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TERRY D. SCHRUNK

PROPOSED
CASCADE
COMMUNITY
CENTER.

Mayor's Task Force
on future use of Cascade
College Facilities

July 15, 1969

181

APPROXIMATE CASCADE COLLEGE FINANCIAL SITUATION

- | | |
|---|----------------------|
| 1-HUD MORTGAGE
(Student Union and
Dormitory) | 2,150,000 + interest |
| 2- VANCOUVER SAVINGS AND LOAN
MORTGAGES | 400,000 |
| 3- CASCADE COLLEGE PROPERTY AND
EQUIPMENT, ALLISON ELECTRIC
MORTGAGE AND MORTGAGES ON
RESIDENCES | 950,000* |

\$3,500,000

salary 350,000
31,000 plus int all fees -

POSSIBLE MEANS OF ACQUISITION **

The regional office of HUD in San Francisco has been asked by Task Force members to consider writing-off 90% of this item. This request is being studied.

Either Portland Community College or the Model Cities Planning Board might be able to budget funds to pay off these mortgages most of which are either now or soon will be in the process of foreclosure.

If Model Cities were to retire the above mortgages, the Portland Community College might be able to cover a good part of this amount with some contribution by Model Cities. The alternative is that Model Cities budget funds to cover the acquisition of Cascade College's interest. (City staff are exploring the possibility of obtaining a HUD Neighborhood Facilities Grant for acquisition of possible eligible Cascade College facilities.)

* This figure supplied by Cascade College and derived from recent appraisal by General Appraisal Corporation. An independent appraisal should be undertaken immediately to verify current value of entire Cascade College property and equipment. City of Portland staff are investigating means of financing such an appraisal.

** The Model Cities Planning Board at its June 25, 1969 meeting requested that the Mayor's Task Force investigate possible funding needs of the project and report back to the Board.

"PROPOSED CASCADE COMMUNITY CENTER: THE CONCEPT AND PROGRAM"

A consortium of institutions composed of Portland School District No. 1, Portland Community College, Portland State University, and the Young Men's Christian Association of Portland proposed to inaugurate a new educational concept in Portland, utilizing the campus and facilities of Cascade College.

Cascade College has discontinued academic operations in Portland, making its campus available. The campus, located in North Portland within the Model Cities boundary, is ideally situated to serve the broad spectrum of educational needs of the community. The Cascade campus makes a strong esthetic contribution to the neighborhood and hence to the project.

This consortium is in a position to provide an Educational Service Center that is comprehensive, providing in one location a broad range of educational services. Programs ranging from early childhood to senior citizens would be implemented. The co-operating institutions, by their stated purposes, are in a position to provide complementary and co-operative programs that would avoid duplication, competition, and fragmentation.

A number of factors make this unique opportunity possible. The availability of the Cascade campus comes just at the time the Citizens Planning Board of the Portland Model Cities Agency is seeking to contract for various programs specified in its proposal to the Federal Department of Housing and Urban Development. The participating educational institutions have, prior to this time, each been implementing programs designed to meet the various needs of the citizens in the Model Cities Community. The YMCA is now utilizing the gymnasium to serve community recreational needs, while Portland Community

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College is currently offering basic education courses for adults and older youth. Both of these agencies are desirous of continuing and expanding these programs. Portland State University has demonstrated its desire to serve the area through its professional direction in completion of the Model Cities planning process, and by operating a center in the heart of the area which includes a Black Studies Program. The activities of this center stimulate students within the area to seek a university education.

The coalescence of these various parts at this point in time provides an unprecedented opportunity to formulate and implement an education-demonstration program that could be evaluated and duplicated in other cities throughout the nation.

Again, we reiterate, the unique contribution of this consortium is that the various components will provide broad educational services at all age levels. Headstart programs would be provided to serve deprived children and day care programs to serve families whose mothers must obtain employment outside the home. Learning experiences will be designed to aid youth and adults in obtaining employment. Numerous programs provided by the several components focus on the employment needs of the people; professional, paraprofessional, and vocational.

Learning resource materials will be made available to the community through expanded library space, materials, and service. This would be in addition to the North Portland Branch of the Multnomah County Library, located across Killingsworth Street from the Cascade Center.

Related services to the educational enterprise would be provided to meet the family, social, and medical needs of the community. Included could be the counseling services stated in the Portland Model Cities Proposal. Health care services, such as a dental

3--"Proposed Cascade Community Center"

clinic, are needed to serve North Portland, and it is feasible to include a clinic at the Cascade Center.

Another unique feature of this proposed educational service center is its relationship to the Citizens Planning Board of the Model Cities Agency. Each of the participating institutions has specified that its only basis of undertaking programs in the proposed Cascade Community Center is by invitation of the residents of the area as represented by the Citizens Planning Board. It is proposed that an Advisory Council be established composed of one representative from each participating agency and representatives of the Model Cities Planning Board, to be charged with the co-operative responsibility of administering and determining programs to be instituted at Cascade Community Center. No programs would be included which did not receive the approval of the Citizens Planning Board.

The availability of the Cascade College campus is fortuitous, located as it is within the Model Cities boundary. There is no other higher education institution within the area. Essential to the success of the venture is the readiness of the citizens to identify with the project and to perceive the program and facilities as "theirs." Strong evidence exists indicating this would be so. The quality of both the facility and the program is conceived to be such that a sense of pride and dignity would result from involvement at the Cascade Community Center.

Hence, service to citizens beyond the Model Cities boundary would result. While a primary intent of the proposal is to meet the needs of the residents of the Model Cities area, the quality of services offered coupled with the metropolitan image of the participating institutions would be such as to be identified with the entire community. Therefore, the project would effectively tie the Model Cities neighborhood to the rest of the

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Portland area. This would contribute to the long-range success of the program in that it would not be identified as being exclusively a ghetto project with a substandard image.

With the above as an overview of the project, we now present more explicit aspects of programs proposed for the Cascade Community Center.

PORTLAND COMMUNITY COLLEGE

Portland Community College would implement various programs in conjunction with the other participants at the Cascade Community Center. Specific programs presented by Portland Community College would be as follows:

- 1) To provide educational opportunity for young adults who plan for two years of higher education in the arts and sciences. Included in this would be such courses as English, Mathematics, Foreign Languages, Social Sciences, Physical Sciences, and the Life Sciences. Should the student be inspired or motivated to seek additional degree studies, these courses would be generally transferable.
- 2) To offer programs or courses to students who seek two years or less of technical, vocational, or semiprofessional training. Required in this category would be offerings such as Drafting, Welding, Salesmanship, Electronic Assembly, Business Education and Mid-management Training.
- 3) General education or lower division courses for the student bound eventually for the four-year college who desires to spend his freshman and sophomore years in a smaller and more intimate atmosphere. Greater counseling and guidance services would be available than is generally the case in larger four-year institutions.
- 4) To provide opportunity for people now employed to improve their present skills to prepare themselves for advancement, to change their employment, or to

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expand their general education. Workers could take the classroom portions of their apprenticeship programs at this Center. Offerings would be available to unemployed adults wanting to learn new skills so as to become employable.

- 5) To provide opportunity for adults, young and old, to earn high school diplomas or possibly college diplomas through part-time or full-time study.
- 6) To serve senior citizens in providing educational and related activities to develop new interests and make new acquaintances for their physically less active years.
- 7) To serve families by providing courses in Parent Education, Homemaking, and Child Care. Also, Day Care programs would be provided for working mothers. Courses and assistance to housewives seeking preparation for employment or re-employment outside the home would be provided. General interest courses such as Gardening, Home Economy, Interior Decorating, Woodworking, and Counseling would be added.
- 8) To provide Basic Education for individuals seeking to improve their opportunities for employment advancement and general improvement.

PORTLAND STATE UNIVERSITY

As discussions continue with respect to the University's participation in the development of the Cascade College campus as an educational service center for the Model Cities and the North Portland area, the interest of University staff is centering upon five projects through which it might work with citizens toward design and operation.

It should be made very clear at the outset that these five ideas are only that. The University will work at the Cascade site only if the Model Cities Citizens Planning Board

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requests such involvement and helps with the University to develop the details of such programs.

The first and broadest of these ideas is an experimental college aimed primarily at potential school dropouts. While the idea is still in extremely rough form, it is built upon the primary goal of catching students before they drop out of school and moving them directly into a college instructional system with highly personalized curriculum design and programs ranging in sophistication from remedial skills through graduate work. Ideally, such a college would be able to grant degrees from the high school level through the Masters or Ph.D. levels and would offer a broad set of options to the student including vocational and professional programs as well as training in academic fields. On the whole, these options would be designed with a distinct emphasis upon urban affairs and occupations and would include the possibility of work and field experience along with classroom and tutorial experience. Discussion of the optimum age at which a student might enter such a program has produced no real agreement, and it might be that this question could be answered differently for individual students, with some entering the college as early as age thirteen or fourteen. Secondary attention could also be given to students who had already dropped out of school but showed promise and ability, and consideration could also be given to including an adult education component within the college.

There are, of course, a great many problems raised by this idea, even in this rough form; not the least of these is that curriculum design may have to be more flexible than that permitted under state law when state funds are used. In this case, then, the design of the project would face difficulties in both the justification of alternative curriculum

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development and funding. An additional problem may be that the idea involves a certain tension between to goal of serving the needs of students in the most direct way and shortest time possible and that of preserving flexibility and an experimental orientation in the project. It should also be mentioned that little thought has yet been given to the degree and areas of co-operation that would be necessary between the University and other public educational institutions. At the same time, it should also be said that, at least at first blush, the idea appears to be compatible with both policies and projects adopted last year by the Model Cities Education Working Committee and the Citizens Planning Board.

A second project might be the development of a set of training programs designed specifically to meet the needs of individuals hired to work in community development programs throughout the city. Experience with Model Cities, for example, indicates the importance of training programs which are tied closely to job skills necessary to individuals as they are hired, to the jobs created by a program as it expands its activities, and to the criteria established for the advancement of individuals within the program or programs. Presumably, this is also true for a wide range of other agencies, and perhaps private business as well, within the city. Ideally, such training programs will be coordinated with degree programs in several fields at both the University and Portland Community College as a means of encouraging individuals to participate in training programs and providing them with the broadest possible options for further advancement.

Two more projects which might fall within the rubric of this training program in some respects are, first, the desire expressed by the School of Social Work to work closely with the Community College in the development of programs for training students interested in social work careers and, second, the interest expressed by the School of

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Business Administration in courses in business management and law. The training program in social work could well involve courses or experimentation in community organization which would match the needs of a training program. And the business training could be effectively tied to the proposed Model Cities Community Development Corporation which will seek the development of business skills within the black community at both the small business and corporate management levels.

The fifth project which has been discussed in relation to the Cascade facility is the Triple T program already in operation under the auspices of the School of Education. While presently housed in Portland Public Schools facilities, it might prove advantageous to locate part of its program at an educational service center and to co-ordinate it with teacher-aid and teacher training programs developed jointly by the University and the Community College for the area being directly served by such a center.

These, then, are the projects around which discussion has centered. It goes without saying that further discussion of them, or of other projects which might be suggested at a later date, depends upon an expression of interest on the part of the Citizens Planning Board and, then, upon necessary co-operation, from other agencies. Since the Community College would apparently be the prime occupant of the Cascade site, co-ordination with their plans would be particularly important.

In conclusion, it should also be mentioned that there has been additional discussion to the effect that, if the Cascade facility is in fact to become an education service center which aids in the overall goal of tying the Model Cities area to the rest of the city, provision should be made for the eventual housing of programs beyond those aimed directly at the area's population. The School of Social Work, for example, has

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expressed interest in moving portions of its graduate education program to the facility and in developing, as part of the program, something of a training clinic for its students. There may also be a desire to use the facility as a basis for the further development and administration of internship programs for University students with the various programs and community activities being carried out in the area. The inclusion of these programs in the education service center complex, however, should await the planning and implementation of programs directly serving the area.

PORTLAND SCHOOL DISTRICT NO. 1

The Portland Public Schools would conduct programs that are within their legal responsibilities provided the citizens of the area request certain programs and services. A program to be conducted is an Early Childhood Education Program to provide a head-start for as many four-year-olds as can be accommodated with funds available. A primary concern of the School District is to meet the special needs of youth who are unable to profit from the regular school program and therefore require additional or specially designed programs. These would be provided as requested by the Model Cities Planning Board.

YMCA

The Portland YMCA has interest in a partnership use of the Cascade Community Center in the following ways:

- 1) By providing a Community Recreation/Sports program for the youth of the area that would operate year around. This would be expanded to include adult programs as resources permit.

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- 2) To provide a Human Relations Laboratory utilizing the Residence Hall and Student Union to conduct cross-cultural, racial, and generational human relations laboratories during three-day to two-week periods for thirty to one hundred people. These facilities would be required for up to fifteen times per year.
- 3) The YMCA is ready to undertake a role in the broader development of a program that would provide area residents "Training for Volunteerism". Included would be instruction and training of area residents for participation in volunteer leadership functions in the Community. This would be designed to provide a linking mechanism between "graduates" of the Community Center and volunteer jobs in the Community. Also, this program would provide a linking mechanism between area residents and the various opportunities available to them at the Center.

OPERATIONAL PROCEDURES

The Model Cities Planning Board has requested that Portland Community College serve as the prime sponsor of the Cascade Community Center. As such it would be the administrative agency responsible for the operation of the campus. Other participating institutions would relate to the prime sponsor in scheduling and co-ordinating the various programs.

An Advisory Council would be established composed of one representative from each principal participating agency or institution and representatives of the Model Cities Planning Board. This Council would have the responsibility of determining the programs

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to be instituted at Cascade Community Center. No programs would be instituted without the approval of the Model Cities Planning Board. The Planning Board would also serve as a means for the citizens of the area to express their desires regarding community needs which could be served by the consortium at Cascade Community Center.

APPROXIMATE CASCADE COLLEGE FINANCIAL SITUATION

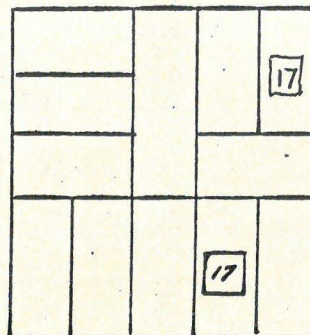
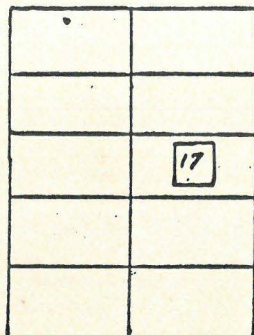
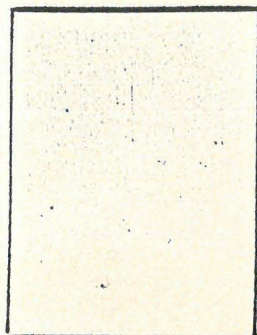
The Model Cities Planning Board, at its June 25, 1969, meeting, requested that the Mayor's Task Force investigate possible funding needs of the project and report back to the Board.

1- HUD MORTGAGE (Student Union and Dormitory)	2,150,000 + back interest
2- OTHER MORTGAGES (Vancouver Savings and Loan, Allison Electric and Individual Contracts on Residences)	485,000
3- CASCADE COLLEGE Property and Equipment	865,000*
	<u>\$3,500,000</u>

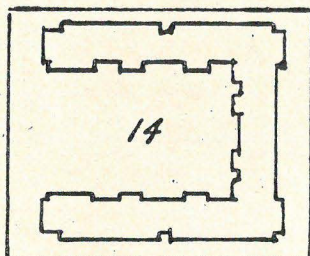
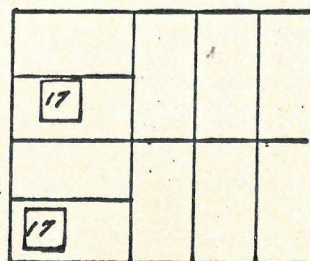
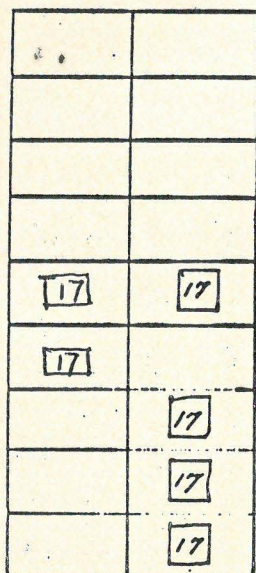
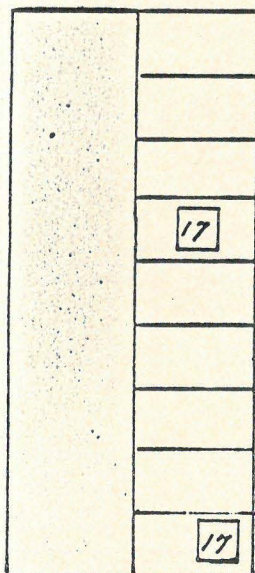
*This figure supplied by Cascade College and derived from an October, 1967, appraisal by General Appraisal Corporation. An independent appraisal should be undertaken immediately to verify current value of entire Cascade College property and equipment. City of Portland staff are investigating means of financing such an appraisal.

Peninsula Park

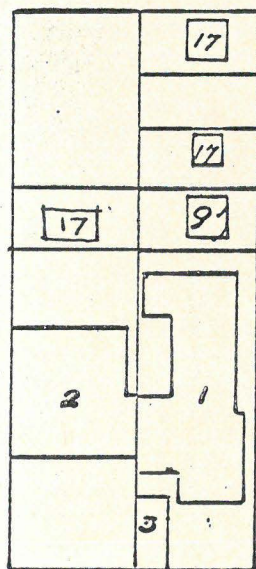
North Ainsworth Street



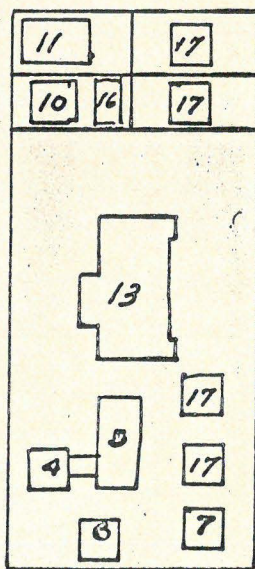
North Simpson Street



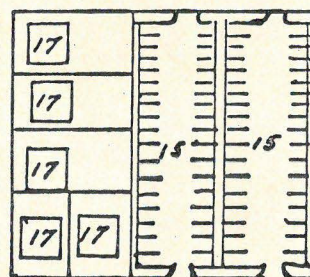
North Jessup Street



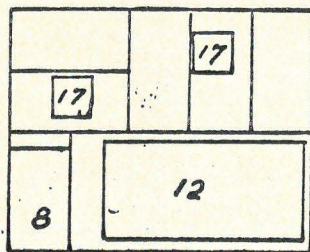
North Borthwick Avenue



North Kerby Avenue



North Congress Avenue

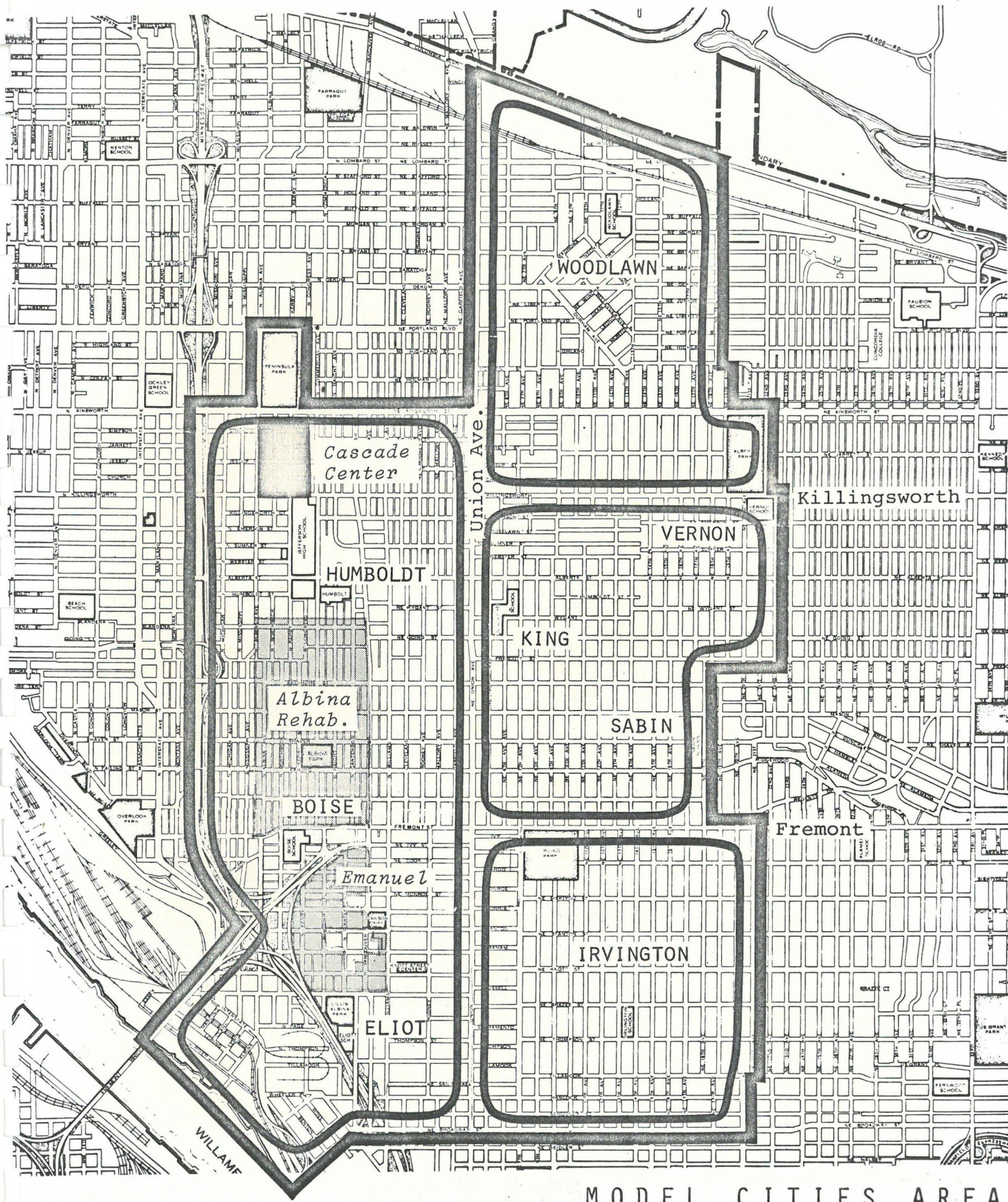


North Killingsworth Street

Campus Plan 1967 Cascade College

1. Chapel-Administration Building
2. Fine Arts Building
3. Admissions and Records (planned)
4. Biological Science Building
5. Physical Science Building
6. Brougher Hall
7. Music Building
8. Education Building
9. Faculty Offices
10. Terrell Hall
11. Library Annex
12. Gymnasium
13. Student Union Building
14. Student Residence Hall
15. Parking Lot
16. Shop
17. Faculty and student houses and apartments, pending future development (23 buildings)
18. Cardinal Hall

North Albina Avenue



MODEL CITIES AREA
AND SUGGESTED SUBDIVISION
FOR PLANNING PURPOSES



July 1, 1969

Mr. Lloyd Keefe, Chairman
Task Force on Cascade Community College Property
City Planning Commission
424 S. W. Main
Portland, Oregon 97204

Dear Mr. Keefe:

It has been a pleasure to work with the Task Force. The meetings with the Model Cities Planning Board have been most interesting and enlightening.

In our discussion, the Model Cities Planning Board have made strong recommendation that Portland Community College serve as a prime sponsor of obtaining the Cascade College site and developing it into a community educational and service facility. I have discussed this with our Board and they are willing to have us move in this direction providing the budget, as outlined at our last meeting with representatives of the Task Force, becomes a reality. At the meeting it was indicated that it might be possible for Model Cities and HUD to develop a financially feasible program for the college to accept the sponsorship and operate the unit for the good of the total community. We believe that this could be a most significant development for the area.

Sincerely yours,

Amo De Bernardis
President

ADB va

RECEIVED
JUL 2 1969
Portland
City Planning Commission

Model Cities

Phone 288-7051

Room 210 • 5329 N.E. UNION AVENUE

Portland

OREGON 97211

July 1, 1969

Hon. Terry D. Schruk
Mayor of Portland
City Hall
Portland, Oregon 97204


Dear Mayor Schruk:

The Citizens Planning Board of the Model Cities Agency is very anxious that the desires of the residents of the Model City Neighborhood be given full consideration in the formulation of plans for future uses of Cascade College. During our months of planning, many suggestions have been made as to ways in which the facilities of the college could be used to make possible the realization of our goals for the educational, vocational, and cultural enrichment of the Model City area.

Now that it appears that the college plant is to be available for new uses, we strongly desire that the proposals for its use should be put into unified form. The Model Cities Citizens Planning Board met in special session June 25, 1969, and agreed that the Portland Community College is the appropriate agency to operate a community center at the Cascade College site. To facilitate this plan, the Model Cities Citizens Planning Board has asked the Task Force to investigate possible financial participation by the Model Cities Program in this venture. It is understood that agencies other than the Portland Community College will be involved in the services offered at the proposed facility. The Board sees as essential participants in such work School District No. 1, Portland Community College, Portland State University, the YMCA, and other local agencies providing recreational, cultural, and vocational programs.

Such help as you may give in this regard would be appreciated.

Sincerely yours,



Alvin R. Batiste
Director

M E M O R A N D U M

May 27, 1969

TO: Fred Cox
FROM: Lyndon R. Musolf *LRM*
RE: Cascade College Property

I cannot emphasize too strongly the position of the Urban Studies Center that we should not be in a position in which we appear to be trying to grab a piece of the action. We would be interested in undertaking a program or activity in the Cascade buildings only if invited by the residents of the area. We hope that this will be the position of the University. To be specific, we would be interested only if invited by the Citizens' Planning Board of Model Cities.

If such an invitation were extended, there are a number of things which we would consider doing for the area and with the citizens of the area. Among the possibilities are:

extension of our intern program into the area.

establishing a pilot community development program (with the School of Social Work).

developing an experimental data bank system for the area (with the Columbia Region Association of Governments and the Northwest Regional Education Educational Laboratory).

establishing an experimental inner-city school program (with our School of Education and the Northwest Regional Educational Laboratory) including the training of teachers for inner city and ghetto schools.

training indigenous persons for "para-professional" positions in the area.

evaluation of existing or proposed programs with area citizens.

assistance to citizens in the preparation of grant requests.

Many other ideas are possible and we are open to suggestions but in each case there must be a request by citizens through the Citizens' Planning Board.

MEMORANDUM

May 26, 1969

To: Dean Fred Cox

From: Ray O. Wolf *ROW*

The School of Education is definitely interested in the possibility of a presence in North Portland and the probable availability of the Cascade College campus for this purpose.

We have one program presently in existence that could be housed there, the TTT (Triple T) project directed by Dr. David Willis and utilizing Jefferson High and Martin Luther King elementary schools as laboratories.

I have recently been in a discussion with Model School administrators concerning the possibility of a teacher-aid program involving Portland Community College and Portland State University. If it develops the Cascade setting for parts of the program would be ideal.

No doubt many other special programs will develop in the future.

ROW/bw

PORTLAND STATE UNIVERSITY
School of Social Work

May 23, 1969

M E M O R A N D U M

TO: Frederick J. Cox, Dean
Office of Graduate Studies

FROM: Daniel E. Jennings, Acting Dean *DEJ*
School of Social Work

SUBJECT: School of Social Work's participation in Cascade College Project

The Executive Committee of the School of Social Work discussed at its meeting today the idea of PSU's School of Social Work participating in a multi-service center and multi-educational level facility if such an operation is developed on a cooperative basis for operation at the site of Cascade College. The Executive Committee of the School is unanimous in recommending that the School of Social Work commit itself to proceed with exploring ways in which it could be involved in such an operation.

In reviewing some of the possibilities which participation in such a project would bring to the School, we reviewed the attached article by Professor Brieland of the School of Social Service Administration at the University of Chicago. Mrs. Waterman of our faculty had participated previously in some meetings related to the establishment of the Governor's Multi-Service Center in the Albina Area. In addition, Dr. Oscar Kurren and Mr. Lynn Thompson of our faculty have some more specific ideas as to what might be the nature of our School's participation in such a project.

I will be attending the National Conference on Social Welfare in New York City next week but anyone or all of the above-named members of our faculty would be interested in being of any further help to you that they could be during my absence. We shall look forward to hearing further from you about this very stimulating opportunity.

DEJ:th

Attach.



PORTLAND PUBLIC SCHOOLS

631 NORTHEAST CLACKAMAS STREET
PORTLAND, OREGON 97208

OFFICE OF THE SUPERINTENDENT

June 5, 1969

Mr. Rodney O'Hiser
Portland City Planning Commission
424 S. W. Main Street
Portland, Oregon 97204

Dear Mr. O'Hiser:

The primary function of School District #1 is to provide educational programs for children from kindergarten through grade twelve throughout this district. In addition, the Board of Education has authorized the district to conduct an Early Childhood Education Program to provide a headstart for as many four-year-olds as can be accommodated with the funds available from the federal government. Responsibility for adult education, which formerly rested with the school district, is now in the hands of the Portland Community College. Recreation programs generally are conducted by the city.

The greatest unserved need in educational programs that fall within the province of the public schools is to provide special programs for those youth who are unable to benefit from the regular school program--the so-called dropout or alienated youth. It is toward this end that the school district needs to develop additional facilities and programs that will enable these youth to become productive, contributing members of our community.

The school district is desirous of working cooperatively with all agencies and organizations seeking to improve the quality of education and life in Portland or any of its neighborhoods. If the Cascade College site becomes available as a center, the school district will participate in the center by conducting programs that are within the scope and responsibilities of the public schools as determined by the Board of Education.

Sincerely,

A handwritten signature in cursive script that reads "Harold A. Kleiner".

Harold A. Kleiner
Acting Superintendent of Schools

HAK lm



YOUNG MEN'S CHRISTIAN ASSOCIATION of Portland

May 22, 1969

YMCA COMPONENT IN USE OF CASCADE COLLEGE FACILITIES

The Portland YMCA has interest in a partnership use of the Cascade College facilities following disposition in three ways.

I. Community Recreation/Sports Program: Gymnasium

We are presently using the gymnasium on a Saturday school year schedule to conduct a recreation/sports program for community youth. Our desire is to continue and expand this usage, plus negotiate a schedule for the summer and for adult programs.

II. Human Relation Laboratories: Student Union and Residence

There is repeated need for space to conduct cross-cultural, racial, and generational human relations laboratories during three day to two week periods for thirty to one hundred people. The YMCA would like to negotiate use of the student union, residence facilities, and small meeting rooms for such training experiences. We envision need for this space anywhere from once to fifteen times per year.

III. Pre-Apprentice Training: Residence Facilities

The YMCA is currently developing a pre-apprentice training program for young men (16-21). We are in need of residence facilities for ten to fifteen persons.

As a further interest, the YMCA is ready to undertake a role in the broader development and conduct of program in this new enterprise in the following ways:

IV. Training for Volunteerism of Area Residents

Conduct instruction and training of area residents for participation in volunteer leadership functions in the community.

HOWARD B. SOMERS, President; HOWARD A. RANKIN, Chairman of the Board; SANFORD M. REECE, Executive Director

BRANCH OFFICES: CLACKAMAS COUNTY BRANCH: P.O. Box 111, Oregon City • DOWNTOWN BRANCH: 831 S.W. 6th Avenue • JOHN R. LEACH BRANCH: 6036 S.E. Foster Road • NORTH BRANCH: 5430 N. Moore Avenue • NORTHEAST BRANCH: 1630 N.E. 38th Avenue • VANCOUVER-CLARK COUNTY BRANCH: P.O. Box 1149, Vancouver, Washington • WASHINGTON COUNTY BRANCH: 831 S.W. 6th Avenue, Portland, Oregon • CAMP COLLINS: Gresham, Oregon

V. Linkage To Volunteer Opportunities

Provide a linking mechanism between "graduates" of the community center and volunteer jobs in the community.

VI. Linkage of Residents to the Center

Provide a linking mechanism between area residents and the various opportunities available to them at the center.