

Cully-Concordia Community Action Plan

A Partnership between the City of Portland, Portland Public Schools and the Broader Community



Project Goal #1: *Enhance the capabilities of schools to serve as multi-purpose centers of community life*

ACTION	Problem Statement	Action Steps	Measures of Success
<p>1.A. Pursue a complete program of Safer Routes to Schools (SR2S) activities at Rigler School, and advocate for full implementation at Harvey Scott and Faubion schools based on priority street improvements that have been identified by city and school staff and community members.</p> <p>Lead and Partners: Rigler, Faubion and Harvey Scott school communities, Portland Bureau of Transportation (PBOT); Portland Public Schools (PPS) Portland Bureau of Planning and Sustainability (BPS); IRCO, Central NE Neighbors (CNN) planner, neighborhood and business associations; Padres Motivados, Planning; Hacienda CDC; community organizations</p>	<p>The study area has a higher population of children and youth (32.6% Cully-Concordia families include children, compared to 26.4% average) that need safe, accessible, and convenient transportation to all school-related activities. Additionally, 28% of study-area streets are substandard, of which 50% of Cully streets are substandard (compared to 20.8% city-wide). Parents do not feel safe letting their children walk or bike along substandard streets to/from their school.</p>	<ol style="list-style-type: none"> PBOT applies for and secures funding to implement improvements in engineering reports for Faubion and Scott Schools. PBOT and community partners work to secure funds to conduct an SR2S engineering study and report for Rigler School. PBOT applies for and secures funding and implements Rigler Engineering report recommendations. Concurrent with the above activities, PBOT continues bicycle and pedestrian education and encouragement activities at Rigler, Scott, and Faubion Schools. 	<p># of engineering report recommendations completed</p> <p>Increased mode split of students going to school</p> <p>Survey results with increased parent satisfaction</p> <p># of students participating in SR2S activities</p>
<p>1.B. Promote and expand Schools Uniting Neighborhoods (SUN) Community School activities at Harvey Scott, Rigler and Faubion Schools; and improve transportation services to maximize student and family participation in SUN programs.</p> <p>Lead and Partners: Harvey Scott School community, PPS, Multnomah County (County), Impact NW (INW), community organizations</p>	<p>The study area lacks a community center and developed parks with activities. The SUN community programs at Cully-Concordia area schools are very important programs as many students and families do not have the resources to seek after-school activities outside of the local community. The new SUN program at Harvey Scott needs to be promoted to attract participation. Transportation services to these programs are lacking and the existing transportation system especially in Cully is an obstacle for students and families who want to participate in SUN Community School activities.</p>	<ol style="list-style-type: none"> Promote the new Harvey Scott SUN Community School program through school and community partner outreach efforts. School and community partners meet and strategize on how to secure more funding to expand programming at the three schools. School and community partners apply for grants to expand programming and if successful, hire additional staff and/or implement more programming. Conduct a survey of existing and potential SUN program participants on what mode(s) of transportation they use or would use most frequently to attend SUN program-related activities. Also query about transportation obstacles. Also discuss the above at a community meeting in conjunction with Action 1.H. 	<p>Completed survey of existing transportation services available for SUN program participants</p> <p>Formed consortium of transportation service providers within the community</p> <p>In collaboration with Action Item I.H, a school-based community event was held to discuss school-related programming concerns including transportation issues affecting student and family access to school programming.</p>

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		<p>5. Form a consortium of community organizations, non-profits, religious institutions, and individuals who want to assist in addressing SUN Community School Program transportation needs.</p> <p>6. PPS/SUN Programs present survey and community meeting results to a transportation consortium to develop and implement a pilot project, and to enhance transportation services to SUN programs at Rigler, Faubion, and Scott Schools.</p> <p>7. Given obstacles identified in the survey and discussion results, strategize on how best to provide transportation services to support local engagement in SUN programs and work toward implementation of a pilot project.</p> <p>8. Collaborate with school-based community event in Action Item 1.H to relate safety and crime concerns in school communities to transportation services for school-related programming.</p>	
<p>1.C. Plan for the design and redevelopment of area schools with an emphasis on community partnerships and appropriate improvements in activities and resources for upper grade level students at Faubion, Rigler and Harvey Scott Schools.</p> <p>Lead and Partners: PPS, Faubion, Harvey Scott and Rigler school communities, Portland Parks and Recreation (Parks), IRCO, community organizations, foundations, neighborhood associations NAYA, BPI, I Have a Dream, Faith Organizations, Youth Sports Organizations, Concordia university</p>	<p>There is a need to provide necessary activities and resources to serve upper grade level students addressing the widespread challenges and impacts of:</p> <ol style="list-style-type: none"> 1. Poverty; 2. Inadequate English Language Skills; 3. Cultural/Ethnic Differences; 4. Age-appropriate behavior – since the addition of 7th & 8th grades to schools; 5. Behavior Issues associated with Vulnerable Families 	<ol style="list-style-type: none"> 1. Survey school leadership, student advisory groups and parents on needed/desired equipment, programming, resources and services. 2. Inventory existing school resources. 5. Prioritize needs/desires and resources, develop a list. 6. Identify funding opportunities and implement items from list when funding becomes available. 7. Market new resources and programs for student and family participation. 	<p>Number of students involved in all programs</p> <p>Improved academic performance</p> <p>Reduced behavioral referrals</p> <p>Increased linkages to existing programs – measure “information and referrals” to optimize existing resources, i.e. program usage</p>
<p>1.D. Identify and implement additional bi-lingual staff and culturally appropriate resources to strengthen parent involvement in schools/community, and expand academic support for English Language</p>	<p>There is a lack of culturally relevant communication tools, resources and staffing for families of English Language Learners (ELL) to improve the academic</p>	<ol style="list-style-type: none"> 1. Pursue the possibility of involving PPS English as Second Language (ESL) department in identifying specific community language needs. 	<p>Expand resources and outreach to ELL families</p> <p>Increased resources for second</p>

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<p>Learners.</p> <p>Lead and Partners: School communities, PPS, area churches, Latino Network, NAYA, Hacienda CDC, BPI, Somali leadership groups, Ortiz Community Center</p>	<p>success of ELL.</p>	<p>2. Identify specific academic supports needed for ELL students.</p> <p>3. Pursue the possibility of facilitating focus groups with parents.</p> <p>4. Identify needed staffing and resources and pursue funding to implement.</p>	<p>language communities – more interpretation and translation services, more academic support</p> <p>Improved academic success of ELL students</p> <p>Improved communication with second language communities</p>
<p>1.E. Ensure the sustainability of existing English-as-Second-Language classes, and pursue additional programming and other language / culture competency classes for adults, high school completion/GED classes in Spanish, financial literacy, etc. at schools and in the community.</p> <p>Note: This Action has been partially accomplished as new Adult ESL classes have begun at Harvey Scott and Salon Comunal at a Hacienda residential development.</p> <p>Lead and Partners: Portland Community College (PCC), Hacienda CDC, area schools and SUN programs, Padres Motivados (Harvey Scott School), Concordia University, community organizations</p>	<p>1 in 5 Cully-Concordia residents does not speak English as primary language, which gives these adults a disadvantage at helping their children with school work and gaining employment.</p>	<p>1. Convened interested local stakeholders and evaluated the current landscape for Adult ESL services in Cully-Concordia area</p> <p>3. Surveyed potential students of interest and needs</p> <p>4. Applied best practices in designing program</p> <p>5. Identified PCC Voluntary Literacy Tutoring Program (VLTP) as the best service provider for coordination and 2 new Adult ESL class locations</p> <p>6. Statements of collaboration were drawn up between PCC and Hacienda and Scott School (new sites) and agreements were executed between City and PCC for program funding for 2 years.</p> <p>8. PCC hired a part-time coordinator and began classes in 9/09 to run through 6/11.</p> <p>9. Continue to convene local stakeholders/service providers to strategize and work toward ensuring ongoing Adult ESL classes as the need exists.</p>	<p># of adults that have taken Adult ESL classes in Cully-Concordia</p> <p># of parents who have taken Adult ESL classes who are now engaged in child’s school activities</p> <p>Level of understanding English upon leaving program compared to level of understanding English upon entering program</p>
<p>1.F. Continue relationship-building and resource provision between police and local school communities and community organizations to address growing concerns about crime and threats to community livability, while simultaneously</p>	<p>The school communities and others in the Cully-Concordia area hold concerns about crime and livability and want to see programs in the schools and community that address potential issues of gang-</p>	<p>1. Pursue funding and bring Girl Strength and Boy Strength programming to Rigler, Harvey Scott and Faubion schools.</p> <p>2. ONI Crime Prevention staff will coordinate with PPS on the possibility of completing a Crime Prevention Through</p>	<p># of children who have participated in Girl Strength and Boy Strength programs administered at Rigler, Harvey Scott, and Faubion schools</p>

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<p>promoting positive youth development and individual and family awareness of crime prevention and livability.</p> <p>Lead and Partners: Police Bureau, ONI crime prevention program, schools, neighborhood associations, NE Precinct School Resource Officers and Neighborhood Response Team Officer, Hacienda CDC, GREAT school & family programs</p>	<p>involvement and other aspects of crime, crime prevention and positive youth development.</p>	<p>Environmental Design (CPTED) surveys for Rigler, Harvey Scott and Faubion schools and will further coordinate with PPS to have safety recommendations implemented.</p> <p>3. Develop and hold one or more school-based community events on crime prevention to be coordinated through a partnership of City, school and community organizations.</p>	<p>Completed CPTED surveys for all three schools with suggested implemented recommendations</p> <p>At least one school-based community event(s) was held on crime prevention</p>
<p>1.G. Address child care supply by providing additional child care, pre-school classes and activities, including school readiness programs that serve the needs of the area's economically and culturally diverse population and as "entry-points" into the 3 neighborhood schools for young families (e.g., parenting classes, pre-K programs).</p> <p>Lead and Partners: Child Care Resource and Referral of Multnomah County (CCRR-MC), PPS and the three area schools, PPS Head Start, SUN program of Multnomah County; Impact NW, NAYA, Hacienda CDC, Children's Institute at Concordia University, community organizations, Latino Network, Early Childhood Council (part of Multnomah County CCFC).</p>	<p>There is not enough supply of pre-school classes and activities in the Cully-Concordia area.</p>	<p>1. Research and document the adequacy of the supply of regulated slots for child care and pre-school using PSU population center statistics and child care resources data.</p> <p>2. Hold focus groups with two groups – parents who are not using licensed child care/pre-school and parents who are using these services, in order to understand their preferences, the resources they currently use, and any barriers they see in accessing early care and education supports.</p> <p>3. Hold a focus group with Family Friends and Neighbors providers (those who are receiving ERDC and those who don't) to learn their needs in providing early care and education.</p> <p>4. Based on findings above, conduct a strategic planning session(s) to develop a comprehensive action plan to address identified issues, needs and opportunities.</p> <p>5. Partners work to implement specific actions in strategic plan.</p> <p>6. CCRR-MC offers an overview session of regulated child care to potential interested Cully-Concordia child care providers in order to increase the number of child care providers.</p>	<p>Increase the supply of regulated child care providers in 5 years</p> <p># of people attending the child care provider training and resources overview session</p> <p># of people who establish a regulated child care business after attending the overview session</p>
<p>1.H. Use programs in place to improve quality of regulated and unregulated child care that reflects</p>	<p>The quality of early care and education plays an important role in school readiness, and it</p>	<p>1. Review quality child care indicators (of licensed programs).</p>	<p>A family child care provider network is established in the Cully-</p>

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<p>the needs of Cully-Concordia's economically and culturally diverse population.</p> <p>Lead and Partners: CCRR-MC, NAYA, Concordia University, Hacienda CDC, Multnomah County Library, community organizations, INW, area churches, Multnomah Co. Health & Human Services (MCHHS), PPS, Early Childhood Council, Portland Children Levy, Oregon Association for the Education of Young Children</p>	<p>needs to be assessed with improvements put into place.</p>	<ol style="list-style-type: none"> 2. Help existing regulated child care providers move up in quality indicators. 3. Create a quality child care network in the Cully-Concordia area. 4. Based on 1G above, determine how to best improve child care experiences for families not in formal child care, those that utilize family, friends or neighbors. 5. Seek implementation of programs and activities that improve the quality of early childhood care and development. 6. Ensure that child care providers are aware of and are connected to the Library's Early Childhood Services. 	<p>Concordia area in 3 to 5 years</p> <p>Regulated providers in Cully-Concordia improve in Quality Indicators in 5 years</p>
<p>1.I. Improve affordability of paid child care and education.</p> <p>Lead and Partners: CCRR-MC, Child care Improvement Project; churches; NAYA, IRCO, Hacienda CDC; Bureau of Housing (Housing), MCHHS, Oregon Department of Human Services</p>	<p>A lot of families do not access child care and educational activities because they can not afford it.</p>	<ol style="list-style-type: none"> 1. Increase enrollment for Employment Related Day Care (ERDC) subsidy and inform parents of other potential programs e.g. Community Child care Initiative. 2. Encourage child care providers to take part in the ERDC subsidy program. 	<p>Increase in the # of families in ERDC</p> <p>Increase in the # of local ERDC providers</p> <p>Increase in the local enrollment in the Community Child care Initiative program</p>
<p>1.J Evaluate policies related to facility use to determine if they serve as barriers to neighborhood use of kitchens, meeting spaces, libraries, gyms, etc.; address identified barriers to enhance community access to and use of school facilities.</p> <p>Lead and Partners: PPS, neighborhood associations, CNN, NE Coalition of Neighborhoods (NECN)</p>	<p>Community access to PPS schools sometimes involves covering costs (such as custodial overtime) which community groups often can not afford.</p> <p>Use of kitchens for community gatherings can conflict with PPS' Nutritional Services management of kitchens for student meals.</p> <p>The above conflict with the desire of schools to encourage greater involvement of parents and families in their students' school life.</p>	<ol style="list-style-type: none"> 1. Review relevant policies and procedures to determine if alterations can be made to accommodate community groups. 2. Identify ways in which greater access can occur (such as criteria for which community groups might qualify for no- or low-cost access, which area of schools are most accessible, adjustment of fees, etc.) 	<p>A thoughtful community-oriented assessment of policies and procedures by PPS</p> <p>Identify means of modifying policies and procedures to accommodate more community groups, especially those tied to, and supportive of, the students of the school</p>

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COMPLETED ACTION UNDER GOAL #1: 1.C. Hold discussions with community and PPS regarding ways to accommodate 8th graders at Harvey Scott and Rigler Schools. New portable buildings were located at Scott and Rigler Schools for 8th graders in the 2009/10 school year.

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Goal #2: Expand community business and economic opportunities for the benefit of area residents and businesses

ACTION	Problem Statement	Action Steps	Measures of Success
<p>2.A. Identify and pursue priority workforce development and training opportunities in the study area, and make connections to nearby employment Focus could include:</p> <ul style="list-style-type: none"> • Mentorships • Apprenticeships • Youth programs • Job readiness programs (e.g., basic education, Spanish GED, interview skills, financial literacy) • Marketing availability of services • Matching providers and trainees • Green jobs <p>Lead and Partners: Concordia Univ., Black Parents Initiative, PDC, Worksystems Inc., BPS, PCC / Portland Metropolitan Workforce Center, neighborhood and business associations, Housing, NAYA, Hacienda CDC, trade organizations</p>	<p>Area residents need more skills and training in workforce development so they can become more employable to area businesses.</p> <p>Small businesses need assistance and resources in hiring skilled labor and participating in meaningful job training.</p>	<p>1.A. Enlist community partners and area organizations to conduct a survey of workforce development training needs for and existing services available to Cully Concordia residents. Survey questions would cover kinds of training needed (Spanish GED, adult basic education, green jobs) as well as work related questions (how far are you willing to travel to work or what kind of employment are you seeking). Consider providing incentives for people to take the survey.</p> <p>1.B. Concurrently with 1.A., conduct a brief survey of manufacturing businesses, the Port of Portland, and other local businesses, to see what kinds of employees they need including education and training skills.</p> <p>2. Review the results of the two surveys and reconcile the educational and training needs of Cully-Concordia residents to that of area employers.</p> <p>3. Based on 2. above, determine available or needed workforce trainings and coordinate among community organizations to bring relevant and meaningful trainings to area residents.</p> <p>4. Develop a resource map for local residents on workforce trainings. This map could also be useful to area businesses looking to hire people from the training providers.</p> <p>5. Hold a job fair for local residents connecting them with area and other businesses.</p> <p>6. Conduct other outreach and marketing strategies that promote area job needs.</p>	<p>Survey of residents with a certain % response rate</p> <p>Survey of businesses with a certain % response rate</p> <p>“X” number of trainings are offered in the Cully-Concordia area</p> <p># of inquiries on the resources map</p>

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Goal #2: Expand community business and economic opportunities for the benefit of area residents and businesses

ACTION	Problem Statement	Action Steps	Measures of Success
<p>2.B. Develop an economic opportunity resource guide of programs aimed at increasing wealth in low-income households.</p> <p>Lead and Partners: BPS, Concordia Univ., PCC, Portland Metropolitan Workforce Center, BPI, neighborhood and business associations, NAYA, Hacienda CDC, APNBA , INW, Housing</p>	<p>Area residents are isolated from economic prosperity happening in the Portland area, and an economic opportunity resource guide would assist residents in learning about available programs that can help increase the wealth of low-income households.</p>	<ol style="list-style-type: none"> 1. Based on the results of 2.A., develop economic resource guide with partner assistance to include the most up-to-date information. 2. Design and finalize a user-friendly resource guide. 3. Identify partners willing to assist with printing and distribution of the economic resource guide. 	<p># of partners who agree to distribute the economic resources guide</p> <p># of guides distributed per year</p>
<p>2.C. Conduct business recruitment, retention, and expansion activities in the Cully-Concordia area:</p> <ul style="list-style-type: none"> • Utilize a survey tool to identify neighborhood-based businesses that are needed and promote such opportunities • Inventory existing businesses and track their performance • Identify businesses that need to expand <p>Lead and Partners: PDC, BPS, neighborhood and business associations, Housing, PCC, Portland Metropolitan Workforce Center, area Chambers of Commerce, OR Association of Minority Enterprises (OAME), APNBA</p>	<p>Needed products and services are generally not available locally due to a limited number of businesses. The area is clearly underserved and this action will identify and pursue needed/desired retail and services.</p>	<ol style="list-style-type: none"> 1. Conduct a market analysis and follow-up survey of businesses and customers on desired neighborhood-based businesses. 2. Update the inventory of existing businesses as part of identifying retail and service gaps. 3. Actively promote the Cully-Concordia area with local property owners, realtors, and business people to bring desired new local businesses to the area. 4. Develop and implement strategies to ensure retention of existing businesses and expansion of businesses as identified in the survey (2.A.) 	<p>At least 75% participation in the business survey</p> <p>75 local customers surveyed</p>
<p>2.D. Develop a strategy and new measures to implement commercial corridor revitalization that serves the existing community and minimizes the negative effects of gentrification.</p> <p>Lead and Partners: BPS, PDC, neighborhood and business associations and coalitions, Hacienda, property owners, real estate brokers, APNBA, NAYA and community organizations</p>	<p>There is a lack of commercial business opportunities and services especially in Cully due to a lack of commercial zoning and local business development. The local community is concerned about non-local and large businesses benefiting from commercial corridor strategies. A concerted effort to mitigate gentrification by promoting local business development is needed.</p>	<ol style="list-style-type: none"> 1. To increase the amount of land available for commercial sales and services, seek City funding that allows BPS and Transportation staff to complete a Cully Blvd. Main Street Rezoning project with the local community. 2. To ensure an increase in the availability of commercial property, ask City Council to adopt zoning recommendations for the Cully Blvd area that allow neighborhood serving commercial uses to locate along the Main Street area. 3. Promote local business development/expansion as in Action Item 2.C to limit the impacts of gentrification. 4. Follow the Portland Main Street program and see how this 	<p>An increase in acreage of commercial zoning in Cully</p> <p>Increased number of local businesses and employees in Cully-Concordia</p> <p>A decrease in annual sales leakage, which is the money spent by residents of the area outside of the area</p>

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Goal #2: Expand community business and economic opportunities for the benefit of area residents and businesses

ACTION	Problem Statement	Action Steps	Measures of Success
<p>2. E. Pursue the implementation of the Portland Main Street Program for the 42nd Avenue business district.</p> <p>Lead and Partners: 42nd Avenue Business Association, Cully Association of Neighbors, Concordia Neighborhood Association, NAYA, PDC, BPS, APNBA, and community organizations</p>	<p>The 42nd Avenue commercial/mixed-use corridor is the only existing concentration of commercially zoned property in the Cully neighborhood. It's a logical "20 minute" community that bridges Cully and Concordia (42nd is the boundary for these contiguous neighborhoods). The 42nd Avenue corridor is in need of a vision, storefront improvements and building design, promotion, additional neighborhood-serving uses, and business association capacity building that could be addressed as part of Portland's new Main Street program.</p>	<p>area might apply and participate in the program, e.g. NE 42nd</p> <ol style="list-style-type: none"> 1. Attend Portland Main Street Program orientation meetings. 2. Connect with partners to understand, engage in (help complete) and support a 42nd Avenue Main Street application to the Portland Development Commission's Main Street Program. 3. Continue to communicate and engage partners in the successful implementation of the Portland Main Street Program application or similar opportunities should the application not be approved for funding/support. 	<p>An increased number of partners advocating for and working toward a more successful 42nd Avenue business district</p> <p>An approved and funded application to the Portland Main Street Program.</p>

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Goal #3: Identify and pursue improvements to neighborhood amenities and infrastructure that affect neighborhood livability

ACTION	Problem Statement	Action Steps	Measures of Success
<p>3.A. Identify priorities for improved transit services in Cully; pursue changes with TriMet to better connect Cully with the downtown core area, East and North Portland, and other popular destinations; and advocate for cultural competency training for transit operators and Tri-Met staff.</p> <p>Lead and Partners: NAYA, Cully Association of Neighbors (CAN), Planning, Tri-Met, PBOT, schools, community organizations, businesses, and coalitions</p>	<p>Cully’s population is 15,000 people and growing and the area lacks adequate transit services, especially, north-south transit service through center of Cully (along Cully Blvd. main street) and to downtown where most residents work. Also, due to socioeconomic conditions, Cully residents are more reliant on transit services.</p> <p>Cully residents lack efficient public transit routes in north-south direction; especially along Cully Blvd. Travel time to the Downtown core—including walking distance to service and transit time—inhibits/discourages the use of public transportation.</p>	<ol style="list-style-type: none"> 1. Review current transit routes, ridership data and existing research on Cully resident’s transit needs. Confirm, document key destinations that lack transit services after conducting community surveys at Albertsons and Hacienda, etc. 2. Meet with TriMet staff to share the results of the information gathered and identify how gaps in service might be addressed in a service change proposal. If needed, work with TriMet to gather additional data on Cully resident transit needs. 3. Develop and implement an advocacy strategy to affect transit improvements in Cully. 4. Seek a commitment from TriMet to provide transit service along Cully Blvd. transit by end of 2010 that would take effect upon the completion of the City’s Cully Blvd. improvement project. 5. Work with TriMet to expand their services into the Cully Blvd / Green Street development project. 	<p># of people contacted for transit survey</p> <p># of people/organizations participating in transit service advocacy</p> <p>Increased # of risers on existing transit routes</p> <p># of riders using new transit service</p> <p>The integration of transit-related improvements into the Cully Green Street project</p>
<p>3.B. Identify priorities for street infrastructure improvements, including sidewalks in the Cully area, and advocate for funding and implementation.</p> <p>Lead and Partners: PBOT; BPS, neighborhood associations; Rigler, Faubion, and Scott School communities; community organizations</p>	<p>28% of study-area streets are substandard, of which 50% of Cully streets are substandard (compared to 20.8% city-wide).</p> <p>Most of these substandard streets are local streets and funding sources for related sidewalk improvement are generally unavailable for local streets.</p>	<ol style="list-style-type: none"> 1. Conduct a “comparative street analysis”/ “street grouping exercise” to map existing street conditions. 2. Share map with community and get feedback to help determine street priorities. 3. Find applicable funding sources for local street improvements. 4. Begin implementation of local street improvements on priority corridors. 	<p>An event is held and community members make suggestions and comment on street grouping/prioritization</p> <p>A completed local street prioritization map</p> <p>Decrease in % substandard streets in study area</p>

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Goal #3: Identify and pursue improvements to neighborhood amenities and infrastructure that affect neighborhood livability

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<p>3.C. Implement recreational programming at Cully area school grounds and nearby parks to better serve youth, elders and the general community. Continue coordination between PPS and Parks to better coordinate recreational use of these sites with special attention to Sacajawea, Harvey Scott, and Rigler school areas.</p> <p>Lead and Partners: PPS, 3 school communities, Parks, BPS, neighborhood associations, community organizations</p>	<p>Cully has very limited programming for youth and elders, especially during summer months.</p>	<ol style="list-style-type: none"> 1. Gather information about existing recreation programs and share widely in community, perhaps as a directory. 2. Find resources to extend local SUN programming into summer. 3. Have SUN school site leaders communicate about programming with each other so they can refer people to other locations for programs they want but don't have at the local site. 4. Have Parks and Recreation conduct a community assessment survey, including an evaluation of existing conditions. Ensure outreach to all communities, as per 3E. 5. Utilize rebuilding of Rigler (and possibly Faubion) to enhance community recreation options (perhaps as a community center with shared Parks/school facilities). 	<p>A directory of existing programs improves participation in existing programs</p> <p>Creation of additional programming is responsive to community needs</p> <p>Survey in 5 years shows improvement in customer satisfaction with recreational programming</p>
<p>3.D. Advocate for full funding and development of a park in Cully and additional open spaces that is accessible to people in the Cully-Concordia area.</p> <p>Lead and Partners: Neighborhood associations, Parks, school communities, BPS, Hacienda CDC, other community organizations</p>	<p>The Cully-Concordia area is parks deficient as identified in Parks Vision 2020 and the Coalition for Livable Future's Equity Atlas</p>	<ol style="list-style-type: none"> 1. Continue to express need for funding and development of a park in Cully and additional open spaces to City Council and Parks and Recreation. 2. Organize an event at Thomas Cully Park site to allow community on the site, engage neighbors and focus political attention. 3. Have Cully-Concordia community members sit on appropriate committees to persistently request for planning, funding and development of parks and open spaces in the area. 4. Find ways to put consistent pressure on City Hall, such as monthly testimony during open mike time at City Council meetings. 5. Request the implementation of transportation options to 	<p>Cully-Concordia partners have a consistent presence at City Hall</p> <p>Money for development of a park and/or open spaces in Cully-Concordia has been identified and allocated</p> <p>A fully developed park in Cully is open to the public for use and enjoyment</p>

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<p>3.E. Pursue opportunities to include culturally-specific programming into park planning and improvements in the Cully-Concordia area.</p> <p>Lead and Partners: Parks, NAYA, community organizations</p>	<p>It is crucial that all groups have a voice in park planning and improvements in the Cully-Concordia neighborhoods and that the cultural and environmental history of the area is acknowledged and becomes a source of public education at parks and open space sites.</p>	<p>all park sites when open to public.</p> <ol style="list-style-type: none"> 1. Survey need for space and programming for culturally-specific activities. 2. Survey use of community centers elsewhere in Portland to determine if they are adequately meeting needs. 3. Parks and Recreation completes a clear outreach plan for Parks planning activities in the Cully/Concordia area, which demonstrates Parks strategies for reaching all communities. 4. Specific parks-related surveys and other planning materials are presented in ways which invite participation from all peoples, regardless of language, literacy, or access to computers. 	<p>Community has space necessary for culturally-specific programming</p> <p>Physical spaces created represent the variety and diversity of cultures, needs, and desires in the Cully/Concordia area</p> <p>Cultural and environmental history of a parks/open space site is represented and accessible for public education as part of park/open space improvements</p>
<p>3.F. Advocate for development of a full-service community center/recreational facility in Cully-Concordia area and pursue creative partnerships to accelerate development of a community center.</p> <p>Lead and Partners: Neighborhood and business associations, Parks, PPS, BPS, school communities, Planning, INW, Concordia U., HOCC, community organizations</p>	<p>The Cully-Concordia area was designated in the Parks 2020 Vision as a Community Center deficient area. A community center is a much needed facility that will provide a positive place for children, youth and families to recreate and participate in community-related activities and programming.</p>	<ol style="list-style-type: none"> 1. Continue to state the need for a community center to City Council and Parks and Recreation. 2. Advocate for a community center that is centrally located, accessible by transit and other travel modes, is a major activity center for the area, and provides opportunities to address other needs identified in the Action Plan, e.g. quality child care. 3. Encourage creative partnerships through discussions with interested parties to help make a Cully-Concordia Community Center a reality. 4. Provide widespread community partner support to urge on a Cully-Concordia Community Center proposal. 	<p>A consortium of interested community partners is organized and has met at least once to discuss community center possibilities</p> <p># of community partners who have advocated for a community center at City Council meetings in one year</p> <p>A full-service community center is built in Cully-Concordia and is open to the public!</p>

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ACTION	Problem Statement	Action Steps	Measures of Success
<p>3.G. Through a collaborative public process, develop a Whitaker site master plan that determines compatible uses, joint use opportunities and community partnerships to address the needs and desires of children, families and the greater community</p> <p>Lead and Partners: PPS, community organizations and institutions, neighborhood associations, Parks, BPS</p>	<p>The Whitaker site remains vacant with no specific plan for its future development other than a school board resolution stating that it is reserved as a future site for a new middle school. Given the size and strategic location (next to Fernhill Park and by 2 frequent transit lines), the community would like a determination of whether other uses, joint uses, and community partnerships are possible to maximize the use of the area and to meet community needs.</p>	<ol style="list-style-type: none"> 1. Incorporate the Whitaker site in PPS’s Long Range Facilities Plan, expected in 2010. 2. Work with the local community to identify use or uses at this site that might be compatible with PPS’ long-range facility needs. 	<p>The local community has an understanding of a future development plan for this site, one that defines whether other uses might be feasible.</p>
<p>3.H. Make physical improvements to Rigler and Harvey Scott school facilities as identified in the PPS Facilities Assessment to accommodate current and projected enrollments, to address the needs of older grades recently enrolled at these schools, and to address existing facility deficiencies. (Related to Action 3.G., which addresses Faubion school)</p> <p>Lead and Partners: PPS, Rigler and Harvey Scott school communities, other interested community members</p>	<p>Address the impacts and challenges of the k-8 school conversions. Create a robust middle school program at each school and address facility issues that are obstacles to these goals.</p>	<ol style="list-style-type: none"> 1. PPS is in process to develop a long-range facilities plan for district schools that will include an assessment of all school conditions and plans for stabilization, modernization or rebuilding schools. 2. Long-range facilities plan is approved by the Superintendent and the Board of Education. 3. PPS will seek capital improvement bonds to fund school improvements. 	<p>Plans for physical improvements to Rigler and Harvey Scott schools are made pursuant to the adopted long-range facilities plan.</p>
<p>3.I. Address overcrowding at Rigler and Harvey Scott schools by evaluating whether there are reasonable adjustments in attendance area boundaries that could result in reducing current and future overcrowding.</p> <p>Lead and Partners: PPS (Enrollment and Transfer Office), Rigler and Harvey Scott school communities, other relevant school communities</p>	<p>Rigler and Harvey Scott schools are at capacity and are beginning to experience crowding even with the addition of modular classrooms.</p>	<ol style="list-style-type: none"> 1. PPS will keep Rigler and Harvey Scott schools on its “high watch” list to determine next steps to alleviate crowding as PPS is acutely aware of the problem. 	<p>Ability for Rigler and Harvey Scott schools to accommodate enrollment and support services</p>
<p>3J. Through a collaborative public process, evaluate the feasibility and applicability of funding mechanisms to support infrastructure improvements and economic development priorities in the Cully-Concordia area.</p> <p>Lead and Partners: PDC, BPS, PBOT, Parks</p>	<p>The Cully-Concordia Community Assessment report and Action Plan identified needed infrastructure improvements, and economic development projects and activities to expand opportunities for residents and businesses. However, there is extremely limited funding</p>	<ol style="list-style-type: none"> 1. Research potential funding mechanism tools that could be applied to the Cully-Concordia list of infrastructure and economic opportunities projects and activities and assess the availability of these tools to be applied to Cully-Concordia. 2. Work with community partners and interested public in 	<p>Report completed and presented to City Council at a November 18, 2009 meeting as part of acceptance of a Cully-Concordia Community Action Plan Annual Report.</p>

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Goal #3: Identify and pursue improvements to neighborhood amenities and infrastructure that affect neighborhood livability

ACTION	Problem Statement	Action Steps	Measures of Success
	<p>available, which severely limits successful implementation.</p>	<p>prioritizing infrastructure and economic development projects and activities for funding implementation.</p> <p>3. Develop a report that summarizes infrastructure and economic development projects and activities and potential funding mechanisms with analysis of these sources and recommendations for funding tools for consideration in Cully-Concordia.</p> <p>4. Review draft report with community partners and interested community for their comments.</p> <p>5. Share final draft of funding mechanisms report with Portland City Council in November, as part of an annual report on the Cully-Concordia Community Action Plan.</p>	
<p>3.K. Evaluate the need for a Multnomah County branch library in the Cully-Concordia area and pursue idea with Multnomah County.</p> <p>Lead and Partners: BPS, Interested community members, Multnomah County, Hacienda CDC, Concordia University</p>	<p>There may be a lack of local access and availability of library services in the growing Cully neighborhood. Accessible literacy and related services provided by a branch library would be supportive of the needs of the local community and would provide a positive destination for children and youth.</p> <p>Residents of the Cully neighborhood—especially children and families—do not have easy access to public library services.</p>	<p>1. Investigate with Multnomah County the criteria for locating a branch library.</p> <p>2. Identify if there are gaps in the library service provision area in Cully-Concordia. Compare the average distance to a public library for Cully residents compared to that of other neighborhoods in the city.</p> <p>3. Document gaps in service area. Compare the services provided by public libraries with the needs of the residents of Cully.</p> <p>4. Identify possible locations and partnerships.</p> <p>5. Meet with Multnomah County officials. Work with Multnomah library to evaluate the service demand and library service needs in Cully-Concordia</p> <p>6. Develop and implement an advocacy strategy if pursuing a branch library or other library service needs.</p>	<p>Increase in the number of Cully-Concordia residents that have library cards</p> <p># of Cully-Concordia patrons using a local branch library</p>

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ACTION	Problem Statement	Action Steps	Measures of Success
<p>3.L. Advocate for additional funding for the NE Killingsworth Street Traffic Safety Corridor project (MLK Jr. Blvd. to NE 72nd)</p> <p>Lead and Partners: NECN, affected neighborhood associations and community organizations, PBOT</p>	<p>Ensure that currently allocated PBOT funds for NE Killingsworth traffic safety are used for high priority needs along the corridor. Identify the remaining traffic safety needs and advocate for future action.</p>	<ol style="list-style-type: none"> 1. Work with neighborhoods along the NE Killingsworth corridor to identify and prioritize traffic safety needs and solutions that meet the allocated PBOT spending budget. 2. Work with PBOT to assure that the approved safety improvements are implemented in a timely manner. 3. After implementation, monitor safety issues to see if improvements have been made. 4. Identify ongoing or additional safety issues along the corridor and work with PBOT to fund and fix these problems. 	<p>All agreed upon approved safety improvements have been implemented by the end of 2009</p> <p>Additional traffic safety issues are identified and acknowledged by PBOT for future improvement</p> <p>No pedestrian-traffic accidents are reported on the NE Killingsworth corridor one year after improvements are in place</p>

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Goal #4: Contribute to community-building, connectedness and stability

ACTION	Problem Statement	Action Steps	Measures of Success
<p>4.A. Continue to refine and monitor the Cully-Concordia Community Assessment - Action Plan and establish an ongoing community-based implementation structure to help ensure implementation of the Action Plan.</p> <p>Lead and Partners: BPS, Cully-Concordia Action Plan participants</p>	<p>BPS may not be able to continue coordination of Action Plan implementation after June 2010 and this is a community-based project that's structure and ongoing coordination should be led by community partners.</p>	<ol style="list-style-type: none"> 1. Establish an ongoing structure including decision making structure with specific roles and responsibilities including Steering Committee and Community Discussion Group (CDG) chairs with timelines for positions. 2. Determine ongoing day-to-day coordination needs and what entity(ies) agree to take on ongoing coordination. 3. Apply for grant funding to support ongoing coordination. 4. Establish community-based ongoing coordination by July 2010. 5. Develop and implement a project communications plan that includes a web-based social networking site for the Cully-Concordia project; including the entity(ies) that will maintain and update the web site. 6. Develop performance-based action plan, work program priorities, and report action plan implementation to City Council and others on an annual and periodic basis. 7. Update action plan as needed through periodic updates that are agreed to by the Community Discussion Group and Steering Committee. 	<p># of meetings per year held by the Steering Committee and Community Discussion Group</p> <p>Documented ongoing structure and clearly written roles and responsibilities</p> <p>Annual report demonstrating outcomes of action plan implementation</p>
<p>4.B Pursue planning efforts and community oriented activities that support cross-cultural awareness and participation and celebrate the area's cultural and ethnic diversity</p> <p>Partially completed with a June 8, 2009 workshop with 47 attendees of different backgrounds participating.</p> <p>Lead and Partners: Cully-Concordia Assessment participants, CNN coalition, INW</p>	<p>Diverse leaders of organizations working with underrepresented populations are involved in planning efforts and community-oriented activities. However, under-represented immigrant and minority residents may not be as engaged due to language, transportation and other barriers. This can pose a gap in the sharing of knowledge, skills, resources and information and can also result in a lack of cross-cultural understanding and activities with and</p>	<ol style="list-style-type: none"> 1. Identify with diverse leaders 3 action areas that can be community-driven and implemented through cross cultural collaboration. (youth and family, access/transportation, community gathering space) 2. Convene diverse community members, groups and organizations to discuss what is happening, what is missing, and what resources they bring to these action areas. 3. Report and share information on group activities and interest. (notes, updates, cultural events, new connections & 	<p># of participants at larger community workshops</p> <p># new relationships/connections between individuals and groups</p> <p># of cross-cultural activities and events that take place</p>

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Goal #4: Contribute to community-building, connectedness and stability

ACTION	Problem Statement	Action Steps	Measures of Success
<p>BPS, community organizations, neighborhood and business associations and coalitions</p>	<p>among the larger community.</p>	<p>discussion meetings)</p> <p>4. Reconvene the larger community group twice a year (Fall-Spring)</p> <p>5. Identify and track what activities are happening (quarterly).</p> <p>6. Encourage diverse resident participation in Cully-Concordia meetings and activities that build a robust and respectful Cully-Concordia community.</p>	
<p>4.C. Build connections with and among faith communities and explore partnerships between churches and schools to leverage resources to implement projects/activities identified in this action plan.</p> <p>Lead and Partners: Mosaic Church and other area churches, school communities, PPS</p>	<p>Harvey Scott, Rigler, and Faubion have limited resources and high percentages of families living in poverty, and local churches have underutilized resources which could be used to help address the needs these schools face.</p>	<p>1. Identify faith communities in Cully-Concordia already serving within local schools and ask them to be a partner in Community Action Plan implementation.</p> <p>2. Promote and encourage faith communities to participate in Community Care Day as a first step to establishing a partnership with a school.</p> <p>3. Create a simple, flexible framework/guideline that brings faith community and school administrators leaders to the same table, and clarifies what it means for a faith community to partner with a school.</p> <p>4. Run quarterly church and school partnership forums to promote and encourage faith communities to partner long-term with local schools.</p> <p>5. Work to have at least two faith-based communities adopt each of the three local schools.</p> <p>6. Have faith-based communities work with school principals and others to develop specific faith-based volunteer efforts that address school needs.</p>	<p>By January 2011, to establish two church partners each for Harvey Scott, Rigler, and Faubion.</p>
<p>4.D. Improve affordable housing by increasing connections between community members and affordable housing groups, advocating for high quality design, and eradicating sub-standard</p>	<p>There is a general lack of awareness in the affordable housing and advocacy work completed by community organizations</p>	<p>1. Invite existing committee or coalition representatives to present to community families interested in affordable housing.</p>	<p>Decreased number of families needing short-term or long-term assistance</p>

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Goal #4: Contribute to community-building, connectedness and stability

ACTION	Problem Statement	Action Steps	Measures of Success
<p>housing through building code enforcement.</p> <p>Lead and Partners: Housing Opportunities for Communities of Color (HOCC), neighborhood and business associations, Community organizations, Bureau of Housing, HOCC, BPS, Bureau of Development Services, Housing, school communities, neighborhood associations</p>	<p>There is a lack of accurate data representing affordability, stability, and quality housing needs in these neighborhoods.</p>	<p>2. Create a presence in City Hall to convey message that Affordable Housing and social equity are essential goals that the City of Portland should meet.</p> <p>3. Research funding opportunities and highlight shared opportunities for resources.</p> <p>4. Work with groups to collect demographic information that accurately represents the composition and affordable housing needs in the area.</p> <p>5. Promote high quality, family-friendly affordable housing opportunities.</p> <p>6. Report substandard housing conditions to the City for investigation and resolution.</p>	<p>Increased number of accessible affordable housing opportunities</p> <p>Financial Wellness education opportunities and incentives for homeownership within disadvantaged populations</p>
<p>4.E. Advocate for continued use of rental assistance programs at Rigler, Faubion and Harvey Scott school families in need.</p> <p>Lead and Partners: BH, school communities, Hacienda CDC</p>	<p>There is a lack of awareness of what rental assistance programs are available.</p>	<p>1. Encourage faith based organizations to coordinate their efforts with existing programs. (Action Item 4.C)</p> <p>2. Identify where advocacy efforts should be directed and educate the community on effective ways to advocate.</p> <p>3. Identify individuals that are willing to participate in continued advocacy efforts on matters that concern and affect our community.</p>	<p>Continued/ Increased funding for rental assistance programs</p> <p>Increased voice/visibility of marginalized populations in the political arena</p> <p>Increased awareness of assistance opportunities available to families in need</p>
<p>4.F. Analyze and address why schools within the study area have been unable to attract more students from their own attendance areas.</p> <p>Lead and Partners: PPS, school communities, neighborhood associations</p>	<p>Fewer neighborhood children attend their local schools (Faubion only 60%, Rigler only 63%, and Harvey Scott only 67%) means less parent and community support for these schools, and is said to be reflected in overall student success at schools where this occurs.</p>	<p>1. Research through a community-based focus group process, the reasons why students are not attending their local schools.</p> <p>2. Identify and implement strategies to enroll more local students at their local school.</p>	<p>Increased student enrollment by neighborhood children in each of the Cully-Concordia area schools.</p>

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This list of recommended action items reflect the ideas and priorities of community stakeholders, as derived from interviews, discussions and background research conducted during the Cully-Concordia Community Assessment (formerly known as Cully-Concordia Schools/Families/Housing Assessment). As the project goal cites, the actions are offered to help guide continuing efforts to “... **increase and sustain the attractiveness and livability of the Cully-Concordia area for families with school-age children and for the community as a whole.**”

Abbreviations key

APNBA	Association of Portland Neighborhood Business Associations
BAs	Business Associations: 42 nd Avenue Business Association, Fox Chase businesses
BPI	Black Parent Initiative
Hacienda CDC	Hacienda Community Development
HOCC	Housing Organizations of Color Communities (coalition of Hacienda CDC, NAYA and PCRI)
IRCO	Immigrant and Refugee Community Organization
MCHHS	Multnomah County Health & Human Services
NAYA	Native American Youth & Family Center
PCRI	Portland Community Reinvestment Initiative
INW	Impact NW (formerly Portland Impact)
PPS	Portland Public Schools
PCC	Portland Community College and Portland Metropolitan Workforce Center
Planning	Portland Bureau of Planning and Sustainability
BH	Portland Bureau of Housing
Parks	Portland Parks & Recreation
PBOT	Portland Bureau of Transportation
PDC	Portland Development Commission
SUN	Schools Uniting Neighborhoods Community Schools program of Multnomah County
ONI	Portland Office of Neighborhood Involvement
CCRR-MHC	Child Care Resource and Referral of Multnomah County

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CAN	Cully Association of Neighbors
CNA	Concordia Neighborhood Association
CNN	Central NE Neighbors Coalition (includes Cully)
NECN	NE Coalition of Neighborhoods (includes Concordia)
ERDC	Employment Related Day Care

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