2008-2009

Community 101 ^{SM}

The mission of Community 101^{sm} is to provide students opportunities for service and leadership through philanthropy and volunteering.

Students discover that they can make a positive difference in their community by being involved.

A program of the
PGE Foundation & The Oregon Community Foundation

PGE FOUNDATION

The Oregon Community Foundation

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Community 101 SM

2008-2009
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Community 101

The Oregon Community Foundation

PGE FOUNDATION

Student Leadership and Civic Engagement Through Philanthropy
A Program of the PGE Foundation and
The Oregon Community Foundation

Community 101 is an exciting and innovative program giving high school students service and leadership opportunities through their schools.

Groups of students are provided up to $5,000 for grant making in the areas of education, healthy families, and arts and culture. They then work together to identify community needs, research nonprofits, and review grant applications. At the end of the term, students award grant checks to selected nonprofits.

Depending on their level of involvement, students engaged in this program may also address one or more element of the Oregon Department of Education's new high school graduation requirements. Community 101 involves students in activities that include a number of Career-Related Learning Standards (CRLS) and Essential Skills.

Founded by the PGE Foundation 11 years ago, Community 101 is currently in 35 schools throughout Oregon. In a new partnership between OCF and the PGE Foundation, the program will expand to 100 schools by the 2010 school year.

Businesses and foundations can sponsor a Community 101 school with a donation of $5,000 or more. The program is an effective way to leverage donors' dollars by allowing youth to learn the grant making process while addressing community needs. These funds provide an incredible opportunity for young people to make a positive impact in their community. Whether these young people become employers, city council members, or teachers, the Community 101 experience can help them become better citizens – building a stronger state for future Oregonians.

For information about becoming a sponsor or applying to be a Community 101 school, please call OCF at 503-552-3509 or the PGE Foundation at 503 464-7614.

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WHAT'S NEW FOR 2008-2009

*   EARLIER COMPLETION DATE: MAY 31

New this year: ALL COMMUNITY 101 Programs must be completed by May 31, so plan your awards presentations accordingly.

*   OREGON'S NEW DIPLOMA REQUIREMENTS:

Community 101 can provide Oregon high school students with opportunities to meet elements of the new Oregon Diploma Requirements:

- Student activities can be developed to align with the six **Career-Related Learning Standards**;

- Community 101 students can also use the experience as part of an **Extended Application** example. Knowledge gained in the process of the program is equally valuable in helping students "extend" classroom learning into the community;

- Service-learning programs such as Community 101 involve students in civic and community engagement, to which they apply critical and analytical thinking - meeting a number of the new **Essential Skills.**

Community 101 and the Career-Related Learning Standards:

Students are required to document the application of the six Career-Related Learning Standards (CRLS) through their experiences in school, work or community. **The Community 101 Handbook has identified targeted CRLS that link to selected activities in which students are participating.**   The six Career-Related Learning Standards are as follows:

- Personal Management
- Problem Solving
- Communication

- Teamwork
- Employment Foundations
- Career Development

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The Community 101 program further requires students to reflect on the application of these career-related learning experiences, and on their experiences in general in working through the program. It is strongly suggested that the reflections – and student assessments altogether – be kept by the teacher in a portfolio for each student. This portfolio will be a collection of evidence that may eventually be submitted as part of the extended application portion of the graduation requirements.

Community 101 and the Extended Application:

Research supports the theory of extended application - that is, to apply and extend academic and career-related knowledge and skills in new and complex situations relevant to the student's post-high school interests and goals.

Students are also more motivated when they are actively engaged in problem-solving and applying new knowledge to real-world problems than when traditional textbooks and worksheets form the core of instruction. Giving students choices increases the likelihood that they will work on something of personal interest.

If your school already requires students to keep a portfolio for the "collection of evidence," student work completed through the Community 101 process may be added to that collection. If you do not yet require students to collect samples of work, this is an opportunity to establish a portfolio that the teacher will keep for each student, adding the evidence of work over time.

Community 101 and the Essential Skills:

Oregon's new essential skills are process skills embedded in all academic content areas, and applicable in a variety of courses, subjects and settings. **The Community 101 Handbook has included selected Essential Skills that link to activities in which students are participating.** The nine Essential Skills are:

- Read and comprehend a variety of text
- Write clearly and accurately
- Listen actively and speak clearly and coherently
- Apply mathematics in a variety of settings
- Use technology to learn, live and work

- Think critically and analytically
- Demonstrate civic and community engagement
- Demonstrate global literacy
- Demonstrate personal management and teamwork

Working closely with the Oregon Department of Education, Community 101 staff are also ready to help you with the process of integrating the Graduation Requirements into your Community 101 program.

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Contact Information

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Portland, OR 97204
www.pgefoundation.org

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Email: carol.reed@pgn.com
Phone: 503-464-7614
Fax: 503-464-2929

Scott Guptill, PGE Community Affairs
Email: scott.guptill@pgn.com
Phone: 503-464-8554
Fax: 503-464-2929

The Oregon Community Foundation
1221 SW Yamhill, Suite 100
Portland, OR 97214
www.ocf1.org

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Susan Abravanel,
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2008-2009 Sponsors

Community 101 is sponsored by

The PGE Foundation & The Oregon Community Foundation

in collaboration with

AAA Oregon/Idaho
The Ford Family Foundation
Juan Young Trust
Northwest Health Foundation
NW Natural Gas
Oregon Deparment of Education
Scappoose Area Businesses
Patsy Smullin
Trillium Fund of The Oregon Community Foundation
and
Portland General Electric Employees

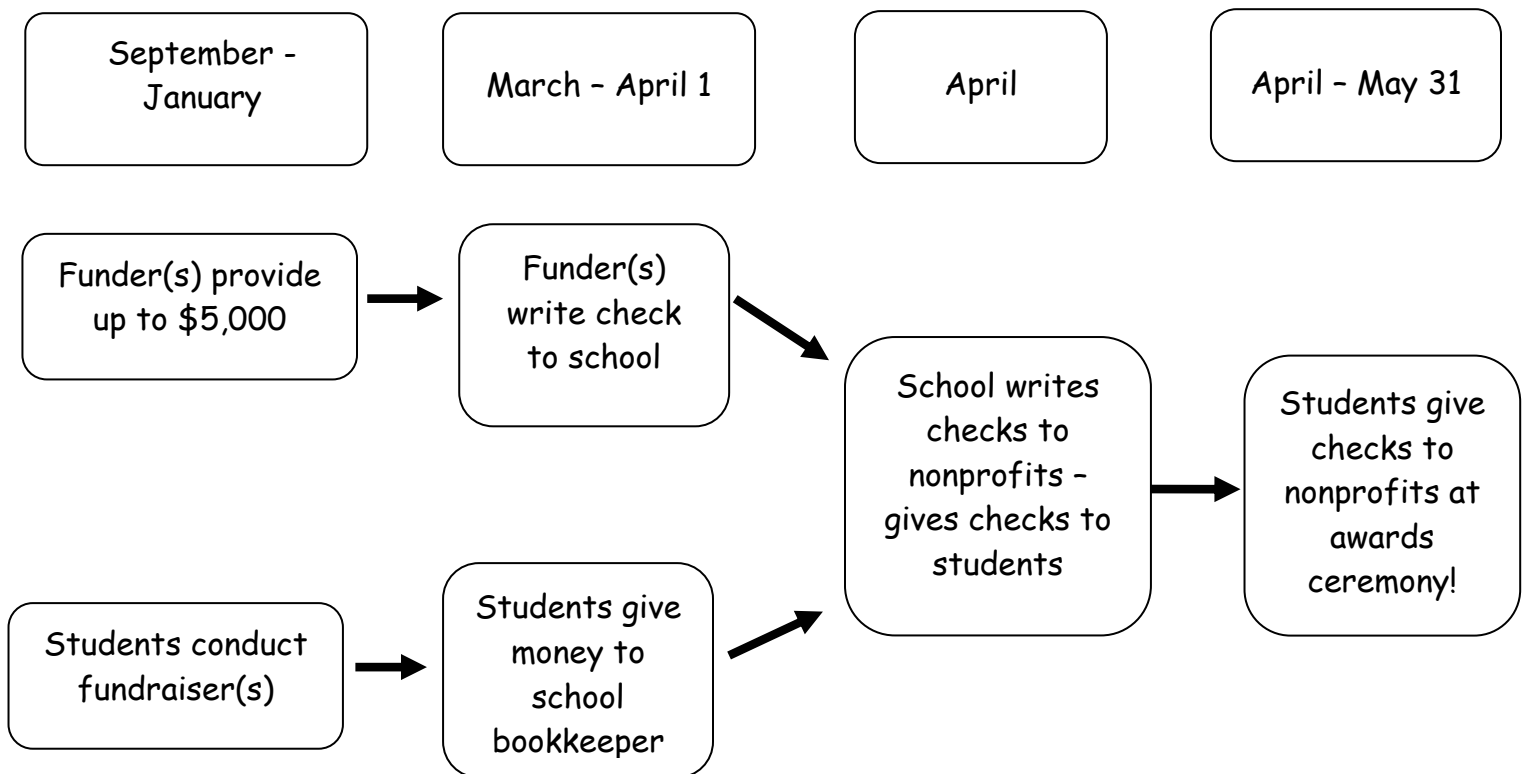Other Supporters:
SOLV
Oregon Independent College Foundation

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2008-2009 Participating Schools
9/15/2008

Astoria High School, Astoria

Bend High School, Bend

Carus Elementary, Oregon City

Centennial High School, Gresham

Century High School, Hillsboro

College Hill High School, Corvallis

Cottage Grove Transitional School, Cottage Grove

David Douglas High School, Portland

Eccles, Trost, Knight, and Lee Elementary Schools, Canby

Elkton High School, Elkton

Fir Ridge Campus/David Douglas School District, Portland

Forest Grove High School, Forest Grove

Glencoe High School, Hillsboro

Jesuit High School, Portland

Kennedy Alternative School, Cottage Grove

La Salle High School, Milwaukie

LEP (Leadership and Entrepreneurship High School), Portland

Lincoln High School, Portland

Milwaukie High School, Milwaukie

McMinnville High School, McMinnville

Neah-Kah-Nie High School, Rockaway Beach

Nestucca High School, Nestucca

Newberg High School, Newberg

North Douglas High School, Drain

North Salem High School, Salem

Open Meadow High School, Portland

Oregon City High School, Oregon City

Oregon City Service Learning Academy, Oregon City

Parkrose High School, Portland

Pendleton High School, Pendleton

Phoenix School of Roseburg, Roseburg

Portland YouthBuilders, Portland

Riddle High School, Riddle

Robert Farrell High School, Salem

Roosevelt High School, Portland

Santiam High School, Mill City

Scappoose High School, Scappoose

Southridge High School, Beaverton

Sutherlin High School, Sutherlin

Thurston High School, Springfield

Tillamook Alternative Options, Tillamook

Washington Elementary School, Medford

Willamette High School, Eugene

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Funding Flow Chart

September - January	March – April 1	April	April – May 31

Funder(s) provide up to $5,000 → Funder(s) write check to school ↘

Students conduct fundraiser(s) → Students give money to school bookkeeper ↗

School writes checks to nonprofits – gives checks to students → Students give checks to nonprofits at awards ceremony!

Funding Sources

Funding for student grantmaking is provided by foundations, businesses, individuals, and student fundraisers. See list of funding sponsors to identify your school's sponsor.

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2008-09
PROGRAM TIMELINE

SEPTEMBER/OCTOBER
- Teachers/Students Attend 2008-09 Kickoff
- Teacher/Student Pre-Evaluation
- Conduct Student Body Survey
- Submit Your Mission Statement
- Schedule Class Visit for your Funder/Apply for $5,000

NOVEMBER
- Letter to Nonprofit Agencies with Community 101 Grant Application

DECEMBER/JANUARY
- Schedule in-class Principles of Grantmaking with PGEF

FEBRUARY
- Conduct Site Visits/Interviews

MARCH
- Make decisions; submit Request for Approval to PGEF

APRIL
- Get approval of grants
- Mail Award and Declination Letters
- Mail invitations
- Plan Awards Ceremony

MAY
- Award Presentation (MUST BE COMPLETED BY MAY 31)
- Teacher/Student Post Evaluation

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September-October

PROJECT PLANNING:

- ❑ Sept 18 - Attend C101 2008-09 Kickoff (teachers/lead students)
- ❑ Introduce class to C101: what is it and why are we using C101?
- ❑ Get organized! Plan to engage student body this year
- ❑ Plan! Plan! Plan! Schedule Awards Presentation for April/May
- ❑ Survey your student body
- ❑ Submit Mission Statement
- ❑ Meet your funder/Apply for $5,000 from your funder

Forms You Need:

- ❑ Student Follow-Up Information Form and Pre-Evaluation
- ❑ Community 101 Student Survey
- ❑ Mission Statement
- ❑ Letter of Request for $5,000 to funder

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What is Community 101?

Community 101, a program of the PGE Foundation and The Oregon Community Foundation, has continued to thrive in an average of 25 Oregon schools annually since its inception in 1997. This program teaches leadership and civic engagement through philanthropy and volunteering. The program continues to expand across Oregon thanks to collaborations with many business and foundation funding partners. We are happy to report that the Association of Fundraising Professionals recognized the value of Community 101 in 2002 when they chose the program to receive their annual Youth in Philanthropy Award.

Community 101 is an excellent way for Oregon high school students to fulfill the Career-Related Learning Standards, Extended Application and Essential Skills – elements of the Oregon High School diploma required of all students graduating in 2012 and beyond.

What is the PGE Foundation?

The PGE Foundation's permanent endowment of $25 million ensures support to Oregonians in perpetuity. Since its inception in 1997, the Foundation has awarded millions of dollars in grants, ranging from programs that give people a healthier life, to efforts that bring the arts to rural communities, to educational projects for students from pre-school through college. For more information, visit the foundation website. www.pgefoundation.org.

What is The Oregon Community Foundation?

Founded 34 years ago, The Oregon Community Foundation works in partnership with individual, family, business and organizational donors to improve the lives of Oregonians through philanthropy and by building an endowment for Oregon's future. In 2007, the Foundation's donors provided $56 million to 1,600 nonprofit organizations statewide and assisted 2,100 students with scholarships for college. For more information, visit: www.ocf1.org.

How does Community 101 work?

Students are engaged in both philanthropy and volunteering. One or more sponsors provide a class or group of students with up to $5,000 for grantmaking. The funding is to be used for programs that inspire change and encourage potential in either education, promotion of healthy families, access to the arts or environmental enhancement. Over a 7-9 month period, the class operates a student mini-foundation by creating a mission statement, researching nonprofit organizations, reviewing grant applications, making grants and generally incorporates this in to their classroom learning. The program culminates in a grant award celebration where students hand checks to their own selection of nonprofit programs. Students must volunteer 2-4 hours each month. They also often fundraise for additional grantmaking.

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Why Community Service Is So Important
ENGAGE YOUR ENTIRE STUDENT BODY IN C101 ACTIVITY

Personal Management	CS.PM.01 Identify tasks that need to be done and initiate action to complete the tasks.
Communication	CS.CM.02 Listen attentively and summarize key elements of verbal and non-verbal communication.
	CS.CM.03 Give and receive feedback in a positive manner.
Essential Skills	Listen actively and speak clearly and coherently.
	Think critically and analytically.

Volunteers have always helped get the work done, introduced new ideas and made a community strong. Some of the most active leaders in America today are often the least paid. Volunteers bring experience and working hands to communities and nonprofits to complete tasks that otherwise could not be accomplished.

From volunteering you will gain valuable experience, knowledge, confidence and friendship that far outweighs the few hours of sacrifice you made. Community service is of such benefit to the individual that colleges and employers look for people with volunteering experience.

Tips for community service:

- Know what you want out of volunteering.
- Check out the time it takes to do a particular volunteer job.
- Think about your skills, interests and life experiences and how they fit into a volunteer setting
- Let your advisor, administrator and C101 volunteer help.
- Keep your eyes and ears open to find out about your prospective job as a volunteer.
- Be open and honest about your desire for meaningful and satisfying work.
- Be willing to give and take honest feedback in your volunteer job.
- Respect confidentiality in volunteer settings.
- Bring your heart – and your sense of humor!

See the SOLV/Take Care of Oregon Days Project section for a detailed step-by-step planning guide to a successful volunteer service-learning project.

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Student Body Survey

Problem Solving	CS.PS.01 Identify problems and locate information that may lead to solutions.
Essential Skills	Think critically and analytically. Demonstrate civic and community engagement.

The purpose of the student survey is to determine the concerns that your students have for their community. The purpose of your group's foundation will be described in your mission statement, but in order to create a mission statement you need to learn of the concerns of your group and then decide which concern(s) you wish to address. The survey is your way of learning what concerns your student body. Your mission statement will rely on this survey in order to represent your school.

Plan Ahead

Personal Management	CS.PM.02 Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.

Surveying the student body needs to be planned ahead of time. It's important to begin early in order to have time to collect, study and use the information in creating a mission statement. Speak with the necessary administrators about your survey process and set aside time in late October to <u>complete</u> the survey.

Avoid Specific Community Organizations

We suggest refraining from referring to any specific community organizations in the survey. This can, and most likely will, bias your survey. You want to know which **issues** your peers think are important, but your Community 101 group decides who will get the money!

Survey Process

Problem Solving	CS.PS.01 Identify problems and locate information that may lead to solutions.
Communication	CS.CM.01 Locate, process, and convey information using traditional and technological tools.

Student groups have utilized varying methods. Listed below are two that have proved to be most successful:

- Have a Community 101 student speak briefly to each homeroom class prior to distributing the survey.
- Give surveys to every teacher, or put them in teacher's boxes. Ask teachers to distribute the surveys during a specified class hour, and collect at end of class.

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Community 101 ℠

Community Action Survey – We need your help

(See *"Forms"* section)

Our student group in _____ class is trying to help improve our community through volunteerism and philanthropy. We need your help so that our time and money will have the biggest impact. Our Community 101 group has up to $5,000 to give to programs that inspire change and encourage potential in one of four areas: education, the promotion of healthy families, access to the arts, or environmental enhancement. We'd like your input in determining a focus for this funding. What issues facing you and your community (school, neighborhood, family, friends, whichever you choose) do you think have the greatest need? **Please choose five, and then rank them with "1" being of greatest concern to you and "5" being of least concern.** If you think *none* of these are the number one problem, please check "OTHER" and tell us what you think it should be.

Rank	Issue	Rank	Issue
	Alcohol Abuse		Divorce problems
	Drug Abuse		Problems with parents
	Teen Pregnancy		Problems with education
	Stress		Personal finance education
	Lack of Self Esteem		Discrimination
	Racism		Hunger
	Suicide		Depression
	Runaways		Illiteracy
	"Kicked Out" youth		Inadequate housing
	Children living in poverty		Single parent homes
	Lack of recreational facilities/ programs		Lack of awareness of available Social Services
	Problems of people with disabilities		Homelessness
	Child abuse		Prostitution
	Rape/Date Rape		Vandalism and graffiti
	Abuse of elderly		Access to guns
	Violence in schools		Poor health care
	Aids		Juvenile crime
	Lack of arts and music		Decreasing voter turnout
	Other: _____		Other: _____

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Writing a Mission Statement

Personal Management	CS.PM.02 Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
Problem Solving	CS.PS.01 Identify problems and locate information that may lead to solutions. CS.PS.02 Identify alternatives to solve problems. CS.PS.03 Assess the consequences of the alternatives. CS.PS.04 Select and explain a proposed solution and course of action. CS.PS.05 Develop a plan to implement the selected course of action.
Communication	CS.CM.01 Locate, process, and convey information using traditional and technological tools. CS.CM.05 Write instructions, technical reports, and business communications clearly and accurately.
Essential Skills	Think critically and analytically. Write clearly and accurately.

Hats off for completing the survey process! Now choose one or two issues from the student body survey to address in your mission statement.

A mission statement is a statement of purpose that explains your expectations for the use of the funds.
This statement will define what your Community 101 group stands for.

Sample Mission Statements:

BAYSIDE HIGH SCHOOL
> "We, the students of Bayside High School, are concerned about hunger. We hope to support nonprofit organizations in the Portland area that address these critical areas."

ROOSEVELT HIGH SCHOOL
> "We declare healthy families (especially care of senior citizens) and education as both having serious problems in the Roosevelt community. We will award funds to nonprofit organizations that deal with these issues."

Complete the Mission Statement form online or email it to Scott Guptill at scott.guptill@pgn.com. (See "*Forms*" section for a template).

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REQUEST $5,000 FOR STUDENT GRANTMAKING

Communication	CS.CM.05 Write instructions, technical reports, and business communications clearly and accurately.
Essential Skills	Write clearly and accurately.

Sample Letter 1: Use this sample letter if your funding is through the Oregon Department of Education/PGE Foundation Learn & Serve Grant

 NOTE: SEND letter after you have prepared your mission statement - PRINT on your school letterhead

October   , 2008

Carol Reed PGE Foundation, Community 101 One World Trade Center, 3rd Floor 121 SW Salmon Portland, Oregon 97204	Pete Ready, Education Specialist Office of Educational Improvement and Innovation Oregon Department of Education 255 Capitol Street NE Salem, OR 97310-0203

Re: Request for Funds for Community 101 Student Grantmaking, 2008-09

Dear Ms. Reed and Mr. Ready:

The Centennial High School Leadership Class respectfully requests a grant of $5,000 (or $2,500 each) from the PGE Foundation and the Oregon Department of Education in order to fund this year's Community 101 student grantmaking.

After conducting a school-wide survey to determine which issues are of the highest priority within our community, the Leadership Class has decided on the focus for our student grantmaking. Our mission statement is as follows:

> We, the 2008-09 Leadership Class of Centennial High School, will
> support children and their families who suffer from life-threatening or terminal
> disease by funding associations that work to improve the lives
> of those affected.

We are in the process of researching the proper organizations that fulfill the focus of our mission statement, and the PGE Foundation's support is needed in order to make our philanthropic effort a reality. We will also plan fundraisers to add to our grantmaking and will plan volunteer activities that will be related to our mission statement so that we can learn and teach other students at our school about the needs of children and their families facing life threatening illnesses.

The Centennial Leadership Class thanks the PGE Foundation for this opportunity to help others.

Sincerely,

Melissa Bohnstedt and Jessica Grosmick, Students
Mike Smith, Centennial High School Teacher

Community 101™

REQUEST $5,000 FOR STUDENT GRANTMAKING

NOTE: SEND <u>after</u> you have prepared your mission statement - PRINT on your school letterhead

---

October   , 2008

Thomas Aschenbrener, President
Northwest Health Foundation
1500 SW First Avenue, Suite 850
Portland, Oregon 97201

Re: Request for $5,000 for Community 101 Student Grantmaking for 2008-09

Dear Mr. Aschenbrener:

Hi, we are the students of Open Meadow's Social Service CRUE. We as a CRUE are writing to ask the Northwest Health Foundation to grant our CRUE $5,000, so that we can help out nonprofit organizations that address health issues, such as the Oregon Food Bank and the Native American Youth Association. One thing we found is that both of these organizations give to the community. When we, the Social Service CRUE, went to the Food Bank as volunteers, our job was to bag beans. The goal that we reached was 3,498 lbs. of beans which could serve 2,691 meals and 299 meals/person who bagged.

In order for these nonprofits to continue, however, they need organizations such as Open Meadow CRUE's Community 101 program, and the CRUE needs the Northwest Health Foundation, so that we are able to continue to give and help our community with chronic health issues through the Community 101 program.

All organizations have a mission statement that tells you what they do. Our mission statement is:

We, the students of Open Meadow's Social Service CRUE Community 101 group, want to make a difference by focusing on chronic physical and mental health issues in Portland. By funding non-profits that apply to these problems, including teen pregnancy, stress and diseases, we will make a difference, with assistance from the Northwest Health Foundation.

The Open Meadows Social Services CRUE is here to reach out to help the community with chronic, mental/physical health issues, and by doing that we are donating $5,000 to programs that need it the most. Then each CRUE member is going to review all applications, and rate each one based on who meets our standards.

We will keep in contact with the Northwest Health Foundation throughout this school year. We sincerely hope the Northwest Health Foundation will help us learn and help others with $5,000 for student grantmaking.
Sincerely,

Social Services CRUE   Susannah Reese, Teacher
Executive Directors   Board Chairperson
cc: Carol Reed, PGE Foundation

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Let People Know What You're Doing!

Personal Management	CS.PM.01 Identify tasks that need to be done and initiate action to complete the tasks.
Communication	CS.CM.01 Locate, process, and convey information using traditional and technological tools.
Essential Skills	Write clearly and accurately.

Educate the community and the student body about your program:

- Contact your school newspaper and ask them to run two articles - one prior to the survey, and one following with the results of the survey. This is an effective way to inform students about your endeavors and to thank them for completing the survey.

- **Using the sample in this handbook, write a press release and send it to the local media. This will help inform the community as well as nonprofit organizations about the good work you are doing.**

Get more students involved

Personal Management	CS.PM.02 Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
Communication	CS.CM.01 Locate, process, and convey information using traditional and technological tools.

Bringing more students into your C101 group will result in more creative and unique perspectives. Most important of all is that your group will be more representative of the student body as a whole. This also means that more students will be able to help when reading the grant proposals, writing letters, put together bigger fundraising events and conducting interviews. Besides, more students mean more fun and friendships. Two heads are definitely better than one!

These are some ways to invite and make more students aware of C101:

- Hang signs around the school.

- Contact your school TV. (Maybe you have an internal news channel or student run network? They will surely want to cover an important program like the C101.)

- Send out a school wide e-mail to the students and the teachers or put this information on your schools' Community 101 web page.

- You are the best publicity of all! Spread the word to friends, family teachers and other members of the community.

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Writing a News Release

Personal Management	CS.PM.02 Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
Communication	CS.CM.01 Locate, process, and convey information using traditional and technological tools. CS.CM.05 Write instructions, technical reports, and business communications clearly and accurately.
Essential Skills	Write clearly and accurately.

Let the public know what you're doing! Contact your local media – newspaper/television – see the "*Public Relations*" section for contact information.

____\\\SEE FORMS SECTION FOR SAMPLE NEWS RELEASE/TEMPLATE///____

When writing a news release, think about:

❑ Your schedule;

❑ Your target audience;

❑ The main thing you want to get across;

❑ The most important information: this should be in the first two sentences of the release.

Check your release to be sure that:

❑ Every name, date, time, place, fact, and figure, in the release is accurately recorded (spelled correctly), and has been checked with sources.

❑ All copy is typewritten and double-spaced on a single side of a sheet of standard 8 ½ x11 inch paper.

❑ Page margins are at least one inch on each side.

❑ If the release continues for more than one page include the word "more" at the bottom of the page- indicate the end of the release by inserting the symbols "###".

❑ You use short paragraphs-- even one-sentence paragraphs are okay in press releases.

❑ You are consistent with your style throughout!

❑ You include a quotation from at least one source, your principal or anyone else of significance, if you have the space.

And finally, remember to:

❑ Review your completed release with Scott Guptill, PGEF .

❑ Include your Community 101 class contact name, phone and email address in case the media has questions.

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Community 101 SM

Outstanding Student Volunteer Award

The Outstanding Student Volunteer Award will be given in the Spring to one student from each participating school for having dedicated her/his time, effort, commitment and excellence to the Community 101 program. Recognizing her/his outstanding service to the program, the Outstanding Student Volunteer Awardee is selected through a vote by the students in each Community 101 class or group.

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Community 101 ᴿᴹ

November

<u>PROJECT PLANNING:</u>

- ☐ Identify local nonprofits
- ☐ Send letters/applications to nonprofits
- ☐ Schedule grantmaking workshop (January)
- ☐ Volunteer/fundraising activities
- ☐ Submit November Progress Report

<u>Forms You Need:</u>

- ☐ Sample Letter to nonprofits (Request for Proposal)
- ☐ Community 101 Grant Application
- ☐ Reflection Checklist

Remember to take photos!
- Have fun in the process -

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<u>Understanding Local Nonprofit Organizations</u>

Employment Foundations	CS.EF.03 Identify parts of organizations and systems and how they fit together.
	CS.EF.04 Describe how work moves through a system.
	CS.EF.05 Describe the changing nature of work, workplaces, and work processes on individuals, organizations, and systems.
Career Development	CS.CD.01 Assess personal characteristics related to education and career goals.
	CS.CD.02 Research and analyze career and educational information.
Essential Skills	Think critically and analytically.
	Demonstrate civic and community engagement.

50% of all hospitals, 50% of all colleges and universities, almost all symphony orchestras, 60% of our social service agencies and most civic organizations are nonprofit agencies. All nonprofits share the following 4 key characteristics:

A non-profit organization. . .

1. is not a part of the government;
2. uses all funds to operate its services and organization;
3. is self-governing;
4. serves a public purpose that has been evaluated by the U.S. Congress - and often state and local legislatures – which in turn entitles them to full or partial exemption from many forms of taxation.

501(c)(3) Defined . . .

The 501(c)(3) status is a designation assigned by the IRS (Internal Revenue Service) to an organization that exists for a charitable purpose, is a nonprofit organization, and is tax-exempt.   The IRS has a number of different designations for nonprofit organizations, so when someone calls an organization a "nonprofit", that organization could be one of a number of kinds of nonprofits. Just like a person might be a doctor, that person could be one of a number of kinds of doctors.   It is helpful for you to know that organizations such as schools and governmental (city, county) entities are the government equivalent of nonprofit organizations and therefore eligible for funding under the Community 101 program.

<u>Nonprofit = no profit</u>
A nonprofit is not prohibited from making a profit, and must put all funds received back into the organization and the services provided. The money raised by a nonprofit organization cannot be used to benefit private individuals.

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Identifying Local Nonprofit Organizations

Personal Management	CS.PM.01 Identify tasks that need to be done and initiate action to complete the tasks.
Problem Solving	CS.PS.01 Identify problems and locate information that may lead to solutions. CS.PS.02 Identify alternatives to solve problems.
Communication	CS.CM.06 Speak clearly, accurately and in a manner appropriate for the intended audience when giving oral instructions, technical reports and business communications.
Employment Foundations	CS.EF.03 Identify parts of organizations and systems and how they fit together. CS.EF.04 Describe how work moves through a system.

Your survey determined which issue(s) are of greatest concern to your peers. This next step will help your Community 101 group assess nonprofit organizations, but first, you need to locate those organizations. There are many ways to find nonprofit organizations in your area.

Here are some suggestions:

❖ Talk to friends, parents, teachers and administrators;

❖ Look in the community pages section in your phone book and/or research nonprofit agencies at the public library;

❖ Look for advertisements and/or feature articles in newspapers or local publications;

❖ Ask for a list at the Chamber of Commerce, or at clubs such as the Rotary, Kiwanis, and Optimists.

❖ Resource Links:
  ▪ www.guidestar.org
  ▪ www.helping.org
  ▪ Idealist has a database you can search for Oregon nonprofits, just enter Oregon in the search box to reach organizations and click on SEARCH at http://www.idealist.org
  ▪ www.servenet.org for service and volunteering opportunities

(See "*Resources*" tab for other resources available.)

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Sample Letter to Nonprofit Agencies
Print the following on your school letterhead;
be sure to include the blank Community 101 application with your letter.

Personal Management	CS.PM.02 Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
Essential Skills	Write clearly and accurately.

November 15, 2008

Joe Schmoe, Executive Director
Name of Nonprofit Agency
1212 N. Smith Street
Portland, Oregon 97202

Dear Mr. Schmoe:

We, the members of the _____ (CLASS AND SCHOOL NAME) Community 101 group, invite you to submit a grant application to our class.

Community 101 is a grantmaking and civic engagement program for teens in which we learn about our community through volunteering and grantmaking. Our class/ group has the opportunity to distribute nearly $5,000 to 501(c)(3) nonprofit agencies in Oregon this year. Funding is provided by (NAME OF FUNDER) _____. This funding will be distributed in grants for programs that help people in our community. Grants will generally range from $500 to $2,000, and will promote our mission statement, which is:

<p style="text-align:center">INSERT YOUR MISSION STATEMENT HERE . . .</p>

We will be accepting grant applications until **January 31 (***OR an earlier date of your choice)*. **Please fill out and submit the attached grant application to the address below**. We will review all proposals and will request a site visit and/or an interview with a representative from your organization. Late applications will not be considered. You will be notified of our decisions and grants will be awarded in (insert month). We encourage you to apply. If you have any questions, you may call me at _____ (name of your school), or call Carol Reed at the PGE Foundation in Portland, (503)464-7614. Thank you for your interest in this exciting project!
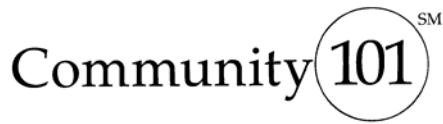
Sincerely,

_____   _____
Community 101 Student   Teacher Name
_____ School   _____ School
                                    Community 101 Teacher (or Advisor)
Enclosure

RETURN 2 COPIES OF YOUR APPLICATION WITH 501(c)(3) BY JANUARY 31 TO:
_____,   Teacher, Community 101 Program
                         Mt. Hood High School
                         5555 Showoff Run
                         Sandy, Oregon 97207

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Community 101 ℠

GRANT APPLICATION FORM

Thank you for submitting this application. Please complete and sign this application and submit two copies to the Community 101 class at _____ School to the address listed on the cover letter, along with the following:

- ❑ copy of your 501(c) (3) determination letter
- ❑ organization/program mission statement
- ❑ copy of the budget for the program for which you are requesting funds

- ❑ list of your organization's other funding sources
- ❑ one-page description of the program for which you are seeking funds and what needs this program addresses

Date: _____

APPLICANT ORGANIZATION

Name of Organization: _____

Primary contact name: _____   Year incorporated: _____

Business address: _____

Mailing address (if different): _____

Executive director: _____

Telephone number: _____   Fax number: _____

Web site: _____   e-mail: _____

Is the name of the organization above the same as it appears on the IRS Letter of Determination?

Yes: _____   No: _____   If not, please explain: _____

REQUEST for FUNDS

Name of specific project: _____

Project description: _____

Amount requested: $ _____   Date funds needed by: _____   Total project cost: _____

Time frame in which funds will be used.   From: _____   To: _____

ORGANIZATIONAL STAFF

Number of full-time staff: _____   Number of part-time staff: _____   Number of volunteers: _____

Geographic area served: _____   Total operating budget for fiscal year: _____

SOURCES OF INCOME:

Fees/earned income: _____ %   Individual contributions: _____ %   United Way: _____ %   Other : _____ %

Memberships: _____ %   Corporate and/or foundation grants: _____ %   Special events: _____ %

Certification: *I hereby certify that the information included in this application is true and correct. I further certify that this organization does not discriminate on the basis of race, religion, creed, national origin, marital status, age, disability, gender, sexual orientation or color.*

Signature of authorized agency officer: _____

Title: _____

Questions? Call the PGE Foundation 503-464-7614 or visit our Web site at **www.pgefoundation.org**

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December/January

PROJECT PLANNING:

❑ Hold your class grantmaking workshop with guest speakers

Communication	CS.CM.02 Listen attentively and summarize key elements of verbal and non-verbal communication.

❑ Nonprofit grant applications, due to you by January 31.
  Make phone calls.

Personal Management	CS.PM.02 Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.

❑ Schedule site visits

Personal Management	CS.PM.01 Identify tasks that need to be done and initiate action to complete the tasks.

Good luck with first semester finals!

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Principles Of Grantmaking

Personal Management	CS.PM.01 Identify tasks that need to be done and initiate action to complete the tasks.
	CS.PM.02 Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
Problem Solving	CS.PS.02 Identify alternatives to solve problems.
	CS.PS.03 Assess the consequences of the alternatives.
Communication	CS.CM.01 Locate, process, and convey information using traditional and technological tools.
	CS.CM.04 Read technical/instructional materials for information and apply to specific tasks.
Teamwork	CS.TW.01 Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork.
	CS.TW.02 Demonstrate skills that improve team effectiveness (e.g., negotiation, compromise, consensus building, conflict management, shared decision-making and goal-setting).

- **Make grants only after you consider the priorities that you want to address with your funding.** Are there unmet needs today, or would there be unmet needs if services were not available?

- **Learn all you can about the organization(s) that you want to support.** What is their mission? How do you know that this program is successful? Who else in the community is supporting them? **Do not ever feel compelled to make a grant to support a program or organization that does not meet your own mission statement, needs or values**. Read and understand the cost of a program. How much of each dollar actually goes to provide the needed service?

- **Help as many people as possible** with the grants you award.

- **Talk with the person or people who will actually be doing the work you are supporting.** Are they excited about their work and the value the grant will bring to the project? Can they tell you exactly how your grant will make a difference in the operation of their program?

- **Get a written proposal** from the organization on exactly what they plan to do with their project, the outcomes they hope to achieve, and how they plan to spend the money

- .**Conduct a site visit in advance of making a grant** or to monitor how your previous grant is being used.

- **Ask the grant recipient to provide you with a final report** to tell you of the successes and failures of a previous project as well as details on how the grant money was spent. You can always learn from the failures as well as the successes.

Grantmaking Guidelines

- Your class or group has <u>up to</u> $5,000 to make grants to nonprofit organizations.

- The $5,000 is distributed as follows: At least $4,000 must be granted to nonprofit organizations in Oregon and up to $1,000 (20 percent) of the total

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may be given to your school to support in-school programs and/or projects. Students may choose to give the total $5,000 to nonprofit organizations.

- This funding must be given to programs that inspire change and encourage potential in one of three focus areas: education, the promotion of healthy families, or access to the arts.   Funding must be used to help people in Oregon, not animals, unless those animals are helping people, i.e., guide dogs.

- All nonprofit organizations receiving Community 101 grants must be 501(c)(3) nonprofit organizations located within Oregon.

- The funds must go directly to the nonprofit organization and not pass through any other organization.

- Funds cannot be used for lobbying or promoting any specific religion.

- Funds cannot be given to any organization that discriminates on the basis of race, religion, creed, national origin, marital status, age, disability, gender, sexual orientation or color.
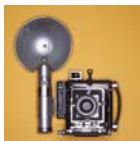
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February

PROJECT PLANNING:

❑ Complete interviews/site visits by Feb 28 (See "*Site Visit Form*")

Forms You Need:

❑ Grant applications you receive from nonprofits

❑ Site Visit Interview Form

Smile! Your picture might be taken while you're volunteering and conducting site visits!

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❑ Complete interviews/site visits by Feb 28 (See "*Site Visit Form*")

| Personal Management | CS.PM.01   Identify tasks that need to be done and initiate action to complete the tasks. |
	CS.PM.02 Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
	CS.PM.03 Take responsibility for decisions and actions and anticipate consequences of decisions and actions.
Career Development	CS.CD.05 Demonstrate job-seeking skills (e.g., writing resumes, completing applications, and participating in interviews).
Essential Skills	Listen actively and speak clearly and coherently.
	Think critically and analytically.
	Demonstrate personal management and teamwork.

❑ Make decisions

❑ Get approval of decisions from funder <u>before</u> Spring Break-Mar 20

| Problem Solving | CS.PS.03   Assess the consequences of the alternatives. |
| Communication | CS.CM.05   Write instructions, technical reports, and business communications clearly and accurately. |

❑ Volunteer – plan TCO Day in May

Teamwork	CS.TW.02 Demonstrate skills that improve team effectiveness (e.g., negotiation, compromise, consensus building, conflict management, shared decision-making and goal-setting).
Essential Skills	Demonstrate civic and community engagement.
	Demonstrate personal management and teamwork.
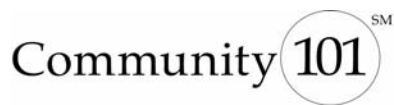
Community 101^{SM}

Site Visit Interview

Your Name _____ Date of Site Visit_____

Community 101 at (name of school)_____

Name of Nonprofit Organization_____

Address_____

Phone Number_____ Web site_____

Person Interviewed _____ Title_____

E-mail address_____

Organizational information:

Is your nonprofit a registered 501(c)(3) agency?   ☐Yes   ☐No

What is your agency's mission statement?

_____

_____

_____

_____

What does your agency do? (*Students - be sure you understand this!*)

_____

_____

_____

_____

How long has your agency been in existence?   _____Years

Who works here? _____

Does your agency use volunteers? How? Do you offer training or orientation for volunteers?

_____

_____

_____

_____

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If you request funding, what would it be used for? (*Students - be sure you understand this!*)

_____

_____

_____

What are the goals and purposes of this program?

_____

_____

_____

What is the timeline and staffing for the program?

_____

_____

For this program, what geographic area do you serve?

_____

Whom do you serve?

_____

How many people do you serve? _____

How do you know this is a useful program?

_____

_____

_____

Do you receive a lot of contributions?   Where do these come from?

_____

_____

If you were us, would you contribute to this program?   ☐Yes ☐No

Financial information:

Where does your organization get money to operate?

_____

_____

What percentage of your budget is used for administration and operations?   _____%

What are your current fundraising activities? Have they been successful?_____

_____

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March

PROGRAM PLANNING:

❑ **Complete site visits**

❑ **Classroom decisions: Final grant decisions due: March 20, 2009**

❑ **Complete Request for Approval Letter (see "*Forms*" Section)**

Forms You Need:

❑ Letter requesting approval of grant decisions
Be sure to include:
❑ Grant applications with the 501 (c)(3) letter

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❑ Update Your Web site

Communication	CS.CM.01 Locate, process, and convey information using traditional and technological tools.
Essential Skills	Use technology to learn, live and work.

❑ **Final grant decisions due: March 20, 2009**

Personal Management	CS.PM.03 Take responsibility for decisions and actions and anticipate consequences of decisions and actions.
Problem Solving	CS.PS.02 Identify alternatives to solve problems. CS.PS.03 Assess the consequences of the alternatives. CS.PS.04 Select and explain a proposed solution and course of action.
Essential Skills	Think critically and analytically.

❑ Complete Request for Approval Letter (see "*Forms*" Section)

Personal Management	CS.PM.02 Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.

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March   , 2009

Ms. Carol Reed
Community 101 Program Director
PGE Foundation
One World Trade Center, 3rd Floor
121 SW Salmon
Portland, Oregon 97204

Re: 2008-09 Community 101, _____ School

Dear Ms. Reed:

The Community 101 class at _____School is pleased to submit the following list of grants to the PGE Foundation and _____ *(Funder)* for approval.
These recommendations fit our mission statement:

(insert your complete mission statement here)

Annie Ross House	$ 500
(Funds to support program to provide food, clothing, and shelter for 8 families for 2 weeks)	
Boys & Girls Club of Salem	$ 500
(Family support program focusing on improving parenting skills)	
Candlelighters for Children with Cancer	$2,000
(Support for summer camp for 40 children and their families)	
Community Action Team – Head Start	$1,000
(Gross motor equipment for 3 preschool programs: Head Start, Rainier Rascals, Even Start)	
Mt. Hood High School Writing Project	$1,000
TOTAL	**$5,000**

STUDENT FUNDRAISING DOLLARS

Mt. Hood High School	$ 500
(Support in-school grants –Spanish Club)	
TOTAL	**$5,500**

[$5,000 from PGE Foundation/Funder + $500 Student Fundraiser]

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Requests we received but propose to decline are:

American Cancer Society	$2,500
The Children's Guild Therapy Center	$1,000
Columbia Community Mental Health	$2,000
The Inn Homeless Youth Program	$5,000
Oregon Health Access Project	$3,000
Rainier Senior Citizens, Inc.	$1,000

Our class gave all grant proposals serious consideration.

Once we receive your approval of these recommendations, our class will proceed in notifying all agencies that applied to us of our decisions.

In addition, our class conducted _____ volunteer hours at the following organizations:

The Children's Guild Therapy Center	50 hours
The Inn Homeless Youth Program	200 hours
Sandy Senior Citizens, Inc.	10 hours

Sincerely,

_____   _____
Community 101 Student Leader   Your School's Name

_____
Teacher or Advisor

This section to be completed by the PGE Foundation (and funding sponsor) and returned to school:

Community 101 recommendations approved:

_____   Date: _____

_____   Date: _____

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April

PROGRAM PLANNING:

❑ Receive approval of grant recommendations
❑ Send Award and Declination letters to Nonprofits (see Forms)
❑ Plan and Prepare for Awards Presentation Ceremony
❑ Mail Invitations
❑ Write a News Release/Contact your local media
❑ Plan Take Care of Oregon Day activity
❑ Practice Awards Presentation
❑ Submit April Progress Report

FORMS YOU NEED:

❑ Award Letter
❑ Declination Letter
❑ Your invitation

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APRIL 2009

❑ Organize/Plan Presentation for Awards Ceremony

❑ Determine Community 101 Outstanding Student

Teamwork	CS.TW.01 Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork.

❑ Complete Fundraising (take pictures!)

❑ Maintain contacts through the C101 Blog/ListServ

Communication	CS.CM.03 Give and receive feedback in a positive manner.
Essential Skills	Use technology to learn, live and work.

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Sample Grant Award Notification Letter
(This is a business letter. Make it look professional. Use your school letterhead.)

Personal Management	CS.PM.01 Identify tasks that need to be done and initiate action to complete the tasks.
	CS.PM.02 Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
Communication	CS.CM.01 Locate, process, and convey information using traditional and technological tools.
	CS.CM.03 Give and receive feedback in a positive manner.
Essential Skills	Write clearly and accurately.

April   , 2009

Mr. Albert Einstein
Executive Director
Boys & Girls Club
123 Main Street
Anytown, Oregon 97204

Re: Request for Funding From Community 101

Dear Mr. Einstein:

The Community 101 group at _____ School is pleased to inform you that we have approved a grant for your organization in the amount of $_____.

Community 101 grants are made possible by collaboration with the PGE Foundation, _____ (Funder) and _____ School.

We look forward to presenting you a check in this amount at a reception sponsored by our Community 101 class. This reception will take place on _____ (day, time, date) at _____ (location and address). An invitation is also enclosed. Please RSVP by calling _____, at _____ (phone number or email address). *Please Note:* **You (or a representative) must attend the ceremony, or your organization will forfeit this grant.**

At this reception, you will receive the grant, a Letter Agreement and a blank Final Grant Report for your completion.

Our Community 101 class extends best wishes for your success in this program, and we look forward to seeing you at our grant presentation reception.

Sincerely,

Student Leader of Community 101 Class

_____ School

_____, Teacher

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<u>Sample Declination Letter</u>
(Remember, this is a business letter that needs to look professional.
Send it on your school's letterhead with NO typos!)

April   , 2009

Mr. Wilbur Wright
Neighborhood Food Bank
10 Franklin Street
Any Town, Oregon 97204

Dear Mr. Wright:

The members of the Community 101 group at _____ School would like to thank you for submitting a grant request to our class. It is with regret, however, that we respectfully decline this request. We gave each of the many applications we received serious consideration, but we were simply not able to fund them all.

Thank you for giving us the opportunity to learn about your organization. We appreciate your interest. This experience has touched each student in our class.

If you have any questions, we invite you to contact our faculty advisor or Carol Reed, Community 101 Coordinator for the PGE Foundation, 503/464-7614.

Sincerely,

Student Leader of Community 101 Class

_____ School

_____ Teacher/Advisor

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Community 101 SM

May

PROGRAM PLANNING:

- ❑ Hold Awards Presentation (be sure you have checks)
- ❑ Take Care of Oregon Day Volunteer Activity
- ❑ Post-Evaluation Survey
- ❑ Submit Final Program Report

Forms You Need:

- ❑ Post-Evaluation Survey

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Awards Ceremony

Teamwork	CS.TW.01 Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork.
Communication	CS.CM.06 Speak clearly, accurately and in a manner appropriate for the intended audience when giving oral instructions, technical reports and business communications.

This is really your chance to celebrate and let the community know what you've accomplished. Consider whom you want to include in the ceremony. An evening program may allow more parents and local business leaders to attend, while one held during the day might allow you to include the student body. Whichever way you choose to go, be sure to make it special and include your school and local media.

How to plan ahead for a successful awards ceremony:

1. Create an invitation list **– Remember, this is not only a chance to celebrate your accomplishments, but to inspire the community. Besides your Grant Recipients, C101 Coordinator, your funder and your Community 101 Volunteer, consider inviting the principal, school board members, local businesses (through the Chamber of Commerce), parents and other community members.**

2. **Determine a presentation date and time**, keeping in mind the availability of your class, principal, mentor, sponsor and C101 Coordinator.

3. **Determine your venue** (schedule in advance).

4. **Make sure the checks will be available** for the ceremony (coordinate with school bookkeeper).

5. **Design invitations and send them out**.

6. **Make reminder calls** a week in advance.

7. **Plan the agenda** for the presentation.

8. **Practice!** Practice! Practice!

9. If you choose to, **arrange for refreshments**, such as cookies and punch.

10. **Arrange for a photographer and news coverage** – it's another opportunity to have a positive impact on your community!

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Activities Checklist

Complete the "*Activities Checklist*" and submit it to Scott Guptill.

Looking Ahead

Students and teachers participating in Community 101 are invited to help plan and facilitate the Fall 2009-10 Community 101 Kickoff. This is a great opportunity to apply what you've learned through the year to helping others have a successful Community 101 experience.

Interested students and teachers should send their name, school and summer contact information to Carol Reed and Scott Guptill, Community 101, at:

Email:	carol.reed@pgn.com
Email:	scott.guptill@pgn.com
Carol Phone:	**503-464-7614**
Scott Phone:	503-464-8554
Fax:	**503-464-2929**

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Community 101

Forms

- ❏ Sample: Progress Report
- ❏ Student Survey / Community Action Survey
- ❏ Student Contact Information
- ❏ Community 101 Volunteer Information
- ❏ Release Form
- ❏ Mission Statement
- ❏ Sample Letter of Request for Community 101 funding
- ❏ Sample: Letter to Nonprofits – Request for Proposal
- ❏ Community 101 Grant Application
- ❏ Reflection Checklist
- ❏ Site Visit form
- ❏ Sample Letter: Request for Approval of Grant Decisions
- ❏ Sample: Grant Award Notification Letter
- ❏ Sample: Declination Letter
- ❏ Outstanding Student Volunteer Nomination
- ❏ Final Grant Report

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Community 101 ^{SM}

Monthly Progress Report

School _____   Date _____

Submitted by _____   Teacher _____

Please complete and send to PGE Foundation, Scott Guptill
Email: scott.guptill@pgn.com
Phone: 503/464-8554
Fax: 503/464-2929

What steps of the program have you worked on this month?

Did you/your students track their personal progress through either the Career-Related Learning Standards Alignment and/or the Extended Application Standards Assessment Tools or journals?

What has your class completed?

What school and community partners have you identified and learned about?

Did you plan or hold a fundraising activity?

Did you take and submit photos of Community 101 activities?

Did you "Tell people what you're doing?" (school and community newspaper, your funder, the PGE Foundation)

Did you have guest speakers come to your class?

What else? Do you need help with any part of the Community 101 program? Did you hear any special comments of students' learning or comments from community partners this month?

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Community 101 SM

Community Action Survey – We need your help

Our student group in _____ class is trying to help improve our community through volunteerism and philanthropy. We need your help so that our time and money will have the biggest impact. Our Community 101 group has $5,000 to give to programs that inspire change and encourage potential in one of four areas: education, the promotion of healthy families, access to the arts, or environmental enhancement. We'd like your input in determining a focus for this funding. What issues facing you and your community (school, neighborhood, family, friends, whichever you choose) do you think have the greatest need? **Please choose five, and then rank them with "1" being of greatest concern to you and "5" being of least concern.** If you think *none* of these are the number one problem, please check "OTHER" and tell us what you think it should be.

Rank	Issue	Rank	Issue
	Alcohol Abuse		Divorce problems
	Drug Abuse		Problems with parents
	Teen Pregnancy		Problems with education
	Stress		Personal finance education
	Lack of Self Esteem		Discrimination
	Racism		Hunger
	Suicide		Juvenile crime
	Runaways		Illiteracy
	"Kicked Out" youth		Inadequate housing
	Children living in poverty		Single parent homes
	Lack of recreational facilities/ programs		Lack of awareness of available Social Services
	Problems of people with disabilities		Homelessness
	Child abuse		Prostitution
	Rape/Date Rape		Vandalism and graffiti
	Abuse of elderly		Access to guns
	Violence in schools		Poor health care
	Aids		Depression
	Lack of arts and music		Decreasing voter turnout
	Other: _____		Other: _____

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Community 101 2008-2009

Student Contact Information

For follow-up research on the long-term impact of the Community 101 experience, we would like to contact you annually by letter for the next few years.

We invite you to fill out this short form and return it to the The Oregon Community Foundation.

Thank you for agreeing to participate in this follow-up evaluation.

Date:_____

Student Name:_____

Name of High School:_____

Year in Community 101:_____

Permanent Address:_____

_____

Email:_____

Return to:
Jennesa Datema
The Oregon Community Foundation
1221 SW Yamhill St., Suite 100
Portland, OR 97205
Phone: 503-552-3509
Fax: 503-274-7771
Email:
jennesad@ocf1.org

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Community 101 Volunteer Information

Community 101 groups may choose to have a volunteer who will help facilitate the program. Every month Community 101 groups will submit a progress report to the volunteer. This ensures that each group is on task and completing the program with success.

Role of Volunteer
Volunteers facilitate the implementation of the Community 101 program with the teacher. They will provide technical assistance to teachers and students and keep the PGE Foundation and funding sponsor updated with your class's progress.

For the Community 101 Teacher's Use Only
Your Volunteer's Contact Information

Name_____

Mailing Address _____

_____

Phone # _____

Email_____

Fax _____

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PGE

Portland General Electric

PGE/ PGE FOUNDATION RELEASE

I, _____, hereby grant to Portland General Electric

Company (PGE) and Portland General Electric Foundation (PGE Fdn.) the rights to use for its

business purposes, and RELEASE, WAIVE AND FOREVER DISCHARGE any and all claims

arising out of the use by PGE and its authorized designee of my likeness, my spoken words,

and/or my voice, whether on film, videotape, sound recording, photograph, or published

material, including but not limited to in any educational film, news article, press kit or

company publication, which may be published in newspapers, exhibited or broadcast on

television, radio, cable television, by means of video cassette recorders, advertisement, or any

other business use or purpose by PGE or its authorized designee.

I have read and understood the foregoing and sign this release of my own free will.

Witnessed by: Signed by:

_____   _____
(Signature of Witness)   (Signature of photograph, publication
                                                               or recording subject)

_____   _____
(Date)   (Date)

•If under 18, parent or guardian must complete the following:

I, _____, parent or guardian of

_____, do hereby give my consent and agreement to

the foregoing waiver and release.

Witnessed by: Signed by:

_____   _____
(Signature of Witness)   (Signature of parent or guardian)

_____   _____
(Date)   (Date)

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Community 101 SM

2008-2009

Community 101 Mission Statement For

_____ Class / Group

_____ Teacher / Advisor

at
(Name of High School) _____

funded by
(Funder Name) _____

_____

_____

_____

_____

Important:

- **Email Your Completed Mission Statement** to Scott.Guptill@pgn.com

- or complete it online at http://www.pgefoundation.org/community101/index.html.

- Otherwise mail it to: SCOTT GUPTILL or CAROL REED; PGE Foundation, One World

  Trade Center, 3rd Floor; 121 SW Salmon; Portland, OR 97204

- or fax it: Attention: Scott Guptill (scott.guptill@pgn.com or

  Attention: Carol Reed (carol.reed@pgn.com).

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REQUEST $5,000 FOR STUDENT GRANTMAKING

Sample Letter 1: Use this sample letter if your funding is through

the Oregon Department of Education/PGE Foundation

Learn & Serve Grant

NOTE: SEND letter <u>after</u> you have prepared your mission statement - PRINT on your school letterhead

October   , 2008

Carol Reed PGE Foundation, Community 101 One World Trade Center, 3rd Floor 121 SW Salmon Portland, Oregon 97204	Pete Ready, Education Specialist Office of Educational Improvement and Innovation Oregon Department of Education 255 Capitol Street NE Salem, OR 97310-0203

Re: Request for Funds for Community 101 Student Grantmaking, 2008-09

Dear Ms. Reed and Mr. Ready:

The Centennial High School Leadership Class respectfully requests a grant of $5,000 (or $2,500 each) from the PGE Foundation and the Oregon Department of Education in order to fund this year's Community 101 student grantmaking.

After conducting a school-wide survey to determine which issues are of the highest priority within our community, the Leadership Class has decided on the focus for our student grantmaking. Our mission statement is as follows:

> We, the 2008-09 Leadership Class of Centennial High School, will
> support children and their families who suffer from life-threatening or terminal
> disease by funding associations that work to improve the lives
> of those affected.

We are in the process of researching the proper organizations that fulfill the focus of our mission statement, and the PGE Foundation's support is needed in order to make our philanthropic effort a reality. We will also plan fundraisers to add to our grantmaking and will plan volunteer activities that will be related to our mission statement so that we can learn and teach other students at our school about the needs of children and their families facing life threatening illnesses.

The Centennial Leadership Class thanks the PGE Foundation for this opportunity to help others.

Sincerely,

Melissa Bohnstedt and Jessica Grosmick, Students
Mike Smith, Centennial High School Teacher

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Community 101 ^{sm}

REQUEST $5,000 FOR STUDENT GRANTMAKIN

NOTE: SEND <u>after</u> you have prepared your mission statement - PRINT on your school letterhead

---

October   , 2008

Thomas Aschenbrener, President
Northwest Health Foundation
1500 SW First Avenue, Suite 850
Portland, Oregon 97201

Re: Request for $5,000 for Community 101 Student Grantmaking for 2008-09

Dear Mr. Aschenbrener:

Hi, we are the students of Open Meadow's Social Service CRUE. We as a CRUE are writing to ask the Northwest Health Foundation to grant our CRUE $5,000, so that we can help out nonprofit organizations that address health issues, such as the Oregon Food Bank and the Native American Youth Association. One thing we found is that both of these organizations give to the community. When we, the Social Service CRUE, went to the Food Bank as volunteers, our job was to bag beans. The goal that we reached was 3,498 lbs. of beans which could serve 2,691 meals and 299 meals/person who bagged.

In order for these nonprofits to continue, however, they need organizations such as Open Meadow CRUE's Community 101 program, and the CRUE needs the Northwest Health Foundation, so that we are able to continue to give and help our community with chronic health issues through the Community 101 program.

All organizations have a mission statement that tells you what they do. Our mission statement is:

We, the students of Open Meadow's Social Service CRUE Community 101 group, want to make a difference by focusing on chronic physical and mental health issues in Portland. By funding non-profits that apply to these problems, including teen pregnancy, stress and diseases, we will make a difference, with assistance from the Northwest Health Foundation.

The Open Meadows Social Services CRUE is here to reach out to help the community with chronic, mental/physical health issues, and by doing that we are donating $5,000 to programs that need it the most. Then each CRUE member is going to review all applications, and rate each one based on who meets our standards.

We will keep in contact with the Northwest Health Foundation throughout this school year. We sincerely hope the Northwest Health Foundation will help us learn and help others with $5,000 for student grantmaking.
Sincerely,

Social Services CRUE   Susannah Reese, Teacher
Executive Directors   Board Chairperson
cc: Carol Reed, PGE Foundation

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Sample Letter to Nonprofit Agencies

Print the following on your school letterhead;
be sure to include the blank Community 101 application with your letter.

November   , 2008

Joe Schmoe, Executive Director
Name of Nonprofit Agency
1212 N. Smith Street
Portland, Oregon 97202

Dear Mr. Schmoe:

We, the members of the _____ (name of your school) Community 101 group, invite you to submit a grant application to our class.

Community 101 is a grantmaking and civic engagement program for teens in which we learn about our community through volunteering and grantmaking. Our class/ group has the opportunity to distribute nearly $5,000 to 501(c)(3) nonprofit agencies in Oregon this year. Funding is provided by the PGE Foundation, student fundraisers and (name of funder, i.e.) _____. This funding will be distributed in grants for programs that help people in our community. Grants will generally range from $500 to $2,000, and will promote our mission statement, which is:

Insert your mission statement here . . .

We will be accepting grant applications until **January 31 (**_OR an earlier date of your choice_**)**. Please fill out and submit the attached grant application to the address below. We will review all proposals and will request a site visit and/or an interview with a representative from your organization. Late applications will not be considered. You will be notified of our decisions and grants will be awarded in (insert month). We encourage you to apply. If you have any questions, you may call me at _____ (name of your school), or call Carol Reed at the PGE Foundation in Portland, (503)464-7614. Thank you for your interest in this exciting project!

Sincerely,

_____   _____
Community 101 Student   Teacher Name
_____ School   _____ School
                              Community 101 Teacher (or Advisor)
Enclosure

RETURN 2 COPIES OF YOUR APPLICATION WITH 501(c)(3) BY JANUARY 31 TO:
_____,   Teacher, Community 101 Program
                       Mt. Hood High School
                       5555 Showoff Run
                       Sandy, Oregon 97207

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Community 101℠

GRANT APPLICATION FORM

Thank you for submitting this application. Please complete and sign this application and submit two copies to the Community 101 class at _____ School to the address listed on the cover letter, along with the following:

❑ copy of your 501(c) (3) determination letter

❑ organization/program mission statement

❑ copy of the budget for the program for which you are requesting funds

❑ list of your organization's other funding sources

❑ one-page description of the program for which you are seeking funds and what needs this program addresses

Date: _____

APPLICANT ORGANIZATION

Name of Organization: _____

Primary contact name: _____ Year incorporated: _____

Business address: _____

Mailing address (if different): _____

Executive director: _____

Telephone number: _____ Fax number: _____

Web site: _____ e-mail: _____

Is the name of the organization above the same as it appears on the IRS Letter of Determination?

Yes: _____ No: _____ If not, please explain: _____

REQUEST for FUNDS

Name of specific project: _____

Project description: _____

Amount requested: $ _____ Date funds needed by: _____ Total project cost: _____

Time frame in which funds will be used. From: _____ To: _____

ORGANIZATIONAL STAFF

Number of full-time staff: _____ Number of part-time staff: _____ Number of volunteers: _____

Geographic area served: _____ Total operating budget for fiscal year: _____

SOURCES OF INCOME:

Fees/earned income: _____ % Individual contributions: _____ % United Way: _____ % Other : _____ %

Memberships: _____ % Corporate and/or foundation grants: _____ % Special events: _____ %

Certification: *I hereby certify that the information included in this application is true and correct. I further certify that this organization does not discriminate on the basis of race, religion, creed, national origin, marital status, age, disability, gender, sexual orientation or color.*

Signature of authorized agency officer: _____

Title: _____

Questions? Call the PGE Foundation 503-464-7614 or visit our Web site at **www.pgefoundation.org**

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Reflection Checklist (in-class use)

Think about the relationships between your Community 101 experiences, what you are learning in school, the impact that you are making on your community, and how this all might affect your future. **Circle the number that most closely matches how you feel on a scale from 1 to 5.**

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
What I am doing in this class is interesting.	1	2	3	4	5
I have been given clear instructions.	1	2	3	4	5
I have been given challenging tasks to complete.	1	2	3	4	5
This program has enabled me to address real needs in my community.	1	2	3	4	5
I have been given opportunities to assume responsibilities.	1	2	3	4	5
I am having fun in this class!	1	2	3	4	5
I am making important decisions.	1	2	3	4	5
I can see the connection between my Community 101 experiences and what I am learning in school.	1	2	3	4	5
I get help from outside resources (teachers, mentors) when I need it.	1	2	3	4	5
I am learning things that will help me in my future employment or education.	1	2	3	4	5
I understand more about how a community works.	1	2	3	4	5
I can see how what I am doing is a benefit to my community.	1	2	3	4	5
My classmates appreciate what I do.	1	2	3	4	5
I am working well with others on the team.	1	2	3	4	5
I have learned more about myself through my participation in Community 101.	1	2	3	4	5

Other Reflection Suggestions:

- Keep a journal – on your own, or as a group
- Create a video or PowerPoint presentation
- Write a letter to the editor or an Opinion Editorial about one of your activities
- Plan an activity to involve younger children
- Plan a training session for other students
- Compile a scrapbook or photo collage
- Develop a presentation to involve your neighbors
- Draw up plans, based on your experience, to show *your* ideal community

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Community 101 2008-2009

Site Visit Interview
Information To Gather At Site Visit

Your Name _____ Date of Site Visit_____

Community 101 at (name of school)_____

Name of Nonprofit Organization_____

Address_____

Phone Number_____ Web site_____

Person Interviewed _____ Title_____

E-mail address_____ Phone extension_____

Organizational information:

Is your nonprofit a registered 501 (c)(3) agency?   ☐Yes ☐No

What is your agency's mission statement?

_____

_____

_____

_____

What does your agency do? (*Students - be sure you understand this!*)

_____

_____

_____

_____

How long has your agency been in existence? _____Years

Who works here? _____

Does your agency use volunteers? How? Do you offer training or orientation for volunteers?

_____

_____

_____

_____

If you request funding, what would it be used for? (*Students - be sure you understand this!*)

_____

_____

_____

What are the goals and purposes of this program?

_____

_____

_____

What is the timeline and staffing for the program?

_____

_____

For this program, what geographic area do you serve?

_____

Whom do you serve?

_____

How many people do you serve?   _____

How do you know this is a useful program?

_____

_____

_____

Do you receive a lot of contributions?   Where do these come from?

_____

_____

If you were us, would you contribute to this program?   ☐Yes ☐No

Financial information:

Where does your organization get money to operate?

_____

_____

What percentage of your budget is used for administration and operations?   _____ %

What are your current fundraising activities? Have they been successful?

Sample Letter Request For Approval Of Grant Decisions
(Remember – This is a business letter. Print on your school's letterhead-with no typos.)

April   , 2009

Mr. Scott Guptill
Community 101
PGE Foundation
One World Trade Center, 3rd Floor
121 SW Salmon
Portland, Oregon 97204

Re: 2008-09 Community 101, _____ School

Dear Mr. Guptill:

The Community 101 class at _____School is pleased to submit the following
list of grants to the PGE Foundation and _____ *(Funder)* for approval.
These recommendations fit our mission statement:

(insert your complete mission statement here)

Annie Ross House	$ 500
(Funds to support program to provide food, clothing, and shelter for 8 families for 2 weeks)	
Boys & Girls Club of Salem	$ 500
(Family support program focusing on improving parenting skills)	
Candlelighters for Children with Cancer	$2,000
(Support for summer camp for 40 children and their families)	
Community Action Team – Head Start	$1,000
(Gross motor equipment for 3 preschool programs: Head Start, Rainier Rascals, Even Start)	
Mt. Hood High School Writing Project	..............................$1,000
TOTAL	**$5,000**

STUDENT FUNDRAISING DOLLARS

Mt. Hood High School	$ 500
(Support in-school grants –Spanish Club)	
TOTAL	**$5,500**

[$5,000 from PGE Foundation/Funder + $500 Student Fundraiser]

Requests we received but propose to decline are:

American Cancer Society	$2,500
The Children's Guild Therapy Center	$1,000
Columbia Community Mental Health	$2,000
The Inn Homeless Youth Program	$5,000
Oregon Health Access Project	$3,000
Rainier Senior Citizens, Inc.	$1,000

Our class gave all grant proposals serious consideration.

Once we receive your approval of these recommendations, our class will proceed in notifying all agencies that applied to us of our decisions.

In addition, our class conducted _____ volunteer hours at the following organizations:

The Children's Guild Therapy Center	50 hours
The Inn Homeless Youth Program	200 hours
Sandy Senior Citizens, Inc.	10 hours

Sincerely,

_____   _____
Community 101 Student Leader   Your School's Name

_____
Teacher or Advisor

This section to be completed by the PGE Foundation (and funding sponsor) and returned to school:

Community 101 recommendations approved:

_____ Date: _____

_____ Date: _____

Sample Grant Award Notification Letter

(This is a business letter. Make it look professional. Use your school letterhead.)

April   , 2009

Mr. Albert Einstein
Executive Director
Boys & Girls Club
123 Main Street
Anytown, Oregon 97204

Re: Request for Funding From Community 101

Dear Mr. Einstein:

The Community 101 group at _____ School is pleased to inform you that we have approved a grant for your organization in the amount of $_____.

Community 101 grants are made possible by collaboration with the PGE Foundation, _____ (Funder) and _____ School.

We look forward to presenting you a check in this amount at a reception sponsored by our Community 101 class. This reception will take place on _____ (day, time, date) at _____ (location and address). An invitation is also enclosed. Please RSVP by calling _____, at _____ (phone number or email address). *__Please Note:__* **You (or a representative) must attend the ceremony, or your organization will forfeit this grant.**

At this reception, you will also receive the grant, a Letter Agreement and a blank Final Grant Report.

Our Community 101 class extends best wishes for your success in this program, and we look forward to seeing you at our grant presentation reception.

Sincerely,

Student Leader of Community 101 Class

_____ School

_____, Teacher

<u>Sample Declination Letter</u>
(Remember, this is a business letter that needs to look professional.
Send it on your school's letterhead with NO typos!)

April   , 2009

Mr. Wilbur Wright
Neighborhood Food Bank
10 Franklin Street
Any Town, Oregon 97204

Dear Mr. Wright:

The members of the Community 101 group at _____ School would like to thank you for submitting a grant request to our class. It is with regret, however, that we respectfully decline this request. We gave each of the many applications we received serious consideration, but we were simply not able to fund them all.

Thank you for giving us the opportunity to learn about your organization. We appreciate your interest. This experience has touched each student in our class.

If you have any questions, we invite you to contact our faculty advisor or Carol Reed, Community 101 Coordinator for the PGE Foundation, 503/464-7614.

Sincerely,

Student Leader of Community 101 Class

_____ School

_____ Teacher/Advisor

Outstanding Student Volunteer Nomination

2008-09
Community 101 Outstanding Student

Outstanding Student Nomination from _____

(school name)

Teacher/Advisor: _____ Class: _____

Student Nominated: _____

Student's year in school: ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior

Reason(s) for nomination:

_____

_____

_____

_____

_____

_____

If a senior, future plans:

_____

_____

_____

_____

_____

_____

Submit this report to Scott Guptill by April 1, 2009
scott.guptill@pgn.com
Phone: 503-464-8554
Fax: 503-464-2223

<u>Community 101 2008-09: Final Grant Report</u>

(FYI to Community 101 students only; the PGE Foundation sends this to the Community 101 grant recipient nonprofit, which then completes this requirement of receiving a community 101 grant.)

This grant is funded by the _____(*Funder*) and selected by students in the _____Class at _____(*Name of School*).

On_____, 2009, the students participating in Community 101^{SM} at _____ School awarded _____ (*Name Of Grant Recipient Agency*) a grant of $_____ (*see letter of _____, 2009*).

*This final report will allow the PGE Foundation and the next group of Community 101 participants a better understanding of the effectiveness of this grant. **Please return this Final Report or use it as a status report by <u>October 15, 2009.</u>*** *Using the questions below, provide a written summary of how the grant funds were used.*

1. **To what degree has the project met its objective(s)?**

2. **In instances where objectives could not be met, what were the reasons?**

3. **Has this project been modified since you received the grant from**

    _____**School's** _____**Class? How?**

4. **Have the actual costs been consistent with estimates? If not, what were the reasons for the significant variations?**

5. **Has Community 101 funding from_____School's _____Class led to follow-on support from other foundations, agencies, etc.?**

6. **WE WOULD REALLY APPRECIATE YOUR COMMENTS about the Community 101 program and the process.   Please describe.**

_____
Name of Agency

_____   _____
Program Director   Date

Please return this Final Report by October 15, 2009 to:
Carol Reed, Community 101 Coordinator, PGE Foundation
One World Trade Center, 3rd Floor
121 SW Salmon; Portland, OR   97204

The PGE Foundation will forward a copy to the Community 101 student group at the above school. If you have any questions, please call Carol Reed at 503/464-7614. Thank You!

Community 101

SOLV/Service-Learning Take Care of Oregon Days*

Community 101:
Take Care of Oregon Days Project Planning Unit

Happy 150th Birthday, Oregon! Join SOLV, Oregon Volunteers and RDI in the celebration!

Throughout the month of May, 2009 people from all over the state will join in *Take Care of Oregon Days,* a statewide initiative to engage Oregonians in a month of volunteer activities to keep Oregon beautiful, inside and out, for the next 150 years. This event is coordinated through a partnership between SOLV, Oregon Volunteers, and Rural Development Initiatives.

SOLV can help Community 101 classes prepare for and plan a service-learning project to make Oregon a better place for all of us to live. Throughout the school year,

Projects will take place throughout the month of May, 2009. All projects are eligible for small reimbursement grants up to $100 and project supplies including; litter bags, sharps containers, vinyl gloves, safety vests, and volunteer coordinator's handbooks. In addition you will have access to experienced project coordinators to brainstorm ideas and find solutions to issues that may arise during your planning process.

SOLV's Education staff is ready to :

- Suggest project ideas for your class – "150 projects you can do to celebrate Oregon's 150th". Check out our web site to download this resource!
- Provide project support – planning, coordinating and organizing advice, some supplies and small reimbursement grants (up to $100) for a selection of needed resources.

Service-learning is . . .
a teaching and learning strategy
integrating *meaningful* community service
with academic study
and reflective practice
to enrich learning, build civic
engagement, and strengthen communities.

The Community 101 TCO Days Project Planning Unit will help you:

➢ **Assess** your community and respond to a real community need;

➢ **Connect** community service to in-school or classroom learning;

➢ **Reflect** purposefully throughout the project, to connect the service you are doing, your academic goals, and your own lives;

➢ **Demonstrate and Celebrate** your success, recognizing all participants; and

➢ **Evaluate** your accomplishments and the process you used.

Assessing Your Community

☐ **Identify a priority in your Oregon community and select your project[*]:**

Problem Solving	
	CS.PS.01 Identify problems and locate information that may lead to solutions.
	CS.PS.02 Identify alternatives to solve problems.
	CS.PS.03 Assess the consequences of the alternatives.

What problem or priority do you see in your community? THE PROBLEM	What would you like to see instead? THE SOLUTION	What could YOU and your classmates do to help? THE PROJECT

☐ **Making your selection:**

Problem Solving	
	CS.PS.01 Identify problems and locate information that may lead to solutions.
	CS.PS.02 Identify alternatives to solve problems.
	CS.PS.03 Assess the consequences of the alternatives.
	CS.PS.04 Select and explain a proposed solution and course of action.
	CS.PS.05 Develop a plan to implement the selected course of action.
Essential Skills	Think critically and analytically across disciplines
	Demonstrate civic and community engagement

From the list of project choices, decide which ONE you will select.
Evaluate your choices by asking these questions:

? **Volunteers:**   Will your project attract enough volunteers to complete it as planned?

? **Time:**   Will you and your volunteers have enough time to design, develop and implement this project?

? **Resources and funding:**   Will your project need funding? If so, how will you secure the needed funds and/or in-kind support?

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[*] see also, http://www.oregon150.org/projects/take-care-of-oregon/ for "150 Service-Learning Project Ideas You can Do for Oregon's Birthday!"

Task Checklists:

One of the best ways to "get it all done" is to divide the tasks into the following four categories. You may choose to have four groups, each working on one of the categories, or have everyone work together through all tasks:

1. Logistics

Personal Management	CS.PM.02 Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
Problem Solving	CS.PS.02 Identify alternatives to solve problems.
Teamwork	CS.TW.01 Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork.
Employment Foundations	CS.EF.07 Explain and follow regulatory requirements, security procedures, and ethical practices.
Essential Skills	Demonstrate personal management and teamwork skills

☐ Estimate the number of volunteers you will need for the project.

☐ Contact any community organization you are working with on your project. Make an appointment to share your project idea and to find out whether it fits in with their needs. Be prepared to discuss the following information about your project:

✓ A thorough description of your project, including what you hope to accomplish

✓ Date and time that you would like to do your project

✓ How many volunteers you think you will have in your project group

✓ What kind of help you will need from staff at the organization

✓ What the organization may be able to provide, and what you will need to provide in order to do the project (special equipment, tools, snacks, protective clothing, etc.)

Be prepared to be flexible, and sensitive to the needs and capacity of the organization.

☐ Visit the selected project site(s) to know what to expect on the Take Care of Oregon Project Day.

✓ Make arrangements for purchase (if necessary), or for delivery of special equipment, tools, snacks, etc. to the project site.

2. <u>Task Team Checklists: Working with Volunteers</u>

Personal Management	CS.PM.01 Identify tasks that need to be done and initiate action to complete the tasks.
Communication	CS.CM.01 Locate, process, and convey information using traditional and technological tools.
Teamwork	CS.TW.01 Identify different types of teams and roles within each type of team; describe why each role is important to effective teamwork.
Employment Foundations	CS.EF.07 Explain and follow regulatory requirements, security procedures, and ethical practices.
Essential Skills	Write clearly and accurately

☐ **Contact other students and adults** who might be willing to help you with the project. Keep an accurate, up-to-date list of the following contact information for all volunteers:
- ✓ Full name
- ✓ Home Address
- ✓ Phone number (home or cell)
- ✓ E-mail address

☐ **Prepare a letter to distribute project information** to all volunteers.
Include information about:
- ✓ what the project is,
- ✓ where and when to meet (including directions to the project site, and the availability of transportation)
- ✓ appropriate clothing they should wear
- ✓ anything they may need to bring (for example, ID, a notepad, water, food, tools or other equipment, etc.)

☐ **Copy and distribute volunteer waivers.** You will need to have a waiver from all participants—students and adults—for your event. Consult your teacher - as well as any community organization you are working with on your project - to see what may be required.

☐ **Plan out the Take Care of Oregon Project Day presentation for volunteers.**
You will want to include:
- ✓ an introduction to the project leaders for the day
- ✓ what you will be doing, project goals, and clear instructions (if needed)
- ✓ appropriate behavior and safety reminders
- ✓ restroom locations
- ✓ a big THANK YOU for helping

3. <u>Task Team Checklists: Resources</u>

Personal Management	CS.PM.01 Identify tasks that need to be done and initiate action to complete the tasks.
Problem Solving	CS.PS.06 Assess results and take corrective action.
Communication	CS.CM.05 Write instructions, technical reports, and business communications clearly and accurately.
Essential Skills	Apply mathematics in a variety of settings
	Write for a variety of purposes

☐ Determine costs (if any) for materials, equipment and services you will need to complete your project. Your costs might include:
- ✓ tools or special equipment
- ✓ materials (such as paint, books for a literacy project, bags for a clothing drive, plants and mulch for a planting project-, paper materials for advertising, etc.)
- ✓ water and snacks for volunteers
- ✓ recognition/thank-you items (t-shirts, buttons, stickers, hats)

☐ Develop the project budget, and record any expected income (donations, fundraising proceeds) that could offset expenses.

☐ If needed, seek additional support – other funding or in-kind donations for the project[*].

☐ Keep a record of all donations and in-kind support for the project.

☐ Remember: recognize and thank all sponsors, donors and volunteers after the event.

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[*]SOLV offers small reimbursement grants to support project costs. Please contact SOLV to apply; see www.solv.org, (503) 844-9571 / (800) 333-SOLV

4. <u>Task Team Checklists: Publicity, Media and Telling the Story</u>

Personal Management	CS.PM.02 Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
Communication	CS.CM.05 Write instructions, technical reports, and business communications clearly and accurately.
	CS.CM.06 Speak clearly, accurately and in a manner appropriate for the intended audience when giving oral instructions, technical reports and business communications.
Essential Skills	Write clearly and accurately
	Listen actively and speak clearly and coherently

☐ **For publicity**, you may want to:
- ✓ Prepare flyers or posters about the project to help recruit other students in your school. Provide a phone number so they can call to ask questions, or to sign up as a volunteer.
- ✓ Inform local business and government officials about your project. Invite them to attend, and to support your efforts.

☐ **For media**, you may want to:
- ✓ Write advance news releases or articles about your project for your school newspaper and other local media. Include interviews with team leaders and participants telling how they are planning to make a difference.
- ✓ Find out what other community or group newsletters (church, PTA, etc.) might be willing to carry information about your project.
- ✓ Once your project is complete, announce your results to your school, the media, your neighborhood, and the community.
- ✓ After your project, write a letter to your school paper thanking everyone who helped out.

☐ **To tell the story of your project,** consider the following:
- ✓ Take "before" and "after" photos, to show the impact of your project
- ✓ Video interviews with community members, project planners, and participants about the benefits of your project
- ✓ Prepare a "how-to" video or PowerPoint, using steps from your project, to show others the process that you followed
- ✓ Be sure that you have permission from anyone whom you film or videotape
- ✓ Compile a "reflection video", in which project participants are asked to talk about their experience

Reflection ⇨ Connection

Reflection	Reflects on relevance of evidence (i.e., connection to post-high school goals and plans, and evidence of new learning, ideas, results or conclusions).
	Reflects on rigor of evidence (i.e., application o appropriate academic and specialized knowledge and skills in complex or non-routine situations).
Career Development	CS.CD.01 Assess personal characteristics related to education and career goals.
	CS.CD.04 Monitor and evaluate educational and career goals.
Essential Skills	Think critically and analytically.

What is important to you about your service-learning project?

Reflection – before, during and after your project –helps you to connect your service activity to what you are learning in school, to your community, and to your life outside of school.

Some Questions that Prompt Reflection:

- ➢ Why do you think this is a problem?
- ➢ Why do you think this is <u>your</u> responsibility?
- ➢ What did you enjoy most about what you did?
- ➢ What did you learn that you didn't know before?
- ➢ Can you talk more about that?

- ➢ Why do you think that happens?
- ➢ What new evidence do you have about?
- ➢ What does this remind you of?
- ➢ Do you see a connection here?
- ➢ How else could you approach that?
- ➢ If you did the same project again, what would you change?

Try to use a variety of ways to reflect:

Write -
personal journals, group journals, stories, poems, essays, letters to the editor, music lyrics

Read -
articles about service, books related to the project, prose, poetry, journals, data, reports about the project

Tell -
class discussions, "think-pair-share" discussions, debates; presentations, skits; cheers, songs, dances; question-and-answer sessions; interviews

Create-
collages, posters, scrapbooks, photo essays; videos; service fair displays; sculptures, story boards, murals, mobiles; doodles, cartoons, puzzles; musical performances

Post-Service Reflection

Problem Solving	CS.PS.06 Assess results and take corrective action.
Communication	CS.CM.03 Give and receive feedback in a positive manner.
	CS.CM.06 Speak clearly, accurately and in a manner appropriate for the intended audience when giving oral instructions, technical reports and business communications.
Career Development	CS.CD.01 Assess personal characteristics related to education and career goals.

After your service-learning project, please complete a **1-page reflection essay**.
Please be sure to describe your project and <u>your</u> role in the experience.

Please Select <u>ONE</u> from the following to help you get started:

1. Discuss the problem(s) that your project addressed. How did you address these issues during your project? Do you have more, or less, understanding for the problem that you addressed than you did before your project experience? Why?

2. Did this experience have any impact on the way that you see yourself, the world around you, or how you will become involved with your community in the future?

3. Choose three words that best describe your service-learning experience, and develop an essay around these words.

Special opportunity:
Community 101 invites you to submit your reflection essay for posting on our web site(www.pgefoundation.org). Send your completed essay **as a Word document attached to an e-mail**, to carol.reed@pgn.com. Please include photos of your project experience!

Take Care of Oregon Days Project Completion Report

Please return by mail, e-mail or fax to:
Carol Reed Community 101 Coordinator
PGE Foundation One World Trade Center, 3rd Floor
121 SW Salmon Portland, OR 97204
carol.reed@pgn.com **FAX: (503) 464-2929**

Name of Teacher/Advisor_____

Name of School_____District_____

City_____County_____Zip_____

Grade Level(s) _____Number of classes involved_____

Project Site _____

Community Partners for the Project (if applicable)_____
_____

How many people participated? Students:_____Adults:_____

What was your Community 101 Mission Statement?_____
_____
_____
_____

Did your Take Care of Oregon Days project connect to your C101 Mission Statement? How?_____
_____
_____

Continued on next page – please complete both pages

Community 101:
Take Care of Oregon Days Project Planning Unit

Take Care of Oregon Days Project Completion Report
continued

Your project goals_____

_____

_____

Did you meet your goals?　　　Yes ☐　　　No ☐

Project Results_____

_____

_____

_____

What went well?_____

_____

_____

What problems did you have?_____

_____

_____

What would you do differently next time?_____

_____

_____

Was this *Community 101 Take Care of Oregon Days Project Planning Unit* helpful to you? Do you have suggestions for changes or additions to this unit?

_____

_____

_____

_____

Please attach additional comments or information as needed.

Community 101

NEWS/PUBLIC RELATIONS

❑ Website and Photo Instructions
❑ How to Write a News Release
❑ News Media Contacts

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Web Site

Communication	CS.CM.01 Locate, process, and convey information using traditional and technological tools.
Essential Skills	Use technology to learn, live and work.

You are encouraged to create a site linked to your school homepage where you can post mission statements, pictures, awards, news articles and upcoming volunteer activities. Then be sure to send the link to scott.guptill@pgn.com, and the PGE Foundation will list it on the official Community 101 site so that other schools, sponsors and community groups can learn more about your school's Community 101 program.
You are responsible for the creation and upkeep of the site, so have fun and get creative.   Don't have the technology know-how? Talk to your School District Technology Coordinator or High School Web Class instructor for help. All groups that are technologically capable should have a Community 101 Web site.

Take Photos

You are doing great work – Let people know about it!! A great way to get community exposure and celebrate your achievements is with photos. Great pictures of your group volunteering, making tough decisions and celebrating are invaluable reminders of your hard work.

How to get good photos
- Don't take pictures of people standing around – instead get pictures of **students taking action.**
- Volunteer activities where you are interacting with community members are great opportunities for action shots.
- Make sure the flash is on – there is nothing like an overcast day to ruin a good photo
- Try to get digital photos – emailing to your contacts and uploading pictures to your web site is much easier when your memories are digital. Don't forget to email these to your Community 101 Volunteer.

Writing a News Release

Personal Management	CS.PM.02 Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
Communication	CS.CM.01 Locate, process, and convey information using traditional and technological tools.
	CS.CM.05 Write instructions, technical reports, and business communications clearly and accurately.
Essential Skills	Write clearly and accurately.

Let the public know what you're doing! Contact your local media – newspaper/television – see the "*Public Relations*" section for contact information.

When writing a news release, think about:
❑ Your schedule; Your target audience;

❑ The main thing you want to get across;

❑ The most important information: this should be in the first two sentences of the release.

Check your release to be sure that:
❑ Every name, date, time, place, fact, and figure, in the release is accurately recorded (spelled correctly), and has been checked with sources.

❑ All copy is typewritten and double-spaced on a single side of a sheet of standard 8 ½ x11 inch paper; Page margins are at least one inch on each side.

❑ If the release continues for more than one page include the word "more" at the bottom of the page- indicate the end of the release by inserting the symbols "*###*".

❑ You use short paragraphs-- even one-sentence paragraphs are okay in press releases.

❑ You are consistent with your style throughout!

❑ You include a quotation from at least one source, your principal or anyone else of significance, if you have the space.

And finally, remember to:
❑ Review your completed release with the Community 101 Coordinator.

❑ Coordinate your approaches to the media through the Community 101 Coordinator.

❑ Include your Community 101 class contact name, phone and email address in case the media has questions.

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<u>Sample News Release</u>

For immediate release

For more information contact: Ima Sample, Student 503/____-_____

High School Students Grant $5,000 to Oregon Nonprofits

Location, OR, (Date) Dec 25, 2008 – This is the story. Write about your Community 101 project, your Mission Statement, main concerns, grants presentation, etc. Always answer the questions WHO, WHAT, WHEN, WHERE, AND HOW in this first paragraph.

Be concise and short – your news release should be one page long and include only the most important things. If the editor is interested you can send him or her a fact sheet later. They will be interested in where you are volunteering and how much money is involved, or the total giving from all Community 101 programs.

"**Include a QUOTE** by you, your principal, or anyone else of significance if you have space," said Steve Smith, Title.

The last paragraph should be the BOILER PLATE, a statement that explains in the plainest of terms what you do. You should put the Community 101 description here. You also have to include the PGE Foundation boiler plate:

The PGE Foundation is committed to improving the quality of life for Oregonians. To achieve this mission, the Foundation seeks out and funds programs that enrich Oregon. It contributes approximately $1.25 million annually in grants to support the following primary areas of Oregon life: Education, Healthy Families, and Arts.

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If you happen to run onto two pages (but really try not to) you need to write - more- on the last line of the first page, and write ### on the last line of the article.

<div align="center">

###

</div>

News Media Contacts

If you need help in identifying your local media, please email or call Scott Guptill (503/464-8554.

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RESOURCES

- ❑ Community 101 Blog and ListServ Information
- ❑ Volunteer Opportunities
- ❑ Curriculum Resources
- ❑ Getting Connected: Student-Action Organizations
- ❑ History of Philanthropy

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Community 101 Blog and ListServ

Personal Management	CS.PM.05 Maintain appropriate interactions with colleagues.
Communication	CS.CM.01 Locate, process, and convey information using traditional and technological tools. CS.CM.03 Give and receive feedback in a positive manner.
Essential Skills	Use technology to learn, live and work.

The Community 101 Blog and ListServ are being set up to give groups opportunities to share information, ideas, thoughts and feelings. Each serves a slightly different purpose.

- The **C101 Listserv** is a wonderful email-based tool that will allow Community 101 members to communicate to all other C101 members at the same time. When you submit a question or something that you want others to know about right away to the C101 Listserv, your submission is immediately distributed to all of the other C101 members on the list through their email address.

- The **C101 Blog** serves a similar purpose, but is web-site based. So instead of receiving messages automatically as on the ListServ, you must first log on to the Blog to participate. The C101Blog is a perfect place to get in an online discussion or share thoughts and feelings, ideas and suggestions that everyone doesn't necessarily need to read or that don't require an immediate response.

How to Access the C101 Blog and ListServ

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Volunteer Opportunities

The best place to find volunteer opportunities is to look right in your own community and start talking to people. Check the phone book to track down your local service clubs (Key Club, Kiwanis, Lions, etc...), Scouts, 4-H, FFA, YMCA, Church, senior center, community center, or day care. Many schools have a volunteer coordinator that can also help you in your search. You'll find opportunities are everywhere – once you start looking.

Some web-based help can be found at:

Oregon Volunteers!
http://www.oregonvolunteers.org/
Oregon Volunteers promotes and supports AmeriCorps, volunteerism and civic engagement to strengthen Oregon communities. OV! develops and maintains a clearinghouse of Oregon volunteer resources. For volunteer opportunities go to:
http://www.oregonvolunteers.org/cgi-bin/display.cgi?page=volunteer

SOLV
http://www.solv.org/
SOLV brings together volunteers in programs and projects to enhance the natural environment and livability of Oregon.   The website lists a variety of volunteer opportunities available throughout the state at all times of the year.   Students are invited to join in regularly scheduled events, as well as Education programs designed to be incorporated into school-based curricula.

Volunteer Here
http://www.volunteerhere.com/default.asp
Part of the Partnership for Volunteer Impact whose mission is to create an innovative collaboration to increase volunteerism in the four county Portland-Vancouver area. Includes a searchable database of volunteer opportunities.

VolunteerMatch
http://www.volunteermatch.org/
VolunteerMatch is a leader in the nonprofit world dedicated to helping everyone find a great place to volunteer. Includes a search engine to help you more easily find the right volunteer opportunity, right away.

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Hands On Portland

http://www.handsonportland.org/

Hands On Portland works with organizations to connect a community of volunteers to a variety of meaningful opportunities for service and leadership. Includes a searchable database of volunteer opportunities.

Camp Fire Boys & Girls

http://www.portlandcampfire.org/

SERVEnet

http://www.servenet.org/dsp_home_public.cfm

SERVEnet.org is the premier web site on service and volunteering. Through SERVEnet, users can enter their zip code, city, state, skills, interests, and availability and be matched with organizations needing help.

Make a Difference Day

http://www.usaweekend.com/diffday/

Make A Difference Day is a national day of helping others -- a celebration of neighbors helping neighbors - that takes place annually on the fourth Saturday of every October. Check the website for details of how your group can participate.

Idealist.Org Kids & Teens

http://www.idealist.org/kt/volunteer.html

Need some help finding volunteer opportunities in your community? You have come to the right place.

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Curriculum Resources

SOLV www.solv.org
SOLV provides oodles of lesson plans – all free, and all aligned to Oregon content standards and diploma requirements. Some are posted on the Web site for downloading, others can be ordered from SOLV directly. SOLV staff can also offer project planning assistance, and both site and technical assistance with restoration and enhancement projects.

Project Plan-It! www.ysa.org/planit
Youth Service America's online project planning tool to help young people develop a custom plan for their service project using the Internet. Project Plan-It! uses an interactive series of questions and templates that guide the user through the project planning process, and allows them to print out their plan, timeline, budget, funding proposal, press release, service-learning reflection plan, and other helpful resources.

Participatory Evaluation with Young People
http://www.ssw.umich.edu/youthAndCommunity/
This free workbook was prepared to help young people develop knowledge for action and change through program evaluation, community assessment, policy analysis, or other studies. It provides practical tools for participatory evaluation, including steps in the process, methods of gathering information, making sense of the findings, and formulating strategies for creating change. Made available through the University of Michigan School of Social Work.

National Service Learning Clearinghouse http://www.servicelearning.org/
The Learn and Serve America National Service-Learning Clearinghouse (NSLC) supports the service-learning community including kindergarten through grade twelve, as well as all others interested in strengthening schools and communities using service-learning techniques and methodologies.
Click on Resources to find a variety of support materials.

Learning to Give   http://www.learningtogive.org/
Learning to Give offers lesson plans, activities, and resources to educate youth about the power of philanthropy - sharing time, talent and treasure - empowering young people to make a difference in their school, their community and their world!

National Youth Leadership Council http://nylc.org
The NYLC web site is one of the best resources out there, providing the whole range of tools for K-12 educators and students to learn about quality service-learning programs including the new Service-Learning Standards of Quality Practice.

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Getting Connected: Student Action Organizations

Do Something

http://www.dosomething.org/

Do Something is all about your ideas, your solutions and your vision for a better community. Do Something is a nationwide network of young people who know they can make a difference and take action to change the world around them.

Giving Network – Youth Philanthropy - Resources

http://www.givingnetwork.org/yppage2.html

Young people are philanthropists, too! These sites offer young people opportunities to get involved in philanthropy (including grantmaking), leadership and service.

SoundOUT!

http://www.soundout.org/index.html

SoundOut is a nonprofit program promoting meaningful student involvement throughout education by providing programs, training, consultation, and technical assistance to educators committed to meaningfully involving students as partners in schools.

The Free Child Project

http://www.freechild.org/aboutus.htm

The Freechild Project is a nonprofit community building program. The website is designed for young people and adults committed to changing the world - together. It is designed to highlight issues, actions and resources.

Yes!

http://www.yesworld.org/

YES! is a non-profit organization that connects, inspires and empowers young changemakers to join forces for a thriving, just, and sustainable way of life for all.

Youth in Philanthropy

http://youth.fdncenter.org/youth_getinvolved.html

Scroll through the links and choose from a wide variety of Web sites that offer ideas for volunteering and getting involved in philanthropy. Here you'll find information on everything from starting a club to help out in your community, to instructions on how kids can start their own nonprofit organizations!

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Youth Leadership Institute
 http://www.yli.org/philanthropy/
Youth Leadership Institute builds communities where young people and their adult allies come together to create positive social change. YLI designs and implements community-based programs that provide teens with leadership skills in the areas of prevention, philanthropy, and policy and civic engagement.

Youth Service America (ysa)
http://www.ysa.org/program/program.cfm
YSA is a resource center that partners with thousands of organizations committed to increasing the quality and quantity of volunteer opportunities for young people in America, ages 5-25, to serve locally, nationally, and globally.

Youth Venture
http://www.youthventure.org/index.php
Youth Venture helps to empower young people ages 12-20 by providing them all the tools necessary to create civic-minded organizations, clubs or businesses. They strive to reach and support any young person nationwide who has a dream about how to make a difference, and the dedication to make it happen. Youth Venture provides access to a variety of resources including: a national network of like-minded young people, media opportunities and up to $1,000 in seed capital needed to launch their organizations.

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Brief History of Philanthropy in America

The fabulous American volunteers built the greatest nation the world has ever known. They stood their ground at Concord, pledged their lives to independence and, at Benjamin Franklin's urging, established public libraries and volunteer firehouses. In the process, these dauntless men and women charted an untraveled course — one that evolved into a revolutionary understanding of social responsibility. It is as though these new concepts were indigenous to the United States since the cultures our forefathers left behind spoke not at all of helping one another, volunteerism, or of sharing one's wealth for the betterment of humanity.

2003 DONOR SOURCES

Foundations 10.9%
Bequests 9.0%
Individuals 74.5%
Corporations 5.6%
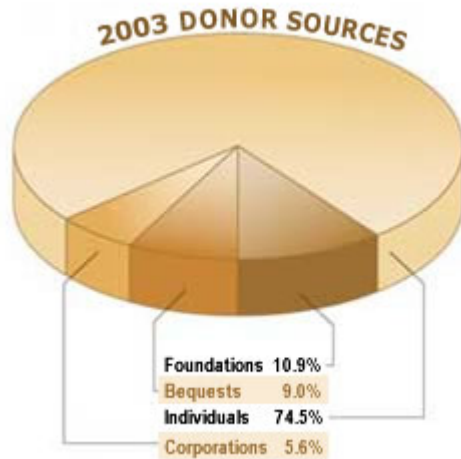
History records that the United States was about philanthropy before it was a nation. Volunteers called it "begging" when, in 1643, Harvard conducted what is believed to be our first recorded fund drive. It raised 500 pounds and was thought a "great success." Every year since, as pioneers spread cities across the continent, volunteers asked and donors responded.

Then, out of the horror of civil war, a nation of diverse people, nationalities and cultures bound by shared tragedy, tested whether their "nation or any nation so conceived... could long endure." Separately but simultaneously, on both sides of the contest, armies of volunteers sold bonds and gathered contributions hoping for resolution.

The Civil War's influence on philanthropy didn't end with the surrender at Appomattox, however. Their fund raising efforts introduced a process that, during the great wars of the 20th century helped galvanize the nation while formalizing and popularizing charity as fundamental to the American social conscience. And ultimately, the income tax Abraham Lincoln instituted to finance the Union's preservation grew to such an extent that exemptions from it now encourage charity—particularly among the wealthy.

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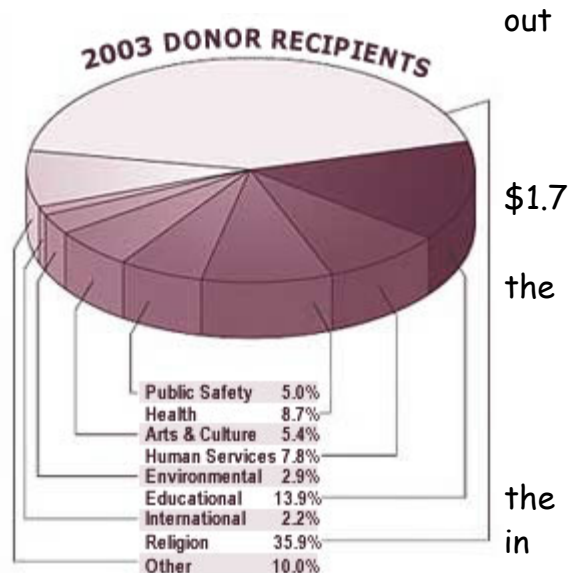News- Resources (SAA reviewed).doc

The modern notion of philanthropy began with Andrew Carnegie, who in an essay titled "The Gospel of Wealth" published in 1889, gave birth to the idea that the rich should, instead of "leaving their wealth to their families, administer it as a public trust during life."

The Carnegie essay prepared the way for John D. Rockefeller, Sr., who in 1891 hired staff to help manage his philanthropic enterprises. The state of New York chartered the Rockefeller Foundation in 1913, but only after the U.S. Congress refused to do so.

Pressured by an increasingly charitable America and the increasingly obvious need for charity in a booming post war economy, legislation in 1921 finally brought tax relief in exchange for personal giving. Corporations had to wait until 1935 and the Great Depression.

Perhaps prompted by tax breaks, or out of a sense of gratitude, or perhaps motivated by a burning desire to create a better world, giving has increased steadily, from an estimated $1.7 billion in 1921 to more than $200 billion a year; an 88 percent increase in the last decade; and more money than many nations produce as a gross national product.

The long rich history of philanthropy in the United States is now so deeply rooted in our national psyche it is as though "giving generously" even "at the office" has become infused in the American genetic code. Around this an entire industry has grown. It includes more than 733,000 tax-exempt organizations, employing bread winners by the tens of millions, generating trillions in revenues and supported by the charity of 50,000 foundations and the volunteer efforts of more than 90 percent of our adult population.

2003 DONOR RECIPIENTS

Category	Percent
Public Safety	5.0%
Health	8.7%
Arts & Culture	5.4%
Human Services	7.8%
Environmental	2.9%
Educational	13.9%
International	2.2%
Religion	35.9%
Other	10.0%

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Community 101

FAQ's

1. What is service-learning?
2. What is Community 101?
3. What is the mission of Community 101?
4. How do I apply to have Community 101 at my school?
5. What is required to use Community 101?
6. How long has Community 101 been in operation? Where did the idea come from?
7. Where does the funding come from?
8. What is the PGE Foundation?
9. What is a grant?
10. What is a 501(c)(3)?
11. What are the most common grants awarded by Community 101 students?
12. How does the challenge grant work?
13. Does Community 101 have to be implemented in a high school class curriculum?
14. How does Community 101 help meet Oregon's new high school diploma requirements?
15. What are "PGE Employee dollars"?
16. Where do I begin researching nonprofits in my area?
17. How would my organization or nonprofit get involved?
18. What is the role of a Community 101 Volunteer?
19. How do I apply to be a Volunteer?
20. How does the PGE Foundation evaluate participating schools?

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Frequently Asked Questions

1. What is service-learning?

Service-learning is a teaching and learning strategy that integrates community service with academic study and reflective practice to enrich learning, teach civic responsibility, and strengthen communities. Service learning is education through experience with civic engagement. Community 101 and SOLV's Take Care of Oregon Days opportunities are prime examples of how students develop invaluable life skills through interacting with members of their community. Service-learning educates students for the future because it is practical, applicable, interdisciplinary and personally meaningful to the student.

2. What is Community 101?

Community 101 is a student grantmaking and volunteerism program for students. It has been operating in an average of 25 schools per year since 1997. Groups or classes of students volunteer and are given an average of $5,000, which they must give away to nonprofit organizations and schools of their selection. Students extend their classroom learning by operating much like a mini-foundation. They learn about issues in their communities and are empowered to make a difference by being involved.

Community 101 is a service-learning tool that teachers can use to enhance their curriculum. It is a flexible but structured program which takes 7-9 months to complete, and is usually used during a typical school year. Best used in the classroom setting, it can also be used as a club or other youth group project.

3. What is the mission of Community 101?

The mission of Community 101 is to provide students opportunities for service and leadership through philanthropy and volunteering. Students discover that they can make a positive difference in their community by being involved.

4. How do I apply to have Community 101 at my school?

Applications are welcome from innovative teachers who want to add a community service-learning component in their classroom. The _Teacher Application_ is available online in Portable Document Format (PDF). You will need to have Adobe™ Acrobat™ Reader to view this document.

The Community 101 application process generally occurs in January-February and may involve a teacher interview. The Foundation notifies applicants of the outcome by May-June. Teachers receive the Community 101 handbook and are invited to attend a teacher/student workshop in September.

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5. What is required to use Community 101?

❑ A completed Community 101 application

❑ Funding for grantmaking

❑ Student volunteerism – students are required to perform and document 2-4 volunteer hours per month September through April. (volunteering must be done in connection with Community 101)

❑ The Community 101 Advisor/Student Handbook

❑ A teacher or advisor

❑ A minimum of 10 students with a regular meeting time who are committed to completing the program in its entirety (i.e., 7-9 months, generally, though exceptions can be made for specific circumstances). Program time requirements average 4 classroom hours monthly, beginning in September and ending in April-May

❑ Attendance by teacher (and 1-2 students) at Community 101 training workshop

❑ **Optional**: A Community 101 Volunteer may provide technical assistance to the teacher and students and oversee the program on behalf of the PGE Foundation

❑ An awards presentation by Community 101 students

❑ Student fundraising is encouraged and <u>must be done in the name of Community 101</u>

❑ Program recognition by school and community

❑ A completed Community 101 Activities Checklist

6. How long has Community 101 been in operation? Where did it originate?

Community 101 is a program of the PGE Foundation and The Oregon Community Foundation and is a student grantmaking and volunteer program. It is modeled on a similar program, called EPYCS (El Pomar Youth in Community Service), pioneered by the El Pomar Foundation in Colorado. In 1997 the PGE Foundation began Community 101. In 2008, PGE Foundation partnered with The Oregon Community Foundation to offer the program to more students throughout Oregon.   Since its inception eleven years ago, over 5,000 students have been involved and over $1 million distributed to Oregon nonprofit organizations.

7. Where does the funding come from?

The PGE Foundation provides grantmaking funds and seeks other corporations, foundations and individuals to sponsor programs so that more young Oregonians can experience this opportunity to learn about civic engagement and social responsibility.

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8. What is the PGE Foundation?
It is the corporate foundation of Portland General Electric in Portland, Oregon. Created in 1997, it is an endowed foundation that makes small and large differences to programs touching the lives of thousands of Oregonians. Its mission emphasizes the promotion of educational excellence, healthy families, and access to the arts and culture in Oregon. The PGE Foundation is a 501(c)(3) and has a governing board made up of community leaders and company executives.

9. What is a grant?
A grant is the award of funds to an organization or individual to undertake charitable or tax-exempt activities.

10. What is a 501(c)(3)?
The 501(c)(3) status is a designation given by the IRS (Internal Revenue Service) to an organization that exists for a charitable purpose, is a nonprofit organization, and is tax exempt. The IRS has a number of different designations for nonprofit organizations. A "nonprofit" organization could be one of a number of kinds of nonprofits. Just like a person might be a doctor, that person could be one of a number of kinds of doctors. It is helpful for you to know that organizations such as schools and governmental (city, county) entities are the government equivalent of nonprofit organizations.

11. What are the most common grants awarded by Community 101 students?
Community 101 grants are required to be in accordance with the focus areas of the PGE Foundation: <u>education</u>, <u>healthy families</u>, and <u>arts and culture</u>. Grants usually range between $500 to $2000.

12. Does Community 101 have to be implemented in a high-school class curriculum?
Community 101 syllabus is extremely flexible and can be incorporated into almost all curricula. Examples of some programs that have been successful in the past are elementary, high school and college classes, language and culture classes, alternative schools, after-school clubs, academic competitions and even juvenile justice centers. Teachers use the program as a tool to enhance the class curriculum by providing a service-learning opportunity.

13. How does Community 101 help meet Oregon's new high school diploma requirements?
Over the past few years, the Oregon State Board of Education has adopted new high school graduation requirements. To earn a high school diploma, in addition to

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completion of District-prescribed numbers of credits in various subject areas (Math, Language Arts, Science, etc.) students will need to develop an education plan and build an education profile; demonstrate an Extended Application through a collection of evidence; demonstrate career-related knowledge and skills in six areas; participate in career-related learning experiences as outlined in the education plan; and meet nine essential skills stranded across all content areas.

The Community 101 program provides students an excellent opportunity to demonstrate proficiency in all six areas of Career Related Learning Standards: Personal Management, Problem Solving, Communication, Teamwork, Employment Foundations and Career Development. Activity-by-activity alignments are included in this handbook, demonstrating the link between the proposed activity and specific standards.

Community 101 also could be a framework for the participating student to develop an Extended Application, through the intentional connection of knowledge and skills acquired during the project, to the student's personal, academic, and/or career interests and post-high school goals and plans.

For more information, see the "*Diploma Requirements"* section of this Handbook. Instructional assistance on the connections between the activities and the standards is also available from the Community 101 staff in these areas.

16. Where do I begin researching nonprofits in my area?

There are hundreds of resources available for students to investigate nonprofits. The easiest place to start is the Internet. Check out links to nonprofit search engines in the workbook. Other options are the library, local government offices, information offices and the good old-fashioned telephone book. Another great resource is talking with your friends and family. You will be surprised how many agencies you hear about just by starting a conversation!

17. How would my organization or nonprofit get involved?

For more information about how your organization or nonprofit can get connected to a group of Community 101 students, contact the Community 101 Program Director, or link to the PGE Foundation's Community 101 web site.

18. What is the role of a "Community 101 Volunteer"?

Volunteers facilitate the implementation of the Community 101 program with a teacher or youth advisor. They provide technical assistance to teachers and students and keep the PGE Foundation and funding sponsor updated with class's progress.

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19. How do I apply to be a Volunteer?

Applicants should contact the Community 101 Program Director at 503/464-7614.

Please submit your letter of interest to:
Community 101
PGE Foundation
One World Trade Center, 3rd Floor
121 SW Salmon
Portland, OR 97204

Or email to: Carol.Reed@pgn.com or Scott.Guptill@pgn.com
Or fax to: Carol Reed, 503-464-2929

20. How does the PGE Foundation evaluate participating schools?

Participating schools are required to complete and submit a Community 101 Activities Checklist in the Spring. This checklist provides a snapshot of the many activities that the teacher and students have been involved in throughout the year and helps determine whether or not a particular school program will receive continued funding.

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Glossary

Philanthropy: Works or endeavor, as charitable aid, intended to increase the well-being of humanity; love of humanity in general.

C101 Program Director: A Foundation representative who administers the Community 101 program, coordinates funding, engages education community, provides materials and training to teachers and volunteers, and provides program results to the PGE Foundation.

C101 Volunteer: Volunteers facilitate the implementation of the Community 101 program with youth. They provide technical assistance to teachers and students and keep the PGE Foundation and funding sponsor updated with your class's progress.

Base Dollars: Generally, up to $5,000 for student grantmaking to nonprofit organizations and schools in Oregon; $4,000 must be given to nonprofits and $1,000 may be used for in-school grants.

Student Fundraising Dollars: Funds raised by students to grant to a nonprofit organization through the Community 101 program.

Grantmaking: Giving money for a philanthropic purpose, i.e., funding programs to help those people who need assistance.

In-school Grant: Money to help fund a project or program that aids students in an educational manner.

Funder/Sponsor: Organization or person providing the funds for student grantmaking.

Career-Related Learning Standards (CRLS): Part of Oregon's K-12 system of required standards, curriculum goals, and common criteria, the Career-Related Learning Standards are designed to provide each student with fundamental skills essential for success in employment, college, family, and community life – and are a requirement for the high school diploma (in 2007-08). The six CRLS standards areas are: Personal Management, Problem-Solving, Communication, Teamwork, Employment Foundations, and Career Development.

Essential Skills: Required by 2012 of all Oregon high school graduates, the nine endorsed essential skills are process skills that cross academic disciplines and are embedded in the content standards. The skills can be applied in a variety of courses, subjects and settings.

Oregon's Extended Application for graduation: Students apply and extend school-based academic and career-related knowledge and essential skills in new and complex situations appropriate to the student's personal, academic and/or career interests and post-secondary education and/or employment goals.

Service–Learning: Service-learning is a teaching and learning strategy that involves the intentional connection of academic learning (often classroom-based) with meaningful service to the community (addressing real needs). Service-learning always includes structured time for students to think, talk or write about what they did and saw during the service activity (reflection). Service-learning helps foster the purposeful development of a sense of community connection and caring for others (civic engagement).

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2007-08
Grants

08/08/08

2007-2008 Community 101 Grants
Made by Astoria High School

Funded by PGE Foundation/ODE Learn and Serve Grant

Mission Focus: Improving the quality of life for local youth through social programs.

Second Chance Rescue Center	**$ 500.00**
First Baptist Church	
(Assist in leasing temporary shelter for homeless)	
Life Works NW	**$2,000.00**
(Substance abuse treatment to clients under 18, some who are enrolled in Juvenile Drug Court)	
Sober Activities for Everyone	**$1,000.00**
Astoria School District	
(In-school grants)	
(Funds for activities to promote positive decision making among students)	
Clatsop Behavioral Healthcare	**$1,500.00**
(Child play/teen therapy room)	

Total   **$ 5,000.00**

2007-2008 Community 101 Grants Made by:
Canby's Knight, Lee, Trost and Eccles Elementary School's T/G
Program

Funded by PGE Foundation/ODE Learn and Serve Grant

Mission Focus: Students focused on the effects of drugs and
alcohol on families.

The Dougy Center, Inc   **$1,000.00**
(Funds would sponsor one family at Walker's House for one year)

Bradley-Angle House   **$1,000.00**
(Support families in the Domestic Abuse Program)

Kids on the Block Awareness Program   **$1,000.00**
(Support Children's Art Therapy Program)

Youth Impact   **$ 500.00**
(Support ropes course)

My Sisters House   **$1,000.00**
(Support technical support for families)

Ninety One Elementary School   **$ 250.00**
(Support School-wide character education)

Eccles Elementary School   **$ 250.00**
(Support 'character Counts' program)

                                        Total $ 5,000.00

2007-2008 Community 101 Grants
Made by Carus Elementary School Fifth Grade Class

Funded by PGE Foundation

Mission Focus: Support organizations that make a difference supporting prevention of gang violence, poverty and teen pregnancy.

Canby Center   **$1,500.00**
(Community center development with activities
and programs for at risk youth)

Self Enhancement, Inc.   **$2,000.00**
(Support after school support groups for at
risk middle school students)

Human Solutions   **$1,500.00**
(Provide temporary housing and other assistance
for homeless families)

                                        TOTAL: **$5,000.00**

2007-2008 Community 101 Grants
Made by Centennial High School

Funded by PGE Foundation

Mission Focus: Support organizations that confront teen abuse and advocate for children with special needs.

Bradley Angle House   **$4,000.00**
(Enhance the hotline that assists middle and high school students being abused)

Century High School In School Grant   **$1,000.00**
    Special Education Program $1,000.00

                    TOTAL: **$5,000.00**

2007-2008 Community 101 Grants
Made by Century High School

Funded by PGE Foundation

Mission Focus: Support organizations that confront teen homelessness, advocate for children and assist those with special needs.

My Father's House, A Community Shelter, Inc.	**$1,700.00**
(Provide beds for new facility to assist teens)	
Community Action Organization	**$1,200.00**
(Promote the welfare of homeless children)	
Outside In	**$1,100.00**
(Tools to help homeless youth reach their goals)	
Century High School	**$1,000.00**

> Speech and Debate ~ $300.00
> Nolan Hergert College Seminar ~ $250.00
> Century Nursery ~ $450.00

TOTAL: **$5,000.00**

2007-2008 Community 101 Grants
Made by College Hill High School

Funded by PGE Foundation/ODE Learn and Serve Grant

Mission Focus: Concerned about substance abuse and homelessness.

Jackson St. Youth Shelter	**$ 500.00**
(Funds to support art program for at-risk youth)	
Cornerstone Associates, Inc.	**$ 500.00**
(New lockers for clients who participate in the Community Access Program)	
Community Outreach, Inc.	**$1,500.00**
(Funds to support Alcohol & Drug Treatment Program)	
Parenting Enhancement Program	**$1,000.00**
(Funds to support parenting education and adult skills training process)	
Home Life, Inc.	**$ 500.00**
(Funds to support new roof of a duplex home that will house people with disabilities)	
Love, Inc.	**$ 500.00**
(Grant to assist displaced low income children and families)	
College Hill High School	**$ 500.00**
(In-school grant)	
Total	**$ 5,000.00**

2007-2008 Community 101 Grants
Made by David Douglas High School

Funded by PGE Foundation

Mission Focus: Focus on improving family services and promoting overall family health.

Raphael House of Portland (Funding their children's program)	**$1,200.00**
The Dougy Center (Funding teen participant in program for a year)	**$ 900.00**
CASA (Funding to recruit, train, assign, and supervise new volunteers)	**$ 900.00**
Portland Youth Builders (Funds construction training program)	**$ 500.00**
Union Gospel Mission (Funds life addiction recovery program)	**$ 500.00**

In-School Grants   **$1,000.00**
    Kids Closet $500.00
    Sparrow Club $500.00

Total   **$5,000.00**

2007-2008 COMMUNITY 101 GRANTS
Made By Elkton High School

Funded by The Ford Family Foundation

Mission Focus: To stand as positive role models among our peers to promote prevention involving the struggling and troubled youth and encourage education for all.

# of Students	3
Funding	
Ford Family Foundation (grantmaking funds)	$4,000
PGE Foundation	1,000
Fundraising	585
Total Funding	**$5,585**

Community Grants	
Hope Pregnancy Center	$1,000
Hosea Youth Services	1,715
New Directions Northwest, Inc.	1,285
Total Community Grants	**$4,000**
In School Grants	
Art Class	$200
Special Education Resource Room	200
Lunch Program	200
Physical Education	200
Grade School Technology	200
Total In School Grants	**$1,000**
Grand Total Grantmaking	**$5,000**

2007-2008 Community 101 Grants
Made by Fir Ridge Campus of David Douglas School District

Funded by PGE Foundation/ODE Learn and Serve Grant

Mission Focus: Students focused on community-based projects that impact the health and wellness of young adults.

Insights Teen Parent Program	**$1,400.00**
(Provide case management services to teen parents at risk)	
New Avenues for Youth	**$1,200.00**
(Support the photography program for homeless youth)	
Metropolitan Family Services	**$1,400.00**
(Support healthy teen programs)	
Fir Ridge Campus	**$1,000.00**
(In-school grants)	

     The Alliance $500.00
     Summer Survival $500.00

                                      Total   **$ 5,000.00**

2007-2008 Community 101 Grants
Made by Forest Grove High School

Funded by Regence BlueCross BlueShield of Oregon

Mission Focus: Support organizations that address teen health issues teen.

Family Bridge (Western Washington County Interfaith Hospitality Network)   **$2,300.00**
(Funds will support new laundry equipment to
provide laundry facilities to their clients)

Birthright of Hillsboro   **$1,200.00**
(Funds will support outreach to build awareness of
the help they give to young parents)

People Helping People   **$1,000.00**
(Funds will provide essential needs (clothing/laundry)
to low-income adults with disabilities)

Forest Grove High School   **$ 500.00**
    In School grants:
        Sparrow Club $300.00
        (support a child in emergency medical need)
        SADD $200.00
        (serve students impacted by depression)

                        Total $5,000.00

2007-2008 Community 101 Grants
Made by Glencoe High School

Mission Focus: Target organizations that support children who suffer abuse.

Funded by PGE Foundation

Raphael House of Portland	**$2,000.00**
(Domestic violence prevention for children)	
Morrison Child and Family Services	**$1,000.00**
(Provide therapeutic puppets for Incredible Years program)	
Children's Trust of Oregon	**$1,000.00**
(Mother's and Father's Day educational program)	
Glencoe High School	**$1,000.00**
(In-school grants)	
Total	**$5,000.00**

2007-2008 Community 101 Grants
Made by Jesuit High School

Funded by PGE Foundation

Mission Focus: Support organizations that make a difference in their community supporting drug education and prevention.

Volunteers of America	**$2,000.00**
(Speakers bureau, meals, transportation, and scholarships)	*2,000.00
Solutions Motorcycle Club Inc.	**$1,000.00**
(Clean and Sober mentors program for youth in northwest correctional institutions: meals, transportation and camping fees)	*1,000.00
Kids on the Block	**$1,000.00**
(Educational drug awareness puppet shows puppets and materials)	*1,000.00
Self Enhancement, Inc.	**$1,000.00**
(Guidance/discussion groups)	*1,000.00
TOTAL:	**$5,000.00**
	*10,000.00

***Jesuit School Fundraiser matched the above
Grants – doubling them to total $10,000.**

2007-2008 Community 101 Grants
Made by Kalapuya High School

Funded by PGE Foundation/ODE Learn and Serve Grant

Mission Focus: Fund agencies that support child abuse victims.

Ophelia's Place ~ Womenspace, Inc. (Support group for female victims of child abuse)	**$1,625.00**
Pearl Buck Center, Inc. (Provide sandbox for playground)	**$ 575.00**
Looking Glass Youth and Family Services (Support shelter and residential treatment center)	**$1,000.00**
Center for Family Development (Mental health therapy for children)	**$ 800.00**
Kalapuya High School Urban Plunge (In-school grant)	**$1,000.00**
Total	**$ 5,000.00**

2007-2008 Community 101 Grants
Made by Kennedy Transitional School ~ Cottage Grove Classroom

Funded by PGE Foundation/ODE Learn and Serve Grant

Mission Focus: Empowering youth to serve their community.

Cottage Theater	**$ 500.00**
(Fund theater productions that include children and young adults)	
Special Olympics Oregon - Cottage Grove	**$1,500.00**
(Provide lodging for summer track & field participants)	
Family Relief Nursery	**$1,000.00**
(Sponsor a child for a year)	
Parent Partnership, Ltd.	**$1,000.00**
(Provide teenage mothers with continuing education)	
Cottage Grove Area Habitat for Humanity	**$1,000.00**
(Provide low income housing for area residents)	
Total	**$ 5,000.00**

2007-2008 Community 101 Grants
Made by La Salle High School

Funded by PGE Foundation

Mission Focus: Support organizations that confront hunger and children in poverty.

Blanchet House of Portland (Food tray replacement)	$ 479.88
Immaculate Heart Catholic Church (New heating system)	$ 470.12
St. Vincent De Paul Parish (Downtown Chapel) (Community programs equipment upgrade)	$1,350.00
L'Arche Nehalem (Send a core member to training program)	$ 700.00
Outreach Ministries (To support nutrition program)	$2,000.00
TOTAL:	**$5,000.00**

2007-2008 Community 101 Grants
Made by LEP Charter School

Funded by PGE Foundation

Mission Focus: Fund agencies that promote awareness, education, and resources concerning teen pregnancies.

Portland Impact, Inc.   **$2,000.00**
(Education enhancement program for high poverty schools)

LEP High School   **$1,000.00**
(In-school grant – new school sign)

                                              Total $ 3,000.00*

2007-2008 Community 101 Grants
Made by Lincoln High School

Funded by PGE Foundation

Mission Focus: Focus on issues of poverty, hunger and homelessness.

Sisters of the Road	$1,000.00
(Provide delicious, nutritious meals)	
Blanchet House of Hospitality	$ 500.00
(Replace serving trays with heavy duty plates)	
Raphael House of Portland	$1,000.00
(Fund program to reduce impact of domestic violence on children)	
Portland Impact	$1,500.00
(Assist formerly homeless mothers stabilize their lives)	
Lincoln High School	$1,000.00
(In-school grants)	

    Science Department   **$500.00**
    Foreign Language Department   **$500.00**

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TOTAL: **$5,000.00**

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2007-2008 Community 101 Grants
Made by Milwaukie High School

Funded by PGE Foundation

Mission Focus: Support organizations that focus on drug, alcohol, child abuse and education.

I Have a Dream Foundation $1,500.00
(Provide materials, equipment for summer learning program)

Annie Ross House $ 500.00
(Fund small items for residents)

My Story, Inc. $1,500.00
(Provide materials, equipment for summer photography workshops)

Raphael House of Portland $1,000.00
(Education programs to reduce child violence)

Milwaukie High School $ 500.00
(In school grants)
        TOTAL **$5,000.00**

2007-2008 Community 101 Grants
Made by Nestucca High School

Funded by the Juan Young Trust

Mission Focus: Increase communication between local organizations, addressing community needs, and funding service learning projects.

Pass it on Ministries (The Beaver Community Church)   **$ 500.00**
(Creation of emergency food supplies for the local
food bank)

Nestucca Family Foundation   **$1,000.00**
(Support sending books home with elementary school children)

Cedar Creek Child Center   **$3,000.00**
(Upgrading new facilities to assist children in poverty)

Community Arts Project   **$1,000.00**
(Purchase a rolling drying rack for children art projects)

Nestucca Volunteer Firefighter Association   **$1,000.00**
(Materials to post addresses for senior citizens on road)

                                   TOTAL   **$6,500.00**

Juan Young Trust   **$5,000.00**
Nestucca High School Student Fundraising   **$1,500.00**

2007-2008 Community 101 Grants
Made by Newberg High School

Funded by Trillium Fund of the Oregon Community Foundation

Mission Focus: Support organizations that make a difference in their community by targeting homelessness and serve the community recreational needs.

Newberg F.I.S.H. Emergency Services	**$2,000.00**
(Domestic needs for the low income citizens)	
Love, Inc., Newberg	**$2,000.00**
(Provide families in need with food, clothing and fuel)	
Newberg High School	**$1,000.00**
(In-school grants)	
SMART Reader Program, Edwards Elementary	$500.00
Newberg High School field project	$500.00
TOTAL:	**$5,000.00**

2007-2008 Community 101 Grants
Made by North Douglas High School

Funded by The Ford Family Foundation

Mission Focus: Award funds to community organizations that reach out to the needs of those impacted by drug and alcohol abuse, stress, lack of self-esteem and lack of recreational facilities.

# of Students	22
Funding	
Ford Family Foundation (grantmaking funds)	$4,000
PGE Foundation	0
Fundraising	500
Total Funding	**$4,500**

Community Grants	
Douglas County Health & Social Services	$ 500
Yoncalla Middle School	400
Yoncalla High School	300
Yoncalla High School	600
Komemma Cultural Protection Association	400
FISH of Drain	400
North Douglas Performing Arts	300
Cottage Grove Recreation	500
Total Community Grants	**$3,400**
In School Grants	
Art Room	$ 100
P.E.	100
Swim Lessons for student with financial need	150
Cheer Uniforms	175
Counseling	100
P.E.	200
Total In School Grants	**$ 825**
Grand Total Grantmaking	**$4,225**

2007-2008 Community 101 Grants
Made by North Salem High School

Funded by PGE Foundation

Mission Focus: Support organizations that make a difference in prevention of child abuse.

Family Building Blocks   **$515.00**
(Funds to help purchase meals for infant/toddler
Therapeutic classrooms)

St. Francis Shelter   **$185.00**
(Funds to help purchase children's education
software for their library)

Salem Leadership Foundation   **$1,190.00**
(Provide funds to support foster children incentives)

Liberty House   **$2,110.00**
(Support parent classes in Spanish. Understanding
the dynamics of Child Sexual Abuse)

North Salem High School   **$1,000.00**
      (In-school grants)
- Health Occupations
- Rotary Interact
- Cancer Crusaders

                    TOTAL: **$5,000.00**

2007-2008 Community 101 Grants
Made by Open Meadow Social Services CRUE School

Funded by Northwest Health Foundation

Mission Focus: Support organizations that confront teen pregnancy and discrimination in health care.

NARA NW (Native American Rehab Association) $2,000.00
(Transition house for Women with Children)

Raphael House $1,000.00
(Children's program to reduce impact of domestic
violence on children)

Immigrant & Refugee Community Organization (IRCO) $1,000.00
(African Health Workshops that provide health care
systems training to African refugees)

Outside In $ 500.00
(Client Assistance - tools to help homeless youth
reach their goal)

Planned Parenthood $ 500.00
(Reproductive and sexual health care for youth)

TOTAL: **$5,000.00**

2007-2008 Community 101 Grants
Made by Oregon City High School

Funded by PGE Foundation/ODE Learn and Serve Grant

Mission Focus: Support organizations with emphasis on children in poverty, substance abuse and sexual assault.

Sexual Assault Resource Center   **$1,700.00**
(Support 9-week school based curriculum)

Friends of the Children - Portland   **$1,700.00**
(Positive outdoor adventure activities for at-risk youth)

DePaul Treatment Centers, Inc.   **$1,700.00**
(Support shelter and residential treatment center)

                              Total   **$ 5,100.00**

$2,500.00	**ODE Grant**
$2,500.00	**PGE Foundation**
$ 100.00	**Student Fundraising event**
$5,100.00	**TOTAL**

2007-2008 Community 101 Grants
Made by Parkrose High School

Funded by PGE Foundation

Mission Focus: Support organizations that focus on teen pregnancy and transitional youth.

Outside In $1,334.00
(Assist homeless teens to reach their goals)

Insights Teen Parent Program $1,333.00
(Fund housing group, case management and
information referral)

My Fathers House, A Community Shelter Inc. $1,333.00
(Supplies and educational materials for children)

Parkrose High School $1,000.00
(In-school grants
 ~ Parkrose Alternative Center of Education)

                                    TOTAL: **$5,000.00**

2007-08 Community 101 Grants
Made by Pendleton High School

Funded by AAA Oregon-Idaho/ODE Learn and Serve Grant

Mission Focus: Awarding funds to community organizations that help children who are in need.

Homestead Youth & Family Services, Inc.   **$1,250.00**
(Assist at-risk youth to earn high school credits and diploma)

Pendleton Academies   **$1,250.00**
(Serve children from 5-17 years old with mental and behavioral disorders)

Pioneer Relief Nursery   **$1,500.00**
(Provide family services and early childhood programs)

Pendleton High School FBLA   **$1,000.00**
(In-school grants)

                                        TOTAL $5,000.00

$2,500.00   ODE Grant
$2,500.00   AAA Oregon/Idaho
$5,000.00   TOTAL

2007-2008 Community 101 Grants
Made by Phoenix School of Roseburg

Funded by The Ford Family Foundation

Mission Focus: Assist non-profit organizations who provide food, shelter, transportation and affordable Health Services for the less fortunate Youth and families of Douglas County.

# of Students	66
Funding	
Ford Family Foundation (grantmaking funds)	$4,000
PGE Foundation	0
Fundraising	500
Total Funding	**$4,500**

Community Grants	
FISH of Roseburg	$1,500
Family Development Center	1,500
Healthy Start of Douglas County	500
Total Community Grants	**$3,500**
In School Grants	
Art materials and supplies	$ 100
Learning on the Fast Track (LOFT)	100
Child Care	200
Men's Group	200
Culinary Arts	200
Summer School	200
Total In School Grants	**$1,000**
Grand Total Grantmaking	**$4,500**

2007-2008 Community 101 Grants
Made by Portland YouthBuilders

Funded by PGE Foundation

Mission Focus: Support organizations working on issues of housing and homelessness.

Sisters of the Road $ 200.00
(Personal hygiene kits)

Human Solutions, Inc. $ 700.00
(Provide emergency shelter and other services to
homeless families)

Clackamas Women's Service $ 800.00
(Re-roof and re-paint the evergreen emergency center)

Portland Community Land Trust $ 500.00
(Class orientation for first time home buyers)

Hacienda Community Development Corporation $ 500.00
(Safety improvements of Hacienda property)

Raphael House $1,000.00
(Serve children and teens living in emergency shelter)

Community Alliance of Tenants $ 300.00
(Tenant organizing for just housing policy and practice)

Outside In $ 250.00
(Resources to help homeless youth reach their goals)

Portland YouthBuilders $ 750.00
(Resources to support cooking demos and creation
of a PYB cook book)

                                    TOTAL: **$5,000.00**

2007-2008 COMMUNITY 101 GRANTS
Made By Riddle Charter School

Funded by The Ford Family Foundation

Mission Focus: Concerned with alcohol abuse, and homeless support in the South County area.

# of Students	14
Funding	
Ford Family Foundation (grantmaking funds)	$4,000
PGE Foundation	0
Fundraising	908
Total Funding	**$4,908**

Community Grants	
Deer Creek Adolescent Treatment Center	$ 495
The Salvation Army	500
Adapt of Roseburg	700
Battered Persons Advocacy	956
Adventist Community Serves	1,350
Total Community Grants	**$4,001**
In School Grants	
Positive Behavior Incentives	$ 500
Books for Independent Study & Fiction Reading	583
Total In School Grants	**$1,083**
Grand Total Grantmaking	**$5,084**

2007-2008 Community 101 Grants
Made by Robert Farrell High School/Three Lakes High School

Funded by PGE Foundation/ODE Learn and Serve Grant

Mission Focus: Issues dealing with health care, violence prevention and education.

Deschutes County Health Department   **$833.00**
(Support the syringe exchange program)

Catholic Charities Pregnancy Support Program   **$833.00**
(Support educational programs)

Crystal Peaks Youth Ranch   **$833.00**
(Mentorship through 1 to 1 interaction with leader and horse)

Friends of the Children   **$500.00**
(Support online math curriculum for grades 2-12)

Family Building Blocks   **$500.00**
(Specialized car seats to transport children to Therapeutic classes)

New Avenues for Youth   **$500.00**
(Incentives for youth)

Oregon Outreach, Inc.   **$500.00**
(Support Science Camp Program)

Portland Juvenile Corporation   **$500.00**
(Support enrichment activities for gang retention intervention program)

                       TOTAL: **$4,999.00**

$2,500.00   **ODE Grant**
$2,500.00   **PGE Foundation**
$5,000.00   **TOTAL**

2007-2008 Community 101 Grants
Made by Scappoose High School

Funded by PGE Foundation

Mission Focus: Support organizations that address health of neglected children and families.

Columbia Pacific Food Bank	**$1,000.00**
(Funds to rescue food from grocery stores)	
Amani Center, Columbia County Abuse Assessment Center	**$2,000.00**
(To provide children with a child abuse forensic interview)	
CARES Northwest	**$2,000.00**
(Emergency clothing, hygiene kits and other items)	
Community Action Team, Inc. – KidCare Program	**$2,000.00**
(Food for after school program)	
Morrison Child and Family Services	**$1,000.00**
(Improve services for Latino children)	
TOTAL:	**$8,000.00**

Income

Student Fundraising Project	$3,000.00
PGE Foundation	$5,000.00
Total	$8,000.00

2007-2008 Community 101 Grants
Made by Southridge High School

Funded by PGE Foundation

Mission Focus: Support organizations that are concerned with children in poverty.

Human Solutions Organization	**$1,000.00**
(Funds to develop a daybreak shelter for about 200 children)	
Portland Community Transitional School	**$1,000.00**
(Funds for a summer school program assisting 230 students)	
New Avenues for Youth	**$2,000.00**
(Provide a "Motivational Meals" program)	
Southridge High School	**$1,000.00**
("The Squawk" Publications team)	
TOTAL:	**$5,000.00**

2007-2008 COMMUNITY 101 GRANTS
Made By Sutherlin High School

Funded by The Ford Family Foundation

Mission Focus: Improve the quality of life for people affected by child abuse, substance abuse, and sick and disabled children.

# of Students	27
Funding	
Ford Family Foundation (grantmaking funds)	$4,000
PGE Foundation	0
Fundraising	500
Total Funding	**$4,500**

Community Grants	
Arins House	$1,300
Kids on the Block	900
Umpqua Disabilities	1,000
Sutherlin Resource	1,000
Healthy Kids	600
Total Community Grants	**$4,800**
In School Grants	
Total In School Grants	**$ 0**
Grand Total Grantmaking	**$4,800**

2007-2008 Community 101 Grants
Made by Thurston High School

Funded by PGE Foundation/ODE Learn and Serve Grant

Mission Focus: Concerned about hunger and child abuse.

Womenspace, Inc.	**$1,000.00**
(Funds to provide supervision and training volunteers)	
CASA of Lane County	**$1,000.00**
(Support one new CASA volunteer for one year)	
Catholic Community Services of Lane County	**$1,500.00**
(Purchase 3 new toddler beds, mattresses, couch)	
Children's Relief Nursery	**$1,000.00**
(Purchase educational supplies for the therapeutic classroom)	
Food for Lane County	**$ 500.00**
(Provide materials for volunteer recruitment program)	
Total	**$ 5,000.00**

2007-2008 Community 101 Grants
Made by Tillamook Option Program

Funded by PGE Foundation/ODE Learn and Serve Grant

Mission Focus: Substance abuse, rape/date rape, teen pregnancy and racism in our community.

The Underage Drug and Alcohol Use Coalition   **$2,500.00**
(Coalition works with schools to address teen
alcohol and drug abuse)

Women's Crisis Center   **$1,500.00**
(Agency runs program on domestic abuse and teen pregnancy)

Early Childhood Health Screenings   **$ 800.00**
(Funds health screenings for children aged 3-6.)

Tools for Schools   **$ 200.00**
(Fund backpacks and school supplies for students.)

TOTAL $5,000.00

2007-2008 Community 101 Grants
Made by Washington Elementary School

Funded by Patsy Smullin, Medford, Oregon

Mission Focus: Support organizations that make a difference in their community supporting families and children dealing with drugs, alcohol and methamphetamine problems.

Community Health Center   **$1,000.00**
(Fund to continue "every child has a medical home: program from 2006-07)

Rogue Valley Addiction Recovery Center, Inc.   **$1,850.00**
(A.R.C.) (Funds for a serenity garden for residents)

Washington Elementary School   **$1,000.00**
(Project S.O.A.R.: funds for an outdoor program
highlighting drug-awareness, respect and accountability)

                           TOTAL: **$3,850.00**