

BEFORE THE BOARD OF COUNTY COMMISSIONERS
MULTNOMAH COUNTY, OREGON

In the Matter of Submitting)
a 1995-1997 County Diversion Plan) RESOLUTION
in order to Receive State) 95-53
Funds to Provide those Services)

WHEREAS the Children's Services Division in accordance with ORS 420.017 and 420.019 invites counties to receive state funds beginning July 1, 1995, to provide services to delinquent youth identified as diverted from the state training schools; and

WHEREAS the Children's Services Division is required by ORS 420.017 to develop an annual state-wide plan that includes the services to be provided by all those counties participating; and

WHEREAS said plan shall be received by and submitted for approval to the Board of County Commissioners, the local Children and Families Commission, and the presiding Juvenile Court Judge; and

WHEREAS Multnomah County Juvenile Justice Division has prepared such a plan and submitted it to the above mentioned groups for review and approval;

THEREFORE IT IS RESOLVED that the Multnomah County Board of Commissioners approve the plan as submitted by the Juvenile Justice Division.

APPROVED this 16th day of March, 1995



MULTNOMAH COUNTY, OREGON

Sharon Kelley for
Beverly Stein, County Chair

REVIEWED:
LAURENCE KRESSEL, COUNTY COUNSEL
for Multnomah County, Oregon

Katie Gaetjens
Katie Gaetjens, Deputy
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**MULTNOMAH COUNTY
JUVENILE JUSTICE DIVISION**

submission for

**Children's Services Division
Diversion Plan**

1995-1997

March 9, 1995

County Representative in negotiations:

**Mr. Jim Anderson, Interim Director
Juvenile Justice Division
1401 NE 68th
Portland, Oregon 97213
(503) 248-3470**

Authorized Signature:

**Ms. Beverly Stein, Chair
Multnomah County Board
of Commissioner
1120 SW 5th, Room 1410
Portland, OR 97204
(503) 248-3308**

1. Describe predispositional evaluation services including assessment of educational/vocational needs for youth that are at risk of commitment to the State Training Schools.

A. COURT SUMMARY: (Attachment A) The court summary is the basic document used in all court hearings to assist the Judge in determining the outcome of a dispositional hearing. This is a standard document for all Probation Counselors in communicating pertinent information to the Judge or Referee.

B. OFFENSE SPECIFIC CASE MANAGEMENT REPORT: (Attachment B) This report is used on all youth who are placed on probation by the Multnomah County Juvenile Justice Division. This report outlines problem areas as well as goals the Probation Counselor intends to achieve during the probationary period with their client.

C. ASSESSMENT, INTERVENTION, TRANSITION PROGRAM (AITP) REPORT: (Attachment C) Youth with a high potential for commitment to the State Training Schools are served through the AITP program. This 30-day program evaluates youth from a closed custody, group living perspective. The program includes a school component, over 100 group and individual sessions, mental health resources, and other services as identified for each youth during the evaluation period.

D. PSYCHOLOGICAL EVALUATIONS: As youth appear to need psychological evaluations and as Counselors gather information which may warrant a third party formal assessment, this resource is utilized. These are typically conducted by a third party professional under contract with the Juvenile Justice Division.

E. OTHER REPORTS PRESENTED TO THE COURT: In addition to the above formal evaluation tools, other information from various agencies (i.e. CSD, school counselors, Drug and Alcohol Counselors, social service agencies) is contained in a youth's "social file". This file offers supporting and collateral information which plays an integral role in supporting recommendations to the Court.

2. Describe the County's plan to complete the standard diagnostic and evaluation information requested in Section 2.2, B. for youth to be placed at the training school or camp.

The Multnomah County Juvenile Court and Juvenile Court Assessment Center (JCAC) at MacLaren have come to an agreement that the Court Summary (Attachment A), accompanied by the Admission Summary (Attachment D) will serve JCAC requirements for admission to the state training schools. These documents are accompanied by pertinent police reports, AITP summaries, and psychological evaluations in the social file. This information assists MacLaren and Hillcrest staff in placing the youth in the most appropriate program to meet their needs. The Admission's summary includes suggestions by the Probation Counselor as to which program they believe will best meet the identified needs of the youth.

Additionally, because Multnomah County is participating in the House Bill 3438 Pilot Project, the Juvenile Justice Division has available a Transition Coordinator who participates in Close Custody Review Board Hearings for each Multnomah County youth. The Transition Coordinator works with staff at the State Training Schools and camps to transition youth from close custody placements into community placements. This approach allows for juvenile parole services to be coordinated between State and County assuring both a consistency and continuity of services. This participation leads to increased input from all parties in an effort to better meet the needs of the youth.

3. How disposition of parole violators (parole revocations) will be handled.

Parole revocation hearings (Attachment E) are heard by the Supervisor of the Adjudication Unit at the Juvenile Justice Division. In his absence, the Lead Worker of the Adjudication Unit serves as the Administrative Hearings Officer.

These hearings are held when a parole officer seeks to bring a parolee before the Administrative Hearings Officer for any parole violation. The hearings are taped and held under the standards of *Morrissey v. Brewer* established in 1972. These hearings are scheduled within 24 working hours if the youth is held in detention, but will be scheduled at a parole officer's request if the youth is placed in the community.

If it is determined a parole violation has occurred, the Administrative Hearings Officer may decide to impose sanctions ranging from a warning, to a community sanction (community service), to detention at the Donald E. Long Home, to revocation of parole and return to the training school. However, because of the continuing cap problems, Multnomah County is currently housing most youth that would customarily be revoked to Maclaren at the Donald E. Long Home pending adjudication.

4. Describe the type of community programs that the County will use to maintain its training school capacity.

The Division's comprehensive gang model offers a multitude of resources targeted at addressing the needs and integrating a diverse continuum of services for this population. Contained within all program alternatives are the following objectives:

- Address internal/external communication between the Division, community placement resources, and law enforcement relative to youth gang members under the Court's jurisdiction;
- Increase the Division's ability to implement gang intervention strategies, programs and activities, particularly in conjunction community based and law enforcement agencies charged with dealing with the population;
- Develop coordinated services and treatment plans that are gang specific and focus on decreasing involvement in illegal gang activities and behavior;
- Develop and implement gang-specific intervention curriculum that focuses on reducing gang involvement, and maximize community resources in providing positive alternatives to gangs;
- Develop and implement specific intervention/curriculum for gang involved youth held in detention facilities.

ALTERNATIVES TO SECURE CUSTODY

I. INTERNAL DIVISION RESOURCES

A. Gang Resource Intervention Team (GRIT)

The Gang Resource Intervention Team (GRIT) continues to be a cornerstone in the service delivery continuum for gang-involved youth and their families. The specialized probation services unit provides Intervention Services (Violence Reduction Programming, Family Empowerment through Intensive Counseling Services, Recreational Programming, Accountability-centered Programming) as well as Community Capacity Building Services through Training and Organizational Development. As a result of GRIT's ability to offer smaller, specialized caseloads, youth and families are provided with intensive, proactive service delivery activities.

The expansion of the GRIT service delivery activity to Southeast Portland in 1992 has continued to enable youth and their families in this community to participate in Family Empowerment and Probation Orientation activities which have enhanced the ability of parents to effectively work with their children.

With violent crime continuing to be a focus, this critical service delivery component enhances the Juvenile Justice Division's ability to offer efficient and effective alternatives to secure custody.

B. Assessment, Intervention, Transition Program (AITP)

The AITP is a secure detention program located at the Multnomah County Juvenile Detention Facility. The facility, including AITP, is overseen by the JJD Director, the Detention Superintendent, the Program Administrator and the Program Supervisor.

The Mission Statement of AITP is as follows:

Provide each youth with a multi-disciplinary behavioral and mental health assessment of strengths and needs;

Stabilize the youth's behavior and continue the process toward skill development and treatment needs;

Facilitate the transition of youth to appropriate community resources.

AITP is composed of the following components:

Social skills development;
Behavioral management;
Cognitive restructuring;
Mental health assessment, intervention and treatment;
Transition and placement facilitation;
Family services;
Alcohol and drug services and
Security/safety policies and procedures;

AITP is a highly structured program that incorporates a multi-disciplinary "team approach" into their program objectives. Youth are held to a strict accountability for their participation and involvement in the program. AITP operates 7 days a week (7:00 am - 10:00 pm) and a "typical" 30-day stay would generally be comprised of the following program elements:

- A maximum of 35 Counseling Groups
- A maximum of 100 Skill Building Groups
- A multitude of individual counseling/skill building sessions
- Daily classroom education provided through Multnomah ESD
- 2 or more Family/Transition Meetings
- An extensive written and verbal debriefing of behavioral intervention
- Personal accountability and ongoing participation in the program's student governmental milieu.
- A comprehensive multi-disciplinary assessment is done which supports an ongoing safe and successful placement within the community upon the youth's release from the program.

The following table reflects the demographic breakdown of the youth served during the period January through December 1994:

1994 DEMOGRAPHIC BREAKDOWN

Total Youth Served = 188	
Female	19%
Male	81%
<hr/>	
Asian	9%
Afro-American	34%
Hispanic	4%
Nat American	3%
Caucasian	49%
Other	1%
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13-14 years	28%
15-16 years	48%
17+ years	23%

Additionally, statistics have been gathered regarding referral numbers and types of referrals following release from AITP.

- During 1994 (Jan-Dec), 188 unique youth were admitted to AITP
- 114 youth had referrals following their release from AITP which consisted of the following:
 - 21 Felony Referrals (3 youth referred to Adult Court and 9 youth committed to the State Training Schools)
 - 25 Misdemeanor Referrals
 - 31 Status, Ordinance, Violence
 - 37 Referrals to the Court with NO allegations of a law violation

C. Close Supervision

As a pre-adjudicatory detention alternative, upon order of the Court, the Division may conditionally release a youth, who otherwise is eligible for detention. Close Supervision is a program that supervises in the community, youth who have been released on conditions either to a family member or other appropriate care giver. The court considers the least restrictive means to assure that a youth will attend their trial and not pose a risk to themselves or the community during the time they are awaiting trial. The Close Supervision Program provides a basic package of conditions to help ensure these ends. Additionally, our program helps monitor House Arrest and Electric Monitoring when the court decides these conditions necessary. The program maintains a daily phone call check-in and unannounced visits to the home to keep tabs on each youth assigned to the program.

These statistics represent the youth in our program who were successful and attended their trial or were placed back in detention for violations, there by assuring their attendance at trial.

The youth not represented in these numbers are those who failed to appear at trial or at Close Supervision Review and were placed on warrant status.

	Jul	Aug	Sept	Oct	Nov	Dec	Total
Close Supervision Review	8	2	4	2	3	2	21
Held	20%	5%	8%	5%	7%	5%	10%
Prelim	1	2	2	4	5	3	17
New Charge	3%	5%	4%	10%	11%	8%	8%
Hearing	13	28	25	29	21	20	136
	30%	60%	46%	80%	46%	46%	66%
Dismissed	6	4	2	1	4	3	20
	14%	9%	4%	2%	9%	8%	10%
Treatment	3	1	1	0	4	2	11
Placement	8%	2%	2%		9%	5%	5%
Total	31	37	34	36	37	30	205
	75%	81%	64%	97%	82%	72%	148%
CS/HA Total	43	47	54	36	46	43	269

D. Electronic Monitoring Program

When the Court decides that Close Supervision and House Arrest will not sufficiently monitor a youth, the Court can order the youth be released on Electronic Monitoring. This equipment can give us immediate feed back on violations of conditions regardless of the level of adult supervision. We contract through Clackamas County for five units and the computer monitoring of these units through their Electronic Surveillance Program. Our Close Supervision staff still maintain personal and phone contact with these clients and we are responsible to report to the Court, any violations during the release. Use of Electronic Monitoring is restricted at this time for youth awaiting trial on unadjudicated matters.

E. Detention Alternative Program

The Detention Alternative Program runs a work crew during work days for juveniles that are court ordered to complete Community Service in lieu of detention time. This program is also used as a sanction alternative for juveniles who have violated their probation and would otherwise be placed in detention. The Division also operates a Saturday Work Program with two work crews to increase the availability of this option.

H. Street Law

Street Law is a law-related education program designed to increase the ability of youth to think critically and to identify and learn the responsibilities incurred in being a law abiding citizen. Street Law curriculum is taught to youth on probation who have been gang identified, to youth participating through a diversion program, and to youth in a middle school setting.

Selected youth from the GRIT are referred for the probation Street Law program. The course lasts twelve weeks and culminates in a "mock" trial and an award ceremony.

Gang youth are also served in an abbreviated Street Law program through AITP. The Street Law Coordinator has developed course work which addresses a shorter duration of services.

The last two areas, diversion and middle school youth, have been served at the request of the community and as a pilot project with youth not as deeply involved in the juvenile justice system. (See attachment)

II. COMMUNITY BASED DIVISION RESOURCES

A. DePaul Treatment Center and Mainstream

These two agencies provide drug and alcohol outpatient treatment services including assessments, individual/group/family counseling and urinalysis testing to gang-involved youth transitioning from the State Training Schools back into the community. DePaul and Mainstream were acquired through an amended Intergovernmental Agreement with CSD (FY 1994/95) in which the agencies/programs that were specifically named to provide services to gang designated youth through CSD were now named as sub-contractors to Multnomah County Juvenile Justice Division. Thus, the "Gang Transition Services" component was incorporated into JJD's agreement with CSD.

B. Catholic Community Services

Catholic Community Services is another program that was acquired due to the amended CSD Intergovernmental Agreement. Catholic Community Services provides outreach services, individual, group and family services to "Gang" designated youth and their families as they transition from the State Training School back into the community. The target population for this provider is the Asian community. Catholic Community has been very successful in their outreach and treatment with this particular culture/community.

C. Early Service and Intervention - (ESI)

ESI provides screening, referral, and client tracking services for alcohol and other drug affected delinquent youth. Clients are usually referred through their court counselor and occasionally referrals are made through CSD, an attorney, or the child him/herself. All youth in AITP receive a screening. A screening is designed to elicit an individual's alcohol and other drug use history, its effect on their involvement with the juvenile court, and information regarding the client's patterns of use, social history, family dynamics, genetic predisposition, and cultural specificity. Additionally, referral for treatment is made only after considering the child's economic resources, school involvement, and legal history. In many cases, the child is given an appointment to the proper treatment modality before they leave detention or AITP. These youth are then tracked until they engage in treatment, get off probation, or lately in several cases, go to MacLaren State Training School.

ESI staff does one Education/Prevention Group in the Detention Units daily (thus each unit is served weekly). Additionally, they provide three on-going assessment groups held weekly at the King Facility, JJD and the SE District Office.

By the end of March 1995, ESI will be doing one Family Support/Education Group weekly at JJD for the parents of clients currently served.

The following statistics reflect the total youth served and the demographic breakdown covering the period July 1, 1993 through June 30, 1994.

<u>Total Youth Served</u>	<u>539</u>
Male	444
Female	95
Asian	139
Black	36
Hispanic	8
Nat American	7
Other	7
Caucasian	332

D. Genesis Program

The Genesis Program is an alternative school program located in Northeast Portland which serves high-risk, predominately gang-involved youth. The Juvenile Justice Division has overseen the contract with this agency since October of 1990 when the CSD/Downsizing contract allowed for the transfer of this component of service. For FY 1994-95, the Juvenile Justice Division's contract award for this agency is \$151,430 with an additional \$300,000 from Portland Public School for overall program services while serving an average daily population of 31 youth.

Genesis accepts all referrals from the Juvenile Justice Division and during 1994 (Jan-Dec), Genesis served a total of 70 youth. The following table reflects the breakdown of data collected during this time period.

1994 DEMOGRAPHIC BREAKDOWN

Total Youth Served = 70	
Female	13%
Male	87%
Asian	3%
Afro-American	56%
Hispanic	10%
Nat American	4%
Caucasian	27%

11-13 years	34%
14-15 years	56%
16+ years	10%

The majority of youth (73%) were referred from Juvenile Court or Law Enforcement while the remaining youth (27%) were referred through school or other agencies.

The youth receive intensive services through this program. In addition to the educational components, Genesis provides a comprehensive service package including needs assessments, recreation, support services and case coordination as well.

The relationship between the Juvenile Justice Division and the Genesis program continues to be a healthy and rewarding one. The advocacy, instruction, and overall support this program offers to the students is central to maintaining these youth in the community.

E. Portland House of Umoja

The Portland House of Umoja is a residential program for gang-involved males ages 13-17. The program utilizes a model based upon traditional African values and culture to create a supportive environment with an extended family structure. This program, modeled after the Philadelphia House of Umoja, has been in operation for nearly three years. Portland House of Umoja accepts youth who are unable to remain at home and offers counseling, employment training and support services, educational assistance, social and recreational activities, and coordination of services between the juvenile justice system, community agencies, the schools and the family. Additionally, the Portland House of Umoja offers outreach into the community to gang-impacted youth in an attempt to offer them opportunities to break away from the gang culture.

F. Minority Youth Concerns Action Program (MYCAP)

MYCAP's program has been enlarged due to the amended agreement with CSD for the incorporation of Gang Transition Services. Therefore, in addition to providing outpatient mental health counseling services, MYCAP provides residential treatment services to gang-impacted youth who are transitioning from the State Training Schools back into the community as well as outreach to youth who have previously been involved with the MYCAP program. A maximum of five youth per month are able to reside at MYCAP. The services provided to the youth include counseling for anger and behavior control, depression, grief and loss, skill building and self-esteem, social skill building and improved community integration. The program elements that deal specifically with the issues of self-esteem, social skills and community integration are accomplished through an effective mentorship program.

G. Mt. Sinai Community Baptist Church, Christian Counseling Center, and Emmanuel Community General Services

These three organizations provide outpatient mental health services as do Yaun Youth Care Center and MYCAP for high-risk and gang impacted youth transitioning from the State Training Schools. These agencies each serve up to a maximum of 7 youth per month and assist youth in maintaining within the community to avoid violations that would place them back in Detention or the State Training School. An effective mentorship program has been employed by each one of these providers as a tool to accomplish their program objectives.

H. O.M.S.I.

Juvenile Justice Division collaborated with OMSI in March, 1994, to provide field trips and various play and educational activities to at-risk/high-risk youth during the Spring Break vacation. Due to the overall success of the program, JJD continued its collaboration with OMSI which resulted in the creation of the Violence Prevention Leadership Camp. This camp is held each summer and the objective of the camp is to provide an intensive skill development summer experience for at-risk/high-risk youth between the ages of 14-18, focusing primarily on violence prevention and reduction, along with conflict mediation and resolution. The camp is held at OMSI's Sandy River Camp Facility. The first camp was held last August, 1994, in which 40 youth participated along with 6 Juvenile Court Counselors from the GRIT Unit.

I. Oregon Outreach

Oregon Outreach is another program that was acquired due to the amended CSD Intergovernmental Agreement which incorporated Gang Transition Services into the JJD contract with CSD. Oregon Outreach provides educational as well as employment services to gang-involved youth transitioning from the State Training School back into the community. Services include transitional/alternative education and employment services consist of pre-employment training, job placement as well as ongoing support and follow-up services.

J. Yaun Youth Care Center

The Juvenile Justice Division contracts with Yaun Youth Care Center for one residential bed space and outpatient mental health services for gang-involved youth. These services include liaisons with family and community, family counseling, drug and alcohol counseling, educational support services, and general support groups. These services are provided to youth involved with the juvenile justice system, especially those youth transitioning from the State Training School back into the community. The intent is to offer youth comprehensive services that will assist them in maintaining in the community and avoiding probation or parole violations. Due to the incorporation of Gang Transition Services, a tracker position was added to this contract. The role of the tracker is to assist

the youth in functioning responsibly in the home, school and community. This is accomplished through face to face home, school, and community visits with assigned youth and their family members and other contacts as relevant, appropriate and specified.

K. Annie E. Casey Foundation Support

Multnomah County, through the Juvenile Justice Division, is currently working with the Annie E. Casey Foundation to develop policies and community based programs to reduce the reliance on secure custody at the Detention Facility. Through the Foundation's Detention Reform Initiative, the JJD is currently involved in the creation of a plan (See Executive Summary, attachment) to implement changes that will increase the opportunities to place youth in the community, rather than locking them up in the County's secure juvenile facility. The planning and transition phases of the program have been completed. The implementation phase began upon the award of the funding which has been secured through June 1997.

5. Describe backup services to be provided as described in Section 2.2, D.

When the aforementioned community resources are not effective in addressing behavior changes or continued probation violations occur, the primary resource for the Probation Counselors is the use of detention services at the Donald E. Long facility. These services, along with the coordination of other Court sanctions, offer Probation Counselors, in conjunction with community placements, secure facility back-up services.

6. Describe the placement decision process to be used to control placement and length of stay in the training schools. Included shall be a process for how the County shall make recommendations to the Division regarding parole of youth from the Training School.

Placement at the State Training Schools is ordered by the Judges and Referees at the Multnomah County Juvenile Court. The Juvenile Justice Division makes recommendations to the Court about the placement and what the Division hopes to gain from such a placement. Recommendations of commitment normally note 'placement at MacLaren for drug and alcohol treatment and anger management'...or other program needs as identified.

Before the Juvenile Division Counselor makes such a recommendation to the Court he/she will have reviewed the case with their Supervisor. This case review explores any community options which may be available for the youth and explores community safety needs.

Multnomah County sends a Transition Coordinator to the State Training Schools for Close Custody Review to follow up on the plan for the youth while in close custody. The Transition Coordinator monitors the youth's progress through treatment at the training school and in conjunction with the Parole Officer. The Transition Coordinator also initiates

plans for the youth's transition back to the community some sixty days before release.

D. Write a statement of positive results expected by the County which meet or exceed the expectations listed in Section 2.3 above. The statement should include a description of methods which will be used to evaluate the results.

As the Juvenile Justice Division does not have absolute control over the cap, there is a working agreement between MacLaren and Hillcrest and the Juvenile Justice Division to work together to manage the cap to our mutual advantage.

Using the Transition Coordinator, who visits the campus once a week, monthly case reviews, regular contact with parole officers and parole and institution administration, we have established a list of youth who are 'next up' for leaving close custody. It is our goal to administratively manage the cap and at the same time make sure youth receive the programs, in their entirety, while in close custody.

The cap management process is monitored on a regular basis both by the Multnomah County Juvenile Justice Division and Juvenile Corrections (Parole).

Daily lists are generated by the Parole Unit showing the cap numbers. This information is shared between the parole supervisor and the Juvenile Justice Division staff and discussed several times a week.

Additional Information

Attachment H illustrates the continued commitment of the Division's Director and staff to the growth of cultural diversity, both in staff hiring as well as in the operation of the Division. This plan represents the dedication of the organization as it strives to better meet the needs of the ever changing population of youth it serves.

Attachment I offers a historical representation of the last five years of commitment history at the Juvenile Justice Division. The numbers reflect youth sent to Hillcrest or Maclaren for each of the five calendar years.

E. The Annual Operating Budget

The following pages reflect the annual budget as required for submission of this application. All questions should be directed to the Financial Operations Officer, Marie Eighmey (248-3550).

CHILDREN'S SERVICES DIVISION SUPPORTED PROGRAM

COUNTY: MULTNOMAH

Begin Date: 7/01/95

End Date: 6/30/96

APPROVED BY: 
(SIGNATURE REQUIRED)

DATE: 3-7-95

AGENCY	MULTNOMAH COUNTY	PROGRAM SERVICES	SUPPORT SERVICES	TOTAL
REVENUE				
4000	Contributions/Donations			
4700	United Way			
5010	Children's Services Div.	429,557	314,224	743,781
5020	Other Gov't (attach detail)	9,574	10,270	19,844
6000	Other Income (attach detail)			
TOTAL REVENUE		439,131	324,494	763,625

EXPENDITURES				
7000	Salaries (from Salary Detail page)	119,546	193,475	313,021
7100	Employee Benefits	21,059	26,314	47,373
7200	Payroll Taxes	21,005	33,860	54,865
TOTAL PERSONNEL		161,610	253,649	415,259
PROFESSIONAL FEES				
8002	Psychological/Psychiatric	7,560		7,560
8010	Consultation (attach detail)		7,190	7,190
8013	Audit			
8014	Other Prof. Fees (attach detail)	29,709		29,709
TOTAL PROFESSIONAL FEES		37,269	7,190	44,459
SUPPLIES				
8101	Medical			
8103	Recreation/Craft			
8104	Food			
8105	Laundry/Linen etc.			
8107	Duplicating Materials			
8111	Other Supplies (attach detail)	694	17,898	18,592
TOTAL SUPPLIES		694	17,898	18,592
8200	TELEPHONE	9,381	3,457	12,838
8300	POSTAGE AND SHIPPING			

EXPENDITURES continued	PROGRAM SERVICES	SUPPORT SERVICES	TOTAL
8400 OCCUPANCY			
8401 Rent	500		500
8403 Property Insurance			
8405 Utilities			
8409 Care of Buildings/Grounds			
8413 Maintenance Supplies			
8415 Other Occupancy (attach detail)			
TOTAL OCCUPANCY	500	0	500
8500 RENT/MAINTENANCE OF EQUIP.	1,000		1,000
8600 PRINTING/PUBLICATION	5,825		5,825
8700 TRAVEL	11,108		11,108
8800 CONFERENCES/MEETINGS	1,100	650	1,750
8900 SPECIFIC ASST. TO IND'S			
8908 Clothing Service			
8909 Client Travel	9,601		9,601
8910 Recreation Service			
8911 Financial Assistance			
8913 Foster Care Payments			
8917 School/Education Costs	151,530		151,530
8918 Other Costs (attach detail)	19,024		19,024
TOTAL SPECIFIC ASSISTANCE	180,155	0	180,155
9000 ORGANIZATION DUES			
9400 MISCELLANEOUS	12,344	11,750	24,094
9500 DEPRECIATION			
9900 CAPITAL EXPENDITURES (CSD Funds, Approved by CSD)	20,145	27,900	48,045
9901 CAPITAL EXPENDITURES (NON CSD FUNDS)			
TOTAL EXPENDITURES	441,131	322,494	763,625

**PROPOSED BUDGET – COUNTY DIVERSION
FOR THE PERIOD OF: 07/01/95 – 06/30/96
Supplemental Notes To Budget**

Multnomah County Juvenile Justice Services

REVENUE		
5020	Other Gov't.	19,844
	Indirect cost coverage support provided by Multnomah County.	

EXPENDITURES		
8002	Psychological/Psychiatric.	7,560
	Youth evaluations.	
		<u>7,560</u>
		7,560
8010	Consultation (attach detail).	7,190
	Division management consulting.	5,165
	Computer Local Area Network consultation.	<u>2,025</u>
		7,190
8014	Other Prof. Fees.	29,709
	Drug/Alcohol early screening intervention.	24,544
	Electronic Monitoring, an alternative to Detentior	<u>5,165</u>
		29,709
8111	Other Supplies.	18,592
	Program operating supplies.	<u>694</u>
		694
	Computer hardware & software supplies, monitors, printers, Network Interface cards, diskettes, printer ribbons, paper, cables.	<u>17,898</u>
		17,898
8200	Telephone.	12,838
	Pgm Svcs \$9,381 + Support Svcs \$3,457.	<u>12,838</u>
		12,838
8401	Rent.	500
	Room, space facilities or other rentals needed for youth programs.	<u>500</u>
		500
8500	Rent/Maintenance of Equipment.	1,000
	Typewriters & other office equipment.	200
	Computers, printers & peripheral devices.	<u>800</u>
		1,000
8600	Printing/Publication.	5,825
	Copying & printing of pgm and training materials	<u>5,825</u>
		5,825

ATTACHMENTS

- A - Court Summary
- B - Offense Specific Case Management
- C - AITP Report
- D - Admission Summary
- E - Parole Revocation
- F - Commitment Rates
- G - Diversity Plan
- H - Executive Summary
- I - Street Law

MULTNOMAH COUNTY OREGON
Juvenile Justice Division

In RE: [REDACTED] DOB: 01/21/74 NO. 73666A

HEARING DATE: Friday, September 27, 1991

TIME: 10:00 a.m.

COURT INFORMATION

1. Reason for Hearing: The child is before the Court on a petition dated September 10, 1991, alleging two counts of Robbery in the First Degree, Unauthorized Use of a Vehicle, and Unauthorized Use of a Weapon. The child is before the Court today to enter a plea to the charge of Unauthorized Use of a Vehicle. The two count of Robbery in the First Degree are set for a remand hearing. The call date on the remand hearing is October 3, 1991.

2. Referral Information: According to Portland Police Bureau case #91-78957, on September 8, 1991, at approximately 5:20 p.m., [REDACTED] approached Judge Philip Abraham in the upper parking lot of Fred Meyer's at 3805 SE Hawthorne. [REDACTED] displayed a semi-automatic handgun and demanded the victim's car keys which the victim surrendered. [REDACTED] and codefendant [REDACTED] then left in the victim's vehicle in an unknown direction. The victim's vehicle was located the following day.

On September 9, 1991, at approximately 4:28 p.m., [REDACTED] summoned police to a parking lot at 2875 SE Powell Blvd. where he stated he wanted to turn himself in for armed robbery. [REDACTED] then directed police officers to bushes located near SE 24th and Franklin where a .32 caliber, semi-automatic handgun was located. Also found at this location was an empty magazine for the above weapon, a box of .32 caliber ammunition and two gold chain earrings.

3. Child's Statement: [REDACTED] told this Writer that he had been on the run from home for two days when this happened. He stated that he has quit his job of ten months and his girlfriend of a year and a-half had broken up with him. Further, he had been in trouble at home for testing house rules and was resistant to the curfew that had been imposed. [REDACTED] stated that he was "trying to impress everyone at once while trying to please myself." [REDACTED] stated that he obtained the handgun from an individual on the street but provided no further information. He stated that he was not immediately forthright with Portland Police in identifying the codefendant in that [REDACTED] has a record and [REDACTED] wished to protect him. [REDACTED] has accepted responsibility for all aspects of this incident and states that he does not know why it occurred other than he was feeling tremendously pressured and things just "blew up." He told police that he was attempting to locate the Judge's residence in that he wished to turn in the vehicle and make his apologies.

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4. Victim Information: The victim in this matter is Philip Abraham. He has requested restitution in the amount of \$250 for the deductible he paid on his insurance claim for damages done to his vehicle. A description of these damages was not supplied but [REDACTED] stated that they had slept in the victim's car the night of September 8. They stated that the car was parked in a driveway and that when they left at 6:15 in the morning the rear of the vehicle was dented when he bumped into a parked car.
5. Plea Agreement:
6. Referral History: This is the child's first referral to the Juvenile Court on a criminal matter. There have been no referrals for status offenses. [REDACTED] first came to the attention of the Juvenile Court on June 12, 1981, on charges of inadequate care and neglect by his family. This matter was referred to Children's Services Division. On June 14, 1985 [REDACTED] and his siblings; [REDACTED] and [REDACTED] were made Wards of the Court and temporary commitment was given to Children's Services Division. At the time of the original referral Children's Services Division identified that the boys' mother had a severe alcohol problem and was delegating the care of [REDACTED] and [REDACTED] to then ten-year-old [REDACTED]. There was no adequate place for [REDACTED] or the younger boys to sleep, there was little food and irregular meals for the children. [REDACTED] then age four months, was severely undernourished and identified as a failure to thrive child.

[REDACTED] was referred to the Casey Family Program in November of 1987. He was accepted into that program in early March 1988. Temporary commitment to Children's Services Division was terminated on October 5, 1988, and the Casey Family Program was appointed legal guardian for [REDACTED].

FAMILY INFORMATION

[REDACTED] in the natural child of [REDACTED] and [REDACTED]. As previously stated he has been in foster care for many years due to his mother's neglect, alcoholism, and inadequate care. Extensive Court records contained in the social file indicate the mother's inability to follow through with Court ordered treatment and attempts to intervene in her family's situation. This Writer has met with [REDACTED]. She stated that she and [REDACTED] father were married approximately one year and that she married a second time to [REDACTED] when [REDACTED] was approximately a year old. This marriage lasted a year with the couple being divorced when [REDACTED] was two. This relationship was described as being extremely violent not only by [REDACTED] but by her brother [REDACTED]. One of

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[REDACTED] has three siblings; [REDACTED] who is 21 years old, married and has a baby. [REDACTED] has contacted this Writer and was very concerned about her brother's welfare. She stated she had lost contact with him over the last two and a-half years but would do anything she could to help him. [REDACTED] is now ten-years-old. He has been in the Perry Center for Children for the past three to four years. Court records show that when removed from his mother's home in the early 1980's [REDACTED] was abused in one foster home and then witnessed the death of his infant brother [REDACTED] while in placement at a second foster home [REDACTED] drowned on June 17, 1988, while under Children's Services Division care. Certain members of the [REDACTED] family insist that this was not a drowning, this was neglect and murder.

CHILD INFORMATION

7. Resides With: [REDACTED] has resided with his paternal aunt and uncle, [REDACTED] and [REDACTED] since 1985. The Casey Family Program has been his legal guardian since October 1988. Also residing in the [REDACTED] home are several younger cousins. [REDACTED] describes his relationship with his aunt and uncle as being strained during the last two years. He's acknowledged that he had challenged some of their house rules and felt defeated because they would not allow him to rebuild trust. The family acknowledged that [REDACTED] has been testing their authority. They state that this manifested itself primarily in the area of being unaccountable for how he spent his time. They felt that this problem was worse prior to this incident. [REDACTED] has been in custody on this matter since his preliminary hearing on September 10, 1991. It was initially agreed that he would not return to the family home immediately, all parties being so distressed by what had occurred that time was needed for the family situation to stabilize and for initial planning to occur.
8. Health/Mental Health Issues: Child appears to enjoy sound physical health though has trouble with his knees due to football injuries. Regarding mental health behavior, he was described as being a sweet boy when younger and never any trouble. Regarding mental health issues [REDACTED] stated that lately he had not been in touch with what his feelings are or how to communicate them. He stated that he was very depressed but not currently suicidal. He admitted one incident of suicide ideation prior to this incident. This Writer confirmed this report with several friends and family members. [REDACTED] states that he has a problem with his temper and his usually mode of expressing anger is to withdraw. [REDACTED]s aunt and uncle concur that he had been very depressed. They stated regarding his testing of their authority his behavior had been manipulative and that he had been minimizing his lack of accountability. They describe [REDACTED] as being by and large a "good kid and hard worker." The major

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complaint they had regarding his behavior was that he had been breaking curfew and lying to them about how late he was getting off work. [REDACTED] was referred for counseling through the Casey Program approximately nine months ago. His therapist was Donald Mann. The purpose of the therapy was to allow [REDACTED] to begin to get his feelings out. He described himself at that time as being "confused and messed up." [REDACTED] did not adequately engage in counseling and withdrew from same as issues got too personal. This Writer had contact with Donald Mann. He stated [REDACTED] was in treatment with him between May and December of 1990. He described [REDACTED] as a cooperative but reluctant client with low investment in working on his problems at that time. Mr. Mann felt very strongly that something was inhibiting [REDACTED] from exploring his feelings and strongly suspected that [REDACTED] had been sexually abused. He also strongly suspected that there were repressed childhood experiences that [REDACTED] was avoiding dealing with. He acknowledged that [REDACTED] at that time was having difficulty grasping responsibility for his behaviors. Mr. Mann stated to this Writer he would be willing to work with [REDACTED] in therapy again. He strongly felt that this was a positive young man with a lot of issues that were addressable.

9. Leisure Activities/Interests: Child enjoys age appropriate activities. He was actively involved in varsity football through his eleventh grade year and has been described by school administrators as a star athlete. This summer was the first summer he would not be participating in interscholastic sports. [REDACTED] also participated in the Pacific Rim Space Flight Academy in 1989, an experience he enjoyed very much. [REDACTED] states he becomes easily bored when not in structured activities.
10. Drug and Alcohol: [REDACTED] stated he began drinking alcohol last summer and that he drinks an average of one time every three weeks. He states that when he drinks he usually consumes half of a 40 ounce beer or two rum and cokes. He stated that he has smoked marijuana at a rate of approximately one time every six weeks off and on for the past two years. He stated that he tried cocaine one time two years ago and a substance known as Ice one time a year ago. [REDACTED] comes from a birth family with an extensive history of substance abuse.
11. School History: [REDACTED] would be in the twelfth grade this year at Cleveland were he not in detention. [REDACTED] did attend school during the first four days of this academic year. He reports that he needs three or four more classes to graduate. [REDACTED] attended Cleveland his ninth through eleventh grade years. During his ninth and tenth grade year his behavior was appropriate and his academic progress was average. His guardians state that he was having trouble applying himself and that he was not working up his full potential. During his eleventh grade year he began skipping school.

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He states that he was often grounded and would skip in that school time was the only social time he could build in. He was suspended one time in the last three years for writing graffiti. Cleveland has submitted academic reports. [REDACTED] grades show within average range but with potential to earn top level grades. Records further denote that he had a tendency to be disruptive in class during the 1989/90 school year. [REDACTED] attended middle school at Hosford. His grades were all in the A or B range. His teacher reports were positive.

12. Sexual Development: N/A
13. Peer Associations: [REDACTED] describes his peers as being mostly the same age. He states he is closest to his cousin [REDACTED]. [REDACTED] states that he dabbled in gang behavior during his freshman and sophomore years and that he was rolled into a set known as MCM or Making Cash Money. It was during this time that he was suspended from Cleveland for writing graffiti on the wall. [REDACTED] became involved in a close personal relationship approximately a year and a half ago and according to family and teacher this Writer has talked to most of his peer activities were greatly reduced. He was spending almost all his free time with his girlfriend.
14. Additional Parent/Guardian Concerns: The guardian's primary concern has been to address the depression that they have seen on a sporadic basis and that appropriate counseling services be made available to [REDACTED]. They strongly want him to complete his education and then develop a structured plan for emancipation such as Job Corps or placement in the Youth Progress Program. Casey Family concurs with the need to work toward emancipation and all parties are in agreement that [REDACTED] does best when his time and activities are highly structured.
15. Employment History: [REDACTED] quit his job at Kentucky Fried Chicken several days before this incident occurred. He had held that position for ten months. He is described by all parties as being a hard, reliable worker when employed.
16. Prior Out-of-Home Placements: The child has been placed out of the home since 1985.
17. Prior Utilized Community Resources: The only community resource utilized to date has been counseling with Donald Mann between May and December of 1990.

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18. Response to Interventions: Counselor feels that the child did not make an appropriate adjustment to Counseling in that he did not engage in therapy. Regarding his response to detention the child has displayed exemplary behavior both in the Unit and in the classroom since being taken into custody.

RECOMMENDATIONS

19. Risk Assessment: Eight, with two points being accrued for an out-of-home placement (foster care), two points for occasional use of marijuana, one point for occasional use of alcohol, one point for school problems being handled at a school level and two points for negative peer contacts.
20. Impressions/Assessment: [REDACTED] will be 18 years old at the end of January 1992. Based on physical appearance he could already be mistaken for an individual in his early 20s. In conversations with this young man he presents himself in a quiet manner. He has been extremely upset about what he did and shows appropriate remorse and accountability for his behavior. [REDACTED] presents himself as a young man who is deeply depressed and whose life was coming undone for a variety of reasons. He was not going to be playing football and lacked structured activity, he was experiencing difficulty with the rules of his guardians and wishing to test his independence and gain more free time, he lost his girlfriend and primary companion for the last year and a half and resigned his job of the past ten months. [REDACTED] recognizes that none of these circumstances justify his involvement in this matter. He seems fully prepared to accept whatever consequence he receives, including that of a prison sentence if remanded.

It is this Writer's impression at this time that retaining the child in detention is not least restrictive to conform behavior nor least restrictive to ensure appearance at future Court proceedings. It is also this Writer's wish that we prepare [REDACTED] for ongoing therapy. His family background clearly indicates extensive abuse, violence, and neglect. It is amazing that this young man has not had personal and legal difficulties prior to this time. It is strongly felt by this Writer, his friends, family, and other professionals who have worked with him that this incident stems in part from [REDACTED] no longer being able to repress some of these memories and feelings. It is perceived that he is treatable. This Counselor wishes to transition [REDACTED] to the 30-day AIT Program to have further assessments done before taking a firm position on remand. This Writer further wishes to have the child released on probation following successful completion of the AIT Program to return to school and engage in individual and family therapy again. The educational plan for this young man according to Cleveland High

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School Administrators is that he will be transitioned to either Lincoln, Wilson, or Marshall. Long-range planning for this young man would include an assessment at four to six months into his probation as to how he has responded to therapy with plans then being initiated for placement in either the Youth Progress or Job Corps program.

21. Recommendations:

A. Community Protection: It is recommended that the child be placed on one year formal probation on the charge of Unauthorized Use of a Vehicle and that he receive the standard conditions. Additional conditions include all those pertaining to school. Further it is recommended that the child be ordered to have no contact with codefendant [REDACTED] with the victim Judge Philip Abraham

B. Accountability: It is recommended that the child be ordered to complete 40 hours of community service and to pay restitution to the victim in the amount of \$250 by January 1, 1992.

C. Skill Building: It is recommended that the child be ordered to cooperate with and successfully complete the AIT Program, to cooperate with a drug and alcohol assessment and all required treatment, to cooperate with any and all psychological testing and treatment as deemed necessary and to cooperate with skill building services as recommended by the Court Counselor.

William G. Morris
Casework Supervisor

Kathleen C. Brennan
Juvenile Court Counselor

KB4394.cs

09/26/91

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MULTNOMAH COUNTY OREGON
Juvenile Justice Division

In RE: ██████████ DOB: 05/03/76 NO. 65,848-A

11/13/91 - On the aside date the above case was transferred to the undersigned Counselor for probation supervision. ██████████ was placed on probation on November 6, 1991, on the charge of UUMV. An Offense Specific Case Management Interview was completed on December 30, 1991, the following of which is derived:

A. Offense Pattern: ██████████ indicates that the incident occurred but she could not remember exactly when. According to the police report it occurred on October 7, 1991, and it involved a friend, Kathy, age 15 or 16. She indicated that they wanted to get some money in order to get high, so pretended to be prostitutes on 82nd Avenue. Apparently, a man stopped, they took a knife, held it on him, stole his car and made him buy them alcohol. Apparently, later the guy managed to get away, contacted the police, and the police arrested her soon, thereafter. She said at the time, she would go to any length in order to get drugs and indicated that she was in a drug and alcohol program, but felt that it was a dishonest program. She thought that she would be going to Hillcrest, but indicated that she wasn't really thinking about consequences.

B. Drug/Alcohol Use: ██████████ indicates that she first used drugs and alcohol at the age of 10 or 11 and says that she drinks every night now when she can. She indicates that her preference is St. Ives or Old English Malt Liquor, that she usually does drink until she becomes drunk. She indicates that she likes the taste of alcohol, that she's passed out three times, and that she's been sick at her stomach five times from drinking. She indicates that she's had blackouts a few times and first tried marijuana at the age of 13. She indicates that depending upon the strength of the marijuana she can get high on a couple of hits or a gram if it's home grown. She says that her father is a drug addict and indicates that she does have a problem with drugs and alcohol. She denies, however, that she's unable to control her use but says that she chooses to do so. She indicates that the drugs that she has used are cocaine, which is her drug of choice, crank, that she has also sniffed glue, used speed and acid. She has been referred to Mainstream for a current evaluation. Tisha prior has completed DePaul, and been in several drug and alcohol treatment programs.

C. Family Assessment: ██████████ indicates that she has been in CSD placements for five or six years, having left the family home because of sexual abuse on the part of her brother, ██████████ who is presently 18 years of age. She indicates that ██████████ sexually abused her for a year and a half and has never been prosecuted for his crimes. She says that she has a relationship with her mother where they visit each other, but her mother does not want her back and she does not want to return home, because she feels that her mother has abandoned her and protected her brother. She indicates that her mother was upset when she heard about her getting into trouble. When she lived at home she says they never

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talked, mostly they watched TV and that when she started getting into trouble, her mother was scared for her. She indicates that they were very close five years ago, and if they had disagreements they tended to scream at each other, pull hair, hit with fists or her mother sometimes hit her with a belt. She says her stepdad kicked and punched her and her real father hit her one time. She says she was emotionally abused by her dad, primarily by him being not available for her and he also lied to her. She says her stepdad emotionally abused her by calling her bitch and other derogatory terms that lowered her self-esteem. She indicates that on one occasion she attempted suicide seriously by taking 150 pills, but her grandfather found the empty container and had her hospitalized and her stomach pumped. She indicates that she was in the hospital five days on that occasion. She indicates that she slit her wrist at age 12 and that if she choose to commit suicide she would do it with a gun. She says that she often thinks about suicide and the last time she thought about it was last weekend.

██████████ indicates that she has run away 50 times or more, and that usually she runs away in order to manipulate people. She says that she handles her anger by using drugs or sometimes yelling at people or hitting walls. She indicates that her brother, stepdad, dad, mom, cousin, uncle, aunt, and two stepmoms (who were prostitutes who killed themselves), all have been arrested. She says that in her family she is closest to her baby brothers, ██████████ and ██████████ who are three and six years of age and her half brothers who live with her mother. She also says that she is close to her mother. In terms of violence in the family she says that she has seen her stepdad slap her mother and hold her down, this happened two or three years ago and is not aware of other violence in the family.

D. Peer Assessment: She indicates that her best friends are Dominique, who is a young lady she met in treatment, Kai age 17, Jason age 19, and Bonnie age 17. She says that the last time she did something with friends is when she vegged out with Jason. She says that all of her friends she's met a year and a half ago and friends that she's met in treatment. She likes to play video games with friends, go to movies, or go out for coffee. She also likes to go in fast cars and do exciting things with friends. With family, when she lived with them, she liked to go bowling, with other friends when she's not been in treatment she likes to do drugs and steal with them.

E. Skills and Strengths: ██████████ indicates that she is best at manipulating people, that other things that she has done are, she took piano lessons, she played baseball for five years, and was involved in the Pass club. She says that her mother goes to church weekly, however, she is not involved in any church group.

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F. Goals: ██████ indicates that she is presently not in school and last attended Lent's Education Center. She indicates that she would like to go on to college, but isn't sure what she would like to do with her life. Her job history has included working for Dairy Queen, Poncho's as a busperson. She presently is ninth grade level, however, is not attending any school having been suspended from Lent's Education Center.

██████ indicates that if she were to put her finger on one thing as the cause for her getting into this trouble it was her use of drugs. She indicates that her worst thing that could happen to her would be for her to get back involved in gangs, and that if she could have any wish it would be for her friend Dominique to be her mother.

Based upon the social information presented by ██████ in this interview and the information in the file, offense factors were identified and which include:

1. Parents or other family member model illegal behavior, violence, or sexual abuse.
2. ██████ uses drugs to escape emotional pain, or reduce inhibitions, also to alter depression, self-concept, and maybe addicted to them.
3. Not in school or work, too much free unsupervised time.
4. No alternatives for handling failure, fear of failure, frustrating experiences, depression, anger, rejection and abuse.

Based upon these factors a case plan will be derived which will include:

1. Drug and alcohol treatment.
2. School adjustment.
3. Adjustment in her living situation.
4. Completion of Community Service work. Tisha's been signed up to complete Community Service through the Saturday work program.
5. Counseling to deal with issues of past abuse.

The case will remain open for active supervision.

Phil Lingelbach
Juvenile Court Counselor

AITP Comprehensive Assessment
Juvenile Justice Division
Multnomah County
Portland, Oregon

NAME: [REDACTED] DOB: 01/21/74 CDR: 73666
ADDRESS: [REDACTED]
PROGRAM ENTRY DATE: 09/27/91 TRANSITION DATE: No later than 10/27/91
DATE OF ASSESSMENT: 10/20/91 AUTHOR: Lon Cook
COURT COUNSELOR: Brennan CSD WORKER:
FAMILY COUNSELING: Casey Family Services
PARENT/LEGAL GUARDIAN: [REDACTED]
ADDRESS: [REDACTED] PHONE: [REDACTED]
FOSTER PARENT: None
ADDRESS: PHONE:

COPIES FURNISHED TO: Kathleen Brennan

REASON FOR REFERRAL

[REDACTED] was sent to the AIT Program for Assessment Intervention and Transition services relating to several felony charges relating to a robbery incident that occurred on approximately 09/08/91. It should be noted that [REDACTED] has an extensive history with the Court that is of a dependency nature. It should also be noted that this is [REDACTED]'s first delinquency referral to this Counselor's knowledge. It is this Counselor's understanding that only a portion of the charges have been dealt with to date and that pending charges will be handled sometime in the near future.

SIGNIFICANT PSYCHO-SOCIAL INFORMATION

1. FAMILY:

- A. Significant History: See existing Court Summary documentation done by Kathleen Brennan on 09/26/91 also the Psychological Evaluation approximately 10/18/91 by Dr. Charelton from Portland.
- B. Current Status: This Counselor will not repeat information contained in the Court Report by Kathy Brennan. This Counselor will attempt to update and comment on present experiences with this family. On 10/13/91 at 1:00 PM a family meeting was held. The meeting was attended by [REDACTED]'s uncle, [REDACTED]; his aunt, [REDACTED]; the [REDACTED]'s daughter, [REDACTED] age 14; another daughter, age 11, named [REDACTED] and a younger son named [REDACTED] age 8 1/2. The family presented as alert, informed, well groomed, stable, and open to all discussions regarding the current situation of [REDACTED] behavior and legal status. This Counselor spent approximately an hour and a half working with this family and noted them to be easy going, happy, and universally supportive of [REDACTED]. Throughout the discussion it became apparent that [REDACTED] and [REDACTED] want positive things for [REDACTED] but at the same time are very willing to be very straightforward with him in expressing their expectations and intentions to

see that he follows through in a positive way on all expectations of the Court as well as family rules and regulations. [REDACTED] appeared to relate very, very positively with all members of this family. In separate discussions with both the aunt and the uncle, this Counselor noted that the family very strongly wants counseling for [REDACTED] regarding his issues of anger and a tendency to withdraw and be passive and non-expressive. The family clearly stated that most of the time [REDACTED] is a happy, open young man and is occasionally overwhelmed by issues relating to past traumas as well as present day to day anger-related issues. The family also expressed their desire for [REDACTED] to return to their home with a very strictly designed probation services packages and also that he should be placed on suspended commitment so as to realize the severity of his situation with respect to his crime. The family's concerns are similar to those historically expressed in as much as they expect [REDACTED] to obey curfew, and to spend more time with the family instead of delinquent friends. The friends also strongly expressed the desire for [REDACTED] to be more open to discussions about his feelings and to have a strong commitment to his present goals of understanding the origin of his anger better. The family stated that [REDACTED] is not a hurtful or cruel person in and around their home.

Overall, the family clearly presented as warm and supportive toward [REDACTED] with a strong expectation that he conform more appropriately to family expectations. During the course of the family meeting, this Counselor observed [REDACTED] to be clearly uncomfortable and disturbed by the stress he was placing upon this family.

2. PSYCHOLOGICAL/PSYCHIATRIC:

- A. Significant History: See existing dictation.
- B. Current Status: While in the AIT Program [REDACTED] completed a Jesness Inventory Profile on 10/02/91. The results of this profile were that overall [REDACTED] scores were not of a highly delinquent nature. His highest score was in the area of manifest aggression with second highest score in the area of social anxiety. The profile subscales of repression and denial were low indicating a valid profile at this time.

Young people with this profile typically have an awareness of unpleasant feelings especially of anger and frustration. [REDACTED] may have a tendency to react readily with these emotions in an obvious discomfort concerning the presence and control of these feelings. While it may seem reasonable to assume that a high score in the area of manifest aggression would be associated with anger outbursts of temper and hostile aggressive behavior, no close relationship should be assumed because it is likely that some persons are highly concerned about the control of their feelings and may display unusually conforming over-control

behavior. Manifest aggression as used here means simply the perception of unpleasant feelings, especially of anger and discomfort concerning their presence and control. Young people having this tendency may express disappointment with others, feel frustrated in efforts to understand and feel comfortable with themselves, and may exhibit conforming over-control behavior for fear of losing control.

Young people with this profile also may demonstrate a conscientious emotional discomfort in getting along with people. The profile suggest that [REDACTED] may feel nervous tension, self-conscientiousness, sensitivity to criticism, may be unduly shy and have a tendency for self-blame. The profile also suggest that [REDACTED] may at times be a loner, feel depressed, and may have an inability to play and work effectively in groups.

[REDACTED] very slight elevation in the area of Social Maladjustment suggests that he may have a negative self-concept, feel at once misunderstand, unhappy and worried, distrust authority, and may often be aware of and bothered by feelings of hostility which he has trouble controlling. This portion of the profile also suggests that [REDACTED] may be sensitive to criticism, exhibit aggressive behavior and demonstrate a lack of personal responsibility for his actions.

[REDACTED] profile subscale in the area of immaturity scored at appropriate levels for a 17 year old male at the time of this testing.

While in the AIT Program [REDACTED] completed an incomplete sentence blank which yielded the following statements:

"If I were older I would go to work;" "Girls are my choice;" "Boys are my friends sometimes;" "My teachers are pretty cool!"; "If my mother would only give me more privileges;" "my mother and I always seem to disagree;" "I wish that I could get what I always want;" "When I'm of age I want to get a real job;" "My father should know that I smoke;" "I think brothers are cool;" "Sisters can be cool;" "young children in the family are very observing;" "older children in the family are looked up to;" "What I want most is for things to be back to good;" "friends are there most of the time;" "I can never see enough of a particular girl;" "I'm always thinking of her;" "If I had my way I'd get the hell out of here and take back what I did;" "my trouble is letting my feelings out before I blow up;" "When I was little I saw and learned a lot that I shouldn't have;" "I know I should be the best I can;" "what I want is to be trusted again and be set free;" "most important to me is that I get help and be with society again;" "I hate being locked up;" "why must I get so upset and do stupid things;" "I wish I could be real smart and very successful;" "kid brothers are cool;" "a big sister is alright;" "I like best to go out with a girlfriend;" "right now things seem really messed up;" "I'm ashamed of what I did;" "ten years from now I want to be very successful;" "I could do better in school if I put my mind to it;" "my father never sees me that

much;" "It always seems as though no one really understands where I'm coming from;" "If I could just prove myself again;" "things would be better if I could have another chance;" "I don't know why I took the Judge's car;" "I would never hurt anyone;" "A big brother should always show an example;" "A little sister should listen to older brothers;" "I should like to be like my uncle;" "I want to be a construction worker;" "dating can be very fun;" "I am most afraid of losing things or people;" "the worst that could happen is if I were to lose the people that mean a lot to me;" "Every since I could remember my aunt and uncle have been there for me;" "I need to my act together;" "I could do best without always having to prove myself to people;" "taking test like this kind of bother me".

Overall this Counselor's observation of [REDACTED] participation in the AIT Program would suggest that the above testing profiles and narrative are consistent and accurate with respect to how [REDACTED] conducted himself in AIT Program. This Counselor would further add that [REDACTED] seems to be a passive, quiet young man in most situations until he understands what is expected of him in a structured environment. Having gained this understanding, [REDACTED] immediately excels brilliantly in all aspects of a program such as the AIT Program. It should be noted that [REDACTED] tends to be attracted to older more aggressive peers. It should also be noted that in the AIT Program [REDACTED] very successfully confronted and was instrumental in changing the negative attitudes of older aggressive peers with whom he associated from day to day. This Counselor is not sure that this same circumstance would occur on the streets where the lack of program structure would make it more difficult for [REDACTED] to consistently conform to his positive goals. Overall, [REDACTED] presented at all times in the AIT Program as a likeable, charming, creative, and expressive young man. [REDACTED] succeeded most highly in these areas when prompted by staff. Most staff prompting occurred when [REDACTED] was observed to become quiet, withdrawn, and somewhat confused.

At no time did [REDACTED] exhibit obvious signs of hyperactivity or attention deficit issues. [REDACTED] did tend to exhibit a mildly withdrawn and depressed state at times during his participation in the AIT Program.

3. MEDICAL:

- A. Significant History: See existing dictation.
- B. Current Status: While in the AIT Program [REDACTED] did not demonstrate any obvious medical need.

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4. EDUCATIONAL:

- A. Significant History: See existing dictation.
- B. Current Status: While in the AIT Program [REDACTED] participated successfully in all portions of the school program as well as the extensive written component of AIT. [REDACTED] had no behavioral incidence whatsoever.

While in the AIT Program [REDACTED] took part in informal academic testing. The testing results were that [REDACTED] scored at a high school level on the Slosson Reading test. [REDACTED] scored at grade 8.5 on the Wide Range Achievement Math test. These grade equivalent scores are significantly higher than the average young persons scores who participates in the AIT Program.

While [REDACTED] participated successfully in all aspects of academics, he consistently was most easily motivated in projects involving his creativity and artistic abilities.

5. SEXUALITY:

- A. Significant History: See existing dictation.
- B. Current Status: While in the AIT Program [REDACTED] exhibited age appropriate and respectful attitude towards sexuality. At no time did [REDACTED] engage in inappropriate sexual behaviors.

6. ALCOHOL AND OTHER DRUGS:

- A. Significant History: See existing dictation.
- B. Current Status: While in the AIT Program [REDACTED] took part in an initial Mainstream alcohol and drug assessment dated 10/01/91. The results of the initial assessment were that [REDACTED] reported first using alcohol at age 5 when he drank from his mother's drinks. He said he currently drinks one 12 ounce beer once or twice a month. [REDACTED] stated that his last alcohol use was early August of this year. [REDACTED] says that he feels depressed while under the influence of alcohol. [REDACTED] stated that he first tried cannabis at age nine, and currently smokes one hit anywhere from twice a month to twice yearly. [REDACTED] states his last use of cannabis was also early August of this year. [REDACTED] states that he tried cocaine one time only at age 15 and denies use of any other mood altering chemicals. [REDACTED] insists that he was absolutely not under the influence of any drugs or alcohol during when doing the crime for which he is now doing detention. The alcohol and drug statement is that since [REDACTED] is at high risk for substance abuse because he comes from such an extensive family history of chemical dependency that [REDACTED] should join the six week ongoing assessment

group done one week by Mainstream ESI here at the Court. (This Counselor's understanding is that the Mainstream Counselor is referring to [REDACTED] biological parents who are no longer involved with him, and that the A and D Counselor is not referring to the aunt and uncle currently involved with [REDACTED].)

PROGRAM INFORMATION/INTERVENTION

- Behavioral Stabilization:** Behavioral stabilization is defined as achieving a consistent level of behavioral patterns, and assessing the dynamics of the child's behavioral strengths and weaknesses. This assessment is based on: Incident Reports, program point system, individual and group counseling, time-outs, room locks, staff and peer review in community meetings, written assignments relating to behavior, and daily staff debriefings. Additionally, the assessment reflects the overall attitude and reaction of the child toward the program intervention process.

Upon entry into the AIT Program [REDACTED] required no efforts from program staff to achieve behavioral stabilization. At no time was [REDACTED] destructive of property, assaultive of peers, or disrespectful to staff. At all times [REDACTED] conducted himself in a peaceful and respectful manner. Behaviorally [REDACTED] initially presented as shy and somewhat withdrawn while being somewhat passive. After the first week [REDACTED] began taking on a stronger and stronger leadership role in the community with respect to his own and other peoples' behavior. [REDACTED] presented behaviorally at all times as age appropriate and consistent.

It is interesting to know that on the positive side [REDACTED] consistently succeeded in helping older aggressive peers to modify their aggressive behaviors and to subsequently become more positive community members in the program. On the negative side it should be noted that [REDACTED] usually associated with older aggressive peers to begin with. It should also be noted that these older aggressive peers easily respected and followed [REDACTED]'s lead after [REDACTED] initial week of passive presentation. Staff confrontation regarding [REDACTED] consisted primarily of the need to motivate him towards more peer association rather than permitting him to passively isolate as he sometimes tended to do.

- Program Interventions:** Program interventions consist of work on treatment issues as defined by the child, Court Counselor, and AITP treatment staff; multiple daily skills groups based on the themes of MAKING RESPONSIBLE CHOICES, RESPECTING YOURSELF, AND LIVING WITH OTHERS, centered on the program philosophy of "IT'S YOUR LIFE;" daily community meetings containing staff and peer review of treatment issues; individual counseling; and community-based educational groups conducted by Mainstream Alcohol and Drug Program, Street Law, PIC Employment Program, Multnomah County Public Health Services, and Salvation Army Pastoral Services.

[REDACTED] participated above average to excellently to all aspects of the AIT Program. It immediately became evident that [REDACTED] has a strong awareness of his feelings of

AITP COMPREHENSIVE ASSESSMENT

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anger, but little understanding as to the origin of his feelings and what to subsequently do to effectively deal with his feelings of anger. The program primarily focused on helping [REDACTED] to understand those situations where his anger is becoming an issue for him and then to subsequently identify and practice assertive coping skills. [REDACTED] proved readily willing to approach his problems and to continue working on them. The program staff agree with this Counselor in saying that [REDACTED] appears to have a strong need for mental health counseling rather than a strong corrections intervention at this time. Obviously protection of the community and accountability issues are prominent in as much as this young man has committed a serious crime. However, [REDACTED] issues tend to come out of his anger related issues rather than a desire for going against social norms.

[REDACTED] responded well to intervention in individual counseling, group counseling, and peer confrontation as well as confrontation from adult authority. IT SHOULD BE NOTED THAT WHILE [REDACTED] DEFINITELY RESPONDED IN A POSITIVE MANNER AND CONSTRUCTIVE MANNER TO ALL PHASES OF PROGRAM INTERVENTIONS, THAT [REDACTED] WILL DEFINITELY NEED FURTHER COUNSELING AROUND THESE SAME ISSUES AFTER LEAVING AIT.

9. Family Orientation Meeting: Please see Section 1. FAMILY of this document.
10. Transition Planning Meeting: A transition meeting will be held on 10/21/91 at 3:45 PM. Obviously for the need of dictating this document prior to the transition meeting so as to have this document available for the remand hearing process, the input and notes from the transition meeting cannot be contained in this document. However, this Counselor will record here the recommendation that will be made from AIT Program at the orientation meeting on that date. This Counselor's opinion regarding the transition process is that [REDACTED] should return to the home of his aunt and [REDACTED] and [REDACTED]. The overall family identity seems to be intact, strongly supportive, and direct with respect to the issues at hand. The family certainly conducted as open and receptive to all input from this Counselor. This Counselor's opinion would be that [REDACTED] should participate in a strongly monitored drug/education treatment program and also that [REDACTED] should attend school and work so as to occupy his time and focus him towards positive events in the community. It is also this Counselor's opinion that [REDACTED] should PARTICIPATE IN AT LEAST WEEKLY COUNSELING SESSIONS AND/OR GROUP ORIENTED SESSIONS, SPECIFICALLY, REGARDING THE ISSUES OF ANGER AND ITS ORIGIN IN THIS YOUNG MAN.

SUMMARY AND RECOMMENDATION

11. Projected Plan and Placement: Home with strong probation support package containing alcohol and drug education, mental health counseling, attendance of probation support groups, employment and education.

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12. Overview of Treatment Issues: Overall, testing and program involvement suggest the following themes and recommendations for [REDACTED] at this time.

It is this Counselor's strong opinion that it would not be to the advantage of either [REDACTED] or the community that this young man be remanded to Adult Court at this time. His participation in the AIT Program suggests that he would best benefit from a strong probationary package and intensive mental health counseling regarding family of origin issues relating to trauma of both a physical and emotional nature. [REDACTED] strongly needs to understand and practice skills that would help him deal with his anger related issues that involved his family of origin, problems relating abandonment, abuse, neglect, and loss.

[REDACTED] can best be described at this time as an intelligent, articulate, and artistic young man with a high degree of potential should the system correctly address his issues at this time. The severity of his behavior is strong enough to merit a strong probation package, but this Counselor strongly feels that efforts by the Court should be focused on counseling and mentoring interventions rather than classical corrections such as confinement in an institution. [REDACTED] participation in the AIT Program are seen as very positive and successful at this time. [REDACTED] presents as motivated and willing to receive information and intervention by the Court system at this time.

[REDACTED] family appears to be alert, intact, and supportive of him at this time. Overall, [REDACTED] presents as a somewhat passive, naive and confused young man who is struggling with issues of anger and frustration which he has little insight into.

This Counselor's strong opinion would be that, because of his age and potential for future risk of harming society and himself, [REDACTED] be placed on suspended commitment and have a very firm, strongly monitored probation services package. It is also this Counselor's strong opinion that if [REDACTED] motivation falters and he subsequently is referred on criminal charges in the future that [REDACTED] be committed to MacLaren in order to protect the community. However, such commitment to MacLaren would be inappropriate at this time in this Counselor's opinion.

Lon Cook
Juvenile Court Counselor

LC2640.ca
October 21, 1991

C O P Y

ADMISSION SUMMARY
Multnomah County

[REDACTED] JCS#

Court # 8609-81382

IDENTIFYING DATA:

COMMITTED:	Hillcrest	JUDGE:	Connie Isgro
ADMITTED:	06/26/91	ETHNICITY:	African-American
COMMITMENT EXPIRES:	06/26/96	HEIGHT:	5'5"
AGE:	14	WEIGHT:	130
BIRTHDATE:	09/05/76	EYES:	Brown
BIRTHPLACE:	Multnomah County	HAIR:	Black
ADDRESS:	9437 N Portsmouth	BUILD:	Medium
RELIGION:	N/A	SOC.SEC.:	Unknown

DELINQUENCY HISTORY:

Commitment Offense:

- A. April 26, 1990, Theft I - [REDACTED] knowingly received stolen property while living at St. Mary's Boys' Home.
- B. June 6, 1991, Theft III - [REDACTED] stole a carton of cigarettes from a gas station.

PROGRAM RECOMMENDATIONS:

I recommend that [REDACTED] receive drug and alcohol treatment, education and a skill building package. While being on probation, I observed [REDACTED] illness with alcohol and drugs. [REDACTED] hasn't fully gone to school for about two years. So, he is behind in his education. [REDACTED] is an intelligent young man but the lack of structure in his life doesn't permit him to mature. Also, [REDACTED] is a very angry young man who needs to learn how to deal with his anger.

If [REDACTED] is paroled, [REDACTED], his mom, [REDACTED] and his mom will need family counseling. [REDACTED] enables her son in maturing and accepting responsibility. If mom doesn't change, parole, to mom, would be detrimental to Stephen's maturity. I also believe [REDACTED] should participate in either the Male Responsibility Program or MYCAP after serving his time at Hillcrest. These two programs will help cater to [REDACTED]s problems.

John Ashford
Juvenile Court Counselor

Attachments

JA232.as
July 10, 1991

1. Name of Parolee Steven Robinson
2. Date of Parole 7/14/92
3. Parole Officer Hanan Jones
4. Date of recommended parole revocation 12/29/92
5. Name of person recommending revocation _____
6. Date parolee was returned to the Training School 12/29/92
7. Date and place of Preliminary Hearing 12/29/92 Mult. Co. Juv. Dept.
8. Parties present at Preliminary Hearing Steven Robinson, Hanan Jones

9. Alleged parole violations:

Assault Tanya Triplett
 Rob 1 x 2
 Rob 2 x 4 coercion
 Kidnap 1
 UUV

The student (is) (~~is not~~) requesting a Formal Revocation Hearing.

Student's statement when a Formal Hearing has been requested:

denies charges

10. Summary of information supporting alleged parole violations available at the hearing:
 (Attach all documents) Police rpts.

11. Hearings Officer's Determination: The Hearings Officer finds that there (is) (~~is not~~)
 probable cause to believe that the parolee violated his parole for the reason that:

Rob 1 x 2 Rob 2 x 4 Kidnap 1 UUV	}	no finding on charges of assault against Tanya Triplett
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12. Hearings Officer's Recommendation: The Hearings Officer recommends that:

parole be revoked: Return to institution pending charges being tried.

Date of Report: 12/29/92

B. Morris

Hearings Officer

CC: Jones

CHILDREN'S SERVICES DIVISION
JUVENILE CORRECTIONS PROGRAMS

ELECTION ON FORMAL REVOCATION HEARING

I, Steve Robinson, understand that I have the following rights:

- (1) the right to see in writing the charges against me;
- (2) the right to a hearing in front of people (the board) who did not bring the charges against me and who will be fair to me;
- (3) the right to know about why the charges have been brought against me;
- (4) the right to tell my side of the story and bring all paper (letters, etc.) and anyone who can tell about my side of the story;
- (5) the right to question anyone at the hearing who talks in favor of ending my parole. I understand that some people who are in favor of ending my parole may not be at the hearing because the hearings board decided that there are good reasons for not letting me talk to them;
- (6) the right to see in writing the decision the hearings board might make with all the facts and reasons for their decision;
- (7) the right to hire a lawyer at my own expense, or request one at the State's expense if I don't have enough money to afford my own.

If I decide that I do not want the above rights to a hearing and that I will follow the decision at the first hearing (preliminary hearing), then I reject the right to a hearing:

Signed _____ Date _____

If I do want this hearing and all the rights listed above, I will sign here:

Signed Steve Robinson Date 12/29/92

Signature of Hearings Officer B. Morris

JUVENILE CORRECTIONS PROGRAMS

COTTAGE: _____

IN THE MATTER OF THE REVOCATION OF THE)
STATE PAROLE)
PAROLE/FOSTER CARE/CHILD CARE PLACEMENT OF)
)
A JUVENILE TRAINING SCHOOL STUDENT)

INSTITUTION FILE: 23129
COUNTY OF COMMITMENT: MULT
DOB: 9-15-76
PAROLE OFFICER: JONES
DATE PLACED: 7-14-92

TO: Steven Robinson PURSUANT TO ORS CHAPTER 420, AND CHILDREN'S SERVICES DIVISION PROPOSED ADMINISTRATIVE RULE, ENTITLED, "PAROLE REVOCATION PROCEDURES," YOU ARE HEREBY NOTIFIED THAT A PRELIMINARY REVOCATION HEARING WILL BE HELD AT :

DONALD E. LONG ON THE 29 OF Dec, 1992
(DAY) (MONTH)

TO DETERMINE:

(1) IF THERE IS PROBABLE CAUSE TO BELIEVE THAT YOU HAVE VIOLATED THE CONDITIONS OF YOUR COMMUNITY PLACEMENT IN THE FOLLOWING PARTICULARS:

*Assault allegation on Tanya. ~~Tripletts~~ Triplett.
New Charges 2 acts of Robb I - Acts of Robb II -
Kidnapp 2 - UVV and Coersion.*

DATE PER: _____

STAFF RECEIVING REVOCATION INFORMATION

OR, (2) IF CONTINUATION OF YOUR PLACEMENT WOULD NOT BE IN YOUR BEST INTERESTS OR THE BEST INTERESTS OF THE COMMUNITY FOR THE FOLLOWING REASONS:
YOUR RIGHTS AT THE PRELIMINARY HEARING ARE:

- (1) TO APPEAR AND PRESENT EVIDENCE IN YOUR BEHALF
- (2) TO RECEIVE COPIES OF THE WRITTEN EVIDENCE TO BE USED AT THE HEARING

AT THE CONCLUSION OF THIS HEARING THE HEARINGS OFFICER WILL DETERMINE WHETHER THERE IS PROBABLE CAUSE TO CONTINUE TO DETAIN YOU FOR A FINAL DECISION ON REVOCATION, BUT THE HEARINGS OFFICER IN ANY CASE MAY RECOMMEND A FORMAL HEARING BE HELD.

IF IT IS DETERMINED THAT THERE IS PROBABLE CAUSE, YOU MAY

- (1) REQUEST A FORMAL REVOCATION HEARING FOR THE PURPOSE OF CONSIDERING CONTESTED RELEVANT FACTS AND WHETHER THE FACTS AS DETERMINED WARRANT REVOCATION, OR
- (2) ADMIT THAT REVOCATION IS WARRANTED AND WAIVE YOUR RIGHT TO A FORMAL HEARING.

I DECLARE THAT A TRUE COPY OF THIS NOTICE WAS GIVEN TO AND EXPLAINED TO THE ABOVE-NAMED STUDENT BY ME ON THIS DATE.

Haran Jones 12/29/92
PERSON PRESENTING NOTICE DATE

ORIGINAL - INSTITUTION FILE
CC: PAROLE FILE, STUDENT, HEARINGS OFFICER
J(P #1 8/79

MULTNOMAH COUNTY
COMMITMENTS TO MACLAREN/HILLCREST TRAINING SCHOOLS

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	TOTAL
1988	10	10	16	14	10	6	10	10	12	13	12	7	130
1989	8	8	9	7	14	10	6	14	8	12	11	13	120
1990	11	10	6	12	11	14	9	2	3	4	0	5	87
1991	6	4	3	8	8	6	9	6	6	10	7	2	75
1992	11	8	7	5	5	7	13	4	8	9	5	7	89
1993	7	9	9	4	16	10	12	8	5	9	8	6	103
1994	14	11	14	9	10	9	8	16	16	15	9	11	142

CULTURAL DIVERSITY PLANNING GROUP

FIVE YEAR WORK PLAN/GOALS

TO FURTHER OUR UNDERSTANDING OF DIFFERENT BEHAVIORS, TRADITIONS AND LIFE EXPERIENCES OF VARIOUS CULTURAL, ETHNIC, RACIAL, GENDER AND OTHER COLLECTIVES BOTH WITHIN THE WORK FORCE AND CLIENT POPULATION IN ORDER TO:

1. Foster an environment that attracts, retains and promotes a diverse and multicultural staff.
2. Facilitate and encourage cross-cultural communication within the Division.
3. Ensure the development and implementation of cross-cultural diversity, knowledge, empathy and respect in policy, planning and service delivery systems within the Division.
4. Provide bold and innovative leadership by advocating for diversity and cross-cultural knowledge, empathy and respect in partnership with the service provider community and in the community at large.
5. Seek and receive knowledge, information and resources from the community. Improve our knowledge, empathy and respect of the various community collectives.

DEFINITIONS

DIVERSITY - Various differences in groupings of individuals by race, color, ethnicity, physical characteristics, values, economics, experiences and preferences.

COLLECTIVES - Grouping of individuals sharing similar needs, characteristics and/or preferences.

CULTURE - The sum of the characteristics, values, behaviors, beliefs and traditions typical of a group of people.

CROSS-CULTURE - Demonstrating literacy and competency of more than one culture.



Mission Statement

The Multnomah County Juvenile Justice Division
is committed to:

Protect the community.

Hold youth accountable for their actions.

Impose sanctions in a fair and just manner.

*Assist youth in developing skills to become
contributing members of a diverse community.*

*We are further committed to the protection of children
who are abused, neglected, or abandoned.*

*We recognize and honor diversity, demonstrate
bold and innovative leadership in the community
and provide staff with a work environment
conducive to personal growth and development.*

JUVENILE JUSTICE DIVISION
VALUE STATEMENTS

DIGNITY

"Believing in self and others"

We are committed to establishing and maintaining an environment that promotes excellence, honors and protects cultural diversity, recognizes merit, ensures propriety and values the contribution each individual is capable of making.

LEADERSHIP

"Guiding our future"

We provide positive direction through commitment to and communication of our values and mission. We promote an atmosphere which encourages action and provides the opportunity for new ideas to come forth and be acted upon.

SERVICE

"Making a difference"

We are committed to provide programs and interventions that are sensitive to a diverse cultural population and assist youth and families to prevent further juvenile delinquency and abuse and neglect.

ACCOUNTABILITY

"Measuring our progress"

Management and staff accept the responsibility to aggressively pursue the values, mission and goals of the organization through implementation of measurable outcomes and expectations.

DIVERSITY

"Valuing individual differences"

In order to provide our culturally diverse community with the highest level of service, we are committed to the creation and fostering of a culturally diverse and competent staff.

IDEALISM

"Dreaming what can be"

To establish and maintain a visionary environment that encourages the opportunity for accomplishment, recognizes achievement and challenges each individual to strive for perfection.

JUVENILE JUSTICE DIVISION
CULTURAL DIVERSITY PLANNING
FIVE YEAR WORK PLAN/GOALS

GOAL ONE: PROMOTE AN ENVIRONMENT WHICH ATTRACTS, RETAINS AND FOSTERS A DIVERSE AND
MULTI-CULTURAL STAFF

OBJECTIVE A - ATTRACT	Who	Activity	When	Date Completed
Work at making the agency more visible in the community.	Director Section Managers	Involve County Public Relations officer in JJD public information effort. Seek out opportunities to present JJD program descriptions and achievements to a wide variety of community groups. Provide press releases to print and electronic media in an effort to highlight the importance of our programs and our accomplishments.	Immediate	
Use our own staff to recruit new employees (essentially by "word of mouth" recruitment.)	Section Managers	Provide advance notice to all JJD staff of position vacancies, position prerequisites, and application deadlines.	Immediate	
Publicize the Division's commitment to "treatment" and skill development.	Administration and Staff	At every opportunity, JJD management and all staff will promote our Mission Statement with the treatment community and the community at large.	Immediate	
Take more practicum students.	Deputy Director	Assign to a supervisor or staff person the responsibility of developing a practicum program with a variety of colleges and universities. The practicum program should serve the needs of the JJD and our clients as well as the student.	01/93	
Work with Employee Services Division to remove barriers to obtaining a diverse staff (look at the testing, recruiting and interview process.)	Director	Create a committee to identify barriers to recruiting and retaining a diverse staff. The committee will then develop and assist in implementing strategies to remove those barriers.	10/92	

OBJECTIVE B - RETAIN	Who	Activity	When	Date Completed
Continue to provide meaningful training opportunities to staff.	Training Committee	The training committee will do an annual training needs assessment of all JJD staff. The training committee will then develop "in house" in-service training opportunities by drawing on the expertise and specialized skills of our staff.	01/93	
Recognize and acknowledge the value of employees and supervisors.	Section Managers Supervisors	Continue to acknowledge and highlight JJD staff achievements in the monthly report. Create a monthly or semi-monthly newsletter to highlight staff accomplishments. Establish an employee recognition event for all JJD staff.	10/92	
Provide feedback, encouragement and support.	Administration	Provide JJD managers and supervisors with management training to include strategies to involve and motivate staff. Establish and encourage a workplace climate where peer support and teamwork is an expectation.	01/93	
Agency should be supportive of opportunities for continuing education by offering flexible schedules and financial support.	Administration Training Committee	Provide opportunities for all staff by identifying educational training opportunities in community as well as funding sources.	01/93	
Encourage promotion of diverse individuals in the Division, County, and the State and other employment opportunities. (Go beyond just posting the job announcement.)	Director Section Managers	Strengthen lead worker positions and provide lead workers and other staff interested in career advancement with management training opportunities. Establish a mentoring program and encourage career development by publicizing promotional opportunities.	06/93	

OBJECTIVE C - RETAIN	Who	Activity	When	Date Completed
Staff must feel they are an important part of the agency and that they are truly involved in carrying out the Mission.	Administration	In developing JJD policy and procedures, involve staff at all levels.	Immediate	
Remove perceived barriers and hierarchy (i.e. "work classism") by cross training Groupworkers, Counselors, Administration, Information Services, etc.	Section Managers Training Committee	Establish an annual Cross Training plan which provides every staff person interested with at least one cross training opportunity per year.	01/93	
Art and photographs in the lobby that reflect the value of culture.	Cultural Committee	Continue and expand the celebration of diversity by displaying art and photographs in the lobby and around the building that reflects the value of diverse cultures.	Immediate	

GOAL TWO: FACILITATE AND ENCOURAGE CROSS-CULTURAL COMMUNICATION WITHIN THE DIVISION

OBJECTIVE A - PROMOTE STAFF INTERACTION	Who	Activity	When	Dated Completed
Brown Bag lunch "Information Exchange"	Cultural Committee, Skill Enhancement Committee	Set up brown bag lunches for special presentations. Work with other Division committees to plan lunch time events.	Starting immediately On-going	
Make multi-cultural case assignments to encourage Counselors to consult with one another.	Deputy Director, Counseling Supervisors,	Send a memo from the Cultural planning group to Counseling Manager and Counseling supervisors asking them to consider doing this.	Oct. 1, 1992	
Assign culturally literate staff as resources.	Section Managers, Supervisors	Include this in the memo to Counseling Manager and Supervisors. Create a resource list.	Oct. 1, 1992	
Promote informal consultation between staff.	Administration, Cultural Committee, Skill Enhancement Committee	Set up brown bag lunches. Encourage potlucks and other informal social opportunities for staff. Consider doing "staffings" on youth.	On-going	
Revisit Team Counseling	Deputy Director, Counseling Supervisors,	Include this in the memo to Counseling Manager and Supervisors.	Oct. 1, 1992	
Talk to each other about cross-cultural issues.	Cultural Committee, Skill Enhancement Committee	Brown bag presentations. Plan informal social events. Luncheon cultural events.	Starting immediately, On-going	

OBJECTIVE A - PROMOTE STAFF INTERACTION (Cont'd)	Who	Activity	When	Date Completed
Plan for diversity in office assignments.	Administration	Bring it as an issue to management - that when the opportunity arises for office assignments that diversity be considered.	New Building	
Encourage new staff to become involved in various committees and work groups.	New Employee Orientation, Supervisors	Recommend that a list of Division committees be circulated during orientation and that new staff be encouraged to participate. Ask that Supervisors encourage Division wide participation on committees.	The next orientation	
Remove perceived barriers and hierarchy, (i.e., "work classism") by cross training Counselors, Group-workers, Administration, Information Services, etc.	Supervisors, New Employee Orientation	Include cross-training in the initial orientation, discuss with management team, and look at other groups that have already done it.	Immediately, On-going	
Encourage individuals who receive training to share their experiences with other staff.	All Supervisors, Skill Enhancement Committee, Cultural Committee, Training Committee	Memo to Managers and Supervisors asking that they remind people to share their training experiences.	Oct. 1, 1992	
Skill group facilitators need to be diverse.	Section Managers, Supervisors	Memo to Supervisors	Oct. 1, 1992 On-going	
Promote diversity in committees and work groups.	Policy Committee, All Chairs of Division committees.	Need to have this included in policy and sanctioned. Each chair needs to help assure representation of the collectives.	Immediately, On-going	
Utilize talent within Division for training.	Skill Enhancement Committee, Cultural Committee, Training Committee	Compile a resource directory. Ask skill enhancement to consider organizing lunch presentations.	Immediately, On-going	

OBJECTIVE B: CULTURAL RECOGNITION	Who	Activity	When	Date Completed
Cultural experiences: Dragon Dance, Cinco de Mayo, System de Mai, St. Patrick's Day - - other culturally specific events.	Cultural Committee Skill Enhancement Committee, Training Committee	Provide cultural presentations. Send hand-outs to staff explaining special events.	12/01/92	
Art and photographs in lobby to reflect value of culture.	Cultural Committee	Establish a separate committee to pursue this.	Sept. 1, 1992	
Utilize talent within Division for training.	Skill Enhancement Committee, Cultural Committee, Training Committee	Compile a resource directory. Ask skill enhancement to consider organizing lunch presentations.	Immediately, On-going	

OBJECTIVE C: RESOURCE DEVELOPMENT	Who	Activity	When	Date Completed
Make multi-cultural case assignments to encourage counselors to consult with one another.	Supervisors	Team Counseling, Include in memo to Counseling Manager and Supervisors	Oct. 1, 1992	
Assign culturally literate staff as resources.	Section Managers, Supervisors	Create a multi-cultural resource directory list.	Oct. 1, 1992	
Promote informal consultation between staff members.	Section Managers, Supervisors, Cultural Committee, Skill Enhancement Committee	Brown Bag lunches. Encourage potlucks and other informal social opportunities for staff. Consider doing "staffings" on clients.	Immediately, On-going	
Revisit team counseling	Deputy Director, Counseling Supervisors	Memo to counseling managers and supervisors.		

OBJECTIVE C: RESOURCE DEVELOPMENT	Who	Activity	When	Date Completed
Translate Division information Handbook, etc., into "Major Languages".	Cultural Committee	Signs in building. A.T. & T.		
Translate the Mission Statement into the "Major Languages".	Cultural Committee	Wait until the Mission Statement has been finalized. Select 3 languages to translate it into first.	May, 1993	
Develop a resource directory on Staff who are knowledgeable of languages, cultures, etc.	Cultural Committee	Contact staff for possibility of being on the resources list and suggesting outside agencies that are willing to act as resources.	January, 1993	
Encourage individuals who receive training to share their experiences with other staff.	Training Committee, Supervisors, Skill Enhancement Committee	Through "brown bag" lunches. Pot-luck luncheons. Copy and make hand-outs available in staff library. Encourage staff to share at staff/unit meetings.	By fiscal year, 1993-1994	
Develop a Resource Library that contains training materials on various cultures.	Skill Enhancement Committee	Purchase training materials that are culturally specific. Store hand-outs that staff get at trainings that are culturally specific.	On-going	
Skill group facilitators need to be diverse.	Section Managers, Supervisors	Memo to Supervisors	Oct. 1, 1992 On-going	
Utilize the talent within the Division for training.	Skill Enhancement Committee, Cultural Committee, Training Committee	Compile a resource directory. Ask skill enhancement to consider organizing lunch presentations.	Immediately, On-going	

OBJECTIVE D: ABSENCE OF MALICE	Who	Activity	When	Date Completed
Continue to provide cross-cultural training and education.	Cultural Committee	Continue to provide required all staff trainings. Invite guest speakers to make presentations.	On-going	
Communication informal and formal, discussions, policies, etc.		Staff Meetings Question box for staff. Potlucks Develop a resource directory on staff who are knowledgeable of languages, cultures, etc.	On-going, Sept. 1, 1992	
Utilize the talent within the division for training.	Skill Enhancement Committee, Cultural Committee, Training Committee	Compile a resource directory. Ask skill enhancement to consider organizing lunch presentations.	Immediately, On-going	
Talk to each other about cross-cultural issues.		Multi-cultural employees resource directory. Encourage unit supervisors to use team counseling in case management planning. Encourage unit supervisors to plan diversity in office assignments.	On-going	
Cultural experiences, i.e. culturally specific events. Dragon Dance, Cinco de Mayo, etc.	Cultural Committee	Dance presentation. Holiday Celebrations Theatrical Performances.		
Encourage new staff to become involved in various committees and work groups.	Section Managers, Supervisors	Include committee and work group discussions during new employee orientation. Have committees periodically circulate membership lists.		

OBJECTIVE D: ABSENCE OF MALICE	Who	Activity	When	Date Completed
Promote diversity in committees and work groups.	Cultural Committee, Skill Enhancement Committee, Training Committee	Monitor the collectives in committees and work groups when assignments are given.		

GOAL THREE: ENSURE THE DEVELOPMENT AND IMPLEMENTATION OF CROSS-CULTURAL DIVERSITY, KNOWLEDGE,
 EMPATHY AND
 RESPECT IN POLICY, PLANNING AND SERVICE DELIVERY SYSTEMS WITHIN THE DIVISION.

OBJECTIVE A - POLICY	Who	Activity	When	Date Completed
Written expectations for cultural diversity from each section.	Section Managers	Each section manager will appoint a group representing various collectives to develop a cultural diversity "section policy statement."	Six months	
Continue to provide orientation for new staff.	Section Managers	The Division will enhance the employee orientation package to emphasize the Division's strong commitment to cultural diversity.	By the next orientation	
Continue to provide ongoing training.	Training Committee	The Division will provide for a minimum of one major training event per year which focuses on cultural diversity issues and will further encourage an awareness, appreciation, and celebration of various cultural holidays.	Ongoing	
For policy and program planning that is within the Division Director's authority, the "collectives" should be represented.	Division Director	The Division Director will establish a policy requiring varied collective representation in the formulation of policy and program planning.	Three months	
Policy and Program plans will be measured against the Mission.	Division Director Section Managers	Division policy makers and program planners will consider the Division Mission when developing policy, and will further create a committee within each section to review current policy to assure that it is consistent with the Division Mission.	One year & Ongoing	

OBJECTIVE A - POLICY	Who	Activity	When	Date Completed
In recruiting, focus on individuals who are culturally literate or have the "ability" to become so.	Section Managers	Division Managers will endeavor to recruit new staff from diverse cultural communities; and where structured interviews are used in the screening process, a question or series of questions will be presented in an effort to determine cultural literacy.	Immediate	
Assessment, case plans and treatment will reflect cultural factors.	Section Managers	<p>The Counselor Predisposition Report, the OSCM interview, case plan formats and other assessment instruments will be modified to include a "cultural factors" section which will identify factors relevant to the effective delivery of treatment and/or service to the client and family.</p> <p>Each Section Manager will develop a plan with Staff involved in conducting skill groups and Staff providing treatment, to teach our youth and their families an awareness and respect for their own culture as well as other cultures.</p>	One year	
Interpretation services will be available to staff.	Cultural Committee	The Cultural Diversity Committee will designate an individual or committee to develop a directory of Division (or all Multnomah County employees) with special language skills. The Division will assure adequate funding for access to language bank interpreter services. Moreover, selected Court documents, the Mission Statement, and certain other written Division materials will be translated into various languages common to our client population.	One year	

OBJECTIVE A - POLICY	Who	Activity	When	Date Completed
In planning, be aggressive in pursuing funds for the expansion or development of services for the diverse collectives we serve.	Division Director	Incorporate within an existing position or create a new position with the responsibility to aggressively pursue funds for the expansion or development of services for the diverse collectives we serve.	One year	

OBJECTIVE B - PLANNING	Who	Activity	When	Date Completed
For policy and program planning that is within the Division Director's authority the "collectives" should be represented.	Division Director	The Division Director will establish a policy requiring varied collective representation in the formulation of policy and program planning.	Three months	

OBJECTIVE C - SERVICE DELIVERY	Who	Activity	When	Date Completed
Continue to provide orientation to new staff.	Section Managers	The Division will develop a new orientation package to emphasize the Division's strong commitment to cultural diversity.	Six months	
Continue to provide on-going training.	Training Committee	The Division will provide for a minimum of one major training event per year which focuses on cultural diversity issues and will further encourage an awareness, appreciation, and celebration of various cultural holidays.	Six months	

OBJECTIVE C - SERVICE DELIVERY	Who	Activity	When	Date Completed
<p>Assessment, case plans and treatment will reflect cultural factors.</p>	<p>Section Managers</p>	<p>The Counselor Predisposition Report, the OSCM interview, case plan formats and other assessment instruments will be modified to include a "cultural factors" section which will identify factors relevant to the effective delivery of treatment and/or service to the client and family.</p> <p>Each Section Manager will develop a plan with Staff involved in conducting skill groups and Staff providing treatment, to teach our youth and their families an awareness and respect for their own culture as well as other cultures.</p>	<p>One year</p>	
<p>Assure that the role of the parents or significant others is included in the case planning and sensitive of the cultural importance of the parent/child relationship. In implementing the Division's policy of family involvement, cultural factors will be taken into consideration. (Family should include extended and significant others.</p>	<p>Section Managers</p>	<p>The Counselor Predisposition Report, the OSCM interview, case plan formats and other assessment instruments will be modified to include a "cultural factors" section which will identify factors relevant to the effective delivery of treatment and/or service to the client and family.</p> <p>Each Section Manager will develop a plan with Staff involved in conducting skill groups and Staff providing treatment, to teach our youth and their families an awareness and respect for their own culture as well as other cultures.</p>	<p>One year</p>	

OBJECTIVE C - SERVICE DELIVERY	Who	Activity	When	Date Completed
Provide cross-cultural skill development to youth/families we work with.	Section Managers	The curriculum for existing skill groups facilitated by Division staff will be reviewed to be certain that it is culturally sensitive and, further, it will be modified so that it promotes an awareness and respect for diverse cultures.	One year	

OBJECTIVE A - SEEK AND RECEIVE	Who	Activity	When	Date Completed
		<p>Expand collaborative efforts with/to additional community agencies, such as Community Development, Portland Development Commission, police, Outside-In, medical community (teen health clinics and mental health), neighborhood associations and others.</p> <p>Expand concept of diversity by identifying major issue(s) within each county, and conducting regional forms among our peers to share information on diverse culture populations. (Example: Meet with Washington, Clackamas and East Multnomah County staffs regarding Hispanic issues, Southeast Asian or other, newer ethnic immigrant issues.)</p> <p>Identify individuals from the community and invite them to provide training via informal via "Brown Bag" lunches. (Training Committee: Develop and recommend JJD system process for use in holding these meetings.)</p> <p>Sit down with other youth service agencies to identify gaps in services and develop joint policies to address services to diverse client populations.</p>	<p>On-going</p> <p>On-going</p> <p>1993 forward</p> <p>On-going</p>	

GOAL FIVE: PROVIDE BOLD AND INNOVATIVE LEADERSHIP THROUGH ADVOCACY FOR DIVERSITY AND CROSS-CULTURAL KNOWLEDGE, EMPATHY AND RESPECTIVE IN THE SERVICE PROVIDER COMMUNITY AND IN THE COMMUNITY AT LARGE.

OBJECTIVE A - EFFECTIVE LEADERSHIP	Who	Activity	When	Date Completed
<p>Include cultural training in training requirements for contractors.</p>	<p>Resource and Development staff</p>	<p>Develop Division-wide policy regarding the giving of additional money to contractors for specialized multi-cultural training.</p>	<p>1993</p>	
	<p>Training Committee</p>	<p>Develop and recommend policy for selection of contractors. Provide "scholarship" opportunities for contractors to join Division-wide cultural training sessions.</p>	<p>1994 forward</p>	
	<p>Resource and Development staff</p>	<p>Require ongoing contractors to provide us with a Cultural Diversity plan for their next contract year.</p>	<p>1993-94 forward</p>	
<p>Outline expectations in contracts relative to culturally competent services.</p>	<p>Resource and Development staff</p>	<p>Request contractors to identify for us any "in-kind" cultural diverse opportunities they offer their staff, our clients or the community.</p>	<p>1993-94 forward</p>	
<p>Request contractors to notify JJD of contractors' activities in securing/providing multi-cultural training.</p>		<p>1993-94 forward</p>		

OBJECTIVE A - EFFECTIVE LEADERSHIP	Who	Activity	When	Date Completed
Encourage cultural diversity and cultural competence in agencies with which we contact.	Section Managers, Resource and Development; Counseling staff	<p>Provide contractors with the process by which they report to us evidences of staffing representation and other indicators of their cultural diversity and competence.</p> <p>Encourage both services and providers to reflect cultural diversity by the manner in which RFP's are written to select contractors for various services.</p>	<p>1993-94 forward</p> <p>Each year in which RFP's are processed.</p>	
Advocate with Youth Care Associations, state and local contractors to encourage cultural awareness/competence as a goal for all agencies.	<p>Section Managers, Resource and Development; Counseling staff</p> <p>Director, Section Managers and others</p>	<p>Identify statewide organizations and special education advocacy groups with which to align our advocacy efforts.</p> <p>Encourage contractors to advocate for cultural diversity.</p> <p>In collaboration with the community, develop and distribute a resource handbook of statewide, culturally diverse agencies for use by clients and community staff.</p> <p>Expand the number of Division resources written in languages addressing diverse populations.</p>	<p>1993</p> <p>1993-94 forward</p> <p>1996</p>	
	Section Managers, Supervisors	Encourage community agencies to make written and other resources available in languages addressing diverse populations we serve.		

OBJECTIVE A - EFFECTIVE LEADERSHIP	Who	Activity	When	Date Completed
	Section Managers, Supervisors	Increase Division's role in advocating for and impacting others' use of funds and resources to develop and expand culturally diverse services	On-going	
	All JJD Staff	Provide technical assistance in program and fiscal development to new or small agencies seeking to provide culturally diverse and competent services to youth.	On-going	
	Director, Section Managers	Provide cultural training and advocacy opportunities to Advisory Board members.	On-going	
	Resource and Development Staff, Community and Court Staff	Include JJD counselors in on-site program monitoring assessments of contractors who provide service to counselors' clients.	1992 forward	
	Director, Section Managers	Include diversity in JJD staffing selected to represent the Division in external activities. Number and diversity of staff and number of events reported monthly to Director.	On-going	

MULTNOMAH COUNTY

COMMITMENTS TO MACLAREN/HILLCREST TRAINING SCHOOLS

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	TOTAL
1988	10	10	16	14	10	6	10	10	12	13	12	7	130
1989	8	8	9	7	14	10	6	14	8	12	11	13	120
1990	11	10	6	12	11	14	9	2	3	4	0	5	87
1991	6	4	3	8	8	6	9	6	6	10	7	2	75
1992	11	8	7	5	5	7	13	4	8	9	5	7	89

JUVENILE JUSTICE DIVISION



Affirmative Action Compliance Strategies 1993-1996

"The Juvenile Justice Division's Affirmative Action compliance strategies are written in accordance with the County's Affirmative Action Plan and all applicable rules therein."

Prepared For: Harold Ogburn, Director, Juvenile Justice Division
Prepared By: Jimi Johnson, EEO Representative

May 4, 1994



MULTNOMAH COUNTY OREGON

DEPARTMENT OF SOCIAL SERVICES
JUVENILE JUSTICE DIVISION
1401 N.E. 68TH
PORTLAND, OREGON 97213
(503) 248-3460

BOARD OF COUNTY COMMISSIONERS
GLADYS McCOY • CHAIR OF THE BOARD
DAN SALTZMAN • DISTRICT 1 COMMISSIONER
GARY HANSEN • DISTRICT 2 COMMISSIONER
TANYA COLLIER • DISTRICT 3 COMMISSIONER
SHARRON KELLEY • DISTRICT 4 COMMISSIONER

MEMORANDUM

TO: Juvenile Justice Division Employees

FROM:  Harold Ogburn, Director
Juvenile Justice Division

DATE: March 9, 1994

SUBJECT: AFFIRMATIVE ACTION/EQUAL EMPLOYMENT OPPORTUNITY
COMMITMENT

The purpose of this communication is to restate the Juvenile Justice Division's commitment to the policy and practices of equal employment opportunity and my expectations on this subject matter.

It will continue to be the policy of the Juvenile Justice Division to provide equal employment opportunity to all qualified individuals without regard to their race, color, religion, national origin, sex, marital status, sexual orientation, source of income, physical or mental disability not constituting a bona fide qualification, in all personnel actions including recruitment, evaluation, selection, promotion, compensation, training and termination.

It is also our policy to promote the realization of equal employment opportunity through a positive and continuing program of affirmative action designed to ensure the full realization of equal employment opportunity.

This policy also applies to all programs and services offered and/or provided by this Division.

To make this policy effective, and to ensure conformation with the objectives of the County's Affirmative Action Plan, adopted for the period of 1993-96, I am requesting that you assure compliance with the County's Affirmative Action plan through good-faith efforts.

Additionally, I am assigning Jimi Johnson as the Equal Employment Opportunity Representative for the Division. Jimi Johnson can be reached at 2556 if you have any questions; or you may call the City/County Affirmative Action Office for assistance at 823-4164. In the event of complaints arising on the basis of discrimination and/or harassment, employees are encouraged to consult the Affirmative Action Plan for guidance.

I am confident that our shared efforts can and will result in a strong and effective result-oriented program for the Division, and I welcome your contributions to this effort.

HO/a

AN EQUAL OPPORTUNITY EMPLOYER

Enclosed are four areas that the Division will be focusing on as we develop our 1993-1996 compliance strategies. The planned action and purpose of these actions are also outlined in this document.

Jimi Johnson
EEO Representative
May 4, 1994

PLANNED ACTIONS

AREA OF FOCUS	PLANNED ACTION	RESPONSIBILITY	OUTCOME/PURPOSE	TARGET DATE
<p>Under utilization of women and minorities in exempt supervisory and management positions.</p> <p>A. Under utilization of women and minorities as independent contractors and temporary employees.</p>	<p>A. Set up a monitoring system to determine how women and minorities are encouraged to seek opportunities.</p>	<p>Division Director, TMT, Supervisors, EEO Representative.</p>	<p>A. To determine if minorities and women are encouraged to apply for exempt supervisory and management positions. To identify specific problem areas and to correct them.</p>	<p>June 1994</p>
	<p>B. Establish a monitoring system to evaluate lead worker opportunities for women and minorities as such opportunities occur.</p>	<p>Division Director, TMT, Supervisors, EEO Representative.</p>	<p>B. To correct any barrier identified which limit opportunities for lead worker positions. To require justification where women and minority candidates are not being considered for appointment.</p>	<p>June 1994</p>
	<p>C. Hold management staff accountable for sharing employment opportunities and related training information in a timely manner.</p>	<p>Division Director, TMT, Supervisors, EEO Representative.</p>	<p>C. Memos will be received by staff and information on employment/training opportunities prior to being outdated. Memos will be provided in advance where action is required to meet specified time limits.</p>	<p>June 1994</p>
	<p>D. Division will develop a recruitment plan for all under utilized positions which may include advertising in local newspapers serving under represented groups. Also develop special outreach efforts to increase the number of under utilized candidates.</p>	<p>Division Director, TMT, Supervisors, EEO Representative.</p>	<p>D. Identify all positions where under-utilization exists. When openings in those positions occur, develop a recruitment plan for those positions. The results of our efforts will be measured by the number of protected class candidates applying for the positions.</p>	<p>June 1994</p>

PLANNED ACTIONS

AREA OF FOCUS	PLANNED ACTION	RESPONSIBILITY	OUTCOME/PURPOSE	TARGET DATE
Retention of minority staff.	To monitor all termination or separation decisions to ensure that minorities are not leaving the organization due to a devaluation of their contributions. Voluntary exit interviews will be asked of minority staff upon <u>separation</u> conducted by EEO Representative.	Division Director, TMT, Supervisors, EEO Representative.	To prevent the loss of minority staff due to controllable environmental factors.	July 1994
Manage the work place to reduce complaints around insensitivity and blockages/barriers in regards to EEO issues.	All disciplinary actions involving protected class persons should be reported to the EEO Officer prior to any specific action being taken; consultation will be provided on such issues. Work areas where complaints are persistent will be required to develop strategies to reduce the specific problems. The Division EEO Officer will consult in such strategies.	Division Director, TMT, Supervisors, EEO Representative	To reduce overall complaints around equal employment opportunity issues and to correct problems where trends have been identified.	May 1994
Managers will seek training opportunities to enhance minority and female staff.	Managers will report quarterly to the EEO Representative, any action taken to train or enhance the skills of their minority and female staff. This effort will also be used for performance evaluation purposes.	Division Director, TMT, Supervisors, EEO Representative	To encourage managers to be proactive in identifying and developing training/skills enhancement opportunities for minorities and females.	July 1994

Affirmative Action Voluntary "Quality" Improvement Project

Department/Office Name: Juvenile Justice Division

Fiscal Year: 1994-95

DESCRIPTION OF QUALITY IMPROVEMENT PROJECT:

The Division will require all managers and supervisors to participate in conflict resolution training that takes into consideration cultural differences. Include the EEO Representative in all TMT meetings and use that person as a resource.

OUTCOME: Reduced conflict in the work place; a more diverse outlook on decisions affecting the Division and communities.

Records of Compliance

ITEM	RESPONSIBLE PERSON	PROJECTED DATE OF COMPLETION
<p>1. Records substantiating that a policy statement committing the departments to equal employment opportunity and affirmative action practices has been issued to staff.</p> <p>How will this be done? <u> Memos posted</u> <u>throughout the Division.</u></p>	<p>Harold Ogburn Jimi Johnson</p>	<p>February 1994</p>
<p>2. Records substantiating that the County's affirmative action plan has been made accessible to all employees.</p> <p>How will this be done? <u> Staff</u> <u>meetings with all units</u> <u>to present EEO 1993-96 plan.</u></p>	<p>Jimi Johnson</p>	<p>May 1994</p>
<p>3. Records substantiating that managers and supervisors within the work unit have received EEO training.</p> <p>How will this be done? <u> Present EEO</u> <u>presentation to managers and supervisors.</u> <u>Have sign-up sheet for all who participate.</u></p>	<p>Jimi Johnson</p>	<p>May 1994</p>
<p>4. Records substantiating the provision of reasonable accommodation to disabled persons.</p> <p>How will this be done? <u> Signs posted</u> <u>throughout building.</u></p>	<p>Rich Scott Safety Committee</p>	<p>May 1994</p>

Records of Compliance

ITEM	RESPONSIBLE PERSON	PROJECTED DATE OF COMPLETION
<p>5. Records substantiating that all eligible persons are encouraged to receive training regardless of their protective status.</p> <p>How will this be done? <u>EEO presentation</u> <u>and sign-up sheet for those who attend.</u></p>	<p>Jimi Johnson</p>	<p>May 1994</p>
<p>6. Records substantiating that part-time, training, and seasonal employment opportunities are made available to protected class persons.</p> <p>How will this be done? <u>Monitor process:</u> <u>advertisement in local newspapers/community-</u> <u>based organizations regarding season,</u> <u>temporary, part-time openings.</u></p>	<p>Division Director Jimi Johnson, EEO Representative</p>	<p>May 1994</p>
<p>7. Records substantiating that the County's EEO Policy and Federal EEO Policy are posted in the work unit.</p> <p>How will this be done? <u>Manually</u></p>	<p>Harold Ogburn Jimi Johnson</p>	<p>February 1994</p>
<p>8. Records substantiating the dissemination of the complaint resolution procedure to all personnel.</p> <p>How will this be done? <u>EEO presentation -</u> <u>complaint forms. Staff sign-up sheet</u> <u>for attendance.</u></p>	<p>Jimi Johnson</p>	<p>May 1994</p>

Records of Compliance

ITEM	RESPONSIBLE PERSON	PROJECTED DATE OF COMPLETION
<p>9. Records documenting each organizational unit's progress toward meeting goals to address utilization.</p> <p>How will this be done? <u>Managers will report quarterly to EEO Representative regarding progress.</u></p>	<p>Division Director EEO Representative</p>	<p>September 1994</p>
<p>10. Records substantiating actions taken to reduce and/or eliminate illegal discrimination and/or harassment complaints.</p> <p>How will this be done? <u>Quarterly reports that reflect actions taken.</u></p>	<p>TMT/Division Director EEO Representative</p>	<p>September 1994</p>
<p>11. Records documenting any actions or efforts undertaken to meet the County's broader affirmative action objectives.</p> <p>How will this be done? <u>Stats - employees in Division - measure against utilization of workforce in County.</u></p>	<p>EEO Representative</p>	<p>September 1994</p>

MULTNOMAH COUNTY JUVENILE JUSTICE DIVISION
AFFIRMATIVE ACTION QUARTERLY REPORT
OCTOBER 1ST THROUGH DECEMBER 31ST 1994

1. Number of exempt management/supervisory positions that became available____?

If vacancies were filled, please give ethnicity and gender.

2. Number of new leads promoted in your unit during this quarter____? Ethnicity and Gender. (explanation optional)

3. Number of new staff members hired in your unit____? Ethnicity and Gender.

4. Brief explanation on what your unit/section is doing to retain women and minorities. (i.e. buddy support system, sensitivity training, etc.)

5. Please list the women and minority staff members that have left your unit/division this quarter.

6. Briefly describe quarter and how diversity has been working in your unit. Outline concerns in regards to diversity if any.

7. Please list the skills enhancement trainings that your unit participated in and the number of women and minority staff members who took part in those trainings. (i.e. cross training; OJT acting as leads and supervisors; conferences; workshops; etc.)

8. What have your unit done this quarter to show appreciation for each other as a group? As a collective? (i.e. unit luncheons; awards; cultural sensitivity activities; etc.) Please give brief description.

use back side of this sheet if more space is needed or attach additional sheet(s)

Signed _____supervisor/manager

Confidential Volunteer Exit Survey/Interview

Multnomah County Juvenile Justice Division

1. Reason for leaving this organization? (optional)

2. How long have you worked for this organization?

3. If you had the opportunity to work for this organization again, would you do so?
Why/Why Not?

4. What do you see as strengths in this organization?

5. What do you see as weaknesses in this organization?

6. Do you feel that you were given equal opportunities for advancement and training?
(explain)

7. If there were anything that you could change about this organization, what would you change?

8. In your own words, briefly describe your experience while working for this organization.

9. Gender_____ Ethnicity_____

* Please feel free to use additional paper

Concerns Being Addressed at the Juvenile Justice Division

1. The Juvenile Justice Division is currently working with Lou Stagnitto of the Tri-County Youth Consortium. We have asked that Mr. Stagnitto consult the Division in ways to enhance our conflict resolution skills. The managers and supervisors have met with Mr. Stagnitto as a unit and we are now devising a survey questionnaire for all JJD staff members in order to get a clear picture of the climate in our division. When the top management team buys into this process, we will include the line staff in the discussions and training.

2. In addition to meeting with Lou, the management team has been encouraged to consider mediation training to enhance their problem solving abilities among fellow employees thus decreasing the possibility of unnecessary litigation. Currently, we haven't identified a resource to provide the mediation training, but we expect the management team to embrace this idea and move forward as quickly as possible. The EEO Rep will provide conflict mediation when asked to do so as well as outside intervention whenever necessary.

3. The Juvenile Justice implemented a quarterly reporting system whereas managers and supervisors will report to the EEO Representative the number of new employees hired and their ethnicity and gender. Also included in the report will be the number of women and minorities that left the division during that period. This will allow the division to look at the minority hiring and retention record on an on-going basis. If there is some corrective action that needs to be taken, we can act immediately. We will also encourage managers and supervisors to establish a mentorship program for new employees of color as well as all new employees.

When an employee of color leaves the Juvenile Justice Division, we will ask for a voluntary exit interview. This allow the Division to evaluate itself as to the treatment of people from different ethnic backgrounds.

4. The quarterly report to the EEO Representative should include events such as brown bag lunches, special events that show appreciation for cultural differences. Unit gatherings to show appreciation for the work that we all do (celebrate our commonalities) and support one another as teammates. In addition, encourage all employees to seek training opportunities to upgrade their skills in order to enhance service delivery.

5. During the 1995 year we will increase the visibility of diverse posters in the entrance area of our new building as well as have more multi-lingual materials printed throughout the building. We will take a more active role in making suggestion to the TMT (Top Management Team) as it pertains to customer service and the clientele that we see on daily basis.

**Multnomah County
Juvenile Justice Division
Juvenile Detention Reform Project**

Executive Summary
February, 1995

Multnomah County Juvenile Justice Division Juvenile Detention Reform Project

Executive Summary

What is the Detention Reform Project?

The Multnomah County Detention Reform Project began as a planning process to study juvenile detention over-crowding, over-representation of minority youth in detention, detention placement decision-making, and alternatives to detention. The project is funded by grants from the Annie E. Casey Foundation for both planning as well as program implementation. The study has resulted in a plan which provides:

objective decision making regarding Pre-adjudicatory Detention of juveniles based on assessment of risk to re-offend and failure to appear at a hearing to determine "guilt" and consequences;

placement in Secure Detention, several types of Community Detention, or Unconditional Release *based on level of risk*;

resources to serve appropriate youth in *community detention* program components of the continuum;

resources to increase level of supervision for youth on probation to prevent placement in secure detention as a sanction for lack of compliance with terms of probation. Resources include increased supervision and a short term structure to assure that youth are stabilized to receive the assessments they need to determine treatment and services; and

capability to monitor and evaluate the objective system to address with certainty and confidence that Secure Detention is used for the most dangerous youth and that youth who can be safely supervised in the community are provided with the services and treatment they need to make reparations to their victims as well as function more appropriately and productively in the future.

Who is involved?

This is a joint effort originally led by a broad based interagency work group consisting of executive, judicial and community members. Once initial steps to accomplish detention reform were identified, the Detention Reform Committee was condensed into a Policy and Decision Making Team (PDMT), consisting of the County Chair, the District Attorney, a Juvenile Court Judge, a defense attorney, Portland Police Chief, Portland Public Schools Superintendent, the Juvenile Justice Division Director, and Portland State University. Specific components were developed by interagency and staff work teams throughout the county.

What is the PDMT?

The Policy and Decision Making Team is comprised of the County's leadership stakeholders who have negotiated and developed a consensus to lead the detention reform project. The team has created, approved and submitted the Detention Reform Plan as a united body of policy makers. The role of the team has been to provide leadership and develop consensus from multiple and diverse policy perspectives, resulting in effective detention reform. The team has read, reviewed, and approved the Detention Reform Implementation Plan and is the body that has submitted the plan to the Annie E. Casey Foundation for funding. The team will continue to meet to provide oversight and monitoring and will evaluate and modify detention reform strategies as needed.

The team will also continue to provide on-going oversight to maintain a system wide perspective on detention reform, public safety, and youth services. Individual team members will function as liaisons with his or her own department and will oversee public relations, education, training, and other staff development needed to successfully implement the plan.

Finally, the PDMT will provide oversight and coordination of the Minority Youth Work Group which will study and address the disproportionate representation of minority youth in secure detention.

How did the Plan Evolve?

Inter-agency and staff work teams were formed to develop and study various components of the plan as follows:

- development of a draft **Risk Assessment Instrument (RAI)** for pre-adjudicatory detention decision making;
- collection of profile data on sample juveniles to **examine impacts** of implementation of the instrument;
- conducting of a **90-day pilot test** of the RAI prior to implementation, resulting in finalization of RAI;
- design of an **enhanced continuum** of community based options;
- development of detailed **Close Supervision** components of the pre-adjudicatory continuum;
- development of a detailed **Day Reporting Services** component of the post adjudicatory continuum;
- establishment of **on-going oversight committee** to monitor and adjust system as needed; and
- development of strategies to examine and reduce the **disproportionate representation of minority youth** in the secure detention end of the continuum.

Why was this plan developed? To increase public safety through appropriate and efficient use of public resources including Secure Detention, Community Detention, and probation programs.

What is the philosophy? Public safety can be assured and public resources wisely utilized by prioritizing secure and costly resources to those youth most at risk and that lower risk youth are best served by community based resources in less restrictive settings.

How does it address public safety? Youth who are awaiting adjudication will be assessed to determine if they may be safely released from detention pending their hearing. A tool called the Risk Assessment Instrument (RAI) has been designed for this purpose. Once adjudicated and "found guilty", youth are held accountable for their actions by a variety of post adjudicatory supervision and treatment options, including commitment to the state training school if appropriate and necessary.

What is a RAI? The RAI is a scoring instrument designed to assess a youth's risk to re-offend pending a hearing or failure to appear at a Preliminary or Adjudicatory Hearing. It is based on known and suspected risk factors and includes types of alleged crime, delinquent history, legal status, fail to appear history, mitigating factors and aggravating factors. Youth in certain circumstances (special detention cases) bypass the RAI and are automatically held.

Who are the Special Detention cases? Special Detention cases include youth who:

- escape from secure custody;
- are Juvenile Corrections APB/Parole Violator/Community Safety Holds;
- have an Arrest Warrant;
- are in custody and summoned to a hearing;
- are Court ordered into detention; and
- are housing youth from Clackamas and Washington County or INS.

How will the RAI be used? Points are applied for each factor to classify youth into three risk levels and will be used to guide an Intake Team in making a supervision placement at the point of intake. However, if at the point of intake, staff believe that the RAI does not accurately reflect the youth's risk, s/he may contact the judge to override the system and make a more appropriate placement. (See RAI Risk Level and Supervision Placement Chart)

How are youth who are awaiting "trial" supervised?

Pre-Adjudicatory youth will be placed into Secure Detention, Conditional Release, or Unconditional Release, based on his/her RAI score at Intake. Youth who are placed on Conditional Release may also be placed in one of several types of Close Supervision, an intensively staff supervised Community Detention program. Except for youth who are unconditionally released, all youth will have a Preliminary Hearing within 24 judicial hours. At the Preliminary Hearing, a judge may impose additional requirements of House Arrest or Electronic Monitoring and may release a detained youth to a Conditional Release program. Between the Preliminary and Adjudicatory Hearings, Division staff may move youth up and down the continuum of supervision options based on the youth's behavior and compliance with conditions of release. In all cases, a judicial order is required for placement in secure detention, House Arrest, or Electronic Monitoring.

What are the Pre-Adjudicatory Options?

- Secure Detention (28 day maximum)
- Community Detention/Conditional Release
 - *with Close Supervision*
 - *Electronic Monitoring*
 - *House Arrest*
 - *without Close Supervision*
- Unconditional Release
- Diversion
- Non-Delinquent Out-of-Control "CSD Level 7 Youth services"
(See Continuum of Supervision Options for Pre-Adjudicatory Youth Chart)

How are youth who are placed on Probation supervised and held accountable?

Post Adjudicatory youth who are placed on probation are placed along a continuum of supervision options, required to participate in a number of sanctions designed to hold them accountable for their actions, and may be required to participate in treatment or skill development programs based on need. Youth who fail to comply with the conditions of their probation will be adjudicated as probation violators and may have increased restrictions and sanctions ranging from required attendance at a 15 hour/day Day Reporting Center, a Probation Assistance Weekend Program, 8 days in detention, or placement in a 30 day detention based Assessment, Intervention, and Transition Program. Continued failure to comply with probation and treatment programs result in commitment to the state training school.

**What are the
Post-Adjudicatory
Options?**

- Commitment in the state training school
- Out-of-home residential placement
- Assessment, Intervention, and Transition Program (30 day secure program)
- ** Secure Residential Sex Offender Treatment
 - 8 day Secure Detención
 - Probation Assistance Weekend - PAW
- ** Day Reporting Center
 - Probation - Home Supervision
 - Informal Disposition
- *** Restitution
- *** Community Service
- *** Victim Offender Reconciliation

(See Continuum of Post-Adjudicatory Supervision Options Chart)

**How will you
know if
these work?**

The Juvenile Justice Division will monitor youth's behavior in all levels of supervision. Any non-compliance will result in increased restrictions, including placement in Secure Detention if needed. The system will be studied on an on-going basis and the system modified as necessary. The degree to which the system is over-ridden by the Judge at the point of intake will also be studied to identify any need for modifications.

**Is there an
acceptable
level of risk?**

The County's goal is to protect the community and provide troubled youth with the supervision and services they need. The County must balance community protection risk with prudent fiscal management. To provide all youth maximum supervision and maximum services without regard to need is a waste of expensive public resources and a potential for invasive government intervention that may not be necessary. Risk is defined by policy makers and the public. Consequently, the RAI can be adjusted to reflect the needs of our community. Currently, it is the consensus of Oregon statutes and policy makers that the two most important factors to assess when measuring risk are: risk to re-offend pending a hearing and risk of failure to appear in Court.

**What is
Diversion?**

Diversion is an informal community based response to first time minor misdemeanor juvenile delinquent behavior like shoplift, minor thefts and vandalism as well as "status offenses" like runaway, truancy, Minor in Possession. Six neighborhood youth service centers throughout the County provide counseling, accountability and recreation services to assist these youth and their families. Youth who are non-compliant with their diversion agreements are returned to the Juvenile Justice Division for formal court processing. Youth can be diverted up through their third misdemeanor offense.

**Can diversion
youth be put
in detention?**

Youth who are diverted who fail to comply with their diversion agreement, who are returned to court and adjudicated delinquent, placed on probation, and who violate the terms of their probation, may be placed in detention for a consequence of their probation violation or as a condition of probation. However, the Juvenile Court and the Juvenile Justice Division are committed to developing and utilizing more effective responses to changing behavior prior to using detention as a consequence. Youth who are status offenders can not be placed in detention.

**What is detention
and what is
its purpose?**

Oregon law permits counties to provide secure detention for juveniles as a lock up for youth who are awaiting adjudication who are charged with certain offenses if there is no means less restrictive to assure their appearance at their court hearing or to protect the community. Another statute permits court ordered detention for up to 8 days for a probation violation or as a condition of probation. National standards have promoted that secure detention is only legitimate for pre-trial purposes to assure appearance at a hearing or to protect the public pending the hearing. National research does not support the use of detention as punishment as an effective means of changing juvenile behavior.

**How is this
different from
the present?**

The present system consists of a decentralized detention intake screening process based on Oregon's juvenile detention laws and the professional judgement and interpretation of those laws by the Juvenile Court and the Juvenile Justice Division. Detention capacity is currently managed by a Capacity Management System (CMS) which provides for early release of youth who had low scores on a CMS rating system, when the facility reaches capacity. While the CMS score in part attempts to measure risk, it is designed to make early release decisions instead of front end placement decisions into either detention or appropriate alternatives. The new system will provide the opportunity to link risk assessment with a "pre-trial" placement decision at the point of intake. This is responsible management of public dollars to address public safety.

**When will
this happen?**

All components are currently in place except the Risk Assessment Instrument, expanded Close Supervision programming, and the Day Reporting Center. These are scheduled to go on-line in the summer of 1995. Once implemented, these strategies will be rigorously studied to assure quality and effectiveness and modified as appropriate.

Multnomah County Juvenile Justice Division

Continuum of Supervision Options for Pre-Adjudicatory Youth

Most Restrictive

Detention Eligible by Statute							Non-Detainable	
* * Secure Detention	Community Detention/Conditional Release <i>(may include non-secure shelter placement)</i>					Unconditional Release <i>(may include shelter placement)</i>	Diversions <i>Minor offenders</i>	Non-Delinquent Out of Control <i>(CSD Level 7 Youth)</i>
60 total Multnomah County beds	<i>with</i> Close Supervision			<i>without</i> Close Supervision		<ul style="list-style-type: none"> - guardian - home - shelter - group home 	Cite and Release Family Service Centers Theft Talk VORP Some Shelter (non-CSD) CSD	CSD funded Community Based Services
	* Electronic Monitoring	* House Arrest	Maximum	Medium	Minimum			

Least Restrictive

- * Judicial Order Only
- ** Judicial Order or Legislative Authority

RAI Risk Level and Supervision Placement
(Risk to re-offend pending adjudication or fail to appear for court hearing)

**Pre-Adjudication Supervision Placement Options
for Detainable Youth**

Risk Level	Level 3	Level 2					Level 1	
RAI Points	12-33 Points	7-11 Points					0-6 Points	
Intake Options	Secure Detention	Community Detention/Conditional Release					Unconditional Release	
		Close Supervision Placement Criteria <i>(See Text)</i>						
		<i>with</i> Close Supervision <i>(May include shelter placement)</i>			<i>without</i> Close Supervision <i>(May include shelter placement)</i>			
		10-11 Points	9 Points	7-8 Points	● Cite for Preliminary Hearing			
	Maximum	Medium	Minimum	Cite for Prelim; or Inform to await notice of further court action.				
Judicial Options at Prelim Hearing	Secure Detention	Electronic Monitoring	House Arrest	Maximum	All Options	All Options	All Options	n/a

*Less restrictive Community Detention option may be utilized for Level II youth if appropriate or applicable.
Expeditor may implement all options except those that require Court Order.
Judge may override intake system through Court Order.*

*All youth placed in Secure Detention or Maximum Close Supervision will have a Preliminary Hearing within 24 judicial hours.
All youth placed in all other Community Detention options will have a Preliminary Hearing within _____?
Judicial options at Preliminary Hearing include all available options.*

Multnomah County Juvenile Justice Division Continuum of Post-Adjudicatory Supervision Options

Most Restrictive

State Services		Multnomah County Services						
Commitment		PROBATION						
		Residential			Non-Residential			
State Training School Juvenile Corrections	Out-of-Home Residential Placement CSD	AIT Assessment, Intervention, Transition (30-day)	■ Sex Offender Treatment	8 - Day Detention	PAW Probation Assistance Weekend	■ Day Reporting Center	"Home" Probation	Informal Disposition
		A S S E S S M E N T	<ul style="list-style-type: none"> ● education ● health ● alcohol and drug ● mental health 		<ul style="list-style-type: none"> ● education ● health ● alcohol and drug ● mental health 			
		S K I L L S	<ul style="list-style-type: none"> ● problem solving ● conflict resolution ● thinking errors ● anger management 		<ul style="list-style-type: none"> ● problem solving ● conflict resolution ● thinking errors ● anger management 			
		S E R V I C E S	<ul style="list-style-type: none"> ● Education Services ● Medical Care ● Mental Health Services ● Other Common Services ● Other Specific Services 		S A N C T I O N S	<ul style="list-style-type: none"> ● Restitution ● Community Service ● Victim Offender Reconciliation (VORP) 		<ul style="list-style-type: none"> ● VORP

Least Restrictive

■ = Unfunded

BREAKDOWN OF STREET LAW STATISTICS

JANUARY 1994 THROUGH DECEMBER 1994

JANUARY 12, 1995

JIMI JOHNSON

STREET LAW COORDINATOR

JANUARY 1994 THROUGH DECEMBER 1994

Total number of twelve week Street Law courses completed: 3

Total number of youth served: 30 or 100%

Total number of youth completed: 18 or 60%

Ethnicity Breakdown:

European American: 16 or 53.3%

African American: 10 or 33.3%

Latino American: 2 or 6.6%

Native American: 2 or 6.6%

Asian American: 0 or 0%

Gender:

Males: 21 or 70%

Females: 9 or 30%

Average Age: 16.1 yrs.

STREET LAW IN DETENTION

January 1994 through December 1994

Total Number of Youth Served In Detention:..... 453 or 100%

Total Number of Males: 276 or 60.9%

Total Number of Females: 177 or 39.1%

Ethnicity of Youth:

European American: 198 or 43.7%

African American: 162 or 35.7%

Asian American: 37 or 8.1%

Latino American: 47 or 10.3%

Native American: 9 or 1.9%

Number of youth receiving at least one Street Law lesson while in detention: 453

Number of youth receiving more than one Street Law lesson while in detention: 175

NAME _____

STREET LAW PRE/POST TEST

DIRECTIONS: Write the word TRUE in the blank if the statement is correct; if it is incorrect write the word FALSE.

- _____ 1. ALL LAWS ARE MADE TO STOP CRIME.
- _____ 2. YOU DON'T HAVE TO GIVE THE POLICE YOUR NAME IF THEY ASK.
- _____ 3. ALL JUVENILES ARE DELINQUENTS.
- _____ 4. JUVENILES HAVE THE RIGHT TO AN ATTORNEY WHEN THEY HAVE BEEN CHARGED WITH A CRIME.
- _____ 5. IF YOU LIVE IN AN APARTMENT, YOUR LANDLORD CAN CONSENT TO A POLICE SEARCH OF YOUR APARTMENT WITHOUT NOTIFYING YOU.
- _____ 6. ALL JUVENILES UNDER 18 YEARS OLD HAVE A CURFEW IN YOUR CITY.
- _____ 7. IN YOUR CITY, A STUDENT CAN BE SUSPENDED FROM SCHOOL FOR WEARING A HAT OR CERTAIN COLORS IN THE BUILDING.
- _____ 8. SCHOOL OFFICIALS CAN ALWAYS SEARCH A STUDENT'S LOCKER WITHOUT THE STUDENT'S PERMISSION.
- _____ 9. IF A JUVENILE IS ARRESTED, HE/SHE WILL ALWAYS BE RELEASED TO HIS/HER PARENTS.
- _____ 10. A YOUTH WHO RUNS AWAY FROM HOME IS A DELINQUENT.
- _____ 11. POLICE MAKE THE LAWS.
- _____ 12. ROBBERY AND SHOPLIFTING ARE THE SAME CRIME.
- _____ 13. BUYING PROPERTY THAT YOU KNOW IS STOLEN IS NOT A CRIME.
- _____ 14. IF I AM WITH SOMEONE WHO ROBS A STORE, I CAN BE CHARGED WITH ROBBERY, EVEN THOUGH I DID NOT PARTICIPATE IN THE CRIME.
- _____ 15. THE LAW SAYS ALL CHILDREN MUST HAVE THE OPPORTUNITY TO GET AN EDUCATION.
- _____ 16. ATTENDING SCHOOL IS A PERSONAL DECISION AND NOT A LEGAL MATTER.
- _____ 17. A POLICE OFFICER SPENDS MOST OF HIS/HER TIME CATCHING CRIMINALS.

NAME _____

STREET LAW PRE/POST TEST

Page 2

- _____ 18. A JUVENILE IS ANYONE UNDER THE AGE OF 18.
- _____ 19. CERTAIN OCCUPATIONS, SUCH AS FIREFIGHTERS AND POLICE OFFICER, HAVE ALWAYS BEEN JOBS THAT BOTH MEN AND WOMEN COULD DO.
- _____ 20. STUDENTS IN PUBLIC SCHOOLS HAVE THE RIGHT TO LOOK IN THEIR SCHOOL RECORDS.
- _____ 21. POLICE RECORDS OF JUVENILE ACTIVITIES MAY BE DESTROYED AFTER A CERTAIN PERIOD OF TIME.
- _____ 22. ROBBERY AND BURGLARY ARE DIFFERENT WORDS FOR THE SAME CRIME.
- _____ 23. ADJUDICATION IS THE SAME AS SENTENCING.
- _____ 24. ALL JUVENILES ARE ENTITLED TO TRIAL BY JURY.
- _____ 25. THERE ARE 13 PEOPLE ON A JURY.
- _____ 26. HAVING A POLICE RECORD DOES NOT AFFECT YOUR JOB FUTURE.
- _____ 27. A CRIME IS AN ACT THAT IS FORBIDDEN BY LAW.
- _____ 28. THE LAW CANNOT TELL FAMILIES WHAT TO DO IN THEIR OWN HOME.
- _____ 29. IN OREGON IF YOU ARE CAUGHT WITH ANY AMOUNT OF ILLEGAL DRUGS IN YOUR POSSESSION, YOU CAN BE ARRESTED.
- _____ 30. IT IS LEGAL FOR MINORS TO DRINK ALCOHOL WITHOUT THEIR PARENT'S SUPERVISION, AS LONG AS IT'S IN THEIR OWN HOME.
- _____ 31. THE U.S. CONSTITUTION DETERMINES WHAT STATE AND CITY LAWS, RULES AND REGULATIONS WILL BE.
- _____ 32. KNOWING YOUR RIGHTS IS NOT IMPORTANT BECAUSE THEY CAN BE VIOLATED WITHOUT ANY CONSEQUENCES.
- _____ 33. POLICE CAN ASK YOU QUESTIONS WITHOUT READING YOU YOUR RIGHTS.
- _____ 34. A FAMILY FIGHT WOULD ALWAYS BE HANDLED BY THE POLICE AS A CRIME.
- _____ 35. CHILDREN ARE ARRESTED IF THEY ARE THE VICTIM OF CHILD ABUSE.
- _____ 36. RESTITUTION IS A DIVERSION PROGRAM.
- _____ 37. THE SCHOOL AND THE COURT SHOULD NOT BE CONCERNED WITH WHETHER OR NOT A JUVENILE IS ATTENDING CLASSES REGULARLY.

- _____ 38. CHILD ABUSE ONLY HAPPENS BECAUSE THE CHILD HAS DONE SOMETHING WRONG.
- _____ 39. IT IS IMPORTANT TO HAVE LAWS AND RULES TO GO BY.
- _____ 40. PARENTS HAVE THE RIGHT TO BEAT THEIR CHILDREN IF THEY DO SOMETHING WRONG.

DIRECTIONS: Choose THREE (3) of these topics. Finish the sentence.

- (1) When I think about the police, I think . . .
- (2) The Courts in this City are fair because . . .
- (3) The Courts in this City are unfair because . . .
- (4) If I work, my parents or guardian should have the right to my salary, because . . .
- (5) If I work, my parents or guardian should not have the right to my salary because . . .
- (6) The school should be able to tell me what to wear because . . .
- (7) The school should not be able to tell me what to wear because . . .
- (8) Whether I have been involved with the police should be of concern to my employer because . . .
- (9) Whether I have been involved with the police should not be of concern to my employer because . . .
- (10) Caring about victims of crime is important because . . .
- (11) Caring about victims of crime is not important because . . .

GO TO PAGE 4

DIRECTIONS: In the blank space write the letter that best describes the word.

- | | | |
|-------|-------------------|---|
| _____ | 1. Due Process | A. Money paid by the accused to get out of jail. |
| _____ | 2. Miranda Rights | B. You have the right to remain silent, anything you say may be used in a Court of law. You have the right to an attorney. If you cannot afford one, one will be appointed for you. |
| _____ | 3. Counsel | C. Fair treatment |
| _____ | 4. Rehabilitate | D. Lawyer |
| _____ | 5. Sentence | E. A Punishment for a Crime. |
| _____ | 6. Bail | F. To make you good. |
| _____ | 7. Felony | G. A serious crime which is punishable by more than one year in jail. |
- S.LAW



MULTNOMAH COUNTY OREGON

Certificate
of
Completion

Let it be known that

*has satisfactorily completed
all required coursework for
Multnomah County Street Law.*

Jimi Johnson
Street Law Coordinator

Harold Ogburn
Director, Multnomah County J.J.D.

date

Multnomah County Juvenile Justice Division's

STREET LAW

1993/94

Submitted by Jimi Johnson
Assisted by Cynthia Brooks

Street Law Program

Background

The Street Law Program was implemented by the Multnomah County Juvenile Justice Division in the Fall of 1989. Street Law is a skill building course for juveniles to provide them with a better understanding of the law and the legal system. The twelve week program serves hard-core gang members, diversion youth and non-adjudicated youth. When youth learn more about the laws that govern their community they are more likely to respect and obey those laws. Through role playing, these youth get the opportunity to empathize with the victims of crime while gaining valuable knowledge about the legal system.

The Street Law program targets males and females who are 12 -18 years of age. Many of the youth are gang-affected and have entered the juvenile justice system. However, there is an increasing need to focus more attention on those youth who have not yet entered the system, specifically the middle school aged youth. Those youth who participate in the Street Law program are less likely to enter the juvenile justice system saving the county valuable tax dollars.

Youth involved in the Street Law program meet for two hours each week, for twelve weeks. The curriculum includes lessons on values and morals and is adaptable to different target populations. The curriculum can be geared specifically for adjudicated youth, an all female class, or towards the non-adjudicated youth. Guest speakers from a variety of professions such as law enforcement, substance abuse counselors, lawyers and judges help youth to develop a sense of justice and a positive attitude toward the legal system. The class ends with a mock trial in a real court room to enhance critical

thinking/analysis skills and to participate in a courtroom drama as a positive learning experience.

In 1991, the Street Law program was held at Whitaker Middle School for several months. The youth involved in the program gained a great deal of knowledge about the law and learned critical thinking skills. The departing questionnaire demonstrated that the youth really enjoyed the small groups (10-12) and the role playing done in the class. Street Law groups were also held at the Portland Urban League's Youth Service Center. None of these youth had been adjudicated and they are currently doing well in school and at home.

The Whitaker School and Youth Service Center experience verified that by teaching youth values and respect for the laws that govern society, they are less likely to enter the juvenile justice system. Although Whitaker Middle School and the Urban League's Youth Service Center were successful classes, they had to be discontinued because there are not enough facilitators available to conduct several simultaneous Street Law groups. Currently the Street Law program is provided for adjudicated youth held in detention and those participating in the detention alternative programs.

Diversion

Approach

In the fall of 1993, the Street Law program will be implemented at Whitaker, Tubman, and Brentwood/Darlington Middle Schools. This is a preventative measure that should help youth to avoid entering the juvenile justice system.

Street Law groups will be held on a volunteer basis for three identified middle school in North/Northeast Portland. School staff will identify those students they believe will benefit from Street Law curriculum. Once these youth are identified, they will be

asked to volunteer for the program. This approach of gives students a choice to attend the class which will enhance their participation and interest. The Street Law Coordinator will furnish the school personnel with a written profile/description of the youth recommended for the program. Candidates for the program include any youth who demonstrates an interest in the curriculum. Special emphasis will be placed on recruiting those youth who are: at-risk of suspension/expulsion; who have had police contact, but have never been arrested; those youth who glorify the gang lifestyle; and those youth who have siblings who are gang-involved.

The Street Law Program assists these youth in understanding choices that are available to them, the rules and laws the community, and how to analyze situations in order to make appropriate decisions. The Street Law facilitator will work with these youth in a group setting as a part of their school activity. These groups will focus on building self esteem and self awareness. Facilitator will also work closely with the school staff, as well as the families of the youth involved in the program.

Social Problem

Many youth who enter the juvenile justice system, exhibit an array of problems. These problems range from drug and alcohol abuse to committing violent crimes. There has been a demonstrated increase in violent crimes among young males. As a result of the increasing delinquent acts perpetrated by juveniles, many residents of Portland, Oregon's inner city live in fear of being victimized. Although young males act in ways that are visible to the community, young females actually experience earlier and more serious problems. Young girls are physically and verbally abused four times more often than boys. The girls wait longer for services and receive half as much treatment than boys. The

Street Law program is making a concerted effort to focus some of its group sessions on these troubled young girls as well as the boys. Street Law has held all female, twelve week group sessions, ending in a very successful all female mock trial.

Too many of the juveniles who have participated in the Street Law sessions have little or no knowledge and understanding of the law and the legal system. Consequently, they tend to have a lack of respect for laws, the legal system and authority figures. This lack of knowledge and respect for the law is manifested by increased participation in illegal activities leading to involvement with the juvenile justice system, increasing behavior problems in school resulting in suspensions and expulsions, increased drug and alcohol abuse, a dramatic rise in teen pregnancies, and family problems. Active participation in Street Law classes appears to have a positive impact on all of these issues.

When these young people enter the juvenile justice system, they generally have low self-esteem which is negatively impacted upon entering this system. These youth are oftentimes returned to their communities with little, or no transitional support. The lack of support and coping skills increases their low self-image and is a contributing factor to the high recidivism rate that the juvenile justice system is experiencing. These young people are set up to fail! As the juvenile delinquent population increases, there is an enormous need for community-based programs and programs like Street Law. These programs are needed to adequately address the concerns of these young people, provide a support system and help those caught in the juvenile justice system transition back into the community.

By engaging youth in programs like Street Law that offer skill building activities on a regular basis, the likelihood of a positive effect on self-esteem and self-image increases dramatically. These Street Law skill building groups support youth upon their return to the

community and encourage other young people not to become involved in the juvenile justice system. Youth will learn about the laws and how they affect their lives in a positive manner. As more youth are offered the opportunity to participate in the Street Law program, the youth will develop the ability to think critically and assess situations before acting rashly. Once these young people have a more positive self-image, they are better able to focus on the impact that their behavior, attitude and actions have on themselves and others.

Many delinquent youth do not understand the negative impact that their actions have on the community and others are just apathetic. They don't understand how gangs, drugs, robberies, shoplifting, assaults and other violent crimes affect the livability of the community, physically and economically. As fear grips these crime ridden communities, shops and stores begin to move to "safer" neighborhoods to conduct business. As stores move out, jobs are lost in the affected communities and property values begin to plummet. More vacant houses and burned out houses appear. They can potentially become rodent infested crack houses used by drug dealers and "junkies" alike. What may have already been a high crime area becomes a war zone with law abiding citizens held hostage.

The need for delinquent and non-delinquent youth to know the impact of their negative behavior and how it affects the community is of paramount importance. The Street Law program arms these young people with the knowledge of how negative behavior impacts the community, helping many of them to change their thinking process and exhibit constructive behavior to have a more positive impact on the community. Through the Street Law skill building support groups and education, many youth will begin to respect societal laws and see the benefits of engaging in constructive behavior. As more Street Law skill building groups are implemented in public and alternative middle and

high schools, in gang-impacted neighborhoods, and youth service centers throughout this city, the chances of our youth entering the juvenile justice system is significantly reduced and the likelihood of young offenders engaging in additional criminal behavior is markedly decreased.

Detention

Street Law classes are currently being conducted in the detention units at the Donald E. Long Home. Relevant elements of Street Law are being facilitated in the Adolescent Intervention Treatment Program (AITP), Probation Alternative Weekend (PAW), Boys Units 1, 2 & 3, and the Girls Unit. During the 1991-1992 fiscal year, over 600 youth received at least one Street Law lesson while in detention, and 356 youth received at least two lessons while in detention. In addition, during the 1991-92 fiscal year, 63 youth took part in the entire twelve week Street Law course. There was an 83% completion rate since 52 of the 63 youth that participated in the course graduated. The youth who graduated from the Street Law course ended the course by participating in a Mock Trial.

Goals and Objectives

The primary objective of the Street Law program is to teach youth about state, local and federal laws. The program helps to increase understanding and respect for the laws of society through role playing, group interaction, demonstrated lesson plans and by providing guest speakers to discuss pertinent issues. Youth who participate in the Street Law program gain increased understanding of the importance of an education. The Street Law program also emphasizes the dangers of drug and alcohol abuse as it pertains to the

legal system: i.e. DUI, drug related offenses and how they affect future career choices.

The GOALS of the Street Law Program are:

1. Help youth gain a better understanding of the law and the legal system;
2. Increase youth awareness of the consequences of their negative behavior;
3. Provide students with options to gang lifestyles; (i.e. theater passes, tickets to ball games, attend luncheons and other community events)
4. Improve self-esteem through skill building, group interaction and role playing;
5. Increase youth awareness of their rights and responsibilities;
6. Increase respect for rules, laws and regulations;
7. Enhance critical thinking ability through activity based instruction;
8. To understand the intent and purpose of laws;
9. To help youth understand the impact of gang activity in the community;
10. To become more aware of the victim before participating in negative behavior; (i.e. drive-by shootings, robberies, assaults)

Benefits

There appears to be a correlation between the completion of the Street Law course and improved school attendance. During youth participation in the Street Law program, their school attendance improved significantly as measured by school visits. The Street Law Coordinator measures school attendance in 3 month intervals, for 6 months after graduation for the course. Over 70% of the graduates maintained or improved school attendance. These youth demonstrated an increased understanding and acceptance for their own accountability as evidenced by significant improvement in school attendance.

Many of the youth who participated in the Street Law course continue to demonstrate a more positive attitude toward authority figures and their peers, resulting in improved relationships with their parents and guardians. Graduates of the Street Law course have a lower recidivism rate than their delinquent peers who have not participated in the program.

As African American, Hispanic and Southeast Asian youth are targeted for Street Law classes, in Northeast and Southeast Portland, the desire is to decrease the commitment of minority youth to the state training schools. It is the Juvenile Justice Division's goal to stem the tide of over-representation of African Americans youth and young people of color in this system. Additional benefits include:

1. Juvenile Court Counselors have an alternative disposition for eligible youth.
2. For each youth kept out of confinement for 12 months, the State and County savings will be approximately \$50,000 per youth, per year.
3. An increasing number of juvenile law violators will remain in public schools and live in the community.
4. More adjudicated youth will demonstrate increased attendance and improved grades in school which will lead to graduation or successful completion of their GED requirement.
5. It is anticipated that between 60 and 100 youth will successfully complete the Street Law program each calendar year. That completion rate is expected to increase as the Street Law program expands to the middle schools and other community facilities.
6. Diverted and probation youth who successfully complete the Street Law program have a lower recidivism rate when compared with other youth law violators.
7. Youth will demonstrate improved decision making and problem solving skills that help them deal with practical situations and make lawful decisions.
8. Youth will develop a positive attitude toward the legal system, authority figures and increased bonding with society, its values and social institutions.
9. Youth will increase their abilities to manage conflict, anger, insecurity, fear and disappointment in healthy and nonviolent ways.

Street Law Youth Profile - Intervention

Ages: 12-18, Male and Female

- * Gang-Affected Youth
- * Youth suspended/expelled from school/alternative setting
- * Diversion youth from Northeast, Southeast, and North Portland Youth Service Centers
- * Youth recommended by law enforcement personnel
- * Youth on contract
- * Adjudicated youth
- * Drug/Alcohol Abuse
- * Interested Community youth

Street Law Youth Profile - Prevention

Ages: 10-15 Middle School Youth

- * Youth at risk of dropout/suspension
- * Truancy/behavior problems
- * Diversion youth/ Youth Service Centers
- * Dysfunctional family
- * Drug/Alcohol dependency in home
- * Homeless youth
- * Siblings involved in criminal activity
- * Parents involved in criminal activity
- * Lack of respect for authority

Program Measurements

To measure the success rate of the Street Law program, youth will be tracked for a period of six months to a year after completion of the program. The criteria used are a Pre/Post Test relating to the law and related subject matter. Post home visits, educational improvement, behavior improvement at school/home, recidivism rate, exit questionnaire, as well as talking informally with the program participants.

Accountability

School attendance will be measured the quarter BEFORE participation in the Street Law program, the quarter DURING participation, and the quarter AFTER completion of the program. A release of information form has been developed so that Street Law staff can gain access to school records. If a youth holds a job while in the Street Law program, performance reviews should be positive as demonstrated by improved working relationships with co-workers and supervisors, as well as a decrease in absenteeism and tardiness. Youth in the Street Law program are expected to show an increase in responsibility once they complete the course. Youth accountability will be measured by periodic site visits to schools and to the job sites.

Community Relations

Youth are expected to demonstrate an increased knowledge and respect for laws. This will be measured by the recidivism rate of adjudicated youth who are Street Law graduates. A six month recidivism study will be done to evaluate the level of increased or decreased criminal activity by Street Law participants.

The Street Law staff will be making periodic home visits to youth in the program to

encourage continued participation throughout the session. These home visits would also give the staff a chance to talk with the parents/guardians of the youth to build a better relationship between the Juvenile Justice Division and the community. Parents will be assisted in identifying and accessing community resources as it relates to the youth, their involvement with the court, and the needs of the family. Better participation by youth are expected in the groups when they have bonded to the program.

Skill Building

Skill development will be measured through the pre and post knowledge test used regarding the information presented throughout the course of the program. For adjudicated youth the level of compliance with the terms of probation will be measured. Compliance with the terms of probation will be tracked by monitoring the number of youth who successfully comply with the terms of their probation while participating in the Street Law program and for 6 months after graduation. School performance of Street Law participants will be measured and the youth will be expected to maintain their current level of school performance.

Conclusion

In order for the Street Law program to have a widespread impact on the community, it needs to be accessible to all young people between the ages of 12 - 18 years. The increase of juvenile delinquency demands our utmost attention. Teenage pregnancies are reaching levels never seen before, youth are dropping out of school in record numbers, the use of drugs and alcohol has become an epidemic among today's young people, and the juvenile crime rate is out of control. Street Law is needed.

STREET LAW: BASIC CURRICULUM

WEEK 1- ORIENTATION PRE/POST TEST

WEEK 2- THE PURPOSE OF RULES/LAWS (RÔLE PLAYS)

WEEK 3- SELF ESTEEM (FILM/ROLE PLAY)

WEEK 4- DRUGS & ALCOHOL (GUEST SPEAKER)

WEEK 5- DECISION MAKING

WEEK 6- RESPONSIBILITY MALE/FEMALE

WEEK 7- CHOICES (FILM/DISCUSSION)

WEEK 8- SEARCH & SEIZURE (GUEST POLICE OFFICER)

WEEK 9- ANGER MANAGEMENT (ROLE PLAY)

WEEK 10- REFUSAL SKILLS (ROLE PLAY, DISCUSS)

WEEK 11- MOCK TRIAL PREP

WEEK 12- MOCK TRIAL