

# **CRIME BILL -- DOLLARS FOR OREGON, 1995 - 2000**

**(Revised 8/22/94)**

## **LAW ENFORCEMENT**

- \* **100,000 POLICE** -- Guaranteed minimum of \$44 million -- more than 500 police officers at \$75,000 per officer.
  - \*\* Given Oregon's share of the population and the additional \$6.5 billion in discretionary dollars, Oregon should expect a total of about \$120 million over the next 6 years.
  - \*\* Of the total, up to 85% can be used to hire about 1,400 police officers. At least 15% -- \$18 million -- can be used to help pay the training, overtime and administrative costs of implementing community policing in Oregon.
- \* **PRISONS & BOOT CAMPS** -- \$38 million for prison grants, including military-style boot camp prisons. An additional estimated \$38 million is possible if Oregon meets the "Truth in Sentencing" target of second-time violent offenders serving 85% of their sentences.
- \* **BYRNE ENFORCEMENT GRANTS** -- \$1 billion in the Trust Fund will help continue full funding for these grants, including Oregon's \$5 million annual share.
- \* **RURAL LAW ENFORCEMENT GRANTS** -- \$6.5 million for drug and crime enforcement in Oregon's rural areas.
- \* **DISCRETIONARY GRANTS** -- Oregon's law enforcement agencies and courts may apply for:
  - \*\* \$1,000,000,000 -- Drug Court programs (treatment backed up by drug testing and certain punishment for non-violent offenders currently on probation.) Estimated \$11 million for Oregon -- enough for about 5,700 offenders over six years.
  - \*\* \$320,000,000 -- Criminal record systems (Brady Law), communications equipment, and DNA testing; and
  - \*\* \$200,000,000 -- Judges, prosecutors and public defenders (estimated \$2 million for Oregon).

## **PREVENTION PROGRAMS**

- \* **LOCAL PARTNERSHIP ACT** -- \$20 million in direct grants to cities and towns in Oregon. Wide discretion permits local governments to use the dollars for education, drug treatment, and jobs programs.
- \* **VIOLENCE AGAINST WOMEN ACT** -- \$9 million in grants for police, prosecutors and victims services; \$4 million in grants for shelters for battered women and their children; and Oregon can apply for a share of \$500 million in several discretionary programs.
- \* **AFTERSCHOOL AND IN-SCHOOL "SAFE HAVENS" FOR AT-RISK CHILDREN** -- \$7.3 million for non-profit, community-based organizations in Oregon.
- \* **DRUG TREATMENT IN PRISONS** -- \$2.9 million to treat up to an estimated 2,600 drug-addicted prisoners in Oregon prisons over the next 6 years.
- \* **LOCAL CRIME PREVENTION BLOCK GRANT** -- \$3.5 million in direct grants to cities and towns for various programs, including:
  - \*\* **ANTI-GANG GRANTS** -- to give young people positive alternatives to gangs, such as academic and athletic after-school activities, mentoring programs and scout troops.
  - \*\* **MIDNIGHT SPORTS LEAGUES** -- to give at-risk youth nightly alternatives to the streets, and for the U.S. Olympic Committee to develop supervised sports and recreation programs in high-crime areas.
  - \*\* **BOYS AND GIRLS CLUBS** -- to establish clubs in low-income housing communities, and to encourage police officers to live in those communities.
  - \*\* **TRIAD** -- for partnerships between senior citizens groups, police chiefs and sheriffs to combat crimes against elderly Americans.
  - \*\* **POLICE PARTNERSHIPS FOR CHILDREN** -- for partnerships between law enforcement and social service agencies to fight crimes against children, and for the creation of youth councils to combat crime.
  - \*\* **VISITATION CENTERS** -- for supervised centers for divorced or separated parents to visit their children in "safe havens" when there is a history or risk of physical or sexual abuse.

**\*\* YOUTH DEVELOPMENT CENTERS -- to develop more effective education, training, research, prevention, diversion, treatment and rehabilitation programs for violent juveniles, including alternatives to school suspension and juvenile court diversion.**

**\*\* SAFE SENIORS CORRIDORS -- to provide older Americans with enhanced protection from crime by increasing police presence and crime prevention activities by community groups.**

**\*\* HOPE IN YOUTH -- to create Family Outreach Teams composed of youth, parents and school-parent organizers for mentoring, community organizing and peer counseling.**

**\* DISCRETIONARY GRANTS -- State agencies and non-profit organizations may apply for a share of:**

**\*\* MODEL INTENSIVE GRANTS -- \$626 million for intensive, comprehensive and flexible aid to areas, urban and rural, hardest hit by crime and violence.**

**\*\* NATIONAL COMMUNITY ECONOMIC PARTNERSHIP -- \$270 million to extend lines of credit of up to \$2 million to community development corporations to provide small, low-interest loans to businesses in low-income neighborhoods.**

**\*\* GANG RESISTANCE EDUCATION AND TRAINING ("GREAT") -- \$45 million for school-based programs to teach children to resist peer pressure and understand the negative impact of gangs and drugs.**

**\*\* URBAN RECREATION AND AT-RISK YOUTH -- \$4.5 million to expand recreational facilities in high-crime areas.**

# Risk/Protective Factors



## County Profile

Multnomah County

## County Profiles Risk/Protective Factors Indicators

The County Profiles are intended to be used by prevention, intervention and treatment providers, county coordinators, county and community coalitions and other groups who are fighting alcohol, tobacco and other drug abuse, teenage pregnancy, school drop out, delinquency and violence. They are designed to help counties and communities use social indicators to describe the scope and nature of the risk factors prevalent in their area and develop plans to address their specific needs.

These profiles were prepared utilizing the Risk/Protective Focused Prevention Model developed by David Hawkins and Richard Catalano of the University of Washington. The 36 social indicators used were selected to compare archival data that have been collected and reported by other entities and provide information within each of the four domains: Community, Family, School, Individual/ Peer. Risk/Protective Focused Prevention uses the premise that the greater the numbers of risks present in the lives of our youth, the greater the likelihood the youth will become involved in Alcohol, Tobacco and/or Other Drug Abuse; Teen Pregnancy; Delinquency; School Drop Out; and Violence.

Each profile includes a listing of the 36 indicators that have been arrayed within the 4 appropriate domains. Each indicator has been given a rank (1-36) depending on the severity of the risk and how it compares with the other 35 counties. The County's overall standing and each Domain's rank have been determined by averaging the assigned rankings of each individual indicator. The indicators, domains and counties have been ranked to provide the user an overall perspective in comparing the data. In reviewing data for individual counties, please remember that a low ranking (such as 1 or 2) shows that the county ranks favorably, while a high ranking (such as 36 or 35) reveals potential problems. **The higher the number, the greater the risk.**

To compare the various numbers, rates and percentages associated with each indicator, the data have been converted to standard scores. The chart that graphs the indicators in each domain has been prepared using the standard scores and is presented in bar graph form. Each bar represents the range of scores within Oregon for the specific indicator; the top of the bar is the highest score (36) and the bottom of the bar is the lowest (1). The line across the center of the graph, labeled State Average, represents the average of the scores for all 36 counties for each of the specific indicators. The "X" on the bar denotes the County's score within the state's range. The closer the "X" is to the line, the closer the score is to the State's Average. The higher the "X" is, the higher the risk present to the County for that indicator. Conversely, the lower the "X" is below the State's Average line, the less prevalent the risk is from that indicator.

The Footnotes pages provide the extra information needed to translate the standard scores back to meaningful measurement. Each footnote section identifies the *Risk Factor*, identifies the *Indicator*, defines the *Indicator*, specifies the *Unit Measured* and provides the state's high and low scores and the county's score and rank for each indicator.

The 36 indicators used in the County Profiles are taken from a larger listing of 88 social indicators for which data are being collected as part of a statewide Oregon needs assessment project. This profile is not intended to be a complete risk assessment of any county or community, rather a starting point for prevention, intervention and treatment planning.

For more information on the additional indicators or the needs assessment project, please contact the Office of Alcohol and Drug Abuse Programs in Salem (503) 945-6197. In the meantime, feel free to copy and use the information provided herein. We do request that you acknowledge OADAP for providing the information.

prepared for the

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ConfiData

MULTNOMAH

| INDICATOR                                        | COUNTY RANK | OVERALL RANK |    |
|--------------------------------------------------|-------------|--------------|----|
| ALCOHOL SALES OUTLETS                            | 17          |              |    |
| TOBACCO SALES OUTLETS                            | 12          |              |    |
| JUVENILE AOD ARRESTS                             | 7           |              |    |
| MIP ARRESTS                                      | 3           |              |    |
| MIP DISPOSITION - % License <i>Not</i> Suspended | 25          |              |    |
| ADULT ARRESTS DUII                               | 3           |              |    |
| % OF ADULT DUII ARRESTS - <i>Not</i> Convicted   | 4           |              |    |
| % RENTAL HOUSING                                 | 33          |              |    |
| % OF POPULATION NOT VOTING                       | 21          |              |    |
| % OF ALL HOUSING VACANT                          | 11          |              |    |
| VANDALISM ARRESTS                                | 19          |              |    |
| FAMILIES BELOW POVERTY                           | 11          |              |    |
| UNEMPLOYMENT RATES                               | 3           |              |    |
| FOOD STAMPS RECIPIENTS                           | 20          |              |    |
|                                                  |             | 13.50        | 4  |
| ALCOHOL-RELATED DEATHS                           | 28          |              |    |
| PRISONERS                                        | 36          |              |    |
| CHILD ABUSE & NEGLECT                            | 20          |              |    |
| CHILDREN LIVING AWAY FM HOME                     | 36          |              |    |
| ADA - KINDERGARTEN-% Not Attending               | 27          |              |    |
| ADA - 1-8TH GRADES-% Not Attending               | 27          |              |    |
| DIVORCE                                          | 5           |              |    |
| DRUG AFFECTED BIRTHS                             | 36          |              |    |
| TOBACCO USE DURING PREGNANCY                     | 21          |              |    |
| ALCOHOL USE DURING PREGNANCY                     | 27          |              |    |
| ILLICIT DRUG USE DURING PREGNANCY                | 26          |              |    |
| ADULT AOD ARRESTS                                | 22          |              |    |
|                                                  |             | 25.92        | 31 |
| READING PROFICIENCY - 3RD GRADERS NOT PROF.      | 35          |              |    |
| READING PROFICIENCY - 5TH GRADERS NOT PROF.      | 30          |              |    |
| MATH PROFICIENCY - 3RD GRADERS NOT PROF.         | 29          |              |    |
| MATH PROFICIENCY - 5TH GRADERS NOT PROF.         | 17          |              |    |
| HIGH SCHOOL DROP OUT RATE                        | 29          |              |    |
| ADA - 9-12TH GRADERS NOT ATTENDING CLASS         | 34          |              |    |
|                                                  |             | 29.00        | 32 |
| ADOLESCENT PREGNANCIES                           | 35          |              |    |
| VANDALISM - 10-17 YEAR OLDS                      | 15          |              |    |
| ADOLESCENT SUICIDE                               | 28          |              |    |
| JUVENILE ARRESTS/PERSONS & PROPERTY              | 20          |              |    |
|                                                  |             | 24.50        | 28 |
|                                                  |             | 21.44        | 28 |

# Community Domain

- Availability
- Community Laws and Norms  
Favorable Toward Drug Use,  
Firearms and Crime
- Transitions and Mobility
- Low Neighborhood Attachment  
and Community Disorganization
- Extreme Social and Economic  
Deprivation



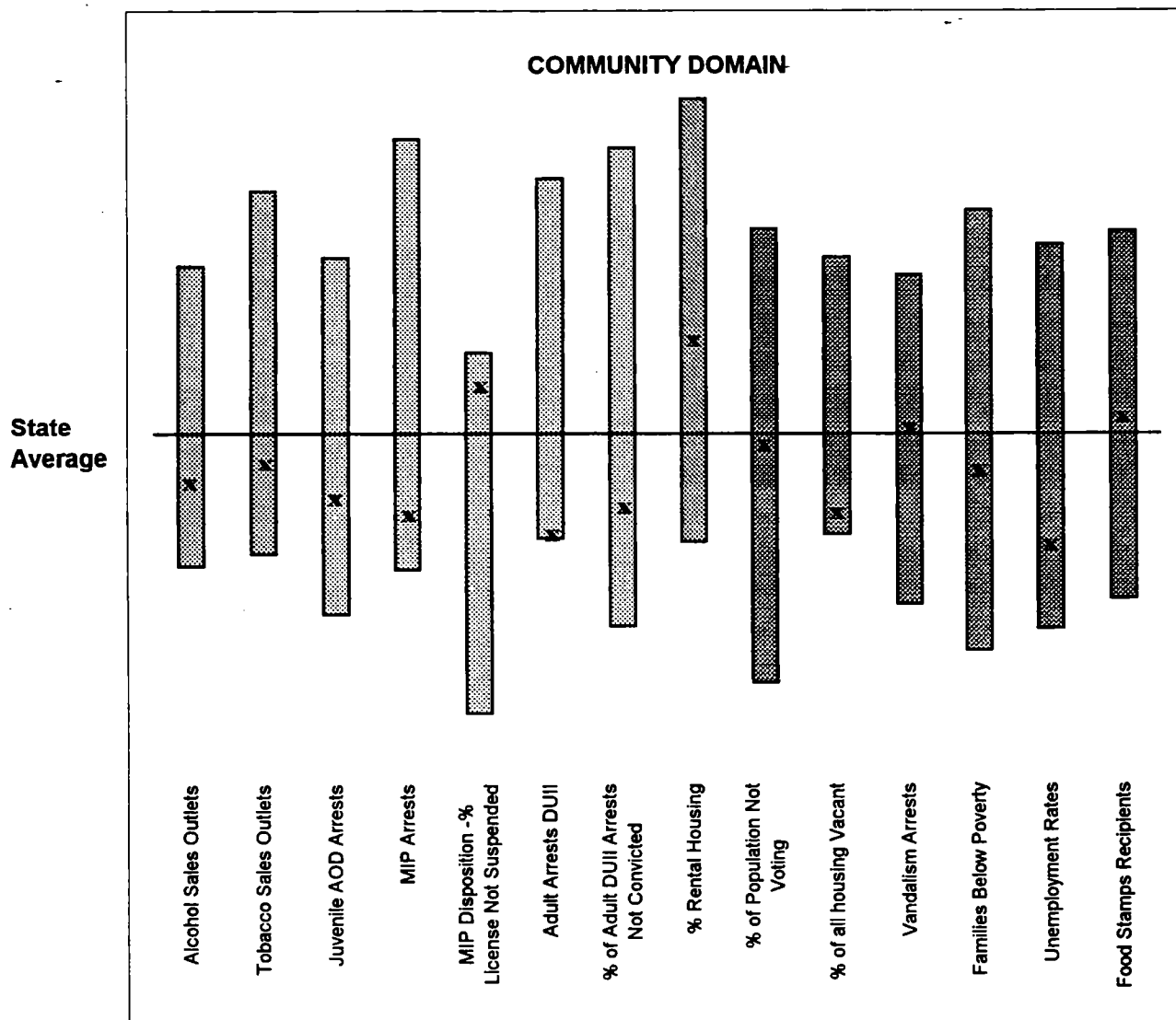
# MULTNOMAH

## COMMUNITY DOMAIN

| <u>County Rank</u> | <u>Indicator</u>                                | <u>County SD</u> | <u>State Hi SD</u> | <u>State Low SD</u> |
|--------------------|-------------------------------------------------|------------------|--------------------|---------------------|
| 17                 | Alcohol Sales Outlets                           | -0.25            | 2.00               | -1.56               |
| 12                 | Tobacco Sales Outlets                           | -0.51            | 2.89               | -1.42               |
| 7                  | Juvenile AOD Arrests                            | -0.97            | 2.10               | -2.14               |
| 3                  | MIP Arrests                                     | -1.12            | 3.50               | -1.61               |
| 25                 | MIP Disposition -% License <i>Not</i> Suspended | 0.57             | 0.96               | -3.33               |
| 3                  | Adult Arrests DUII                              | -1.05            | 3.04               | -1.24               |
| 4                  | % of Adult DUII Arrests <i>Not</i> Convicted    | -1.00            | 3.40               | -2.29               |
| 33                 | % Rental Housing                                | 1.21             | 3.98               | -1.28               |
| 21                 | % of Population <i>Not</i> Voting               | 0.12             | 2.44               | -2.96               |
| 11                 | % of all housing Vacant                         | -0.97            | 2.10               | -1.19               |
| 19                 | Vandalism Arrests                               | 0.06             | 1.89               | -2.02               |
| 11                 | Families Below Poverty                          | -0.44            | 2.67               | -2.59               |
| 3                  | Unemployment Rates                              | -1.25            | 2.25               | -2.32               |
| 20                 | Food Stamps Recipients                          | 0.14             | 2.41               | -1.95               |

13.50

# MULTNOMAH



- ☒ Availability Indicators
- ☒ Community Laws and Norms Indicators
- ☒ Transitions and Mobility Indicators
- ☒ Low Neighborhood Attachment & Community Disorganization Indicators
- ☒ Extreme Economic & Social Deprivation

- ✓ Multnomah County is above the state's average in 5 of the 14 Community Domain indicators.
- ✓ The high ranking indicators in Multnomah County include: Rental Housing (33); MIP Disposition (25); and Population Not Voting (21).

# MULTNOMAH COUNTY

|                      |                                                               |
|----------------------|---------------------------------------------------------------|
| <b>Risk Factor</b>   | <b>Availability</b>                                           |
| <b>Indicator</b>     | <b>Alcohol Sales Outlets</b>                                  |
| <b>Definition</b>    | <b>Number of active licensees currently on record</b>         |
| <b>Unit Measured</b> | <b>Reported as the number of outlets per 1,000 population</b> |
| <b>Source</b>        | <b>Oregon Liquor Control Commission - 1993</b>                |
| <b>Data Range</b>    |                                                               |
| State High           | 8 outlets per 1,000 people                                    |
| State Low            | 1.66 outlets per 1,000 people                                 |
| County point         | 3.99 outlet per 1,000 people                                  |
| County Rank          | 17                                                            |

|                      |                                                                                             |
|----------------------|---------------------------------------------------------------------------------------------|
| <b>Risk Factor</b>   | <b>Availability</b>                                                                         |
| <b>Indicator</b>     | <b>Tobacco Sales Outlets</b>                                                                |
| <b>Definition</b>    | <b>Number of all distributors (retail/wholesale) of tobacco products</b>                    |
| <b>Unit Measured</b> | <b>Reported as outlets per 1,000 population</b>                                             |
| <b>Source</b>        | <b>Oregon Liquor Control Commission; Department of Revenue; OR Business Directory -1993</b> |
| <b>Data Range</b>    |                                                                                             |
| State High           | 10.27 outlets per 1,000 county population                                                   |
| State Low            | 1.18 outlets per 1,000 county population                                                    |
| County point         | 3.10 outlets per 1,000 county population                                                    |
| County Rank          | 12                                                                                          |

|                      |                                                                                                                                                                                                                                           |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Risk Factor</b>   | <b>Community Laws &amp; Norms Favorable Toward Drug Use Firearms &amp; Crime</b>                                                                                                                                                          |
| <b>Indicator</b>     | <b>Juvenile arrests for Alcohol and Other Drug Violations</b>                                                                                                                                                                             |
| <b>Definition</b>    | <b>Juvenile arrests for all alcohol and drug law violations , including possession for sale or for use, furnish, transport, manufacturing, cultivating, obtaining unlawfully, tampering with records, minors in possession, and DUII.</b> |
| <b>Unit Measured</b> | <b>Reported as the rate of arrests per 1,000 youth age 10 to 17 years of age</b>                                                                                                                                                          |
| <b>Source</b>        | <b>Report of Criminal Offenses and Arrests - 1993</b>                                                                                                                                                                                     |
| <b>Data Range</b>    |                                                                                                                                                                                                                                           |
| State High           | 40.02 arrests per 1,000 youth                                                                                                                                                                                                             |
| State Low            | 0 arrests per 1,000 youth                                                                                                                                                                                                                 |
| County point         | 11.01 arrests per 1,000 youth                                                                                                                                                                                                             |
| County Rank          | 7                                                                                                                                                                                                                                         |

|                      |                                                                                  |
|----------------------|----------------------------------------------------------------------------------|
| <b>Risk Factor</b>   | <b>Community Laws &amp; Norms Favorable Toward Drug Use Firearms &amp; Crime</b> |
| <b>Indicator</b>     | <b>Minors in Possession</b>                                                      |
| <b>Definition</b>    | <b>Minors arrested for possession of alcohol</b>                                 |
| <b>Unit Measured</b> | <b>Reported as the rate of arrests per 1,000 youth 10-19 years of age.</b>       |
| <b>Source</b>        | <b>DUII Control Systems Performance Measures for Oregon Counties - 1993</b>      |
| <b>Data Range</b>    |                                                                                  |
| State High           | 99.92 arrests per 1,000 youth                                                    |
| State Low            | 0 arrests per 1,000 youth                                                        |
| County point         | 9.61 arrests per 1,000 youth                                                     |
| County Rank          | 3                                                                                |

# MULTNOMAH COUNTY

|                      |                                                                                                                                   |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>Risk Factor</b>   | <b>Community Laws &amp; Norms Favorable Toward Drug Use Firearms &amp; Crime</b>                                                  |
| <b>Indicator</b>     | <b>Disposition of Juveniles Arrested for Minors in Possession</b>                                                                 |
| <b>Definition</b>    | <b>Cases involving minors (10-19) who received a first and/or second license suspension.</b>                                      |
| <b>Unit Measured</b> | <b>Reported as the percentage of those arrests per 1,000 youth 10 - 19 years of age who had their driver's license suspended.</b> |
| <b>Source</b>        | <b><i>DUII Control Systems Performance Measures for Oregon Counties - 1993</i></b>                                                |
| <b>Data Range</b>    |                                                                                                                                   |
| State High           | 90 % of all youth arrested for MIP received suspended license                                                                     |
| State Low            | 0 %                                                                                                                               |
| County point         | 8.30% of county youth arrested for MIP received suspended license                                                                 |
| County Rank          | 25                                                                                                                                |

|                      |                                                                                                       |
|----------------------|-------------------------------------------------------------------------------------------------------|
| <b>Risk Factor</b>   | <b>Community Laws &amp; Norms Favorable Toward Drug Use Firearms &amp; Crime</b>                      |
| <b>Indicator</b>     | <b>Adult Arrests for DUII</b>                                                                         |
| <b>Definition</b>    | <b>Arrest rate for drivers age 18 and older for driving while under the influence of intoxicants.</b> |
| <b>Unit Measured</b> | <b>Reported as the rate of arrests per 1,000 county population age 18 and older.</b>                  |
| <b>Source</b>        | <b><i>DUII Control Systems Performance Measures for Oregon Counties - 1993</i></b>                    |
| <b>Data Range</b>    |                                                                                                       |
| State High           | 29.42 arrests per 1,000 county population                                                             |
| State Low            | 6.05 arrests per 1,000 county population                                                              |
| County point         | 7.11 arrests per 1,000 county population                                                              |
| County Rank          | 3                                                                                                     |

|                      |                                                                                                    |
|----------------------|----------------------------------------------------------------------------------------------------|
| <b>Risk Factor</b>   | <b>Community Laws &amp; Norms Favorable Toward Drug Use Firearms &amp; Crime</b>                   |
| <b>Indicator</b>     | <b>Adult Disposition for Drunken Driving Arrests</b>                                               |
| <b>Definition</b>    | <b>Adult DUII arrests (age 18 and older) not resulting in a conviction</b>                         |
| <b>Unit Measured</b> | <b>Percentage of total DUII adult arrests 18 years and older who did not receive a conviction.</b> |
| <b>Source</b>        | <b><i>DUII Control Systems Performance Measures for Oregon Counties - 1993</i></b>                 |
| <b>Data Range</b>    |                                                                                                    |
| State High           | 96.98% of the County's DUII arrests were not convicted                                             |
| State Low            | 27.36% of the County's DUII arrests were not convicted                                             |
| County point         | 43.18% of the County's DUII arrests were not convicted                                             |
| County Rank          | 4                                                                                                  |

|                      |                                                                                        |
|----------------------|----------------------------------------------------------------------------------------|
| <b>Risk Factor</b>   | <b>Transitions and Mobility</b>                                                        |
| <b>Indicator</b>     | <b>Rental Residential Properties</b>                                                   |
| <b>Definition</b>    | <b>Reported by the US Census as: Renter occupied housing /total housing available.</b> |
| <b>Unit Measured</b> | <b>Percentage of all residential properties.</b>                                       |
| <b>Source</b>        | <b><i>U. S. Census Report - 1990</i></b>                                               |
| <b>Data Range</b>    |                                                                                        |
| State High           | 68.18% of the housing available is rental housing.                                     |
| State Low            | 19.06% of the housing available is rental housing                                      |
| County point         | 42.29% of the housing available is rental housing                                      |
| County Rank          | 33                                                                                     |

|                      |                                                                                                                                              |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Risk Factor</b>   | <b>Low Neighborhood Attachment and Community Organization</b>                                                                                |
| <b>Indicator</b>     | <b>Population Voting In General Election</b>                                                                                                 |
| <b>Definition</b>    | <b>The number of eligible population voting in general election</b>                                                                          |
| <b>Unit Measured</b> | <b>The number of ballots cast divided by the number of eligible voters in the county/state. Reported as the percentage who did not vote.</b> |
| <b>Source</b>        | <b><i>Official Abstract of Votes - General Election, Secretary of State - Elections Division - 1992</i></b>                                  |
| <b>Data Range</b>    |                                                                                                                                              |
| State High           | 46.30% of the eligible population did not vote.                                                                                              |
| State Low            | 13.47% of the eligible population did not vote.                                                                                              |
| County point         | 32.23% of the eligible population did not vote                                                                                               |
| County Rank          | 21                                                                                                                                           |

# MULTNOMAH COUNTY

|                      |                                                                    |
|----------------------|--------------------------------------------------------------------|
| <b>Risk Factor</b>   | Low Neighborhood Attachment and Community Organization             |
| <b>Indicator</b>     | <b>Vacant Housing</b>                                              |
| <b>Definition</b>    | Homes not occupied year round (homeowner-owned & rental).          |
| <b>Unit Measured</b> | The percentage of vacant housing divided by all available housing. |
| <b>Source</b>        | U. S. Census Report - 1990                                         |
| <b>Data Range</b>    |                                                                    |
| State High           | 33.61% of the total available housing is vacant.                   |
| State Low            | 3.32% of the total available housing is vacant                     |
| County point         | 5.32% of the total available housing is vacant                     |
| County Rank          | 11                                                                 |

|                      |                                                                |
|----------------------|----------------------------------------------------------------|
| <b>Risk Factor</b>   | Low Neighborhood Attachment and Community Organization         |
| <b>Indicator</b>     | <b>Vandalism</b>                                               |
| <b>Definition</b>    | The destruction of property.                                   |
| <b>Unit Measured</b> | Reported as the rate of arrests per 1,000 population           |
| <b>Source</b>        | Report of Criminal Offenses and Arrests - 1993                 |
| <b>Data Range</b>    |                                                                |
| State High           | 23.22 per 1,000 county population were arrested for vandalism. |
| State Low            | 4.00 per 1,000 county population were arrested for vandalism   |
| County point         | 14.24 per 1,000 county population were arrested for vandalism  |
| County Rank          | 19                                                             |

|                      |                                                                                                                                     |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Risk Factor</b>   | Extreme Economic and Social Deprivation                                                                                             |
| <b>Indicator</b>     | <b>Families/Households below the Poverty Level</b>                                                                                  |
| <b>Definition</b>    | Families with incomes below the federal poverty threshold level.                                                                    |
| <b>Unit Measured</b> | Reported as a percentage of all families/households.                                                                                |
| <b>Source</b>        | US Census of Population and Housing - Population: Poverty Status; Reported by Oregon Housing & Community Services Department - 1990 |
| <b>Data Range</b>    |                                                                                                                                     |
| State High           | 21.5% of the household's in the county are below the federal poverty level.                                                         |
| State Low            | 6.1% of the household's in the county are below the federal poverty level.                                                          |
| County point         | 12.4% of the household's in the county are below the federal poverty level.                                                         |
| County Rank          | 11                                                                                                                                  |

|                      |                                                                                   |
|----------------------|-----------------------------------------------------------------------------------|
| <b>Risk Factor</b>   | Extreme Economic and Social Deprivation                                           |
| <b>Indicator</b>     | <b>Unemployment</b>                                                               |
| <b>Definition</b>    | Labor force not employed, reported on an average annual basis                     |
| <b>Unit Measured</b> | Reported as a percentage of the total work force                                  |
| <b>Source</b>        | Workforce Analysis; Reported by the Employment Department, State of Oregon - 1993 |
| <b>Data Range</b>    |                                                                                   |
| State High           | 13.5% of the county's workforce is unemployed.                                    |
| State Low            | 3.7% of the county's workforce is unemployed                                      |
| County point         | 6.0% of the county's workforce is unemployed                                      |
| County Rank          | 3                                                                                 |

|                      |                                                     |
|----------------------|-----------------------------------------------------|
| <b>Risk Factor</b>   | Extreme Economic and Social Deprivation             |
| <b>Indicator</b>     | <b>Food Stamp Recipients</b>                        |
| <b>Definition</b>    | The average monthly number of food stamp recipients |
| <b>Unit Measured</b> | Reported as a rate per 1,000 population.            |
| <b>Source</b>        | Adult and Family Services - January, 1994           |
| <b>Data Range</b>    |                                                     |
| State High           | 177.9 recipients per 1,000 population               |
| State Low            | 40.9 recipients per 1,000 population                |
| County point         | 106.7 recipients per 1,000 population               |
| County Rank          | 20                                                  |

# Family Domain

- Family History of High Risk Behavior
- Family Management Problems
- Family Conflict
- Parental Attitudes and Involvement in Crime and Drugs

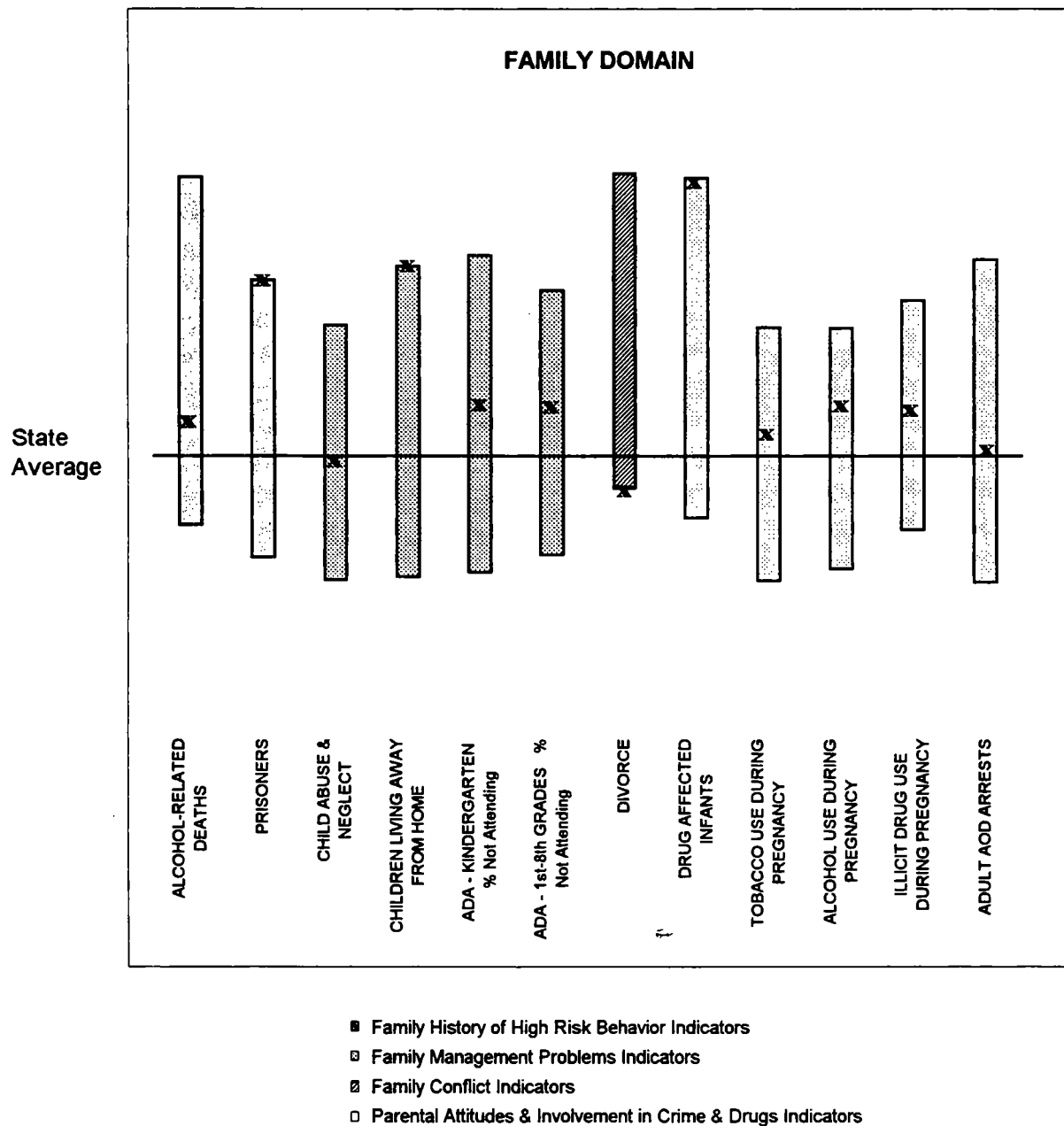
# MULTNOMAH

## FAMILY DOMAIN

| <u>County Rank</u> | <u>Indicators</u>                  | <u>County SD</u> | <u>State Hi SD</u> | <u>State Low SD</u> |
|--------------------|------------------------------------|------------------|--------------------|---------------------|
| 28                 | ALCOHOL-RELATED DEATHS             | 0.51             | 4.09               | -1.02               |
| 36                 | PRISONERS                          | 2.58             | 2.58               | -1.50               |
| 20                 | CHILD ABUSE & NEGLECT              | 0.04             | 1.92               | -1.84               |
| 36                 | CHILDREN LIVING AWAY FM HOME       | 2.78             | 2.78               | -1.80               |
| 27                 | ADA - KINDERGARTEN-% Not Attending | 0.65             | 2.94               | -1.73               |
| 27                 | ADA - 1-8TH GRADES-% Not Attending | 0.73             | 2.44               | -1.46               |
| 5                  | DIVORCE                            | -0.43            | 4.14               | -0.48               |
| 36                 | DRUG AFFECTED BIRTHS               | 4.07             | 4.07               | -0.91               |
| 21                 | TOBACCO USE DURING PREGNANCY       | 0.32             | 1.89               | -1.86               |
| 27                 | ALCOHOL USE DURING PREGNANCY       | 0.81             | 1.88               | -1.69               |
| 26                 | ILLCIT DRUG USE DURING PREGNANCY   | 0.79             | 2.28               | -1.09               |
| 22                 | ADULT AOD ARRESTS                  | 0.08             | 2.88               | -1.89               |

25.92

## MULTNOMAH



- ✓ Multnomah County ranks above the state's average in 11 of the 12 Family Domain indicators.
- ✓ Multnomah County set the high range for Prisoners, Children Living Away From Home and Drug Affected Infants.
- ✓ The high ranking indicators include: Alcohol-Related Liver Disease Deaths (28); Average Daily Attendance for Kindergarten and students in Grades 1-8, and Alcohol Use During Pregnancy all 3 ranking 27.



# MULTNOMAH COUNTY

|                      |                                                                                                                                                                                                                                             |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Risk Factor</b>   | Family History of High Risk Behavior                                                                                                                                                                                                        |
| <b>Indicator</b>     | <b>Chronic Liver Disease and Cirrhosis Deaths not necessarily alcohol-related</b>                                                                                                                                                           |
| <b>Definition</b>    | Deaths attributed to liver disease and cirrhosis. Specific diagnosis include; alcoholism, alcoholic cirrhosis and alcoholic psychosis, alcoholic gastritis, alcoholic polyneuropathy, alcoholic cardiomyopathy and alcoholic liver disease. |
| <b>Unit Measured</b> | Reported as the rate of attributable deaths per 100,000 county/state population.                                                                                                                                                            |
| <b>Source</b>        | <i>Vital Statistics County Data; Reported Oregon Health Division - 1992</i>                                                                                                                                                                 |
| <b>Data Range</b>    |                                                                                                                                                                                                                                             |
| State High           | 6,060.61 deaths per 100,000 county population                                                                                                                                                                                               |
| State Low            | 0                                                                                                                                                                                                                                           |
| County point         | 1,817.55 deaths per 100,000 county population                                                                                                                                                                                               |
| County Rank          | 28                                                                                                                                                                                                                                          |

|                      |                                                                                                     |
|----------------------|-----------------------------------------------------------------------------------------------------|
| <b>Risk Factor</b>   | Family History of High Risk Behavior                                                                |
| <b>Indicator</b>     | <b>Prisoners in State, Federal and Local Corrections Systems</b>                                    |
| <b>Definition</b>    | Admissions to state and federal prisons for a new offense and/or revocation of probation or parole. |
| <b>Unit Measured</b> | Reported as the rate of admissions per 1,000 population                                             |
| <b>Source</b>        | Department of Corrections, State of Oregon - 1992                                                   |
| <b>Data Range</b>    |                                                                                                     |
| State High           | .346 prison admissions per 1,000 population                                                         |
| State Low            | 0                                                                                                   |
| County point         | .346 prison admissions per 1,000 population                                                         |
| County Rank          | 36                                                                                                  |

|                      |                                                                             |
|----------------------|-----------------------------------------------------------------------------|
| <b>Risk Factor</b>   | Family Management Problems                                                  |
| <b>Indicator</b>     | <b>Child Abuse and Neglect Cases</b>                                        |
| <b>Definition</b>    | Children reported for maltreatment to the Child Protective Services System. |
| <b>Unit Measured</b> | Reported as the rate of reports per 1,000 children 0-17 years of age        |
| <b>Source</b>        | Children's Services Division - 1993                                         |
| <b>Data Range</b>    |                                                                             |
| State High           | 22.4 per 1,000 children 10 - 17 years                                       |
| State Low            | 4.2 per 1,000 children 10 - 17 years                                        |
| County point         | 13.3 per 1,000 children 10 - 17 years                                       |
| County Rank          | 20                                                                          |

|                      |                                                                                                                                                                                                                                     |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Risk Factor</b>   | Family Management Problems                                                                                                                                                                                                          |
| <b>Indicator</b>     | <b>Children Living Away from Parents</b>                                                                                                                                                                                            |
| <b>Definition</b>    | Children (0-17) living in home and institutions other than with one or both parents or guardians, including Family Foster Care, Relative Home, Family Shelter, Group Home, Residential Treatment, Professional Shelter and Hospital |
| <b>Unit Measured</b> | Reported as the average daily rate per 1,000 children 0-17 in foster care within the county, not necessarily residents of the same county                                                                                           |
| <b>Source</b>        | Children's Services Division - 1993                                                                                                                                                                                                 |
| <b>Data Range</b>    |                                                                                                                                                                                                                                     |
| State High           | 15.74 per 1,000 children 0-17 are in foster care                                                                                                                                                                                    |
| State Low            | 0.54 per 1,000 children 0-17 are in foster care                                                                                                                                                                                     |
| County point         | 15.74 per 1,000 children 0-17 are in foster care                                                                                                                                                                                    |
| County Rank          | 36                                                                                                                                                                                                                                  |

# MULTNOMAH COUNTY

|                      |                                                                                                                                                       |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Risk Factor</b>   | Family Management Problems                                                                                                                            |
| <b>Indicator</b>     | Average Daily Attendance - Kindergarten                                                                                                               |
| <b>Definition</b>    | Total days present divided by total days membership for children in Kindergarten.                                                                     |
| <b>Unit Measured</b> | Percentage attended days divided by the total possible attendance days<br>Reported as the percentage of children not attending on average daily basis |
| <b>Source</b>        | Oregon Department of Education - 1993/94 School Year                                                                                                  |
| <b>Data Range</b>    |                                                                                                                                                       |
| State High           | 11.45%                                                                                                                                                |
| State Low            | 5.61%                                                                                                                                                 |
| County point         | 8.59%                                                                                                                                                 |
| County Rank          | 27                                                                                                                                                    |

|                      |                                                                                                                   |
|----------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>Risk Factor</b>   | Family Management Problems                                                                                        |
| <b>Indicator</b>     | Average Daily Attendance - Grades 1-8                                                                             |
| <b>Definition</b>    | Total days present divided by total days membership for children in grades 1-8                                    |
| <b>Unit Measured</b> | Percentage attended days divided by the total possible attendance days<br>Reported as the percentage of absences. |
| <b>Source</b>        | Oregon Department of Education - 1993/94 School Year                                                              |
| <b>Data Range</b>    |                                                                                                                   |
| State High           | 7.92%                                                                                                             |
| State Low            | 5.29%                                                                                                             |
| County point         | 6.77%                                                                                                             |
| County Rank          | 27                                                                                                                |

|                      |                                                           |
|----------------------|-----------------------------------------------------------|
| <b>Risk Factor</b>   | Family Conflict                                           |
| <b>Indicator</b>     | Divorce                                                   |
| <b>Definition</b>    | The number of marriage dissolution, including annulments. |
| <b>Unit Measured</b> | The rate of divorce per 1,000 county/state population.    |
| <b>Source</b>        | Oregon Vital Statistics Report - 1992                     |
| <b>Data Range</b>    |                                                           |
| State High           | 100.59 marriage dissolution per 1,000 county population   |
| State Low            | 2.7 marriage dissolution per 1,000 county population      |
| County point         | 3.64 marriage dissolution per 1,000 county population     |
| County Rank          | 5                                                         |

|                      |                                                                           |
|----------------------|---------------------------------------------------------------------------|
| <b>Risk Factor</b>   | Parental Attitudes and Involvement in Crime and Drugs                     |
| <b>Indicator</b>     | Drug Affected Babies                                                      |
| <b>Definition</b>    | Babies born affected by drugs                                             |
| <b>Unit Measured</b> | Reported as the rate of drug-affected births for every 1,000 live births. |
| <b>Source</b>        | Children's Services Division - 1993                                       |
| <b>Data Range</b>    |                                                                           |
| State High           | 17.5 drug affected infants per 1,000 live births                          |
| State Low            | 0                                                                         |
| County point         | 17.5 drug affected infants per 1,000 live births                          |
| County Rank          | 36                                                                        |

# MULTNOMAH COUNTY

|                      |                                                                                                                          |
|----------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>Risk Factor</b>   | Parental Attitudes and Involvement in Crime and Drugs                                                                    |
| <b>Indicator</b>     | <b>Drug Use During Pregnancy - Tobacco</b>                                                                               |
| <b>Definition</b>    | The number of pregnant women reported having used tobacco during their pregnancy on the birth certificate questionnaire. |
| <b>Unit Measured</b> | Reported as the percentage of irths whose mothers used tobacco divided by the total live births                          |
| <b>Source</b>        | <i>Oregon Vital Statistics Report; Oregon Health Division - 1992</i>                                                     |
| <b>Data Range</b>    |                                                                                                                          |
| State High           | 32.31% pregnant women reported having used during their pregnancy                                                        |
| State Low            | 10.53% pregnant women reported having used during their pregnancy                                                        |
| County point         | 23.21% pregnant women reported having used during their pregnancy                                                        |
| County Rank          | 21                                                                                                                       |

|                      |                                                                                                                          |
|----------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>Risk Factor</b>   | Parental Attitudes and Involvement in Crime and Drugs                                                                    |
| <b>Indicator</b>     | <b>Drug Use During Pregnancy - Alcohol</b>                                                                               |
| <b>Definition</b>    | The number of pregnant women reported having used alcohol during their pregnancy on the birth certificate questionnaire. |
| <b>Unit Measured</b> | Reported as the percentage of births whose mothers used alcohol divided by the total live births                         |
| <b>Source</b>        | <i>Oregon Vital Statistics Report; Oregon Health Division - 1992</i>                                                     |
| <b>Data Range</b>    |                                                                                                                          |
| State High           | 6.77% pregnant women reported having used during their pregnancy                                                         |
| State Low            | 0                                                                                                                        |
| County point         | 4.74% pregnant women reported having used during their pregnancy                                                         |
| County Rank          | 27                                                                                                                       |

|                      |                                                                                                                                |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------|
| <b>Risk Factor</b>   | Parental Attitudes and Involvement in Crime and Drugs                                                                          |
| <b>Indicator</b>     | <b>Drug Use During Pregnancy - Illicit Drugs</b>                                                                               |
| <b>Definition</b>    | The number of pregnant women reported having used illicit drugs during their pregnancy on the birth certificate questionnaire. |
| <b>Unit Measured</b> | Reported as the percentage of births whose mothers used illicit drugs divided by total live births                             |
| <b>Source</b>        | <i>Oregon Vital Statistics Report; Oregon Health Division - 1992</i>                                                           |
| <b>Data Range</b>    |                                                                                                                                |
| State High           | 1.61% pregnant women reported having used during their pregnancy                                                               |
| State Low            | 0                                                                                                                              |
| County point         | 0.9% pregnant women reported having used during their pregnancy                                                                |
| County Rank          | 26                                                                                                                             |

|                      |                                                                                                                                           |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Risk Factor</b>   | Parental Attitudes and Involvement in Crime and Drugs                                                                                     |
| <b>Indicator</b>     | <b>Adult Arrests for Alcohol and Other Drug Violations</b>                                                                                |
| <b>Definition</b>    | Arrests made for all alcohol and other drug violations including; DUII, and the manufacturing, sales, and/or possession of illegal drugs. |
| <b>Unit Measured</b> | Reported as the rate of arrests per 1,000 adults age 18 and older                                                                         |
| <b>Source</b>        | <i>Report of Criminal Offenses and Arrests - 1993</i>                                                                                     |
| <b>Data Range</b>    |                                                                                                                                           |
| State High           | 42.92 arrests per 1,000 county population 18 and older                                                                                    |
| State Low            | 6.05 arrests per 1,000 county population 18 and older                                                                                     |
| County point         | 21.23 arrests per 1,000 county population 18 and older                                                                                    |
| County Rank          | 22                                                                                                                                        |

# School Domain

- Academic Failure
- Lack of Commitment to School
- Early and Persistent Anti-Social Behavior

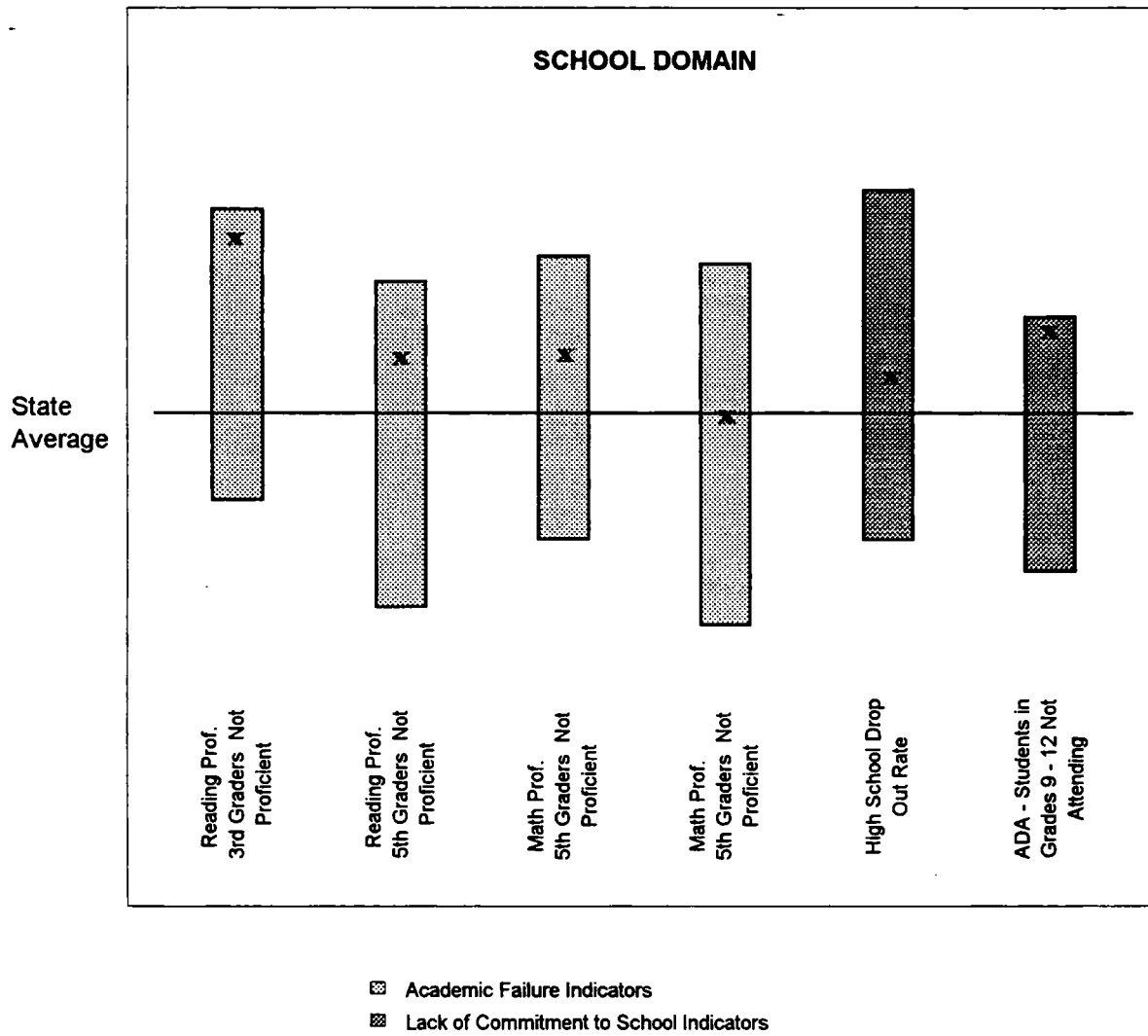
MULTNOMAH

SCHOOL DOMAIN

| <u>COUNTY RANK</u> | <u>INDICATOR</u>                            | <u>COUNTY</u> | <u>HIGH SD</u> | <u>LOW SD</u> |
|--------------------|---------------------------------------------|---------------|----------------|---------------|
| 35                 | READING PROFICIENCY - 3RD GRADERS NOT PROF. | 2.50          | 3.01           | -1.29         |
| 30                 | READING PROFICIENCY - 5TH GRADERS NOT PROF. | 0.83          | 1.95           | -2.87         |
| 29                 | MATH PROFICIENCY - 3RD GRADERS NOT PROF.    | 0.91          | 2.31           | -1.87         |
| 17                 | MATH PROFICIENCY - 5TH GRADERS NOT PROF.    | -0.11         | 2.20           | -3.14         |
| 29                 | HIGH SCHOOL DROP OUT RATE                   | 0.59          | 3.28           | -1.88         |
| 34                 | ADA - 9-12TH GRADERS NOT ATTENDING CLASS    | 1.23          | 1.42           | -2.34         |

29.00

## MULTNOMAH



- ✓ Multnomah County ranks above the state's average in 5 of the 6 School Domain indicators.
- ✓ The high ranking indicators are Reading Proficiency for 3rd Graders (35), Reading Proficiency for 5th Graders (30) and High School Drop Out Rate (34).

# MULTNOMAH COUNTY

|                      |                                                                                                       |
|----------------------|-------------------------------------------------------------------------------------------------------|
| <b>Risk Factor</b>   | <b>Academic Failure</b>                                                                               |
| <b>Indicator</b>     | <b>Reading Proficiency - 3rd Grade</b>                                                                |
| <b>Definition</b>    | Average scores on the National Assessment of Education Progress Tests by grade.                       |
| <b>Unit Measured</b> | Reported as percentage of children by grade who did not achieve basic proficiency of the total tested |
| <b>Source</b>        | <i>Oregon Report Card</i> ,Reported by Oregon Department of Education - 1993                          |
| <b>Data Range</b>    |                                                                                                       |
| <b>State High</b>    | 22% of the third graders did not achieve basic proficiency levels.                                    |
| <b>State Low</b>     | 5% of the third graders did not achieve basic proficiency levels.                                     |
| <b>County point</b>  | 20% of the third graders did not achieve basic proficiency levels.                                    |
| <b>County Rank</b>   | 35                                                                                                    |

|                      |                                                                                                           |
|----------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Risk Factor</b>   | <b>Academic Failure</b>                                                                                   |
| <b>Indicator</b>     | <b>Reading Proficiency - 5th Grade</b>                                                                    |
| <b>Definition</b>    | Average scores on the National Assessment of Education Progress Tests by grade.                           |
| <b>Unit Measured</b> | Reported as the percentage of children by grade who did not achieve basic proficiency of the total tested |
| <b>Source</b>        | <i>Oregon Report Card</i> ,Reported by Oregon Department of Education - 1993                              |
| <b>Data Range</b>    |                                                                                                           |
| <b>State High</b>    | 26% of the fifth graders did not achieve basic proficiency levels                                         |
| <b>State Low</b>     | 0% of the fifth graders did not achieve basic proficiency levels                                          |
| <b>County point</b>  | 20% of the fifth graders did not achieve basic proficiency levels                                         |
| <b>County Rank</b>   | 30                                                                                                        |

|                      |                                                                                                           |
|----------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Risk Factor</b>   | <b>Academic Failure</b>                                                                                   |
| <b>Indicator</b>     | <b>Math Proficiency - 3rd Grade</b>                                                                       |
| <b>Definition</b>    | Average scores on the National Assessment of Education Progress Tests by grade.                           |
| <b>Unit Measured</b> | Reported as the percentage of children by grade who did not achieve basic proficiency of the total tested |
| <b>Source</b>        | <i>Oregon Report Card</i> ,Reported by Oregon Department of Education - 1993                              |
| <b>Data Range</b>    |                                                                                                           |
| <b>State High</b>    | 28% of the third graders did not achieve basic proficiency levels.                                        |
| <b>State Low</b>     | 4% of the third graders did not achieve basic proficiency levels.                                         |
| <b>County point</b>  | 20% of the third graders did not achieve basic proficiency levels.                                        |
| <b>County Rank</b>   | 29                                                                                                        |

|                      |                                                                                                           |
|----------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Risk Factor</b>   | <b>Academic Failure</b>                                                                                   |
| <b>Indicator</b>     | <b>Math Proficiency - 5th Grade</b>                                                                       |
| <b>Definition</b>    | Average scores on the National Assessment of Education Progress Tests by grade.                           |
| <b>Unit Measured</b> | Reported as the percentage of children by grade who did not achieve basic proficiency of the total tested |
| <b>Source</b>        | <i>Oregon Report Card</i> ,Reported by Oregon Department of Education - 1993                              |
| <b>Data Range</b>    |                                                                                                           |
| <b>State High</b>    | 37% of the fifth graders did not achieve basic proficiency levels                                         |
| <b>State Low</b>     | 0% of the fifth graders did not achieve basic proficiency levels                                          |
| <b>County point</b>  | 21% of the fifth graders did not achieve basic proficiency levels                                         |
| <b>County Rank</b>   | 17                                                                                                        |

# MULTNOMAH COUNTY

|                      |                                                                                                                                                                                                                                                                         |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Risk Factor</b>   | <b>Lack of Commitment to School</b>                                                                                                                                                                                                                                     |
| <b>Indicator</b>     | <b>High School Dropouts</b>                                                                                                                                                                                                                                             |
| <b>Definition</b>    | Student who drop out of high school in a single year without completing high school. A dropout is defined as a student who leaves school for any reason, except death, before graduation or completion of a program of studies and does not transfer to another school. |
| <b>Unit Measured</b> | Reported as the percentage of students who drop out divided by the student enrollment.                                                                                                                                                                                  |
| <b>Source</b>        | <i>Dropout Rates in Oregon High Schools - 1992-1993</i>                                                                                                                                                                                                                 |
| <b>Data Range</b>    |                                                                                                                                                                                                                                                                         |
| <b>State High</b>    | 13.36% of the total 9-12th graders dropped out of school                                                                                                                                                                                                                |
| <b>State Low</b>     | 0                                                                                                                                                                                                                                                                       |
| <b>County point</b>  | 6.40% of the total 9-12th graders dropped out of school                                                                                                                                                                                                                 |
| <b>County Rank</b>   | 29                                                                                                                                                                                                                                                                      |

|                      |                                                                                                                                              |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Risk Factor</b>   | <b>Lack of Commitment to School</b>                                                                                                          |
| <b>Indicator</b>     | <b>Average Daily Attendance - 9-12th grades</b>                                                                                              |
| <b>Definition</b>    | Total days present divided by total days membership for students in grades 9-12                                                              |
| <b>Unit Measured</b> | Percentage attended days divided by the total possible attendance days<br>Reported as the percentage of days not attended by 9-12th graders. |
| <b>Source</b>        | Oregon Department of Education - 1993/94 School Year                                                                                         |
| <b>Data Range</b>    |                                                                                                                                              |
| <b>State High</b>    | 10.78% Percentage of 9-12 grade student days not attended                                                                                    |
| <b>State Low</b>     | 3.66% Percentage of 9-12 grade student days not attended                                                                                     |
| <b>County point</b>  | 10.41% Percentage of 9-12 grade student days not attended                                                                                    |
| <b>County Rank</b>   | 34                                                                                                                                           |



# Individual/Peer Domain

- Friends Who Engage in the Problem Behavior
- Alienation, Rebelliousness and Lack of Social Bonding
- Favorable Attitudes Toward the Problem Behavior
- Early Initiation of the Problem Behavior

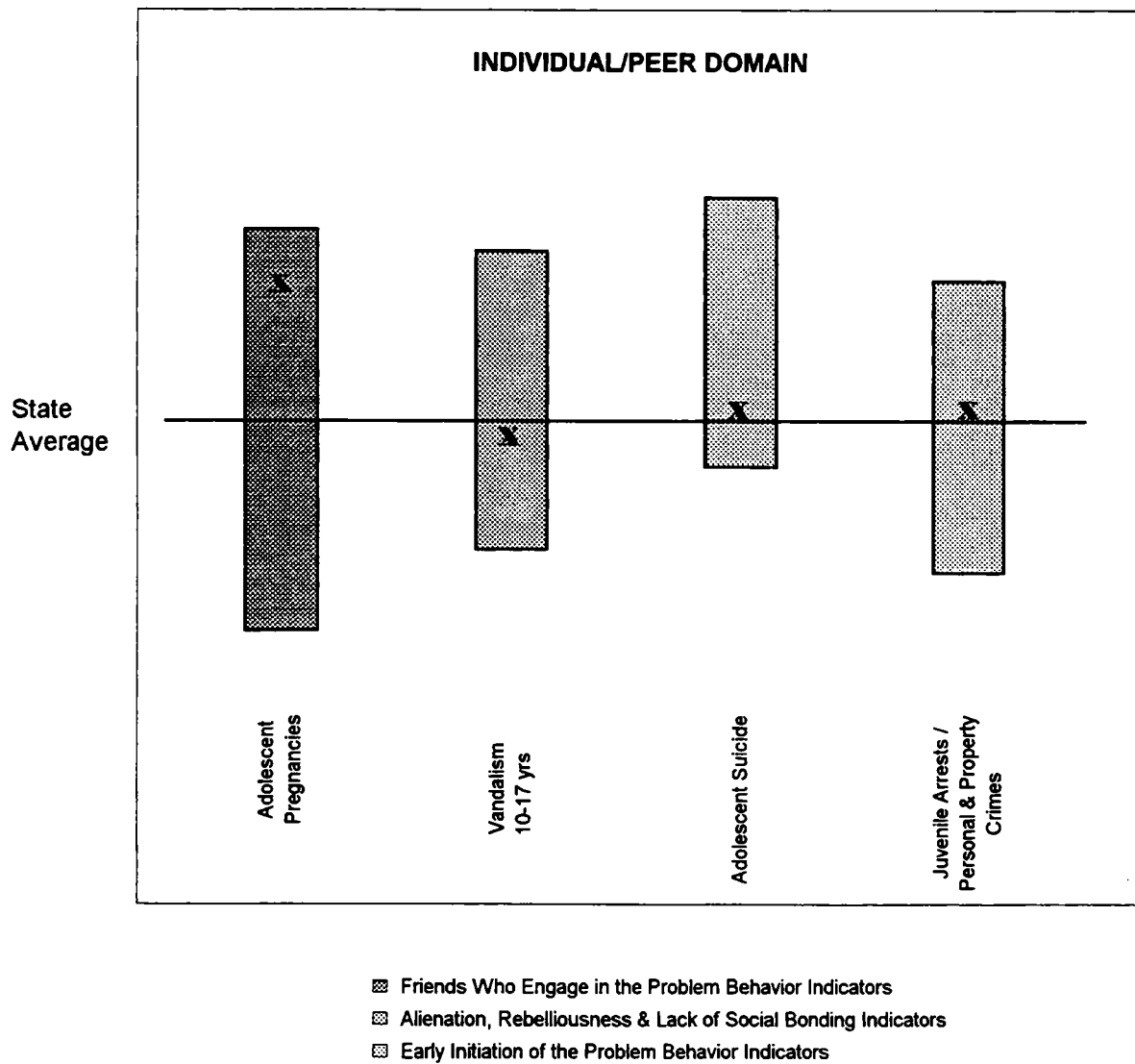
MULTNOMAH

INDIVIDUAL/PEER DOMAIN

| <u>COUNTY RANK</u> | <u>INDICATORS</u>                   | <u>COUNTY SD</u> | <u>STATE HI</u> | <u>STATE LOW</u> |
|--------------------|-------------------------------------|------------------|-----------------|------------------|
| 35                 | ADOLESCENT PREGNANCIES              | 1.51             | 2.71            | -3.01            |
| 15                 | VANDALISM - 10-17 YEAR OLDS         | -0.25            | 2.40            | -1.84            |
| 28                 | ADOLESCENT SUICIDE                  | 0.18             | 3.16            | -0.65            |
| 20                 | JUVENILE ARRESTS/PERSONS & PROPERTY | 0.19             | 1.98            | -2.18            |

24.50

## MULTNOMAH



- ✓ Multnomah County is above the state's average in 3 of the 4 Individual/Peer Domain indicators.
- ✓ Multnomah County ranks 35 for Adolescent Pregnancies and 28 for Adolescent Suicides.

# MULTNOMAH COUNTY

|                      |                                                                         |
|----------------------|-------------------------------------------------------------------------|
| <b>Risk Factor</b>   | <b>Friends Who Engage in the Problem Behavior</b>                       |
| <b>Indicator</b>     | <b>Adolescent Pregnancies</b>                                           |
| <b>Definition</b>    | <b>Reported pregnancies for adolescent females 17 years and younger</b> |
| <b>Unit Measured</b> | <b>Reported as the rate per 1,000 females age 10 - 17</b>               |
| <b>Source</b>        | <b>Oregon Vital Statistics Report; Oregon Health Division - 1992</b>    |
| <b>Data Range</b>    |                                                                         |
| State High           | 67.12 per 1,000 adolescent females                                      |
| State Low            | 0                                                                       |
| County point         | 53.02 per 1,000 adolescent females                                      |
| County Rank          | 35                                                                      |

|                      |                                                                                                                                                                  |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Risk Factor</b>   | <b>Alienation, Rebelliousness and Lack of Social Bonding</b>                                                                                                     |
| <b>Indicator</b>     | <b>Adolescent Vandalism Arrests</b>                                                                                                                              |
| <b>Definition</b>    | <b>Juvenile (10-17 years) arrests for destruction of property including residence, non-residence, vehicle, venerated objects, police cars, or other property</b> |
| <b>Unit Measured</b> | <b>Rate of arrests per 1,000 youth age 10-17 years</b>                                                                                                           |
| <b>Source</b>        | <b>Report of Criminal Offenses and Arrests - 1993</b>                                                                                                            |
| <b>Data Range</b>    |                                                                                                                                                                  |
| State High           | 18.695 per 1,000 youth age 10-17 are arrested for vandalism                                                                                                      |
| State Low            | 0                                                                                                                                                                |
| County point         | 7.018 per 1,000 youth age 10-17 are arrested for vandalism                                                                                                       |
| County Rank          | 15                                                                                                                                                               |

|                      |                                                                       |
|----------------------|-----------------------------------------------------------------------|
| <b>Risk Factor</b>   | <b>Alienation, Rebelliousness and Lack of Social Bonding</b>          |
| <b>Indicator</b>     | <b>Adolescent Suicide</b>                                             |
| <b>Definition</b>    | <b>Successful suicides for youth 15 - 24 years of age</b>             |
| <b>Unit Measured</b> | <b>Reported the rate of suicides per 100,000 youth 15-24 years</b>    |
| <b>Source</b>        | <b>Progress Board - 1992</b>                                          |
| <b>Data Range</b>    |                                                                       |
| State High           | 119.62 per 100,000 youth age 15-24 years committed suicide            |
| State Low            | 0                                                                     |
| County point         | 26.17 per 100,000 per 100,000 youth age 15-24 years committed suicide |
| County Rank          | 28                                                                    |

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Risk Factor</b>   | <b>Early Initiation of the Problem Behavior</b>                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Indicator</b>     | <b>Juvenile Arrests for Crimes against Person and Crimes against Property</b>                                                                                                                                                                                                                                                                                                                                       |
| <b>Definition</b>    | <b>Adolescents (age 10-14) arrested for personal and property crimes. Personal crimes include all classifications of "crimes against persons", including homicide, murder, sex crimes, kidnapping, robbery and assault. Property crimes include all classifications of "crimes against property", including burglary, larceny, theft, arson, forgery, counterfeiting, fraud, embezzlement, and stolen property.</b> |
| <b>Unit Measured</b> | <b>Reported as the rate of arrests per 1,000 adolescents (10-14 years)</b>                                                                                                                                                                                                                                                                                                                                          |
| <b>Source</b>        | <b>Report of Criminal Offenses and Arrests - 1993</b>                                                                                                                                                                                                                                                                                                                                                               |
| <b>Data Range</b>    |                                                                                                                                                                                                                                                                                                                                                                                                                     |
| State High           | 84.70 youth age 10-14 years per 1,000 county residents (10-14)                                                                                                                                                                                                                                                                                                                                                      |
| State Low            | 0                                                                                                                                                                                                                                                                                                                                                                                                                   |
| County point         | 48.15 youth age 10-14 years per 1,000 county residents (10-14)                                                                                                                                                                                                                                                                                                                                                      |
| County Rank          | 20                                                                                                                                                                                                                                                                                                                                                                                                                  |

# Risk/Protective Factors

Oregon Indicators

# Community Domain

## AVAILABILITY

|                                                                                                                                                                 |                                  |                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------------------------|
| Trends Perceived<br>Marijuana, 8th and 11th graders<br>Alcohol 8th and 11th graders<br>Cocaine Powder, 8th and 11th graders<br>Cigarettes, 8th and 11th graders | <i>Oregon Student Use Survey</i> | Region                 |
| Sales Distilled Spirits                                                                                                                                         | OLCC                             | County    Liquor Store |
| <b>Alcohol Consumption Per Capita</b>                                                                                                                           | <b>OLCC    DROP</b>              | <b>State</b>           |
| Alcohol Sales Outlets                                                                                                                                           | OLCC                             | County    City         |
| Tobacco Taxes Collected                                                                                                                                         | Department of Revenue            | State                  |
| Tobacco Distributors                                                                                                                                            | Department of Revenue/OLCC       | County    City         |

## COMMUNITY LAWS AND NORMS FAVORABLE

|                                                                                    |                                                              |                        |
|------------------------------------------------------------------------------------|--------------------------------------------------------------|------------------------|
| Juvenile Arrests for Drug Law Violations                                           | Law Enforcement Data System                                  | County    Police Dept. |
| Juvenile Arrests Alcohol Violation (MIPS/DUII)                                     | Law Enforcement Data System                                  | County    Police Dept. |
| Juvenile Arrests for Violent & Property Crimes                                     | Law Enforcement Data System                                  | County    Police Dept. |
| Juvenile Arrests-Curfew, Vandalism, Disorderly                                     | Law Enforcement Data System                                  | County    Police Dept. |
| Juvenile Conviction Rate / Juvenile Sentencing Practice<br>Loss of License for MIP | DUII Control Systems<br>Performance Measures for OR Counties | County                 |
| Adult Arrests DUII                                                                 | Law Enforcement Data System                                  | County    Police Dept. |
| Adult Disposition for DUII Arrests<br>Type & Length of Sentence                    | DUII Control Systems<br>Performance Measures for OR Counties | County    Police Dept. |
| <b>Average Length of Prison Sentence</b>                                           | <b>Data Source Not Identified</b>                            |                        |
| Quantities of Drug Seized                                                          | US Department of Justice                                     | County                 |
| AOD Enforcement Agents                                                             | OLCC                                                         | County / Office        |
| State Laws/local statutes on BAC levels                                            | OLCC                                                         | State                  |

## Community Domain cont.

### TRANSITIONS AND MOBILITY

|                                        |                            |               |
|----------------------------------------|----------------------------|---------------|
| Existing Home Sales                    | Data Source Not Identified |               |
| Rental Unit Turnover                   | DROP                       | County        |
| Student Movement IN/OUT of school      | Not available              | County School |
| Households in Rental Properties        | 1990 Census                |               |
| New Home Construction/Building Permits | PSU Population Center      | County City   |
| Seasonal Labor Population              | Employment Department DROP | County City   |
| Net Migration                          | Population Estimates       | County        |

### LOW NEIGHBORHOOD ATTACHMENT & COMMUNITY DISORGANIZATION

|                                 |                             |                     |
|---------------------------------|-----------------------------|---------------------|
| Population Voting in election   | Elections Division          | County              |
| Population Registered to vote   | Elections Division          | County              |
| Homeowner / Rental Vacancy Rate | 1990 Census                 | County              |
| Homicides                       | Law Enforcement Data System | County Police Dept. |

### EXTREME ECONOMIC DEPRIVATION

|                                                                                                                                    |                                                                  |               |
|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------|
| People below poverty level/ % by Race<br>Children below poverty level/ % by race<br>Families living below poverty level/ % by race | Adult Family Services - numbers<br>1990 Census - numbers by race | County        |
| Unemployment rates                                                                                                                 | Employment Department                                            | County        |
| Exhausted Unemployment Benefits                                                                                                    | Employment Department                                            | County        |
| Free and Reduced Lunch Program                                                                                                     | OR Department of Education                                       | County School |
| Aid for Families with Dependent Children                                                                                           | Adult Family Services                                            | County        |
| Food Stamp Recipients                                                                                                              | Adult Family Services                                            | County        |
| Homeless Information                                                                                                               | incomplete data                                                  | County        |
| Annual Average Per Capita Income                                                                                                   | Employment Department                                            | County        |
| Female Family Householder                                                                                                          | 1990 Census                                                      | County        |
| Immunization Rates                                                                                                                 | Oregon Health Division                                           | County        |
| Low Birth Weight                                                                                                                   | Oregon Health Division                                           | County        |

# Family Domain

## FAMILY HISTORY OF HIGH RISK BEHAVIOR

|                                            |                           |        |
|--------------------------------------------|---------------------------|--------|
| Adults in Treatment                        | State A&D Agency          | County |
| Liver Disease and Cirrhosis Deaths         | Oregon Health Division    | County |
| Prisoners in System- State, Federal, Local | Department of Corrections | County |
| Parents Educational Attainment             | 1990 Census               | County |
| Adult Illiteracy                           | Oregon Progress Board     | Region |

## FAMILY MANAGEMENT PROBLEMS

|                                   |                              |             |        |
|-----------------------------------|------------------------------|-------------|--------|
| Child Abuse and Neglect Cases     | Children's Services Division | County Code | Zip    |
| Children Living Away From Parents | Children's Services Division | County      |        |
| Homeless Youth                    | Oregon Progress Board        | County      |        |
| K-4 Average Daily Attendance      | OR Department of Education   | County      | School |

## FAMILY CONFLICT

|                                     |                        |        |
|-------------------------------------|------------------------|--------|
| Divorce                             | Oregon Health Division | County |
| Households With Spouse Absent       | Census Report          | County |
| Domestic Violence Reports & Arrests | Oregon Progress Board  | Region |

## PARENTAL ATTITUDES & INVOLVEMENT IN CRIME & DRUGS

|                                         |                              |              |          |
|-----------------------------------------|------------------------------|--------------|----------|
| Babies born AOD Affected                | Children's Services Division | County       | Zip Code |
| Drug Use During Pregnancy               | Oregon Health Division       | County       |          |
| Adult AOD arrests                       | Law Enforcement Data System  | County Dept. | Police   |
| Adult Arrests - Violent Crimes          | Law Enforcement Data System  | County Dept. | Police   |
| Adult Arrests - Crimes against property | Law Enforcement Data System  | County Dept. | Police   |



# School Domain

## ACADEMIC FAILURE

| Alternative School Enrollment                                                                                                   | DROP | OR Department of Education | County | School |
|---------------------------------------------------------------------------------------------------------------------------------|------|----------------------------|--------|--------|
| Proficiency (by grade) 4-6 specifically<br>Reading (3rd, 5th, 8th, 11th grades)<br>Math (3rd, 5th, 8th, 11th grades)<br>Science |      | OR Department of Education | County | School |
| ACT Test Scores                                                                                                                 | DROP | Educational Testing System | County | School |
| SAT Test Scores                                                                                                                 | DROP | Educational Testing System | County | School |

## LACK OF COMMITMENT TO SCHOOL

|                                                |                            |        |        |
|------------------------------------------------|----------------------------|--------|--------|
| School Enrollment                              | OR Department of Education | County | School |
| High School Completion                         | 1990 Census                | County |        |
| Average Daily Attendance - by age and by grade | OR Department of Education | County | School |
| Students Taking College Entrance Examinations  | Data Source Not Identified |        |        |

## EARLY AND PERSISTENT ANTI-SOCIAL BEHAVIOR

|                                                                                     |                                    |        |        |
|-------------------------------------------------------------------------------------|------------------------------------|--------|--------|
| Elementary School Classes for Students w/ Behavioral Disorders                      | OR Department of Education         | County | School |
| Students Diagnosed with Attention Deficit Disorder / and other Behavioral Disorders | OR Department of Education<br>DROP | County | School |

# Individual / Peer Domain

## FRIENDS WHO ENGAGE IN THE PROBLEM BEHAVIOR

|                                                |                                   |        |
|------------------------------------------------|-----------------------------------|--------|
| Adolescents in Treatment                       | State A&D Agency                  | County |
| <b>Adolescents in Juvenile Justice Systems</b> | <b>Data Source Not Identified</b> |        |
| Reported Use by Friends                        | <i>Oregon Student Use Survey</i>  | Region |
| Adolescent Sexually Transmitted Diseases       | Oregon Health Division            | County |
| Adolescent Pregnancies                         | Oregon Health Division            | County |

## ALIENATION, REBELLIOUSNESS AND LACK OF SOCIAL BONDING

|                                            |                                   |        |
|--------------------------------------------|-----------------------------------|--------|
| Suicide by age                             | Oregon Health Division            | County |
| Attempted Suicide by age                   | Oregon Health Division            | County |
| <b>Adolescents involved in Hate Crimes</b> | <b>Data Source Not Identified</b> |        |

## FAVORABLE ATTITUDES TOWARD THE PROBLEM BEHAVIOR

|                                         |                                  |        |
|-----------------------------------------|----------------------------------|--------|
| <b>Disapproval of ATOD Use</b>          | <b>No Data Source pre 94</b>     |        |
| <b>Friends Disapproving of ATOD Use</b> | <b>No Data Source pre 94</b>     |        |
| Perceived Harmfulness of ATOD Use       | <i>Oregon Student Use Survey</i> | Region |
| Attitudes about Marijuana Laws          | <i>Oregon Student Use Survey</i> | Region |

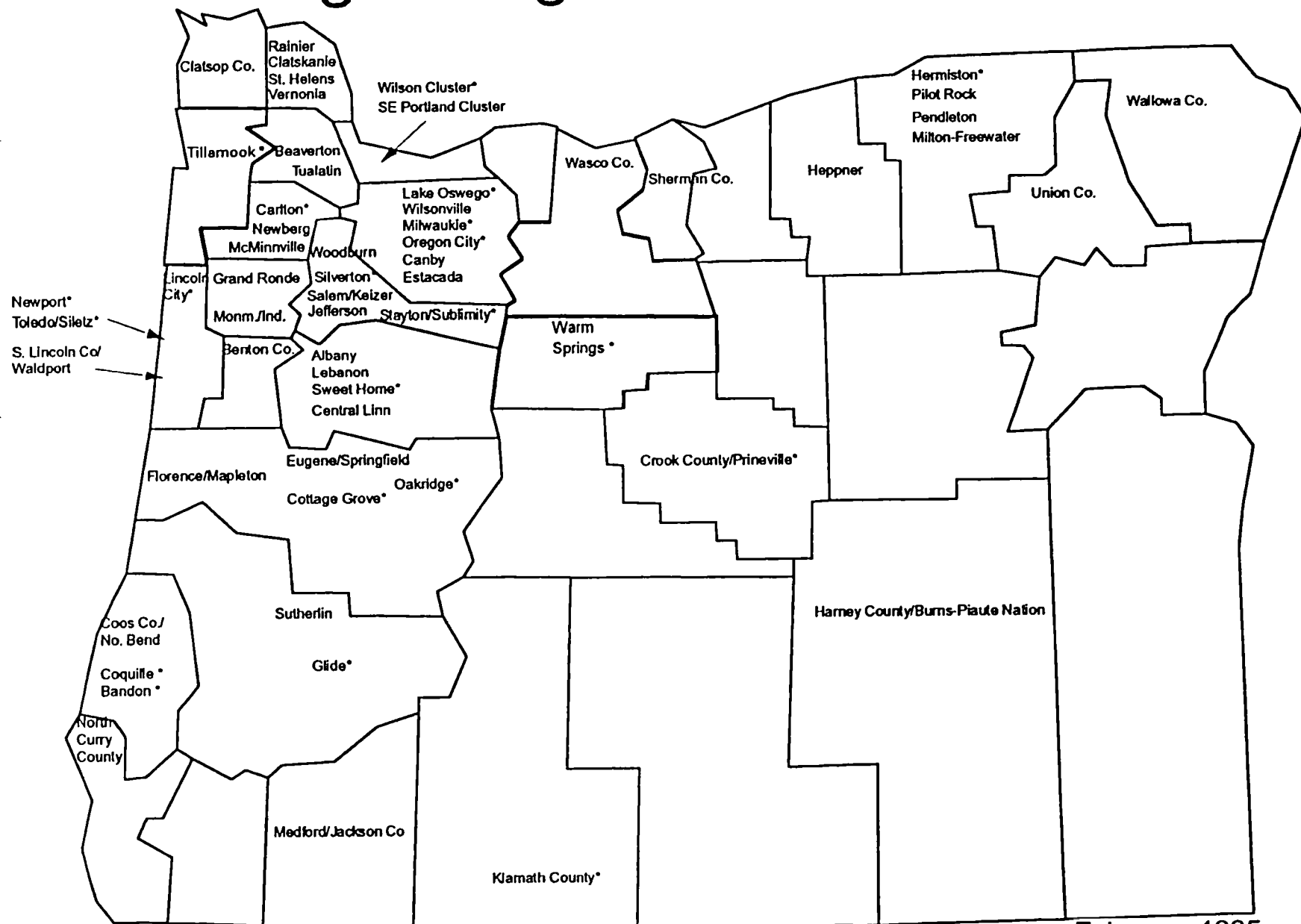
## EARLY INITIATION OF THE PROBLEM BEHAVIOR

|                                              |                                  |                          |
|----------------------------------------------|----------------------------------|--------------------------|
| Grade of First ATOD Use                      | <i>Oregon Student Use Survey</i> | Region                   |
| Drop outs prior to 9th Grade                 | OR Department of Education       | County      School       |
| Vandalism Arrests 10-14 years                | Law Enforcement Data System      | County      Police Dept. |
| AOD related Arrests 10-14 years              | Law Enforcement Data System      | County      Police Dept. |
| Juvenile Arrests Persons & Prop Crimes 10-14 | Law Enforcement Data System      | County      Police Dept. |

## OUTCOME INDICATORS

|                                                |                                        |               |
|------------------------------------------------|----------------------------------------|---------------|
| Lifetime Prevalence of AOD Use                 | <i>Oregon Student Use Survey</i>       | Region        |
| Annual Prevalence of AOD Use                   | <i>Oregon Student Use Survey</i>       | Region        |
| 30 day Prevalence of AOD Use                   | <i>Oregon Student Use Survey</i>       | Region        |
| 30 day Prevalence of daily Use                 | <i>Oregon Student Use Survey</i>       | Region        |
| Alcohol-Related Crashes, Injuries & Fatalities | DUII Control Systems                   | County        |
| <b>AOD related ER Admissions</b>               | <b>Data Source Not Identified DROP</b> |               |
| ATOD related deaths                            | Oregon Health Division                 | County        |
| <b>Teen Homicides and injuries</b>             | <b>Data Source Not Identified</b>      |               |
| % of Traffic Fatalities Related to Alcohol     | DUII Control Systems                   | County        |
| Birth Rate by Age of Mother                    | Oregon Health Division                 | County        |
| Event Dropouts                                 | OR Department of Education             | County School |
| Status Dropouts                                | Census Report                          | County        |

# Oregon Together Communities



\* New Communities

February 1995

Office of Alcohol and Drug Abuse Programs  
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***Risk/Protective Factor-Focused Prevention  
using the  
Social Development Strategy***

***An Approach to Reducing Adolescent Problem Behaviors***

Office of Alcohol and Drug Abuse Programs  
and  
Developmental Research and Programs, Inc.  
February 1995.

# COMMUNITIES THAT CARE



**Risk Focused Prevention:**  
**What Does it Mean for Community Prevention Planning?**



## LECTURE REFERENCE

### Communities That Care *A Risk-Focused Approach to Reducing Adolescent Problem Behaviors*

**A**ll across our country, adults concerned about the health and development of young people are searching for answers to the adolescent behavior problems of drug abuse, violence, delinquency, school drop-out and teen pregnancy. Although the problems have been with us for a long time, there is a renewed sense of urgency now, when we need more than ever to cultivate the best potential of young Americans.

*What has been tried?* Until recently we have responded with treatment, which attempts to change problem behaviors after they have surfaced. Unfortunately, our efforts to control problems by treating them after the fact, have been disappointing in several ways.

Dealing with adolescents once they have exhibited problem behaviors has shown only modest success. It is costly because it must be directed individually at each person with a problem, and even a large investment in treatment does nothing to break the cycle of the problems spreading to other young people through peer networks.

It is as if we were providing expensive ambulances at the bottom of a cliff to pick up the youngsters who fall off, rather than building a fence at the top to keep them from falling in the first place.

Research has shown that there are a number of *risk factors* that increase the chances of adolescent problem behaviors. Understanding these risk factors is the first step toward identifying effective means of prevention.

Equally important is the evidence that certain *protective factors* can help shield youngsters from problems. If we can reduce risks while increasing protection throughout the course of young people's development, we can prevent these problems and promote healthy, pro-social growth.

As our understanding of risk and protective factors has grown, we have searched for effective ways to address them. *Communities That Care* organizes what has been learned about prevention strategies into a comprehensive approach to preventing adolescent problems.

## What is Risk-Focused Prevention?

Risk-focused prevention is based on a simple premise: to prevent a problem from happening, we need to identify the factors that increase the risk of that problem developing and then find ways to reduce the risks in ways that enhance protective or resiliency factors.

**Risk factors are those conditions that increase the likelihood that a child will develop one or more behavior problems in adolescence.**

Dr. Hawkins, Dr. Catalano, and their colleagues have reviewed over 30 years of existing work on risk factors from various fields and have completed extensive work of their own to identify risk factors for drug abuse, violence and delinquency in multi-ethnic communities. They identified risk factors in important areas of daily life: the family, the school, the community, peer groups and within individuals themselves.

Other researchers, including Joy Dryfoos, Robert Slavin and Richard Jessor, have reviewed the literature on school drop-out and teen pregnancy and identified risk factors for these problems (Dryfoos, 1990). All five of these problems—delinquency, substance abuse, school drop-out, teen pregnancy—share common risk factors.

The more risk factors to which an individual is exposed, the greater the likelihood that the individual will

engage in problem behaviors.

What is the importance of risk factors in dealing with adolescent social problems? One clear implication is if we can reduce the risks in young people's lives or counter those risks, the chances of preventing problems associated with those risks will be greatly increased. Further, since problem behaviors share common risk factors, reducing common risk factors is likely to reduce multiple problem behaviors.

### Definitions

**Delinquency** - crimes committed by juveniles under the age of 18.

**Violence** - acts against a person that involve physical harm or the threat of physical harm.

The following is a summary of the risk factors and the problem behaviors they predict.

### Community Risk Factors

**Availability of drugs (substance abuse).** The more available drugs and alcohol are in a community, the higher the risk that drug abuse will occur in that community. Perceived availability of drugs is also associated with increased risk. In schools where children just *think* that drugs are more available, a higher rate of drug use occurs.



**Availability of firearms (delinquency, violence).** Firearm availability and firearm homicide have increased since the late 1950's. If a gun is present in the home, it is much more likely to be used against a relative or friend than an intruder or stranger. Also, when a firearm is used in a crime or assault instead of another weapon or no weapon, the outcome is much more likely to be fatal.

While a few studies report no association between firearm availability and violence, more studies show a positive relationship. Given the lethality of firearms, the increase in the likelihood of conflict escalating into homicide when guns are present, and the strong association between availability of guns and homicide rates, firearm availability is included as a risk factor.

**Community laws and norms favorable toward drug use, firearms, and crime (substance abuse, delinquency and violence).** Community norms—the attitudes and policies a community holds in relation to drug use, violence and crime—are communicated in a variety of ways: through laws and written policies, through informal social practices, and through the expectations parents and other members of the community have of young people. When laws, tax rates, and community standards are favorable toward substance abuse, violence or crime, or even when they are just unclear, young people are at higher risk.

One example of a community law affecting drug use is the taxation of alcoholic beverages. Higher rates of taxation actually decrease the rate of alcohol use.

An example of conflicting messages about substance abuse can be found in the acceptance of alcohol use as a social activity within the community. The "Beer Gardens" popular at street fairs and community festivals frequented by young people are in contrast to the "Just Say No" messages that schools and parents may be promoting. These conflicting messages make it difficult for children to decide which norms to follow.

Laws regulating the sale of firearms have had small effects on violent crime that usually diminish after the law has been in effect for multiple years. In addition, laws regulating the penalties for violating licensing laws or using a firearm in the commission of a crime have also been related to reductions in the amount of violent crime, especially involving firearms. A number of studies suggest that the small and diminishing effect is due to two factors—the availability of firearms from other jurisdictions without legal prohibitions on sales or illegal access, and community norms which include lack of proactive monitoring or enforcement of the laws.

**Media portrayals of violence (violence).** The role of media portrayals of violence on the behavior of viewers (especially young viewers) has been

debated for over three decades. Research over that time period has shown a clear correlation between media portrayal of violence and the development of aggressive and violent behavior. Exposure to violence in the media appears to have an impact on children in several ways. First, children learn from watching actors model violent behavior, as well as learning violent problem-solving strategies. Second, media portrayals of violence appear to alter children's attitudes and sensitivity to violence.

**Transitions and mobility (substance abuse, delinquency, school drop-out).** Even normal school transitions can predict increases in problem behaviors. When children move from elementary school to middle school or from middle school to high school, significant increases in the rate of drug use, school drop-out, and anti-social behavior may occur.

Communities that are characterized by high rates of mobility appear to be linked to an increased risk of drug and crime problems. The more people in a community move, the greater is the risk of both criminal behavior and drug-related problems in families. While some people find buffers against the negative effects of mobility by making connections in new communities, others are less likely to have the resources to deal with the effects of frequent moves and are more likely to have problems.

**Low neighborhood attachment and**

**community disorganization (substance abuse, delinquency, and violence).** Higher rates of drug problems, delinquency and violence and higher rates of drug trafficking occur in communities or neighborhoods where people have little attachment to the community, where the rates of vandalism are high and where there is low surveillance of public places. These conditions are not limited to low-income neighborhoods; they can also be found in more well-to-do neighborhoods.

Perhaps the most significant issue affecting community attachment is whether residents feel they can make a difference in their lives. If the key players in the neighborhood—such as merchants, teachers, police, human and social services personnel—live outside the neighborhood, residents' sense of commitment will be less. Lower rates of voter participation and parental involvement in school also reflect attitudes about community attachment. Neighborhood disorganization makes it more difficult for schools, churches, and families to promote prosocial values and norms.

**Extreme economic deprivation (substance abuse, delinquency, violence, teen pregnancy and school drop-out).** Children who live in deteriorating neighborhoods characterized by extreme poverty, poor living conditions and high unemployment are more likely to develop problems with

delinquency, teen pregnancy and school drop-out or to engage in violence toward others during adolescence and adulthood. Children who live in these areas and have behavior or adjustment problems early in life, are also more likely to have problems with drugs later on.

### **Family Risk Factors**

**A family history of high risk behavior (substance abuse, delinquency, teen pregnancy and school drop-out).** If children are raised in a family with a history of addiction to alcohol or other drugs, the risk of their having alcohol or other drug problems themselves increases. If children are born or raised in a family with a history of criminal activity or behavior, their risk for delinquency increases. Similarly, children who are born to a teenaged mother are more likely to be teen parents, and children of dropouts are more likely to drop out of school themselves.

**Family management problems (substance abuse, delinquency, violence, teen pregnancy and school drop-out).** Poor family management practices are defined as having a lack of clear expectations for behavior, failure of parents to supervise and monitor their children (knowing where they are and whom they're with), and excessively severe, harsh or inconsistent punishment. Children exposed to these poor family management practices are at higher

risk of developing all of the health and behavior problems listed above.

**Family conflict (substance abuse, delinquency, violence, teen pregnancy, and school drop-out)** Persistent, serious conflict between primary caregivers or between caregivers and children appears to enhance risk for children raised in these families. Conflict between family members appears to be more important than family structure. Whether the family is headed by two biological parents, a single parent, or some other primary caregiver, children raised in families high in conflict seem to be at risk for all of these problems behaviors.

**Favorable parental attitudes and involvement in the problem behavior (substance abuse, delinquency and violence).** Parental attitudes and behavior towards drugs, crime and violence influence the attitudes and behavior of their children. Children of parents who approve of or excuse their children for breaking the law are more likely to develop problems with juvenile delinquency. Children whose parents engage in violent behavior inside or outside the home are at greater risk for exhibiting violent behavior.

In families where parents use illegal drugs, are heavy users of alcohol, or are tolerant of children's use, children are more likely to become drug abusers in adolescence. The risk is further increased if parents involve children in their own

drug or alcohol-using behavior—for example, asking the child to light the parent's cigarette or get the parent a beer from the refrigerator. Parental approval of young people's moderate drinking, even under parental supervision, increases the risk of the young person's using marijuana and developing a substance abuse problem.

## **School Risk Factors**

**Early and persistent antisocial behavior (substance abuse, delinquency, violence, teen pregnancy and school drop-out).** Boys who are aggressive in grades K-3 or who have trouble controlling their impulses are at higher risk for substance abuse, delinquency and violent behavior. When a boy's aggressive behavior in the early grades is combined with isolation or withdrawal, there is an even greater risk of problems in adolescence. This also applies to aggressive behavior combined with hyperactivity or attention deficit disorder.

This risk factor also includes persistent antisocial behavior in early adolescence, such as misbehaving in school, skipping school, and getting into fights with other children. Both girls and boys who engage in these behaviors in early adolescence are at increased risk.

**Academic failure beginning in elementary school (substance abuse, delinquency, violence, teen pregnancy and school drop-out).** Beginning in the late elementary grades, academic failure

increases the risk of drug abuse, delinquency, violence, teen pregnancy and school drop-out. Children fail for many reasons, but it appears that the *experience* of failure itself, not necessarily ability, increases the risk of these problem behaviors.

**Lack of commitment to school (substance abuse, delinquency, teen pregnancy and school drop-out).** Lack of commitment to school means the child has ceased to see the role of student as a viable one. Young people who have lost this commitment to school are at higher risk for the problem behaviors listed above.

## **Individual/Peer Risk Factors**

**Alienation and rebelliousness (substance abuse, delinquency and school drop-out).** Young people who feel they are not part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of drug abuse, delinquency, and school drop-out.

Alienation and rebelliousness may be an especially significant risk for young people of color. Children who are consistently discriminated against may respond by removing themselves from the dominant culture and rebelling against it. On the other hand, many communities of color are experiencing significant cultural change due to integration. The conflicting emotions about family and friends working, socializing or marrying outside

of the culture may well interfere with a young person's development of a clear and positive racial identity.

**Friends who engage in the problem behavior (substance abuse, delinquency, violence, teen pregnancy and school drop out).** Young people who associate with peers who engage in a problem behavior—delinquency, substance abuse, violent activity, sexual activity or dropping out of school—are much more likely to engage in the same problem behavior. This is one of the most consistent predictors that research has identified. Even when young people come from well-managed families and do not experience other risk factors, just spending time with friends who engage in problem behaviors greatly increases the risk of that problem developing.

**Favorable attitudes toward the problem behavior (substance abuse, delinquency, teen pregnancy and school drop-out).** During the elementary school years, children usually express anti-drug, anti-crime and pro-social attitudes and have difficulty imagining why people use drugs, commit crimes and drop out of school. However, in middle school, as others they know participate in such activities, their attitudes often shift toward greater acceptance of these behaviors. This acceptance places them at higher risk.

**Early initiation of the problem behavior (substance abuse, delinquency, violence, teen pregnancy and school drop out).** The earlier young people drop out of school, begin using drugs, committing crimes and becoming sexually active, the greater the likelihood that they will have chronic problems with these behaviors later.

For example, research shows that young people who initiate drug use before the age of 15 are at twice the risk of having drug problems than those who wait until after the age of 19.

**Constitutional factors (substance abuse, delinquency, and violence).** Constitutional factors are factors that may have a biological or physiological basis. These factors are often seen in young people with behaviors such as sensation-seeking, low harm-avoidance and lack of impulse control. These factors appear to increase the risk of young people abusing drugs, engaging in delinquent behavior, and/or committing violent acts.

## **Generalizations About Risks**

**Risks exist in multiple domains.** Since risk factors exist in all areas of a young person's life, if you only affect a single risk factor in a single domain, you may not significantly reduce problem behaviors. Focus on reducing risks across domains. This means that prevention is everybody's business. Community development, legislative, economic development, law enforcement, child welfare, juvenile justice, schools and drug and alcohol agencies all must be involved

**The more risk factors present, the greater the risk.** While exposure to one risk factor does not condemn a child to problems later in life, research shows that exposure to a greater number of risk factors increases a young person's risk exponentially. This indicates that even if a community cannot eliminate *all* the risk factors that are present, reducing or eliminating even a few risk factors may significantly decrease risk for young people living in that community.

**Common risk factors predict diverse behavior problems.** A number of adolescent problem behaviors, such as substance abuse, delinquency and violence, teen pregnancy and school dropout, are predicted by the presence of common risk factors. This means that when a given risk factor is reduced, it is likely to affect a number of different problem behaviors. This effect is similar to risk reduction in cardiovascular disease—where reducing one risk factor, such as smoking, decreases the risks for lung, throat, and mouth cancer, and emphysema, as well as heart disease.

**Risk factors show much consistency in effects across different races, cultures and classes.** While levels of risk may vary in different racial, cultural, or socioeconomic groups, the way in which these risk factors work does not appear to vary.

**Protective factors may buffer exposure to risk.** Knowledge of risk factors can help the communities know *what* to focus on to reduce health and behavior problems. However, targeting risk factors will not be enough to know *how* to reduce risk. Protective factors are conditions that protect young people from the negative consequences of exposure to risks by either reducing the impact of the risk or changing the way a person responds to the risk. The importance of protective factors cannot be overstated. An understanding of protective factors enables you to work with even the most high-risk youths in your community right now, without feeling like you must first overcome the seemingly insoluble problems of poverty or addiction. Enhancing protective factors allows you to build on the strengths of a high-risk community, while you methodically tackle risk reduction in those communities affected by high levels of multiple risk factors.

| Risk Factors                                                            | Adolescent Problem Behaviors |             |                |                 |          |
|-------------------------------------------------------------------------|------------------------------|-------------|----------------|-----------------|----------|
|                                                                         | Substance Abuse              | Delinquency | Teen Pregnancy | School Drop-Out | Violence |
| <b>Community</b>                                                        |                              |             |                |                 |          |
| Availability of Drugs                                                   | ✓                            |             |                |                 |          |
| Availability of Firearms                                                |                              | ✓           |                |                 | ✓        |
| Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime | ✓                            | ✓           |                |                 | ✓        |
| Media Portrayals of Violence                                            |                              |             |                |                 | ✓        |
| Transitions and Mobility                                                | ✓                            | ✓           |                | ✓               |          |
| Low Neighborhood Attachment and Community Disorganization               | ✓                            | ✓           |                |                 | ✓        |
| Extreme Economic Deprivation                                            | ✓                            | ✓           | ✓              | ✓               | ✓        |
| <b>Family</b>                                                           |                              |             |                |                 |          |
| Family History of High Risk Behavior                                    | ✓                            | ✓           | ✓              | ✓               |          |
| Family Management Problems                                              | ✓                            | ✓           | ✓              | ✓               | ✓        |
| Family Conflict                                                         | ✓                            | ✓           | ✓              | ✓               | ✓        |
| Favorable Parental Attitudes and Involvement in the Behavior            | ✓                            | ✓           |                |                 | ✓        |
| <b>School</b>                                                           |                              |             |                |                 |          |
| Early and Persistent Antisocial Behavior                                | ✓                            | ✓           | ✓              | ✓               | ✓        |
| Academic Failure in Elementary School                                   | ✓                            | ✓           | ✓              | ✓               | ✓        |
| Lack of Commitment to School                                            | ✓                            | ✓           | ✓              | ✓               |          |
| <b>Individual/Peer</b>                                                  |                              |             |                |                 |          |
| Alienation and Rebelliousness                                           | ✓                            | ✓           |                | ✓               |          |
| Friends Who Engage in a Problem Behavior                                | ✓                            | ✓           | ✓              | ✓               | ✓        |
| Favorable Attitudes Toward the Problem Behavior                         | ✓                            | ✓           | ✓              | ✓               |          |
| Early Initiation of the Problem Behavior                                | ✓                            | ✓           | ✓              | ✓               | ✓        |
| Constitutional Factors                                                  | ✓                            | ✓           |                |                 | ✓        |



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# COMMUNITIES THAT CARE



**The Social Development Strategy**  
**Building Protective Factors in Your Community**



## Protective Factors

**S**ome youngsters who are exposed to multiple risk factors do not become substance abusers, juveniles delinquents, drop-outs, or teen parents. Balancing the risk factors are protective factors—aspects of people's lives that counter risk factors or provide buffers against them. They protect by either reducing the impact of the risks or by changing the way a person responds to the risks. A key strategy to counter risk factors in young people's lives is to enhance protective factors that promote positive behavior, health, well-being and personal success.

Research indicates that protective factors fall into three basic categories (Hawkins, Catalano & Miller, 1992; Werner & Smith, 1992; Rutter, 1987):

- **Individual characteristics.** Having a resilient temperament or a positive social orientation are protective factors.
- **Bonding.** Positive relationships that promote close bonds are protective. Examples of these protective relationships include warm relationships with family members, relationships with teachers and other adults

who encourage and recognize a young person's competence, and close friendships.

- **Healthy beliefs and clear standards.** The negative effects of risk factors can be reduced when schools, families, and/or peer groups teach their children healthy beliefs and set clear standards for their behavior. Examples of healthy beliefs include believing it is best for children to be drug and crime free and to do well in school. Examples of clear standards include establishing clear no drug and alcohol family rules, establishing the expectation that a youngster do well in school, and having consistent family rules against problem behavior.

Two of the protective factors, bonding and clear standards, concern the relationship between a young person and his or her social environment including the community, the family schools, and peer groups.

### Individual Characteristics

Research has identified four individual characteristics are protective factors.

These attributes are considered to be inherent in the youngster and are difficult, if not impossible, to change. They include:

- **Gender.** Given equal exposure to risks, girls are less likely to develop health and behavior problem in adolescence than are boys.
- **A resilient temperament.** Young people who have the ability to adjust to or recover from misfortune or change are at reduced risk.
- **A positive social orientation.** Youngsters who are good natured, enjoy social interactions and elicit positive attention from others are at reduced risk.
- **Intelligence.** Bright children are less likely to become delinquent or drop out of school. However, intelligence does not protect against substance abuse.

## Bonding

Research indicates that one of the most effective ways to reduce children's risk is to strengthen their bond with positive, pro-social family members, teachers or other significant adults, and/or pro-social friends.

Children who are *attached* to positive families, friends, school and community and who are *committed* to achieving the goals valued by these groups are less likely to develop problems in adolescence. Children who are bonded to others with healthy beliefs

are less likely to do things that threaten that bond, such as use drugs, drop out of school or commit crimes. For example, if children are attached to their parents and want to please them, they will be less likely to risk breaking this connection by doing things that their parents strongly disapprove of.

Studies of successful children who live in high risk neighborhoods or situations indicate that strong bonds with a care-giver can keep children from getting into trouble. Positive bonding makes up for many other disadvantages caused by other risk factors or environmental characteristics.

## Healthy Beliefs and Clear Standards

Bonding is only part of the protective equation. Research indicates that another group of protective factors fall into the category of healthy beliefs and clear standards.

The people that children are bonded to need to have clear, positive standards for behavior. The content of these standards is what protects young people. For example, being opposed to youth alcohol and drug use is a standard that has been shown to protect young people from the damaging effects of substance abuse risk factors.

Children whose parents have high expectations for their school success and achievement are less likely to drop out of school. Clear standards against criminal activity and early, unprotected sexual activity have a similar protective effect.



## LECTURE REFERENCE

# The Social Development Strategy

**T**he Social Development Strategy is a model that describes how protective factors work together to buffer children from risk. In order to use this information on protective factors to develop effective prevention programs, we have to know how protective factors are developed, and how they influence one another.

The goal of the *Social Development Strategy* is to help children develop into healthy adults.

**Healthy Beliefs and Clear Standards.** This protective factor directly impacts the development of healthy behaviors. When parents, teachers and communities set clear standards for children's behavior, when they are widely and consistently supported, and when the consequences for not following the standards are consistent, young people are more likely to follow the standards.

Examples of clear, pro-social standards include rules or positions against delinquent behavior, early sexual activity or alcohol or drug use by young people.

**Bonding.** Young people need to be motivated to follow the standards. Lasting motivation comes from strong attachments or relationships with those who hold these healthy beliefs and clear standards. When a young person is *bonded* to those who hold healthy beliefs, they do not want to threaten the bond by behaving in ways that would jeopardize their relationships and investments. Thus, bonding and healthy beliefs and clear standards work together to protect children. For example, when children live in families that expect them to do well in school and the children are bonded to their families, they are more likely to be motivated to respect and follow these standards than they would be if they did not have close relationships with family members.

The *Social Development Strategy* explains how bonding develops. In order to build bonding to any social unit, three conditions are necessary. Children must have opportunities to make a meaningful contribution to that unit.

They must have the skills to effectively contribute and they must be recognized for their contributions.

- **Opportunities:** Children must be provided with opportunities to contribute to their community, their school, their family and their peers. If children have opportunities that are beyond their abilities, they experience frustration and failure. If children have opportunities that are too easy, they may become bored. The challenge is to provide children with meaningful, challenging opportunities that help them feel responsible and significant.

Examples of opportunities that have demonstrated protective effects include stimulating teachers and active roles for children in the classroom.

- **Skills.** Children must be taught the skills necessary to effectively take advantage of the opportunities they are provided. If children do not have the skills necessary to be successful, they experience frustration and/or failure.

Examples of skills that have shown an ability to protect children include good cognitive skills such as problem solving and reading skills; and good social skills including communication skills, assertiveness, and the ability to ask for support.

- **Recognition.** Children must be recognized and acknowledged for their efforts. Recognition gives children the incentive to continue to contribute, and reinforces their skillful performance.

Examples of recognition that have demonstrated a protective effect include supportive teachers and parents who recognize their children's individual efforts.

- **Individual characteristics.** Individual protective characteristics are something that one is born with, something that is difficult or impossible to change. Gender and temperament are biologically determined. Shyness, sociability and intelligence also are traits that are difficult to change.

The research on protective factors views these as the characteristics the individual comes into the world with. Female children with an easy temperament, a natural sociability and intelligence are fortunate. They are at an advantage in withstanding the risks they will encounter when compared with peers in their neighborhood.

These individual characteristics make it more likely that children will identify opportunities to make a contribution, develop the skills necessary to be successful making

that contribution, and will be more likely to be recognized for their efforts.

For example, a child with a resilient temperament is more likely not to be frustrated by blocked opportunities and will keep on trying to find ways to make meaningful contributions.

A child born with high intelligence is more likely to develop a wide variety of skills to help with their performance. A child with natural sociability will be more often recognized by adults and other children as a sought-after companion.

### Implications for Prevention

The Social Development Strategy has implications for prevention programs. Prevention programs need to:

- Strengthen children's bonds by providing opportunities, skills and recognition. All three must be present for the program to be effective.
- Reduce risk factors in a way that strengthens protective factors.
- Develop clear and consistent standards for behavior across families, schools and communities.
- Teach children the skills they need to be able to follow clear standards.

### The Social Development Strategy: At Work in the Family

If we want children to be bonded to the family they must be actively and meaningfully involved. They need opportunities to contribute to the family.

*Opportunities* might include helping to make family rules, making dinner once a week, or researching where the family can get the best buy on a VCR they've decided to buy.

Once children have been given the opportunity to contribute, they need the *skills* necessary to be successful. For example, if children are going to make dinner they have to have the skills necessary to measure ingredients, and use the stove.

Finally, they need to be *recognized* for their efforts to contribute to the family. Parents need to express their appreciation of a child's efforts to make dinner.

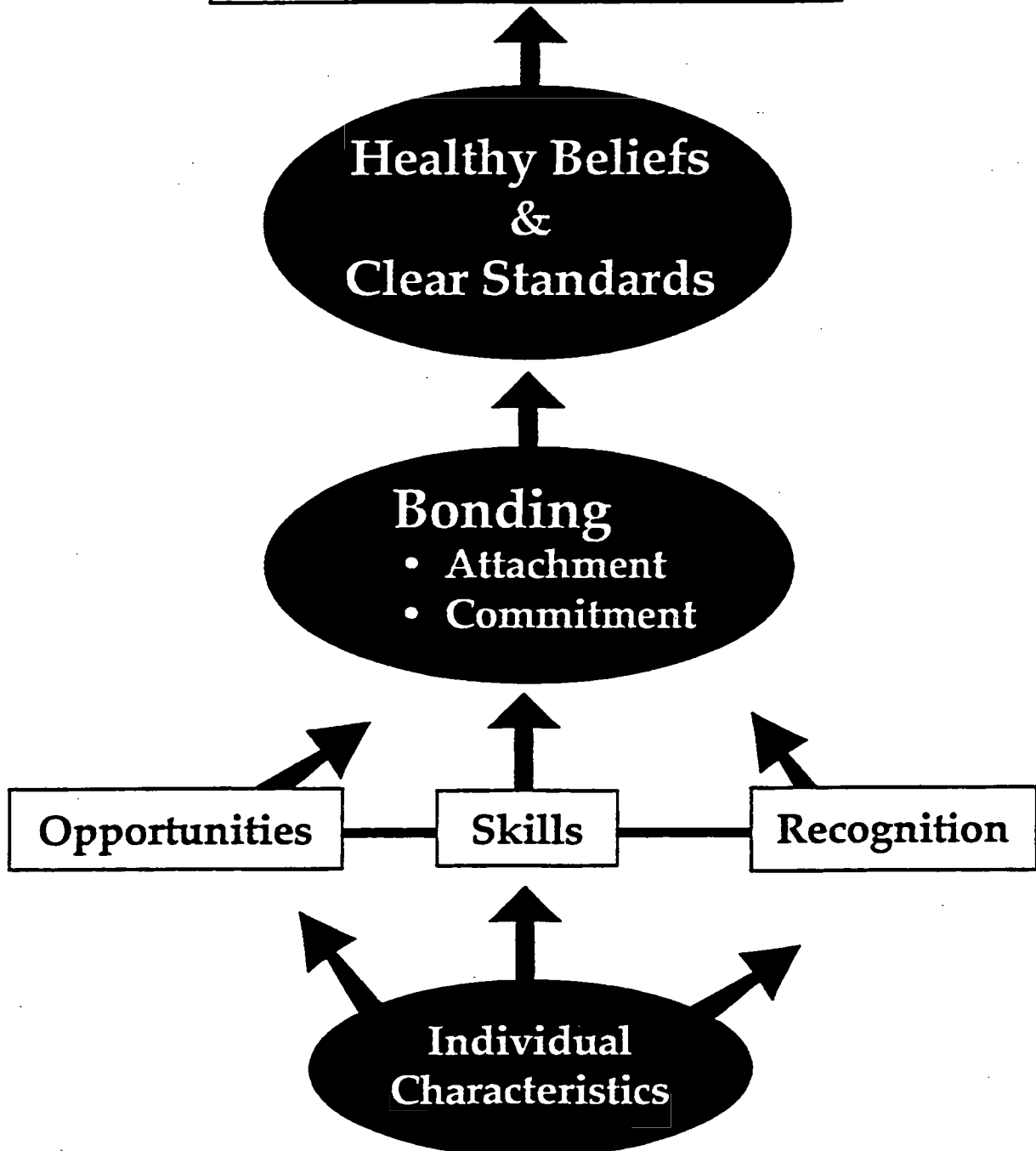
When these three conditions are met children are more likely to become actively involved with and bonded to their families.



LECTURE  
REFERENCE

The Social Development Strategy

Healthy Behaviors





## Program Assessment Criteria

**T**here are several things to keep in mind when assessing community prevention programs:

- Prevention efforts must address priority risks *comprehensively* and in ways that *enhance* protective factors.
- Communities should seek to avoid duplication in efforts. Resources are finite and a duplication in effort may limit a community's ability to address other priority risks.
- While some programs may be already addressing risks they may need to enhance their ability to increase protective factors. Remember, it is not enough just to reduce risk.

**The value of Prevention Principles.** *Prevention Principles* can help communities make decisions about which programs are working, which can be strengthened or adapted, and which ones should be replaced by a more *promising approach*.

*Prevention Principles* can be turned into

questions that can be used to assess program effectiveness, just as the questions to ask about risk indicator data are used in doing a Risk Assessment. When *Prevention Principles* are used in this way they are called *Program Assessment Criteria*.

Use the following questions to assess each community prevention program or potential program strategy:

1. Does it address known risk factors? If so, which ones? How does it reduce or eliminate the risk? It must be evident which risk factors are being addressed by the program/activity. An intervention must be plausible. It has to have a chance of reducing or eliminating the risk.

2. How will it increase protective factors? Programs need to reduce risks in a way that builds bonds and strengthens clear no use norms. Does the program increase *opportunities* for youth to contribute? Does it teach the *skills* to contribute? Does it *recognize* skillful or successful performance?



To be effective, the program must do all three.

**3. Does it intervene early, at a developmentally appropriate time?** Prevention programs need to address risk factors as they are becoming salient, before the behavior stabilizes. For example, *academic failure* in grades 4, 5 or 6 is a predictor of adolescent problems. Therefore, it is important to target interventions in early elementary school rather than waiting until junior and senior high school.

**4. Is it likely to reach those individuals or groups at greatest risk?** Prevention programs need to be implemented in places where there are a large proportion of youngsters who are facing family management problems, academic failure, behavior problems, neighborhood disorganization, extreme economic deprivation and other risk factors. If the program includes both high and low risk individuals, it eliminates the stigma attached to participating in it. One way to assess programs for this is to look at the target populations being served by the program. How widespread is the program? Does it adequately cover the target population? It may need to be implemented in more areas, or in different ways.

**5. Can the program work with the diverse racial, cultural and economic groups in your community?** Can this program be delivered in a way that

each group will relate to? Do the target groups prioritize it as something important? Is it appropriate to their needs? Is the program accessible to the group for whom it is designed? If not, can it be modified to become acceptable?

**6. Does it address multiple risks with multiple strategies?** People and organizations concerned with preventing adolescent problems need to work together to address multiple risk factors. No single program can address all risk factors. Be clear on which risk factors are addressed by which programs. A single focused strategy—one focused on only one risk factor or in only one domain—will have very limited effect. But the combination of several strategies to address multiple risk factors, or several programs to address a single risk factor in multiple ways, holds greater promise.

For each program, ask, "Can this complement other programs seeking to address this priority risk factor, perhaps in other domains, or with other groups or ages?" and "How can this program complement other programs focused on other risk factors we have prioritized?"

**7. Has the program been evaluated?** What evidence exists of its effectiveness? If a program meets all the other criteria and appears to be effective, but has not been evaluated, consider doing a formal evaluation as part of your comprehensive prevention strategy.



## **Program Assessment Criteria**

- ◆ Does it address known risk factors? If so, which ones? How does it reduce or eliminate the risk?
- ◆ How will it increase protective factors?
- ◆ Does it intervene early, at a developmentally appropriate time?
- ◆ Is it likely to reach those individuals or groups at greatest risk?
- ◆ Can the program work with the diverse races, cultures and economic groups in the community?
- ◆ Does it address multiple risks with multiple strategies?
- ◆ Has the program been evaluated? What evidence exists of its effectiveness?

This image shows a single page of white paper with horizontal black lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

# COMMUNITIES THAT CARE



**Mobilizing Your Community for  
Risk-Focused Prevention Planning**



## Community Mobilization

### *The Communities That Care Model*

*Communities That Care* is a research-based prevention program that translates the Social Development Strategy into a comprehensive, community-wide approach (Hawkins, Catalano & Associates, 1992). The approach draws from previous community-wide prevention programs in the U.S. and Europe that have demonstrated significant impact. The Stanford Heart Disease Prevention Program and the Minnesota Heart Health Program, for example, employed extensive use of mass media, community mobilization, voluntarism, and educational strategies. Both were successful in reducing risks associated with heart disease (Maccoby and Solomon, 1981, Carlaw, 1984).

*Communities That Care* is aimed at achieving significant reductions in adolescent problem behaviors by reducing risk factors in ways that promote bonding. The process also recognizes that bonding without healthy beliefs and clear standards regarding healthy behavior is not enough for a successful prevention effort.

*Why a community approach?* There are several advantages to a community-wide

approach. Community approaches affect the entire environment and are oriented toward changing community norms, values and policies (Bracht, 1990). Involving the whole community in a prevention effort reaches and engages more people than individual recruitment alone. And, this approach promotes widespread communication of consistent standards for behavior and the need for prevention.

Because community approaches are likely to involve a broad spectrum of individuals, groups, and organizations, they create a greater base of support for behavior change. Unhealthy behaviors like drug abuse, delinquency, violence, school drop-out and teen pregnancy are increasingly viewed in such communities as unacceptable. One by-product is likely to be lower costs for intervention and treatment. Extensive involvement of volunteers also helps to reduce costs.

Finally, a broad base of community leadership and involvement in a prevention effort is likely to lead to long-term change as programs and strategies are integrated into the services and activities of local

organizations and institutions. The community-wide focus creates a unique synergy; the whole is greater than the sum of its parts.

*The importance of key leaders.* The involvement of key leaders (e.g., the mayor, the superintendent of schools, the chief of police, business leaders, etc.) is an essential part of the process. Key leaders have the status, resources, and authority in their communities to launch a prevention project of this magnitude. Their leadership, approval, and support are needed to strengthen current policies and to provide new directions. They also can hold a community task force accountable for planning and carrying out the project.

*Who should be involved in comprehensive community prevention efforts?* Every community has movers and shakers. Every community also has people who get things done even though they may not occupy high-level positions. *Communities That Care* requires the involvement of a diverse group of people at many different levels who will be responsible for getting the job done.

## Goals of the Process

- ◆ To involve key leaders in the community from the outset, leading to the establishment of a community prevention task force or board to oversee the program.
- ◆ To create a community task force or board responsible for conducting a community risk and resource assess-

ment, developing an action plan, and monitoring implementation of the plan.

- ◆ To develop a plan compatible with resources, groups, and programs already operating in the community.
- ◆ To establish a community prevention effort as long-term strategy rather than a "quick-fix" solution.
- ◆ To empower communities to take ownership of their action plans so that effective programs will continue beyond the initial stage of enthusiastic support.
- ◆ To prepare communities to evaluate their own efforts in order to learn which parts of the process are effective and to assess the total impact of the project.

## The Mobilization Process



### Step One: Involvement of Key Leaders

#### Key Leader Orientation

The purpose of the orientation is to create an understanding of this prevention strategy, its basic premises, and recommended involvement of the Key Leaders.

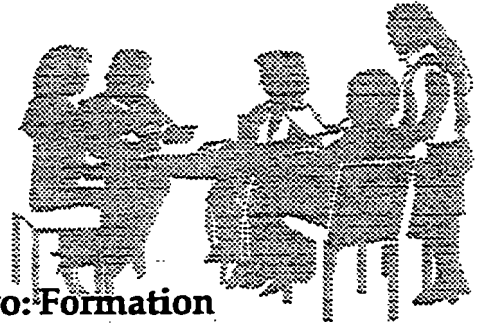
##### One Day Orientation

This orientation prepares Key Leaders to:

- ◆ Develop a vision of common goals for the community;
- ◆ Decide whether or not to pursue a risk-focused prevention strategy and commit to a comprehensive, multifaceted, long-term undertaking;
- ◆ Decide who to invite to be on the community board or task force.

The orientation will also help the Key Leaders consider factors that could either

support or stand in the way of a community mobilization effort. This process of “forecasting” the community’s capacity for change continues during the next steps of the process as more people from the community become involved.



### Step Two: Formation of a Community Board

Once Key Leaders have decided to launch the program in their community, they invite proposed members of their community to participate. The prevention board or task force is the main mechanism for carrying out the day-to-day operations of the program, and some Key Leaders may be somewhat less involved as board members assume responsibility.

The board should represent diverse groups and areas in the community. The schools, law enforcement, and local government are among those likely to be represented. It is also important to include existing community coalitions, parents, human service agencies, service providers, youth, representatives of local businesses, service and civic organizations, religious and cultural groups, recreational organization, and the media.

In *Communities That Care*, opportunities for team building are provided in a series of training events that prepare the community board or prevention team to achieve the goal of developing a comprehensive, risk-focused prevention approach for their community.

**The Applying the Strategy training.** This training prepares participants to apply the risk and protective factor framework to community prevention planning and implementation efforts. It is appropriate for communities or areas that may not be ready to conduct a formal risk and resource assessment. Participants will use the Hawkins/Catalano risk factors and The Social Development Strategy to informally assess levels of risks and protection in communities, to assess program strategies, and to make informed decisions about resource allocation.

**Applying the Strategy includes:**

- ◆ Risk factor research results;
- ◆ Applying research to community prevention planning;
- ◆ A process for assessing the effectiveness of current community programs and services;
- ◆ Developing a plan for introducing risk focused prevention to the community at large.



**Step Three:  
Conducting a Community  
Risk and Resource Assessment**

The third step in the process is for communities to conduct an assessment of the risk factors for adolescent problem behaviors. The goal of risk assessment is to develop a coherent portrait of the community with regard to the levels of risk of its various populations and groups.

Communities will also gather information on prevention programs and activities that are currently being offered in order to assess their effectiveness in reducing critical risks.

In assessing risk factors and local program delivery, the community is asked to focus primarily on *outcomes*—the extent to which local programs are having an actual impact on identified risk factors. In contrast to many situations in which communities rush to implement a program, this process will help focus on those parts of the community that are at highest risk and identify strategies that will address the major risks they identify.

*Communities That Care* training materials include the **Encyclopedia of Risk Indicators**, a catalog of risk factor indicators that will help task force members assess risk factors



according to different categories (e.g., family, school, community) and age groups. How to use this catalog as an aid to assessment is part of the *Risk and Resource Assessment* training. Criteria for assessing current program efforts are also part of the *Risk and Resource Assessment* training.

### **Community Risk and Resource Assessment Training**

The training prepares communities to:

- ◆ Understand risk and protective factor research;
- ◆ Apply the Social Development Strategy;
- ◆ Conduct a community risk assessment.
- ◆ Examine local programs targeting adolescent problems behaviors for effectiveness.



### **Step Four: Planning the Program and Deciding on Evaluation Methods**

Once the risk and resource assessment has been completed, another training event can help initiate program planning. The focus

of the *Promising Approaches* training is on drawing connections between identified risks and effective programs that address these risks. The community can then develop a risk-focused action plan.

### **Promising Approaches Training**

The training assists communities to:

- ◆ Prioritize the most salient risk factors in the community;
- ◆ Select appropriate strategies from a menu of programs that have been tested and evaluated for effectiveness in addressing problem behaviors;
- ◆ Develop goals and objectives for an action plan in response to risks identified through the community assessment process;
- ◆ Identify obstacles to carrying out the plan and resources for overcoming those obstacles;
- ◆ Establish appropriate program evaluation methods.

Implementing research-based programs that have demonstrated effectiveness or shown promise of reducing risks while increasing protective factors does not necessarily require the development of new resources. Resources can be volunteer time, in-kind contributions, or redesigned programs as well as (where available)

money for new programs that have been shown to be effective in reducing targeted risks and enhancing protective factors.

All the programs presented in *Promising Approaches*:

- ☑ Address known risk factors by increasing protective factors.
- ☑ Meet a set of program assessment criteria developed in *Communities That Care*.
- ☑ Have a research warrant. Either they are based on research and show promise, or they have demonstrated significant effects in controlled field studies.

### Community Focus:

- ◆ *Community mobilization*. An example of an effective community mobilization process has been described in detail here.
- ◆ *Community and school drug use policies*. These programs focus on ways to assess, revise, develop, publicize and carry out policies to reduce tobacco, alcohol, and other drug use in communities and schools. These strategies recognize that the social and legal environment affects whether or not individuals use alcohol and other drugs.
- ◆ *Media mobilization*. Representatives of the media can be educated about the

ways in which children are placed at risk of problem behaviors and what protective actions can be taken. Communities can learn to work with local media to develop, long-term campaigns that promote healthy standards and behaviors among youth. The media are also in a strong position to provide visibility for other programs.

### Preschool and Family Focus

- ◆ *Prenatal and infant programs*. Programs, including prenatal medical care, parenting education, in-home services and clinic-based contact with social workers, psychologists and nutritionists offer support and guidance to parents and newborns at a critical time of physical and psychological development.
- ◆ *Early childhood education*. Effective programs including parent training and center-based education and activities are recommended for children ages 2-5. Parents, childcare workers, and teachers learn ways to promote language and reading skills, provide opportunities for active learning, build positive ways to set and enforce clear rules, and learn how to help children manage their own behavior.
- ◆ *Parent training*. Three parent training programs that improve family management skills in areas such as communication, problem solving, creating

clear family expectations and managing children's problem behaviors in positive ways are described. Each program targets parents of children at different developmental stages.

### School Focus

- ◆ *School development and management.* The School Development and Management model recommends increased participation by parents, teachers, mental health staff, and administrators in managing schools at the building level. The Program Development Evaluation Method includes a data-based method for directing and monitoring the effectiveness of changes in school problems.
- ◆ *Instructional improvements.* Teachers can be taught ways to improve their instructional practices, including the use of proactive classroom manage-

ment, effective teaching strategies, and cooperative learning methods. Teachers also learn peer coaching techniques to support their colleagues in adopting these new skills.

- ◆ *Classroom curricula.* Criteria for evaluating school social competence promotion curricula, developed by the W.T. Grant Consortium on School-Based Promotion of Social Competence, are described in this section. Communities can use these criteria to select from among the many programs available, including those addressing pro-social influences from peers, the media, and others.

These are examples of programs that reduce risk factors by strengthening protective factors. Other programs can be added or substituted if they meet the *program assessment criteria* and if they have demonstrated effectiveness.

## **Matching Risk Factors with Programs and Services**

As part of developing an action plan, each community will choose high-priority risk factors on which to focus. These risk factors can be matched with program elements consistent with the Social Development Strategy. Here are some examples of possible choices.

### **If this risk factors is a problem**

### **This might be a program or service to implement**

Family management problems

Parent training/education

Aggressiveness of children in  
the early elementary grades

Early childhood education  
programs

Social competence promotion  
programs

Academic failure/little  
commitment to school  
(upper elementary-middle  
grades)

Instructional improvements

Transitions and mobility

School Management and  
Development

**OREGON TOGETHER**  
Office of Alcohol and Drug Abuse Programs  
Human Resources Building  
500 Summer Street NE - Salem, Oregon 97310-1016

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**OREGON TOGETHER - COMMUNITIES THAT CARE**  
**Community Boards**  
**January 31, 1995**

- |                        |                          |
|------------------------|--------------------------|
| 1 ALBANY               | 27 MC MINNVILLE          |
| 2 BANDON*              | 28 MEDFORD/JACKSON CTY.  |
| 3 BEAVERTON            | 29 MILTON-FREEWATER      |
| 4 BENTON COUNTY        | 30 MILWAUKIE*            |
| 5 CANBY                | 31 NEWBERG               |
| 6 CARLTON*             | 32 NEWPORT*              |
| 7 CLATSKANIE           | 33 OAKRIDGE**            |
| 8 CLATSOP COUNTY       | 34 PENDLETON             |
| 9 COOS BAY/NORTH BEND  | 35 PILOT ROCK            |
| 10 COTTAGE GROVE*      | 36 RAINIER               |
| 11 CROOK COUNTY        | 37 SALEM/KEIZER          |
| 12 EAST LINCOLN COUNTY | 38 SHERMAN COUNTY        |
| (Toledo/Siletz)        | 39 SILVERTON*            |
| 13 ESTACADA            | 40 SOUTH LINCOLN COUNTY/ |
| 14 EUGENE/SPRINGFIELD  | WALDPORT                 |
| 15 FLORENCE/MAPLETON   | 41 SE PORTLAND CLUSTER   |
| 16 GLIDE*              | 42 ST. HELENS            |
| 17 GRAND RONDE CONF.   | 43 STAYTON/SUBLIMITY*    |
| TRIBES                 | 44 SUTHERLIN             |
| 18 HARNEY COUNTY/      | 45 SWEET HOME*           |
| BURNS PAIUTE NATION    | 46 TUALATIN              |
| 19 HEPPNER             | 47 UNION COUNTY          |
| 20 HERMISTON*          | 48 VERNONIA              |
| 21 INDEPENDENCE/       | 49 WALLOWA COUNTY        |
| MONMOUTH               | 50 WARM SPRINGS CONF.    |
| 22 JEFFERSON           | TRIBES**                 |
| 23 KLAMATH COUNTY      | 51 WASCO COUNTY          |
| 24 LAKE OSWEGO*        | 52 WILSON CLUSTER*       |
| 25 LEBANON             | 53 WILSONVILLE*          |
| 26 LINCOLN CITY*       | 54 WOODBURN              |

PENDING: Coquille, Oregon City, N. Curry County

\* New communities added beginning in 1993

\*\* New communities added beginning in 1994

# **Bureau of Justice Assistance**

Oregon

**Location:** Portland, Oregon

**Project Title:** Building Partnerships to Reduce Crime Victimization in Refugee Communities

**OJP Bureau:** Bureau of Justice Assistance

**Amount:** Site funded by U.S. Department of Health and Human Services; Technical assistance and training provided by NCPC through BJA

**Years in Operation:** 05/01/93 - 12/31/94

**Program Status:** Discretionary Grant Program

**Program Description:** This program provides cross-cultural training for the Police Advance Academy and hosts the Asian/Law Enforcement Advisory Council of Oregon. Staff provide 24-hour interpretation services to Vietnamese, Cambodian, Laotian, and H'mong speaking populations, as well as gang prevention efforts, summer youth activities, a Youth Council, and crime, violence, and drug abuse prevention programs.

**Contact Person:** Donna Shultze, Program Manager  
202/514-5943

Sgt. Larry Ratcliff  
Portland Police Department  
1111 S.W. 2nd Avenue  
Portland, Oregon 97204  
503/823-4106

**Comments:**



**Location:** Portland, Oregon

**Project Title:** Involving the Community in Combatting Drug Activity on Rental Property

**OJP Bureau:** Bureau of Justice Assistance

**Amount:** \$200,000

**Years in Operation:** (to be funded in FY 1994)

**Program Status:** Discretionary Grant Program

**Program Description:** This project, which will be funded in FY 1994, emanated from a BJA grant to the Portland Police Bureau in which a very successful landlord training program was initially developed and implemented. The landlord training program teaches landlords how to manage their rental property effectively, how to work with the police to combat drug activity, how to recognize the warning signs of drug activity, and how to take preventive measures through such things as proper tenant screening and rental agreements. Over 6,000 landlords were trained in Portland. In a sixth month followup study, 91 percent of the landlords attending the training reported making changes in the way they managed their property in order to prevent drug activity. Of the 15 per cent that had to deal with drug activity on their properties subsequent to the training, 9 out of ten reported using information from the training to successfully address the situation. In FY 1994, Campbell DeLong Resources, the developers and trainers of the landlord training program, will train other law enforcement agencies to implement a similar training program in their city.

**Contact Person:** Maggie Heisler, Program Manager  
202/514-5943

John Campbell (503) 221-2005

**Comments:**

**Location:** Portland, Oregon

**Project Title:** Portland House of Umoja

**OJP Bureau:** Bureau of Justice Assistance

**Amount:** \$427,348

**Years in Operation:** 3-years

**Program Status:** Formula Grant Program

**Program Description:** The city of Portland has experienced increasing gang related crime and violence. Gang membership has grown dramatically, and police estimate that there are over 1,200 Portland youth involved in gangs. The purpose of this project is to reduce the number of young men in Portland House of Umoja programs involved in gang activity, including drug offenses and gang-sponsored violent crime, and help gang members re-enter the community and lead successful and positive lives. This is accomplished, in part, through enrollment in educational or employment programs. The program's effectiveness has been documented in terms of the number of gang members involved in the program, the number enrolled in school or working, and their reduction in criminal behavior and gang related violence.

**Contact Person:**

**Comments:**

# **Office of Juvenile Justice and Delinquency Prevention**

Oregon

OREGON

LOCATION: Portland, Oregon

PROJECT TITLE: Juvenile Prevention/Intervention Program

GRANTEE AGENCY: Oregon Commission on Children and Families

PROJECT DURATION: July 1, 1993-June 30, 1995

FUNDING AMOUNT: \$282,498/annually - Includes Federal, State and local sources

STATUS: This program offered by Youth and Family Services provides a number of prevention and intervention components, including:

- o A diversion program providing community service and diversion education;
- o Counseling to individuals, families, groups, and gang affected youth and families;
- o A Southeast Asian Outreach Program providing individual, group and family counseling, advocacy, crisis intervention, and coordination of recreational and cultural events; and
- o Basic support services including, youth leadership and training, parent support group, anger management classes, rape support group, and drug and alcohol referrals

Youth and Family Service also provides a youth employment training and placement service, volunteer opportunities, Recreation, and a Big Brother/Big Sister program.

COMMENT FIELD: This is a continuing program.

POINT OF CONTACT: Larry Foltz, Director  
Youth and Family Services  
Urban League of Portland  
10 N. Russell St.  
Portland, Oregon 97227  
(503) 280-2742

OREGON

LOCATION: Portland, Oregon

PROJECT TITLE: Race Against Drugs - A Partnership in Drug Education by American Motorsports

GRANTEE AGENCY: Police Activities League

PROJECT DURATION: June 15, 1993 - June 15, 1994

FUNDING AMOUNT: \$2,500

STATUS: Race Against Drugs in partnership with the Federal Bureau of Investigation, Police Activities League, the Portland Police Bureau and the Sheriff's Department conducted a one-week Race Against Drugs program involving inner-city, at risk youth in which the Race Against Drugs "Action Book" was implemented. The week long program culminated with a poster contest in which 200 students participated and were eligible to win \$1,000 in scholarships for a college/trade school provided by Proctor & Gamble, Tide Brand and Hoechst Celanese Corporation. The overriding theme was "non-impairment", self-esteem, self-awareness and teamwork. The scholarship presentations were held in conjunction with the Portland Rose Festival and the Indy Car Grand Prix. Freightliner Corporation hosted a luncheon at trackside for all award winners and other participants including the Mayor, FBI, federal and local officials and race car drivers/teams. Racing memorabilia such as racing jackets, autographed posters, etc. were presented to the winners for their efforts in taking a stand to be drug free. Local media covered the event.

COMMENT FIELD: Pilot initiative was excellent. The community was empowered to continue the program again this year.

POINT OF CONTACT: Maura White, Executive Director, Police Activities League, 1115 Southwest 11th Street, Portland, Oregon, 97205