 **Metro** | *Agenda*

Meeting: Metro Council
Date: Thursday, March 5, 2015
Time: 2 p.m.
Place: Metro Regional Center, Council Chamber

CALL TO ORDER AND ROLL CALL

1. **CITIZEN COMMUNICATION**
2. **PROBLEM SOLUTION LETTER ESSAYS PRESENTATION:
CATLIN GABEL SIXTH GRADE STUDENTS' RESPONSE
TO 2014 MULTNOMAH COUNTY REPORT CARD ON
RACIAL AND ETHNIC DISPARITIES** **Carter Latendresse,
Catlin Gabel School**
3. **OREGON ZOO ELEPHANTS: THE BIG PICTURE** **Teri Dresler, Metro
Chris Pfefferkorn, Metro
Bob Lee, Metro**
4. **CONSIDERATION OF COUNCIL MEETING MINUTES FOR
FEBRUARY 19, 2015**
5. **CHIEF OPERATING OFFICER COMMUNICATION** **Martha Bennett, Metro**
6. **COUNCILOR COMMUNICATION**

ADJOURN

**PLEASE NOTE THAT THE AGENDA ONLY INCLUDES PRESENTATIONS AND ANY MATERIALS
WILL BE AVAILABLE AT THE MEETING.**

Television schedule for March 5, 2015 Metro Council meeting

Clackamas, Multnomah and Washington counties, and Vancouver, WA Channel 30 – Community Access Network <i>Web site:</i> www.tvctv.org <i>Ph:</i> 503-629-8534 Call or visit web site for program times.	Portland Channel 30 – Portland Community Media <i>Web site:</i> www.pcmtv.org <i>Ph:</i> 503-288-1515 Call or visit web site for program times.
Gresham Channel 30 - MCTV <i>Web site:</i> www.metroeast.org <i>Ph:</i> 503-491-7636 Call or visit web site for program times.	Washington County and West Linn Channel 30– TVC TV <i>Web site:</i> www.tvctv.org <i>Ph:</i> 503-629-8534 Call or visit web site for program times.
Oregon City and Gladstone Channel 28 – Willamette Falls Television <i>Web site:</i> http://www.wftvmedia.org/ <i>Ph:</i> 503-650-0275 Call or visit web site for program times.	

PLEASE NOTE: Show times are tentative and in some cases the entire meeting may not be shown due to length. Call or check your community access station web site to confirm program times. Agenda items may not be considered in the exact order. For questions about the agenda, call the Metro Council Office at 503-797-1540. Public hearings are held on all ordinances second read. Documents for the record must be submitted to the Regional Engagement and Legislative Coordinator to be included in the meeting record. Documents can be submitted by e-mail, fax or mail or in person to the Regional Engagement and Legislative Coordinator. For additional information about testifying before the Metro Council please go to the Metro web site www.oregonmetro.gov and click on public comment opportunities.

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ការគោរពសិទ្ធិពលរដ្ឋរបស់ ។ សំរាប់ព័ត៌មានអំពីកម្មវិធីសិទ្ធិពលរដ្ឋរបស់ Metro ឬដើម្បីទទួលបានក្បួនលក្ខណ៍រើសអើងសម្រាប់សេវាសេវា www.oregonmetro.gov/civilrights។
បើលោកអ្នកត្រូវការការបកប្រែភាសានៅពេលអង្គប្រជុំសាធារណៈ សូមទូរស័ព្ទមកលេខ 503-797-1890 (ម៉ោង 8 ព្រឹកដល់ម៉ោង 5 ល្ងាច ថ្ងៃធ្វើការ) ប្រាំពីរថ្ងៃ ថ្ងៃធ្វើការ មុនថ្ងៃប្រជុំដើម្បីអាចឲ្យគេសម្រួលតាមសំណើរបស់លោកអ្នក ។

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Materials following this page represent
Attachments to the Public Record

Good afternoon, Council President, members of Council, staff and fellow community members,

My name is Nancy Hinnen and I have served for six years as a Trustee of the Oregon Zoo Foundation which supports the Zoo's mission to enhance animal welfare, conservation and education. I became involved with OZF when my children were little and coming to the Zoo was a habit. My kids are older now, but I have stayed involved with OZF because I believe in the Zoo's mission. I believe the Zoo is a gem in our community and has much to offer anyone interested in the natural world around us.

I have seen the Zoo in operation for six years now, and I am amazed at the dedication of its keepers, not only to the animals in their care but for the ^{greater} ~~larger~~ species populations. For the last year I have attended meeting of the Zoo's Conservation Action Team and have seen keepers passionately advocating for issues related to species in their care, such as Palm Oil and reducing wildlife's exposure to lead. [To me, these are truly animal rights activists!]

As a Trustee of the Oregon Zoo Foundation, I am proud to support the work that the Zoo does:

- I am proud of Elephant Lands, of the thoughtful and deliberate design that will allow our elephants to thrive while educating our community about the needs and plight of elephants in the wild.
- I am proud of our California Condor program, which has been instrumental in improving the numbers of what was once a virtually extinct species, and now is trying to make sure that the Condors have a fighting chance for survival in the wild. Isn't that what we would ideally want for all of our species? The Condor exhibit in the Zoo is a way for visitors to more deeply appreciate and understand these incredible animals, and perhaps that understanding will aid the Zoo's efforts to help the Condor in the wild.
- I am proud of the Education Center that the Zoo is planning and its efforts to help visitors better understand how small actions taken in our daily lives can help species survival, even when those species live on another continent.

This is what our Zoo does best - it's a window into the world outside of our narrow daily routine, and inspires us to take actions that help wildlife. I thank the Metro Council for continuing to support the work of the Zoo as it is a crucial thread in the fabric of our community. Thank you for your time.

Metro Council Meeting
March 5, 2015
Oral Testimony: Brianne Hyder

Good afternoon, and thank you for granting the time today for us to come here and talk to you a little about the Oregon Zoo.

For the record, my name is Brianne Hyder. I have been an active member of the Oregon Zoo ever since my husband and I moved to Portland in 2007. Almost immediately I saw something special in the zoo and its leadership.

- I saw it **making a difference** in our community, and not just inside the zoo grounds, but across our region.
- I saw it **inspiring visitors to care more about wildlife conservation and nature**, and to **take action to protect wildlife** around the world.
- As I became more engaged with the zoo as a volunteer and donor, I learned about how important animal welfare is in everything the zoo does.
 - For example: the zoo staff has **trained the animals for voluntary blood draws**. This reduces the stress on the animals, reduces the need for certain types of sedatives, and allows the zoo to analyze the blood for a variety of things, including research that reaches far beyond the zoo walls.

Now as the mother of a young child, I see the zoo from the eyes that many in our area do – as a safe place for our children to be inspired and learn.

I am so proud of the work our zoo does – both on the zoo grounds, and its influence outside of Oregon.

Thank you for your continued support of the zoo. And thank you again for your time today.

Autonomous Vehicle(AV) Update - 3/5/15

R A Fontes PO Box 144, Lake Oswego 907034 rfontes@g.com

May 2014: Google introduced its first purpose-built AV



Photo courtesy of Google

- Meets federal low-speed vehicle regs [49 CFR 571-500]
- Limited to 25 mph
- Not as heavily regulated as full-service automobiles
- Legal where speed limits are 35 mph or less [ORS 811.512]
- Local governments may permit them on other local roads
- More appropriate for sharing than personal ownership

Compared with TriMet services, small shared AV's such as Google's "car" would be:

- **Faster:** MAX averages about 18 mph and buses 14 between stops.¹ Does not include getting to and from transit, TriMet's suggested five-minute early arrival to allow for off-schedule buses, and transfers.
- **Cheaper:** TriMet's standard fare is \$2.50 and system cost is about \$.71 per passenger mile (includes most overhead but not capital, debt service, streetcar transfers, tax expenditures, etc.)² Total costs for small shared AV's could be as little as \$.15 per mile and \$.41 for shared autonomous intermediate cars.³
- **Safer:** It's not just that AV's would travel more safely than human-operated vehicles; riders would no longer be exposed to the hazards getting to and from or waiting at transit stops.
- **Far more convenient:** Shared AV's would offer door-to-door service within seconds of an app-swipe.

Shared AV's could do all of this without a penny of direct subsidies, while TriMet passengers pay only about 27% of system costs.⁴

Meanwhile, as we meet, California's DMV is developing rules for consumer use of AV's.⁵ No one knows how soon we will get access to AV's, but Google's Chris Urmson stated that his company hopes to have the general public testing AV's on public roads within two to five years.

Two concerns:

First, that TriMet may go bankrupt:

- Since AV's would offer much better service, we can expect riders to abandon TriMet by the scores of thousands.
- What will be taxpayer/voter reaction to a significant and permanent ridership drop?
- TriMet is burdened by well over \$1 billion of long term debt and accrued actuarial liability for employee benefits.^{6,7}
- The demise of other transit operators would lower TriMet's credit rating.
- Will Metro's ORS 267.020 authority to take over TriMet become an obligation?

Second, that jurisdictions may develop short-sighted policies leading to massive increases in VMT:

- Some may want to restrict shared AV's to protect the status quo (taxis, transit, parking fees, etc.)
- Unrestricted privately-owned AV's incentivize lengthy deadheads.⁸
- Even purportedly neutral restrictions, such as requiring human "drivers," could build up an installed base of privately owned AV's while holding back access to shared AV's.⁹

Two thoughts:

- Once AV's prove to be safer than human operated vehicles; any delay, restriction, prohibition, or tax on their use will limit personal mobility, waste money, and cost lives.
- Any limitation on shared AV's will do all that and also disproportionately increase VMT.

Footnotes:

1. TriMet, January 2015 Monthly Performance Report, full version, page 9
2. TriMet Service and Ridership Information, 10/20/2014: FY 2014 fixed route system costs/passenger miles
3. Columbia University Earth Institute, Transforming Personal Mobility, 1/27/2013, page 15
4. USDOT, National Transit Database, Transit Profiles, 2013 Full Reporters, page 536
5. <https://www.dmv.ca.gov/portal/dmv/detail/vr/autonomous/auto>
6. <http://trimet.org/pdfs/publications/2014-audited-financial-statements.pdf>, page 17
7. <http://trimet.org/pdfs/newcontract/Board-Presentation-Tentative-Agreement.pdf>, page 9
8. **example:** A hypothetical couple lives in West Linn. One commutes to Clackamas for an early shift at a warehouse. The other works a regular shift at George Fox University in Newberg. Each currently needs a car. AV technology will enable the couple to eliminate one car, saving depreciation, financing, insurance, and registration costs. However, the remaining vehicle would have to travel twice as many miles as it deadheads between missions.
9. **example:** Suppose that Oregon prohibited AV operation without human occupants. Fleets of shared AV's would not develop while individuals could buy large numbers of AV's for private use with the expectation that the restriction would eventually be lifted.

Essie Ashton
% Carter Latendresse
Catlin Gabel School
8825 SW Barnes Rd.
Portland, OR. 97225

March 1, 2015

Tom Hughes
Metro Council President
600 NE Grand Ave.
Portland, OR 97232-2736

Dear Council President Hughes,

My name is Essie Ashton. I am a sixth grade student attending Catlin Gabel School in Portland. I was born in Ethiopia—where black people do not hold second-class status—and I have lived in East Africa, Salt Lake City, Utah, and now Portland. In English, we have been learning about institutional and systemic racism in the Black/African American communities. We learned about some of the not-so-pretty history of racist policies and injustices imposed on the African American community in Multnomah County. To learn even more about the impact of some of this history on communities today, we read the “2014 Multnomah County Report Card on Racial & Ethnic Disparities: Executive Summary.” As you know, this report found that the highest number of disparities were between Black/African Americans and whites in a whole range of measurable factors, from unemployment, to childhood poverty, to teen pregnancy. The disparity I want to address is teen pregnancy, which results in more poverty and stress, as well as less happiness and opportunities for girls and their children. “Socioeconomic conditions in communities and families may contribute to high teen birth rates” (Boonstra). Girls who come from homes where there is low education, underemployment, little money—who live in neighborhoods where there is high

poverty full of graffiti, liquor bottles, and cigarette butts—have few opportunities for positive engagement. All of these are factors in high teen birth rates (Boonstra). Reading both the Multnomah County report card along and a report from The Coalition of Communities of Color website, coupled with one afternoon spent walking in particular neighborhoods in North and Northeast Portland was enough for this eleven-year-old to see that Black/African girls deserve more (Bates). Two solutions I propose to reduce teen birth rates is to fully utilize community health care workers and partner them with peer educators from Planned Parenthood to implement healthy relationships programs in all “black” communities, especially in African immigrant and refugee communities. Second, I propose the county should partner with Department of Homeland Security Workforce to improve youth employment opportunities, life and job skills and partner with Girls Inc. to reach more girls of color through Girls empowerment programs, mentoring, and STEM programs.

While teen birth rates have decreased significantly in Oregon since 1998 according to the Report Card on Racial and Ethnic Disparities, Black/African Americans teens “[remain] almost two and a half times more likely to give birth than their non-Latino White counterparts” (8). This is bad news for the teenage mom’s health and development, but it’s also terrible for babies. A related disparity in the report is the fact that more Black/African American babies have low birth weight—less than 5.5 pounds when they are born—than whites babies (Ferrer). Low birth weight can cause death before age one or negative health consequences later in life (Ferrer).

Blacks/African American teens who give birth are two times as likely as whites to have their baby die within the first year of their lives than whites (Collins). Low birth weight has also been linked to racial discrimination and racial inequities in access to resources that promote good health (Collins). This is a cyclical problem, then, because studies have also found that racism causes stress and that stress is linked to low birth weight in Black/African American babies (Collins). The consequences for the teenage moms who give birth isn’t rosey. Many drop out of school and do not graduate. Without a high school diploma and or other training, girls often have to rely on welfare. In order to live and pay rent and eat, 80% of teenage mothers must rely then on welfare at some point (Teen Pregnancy Statistics). In Oregon, from 1991 - 2010 taxpayers spent about

2.6 billion dollars supporting teen mothers (Counting It Up). In short, teenagers that give birth face a lifetime of negative health outcomes, discrimination, trauma, and poverty, as do their children.

Two solutions I propose to decrease teen pregnancies in Black/African American communities are as follows: one, to utilize community health care workers and other key stakeholders to educate youth and parents about healthy relationships, including improving knowledge and access to reproductive health; and two, to increase employment opportunities, life skills, and girl-empowerment programs reaching Black/African American communities by engaging multiple partners and collaborators. However, for either of these two to be effective, the data for "black" needs to be broken out. The fact is that a 16 year-old girl recently arrived from Somalia and a 16 year-old African American girl living in the same apartment complex have very different life experiences, religions, cultures, and languages, though both are termed "black." The number of African immigrants and refugees living in Portland is growing, and data should be collected and reported based on country of birth or at least by continent. It would even be better if the data was broken out by male and female, how long someone had lived in the U.S., and if they speak English. Knowing this would make all the difference on knowing who we need to serve and how best to reduce disparities and improve health.

In Oregon there are many trained Community Health Care Workers (CHW), some of whom are from the diverse African-born communities. The advantage whether a CHW is African born or African American is that they speak the language and know the culture of their community. They can be social change agents if partnered with youth advocates from Planned Parenthood and gender educators to implement a healthy relationship program. This program would teach youth and adults about how to create healthy relationships, improve knowledge about sexual and reproductive health, and most importantly, engage boys and men about how to end violence against women, which has major negative health consequences. In addition, reducing violence helps to reduce teen pregnancies. Another advantage for using community health care workers is that they can mobilize the community to change behaviors and attitudes and can teach people to

find ways to talk about family planning, which is a taboo subject in most African communities. One disadvantage may be that youth may not open up to someone from their community for fear he or she might tell their parents what they shared in a class. The second solution to reducing teenage pregnancy is to create employment opportunities through multiple partners such as Department of Homeland Workforce services and other agencies to place youth in jobs, and teach them life and job skills—everything from how to write a resume, to exploring careers, to learning a trade. Another component to this would be enrolling girls in empowerment groups through Girls Inc. and then linking them to mentors in the community in order to increase the number of girls participating in STEM programs. The advantage to this solution is that the more positive, engaging, and hopeful learning experiences and opportunities youth have, the fewer teen pregnancies there will be. Learning to work and working hard is a blessing, like my mom always says, and it is the best way to stay out of trouble. The disadvantage is that it may cost money, and it would take many people from different agencies with really creative ideas working together really well. From what I can tell about adults, sometimes this doesn't always happen. If it did, though, I can see a lot of happiness and opportunities for kids who don't have many chances.

The Community Health Care Worker program is the best way to decrease teen pregnancy and improve the health outcomes for black/African American youth and families. CHWs contribute to improved health outcomes and save the state money by helping to improve people's health. CHWs are motivated to help and serve in their communities. For those born outside the US, many of them worked as nurses and even doctors in their county of birth, but the US does not recognize this, so they can't get jobs in those fields. They are one of the best links to the community and serve as a bridge to health clinics and to medical professionals. I know some CHW workers and they tell me the problems and challenges are many in their communities and that parents and kids don't know about sexual and reproductive health care, so I think this is a very good place to begin.

In a perfect world, if my solution were used, the cost for the state to support teenage mothers' would decrease, the health and happiness of Black/African American teenage girls would

improve, and these girls would stay in school and have bright futures. I'm just a kid, though, and don't know how this all gets done. Educating the teens about reproductive health care and being a lot nicer to each other could make a big difference. Most important is asking questions and listening to the adults and youth who face these disparities every day. It will take all of us to create solutions to be healthy and live in a thriving city that is "progressive" for all.

Thank you for reading and taking your time to consider my letter. I look forward to hearing from you.

Sincerely,



Essie Ashton

Works Cited

- Bates, L. "The African American Community in Multnomah County: An Unsettling Profile." *The African American Community in Multnomah County: An Unsettling Profile*. Portland State University, n.d. Web.
- Boonstra, Heather. "Teen Pregnancy Among Young Women In Foster Care: A Primer." *Guttmacher Policy Review: Spring 2011, Volume 14, Number 2*. Guttmacher Institute, n.d. Web. 03 Mar. 2015.
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Imara Moore
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Catlin Gabel School
8825 SW Barnes Rd.
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February 24, 2015

Tom Hughes
Metro Council President
600 NE Grand Ave
Portland, OR 97232-2736

Dear Council President Hughes,

I am Imara Moore, and I am a sixth grade student from Catlin Gabel School. I was born and raised in Portland, Oregon. I read the "2014 Multnomah County Report Card on Racial & Ethnic Disparities: Executive Summary" from our unit in English class on institutional and systemic racism, which taught me that poverty, racism, and education were all related. I was interested in this topic because on the news I have been noticing the Ferguson debate and I Can't Breathe campaign, and I wanted to see how I can try to find out how much injustice and discrimination is in Oregon. After doing some research, I discovered that the Earned Income Tax Credit and a Child Care and Development Block Grant would really help the African American kids in our city who need the most help. More supermarkets in areas would help too.

Most low-income African American families in our city live in North and Northeast Portland. The children that live in North and Northeast Portland are more likely to drop out of high school or be below average in their grade because they are in poverty. African American students in Portland are more than twice as likely to come up short of third-grade reading standards as

whites (2014 Report Card on Racial and Ethnic Disparities 8). If kids don't meet third grade reading standards, they won't have as many opportunity as other kids. They will be behind, and while their class is graduating, they will have to attend summer school. They may repeat a grade, but most likely give up and drop out. They then won't be able to get a degree in college or even go to college, and the person won't be able to get a high-income job as a doctor or lawyer. Instead, they will most likely work at a low-paying job such as fast food or gas stations. All these affects may follow from the indicator of that one reading test they failed in third grade that showed they couldn't read as well as the other students. Some people want to blame the parents of that student for her failure, but if the parents are always working or away, the student may not have the time to read books or even study for homework. The student could be focusing on what to eat and when are their parents coming back.

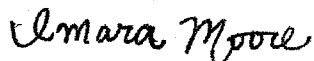
Racism, poor education, and poverty are tremendous and related dilemmas for people of color in Portland, but one way we can solve these is to lobby Congress to increase the Earned Income Tax Credit by raising taxes on the wealthy. The EITC is one of the nation's best anti-poverty tools, and it "helped more than 6.5 million Americans—including 3.3 million children—avoid poverty in 2012" (The Top 10 Solutions to Cut Poverty and Grow the Middle Class). Children in low-income families that receive EITC are more likely to graduate high school and have high earnings. An advantage for this is that more African American children will graduate high school, but a disadvantage would be that lobbying Congress is time-consuming. A second solution to solve our problems is to invest in affordable, high-quality childcare for preschool aged children, the kind that could be supplied through a Child Care and Development Block Grant. Poor working families cannot afford child-care and "One out of three families with young children earns less than \$25,000 a year. Yet, full-day child care can cost anywhere from \$4,000 to \$10,000 and up per year. The availability of subsidies for low-income and working families for child care is inadequate to ensure that children have access to high-quality child care" (Child Care and Development Block Grant). If Portland helped low-income African American families receive the benefits of a Child Care and Development Block Grant, we would be insuring that kids of lower income statuses have a place to go, like Albina Head Start here Portland. Research

shows that "Head Start children are significantly more likely to complete high school and attend college than their siblings who did not attend Head Start" (National Head Start Association). A disadvantage of the Block Grant is that it would take time to help people fill out the paperwork.

Fortunately, the city council can work with groups of African American families and leaders in Portland to help lift up their children. If my solutions were used—the EITC and the Block Grant for Head Start—the same families with students who couldn't meet a third grade reading standards in the past would find that their younger children, benefiting from early childhood education, would be able to meet the standards. With a little extra money from the tax credit, families could afford to have their children attend summer school or have a tutor after school for about an hour to help them with basic learning. With a block grant, Heads Starts would continue supplying quality education, but there might also be more after-school homework clubs for at-risk African American kids who are twice as likely to be behind in reading than their white classmates by the third grade. If we keep these good ideas up, we can make Oregon a kind place and Portland could help us make this a beautiful world. My hope is that Head Start Programs and tax credits to be used for education can help benefit the kids who need the most help here in our city.

Thank you for taking the time to consider my letter. I look forward to hearing from you.

Sincerely,

A handwritten signature in cursive script that reads "Imara Moore".

Imara Moore

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Emma Clark
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March 1, 2015

Tom Hughes
Metro Council President
600 NE Grand Ave.
Portland, OR 97232-2736

Dear Council President Hughes,

My name is Emma Clark. I am twelve years old, and I am a sixth grader at Catlin Gabel School in Portland, Oregon. At school, we are currently studying institutional and systemic racism. Racism, inequality, and disparity have always caused a stir in me because I believe that whether we are born rich or poor, everyone should have equal rights and opportunities. According to the "2014 Multnomah County Report Card on Racial & Ethnic Disparities: Executive Summary," out of the four ethnic groups of minorities, African Americans in Portland have the highest level of disparities from whites when measuring poverty, education, literacy, unemployment, teen pregnancy, homicide rates, and health issues. It made me want to bring justice to these situations for African Americans. Recently, the case in Ferguson, the Free Hug Movement in Portland, and the I Can't Breathe Campaign showed me how one person's action can make a huge impact in society, whether it is good or bad. Then I pondered, even though I am just one ordinary person, I can help make a difference in the world. Everyday I eat good, nutritious, and balanced homemade meals for breakfast and dinner. I know that eating healthy helps me concentrate more and get better grades in school. From the "2014 Multnomah County Report Card on Racial &

Ethnic Disparities: Executive Summary,” I see that diabetes mortality rate in African Americans is more than two and a half times higher than their White counterparts (8). This rate for African Americans has not changed significantly since 1998. From the online Interactive Map: Portland Area Food Deserts map, one sees that food deserts are concentrated in the areas of Northeast Portland, North Portland, Southeast Portland, and inner city neighborhoods—where the majority of African Americans live. The map reveals areas where people live at least half a mile or more from the nearest supermarket. Because of the fact that many African Americans live in food deserts in Portland, African Americans often have little access to healthy food, making fast food an easy alternative. Therefore, we see more diabetes in African American populations, as fast food is high in fat, salt, high fructose corn syrup, and empty calories. However, there are ways to help solve this health issue: first, by offering education on healthy gardening; and second, by hands on cooking demonstrations.

Diabetes rates are higher for African Americans in Portland, Oregon, than for whites. In fact, African Americans are 1.7 times more likely—almost twice as likely—as whites to have diabetes than whites (Treatment and Care for African Americans). This is most likely due to African Americans having low income jobs and more difficult access to healthy food in supermarkets (2014 MCRC: Executive Summary). One can easily overlay the maps of Portland food deserts and low-income neighborhoods and quickly note that these are the areas with large African American populations: North Williams Avenue, North Lombard Street, and North Columbia Boulevard (Portland, Oregon (OR) Poverty Rate Data). Connecting income, ethnicity, and diabetes, at school we watched the chapter in the movie *Food, Inc.* called “A Dollar Menu,” which showed that most poor, ethnic minority groups have to struggle with the choice between diabetes medications or healthy fruits and vegetables and between cheap burgers or healthy fruits and vegetables. Most of them choose the diabetes medications and burgers that only make the diabetes worse. It’s a vicious cycle, but these are the choices the poor make because they are the most affordable. One final chilling statistic from the movie we learned was that one in two people of color will get diabetes in their lifetime.

I have come up with two solutions to combat the prevalence of diabetes. The first solution is building community gardens in poor, African American neighborhoods, recruiting volunteers to teach how to garden and educate about healthy food and diets. Different seeds and seedlings would be planted with the help of the African American community. The group would gather and share when it is harvest time. Two such organizations doing this work in Portland right now are Growing Gardens and the Seed to Supper Program with the Oregon Food Bank. If this solution was used, the poor people could have better understanding of healthy food and more knowledge in organic gardening. The experience would also build a stronger community, healthier bodies, and a friendlier society. The challenges are that the volunteers may not want to drive the distance to the inner cities, and the poor people may not have time or interest in gardening. My second solution would be to have cooking demonstrations in the park or flea markets. The advantage of this solution would be to raise awareness about nutritious foods and learn the consequences of eating junk food. However, it would be very difficult to enforce healthy eating to the poor people in the African American community because I believe it makes less of an imprint without hands-on experience

More cases of diabetes have developed in Portland because of the ubiquitous fast food establishments. I believe the combination of both of my solutions would work the best. Teaching African Americans all about gardening and giving hands-on experiences with cooking demonstrations will create a fun and exciting learning environment. This is a wonderful way to raise awareness of fast food and diabetes, promote good health, and thereby reducing obesity in African American communities. In addition, the happy gathering to harvest the crops, followed by an enormous healthy feast, will help bond the African American neighborhood members together in a positive way to promote community building. Although finding volunteers would be challenging and buying materials and land would be costly, helping the poor members in the community to have better health and decrease the disease rate would be worth all the time and effort. When I was a fifth grader, my mother and I would help weed the vegetable garden at the Catlin Gabel school. We would pick weeds and tidy up the garden, and for our effort we collected ripe tomatoes at the end of the day. That night, my mother and I used the harvested

tomatoes to make a delicious, organic salad for dinner. The solution to conquer diabetes came to me from this joyous experience I had with my mother working in the garden, cooking and bonding together.

If my solution was chosen, the African Americans would be healthier, more slender, and more educated about their bodies and nutrition. Eating healthy fruits and vegetables would provide brain power to help increase student academic skills and improve physical abilities and agility to participate in sports. African Americans adults would learn the link between fast food and diabetes, and between nutritious food and healthy living. Because better health can be attained, the health care cost to society from diabetes would diminish, the job economy would thrive more, and the society would become more dynamic. Instead of having Portland being the "Green" state, let us have it be known as the "Vibrant" state.

Thank you for taking the time to consider my ideas of raising awareness about diabetes, trying to conquer this vast health issues, and to ultimately close the gap in racial disparities.

Sincerely,



Emma Clark

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February 27, 2015

Tom Hughes
Metro Council President
600 NE Grand Ave.
Portland, OR 97232-2736

Dear Council President Hughes,

My name is Kelly Park, and I am a sixth grade student at Catlin Gabel. Growing up, we have always been taught about the struggles and injustices that African Americans and all of the ethnic minorities here in the U.S. have faced, but until this year in English class, I had no idea that institutional and systemic racism was still living here, in Portland. I became more aware that it was not an issue that only lives in the south, it is a nationwide struggle. Our class read the "2014 Multnomah County Report Card on Racial & Ethnic Disparities: Executive Summary," and it definitely opened my eyes to the racial disparities all around us. After the Vanport Flood in 1948, the African American population in Portland were all forced to move into the Albina area, and a majority still live there or have moved into North Portland (McGregor). Today, perhaps not surprisingly, the areas with high African American populations in Portland are also food deserts with lower socio-economic status (Interactive Map; and Portland, Oregon (OR) Poverty Rate Data). If the children that are born and raised in these food deserts and poorer neighborhoods of Portland could get a quality education and healthy food, it would definitely help them lead better lives. It is unbelievably sad that the number one predictor of a child's

success in life is the color of their skin. Frederick Douglass once said that “It is easier to build strong children, than to repair broken men.” His statement is just as true now in our city as it was for the antebellum northern U.S. We have to reverse the trend of African American adults being more likely to be incarcerated than pursue higher education. From 1980 to 2000, 460,000 African American men were sent to jail, while only 135,000 received higher education (Wagner). Our city is threatening to continue that same horrifying trend, as there are two times as many African American kids in our Portland city schools who do not reach the third grade reading standards as white kids (2014 Report Card on Racial and Ethnic Disparities 8). One reason for this could be that too many students are crammed into one classroom where the teachers can’t help each individual. Another reason could be that nationally African American children are more than twice as likely to live in single parent households than white children (Kreider). In these households, the parent doesn’t have time to do things like reading to her children, as she is often working inside or outside the home. Places like Albina Head Start are a great way to develop strong foundations for children in poverty, it is a place where even before they are enrolled in school, have a place to play with friends, do fun crafts, learn how to count and get read to by adults they grow close to. Schools should offer small-group core classes where students can be more present and focused, receive help on subjects that they are struggling with, and receive peer tutoring if they need it because sometimes I feel like I learn best from my friends. The public schools in North Portland, the Boise Neighborhood, and the Eliot Neighborhood—the low-SES and food desert neighborhoods of African Americans mentioned before—need more government funding because, as you know, a quality education is something that every single child deserves. The funding should be used to not only create more small-group core classes, but also to create a partnership between school gardens, neighborhood grocery co-ops, and neighborhood community gardens in order to feed and educate our at-risk populations.

There are several food deserts here in Portland, and although diabetes used to be more of an adult concern, today one in two children of color can expect to get type two diabetes (*Food, Inc.*). African Americans have the highest diabetes mortality rate in Portland, and the cause of this is

the lacks of access to healthy food (2014 Report Card on Racial and Ethnic Disparities). Redlining is another issue that forces people to live in these places with poor resources. We know that after the Vanport flood, redlining and other segregationist policies practiced by real estate agents helped to create the African American food deserts here in Portland (Loving). Now that African Americans live in these neighborhoods, they also face the problem of buying medications to treat high blood pressure and diabetes, which are very expensive. Although it seems so much easier just to eat fresher healthier foods in the first place, the fact remains that in these neighborhoods a greasy hamburger cost a lot less than a bunch of kale, and the hamburger is much easier to get. In class we learned that this is so because the federal government subsidizes the crops corn and soy, and the hamburgers contain beef that was fed corn and the soda contains high-fructose corn syrup. Therefore, fast, fattening food is not only cheap and yummy, it is plentiful. This poor diet in kids can negatively impact their concentration and energy levels in the classroom. Struggling and dropping out of school is a huge disadvantage when we grow up and are looking for jobs, and two times as many African Americans are unemployed after the age of sixteen (2014 Report Card on Racial and Ethnic Disparities 5).

To solve these problems, we should establish a partnership between school gardens, neighborhood grocery co-ops, and neighborhood community gardens, the produce from which could be eaten in school cafeterias. Not only does this help the children eat healthier, it can also educate them about the benefits of growing organic and how great it is to plant your own food. We should build grocery co-ops for these communities, where farmers can bring produce and people can get jobs. The money that is left over could be used for establishing community gardens in these food deserts, thereby strengthening the relationships between school gardens, grocery coops, and community gardens. The hardest part about this solution is getting the money to get started, and organizing it, but once we get it going, it can be a huge help to all of the people who are struggling with health and education in North Portland, the Eliot neighborhood, and the Boise neighborhoods.

Council President Hughes, I think that we should definitely build a partnership between community gardens, school gardens, and grocery co-ops here in Portland. Profits from the co-ops could be used for the betterment of the communities. There will be jobs, and unemployment can be reduced. A large portion of the money will go to the public school gardens and neighborhood community gardens in that area, more teachers can be hired, so the classes will be smaller, which will allow children to be more focused thereby learn more and graduate from high school and college. Also, local gardeners, grocers, and farmers can teach in our gardens and schools on the importance of healthy diet to academic achievement and a balanced life. Everybody gets what they need in our African American, low-income Portland food deserts, and it is not just one person receiving all of the profit. The next generation could be raised up as strong, kind, and well educated young people, rather than having business as usual where African Americans remain poor and victims of mass incarceration while the tiniest slice of mostly white people become billionaires.

During the Vanport flood sixty years ago, thousands of African Americans were unemployed after the shipyards invited them to Portland during WWII, the unions refused to let them become members, and employers didn't employ them. Later, shipyards further heightened racial tension by hiring African Americans for cheaper wages and firing the white shipbuilders. Instead of banding together and demanding equal pay, the white and African American workers just turned against each other and did not recognize the real problem, which was wage exploitation by the employer. We should learn from history and work together this time around to help all of the people we see in poverty, regardless of their ethnic background. As an multi-ethnic coalition of co-ops, Head Start classrooms, community gardens, and school gardens, we can fight Type Two diabetes, redlining, cramped classrooms, and resolve the racial disparities here in Portland and beyond. Every child deserves to have access to healthy food, and to learn how to read and write in supportive environments, no matter what their ethnic background, wealth, or gender is. We have to end institutional and systemic racism nationwide, so let's create change from one healthy and hardworking child to the next.

Thank you so much for taking the time to consider my letter. I look forward to hearing from you.

Sincerely,



Kelly Park

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Riley Hart
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March 1, 2015

Tom Hughes
Metro Council President
600 NE Grand Ave.
Portland, OR 97232-2736

Dear Council President Hughes,

I am Riley Hart, a sixth grade student at Catlin Gabel School here in Portland. I recently read the "2014 Multnomah County Report Card on Racial & Ethnic Disparities: Executive Summary" in class for our unit on institutional and systemic racism. The more I look into it, the more racism I find in our own city, yet we almost never notice it, much less acknowledge it. I became interested in this topic when I realized how much this was affecting children my own age and younger. Many African American children are not getting a proper education: 65% of African American high school students graduated Oregon high schools last year, as compared to 79% of white Oregonian high school students (Cohort Graduation Rate - Oregon Department of Education). Everyone needs a chance, but without a proper education and proper diet, the children will not be able to stay healthy and get a good job when they grow up. They will not be able to support their families and give their kids the opportunity of a good education. In addition to lacking access to supportive education, African American children in Portland also lack access to healthy food. Many African American kids live in food deserts along North Columbia Boulevard and North Lombard Street where fast food is abundant and access to healthy fruits

and vegetables is limited (Interactive Map: Portland Area Food Deserts). African American diabetes mortality rates are therefore more than two and a half times higher than the rate for whites in Portland (2014 Report Card on Racial and Ethnic Disparities 8). There are ways we can fix both the problem of academic achievement and diabetes. We could have other students tutor the struggling students, or open organizations that will tutor the kids for free and give them healthy, sustainable meals. We could also open up co-ops in food deserts so more African American people have access to healthy foods.

The first problem we need to address is academic struggles of African American students in Portland. By only third grade, they are two times more likely to be below the expected reading level (2014 Report Card on Racial and Ethnic Disparities 8). This is in part because the children's parents are working and do not have time to read to them or to check up on them and make sure they are doing their homework. The median household income in 2009 for African American families in Portland was just \$26,988, as compared to \$50,661 for white families in 2009 (Dotterrer). Obviously, it is tougher for African American families than white families in Portland to afford tutors and extracurricular academic enrichment programs. When parents make less, they often have to work several part time jobs and often at night to make ends meet. The parents are therefore not as available to help with homework as white parents. Though we might not think so, reading to young children is greatly linked to their success in reading and therefore many other subjects as well. This third grade reading deficiency is occurring all over Portland, specifically in public schools with large African American populations in high poverty areas, but it is also happening over the whole country.

The second problem we need to address in Portland's high-poverty neighborhoods, where people of color make up the bulk of the populations, is institutional and systemic food racism (Portland, Oregon (OR) Poverty Rate Data). They live in food deserts, and often the only food they can afford is fast food, which is cheaper than fruits and vegetables because processed food high in refined grains and high fructose corn syrup is highly subsidized by our government and therefore relatively cheap for the consumer (*Food, Inc.*). Because of this, African American kids have an

extremely high chance of developing Type Two Diabetes and becoming obese. In fact, half of the people of color in the U.S. will get Type 2 diabetes in their lifetimes, which can take years off of their lives (*Food, Inc.*). Poor people also live in a double bind: they can't afford medications for diabetes, and they can't afford food other than fast food.

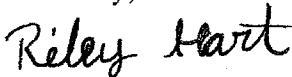
Even though this sounds pretty bad, Mr. Hughes, there are solutions. For example, in West Oakland, California, the only places to get food were from fast food restaurants and corner stores. Then concerned citizens opened Mandela Marketplace, a co-op that sells healthy foods at affordable prices (Mandela Marketplace). If we were to open up a place like Mandela Marketplace here in Portland, diabetes mortality rates would most likely go way down. People would not have to spend so much on medicines and life expectancy rates would go up. People could avoid getting diabetes in the first place and could save up so their kids could go to college. The downside, if you could call it that, to this may be that since the marketplace would have to sell the food at affordable prices, and since it would be a cooperative business acting in partnership with neighbors and growers, no one would get rich from the business.

A solution to kids not getting the education they deserve is opening up an organization where kids can go after school while their parents are at work. Private schools, like mine, that are well funded could help tutor public school students to make sure that they are learning and understanding everything. If private schools students, like me, tutored public school students, a greater amount of African American students may go to college and be able to get good, stable jobs. We could also provide a healthy meal for the students. This after-school tutoring center would be a non-profit organization, so it would help the children as well as the parents. Depending on the circumstances, this could also be a safer place than being at home without a parent. The problem with this is that the private schools would spend a lot of time tutoring the other students, and they could fall behind themselves. We would have to monitor our own work loads and make sure that we are keeping up with our own studies. I am sure that we could do it.

Taken together, these two solutions would reduce type two diabetes, obesity, and raise Portland African American students' chances of going to college. Programs like these would change people's lives, giving them the opportunities of a good education and healthy foods. We cannot let kids be so far behind in just third grade or they will not be able to catch up. Portland has the lowest graduation rate in Oregon and the fourth lowest graduation rate in the nation (Jaquiss). There are many things that can and should be done about this. There are ways we can help in your own schools.

I really appreciate you taking the time to read my letter. I look forward to hearing from you.

Sincerely,



Riley Hart

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Tulip Larson
c/o Carter Latendresse
Catlin Gabel School
8825 SW Barnes Rd.
Portland, Or. 97225

March 1, 2015

Tom Hughes
Metro Council President
600 NE Grand Ave.
Portland, OR 97232-2736

Dear Council President Hughes,

My name is Tulip Larson, and I am a sixth grader at Catlin Gabel School. I live in Southeast Portland. I have recently read the "2014 Multnomah County Report Card on Racial & Ethnic disparities: Executive Summary," and I found it very troubling. In English class we have been studying institutional and systemic racism in Portland, and the issues in this report definitely seem to relate to I&S racism. I have always been very interested in equity, freedom, and justice, especially for animals, but this is the first year that I have learned deeply about racism.

The first problem that I am concerned with is poor African-American children that are not up to the third grade reading standards (2014 Report Card on Racial and Ethnic Disparities 8). When your family is poor, and your parents have to work 24/7 to feed you, the parents probably won't have the time to stop and read to their children, so the children don't gather the words and vocabulary that they will need for their education. This is a very big problem because reading is a big predictor of you academic success, and your overall outcome in life. "A student who can't read on grade level by 3rd grade is four times less likely to graduate by age 19 than a child who

does read proficiently by that time. Add poverty to the mix, and a student is 13 times less likely to graduate on time than his or her proficient, wealthier peer” (Sparks). We can help improve the problem of poor literacy by having day-cares partner with libraries. Another idea is that we could train all of the day-care workers about literacy and the importance of it, so they will be able to make the reading fun and educational.

The second problem is childhood obesity. This is a big problem because obesity can lead to sickness later in life such as diabetes, and also it can cause other major health issues such as heart disease. The Multnomah County Report Card shows that African Americans are the most at risk minority group for diabetes (7). Many things cause obesity, but the main three causes are diet, exercise, and lack sleep (Obesity). People are eating more, and exercising and sleeping less, all of which contributes to obesity. Research shows that the lack of sleep causes hormonal changes, which increase appetite, also in the past 30 years childhood obesity has doubled, and adolescent obesity has quadrupled (Kondracki; and Childhood Obesity Facts). Another test shows that by ages 6-11 23.8 percent of African-American children are obese, compared to just 13.1 percent of white children (Maximizing The Impact of Obesity-Prevention Efforts In Black Communities). This is a big disparity, revealing that low income African-American communities are more at risk of less play, unhealthy food, and not enough sleep. To improve this problem of childhood obesity, we have many options, but I think that we should work on play. Play has lifelong benefits for health and learning. We should set up new, and very exciting playgrounds that kids and parents will be drawn too. That way the children will be active, and also interacting, instead of watching screens. Another idea is starting public schools just a bit later in the morning—at 9 AM—so the kids will be able to have more rest, which will lead to better health, and better learning.

Happily for us, there are many solutions. As I have said before, addressing the third grade reading standard, I chose two solutions that I found most effective: having libraries partner with day-cares, and teaching the day-care workers about literacy and the importance of it. Having libraries partner with day-cares is a good idea because they could bring the creative magic of

books to where the kids are. Senior centers could partner with the day care centers and make the experience joyful and exciting for the children. That could be very effective because the children will be with kind, caring, and responsible adults, that the parents would feel safe with, and the children will have people to read one-on-one to them, which will help improve their vocabulary and reading comprehension. The only obstacle of this idea is that it would cost the library money. For the second problem, childhood obesity, my ideas were to create stimulating and fun playgrounds and to start public schools just a bit later every morning. Making more fun playgrounds could really make children play more, and it will help them be more active. Research also shows that physical activity increases academic performance—so in addressing childhood obesity in Portland's African American community, we would also be addressing low third grade reading scores among African American children in Portland (How Physical Activity Affects Academic Performance). The disadvantage is that it could cost a lot of money to make really well-made, fun playgrounds, but overall it could work.

We should combine the four ideas for helping raising up African-American children to the third grade reading standards: one, partner libraries and senior centers; two, train all of the day-care workers about literacy; three, build more stimulating and fun playgrounds so the children will get more exercise; and four, start public schools just a bit later, so children will be able to get more sleep. These solutions, taken together, will be most effective because, and although they will cost money, they will encourage African American children to read more and be more physically and intellectually healthy, which will lead to academic success and overall a better life. Really, the only obstacle for these four solutions is money, but surely this is an important use of our public money to give hope, health equity, and justice to these small children.

Thank you very much for your time, and I hope that you will consider my letter.

Sincerely,

A handwritten signature in cursive script that reads "Tulip Larson". The signature is written in dark ink and is positioned above the typed name.

Tulip Larson

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Zoe Chase
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Catlin Gabel School
8825 SW Barnes Rd.
Portland, OR. 97225

February 27, 2015

Tom Hughes
Metro Council President
600 NE Grand Ave.
Portland, OR 97232-2736

Dear Council President Hughes,

My name is Zoe Chase, and I am a sixth grade student from Catlin Gabel School, and I have been born and raised in Portland, Oregon. Lately, my English class and I have been studying institutional and systemic racism. We read the Multnomah County Health Department 2014 "Report Card on Racial & Ethnic Disparities: Executive Summary." My topic is the education of African American children and how their education affects them later on in their lives. African Americans and people of lower SES mainly have the problem of a bad education in Portland. By the third grade, African Americans in Multnomah County are two times more likely than whites to not meet the reading standards (2014 Report Card 8). This lagging behind is a problem because it will only get worse from there, and it will affect their job opportunities. This academic deficiency is caused by many things: poverty in the home, inadequate nutrition, a lack of a stable quiet place to study, educational role models at home, too many kids in one classroom, and a single teacher who does not have time to go to each kid and help out. Also, the families may not be able to afford books, and the parents have no time to read to their children because they are out trying to work to get money to keep them alive. To solve this problem we could find some

people who would like to volunteer in these classrooms, or we could find a quiet, safe after-school place for these children to study, hiring teachers and peer tutors to help them.

Institutional and systemic racism in schools is a real problem in Portland even though many may not realize it. We know that poverty is strongly linked to dropping out of high school: "In 2009, poor (bottom 20 percent of all family incomes) students were five times more likely to drop out of high school than high-income (top 20 percent of all family incomes) students" (Rumberger). In the same 2009-2010 study by Rumberger, he also notes that Blacks were ten times more likely to attend high-poverty schools than Whites in the U.S. (21% to 2%). If one looks at the high poverty areas of Portland, one also finds large African American student populations in the Eliot, Boise, Humboldt, King, and Portsmouth neighborhoods (Portland, Oregon (OR) Poverty Rate Data). In those same large African American neighborhoods, one also finds lower graduation rates from their neighborhood public schools: Roosevelt High School graduated 53% of its seniors last year, while Jefferson High School graduated 66% of its seniors (Portland School District). These were the two public high schools with the largest percentages of African American students: 27% of Roosevelt students this year are African American, while 57% of Jefferson students this year are African Americans (Portland Public Schools October 1, 2014 Enrollment - Summary Comparison 21). Where one finds low poverty areas of Portland, like the West Hills and Hillsdale neighborhoods, one finds a lower percentage of African American students and a higher graduation rate: Lincoln High School graduated 91% of its seniors last year, while Wilson graduated 87% of its seniors (Portland School District). In Lincoln this year, just 3% of its students are African American, while just 5% of Wilson students are African American (Portland Public Schools October 1, 2014 Enrollment - Summary Comparison 21). Obviously, institutional and systemic racism play a big role in the lack of educational opportunities for babies being born into African American families today in Portland.

When poor PreK - Elementary school African American kids go to school, many aren't well nourished, and they can't focus. When they go home, they don't have parents or baby sitters there to read to them since their caregivers are out trying to earn money to pay rent. If these

students do not get helped throughout their school lives, it will only get worse because the rest of the kids are moving forward, while they are still falling more and more behind. As the failing African American populations gets into high school and their friends are starting to look for colleges, they will find it very hard to do the same with their bad grades. Many simply drop out due to hopelessness and low achievement in our Portland Public School system. Thirty-five percent of African-Americans in Portland Public High Schools drop out of high school, as compared to just twenty-one percent of white students (Cohort Graduation Rate - Oregon Department of Education). Without a high school diploma, the African Americans students who drop out of high school will have a really hard time trying to find a job. They will end up making minimum wage, which leads to not being able to afford good quality food. Eventually this lack of money will very likely lead to getting getting Type 2 diabetes because they will turn to eating the cheaper, highly processed food at corner stores and fast food places that are high in fat, salt, and high fructose corn syrups. Half of people of color in the U.S. will get Type 2 diabetes in their lifetimes (*Food Inc.*). All of this is happening today to African American children attending public schools in poorer neighborhoods in Portland.

Luckily for us, there are some solutions to these problems. The first solution could be for the city to arrange volunteers to visit poorer PreK - 5th grade classrooms with large African American student populations. The volunteers would be directed by the teachers, and then the teachers would have more time to help the kids out with their reading skills. There are some good things about this solution. For example, the kids would learn in their own classrooms, and everyone would get treated by their own teachers that they are comfortable with. On the other hand, there are some bad things too. The teacher still might have too much work to do now that she is being asked to also direct volunteers, instead of help out the kids, and she might not be able to get around to every student. The second solution is to create an after-school center where the city could hire some trained teachers from the Portland Public School substitute teacher list to have a small classroom of maybe ten, and the after-school teacher could just help the young African American students to strengthen their reading skills. These reading centers might be open from 3:30 - 5:00 PM, and they could provide a healthy snack and drink, along with reading

instruction. The reading centers could be in contact with the classroom teachers to figure out what the kids' homework is that night, so that the center could help the kids effectively. There are some good things about this solution. The students would get an education on reading every day that they meet, and they would be able to finish their homework every night. There are cons for this idea as well, though. For example, the student may not want to go to school on top of another school, and creating a center and paying teachers might cost a lot of money.

Council President Hughes, the after-school tutoring center is the best way to face our educational problem in Portland of institutional and systemic racism. The first solution with volunteers is cheaper and may work, but it is not as strong as the second option with the after-school reading center. The second way to solve our problem is a bit more expensive, and we would have to be really committed as a city, but I think that it has a better chance of working itself out. If we were committed to this, it would change the lives of so many people. Graduation rates from Jefferson and Roosevelt could climb as high as the graduation rates for Wilson and Lincoln, and more African-Americans would then have access to college and good paying jobs. African Americans would begin to feel that Portland, even though it is the whitest major city in the U.S., is also their city that provided them with the same chances as white people (Hannah-Jones). Not only would the high school dropout rates would lower, but African American college graduates would remember their old neighborhoods as places of empathy and justice, where they received extra help from caring teachers not only at school but at specially designed after-school reading centers that helped them keep their grades up so that they could dream and plan for the future.

If African American college graduates remembered their old Portland neighborhoods that way, they would be more likely to move back to their old neighborhoods and to pay that caring and justice forward to a new generation of kids. They could get jobs in Portland to help our economy, and Portland would have much less poverty than we do now, and people would simply be happier. If we helped African Americans become part of a strong middle class in Portland, we could move beyond the history of slavery, segregation, and second class citizenship for African Americans in this country. Portland could lead the way forward for our country.

Thank you for taking the time to consider my letter. I look forward to hearing from you.

Sincerely,



Zoe Chase

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Charlotte Cody
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Catlin Gabel School
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Tom Hughes
Metro Council President
600 NE Grand Avenue
Portland, OR 97232-2736

Dear Council President Hughes,

My name is Charlotte Cody, and I am a sixth grader at the Catlin Gabel School. After reading the "2014 Multnomah County Report Card on Racial & Ethnic Disparities: Executive Summary" in English class, I was surprised to find out how many non-white Portland public school students did not meet third grade reading level standards or graduate high school in four years with a regular diploma (8). There were a shocking 632 dropouts in the PPS graduating high school class of 2014, and Portland's four-year graduation rate was just 63% (Portland School District; Jaquiss). In 2013, 52% of non-white students graduated (Jaquiss). There are a lot of things we could do to solve these problems, as well as institutional and systemic racism in general-in Portland, at least.

Racism started in 1844, when Oregon law prohibited blacks from living in the state. One hundred seventy one years later, we are only a little better off (McLagan). In 1867, Oregon segregated schools, although there were only 128 black people in the state (Rector). Today, low-income, non-white families still face problems with their children's education. In a low-income family, both parents might be working in order to sustain their family. If there's no one to help the children with their homework, or read to them, they might get bad grades in

school or be held back, and, as a result, lose faith in their academic abilities as they grow older. If you aren't likely to graduate in four years, what is the chance that you'll get a well-paying job? Some of these people might drop out, questioning the decision to finish high school. Where will they get a job, when they don't have a degree? Almost for certain, nowhere well-paying. What about their children? The cycle is very hard to break. Many other students don't graduate in four years with a regular diploma. African American third graders are twice as unlikely to meet reading standards as their white peers (2014 Report Card on Racial and Ethnic Disparities). It isn't a lack of money: Portland's per-student average spending is 19 percent higher than Beaverton, Salem, and Hillsboro, and 24 percent higher than Long Beach's (Jaquiss). We have been improving over the years, but too slowly. In the class of 2010, 55% of PPS students graduated. In the class of 2013, 67% graduated (Portland Public Schools: Facts & Figures 2014-15). These numbers, though improving, are still rather dismal. The question is, what should we do about it?

There are many possible courses of action—programs to help these students, like after-school study groups, or more volunteers or teachers to help out these students during class. Head Start programs, like we already have, are also great options because they provide work as well as education. If we have a Talented And Gifted (TAG) program, why not one for people who struggle with their schoolwork? If there were after-school programs, students could get help with their homework, as well as have concepts they might be studying in school explained. However, the students may need help with schoolwork as well as homework, so this would only solve one part of the problem. Another solution would be more Head Start programs, which would provide jobs and take out the problem at its roots. The day at a Head Start usually ends around five, and the program includes reading, writing, science, and math—four very important subjects that students might struggle with. However, we already have a lot of these programs, and it would be costly to obtain a building and set up another Head Start. We could also hire more teachers to help struggling students during the day, so that they will get help with their schoolwork. The teacher could also attach a note to the student's homework, explaining it to her. Combined with the first solution mentioned, the last could have a big impact on graduation rates.

Council President Hughes, any one of these solutions might work, but the final solution—after school programs and teachers to help the students—is most likely the best solution. People could find work as teachers, and after-school tutors, and the students will get the help they need and, hopefully, graduate in time with a regular diploma. Having volunteers instead of teachers would be cheaper, but there are people eligible for the job who are unemployed, and there might be some days where nobody volunteers. If we want things to get better, we should do what's best for the most people. If we really committed ourselves to it, graduation rates could rise—and we might even move up from our ranking as the state with the fourth lowest graduation rate in the country (Jaquiss). There was a classmate of mine in elementary school who, with a teacher who helped him with homework, never had to repeat a grade and graduated to middle school in six years. This is not, as I would imagine, as important as going to college, but shows that, if it makes that much of a difference with one student, it will make an even bigger difference with all the students. My little sister, also, had trouble with math—with the help of a tutor, she is doing ~~much better, in school and homework.~~

If we did this, we could send more students to college, and give them a better chance for a comfortable adult life. We could lower the numbers of dropouts. Where one is really too many, 632 is shocking. When we take action, we can finally move beyond our racist past.

Thank you for reading my letter. I look forward to hearing from you.

Sincerely,



Charlotte Cody

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Francesca Pozzi
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Catlin Gabel School
8825 SW Barnes Rd.
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March 1, 2015

Tom Hughes
Metro Council President
600 NE Grand Ave.
Portland, OR 972322736

Dear Council President Hughes,

My name is Francesca Pozzi, and I am a sixth grader at Catlin Gabel School here in Portland. Thank you so much for taking time out of your day to listen to my fellow students and to me. In these past couple of months, we have been learning about institutional and systemic racism in Portland. To continue our research, we read the "2014 Multnomah County Report Card in Racial & Ethnic Disparities: Executive Study," and that article has helped explain what racial discrimination we are up against, right here in Portland. Since at least 1844, when the first Black Exclusion Law was enacted, African Americans have been denied access to citizenship, voting, quality health care, employment, and education in Oregon (McLagan). My mom is an OB-GYN at Saint Vincent Hospital. Her role in the community helps me have a strong connection to the crisis levels of infant mortality and teenage pregnancy in the Portland African American community (2014 Multnomah County Report Card in Racial & Ethnic Disparities 5, 7). There are lots of problems in Portland facing African Americans, but a main one is health care. These Health Care problems are caused by lacking the money needed to pay for Health Care that is a result of not being able to get a stable job, or even any job. Sixty-two percent of African

Americans across the US live in poor neighborhoods, and that is saddening to think about (Coates). How is an African American father or mother supposed to support their family, if they don't even have the resources to do it? To solve this ongoing problem, I propose that Health Care companies set up health care clinics and shelters in the appropriate neighborhoods where African Americans can be treated and stay when they are having health issues during pregnancy or giving birth, like they have in San Diego and San Francisco. I suggest that we also have the nurse(s) on staff at the clinic make house calls, if needed. By working together, we can create a whole new world for people in need whether they are African American or not.

Institutional and systemic racism is a big problem for African Americans when it comes to health care opportunities because they can not earn enough money from their unstable or from their non-existent job to pay for a checkup from the doctors. The diabetes mortality rate per 100,000 African Americans in Multnomah County is at a crisis level, and Portland can prevent this (2014 Multnomah County Report Card in Racial & Ethnic Disparities 7). Everyone talks about how Portland is a green city, organic, and healthy. Not everyone gets that privilege to eat healthy wholesome food. We know that one in three American born after 2000 will contract early onset diabetes, while one in two people of color in the U.S. will get the disease (*Food, Inc.*). Diabetes, in particular, is a problem in food desert areas along NE Columbia Boulevard and North Lombard Street in North and Northeast Portland, because of the number of fast food restaurants in the area. The greasy, fattening, tempting food is cheaper than fresh produce and much easier to access.

We could fix this issue by creating community gardens, that make it convenient for everyone to get healthy food. There could be garden beds at every city block, and in local public parks, so the gardens would be easily accessed. They could be cared for by volunteers from all of the Gardening Clubs in the Portland Metro Area. Another solution could be that every weekend we have a farmer's market in different food desert areas, so the residents can buy healthy food that will last them the week, and then they will be able to buy again the next weekend. If one of these

solutions were to happen, people would spread the word of how healthy food could change people's lives, other people might try it.

African Americans deserve to have access to the same health care and food that whites have, which enables them to enjoy safer and healthier lives. If African Americans had easier access to health care, they would have a much better standard of living than they have now. For this to happen, an appropriate solution would be to open a clinic/shelter in these underprivileged communities, whose residents can visit if/when they are in need of health care. The community could work together to refurbish a run-down building near Northeast Portland, one of the areas with the most need. The shelters could have community gardens surrounding the buildings, so the patients can easily get healthy food while they stay, and any family in need of fresh vegetables can go there to feed their family. This would help the African American community by them not having to struggle through medical issues by themselves, and them knowing that they have a welcoming place they could stay with support from others. One downside, though, is that it would take time and money to put this plan into action. If we could get some bigger organization (like Health Care companies) to sponsor this project, or provide donations towards this project, we can make this idea a reality. This past year my Grandpa had a heart attack, and he had to urgently be rushed to the hospital. If this tragic event had happened to an elderly African American man without health care, he may not have survived like my Grandpa did. I cherish the fact that I still have him here today, and pray that no one has to ever go through such a traumatizing experience.

If this clinic/shelter idea could be used, Portland could save thousands of lives, big and small, maybe even from just one pill. African American women are more likely to have breast cancer because they can not pay to have mammogram every year, to check that they are still healthy. We can go a long ways toward preventing this issue if we give African Americans the chance they need to get help for their medical needs. African Americans need a chance to live a healthy life without being overruled by racism and fear, and I believe Portland can achieve that.

I am grateful you took this time to consider my letter, and I look forward to hearing from you, and hearing your opinions. Thank you.

Sincerely,

Francesca Mary Pozzi
Francesca Mary Pozzi

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Meagan Proksch
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March 2, 2015

Tom Hughes
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Dear Council President Hughes,

My name is Meagan Proksch, I go to Catlin Gabel School in Portland, Oregon. We have been studying institutional and systemic racism and how it affects our country. As part of our studies we read "2014 Multnomah County Report Card and Ethnic Disparities: Executive Summary." I want to talk a little bit about who faces the problem of institutional and systemic racism the most in Portland, African Americans. Most middle to lower class African Americans face this type of racism every month, every week, even every day. It is probably one of the biggest problems we face in Oregon and this country because it affects *everyone*. Here is one of the problems that I find most disturbing. The national rate for African American children under the age of 18 below the poverty line is 37%, while for white children it is 11% (INFORMATION ON POVERTY AND INCOME STATISTICS). Here in Oregon, while 15% of whites live in poverty, twice that rate of African Americans, or 30%, live in poverty (A Dream Deferred). The numbers for Oregon children, however, are even worse: while 16% of white Oregonian children live in poor families, 50% of black Oregonian children live in poor families (OREGON: Demographics of Poor Children). Here in the Portland metro area, in 2011, while the overall child poverty rate was

at 20%, the African American child poverty rate was more than twice that, at 43% (Fact Sheet: A Place at the Table).

Poverty among African American children is just one of the problems that African American children face. We forget that these are *children*. They did nothing wrong, and yet they hardly have enough to eat and they are falling behind in school, just because they were born into a poor family. African American children are now twice as likely as white children to be falling behind academically by third grade (2014 Report Card on Racial and Ethnic Disparities). These kids are living in poorer neighborhoods and go to schools without the resources they need. "Communities where student poverty is rare tend to have well-funded schools, whereas schools in communities where student poverty is rampant tend to receive much less funding" (Biddle). These poorer schools can't afford everything that they need, so when the children take the state standards and don't do as well as kids in wealthier neighborhoods, the school will receive less funding (Porter). That means the school has even less resources to work with. The child in the poorer neighborhood will probably not go to college if they do not see the point—if they see that society doesn't care about poor black kids—and when they have children, the cycle will start over again. If a poorer family does not have health care, they will not take the child to see a doctor for a minor injury or illness. That means that the child is going to school with a disease, if a child has a disease or is in pain than they can not learn as well, which will affect them later in life.

As my teacher Carter says, "You have to push through the doom to get to the hope." Now it is time for the hope. We need to give more tax money to the schools in the poorer neighborhoods because the people in that community cannot afford to donate their property taxes or their volunteer hours to the schools as much as the wealthy people in wealthy neighborhoods donate to their wealthy neighborhood schools. What if one schools in a wealthier neighborhood or private school did a couple of donation drives a year to support those poor schools? Also, I do not think that the money should come from the state standards test because then the wealthier schools get wealthier and the poorer schools get poorer (Kastenbaum). We should look at the community that the school is in and give a little more to the poorer areas and a little less to the

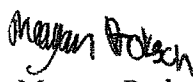
richer ones. As teachers, they need to enforce that the kids *will* go to college and *will* get health care and *will* live a good life. I think that it is a good idea to put a hospital clinic and day care centers in Portland Public schools so that if a child is not feeling well but the parent can not stay home, then the child has somewhere to be.

Council President Hughes, if we make sure that all schools are well-funded and that the kids in the schools are healthy and feeling well, then the graduation rates would go up. To learn, children need to run and play, to talk and have fun, and I can tell you from experience that if you are not feeling your best, learning is the last thing you want to do. If you put a hospital clinic and day care center inside of a well-funded school, then the kids get the message that society cares about them. These places also give the students somewhere to go before their illness gets worse or they spread it to other children. If a child does not have somewhere to go and is just feeling bad all during school, then their scores on tests will go down, which brings me to my next solution regarding giving more money to the poorer schools. If we do not give the money the schools need, then the school can not function. They can not get playgrounds to help the children stay active, they can not get a hospital clinic or day care center to help the children stay healthy, and they can not get the books and resources they need to help the children succeed in life. A child needs all three elements to stay healthy, and if they can not get that at home, then why not at school?

If we gave the money that schools needed to keep their kids healthy, and if we gave the hospital to the children at school, then the children will do better in life. To stay healthy and to become successful, kids need to do more than just see a doctor. It will take all of us.

Thank you for your time with my letter. I look forward to hearing from you.

Sincerely,


Meagan Proksch

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Mikayla Stout
% Carter Latendresse
Catlin Gabel School
8825 SW Barnes Rd.
Portland, OR. 97225

February 27, 2015

Tom Hughes
Metro Council President
600 NE Grand Ave.
Portland, OR 97232-2736

Dear Council President Hughes,

First, I would like to thank the council for inviting me here today. I appreciate the opportunity to express my feelings about equality in Portland and to offer some suggestions. I am Mikayla Stout, and I am a sixth grade student at Catlin Gabel School here in Portland, Oregon. In our English class at Catlin Gabel School, we are currently in a unit about institutional and systemic racism, not only in Portland, but all over the United States. In this unit we have been reading a lot, and one of the things that we read is the "2014 Multnomah County Report Card on Racial & Ethnic Disparities: Executive Summary." This class showed us the things that Portland needs to fix, and it made me think deeper into the problems that we have in our own communities today. I had thought that racism was a thing of the past, but it is still here, just in a more modern version, institutional and systemic racism. The ethnic minorities have a problem in Portland. They are treated unfairly in ways that involve housing, loans, education, criminal justice system, health, health care, employment, wages, voting, and citizenship. People are not being treated as equals like our constitution says. We need to respect everyone equally, because we are all equal. Nevertheless, "On average, black men's prison sentences are 20% longer than white men's for

comparable crimes" (Palazzolo). The problem of institutional and systemic racism is caused both by people that are directly initiating the racism, and also by the people who are just standing on the sidelines, not wanting to face the fact that the same racism that was around in the 1900's is still around today, over a century later. Portland's problems occur in low income, ethnic minority communities that are also mostly food deserts. The Albina area, which includes the Boise and Eliot neighborhoods, is one of these places. This is a problem because we are all supposed to be equal. One of the main problems is how these people are eating. Since the majority of them live in food deserts, they don't have access to healthy food. There are solutions, though. I have volunteered with Catlin Gabel School at Albina Head start. Research shows that "Head Start children are significantly more likely to complete high school and attend college than their siblings who did not attend Head Start" (National Head Start Association). Organizations of committed people could turn vacant lots into community gardens. Grocery stores could partner with service organizations to build new co-ops in food deserts. Even trying to get health fast food into the areas would make a dramatic change.

The people in Portland who don't have access to healthy food are still stuck in the same rut as they were fifty years ago, because they need help that they are not receiving. "By the late 1880s, Albina, located across the Willamette River from Portland, was the fastest growing city in Oregon. In July 1891, the city was annexed by the City of Portland, which at the time existed only on the west side of the river. East Portland, south of Albina, was also annexed, and Portland grew to more than twenty-six square miles." (Roos). The 19th century annexing and 20th century segregation and redlining created separate regions for whites and blacks. "Beginning in the 1930s, another New Deal agency, the Federal Housing Administration (FHA) addressed the housing crisis by subsidizing construction of single family homes outside central cities, creating the suburbs that now surround metropolitan areas. . . . Such FHA practices were largely responsible for creating the mass white suburbanization with which we are now familiar. . . . At its peak, in 1943, the FHA financed 80 percent of all private home construction nationwide, creating a segregated America" (Rothstein). These same forces of redlining and segregation happened right here in Portland, in the Albina area that was annexed in 1891. Michael McGregor

points out that after the Vanport flood in 1948 hit the area where the African Americans who had moved to Portland during WWII to work in the shipyards, “real estate practices, written into the real estate industry’s Code of Ethics, restricted [displaced] African Americans [who had to move] to a tiny patch of the city called Albina.” Thousands of African Americans, displaced by the flood, were redlined into the Albina area by racist real estate policies of segregation, and twelve years later, in 1960, “73 percent of them were still huddled together in Albina. Because of this concentration, Portland’s schools were as segregated as Alabama’s” (McGregor). At the same time, African Americans in Portland showed great resiliency, and in the late 1950s, Albina was also the beating heart of Portland’s African American community, with “doctors' offices, bike shops, groceries, churches. . . an ice cream store. . . manufacturing, greenspace, boutiques, salons and plenty of affordable housing” (Loving). Then, in the 1960s, with another decision by white members of the Portland Development Commission, the Emmanuel Hospital board, and federal highway commission board, they decided to once again target the community in Albina, where 75 - 80% of the city’s African Americans lived (Loving). In the 1960s, they began bulldozing homes and businesses of African Americans in the Albina area to make way for convention centers, sports arenas, freeways, hospitals, and luxury apartments that primarily served the white community of Portland. Looked at from the Vanport Flood to the Urban Renewal of the 1960s and 1970s, Portland engaged in a program where “municipal development policies, coupled with racism in the real estate and banking industries, left Portland’s Black community segregated, ghettoized and, finally, scattered” (Loving). There remain pockets of African Americans in Portland, along North Williams Avenue, North Columbia Boulevard, and North Lombard Street, and today we see another pernicious development: these areas are food deserts where access to healthy fruits and vegetables is extremely limited.

The chapter of *Food, Inc.* entitled “The Dollar Menu,” centers on the truth that processed foods and fast food are often cheaper than healthier, nutritious foods like fruits and vegetables, because many of the ingredients, like corn and soy, come from crops subsidized by the federal government. The poor, therefore, buy the highest quantity of this unhealthy food because it is cheap. Corner stores, gas station convenience stores, and fast food establishments that serve this

highly processed food high in fat, salt, and high fructose corn syrup proliferate in low-income neighborhoods. The same is true here in Portland, where African Americans who live along North Williams Avenue, North Columbia Boulevard, and North Lombard Street live in food deserts. The people subjected to this bad diet often develop Type two diabetes, because of all the chemicals, salt, high fructose corn syrup and fat. "Half of people of color in the U.S. will get Type 2 diabetes in their lifetimes" (Food, Inc.). Portland-area African Americans are prime targets for developing this disease.

There is some hope, though. Volunteers could be organized to build community gardens around low-income areas. Growing Gardens and the Oregon Food Bank Seed to Supper program are two such volunteer organizations that work with low-income Portlanders to install gardens in food deserts. Such work inspire the people to take care of it every day, and learn about their food. Volunteers from these two organizations also work to educate people on the benefits of healthy eating. A second idea that the city council might spearhead is to create a series of community garden centers in African American neighborhoods and in Portland food deserts where people could meet and talk. These centers could bring together neighbors, CSAs, farmers market booths, educators, healthy cookbooks, films, gardening guides, seed libraries, and tool libraries to help that community to create their own garden, for everyone to use. The city council could also target some asphalt and concrete in each neighborhood to remove so that the neighborhoods could grow their own gardens, thereby increasing their own food security and access to healthy fruits and vegetables. The good things about this solution is that there would be more community gardens around, and most of the work would be centered around neighborhood pride and the citizens' willingness to work.

Council President Hughes, the community garden centers are the best way to defeat the nutritional problem in Portland caused by the history of institutional and systemic racism in our city. The centers could be open to all the people of each neighborhood, and although this solution would be expensive, it would definitely help to provide the main gathering places for family and friends, instead of Wendy's. Having these peoples lives surrounded and centered on eco-friendly

and healthy, more changes could come. The community could raise enough money for a windmill or solar panel, or they could start raising chickens for eggs. Whatever the outcome, it would be a huge benefit for the community. If my idea of the community garden center was put into action, poor people's lives would be centered around healthy, not fast food. They would become involved in their own health and become passionate and caring about this idea. With proper execution, Portland could go down in history. All we need to do is light the first candle, and the flame of healthy eating could spread like wildfire. The communities are waiting for that spark. They have waited so long, that even the tiniest flame will ignite and spread.

Thank you for trying to help with this issue, and taking the time to consider my letter. I look forward to hearing from you.

Sincerely,

Mikayla S. Stout

Mikayla Stout

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Sophie Wand
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Portland, OR. 97225

March 1, 2015

Tom Hughes
Metro Council President
600 NE Grand Ave.
Portland, OR 97232-2736

Dear Council President Hughes,

My name is Sophie Wand, and I am a sixth grader at Catlin Gabel School here in Portland. I have lived in Portland my entire life. In my English class we have been studying institutional and systemic racism. We read the 2014 Multnomah County Health Department "Report Card on Racial and Ethnic Disparities: Executive Summary." I have chosen to write about African American children not getting as good of an education as the whites in Portland, which could set them up for a life in poverty. Two ideas I have for helping are as follows: one, to volunteer my time to read to younger African American children; and two, for the city to build a tutoring center for at-risk African American students.

The gap of Portland Public high school graduation rates for whites and blacks is slightly less than in 2013, when it was 19 percent. That said, in 2014 the gap was still 15 percent (Slovic). Obviously, if whites graduate high school in Portland 15% more than blacks, we have a problem. In neighborhoods of poverty, such as in the Humboldt neighborhood and the Portsmouth neighborhood, the local public high schools—Jefferson in Humboldt and Roosevelt in

Portsmouth—have the two highest African American populations in Portland (Portland, Oregon (OR) Poverty Rate Data; and Enrollment Reports). Children from poorer households often show up hungry to school, so they can't focus in school. They also don't often have a place to study, which makes it hard to keep up with school, and the parents might not be able to provide the child with good school supplies. If the white high schoolers continue to graduate without as many dropouts, then the blacks are setting themselves up for a life in poverty because of their decision to drop out. If the child doesn't graduate high school, then she most likely will not go to college. If she doesn't go to college, she can't find a good job, and could find herself making bad choices. In big African American neighborhoods, you can obviously see the institutional and systemic racism. At Jefferson High School, 57% of the students were African American and only 66% graduated. At Roosevelt High School, another big African American neighborhood school, 27% were African American, and only 53% graduated (Enrollment Reports; and Portland School District). These numbers are unacceptable.

Another problem is African American third graders not meeting the reading standards. This happens a lot because the child lives in a house with a single mom or with parents who have to work two jobs. This is hard for the child because at night, they won't have anyone who can read to them and that is a big indicator to tell if the child succeeds in school or not. African American third graders are twice as likely to not meet the reading standards (2014 Report Card on Racial and Ethnic Disparities 8). Problems for these children start off at an early age. Yet another problem in the home, is not having any books at all in the house. We need to give these children hope! It is such a struggle that they are going through. Nationally, today More than half of school age children live in a poor family (A New Majority Research Bulletin). Poverty rates for black families is three times the rate than for white families (Poverty in the United States).

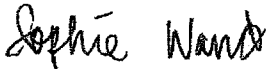
Luckily we can change this. Each month, some people from my school go to a Pre-School. We read to the kids for half the day and engage with them to help prepare them for Kindergarten and for school. Simple actions like these can really make a difference, but it is not enough. Most kids who live in poverty don't have a quiet place to study. Recognizing this, we could build a learning

center after school for kids to do their homework, paying qualified teachers to come in and help the kids. It is our choice if we want our kids to be the next Albert Einsteins.

The learning center is probably the best option. It may be a little bit pricey, but it's worth the money. If there are encouraging teachers telling the kids that learning is fun, then there won't be such a high chance for high school drop outs of any race. If we help ethnic minorities who are struggling with school in Portland, then they can get a good paying job to support a family. If this trend of high school dropouts continues, Portland is in trouble. Just remember something, kids are going to run the world, so it's up to us to change the world,

Thank you for considering my letter. I hope to hear from you soon.

Sincerely,

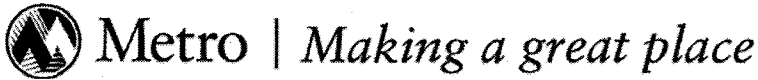


Sophie Wand

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METRO COUNCIL MEETING
Meeting Minutes
Feb. 19, 2015
Metro Regional Center, Council Chamber

Councilors Present: Council President Tom Hughes, and Councilors Shirley Craddick, Carlotta Collette, Kathryn Harrington, Sam Chase, Craig Dirksen and Bob Stacey

Councilors Excused: None

Council President Tom Hughes called the regular council meeting to order at 2:02 p.m.

1. CITIZEN COMMUNICATIONS

There were none.

2. CONSENT AGENDA

Motion:	Councilor Craig Dirksen moved to adopt the consent agenda items.
Second:	Councilor Bob Stacey seconded the motion.

Vote: Council President Hughes, and Councilors Dirksen, Collette, Harrington, Craddick, Chase and Stacey voted in support of the motion. The vote was 7 ayes, the motion passed.

3. ORDINANCES (SECOND READ)

3.1 **Ordinance No. 15-1351**, For the Purpose of Annexing to the Metro District Boundary Approximately 9.8 Acres Located at 17170 NW Brugger Road in the North Bethany Area of Washington County

Motion:	Councilor Kathryn Harrington moved to approve Ordinance No. 15-1351.
Second:	Councilor Bob Stacey seconded the motion.

Senior Assistant Metro Attorney Roger Alfred and Council President Hughes read the requirements on holding a quasi-judicial hearing and Council President Hughes then introduced Metro staff, Tim O'Brien, to provide a brief staff report. Mr. O'Brien provided a brief report regarding the annexation request, explained the criteria required and explained that the request does meet the required criteria for annexation into the Metro District Boundary.

Council President Hughes opened up a public hearing on Ordinance No. 14-1349. There were no public comments on the ordinance.

Council discussion

There was none.

Vote:

Council President Hughes, and Councilors Craddick, Dirksen, Harrington, Collette, Chase and Stacey voted in support of the motion. The vote was 7 ayes, the motion <u>passed</u> .
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4. CHIEF OPERATING OFFICER COMMUNICATION

Ms. Martha Bennett, COO, provided an update on the following events or items: upcoming changes to Commercial Organics Program and a successful free admission day at the Zoo with 12,695 in attendance.

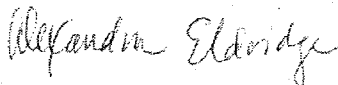
5. COUNCILOR COMMUNICATION

Councilors provided updates on the following events or items: Powell-Division Bus Rapid Transit alignment update and community open house events this month, congratulations to Councilor Kathryn Harrington on her recent Solid Waste Roadmap speaking event, an upcoming open house event for Killin Wetlands in Banks, Oregon, and Nature In Neighborhoods Capital Grants Review Committee's site visits to all ten submitted projects.

6. ADJOURN

There being no further business, Council President Hughes adjourned the regular meeting at 2:22 p.m. The Metro Council will convene the next regular council meeting on Thursday, February 26, 2015 at 2 p.m. at the Metro Regional Center, Council Chamber.

Respectfully submitted,



Alexandra Eldridge, Regional Engagement & Legislative Coordinator

ATTACHMENTS TO THE PUBLIC RECORD FOR THE MEETING OF FEB. 19, 2015

Item	Topic	Doc. Date	Document Description	Doc. Number
2.3	Minutes	02/12/2015	Council Meeting Minutes from February 12, 2015	021915c-01