

The Portland Observer 25¢

Steps to Success Program Wins National Honors

The Steps to Success Program in the Portland metro area recently received a national award from the U.S. Department of Health and Human Services and the National Institute for Literacy for excellence in increasing the literacy skills of at-risk families.

Portland and Mt. Hood Community colleges administer the three-branch, metro-area Steps program. PCC coordinates Steps to Success North and West; Mt. Hood directs Steps to Success East.

The award was presented to Nan Poppe, regional director of Steps to Success, at the "Celebrating and Promoting Literacy Partnerships" conference on Dec. 2.

According to PCC Executive Dean Dr. Pamela Transue, administrator for the PCC Steps to Success programs, "Much of the success is due to the Adult Basic Education and GED faculty who have served over 1,000 students in the in-house labs."

Transue noted that this is the second national award won by Steps to Success. In 1989, the American Association of Women in Community Colleges chose Steps as their program of the year.

Began in the fall of 1990, the Steps program is part of a state-wide JOBS (Jobs Opportunities and Basic Skills) employment and training program. The goal is to provide employment and training services to Aid to Dependent Children recipients to assist them in securing long-term, family-wage jobs.

Services include a four-week career-and life-planning class, basic skills and GED training, vocational and on-the-job training, support services, work experience, job-search training, and job-placement assistance.

For more information, please call: Susan Hereford in Public Affairs, 244-6111, ext. 4421.

Oregon's Largest Martin Luther King, Jr. Holiday Celebration Conducted



Mayor Vera Katz, one of many participants in the Martin Luther King, Jr. Celebration at Jefferson High School, helps to "Keep the Dream Alive" for all people to come together

Oregon's largest King holiday celebration, Keep Living the Dream: A Tribute to Martin Luther King, Jr., was held Monday, January 18 at the Jefferson High School Center for the Performing Arts, 5210 N. Kerby Avenue.

"Keep Living the Dream..." began with an hour-long discussion forum featuring civic and community leaders followed by dance performances, dramatic vignettes, authentic African drumming, jazz bands, a

youth band from Australia, and gospel choirs from Eugene, and Tacoma, Washington.

The program was simulcast on KBOO Radio (90.7FM) and Oregon Cable (Channels 30 and 38).

Program sponsors included the Portland Trail Blazers, Portland Association of Teachers, and Portland Public Schools. World Arts Foundation, Inc. will produce the "family-centered" program.

Schools New Site For Services

Oregon is experimenting with using public schools to deliver social services to children and families. What is learned from test sites in Benton, Clackamas, Linn, Multnomah, Polk and Washington counties could be used in schools across the state.

BY KEVIN W. CONCANNON

If you were having trouble feeding, clothing and housing your family, where would you rather go for help -- to the school that your children attend or to a state office building?

Now turn the question around: If you were a county or state worker helping poor, dysfunctional or other troubled families, what might be the best place to reach them?

If you answered "school" to both these questions, then you've arrived at the same answer as key people who are responsible for Oregon schools and human-services agencies.

Across Oregon, we're beginning or expanding experiments that put human-services workers in the schools to help families with services such as assistance to the poor, counseling, and health and mental-health services.

For example, families will be able to go to some schools to talk with Adult and Family Services about income assistance, to Children's Services to help the family function better, or to county mental-health workers for psychological help.

Not only are agencies recognizing that school are a good place to reach children and families. Educators also realize they have children only about six hours a day -- and children's success in school is greatly influenced by what happens the other 18 hours.

This approach has the active support of Governor Barbara Roberts, who is changing how state government does business, and who says teachers can no longer be surrogate parents, priests and police officers.

Already, a few such services are being made available in some public schools. New

demonstration sites to show the difference that more such services can make are being launched in Benton, Clackamas, Linn, Multnomah, Polk and Washington counties.

Here is a summary of what is planned:
* Social services in elementary schools, focusing on health and mental health services, will be established in Benton, Linn and Multnomah counties.

* A one-stop concept for human services will be tested at Harold Oliver grade school in a venture supported by the Centennial, Reynolds and Gresham school districts.

* County and state agencies are planning services with a single entry point where people can find out what services are available and where to find them, at Roosevelt High School in north Portland. The school already houses the state's oldest teen clinic.

* An interagency team will work with students and families in the south part of Tigard-Tualatin School District, starting at Hazelbrook Middle School in Tualatin.

* Clackamas County will computerize its information-and-referral network to help educators and human-services workers do a better job of sharing information to help children and families. A range of human services will also be made available at Lot Whitcomb Elementary School in Milwaukie.

* In Polk County, state and county workers will establish service centers in schools in the Central, Dallas, Falls City and Perrydale districts.

Other communities that are still in the planning stages may also elect to make social services available in the schools.

In each case, the goals are to increase self-sufficiency of families, to keep kids in school, and to help people live independently in their communities.

We can expect even more communities to embrace the concept enthusiastically after we show that "school" really is the answer to reaching and helping children and families.

(Kevin W. Concannon is director of the Oregon Department of Human Resources, the state's health, employment and social services agency.)

PCC African American Students Awarded Scholarships

Four Portland Community College students each recently received \$350 scholarship awards as winners of the 1992 Academic Achievement Awards. The PCC Council of African-American Staff sponsored the awards.

Last spring, the Council and local businesses teamed up to raise funds for the scholarships through a raffle for prizes. Students submitted a 500-word essay on "My Personal Commitment to Improving Race Relations."

Bill Newborne, counselor at the Cascade Campus, and Belva Seaberry, Cascade Campus developmental education instructor, chaired the first African American Academic Achievement Award committee.

Said Newborne, "With the Rodney King affair, and all the accompanying racial tension during the planning for the scholarship last spring, the committee wanted to turn attention to the good will and positive vision that exists among PCC students in the Portland area."

The students are China Brotherson, 20, a Northeast Portland resident who is studying at the Cascade Campus and intends to become a veterinarian; Mandisa Shareiff, a 17-year-old Aloha resident who is completing high school at the Sylvania Campus and is interested in becoming a journalist; Joel Broussard, 19, a Cascade Campus student living in Northeast Portland who is studying sociology and psychology; and Graciella Ford, a married mother of three children who lives in Northeast Port-



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Pictured: China Brotherson, Mandisa Shareiff, Joel Broussard, and Graciella Ford.

land and attends Sylvania Campus with plans to get a degree in elementary education.

Cascade Campus student China Brotherson is biracial and said she learned at an early age that race was a factor in her interactions with people. As a teenager, Brotherson said her reaction changed from a feeling of hurt and helplessness to anger and action.

A high school dropout, Brotherson re-

turned to school and earned a GED, then started college at the Cascade Campus.

"Though I am on an integrated campus, I still run into racism," she said. Brotherson said her education will help her influence a change to mandatory multicultural diversity training in the schools. Brotherson is a volunteer at the Child Abuse Hotline and works with other human rights activist groups.

Seventeen-year-old Mandisa Shareiff is

at PCC because of racial harassment from a gang of skinheads at her high school.

Her high school was persuaded to send her to the Sylvania Campus, Shareiff said, to assure safe completion of her education.

"The experience taught me first hand about bigotry and the need to work for equality," said Shareiff. She works as a tutor in the English as a Non-Native Language Center.

"I made a personal commitment to im-

prove racial relations," she said, "by writing articles (for the student newspaper, The Bridge) that would help African Americans and European Americans become more aware."

Shareiff's goal is to "follow in the footsteps of Ida B. Wells, the African American journalist who owned a newspaper and wrote against the lynching of her people."

Joel Broussard, a 4.0-GPA student, has been a volunteer for Outdoor School for the past four years. He said he has tried to teach the "mixture of races of kids in my cabin that racism doesn't have to be and all races can work together."

Broussard plans to get a bachelor's degree and work as a community activist or social worker. He said he "grew up in an area where gangs seemed like the only option...seeing old school mates and some family members in gangs...and some of them dying." He wants to work to keep adolescents out of gangs and help parents deal with racism and gangs.

Graciella Ford has three children ages 10 to 16 and has returned to school while working almost full time for the city of Portland. The 4.0-GPA student has coached track the past 10 years. She has coached a "rainbow of races and cultures" and found that "by working together to reach common goals, these young people no longer see one another as an outsider or stranger but as a track-family member."

Editorial

"The Black Middle Class Of '93"

Movin' on up and leavin' the neighborhood behind.

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We may rightly say that the people of Haiti are responsible for the development of the U.S.

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Jack was clearly emotional over the honor and couldn't say enough about his former players

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