



Janus youth programs

changing lives • building futures

Dennis L. Morrow, Executive Director

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Residential Services

Annex I & II
Buckman
Hope Partnership
Cordero
Imani

Runaway Youth Services

Harry's Mother
Garfield House
Reception Center
24-Hour Youth & Family Help Line
Athena House

Homeless Youth Services

Willamette Bridge Programs
Yellow Brick Road Portland
Access Center
Helen Reser Bakkensen Youth
Shelters - Street Light & Porch Light
Bridge House
Changes

Village Gardens

Food Works & Food Works Farm
Village Market
Community Programs
New Beginnings Garden
Seeds of Harmony Garden
Community Health Workers
Livestock Project

Insights Teen Parent Services

HomeSafe Supportive Housing
Healthy Start
SEEDS
Enhanced Case Management
Christina Project
In School Program
ECHO

Washington Youth Services

Yellow Brick Road Washington
Oak Bridge Youth Shelter
Oak Grove Crisis Shelter
The Nest
Bridges
The Perch

Scholarships for Success

March 21, 2014

The Oregon State School Funding Task Force
Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310-0203

Dear Task Force:

Janus Youth Programs operates a variety of programs for high risk adolescents in Oregon. One of our residential programs is Imani House located in Portland and serving boys under custody of DHS. These young men are labeled as "sex offenders" but are in fact sexually and physically abused boys who require a long-term healing process in order to return successfully home and/or to independence. Imani boys attend school at the PPS DARTS high school where they receive individualized instruction which allows them to catch up and maintain their school status while in care.

Imani boys range in age from 13-18, with half of them representing youth of color. They typically come into care well behind in academic achievement and often rejected from traditional public school systems. Yet, the DARTS program offers them a road back to success and to belonging. Working in close coordination with treatment staff, the teachers offer hope to each boy that he can achieve the outcomes he started school with and the reality that with hard work, he can succeed. None of these young men would be accepted into a public school, yet the program has nearly a 100% success rate in terms of youth safely returning home or to an alternative safe living environment. Every graduate from Imani has left with a high school diploma or successfully transitioned back to a public high school. These outcomes would simply NOT BE POSSIBLE without our specialized school.

We are tired of seeing these young men treated as second class citizens in the educational bureaucracy. The current funding formula for their education is capricious, unfair, and inadequate, but there is no union to "stand up" for their rights. We encourage and demand that you become this voice in Oregon for the invisible children who schools are unable to educate. Why should public schools be funded adequately and yet still create a dropout rate of 30% while schools which educate the most difficult children and youth have had virtually no increase in funding? Please act now and act strongly to end this gross inequity and to say for once that in Oregon ALL CHILDREN really are equal and ALL CHILDREN really do deserve an appropriate public education.

Sincerely,

Dennis L. Morrow
Executive Director

DLM:mw

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1. The first part of the document is a letter from the author to the editor of the journal. The letter discusses the author's interest in the topic and the reasons for writing the paper. It also mentions the author's previous work in the field and expresses hope that the paper will contribute to the understanding of the subject.

2. The second part of the document is the main body of the paper. It begins with an introduction that outlines the research question and the objectives of the study. The introduction also provides a brief overview of the literature on the topic and identifies the gaps that the paper aims to address. The main body of the paper is divided into several sections, each focusing on a different aspect of the research. The first section discusses the theoretical background of the study and the concepts that are central to the research. The second section describes the methodology used in the study, including the data sources and the analytical techniques. The third section presents the results of the study and discusses their implications. The final section concludes the paper and offers suggestions for future research.

3. The third part of the document is the conclusion. It summarizes the main findings of the study and reiterates the author's conclusions. The conclusion also discusses the limitations of the study and the need for further research. Finally, the author expresses gratitude to the editor and the reviewers for their comments and suggestions.