

# Vitality



## Working to prevent child sexual abuse

Program focuses on educating adults in abuse prevention

The statistics are staggering — one in 10 children experience some form of sexual abuse before they turn 18. And studies have shown that consequences don't stop with the abuse, which has been linked to adverse health, mental and societal issues later in life.

It's an issue that is of paramount importance in building healthy communities. There is no magic solution to preventing child sexual abuse, but experts agree that education is key. The Ford Family Foundation is partnering with 11 nonprofits across Oregon and in Siskiyou County, Calif., to offer the Protect Our Children program, which seeks to prevent child abuse through community education.

Protect Our Children uses a nationally acclaimed training curriculum, Darkness to Light's Stewards of Children, to educate adults on how to prevent, recognize, and react responsibly to child sexual abuse.

The goal of the three-year program, which began in March 2015, is to train more than 20,000 adults in rural Oregon and Northern California through the child sexual abuse prevention curriculum. "Each site is charged with reaching 5% of its population, which is widely acknowledged as the tipping point," says Mary Beattie, who is coordinating the program for the Foundation. "When you reach 5%, you can create social change."

The program gives participating agencies the resources they need to deliver the trainings in their communities, including training volunteers to moderate the three-hour curriculum, and also brings them together twice a year for additional training and a chance to network with others in the field.

### A real need

Unfortunately, reminders abound of the importance of abuse prevention education. A hazing incident last summer involving the Philomath High School football team underscores the importance of the Protect Our Children training.

"The interesting thing about the Philomath situation is that we had been working

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Smartphone apps for parents. See page 15.

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## Kasi Allen joins Foundation as director of learning and knowledge management

**K**asi C. Allen, a former professor, researcher and evaluator, has joined The Ford Family Foundation as the director of learning and knowledge management, a new position. Previously, Allen taught at Lewis & Clark College, Portland, where she was a tenured professor and the program director for the Master in Arts Teaching program.



Allen

Her extensive background includes working as a senior researcher at Inverness Research, Portland. At Inverness, she led evaluation and research efforts for a range of equity-focused educational improvement initiatives, many based in rural communities.

"Kasi has strong methodological and analytical skills that will allow us to evaluate our work and focus on program improvements. She also brings leadership and collaborative abilities that will foster a culture of organizational learning and guide our Foundation-wide strategy," said Anne Kubisch, president of The Ford Family Foundation. "She will assist us with setting a research agenda that will contribute to the field of rural development."

The Director of Learning and Knowledge Management is a newly created role. It reflects the Foundation's commitment to learning from its work to help meet its mission to strengthen rural communities throughout Oregon and Siskiyou County, Calif. Allen is responsible for developing an organization-wide approach to learning that assesses program and community-building work, improves practice, supports innovation, and advances strategy. ■

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# Community builders

Profiles show that the role is varied, dependent on local community needs

**W**hen the Ford Institute for Community Building made the commitment to move from leadership development to community development two years ago, the focus began to shift to community builders.

"We have so many Community Ambassadors and Ford Institute Leadership Program grads, and we are inviting them to see themselves as community builders," says Roque Barros, director of the Institute. "We see everyone as a community builder."

There are many definitions of community builders in the community development field. "We wanted to use one that modeled how we work and is locally owned," says Max Gimbel, the Ford Institute's associate director. "We drew on a team of Community Ambassadors and Leadership Program graduates to craft a definition.

Here's what they came up with: A community builder is someone who cares about his or her community and takes action to make it better."

What does a community builder do? The team decided that the work is all about taking the actions listed in the Community Building Approach of



Eddie Melendrez puts the finishing touches on a painting depicting youth he works with as a volunteer.

listening, engaging to mobilize, skilling up and branching out, planning together, creating change and celebrating and reflecting.

The profiles here are of just a few of the many people who care about their community and are taking action to make it better. "They are humble, hopeful and honest," Gimbel says. "They are filled with passion, purpose and persistence. They are people like you."

### Engaging community youth

**Eddie Melendrez** is a boxing coach. He's a community volunteer, a mentor for at-risk

kids in the Ontario area, and a role model for Hispanic youth. Sometimes he's even a free barber. He's all these things, but he's something more: Eddie Melendrez is a community builder.

Melendrez says volunteering has always been an important part of his life. "I moved to the Ontario area in 2006 and didn't know anyone," he says, "but I met a lot of people and networked, and every chance I got I helped the community out."

Today, Melendrez works for Community in Action, an Ontario nonprofit that offers diverse services for people in Harney and Malheur counties. His dream has always been

to operate a boxing club that would engage young teens, and a grant from the Youth Development Council has helped that become a reality.

"We have about 30 kids now, with more and more coming in," he says with satisfaction.

Melendrez's dedication to the youth in the community even extends to some volunteer work as a barber. "Every chance I get, I'm always looking for ways to connect with the kids," he says. "At first I was giving free haircuts, but now they have to cut the grass first."

### Listening to learn

When Grants Pass resident **David Smith** chose a project for his master's degree in social work, he picked a community

issue he cared deeply about — public safety. Josephine County's well-publicized struggle with providing adequate first responder coverage in the face of deep budget cuts is a divisive issue in the rural community.

In order to get a sense of the community — who cares about the issue, what are they already doing, what are the major concerns and the unmet needs — Smith launched a "listening campaign" that took him around the county to talk to people.



Smith

It made for a compelling academic paper, but turned into much more. Smith has been invited to moderate city council candidate debates. He is working with an Illinois Valley task force that is focused on public safety; four of the top five are related to public safety. He is also participating in a series of Jeffersonian dinners that discuss needs related to public safety.

### Create change

About a year ago, a group in Mt. Shasta formed around the issue of homelessness, an item in the city's strategic plan. "Very soon we learned that we have only about a dozen or so chronically homeless, which was the focus of the original planning item," says **Kathy Morter**, who was a member of the Mt. Shasta City Council at the time; today, she serves as mayor.

"The much bigger issue in our town was the thousands of on-foot travelers who move through Mt. Shasta. People

were not feeling safe. They were feeling like there was too much change, too fast."

Morter and her group decided to create a team that represented all perspectives and could prioritize concerns. It was a very steep learning curve, she says, but today a coordinating council of eight primary players meet every four to six weeks to sort out priorities and agree on actions.

What does being a community builder mean to her?

"It's about believing that answers will emerge from a group of people who have learned to understand each other and appreciate others' perspectives," Morter says.

"It happens over the years. It's slower but there is a synergy that happens when a real connection is made, and out of those ah-hah moments springs new solutions. That's what keeps me going." ■

**Community building "is about believing that answers will emerge from a group of people who have learned to understand each other and appreciate others' perspectives."**

— Kathy Morter

# Creating a vision through collaboration

Two communities, the Illinois Valley and the Siuslaw region, develop consensus about the future they want to see

Almost 20 years ago, community leaders in the Illinois Valley embarked on a process they hope will never end. It's the process of community visioning, or developing consensus among residents about the future they want to see, and then deciding what is necessary to carry it out.

It all started in 1994, when the Illinois Valley Community Response Team identified objectives for their region in a variety of areas, including economic development, public facilities and education. Today, the Illinois Valley Community Development Organization builds on that original vision through IVCAN DO, while periodically involving the community in identifying new priorities and projects. The latest iteration, the IV 20/20 Community Vision and Strategic Plan, is the product of collaboration by hundreds of Illinois Valley residents over a six-month period in 2016.

Long-term, comprehensive and inclusive community visioning and planning is seen as best practice in the field of community building. It unites all

The Siuslaw region includes Florence at the mouth of the Siuslaw River and stretches eight miles south and 30 miles upriver. It is home to an estimated 18,000 residents. Altogether, more than 750 residents of the region have participated in the visioning process that began in April 2014.

PHOTO: RANDY BRAUMHOVER



The Siuslaw visioning website: [www.siuslawpathways.com/](http://www.siuslawpathways.com/)

the smaller efforts, synthesizes them into a coherent, compelling and comprehensive whole and builds in processes for successful implementation. It is a process that has been done well in many rural towns in the Pacific Northwest.

We asked community leaders who are deeply involved in the process to share some lessons they have learned.

### Take your time

Visioning doesn't happen overnight. Some communities, like those in the Illinois Valley, have been at it for decades.

Other organizations, such as Siuslaw Pathways, count their efforts in years.

Action in the Siuslaw area of Oregon began in 2014, after a Ford Institute Alumni Celebration was held in Florence.



Webb

"There were many, many enthusiastic people there trying to figure out where to go, since it seemed like no one was pulling in the same direction," says Mike Webb, who has been involved in the process since that meeting.

In April of 2014, a volunteer group began reaching out to residents through a region-wide survey, focus groups, community forums and ongoing meetings, all designed to help develop a vision of the Siuslaw region in 2025.

After almost two years of collaboration, a strategic plan was developed that includes 15 distinct concentrations, such as establishing a Siuslaw region parks and recreation district, supporting local workforce, developing safe and affordable housing options, and promoting and supporting public art.

Now, those dreams are becoming a reality, thanks to a core volunteer team known as "vision keepers." They are guided by an advisory team that serves as a champion on the path to realizing this vision.

### Build a foundation

Effective community visioning begins with a solid base of grassroots engagement and trained leaders. The Ford Family Foundation began that process with the Ford Institute Leadership Program, which had a 12-year goal of training more than 5,000 rural community residents in 80 hubs in rural Or-

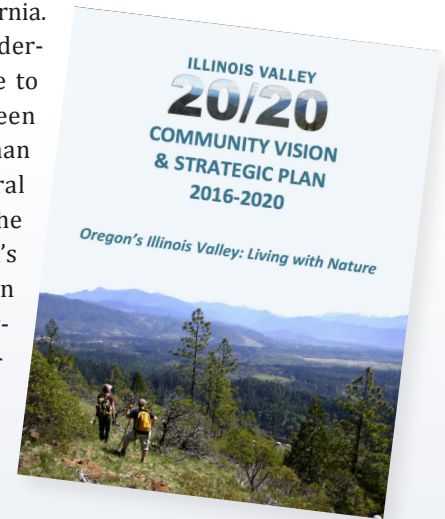
egon and Northern California. When that phase of leadership development came to an end, the goal had been exceeded, with more than 6,000 people in 88 rural hubs benefitting from the training. The Foundation's current focus area is on supporting community-based efforts that promote rural community vitality and the well-being of children, youth, adults and families.

"Here in the Florence area, we're in a good position, having participated in the Leadership Program for the last 10-plus years," Webb says. "People understood who other leaders were. It was a natural evolution."

### Spread the work around

Both organizations have found success by forming oversight groups that monitor and provide guidance for smaller groups working on specific projects.

IVCAN DO is forming 18 "action collaborations" around the issues identified in the strategic plan. "Most of the actual work is driven by those collaborations," says Kate Dwyer. "Our role is to facilitate that work — to convene larger meetings



Illinois Valley 20/20 Community Vision: [www.ivcdo.org/](http://www.ivcdo.org/)

between colleagues, check in with groups, put their minutes on our site, help groups get over barriers, connect with regional experts and what they need, identify steps toward outcomes, and help celebrate work."

That strategy of sharing the work also helps prevent volunteer burnout, an important element of any visioning process. "I go to a lot of the smaller action collaboration meetings," Dwyer says. "I help celebrate the work, give them a quick update on what other groups are doing, make them aware of other challenges. Sharing wins is very energizing to them." ■

## Keys to successful community visioning

Long-term, comprehensive and inclusive community visioning and planning is seen as best practice in the field of community building. "It unites all the smaller efforts, synthesizes them into a coherent, compelling and comprehensive whole and builds in processes for successful implementation," says Max Gimbel, associated director of the Ford Institute. "It has been done well in many rural towns in the Pacific Northwest."

Below are some factors identified by the National Civic League Press in its *Community Visioning and Strategic Planning Handbook* as being key to successful community visioning efforts.

- People with varied interests and perspectives participated throughout the entire process and contributed to the final outcomes, lending credibility to the results.
- Individuals broke down racial, economic, and sector barriers and developed effective working relationships based on trust, understanding, and respect.
- Individual agendas and baggage were set aside, so the focus remained on common issues and goals.
- The group produced very detailed recommendations that specified responsible parties, timelines and costs.
- Participants took the time to learn from past efforts (both successful and unsuccessful) and applied that learning to subsequent efforts. ■

*Community Visioning and Strategic Planning Handbook*, National Civic League Press Denver, Colorado Third Printing © 2000.



**Vernonia community leaders broke ground for a wastewater system improvement project nearly 20 years ago. In 2016, the project was finally completed with financial support from USDA Rural Development.**



PHOTOS COURTESY OF USDA RURAL DEVELOPMENT

# Rural infrastructure needs

**In the last eight years, USDA Rural Development has invested \$4.8 billion in rural Oregon**

When the northwestern Oregon city of Vernonia suffered catastrophic flooding in both 1996 and 2007, the town's infrastructure took a big hit. The flooding inundated the city's water treatment lagoons and weakened virtually every part of the aging wastewater system, which already suffered regular discharges of treated effluent into the Nehalem River. The state of Oregon's infrastructure is an issue of great concern in rural Oregon, where many roads, buildings and water systems are more than a century old. Rural popula-

tions, which are often not large enough to finance the prohibitive cost of upgrading or replacing, face special challenges. "Small communities are especially in need," says Vicki Walker, former state director of the USDA Rural Development in Oregon. Walker, a presidential appointee, served in that role during the Obama administration, stepping down in January. "Because small towns have made do for years, infrastructure becomes more difficult to maintain and more expensive to replace. That's where we come in and help them." In 2017, Vernonia completed a wastewater system improvement project that began nearly 20 years ago — after the first flood. With financial support from USDA Rural Development, including a \$5.6 million loan and a \$2.2 million grant, the city purchased new

equipment and upgraded its wastewater lagoon system. The project improved water quality for the local community and protected native fish species while also upgrading the town's infrastructure and safeguarding against severe storms. **Water systems in need** While rural infrastructure in general is in dire need of attention, water-related projects are at the top of the needs list, Walker says. During her term, USDA Rural Development helped nearly 100 rural Oregon communities construct or upgrade their water or waste disposal systems through \$202.4 million in funding. It's a start. A survey by the American Society of Civil Engineers shows that Oregon's combined water and wastewater needs exceed \$4.48 billion. Of that, nearly one-third is attributed to costs associated with repairing or replacing water systems that, in many cases, are well over 100 years old. Another survey, conducted by the League of Oregon Cities, lists projects by city, including this: Canyonville, in southern Oregon, has identified wastewater costs alone that could range up to \$16 million for the town of 1,900. Water systems are not the only infrastructure needs identified in the state. A League of Oregon Cities' study of city water and transportation infrastruc-

**In the future, Vicki Walker expects USDA Rural Development to see more requests relating to community resilience in natural disasters.**

ture statewide found significant funding needs. Specifically, \$11.4 billion is needed over the next 20 years for infrastructure maintenance and upgrades. USDA Rural Development has helped finance a variety of projects. In Lake County, Lakeview used a 40-year, \$2.7 million loan from USDA to help build a new geothermal system that heats Lake District Hospital and four school buildings, for a savings of about \$350,000 annually in fuel costs.

In Veneta, an uncertain water supply helped contribute to a slow decline in the town's business base. A \$13 million loan and a \$2.6 million grant by USDA helped the town construct a 10-mile water pipeline that connected its 1,461 homes and 74 businesses and facilities to a nearby distribution system.

With a stable supply of water assured, businesses and industry began returning within five months of the project's September 2013 completion date, and the city's population is projected to double by 2035. One of Walker's favorite funding areas is in building broadband capacity. "Broad-

band is a great need in rural areas for economic development," she says. "If you don't have broadband where people live and work, rural towns will lose more residents to urban centers."

**Broadband** In Molalla, for example, non-profit cooperative Molalla Communications Company received a \$22.5 million Telecommunications Infrastructure Program loan from USDA Rural Development to construct infrastructure to provide broadband services. As a result, residents of Molalla and neighboring Mulino have gained access to some of the fastest broadband services in the country.

In the future, Walker expects USDA Rural Development to see more requests relating to community resilience in natural disasters.

"More stringent requirements also require higher standards, such as seismic retrofits," she says. "We haven't financed any of these resilience projects yet, but I suspect we will start seeing more requests from those wanting to improve essential community systems." ■



**In Lake County, Lakeview used a 40-year, \$2.7 million loan from USDA Rural Development to help build a new geothermal system that heats Lake District Hospital and four school buildings.**



**The Lakeview geothermal system, funded with help from USDA Rural Development, generates savings of about \$350,000 in fuel costs annually.**

## How to get help

USDA Rural Development works cooperatively with many state agencies to put together loan and grant packages to support community projects. These agencies, including the Oregon Economic & Community Development Department, Department of Environmental Quality, and Department of Energy, hold monthly meetings to help potential applicants for water systems and facilities projects find the best funding package. The agency offers loan and grants programs that address many of the needs of rural communities. These include single- and multi-family housing, business and coop programs, infrastructure, community facilities and renewable energy. In the last eight years, USDA Rural Development has invested \$4.8 billion in rural Oregon. For more information about infrastructure financing, visit [www.orinfrastructure.org](http://www.orinfrastructure.org) and click on the link for your region. To stay on top of all the programs offered by the department, visit the Oregon USDA website at [www.rd.usda.gov/or](http://www.rd.usda.gov/or), and under "Oregon Highlights," choose "Sign up for the Oregon Rural Developments newsletter and program updates." ■

# Golden Spots

Artist residency program provides annual grants of \$25,000

Art isn't easy. An inspirational environment can help, and providing this space for Oregon artists is the goal of The Ford Family Foundation's Golden Spot residency program.

The program provides annual grants of \$25,000 each to four "Golden Spot" residency programs in Oregon that offer opportunities for artists to explore and conceptualize new work. Golden Spots are defined as distinctive environments that artists find particularly compelling and stimulating.

Funding is provided to organizations for a two-year period, for a total of \$50,000. Half of the grant funds support the organization's residency program and the balance provides stipends to



PHOTO COURTESY OF CROW'S SHADOW

Ryan Pierce, a 2016 Golden Spot artist-in-residence at Crow's Shadow Institute of the Arts, works on one layer of his six-color lithograph, "Sentinel." Photo courtesy of Crow's Shadow

Northwest College of Art near Oregon City.

### Time, solitude

"Golden Spot residencies give established Oregon artists the concentrated time, solitude and interaction with other artists they need to research or complete their work," explains Kandis Brewer Nunn, senior adviser to The Ford Family Foundation's Visual Arts program.

All of the residency programs host artists from different disciplines. More than 75 Oregon visual artists have participated in the Golden Spot residency programs so far, representing such diverse mediums as carving, digital images, photography and ceramics.

For eligibility criteria, visit The Ford Family Foundation's website ([www.tfff.org](http://www.tfff.org)). ■

the selected artists to help offset life and work expenses while attending the residency.

The Golden Spot program is the in-state component of the Visual Arts Program's artists-in-residence opportunities. The Foundation also supports residencies for Oregon visual artists in national programs such as Djerassi Resident Artists Program, The MacDowell Colony, Robert Rauschenberg Foundation, Ucross Foundation, Vermont Studio Center and Yaddo.

### Print facility

Crow's Shadow Institute of the Arts, on the Confederated Tribes of the Umatilla reser-

vation near Pendleton, is one recipient of the Golden Spot grant, which enables it to offer three residencies per year.

Its world-class print facility enables visiting artists to translate their works in a new medium with the support of a master printer.

"It's a real draw for a lot of artists," says Karl Davis, the Institute's executive director.

"We are providing a very high-quality experience for their art-making but they don't have to be tech experts. We offer two-week residencies in a remote location that is quiet and serene, and give them 24-

hour access to the print studio."

The Golden Spot opportunity can be transformative for artists. "As a painter, I work in a lot of layers, which is a really graphic style that complements the lithography process," says Ryan Pierce. "To be able to work with someone with skill and knowledge like Frank Janzen, the master printer, was amazing."

In addition to Crow's Shadow, other Golden Spot locations have included Caldera in Central Oregon, Sitka Center for Art and Ecology in Otis, Playa near Summer Lake, Oregon College of Art and Craft in Portland and Pacific

# Tax credit provides relief

But many eligible households are not taking advantage of it

Filling out this year's tax return may be a little less painful for some filers, thanks to the Earned Income Tax Credit. Aimed at low- to moderate-income working people, the EITC is a federal income tax credit that can help provide for basic living needs and contributes back to the local economy.

Originating in the Reagan era, the EITC was implemented as an anti-poverty tool and provides a refund back to qualifying households with children, in proportion to the income earned.

That's the good news. The bad news is that many eligible households in Oregon are not taking advantage of the credit. In fact, **Oregon's participation rate ranked third worst among all states** and the District of Columbia. Only Colorado and Washington D.C. performed worse in terms of using the credit.

About 88,000 Oregon working families who were eligible for the EITC did not claim it in 2013, according to the Oregon Center for Public Policy. The Center conservatively estimates that these families left a total of \$130 million in federal EITC dollars on the table that year.

The United Community Action Network, which serves Douglas and Josephine counties, is one of the organizations in Oregon and Northern California working to increase the number of people claiming the credit.

UCAN is tackling the issue on several fronts. Through its RSVP program, AARP's volunteer tax aides help people apply for the tax credit. Many don't know how to apply or are unaware they are eligible.

Spreading the word is also essential. UCAN is planning on including an informational flier with deliveries via their Meals on Wheels program, and placed in boxes picked up at the food banks they operate in both counties.

In an effort to better understand why people are not claiming the credit, UCAN is developing a survey card to distribute to its clients. "We are also looking into the future and developing partners in each county for future education

Have you earned more than you think?

Get all your money.

File your taxes for FREE and claim the Earned Income Tax Credit and Child Tax Credit



Posters and other marketing materials are available online at [www.eitcoutreach.org/](http://www.eitcoutreach.org/)

and outreach," says Mike Fieldman, UCAN's executive director. "We are trying to get the good hard data that will tell us where we need to spend our time to make sure community members get what is, in a sense, free money.

"We're just excited to see if we can make a dent in our community."

Your organization can help raise awareness about the EITC by posting information on your website, Facebook page, Twitter and other social channels. Below are links to a social media campaign and to the IRS web page, which has EITC information and more links to marketing and communication materials.

[www.eitcoutreach.org/about/](http://www.eitcoutreach.org/about/)

[www.eitc.irs.gov/Partner-Toolkit/main](http://www.eitc.irs.gov/Partner-Toolkit/main) ■

The Oregon Center for Public Policy estimates that Oregon families left a total of \$130 million in federal EITC dollars on the table.

# Call 211 for resources

Service offers a critical component of a community's infrastructure

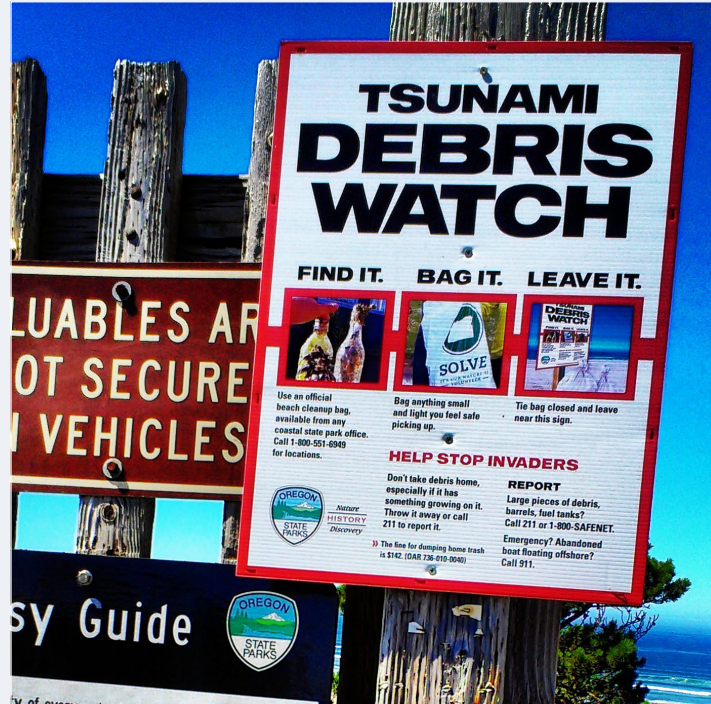
When tsunami debris began coming ashore on Oregon's coast, residents were encouraged to report sightings by calling 211, an information hotline that connects callers with resources of all kinds. When Bend was in the middle of a meningitis outbreak, 211 was the place to call for information. And if ever your community suffers a catastrophic event, 211 will be ready with a list of resources, from where to get sandbags to the location of the nearest shelter.

"It's just a no-brainer. We need 211info in our communities to connect people with needed services, especially in rural areas," says Mike Fieldman, who has been involved with efforts to implement 211 in Oregon for the last 15 years. "It becomes a critical part of our community infrastructure, especially in times of disaster.

"In a crisis, 911 gets inundated with calls for nonessen-

**It's just a no-brainer. We need 211info in our communities to connect people with needed services, especially in rural areas.**

— Mike Fieldman



Beachcombers are encouraged to report tsunami debris by calling 211.

tial needs and that takes them away from their role in dealing with the emergency," Fieldman says, pointing out that 911 operators are often the first ones to support 211 in their community.

It's not a new service; 211 was developed in the 1990s to help out with the large volume of calls expected for the 1996 Summer Olympics in Atlanta. United Way played a big role in implementing the service nationwide, and today, nearly all 50 states have 211 service.

### An expanding resource

Until recently, 211info was supported by grant funds, including an award by The Ford Family Foundation. Today, it is self-sustaining, thanks in part to an expansion of "specialty lines," or services supported by a contract with an outside agency.

"In 2013, we started to have a statewide footprint as state agencies started to recognize what we could do," says Dan Herman, chief executive officer of 211info. "In July of 2015, 211info became a sole source contractor for Oregon's Department of Administrative Services, which has become a very substantial part of our revenue base."

The service's status as a preferred contractor makes it easy for governmental agencies to contract with 211info. For example, a childcare resource contact with the Oregon Early Learning Division allows that agency to disseminate information through the easy-to-use service people are already familiar with.

The service also contains a robust data collection element,

enabling it to provide valuable information on regional community needs to legislators and other stakeholders.

The 211 program in Oregon is enjoying increased support from legislators and the public, as its role in getting information to the public is better understood. In recent years, 211's call center in Portland has been supplemented by online information at [www.211info.org](http://www.211info.org), texting requests for information to 211, and a phone app, 211info, which uses location data to direct people to resources in their immediate area.

### Rural areas challenging

The service is still facing some roadblocks. Without a lot of funding to market the service statewide, it's harder to get the word out about 211 to all corners of the state.

Maintaining the database of resources, which contains information on 42,000 programs, can also be challenging. The service depends on a two-way exchange of information, and many events and programs are excluded because the information has not been shared with 211 operators.

Herman says 211info is looking at expanding its roster of full-time community engagement coordinators, which are located across the state.

"We recognize that having a local presence is pretty essential," he says. "The community engagement coordinators allow us to have a local person on the ground, to connect with partners and do community and consumer trainings.

"It's really that local preparation that makes a big difference in our service level." ■

# Undocumented students

New policy creates path to apply for Ford Family scholarships

Every year, The Ford Family Foundation's Scholarship Office receives calls from school counselors and students asking if undocumented students can apply. Until this year, the answer was no.

In order to apply for any of the Foundation's need-based scholarships, students are required to fill out the FAFSA, a federal form that measures financial need. That's often a problem for undocumented students, who may not have the information required by FAFSA, such as a Social Security number.

All that has changed. Oregon recently began offering an alternative to the FAFSA, the Oregon Student Aid Application, commonly known as the ORSAA. Beginning with the 2017 scholarship cycle, the Scholarship Office will accept the ORSAA in place of the FAFSA, allowing undocumented students who meet certain criteria — three years of attendance in and graduation from an Oregon high school, for example — to apply for scholarships.

"It's been hard for us, when we talk about our mission, to have a group that is excluded," says Denise Callahan, the Foundation's director of Postsecondary Success. "We've been having the conversation about undocumented students for a long time, but until the state came up with a mechanism to allow us to get the basic criteria that we require, there was not a



Gerardo Ochoa

lot of opportunity for us."

"This opens up educational opportunities beyond community college," says Gerardo Ochoa, assistant dean for Diversity and Community Partnerships at Linfield College. "The process recognizes that you have a whole set of students who have goals and dreams and who have invested a lot of time to be successful, and they've hit a roadblock. It's a very vulnerable population, and the scholarship opportunity sends a strong message that all people can succeed."

The Ford Family Foundation is expecting to see a modest increase in application numbers. "We have already had a number of people reach out to us with

**This opens up educational opportunities beyond community college.**

— Gerardo Ochoa

they are sharing their undocumented status. Although Oregon institutions don't have all the answers yet, Callahan says the information on the ORSAA is shared only with schools.

questions," Callahan says.

New policies around immigrants by the current administration is introducing an element of uncertainty into the equation. "Some students are still deciding whether they are even coming back to school," Ochoa says.

"It's a troubling political environment for undocumented students," Callahan says. She has already fielded questions from students concerned that applying for a scholarship will mean

"It's still a pretty complicated process for students, and we encourage people to call us if they have questions," Callahan says. More information about scholarships, including how to apply, can be found on The Ford Family Foundation website ([www.tfff.org](http://www.tfff.org)).

Regardless of the numbers, Ochoa says the Foundation's new procedure is a big deal. "Ford is a leader in Oregon, and it has ripple effects for other scholarship providers." ■

## Eligibility requirements

**Applicants in Oregon** must meet the eligibility requirements of Oregon House Bill (HB) 2787 and Senate Bill (SB) 932, including:

- Attended an Oregon high school for at least three years immediately preceding graduation or equivalent
- Attended an elementary school or secondary/high school in a state or territory of the United States during each of the five years immediately prior to receiving a high school diploma, or equivalent
- Graduated (or will graduate) from an Oregon high school or the equivalent
- Applied for a federal individual taxpayer identification number or other official federal identification document
- Show intention to become a U.S. citizen or lawful permanent resident

**Applicants in Siskiyou County, Calif.**, must meet the eligibility requirements of California Assembly Bill (AB) 540, including:

- Submission of a California Dream Act Application
- Attended a California high school for at least three years or document completing three years of California high school credit and enrollment for at least three years during K-12 in a California school
- Graduated (or will graduate) from a California high school or the equivalent
- Complete a California nonresident exemption request if attending a public college in California. (Students attending private institutions must still meet qualifications of AB 540, but will not need to complete a nonresident exemption request) ■

# Scholar wins prestigious science award

Early on, she lived in a school bus; today, she has her Ph.D.

In March of 1995, 20-year-old single mom Amy Van Wey was in debt and alone, living with her newborn son in a school bus in the Little Applegate Valley. “It was not a great combination,” she says.

With the help of her family, Van Wey eventually found a waitressing job and moved into an apartment, but it wasn’t a life the former straight-A student wanted. When Van Wey’s son was six months old, she made a momentous decision. “I can’t do this,” she remembers thinking. “I can’t raise a son on minimum wage. I need to go to school.”

She started at Rogue Community College when her son

Education was not a huge thing in my family, but working hard and using your brain was important.

—Amy Van Wey

was 18 months old. After completing all the math courses at RCC, she knew she needed to transfer to a university. At that time, tuition at the local university was \$3,000 a year, half of her total income. A neighbor read about the Ford Opportunity Scholars Program from The Ford Family Foundation, available to single parents seeking a bachelor’s degree. Van Wey quickly applied and was accepted. “It was amazing,” Van Wey says. “It was life-altering. Even now, I get teary thinking about it.”

That was the start of a highly successful higher education career that saw her graduating from Willamette University in 2001 with a bachelor’s degree in mathematics, a master’s degree, also in mathematics, in 2004 from Oregon State University, and a doctorate in 2013 from Massey University in New Zealand in nutrition/mathematical biology. Today, she works as a post-doctoral scientist and mathematical modeler in New Zealand.

**‘Give it up’**

Van Wey had a happy childhood in Central Point, growing up as an extremely shy tomboy who excelled in academics. “Education was not a huge thing in my family,” she says, “but



Ford Opportunity Scholar Amy Van Wey received support from many people along her educational journey, including her husband, Simon Lovatt. “He wouldn’t marry me until I submitted my doctoral thesis,” she says.

working hard and using your brain was important.”

Even though she was an excellent student, there was no expectation from Van Wey’s family or high school that she would go to college. In fact, that path was discouraged.

After receiving straight A’s and a math award at age 14, Van Wey told her mom her dream was to go to university. “She flat out told me to give it up,” Van Wey remembers. “My parents made too much money to get financial aid and not enough to pay for college.”

When she was 16, Van Wey dropped out of school in favor of working full time, only to return her senior year after realizing that she needed more

than her GED to be successful. She took extra classes to graduate on time, ultimately finishing in the top 10% of students at Crater High School. Then came several years of minimum wage jobs and an unexpected pregnancy, eventually culminating in her decision to go on to college — this time supported by her mother and other family members.

**A rewarding career**

After receiving her bachelor’s degree, Van Wey taught briefly for Teach For America, then worked as a math teacher at Rogue Community College. After earning her master’s degree, she taught at Oregon State University, Willamette University and Clackamas Community College.

She moved to New Zealand seven years ago with her son

to participate in a doctoral program, and married after submitting her doctoral thesis in 2013.

Even in that program, she was considered a nontraditional student. Van Wey received the Earle Food Research Fellowship, which funded her doctoral program. At a student colloquium, a speaker told the audience that they would do their best research before they were 35. “I looked at this girl next to me, another older student, and jokingly said, ‘Well, we might as well give up now!’ I was 39.”

**Zonta Club honor**

Last year, she received a prestigious science award from the Zonta Club of Wellington, which included a prize of \$15,000. In her acceptance speech, she named Hallie Ford as one of the major figures influencing her life.

“Hallie, through her scholarship program, paid for 90% of my tuition, books and living during the three years required for me to finish my bachelor’s degree,” Van Wey said. “That gave me the freedom to balance life as a full-time student and parent — eliminating the stress of having to work during the school year. But her generosity did not stop there. Because I graduated in the top 12% of my class, she continued to pay 80% of these costs during my master’s degree.”

Van Wey encourages other single parents to think big. “I say, truly look at your life and ask if this is what you want and if it’s not, change it,” Van Wey says. “It’s never easy but it’s hella worth it.” ■

## Resources offer insights

Get the tools you need to help make a difference in your community with Select Books from The Ford Family Foundation. We provide these resources at no charge to residents of Oregon and Siskiyou County, Calif.

Keep them, share them. The only requirement is providing us with your feedback on the publication ordered.

Here are details on three of the books on the Select List:

**We Tell Ourselves Stories in Order to Live** by Cassandra Coblenz. 125 pages. ©2014. This set of catalogs captures in photography and words how 12 accomplished Oregon visual artists pursue their respective creative practices. It features the work of the 2010-2013 Hallie Ford Fellows in the Visual Arts.

**Collective Visioning: How Groups Can Work Together for a Just and Sustainable Future** by Linda Stout. 198 pages. ©2007. What do you want your community to look like? This book teaches readers how to create their vision, and then how to work together to make it happen.

**The Boy Who Was Raised as a Dog** by Bruce D. Perry, M.D., Ph.D. 288 pages. ©2007. The author details how early-life stress and violence affect the developing brain. His discoveries contradict the precept that children are emotionally resilient and will outgrow insults to their psyches. On the contrary,

he says, abuse can chemically alter early brain development, resulting later in the inability to make appropriate behavioral decisions. Perry makes a powerful case for early intervention for disruptive children to prevent adult sociopathy.

See full review on the back cover. ■



## Select Books in new formats

We’re making it easier than ever to access the books on the Select Books list. Traditionally, we’ve offered readers our list of approximately 60 titles in print format. We are now adding versions in Kindle e-book and Audio CD, and also providing Spanish translations when available.

To access the book list, go to the Select Books web page ([www.tfff.org/select-books](http://www.tfff.org/select-books)), click on “Browse Books” and choose your preferred method of delivery. We will add more titles in all categories when they become available.

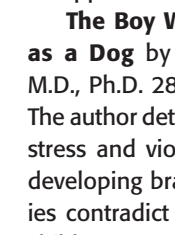
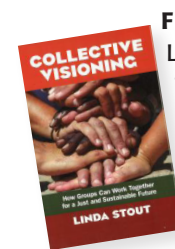
All titles are free to residents of Oregon and Siskiyou County, Calif., in return for your book review. ■

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## Two ways to read

Printed copies of *Community Vitality* are available on request. Send an email to: [communityvitality@tfff.org](mailto:communityvitality@tfff.org)

*Community Vitality* is online. [www.tfff.org/cv](http://www.tfff.org/cv)

Receive email notifications when a new online issue is available. Sign up at: [www.tfff.org/cvsubscribe](http://www.tfff.org/cvsubscribe)



# Protect Our Children

Continued from page 1

closely with their superintendent in getting staff trained before the incident happened," says Maria Ross, project coordinator for ABC House in Albany, one of the sites participating in the program. "Once that incident took place, scheduling of the training was expedited, and we were able to offer it very quickly. So far, we've trained two-thirds of the entire school district staff, with the remaining third scheduled for this spring."

School personnel get more training than most on abuse prevention, Ross says, but it's often in a classroom setting with little give-and-take. Participants in the Philomath training told her they appreciated the rare opportunity to interact with colleagues on the subject and engage in frank discussions.

"So often I hear that this is the most informative training that they have ever attended," Ross says. "For some, it's the first time the silence has been broken on the issue. People

**For some, it's the first time the silence has been broken on the issue. People typically leave the training feeling energized and empowered — not depressed.**

—Maria Ross

typically leave the training feeling energized and empowered — not depressed."

Participating sites are taking different approaches to involving the community as they work toward their 5% goal.

## Social media

The Children's Advocacy Center of Jackson County has found success with hosting a series of ice bucket-type challenges on social media. "The center already had a social media consultant who was building a presence for the center, and that really helped me establish this program with a really strong media focus," explains project coordinator Leah Howell.

Howell uses Facebook and other channels to publicize the groups that take the training.

ABC House got an early boost after the mayor of Brownsville, who is active in a number of community groups, participated in its first training. "We got connected with the mayor, which was very valuable," Ross says. "It's harder in rural areas to get people together for something like this, but with the mayor's help, we were able to set a goal with Brownsville and Halsey for 5% of their adults, which is about 100 people, to get trained.

"One of the things I've observed is that communities like challenges, and they like very clear number goals to meet."

In Cottage Grove, the South Lane Family Relief Nursery has trained about 250 people, including an outdoor session on the McKenzie River for nearly 100 members of the



Elizabeth Whitesides, an early childhood specialist, gets her health checked during the preschool class at the South Lane Relief Nursery in Cottage Grove.

Bikers Against Child Abuse organization.

"The interesting part was being able to see the difference in knowledge of the participants," says Crystal Morrison, program manager for the organization. "Some just started and some had been involved for a while. ... They were all thankful for the information, especially the survivor stories."

The Protect Our Children program also includes a sturdy evaluation component, with pre- and post-training surveys and a follow-up study that measures participant knowledge. About halfway through the grant period, 7,400 people have been trained. "We're gaining momentum toward our goal of 20,000," Beattie says.

## Abuse identified

As far as Beattie is concerned, the program is already a success. In Jackson County, a mother of three attended the training, which helped her understand some of her children's recent behaviors — difficulties sleeping, regression in potty

training, irritability and physical aggression increasing between siblings.

She told a therapist at the Children's Advocacy Center that the class discussions helped her figure out a plan to help keep her children safe. She had a family friend pick up the children unexpectedly from the relative who had been caring for them, an action that provided her with the information she needed to call the police and protect her children.

"This mom just had no idea. And when, after the training, she recognized the signs, she took a real aggressive step and had someone just show up — and that is what we teach," says Howell of the Children's Advocacy Center.

"Every penny we spend on this program, is well spent because of this one situation," Beattie says, "and there are probably many times this has happened that we don't even know about. The ripple effect is just incredible." ■

# Smartphone apps provide strategies for parents

The first few years of a child's life provides an all-important foundation for future learning. For parents seeking to make the most of early childhood can now find help — as close as their phone. Several smartphone apps have emerged recently that hold great promise in providing parents with strategies, techniques and information to help in child development. Here are details on two of them:

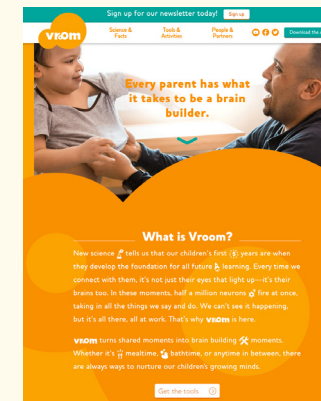
## Vroom: Brain Building Basics

[www.joinvroom.org/](http://www.joinvroom.org/)

**Suggested Age Range: 6 months – 2 years**

Vroom is all about creating brain-building moments for very young children. It doesn't change what you do with your child, but how you do it. Visit the website to watch the how-to video, then download the free app to your smartphone for daily brain building fun on the go. Here's one tip offered through the app:

**Flip the switch:** Before leaving the house today, let your child be the one to turn off the lights. Help her flip all the switches and talk about how her actions turn the lights off for darkness and on for light.



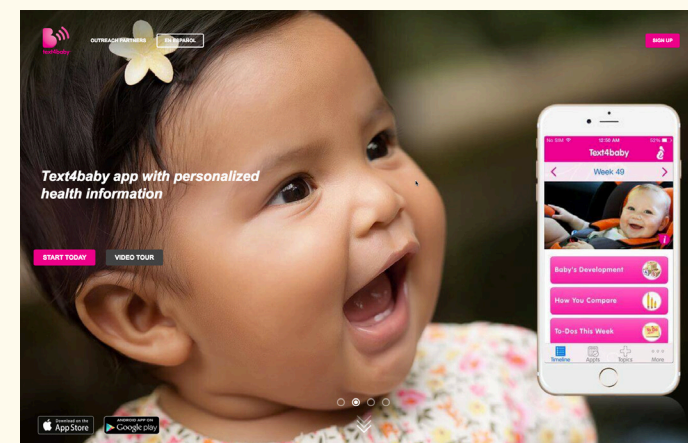
Vroom: Brain Building Basics

## Text4Baby

[www.text4baby.org/](http://www.text4baby.org/)

**Suggested age range: pregnancy through first years**

The free Text4baby app makes it easy for parents to get critical health and safety information — not when the doctor's office has time to call them back, but as soon as they need it. The text-based app also offers a wealth of interactive features; it tracks how your baby is growing every week, records progress and medical updates, offers fun quizzes, and even helps you remember upcoming appointments. ■



Text4Baby

# Treating trauma

Continued from page 16

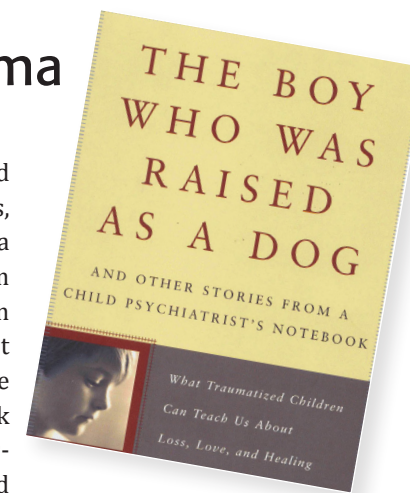
Justin's demands, he treated him as he would his animals, primarily by keeping him in a cage and interacting with him as he did his animals. When Perry first came in contact with Justin in the hospital, the boy was unable to speak, walk or tolerate physical interaction. Staff members assumed he was irretrievably damaged, both mentally and physically.

Perry began by taking a complete history, and discovered for the first time the circumstances of his upbringing. He moved Justin out of a busy ward into a room where sensory overload could be minimized, then he and several specialists began working with him daily — always attuned to the child's tolerance for interaction. The child made rapid progress and soon was placed with a foster family.

What did he learn from Justin's case? That patterned, repetitive experience in a safe environment can have an enormous impact on the brain.

## Scientific approach

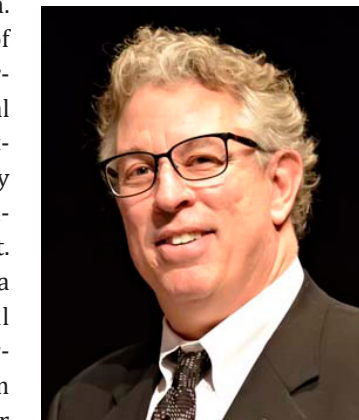
In his treatment of children, Perry takes what he calls a "neurosequential" approach. The child's age at the time of the traumatic incident determines the gaps in neurological development, and his treatment focuses on sequentially targeting brain regions left undeveloped by abuse or neglect. Children who suffered trauma in infancy, for example, will benefit from therapy featuring healing touch or rhythm before moving on to higher brain activities.



At the heart of his theory is the belief that if you give children appropriate routine and repetition, their brains will work towards recovery. "Because trauma at its core is an experience of utter powerlessness and loss of control, recovery requires that the patient be in charge of key aspects of the therapeutic interaction."

Although heavy with scientific and behavioral theory, Perry's evidence-based approach is easily understandable by laypeople reading the book for insight in dealing with the children in their own lives. It's a fascinating read with practical conclusions that can help in many situations. ■

Residents of Oregon and Siskiyou County can get this book for free at [www.tfff.org/select-books](http://www.tfff.org/select-books)



Bruce Perry



BOOK REVIEW

# Transforming trauma

Lessons on loss, love and healing in treating traumatized children

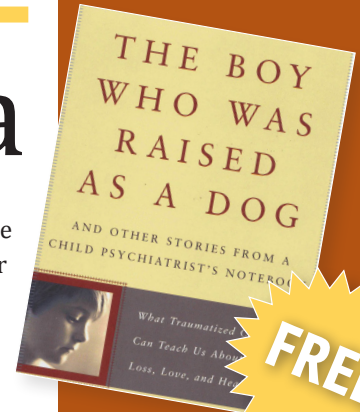
The title of child psychiatrist Bruce Perry's book, *The Boy Who Was Raised as a Dog*, promises a compelling read — and it delivers. In each of his 12 page-turning chapters, Perry draws on his years of treating traumatized children to present lessons on loss, love and healing. The case stories are accompanied by easily understood analysis of potential treatment options.

Research in the last few years has amply demonstrated the lasting impact of childhood trauma. As Perry explains in his introduction, roughly one-

third of children who are abused will have some clear psychological problems as a result, and even purely physical problems such as heart disease or cancer can be more likely to affect traumatized children later in life.

The book is filled with stories of trauma, but many are also stories of transformation. The patient responsible for the book's title, Justin, was raised through age 5 by a well-intentioned but socially immature man who made his living as a dog breeder. When he couldn't cope with the infant

*Continued on page 15*



Yours for the asking

See page 13.



**THE Ford Family FOUNDATION**

**MISSION**

Successful citizens and vital rural communities

**CORE VALUES**

- Integrity:** Promoting and acknowledging principled behavior
- Stewardship:** Responsibility to give back and accountability for resources and results
- Respect:** Valuing all individuals
- Independence:** Encouraging self-reliance and initiative
- Community:** Working together for positive change

The more healthy relationships a child has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love.

— Bruce Perry

