

BEFORE THE BOARD OF COUNTY COMMISSIONERS
FOR MULTNOMAH COUNTY, OREGON

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

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

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

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

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

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

ADOPTED this 30th day of January, 1997.



MULTNOMAH COUNTY, OREGON

By Beverly Stein
Beverly Stein, County Chair

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

CREATING A CHOSEN FUTURE

For the Children and Families
of Multnomah County

APPROVED BY
Multnomah Commission on Children and Families
January 22, 1997

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EXECUTIVE SUMMARY

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

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

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

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

- Direct linkages between planning and implementation

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

THE MULTNOMAH COMMISSION ON CHILDREN & FAMILIES

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

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

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

ABOUT THIS PLAN

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

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

The general approach taken in creating this plan has been to build on good work already done. We imagine that many of the strategies will seem familiar, since we have deliberately included some that are already proving to be successful, at least for some populations and in some parts of the county. Other strategies are newly proposed.

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

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

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

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

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

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

Finally we offer a few notes on terminology and communication. Having discovered no common planning lexicon (in fact, having discovered the opposite) we have chosen to use the following terms as defined below. They seem to be as functional as any others:

VISION: An overall description how things could be in the future if we do all that we need to do today.

GOAL: The overall thing we want, in this case stated as a condition existing within our families and communities.

OUTCOME: One of several specific things that we will need to achieve in order to arrive at our goal; also can be viewed as a sub-goal.

STRATEGY: General statement of action that we must take to achieve the outcomes for each goal.

RESILIENCY: Capacity for achieving positive outcomes despite adverse individual and environmental impacts.

RISK: Behavioral or environmental factors increasing the likelihood of negative outcomes.

WHAT'S NEXT IN THIS PLAN'S DEVELOPMENT?

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

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

OUR VISION OF THE FUTURE

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

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

OUR VALUES ARE THE FOUNDATION OF THIS PLAN

- **CHILDREN AND YOUTH:** We value every child and youth, and each one's right to achieve her or his full potential.
- **FAMILIES:** We value the family unit, however defined, and wish it to be every child's first source of love and support.
- **COMMUNITIES:** We value community as every family's primary source for support and encouragement.
- **SYSTEM OF SUPPORTS:** We value an integrated and coordinated community support system which makes the best use of available resources, identifies and develops new resources, and values its workers.
- **RESULTS AND ACCOUNTABILITY:** We value results. We value an outcome driven approach providing efficiency and accountability.
- **SELF-RELIANCE:** We value community supports which encourage self-reliance and discourage dependency.
- **DIVERSITY OF CULTURES:** We value the diversity of the children, youth and families among us, and we value community supports which are culture, gender and age appropriate, as determined by those communities
- **EQUAL OPPORTUNITY:** We value equal opportunity, equal access and social justice for all cultural communities.
- **INCLUSION:** We value an open and accessible community planning process bringing diverse viewpoints, including those of young people.
- **PEOPLE OF ALL LEVELS OF NEED:** We value all people and recognize that among individuals there exist varying capabilities at different times and at different developmental stages.
- **SAFETY AND SECURITY:** We value the safety and security of every child, youth and family and recognize this as an essential support for healthy growth and development.
- **PARENTING:** We value loving, skillful parenting, whether given by the biological parents, grandparents or other extended family members; or by other trustworthy, capable adults.
- **STRENGTHS:** We value the inherent strengths, skills and capacities of every child, youth and family, and recognize these strengths as vital community resources.

OUR GOALS

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

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

COMMISSION FUNDING POLICY

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

Standards for our funding:

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

Goal 1: Overview

CHILDREN ENTERING SCHOOL READY TO SUCCEED

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

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

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

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

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

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

Goal 1: Research Foundation/Resources

CHILDREN ENTERING SCHOOL READY TO SUCCEED

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

Goal 1: Strategies

CHILDREN ENTERING SCHOOL READY TO SUCCEED

OUTCOME 1.1

Infants and young children experience a healthy start in life.

STRATEGIES FOR OUTCOME 1.1

- (1.1.1) Support efforts, specific to both genders, to provide preconceptual planning and assistance in delaying pregnancy until familial and community supports are ready.
- (1.1.2) Support efforts to increase the number of children born healthy, by assuring access to culturally appropriate prenatal care and supports.
- (1.1.3) Assure coordinated, universal physical, emotional and developmental assessments for all children from birth to five years, and provide their parents, grandparents, or other extended family members with culturally sensitive, and developmentally and gender appropriate referrals as needed, based on assessment results.
- (1.1.4) Assure that the mother of every newborn child gets a visit at point of birth to connect them with community supports and services, and has the opportunity for follow-up visits.
- (1.1.5) Assure that all children receive adequate nutrition starting at birth.
- (1.1.6) Assure that every child has complete immunizations and well baby check-ups.

Goal 1: Strategies

CHILDREN ENTERING SCHOOL READY TO SUCCEED

OUTCOME 1.2

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

STRATEGIES FOR OUTCOME 1.2

- (1.2.1) Develop a variety of environments where all children can experience the full range of enrichment in a safe and interactive context, rich with sounds, sights and language, and which provides developmentally appropriate opportunities for play and cultural development, building on each child's strengths and interests regardless of gender, culture or ethnicity.
- (1.2.2) Increase the number of children attending high quality early childhood care and education programs and preschools that can meet the individualized needs of the children, with special attention to families with economic barriers; and assure all eligible children have access to Headstart.
- (1.2.3) Increase the number of employers that advance the healthy growth and development of young children through their family-friendly policies and practices, and assure that their contributions to the well-being of children and families are well known and accessible.
- (1.2.4) Support efforts to prevent exposure to environmental hazards in children.

Goal 1: Strategies

CHILDREN ENTERING SCHOOL READY TO SUCCEED

OUTCOME 1.3

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

STRATEGIES FOR OUTCOME 1.3

- (1.3.1) Assure a neighborhood-based system of parent support, providing parents, grandparents, or other extended family members the opportunity to learn about child development and parenting techniques; allowing them the chance to interact with other parents who are experiencing the same joys and challenges
- (1.3.2) Assure a neighborhood-based system of parent support, assisting them in meeting basic needs, and providing access to workforce development and childcare.
- (1.3.3) Assure that neighborhood based support systems integrate natural helpers and peer support with professional support services for families with emerging problems.
- (1.3.4) Assure the availability of culturally appropriate respite care resources for parents, grandparents, or other extended family members who are under stress or who are at risk of abusing their children, regardless of economic status.
- (1.3.5) Increase opportunities for intergenerational connections, and promote the resource we have in grandparents and other elders.

Goal 2: Overview

SAFE FAMILIES LIVING IN SAFE COMMUNITIES

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

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

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

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

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

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

Goal 2: Research Foundation/Resources

SAFE FAMILIES LIVING IN SAFE COMMUNITIES

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

Goal 2: Strategies

SAFE FAMILIES LIVING IN SAFE COMMUNITIES

OUTCOME 2.1

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

STRATEGIES FOR OUTCOME 2.1

- (2.1.1) Support efforts to build a parenting support system where parents, grandparents, or other extended family members can find help and encouragement to be nonviolent role models, and learn to provide consistent and developmentally appropriate discipline.
- (2.1.2) Support preschool programs, early grade tutoring, and education reform to promote early-grade school success.
- (2.1.3) Support social learning programs for children, parents, grandparents, or other extended family members, and for teachers and other caregivers, to teach children social skills for avoiding violence, ways to view television critically, and non-violent means for expressing anger and meet other needs; and help each other to access and develop alternatives to the violent elements present in a child's everyday life.
- (2.1.4) Conduct widespread community conversation and education on "what is child abuse and neglect?" and advocate for a community-wide understanding of what we each can do to create safety for children.
- (2.1.5) Provide supports to parents, grandparents, or other extended family members who are living in economic distress and/or under high stress, including basic needs, child care, adequate housing, and social and respite opportunities.

Goal 2: Strategies

SAFE FAMILIES LIVING IN SAFE COMMUNITIES

OUTCOME 2.2

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

STRATEGIES FOR OUTCOME 2.2

- (2.2.1) Involve young men and adult males and others in identifying ways that they believe will insure that fathers maintain positive emotional and financial connections with their children.
- (2.2.2) Involve trustworthy, respected adult male role models in efforts to assist younger men in establishing values and behaviors that lead to healthy relationships and communities.
- (2.2.3) Establish a norm of zero tolerance for violence in the home, including child abuse, partner abuse and elder abuse, for families of all forms, and conduct a public awareness campaign on this theme.
- (2.2.4) Support community-based, in-school programming teaching children how they can safely respond to inappropriate touching or domestic violence.
- (2.2.5) Support efforts which provide community/family/peer mediation.
- (2.2.6) *(previously presented as 1.3.5)* Increase opportunities for intergenerational connections, and promote the resource we have in grandparents and other elders.

Goal 2: Strategies

SAFE FAMILIES LIVING IN SAFE COMMUNITIES

OUTCOME 2.3

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

STRATEGIES FOR OUTCOME 2.3

- (2.3.1) Continue and build on the collaborative relationship between the Multnomah Commission on Children and Families and the Multnomah Public Safety Coordinating Council, in planning for a reduction in juvenile delinquency through primary prevention and secondary prevention, including the development and application of graduated sanctions.
- (2.3.2) Decrease juvenile access to and demand for firearms.
- (2.3.3) Develop community-wide enthusiasm for the principles and practice of positive youth development, and support efforts by which young people are recognized by their peers and their community for their contributions to peacemaking.
- (2.3.4) Support efforts to reduce discrimination, prejudice and bias, by increasing youth participation in arts and cultural activities which enhance their appreciation of their own cultural and ethnic heritage and those of others.
- (2.3.5) Assure young people school-to-work opportunities, preparing them through job training and development, college incentives, and other resiliency-based approaches.
- (2.3.6) Support high school efforts preparing students for grade 13, a concept meaning whatever is the next step in a young person's continuing, life-long learning process.
- (2.3.7) Support efforts for youth leadership development to assist youth in taking active roles in advocacy and education around changing the conditions that affect youth and their families.
- (2.3.8) Assure that young people who have been chronically acting out, been chronically neglected, or have emotional or mental health challenges, and their families, have access to culturally specific and gender appropriate supports relevant to their needs, in schools and in the community.

Goal 3: Overview

CHILDREN AND YOUTH SUCCEEDING IN THEIR EDUCATION

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

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

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

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

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

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

Goal 3: Research Foundation/Resources

CHILDREN AND YOUTH SUCCEEDING IN THEIR EDUCATION

- Bonnie Benard, *Fostering Resiliency in Kids: Protective Factors in the Family, School and Community*, (Portland: Northwest Regional Educational Laboratory, 1991).
- Peter Benson, *The Troubled Journey: A Portrait of 6th-12th Grade Youth*, (Minneapolis: Search Institute, 1993).
- Developmental Research and Programs, Inc., *Risk and Protective Factor-Focused Prevention Using the Social Development Strategy*, Seattle, 1993.
- McManus et. al., *Oregon's Sexual Minority Youth: An At-risk Population*, Task Force on Sexual Minority Youth.
- Multnomah Commission on Children and Families, "School Completion," *Research in Brief*, Issue 1, 1996.
- Clara Pratt, et. al., *Interim Indicators and Program Directions for Selected Family and Child Benchmarks*, (Corvallis: Family Study Center, Oregon State University, 1995).
- Emmy Werner, "How children become resilient: observations and cautions," *Resiliency In Action*, Winter 1996.

Goal 3: Strategies

CHILDREN AND YOUTH SUCCEEDING IN THEIR EDUCATION

OUTCOME 3.1

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

STRATEGIES FOR OUTCOME 3.1

- (3.1.1) Increase youth participation in supervised after-school community service activities which advance positive outcomes for children and families, and which build children's sense of being valuable members of a diverse community.
- (3.1.2) Increase the number of qualified adult residents who volunteer to lead young people in after-school, skill-building activities at middle or high schools, or at other safe and accessible community locations.
- (3.1.3) Increase youth participation in area recreational activities scheduled during after school hours, including participation in arts and cultural activities.
- (3.1.4) Increase youth participation in skill-building, intergenerational activities that involve helping the elderly.

Goal 3: Strategies

CHILDREN AND YOUTH SUCCEEDING IN THEIR EDUCATION

OUTCOME 3.2

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

STRATEGIES FOR OUTCOME 3.2

- (3.2.1) Assure that young people who have reduced their school attendance are encouraged to return to regular attendance, and supported in their efforts to establish and maintain regular attendance and, when needed, provide child care, support systems and groups, and alternative school settings based on individualized learning that builds on students' strengths and interests.
- (3.2.2) Increase parents, grandparents, or other extended family members involvement in their children's education, and assure that parents, students and schools see themselves as active partners in education.
- (3.2.3) Increase youth involvement in apprenticeships, internships, and other skill-building opportunities including the applied creative arts; expose young people to the world of work and to the possibilities for continuing their education; and promote individual accomplishment and a sense of hope for the future.
- (3.2.4) Support efforts to link young people, one-on-one, with trustworthy and culturally appropriate adult and peer mentors who are committed to an on-going, mutually beneficial relationship.
- (3.2.5) *(previously presented as 2.3.6)* Support high school efforts preparing students for grade 13, a concept meaning whatever is the next step in a young person's continuing, life-long learning process.

Goal 3: Strategies

CHILDREN AND YOUTH SUCCEEDING IN THEIR EDUCATION

OUTCOME 3.3

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

STRATEGIES FOR OUTCOME 3.3

- (3.3.1) Assure that young people and their families can readily access resource and referral services through school or community sited contact points.
- (3.3.2) *(previously presented as 2.3.8)* Assure that young people who have been chronically acting out, been chronically neglected, or have emotional or mental health challenges, and their families, have access to culturally specific and gender appropriate supports relevant to their needs, in schools and in the community.
- (3.3.3) Assure that parents, grandparents, or other extended family members who are experiencing challenges supporting their children's educational success have the opportunity to connect with others in similar situations for mutual support and encouragement.
- (3.3.4) Assure the availability of supports for families having difficulty meeting basic needs, to allow the adults to focus on child rearing, and to allow the young people to focus on their education.

Goal 4: Overview

DIRECT LINKAGES BETWEEN PLANNING & IMPLEMENTATION

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

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

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

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

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

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

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

Goal 4: Research Foundation/Resources

DIRECT LINKAGES BETWEEN PLANNING & IMPLEMENTATION

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

Goal 4: Strategies

DIRECT LINKAGES BETWEEN PLANNING & IMPLEMENTATION

OUTCOME 4.1

Diverse local participation in an efficient, effective, technically sound, community-based decision making and action taking process, emphasizing the participation of consumers of services, and mobilizing the full range of local resources in support of this strategic plan for positive outcomes for children and families.

STRATEGIES FOR OUTCOME 4.1

- (4.1.1) Support the ability of local, community-based, self organizing groups to identify and implement effective and cost efficient activities that will advance the positive outcomes for children and families identified in this strategic plan, through technical assistance and other supports.
- (4.1.2) Provide flexible funds through capacity building grants that local, community-based, self organizing groups could apply for, based on well defined outcomes, to support the likelihood of successful implementation of the strategies in this plan.
- (4.1.3) Support efforts to reduce the isolation of parents, grandparents, or other extended family members , and increase youth development activities to allow more community members access to the process where decisions affecting their lives will be made.
- (4.1.4) Support leadership development to help parents, grandparents, or other extended family members community advocates and create institutional change to meet the needs of their children and their community.

Goal 4: Strategies

A DIRECT LINK BETWEEN PLANNING AND IMPLEMENTATION

OUTCOME 4.2

Collaborations among community-based organizations, schools and other local, state and federal agencies, funders, business interests, and others facilitate the implementation of strategies in this plan for wellness-based community supports for children and families.

STRATEGIES FOR OUTCOME 4.2

- (4.2.1) Support current efforts to expand linkages between schools and health and social services and other supports for children and families.
- (4.2.2) Develop a collaborative relationship between the Multnomah Commission on Children and Families and members of the faith communities, and identify ways that this partnership can advance the positive outcomes for children and families identified in this strategic plan.
- (4.2.3) Develop a collaborative relationship between the staff and members of the Multnomah Commission on Children and Families and the Multnomah County Community Action Commission in planning for a reduction in child poverty.
- (4.2.4) Establish a cooperative relationship between the Multnomah Commission on Children and Families and providers of services to children and families, to support system stability during the implementation of the commission's new funding policy which might eventually result in some currently funded services no longer being supported with commission funds.
- (4.2.5) Establish a Funders Roundtable with the purpose of bringing together Multnomah County's major investors in children and families for designing ways to support each others' coordinated efforts at advancing the goals and strategies identified in this strategic plan.

Goal 4: Strategies

A DIRECT LINK BETWEEN PLANNING AND IMPLEMENTATION

OUTCOME 4.3

All children and all families are the subject of our concern, and our efforts are tailored to the specific needs and interests of the many special populations in our diverse community, based on both data and values.

STRATEGIES FOR OUTCOME 4.3

- (4.3.1) Establish a process within the Multnomah Commission on Children and Families whereby the population-specific feedback that has been given during the community review of this plan's draft gets considered and incorporated into the commission's workplan; and assure that the conclusions drawn during this process are integrated into the next steps of this plan's development.

- (4.3.2) Conduct local area research into the presence of risk and resiliency factors, and provide the findings of this research to local planning and action teams to inform their further work.