

2017/2018

# ANNUAL REPORT



**CommuniCare**

A program of The Harold & Arlene Schnitzer CARE Foundation





Jordan D. Schnitzer addressing CommuniCare students  
at Portland Center Stage before a backstage tour

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# MESSAGES FROM THE SCHNITZER FAMILY



Both my late husband, Harold, and I have been so proud and impressed over the years as we watched these students learn about the needs of the community through their participation in CommuniCare. It is very rewarding to see the students be so conscientious as they accept their responsibilities for this program. After all these years, our pride in these students never ceases as we watch the intelligent and thoughtful way in which they make their funding decisions. Our future is in good hands!

ARLENE SCHNITZER  
*Co-Founder, Harold & Arlene Schnitzer CARE Foundation*



I always remembered my parents working with other community leaders to help those who were less fortunate and to improve the art and culture in our community. When my parents heard about what is now the CommuniCare program, it immediately became clear to our family that, if we could help high school students learn about needs in their neighborhoods and their cities, it would be a wonderful way to have many others join us in making a difference every day.

There is not a single one of us who doesn't have issues and problems in our life. Whether it is parents, friends, school or job issues – life is full of surprises. But even so, one thing I have learned is when you do something positive to help make a difference, you feel good about yourself. It gives you perspective on your own life.

As President of The Harold & Arlene Schnitzer CARE Foundation, which supports this program, I want to thank Kristen Engfors-Boess, the Program Manager, and others on our staff who have worked so hard with the wonderful school advisors to help make this program possible. Most of all, a hearty congratulations to all of the students who continue to make CommuniCare an important part of their lives and the lives of so many others in our community.

JORDAN D. SCHNITZER  
*President, Harold & Arlene Schnitzer CARE Foundation*

# A LASTING LEGACY

**The CommuniCare program is dedicated in loving memory of the late Harold Schnitzer (1923 -2011).**

The son of immigrant parents from Ukraine, Harold, along with his six brothers and sisters, attended Lincoln High School in Portland. Harold had a distinguished business and civic career. Because of his business success, Harold and his wife, Arlene, created The Harold & Arlene Schnitzer CARE Foundation, which funds CommuniCare.

It was always Harold and Arlene's dream that CommuniCare would provide an environment where young adults learn about the needs of their communities through grantmaking. The program promotes a long-term understanding of philanthropy and ethic of volunteerism.

During this year-long, student-directed program, CommuniCare groups act as "mini-foundations." Students begin the year by selecting an issue or service area they feel passionate about and are challenged to raise \$1,500 during the fall and winter months. Each dollar they raise is matched 10:1 by The Harold & Arlene Schnitzer CARE Foundation, up to a maximum gift of \$15,000. Students spend the rest of the school year completing the grantmaking process – researching Oregon nonprofits whose work aligns with their mission, evaluating grant proposals, meeting with representatives from those organizations, and deciding which to fund.

Additionally, up to 25% of matching CARE funds can go to support projects and programs in their school/district.

Over its twenty-one year history, students have granted over \$1,250,000 to support their schools and their communities.



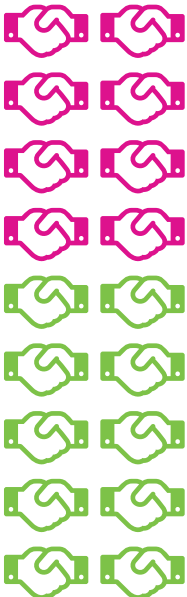
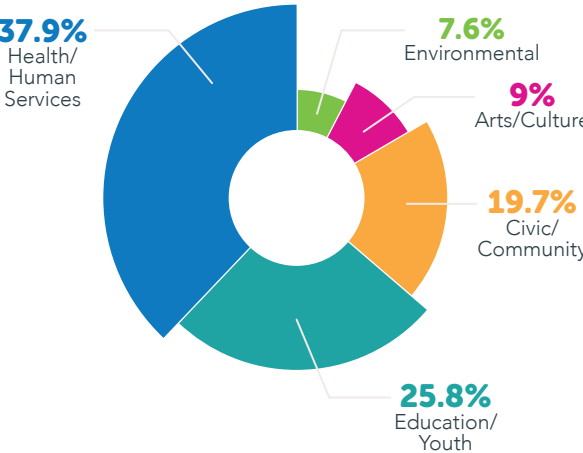
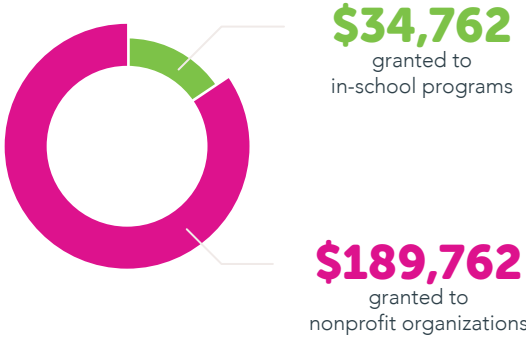
"I feel we each have a mission in life, so to speak. Decide what you want to do to help others, and if you're fortunate like we have been, move ahead and do it. I'm very pleased with what we have done. I feel that's what we're here to do."

– HAROLD SCHNITZER, CO-FOUNDER,  
HAROLD & ARLENE SCHNITZER CARE FOUNDATION

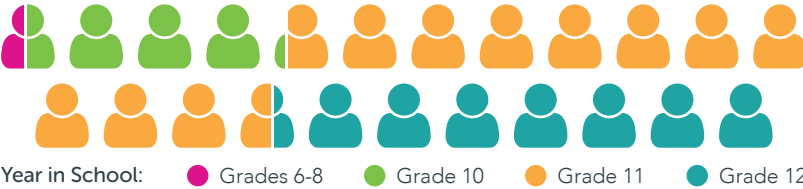




# YEAR IN REVIEW

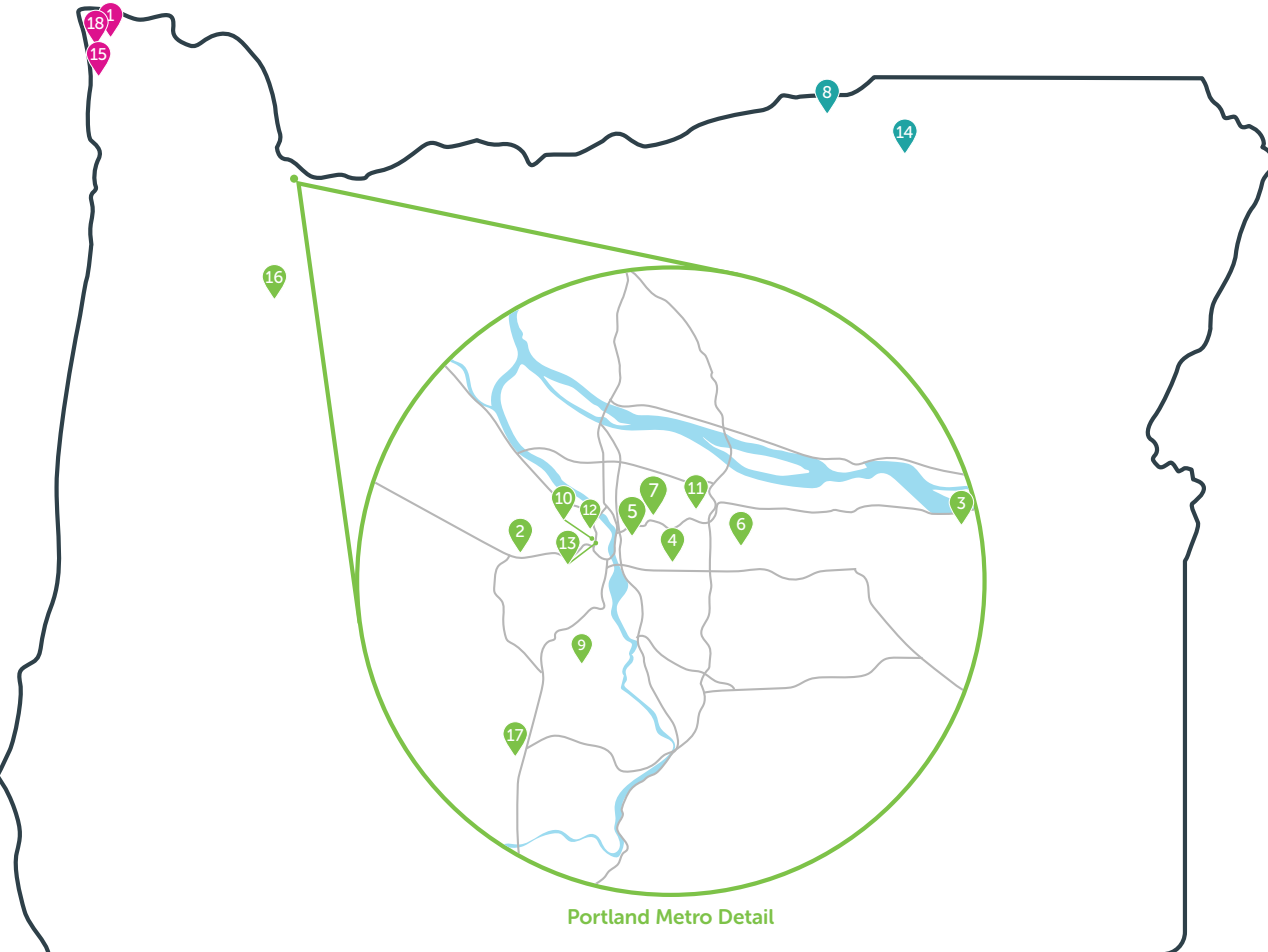


**55%**  
of our partnerships are with schools  
in historically underserved,  
low-income communities

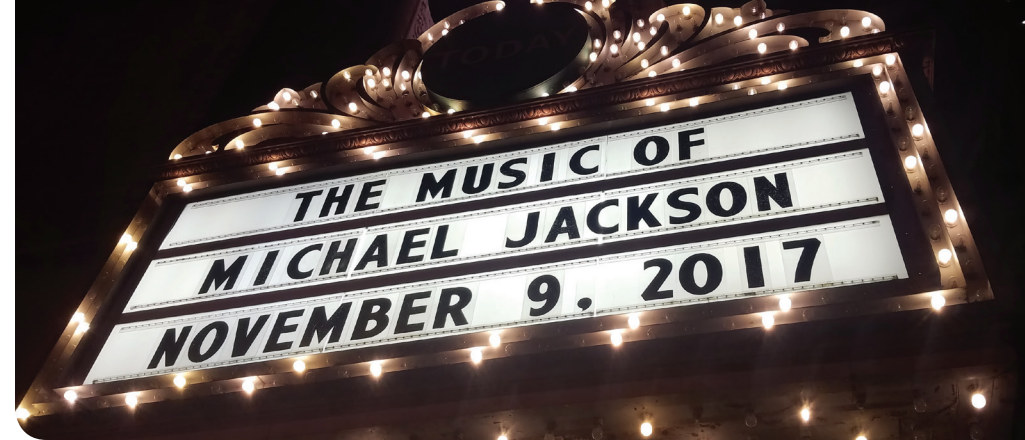


## CURRENT PARTNERSHIPS

- 1 Astoria High School
- 2 Catlin Gabel School
- 3 Corbett High School
- 4 Franklin High School
- 5 Girls Inc. at Da Vinci Arts Middle School
- 6 Girls Inc. at David Douglas High School
- 7 Grant High School
- 8 Hermiston High School
- 9 Lake Oswego High School
- 10 Lincoln High School
- 11 Madison High School
- 12 Metropolitan Learning Center
- 13 Northwest Academy
- 14 Pendleton High School
- 15 Seaside High School
- 16 Silverton High School
- 17 Tualatin High School
- 18 Warrenton High School







# NEW FRONTIERS: ARTS EXPERIENCES

## EVERY BRILLIANT THING

November 2, 2017 • Portland Center Stage

Funding arts and culture has always been a priority for the Schnitzer family. As an extension of that passion, CommuniCare piloted two unique Arts Experiences during the 2017-2018 school year.

These field trips were designed to help expand students' understanding of what a community needs to be healthy – specifically how the arts play a vital role in connecting people, celebrating culture, critiquing institutions, spreading awareness, and building empathy.

90 students from Corbett High School, Grant High School, Madison High School, Metropolitan Learning Center, and Northwest Academy, came together at Portland Center Stage for *Every Brilliant Thing*, a play that focuses on mental health and support within families. Jordan D. Schnitzer and All Classical Portland also joined the students to hear more about how they view the arts and their new role as grantmakers.

The field trip included pre- and post-show activities to enrich the students' experience, including backstage tours of The Armory and a Q&A with the cast about the issue of suicide prevention.

## THE MUSIC OF MICHAEL JACKSON

November 9, 2017 • Oregon Symphony

35 students, teachers and family members from Open School East, Franklin High School and Lake Oswego High School attended a Q&A with Conductor Norman Huyhn, followed by the performance.

We look forward to learning from these events, refining them, and expanding them to serve all of our partner schools in the coming years.



## WHAT WE LEARNED

Events with wraparound programming provide the deepest engagement and are the most impactful for students. CommuniCare groups in both club and class format were able to attend, but evening events may, by default, exclude students with work and family obligations. Help with the cost of substitute teacher coverage and assistance with transportation were the two most common requests from CommuniCare advisors. Advisors would also welcome pre- and post-experience lesson plans related to the event's content.



"We wanted to figure out a way to help high school students learn about their community, learn about need, and learn about opportunities in the nonprofit and philanthropic world. To try to teach this, you can talk about it all you want, but in the end it's experiences that resonate and touch our hearts and souls."

– JORDAN D. SCHNITZER





# NEW FRONTIERS: LEADERSHIP RETREAT

CommuniCare spearheaded its first annual Leadership Retreat on Thursday, March 1 at the Portland Art Museum. The retreat's theme was "Empathy: How Great Leaders Build Common Ground," with 100 students from 8 schools across 3 districts, in attendance.

A performance by Joaquín Lopez, Arts & Culture Program Manager of the Latino Network, energized the morning's program and helped amplify the Latino Network's work to positively transform the lives of Latino youth, families, and communities.

Additionally, Manuel Padilla, Executive Director of Portland Meet Portland, facilitated a skill-building workshop for the students. Portland Meets Portland connects immigrants and refugees to mentors, providing ESL classes, professional development, and youth leadership opportunities.

The attending students also visited the *Common Ground* photography exhibition and *Animating Life: The Art, Science, and Wonder of LAIKA*.

- I commit to building empathy in my life by trying to listen actively with my friends and family. Even if it is just doing one of the steps at a time. I want to make sure people around me feel heard.
- I commit to building empathy in my relationships by pausing and breathing and reading intent before responding.



## WHAT WE LEARNED

Snow storms in February, although they did not overlap with the event, pushed back calendared school events and affected the retreat's attendance. Participants especially enjoyed the arts portions of the programming. Advisors also requested pre- and post-event lesson plans related to the day's content.

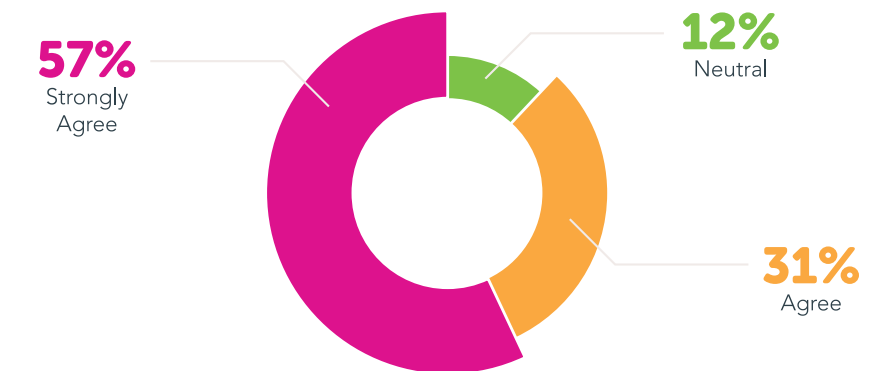
## CORE QUESTIONS:

- Why is empathy a leadership skill?
- How do we find the shared humanity in other people?

## STUDENTS' PERSONAL PLEDGES

- I commit to building empathy in my life by exercising diplomacy, giving myself and my peers ample time to reflect, and by training to put myself in the shoes of other people I do not understand while still trying not to make assumptions about them.
- I commit to building empathy in my community by listening to people more and by being aware of how much I speak (to others about myself) so that I can build better relationships.

## "THE WINTER LEADERSHIP RETREAT DEEPENED MY UNDERSTANDING OF EMPATHY."







80

nonprofit  
applicants

SUBMITTED



194

applications

58%  
applied via  
web portal



42%  
applied by  
student invitation



41%  
of web applicants  
received a grant

**CommuniCare**

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Teens building a better community

**APPLICATION TIMELINE**

- OCTOBER – NOVEMBER**  
Student groups develop a mission statement that captures their funding priorities for that school year.
- NOVEMBER 15**  
Mission statements are made publicly available on our website.
- NOVEMBER 15 – JANUARY 15**  
If your work aligns with one or more of the mission statements, download a copy of the grant application. Complete the grant application and upload it to the inquiry portal, indicating which mission statement(s) align with your work. Your application will be distributed to the corresponding CommuniCare groups, who will reach out directly to nonprofits they wish to speak with. Site visits and/or in-school presentations are scheduled by student invitation only. Direct solicitations will not be considered.
- FEBRUARY – MARCH**  
CommuniCare groups will schedule site visits and/or in-school presentations with potential grant recipients.
- MARCH – APRIL**  
CommuniCare groups will hold site visits and in-school presentations.
- MAY 1**  
CommuniCare grantees are notified by CommuniCare school groups.
- MID-MAY**  
Selected grantees will receive funds in person at the annual Grant Awards Ceremony.

Note: Eligible organizations must be a (501)(c)(3) and located in/directly benefit people living in the State of Oregon.

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**CommuniCare**

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Teens building a better community

**NONPROFIT GRANT APPLICATION**

[Download Grant Application Form](#)

After filling out the application form, upload the completed PDF, along with your cover letter and IRS determination letter.

ORGANIZATION NAME \*

REPRESENTATIVE'S NAME \*

EMAIL ADDRESS \*

MESSAGE (OPTIONAL)

Within the field below, please make sure all three required files are uploaded (completed PDF, your cover letter, and IRS determination letter).

GRANT APPLICATION MATERIALS \*

Drop a file here or click to upload  
Maximum upload size: 67.11MB

**SUBMIT FILES**

**2018 COMMUNICARE GRANT APPLICATION FORM**

**GRANT APPLICATION DEADLINE: JANUARY 15, 2018**

**APPLICANT ORGANIZATION**

Name of Organization: \_\_\_\_\_  
 Year incorporated: \_\_\_\_\_ Federal tax identification number: \_\_\_\_\_  
 Is the name of the organization as stated the same as it appears on the IRS letter of determination?  
☐ Yes ☐ No If not, please explain: \_\_\_\_\_

**ORGANIZATIONAL INFORMATION**

Number of full-time staff: \_\_\_\_\_ Number of part-time staff: \_\_\_\_\_ Number of volunteers: \_\_\_\_\_  
 Geographic area(s) served: \_\_\_\_\_  
 Total operating budget for fiscal year: \_\_\_\_\_  
 Total operating budget for project/program (if requesting funds for a specific program): \_\_\_\_\_

**FINANCIAL INFORMATION**

Total income for most recent fiscal year: \_\_\_\_\_  
 Total expenses for most recent fiscal year: \_\_\_\_\_  
 Sources of income:  
 Fees/earned income/memberships: \_\_\_\_\_% Individual donations: \_\_\_\_\_% Special Events: \_\_\_\_\_%  
 Corporate/Foundation Grants: \_\_\_\_\_% Government Grants: \_\_\_\_\_%

**SUPPLEMENTAL QUESTION:**

If we divide the money among applicants, will you be able to use any amount, even if it is not all of your request?  
☐ Yes ☐ No

**Certification:** I hereby certify that the information included in this application is true and correct, to the best of my knowledge. I further certify that this organization does not discriminate on the basis of race, religion, national origin, marital status, age, disability, gender, or sexual orientation. I understand that if my organization receives a grant, a representative from my organization must attend the awards ceremony to receive the grant.

Signature of authorized agency official: \_\_\_\_\_ Date: \_\_\_\_\_  
 Title: \_\_\_\_\_

**Questions?** Contact Kristen Engfors-Boess, The Harold & Arlene Schnitzer CARE Foundation  
 303.973.0281 • kristen@schnitzercare.org • www.communicare.org

Screenshots from CommuniCare website

## NEW FRONTIERS: PUBLIC SUBMISSION WINDOW

As CommuniCare takes on greater responsibility for The CARE Foundation, it is important to be responsive to the needs of the nonprofit community while maintaining student ownership of the process.

To balance public accessibility and student privacy, we piloted a public submission window where nonprofits could apply directly to mission-aligned schools through the CommuniCare website. Historically, nonprofit participation in the CommuniCare program was by student invitation only.

Student mission statements were made available online, without the school name, from November 15, 2017 - January 15, 2018. Students continued to conduct their own research and materials submitted through the portal were additional options for their consideration.



### WHAT WE LEARNED

Due to the volume of interest, students received an edited list of applications. The lists were decided based on the number of applications per school and the number of total applications submitted by a single organization. Many applicants were reviewed by multiple schools. Every applicant was reviewed by at least one school.

Participants were made aware of the edits and given the option to review applications not included in that list. One school elected to do this, and the other partnerships felt they had more than enough options already.

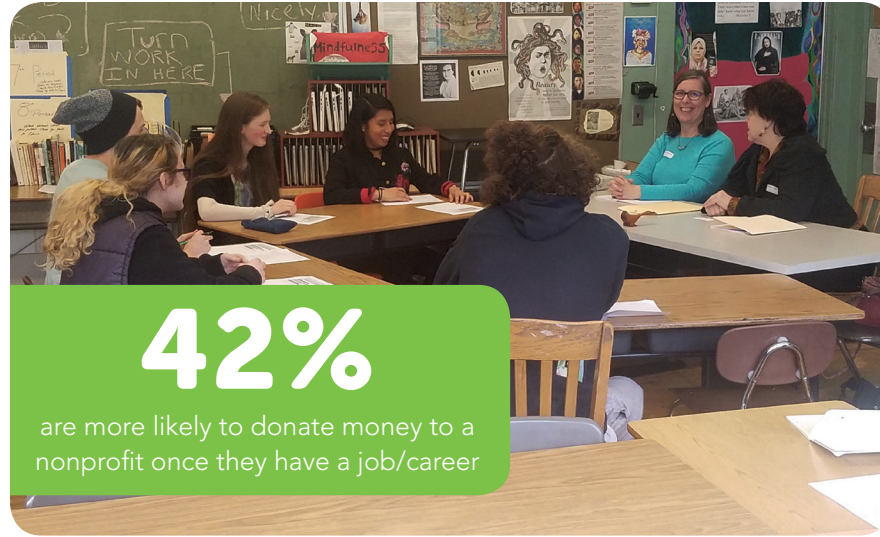


"The launch of the CommuniCare website in the summer of 2017 was a huge asset to the program. We finally had an information hub where all of the program stakeholders could find what they need: students, teachers, administrators, nonprofits, and the general public. Creating a way to apply for a grant through the website was a natural step forward and added another tool to the students' tool belt."

– KRISTEN ENGFORS-BOESS, PROGRAM MANAGER, COMMUNICARE



# FROM THE PARTICIPANTS



“My favorite part of the program was when we were discussing all the organizations after we had done the interviews and negotiating and voting on how we would split up the money. It was really enjoyable to have that real life conversation with my classmates.”

– JUDITH, METROPOLITAN LEARNING CENTER

“

“It’s really important that young people have the opportunity to be grantmakers because it allows them to have some initiative and to get interested and involved in the community. It’s an opportunity to learn about what’s happening and how people can make change. It’s also an opportunity to learn how to organize and plan something – how to really interact socially with other people.”

– LUCY, CATLIN GABEL SCHOOL



“

“Grantmaking is diligence and collaboration in action. Young people should be trusted to be grantmakers because we have firsthand experience with the issues that we see in our own community and we deserve to be able to fund organizations that help combat the social issues that we see.”

– FAISAL, MADISON HIGH SCHOOL



# STUDENT SPOTLIGHT

## INTERVIEW WITH BEN, SENIOR AT METROPOLITAN LEARNING CENTER

**Q: What has been a surprise or a challenge that you didn't anticipate?**

A: I think it would probably be determining the organizations because we had a huge list of organizations and we had to spend some semi-heated debates just talking over every organization. I felt a little surprised how wide of a net we actually cast with our mission statement, so determining which to choose was one of the hardest parts for me. Where I'm coming from, I just want to give every organization that applies at least some money just because I feel they're all doing really good work.

**Q: I understand the feeling. Saying "no" is really tough. So, in terms of the team dynamic, how did the grantmaking process call on your leadership or teamwork skills?**

A: Most of our decisions were made in a group – we would be split into smaller groups and then come back into the large group. I feel that was a good opportunity for leadership because you're surrounded by a bunch of people who have opinions and may not necessarily want to bring them up so there's a delicate balance of trying to find that space between everyone speaking and everyone getting their opinion heard - making sure that that happens instead of just one person taking up all the air space. I have a tendency to be a bit of an overbearing mom. That's actually my senior superlative: most likely to be an overbearing mom. So I have a tendency to want to take over a conversation to

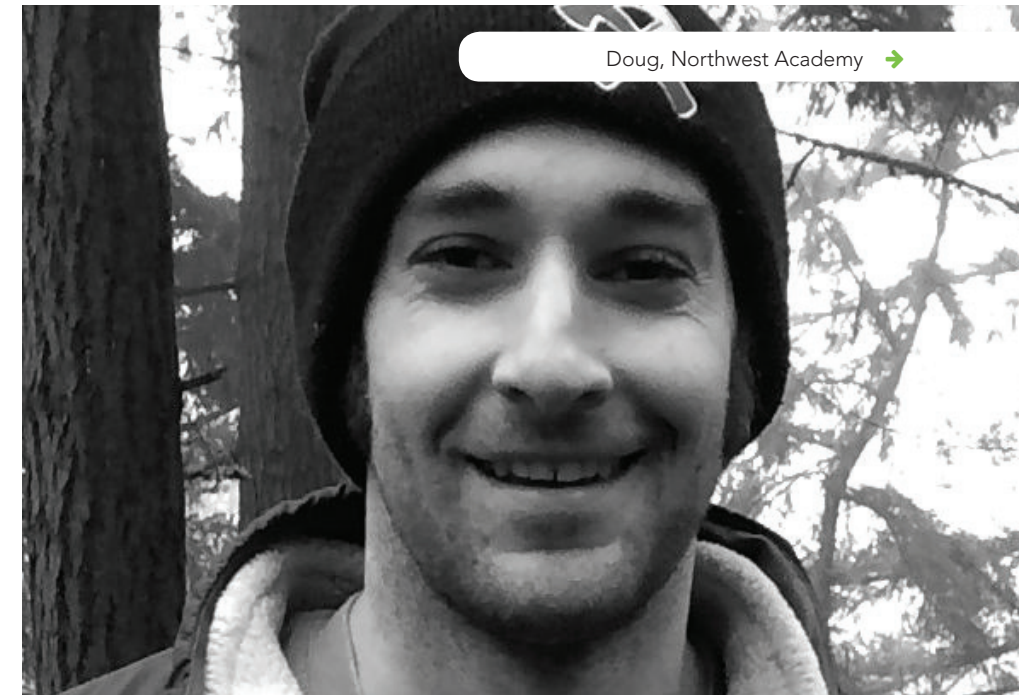
make sure it's facilitated. I've had to rein myself back a couple times to make sure other people have the opportunity to actually lead and be in the position I like to be in.

**Q: Thinking about the experiences you have had as a grantmaker, what are some things – skills, questions, attitudes – you will take with you into the future?**

A: I think this is a really good opportunity for young people to be leaders and be in control of something entirely. Chris [the group's advisor] kind of steps back during the process for the most part. It's really on the students to step up and maybe go a little out of their comfort zone. Being in this position of power is such a rare event for people our age. It's a really nice opportunity to step up, be in a professional setting, and sit down at a table with adults who are here to get money so they can pay their salaries and pay their programs. I think that's really great for a lot of people – specifically young people – because, more often than not, teenagers are made out to be irresponsible and like we don't care at all. I feel like this stands as a testament that we do care and we are willing to go out into our communities and make a difference. We can be making a huge impact on so many people's lives that, as young people, I feel we don't get this opportunity at all, ever.



Ben, Metropolitan Learning Center



Doug, Northwest Academy

# ADVISOR SPOTLIGHT

## INTERVIEW WITH DOUG, ADVISOR AT NORTHWEST ACADEMY

**Q: What do you see as the biggest benefit for students who participate in CommuniCare?**

A: The value I see for CommuniCare is that we do so much talking about the ills of society, social justice, and how to change the world in our English class, but most of the discussion is theoretical and academic in nature. It's so great to be able to switch gears in the same class and say, "Well, let's talk about how we can actually change things." They have to realize they need to work together and the whole thing is student-led so, by the end of it, they've actually made a change in their community instead of just talking about how to do it.

It also challenges them. It challenges them to figure out what they care about and to be active and engaged. Instead of just looking around and saying, "I'm not a fan of this. I'm not a fan of that. I wish I could do something about it." It actually allows them to do it.

**Q: How do you balance your role as an advisor?**

A: As the guide, I kind of step back a lot of the times and let them work it out. We need to work as a group. That means compromising on a lot of things and planning. So from the beginning of the school year where it's all theoretical to the end where they're actually handing a check, it's entirely student-driven.





# REGIONAL HIGHLIGHTS: PORTLAND METRO


## PARTICIPATING SCHOOLS

Catlin Gabel School  
 Corbett High School  
 Franklin High School  
 Girls Inc. at Da Vinci Middle School  
 Girls Inc. at David Douglas High School  
 Grant High School  
 Lake Oswego High School  
 Lincoln High School  
 Madison High School  
 Metropolitan Learning Center  
 Northwest Academy  
 Silverton High School  
 Tualatin High School

## SPECIAL THANKS

These amazing local businesses and organizations supported students with in-kind donations and special events during their fundraising!

Dutch Bros Coffee  
 Tin Shed Garden Cafe  
 Albertsons  
 Safeway  
 Krispy Kreme



**144**  
 student grantmakers



**\$130,427**  
 granted to 40 nonprofit organizations



**\$21,347**  
 granted to in-school programs



**Note:** Silverton High School postponed their pilot year to give the advisor more time to adapt the program to their school district calendar.

Open School East did not have staff capacity to continue the program. The partnership will continue in the 2018-2019 school year, facilitated by the Boys & Girls Club at Rockwood.



"At Madison High School, we're a diverse school. There's a diverse amount of immigrants and refugees and people of color that go to my school. I am an immigrant myself. It feels like, because you are an immigrant, you have less opportunities, and I feel like that needs to change. I'm really happy that the Schnitzer's foundation gave us this opportunity. It helps me feel like my voice is actually heard and that I actually have the power to help change the community."

– FOWZIA, MADISON HIGH SCHOOL



# MISSION STATEMENTS

## CATLIN GABEL SCHOOL

**CommuniCare Club | Advisor: Cindy Murray**

The Catlin Gabel CommuniCare Club strives to support environmental non-profits that are proactively reshaping our norms, laws and community lands through advocacy, in order to combat the detrimental forces pulling down the quality of life for the inhabitants of Oregon. Additionally, we welcome those non-profits that integrate the arts into their environmental work.

## CORBETT HIGH SCHOOL

**CommuniCare Club | Advisor: Dede Moore**

Our Corbett CommuniCare team aims to help at-risk families and individuals displaced from their homes for political, environmental, or financial reasons. We will be prioritizing small non-profit organizations in the greater Portland Metro area.

## FRANKLIN HIGH SCHOOL

**Business Leadership & Philanthropy Class | Advisor: Tim Biamont**

Franklin High School CommuniCare students are striving to improve our community by supporting nonprofits focused on human rights, including access to health care and a safe, clean environment. We are specifically looking to serve East Portland.

## GIRLS INC. AT DA VINCI ARTS MIDDLE SCHOOL

**CommuniCare Club | Advisor: Sarah Zengel**

The 2018 Girls Inc. CommuniCare group is committed to supporting organizations that provide mental health resources and facilities to youth and teens in the Portland Metro area.

## GIRLS INC. AT DAVID DOUGLAS HIGH SCHOOL

**CommuniCare Club | Advisor: Jesse Mojica**

The Girls Inc. of the Pacific Northwest High School CommuniCare Club, in direct partnership with David Douglas High School, is focused on providing a safer community for the Portland Metro area. Our goal is to lower the sex trafficking rate in Portland by advocating for its victims. We will be donating our funds to organizations to help young adults involved in sex trafficking get back on their feet. These organizations will provide resources such as housing, counseling, job opportunities, and help victims get their identification documents.

## GRANT HIGH SCHOOL

**CommuniCare Club | Advisors: Doug Winn and Dylan Lehman**

We, the CommuniCare students of Grant High School, aim to help meet the needs of homeless youth in the Portland Metropolitan area by enabling them to access shelter, educational resources, food, and other necessities.

## LAKE OSWEGO HIGH SCHOOL

**Leadership Class | Advisor: Lisa Evonuk**

The students at Lake Oswego High School have chosen to support children and teenagers in the foster care system. Our group will be donating the raised money to local groups in the Portland Metro area that focus on the care and well-being of children and teenagers. Our goal is to raise awareness about this situation and help enable local nonprofits in their mission.

## LINCOLN HIGH SCHOOL

**Entrepreneurship Class | Advisor: Henry Hooper**

The Lincoln CommuniCare Committee grants funding to organizations that promote the well-being of our urban community. We will provide health and human services to residents in the Multnomah County area. This includes services for everyone with limited income, regardless of race, gender, or ethnicity. We will be donating our funds to organizations that provide services for the emotional and physical well-being of those in need, because we believe that healthy individuals create a healthier and happier community.

## MADISON HIGH SCHOOL

**Justice and Peace Club | Advisor: Brady Bennon**

Madison Justice and Peace Club will be granting money to organizations that advocate for political, economic and social justice for people of color. We will particularly preference those organizations with an emphasis on reforming inequitable police and courtroom practices such as racial profiling, mass incarceration, and supporting those who've faced the consequences of these unfair actions.

Madison Justice and Peace Club will also be granting money to organizations supporting the rights and needs of immigrants who are increasingly targeted by biased law enforcement and government immigration officials. As the president has directed federal immigration authorities to ban Muslims from entering the US, immigration officials have targeted Latino immigrant communities for deportation as well. Students at Madison care about our diverse community and will be awarding funding to organizations that help Portland immigrants get legal support and resources.

## METROPOLITAN LEARNING CENTER

**Leadership Class | Advisor: Chris Snyderbrown**

The Leadership Class, with the support of the Metropolitan Learning Center community, is interested in working with you to promote

environmental stewardship and equitable housing in the Portland Metropolitan area. We believe that quality shelter and a healthy environment are fundamental rights that all living beings deserve and are imperative to our collective future. We wish to create a safer and more equitable urban environment for people of all races, genders, and classes as well as for domesticated and wild animals. Our Leadership Class will achieve these goals by funding programs such as animal shelters, homeless shelters, protections for renters, park services, and community services. We want to prioritize organizations that serve marginalized communities.

## NORTHWEST ACADEMY

**English/Humanities Class | Advisor: Doug Cornett**

The students of Northwest Academy CommuniCare Group 1 have chosen to support survivors of domestic and sexual abuse in the Portland Metro area. We will be donating funds to organizations that provide housing and counseling for survivors of sexual and domestic abuse, with a particular focus on families from marginalized groups.

The students of Northwest Academy CommuniCare Group 2 are concerned with funding recovery aid for the recent forest fires in the Columbia River Gorge area. Our group aims to donate to organizations that focus on providing resources such as food, water, shelter, and health services to the community of Eagle Creek and surrounding areas.

## TUALATIN HIGH SCHOOL

**AVID Class | Advisor: Bret Bunke**

The students of Tualatin High School's CommuniCare/AVID class commit to fulfilling the goal of enhancing our local community by dispersing necessary funds to organizations that in return will help us. We are looking to support organizations in the Portland Metro area who spread awareness about equal civil rights, support people experiencing mental health and addiction, and lastly, who help us improve education and make it accessible for everyone.



# GRANT RECIPIENTS

Adorned in Grace  
Bikers Against Child Abuse (Mt. Hood Chapter)  
Bradley Angle  
Bustin' Barriers  
Children First Oregon  
Community Transitional School  
Cracked Pots, Inc.  
Crag Law Center  
Douggy Center  
Ecumenical Ministries of Oregon (SOAR program)  
Elders in Action  
Focus on Youth  
Friends of the Children  
Friends of the Columbia Gorge  
Girls Inc.  
Growing Gardens  
Kinship House  
Living Yoga  
Meals on Wheels People  
Morrison Child and Family Services  
New Avenues for Youth

p:ear  
PDX Homeless Family Solutions  
Portland Playhouse  
Portland Youthbuilders  
Project Access NOW  
ROSE Community Development  
Serendipity Center  
Southwest Community Health Center  
Stand for Children  
The Freshwater Trust  
The Shadow Project  
Trailkeepers of Oregon  
Trillium Family Services  
Unite Oregon  
United Way of the Columbia Gorge  
Willamette Riverkeepers  
Young Audiences of Oregon & SW Washington  
Youth Villages Oregon  
YWCA



# GRANTMAKER

a.k.a.

*Visionary*





# REGIONAL HIGHLIGHTS: NORTH COAST

## PARTICIPATING SCHOOLS

Astoria High School  
Seaside High School  
Warrenton High School

## SPECIAL THANKS

These amazing local businesses and organizations supported our students with in-kind donations and special events during their fundraising!

Angelina's Pizzeria & Cafe  
Bruce's Candy Kitchen  
Complete Beauty Salon & Spa  
Chief's Association  
United States Coast Guard



67

student grantmakers



\$38,500

granted to 16 nonprofit organizations



\$21,347

granted to in-school programs

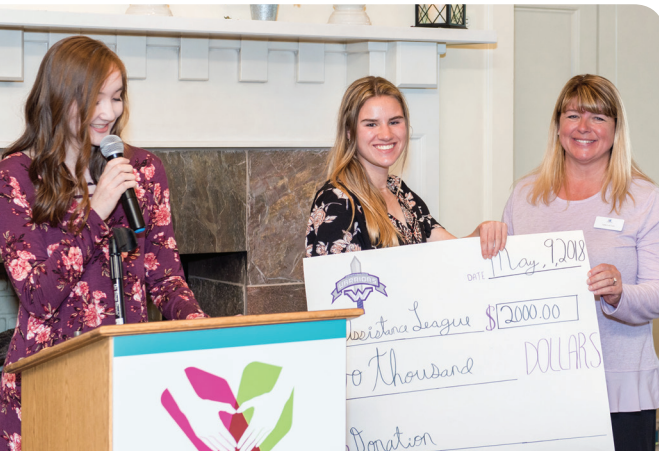


"The students were wonderful. You can tell that they really value the work that they were doing, that they took it very seriously, and quite frankly they probably were harder interviewers than what we've had in the past. They wanted to really know us. They wanted to know who we were, why we were doing this, and what we brought to the community. They wanted to make sure they were good stewards of the funds they had to give out."

– DEBBIE MORROW, DIRECTOR,  
WARRENTON HAMMOND HEALTHY KIDS

"I definitely think I've improved upon my community outreach skills - just knowing what my community needs and how I can help. I think I want to pursue a career in business and it's definitely helped that, being able to work well with others and manage my time."

– ALEX, ASTORIA HIGH SCHOOL





# MISSION STATEMENTS

## ASTORIA HIGH SCHOOL

**National Honor Society | Advisor: Beth Frausto**

The students of Astoria High School are concerned about the lifestyle of Clatsop County citizens and seek to improve access to arts and recreational activities, educational programs, health resources, and access to a well-maintained environment where their rights are recognized and respected.

## SEASIDE HIGH SCHOOL

**CommuniCare Club | Advisor: Sally Lacoste**

The students at Seaside High School will be granting money to several youth programs in Clatsop County, focusing on the Seaside School District. We will focus on organizations who help the youth in our community with substance abuse problems and who help youth get involved in recreational services. We would like to see the dropout rate at our high school decrease and see a higher participation rate in extracurricular activities.

## WARRENTON HIGH SCHOOL

**National Honor Society | Advisor: Jason Edwards**

The members of the CommuniCare Club at Warrenton High School have chosen to focus our resources into underserved populations in Clatsop County. Our group has decided to donate to programs that advocate for the needs of the homeless, students with disabilities, and the improvement of education in our community. We are concerned about the homeless population in our area and would like to see these people escape extreme poverty and put their valuable skills to work. As a group we also feel like students with disabilities deserve equal opportunities in school and in life and we look for organizations who support removing barriers in front of that goal. We would also like to see education in our community improved by the way of improving services for students. We would like to increase services to help the homeless out of poverty, students with disabilities break barriers and an improvement of education starting with resources available to students in our local community.

# GRANT RECIPIENTS

Assistance League of the Columbia Pacific

Astoria Visual Arts

Astoria Warming Center

Camp Kiwanilong

Clatsop CASA Program

Clatsop Community Action

Filling Empty Bellies

Libraries Reading Outreach

Lower Columbia Hispanic Council

Lunch Buddy Mentoring Program

Start Making a Reader Today

Sunset Empire Park & Recreation District

The Harbor

The Healing Circle

Warrenton Hammond Healthy Kids

Way to Wellville



**GRANTMAKER**  
a.k.a.  
*Leader*





# REGIONAL HIGHLIGHTS: EASTERN OREGON

## PARTICIPATING SCHOOLS

Hermiston High School  
Pendleton High School

## SPECIAL THANKS

These amazing local businesses and organizations supported our students with in-kind donations and special events during their fundraising!

Oxford Suites  
Hamley's Steakhouse  
Subway  
Great Pacific  
Pendleton Round-Up  
Dean's Athletic



22

student grantmakers



\$20,835

granted to 10 nonprofit organizations



\$3,700

granted to in-school programs



"My favorite moment this year was when my students unanimously decided to give an organization that requested \$100 in grant funds over \$2,500 after speaking with the organization face to face. The testimonies moved my students so much, they wanted to help this organization exponentially. This experience is so unique for high schoolers – it exposes them to the needs in their community and empowers them to make change.

During the grantmaking process, my students learned how to analyze programs and how to maximize the funds available to them, and they saw firsthand the growing need for resources in our community. I believe they will all leave this experience with the desire to continue to make a positive impact on their community."

– JILL GREGG, ADVISOR, PENDLETON HIGH SCHOOL





# MISSION STATEMENTS

## HERMISTON HIGH SCHOOL

**College Savings Group | Advisor: Liz Marvin**

The College Savings Group of Hermiston High School has chosen to support those in need and those involved in the arts in our Hermiston community and the surrounding area. We would like to strengthen the community through an increase in volunteerism, interest in the arts, and overall involvement and commitment to stewardship.

## PENDLETON HIGH SCHOOL

**CommuniCare Group | Advisor: Jill Gregg**

The students of Pendleton High School have chosen to focus on mental health/addiction support and domestic/sexual violence in Umatilla County, prioritizing the City of Pendleton. Our goal through our work this year is to overcome stigma around these issues to better support victims and bring awareness of these issues to our rural community.

# GRANT RECIPIENTS

Bikers Against Child Abuse (Blue Mountain Chapter)

Cason's Place

Domestic Violence Services

Eastern Oregon Mission/Agape House

Hermiston Downtown Association

Inland NW Musicians

Made to Thrive

Oregon East Symphony

Pioneer Relief Nursery

Umatilla High School Key Club

GRANTMAKER

a.k.a.

Activist





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