



MULTNOMAH COUNTY, OREGON

BOARD OF COMMISSIONERS

Beverly Stein, Chair

1120 SW Fifth Avenue, Suite 1515
Portland, Or 97204-1914
Phone: (503) 248-3308 FAX (503) 248-3093
Email: mult.chair@co.multnomah.or.us

Diane Linn, Commission Dist. 1

1120 SW Fifth Avenue, Suite 1500
Portland, Or 97204-1914
Phone: (503) 248-5220 FAX (503) 248-5440
Email: diane.m.linn@co.multnomah.or.us

Serena Cruz, Commission Dist. 2

1120 SW Fifth Avenue, Suite 1500
Portland, Or 97204-1914
Phone: (503) 248-5219 FAX (503) 248-5440
Email: serena.m.cruz@co.multnomah.or.us

Lisa Naito, Commission Dist. 3

1120 SW Fifth Avenue, Suite 1500
Portland, Or 97204-1914
Phone: (503) 248-5217 FAX (503) 248-5262
Email: lisa.h.naito@co.multnomah.or.us

Sharron Kelley, Commission Dist. 4

1120 SW Fifth Avenue, Suite 1500
Portland, Or 97204-1914
Phone: (503) 248-5213 FAX (503) 248-5262
Email: sharron.e.kelley@co.multnomah.or.us

ANY QUESTIONS? CALL BOARD CLERK DEB BOGSTAD @ 248-3277

Email: deborah.l.bogstad@co.multnomah.or.us

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

MAY 11 & 13, 1999 BOARD MEETINGS

FASTLOOK AGENDA ITEMS OF INTEREST

| | |
|---------|---|
| Pg 2 | 9:30 a.m. Tuesday Early Childhood & Community Clinics & Health Budget |
| Pg 2 | 1:30 p.m. Tuesday Schools; Community Building; CCFC and Community & Family Services Budget |
| Pg 4 | 9:30 a.m. Thursday Opportunity for Public Comment on Non-Agenda Matters |
| Pg 4 | 9:30 a.m. Thursday Mixed-use and Affordable Housing Resolution |
| Pg 5 | 9:50 a.m. Thursday Animal Control Fee Resolution |
| Pg 5 | 10:00 a.m. Thursday Public Hearing on Three Boundary Change Proposals |
| ✳ | Check the County Web Site: http://www.multnomah.or.us |

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

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

Friday, 10:00 PM, Channel 30

Sunday, 1:00 PM, Channel 30

Produced through Multnomah Community
Television

Tuesday, May 11, 1999 - 9:30 AM
Multnomah County Courthouse, Boardroom 602
1021 SW Fourth Avenue, Portland

BUDGET/POLICY WORK SESSION

WS-1 Budget/Policy Review Work Session on Early Childhood and Community Clinics and Impacts to Rockwood and Cully Clinics. Presented by Gary Oxman, Health Department Staff, Felicity Taormina, and Invited Others. 2.5 HOURS REQUESTED.

- Focus on the Child
 - Current Early Childhood Research
 - Current Early Childhood Initiatives
 - Exploration of Integrated Service Delivery
 - Looking into the Future
 - Cully - La Clinica
 - Rockwood Access Clinic
 - Headstart Mental Health
 - Hispanic Mental Health Services
 - Health Department Citizen Budget Advisory Committee Report by Felicity Taormina
 - Health Department Budget, Issues and Opportunities, and Board Budget Discussion
-

Tuesday, May 11, 1999 - 1:30 PM
Multnomah County Courthouse, Boardroom 602
1021 SW Fourth Avenue, Portland

BUDGET/POLICY WORK SESSION

WS-2 Budget/Policy Review Work Session on School Support Budget Actions; Community Building; Department of Community and Family Services; Department of Community Justice and Commission on Children, Families and Community. Presented by Lorenzo Poe, Elyse Clawson, Susan Oliver, Jim Clay and Invited Other. 2.5 HOURS REQUESTED.

- SUN Schools;
- Combined RFP;
- School Attendance - Westside School Attendance
- Hispanic Retention;
- Touchstone;

- RACC Arts funding in Schools;
- FAST Pilot Program;
- Franklin Caring Community;
- CCFC plans;
- Funding for alternative schools/transition classrooms.
- Department of Community and Family Services Citizen Budget Advisory Committee Presentation by Susan Oliver, Chair (5 minutes)
- Commission on Children, Families and Community Citizen Budget Advisory Committee Presentation by Susan Oliver, Chair (5 minutes)
- Commission on Children, Families and Community Budget, Issues and Opportunities, Jim Clay, (10 minutes)
- Department of Community and Family Services Budget, Issues and Opportunities, Lorenzo Poe, Staff (45 minutes)

Thursday, May 13, 1999 - 9:30 AM
 Multnomah County Courthouse, Boardroom 602
 1021 SW Fourth Avenue, Portland

REGULAR MEETING

CONSENT CALENDAR

NON-DEPARTMENTAL

- C-1 Appointments of Carolyn Marks Bax, Jason Dimen, Beckie Lee, Stephen J. March and Ramsay Weit to the Greenspaces Review Committee

DISTRICT ATTORNEY'S OFFICE

- C-2 Budget Modification DA 99-4 Adding 1.0 Victim Advocate to the Victims of Crime Act Grant

DEPARTMENT OF COMMUNITY AND FAMILY SERVICES

- C-3 Budget Modification CFS 10 to Increase the Budget for Revenue for the Behavioral Health Division by \$198,644 for Day and Residential Treatment Services to Reflect Changes in the State Mental Health and Developmental Disabilities Services Division Intergovernmental Agreement

- C-4 Budget Modification CFS 11 to Increase the Department's Budget by \$404,996 through an Intergovernmental Agreement with the U.S. Department of Labor for Administration of Urban/Rural Opportunities Grant Funds

DEPARTMENT OF SUPPORT SERVICES

- C-5 Budget Modification DSS 12 Recognizing \$300,000 in Revenues Received from FEMA for Project Impact: Building a Disaster Resistant Community

DEPARTMENT OF ENVIRONMENTAL SERVICES

- C-6 RESOLUTION Designating Newspaper for Publication of Notice of Foreclosure of Tax Liens as Shown on the Multnomah County 1999 Foreclosure List

- C-7 Intergovernmental Revenue Agreement 9910789 with Oregon Department of Transportation (Local Assistant Grant) to Building a Pedestrian Island on Powell Valley Road in Front of Powell Valley Elementary School

DEPARTMENT OF HEALTH

- C-8 Budget Modification HD 20 Adding \$52,000 to the Support Services Materials and Services Budget Funded with Contract Dollars Received from Oregon Health Division and Office of Medical Assistance Programs for the Maternal Child Health Hotline

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 RESOLUTION Establishing a Policy to Promote the Goals of Managed Growth by Making Available Vacant and/or Surplus County Lands for Mixed-use and Affordable Housing Development and Pursuing these Opportunities in the Design of Future County Facility Projects

DEPARTMENT OF JUVENILE AND ADULT COMMUNITY JUSTICE

- R-3 Supplemental Budget Requesting Approval of Budget Modification DCJ 59, Adding \$35,705 in Unexpended Prior-year Fee Revenue to the Family Court Services Program to Pay for Replacement of Office Equipment, Completion of Client Data Entry into the Computer System, and Additional Instruction and Security Coverage for Parent Education Classes

DEPARTMENT OF HEALTH

- R-4 NOTICE OF INTENT to Respond to a Request for Proposals from the Bureau of Primary Health Care to Fund Satellite Clinics for Homeless Youth

AGING AND DISABILITY SERVICES DEPARTMENT

- R-5 Budget Modification ADS 2 to Recognize Additional One-time Only Federal and State Revenue; to Authorize Various Information Technology Related Expenditures; and Reduction of the ADS General Fund Resources Used for Matching Federal Medicaid Funds and a Corresponding Reduction of County Supplement Expenditures

DEPARTMENT OF ENVIRONMENTAL SERVICES

- R-6 RESOLUTION Establishing Fees and Charges for Chapter 13 of the Multnomah County Code Relating to Animal Control and Repealing Resolution No. 98-85
- R-7 PUBLIC HEARING and Consideration of an ORDER Approving the Annexation of Territory to Metro [Boundary Change Proposal No. MU-0199 Annexing Property within Washington County to Metro]
- R-8 PUBLIC HEARING and Consideration of an ORDER Approving the Annexation of Territory to Metro [Boundary Change Proposal No. MU-0299 Annexing Property within Washington County to Metro]
- R-9 PUBLIC HEARING and Consideration of an ORDER Approving the Annexation of Territory to Dunthorpe-Riverdale County Service District [Boundary Change Proposal No. MU-0399 Annexing Property to Dunthorpe-Riverdale County Service District for Sewers]

COMMISSIONER COMMENT/LEGISLATIVE ISSUES

- R-10 Opportunity (as Time Allows) for Commissioners to Comment on Non-Agenda Items or to Discuss Legislative Issues.

MEETING DATE: May 11, 1999

AGENDA #: WS-2

ESTIMATED START TIME: 1:30 PM

(Above Space for Board Clerk's use only)

AGENDA PLACEMENT FORM

SUBJECT: Policy Review Work Session on Schools and Community Building and CCFC and Dept. of Community and Family Services Budgets

BOARD BRIEFING: DATE REQUESTED: Tuesday, May 11, 1999

REQUESTED BY:

AMOUNT OF TIME NEEDED: 2.5 Hours

REGULAR MEETING: DATE REQUESTED:

AMOUNT OF TIME NEEDED:

DEPARTMENT: Non-Departmental

DIVISION: Chair's Office

CONTACT: Bill Farver

TELEPHONE #: 248-3958

BLDG/ROOM #: 106/1515

PERSON(S) MAKING PRESENTATION: Lorenzo Poe, Elyse Clawson, Jim Clay & Others

ACTION REQUESTED:

☐ INFORMATIONAL ONLY ☒ POLICY DIRECTION ☐ APPROVAL ☐ OTHER

SUGGESTED AGENDA TITLE:

Budget/Policy Review Work Session on School Support Budget Actions; Community Building; Department of Community and Family Services; Department of Community Justice and Commission on Children, Families and Community. Presented by Lorenzo Poe, Elyse Clawson, Susan Oliver, Jim Clay and Invited Other. 2.5 HOURS REQUESTED.

- SUN Schools;
- Combined RFP;
- School Attendance - Westside School Attendance
- Hispanic Retention;
- Touchstone;
- RACC Arts funding in Schools;
- FAST Pilot Program;
- Franklin Caring Community;
- CCFC plans;
- Funding for alternative schools/transition classrooms.
- Department of Community and Family Services Citizen Budget Advisory Committee Presentation by Susan Oliver, Chair (5 minutes)
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- Department of Community and Family Services Budget, Issues and Opportunities, Lorenzo Poe, Staff (45 minutes)

CLERK OF
COUNTY COMMISSIONERS
99 MAY - 7 PM 1:48
MULTI-NOMINAL COUNTY
OREGON

SIGNATURES REQUIRED:

ELECTED OFFICIAL:

Beverly Stein

(OR)

DEPARTMENT

MANAGER:

ALL ACCOMPANYING DOCUMENTS MUST HAVE REQUIRED SIGNATURES

Any Questions? Call the Board Clerk @ 248-3277

**DEPARTMENT OF COMMUNITY AND FAMILY SERVICES
1999-2000 Budget Hearing**

May 11, 1999 Beginning at 1:30pm

| | |
|-------------------|---|
| 90 minutes | Budget Work Session on School Support Budget Actions: Department of Community and Family Services; Department of Community Justice and Commission on Children, Families and Community (<i>Lorenzo Poe Jr., Elyse Clawson, Jim Clay and other presenters</i>): <i>Break</i> |
| 5 minutes | Department of Community and Family Services Citizen Budget Advisory Committee Presentation <i>Susan Oliver, Chair (5 minutes)</i>. |
| 5 minutes | Commission on Children, Families and Community Citizen Budget Advisory Committee Presentation <i>Susan Oliver, Chair (5 minutes)</i> |
| 10 minutes | Commission on Children, Families and Community Budget, Issues and Opportunities <i>Jim Clay, (10 minutes)</i>. |
| 45 minutes | Department of Community and Family Services Budget, Issues and Opportunities <i>Lorenzo Poe Jr., Staff (45 minutes)</i> |
| | |



Budget Presentation
Fiscal Year 99–2000

School/Community Building Policy

Lorenzo T. Poe Jr., Director

Department of Community and Family Services

Elyse Clawson, Director

Department of Adult and Juvenile Community Justice

Jim Clay, Director

Commission on Children, Families, and Community of Multnomah County



Multnomah County

MULTNOMAH COUNTY URGENT BENCHMARK

Increase the number of young people successfully completing their education

Goal

*Safe Families Living
In Safe Neighborhoods*

**Department of Community
And Family Services
Overview**

Lorenzo T. Poe, Jr.

Selected Decision Packages

- SUN Schools (*Michael Harris & Panel*)
- Hispanic Retention (*Mary Li*)
- Touchstone Program (*Mary Li*)
- Combined RFP (*Mary Li*)

Goal

*Children and Youth Succeeding
In Their Education*

**Department of Adult & Juvenile
Community Justice
Overview**

*Elyse Clawson
(Jimmy Brown)*

Student Attendance Initiative

- Westside Expansion
- Hispanic Expansion
- FAST Pilot
- Evaluation
- Alternative/Transitional Schools

Goal

*Young Children Entering School
Ready to Succeed*

**Commission on Children,
Families and Community of
Multnomah County
Overview**

Jim Clay

Asset Building Strategies

- Make the Time Fund Mini-grant Projects
- Benchmark Audit in Partnership with Progress Board
- Collaborative Initiatives
- Middle School Outreach/Asset Building Project



Schools/Community Building Policy: Safe Families Living in Safe Neighborhoods

Continued by Michael Harris and Mary Li

▪ **SUN Schools**

SUN Schools enhance student success and community vitality by expanding the use of a neighborhood school. Additional academic offerings are provided after regular school hours, social and health services are provided to students and their families, recreation and enrichment activities are open to all in the community.

Three Broad Goals:

- educational success for our children
- social and health support system for children and families
- enrichment and recreational opportunities for the community

▪ **Hispanic Retention**

Designed to provide creative, innovative, school based programs targeting Hispanic students and their families in grades 6th through 9th. Creates a package of comprehensive case management and family support services to Hispanic students at risk of dropping out of school. Funding: County General Funds: \$252,735. Expected number of students to be served: 180

Outcomes Measures:

- student will remain in school and maintain attendance
- student will advance a grade or successfully transition to High School
- parents will demonstrate increased involvement in their child's education

▪ **Touchstone**

Successfully operating 13 sites in elementary and middle schools throughout the Portland area. Beginning in July 1, 1999 the 8 Touchstone sites funded by Multnomah County DCFS and contracted to Portland Public Schools will move back into the Division of Community Programs and Partnerships. By eliminating one of the two current administrative entities, the Touchstone program will be streamlined; standardized procedures will be implemented, specifically in the area of case files and service delivery.

Benefits to Families:

- decreased rate of absenteeism by receiving wraparound services earmarked for high risk students
- become involved in recreational and educational activities which are otherwise unavailable
- receive encouragement, advocacy and positive information that supports their strengths (Family Unity Model)
- build self-esteem while working towards the end goal of school completion
- access to culturally competent services
- tutoring and mentoring services

▪ **Combined RFP**

A newly designed service delivery system for children, youth and families incorporating the best practices of the Community Action and Family Center service system and strengthens linkages with Caring Communities and Community Building Initiatives throughout Multnomah County. The new system, planned between March 1998 and January 1999, calls for benchmark-related outcomes* to guide the funding, planning and delivery of services to geographically-defined communities and specific cultural/ethnic populations.

** reducing the number of children living in poverty; increasing high school completion; and, reducing juvenile crime*



Department of Community and Family Services is currently working with the Department of Juvenile Justice and Adult Community Corrections on the Student Attendance Initiative.

▪ **Proposed Schools/Geographic areas under consideration and zip codes in catchment area**

Roosevelt 97203, 97217

Marshall 97266

Franklin 97206

Jefferson 97211

Parkrose 97220

▪ **Criteria to be taken into consideration in selecting geographic area of focus**

- Drop-out Rate
- Assets
- Presence of Caring community, Family resource Center and/or Touchstone Program
- Poverty Level
- Population – 10 – 17 years of age

▪ **Drop-out Rate:**

Roosevelt 11.8%; Marshall 11.14%; Jefferson 8.38%; Parkrose 8.07%; Franklin 8.04% (source: Multnomah County Truancy Project, 1998)

▪ **Assets Survey Information:**

The lowest assets: Students in alternative schools (average of 14 assets).

Most schools averaged 17 through 21 assets

Five schools had less than 19 assets: Jefferson 17, Corbett 18, Marshall 18, Roosevelt 18, and Parkrose 18

▪ **Schools/Geographic Areas with Caring Communities, Family Resource Centers, Touchstone Programs:**

Roosevelt (Caring Community of North Portland); Jefferson; Marshall; and Parkrose (Mid County Caring Community)

| Zip Codes with Highest Poverty Levels: | Zip Codes with Highest Crime Rate: | Zip Codes with Highest Concentration of 10-17 yr. old youth: |
|---|---|---|
| 97203 Roosevelt 97217 Roosevelt 97211 Jefferson | 97202 Roosevelt 97217 Roosevelt 97211 Jefferson 97220 Parkrose 97206 Franklin | 97217 Roosevelt 97211 Jefferson 97206 Franklin |



▪ **Make the Time Fund mini-grant projects**

When the Commission on Children, Families and Community began its effort to build community assets, we were clear that what was needed to help young people thrive was the commitment of thousands of people throughout the county to reconsider how they spend their time. Our strategy was to illustrate the possibilities by sponsoring hundreds of small scale projects demonstrating the potential of asset building. We identified thousands of asset building activities which, for lack of a small amount of money, were left un-started. To overcome this barrier, we began the Make the Time Fund, and offered mini-grants of no more than \$500 to organizations and individuals that agreed to oversee an asset building project and leverage other resources. Nearly 200 projects to date, involving an extraordinarily diverse cross section of Multnomah County, will expand to over 300 in this year's campaign.

▪ **Collaborative Initiatives**

The Commission on Children, Families and Community has adopted an innovative new funding policy that calls for a reduced reliance on funding direct-service strategies, and an expanded investment in building community and systems. Each year the CCFC identifies strategies in its strategic plan for children and families that can be marketed to private and public community investors. The CCFC contributes what it hopes to be only half of the funding, and then secures the balance from other partners (most recently from Legacy Health System). Then the total funding is applied to improving the system of supports for children and families. Our first collaborative initiative has been focused on early childhood, and in FY 99/00 the CCFC will be launching a Collaborative Initiative focused on strengthening our community's ability to support school-aged youth succeed in their education.

▪ **School success benchmark audit in partnership with the Progress Board**

This joint project of the Commission on Children, Families and Community and the Portland-Multnomah Progress Board is an outgrowth of the CCFC's expanded commitment to supporting system improvement projects. In partnership with the Progress Board, the CCFC has contracted with a researcher to conduct an audit and mapping of community-based strategies that support student achievement. We are working closely with the Leaders Roundtable, County departments, and key community leaders to prepare a report that will serve as the research foundation for future CCFC investments in student success. We trust it will be a valuable tool for the entire community, too, and it further develops our working relationship with the Progress Board.

▪ **Middle school outreach/asset building project**

Last fall the Commission on Children, Families and Community formed an extraordinary partnership with 39 middle schools throughout the county, including several alternative schools. Through this effort we distributed Take the Time publications to the parents of over 20,000 students. Materials included a list of the 40 assets and "action sheets" giving suggestions for parents, youth, and others on how to take the time to help young people succeed through our everyday actions. Outreach relied on materials published in English, Russian, Spanish, and Vietnamese, within six districts: Centennial, Corbett, David-Douglas, Gresham-Barlow, Portland Public Schools, and Reynolds. Each middle school also received from the CCFC a \$1,000 grant to inspire local action. This fall outreach coordinators will again serve as community organizers and focus on increasing parent involvement in the schools.





Oregon

John A. Kitzhaber, M.D., Governor

Department of Human Resources

Office of the Director

500 Summer Street, NE

Salem, OR 97310-1012

(503) 945-5944

FAX: (503) 378-2897

TTY: (503) 945-5928

May 11, 1999

Via Facsimile

Beverly Stein, Chair
Multnomah County Board of Commissioners
1120 SW Fifth
Portland Building
Portland, Oregon 97204

Dear Chair Stein:

As the Director of the Department of Human Resources, I am pleased to affirm my support for the Schools Uniting Neighborhoods Initiative. I consider the Department to be a full partner in this initiative, through the services delivered by our division staff in Multnomah County and financially through the partnership with the Annie E. Casey Foundation.

Research indicates that youth are most vulnerable during the hours just after the close of the school day. It is during this unsupervised time when youth are more likely to commit acts of violence or be victims of such acts. They are also at higher risk of involvement in substance abuse, early sexual involvement, and other potentially unsafe behaviors.

School success is a key component to reducing these risks and insuring self-sufficiency of individuals and families. The SUN Initiative holds the promise of engaging not only students and their families but a broad base of community partners in achieving this success.

Again, I am committed to this partnership.

Sincerely,

A handwritten signature in cursive script that reads "Gary K. Weeks".

Gary K. Weeks
Director

Assisting People to Become Independent, Healthy and Safe
An Equal Opportunity Employer





Schools Uniting Neighborhoods

Schools Uniting Neighborhoods

Opening doors for everyone under the sun

Community Building Initiative
Sponsor Group

Chairs:

Beverly Stein
Chair, Multnomah County

Jim Francesconi
*Commissioner,
City of Portland*

Committee:

Charles Becker
Mayor, City of Gresham

Rich Brown
Bank of America

Ron Gould
Chair, Leaders Roundtable

Diane Linn
*Commissioner,
Multnomah County*

Carol Matarazzo
*Asst Superintendent,
Portland Public Schools*

Larry Norvell
*United Way of the
Columbia/Willamette*

TBA
*Chair, Multnomah Commission on
Children & Families in Communities*

Dan Saltzman
*Commissioner,
City of Portland*

Edward Schmitt
*Superintendent, Multnomah
Education Service District*

Gary Weeks
*Director, Oregon Department
of Human Resources*

WHAT IS S.U.N.?

Schools Uniting Neighborhoods (S.U.N.) is a new way of viewing public services and facilities. S.U.N. reaches local communities through the public schools by providing access to locally identified services. It is a one-stop community center concept providing educational/enrichment, recreational, health and social services that make the most sense to the immediate community.

S.U.N. is known by many names in Oregon and across the nation. Full service schools, Community Learning Centers, Lighted Schools, Beacon Schools, Schools for the 21st Century and Community Schools are among the many names for the same concept of opening schools to all the community.

S.U.N. conceptualizes schools as community centers open to students, families and other local citizens from 7 am to 10 p.m. through the entire week and during the summer.

PARTNERSHIPS

S.U.N. bases its success upon a collaborative process that includes bringing existing services to the local community. Multnomah County in conjunction with the local schools, school districts, the City of Portland and the state is orchestrating a plan to relocate relevant services in local schools. The partners in this project include:

Multnomah County Department of Community and Family Services
Multnomah County Department of Health (Community Health Services)
City of Portland Parks and Recreation Department
State of Oregon, Department of Human Services
Multnomah Education Service District
Portland Public Schools
East County School Districts
City of Gresham, Parks and Recreation

Spearheading the effort have been Chair Beverly Stein, Commissioner Diane Linn and City Commissioner Jim Francesconi. Chair Stein and Commissioner Francesconi monitor progress and set policy for the project through the Sponsor Group. Representatives from the above mentioned partners plus others participate in the group.

IMPLEMENTATION

Basing the plan on existing, successful operations, committees, such as the Ad hoc Committee on Community Schools and the Before and After School Cabinet (Commissioner Francesconi's Office) have helped the Sponsor Group formulate a plan to identify and implement four or more sites this next year.

The selection steps include:

- Request for interest sent to all county schools and districts.
- Sites judged on their readiness: exceeds, meets, and Not quite ready.
- Sponsor group selects four or more sites
- "Lead agencies" (qualified non-profit vendors) listed.
- Each site develops Request for Proposal.

It is anticipated that all sites would begin their programs in late fall—early winter.

CONTINUATION/EXPANSION

Resource development for continuation and expansion includes reallocation of services from the partners mentioned above. Foundations, corporations, service clubs and government grants are sources for expansion of the project. Legislation is also a consideration.

1999-2000 BUDGET:

INCOME

| | |
|------------------|-----------|
| Multnomah County | \$170,000 |
| City of Portland | 300,000 |
| DHR/Casey Fndt | 382,475 |
| MESD | 25,000 |
| PPS | 14,000 |

| | |
|-------|-----------|
| Total | \$891,475 |
|-------|-----------|

This funding supports the four or more sites for implementation plus additional planning sites.



Schools Uniting Neighborhoods

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Opening doors for everyone under the sun

Community Building Initiative
Sponsor Group

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Chair, Multnomah County

Jim Francesconi
*Commissioner,
City of Portland*

Committee:

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*Commissioner,
City of Portland*

Edward Schmitt
*Superintendent, Multnomah
Education Service District*

Gary Weeks
*Director, Oregon Department
of Human Resources*

Dear Community Leader,

May, 1999

Thank you for your interest in the Schools Uniting Neighborhoods (SUN) Request for Interest Application Packet (RFI). We are excited that your school, together with parents and community partners, is considering becoming a SUN School. We need committed partners working with us to **extend the school day and develop schools into community centers** to benefit the education and well being of young people, their families and communities.

Enclosed you will find:

- ✓ A Letter announcing the availability of the SUN Schools RFI
- ✓ The SUN Schools Request for Interest Questionnaire (application)
- ✓ The SUN Schools Request for Interest Instructions and Criteria
- ✓ The SUN Schools Concept Paper
- ✓ The SUN Schools Fact Sheet
- ✓ An Invitation to Four Technical Assistance Workshops

If you have questions, we encourage you to attend a technical assistance workshop. An invitation to the workshops is included with the details of the times, dates and places. The workshops are currently scheduled for May 5, 6, and 12. Our staff is also available to respond to questions.

Applications are due on June 1st at 4:00 pm. Applications may be hand-delivered or mailed, but they must be received by 4:00 pm. Unfortunately, applications faxed, emailed and received after the due date or 4:00 pm will not be reviewed. Application should be mailed or delivered to:

SUN SCHOOLS
421 SW Sixth, 7th floor
Portland, OR 97204

For questions or other inquiries

Phone: (503) 248-3619

Fax: (503) 248-3710

Email: sun.schools@co.multnomah.or.us

After the applications are received, they will be screened. A staff team will conduct onsite interviews with promising candidates and make recommendations to the Sponsor Group. We are hoping to have decisions made by July 1st. Since this is the first round of applications for SUN Schools, it may take a bit longer than we currently project. Depending upon the applications, we will suggest options for individual sites at that time.

The final steps following the selection of the sites include the formation of a local panel/committee that will develop specific program needs, formulate a request for proposals from potential management partners, and make a final partner selection. Our staff will assist successful applicants in identifying qualified management partners, available services, completing the agreements for resources and other details.

We appreciate your efforts.

Warm Regards on behalf of the Sponsor Group of the COMMUNITY BUILDING INITIATIVE,

Michael H. Harris
SUN Schools Coordinator

A Program of the Community Building Initiative
421 SW Sixth Avenue, 7th floor • Portland, OR 97204 • (503) 248-3619
sun.schools@co.multnomah.or.us



Schools Uniting Neighborhoods

Opening doors for everyone under the sun

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Edward Schmitt
Superintendent, Multnomah
Education Service District

Gary Weeks
Director, Oregon Department
of Human Resources

Schools Uniting Neighborhoods

Dear Community leaders,

April, 1999

It just makes common sense. Schools Uniting Neighborhoods--SUN SCHOOLS -- is a new effort we are shepherding to support a proven idea to extend the school day and turn our neighborhood schools into community centers.

Our purpose in writing you is to share the concept with you and give you the opportunity to receive more information. We have also attached a fact sheet.

Extending the school day and using schools as community centers makes sense for a number of reasons. SUN SCHOOLS will:

- Support our kids with more safe places and more time learning to succeed as adults
- Create an opportunity for our neighbors and businesspeople to volunteer to help kids learn or coach a game
- Support our parents with quality childcare, offer a place to meet other parents or help with parenting
- Provide our neighbors with a place to play basketball, learn to use computers or a new language, get job or family counseling, get a flu shot, organize a neighborhood tree planting or have a community meeting
- Work together and highlight the availability of community resources in the neighborhood

By extending the school day and turning our schools into community centers, we can help our young people thrive, support families, maximize community resources and help build communities by supporting neighborhood activities. This simple idea is at the heart of Schools Uniting Neighborhoods -- SUN SCHOOLS.

What are we doing?

We have developed a Request For Interest (RFI), to be coordinated through the schools, that offers principals, parents, residents, community organizations, and young people the opportunity to let us know whether your school and the community would like to be a SUN SCHOOL. Our enthusiasm is very strong. However, at this point, we only have resources to work with a limited number of schools. For the schools selected, we will work together to organize many kinds of resources that will be based on school and community input, such as volunteers, health & human services, recreational services.

A Program of the Community Building Initiative

421 SW Sixth Avenue, 7th floor · Portland, OR 97204 · (503) 248-3619
sun.schools@co.multnomah.or.us

The details are in the SUN SCHOOLS Request For Interest packet. If you would like a packet of information, be on the mailing list, or want a speaker for your group, please contact us!

Applications will be available May 1st and due June 1st.

SUN SCHOOLS

Request for Interest Packet

Phone: (503) 248-3619 Fax: (503) 248-3710

Email: sun.schools@co.multnomah.or.us

We look forward to working with you.

Warm Regards,
Sponsor Group of the COMMUNITY BUILDING INITIATIVE



Beverly Stein
Chair, Multnomah County

Co-chair



Jim Francesconi,
Commissioner,
City of Portland
Co-Chair

cc: Caring Communities of Multnomah County
Portland Area Neighborhood Associations
Local School Advisory Councils
School Districts: Centennial, David Douglas, Gresham/Barlow Parkrose,
Portland, and Reynolds



Schools Uniting Neighborhoods

Request for Interest

May 1, 1999

Schools Uniting Neighborhoods

Opening doors for everyone under the sun

1. Briefly describe your initial ideas about your SUN SCHOOL effort and why you are interested in the Schools Uniting Neighborhoods strategy.
2. The purpose of the following section is for you to describe the strengths and opportunities that your local school and community bring to your SUN SCHOOL model. Briefly describe your assets (strengths) and risks (challenges) that you face within each of the categories below.

Community Building Initiative
Sponsor Group

Chairs:

Beverly Stein
Chair, Multnomah County

Jim Francesconi
*Commissioner,
City of Portland*

Committee:

Charles Becker
Mayor, City of Gresham

Rich Brown
Bank of America

Ron Gould
Chair, Leaders Roundtable

Diane Linn
*Commissioner,
Multnomah County*

Carol Matarazzo
*Asst Superintendent,
Portland Public Schools*

Larry Norvell
*United Way of the
Columbia/Willamette*

TBA
*Chair, Multnomah Commission on
Children & Families in Communities*

Dan Saltzman
*Commissioner,
City of Portland*

Edward Schmitt
*Superintendent, Multnomah
Education Service District*

Gary Weeks
*Director, Oregon Department
of Human Resources*

| <i>Assets</i> Strengths that the school, community and students bring to the SUN SCHOOL model that will enhance your effort. | <i>Risks</i> Challenges that the school, community and students bring to the design and implementation of your SUN SCHOOL effort. |
|--|---|
| A. Asset approach: Briefly list the results of the 1997 Youth Asset survey for your High School cluster as they pertain to strengths and challenges you face in your SUN SCHOOL design. | |
| B. Data: Describe local conditions by using data that would reflect the strengths and challenges of your community. | |
| C. Geographic location: Describe and/or draw the location and surrounding areas of your SUN SCHOOL and its partner schools. | |
| D. Existing resources: Describe the existing resources within your school that support school success, provide social service support, and recreation and enrichment opportunities. | |
| E. Collaborative efforts: Briefly list and describe collaborative efforts in which your school has been involved. | |
| F. Space: Describe the availability of space within your building as it pertains to the needs of your SUN SCHOOL design. | |
| G. Technical assistance: List areas of assistance that your SUN SCHOOL planning and implementation effort might need. | |
| H. Academic achievement: Describe how your local SUN SCHOOL effort will support increased student performance. | |
| I. Parent involvement: Describe current parent involvement strategies and success efforts at your local school and/or High School cluster. | |
| J. Timelines for planning and implementation: Describe the timelines that your SUN SCHOOL effort would need for planning and implementation. | |

A Program of the Community Building Initiative

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sun.schools@co.multnomah.or.us


K. Initial if you agree to the following basic requirements: We agree to:

- ◆ Use the Search Institute asset survey for designing our SUN SCHOOL effort. _____
- ◆ * Use an existing advisory council whose membership includes residents, students, and professionals in the children's field OR _____
- ◆ * Form a new advisory council, which would include youths, residents, and professionals within the field of SUN SCHOOLS for purposes of designing and implementing OR
- ◆ * Form another approach that assures youths, residents, and professionals within the field of SUN SCHOOLS for purposes of designing particular SUN SCHOOL _____
- ◆ Participate in collaborative evaluation design of SUN SCHOOL effort. _____

L. Signature of local champions: Please list the name, telephone numbers, and addresses of the following individuals who agree to support this SUN SCHOOL effort. Place an asterisk (*) next to the contact person for the SUN SCHOOL effort.

- ◆ Superintendent of the School District or designee _____
- ◆ Principal of the school _____
- ◆ Teacher of the school _____
- ◆ Chair of the School Site Council _____
- ◆ Caring Community Coordinator (if you have one) _____
- ◆ Park and Recreation Community School Coordinator (if you have one) _____
- ◆ Optional: Facilitating agency possibly interested in partnering on SUN SCHOOL design _____
- ◆ Optional: Youth leader interested in SUN SCHOOL design _____
- ◆ Optional: Parent leader interested in SUN SCHOOL design _____
- ◆ Optional: Neighborhood Association chair _____
- ◆ Optional: Head Custodian _____
- ◆ Optional: Student Council _____
- ◆ Optional: Other categories not listed above. _____

M. On site interviews: Check the top three choices when your local champions could be interviewed by a collaborative team from the SUN SCHOOL effort.

| | | | | |
|-----------------|---|----------------------|------------------------|------------------------|
| ◆ June 7, 1999 |  | _____ 1:00 to 4:00pm | _____ 5:00pm to 7:00pm | _____ 7:00pm to 9:00pm |
| ◆ June 8, 1999 | _____ 9:00am to noon | _____ 1:00 to 4:00pm | _____ 5:00pm to 7:00pm | _____ 7:00pm to 9:00pm |
| ◆ June 9, 1999 | _____ 9:00am to noon | _____ 1:00 to 4:00pm | _____ 5:00pm to 7:00pm | _____ 7:00pm to 9:00pm |
| ◆ June 10, 1999 | _____ 9:00am to noon | _____ 1:00 to 4:00pm | _____ 5:00pm to 7:00pm | _____ 7:00pm to 9:00pm |
| ◆ June 11, 1999 | _____ 9:00am to noon | _____ 1:00 to 4:00pm | _____ 5:00pm to 7:00pm | _____ 7:00pm to 9:00pm |
| ◆ June 12, 1999 | _____ 9:00am to noon | _____ 1:00 to 4:00pm | _____ 5:00pm to 7:00pm | _____ 7:00pm to 9:00pm |
| ◆ June 15, 1999 | _____ 9:00am to noon | _____ 1:00 to 4:00pm | _____ 5:00pm to 7:00pm | _____ 7:00pm to 9:00pm |
| ◆ June 16, 1999 | _____ 9:00am to noon | _____ 1:00 to 4:00pm | _____ 5:00pm to 7:00pm | _____ 7:00pm to 9:00pm |
| ◆ June 17, 1999 | _____ 9:00am to noon | _____ 1:00 to 4:00pm | _____ 5:00pm to 7:00pm | _____ 7:00pm to 9:00pm |

* Final decisions will be made by July 1, 1999 on the initial SUN SCHOOL sites for school year 1999-2000.



Schools Uniting Neighborhoods

Schools Uniting Neighborhoods

Opening doors for everyone under the sun

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Commissioner,
City of Portland

Edward Schmitt
Superintendent, Multnomah
Education Service District

Gary Weeks
Director, Oregon Department
of Human Resources

Instructions and Criteria Request for Interest application

General Instructions:

- ◆ Application due in the office no later than June 1, 1999 at 4:00p.m.
- ◆ Faxed applications will not be accepted.
- ◆ Must be delivered to SUN SCHOOLS 421 SW 6th, 7th floor Portland, OR 97204-1618
- ◆ Use font size no smaller than 12, application can not be hand written.
- ◆ Take no more than 10 pages to answer questions and/or include addendum.
- ◆ Answer questions in paragraph and/or bulleted format
- ◆ Public schools in collaboration with community organizations and businesses are eligible to apply.
- ◆ Targeted age levels for first year of SUN SCHOOLS effort within Portland Public Schools is K-9, other school districts within Multnomah County K-12.
- ◆ The following instructions will explain what criteria the Sponsor Group will use in order to rank applications into three categories: a) does not meet minimum readiness criteria at this time, b) meets minimum readiness level for SUN SCHOOL planning,; c) exceeds minimum readiness level for SUN SCHOOL planning.

1. **Briefly describe your initial ideas about your local SUN SCHOOL effort and why you are interested in the SUN SCHOOLS effort?**

If at this time you have formulated an initial SUN SCHOOL concept to take to the community for input, describe it here. In addition, describe the reasons that your local school site and its community are interested in having a SUN SCHOOL. The reasons for having a SUN SCHOOL should reflect input from parents, students, educators, businesses, and the community at large.

2. **The purpose of the following section is for you to describe the strengths and opportunities that your local school and community bring to your SUN SCHOOL model. Briefly describe your assets (strengths) and risks (challenges) that you face within each of the categories below.**

The criteria for selection of initial SUN SCHOOL sites includes both assets (strengths) and risks (challenges). Briefly list or describe within each of the sections below information and/or local children and families' data as either an asset and/or a risk. For example: A drop out rate can be described as an asset and/or a risk. If your drop out rate has improved over the last two years from an annual rate of 10% to 7% then that would be described as an asset. In that instance your school site has shown leadership in lowering the drop out rate. But within your drop out rate, if the Hispanic rate is triple the overall rate, then that would be described as a challenge. Again, the Sponsor Group is looking for initial SUN SCHOOL sites that have **both** assets and risks.

- A. **The 1997 Multnomah Commission on Children and Families Youth Asset Survey: For countywide, ethnic, or local High School cluster results call 1 503 248 5066 to order your free copies.**

In 1997 most of the 6th, 8th, and 10th graders in Multnomah County participated in the Search Institute's Youth Asset survey which was administered by local school districts in collaboration with the Multnomah Commission on Children and Families' Take the Time campaign. Each High School cluster that participated will have results that pertain to their students.

In this section list the average amount of assets your High School cluster showed. For example the countywide average is 19 assets out of the 40 assets. List the top five assets of your students and the bottom five assets for your students. For example: Countywide results show the top five assets to be; #21, achievement motivation; #30, responsibility; #29, honesty; #28, integrity; and #40, positive view of personal future. If your school district did not participate please use countywide figures for this question.

Describe initial thoughts on how your SUN SCHOOL effort might use the asset survey results to define strategies that would build assets as defined by the youth asset survey.

B. Data: Describe local conditions by using data that would reflect the strengths and challenges of your community.

Suggested data might include, but is not limited to, rates of high school drop out, poverty, juvenile crime, mobility, attendance, alcohol and drug, change in demographics, and % of students on free and reduced lunch.

The Sponsor Group will be looking for data that is considered by you to be an asset, and data that is seen as a challenge. For example: If you have a low parent involvement rate, but over the last two years you have increased it by 25%, then that particular data could be seen as an asset and a risk. It is considered to be an asset because you have achieved some positive change, and it is considered to be a challenge because you want to increase parental involvement in order to improve academic achievement for your students.

C. Geographic location: Describe and/or draw the location and surrounding areas of your SUN SCHOOL and its partner schools.

Partner schools are not mandated in this effort. In paragraph or bulleted form list or describe the following items that pertain to your SUN SCHOOL effort.

- ◆ Name and address of your local school district.
- ◆ Name and address of your proposed SUN SCHOOL?
- ◆ Names, addresses, and grade level of adjacent schools that wish to participate in your SUN SCHOOL effort. (Optional)
- ◆ Anticipated boundary line of your SUN SCHOOL geographic service area.
- ◆ Facilities such as but not limited to parks, community centers, libraries, and churches within walking distance of your SUN SCHOOL which will enhance current or future efforts.
- ◆ Challenges that exist for your SUN SCHOOL site because of the geographic location of your school, such as but not limited to transportation, lack of current social services, lack of parks, etc.
- ◆ Other pertinent information about geography that pertains to your SUN SCHOOL effort.

D. Existing resources: Describe the existing resources within your school that support school success, provide social and health services, and recreation and enrichment opportunities.

List or describe in paragraph or bulleted form the following items that pertain to your SUN SCHOOL effort such as but not limited to:

- ◆ Current services and resources available in your school to enhance academic performance.
- ◆ Current resources available in your school that are before and after school activities for children and/or families
- ◆ Current services and resources available in your school that provide social service support for children and/or families
- ◆ Target population for phase one that your SUN SCHOOL effort will address. It may include, but is not limited to, entire grade levels or school population of your SUN SCHOOL site.
- ◆ Current challenges to academic performance such as percentage of students involved in special academic enhancement efforts.
- ◆ Current challenges for before and after school activities such as but not limited to percentage of students involved in before and after school activities.
- ◆ Current challenges for social service support efforts.

E. Collaborative efforts: Briefly list or describe collaborative/partnership efforts in which your school has been involved.

List or describe in paragraph or bulleted form the following items that pertain to your SUN SCHOOL effort such as, but not limited to:

- ◆ Current or past collaborations/partnerships that your local school has had with other entities such as but not limited to: city, county, non-profits, other schools, parent organizations, and youth serving agencies.
- ◆ Current or past collaborations/partnerships that have involved culturally and/or ethnically diverse populations.
- ◆ Lessons learned from past or current collaborations/partnerships.
- ◆ If possible, list the partnerships in order of complexity of the relationship, with the most complex collaborations/partnerships being first.

F. Space: Describe the availability of space within your building as it pertains to the needs of your SUN SCHOOL design.

List or describe in paragraph or bulleted form the following items that pertain to your SUN SCHOOL effort. Different types of space are needed for a SUN SCHOOL effort. Space will be needed at different times of the day and year for office and client use, for classroom use, and for before and after school activities. These types of spaces generally fall into one of two categories as listed below. Some of your space issues will be an asset and some of them will be challenges to overcome. List both types of space.

- ◆ Dedicated space available within your building for the SUN SCHOOL
- ◆ Shared space available with your building for the SUN SCHOOL.
- ◆ Other space issues that pertain to your proposed SUN SCHOOL effort.

G. Technical assistance: List areas of assistance that your SUN SCHOOL planning and implementation effort anticipates needing.

At this time your planning effort may already have training and information needs that can help you be successful, such as, but not limited to facilitation, cultural diversity, youth development, best practices for full service schools, community participation techniques and many more. List or describe in paragraph or bulleted form training needs that you anticipate needing.

H. Academic achievement: Describe how your SUN SCHOOL effort will support increased student performance.

List or describe your initial thoughts on how your local SUN SCHOOL concept might address improving academic achievement for your student population. If your effort chooses a site within a High School zone that will allow all ages to participate, you may want to describe your first year academic improvement efforts that may or may not include all grade levels. The collaboration is interested in supporting efforts that increase student performance. For example your SUN SCHOOL effort may choose to increase academic performance one grade level at a time over a 3 year period.

I. Parent involvement: Describe current, successful parent involvement strategies at your local school and/or High School cluster.

List or describe informal and/or formal strategies that your local schools are using to increase parent participation in a child's education. Such formal strategies might include FAST, families and schools together, or the Alliance, both of which are nationally, recognized programs that train and support parental participation. If your staff has proven techniques that have shown increased participation of parents in their students' education then describe or list those strategies.

J. Timelines for planning and implementation: Describe the timelines that your SUN SCHOOL effort would need for planning and implementation.

List or describe your preferred timelines for planning and implementing your SUN SCHOOL. The Sponsor Group which is leading the charge for SUN SCHOOLS will be phasing in these efforts over the next few years. The Sponsor Group would like to know how much time your SUN SCHOOL effort would like for community input and planning. It is anticipated that planning time lines will vary from 3 months to 18 months depending on your particular community. The collaboration would

also like to know which school year and month would be your preferred implementation date. The collaboration will be learning from first year SUN SCHOOL efforts, and will be raising resources for the expansion of these efforts where the community has shown an interest. List and/or describe your top three choices for length of planning, and year of implementation of a SUN SCHOOL.

K. Initial if you agree to the following basic requirements: We agree to:

- ◆ Use the Multnomah Commission on Children, Families, and Community surveyed 10,000 6th, 8th, and 10th graders using the Search Institute's youth asset survey. The data is organized in a variety of formats including High School clusters, ethnic compilations, and countywide results.
- ◆ Form an advisory body at the SUN SCHOOL site. It needs to be used to design the specific strategies within your model. An existing advisory board may be used or a newly formed board may be organized. Participation in planning the SUN SCHOOL must include youths, parents, residents, and professionals within the field of children and youths. Describe the membership of your advisory board/steering committee that will be planning your local school model and/or how you will assure broad participation of youths, parents, residents, and professionals in the field of children. Membership on the advisory board and/or participation in the community input process must reflect the diversity of your school and its community.
- ◆ Evaluation: The SUN SCHOOL effort, in collaboration with the initial sites, will design a collaborative evaluation model that will allow for common outcomes that will be measured. Your SUN SCHOOL effort will participate in the design and/or the collection of agreed upon data.

L. Signature of interested partners: List the name, telephone numbers, and addresses of the following individuals who agree to support your SUN SCHOOL effort.

- ◆ The first six signatures are mandatory, and the last 7 signatures are optional. These names may be used for on-site interviews that will be conducted in June for the top SUN SCHOOL applicants.

M. On site interview: Check the top three choices when your local champions could be interviewed by a collaborative team from the SUN SCHOOL effort.

- ◆ Staff from the collaboration will be conducting on site interviews during from June 7, 1999 to June in order to get additional information about the readiness of a local school and its community. Staff would like to interview some of the local champions that signed your request for interest application. Check your top three choices of time that you are willing to commit to such interviews. It would be helpful if all or some of your champions were able to attend.



Schools Uniting Neighborhoods

Opening doors for everyone under the sun

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Gary Weeks
*Director, Oregon Department
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Schools Uniting Neighborhoods

There is an exciting movement germinating in the City of Portland, Multnomah County and the City of Gresham to develop schools as community centers. These governments are partnering with the school districts, the State of Oregon and local communities to launch an initiative that will:

- ♦ Help our children succeed academically, socially and to develop an ethic of service; and increase parents' involvement in schools;
- ♦ Support and strengthen parents, families and community residents;
- ♦ Leverage the sharing of public assets through the expanded use of schools;
- ♦ Partner resources to achieve a better, more comprehensive and coordinated delivery of services (educational, recreational, social and health services) for all community residents.

History:

There have been many successful efforts to place services in schools within the City of Portland and Multnomah County. In the social service realm, school based health clinics, family counselors, drug and alcohol counselors have been based in schools for the past several years to assist the developmental issues of children, and to some extent, their families. These services have been funded and/or staffed by Multnomah County and the Oregon State Department of Human Resources. The City of Portland Parks and Recreation has had a Community School program operating for nearly twenty years in thirteen sites across the city in four school districts to provide after school and adult education programming. Youth-centered agencies, such as the Boys and Girls Club and Campfire Boys and Girls, have worked in and with the schools to provide safe places for young people to use their leisure time and reduce teen pregnancy and juvenile crime.

In Portland/Multnomah County, we have the opportunity to create an enhanced strategy for extending the school day for young people and using our school buildings as the "community centers" of the neighborhood.

Why Now?

We have an opportunity to increase and build upon the strengths and assets of our children, families and communities.

- ✓ The Multnomah County Commission on Children and Families in Communities surveyed 10,000 school-aged children in 1997. The key findings demonstrated that a majority of our children are motivated to learn and want to volunteer. It also showed that there is a need for greater parental involvement in schools and more activities available during non-school hours.

Increasing Standards: An Opportunity to Extend the Day & Offer School-Based Services

- ✓ School Districts and Local Governments are working together to manage scarce resource and develop a comprehensive model which will support higher academic standards.
- ✓ Social and health services located in a school-based setting have the potential to help students and families get necessary supports that will help them and their children succeed.

Family Demographics Are Changing: An Opportunity to Become More Diverse & Address the Changing Schedules of Working Parents

- ✓ Many parents not always available before and after school because of work schedules. Changing the school schedule can support parents, create structured, healthy activities for kids and support the academic development of students.
- ✓ There is a major influx of new residents - Latino, Russian, and Southeast Asian - for whom English is a second language. The presence of increased diversity is a positive and our schools and communities need help to bridge the cultural and language barriers.

Increasing the Quality of Schools: An Opportunity to Stabilize & Strengthen Neighborhoods & Communities.

Quality schools are critical to maintaining a mix of incomes within the city and county. It is vital to the health of our neighborhoods that a percentage of families stay within the most urban cities and county of our state.

The Strategy: SCHOOLS UNITING NEIGHBORHOODS (SUN SCHOOLS)

In June 1998, the Sponsoring Committee of the Community Building Initiative decided to develop a strategy to support local communities and schools. The Community Building Initiative is a partnership between Multnomah County, City of Portland, City of Gresham, State of Oregon and the school districts. We have been working together over the past year to develop a long-term strategy for extending the school day and coordinating services more efficiently in the city's and county's public school districts.

The following governmental jurisdictions to date are involved in designing a community schools model for Portland and Multnomah County:

Seven school districts within Multnomah County are participating in design

- Urban district student population 58,835
- Rural district student population 753
- Suburban districts range from 3,680 to 6,135

Multnomah Education Service District

Multnomah County Government

City of Portland

City of Gresham

Oregon State Department of Human Resources (DHR)

Our efforts are consistent with a growing body of local and national research. High-quality extended-learning opportunities and "full-service" schools have measurable benefits of student achievement, attendance, commitment to school, and disciplinary behaviors. Neighborhoods served by school-based after-school, weekend, and summer programs are safer. Students who have a safe and supervised place to go while their parents/guardians are at work are less likely to engage in high-risk activities and waste time in front of television sets.

Key Components of the Extended Day "Schools Uniting Neighborhoods" Community Centers are:

- There are three broad goals of the community school model. The first and top priority will be **educational success** for our children. Schools will take the lead on this priority with the other partners playing a supportive role.
- The second goal is to provide a **social and health service support** system that will assist in supporting children and their families so that each child can be successful in school and in the community. The county, DHR and non-profits experienced with community based social services will take a lead role in this area.
- The third goal is to provide **enrichment and recreational opportunities** that will connect the curriculum of the school and after school activities for the students. It will also provide recreational and educational programs for parents and adults in the neighborhood. By **extending the school day and the number of hours a school is used and open**, a school can become a **community center**. It can then serve as a community-gathering place for any number of services and activities. The City of Portland and Portland Parks & Recreation the city of Gresham and Gresham Parks and Recreation, and youth programming agencies will take the lead in enrichment and recreational opportunities.
- A vital component is to **connect and integrate** the activities so that we increase the chances of success for our children. Curriculum alignment, relationships between the school staff and other staff, coordination of programming and building use are essential.

A PROJECT OF THE COMMUNITY BUILDING INITIATIVE

*A Collaborative Model to Extend the School Day & Expand Community Schools in Portland,
Multnomah County & Gresham*

- The involvement of youth, their parents and others in the community in the design, leadership and participation in the programs is key to building a relevant and effective community school.
- Evaluation and Continuous Improvement are key mechanisms to ensuring that we capture the successes of the research and full-scale models being in used in other cities, such as Los Angeles, New York and St. Louis.

The extended-learning model we are developing for Portland area schools is consistent with the research literature and designed to accommodate evolving local needs, assets, and resources. We have already seen that this model of co-management linking school and community-based expertise has promising early results, as a result of the exciting initiative at Lane and Binnsmead middle schools in Outer Southeast Portland.

Early Local Results are Promising

The \$100,000 investment made by Bank of America last spring to this initiative in outer Southeast Portland is compelling evidence of our ability to broker successful partnerships. Preliminary results are promising. Participation in before and after school academic, arts and science programming have tripled (from an average of 40 each to 250 each day), while suspensions have declined (from 50 to 15 in the first semester compared with last year).

We will aggressively pursue a broad base of local, state, and national support for a comprehensive system of after-school programs that will help more students meet Oregon's rigorous new academic standards and prepare for productive future careers and responsible citizenship.

Early estimates indicate that it will cost between \$100,000 to \$250,000 in new resources to fund the start up of a full-service community school. The amount of new resources allocated will be directly related to the existing services and personnel located within a school. We will start at least four demonstration sites during 1999-2000 school year, based on the amount of resources we gather.

We will initially target schools and neighborhoods that have several qualities and characteristics:

- ◆ They have a successful history of integrating services and intergovernmental collaboration
- ◆ They have a successful history of community partnerships, the ability to work with and involve parents and children in meaningful planning, governance and participation in programming
- ◆ They have a three to five year plan which integrates the broad parameters of this concept on a local level
- ◆ They have a group which is ready and willing to champion this effort in the school and the community and willing to work hard to leverage additional resources
- ◆ There have challenging neighborhood conditions, including, that they

A PROJECT OF THE COMMUNITY BUILDING INITIATIVE
*A Collaborative Model to Extend the School Day & Expand Community Schools in Portland,
 Multnomah County & Gresham*

- ◆ Are underserved by social support services, recreational and educational resources
- ◆ Have increasing numbers of new residents from different cultures,
- ◆ Are challenged by student performance,
- ◆ Are challenged by unemployment and poverty.

The program is *not simply for high risk or at risk youth, it is for the entire school population and the surrounding community.* In fact, schools may choose to provide programming and services for student and children from adjacent schools and child care centers.

For the first several community schools sites, we will build upon successful partnerships. Our emphasis will be for elementary and middle school, with particular attention to the transition between elementary and middle school (6th graders) and middle to high school (9th graders) within Portland Public Schools. **There will be strong emphasis on parental involvement.** The other school districts within the County, which are significantly smaller, may choose to locate and/or concentrate their efforts in high schools.

We anticipate that a broad variety of partners, including the Portland State University, Saturday Academy, and the Oregon Museum of Science and Industry, to help students experience the real-world value of math, science, and reading skills, and involve them in opportunities to address problems and issues in the communities surrounding them. We anticipate partners like the community colleges and the universities to offer adult learning opportunities. In addition, we anticipate that non-profit organizations such as the Caring Communities, Oregon Council for Hispanic Advancement, the International Refugee Coalition of Oregon and the Asian Family Center will partner to provide culturally appropriate classes and clubs involving young people and their families. In addition, the Boys and Girls Club, Campfire Boys and Girls and other major providers of youth programming have expressed interest in participating.

Leveraging Existing and New Resources: We plan to utilize both existing and new resources. For instance, the County and State fund extensive social services that could be further integrated into a school setting. Portland and Gresham Parks and Recreation Departments fund recreational staff and programming that could be reconfigured. New dollars will be invested in the management and coordination of the social services, in order to free teachers and principals to focus their efforts on teaching, as well as additional services, based upon community input.



Schools Uniting Neighborhoods

Fact Sheet

May 1999

Schools Uniting Neighborhoods

Opening doors for everyone under the sun

Community Building Initiative
Sponsor Group

Chairs:

Beverly Stein
Chair, Multnomah County

Jim Francesconi
Commissioner,
City of Portland

Committee:

Charles Becker
Mayor, City of Gresham

Rich Brown
Bank of America

Ron Gould
Chair, Leaders Roundtable

Diane Linn
Commissioner,
Multnomah County

Carol Matarazzo
Asst Superintendent,
Portland Public Schools

Larry Norvell
United Way of the
Columbia/Willamette

TBA
Chair, Multnomah Commission on
Children & Families in Communities

Dan Saltzman
Commissioner,
City of Portland

Edward Schmitt
Superintendent, Multnomah
Education Service District

Gary Weeks
Director, Oregon Department
of Human Resources

1. What is a SUN SCHOOL?

- Sun Schools enhance student success and community vitality by expanding the use of a neighborhood school. Additional academic offerings are provided after regular school hours, social and health services are provided to students and their families, recreation and enrichment activities are open to all in the community.

2. Why is SUN SCHOOLS a good idea?

- SUN SCHOOLS open the doors of our schools and offer support and opportunities for everyone. SUN SCHOOLS help our young people thrive, support families, maximize community resources and facilitate community building.

3. Who is involved in making this happen?

- Many public and private organizations are already involved in SUN SCHOOLS and more organizations and businesses will be invited to join the movement. Currently the collaboration includes; Multnomah County government, eight school districts within the county, the cities of Portland and Gresham, the State Department of Human Resources, the Multnomah Commission on Children, Families and Community, the Leaders Roundtable, United Way of the Columbia/Willamette, and Bank of America.

4. How did SUN SCHOOLS (Schools Uniting Neighborhoods) get its name?

- The collaboration was looking for a new name that encompassed a building on of current collaborations. The Multnomah County Youth Advisory Board, which consists of young people from throughout Multnomah County's High Schools, recommended to the collaboration this name. The collaboration accepted the recommendation of the board.

5. How many SUN SCHOOLS will be chosen in the first year?

- The collaboration hopes to have 4 SUN SCHOOLS started during the 99-00 school year. The number of sites initially chosen will be determined by the amount of resources and interest shown from the community.

6. How is SUN SCHOOLS different from our current COMMUNITY SCHOOLS in the city of Portland?

- The current COMMUNITY SCHOOLS effort is a 20 year collaboration between the city of Portland's Parks and Recreation department and 5 school districts within the city to offer before and after school recreation and enrichment programs for the community and its young people. SUN Schools will embrace all of those efforts and add health and social programs, and more emphasis on community involvement and coordination. Portland Park and Recreation and Gresham Park and Recreation will be partners in the SUN SCHOOL implementation.

7. How is SUN SCHOOLS different from our current school based health clinics, and other school based social services?

- The current collaborative efforts that offer school based services by the county, state, and non-profits are an important component of the SUN SCHOOL effort. These services and supports will be integrated with the academic achievement, recreation and enrichment activities of the students and the community.

A Program of the Community Building Initiative

421 SW Sixth Avenue, 7th floor • Portland, OR 97204 • (503) 248-3619
sun.schools@co.multnomah.or.us

Schools Uniting Neighborhoods



Schools Uniting Neighborhoods

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*Superintendent, Multnomah
Education Service District*

Gary Weeks
*Director, Oregon Department
of Human Resources*

Technical Assistance Workshops
Request for Interest application

Choose one of four technical assistance workshops to find out more about the request for interest application involving SUN SCHOOLS.

May 5, 1999

For: Everyone is invited!
Time: 3:00p.m. to 5:00pm
Location: Multnomah Education Service District
11611 NE Ainsworth Circle
Auditorium

May 6, 1999

For: Everyone is invited!
Time: 7:15a.m. to 8:45a.m.
Location: Group 3/Steering Committee
Kaiser Permanente Building
500 NE Multnomah Blvd.
3rd Floor, Rooms A and B

For: PPS Middle School Principals
Time: 9:00a.m. to 10:00a.m.
Location: Jackson Middle School
10625 SW 35th
Portland, Oregon

May 12, 1999

For: Everyone is invited!
Time: 10:00a.m. to 12:00p.m.
Location: Commonwealth Bldg.
421 SW 6th Ave. Rm. 2A
Portland, Oregon

A Program of the Community Building Initiative

421 SW Sixth Avenue, 7th floor • Portland, OR 97204 • (503) 248-3619
sun.schools@co.multnomah.or.us

**Report to Commission Chair Beverly Stein
Use of Non-Departmental Multnomah County Funds
By Portland Public Schools
1998-99**

Introduction

This brief report summarizes the use of \$1.3 million transferred to Portland Public Schools this year that established transitional classrooms and programs in each of its high schools. Attachment A contains a description of each Transitional Classroom and Program. In addition, these Multnomah County resources are being used to augment the costs of district-operated and community-based alternative programs impacted by increased enrollments due to the School Attendance Initiative. In some high schools, self-contained transitional classrooms are operating; in other high schools, transitional services are integrated into pre-existing school-within-school alternative programs. In most high schools, school-based services, such as counseling, school-to-work and community service, and elective courses, are made available to Transitional Classroom and Program students. Costs for those services are not included in the budgets presented below.

PPS Budget Increases: 1997-98 to 1998-99

Total 1998-99 PPS General Fund budgets for this system of secondary school alternative programs are:

| | | |
|--------------------------------------|----|------------------|
| Transitional Classrooms and Programs | \$ | 577,000 |
| High School-Within-School Programs | | 1,321,671 |
| Community-Based (Contract) Programs | | <u>6,907,340</u> |
| TOTAL: | | 8,806,011 |

Increases in these budgets, 1997-98 to 1998-99 were:

| | | |
|--------------------------------------|----|------------------|
| Transitional Classrooms and Programs | \$ | 577,000 |
| High School-Within-School Programs | | 91,794 |
| Community-Based (Contract) Programs | | <u>1,761,969</u> |
| TOTAL: | | 2,430,763 |

Two Studies Support Increases

Two studies justify the increases in PPS expenditures, and Multnomah County's commitment to support them. In the first, PPS compared its high school enrollments for October 1997 through January 1998 to enrollments for October 1998 through January 1999, see Attachment B. Disenrollment declined significantly, and the percentage of retained students increased 5.7% to 96%. This improvement, according to the high school high school administrators, is directly attributable to Transitional Classrooms and Programs. In addition, of the 513 students the study

shows disenrolled from high schools this year, Alternative Education Services records show that 230 re-enrolled in Community-Based (Contract) Programs.

In the second, Transitional Classrooms and Programs reported total days of enrollment among students served from October 1, 1998 through March 30, 1999. Students served were either dropouts returning to school mid-semester, or were at-risk of dropping out. Extrapolated to the end of the school year, this data indicates that enrollment of these students will equal an additional *Average Daily Membership* (ADM) in PPS of 238. Each ADM is equal to approximately \$5,573 in school support. Therefore, this study shows that enrollments in Transitional Classrooms and Programs may result in approximately \$1,326,374 in additional school support due to improved student attendance and retention.

Three Innovations of Note

Three innovations worth noting that resulted from establishing Transitional Classrooms and Programs in high schools are:

- 1) In-service training for teachers who are providing GED preparation. This is a valuable option, particularly for older students who cannot earn enough high school credits to meet graduation requirements in a timely way. The GED option is viewed by high school administrators as a useful tool for keeping many at-risk students engaged in school;
- 2) For the first time, some high schools have begun granting smaller increments of high school credit (.25, for nine weeks of coursework, for example). In the past, .5 credit, for one full semester of eighteen weeks, was the minimum unit of credit a student could earn for a course. Shorter increments of time and credit create a more flexible way for at-risk students to earn credit toward graduation; and
- 3) In preparing for performance based standards consistent with the Education Act for the 21st Century, some high school transitional classrooms conducted project-based performance activities. Several programs exchanged curriculum materials to support this improvement across the District.

Continued Service, 1999-2000

PPS administrative and teaching staff view these programs as successful, both for retrieving and retaining students in high school. Current budget plans call for continuing to provide Transitional Classrooms and Programs, High School-Within-School Programs, and Community-Based Programs at the same level of funding in 1999-00 as it did this year, despite increased budget restrictions. PPS asks that Multnomah County continue to provide the same level of support to alternative education programs in the coming year as it did in 1998-99.

Attachment A

Transition Classrooms and Programs

| School | Principal | Program Description |
|-----------|-----------------------|---|
| Benson | John Vingelen | Expanded Project Assist, tutoring and support in any content area depending on skill need, access to electives and regular classes as needed, computer-assisted instruction, mentoring, problem solving, and individualized learning plan. |
| Cleveland | Bruce Plato | Counselor mainstreams students to identified "transition teachers" who work with students needing transitional assistance, partial credit, and counseling. Also offer transition elective credit – a combination of credit from several classes. Parent contact services. Includes Start Alternative Program participation, with small group and block instruction. |
| Franklin | Opal Chancellor-Moore | Augments 2 nd Chance Learning Center, offers subject matter instruction in all required courses, from 4:00pm to 8:00pm. Students may concurrently enroll in regular and alternative program day classes. |
| Grant | Toni Hunter | Transition classroom—all day program. Math, English and electives, partial credit, may be partially mainstreamed, earn elective credit, and receive counseling, parent contact, and community services. |
| Jefferson | Lela Roberts | Transition classroom. Math, Reading and other content areas based on student needs, includes electives, self-esteem building, social and communications skills, community service, and student learning plans. |
| Lincoln | Velma Johnson | Transition classroom with clear curriculum focus. Math, study skills and all core requirements; electives and ability to access regular classes as needed at the quarter or semester. Individualized programs, counseling, problem solving, issues preventing school attendance, and parent contact services. |
| Madison | Ronald Hudson | Transition classroom, independent student program, English, US History, Science, Health Ed. (includes drivers ed.) GED prep, access to mainstream and alternative classrooms according to need. |
| Marshall | Gregg Wolleck | Transitional classrooms earmarked during the school day for students enrolled through School Attendance Initiative. Includes PE, Pre Algebra (Title I), English, Comp/Lit Review, Cam Cruise, counselor and college interns provides additional support, partial credit, may also access to after-school Credit Retrieval Program. |
| Roosevelt | Bonne Hobson | Transition classroom. Reading, Math, LA, Social Studies, elective access, computer, portfolios, contracts, attendance monitoring, parent contact, assessment, advocacy and counseling services, partial credit, and school-to-work activities. |
| Wilson | Mike Hryciw | Transition Program integrated into Wilson Academy alternative, allowing partial credit in 5 classrooms offering required courses and the ability to enter school at anytime. Independent contracts allow students to carry more than 6 credits, with access to mainstream electives at quarter or semester breaks. |

Attachment B

| Enrollment Change October - February | | | | | | | | | |
|--|--------------|--------------|--------------|--------------|--------------|--------------|-------------|--------------|-----------------|
| High Schools: | *Oct-97 | **Feb-98 | 1997-98 | | *Oct-98 | ***Feb-99 | 1998-99 | | Total % Changed |
| | | | # Changed | % Retained | | | # Changed | % Retained | 97/98 - 98/99 |
| Benson | 1461 | 1370 | -91 | 93.8% | 1457 | 1408 | -49 | 96.6% | 2.9% |
| Cleveland | 1236 | 1142 | -94 | 92.4% | 1257 | 1216 | -41 | 96.7% | 4.3% |
| Franklin | 1563 | 1401 | -162 | 89.6% | 1547 | 1473 | -74 | 95.2% | 5.6% |
| Grant | 1801 | 1607 | -194 | 89.2% | 1907 | 1752 | -155 | 91.9% | 2.6% |
| Jefferson | 990 | 863 | -127 | 87.2% | 916 | 922 | 6 | 100.7% | 13.5% |
| Lincoln | 1339 | 1293 | -46 | 96.6% | 1357 | 1339 | -18 | 98.7% | 2.1% |
| Madison | 1256 | 1140 | -116 | 90.8% | 1239 | 1202 | -37 | 97.0% | 6.2% |
| Marshall | 1282 | 1150 | -132 | 89.7% | 1348 | 1279 | -69 | 94.9% | 5.2% |
| Roosevelt | 1211 | 994 | -217 | 82.1% | 1118 | 1063 | -55 | 95.1% | 13.0% |
| Wilson | 1506 | 1399 | -107 | 92.9% | 1514 | 1493 | -21 | 98.6% | 5.7% |
| TOTALS: | 13645 | 12359 | -1286 | 90.6% | 13660 | 13147 | -513 | 96.2% | 5.7% |
| MLC K-12 | 489 | 448 | -41 | 91.6% | 426 | 414 | -12 | 97.2% | 5.6% |
| Voc Village 9-12 | 186 | 177 | -9 | 95.2% | 198 | 185 | -13 | 93.4% | -1.7% |
| *October 97 and 98 figures from Enrollment/FTE Staffing Sheet from Shirley Crane **February 98 figures from Sharon Graham's A-1 Summary Sheet ***February 99 figures from Sandy Heywood's HS Student Database Extract Report of Active Students as of 2-6-99 | | | | | | | | | |

Darrell Tucker, HS DOSA

as of 2-16-99

C: Carol Matarazzo and Chet Edwards

**BUDGET PRESENTATION SESSION
DEPARTMENT OF COMMUNITY JUSTICE
School Attendance Initiative**

1997-98 Multnomah County Benchmarks

- *Increase School Completion With Life Skills Equivalency*
- *Reduce Number of Children Living in Poverty*
- *Reduce Crime*

Multnomah County Breakthrough Benchmarks

- *Reduce Juvenile Crime*

Primary Service Strategies impacted through the School Attendance Initiative

- *Increasing effective Public Safety Services*
- *Increasing Health Care Access*
- *Increasing Mental Health Care Access*
- *Increasing Alcohol & Drug Treatment Access*

SAI FISCAL YEAR PROGRAM INFORMATION:

- **Age of SAI youth referrals**
 - other (54%)
 - 12 years (10%)
 - 13 years (12%)
 - 14 years (14%)
 - 15 years (10%)
- **Grade levels of SAI youth referrals**
 - <6th grade (45%)
 - 6th grade (9%)
 - 7th grade (12%)
 - 8th grade (13%)
 - 9th grade (21%)

Note: Kindergarten (11%), 1st grade (9%) and 2nd grade (8%) provided high numbers of school youth.

**BUDGET PRESENTATION SESSION
DEPARTMENT OF COMMUNITY JUSTICE
School Attendance Initiative**

**Total Number of Youth Referred to School Attendance Initiative
through March 31, 1999: 3675 youth**

**Referrals from Portland Public Schools: 2566
Referrals from East Multnomah County Schools: 1109**

**Number of Teams in SAI: 4 (Central, South, North and East County)
Referrals by Team:**

- **Central – 1,000 referrals (3 Clusters)**
- **South – 966 referrals (3 Clusters)**
- **North – 600 referrals (1 Cluster)**
- **East – 1,109 referrals (6 Districts)**

- **76% of youth referred and their families have been contacted by staff**
- **9% of families have not been contacted as of March, 1999**
- **4% of families have been referred to Case Management services**
- **SAI referrals represent 5.7% of the total enrollment of students in grades Kindergarten through 9th (64,305) in PPS and East County schools**

NEW PROGRAM ACTIVITIES FOR FY 1999-00

**Latino Services School Attendance Initiative – Oregon Council for
Hispanic Advancement (OCHA)**

Planned Activities:

- **Attendance Monitoring**
- **Family and Youth Intervention**
- **Crisis Intervention Services**
- **Case Management Services**
- **Service Coordination & Brokering**
- **Wrap-around Services Coordination**

Target Schools:

- **Jefferson Cluster**

**BUDGET PRESENTATION SESSION
DEPARTMENT OF COMMUNITY JUSTICE
School Attendance Initiative**

- Madison Cluster
- Roosevelt Cluster

Target Population:

- Kindergarten through 9th grade students and families

Expansion to Westside Portland Public Schools – Westside Youth & Family Services/Neighborhood House, Inc.

Planned Activities:

- Attendance Monitoring
- Family and Youth Intervention
- Crisis Intervention Services
- Case Management Services
- Service Coordination & Brokering
- Wrap-around Services Coordination

Target Schools:

- Wilson Cluster
- Lincoln Cluster

Target Population:

- Kindergarten through 9th grade students and families

Families and Schools Together (FAST) Program

Program Description:

- School-based, collaborative, family focused program that seeks to increase self-esteem and improve school performance of at-risk school children by supporting the natural strength of the family unit

Program Goals:

- Prevent at-risk children from experiencing school failure
- Enhance family functioning
- Prevent alcohol and other drug abuse by children and families
- Reduce the stress that parents and children experience from daily life situations

**BUDGET PRESENTATION SESSION
DEPARTMENT OF COMMUNITY JUSTICE
School Attendance Initiative**

Program Accomplishments

- Proven Strategies and Proven Outcomes
- Prevention-Based Programming
- Ease of Replication
- New Avenues of Service Delivery
 - ✓ Comprehensive, innovative, positive way to serve families and children by building informal social support groups
 - ✓ Initiates a new paradigm for shared governance with parent consumers
 - ✓ Collaborative program design encouraging cross-system cooperation and coordination of services and greater access to hard-to-reach families
 - ✓ Highly successful with culturally diverse populations

Target Population:

- Middle & Elementary School Families and Children

School Attendance Initiative Program Evaluation – Multnomah County Health Department/Oregon Health Division/Program Design & Evaluation Services

- Coordinated evaluation management through the DCJ Program Evaluation Unit
- Focus on understanding the activities, relationships and outcomes of the School Attendance Initiative
- Focused reporting to SAI stakeholders

youth

EASY ACTION TIPS



TAKE THE TIME

RESEARCH HAS IDENTIFIED 40 SPECIFIC AND PRACTICAL THINGS THAT ARE THE ESSENTIAL BUILDING BLOCKS OF YOUTH SUCCESS.

EVERY ONE OF US HAS THE POWER TO CREATE THESE THINGS, CALLED ASSETS, IN OUR DAILY LIVES THROUGH SIMPLE ACTIONS. THESE SIMPLE ACTIONS CAN CHANGE LIVES!

WE CAN CREATE YOUTH SUCCESS TOGETHER IF WE JUST TAKE THE TIME!

GET INVOLVED!

1. LOOK OVER THE LIST OF 40 ASSETS. THESE ARE THE THINGS WE WANT TO BUILD IN OUR COMMUNITY.

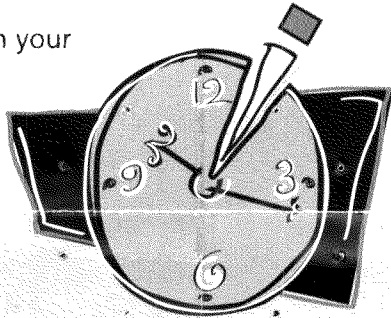
2. CHECK OUT THE ACTION SUGGESTIONS ON THIS PAGE, AND ADD YOUR OWN IDEAS.

3. CALL THE TAKE THE TIME LINE (248-5066) OR CHECK OUT OUR WEB SITE WWW.TAKETHETIME.ORG TO FIND OUT MORE WAYS YOU CAN JOIN THIS COMMUNITY-WIDE EFFORT.

4. GET STARTED!

Youth are an essential part of building assets—for themselves, their peers, and for younger children. It just makes sense. Here are a few ideas. What ideas will you add?

- 1 Ask a fifth grader if she needs any help in school, and offer to be her tutor.
- 2 Write a letter to the editor of your school paper listing 5 things students can do this year to make your school a better place.
- 3 Invite your parents to join you at a school basketball game.
- 4 Smile and say hello to someone who is 50 years older than you.
- 5 Teach someone to do something that you are really good at.
- 6 Challenge prejudice, and explain your views on equality.



TAKE the TIME

Parents and families are the foundation of asset building, and for some this is already part of daily life. For others the idea is to take the time for new, simple day-to-day family activities. Here are a few ideas. What ideas will you add?

- 1 Ask your child to explain the World Wide Web.
- 2 Remember what it was like when you were in school, and tell the story.
- 3 Get to know your children's friends, and their parents and their phone numbers.
- 4 Try to eat one meal together every day and take the time for each family member to share one important thing from the day.
- 5 Develop your own family traditions, rituals and celebrations that your children can count on.
- 6 Check in with your child's teachers on a regular basis.
- 7 Help each child to choose a family job that develops individual skills.

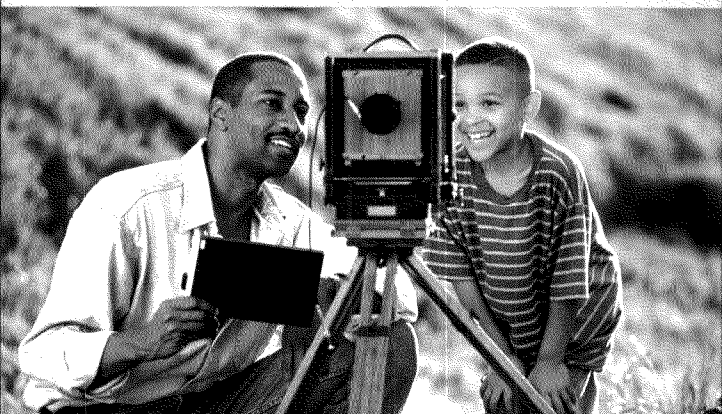


A lifetime of experience is a resource that could benefit any child. Making connections between younger and older people can be both a challenge and a joy, and the most difficult part may be figuring out who gets the most out of it. Here are a few ideas. What ideas will you add?

- 1 Ask your granddaughter to help you deliver Meals on Wheels.
- 2 Invite a teenager for an afternoon filled with ice cream and stories about how things worked before television.
- 3 Volunteer to make a quilt at a community school, or at least make hot cocoa.
- 4 Share what you know about being a good parent with a new parent.
- 5 Be a grandfather for a girl who doesn't have one, and listen to her stories.
- 6 Sit next to a boy on the bus, and ask his advice on picking a good CD for your grandson's birthday.
- 7 Tell a teen how to heal a broken heart.

All adults can play a part in creating youth success—not just parents. Young adults who have not yet started their own families, seniors who have seen it all, and anyone else can coach, teach, encourage or just listen to young people. Here are a few ideas. What ideas will you add?

- 1 Learn the names of young people on your block, and smile when you greet them.
- 2 Coach a little league baseball team.
- 3 Help your niece rehearse for the school play, and be there in the front row.
- 4 Take your friend's son to OMSI and show him his first dinosaur.
- 5 Garden with children in your neighborhood, and share the harvest.



adults

EASY ACTION TIPS

seniors

EASY ACTION TIPS

YOUNG PEOPLE AS PARTNERS IN THEIR OWN SUCCESS!

TOO OFTEN INITIATIVES DESIGNED TO BENEFIT YOUTH ARE DESIGNED AND RUN ENTIRELY BY ADULTS. TAKE THE TIME IS DIFFERENT.

THE YOUTH ADVISORY BOARD, COMPOSED OF YOUNG PEOPLE FROM THROUGHOUT MULTNOMAH COUNTY, HAS BEEN INVOLVED WITH THE DESIGN AND DEVELOPMENT OF TAKE THE TIME FROM ITS INCEPTION. YOUNG PEOPLE SERVE ON ALL OF THE COMMITTEES AND TEAMS CREATING AND DIRECTING TAKE THE TIME.

WITH TAKE THE TIME, YOUNG PEOPLE ARE TRULY PARTNERS IN THEIR OWN SUCCESS.

families

EASY ACTION TIPS

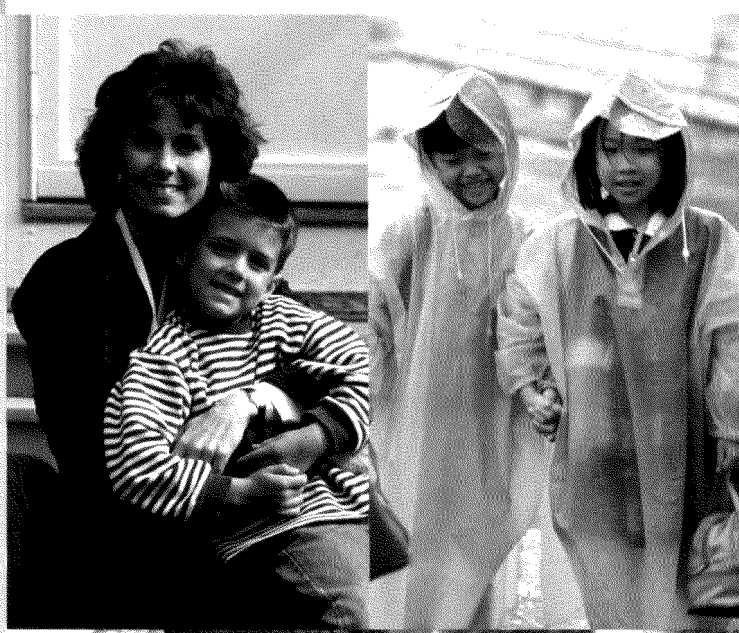
1. EVERY YOUNG PERSON NEEDS MORE ASSETS.
2. THE COMMUNITY MUST PLAY A PART.
3. ASSET BUILDING IS A LIFELONG PROCESS.
4. STRONG RELATIONSHIPS AMONG PEOPLE OF ALL AGES ARE ESSENTIAL.
5. POSITIVE AND CONSISTENT MESSAGES ARE IMPORTANT.
6. EVERYONE CAN BE AN ASSET BUILDER.



TAKE THE TIME

A Community-Wide Campaign

CREATING
YOUTH
SUCCESS
TOGETHER—
THROUGH THE
EVERYDAY
THINGS
THAT REALLY
MATTER



Assets: What They Are, And Why They Matter

Why do some young people thrive while others struggle? Some say it's because some youth are "at-risk" and others are not, but there's more to it than that. Many successful adults faced major obstacles in their youth. Yet they beat the odds.

We now know why. Research has identified 40 things essential to youth success. These everyday things, known as "assets," help young people overcome problems and become successful.

Some of these 40 assets are a child's inner strengths, like having key social skills and integrity. Some assets come from other people, like having good adult role models and a community that values youth. Research shows that as assets increase, dangerous, self-destructive behaviors decrease.



Take The Time: A Community-Wide Campaign To Build Assets

The Commission on Children, Families and Community surveyed over 10,000 young people throughout Multnomah County. We asked about their inner strengths and values and the support they receive from family and community. What we learned gives us reason for both hope and alarm.

Our young people have much inner strength. However, many lack support from adults. Most youth feel unwanted and unneeded by our community and don't have positive role models in their lives. This lack of assets leaves our youth vulnerable to dangerous behaviors such as drug and alcohol abuse and violence.

10,000 Young People Told Us They Need More Adult Support



A Unique Partnership Working For Our Community

The Commission on Children, Families & Community of Multnomah County is a diverse group of appointed volunteers. Our goal is to create community conditions that protect, nurture and realize the full potential of every member of our community.

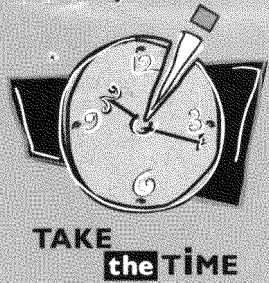
To achieve this we have broken the boundaries between the public and private sectors and formed a path-breaking partnership bringing together business and government, young and old, rich and poor. Together we have identified the strengths and needs of our community and are mobilizing human and financial resources to build community and increase our strengths.

Check Out the Take The Time Website

www.takethetime.org

Or Call The Take The Time Hotline

248-5066



WANT TO FIND OUT MORE?

WE WELCOME YOUR INPUT AND IDEAS. IF YOU HAVE QUESTIONS, COMMENTS, FEEDBACK OR ARE JUST PLAIN CURIOUS, YOU CAN REACH US ANY OF THE FOLLOWING WAYS:

CHECK OUT OUR WEB SITES

www.ourcommission.org
www.takethetime.org

EMAIL IS FAST AND EASY

ccfc.org@co.multnomah.or.us

FAX US 24 HOURS A DAY

(503) 306-5538

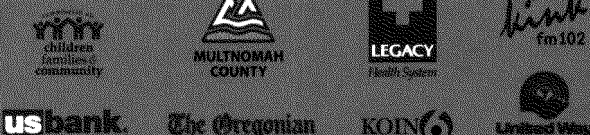
US MAIL

CCFC
421 SW 6TH AVENUE,
SUITE 1075
PORTLAND, OR 97204

TELEPHONE

(503) 248-3897

Our Sponsors:



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40 ASSETS

Proven Things Essential To Every Young Person's Success

external assets

internal assets

SUPPORT

Young People Need Support in Every Part of Their Lives

- 1 **FAMILY SUPPORT.** Young people have a family that loves and supports them.
- 2 **POSITIVE FAMILY COMMUNICATION.** Young people talk things over with their parents and are willing to get and give advice.
- 3 **OTHER ADULT RELATIONSHIPS.** Young people have at least three other adults in their lives giving them support in addition to their parent(s).
- 4 **CARING NEIGHBORHOOD.** Young people have the care and support of people who live nearby.
- 5 **CARING SCHOOL CLIMATE.** People at school care about each other and help each other succeed.
- 6 **PARENT INVOLVEMENT IN SCHOOLING.** Parents involve themselves at home and at school in helping their children succeed.

EMPOWERMENT

Young People Need Their Community To Believe They Are Important

- 7 **COMMUNITY VALUES YOUTH.** Young people know they are valued by the adults in their community.
- 8 **YOUTH AS RESOURCES.** Young people serve useful roles in their school, family and community.
- 9 **SERVICE TO OTHERS.** Young people volunteer one hour or more per week to help others.
- 10 **SAFETY.** Young people feel safe in their home, school and neighborhood.

BOUNDARIES AND EXPECTATIONS

Young People Need Rules For Success And Help In Following Them

- 11 **FAMILY BOUNDARIES.** Families set clear rules and consequences, and know where their children are and what they do.
- 12 **SCHOOL BOUNDARIES.** Schools set clear rules and provide consequences for breaking them.
- 13 **NEIGHBORHOOD BOUNDARIES.** Neighbors share with parents the responsibility for monitoring young people's behavior.
- 14 **ADULT ROLE MODELS.** Parents and other adults set good examples for young people.
- 15 **POSITIVE PEER INFLUENCE.** Young people have friends who set good examples.
- 16 **HIGH EXPECTATIONS.** Parents and teachers push young people to reach their full potential.

CONSTRUCTIVE USE OF TIME

Young People Need To Invest Their Time In Activities That Help Them Grow

- 17 **CREATIVE ACTIVITIES.** Young people are involved in music, theater or other arts at least three hours per week.
- 18 **YOUTH PROGRAMS.** Young people are involved in sports, clubs or organizations at least three hours per week.
- 19 **RELIGIOUS COMMUNITY.** Young people are involved in spiritual growth.
- 20 **TIME AT HOME.** Young people have a balance of time at home with their family, structured activities, and hanging out with their friends.

COMMITMENT TO LEARNING

Young People Need To Act On The Belief That Learning Is Important

- 21 **ACHIEVEMENT MOTIVATION.** Young people try to do their best in school.
- 22 **SCHOOL ENGAGEMENT.** Young people are enthusiastic about learning and come to school prepared.
- 23 **HOMEWORK.** Young people spend at least one hour per day completing homework.
- 24 **BONDING TO SCHOOL.** Young people care about their school.
- 25 **READING FOR PLEASURE.** Young people enjoy reading on their own for at least 3 hours per week.

POSITIVE VALUES

Young People Need To Be Self-Directed By Strong Moral Values

- 26 **CARING.** Young people feel that it is important to help others and make the world a better place.
- 27 **EQUALITY AND SOCIAL JUSTICE.** Young people believe in fairness and equality and are committed to social justice.
- 28 **INTEGRITY.** Young people do what they believe is right.
- 29 **HONESTY.** Young people tell the truth—even when it is not easy.
- 30 **RESPONSIBILITY.** Young people are responsible for doing the right thing and owning up to their mistakes.
- 31 **RESTRAINT.** Young people believe it is important for teenagers to abstain from sex and from using alcohol or other drugs.

SOCIAL COMPETENCIES

Young People Need Lots Of Everyday Social Skills

- 32 **PLANNING AND DECISION-MAKING.** Young people are good at planning ahead and thinking about consequences before they act.
- 33 **INTERPERSONAL COMPETENCE.** Young people are good at making and being friends.
- 34 **CULTURAL COMPETENCE.** Young people know and respect people of different racial and cultural backgrounds.
- 35 **RESISTANCE SKILLS.** Young people can effectively say no to the things that might harm them.
- 36 **PEACEFUL CONFLICT RESOLUTION.** Young people can resolve conflicts without violence.

POSITIVE IDENTITY

Young People Need To Feel Their Strength And Purpose Guiding Them To The Future

- 37 **PERSONAL POWER.** Young people believe that they have control over the direction of their life.
- 38 **SELF-ESTEEM.** Young people feel good about who they are.
- 39 **SENSE OF PURPOSE.** Young people believe that their life has a purpose.
- 40 **POSITIVE VIEW OF PERSONAL FUTURE.** Young people are hopeful and confident about their future.

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It's more than just common sense—national and local research proves that these 40 everyday things help young people to succeed. They're the things that really matter in a young person's life. Any one of us can help young people succeed, if we just Take the Time.

40 ASSETS

The 40 assets can be divided into two main categories: external assets and internal assets. Young people need sufficient numbers of each to thrive.

EXTERNAL ASSETS



External assets are the support young people receive from their community. This includes support from family, friends, neighbors and school. Young people need to know that their community values them.

They need positive adult role models. They need rules for success and help in following them. They need to have good, healthy relationships with adults in addition to their parents. Together these assets provide young people with the support they need to thrive.

INTERNAL ASSETS



Internal assets are young people's inner strengths. This includes having key social skills, feeling hopeful and motivated along with having compassion and integrity. These assets help guide young people away from dangerous, self-destructive behaviors.

WANT TO FIND OUT MORE?

We welcome your input and ideas. If you have questions, comments, feedback or are just curious, you can reach us any of the following ways:

Check Out The Take The Time Web Site:

www.takethetime.org

Email Is Fast And Easy:

ccfc.org@co.multnomah.or.us

US Mail: CCFC

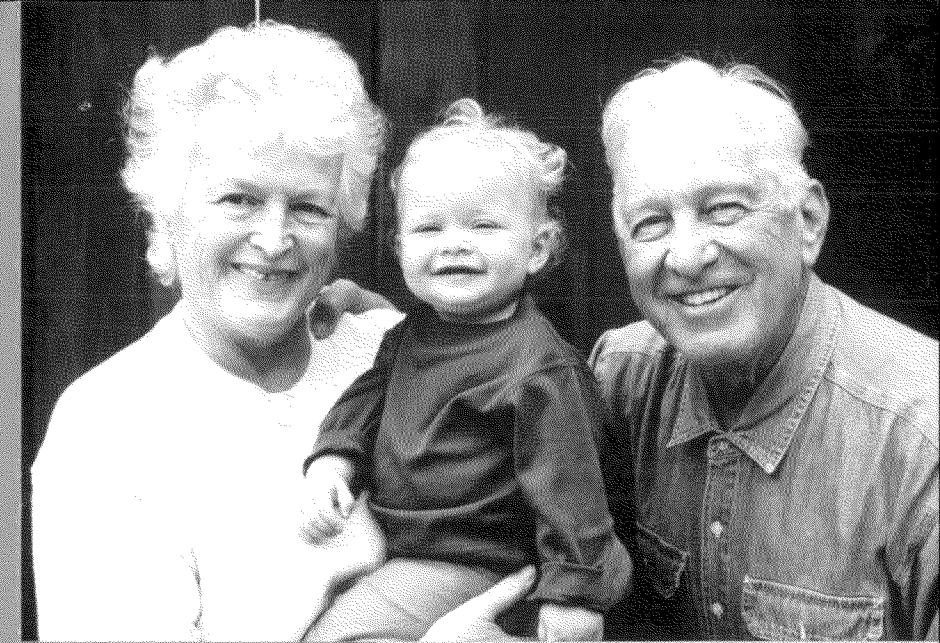
421 SW 6th Avenue, Suite 1075
Portland, OR 97204

Fax Us 24 Hours A Day:

(503) 306-5538

Telephone: Take The Time Line (503) 248-5066

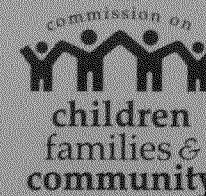
CCFC Office (503) 248-3897



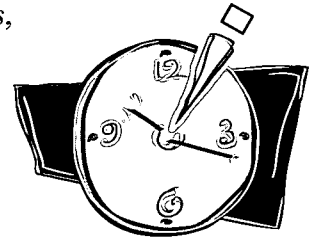
40 ASSETS

Proven Things Essential To

Every Young Person's Success



40 Proven Things,
**Essential to Every
Young Person's Success**



It's more than just common sense—national and local research prove that these 40 everyday things help young people to succeed. They're the things that really matter in a young person's life.

Any one of us can help young people succeed, if we just take the time.

**TAKE
the TIME**

40 essential things every young person needs □ Here's what each of these things looks like:

■ **Young people need support in every part of their lives.** **1.** Family support □ Young people have a family that loves and supports them. **2.** Positive family communication □ Young people talk things over with their parents and are willing to get and give advice. **3.** Other adult relationships □ Young people have at least three other adults in their lives giving them support in addition to their parent(s). **4.** Caring neighborhood □ Young people have the care and support of people who live nearby. **5.** Caring school climate □ People at school care about each other and help each other succeed. **6.** Parent involvement in schooling □ Parents involve themselves at home and at school in helping their children succeed.

■ **Young people need to know that our community believes they are important.** **7.** Community values youth □ Young people know they are valued by the adults in their community. **8.** Youth as resources □ Young people serve useful roles in their school, family and community. **9.** Service to others □ Young people volunteer one hour or more per week to help others. **10.** Safety □ Young people feel safe in their home, school and neighborhood.

■ **Young people need rules for success and help in following them.** **11.** Family boundaries □ Families set clear rules and consequences, and know where their children are and what they do. **12.** School boundaries □ Schools set clear rules and provide consequences for breaking them. **13.** Neighborhood boundaries □ Neighbors share with parents the responsibility for monitoring young people's behavior. **14.** Adult role models □ Parents and other adults set good examples for young people. **15.** Positive peer influence □ Young people have friends who set good examples. **16.** High expectations □ Parents and teachers push young people to reach their full potential.

■ **Young people need to invest their time in activities that help them grow.** **17.** Creative activities □ Young people are involved in music, theater or other arts at least three hours per week. **18.** Youth programs □ Young people are involved in sports, clubs or organizations at least three hours per week. **19.** Religious community □ Young people are involved in spiritual growth. **20.** Time at home □ Young people have a balance of time at home with their family, structured activities, and hanging out with their friends.

■ **Young people need to act on the belief that learning is important.** **21.** Achievement motivation □ Young people try to do their best in school. **22.** School engagement □ Young people are enthusiastic about learning and come to school prepared. **23.** Homework □ Young people spend at least one hour per day completing homework. **24.** Bonding to school □ Young people care about their school. **25.** Reading for pleasure □ Young people enjoy reading on their own for at least 3 hours per week.

■ **Young people need to be self-directed by strong moral values.** **26.** Caring □ Young people feel that it is important to help others and make the world a better place. **27.** Equality and social justice □ Young people believe in fairness and equality and are committed to social justice. **28.** Integrity □ Young people do what they believe is right. **29.** Honesty □ Young people tell the truth—even when it is not easy. **30.** Responsibility □ Young people are responsible for doing the right thing and owning up to their mistakes. **31.** Restraint □ Young people believe it is important for teenagers to abstain from sex and from using alcohol or other drugs.

■ **Young people need lots of everyday social skills.** **32.** Planning and decision-making □ Young people are good at planning ahead and thinking about consequences before they act. **33.** Interpersonal competence □ Young people are good at making and being friends. **34.** Cultural competence □ Young people know and respect people of different racial and cultural backgrounds. **35.** Resistance skills □ Young people can effectively say no to the things that might harm them. **36.** Peaceful conflict resolution □ Young people can resolve conflicts without violence.

■ **Young people need to feel their strength and purpose guiding them to the future.** **37.** Personal power □ Young people believe that they have control over the direction of their life. **38.** Self-esteem □ Young people feel good about who they are. **39.** Sense of purpose □ Young people believe that their life has a purpose. **40.** Positive view of personal future □ Young people are hopeful and confident about their future.

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1. For parents of more than one child, choose one activity in each child's school that you will be involved in.

2. Help your child choose at least one sport or group activity outside of school to be involved in.

Creating future success for young people often involves nothing more than taking the time for simple, everyday things.

5. Include your children in some decisions about family activities, and work together to create a family calendar to record what you decide.

4. Read to or with your child every day, even if it's only for 10 minutes.

3. Choose one way in which your family can help the community, and talk about why community service is important.

All parents and families can Take the Time.

Here's a few of the possible ways.

6. Choose one fun activity that the whole family can do together—play music or softball, or plant a garden, bike or cook together.

Which ones are for you?

7. Start a family scrapbook and ask everyone to add something to it each month.

8. Ask your children to think of three ways to make your neighborhood safer, and then work on it together.

Take the Time is a community-wide effort of the Multnomah Commission on Children and Families, about creating youth success together, through everyday things that really matter. **Want to know more? Call 248-3897**

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1. When your parents ask

you what's going on at school, surprise them by really telling them.

2. Help a friend

who's not much of a reader to pick a fun book for both of you to check out from the library.

Creating future success for young people often involves nothing more than taking the time for simple, everyday things.

5. Find out when the school board meets,

and go to learn about how decisions are made that affect your life.

4. Convince your neighborhood association

to plan a weekend clean-up together with people from your school.

3. Write a letter to the Mayor

with your ideas on education, recycling, neighborhood safety, or anything else that's really important to you.

Any young person can Take the Time.

Here's a few of the possible ways.

Which ones are for you?

6. Volunteer for something

that will use your special talents, like helping young children learn to read, or fixing a fence at a senior center.

7. Find out three ways

that being a teenager was the same for your parents when they were young.

8. Talk over with a few adults

that you trust ways that your school can be more welcoming to more people.

Take the Time is a community-wide effort of the Multnomah Commission on Children and Families, about creating youth success together, through everyday things that really matter. **Want to know more? Call 248-3897**



The Oregonian



1. Discover a young artist's talent, and buy some paper or some fabric or some clay for a small gift.



2. Hope that you never need the phone number of the Tri-County Child Abuse Reporting Hotline, **731-3100,** but keep it handy, anyway.

Creating future success for young people often involves nothing more than taking the time for simple, everyday things.

5. Refuse to allow racism a place in your neighborhood by openly challenging bias whenever it's spoken.

4. Bring some young friends with you to the lumber yard, the garden center or some other everyday place that may not be familiar to them.

3. Admit when you are wrong, and laugh about your mistakes.

Any adult can Take the Time.

Here's a few of the possible ways.

Which ones are for you?

6. Ask young people to talk of their goals and dreams and find ways to encourage them.

7. Talk over with your friend's son or daughter the things that you do to help you make decisions before election day.

8. Help the kids in your neighborhood build a lemonade stand, and buy the first icy cup.

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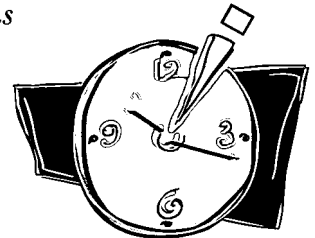
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Que Son Esenciales en el Éxito de Cada Persona Joven



**TAKE
the TIME**

Es mucho más que simple sentido común - investigaciones locales y nacionales comprueban que estas 40 cosas cotidianas ayudan a gente joven a tener éxito. Son las cosas que realmente importan en la vida de una persona joven. Cualquiera de nosotros puede ayudar a que un joven tenga éxito, solo si nos tomamos el tiempo.

40 cosas esenciales que necesita cada persona joven □ Así aparecen estas cosas:

■ **La gente joven necesita apoyo en cada parte de su vida.** **1.** Apoyo familiar □ La gente joven tiene una familia que le quiere y le apoya. **2.** Comunicación familiar positiva □ La gente joven habla de las cosas con sus padres y están dispuestos en recibir y dar consejos. **3.** Otras relaciones con adultos □ La gente joven tiene al menos otros tres adultos en su vida dándoles apoyo además de su(s) padre(s). **4.** Una comunidad comprometida □ La gente joven tiene el cuidado y el apoyo de gente de su comunidad. **5.** Un plantel educativo que se interesa por el joven □ La gente en la escuela se preocupa entre sí y se ayudan a tener éxito. **6.** La participación de los padres en las actividades escolares □ Los padres se involucran en el hogar y en la escuela para ayudar a que sus hijos tengan éxito.

■ **La gente joven necesita saber que nuestra comunidad cree que son importantes.** **7.** La comunidad valora a la juventud □ La gente joven sabe que es valorada por los adultos en su comunidad. **8.** La juventud como un recurso □ La gente joven sirve en papeles útiles en su escuela, su familia y la comunidad. **9.** Servicio a los demás □ La gente joven es voluntaria durante una hora o más a la semana para ayudar a otros. **10.** Seguridad □ La gente joven se siente segura en sus casas, su escuela y su barrio.

■ **La gente joven necesita reglas para tener éxito y ayuda para seguirlas.** **11.** Límites familiares □ Las familias fijan reglas claras y consecuencias, y saben donde están sus hijos y lo que hacen. **12.** Límites escolares □ La escuela fija reglas claras y provee consecuencias por violarlas. **13.** Límites vecinales □ Los barrios comparten con los padres la responsabilidad de controlar el comportamiento de la gente joven. **14.** El comportamiento de los adultos como ejemplo □ Los padres y otros adultos dan buenos ejemplos para la gente joven. **15.** Compañeros como influencia positiva □ La gente joven tiene amistades que dan buenos ejemplos. **16.** Altas expectativas □ Los padres y los maestros alientan a la gente joven a que alcancen su potencial pleno.

■ **La gente joven necesita invertir su tiempo en actividades que les ayuden a crecer.** **17.** Actividades creativas □ La gente joven está involucrada en la música, el teatro o en otros artes al menos por tres horas a la semana. **18.** Programas juveniles □ La gente joven está involucrada en deportes, clubes u organizaciones al menos tres horas a la semana. **19.** Comunidad religiosa □ La gente joven está involucrada en el desarrollo espiritual. **20.** Tiempo en casa □ La gente joven tiene un balance de tiempo en casa con su familia, actividades estructuradas, y tiempo con los amigos.

■ **La gente joven necesita actuar con el conocimiento de que el aprendizaje es importante.** **21.** Motivación por sus logros □ La gente joven trata de hacer su mejor papel escolar. **22.** Compromiso con la escuela □ La gente joven es entusiasta con respecto al aprendizaje y vienen a la escuela preparados. **23.** Tarea □ La gente joven pasa al menos una hora al día completando su tarea. **24.** Preocuparse por la escuela. □ La gente joven se preocupa por su escuela. **25.** Leer por placer □ La gente joven disfruta leer por su cuenta al menos 3 horas a la semana.

■ **La gente joven necesita usar fuertes valores morales para regir su propia conducta.** **26.** Preocuparse por los demás □ La gente joven siente que es importante ayudar a otros a hacer del mundo un lugar mejor. **27.** Igualdad y justicia social □ La gente joven cree en la justicia y la igualdad y están comprometidos a la justicia social. **28.** Integridad. □ La gente joven hace lo que cree que es correcto. **29.** Honestidad □ La gente joven dice la verdad — aún cuando no es fácil. **30.** Responsabilidad □ La gente joven es responsable de hacer lo correcto y de afrontar sus errores. **31.** Abstinencia □ La gente joven cree que es importante que los adolescentes se abstengan del sexo y del uso de alcohol u otras drogas.

■ **La gente joven necesita muchas habilidades sociales cotidianas.** **32.** Planeación y toma de decisiones □ La gente joven es buena para planear y para pensar en las consecuencias antes de actuar. **33.** Capacidad interpersonal □ La gente joven es buena para ser y para hacer amigos. **34.** Capacidad cultural □ La gente joven conoce y respeta a personas de diferentes razas y culturas. **35.** Habilidad de resistencia □ La gente joven puede decir no efectivamente a las cosas que pueden dañarles. **36.** Solución pacífica de conflictos □ La gente joven puede resolver conflictos sin violencia.

■ **La gente joven necesita sentir su fuerza y propósito guiándoles hacia el futuro.** **37.** Poder personal □ La gente joven cree que tienen control de la dirección de su vida. **38.** Auto-estima □ La gente joven se siente bien con respecto a quienes son. **39.** Sentido de propósito □ La gente joven cree que su vida tiene un propósito. **40.** Visión positiva del futuro personal □ La gente joven tiene esperanza y seguridad sobre su futuro.

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1. Para padres con más de un hijo, escoja una actividad en la escuela de cada niño en la que usted esté involucrado.



2. Ayude a su hijo a escoger al menos un deporte o actividad de grupo fuera de la escuela en la cual se involucre.

Crear éxito en el futuro de los jóvenes muchas veces solo requiere tomarse el tiempo para las cosas simples y cotidianas.

5. Incluya a sus niños en algunas decisiones sobre las actividades familiares, y juntos creen un calendario para registrar lo que se decide.

4. Lea a o con su niño cada día, aunque sea solo por 10 minutos.

3. Escoja una manera en la que su familia pueda ayudar a la comunidad, y hable de la importancia del servicio a la comunidad.

Todos los padres y familias pueden Tomarse el Tiempo.

Aquí hay algunas de las posibles maneras de hacerlo.

¿Cuáles le vienen bien a usted?

6. Escoja cualquier actividad divertida que toda la familia pueda hacer junta - tocar música o jugar softbó, o planten un jardín, anden en bicicleta o cocinen juntos.

7. Comiencen un álbum familiar y pida que todos le agreguen algo cada mes.

8. Pida a sus niños que piensen en tres maneras para hacer su barrio más seguro, y luego trabajen en ello juntos.

Tómese el Tiempo es un esfuerzo para toda la comunidad de la Comisión Multnomah de Niños y Familias, sobre la creación del éxito en conjunto de los jóvenes, a través de las actividades cotidianas que realmente importan.

¿Desea saber más? Llame al 248-5066

Spanish

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NEWS
CENTER
KOIN-TV

United Way

1. Cuando tus padres pregunten
cómo te fue el día en la escuela,
sorpréndelos con tus respuestas.



2. Ayuda a un amigo
que no lea muy bien a escoger un libro para sacarlo de la biblioteca.

Crear éxito en el futuro de los jóvenes muchas veces solo requiere tomarse el tiempo para las cosas simples y cotidianas.

5. Averigua cuando se reúne el consejo escolar
y ve para que aprendas como se toman decisiones que afectan tu vida.

4. Convince a la asociación de tu barrio
para que planeen un fin de semana de limpieza junto con gente de tu escuela.

3. Escribe una carta al Alcalde
con tus ideas sobre la educación, el reciclaje, la seguridad de los barrios, o cualquier otra cosa que realmente sea importante para ti.

Todas las personas jóvenes pueden Tomarse el Tiempo.

Aquí hay algunas de las posibles maneras de hacerlo.

¿Cuáles te vienen bien a ti?

6. Sé voluntario para algo
que aplique tus talentos especiales, como ayudar a niños pequeños a aprender a leer, o arreglar una barda en un centro para mayores.

7. Averigua tres maneras
en las que el ser adolescente era lo mismo para tus padres cuando ellos eran jóvenes.

8. Habla con algunos adultos
amigos acerca de maneras en las que tu escuela puede ser más hospitalaria con más personas.

Tómese el Tiempo es un esfuerzo para toda la comunidad de la Comisión Multnomah de Niños y Familias, sobre la creación del éxito en conjunto de los jóvenes, a través de las actividades cotidianas que realmente importan.

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1. Descubra el talento de un joven artista, y compre algo de papel, tela o barro para hacer un pequeño regalo.



2. Esperamos que nunca necesite el número telefónico de la Línea Directa para Reportes de Abuso a Niños de Tri-County, **731-3100**, pero manténgalo a la mano de cualquier forma.

Crear éxito en el futuro de los jóvenes muchas veces solo requiere tomarse el tiempo para las cosas simples y cotidianas.

5. Rehuse permitir la entrada al racismo a su medioambiente, vocalice su oposición al prejuicio siempre que se hable del tema.

4. Lleve a sus amigos jóvenes al patio maderero, al centro jardinero o a algún otro lugar común para usted, que pueda no ser familiar para ellos.

3. Admita cuando esté equivocado, y ríase de sus errores.

Cualquier adulto puede Tomarse el Tiempo.

Aquí hay algunas de las posibles maneras de hacerlo.

¿Cuáles le vienen bien a usted?

6. Pida a los jóvenes que hablen sobre sus metas y sueños y encuentre maneras para alentarlos.

7. Hable con los hijos de sus amigos sobre cómo tomar decisiones antes del día de las elecciones.

8. Ayude a los niños de su barrio a construir un puesto de limonada, y compre el primer vaso helado.

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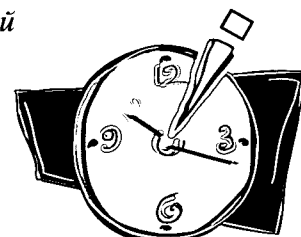
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Важно для достижения успеха каждым молодым человеком



**TAKE
the TIME**

Это нечто большее, чем просто здравый смысл. Национальные и местные исследования доказывают, что эти 40 ежедневных позиций помогают молодым людям добиться успеха. Эти позиции действительно имеют смысл в жизни молодого человека. Каждый из нас может помочь успеху молодого человека, если только мы найдём время.

40 важных позиций для каждого человека □ Здесь указано, что представляет собой каждое из этих позиций:

■ **Молодым людям требуется поддержка в каждый период их жизни.** **1.** Поддержка семьи □ Молодые люди имеют семьи, которые любят и поддерживают их. **2.** Хорошее семейное общение □ Молодые люди обсуждают свои проблемы со своими родителями и хотят получить совет. **3.** Отношения с другими взрослыми людьми □ Молодые люди знают как минимум три других взрослых человека, которые поддерживают их в дополнение к их родителям. **4.** Забота о соседях □ Молодые люди заботятся друг о друге и помогают друг другу в достижении успеха. **5.** Поддержка: дружеская атмосфера в школе □ Люди в школе заботятся друг о друге и помогают друг другу в достижении успеха. **6.** Родители участвуют в жизни школы □ Родители вовлекают себя в жизнь молодёжи дома и в школе, помогая своим детям в достижении успеха.

■ **Молодые люди должны знать, что наша общественность придаёт им важное значение.** **7.** Общественность считается с молодёжью □ Молодые люди знают, что их действия оцениваются взрослыми. **8.** Молодёжь, как источник ресурсов □ Молодые люди выполняют положительные роли в своей школе, семье и общине. **9.** Помощь другим □ Молодые люди работают один час или более в неделю на добровольных условиях, помогая другим. **10.** Чувство безопасности □ Молодые люди чувствуют себя безопасно в своих домах, школе и в своем районе жительства.

■ **Молодые люди нуждаются в установлении правил для достижения успеха, и помощи, чтобы придерживаться этих правил.** **11.** Семейные правила поведения □ Семьи устанавливают чёткие правила и вытекающие из них последствия при нарушении правила и знают, где находятся их дети и что они делают. **12.** Школьные правила поведения □ Школы устанавливают чёткие правила и вытекающие последствия за нарушение их. **13.** Правила поведения в районе жительства □ Соседи делят с родителями ответственность за поведение молодых людей. **14.** Примеры поведения взрослых □ Родители и другие взрослые создают хорошие примеры поведения для молодёжи. **15.** Влияние положительных примеров □ Молодые люди имеют друзей, которые показывают им хорошие примеры. **16.** Большие надежды □ Родители и учителя подталкивают молодых людей к достижению их полного потенциала.

■ **Молодые люди должны быть вовлечены в мероприятия, которые помогут им взрослеть.** **17.** Творческие мероприятия □ Молодёжь вовлечена в музыкальные, театральные и другие виды творчества не менее трех часов в неделю. **18.** Молодежные программы □ Молодые люди вовлечены в спортивные, клубные и организационные мероприятия не менее трёх часов в неделю. **19.** Религиозные общины □ Молодые люди вовлечены в религиозную жизнь. **20.** Время, проводимое в семье □ Молодёжь должна сбалансировать время, проводимое дома с семьёй, участвуя в делах по уходу и реконструкции дома и со временем, проводимым с их друзьями.

■ **Молодёжь должна действовать веря, что учеба имеет важное значение.** **21.** Выработка стремлений к достижению целей □ Молодёжь старается хорошо учиться в школе. **22.** Обязательства перед школой □ Молодёжь увлечена учебой и приходит подготовленной в школу. **23.** Выполнение домашних заданий для школы □ Молодёжь затрачивает как минимум один час в день на подготовку домашних заданий. **24.** Отношение к школе □ Молодёжь заботится о своей школе. **25.** Чтение для удовольствия □ Молодёжь с удовольствием самостоятельно читает минимум 3 часа в неделю.

■ **Молодёжь должна руководствоваться крепкими моральными устоями.** **26.** Забота о других □ Молодёжь чувствует, что очень важно помогать другим и сделать мир ещё лучшим. **27.** Равенство и социальная справедливость □ Молодёжь верит в справедливость и равенство и предана идеям социальной справедливости. **28.** Целостность □ Молодёжь верит, что делать то, во что они верят является правильным делом. **29.** Честность □ Молодые люди говорят правду, даже если это и не легко. **30.** Ответственность □ Молодёжь несёт ответственность за действия, которые они считают правильными, и признаёт свои ошибки. **31.** Ограничения □ Молодёжь верит, как важно для подростков воздерживаться от секса и от употребления алкоголя или других наркотиков.

■ **Молодёжи требуется много каждодневного социального мастерства.** **32.** Планирование и принятие решений □ Молодые люди хороши в планировании будущего и обдумывают последствия перед тем, как они предпримут какие-либо действия. **33.** Межличностная компетентность □ Молодые люди хороши в установлении дружеских отношений и являются хорошими друзьями. **34.** Компетентны в отношениях между различными культурами □ Молодёжь знает и уважает людей различных рас и происхождений. **35.** Способности к сопротивлению □ Молодёжь может умело сопротивляться вещам, которые могут принести им вред. **36.** Мирное разрешение конфликтных ситуаций □ Молодые люди могут разрешить конфликты без применения насилия.

■ **Молодые люди должны чувствовать свою силу и видеть цели, которые ведут их к будущему.** **37.** Сила личности □ Молодые люди верят, что они могут повелевать течением своей жизни. **38.** Самоуважение □ Молодые люди хорошо уверены в себе. **39.** Чувство цели □ Молодые люди уверены в том, что у них есть цель в жизни. **40.** Положительный взгляд на личное будущее □ Молодые люди смотрят с надеждой и уверенностью в свое будущее.

Разрешение размножить этот документ удовлетворяется только для некоммерческих учебных целей. Язык и определения взяты от Multnomah Commission on Children and Families Youth и её Advisory Board с разрешением Search Institute. Copyright © (авторские права) 1996 Search Institute, 700 S. Third Street, Suite 210, Minneapolis, MN 55415. Для дополнительной информации про накопление активов и программу Search Institute *Здоровые общества • Здоровая молодёжь* позвоните 1-800-888-7828. Или посетите Search Institute на международной информационной сети Internet по адресу <http://www.search-institute.org>.

1. Для родителей, у которых больше чем один ребенок, выберите одно мероприятие в школе каждого ребенка, в которое Вы хотели бы быть вовлечены.



2. Помогите Вашему ребенку выбрать по меньшей мере одно спортивное или групповое мероприятие вне школы, в которое они хотели бы быть вовлечены..

Создание будущего успеха для молодых людей часто включает в себя не более чем тщательное выполнение простых, каждодневных дел.

5. Включите Ваших детей
в принятие решений о проведении семейных мероприятий и совместно работайте над созданием семейного календаря для записи принятых Вами решений.

4. Читайте Вашему ребенку или читайте вместе с ним
каждый день, даже если это только 10 минут.

3. Выберите один из путей,
с помощью которого Ваша семья может помочь общественности и объясните, почему так важна общественная работа.

Все родители и семьи могут найти время.

Здесь приводится несколько возможных путей.

Который из них для Вас?

6. Выберите одно интересное мероприятие,
которое может быть вовлечена вся семья - играйте на музыкальных инструментах или в софтбол, посадите огород, катайтесь на велосипедах или сварите вместе обед.

7. Начните создание семейного альбома
и попросите каждого добавлять что-то к нему каждый месяц.

8. Попросите Ваших детей
спродумать три направления, которые могут сделать Ваш район жительства безопаснее и затем работайте вместе над этим.

Найдите время является движением широкой общественности Комиссии Multnomah по делам семьи и детей, направленным на создание совместного успеха молодых людей, посредством выполнения повседневных вещей, которые действительно имеют значение в жизни. Хотите узнать об этом больше? Позвоните 248-5066

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1. Когда Ваши родители спрашивают Вас, как дела в школе, удивите их и действительно ответьте на их вопрос о делах в школе.



2. Помогите другу, который не очень большой любитель чтения, выбрать занимательную книгу для Вас обоих в библиотеке.

Создание будущего успеха для молодых людей часто включает в себя не более чем тщательное выполнение простых, каждодневных дел.

5. Узнайте когда состоится встреча школьного совета и приходите на него, чтобы узнать как принимаются решения, которые могут отразиться на Вашей жизни.

4. Предложите ассоциации Вашего района провести совместную воскресную уборку с учащимися Вашей школы.

3. Напишите письмо Вашему мэру с Вашими идеями по просвещению, сборке утиля, безопасности районов проживания и всем другим делам, которые действительно важны для Вас.

Каждый молодой человек может найти время.

Здесь приводится несколько возможных путей.

Который из них для Вас?

6. Участвуйте на добровольных началах в чём-то, в чём могут примениться Ваши особые таланты, такие как помощь маленьким детям учиться читать или ремонт забора в центре для пожилых.

7. Докажите тремя способами, что быть подростком было также непросто для Ваших родителей, когда они были молодыми, как и для Вас самих.

8. Обсудите с несколькими взрослыми о том, что Вы доверяете направлениям, которые помогут Вашей школе быть более доброжелательной к большему количеству людей.

Найдите время является движением широкой общественности Комиссии Multnomah по делам семьи и детей, направленным на создание совместного успеха молодых людей, посредством выполнения повседневных вещей, которые действительно имеют значение в жизни. Хотите узнать об этом больше? Позвоните 248-5066

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1. Найди талантливое молодого художника и купи ему небольшой подарок. Это может быть бумага, ткань или глина.



2. Надеемся, что Вам никогда не понадобится номер телефона 731-3100, специальной линии Tri-County для сообщения о противозаконных действиях по отношению к детям. Но в любом случае, держите этот номер телефона под рукой.

Создание будущего успеха для молодых людей часто включает в себя не более чем тщательное выполнение простых, каждодневных дел.

5. Не допускайте расизма в Вашем районе, открыто выступая против, когда бы это не высказывалось

4. Приведите с собой несколько молодых друзей в столярную мастерскую, садовый центр или в другое повседневное место, которое может быть новым для них.

3. Признайте, когда Вы неправы, и посмейтесь над Вашими ошибками.

Любой взрослый человек может найти время.

Здесь приводится несколько возможных путей.

Который из них для Вас?

6. Попросите молодых людей рассказать о их целях и мечтах и найдите путь для вселения в них надежды на осуществление задуманного.

7. Обсудите с сыном или дочерью Ваших друзей вещи, которые Вы осуществляете для того, чтобы помочь себе принять решение до дня выборов.

8. Помогите детям в Вашем районе создать место для продажи лимонада и купите у них первую кружку напитка со льдом.

Найдите время является движением широкой общественности Комиссии Multnomah по делам семьи и детей, направленным на создание совместного успеха молодых людей, посредством выполнения повседневных вещей, которые действительно имеют значение в жизни. Хотите узнать об этом больше? Позвоните 248-5066

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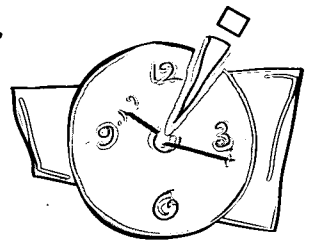
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Thiết Yếu Cho Sự Thành Công Của Mọi Thanh Thiếu Niên



Không phải chỉ là lý lẽ thường tình—công trình nghiên cứu toàn quốc và địa phương chứng tỏ rằng 40 điều bình thường hằng ngày này giúp lớp người trẻ thành công.

Đây là những điều thật sự quan trọng trong đời sống của một thanh thiếu niên.

Bất cứ một ai trong chúng ta cũng có thể giúp lớp người trẻ thành công, nếu chúng ta chỉ cần dành thì giờ.

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the TIME**

40 điều quan trọng và cần thiết cho mỗi thanh thiếu niên ☐ Những điều này được miêu tả dưới đây:

■ Thanh thiếu niên cần được nâng đỡ trong mọi phương diện của đời sống. **1.** Sự yểm trợ của gia đình ☐ Thanh thiếu niên cần có một gia đình yêu thương và yểm trợ họ. **2.** Truyền thông tích cực trong gia đình ☐ Thanh thiếu niên cần thảo luận với phụ huynh của họ và sẵn sàng tiếp nhận và đưa ra lời khuyên. **3.** Các tương giao khác với người lớn ☐ Ngoài (các) phụ huynh ra, thanh thiếu niên cần có ít nhất là ba người lớn khác trong đời sống để yểm trợ họ. **4.** Hàng xóm có lòng quan tâm ☐ Thanh thiếu niên cần sự quan tâm và yểm trợ của những người sống gần bên họ. **5.** Bầu không khí nâng đỡ tại học đường ☐ Bạn bè trong trường quan tâm lẫn nhau và giúp đỡ nhau để cùng thành công. **6.** Sự tham gia của phụ huynh trong việc học ☐ Các bậc phụ huynh cần dự phần ở nhà cũng như tại trường học vào việc giúp đỡ con em được thành công.

■ Thanh thiếu niên cần biết rằng cộng đồng chúng ta tin rằng họ là những người quan trọng. **7.** Cộng đồng xem trọng giới trẻ ☐ Thanh thiếu niên cần biết rằng họ được người lớn trong cộng đồng tôn trọng. **8.** Thanh thiếu niên là tài nguyên ☐ Giới trẻ đóng một vai trò hữu ích tại trường học, trong gia đình và cộng đồng của họ. **9.** Phục vụ lẫn nhau ☐ Thanh thiếu niên tình nguyện một hoặc vài tiếng đồng hồ mỗi tuần để giúp đỡ những người khác. **10.** An toàn ☐ Thanh thiếu niên cần cảm thấy an toàn trong nhà, trường học và khu phố gần nhà.

■ Thanh thiếu niên cần những quy luật để thành công và cần được giúp đỡ để giữ gìn những quy luật đó. **11.** Các giới hạn của gia đình ☐ Gia đình cần phải quy định những luật lệ và hậu quả rõ ràng, và biết rõ con cái đang ở đâu và làm gì. **12.** Các giới hạn của học đường ☐ Các trường học cần quy định luật lệ rõ ràng và đưa ra biện pháp trừng trị nếu vi phạm. **13.** Các giới hạn của khu phố ☐ Những người trong cùng khu phố cần gánh vác trách nhiệm với các bậc phụ huynh trong việc theo dõi các hành vi của lớp thanh thiếu niên. **14.** Người lớn nêu gương tốt ☐ Phụ huynh và những người lớn khác cần nêu gương tốt cho lớp người trẻ. **15.** Ảnh hưởng tốt của bạn bè ☐ Thanh thiếu niên cần có bạn bè là những người nêu gương tốt cho họ. **16.** Cao vọng ☐ Phụ huynh và giáo viên cần thúc đẩy lớp người trẻ đạt đến trọn vẹn tiềm năng của họ.

■ Thanh thiếu niên cần đầu tư thì giờ của họ vào những sinh hoạt nhằm giúp họ tăng trưởng. **17.** Các hoạt động sáng tạo ☐ Thanh thiếu niên nên tham gia vào lãnh vực âm nhạc, kịch nghệ và các ngành nghệ thuật khác ít nhất ba giờ mỗi tuần. **18.** Các chương trình dành cho thanh thiếu niên ☐ Thanh thiếu niên nên tham gia vào các môn thể thao, các hội đoàn hoặc tổ chức ít nhất ba giờ mỗi tuần. **19.** Cộng đồng tôn giáo ☐ Thanh thiếu niên nên dự phần vào sự tăng trưởng tâm linh. **20.** Thì giờ ở nhà ☐ Thanh thiếu niên nên quân bình thì giờ ở nhà với gia đình, các sinh hoạt có hệ thống, và vui chơi với bạn bè.

■ Thanh thiếu niên cần hành động dựa vào niềm tin rằng việc học là điều quan trọng. **21.** Động cơ thành đạt ☐ Thanh thiếu niên cần cố gắng hết sức mình trong việc học. **22.** Chăm chú vào việc học ☐ Thanh thiếu niên cần hăng say trong việc học và đến trường với thái độ sẵn sàng. **23.** Bài tập ở nhà ☐ Thanh thiếu niên nên dành ra ít nhất một giờ mỗi ngày để hoàn tất bài tập ở nhà. **24.** Gắn bó với học đường ☐ Thanh thiếu niên cần quan tâm về trường học của mình. **25.** Đọc sách để tiêu khiển ☐ Thanh thiếu niên cần có thú đọc sách riêng ít nhất 3 giờ mỗi tuần.

■ Thanh thiếu niên cần tự định hướng cho đời sống bằng những giá trị đạo đức vững vàng. **26.** Có lòng quan tâm ☐ Thanh thiếu niên cần cảm thấy rằng việc giúp đỡ người khác và biến thế giới trở nên một nơi tốt đẹp hơn để sống là điều quan trọng. **27.** Bình đẳng và công lý trong xã hội ☐ Thanh thiếu niên cần tin tưởng vào sự công bằng và bình đẳng và tận tâm cho công lý xã hội. **28.** Liêm chính ☐ Thanh thiếu niên cần phải làm những gì họ tin là đúng. **29.** Thành thật ☐ Thanh thiếu niên cần nói thật—ngay cả khi làm như vậy không phải là dễ. **30.** Trách nhiệm ☐ Thanh thiếu niên có trách nhiệm phải làm điều đúng và chịu trách nhiệm cho những lỗi lầm của mình. **31.** Kềm chế ☐ Thanh thiếu niên cần phải tin rằng việc thanh thiếu niên kiêng nhịn về tình dục và rượu hoặc các loại ma túy khác là điều quan trọng.

■ Thanh thiếu niên cần rời nhiều kỹ năng giao tiếp hằng ngày. **32.** Đặt kế hoạch và quyết định ☐ Thanh thiếu niên cần phải giỏi về việc hoạch định trước và suy nghĩ về hậu quả trước khi họ hành động. **33.** Khả năng giao tiếp ☐ Thanh thiếu niên cần phải giỏi trong việc tìm bạn và làm bạn. **34.** Khả năng trong lãnh vực văn hóa ☐ Thanh thiếu niên cần quen biết và tôn trọng người thuộc những chủng tộc và văn hóa khác nhau. **35.** Kỹ năng kềm chế ☐ Thanh thiếu niên cần có khả năng từ khước một cách hữu hiệu những điều có thể gây tác hại cho chính họ. **36.** Giải quyết tranh chấp trong ôn hòa ☐ Thanh thiếu niên cần có khả năng giải quyết những tranh chấp mà không cần dùng vũ lực.

■ Thanh thiếu niên cần cảm thấy rằng sức mạnh và mục đích của họ đang dẫn họ vào tương lai. **37.** Sức mạnh cá nhân ☐ Thanh thiếu niên cần tin tưởng rằng họ nắm trong tay quyền kiểm soát đường hướng của cuộc đời họ. **38.** Lòng tự trọng ☐ Thanh thiếu niên cần cảm thấy hài lòng về con người của chính họ. **39.** Ý niệm về mục đích ☐ Thanh thiếu niên cần tin tưởng rằng đời sống của họ có một mục đích. **40.** Lạc quan về tương lai ☐ Thanh thiếu niên cần có hy vọng và tự tin về tương lai của họ.

Cho phép sao chụp tài liệu này chỉ với mục đích giáo dục, không có tính cách thương mại. Ngôn từ và các phần định nghĩa được Ủy Ban Trẻ Em và Gia Đình của Multnomah và Hội Đồng Cố Vấn Thanh Thiếu Niên của Ủy Ban này sửa đổi cho thích hợp theo sự cho phép của Search Institute. Bản quyền © 1996 của Search Institute, 700 S. Third Street, Suite 210, Minneapolis, MN 55415. Muốn biết thêm chi tiết về việc xây dựng gia sản và chiến dịch sáng kiến toàn quốc về *Cộng Đồng Khỏe Mạnh • Giới Trẻ Lãnh Mạnh* của Search Institute, xin gọi số 1-800-888-7828. Hoặc đến thăm web site của Search Institute ở <http://www.search-institute.org>.

1. Đối với những phụ huynh có hai con hoặc nhiều hơn, hãy chọn một sinh hoạt trong trường của mỗi đứa để tham gia vào sinh hoạt đó.



2. Hãy giúp con em quý vị chọn ít nhất là một môn thể thao hoặc một sinh hoạt nhóm ngoài giờ học ở trường để tham gia vào sinh hoạt đó.

Việc tạo thành công tương lai cho lớp người trẻ thường không đòi hỏi gì hơn là dành thì giờ để làm những việc đơn giản, mỗi ngày.

5. Cho con em quý vị được quyết định một trong những sinh hoạt gia đình, và cùng nhau làm một cuốn lịch gia đình để ghi lại sự quyết định chung ấy.

4. Đọc hoặc cùng đọc với con em quý vị mỗi ngày, cho dù chỉ trong vòng 10 phút.

3. Hãy chọn một phương cách mà gia đình của quý vị có thể giúp đỡ cộng đồng, và thảo luận với nhau tại sao việc phục vụ cộng đồng là điều quan trọng.

Tất cả mọi phụ huynh và gia đình đều có thể Dành thì Giờ.

Đây là một vài cách quý vị có thể làm.

Quý vị chọn cách nào?

6. Chọn một hoạt động vui nhộn mà cả gia đình đều có thể dự phần—chơi nhạc hoặc softball, hoặc vun trồng một mảnh vườn, chạy xe đạp hoặc nấu ăn chung.

7. Hãy bắt đầu làm một sưu tập của gia đình và yêu cầu mọi người đều đóng góp vào đó mỗi tháng.

8. Yêu cầu các con em của quý vị nghĩ ra ba cách để biến khu phố gần nhà của quý vị được an toàn hơn, và rồi cùng làm việc để thực hiện điều đó.

Dành thì Giờ là một nỗ lực khắp nơi trong cộng đồng của Ủy Ban Trẻ Em và Gia Đình của Multnomah, và việc cùng hợp tác để tạo thành công cho lớp người trẻ, qua những việc hàng ngày tuy bình thường nhưng thật quan trọng.

Quý vị muốn biết thêm chi tiết không? Hãy gọi số 248-5066

1. Khi phụ huynh của em hỏi về những sinh hoạt trong trường, hãy làm cho phụ huynh của em phải ngạc nhiên bằng cách thật sự kể rõ mọi chuyện.



2. Hãy giúp một người bạn người đó không thích đọc sách để cùng đến thư viện chọn và mượn một quyển sách hào hứng cho cả hai.

Việc tạo thành công tương lai cho lớp người trẻ thường không đòi hỏi gì hơn là dành thì giờ để làm những việc đơn giản, mỗi ngày.

5. Tìm hiểu ngày họp của hội đồng quản trị nhà trường, và đến dự để học hỏi về những quyết định được thực hiện có ảnh hưởng đến đời sống của em như thế nào.

4. Thuyết phục hội những người hàng xóm của em hoạch định một buổi tuần cùng quét dọn với những người trong trường em.

3. Viết thư cho vị Thị Trưởng trình bày những ý kiến của em về vấn đề giáo dục, tái chế biến, an toàn trong khu phố, hoặc bất cứ một điều nào khác mà em cho là quan trọng.

Bất cứ một người trẻ tuổi nào cũng có thể Dành thì Giờ.
Đây là một vài cách em có thể làm.
Em chọn cách nào?

6. Tình nguyện làm một việc gì đó cần đến tài năng đặc biệt của em, chẳng hạn như giúp các em nhỏ tập đọc, hoặc sửa một hàng rào tại một trang tâm dưỡng lão.

7. Tìm ra ba điểm tương đồng về lứa tuổi thiếu niên mà phụ huynh của em cũng có khi họ còn trẻ.

8. Thảo luận với một vài người lớn em tin cậy về những phương cách mà qua đó trường em có thể tiếp đón thêm nhiều người hơn nữa.

Dành thì Giờ là một nỗ lực khắp nơi trong cộng đồng của Ủy Ban Trẻ Em và Gia Đình của Multnomah, và việc cùng hợp tác để tạo thành công cho lớp người trẻ, qua những việc hằng ngày tuy bình thường nhưng thật quan trọng.
Quý vị muốn biết thêm chi tiết không? Hãy gọi số 248-5066

1. Hãy khám phá tài năng của một nhà nghệ sĩ trẻ tuổi, và mua vài tờ giấy, hoặc một mảnh vải hay một ít đất sét làm món quà tặng nhỏ.



2. Hy vọng rằng quý vị sẽ không bao giờ cần số điện thoại Báo Cáo Trực Tiếp về Bạo Hành Trẻ Em tại Tri-County, **731-3100**, dẫu vậy, hãy cứ giữ lại để dành khi cần đến.

Việc tạo thành công tương lai cho lớp người trẻ thường không đòi hỏi gì hơn là dành thì giờ để làm những việc đơn giản, mỗi ngày.

5. Đừng để sự kỳ thị có một chỗ đứng nào trong khu phố của quý vị bằng cách công khai đặt vấn đề với bất cứ một thành kiến nào khi có người nói ra.

4. Hãy đem một số bạn trẻ với quý vị đến một xưởng gỗ, trung tâm vườn cây hoặc một nơi bình thường nào đó mà có thể không quen thuộc đối với các em.

3. Hãy nhận lỗi khi sai lầm, và xem nhẹ những lỗi lầm của mình.

Bất cứ người lớn nào cũng có thể Dành thì Giờ.

Đây là một vài cách quý vị có thể làm.

Quý vị chọn cách nào?

6. Hãy yêu cầu trẻ em nói về những mục tiêu và mơ ước của các em và tìm cách khuyến khích chúng.

7. Thảo luận với con trai hoặc con gái con của người bạn quý vị về những điều quý vị làm để giúp quý vị thực hiện những quyết định trước ngày bầu cử.

8. Hãy giúp các trẻ em trong khu phố của quý vị dựng lên một quầy bán nước chanh, và mua mở hàng ngay bằng một ly đá chanh đầu tiên.

Dành thì Giờ là một nỗ lực khắp nơi trong cộng đồng của Ủy Ban Trẻ Em và Gia Đình của Multnomah, về việc cùng hợp tác để tạo thành công cho lớp người trẻ, qua những việc hằng ngày tuy bình thường nhưng thật quan trọng.

Quý vị muốn biết thêm chi tiết không? Hãy gọi số 248-5066

Vietnamese

Multnomah
Commission
children
& families
Creating a Children's Future

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NEWS
12
KOIN-TV

United Way



*YWCA of Greater Portland
promotes equal rights and
provides a system of support
for women and families to
achieve independence.*

My name is Jean DeMaster and I am the Executive Director of the YWCA of Greater Portland which is located at 1111 SW 10th, Portland, Oregon. I have come to testify in support of the budget for the Division of Community Programs and Partnerships as part of the Department of Community and Family Services.

As you know, in FY 1999-2000, the Division of Community Programs and Partnerships will implement a plan to provide better services to low income and homeless people in Multnomah County. The concept of better and more effective, efficient service delivery should be applauded and supported. This new plan will focus on achieving 3 benchmarks: reducing child poverty, reducing juvenile crime and increasing high school completion. Achieving these benchmarks is very important. Again, the YWCA is very supportive of the Division for moving toward a system designed to accomplish these important benchmarks and goals.

However, I think that in terms of reducing poverty and homelessness in our County, the major problem has been the lack of resources—rather than lack of consolidation or lack of a streamlined system. There has never been enough money to end poverty for all—even for all children. There have never been enough resources allocated to end homelessness. In reviewing this new budget, I do not see significant new funds to provide services to low income and homeless families. To achieve the new goals and benchmarks set ~~farther~~ in the new system, therefore, some of the old system will have to be lost. Since there is little new funding, the new programs for next year will be

YWCA of Greater Portland

Downtown

(503) 294-7400
1111 SW Tenth Avenue
Portland, Oregon 97205
FAX (503) 294-7399

Northeast

(503) 721-1750
5630 NE MLK Blvd
Portland, Oregon 97211
FAX (503) 721-1751

St. Johns Senior Services

(503) 721-6777
8010 N Charleston
Portland, Oregon 97203
FAX (503) 721-6751

St. Johns Emergency Services

(503) 721-6760
8010 N Charleston
Portland, Oregon 97203
FAX (503) 721-6750

East County

(503) 306-5680
501 NE Hood
Gresham, OR 97030
FAX (503) 306-5676

Mid-County

(503) 248-5480
2900 SE 122nd Avenue
Portland, Oregon 97236
FAX (503) 248-3490

Westwind Office

(503) 294-7474
1111 SW Tenth Avenue
Portland, Oregon 97205
FAX (503) 294-7473

Westwind Site

(503) 294-7474
7495 N Fraser Road
Otis, Oregon 97368
FAX (503) 994-5216

funded by eliminating some of the existing programs this year. I think that should be supported if the programs being eliminated provide ineffective services or are inefficient. Again, I support a new system which is more effective and delivers better services.

I would ask the County Commissioners during this next year to look, not only at the gains of this new system, but also at what is lost. No one knows yet what this new system will look like. The RFPs for the new system will go out in June of 1999 and will be turned in July or August. The new system will be implemented in the late Fall or early Winter.

In approving the FY 1999-2000 budget with its new plan, I would ask the County Commissioners to not only celebrate what is gained, but also evaluate what is lost. If the new system were being funded with a large infusion of new dollars from somewhere this would not be a big problem. However, it appears to be a re-alignment of existing dollars in the name of better service delivery and achieving County Benchmarks.

The new system has clear vision and important goals. It certainly holds great potential. However, the lack of new resources is haunting. Wherever there are new services, we need to wonder what has been discarded? Wherever there are new administrative or indirect costs, have services been lost? I hope that as County Commissioners you will monitor that. Low income and homeless people will not be able to monitor that.

I think that there is an analogy in Neighborhood revitalization. Imagine a neighborhood with old houses which are run down and the many owners of the houses do not have enough money to fix them up to provide good housing for low income people. It is decided that there needs to be new better improved housing for this neighborhood. So, the old houses are torn down and new modern housing is built in its place. It is easy to see what we have accomplished for the look of the neighborhood and for the people who are able to move into the new housing. I would ask that you also measure that happened to the people who used to live in the housing and what is the effect on the strength of the neighborhood association itself as an important resource in the community.

In the case of the new Division of Community Programs and Partnerships system, we won't know the result until the new system is built and begins to operate. Its goals must be applauded and we should expect and hope for a "win-win" situation. I am only asking that we look to make sure we achieve that.

Again, I speak in support of the Division of Community Programs and Partnerships and its vision to improve services to homeless and low-income people in our County.

**1999 Budget Work Sessions
Department of Community and Family Services
Response to follow up Questions from the Board**

Question 1, Week of May 4: Summarize the ways immigrant populations are now given acculturation education, especially as it relates to domestic violence.

Immigrant acculturation: providers address issues of immigration and acculturation as needed by the clients, including: Individual counseling to help families learn how to access services; support groups; immigration counseling and connection to immigration services (especially for illegal aliens); connection to ESL classes; connection to people who speak the language. CFS currently funds IRCO for Refugee access services and OHDC and Catholic Charities for Hispanic access; these agencies are supposed to be available to help other providers serve clients with special immigration related issues and barriers. Domestic violence providers are part of this system.

Question 9, Week of May 11: What are we doing to maintain strong school/community relationships for kids who are in foster care? Who are our state partners?

By virtue of linking services at school sites we anticipate that the service connections for foster care students would be enhanced. Either the non profit service agency or the DHR staff member on site will link with the school in support of the foster care child.

One of the previous barriers was the issue of confidentiality. With co-located services utilizing the new generic release of information form from DHR, we should be able to accelerate the collaboration in support of the student. Regular staff discussion on student progress will serve to monitor each child.

Any change in school placement could be followed by a staff member from the S.U.N. site.

Our link to the state is with Department of Human Resources Director Gary Weeks. DHR matched funds from Annie Casey Foundation for "community schools." They funded over 1/3 of the budget.

Question 10, Week of May 11: Facilities: How will sites be selected? How will accessibility issues be addressed? How will we work with PPS to ensure access to school buildings? (SUN School Related)

Site selection is a process that has had considerable discussion. The Sponsor Group (see membership list) will be the ultimate decision maker on the first sites with expansion to 40 sites predicted by fall of 2004. Schools, Neighborhood Associations and Caring Community Coordinators in Multnomah County were sent a letter from Chair Stein and City Commissioner Francesconi soliciting interest in applications from schools. A Request for Information packet was sent to all requesting parties plus distribution of the packets at four separate workshops. A public services announcement went out from the County Public Affairs office as well. To date we have distributed about 150 packets.

All applications are due on June 1. Visits will be made to applicant sites by the S.U.N. staff and, combined with the applications, school sites will be ranked by as exceeds

expectations, meets expectations or not quite ready (the criteria for the application was contained in the RFI packet.) This information will be given to the Sponsor group with these ratings along with detailed recommendations for ranking. The Sponsor Group will make the final decision by July 1.

Accessibility has been one of the drivers in creating community centers in schools. There are many services to citizens in Multnomah County however they are located at points which, if a one is a consumer of many agencies, causes families to travel to more than one location to achieve support. Locating services closer to the community in a public facility would improve access on the broader level.

Transportation issues for families and students presents another issue that has been dealt with at different sites. Depending upon the location of the school, use of Tri Met, non-profit agency vans and school district transportation have been utilized to support the situation at a given school.

Access to PPS school buildings has some history that actually enhances the relationship with S.U.N. schools. Currently, the city of Portland Parks and Recreation Department has a long standing (20 years) agreement with PPS for the use of facilities. As it is likely that recreation services will be an integral component of each S.U.N. site, we can "piggy-back" upon that agreement. There is, also, agreement between PPS and county agencies and departments, not the least of which is the County Health Department, for the use of school buildings.

Long range financial relationships with regard to use of the schools, might want to include discussion of increased revenue through improved student attendance.

Question 11, Week of May 11: Should we continue funding Hispanic retention in the 10th through 12th grades? What is the cost?

Hispanic student retention services were formerly funded at 4 high schools at an annual cost of \$378,000 (this included \$125,000 of expiring Meyer grants that are being replaced with Student Attendance Initiative funding). Through community initiative, these service dollars were moved to middle schools for the 99/00 budget year.

Proposed cost to continue funding Hispanic Student Retention service program per school, 10th through 12th grades: Cost: \$89,534 per high school site. All funds would be contracted to providers to support:

- \$79,534 (2.0 FTE) salary, fringe and insurance and M&S
- \$10,000 client assistance, mileage, transportation for students, training

Question 12, Week of May 11: Provide some statistics about Touchstone. What are the caseload characteristics?

Alcohol and Drug identification and referral to treatment is a top priority for the touchstone program which is made up of 14 successfully operating sites in elementary and middle schools throughout the County.

| | <u>97/98 (12 mos. Data)</u> | <u>9 98/99 (8 mos. Data)</u> |
|-------------------------------|-----------------------------|------------------------------|
| Families Served | 206 | 191 |
| Youth Served, not as a family | 146 | 75 |

Number of Touchstone Sites (schools) 9

14

System improvements currently under way will result in the ability to more effectively track client data including A&D referrals and outcome measures.

Question 13, Week of May 11: Are we collating information about services that are provided in the schools? What services are provided to what areas? Possibly publish for parents as a resource document?

The issue of providing up to date information about accessible services for children and families has been a common request that is difficult to address. We hope the SUN SCHOOL model will actually, in a systems way, make it easier on parents to figure out how to navigate the complex terrain of social and health services, in addition to academic enrichment and support opportunities, as well as recreational activities provided before and after school.

The SUN SCHOOLS request for interest application is asking for each interested site to describe their services for their students and families which are located at the school sites. Each SUN SCHOOL applicant will explain their current services and programs as they relate to the SUN SCHOOL model, a) academic achievement, b) social and health services support, and c) recreation and enhancement opportunities.

The SUN SCHOOL movement has an implementation team that consists of agencies, organizations, and schools who are supporting SUN SCHOOLS. Each of the agencies and schools will provide a list of services that might be incorporated at the SUN SCHOOL site.

SUN SCHOOLS will soon have a web site which will have links to internal and external partners who are already involved or wish to be involved in the SUN SCHOOL movement. This will allow easy access to information about the potential services and supports that could be available at a local SUN SCHOOL.

In addition, the County's GIS office has completed maps that describe the location of the services we offer throughout the county. (GIS staff are currently mapping the service clusters for DCFS. This will be available either at the board hearing or soon thereafter)

Multnomah County
Department of Community and Family Services

Multnomah County Health Sites

- Health Clinic
- Dental Clinic
- School Based Health

CONTRACTED PROVIDERS

- Community Service Center
- Ethnic Access
- Family Center System

DCFS STAFF

- Family Resource Center
- Touchstone
- Developmental Disabilities Staff
- Behavioral Health Outstationed Staff
- Caring Communities

