

Vitality



Juntos program looks to college readiness

School engagement series focuses on Spanish-speaking students, parents

Ana Gomez began working with OSU Open Campus' Juntos program at its inception in 2012. She believed in its purpose: to provide Latino families with resources to support the education goals of their children. It didn't take long, though, to realize that she and the other coordinators were learning as much — if not more — than the participating families.

Take scheduling. Sessions didn't work until they were held in the evening around

food. Meals are an important cultural component, and communal meals with family or community carry an even bigger significance.

After identifying that barrier, coordinators began to cook for the families, learning what everyone liked to eat and getting to know each other. "We ended up with beautiful sessions," Gomez says, "eating together with teachers and administrators in the cafeteria or the library like a community."

It was an auspicious start to a program that quickly grew from its modest beginnings in Madras, when two families completed the program.

Four components

Since then, the Juntos program has evolved and expanded to respond to the family and cultural context of Latinos in Oregon, and it now contains four components: college readiness, family nights, Juntos clubs and college visits.

The **college readiness** element is still at the heart of the program. Schools provide

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A Juntos student from Yamhill County participates in an interactive workshop hosted by the Carlson College of Veterinary Medicine at Oregon State University.

PHOTO: HANNAH O'LEARY



Fun at camp. See page 8.

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Community Vitality

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New, promoted Foundation staff

The Ford Family Foundation has welcomed three new staff members and promoted a fourth.

Klamath Falls community leader **Katie Jameson** is the newest field coordinator; she joins four other field coordinators in Oregon and northern California in supporting the Foundation's community building efforts at a regional level. She comes to the Foundation from the South Central Oregon Economic Development District in Klamath Falls, where she worked with the Rural Klamath Connects Network. While there, she helped strengthen relationships and build partnerships with commu-

nity members, organizations, and local stakeholders. She also helped secure funding resources through grant writing and fundraising. Jameson began working in the Klamath Basin as a Resource Assistance for Rural Environments (RARE) AmeriCorps member through the University of Oregon (see page 6).

Rozalyn Mock has joined the Foundation as an associate program officer for Community Economic Development, a new position. She manages a portfolio of rural capital grants. She also assists with programs for workforce development, busi-

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NEW STAFF



Jameson



Mock



Schult

Community Vitality is published twice a year (in a printed format and at www.tfff.org/cv) for community leaders by The Ford Family Foundation.

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Yreka High School culinary arts students (with adviser Cheri Yapes) helped prepare a meal for participants of the career and technical education night in Siskiyou County.



PHOTO COURTESY OF SOAR

A targeted plan of action

Program focuses on job readiness, hiring needs and employment

There was a hubbub of activity at last fall's career and technical education night at Etna High School. About 80 people, many of whom drove for an hour to get to the remote Northern California town, clustered around industry-specific tables in the school multipurpose room. Lively discussions about job readiness, employment opportunities and hiring needs dotted the room.

Annual business and industry nights are a regular event in Siskiyou County, but this one was special. It marked the

public debut of a new initiative that promises to meld several ongoing efforts into one targeted plan for action. SOAR, the Siskiyou Occupational Advancement Roadmap, is a collaborative grant-funded project designed to help increase access to job skills while furthering local employers' connections to skilled people.

SOAR's purpose is to build a job readiness strategy for Siskiyou County that will clarify employment pathways for students and identify gaps between classrooms and job opportunities.

After high school culinary arts students prepared and served a tri-tip meal, participants at the dinner used the laptop sitting on every table to complete online surveys.

Employers, for example, were asked about challenges in hiring, training and maintaining employees. Educators were polled on obstacles to delivering CTE services to their students. The survey results, which were available immediately, were turned back to groups for further discussion and planning. "It was an awesome event,"

Within five years, project organizers hope to have a countywide network providing job training and career pathways.

says Paula Reynolds of Great Northern Services, which is coordinating the project. "The greatest thing for me was that the chefs got involved in the conversation. There was a sea of adults and a table of kids who wanted to take the survey. They were planning their future."

Information gathering activities such as those done at career and technical education night will provide the feedback and statistical data needed to forge a path forward. SOAR's project plan includes a comprehensive plan to survey business, educational, governmental and student populations on everything related to career and technical education. Online surveys are available on the SOAR site

for employers, students and educators. Results of surveys for the last three years are also available online. Already, surveys have determined that students need support in basic employability skills such as interpersonal communication.

Reynolds serves as project manager for SOAR, which is supported by funding from The Ford Family Foundation and includes collaborators from across Siskiyou County.

"Siskiyou County is experiencing an increasing loss of young people. They leave to go to school, to travel, and it's anyone's guess if they are ever going to come back," Reynolds says. "SOAR's goal is to create more opportunities, to allow more people to stay and work here and in doing that, to strengthen our economy as a whole. SOAR aims to serve students and businesses needs as well."

Not a new effort

Efforts to bring business and education together are not new in Siskiyou County. "Other people have had this idea — it's been out there in the county in different places," says Bright Nichols-Stock, a business and technology instructor at Mount Shasta High School and a Ford Scholar (Class of 1995). "But what really brought it to light for me was a study I did for my doctoral dissertation, which identified a significant gap between teachers in the classroom and business and industry. It was glaring for me, and that is how this whole process began."

After several years of sometimes competing efforts, a unified proposal for a countywide effort began taking shape about

three years ago. SOAR's proposal to The Ford Family Foundation was funded in September 2017, and Reynolds was hired in February 2018. A part-time strategic planning facilitator also has joined the two-year project.

Actionable initiatives

The ultimate result of the process, which is scheduled to end Jan. 1, 2020, will be a plan with up to three actionable initiatives for the community. Within five years, project organizers hope to have a countywide network providing job training and career pathways.

"Our goal is really to help grow our economic infrastructure throughout the county by providing work-based learning opportunities for students," says Nichols-Stock, "so they can begin to prepare themselves to pursue a career or job in a local industry sector that will be hiring." ■

Online surveys and more information: <https://www.gnservices.org/SOAR>

"Our goal is really to help grow our economic infrastructure throughout the county by providing work-based learning opportunities for students."

— *Bright Nichols-Stock*

Two passions lead to medicine

Scholar overcomes her fear of failure; now on her way to becoming a doctor

Cassandra Kasten-Arias discovered her twin passions for biology and community service as a student at Rachel Carson Environmental Middle School in Beaverton, spending volunteer hours to pull invasive weeds. At Aloha High School, she decided she wanted to meld those interests and be a doctor, after discovering in a class examining developing countries that medicine could be a humanitarian career.

Then she changed her mind. "I'm not good at standardized exams," explains Kasten-Arias. "I remember getting my ACT score. I cried because it wasn't where I wanted it to be. I felt like I couldn't handle medical school; I doubted myself."

She switched her goal to nursing and entered Linfield College in fall of 2013 as a Ford Scholar. It was the first time she had been away from her parents, younger brother and the house she had lived in her whole life. Her parents met at work at Reser's Fine Foods in the 1980s. Her mom was a recent immigrant from Mexico; her dad grew up in Corvallis.

"I think their story is really beautiful," she says. "He taught her English, one new word each day."

During her first year at Lin-



PHOTOS COURTESY OF CASSANDRA KASTEN-ARIAS

Professors and advisers helped Cassandra Kasten-Arias address issues that were standing in the way of her becoming a doctor.

field, she met a professor who, noting her interest in biology, asked her some probing questions about her goals. "That made me reflect more, and I decided I was choosing nursing because I was afraid of failing. And that pushed me to reconsider."

With the encouragement of her Linfield professor, she transferred to University of Portland, closer to home. She graduated in 2017 with a degree in biology and Spanish.

At UP, she took medical Spanish classes and continued that work as a volunteer during a gap year, helping patients who may have been anxious during their appointments.

"Interpreters are advocates for patients, so we can address cultural barriers. We help bridge a lot of the gaps, not just language," she says.

And that trouble with standardized tests? Kasten-Arias connected with a prep course that helped her with the MCAT,

but she points out that test scores are just a small component of an application. "Schools like OHSU look at the entire person," she says. They value "community service, research, and a clear passion for getting into medical school."

Today, Kasten-Arias is a first-year medical student at Oregon Health Sciences University.

"It's been challenging, but it's a dream come true," she says. "I've met incredible peers who are inspiring and are really in medicine to help people."

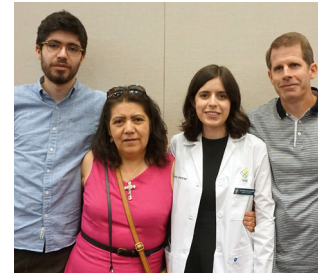
OHSU award

Kasten-Arias received OHSU's Scholars for Healthy Oregon award, which covers tuition for her entire four years as long as she commits to serving five years in an under-served area.

She has some advice for others: "We shouldn't let our fears limit our dreams. I would encourage high school students to seek out professors or teachers who they connect with and have a dialogue about what it would take to achieve career goals. What helped me to decide what field I wanted to go into was volunteering. Start volunteering in their community and see what passions develop." ■

"We shouldn't let our fears limit our dreams."

— Cassandra Kasten-Arias



Cassandra Kasten-Arias with her family at the ceremony at OHSU when new medical students receive their white doctor coats.

Serving her community

Community service has always been an integral part of Cassandra Kasten-Arias's life, and despite a busy medical school schedule, her dedication to that work continues. In her role as an elected member of her student council, she serves as its liaison to OHSU's Center of Diversity and Inclusion. "I have helped organize twice-monthly CDI Meet & Greet dinners for interviewees of underrepresented backgrounds in medicine," says Kasten-Arias.

She is on the board of the school's Latino Medical Student Association, where she serves as mentorship manager. Through LMSA, she volunteered last fall with Casey Eye Institute to provide free vision screenings to low income, uninsured or under-insured individuals who were predominantly Spanish-speaking.

And through OHSU's On Track program, Kasten-Arias visited Woodburn High School with a group of medical students to talk about higher education and their paths to medical school.

"I feel grateful to be part of these events because they allow me to pay it forward," she says. ■

A future for Adrian

Residents of Adrian work together to create a 20-year vision for their town

It began with a conversation. Community members at an Adrian High School basketball game in January 2018 began talking about how to make positive changes in their town, which was suffering some hard times. Adrian's only grocery store was closed. The track team didn't have a track. The town's physical appearance needed a little help.

"We started talking about things that needed to change and how to do this," says Adrian native Nickie Shira, who moved

back to the community after college and now works for the Malheur Education Service District. "And we decided to bring the community together to see what we needed to do to have a healthy vibrant community in the next 20 years or so."

Adrian 2040

And that's how the Adrian 2040 initiative was launched. In February 2018, Adrian residents, including business owners, student leaders, farmers and parents, began a series of meetings exploring community needs. Beautification of the town was one of the first projects the group tackled, and a town cleanup day was scheduled.

"The day before the cleanup

we had a community movie night and 120 people came for the movie, kids games and a dinner made and served by the sheriff's department," says student volunteer Sadey Speelmon. "The turnout for the cleanup day was even bigger than the night before — 200 people — which is huge because Adrian only has 115 residents."

Other actions resulting from Adrian 2040 efforts include a farmers market, Neighborhood Watch trainings and plans for new sidewalks for safe school access.

The most recent success enjoyed by the group is the opening in January of the Adrian Food Pantry, which aims to fill the gap left when the town's only grocery store closed two years ago after its roof collapsed in a snowstorm. The pantry, located at the high school, serves 15 to 20 families a week, with the number increasing all the time.

"It's just so encouraging to see how many people keep showing up to the meetings," Shira says. "Every meeting we've had more people. Between the first and second meeting our numbers just doubled. I'm motivated to do this work by our future generations. I want Adrian to continue to be a great place to live and grow and raise our families." ■

Adrian lies in Malheur County, Oregon, near the confluence of the Snake River and the Owyhee River.



RARE expands capacity of rural towns

Program matches young professionals with community development efforts

In 2016, when Elizabeth Gronert graduated from the University of Iowa, she didn't quite know what to do next. She knew she wanted to get out of the Midwest. She knew she wanted to build career connections. And she knew she wanted an adventure.

Gronert found the answer with the University of Oregon's RARE AmeriCorps program. RARE (Resource Assistance for Rural Environments) matches successful applicants, most of them recent college graduates, with rural communities and organizations that need skills in specific areas but may not have those resources.

RARE is building a cadre of committed young professionals — many of whom choose to stay in Oregon — who can gain valuable experience while expanding the capacity of rural communities. "In rural communities, the ability of one person to make an impact is immense," says Titus Tomlinson, RARE's acting program director. "As an AmeriCorps program, RARE adds the spirit of service to the table, and it's a beautiful way to give back."

A win-win proposition

For Gronert, RARE offered "just a big ball of benefits." In return for working 11 months,



RARE participant Elizabeth Gronert (left) works with the Oregon Coast Visitors Association on projects relating to outdoor recreation and agritourism, including the growing Oregon Food Trails program.

participants receive a \$1,600 monthly stipend, graduate credits, an education award that can be used to pay off loans or future educational expenses, and the chance to make connections, amass experience, and become part of the tight-knit RARE community.

"What they are really getting is real-world practice, real-world experience and the chance to make real-world

decisions," says Tomlinson, a RARE alumnus who came to Oregon 12 years ago to serve with the city of Winston's planning department in updating its floodplain management plan. "It was a life-changing experience for me, on both a personal and professional level," he says.

Since RARE's inception in 1994, AmeriCorps has placed more than 500 RARE members throughout rural Oregon. In its first year, RARE AmeriCorps placed 13 members; this year, there are 31 members. Participants work for municipalities, nonprofits, regional groups or

statewide organizations. Projects are as varied as the needs of communities, including economic development, planning, tourism, fire communication, art and library development.

For Tomlinson, like many participants, culture shock played a role in the learning experience. "I moved from

RARE is building a cadre of committed young professionals — many of whom choose to stay in Oregon — who can gain valuable experience while expanding the capacity of rural communities.



Titus Tomlinson

very liberal Arcata, California, to conservative rural Oregon — full beard, dreadlocks to my waist," he remembers. "They accepted me with open arms. Politics aside, what matters most is a sense of community. I befriended the police chief, the mayor ... I was part of that family. It was an extremely special experience, part of my life that I will forever hold dear."

Statewide partners

This is Gronert's second year working with the Oregon Coast Visitors Association on projects relating to agritourism and recreation on the south coast, including the burgeoning Oregon Food Trail. Her position is co-funded through OCVA, the Wild Rivers Coast Alliance and Travel Oregon.

Statewide partners are an increasingly important component of RARE. Organiza-

tions such as Travel Oregon, the Oregon Food Bank, Oregon Main Street Program and The Ford Family Foundation provide funding, training, hosting, information sharing and expertise.

"We're thankful to have such great local and regional partners that also want to make investments in capacity to support rural communities," says Travel Oregon's Alexa Carey. Carey was a RARE placement in 2012-2013, helping the Cow Creek Band of Umpqua Tribe of Indians in Roseburg develop its small-business incubator, the Umpqua Business Center. She worked in Oregon after her RARE term ended and is now Travel Oregon's director for community-based services.

Tomlinson looks forward to increasing the program's number of statewide partners, which has the effect of increasing the support available to rural communities. "When we come into a rural community, we are able to really wrap around their needs," he says. "You don't just get a RARE member, you get access to our partners." ■

BRING A RARE PARTICIPANT TO YOUR TOWN
Learn more:
rare.uoregon.edu



A RARE participant is supporting the initial start-up of the Roseburg Public Library in Douglas County.

Projects benefit from RARE

This year's 31 RARE participants are working in small communities throughout Oregon on a wide variety of projects. Many are collaborative efforts between regions and organizations. Here's a glimpse of what RARE placements are working on:

Oregon Coast Visitors Association: Travel Oregon's Oregon Food Trails program guides tourism communities in how to identify their strongest agritourism products and market them to Oregonians and visitors alike. Four food trails have been developed with the help of the RARE program: Wild Rivers Coast, Great Umpqua, East Gorge and North Coast.

City of Roseburg: The RARE participant is supporting the initial start-up of the Roseburg Public Library, helping develop library policies and procedures, including those related to the recruitment and retention of a large volunteer workforce.

Clackamas County: RARE is helping assess opportunities and barriers for community solar initiatives, coordinate public engagement and outreach, and identify partners and participants for a community solar installation.

Eastern Oregon Healthy Living Alliance: The RARE placement is helping conduct a social marketing campaign aimed at increasing fruit and vegetable consumption with Latino moms in Malheur, Morrow, and Umatilla Counties.

City of Florence: The RARE participant is helping the city's public art committee members select and install two large-scale public art pieces in Florence's Urban Renewal District.

City of Veneta: The RARE participant is supporting entrepreneurs, including the formation of a pop-up retail district and the formation of a brewery incentive package. ■

Camp creates supports for students

Friendships, lessons make transition to high school easier in Siskiyou County

When Amy Gabriel accepted a job in 2010 as counselor at a brand-new youth camp near her home in Yreka, California, she was both excited and a little apprehensive. The senior-to-be hadn't done much camping, and now she was going to spend an entire week on a remote section of the Klamath River with a group of incoming ninth-graders.

"It was totally out of my comfort zone, out in the middle of nowhere," she remembers. "But by day 2 or day 3, I basically forgot I had no cell service, and it was really fun. By day 4, there was a real sense of family and we became a close-knit little community."

And that's the whole point of Camp L.E.A.D., a week-long outdoor leadership camp for incoming freshmen in Siskiyou

"There are no cell phones, no television. Part of the plan is to really disconnect kids from that sort of thing...."

— Scott Eastman

County. Facilitated by the Siskiyou Family YMCA, the camp features river rafting, leadership development activities, crafts, volleyball and a host of other outdoor activities.

The camp is operated from 20 acres near Paradise Point, 20 miles north of Happy Camp on Highway 26. A full outdoor kitchen supplies the food, kids and counselors sleep in tents, Adventure Whitewater brings the rafts, and about 60 students bring their energy and enthusiasm for a week every year. The Ford Family Foundation provides financial support.

Disconnect

"There are no cell phones, no television. Part of the plan is to really disconnect kids from that sort of thing so they can connect with each other," says Scott Eastman, executive director of the Siskiyou County YMCA and a Ford Institute Leadership Program graduate. Eastman was a member of the group that began discussing the need for a youth camp in 2010, as they identified a gap in support for students transitioning from eighth grade to high school.

The camp typically serves about 60 incoming freshmen from eight high schools. "Kids come from a large geographical area," Eastman explains. "They don't know each other, and it is a high-stress transition."

The camp creates a support structure for students that extends into the school year. The friendships made during rafting and leadership activities mean



Rafting (above) is one component of the curriculum at Camp L.E.A.D where incoming high school students make new friends (right), prepare for the transition and learn new life skills.

incoming freshman already know people at school — some of them juniors and seniors. Camp L.E.A.D pioneered an innovative tiered counselor program. Junior counselors are always selected from the ranks of camp alumni; some of those are invited back as seniors. They help facilitate the curriculum throughout the week, and two are assigned to each tent of campers. Last year, 26 counselors worked at the camp.

The river metaphor

Rafting is a key component of the curriculum, not just because it's fun, but because participants learn from it. "It was an element that we considered early on as a niche," Eastman

says. "You can tie rafting to life experiences, discussions around the river as something moving, changing dynamic, something that you have to work with."

Eastman was chosen to lead the project because he is a local and trusted youth development leader. His expert rafting background was a bonus. A rafting guide in high school and college, he spent four years on the U.S. Whitewater Raft team, winning the national championship in 2000. A native of Yreka, Eastman became the program director at the Y that year, and took on the executive director role in 2009.

One of the camp's key ex-



ercises is "My Life as a River," where participants in a small group setting are asked to share highlights of how their life has ebbed and flowed.

"This camp is more important now than it was nine years ago," Eastman says. "The social media element, the Internet,

is so pervasive in their lives, there is no time for these kids to unplug. These kids grow up being bombarded. The camp really disconnects them from that, and the parents and the kids — afterwards — realize the importance of that." ■

Evaluation: 'Unpacking the Magic'

Staff and campers alike agree that "magic happens at Camp L.E.A.D." says a 2018 evaluation by Search Institute. The report, titled "Camp L.E.A.D.: Unpacking the Magic," found that campers experienced belonging, reflection and a burgeoning sense of ease with stepping beyond their comfort zones.

The report validates the concept for the camp: helping incoming high school students prepare for the transition and learn new life skills.

The report also notes that Camp L.E.A.D. campers are able to become their best selves. Outcomes include **heightened academic and career aspirations, taking on leadership roles** in a variety of settings, and intentionally **living out their values**.

One camper shared that camp "helped me challenge myself, taking harder classes... because I want to go to a four-year [college]..." Another reflected on being named captain of the high school volleyball team: "If I didn't go to Camp L.E.A.D., I don't think I'd be able to take on the responsibility."

Amy Gabriel, who was a counselor during the camp's first year, continued working with the program for several years. Today, she is pursuing a master's degree at University of Washington in public administration, a career path she says was shaped by her work with the youth camp. "It helped me identify that I want to work with youth and youth development, and community development overall," she says. ■

New, promoted staff

Continued from page 2

ness financing, entrepreneurship, community economic development, and promoting family economic success. Previously, she worked at Northwest Farm Credit Services where she served as a credit officer. She is a Ford Scholar (Class of 2011). Mock grew up in Sutherlin, Oregon.

Nathan Schult joins the Foundation as the program officer for youth development and education, where he coordinates a portfolio of grants focused on youth success. He fills the position recently vacated by Jeneen Hartley. Schult comes from the Georgia Department of Education, where he worked for nearly six years. Schult most recently served as the program manager for student support and academic enrichment and as program manager for 21st Century Community Learning Centers.

Longtime employee **Ashley Potter** has been promoted to programs manager for the Foundation Scholarship Office in Eugene, a position previously filled by retiree Tricia Tate. Potter coordinates communication flow with students, financial aid administrators and partner agencies facilitates. She also oversees office operations and administers scholarship databases. Tayler Perez has been hired to fill her former position as the program associate for scholarship awards. ■

PROMOTED



Potter

Doors of assistance

The Next Door works to strengthen families, improve communities

In 1971, a group of concerned residents in Hood River identified a need for a residential treatment facility for troubled youth. They launched The Next Door out of a rented farmhouse, offering treatment and beds to 10 youth. Nearly 50 years later, that program is still going strong — as are more than 20 other initiatives relating to health, family wellness and economic development.

The organization has grown and changed along with the needs of the region it serves. “Anytime the community identified a resounding need, The Next Door would figure out where to find money to fund

The Next Door’s website highlights the breadth of support services the organization offers.

that program,” says Justine Ziegler, the group’s development officer.

The Next Door currently serves more than 3,500 people a year throughout five Oregon and two Washington counties. More than 50 full-time employees are housed between offices in Hood River and a recently purchased building in The Dalles.

The organization’s deep slate of services is grouped into six categories: treatment, family, youth, economic development, health promotion and consulting. Programs range from therapeutic foster care to wellness education, from family mediation to training and support for entrepreneurs.

“It’s really nice having a broad mission of strengthening children and families and improving communities,” Ziegler says. “There are so many different types of programs that address those needs that can fit under our roof.”

Diversity of services

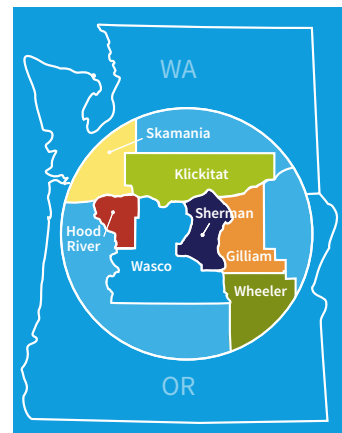
The organization’s economic development department of-

fers services to Latino families seeking to establish their own businesses or simply to improve their financial situation. Offered solely through word of mouth, its portfolio of services has grown to include a five-week curriculum for entrepreneurs, a matched savings-account program, a credit building class, and help with tracking and filling out business-related paperwork.

Business law classes help new owners understand accounting and workers comp rules, and a new series of classes this summer will offer information on 401(k)s and other investment strategies. The Next Door also partners with several agencies that offer small business loans.

“We are always trying to figure out ways we can help people,” says Gabriel Muro, The Next Door’s business coordinator. “We try to look at the full variety of things businesses need and the ways that they can prosper.”

The program started out five years ago assisting eight



The Next Door supports programs in Hood River, Wasco, Klickitat, Gilliam, Wheeler, Skamania, and Sherman counties.

businesses and is now working with about 55, Muro says. Twenty-five entrepreneurs are enrolled in classes with the goal of starting their own business in the next two years.

Efficiency and impact

Many of the clients of The Next Door are in multiple programs. Many referrals to the Gorge Youth Mentoring program, for example, come from coordinators working with families in other programs. A family services staff member doing a home visit for a new baby may notice that older children could benefit from time with another adult and connect them to the mentoring program.

“It’s so nice to have all of those resources that a family could potentially need, all under one roof,” Ziegler says. “All of our staff have a good understanding of what services we have and as they work, they are listening for those other needs that we could also meet.” ■



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Be Someone’s Hero

There are more than 25 local kids on the waiting list for mentors. We need you. They need you.

[VOLUNTEER](#)



Our Services

There are more than two dozen ways we are investing in local families. Learn more about our services.

[PARTICIPATE](#)

Resources offer insights

A book to help you learn more about Native Americans. A book to help you understand poverty in rural America. A book to help you be a better parent. These are just three of the more than 70 books available from The Ford Family Foundation Select Books Program — all free to residents of Oregon and Siskiyou County, California. Keep them, share them. The only requirement is providing us with your feedback on the publication ordered.

Indian Givers: How Native Americans Transformed the World by Jack Weatherford. 251 pages. ©2010.

Anthropologist Jack Weatherford traces the critical contributions made by Native Americans to our federal system of government, democratic institutions, modern medicine, agriculture, architecture, ecology and more. This recounting of the world’s debt to the Indians of the Americas goes a long way toward recovering a true American history. See the review on page 16.

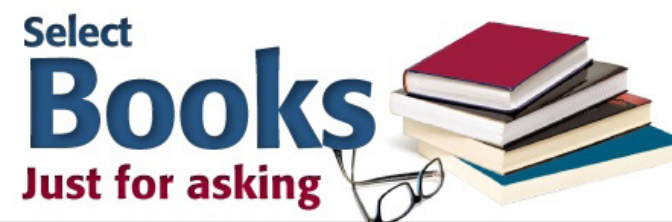
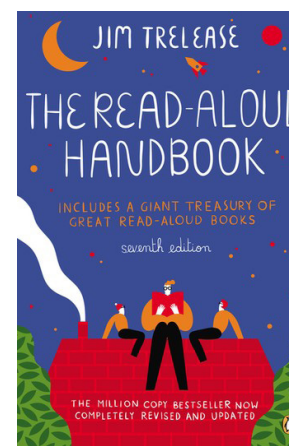
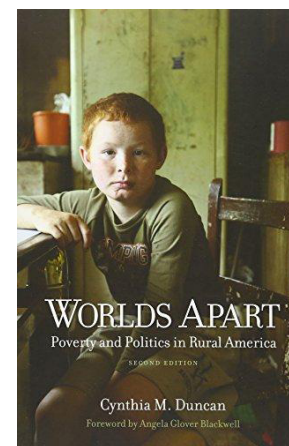
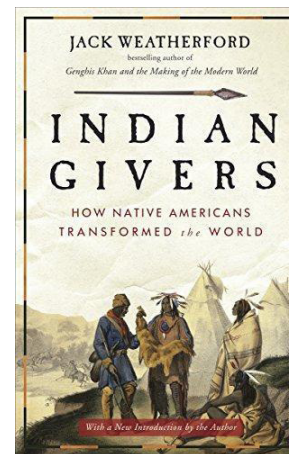
Worlds Apart: Poverty and Politics in Rural America by Cynthia M. Duncan. 328 pages. ©2015.

When it was first published in 1999, *Worlds Apart* gave readers a glimpse of the nature of rural poverty through the stories of real people in three remote areas of the United States: New England, Appalachia, and the Mississippi Delta. In this new edition, Duncan returns to her original research, interviewing some of the same

people as well as some new key informants. Duncan provides powerful new insights into the dynamics of poverty, politics and community change.

The Read-Aloud Handbook by Jim Trelease. 340 pages. ©2006.

Effective early childhood development is an essential component in raising successful kids, and teaching young children to love reading is a great way to start. This book will give you a host of practical suggestions



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to help you integrate reading into a young child’s life. See the complete list of Select Books: www.tfff.org/select-books/ ■

Formats for Select Books



We make it easier than ever to access the resources on the Select Books list. Traditionally, we’ve offered readers our list of approximately 70 titles in print format. We also offer versions in Kindle e-book and audio CD, and provide Spanish translations when available.

To access the book list, go to the Select Books web page (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, California, in return for your book review. ■

Two ways to read

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



Community Vitality is online. www.tfff.org/cv

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



Juntos

Continued from page 1

child care, food and facilitators for family workshops, which are delivered in Spanish. Over the course of six weeks, participants learn about preparing students for higher education, from high school graduation requirements and standardized testing to the admissions process and obtaining financial aid.

OSU coordinators and community members plan the **family nights**, which bring experts in to help families with education-related issues. Legal workshops help participants with Spanish-language documents; career exploration events expose students to employment options.

Participants have established **Juntos Clubs** at middle and high schools, where they can work on college prep and applications, earn community service hours and socialize with peers. Plans are in the works to replicate these clubs at the college level.

College visits are a popular element of the program, as well. Every other year, OSU hosts a large Juntos college visit, with participant families visiting other colleges every year.

This year, Juntos — the name means “together” in Spanish — is serving 3,400 students and parents in 33 mostly rural communities throughout Oregon. The high school graduation rate for students in the program is close to 100%, and two of the students in the initial class recently graduated from college.

The beginnings

Juntos was launched after coordinators from Oregon State University’s Open Campus pro-

gram identified a need for Latino families in the Madras area to engage with local schools. A search of available curriculum found a six-week college readiness program from North Carolina. OSU adopted the program in 2012 and adapted it for Oregon communities.

Gomez, who had just moved to Central Oregon from Colombia, began as a volunteer and eventually was hired by OSU. She moved to Corvallis to serve as Juntos’ statewide coordinator before leaving last year for a teaching job.

Parent Maria Molina of McMinnville says she sees her daughter becoming more excited about the idea of going to school, which, in turn, gives her other daughters an incentive to study.

The future

The Juntos program continues to evolve. Program elements for younger members of the family are being developed. With the support of The Ford Family Foundation, a new curriculum specific to Oregon is being created. Another piece in development, Sherman says, is a guided discussion about discrimination and cultural sensitivity training in partnership with the schools.

The slate of activities offers a wealth of information, but coordinators agree that Juntos’ biggest benefit is the increased communication and respect

92% of the students in the Juntos program are pursuing higher education.



PHOTOS: HANNAH O'LEARY



Top: Juntos students from The Dalles participate in a STEM workshop at OSU. Above: A Juntos coordinator leads an OSU campus tour during the 2017 Juntos Family Day.

Evaluation of Juntos points to success

A program evaluation of the Juntos program found that 92% of the students in the program are pursuing higher education.

“Juntos is achieving positive outcomes among participating youth and parents,” the report concludes. “After the six-week workshop series both parents and youth reported more frequent discussions about attending and paying for college.”

As one youth participant shared in the evaluation: “I want to graduate and go to college, but I still need help understanding on how I will get there. Also, I want my parents to learn so they can help my younger brother in the future.”

“It is pretty exciting times,” says Jeff Sherman, the director for OSU Open Campus, the program overseeing Juntos. “It’s unique in Oregon, a lot different than other programs because it is focused on the entire family.” ■

between families and the education system, whether it comes over a plate of food in the school cafeteria or in a workshop on financial aid.

“The families feel more welcome, students feel more listened to, and schools feel like part of the progress. It’s that part — that relationship — that is totally changed by Juntos,” Gomez says. ■

Resources

Find them on the Foundation’s website on the Ford Institute’s page

Are you interested in how — and why — The Ford Family Foundation works in communities? The Ford Institute of Community Building and its rural partners have developed several resources and strategies that aid in the dynamic work in rural areas. Find them on The Ford Family Foundation website under Resources on the Ford Institute web page.

For interactive information, join the Rural Community Builders Facebook group to contribute your expertise or for answers to your questions.

Here are several topics featured on the Resources page:

Learning exchanges

Sharing information is a critical part of the strategy of learning exchanges, where people gather around a common issue or challenge. The Resources page presents a host of these learnings, including an organizational self-assessment sheet and how to launch a community Facebook group and how to use Facebook at local events.

Working teams

In the collaborative process called “Working Teams,” rural residents work closely with Ford Institute staff to plan and design resources and strategies used to support rural communities taking positive action.

Ford Institute Leadership Program graduate John Pattison documented this process with his article “Working Teams: The Shift to Community Building.” The article tells the story of how the Ford Institute has made Working Teams an integral part of the Community Building Approach, and includes key challenges and lessons learned along the way, along with best practices and opportunities for others considering this approach.

Community building resources

Books, articles, videos, guides — these resources can help jumpstart your efforts. A one-page graphic pulls together the five top community building lessons from Community Ambassadors, who are volunteers from rural Oregon and Siskiyou County, Calif. ■



For interactive information, join the Rural Community Builders of Oregon and Siskiyou County Facebook group to contribute your expertise or for answers to your questions.



Learn how to identify child sexual abuse and protect kids in your community.

The “Be a Champion” campaign promotes the free or minimal-cost training. Learn more at www.championforkids.us.

Protect children

Training teaches ways to prevent child sexual abuse

It has become too common of a news story: A pastor, a teacher, or a trusted authority figure is charged with child sexual abuse. The headline grabs attention and serves as a reminder that child sexual abuse is happening in every community.

According to the prevention organization Darkness to Light, one in 10 children will experience child sexual abuse before their eighteenth birthday.

The impact of child sexual abuse can be long lasting. Research shows that people who are sexually violated as children are far more likely to experience psychological problems, often lasting into adulthood, and are at greater risk for physical illnesses such as cancer and diabetes.

These facts are staggering, but there are ways to prevent child sexual abuse.

Everyone who interacts with kids should take a child sexual abuse prevention training.

These trainings offer practical, actionable tips that adults can use to protect children. They teach how to recognize the signs and how to react responsibly to child sexual abuse.

For example, adults can make sure that there is more than one adult in every setting where there are kids; this reduces opportunities for an abuser.

The Ford Family Foundation’s Protect Our Children program administers a nationally acclaimed training curriculum, Darkness to Light’s Stewards of Children. The free or minimal-cost training is available throughout Oregon and Siskiyou County, Calif. Find a local training site at www.championforkids.us ■

One in 10 children will experience child sexual abuse before their eighteenth birthday.

Source: Darkness to Light

Curators, Critics Tour

Visual Arts program brings national curators to Oregon

Renee Couture spends a lot of time alone in her cozy studio in Glide, creating the conceptual pieces that have won her acclaim. Last fall, she opened the door to a visitor — Julia Bryan-Wilson, professor of modern and contemporary art at the University of California, Berkeley, and a well-known author of several books focused on art.

Bryan-Wilson spent several hours in the studio reviewing Couture's work, talking with her about the ideas that informed it, and encouraging the artist to pursue a new direction she is considering.

The studio visit was one of 32 undertaken this year as part of the Curators and Critics Tour. The Ford Family Foundation's Visual Arts program provides funding to bring national curators and critics to Oregon to consult with artists and to participate in community events on visual arts. Three tours per year are hosted by area institutions, in partnership with the Foundation. Artists are nominated by their peers as well as curators and critics.

"We feel confident in saying that this program element is one of the most valued services the Foundation provides through its Visual Arts program, from the one-on-one studio visits, to public lectures or panel participations, to the engagement with peers," says Kandis Brewer

Nunn, senior adviser to the program. "These nationally known art professionals become more knowledgeable about the visual arts in Oregon and, in turn, take the 'Oregon story' elsewhere."

Participating partners

In 2018, participating partners were Pacific Northwest College of Art, Portland State University and University of Oregon. In spring 2018, PNCA hosted New Yorker Paddy Johnson, the founding editor of blog Art F City. Johnson lectures widely about art and the Internet at venues including Yale University, Parsons and South by Southwest, and also works as a curator.

Portland State University hosted Robin Reisenfeld, the curator of Works on Paper at the Toledo Museum of Art. During her summer 2018 visit, Reisenfeld met selected artists specializing in prints, drawings, collage or book arts. She also presented public lectures at Crow's Shadow Institute in Pendleton and Portland Art Museum on the theme of "Resilience and Struggle in Contemporary Narrative Drawing."

The University of Oregon hosted Bryan-Wilson, who visited artists in the Eugene, Roseburg and Ashland areas.

"Each visit is about an hour and half, for a really honest conversation in the artist's studio with their work where they work," says Kate Wagle, professor of art at the University of Oregon, which has been



Julia Bryan-Wilson is a professor of art at the University of California, Berkeley, and a well-known author of several books on art. She was one of the critics making visits to Oregon artists.

a partner in the program since its launch in 2011.

"Glide is a really small town and it's pretty incredible to be able to meet with someone like Julia," Couture says. "Without this program, I would not have the opportunity to have a critique with her — ever. I talked to her about work I want to do around changing rural identity, and she told me it was relevant and I needed to do it. It stokes the fire." ■

"...this program element is one of the most valued services the Foundation provides through its Visual Arts program ..."

—Kandis Brewer Nunn

Oregon artists honored nationally

Oregon artists were impressively represented on the recent list of grant recipients from the New York-based Joan Mitchell Foundation. Five of the 25 recipients were from Oregon, including three Hallie Ford Fellows: **Elizabeth Malaska**, **Wendy Red Star** and **Blair Saxon-Hill**. The other two Oregon artists are Lisa Jarrett and Ad-doley Dzegede.

Oregon was second only to New York in the number of artists receiving awards. "This is an incredible honor for Oregon and for each artist personally and professionally," says Kandis Brewer Nunn, senior adviser to The Ford Family Foundation's Visual Arts program. "Equally important is that it raises the level of visibility of their respective careers, and the caliber of the award burnishes their resumes, opening up opportunities from curators and critics."

Previous Hallie Ford Fellows receiving the grant include **Samantha Wall**, **Ellen Lesperance** and **Julie Green**.

The unrestricted nature of the Joan Mitchell Foundation's Painters & Sculptors Grants aligns with artist Joan Mitchell's recognition that having the time and freedom to create is as important to the development of one's practice as sup-

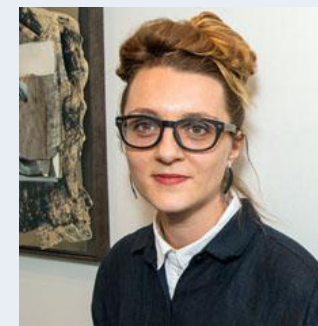
port for specific endeavors. In addition to the financial support, recipients of the grants become eligible to apply for residencies at the Joan Mitchell Center in New Orleans and gain access to a network of arts professionals, who can provide consultations on career development and financial management. ■



Elizabeth Malaska



Wendy Red Star

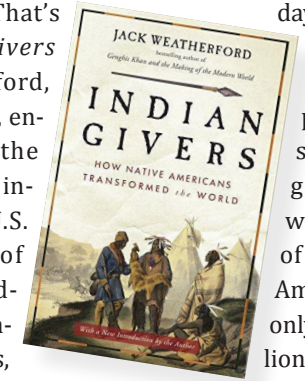


Blair Saxon-Hill

Indian Givers: A review

Continued from page 16

And that makes it even more important that the significant contributions made by native cultures in the Americas are recognized. That's where *Indian Givers* shines. Weatherford, an anthropologist, engagingly traces the American Indian influence on the U.S. federal system of government, modern medicine, democratic institutions, agriculture and architecture.



Deep, rich detail

While many people have a superficial understanding of native influences, Weatherford goes into deep, rich detail on a host of topics — the way we govern our country today, for example. Benjamin Franklin was a lifelong champion of the League of the Iroquois political structure, and he advocated its use. Thirty years later, the Founding Fathers incorporated some of the essential features in crafting the U.S. Constitution. Charles Thomson, the secretary of the Continental Congress, spent so much time studying native governance that the Delaware Nation adopted him as a full member.

And the influence doesn't just span the American continent. For example, Weatherford delves into the ways Locke and Rousseau were both influenced by the concepts of power and government held by the people of the Americas, before they produced their great documents of the Enlightenment.

A chapter on silver and capitalism takes readers from a minute-by-minute account of a modern Peruvian native's day in the silver mine to a discussion of how his Incan predecessors' vast stores of silver and gold changed the world. "At the time of the discovery of America, Europe had only about \$200 million worth of gold and silver," Weatherford writes. "By 1600, the supply of precious metals had increased approximately eightfold. The Mexican mint alone coined \$2 billion worth of silver pieces of eight."

In his discussion of American Indian agriculture, Weatherby points out that their products — zucchini, tomatoes, and green beans — were shipped around the world. Even today, people often believe tomatoes came from Italy.

Indian Givers is an important discussion, as well as a fascinating read. With an understanding of the true breadth of influence of native cultures over world civilization, American Indians can take their rightful place in history.

"My purpose, at the time I wrote the book and still today, remains to bring the native people of the Americas out of academic apartheid and back into world history," Weatherford says. ■

Residents of Oregon and Siskiyou County, California, can get this book for free from The Ford Family Foundation Select Books Program. See page 11.



PHOTO COURTESY OF RENEE COUTURE

Renee Couture from Glide works on artwork during an artist residency at Djerassi in California in August 2017.

BOOK LOOK

Influencing civilization

Book presents
Native American
history in proper
context

When *Indian Givers* was first published in 1988, author Jack Weatherford sought to place Native American history in its proper context: not as a separate category outside mainstream history, but as an essential element that has had great influence on civilization today.

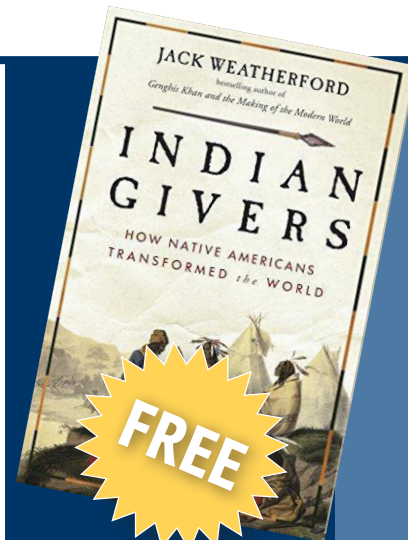
"In the drama of world history, the only appropriate role for Indians seems to have been as villains, in the work of scholars who disdained them, or as victims, in the work of scholars who championed them," Weatherford explains. "Instead, we need a history

that moves beyond stereotypes to assess the importance of Indians in world history."

Weatherford hoped his book would help do that. But in a new introduction to the 2010 edition, he laments that native cultures — their art, their history — are more segregated than ever before, with Indian art and culture relegated to separate museums and libraries.

"The brief flurry of attention to tribal and indigenous people during the late twentieth century has now passed, and public attention has moved on to other topics," he says.

Continued on page 15



This book
is yours for
the asking

Indian Givers: How Native Americans transformed the World. See page 11.



**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