

**MULTNOMAH COUNTY BOARD OF COMMISSIONERS' MEETING  
PUBLIC COMMENT SIGN-UP SHEET**

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Please complete this form and return to the Board Clerk  
\*\*\*This form is a public record\*\*\*

MEETING DATE: May 14, 2014

AGENDA # \_\_\_\_\_ OR NON-AGENDA SUBJECT: \_\_\_\_\_

FOR: \_\_\_\_\_ AGAINST: \_\_\_\_\_

NAME: Deborah Steinkopf

CONTACT INFORMATION (optional):

ADDRESS: Bradley Angle, 5432 N Albina

CITY/STATE/ZIP: Portland OR 97217

PHONE: 503-232-1528

EMAIL: deborahs@bradleyangle.org

**IF YOU WISH TO ADDRESS THE BOARD IN PERSON:**

1. Fill out this form and submit to the Board Clerk.
2. Non-Agenda items will be called immediately after the vote on the Consent Agenda.
3. Agenda items will be called during that item's presentation, before the vote is taken.
4. Presenters are called to testify in the order forms are received. The Presiding Officer may rearrange the order testimony is given or ask Invited Guests or Elected Officials to speak first.
5. Public testimony is limited to **3 minutes or less** per person unless otherwise directed by the Chair, who is the Presiding Officer.
6. If submitting handouts to be given to the Board, 7 copies are required. If one copy is provided, it will be received for the file and electronically shared with the Board after the meeting.
7. All meetings are audio and video recorded and can be viewed at: [multco.us](http://multco.us). Click on Government/Board Meetings, and select meeting of your choice.
8. When your name is called, come forward and be seated at the presenter's table; state your name for the record and speak clearly into the microphone.
9. A buzzer will signify the end of your allotted time.
10. The Chair has authority to keep order and may impose reasonable restrictions necessary for the efficient and orderly conduct of a meeting. Any person who fails to comply with reasonable rules of conduct or who creates a disturbance may be asked or required to leave and upon failure to do so, becomes a trespasser and will be treated accordingly.

**IF YOU WISH TO SUBMIT WRITTEN COMMENTS TO THE BOARD IN LIEU OF GIVING ORAL COMMENTS:**

1. Complete this form and submit it along with your written testimony to the Board Clerk at the meeting, or by e-mail at: [lynda.grow@multco.us](mailto:lynda.grow@multco.us)
2. Written testimony will be entered into and remain a part of the official record.



**Public Budget Hearing  
Wednesday, May 14, 2014  
Testimony of Deborah Steinkopf  
Regarding funding for the domestic violence service continuum**

My name is Deborah Steinkopf and I am the executive director of Bradley Angle, a social service agency that has been providing opportunities for safety, support and healing to survivors of domestic violence and their children for almost 40 years.

I am here today to thank the Commissioners for your commitment to funding services for survivors in Multnomah County, and to urge you to not only continue to support the full range of domestic violence services currently available in our community, but to commit resources we need to improve our service delivery system.

Domestic violence is a pervasive and enduring social problem. Here in Multnomah County, an estimated 28,000 women – one in seven adult female residents – are physically abused by an intimate partner each year. Tragically, approximately 21,000 children in Multnomah County witness abuse in their homes each year. Most of these children are under the age of five.

Domestic violence is a complex issue that seriously impacts individuals, families, and our whole community. Survivors of domestic violence face many major barriers – both psychological and practical – to safety and self-sufficiency. Many are financially and socially dependent on their abusers, with little access to their own financial resources and isolated from friends and family who can help them. Many fear for their safety and the safety of their children; indeed, many fear for their lives. The most vulnerable victims of abuse have little in the way of social capital. They lack job skills or a strong employment history, have poor credit records, and struggle to become self-sufficient.

We are currently working with a mom of four who is also 5 months pregnant, and has some medical issues around the pregnancy that preclude her from working. Her only income is TANF and she doesn't have resources for childcare. It is unlikely she'll be able to find more than a part-time job after the baby is born and her only experience working is in minimum wage jobs. Let's say she could find a 2-bedroom apartment on the private market for \$775, a challenge in of itself. In order to afford it on her own and pay no more than 60% of her income to housing – and let's face it, the 30% standard is out of the question for most low-income folks – she would need to earn roughly \$15.50/hour at a part-time job. The realistic chances are pretty slim of her being able to attain that kind of economic self-sufficiency within the timeframe of most rental assistance programs (including Bradley Angle's, which is a 1 year program). She would clearly benefit from income-based subsidized housing, but wait lists for project-based Section 8 units, or other public housing programs, are incredibly long and she has only 60 days in our emergency shelter. Affordable housing/tax-credit units with a CDC are limited, as are transitional housing programs. Her barriers to housing aren't just financial. She has an eviction and poor credit history, which make it harder to find a landlord to work with in a community with a very low vacancy rate. Her story is one of thousands that exemplify the many barriers survivors face in trying to stabilize their lives.

Multnomah County's domestic violence service continuum helps some of the most vulnerable families in our county. In many ways we are the safety net for the social safety net.

As individual providers and as a service delivery system, we have some significant challenges.

We know that safety isn't enough. We work with people who are also dealing with a host of mitigating and interacting barriers to self-sufficiency, including: intergenerational poverty, low education attainment, lack of job skills, poor rent histories, bad credit, child welfare involvement, addiction, mental health, and PTSD.

Our service delivery system, particularly emergency shelter facilities, is chronically underfunded. Shelters are utilizing all current available resources and capacities simply to keep their doors open. This leaves few resources for addressing some of the complex needs I've just described and little room for program innovation.

We are asked to do so much for so many – emergency shelter, 24-hour crisis response, advocacy and case management, asset building to promote self-sufficiency, and helping children cope with the trauma of experiencing domestic violence – children whose lives have been completely disrupted. We do this comprehensive work with only 2% of the County's Department of Human Services funding.

There are a few other drivers of change for domestic violence providers I would like to share with you today...

Our service delivery system in Multnomah County has already lost one emergency shelter with the closing of the YWCA operated Yolanda House in March 2013. This means fewer emergency shelter beds and more pressure on existing domestic violence shelters. We are stretched thin.

The severe and growing lack of affordable housing and low-barrier housing in Portland poses huge challenges to transitioning shelter participants to stable housing. In fact, housing is the number one challenge we face as providers, and the number one priority for assistance expressed by survivors in a recent statewide crime victims survey. Because of the lack of affordable housing, we cannot easily transition survivors from shelter to stable, safe housing. And when we do, it's often outside of the neighborhood and communities that they know and where they have the social connectedness they need to achieve and maintain stability.

As a region, we need to do better to help survivor households find affordable housing that is close to their schools, jobs, and home communities and not continue to ask struggling low-income families to move farther and farther east.

We want to work with our County partners on addressing these challenges. We appreciate the strong support of Multnomah County to help build a comprehensive response to domestic violence and look forward to a continuing partnership in responding to new and emerging challenges.



### OUR QUALIFICATIONS

Our team has extensive experience in construction and community development. Each member integrates their knowledge of proven and successful business practices with their commitment to share their knowledge, and coach MBE/WBE/DBE contractors that want to participate in constructing the built environment.

### STAFF

**Tony Jones; Executive Director** - Under Tony's leadership since 2008 MCIP has served over 80 contractors, linked contractors to \$45 million in contracts, plus grew the program from 1.0 to 2.5 FTE. Tony has held management positions in community development, affordable housing development, small business lending, and minority contractor training for the past 20 years. Several of the positions include Coordinator, Contractor Support Program at Housing Development Center (HDC), Business Lender with Shorebank Enterprise Cascadia (Craft 3), and Affordable Housing Project Manager with HDC, Vancouver Housing Authority and a nonprofit in California.

**Chris Cross; Contractor Development Manager** - Chris brings his life-long, hands-on construction experience, business knowledge and relationships to share with MCIP clients. Chris has an excellent track record of working with women and minority contractors and workers. Chris works one on one with firms, and teaches MCIP's workshops. Chris successful owned two construction businesses for over 26 years in Massachusetts, both which still exists. Chris has affordable housing development, construction project management (managing up to 40 employees) and estimating experience (helping them secure over \$15.0 million in contracts). Chris has held positions with Housing Our Families, the ReBuilding Center Paragon Tile and Floor Solutions.

**Leesha Posey; Program Coordinator** - Leesha worked with several small construction and retail businesses for eight years, providing business solutions and support in areas such as accounting, office administration, and creative software. Leesha holds a master's in education and has experience in teaching adult education classes, including classes geared to contractors. Leesha provides records management support services for MCIP helping clients in need of back office support, including payroll, accounts payable and accounts receivable, and cash management. She also provides support and education to the organization's staff, members, and clients.

### ACCOMPLISHMENTS

Over the past five years MCIP has achieved the following key accomplishments:

1. Assisted 77 MBE/DBE firms secure an estimated \$59.5 million in contracts with its industry partners.
2. Taught over 130 MWESB firms' key technical skills that catalyze business growth.
3. MCIP served 43 contractors during fiscal year 2012-2013. The ethnicity and gender breakdown is below.

Ethnicity/Gender of MCIP Clients	Percent
African American	47%
Hispanic – Non White	26%
Native American	9%
Asian	5%
Caucasian	14%
Women	19%

## CLIENT PROFILES AND TESTIMONIALS

Flagging – This business started in 2013 and has 15 years of flagging and flagging supervision experience. This business did not know how to bid jobs or manage the office side of construction. MCIP explained how to bid on projects, understand their costs and other requirements. Within two weeks, the business was the awardee on two large projects (~\$250,000 total), has signed contracts for this work and started work in April 2014. The business anticipates hiring four to eight new employees. MCIP continued to assist the business secure loans for small receivable financing and working capital loans from MESO and OAME. MCIP is introducing the business to Albina Opportunity Corp, for a larger line of credit. MCIP is also assisting to set up their bookkeeping system. They made several new contacts at our Sub-Contractor Trade Show and continues to meet with us on a regular basis.

*"MCIP is #1 with me. They help small businesses get off the ground and they have a lot of tools that we can't get from other organizations. When I first walked through these doors I was clueless. Now I am up and running. I am doing better with my organizational skills. I have learned how to bid and I am learning more about running my office just to say a few. Thanks to MCIP I have two big projects.  
Reynalda Hayes – All About Flagging*

Janitorial Service - This business came into our office in August 2013 with no work. MCIP advised him of several possible approaches to find work. Within several weeks he had a new project and received several more projects over the following months. While he is still struggling (janitorial, final clean is a very competitive field) he has found some more work as a result of our Sub-Contractor Trade Show last month. We meet with him once or twice a month to brainstorm on his work and marketing efforts.

*"The trade show went perfect! ....I had a good time, meeting new people, and future customers, that's worth every single cent.... I'd like to thank you, Chris for such a great effort and support, Tony and amazing Leesha. Juan Carrillo – Carrillo's Janitorial Service*

Trucking – This business needed a basic accounting system and additional training operations. During the assessment, we realized that not only did the business need a system, they were behind. This business owner had been running his business with Excel invoices. MCIP helped the business catch up on nine months of bookkeeping plus set up QuickBooks. This company is still in need of ongoing bookkeeping assistance as they try to navigate QuickBooks, Reports, and payroll. However, this firm is now current and able to produce reports such as balance sheets and profit and loss statements.

*"For months and weeks I hesitated and procrastinated on signing up [for the trade show] and I found lots of excuses like I need to keep on my work schedule etc...However I'm extremely glad, happy and fortunate at the last minute I did sign up with Leesha Posey's encouragement. I had several GC's throughout the day approaching me with great potential work and give me their business card asking me to get with them. Needless to say, I'll be the first to sign up next year." Tyrone Bailey – Bailey's Construction Unlimited*



## **SOLVE YOUR BUSINESS CHALLENGES TODAY**

**Win More Contracts!  
Save Time!  
Manage Your Costs!  
Become More Profitable!**

MCIP coaches construction businesses to increase their profitability and net worth by improving their business management systems. MCIP focuses on MBE/DBE businesses and offers services to everyone.

## Our Services

**HOW WE CAN ASSIST YOU** – MCIP offers services that assist small businesses, primes, agencies and owners.

**PLAN CENTER** – Receive a weekly summary of federal, state, local and regional projects. We will provide a profile of your company to primes and owners. You can review, print and copy plans.

**PLAN REVIEW AND ESTIMATING SOFTWARE** – Become more efficient at estimating. Receive training and have access to iSqFt and Heavy Bid Software.

**MONTHLY WORKSHOPS** – Participate in bi-weekly workshops to help you win work, manage the work and get paid for the work! Topics include marketing, estimating, administration, financial management and more.

**RECORDS MANAGEMENT SERVICES** – Develop and improve your administrative systems to be efficient and get paid timely. Services include an assessment, setup or revamp of current systems, payroll, accounting and invoicing, plus other services.

**DROP IN ASSISTANCE** – Let MCIP help you solve your construction business challenges and be more profitable. We can assist with all aspects of construction.

**M3 MENTORING** – Accelerate your growth and get a jump on capacity building! This 12 month program is designed to set goals and receive monthly training that teaches you to make management decisions that maximize profit and minimize risk.

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Metropolitan Contractor Improvement Partnership

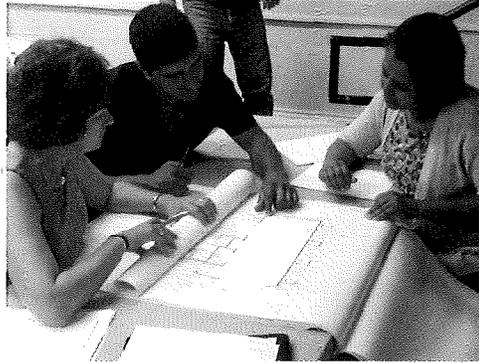
You Build Projects...We Build Contractors

503.288.1211

[www.mcip-pdx.org](http://www.mcip-pdx.org)

Metropolitan Contractor Improvement Partnership

*Building Capacity for Minority Contractors through Partnerships with Primes and Industry Leaders*



**CONTACT US TODAY FOR A FREE  
CONSULTATION AND LEARN HOW TO  
ACCESS OUR SERVICES**

Chris Cross - Contractor Development Manager  
Bidding, estimating and project management  
[Chris@mcip-pdx.org](mailto:Chris@mcip-pdx.org)

Leesha Posey - Program Coordinator  
Records Management Support Services  
[Leesha@mcip-pdx.org](mailto:Leesha@mcip-pdx.org)

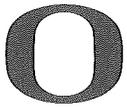
Visit our website for more details!  
[www.mcip-pdx.org](http://www.mcip-pdx.org)

Metropolitan Contractor Improvement Partnership

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UNIVERSITY OF OREGON

May 8, 2014

Multnomah County Commission  
501 SE Hawthorne, Suite 600  
Portland, OR 97214



Dear County Commissioners,

The Labor Education and Research Center (LERC) has a core purpose of helping working Oregonians to improve their lives at work and participate meaningfully in community and civic affairs. LERC fulfills its mission through educational programming, leadership development, applied and scholarly research, consultation, and collaborative work with community partners

For the past ten years, we have been proud of our association with the Voz Workers' Rights Education Project and more recently the MLK Jr. Worker Center. We have been consistently impressed with Voz's strong track record on behalf of day laborers. Through Voz's efforts day laborers have gained a safe environment to congregate and solicit work, obtained access to high quality educational and training offerings, and received support in reclaiming unpaid wages from unscrupulous employers.

The men and women who work as day laborers are an integral part of our economy. Ensuring decent treatment for day laborers not only empowers them and protects their rights; it also reinforces community standards that support fair treatment for all workers.

Voz, which in Spanish means "voice," is aptly named. Time and again, it has proven itself to be an effective vehicle for the aspirations of day laborers in Portland. We urge you to support its continuing efforts on behalf day laborers and the broader community.

Respectfully,

Bob Bussel  
Associate Professor and Director  
Labor Education and Research Center

LABOR EDUCATION AND RESEARCH CENTER

1289 University of Oregon, Eugene OR 97403-1289 T 541-346-5054 F 541-346-2790 [lerc.uoregon.edu](http://lerc.uoregon.edu)

70 NW Couch Street, Suite 353, Portland OR 97209-4038 T 503-412-3721 F 503-412-3720



An equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act

My name is Jon Gramstad, and I am a co-director of Gimme Shelter Portland. Last year at this time we addressed this commission regarding funding of Program #91009 contingent upon selection of a consultant that had the required expertise and experience to guarantee success. Although we are pleased that The Humane Network was selected, we are disappointed that it took until April of this year to award them the contract. This means their advice and recommendations will be issued after the 2015 budget is adopted. Included in this years MCAS budget requests of this commission are programs and initiatives that are scheduled to be assessed by the independent consultant. This is problematic. We have documents stating the selection process was to be completed by the end of October, 2013....providing plenty of time for consultant recommendations to be incorporated into this years budget requests. In addition, there have been recent, and known, management and leadership changes at MCAS. Filling those positions should have also been reserved for The Humane Network's advice. We at GSP now fear The Humane Networks expert assessment will be compromised by their inability to address both the new and future changes at MCAS. Why did it take over a year for MCAS, and yes, they were involved in the selection process, to award the approved consultation? We at Gimme Shelter Portland have no choice but to express our concern over some of the new MCAS budget (and employment) requests.

GSP, along with Oregon Dog Pack, cannot endorse at this time the \$1 million dollar request for office remodel. The statement "a portion of these funds may be used to determine the economic feasibility of a satellite location" is also troublesome. This is something we offered MCAS last summer, providing a budget, cost benefit analysis, profit and loss statement, among many other things. That idea was sadly rejected.

As MCAS continues to improve its live release rate and diminish its euthanasia rate, the public will get further inspired. Understand, however, that these performance measures must be legitimate. One risks losing the status of this communities' only open intake facility if it continues to:

1. not pick up strays
2. restrict animal intake (1 cat per person, per day)
3. not respond to dogs running at large

The Citizen Advisory Committee selections and process are also troubling. In an effort to be overly politically correct, this commission risked experienced input and expertise. I know many qualified people who applied, myself and Barbara included, that were rejected because we didn't meet the prerequisites....one of which was refugee status.

One is left to wonder if this was by design.

The ACT program was initiated with a \$101,000 contribution by Multnomah County taxpayers, yet only 327 of the anticipated 600-800 cats were successfully S/N and returned. The capture and returns were performed by volunteers and the surgeries were done at FCCO under a \$30 per surgery agreement resulting in a total cost to the county \$9810. We recently attended the FCCO annual ball and were asked to donate an addition \$1000 to cover expenses. It seems I am paying twice for the ACT program.

We at GSP are business based and over the years have offered MCAS our expertise so as to improve not just performance, but results. People invest, not just financially but emotionally, in success. We knew if our animal control could become a no-kill facility it would inspire the community and people would embrace its mission. People would willingly contribute both more time and more money, as evidenced by increased volunteerism and more donations

“The higher donation revenue in FY2013 and FY 2014 are due to **unanticipated** large individual donations”.

It is now also time to increase license fees, but only if MCAS performance continues to improve, and the positive recommendations that will come from the Humane Network are implemented. The differential between intact and S/N animals needs to be increased. Those who do the responsible thing and S/N should be rewarded, and those

who chose not to should pay addition fees to a system that exists because of their convenient creation of future unwanted animals.

Hopefully, with The Humane Network's help, MCAS can once again become the only legitimate open intake facility as well as being yet another public animal control agency that has overcome its internal prejudices to earn the title No-Kill.

We at GSP, along with an anxious and expectant community, are looking forward to a new future for not only our animals, but our Animal Control.



**VOZ**

**Voz Workers' Rights Education Project**

1131 SE Oak St. Portland, OR 97214 | Office: 503.233.6787

| Fax: 503.232.6449

County  
**Support City Funding for MLK Worker Center**

Voz and day laborers need your help to secure county funding for the operation of MLK Worker Center. Historically, the County has prioritized in supporting communities that lack access to health care and job growth, however have never support Voz's Worker Center. We need your help to notify County Commissioners to fund the operation of Voz in 2014-2015:

- (1) Sign the form below and return to a day laborer or MLK Worker Center Staff
- (2) Email your County Commissioner
- (3) Provide Testimony in support of MLK Worker Center and Day laborers at the next County Budget Forum on Wednesday, May 7<sup>th</sup> at IRCO, 10301 NE Glisan St, Portland.

*For more information contact Ranfis Villatoro at [development@portlandvoz.org](mailto:development@portlandvoz.org) or (971)242-9964*

**Support Voz's MLK Worker Center Form:**

Name: Barbara Byrd

Email: barbara@orafcto.org

Phone: 503-232-1195

Home Owner     Day Laborer     Employer     Portland Community Member     Volunteer

**Please provide statement of why the city should support Voz:**

*"Dear County Commissioners, As a community member that values an inclusive and complete neighborhood, I want to ask the city to allocate \$65,000 for Voz Worker Rights Education Project to operate the Worker Center. Sincerely, XXXX"*

*(Write on back if necessary)*



**VOZ**

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**Support Voz's MLK Worker Center Form:**

Name: Francisco Aguirre

Email: Sorgautoaguirre405@msn.com

Phone: \_\_\_\_\_

Home Owner     Day Laborer     Employer     Portland Community Member     Volunteer

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*"Dear County Commissioners, As a community member that values an inclusive and complete neighborhood, I want to ask the city to allocate \$65,000 for Voz Worker Rights Education Project to operate the Worker Center. Sincerely, XXXX"*

*I believe voz mlk center deserve to get the 65,000 funding because worker are part of the city development, part of the economy of this country.*

*(Write on back if necessary)*



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| Fax: 503.232.6449

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**Support Voz's MLK Worker Center Form:**

Name: Greg Margolis

Email: olismarg@aol.com

Phone: 503-285-6603

Home Owner       Day Laborer       Employer       Portland Community Member       Volunteer

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Voz and the worker's center have been an incredible asset to Portland and Multnomah county by providing a safe place for workers and employers to meet, protecting workers from wage theft and providing economic stimulus and equity to the community.  
*(Write on back if necessary)*



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**Support Voz's MLK Worker Center Form:**

Name: NEMORIO VAZQUEZ

Email: \_\_\_\_\_

Phone: 971 804 9237

Home Owner       Day Laborer     Employer       Portland Community Member       Volunteer

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Soy NEMORIO VAZQUEZ  
 esta bien el apoyo para los trabajadores  
 como Jornaleros.

*(Write on back if necessary)*



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**Support Voz's MLK Worker Center Form:**

Name: Rell P 2

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Home Owner     Day Laborer     Employer     Portland Community Member     Volunteer

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\* para que ASaTravaJO

(Write on back if necessary)



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**Support Voz's MLK Worker Center Form:**

Name: Yoel Veliz

Email: \_\_\_\_\_

Phone: 503-885-4713

Home Owner       Day Laborer     Employer       Portland Community Member       Volunteer

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EL CENTRO JORNALERO ES IMPORTANTE; YA QUE NOS BRINDA OPORTUNIDAD DE TRABAJO, NOS FACILITA CLASES DE INGLES, DAN ENTRENAMIENTO DE PINTURA, CARPINTERIA, PONER PISO ECT. ES DECIR NOS PREPARAN PARA DESEMPEÑAR CUALQUIER TRABAJO.

(Write on back if necessary)



**VOZ**

**Voz Workers' Rights Education Project**

1131 SE Oak St. Portland, OR 97214 | Office: 503.233.6787

| Fax: 503.232.6449

**Support County Funding for MLK Worker Center**

Voz and day laborers need your help to secure county funding for the operation of MLK Worker Center. Historically, the County has prioritized in supporting communities that lack access to health care and job growth, however have never support Voz's Worker Center. We need your help to notify County Commissioners to fund the operation of Voz in 2014-2015:

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*For more information contact Ranfis Villatoro at [development@portlandvoz.org](mailto:development@portlandvoz.org) or (971)242-9964*

**Support Voz's MLK Worker Center Form:**

Name: JOSE ANA DE

Email: \_\_\_\_\_

Phone: 503-349-8982

Home Owner       Day Laborer       Employer       Portland Community Member       Volunteer

**Please provide statement of why the city should support Voz:**

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ES MPORTANTE POR QUE DE AQUI CONSIGO  
en pleno

*(Write on back if necessary)*



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**Support Voz's MLK Worker Center Form:**

Name: Ascencio

Email: \_\_\_\_\_

Phone: 503-935-4509

Home Owner      Day Laborer      Employer      Portland Community Member      Volunteer

**Please provide statement of why the city should support Voz:**

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ES importante para mi el por que  
 de aqui pago mis billes

*(Write on back if necessary)*



# VOZ

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#### Support Voz's MLK Worker Center Form:

Name: Carlos Manuel Venecia Vazquez

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Home Owner     Day Laborer     Employer     Portland Community Member     Volunteer

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*Porque es nuestra fuente de trabajo*

*(Write on back if necessary)*



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**Support Voz's MLK Worker Center Form:**

Name: Andrew Robinson

Email: mandrew.robinson@gmail.com

Phone: 503 330 7885

Home Owner       Day Laborer       Employer       Portland Community Member       Volunteer

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(Write on back if necessary)



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#### Support Voz's MLK Worker Center Form:

Name: Anastacio SoSa

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Home Owner     Day Laborer     Employer     Portland Community Member     Volunteer

#### **Please provide statement of why the city should support Voz:**

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*Nesecitamos que nos ayuden, este lugar es muy Indispensable y util para la Comunidad para todas Las personas que buscan Trabajar para Trabajar honrradamente y estar al servicio para Nuestra Comunidad con Respeto y "grade cimiento" gracias"*

(Write on back if necessary)



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La que  
firmo es  
de la  
ciudad  
este es  
del conde

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**Support Voz's MLK Worker Center Form:**

Name: Jesus Meza Acosta

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Home Owner     Day Laborer     Employer     Portland Community Member     Volunteer

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comentario?

Please help the day laborer workers  
because I am homeless box  
thank you help the work center  
Por favor

*(Write on back if necessary)*



# VOZ

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#### Support Voz's MLK Worker Center Form:

Name: JUAN M ROBLES

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Home Owner       Day Laborer     Employer       Portland Community Member       Volunteer

#### **Please provide statement of why the city should support Voz:**

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~~ES~~ NECESITAMOS SU APOYO  
 PARA ESTE CENTRO EN EL TENEMOS MUCHA AYUDA  
 COMO ENTRENAMIENTOS DE TRABAJO  
 CLASES DE INGLES ARTE MUSICA POR TODO  
 ESO NECESITAMOS DE USTEDES  
 MUCHAS GRACIAS

(Write on back if necessary)



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**Support Voz's MLK Worker Center Form:**

Name: Angel Reyes

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Home Owner     Day Laborer     Employer     Portland Community Member     Volunteer

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*(Write on back if necessary)*



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**Support Voz's MLK Worker Center Form**

Name: Eduardo Mendez

Email: lolope@gmail.com

Phone: 503 901 6338

Home Owner     Day Laborer     Employer     Portland Community Member     Volunteer

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Firmo para apoyar esta causa a favor de todos los trabajadores.

(Write on back if necessary)



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**Support Voz's MLK Worker Center Form:**

Name: Andres Garcia

Email: ~~XXXX@XXXXX~~ pdx 97 91@hotmail.com

Phone: \_\_\_\_\_

Home Owner     Day Laborer     Employer     Portland Community Member     Volunteer

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*This center has help me by better myself with knowlege to do a better job to support my family.*

*(Write on back if necessary)*





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**Support Voz's MLK Worker Center Form:**

Name: ANN LOPEZ

Email: prissandwinkse@gmail.com

Phone: 503 936 4825

Home Owner     
  Day Laborer   
  Employer     
  Portland Community Member     
  Volunteer

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**Support Voz's MLK Worker Center Form:**

Name: JAIME Gil Robles

Email: \_\_\_\_\_

Phone: 503 476-7248

Home Owner       Day Laborer     Employer       Portland Community Member       Volunteer

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NESESITO Trabajo  
 NESesito EI CENTRO  
 CLASES DE INGLES  
 NESesito para ENTRENAMIENTO de Costrección

(Write on back if necessary)



## Voz Workers' Rights Education Project

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#### Support Voz's MLK Worker Center Form:

Name: Rhonda Radowski

Email: rhonda6464@yahoo.com

Phone: 503.756.6849

Home Owner     Day Laborer     Employer     Portland Community Member     Volunteer

#### **Please provide statement of why the city should support Voz:**

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*IT got me out INTO the community to seek opportunities for long employment*

*(Write on back if necessary)*



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**Support Voz's MLK Worker Center Form:**

Name: Howard Keillor

Email: handy.howie48@gmail.com

Phone: 412 609 3823

Home Owner       Day Laborer     Employer       Portland Community Member       Volunteer

**Please provide statement of why the city should support Voz:**

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*Work Center is awesome for us the worker and it helps the community also giving them good work with good friendly service and skill levels! And we need this Work Center*

*I thank You Howard Keillor*

(Write on back if necessary)



# VOZ

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#### Support Voz's MLK Worker Center Form

Name: Oswaldo Martinez

Email: Moswaldo 944@gmail.com

Phone: 503 757 7713

Home Owner

Day Laborer

Employer

Portland Community Member

Volunteer

#### **Please provide statement of why the city should support Voz:**

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*Es importante para la buena  
comunidad de jornaleros*

*(Write on back if necessary)*



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**Support Voz's MLK Worker Center Form:**

Name: Sophie Miller-DeSart

Email: Smillerdesart@gmail.com

Phone: 702-415-4996

Home Owner     Day Laborer     Employer     Portland Community Member     Volunteer

**Please provide statement of why the city should support Voz:**

*"Dear County Commissioners, As a community member that values an inclusive and complete neighborhood, I want to ask the city to allocate \$65,000 for Voz Worker Rights Education Project to operate the Worker Center. Sincerely, XXXX"*

Dear County Commissioners,

As a volunteer of VOZ, the ~~Worker Center~~ MLK Worker's Center, I've come to sincerely value the mission of the Worker's Rights Education Project. I feel very strongly about protecting this program and it's workers. By allocating \$65,000, VOZ will continue to help individuals and families in the community, everyday.

(Write on back if necessary)      Thank you, Sophie Miller-DeSart



# VOZ

## Voz Workers' Rights Education Project

1131 SE Oak St. Portland, OR 97214 | Office: 503.233.6787

| Fax: 503.232.6449

---

### Phone Calls in Support City Funding for MLK Worker Center

Voz and day laborers need your help to secure city funding for the operation of MLK Worker Center. Historically, Voz has received \$25,000 to \$50,000 in critical funding. Currently the City Budget Office is recommending \$0 funding for Voz. We need your help to notify City Commissioners and the mayor's office to continue funding Voz. Here is how you can help:

(1) Create an outline of what you want to say in your message. Here is a sample:

*"Hi, My name is [Name], and I am calling to ask the Commissioner to support Voz Worker Center to receive \$30,000 in funding from the special appropriations budget. This is important to me because I am a day laborer and the worker center [include 1-3 reasons how the worker center is important to them]. Will the commissioner support the worker center in funding? (depending on response, thank them or encourage them to support if undecided)."*

(2) Have an individual practice in front of the class

(3) Have each class participant pick a partner and practice for 5 minutes.

(4) Choose a representative from the class to make the first call to a Commissioner's office

#### Phone Contacts:

Commissioner Novick-(503) 823-4682

Commissioner Saltzman-(503) 823-4151

Commissioner Fish-(503) 823-3589

*Below is space to create an outline:*

*I come to the Voz Worker Center to get work and to study.*

*Use back if necessary*



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*For more information contact Ranfis Villatoro at [development@portlandvoz.org](mailto:development@portlandvoz.org) or (971)242-9964*

**Support Voz's MLK Worker Center Form:**

Name: Betony Jacobs

Email: lilliputian\_50@yahoo.com

Phone: \_\_\_\_\_

Home Owner     Day Laborer     Employer     Portland Community Member     Volunteer

**Please provide statement of why the city should support Voz:**

*"Dear County Commissioners, As a community member that values an inclusive and complete neighborhood, I want to ask the city to allocate \$65,000 for Voz Worker Rights Education Project to operate the Worker Center. Sincerely, XXXX"*

Dear County Commissioners, as a community member that values an inclusive & complete neighborhood, I want to ask the City to allocate \$65,000 for Voz Worker Rights Education Project to operate the Worker Center. Sincerely, Betony Jacobs

(Write on back if necessary)



**VOZ**

**Voz Workers' Rights Education Project**

1131 SE Oak St. Portland, OR 97214 | Office: 503.233.6787

| Fax: 503.232.6449

**Support City Funding for MLK Worker Center**

Voz and day laborers need your help to secure county funding for the operation of MLK Worker Center. Historically, the County has prioritized in supporting communities that lack access to health care and job growth, however have never support Voz's Worker Center. We need your help to notify County Commissioners to fund the operation of Voz in 2014-2015:

- (1) Sign the form below and return to a day laborer or MLK Worker Center Staff
- (2) Email your County Commissioner
- (3) Provide Testimony in support of MLK Worker Center and Day laborers at the next County Budget Forum on Wednesday, May 7<sup>th</sup> at IRCO, 10301 NE Glisan St, Portland.

*For more information contact Ranfis Villatoro at [development@portlandvoz.org](mailto:development@portlandvoz.org) or (971)242-9964*

**Support Voz's MLK Worker Center Form:**

Name: Diane McLendon

Email: rainbow\_di@hotmail.com

Phone: 503 780 4566

Home Owner     Day Laborer     Employer     Portland Community Member     Volunteer

**Please provide statement of why the city should support Voz:**

*"Dear County Commissioners, As a community member that values an inclusive and complete neighborhood, I want to ask the city to allocate \$65,000 for Voz Worker Rights Education Project to operate the Worker Center. Sincerely, XXXX"*

Dear County Commissioners, As a community member who values an inclusive and complete neighborhood, I want to ask the city to allocate \$65,000 for Voz Worker Rights Education Project to operate the Worker Center. Sincerely, Diane McLendon

*(Write on back if necessary)*



**Support City Funding for MLK Worker Center**

Voz and day laborers need your help to secure county funding for the operation of MLK Worker Center. Historically, the County has prioritized in supporting communities that lack access to health care and job growth, however have never support Voz's Worker Center. We need your help to notify County Commissioners to fund the operation of Voz in 2014-2015:

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**Support Voz's MLK Worker Center Form:**

Name: J. Lauren Norris

Email: lorena.pdx@gmail.com

Phone: 971 219 3575

- Home Owner     
  Day Laborer     
  Employer     
  Portland Community Member     
  Volunteer

**Please provide statement of why the city should support Voz:**

*"Dear County Commissioners, As a community member that values an inclusive and complete neighborhood, I want to ask the city to allocate \$65,000 for Voz Worker Rights Education Project to operate the Worker Center. Sincerely, XXXX"*

Good Jobs with safe employment practice  
 equals Health  
 equity  
 and families that thrive.

(Write on back if necessary)



**VOZ**

**Voz Workers' Rights Education Project**

1131 SE Oak St. Portland, OR 97214 | Office: 503.233.6787

| Fax: 503.232.6449

**Support City Funding for MLK Worker Center**

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For more information contact Ranfis Villatoro at [development@portlandvoz.org](mailto:development@portlandvoz.org) or (971)242-9964

**Support Voz's MLK Worker Center Form:**

Name: Corinna Spencer-Scheurich

Email: Corinna.ss@gmail.com

Phone: 512-773-5797

Home Owner

Day Laborer

Employer

Portland Community Member

Volunteer

**Please provide statement of why the city should support Voz:**

*"Dear County Commissioners, As a community member that values an inclusive and complete neighborhood, I want to ask the city to allocate \$65,000 for Voz Worker Rights Education Project to operate the Worker Center. Sincerely, XXXX"*

Dear County Commissioners,  
 Please fund Voz! They provide essential services for exploited workers. Help us stop wage theft and provide safe locations for work in the county.  
 Sincerely,  
 Corinna Spencer-Scheurich

(Write on back if necessary)



**VOZ**

**Voz Workers' Rights Education Project**

1131 SE Oak St. Portland, OR 97214 | Office: 503.233.6787

| Fax: 503.232.6449

*County*  
**Support City Funding for MLK Worker Center**

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*For more information contact Ranfis Villatoro at [development@portlandvoz.org](mailto:development@portlandvoz.org) or (971)242-9964*

**Support Voz's MLK Worker Center Form:**

Name: Yolanda Sandoval

Email: ~~yolanda.portlandvoz@~~ yolanda@portlandvoz.org

Phone: 503-863-9890

Home Owner     Day Laborer     Employer     Portland Community Member     Volunteer

**Please provide statement of why the city should support Voz:**

*"Dear County Commissioners, As a community member that values an inclusive and complete neighborhood, I want to ask the city to allocate \$65,000 for Voz Worker Rights Education Project to operate the Worker Center. Sincerely, XXXX"*

*Yolanda*

(Write on back if necessary)



# VOZ

## Voz Workers' Rights Education Project

1131 SE Oak St. Portland, OR 97214 | Office: 503.233.6787

| Fax: 503.232.6449

*County*

### Support ~~City~~ Funding for MLK Worker Center

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*For more information contact Ranfis Villatoro at [development@portlandvoz.org](mailto:development@portlandvoz.org) or (971)242-9964*

#### Support Voz's MLK Worker Center Form:

Name: Alexis Ball

Email: alexisball@gmail.com

Phone: 503-740-4170

Home Owner     Day Laborer     Employer     Portland Community Member     Volunteer

#### **Please provide statement of why the city should support Voz:**

*"Dear County Commissioners, As a community member that values an inclusive and complete neighborhood, I want to ask the city to allocate \$65,000 for Voz Worker Rights Education Project to operate the Worker Center. Sincerely, XXXX"*

Voz is a key part of ~~the~~ equity initiatives in the City of Portland. They provide ~~key~~ opportunities for jobs, community organization, leadership development in our community.

**PLEASE SUPPORT VOZ!**

(Write on back if necessary)



**VOZ**

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*For more information contact Ranfis Villatoro at [development@portlandvoz.org](mailto:development@portlandvoz.org) or (971)242-9964*

**Support Voz's MLK Worker Center Form:**

Name: Jim Francesconi

Email: FRANCESCONI@HIC-LAW.COM

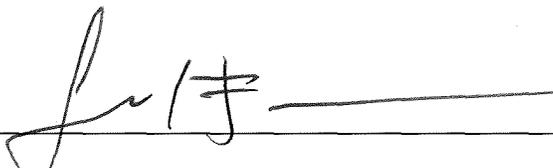
Phone: 503-449-6583

Home Owner       Day Laborer       Employer       Portland Community Member       Volunteer

**Please provide statement of why the city should support Voz:**

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(Write on back if necessary)





## Voz Workers' Rights Education Project

1131 SE Oak St. Portland, OR 97214 | Office: 503.233.6787

| Fax: 503.232.6449

### Support City Funding for MLK Worker Center

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*For more information contact Ranfis Villatoro at [development@portlandvoz.org](mailto:development@portlandvoz.org) or (971)242-9964*

#### Support Voz's MLK Worker Center Form:

Name: Sally Hansen

Email: sallyehansen@gmail.com

Phone: 503-734-7140

Home Owner

Day Laborer

Employer

Portland Community Member

Volunteer

#### **Please provide statement of why the city should support Voz:**

*"Dear County Commissioners, As a community member that values an inclusive and complete neighborhood, I want to ask the city to allocate \$65,000 for Voz Worker Rights Education Project to operate the Worker Center. Sincerely, XXXX"*

Dear County Commissioners,  
As a community member that values an inclusive and complete neighborhood, I ask the city to allocate \$65,000 for Voz to operate the workers' Center on MLK  
Sincerely Sally

*(Write on back if necessary)*



**VOZ**

**Voz Workers' Rights Education Project**

1131 SE Oak St. Portland, OR 97214 | Office: 503.233.6787

| Fax: 503.232.6449

**Support City Funding for MLK Worker Center**

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For more information contact Ranfis Villatoro at [development@portlandvoz.org](mailto:development@portlandvoz.org) or (971)242-9964

**Support Voz's MLK Worker Center Form:**

Name: Elona Dellabaugh-Gormley

Email: elona.kassia@gmail.com

Phone: 971.678.3640

Home Owner       Day Laborer     Employer       Portland Community Member       Volunteer

**Please provide statement of why the city should support Voz:**

*"Dear County Commissioners, As a community member that values an inclusive and complete neighborhood, I want to ask the city to allocate \$65,000 for Voz Worker Rights Education Project to operate the Worker Center. Sincerely, XXXX"*

Dear Commissioners,  
 Please consider the allocation of funding for the  
 Voz Worker Center as a vital step toward promoting  
 a more vibrant, equitable community.  
 Thank you,  
 Elona

(Write on back if necessary)



# Voz Workers' Rights Education Project

1131 SE Oak St. Portland, OR 97214 | Office: 503.233.6787

| Fax: 503.232.6449

## Support City Funding for MLK Worker Center

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*For more information contact Ranfis Villatoro at [development@portlandvoz.org](mailto:development@portlandvoz.org) or (971)242-9964*

### Support Voz's MLK Worker Center Form:

Name: Dara Snyder

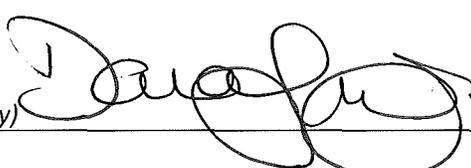
Email: darasnyder@gmail.com

Phone: \_\_\_\_\_

Home Owner       Day Laborer       Employer       Portland Community Member       Volunteer

### **Please provide statement of why the city should support Voz:**

*"Dear County Commissioners, As a community member that values an inclusive and complete neighborhood, I want to ask the city to allocate \$65,000 for Voz Worker Rights Education Project to operate the Worker Center. Sincerely, XXXX"*

*(Write on back if necessary)* 



**VOZ**

**Voz Workers' Rights Education Project**

1131 SE Oak St. Portland, OR 97214 | Office: 503.233.6787

| Fax: 503.232.6449

**Support City Funding for MLK Worker Center**

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*For more information contact Ranfis Villatoro at [development@portlandvoz.org](mailto:development@portlandvoz.org) or (971)242-9964*

**Support Voz's MLK Worker Center Form:**

Name: Greg Dakadu

Email: grg@causaoregon.org

Phone: 503-390-6215

Home Owner     Day Laborer     Employer     Portland Community Member     Volunteer

**Please provide statement of why the city should support Voz:**

*"Dear County Commissioners, As a community member that values an inclusive and complete neighborhood, I want to ask the city to allocate \$65,000 for Voz Worker Rights Education Project to operate the Worker Center. Sincerely, XXXX"*

Just do it.

*(Write on back if necessary)*



# Voz Workers' Rights Education Project

1131 SE Oak St. Portland, OR 97214 | Office: 503.233.6787

| Fax: 503.232.6449

## County Support City Funding for MLK Worker Center

Voz and day laborers need your help to secure county funding for the operation of MLK Worker Center. Historically, the County has prioritized in supporting communities that lack access to health care and job growth, however have never support Voz's Worker Center. We need your help to notify County Commissioners to fund the operation of Voz in 2014-2015:

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### Support Voz's MLK Worker Center Form:

Name: MARTIN GONZALEZ

Email: martin4raza@yahoo.com

Phone: \_\_\_\_\_

Home Owner       Day Laborer       Employer       Portland Community Member       Volunteer

### **Please provide statement of why the city should support Voz:**

*"Dear County Commissioners, As a community member that values an inclusive and complete neighborhood, I want to ask the city to allocate \$65,000 for Voz Worker Rights Education Project to operate the Worker Center. Sincerely, XXXX"*

*The Day Laborer Center plays a crucial role in the community. I hope you continue to support the center.*

(Write on back if necessary)



# Voz Workers' Rights Education Project

1131 SE Oak St. Portland, OR 97214 | Office: 503.233.6787

| Fax: 503.232.6449

## Support City Funding for MLK Worker Center

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### Support Voz's MLK Worker Center Form:

Name: Victor Albanan

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Home Owner     Day Laborer     Employer     Portland Community Member     Volunteer

### **Please provide statement of why the city should support Voz:**

*"Dear County Commissioners, As a community member that values an inclusive and complete neighborhood, I want to ask the city to allocate \$65,000 for Voz Worker Rights Education Project to operate the Worker Center. Sincerely, XXXX"*



(Write on back if necessary)



## Voz Workers' Rights Education Project

1131 SE Oak St. Portland, OR 97214 | Office: 503.233.6787

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### Support City Funding for MLK Worker Center

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#### Support Voz's MLK Worker Center Form:

Name: Andrew Mac Taggart

Email: drewslua@gmail.com

Phone: \_\_\_\_\_

Home Owner       Day Laborer       Employer       Portland Community Member       Volunteer

#### **Please provide statement of why the city should support Voz:**

*"Dear County Commissioners, As a community member that values an inclusive and complete neighborhood, I want to ask the city to allocate \$65,000 for Voz Worker Rights Education Project to operate the Worker Center. Sincerely, XXXX"*

(Write on back if necessary)

# Voz Workers' Rights Education Project

1131 SE Oak St. Portland, OR 97214 | Office: 503.233.6787

| Fax: 503.232.6449

## Support City Funding for MLK Worker Center

Need your help to secure county funding for the operation of MLK Worker Center. The county has prioritized in supporting communities that lack access to health care and we've never support Voz's Worker Center. We need your help to notify County of the operation of Voz in 2014-2015:

Please show up and return to a day laborer or MLK Worker Center Staff

County Commissioner

at the meeting in support of MLK Worker Center and Day laborers at the next County Budget Meeting on Tuesday, May 7<sup>th</sup> at IRCO, 10301 NE Glisan St, Portland.

Contact Ranfis Villatoro at [development@portlandvoz.org](mailto:development@portlandvoz.org) or (971)242-9964

### Support Voz's MLK Worker Center Form:

\_\_\_\_\_

*allight@gmail*

*9636*

Day Laborer  Employer  Portland Community Member  Volunteer

### **Reason of why the city should support Voz:**

*As a community member that values an inclusive and complete city, I ask the city to allocate \$65,000 for Voz Worker Rights Education Project to support the center. Sincerely, XXXX"*

*responsibility to support this opportunity for temporary for people. Many home owners and jobs are temporary. This helps.*



**Voz Workers' Rights Education Project**  
1131 SE Oak St. Portland, OR 97214 | Office: 503.233.6787  
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*For more information contact Ranfis Villatoro at [development@portlandvoz.org](mailto:development@portlandvoz.org) or (971)242-9964*

#### Support Voz's MLK Worker Center Form:

Name: Lindsay Jonasson

Email: lindsay.jonasson@gmail.com

Phone: 971-235-6131

Home Owner       Day Laborer       Employer       Portland Community Member       Volunteer

#### **Please provide statement of why the city should support Voz:**

*"Dear County Commissioners, As a community member that values an inclusive and complete neighborhood, I want to ask the city to allocate \$65,000 for Voz Worker Rights Education Project to operate the Worker Center. Sincerely, XXXX"*

*(Write on back if necessary)*



**Voz Workers' Rights Education Project**  
 1131 SE Oak St. Portland, OR 97214 | Office: 503.233.6787  
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*For more information contact Ranfis Villatoro at [development@portlandvoz.org](mailto:development@portlandvoz.org) or (971)242-9964*

**Support Voz's MLK Worker Center Form:**

Name: Portia Norton

Email: Thwartgoddess88@gmail.com

Phone: (503) 841-3164

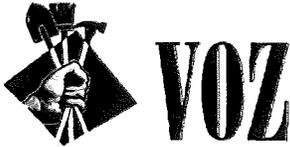
Home Owner       Day Laborer       Employer       Portland Community Member       Volunteer

**Please provide statement of why the city should support Voz:**

*"Dear County Commissioners, As a community member that values an inclusive and complete neighborhood, I want to ask the city to allocate \$65,000 for Voz Worker Rights Education Project to operate the Worker Center. Sincerely, XXXX"*

*It is difficult as a young community member to get a job with out any work experience. This place provides this for me.*

(Write on back if necessary)



# Voz Workers' Rights Education Project

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| Fax: 503.232.6449

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*For more information contact Ranfis Villatoro at [development@portlandvoz.org](mailto:development@portlandvoz.org) or (971)242-9964*

### Support Voz's MLK Worker Center Form:

Name: Jan Forti

Email: jenniferforti@yahoo.com

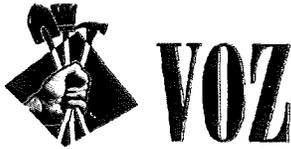
Phone: \_\_\_\_\_

Home Owner       Day Laborer       Employer       Portland Community Member       Volunteer

### **Please provide statement of why the city should support Voz:**

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*(Write on back if necessary)*



# Voz Workers' Rights Education Project

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| Fax: 503.232.6449

## Support City Funding for MLK Worker Center

Voz and day laborers need your help to secure county funding for the operation of MLK Worker Center. Historically, the County has prioritized in supporting communities that lack access to health care and job growth, however have never support Voz's Worker Center. We need your help to notify County Commissioners to fund the operation of Voz in 2014-2015:

- (1) Sign the form below and return to a day laborer or MLK Worker Center Staff
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*For more information contact Ranfis Villatoro at [development@portlandvoz.org](mailto:development@portlandvoz.org) or (971)242-9964*

### Support Voz's MLK Worker Center Form:

Name: Andros SALAZAR

Email: \_\_\_\_\_

Phone: 503 210 5883

Home Owner       Day Laborer     Employer       Portland Community Member       Volunteer

### **Please provide statement of why the city should support Voz:**

*"Dear County Commissioners, As a community member that values an inclusive and complete neighborhood, I want to ask the city to allocate \$65,000 for Voz Worker Rights Education Project to operate the Worker Center. Sincerely, XXXX"*

*El centro es bueno para toda la gente  
y es onrado nos da beneficios para  
nosotros los trabajadores honestos*

(Write on back if necessary)



# Voz Workers' Rights Education Project

1131 SE Oak St. Portland, OR 97214 | Office: 503.233.6787

| Fax: 503.232.6449

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### Support Voz's MLK Worker Center Form:

Name: Mary Mendez

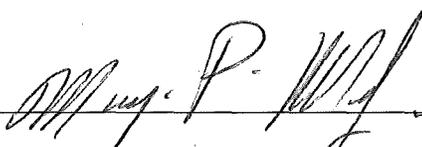
Email: mary@enlacenrtl.org

Phone: \_\_\_\_\_

Home Owner       Day Laborer       Employer       Portland Community Member       Volunteer

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(Write on back if necessary) 



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### Support Voz's MLK Worker Center Form:

Name: Capella Crowfoot Lapham 5735 SE Flavel St

Email: capella\_act@yahoo.com

Phone: 503 470 9471

Home Owner     Day Laborer     Employer     Portland Community Member     Volunteer

### **Please provide statement of why the city should support Voz:**

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VOZ is an organization that provides support to people who have nowhere else to turn. They provide wholistic services on a very small budget. Their efficiency is commendable. Please support VOZ.

*(Write on back if necessary)*





**VOZ**

**Voz Workers' Rights Education Project**

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**Support Voz's MLK Worker Center Form:**

Name: Karen Carr

Email: karen@historyforkids.org

Phone: 503 459 1707

Home Owner     
  Day Laborer   
  Employer     
  Portland Community Member     
  Volunteer

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People need a safe place  
 to negotiate their labor -  
 the city has a responsibility to  
 provide it.

(Write on back if necessary)



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**Support Voz's MLK Worker Center Form:**

Name: Sean Choi

Email: jeanchoi09@gmail.com

Phone: (650)303-1654

Home Owner       Day Laborer     Employer       ~~Portland~~ Community Member       Volunteer

**Please provide statement of why the city should support Voz:**

*"Dear County Commissioners, As a community member that values an inclusive and complete neighborhood, I want to ask the city to allocate \$65,000 for Voz Worker Rights Education Project to operate the Worker Center. Sincerely, XXXX"*

Dear County Commissioners, as a community member that values an inclusive and complete neighborhood, I want to ask the city to allocate \$65,000.00 for Voz Worker Rights Education Project to operate the Worker Center. Sincerely, Sean Choi

*(Write on back if necessary)*



## Voz Workers' Rights Education Project

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| Fax: 503.232.6449

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#### Support Voz's MLK Worker Center Form:

Name: Peter Parks

Email: peterparks@oxidized.org

Phone: 503 896 0508

Home Owner       Day Laborer       Employer       Portland Community Member       Volunteer

#### **Please provide statement of why the city should support Voz:**

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The MLK Day Labor Center is good for the community - it provides a safe place for day laborers who would otherwise be looking for work on the streets.

(Write on back if necessary)



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**Support Voz's MLK Worker Center Form:**

Name: Ian LaVallee

Email: \_\_\_\_\_

Phone: 503.528.6075

Home Owner       Day Laborer       Employer       Portland Community Member       Volunteer

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*(Write on back if necessary)*



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**Support Voz's MLK Worker Center Form:**

Name: John Schwiebert

Email: john@tearsoup.com

Phone: 503 281-3697

Home Owner       Day Laborer       Employer       Portland Community Member       Volunteer

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*(Write on back if necessary)*



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**Support Voz's MLK Worker Center Form:**

Name: Christopher Rhodes

Email: rhodesct@gmail.com

Phone: (503) 309-8484

Home Owner     Day Laborer     Employer     Portland Community Member     Volunteer

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**Support Voz's MLK Worker Center Form:**

Name: Douglas Yarrow

Email: yarrow2006@hotmail.com

Phone: 503-771-5277

Home Owner       Day Laborer       Employer       Portland Community Member       Volunteer

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Fund Voz!

*(Write on back if necessary)*



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**Support Voz's MLK Worker Center Form:**

Name: ANARIS GARCIA

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Home Owner     Day Laborer     Employer     Portland Community Member     Volunteer

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THE WORKER CENTE IS SECONLY HOSE  
 IN THE PLACE IS IMPORTANT FOR ME AND  
 FOR MORE PEAPD

*(Write on back if necessary)*



**VOZ**

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*[Handwritten signature]*

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**Support Voz's MLK Worker Center Form:**

Name: Bertha (Betty) Marin

Email: bmartin@pdx.edu

Phone: 424-215-1522

Home Owner       Day Laborer     Employer       Portland Community Member       Volunteer

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The worker center is an indispensable space for dozens of vulnerable workers every day. The center trains workers & provides them a safe space to build community.

*(Write on back if necessary)*



**VOZ**

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**Support Voz's MLK Worker Center Form:**

Name: MARC PERRY

Email: \_\_\_\_\_

Phone: 503-806-0066

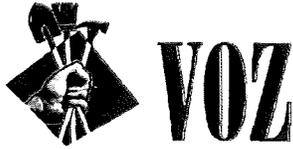
Home Owner       Day Laborer       Employer       Portland Community Member       Volunteer

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*Please maintain a safe place for laborers to gather.*

(Write on back if necessary)



# Voz Workers' Rights Education Project

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| Fax: 503.232.6449

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### Support Voz's MLK Worker Center Form:

Name: Bryan Wingold

Email: \_\_\_\_\_

Phone: 971-221-6503

Home Owner       Day Laborer       Employer       Portland Community Member       Volunteer

### **Please provide statement of why the city should support Voz:**

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*don't let this vital Center fall to the wayside!*

(Write on back if necessary)



**VOZ**

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#### Support Voz's MLK Worker Center Form:

Name: Matthew Ellis

Email: ellisn@pdx.edu

Phone: 503 657 3721

Home Owner

Day Laborer

Employer

Portland Community Member

Volunteer

#### **Please provide statement of why the city should support Voz:**

*"Dear County Commissioners, As a community member that values an inclusive and complete neighborhood, I want to ask the city to allocate \$65,000 for Voz Worker Rights Education Project to operate the Worker Center. Sincerely, XXXX"*

Support human rights

*(Write on back if necessary)*



# PORTLAND PUBLIC SCHOOLS

161 Northeast 82nd Avenue / Portland, Oregon 97220

Phone: (503) 916-6136

VESTAL SCHOOL

Office Of The Principal

December 10, 2013

Dear PPS Decision Makers,

I am writing to ask for your support in bringing a SUN program to Vestal K8. I had the good fortune to join PPS and take leadership of Vestal this summer. In my first months here, I have been impressed by the growing strength of the Vestal community and the clear dedication of the Vestal faculty. I have also been struck by the quiet but intense needs of our student body. Seventy-six percent of our students qualify for free/reduced lunch, 25% qualify for special education support, and over one-third are English Language Learners. Our families come from around the world, bringing 21 languages into our building. And, many, many of our students and families struggle with the secondary impacts of poverty (i.e. housing and employment challenges, trauma and loss, etc.). In spite of these challenges, the Vestal faculty has pulled the school out of Focus status—but, achievement challenges and gaps prevail. We are certain that—with the support of a SUN program—we could help Vestal students and families succeed against the odds. With wrap-around supports for families and extracurricular learning opportunities for students we could increase the likelihood of bridging the opportunity gap that keep many of our students from reaching their potential.

Since my appointment as Vestal's principal, my school community has taken several steps to research the process of becoming a SUN school and to begin advocating for funding. On multiple occasions, we have invited representatives from PPS and IRCO (our likely SUN partner agency) to the school to inform staff and parents about the SUN program. We have reached out to our partner agencies—IRCO, ETHOS, Montavilla Neighborhood Association, Portland Community College, etc—to seek community support for Vestal SUN. You will see letters from these agencies included in this packet. And, our PTA has launched a letter-writing and petition campaign to represent family, staff, and community support of Vestal SUN. Although this campaign is ongoing, current results are also included in this packet.

We have been told by the County that Vestal will be more likely to get funded for a new SUN program if the district commits to a base level of partial funding. With the spirit of PPS's Equity Policy in mind, we hope that you will consider making this commitment. I strongly believe that Vestal has both the need and the will to develop a vibrant SUN program that will change outcomes for struggling students in a positive way.

Thank you for your consideration of this request. Please let us know if further information is needed. Our community is willing to do whatever it will take to bring this high-leverage support to Vestal.

Sincerely,

Emily Glasgow

Principal

# Vestal PTA

December 8, 2013

To Whom It May Concern:

The Vestal PTA urges you to bring the SUN Community School program to Vestal K-8 School. We believe that the SUN program would greatly benefit Vestal's students and their families. As you are most likely aware, students at SUN schools have increased academic performances, improved classroom behavior, higher attendance rates, and improved self-images. Their families become more stable as they gain access to needed resources and assistance. We ask you to bring these opportunities to the Vestal community.

Transforming Vestal into a SUN School would address many unmet needs at the school. Vestal is a wonderful school with a diverse student body, but many students and their families face instabilities. Vestal is a Title 1 school, and 76% of Vestal students receive free or reduced lunches, indicating the financial challenges of their families. Having an on-site SUN coordinator at Vestal would connect families with critical anti-poverty resources and family support services.

The diversity at Vestal enriches the experience of the students, but also creates academic challenges. There are 21 different languages spoken at Vestal. Thirty-two percent of Vestal students are English Language Learners, and 64% are students of color. Based on the most recent Oregon Report Card, Vestal is a Level 3 school that falls just short of the State average performance. We believe that transforming Vestal into a SUN School will provide the academic support needed for its students to achieve educational success, and elevate Vestal to the next level.

The SUN program would also create a safe and positive place for students to be after school. Many Vestal students lack opportunities for after school enrichment, and can face negative influences in the surrounding community adjacent to 82<sup>nd</sup> Avenue. Having afternoon enrichment opportunities at the school would make a positive difference in the lives of many students.

The students at Vestal deserve the benefits that come along with being part of a SUN School. Please bring SUN to Vestal!

Sincerely,



Kate Sage,  
Vestal PTA President



To Whom It May Concern:

I understand that community members and the Vestal School PTA are advocating to start a SUN Community School Program at Vestal. The school is located a little over one mile from Portland Community College's expanding Southeast Center and serves many of the same families that look to PCC to pursue their academic careers. As the president of the Southeast Center, I strongly encourage you to support this community initiative to make this resource available to Vestal families and students.

Extending the SUN program to communities like the one surrounding Vestal goes hand-in-hand with the state's landmark higher education "40-40-20 Goal." Approved by the Oregon Legislature in 2011, the "40-40-20 Goal" aims for 40% of adult Oregonians to hold a bachelor's or advanced degree, 40% to have an associate's degree or a meaningful postsecondary certificate, and all adult Oregonians to hold a high school diploma or equivalent by the year 2025.

Thanks to SUN programs at other local schools, students have increased academic performances, improved classroom behavior, higher attendance rates and improved self-images. These are strong indicators when predicting a student's success in graduating from high school and during their first term at PCC. In simple terms, SUN programs have helped set students up for success.

Communities around Vestal and the Southeast Center are home to a rich diversity of cultures and socioeconomic backgrounds, and many of the students and their families face instabilities and numerous challenges. Vestal is a Title 1 school and 76% of Vestal students receive free or reduced lunches, indicating the financial challenges of their families. Having an on-site SUN coordinator at Vestal would connect families with critical anti-poverty resources and family support services.

If we are to achieve our goals of graduating 100% of our students from high school by the year 2025 – which begins with this year's first graders - we desperately need programs like SUN more than ever in these communities. I believe bringing the SUN program to Vestal will not only provide much needed local support to families and youth in need, it will advance the state's long-term goal of collective action to support our youth in becoming successful and engaged citizens.

Sincerely,

Dr. Jessica Howard  
President, Southeast Center/Extended Learning Campus  
Portland Community College

December 2, 2013

To Whom It May Concern:

The Montavilla Neighborhood Association urges you to bring the SUN Community School program to Vestal K-8 School. We believe that the SUN program would greatly benefit Vestal's students and their families, and strengthen our community. As you are most likely aware, students at SUN schools have increased academic performances, improved classroom behavior, higher attendance rates, and improved self-images. Their families become more stable as they gain access to needed resources and assistance. We ask you to bring these opportunities to the Vestal community.

Transforming Vestal into a SUN School would address many unmet needs at the school. Vestal is a wonderful school with a diverse student body, but many students and their families face instabilities. Vestal is a Title 1 school, and 76% of Vestal students receive free or reduced lunches, indicating the financial challenges of their families. Having an on-site SUN coordinator at Vestal would connect families with critical anti-poverty resources and family support services.

The diversity at Vestal enriches the experience of the students, but also creates academic challenges. There are 21 different languages spoken at Vestal. Thirty-two percent of Vestal students are English Language Learners, and 64% are students of color. Based on the most recent Oregon Report Card, Vestal is a Level 3 school that falls just short of the State average performance. We believe that transforming Vestal into a SUN School will provide the academic support needed for its students to achieve educational success, and elevate Vestal to the next level.

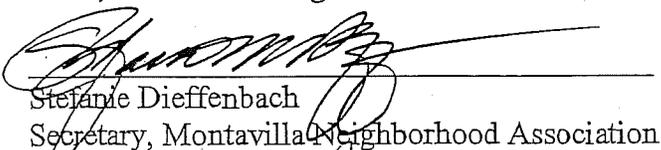
The SUN program would also create a safe and positive place for students to be after school. Many Vestal students lack opportunities for after school enrichment, and can face negative influences in the surrounding community adjacent to 82<sup>nd</sup> Avenue. Having afternoon enrichment opportunities at the school would make a positive difference in the lives of many students.

The students at Vestal deserve the benefits that come along with being part of a SUN School. We believe that a stronger Vestal School will lead to a stronger Montavilla neighborhood, and urge you to bring SUN to Vestal.

Sincerely,



Fritz Hirsch  
Chair, Montavilla Neighborhood Association



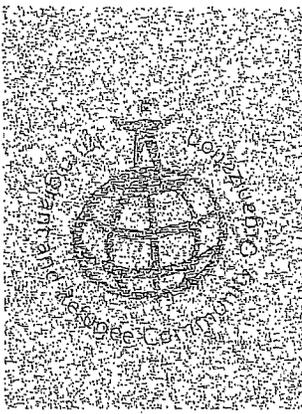
Stefanie Dieffenbach  
Secretary, Montavilla Neighborhood Association



Diana Marshall  
Treasurer, Montavilla Neighborhood Association



Laura Spidell  
Education Liaison, Montavilla Neighborhood Association



**IMMIGRANT AND REFUGEE  
COMMUNITY ORGANIZATION**

**MISSION:**  
TO PROMOTE THE INTEGRATION OF  
REFUGEES, IMMIGRANTS, AND THE  
COMMUNITY AT LARGE INTO A SELF-  
SUFFICIENT, HEALTHY AND INCLUSIVE  
MULTIETHNIC SOCIETY.

www.ircoco.org

**IRCO LOCATIONS:**

IRCO Headquarters  
10301 NE Glisan Street  
Portland, Oregon 97220  
Tel: 503-234-1541

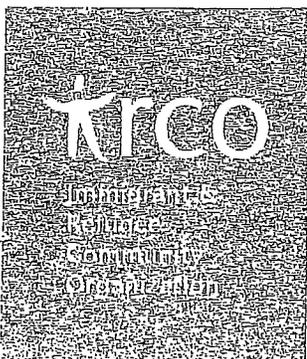
IRCO Africa House &  
Skill Center  
631 NE 102nd Avenue  
Portland, Oregon 97220  
Tel: 503-802-0082

IRCO Asian Family Center  
8040 NE Sandy Boulevard  
Portland, Oregon 97213  
Tel: 503-235-9396

IRCO East Portland  
Community Center (EPCC)  
740 SE 106th Ave  
Portland, OR 97216  
503-988-6073

IRCO Mid County  
Senior District Center  
106515 SE Cherry Blossom Dr.  
Portland, Oregon 97216  
Tel: 503-988-5480

International Language Bank  
ILB  
10301 NE Glisan Street  
Portland, Oregon 97220  
Tel: 503-234-0068



December 2, 2013

To Whom It May Concern:

We are writing to urge you to bring the SUN Community School program model to Vestal K-8 School in Portland Public Schools. We believe transforming Vestal into a SUN school would greatly benefit Vestal students and families. As you are likely aware, students at SUN schools enjoy increased academic performance, improved behavior and attendance and enhanced self-images. Their families become more stable as they gain access to needed resources and assistance. We ask you to bring these opportunities to the Vestal community via the SUN school model.

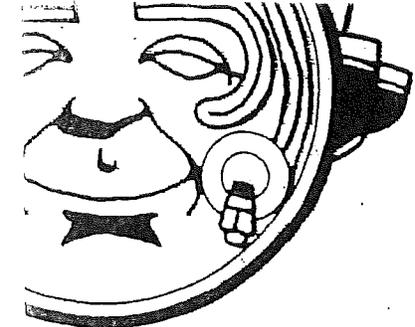
While one of Vestal's key assets is its diversity (32% of students are English Language Learners and 64% are students of color), it is a Title I school and also a Level 3 school (based on the Oregon Report Card) that falls just short of State average academic performance; moreover 76% of students receive free or reduced lunch.

Transforming Vestal into a SUN school would address varied needs, particularly school academic priorities so that students are better prepared to learn. A Vestal SUN school would also address basic needs via anti-poverty and family support services, so that families have greater opportunities to prosper. Based on IRCO's recent experience delivering academic support, family engagement, energy assistance and early childhood development programming at Vestal, IRCO is certain that SUN school would be of great benefit to Vestal.

SUN school would also create a safe place for students after school. Vestal students lack afterschool enrichment opportunities and face negative influences in the surrounding community near 82<sup>nd</sup> Avenue. Having afternoon opportunities at Vestal would make a positive difference for students and will also enhance the surrounding neighborhood. The students at Vestal deserve the benefits that come along with being part of a SUN school. Please bring SUN to Vestal!

Sincerely,

Lee Po Cha  
Associate Director, IRCO  
Director, Asian Family Center



# ETHOS<sup>®</sup> MUSIC CENTER

2 N. Killingsworth St., Portland, OR 97217

PHONE: 503-AT-ETHOS FAX: 503-200-1064

WWW.ETHOS.ORG

To Whom It May Concern,

Ethos is writing to emphasize the importance of bringing a SUN Community School to Vestal Elementary. The resources and assistance offered by SUN would be invaluable to the Vestal community, filling a gap that very much needs attention. In addition to safe and structured after-school programming for youth the effects of SUN on students are as far reaching as improved self-image, improved academic performance, and higher attendance rates. We urge you to bring this programming and all of its benefits to Vestal.

For many years Ethos has partnered with Vestal in providing after-school music classes including guitar, choir, band and marimba. We feel that operating as a partner with a SUN school will only make Ethos' classes more effective and dynamic. Currently, weekly classes are overseen by the music instructor and the school office, which like any school office, is quite busy with day-to-day business. After-school logistics, student attendance, and behavior will be monitored much more closely by a site supervisor, a recipe for much more streamlined and successful classes.

A colorful roster of after-school SUN classes will only accentuate Vestal's diverse community. It will bring out the cultures behind 21 different languages spoken by the student body which is made up of 64% students of color. For students in need of extra academic support, the resources available to them in SUN will help them succeed in the school day and raise Vestal's overall academic performance above the state standard.

So please help bring SUN to Vestal and keep the kids safe from negative influences of the 82<sup>nd</sup> avenue neighborhood, increase their livelihood and academic achievements, and enhance the colorful and diverse community at Vestal Elementary.

Thank you for your support,

--  
Adam Goodwin  
Urban Outreach Manager  
Ethos Music Center  
971-717-6901



BUSINESS ASSOCIATION

post office box 33342 portland, oregon 97292 www.metba.org

Dec 2<sup>nd</sup>, 2013

Good Morning,

I am writing to you on behalf of METBA, the Montavilla East Tabor Business Association, in my capacity as President of the association in support of bringing the SUN Community School program to Vestal K-8 School. Myself and the METBA Board believe that the SUN program would greatly benefit Vestal's students and their families. Much of the business community consists of parents and neighborhood residents who are strongly invested in all parts of our respective community. As you are most likely aware, students at SUN schools have increased academic performances, improved classroom behavior, higher attendance rates, and improved self-images. Their families become more stable as they gain access to needed resources and assistance. We ask you to bring these opportunities to the Vestal community.

Transforming Vestal into a SUN School would address many unmet needs at the school. Vestal is a wonderful school with a diverse student body, but many students and their families face instabilities. Vestal is a Title 1 school, and 76% of Vestal students receive free or reduced lunches, indicating the financial challenges of their families. Having an on-site SUN coordinator at Vestal would connect families with critical anti-poverty resources and family support services.

The diversity at Vestal enriches the experience of the students, but also creates academic challenges. There are 21 different languages spoken at Vestal. Thirty-two percent of Vestal students are English Language Learners, and 64% are students of color. Based on the most recent Oregon Report Card, Vestal is a Level 3 school that falls just short of the State average performance. We believe that transforming Vestal into a SUN School will provide the academic support needed for its students to achieve educational success, and elevate Vestal to the next level.

The SUN program would also create a safe and positive place for students to be after school. Many Vestal students lack opportunities for after school enrichment, and can face negative influences in the surrounding community adjacent to 82<sup>nd</sup> Avenue. Having afternoon enrichment opportunities at the school would make a positive difference in the lives of many students.

The students at Vestal deserve the benefits that come along with being part of a SUN School. Please bring SUN to Vestal!

Sincerely,

Mia Neuse

METBA President / Montavilla Community Acupuncture Owner & Operator



November 20, 2013

To Whom It May Concern:

We have a perfect storm! A couple of years ago, Vestal faculty decided to send kids from the classroom to read in the S.M.A.R.T. program "who may or may not" need any help. The result is my nice collection of 2012 snapshots of what happens twice a week in the Vestal faculty lounge.

Pretty cool to get to see inside the faculty lounge isn't it? If these kids were actually slow in reading, you wouldn't see these photos, right?

So follow my train of thought: isn't the S.U.N. program more likely to succeed at a school where neighbors flood in two mornings a week to help as S.M.A.R.T. volunteers? Think about that... this is the teachers' lounge. What happens to this school in this neighborhood if rooms are available after school? A perfect storm; success upon success; you win!

*R. Warren*  
 Roger Warren, A Monday volunteer  
 (503) 254-9788

me Hannah (both a pal and a pet/home)

*Actual teachers on a break*



December 5, 13

Dear Sir or Madam:

I am writing to ask you to please bring the SUN Community Program to our school. As you may or not may not be aware we are a Title I School and many of our students have little to no resources at their homes. They also have to go home to an empty house because their parents are working hard to support them.

I believe that Vestal Students would benefit from having the SUN Community Program. It would give the students a positive place to be after school and they would gain confidence in themselves as they try new skills. This will also enable them to have supervised activities so that they are not home alone.

I also believe that the SUN program embraces the community and has resources to help both Parents and Students. This is essential to making Vestal a positive place to be.

Last, I ask that you bring the SUN Community Program to our school to help the children with their academic progress. We understand that most schools that have the SUN program have increased academics. We have been working hard to take our students to the next level and ask that you help us by bringing the SUN Program to our school.

Our Students and Community needs this.

Sincerely,

A handwritten signature in cursive script that reads "Grace Bennett".

Grace Bennett  
4/5<sup>th</sup> grade teacher at Vestal School

To Whom It May Concern:

We are writing to urge you to bring the SUN Community School program to Vestal K-8 School. We believe that the SUN program would greatly benefit Vestal's students and their families. As you are most likely aware, students at SUN schools have increased academic performances, improved classroom behavior, higher attendance rates, and improved self-images. Their families become more stable as they gain access to needed resources and assistance. We ask you to bring these opportunities to the Vestal community.

Transforming Vestal into a SUN School would address many unmet needs at the school. Vestal is a wonderful school with a diverse student body, but many students and their families face instabilities. Vestal is a Title 1 school, and 76% of Vestal students receive free or reduced lunches, indicating the financial challenges of their families. Having an on-site SUN coordinator at Vestal would connect families with critical anti-poverty resources and family support services.

The diversity at Vestal enriches the experience of the students, but also creates academic challenges. There are 21 different languages spoken at Vestal. Thirty-two percent of Vestal students are English Language Learners, and 64% are students of color. Based on the most recent Oregon Report Card, Vestal is a Level 3 school that falls just short of the State average performance. We believe that transforming Vestal into a SUN School will provide the academic support needed for its student to achieve educational success, and elevate Vestal to the next level.

The SUN program would also create a safe and positive place for students to be after school. Many Vestal students lack opportunities for after school enrichment, and can face negative influences in the surrounding community adjacent to 82<sup>nd</sup> Avenue. Having afternoon enrichment opportunities at the school would make a positive difference in the lives of many students.

The students at Vestal deserve the benefits that come along with being part of a SUN School. Please bring SUN to Vestal!

*Sincerely,*

*Ronette Bryson*

*Special Education Teacher*

*K-6*

*rbryson@pps.net*

To The Sun School Advisory Board:

I am writing to urge you to bring the SUN Community School program to Vestal K-8 School. Our PTA believes that the SUN program would greatly benefit Vestal's students and their families and because we have one of the most fantastic, hardworking PTA's, I fully support any project that they feel is worthwhile.

Additionally, due to the significant gains in academic and attendance rates at Sun Schools I would love to see those types of opportunities offered here at Vestal. Many of our students would benefit from after school tutoring and having enrichment activities that are supervised and productive. As a teacher here at Vestal I can see the need for and the advantages of having the Sun School Program at our school.

Vestal is a Title 1 school, and 76% of Vestal students receive free or reduced lunches and many of our parents are single income homes with limited funds for after school clubs or classes. Having an on-site SUN coordinator at Vestal would connect families with critical anti-poverty resources and family support services.

Vestal's diverse population is a pleasure to work with and having added support will assuredly improve our community and our academics. The Sun program will provide much needed enrichment and extend the opportunities for our students, so I urge you to bring your program to Vestal.

Sincerely,



Margaret Byrne  
Fifth Grade Teacher

To Whom It May Concern:

I am writing as a Vestal teacher, Vestal club coordinator, and mother to urge you to bring the SUN Community School program to Vestal K-8 School. For the past several years I have experienced Vestal from all angles. I have always imagined our school playing a stronger role for its' students, families, and community. As a Sun School Vestal K-8 could realize it's potential. I believe that the SUN School program would greatly benefit Vestal's students and their families becoming a beacon of success for the Montavilla neighborhood and the Madison Cluster.

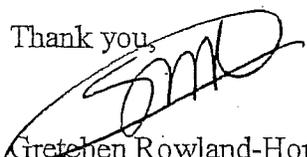
The richly diverse community of learners at Vestal long to participate in afterschool programs that reflect the community they have within the school and their classrooms. We have a consistent turn out for our teacher led clubs. Our students take pride in our school and the community engagement activities we create for them, but they need more. They are eager to participate and I know that SUN program would be well received by the students and parents.

The positive impacts of SUN Schools are well known. SUN schools increase academic performance, improve classroom behavior, show higher attendance rates, and improved self-images. The impact not only affects the student performance but also enables parents to gain access to needed resources and assistance. Having an on-site SUN coordinator at Vestal would connect families with critical anti-poverty resources and family support services.

The SUN program would also create a safe and positive place for students to be after school. Many Vestal students lack opportunities for after school enrichment, and can face negative influences in the surrounding community adjacent to 82<sup>nd</sup> Avenue. Having afternoon enrichment opportunities at the school would make a positive difference in the lives of many students. I believe that transforming Vestal into a SUN School will provide the academic support needed for its student to achieve educational success, and elevate Vestal to the next level.

The foundation of every neighborhood is the health and stability of its' community members. Bring a SUN school program to Vestal would help assure that our communities most fragile members: it young people and struggling families get the assistance and access to success they deserve. Please bring SUN to Vestal!

Thank you,



Gretchen Rowland-Horrigan  
Vestal First grade teacher,  
Vestal Garden coordinator,  
and mother of former Vestal student

December 8, 2013

To Whom It May Concern:

As a parent and community member, I urge you to bring the SUN Community School program to Vestal K-8 School. My son is in first grade at Vestal, and he loves his teachers and classmates. I am grateful that he has an environment where he feels safe and excited to learn and grow. Yet, as a parent, I see so many needs at Vestal. I believe many of these needs could begin to be addressed through the resources offered from the SUN program.

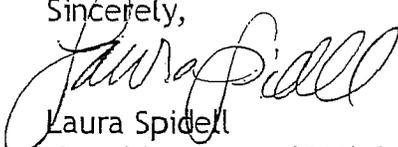
This year, I decided to volunteer on the PTA Board because I feel that more parent and community involvement is needed at Vestal. We have a diverse student body, with 21 different languages spoken at Vestal. Thirty-two percent of Vestal students are English Language Learners, and 64% are students of color. I love this diversity, but it makes it challenging to bring our community together. We also have many families that face instabilities. Vestal is a Title 1 school, and 76% of Vestal students receive free or reduced lunches, indicating the financial challenges of their families.

Having an on-site SUN coordinator at Vestal would connect families with critical anti-poverty resources and family support services, helping to stabilize these families. It would also help us with community building events and activities. I believe that stronger relationships between our students and our families will help strengthen the learning environment for our students at our school and in their homes. Right now, Vestal is a "Level 3" school that falls just short of the State average performance. Transforming Vestal into a SUN School could provide the support needed for its students to achieve educational success, and elevate Vestal to the next level.

I spend a lot of time at Vestal after school, and I see many students with no where to go and nothing to do. The SUN program would create a safe and positive place for students to be after school. Many Vestal students lack opportunities for after school enrichment, and can face negative influences in the surrounding community adjacent to 82<sup>nd</sup> Avenue. Having afternoon enrichment opportunities at the school would make a positive difference in the lives of many students, and give them additional opportunities to learn and grow.

I believe that the SUN program would greatly benefit Vestal's students and their families. The statistics show that students at SUN schools have increased academic performances, improved classroom behavior, higher attendance rates, and improved self-images. Their families become more stable as they gain access to needed resources and assistance. We ask you to bring these opportunities to the Vestal community. Please bring SUN to Vestal!

Sincerely,



Laura Spidell

Vestal Parent and PTA Secretary

To Whom It May Concern:

I write to urge you help bring the SUN Community School program to Vestal K-8 School. The SUN program would greatly benefit Vestal's students and their families. As you are most likely aware, SUN (Schools Uniting Neighborhoods) is where community services and a school come together to transform a school into a community hub. I have taught at other schools in PPS with SUN programs in effect, and I've seen the magnitude of these programs first hand. As a teacher who is dedicated to giving her students an equitable school experience, I firmly believe that our students deserve and need the opportunity of SUN to reach their fullest potential.

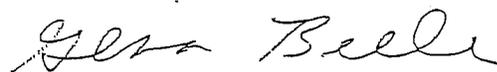
Before I was hired as a teacher at Vestal, I worked as a long-term substitute teacher at Markham Elementary School. Like Vestal, Markham is a Title I school with a diverse student body. Unlike Vestal, Markham is a SUN school. Rather than being dismissed to roam their neighborhood streets after school, the majority of students at Markham engaged in enriching extended-day activities. I waved goodbye as they left for art programs where they learned to draw cartoons or create sculptures out of Legos. I listened as they excitedly told me about their SUN sports programs, where they learned to compete in organized sports like soccer, basketball and volleyball. And I watched students' academic performance improve thanks to individual tutoring and homework clubs.

Vestal teachers have put in countless hours educating themselves and practicing what it means to ensure that all students reach their fullest potential. It is a top priority of ours to close the achievement gap between under-privileged students and their more privileged classmates. Yet while teachers at 36 schools in Portland Public are sending their students off after-school enrichment, we at Vestal are turning students who want to stay after school away and sending them unsupervised onto the neighborhood streets. This just doesn't add up to me or to the rest of the dedicated and hard-working staff at Vestal. We pour time, energy and heart, into teaching curriculum that engages students from diverse backgrounds and cultures.

Our students don't just deserve better, they need a program like SUN to succeed. Based on the most recent Oregon Report Card, Vestal is a Level 3 school that falls just short of the State average performance. We believe that transforming Vestal into a SUN School will provide the support needed for its students to achieve social and academic success, and elevate Vestal to the next level.

The families and students at Vestal deserve the benefits that come along with being part of a SUN School. Please bring SUN to Vestal!

Sincerely,



Gena Biello

December 5, 2013

To Whom It May Concern:

We are writing to request you bring SUN Community School Program to the Vestal K-8 School. We feel that this program can help the students and their families. Students in Sun schools increase their academic performances, as well as improve their attendance, in class behavior, and self-images. In addition the families gain stability through better access to resources and assistance. We ask you to share these opportunities with the Vestal community.

There are many unaddressed problems that could be solved if Vestal were to add a SUN school programs. Vestal is an excellent and diverse school, but many students and their families face hardship reflecting the financing difficulties of many families. Vestal is a title one school, with over 76% of students receiving a free or reduced lunches. And Sun coordinator could connect families to crucial family support services and anti-poverty resources.

Although the diversity of the school enlivens students' academic experience, it also brings difficulties 21 languages are spoken at Vestal, 32% of students are English language learners, and 2/3 are students of color. According to the last Oregon Report Card, Vestal is level three, just under the State's average performance level. We believe that the academic support of Sun school's programs will give our students the support to raise our school to the next level.

The Sun program will also help create a safe and nurturing after-school environment for our children. These extracurricular activities can help students avoid the negative influences of the neighborhood surrounding 82nd Avenue and make a positive change in their lives.

All the students at Vestal deserve the positive changes that becoming a member of SUN brings. Please bring SUN to Vestal.



Fang Feng Family

To Whom It May Concern:

I am writing to urge you to bring the SUN Community School program to Vestal K-8 School. I believe that the SUN program would greatly benefit Vestal's students and their families. As you are most likely aware, students at SUN schools have increased academic performances, improved classroom behavior, higher attendance rates, and improved self-images. Their families become more stable as they gain access to needed resources and assistance. We ask you to bring these opportunities to the Vestal community.

My daughter attends Bridger Elementary School which is a SUN school. Our school population is 416 students with 62% free and reduced lunch as well as 56% students of color. Our service area focuses on these students, but services are open to anyone. Last year, 89% of students increased benchmark scores in Reading and Math. According to teachers of students who regularly attend SUN: 72% improved classroom academic performance, 66% improved getting homework in on time, 76% participated in class more, 63% had improved behavior, and 66% came to school more motivated to learn.

Transforming Vestal into a SUN School would address many unmet needs at the school. Vestal is a wonderful school with a diverse student body, but many students and their families face instabilities. Vestal is a Title 1 school, and 76% of Vestal students receive free or reduced lunches, indicating the financial challenges of their families. Having an on-site SUN coordinator at Vestal would connect families with critical anti-poverty resources and family support services.

The SUN program would also create a safe and positive place for students to be after school. Many Vestal students lack opportunities for after school enrichment, and can face negative influences in the surrounding community adjacent to 82<sup>nd</sup> Avenue. Having afternoon enrichment opportunities at the school would make a positive difference in the lives of many students.

The students at Vestal deserve the benefits that come along with being part of a SUN School. Please bring SUN to Vestal!

*Naomi Len-Greenhair*

To Whom It May Concern:

We are writing to urge you to bring the SUN Community School program to Vestal K-8 School. We believe that the SUN program would greatly benefit Vestal's students and their families. As you are most likely aware, students at SUN schools have increased academic performances, improved classroom behavior, higher attendance rates, and improved self-images. Their families become more stable as they gain access to needed resources and assistance. We ask you to bring these opportunities to the Vestal community.

Transforming Vestal into a SUN School would address many unmet needs at the school. Vestal is a wonderful school with a diverse student body, but many students and their families face instabilities. Vestal is a Title 1 school, and 76% of Vestal students receive free or reduced lunches, indicating the financial challenges of their families. Having an on-site SUN coordinator at Vestal would connect families with critical anti-poverty resources and family support services.

The diversity at Vestal enriches the experience of the students, but also creates academic challenges. There are 21 different languages spoken at Vestal. Thirty-two percent of Vestal students are English Language Learners, and 64% are students of color. Based on the most recent Oregon Report Card, Vestal is a Level 3 school that falls just short of the State average performance. We believe that transforming Vestal into a SUN School will provide the academic support needed for its students to achieve educational success, and elevate Vestal to the next level.

The SUN program would also create a safe and positive place for students to be after school. Many Vestal students lack opportunities for after school enrichment, and can face negative influences in the surrounding community adjacent to 82<sup>nd</sup> Avenue. Having afternoon enrichment opportunities at the school would make a positive difference in the lives of many students.

The students at Vestal deserve the benefits that come along with being part of a SUN School. Please bring SUN to Vestal!

Sincerely,



Cindy Fontenot

PPS Parent

Member of the Roseway Heights PTA

December 3, 2013

To Whom It May Concern:

**I am writing to urge you to bring the SUN Community School program to Vestal K-8 School.** Why? Because my nephew attends Vestal, and I believe the SUN program would benefit not only Zachary and his family but all of his schoolmates as well.

**The record shows that students at SUN schools have better academic performances, classroom behavior, attendance rates and self-images.** In addition, access to needed resources and assistance helps their families become more stable. Please bring these opportunities to the Vestal community.

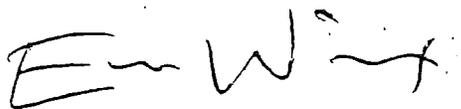
Many Vestal students and their families face instabilities. Vestal is a Title 1 school, and 76% of Vestal students receive free or reduced lunches. **Having an on-site SUN coordinator at Vestal would connect families with critical anti-poverty resources and family support services.**

There are 21 different languages spoken at Vestal. Thirty-two percent of Vestal students are English Language Learners. Based on the most recent Oregon Report Card, Vestal is a Level 3 school that falls just short of the State average performance. I believe that transforming Vestal into a SUN School will provide the academic support needed for its students to achieve educational success, and elevate Vestal to the next level.

**The SUN program would also create a safe and positive place for students to be after school.** Many Vestal students lack opportunities for after school enrichment and can face negative influences in the surrounding community adjacent to 82<sup>nd</sup> Avenue. Having afternoon enrichment opportunities at the school would make a positive difference in the lives of many students, my nephew included.

The students at Vestal deserve the benefits that come along with being part of a SUN School. **Please bring SUN to Vestal!**

Thank you,

A handwritten signature in black ink that reads "Evan Wilcox". The signature is written in a cursive, slightly slanted style.

Evan Wilcox  
4306 NE Simpson Street  
Portland, OR 97218

11/23/13

To Whom It May Concern:

I am writing to urge you to bring the SUN Community School program to Vestal K-8 School. I believe that the SUN program would greatly benefit Vestal's students and their families. As you are most likely aware, students at SUN schools have increased academic performances, improved classroom behavior, higher attendance rates, and improved self-images. Their families become more stable as they gain access to needed resources and assistance. I ask you to bring these opportunities to the Vestal community.

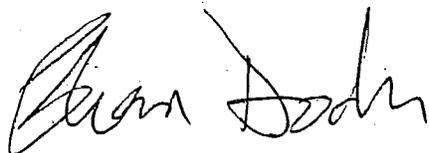
Transforming Vestal into a SUN School would address many unmet needs at the school. Vestal is a wonderful school with a diverse student body, but many students and their families face instabilities. Vestal is a Title 1 school, and 76% of Vestal students receive free or reduced lunches, indicating the financial challenges of their families. Having an on-site SUN coordinator at Vestal would connect families with critical anti-poverty resources and family support services.

The diversity at Vestal enriches the experience of the students, but also creates academic challenges. There are 21 different languages spoken at Vestal. Thirty-two percent of Vestal students are English Language Learners, and 64% are students of color. Based on the most recent Oregon Report Card, Vestal is a Level 3 school that falls just short of the State average performance. I believe that transforming Vestal into a SUN School will provide the academic support needed for its students to achieve educational success, and elevate Vestal to the next level.

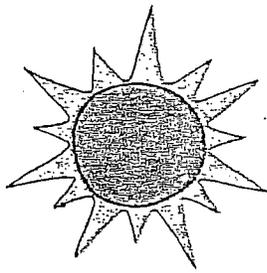
The SUN program would also create a safe and positive place for students to be after school. Many Vestal students lack opportunities for after school enrichment, and can face negative influences in the surrounding community adjacent to 82<sup>nd</sup> Ave. Having afternoon enrichment opportunities at the school would make a positive difference in the lives of many students.

The students at Vestal deserve the benefits that come along with being part of a SUN School. I encourage you to please bring SUN to Vestal!

Sincerely,

A handwritten signature in black ink, appearing to read "Eleanor Dodson". The signature is fluid and cursive, with a large initial "E" and "D".

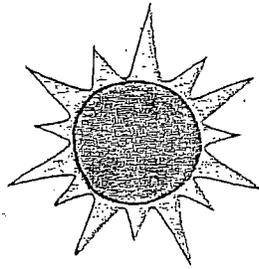
Eleanor Dodson



# Here Comes the SUN

We, the family members, teachers, and community partners of Vestal K-8 School want Vestal to become a SUN Community School. We urge you to bring this resource to Vestal!

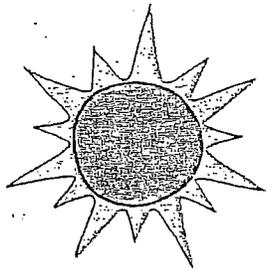
Name	Signature	Address
Kate Sage	<i>Kate Sage</i>	151 SE 79th 97215
Nicole Bonthly	<i>Nicole Bonthly</i>	9125 NE IRVING, 97220
Aubyn Lamadrid	<i>Aubyn Lamadrid</i>	1125 NE 70 Ave, 97213
Sarah Devita	<i>Sarah Devita</i>	7421 NE Everett 97213
George Devita	<i>George Devita</i>	7421 NE Everett 97213
Ryan Keck	<i>Ryan Keck</i>	326 NE 78th 97213
Heath Powell	<i>Heath Powell</i>	14888 NW 19th Ave 97085
Rochelle Moon	<i>Rochelle Moon</i>	1423 NE 70th Ave 97213
Alice Theriot	<i>Alice Theriot</i>	62 SE 126th Pl Post 972
Kathy Garins	<i>Kathy Garins</i>	8030 NE Couch PDX, OR 9721
Presley Perrymont	<i>Presley Perrymont</i>	9135 SE Pine St, Ald, OR 97216
Willy Bean	<i>Willy Bean</i>	1667 SW Spence Ave
John Blum	<i>John Blum</i>	1725 NE Oregon St
SARA BLUM	<i>Sara Blum</i>	6725 NE Oregon St - 97215
Tajhira	<i>Tajhira</i>	9008 NE Hassalo
Camila	<i>Camila</i>	
Pedro	<i>Pedro</i>	
Keith	<i>Keith</i>	
Ronette Bryson	<i>Ronette Bryson</i>	7809 SE Harrison
B. V.	<i>B.V.</i>	



# Here Comes the SUN

We, the family members, teachers, and community partners of Vestal K-8 School want Vestal to become a SUN Community School. We urge you to bring this resource to Vestal!

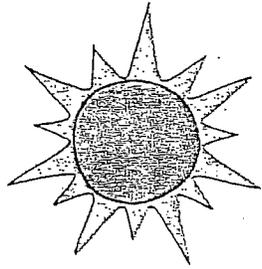
Name	Signature	Address
Greg Burri II		123 NE 86 <sup>th</sup> AVE 97220
Ruth Donohue		245 SE 87th AVE 97216
Roger Warren		7066 NE IRVING 97213
PATRICK COLLINS		305 NE 79th 97213
Stefanie M. Diethenbach		725 NE 79th Ave 97213
Joanna Beatty		7832 SE Harrison St. 97215
Benjamin Kerensa		351 NE 78th AVE 97213
Laura Spidell		315 NE 80th AVE 97213
Neil Mattson		1178 SE 86th AVE 97216
Amanda Johansson		8034 SE Taylor Ct. 97215
Brenda Donohue		245 SE 87th 97216
TAVIS JOHANSSON		8034 SE Taylor Ct 97215
Paula Cadente		1322 SE 84th Ave
CHUCK SPIDELL		315 NE 80th AVE 97213
Christy Wheeler		5104 NE 37th Ave 97211
Tony Pham		1692 SW Fox Ave 97060
AMANDA DARCEY		8224 NE Glisan St PDX OR 97220
Darya DeChant		105 NE 85th PDX 97220
Hildr Case		301 SE 79th Ave 97215
Fang Q. Feng		1215 NE 84th Ave, 97220



# Here Comes the SUN

We, the family members, teachers, and community partners of Vestal K-8 School want Vestal to become a SUN Community School. We urge you to bring this resource to Vestal!

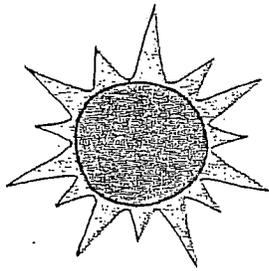
Name	Signature	Address
Linda Huddleston	L. Huddleston	6611 SE 9th 97266
Maria D	Maria D	8409 NE Multnomah ST
ANDY LE	Andy L	<del>1234 SE 12th</del>
Gene Ramberg	Gene Ramberg	49th & 2407 NE 59th
ANDY LE	Andy L	49 87th AVE PORTLAND 97266
Jessica Angeldekan	[Signature]	4303 SE 76th AVE Port. OR. 97206
Kim Angeldekan	[Signature]	4303 SE 76th AVE Port. OR 97206
Donna Ferrell	[Signature]	7201 SE 72nd <sup>Thorburn</sup> Port. OR 97215
Teresa Jackson	Teresa Jackson	8522 NE Holladay St
Nathan Bowen	[Signature]	1016 NE 80th
Judiann Hampton	[Signature]	9110 NE Cassado #127 <sup>Portland OR</sup> 97225
Gretchen Rowland	[Signature]	2935 SE 109th 97266
Jessica Toribio	[Signature]	2132 SE Salmon #1 97214
Shanna Petrarca	[Signature]	104 SE 76th AVE 97215
Leslie Lively	Leslie Lively	35 SE 87th AVE 97216
<del>[Name]</del>	<del>[Signature]</del>	<del>[Address]</del>
Michael Scott	[Signature]	2245 NE 77th Ave 97213
Dave Blanchard	D. Blanchard	<del>1234</del> 12314 SE Brookside Dr., Pdx 97236
Pattie Ferguson	Pattie Ferguson	6606 SE 22nd, Pdx 97202
Jon Dickman	Jon Dickman	3607 NE Liberty Street, Pdx 97211



# Here Comes the SUN

We, the family members, teachers, and community partners of Vestal K-8 School want Vestal to become a SUN Community School. We urge you to bring this resource to Vestal!

Name	Signature	Address
Jenny Fink	Jenny Fink	
Kim Callahan	Kim Callahan	8525 NE Russell
Kim Gochrenaw	Kim Gochrenaw	9135 SE Pine St
Brittney Lindstrom	Brittney Lindstrom	9110 NE Hassalo St #108
Irene McCord	Irene McCord	
Chris Delapena	Chris Delapena	13436 SE Bush St #RC 97236
Chuck Hardin	Chuck Hardin	4017 SE 134th 97236
Naromi Bubenik	Naromi Bubenik	7425 NE Halsay Ct. Ptld 97213
Alicia Smith	Alicia Smith	
Courtney Brian	Courtney Brian	841 NE 91st 97220
Tim Miller	Tim Miller	637 NE 69th Ave 97213
MINDY NORTHERN	Mindy Northern	56 NE 83rd
Margie DeCord	Margie DeCord	105 NE 83rd 97220
Chris King	Chris King	144 Oswego Summit Ln 97035
★		
Mary Taylor	Mary Taylor	4038 SE 7th Ave 97206
Anita Lord	Anita Lord	324 SE 83rd 97216
Sue Hirsch	Sue Hirsch	13940 SW 95 Tigard 97224
Asia Menezes	Asia Menezes	8520 NE Hassalo St 97220
Charles Fasciana	Charles Fasciana	



# Here Comes the SUN

We, the family members, teachers, and community partners of Vestal K-8 School want Vestal to become a SUN Community School. We urge you to bring this resource to Vestal!

Name	Signature	Address
NOUANCHANH SOUTH ARAJ	<i>Nouanchanh Smelway</i>	7305 NE Hassalo St Portland, OR 97213
Charlotte Hynes	<i>[Signature]</i>	11851 E BURNSIDE ST. PORTLAND OR 97214
Christine Spic	<i>[Signature]</i>	360 NE 86 <sup>th</sup> Ave POX OR 97220
Shalaina Richardson	<i>[Signature]</i>	9110 NE Hassalo #107 Portland, OR 97220
Sara Rivers	<i>[Signature]</i>	9110 NE Hassalo #208 POX, OR 97220
Angela Yancher	<i>[Signature]</i>	5305 SE 7 <sup>th</sup> Ave Portland, OR 97206
<del>Dorothy Johnson</del>		
Dorothy Johnson	<i>[Signature]</i>	12973 SE 137 <sup>th</sup> Dr.
Sharon Bird	<i>[Signature]</i>	
Glie Hollingshead	<i>[Signature]</i>	
Karen Rovelli	<i>[Signature]</i>	PO Box 909 Sandy OR
Leslie Miller	<i>[Signature]</i>	633 NE 69 <sup>th</sup> Ave
Ernest Johnson	<i>[Signature]</i>	12973 SE 137 <sup>th</sup> Dr Happy Valley
Caroline Macuiba	<i>[Signature]</i>	136 SE 74 <sup>th</sup> Ave, POX 97215
Virian Heading	<i>[Signature]</i>	144 SE 74 <sup>th</sup> , Portland 97215
Michael Paul Fitch	<i>[Signature]</i>	9110 NE Hassalo
Michelle Collazo	<i>[Signature]</i>	4 SE 86 <sup>th</sup> Ave POX 97216
Amanda Stewart	<i>[Signature]</i>	

Happy 411,  
OR 97083









Dear Vestal families,

We hope to transform Vestal into a SUN Community School, and would appreciate your thoughts about what types of activities SUN should provide. Please take a few minutes to complete this survey to show your support for Vestal becoming a SUN School and to share your ideas about the types of activities that you would like to see at Vestal. Please turn in completed surveys to the school's main office. Thank you in advance!

At the Vestal SUN school, I'd like to see the following activities for my child:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Math tutoring  | <input checked="" type="checkbox"/> Cooking  |
| <input checked="" type="checkbox"/> Reading tutoring   | <input checked="" type="checkbox"/> Chess Club   |
| <input checked="" type="checkbox"/> Homework help  | <input checked="" type="checkbox"/> Leadership/Service Learning/Volunteerism—Please tell us more about what kind <u>helping in the</u> |
| <input checked="" type="checkbox"/> Science: Please tell us more about what kind of science <u>Hands on experiments</u>                                  | <input checked="" type="checkbox"/> Cultural club – for example, Asian Club <u>Community</u>   |
| <input checked="" type="checkbox"/> Sports/recreation. Please tell us more about what kind: <u>basketball, tennis, volleyball</u>                        | <input checked="" type="checkbox"/> Girls group  |
| <input checked="" type="checkbox"/> Visual arts (painting, ceramics, drawing). Please tell us more about what kind: <u>ceramics, crafting, sewing</u>    | <input checked="" type="checkbox"/> Boys group   |
| <input checked="" type="checkbox"/> Performance arts (e.g. dance, theater, music). Please tell us more about what kind: <u>All- we've got a gorgeous</u> | <input checked="" type="checkbox"/> Other—Please tell us more: <u>Foreign languages</u>  |
| <input checked="" type="checkbox"/> Environmental science <u>auditorium</u>  |  |
| <input checked="" type="checkbox"/> Gardening  |  |

SUN will also offer adult activities. Please tell us what kind of adult activities you'd like:

- Adult English classes ← we have a large diverse population, these classes would empower parents of ESL students & be terrific!
- Adult recreation classes. Please tell us more: \_\_\_\_\_
- Adult health or cooking classes
- Other—Please specify: Adult arts

We're also seeking volunteers for Vestal SUN. If you can volunteer, please tell us how you'd like to help.

I'd like to volunteer as a:

- Activity Helper (for example, helping run a SUN class)
- Member of the Vestal SUN Advisory Board (helping guide what activities SUN will provide)
- Fundraiser (helping bring in donations or funds from local businesses)

If you'd like to volunteer, please provide your contact info:

Name: Katherine Garris

Phone: (503) 995-8633

Email address: Ikathygarris@gmail.com

Sun is a much needed program for Vestal!

Dear Vestal families,

We hope to transform Vestal into a SUN Community School, and would appreciate your thoughts about what types of activities SUN should provide. Please take a few minutes to complete this survey to show your support for Vestal becoming a SUN School and to share your ideas about the types of activities that you would like to see at Vestal. Please turn in completed surveys to the school's main office. Thank you in advance!

At the Vestal SUN school, I'd like to see the following activities for my child:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Math tutoring  | <input type="checkbox"/> Cooking   |
| <input checked="" type="checkbox"/> Reading tutoring   | <input type="checkbox"/> Chess Club  |
| <input type="checkbox"/> Homework help   | <input checked="" type="checkbox"/> Leadership/Service Learning/Volunteerism—Please tell us more about what kind <u>Volunteer activities</u> |
| <input type="checkbox"/> Science. Please tell us more about what kind of science _____   | <input type="checkbox"/> Cultural club – for example, Asian Club   |
| <input checked="" type="checkbox"/> Sports/recreation. Please tell us more about what kind: <u>any after school/evening sports</u>           | <input type="checkbox"/> Girls group   |
| <input checked="" type="checkbox"/> Visual arts (painting, ceramics, drawing). Please tell us more about what kind: <u>painting, pottery</u> | <input type="checkbox"/> Boys group  |
| <input type="checkbox"/> Performance arts (e.g. dance, theater, music). Please tell us more about what kind: _____                           | <input type="checkbox"/> Other—Please tell us more: _____  |
| <input checked="" type="checkbox"/> Environmental science  | _____  |
| <input checked="" type="checkbox"/> Gardening  | _____  |

SUN will also offer adult activities. Please tell us what kind of adult activities you'd like:

- Adult English classes
- Adult recreation classes. Please tell us more: \_\_\_\_\_
- Adult health or cooking classes
- Other—Please specify: \_\_\_\_\_

We're also seeking volunteers for Vestal SUN. If you can volunteer, please tell us how you'd like to help.

I'd like to volunteer as a:

- Activity Helper (for example, helping run a SUN class)
- Member of the Vestal SUN Advisory Board (helping guide what activities SUN will provide)
- Fundraiser (helping bring in donations or funds from local businesses)

If you'd like to volunteer, please provide your contact info:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email address: \_\_\_\_\_

Dear Vestal families,

We hope to transform Vestal into a SUN Community School, and would appreciate your thoughts about what types of activities SUN should provide. Please take a few minutes to complete this survey to show your support for Vestal becoming a SUN School and to share your ideas about the types of activities that you would like to see at Vestal. Please turn in completed surveys to the school's main office. Thank you in advance!

At the Vestal SUN school, I'd like to see the following activities for my child:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Math tutoring   | <input type="checkbox"/> Cooking  |
| <input checked="" type="checkbox"/> Reading tutoring  | <input type="checkbox"/> Chess Club   |
| <input checked="" type="checkbox"/> Homework help   | <input type="checkbox"/> Leadership/Service Learning/Volunteerism—Please tell us more about what kind _____ |
| <input checked="" type="checkbox"/> Science. Please tell us more about what kind of science<br><u>environmental</u>   | <input type="checkbox"/> Cultural club – for example, Asian Club  |
| <input checked="" type="checkbox"/> Sports/recreation. Please tell us more about what kind:<br><u>Soccer, basketball, baseball</u>  | <input type="checkbox"/> Girls group  |
| <input checked="" type="checkbox"/> Visual arts (painting, ceramics, drawing). Please tell us more about what kind:<br><u>Drawing, painting</u>                             | <input type="checkbox"/> Boys group   |
| <input checked="" type="checkbox"/> Performance arts (e.g. dance, theater, music). Please tell us more about what kind:<br><u>MUSIC!!! Piano, woodwind strings or brass</u> | <input type="checkbox"/> Other—Please tell us more: _____   |
| <input type="checkbox"/> Environmental science  | _____   |
| <input type="checkbox"/> Gardening  | _____   |

SUN will also offer adult activities. Please tell us what kind of adult activities you'd like:

- Adult English classes
- Adult recreation classes. Please tell us more: \_\_\_\_\_
- Adult health or cooking classes
- Other—Please specify: \_\_\_\_\_

We're also seeking volunteers for Vestal SUN. If you can volunteer, please tell us how you'd like to help.

I'd like to volunteer as a:

- Activity Helper (for example, helping run a SUN class)
- Member of the Vestal SUN Advisory Board (helping guide what activities SUN will provide)
- Fundraiser (helping bring in donations or funds from local businesses)

If you'd like to volunteer, please provide your contact info:

Name: Sarah Denta

Phone: \_\_\_\_\_

Email address: Sdentata9@me.com

Dear Vestal families,

We hope to transform Vestal into a SUN Community School, and would appreciate your thoughts about what types of activities SUN should provide. Please take a few minutes to complete this survey to show your support for Vestal becoming a SUN School and to share your ideas about the types of activities that you would like to see at Vestal. Please turn in completed surveys to the school's main office. Thank you in advance!

At the Vestal SUN school, I'd like to see the following activities for my child:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Math tutoring   | <input checked="" type="checkbox"/> Cooking   |
| <input checked="" type="checkbox"/> Reading tutoring  | <input type="checkbox"/> Chess Club   |
| <input checked="" type="checkbox"/> Homework help   | <input checked="" type="checkbox"/> Leadership/Service Learning/Volunteerism—Please tell us more about what kind: _____ |
| <input checked="" type="checkbox"/> Science. Please tell us more about what kind of science: <u>mechanical, electrical</u>    | <input checked="" type="checkbox"/> Cultural club – for example, Asian Club   |
| <input checked="" type="checkbox"/> Sports/recreation. Please tell us more about what kind: <u>basket ball,</u>               | <input checked="" type="checkbox"/> Girls group   |
| <input type="checkbox"/> Visual arts (painting, ceramics, drawing). Please tell us more about what kind: _____                | <input checked="" type="checkbox"/> Boys group  |
| <input checked="" type="checkbox"/> Performance arts (e.g. dance, theater, music). Please tell us more about what kind: _____ | <input type="checkbox"/> Other—Please tell us more: _____   |
| <input checked="" type="checkbox"/> Environmental science   | _____   |
| <input type="checkbox"/> Gardening  | _____   |

SUN will also offer adult activities. Please tell us what kind of adult activities you'd like:

- Adult English classes
- Adult recreation classes. Please tell us more: \_\_\_\_\_
- Adult health or cooking classes
- Other—Please specify: field trip

We're also seeking volunteers for Vestal SUN. If you can volunteer, please tell us how you'd like to help.

I'd like to volunteer as a:

- Activity Helper (for example, helping run a SUN class)
- Member of the Vestal SUN Advisory Board (helping guide what activities SUN will provide)
- Fundraiser (helping bring in donations or funds from local businesses)

If you'd like to volunteer, please provide your contact info:

Name: Fang Q. Feng  
Phone: (503) 774-1055  
Email address: fangfeng1976@gmail.com

Dear Vestal families,

We hope to transform Vestal into a SUN Community School, and would appreciate your thoughts about what types of activities SUN should provide. Please take a few minutes to complete this survey to show your support for Vestal becoming a SUN School and to share your ideas about the types of activities that you would like to see at Vestal. Please turn in completed surveys to the school's main office. Thank you in advance!

At the Vestal SUN school, I'd like to see the following activities for my child:

Math tutoring

Reading tutoring

Homework help

Science. Please tell us more about what kind of science \_\_\_\_\_

Sports/recreation. Please tell us more about what kind: \_\_\_\_\_

Visual arts (painting, ceramics, drawing). Please tell us more about what kind: \_\_\_\_\_

Performance arts (e.g. dance, theater, music). Please tell us more about what kind: \_\_\_\_\_

Environmental science

Gardening

Cooking

Chess Club

Leadership/Service Learning/Volunteerism—Please tell us more about what kind \_\_\_\_\_

Cultural club – for example, Asian Club

Girls group

Boys group

Other—Please tell us more: \_\_\_\_\_

SUN will also offer adult activities. Please tell us what kind of adult activities you'd like:

Adult English classes

Adult recreation classes. Please tell us more: \_\_\_\_\_

Adult health or cooking classes

Other—Please specify: \_\_\_\_\_

We're also seeking volunteers for Vestal SUN. If you can volunteer, please tell us how you'd like to help.

I'd like to volunteer as a:

Activity Helper (for example, helping run a SUN class)

Member of the Vestal SUN Advisory Board (helping guide what activities SUN will provide)

Fundraiser (helping bring in donations or funds from local businesses)

If you'd like to volunteer, please provide your contact info:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email address: \_\_\_\_\_

Dear Vestal families,

We hope to transform Vestal into a SUN Community School, and would appreciate your thoughts about what types of activities SUN should provide. Please take a few minutes to complete this survey to show your support for Vestal becoming a SUN School and to share your ideas about the types of activities that you would like to see at Vestal. Please turn in completed surveys to the school's main office. Thank you in advance!

**At the Vestal SUN school, I'd like to see the following activities for my child:**

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Math tutoring   | <input type="checkbox"/> Cooking  |
| <input checked="" type="checkbox"/> Reading tutoring  | <input type="checkbox"/> Chess Club   |
| <input checked="" type="checkbox"/> Homework help   | <input type="checkbox"/> Leadership/Service Learning/Volunteerism—Please tell us more about what kind _____ |
| <input type="checkbox"/> Science. Please tell us more about what kind of science _____  | <input type="checkbox"/> Cultural club – for example, Asian Club  |
| <input checked="" type="checkbox"/> Sports/recreation. Please tell us more about what kind: <u>Track</u>                      | <input type="checkbox"/> Girls group  |
| <input type="checkbox"/> Visual arts (painting, ceramics, drawing). Please tell us more about what kind: _____                | <input type="checkbox"/> Boys group   |
| <input checked="" type="checkbox"/> Performance arts (e.g. dance, theater, music). Please tell us more about what kind: _____ | <input type="checkbox"/> Other—Please tell us more: _____   |
| <input type="checkbox"/> Environmental science  | _____   |
| <input type="checkbox"/> Gardening  | _____   |

**SUN will also offer adult activities. Please tell us what kind of adult activities you'd like:**

- Adult English classes
- Adult recreation classes. Please tell us more: \_\_\_\_\_
- Adult health or cooking classes
- Other—Please specify: \_\_\_\_\_

**We're also seeking volunteers for Vestal SUN. If you can volunteer, please tell us how you'd like to help.**

**I'd like to volunteer as a:**

- Activity Helper (for example, helping run a SUN class)
- Member of the Vestal SUN Advisory Board (helping guide what activities SUN will provide)
- Fundraiser (helping bring in donations or funds from local businesses)

*If you'd like to volunteer, please provide your contact info:*

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email address: \_\_\_\_\_

Dear Vestal families,

We hope to transform Vestal into a SUN Community School, and would appreciate your thoughts about what types of activities SUN should provide. Please take a few minutes to complete this survey to show your support for Vestal becoming a SUN School and to share your ideas about the types of activities that you would like to see at Vestal. Please turn in completed surveys to the school's main office. Thank you in advance!

At the Vestal SUN school, I'd like to see the following activities for my child:

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Math tutoring  | <input type="checkbox"/> Cooking  |
| <input checked="" type="checkbox"/> Reading tutoring   | <input checked="" type="checkbox"/> Chess Club  |
| <input checked="" type="checkbox"/> Homework help  | <input checked="" type="checkbox"/> Leadership/Service Learning/Volunteerism—Please tell us more about what kind: <u>Helpless fortunate</u> |
| <input checked="" type="checkbox"/> Science. Please tell us more about what kind of science: <u>Whatever is relative to current students studied</u>                     | <input type="checkbox"/> Cultural club – for example, Asian Club  |
| <input checked="" type="checkbox"/> Sports/recreation. Please tell us more about what kind: <u>Anything to encourage more exercise</u>                                   | <input type="checkbox"/> Girls group  |
| <input checked="" type="checkbox"/> Visual arts (painting, ceramics, drawing). Please tell us more about what kind: <u>Multidisciplinary and seasonal art activities</u> | <input type="checkbox"/> Boys group   |
| <input checked="" type="checkbox"/> Performance arts (e.g. dance, theater, music). Please tell us more about what kind: <u>music</u>                                     | <input type="checkbox"/> Other—Please tell us more: _____   |
| <input checked="" type="checkbox"/> Environmental science  | _____   |
| <input checked="" type="checkbox"/> Gardening  | _____   |

SUN will also offer adult activities. Please tell us what kind of adult activities you'd like:

- Adult English classes
- Adult recreation classes. Please tell us more: \_\_\_\_\_
- Adult health or cooking classes
- Other—Please specify: Crochet, Knitting, cross stitch or general sewing. It's fun and provides a way to socialize with others while making something

We're also seeking volunteers for Vestal SUN. If you can volunteer, please tell us how you'd like to help.

I'd like to volunteer as a:

- Activity Helper (for example, helping run a SUN class)
- Member of the Vestal SUN Advisory Board (helping guide what activities SUN will provide)
- Fundraiser (helping bring in donations or funds from local businesses)

If you'd like to volunteer, please provide your contact info:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email address: \_\_\_\_\_

Dear Vestal parent,

As you may know, a SUN school could be a fantastic, valuable asset for Vestal. Recognizing this, the Immigrant and Refugee Community Organization (IRCO) would like to help transform Vestal into a SUN school. To reach this goal however, funding is needed; to help funding materialize, decision makers need to know that the Vestal school community wants Vestal to become a SUN school. If you're enthusiastic about SUN coming to Vestal, please complete this survey, which will demonstrate your interests in terms of specific activities SUN should offer at Vestal. We'd also like to show that Vestal parents are excited about volunteering at SUN, so please also complete the part below that asks about your SUN volunteer interests. When complete, you can return the survey to the Vestal main office. Thanks!

At Vestal SUN school, I'd like to see the following activities for my child:

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Math tutoring  | <input type="checkbox"/> Cooking  |
| <input type="checkbox"/> Reading tutoring  | <input type="checkbox"/> Chess Club   |
| <input checked="" type="checkbox"/> Homework help  | <input type="checkbox"/> Leadership/Service Learning/Volunteerism—Please tell us more about what kind _____ |
| <input checked="" type="checkbox"/> Science. Please tell us more about what kind of science _____                                      | <input type="checkbox"/> Cultural club – for example, Asian Club  |
| <input checked="" type="checkbox"/> Sports/recreation. Please tell us more about what kind: <u>Soccer, basketball</u>                  | <input type="checkbox"/> Girls group  |
| <input checked="" type="checkbox"/> Visual arts (painting, ceramics, drawing). Please tell us more about what kind: _____              | <input checked="" type="checkbox"/> Boys group  |
| <input checked="" type="checkbox"/> Performance arts (e.g. dance, theater, music). Please tell us more about what kind: <u>Theater</u> | <input type="checkbox"/> Other—Please tell us more: _____   |
| <input type="checkbox"/> Environmental science   | _____   |
| <input checked="" type="checkbox"/> Gardening  | _____   |

SUN would also offer adult activities. Please tell us what kind of adult activities you'd like:

- Adult English classes
- Adult recreation classes. Please tell us more: yoga, dance, theater?
- Adult health or cooking classes
- Other—Please specify: \_\_\_\_\_

If SUN came to Vestal, would you be a SUN volunteer? If so, please tell us how you could help. I could volunteer as an:

- Activity Helper (for example, helping run a SUN class)
- Member of the Vestal SUN Advisory Board (helping guide what activities SUN will provide)
- Fundraiser (helping bring in donations or funds from local businesses)

If could volunteer, please provide your contact info:

Name: [Signature]

Phone: \_\_\_\_\_

Email address: \_\_\_\_\_



Tagline:

SUN Community Schools are a collaboration of Multnomah County Department of County Human Services, the City of Portland Parks and Recreation, and Centennial, David Douglas, Gresham-Barlow, Portland Public, and Reynolds school districts

Dear Vestal families,

We hope to transform Vestal into a SUN Community School, and would appreciate your thoughts about what types of activities SUN should provide. Please take a few minutes to complete this survey to show your support for Vestal becoming a SUN School and to share your ideas about the types of activities that you would like to see at Vestal. Please turn in completed surveys to the school's main office. Thank you in advance!

Shaymah

At the Vestal SUN school, I'd like to see the following activities for my child:

- |   |   |
|---|---|
| <input type="checkbox"/> Math tutoring  | <input checked="" type="checkbox"/> Cooking   |
| <input type="checkbox"/> Reading tutoring   | <input type="checkbox"/> Chess Club   |
| <input checked="" type="checkbox"/> Homework help   | <input type="checkbox"/> Leadership/Service Learning/Volunteerism—Please tell us more about what kind _____ |
| <input type="checkbox"/> Science. - Please tell us more about what kind of science _____                                      | <input type="checkbox"/> Cultural club – for example, Asian Club  |
| <input type="checkbox"/> Sports/recreation. Please tell us more about what kind: _____  | <input type="checkbox"/> Girls group  |
| <input checked="" type="checkbox"/> Visual arts (painting, ceramics, drawing). Please tell us more about what kind: _____     | <input type="checkbox"/> Boys group   |
| <input checked="" type="checkbox"/> Performance arts (e.g. dance, theater, music). Please tell us more about what kind: _____ | <input type="checkbox"/> Other—Please tell us more: _____   |
| <input type="checkbox"/> Environmental science  | _____   |
| <input checked="" type="checkbox"/> Gardening   | _____   |

SUN will also offer adult activities. Please tell us what kind of adult activities you'd like:

- Adult English classes
- Adult recreation classes. Please tell us more: \_\_\_\_\_
- Adult health or cooking classes
- Other—Please specify: \_\_\_\_\_

We're also seeking volunteers for Vestal SUN. If you can volunteer, please tell us how you'd like to help.

I'd like to volunteer as a:

- Activity Helper (for example, helping run a SUN class)
- Member of the Vestal SUN Advisory Board (helping guide what activities SUN will provide)
- Fundraiser (helping bring in donations or funds from local businesses)

If you'd like to volunteer, please provide your contact info:

Name: sh  
Phone: \_\_\_\_\_  
Email address: \_\_\_\_\_

Dear Vestal families,

We hope to transform Vestal into a SUN Community School, and would appreciate your thoughts about what types of activities SUN should provide. Please take a few minutes to complete this survey to show your support for Vestal becoming a SUN School and to share your ideas about the types of activities that you would like to see at Vestal. Please turn in completed surveys to the school's main office. Thank you in advance!

At the Vestal SUN school, I'd like to see the following activities for my child:

- |   |   |
|---|---|
| <input type="checkbox"/> Math tutoring  | <input checked="" type="checkbox"/> Cooking   |
| <input type="checkbox"/> Reading tutoring   | <input type="checkbox"/> Chess Club   |
| <input type="checkbox"/> Homework help  | <input checked="" type="checkbox"/> Leadership/Service Learning/Volunteerism—Please tell us more about what kind <u>Environmental restoration</u> |
| <input checked="" type="checkbox"/> Science. Please tell us more about what kind of science <u>robotics, experimental chemistry</u>                                       | <input type="checkbox"/> Cultural club – for example, Asian Club  |
| <input type="checkbox"/> Sports/recreation. Please tell us more about what kind: <u>basketball, volleyball</u>  | <input type="checkbox"/> Girls group  |
| <input checked="" type="checkbox"/> Visual arts (painting, ceramics, drawing). Please tell us more about what kind: _____   | <input type="checkbox"/> Boys group   |
| <input checked="" type="checkbox"/> Performance arts (e.g. dance, theater, music). Please tell us more about what kind: <u>hip-hop, breakdance, improv, guitar, piano</u> | <input type="checkbox"/> Other—Please tell us more: _____   |
| <input checked="" type="checkbox"/> Environmental science   | _____   |
| <input checked="" type="checkbox"/> Gardening   | _____   |

SUN will also offer adult activities. Please tell us what kind of adult activities you'd like:

- Adult English classes
- Adult recreation classes. Please tell us more: \_\_\_\_\_
- Adult health or cooking classes
- Other—Please specify: \_\_\_\_\_

We're also seeking volunteers for Vestal SUN. If you can volunteer, please tell us how you'd like to help.

I'd like to volunteer as a:

- Activity Helper (for example, helping run a SUN class)
- Member of the Vestal SUN Advisory Board (helping guide what activities SUN will provide)
- Fundraiser (helping bring in donations or funds from local businesses)

If you'd like to volunteer, please provide your contact info:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email address: \_\_\_\_\_

Dear Vestal families,

We hope to transform Vestal into a SUN Community School, and would appreciate your thoughts about what types of activities SUN should provide. Please take a few minutes to complete this survey to show your support for Vestal becoming a SUN School and to share your ideas about the types of activities that you would like to see at Vestal. Please turn in completed surveys to the school's main office. Thank you in advance!

At the Vestal SUN school, I'd like to see the following activities for my child:

- |   |   |
|---|---|
| <input type="checkbox"/> Math tutoring  | <input type="checkbox"/> Cooking  |
| <input checked="" type="checkbox"/> Reading tutoring  | <input type="checkbox"/> Chess Club   |
| <input type="checkbox"/> Homework help  | <input type="checkbox"/> Leadership/Service Learning/Volunteerism—Please tell us more about what kind _____ |
| <input type="checkbox"/> Science. Please tell us more about what kind of science _____  | <input type="checkbox"/> Cultural club – for example, Asian Club  |
| <input checked="" type="checkbox"/> Sports/recreation. Please tell us more about what kind: <u>4 Square / Kickball / Soccer</u>               | <input type="checkbox"/> Girls group  |
| <input checked="" type="checkbox"/> Visual arts (painting, ceramics, drawing). Please tell us more about what kind: <u>Drawing / Ceramics</u> | <input checked="" type="checkbox"/> Boys group  |
| <input type="checkbox"/> Performance arts (e.g. dance, theater, music). Please tell us more about what kind: <u>Theater</u>                   | <input type="checkbox"/> Other—Please tell us more: _____   |
| <input type="checkbox"/> Environmental science  | _____   |
| <input type="checkbox"/> Gardening  | _____   |

SUN will also offer adult activities. Please tell us what kind of adult activities you'd like:

- Adult English classes
- Adult recreation classes. Please tell us more: Zumba
- Adult health or cooking classes
- Other—Please specify: \_\_\_\_\_

We're also seeking volunteers for Vestal SUN. If you can volunteer, please tell us how you'd like to help.

I'd like to volunteer as a: -

- Activity Helper (for example, helping run a SUN class)
- Member of the Vestal SUN Advisory Board (helping guide what activities SUN will provide)
- Fundraiser (helping bring in donations or funds from local businesses)

If you'd like to volunteer, please provide your contact info:

Name: Nicole Bonitty  
Phone: 523 347 6134  
Email address: bonitty\_n @msn .com

Dear Vestal families,

We hope to transform Vestal into a SUN Community School, and would appreciate your thoughts about what types of activities SUN should provide. Please take a few minutes to complete this survey to show your support for Vestal becoming a SUN School and to share your ideas about the types of activities that you would like to see at Vestal. Please turn in completed surveys to the school's main office. Thank you in advance!

At the Vestal SUN school, I'd like to see the following activities for my child:

- |  |   |
|--|---|
| <input type="checkbox"/> Math tutoring   | <input type="checkbox"/> Cooking  |
| <input type="checkbox"/> Reading tutoring  | <input type="checkbox"/> Chess Club   |
| <input type="checkbox"/> Homework help   | <input type="checkbox"/> Leadership/Service Learning/Volunteerism—Please tell us more about what kind _____ |
| <input type="checkbox"/> Science. Please tell us more about what kind of science _____   | <input type="checkbox"/> Cultural club – for example, Asian Club  |
| <input checked="" type="checkbox"/> Sports/recreation. Please tell us more about what kind: <u>basketball, flag football, indoor soccer</u>      | <input type="checkbox"/> Girls group  |
| <input checked="" type="checkbox"/> Visual arts (painting, ceramics, drawing). Please tell us more about what kind: <u>art of any kind</u>       | <input type="checkbox"/> Boys group   |
| <input checked="" type="checkbox"/> Performance arts (e.g. dance, theater, music). Please tell us more about what kind: <u>music of any kind</u> | <input type="checkbox"/> Other—Please tell us more: _____   |
| <input type="checkbox"/> Environmental science   | _____   |
| <input type="checkbox"/> Gardening   | _____   |

SUN will also offer adult activities. Please tell us what kind of adult activities you'd like:

- Adult English classes
- Adult recreation classes. Please tell us more: \_\_\_\_\_
- Adult health or cooking classes
- Other—Please specify: \_\_\_\_\_

We're also seeking volunteers for Vestal SUN. If you can volunteer, please tell us how you'd like to help.

I'd like to volunteer as a:

- Activity Helper (for example, helping run a SUN class)
- Member of the Vestal SUN Advisory Board (helping guide what activities SUN will provide)
- Fundraiser (helping bring in donations or funds from local businesses)

If you'd like to volunteer, please provide your contact info:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email address: \_\_\_\_\_

Dear Vestal families,

We hope to transform Vestal into a SUN Community School, and would appreciate your thoughts about what types of activities SUN should provide. Please take a few minutes to complete this survey to show your support for Vestal becoming a SUN School and to share your ideas about the types of activities that you would like to see at Vestal. Please turn in completed surveys to the school's main office. Thank you in advance!

**At the Vestal SUN school, I'd like to see the following activities for my child:**

- |   |   |
|---|---|
| <input type="checkbox"/> Math tutoring  | <input type="checkbox"/> Cooking  |
| <input type="checkbox"/> Reading tutoring   | <input type="checkbox"/> Chess Club   |
| <input checked="" type="checkbox"/> Homework help   | <input type="checkbox"/> Leadership/Service Learning/Volunteerism—Please tell us more about what kind _____ |
| <input type="checkbox"/> Science. Please tell us more about what kind of science _____  | <input type="checkbox"/> Cultural club—for example, Asian Club  |
| <input type="checkbox"/> Sports/recreation. Please tell us more about what kind: _____  | <input type="checkbox"/> Girls group  |
| <input checked="" type="checkbox"/> Visual arts (painting, ceramics, drawing). Please tell us more about what kind: <u>any and all!</u>     | <input checked="" type="checkbox"/> Boys group  |
| <input checked="" type="checkbox"/> Performance arts (e.g. dance, theater, music). Please tell us more about what kind: <u>any and all!</u> | <input type="checkbox"/> Other—Please tell us more: _____   |
| <input checked="" type="checkbox"/> Environmental science   | _____   |
| <input checked="" type="checkbox"/> Gardening   | _____   |

**SUN will also offer adult activities. Please tell us what kind of adult activities you'd like:**

- Adult English classes
- Adult recreation classes. Please tell us more: \_\_\_\_\_
- Adult health or cooking classes
- Other—Please specify: \_\_\_\_\_

**We're also seeking volunteers for Vestal SUN. If you can volunteer, please tell us how you'd like to help.**

**I'd like to volunteer as a:**

- Activity Helper (for example, helping run a SUN class)
- Member of the Vestal SUN Advisory Board (helping guide what activities SUN will provide)
- Fundraiser (helping bring in donations or funds from local businesses)

*If you'd like to volunteer, please provide your contact info:*

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email address: \_\_\_\_\_

Dear Vestal families,

We hope to transform Vestal into a SUN Community School, and would appreciate your thoughts about what types of activities SUN should provide. Please take a few minutes to complete this survey to show your support for Vestal becoming a SUN School and to share your ideas about the types of activities that you would like to see at Vestal. Please turn in completed surveys to the school's main office. Thank you in advance!

**At the Vestal SUN school, I'd like to see the following activities for my child:**

- |   |  |
|---|--|
| <input checked="" type="checkbox"/> Math tutoring   | <input checked="" type="checkbox"/> Cooking  |
| <input type="checkbox"/> Reading tutoring   | <input type="checkbox"/> Chess Club  |
| <input type="checkbox"/> Homework help  | <input type="checkbox"/> Leadership/Service Learning/Volunteerism—Please tell us more about what kind: _____ |
| <input type="checkbox"/> Science. Please tell us more about what kind of science: _____                                   | <input type="checkbox"/> Cultural club – for example, Asian Club   |
| <input type="checkbox"/> Sports/recreation. Please tell us more about what kind: _____                                    | <input type="checkbox"/> Girls group   |
| <input checked="" type="checkbox"/> Visual arts (painting, ceramics, drawing). Please tell us more about what kind: _____ | <input type="checkbox"/> Boys group  |
| <input type="checkbox"/> Performance arts (e.g. dance, theater, music). Please tell us more about what kind: _____        | <input type="checkbox"/> Other—Please tell us more: _____  |
| <input type="checkbox"/> Environmental science  | _____  |
| <input type="checkbox"/> Gardening  | _____  |

**SUN will also offer adult activities. Please tell us what kind of adult activities you'd like:**

- Adult English classes
- Adult recreation classes. Please tell us more: \_\_\_\_\_
- Adult health or cooking classes
- Other—Please specify: \_\_\_\_\_

**We're also seeking volunteers for Vestal SUN. If you can volunteer, please tell us how you'd like to help.**

I'd like to volunteer as a:

- Activity Helper (for example, helping run a SUN class)
- Member of the Vestal SUN Advisory Board (helping guide what activities SUN will provide)
- Fundraiser (helping bring in donations or funds from local businesses)

If you'd like to volunteer, please provide your contact info:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email address: \_\_\_\_\_

Essence Campbell  
Ebony K. Hollaway (Parent) 11/22/13

Dear Vestal families,

We hope to transform Vestal into a SUN Community School, and would appreciate your thoughts about what types of activities SUN should provide. Please take a few minutes to complete this survey to show your support for Vestal becoming a SUN School and to share your ideas about the types of activities that you would like to see at Vestal. Please turn in completed surveys to the school's main office. Thank you in advance!

At the Vestal SUN school, I'd like to see the following activities for my child:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Math tutoring   | <input checked="" type="checkbox"/> Cooking   |
| <input checked="" type="checkbox"/> Reading tutoring  | <input checked="" type="checkbox"/> Chess Club  |
| <input checked="" type="checkbox"/> Homework help   | <input checked="" type="checkbox"/> Leadership/Service Learning/Volunteerism—Please tell us more about what kind <u>how to's &amp; where?</u> |
| <input checked="" type="checkbox"/> Science. Please tell us more about what kind of science <u>Everyday plumbing Science / Science in cooking</u> | <input type="checkbox"/> Cultural club – for example, Asian Club  |
| <input type="checkbox"/> Sports/recreation. Please tell us more about what kind: _____  | <input checked="" type="checkbox"/> Girls group   |
| <input checked="" type="checkbox"/> Visual arts (painting, ceramics, drawing). Please tell us more about what kind: _____                         | <input checked="" type="checkbox"/> Boys group  |
| <input type="checkbox"/> Performance arts (e.g. dance, theater, music). Please tell us more about what kind: _____                                | <input type="checkbox"/> Other—Please tell us more: _____   |
| <input type="checkbox"/> Environmental science  | _____   |
| <input checked="" type="checkbox"/> Gardening   | _____   |

SUN will also offer adult activities. Please tell us what kind of adult activities you'd like:

- Adult English classes
- Adult recreation classes. Please tell us more: \_\_\_\_\_
- Adult health or cooking classes
- Other—Please specify: \_\_\_\_\_

We're also seeking volunteers for Vestal SUN. If you can volunteer, please tell us how you'd like to help.

I'd like to volunteer as a:

- Activity Helper (for example, helping run a SUN class)
- Member of the Vestal SUN Advisory Board (helping guide what activities SUN will provide)
- Fundraiser (helping bring in donations or funds from local businesses)

If you'd like to volunteer, please provide your contact info:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email address: \_\_\_\_\_

Dear Vestal families,

We hope to transform Vestal into a SUN Community School, and would appreciate your thoughts about what types of activities SUN should provide. Please take a few minutes to complete this survey to show your support for Vestal becoming a SUN School and to share your ideas about the types of activities that you would like to see at Vestal. Please turn in completed surveys to the school's main office. Thank you in advance!

At the Vestal SUN school, I'd like to see the following activities for my child:

- |  |   |
|--|---|
| <input type="checkbox"/> Math tutoring   | <input checked="" type="checkbox"/> Cooking   |
| <input type="checkbox"/> Reading tutoring  | <input type="checkbox"/> Chess Club   |
| <input type="checkbox"/> Homework help   | <input type="checkbox"/> Leadership/Service Learning/Volunteerism—Please tell us more about what kind _____ |
| <input type="checkbox"/> Science. Please tell us more about what kind of science _____   | <input type="checkbox"/> Cultural club – for example, Asian Club  |
| <input type="checkbox"/> Sports/recreation. Please tell us more about what kind: _____   | <input type="checkbox"/> Girls group  |
| <input checked="" type="checkbox"/> Visual arts (painting, ceramics, drawing). Please tell us more about what kind: <u>Drawing + Ceramics</u>                | <input type="checkbox"/> Boys group   |
| <input checked="" type="checkbox"/> Performance arts (e.g. dance, theater, music). Please tell us more about what kind: <u>Theater-acting, Dance-hip-hop</u> | <input checked="" type="checkbox"/> Other—Please tell us more: <u>Shop classes</u>                          |
| <input type="checkbox"/> Environmental science   | <u>Such as hands on basic construction &amp; building, engineering</u>                                      |
| <input checked="" type="checkbox"/> Gardening  |   |

SUN will also offer adult activities. Please tell us what kind of adult activities you'd like:

- Adult English classes
- Adult recreation classes. Please tell us more: \_\_\_\_\_
- Adult health or cooking classes
- Other—Please specify: \_\_\_\_\_

We're also seeking volunteers for Vestal SUN. If you can volunteer, please tell us how you'd like to help.

I'd like to volunteer as a:

- Activity Helper (for example, helping run a SUN class)
- Member of the Vestal SUN Advisory Board (helping guide what activities SUN will provide)
- Fundraiser (helping bring in donations or funds from local businesses)

If you'd like to volunteer, please provide your contact info:

Name: RYAN KECK

Phone: 507-939-6025

Email address: rnkeck67@gmail.com

Dear Vestal families,

We hope to transform Vestal into a SUN Community School, and would appreciate your thoughts about what types of activities SUN should provide. Please take a few minutes to complete this survey to show your support for Vestal becoming a SUN School and to share your ideas about the types of activities that you would like to see at Vestal. Please turn in completed surveys to the school's main office. Thank you in advance!

At the Vestal SUN school, I'd like to see the following activities for my child:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Math tutoring  | <input checked="" type="checkbox"/> Cooking  |
| <input checked="" type="checkbox"/> Reading tutoring   | <input checked="" type="checkbox"/> Chess Club   |
| <input checked="" type="checkbox"/> Homework help  | <input checked="" type="checkbox"/> Leadership/Service Learning/Volunteerism—Please tell us more about what kind _____ |
| <input checked="" type="checkbox"/> Science. Please tell us more about what kind of science<br><u>MGSA</u>   | <input type="checkbox"/> Cultural club – for example, Asian Club   |
| <input checked="" type="checkbox"/> Sports/recreation. Please tell us more about what kind:<br><u>basketball, football</u>                             | <input checked="" type="checkbox"/> Girls group  |
| <input checked="" type="checkbox"/> Visual arts (painting, ceramics, drawing). Please tell us more about what kind: <u>drawing, ceramics, painting</u> | <input checked="" type="checkbox"/> Boys group   |
| <input checked="" type="checkbox"/> Performance arts (e.g. dance, theater, music). Please tell us more about what kind: <u>dance, theater, piano</u>   | <input type="checkbox"/> Other—Please tell us more: _____  |
| <input type="checkbox"/> Environmental science   | _____  |
| <input type="checkbox"/> Gardening   | _____  |

SUN will also offer adult activities. Please tell us what kind of adult activities you'd like:

- Adult English classes
- Adult recreation classes. Please tell us more: \_\_\_\_\_
- Adult health or cooking classes
- Other—Please specify: ceramics, computer, access to community resources

We're also seeking volunteers for Vestal SUN. If you can volunteer, please tell us how you'd like to help.

I'd like to volunteer as a:

- Activity Helper (for example, helping run a SUN class)
- Member of the Vestal SUN Advisory Board (helping guide what activities SUN will provide)
- Fundraiser (helping bring in donations or funds from local businesses)

If you'd like to volunteer, please provide your contact info:

Name: Anaela Fancher  
Phone: (503) 501-0510  
Email address: humble\_be\_4\_god@yahoo.com

Dear Vestal families,

We hope to transform Vestal into a SUN Community School, and would appreciate your thoughts about what types of activities SUN should provide. Please take a few minutes to complete this survey to show your support for Vestal becoming a SUN School and to share your ideas about the types of activities that you would like to see at Vestal. Please turn in completed surveys to the school's main office. Thank you in advance!

At the Vestal SUN school, I'd like to see the following activities for my child:

- |   |   |
|---|---|
| <input type="checkbox"/> Math tutoring  | <input type="checkbox"/> Cooking  |
| <input type="checkbox"/> Reading tutoring   | <input type="checkbox"/> Chess Club   |
| <input type="checkbox"/> Homework help  | <input type="checkbox"/> Leadership/Service Learning/Volunteerism— Please tell us more about what kind: _____ |
| <input type="checkbox"/> Science. Please tell us more about what kind of science: _____                                       | <input type="checkbox"/> Cultural club – for example, Asian Club  |
| <input type="checkbox"/> Sports/recreation. Please tell us more about what kind: _____  | <input type="checkbox"/> Girls group  |
| <input type="checkbox"/> Visual arts (painting, ceramics, drawing). Please tell us more about what kind: _____                | <input type="checkbox"/> Boys group   |
| <input checked="" type="checkbox"/> Performance arts (e.g. dance, theater, music). Please tell us more about what kind: _____ | <input type="checkbox"/> Other— Please tell us more: _____  |
| <input type="checkbox"/> Environmental science  | _____   |
| <input type="checkbox"/> Gardening  | _____   |

SUN will also offer adult activities. Please tell us what kind of adult activities you'd like:

- Adult English classes
- Adult recreation classes. Please tell us more: \_\_\_\_\_
- Adult health or cooking classes
- Other— Please specify: \_\_\_\_\_

We're also seeking volunteers for Vestal SUN. If you can volunteer, please tell us how you'd like to help.

I'd like to volunteer as a:

- Activity Helper (for example, helping run a SUN class)
- Member of the Vestal SUN Advisory Board (helping guide what activities SUN will provide)
- Fundraiser (helping bring in donations or funds from local businesses)

If you'd like to volunteer, please provide your contact info:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email address: \_\_\_\_\_

Dear Vestal families,

We hope to transform Vestal into a SUN Community School, and would appreciate your thoughts about what types of activities SUN should provide. Please take a few minutes to complete this survey to show your support for Vestal becoming a SUN School and to share your ideas about the types of activities that you would like to see at Vestal. Please turn in completed surveys to the school's main office. Thank you in advance!

**At the Vestal SUN school, I'd like to see the following activities for my child:**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Math tutoring  | <input type="checkbox"/> Cooking  |
| <input checked="" type="checkbox"/> Reading tutoring   | <input type="checkbox"/> Chess Club   |
| <input checked="" type="checkbox"/> Homework help  | <input type="checkbox"/> Leadership/Service Learning/Volunteerism—Please tell us more about what kind _____ |
| <input type="checkbox"/> Science. Please tell us more about what kind of science _____                             | <input type="checkbox"/> Cultural club – for example, Asian Club  |
| <input checked="" type="checkbox"/> Sports/recreation. Please tell us more about what kind: _____                  | <input type="checkbox"/> Girls group  |
| <input type="checkbox"/> Visual arts (painting, ceramics, drawing). Please tell us more about what kind: _____     | <input checked="" type="checkbox"/> Boys group  |
| <input type="checkbox"/> Performance arts (e.g. dance, theater, music). Please tell us more about what kind: _____ | <input type="checkbox"/> Other—Please tell us more: _____   |
| <input type="checkbox"/> Environmental science   | _____   |
| <input type="checkbox"/> Gardening   | _____   |

**SUN will also offer adult activities. Please tell us what kind of adult activities you'd like:**

- Adult English classes
- Adult recreation classes. Please tell us more: \_\_\_\_\_
- Adult health or cooking classes
- Other—Please specify: \_\_\_\_\_

**We're also seeking volunteers for Vestal SUN. If you can volunteer, please tell us how you'd like to help.**

I'd like to volunteer as a:

- Activity Helper (for example, helping run a SUN class)
- Member of the Vestal SUN Advisory Board (helping guide what activities SUN will provide)
- Fundraiser (helping bring in donations or funds from local businesses)

*If you'd like to volunteer, please provide your contact info:*

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email address: \_\_\_\_\_

Dear Vestal families,

We hope to transform Vestal into a SUN Community School, and would appreciate your thoughts about what types of activities SUN should provide. Please take a few minutes to complete this survey to show your support for Vestal becoming a SUN School and to share your ideas about the types of activities that you would like to see at Vestal. Please turn in completed surveys to the school's main office. Thank you in advance!

At the Vestal SUN school, I'd like to see the following activities for my child:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Math tutoring   | <input checked="" type="checkbox"/> Cooking   |
| <input checked="" type="checkbox"/> Reading tutoring  | <input checked="" type="checkbox"/> Chess Club  |
| <input checked="" type="checkbox"/> Homework help   | <input type="checkbox"/> Leadership/Service Learning/Volunteerism—Please tell us more about what kind: <u>All</u> |
| <input type="checkbox"/> Science. Please tell us more about what kind of science: _____                                 | <input type="checkbox"/> Cultural club—for example, Asian Club  |
| <input type="checkbox"/> Sports/recreation. Please tell us more about what kind: <u>All sport Team and Ind</u>          | <input type="checkbox"/> Girls group  |
| <input type="checkbox"/> Visual arts (painting, ceramics, drawing). Please tell us more about what kind: <u>All</u>     | <input checked="" type="checkbox"/> Boys group  |
| <input type="checkbox"/> Performance arts (e.g. dance, theater, music). Please tell us more about what kind: <u>All</u> | <input type="checkbox"/> Other—Please tell us more: _____   |
| <input checked="" type="checkbox"/> Environmental science   | _____   |
| <input checked="" type="checkbox"/> Gardening   | _____   |

SUN will also offer adult activities. Please tell us what kind of adult activities you'd like:

- Adult English classes
- Adult recreation classes. Please tell us more: Ex
- Adult health or cooking classes
- Other—Please specify: community involved

We're also seeking volunteers for Vestal SUN. If you can volunteer, please tell us how you'd like to help.

I'd like to volunteer as a:

- Activity Helper (for example, helping run a SUN class)
- Member of the Vestal SUN Advisory Board (helping guide what activities SUN will provide)
- Fundraiser (helping bring in donations or funds from local businesses)

If you'd like to volunteer, please provide your contact info:

Name: Calvin Chiccas

Phone: 503-935-0551

Email address: Calchiccas at Gmail

Dear Vestal families,

We hope to transform Vestal into a SUN Community School, and would appreciate your thoughts about what types of activities SUN should provide. Please take a few minutes to complete this survey to show your support for Vestal becoming a SUN School and to share your ideas about the types of activities that you would like to see at Vestal. Please turn in completed surveys to the school's main office. Thank you in advance!

At the Vestal SUN school, I'd like to see the following activities for my child:

- |   |   |
|---|---|
| <input type="checkbox"/> Math tutoring  | <input type="checkbox"/> Cooking  |
| <input type="checkbox"/> Reading tutoring   | <input type="checkbox"/> Chess Club   |
| <input type="checkbox"/> Homework help  | <input checked="" type="checkbox"/> Leadership/Service Learning/Volunteerism—Please tell us more about what kind <u>helping community</u> |
| <input checked="" type="checkbox"/> Science. Please tell us more about what kind of science <u>hands on, fun experiments</u>                                    | <input type="checkbox"/> Cultural club – for example, Asian Club  |
| <input checked="" type="checkbox"/> Sports/recreation. Please tell us more about what kind: <u>any - martial arts, basketball, soccer...</u>                    | <input type="checkbox"/> Girls group  |
| <input type="checkbox"/> Visual arts (painting, ceramics, drawing). Please tell us more about what kind: _____  | <input type="checkbox"/> Boys group   |
| <input checked="" type="checkbox"/> Performance arts (e.g. dance, theater, music). Please tell us more about what kind: <u>all kinds, for younger kids too.</u> | <input type="checkbox"/> Other—Please tell us more: _____   |
| <input checked="" type="checkbox"/> Environmental science   | _____   |
| <input checked="" type="checkbox"/> Gardening   | _____   |

SUN will also offer adult activities. Please tell us what kind of adult activities you'd like:

- Adult English classes
- Adult recreation classes. Please tell us more: yoga or zumba
- Adult health or cooking classes
- Other—Please specify: \_\_\_\_\_

We're also seeking volunteers for Vestal SUN. If you can volunteer, please tell us how you'd like to help.

I'd like to volunteer as a:

- Activity Helper (for example, helping run a SUN class)
- Member of the Vestal SUN Advisory Board (helping guide what activities SUN will provide)
- Fundraiser (helping bring in donations or funds from local businesses)

If you'd like to volunteer, please provide your contact info:

Name: Laura Spidell  
Phone: 503.888.1589  
Email address: lspidell@gmail.com

Dear Vestal families,

*Give to teacher*

We hope to transform Vestal into a SUN Community School, and would appreciate your thoughts about what types of activities SUN should provide. Please take a few minutes to complete this survey to show your support for Vestal becoming a SUN School and to share your ideas about the types of activities that you would like to see at Vestal. Please turn in completed surveys to the school's main office. Thank you in advance!

At the Vestal SUN school, I'd like to see the following activities for my child:

- Math tutoring
- Reading tutoring
- Homework help
- Science. Please tell us more about what kind of science \_\_\_\_\_
- Sports/recreation. Please tell us more about what kind: \_\_\_\_\_
- Visual arts (painting, ceramics, drawing). Please tell us more about what kind: *painting, watercolors, drawing*
- Performance arts (e.g. dance, theater, music). Please tell us more about what kind: \_\_\_\_\_
- Environmental science
- Gardening
- Cooking
- Chess Club
- Leadership/Service Learning/Volunteerism—Please tell us more about what kind \_\_\_\_\_
- Cultural club – for example, Asian Club
- Girls group
- Boys group
- Other—Please tell us more: \_\_\_\_\_

SUN will also offer adult activities. Please tell us what kind of adult activities you'd like:

- Adult English classes
- Adult recreation classes. Please tell us more: \_\_\_\_\_
- Adult health or cooking classes
- Other—Please specify: \_\_\_\_\_

We're also seeking volunteers for Vestal SUN. If you can volunteer, please tell us how you'd like to help.

I'd like to volunteer as a:

- Activity Helper (for example, helping run a SUN class)
- Member of the Vestal SUN Advisory Board (helping guide what activities SUN will provide)
- Fundraiser (helping bring in donations or funds from local businesses)

If you'd like to volunteer, please provide your contact info:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email address: \_\_\_\_\_

Dear Vestal families,

We hope to transform Vestal into a SUN Community School, and would appreciate your thoughts about what types of activities SUN should provide. Please take a few minutes to complete this survey to show your support for Vestal becoming a SUN School and to share your ideas about the types of activities that you would like to see at Vestal. Please turn in completed surveys to the school's main office. Thank you in advance!

At the Vestal SUN school, I'd like to see the following activities for my child:

- |   |   |
|---|---|
| <input type="checkbox"/> Math tutoring  | <input checked="" type="checkbox"/> Cooking   |
| <input type="checkbox"/> Reading tutoring   | <input type="checkbox"/> Chess Club   |
| <input type="checkbox"/> Homework help  | <input type="checkbox"/> Leadership/Service Learning/Volunteerism—Please tell us more about what kind _____                                   |
| <input type="checkbox"/> Science. Please tell us more about what kind of science _____  | <input type="checkbox"/> Cultural club – for example, Asian Club  |
| <input checked="" type="checkbox"/> Sports/recreation. Please tell us more about what kind: _____                             | <input type="checkbox"/> Girls group  |
| <input checked="" type="checkbox"/> Visual arts (painting, ceramics, drawing). Please tell us more about what kind: _____     | <input checked="" type="checkbox"/> Boys group  |
| <input checked="" type="checkbox"/> Performance arts (e.g. dance, theater, music). Please tell us more about what kind: _____ | <input checked="" type="checkbox"/> Other—Please tell us more: <u>The Friday Backpacks with food in them, would be so helpful to families</u> |
| <input type="checkbox"/> Environmental science  |   |
| <input type="checkbox"/> Gardening  |   |

SUN will also offer adult activities. Please tell us what kind of adult activities you'd like:

- Adult English classes
- Adult recreation classes. Please tell us more: \_\_\_\_\_
- Adult health or cooking classes
- Other—Please specify: Cooking with your child

We're also seeking volunteers for Vestal SUN. If you can volunteer, please tell us how you'd like to help.

I'd like to volunteer as a:

- Activity Helper (for example, helping run a SUN class)
- Member of the Vestal SUN Advisory Board (helping guide what activities SUN will provide)
- Fundraiser (helping bring in donations or funds from local businesses)

If you'd like to volunteer, please provide your contact info:

Name: Angie Bacon  
Phone: 503-406-17034  
Email address: angiebacon42@yahoo.com

Dear Vestal families,

We hope to transform Vestal into a SUN Community School, and would appreciate your thoughts about what types of activities SUN should provide. Please take a few minutes to complete this survey to show your support for Vestal becoming a SUN School and to share your ideas about the types of activities that you would like to see at Vestal. Please turn in completed surveys to the school's main office. Thank you in advance!

Raf!

At the Vestal SUN school, I'd like to see the following activities for my child:

- |   |   |
|---|---|
| <input type="checkbox"/> Math tutoring  | <input type="checkbox"/> Cooking  |
| <input type="checkbox"/> Reading tutoring   | <input type="checkbox"/> Chess Club   |
| <input type="checkbox"/> Homework help  | <input type="checkbox"/> Leadership/Service Learning/Volunteerism—Please tell us more about what kind _____ |
| <input type="checkbox"/> Science. Please tell us more about what kind of science _____  | <input type="checkbox"/> Cultural club – for example, Asian Club  |
| <input checked="" type="checkbox"/> Sports/recreation. Please tell us more about what kind: <u>Team sports like what can be found at middle schools (basketball, flag football)</u> | <input type="checkbox"/> Girls group  |
| <input type="checkbox"/> Visual arts (painting, ceramics, drawing). Please tell us more about what kind: _____  | <input type="checkbox"/> Boys group   |
| <input checked="" type="checkbox"/> Performance arts (e.g. dance, theater, music). Please tell us more about what kind: <u>music classes like guitar and piano</u>                  | <input type="checkbox"/> Other—Please tell us more: _____   |
| <input type="checkbox"/> Environmental science  | _____   |
| <input type="checkbox"/> Gardening  | _____   |

SUN will also offer adult activities. Please tell us what kind of adult activities you'd like:

- Adult English classes
- Adult recreation classes. Please tell us more: \_\_\_\_\_
- Adult health or cooking classes
- Other—Please specify: \_\_\_\_\_

We're also seeking volunteers for Vestal SUN. If you can volunteer, please tell us how you'd like to help.

I'd like to volunteer as a:

- Activity Helper (for example, helping run a SUN class)
- Member of the Vestal SUN Advisory Board (helping guide what activities SUN will provide)
- Fundraiser (helping bring in donations or funds from local businesses)

If you'd like to volunteer, please provide your contact info:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email address: \_\_\_\_\_

Dear Vestal families,

We hope to transform Vestal into a SUN Community School, and would appreciate your thoughts about what types of activities SUN should provide. Please take a few minutes to complete this survey to show your support for Vestal becoming a SUN School and to share your ideas about the types of activities that you would like to see at Vestal. Please turn in completed surveys to the school's main office. Thank you in advance!

At the Vestal SUN school, I'd like to see the following activities for my child:

- |  |  |
|--|--|
| <input type="checkbox"/> Math tutoring   | <input type="checkbox"/> Cooking   |
| <input type="checkbox"/> Reading tutoring  | <input type="checkbox"/> Chess Club  |
| <input checked="" type="checkbox"/> Homework help  | <input type="checkbox"/> Leadership/Service Learning/Volunteerism—Please tell us more about what kind _____                              |
| <input type="checkbox"/> Science. Please tell us more about what kind of science _____                             | <input type="checkbox"/> Cultural club—for example, Asian Club   |
| <input type="checkbox"/> Sports/recreation. Please tell us more about what kind: _____                             | <input type="checkbox"/> Girls group   |
| <input type="checkbox"/> Visual arts (painting, ceramics, drawing). Please tell us more about what kind: _____     | <input type="checkbox"/> Boys group  |
| <input type="checkbox"/> Performance arts (e.g. dance, theater, music). Please tell us more about what kind: _____ | <input checked="" type="checkbox"/> Other—Please tell us more: <del>None</del> Every activity would be beneficial to only & Every child. |
| <input type="checkbox"/> Environmental science   |  |
| <input type="checkbox"/> Gardening   |  |

SUN will also offer adult activities. Please tell us what kind of adult activities you'd like:

- Adult English classes
- Adult recreation classes. Please tell us more: \_\_\_\_\_
- Adult health or cooking classes
- Other—Please specify: all above + ~~parent~~ parent + child activity

We're also seeking volunteers for Vestal SUN. If you can volunteer, please tell us how you'd like to help.

I'd like to volunteer as a:

- Activity Helper (for example, helping run a SUN class)
- Member of the Vestal SUN Advisory Board (helping guide what activities SUN will provide)
- Fundraiser (helping bring in donations or funds from local businesses)

If you'd like to volunteer, please provide your contact info:

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Email address: \_\_\_\_\_

May 13, 2014

Hi, my name is Nicole Iroz-Elardo and I am a parent of a student at Scott K-8 in the Cully neighborhood in NE Portland. **I am here today to thank the commission for stabilizing SUN funding in this budget.** I bring 16 postcards from the Monday younger-grades SUN class which also thank you for your support.

Scott is a Title I school with over 84% qualifying for F&R lunch, 82 percent non-white, and 41 percent English language learners including a significant Latino, Somali, and Vietnamese populations. Scott also is designated as a Focus school. Focus and Priority schools are high poverty schools that are struggling to meet achievement levels of similar Title I schools. This is often because a greater proportion of the children have social and emotional needs that must be met in order to support learning. Quality after-school programs are one of many ways to start to meet the needs of these students.

Our SUN program, which is administered by Impact NW, started 5 years ago with a budget of roughly \$140K/year. By design, this budget was decreased by about 10% a year; this year we are running SUN on \$70K. We are one of the schools that, without this budget, will run out of grant money to support SUN next year.

A school like Scott has limited fund-raising capacity or ability to ask parents to pay even a nominal fee for SUN. Yet it provides a critical service to our school. SUN is often the only extra-curricular activity available to some of our families. It decreases the child-care costs in working families for our little ones and keeps the mid-level students off the street. Everyone looks forward to the art, music, science, dance and physical activity classes that are provided through the program. Kids are provided an additional snack and time and support to do homework. The entire community comes together at the end of each term to celebrate the children's success – a wonderful sight of diversity.

For all of these reasons, we thank you for working with the City of Portland to pay for SUN in the upcoming year and for committing to provide stable funding into the future.

Nicole Iroz-Elardo  
6101 NE Fremont St.  
irozelardo@yahoo.com

Dear County Commissioners,

May 12<sup>th</sup>, 2014

**Thank you for your commitment to stabilizing the SUN program in the 2014-2015 budget. My child goes to Scott K-8 where over 80% of the children are not white and 84% are from low-income households; English is a second language to over half our school. SUN is often the only extra-curricular activity available to our families. We look forward to the art, music, science, dance, and physical activity classes that are provided through SUN. Our SUN school will be in jeopardy without the passage of this stabilization package.**

Thank you very much for making sure our children continue to have access to this high quality program after school.

Gloria Gonzalez

Name

\_\_\_\_\_  
Address

PS - My child's favorite SUN class is Soccer Art Playground.

Dear County Commissioners,

May 12<sup>th</sup>, 2014

**Thank you for your commitment to stabilizing the SUN program in the 2014-2015 budget. My child goes to Scott K-8 where over 80% of the children are not white and 84% are from low-income households; English is a second language to over half our school. SUN is often the only extra-curricular activity available to our families. We look forward to the art, music, science, dance, and physical activity classes that are provided through SUN. Our SUN school will be in jeopardy without the passage of this stabilization package.**

Thank you very much for making sure our children continue to have access to this high quality program after school.

Christina Brown  
Name Christina Brown

7417 NE Prescott St  
Address Portland, 97218

PS - My child's favorite SUN class is

Playworks

Dear County Commissioners,

May 12<sup>th</sup>, 2014

**Thank you for your commitment to stabilizing the SUN program in the 2014-2015 budget.** My child goes to Scott K-8 where over 80% of the children are not white and 84% are from low-income households; English is a second language to over half our school. SUN is often the only extra-curricular activity available to our families. We look forward to the art, music, science, dance, and physical activity classes that are provided through SUN. **Our SUN school will be in jeopardy without the passage of this stabilization package.**

Thank you very much for making sure our children continue to have access to this high quality program after school.

Carrie Hawthorn PO Box 13425  
Name Address PDX, OR 97213

PS - My child's favorite SUN class is Dirt Plants & Critters

Dear County Commissioners,

May 12<sup>th</sup>, 2014

**Thank you for your commitment to stabilizing the SUN program in the 2014-2015 budget. My child goes to Scott K-8 where over 80% of the children are not white and 84% are from low-income households; English is a second language to over half our school. SUN is often the only extra-curricular activity available to our families. We look forward to the art, music, science, dance, and physical activity classes that are provided through SUN. Our SUN school will be in jeopardy without the passage of this stabilization package.**

Thank you very much for making sure our children continue to have access to this high quality program after school.

Maria King

Name

Address

PS - My child's favorite SUN class is

Art

Dear County Commissioners,

May 12<sup>th</sup>, 2014

**Thank you for your commitment to stabilizing the SUN program in the 2014-2015 budget.** My child goes to Scott K-8 where over 80% of the children are not white and 84% are from low-income households; English is a second language to over half our school. SUN is often the only extra-curricular activity available to our families. We look forward to the art, music, science, dance, and physical activity classes that are provided through SUN. **Our SUN school will be in jeopardy without the passage of this stabilization package.**

Thank you very much for making sure our children continue to have access to this high quality program after school.

Nichole Thompson  
Name

\_\_\_\_\_  
Address

PS - My child's favorite SUN class is Play Works.

Dear County Commissioners,

May 12<sup>th</sup>, 2014

**Thank you for your commitment to stabilizing the SUN program in the 2014-2015 budget. My child goes to Scott K-8 where over 80% of the children are not white and 84% are from low-income households; English is a second language to over half our school. SUN is often the only extra-curricular activity available to our families. We look forward to the art, music, science, dance, and physical activity classes that are provided through SUN. Our SUN school will be in jeopardy without the passage of this stabilization package.**

Thank you very much for making sure our children continue to have access to this high quality program after school.

Araceli Ayala

Name

4226 W. COLLEGE AVE. #127

Address

Portland OR  
97218

PS - My child's favorite SUN class is Mindcraft

Dear County Commissioners,

May 12<sup>th</sup>, 2014

**Thank you for your commitment to stabilizing the SUN program in the 2014-2015 budget. My child goes to Scott K-8 where over 80% of the children are not white and 84% are from low-income households; English is a second language to over half our school. SUN is often the only extra-curricular activity available to our families. We look forward to the art, music, science, dance, and physical activity classes that are provided through SUN. Our SUN school will be in jeopardy without the passage of this stabilization package.**

Thank you very much for making sure our children continue to have access to this high quality program after school.

Zahir Nardy  
Name

4838 NE 79<sup>th</sup>  
Address

PS - My child's favorite SUN class is Name work club.

Dear County Commissioners,

May 12<sup>th</sup>, 2014

**Thank you for your commitment to stabilizing the SUN program in the 2014-2015 budget. My child goes to Scott K-8 where over 80% of the children are not white and 84% are from low-income households; English is a second language to over half our school. SUN is often the only extra-curricular activity available to our families. We look forward to the art, music, science, dance, and physical activity classes that are provided through SUN. Our SUN school will be in jeopardy without the passage of this stabilization package.**

Thank you very much for making sure our children continue to have access to this high quality program after school.

Stephanie Page 4103 SE 52<sup>nd</sup> Ave.  
Name Address PD# 97208

PS - My child's favorite SUN class is Diet, Bugs & Critter.

Dear County Commissioners,

May 12<sup>th</sup>, 2014

**Thank you for your commitment to stabilizing the SUN program in the 2014-2015 budget.** My child goes to Scott K-8 where over 80% of the children are not white and 84% are from low-income households; English is a second language to over half our school. SUN is often the only extra-curricular activity available to our families. We look forward to the art, music, science, dance, and physical activity classes that are provided through SUN. **Our SUN school will be in jeopardy without the passage of this stabilization package.**

Thank you very much for making sure our children continue to have access to this high quality program after school.

Stephanie Macdonald 2117 Ne 48<sup>th</sup> Ave  
Name Address PDX 97213

PS - My child's favorite SUN class is Weaving wonders.  
*at home*

Dear County Commissioners,

May 12<sup>th</sup>, 2014

**Thank you for your commitment to stabilizing the SUN program in the 2014-2015 budget. My child goes to Scott K-8 where over 80% of the children are not white and 84% are from low-income households; English is a second language to over half our school. SUN is often the only extra-curricular activity available to our families. We look forward to the art, music, science, dance, and physical activity classes that are provided through SUN. Our SUN school will be in jeopardy without the passage of this stabilization package.**

Thank you very much for making sure our children continue to have access to this high quality program after school.

Darren Thompson  
Name

4221 NE 74<sup>th</sup> Ave  
Address Portland OR

PS - My child's favorite SUN class is \_\_\_\_\_.

Dear County Commissioners,

May 12<sup>th</sup>, 2014

**Thank you for your commitment to stabilizing the SUN program in the 2014-2015 budget. My child goes to Scott K-8 where over 80% of the children are not white and 84% are from low-income households; English is a second language to over half our school. SUN is often the only extra-curricular activity available to our families. We look forward to the art, music, science, dance, and physical activity classes that are provided through SUN. Our SUN school will be in jeopardy without the passage of this stabilization package.**

Thank you very much for making sure our children continue to have access to this high quality program after school.

SOLARA PASCHAL

Name

6225 NE EMERSON ST

Address PORTLAND, OR  
97218

PS - My child's favorite SUN class is DRAMA

Dear County Commissioners,

May 12<sup>th</sup>, 2014

**Thank you for your commitment to stabilizing the SUN program in the 2014-2015 budget. My child goes to Scott K-8 where over 80% of the children are not white and 84% are from low-income households; English is a second language to over half our school. SUN is often the only extra-curricular activity available to our families. We look forward to the art, music, science, dance, and physical activity classes that are provided through SUN. Our SUN school will be in jeopardy without the passage of this stabilization package.**

Thank you very much for making sure our children continue to have access to this high quality program after school.

Casey Dwyer  
Name

3845 NE 165<sup>th</sup>  
Address

PS - My child's favorite SUN class is \_\_\_\_\_.

Dear County Commissioners,

May 12<sup>th</sup>, 2014

**Thank you for your commitment to stabilizing the SUN program in the 2014-2015 budget. My child goes to Scott K-8 where over 80% of the children are not white and 84% are from low-income households; English is a second language to over half our school. SUN is often the only extra-curricular activity available to our families. We look forward to the art, music, science, dance, and physical activity classes that are provided through SUN. Our SUN school will be in jeopardy without the passage of this stabilization package.**

Thank you very much for making sure our children continue to have access to this high quality program after school.

Florencia Luis

Name

1115 NE 81st Ave. Doonland

Address

OR 97213

PS - My child's favorite SUN class is

Everything!

Dear County Commissioners,

May 12<sup>th</sup>, 2014

**Thank you for your commitment to stabilizing the SUN program in the 2014-2015 budget. My child goes to Scott K-8 where over 80% of the children are not white and 84% are from low-income households; English is a second language to over half our school. SUN is often the only extra-curricular activity available to our families. We look forward to the art, music, science, dance, and physical activity classes that are provided through SUN. Our SUN school will be in jeopardy without the passage of this stabilization package.**

Thank you very much for making sure our children continue to have access to this high quality program after school.

Juana Bahres  
Name

6510 NE Roseland  
Address Portland OR 97218

PS - My child's favorite SUN class is \_\_\_\_\_.

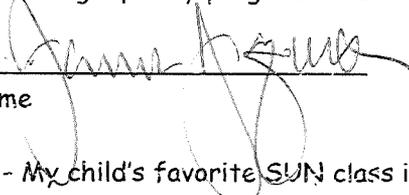


Dear County Commissioners,

May 12<sup>th</sup>, 2014

Thank you for your commitment to stabilizing the SUN program in the 2014-2015 budget. My child goes to Scott K-8 where over 80% of the children are not white and 84% are from low-income households; English is a second language to over half our school. SUN is often the only extra-curricular activity available to our families. We look forward to the art, music, science, dance, and physical activity classes that are provided through SUN. Our SUN school will be in jeopardy without the passage of this stabilization package.

Thank you very much for making sure our children continue to have access to this high quality program after school.

  
Name

Address

PS - My child's favorite SUN class is \_\_\_\_\_



Lynda GROW <lynda.grow@multco.us>

# Benson Tech Health & Mental Service for 5/14 6 PM County Agenda

2 messages

**Rob Johns** <robjohns@comcast.net> Wed, May 14, 2014 at 2:56 PM

To: lynda grow <lynda.grow@multco.us>

Cc: "Anthony, Paul" <paul@shannonpratt.com>, sbuel@comcast.net, Amy Henry <amyhenry@pps.net>

Lynda, attached is the basic form required.. I will not be able to appear but would like to submit for the record that the Benson Tech Alumni Association is fully cognizant of this need and has been advocating for it for months.

As recent Oregonian articles have articulated, Benson Tech does not have a "clinic" for health and mental services. I have met with Amy Henry, Counselor at Benson Tech. Along with the alumni and local community the Career Counseling Center was renovated last summer. This is all that is needed for space, use that location existing space and simply staff the space on alternating days for Health and Mental Practitioners as a first step in providing services where the school population is 2/3 Free Lunch and composes a broad and equalized mix of races.

Other PPS High Schools with exception of Lincoln have a "clinic", and some I would argue could be analyzed for being currently "overstaffed" or "under utilized". I would suggest a review of service delivery be made to consider this question.

We are not focused on having the physical build out of a "clinic", just the services please, now. PPS has made comment publicly that the students can simply go back to their neighborhood High School for these services. That is a short sighted and poorly outlined solution. Approx 83% of the students rely on Tri-met! Getting out of school at Benson and catching buses in the middle of the school day to attend to what are very personal needs, is simply not feasible. Further, there are schools currently with 2 providers, perhaps one could connect for Benson students.. Simply, we ask the County to provide basic services where they are needed and get creative on how you deliver it and listen to the Counselors at the school, they know the kids best....

Once there is coverage by providers for health and mental services, perhaps a more permanent space could be developed but we do not want to wait for a series of physical plant improvements to make this happen..... it needs to happen now frankly.

I have obtained support for Benson Tech from a wide base of Portland industry - Greenbrier, Daimler, IBEW, AGC, Blount International, PCC Structural (Precision Castparts), PGE, to name a few- all of whom are supportive of advancing the progress of Career Technical Education in our community. Benson's academic performance is outstanding, it deserves

County services.

Thank you for considering my comment,  
Rob Johns, Class of '77  
Chair, Benson Tech Alumni Association  
President, Benson Tech Foundation

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 **public\_testimony\_form\_2013.doc**  
31K

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**Lynda GROW** <lynda.grow@multco.us>  
To: Rob Johns <robjohns@comcast.net>

Wed, May 14, 2014 at 2:57 PM

certainly. received. will distribute  
[Quoted text hidden]

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Lynda J. Grow, Board Clerk  
Multnomah County Board of Commissioners  
501 SE Hawthorne Blvd., Ste. 600  
Portland, OR 97214-3587  
Ofc: 503-988-5274 Cell: 971-227-0475  
lynda.grow@multco.us

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**MULTNOMAH COUNTY BOARD OF COMMISSIONERS' MEETING  
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MEETING DATE: May 14, 2014

AGENDA # \_\_\_\_\_ OR NON-AGENDA SUBJECT: Benson Tech Health/Mental Services

FOR: \_\_\_\_\_ AGAINST: \_\_\_\_\_

NAME: Rob Johns, Chair Benson Tech Alumni

---

CONTACT INFORMATION (*optional*):

ADDRESS: \_\_\_\_\_

CITY/STATE/ZIP: \_\_\_\_\_

PHONE: \_\_\_\_\_ EMAIL: \_\_\_\_\_

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**MULTNOMAH COUNTY BOARD OF COMMISSIONERS' MEETING  
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MEETING DATE: 5/14/2014

AGENDA # 1 OR NON-AGENDA SUBJECT: \_\_\_\_\_

FOR: X AGAINST: \_\_\_\_\_

NAME: Josh Piper

CONTACT INFORMATION (*optional*):

ADDRESS: \_\_\_\_\_

CITY/STATE/ZIP: \_\_\_\_\_

PHONE: \_\_\_\_\_ EMAIL: josh@pdxpipers.com

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May 14, 2014

Multnomah County Commissioners,

Thank you for the great work you and your staff do to support students in Multnomah County. From your many community-based services to your outstanding SUN service system, Multnomah County is reaching a wide array of children who otherwise might not receive the timely help they need.

Please consider expanding your school-based health offerings to include a center at Benson Polytechnic High School. Benson is known district-wide as an institution that readies its students for success in living-wage professions and higher education. Graduation and testing data reinforces that a Benson education works well for all students, across all socioeconomic categories. For that reason, Benson's student population consistently draws from every corner of the district. As Benson does not currently house a student health center and a decade of budget cuts have whittled its counseling staff down to but a few, there are likely students that are not receiving the services that could help them "level up" to that next step in their career pathway. Locating a school-based student health center at Benson would go a long way towards helping Multnomah County's young adults become the hard working citizens Multnomah County needs for the future.

I submit that you reexamine the resources that are currently deployed at your other school-based health centers and consider reallocating unused resources at those facilities to a new health center at Benson. Nearly 85% of Benson's student use mass transportation to get to and from school. It is not possible for them to travel back to their neighborhood school to seek out existing services. Reallocating unused resources from these neighborhood schools to Benson just makes sense. I urge you to make this a reality.

Regards,

Josh Piper  
Multnomah County Resident  
Benson Alumni

**MULTNOMAH COUNTY BOARD OF COMMISSIONERS' MEETING  
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MEETING DATE: \_\_\_\_\_

AGENDA # \_\_\_\_\_ OR NON-AGENDA SUBJECT: Benson Polytechnic SBHC

FOR: \_\_\_\_\_ AGAINST: \_\_\_\_\_

NAME: Amy Henry

CONTACT INFORMATION (optional):

ADDRESS: 546 NE 12<sup>th</sup> Avenue

CITY/STATE/ZIP: Portland, OR 97232

PHONE: 503-916-5100 x77133 EMAIL: amyhenry@pps.net

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## PORTLAND PUBLIC SCHOOLS

546 NE 12<sup>th</sup> Avenue / Portland, Oregon 97232  
Telephone: (503) 916-5100 • FAX: (503) 916-2690

BENSON POLYTECHNIC HIGH SCHOOL

May 13, 2014

To whom it may concern:

I am contacting you regarding County funding for a School Based Health Clinic (SBHC) at Benson Polytechnic High School. As you are aware, the County's mission is to provide critical services for children throughout the whole county, with an emphasis on supporting populations that are underserved. I believe that Benson Tech is one of the most underserved high school populations in the County.

Benson Tech is one of the most diverse high schools in the State of Oregon (Hispanic 29%, African-American 21.2%, White 28.6%, Asian 15.5%, and Multiple Races 4.2). Sixty five percent of our students are on free/reduced lunch. This doesn't include our Summer/Evening Scholars program which serves 3500 students (approximately 27.4% of all PPS high school students). Despite these demographics, we are the *only* PPS school on the east side which does not have a SBHC. Schools which are smaller in size than Benson Tech and/or serve a much wealthier and less diverse community all have a SBHC. You might have seen The Oregonian story

([http://www.oregonlive.com/portland/index.ssf/2014/05/benson\\_high\\_students.html](http://www.oregonlive.com/portland/index.ssf/2014/05/benson_high_students.html)) where Benson Tech students talk about having to take three hours out of their academic day to receive mental health services. This does not seem to meet the mission of the County.

For the coming fiscal year, we are asking the County to fund a SBHC staff at the level of the other schools. I understand that money is very tight at the County. However, are you aware that some of the SBHC are under-utilized? Instead of searching for new revenue, this could be simply shifting resources from clinics that are under-utilized to other sites and/or possibly splitting staff between two schools.

I believe that both PPS and the County have a unique opportunity to create a great SBHC at Benson Tech (maybe Benson can be the first PPS SBHC that is open during the summer and at night?). Here are just a few examples of what PPS/County employees and the Benson community have done in the past year to support a SBHC:

- \*Applied for a planning grant through the Kaiser Foundation (Multnomah County wrote the letter of support)
- \*Created a SBHC steering committee with representatives from MESD, PPS, Multnomah County, community volunteers, Benson Tech parents and students.
- \*Four Benson Tech students attended the state-wide SBHC conference and lobbied legislators for support of a clinic at our school.

Now we need the Commissioners to make a financial commitment to Benson Tech community. If you have any questions, please contact me at [amyhenry@pps.net](mailto:amyhenry@pps.net).

  
Amy Henry  
Counselor

**MULTNOMAH COUNTY BOARD OF COMMISSIONERS' MEETING  
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MEETING DATE: May 15, 2014

AGENDA # \_B\_ OR NON-AGENDA SUBJECT: \_\_\_\_\_

FOR:   X   AGAINST: \_\_\_\_\_

NAME: Paul Anthony

CONTACT INFORMATION (*optional*):

ADDRESS: 5529 N. Haight Avenue

CITY/STATE/ZIP: Portland, OR 97217

PHONE: (503) 367-9679

EMAIL: paul@shannonpratt.com

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May 14, 2014

Dear Commissioners:

I am writing in support of County funding for a School-Based Health Clinic (SBHC) at Benson Polytechnic High School.

For a decade, Multnomah County has been reaching hard-to-serve populations with critical services through SBHCs. Multnomah County has made a substantial commitment and an obvious public priority of child health and welfare, including through the expansion of the SUN School program included in the 2014-15 Budget.

Nonetheless, I believe Benson Tech is one of the most underserved high school populations in the County. Benson Tech is one of the most diverse high schools in the State of Oregon (Hispanic 29%, African-American 21.2%, White 28.6%, Asian 15.5%, and Multiple Races 4.2). Sixty five percent of Benson's students are on free/reduced lunch. In addition, Benson's Summer/Evening Scholars program serves an additional 3,500 students (approximately 27.4% of all PPS high school students).

Despite those demographics, Benson Tech is the only PPS school on the east side of the Willamette that does not have a SBHC. Smaller schools and schools that serve much wealthier and less diverse communities all have school-based health clinics. I believe that this is a critical area where the County could do more to meet its mission. I ask that the County fund SBHC staff at Benson at the level of the other PPS schools.

I believe this is a revenue-neutral proposal. The County can obtain the funds to pay for Benson Tech by reallocating the current resources from other PPS schools that are being over-served. Several SBHCs in PPS are significantly under-utilized.

Multnomah County and PPS have a unique opportunity to create a great SBHC at Benson Tech. Benson Tech is the only high school in PPS with a designated healthcare major; many of the graduates from this track go on to become doctors, dentists, nurses, hygienists, and other healthcare professionals. There are significant commitments to dedicate healthcare facilities at Benson Tech, including a complete dental theater with the only working X-ray machine in any high school in America. The Benson community is working to grow its partnerships with the healthcare schools in Portland: Oregon Health Sciences University, the National College of Natural Medicine, the Oregon College of Oriental Medicine, and the Western States Chiropractic College. A SBHC at Benson should be a natural fit.

I ask you to make a financial commitment to the health care and future of Benson Tech and the inner-Northeast Portland community. If you have any questions, I can be reached at [paul@shannonpratt.com](mailto:paul@shannonpratt.com).

Best wishes

  
Paul Anthony

Multnomah County Board of Commissioners' Meeting  
Public Comment Sign-Up Sheet

Meeting Date: May 14, 2014

Agenda Item: Fiscal Year 2015 Budget

Testifying For: Allocating funds to expand SUN program to expand School-based Social Services Coordination in Schools

Contact Information:

Deborah S. Peterson, Ed.D.  
dpeterso@pdx.edu

Written Comments to the Board in lieu of giving oral comments submitted 5-14-14 to the Board Clerk via email at [lynda.grow@multco.us](mailto:lynda.grow@multco.us)

Madam Chair Madrigal and Multnomah County Commissioners,

I am writing today in support of the Fiscal Year 2015 budget, specifically the portion of the budget allocating additional resources to 10 SUN programs within the city of Portland and local school districts.

I am submitting for your consideration a synthesis of research I conducted as Assistant Professor in the Graduate School of Education at Portland State University in the summer of 2013. Funded by a Roosevelt alumnus and the PGE Foundation, this study examined the impact of the School-based Social Services program developed in partnership with the SUN program and a PGE grant-funded school-based social services coordinator on the Roosevelt High School Campus where I served as campus principal (2005-2009).

The study results have been shared with numerous community members at the university, city, county, and state level, in addition to non-profit organizations supporting youth in poverty in our County. I believe many in our County and Sattu are supportive of expanded school-based social services, as am I, based on the evidence indicating the strong impact of school-based social services coordination on the ability of youth in poverty to stay in school and graduate.

There were several findings from the data of the study:

1. Strong student-staff relationships are critical, regardless of the program in which the staff member works.

2. Knowing there is one person to go to on the school campus and that this person knows the student, cares for the student, and motivates the students is very important to the youth.
3. Clothing, food, school supplies, health care, tutoring, credit recovery, and job search assistance in the school help make up for lack of support in the home, homelessness, and hunger. Former students believe that access to a clothes closet was extremely important as a starting place for building a trusting relationship with adults who can help them access other resources.
4. It is important to youth that support is offered in the school, by local community members, who understand the community.

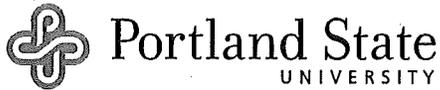
I will attach the report below for your consideration.

Youth underserved by our educational organizations in our county deserve our support, and the County's budget provides much needed school-based social services coordination. The Department of Human Services is also to be commended for their dedication to collaborating with the County and with SUN Schools to maximize efficiencies and effectiveness of programming for middle school and high school youth in poverty.

I also want to commend *All Hands Raised* for their continued focus on increasing attendance and graduation rates of under-served youth in our communities by increasing the collective impact of local, state, and County initiatives. Our youth are counting on each of us.

Sincerely yours,

Deborah S. Peterson, Ed.D.



Deborah Peterson, Assistant Professor

Graduate School of Education

[dpeterso@pdx.edu](mailto:dpeterso@pdx.edu)

Patrick Campbell, Research Assistant

## **At-Risk High School Students: A Strong Finish**

### **Economic Impacts of Poverty**

The research is clear that additional supports and interventions in the early childhood years prevent future educational disparities. Rightfully so, early childhood interventions should be a high priority in Oregon.

However, abandoning support for our at-risk high school youth is unacceptable and has long-term costs to our community.

Economic conditions of the past 50 years have created vast societal disparities in the United States. Future workers who grow up in low-income families face strong barriers to moving up the economic ladder (Chetty, Hendren, Kline, and Saez; 2013). Children raised in poverty are more likely to be unemployed, earn less money in their working lifetime, receive more food stamps, are more likely to be incarcerated, become single parents more often, and have poorer health (Coley and Baker, 2013; Northeastern University, 2009).

In Multnomah County, 2010 data indicated that 75,369 families with related children under the age of 18 live below the poverty level (Greater Portland Pulse, 2011). Portland children whose families fall in the lowest 20 % income bracket have a 9% chance of future incomes in the top 20% (Coley and Baker, 2013).

### **Poverty impacts Educational Success**

Unlike in previous decades, economic conditions now exceed the impact of race on educational outcomes (Reardon, 2013). A recent study quantified the impact of poverty on adult cognitive function, indicating poverty can reduce IQ by 13 points (Mani, A., Mullainathan, S., Shafir, E., and Zhao, J., 2013). Not surprisingly, childhood poverty significantly impacts how children perform in school. For example, food insecure children are more likely to miss class, have behavior issues in school, repeat a grade, and need mental health support (Coley and Baker, 2013).

Low-income families are less likely to provide after-school or out-of-school time (OST) activities and other enrichment opportunities, with affluent families now spending seven times as much as low-income families on their children's development. This further increases educational disparities (Reardon, 2013). It is well documented that OST activities support academic achievement while also preparing students for future success in our communities (Little, 2009).

High school dropouts experience significant additional societal and employment barriers. High school dropouts are 47 times more likely to be incarcerated than their peers who graduate from four-year colleges. Black male dropouts are disproportionately imprisoned, with 23% of Black male dropouts incarcerated compared to 6 or 7% of Asian, Hispanic, or White male dropouts (Northeastern University, 2009).

Multnomah County estimates that more than 50% of the high school students in its boundaries, representing 11,250 students, are not graduating with a large percentage of the dropouts representing African-American and Latino youth. Multnomah County cites the importance of Noguera's work (2007) in which he comments that schools must recognize and address non-academic barriers to school success, a call echoed by Reardon (2013) and others in the May, 2013 ASCD publication of *Educational Leadership*. It is estimated that in one Multnomah County school district alone, Portland Public Schools, there are 1100 dropouts a year (Hammond, 2012).

Beyond the impact of dropping out of high school on the individual youth who has dropped out, the societal impact of providing for each dropout is estimated at \$292,000 per lifetime (Northeastern University, 2009) with total annual federal poverty costs estimated at \$500 billion per year (Coley and Baker, 2013).

Multnomah County has targeted funds to mitigate the impact of poverty on high school youth by funding four Schools Uniting Neighborhoods (SUN) high school programs. Potapchuk (2013) has identified the characteristics of the Multnomah County SUN programs, including the service model and students served, while also outlining two additional community schools models that could inform future Multnomah County SUN programming at the high school level.

Recommendations for replication of the Roosevelt model at additional Multnomah County high schools (Appendices B and C) include components of the Potapchuk (2013) analysis, and reflect the models implemented in the South Puget Sound area (Washington) and in Los Angeles (California) schools.

### **At-Risk High School Youth: The Roosevelt Experiment**

In 2007 an organization comprised of business and civic leaders called *Employers for Educational Excellence* (E3) visited the Roosevelt High School Campus in North Portland with the goal of increasing their members' understanding of the challenges facing schools with high poverty.

Then principal and current assistant professor and principal researcher for this study Deborah Peterson was invited by the Portland General Electric (PGE) Foundation to propose an intervention that would impact the success of high school students living in poverty. Like many Multnomah communities that have experienced a significant economic slump in recent years, 75% of the students in the Roosevelt community qualify for the federal free and reduced lunch program (Oregon Department of Education a) and 7% of the families are unemployed (United States Census Bureau). While Portland's general population indicates that 3% of the K-12 students are homeless (Dunga, 2012), it is estimated an average of 15% of the students in the Roosevelt community were homeless, according to the federal Title X definition of homelessness (Lehnhoff, 2011).

Then Principal Peterson proposed funding social services coordination; within weeks PGE granted Roosevelt and E3 \$160,000 for a two-year pilot project. The cost of coordinating the program was \$75,000/year for service to 150-200 students per year.

### **Study Information**

After six years of successful implementation of a social services coordination model, community leaders requested an evaluation of the success of the model and contacted the researcher to conduct this study. This study is a mixed-methods study that identifies 1) the components of the school-based social services coordination (SSSC) and OST model and 2) the impact of the model on youth.

### **Study Methodology and Procedures**

This study is a community-based participatory research (CBPR) study using mixed methods: document review, survey, focus groups and interviews. The document review included 32 documents publicly available regarding any aspect of the social services coordination and out-of-school time activity coordination. The 8-question survey was completed by 33 adults 18 years of age and older; 14 were former students who accessed services and 19 who provided or donated services to youth. The researcher also conducted interviews or focus groups with 12 adults who provided, donated or accessed services.

### **Components of the School-based Social Services and OST Model**

The study sought to understand what the components of the SSSC and OST model were and how services impacted youth. The study sought to understand these issues from the perspectives of those donating, providing or receiving services.

This study found that high school youth from low-income families succeed in school when they receive wraparound support services that mitigate food insecurity, homelessness, lack of access to health care, and clothing needs and where students also have access to OST mentoring, tutoring, and credit recovery. This confirms findings of numerous other researchers, including Coley and Baker (2013), Little (2009), and Potapcuk (2013).

### **Common Themes Among Participants**

There were several common themes among the respondents.

5. Strong student-staff relationships are critical, regardless of the program in which the staff member works.
6. Knowing there is one person to go to and that this person knows the student, cares for the student, and motivates the students is very important to the youth.
7. Clothing, food, school supplies, health care, tutoring, credit recovery, and job search assistance in the school help make up for lack of support in the home, homelessness, and hunger. Former students believe that access to a clothes closet was extremely important as a starting place for building a trusting relationship with adults who can help them access other resources.
8. It is important to youth that support is offered in the school, by local community members, who understand the community.

### **Key Policy Implication**

The most important implication of the SSSC and OST model is in regard to public policy. Schools need to expand their perspective on the role of the school for children living in poverty. As one donor who is active in state level educational policy commented,

*“The overarching theme [regarding how to help at-risk youth succeed in high school] is the primacy of the school in the lives of children, whether it wishes to be or not. School administrators must recognize that their role goes beyond simply providing a curriculum to making sure that students have the physical capacity and correct mindset to learn and graduate.”*

The participant continued in this line of thought, saying,

*“School districts and school administrators don’t believe this is their problem to solve. My experience with other districts as well is it’s not their job to make sure [the youth’s] needs are met, just curriculum and good teaching. I think it’s a naïve approach and pretty common, until you have administrators who fund [student support] differently.”*

### **Former Student Perspective**

Former students reported the most important aspect of the SSSC and OST model was the importance of a strong student-staff relationship. Every former student reported having at least one staff member who pushed them, knew them as a person, and believed in them. As one former student said,

*“So you are our extended family. [Our families] are busy breaking their backs to get food on the table and keep a stable household, which is unstable due to poverty, and poverty plays a major element in it, and you’re surrounded*

*by people who have no clothes, abuse, and if they wouldn’t have had [a staff member who knows them] what would have happened?”*

When asked which after-school program made the most impact on him, no single program stood out. As one student said,

*“I don’t think it’s one specific program. It’s more about the people forming relationships. As far as education, if a student has one person to go to, to sit down and listen and sincerely cares about seeing them progress, that makes the most difference.”*

This concept of care within the relationship was also connected to high expectations, as expressed by another student:

*“Certain teachers, feeling like your teachers care about you, not just there to teach; of course, you’ll have certain teachers, but some say, ‘Did you do your homework today?’ It affected me when I felt like my teachers cared.”*

Former students also indicated that school-based services such as clothing support, food assistance, school supplies, health care, homework help, and job search assistance helped them stay in school and graduate. While many might not understand the importance of providing food to hungry students, one student indignantly commented, *“How could you possibly learn and do well in school if your basic needs to survive are not met?”*

Not surprisingly, former students indicated that it was important that the clothes closet was readily available and didn't embarrass them or cause them to be set apart from others.

Former students also indicated that after-school programs such as tutoring, homework assistance, and credit recovery programs were valued as they didn't have support at home or didn't have a stable place to sleep.

Next, it was important to the students that the SSSC and OST model provided support in the local community and with the support of local community organizations who understood the particular culture of the community. This sense that others in their community believed in them contributed to the students' ability to stay in school and graduate.

Former students indicated that the primary services they accessed were:

- a. Food assistance 54.2%
- b. School supplies 54.2%
- c. Health care services 54.2%
- d. Job search services 45.8%
- e. Clothing assistance 45.8%
- f. Shampoo, soap, deodorant, feminine products, etc. 37.5%
- g. Assistance paying bills (rent, electricity, etc.) 25%
- h. Help finding housing 29.2%
- i. Laundry facilities 16.7%

Students reported accessing the following after-school or winter/spring/summer school program access:

- a. Tutoring or homework help: 54.2%
- b. Credit recovery: 41.7%
- c. Arts program: 25%
- d. Writing program: 25%
- e. Science program: 16.7%

### **Provider and Donor Perspective**

Service providers had comments similar to the students on the importance of relationships. As one provider said, *"The biggest impact I've seen around social services coordination is when the people providing the social services can provide support but also build relationships with the kids and families and that more than anything is what moves them to graduation, strong relationships with adults in the building."* Another

provider spoke about the usefulness of relationships in holding kids accountable:

*They know all the adults in the building are aware of those services so they feel like they can connect with the adults to access the services; it allows the teachers and the coordinators to have the discussion and they know we touch base about it so the accountability is higher for coming to school, attend[ing], and participat[ing].*

Another provider made a similar statement about high expectations:

*"In this program we have tried to build a culture that it is good to have good grades; whereas many of the students who flounder are 'too cool for school' which means to say there are no adults who praise them for good results."*

The perspective of donors and providers converged with students in areas related to the impact of hunger and homelessness on educational success. As Lehnhoff (2011) said, "A student who doesn't know where she's going to sleep tonight is not going to be fully attentive in class -- no matter how good the teacher or curriculum."

While no former student mentioned the importance of mental health counseling, many adults commented on its importance. Lehnhoff's (2011) comment best describes their common view: "Like it or not, these non-academic barriers -- substance abuse, domestic and community violence, mental illness, absent or neglectful parents, homelessness, poverty, hunger, etc. -- present enormous challenges that have to be addressed at a societal level, rather than by focusing only on the educational architecture."

### **Limitations of the Study**

This small-scale study was designed to provide initial findings on the impact of SSC and OST coordination on the ability of high schools students who are living in poverty to stay in school and graduate. As with any small-scale study, there are limitations.

One limitation is the small sample size of those completing the survey and of those participating in the focus groups and interviews. Ideally, all students in a high school would be surveyed and current students receiving services would participate in the focus group and interviews.

Another limitation is that this study did not access student records and thus could not determine the impact of accessing social services and after-school supports on school attendance, GPA, disciplinary actions, on-time graduation, 5-year graduation, and post-secondary attendance.

Finally, this data was collected after services were received. It would be important to collect data on barriers to student success from the students' perspective prior to developing a service model, as well as during and after service delivery. School data from students receiving services with those of similar demographics who are not receiving service should also be analyzed.

## **Replication of the Roosevelt Experiment in High Poverty Multnomah County High Schools**

An additional request of the community partners sponsoring this study was to determine how and where to replicate this model.

**How.** To replicate this model, it is essential to determine which components of the model are important in a specific community and what a one-year implementation plan might look like. The following steps would be required in a replication model:

1. identify high poverty Multnomah County high schools;
2. determine scope of work and partnership agreement parameters;
3. identify funding for replication and expansion services;
4. secure School District – County partnership agreements;
5. identify advisory board representatives;
6. develop a single framework for SSC and OST programming;
7. determine student needs in each setting;
8. ensure community-based programming and partnering;
9. share student outcome data between service providers and schools;
10. facilitation of quarterly meetings to maximize efficiency and effectiveness among partner schools;
11. solicit input from advisory team on quarterly basis;
12. use student outcome data to evaluate the impact of SSC and OST coordination and report findings to policy makers, funders, and researchers;
13. conduct cost-benefit analysis of SSC and OST coordination.

The study proposes a one-year replication plan and a proposed budget and timeline for replication (available from the author upon request).

**Where.** As many as 6,087 students total youth in seven high poverty high schools in Multnomah County could benefit from the SSSC and OST model as shown in Table 1.

Expanding the model to include all schools in Table 1 would increase the number of students served by approximately 2100 students.

Table 1: Multnomah County High Schools with the Highest Rates of Free/Reduced Lunch

School	Percent Eligibility	Total Eligible	Total Students
Reynolds Learning Academy	91.2	228	250
Centennial Learning Center	79.8	91	114
Jefferson High School*	76.2	336	441
<b>Roosevelt High School*</b>	<b>74.7</b>	<b>559</b>	<b>748</b>
David Douglas High School*	72.2	2296	3180
Parkrose High School*	72.0	720	1000
Reynolds High School	70.1	1857	2648

\*has existing Multnomah County SUN program

Source: Oregon Department of Education. *Students Eligible for Free/Reduced Lunch*. Retrieved June 27, 2013 from <http://www.ode.state.or.us/sfda/reports/r0061Select2.asp>.

### Details Regarding Implementation

Framework. Using a single framework for all schools considering school-based social services and after-school coordination is a strong starting place. However, each community will have unique needs based on its demographics, existing support systems, student needs, and existing school programming. Therefore, each community may want to work with an experienced social services coordinator and facilitator to adapt the model based on local conditions. However, it is the school administrator who facilitates the partnering with appropriate agencies, service providers, and community stakeholders.

Determining Student Needs. Secondly, understanding the student perspective is key to developing a successful school-based model as the adults and students have differing perspectives regarding student needs. While the Roosevelt Social Services Coordinator developed a survey to determine the needs of its students, each community will want to administer the survey to its student population to ensure the services provided meet the needs of the local students. The fact that former students identified food, school supplies, health care, and clothing as a high need while adults believed that mental health services were a high need, it appears that offering a clothes closet, supply closet, and food pantry may be an avenue for developing trusting relationships in which staff could suggest mental health counseling.

Community Based One recent study regarding victims of Hurricane Sandy indicate that 58% of families impacted by the Hurricane turned to families, friends, and neighbors for support while only 16% turned to the federal government and 7% to the state government (Thompson, T., Benz, J, Agiesta, J., Cagney, K, and Meit, M., 2013). Youth in this study regularly indicated there were adults in the school to whom they could turn for support. While this study did not ask specifically whether students accessed governmental resources, it might be that they are similarly more likely to turn to school personnel before they would turn to the federal, state, or local governmental agencies. Certainly the youth in this study trusted those who understood their unique local culture. Implementing school-based social services coordination may be a cost-effective, efficient model for maximizing the power of community engagement, sustainability in tough budget times, addressing educational inequities, and truly creating schools in which race, ethnicity, and socio-economic status do not predict educational outcomes.

Data Sharing. Schools and governmental agencies must follow all legal requirements of the Federal Education Rights Privacy Act and Health Insurance Portability and Accountability Act, as well as any additional federal, state, and case laws and district policy related to student records. Data must be shared by those providing services to youth in order to increase the effectiveness and efficiency of service delivery and to analyze the impact of the model on student success in schools.

Using Data for Program Evaluation. Third, existing school data (GPA, attendance, drug and alcohol discipline data, suspension/expulsion data, and graduation rates) must be collected and analyzed to determine the impact of social services coordination on student success in schools. While the data from this study indicate the impact of social services and after-school coordination on students from the student and provider/donor perspective, using school measurements will be an additional way to determine the financial value of funding such a model.

Cost-Benefit Analysis. Next, the issue of fiscal efficiency must be explored. Is it a sound financial practice to fund a school-based social services coordinator? Public schools were designed to educate children, not to care for their basic needs such as food, clothing, or housing. However, if schools fail to address their basic need for shelter and food, can the children learn? If the answer is that our schools should provide support for non-academic barriers to success in schools, then we will want to know how to fund the support.

If schools were to fund the school-based social services coordinator in a school with 800 children, you would need to add one child to each class in the school in exchange for a social services coordinator. The pro-active interventions of providing clothing, housing support, and food might allow the students to focus more in class, reducing the need to pay for repeat courses or credit recovery. Another way to analyze the cost-benefit is to

examine the cost of a student repeating a class. If you have 800 students in a school and 25% are homeless and every homeless child fails one class due to hunger, not having a good night's sleep because of homelessness or staying home from school because she doesn't have clothes to wear, then addressing the issue of food, homelessness, and clothing through a social services coordinator will pay for the service coordination. When students pass a class, schools do not have to pay for the student to re-take a failed class.

### **Next Steps**

Communities experiencing high poverty need to consider how the school, governmental, non-profit, and faith-based communities will come together to support all youth in their community. This model can be easily replicated in an efficient, cost-effective manner (model available upon request). While early childhood education is a key starting place, we can invest a small amount of money in the high school years to ensure a strong finish. As one former student commented on social services coordination,

*“These services may not seem like a lot, but for some kids these things may be the difference between them staying [in school]--- or just staying alive.”*

## **At-Risk High School Students: A Strong Finish**

### **Appendix A: References**

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