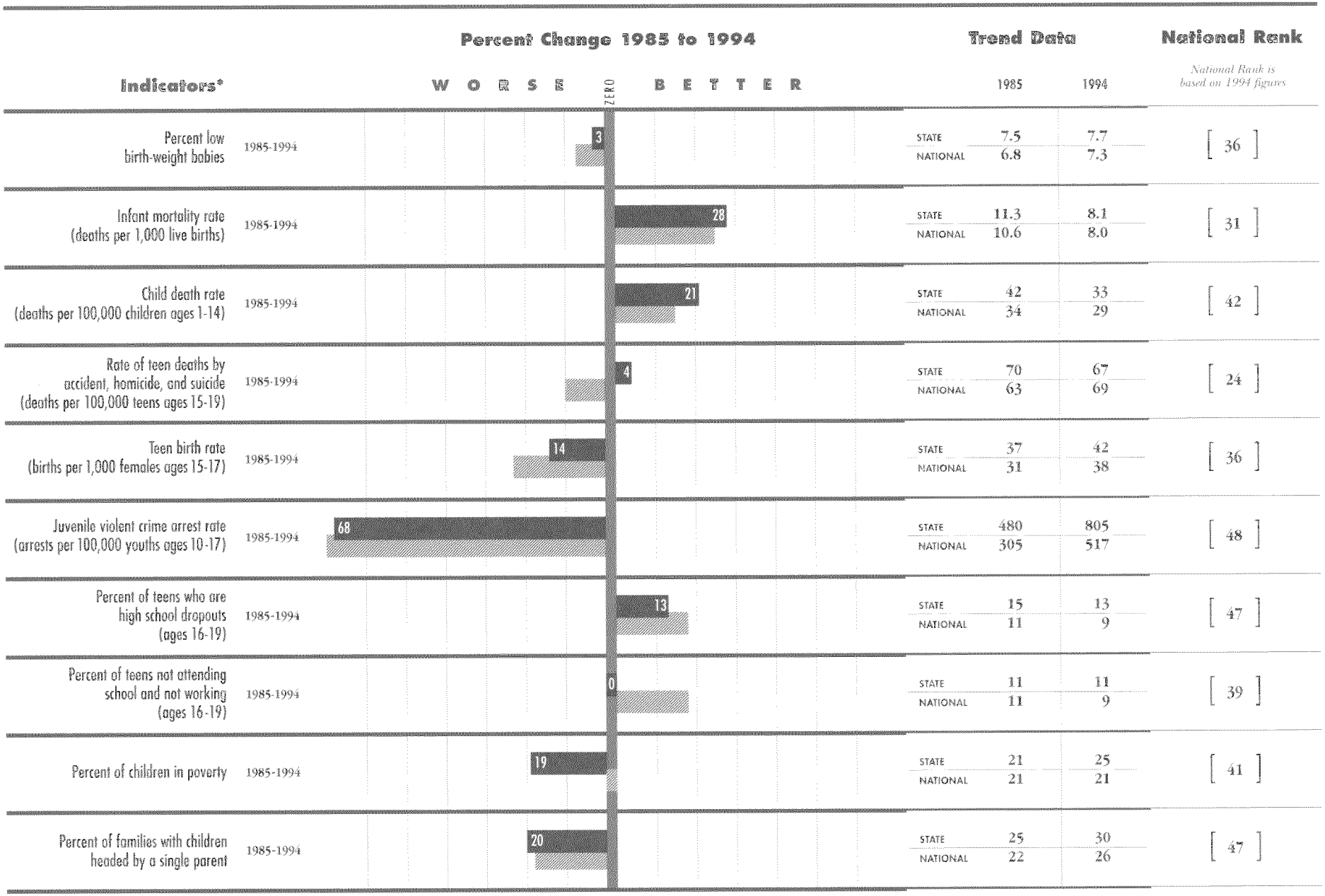
Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



Florida

FL

National Composite Rank [47]



*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	1,923,600	2,154,800	12%
Preschool age 0-5 years old	664,200	672,000	1%
Elementary school age 6-11 years old	631,900	713,000	13%
Middle school age 12-14 years old	315,100	383,100	22%
High school age 15-17 years old	312,300	386,600	24%

Race/Ethnicity of Children 1995-2005

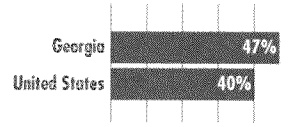
	1995	2005	% CHANGE
White	1,182,200	1,255,600	6%
Black	658,500	779,600	18%
Hispanic	47,700	70,900	49%
Asian and Pacific Islander	31,900	45,400	42%
Native American	3,200	3,200	0%

Health and Economic Characteristics

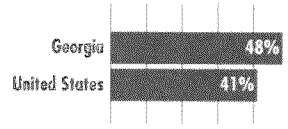
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	75%	75%
Median income of families with children in 1994	$35,400	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	11%	9%
Percent of children without health insurance in 1994	15%	13%
Percent of mother-headed families receiving child support or alimony in 1994	41%	33%
Percent of poor families with children receiving means-tested assistance in 1994	84%	86%

Education Indicators

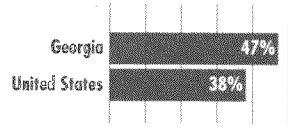
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



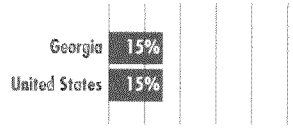
Percent of 4th grade students who scored below basic reading level in 1994



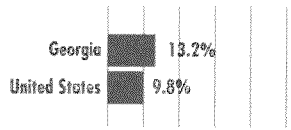
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



Georgia

GA

National Composite Rank [45]

Indicators*		Percent Change 1985 to 1994 (WORSE ← ZERO → BETTER)	Trend Data	1985	1994	National Rank (National Rank is based on 1994 figures)
Percent low birth-weight babies	1985-1994	6	STATE	8.1	8.6	[43]
			NATIONAL	6.8	7.3	
Infant mortality rate (deaths per 1,000 live births)	1985-1994	20	STATE	12.7	10.2	[48]
			NATIONAL	10.6	8.0	
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	14	STATE	37	32	[36]
			NATIONAL	34	29	
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	3	STATE	72	74	[28]
			NATIONAL	63	69	
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	11	STATE	44	49	[43]
			NATIONAL	31	38	
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	209	STATE	145	448	[34]
			NATIONAL	305	517	
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	14	STATE	14	12	[44]
			NATIONAL	11	9	
Percent of teens not attending school and not working (ages 16-19)	1985-1994	23	STATE	13	10	[31]
			NATIONAL	11	9	
Percent of children in poverty	1985-1994	16	STATE	25	21	[32]
			NATIONAL	21	21	
Percent of families with children headed by a single parent	1985-1994	16	STATE	25	29	[44]
			NATIONAL	22	26	

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	309,300	353,900	14%
Preschool age 0-5 years old	114,600	122,700	7%
Elementary school age 6-11 years old	99,400	117,700	18%
Middle school age 12-14 years old	48,900	58,900	20%
High school age 15-17 years old	46,400	54,600	18%

Race/Ethnicity of Children 1995-2005

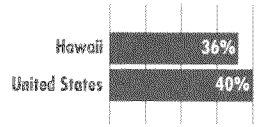
	1995	2005	% CHANGE
White	74,800	67,700	–9%
Black	7,100	6,000	–15%
Hispanic	42,200	45,500	8%
Asian and Pacific Islander	183,800	233,400	27%
Native American	1,400	1,300	–7%

Health and Economic Characteristics

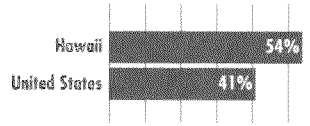
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	82%	75%
Median income of families with children in 1994	$44,100	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	2%	9%
Percent of children without health insurance in 1994	7%	13%
Percent of mother-headed families receiving child support or alimony in 1994	33%	33%
Percent of poor families with children receiving means-tested assistance in 1994	81%	86%

Education Indicators

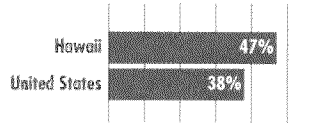
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



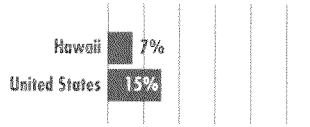
Percent of 4th grade students who scored below basic reading level in 1994



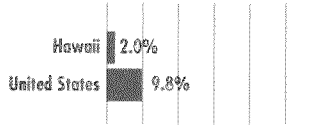
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



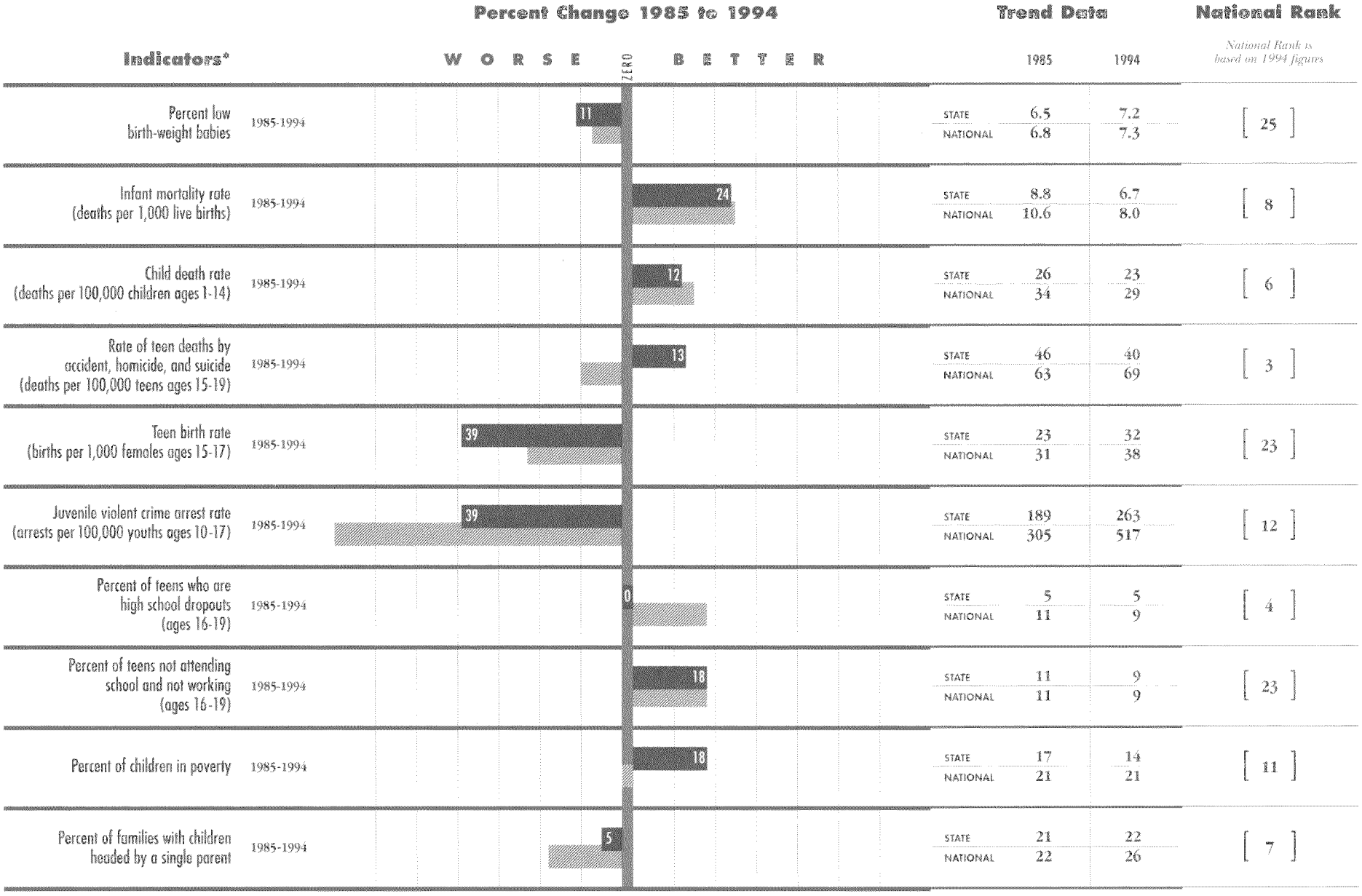
Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



Hawaii

HI

National Composite Rank [10]



*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	347,900	399,600	15%
Preschool age 0-5 years old	108,000	128,400	19%
Elementary school age 6-11 years old	113,300	132,100	17%
Middle school age 12-14 years old	63,100	71,200	13%
High school age 15-17 years old	63,500	67,900	7%

Race/Ethnicity of Children 1995-2005

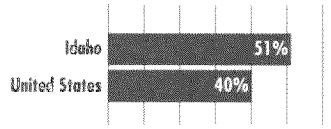
	1995	2005	% CHANGE
White	308,700	337,900	9%
Black	1,300	2,100	62%
Hispanic	29,400	47,000	60%
Asian and Pacific Islander	3,600	5,500	53%
Native American	4,900	7,100	45%

Health and Economic Characteristics

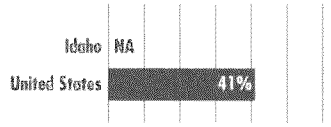
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	68%	75%
Median income of families with children in 1994	$35,400	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	5%	9%
Percent of children without health insurance in 1994	14%	13%
Percent of mother-headed families receiving child support or alimony in 1994	51%	33%
Percent of poor families with children receiving means-tested assistance in 1994	78%	86%

Education Indicators

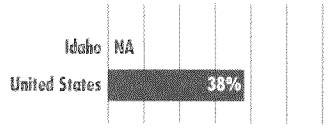
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



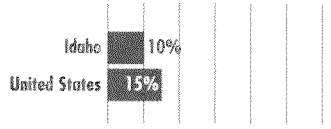
Percent of 4th grade students who scored below basic reading level in 1994



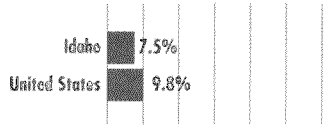
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



NA=Not Available.

Idaho

ID

National Composite Rank [23]

Indicators*		Percent Change 1985 to 1994 (WORSE ← ZERO → BETTER)		Trend Data 1985	Trend Data 1994	National Rank (National Rank is based on 1994 figures)
Percent low birth-weight babies	1985-1994	0	STATE	5.5	5.5	[5]
			NATIONAL	6.8	7.3	
Infant mortality rate (deaths per 1,000 live births)	1985-1994	34	STATE	10.4	6.9	[12]
			NATIONAL	10.6	8.0	
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	9	STATE	35	32	[36]
			NATIONAL	34	29	
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	5	STATE	76	72	[26]
			NATIONAL	63	69	
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	13	STATE	24	27	[15]
			NATIONAL	31	38	
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	35	STATE	214	288	[14]
			NATIONAL	305	517	
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	0	STATE	11	11	[35]
			NATIONAL	11	9	
Percent of teens not attending school and not working (ages 16-19)	1985-1994	0	STATE	10	10	[31]
			NATIONAL	11	9	
Percent of children in poverty	1985-1994	14	STATE	21	18	[25]
			NATIONAL	21	21	
Percent of families with children headed by a single parent	1985-1994	6	STATE	16	17	[2]
			NATIONAL	22	26	

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	3,125,900	3,151,800	1%
Preschool age 0-5 years old	1,103,700	1,029,600	–7%
Elementary school age 6-11 years old	1,016,500	1,050,700	3%
Middle school age 12-14 years old	509,200	543,800	7%
High school age 15-17 years old	496,500	527,700	6%

Race/Ethnicity of Children 1995-2005

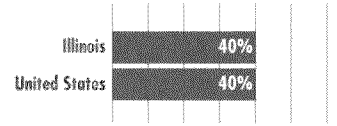
	1995	2005	% CHANGE
White	2,035,800	1,897,700	–7%
Black	589,500	617,100	5%
Hispanic	400,500	506,600	26%
Asian and Pacific Islander	95,500	126,200	32%
Native American	4,500	4,200	–7%

Health and Economic Characteristics

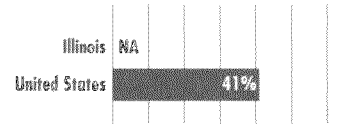
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	75%	75%
Median income of families with children in 1994	$40,100	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	11%	9%
Percent of children without health insurance in 1994	10%	13%
Percent of mother-headed families receiving child support or alimony in 1994	28%	33%
Percent of poor families with children receiving means-tested assistance in 1994	88%	86%

Education Indicators

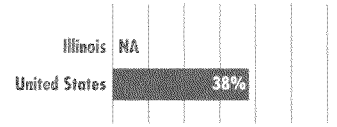
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



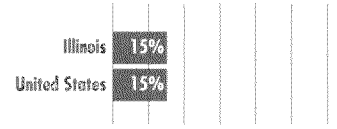
Percent of 4th grade students who scored below basic reading level in 1994



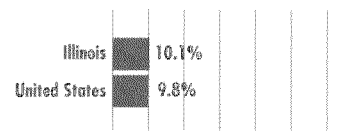
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990

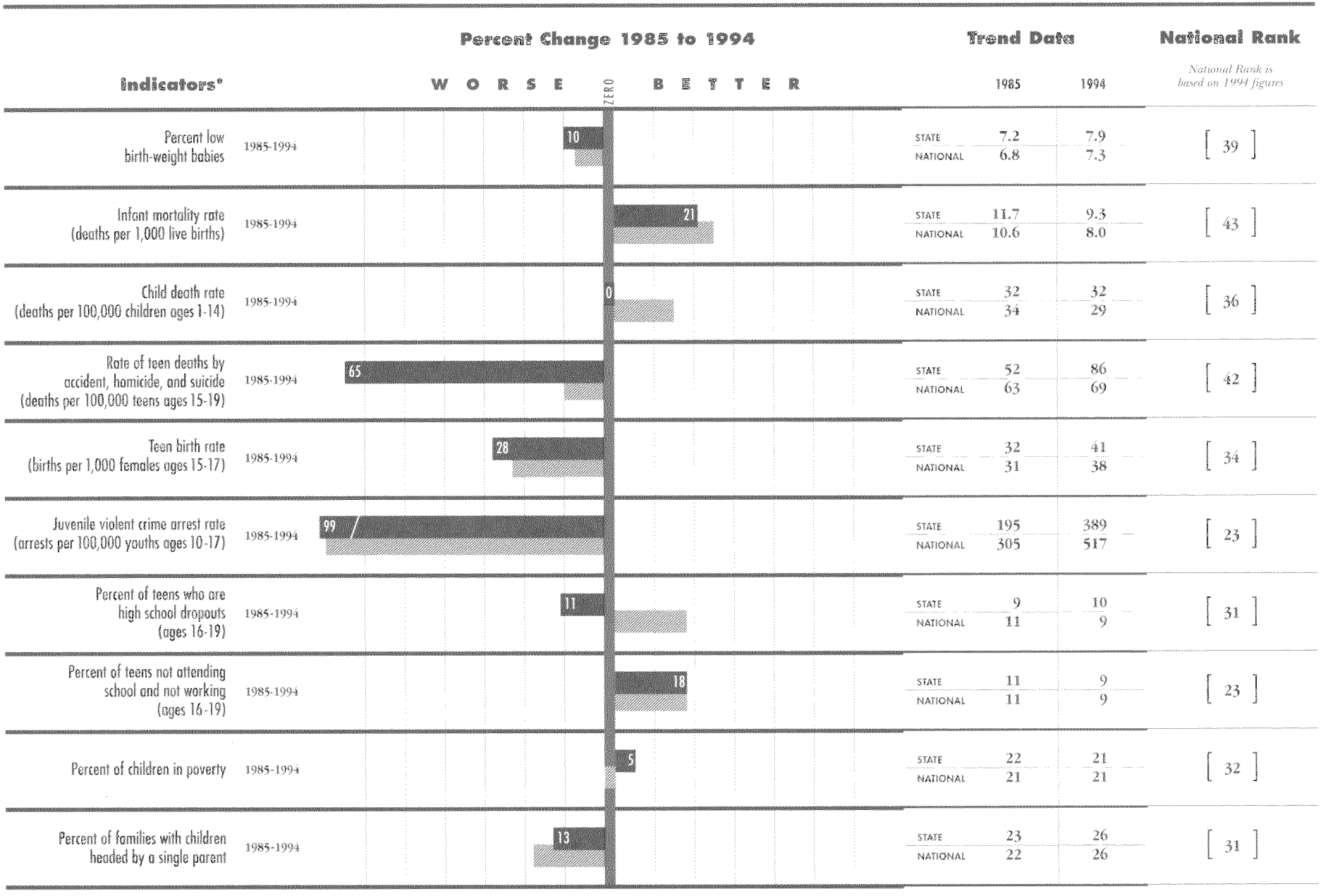


NA=Not Available.

Illinois

IL

National Composite Rank [35]



*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	1,487,400	1,524,300	2%
Preschool age 0-5 years old	491,300	477,600	–3%
Elementary school age 6-11 years old	485,300	505,000	4%
Middle school age 12-14 years old	253,600	270,600	7%
High school age 15-17 years old	257,100	271,000	5%

Race/Ethnicity of Children 1995-2005

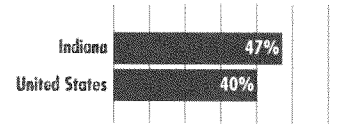
	1995	2005	% CHANGE
White	1,281,400	1,290,500	1%
Black	149,300	161,900	8%
Hispanic	40,900	49,500	21%
Asian and Pacific Islander	12,600	19,400	54%
Native American	3,100	3,000	–3%

Health and Economic Characteristics

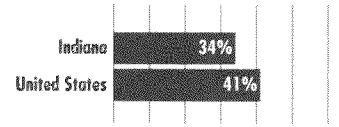
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	73%	75%
Median income of families with children in 1994	$33,100	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	7%	9%
Percent of children without health insurance in 1994	11%	13%
Percent of mother-headed families receiving child support or alimony in 1994	45%	33%
Percent of poor families with children receiving means-tested assistance in 1994	87%	86%

Education Indicators

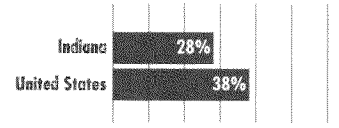
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



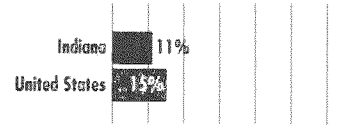
Percent of 4th grade students who scored below basic reading level in 1994



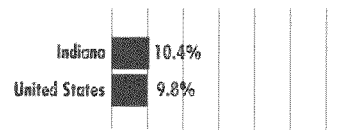
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



Indiana

IN

National Composite Rank [26]

Indicators*		Percent Change 1985 to 1994 (WORSE ← ZERO → BETTER)		Trend Data 1985	Trend Data 1994	National Rank (National Rank is based on 1994 figures)
Percent low birth-weight babies	1985-1994	6	STATE	6.4	6.8	[20]
			NATIONAL	6.8	7.3	
Infant mortality rate (deaths per 1,000 live births)	1985-1994	19	STATE	10.9	8.8	[39]
			NATIONAL	10.6	8.0	
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	9	STATE	33	30	[32]
			NATIONAL	34	29	
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	3	STATE	63	65	[21]
			NATIONAL	63	69	
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	13	STATE	31	35	[31]
			NATIONAL	31	38	
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	125	STATE	219	493	[36]
			NATIONAL	305	517	
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	27	STATE	11	8	[18]
			NATIONAL	11	9	
Percent of teens not attending school and not working (ages 16-19)	1985-1994	33	STATE	12	8	[18]
			NATIONAL	11	9	
Percent of children in poverty	1985-1994	11	STATE	19	17	[22]
			NATIONAL	21	21	
Percent of families with children headed by a single parent	1985-1994	9	STATE	22	24	[15]
			NATIONAL	22	26	

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	724,500	690,800	–5%
Preschool age 0-5 years old	223,100	219,100	–2%
Elementary school age 6-11 years old	240,000	226,500	–6%
Middle school age 12-14 years old	130,300	120,700	–7%
High school age 15-17 years old	131,100	124,500	–5%

Race/Ethnicity of Children 1995-2005

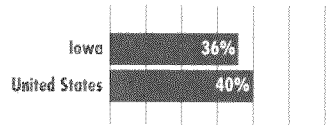
	1995	2005	% CHANGE
White	674,400	629,300	–7%
Black	19,400	22,300	15%
Hispanic	17,200	20,400	19%
Asian and Pacific Islander	10,900	15,600	43%
Native American	2,600	3,100	19%

Health and Economic Characteristics

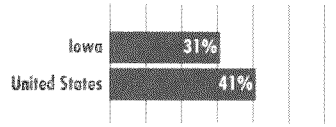
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	82%	75%
Median income of families with children in 1994	$38,200	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	5%	9%
Percent of children without health insurance in 1994	9%	13%
Percent of mother-headed families receiving child support or alimony in 1994	53%	33%
Percent of poor families with children receiving means-tested assistance in 1994	71%	86%

Education Indicators

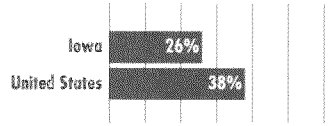
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



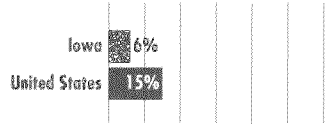
Percent of 4th grade students who scored below basic reading level in 1994



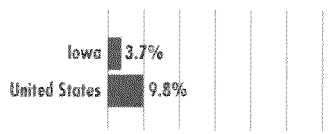
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



Iowa

IA

National Composite Rank [5]

Indicators*		Percent Change 1985 to 1994 (WORSE ← ZERO → BETTER)		Trend Data 1985	Trend Data 1994	National Rank (National Rank is based on 1994 figures)
Percent low birth-weight babies	1985-1994		16	STATE 5.1 / NATIONAL 6.8	STATE 5.9 / NATIONAL 7.3	[9]
Infant mortality rate (deaths per 1,000 live births)	1985-1994		21	STATE 9.5 / NATIONAL 10.6	STATE 7.5 / NATIONAL 8.0	[20]
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994		11	STATE 28 / NATIONAL 34	STATE 25 / NATIONAL 29	[12]
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994		6	STATE 65 / NATIONAL 63	STATE 61 / NATIONAL 69	[18]
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994		21	STATE 19 / NATIONAL 31	STATE 23 / NATIONAL 38	[7]
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994		138	STATE 110 / NATIONAL 305	STATE 262 / NATIONAL 517	[9]
Percent of teens who are high school dropouts (ages 16-19)	1985-1994		33	STATE 6 / NATIONAL 11	STATE 4 / NATIONAL 9	[2]
Percent of teens not attending school and not working (ages 16-19)	1985-1994		38	STATE 8 / NATIONAL 11	STATE 5 / NATIONAL 9	[2]
Percent of children in poverty	1985-1994		35	STATE 20 / NATIONAL 21	STATE 13 / NATIONAL 21	[4]
Percent of families with children headed by a single parent	1985-1994		11	STATE 19 / NATIONAL 22	STATE 21 / NATIONAL 26	[6]

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	692,800	699,900	1%
Preschool age 0-5 years old	221,300	224,800	2%
Elementary school age 6-11 years old	233,900	229,900	–2%
Middle school age 12-14 years old	121,800	120,700	–1%
High school age 15-17 years old	115,800	124,500	8%

Race/Ethnicity of Children 1995-2005

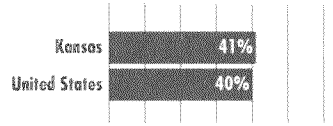
	1995	2005	% CHANGE
White	578,700	558,900	–3%
Black	52,000	59,800	15%
Hispanic	43,100	57,000	32%
Asian and Pacific Islander	12,400	16,700	35%
Native American	6,500	7,500	15%

Health and Economic Characteristics

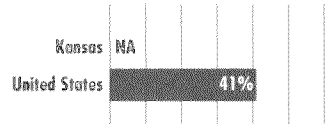
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	78%	75%
Median income of families with children in 1994	$36,700	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	6%	9%
Percent of children without health insurance in 1994	11%	13%
Percent of mother-headed families receiving child support or alimony in 1994	42%	33%
Percent of poor families with children receiving means-tested assistance in 1994	85%	86%

Education Indicators

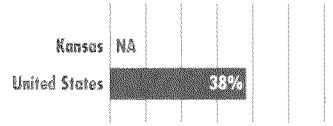
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



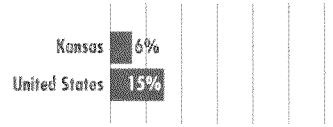
Percent of 4th grade students who scored below basic reading level in 1994



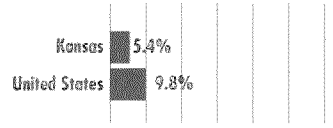
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



NA=Not Available.

Kansas

KS

National Composite Rank [15]

Indicators*		Percent Change 1985 to 1994 (WORSE ← ZERO → BETTER)		Trend Data 1985	Trend Data 1994	National Rank (National Rank is based on 1994 figures)
Percent low birth-weight babies	1985-1994	7		STATE 6.1	6.5	[18]
				NATIONAL 6.8	7.3	
Infant mortality rate (deaths per 1,000 live births)	1985-1994		17	STATE 9.3	7.7	[23]
				NATIONAL 10.6	8.0	
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994		28	STATE 39	28	[27]
				NATIONAL 34	29	
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	19		STATE 67	80	[36]
				NATIONAL 63	69	
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	7		STATE 28	30	[19]
				NATIONAL 31	38	
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	48		STATE 213	315	[17]
				NATIONAL 305	517	
Percent of teens who are high school dropouts (ages 16-19)	1985-1994		13	STATE 8	7	[12]
				NATIONAL 11	9	
Percent of teens not attending school and not working (ages 16-19)	1985-1994		25	STATE 8	6	[6]
				NATIONAL 11	9	
Percent of children in poverty	1985-1994	7		STATE 15	16	[17]
				NATIONAL 21	21	
Percent of families with children headed by a single parent	1985-1994	44		STATE 16	23	[12]
				NATIONAL 22	26	

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	972,700	951,300	–2%
Preschool age 0-5 years old	314,500	293,800	–7%
Elementary school age 6-11 years old	314,100	315,200	0%
Middle school age 12-14 years old	168,700	171,400	2%
High school age 15-17 years old	175,500	171,000	–3%

Race/Ethnicity of Children 1995-2005

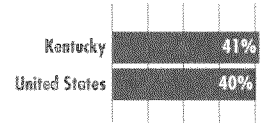
	1995	2005	% CHANGE
White	872,300	844,600	–3%
Black	83,900	86,100	3%
Hispanic	8,700	10,700	23%
Asian and Pacific Islander	6,600	8,400	27%
Native American	1,300	1,500	15%

Health and Economic Characteristics

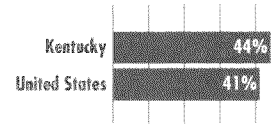
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	84%	75%
Median income of families with children in 1994	$30,100	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	14%	9%
Percent of children without health insurance in 1994	13%	13%
Percent of mother-headed families receiving child support or alimony in 1994	39%	33%
Percent of poor families with children receiving means-tested assistance in 1994	90%	86%

Education Indicators

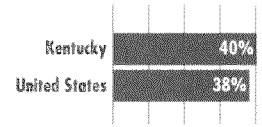
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



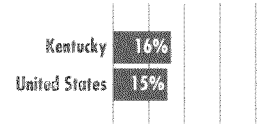
Percent of 4th grade students who scored below basic reading level in 1994



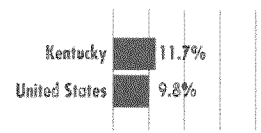
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



Kentucky

KY

National Composite Rank [38]

Indicators*		Percent Change 1985 to 1994 (WORSE ← ZERO → BETTER)		Trend Data 1985	Trend Data 1994	National Rank (1994 figures)
Percent low birth-weight babies	1985-1994	10	STATE	7.0	7.7	[36]
			NATIONAL	6.8	7.3	
Infant mortality rate (deaths per 1,000 live births)	1985-1994	30	STATE	11.2	7.8	[26]
			NATIONAL	10.6	8.0	
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	7	STATE	29	27	[20]
			NATIONAL	34	29	
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	1	STATE	67	66	[22]
			NATIONAL	63	69	
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	0	STATE	40	40	[33]
			NATIONAL	31	38	
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	317	STATE	123	513	[37]
			NATIONAL	305	517	
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	8	STATE	13	12	[44]
			NATIONAL	11	9	
Percent of teens not attending school and not working (ages 16-19)	1985-1994	20	STATE	15	12	[48]
			NATIONAL	11	9	
Percent of children in poverty	1985-1994	8	STATE	24	26	[45]
			NATIONAL	21	21	
Percent of families with children headed by a single parent	1985-1994	26	STATE	19	24	[15]
			NATIONAL	22	26	

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	1,239,200	1,204,200	–3%
Preschool age 0-5 years old	404,100	384,200	–5%
Elementary school age 6-11 years old	406,000	392,700	–3%
Middle school age 12-14 years old	215,600	212,400	–1%
High school age 15-17 years old	213,600	214,900	1%

Race/Ethnicity of Children 1995-2005

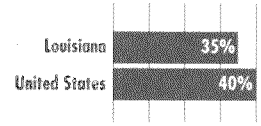
	1995	2005	% CHANGE
White	705,900	647,100	–8%
Black	483,300	497,000	3%
Hispanic	28,500	34,500	21%
Asian and Pacific Islander	15,900	20,800	31%
Native American	5,600	4,800	–14%

Health and Economic Characteristics

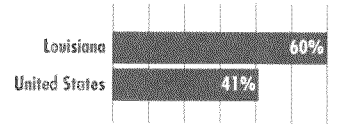
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	72%	75%
Median income of families with children in 1994	$28,700	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	18%	9%
Percent of children without health insurance in 1994	19%	13%
Percent of mother-headed families receiving child support or alimony in 1994	31%	33%
Percent of poor families with children receiving means-tested assistance in 1994	91%	86%

Education Indicators

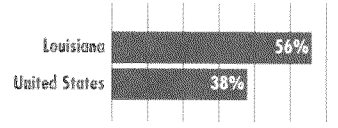
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



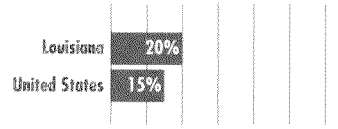
Percent of 4th grade students who scored below basic reading level in 1994



Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990

Louisiana

LA

National Composite Rank [50]

Indicators*		Percent Change 1985 to 1994 (WORSE ← ZERO → BETTER)		Trend Data 1985	Trend Data 1994	National Rank (1994 figures)
Percent low birth-weight babies	1985-1994	-10		STATE 8.7 / NATIONAL 6.8	9.6 / 7.3	[49]
Infant mortality rate (deaths per 1,000 live births)	1985-1994		11	STATE 11.9 / NATIONAL 10.6	10.6 / 8.0	[49]
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994		19	STATE 43 / NATIONAL 34	35 / 29	[46]
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	-21		STATE 75 / NATIONAL 63	91 / 69	[43]
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	-6		STATE 48 / NATIONAL 31	51 / 38	[46]
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	-108		STATE 272 / NATIONAL 305	565 / 517	[42]
Percent of teens who are high school dropouts (ages 16-19)	1985-1994		13	STATE 15 / NATIONAL 11	13 / 9	[47]
Percent of teens not attending school and not working (ages 16-19)	1985-1994		18	STATE 17 / NATIONAL 11	14 / 9	[49]
Percent of children in poverty	1985-1994	-21		STATE 28 / NATIONAL 21	34 / 21	[50]
Percent of families with children headed by a single parent	1985-1994	-43		STATE 23 / NATIONAL 22	33 / 26	[50]

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	304,900	283,800	–7%
Preschool age 0-5 years old	91,800	89,900	–2%
Elementary school age 6-11 years old	106,100	94,500	–11%
Middle school age 12-14 years old	54,100	48,600	–10%
High school age 15-17 years old	52,900	50,800	–4%

Race/Ethnicity of Children 1995-2005

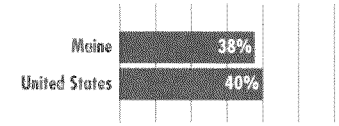
	1995	2005	% CHANGE
White	296,300	274,000	–8%
Black	1,400	1,200	–14%
Hispanic	2,600	3,600	38%
Asian and Pacific Islander	2,700	3,400	26%
Native American	1,900	1,600	–16%

Health and Economic Characteristics

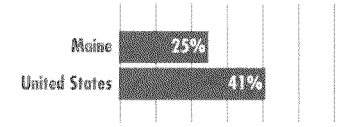
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	84%	75%
Median income of families with children in 1994	$34,200	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	6%	9%
Percent of children without health insurance in 1994	11%	13%
Percent of mother-headed families receiving child support or alimony in 1994	44%	33%
Percent of poor families with children receiving means-tested assistance in 1994	79%	86%

Education Indicators

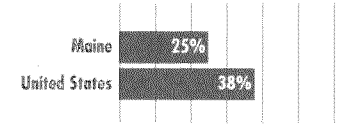
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



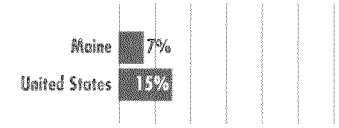
Percent of 4th grade students who scored below basic reading level in 1994



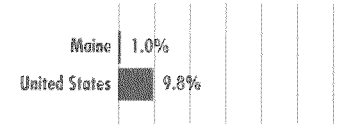
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



Maine

ME

National Composite Rank [2]

Indicators*		Percent Change 1985 to 1994 (WORSE ← ZERO → BETTER)		Trend Data 1985	Trend Data 1994	National Rank (National Rank is based on 1994 figures)
Percent low birth-weight babies	1985-1994	-12		STATE 5.1 NATIONAL 6.8	5.7 7.3	[7]
Infant mortality rate (deaths per 1,000 live births)	1985-1994		32	STATE 9.1 NATIONAL 10.6	6.2 8.0	[3]
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994		31	STATE 29 NATIONAL 34	20 29	[3]
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	-6		STATE 51 NATIONAL 63	54 69	[12]
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994		18	STATE 22 NATIONAL 31	18 38	[4]
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	-56		STATE 81 NATIONAL 305	126 517	[6]
Percent of teens who are high school dropouts (ages 16-19)	1985-1994		60	STATE 10 NATIONAL 11	4 9	[2]
Percent of teens not attending school and not working (ages 16-19)	1985-1994		50	STATE 10 NATIONAL 11	5 9	[2]
Percent of children in poverty	1985-1994	-13		STATE 15 NATIONAL 21	17 21	[22]
Percent of families with children headed by a single parent	1985-1994	-39		STATE 18 NATIONAL 22	25 26	[26]

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	1,272,000	1,333,300	5%
Preschool age 0-5 years old	446,300	425,400	–5%
Elementary school age 6-11 years old	432,000	445,200	3%
Middle school age 12-14 years old	203,600	230,200	13%
High school age 15-17 years old	190,100	232,500	22%

Race/Ethnicity of Children 1995-2005

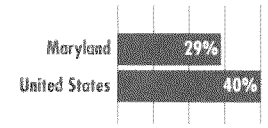
	1995	2005	% CHANGE
White	777,300	742,500	–4%
Black	389,700	448,900	15%
Hispanic	53,700	74,300	38%
Asian and Pacific Islander	48,200	64,700	34%
Native American	3,100	3,000	–3%

Health and Economic Characteristics

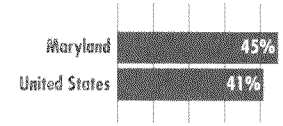
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	78%	75%
Median income of families with children in 1994	$46,300	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	7%	9%
Percent of children without health insurance in 1994	11%	13%
Percent of mother-headed families receiving child support or alimony in 1994	33%	33%
Percent of poor families with children receiving means-tested assistance in 1994	90%	86%

Education Indicators

Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993

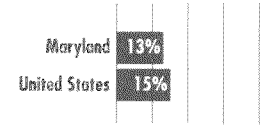


Percent of 4th grade students who scored below basic reading level in 1994

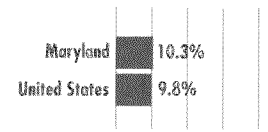


Percent of 4th grade students who scored below basic mathematics level in 1996

Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



Maryland

MD

National Composite Rank [30]

Indicators*		Percent Change 1985 to 1994 (WORSE ← ZERO → BETTER)		Trend Data 1985	Trend Data 1994	National Rank (National Rank is based on 1994 figures)
Percent low birth-weight babies	1985-1994	12	STATE	7.6	8.5	[41]
			NATIONAL	6.8	7.3	
Infant mortality rate (deaths per 1,000 live births)	1985-1994	24	STATE	11.9	9.0	[41]
			NATIONAL	10.6	8.0	
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	6	STATE	32	30	[32]
			NATIONAL	34	29	
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	9	STATE	56	61	[18]
			NATIONAL	63	69	
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	14	STATE	29	33	[27]
			NATIONAL	31	38	
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	18	STATE	596	704	[46]
			NATIONAL	305	517	
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	0	STATE	8	8	[18]
			NATIONAL	11	9	
Percent of teens not attending school and not working (ages 16-19)	1985-1994	11	STATE	9	8	[18]
			NATIONAL	11	9	
Percent of children in poverty	1985-1994	15	STATE	13	15	[15]
			NATIONAL	21	21	
Percent of families with children headed by a single parent	1985-1994	8	STATE	24	26	[31]
			NATIONAL	22	26	

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	1,431,900	1,488,000	4%
Preschool age 0-5 years old	501,700	459,800	–8%
Elementary school age 6-11 years old	487,700	480,300	–2%
Middle school age 12-14 years old	226,600	263,400	16%
High school age 15-17 years old	215,800	284,500	32%

Race/Ethnicity of Children 1995-2005

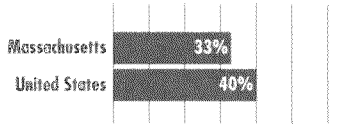
	1995	2005	% CHANGE
White	1,134,600	1,085,700	–4%
Black	99,600	118,900	19%
Hispanic	137,800	189,700	38%
Asian and Pacific Islander	57,100	91,300	60%
Native American	2,800	2,300	–18%

Health and Economic Characteristics

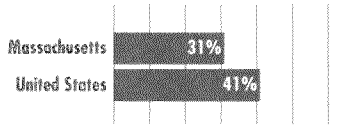
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	85%	75%
Median income of families with children in 1994	$45,300	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	6%	9%
Percent of children without health insurance in 1994	9%	13%
Percent of mother-headed families receiving child support or alimony in 1994	35%	33%
Percent of poor families with children receiving means-tested assistance in 1994	89%	86%

Education Indicators

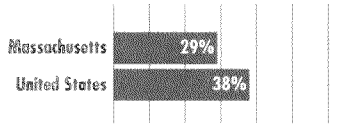
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



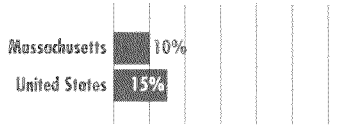
Percent of 4th grade students who scored below basic reading level in 1994



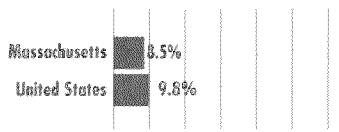
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



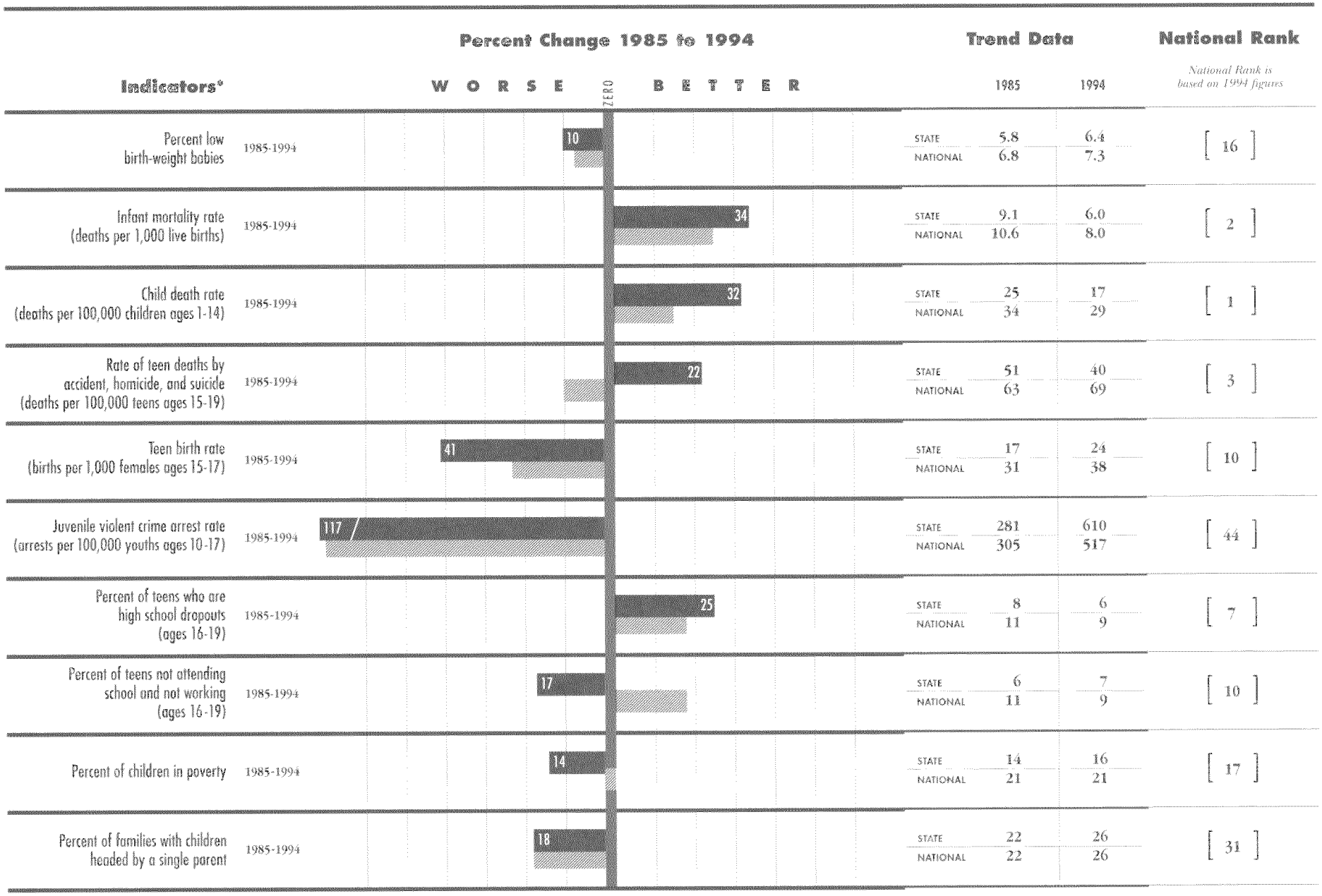
Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



Massachusetts

MA

National Composite Rank [8]



*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	2,519,500	2,455,300	–3%
Preschool age 0-5 years old	832,200	779,600	–6%
Elementary school age 6-11 years old	844,900	816,100	–3%
Middle school age 12-14 years old	422,900	425,400	1%
High school age 15-17 years old	419,500	434,200	4%

Race/Ethnicity of Children 1995-2005

	1995	2005	% CHANGE
White	1,938,700	1,817,900	–6%
Black	439,900	473,000	8%
Hispanic	84,800	96,200	13%
Asian and Pacific Islander	39,300	52,400	33%
Native American	16,600	15,900	–4%

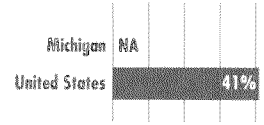
Health and Economic Characteristics

	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	64%	75%
Median income of families with children in 1994	$39,700	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	10%	9%
Percent of children without health insurance in 1994	8%	13%
Percent of mother-headed families receiving child support or alimony in 1994	33%	33%
Percent of poor families with children receiving means-tested assistance in 1994	87%	86%

Education Indicators

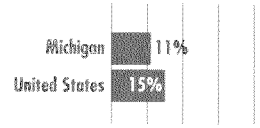
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993

Percent of 4th grade students who scored below basic reading level in 1994

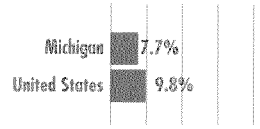


Percent of 4th grade students who scored below basic mathematics level in 1996

Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



NA=Not Available.

Michigan

MI

National Composite Rank [29]

Indicators*		Percent Change 1985 to 1994 (WORSE ← ZERO → BETTER)		Trend Data 1985	Trend Data 1994	National Rank (National Rank is based on 1994 figures)
Percent low birth-weight babies	1985-1994	15	STATE	6.8	7.8	[38]
			NATIONAL	6.8	7.3	
Infant mortality rate (deaths per 1,000 live births)	1985-1994	25	STATE	11.4	8.6	[37]
			NATIONAL	10.6	8.0	
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	19	STATE	37	30	[32]
			NATIONAL	34	29	
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	3	STATE	69	71	[25]
			NATIONAL	63	69	
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	23	STATE	26	32	[23]
			NATIONAL	31	38	
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	36	STATE	318	431	[30]
			NATIONAL	305	517	
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	11	STATE	9	8	[18]
			NATIONAL	11	9	
Percent of teens not attending school and not working (ages 16-19)	1985-1994	27	STATE	11	8	[18]
			NATIONAL	11	9	
Percent of children in poverty	1985-1994	9	STATE	23	21	[32]
			NATIONAL	21	21	
Percent of families with children headed by a single parent	1985-1994	12	STATE	25	28	[41]
			NATIONAL	22	26	

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	1,245,500	1,216,400	–2%
Preschool age 0-5 years old	391,000	392,100	0%
Elementary school age 6-11 years old	427,500	399,500	–7%
Middle school age 12-14 years old	219,600	207,100	–6%
High school age 15-17 years old	207,300	217,700	5%

Race/Ethnicity of Children 1995-2005

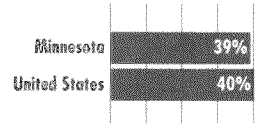
	1995	2005	% CHANGE
White	1,099,000	1,022,100	–7%
Black	48,200	62,900	30%
Hispanic	31,000	39,900	29%
Asian and Pacific Islander	45,100	65,300	45%
Native American	22,200	26,200	18%

Health and Economic Characteristics

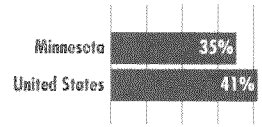
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	79%	75%
Median income of families with children in 1994	$41,900	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	5%	9%
Percent of children without health insurance in 1994	6%	13%
Percent of mother-headed families receiving child support or alimony in 1994	41%	33%
Percent of poor families with children receiving means-tested assistance in 1994	85%	86%

Education Indicators

Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993

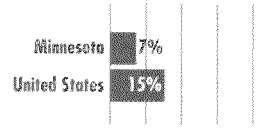


Percent of 4th grade students who scored below basic reading level in 1994

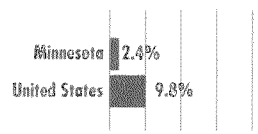


Percent of 4th grade students who scored below basic mathematics level in 1996

Percent of children living with parents who were high school dropouts in 1994



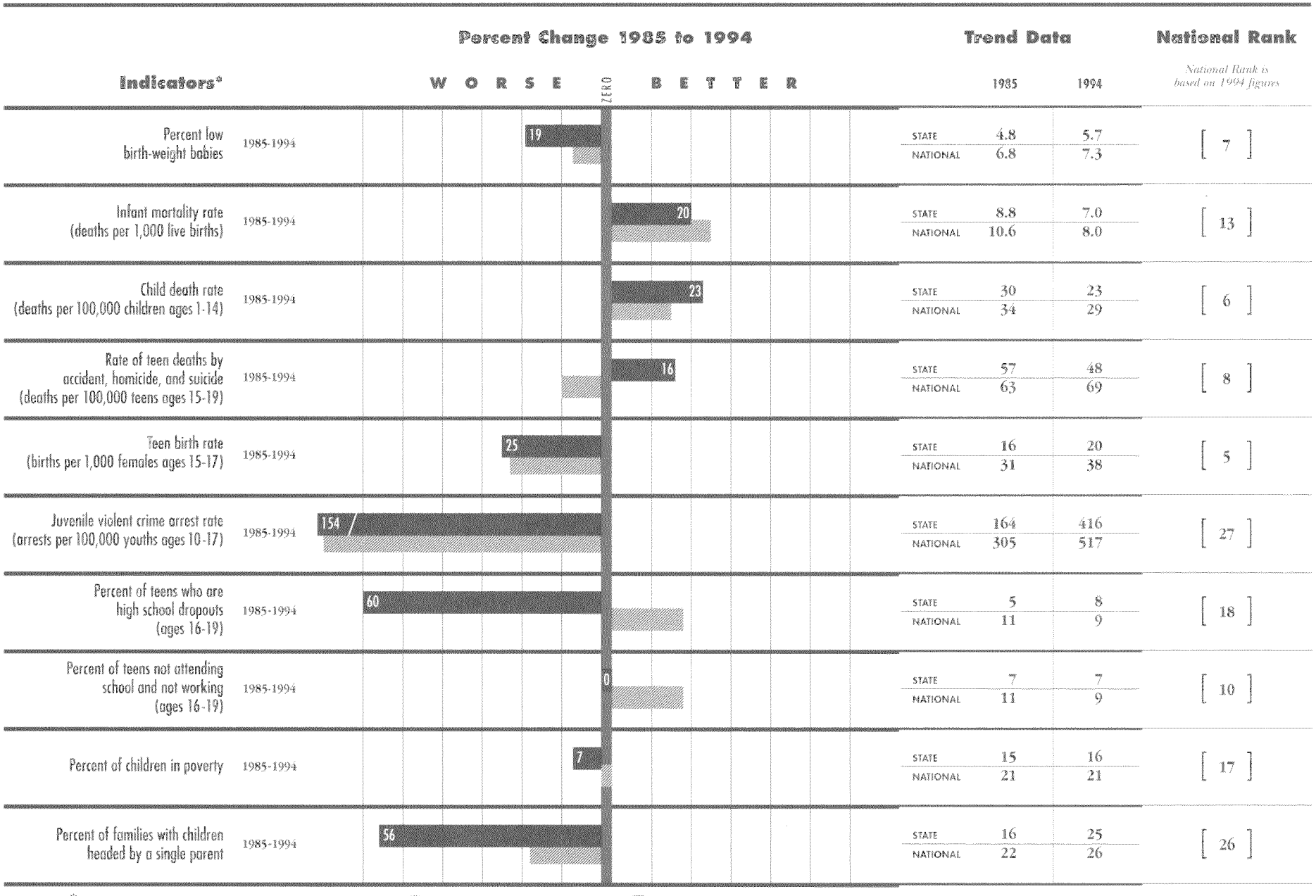
Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



Minnesota

MN

National Composite Rank [11]



Indicators*

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	761,900	769,400	1%
Preschool age 0-5 years old	250,400	236,300	–6%
Elementary school age 6-11 years old	244,000	257,700	6%
Middle school age 12-14 years old	132,400	140,400	6%
High school age 15-17 years old	135,100	135,000	0%

Race/Ethnicity of Children 1995-2005

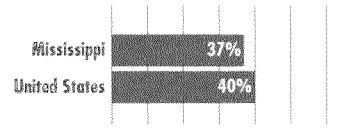
	1995	2005	% CHANGE
White	404,800	408,400	1%
Black	342,900	344,500	0%
Hispanic	5,800	6,700	16%
Asian and Pacific Islander	5,100	6,900	35%
Native American	3,200	2,900	–9%

Health and Economic Characteristics

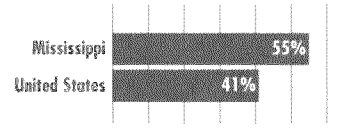
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	82%	75%
Median income of families with children in 1994	$26,000	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	16%	9%
Percent of children without health insurance in 1994	17%	13%
Percent of mother-headed families receiving child support or alimony in 1994	24%	33%
Percent of poor families with children receiving means-tested assistance in 1994	91%	86%

Education Indicators

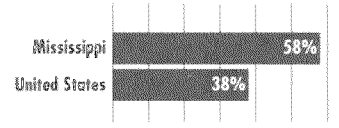
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



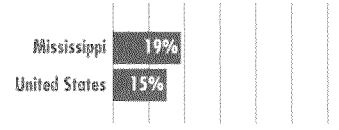
Percent of 4th grade students who scored below basic reading level in 1994



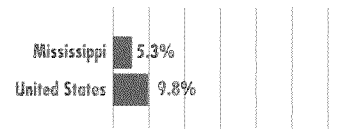
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



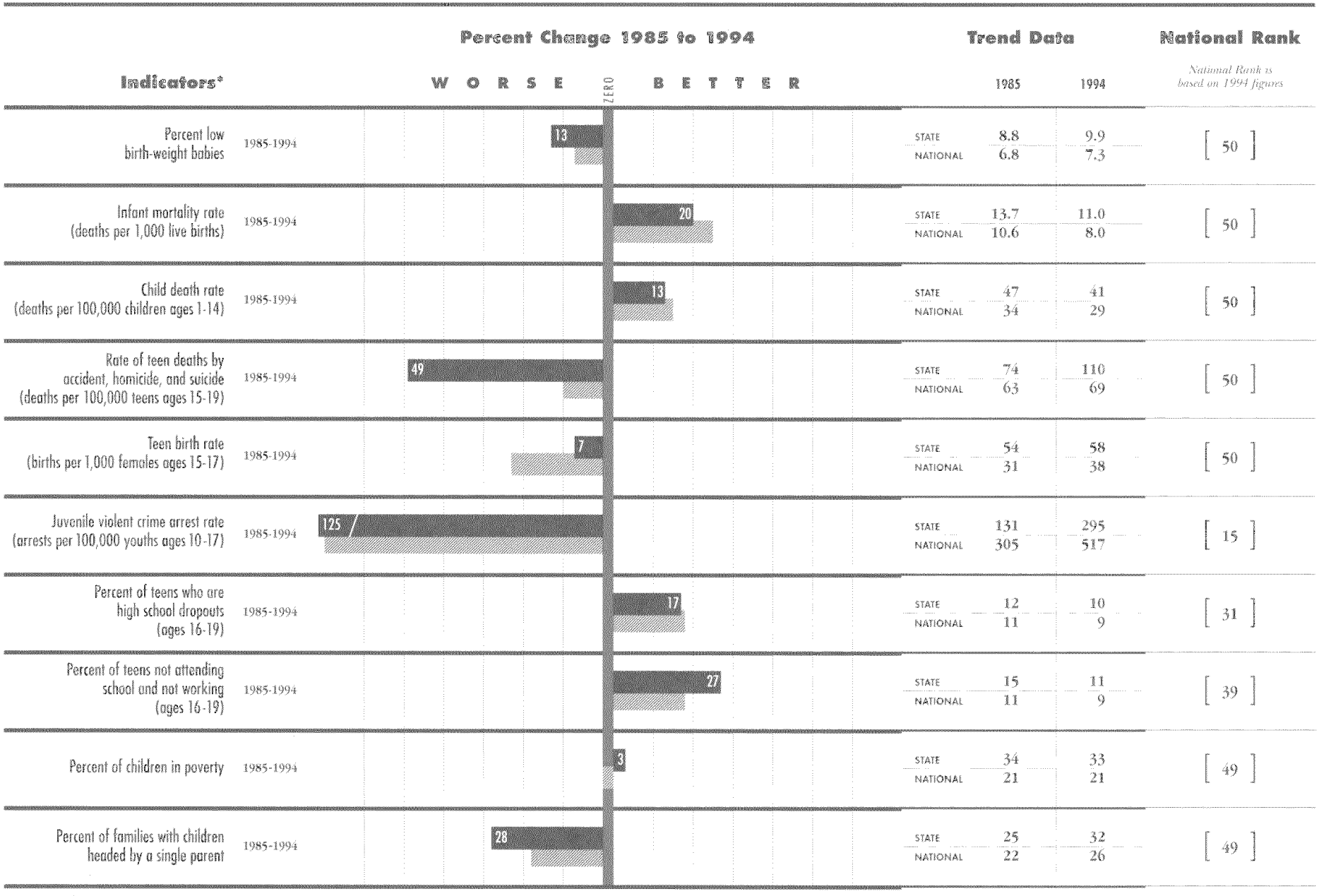
Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



Mississippi

MS

National Composite Rank [49]



*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	1,381,600	1,389,800	1%
Preschool age 0-5 years old	447,500	440,700	–2%
Elementary school age 6-11 years old	461,600	456,900	–1%
Middle school age 12-14 years old	238,900	244,700	2%
High school age 15-17 years old	233,600	247,600	6%

Race/Ethnicity of Children 1995-2005

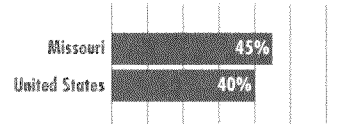
	1995	2005	% CHANGE
White	1,141,300	1,115,700	–2%
Black	195,300	215,800	10%
Hispanic	24,600	32,200	31%
Asian and Pacific Islander	15,200	20,000	32%
Native American	5,100	6,100	20%

Health and Economic Characteristics

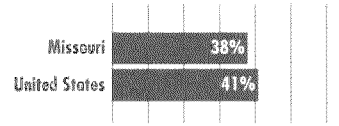
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	71%	75%
Median income of families with children in 1994	$35,000	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	9%	9%
Percent of children without health insurance in 1994	12%	13%
Percent of mother-headed families receiving child support or alimony in 1994	28%	33%
Percent of poor families with children receiving means-tested assistance in 1994	83%	86%

Education Indicators

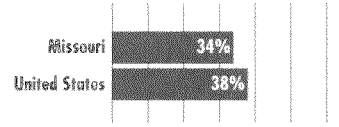
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



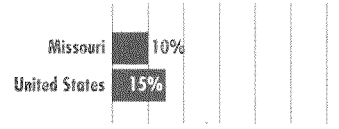
Percent of 4th grade students who scored below basic reading level in 1994



Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990

Missouri

MO

National Composite Rank [33]

Indicators*		Percent Change 1985 to 1994 (WORSE ← ZERO → BETTER)		Trend Data 1985	Trend Data 1994	National Rank (National Rank is based on 1994 figures)
Percent low birth-weight babies	1985-1994	-13	STATE	6.7	7.6	[32]
			NATIONAL	6.8	7.3	
Infant mortality rate (deaths per 1,000 live births)	1985-1994	21	STATE	10.2	8.1	[31]
			NATIONAL	10.6	8.0	
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	13	STATE	31	27	[20]
			NATIONAL	34	29	
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	-50	STATE	68	102	[48]
			NATIONAL	63	69	
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	-9	STATE	32	35	[31]
			NATIONAL	31	38	
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	-12	STATE	466	522	[39]
			NATIONAL	305	517	
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	-38	STATE	8	11	[35]
			NATIONAL	11	9	
Percent of teens not attending school and not working (ages 16-19)	1985-1994	10	STATE	10	9	[23]
			NATIONAL	11	9	
Percent of children in poverty	1985-1994	5	STATE	20	19	[30]
			NATIONAL	21	21	
Percent of families with children headed by a single parent	1985-1994	-37	STATE	19	26	[31]
			NATIONAL	22	26	

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	236,100	242,500	3%
Preschool age 0-5 years old	69,700	78,100	12%
Elementary school age 6-11 years old	80,300	80,300	0%
Middle school age 12-14 years old	43,400	42,100	–3%
High school age 15-17 years old	42,800	41,900	–2%

Race/Ethnicity of Children 1995-2005

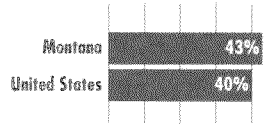
	1995	2005	% CHANGE
White	205,800	203,500	–1%
Black	800	1,000	25%
Hispanic	6,100	8,600	41%
Asian and Pacific Islander	1,800	2,800	56%
Native American	21,600	26,600	23%

Health and Economic Characteristics

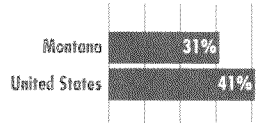
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	70%	75%
Median income of families with children in 1994	$32,600	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	7%	9%
Percent of children without health insurance in 1994	10%	13%
Percent of mother-headed families receiving child support or alimony in 1994	39%	33%
Percent of poor families with children receiving means-tested assistance in 1994	74%	86%

Education Indicators

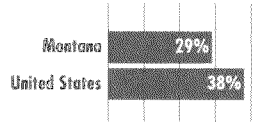
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



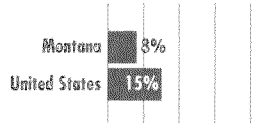
Percent of 4th grade students who scored below basic reading level in 1994



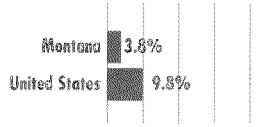
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



Montana

MT

National Composite Rank [13]

Indicators*		Percent Change 1985 to 1994 (WORSE ← ZERO → BETTER)	Trend Data	1985	1994	National Rank (National Rank is based on 1994 figures)
Percent low birth-weight babies	1985-1994	-9	STATE	5.7	6.2	[14]
			NATIONAL	6.8	7.3	
Infant mortality rate (deaths per 1,000 live births)	1985-1994	28	STATE	10.3	7.4	[19]
			NATIONAL	10.6	8.0	
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	28	STATE	36	26	[16]
			NATIONAL	34	29	
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	13	STATE	94	82	[38]
			NATIONAL	63	69	
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	0	STATE	22	22	[6]
			NATIONAL	31	38	
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	6	STATE	77	72	[2]
			NATIONAL	305	517	
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	0	STATE	6	6	[7]
			NATIONAL	11	9	
Percent of teens not attending school and not working (ages 16-19)	1985-1994	30	STATE	10	7	[10]
			NATIONAL	11	9	
Percent of children in poverty	1985-1994	5	STATE	19	18	[25]
			NATIONAL	21	21	
Percent of families with children headed by a single parent	1985-1994	-20	STATE	20	24	[15]
			NATIONAL	22	26	

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	443,300	442,700	0%
Preschool age 0-5 years old	138,900	143,000	3%
Elementary school age 6-11 years old	149,600	146,000	–2%
Middle school age 12-14 years old	78,900	75,500	–4%
High school age 15-17 years old	75,900	78,200	3%

Race/Ethnicity of Children 1995-2005

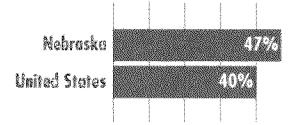
	1995	2005	% CHANGE
White	390,700	376,100	–4%
Black	22,100	26,100	18%
Hispanic	19,700	24,900	26%
Asian and Pacific Islander	5,500	8,800	60%
Native American	5,300	6,700	26%

Health and Economic Characteristics

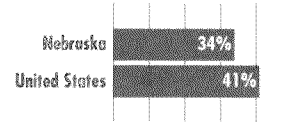
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	73%	75%
Median income of families with children in 1994	$37,800	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	6%	9%
Percent of children without health insurance in 1994	8%	13%
Percent of mother-headed families receiving child support or alimony in 1994	42%	33%
Percent of poor families with children receiving means-tested assistance in 1994	72%	86%

Education Indicators

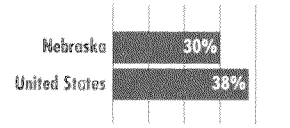
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



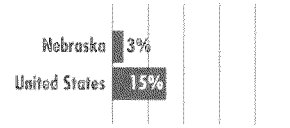
Percent of 4th grade students who scored below basic reading level in 1994



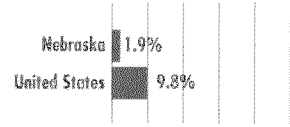
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



Nebraska

NE

National Composite Rank [6]

Indicators*		Percent Change 1985 to 1994 (WORSE ← ZERO → BETTER)		Trend Data 1985	Trend Data 1994	National Rank (National Rank is based on 1994 figures)
Percent low birth-weight babies	1985-1994	15		STATE 5.3 / NATIONAL 6.8	STATE 6.1 / NATIONAL 7.3	[13]
Infant mortality rate (deaths per 1,000 live births)	1985-1994		20	STATE 9.6 / NATIONAL 10.6	STATE 7.7 / NATIONAL 8.0	[23]
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	4		STATE 25 / NATIONAL 34	STATE 26 / NATIONAL 29	[16]
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	8		STATE 61 / NATIONAL 63	STATE 66 / NATIONAL 69	[22]
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	9		STATE 22 / NATIONAL 31	STATE 24 / NATIONAL 38	[10]
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	114		STATE 84 / NATIONAL 305	STATE 180 / NATIONAL 517	[8]
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	20		STATE 5 / NATIONAL 11	STATE 6 / NATIONAL 9	[7]
Percent of teens not attending school and not working (ages 16-19)	1985-1994		17	STATE 6 / NATIONAL 11	STATE 5 / NATIONAL 9	[2]
Percent of children in poverty	1985-1994		28	STATE 18 / NATIONAL 21	STATE 13 / NATIONAL 21	[4]
Percent of families with children headed by a single parent	1985-1994	12		STATE 17 / NATIONAL 22	STATE 19 / NATIONAL 26	[3]

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	398,600	468,300	17%
Preschool age 0-5 years old	143,600	152,700	6%
Elementary school age 6-11 years old	133,000	151,600	14%
Middle school age 12-14 years old	63,300	81,700	29%
High school age 15-17 years old	58,700	82,400	40%

Race/Ethnicity of Children 1995-2005

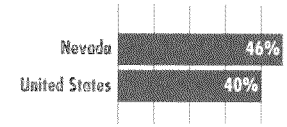
	1995	2005	% CHANGE
White	273,400	286,900	5%
Black	34,400	41,300	20%
Hispanic	68,900	110,300	60%
Asian and Pacific Islander	15,100	23,200	54%
Native American	6,900	6,600	–4%

Health and Economic Characteristics

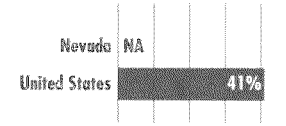
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	66%	75%
Median income of families with children in 1994	$38,700	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	6%	9%
Percent of children without health insurance in 1994	20%	13%
Percent of mother-headed families receiving child support or alimony in 1994	35%	33%
Percent of poor families with children receiving means-tested assistance in 1994	70%	86%

Education Indicators

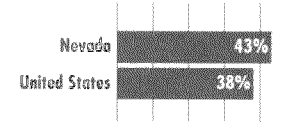
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



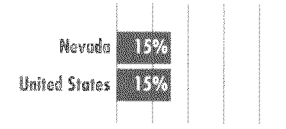
Percent of 4th grade students who scored below basic reading level in 1994



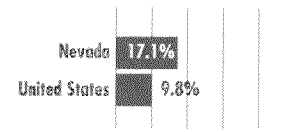
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



NA=Not Available.

Nevada

NV

National Composite Rank [34]

Indicators*		Percent Change 1985 to 1994 (WORSE ← ZERO → BETTER)		Trend Data 1985	Trend Data 1994	National Rank (National Rank is based on 1994 figures)
Percent low birth-weight babies	1985-1994	-10	STATE	6.9	7.6	[32]
			NATIONAL	6.8	7.3	
Infant mortality rate (deaths per 1,000 live births)	1985-1994	24	STATE	8.5	6.5	[7]
			NATIONAL	10.6	8.0	
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	-6	STATE	32	34	[44]
			NATIONAL	34	29	
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	-1	STATE	73	74	[28]
			NATIONAL	63	69	
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	-52	STATE	31	47	[42]
			NATIONAL	31	38	
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	-56	STATE	257	401	[25]
			NATIONAL	305	517	
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	8	STATE	13	12	[44]
			NATIONAL	11	9	
Percent of teens not attending school and not working (ages 16-19)	1985-1994	15	STATE	13	11	[39]
			NATIONAL	11	9	
Percent of children in poverty	1985-1994	-14	STATE	14	16	[17]
			NATIONAL	21	21	
Percent of families with children headed by a single parent	1985-1994	-4	STATE	25	26	[31]
			NATIONAL	22	26	

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	295,000	303,500	3%
Preschool age 0-5 years old	94,100	94,900	1%
Elementary school age 6-11 years old	104,000	100,500	–3%
Middle school age 12-14 years old	50,300	52,300	4%
High school age 15-17 years old	46,500	55,800	20%

Race/Ethnicity of Children 1995-2005

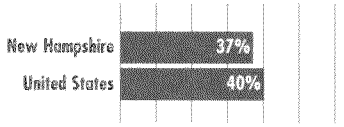
	1995	2005	% CHANGE
White	284,400	288,700	2%
Black	1,900	2,300	21%
Hispanic	4,900	7,000	43%
Asian and Pacific Islander	3,200	4,800	50%
Native American	500	700	40%

Health and Economic Characteristics

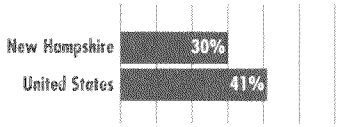
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	87%	75%
Median income of families with children in 1994	$42,300	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	4%	9%
Percent of children without health insurance in 1994	10%	13%
Percent of mother-headed families receiving child support or alimony in 1994	42%	33%
Percent of poor families with children receiving means-tested assistance in 1994	79%	86%

Education Indicators

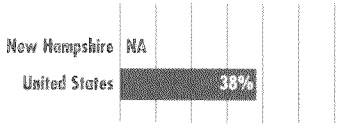
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



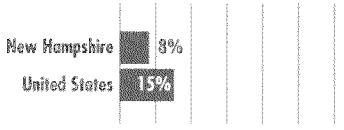
Percent of 4th grade students who scored below basic reading level in 1994



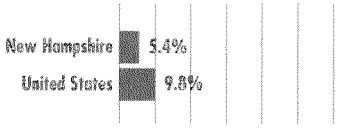
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990

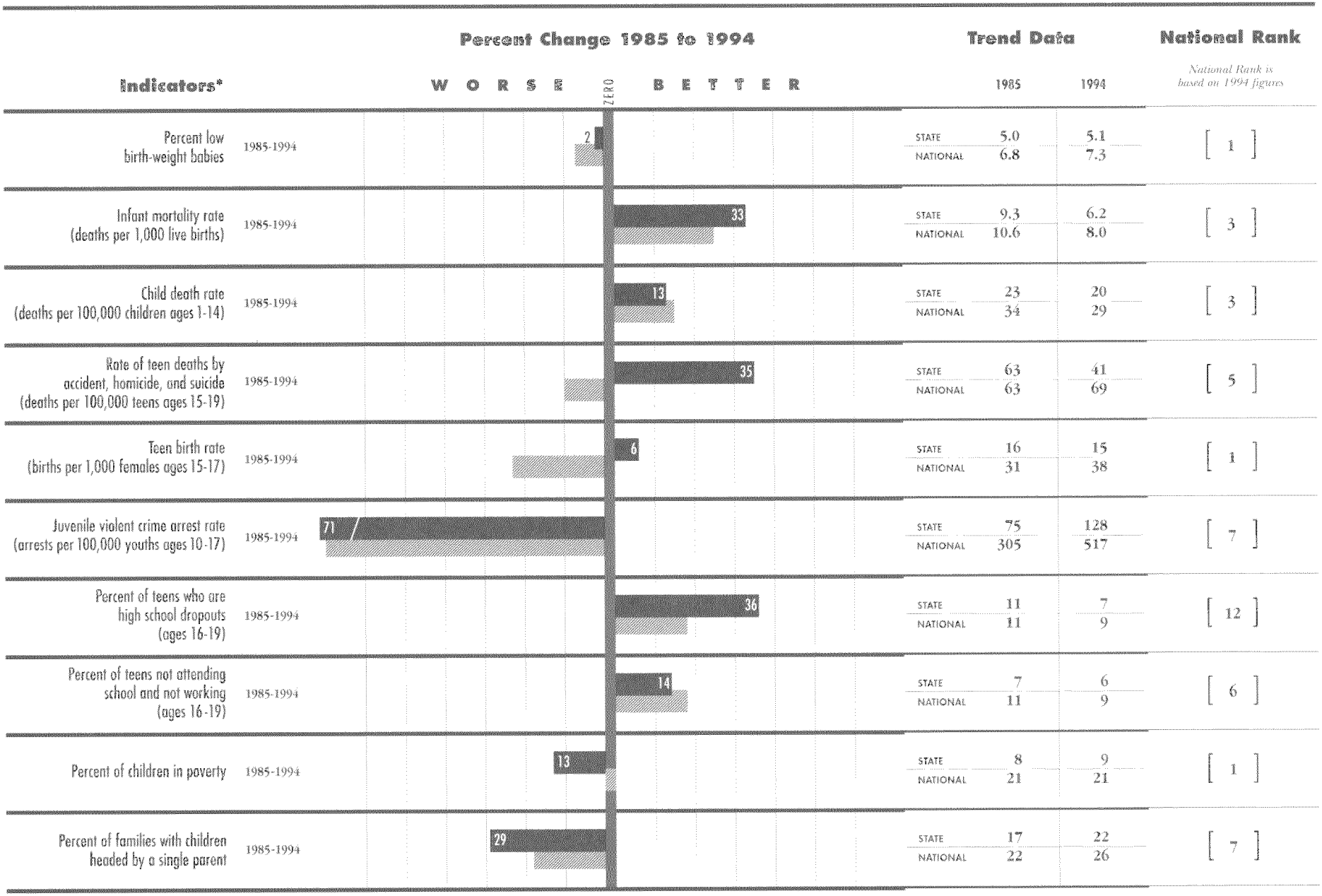


NA=Not Available.

New Hampshire

NH

National Composite Rank [1]



*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	1,963,500	2,023,900	3%
Preschool age 0-5 years old	697,100	644,600	–8%
Elementary school age 6-11 years old	653,300	680,700	4%
Middle school age 12-14 years old	309,700	355,200	15%
High school age 15-17 years old	303,500	343,400	13%

Race/Ethnicity of Children 1995-2005

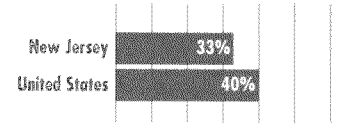
	1995	2005	% CHANGE
White	1,256,900	1,165,400	–7%
Black	316,700	347,100	10%
Hispanic	285,200	365,000	28%
Asian and Pacific Islander	101,000	142,300	41%
Native American	3,800	4,000	5%

Health and Economic Characteristics

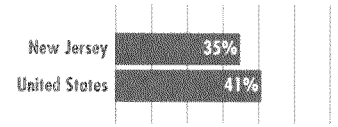
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	76%	75%
Median income of families with children in 1994	$51,100	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	7%	9%
Percent of children without health insurance in 1994	11%	13%
Percent of mother-headed families receiving child support or alimony in 1994	30%	33%
Percent of poor families with children receiving means-tested assistance in 1994	81%	86%

Education Indicators

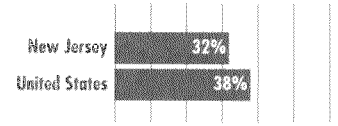
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



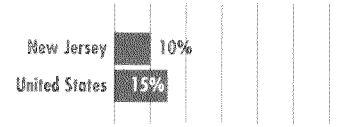
Percent of 4th grade students who scored below basic reading level in 1994



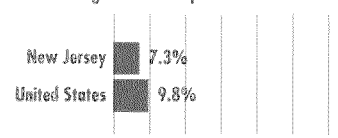
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



New Jersey

NJ

National Composite Rank [17]

Indicators*		Percent Change 1985 to 1994 (WORSE ← ZERO → BETTER)		Trend Data 1985	Trend Data 1994	National Rank (based on 1994 figures)
Percent low birth-weight babies	1985-1994	12	STATE	6.8	7.6	[32]
			NATIONAL	6.8	7.3	
Infant mortality rate (deaths per 1,000 live births)	1985-1994	27	STATE	10.6	7.7	[23]
			NATIONAL	10.6	8.0	
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	14	STATE	29	25	[12]
			NATIONAL	34	29	
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	20	STATE	44	35	[2]
			NATIONAL	63	69	
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	24	STATE	21	26	[14]
			NATIONAL	31	38	
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	14	STATE	646	736	[47]
			NATIONAL	305	517	
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	14	STATE	7	6	[7]
			NATIONAL	11	9	
Percent of teens not attending school and not working (ages 16-19)	1985-1994	22	STATE	9	7	[10]
			NATIONAL	11	9	
Percent of children in poverty	1985-1994	13	STATE	16	14	[11]
			NATIONAL	21	21	
Percent of families with children headed by a single parent	1985-1994	20	STATE	20	24	[15]
			NATIONAL	22	26	

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	500,100	568,500	14%
Preschool age 0-5 years old	166,700	186,300	12%
Elementary school age 6-11 years old	166,100	191,000	15%
Middle school age 12-14 years old	85,500	99,000	16%
High school age 15-17 years old	81,800	92,200	13%

Race/Ethnicity of Children 1995-2005

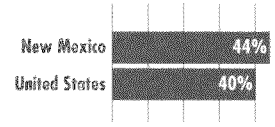
	1995	2005	% CHANGE
White	197,400	208,300	6%
Black	9,800	10,000	2%
Hispanic	230,100	270,900	18%
Asian and Pacific Islander	5,000	7,300	46%
Native American	57,700	71,900	25%

Health and Economic Characteristics

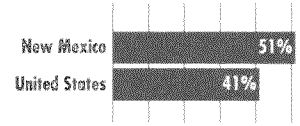
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	75%	75%
Median income of families with children in 1994	$30,300	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	14%	9%
Percent of children without health insurance in 1994	22%	13%
Percent of mother-headed families receiving child support or alimony in 1994	27%	33%
Percent of poor families with children receiving means-tested assistance in 1994	84%	86%

Education Indicators

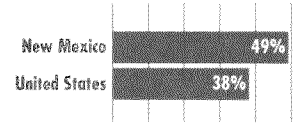
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



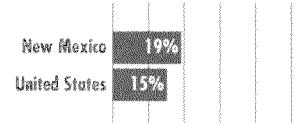
Percent of 4th grade students who scored below basic reading level in 1994



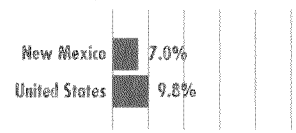
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



New Mexico

NM

National Composite Rank [44]

Indicators*		Percent Change 1985 to 1994 (WORSE ← ZERO → BETTER)		Trend Data 1985	Trend Data 1994	National Rank (National Rank is based on 1994 figures)
Percent low birth-weight babies	1985-1994	-3	STATE	7.1	7.3	[26]
			NATIONAL	6.8	7.3	
Infant mortality rate (deaths per 1,000 live births)	1985-1994	22	STATE	10.6	8.3	[34]
			NATIONAL	10.6	8.0	
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	36	STATE	50	32	[36]
			NATIONAL	34	29	
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	18	STATE	102	84	[41]
			NATIONAL	63	69	
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	-24	STATE	42	52	[48]
			NATIONAL	31	38	
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	-67	STATE	258	431	[30]
			NATIONAL	305	517	
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	8	STATE	12	11	[35]
			NATIONAL	11	9	
Percent of teens not attending school and not working (ages 16-19)	1985-1994	27	STATE	15	11	[39]
			NATIONAL	11	9	
Percent of children in poverty	1985-1994	-4	STATE	28	29	[48]
			NATIONAL	21	21	
Percent of families with children headed by a single parent	1985-1994	-35	STATE	20	27	[38]
			NATIONAL	22	26	

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	4,536,900	4,610,500	2%
Preschool age 0-5 years old	1,636,300	1,456,000	–11%
Elementary school age 6-11 years old	1,493,500	1,519,600	2%
Middle school age 12-14 years old	709,800	816,300	15%
High school age 15-17 years old	697,200	818,600	17%

Race/Ethnicity of Children 1995-2005

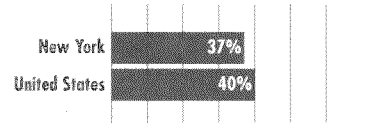
	1995	2005	% CHANGE
White	2,680,300	2,467,000	–8%
Black	796,200	836,700	5%
Hispanic	829,500	992,000	20%
Asian and Pacific Islander	216,300	300,900	39%
Native American	14,600	14,100	–3%

Health and Economic Characteristics

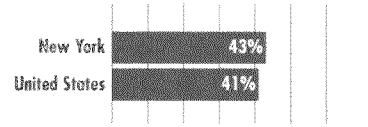
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	78%	75%
Median income of families with children in 1994	$36,600	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	12%	9%
Percent of children without health insurance in 1994	11%	13%
Percent of mother-headed families receiving child support or alimony in 1994	26%	33%
Percent of poor families with children receiving means-tested assistance in 1994	87%	86%

Education Indicators

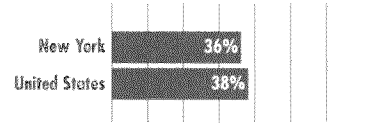
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



Percent of 4th grade students who scored below basic reading level in 1994

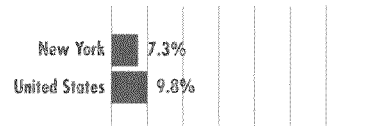


Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994

Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



New York

NY

National Composite Rank [36]

Indicators*		Percent Change 1985 to 1994 (WORSE ← ZERO → BETTER)		Trend Data 1985	Trend Data 1994	National Rank (National Rank is based on 1994 figures)
Percent low birth-weight babies	1985-1994	9	STATE	7.0	7.6	[32]
			NATIONAL	6.8	7.3	
Infant mortality rate (deaths per 1,000 live births)	1985-1994	28	STATE	10.8	7.8	[26]
			NATIONAL	10.6	8.0	
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	17	STATE	30	25	[12]
			NATIONAL	34	29	
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	24	STATE	45	56	[14]
			NATIONAL	63	69	
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	36	STATE	22	30	[19]
			NATIONAL	31	38	
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	71	STATE	632	1,082	[50]
			NATIONAL	305	517	
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	11	STATE	9	8	[18]
			NATIONAL	11	9	
Percent of teens not attending school and not working (ages 16-19)	1985-1994	0	STATE	10	10	[31]
			NATIONAL	11	9	
Percent of children in poverty	1985-1994	9	STATE	23	25	[41]
			NATIONAL	21	21	
Percent of families with children headed by a single parent	1985-1994	11	STATE	27	30	[47]
			NATIONAL	22	26	

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	1,799,100	1,934,500	8%
Preschool age 0-5 years old	621,000	579,600	–7%
Elementary school age 6-11 years old	595,400	626,600	5%
Middle school age 12-14 years old	292,000	357,500	22%
High school age 15-17 years old	290,700	370,700	28%

Race/Ethnicity of Children 1995-2005

	1995	2005	% CHANGE
White	1,218,800	1,287,200	6%
Black	496,600	547,300	10%
Hispanic	34,300	42,400	24%
Asian and Pacific Islander	21,600	29,500	37%
Native American	27,800	28,100	1%

Health and Economic Characteristics

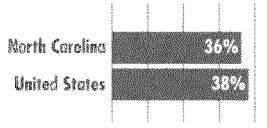
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	82%	75%
Median income of families with children in 1994	$34,100	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	8%	9%
Percent of children without health insurance in 1994	13%	13%
Percent of mother-headed families receiving child support or alimony in 1994	36%	33%
Percent of poor families with children receiving means-tested assistance in 1994	87%	86%

Education Indicators

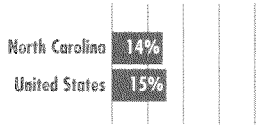
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993

Percent of 4th grade students who scored below basic reading level in 1994

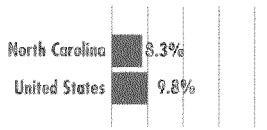
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



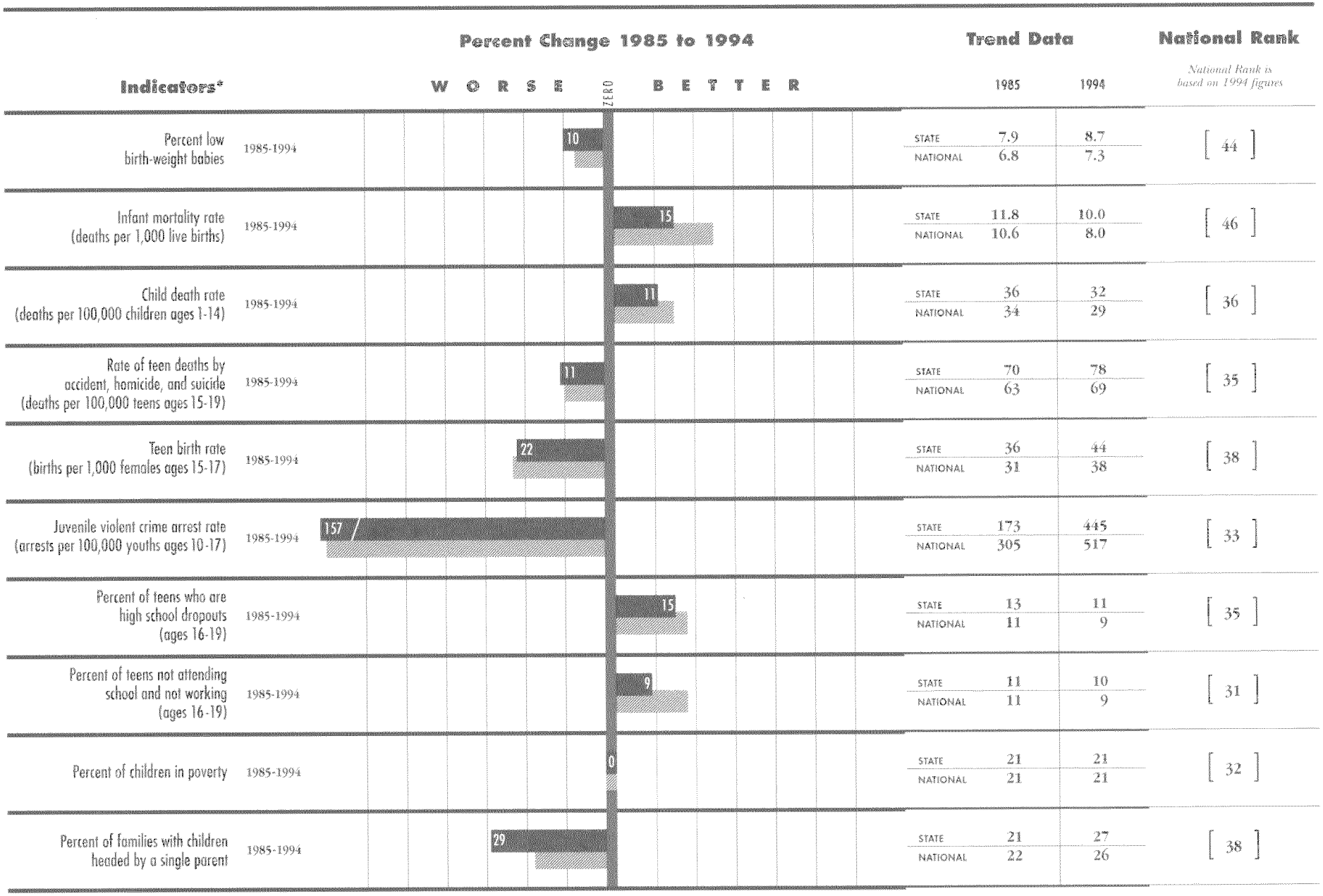
Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



North Carolina

NC

National Composite Rank [42]



*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	170,400	163,800	–4%
Preschool age 0-5 years old	51,000	52,500	3%
Elementary school age 6-11 years old	57,800	52,200	–10%
Middle school age 12-14 years old	31,400	27,600	–12%
High school age 15-17 years old	30,300	31,500	4%

Race/Ethnicity of Children 1995-2005

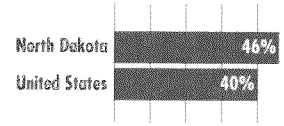
	1995	2005	% CHANGE
White	152,900	140,800	–8%
Black	1,300	1,300	0%
Hispanic	2,300	3,400	48%
Asian and Pacific Islander	1,500	2,000	33%
Native American	12,500	16,200	30%

Health and Economic Characteristics

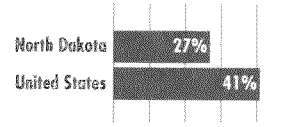
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	82%	75%
Median income of families with children in 1994	$37,200	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	7%	9%
Percent of children without health insurance in 1994	7%	13%
Percent of mother-headed families receiving child support or alimony in 1994	46%	33%
Percent of poor families with children receiving means-tested assistance in 1994	78%	86%

Education Indicators

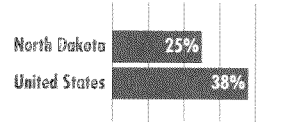
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



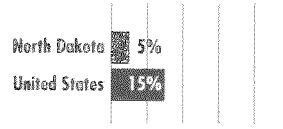
Percent of 4th grade students who scored below basic reading level in 1994



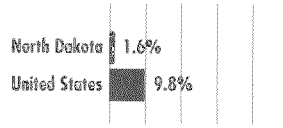
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



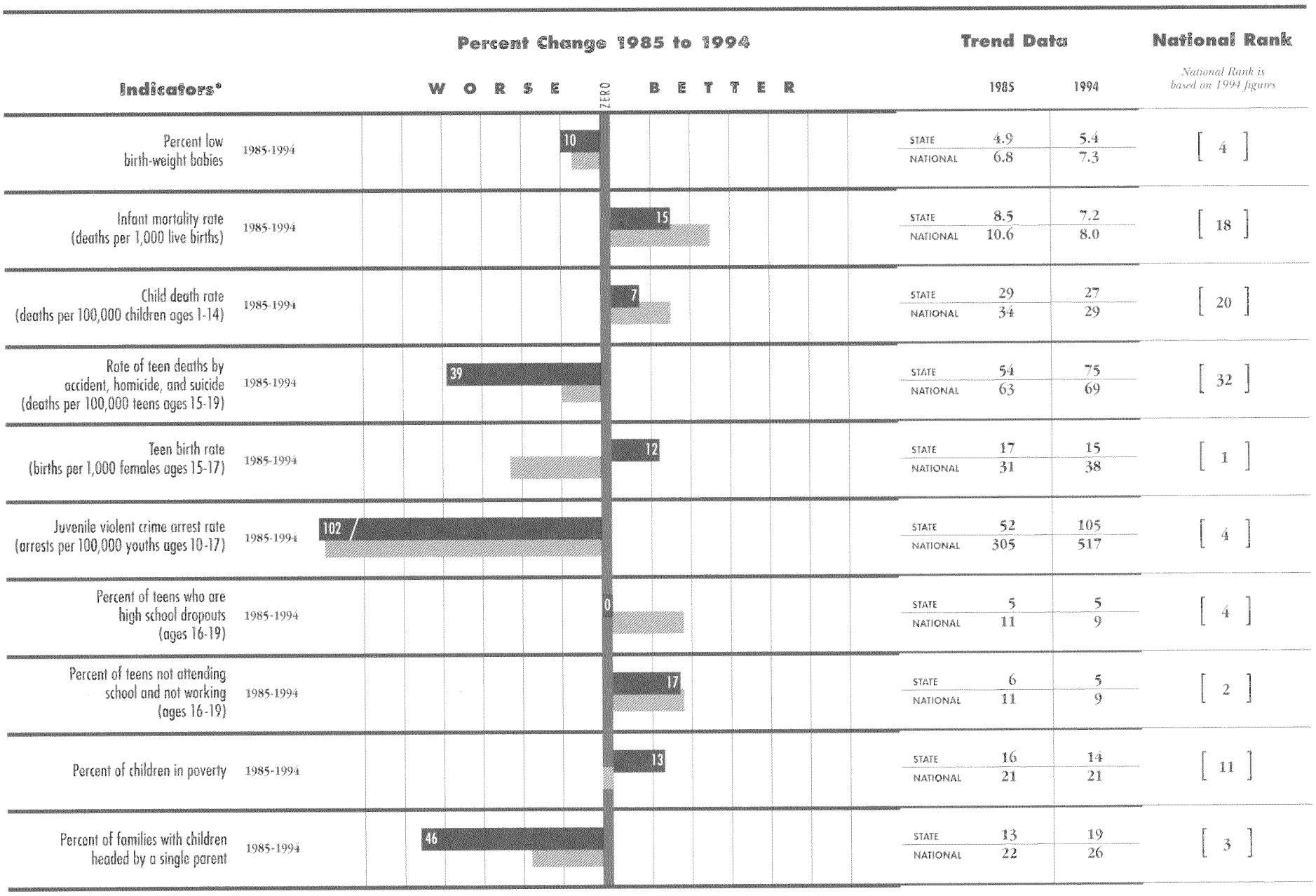
Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



North Dakota

ND

National Composite Rank [3]



Indicators*		1985	1994	National Rank
Percent low birth-weight babies	1985-1994	STATE 4.9 / NATIONAL 6.8	STATE 5.4 / NATIONAL 7.3	4
Infant mortality rate (deaths per 1,000 live births)	1985-1994	STATE 8.5 / NATIONAL 10.6	STATE 7.2 / NATIONAL 8.0	18
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	STATE 29 / NATIONAL 34	STATE 27 / NATIONAL 29	20
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	STATE 54 / NATIONAL 63	STATE 75 / NATIONAL 69	32
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	STATE 17 / NATIONAL 31	STATE 15 / NATIONAL 38	1
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	STATE 52 / NATIONAL 305	STATE 105 / NATIONAL 517	4
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	STATE 5 / NATIONAL 11	STATE 5 / NATIONAL 9	4
Percent of teens not attending school and not working (ages 16-19)	1985-1994	STATE 6 / NATIONAL 11	STATE 5 / NATIONAL 9	2
Percent of children in poverty	1985-1994	STATE 16 / NATIONAL 21	STATE 14 / NATIONAL 21	11
Percent of families with children headed by a single parent	1985-1994	STATE 13 / NATIONAL 22	STATE 19 / NATIONAL 26	3

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	2,859,800	2,765,700	–3%
Preschool age 0-5 years old	935,600	879,000	–6%
Elementary school age 6-11 years old	952,200	915,700	–4%
Middle school age 12-14 years old	488,600	482,200	–1%
High school age 15-17 years old	483,400	488,800	1%

Race/Ethnicity of Children 1995-2005

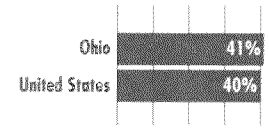
	1995	2005	% CHANGE
White	2,368,700	2,223,300	–6%
Black	399,100	431,600	8%
Hispanic	55,900	61,400	10%
Asian and Pacific Islander	31,400	44,700	42%
Native American	4,700	4,700	0%

Health and Economic Characteristics

	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	77%	75%
Median income of families with children in 1994	$38,500	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	10%	9%
Percent of children without health insurance in 1994	9%	13%
Percent of mother-headed families receiving child support or alimony in 1994	33%	33%
Percent of poor families with children receiving means-tested assistance in 1994	88%	86%

Education Indicators

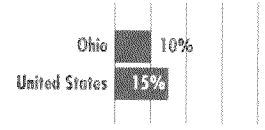
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



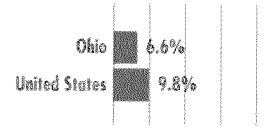
Percent of 4th grade students who scored below basic reading level in 1994

Percent of 4th grade students who scored below basic mathematics level in 1996

Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990

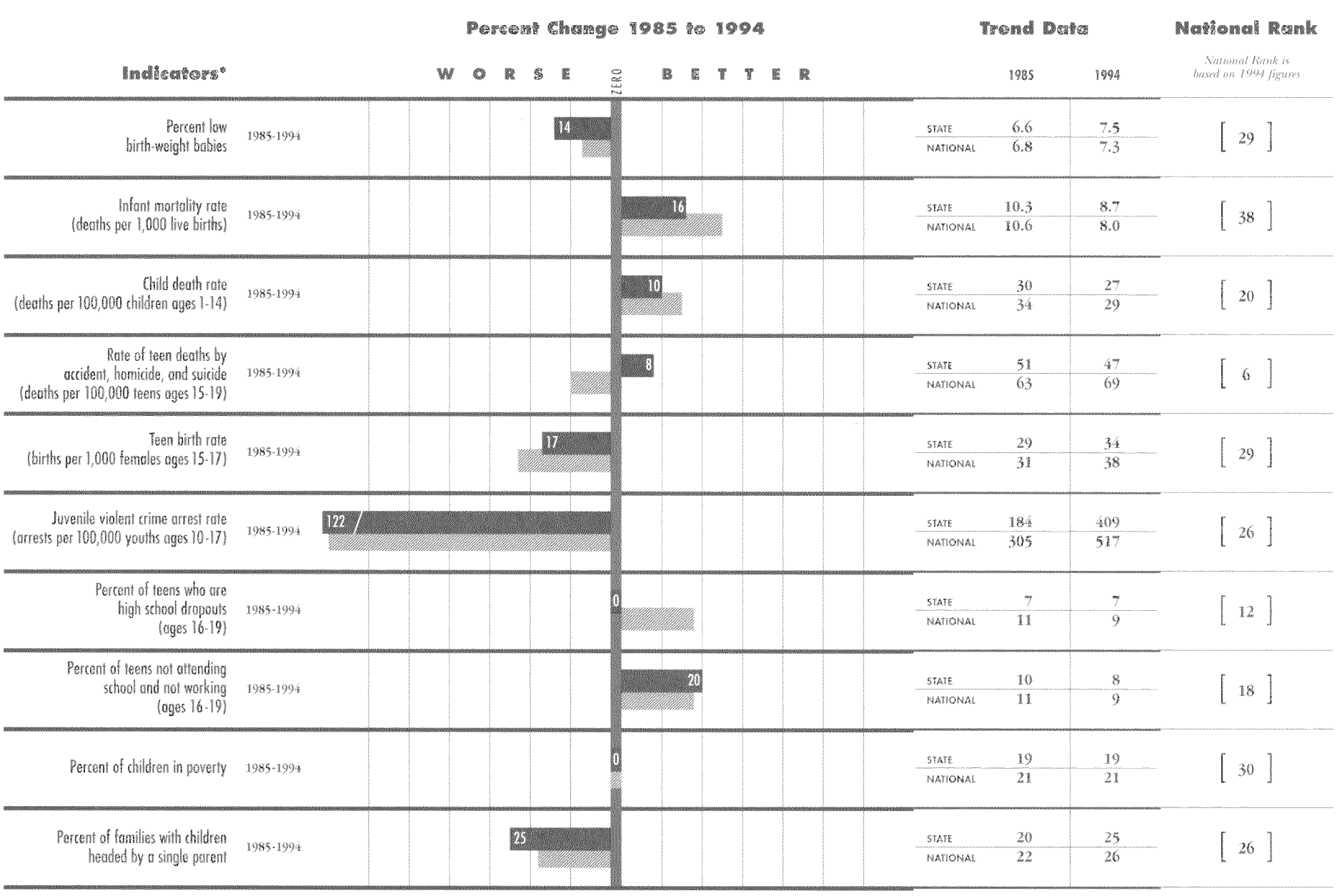


NA=Not Available.

Ohio

OH

National Composite Rank [25]



Indicators*		Trend Data	1985	1994	National Rank (National Rank is based on 1994 figures)
Percent low birth-weight babies	1985-1994	STATE	6.6	7.5	[29]
		NATIONAL	6.8	7.3	
Infant mortality rate (deaths per 1,000 live births)	1985-1994	STATE	10.3	8.7	[38]
		NATIONAL	10.6	8.0	
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	STATE	30	27	[20]
		NATIONAL	34	29	
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	STATE	51	47	[6]
		NATIONAL	63	69	
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	STATE	29	34	[29]
		NATIONAL	31	38	
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	STATE	184	409	[26]
		NATIONAL	305	517	
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	STATE	7	7	[12]
		NATIONAL	11	9	
Percent of teens not attending school and not working (ages 16-19)	1985-1994	STATE	10	8	[18]
		NATIONAL	11	9	
Percent of children in poverty	1985-1994	STATE	19	19	[30]
		NATIONAL	21	21	
Percent of families with children headed by a single parent	1985-1994	STATE	20	25	[26]
		NATIONAL	22	26	

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	878,000	852,100	–3%
Preschool age 0-5 years old	279,000	269,000	–4%
Elementary school age 6-11 years old	292,200	274,300	–6%
Middle school age 12-14 years old	156,800	152,200	–3%
High school age 15-17 years old	150,000	156,600	4%

Race/Ethnicity of Children 1995-2005

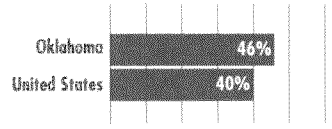
	1995	2005	% CHANGE
White	646,500	603,500	–7%
Black	86,100	95,800	11%
Hispanic	42,300	50,500	19%
Asian and Pacific Islander	11,800	14,800	25%
Native American	91,400	87,500	–4%

Health and Economic Characteristics

	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	72%	75%
Median income of families with children in 1994	$30,600	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	11%	9%
Percent of children without health insurance in 1994	21%	13%
Percent of mother-headed families receiving child support or alimony in 1994	33%	33%
Percent of poor families with children receiving means-tested assistance in 1994	84%	86%

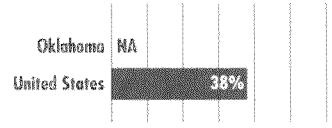
Education Indicators

Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993

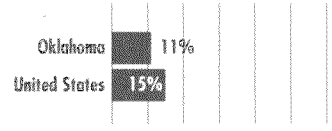


Percent of 4th grade students who scored below basic reading level in 1994

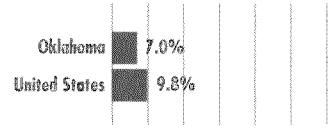
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990

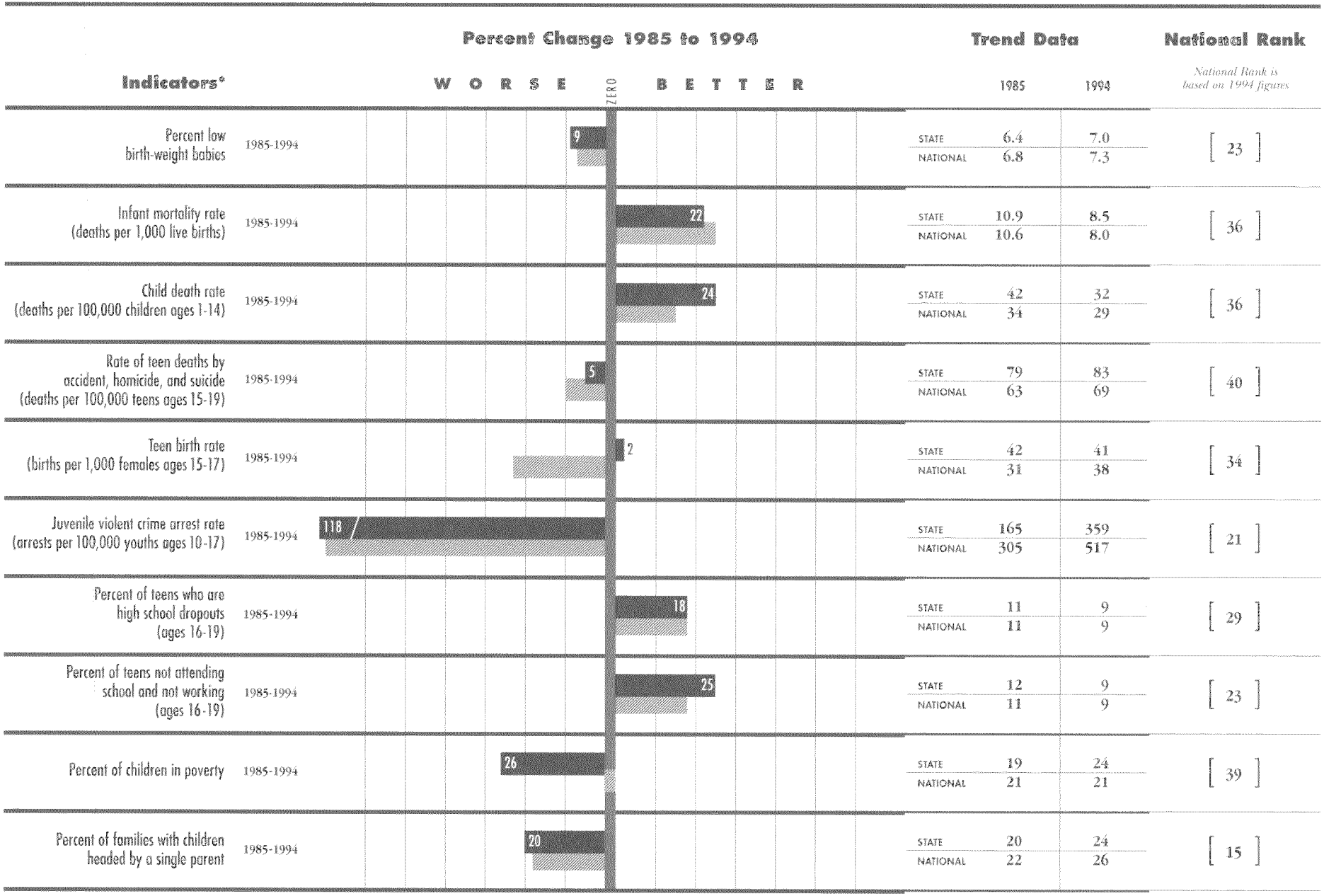


NA=Not Available.

Oklahoma

OK

National Composite Rank [31]



*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	797,000	821,300	3%
Preschool age 0-5 years old	254,700	263,200	3%
Elementary school age 6-11 years old	267,200	270,400	1%
Middle school age 12-14 years old	138,900	142,900	3%
High school age 15-17 years old	136,300	144,800	6%

Race/Ethnicity of Children 1995-2005

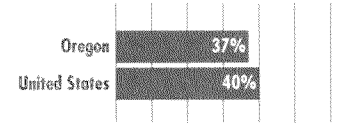
	1995	2005	% CHANGE
White	682,300	670,900	–2%
Black	17,400	19,000	9%
Hispanic	58,200	82,200	41%
Asian and Pacific Islander	26,500	35,300	33%
Native American	12,700	13,900	9%

Health and Economic Characteristics

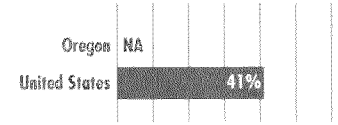
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	71%	75%
Median income of families with children in 1994	$36,800	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	6%	9%
Percent of children without health insurance in 1994	11%	13%
Percent of mother-headed families receiving child support or alimony in 1994	45%	33%
Percent of poor families with children receiving means-tested assistance in 1994	84%	86%

Education Indicators

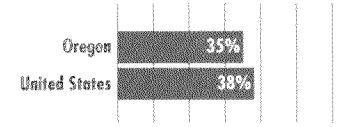
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



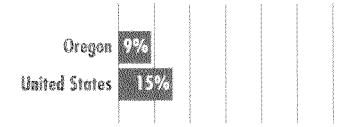
Percent of 4th grade students who scored below basic reading level in 1994



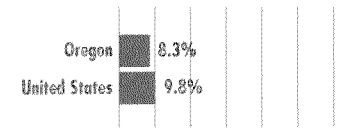
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



NA=Not Available.

Oregon

OR

National Composite Rank [21]

Indicators*		Percent Change 1985 to 1994 (WORSE ← ZERO → BETTER)		Trend Data 1985	Trend Data 1994	National Rank (National Rank is based on 1994 figures)
Percent low birth-weight babies	1985-1994	-4		STATE 5.1	5.3	[2]
				NATIONAL 6.8	7.3	
Infant mortality rate (deaths per 1,000 live births)	1985-1994		28	STATE 9.9	7.1	[16]
				NATIONAL 10.6	8.0	
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994		14	STATE 29	25	[12]
				NATIONAL 34	29	
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994		23	STATE 73	56	[14]
				NATIONAL 63	69	
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	-30		STATE 23	30	[19]
				NATIONAL 31	38	
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	-52		STATE 234	356	[19]
				NATIONAL 305	517	
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	-22		STATE 9	11	[35]
				NATIONAL 11	9	
Percent of teens not attending school and not working (ages 16-19)	1985-1994		18	STATE 11	9	[23]
				NATIONAL 11	9	
Percent of children in poverty	1985-1994		11	STATE 18	16	[17]
				NATIONAL 21	21	
Percent of families with children headed by a single parent	1985-1994	-4		STATE 23	24	[15]
				NATIONAL 22	26	

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	2,909,300	2,845,200	–2%
Preschool age 0-5 years old	953,400	880,900	–8%
Elementary school age 6-11 years old	983,300	941,000	–4%
Middle school age 12-14 years old	492,300	505,500	3%
High school age 15-17 years old	480,300	517,800	8%

Race/Ethnicity of Children 1995-2005

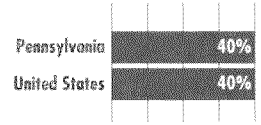
	1995	2005	% CHANGE
White	2,397,700	2,240,700	–7%
Black	350,200	390,800	12%
Hispanic	105,300	136,200	29%
Asian and Pacific Islander	52,500	73,200	39%
Native American	3,600	4,300	19%

Health and Economic Characteristics

	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	80%	75%
Median income of families with children in 1994	$40,400	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	8%	9%
Percent of children without health insurance in 1994	9%	13%
Percent of mother-headed families receiving child support or alimony in 1994	39%	33%
Percent of poor families with children receiving means-tested assistance in 1994	87%	86%

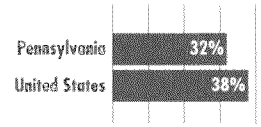
Education Indicators

Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993

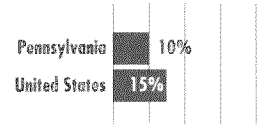


Percent of 4th grade students who scored below basic reading level in 1994

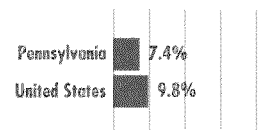
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



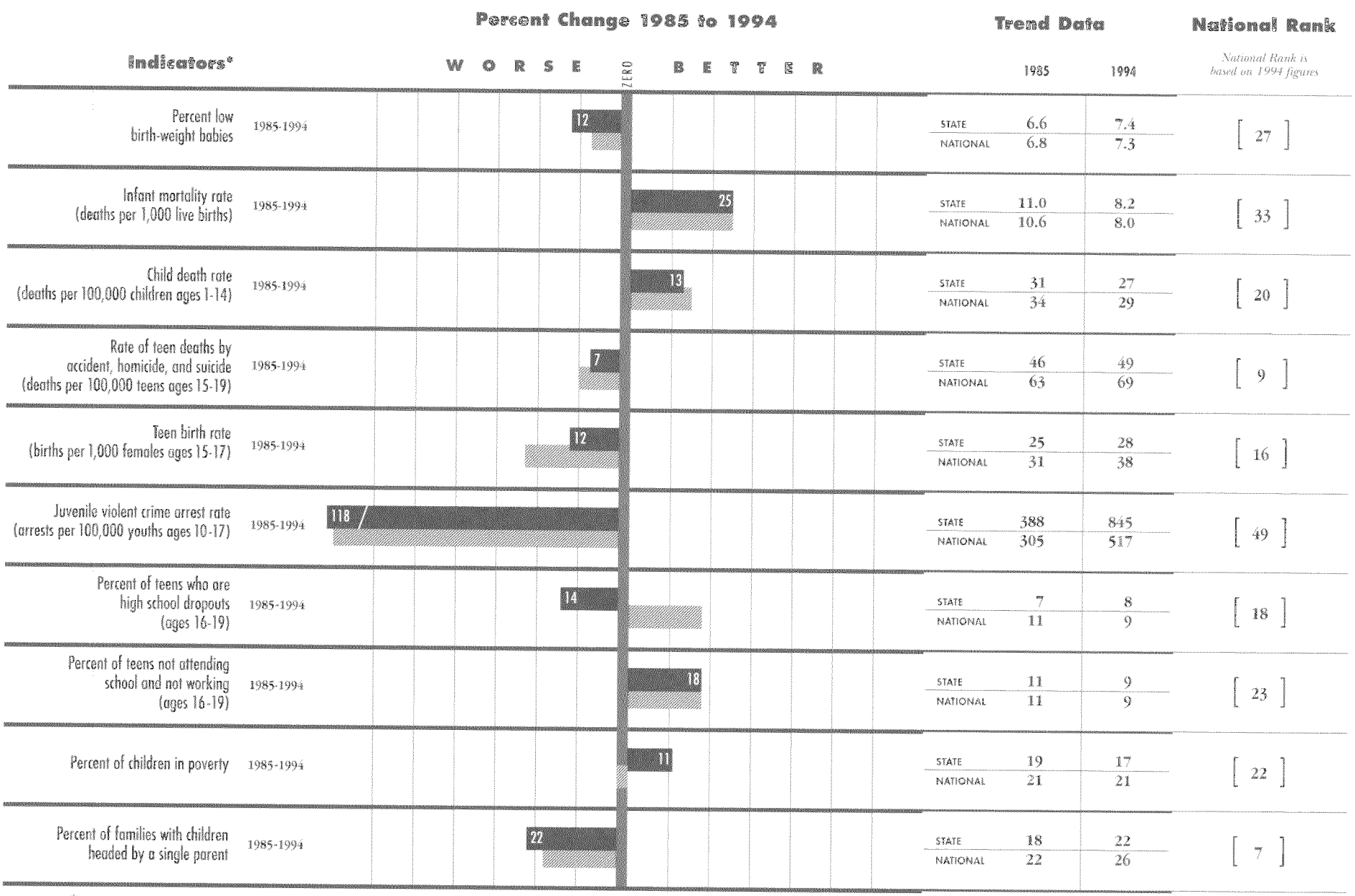
Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



Pennsylvania

PA

National Composite Rank [27]



*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	237,600	244,300	3%
Preschool age 0-5 years old	82,100	75,500	–8%
Elementary school age 6-11 years old	80,000	78,300	–2%
Middle school age 12-14 years old	38,700	44,000	14%
High school age 15-17 years old	36,800	46,500	26%

Race/Ethnicity of Children 1995-2005

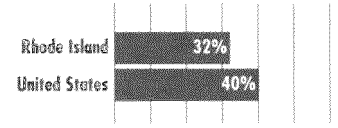
	1995	2005	% CHANGE
White	192,400	179,700	–7%
Black	13,600	16,000	18%
Hispanic	22,800	34,400	51%
Asian and Pacific Islander	7,500	12,100	61%
Native American	1,300	2,100	62%

Health and Economic Characteristics

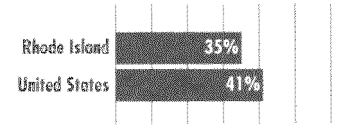
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	83%	75%
Median income of families with children in 1994	$37,400	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	6%	9%
Percent of children without health insurance in 1994	9%	13%
Percent of mother-headed families receiving child support or alimony in 1994	26%	33%
Percent of poor families with children receiving means-tested assistance in 1994	87%	86%

Education Indicators

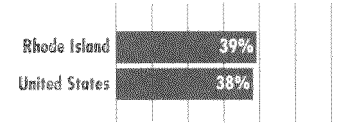
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



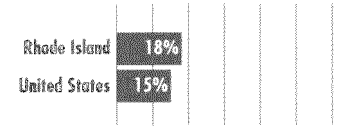
Percent of 4th grade students who scored below basic reading level in 1994



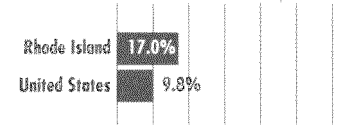
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



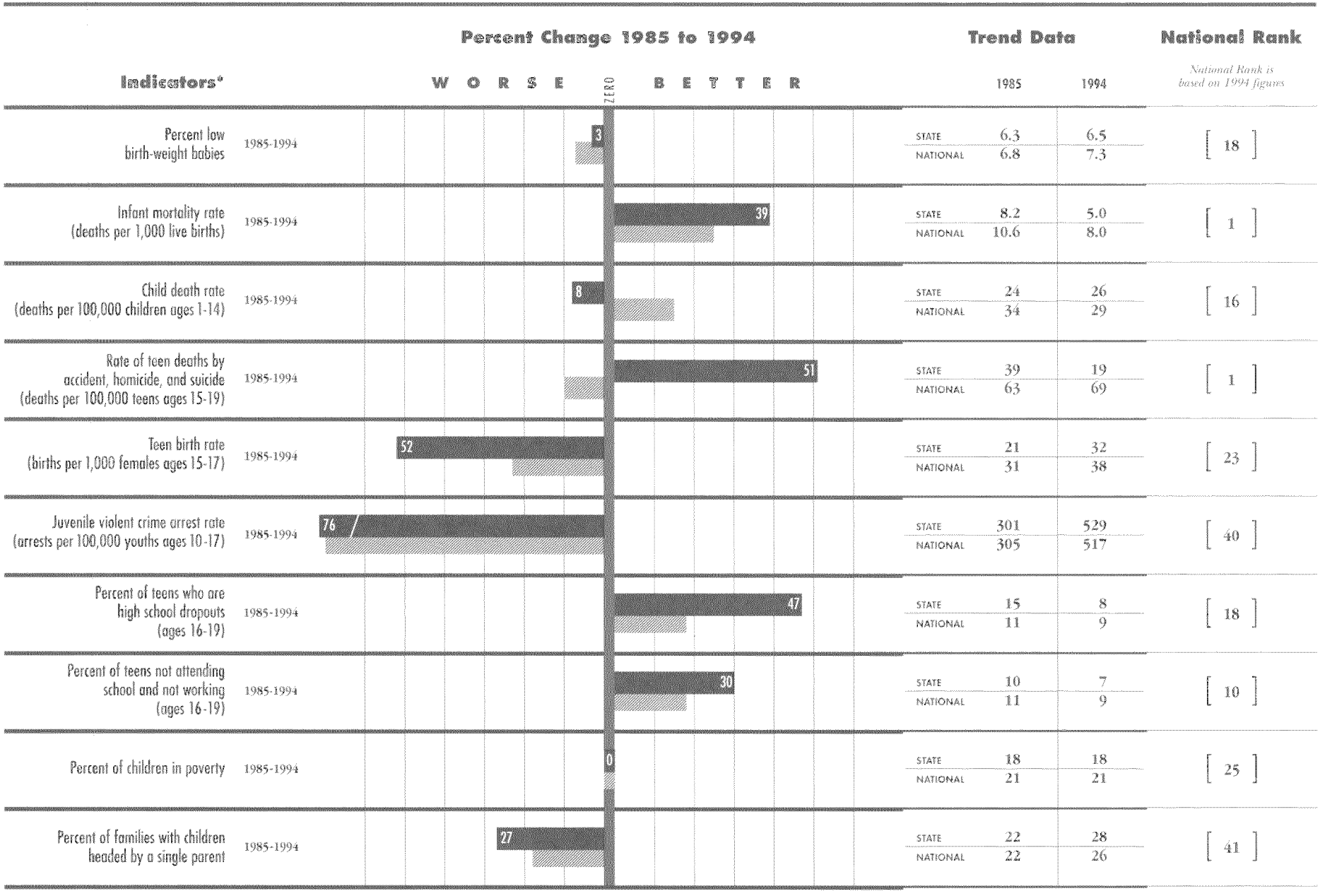
Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



Rhode Island

RI

National Composite Rank [14]



*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	944,400	979,500	4%
Preschool age 0-5 years old	318,400	299,200	–6%
Elementary school age 6-11 years old	309,600	321,700	4%
Middle school age 12-14 years old	157,000	177,000	13%
High school age 15-17 years old	159,400	181,600	14%

Race/Ethnicity of Children 1995-2005

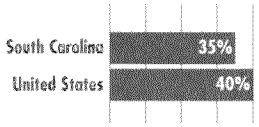
	1995	2005	% CHANGE
White	569,500	592,700	4%
Black	353,300	360,400	2%
Hispanic	11,900	14,800	24%
Asian and Pacific Islander	7,600	9,700	28%
Native American	2,100	1,900	–10%

Health and Economic Characteristics

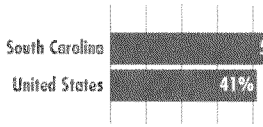
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	81%	75%
Median income of families with children in 1994	$31,200	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	15%	9%
Percent of children without health insurance in 1994	13%	13%
Percent of mother-headed families receiving child support or alimony in 1994	30%	33%
Percent of poor families with children receiving means-tested assistance in 1994	89%	86%

Education Indicators

Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



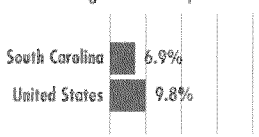
Percent of 4th grade students who scored below basic reading level in 1994



Percent of 4th grade students who scored below basic mathematics level in 1996

Percent of children living with parents who were high school dropouts in 1994

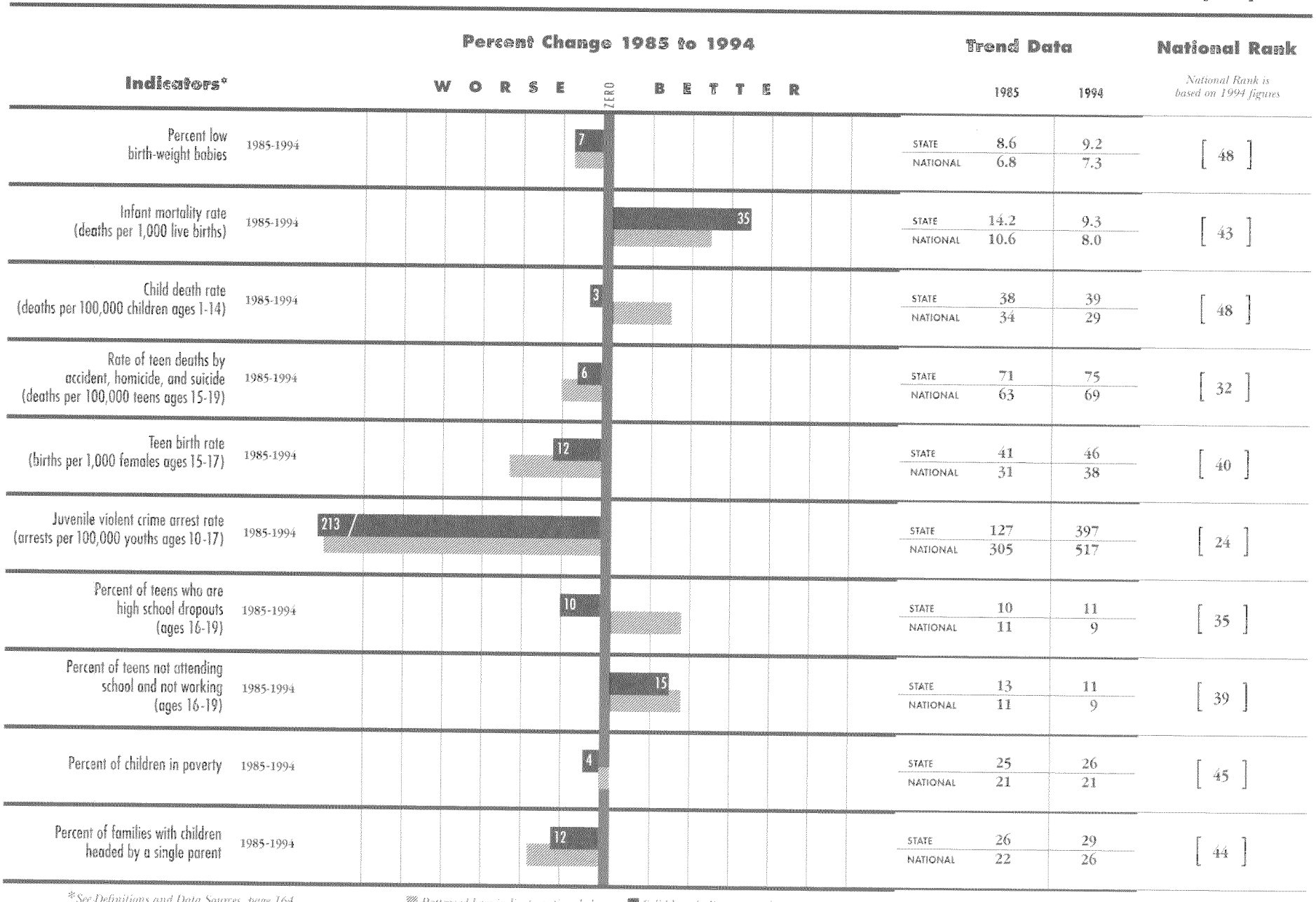
Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



South Carolina

SC

National Composite Rank [48]



Indicators*		Trend Data 1985	Trend Data 1994	National Rank (based on 1994 figures)
Percent low birth-weight babies	1985-1994	STATE 8.6 / NATIONAL 6.8	STATE 9.2 / NATIONAL 7.3	[48]
Infant mortality rate (deaths per 1,000 live births)	1985-1994	STATE 14.2 / NATIONAL 10.6	STATE 9.3 / NATIONAL 8.0	[43]
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	STATE 38 / NATIONAL 34	STATE 39 / NATIONAL 29	[48]
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	STATE 71 / NATIONAL 63	STATE 75 / NATIONAL 69	[32]
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	STATE 41 / NATIONAL 31	STATE 46 / NATIONAL 38	[40]
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	STATE 127 / NATIONAL 305	STATE 397 / NATIONAL 517	[24]
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	STATE 10 / NATIONAL 11	STATE 11 / NATIONAL 9	[35]
Percent of teens not attending school and not working (ages 16-19)	1985-1994	STATE 13 / NATIONAL 11	STATE 11 / NATIONAL 9	[39]
Percent of children in poverty	1985-1994	STATE 25 / NATIONAL 21	STATE 26 / NATIONAL 21	[45]
Percent of families with children headed by a single parent	1985-1994	STATE 26 / NATIONAL 22	STATE 29 / NATIONAL 26	[44]

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	206,400	210,900	2%
Preschool age 0-5 years old	63,600	69,300	9%
Elementary school age 6-11 years old	69,300	68,800	–1%
Middle school age 12-14 years old	37,200	36,000	–3%
High school age 15-17 years old	36,300	36,800	1%

Race/Ethnicity of Children 1995-2005

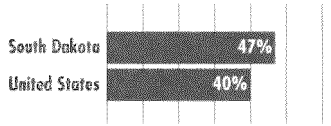
	1995	2005	% CHANGE
White	175,600	172,500	–2%
Black	1,300	1,800	38%
Hispanic	2,900	3,800	31%
Asian and Pacific Islander	1,400	2,100	50%
Native American	25,300	30,700	21%

Health and Economic Characteristics

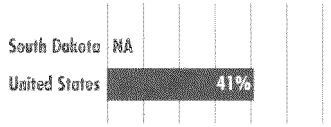
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	79%	75%
Median income of families with children in 1994	$35,000	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	8%	9%
Percent of children without health insurance in 1994	11%	13%
Percent of mother-headed families receiving child support or alimony in 1994	49%	33%
Percent of poor families with children receiving means-tested assistance in 1994	78%	86%

Education Indicators

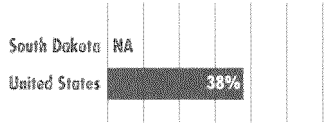
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



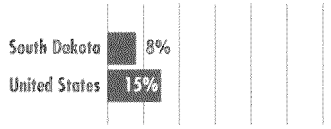
Percent of 4th grade students who scored below basic reading level in 1994



Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990

NA=Not Available.

South Dakota

SD

National Composite Rank [18]

Indicators*		Percent Change 1985 to 1994 (WORSE ← 0 → BETTER)	Trend Data 1985	Trend Data 1994	National Rank (National Rank is based on 1994 figures)
Percent low birth-weight babies	1985-1994	7	STATE 5.5	5.9	[9]
			NATIONAL 6.8	7.3	
Infant mortality rate (deaths per 1,000 live births)	1985-1994	3	STATE 9.9	9.6	[45]
			NATIONAL 10.6	8.0	
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	11	STATE 28	31	[35]
			NATIONAL 34	29	
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	24	STATE 66	82	[38]
			NATIONAL 63	69	
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	4	STATE 24	23	[7]
			NATIONAL 31	38	
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	170	STATE 97	262	[9]
			NATIONAL 305	517	
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	0	STATE 8	8	[18]
			NATIONAL 11	9	
Percent of teens not attending school and not working (ages 16-19)	1985-1994	25	STATE 8	6	[6]
			NATIONAL 11	9	
Percent of children in poverty	1985-1994	14	STATE 21	18	[25]
			NATIONAL 21	21	
Percent of families with children headed by a single parent	1985-1994	25	STATE 16	20	[5]
			NATIONAL 22	26	

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	1,310,300	1,407,500	7%
Preschool age 0-5 years old	440,600	435,600	–1%
Elementary school age 6-11 years old	426,700	463,600	9%
Middle school age 12-14 years old	219,700	252,600	15%
High school age 15-17 years old	223,300	255,700	15%

Race/Ethnicity of Children 1995-2005

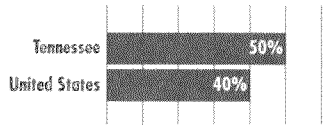
	1995	2005	% CHANGE
White	1,003,700	1,057,300	5%
Black	276,900	309,600	12%
Hispanic	14,400	19,400	35%
Asian and Pacific Islander	12,700	18,000	42%
Native American	2,600	3,200	23%

Health and Economic Characteristics

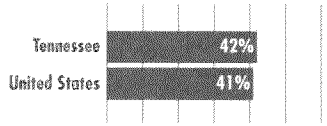
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	73%	75%
Median income of families with children in 1994	$31,600	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	13%	9%
Percent of children without health insurance in 1994	11%	13%
Percent of mother-headed families receiving child support or alimony in 1994	28%	33%
Percent of poor families with children receiving means-tested assistance in 1994	89%	86%

Education Indicators

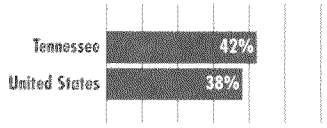
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



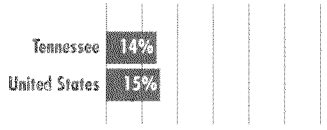
Percent of 4th grade students who scored below basic reading level in 1994



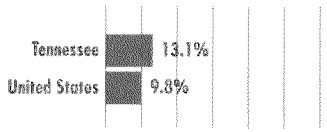
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



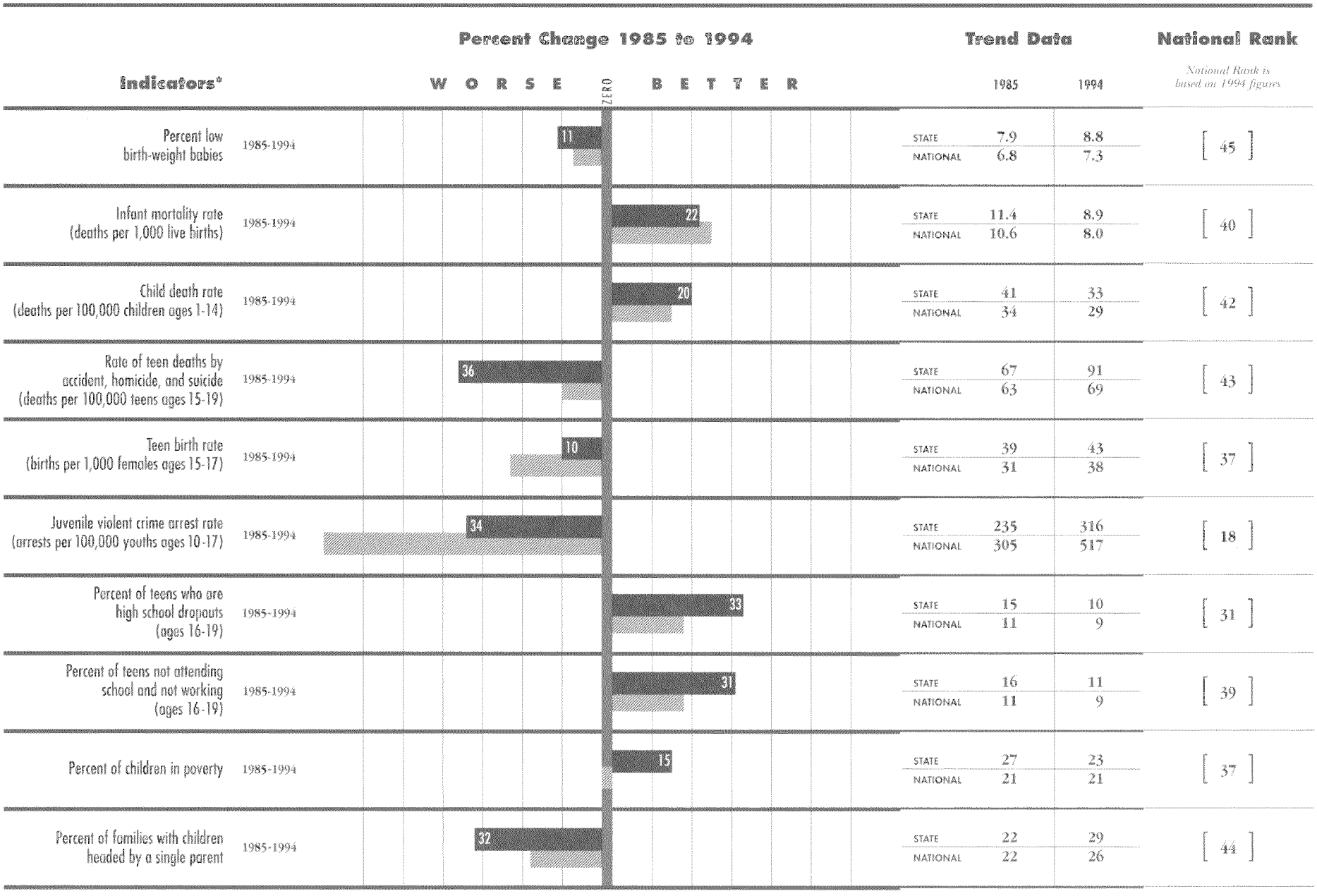
Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



Tennessee

TN

National Composite Rank [43]



*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	5,400,400	5,975,600	11%
Preschool age 0-5 years old	1,890,100	1,950,900	3%
Elementary school age 6-11 years old	1,765,700	1,958,800	11%
Middle school age 12-14 years old	891,200	1,042,700	17%
High school age 15-17 years old	853,400	1,023,100	20%

Race/Ethnicity of Children 1995-2005

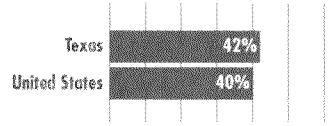
	1995	2005	% CHANGE
White	2,642,900	2,617,700	–1%
Black	706,800	800,600	13%
Hispanic	1,913,000	2,362,800	24%
Asian and Pacific Islander	123,800	179,700	45%
Native American	13,900	14,800	6%

Health and Economic Characteristics

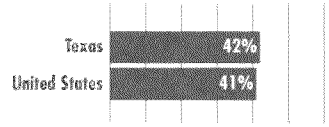
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	71%	75%
Median income of families with children in 1994	$32,800	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	10%	9%
Percent of children without health insurance in 1994	22%	13%
Percent of mother-headed families receiving child support or alimony in 1994	33%	33%
Percent of poor families with children receiving means-tested assistance in 1994	87%	86%

Education Indicators

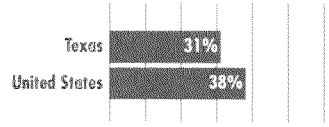
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



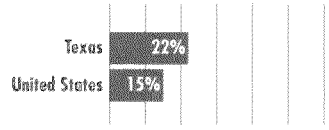
Percent of 4th grade students who scored below basic reading level in 1994



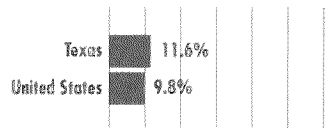
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



Texas

TX

National Composite Rank [39]

Indicators*		Percent Change 1985 to 1994 (WORSE ← ZERO → BETTER)		Trend Data 1985	Trend Data 1994	National Rank (based on 1994 figures)
Percent low birth-weight babies	1985-1994	-3		STATE 6.8	STATE 7.0	[23]
				NATIONAL 6.8	NATIONAL 7.3	
Infant mortality rate (deaths per 1,000 live births)	1985-1994		28	STATE 9.8	STATE 7.1	[16]
				NATIONAL 10.6	NATIONAL 8.0	
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994		19	STATE 36	STATE 29	[31]
				NATIONAL 34	NATIONAL 29	
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994		6	STATE 80	STATE 75	[32]
				NATIONAL 63	NATIONAL 69	
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	-13		STATE 46	STATE 52	[48]
				NATIONAL 31	NATIONAL 38	
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	-141		STATE 177	STATE 427	[28]
				NATIONAL 305	NATIONAL 517	
Percent of teens who are high school dropouts (ages 16-19)	1985-1994		19	STATE 16	STATE 13	[47]
				NATIONAL 11	NATIONAL 9	
Percent of teens not attending school and not working (ages 16-19)	1985-1994		15	STATE 13	STATE 11	[39]
				NATIONAL 11	NATIONAL 9	
Percent of children in poverty	1985-1994	-9		STATE 23	STATE 25	[41]
				NATIONAL 21	NATIONAL 21	
Percent of families with children headed by a single parent	1985-1994	-33		STATE 18	STATE 24	[15]
				NATIONAL 22	NATIONAL 26	

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	674,600	758,500	12%
Preschool age 0-5 years old	220,500	249,000	13%
Elementary school age 6-11 years old	214,800	241,900	13%
Middle school age 12-14 years old	118,200	130,900	11%
High school age 15-17 years old	121,100	136,700	13%

Race/Ethnicity of Children 1995-2005

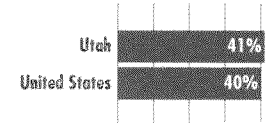
	1995	2005	% CHANGE
White	598,500	647,500	8%
Black	4,500	7,100	58%
Hispanic	43,700	61,600	41%
Asian and Pacific Islander	16,000	25,200	58%
Native American	12,000	17,200	43%

Health and Economic Characteristics

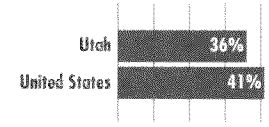
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	72%	75%
Median income of families with children in 1994	$40,300	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	4%	9%
Percent of children without health insurance in 1994	11%	13%
Percent of mother-headed families receiving child support or alimony in 1994	44%	33%
Percent of poor families with children receiving means-tested assistance in 1994	80%	86%

Education Indicators

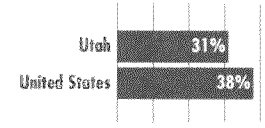
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



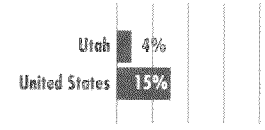
Percent of 4th grade students who scored below basic reading level in 1994



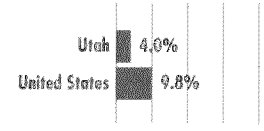
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



Utah

UT

National Composite Rank [7]

Indicators*		Percent Change 1985 to 1994 (WORSE ← ZERO → BETTER)	Trend Data	1985	1994	National Rank (National Rank is based on 1994 figures)
Percent low birth-weight babies	1985-1994	4	STATE	5.7	5.9	[9]
			NATIONAL	6.8	7.3	
Infant mortality rate (deaths per 1,000 live births)	1985-1994	35	STATE	9.6	6.2	[3]
			NATIONAL	10.6	8.0	
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	20	STATE	35	28	[27]
			NATIONAL	34	29	
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	14	STATE	65	74	[28]
			NATIONAL	63	69	
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	7	STATE	27	25	[12]
			NATIONAL	31	38	
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	36	STATE	263	357	[20]
			NATIONAL	305	517	
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	30	STATE	10	7	[12]
			NATIONAL	11	9	
Percent of teens not attending school and not working (ages 16-19)	1985-1994	33	STATE	9	6	[6]
			NATIONAL	11	9	
Percent of children in poverty	1985-1994	14	STATE	14	12	[2]
			NATIONAL	21	21	
Percent of families with children headed by a single parent	1985-1994	7	STATE	15	14	[1]
			NATIONAL	22	26	

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	146,800	149,800	2%
Preschool age 0-5 years old	45,600	45,500	0%
Elementary school age 6-11 years old	51,000	48,800	–4%
Middle school age 12-14 years old	25,700	26,600	4%
High school age 15-17 years old	24,400	28,800	18%

Race/Ethnicity of Children 1995-2005

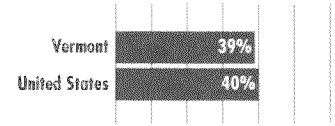
	1995	2005	% CHANGE
White	142,700	144,200	1%
Black	800	900	13%
Hispanic	1,200	2,100	75%
Asian and Pacific Islander	1,500	2,100	40%
Native American	500	400	–20%

Health and Economic Characteristics

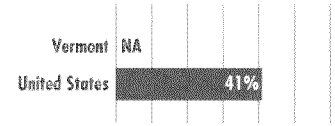
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	88%	75%
Median income of families with children in 1994	$39,000	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	3%	9%
Percent of children without health insurance in 1994	7%	13%
Percent of mother-headed families receiving child support or alimony in 1994	48%	33%
Percent of poor families with children receiving means-tested assistance in 1994	91%	86%

Education Indicators

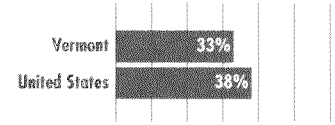
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



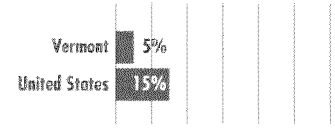
Percent of 4th grade students who scored below basic reading level in 1994



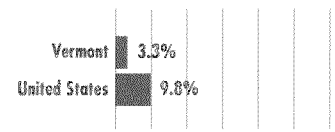
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



NA=Not Available.

Vermont

VT

National Composite Rank [4]

Indicators*		Percent Change 1985 to 1994 (WORSE ← ZERO → BETTER)		Trend Data 1985	Trend Data 1994	National Rank (National Rank is based on 1994 figures)
Percent low birth-weight babies	1985-1994		STATE	6.0	6.0	[12]
			NATIONAL	6.8	7.3	
Infant mortality rate (deaths per 1,000 live births)	1985-1994	12	STATE	8.5	7.5	[20]
			NATIONAL	10.6	8.0	
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	16	STATE	25	21	[5]
			NATIONAL	34	29	
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	30	STATE	67	47	[6]
			NATIONAL	63	69	
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	11	STATE	19	17	[3]
			NATIONAL	31	38	
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	22	STATE	51	40	[1]
			NATIONAL	305	517	
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	33	STATE	9	6	[7]
			NATIONAL	11	9	
Percent of teens not attending school and not working (ages 16-19)	1985-1994	36	STATE	11	7	[10]
			NATIONAL	11	9	
Percent of children in poverty	1985-1994	24	STATE	17	13	[4]
			NATIONAL	21	21	
Percent of families with children headed by a single parent	1985-1994	5	STATE	21	22	[7]
			NATIONAL	22	26	

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	1,612,500	1,728,400	7%
Preschool age 0-5 years old	559,500	534,800	–4%
Elementary school age 6-11 years old	535,100	572,700	7%
Middle school age 12-14 years old	261,500	304,600	16%
High school age 15-17 years old	256,400	316,400	23%

Race/Ethnicity of Children 1995-2005

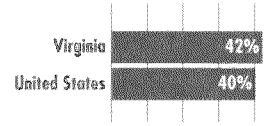
	1995	2005	% CHANGE
White	1,114,900	1,117,700	0%
Black	375,400	429,100	14%
Hispanic	63,400	95,900	51%
Asian and Pacific Islander	55,600	82,300	48%
Native American	3,200	3,300	3%

Health and Economic Characteristics

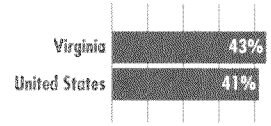
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	79%	75%
Median income of families with children in 1994	$40,300	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	6%	9%
Percent of children without health insurance in 1994	12%	13%
Percent of mother-headed families receiving child support or alimony in 1994	40%	33%
Percent of poor families with children receiving means-tested assistance in 1994	77%	86%

Education Indicators

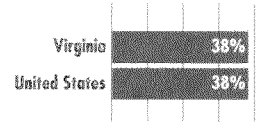
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



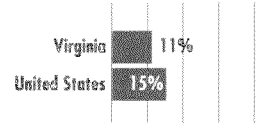
Percent of 4th grade students who scored below basic reading level in 1994



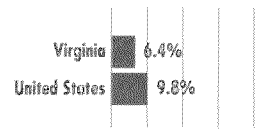
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



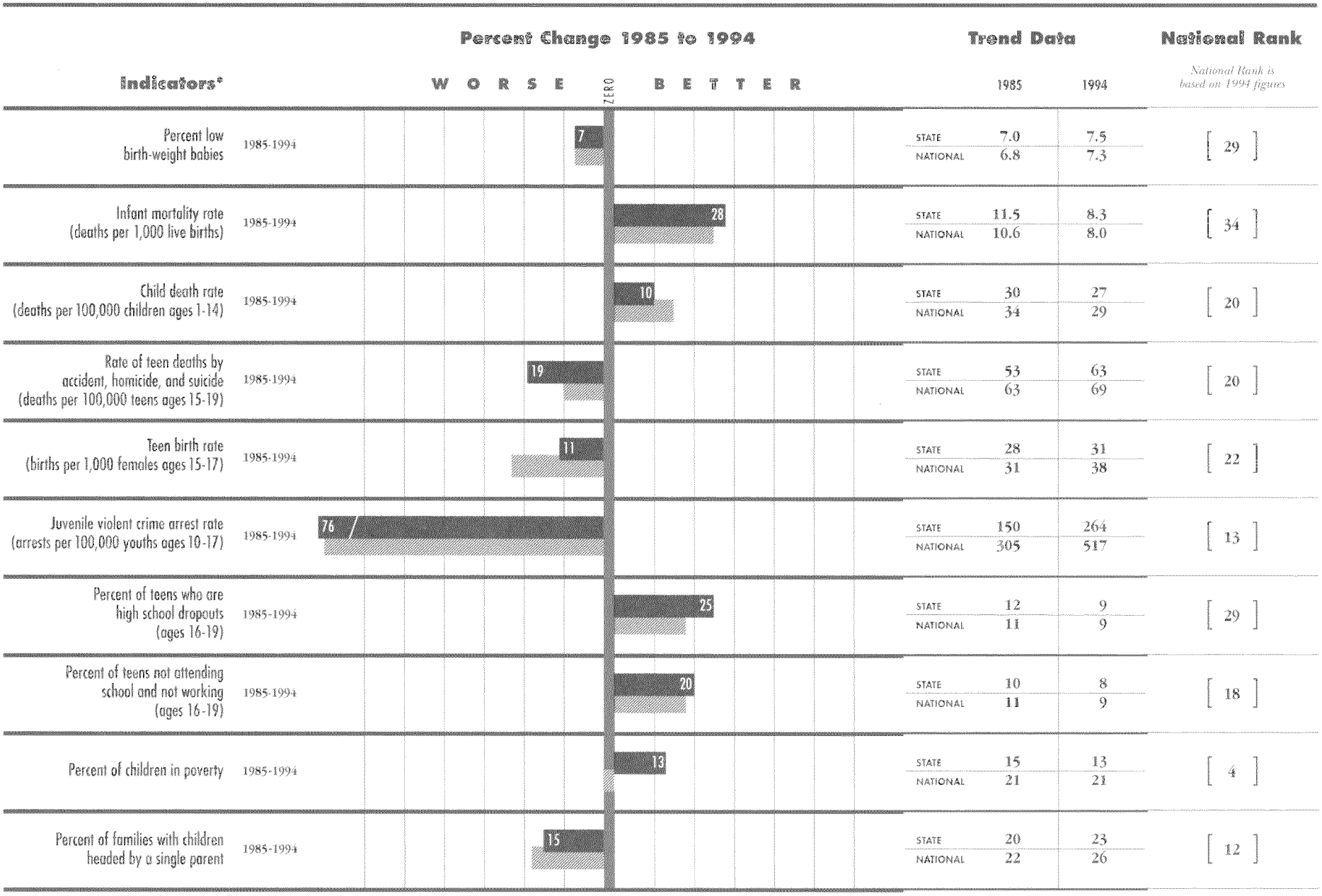
Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



Virginia

VA

National Composite Rank [22]



*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	1,418,400	1,495,800	5%
Preschool age 0-5 years old	468,100	483,200	3%
Elementary school age 6-11 years old	478,200	494,400	3%
Middle school age 12-14 years old	242,200	258,000	7%
High school age 15-17 years old	229,900	260,100	13%

Race/Ethnicity of Children 1995-2005

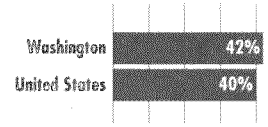
	1995	2005	% CHANGE
White	1,138,000	1,133,800	0%
Black	53,900	52,500	–3%
Hispanic	112,700	159,100	41%
Asian and Pacific Islander	83,600	117,800	41%
Native American	30,200	32,600	8%

Health and Economic Characteristics

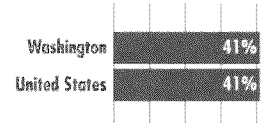
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	75%	75%
Median income of families with children in 1994	$41,500	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	4%	9%
Percent of children without health insurance in 1994	9%	13%
Percent of mother-headed families receiving child support or alimony in 1994	35%	33%
Percent of poor families with children receiving means-tested assistance in 1994	82%	86%

Education Indicators

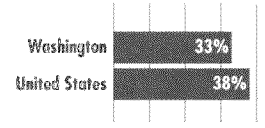
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



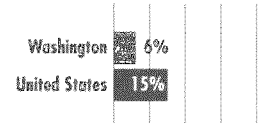
Percent of 4th grade students who scored below basic reading level in 1994



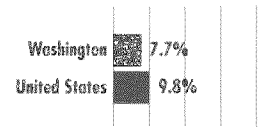
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



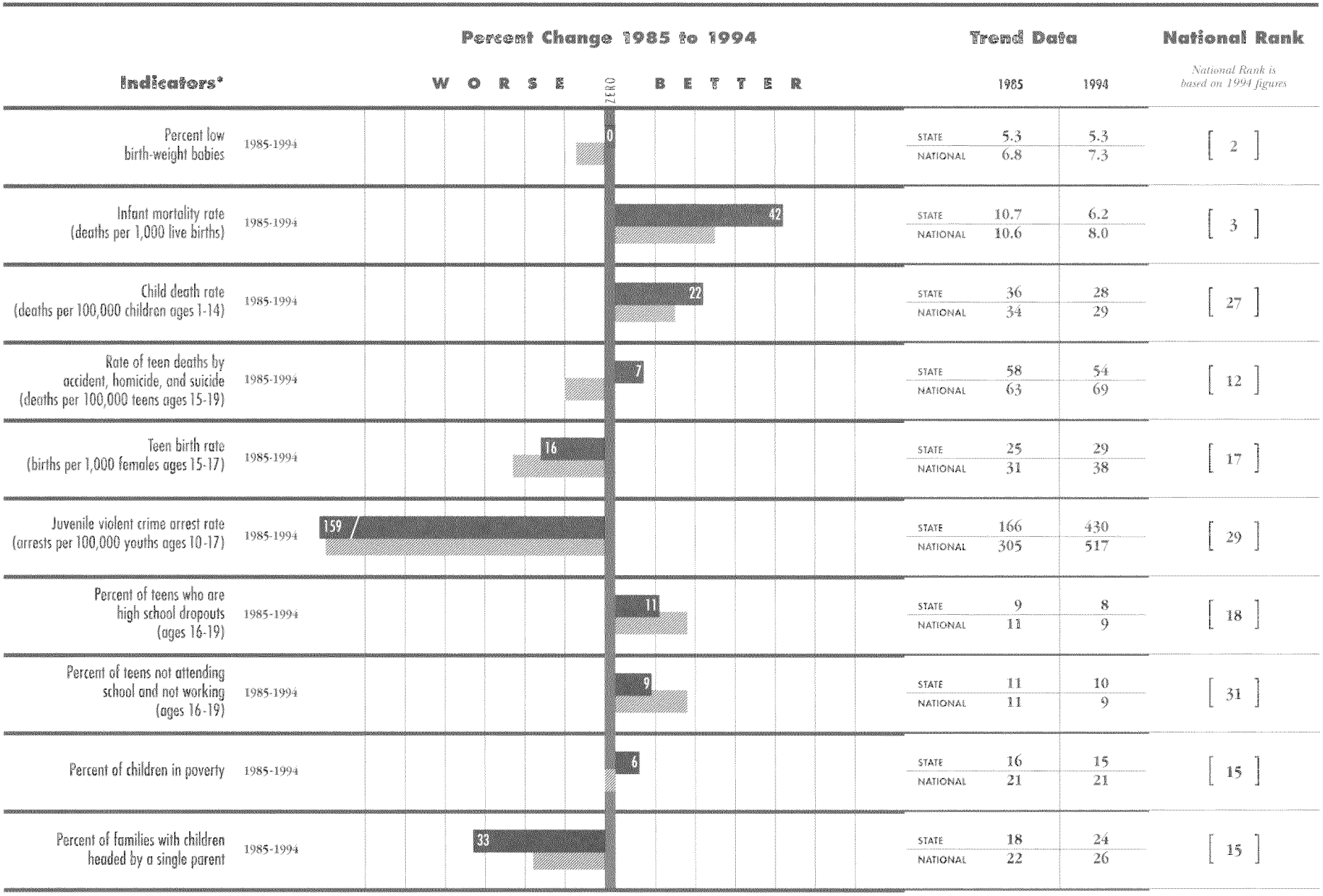
Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



Washington

WA

National Composite Rank [16]



*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	421,900	394,700	–6%
Preschool age 0-5 years old	128,400	119,800	–7%
Elementary school age 6-11 years old	133,600	131,600	–1%
Middle school age 12-14 years old	76,000	72,200	–5%
High school age 15-17 years old	83,900	71,100	–15%

Race/Ethnicity of Children 1995-2005

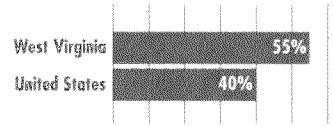
	1995	2005	% CHANGE
White	400,400	371,800	–7%
Black	15,800	15,300	–3%
Hispanic	2,800	3,900	39%
Asian and Pacific Islander	2,300	3,300	43%
Native American	500	400	–20%

Health and Economic Characteristics

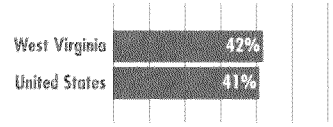
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	68%	75%
Median income of families with children in 1994	$27,500	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	14%	9%
Percent of children without health insurance in 1994	13%	13%
Percent of mother-headed families receiving child support or alimony in 1994	32%	33%
Percent of poor families with children receiving means-tested assistance in 1994	92%	86%

Education Indicators

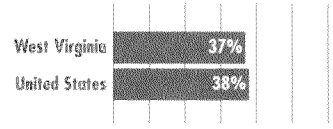
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



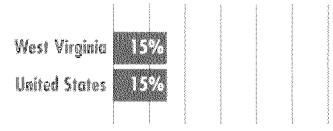
Percent of 4th grade students who scored below basic reading level in 1994



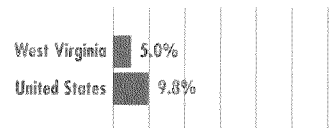
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



West Virginia

WV

National Composite Rank [37]

Indicators*		Percent Change 1985 to 1994 (WORSE ← ZERO → BETTER)	Trend Data	1985	1994	National Rank (National Rank is based on 1994 figures)
Percent low birth-weight babies	1985-1994	9	STATE	6.9	7.5	[29]
			NATIONAL	6.8	7.3	
Infant mortality rate (deaths per 1,000 live births)	1985-1994	37	STATE	10.7	6.7	[8]
			NATIONAL	10.6	8.0	
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	7	STATE	29	27	[20]
			NATIONAL	34	29	
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	30	STATE	70	49	[9]
			NATIONAL	63	69	
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	3	STATE	32	33	[27]
			NATIONAL	31	38	
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	44	STATE	54	78	[3]
			NATIONAL	305	517	
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	0	STATE	13	13	[47]
			NATIONAL	11	9	
Percent of teens not attending school and not working (ages 16-19)	1985-1994	6	STATE	18	17	[51]
			NATIONAL	11	9	
Percent of children in poverty	1985-1994	10	STATE	31	28	[47]
			NATIONAL	21	21	
Percent of families with children headed by a single parent	1985-1994	56	STATE	16	25	[26]
			NATIONAL	22	26	

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	1,353,200	1,322,000	–2%
Preschool age 0-5 years old	419,400	418,200	0%
Elementary school age 6-11 years old	461,700	435,600	–6%
Middle school age 12-14 years old	239,800	229,100	–4%
High school age 15-17 years old	232,300	239,000	3%

Race/Ethnicity of Children 1995-2005

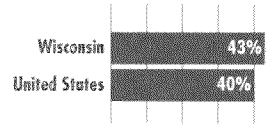
	1995	2005	% CHANGE
White	1,150,800	1,073,600	–7%
Black	109,800	132,100	20%
Hispanic	45,600	50,600	11%
Asian and Pacific Islander	31,200	49,400	58%
Native American	15,800	16,300	3%

Health and Economic Characteristics

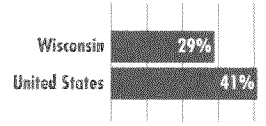
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	78%	75%
Median income of families with children in 1994	$43,200	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	5%	9%
Percent of children without health insurance in 1994	7%	13%
Percent of mother-headed families receiving child support or alimony in 1994	44%	33%
Percent of poor families with children receiving means-tested assistance in 1994	84%	86%

Education Indicators

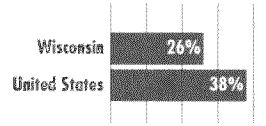
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



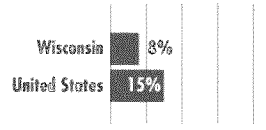
Percent of 4th grade students who scored below basic reading level in 1994



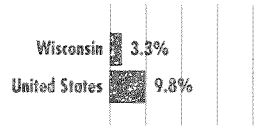
Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994



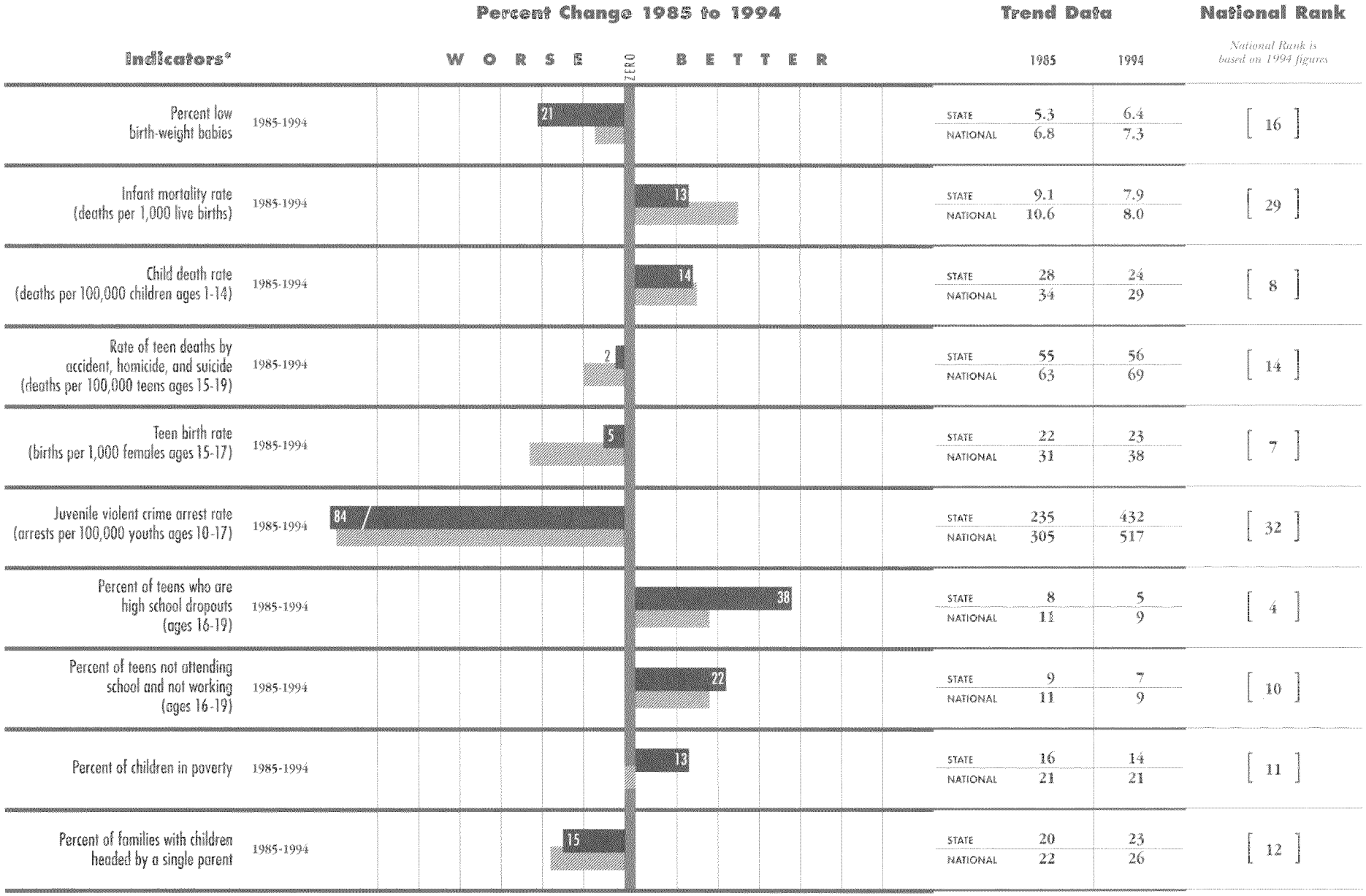
Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



Wisconsin

WI

National Composite Rank [9]



Indicators*		Trend Data 1985	Trend Data 1994	National Rank (National Rank is based on 1994 figures)
Percent low birth-weight babies	1985-1994	STATE 5.3 / NATIONAL 6.8	STATE 6.4 / NATIONAL 7.3	[16]
Infant mortality rate (deaths per 1,000 live births)	1985-1994	STATE 9.1 / NATIONAL 10.6	STATE 7.9 / NATIONAL 8.0	[29]
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	STATE 28 / NATIONAL 34	STATE 24 / NATIONAL 29	[8]
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	STATE 55 / NATIONAL 63	STATE 56 / NATIONAL 69	[14]
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	STATE 22 / NATIONAL 31	STATE 23 / NATIONAL 38	[7]
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	STATE 235 / NATIONAL 305	STATE 432 / NATIONAL 517	[32]
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	STATE 8 / NATIONAL 11	STATE 5 / NATIONAL 9	[4]
Percent of teens not attending school and not working (ages 16-19)	1985-1994	STATE 9 / NATIONAL 11	STATE 7 / NATIONAL 9	[10]
Percent of children in poverty	1985-1994	STATE 16 / NATIONAL 21	STATE 14 / NATIONAL 21	[11]
Percent of families with children headed by a single parent	1985-1994	STATE 20 / NATIONAL 22	STATE 23 / NATIONAL 26	[12]

*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

Demographic Change

Number of Children 1995-2005

	1995	2005	% CHANGE
All children under age 18	136,300	145,500	7%
Preschool age 0-5 years old	39,400	47,500	21%
Elementary school age 6-11 years old	45,500	47,600	5%
Middle school age 12-14 years old	25,800	25,200	–2%
High school age 15-17 years old	25,600	25,100	–2%

Race/Ethnicity of Children 1995-2005

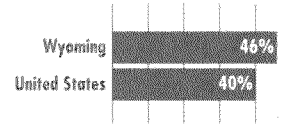
	1995	2005	% CHANGE
White	119,700	121,800	2%
Black	1,100	1,700	55%
Hispanic	10,400	14,100	36%
Asian and Pacific Islander	1,000	1,900	90%
Native American	4,100	6,000	46%

Health and Economic Characteristics

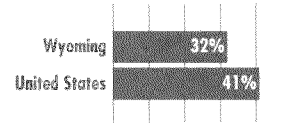
	STATE	NATIONAL
Percent of 2-year-olds who were immunized in 1995	79%	75%
Median income of families with children in 1994	$38,900	$37,000
Percent of children in extreme poverty (income below 50% of poverty level) in 1994	5%	9%
Percent of children without health insurance in 1994	13%	13%
Percent of mother-headed families receiving child support or alimony in 1994	45%	33%
Percent of poor families with children receiving means-tested assistance in 1994	84%	86%

Education Indicators

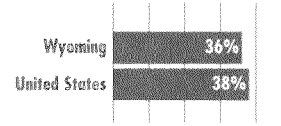
Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993



Percent of 4th grade students who scored below basic reading level in 1994

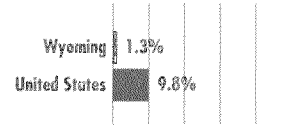


Percent of 4th grade students who scored below basic mathematics level in 1996



Percent of children living with parents who were high school dropouts in 1994

Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990



Wyoming

WY

National Composite Rank [19]

Indicators*		Percent Change 1985 to 1994 (WORSE ← ZERO → BETTER)		Trend Data 1985	Trend Data 1994	National Rank (National Rank is based on 1994 figures)
Percent low birth-weight babies	1985-1994	24	STATE	7.1	8.8	[45]
			NATIONAL	6.8	7.3	
Infant mortality rate (deaths per 1,000 live births)	1985-1994	45	STATE	12.2	6.7	[8]
			NATIONAL	10.6	8.0	
Child death rate (deaths per 100,000 children ages 1-14)	1985-1994	47	STATE	45	24	[8]
			NATIONAL	34	29	
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	1985-1994	3	STATE	100	103	[49]
			NATIONAL	63	69	
Teen birth rate (births per 1,000 females ages 15-17)	1985-1994	11	STATE	28	25	[12]
			NATIONAL	31	38	
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	1985-1994	70	STATE	69	117	[5]
			NATIONAL	305	517	
Percent of teens who are high school dropouts (ages 16-19)	1985-1994	11	STATE	9	8	[18]
			NATIONAL	11	9	
Percent of teens not attending school and not working (ages 16-19)	1985-1994	18	STATE	11	9	[23]
			NATIONAL	11	9	
Percent of children in poverty	1985-1994	13	STATE	15	13	[4]
			NATIONAL	21	21	
Percent of families with children headed by a single parent	1985-1994	47	STATE	15	22	[7]
			NATIONAL	22	26	

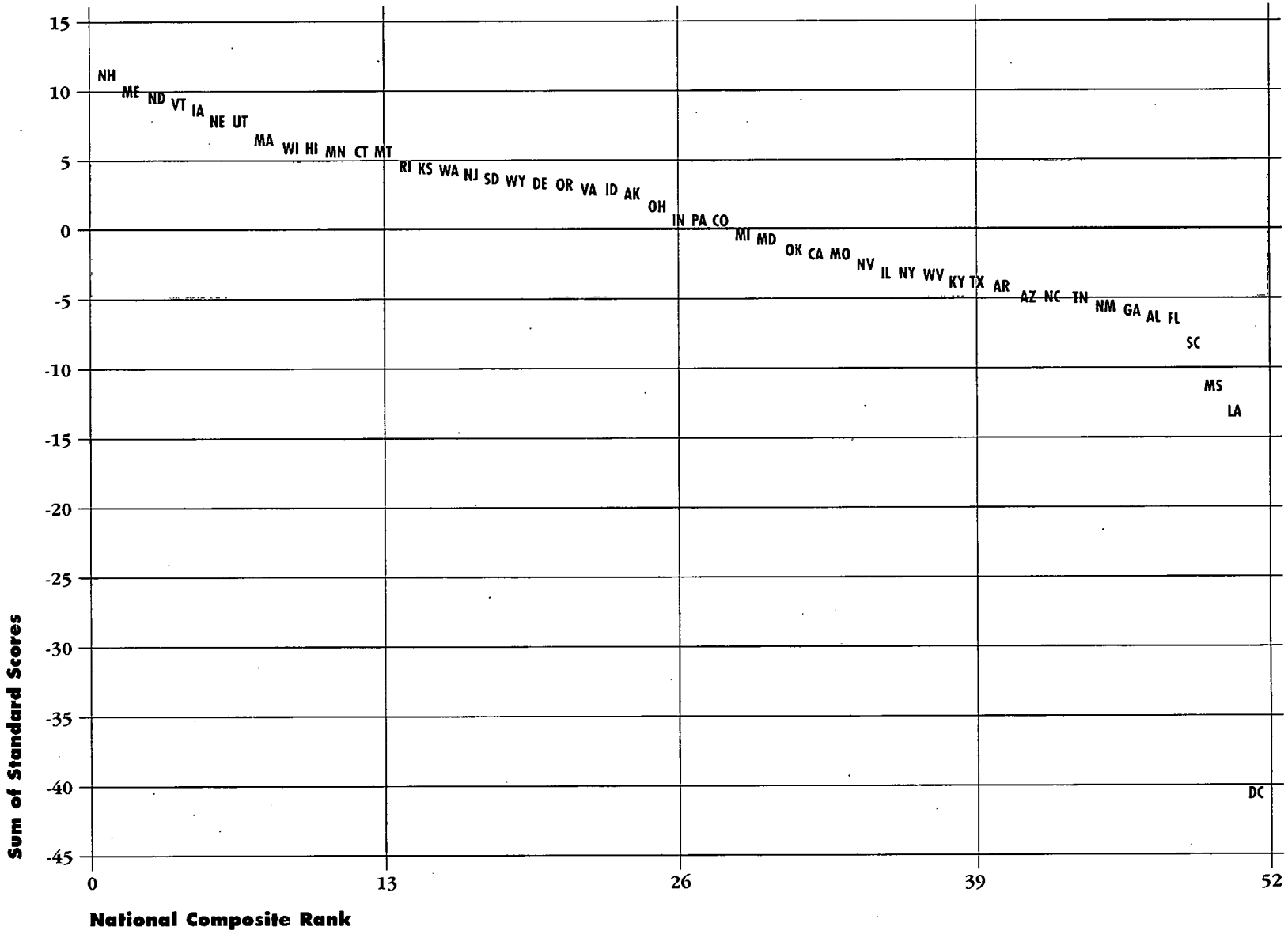
*See Definitions and Data Sources, page 164.

Patterned bars indicate national change. Solid bars indicate state change.

appendices

KIDS COUNT Standard Scores and National Rankings

This chart assists readers in comparing states' performance based on the 10 KIDS COUNT measures of child well-being. In addition to showing whether a state ranks higher or lower overall than another state, this chart shows the differences among states based on the sum of their standard scores. If a state had the exact state mean on each indicator, then the sum of the standard scores for that state would be zero. States are highly clustered near the middle of the distribution, as evidenced by the large number of states in the shaded area.



This set of tables lists the states in rank order for each of the 10 KIDS COUNT indicators based on the most recent data available. This set of tables allows the reader to easily compare the relative performance of states on each individual measure. The highest/best rank is one (1); the lowest/worst rank is fifty-one (51). Whenever there is a tie of two or more states, each state is assigned the same higher/better rank.

Percent low birth-weight babies
1994

Rank	State	Rate	Rank	State	Rate
1	New Hampshire	5.1	27	Delaware	7.4
2	Oregon	5.3	27	Pennsylvania	7.4
2	Washington	5.3	29	Ohio	7.5
4	North Dakota	5.4	29	Virginia	7.5
5	Alaska	5.5	29	West Virginia	7.5
5	Idaho	5.5	32	Missouri	7.6
7	Maine	5.7	32	Nevada	7.6
7	Minnesota	5.7	32	New Jersey	7.6
9	Iowa	5.9	32	New York	7.6
9	South Dakota	5.9	36	Florida	7.7
9	Utah	5.9	36	Kentucky	7.7
12	Vermont	6.0	38	Michigan	7.8
13	Nebraska	6.1	39	Illinois	7.9
14	California	6.2	40	Arkansas	8.2
14	Montana	6.2	41	Colorado	8.5
16	Massachusetts	6.4	41	Maryland	8.5
16	Wisconsin	6.4	43	Georgia	8.6
18	Kansas	6.5	44	North Carolina	8.7
18	Rhode Island	6.5	45	Tennessee	8.8
20	Arizona	6.8	45	Wyoming	8.8
20	Indiana	6.8	47	Alabama	9.0
22	Connecticut	6.9	48	South Carolina	9.2
23	Oklahoma	7.0	49	Louisiana	9.6
23	Texas	7.0	50	Mississippi	9.9
25	Hawaii	7.2	51	District of Columbia	14.2
26	New Mexico	7.3			

Infant mortality rate (deaths per 1,000 live births)
1994

Rank	State	Rate	Rank	State	Rate
1	Rhode Island	5.0	26	Kentucky	7.8
2	Massachusetts	6.0	26	New York	7.8
3	Maine	6.2	29	Connecticut	7.9
3	New Hampshire	6.2	29	Wisconsin	7.9
3	Utah	6.2	31	Florida	8.1
3	Washington	6.2	31	Missouri	8.1
7	Nevada	6.5	33	Pennsylvania	8.2
8	Hawaii	6.7	34	New Mexico	8.3
8	West Virginia	6.7	34	Virginia	8.3
8	Wyoming	6.7	36	Oklahoma	8.5
11	Delaware	6.8	37	Michigan	8.6
12	Idaho	6.9	38	Ohio	8.7
13	California	7.0	39	Indiana	8.8
13	Colorado	7.0	40	Tennessee	8.9
13	Minnesota	7.0	41	Maryland	9.0
16	Oregon	7.1	42	Arkansas	9.2
16	Texas	7.1	43	Illinois	9.3
18	North Dakota	7.2	43	South Carolina	9.3
19	Montana	7.4	45	South Dakota	9.6
20	Iowa	7.5	46	North Carolina	10.0
20	Vermont	7.5	47	Alabama	10.1
22	Alaska	7.6	48	Georgia	10.2
23	Kansas	7.7	49	Louisiana	10.6
23	Nebraska	7.7	50	Mississippi	11.0
23	New Jersey	7.7	51	District of Columbia	18.2
26	Arizona	7.8			

States in Rank Order by Indicator

Child death rate (deaths per 100,000 children ages 1-14)
1994

Rank	State	Rate	Rank	State	Rate
1	Massachusetts	17	27	Alaska	28
2	Delaware	18	27	Kansas	28
3	Maine	20	27	Utah	28
3	New Hampshire	20	27	Washington	28
5	Vermont	21	31	Texas	29
6	Hawaii	23	32	Indiana	30
6	Minnesota	23	32	Maryland	30
8	Colorado	24	32	Michigan	30
8	Connecticut	24	35	South Dakota	31
8	Wisconsin	24	36	Georgia	32
8	Wyoming	24	36	Idaho	32
12	Iowa	25	36	Illinois	32
12	New Jersey	25	36	New Mexico	32
12	New York	25	36	North Carolina	32
12	Oregon	25	36	Oklahoma	32
16	California	26	42	Florida	33
16	Montana	26	42	Tennessee	33
16	Nebraska	26	44	Arizona	34
16	Rhode Island	26	44	Nevada	34
20	Kentucky	27	46	Louisiana	35
20	Missouri	27	47	Alabama	36
20	North Dakota	27	48	South Carolina	39
20	Ohio	27	49	Arkansas	40
20	Pennsylvania	27	50	Mississippi	41
20	Virginia	27	51	District of Columbia	61
20	West Virginia	27			

Rate of teen deaths by accident, homicide, and suicide
(deaths per 100,000 teens ages 15-19)
1994

Rank	State	Rate	Rank	State	Rate
1	Rhode Island	19	26	Idaho	72
2	New Jersey	35	28	Colorado	74
3	Hawaii	40	28	Georgia	74
3	Massachusetts	40	28	Nevada	74
5	New Hampshire	41	28	Utah	74
6	Ohio	47	32	North Dakota	75
6	Vermont	47	32	South Carolina	75
8	Minnesota	48	32	Texas	75
9	Pennsylvania	49	35	North Carolina	78
9	West Virginia	49	36	Arizona	80
11	Delaware	52	36	Kansas	80
12	Maine	54	38	Montana	82
12	Washington	54	38	South Dakota	82
14	New York	56	40	Oklahoma	83
14	Oregon	56	41	New Mexico	84
14	Wisconsin	56	42	Illinois	86
17	Connecticut	59	43	Alaska	91
18	Iowa	61	43	Arkansas	91
18	Maryland	61	43	Louisiana	91
20	Virginia	63	43	Tennessee	91
21	Indiana	65	47	Alabama	97
22	Kentucky	66	48	Missouri	102
22	Nebraska	66	49	Wyoming	103
24	Florida	67	50	Mississippi	110
25	Michigan	71	51	District of Columbia	346
26	California	72			

Teen birth rate (births per 1,000 females ages 15-17)
1994

Rank	State	Rate	Rank	State	Rate
1	New Hampshire	15	27	Maryland	33
1	North Dakota	15	27	West Virginia	33
3	Vermont	17	29	Colorado	34
4	Maine	18	29	Ohio	34
5	Minnesota	20	31	Indiana	35
6	Montana	22	31	Missouri	35
7	Iowa	23	33	Kentucky	40
7	South Dakota	23	34	Illinois	41
7	Wisconsin	23	34	Oklahoma	41
10	Massachusetts	24	36	Florida	42
10	Nebraska	24	37	Tennessee	43
12	Utah	25	38	North Carolina	44
12	Wyoming	25	39	Delaware	45
14	New Jersey	26	40	California	46
15	Idaho	27	40	South Carolina	46
16	Pennsylvania	28	42	Nevada	47
17	Connecticut	29	43	Arkansas	49
17	Washington	29	43	Georgia	49
19	Kansas	30	45	Arizona	50
19	New York	30	46	Alabama	51
19	Oregon	30	46	Louisiana	51
22	Virginia	31	48	New Mexico	52
23	Alaska	32	48	Texas	52
23	Hawaii	32	50	Mississippi	58
23	Michigan	32	51	District of Columbia	88
23	Rhode Island	32			

Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)
1994

Rank	State	Rate	Rank	State	Rate
1	Vermont	40	27	Minnesota	416
2	Montana	72	28	Texas	427
3	West Virginia	78	29	Washington	430
4	North Dakota	105	30	Michigan	431
5	Wyoming	117	30	New Mexico	431
6	Maine	126	32	Wisconsin	432
7	New Hampshire	128	33	North Carolina	445
8	Nebraska	180	34	Georgia	448
9	Alabama	262	35	Colorado	459
9	Iowa	262	36	Indiana	493
9	South Dakota	262	37	Kentucky	513
12	Hawaii	263	38	Arizona	520
13	Virginia	264	39	Missouri	522
14	Idaho	288	40	Rhode Island	529
15	Mississippi	295	41	Delaware	558
16	Arkansas	307	42	Louisiana	565
17	Kansas	315	43	Connecticut	577
18	Tennessee	316	44	Massachusetts	610
19	Oregon	356	45	California	651
20	Utah	357	46	Maryland	704
21	Oklahoma	359	47	New Jersey	736
22	Alaska	384	48	Florida	805
23	Illinois	389	49	Pennsylvania	845
24	South Carolina	397	50	New York	1,082
25	Nevada	401	51	District of Columbia	1,650
26	Ohio	409			

Percent of teens who are high school dropouts (ages 16-19)
1994

Rank	State	Rate	Rank	State	Rate
1	Connecticut	3	18	Washington	8
2	Iowa	4	18	Wyoming	8
2	Maine	4	29	Oklahoma	9
4	Hawaii	5	29	Virginia	9
4	North Dakota	5	31	California	10
4	Wisconsin	5	31	Illinois	10
7	Massachusetts	6	31	Mississippi	10
7	Montana	6	31	Tennessee	10
7	Nebraska	6	35	Alabama	11
7	New Jersey	6	35	Colorado	11
7	Vermont	6	35	District of Columbia	11
12	Alaska	7			
12	Delaware	7	35	Idaho	11
12	Kansas	7	35	Missouri	11
12	New Hampshire	7	35	New Mexico	11
12	Ohio	7	35	North Carolina	11
12	Utah	7	35	Oregon	11
18	Arkansas	8	35	South Caralina	11
18	Indiana	8	44	Georgia	12
18	Maryland	8	44	Kentucky	12
18	Michigan	8	44	Nevada	12
18	Minnesota	8	47	Arizona	13
18	New York	8	47	Florida	13
18	Pennsylvania	8	47	Louisiana	13
18	Rhode Island	8	47	Texas	13
18	South Dakota	8	47	West Virginia	13

States in Rank Order by Indicator

Percent of teens not attending school and not working (ages 16-19)
1994

Rank	State	Rate	Rank	State	Rate
1	Connecticut	4	23	Oklahoma	9
2	Iowa	5	23	Oregon	9
2	Maine	5	23	Pennsylvania	9
2	Nebraska	5	23	Wyoming	9
2	North Dakota	5	31	Alabama	10
6	Kansas	6	31	Arkansas	10
6	New Hampshire	6	31	California	10
6	South Dakota	6	31	Georgia	10
6	Utah	6	31	Idaho	10
10	Delaware	7	31	New York	10
10	Massachusetts	7	31	North Carolina	10
10	Minnesota	7	31	Washington	10
10	Montana	7	39	Alaska	11
10	New Jersey	7	39	Arizona	11
10	Rhode Island	7	39	Florida	11
10	Vermont	7	39	Mississippi	11
10	Wisconsin	7	39	Nevada	11
18	Indiana	8	39	New Mexico	11
18	Maryland	8	39	South Carolina	11
18	Michigan	8	39	Tennessee	11
18	Ohio	8	39	Texas	11
18	Virginia	8	48	Kentucky	12
23	Colorado	9	49	District of Columbia	14
23	Hawaii	9	49	Louisiana	14
23	Illinois	9	51	West Virginia	17
23	Missouri	9			

Percent of children in poverty
1994

Rank	State	Rate	Rank	State	Rate
1	New Hampshire	9	25	Montana	18
2	Alaska	12	25	Rhode Island	18
2	Utah	12	25	South Dakota	18
4	Colorado	13	30	Missouri	19
4	Delaware	13	30	Ohio	19
4	Iowa	13	32	Georgia	21
4	Nebraska	13	32	Illinois	21
4	Vermont	13	32	Michigan	21
4	Virginia	13	32	North Carolina	21
4	Wyoming	13	36	Arkansas	22
11	Hawaii	14	37	Arizona	23
11	New Jersey	14	37	Tennessee	23
11	North Dakota	14	39	Alabama	24
11	Wisconsin	14	39	Oklahoma	24
15	Maryland	15	41	California	25
15	Washington	15	41	Florida	25
17	Kansas	16	41	New York	25
17	Massachusetts	16	41	Texas	25
17	Minnesota	16	45	Kentucky	26
17	Nevada	16	45	South Carolina	26
17	Oregon	16	47	West Virginia	28
22	Indiana	17	48	New Mexico	29
22	Maine	17	49	Mississippi	33
22	Pennsylvania	17	50	Louisiana	34
25	Connecticut	18	51	District of Columbia	37
25	Idaho	18			

Percent of families with children headed by a single parent
1994

Rank	State	Rate	Rank	State	Rate
1	Utah	14	26	Maine	25
2	Idaho	17	26	Minnesota	25
3	Nebraska	19	26	Ohio	25
3	North Dakota	19	26	West Virginia	25
5	South Dakota	20	31	Arizona	26
6	Iowa	21	31	California	26
7	Hawaii	22	31	Illinois	26
7	New Hampshire	22	31	Maryland	26
7	Pennsylvania	22	31	Massachusetts	26
7	Vermont	22	31	Missouri	26
7	Wyoming	22	31	Nevada	26
12	Kansas	23	38	Alabama	27
12	Virginia	23	38	New Mexico	27
12	Wisconsin	23	38	North Carolina	27
15	Arkansas	24	41	Delaware	28
15	Colorado	24	41	Michigan	28
15	Connecticut	24	41	Rhode Island	28
15	Indiana	24	44	Georgia	29
15	Kentucky	24	44	South Carolina	29
15	Montana	24	44	Tennessee	29
15	New Jersey	24	47	Florida	30
15	Oklahoma	24	47	New York	30
15	Oregon	24	49	Mississippi	32
15	Texas	24	50	Louisiana	33
15	Washington	24	51	District of Columbia	58
26	Alaska	25			

This chart provides the rate for each of the 10 KIDS COUNT indicators for the years between the base year and the most recent year of data and, where possible, the raw data behind the most recent rate. In addition, this chart includes a state's national rank by indicator for each year.

USA

Indicators		1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Percent low birth-weight babies	Rate	6.8	6.8	6.9	6.9	7.0	7.0	7.1	7.1	7.2	7.3
	Rank	N.A.									
	1994 raw data	287,607 births									
Infant mortality rate (deaths per 1,000 live births)	Rate	10.6	10.4	10.1	10.0	9.8	9.2	8.9	8.5	8.4	8.0
	Rank	N.A.									
	1994 raw data	31,710 deaths									
Child death rate (deaths per 100,000 children ages 1-14)	Rate	34	34	33	33	32	31	31	29	30	29
	Rank	N.A.									
	1994 raw data	15,264 deaths									
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	Rate	63	68	66	70	69	71	71	67	69	69
	Rank	N.A.									
	1994 raw data	12,082 deaths									
Teen birth rate (births per 1,000 females ages 15-17)	Rate	31	31	32	34	36	37	39	38	38	38
	Rank	N.A.									
	1994 raw data	195,169 births									
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	Rate	305	310	319	347	385	429	457	483	504	517
	Rank	N.A.									
	1994 raw data	N.A.									
Percent of teens who are high school dropouts (ages 16-19)	Rate	11	10	10	10	11	10	10	9	9	9
	Rank	N.A.									
	1994 raw data	N.A.									
Percent of teens not attending school and not working (ages 16-19)	Rate	11	11	10	10	10	10	10	10	10	9
	Rank	N.A.									
	1994 raw data	N.A.									
Percent of children in poverty	Rate	21	21	20	20	20	20	20	21	21	21
	Rank	N.A.									
	1994 raw data	N.A.									
Percent of families with children headed by a single parent	Rate	22	22	22	23	23	24	25	25	26	26
	Rank	N.A.									
	1994 raw data	N.A.									

Multi-Year Trend Data for KIDS COUNT Indicators

Alabama

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
8.0	8.0	8.0	8.0	8.3	8.4	8.7	8.5	8.7	9.0
45	46	45	43	45	46	46	44	45	47
5,504 births									
12.6	13.3	12.2	12.1	12.1	10.8	11.2	10.5	10.3	10.1
46	49	47	46	48	46	46	49	46	47
618 deaths									
37	42	37	36	35	39	38	35	40	36
36	45	37	35	33	48	48	43	46	47
303 deaths									
73	85	88	74	75	102	92	88	92	97
38	44	46	28	30	48	43	44	45	47
301 deaths									
42	41	42	43	48	47	48	47	48	51
43	44	43	42	47	42	41	43	44	46
4,597 births									
106	96	88	117	137	178	190	213	250	262
11	10	8	11	11	12	11	11	12	9
N.A.									
15	14	14	16	16	14	13	12	12	11
45	42	46	51	51	47	44	42	45	35
N.A.									
14	14	13	14	13	12	11	10	10	10
43	44	42	46	44	40	32	25	26	31
N.A.									
31	32	31	30	29	27	25	24	23	24
48	50	49	49	49	47	44	39	36	39
N.A.									
22	24	26	26	25	24	25	26	26	27
30	39	44	42	35	28	31	32	29	38
N.A.									

Alaska

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
4.9	4.6	4.8	5.0	4.9	4.8	4.7	4.9	4.9	5.5
2	1	1	5	1	1	1	1	1	5
588 births									
10.8	10.8	10.4	11.6	9.2	10.5	8.9	8.6	8.2	7.6
30	33	34	44	20	42	26	26	23	22
81 deaths									
56	48	53	46	46	41	30	36	46	28
51	51	51	51	50	49	22	44	50	27
42 deaths									
105	119	85	98	154	97	113	110	98	91
51	51	43	48	50	43	50	49	47	43
42 deaths									
26	27	29	29	31	31	35	34	33	32
21	25	27	24	24	21	25	27	24	23
426 births									
209	217	165	184	199	212	214	256	321	384
26	26	17	18	15	15	13	14	18	22
N.A.									
10	9	9	8	8	8	8	8	7	7
25	16	17	14	13	13	16	19	15	12
N.A.									
13	12	11	11	11	10	11	12	12	11
38	35	32	37	35	24	32	41	45	39
N.A.									
12	13	12	13	14	14	14	14	13	12
2	4	3	6	12	13	11	9	4	2
N.A.									
22	23	25	26	26	26	27	28	28	25
30	32	41	42	42	36	41	41	41	26
N.A.									

Arizona

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
6.2	6.2	6.4	6.2	6.3	6.4	6.4	6.4	6.7	6.8
19	18	19	20	20	20	20	19	20	20
4,797 births									
9.7	9.4	9.5	9.7	9.2	8.8	8.6	8.4	7.6	7.8
17	15	20	25	20	23	23	23	18	26
554 deaths									
40	45	41	43	39	33	34	34	37	34
41	48	45	50	44	33	35	40	45	44
305 deaths									
85	96	84	87	87	75	83	74	87	80
47	47	42	44	43	30	39	34	41	36
223 deaths									
39	40	43	44	43	48	51	51	50	50
39	43	44	43	39	45	47	46	46	45
4,127 births									
280	288	300	314	382	446	506	529	527	520
38	39	39	38	40	41	43	41	38	38
N.A.									
17	16	15	15	15	15	16	13	11	13
51	50	49	49	49	49	51	49	38	47
N.A.									
11	12	12	12	12	13	14	12	11	11
24	35	40	41	43	43	47	41	37	39
N.A.									
21	21	20	20	21	21	22	22	22	23
31	31	30	33	36	33	35	34	34	37
N.A.									
22	23	22	21	22	24	25	25	26	26
30	32	24	17	20	28	31	27	29	31
N.A.									

Arkansas

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
8.0	7.6	7.7	8.2	8.3	8.2	8.2	8.2	8.2	8.2
45	40	39	46	45	44	42	41	41	40
2,833 births									
11.6	10.3	10.3	10.7	10.2	9.2	10.2	10.3	10.0	9.2
40	28	33	35	34	28	40	46	44	42
320 deaths									
43	45	40	39	45	38	44	38	40	40
45	48	43	42	49	44	50	47	46	49
197 deaths									
81	75	88	84	95	81	95	92	89	91
46	27	46	41	47	39	46	46	43	43
166 deaths									
46	44	45	46	48	50	50	47	46	49
47	47	49	49	47	48	44	43	42	43
2,593 births									
95	100	108	118	150	200	249	280	297	307
9	11	11	12	13	14	16	16	16	16
N.A.									
13	11	11	13	13	11	8	7	8	8
38	30	31	38	38	32	16	11	21	18
N.A.									
14	12	11	13	13	13	11	11	11	10
43	35	32	44	44	43	32	30	37	31
N.A.									
29	28	30	29	28	26	25	24	23	22
47	46	47	48	47	44	44	39	36	36
N.A.									
21	21	22	22	23	23	23	23	23	24
25	20	24	22	25	21	18	15	13	15
N.A.									

California

Indicators		1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Percent low birth-weight babies	Rate	6.0	6.0	6.0	6.0	6.1	5.8	5.8	5.9	6.0	6.2
	Rank	16	17	17	15	17	14	13	14	14	14
	1994 raw data	34,937 births									
Infant mortality rate (deaths per 1,000 live births)	Rate	9.5	8.9	9.0	8.6	8.5	7.9	7.6	7.0	6.8	7.0
	Rank	13	7	14	12	12	9	12	8	7	13
	1994 raw data	3,967 deaths									
Child death rate (deaths per 100,000 children ages 1-14)	Rate	33	32	32	31	31	30	29	27	29	26
	Rank	28	19	17	16	15	26	20	19	23	16
	1994 raw data	1,794 deaths									
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	Rate	69	76	71	72	79	72	81	72	74	72
	Rank	31	30	26	23	37	21	36	29	31	26
	1994 raw data	1,459 deaths									
Teen birth rate (births per 1,000 females ages 15-17)	Rate	31	31	33	36	40	45	47	46	46	46
	Rank	30	31	33	33	34	38	40	41	42	40
	1994 raw data	26,423 births									
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	Rate	402	415	431	482	565	625	645	647	653	651
	Rank	45	45	45	45	47	47	47	46	46	45
	1994 raw data	N.A.									
Percent of teens who are high school dropouts (ages 16-19)	Rate	11	11	12	13	14	13	13	12	11	10
	Rank	30	30	36	38	46	43	44	42	38	31
	1994 raw data	N.A.									
Percent of teens not attending school and not working (ages 16-19)	Rate	12	11	11	10	11	11	12	12	11	10
	Rank	35	30	32	30	35	34	42	41	37	31
	1994 raw data	N.A.									
Percent of children in poverty	Rate	21	21	21	20	20	21	22	23	24	25
	Rank	31	31	35	33	32	33	35	37	40	41
	1994 raw data	N.A.									
Percent of families with children headed by a single parent	Rate	23	23	23	24	24	25	25	25	26	26
	Rank	37	32	30	34	31	34	31	27	29	31
	1994 raw data	N.A.									

Colorado

Indicators		1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Percent low birth-weight babies	Rate	7.7	7.7	7.9	7.8	7.8	8.0	8.2	8.5	8.4	8.5
	Rank	42	42	43	40	41	42	42	44	42	41
	1994 raw data	4,617 births									
Infant mortality rate (deaths per 1,000 live births)	Rate	9.4	8.6	9.8	9.6	8.7	8.8	8.4	7.6	7.9	7.0
	Rank	12	4	26	24	15	23	22	16	19	13
	1994 raw data	378 deaths									
Child death rate (deaths per 100,000 children ages 1-14)	Rate	32	32	32	26	28	26	28	30	28	24
	Rank	23	19	17	5	5	10	15	27	16	8
	1994 raw data	184 deaths									
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	Rate	66	83	63	66	67	68	71	74	73	74
	Rank	24	39	15	15	21	19	25	34	28	28
	1994 raw data	183 deaths									
Teen birth rate (births per 1,000 females ages 15-17)	Rate	27	27	28	29	31	33	35	36	35	34
	Rank	23	25	24	24	24	26	25	31	30	29
	1994 raw data	2,517 births									
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	Rate	305	298	292	331	380	458	489	526	531	459
	Rank	41	41	38	39	39	43	41	40	39	35
	1994 raw data	N.A.									
Percent of teens who are high school dropouts (ages 16-19)	Rate	8	9	10	10	10	10	9	11	10	11
	Rank	10	16	23	24	24	26	23	37	31	35
	1994 raw data	N.A.									
Percent of teens not attending school and not working (ages 16-19)	Rate	10	11	11	10	9	9	9	9	8	9
	Rank	15	30	32	30	22	18	14	16	13	23
	1994 raw data	N.A.									
Percent of children in poverty	Rate	15	16	16	17	19	18	17	16	15	13
	Rank	8	15	19	23	30	24	22	19	12	4
	1994 raw data	N.A.									
Percent of families with children headed by a single parent	Rate	23	24	24	25	26	26	25	26	25	24
	Rank	37	39	36	39	42	36	31	32	24	15
	1994 raw data	N.A.									

Multi-Year Trend Data for KIDS COUNT Indicators

Connecticut

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
6.6	6.6	6.7	6.7	6.9	6.6	6.9	6.9	6.9	6.9
24	23	23	24	24	21	25	24	23	22
3,146 births									
10.0	9.1	8.8	8.9	8.8	7.9	7.4	7.6	7.1	7.9
21	9	11	17	16	9	8	16	10	29
360 deaths									
23	31	24	27	24	22	24	18	27	24
1	14	2	6	2	3	8	3	15	8
151 deaths									
49	50	46	65	59	51	56	49	54	59
7	7	5	12	13	4	11	8	11	17
114 deaths									
19	19	21	23	25	26	26	26	26	29
5	7	9	9	10	13	11	13	12	17
1,652 births									
372	375	384	405	417	438	460	510	554	577
43	43	44	43	44	40	39	39	42	43
N.A.									
9	9	7	7	8	8	7	5	4	3
17	16	10	9	13	13	9	2	1	1
N.A.									
6	5	4	5	6	7	7	6	5	4
1	1	1	2	5	7	8	4	1	1
N.A.									
12	12	10	8	7	8	10	13	17	18
2	2	2	2	2	2	2	4	21	25
N.A.									
21	20	20	21	20	22	23	24	24	24
25	16	15	17	9	17	18	23	19	15
N.A.									

Delaware

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
7.3	7.4	6.7	7.4	7.5	7.6	7.9	7.6	7.8	7.4
39	37	23	36	36	37	39	38	39	27
770 births									
14.8	11.5	11.7	11.8	11.8	10.1	11.8	8.6	8.8	6.8
50	41	43	45	47	38	50	26	33	11
71 deaths									
43	32	33	30	35	37	25	24	28	18
45	19	21	11	33	42	10	8	16	2
25 deaths									
50	61	41	71	43	60	35	43	47	52
8	14	1	22	2	12	2	6	7	11
23 deaths									
33	35	35	36	40	38	40	44	39	45
36	36	36	33	34	32	33	38	33	39
582 births									
272	250	265	269	360	446	459	438	390	558
36	32	31	31	38	41	38	36	26	41
N.A.									
10	10	11	11	11	10	9	9	7	7
25	26	31	29	28	26	23	27	15	12
N.A.									
8	8	8	8	8	9	9	9	6	7
7	9	14	15	11	18	14	16	4	10
N.A.									
17	15	15	15	13	11	12	12	11	13
18	8	13	13	6	3	3	2	1	4
N.A.									
23	23	23	23	25	26	26	26	27	28
37	32	30	27	35	36	36	32	39	41
N.A.									

District of Columbia

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
13.3	12.2	13.5	14.3	15.9	15.1	15.4	14.3	14.6	14.2
51	51	51	51	51	51	51	51	51	51
1,403 births									
20.8	21.1	19.3	23.2	22.9	20.7	21.0	19.6	17.4	18.2
51	51	51	51	51	51	51	51	51	51
181 deaths									
32	33	38	41	41	51	55	60	57	61
23	26	39	45	48	51	51	51	51	51
56 deaths									
45	63	67	162	237	208	279	269	393	346
3	15	21	51	51	51	51	51	51	51
90 deaths									
53	51	56	68	80	88	105	90	102	88
50	51	51	51	51	51	51	51	51	51
682 births									
1,008	993	1,038	1,096	1,257	1,413	1,437	1,522	1,577	1,650
51	51	51	51	51	51	51	51	51	51
N.A.									
14	13	15	15	15	15	13	11	11	11
43	37	49	49	49	49	44	37	38	35
N.A.									
15	14	13	13	13	14	14	13	12	14
45	44	42	44	44	49	47	47	45	49
N.A.									
33	31	30	28	26	27	29	34	37	37
50	49	47	47	44	47	48	50	51	51
N.A.									
52	53	54	55	55	54	56	57	58	58
51	51	51	51	51	51	51	51	51	51
N.A.									

Florida

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
7.5	7.6	7.7	7.7	7.7	7.4	7.4	7.4	7.5	7.7
40	40	39	39	38	34	33	34	33	36
14,753 births									
11.3	11.0	10.6	10.6	9.8	9.6	9.0	8.8	8.6	8.1
36	35	38	34	30	32	29	29	29	31
1,548 deaths									
42	41	41	42	38	37	35	32	34	33
43	43	45	48	41	42	39	35	40	42
865 deaths									
70	70	72	86	74	76	67	63	64	67
33	20	29	43	29	34	21	22	22	24
545 deaths									
37	37	38	42	45	45	44	42	42	42
38	38	38	41	42	38	37	36	37	36
10,145 births									
480	528	550	592	644	726	757	765	794	805
47	47	49	49	49	49	49	49	49	48
N.A.									
15	14	14	13	14	13	12	12	12	13
45	42	46	38	46	43	39	42	45	47
N.A.									
11	10	9	9	10	11	11	11	11	11
24	22	20	21	31	34	32	30	37	39
N.A.									
21	21	20	19	20	22	23	24	25	25
31	31	30	31	32	37	38	39	43	41
N.A.									
25	24	24	25	26	27	28	29	30	30
44	39	36	39	42	46	44	44	47	47
N.A.									

Georgia

Indicators		1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Percent low birth-weight babies	Rate	8.1	8.1	8.2	8.4	8.4	8.7	8.6	8.5	8.7	8.6
	Rank	47	47	47	47	47	47	45	44	45	43
	1994 raw data	9,557 births									
Infant mortality rate (deaths per 1,000 live births)	Rate	12.7	12.5	12.7	12.6	12.3	12.4	11.4	10.3	10.4	10.2
	Rank	47	47	48	50	49	50	48	46	47	48
	1994 raw data	1,129 deaths									
Child death rate (deaths per 100,000 children ages 1-14)	Rate	37	40	40	38	36	36	36	31	34	32
	Rank	36	41	43	40	36	39	43	31	40	36
	1994 raw data	479 deaths									
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	Rate	72	74	75	82	81	74	78	73	76	74
	Rank	37	26	32	38	39	29	35	31	33	28
	1994 raw data	366 deaths									
Teen birth rate (births per 1,000 females ages 15-17)	Rate	44	43	44	45	50	50	51	48	49	49
	Rank	46	45	45	46	49	48	47	45	45	43
	1994 raw data	7,105 births									
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	Rate	145	122	139	176	239	289	285	352	398	448
	Rank	16	14	14	15	23	24	21	25	29	34
	1994 raw data	N.A.									
Percent of teens who are high school dropouts (ages 16-19)	Rate	14	14	13	12	12	11	11	10	10	12
	Rank	43	42	38	34	35	32	36	32	31	44
	1994 raw data	N.A.									
Percent of teens not attending school and not working (ages 16-19)	Rate	13	12	12	11	11	12	11	11	9	10
	Rank	38	35	40	37	35	40	32	30	22	31
	1994 raw data	N.A.									
Percent of children in poverty	Rate	25	24	23	23	23	23	24	24	23	21
	Rank	42	42	40	42	41	42	41	39	36	32
	1994 raw data	N.A.									
Percent of families with children headed by a single parent	Rate	25	26	26	26	26	26	27	29	29	29
	Rank	44	47	44	42	42	36	41	44	45	44
	1994 raw data	N.A.									

Hawaii

Indicators		1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Percent low birth-weight babies	Rate	6.5	6.9	7.0	6.9	7.1	7.1	6.8	7.2	6.8	7.2
	Rank	23	29	31	28	30	26	23	27	22	25
	1994 raw data	1,369 births									
Infant mortality rate (deaths per 1,000 live births)	Rate	8.8	9.3	8.9	7.2	8.3	6.7	7.4	6.3	7.2	6.7
	Rank	5	14	13	2	10	3	8	4	11	8
	1994 raw data	130 deaths									
Child death rate (deaths per 100,000 children ages 1-14)	Rate	26	28	27	22	30	26	23	25	22	23
	Rank	7	5	6	2	11	10	5	11	3	6
	1994 raw data	54 deaths									
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	Rate	46	38	49	56	45	51	32	41	34	40
	Rank	5	2	6	6	4	4	1	5	1	3
	1994 raw data	31 deaths									
Teen birth rate (births per 1,000 females ages 15-17)	Rate	23	22	24	24	28	32	35	31	30	32
	Rank	15	13	16	12	17	23	25	22	19	23
	1994 raw data	696 births									
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	Rate	189	208	214	223	220	223	248	244	258	263
	Rank	24	25	25	25	20	16	15	13	13	12
	1994 raw data	N.A.									
Percent of teens who are high school dropouts (ages 16-19)	Rate	5	5	6	7	7	7	6	6	5	5
	Rank	1	3	6	9	8	7	6	6	2	4
	1994 raw data	N.A.									
Percent of teens not attending school and not working (ages 16-19)	Rate	11	10	9	9	9	10	10	12	10	9
	Rank	24	22	20	21	22	24	23	41	26	23
	1994 raw data	N.A.									
Percent of children in poverty	Rate	17	16	16	16	17	17	17	16	15	14
	Rank	18	15	19	20	23	22	22	19	12	11
	1994 raw data	N.A.									
Percent of families with children headed by a single parent	Rate	21	21	20	21	21	21	21	22	23	22
	Rank	25	20	15	17	16	10	8	11	13	7
	1994 raw data	N.A.									

Multi-Year Trend Data for KIDS COUNT Indicators

Idaho

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
5.5	5.2	5.6	5.1	5.5	5.7	5.8	5.5	5.3	5.5
11	6	14	8	9	12	13	9	5	5
958 births									
10.4	11.3	10.4	8.8	9.7	8.7	8.7	8.8	7.2	6.9
25	38	34	16	29	22	24	29	11	12
121 deaths									
35	33	38	40	38	35	35	37	32	32
30	26	39	44	41	36	39	46	35	36
84 deaths									
76	90	90	94	79	85	65	68	78	72
43	46	49	47	37	42	19	27	35	26
71 deaths									
24	25	22	26	28	26	30	29	29	27
17	19	10	16	17	13	19	16	17	15
788 births									
214	226	218	248	299	347	352	328	297	288
28	27	27	30	33	34	32	21	16	14
N.A.									
11	11	10	10	11	11	12	11	12	11
30	30	23	24	28	32	39	37	45	35
N.A.									
10	11	11	10	10	10	10	10	10	10
15	30	32	30	31	24	23	25	26	31
N.A.									
21	21	20	18	18	17	17	17	18	18
31	31	30	26	25	22	22	23	25	25
N.A.									
16	16	15	16	17	19	19	18	17	17
4	3	2	2	3	4	4	2	2	2
N.A.									

Illinois

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
7.2	7.4	7.4	7.5	7.7	7.6	7.8	7.7	8.1	7.9
38	37	37	37	38	37	37	40	40	39
14,931 births									
11.7	12.1	11.6	11.3	11.7	10.7	10.7	10.1	9.9	9.3
41	45	42	42	46	44	44	44	43	43
1,753 deaths									
32	32	33	32	34	29	34	29	29	32
23	19	21	24	30	20	35	25	23	36
773 deaths									
52	60	56	67	66	73	74	70	79	86
12	13	10	16	20	24	31	28	36	42
681 deaths									
32	31	33	36	40	40	41	40	41	41
33	31	33	33	34	35	34	34	36	34
9,590 births									
195	229	316	433	413	364	334	376	426	389
25	28	42	44	43	37	25	30	33	23
N.A.									
9	9	9	9	10	11	10	10	9	10
17	16	17	19	24	32	31	32	27	31
N.A.									
11	10	10	10	10	11	11	11	10	9
24	22	25	30	31	34	32	30	26	23
N.A.									
22	23	22	21	21	21	21	21	21	21
37	38	38	36	36	33	33	33	32	32
N.A.									
23	24	24	24	25	26	26	26	26	26
37	39	36	34	35	36	36	32	29	31
N.A.									

Indiana

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
6.4	6.4	6.5	6.6	6.6	6.6	6.7	6.7	7.0	6.8
21	20	21	23	22	21	22	21	24	20
5,638 births									
10.9	11.3	10.1	11.0	10.2	9.6	9.1	9.4	9.2	8.8
32	38	30	39	34	32	30	37	37	39
728 deaths									
33	34	32	34	33	30	32	29	28	30
28	32	17	30	27	26	27	25	16	32
344 deaths									
63	63	62	69	57	62	76	63	59	65
20	15	14	17	11	15	33	22	17	21
269 deaths									
31	29	29	32	33	35	35	35	34	35
30	29	27	30	27	30	25	29	27	31
4,240 births									
219	240	268	278	319	352	421	456	482	493
29	31	32	33	34	35	37	37	37	36
N.A.									
11	13	13	13	11	10	10	11	10	8
30	37	38	38	28	26	31	37	31	18
N.A.									
12	13	11	10	8	10	10	11	10	8
35	42	32	30	11	24	23	30	26	18
N.A.									
19	18	15	16	17	19	19	20	19	17
24	23	13	20	23	30	29	30	28	22
N.A.									
22	23	23	23	23	26	28	29	27	24
30	32	30	27	25	36	44	44	39	15
N.A.									

Iowa

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
5.1	5.2	5.1	5.4	5.4	5.4	5.7	5.7	5.7	5.9
5	6	5	11	7	10	11	13	10	9
2,172 births									
9.5	8.5	9.1	8.7	8.3	8.1	8.0	8.0	6.9	7.5
13	2	15	14	10	12	16	21	9	20
277 deaths									
28	32	27	29	31	26	27	21	24	25
8	19	6	8	15	10	13	4	5	12
142 deaths									
65	76	63	65	73	58	65	49	57	61
22	30	15	12	27	10	19	8	15	18
125 deaths									
19	18	19	20	22	20	23	21	23	23
5	6	5	5	5	3	5	5	6	7
1,403 births									
110	120	130	136	142	150	157	192	226	262
12	13	13	13	12	10	10	10	10	9
N.A.									
6	5	5	6	6	6	5	5	5	4
5	3	2	5	3	4	3	2	2	2
N.A.									
8	6	6	7	8	7	6	5	5	5
7	2	4	10	11	7	5	1	1	2
N.A.									
20	21	18	17	15	14	12	13	13	13
29	31	25	23	15	13	3	4	4	4
N.A.									
19	19	19	19	20	20	20	20	20	21
15	12	12	8	9	6	5	5	5	6
N.A.									

Indicators		Kansas 1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	Kentucky 1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Percent low birth-weight babies	Rate	6.1	6.2	6.4	6.1	6.1	6.2	6.2	6.4	6.6	6.5	7.0	7.1	6.8	6.7	6.9	7.1	7.2	6.8	7.1	7.7
	Rank	18	18	19	19	17	17	19	19	19	18	33	34	26	24	24	26	29	23	25	36
	1994 raw data	2,417 births										4,056 births									
Infant mortality rate (deaths per 1,000 live births)	Rate	9.3	8.9	9.5	8.0	8.8	8.4	8.9	8.7	8.8	7.7	11.2	9.8	9.7	10.7	9.2	8.5	8.9	8.3	8.2	7.8
	Rank	10	7	20	6	16	18	26	28	33	23	35	21	24	35	20	20	26	22	23	26
	1994 raw data	286 deaths										413 deaths									
Child death rate (deaths per 100,000 children ages 1-14)	Rate	39	38	33	34	31	29	34	28	29	28	29	32	34	34	33	29	37	32	29	27
	Rank	40	39	21	30	15	20	35	21	23	27	11	19	30	30	27	20	46	35	23	20
	1994 raw data	152 deaths										204 deaths									
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	Rate	67	72	71	75	67	73	74	79	73	80	67	70	71	77	73	75	70	73	79	66
	Rank	26	22	26	31	21	24	31	40	28	36	26	20	26	34	27	30	24	31	36	22
	1994 raw data	146 deaths										189 deaths									
Teen birth rate (births per 1,000 females ages 15-17)	Rate	28	28	28	29	29	30	29	30	31	30	40	38	38	38	41	41	43	39	40	40
	Rank	25	27	24	24	21	18	16	19	22	19	41	39	38	36	37	36	36	33	34	33
	1994 raw data	1,648 births										3,306 births									
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	Rate	213	236	235	220	229	264	322	337	336	315	123	112	111	85	130	168	258	351	380	513
	Rank	27	30	30	24	22	21	24	22	20	17	13	12	12	7	10	11	18	24	24	37
	1994 raw data	N.A.										N.A.									
Percent of teens who are high school dropouts (ages 16-19)	Rate	8	7	6	6	6	6	5	6	6	7	13	14	13	13	13	12	12	11	11	12
	Rank	10	8	6	5	3	4	3	6	7	12	38	42	38	38	38	39	39	37	38	44
	1994 raw data	N.A.										N.A.									
Percent of teens not attending school and not working (ages 16-19)	Rate	8	8	6	6	6	7	6	6	5	6	15	16	15	15	14	14	14	13	12	12
	Rank	7	9	4	5	5	7	5	4	1	6	45	48	48	48	49	49	47	47	45	48
	1994 raw data	N.A.										N.A.									
Percent of children in poverty	Rate	15	14	13	13	13	13	14	15	16	16	24	24	23	22	21	22	23	25	27	26
	Rank	8	6	5	6	6	7	11	14	18	17	41	42	40	38	36	37	38	44	46	45
	1994 raw data	N.A.										N.A.									
Percent of families with children headed by a single parent	Rate	16	16	16	17	18	20	21	21	21	23	19	20	21	22	23	23	24	24	24	24
	Rank	4	3	3	5	5	6	8	8	7	12	15	16	20	22	25	21	28	23	19	15
	1994 raw data	N.A.										N.A.									

Multi-Year Trend Data for KIDS COUNT Indicators

Louisiana

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
8.7	8.6	8.7	8.8	9.1	9.2	9.4	9.4	9.3	9.6
49	48	49	49	48	49	49	49	48	49
6,521 births									
11.9	11.9	11.8	11.0	11.4	11.1	10.5	9.4	10.8	10.6
43	44	45	39	44	47	43	37	49	49
718 deaths									
43	41	39	36	39	38	35	40	41	35
45	43	42	35	44	44	39	49	48	46
338 deaths									
75	80	78	82	86	115	95	97	113	91
42	33	35	38	42	49	46	47	50	43
311 deaths									
48	45	44	45	47	49	51	53	53	51
49	49	45	46	43	47	47	49	48	46
5,200 births									
272	284	307	350	385	432	483	565	574	565
36	38	41	42	42	38	40	43	44	42
N.A.									
15	14	14	14	13	13	14	14	13	13
45	42	46	47	38	43	49	51	50	47
N.A.									
17	18	17	16	14	13	14	14	13	14
50	51	50	49	49	43	47	50	50	49
N.A.									
28	30	31	32	35	34	33	34	35	34
45	47	49	50	51	50	50	50	50	50
N.A.									
23	25	26	26	27	27	29	31	32	33
37	43	44	42	47	46	49	50	50	50
N.A.									

Maine

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
5.1	5.1	5.4	4.9	4.9	5.1	5.4	5.0	5.4	5.7
5	3	9	4	1	4	7	2	7	7
822 births									
9.1	8.8	8.3	7.9	7.4	6.2	6.7	5.6	6.8	6.2
7	6	4	4	3	1	5	1	7	3
89 deaths									
29	24	28	31	32	27	21	23	24	20
11	2	8	16	22	13	3	6	5	3
48 deaths									
51	45	49	65	51	60	72	54	63	54
9	5	6	12	8	12	27	14	20	12
45 deaths									
22	22	20	22	22	23	24	21	20	18
10	13	7	7	5	6	7	5	4	4
454 births									
81	91	100	101	93	94	107	110	120	126
7	8	10	9	7	7	7	7	7	6
N.A.									
10	10	9	9	8	7	6	5	5	4
25	26	17	19	13	7	6	2	2	2
N.A.									
10	9	7	6	7	8	9	7	6	5
15	14	10	5	8	12	14	10	4	2
N.A.									
15	15	15	15	16	18	19	19	19	17
8	8	13	13	20	24	29	28	28	22
N.A.									
18	18	19	19	20	20	21	22	24	25
11	10	12	8	9	6	8	11	19	26
N.A.									

Maryland

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
7.6	7.7	7.8	8.1	8.0	7.8	8.1	8.3	8.5	8.5
41	42	42	45	42	41	41	42	43	41
6,260 births									
11.9	11.7	11.5	11.3	10.3	9.5	9.2	9.8	9.8	9.0
43	43	41	42	38	31	32	42	42	41
664 deaths									
32	31	33	31	32	27	32	30	29	30
23	14	21	16	22	13	27	27	23	32
299 deaths									
56	59	66	69	70	77	67	63	69	61
16	11	19	17	25	36	21	22	27	18
185 deaths									
29	29	30	32	34	33	35	33	34	33
28	29	30	30	28	26	25	25	27	27
2,913 births									
596	549	531	509	541	569	620	666	692	704
48	48	47	46	46	46	46	47	47	46
N.A.									
8	10	10	10	10	10	10	8	8	8
10	26	23	24	24	26	31	19	21	18
N.A.									
9	9	9	8	9	10	11	11	10	8
11	14	20	15	22	24	32	30	26	18
N.A.									
13	12	13	13	13	13	15	14	15	15
4	2	5	6	6	7	18	9	12	15
N.A.									
24	25	26	27	27	28	28	28	26	26
43	43	44	48	47	48	44	41	29	31
N.A.									

Massachusetts

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
5.8	5.8	5.7	6.0	5.9	5.9	5.9	6.0	6.2	6.4
15	15	15	15	16	15	15	16	17	16
5,332 births									
9.1	8.5	7.2	7.9	7.7	7.0	6.6	6.5	6.2	6.0
7	2	1	4	4	4	4	5	3	2
502 deaths									
25	26	24	24	22	20	19	21	21	17
4	4	2	3	1	1	1	4	2	1
192 deaths									
51	52	45	50	44	48	46	36	39	40
9	8	4	3	3	3	5	2	4	3
139 deaths									
17	17	19	21	24	24	25	25	24	24
3	4	5	6	9	8	9	10	8	10
2,432 births									
281	278	284	343	382	471	493	568	593	610
39	36	37	40	40	44	42	44	45	44
N.A.									
8	8	8	8	9	9	8	7	6	6
10	13	15	14	19	22	16	11	7	7
N.A.									
6	7	8	7	8	8	9	8	8	7
1	6	14	10	11	12	14	13	13	10
N.A.									
14	14	14	14	15	15	16	17	16	16
5	6	9	11	15	17	20	23	18	17
N.A.									
22	22	23	24	25	26	26	26	26	26
30	27	30	34	35	36	36	32	29	31
N.A.									

Indicators		Michigan 1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	Minnesota 1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Percent low birth-weight babies	Rate	6.8	6.9	7.2	7.3	7.6	7.6	7.8	7.5	7.6	7.8	4.8	5.1	5.0	5.0	4.9	5.1	5.3	5.2	5.5	5.7
	Rank	28	29	36	35	37	37	37	37	36	38	1	3	4	5	1	4	6	4	8	7
	1994 raw data	10,708 births										3,634 births									
Infant mortality rate (deaths per 1,000 live births)	Rate	11.4	11.4	10.7	11.1	11.1	10.7	10.4	10.2	9.5	8.6	8.8	9.2	8.7	7.8	7.1	7.3	7.5	7.1	7.5	7.0
	Rank	37	40	39	41	41	44	42	45	40	37	5	12	9	3	2	6	10	9	16	13
	1994 raw data	1,191 deaths										452 deaths									
Child death rate (deaths per 100,000 children ages 1-14)	Rate	37	34	35	33	31	30	32	31	31	30	30	29	25	29	29	21	23	23	23	23
	Rank	36	32	33	26	15	26	27	31	31	32	17	7	4	8	8	2	5	6	4	6
	1994 raw data	585 deaths										221 deaths									
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	Rate	69	75	78	72	75	73	77	64	67	71	57	77	60	60	62	56	49	52	45	48
	Rank	31	27	35	23	30	24	34	25	24	25	17	32	13	8	18	9	7	12	6	8
	1994 raw data	476 deaths										153 deaths									
Teen birth rate (births per 1,000 females ages 15-17)	Rate	26	26	28	29	35	36	36	34	33	32	16	16	17	17	19	20	21	20	20	20
	Rank	21	21	24	24	31	31	30	27	24	23	1	1	3	2	3	3	3	4	4	5
	1994 raw data	6,303 births										1,896 births									
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	Rate	318	349	350	349	352	363	373	387	429	431	164	198	171	196	210	226	196	259	347	416
	Rank	42	42	43	41	37	36	35	34	35	30	18	23	19	20	17	17	12	15	21	27
	1994 raw data	N.A.										N.A.									
Percent of teens who are high school dropouts (ages 16-19)	Rate	9	9	9	9	9	9	9	9	9	8	5	5	6	6	7	7	7	6	6	8
	Rank	17	16	17	19	19	22	23	27	27	18	1	3	6	5	8	7	9	6	7	18
	1994 raw data	N.A.										N.A.									
Percent of teens not attending school and not working (ages 16-19)	Rate	11	10	10	9	9	10	11	10	9	8	7	7	6	6	6	5	5	5	7	7
	Rank	24	22	25	21	22	24	32	25	22	18	5	6	4	5	5	2	1	1	10	10
	1994 raw data	N.A.										N.A.									
Percent of children in poverty	Rate	23	22	21	20	20	20	20	22	22	21	15	16	16	17	18	19	18	18	18	16
	Rank	38	37	35	33	32	32	32	34	34	32	8	15	19	23	25	30	27	26	25	17
	1994 raw data	N.A.										N.A.									
Percent of families with children headed by a single parent	Rate	25	25	25	25	25	26	27	28	28	28	16	19	20	20	19	21	23	25	26	25
	Rank	44	43	41	39	35	36	41	41	41	41	4	12	15	13	6	10	18	27	29	26
	1994 raw data	N.A.										N.A.									

Multi-Year Trend Data for KIDS COUNT Indicators

Mississippi

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
8.8	8.7	9.0	8.7	9.4	9.6	9.7	9.9	10.1	9.9
50	50	50	48	50	50	50	50	50	50
4,133 births									
13.7	12.4	13.7	12.3	11.6	12.1	11.4	11.9	11.5	11.0
48	46	50	47	45	49	48	50	50	50
460 deaths									
47	42	42	38	47	45	41	44	41	41
49	45	48	40	51	50	49	50	48	50
241 deaths									
74	84	76	80	75	100	99	103	109	110
41	42	34	37	30	47	48	48	49	50
239 deaths									
54	50	49	53	58	57	61	59	58	58
51	50	50	50	50	50	50	50	50	50
3,739 births									
131	135	155	183	216	253	255	280	291	295
15	15	15	17	19	19	17	16	15	15
N.A.									
12	13	13	12	11	10	9	9	9	10
35	37	38	34	28	26	23	27	27	31
N.A.									
15	17	16	16	13	13	13	12	11	11
45	49	49	49	44	43	45	41	37	39
N.A.									
34	34	34	34	34	34	34	33	33	33
51	51	51	51	50	50	51	49	49	49
N.A.									
25	26	26	27	28	28	29	30	30	32
44	47	44	48	49	48	49	48	47	49
N.A.									

Missouri

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
6.7	6.8	7.0	6.8	6.9	7.1	7.5	7.3	7.5	7.6
27	25	31	26	24	26	35	32	33	32
5,569 births									
10.2	10.7	10.2	10.1	9.9	9.4	10.2	8.5	8.4	8.1
22	31	31	30	31	30	40	25	26	31
597 deaths									
31	33	36	33	34	33	31	33	32	27
21	26	36	26	30	33	25	38	35	20
295 deaths									
68	86	78	72	83	82	90	85	97	102
30	45	35	23	41	40	42	43	46	48
375 deaths									
32	31	33	34	37	39	39	38	37	35
33	31	33	32	32	33	32	32	32	31
3,872 births									
466	480	501	513	513	533	558	549	543	522
46	46	46	47	45	45	45	42	41	39
N.A.									
8	9	10	11	11	10	9	9	10	11
10	16	23	29	28	26	23	27	31	35
N.A.									
10	9	10	11	11	11	10	10	10	9
15	14	25	37	35	34	23	25	26	23
N.A.									
20	20	18	18	18	18	18	20	21	19
29	27	25	26	25	24	27	30	32	30
N.A.									
19	21	22	22	22	23	23	26	26	26
15	20	24	22	20	21	18	32	29	31
N.A.									

Montana

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
5.7	5.9	5.5	6.0	5.5	6.2	5.6	6.0	6.0	6.2
13	16	12	15	9	17	9	16	14	14
691 births									
10.3	9.6	10.0	8.7	11.3	9.0	7.0	7.5	7.4	7.4
23	20	29	14	42	25	6	15	15	19
82 deaths									
36	40	34	29	36	28	32	39	28	26
32	41	30	8	36	16	27	48	16	16
47 deaths									
94	98	98	83	81	97	72	80	105	82
48	48	51	40	39	43	27	41	48	38
54 deaths									
22	21	22	23	22	24	23	25	27	22
10	9	10	9	5	8	5	10	14	6
438 births									
77	76	69	50	48	68	88	90	83	72
6	5	4	2	1	4	6	5	4	2
N.A.									
6	6	5	6	6	6	6	7	7	6
5	6	2	5	3	4	6	11	15	7
N.A.									
10	9	8	8	8	8	8	9	8	7
15	14	14	15	11	12	12	16	13	10
N.A.									
19	20	20	22	23	22	21	20	18	18
24	27	30	38	41	37	33	30	25	25
N.A.									
20	21	22	23	24	23	22	23	25	24
18	20	24	27	31	21	13	15	24	15
N.A.									

Nebraska

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
5.3	5.5	5.5	5.5	5.8	5.3	5.6	5.6	5.9	6.1
8	14	12	13	14	7	9	10	12	13
1,416 births									
9.6	10.1	8.6	9.0	7.9	8.3	7.6	7.4	9.1	7.7
15	25	7	19	5	16	12	13	36	23
179 deaths									
25	30	35	33	31	32	28	26	30	26
4	10	33	26	15	32	15	15	30	16
90 deaths									
61	68	79	74	58	75	56	49	54	66
19	19	39	28	12	30	11	8	11	22
79 deaths									
22	19	20	22	23	23	24	23	23	24
10	7	7	7	8	6	7	7	6	10
851 births									
84	86	91	104	117	125	114	133	155	180
8	7	9	10	9	9	9	8	8	8
N.A.									
5	4	5	5	6	5	5	6	6	6
1	1	2	3	3	3	3	6	7	7
N.A.									
6	6	6	6	5	5	5	6	6	5
1	2	4	5	2	2	1	4	4	2
N.A.									
18	18	18	18	16	15	14	14	13	13
21	23	25	26	20	17	11	9	4	4
N.A.									
17	17	16	17	17	17	17	19	19	19
9	7	3	5	3	3	2	4	3	3
N.A.									

Nevada

Indicators		1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Percent low birth-weight babies	Rate	6.9	7.4	6.9	7.5	7.2	7.2	7.2	7.1	7.4	7.6
	Rank	31	37	27	37	33	32	29	26	31	32
	1994 raw data	1,808 births									
Infant mortality rate (deaths per 1,000 live births)	Rate	8.5	9.1	9.6	8.4	8.1	8.4	9.2	6.7	6.7	6.5
	Rank	2	9	22	10	9	18	32	6	5	7
	1994 raw data	156 deaths									
Child death rate (deaths per 100,000 children ages 1-14)	Rate	32	30	31	41	37	36	33	30	31	34
	Rank	23	10	14	45	39	39	33	27	31	44
	1994 raw data	101 deaths									
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	Rate	73	80	81	79	101	98	94	84	57	74
	Rank	38	33	41	36	48	46	44	42	15	28
	1994 raw data	65 deaths									
Teen birth rate (births per 1,000 females ages 15-17)	Rate	31	32	32	38	41	43	44	42	45	47
	Rank	30	35	32	36	37	37	37	36	41	42
	1994 raw data	1,214 births									
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	Rate	257	279	269	278	254	272	307	362	397	401
	Rank	33	37	33	33	27	22	22	27	28	25
	1994 raw data	N.A.									
Percent of teens who are high school drapouts (ages 16-19)	Rate	13	14	11	12	14	16	15	13	12	12
	Rank	38	42	31	34	46	51	50	49	45	44
	1994 raw data	N.A.									
Percent of teens not attending school and not working (ages 16-19)	Rate	13	12	11	10	11	12	12	12	12	11
	Rank	38	35	32	30	35	40	42	41	45	39
	1994 raw data	N.A.									
Percent of children in poverty	Rate	14	15	14	14	13	14	14	15	16	16
	Rank	5	8	9	11	6	13	11	14	18	17
	1994 raw data	N.A.									
Percent of families with children headed by a single parent	Rate	25	26	27	26	26	26	26	26	26	26
	Rank	44	47	49	42	42	36	36	32	29	31
	1994 raw data	N.A.									

New Hampshire

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
5.0	5.2	4.9	4.8	5.1	4.9	4.9	5.3	5.0	5.1
4	6	2	2	5	2	3	7	2	1
772 births									
9.3	9.1	7.8	8.3	8.0	7.1	6.1	5.9	5.6	6.2
10	9	2	9	6	5	2	2	1	3
94 deaths									
23	25	22	25	29	23	19	11	13	20
1	3	1	4	8	4	1	1	1	3
47 deaths									
63	66	74	72	65	51	53	36	36	41
20	18	31	23	19	4	9	2	2	5
29 deaths									
16	16	18	17	18	17	17	15	15	15
1	1	4	2	2	2	1	1	1	1
311 births									
75	78	75	70	65	62	79	105	119	128
5	6	6	5	5	2	4	6	6	7
N.A.									
11	12	11	11	11	9	8	8	9	7
30	36	31	29	28	22	16	19	27	12
N.A.									
7	6	5	6	7	7	8	8	8	6
5	2	2	5	8	7	12	13	13	6
N.A.									
8	6	5	5	6	7	9	10	11	9
1	1	1	1	1	1	1	1	1	1
N.A.									
17	16	16	16	19	19	20	20	22	22
9	3	3	2	6	4	5	5	9	7
N.A.									

Multi-Year Trend Data for KIDS COUNT Indicators

New Jersey

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
6.8	6.8	7.0	7.0	7.3	7.0	7.4	7.2	7.6	7.6
28	25	31	31	34	25	33	27	36	32
8,900 births									
10.6	9.8	9.4	9.9	9.3	9.0	8.7	8.4	8.3	7.7
26	21	19	27	25	25	24	23	25	23
910 deaths									
29	31	33	33	27	27	25	26	26	25
11	14	21	26	4	13	10	15	13	12
380 deaths									
44	43	44	48	41	41	37	40	40	35
2	3	3	2	1	2	3	4	5	2
169 deaths									
21	21	23	24	26	24	26	24	25	26
8	9	13	12	14	8	11	8	10	14
3,700 births									
646	586	538	530	588	674	710	729	729	736
50	49	48	48	48	48	48	48	48	47
N.A.									
7	7	7	7	8	7	7	7	6	6
7	8	10	9	13	7	9	11	7	7
N.A.									
9	8	7	7	8	8	9	9	8	7
11	9	10	10	11	12	14	16	13	10
N.A.									
16	15	13	13	13	13	13	15	15	14
14	8	5	6	6	7	7	14	12	11
N.A.									
20	20	20	20	21	21	22	23	23	24
18	16	15	13	16	10	13	15	13	15
N.A.									

New Mexico

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
7.1	7.1	7.1	7.2	7.0	7.4	7.1	7.2	7.3	7.3
36	34	34	34	27	34	27	27	28	26
2,018 births									
10.6	9.5	8.1	10.0	8.5	9.0	8.1	7.6	8.4	8.3
26	18	3	29	12	25	18	16	26	34
229 deaths									
50	39	43	42	36	35	37	33	35	32
50	40	49	48	36	36	46	38	42	36
125 deaths									
102	111	90	103	101	121	94	78	90	84
50	49	49	49	48	50	44	38	44	41
108 deaths									
42	43	44	44	47	47	50	51	54	52
43	45	45	43	43	42	44	46	49	48
1,988 births									
258	272	278	292	327	344	357	365	390	431
34	35	34	36	35	33	33	28	26	30
N.A.									
12	11	11	10	9	9	10	10	10	11
35	30	31	24	19	22	31	32	31	35
N.A.									
15	14	13	12	11	11	11	11	12	11
45	44	42	41	35	34	32	30	45	39
N.A.									
28	27	27	27	28	29	29	27	27	29
45	45	45	45	47	49	48	47	46	48
N.A.									
20	22	23	24	24	24	23	23	25	27
18	27	30	34	31	28	18	15	24	38
N.A.									

New York

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
7.0	7.3	7.6	7.8	7.7	7.6	7.9	7.6	7.7	7.6
33	36	38	40	38	37	39	38	38	32
21,086 births									
10.8	10.7	10.7	10.8	10.6	9.6	9.4	8.8	8.4	7.8
30	31	39	37	39	32	34	29	26	26
2,169 deaths									
30	32	29	30	30	29	30	27	28	25
17	19	10	11	11	20	22	19	16	12
895 deaths									
45	47	54	59	53	61	62	56	53	56
3	6	9	7	9	14	15	16	10	14
641 deaths									
22	22	23	25	27	28	29	29	30	30
10	13	13	15	16	16	16	16	19	19
10,054 births									
632	641	693	749	838	909	963	1,046	1,078	1,082
49	50	50	50	50	50	50	50	50	50
N.A.									
9	9	10	9	9	8	9	8	8	8
17	16	23	19	19	13	23	19	21	18
N.A.									
10	10	10	9	9	9	10	9	10	10
15	22	25	21	22	18	23	16	26	31
N.A.									
23	23	23	22	21	22	23	23	25	25
38	38	40	38	36	37	38	37	43	41
N.A.									
27	27	27	28	28	28	28	29	29	30
50	50	49	50	49	48	44	44	45	47
N.A.									

North Carolina

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
7.9	7.9	7.9	8.0	8.1	8.0	8.4	8.4	8.6	8.7
43	44	43	43	43	42	44	43	44	44
8,784 births									
11.8	11.5	11.9	12.5	11.3	10.6	10.8	10.0	10.5	10.0
42	41	46	49	42	43	45	43	48	46
1,017 deaths									
36	37	37	39	38	31	36	34	29	32
32	38	37	42	41	30	43	40	23	36
443 deaths									
70	72	67	69	69	72	72	72	76	78
33	22	21	17	24	21	27	29	33	35
370 deaths									
36	35	37	40	44	45	46	44	43	44
37	36	37	39	40	38	39	38	38	38
5,981 births									
173	187	211	240	289	338	379	411	435	445
21	22	24	27	32	32	36	35	36	33
N.A.									
13	13	13	13	13	14	13	12	11	11
38	37	38	38	38	47	44	42	38	35
N.A.									
11	10	10	9	9	10	10	11	10	10
24	22	25	21	22	24	23	30	26	31
N.A.									
21	19	19	18	18	18	19	19	20	21
31	26	28	26	25	24	29	28	31	32
N.A.									
21	21	22	23	23	23	24	25	26	27
25	20	24	27	25	21	28	27	29	38
N.A.									

Indicators		North Dakota										Ohio									
		1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Percent low birth-weight babies	Rate	4.9	4.9	4.9	4.8	5.0	5.5	4.8	5.1	5.3	5.4	6.6	6.7	6.6	6.9	7.0	7.1	7.5	7.4	7.5	7.5
	Rank	2	2	2	2	4	11	2	3	5	4	24	24	22	28	27	26	35	34	33	29
	1994 raw data	465 births										11,622 births									
Infant mortality rate (deaths per 1,000 live births)	Rate	8.5	8.4	8.7	10.5	8.0	8.0	8.1	7.8	7.9	7.2	10.3	10.6	9.3	9.7	9.9	9.8	9.4	9.4	9.2	8.7
	Rank	2	1	9	33	6	11	18	19	19	18	23	30	18	25	31	36	34	37	37	38
	1994 raw data	62 deaths										1,362 deaths									
Child death rate (deaths per 100,000 children ages 1-14)	Rate	29	31	41	30	32	31	23	26	24	27	30	29	33	31	29	29	27	24	28	27
	Rank	11	14	45	11	22	30	5	15	5	20	17	7	21	16	8	20	13	8	16	20
	1994 raw data	36 deaths										593 deaths									
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	Rate	54	35	63	73	45	69	60	46	51	75	51	52	57	53	53	55	55	54	56	47
	Rank	14	1	15	27	4	20	14	7	9	32	9	8	11	4	9	8	10	14	13	6
	1994 raw data	36 deaths										361 deaths									
Teen birth rate (births per 1,000 females ages 15-17)	Rate	17	16	15	16	16	16	18	18	18	15	29	28	29	31	34	34	36	35	35	34
	Rank	3	1	1	1	1	1	2	3	3	1	28	27	27	28	28	29	30	29	30	29
	1994 raw data	218 births										7,698 births									
Juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17)	Rate	52	53	47	49	58	63	59	66	73	105	184	205	222	241	263	284	320	358	399	409
	Rank	2	3	2	1	3	3	2	2	2	4	23	24	28	28	28	23	23	26	30	26
	1994 raw data	N.A.										N.A.									
Percent of teens who are high school dropouts (ages 16-19)	Rate	5	4	3	2	3	3	4	5	5	5	7	8	7	7	7	7	7	6	6	7
	Rank	1	1	1	1	1	1	2	2	2	4	7	13	10	9	8	7	9	6	7	12
	1994 raw data	N.A.										N.A.									
Percent of teens not attending school and not working (ages 16-19)	Rate	6	6	5	4	4	5	5	6	6	5	10	10	9	9	9	9	9	8	8	8
	Rank	1	2	2	1	1	2	1	4	4	2	15	22	20	21	22	18	14	13	13	18
	1994 raw data	N.A.										N.A.									
Percent of children in poverty	Rate	16	16	16	16	15	16	15	15	15	14	19	20	19	18	18	18	17	18	19	19
	Rank	14	15	19	20	15	20	18	14	12	11	24	27	28	26	25	24	22	26	28	30
	1994 raw data	N.A.										N.A.									
Percent of families with children headed by a single parent	Rate	13	14	14	14	15	16	17	18	19	19	20	20	20	22	23	23	23	24	25	25
	Rank	1	1	1	1	1	1	2	2	3	3	18	16	15	22	25	21	18	23	24	26
	1994 raw data	N.A.										N.A.									

Multi-Year Trend Data for KIDS COUNT Indicators

Oklahoma

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
6.4	6.5	6.7	6.5	6.5	6.6	6.6	6.7	6.7	7.0
21	22	23	22	21	21	21	21	20	23
3,206 births									
10.9	10.4	9.6	9.0	8.5	9.2	9.6	8.8	8.8	8.5
32	29	22	19	12	28	37	29	33	36
388 deaths									
42	34	33	35	35	36	34	31	36	32
43	32	21	33	33	39	35	31	44	36
221 deaths									
79	73	69	70	88	83	87	78	86	83
44	25	24	20	44	41	40	38	40	40
199 deaths									
42	39	38	39	39	39	42	41	40	41
43	41	38	38	33	33	35	35	34	34
2,855 births									
165	184	208	238	285	318	339	346	351	359
19	21	23	26	30	30	27	23	22	21
N.A.									
11	11	12	13	13	12	11	9	10	9
30	30	36	38	38	39	36	27	31	29
N.A.									
12	12	13	14	13	13	12	11	10	9
35	35	42	46	44	43	42	30	26	23
N.A.									
19	20	21	21	20	21	22	22	23	24
24	27	35	36	32	33	35	34	36	39
N.A.									
20	22	23	23	22	22	22	23	23	24
18	27	30	27	20	17	13	15	13	15
N.A.									

Oregon

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
5.1	5.1	5.4	5.2	5.2	5.0	4.9	5.2	5.2	5.3
5	3	9	9	6	3	3	4	3	2
2,214 births									
9.9	9.4	10.4	8.6	8.9	8.3	7.3	7.1	7.2	7.1
19	15	34	12	18	16	7	9	11	16
295 deaths									
29	33	33	36	31	29	28	28	29	25
11	26	21	35	15	20	15	21	23	12
156 deaths									
73	83	86	93	75	73	68	60	60	56
38	39	44	46	30	24	23	19	19	14
120 deaths									
23	23	26	28	28	31	31	30	30	30
15	16	20	21	17	21	21	19	19	19
1,904 births									
234	167	171	190	210	241	280	322	353	356
30	18	19	19	17	18	20	20	23	19
N.A.									
9	9	9	9	10	8	9	10	10	11
17	16	17	19	24	13	23	32	31	35
N.A.									
11	11	10	9	8	7	9	10	10	9
24	30	25	21	11	7	14	25	26	23
N.A.									
18	17	15	15	14	15	14	15	15	16
21	22	13	13	12	17	11	14	12	17
N.A.									
23	23	24	24	24	24	23	24	23	24
37	32	36	34	31	28	18	23	13	15
N.A.									

Pennsylvania

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
6.6	6.9	6.9	6.9	7.1	7.1	7.3	7.2	7.4	7.4
24	29	27	28	30	26	32	27	31	27
11,630 births									
11.0	10.2	10.4	9.9	10.2	9.6	9.1	9.0	8.6	8.2
34	26	34	27	34	32	30	34	29	33
1,293 deaths									
31	29	31	31	28	28	28	25	25	27
21	7	14	16	5	16	15	11	11	20
622 deaths									
46	54	51	54	60	54	49	51	50	49
5	10	8	5	14	7	7	11	8	9
376 deaths									
25	24	25	26	29	28	29	29	28	28
19	18	19	16	21	16	16	16	16	16
6,373 births									
388	383	305	296	248	337	367	488	532	845
44	44	40	37	26	31	34	38	40	49
N.A.									
7	7	7	7	7	7	7	7	8	8
7	8	10	9	8	7	9	11	21	18
N.A.									
11	9	8	7	8	9	9	9	9	9
24	14	14	10	11	18	14	16	22	23
N.A.									
19	18	17	15	16	16	16	17	17	17
24	23	24	13	20	20	20	23	21	22
N.A.									
18	18	19	20	20	21	21	21	22	22
11	10	12	13	9	10	8	8	9	7
N.A.									

Rhode Island

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
6.3	6.4	6.0	6.0	6.2	6.2	6.0	6.3	6.5	6.5
20	20	17	15	19	17	16	18	18	18
864 births									
8.2	9.4	8.4	8.2	10.2	8.1	8.0	7.4	7.3	5.0
1	15	5	8	34	12	16	13	14	1
68 deaths									
24	21	29	21	25	24	25	16	24	26
3	1	10	1	3	5	10	2	5	16
48 deaths									
39	43	42	38	47	35	38	34	36	19
1	3	2	1	7	1	4	1	2	1
11 deaths									
21	21	24	26	28	32	30	30	34	32
8	9	16	16	17	23	19	19	27	23
568 births									
301	288	282	287	344	436	542	588	569	529
40	39	36	35	36	39	44	45	43	40
N.A.									
15	14	13	13	12	11	9	7	8	8
45	42	38	38	35	32	23	11	21	18
N.A.									
10	9	9	9	9	10	10	9	8	7
15	14	20	21	22	24	23	16	13	10
N.A.									
18	16	14	12	12	12	14	16	17	18
21	15	9	3	4	4	11	19	21	25
N.A.									
22	23	21	21	21	23	25	26	28	28
30	32	20	17	16	21	31	32	41	41
N.A.									

Indicators		South Carolina										South Dakota									
		1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Percent low birth-weight babies	Rate	8.6	8.6	8.6	9.0	9.2	8.7	9.2	9.0	9.3	9.2	5.5	5.3	5.2	4.7	5.4	5.1	5.4	5.2	5.5	5.9
	Rank	48	48	48	50	49	47	48	48	48	48	11	11	6	1	7	4	7	4	8	9
	1994 raw data	4,761 births										615 births									
Infant mortality rate (deaths per 1,000 live births)	Rate	14.2	13.2	12.7	12.3	12.8	11.7	11.3	10.4	10.1	9.3	9.9	13.3	9.9	10.1	9.6	10.1	9.4	9.3	9.5	9.6
	Rank	49	48	48	47	50	48	47	48	45	43	19	49	28	30	28	38	34	36	40	45
	1994 raw data	485 deaths										101 deaths									
Child death rate (deaths per 100,000 children ages 1-14)	Rate	38	46	38	41	40	38	32	36	35	39	28	42	43	31	37	38	36	28	26	31
	Rank	39	50	39	45	47	44	27	44	42	48	8	45	49	16	39	44	43	21	13	35
	1994 raw data	289 deaths										50 deaths									
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	Rate	71	83	88	84	70	76	88	73	73	75	66	72	73	92	78	97	71	88	83	82
	Rank	36	39	46	41	25	34	41	31	28	32	24	22	30	45	35	43	25	44	38	38
	1994 raw data	196 deaths										47 deaths									
Teen birth rate (births per 1,000 females ages 15-17)	Rate	41	39	40	44	47	47	48	46	44	46	24	23	24	26	25	24	26	27	25	23
	Rank	42	41	42	43	43	42	41	41	40	40	17	16	16	16	10	8	11	15	10	7
	1994 raw data	3,506 births										392 births									
Juvenile violent crime arrest rate (orrests per 100,000 youths ages 10-17)	Rate	127	148	166	182	202	256	258	309	329	397	97	91	70	81	88	111	112	144	204	262
	Rank	14	16	18	16	16	20	18	19	19	24	10	8	5	6	6	8	8	9	9	9
	1994 raw data	N.A.										N.A.									
Percent of teens who are high school dropouts (ages 16-19)	Rate	10	9	10	11	11	11	11	10	11	11	8	7	7	8	8	8	8	8	7	8
	Rank	25	16	23	29	28	32	36	32	38	35	10	8	10	14	13	13	16	19	15	18
	1994 raw data	N.A.										N.A.									
Percent of teens not attending school and not working (ages 16-19)	Rate	13	12	10	9	9	10	10	11	11	11	8	8	7	7	7	6	6	6	6	6
	Rank	38	35	25	21	22	24	23	30	37	39	7	9	10	10	8	5	5	4	4	6
	1994 raw data	N.A.										N.A.									
Percent of children in poverty	Rate	25	23	22	22	22	22	24	25	24	26	21	21	20	19	19	18	17	16	17	18
	Rank	42	38	38	38	40	37	41	44	40	45	31	31	30	31	30	24	22	19	21	25
	1994 raw data	N.A.										N.A.									
Percent of families with children headed by a single parent	Rate	26	25	24	23	23	25	26	26	28	29	16	17	18	19	20	22	23	22	20	20
	Rank	49	43	36	27	25	34	36	32	41	44	4	7	8	8	9	17	18	11	5	5
	1994 raw data	N.A.										N.A.									

Multi-Year Trend Data for KIDS COUNT Indicators

Tennessee

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
7.9	7.9	8.1	7.9	8.2	8.2	8.8	8.5	8.8	8.8
43	44	46	42	44	44	47	44	47	45
6,444 births									
11.4	11.0	11.7	10.8	10.8	10.3	10.0	9.4	9.4	8.9
37	35	43	37	40	41	39	37	39	40
652 deaths									
41	33	32	36	30	35	35	32	32	33
42	26	17	35	11	36	39	35	35	42
336 deaths									
67	82	86	77	76	75	81	77	84	91
26	36	44	34	34	30	36	36	39	43
326 deaths									
39	38	39	41	44	45	48	45	43	43
39	39	41	40	40	38	41	40	38	37
4,547 births									
235	258	231	206	228	300	334	299	277	316
31	33	29	23	21	28	25	18	14	18
N.A.									
15	14	13	12	12	13	13	12	11	10
45	42	38	34	35	43	44	42	38	31
N.A.									
16	14	13	11	11	13	13	13	11	11
49	44	42	37	35	43	45	47	37	39
N.A.									
27	25	25	25	26	26	26	26	24	23
44	44	44	44	44	44	46	46	40	37
N.A.									
22	22	22	23	25	26	28	30	30	29
30	27	24	27	35	36	44	48	47	44
N.A.									

Texas

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
6.8	6.8	6.9	6.8	7.0	6.9	7.1	7.0	7.1	7.0
28	25	27	26	27	24	27	25	25	23
22,486 births									
9.8	9.5	9.1	9.0	9.2	8.1	7.7	7.8	7.5	7.1
18	18	15	19	20	12	14	19	16	16
2,289 deaths									
36	36	33	35	34	33	33	31	31	29
32	36	21	33	30	33	33	31	31	31
1,227 deaths									
80	82	68	75	78	80	81	77	74	75
45	36	23	31	35	38	36	36	31	32
1,019 deaths									
46	44	44	45	47	48	50	51	51	52
47	47	45	46	43	45	44	46	47	48
20,680 births									
177	182	187	201	246	298	346	386	426	427
22	20	22	22	25	27	30	33	33	28
N.A.									
16	16	15	14	13	12	12	12	12	13
50	50	49	47	38	39	39	42	45	47
N.A.									
13	13	13	12	11	11	11	11	11	11
38	42	42	41	35	34	32	30	37	39
N.A.									
23	23	23	24	24	24	24	24	25	25
38	38	40	43	43	43	41	39	43	41
N.A.									
18	19	18	19	21	22	23	23	23	24
11	12	8	8	16	17	18	15	13	15
N.A.									

Utah

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
5.7	5.4	5.7	5.7	5.7	5.7	6.0	5.6	5.9	5.9
13	12	15	14	13	12	16	10	12	9
2,248 births									
9.6	8.6	8.8	8.0	8.0	7.5	6.1	5.9	6.0	6.2
15	4	11	6	6	7	2	2	2	3
236 deaths									
35	28	34	31	32	25	30	30	33	28
30	5	30	16	22	6	22	27	38	27
144 deaths									
65	80	75	62	61	66	48	57	67	74
22	33	32	10	16	17	6	17	24	28
140 deaths									
27	26	27	28	26	26	27	26	26	25
23	21	22	21	14	13	15	13	12	12
1,433 births									
263	268	280	273	285	297	347	369	382	357
35	34	35	32	30	26	31	29	25	20
N.A.									
10	10	10	10	9	8	7	7	7	7
25	26	23	24	19	13	9	11	15	12
N.A.									
9	9	8	8	8	8	7	6	6	6
11	14	14	15	11	12	8	4	4	6
N.A.									
14	13	12	12	11	12	12	12	12	12
5	4	3	3	3	4	3	2	3	2
N.A.									
15	16	16	16	15	16	16	16	16	14
2	3	3	2	1	1	1	1	1	1
N.A.									

Vermont

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
6.0	5.2	5.3	5.0	5.5	5.3	5.7	5.6	5.7	6.0
16	6	7	5	9	7	11	10	10	12
439 births									
8.5	10.0	8.5	6.8	6.9	6.4	5.8	7.2	6.7	7.5
2	24	6	1	1	2	1	11	5	20
55 deaths									
25	36	28	27	32	25	21	25	33	21
4	36	8	6	22	6	3	11	38	5
24 deaths									
67	82	80	70	45	58	56	57	59	47
26	36	40	20	4	10	11	17	17	6
18 deaths									
19	17	16	19	19	20	21	17	17	17
5	4	2	4	3	3	3	2	2	3
187 births									
51	52	55	54	53	49	45	50	42	40
1	2	3	4	2	1	1	1	1	1
N.A.									
9	7	6	5	6	8	8	8	6	6
17	8	6	3	3	13	16	19	7	7
N.A.									
11	9	6	5	5	6	7	7	7	7
24	14	4	2	2	5	8	10	10	10
N.A.									
17	16	13	12	13	13	13	13	13	13
18	15	5	3	6	7	7	4	4	4
N.A.									
21	22	21	22	22	21	21	21	22	22
25	27	20	22	20	10	8	8	9	7
N.A.									

Virginia

Indicators		1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Percent low birth-weight babies	Rate	7.0	7.0	6.9	7.0	7.1	7.2	7.2	7.4	7.3	7.5
	Rank	33	32	27	31	30	32	29	34	28	29
	1994 raw data	7,124 births									
Infant mortality rate (deaths per 1,000 live births)	Rate	11.5	11.1	10.2	10.4	10.0	10.2	9.9	9.5	8.7	8.3
	Rank	39	37	31	32	33	40	38	41	32	34
	1994 raw data	790 deaths									
Child death rate (deaths per 100,000 children ages 1-14)	Rate	30	30	31	30	31	28	28	24	28	27
	Rank	17	10	14	11	15	16	15	8	16	20
	1994 raw data	342 deaths									
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	Rate	53	63	66	60	61	72	64	61	56	63
	Rank	13	15	19	8	16	21	18	21	13	20
	1994 raw data	265 deaths									
Teen birth rate (births per 1,000 females ages 15-17)	Rate	28	26	27	28	32	32	32	31	31	31
	Rank	25	21	22	21	26	23	23	22	22	22
	1994 raw data	3,798 births									
Juvenile violent crime arrest rate (orrests per 100,000 youths ages 10-17)	Rate	150	153	159	156	170	187	214	233	247	264
	Rank	17	17	16	14	14	13	13	12	11	13
	1994 raw data	N.A.									
Percent of teens who are high school dropouts (ages 16-19)	Rate	12	11	9	8	8	8	7	7	7	9
	Rank	35	30	17	14	13	13	9	11	15	29
	1994 raw data	N.A.									
Percent of teens not attending school and not working (ages 16-19)	Rate	10	8	7	8	8	8	7	7	8	8
	Rank	15	9	10	15	11	12	8	10	13	18
	1994 raw data	N.A.									
Percent of children in poverty	Rate	15	15	14	15	15	14	14	14	13	13
	Rank	8	8	9	13	15	13	11	9	4	4
	1994 raw data	N.A.									
Percent of families with children headed by a single parent	Rate	20	21	21	21	22	24	23	22	22	23
	Rank	18	20	20	17	20	28	18	11	9	12
	1994 raw data	N.A.									

Washington

Indicators		1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Percent low birth-weight babies	Rate	5.3	5.2	5.3	5.3	5.6	5.3	5.1	5.3	5.2	5.3
	Rank	8	6	7	10	12	7	5	7	3	2
	1994 raw data	4,080 births									
Infant mortality rate (deaths per 1,000 live births)	Rate	10.7	9.8	9.7	9.0	9.2	7.8	7.5	6.8	6.4	6.2
	Rank	28	21	24	19	20	8	10	7	4	3
	1994 raw data	482 deaths									
Child death rate (deaths per 100,000 children ages 1-14)	Rate	36	31	35	32	28	28	24	25	24	28
	Rank	32	14	33	24	5	16	8	11	5	27
	1994 raw data	308 deaths									
Rate of teen deaths by accident, homicide, and suicide (deaths per 100,000 teens ages 15-19)	Rate	58	75	69	76	67	64	63	53	63	54
	Rank	18	27	24	33	21	16	16	13	20	12
	1994 raw data	193 deaths									
Teen birth rate (births per 1,000 females ages 15-17)	Rate	25	25	26	27	29	30	31	31	29	29
	Rank	19	19	20	20	21	18	21	22	17	17
	1994 raw data	3,039 births									
Juvenile violent crime arrest rate (orrests per 100,000 youths ages 10-17)	Rate	166	172	177	199	240	289	342	380	420	430
	Rank	20	19	21	21	24	24	28	32	31	29
	1994 raw data	N.A.									
Percent of teens who are high school dropouts (ages 16-19)	Rate	9	8	10	11	13	11	10	8	6	8
	Rank	17	13	23	29	38	32	31	19	7	18
	1994 raw data	N.A.									
Percent of teens not attending school and not working (ages 16-19)	Rate	11	10	11	10	10	10	10	9	8	10
	Rank	24	22	32	30	31	24	23	16	13	31
	1994 raw data	N.A.									
Percent of children in poverty	Rate	16	16	16	15	14	13	12	13	14	15
	Rank	14	15	19	13	12	7	3	4	10	15
	1994 raw data	N.A.									
Percent of families with children headed by a single parent	Rate	18	21	25	26	25	24	24	25	25	24
	Rank	11	20	41	42	35	28	28	27	24	15
	1994 raw data	N.A.									

Multi-Year Trend Data for KIDS COUNT Indicators

West Virginia

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
6.9	7.0	7.1	6.4	6.6	7.1	6.8	7.2	7.2	7.5
31	32	34	21	22	26	23	27	27	29
1,596 births									
10.7	10.2	9.8	9.0	9.4	9.9	8.2	9.2	8.6	6.7
28	26	26	19	26	37	20	35	29	8
144 deaths									
29	33	30	36	33	25	31	28	31	27
11	26	12	35	27	6	25	21	31	20
86 deaths									
70	84	78	74	89	73	73	66	67	49
33	42	35	28	46	24	30	26	24	9
68 deaths									
32	31	31	31	34	33	33	33	33	33
33	31	31	28	28	26	24	25	24	27
1,320 births									
54	47	46	52	62	71	74	74	74	78
3	1	1	3	4	5	3	3	3	3
N.A.									
13	13	13	13	13	12	12	12	13	13
38	37	38	38	38	39	39	42	50	47
N.A.									
18	17	17	17	16	16	17	18	18	17
51	49	50	51	51	51	51	51	51	51
N.A.									
31	30	29	27	27	26	26	28	29	28
48	47	46	45	46	44	46	48	48	47
N.A.									
16	17	18	19	20	21	22	23	24	25
4	7	8	8	9	10	13	15	19	26
N.A.									

Wisconsin

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
5.3	5.4	5.4	5.4	5.8	5.9	6.1	5.9	6.1	6.4
8	12	9	11	14	15	18	14	16	16
4,349 births									
9.1	9.2	8.6	8.4	9.1	8.2	8.3	7.2	7.9	7.9
7	12	7	10	19	15	21	11	19	29
541 deaths									
28	30	30	31	30	25	29	26	24	24
8	10	12	16	11	6	20	15	5	8
256 deaths									
55	59	57	64	60	67	63	60	65	56
15	11	11	11	14	18	16	19	23	14
204 deaths									
22	21	22	23	25	24	25	24	24	23
10	9	10	9	10	8	9	8	8	7
2,489 births									
235	235	214	247	265	307	343	377	420	432
31	29	25	29	29	29	29	31	31	32
N.A.									
8	6	5	4	4	4	3	4	5	5
10	6	2	2	2	2	1	1	2	4
N.A.									
9	7	6	5	5	4	5	5	7	7
11	6	4	2	2	1	1	1	10	10
N.A.									
16	15	15	13	12	12	13	14	14	14
14	8	13	6	4	4	7	9	10	11
N.A.									
20	19	17	18	19	21	22	23	24	23
18	12	7	7	6	10	13	15	19	12
N.A.									

Wyoming

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
7.1	6.8	7.7	7.0	7.3	7.4	7.0	7.3	7.3	8.8
36	25	39	31	34	34	26	32	28	45
564 births									
12.2	10.9	9.2	8.9	9.4	8.6	7.9	8.9	7.9	6.7
45	34	17	17	26	21	15	33	19	8
43 deaths									
45	35	26	30	39	30	32	34	25	24
48	35	5	11	44	26	27	40	11	8
25 deaths									
100	116	64	114	88	78	106	116	87	103
49	50	18	50	44	37	49	50	41	49
41 deaths									
28	26	23	24	25	30	26	25	27	25
25	21	13	12	10	18	11	10	14	12
296 births									
69	66	84	87	104	85	87	89	110	117
4	4	7	8	8	6	5	4	5	5
N.A.									
9	9	8	8	7	8	8	8	8	8
17	16	15	14	8	13	16	19	21	18
N.A.									
11	11	8	8	8	9	9	9	9	9
24	30	14	15	11	18	14	16	22	23
N.A.									
15	15	15	15	15	13	13	13	13	13
8	8	13	13	15	7	7	4	4	4
N.A.									
15	15	18	20	20	20	20	20	21	22
2	2	8	13	9	6	5	5	7	7
N.A.									

USA

1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
6.8	6.8	6.9	6.9	7.0	7.0	7.1	7.1	7.2	7.3
N.A.									
287,607 births									
10.6	10.4	10.1	10.0	9.8	9.2	8.9	8.5	8.4	8.0
N.A.									
31,710 deaths									
34	34	33	33	32	31	31	29	30	29
N.A.									
15,264 deaths									
63	68	66	70	69	71	71	67	69	69
N.A.									
12,082 deaths									
31	31	32	34	36	37	39	38	38	38
N.A.									
195,169 births									
305	310	319	347	385	429	457	483	504	517
N.A.									
N.A.									
11	10	10	10	11	10	10	9	9	9
N.A.									
N.A.									
11	11	10	10	10	10	10	10	10	9
N.A.									
N.A.									
21	21	20	20	20	20	20	21	21	21
N.A.									
N.A.									
22	22	22	23	23	24	25	25	26	26
N.A.									
N.A.									

Multi-Year National Composite Ranks

The 1997 *KIDS COUNT Data Book* is the eighth annual profile of child well-being produced by the Annie E. Casey Foundation. However, the indicators of child well-being have changed each year, making year-to-year comparisons of state ranks problematic. This chart provides national composite rankings for 1988 through 1997 using a consistent set of indicators—namely, those used to derive the 1997 composite rankings. The national composite rankings for the 1997 *KIDS COUNT Data Book* are based on data from 1994 (the most recent available year); similarly, the national composite rankings for 1988 through 1996 are based on data from three years prior to the year profiled. In other words, the data used to generate the rankings shown here reflect the same years shown in Appendix 3.

	AL	AK	AZ	AR	CA	CO	CT	DE	DC	FL	GA	HI	ID	IL	IN	IA	KS	KY	LA	ME
1988	46	39	41	47	31	24	8	33	51	42	44	9	23	26	28	6	15	35	49	7
1989	48	36	44	41	28	26	10	24	51	43	46	9	23	29	30	8	14	38	49	3
1990	48	32	41	44	30	27	4	22	51	43	47	11	25	29	26	6	13	38	49	7
1991	48	31	42	46	30	25	11	26	51	45	44	9	24	33	28	6	13	39	49	7
1992	47	33	43	48	35	26	8	27	51	45	46	13	25	38	24	10	9	32	49	7
1993	48	27	41	43	36	25	10	28	51	46	47	13	24	37	26	6	11	32	49	8
1994	47	24	46	43	36	27	10	26	51	44	45	11	25	35	28	5	14	39	50	9
1995	45	26	43	40	36	28	10	24	51	47	44	16	25	35	32	3	15	37	50	4
1996	47	27	41	40	33	26	12	21	51	48	43	11	24	34	28	3	15	36	50	4
1997	46	24	41	40	32	28	12	20	51	47	45	10	23	35	26	5	15	38	50	2

Multi-Year National Composite Ranks

MD	MA	MI	MN	MS	MO	MT	NE	NV	NH	NJ	NM	NY	NC	ND	OH	OK	OR	PA	RI	SC	SD	TN	TX	UT	VT	VA	WA	WV	WI	WY
27	5	34	2	50	25	21	4	30	3	18	48	29	38	1	16	36	20	19	13	43	11	45	40	14	12	22	17	37	10	32
27	6	34	5	50	32	21	4	35	2	16	45	31	37	1	18	33	20	17	13	47	22	42	40	11	12	19	15	39	7	25
31	8	35	3	50	36	21	10	28	1	15	46	33	40	2	19	34	24	16	14	42	20	45	37	17	9	18	23	39	5	12
29	8	27	5	50	32	16	10	35	3	19	47	34	40	1	20	37	23	15	12	43	17	41	38	14	2	18	22	36	4	21
29	12	28	6	50	31	22	4	36	3	15	42	30	40	1	20	34	18	14	16	44	17	41	37	11	2	19	23	39	5	21
29	12	30	4	50	34	19	7	40	1	15	44	33	39	2	23	38	14	18	16	42	21	45	35	9	3	22	20	31	5	17
30	12	31	6	49	29	13	3	38	2	20	40	37	41	1	23	33	15	21	22	42	17	48	34	7	4	18	16	32	8	19
29	11	31	8	49	33	22	5	30	1	20	38	34	42	2	21	27	18	19	13	46	14	48	39	7	6	17	12	41	9	23
31	13	30	8	49	35	17	7	29	1	19	42	38	39	2	25	32	20	23	22	46	14	44	37	6	5	18	9	45	10	16
30	8	29	11	49	33	13	6	34	1	17	44	36	42	3	25	31	21	27	14	48	18	43	39	7	4	22	16	37	9	19

This set of tables lists the states in rank order based on the five key education indicators provided for each state in the body of the report. The tables allow the reader to easily compare states on these key measures. Whenever there is a tie of two or more states, each state is assigned the same higher/better rank.

Percent of 3- to 5-year-olds who were not enrolled in nursery school or kindergarten in 1993

Rank	State	Rate	Rank	State	Rate
1	Connecticut	23	24	Kentucky	41
2	Maryland	29	24	Ohio	41
3	Delaware	32	24	Utah	41
3	Rhode Island	32	29	Arizona	42
5	Massachusetts	33	29	North Carolina	42
5	Michigan	33	29	Texas	42
5	New Jersey	33	29	Virginia	42
8	Florida	35	29	Washington	42
8	Louisiana	35	34	California	43
8	South Carolina	35	34	Montana	43
11	Hawaii	36	34	Wisconsin	43
11	Iowa	36	37	New Mexico	44
13	Mississippi	37	38	Missouri	45
13	New Hampshire	37	39	Alaska	46
13	New York	37	39	Nevada	46
13	Oregon	37	39	North Dakota	46
17	Maine	38	39	Oklahoma	46
18	Colorado	39	39	Wyoming	46
18	Minnesota	39	44	Georgia	47
18	Vermont	39	44	Indiana	47
21	District of Columbia	40	44	Nebraska	47
21	Illinois	40	44	South Dakota	47
21	Pennsylvania	40	48	Alabama	49
24	Arkansas	41	49	Tennessee	50
24	Kansas	41	50	Idaho	51
			51	West Virginia	55

Percent of 4th grade students who scored below basic reading level in 1994

Rank	State	Rate	Rank	State	Rate
1	Maine	25	27	Maryland	45
2	North Dakota	27	28	Arkansas	46
3	Wisconsin	29	29	Alabama	48
4	New Hampshire	30	29	Arizona	48
5	Iowa	31	29	Delaware	48
5	Massachusetts	31	29	Georgia	48
5	Montana	31	33	Florida	50
8	Connecticut	32	34	New Mexico	51
8	Wyoming	32	35	South Carolina	52
10	Indiana	34	36	Hawaii	54
10	Nebraska	34	37	Mississippi	55
12	Minnesota	35	38	California	56
12	New Jersey	35	39	Louisiana	60
12	Rhode Island	35	—	Alaska	NA
15	Utah	36	—	District of Columbia	NA
16	Missouri	38	—	Idaho	NA
17	Pennsylvania	39	—	Illinois	NA
18	Colorado	41	—	Kansas	NA
18	North Carolina	41	—	Michigan	NA
18	Washington	41	—	Nevada	NA
21	Tennessee	42	—	Ohio	NA
21	Texas	42	—	Oklahoma	NA
21	West Virginia	42	—	Oregon	NA
24	New York	43	—	South Dakota	NA
24	Virginia	43	—	Vermont	NA
26	Kentucky	44			

NA=Not Available.

States in Rank Order by Education Indicator

Percent of 4th grade students who scored below basic mathematics level in 1996

Rank	State	Rate	Rank	State	Rate
1	Minnesota	24	27	Rhode Island	39
2	Connecticut	25	28	Kentucky	40
2	Maine	25	29	Moryland	41
2	North Dakota	25	30	Tennessee	42
5	Iowa	26	31	Arizona	43
5	Wisconsin	26	31	Nevada	43
7	Indiana	28	33	Florida	45
8	Massachusetts	29	34	Arkansas	46
8	Montana	29	34	Delaware	46
10	Nebraska	30	36	Georgia	47
11	Texas	31	36	Hawaii	47
11	Utah	31	38	New Mexico	49
13	Michigan	32	39	Alabama	52
13	New Jersey	32	39	South Carolina	52
13	Pennsylvania	32	41	California	54
16	Colorado	33	42	Louisiana	56
16	Vermont	33	43	Mississippi	58
16	Washington	33	44	District of Columbia	80
19	Missouri	34			
20	Alaska	35	—	Idaho	NA
20	Oregon	35	—	Illinois	NA
22	New York	36	—	Kansas	NA
22	North Carolina	36	—	New Hampshire	NA
22	Wyoming	36	—	Ohio	NA
25	West Virginia	37	—	Oklahoma	NA
26	Virginia	38	—	South Dakota	NA

NA=Not Available.

Percent of children living with parents who were high school dropouts in 1994

Rank	State	Rate	Rank	State	Rate
1	Nebraska	3	27	Indiana	11
2	Utah	4	27	Michigan	11
3	Alaska	5	27	Oklahoma	11
3	North Dakota	5	27	Virginia	11
3	Vermont	5	31	Arkansas	12
3	Wyoming	5	32	Maryland	13
7	Iowa	6	33	North Carolina	14
7	Kansas	6	33	Tennessee	14
7	Washington	6	35	Alabama	15
10	Colorado	7	35	Georgia	15
10	Hawaii	7	35	Illinois	15
10	Maine	7	35	Nevada	15
10	Minnesota	7	35	West Virginia	15
14	Montana	8	40	Florida	16
14	New Hampshire	8	40	Kentucky	16
14	South Dakota	8	42	Arizona	17
14	Wisconsin	8	42	New York	17
18	Delaware	9	44	Rhode Island	18
18	Oregon	9	45	Mississippi	19
20	Connecticut	10	45	New Mexico	19
20	Idaho	10	45	South Carolina	19
20	Massachusetts	10	48	Louisiana	20
20	Missouri	10	49	Texas	22
20	New Jersey	10	50	California	26
20	Ohio	10	51	District of Columbia	30
20	Pennsylvania	10			

Percent of children living in a neighborhood where more than one-quarter of 16- to 19-year-olds were high school dropouts in 1990

Rank	State	Rate	Rank	State	Rate
1	Maine	1.0	26	Pennsylvania	7.4
2	Wyoming	1.3	28	Idaho	7.5
3	North Dakota	1.6	29	Michigan	7.7
4	Nebraska	1.9	29	Washington	7.7
5	Hawaii	2.0	31	Connecticut	8.1
6	Minnesota	2.4	32	Delaware	8.3
7	Vermont	3.3	32	Louisiana	8.3
7	Wisconsin	3.3	32	North Carolina	8.3
9	Iowa	3.7	32	Oregon	8.3
10	Montana	3.8	36	Massachusetts	8.5
11	Utah	4.0	37	Missouri	9.0
12	West Virginia	5.0	38	Colorado	9.1
13	Mississippi	5.3	39	Illinois	10.1
13	South Dakota	5.3	40	Maryland	10.3
15	Kansas	5.4	41	Indiana	10.4
15	New Hampshire	5.4	42	Texas	11.6
17	Arkansas	5.5	43	Kentucky	11.7
18	Alaska	6.2	44	Tennessee	13.1
19	Virginia	6.4	45	Georgia	13.2
20	Ohio	6.6	46	Florida	15.0
21	South Carolina	6.9	47	Rhode Island	17.0
22	New Mexico	7.0	48	Nevada	17.1
22	Oklahoma	7.0	49	Arizona	17.2
24	New Jersey	7.3	50	California	18.2
24	New York	7.3	51	District of Columbia	27.2
26	Alabama	7.4			

Child Death Rate (deaths per 100,000 children ages 1-14) is the number of deaths (from all causes) of children between ages 1 and 14 per 100,000 children in this age range. The data are reported by place of residence, not place of death.
SOURCES: Death Statistics: National Center for Health Statistics (NCHS). **1989 through 1994 data:** Special tabulations by NCHS, Division of Vital Statistics, "Deaths From 282 Selected Causes, by 5-Year Age Groups, Race and Sex: U.S. and Each State," for each year from 1989 through 1994. **1985 through 1988 data:** *Vital Statistics of the United States,* Vol. II, Mortality, Part B, Table 8-3. **Population Statistics:** U.S. Bureau of the Census, Population Division.

Infant Mortality Rate (deaths per 1,000 live births) is the number of deaths occurring to infants under 1 year of age per 1,000 live births. The data are reported by place of residence, not place of death.
SOURCES: National Center for Health Statistics. **1994 data:** "Advance Report of Final Mortality Statistics, 1994," *Monthly Vital Statistics Report,* Vol. 45, No. 3, Supplement (September 30, 1996), Table 29. **1993 data:** "Advance Report of Final Mortality Statistics, 1993," *Monthly Vital Statistics Report,* Vol. 44, No. 7, Supplement (February 29, 1996), Table 25. **1992 data:** "Advance Report of Final Mortality Statistics, 1992," *Monthly Vital Statistics Report,* Vol. 43, No. 6, Supplement (December 8, 1994), Table 27. **1991 data:** "Advance Report of Final Mortality Statistics, 1991," *Monthly Vital Statistics Report,* Vol. 42, No. 2, Supplement (August 31, 1993), Table 24. **1990 data:** "Advance Report of Final Mortality Statistics, 1990," *Monthly Vital Statistics Report,* Vol. 41, No. 7, Supplement (January 7, 1993), Table 25. **1989 data:** "Advance Report of Final Mortality Statistics, 1989," *Monthly Vital Statistics Report,* Vol. 40, No. 8, Supplement 2 (January 7, 1992), Table 25. **1985 through 1988 data:** *Vital Statistics of the United States,* Vol. II, Mortality, Part B, Table 8-2.

Juvenile Violent Crime Arrest Rate (arrests per 100,000 youths ages 10-17) is the number of arrests of youths under age 18 for violent offenses (homicide, forcible rape, robbery, or aggravated assault), per 100,000 youths between ages 10 and 17. The annual arrest figures include all arrests of youths for violent offenses during the year, including repeated arrests of the same individual for different offenses. Because some local law enforcement agencies do not submit their data to the FBI every year, the number of juveniles arrested for a violent crime in each state was adjusted to compensate for the proportion of the state population not covered by local law enforcement agencies submitting reports to the FBI. In 1995, crime figures were reported for jurisdictions representing 75 percent of the U.S. population.

The data shown here represent three-year averages. For example, the figure for 1994 is the average of data from 1993 through 1995. Due to changes in data collection procedures, 1993 and 1995 data were unavailable for Illinois, 1994 and 1995 data were unavailable for Montana, and 1995 data were unavailable for Kansas and New Hampshire. As a result, the figure for Illinois is solely 1994 data; the 1994 figure for Montana actually represents 1993 data; and the 1994 figures for Kansas and New Hampshire are two-year averages of 1993 and 1994 data.

While policies and practices regarding arrests of persons under 18 may vary from state to state, it is widely believed that the policies and practices are more consistent for violent crimes than for less serious ones.
SOURCES: Arrest Statistics: Population Reference Bureau, analysis of data from the Federal Bureau of Investigation, *Crime in the United States, Uniform Crime Reports,* 1984 through 1995. **Population Statistics:** U.S. Bureau of the Census, Population Division.

Median Income of Families With Children in 1994 is the median annual income of families with "related children" under age 18 living in the household. "Related children" include the children of the householder (head of the household) by birth, marriage, or adoption; as well as other persons under age 18, such as nieces or nephews, who are related to the householder and living in the household. Figures are rounded to the nearest $100. The median income is the dollar amount which divides the income distribution into two equal groups—half with income above the median, half with income below it. The figures shown here represent an average of data from 1992 through 1996. Although we refer to data collected in March 1994 as 1994 data, they actually reflect 1993 income. Figures are expressed in 1993 dollars.
SOURCE: Population Reference Bureau, analysis of data from the U.S. Bureau of the Census, Current Population Survey (March supplement), 1992 through 1996.

National Composite Rank for each state was obtained by converting the 1994 numerical values for each of the 10 indicators into standard scores, summing those standard scores to create a total standard score for each state, and ranking states on the basis of their total standard score in sequential order from highest/best (1) to lowest/worst (51). Standard scores are derived by subtracting the mean score from the observed score and dividing the amount by the standard deviation for that distribution of scores. All measures were given the same weight in calculating the overall standard score. In other words, no attempt was made to judge the relative importance of each indicator.

Number of Children 1995-2005 is the total resident population under age 18 as of July 1 of their respective years, including dependents of Armed Forces personnel stationed in the area. The 1995 figure represents Census Bureau estimates as of July 1, 1995, while the 2005 total represents the Census Bureau's projections as of July 1, 2005. Population figures are rounded to the nearest hundred. The rounded numbers are used to calculate the "Percent Change 1995-2005" figures, which are themselves rounded to the nearest whole number.
SOURCES: Population Reference Bureau, analysis of state estimate and projection data from the U.S. Bureau of the Census (online). **1995 data:** Available at http://www.census.gov/population/estimates/state/s95ag/s95ag795.txt (July 12, 1996). **2005 data:** Available at http://www.census.gov/population/projections/state/yr01to05/ (various files, December 20, 1996).

Percent Change Over Time Analysis was computed by comparing the 1994 data for each of the 10 indicators with the data for the base year (1985). To calculate percent change, the value for 1985 is subtracted from the value for 1994, and that quantity is divided by the value for 1985. The results are multiplied by 100 for readability. The percent change was calculated on rounded data, and the "percent change" figure has been rounded to the nearest whole number.

Percent Low Birth-Weight Babies is the percentage of live births weighing under 2,500 grams (5.5 pounds). The data are reported by place of mother's residence, not place of birth. Births of unknown weight are not included in these calculations.
SOURCES: National Center for Health Statistics. **1994 data:** "Advance Report of Final Natality Statistics, 1994," *Monthly Vital Statistics Report,* Vol. 44, No. 11, Supplement (June 24, 1996), Tables 8 and 16. **1993 data:** "Advance Report of Final Natality Statistics, 1993," *Monthly Vital Statistics Report,* Vol. 44, No. 3, Supplement (September 21, 1995), Tables 8 and 16. **1992 data:** "Advance Report of Final Natality Statistics, 1992," *Monthly Vital Statistics Report,* Vol. 43, No. 5, Supplement (October 25, 1994), Tables 8 and 16. **1991 data:** "Advance Report of Final Natality Statistics, 1991," *Monthly Vital Statistics Report,* Vol. 42, No. 3, Supplement (September 9, 1993), Tables 6 and 14. **1990 data:** "Advance Report of Final Natality Statistics, 1990," *Monthly Vital Statistics Report,* Vol. 41, No. 9, Supplement (February 25, 1993), Tables 6 and 14. **1989 data:** "Advance Report of Final Natality Statistics, 1989," *Monthly Vital Statistics Report,* Vol. 40, No. 8, Supplement (December 12, 1991), Tables 6 and 14. **1985 through 1988 data:** *Vital Statistics of the United States,* Vol. I, Natality, Table 1-82.

Percent of 2-Year-Olds Who Were Immunized in 1995 is derived from the National Immunization Survey (NIS), which provides state estimates of vaccination coverage levels among children ages 19 to 35 months. The survey data were collected from July 1994 through June 1995. The figures given here reflect the percentage of children who have "4:3:1 Series Coverage"; that is, four doses of Diphtheria and Tetanus Toxoids and Pertussis vaccine, three doses of Poliovirus vaccine, and one dose of Measles-Mumps-Rubella vaccine. The figures were derived from a national sample of 35,440 children with a minimum of roughly 450 per state.
SOURCE: Centers for Disease Control and Prevention, "National, State, and Urban Area Vaccination Coverage Levels Among Children Aged 19-35 Months—United States, July 1994-June 1995," *Morbidity and Mortality Weekly Report,* Vol. 45, No. 24 (June 21, 1996), pp. 508-513.

Percent of 3- to 5-Year-Olds Who Were Not Enrolled in Nursery School or Kindergarten in 1993 is the percentage of 3- to 5-year-olds not enrolled in a nursery school or kindergarten program with a specific educational component. This data item reflects the extent to which children ages 3 to 5 are not gaining experience in a preschool learning environment.

This information is collected on the October supplement to the Current Population Survey conducted by the U.S. Bureau of the Census. To reduce random fluctuations due to small sample sizes, the figures provided here reflect five-year averages of data from October 1991 through October 1995.
SOURCE: The Applied Population Laboratory at the University of Wisconsin-Madison, analysis of data from the U.S. Bureau of the Census, Current Population Survey (October supplement), 1991 through 1995.

Percent of 4th Grade Students Who Scored Below Basic Mathematics Level in 1996 is the share of 4th grade public school students failing to reach the basic proficiency level in mathematics, as measured by the National Assessment of Educational Progress (NAEP), conducted by the U.S. Department of Education.

The mathematics assessment measures five content areas—(1) numbers and operations; (2) measurement; (3) geometry; (4) data analysis; and (5) algebra and functions. The NAEP uses three proficiency categories—Advanced, Proficient, and Basic. Fourth grade students performing at the Basic level showed some basic understanding of mathematical concepts and procedures in the five NAEP content areas. Seven states (Idaho, Illinois, Kansas, New Hampshire, Ohio, Oklahoma, and South Dakota) did not participate in the 1996 NAEP Math Assessment for grade 4 students. In addition, the data for 11 other states (Alaska, Arkansas, Iowa, Michigan, Montana, Nevada, New

Jersey, New York, Pennsylvania, South Carolina, and Vermont) were published even though they did not meet all of the school participation rate guidelines for public schools.
SOURCE: National Center for Education Statistics, *NAEP 1996 Mathematics Report Card for the Nation and the States,* February 1997, Table 3.2.

Percent of 4th Grade Students Who Scored Below Basic Reading Level in 1994 is the share of 4th grade public school students failing to reach the basic proficiency level in reading, as measured by the National Assessment of Educational Progress (NAEP), conducted by the U.S. Department of Education.

The reading assessment measures three global purposes for reading—reading for literary experience, reading to gain information, and reading to perform a task. The NAEP uses three proficiency categories—Advanced, Proficient, and Basic. Fourth grade students at the Basic level could understand uncomplicated narratives and high-interest informative texts. They identified obvious themes, located explicit information, summarized parts of text, and made judgments about characters' actions. Nine states (Alaska, Illinois, Kansas, Nevada, Ohio, Oklahoma, Oregon, South Dakota, and Vermont) did not participate in the 1994 NAEP Reading Assessment. Two other states (Idaho and Michigan) did not meet minimum school participation guidelines, and the District of Columbia withdrew from the 1994 NAEP Assessment after data were collected. Therefore, scores were not reported for Idaho, Michigan, and the District of Columbia. In addition, the data for seven other states (Montana, Nebraska, New Hampshire, Pennsylvania, Rhode Island, South Carolina, and Tennessee) were published even though they did not meet all guidelines for samples established by NAEP.
SOURCE: National Center for Education Statistics, *NAEP 1994 Reading: A First Look,* Revised Edition, October 1995, Table 12.

Percent of Children in Poverty is the share of children under age 18 who live in families with incomes below the U.S. poverty threshold, as defined by the U.S. Office of Management and Budget. Only children who live in a household where they are related to the head of the household (referred to as the householder by the Census Bureau) are included in this analysis. These "related children" include the householder's children by birth, marriage, or adoption, as well as other persons under age 18, such as nieces or nephews, who are related to the householder.

In the Current Population Survey (CPS), families are surveyed each March and asked about their income in the previous calendar year. Poverty status is determined by comparing the income from the previous calendar year to the family composition as of the survey date in March. In calendar year 1993, the poverty threshold for a typical family of four persons was $14,763. The data shown here represent five-year averages. For example, the figure for 1994 represents an average of CPS data collected from 1992 through 1996. We refer to the data collected in March 1994 as 1994 data even though they reflect 1993 income.
SOURCE: Population Reference Bureau, analysis of data from the U.S. Bureau of the Census, Current Population Survey (March supplement), 1983 through 1996.

Percent of Children in Extreme Poverty (Income Below 50% of Poverty Level) in 1994 is the share of children under age 18 who live in families with incomes below 50 percent of the U.S. poverty threshold, as defined by the U.S. Office of Management and Budget. In calendar year 1993, a typical family of four fell in this category if their income fell below $7,382. Only children who live in a household where they are related to the head of the household (referred to as the householder by the Census Bureau) are included in this analysis. These "related children" include the householder's children by birth, marriage, or adoption, as well as other persons under age 18, such as nieces or nephews, who are related to the householder. The figures shown here represent a five-year average of data collected from 1992 through 1996. We refer to the data collected in March 1994 as 1994 data even though they reflect 1993 income.
SOURCE: Population Reference Bureau, analysis of data from the U.S. Bureau of the Census, Current Population Survey (March supplement), 1992 through 1996.

Percent of Children Living in a Neighborhood Where More Than One-Quarter of 16- to 19-Year-Olds Were High School Dropouts in 1990 is the percentage of children living in a Census tract or Block Numbering Area where at least one-fourth of teens ages 16 to 19 were neither enrolled in school nor high school graduates. This measure reflects the share of children living in areas where dropping out of high school is not an unusual event.
SOURCE: The Kenan Institute of Private Enterprise at the University of North Carolina, analysis of U.S. Bureau of the Census, *Census of Population and Housing 1990,* Summary Tape File 3.

Percent of Children Living With Parents Who Were High School Dropouts in 1994 reflects the home educational environment of children in a state. This measure is based on the highest educational attainment of the parent(s) in the household where the child is living. For children in single-parent families, the measure reflects the educational attainment of that parent.

For children in two-parent families, the attainment of the parent with the most education is used. These data come from the March supplement to the Current Population Survey. The figures provided here reflect a five-year average of data from 1992 through 1996.
SOURCE: The Urban Studies Institute at the University of Louisville, analysis of data from the U.S. Bureau of the Census, Current Population Survey (March supplement), 1992 through 1996.

Percent of Children Without Health Insurance in 1994 is the percentage of children under age 18 who were not covered by any kind of public or private health insurance, including Medicaid, during the entire previous calendar year. The figures shown here represent a five-year average of data from 1992 through 1996.
SOURCE: Population Reference Bureau, analysis of data from the U.S. Bureau of the Census, Current Population Survey (March supplement), 1992 through 1996.

Percent of Families With Children Headed by a Single Parent is the percentage of all families with "own children" under age 18 living in the household, who are headed by a person—male or female—without a spouse present in the home. "Own children" are never-married children under age 18 who are related to the householder by birth, marriage, or adoption.

The figures are derived from the monthly Current Population Survey conducted by the Census Bureau. Questions regarding family type are collected for all family households each month. A yearly average was calculated based on responses for the 12 months in the calendar year. The figures shown here represent three-year averages. For example, the figure for 1994 represents an average of data from 1993 through 1995.

Like all estimates derived from samples, these figures contain some amount of random error. The Bureau of Labor Statistics suggests that state rankings based on these figures should be used with caution.
SOURCE: Special tabulations of 1984-1995 Current Population Survey microdata prepared by the Bureau of Labor Statistics.

Percent of Mother-Headed Families Receiving Child Support or Alimony in 1994 is the percentage of families headed by an unmarried woman (living with one or more of her own children under age 18) receiving either child support or alimony payments during the previous calendar year. "Own children" include children under age 18 who are sons or daughters by birth, stepchildren, or adopted children of the householder. Those categorized as receiving child support or alimony include those receiving partial payment as well as those receiving full payment. It should also be noted that there is no child support award in place for many of these families. Nationally, only 56 percent of all mother-headed families had a child support award in place in 1991.

The figures shown here represent an average of data from 1992 through 1996. We refer to data collected in March 1994 as 1994 data even though they reflect income received during 1993.
SOURCE: Population Reference Bureau, analysis of data from the U.S. Bureau of the Census, Current Population Survey (March supplement), 1992 through 1996.

Percent of Poor Families With Children Receiving Means-Tested Assistance in 1994 reflects the share of poor families with related children under age 18 who receive benefits from programs designed to assist low-income persons and families. The means-tested assistance programs included in this measure are Aid to Families With Dependent Children (AFDC), General Assistance, Supplemental Security Income (SSI), Medicaid, Food Stamps, free or reduced-price school lunches, and housing or rent subsidies. These programs account for the vast majority of money spent on means-tested benefits. Since benefits often go to a household rather than to an individual child, we assume that children living in a household receiving means-tested assistance are helped by that assistance. Please note this measure reflects only poor families with children, but many means-tested programs also provide benefits to persons and families with incomes above the poverty level.

The figures shown here represent an average of data from 1992 through 1996. We refer to data collected in March 1994 as 1994 data even though they reflect benefits received during 1993.
SOURCE: Population Reference Bureau, analysis of data from the U.S. Bureau of the Census, Current Population Survey (March supplement), 1992 through 1996.

Percent of Teens Not Attending School and Not Working (ages 16-19) is the percentage of teenagers between ages 16 and 19 who are not enrolled in school (full- or part-time) and not employed (full- or part-time).

This measure is based on analysis of the 12-month Current Population Survey (CPS) file maintained by the Bureau of Labor Statistics. Each month the CPS asks respondents in about 60,000 households nationwide about their activities related to the labor force and education. Questions regarding school enrollment and employment are asked all 16- to 19-year-olds in the sample each month. A yearly average was calculated based on responses for the 9 months children typically are in school (September through May). The figures shown here represent three-year averages. For example, data for 1994 represent an average of data from 1993 through 1995.

Like all estimates derived from samples, these figures contain some amount of random error. The Bureau of Labor Statistics suggests that state rankings based on these figures should be used with caution. **SOURCE:** Special tabulations of 1984-1995 Current Population Survey microdata prepared by the Bureau of Labor Statistics.

Percent of Teens Who Are High School Dropouts (ages 16-19) is the percentage of teenagers between ages 16 and 19 who are not enrolled in school and not high school graduates. Those who have a GED or equivalent are included as high school graduates in this measure. The measure used here is defined as a "status dropout" rate by the National Center for Education Statistics (NCES) as shown in their publication *Dropout Rates in the United States: 1994* (page 1). Currently, only 17 states and the District of Columbia have submitted dropout data to the NCES that meet quality and comparability levels needed to justify publishing estimates (see NCES, *Dropout Rates in the United States: 1994*, page 5). For the measures presented here, we focus on teens ages 16 to 19 rather than young adults ages 18 to 24 (which is the focus of *Dropout Rates in the United States: 1994)*, because a large share of 18- to 24-year-olds migrate across state lines each year. The high interstate migration rates of 18- to 24-year-olds confounds the connection between state policies and programs and state dropout rates.

This measure is based on analysis of the 12-month Current Population Survey (CPS) file maintained by the Bureau of Labor Statistics. Each month the CPS asks respondents in about 60,000 households nationwide about their activities related to the labor force and education.

For this variable, a percentage was calculated for each year based on data for the 9 months children typically are in school (September through May). The figures shown here represent three-year averages. For example, data for 1994 represent an average of data from 1993 through 1995.

Like all estimates derived from samples, these figures contain some amount of random error. The Bureau of Labor Statistics suggests that state rankings based on these figures should be used with caution. **SOURCE:** Special tabulations of 1984-1995 Current Population Survey microdata prepared by the Bureau of Labor Statistics.

Race/Ethnicity of Children 1995-2005 provides mutually exclusive categories for the five largest racial/ethnic groups. The Census Bureau, like most federal agencies, uses two distinct questions to collect data on race and Hispanic origin. One question is used to identify an individual's race; the other, to ascertain whether that person is of Hispanic origin. Consequently, persons of Hispanic origin may be of any race. (For example, a person of Puerto Rican ancestry may be both black and Hispanic.)

In order to provide mutually exclusive groupings, Hispanics were removed from each of the racial categories. In other words, the racial categories used here ("White," "Black," "Asian and Pacific Islander," and "Native American") do not include anyone who indicated that they were Hispanic. All persons who considered themselves to be Hispanic were included in the "Hispanic" category.

The 1995 figure represents Census Bureau projections as of July 1, 1995, while the 2005 total represents the Census Bureau's projections as of July 1, 2005. Population figures are rounded to the nearest hundred. The rounded numbers are used to calculate the "Percent Change 1995-2005" figures, which are themselves rounded to the nearest whole number. **SOURCES:** Population Reference Bureau, analysis of state projection data from U.S. Bureau of the Census (online). **1995 data:** Available at http://www.census.gov/population/projections/state/yr95to00/ (various files, December 20, 1996). **2005 data:** Available at http://www.census.gov/population/projections/state/yr01to05/ (various files, December 20, 1996).

Rate of Teen Deaths by Accident, Homicide, and Suicide (deaths per 100,000 teens ages 15-19) is the number of deaths from accident, homicide, and suicide per 100,000 teens between ages 15 and 19. (Previous editions of the *KIDS COUNT Data Book* referred to this measure as the Teen Violent Death Rate.) The data are reported by place of residence, not the place where the death occurred. **SOURCES: Death statistics:** Special tabulations by National Center for Health Statistics, Division of Vital Statistics, "Deaths From 282 Selected Causes, by 5-Year Age Groups, Race and Sex: U.S. and Each State," for each year from 1985 to 1994. **Population statistics:** Bureau of the Census, Population Division.

Teen Birth Rate (births per 1,000 females ages 15-17) is the number of births to teenagers between ages 15 and 17 per 1,000 females in this age group. Data reflect the mother's place of residence rather than place of birth. This measure of teenage childbearing focuses on the fertility of all females ages 15-17, regardless of marital status. We did not include births to females under age 15 in this analysis, since less than 5 percent of teen births occurred to females in that age group.
SOURCES: 1994 data: National Center for Health Statistics, "Recent Declines in Teenage Birth Rates in the United States: Variations by State, 1990-94," *Monthly Vital Statistics Report,* Vol. 45, No. 5, Supplement (December 19, 1996), Table 4. **1985 through 1993 data:** Child Trends, Inc., *Facts at a Glance* (Washington, DC: 1996).

Criteria for Selecting KIDS COUNT Indicators

Over the past several years, a set of criteria has been developed to select the statistical indicators used in the national *KIDS COUNT Data Book* to measure change over time and to rank the states. These criteria are described below.

1. Data must be from a reliable source. All of our data come from U.S. government agencies. Most of the data have been published or released to the public in some other form before we use it.

2. The statistical indicator must be available and consistent over time. Changes in methodologies, practices, or policies may affect year-to-year comparability.

3. The statistical indicator must be available and consistent across "all states." In practical terms this means data collected by the federal government or some other national organization.

4. The data item should reflect a salient outcome or measure of well-being. We focus on outcome measures rather than programmatic or service data (such as dollars spent on education or welfare costs), which are not always related to the actual well-being of children.

5. The data item must be easily understandable to the public. We are trying to reach an educated lay public, not academic scholars or researchers. Measures that are too complex will not be effective.

6. The data item must have a relatively unambiguous interpretation. If the value of an indicator changes, we want to be sure there is widespread agreement that this is a good thing (or a bad thing) for kids.

7. There should be a high probability that the measure will continue to be produced in the near future. We want to establish a series of indicators that can be produced year after year.

For additional information on characteristics of good indicators of child well-being see:

America's Children: Key National Indicators of Well-Being, Forthcoming from the Federal Interagency Forum on Child and Family Statistics, Washington, DC.

Trends in the Well-Being of America's Children and Youth: 1996, U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation, Washington, DC.

"Indicators of Children's Well-Being: A Conference," in *FOCUS*, Vol. 16, No. 3, Spring 1995, Institute for Research on Poverty, University of Wisconsin-Madison.

The Annie E. Casey Foundation funds a nationwide network of KIDS COUNT projects that provide a more detailed, community-by-community picture of the condition of children.

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The Annie E. Casey Foundation is a private charitable organization dedicated to helping build better futures for disadvantaged children in the United States. It was established in 1948 by Jim Casey, one of the founders of United Parcel Service, and his siblings, who named the Foundation in honor of their mother.

The primary mission of the Foundation is to foster public policies, human-service reforms, and community supports that more effectively meet the needs of today's vulnerable children and families. In pursuit of this goal, the Foundation makes grants that help states, cities, and communities fashion more innovative, cost-effective responses to these needs.

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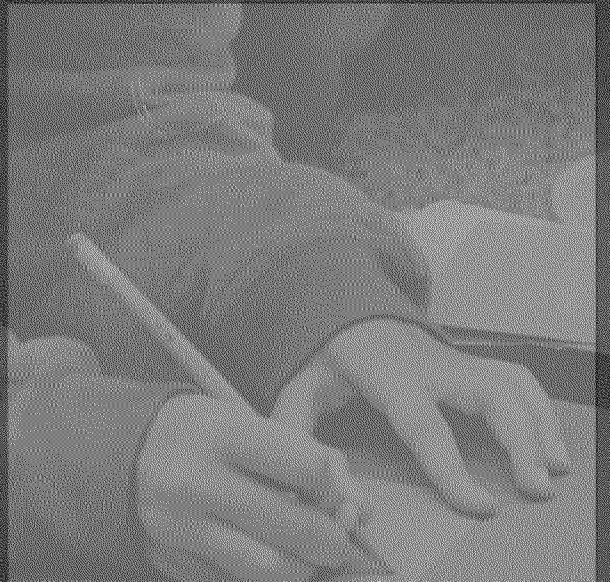

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