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To Superintendent Vicki L. Phillips, Ed.D.

October 13, 2006

Dear Dr. Phillips:

Rieke Elementary and the Hillsdale community are pleased to present you with the enclosed growth plan (the “Plan”) for Rieke Elementary and Portland Public Schools (PPS). The main innovation of the Plan is its effort to shift the way we think about both Rieke Elementary and PPS schools in general. In particular:

- Neighborhood public schools should be supported and marketed as part of a broader effort to drive demand for the schools and communities in which they are located.
- All stakeholders—including parents, staff, community leaders, and elected officials—need to take responsibility for promoting schools as an integral part of their community.
- Our public schools must be marketed not only by focusing on the value they provide, but by ensuring that community perception of their value is rooted in fact, and not obscured by easily-addressed factors.

The Rieke Growth Plan uses marketing, parental involvement, and community and PPS support in order to:

- Drive reasonable, achievable growth in Rieke’s enrollment over the next several years.
- Increase the total number of elementary-aged children in the Rieke attendance area by attracting new families to the Hillsdale community and the school at its heart.
- Persuade families attending private schools, or who have been home schooling, to attend Rieke.
- Encourage educational achievement and prepare students as citizens of a diverse urban community.

We will strive to meet the vision of PPS’s leadership for the appropriate size of elementary schools, and also grow in a way that reinforces the successes of Rieke, and Rieke’s place in the Hillsdale community.

The critical factor in growing Rieke will be to commit to the school’s presence within the community, and to disclaim any particular plan, intention or desire on the part of PPS to close Rieke. The need for this commitment is made clear from the results of our Rieke neighborhood survey of 599 households:

- Parents send students to Rieke because of neighborhood proximity and educational quality.
- Many parents who choose not to send their children to Rieke cite concerns about program stability—specifically, the threats of closure that have been targeted against Rieke in recent years.
- Only through a commitment to stability can Rieke build on strengths and market itself as an integral and lasting part of this community; only a commitment to stability will allow us to improve our capture rate.

We have recently gained fresh optimism. Our research indicates the number of students within our boundary is 350–400, and our current “true” capture rate (the proportion of all K–5 children living in the Rieke attendance area who attend Rieke) is around 55–60%. Thus, substantial room exists for growth.

The parents of Rieke, along with its staff, and Hillsdale community leaders, look forward to working together to grow Rieke. We commit to working with PPS and other schools to ensure equitable citywide access to the growth strategies described in this plan. We hope our Plan will serve as a model from which other PPS schools draw upon as they, too, attempt to alter the existing negative and reactive paradigm of “declining enrollment,” and instead proactively market their schools and communities. Only in this way can our city maintain an urban school system with a unique level of support from parents and public leaders.

Sincerely,

The Rieke Elementary Growth Plan Steering Committee
On May 4, 2006, the PPS Board of Education approved Resolution #3496. The resolution challenged the Rieke community to present a growth/marketing plan to the Superintendent by October 15, 2006, outlining how we intend to increase enrollment at Rieke. The Plan was to reflect input from Rieke stakeholders, including staff, current and future parents, and the Hillsdale Neighborhood Association, Hillsdale Business and Professional Association, and other community residents. The Board also directed Rieke to “include the development and implementation of a long term marketing strategy to increase overall School District enrollment within the Rieke attendance area to at least 400 students, on a schedule to be determined, and including regular analysis and implementation milestones, which would serve as a prototype for encouraging families to move into and remain in the District, and thereby offset enrollment declines within the District.”

The Rieke Elementary Growth Plan Steering Committee now proposes to work in cooperation with Portland Public Schools, the Hillsdale community and the City of Portland to grow enrollment at Rieke Elementary by:

- Increasing the capture rate for children currently within the school boundary.
- Attracting new PPS families to live within the school boundary.

We propose to achieve these goals through a combination of the following actions:

- Remove the cloud of uncertainty regarding potential school closure.
- Receive a District modular verbal commitment by December 1, 2006—in time for K Round Up. Add a modular classroom on-site prior to the start of 2007-08 year to accommodate growth.
- Undertake an active marketing program to highlight the school’s strengths and build familiarity and preference for the school with all families in the enrollment area.
- Work with the Rieke Site Council, staff, and parent community to enhance school programs in specific areas that will make it the first choice for more families in our enrollment area.
- Cooperate with the Hillsdale Neighborhood Association, Alliance, and businesses on projects to enhance livability for residents of all ages and actively promote the neighborhood to families.
- Expand the Rieke building into a multi-use facility with community partnerships to ensure minimum of cost and financial risk to PPS and maximum benefit to the community as a whole.
- Include a preschool as tenant in the expanded building to attract and retain families.

We expect it will take several years to implement this plan fully, for two reasons:

1. The plan focuses on growing enrollment starting at the kindergarten level, leading to the addition of a third kindergarten class. Overall school enrollment will increase gradually in yearly increments as students progress to fifth grade. Ultimately, the program will grow to three classes per grade.
2. While there is substantial turnover among neighborhood homes, increases in the number of families living in the neighborhood will occur gradually as existing houses change hands and additional housing is built in an environment in which the community and school are marketed as well suited to families.

We recognize that the District is under financial pressures that are unlikely to be resolved immediately, and the process of securing financial support for permanent growth will require years of work. We are committed to working secure support for Rieke and the entire community. At the same time, however, we also believe that planning for a permanent investment at the right time will ensure the maximum return in the long run.

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1 About 50 Rieke/Hillsdale volunteers produced this Plan; we also relied heavily on the pro bono work and thoughtful input from an additional 70 Portland community members (see pages 76-79). The only material costs associated with producing this Plan were the costs of printing the document.
2 See BOE Resolution #3496, pages 41–43.
In this section we detail a proposed paradigm shift in the way we think about public school enrollment. Our observation is that, to date, most parties appear to have taken an approach of observing declining enrollment and adapting school capacity to match. We propose a proactive approach in which changes in enrollment are viewed as a measure of our success at attracting students.

We apply business and marketing principles to analyze the situation, and then determine the appropriate course of action. Specifically, we are considering the neighborhood and the school as “products and services” that families will compare with other neighborhoods and schools (the “competition”), when deciding where to live and where to educate their children. In this context, we are attempting to understand the “product attributes” that families value and that affect their important choices.

Families in Portland have choices regarding where to live and which schools their children attend. PPS enrollment has been dropping for many years while the overall population of the Metro area has been growing. Therefore, one can infer that Portland neighborhoods, and PPS schools, have not been successful competing with some neighborhoods outside the district (i.e., Washington County) and/or non-PPS schools.

As we now attempt to stabilize and grow PPS enrollment, one idea we suggest is to learn from the competition. Private schools are keenly aware they are competing for students and have developed a number of techniques to attract families. There is no reason our public neighborhood schools can’t take a similar approach and take positive steps to increase enrollment. The fact that Rieke Elementary has been able to maintain relatively steady enrollment over the last 12 years suggests the school and neighborhood has competed successfully and increases the probability that we can be successful in growing the school. While we are convinced that this stability already demonstrates the importance of the ties between the school and the community, we believe a focus on those connections will allow us to develop strategies to attract additional families to live in this neighborhood, and to increase awareness and preference for Rieke versus other, non-PPS school options.

We understand the concept of actively marketing public schools—and competing for students—may seem foreign, or possibly outside the mandate for public education, to some people. However, the damage PPS has experienced by continually declining enrollment is clear. We do our students and families a disservice if we stand by and allow this trend to continue.

That said, we believe the marketing of public schools should not, as a matter of course, require public schools to compete against one another within a particular district (this is not the place for a larger debate over the validity of “school choice” within PPS). Rather, schools should be free to direct their attention to counteracting pressures that interfere with the District’s ability to maintain and even grow its enrollment—pressures that lead parents to send their students to private schools, or leave the city altogether.

One problem faced by PPS is that parents have been led to believe that private schools are inherently better than public schools. While private schools are appropriate choices in particular circumstances, we believe data demonstrates that this is not the general case. The value provided by public schools, in combination with the synergies that can be created by the ties between a community and school, make public schools a rational—and arguably the best—choice for many more parents and students than is currently the case.

We need to communicate that message to all who can hear it.

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4 Annual population growth (2002–05) was 1.1% for Multnomah County and 1.9% for Washington County. Moreover, the gap is wider for children: 0.2% (1,131 additional children) vs. 2.0% (7,562 additional children), respectively. Importantly, growth for Multnomah County is not evenly distributed across the county. To be fair, average annual Oregon county population growth was minus 1.1% for those aged 17 and under, thus, Multnomah County grew relatively well (5th fastest)—unfortunately, its neighbor (Washington County) is the second fastest. The Population Research Center, PSU.

5 For a brief commentary, see: “Unintended Consequences: School Size & Choice,” on page 75.
Research: Survey & Community Input

Neighborhood Survey

During the summer of 2006, the Rieke parent community designed and conducted a door-to-door survey of 599 Hillsdale-area households to better understand opinions about Rieke and to assess the strong sense of community which seems to exist in Hillsdale. We are grateful to the firm of Davis, Hibbitts & Midghall (DHM), which volunteered its services to enter, tabulate, and analyze the data.6 Their report concludes:

Satisfaction with the Hillsdale neighborhood is high with the biggest reasons being the public library and neighbors, although all assessed items scored well including neighborhood schools. When we consider the last three questions that target reasons for choosing or not choosing Rieke, anxiety related to the school closing registered as a concern. Some parents would likely choose to send their child to Rieke, instead of some other school, if they were assured it would remain open.

Key survey findings include:

- 25% of survey respondents have a child under the age of 18 at home.
- Of those 99 children in the survey who attended elementary school in 2005–06, 67% attended Rieke, with 18 other schools mentioned, including various PPS, private and parochial options. (It appears that our survey may have slightly oversampled families with children, and perhaps slightly oversampled current Rieke families within that subset).7
- Among those families surveyed, we identified 99 children of elementary age, and 121 children younger than elementary age, with an average age of 3.2.
- When parents whose child(ren) were not attending Rieke were asked why not, the most frequent mention (n=19) is concern about the possible closure of Rieke.
- Parents were asked to name the most important factor that influences their willingness to send their children to Rieke. The most common mention is close to home, want a neighborhood school (42%), followed by quality/excellence (36%), and class size/smaller classes (33%). Additional responses include quality teachers (23%), want it to stay open (13%), and sense of community (12%).
- Parents were also asked what they would like to see enhanced or added to Rieke as it grows. Music (45%) topped the list, followed by language (38%, 17 of 33 Spanish), and art/dance/drama (33%).

Community Leader and Policymaker Input

Members of the Rieke community have communicated with many people in a broad range of organizations and settings over the past several months. Contacts ranged from attendance at meetings to phone calls to one-on-one conversations.

We have gained a great deal of insight and information, exchanging ideas and thoughts— not just concerning Rieke’s growth Plan— but the larger PPS issues including state funding, neighborhood schools, school size, Wilson cluster issues, Lincoln overcrowding, transfer policy, housing, and more. Their comments are incorporated in the body of this Plan, and we are indebted to these individuals for their contribution.8

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7 This is not unexpected, given the survey was conducted by volunteers—predominantly Rieke parents. Moreover, "families with children" are more likely to respond to a school-centered survey. While these technical flaws may limit some census-based conclusions (about the non-surveyed population), the qualitative information is robust and provides important insights. See pages 50 and 63 for further discussion of the survey limitations.
8 See Acknowledgements, pages 76–78.
In September 2006, the Rieke community conducted focus group research with Rieke and non-Rieke parents to identify the primary factors involved in their school selection process. Two groups each of Rieke parents and two groups of non-Rieke parents were facilitated by a professional moderator (Denise Colby, Senior Brand Strategist, HMH). We are grateful for her donation of this valuable service. The insights from these focus groups will help us develop targeted messaging and more effective marketing materials.

Participants described Hillsdale as a “jewel” and “Portland’s best kept secret.” The appealing aspects of the Hillsdale community included the close-in proximity to downtown, the neighborhood feel, trees and parks, and safety. The library, Farmers’ Market and Wilson pool were also frequently mentioned. Many of the participants chose to live in the Hillsdale area because of the high-quality schools; parents/non-parents alike identify Rieke as the “hub” of Hillsdale and view a potential closure as a “devastating blow” to the community.

Rieke Parents

Rieke was chosen by parents for a variety of reasons including its academic excellence (exceptional rating), small and intimate size, and parental involvement. The theme of “our” neighborhood or community school was prevalent within the groups. There were many recurring sentiments: “It’s what I had as a kid (neighborhood school) and I want my children to have that experience”… “Perfect little neighborhood school”… “Rieke is the community.” On a scale of 1–10 (10 is high), the Rieke parents participating in the groups scored the school and quality of education an 8 or more. Quality of education was seen as “first rate” … “excellent, well-rounded.”

When asked what would improve Rieke, parents frequently mentioned enhanced programs and elective classes in foreign language, music and art. However, the most common response was “taking Rieke off the chopping block.” In fact, parents commented on how they and others are “throwing out the net and exploring other options” (private schools, immersion programs, etc.) because they’re concerned with the threat of closure.

Non-Rieke Parents

Non-Rieke parents—whose children attend private schools or PPS focus option programs—also held Rieke in high regard and were aware of the school’s performance and exceptional rating. They didn’t choose Rieke for a variety of reasons including the risk of closure, not getting into full-day kindergarten at Rieke (first offered in 2004–5), perceptions of richer programs and smaller class sizes at private schools, and opting for an immersion program (primarily Spanish at Ainsworth). The probability of converting these particular families is low—their decision is behind them. However, their comments provide important information to help us reach out to other neighborhood families before they choose schools other than Rieke.

Conclusion

There is limited hard data for parents in making a choice of schools. This is particularly true when comparing public versus private schools. Thus parents often rely on perceptions rather than facts. In most cases, this tends to disadvantage Rieke and PPS. In one group, several Rieke parents bemoaned the fact that physical education and art are only offered 1–2 days per week and assumed more is offered in private schools. Yet, a former private school parent (and current Rieke parent) told the group that the PE and art offerings were similar in private schools. In another group, a non-Rieke parent stated that suburban Portland schools enjoy better funding and teachers than PPS. Further questioning revealed this perception was largely based on an external observation that Beaverton buildings & grounds are newer and better maintained than PPS facilities.

These discussions reinforce the importance of preserving a neighborhood school in Hillsdale, and highlight the role of perceptions. They also suggest we need to do a better job of spreading the word to parents about the benefits of public education and the quality of education available at Rieke Elementary.
Analysis: Customers

The target customers for our effort are families with preschool-aged children as well as others who may be planning to have children. Families who already have elementary school children are secondary targets. It is our belief that the most potential lies with families with children who have not yet entered elementary school. There will also be opportunities to attract families moving into the area for reasons such as work relocation, and to retain families who might otherwise move to the suburbs.

Borrowing loosely from marketing terms, the “addressable market” for a school is the total number of potential students living within that school’s enrollment area. The size and growth rate of the market are key factors that need to be understood in planning a strategy.9

We do not know the precise number of elementary aged children in the Rieke boundary, but we have data suggesting that there are approximately 380. We base this estimate on the number of children aged 0–5 identified by the 2000 Census in an area approximating the Rieke boundary.10 If no significant changes occurred, these children would be of K–5 age today. In addition to this data, PPS knows that 277 K–5 children live in the Rieke boundary and attended PPS schools in 2005–2006. Of these 277 children, 218 attended Rieke and 59 transferred out to other PPS schools.

A comparison of the census data to PPS enrollment numbers suggests Rieke’s “true” capture rate was between 55 and 60% in 2005–06 (218 neighborhood kids out of a total population of 350–400). The information is imprecise, but matches well with our survey data, which suggests a similar true capture rate.

One of the key objectives of our Plan will be to increase the capture rate within the addressable market. Data from our neighborhood survey and focus groups suggest a significant percentage of the students we are not capturing may choose Rieke if we were to take specific actions to make the school a more attractive choice.

A second key objective is to increase the size of the addressable market. We can do this by influencing additional families with young children to choose to live in the Hillsdale neighborhood. Real estate data shows the number of houses changing hands within the Rieke boundary has been increasing for several years. Roughly 150 homes changed hands within the Rieke boundary in each of the last 3 years.11 The data supports anecdotal evidence that many Hillsdale homes are turning over to a new generation of families.12

Each home sale is a potential new family in our boundary. Our marketing will increase the likelihood families with children will move to the neighborhood. If we can persuade just 5 more families with children to move to the neighborhood each year (less than 5% of the total home sales turnover), and if we assume that a typical family has 2 children, 10 more potential Rieke students will be added each year.

The number of children in our boundary would also increase if the number of family housing units increases.13 Proposals under consideration by the City, like Commissioner Erik Sten’s Schools, Families and Housing initiative, would help focus support for new affordable housing in school-centered communities.14

If applied to Hillsdale, such an approach would likely increase our student population, and also have the advantage of further enhancing the economic diversity of our school.

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9 Rieke draws approximately 15–20% of students via transfer from outside our boundary, and a similar percentage choose to transfer out to other PPS schools. Uniquely, we have agreed to limit transfers to 20%, and will not attempt to attract additional PPS students from outside our boundary.
10 See Demographics: Calculating Rieke’s “True Capture Rate”, page 61.
12 See Housing Turnover in Hillsdale: A Case Study, page 64.
13 The number of children in our boundary would also likely increase if the number of senior housing units increases. If neighborhood seniors have attractive senior housing options in their neighborhood, they will more likely move from single-family homes, freeing the homes for new families.
Since public school attendance boundaries are based on residence location, the choice of a neighborhood and a public school are closely linked. Any factor that encourages a family to live in neighborhoods within the PPS boundary will add potential students. Conversely, any factor that encourages a family to live outside the PPS boundary reduces the pool of potential students.

Rieke Elementary’s enrollment boundary closely overlaps the Hillsdale neighborhood. Therefore, although we can look at each separately, the Hillsdale neighborhood and Rieke Elementary can generally be considered a single product for families with young children—since a family typically chooses to attend Rieke by purchasing or renting within Hillsdale.

Hillsdale Neighborhood Strengths

- Good access to public transit, and short commute to downtown Portland
- Three neighborhood schools, K-12, that are rated favorably by Oregon Department of Education
- Family-friendly facilities include Wilson pool & new track, parks and sports fields
- Pedestrian friendly trails & walking paths, trees & open natural green spaces
- Strong sense of neighborhood cooperation and interaction
- Community news (the SW Community Connection)
- Hillsdale Farmers’ Market (year-round), and recently constructed “green” public library
- Town center with shops, restaurants, and services

Hillsdale Neighborhood Weaknesses

- Higher property tax rates than nearby communities
- Issues with pedestrian and bicycle access in some areas
- Lack of affordable housing, and limited space for new construction
- Perceptions of lower performance in PPS versus other public school districts in the area
- Perceptions of more attractive PPS middle and high schools in some nearby neighborhoods

Analysis: Product – Rieke Elementary

Rieke Elementary Strengths

- Neighborhood school, conveniently located and walkable for most students\(^{17}\)
- “Exceptional” rating by the Oregon Department of Education
- High marks from parents for the quality of the teachers and staff, educational enrichment options
- Contribution to the “sense of community” in Hillsdale
- “Green School” program
- Participatory family, business, and learning community environment
- Conveniently located near the Hillsdale Farmers’ Market, Hillsdale Library, Wilson Pool and track, downtown Portland, public transit, and other amenities
- High capture rate among students who choose to attend public school

Rieke Elementary Weaknesses

- The continuing threat of closure is a “black cloud” that hangs over Rieke. Parents are concerned that closure will result in a disruption in their children’s lives. We are aware of a number of families who have chosen other schools based on the threat of closure. We are also aware of families who have chosen not to move to Hillsdale for this reason. This was the number one issue raised in our survey.

- Negative perceptions of PPS and Oregon public schools due to continued funding/program cuts and negative publicity over a period of several years.

- Lack of a full-day kindergarten for all students. In recent years there has been a waiting list for the full-day program, and students were chosen by lottery. We are aware of families who have chosen other schools due to the uncertainty of “winning the lottery.” (We anticipate sufficient demand for a second full-day kindergarten next year, 2007–2008).

- Larger class sizes and higher student-to-teacher ratios than most private schools.

- Lack of a preschool program (offered by many private schools).

- Concerns about the appearance of the grounds/facility.

- Lack of visibility and public awareness due to facility location.

\(^{17}\) See Rieke Community Survey: Davis, Hibbitts & Midghall Report for further detail, pages 50–60.
There is a tight linkage between the Hillsdale neighborhood and Rieke Elementary for families with young children. Like all Portland neighborhoods and schools, we are competing with suburban neighborhoods and schools for children and families. Several of the factors (home prices, tax rates, commute times, neighborhood “livability” factors, etc.) that influence a family’s neighborhood selection are outside PPS control, but they nevertheless play an important role in determining PPS enrollment. Therefore, PPS has a vested interest in forming partnerships with various civic, government and business groups to attempt to influence actions that will make our neighborhoods as attractive as possible for families.

A second area of competition includes other schooling options: private schools, transfers within PPS, and home schooling. Much of this competition is driven not so much by facts, but by perceptions. Some families choose private schools and other schooling options if they perceive their children will receive a better education than at the public schools. Also, a number of families pursue transfers within PPS to gain access to focus options and to middle and high schools that are perceived to be more attractive.

A review of websites and other materials from private schools, charter schools, and PPS focus options reveals they know they are competing for students; they actively market to attract students. A helpful resource is the website of the National Association of Independent Schools (NAIS). The website includes sample brochures, articles, advertisement templates, media training, etc. to put together a comprehensive marketing program. We suggest public neighborhood schools consider pursuing a similar approach to compete successfully.

In addition to identifying the competition, it is important to identify schools we are not competing with: other PPS neighborhood schools. Our Plan challenge specifically (and uniquely) limits our percentage of transfer students from other enrollment areas to 20%. Although we do not (yet) have transfer limit reciprocity, our objective is to increase the capture rate for all families who reside within the Rieke boundary, and to entice families to choose to live in the City of Portland, rather than in the suburbs. Rather than compete, we want to work in cooperation with other public schools to promote PPS, SW Portland, and the Wilson cluster as a whole.

**Private Schools**

There are 61 private schools available to K–12 families in Portland and 24 schools in west Portland alone, including Portland Jewish Academy, St. Thomas More, St. John Fisher, St. Clare, West Hills Christian, The International School, The Portland French School, Catlin Gabel, and OES. Enrollment at private schools in west Portland is about 6,400 students. We believe approximately 100 elementary school students in the Rieke boundary attend private schools. Many of these schools have some religious affiliation. While there are many reasons that families might choose private schools, smaller class sizes/ lower student-to-teacher ratios, richer curriculum, full-day kindergarten, religious education, and perceptions of better student behavior and discipline are often cited as strengths of private schools when comparisons are made to public schools.

Private schools also have weaknesses when compared to public neighborhood schools. These typically include high costs, lack of connection with a neighborhood, less diversity in the student population, and often a requirement that families provide transportation. Annual private school tuition rates typically range from five to fifteen thousand dollars; families need to perceive significant benefits, over and above that offered by public education, to justify the additional expense. We believe we can win students back.

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18 National Association of Independent Schools link: http://www.nais.org/resources/article.cfm?ItemNumber=146448&sn.ItemNumber=142508
Analysis: Competition (cont.)

PPS Focus Option and Charter Schools

Approximately 60 elementary students in the Rieke boundary transfer out to other PPS schools. Specialized programs, such as language immersion, access to full-day kindergarten, proximity to parents' workplaces, and access to other middle and high schools are among the "strengths" that parents perceive when choosing these schools. Focus option and charter schools have some of the same weaknesses as private schools when compared to public neighborhood schools. These include lack of connection with a neighborhood, and often a requirement that families provide their own transportation to school.

Some of the key competitors for Rieke-area students are the following programs:

- **Ainsworth Spanish Immersion.** The northern half of Rieke’s enrollment area is adjacent to Ainsworth. The Spanish language immersion program is attractive to many of our parents, and since the immersion program allows transfers to remain through middle and high school, it is for many an opportunity to attend West Sylvan and Lincoln.\(^{21}\) Of last spring’s 25 outgoing Rieke Elementary transfer requests, 16 students (64%) requested Ainsworth as first choice.\(^{22}\)

- **Odyssey at Hayhurst.** Located about two miles from Rieke Elementary, this program provides an alternate learning approach which is preferred by some families.

- **Richmond Japanese Immersion.** The school bus for this focus option program located in SE Portland stops outside Rieke Elementary.

- **Other focus option programs.** Our proximity to downtown and I-5 makes it relatively easy to transport students to other schools around the city.

Strengths, Weaknesses, Opportunities and Threats

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<td>Broad base of community support</td>
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<td>Exceptional academic ranking</td>
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\(^{21}\) See Administrative Directive 4.10.054-AD: III. (4) and III. (9) (a).
\(^{22}\) PPS offers three Spanish (in addition to Chinese and Japanese) immersion programs in the District; analysis of transfer “second choice” may illuminate the degree of student/parent interest in language immersion, or simply cluster-specific preferences.

The Rieke Elementary Growth Plan | Page 10
As mentioned previously, the product/service we offer is the Hillsdale Neighborhood and Rieke Elementary School. In order for our marketing and public relations campaign to succeed, our product/service must compare favorably with the competition.

Rieke Elementary Enhancements

Based on data gathered from neighborhood surveys and focus groups, Rieke compares favorably with other PPS schools. However, there are areas in which proposed enhancements can improve Rieke’s ability to compete with other schooling options. Some are relatively simple/inexpensive to implement, others are not.

1. Stability: As mentioned previously, the continuing threat of closure is a “black cloud” over Rieke Elementary, and has negatively impacted enrollment. We believe we can counteract this perception with a statement by PPS supporting this Plan.

2. Full-day kindergarten: Rieke will attract additional students if we meet all full-day kindergarten requests. We anticipate sufficient demand to support a second full-day kindergarten during the 2007–08 year. To support those classes, as well as the existing half-day program, additional space for a third kindergarten classroom will be necessary to encourage enrollment growth.

3. Additional educational enrichment opportunities are of interest to many families and are often cited as reasons for choosing private schools or choosing to transfer to other PPS schools. Music, foreign language and art/dance/drama appear to be the most important based on the results of our community survey. If PPS is unable to provide these educational opportunities due to budget constraints, then we recommend working with the community to identify additional funding sources.

4. Small class size is important to many families and often a key selling point for private schools. While below-average state funding limits PPS’s ability to compete in this area, it is important to note that it will be difficult and counter-productive to attract additional students to Rieke if the result is overcrowded classrooms. We will need adequate space for additional students when they arrive, rather than adding space only after the school becomes overcrowded.

5. Pursue “Parent Involvement Schools of Excellence” certification from the National PTA. Parental support certification of this type, from an independent third party, can be a strong selling point for families who may have concerns about public schools and have little objective data for comparisons with other options such as private schools.

6. Target home schooled students within the Rieke boundary by offering programs structured specifically for this student population. The Oregon Department of Education recently clarified the criteria used in determining a District’s legal responsibility in order to claim ADM (average daily membership)—and receive state funds—for home schooled students.23

7. Add PTA Board positions for Plan implementation. Without a dedicated, perpetual, Board-level structure, the Plan implementation will be subject to ad hoc and inconsistent parental energy, and may ultimately sit on a shelf like so many other well-intentioned plans.

8. **Add a preschool curriculum.** Including preschool space at Rieke would fit perfectly into an effort to market the school, and to further bond the school and community. Like the flourishing preschool at Irvington Elementary School, a preschool at Rieke would be convenient for parents with children already at Rieke, and would invite an active preschool parent community to choose Rieke early—a key to increasing the PPS capture rate. An early conversation with a preschool provider in the Hillsdale area suggests they believe a preschool at Rieke would not only make business sense, but would also be a perfect fit for the community.

9. **Partner with Fulton Park Community Center** to offer after-school enrichment classes. Fulton Park Community Center (a former PPS school) is located within the Rieke enrollment area, and is located on a Rieke bus route. Partnering with it—and other community center programs—would provide additional after-school options for students living further from Rieke.

10. **Partner with Wilson High School** students to create a Community Garden at Rieke. Wilson students have expressed enthusiasm for collaborating with Rieke to create a community garden at the school by revitalizing and expanding the existing beds at the far western edge of the campus. A Wilson student leader is spearheading this project. Once the additional garden beds have been constructed, the students would like to explore the idea of beginning a Rieke garden club that involves community members and high school students. Reaching out to retired neighbors to be involved in these community gardening plans is a goal. The "green" gardening projects will be another way to further link Wilson High School, Rieke Elementary, and the community at large.

**Hillsdale Neighborhood Enhancements**

While some improvements could be pursued to increase the attractiveness of the Hillsdale neighborhood to families with children, most are beyond the scope of what PPS and the Rieke parent community can achieve independently. Therefore, we believe it is imperative to cooperate with others, including the Hillsdale Neighborhood Association (HNA) and the Hillsdale Business and Professional Association, to achieve our common objectives. Specific suggestions include:

- Increase awareness of what the Hillsdale neighborhood has to offer for families.
- Cooperate on enhancements to the Town Center, including the Hillsdale Plaza and various pedestrian and bicycle access improvements that promote livability.
- Sponsor annual service events that strengthen ties between the school and the community.
- Cooperate with the Hillsdale Neighborhood Association on enhanced signage for the school.
- Continue the HNA and Rieke dialogue with the City of Portland to add affordable family housing.
- Improve the traffic signal at SW Capitol Highway.24

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It is our belief that, in addition to having a competitive product, we need to communicate our strengths and promote our product to prospective families in order to compete successfully for students. We propose implementing strategic and integrated marketing activities that underscore the value of attending Rieke and living in the family-friendly neighborhood of Hillsdale.

Web searches and other research suggest a number of communities have taken a more active role in promoting themselves than the Hillsdale neighborhood. Similarly, when comparing websites and other promotional materials for PPS versus similar materials for private schools, it is clear that private schools are aware they are actively marketing themselves, while PPS schools tend to provide data/information with limited active promotion. (We should note PPS is currently undertaking an active effort to enhance PPS school and neighborhood web presence citywide.)

A key insight from our focus groups is parents often make school choices based on perceptions that may have little basis in fact. Moreover, negative perceptions may have been compounded in the past few years, coincident with our state/local funding crisis and school closure discussions.

Key Elements of the Marketing Plan for Rieke Elementary

In marketing Rieke Elementary, we want to build awareness and preference with parents of current and potential students. We can do this by connecting directly with parents and also by building awareness with members of the community who might influence housing and school choices.

This latter group includes some key “influencers” such as preschool teachers and staff, real estate professionals, apartment managers, and relocation agency staff. Key elements of the marketing Plan include:

1. **Preschool Outreach**
   a. A monthly series of on-site presentations on topics of interest to parents of preschool children. These sessions will include supervised activities for preschool children.
   b. Preparation of a school overview brochure (see #3 below) and package for preschool parents. These items will be handed out at presentations and distributed to area preschools.

2. **Website:** Our public school websites are important tools for attracting and retaining students and parents. We intend to modify and enhance the Rieke website in order to make it competitive with the websites of other schools. We intend to use some of the more compelling private school sites as benchmarks for our enhancement efforts. A key element of this activity will be assuring that the website content can be easily modified and maintained with minimal effort.

   We also propose to enhance the value of the site for families by including links to other community websites, and educational resource materials likely to be of interest. We will also strive to have links to the Rieke website included on other websites that might be visited by prospective parents.

3. **School Brochure:** Develop a brochure that provides an overview of the school and highlights the benefits of attending. Include a “call-to-action” that encourages interested parties to visit our website and contact/visit the school. Distribution is likely to include area preschools and community centers as well as local real-estate offices and property managers.
Action Plan: Marketing Rieke Elementary (cont.)

4. **New Parent Packet**: An attractive literature packet that includes the school brochure along with registration information, calendar, and “Rieke School” coloring pages for preschoolers.

5. **Public Relations**: Inform local media and the neighborhood associations of significant events at the school in an attempt to gain positive publicity and enhance share-of-mind for Rieke.

6. **Welcome Wagon**: Welcome new or prospective families with young children to the neighborhood with information about Rieke. If they are interested, put them in contact with one or more Rieke families who have children of similar age(s).

7. **Curb Appeal**: Encourage a neat exterior school appearance; give the impression of a first-class educational facility. We propose to organize parent and community volunteers to perform grounds maintenance and painting as needed to maintain the building’s exterior appearance. (Concerns regarding school grounds and appearance have been a recurring survey feedback theme.)

8. **Signage**: The school’s location and limited signage does not attract attention. In fact, while the building is recognizable as a school, close inspection is required to locate the school name. We have added banner signage with the school name, phone number and website. We hope to add a message board and additional signage soon.

9. **Community Service Project(s)**: Organize at least one significant community service project per year that serves as a positive learning experience for students, meets a community need and generates positive feelings towards the school. Examples might include stream bank restoration (Stephens Creek work), or volunteering at the new senior housing community.

10. Target **home schoolers** by highlighting strong (during or after-school) group clubs and programs such as chess club, music, science and art. Encourage them to call Rieke a “home away from home.”

Key Elements of the Marketing Plan for the Hillsdale Neighborhood

The Hillsdale Neighborhood is attractive for families, but is not well known within the overall Portland Metro area. We will work with the neighborhood to generate awareness of the community and its schools.

1. **Website**: Suggest/provide enhancements to the Hillsdale Neighborhood Association website to highlight features attractive to families. Also, establish links to the Rieke, Gray, and Wilson websites. Collaborate with the current PPS web presence effort for all PPS schools.

2. **Brochure**: Collaborate with local businesses and the neighborhood association to generate a neighborhood brochure highlighting our schools and attributes of interest to families. This brochure will be available to realtors, relocation agencies, Housing Connections, and others.

3. **Public Relations**: Work with the Hillsdale Alliance to generate positive publicity for significant events in the community and enhance share-of-mind for Hillsdale and Rieke. Also look for opportunities to generate positive publicity in cooperation with Gray Middle School and Wilson High School, with an eye to creating a sense of a "PPS Hillsdale Campus"; the presence of all three levels of public schools in or immediately adjacent to the Hillsdale Town Center is unique in the Portland metropolitan area.
The Rieke Site Council, staff, and parent community have consistently focused on continued school improvement. A Rieke Vision Committee met during the summer to consider these questions: What can Rieke Elementary do to further attract families to this exceptional school community? What information about Rieke are families missing when they choose to send children elsewhere? What features/programs make Rieke unique?

First, the Vision committee recognizes the present staff as core to creating and portraying our vision. Staff has proven to be committed to creating a positive learning environment—one that meets children’s needs by being current on best practices, instilling children with a sense of community and belonging, and providing opportunities for children to take risks, whether they are solving math investigations problems or doing one more lap during Run for the Arts. Measurable results by the students at Rieke include the exceptional scores on state assessments. The teachers must be credited with their commitment in preparing Rieke students for success.

Before the neighborhood survey results were official, the Vision team felt growing Rieke had more to do with external factors— in particular the ongoing threat of closure. This idea was ultimately supported by the survey results. Visioning for the future must be seen in three stages. First, are the short-term ideas implemented during 2006–07. Second, are middle-range ideas that will come to fruition by the fall of 2007. Lastly, long term goals will ultimately meet the needs of Rieke and PPS.

The Vision Committee is working on implementing the first stage, short-term goals. These goals are intended to improve the initial perception that parents and community members have of Rieke, and to capitalize on its quality program. First of all, this fall Rieke will be hosting a Preschool Story Hour and Educational Series on the second Tuesday of each month. During this time, children will enjoy stories and art projects in a kindergarten room. Meanwhile, parents will gather in the library to interact with experts on topics pertinent to parenting and children. Some topics include: Building Self-Reliance in Children, Reading Readiness, and Nutrition. The goal of this program is to give parents and children in the area the opportunity to become familiar with Rieke, meet other children and parents in the community, and to further tie community professionals to our school by inviting them to lead the educational portion of this program. Brochures, flyers, and information provided to local papers will alert the community about this new program.

The second short-term goal is to focus on the “first thirty seconds” at Rieke, the first impression parents and children have when entering our campus. Parents, students, and community members are committed to working together to make Rieke an inviting and aesthetically pleasing environment. Ideas include: furthering our status as a green school by planting/labeling native plants in garden beds, painting murals, creating a courtyard butterfly garden, entry-area planter boxes, and signage for school events (see three inset drawings).

The second stage of the committee’s work involves the individuals who make our school excellent—our staff. Charlene Russell, principal, spent time during an end of year staff meeting asking staff what they thought was unique about Rieke. Programs and curriculum regarded as special to Rieke include: the Art Attack program, neighborhood alliances and community, science work around Stephens Creek, commitment to being a Green School, and a pending science partnership with Lewis and Clark College. The staff was challenged to spend time this summer brainstorming additional ideas for student enrichment opportunities. As our 2006–07 year begins, and energetic students fill the halls and classrooms, our vision theory once again becomes reality.
Hillsdale Farmers’ Market & Farm-to-School

Another vision for the future is a focus on local and fresh food, capitalizing on our proximity to the Hillsdale Farmers’ Market, which is held year-round on Sundays in the Rieke/Wilson parking lot. Manager Eamon Molloy states he is “extremely excited about extending the market’s partnership with PPS.”

There is a rapidly growing national movement toward fresh school food. One major catalyst is the childhood obesity crisis. While there are many causes and solutions, one area of focus is improving the nutritional quality of school lunches and getting kids to eat more local produce. This will not only provide direct nutritional benefit, it will increase families’ awareness of nutritional choices, and thereby impact far beyond the cafeteria. Another key factor is having neighborhood schools like Rieke located where children can get daily exercise by walking or biking to school.

As Portland’s only year-round farmers market, the Hillsdale market could provide produce during the entire school year.

The pilot program at Abernethy Elementary has drawn national attention. Portland is renowned for its local and sustainable food culture. PPS has made great strides in improving its school lunches as well as developing a Wellness Policy. A recent City Club Forum noted in describing Kristy Obblink, PPS Director of Nutrition Services: “A lthough it is difficult to conceive a scratch kitchen in all 87 school kitchens, Kristy is committed to working towards menus dominated by locally grown and freshly produced foods that reflect our region and community values.”

A June 2006 PSU report, “Local Lunches: Planning for Local Produce in Portland Schools,” explores in detail the benefits, challenges and opportunities around bringing local farm produce to our schools. In short, the time is ripe and Rieke is ideally located to help move Portland toward the shared goals of healthy children and communities.

We envision a range of possibilities:

- In the short term, arrange with the Farmers’ Market for purchase or donation of fresh produce after each week’s Market for use in the cafeteria. (The “Local Lunches” report describes several strategies and policy adjustments that would make it feasible for PPS to procure local produce both efficiently and cost-effectively. While stakeholders are working on long term solutions, Rieke PTA/parents might be willing to help underwrite the modest amounts of produce on a pilot basis.)

- As Portland’s only year-round farmers market, the Hillsdale market could provide produce during the entire school year.

- The “Local Lunches” report recommends several “realistic strategies given cost constraints and the current system,” including special events and programs that celebrate local produce; offering local produce in salad bars or integrated into one menu item; and providing point-of-origin information to students and families.

- One idea to help pay for the local produce would be to cut out dessert (at least occasionally) and spend the extra money on fresh food. “Local Lunches” co-author and food policy advocate Meghan McKenzie tells us the Olympia School District (Washington) has found this option to be successful with both parents and students.

26 In 2002, the Washington State Legislature directed the Department of General Administration and the Washington Department of Agriculture (WSDA) to identify and recommend strategies to increase the amount of Washington grown products purchased by state agencies, institutions, and schools. The WSDA has promoted the purchase of foods by Washington farmers by providing technical assistance and outreach to communities, schools, and farms that are interested in creating farm to school programs. With support from the state and financial assistance offered by the DOD, it is predicted that other schools districts will soon follow the example set by the Olympia School District, which initiated a pioneering farm to school program in 2002.
There are many potential learning opportunities through the Market, such as farmer visits to classrooms, field trips to farms, study of nutrition, on-site gardening, hands-on food preparation, and older students volunteering at the Market. While we do not necessarily envision that produce/nutrition would become a school-wide focus, a partnership with the Market and the presence of fresh produce in the cafeteria could dovetail with the existing Green School program as well as supplement the staff’s existing science curriculum and work around community involvement.

Having a dynamic and exciting partnership with the local Farmers’ Market, and fresh food in the cafeteria, would likely be a powerful attraction for current Hillsdale families to send their children to Rieke (helping us increase our capture rate), as well as encouraging future family growth in Hillsdale.

Long term, expanding the building will provide a cost-effective opportunity to expand the existing “reheat” facilities into a “scratch kitchen,” making fresh food preparation possible.

Although the Market proximity is a unique situation, a farm-to-schools program at Rieke could serve as a pilot program for exploring cost-saving strategies, farm partnerships, and other ways to integrate local produce into other PPS schools.

Summer Lunch/Recreation Program

We also suggest that the Rieke campus be used for a summer lunch/recreation program, which would take advantage of the peak of summer produce in the Farmers’ Market while serving the increasing numbers of SW children living in poverty.

With potential partners such as Portland Parks & Recreation, PPS, service agencies such as Neighborhood House, the federal government and the Market, a summer lunch program would provide significant support to children facing hunger, would generally benefit the neighborhood, and would help build community among the diversity of families living in Hillsdale.

While details need to be worked out (funding, partner agencies, restrooms, storage, etc.), we think a summer lunch/recreation program would be a great community use of the Rieke campus:

- Campus amenities include playground, garden area, covered play area, soccer field, baseball field, restrooms, & water fountain.
- Wilson pool & Hillsdale library within easy walking distance.
- Stephens Creek nature study area/possible future community garden also within walking distance.
- Easily accessible by Tri-Met (served by 7 bus lines).
- Walking distance to Turning Point, Hillsdale Terrace, apartment complexes and single-family homes.
- Partnership with year-round Farmers’ Market would provide outstanding opportunity for local, peak-of-season fresh veggies or fruit to supplement the federal lunch program.
Hillsdale Public/Civic Plaza & Town Center

The Hillsdale Neighborhood includes about 7000 residents, the Hillsdale Town Center, Rieke Elementary School, Robert Gray Middle School and Wilson High School, the Portland Jewish Academy, seven churches, the Hillsdale Library and major recreational facilities including Wilson Football, Track, Basketball, Baseball, Rieke Soccer and Baseball, the Wilson Pool, and MJCC. Seven bus lines serve Hillsdale.

The Hillsdale Community developed a Hillsdale Town Center Plan, adopted by the Portland City Council in 1997. The plan contained many goals and calls for action to improve our commercial area and Town Center including the development of a Farmers’ Market, pedestrian paths and linkage of key parts of our community, a signalized mid block crossing and for increased density throughout the Town Center area. Many of the goals expressed a decade ago have been realized. We are now looking to the future.

In 2004, the Portland Parks Department evaluated sites for dedicated skateboard parks. A portion of the Rieke campus, between the parking lot of Rieke, the shopping center parking and above the baseball field, known locally as Rieke Triangle, was identified as a potential site. The community process to seek input for the skateboard park revealed the community sought a multi-use facility on this site, which might include skateboarding as one of the uses. Parks subsequently selected other sites for the limited skateboard construction budget.

Given the high level of community interest in a multi-use facility, the Hillsdale Business and Professional Association, HBPA, in the fall of 2005, applied for and received a small grant to retain an Architect and teaming with the Hillsdale Neighborhood Association, HNA, conducted a series of three charrettes and two community meetings to develop a public place in Hillsdale. The charrettes (see photo), held during the spring of 2006, resulted in a series of recommendations to the Hillsdale Community including: a Plaza on the Rieke Triangle with the following elements: A cover, west windbreak, permanent bathrooms, and a storage area for the Hillsdale Farmers’ Market; an Amphitheater for outdoor music, dance, ballet and theater; a semi flat plaza for a water feature, a small skateboard facility, and places for people to sit and converse in the tree shaded ambience. All of these improvements were intended to complement the Rieke, Gray and Wilson educational experience.

Other recommendations included the development of a pedestrian loop around or near many of the key businesses, the Rieke Triangle, and facilities in the commercial area of the Hillsdale Town Center; the examination of the parking policies in the Hillsdale Pedestrian District; a school campus signage plan, a campus landscaping plan and the improvement of the signage in the Hillsdale Commercial Area.

The next step in the process is to identify which of the components of the Hillsdale Plaza to implement first. Based on a preliminary discussion with the leadership of the various Hillsdale organizations, and on a sampling of comments from shoppers at the Hillsdale Farmers’ Market, the cover of the Farmers’ Market area and associated bathrooms and storage are the most urgent projects.

“A community is a place which has an identity, where people know and care about each other; a place that honors its history, looks to its future and lives fully in its present. A community actively supports local businesses and institutions, including schools, libraries, civic organizations and parks. They are both the physical and civic heart of the community. They are within a safe and convenient walking distance for all. Community members derive satisfaction from community involvement and recreation. Communities are our homes.”

— Don Baack, President, Hillsdale Neighborhood Association

27 See pages 32–33 and 69–70 for further information about the Hillsdale Public/Civic Plaza proposal, and Hillsdale Town Center.
Complete Community

- New Family Housing in Hillsdale
- Watershed Senior Housing
- Neighborhood House
- Wilson Campus-Signage, Track, Pool
- Parks & Rec (Soccer and Summer Pgm)
- Green/Sustainable
- Preschool at Rieke
- Idea Exchange w/ PPS Schools
- Pedestrian Safe Routes to Schools
- Hillsdale Farmers' Market Partnership
- Hillsdale Plaza and Rieke Campus
- Rieke Marketing & Outreach
- HSSD Marketing
Any growth of Rieke’s enrollment that is rooted in our connection to the community and driven by our marketing Plan must necessarily occur in cooperation with an expansion of our facilities. The following timeline offers a suggested approach to such an expansion, and is followed by specific facilities proposals that would bring about the vision of an enhanced Rieke at the heart of Hillsdale.

- First, the current building is at capacity, with two full classes per grade. While some marginal growth is possible within the existing classes, any substantial growth—and, in particular, any growth at the kindergarten level that is designed to drive the future growth of the school—will necessarily require additional classroom space. That space would have to be in place prior to the start of a school year in order to attract families.

- Second, modular classrooms can and should provide the flexibility to gradually increase capacity in the initial 2–3 years, but the long term vision for the school could not be achieved through a long term presence of modular classrooms on the campus.

- A permanent building expansion will be required to attract a high quality preschool provider.

A multi-use building expansion offers potential benefits in terms of additional sources of capital, leasing of unused space to reduce carrying costs, and increasing linkages to the community.

2006–2007:
- Announce plan for growth to community, including assurance of stability and additional full-day K.
- Launch marketing activities for Rieke and Hillsdale neighborhood.
- Add initial modular classroom(s) for expanded full-day kindergarten, and potentially 3rd first grade class, prior to the start of the 2007–2008 school year.
- Implement short-term “vision” steps to enhance and improve likelihood of capturing families and students to the school.

2007–2008:
- Complete design work, permits, etc. for permanent facilities expansion.
- Identify potential tenants for expanded facility including preschool/on-site day care facility.
- Secure funding for permanent facilities expansion.
- Add additional modular classroom(s) as needed prior to the start of the 2008-2009 school year.

2008–2009:
- Construct a permanent facility with completion prior to 2009–2010 school year.
- Sign leases with tenants for expanded facility.

2009–2010:
- Rieke occupies 4–5 rooms in expanded facility.
- Preschool/on-site day care opens in expanded facility.
- Additional space in expanded facility leased to tenants compatible with a school such as PPS offices, child-focused community groups, etc. Leases to be negotiated on a school-year basis.

2010+
- Rieke gradually displaces tenants, other than preschool/daycare, as enrollment grows.
The further development of the Rieke campus and facilities is an integral part of successfully implementing this Plan to expand the number of students attending Rieke. What is known at the outset of this growth Plan is that the existing Rieke facility is currently close to capacity, and over capacity in some circumstances, as initial efforts to grow Rieke are already bearing fruit. As the growing pains have started already, the need for additional space must be addressed with a well-planned school facilities expansion.

An examination of the existing Rieke facility and site shows that this nearly fifty year old structure is viable for expansion and sustained use. The building, originally designed in 1959, envisioned a larger facility with a clearly designated future expansion zone (see Exhibit 1, page 23, and see photo on page 22). The central boiler and other infrastructure were designed and built to handle the additional space needed for a larger enrollment. The substantial masonry and steel structure is found to be in excellent condition, and with continued maintenance will remain so for many decades to come. The goals of further development include:

1. Provide adequate additional space for:
   - Classrooms, including music and learning resources
   - Library
   - Cafeteria
   - Gymnasium/Physical education

2. Provide a learning environment that:
   - Meets or exceeds PPS requirements
   - Compares favorably to other educational options available to prospective students
   - “Walks the Talk”

3. Provide a solid connection to the community/town center:
   - Coordinate/integrate the planned Hillsdale Plaza with the Rieke facilities redevelopment.
   - Provide separate facilities for Pre-K on-site. These facilities could be leased to a Pre-K provider.
   - Provide a multi-purpose room which could be used by the school during school hours and by the community in the evening with its own entrance for after hours use.

Rieke is an Oregon Green School, and as such should endeavor to incorporate green features in any new design or renovation. Special attention will be placed on features that have a payback of six years or less, but will look at longer term paybacks as well. Since PPS is the landlord and tenant, unique opportunities exist to reduce operational expenses. Examples include:

- Use extensive day lighting. Studies show improved learning with the use of natural light, compared to artificial light. Operational costs (electricity) also reduced.
- Replace single pane windows in existing facilities with low-E double pane: 7–10 year payback. Reduces need for any boiler expansion.
- Incorporate use of photovoltaic panels for energy generation and education—through “Solar for Schools” program: no cost to the school, and the corporate sponsor receives tax credits.
- Use low/no VOC (volatile organic compounds) building materials for improved student health.
- Storm water harvesting for toilets and irrigation.

These goals, and others identified through the design process, will be used to design a facility that will meet the needs to successfully grow Rieke to its original plan capacity, and sustain its use for many years to come.

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28 Oregon Green Schools: At schools across Oregon, students, teachers and staff are making a difference in their communities with programs to recycle, reduce waste, save energy and conserve water. See http://www.oregongreenschools.org/
Expansion Analysis: Existing Facility

Rieke opened in 1961 with 11 classrooms and was expanded several years later with an addition of two classrooms and a Multi-Purpose space, reaching the current size of 30,647 square feet. Since those early years of the school the 13 traditional classroom spaces have been put to use in a variety of ways. The current educational program makes use of the school not only in an efficient manner (on square foot to student ratio) but also in a resourceful way to meet all the educational needs of the students.

In the current program, the existing facility is used as follows:

- 12 self-contained classrooms—grades K through 5.
- 1 classroom housing the ERC, Special Ed., literacy collection, counselor and the staff lunch area.
- Multi-purpose room housing P.E., music, lunch, and the before & after school child care.
- Library with an open computer lab—housing library instruction, TESA testing throughout the year, Junior Great Books, Reading Buddies, book fairs, school activities and community programs.
- Nurse’s office shared with speech pathologist, school psychologist, and ESL itinerate teacher.
- Principal’s office.
- Reception office with secretary workstation.
- Teacher/office workroom.
- Storage and mechanical areas.
- Small “re-heat” kitchen with bathroom.
- 1 boy’s and 1 girl’s bathroom and 1 staff bathroom.
- Circulation (hallways and entry).

To accommodate the influx of students and the increased program requirements that come with the desired enrollment growth, it is absolutely necessary to expand the present facility. Calculating the square footage needed for growth will depend in some part on the desired configuration of a selected expansion plan, but essential facility expansions are imperative to meet the anticipated growth.
Expansion Analysis: Existing Facility – Exhibit 1

Mary Rieke Original Site Plan (1959)

North Wing Not Completed
Expansion Analysis: Estimate of Square Footage

First and foremost in importance in developing a program expansion is the need for seven additional classrooms to house the anticipated growth. It is assumed that these new additional classrooms would be similar in size to the existing classrooms. The current extensive sharing of spaces by the various programs and services would have to be separated to accommodate the longer period of time that the program or service would be offered. To accommodate progressive enrollment growth, it is assumed that an expanded student population would still share spaces in an efficient manner whether that is the existing spaces, temporary use of modular classrooms, or newly constructed space. Below is an estimate of square footage that would need to be contained within an expansion plan and the proposed use of added space:

<table>
<thead>
<tr>
<th>Description</th>
<th>Square Footage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seven Classrooms (900 sq ft Each)</td>
<td>6,300</td>
</tr>
<tr>
<td>Library / Computer Lab</td>
<td>2,400</td>
</tr>
<tr>
<td>Adjustment for use of current Library space as two Classrooms</td>
<td>-(1,800)</td>
</tr>
<tr>
<td>Gymnasium (or Multi-Purpose)</td>
<td>4,800</td>
</tr>
<tr>
<td>Music Room/ Stage</td>
<td>1,000</td>
</tr>
<tr>
<td>ERC / Speech / ESL</td>
<td>360</td>
</tr>
<tr>
<td>OT/ PT and Special Education</td>
<td>360</td>
</tr>
<tr>
<td>Breakout Room (Reading Math) and Community Rm.</td>
<td>360</td>
</tr>
<tr>
<td>Staff Lounge</td>
<td>300</td>
</tr>
<tr>
<td>Additional Bathrooms</td>
<td>480</td>
</tr>
<tr>
<td>Circulation (hallways)</td>
<td>1,600</td>
</tr>
<tr>
<td>Storage/ Mechanical</td>
<td>280</td>
</tr>
<tr>
<td><strong>Total K-5 Expansion Square Footage</strong></td>
<td><strong>16,440</strong></td>
</tr>
<tr>
<td>Preschool Facility</td>
<td>2,200</td>
</tr>
<tr>
<td><strong>Total Expansion Square Footage</strong></td>
<td><strong>18,640</strong></td>
</tr>
</tbody>
</table>

This expansion would raise the square footage to approximately 49,000 square feet; housing a program with over 400 students. This results in a ratio that is still below current square foot per student standards for new school construction. Even after a facilities expansion Rieke would remain one of PPS’s most efficient schools. In today’s construction environment this efficiency represents real savings of capital expenditures.
Expansion Analysis: Context of the Existing Facility

In order to understand the best approach for expansion it is critical to understand the context of the existing facility. Rieke Elementary is centrally located in Hillsdale in the Wilson High School campus area. The Rieke Elementary campus is bordered by SW Vermont, SW Bertha Blvd, the Hillsdale shopping district, and the main access drive/parking lot to the west of the Wilson High athletic fields. By way of current and future activity such as the community athletic field, Hillsdale Farmers' Market and future Town Plaza, this area has become the effective heart of Hillsdale. As such, the school is strategically located to serve as a model facility for a strong partnership between the school and its community. Exhibit 2, page 26, shows a master plan of the precinct with discussion of contextual factors and opportunities:

1. Potential north school expansion area. This area is an important entry to the school, yet currently appears as a back door. An expansion here could establish a more welcoming presence and promote a stronger link to the Hillsdale Town Center, proposed future Town Plaza, and neighborhoods beyond.

2. Potential west school expansion area.

3. The site entry serves as a threshold into the surrounding Wilson Park Neighborhood and Hillsdale community. There is an opportunity to enhance this area to create a more inviting campus character. Better signage could improve the school identity and communication with community residents.

4. The school site entry at the Hillsdale Town Center could be better recognized through signage and safer pedestrian connections that would acknowledge Rieke as an important member of the community.

5. The pedestrian entry plaza is a critical hub of school activity and communication that could foster even greater connections among students and parents through improved seating, signage, paving and planting.

6. This area is a key component of the Hillsdale community vision to provide improved pedestrian connections between neighborhood shops, future town plaza, and the school.

7. The Hillsdale Farmers’ Market occurs in this area and attracts numerous Portland and Hillsdale residents to the school grounds. There exists a community vision to build upon this activity and create a stronger community identity and spirit.

Expansion Sites

Three zones appear best suited for expansion of the facility (see Exhibit 3, page 27).

Site No. 1, to the north of the existing gymnasium, is the area originally designated for future expansion when the school was designed in 1959. As such, there is an existing mechanical trench that extends from the boiler Room to the north end of the gymnasium. This site is also seen as a good opportunity to enhance the connection of the school to the community by locating new spaces closer to the bus and parent loading areas and the site of a future Hillsdale Town Plaza.

Site No. 2 is at the east end of the main school building and is currently used for accessible parking and service loading. Prominently located at the front door of the school, this site could be a good location for a new semi-public program space such as a multi-purpose room, library/computer lab, or preschool facility which would enhance the public face of the school as well as offer opportunities for community interaction. Construction in this location would require relocation of the accessible parking.

Site No. 3 is at the west end of the main school building and currently used as a school garden. This area is relatively flat and would be a good option for a general classroom expansion area.
1. Potential north school expansion area*
2. Potential west school expansion area
3. The site entry serves as a threshold into the surrounding Wilson Park Neighborhood.
4. The school site entry at the Hillsdale Town Center
5. The pedestrian entry plaza is a critical hub of school activity and communication.
6. This is a key component of the Hillsdale community vision to provide improved pedestrian connections/loop between neighborhood shops, future town plaza, and the school.
7. The Hillsdale Farmers’ Market and proposed Hillsdale Civic/Public Plaza.
8. Hillsdale Triangle future study area
9. Hillsdale Library
10. Wilson Track and Pool
11. Dewitt Park and Fire Station
12. Watershed senior housing (under construction)

*Note: The attached Rieke school design is a concept option only. It will likely be modified significantly after further architectural reviews and stakeholder input. See Schemes A, B, & C for detail on pages 29-31.
Expansion Analysis: Context of the Existing Facility – Exhibit 3
Expansion Analysis: Three Concepts for Expansion

For the purpose of understanding how, and if, a larger school facility will fit on the existing Rieke campus, we have studied three concepts for expansion. These concepts seek to include the needed program space with logical arrangements based on their function and relationships to other program spaces. (See Schemes A, B & C on pages 29-31) The three schemes presented show different concepts for expanding the facility with some common features. In all three, for example, the existing library is shown being converted to two classrooms with the addition of a new, larger media center. Most variations would allow for a phased construction of the media center and classroom conversion, if necessary.

**Scheme A:** This scheme is similar to the original, 1959 design for Rieke which showed phase two of the school expanding north to complete an "L"-shaped plan. A configuration like this provides excellent supervision of the two main hallways from the administrative offices.

- Music room/ kitchen and restrooms are added to the north side of the existing multi-purpose room.
- The music room opens to the multi-purpose room to serve as a stage for performances.
- The existing library is converted to two classrooms.
- A new library/ computer lab, five classrooms, and gymnasium comprise the north wing of the school.
- Potential learning resource spaces are noted “R.”
- The new gymnasium could alternately serve as the multi-purpose room and be designed to integrate with the proposed Hillsdale Plaza to the north, and have separate entry points for after-hours community use.
- Stairs would connect the new construction up to the sidewalk and parking.
- A new preschool facility would ideally be located to the east of the new gym, immediately adjacent to the access road to provide separate and convenient access.
- This scheme would require a relocation of the existing baseball field.

**Scheme B:** This scheme is similar to Scheme A, but explores a smaller footprint on the site should it become infeasible to relocate the baseball field.

- A music room/ stage, an expanded kitchen, and restrooms are added to the north side of the existing multi-purpose room.
- A five-classroom cluster with multi-purpose teaching space is added at the end of the north axis/hallway.
- The existing library is converted to two classrooms and a new library/ computer lab is located at the northeast corner in close proximity to the sidewalk and parking. This location could incorporate a covered walk linking the expansion to the school’s entry court to the south and the proposed Hillsdale Plaza to the north.
- Expansion site No. 2 at the east end of the existing school building is shown as a potential preschool facility site. This location would have a separate entry and a dedicated outdoor play, yet remain close to the main entry of the school and share its entry plaza.

**Scheme C:** As with Scheme B, this scheme looks at a smaller building footprint by utilizing expansion site No. 3 at the west end of the existing school for the additional classrooms. This arrangement leaves the more publicly-accessible north end of the site available for a new library and preschool space.

- Music room/ stage/ kitchen/ restrooms are added to the north side of the existing multi-purpose room.
- The existing library is converted to two classrooms and a new library/ computer lab is located at the end of the north axis/hallway of the school. This could be a two-story space with views to the north towards the proposed Hillsdale Plaza.
- A new preschool facility is located to the east of the new library/ computer lab, immediately adjacent to the access road for separate and convenient access. This location would also provide opportunities for other shared community use or lease spaces.
- A five-classroom cluster with multi-purpose teaching space is added to the west end at Site No. 3.
- Expansion site No. 2 at the east end of the school building is shown as an alternate preschool facility site.
Campus and Facilities

Expansion Analysis: Three Concepts for Expansion – Scheme A

SCHEME A
Expansion Analysis: Three Concepts for Expansion – Scheme B
Expansion Analysis: Three Concepts for Expansion – Scheme C
1) Proposed Rieke Expansion*
2) Farmers’ Market and Proposed Hillsdale Public/Civic Plaza
3) New Wilson High Track, and Improved Athletic Field
4) Segment of Hillsdale Business District

*Note: The attached Rieke school design is a concept option only. It will likely be modified significantly after further architectural reviews and stakeholder input. See Schemes A, B, & C for detail on pages 29-31.
Hillsdale Public/Civic Plaza & Town Center (cont.)
Wilson High School/Rieke Campus Improvements

Wilson High School is located directly east of the Rieke Elementary campus (see maps on page 7 and 70); the two schools share the same PPS “super-block.” A campus plan will be used to coordinate improvements and future enhancements to this significant community asset.

As part of planning for its 50th anniversary celebration in 2006–07, Wilson High School students, staff, alumni, and neighbors are working on a campus improvement plan, featuring the planting of 50 trees and improved signage to help people find their way around all parts of the campus, including Rieke, the soccer field, and the pool. A new track/athletic complex and improvements to the north pool entrance are also in the works. These efforts would be part of the overall improvement of the entire campus as a focal point of the Hillsdale community.

In the spring of 2006 the Wilson High School Site Council and Class of 2006 proposed the installation of two new reader boards for the Wilson campus. Additionally, renewed emphasis is being focused on Wilson High School as it celebrates its fiftieth anniversary this school year. These projects and the many other recent improvements, changes and activities taking place on the Wilson High and adjacent Mary Rieke Elementary campuses promoted the general understanding that a comprehensive and cohesive plan for the campus is highly desired and needed today more than ever.

Meetings and coordination have occurred over the course of the summer between the Hillsdale Neighborhood Association, Wilson High School administration and staff, Wilson 50th Anniversary Committee and alumni and the Hillsdale Business and Professional Association. Efforts are being pursued to prepare a process to create a campus plan whereby input from the community of stakeholders interested in the Wilson/Rieke super-block can be collected. The anticipated result will be the development of the Woodrow Wilson High School/ Mary Rieke Elementary Campus Plan.

The known projects that involve the Wilson/ Rieke campus super-block are:

- Wilson HS Reader Boards (two reader boards) remounted into a monument style
- Rieke Elementary growth plan and campus enhancements
- Classroom additions
- Cafeteria enhancements
- Signage/reader board
- Wilson sports complex plans
- 50 trees planted as part of the Woodrow Wilson HS 50th anniversary
- Portland Parks Wilson Pool north entrance project
- Hillsdale Farmers’ Market
- Hillsdale Plaza
- Skateboard park
- Portland Parks soccer field
- Past tree planting enhancements to soccer/softball fields managed by Portland Parks
- Pedestrian circulation improvements
The success of any fundraising effort depends upon the creation, cultivation and stewardship of positive relationships between donors and beneficiaries. People will support a cause they believe in, or people that they trust. Honest exchange of information and opinion is essential to relationship building.

In the case of Rieke Elementary, taxpayers are the primary donors.

Therefore, decisions affecting Rieke’s current and future operations should be made with public input and feedback. To that end, the development of the Rieke Plan included hundreds of door-to-door citizen surveys and scores of gatherings throughout our community.

As funding beneficiaries, the PPS Board should be commended for recognizing this fundamental tenet of relationship building during the spring of 2006. The Board, as stewards of public funds, invited comment and review from throughout the community, asked questions, listened and considered what they heard.

At the May 4, 2006 special board meeting, some directors expressed the view that a school district should not expect any cost sharing with the community. To be sure, school inequities could occur if significant private funding were required to subsidize material capital improvements at a public school; the bulk of funding of public schools must come from our tax base. Moreover, grant writing experience is not present in every school community.29

That said, there are funding possibilities— albeit relatively limited in size— that can supplement broad tax revenues or a school capital improvement bond.30 The following could be viewed as supplemental funding:

- Business partnerships
- Corporate matching donations
- Corporate volunteer hour matching
- Federal programs
- Foundation auctions
- Grants (neighborhood, corporate, Portland Schools Foundation, etc.)
- PTA fundraisers (gift wrap, book fair, art fair, plant sale, Escrip, Wamoola, etc.)

Each and every public school in Portland has its own unique support network. For a variety of reasons, best determined by the individual school community itself, some networks are stronger than others. We encourage school leaders— in partnership with the Portland Public Schools— to engage local neighborhoods in a process to identify their own strengths, weaknesses, opportunities and threats. The engagement of neighborhood residents and businesses in their local schools will help create a foundation upon which long term relationships can be built.

Yet as we reach out to our communities for financial assistance, we must use caution as we ask for additional financial support. At the extreme, our schools could become pseudo-private schools (and some would argue they already are), as parents and local businesses are asked to contribute greater private funds for programs such as music, foreign language, technology, full-day kindergarten, or even teacher salaries.

Unfortunately, private funding has necessarily moved beyond supporting the chess club, uniforms, and new playground equipment. Not all school communities are able to contribute equally, and this inequity must be addressed citywide.

30 See Fundraising Resources, page 71.
Citywide Applicability

Much of our efforts to date, and our future plans to build our neighborhood enrollment, can be replicated throughout the city. We believe all schools are doing great things, and we all have much to offer each other. Many PPS schools are already engaged in marketing/enhancement activities to attract students to their school. That said, we hope that aspects of this Plan, as described in the Marketing section and throughout this report, will be of use to other PPS schools. (The survey questionnaire, informal focus groups, and school-neighborhood promotional efforts, for example, could readily be replicated in other areas.) Most important, we urge that the model of growth rather than threatened closure become a new paradigm for the District.

We, the Rieke Steering Committee and Hillsdale community, stand ready to work with PPS, the City, and our fellow schools and neighborhoods to assist in expanding and replicating efforts to increase enrollment and strengthen all neighborhoods in Portland.

Unfortunately, in part due to the competition under the open transfer policy, as well as several rounds of neighborhood school closures, a competitive and distrustful atmosphere has developed among PPS schools. To help shift the community toward a positive, cooperative, and growth-focused approach, we urge PPS and the City of Portland to co-sponsor a “Growing our Schools” summit where schools, policy makers, and neighborhood associations meet to share/exchange ideas, expertise, and support for attracting and retaining families. We need to work together to help all schools grow and keep Portland a vibrant, family-friendly city.

We recognize that much of what we have done at Rieke and in Hillsdale is dependent on intensive volunteer labor and parents’ professional expertise. While this level of involvement may not be possible for all schools or neighborhoods, we believe that with leadership from PPS and the City, it would not be difficult to find support in the broader community to supplement the efforts of parents. Some ideas include:

- PPS could develop a marketing plan template for use in all PPS schools similar to the NAIS private school marketing templates referenced earlier.
- PPS could work with the Office of Neighborhood Involvement (ONI), and other stakeholders to develop an enhanced web presence for PPS and Portland neighborhoods. We note that PPS’s COO, Dr. Cathy Minberg, has been actively promoting an enhanced web presence for Portland neighborhoods.
- Realtors could be provided with promotional materials about PPS schools and Portland neighborhoods, which could remind new families to “check out the great things happening in your neighborhood school.”
- PPS, ONI, and other stakeholders could organize a citywide informational campaign to promote each neighborhood school. Each school would have a simple flyer (with customizing for their location and programs) encouraging neighbors to visit and support their local school. Volunteers would leave flyers on each household’s doorknob in a massive “lit drop,” which in itself would be a promotional event. Through existing networks such as PTA, volunteers could be solicited and assigned citywide to make sure each neighborhood is covered in an equitable manner.
- The research firm of Davis, Hibbitts & Midghall kindly helped us with the survey analysis. PPS could seek help from the city’s market research firms to help supplement the PSU population study by doing scientific, random phone surveys of households at reduced cost.
- New home buyers/renters could be given a postcard to request contact by a parent from their neighborhood school.

We urge PPS and the City of Portland to co-sponsor a “Growing our Schools” summit

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31 See Portland Public Schools: Special Programs Sample, page 47.
Next Steps

As described in the Facilities Timeline, the next steps during 2006–07 for the growth of Rieke include:

- Announce the plan for growth, including assurance of stability and additional full-day kindergarten.
- Launch marketing activities for Rieke and the Hillsdale neighborhood.
- Add initial modular classroom(s) for expanded full-day kindergarten, and potentially a third first grade class, prior to the start of the 2007–2008 school year.

Additionally, we hope to start moving forward on potential enhancements for the school/ campus, including:

- Research/discussions with area preschool programs on potential location at Rieke (w/ expansion).
- Pursue summer lunch/ recreation program and Farm-to-Market partnerships.
- Continue work with the Neighborhood Association and community in planning for the Hillsdale Plaza, exploring options for new family housing in the area, and Wilson/ Rieke campus improvements.

We recommend that the “regular analysis and implementation milestones” stipulated in the Board resolution consist of an annual meeting of PPS staff, the Rieke principal, and Rieke PTA representatives, following the release of the Enrollment Data Analysis each fall.

Upon approval of the Plan, the Rieke PTA will add Board-level position(s) responsible for guiding implementation of the Plan within the PTA Board governance, reporting and structure.

Mary W. Rieke

Those who knew Mary Whitelaw Rieke knew full well the significance of the school’s being named after her. She raised three children in Hillsdale in the Fifties and Sixties, when the place was in the throes of rapid rural-to-suburban transformation. New schools seemed to be sprouting up everywhere to accommodate the newcomers. Mary threw herself into the turbulence of change. She was basically a non-political person, her son Forrest told me recently, but her involvement swept her, and eventually her children, into public service.

Mary was on the Portland School Board for 12 years, from 1958 to 1970. After that, until the time of her death in a car accident in Costa Rica, she was our representative in the Oregon House of Representatives. She was a Republican when the words “liberal” and “Republican” joined to make sense. As Forrest put it, “She was to the left of Tom McCall.”

Forrest himself was on the school board when Mary and her husband died in 1978. The elementary school just west of Wilson High School had opened in 1961 and was called the Wilson Park School. Mary knew the significance of names and had wanted it named for Portland’s first school teacher, whoever that might be. It turned out that Mary’s exhaustive research revealed that the first teacher was a man named— as humorist Dave Barry would say, I am not making this up— Outhouse. Would Wilson Park School by any other name smell as sweet? Mary’s colleagues often joked with her about her search for Outhouse.

And so today the school, which once regularly celebrated Mary’s birthday of Oct. 26th with cake and cookies, is graced with the sweet fragrance of Mary’s name— and her legacy of passionate public service.32

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Rieke Elementary growth plan

appendix

the heart of Hillsdale
Appendix

A. Growth Plan Background
   a. BOE Resolution #3496: PPS Informal Minutes
   b. BOE Resolution #3496: Community Enrollment Discussion for Rieke

B. Portland Public Schools
   a. Rieke Elementary Profile
   b. Special Programs Sample
   c. “A Portland Landmark for Children, Families,” The Oregonian
   d. Home Schooled Funds: Oregon Department of Education Memo

C. Population Research
   b. Demographics: Calculating Rieke’s “True Capture Rate”
   c. Housing Turnover in Hillsdale: A Case Study
   d. Enrollment Growth Scenarios

D. Community
   a. Statements of Support
   b. City of Portland: Schools, Families, and Housing Initiative
   c. “Rieke Neighbors Like Plan for Urban Plaza,” The Oregonian
   d. Hillsdale Town Center Pedestrian Improvements: Traffic Signal
   e. Fundraising Resources
   f. Unintended Consequences: School Size & Choice

E. Acknowledgments
   a. Community Input & Outreach
   b. Growth Plan Volunteers
On May 4, 2006, the PPS Board of Education approved Rieke Resolution #3496. The resolution challenged the Rieke community to present a growth/marketing plan (the “Plan”) to the Superintendent by October 15, 2006, outlining how we intend to increase enrollment at Rieke.

Director Sargent indicated that this proposal has changed significantly from the April 4, 2006 original proposal. Dr. Phillips issued a challenge to the Rieke Elementary School community to grow to 400 students. The community felt that they could increase the enrollment rate, and took Dr. Phillips up on her challenge. The community stated that they would provide Dr. Phillips with the timeline and a plan on how they would increase enrollment. This would be due by October 15, 2006. Director Sargent believes that this would help PPS market the schools and is excited about this resolution The Student Achievement Committee supported this resolution with a unanimous 3 to 0 vote.

Director Williams expressed her concerns about cost sharing. She believes that as a school district, we should not expect the community to cost share. Director Williams requests that that the cost sharing arrangement language be removed from the resolution. In addition, Director Williams asked that the language “closure of Rieke” be removed from the resolution, because if this is kept open, it would allow the community to grow.

Dr. Phillips said that the resolution was negotiated with the community and had a discussion in regards to the cost sharing. In addition, Dr. Phillips wanted to clarify that if the Rieke community does not come up with a plan by October 15, 2006, then the there would be a closure or reconfiguration in the cluster.

Director Henning indicated that a school district should not expect any cost sharing with the community. In addition, Director Henning requests that the “cost sharing arrangement” and “closure of Rieke” language be removed from the resolution.

Director Wynde indicated that the new language in the first “resolved” would read as follows: “If no satisfactory plan is presented, the Superintendent may elect to recommend to close or reconfigure schools in the Wilson cluster in the 2007–08 school year.” Director Wynde asked all to vote to approve the amendment to remove cost sharing arrangement language as listed above. It was put to a voice vote and unanimously passed of 7-yes 0-no, in favor of the language change. Student Representative voting yes (unofficial). Director Wynde asked all to vote to approve the amendment to remove “a closure of Rieke or”, and replace it with “recommend to close or reconfigure schools in the Wilson cluster” from the resolution. The vote was 6 to 1 in favor of the language change (Director Regan voting no), Student Representative voting yes.

Director Regan said that the original proposal was not made because of an issue of student achievement; it was made because of a capacity issue. The closure has now been modified to allow the community to market itself to its own neighborhood schools. Director Regan believes that if any community can take on this challenge, it would be the Rieke community. However, if the community is not up for the challenge, or does not get a plan to the Superintendent by October 15, 2006 to bring its enrollment numbers up to 400 students, then Dr. Phillips may elect to close or reconfigure schools. In addition, if the community can increase enrollment, then PPS can use the ideas for all other schools in the district.

Director Wynde said that it is important to gather lessons learned from this procedure. He would like the district to try to learn what lessons and strategies the district and other schools could use. The district would need to look at how this could be done for the communities who do not have the resources. This particular strategy that would work for this community, would not necessarily work for others.

Informal minutes were submitted by Sara Lange, Board Support, PPS Board of Education.
WHEREAS, In 1963, the School District enrolled 79,571 students and the School District currently enrolls 47,008 students. The Portland State University Population Center forecasts that enrollment will decline further to approximately 43,500 by 2010. Between 1968 and 1983, the School District closed twenty-five facilities. In the past five years, an additional eleven facilities, including nine schools, have been closed; and

WHEREAS, The projected budget deficit of $57 million for the School District for 2006–07 required the Board and Superintendent to reexamine a number of basic assumptions about School District operations and cost drivers; and

WHEREAS, The School District’s experience with current schools and past school closures and the knowledge base accumulated from research and practice elsewhere indicates that schools have greater capacity to offer a full program including a minimum level of staffing in music, physical education/health, library, and counseling at elementary schools, K–8 schools, and middle schools that have an enrollment between 400 and 600 students; and

WHEREAS, In the Wilson Cluster, enrollment is projected to decrease by approximately 4.2% by 2015 and every school must be positioned to offer the quality of education being demanded by the School District for every child; and

WHEREAS, The actual capture rate of students attending Portland Public Schools in the Wilson and Lincoln clusters is approximately 75%, according to the most recent census, which is considerably lower than the School District average; and

WHEREAS, Mary Rieke Elementary School is the only elementary school in Portland located in a Metro-designated Town Center, serving as a critical anchor for the Hillsdale Town Center’s business district, and the Town Center’s district includes an elementary, middle and high school, a recently-constructed library, a newly-renovated public pool, a new senior housing development that could offer opportunities for multigenerational interaction, a farmers market that takes place on School District property adjoining Rieke, dense multifamily housing development, mass transit and a pedestrian-friendly district; and

WHEREAS, The increasing enrollment in surrounding school districts demonstrates that there is nothing inherent in the demographics of the Metro area that would prevent the city from increasing school-age populations, and that the School District should plan cooperatively with the City of Portland to increase such populations in places where circumstances permit in order to prevent the outflow of enrollment; and

WHEREAS, As of October, 2005, 18% of Rieke students attend Rieke on transfer; and

WHEREAS, Based on the potential to maintain and improve academic performance, to address enrollment and capacity issues and to realize cost efficiencies, the Superintendent offered a number of school reconfiguration proposals for School Board and community consideration on April 4, 2006. The original proposals were modified based on public input received by the Superintendent and the School Board both through personal conversation, general and electronic mail, and at multiple Board hearings and a number of individual community meetings in the schools. The Superintendent now recommends that the Rieke Elementary School community and other interested residents of the Wilson cluster present a plan to increase enrollment at Rieke Elementary by increasing the neighborhood population attending the school and/or enrolling other students currently eligible for, but not attending, Portland Public Schools. The enrollment plan should not negatively impact enrollment of students currently attending other Portland Public Schools, now therefore be it
RESOLVED, That the School Board encourages the Rieke Elementary School community to present a plan to the Superintendent by October 15, 2006, outlining how it intends to increase enrollment at Rieke Elementary School. The community plan would include input from Mary Rieke Elementary stakeholders, including staff, current and future parents, and the Hillsdale Neighborhood Association, Hillsdale Business and Professional Association and other community residents. As a baseline, Rieke can continue to attract up to 20% of its enrollment on transfer from other Portland Public Schools. If a plan is presented that is satisfactory to the Superintendent, the Superintendent will work with the school community and the School Board to develop a plan arrangement for expansion of the available classroom space on the Rieke site. If no satisfactory plan is presented, the Superintendent may elect to recommend to close or reconfigure schools in the Wilson Cluster to take effect in the 2007–08 school year; and be it further

RESOLVED, That the Board of Education expects that the plan will include the development and implementation of a long term marketing strategy to increase overall School District enrollment within the Rieke attendance area to at least 400 students, on a schedule to be determined, and including regular analysis and implementation milestones, which would serve as a prototype for encouraging families to move into and remain in the School District, and thereby offset enrollment declines within the School District; and be it further

RESOLVED, That, concurrently, and as Rieke’s enrollment grows, the School District will collaborate by increasing resources and available space proportionate to its enrollment and consistent with School District practice to grow Mary Rieke Elementary into a facility consistent with the agreed upon plan; and be it further

RESOLVED, If an agreement is reached, that Board directs the Superintendent to establish an implementation plan consistent with the agreed upon Rieke Elementary School growth plan.

B. Farver/ J. Patterson

Rieke’s Ceramic Forest
Guiding Principles

1. **Transparency and Integrity in the Process.** Everything we say and do should be above board and subject to public scrutiny. While the ultimate goal is to keep Rieke open, we must do so in an honorable way and by standing up for what is right in the most open and professional manner possible. We will not compromise our values in order to keep Rieke open.

2. **No Negative Impact on Neighboring Schools.** In word and action, publicly and privately, we must all pledge to recruit only from our own attendance area and from current non-PPS attendees (whether inside PPS boundaries or in other districts). We must also actively spread the word about this bedrock principle, to help combat the negative assumptions that will be out there. Any “outreach” to those in other enrollment areas, even in jest, is harmful. Anyone who inquires about a transfer into Rieke should be treated as they have been in the past—referred to our principal with a positive and welcoming tone, but referring the family to our principal for an application process and decision based on PPS policy.

3. **Citywide Benefit and Equity Are Key Goals.** We should strive to do everything we can to connect with other schools and to ensure that the marketing plans and tools that we develop can be used to help other schools within PPS.

4. **Drawing On Past Experience, but Also Bringing In New Parents.** We recommend that—as witnessed with the Stop Closure steering committee—new committees should include a mix of “new blood” as well as the “veterans” who were involved in past efforts to stop closure. We need the experience and knowledge of the old hands, but also the perspectives and fresh ideas of newer parents.

5. **Embracing a New Level of Partnership with the Hillsdale Community.** It is a new model for parents to work directly with the Hillsdale Neighborhood Association or Hillsdale Business and Professional Association on an ongoing basis. These groups have always been our allies, but now we have the opportunity to work directly and intensively with them for the benefit of our entire community. Working with multiple groups necessarily takes more effort and consensus building than would an “in-house” process. However, as has been shown to-date, the positives of this partnership far outweigh any concerns.

**Timeline**

<table>
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<tr>
<th>Event</th>
<th>Completion</th>
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<td>PPS Board Challenge Resolution</td>
<td>May 4</td>
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<tr>
<td>Steering Committee Selected</td>
<td>May 17</td>
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<tr>
<td>Plan the Plan, &amp; Build Teams</td>
<td>May 31</td>
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<tr>
<td>Conduct Initial Surveys (ASAP)</td>
<td>June 15</td>
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<tr>
<td>Initial Research &amp; Data Collection</td>
<td>July 15</td>
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<tr>
<td>Final Research &amp; Data Collection</td>
<td>Aug 15</td>
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<tr>
<td>Organize and Analyze Data/Info</td>
<td>Aug 30</td>
</tr>
<tr>
<td>Draft of Plan</td>
<td>Sept 15</td>
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<td>Final Plan Delivered Prior to</td>
<td>Oct 15</td>
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**Meeting Schedule, Time & Place**

Weekly – Tuesdays, 7pm, @ Hillsdale Pub

**Media Contacts**

If you receive a media inquiry re the Come Home to Rieke growth challenge, please pass the inquiry to:

Cindy Duley—Cynthia.duley@comcast.net

Michael Reunert—reunert@comcast.net
Objective

The Mary Rieke Elementary School community will present a growth/marketing plan (the "Plan") to the Superintendent by October 15, 2006, outlining how we intend to increase enrollment at Rieke. The Plan will include input from Rieke stakeholders, including staff, current and future parents, and the Hillsdale Neighborhood Association, Hillsdale Business and Professional Association and other community residents.

The Plan will include the development and implementation of a long term marketing strategy to increase overall School District enrollment within the Rieke attendance area to at least 400 students, on a schedule to be determined, and including regular analysis and implementation milestones, which would serve as a prototype for encouraging families to move into and remain in the School District, and thereby offset enrollment declines within the District.

Steering Committee

The “Come Home to Rieke” steering committee is Ruth Adkins, Garth Nisbet, Gail Baker, Cherri Gallison, Lindsay Wierdsma, and Jon Jacob, who is also incoming PTA secretary. Incoming PTA vice president Michael Reunert will act as an alternate. PTA president Cindy Duley is an ex officio committee member. We recommend that a report from the committee be integrated into the monthly PTA meeting agendas.

This committee shall work closely with the Rieke principal, Charlene Russell, and also gather input/ideas from the general membership and communicate regularly via the Rapper, email, PTA meetings, etc. The committee should have a regular Rapper news item column.

Come Home to Rieke Flow Chart
## Rieke Elementary Profile

### 1. BUDGET AND STAFFING

<table>
<thead>
<tr>
<th>Licensed FTE Allocation</th>
<th>Admin Support</th>
<th>1.50</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ratio FTE</td>
<td>10.52</td>
</tr>
<tr>
<td></td>
<td>SES FTE</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td>One Time Adjustments</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Title I (approx.)</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>Foundation/Fee for Service K</td>
<td>1.22</td>
</tr>
<tr>
<td></td>
<td>Other Grants</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>13.25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Budget Per Student</th>
<th>$4369</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budget Rank (1-52)</td>
<td>37</td>
</tr>
<tr>
<td>Free &amp; Reduced (2004-2005)</td>
<td>8.3%</td>
</tr>
<tr>
<td>School Receives Title I Funds?</td>
<td>No</td>
</tr>
<tr>
<td>Special Education</td>
<td>7.5%</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>1.9%</td>
</tr>
<tr>
<td>Talented and Gifted</td>
<td>19.5%</td>
</tr>
</tbody>
</table>

### 2. ENROLLMENT CHARACTERISTICS

<table>
<thead>
<tr>
<th>Year</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>41</td>
<td>49</td>
<td>51</td>
<td>57</td>
<td>54</td>
<td>55</td>
<td>307</td>
</tr>
<tr>
<td>2002</td>
<td>39</td>
<td>41</td>
<td>48</td>
<td>38</td>
<td>52</td>
<td>48</td>
<td>266</td>
</tr>
<tr>
<td>2003</td>
<td>43</td>
<td>47</td>
<td>44</td>
<td>50</td>
<td>42</td>
<td>50</td>
<td>276</td>
</tr>
<tr>
<td>2004</td>
<td>41</td>
<td>47</td>
<td>37</td>
<td>49</td>
<td>49</td>
<td>43</td>
<td>266</td>
</tr>
<tr>
<td>2005</td>
<td>23</td>
<td>49</td>
<td>46</td>
<td>37</td>
<td>53</td>
<td>49</td>
<td>267</td>
</tr>
</tbody>
</table>

- Change in Enrollment from 2004 to 2005: +1
- Change in Enrollment from 2001 to 2005: -40
- Projected Enrollment in 2010 (K-12): 256

### Racial/Ethnic Background

<table>
<thead>
<tr>
<th>Asian</th>
<th>African American</th>
<th>Hispanic</th>
<th>Native American</th>
<th>White</th>
<th>Unspecified/Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.4%</td>
<td>3.0%</td>
<td>1.9%</td>
<td>0.7%</td>
<td>82.0%</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

### 3. NEIGHBORHOOD ATTENDANCE CHARACTERISTICS

- Neighborhood PPS Student Population: 277
- Attending Rieke: 218 (79%)
- Other PPS Neighborhood Schools: 41 (15%)
- Special Programs/Focus Options: 13 (5%)
- PPS Charter Schools: 5 (2%)
- Special Services: 0 (0%)
- Community Based Alternatives: 0 (0%)
The following examples were selected from the PPS website. This is not an exclusive/comprehensive list.

School Community

- Woodmere’s Peer Helper Program provides student support and opportunities for students to get involved in community service and assisting others at school.

- Several Bridlemile classrooms have ‘buddies’ or ‘peace pals’, matching younger classrooms with older ones, to read together, tutor, and build friendships by working together on projects.

- Abernethy’s Gardens of Wonder lunch nutrition program has received national attention.

Neighborhood Community

- Glencoe’s Volunteers in Portland Schools (VIPS) program provides services to students—more than 14,000 hours/yr. Volunteers help in classrooms, on school committees, and in the library.

- Scott’s Wonder World of Words! Festival annually celebrates the community and literacy program.

- Sitton’s ‘Foster grandmothers’ give primary students extra help in Foster Grandparent Program.

- University of Portland, Concordia College, and PSU students work with Chief Joseph students.

- Boise-Eliot’s Multicultural Fair draws 3,000 to 4,000 people annually.

- Sunnyside Environmental’s Reading Buddies has learning experiences with the elderly and homeless.

- Grout students and residents living in the Odd Fellow Retirement Center form a bridge between age and cultures. Activities include: written communications/newsletters, musical and drama.

Science & Environment

- Sunnyside Environmental School’s Adopt-A-Park program and curriculum based camping trips.

- Portland Parks & Recreation Neighborhood Tree Liaison Volunteers organized a school tree planting (arboretum) at Maplewood Elementary School. Community/students planted 16 trees.

- Llewellyn’s greenhouse is used by classes throughout the school to study horticulture.

- The Lewis Outdoor Education Center offers opportunities to work in the garden and greenhouse.

- Vernon has been selected to participate in a NASA program that provides student and teacher resources and support in the fields of science, technology, engineering, and mathematics.

- Buckman was selected as the OMSI demonstration site school on a Science Learning Network.

Marketing

Lewis—Website  Alameda—Fundraising website  Stephenson—Kindergarten brochure
A Portland Landmark for Children, Families

Rosa Parks, the city's newest elementary school, is a gem of a facility and part of an idea worth replicating

One of the most beautiful buildings in Portland is tucked away in the Portsmouth neighborhood, about eight miles north of downtown. From a distance it looks like a construction zone.

Up close it radiates hope. It's Rosa Parks Elementary School, the newest addition to Portland Public Schools and the crown jewel of the New Columbia development. On its own, it's a gorgeous and welcoming place for children to learn. As part of a larger community project, it's a model for making Portland a more affordable, desirable and family-friendly city.

Classes start Wednesday in many Oregon school districts, including Portland Public Schools. The signs of renewal are plentiful, from the fresh bark and mowed lawns outside to the clean cubbies and new posters inside. Teachers putter in their classrooms looking relaxed and peaceful. It's a new year, and anything is possible.

Nowhere is this feeling more palpable than at Rosa Parks Elementary, which will be ready on time -- but just barely. A construction fence circled the perimeter last week, and crews swarmed the building washing windows, bolting down bicycle racks and hurrying past "wet paint" signs.

The sheer number of loose ends might cause panic, under normal circumstances. But not at Rosa Parks. The principal, teachers and staff know they're sitting on a gold mine.

The K–6 school is part of a public-private partnership that includes the school district, city, local housing authority and metro-area Boys & Girls Club. The four groups joined forces and budgets to build a "community campus" in the center of the New Columbia development, which, at $150 million and 850 units of mixed-income housing, is billed as the largest revitalization project in Oregon history.

The groups also convinced more than 20 businesses, foundations and private donors to chip in -- notably Bank of America, which leveraged tax credits to finance the project. The schools and the Boys & Girls Club share one building on the campus, and next door is the existing University Park Community Center. Together they form the heart of New Columbia.

Taxpayers won out in this deal. Portland Public Schools replaced Ball Elementary School, a small building running on a septic system, with a state-of-the-art facility. The district's partners picked up about half the cost of the new school. The city bought the Ball site at a good price. What's more, long term operating costs for all of the agencies will be lower because of the efficiencies of shared space.

Portland needs more projects like this: more affordable housing, more community partnerships, more joint efforts between the city and school district to attract and retain families. As city Parks Director Zari Santner said, "It has the majority of the ingredients to keep families here." Her words will ring doubly true Wednesday, when hundreds of children bring this sturdy and colorful little school to life.
June 2, 2005

To: District and ESD Superintendents, District and ESD Business Administrators, Private Alternative Education Program Administrators

RE: Fund Claims for Home Schooled Students Exempted from Compulsory Attendance

During the fall of 2004, Oregon Department of Education staff visited selected publicly-funded programs serving home-schooled students. As a result, the Department identified the need to clarify when ADM may be claimed for home-schooled and other pupils who are exempted from compulsory school attendance by ORS Chapter 339 and access publicly-funded schools or programs part time.

"Resident Pupil" Requirement

Only resident pupils may be claimed for ADM. Consistent with ORS 327.006, a pupil is a "resident pupil" if

- the pupil is a resident of the district, and
- the district is legally responsible for the pupil’s education.

Districts must determine residency using the parents’ home address, written interdistrict transfer agreements, or other means consistent with ORS 339.133 through 339.137. Districts must maintain an attendance accounting system consistent with OAR 581–023–0006(3) that enables the district’s chief administrator to certify in writing the accuracy of data reported to the Department of Education on enrollment, attendance, and membership. At a minimum, each district must apply these criteria when determining its legal responsibility for a pupil’s full or part-time education.

- The pupil is enrolled in a district’s regular, charter, or alternative school or program that is operating pursuant to the Oregon Revised Statutes and Oregon Administrative Rules governing the school or program; and
- The pupil’s attendance is recorded and monitored consistent with other enrolled students; and
- the pupil is expected to meet the state and district academic, behavioral, and other standards established for all students in such schools or programs; and
- the district creates and maintains the pupil’s education records as required by OAR 581–022–1660(3); and
- the district includes the pupil’s participation, performance, attendance, dropout and other data in its state school and district report card and adequate yearly progress reports.

When ADM May be Claimed for Pupils Exempted from Full Time School Attendance

Exempted students enrolled as part-time resident pupils in a district’s regular or alternative schools or programs under the conditions described in 1 above may generate ADM based on hours of instruction as permitted by Oregon Administrative Rules and the Oregon Student Personnel Accounting Manual. They may be enrolled part-time in a charter school if the charter school has at least 25 students enrolled for the comprehensive instructional program prior to the enrollment of any part-time students. A district may not claim an exempted student for ADM if the student is not a resident of the district (the parents reside in another district, there is no written interdistrict transfer agreement, and residency is not established by other means consistent with ORS 339.133 through 339.137) or if the district does not have legal responsibility for the student’s education.
To: Gail Baker and Garth Nisbet, Rieke School Parent Volunteers
Fr: Davis, Hibbitts & Midghall, Inc.
Re: Rieke Elementary School Community Survey - Summary Report

I. Introduction

Davis, Hibbitts & Midghall, Inc. (DHM) is pleased to present the results of a survey conducted by volunteer parents in the Rieke elementary school attendance area. The focus of the survey was to better understand how residents feel about Hillsdale and local schools.

The sample size for the survey was 599. This memo will highlight full sample and subgroup variations. We add the following subsection to assist the client in reading and understanding the accompanying tables.

How to read the tables. Each question has a separate table. A few tables have multiple pages. Use the "TOTAL" column for full-sample frequency numbers, percents, and means. Scaled questions provide frequencies, followed by a summary table of just means. Within each table, you might see letters (A, B, C, etc.) next to or directly below the numbers. These letters indicate that there is a subgroup variation, and the letter refers to the column with which that number interacts. The capital letters indicate a stronger significant variation than the small letters. There is a legend on the bottom of each page describing this. If the letter is capital, it means the significance is .01, and if it is small, the significance is .05.

Let's consider an example; Q1, length of residence (Page 10 of the table book has the summary statistics). You will see near the bottom of Column C (no kids at home) a “B” which says the mean differs significantly (at .01) from Column B. The 5.34 vs. 15.69 most likely reflects age, as longer term residents are less likely to have elementary aged children. A significance of .05 is considered standard and indicates that, given a random sample, if this survey was repeated with different random samples, 5 times out of 100 the results would not reflect the general population. One could also say there is a 5% chance of a result not reflecting the general population, again given a random sample. A significance of .01 means that only one time out of 100 would the results not reflect the general population.

Sample. This sample is not truly random. Only one return visit by the interviewer was required (“try to go at a different time of day”), after which a survey was left with return information. We can imagine under-representation for different reasons including working, lower income, highly active, and vacationing adults, among others.

Questionnaire. An annotated copy of the questionnaire is attached as an Appendix. The substantive areas of questioning included community satisfaction ratings, schools quality ratings, information about children who attended an elementary school last school year (2005–2006), future elementary school students, and what would make Rieke more attractive to families (reasons for choosing a school other than Rieke, factors that influence Rieke attendance, and offerings which could be added to Rieke’s program).

Notes. A one-page information sheet was provided to all volunteer interviewers, focusing on the survey process. With volunteer interviewers, it is not uncommon to have informational discrepancies. The most common one was administering Q7 and beyond to households without elementary aged children. Another common discrepancy was including children who were not of elementary age. In the former case, the skip pattern was respected in the processing—only households with children (Q6=yes) were considered the subsequent questions. In the latter case, ineligible children were ignored and not entered into the database. In all cases, the skip pattern was enforced. Only responses from eligible people were entered into the database.
Lengths of residence and child age were rounded. An entry of zero indicates length of residence or age under six months, and “.5” was rounded up (e.g., residence of 4.5 years entered as 5 years). A few surveys had “20+” for length of residence. For these, we entered 20 years. If two adjacent numbers were circled for a scaled question, the higher value was entered. One interviewer appeared to circle zero for several unanswered scaled items. While this was not done all the time, we decided to leave those fields empty (e.g., no response) rather than entering zero, primarily because a very small number of respondents selected zero for any scaled items among the other interviewers.

For Q8--future elementary school attendance, there was a little confusion in the survey instructions, which said to enter the year and “entering as K or other.” It appeared the interviewers should have entered K plus a year (to indicate the plan to enter at K or 1st grade), but none did. The table will have frequencies for “K”, followed by years 2006+.

Survey status. Survey status (page 4 of tables) revealed 65% complete, 6% left behind, 2% incomplete, and 27% made no selection. There were 61 surveys that were refused and not entered into the database, plus one other (in map section S2E1) which said the house was vacant. There were no significant interactions by survey status.

Statement of Limitations. Any sampling of opinions or attitudes is subject to a margin of error, which represents the difference between a sample of a given population and the total population (here, adults living in the Rieke enrollment area). While the error margin requires a random sample, these numbers do give some qualifying guidance. For a sample size of 599, if the respondents answered a particular question in the proportion of 90% one way and 10% the other, the margin of error would be +/- 2.40%. If they answered 50% each way, the margin would be +/- 4.0 0%. The reason for the difference lies in the fact that when response categories are relatively even in size, each is numerically smaller and thus slightly less able—on a statistical basis—to approximate the larger population.

These plus-minus error margins represent differences between the sample and total population at a confidence interval, or probability, calculated to be 95%. This means that there is a 95% probability that the sample taken for this study would fall within the stated margins of error if compared with the results achieved from surveying the entire target population.

Table cuts. As requested, we have analysis by kids at home (Q6, 25% with elementary aged children, 75% without) and length of residence was split into under 6 years (38%), six to fourteen years (27%), and 15+ years (35%). We created a third variable for the 25% with elementary aged children, comparing households who have chosen or plan to choose Rieke (66%) versus households who chose or plan to choose a different school (34%).

II. Community Satisfaction

Respondents were asked how satisfied they are with the sense of community in the Hillsdale neighborhood (Q2). Using a scale of 0=least to 10=most satisfied, the mean was 8.3. Satisfaction was high; 72% had ratings of 8+, and over a quarter (25%) chose the highest value of 10.

Households with elementary school aged children were more satisfied than other households (8.7 to 8.1) as were households who chose or plan to choose Rieke (8.9 to 8.3, both significant at .05).

Respondents were read five items and were asked how much each contributes to the sense of community in Hillsdale (Q3). Using a scale of 0=irrelevant to community to 10=extremely important, we have the following means.
Rieke Community Survey: Davis, Hibbitts & Midghall Report (cont.)

<table>
<thead>
<tr>
<th>How much do these contribute to the sense of community in Hillsdale?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Item</strong></td>
</tr>
<tr>
<td>Public library</td>
</tr>
<tr>
<td>Neighbors</td>
</tr>
<tr>
<td>Neighborhood schools</td>
</tr>
<tr>
<td>Farmer's Market</td>
</tr>
<tr>
<td>Shops/ restaurants</td>
</tr>
</tbody>
</table>

Note most of all that even the lowest mean was quite high; respondents believe that all these things significantly contribute to the sense of community.

We suggest there is little ratings difference between the public library and neighbors, and it also appears that shops and restaurants were rated as least important. Neighborhood schools and Farmer's Market fell between the two and did not differ from each other. Below is a tally of the “other” comments (Appendix B).

<table>
<thead>
<tr>
<th>Other Factors Contributing to Sense of Community*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factor</strong></td>
</tr>
<tr>
<td>Natural areas/Walking trails/Open spaces**</td>
</tr>
<tr>
<td>Proximity to downtown/Location</td>
</tr>
<tr>
<td>Transportation access, bus, Tri-Met/ Easy to get around</td>
</tr>
<tr>
<td>Nice local area/Local amenities/ Quiet</td>
</tr>
<tr>
<td>Parks/ Playing fields/ Bike paths**</td>
</tr>
<tr>
<td>Friendly neighborhood/ Sense of community/ Events</td>
</tr>
<tr>
<td>Safe/ Secure</td>
</tr>
<tr>
<td>Pool</td>
</tr>
<tr>
<td>Pedestrian friendly/ Sidewalks</td>
</tr>
<tr>
<td>Community newspaper</td>
</tr>
</tbody>
</table>

* Rough tally, meant just to give general information. See Appendix B for a complete listing of responses.
** In several cases we could not distinguish between responses related to natural areas and parks.

III. Local School Quality

Respondents were asked to rate their impressions of Hillsdale’s three local schools in terms of overall quality (Q5).

<table>
<thead>
<tr>
<th>Quality of Local Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Item</strong></td>
</tr>
<tr>
<td>Rieke Elementary</td>
</tr>
<tr>
<td>Wilson High</td>
</tr>
<tr>
<td>Robert Gray Middle</td>
</tr>
</tbody>
</table>

All ratings were high, and Rieke was rated above the middle and high schools, which were very similar in rating. Each school had a higher mean rating among parents who send or plan to send their children to Rieke (9.0 to 7.2 for Rieke, 7.7 to 6.7 for Robert Gray, 7.8 to 7.1 for Wilson). We would expect the Rieke school interaction to be the strongest, as it is. The differences for Rieke and Robert Gray were significant at .01, while the Wilson interaction was .05, not as strong.
IV. Children Who Attended an Elementary School Last School Year (2005-2006)

As noted above in the Introduction, 25% of respondents said they have a child who attended an elementary school last school year, compared to 75% who did not (Q6). There were a total of 99 children reported (several respondents said yes to children but gave no additional information). The mean age was 8.0, with a range of 5 to 11 years (Q7 Series). Sixty-seven percent (67%) said their child(ren) attend Rieke, with the next highest being four schools with 3 children each (Ainsworth and St Thomas More). There were 16 other schools listed, with one or two children attending each.

Grade just completed showed percents ranging between 25% and 12% for each grade, K-5. Fewer people (n=92) offered satisfaction ratings, but the mean was a high 8.9. There were no significant subgroup variations for these questions.

V. Future Elementary School Students

Respondents with children who will start elementary school in the future were asked for their childrens’ ages, year entering, first choice of school, and if Rieke was not the first choice, what choice level was it (Q8 series). Current age of child, among the 121 children listed, had a mean of 3.2 (range under 6 months to 9 years), and the age distribution was nicely bell-shaped, with the most frequent age being 4 (29%).

Not unexpected was that residents of 6-14 years had significantly (at .05) older children than residents of under 6 years (3.8 to 3.0 years of age). As discussed in the Introduction, year child will begin elementary school had a problem with interviewers entering “K” but not including a year. There were 9% (n=10) with K. Nearly half (45%) clustered in 2007 and 2008.

Similar to the 67% reported above, 73% plan to attend Rieke. Next highest was Ainsworth (5%), two schools had 3% (Cedarwood Waldorf and Cathedral), two more were at 2% (Portland Jewish Academy and home school), and 13 other schools were listed with one person each. Among the 32 respondents who did not choose Rieke as their first choice, 20 responded to the choice level question; 17 had Rieke as their second choice, 2 as their third, and one as their fourth choice.

Respondents were read a list of 7 reasons to explain why the respondent did not choose Rieke (Q9). Only 32 people chose among the 7 options, but there were 21 comments in the “other” category (Appendix C). Most mentioned (n=19) was concern about the possible closure of Rieke. The two most common other comments said they want a full-day kindergarten or they want language immersion.

VI. What would make Rieke more attractive?

Respondents were asked two open-ended questions and up to four responses per question were allowed. First, they were asked what the one most important factor that influences their willingness to send their children to Rieke (Q10). The most common mention was close to home, want a neighborhood school (42%), followed by educational quality, school quality, good reputation, academic excellence (36%), class size, ratio, more teachers, smaller classes (33%), quality teachers (23%), sense of community (14%), and possible Rieke closure, want it to stay open (13%), and sense of community (12%). The other response categories were under 10% each.

Second, they were asked what offerings, in terms of programs, classroom space, educational themes, or other considerations, would they like to see added to Rieke as it grows (Q11). Music (45%) topped the list, followed by language (38%, 17 of 33 mentioned Spanish), art/dance/drama (33%, mostly art), physical education or sports (22%), science (14%), and better TAG or accelerated programs (12%). The other response categories were under 10% each.
VII. Concluding Comments

Satisfaction with the Hillsdale neighborhood is high with the biggest reasons being the public library and neighbors, although all assessed items scored well including neighborhood schools.

When we consider the last three questions that target reasons for choosing or not choosing Rieke, anxiety related to the school closing registered as a concern. Some parents would likely choose to send their child to Rieke, instead of some other school, if they were assured it would remain open.

People in the Hillsdale neighborhood feel it is important to have a neighborhood school that is close to home and that has excellent educational quality and a good student-teacher ratio. As an upscale neighborhood, a greater emphasis appears to be on not just the basics but also learning how to learn, cooperation between students, and more of an emphasis on learning for learning’s sake.

The survey findings also suggest how to attract more families with elementary aged children to Hillsdale. Families who like the Hillsdale neighborhood frequently mentioned a strong sense of neighborhood cooperation and interaction, many enjoy that nature is right there, but it is also close to downtown, and that there are child-appropriate activities in the neighborhood (library, pool, parks, walking, etc.).

The school itself is also important. In addition to the items mentioned above, increasing offerings in the areas of music, language immersion (most commonly Spanish), art, and physical education or sports should be a focus.

APPENDIX A

[\[N \text{ for Q1 to Q6}=599 \ / \ N \text{ for Q7 to Q11}=147\]]

Door to Door Survey
Mary Rieke Elementary School Community

MAP SECTION # See First Table Initials: \\
DATE: Completed 65% Incomplete 2% \\
Left Behind 6% Refused n=61 \\
Not stated 27%

Parent volunteers from Rieke Elementary School are surveying area households so that we can better understand how residents feel about the Hillsdale community and schools. Your answers to these questions will help the Rieke community create a plan, working with Portland Public Schools, to retain and attract more students to our neighborhood school. If you fill this out on your own, please return it no later than June 30, 2006, to the drop-box at the weekly Farmers’ market or via mail to Rieke Elementary - PTA Survey Team, 1405 SW Vermont, Portland, OR 97219. This survey should only take a few minutes. Thank you for your time!

1. How long have you lived at your current residence?

Section 1.01 Mean = 13.12, Range: 0 - 75

2. On a scale of 0 to 10, with 0 being the least satisfied and 10 being the most satisfied, how satisfied are you with the sense of community in the Hillsdale neighborhood?

Section 1.02 Mean = 8.27
3. Using that same 0 to 10 scale, how much do you feel that each of the following contribute to the sense of community in Hillsdale? (0-irrelevant to community; 10-extremely important)

   i) Means:
   A. Shops / restaurants  7.92
   B. Neighborhood schools  8.35
   C. Farmer's market       8.35
   D. Public library       8.82
   E. Neighbors            8.64
   F. Other important factors? [See Report. Most common were natural areas, proximity to downtown, access to transportation]

[The survey never had a Question #4 due to re-numbering/ editing error.]

5. We're interested in finding out area residents' impressions of Hillsdale's public elementary, middle and high schools - Rieke Elementary, Robert Gray Middle School, and Wilson High School. Whether or not you have any first-hand knowledge of these schools, please give us your impression of their overall quality. (0 - poor quality; 10 - outstanding / the best quality)

   Means:
   A. Rieke          8.27
   B. Robert Gray    7.58
   C. Wilson         7.70

6. Do you have any elementary school-age or younger children living in your household? (If the answer is No, we thank you for your time; the survey ends here. If Yes, please answer Questions 7-11.)
   Yes__25%, n=147   No__75%_

7. If you have a child or children who attended elementary school in 2005-06, please record the following in the appropriate boxes below:
   a) The current age of your child(ren);
   b) The school your child(ren) attended (if you will change schools next year, please list new school);
   c) The grade your child(ren) just completed (K, 1, 2, 3, 4, 5);
   d) On a scale of 0 to 10, your level of satisfaction with the school attended this past year.

<table>
<thead>
<tr>
<th>(ii) Age</th>
<th>School during '05-'06 (and NEW School during '06-'07 if different)</th>
<th>Grade during '05-'06</th>
<th>Satisfaction (Rate 0-10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.99 yrs.</td>
<td>Rieke=67% Ainsworth St. Thomas More=3% each Others=2% or 1%</td>
<td>K=16% 1st=25%</td>
<td>8.85</td>
</tr>
<tr>
<td>(n=99)</td>
<td></td>
<td>2nd=15% 3rd=19%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4th=15% 5th=12%</td>
<td></td>
</tr>
</tbody>
</table>
8. If you have a child or children who will start elementary school in the future, please record the following:
   a) The current age of your child(ren);
   b) The year and grade your child(ren) will begin elementary school
   c) Your current first choice of school;
   d) If Rieke is not your first choice, what choice level is it? (for example: 2nd, last, undecided).

<table>
<thead>
<tr>
<th>Age</th>
<th>Year entering as K or other</th>
<th>(iii) First-Choice Elementary School</th>
<th>Rieke Choice Level if not 1st</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.21</td>
<td>K=9%</td>
<td>Rieke=73%</td>
<td>[n=20]</td>
</tr>
<tr>
<td>(n=121)</td>
<td>'06=16%</td>
<td>Ainsworth=6%</td>
<td>2nd=17</td>
</tr>
<tr>
<td></td>
<td>'07=23%</td>
<td>Cedarwood Walford &amp; Cathedral=3%</td>
<td>3rd=2</td>
</tr>
<tr>
<td></td>
<td>'08=22%</td>
<td>Others=2% or 1%</td>
<td>4th=1</td>
</tr>
<tr>
<td></td>
<td>'09=16%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>'10=8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>'11=6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>'13=1%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. If you have elementary school children and any don’t attend Rieke (or if you plan to choose a school other than Rieke when your child enters school), please tell us what led you to choose a school other than Rieke as the school for your child(ren). Please circle all relevant answers, and add any others that matter. Skip to Question 10 if your child(ren) attend Rieke. [n=32 respondents, numbers below are # of responses]

   a. Budget concerns with PPS [10]  
   b. Concerns about possible closure of Rieke [19]  
   c. Quality of education at Rieke [11]  
   d. Quality of education at PPS middle and / or high schools [10]  
   e. Distance from home [4]  
   f. Religion or values [12]  
   g. Friends/ family at other school [5]  
   h. Other: [See Appendix C for diverse responses.]

10. What is the one most important factor that influences (or would influence) your willingness to send your children to Rieke Elementary? [Top Mentions:]

    Close to home / Want neighborhood school 42%  
    Educational quality / School quality / Good reputation / Academic excellence 36%  
    Class size / Ratio / More teachers / Small classes 33%  
    Quality teachers 23%  
    Possible Rieke closure / Want it to stay open 13%  
    Sense of community 12%  
    Others were under 10% each.
11. What offerings (in terms of programs, classroom space, educational themes, or other considerations) would you like to see added as Rieke Elementary grows? [Top Mentions:]

- Music: 45%
- Language (17 of 33 said Spanish): 38%
- Art / Dance / Drama: 33%
- Physical education / Sports: 22%
- Science: 14%
- Better TAG / Accelerated programs: 12%
- Others were under 10% each.

APPENDIX B

Q3: Other important factors that contribute to the sense of community in Hillsdale.

Respondents with Elementary Aged Children

- Proximity to Portland
- Location to city, pool
- Local committees, organizations
- Ability to walk
- Parks and play fields
- Fire station, community newspaper, Dewitt Park
- Churches and temples
- Self-contained but close to town
- Parks, walkways, bike paths
- Great transportation options, livability
- Pedestrian viability, family oriented, natural spaces, undeveloped
- Pool
- Pools, trails
- Wilson pool
- Children
- Environment
- Proximity to downtown
- Fire station, open spaces, trees
- Feels safe
- Open spaces, parks
- Pool
- Pool, access to fields, good public presence (not too much)
- Parks, walking trails
- Walkability
- Walkability, children, mixed age groups, proximity to Portland
- SW community newspaper
- Quiet
- Parks and recreation, community center
- Buses
- Walking
- Proximity to Terwilliger greenway
- Safe and friendly neighbors
- Grandparents
Respondents with Elementary Aged Children (cont.)
Sideway
Parks
Proximity of these things to each other and to parks, easy walking, sense of community
Distinct “village” personality, town center
Safety, peace and quiet, school parks are well maintained
Transit
Walkability
Proximity to town
Pool

Respondents without Elementary Aged Children
Community pool
Tri-Met access
Transportation
Closeness to town, quiet neighborhood
Love the trails
Parks, walkability
Traffic flow, speed limits, parks, newspapers, bike friendly, walkability
Hillsdale newspaper
Everything in one place, bus service, walking
Pools, walking, biking
Frequent, good bus service
Security is important
Quiet and safe, except for mailbox break-ins
Pedestrian friendly, frequent bus service
Lots of bus routes
Signs, pancake breakfast, trails
Walking in the community, sidewalks
Interesting wildlife
Community projects
Sunset Park Little League, Foothills Soccer Club
Dewitt Park
Neighborhood events, block parties
Multnomah county elected officials, preschools, state reps and senators, mayor and council
Walkability
Trails, walking opportunities, Wilson pool, can-do attitude, willingness to cooperate
Trees, respect nature
Block parties
Trails, pool
Trails, pool, dog friendly
Proximity to everything
Convenience, location to downtown
Close to public transportation, quiet residential streets
Location, close to downtown, would like better walking access
Community centers
Walkers, bikers, connection-newspaper
More walking, sidewalks, safer
Clean streets, yards
Respondents without Elementary Aged Children (cont.)
Walking distance, trails
Parks, walking, trails
Walking paths, parks, community newspapers
Common interest livability concerns
Walking, downtown proximity, bus service
Terwilliger, trails, parks
Trails, parks
Close to city, Metro
Trails, lack of sidewalks, good neighborhood association
Parks and trails
Parks
Views, less traffic
Bus lines in and out of area
Views, aesthetics
Uneventful
Trails, open spaces, pool
Close to Portland
Easy access to all of Portland
Community association and newspapers
Distance to downtown, easy to get there
Walking distance of conveniences and schools, safe
Multnomah Senior Center, sidewalks
Parks, walking, people
Parks, safety
Parks, sidewalks, pedestrian accessibility
The Jewish community
Swimming pool, softball
Neighbors
Buses, not having a lot of traffic, quiet streets
Walking trails, access to bus transportation
Hillsdale is a great neighborhood
Safety
SW community newspaper
Sidewalks, not too busy
SW community newspaper
Walking, sidewalks, bike lanes
Parks
Walking trails
Hillsdale newspaper, more walking paths
Dog park
Don’t have sidewalks, ability to get around
Park and fire station
Public parks, space to play
Hillsdale is a neighborhood, not just a street
On this street, low sense of community, no sidewalks
Post office, walk downtown, bus service
Trails
Roads, geography, traffic
Walking trails, close to downtown
Respondents without Elementary Aged Children (cont.)

Environment, walking
Rieke
Metro area
Feels very safe, convenient location
Living in the country because of the quiet, feels safe
Neighborhood association
Established neighborhoods
Terwilliger trail
Walking distance, close
Friendly
Close to downtown, public transportation
Neighborhood organizations, associations, etc.
Close to downtown
Community policy, diverse neighborhood
Freeway
Quiet
Close to OHSU
Accessibility, get to things easily, diversity, lots of kids around, safe
School is important to build neighborhood
Wilson Park, sidewalks, street lights, public transportation
Safety and noise
Low crime
Transit
Walkability, trails, close to downtown, connection paper
Quiet, proximity
City environment, neighborhood associations
Transit
Pedestrian friendly roads
Pool, transportation
Proximity

APPENDIX C

Q9: (If have elementary school children and don't attend Rieke, or plan to choose a different school)
What other reasons led you to choose a school other than Rieke?

Quality at West Hills Christian
Needed full-day K
No all day at Rieke, and the Spanish Immersion
Small classes, more attention for kids at private school, following other family members
Extra-curricular, even at K level, dance, PE, full-day program
Putting everyone together, blending together, roots-culture
Language immersion
Overcrowding
Reported threat of closure, budgetary issues, using children as pawns.
Divorce
Did not meet son’s needs in socialization and creative development
Kindergarten, choose Montessori, prefer 3-year program
Concern for US public schools in general, desire Waldorf vs. current educational methods
Spanish Immersion and offerings in addition to the standard, diversity
Demographics: Calculating Rieke’s “True Capture Rate”

For purposes of this Plan, the most important demographic / enrollment data figure is what we are calling Rieke’s “true capture rate.” The “Rieke true capture rate” is the proportion of eligible elementary-aged students within the Rieke enrollment area that actually attend Rieke. It is this value that the school and its supporters have been charged with increasing, and is defined as follows:

\[
\text{Rieke True Capture Rate} = \frac{\text{Total number of Rieke-enrolled students from the Rieke enrollment area}}{\text{Total number of elementary-aged children in Rieke enrollment area}}
\]

Note that the calculation of Rieke’s True Capture Rate excludes from its numerator the number of Rieke-enrolled students who are transfers into the school, as well as those students within the Rieke enrollment area who attend PPS schools. The Rieke True Capture Rate must therefore be distinguished from two other values: The “PPS true capture rate,” which is the proportion of school-aged children within the PPS boundary who attend PPS schools, and the “Rieke PPS capture rate,” which is the proportion of PPS-enrolled elementary-aged children within the Rieke Boundary who attend Rieke. These values are therefore defined as:

\[
\text{PPS True Capture Rate} = \frac{\text{Total number of PPS-enrolled students}}{\text{Total number of school age children within PPS boundaries}}
\]

\[
\text{Rieke PPS Capture Rate} = \frac{\text{Total number of Rieke-enrolled students from the Rieke enrollment area}}{\text{Total number of elementary-aged children within the Rieke Boundary who attend Rieke}}
\]

There is no well-determined value for Rieke’s True Capture Rate. While the fall Enrollment Data Analysis forms report the PPS capture rate for Rieke and other schools, that information does not tell us anything about how many elementary-aged children are within the entire Rieke enrollment area—it tells us nothing, in other words, about how many potential PPS students are choosing to attend non-PPS schools.

Similarly, while the annual PSU enrollment estimates over the last several years have included a value for the PPS true capture rate, that value is reported only on a district-wide level, and not for particular schools. It also varies 5-10 points. In March 2005, for instance, PSU suggested that the PPS true capture rate was 77%. In recent years (most recently in April 2006), PSU’s enrollment trends report stated that “[i]t is estimated that the PPS capture rates have not changed much since 2000. About 84 out of 100 school age children residing in the District attend PPS schools.”

Notably, the PSU trends report also states that “PPS students residing in Lincoln and Wilson High School areas are more likely attend their neighborhood school than those who live in other areas.” That statement, however, does not appear to be a statement about the “true capture rate” for schools on the Westside. Rather, it is a statement that the PPS Capture Rate for Westside schools is higher. In other words, students in the Wilson and Lincoln clusters are more likely to attend their neighborhood schools if they attend PPS schools at all. The statement does not indicate whether the “true capture rate” is higher or lower in these clusters than in the district overall.

Our data— and common sense— suggests that the PPS true capture rate in the Wilson and Lincoln clusters is actually lower than the calculated 84%. We believe that the “PPS capture rate” within the Rieke enrollment area to be closer to 77%, rather than 84%. In addition, we calculate that the “Rieke True Capture Rate” is actually 55-60%. The following page describes the methodology for calculating these values.

---

33 See http://www.pps.k12.or.us/depts/communications/reconfig/conversations/Sellwood/Cleveland_High_School_Cluster.pdf
In order to calculate the Rieke True Capture Rate, we need to know two values: The number of Rieke-enrolled children from within the Rieke attendance area, and the total number of elementary-aged children living within the Rieke enrollment area. The first value is easily gathered for 2005 from recent enrollment data. (It is more difficult to calculate this value for 2000, but can be done based on publicly-available data if we assume that the PPS Capture rate and transfer rates have remained essentially constant over the last five years). The second value—the total available school-age population—is more difficult, because there is no cost-effective way of determining precisely how many elementary-aged children there are in the Hillsdale area at the current time. There are, however, three data sets that can be used, along with reasonable assumptions and inferences, to determine a likely value for the Rieke True Capture Rate. These data sets are:

1) PPS Enrollment Data analysis: The Rieke 2005 enrollment data analysis indicates that the Rieke enrollment area has 277 PPS students, with 218 attending Rieke. We also know that Rieke reported 267 students in 2005. Since 218 students are from the Rieke enrollment area, we know that 49, or an 18.4% transfer rate. The 79% “PPS Capture Rate” (218/277) does not address how many students are in the Rieke enrollment area but attending schools other the PPS-associated schools. We know that there are a significant number of children attending private and home schools, so we immediately know that the Rieke True Capture Rate is less than 79%.

We do not have available to us the PPS Capture Rate for 2000. We know from that year’s enrollment report that Rieke enrolled 288 children. If we assume that the Rieke transfer rate was 18% in 2000 (like it was in 1995), the total number of Rieke-enrolled students from within the enrollment area would be 236.

2) U.S. Census (2000): In 2000, the U.S. Census enumerated all the children, and their ages, within the Rieke enrollment area. By reference to the U.S. Census web site, and by selecting data reports for the Census blocks within the Rieke enrollment area, we are able to determine (within the regular census margin or error) the total number of children, and the ages of those children, within our enrollment area. If we assume that children who were aged 0 to 5 in 2000 did not disproportionately leave the enrollment area, and that we did not gain significant additional children in the intervening years (note that these are significant assumptions, and that we have no reasonable way of evaluating the validity of these assumptions with current data), we can simply assume that the children aged 0 to 5 in 2000 are the same children from which Rieke currently draws.

Based on the U.S. Census numbers, we therefore estimate the following:

<table>
<thead>
<tr>
<th>Elementary-Aged Children in Rieke Enrollment Area</th>
<th>Year 2000</th>
<th>Year 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>(average of total 5-10 and total 6-11)</td>
<td>433</td>
<td>380</td>
</tr>
</tbody>
</table>

| Children Younger than Elementary Age in Rieke Enrollment Area (total 0 to 5) | 380 |

---

35 See http://www.pps.k12.or.us/depts/mis/enroll/2000–01/er_001.pdf
36 The Rieke enrollment area consists of two entire census tracts (60.02 and 61), and 53 additional entire census blocks, plus an additional 6 “crossover” blocks that include areas both inside and outside the enrollment area. For the crossover blocks, less than 1% the total population of children in those blocks was added to the “Rieke Enrollment Area” population total (approximately 20 elementary-aged children, and approximately 20 less-than-elementary children).
When combined with the PPS enrollment data, we find that the Rieke true capture rate was:

<table>
<thead>
<tr>
<th></th>
<th>Year 2000</th>
<th>Year 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary-Aged Children in Rieke Enrollment Area</td>
<td>433</td>
<td>380</td>
</tr>
<tr>
<td>(average of total 5-10 and total 6-11) (derived from census)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Rieke-Enrolled Children from Enrollment Area</td>
<td>236</td>
<td>218</td>
</tr>
<tr>
<td>(calculated from PPS data)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rieke True Capture Rate</td>
<td>54.5%</td>
<td>57.4%</td>
</tr>
</tbody>
</table>

3) The survey conducted of Hillsdale residents found 99 elementary-aged children, with 66 Rieke-enrolled students, out of 599 households surveyed. In addition, it found 121 children of younger than elementary age. Based solely on this information, the Rieke True Capture rate would be 66/99, or 66.7%

We suspect that we over sampled households with children, and with Rieke children in particular. Several effects could have contributed to this fact: Survey packets (subsets of households) were often taken by Rieke parents who knew families within certain boundaries. They likely therefore over sampled in areas where there were known Rieke enrollees or other children. In addition, Rieke families and families with children were probably more likely to return surveys or respond to surveys when they were presented to them.

This suspicion appears to be confirmed by comparing the census data to the survey data. The Census found 3014 households in the Rieke enrollment area. We surveyed 599, or 19.9% of the total households (if one assumes that the total number of households has been constant since 2000). If the survey was entirely random, we would have expected to see only 19.9% of 218 Rieke students (the current known Rieke population from within the Rieke boundary), or 43 Rieke students. We saw 66 instead (about 50% more than expected). Similarly, we would expect to see 19.9% of the (assumed) 380 children in the area of elementary age, or 75.5 kids. We actually saw 99 kids in the survey sample (about 30% more than expected). These values are consistent with over-sampling of families with children, and an even more substantial over-sampling of families with Rieke children.

On the other hand, it is possible that we over-sampled only Rieke kids, and that the survey otherwise randomly sampled families with elementary children that do not attend Rieke. Those children numbered 33; 33/.199 = 166 non-Rieke children expected in the enrollment area. Those non-Rieke children, plus 218 Rieke students, makes a total of 384 children in the enrollment area; a value remarkably close to the 380 estimated under the Census-only method. On that basis, the Rieke true capture rate would be 57%.

The final interesting piece of information arising out of the survey is the substantial (20%) rise in population of children of elementary age (99) and the total population of children younger than elementary age (121). While these numbers would be affected somewhat by any over-sampling of Rieke families, it seems unlikely that any correction would disproportionately affect the relative proportion of children of less than elementary age. If so, this suggests that there is a substantial increase in the number of Rieke-eligible children in the Hillsdale community over the next five years without any active marketing on the part of current Rieke parents. This conclusion is consistent with the common perception among Rieke families: That the Hillsdale community is in the midst of a substantial housing turnover, in which younger families are replacing those with longer tenure (and fewer young children), and generating an increasing demand for the value provided by Portland Public Schools.38

37 If these values are accurate, the PPS Capture Rate within the Rieke Attendance Area is 277/380, or 77%.
38 See “Housing Turnover in Hillsdale—A Case Study, page 64.
Housing Turnover in Hillsdale: A Case Study

In the “triangle” of SW 12th, Chestnut & Florida, the number of children has doubled since 2000.

<table>
<thead>
<tr>
<th>Address</th>
<th>Year 2000 occupants</th>
<th>Year 2006 occupants</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 12th 6700 block (corner of Vermont)</td>
<td>Single person</td>
<td>Single person</td>
</tr>
<tr>
<td>67xx</td>
<td>Single person</td>
<td>Family, 3 children</td>
</tr>
<tr>
<td>67xx</td>
<td>Single elder</td>
<td>Single elder</td>
</tr>
<tr>
<td>67xx</td>
<td>Two adults</td>
<td>Two adults</td>
</tr>
<tr>
<td>68xx</td>
<td>Family, 1 child</td>
<td>Family, 2 children</td>
</tr>
<tr>
<td>68xx</td>
<td>Two adults</td>
<td>Two adults</td>
</tr>
<tr>
<td>68xx</td>
<td>Single elder</td>
<td>Single elder</td>
</tr>
<tr>
<td>67xx</td>
<td>Single adult</td>
<td>Single adult</td>
</tr>
<tr>
<td>67xx</td>
<td>Adult couple</td>
<td>Family, 2 children</td>
</tr>
<tr>
<td>67xx</td>
<td>Adult couple</td>
<td>Family, 3 children</td>
</tr>
<tr>
<td>67xx</td>
<td>Unknown</td>
<td>Family, 3 children</td>
</tr>
<tr>
<td>SW Florida, 1100 block (corner of Chestnut)</td>
<td>Two elder adults</td>
<td>Two elder adults</td>
</tr>
<tr>
<td>11xx</td>
<td>Two adults</td>
<td>Two adults</td>
</tr>
<tr>
<td>11xx</td>
<td>Adult couple</td>
<td>Family, 1 child</td>
</tr>
<tr>
<td>11xx</td>
<td>Unknown</td>
<td>Single adult</td>
</tr>
<tr>
<td>11xx</td>
<td>Adult couple</td>
<td>Adult couple</td>
</tr>
<tr>
<td>11xx</td>
<td>Family, 2 children</td>
<td>Single adults</td>
</tr>
<tr>
<td>11xx</td>
<td>Family, 2 children</td>
<td>On the market</td>
</tr>
<tr>
<td>11xx</td>
<td>Family, 3 children</td>
<td>Family, 3 children</td>
</tr>
<tr>
<td>11xx</td>
<td>Single adult</td>
<td>Single adult</td>
</tr>
<tr>
<td>SW Chestnut, 1100 block (corner of Vermont)</td>
<td>Family, 2 children</td>
<td>Family, 1 child</td>
</tr>
<tr>
<td>11xx</td>
<td>Family, 1 child</td>
<td>Family, 1 child</td>
</tr>
<tr>
<td>11xx</td>
<td>Adult couple</td>
<td>Family, 2 children</td>
</tr>
<tr>
<td>11xx</td>
<td>Unknown</td>
<td>Unknown</td>
</tr>
<tr>
<td>11xx</td>
<td>Unknown</td>
<td>Single adult</td>
</tr>
<tr>
<td>68xx SW 12th Drive (corner of Chestnut)</td>
<td>Elder adult</td>
<td>Elder adult</td>
</tr>
<tr>
<td>11xx SW Chestnut</td>
<td>Elder couple</td>
<td>Family, 1 child</td>
</tr>
<tr>
<td>11xx</td>
<td>Elder adult</td>
<td>Elder adult</td>
</tr>
<tr>
<td>11xx</td>
<td>Elder couple</td>
<td>Elder couple</td>
</tr>
<tr>
<td>11xx</td>
<td>Family, 2 children</td>
<td>Family, 2 children</td>
</tr>
<tr>
<td>11xx</td>
<td>Family, 1 child</td>
<td>Unknown</td>
</tr>
<tr>
<td>12xx</td>
<td>Elder adult</td>
<td>Family, 1 child</td>
</tr>
<tr>
<td>11xx</td>
<td>Unknown</td>
<td>Family, 1 child</td>
</tr>
<tr>
<td>11xx</td>
<td>Elder couple</td>
<td>Elder couple</td>
</tr>
<tr>
<td>12xx</td>
<td>Family, 1 child</td>
<td>Family, 3 children</td>
</tr>
<tr>
<td>12xx</td>
<td>Unknown</td>
<td>Family, 2 children</td>
</tr>
</tbody>
</table>

Total number of children ages 0-18 (in 36 households) 15 31

39 Data obtained from neighborhood rosters; house numbers have been removed for privacy. Families have been socializing since the area was built in the late 1950s. Six of the original owners are still living in their homes and are above 80 years of age.
Enrollment Growth Scenarios

First 3 Years - Annual Kindergarten Growth Rates

- **Enroll 1**: 17.0% - Assumes 60% explosive K growth early and maintenance of very high level
- **Enroll 2**: 10.0% - Assumes very high 10% K growth early for three years
- **Enroll 3**: 11.5% - Assumes very high 20% & 10% K growth in early years
- **Model**: 5.0% - Assumes challenging 5% annual K growth.

- **Washington County**: 1.7% - Five-year historic rate of growth in Washington county used as forecast
- **Multnomah County**: 0.7% - Five-year historic rate of growth in Multnomah county used as forecast
- **PSU Research**: -2.1% - PSU revised enrollment forecast (2004-2015) for Rieke Elementary

Early K growth is key---subsequent growth is based on previous year's base.
Grades 1-5 growth is assumed to grow at county's 1% rate.
All growth rates annualized
Statements of Support

"Portland Public Schools congratulates all of those who have worked to create the Rieke Elementary Growth Plan. The plan emphasizes the value of our public schools and the ties that bind our schools and our communities. I am personally intrigued and delighted with the many positive and proactive ideas put forward in the plan. I look forward to working with the Hillsdale community over the coming years as we grow Rieke Elementary School's enrollment, and am hopeful our efforts can serve as a successful model for growing enrollment throughout the district."

—Superintendent Vicki Phillips, Ed.D.

“The Hillsdale Business & Professional Association (HBPA) -- representing 70 merchants, restaurants, and service providers located in the Hillsdale Town Center adjacent to Rieke Elementary School -- strongly supports the vision for an expanded, multi-use community campus, as well as the marketing and outreach efforts to increase enrollment, that are outlined in this Plan. We look forward to our continuing partnership with the Rieke community to support the school and help build PPS enrollment in the Hillsdale area. We believe a strong neighborhood school, with an expanded building capable of accommodating a preschool, meeting rooms or other community uses, as well as the linkage with the Farmers’ Market, Hillsdale Plaza, and pedestrian access to the Town Center, will best support HBPA’s mission for a thriving business district in the Hilldale Town Center. We urge Portland Public Schools and the City to work together to keep our "urban village" a vibrant and prosperous neighborhood where families want to live.”

—Mike Roach, Hillsdale Business & Professional Association

“The Hillsdale Neighborhood Association (HNA) enthusiastically endorses the Rieke Growth Plan. This document, created by parent volunteers working in close cooperation with HNA President Don Baack and in consultation with the broader community, represents an important step forward not just for Hillsdale but for the city as a whole. As a neighborhood, we want to see the City and PPS working with citizens in a cooperative effort that puts the focus on building community and strong neighborhoods. We look forward to continuing our partnership with Rieke to achieve our shared vision of a community plaza and expanded, multi-use school/community facility in the heart of Hillsdale.”

—Don Baack, Hillsdale Neighborhood Association

“As a leader in the Hillsdale community, I am writing to heartily endorse the Rieke parents’ plan to “grow” Rieke School’s enrollment. The school, even at its adequate current size (in my view), is absolutely vital to our community. The planning committee has done an extraordinary job of analyzing what needs to be done to increase the enrollment and to achieve that goal. Although the planning committee doesn’t say so explicitly, I believe it is clear in reading its plan that for the plan to be successful, the Portland School Board must remove the closure threat from over the heads of the Rieke/ Hillsdale community. Instead of being a major part of Rieke’s problem, PPS and the board must become part of the solution.”

—Rick Seifert, Hillsdale Alliance
June 5, 2006

To: Mayor Tom Potter  
Commissioner Sam Adams  
Commissioner Randy Leonard  
Commissioner Dan Saltzman

From: Commissioner Erik Sten

Subject: Outline and structure for the “Schools, Families, Housing Initiative”

Thanks again for your interest and willingness to explore an expanded role for the City in building and maintaining strong schools and neighborhoods. I appreciated our conversation last week and am encouraged that you share my commitment and enthusiasm to work with our local school districts and other community partners on this initiative. This memo outlines my current thinking on a community engagement process, specific housing program activities and community development ideas, and next steps. I look forward to continuing discussions as we move forward.40

Citizen Advisory Committee
I suggest we convene a broad based steering committee to guide program development, improve communication between critical partners, and provide a forum for exploring new ideas and strategies. This group will look at links between neighborhoods, schools and housing and how to focus City and other partners’ resources on strategies to boost public school enrollment. Committee members could include representatives of the five school boards that serve Portland neighborhoods, a business leader, a schools foundation representative, neighborhood groups, parents, a developer, a realtor, a lender etc. We will look for people who add creativity, represent different perspectives, and are willing to consider bold ideas.

Technical Work Groups
Utilize staff from city bureaus, PDC, school districts, PTA’s, housing partners, neighborhood associations and others to serve on technical work groups that will develop specific proposals and action plans. I will commit to hold weekly briefings and problem solving sessions over the next couple of months to get things rolling.

Action Planning
The nationally renowned Enterprise Foundation has offered to assist in facilitating visioning and program development. The local office and regional senior directors are excited to bring their national experience and technical expertise to this effort. I am delighted to have their help as they have proved to be genuine and effective partners in other housing and community development activities.

Specific Housing Program Activities

Staff from BHCD, PDC, local housing partners offer the following list of initial housing program activities:

- Implement a Schools, Families, Housing Homebuyer Assistance Pilot Program. Using $500,000 of funding in BHCD’s FY06-07 budget, we will provide financial assistance to first-time homebuyers in school catchment areas identified by Portland Public Schools as areas where enrollment needs to be stabilized. We’ll show results by the start of the 2006-07 school year.
- Develop a Local Secondary Market and new capital for the Portland Housing Center’s revolving loan pool.
- Create the capacity for PDC to make first mortgage loans accessing the currently underutilized State Mortgage Bond Program.
- Engage local architects and developers in a multi-family rental and condominium design competition to create attractive, family-oriented urban living opportunities.
- Undertake activities to enhance the capacity of our community-based nonprofit organizations who assist families and people of color become homebuyers. (Fall 2006, using FY06-07 BHCD funds)
- Develop a “Renter Opportunity Fund” to assist lower income families who rent and:
  a) are currently living in Portland’s neighborhoods and need assistance to stay in Portland’s neighborhoods, and/ or
  b) want to move (back) to Portland’s neighborhoods and have their children attend public schools.
- Track and evaluate the results of current efforts that can provide family housing opportunities: redevelopment of the Washington Monroe site, re-development of the Whitaker-Adams site; HAP’s Humboldt Gardens scattered site homes and the successes of New Columbia; the Lents URA Homeownership RFP; and the three new development opportunities in the Interstate URA.

As our discussions and planning evolve, I’m sure there will be other and/ or additional activities to undertake. This list represents activities where we know people are currently eager to engage and make things happen.

Other Community Development Activities

Develop a small grants program similar to BHCD’s “Community Initiatives”, with a focus on creating excitement around neighborhood schools. Examples might include: funding to support a neighborhood census coupled with outreach for a school’s annual kindergarten round-up; the creation of a community garden on school grounds; the formation of a neighborhood-based school-business association; the development of an ongoing relationship between an elementary school and a local senior center. These types of activities serve to energize neighborhoods and communities and build connections between local groups.

Next Steps

- Release RFP for Homebuyer Assistance Pilot Program June 2006
- Begin weekly briefings with Commissioner Sten June 2006
- Finalize role for the Enterprise Foundation June/July 2006
- Technical Work Groups Begin June 2006
- BHCD and PDC return to City Council with Report and Draft Strategy September 2006

Report to include:
Summary of existing resources and programs;
Suggestions for how these might be adjusted to help meet SFH objectives;
Suggestions for necessary changes to current programs and activities to align with SFH
New Proposals
- Continue conversations with PDC on opportunities to support strategies to attract and retain families with school aged children. Ongoing
Hillsdale Plaza & Town Center: Rieke Neighbors Like Plan For Urban Plaza

Rieke Neighbors Like Plan For Urban Plaza

The vote is in. No recount necessary. A conceptual plan for an urban plaza near Rieke Elementary School earned unanimous approval in a recent vote by the Hillsdale Neighborhood Association. Now the big question: Can the plan for a long-desired community gathering space become reality?

"I do sense real support and a cooperative spirit," says Mark Seder, an urban designer who has worked on several community revitalization projects across Oregon. "If it's done right, it could do a world of good for the school and the community."

During Seder's four months of planning with businesses and residents, the neighborhood favored the so-called Rieke Triangle site over other locations close to the Hillsdale branch library or in the commercial area north of Capital Highway. The rough plan includes a series of tilted roofs held up without walls and a small amphitheater snuggled against the outfield of the Rieke baseball diamond. The amphitheater would hold 400 to 600 people for concerts or speeches. During school days, the roof would cover Rieke's parking, and it would provide shelter at other times for community events, including the Hillsdale Farmers' Market.

"It would keep us out of the sun in the summer and out of the rain in the winter," says Eamon Malloy, the market's manager. He also likes the idea of easier access to electricity, which could be generated from solar panels on the south-tilting roofs. The conceptual plan also includes a loop walkway that, going clockwise, would connect the new plaza with the Hillsdale Shopping Center, cross Southwest Capitol Highway, traverse the commercial district north of Capitol to the library and return along Sunset Boulevard to the plaza.

"A lot of us really want to see that," says Don Baack, an avid hiker and neighborhood association president. "It would make you feel like you could walk around comfortably without fighting traffic."

Now to the nitty-gritty: How much will the plaza cost, and how will it be paid for?

Seder's work did not include cost estimates, partly because the plaza's size is unknown. Its dimensions would depend on whether Portland Public Schools decides to expand the popular Rieke School. The site is owned by PPS, which opposed a skateboard park next to Rieke a few years ago. Some district concerns about safety and access were addressed during conceptual planning. Glenn Bridger, a Hillsdale association board member, thinks the district is more receptive to the urban plaza. "The school is committed to help their facilities be integrated into the community," he says. "That's where we need to be with schools."

Potential funding sources could include PPS, the Portland Bureau of Parks & Recreation and private donations. Baack thinks Metro could include a plaza in a regional parks bond measure. Metro identified Hillsdale years ago as one of the region's town centers, an urban node that would help accommodate future growth. "We should see them as true urban centers," Baack says, "not just something that gives you points in a transportation allocation formula."

Fred Leeson: 503-294-5946; fredleeson@news.oregonian.com
Hillsdale Town Center Pedestrian Improvements: Traffic Signal

We have a serious problem with the pedestrian signal located on the western end of the Hillsdale Shopping Center in the Hillsdale Pedestrian District of the Hillsdale Town Center. Numerous children must cross this intersection on their way to Mary Rieke Elementary School, Robert Gray Middle School, and Wilson High School. Many other Hillsdale Residents and visitors also use this Pedestrian Crossing. A new 51 unit low income housing development is currently being developed on the SW corner of this intersection, adults who will be expected to use this intersection to access public transportation on a daily basis.

The Problem: The Pedestrian Signal controls just 3 of the 4 traffic lanes of Capitol Highway, the main arterial through the Town Center, carrying an average of 30,000 vehicles per day. The uncontrolled travel lane connects Capitol Highway with Beaverton Hillsdale Highway. The posted speed is 30 mph, but traffic frequently exceeds the posted limits. Since only 3 of the 4 lanes of traffic are controlled by the pedestrian signal, a person standing on the north side of the street could read the walk signal and step in front of a car traveling at 30 to 40 mph. The stopping distance for a vehicle traveling at this speed is 109 to 164 feet if the driver is paying attention. During the afternoon peak traffic conditions, the traffic seldom has breaks.

A pedestrian seeking to cross this intersection during these periods has the right to cross the street. Vehicles are required to yield to pedestrians in marked intersections. As pedestrian traffic increases at this intersection, the safety of the drivers and the pedestrians decreases.

The cost of the signal improvements is $75,000.
The **Bill and Melinda Gates Foundation** has invested about $1 billion on efforts to improve the nation’s high school system. Many other foundations (see our lists) are also working to improve our schools. The extent of grant money availability may not be recognized by some school community leaders. We cite past specific examples below of important grants provided by the **Portland Schools Foundation**. Other specific examples can be retrieved from foundation websites or annual reports. Of course, all programs are subject to change and modification.

**Portland School Foundation Grants**

**New Vision Grants**

Up to $40,000 per school, or a collaboration between schools, with the purpose of aligning curriculum and instruction to standards and improving teachers’ understanding of the assessment of student work, all with the aim of raising student achievement for all children and closing the achievement gap. All schools have an achievement gap, so all schools are eligible to apply. Grants since November 2005.

<table>
<thead>
<tr>
<th>School</th>
<th>Project</th>
<th>Amount Request</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ball Elementary</td>
<td>Summer Training Institute</td>
<td>40,000</td>
</tr>
<tr>
<td>Ball Elementary</td>
<td>Parent, Family, Community</td>
<td>12,000</td>
</tr>
<tr>
<td>Beaumont Middle School</td>
<td>Closing the Gap &amp; Bringing Down the Walls</td>
<td>14,200</td>
</tr>
<tr>
<td>Buckman &amp; Lewis Elementary Schools</td>
<td>Infusing &quot;Power&quot; into Writing</td>
<td>28,646</td>
</tr>
<tr>
<td>Buckman &amp; Lewis Elementary Schools</td>
<td>Parent, Family, Community</td>
<td>3,400</td>
</tr>
<tr>
<td>Chapman Elementary School</td>
<td>Students Opportunity Achievement Recreation Success Program</td>
<td>40,000</td>
</tr>
<tr>
<td>Chapman Elementary School</td>
<td>Parent, Family, Community</td>
<td>12,000</td>
</tr>
<tr>
<td>Fernwood Middle School</td>
<td>How are the Children?: Striving for Academic Success of All Students at Fernwood MS</td>
<td>39,908</td>
</tr>
<tr>
<td>Fernwood Middle School</td>
<td>Parent, Family, Community</td>
<td>7,340</td>
</tr>
<tr>
<td>Franklin High School</td>
<td>Improving the Achievement of Culturally &amp; Linguistically Diverse Learners</td>
<td>25,730</td>
</tr>
<tr>
<td>Franklin High School</td>
<td>Parent, Family, Community</td>
<td>10,725</td>
</tr>
<tr>
<td>George Middle School</td>
<td>Step Up to Writing</td>
<td>14,997</td>
</tr>
<tr>
<td>Lent Elementary School</td>
<td>Math Strategies for ELL &amp; High Poverty Students</td>
<td>35,181</td>
</tr>
<tr>
<td>Lent Elementary School</td>
<td>Parent, Family, Community</td>
<td>10,000</td>
</tr>
<tr>
<td>Mt. Tabor Middle School</td>
<td>Mapping Student Success</td>
<td>21,331</td>
</tr>
<tr>
<td>Rose City Park Elementary</td>
<td>Collaborative Friends Groups</td>
<td>29,359</td>
</tr>
<tr>
<td>Woodmere Elementary School</td>
<td>Raise Student Literacy Achievement Levels in All Grades</td>
<td>29,760</td>
</tr>
<tr>
<td>Woodmere, Boise-Eliot, Grout Elementary Schools</td>
<td>Using the Balanced Approach to Math Language to Build an Infrastructure for Primary Mathematics Learning</td>
<td>21,552</td>
</tr>
<tr>
<td>The Youth Employment Institute</td>
<td>The Infrastructure Initiative/YEI</td>
<td>40,000</td>
</tr>
</tbody>
</table>
Parent/Family Community Involvement Grants

Up to $40,000 to support targeted efforts to strengthen parent and community engagement and leadership to help students achieve at higher levels— and improve school performance. This grant is targeted at schools with high percentages of students of color, children from low-income families, and second language learners as well as broader efforts to strengthen parent and community involvement that will support quality public education in the city.

<table>
<thead>
<tr>
<th>School or Organization</th>
<th>Project</th>
<th>Amount Funded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arleta Elementary</td>
<td>Academic Achievement Through Intentional Family Education</td>
<td>$7,870</td>
</tr>
<tr>
<td>Lane Middle School</td>
<td>My Family, My Culture Video Project</td>
<td>$9,525</td>
</tr>
<tr>
<td>Madison High School</td>
<td>Strengthening Our School through Strategic Partnerships</td>
<td>$29,723</td>
</tr>
<tr>
<td>Ockley Green Middle School</td>
<td>Ockley Green Parent Organizing Project</td>
<td>$32,000</td>
</tr>
<tr>
<td>Lent, Kelly, Arleta Elementary Schools</td>
<td>Sustainability Initiative: Development &amp; Implementation of Transition Plan</td>
<td>$38,500</td>
</tr>
<tr>
<td>Rigler Elementary</td>
<td>SUN Parent Spanish Literacy &amp; Parent Involvement Project</td>
<td>$16,710</td>
</tr>
<tr>
<td>Roosevelt High School</td>
<td>Student-led Conferences</td>
<td>$29,995</td>
</tr>
<tr>
<td>Vocational Village, Applegate Elementary</td>
<td>The Carnival Project</td>
<td>$5,305</td>
</tr>
<tr>
<td>Jefferson High School</td>
<td>Jefferson School Community Governing Board</td>
<td>$35,000</td>
</tr>
</tbody>
</table>

First Octave Fund

Established in 1997, the First Octave Fund of the Portland Schools Foundation began as a reaction to dwindling funding for music programs in Portland Public Schools. Recognizing the importance of music education for children, the goal of these grants is to provide, enhance and maintain music education in elementary, middle and high schools. November 2003 through August 2004. This fund may be inactive.

<table>
<thead>
<tr>
<th>School</th>
<th>Project</th>
<th>Amount Funded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Binnsmead Middle School</td>
<td>Binnsmead Marimba Band</td>
<td>5,000,</td>
</tr>
<tr>
<td>Capitol Hill Elementary</td>
<td>Portland Youth Choir CD’s</td>
<td>4,600</td>
</tr>
<tr>
<td>Gray Middle School</td>
<td>Robert Gray Middle School Marimba Band</td>
<td>4,500</td>
</tr>
<tr>
<td>Grout Elementary School</td>
<td>Connecting Writing and Music</td>
<td>5,000</td>
</tr>
<tr>
<td>Marysville Elementary School</td>
<td>Marysville Instrumental Music</td>
<td>4,893</td>
</tr>
<tr>
<td>Rose City Park Elementary</td>
<td>Rose City Park Music Program</td>
<td>2,400</td>
</tr>
</tbody>
</table>
Fundraising Resources (cont.)

Chalkboard Project\(^{41}\)
Sue Hildick, President, Stefani Jacobson Willis, Program Director
425 NW Tenth Ave., Ste. 400
Portland 97209

The Collins Foundation
Jerry Hudson, Truman Collins
1618 SW First Avenue, Suite 505
Portland, OR 97201

The Ford Family Foundation
Norm Smith
Charlie Walker, Chair
1600 NW Stewart Parkway
Roseberg, OR 97470

JELD-WEN Foundation
Bill Early, Bob Kingzett, Rod Wendt
PO Box 1329
Klamath Falls, OR 97601

Meyer Memorial Trust
Orcilia Zuniga Forbes
Doug Stamm
425 NW 10th Avenue, Suite 400
Portland, OR 97209

The Oregon Community Foundation
Duncan Campbell, Greg Chaillé
1221 S.W. Yamhill St., #100
Portland, OR 97205-2108

Bill and Melinda Gates Foundation
PO Box 23350
Seattle, WA 98102

Enterprise Community Foundation
520 SW Sixth Ave, Suite 700
Portland, OR 97204

M. J. Murdock Charitable Trust
P.O. Box 1618
Vancouver, WA 98668

Portland Schools Foundation
905 NW 12th Avenue
Portland, OR 97209

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Please see sources such as Foundation Data Book–Oregon for a comprehensive foundation listing.

\(^{41}\) It’s almost that easy when you take advantage of Lowe’s Toolbox for Education grant program. Lowe’s Charitable and Educational Foundation (LCEF) knows how hard you work for your kids and your community and we’re dedicated to helping your parent-teacher group achieve even more for your school. Apply for our Toolbox for Education Grant now and build on your already impressive parent group success with Lowe’s.
Corporate Matching Gifts

Many employers sponsor corporate matching gift programs and will match any charitable contributions that their employees make. Your gift may double or possibly triple. Some companies also match gifts made by retirees and/or spouses. The following companies may have a matching program:

- ADP
- AIG
- Altria
- Applied Materials
- Autodesk, Inc.
- Bank of America
- Blount
- BP
- Charles Schwab
- Fifth Third Bank
- Follett
- Genex
- GlaxoSmithKline Inc
- Goldman Sachs
- Google
- Home Depot
- IKON
- Intel
- Lehman Brothers
- Levi Strauss
- Lifecare
- M Financial Group
- McKesson
- Mentor Graphics
- Merrill Lynch
- Meyer Memorial Trust
- Microsoft
- New Century
- Nike
- Novellus
- Oracle Corp
- Pactiv
- Parker Hannifin
- Pepsico
- Pfizer
- Piher Jaffray
- Principal Financial Group
- Qualcomm
- Quest Diagnostics
- Random House
- Rockwell Collins
- Ron Tonkin
- Safeco
- Sprint
- Starbucks
- Sun Micro Systems
- Symantec
- Tektronix
- The Standard
- Timao Group
- Toyota
- Tyco
- United Way
- UnumProvident
- UPS
- US Bancorp
- Washington Mutual
- Wells Fargo
- West Coast Bancorp

Volunteer Support

**VolunteerMatch** is a leader in the nonprofit world dedicated to helping everyone find a great place to volunteer. The organization offers a variety of online services to support a community of nonprofit, volunteer and business leaders committed to civic engagement. Some participating companies below:

- Altria
- AMD
- AT&T Wireless
- BRE Properties
- Charles Schwab
- The Coca-Cola Company
- Dell
- Edison International
- Exelon
- FPL Group
- Gap Inc.
- General Mills
- Lexmark
- McDonald’s
- Medtronic
- Merrill Lynch
- Microsoft
- Mini-BMW
- Nike
- Office Depot
- Pepsi Bottling Group
- Pfizer, LTD
- Piedmont Natural Gas
- Target
- The Men’s Wearhouse
- TIAA-CREF
- Timberland
- Underwriters Laboratories
- Verizon Information Services
- Williams-Sonoma Inc.
- Xcel Energy

A handful of companies (i.e., Nike), also match volunteer hours with dollars!
The case for larger schools includes the availability of additional resources for a diverse school population, broader curriculum, counseling, and grade span flexibility.\(^{42}\) District staff and teachers are better leveraged at larger schools. Also, a more homogenous school size model will help streamline district administration expenses. Costs (short-term) are typically slightly lower per student for larger buildings. Finally, some feel it is inequitable that only some PPS communities have the opportunity of attending, or choosing, small schools.

Yet, some academics (and large foundations)—including several Portland-based researchers—believe smaller schools are beneficial to student achievement. Small school advocates believe academic outcomes are in part driven by the quality of staff/student “relationships” vs. the potential “anonymity” of a larger building.

Portland-based Cascade Policy Institute, a charter school advocate, has acknowledged: “The size difference between charter and regular public schools is interesting because the trend in school districts is toward bigger schools. Districts, both urban and rural, are closing small school buildings in pursuit of cost efficiency, despite mountains of evidence showing the academic and social benefits of small schools. Fiscal realities are forcing kids into larger schools, but charters will remain as a pressure release valve for parents who want a smaller school environment for their kids.”\(^{43}\)

Similarly, we support the view of the Sellwood community: “The district has based the need to reconfigure these schools upon an enrollment goal of 400–600 students at the elementary and middle school level. The district has said that there will be some exceptions to this goal but clear guidelines have yet to be established about how these exceptions will be awarded. Some school buildings throughout the district are well suited to this 400–600 capacity goal while others are not. We suggest that the district adopt a capacity standard that is based upon a percentage of building capacity rather than an arbitrary number.”\(^{44}\)

While our Rieke mandate is to grow—and we will—we hope that PPS continues to evaluate research and long term academic outcomes, and continues to evaluate school size as a key product quality driver.

**Community, Neighborhood and School Choice**

Webster defines the word neighborhood by “proximity”; “people living near one another.” Webster defines community as “a unified body of individuals,” and “the people with common interests living in a particular area; a group of people with a common characteristic or interest living together within a larger society.”

While there are no doubt benefits to (the generally popular) school “choice,” in our opinion, the open enrollment, focus option, and charter school programs have contributed to the decline in the sense of community in Portland. Some schools are perceived to enjoy special features or options, and win the “shopping” contest—other neighborhoods and schools suffer a family drain, and lose. As we bus or drive our children (as well as some of the most participatory parents) across town, and splinter our communities, we become less connected to our neighborhood; common ground is lost. As a fractured community weakens, our political power is diluted; commitment and parent participation in local schools is eroded.\(^{45}\) While a few neighborhoods may gain, many communities, and the city as a whole, may not.

To be sure, housing costs and birth rates play a significant role in PPS enrollment trends. But the student explosion in successful school communities like Forest Park casts some doubt on the home price argument alone; perhaps there are other factors. Families prefer a healthy and cohesive community; budget instability, closure uncertainty, scattered school alliances and larger school/class sizes may have also contributed to families choosing other Metro neighborhoods, charter schools, or private options. Perhaps these are the unintended consequences of “choice.” We hope the district continues to seriously evaluate the citywide implications of our focus option, transfer and enrollment policies.

---

\(^{42}\) See BOE Resolution, page 42, for 400-600 student rationale.


\(^{45}\) The past decade has highlighted the importance of local/statewide advocacy; our collective power is the sum of the strength of our communities.
Community Input & Outreach

Government

Bureau of Housing and Community Development  
Trell Anderson, Housing Program Manager

Portland Office of Sustainable Development  
Steve Cohen, Food Policy and Programs

Office of Commissioner Erik Sten  
Erik Sten, Commissioner  
Rich Rodgers, Staff Assistant  
Jennifer Yokom, Staff Assistant  
Kathleen Gardipee, Staff Assistant

Office of Commissioner Sam Adams  
Sarah Ames, Staff Representative

Office of Mayor Tom Potter  
Mayor Tom Potter  
Kate Raphael, Education Advocate

Office of Ted Wheeler, Multnomah County Chair  
Bill Farver, Chief Operating Officer

PPS Board of Education  
Sonja Henning, Director  
Doug Morgan, Ph.D., Director  
Bobbie Regan, Co-Chair  
Dan Ryan, Co-Chair  
Trudy Sargent, Director  
Dilafruz Williams, Ph.D., Director  
David Wynde, Director

Education Research

Cascade Policy Institute  
Steve Buckstein, Senior Policy Analyst

Davis, Hibbitts & Midghall  
Adam Davis, Partner

ECO Northwest  
Randal Pozdena, Ph.D., Managing Director  
John Topogna, Managing Director

NW Regional Educational Research Laboratory  
Jennifer Railsback Klump, Education Research Laboratory  
Changhua Wang, Ph.D., Unit Manager, Education, Career and Community Program  
Nanci Schneider, Senior Program Advisor, Office of Planning & Service Coordination
Education Research (cont.)

PPS Staff
- Sara Allan, Office of the Superintendent
- Sarah Carlin Ames, PPS Communications
- Pam Brown, Director of Facilities
- Doug Capps, Chair, Policy Committee of the PPS Board of Education
- Brenda Gustafson, A.P.R., Sr. Communications Officer
- Cathy Minberg, Ed.D., Chief Operating Officer
- Kristy Obblink, PPS Director of Nutrition Services
- Vicki Phillips, Ed.D., Superintendent
- Charlene Russell, Principal, Rieke Elementary

Portland State University
- Ethan Seltzer, Ph.D., Director, School of Urban Studies and Planning
- Charles Rynerson, Population Research Center
- Risa Proehl, Population Research Center
- Lisa Yarbrough, Population Research Center

Foundations

- Enterprise Community Foundation
  - Kate Allen, Director

- Portland Schools Foundation
  - Tripp Somerville, Treasurer
  - Zeke Smith, Director of Community Engagement

Business

- Hillsdale Business & Professional Association
  - Mike Roach, President

- Hillsdale Farmers’ Market
  - Dianna Ponder, Treasurer
  - Eamon Molloy, Market Manager

- Leaders Roundtable
  - Gail Baker, Portland General Electric

- Portland Business Alliance
  - Sandy McDonough, President and CEO

- Seder Architects
  - Mark Seder

- Fanno Creek Clinic
  - Gregg Coodley, MD

- HMH Advertising & Public Relations
  - Denise Colby, Senior Brand Strategist
Community Input & Outreach (cont.)

Community and Social Services

Hillsdale Alliance
Rick Seifert, Founder, Southwest Community Connection
Linda Doyle, Wilson High School Site Council
Mike Miller, Equity Group

Neighborhood House
Ted Coonfield, President
Richard Nitti, Executive Director

Neighborhood and School Associations

Arnold Creek Neighborhood Association
Nancy Hand, Chair

Hillsdale Neighborhood Association
Don Baack, President
Duane Hunting, Vice President
Robert Hamilton, Director
Bill Joseph, Treasurer
Philippe Kreiter, Secretary
Meghan MacKenzie, Outreach Committee
Wes Risher
Aloha Wyse, Director

Southwest Neighborhoods Inc.
Will Fuller, Chair, Schools Committee
Sylvia Bogart, Schools Committee
Glenn Bridger, President
Ruth Adkins, Schools Committee

Humboldt Neighborhood Association
Nancy Clark, Chair

Maplewood PTA
Lisa Sloan, PTA President

Jefferson High PTSA
Nancy Smith
Nicole Breedlove

Lewis Elementary
Amy Spring

Llewellyn Elementary
Mike Rosen

Rose City Park
Sarah Robertson
Thank you!

Adkins, Ruth
Apenes, Kathy
Baack, Don
Baker, Gail
Bakkensen, Ann
Bremmer, June
Bremmer, Robert
Calcagno, Eva
Castles, Sandy
Chase, Greg
Colby, Denise
Davis, Adam
Dobbins, Jeff
Doslu, Lisa
Duley, Cindy
Friedman, Valeurie
Gallison, Cherri
Gray, Sally
Henell, Karen
Hill, Brian
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Jenkins, Dan
Jewell, Susan
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Rubin, Dan
Russell, Charlene
Scheewe, Kimberly
Scheurer, Sharon
Schutzer, Christine
Seder, Mark
Seifert, Rick
Srinivas, Alai
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Tomastik, Courtney
Tufa, Sara
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VanHome, Todd
Venti, Linda
White, Ruth
Wierdema, Lindsay
Wilcox, Robin
Wiley, Christina
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