



Education and Skill Development

Phase II Workshop Notes Spring 2010

This document contains notes from the Phase II Portland Plan public workshops.

In order to maintain the integrity of the content the notes were not edited for format or style. The notes from each workshop session differ in style and format because they were transcribed by either the note taker or facilitator at the workshop.

These notes reflect the content of the small group discussions at the Phase II workshops.





Portland Plan Phase II SE Workshop –Education & Skill Development

NOTE: There were two education sessions at the April 26, 2010 workshop

Monday, April 26, 2009 (*edit: 2010*)

Facilitator: Sandra Jackson, Community Volunteer

Note Taker: Julia Gisler

The majority of the group voted to start with Direction 1. The entire time of the first breakout session was spent discussing the first five objectives in Direction 1.

Direction 1: Raise the bar for quality education

Objective A: Increase average graduation rate and improve core curriculum

-Does the 80% graduation target for all high schools take into consideration that students learn differently (Special Ed, ESL) and there are different diplomas (GED...)?

-Is graduation rate the right issue to focus on? The set of skills students learn and the strength of the core curriculum is more important than just graduating from school.

-Focus on what students are learning. Important to emphasize leadership skills, public speaking, life skills, etc..

-State and City have to be on the same page with regulations that apply to schools. Ensure coordination with the state and make desired policies legally binding not just something nice to do.

-Provide more flexibility with the rate/time that students can take to graduate—some can do it sooner than 12 years; others will take longer. It's not about just graduating it's about what students learn in school.

-Potential for using proficiency exams to determine speed students get to graduation.

-Ensure arts/music are in core curriculum for all schools and all levels

Objective B: Move more students into higher education

-Agreement that a great deal of future jobs will need enhanced skills beyond a high school diploma



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-Make sure that students leave high school with skills that increase their chances of being employable by ensuring they are prepared to enter college, a special training program etc.

-As part of the core curriculum help students know what opportunities are out there through senior internships and more exposure to the working world.

--2035 goal seems too rigid and difficult to measure...change to “qualified for or prepared to enter post-secondary education or training program”

-People who don't graduate from high school should be included in the 2035 goal for this objective. There should be training opportunities for people who aren't going on to traditional college.

-Cost is often a significant barrier to higher education, but there are financial aid resources that people just don't know about.

-Studies have shown that people are more likely to prosper if they get training and have some kind of career direction by the age of 25.

Objective C: Increase participation in early childhood education

-Need definition of what is a quality early childhood education; tie into some kind of measurable criteria that addresses what kids need to learn at this level to be successful students later on.

-“Kindergarten Ready” could be measured with existing kindergarten assessment which is already being used

-Need qualified (licensed) teachers to be teaching early childhood education

-Concern that many daycare situations don't help children prepare for kindergarten and that there is missed opportunity to help them

-Need to reach out to parents to be sure they know about (and can afford) opportunities to help their young children prepare for kindergarten

Objective D: Expand public, public-private, community and school partnerships

-2035 target is not measurable and has no teeth. Change ‘offer’ to ‘provide’

-Need a statement that says “Adequate volunteer and mentoring resources and business partnership opportunities are available and equitably distributed between different schools”



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-Businesses should make a commitment to reach out to schools beyond their neighborhood. How can we have incentives for them to do this?

Objective E: Support a strong education system

Didn't get time to discuss

Equity Discussion

-The reading standard in equity challenges is not acceptable

-Poverty makes it hard for parents to be involved in their children's school achievements.

-Keep teachers and schools open longer in the afternoons. Even when this occurs (example SUN program) participation is often limited because some parents don't even know it is available to their kids and it is difficult to get the kids back home after afternoon programs. Suggestion: identify barriers and address them. If transportation is a problem—expand the bus service.

-All students should have access to the best teachers regardless of socio-economic status. Support teachers who want to stay in struggling schools; this is very challenging work (language/cultural barriers, poverty...) and many leave when they get the chance.

-'Equitable' does not always mean 'equal' —some families can pay more for sports, activities...goal is to provide resources in a way that allows all students access.

-Schools reinforce/reflect inequalities that exist in society

-Curriculum isn't equal and teacher expectations are less in struggling schools. Would students rise to higher standards if teachers expected them to succeed?

-Honor first language of students. However, often immigrant children don't have a good handle on their first language and then are expected to learn in English—this is very challenging.

-Students in struggling schools know they aren't getting the same quality of education/opportunities as other schools that are able to supplement state funding by parents' fundraising activities.

-Eliminate sports fees for all students so everyone can play

-Our low-income kids receive a worse education when compared to low-income kids in other states (referenced a recent study) Besides being just bad for community, this does not make our economy competitive.



Education and Skill Development

- People are confused about how schools are funded...funding comes from the STATE, but people think we have more local control that we do.
- We want to value diversity so the issue really isn't equality but how each student has the same access to high quality education
- Objective 2: Erase Achievement Disparities, will address the equity issue, but seems too vague—not measurable.
- Important to catch struggling students early—before it is too late and their problems in school are too hard to overcome. Failure to graduate is rooted in lower grades- need to get kids to meet early benchmarks.
- Early intervention for struggling students depends of giving teachers the support, training and time to address struggling students as soon as possible. Get the right teachers with the right training to help these students.
- Make sure district policies—like open transfer policy—don't undermine equity in the system.
- Need independent career councilors assigned to each high school to help students through complex world of financial aide, college application and aid, training opportunities, etc...FAFSA Financial Aid Forms are very difficult to complete.

Phase II SE Workshop – Action Area: Education and Skill Development

Note Taker: Shawn Wood

Facilitator: Steve Dotterer

Other topic area missing: International Education

Direction #3

Objective A

Schools will change dramatically
Not supportive of approach
Nothing about teachers – connecting with community
S.U.N. program example
Creative about space/technology
What is City's responsibility?
Build schools with upkeep in mind
Garden-based education important
Garden-based education not funded
Could extend school hours to accomplish
Better synergy needed



Education and Skill Development

Expand services through co-location
Integrated use of facilities
Workforce Development
Growing international markets
Be aggressive with development of schools for future
Fundamentals - don't need high tech

Direction #2

Don't lower base/bar
Class size and quality of teachers critical
Lower ratios important
We're dumbing down schools
Higher education will change; online equals lower cost, will help students
Approach is dated already
Encourage: Being respectful; intellectual curiosity; better diet (less sodas, etc.)
Overall, not enough vision
Bi-lingual education important
Teachers won't make changes
Over a ten year period implement: Politeness; good food; critical thinking
More shop-type schools (vocational)
Europe is more advanced in languages
Languages won't cost more money
Martial arts good for discipline (or yoga)

Equity not discussed since group disbanded before discussion.



Education and Skill Development

Phase II NE Workshop – Education and Skill Development

April 29, Beaumont Middle School

Sandra Jackson, Facilitator

Liza Mickle, Note-taker

Note: Group of six attendees included four current or former school teachers, one PPS employee, and one interested citizen.

General Discussion

Direction 1: Raise the bar for quality education

(Note: This group discussion also addressed/incorporated some objectives under Direction 2: Erase achievement disparities. The two directions are often linked in the comments below.)

Objective A. Re: increasing graduation rates.

There is an appalling dropout rate.

Goal should be 100% graduation rate sooner than the stated target; too long of a time period.

Direction B. Re: moving more students into higher education.

The rate (target) is a good first step, but everyone needs “higher” education. Not every student needs to go to (traditional) higher education.

Higher education should be thought of much more broadly.

“Some form of post-secondary training” is needed.

Core curriculum should emphasize equity.

The school’s role is preparing students (i.e., not all for college); skills should prepare kids for the future.

Tracking and core curriculum (often) divide students, these (systems) should be more equitable.

Advanced Placement classes change the “diversity of education” (e.g., calculus classes). A.P. classes “do not prepare you for college.”

Staff should be qualified to teach. Teachers are not often prepared to teach the A.P. classes.

“Pulling the bar up for everyone means providing support for everyone.” This (opportunity) should be the same for every school.

Portland Public Schools communication can be difficult.

Objective E. Re: Support a strong education system

Additional funding from the State is needed, also accountability.

Ballot Measure 5 was sold as not affecting schools. Where did the money go?

Need a good and reliable tax base.

Discussion/comparison of education today with same under Matthew Prophet era – “everyone’s needs were met in that era.”

83% of citizens don’t have kids in schools.



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We need to broaden the conversation with voices that don't have a vested interest.

Re: college vs. the "technical route": in some places (e.g. Russia, England) there is tracking. That is hard to do. Should we have a system like that?

Group liked the idea of providing liberal arts (studies) early in college.

These ideas are not new. But how are we going to fund them?

Re: objective 1A, graduation rates. Education improved in the past after reform. Now it has swung the other way and become "punitive." No Child Left Behind (law/act) was mentioned. In order to follow the guidelines of No Child Left Behind, some students end up being punished.

Curriculum has improved across the board since the 1970s. Now there is going to be a test to graduate – education is becoming more rigorous, as in the past. Bringing the standards up is a good idea.

How do we provide for special education students?

Reference to a recent Oregonian article on school restructuring. Regarding the "double-dose classes" being proposed – would this be offered or compelled, and how would it work? It could be a benefit to students. There is a link to other objectives being discussed here because the classes would help students mature.

Equity Discussion

Direction 1: Raise the bar for quality education

Objective A. Re: increasing graduation rates and improving core curriculum

This is a tough one, a good challenge but difficult.

It's not just about the schools.

Families, social problems, poverty, languages are also challenges.

Needs include money and staff, training assistants, tutors, and outreach to the community (e.g., parenting classes).

Regarding the issue/challenge of sharing benefits and burdens citywide: group discussed the high percentage of families in the Jefferson area (74%) who send their kids to other neighborhood schools. They get the benefits of living in the area but do not share the burdens. In situations like this, kids are left with fewer resources.

We all have a role to play "investing" in our neighborhoods and schools.

"Choosing local" is important; need to look at equity in terms of our own actions.

Objective B: Re: Move more students into higher education

Same issue as above – funding and steps are needed.

Equity (e.g. solutions) should go into more than just college

Objective C: Re: Increase participation in early childhood education



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“Child find” – must get the word out regarding specialized education services, not just “special ed.” We don’t do that anymore. Some kids are identified per federal requirements. We also need to meet the needs of kids who are not “special ed” but still struggling.

Direction 2: Erase Achievement Disparities

Objective B. Re: Increase participation in higher education by all students

Regardless of how we feel about immigration, we need to challenge ourselves to consider how to provide access to kids transitioning from K-12 to higher education. Kids get dropped from services after K-12.

Re: IEPs (i.e., federal law, Individual Education Plan for students who qualify due to disabilities) – Should look at successful programs. They are not discussed. Goal should be to really know./understand what kids have gained.

There are “lots of regulations out there.” For example, taking tests again and again is frustrating – teachers and staff hear this over and over.

Objective D. Re: Improve student support systems

More support systems are needed, for example affordable housing.

Support is tied to students and dollars and is influenced by outside factors.

There are a lot of good teachers out there.

The requirements for teachers keep changing (e.g., keeping files and work samples). How can teachers do all of this? It is not possible.

And where do these files go? Files should be passed on (e.g., with students), not buried somewhere, without a lot of red tape.

We have to “bring it all together in the schools”. Communication is key.

“RED TAPE IS EVERYWHERE!” (Note: group asked for capital letters here.)

Suggestion that a “cadre of tutorial mentors” is needed to provide student support. There could be a volunteer program like Peace Corps. A large group of people would be needed.

People (i.e., volunteers) need opportunities to go to the schools and participate. For the working population, employers could give them time off to do this.

In elementary school there is more flexibility than in the upper grades, both for teachers and for citizens/volunteers.

(End)



Education and Skill Development

Phase II N Workshop – Education and Skill Development

Facilitator start-up question: Why did people choose the Education & Skill Development group today?

Been in Portland all my life, went to PPS schools as student and teacher, also worked with the League of Women Voters on education projects.

I have two kids, want them to have a good educational system, and hear stories about problems at Roosevelt HS, including lack of textbooks – it's a real problem.

I also have two kids, and find the lottery process to be very strange. Some North Portland schools have a reputation, so I've been working on bring an environmental focus school to North Portland (replicating the school in SE and advocating to bring one to N Portland). I feel very strongly about the inequities in North Portland. North Portland is a great learning laboratory for environmental issues, and we need a focus school in N Portland.

I live in St. Johns, and my boyfriend works at Roosevelt. There is a big disparity between the Skyline/Lincoln cluster and the Roosevelt cluster with regards to resources.

Action Area Small Group Discussion

Direction 2: Erase Achievement Disparities

2A (Eliminate graduation rate disparities) feels like low-income schools face more issues generally, and these schools are asked to do so much more than others. Could community center options in those areas help?

2A ties in well with 2D (Improve support systems), but the reality is we need to start with very young children. If you provide a nurturing environment at a young age you have more effect.

Childhood education and SUN school programs (which are wonderful) could be expanded. Kids need a mentor they can check in with. In 5th grade test scores can often plateau. Parents care a lot, but may work two jobs and/or not speak any English. Also, many adults had a bad experience in school, and it's very difficult to get them engaged. How can we get them engaged?

At my school it's 38% Latino. It would be nice to have a Latino principal.

In this context, with these issues, what exactly can the City do? What's a realistic option for the City (versus school districts)?

2C (Reduce barriers to higher ed) doesn't seem as important. If 2A, 2B & 2C were met first it would be better.



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There are very few blacks in the room here today. Lack of cultural competency among teachers is an issue, and there are few black teachers (role models) in our schools.

Yes – it's the same with Latinos. We need to see them in schools as teachers and administrators, etc.

Agreed. There is an innovative program at PSU (Teens Lead) where women in college at PSU come to Portland schools and provide informal mentoring. This idea could be expanded to connect students to the world, especially for low-income and racial minority groups.

Is anything missing from the list?

We need to start looking at disparities at a younger age.

Environmental education.

Civic engagement also ties in to many objectives.

Equity Discussion: Key education-related barriers and equity issues across all three directions.

Language is a critical barrier (rising non-native speakers, diversity of languages among students).

General distrust of government and schools.

Being the only black person, or Latino, etc. in the room.

Mistrust of the system combined with an overwhelming number of suspensions and expulsions among a particular group, especially African-Americans.

Teachers have a cultural divide, especially regarding how to handle young African-American males. Many of these young men don't see role models in the schools.

Teachers and administrators should more closely resemble the racial mix in the school. This could be achieved in part by mentors and volunteers (not exclusively teachers & administration).

Bi-lingual teachers would also help. If kids see inclusiveness at school, they will bring that comfort/experience home.

Safety's part of it, too. For example, a large number of gay and lesbian high school students end up being dropouts to a homeless shelter or Outside In.



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Feeling like an 'other' in your school is a barrier. There is a disconnect between individuals and their community and the profile of people in the school.

Hold these meetings where the minority groups are, instead of expecting them to attend these events.

OK, but how do we get the perfect meeting, with demographics exactly matching the City as a whole?

I hate the us vs. them mindset. We could take the meetings to where they area, and that would help. Work on getting invited to the under-represented groups. On the 4th Saturday of each month there is an event called 'Reflections' at NE MLK Jr. Blvd. and Killingsworth. The focus is on empowering people, and having frank inter-racial conversations, bringing diverse groups together, etc.

Yes, Portland Public Schools also has a program called 'Courageous Conversations' that seeks much the same outcome.

How can the City hear all these different voices, and communicate differences in responses? At a recent city-wide PTA meeting, only 25 people showed up (surprising).

At James John School, the PTA and Latino groups are completely separate. Why are these groups meeting separately? Why don't they have a translator at the PTA meeting?

Again – neighborhood disparities and inequities make things worse. Especially regarding money. Skyline School raised \$100K in 1 night at a benefit, but James John School can't raise that much money over several years of efforts.

How can we communicate these issues to neighbors and non-parents so they are moved to get involved?

We need better marketing and engagement of schools with the adjacent neighborhood.

Yes. When a Roosevelt teacher hears of important meetings, and mentions it to the neighborhood association chair, often nothing happens. How can we coordinate events and schedules?

Retired people are a huge, skilled resource. How can we get more retirees involved?



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Phase II CC Workshop – Education and Skill Development

RAISE THE BAR FOR QUALITY EDUCATION

(Early Education) Questions about whether can be managed by city – there are other levels where it can be managed including the state and in the home – individual stewardship

(Early Education) Need to have partnership with Multnomah County

(Early Education) Need by parents to take the lead and use other resources

(Early Education) Good objective but hard to implement

(Strong Education System) Need strategic planning, make connections, link to support system

(Strong Education System) Funding for education from the state is a serious problem

(Strong Education System) Need to build partnerships with the private education system

(Strong Education System) Need standards for education

(Higher Education) Current rates for higher education are very bad

(Higher Education) High school education is very limiting

ERASE ACHIEVEMENT DISPARITIES

(Achievement Disparities) Often related to income or lack of cultural competency of educators – not engaging properly

(Achievement Disparities) Need hiring process for educators – EEOC – diverse, skills, professional development

(Achievement Disparities) Support systems are important – connections

(Achievement Disparities) Differences in income should still mean the same educational opportunities are available

(Achievement Disparities) Better places to live to connect to education

(Achievement Disparities) Encourage better role models within school system

(Achievement Disparities) The credits/GPA system shouldn't be a barrier

(Achievement Disparities) Could be goal related or role models/income related

(Achievement Disparities) Could be related to low expectations from adults

(Achievement Disparities) Encouragement and goal setting needs to start early

(Achievement Disparities) Location of schools doesn't serve all neighborhoods

(Achievement Disparities) Places to meet, support of schools, are opportunities lost

(Equity) Middle school is a hard time to close the language gap, need extra help in this age group due to impacts on high school

(Equity) Foster bi-lingualism and help students learn content in both languages to keep up

(Equity) Need accountability mechanism in schools for ESL, improve knowledge background

(Equity) Need mentorship and access to opportunity

(Equity) Need availability throughout the school system

(Equity) Should have access to schools – after hours or on weekends for all – learning opportunities beyond traditional

(Equity) Accountability – issues of assumptions and racial profiling – one size doesn't fit all

(Equity) Build off social setting for learning

(Equity) Need accountability for placement of students, learn ESL from teachers

(Equity) Portland out of compliance for ESL – need community advocacy

(Equity) Problem: those of means are leaving the system

(Equity) Money shouldn't sway decision in school choice



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(Equity) Involvement of parents is also a barrier – don't know about the opportunities available

(Equity) Questions about whether we should be relying on private schools to fill the gap

(Equity) Poorly trained educators are failing students

(Equity) SUN school system needs to be recognized as part of larger system – support systems

(Equity) Schools lacking in neighborhoods – dense areas of city for people with children

(Equity) Schools can build social community – especially in dense areas – geographic equity



Portland Plan Phase II

E Workshop –Education & Skill Development

Saturday, May 15, 2010

Facilitator: Mark Walhood

Note Taker: Julia Gisler

Group introduces themselves and votes on which direction they want to discuss first:

Direction 1: 4 votes

Direction 2: 2 votes

Direction 3: 3 votes

Direction 1: Raise the bar for quality education

Objective A: Increase average graduation rate and improve core curriculum

Objective B: Move more students into higher education

Objective C: Increase participation in early childhood education

Need to be more specific – raising the bar depends on successful pre-school education– important to get early start.

Head start is a good model—expands programs

Need to train parents about how they can help their children to succeed in school

Important to not pass kids if they don't meet requirements just for numbers sake. They shouldn't just move through the system without meeting set requirements. Example: some 5th graders are not ready to go to middle school (don't meet requirements for reading, spelling, etc...)

Easier to hold back kids in the earlier years before there are so many social consequences.

David Douglas provides full-day kindergarten for all students district-wide. Advocate this for all schools in Portland (State mandates half day kindergarten-- Portland Public School provides full day at a cost to the parents)

Need more police to help with community. Recent reductions in policing is bad for everyone.

More councilors are needed to help students deal with poverty, language barriers, gangs, drugs, abusive situations, etc...

Developers need to pay more...Urban renewal; 10 year tax deferral takes money that should be used for school funding.



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Objective D: Expand public, public-private, community and school partnerships

Partnerships are critical for successful schools- community involvement is huge

Get more people to support schools even if they don't have kids in the system

Need mediators between home and school- often parents especially if they don't speak English don't feel comfortable in school

Teachers and councilors are terrific but don't have enough support- overworked

Help seniors find opportunities to shadow professions- great insight to what it is like to have a job

Social networking sites can be used as tools to help with involvement.

Support groups (such as robotics) that can help provide educations for kids outside the classroom

Low income and time may hinder ability for people to participate in the schools

Provide home visits to teach parenting skills (Morrison? Family Center)

Need more computers at school – there could be times when community that doesn't have computer could use the school's computers if it didn't conflict with student/teach use.

Direction 3: Strengthen Schools as Community Centers

If people come to a school for some reason they may become more familiar with the school and become more involved with the school

Make volunteering easy...There should be a 'volunteer hotline' to let people know easily what the needs of the school are on any given day and in the future

Use school buildings for additional education programs like OMSI, summer camps)

Maintenance issues- in David Douglas SD buildings are 1970s –often not the best quality construction. Problem with making schools use the lowest bid – you get what you pay for.

Mt. Hood Community College didn't pass bond and has a big list of unfunded maintenance needs.



Education and Skill Development

If we don't support schools we will be in great trouble.

Newcomer to Portland is surprised how underfunded schools are here.

Equity Discussion

Portland has pushed undesirables (homeless, poverty, mentally disabled) out to East Portland and not given the area/schools the financial support to address these issues. These people need education and training.

Basic needs are being met at the schools (i.e. serving lunch in the cafeteria during the summer and breaks) instead of funding education

Rotary club stepped in and fed kids when Ron Russell Middle School was closed for maintenance –but member was upset because the taxes she paid should have provided lunch

Parents working/ many single parent households —need to support after school programming, evening meals. SUN is a great program should expand

Access to opportunity

Not a lot of business/industrial in East Portland
Industry needs to be involved in education/training. Support partnerships where high school students can shadow and learn more about what they have to do to prepare them for a job...often the connection is not apparent to students.

Currently there is a lack of mentors and partnerships for students

Not a lot of services for elderly in East Portland

Not a lot of community amenities and ability to gather with neighbors in East Portland.

Community gardens are a great way to bring neighborhoods together and can lead to opportunities to talk about other issues such as schools.

Education Center in Gateway is very positive! Support Economic Development tied to the job needs of the residents- target industry in East Portland that can help residents with employment.

Newcomer to Portland from south Florida: it is a lot worse there
Schools should explore 'dual learning' where students learn two languages at the same time. Studies have shown that it increases overall school performance- better scores in math and science.



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Phase II West Workshop – Education and Skill Development

May 18, Jackson Middle School

Chandra Emery, Facilitator

Liza Mickle, Note-taker

Note: Group of five attendees included one current and one former teacher, one interested citizen, and two long-time community volunteers/activists. In these notes, words and terms reflect the discussion and were minimally interpreted.

General discussion

This group thought all the directions were inter-related, and they often chose to have general discussion rather than addressing specific directions. Directions 1 and 2 were considered most important, however, and the comments reflect this.

Direction 1: Raise the Bar for Quality Education

Objective 1B. Re: moving more students into higher education.

Move more students into higher education. Emphasis should focus more on skills. Many kids drop out at 9th grade.

Everyone is talking about graduation rates. There should be more emphasis on strong training opportunities, with a “tie-in to minorities.”

Have other, less specific concerns as related to this objective – including rapid gentrification and flight from neighborhood schools.

There are issues of equity and opportunities, and many families are affected. Need more programs like Benson’s.

The “classical college experience” is not the model for many students. Vocational education has been wiped out. This is unfair to students who don’t have resources to go to higher ed. There is also a “debt issue.” This is probably an issue citywide – ie., “College degree or failure.” It is one of the reasons people don’t stay in school.

Objective 1D. Expand public, public-private, community and school partnerships

Reference to PSU as a good, urban school. “Strength and stability” are important values.

Would like to see PSU play a larger role; PSU could “feed” community more strongly and prominently and is related to community building.

Objective 1E. Support a strong education system

A teacher’s perspective: There is an “attitude problem” at Portland Public Schools – example of closing Smith Elementary School and putting up trailers (i.e., at the now-overcrowded replacement school). Smith ES is now “rented out” to Riverdale. Kids from Smith ES area are being bussed to Markham ES. Why close elementary schools? Why do they need to be at 400 students? (Tie-in to Direction 2)

Direction 2: Erase Achievement Disparities



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Note: “Structure” of the objectives was an issue to one participant.

These are all good objectives, but they are based on “subjective values.” People are different and have different values.

Solutions are not always tangible. The quality of teachers, educators, and management all influence outcomes. More course offerings, for example, is not necessarily the answer. One good math teacher is worth several mediocre ones.

Objective 2A. Eliminate racial, income and other disparities

“Discrimination” favors white kids from higher income families, and kids who are economically lower class get left behind (“poor white trash”). Skills and training are not just important for minorities. Skills are needed by all to “function in society.”

“Pressing buttons on a machine” does not equal learning. (e.g., Training needs to be meaningful.)

Reference to the “City School Policy” in the Comprehensive Plan – it addresses all these issues. This policy is recognized under ordinance, but it is “not being implemented”! PPS needs to “obey the law” and implement this policy. (tie-in to Objective 1E, Support a Strong Education System).

General discussion about what the biggest priorities are (Directions 1 and 2): Stability and access to schools; vocational education training; attitude; early education and meeting kids’ needs; “leadership”; and the quality of teachers. Re: Stability and access to schools, the Portland School District (PPS) “is its own entity” as far as making decisions about neighborhood schools, etc. As a practical matter, where/how does the City of Portland fit in? The City’s growth and education challenges/needs are a “policy issue” that needs to be addressed. There are related issues of public safety, safe routes to schools, etc. (these are policy-related).

Objective 2D. Improve student support systems

Discussion about the challenges of being a parent/social worker/teacher. Many school situations are “turbulent, unpredictable, and low quality.” “Why would I stay (in a certain school)...?” -- for example, when two miles south (e.g., in Tigard) there is a much better district. This is very sad.

Question about whether we really know/understand the student demographics in our area.

One participant was attracted to Portland to be a teacher, but has not been given great support.

Equity Discussion

Note: The discussion generally centered on objectives under Directions 1 and 2, considered to be interrelated.



Education and Skill Development

In diverse neighborhoods, tension and opportunities are big issues. One participant (fairly new to Portland) said Portland has “different diversity issues.” It’s “exciting to see how Portland deals with these (diversity) issues,” for example in North Portland.

Discussion about making sure everyone is “part of the solution.” For example, North and West Portland are very different. Solutions and citywide “sharing” (e.g., of burdens) can be difficult.

For example, there are issues around high school reorganization. The question is, do you “equalize everything”?

We are seeing a lot of people coming “out of the woodwork” with their own issues. We are also seeing attitudes of “not in my backyard” (NIMBY), for example “wealthy white people who don’t want black kids going to school with their kids.”

Regarding access to appropriate levels of education, City of Portland has “one size fits all” goals/assumptions, but “one size fits all does not create equity.” There will never get “perfect equity in the abstract.” But we can get “standardization of services,” and so move toward equal opportunity. What we are doing with the schools (e.g., reorganization) is a step in that direction. School districts are supposed to be running the schools, but the City can have influence.

Discussion about erasing disparities and supporting strong education (tie-in to Direction 2), one participant gave the example of Army schools that “look like the United Nations” (in terms of racial composition). These schools tolerated “no excuses” and strict policies were applied to all. “Discipline kids or don’t get promoted.” Standards were the same for all in these schools.

Access to appropriate levels of education is a big issue. As a teacher with a class of 39 kids, it is a challenge to teach all at their own levels. Some kids really struggle. How do we help kids who are ready to learn? There are many complex questions about student ability.

There are special problems for many special groups. We can’t take away advanced programs or remedial programs. There are also many issues around student disabilities and “balancing” how to spend money in this area. It is “heartbreaking”.

We should encourage kids to go to neighborhood schools (lottery system may work against that). There should be a “lottery to Stevens, not Markham.”

Kids are very different from different schools. How do we “equalize”? (tie-in to Direction 2)

Teachers are overworked and need support.



Education and Skill Development

Re: how to overcome the issues of different needs citywide. The key is “access”. There are many common needs.

Question from facilitator: Re: Equity, what should be done – what is needed?

Answers from participants: Strong leaders to raise standards; diverse programs; more money; after-school programs, and teacher support (for example, by reducing huge class sizes.)

Objective 1D. Expand public, public-private, community and school partnerships

Re: The role of community-building

There are “broader societal issues.” The solution is community building, and parents also have to step up. Parents need to come home and (for example) provide good food.

Re: the challenges of community-building. Parks have an important community role. As the cost of participating in parks facilities/activities keeps going up, kids are “priced out of access.” Providing parks and recreation facilities at affordable prices would help equalize opportunity.

There is a need to engage the entire community around its schools. Even “old people.”

In every community there are places to be proud of. “See what can be done with pride and a sense of ownership.” One of the issues with community-building is “adult-only” communities. They do not like kids, noise, etc.)

Other ideas -- We need to get kids outside and off of “machines.” Technology adds an “interesting twist” (to educational challenges). Problems include kids texting in class, and kids learning “how not to talk to each other.”

(End)



Equity, Quality of Life and Civic Engagement

Phase II Workshop Notes Spring 2010

This document contains notes from the Phase II Portland Plan public workshops.

In order to maintain the integrity of the content the notes were not edited for format or style. The notes from each workshop session differ in style and format because they were transcribed by either the note taker or facilitator at the workshop. These notes reflect the content of the small group discussions at the Phase II workshops.



Equity, Quality of Life and Civic Engagement

Comments from Phase II SE Workshop - Equity, Quality of Life and Civic Engagement Action Area -- April 26, 2010

Facilitator: Paul Leistner
Note Taker: Bob Glascock

Participants: Judith, Jeri, Gavin, Krista, Damon, Dora, Arthur, James

Action Area Discussion

Note taker's comment: The group selected to discuss Directives #1 (equity) and #3 (quality of life). Though Directive #2 was not chosen, several comments seemed to relate to civic engagement. An opening comment asked how to measure "effect change" (Direction 2, Objective A).

References to the direction (#) and objective (letter), below, are in parentheses ().

Facilitator's Note: Participants voted for their top choice among the three directions. "Equity" got a big majority of the votes (6 votes), with Quality of Life a distant second (2 votes). Only one person wanted to talk about civic engagement. We agreed to talk about "Equity" then "Quality Of Life."

Direction 1: Ensure equitable access and outcomes

Concerned that simply revising the makeup of advisory committees is too limited; government structure itself should be representative, so that "voices of people can be heard" and so "the voices of the people cannot be ignored." (1.A)
How should we measure diversity? What does it mean to reflect diversity? Concern that this not result in quotas or simply devolve into majority rule either. (1.A, 1.C)
Consider Holland's approach--"rewire" government organization to test and provide feedback to citizens. (1.A; see also 2.C)
Hold leaders accountable--at all levels. By 2035, have a "measureable voice."
Community "feedback should be directed to leadership in a way leaders can't ignore." (1.C; see also 2.C)
Need informed community to be effective. Community members need knowledge of issues and processes to participate effectively. (see 2.A, 2.B)
Ways to show demonstrable progress toward equitable access and outcomes. (1.C)
Goal should be that asking about "equity" should be as automatic as asking "What does it cost?" in decision-making processes. (1.B)
How should we spend/allocate resources, to reduce disparities? Progressive is not equal payments. "Equality is not equity." (1.B)
What areas of diversity do we care about? At least, racial and economic levels. (1.C)
Those with means/skills/ability have relatively more financial responsibility. (1.C)
Education is key--learn/know how to participate. (1.A; see also 2.A, 2.B)
Remember to consider disparities for seniors, too. (1.B)
Recognize and make up for historical inequities. (1.B)
Everyone is a minority--give each person an equal voice. (1.A; see also 2.A)
Need for communication flows both ways [community to government; and government to community]. Try "comment stream" to inform one another and share comments; reinforce issue. (see 2.B)



Equity, Quality of Life and Civic Engagement

Direction 3: Deliver good service and stabilize communities

Connectedness between human beings is key to quality of life. We need to help people connect with each other and build networks. (3.A)

To age in place, we need to invest in local businesses; economic development for current residents. (3.B)

We need to support the creation of better local jobs to accompany/counter the impacts of gentrification.

Concern with escalating housing and other costs--can drive community displacement.

(3.B; see also 3.C, 3.D)

Need equitable access to services--geographic. It's not okay to just move problems from one part of the city to another; displacement from gentrification is creating new pockets of poverty; we need to take responsibility. (see 1.B)

Want businesses in my neighborhood; neighbors should have some input on the kinds of businesses that come into their neighborhood. (3.B)

Need to innovate; support micro-enterprises, and rungs on the ladder [such as small, affordable business spaces] to give new businesses a way to get started and then grow. (3.B)

With scarcity and competition, how do you create equity? To what extent is "scarcity" a matter of perception vs. hard reality. Does the focus need to move more on "dissipating" or sharing resources? Do hard times sometimes lead people to work together more and share resources? (3.B)

Structures in place tend to concentrate resources. (3.B)



Equity, Quality of Life and Civic Engagement

Equity Discussion

Want more mini “downtowns” [commercial centers] spread across the city and walkable neighborhoods.

Portland Public Schools is not serving the needs of many kids. Schools are not receptive enough to family needs and often unresponsive when some kids struggle in school—especially kids from lower income families.

People with lower incomes often can't afford to live closer-in making it difficult to access jobs and services.

Lower income people often have to rely on walking and transit (not autos)

More sidewalks are needed---safe walking—and the money to build them.

Think regionally and across jurisdictional boundaries; avoid fragmenting responsibility for issues.

Urban renewal--should provide 1 percent for community benefit; the Blazers give 1 percent back to the community;

Be more innovative in responding to challenges; e.g. community courts within the justice system.

Education is key to shifting from reliance on jails.

Education/jobs—need more job/vocational options for people coming out of high school (includes GED's, Job Corps).

Micro-enterprise is critical--start with grade-level kids; involve mentors/entrepreneurs; give kids a chance to try and, possibly fail, to gain experience so they're really ready to start successful businesses when they leave school.

Invest in people.

Mentorship can help overcome “economic isolation” (people only being around people of the same income), and allow disadvantaged to see choices; get exposure to mixed incomes; people with higher income also are economically isolated—they're often unaware of others in the community.

Sidewalks are also important for southwest Portland.

Sidewalks as tool of community connectedness/walkability; give people a way to be exposed to each other and connect; vehicle to see benefits and livability; help businesses connect with community.

Should we take into account that residents in some parts of town may have the resources to improve sidewalks on their own without city government help? (e.g. SW)

Communities should be able to identify their own priorities, not have a single approach imposed citywide; not everyone may want sidewalks first—education, access to food, crime may be more important to them; one size doesn't fit all; (be strategic)

We need a government and leadership willing to engage in this.

Hear and support voices (NAYA wants housing).

Engagement needs to be in ways that are relevant to each community (e.g. Diversity and Civic Leadership Program model); provide training for advisory committees, Planning Commission.

Interest in hiring, too.

Get communities involved in Portland Plan.

Change system ; apply weight for equity.

Hawthorne has become less diverse.

How can we make sure voices are heard?

Need to change the system—not hear feedback from the minority community and then do what the majority wants anyway.

Having hope that you can have an effect is important.



Equity, Quality of Life and Civic Engagement

Majority vote method of City Council (you just need 3 votes to do something) discourages open dialogue and ideas.

We need to be clear on how we know when we've made a decision (where in a process are decisions made and by whom).

We need to get into the habit of asking "Who's not at the table?" We need to invite them, and "set table" to include them. Ask people from under-engaged groups and those not at the table what would be welcoming to them. Ask for their help in reaching more people in their communities. Don't settle for tokenism—go beyond this.

Is the attendee representative? Ask the community.

This work is relationship based. Who sets the table is important. We need to go to other people's tables, not always expect them to come to ours. There should be multiple tables and people who can help bridge across them.

WRITTEN COMMENTS TURNED IN BY PARTICIPANTS ON TWO PINK SHEETS

"I felt that the 'quality of life' direction didn't really get to the heart of the issue. The mission of the City should be to increase the quality of life of the citizens. This requires a commitment to measurably increasing exactly that. There are many models internationally for examining happiness/contentment/quality, and, I think, Portland should be shifting focus away from only economic, educational, diversity goals and looking at the larger metric."

"Measurably guarantee the equality of all voices involved in the governance of Portland."
"Devolve the work of governing Portland, including operations, to the people of Portland; divide that work among functional circles empowered to make policy decisions within their functional domains; establish bi-directional hierarchy by appoint a representative each way between pairs of circles where domains overlap; have those circles make policy decisions not on the basis of a search for agreement but on the basis of tolerability—the absence of argued and paramount objections. Look at the work being done in **Très-Saint-Rédempteur**, Quebec, Canada on this basis."



Equity, Quality of Life and Civic Engagement

Phase II NE Workshop – Equity, Quality of Life, and Civic Engagement Group Discussion Notes

Thursday, April 29, 2010
Debbie Bischoff – Facilitator
Danielle Brooks – Note taker

Note: The comments provided are in the order as stated by group participants.

The group (12 individuals in the circle) voted to discuss **Direction 2: Engage, listen and act to improve civic engagement**

The facilitator asked does this direction work?

1) Group members said/offered the following overall comments:

- Hard to measure
- Look at re-wording objectives so measurable
- However, this is not always about numbers
- Must have communities define how they want to be involved
- Have communities define types of participation
- Have communities define what responsiveness means
- Need equity before 2035 – starting now
- Having measurable reports and evidence of success [three people agree with this]
- Strong community – lots of ways to build
- Bigger than civic education – broader
- need grass roots efforts to encourage more engagement

2) Objective B: Cultivate a strong community

- too targeted! – Have it be a concern but not a target
- In addition to civic education → how to empower others, serve, give back
- More civics education

3) Objective A – City needs to name who has better access

- Who's not here? Need to specifically name
- Communities that don't have access need to name/ identify barriers
- City needs to adopt those barriers (and solutions, and problem definition)

The facilitator asking if there were any missing objectives?

4) Comments received on missing objectives:

- Direction 1 & 2 go hand in hand – they could be linked together – equity and participation
- Benchmarks – how are we doing?
- Are we fulfilling these?
- adjust strategies a long the way
- Doesn't say outreach
- Direction 2 and outreach is a tool to increase participation and change
- How do you expect participation if the people don't know about the opportunity



Equity, Quality of Life and Civic Engagement

Equity Discussion

The facilitator asked how will everyone have access?

- 1) Group members offered the following on universal access:
 - Having Role models and networking
 - Boards and Commissions → filling pipeline with people
 - Recruitment → seeking out leaders will produce role models
 - see people like us
- 2) Transparency to all aspects of process
 - Access of participation
 - Transparency to steps to be involved and results
- 3) Education - Young people learn about subjects but have nothing to refer it to
 - No child left behind - lost a lot
 - Education and schools – children need more opportunities to real world – exposed to government → exposed to real life – instead of tests [checkmark by this]
 - Learn that the City is theirs
 - Learn about social studies then visit local government, meet with officials
 - Government is a real thing
 - Expose children to other's situations
 - International → exchange valuable, they will bring it back

People can be intimidated by government officials

- expose kids to interaction with officials
 - they are real people
 - opportunities to learn and interact
 - Avenues for young people to move forward
- 4) Housing and home-ownership
 - if you own a home → usually more involved in community
 - 5) Some don't know about neighborhood organizations → open to the public
 - Don't know about those opportunities
 - 6) Information Sharing -Flyers → increased media, announcements
 - Increased education on what you can do in the City but also about disparities and lack of access and benefits – for both city works and community members – both sides
 - Digital Divide → we overly rely on computers to get message out
 - not everyone uses computers/email/facebook/twitter/etc
 - 7) 20 minute neighborhood concept of bringing community together → we live in silos
 - Need to build out so we are aware and all share in equity/benefits
 - 8) Providing basic and equal toolkit and opportunities
 - people
 - providing access to electronic tools at or to neighborhoods
 - Boards – announcements



Equity, Quality of Life and Civic Engagement

- Access/tools shouldn't rely on 1 person that is active in 1 particular neighborhood
 - Many different groups (not just neighborhood associations) should have tools-
 - Different meeting times
 - Important to get others engaged – find out how people are accessing information
- 9) City needs to be active and work at collecting data [two people felt important)
- PDC goals want to prevent displacement but don't have data to evaluate goal
 - City needs to figure out how to measure goals → track it → Make public
- 10) 20 minute neighborhood? Transportation?
- 20 minute neighborhood → walk, bicycle, etc to major/ necessary services – grocery store within 10 to 20 minute walk, other retail, food, other businesses, and beauty/design and recreation within walking distance at all ages
 - What if you can't walk or ride a bike?
 - Trimet needs 24 hour in advance for lift service – need to be more flexible for transportation services
 - 20 minutes neighborhoods → should be easier to get to services
 - Need to figure out way to get to know neighbors
 - All these curb cuts → but the 3 other corners don't have their ramps
- 11) It's everyone's responsibility to get others involved
- Neighbors have responsibility to spread word about opportunist/activities
- 12) Public Space important → this is where you meet neighbors
- opportunity for social live
- 13) City and community need continual education about disparities and benefits of involvement



Equity, Quality of Life and Civic Engagement

Comments from Phase II N Workshop - Equity, Quality of Life and Civic Engagement Action Area -- May 1, 2010

Facilitator: Desiree Williams-Rajee
Note Taker: Jane Ames

Action Area Discussion

Direction 2: Engage, listen and act to improve civic engagement

We workshop attendees don't represent Portland--be more representative
Goal is that we do represent--must accomplish this
Mix in the room--would be richer conversation; build on each other's ideas develop new ideas
Benefit with new ideas if a better mix
In budget @ IRCO--more mix was present—location makes a difference
Routes to strong community--build relationships enable us to stretch beyond our norms
Build friendships--needs support to develop and build community (i.e., HAP could be more supportive in New Columbia environment)
Important to develop supportive built environment, for programming and community center
Also beyond built environment
What kind of events work to draw those not often represented:--kid stuff, concerts in parks, cleanups
Not neighborhood association mtgs.
Division exists between owners and renters; renters don't feel engaged in many activities
New Columbia--lots of civic engagement opportunities—many being missed
St. Johns issues and divisions--renter/homeowners, age division

Meet casually
Easy to get involved in Portland--if you realize it is; different sense of relevance to lives (i.e., African-Americans often suspect the City ...for real reasons)
Civic engagement needs to be taught. Too many unaware of how to get involved, or the value of getting involved.
Lot of class/language/single moms, etc../home culture keeps people from engaging
At some point or beyond a certain level it is not going to happen, our obligation to reach out and make it happen for all.(or for members of all communities within the city)
Meetings like this feel intimidating for many. (And lack sense of relevance for others)
With some groups work with their community leaders: that is how they accept civic involvement
Work with their systems of engagement
Poverty and class are Big Barriers.
2.5-hour meeting like this is a big privilege--hard for many to make/let this happen
Need to have lots of investment and supports to attend this kind of workshop.
Here's how--step-by-step approach and welcoming feel for people not familiar with civic engagement

Direction 1: Ensure equitable access and outcomes [\[group described as “barriers to equity”\]](#)



Equity, Quality of Life and Civic Engagement

Democratize leadership--public advisory committees—For one workshop participant who served on one found it was unorganized; unclear ask; next time, won't participate; When someone participates need to sense contribution was useful when done.

Make goals clear--target asks for certain groups; get respected leaders from those groups

Another participant had applied for one--but did not get on

Have to be accountable that the priorities be implemented! For groups and people to put forth time and energy the City must follow through with identified priorities--no trust or sense of investment.

In Portland, small populations who are engaged--same people again & again; need to develop a faster pipeline to develop and connect new leaders; And do those leaders really represent the communities they seem to represent?

Try to find emerging leaders—the City must be persistent; develop more leaders

Emerging leader training—we had a short discussion of it. Expand (why no one from them serving on advisory councils?); being connected (roots, friends, family) helps get people onto councils.

How to draw people in? Mayor was in our group at the moment; asked him how he got involved. Sam was not a likely person to become involved when he did as a student Intern worked for free. An education counselor urged him to try it. He would never have done an internship without the push, wouldn't even have known such an opportunity existed. People don't see themselves as having the time, or having a sense of what they have to contribute; don't believe they have anything worth contributing.

Intentional--being asked and encouraged is often what it takes to take the step to get involved

Where to feed the civic engagement pipeline--schools and community groups

When we invite people—and they don't come; maybe too many steps in the invitation



Equity, Quality of Life and Civic Engagement

Phase 2 Central City Workshop – Equity, Civic Engagement and Quality of Life

Monday, May 10, 2010

Bob Glascock – Facilitator

Debbie Bischoff – Note taker

The group (about 12 individuals in the circle) voted to discuss **Direction 1: Ensure Equitable Access and Outcomes**

Comments on Direction 1:

- 1) Confused about direction; equal access and equal outcomes are very different.
- 2) Likes equal access and equal outcomes might force people that don't want to do
- 3) Outcomes by incentives and non-coercion; tools & training
- 4) Adjusting models for engagement
 - One model might not be trusted, or resources, by others
- 5) Topic of process pre-planned that may not be to benefit for targeted populations.
 - Example: the I-5 corridor/new bridge – 3 year process
 - People involved / input provided slowly be pushed aside by transportation officials. Manipulating participants input; folks participated but were not heard in the end
 - Most individuals affected are most distrusted – being used
- 6) Underrepresented folks taking the lead instead of bureaucrats and paid professionals to attain equal access
- 7) General comment: ideas about sustainability are well defined, general objectives here and not developed
- 8) Not measurable objectives- we need numbers
- 9) Data can be manipulated
- 10) 2035 long way off; inequality exists today, address objectives of inequality now/sooner than 2035

Comments on specific objectives under Direction 1 and other topical comments:

- 1) Objective A – Technology for more public participation opportunities
- 2) Objective A and C – Tie in with civic engagement
- 3) Objective B – Disparities not just with government. Exists citywide – median income, services provided, ethnic diversity
- 4) Downtown Portland is like “Zurich surrounded by Houston” – neighborhoods around want sidewalks, streets; 20 minute neighborhood for all and benefits for those neighbors. Downtown – most economically diverse – little contact between wealthy and low income residents; frustrations bringing people together → wants metrics of proportion of people in neighborhood blocks that know each others names
- 5) Mixed-use housing → more civic engagement, if not happening in Portland needs to be addressed vigorously; investigate why mixed-use housing? Payback for affordable housing; Provide conversations, connections, do something



Equity, Quality of Life and Civic Engagement

- 6) Look at quality of life directly. France at national scale; away from economic indices to, are more people satisfied? (see Derek Bock book)
- 7) Quality of life objectives are good but there are ways to look at it directly
- 8) Measurements need to be used carefully
- 9) A lot of people don't want to be civically engaged, don't force people to engage

Equity Discussion – group comments:

- 1) Equity with civic engagement – trust – communities of color out of process, included but not listened to; different cultures engage different ways – engage them in culturally appropriate ways
Objective A – Community decisions
- 2) Native communities from reservations with own government, when come to cities, distrust white government. E.g. Youth and Elders Council talk amongst themselves where opinions are respected – how much weight to that as representatives of communities?
- 3) Whites/government need to respect the history of Native Americans
- 4) Methods of engagement for disabled (folks don't have to attend meetings); equal access to civic engagement. Example - People away from City Council meetings cannot participate. There are different engagement opportunities
- 5) Different ways/methods to reach underrepresented populations – various leaders come to groups, e.g. Mayor to NAYA
- 6) Can provide testimony to Council in advance of meetings – ways to engage
Including disabled, geographic disparities, e.g. East Portland – long distances to Trimet and shopping centers
- 7) Use empowerment to increase access as positive term to address inequality.
- 8) Find ways to engage in positive ways so that government isn't something that does something negative to you.
- 9) Different levels of civic engagement
- 10) People in need are often invisible
- 11) Objective B – Create public service examples – showing people they have a voice – things have shifted, publicize results to encourage involvement
- 12) What does engagement look like in public schools? Schools create communities and participatory activities to prove things can change
- 13) Schools that have cultural / economic / etc disparities; students come together with sports and other group activities
- 14) What are some examples of what's working? Community gardens, libraries, SOLV
- 15) How are strong communities cultivated? Life long civic engagement – what does it look like?
- 16) Equity defined by individuals and groups. Definition is different for different individuals



Equity, Quality of Life and Civic Engagement

Comments from Phase II East Workshop - Equity, Quality of Life and Civic Engagement Action Area -- May 15, 2010

Facilitator: Ronault (Polo) Catalani

Note Taker: Bob Glascock

Action Area Discussion

Note taker's comment: Attendees voted on the direction to discuss first. Four votes went for equity (Direction #1); one vote each went for the civic engagement (#2) and quality of life (#3).

References to the direction (#) and objective (letter), below, are in parentheses ().

Direction 1: Ensure equitable access and outcomes

Don't limit leadership measures to advisory boards. Consider also internships, fellowships, and the like. (1.A)

Most of government work is done by volunteers.

Tried to join city advisory boards, but most seemed "full up". Make more openings. (1.A)

Measure input--Emily's List offers role models. Important to see someone that reflects you in leadership. (1.A)

Don't impose "ratios" to diversify leadership (in public agencies and advisory committees). (1.A)

Non-participants (immigrants) should speak English. (1.A)

Need common language to have conversation. (2.A)

Do you need controversy to engage volunteers? Recognize that some people refuse to participate. (2.A)

Would neighborhood association website work? (2.B)

What if some city \$ went to develop neighborhood leadership? Consider small improvement projects, HIV education, etc. (2.B)

Neighborhood associations could benefit from training in canvassing, organizing. (2.A)

How to engage students, to build the future? Try recycling, civics. (2.B)

Neighborhood association tends to be dominated by those with time. (2.A)

Who's not here, and how can we engage others? (2.A)

Use civics to engage youth and overcome language barriers. (2.B)

Too bad process can't start from individuals, then groups. (2.B)

Direction 3: Deliver good service and stabilize communities

Equity Discussion

Want everyone to either be part of the process or know someone who participates in that process. Be close to government; get connected. (2.B)

Portland is a city of neighborhoods.

Would electing commissioners by district make a difference? Other cities have more commissioners. (1.A)

There are few geographic representatives for outer Southeast. (1.A)

Need shared understanding of disparities. (1.B)

We all have responsibility for equity citywide (it's a big place). (1.C)

Put values to action.

Hold City Council meetings out in community (maybe in local schools). (2.A)



Equity, Quality of Life and Civic Engagement

Night meetings downtown deters participation (safety concerns). (2.A)
Discuss/ask with neighborhood/community leaders, then post for others to see (online).
This promotes accountability back to communities. (2.C)
Language barrier--why are immigrants not willing to learn/speak English? It causes barriers. (2.C)
Education is important. Let's fix disparities in graduation, but also work on income through job training for family wages. (1.B)
More focus on learning trades. (1.B)
Bankers are not lending; private sector is not investing in some areas; we need more government incentives, possibly zoning, for mom & pop stores. (1.C)
Promote or require universal community service. Tap into youth energy. Focus youth values away from "mall rats". Make service summertime or yearlong. (2.B)
Can we do this at city level? (2.B)
For engagement, use an outreach checklist and involve churches and community groups. (2.B)
Barriers--shift city meetings to weekends, and away from the downtown. Ask citizens where it's most comfortable to meet. (2.A)
Use multiple methods--electronic, go to their meetings. (2.A)
Priorities for environment vs. other interests; narrow passions. (3.B)
Limits to technology--how often do residents listen to Council on cable? Or, go to city websites? Offer a variety of methods. (2.C)
Show link between input and decisions affecting them. Sometimes, city timelines seem very long. (1.C, 2.C, 3.C, 3.D)



Equity, Quality of Life and Civic Engagement

Portland Plan (SW) Equity Action Area

May 18, 2010

Facilitator: Desiree Williams-Rajee

Notetaker: Leslie Lum

- Direction and objectives are complicated. How does this work long term? How can we make this meaningful? Need to refine coherence of terminology; it is confusing and difficult to read. Need to be more specific and properly address direction and objectives.
- [Facilitator Question: Are there any ideas around community engagement that you can draw from your experience with the Farm?] Note: the two participants knew each other from Tryon Community Farm. What do people need? How can we get them what they need? Tryon Community Farm is looking at this right now- what do people need? How can we give them what they need? Why aren't other people here? What can we do to get more people here?
- In middle class America, a lot goes unseen, unwitnessed. We are a spiritually illiterate culture. We have to learn how to care about/for one another.
- How does this relate to city and government? How do people connect to city gov, how can they be heard and engaged? We must foster civic culture and kindness. Direction 2, Objective B: should be how to cultivate a sense of concern and connection for community, not just stronger community. We are all in this together, this is not just about single individuals.
- We should care because we need to care in order to survive and live- it is not like this now. Everyone has bad days, but we have a responsibility to each other. We need to create a culture where people are needed. You depend on community, they depend on you. If you have to walk by poverty, rather than quickly drive past it, then you have to see and experience this poverty. 20 minute neighborhoods are key in this. We must design spaces so that we are all visible to one another. Need more community gathering spaces. This is all about community building.
- Youth are often asked to take on tasks that don't seem important to them. If you give them more responsibility, they will thrive and become more invested in community. At school, they get lectured, then regurgitate information. They are not properly engaged. We need to ask them what they want and how they want to participate. Things like growing food, caring for younger children will help them grow.
- We need to cultivate curiosity at school. We need school to offer multiple perspectives. School needs to teach more life skills and encourage students to be more inquisitive.
- By 2035, the objectives need to be deeply engrained already.



Equity, Quality of Life and Civic Engagement

- Direction 3, Objective D- missing community connection. Reducing risk is not just about infrastructure, but also developing community and the ability to connect with one another.
- Direction 2, Objective B- in school, we don't learn how to be in dialogue with others. In school, we need to learn basic skills- people skills, respect, conflict resolution, communication skills. We need practical experience that isn't all about consumption; instead, we need meaningful interactions with people.
- What would help stabilize communities is if we depended on one another more, rather than institutions. If we cared about one another, then we would take care of one another. If we had more basic needs met, then we'd need to rely on money less and fluctuations in the economy.
- Outcomes are related to opportunities. Equity does not equal equality. Just because you have two schools, with the same number of teachers- you are not gonna get the same results at both schools. There's bigger picture things going on- students may have access to same education, but there are other things in life that all students might not have equal access to.
- What resources do people need? Land, water... government should ensure that all people have access to these things. If basic resources not met by gov, people will not thrive, some will leave. If we want to build a strong community, then we need a stable one.
- How do we foster growth, while maintaining roots in our community? It is a societal expectation that once someone 'succeeds'- gets good education, etc, they will move to another, 'better' location. This is supposed to be about progress, but this does not strengthen the community they came from. How can we get these people to stay in their community and help that community?
- There is a polarity in "staying in community" that it is important for people to have the opportunity to leave and learn about the world. It can be difficult for someone to have this experience of leaving community, and coming back. Sometimes the community they left will not accept them, sometimes what they've learned is their community is not for them. There needs to be a space that accepts this kind of learning and evolution as well.
- It is URGENT that this planning document not sound like a typical planning document. Government needs to know that community is paying attention and cares about equity. Grassroots solutions are key to get us through this time. How does government interpret community response? Community responses often get averaged out to the lowest common denominator. Government needs to explore and develop innovative ideas. Have the courage to be able to articulate a strong vision, and then there needs to be a loop back to the community to see if government is getting it right.
- Youth voices must be more seriously heard and incorporated, especially through this plan.



Equity, Quality of Life and Civic Engagement

- Look at 'wisdom council' idea. Bring people together to explore these ideas for a longer duration- talk for 3 days, delve deep.
- Government needs to listen to community to understand skills and needs. Government is not always good at understanding that everyone has skills to give back to the community. It takes time to listen, build relationships; we need to start slow, and have ongoing discussions.
- If you go back in time, you see that government has gone to the community many times in the past to ask for input. Do community ideas ever get implemented though? City needs to be aware/informed of community and make decisions based on what community says. There are many residents who don't feel connected to government. In tough economic times, people who don't have access to government get pushed aside (even more than usual)
- We need to watch corporate interests, who benefits from this- does community truly benefit? We need to examine business and development requests using a triple bottom line analysis. Should not just be about economics, but about social and environmental impacts. We need to look at all costs involved. Look at long term cost benefit. Maybe put price tag on the environment to help measure this- i.e. one of attendees previously lived in a town on the East Coast where they stopped citywide recycling because it was so expensive. Had they looked also at environmental and societal costs, then they would have gotten a different picture



Human Health, Food and Public Safety

Phase II Workshop Notes Spring 2010

This document contains notes from the Phase II Portland Plan public workshops.

In order to maintain the integrity of the content the notes were not edited for format or style. The notes from each workshop session differ in style and format because they were transcribed by either the note taker or facilitator at the workshop. These notes reflect the content of the small group discussions at the Phase II workshops.



Human Health, Food and Public Safety

Phase II SE Workshop – Human Health, Food and Public Safety

Monday, April 26, 2009

Facilitator: Elizabeth Erickson

Note Taker: Michele Crim

The group voted to decide which directions to discuss in more depth – two votes per person (number of votes in the parenthesis): (9) Make public decisions benefit public health; (7) Make healthy food the easy choice; (3) Protect Portlanders from exposure to pollutants; (2) Promote safety and sense of security; (1) Increase participation in physical recreation and community activities. Based on the voting, the group focused the discussion on Direction 1 (healthy food) and Direction 5 (public decisions).

Direction 5: Public Decisions Benefit Public Health

1) Objective A: Create and track public health goals and measures:

- Need to do more than just have things to measure, although that is a good start.
- “Evaluation” of the information is missing.
- Who will do the tracking? That isn’t core to what the City currently does.
- Is this new, or is this something (goal) that is already in place? Some goals exist for state and county – should tie to those existing goals.
- There is a problem with getting accurate data, especially for communities of color. This is key for dealing with health inequities.
- Important to be asking the right questions – both quantitative and qualitative.

2) Objective B: Consider health impacts in public investment decisions

- Missing the “how” we will do it.
- What tool will be used (HIAs)?

3) Objective C: Improve health equity

- Who is responsible for deciding what is most important? Do those decisions get made for other people, or do those people get to decide for themselves?
- Should change language to “health inequity” instead of “health disparity” because disparity is less intuitive.
- Rather than have less of the negative (health disparities), modify to focus on improved access/increased access.
- The way it is currently written over-simplifies the issues.
- Cultural competency is critical.

4) General Comments:

- Sharing info about what works and what doesn’t work with the public is key. Results, impacts, where the money went, etc.
- Need to partner with other agencies, especially on the evaluation piece and combining resources especially sharing data.
- Data needs to stay current with demographic changes over 35 years.

Direction 1: Make Healthy Food the Easy Choice

1) Objective A: Increase access to healthy and affordable Food

- Walking isn’t reasonable for shopping for a large family. Too much to carry.



Human Health, Food and Public Safety

- Existing small stores/markets need to carry better and healthier options (less sugar and processed foods).
 - Mis-matched “affordable” and “healthy” between the today statement and the 2035 goal. Needs to relate to each other better.
 - Need a better description of what “affordable” means, and what “healthy” means. What is affordable to some isn’t to others. Need to better define/quantify terms.
 - Other costs need to be considered in what is “affordable” (rent, energy, mortgage, transportation).
- 2) Objective B: Decrease dependence on food assistance
- What is the actual number (or percentage) for the today statement?
 - What do we mean by reducing the percentage of Portlanders that depend on food assistance? Could achieve that reduction by just cutting the program (less of a program, less people can be on it) – is that what we mean? If not, need to be clear about what we mean.
 - This Objective is trying to tackle a really big issue. And the Objective doesn’t really support the overall direction (make healthy food the easy choice). There are much bigger issues and determinants at play for this Objective (unemployment, transportation, etc.)
 - Don’t necessarily want Objective B to mean program reductions (like WIC). Who are those 50%?
- 3) Objective C: Increase home-grown and locally-grown food
- No discussion
- 4) Objective D: Expand access to food education
- No discussion (see further notes in equity section about education and cultural competency)
- 5) General Comments:
- Both Objective A and Objective B are connected – some people use food stamps so that they can afford to buy healthy food. The Objectives need to work together, not against each other.

Equity Discussion

- 1) There are a variety of reasons why people might not be getting needed health services:
 - Reliance on families or other cultural norms
 - Lack of trust
 - Financial barriers
 - Geographical barriers
 - Access to services
- 2) Should be careful not to place blame when looking at disparities.
- 3) Really need to make sure that services and education are culturally appropriate.
- 4) Are the services accessible (transportation, sidewalks)?
- 5) Cultural competency is key! For services offered, education/awareness, etc.
- 6) Can people even get appointments (example of people waiting all day at clinics not knowing if they will get to be seen – not feasible for most people with jobs/kids).
- 7) What leads to health: access, education, awareness
- 8) Income is the #1 indicator for health. The root cause of poor health outcomes is poverty.
- 9) What are we going to do about it? The materials are missing the “how”.
- 10) There is a disconnect between what is being offered versus what is needed by the communities that are being served.
- 11) Need to fix the health problem from the top down – the current crisis is fall-out from a broken system.



Human Health, Food and Public Safety

- 12) Have communities been asked what they need? Has that type of assessment been done?
- 13) Key to addressing inequities is access to awareness education (smoking, nutrition) – this is key to get change over the next 25-years of the plan.
- 14) Is health education between schools different? Do some have better than others?
 - Number of hours of health education is not key, but the quality and cultural competency of that education is critical and it does vary between schools.
- 15) Cultural competency and using those communities to better share information and education is key – use existing trusted sources in those communities.
- 16) Need to use cultural competency lens for sub-groups, not just having a “communities of color” group. A sub-groups of immigrants is very different than a sub-group of another kind.
 - Let sub-groups decide what their issues, barriers and solutions are – this helps to build trust. Use existing trusted sources in each of those sub-groups to help share/communicate/educate.
- 17) Different communities may have different views of what optimal health is.
- 18) Underlying and historical biases and racism complicate the education process. Need to think about what will really work for different communities (e.g. how to make nutrition information relevant for African Americans, not just coming in and saying “cook the white way”).
- 19) Need active, engaged and culturally competent “gate keepers”
- 20) Human rights relates as well. Not just about the mothers, but about the children as well. Children have rights.
- 21) Need to better show connections between the work the city (and others) do, and what really matters to a given community (don’t go into a community with information about education when the number one community concern is gang violence...instead, connect how better education will impact gang violence).
- 22) Framing of issues shouldn’t be negative. Give people credit. Need a shift in attitude. (rather than a poster saying “don’t smoke if your pregnant” instead say “congratulations, you’re pregnant...here are some things to help keep you and your baby healthy”...)
- 23) We need to be aware of our judgments (e.g. people living in poverty shouldn’t get pregnant) and how they impacts our views – it is a difficult conversation to have, but one we need to have. We need to understand where our biases are.



Human Health, Food and Public Safety

Portland Plan Round II Workshops

Notes from Beaumont 4/29/10

Human Health, Food and Public Safety

Facilitator: Deborah Stein

Notes: Steve Dotterer

(variously 6-10 participants, 2 in public health, 3 PSU public health students)

Directions discussion

Direction 5. Make decisions that benefit health

Objective B : how we consider health is important. Having data available by 2035 to make healthy decisions is a good goal.

Objective C: When we consider data on health equity, look at the structure of the community-economic and education levels- need a broad look, since these are all interconnected.

Also need to understand the problems/barriers to health equity: language and refugee status

New Objective: Specific reference to Health Impact Assessment should be included-with equity analysis as a requirement. Build on example by Mult. Co. of CRC HIA.

City or City/Mult. Co./Metro/Universities should develop capacity to do HIA.

Need to gather specific data on groups like African immigrants, etc.

Direction 1. Make healthy food the easy choice

Unfortunate fact: unhealthy food choice = less costly food choice

Education and affordability are the key issues

Objective A is critical

Objective C responds to a groundswell of public interest. Some questioned if there was a need for a city role. Others said city role was busting through barriers.

Objective B- coordination with county is critical

Objective D- many people do not have access to education. Education should be integrated into school curricula; should be culturally appropriate; made part of the work of health care providers. Education should also include knowledge about options like Farmers Markets. The University connection is important.

New Objective: Actively discourage unhealthy choices- look at California examples of zoning restrictions, ban on toys in meals, etc.

Direction 2. Physical Activity

Strongly linked to transportation and parks- East Portland has less walkable character so physical activity is less realistic.

Objective 2D should have a more aggressive target.

Equity Discussion

Need to define what the basic right of health care is first. Health means:



Human Health, Food and Public Safety

Access to care, Food, clean environment, safety and exercise.

Geography is important to health equity

- Lack of sidewalks, grocery stores, etc.
- unequal impacts due to geographic distribution of toxics.

Demographic characteristics- Higher poverty rates, ethnic mix also impact health equity. Cultural and Demographic characteristics also affect the kind of health needed, and the culturally appropriate way of providing the information.

Involving all in the decisions about health, including those are typically not included- means going to them rather than expecting them to come to public health or planning meetings.

Public Safety (for example the impact of gangs) is a health equity issue-disproportionate impacts.

Public health decisions should be based on the data and the people impacted. Include the underrepresented in health decisions.

Recognize that decisions may impact some communities unequally due to cultural history, etc. (example: decision to allow dogs running loose in parks means that some African Americans feel uncomfortable in the parks).

Equitable approach means offering health and recreation opportunities that are culturally specific. Understand both the barriers to participation and the strengths that are there because of cultural practices. Make a place to continue strengths of immigrant cultures in the new environment (example-many immigrants come from backgrounds where home food gardening is a common practice, but many immigrants first live in apartments where food growing is not possible and therefore lose the practice, even though it is very healthy).

Provide access to opportunities for health. Calculate the cost (to families and society in general) of limiting access.

Education is critical-

Nutrition part of school curriculum (not required now)

Cooking at a young age- how to cook healthy foods.-what to do with unprocessed broccoli?

School cafeterias with healthy food-cost savings to lower total schooling costs teaches the wrong lesson.

Scale up the Farm to School program so that it is citywide.

Expand the best practices list.

Value with money the time and effort spent by family and community members who do the healthy thing.

Focus on the actions that are prevention of future problems-spell out the benefits down the line.



Human Health, Food and Public Safety

Partner with NGOs, School Districts, hospitals and other institutions around Equity issues (reminder of Kaiser Thrive campaign.)

Community grants for community needs.

Tap into local expertise on equity issues.

City should build more sidewalks. Recognize that current process (each property owner pays for their own sidewalk) means that the result will be inequitable.

Direction 4- Public Safety- There is much inequity in this area. News stories about people with different abilities getting inequitable treatment. People who rely on transit at night face unsafe conditions. East Portland disparity here.



Health, Food & Safety

Facilitator: Carol

Notetaker: Noelle Dobson

Date: 5/1/2010

Location: **University Park Community Center**

Priorities for discussion: Direction #1 (8 votes), #5 (3 votes), and #3 (3 votes).

Direction 1: Make healthy food the easy choice.

Objective A: Increase access to healthy and affordable food.

- What's the definition of full-service grocery?
- On food maps, North Portland seems to have a lot of gaps.
- Objective A – very passionate about, link with Direction 2, being close and likely to walk to grocery stores.
- Not just distance, is it easy, safe to walk/bike to food retail?
- Goosehollow (for example) - can be hard to carry many bags when walking. Check-out cards to carry groceries?
- Reusable bags, rent and then return
- Need grocery store partners to achieve, not just New Seasons
- Does Safeway have local reps? Do they have organic? People complain more about Safeway than other stores.

Objective B: Decrease dependence on food assistance.

- As we integrate, Objective B needs to be tied to job security, livable wages. Decrease in food assistance means people need jobs, money, and opportunity.
- Food assistance: Can they access healthy food? Yes – EBT at markets
- Increase choices for folks on food assistance – healthy food.

Objective C: Increase home-grown and locally-grown food.

- My garden in parking strip is illegal – unclear city rules on where I can garden on my property.
- Distribution of locally grown food is missing.

Objective D: Expand access to food education.

- Need more cooking classes. Even if they have grocery stores, if they can't cook they'll buy heat-and-eat.
- Food education: In a recent obesity discussion, people don't understand consequences of unhealthy food.
- More education about negatives of unhealthy food.
- Tie in with hospitals and general practitioners, they don't tend to talk about lifestyle, may not bring up obesity with a patient.
- Education – direct towards children. Use strategies shown to be effective for kids and use a variety of strategies.
- Burger companies use a lot of advertising, can we use some of those same strategies?
- Some schools doing this, have gardens. Kids bring these lessons home and move their parents.
- We assume kids only like pizza – but they will eat fruits and vegetables.
- Lots of kids buy school lunch.



Human Health, Food and Public Safety

Direction 3. Protect Portlanders from exposure to pollutants.

Objective A. Improve air quality.

- Hard to discuss without including transportation.
- My kid is near I-5, exposed to benzene, cancer risks. We need to consider health impacts when doing transportation projects.
- Put in a zillion more trees.
- Transportation pollution has a disproportionate impact on neighborhoods.
- Expand light rail.
- Cap the freeway

Objective C. Reduce exposure to household toxics.

- Need more work on smoking in apartment buildings.

Equity

- Our earlier discussion touched on equity.
- Can we find out what other organizations they are talking to? How robust is the discourse? Is there a lot online?
- How much are things like the “State of Black Oregon” being used in this process?
- Involve vulnerable groups in equity discussions.
- Who’s involved in making the change?
- More community-based participatory research.
- “Health looks difference for each community”
- If you want equitable goals/outcomes, you need to hear their solution.
- Involve/Focus on people experiencing disproportionate impacts.
- If people are struggling, these Portland Plan discussion may not be relevant or accessible.
- Money/economy is everything. Health is a major money-maker and money-spender.
- Income, education and jobs are main predictor of health status

Equity + Food

- Growing food: Working two jobs, disabled, makes it harder. Can we be creative to make it easier? Giving them access to gardens and fresh fruits and vegetables in other ways?
- Better partnerships for community garden spaces, there is a long waiting list.
- Engage youth, others in community gardening, provide food to shelters/elders.
- Education doesn’t mean much if you can’t afford the food/physically get there.
- Cost for healthy food is a huge issue and big barrier
- Elderly becoming more isolated. Education for them is important too (ie smaller meals)
- Alternative menus – ie. no cook recipes.
- Pick up food at local libraries and other neighborhood drop off sites.

Equity + Parks&Rec

- Latch-key kids: need more supervision and opportunities. At school rather than go somewhere else.
- Some parents tell kids to “stay home until I get there” because of safety concerns.
- Many want kids always supervised for safety reasons.



Human Health, Food and Public Safety

- Less able-bodied: how to accommodate that? (ie. sidewalk improvements, cracks)
- “Make the City more rollable”
- Obesity stats: giving total percentages can mask the disparity issue. Give obesity stats by race.
- TriMet doesn’t have paper schedules on bus, but some people don’t have access. Not all information can be electronic.



Phase II Central City Workshop – Human Health, Food and Public Safety

Monday, May 10, 2010

Facilitator: Polly Birge

Note Taker: Michele Crim

The group voted to decide which directions to discuss in more depth (number of votes in the parenthesis): (1) Make public decisions benefit public health; (3) Make healthy food the easy choice; (0) Protect Portlanders from exposure to pollutants; (2) Promote safety and sense of security; (0) Increase participation in physical recreation and community activities. Based on the voting, the group focused the discussion on Direction 1 (healthy food) and Direction 4 (safety and security).

Direction 1: Make healthy food the easy choice.

- Having access to food is one thing, knowing how to prepare it is key too.
- Affordability is key too, makes local food hard to buy.
- Expanding access to food education is important (beyond just how to cook it).
- We should also look at making it hard to make the bad choices (e.g. trans fat bans)
- Decreasing assistance on food assistance is hard, especially in this economy.
- Anytime people get a head, then their housing costs go up (e.g. Section 8 housing) and access to food stamps go down. Makes it impossible for people to improve their situation.
- Emergency food packages are highly processed.
- \$10 gets you about a day of healthy food, or 2 weeks of ramen noodles.
- There are some local options to grown your own food for people in apartments (e.g. students at PSU), but most don't have that option.
- Community gardens – help with access, increase sense of community and security.
- Vandalism of community gardens can be a problem.
- Need to shift our thinking on community gardens from being so individualized and to be more of a community building tool. Maybe more of a team approach.
- There are stories of people having trouble with the City (regulations related to water use/access) in getting new community gardens set up. Can the city fast-track the process?
- Pollutants: bioremediation needs to be the first step before growing food in soil in the city.
- Should have test kits available for people to test the soil before growing food (e.g. lead).
- Gardening needs to shift from being a hobby to being a main way people get their food.
- Need workshops to learn to grow and cook food; also to be able to read labels.

Direction 4: Promote safety and sense of security.

- The Pearl feels safer than other neighborhoods in town (e.g. North Portland) – people tend to look out for each other more. Section 8 / 55 year and older housing in the Pearl feels safe. People know their neighbors.
- Sense of safety impacted by how often the police are in the neighborhood for issues, or how many gunshots there are (e.g. Portland Blvd. and Albina).
- PSU campus feels safe – they have campus security.
- Even for people coming from rural towns, Portland feels safe.
- Knowing your neighbors is critical to feeling safe.
- City Repair is a great resource/group to help build community.



Human Health, Food and Public Safety

- The attitude of Police officers is different in different parts of town – and that results in feeling less safe (if the officers in your neighborhood have more of an “I’m out to get you” attitude).
- No sidewalks in neighborhoods makes it feel less safe, the same with no streetlights.
- Several of the direction statements (especially 1 and 2) feed into “sense of safety”
- Need to increase the number of parks in neighborhoods, especially in the parts of town that don’t have many of them.
- Schools and community gardens and roof gardens are ways to increase the number of parks/open space options in neighborhoods.

Equity Discussion

- Group was surprised to see that New Seasons had a hard time getting financing, implying that “poorer communities aren’t about healthy food”; Is there a historic bias at play?
- However, New Seasons isn’t affordable.
- People who need healthy food need affordable options (something between a mini-mart and New Seasons).
- 24-hour a day grocery shopping is also key to access (not everyone can shop normal hours either because of work schedules and/or family commitments during normal shopping hours).
- Physical ability may limit some ability to grow your own food.
- “Accessibility” should be built into community gardens.
- Food education is critical – if you have the opportunities but not the knowledge, then it might not work.
- Farmers Markets – need to push them into other neighborhoods and have more flexible times of day.
- Sidewalk availability – this is a big inequity.
- Pollution is worse in some neighborhoods in Portland.
- Public decisions: Where are we putting waste? North Portland has several polluted sites.
- Downtown is quiet, even with the Streetcar, at night.
- Parks: there is inequity in the quality, age and safety of the play structures (e.g. old wood, arsenic in the wood).
- We can improve the health of kids if they live near by a park.
- Need to have disability friendly play structures too.
- Cleanliness of parks varies – an equity issue (e.g. kids finding needles or other stuff they shouldn’t find).
- Pearl District parks are clean, people clean up after their dogs.
- Need measureable and quantifiable goals. “What is healthiness” – also, this might be defined differently by different communities. Parts of the city might think about “health and well being” differently.
- Multnomah County has their own health clinics, which is different than some other counties.



Human Health, Food and Public Safety

Portland Plan – Phase II Workshop

Saturday, May 15th

Human Health, Food and Public Safety

Facilitator: Steve Dotterrer

Note Taker: Noelle Dobson

The group voted to decide which directions to discuss in more depth – two votes per person (number of votes in the parenthesis): (4) Make public decisions benefit public health; (4) Make healthy food the easy choice; (1) Protect Portlanders from exposure to pollutants; (1) Increase participation in physical recreation and community activities; (0) Promote safety and sense of security. Based on the voting, the group focused the discussion on Direction 1 (healthy food) and Direction 5 (public decisions).

Direction 1: Make Healthy Food the Easy Choice

Objective A:

Food areas are well covered

I don't have access, 1 ¾ mile to nearest market, lots of 7-11s (Brooklyn)

I have to get in the car – when I didn't have a car, I hauled groceries on the bus

1 ½ from Safeway, 2 miles to Fred Meyer – could ride the bus

Ride Program – bus for disabled/elderly. There are things to tap into if they know about them.

Most people don't live within ½ mile – we're stuck with that unless we re-order our living situation.

Objective B:

It would be nice if we all had good jobs

When I first heard about Portland Plan, I thought I didn't have anything to contribute, then realized Victory gardens when I was a kid – Americans by the millions did this. My idea is to convert Portland into one big organic garden. Whether you are a renter or owner, gives people (youth) exercise and can be done inexpensively. We can use parking strips, parks without trees can be used (i.e. Brentwood-Darlington parks)

Long waiting list for community garden. Like WWII, we could do this in a couple years.

We've eliminated community gardens. They have been taken out and developed.

Eliminate red tape – could be grassroots movement.

Expand city/state programs for community gardens – OSU extension – no longer in Multnomah County, but there is some extension

non-meat diets may reduce need for food assistance

Connected to need for nutrition education. People are spending money on 'non-food'

In the past, you got flour, oats, etc and had to make use of it.

Decrease dependence, create incentives to get out of poverty

EPAP project supports urban farming and economic development to sell foods at farmers markets

We used to have adult education (cooking) in public schools – no longer

We could have City program for people to learn basic nutrition

EPAP just funded church to hold cooking classes

Homegrown

At farmers markets, can farmers donate leftover food?

People need more opportunities to sell home grown food at markets – know about other markets with community tables



Human Health, Food and Public Safety

Sell food/give excess food to neighborhood meeting places for people to take – Food Exchange
More awareness of gleaning groups like Portland Fruit Tree Project

Objective D

Eating/growing seasonally – educate on this will increase access to healthy food

Important to eat foods in season – important for nutrition. i.e. raspberries eaten after strawberries

IRCO talked about need for garden, gardening on terrace. How do our seasons correlate with seasons immigrants are used to? more information on seasonal growing.

Tie to education Action Area. Schools with community gardens – learn young and they'll have lifelong knowledge

Mrs O – good example

Concerned that poor people can't get good food.

Food drives aren't giving healthy food.

Poor people tend to be more obese, poor health

Direction 5: Public Decisions Benefit Public Health

Earthquake preparedness – Ross Island Bridge, Schnitzer and Keller, many city buildings at risk. and schools

Our old schools are food schools, we need to retrofit buildings – needs to be a goal of next 25-years. So much joint responsibility – fed/state/county/city

Mental Health delivery is very bad. Must be in the plan, but I know county and state have responsibility, but City pays the price.

Decent housing for mentally ill.

we tend to think of just physical health, this plan needs to also look at mental health

Objective A will be hard to track, great idea but get more specific.

Objective C isn't just color and income – it's geography (i.e. bad air in north Portland)

Pollutants – you want to exercise, but the air is bad

Equity Discussion

Safety and security ties to equity. In neighborhoods without support there is more crime and they are more vulnerable

Doctors don't open up clinics where people can't pay

Neighborhood in the news without food is Cully. People went to Food4Less – takes hours

Poor parts of town are underserved – types of access makes a difference (i.e. if you have a car it's easier) – ties to sidewalks and transit service

Access to organic – hard for lower income, cost is high

Demographics of people here (white) but East Portland has a lot of immigrants. They don't feel free to come here and express themselves

Stress public participation for immigrants – language is an issue

Lack of communication – people are unaware. Public service messages should be on TV.

Outreach is money

Recreation: with cutbacks in schools, focus on PE is good.

I quibble with professionalization of sports – sports are so specialized, kids have to pay \$ to participate.

Central Eastside Community Center – we come up with lots of dreams. Learned there was no place for swim meets.



Human Health, Food and Public Safety

The community asked for arts and dance, playgroups. But no money for things. Not just East Portland that lacks money for things.

Metro bone measures are addressing this.

East Portland is park deficient – but there is land, we need money to build.

David Douglas is a nice high school. There is an opportunity to build community around schools.

Many districts (not PPS) seem to have money for things. They are solving the problems.

Access to nature. Have some big resources but not a lot of nature parks in east Portland.

Bikes win on the trails. i.e. you take your like in your hands on foot.

Since there are fewer sidewalks, maybe we can think of streets/trails differently. Small for cars/large for pedestrians.

When trying to solve equity, it's not about the same standard everywhere. Different solutions to reach similar goals in different areas.

Each neighborhood does its own thing

Schools seem logical place – kids have to , one hour PE class Monday-Friday. When I was young we dressed for gym

We have short school year and school day compared to other countries. If longer, there could be more enrichment.

Do they have home-ec and shop classes?

In WWII we had safety sheets every week – fire safety, ped safety, etc. Music everyday

Today there is a lot more to learn.

If you live near a highway you are exposed. I live by ?? and Powell – I know I shouldn't for my health.

A lot of our recreation areas are near freeways or industry.

A few years ago, highest concentration of lead was in Creston Park

Reuse brownfields to use as park, etc. Something for public good.

But people still get sick from buildings/parks on cleaned up sites.

Proposal to put sewer plants on S. Waterfront.

Poor people who buy polluted properties are stuck with the bill

Refill superfund pot of money

Why are people moving to Gresham when there is no industry, no jobs?

Gentrification can be good for City but causes displacement. i.e. Alberta is so expensive. Move to Gresham, but have to spend money/time to travel back into City for jobs.



Human Health, Food and Public Safety

Portland Plan – Phase II Workshop

Tuesday, May 18th

Human Health, Food and Public Safety

Facilitator: Marisol

Note Taker: Michelle Kunec

The group voted to decide which directions to discuss in more depth – two votes per person (number of votes in the parenthesis): (5) Make healthy food the easy choice; (3) Increase participation in physical recreation and community activities; (3) Promote safety and sense of security; (2) Protect Portlanders from exposure to pollutants; and (1) Make public decisions benefit public health. Based on the voting, the group focused the discussion on Direction 1 (healthy food), Direction 2 (recreation) and Direction 4 (safety).

Direction 1: Make Healthy Food the Easy Choice

Under food education and general – focus on kids, make a part of childhood and an easier choice
Affordable in who's eyes? Grown and distributed equitably. Cheap cost can lead to farmers not getting paid

Food assistance: bad food to poor people

need to look at whole system

If people are making more money there will be a decrease in dependence on food assistance

Need more community gardens

Need to teach people to grow food on balconies, etc

Food composting – give away as soil to people

Mechanized production – food is subsidized but hurts environment

Affordability is complicated

Triple bottom line

Also need good policy – subsidize healthy food

More food education (economically procuring and preparing healthy food)

Education is important but need access to healthy food

Can be cheaper to eat well but requires more time and we're a fast-paced society

Need to know cost per serving

Transportation access to grocery stores is important

Objective A – does it mean smaller stores or more density?

Who doesn't live within a ½ mile of a grocery store?

Expansion of farmers markets to other days is a good idea – but can farmers afford?

Direction 2: Increase participation in physical recreation and community activities

In southwest, where are parks within ½ mile?

Lack of sidewalks

Southwest was unincorporated – sidewalks weren't required.

What about constructing sidewalks through a lien on the property – taken out of profit when sold? But what if homeowner needs \$ from sale? Would increase home price because of sidewalks?

We'll never get enough public money to build sidewalk system

Other solution – not full sidewalks, just a safe pedestrian walkway, easy to put in

Physical recreation in Southwest doesn't depend on sidewalks

Southwest Community Center and others are very important



Human Health, Food and Public Safety

Joint agreements with schools to increase access to schools for public recreation

School gyms should be open to the public

Need cooperation – schools, city, health community

Direction 4: Promote safety and sense of security

For my family, biggest danger is being hit by a car (traffic safety, sidewalks, street lighting, signaled crosswalks, dedicated streets for bikes – all important)

Earthquakes – assistance will not show up quickly, government needs to take the lead on emergency preparedness

Monolithic domes are an earthquake-proof option for new public structures

Direction 3: Protect Portlanders from exposure to pollutants

Misses primary point: issue of money and equity – poorest live in most polluted areas

Equity

Difficult issue. Public health role in ensuring standards are met

How can we get affordable housing in ‘nicer’ areas – gentrification

Poor quality/poor location housing may be cheap but costs are passed on

Education at the heart of issue, it’s a way to break through social issues

Issue of language and encouragement at home

Increase in diversity of culture

Family culture is huge – but we can’t really push values, may lead to inequities

Access is key too – appropriateness and location

Losing middle class, mid-wage jobs. This ties to subsidization and immigration but these are issues that we don’t have local control over.

Food boxes don’t contain real food – how can we get more nutritious food?

There has been a big change in food banks – they used to be the 2nd market for food, now they’re the 3rd.

The 2nd market is now discount food stores (dollar store, grocery outlet, etc).

How can we get fresh food in food assistance?

Change can’t just be about the price of food but needs to be about the culture of food – production, distribution, marketing.

Immigrants adopt our food culture – this leads to problems

Need to increase CSAs, but can be beyond the budget for some people

Need to subsidize farmers and low-income people for healthy food

Edibles growing in the city – gleaning opportunity (Portland Fruit Tree Project, etc)

Healthcare isn’t in objectives but should be. It’s an equity issue.

There are long waits for dental services. Can there be cheaper education or doctors/dentists so they don’t have to see so many patients?

In 1960s all park activities were free

We need more recreation activities in schools, etc.

Also can improve awareness of what activities available for free or low cost (examples: NikeGo and Rec&Roll)

Need to reduce transportation and childcare barriers to activities, possibly a service to take people to community centers or more zipcar.

We have a summer food program in parks – it’s underutilized. What’s the quality of the food?

Major changes in federal policy are coming regarding food in schools, USDA, Farm Bill



Human Health, Food and Public Safety

There is an economic benefit to growing local food.
Tie local food production with education.



Neighborhoods & Housing

Phase II Workshop Notes Spring 2010

This document contains notes from the Phase II Portland Plan public workshops.

In order to maintain the integrity of the content the notes were not edited for format or style. The notes from each workshop session differ in style and format because they were transcribed by either the note taker or facilitator at the workshop. These notes reflect the content of the small group discussions at the Phase II workshops.



Neighborhoods & Housing

Phase II SE Workshop – Neighborhoods and Housing

Facilitator: Matt
Note-taker: Kim
Typing: Jackie Gruber

Direction #1:

Follow Midwest example of mixing ages in community centers
Some needs are in conflict with other needs, i.e. senior housing vs. family
D. Provide family friendly housing to retain families
Need neighborhoods to support families, i.e. grocery stores, transportation, education
Not just a supply issue
Do not lose families
Do not lose our advantages, i.e. neighborhood anchors, schools, business, services
How do we incentivize the right businesses?
What is the plan to fill empty spaces/under utilized space, i.e. Sandy, Foster
E. Should we increase density?
How do communities respond? i.e. SE Portland
How do we do this without pushing people out of communities?
Where do we address homelessness?
C. Word to be affordable to all household types and sizes, i.e. singles and families
D & C. Relate well

Direction #2:

Why is the MFI limited 50-80%?
What about workforce 0-50% MFI?
A. Feel Portland is doing well
B. Increase and keep homes and retention
Much of new housing is rental not for ownership
Affordable housing changes character of neighborhood, type of financing causes them to be big
Mix affordable market rates
Are the right financial tools available for ownership
Need opportunity at both places, not just housing, new transit, need employment and schools accessible
Additional education
Target education to youth
Foreclosure- some people did not understand terms
Retain homes

Direction #4:

Help people stay in homes as they age
Keep it affordable for the life of the household, i.e. maintenance, taxes, other barriers
There should be a fairshare mandate for working wage income households in every distribution of affordable housing
Where is 20-50% MFI?
There is a problem of mixing



Neighborhoods & Housing

Drug alcohol disability with elderly and other disabilities

Equity

Housing

Income not keeping up with housing and transportation costs

Historic Portlanders are competing with incomes of people from outside region

External factors- what are they?

Who is moving here? Why do they have? What do they have? What do they expect?

To diversify culture will diversity who we attract. People with higher incomes of all cultures.

Invite everyone

How is the city investing public money? Is it driving up the cost of living?

What else are we doing to cause gentrification on the local and the regional level?

PDC and City need an equity lens

Public money needs to be spent in ways that do not cause displacement

Can Portland benefit from rent contracts?

Pushing people to outer neighborhoods increase transportation costs. The public transit service is not adequate.

Reality is people with money will continue to come here. How do we respond?

Improve the low income areas? Improve the outer neighborhoods?

High density housing on train lines is working, makes an area more desirable

Where will the homeless go?

Accommodate preexisting residents

There is a trend: Homebuyers want to be close to jobs, grocery, parks, transport

Let's hear from ethnic and other groups

Listen to what you heard

Go to where people are

Communities can enhance without causing gentrification

Help communities execute their ideas

Facilitate connections to those with expertise and the community with the idea

Help people get interested in their community

How do we involve those burdened by core needs?

Welcome, provide information about community activities and issues

Help people get involved civically, church, neighborhoods, schools, employers

What is the communication budget?

Build capacity leadership in neighborhood people, associations, training

Give more support to communities that are not engaged civically

Help people know what resources area available- training

Connect neighborhood leaders to resources

Designs of housing less expensive to build. What will make this desirable?

Zoning tools like inclusionary zoning include different income levels in projects

The sustainability features get cut because of the finance structure, i.e. tenant benefits not the bank



Phase II NE Workshop – Neighborhood & Housing

I. Action Area Discussion

Direction 4 – Adequate Supply of Affordable Housing

1. Which objectives are exciting?

- All are important;
- “0-80% MFI” has adequate supply;
- “80-120% MFI”, not adequate supply (Workforce Housing & Family housing)

2. Homeownership opportunities for all:

- opportunities and programs for first-time homebuyers;

3. Consider housing + transportation costs together

4. Greater involvement of private sector:

- “0-30% MFI” Section 8 turnback; the turnback is because of lack of supply (Affordability issue)

5. Developers are building for higher income residents

6. Get developer to rethink affordability

7. Fair housing issue (Section 8 turnback):

- the fair housing objective can be added as an objective either to Direction 4 (Affordable Housing) or Direction 2 (Access to opportunity)

8. Mixed-income (Mix of Households with various income levels)

“Ending socioeconomic segregation”

9. Several impediments for private developers including:

- the structure of PDC has been changed and now less units are being built;
- show developers ideas/prototypes;
- Apply for new market tax credits and new types of development should be built;
- negotiating with developers for ideas on voluntary inclusionary zoning



Neighborhoods & Housing

“Find creative ways to work with private developers”

10. Address current foreclosure crisis and prevent it from future:

- providing safety net for households;
- creative financing;
- prevent foreclosures (keep people in their homes)
- housing preservation strategy (all units- to maintain adequate supply)

Four Big Ideas:

- Keep people in their homes; sustainability in place of residence;
- Lack of supply of affordable housing units for households in “0-30%” MFI & “80-120%” MFI (Middle Income Households);
- End/avoid socio-economic stratification in neighborhoods and housing;
- creative financing & working with private developers.

II. Equity Discussion

1. Equity is a big concern when it comes to housing for people with special needs:

- Accessible housing including family-sized housing units;
- Supportive housing;
- Need for units that can accommodate motorized scooter- no such units in Portland!

2. Aging of the population:

- Universal Design in Units including visitability through larger doorways and zero grade entry;
- Row houses cannot accommodate the needs of aged or people with disabilities;
- Remove barriers to specific housing types (like co-housing) by revising land use regulations;

3. Rethink and recalibrate the definition of “affordable”

4. More people of color needed at the table:

- involvement in conversation is a must;
- use outreach efforts that will bring people of color to the table

5. Sincerity in approach:

- steady progress needs to be made;
- leadership opportunities for people of color



Neighborhoods & Housing

6. Gender Gap in wages (inequity)
7. Inequity in share of affordable housing units
 - some neighborhoods have all affordable units while some have none.
8. Language acts as a barrier in reaching out to communities
9. Fair Housing Issues

10. Revision of Landlord-Tenant law – especially “no cause eviction”.
11. Racial integration
 - Erosion of racial integration highlighted by black flight in NE neighborhoods- including sale of black churches.
12. “Pay attention” :
 - People of color are getting pushed out
13. Homeownership for people of color:
 - Means for stabilization
14. Stabilization of all occupied units – both rental and owner-occupied
15. Rent to own programs – path to homeownership
16. Neighborhoods have to be **“Cultural Diasporas”**:
 - connecting to cultural institutions
17. City should advocate for repealing Inclusionary Zoning.



Comments from Neighborhoods & Housing

Phase II Workshop, University Park Community Center — NORTH

May 1, 2010

DISCUSSION NOTES [submitted by Paul and Kim]

Facilitator: Paul Leistner (ONI)
Note Taker: Kim McCarty (PHB)

Participants: Imelda (Portland Housing Center), Steve (Kenton Neigh. Asso.), Deborah (BPS)

Action Area Discussion

Direction 1: Provide a variety of housing choices for different household types.

Design is important. Design of new development should be compatible with neighborhood character, for instance, duplexes often are a more compatible way than row houses or other development forms to increase density in a residential neighborhood.

Increased density is o.k. but should be in character with the community; row houses and other higher density development are most appropriate in commercial corridors.

We should ask of all proposed new development: “How does it improve character and function and access for the existing community, and how does it do the same for new residents?” Housing is part of a neighborhood and more planning should go into making neighborhoods more cohesive and supportive of their residents.

New development and affordable housing should be sustainable (e.g. energy efficient) to help keep costs down for residents.

Housing design needs to be sure to include amenities such as room for a garden or for children to play—it needs to be designed with the needs of a family in mind.

New housing and affordable housing design should be of good quality to improve resale value—this is important to new homeowners.

If row houses or other higher density housing are built, they should be designed to ensure that community/resident needs are met, such as providing common areas, a playground, etc.

People should be able to stay in their neighborhood as their life circumstances change: as they age, as kids grow up and are looking for their own housing, as people’s incomes change, etc.



Neighborhoods & Housing

“Children should be able to live in the neighborhood they grew up in.” “You should not have to move to another neighborhood unless you want to.”

A variety of different housing types need to be available, and housing needs to be affordable. The housing market often does not provide housing that is culturally appropriate in terms of numbers of bedrooms, style of kitchens and other details. This marketplace oversight of cultural needs extends into the delivery of retail, transportation, healthcare, and education services.

Affordable housing is missing in close in Portland.

“Universal design” principles should guide all design.

How can we transform neighborhoods that traditionally have a built form that does not include affordable, smaller choices? Possible barriers to the creation of the type of housing the community desires include how banks are making lending decisions that affect both developers and individual homebuyers.

Some alternatives to consider for new housing development or conversion of existing housing include:

- Accessory units—these have the advantage of adding housing units without significantly altering the urban form.
- Co-housing—people can live more affordably by having shared common spaces and create a sense of community connection.
- Multi-generational housing—housing design could include an extra kitchen or a communal shared kitchen and extra bedrooms so aging grandparents could to move in with adult children. This makes housing more affordable and strengthens family ties and support networks. This may be especially attractive to families in the Latino community. Also may be attractive to people whose job opportunities aren’t good—job loss or trouble finding work. “Having parents live with adult kids helps.”

Direction 3: Ensure Portland’s housing is safe, decent and sustainable.

More renter assistance and advocacy for renters is needed. Portland Housing Center gets lots of calls from renters asking for information and help, but PHC is focuses on home ownership. The Community Alliance of Tenants is the group that supports renters, but is overwhelmed.

People don’t know their rights. The Portland Housing Center gets lots of calls from residents concerned that they live in substandard housing. A family called and was living in a unit that didn’t have a working range or refrigerator—they asked whether that was o.k.? It’s not! They hadn’t gone to their landlord because they’d seen him retaliate against other renters when they complained.



Neighborhoods & Housing

More culturally appropriate assistance is needed—especially Latino outreach. The Community Alliance of Tenants (CAT) is fantastic, but they don't have a lot of time to help Spanish speakers. If the housing is subsidized—other avenues may exist for people to assert their rights.

Good quality housing affects health outcomes, education outcomes, and prosperity. Housing is a basis for positive family outcomes. “Kids don't do well without heat, food, etc.”

Housing outcomes are influenced by management, i.e. energy use, eviction rates, turnover/moving families, mold, health concerns, water management and conservations, community building.

Changes needed include:

- Information: communication to the community; many people don't have access to Facebook or Twitter. Parents sometimes get information from their kids—but sometimes the information isn't accurate.
- High Standards: New housing development should be held to high standards and expectations. “Affordable housing should be good quality housing.”
- Make sustainability in housing more attainable—right now it's very expensive.

Better outreach needed to engage people. Go to the community—use existing community structures; reach out to community leaders. Go to places where people already gather and meet.

Internet, Email and Twitter don't work for everyone.

Reach out to community centers and churches—take notices directly to where people already meet and get feedback from them as well.

Build trust over time. “You build more trust by working through existing community organizations.” “It takes time to build trust. People need to feel their participation matters.”

People need to be taught the steps of involvement; if they have a problem, how can they reach out and get it fixed.

Equity Discussion

Inequalities exist now because the Latino community is “not part of decision making. Latinos need to be integrated into the community”—type of housing, retail, education, transportation experience.



Neighborhoods & Housing

Few Latinos are being reached by the Portland Plan process. Latina participant only knew about this Portland Plan workshop because someone at work told her about it. “Few other Latinos are here.” We want walkable neighborhoods too. It’s part of our culture.”

What will change this? Accessibility, in terms of location, affordability, transportation lines/frequency.

People need to have a voice in decisions that have an impact on transportation (e.g. Trimet) and housing. “

The community at large wants to be close to services. “We need community nodes.” Give incentives to businesses to provide services the community wants. Kenton lost a number of grocery stores and now only has the big Fred Meyer. Need to understand existing barriers to increasing accessibility to grocery stores.

While farmers markets are available in the summer, what about the winter? Create covered market spaces that can be used in the winter—maybe through the creation of coops; maybe people in the neighborhood could grow food and sell it there. Providing stall space all year round in these types of facilities could help them play the role of business incubators. “Like Saturday Market, but where we need them.”

People need to feel entitled to pursue their rights. Lots of separate places exist to get pieces of information. “We need one place people can go to get all the information.” 211 is not enough. 211 refers people to Portland Housing Center.

Fear is a barrier to demanding equity.

Assistance needs to be more personal. “You should be able to get help from the person you talk to.” This service could be provided initially by a non-profit but may evolve into a city government program. “Start now.”

Use media used by the target community. For instance, the Latino community gets a lot of its information from TV and radio.

Maybe we don’t need to add new services, but rather make existing services more accessible and easy to utilize “so people don’t give up and walk away.”

Many people in the community have suggested that schools should function as hubs of community. Some schools serve this function now for Latinos, especially if the principal or a teacher speaks Spanish. Each school needs a “community liaison” or “conciierge” position. Somebody at the school who speaks the language and can help people solve problems and get information.



Neighborhoods & Housing

Post Session Comments: Steve talked to Paul about his interest in approaching the mayor about having him convene representatives from major grocery store chains in Portland to discuss challenges and opportunities for getting more, smaller grocery stores distributed in the community and closer to people in North Portland. Steve said his neighborhood used to have a number of grocery stores (Kienows, etc.), but that they've all gone away leaving just the big Fred Meyer. Paul said that this is what the City of Vancouver, BC did in the 1990s. They got Safeway to build a much smaller footprint store as part of a mixed use development close in to downtown Vancouver. The store ended up being very successful for Safeway and showed the industry that this could work. This was part of Vancouver's strategy to provide the necessary amenities to attract middle class families to move close in to downtown.

The draft Neighborhood and Housing direction and objectives do not place enough emphasis on the importance of homeownership as a neighborhood stabilizer, and potential source of family prosperity.



Neighborhoods & Housing

Phase II SE/NE/N/CC/E/SW Workshop – Neighborhoods and Housing

Facilitator: Elizabeth Erickson Notetaker: Barbara Sack

May 10, 2010

Central City/University of Oregon

ACTION AREA DISCUSSION

Direction 4: Provide an Adequate Supply of Affordable Housing

- Ending chronic homelessness would be exciting if it happens.
- Ending chronic homelessness may not be realistic.
- May not have enough time to end homelessness [by 2035].
- Include 10 Year Plan to End Homelessness [in Portland Plan].
- Need more support for resident services, for community development corporations.
- Concentration of affordable housing not desirable. How does it affect neighborhoods, other residents?
- Affordable housing should be considered as part of planning for all areas/geographies.
- Important to consider how to achieve affordable housing objectives. This could include economic development, neighborhood building and tradeoffs.
- Maintaining supply of housing for households with less than half of area median income should be a citywide objective.
- Concerned about the Low Income Housing Tax Credit program. It is not working to assist construction of affordable housing. What else is available?

Direction 1: Provide a Variety of Housing Choices for Different Household Types

- Affordable homeownership should be emphasized not just rental housing.
- Families will want homeownership opportunities.
- Mortgage payments can be less than rent.
- Need a demonstration project for universal design/accessibility. Could involve low interest loan, courtyard housing.
- Need creative solutions and more focus.
- Soft costs should be addressed including permitting.



EQUITY DISCUSSION

What is equity?

- Designing housing for people of all ages and abilities has not been done – accessibility, visitability.
- Infill housing is often not accessible.
- Accessible features should be included.
- Flexible housing design should be part of new construction.
- Making neighborhoods accessible is important, particularly for the disabled.
- Affordable housing is often not accessible because it is older. How do we fund accessibility?
- Redlining: Up until 1995 African Americans could not get loans in NE Portland. And effects are still being felt today
- African Americans pushed out to East County.
- Foreclosures affecting African Americans the most.
- Egregious history of discrimination/ urban renewal in NE Portland. Address minority homeownership. There is some distrust in this community of the City.
- Inequities in rental housing as well as homeownership.
- Licensing of rental property owners by City could make a difference. Training for landlords in landlord-tenant and civil rights law. Tenants also need education. -There is a lot of ignorance of fair housing laws.
- Displacement: Some people are displaced because of lack of suitable housing. -An example is no family housing in the Central City.
- Seniors on fixed incomes are displaced by the market in the Central City.
- Need affordable housing to meet the community's needs.
- Need to allow for accessible housing.
- Goods and services cost more in poorer neighborhoods. This is inequitable and should be studied.
- More “greening” of homes in low income neighborhoods; sustainability need to be addressed in all neighborhoods.



Phase II SW Workshop – Neighborhood & Housing

Uma Krishnan

I. Action Area Discussion

Direction 1 – Provide a variety of housing choices for different household types

1. City should not get involved in what may be the workings of the private market.
2. City should not become a “homeless magnet”.
3. Housing choices for all types of households is important.
4. Listen to citizens.
5. There should be a match between “housing types” and “community fabric”.
6. The constraints posed by development options like the “Urban Growth Boundary” should be kept in mind.
7. Transference of ‘Aging in place’ to housing units is not the City’s responsibility:
 - ADA is sufficient;
 - The zoning code and its implementation is adequate role for the City;

“Listen to the needs and aspirations of people in neighborhoods to get an idea about housing types.”

Direction 2 – Support equitable access to opportunity through housing

1. Why should the City be involved in development?
 - Availability of a variety of housing options acts as a significant incentive for economic development;
 - City’s responsibility should be limited to zoning codes and implementation;
2. “20 minute neighborhoods” concept will not work in SW Portland:
 - Cutbacks in bus service is impacting the viability of ‘20 minute neighborhoods’;
 - SW Portland is not a walkable neighborhood;
 - Community needs are different;**“One size will not fit all”**
3. “Equitable access to opportunity” is not well served by developments like 8 housing units in a 10,000 sq ft lot that has no yard and no parking.



Neighborhoods & Housing

4. Deep concern about SW Portland:
 - No transit;
 - No stores;
5. Like the feel of the neighborhoods in SW.

“No blanket policy on neighborhood characteristics should be imposed. City needs to listen.”

II. Equity Discussion

1. Effective and adequate conversation has to occur between providers of educational opportunities and families/households.
2. Talk to families about success strategies.
3. School districts have to be a strong partner.
4. Equity must involve housing units and households.
5. Comfortable, safe and clean neighborhoods are essential for fostering an equity environment.
6. The high school serving SW Portland and the Portland Public School District have not been responsive. These entities have shown an unwillingness to have productive conversations.
7. Prevalence of equity should be comprehensive:
 - equity in neighborhoods;
 - equity in schools;
 - equity in home;
8. Neighborhoods are a community and there has to be good effective conversation among those who live there and/or service the community.
9. Better use of school resources for the community.
10. Community capacity problem solving.
11. Barriers to equity in access:
 - Jobs;
 - Education;

“A continuum of barriers that systematically deny equal opportunity”

12. A variety of traditional and non-traditional choices need to exist for homeownership:
 - housing cooperatives;
 - co-housing;



Neighborhoods & Housing

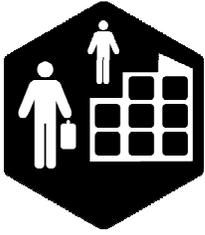
- land trust models;

13. Mixed Income integrated neighborhoods are essential to foster equity.

14. Downpayment assistance programs are needed to address equity issues in homeownership situations.

15. Financial education seminars are useful tools.

16. Home inspection of rental properties is essential as this is an equity issue that disproportionately impacts renters.



Prosperity and Business Success

Phase II Workshop Notes Spring 2010

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Prosperity and Business Success

Portland Plan Phase II SE Workshop– Prosperity and Business Success Summary Notes of Community Discussion

April 26, Central Catholic School

Action Area Objectives Discussion

Direction 2. Broaden Prosperity

2.a. Increase living wage jobs

- The wealthy will continue to do well, but opportunities for the middle class and lower income people need more attention as costs of living rise.
- The key for prosperity and business success is an educated society.
- Yes, create more living wage jobs, but what will the City's role be? The approach needs to be private sector driven.
- What is the City doing now to attract and grow business?
- For business success, we should be reducing the burden of taxes and permits on business, especially small business.
- Is this the right objective? Nods around the table. "Absolutely."

2.b. Reduce employment disparities

- How does the high school dropout rate relate to disparities?
- Reducing disparities is a lot about good personal choices. The City's ability to reduce disparities is limited.
- The City could improve access to opportunities, but that might not actually reduce disparities.
- Mentoring programs make sense.
- Portland Youth Builders is a good example to move toward.
- I worked on a literacy program, where people had sometimes passed the 10th or 11th grade and still couldn't read. Schools are moving people through unprepared.
- Better jobs are needed for people with less formal education.

2.c. Invest in community development and small business

- Is there someone at the City who can help businesses identify unmet neighborhood consumer needs?
- I like the idea but don't know if I can fully support it. The City could "encourage" buying locally, buying in our own neighborhoods.
- Neighborhood co-ops are a good example.
- Small businesses struggle. Reduce their tax burdens to help them.

Direction 1. Build a stronger local economy

1.a. Compete for export growth

- What do we export now?
- What can the city do to increase exports?
- Is this the right objective? Yes, we need to do this.
- PSU has an important role in export growth.



Prosperity and Business Success

Equity Discussion

Growth

- We need a bigger pie. A growing economy will expand and broaden opportunities.

Bottom-up approaches

- Diverse groups need their own leaders, and the City needs to connect with those leaders.
- To improve equity, we need to break the cycles – “change mindsets.” It’s not going to change in half a generation. Mentoring and education are important parts of the solution.

Community development and gentrification

- To expand neighborhood-based business, the City would need to leverage “higher risk” opportunities.
- Going from Hawthorne to Foster and eastward, there is definitely a shift in the commercial environment and a lot of revitalization opportunity.
- Gentrification needs attention too. Improvements lead to gentrification.
- People in Cully don’t necessarily want it to be like Broadway. Be sensitive to neighborhood context.
- Gentrification is misunderstood. A conclusion in a Portland Plan report is wrong, saying that lack of income growth and increasing housing costs lead to gentrification.
- Neighborhood commercial “boutique” jobs do not pay living wages, if that is going to be the strategy.

Education

- On Objective 3.d to increase training and higher education, I don’t see how the City can do that. Community colleges and schools do that.
- Vocational training is more expensive than schools. Start with schools.
- We should expand education not just to fill available jobs [Objective 3.d], but also to expand access to jobs.
- We need more international immersion programs to stay competitive. Portland ought to be a model.

Transportation

- The goal of living close to work is unrealistic for most people. People change jobs, especially with recessions and high unemployment. Good transportation is critical.
- Bike transportation is more affordable but we also not good access by all modes.
- Driving is a more efficient option and necessary for many trips.
- We’re seeing more seniors in lower paying jobs. Their transportation options are more limited.



Prosperity and Business Success

Portland Plan Phase II NE Workshop– Prosperity and Business Success
Summary Notes of Community Discussion
April 29, Beaumont Middle School

Action Area Objectives Discussion

Direction 1. Build a stronger local economy

- Reword the action area title to start with business success. Prosperity relies on, and starts with, business success.
- This direction should emphasize local production and buying locally. In a sustainable economy, Portlanders should be able to buy rain barrels made in Portland, instead of Chicago. A sustainable economy is one that emphasizes local production and buying locally. To support it, we should be able to get comprehensive, convenient information on locally made products, for example in library databases or on cable access television.
- Our economic model is more about trade between cities than local production. A focus on local goods is more of a medieval model. Portland should perform better within our trade-based economic model.

Objective 1.B. Capture more regional job growth

- The objectives should start with local job growth. That's the main thing. Are these objectives in a particular order?
- Objective 1.B should be changed to something like "local job development." "Capturing more regional job growth" sounds like taking it away from other cities like Gresham.
- Education should be emphasized as a generator of job growth and job access.
- It's not just local job development. We should also be looking for more local "business development."

Objective 1.A. Compete for export growth

- The objective titles should be clearer and stronger. What does it mean to "compete for export growth"?

Objective 1.D. Focus on target industries

- Portland doesn't have a major industry rooted here like autos in Detroit.
- Diversity is better and more stable than just high tech or wood products.

Direction 2. Broaden prosperity

Objective 2.B. Reduce employment disparities

- I'm handicapped, and resources for handicapped people to get a job or start a business are limited in Portland.



Prosperity and Business Success

Objective 2.C. Invest in community development and small business

- Objective 2.c should be the main objective in this direction, and it includes 2.a. It's about investing in the local economy and small business.
- The title of objective 2.c doesn't reflect the 2035 objective. The title is about community development and small business, while the objective is for healthy neighborhood commercial districts.

Objective 2.A. Increase living wage jobs

- A sustainable local economy should be the focus, which will generate more living wage jobs.
- We need to bring back manufacturing. That is the backbone of the middle class.

Direction 3. Develop better economic development tools

Objective 3.B. Overcome land development barriers

- Three things. One, reduce government permitting costs for business relocation. Two, look at the recommendations of the zoning oversight committee. And three, some of these plan districts are not helping.

General

- 2035 is a long time. Can we consider 5-year increments in the objectives?

Equity Discussion

Human capital and geographic equity

- Start with the city's human resources and geographical resources as assets. Inventory them and maximize them as a strategy.
- For example, what kinds of jobs make most sense for our neighborhood demographic?
- Invest more in job training to make available positions more widely accessible, as well as to generate new industries.
- Again, the 1.B "capture more regional job growth" title is inequitable across geographies.
- Our codes don't say the kind of development that we WANT and what it will give to the neighborhood.
- Consider the tradeoffs of social equity versus geographic equity. Big box stores that serve a lower income market and offer lower prices are a good example.

Small business development

- We should aim to truly "incubate" new industries that improve equity, the environment and the economy. Business incubators are a good tool to improve community equity.
- Handicapped people that have fewer options often face a catch 22 in starting a business. They need startup capital, but banks won't lend until after businesses are established. Startup capital is needed.



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- Again, another incubator opportunity.

Urban renewal

- The urban renewal focus of economic development in Portland is not equitable. Economic development resources should be applied outside of urban renewal areas too.
- Who has benefitted from urban renewal? It's the top 20% income households.
- I know of grandmothers who used to live in the Albina neighborhood and were displaced to Gresham. Urban renewal contributed to that result.
- How should urban renewal be managed to be equitable – to benefit poor people?
- We need to hold PDC accountable for how public dollars are spent, to be more equitable and sustainable.

Transportation access to jobs

- Access to jobs depends on good transportation. The Cully neighborhood, for example, lacks direct bus access to downtown.
- More jobs are needed where people live. Telecommuting is an opportunity for some.



Prosperity & Business Success – SAT 05.01.2010

Barry Manning – Facilitator

Radcliffe Dacanay – Note taker

KEYS to PROSPERITY & BUSINESS SUCCESS

- Retention [of existing businesses very important to prosperity and business success]
- Partnership with businesses
- [Ensure] a lot of industrial jobs on the river [maintain partnerships with existing businesses on the river]
- Enhance/ retain/ partners [with existing businesses] – not replace them
- [Too often] we're [the City is] chasing after "new" [fad businesses]
- Need to build on existing strengths [of the city, current businesses] especially along river/ harbor industries

BUILDING A STRONGER ECONOMY

- "Building a stronger economy" is an umbrella [catch-all phrase] for many other related directions
- Investment in business infrastructure keeps businesses here [in the City, the region]

DIRECTION 1A – Compete for export growth

- Goal of 5% export growth annually is too high
- Perhaps over a period of 20 to 30 years, that figure may seem more reasonable

DIRECTION 1B – Capture more regional job growth

- Need to be "Oregon" minded, not just city of Portland centric
- Need to partner City's strengths with the region's, with the state's
- [Need to focus prosperity & business success not just at the City level, but the whole state of Oregon]
- "State competitiveness" should be the goal, not just City's own competitiveness alone
- [Share of economic growth should mirror] needs to be in proportion to city's population growth
- City's local business tax a disincentive [for businesses to locate here]
- Also Multnomah County's business license tax [hinders business growth in the City, the County]
- TriMet tax hurts small businesses, too; these businesses don't see direct benefit
- These taxes don't often help small business
- What do these taxes do for small business?



Prosperity and Business Success

DIRECTION 1C – Increase entrepreneurship and innovation

- Startups?
- [Many] other factors beyond city government/ incentives [attracts businesses to the City, the region]
- Education is key!!!
- Attractiveness of the environment [has played a role in attracting new business]
- [To increase innovation, spur startups locally] education again is key; partnering with PSU, helping the university incubate businesses [is something the City can do]
- [Chicken and egg dilemma:] You need a strong tax base for more “good things” to happen [which thereby increases, strengthens the tax base]

DIRECTION 1D – Focus on target industries

- Exceed annual average of nation[‘s GDP?—not likely!]
- Don’t necessarily need to exclude different types of business
- Actively pursuing specific types of businesses—“target industries”—not necessarily best way
- We should be open to broader array of businesses [that can help grow jobs in the City, the region]
- Don’t just go after “fad” target industries, i.e., “green” jobs
- Going only for “green” jobs is like trying to hit a home run at every opportunity; a homerun in job creation is not always needed
- Multiple small wins—think of it as multiple singles in baseball—can also yield runs, wins in job growth.

DIRECTION 1E – Lead in sustainable business and development

- Ensure correct use of “sustainable”
- Often incorrect use of the term “sustainability”; we need to hone our own understanding of the term’s meaning
- SUSTAINABILITY: repeatable over long period of time
- A repeatable business model
- Efficient, less wasteful
- Important to be a leader [in sustainable business... but just as important to be a leader in taking incremental steps, constant improvement toward sustainability]
- Take “singles” along with “homeruns” in business development
- I.e., small starts like composting at coffee shops [a good small step example]
- [Job growth should be a priority, not whether a business is green or not]
- City leadership okay
- Different scales of business development need to be considered when thinking about sustainable business



Prosperity and Business Success

EQUITY in Prosperity & Business Success

SAT 05.01.2010

Radcliffe Dacanay – Facilitator

Barry Manning – Note taker

(How do participants define “equity”?) Equal access & opportunity

How achieve e.a. and opp? (points to consider)

- Education & training key
- “Access” to what?
- Concentrations of wealth is a problem; leads to monopolies(?), etc.
- “UNIFORMITY” of zoning and planning... How does it alleviate disproportionate opportunities/ challenges?
- WalMart – how does this diminish equity/opportunity for other business [typically smaller, local shops]
- Is it equity for the business, individuals, or other (i.e., geography, place)
- Equal opportunity to PARTICIPATE and COMPETE
- Are income disparities adjusted for education?
- This is market driven—City has limited ability to influence
- Can influence in some areas: land use + transportation
- But in other areas that can be influenced
- [More] valid information would be helpful
- Data and information should be valid and real and not solely based on assumption



Prosperity and Business Success

Portland Plan Phase II Central City Workshop– Prosperity and Business Success
Summary Notes of Community Discussion
May 10, White Stag Building

Action Area Objectives Discussion

Direction 3. Develop better economic development tools

Objective 3.A. Expand business development and access to capital

- More training is needed for entrepreneurs.
- Financing programs should be coordinated with business training.
- Expanding local access to capital for businesses should be a priority.
- PDC should publicize their business programs more. Most businesses don't know about them.
- Focus business development programs more on small businesses and small business growth.
- Business development programs are also an equity issue. Small businesses and less prosperous neighborhoods need more attention.

Objective 3.B. Overcome land development barriers

- The underutilized buildings in Central City's industrial areas are an opportunity. Take better advantage of the transportation infrastructure here.
- In some of the small business areas, new development is not in context. New construction should reinforce the small business vitality of these districts.
- I am becoming more supportive of design rules. The skinny house rule produced ugly development at first, but the craftsman and higher quality designs are better now.

Objective 3.E. Improve partnerships for economic development

- 3.E is vague. How will the partnerships work?
- Assist non-profits at a higher level to coordinate resources better. With overlapping roles, non-profits often compete inefficiently for the limited resources available.
- We should use capital more strategically for local benefits. Keeping the City's general fund at U.S. Bank takes income out of the region. Community banks have much larger multiplier effects on the local economy.
- Using out-of-state contractors also eliminates local jobs.

Direction 1. Build a stronger local economy

Objective 1.D. Focus on target industries

- In clean tech, look more at home-grown electric vehicles.
- Business assistance should target local development and products. Streetcar manufacturing at Oregon Iron Works is a great success story.
- Solar World and other exporters that have located here get extra attention but local clean tech businesses offer more potential for local job growth.



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- Support small business sustainable industry. Energy efficiency products and development are more economically viable than solar and wind energy, and they create more local jobs.
- Green design also needs more attention in the clean tech target industry.
- We need to promote more “lower-priced jobs” at a variety of education levels, not just jobs that require college and graduate degrees.
- Portland is on the cusp of organic farming becoming a local growth industry.
- Business recruitment efforts should emphasize what differentiates Portland from other cities and market it.
- Portland lacks a clear, concise marketing story, especially around sustainable industry.

Equity Discussion

Job creation

- Equity is in job skills. High tech hires highly skilled workers. We should target industries that align with the range of skill and education levels in the workforce.
- What types of businesses will create more jobs? Small business employs more people.

Restrictive capital

- Availability of financial resources for people to buy a house or start a business is not equitable.
- Microenterprise development can help reduce poverty, but startup capital for microenterprises is not available here. Even Mercy Corps doesn't offer it.
- Certification for business assistance programs is also stringent.
- The discrimination stories we heard tonight are not a surprise.

Community banks and proactive local investment

- What is your bank doing for your community? At Albina Community Bank, an \$8,000 loan turns into \$80,000 of community impact. Yes, all commercial banks have Community Reinvestment Act funds, but they have smaller multiplier effects - more strategic and less decentralized.
- Awareness of where banks invest our money is lacking.

Quality and diversity of products in neighborhoods

- The New Seasons statement in the video resonates. Starting and growing businesses affects the equity of the community.
- Look at how businesses fit the demographics of their neighborhoods.
- Focus on who is there in each neighborhood, instead of who might come.
- In neighborhoods that are perceived as poor, what do they need?
- Quality and diversity should be an expectation in all neighborhoods. Raise the bar.
- The context and demographics of neighborhoods is always changing. Profiling limits opportunities to improve neighborhood prosperity.



Prosperity and Business Success

Portland Plan Notes and Observations
David Douglas H.S. 5/15/2010
Prosperity and Business Success

NOTES From Session

Barriers to Success

First Item was review of Direction #3 (but this also spilled into Direction #2)

- Zoning Issues: Several issues related to zoning were mentioned including:
 1. Not enough zoning in East Portland for businesses, too much housing.
 2. There should be areas zoned to enable local businesses to get established.
 3. Gaps in commercial and industrial zoning mean services and employment are not close by.
 4. Zoning should allow flexibility for building conversions (i.e. a big box building to industrial uses).
 5. Zoning should allow people to provide start-up businesses
- Need for capital: Financing is currently a problem, and many small, or minority owned businesses may not have access to traditional financing. City programs would help.
- Existing businesses should be encouraged to remain and expand without overly burdening them.
- Vocational training should be expanded to help citizens train for decent jobs. Vocational programs should be kept at high schools to provide a workforce option to college.

More Direction #2 Comments

- Suggest that the city engage local businesses more to find out what kind of programs and/or vocational training would help them with the labor pool.
- Consider how living wage jobs are measured. Some indicators relate wage to housing costs.
- Look at the wage disparity between East Portland and the rest of the city. Raising income in East Portland is an important goal as many areas have concentrations of poverty and underemployment.
- We shouldn't have to rely on construction jobs as a driver of the economy, especially after the real estate crash.

Direction #1

- Observer's note: There did not seem to be comments about the objectives listed.
- It's important to focus on existing businesses and enabling their success or expansion. Keeping existing businesses happy may use fewer resources than trying to attract new businesses.



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- Enterprise Zones can be used to provide incentives in some areas (addresses both Direction #1 & 2)

Looking at items with Equity lens (suggestions)

Observations and Barriers for Direction

- All of the Objectives with Direction #2 are Equity objectives.
- New populations in area are opportunities for growth, provided they have access to training.
- Important to note that equity is not the same as equality. You can't have a 'one size fits all' approach.
- Programs need to be intentional about what they focus on and what situations they are trying to help. As a result, outreach needs to be tailored to the people being reached.
- Programs focused on uplifting populations must have respect, understanding and humility.
- Once again, start-ups need innovative ways to secure capital.

Missing Pieces

- East Portland has a geographic equity issue regarding transportation infrastructure. Missing sidewalks make it hard to walk distances, and bus routes are limited in area and times.
- Above bullet also causes accessibility problems for people with disabilities.
- There is often a perceived discrimination against those who rent, with the thinking that rental communities are transitory and less stable. Rental communities should be encouraged as more permanent living arrangements.
- Programs may benefit by also considering opinions about public safety and crime in the area.
- East Portland has few community centers. This area could benefit from creative approaches to community areas, such as combining community centers, cultural institutions, and work-force training.
- There were several comments related to missing strategies for targeting intended populations and engaging them. (Part of the source of these comments was based upon observations of those in attendance, compared with the diversity of the neighborhood). Comments included.
 1. City could involve resident managers of housing to communicate with residents. Firms such as Rose Comm Dev. And Human Solutions have outreach people that could be used. (IRGO was also mentioned, but don't remember what it stood for)
 2. Churches and non-profit and charity groups are good links to certain populations.
 3. Interpreters are a necessity at meetings.

Answers to Questions

1) What was a highlight for you during your table's conversation?



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For a small group, we had a range of backgrounds, from politicians (Rob Wheeler, Mayor of Happy Valley who is running for Senate Dist 24) to college students to school administrators to long time residents.

2) What was your greatest challenge in facilitating or note-taking?

The greatest challenge was keeping up with comments and making sure it was written clearly.

3) What would you do differently next time?

I thought it worked well, and the meeting was kept on time, so I can't think of anything.

4) Do you have any feedback for the workshop organizers?

My only feedback might be to consider pairing an experienced person with a newbie. For Karl and I, we were fine, which was partly due to Karl having been involved in the development of this module's objectives. But it might help folks in the future.



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Portland Plan Workshop: Business
May 17, 2010

Notes (Alma Flores):

1A: Why does it need an adjustment?

- Don't want to do business with China
- It should be higher than 5% in order to have more trickle down effects.
- If you only measure the value you don't count the growth of businesses (job #'s)

1B: Why does it need an adjustment?

- Show job #s

1C: Why does it need an adjustment?

- Need hard #s for the number of start-ups
- Need a retention piece
- We do better than this goal—we need resources for exporting and sustainability

1D: Why does it need an adjustment?

- Institutional growth is also important to the economy—should be considered traded sector
 - They offer high paying jobs
- Targeted industries shift over time—the plan needs to change
 - Consider what is compromised in the mean time
- Are these living wage jobs? Are they accessible and is there training available

1E: Why does it need an adjustment?

- What will be the measure of success?

2A: had a high acceptance rate and time ran out to follow up with each question

2B: Why does it need an adjustment?

- Needs more specific #'s

2C: Why does it need an adjustment?

- 80% indicated on the right track

3A: 74% indicated on the right track

3B: 74% “ “

3C: 82% “ “

3D: 81% “ “

3E: 80% “ “

General Comments at closing:

- Big business should be encouraged to locate in Portland
 - Educated folks are here but there is no outlet for them—jobs



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- We have the talent but there isn't a connection with big business
- Deal with the issue of negative perceptions of doing business in Portland.
- Select a few key priorities and move forward with them.
- What are the underlying reasons for the economic growth in other cities, like San Jose?



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Portland Plan Workshop Notes

May 18, 2010

Prosperity and Business Success

Note taker: Alma Flores

Direction 1: Build a stronger economy

- Deal with the reputation the City has as an unfriendly business environment
 - Taxes, fees, overall costs are too high!
 - Spend money on items that are relevant to businesses—e.g. infrastructure
- Taxes, fees, fines, utility costs are all too high.
 - Other parts of the state do not charge extra for certain services such as a fire inspections
 - Reduce the city's budget/overhead
 - Exhibit fiscal prudence for long-term stability
 - It isn't right that 25% of population pays for services for all
- Supportive of creating a competitive economy by addressing the above issues—“can't tax your way out”
- Government should get out of the way—overregulated (reduce the regulations and fees)
- Need a balance to our regulations

Objective C: Increase Entrepreneurship and innovation

- Need stronger language for the expansion/growth of businesses

Objective D: Focus on Target Industries

- Target industries aren't the solution
- Provide support to all businesses
- The Risk: If you give money to one industry and they fail, then what?
 - E.g. Vestas
- Diversify the support—acknowledge the industries that are already located here
- Target the high growth industries
 - Retention of long standing businesses
 - Reduce taxes/cut expenditures

Objective E: Lead in sustainable businesses and development

- Costs should be reduced by supporting sustainable practices
 - More penalties for harming the environment
 - More incentives for good practices
- Acknowledge that it takes time for businesses to change their practices
 - Give them a chance to conform to sustainable practices
 - Be respectful and balanced
 - Take time to teach them—environmental sustainability should be linked with the Education action area and objective E
- Have a plan for these businesses to be able to start their sustainable practices



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- Businesses themselves realize it saves them money not government intervention
- Have business owner's network/train/communicate with other businesses about these sustainable practices: fiscal and environmental benefits.

Direction 2: Broaden Prosperity

- Overlaps with education –access to opportunities

Objective 2B: Reduce Employment Disparities

- In order to reduce the disparities—even out the ethnicities (more diversity I needed)
- Should be seen as disparity in opportunity
- Education plays a key role in the disparities that exist
- Correct for the low graduation rates
- Higher education is important, but it is not for everyone

Direction 3: Develop better ED tools

Objective 3B and C: Upgrade infrastructure and overcome development barriers

- Investments in freight are needed.
- Need better advocacy for freight.
- Look at different models that could address sustainability and play into global competitiveness
- Prioritization of infrastructure dollars
 - If everything goes to light rail what's left for other modes
 - Need a cost-benefit analysis of these decisions
- Pro-business and environmentalists are at polar opposites—they need to come together more
 - The bulk of these groups do not feel this way—the loudest advocates are the only ones being heard
- Portland has constraints—we need to move the Brownfield's and the process quickly
- The opportunities to reuse land is critical for land development
- Recognize that there are different types of industries and that the zoning needs to relate better to those land uses—change our view of industry to accommodate the growth of these uses
 - Change the mind-set—zoning only deals with one type of business
 - Guild lake is an example of this
 - Noise is the big issue not the variety of uses

Objective 3D: increase access to training and Higher ed.

- Increase trade school opportunities
- High school should balance basic education, the trades, mentorships, soft skill training



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- Soft skills are lacking in our students these days—teach them how to write a basic resume, appropriate dress, counseling, job placement, basic math, reading, and writing skills.
- There is too much self direction in the schools—teach the children skills.

EQUITY DISCUSSION:

- There is a need to create the opportunities for everyone
 - E.g. basic skills training and soft skills
- Business mentorship—businesses should go into the schools to talk about the importance of the topics being taught in school.
 - Show the students the relevance of these skills
- Vocational skills are necessary
- A pro-immigration message: provide a message that counters the dominant immigrant rhetoric (e.g. immigration does not take away jobs)
- Make sure that it is “legal” immigration
- The city should be welcoming to immigrants—provide the proper support
 - E.g. Gunderson has employees that speak 14 languages.
- How do we get information to people to make them aware of opportunities?
 - Verde is an excellent example
 - Improve notification process
- Balance funding/incentives given to targeted industries and other businesses—small, medium, large –business equity
- Knowledge/technical assistance that is given to the targeted industries should be provided to all businesses

Who Benefits?

- Future generations—we need to know what they will need in order to provide for themselves
- The goal should be—win-win—not a zero-sum game. Don’t take from one to give to another
- Spread the costs
- Diversification of the economy creates more stability



Sustainability and the Natural Environment

Phase II Workshop Notes Spring 2010

This document contains notes from the Phase II Portland Plan public workshops.

In order to maintain the integrity of the content the notes were not edited for format or style. The notes from each workshop session differ in style and format because they were transcribed by either the note taker or facilitator at the workshop. These notes reflect the content of the small group discussions at the Phase II workshops.



Sustainability and the Natural Environment

Portland Plan Workshop - Phase II SE Workshop – Natural Environment Action Area

Note taker- Marie Johnson

Favorite/Important Things about Portland

How to be as sustainable as the people who lived here 10,000 years ago

Urban agriculture/urban design

City that thinks forward- sustainability

Forward thinking- planning

All things of big city and accessibility to nature, arts, progressive funky way Portland expresses it.

Convert the entire city to organic gardens, low cost, get youth in shape.

Like the vibe and the people.

D3E Reduce waste

Why do we still have plastic bags?

Need a consolidated collection point for all non-curbside recyclables- too difficult to recycle non-curbside plastics, etc.

D2 Green Built

Edible trees. Habitat for birds.

Use city land for gardens to grow food for people

D3- Adapt & Mitigate - Objective A

A lot of people rent and we need incentives for landlords to go renewable/ green building / weatherization.

Willing to pay higher rent if the utilities were lower.

Solar programs are going to make it more attractive to move to solar.

First priority is food, my second priority is energy- it's so expensive. Why don't we have solar panels everywhere?

Objective E



Sustainability and the Natural Environment

There are needs to be a lot of education about waste reduction/ recycling – bus ads. Where to take materials?

There's not a convenient way to deal with packaging like Styrofoam.

Neighborhood recycling centers

Include waste disposal and recycling in the 20- min neighborhood concept.

Direction 2- Green built - Objective 2- Green the streets

Chicago is a model- ecoroofs, gardens, trees and swales.

Gravel could be used instead of pavement for small parking lots but it's against code.

62 miles of unpaved streets in SE and E Portland could be gravel.

City won't allow you to plant in unpaved streets.

Portland Depave – tear up parking lots and replace with gardens

Lawns can be used for parking

Lawns can be used to grow food.

Objective D- Tree Canopies

Native trees please

Portland fruit tree project and Friends of Trees needs more funding

Why does Parks and Rec have to buy land for community gardens from Water Bureau?

Nestle is buying a spring at Cascade locks to bottle water. The Water is ours, not theirs to sell. All we get are the minimum wage jobs.

We're the biggest City in the state, where are we on water?

EQUITY

Electricity costs are too high.

PGE asked for another rate increase. CUB needs to delay or deny the increase.

Look at sewer rates – no education about increases.

Not everyone has access to internet or newspapers to get educated so they can advocate for change.



Sustainability and the Natural Environment

Access to parks is inequitably distributed across the City.

Increase PPR park land. We need more community gardens.

If certain areas don't have access shouldn't they get a greater portion of the funding to create more equity?

Of course people with less income would be spending more of their income on energy, having less disposable income. But how do we address this problem with subsidizing them.

Eco districts/ green buildings have a gap for equity.

We don't have enough money to support district energy.

Need stronger math and science in public schools.

Awareness is a factor in lack of access.

How do we engage people who have other interests/issues besides planning?

Was E Portland specifically canvassed to get more participation?

CRC project will have negative impacts on N/NE Portland where asthma rates are already high. Those there are less likely to use I-5 but experience the negative impacts.

Increasing the freeway takes away housing.

More traffic, lower quality of life.

Communities of color don't participate as much because it takes time to build trust between communities.

Commuting to workshops- Transportation is tough after dark

Need child care services to get involved

Late/ long workshops that take a way from time needed to do other basic things.

Astounded by lack of participation by citizenry.

Only 200 people here, a small percent of the population.

Majority won't get involved in this type of forum- need other accessible ways to participate.

Citizen advisory groups seem to all be white people over 55. We need more diversity.

Property ownership is an issue. I don't feel like I belong at a neighborhood meeting because I'm just a renter.



Sustainability and the Natural Environment

It is important to have meetings online or on community media so that those who can't show up can still be involved.

More low income people need access to healthy, local, affordable food. They should be able to grow their own or know where it comes from.

Need more garden education in K8 Schools. PPS is looking into integrating science and writing into garden education- "learning gardens".



Sustainability and the Natural Environment

Portland Plan Phase II SE Workshop – Sustainability and Natural Environment

April 26, 2010

(submitted by Roberta Jortner)

DIRECTIONS and OBJECTIVES

Direction #3 Mitigate and Adapt to a Changing Climate

1. Many objectives we don't have control over in the city.
2. # of things we can do to facilitate:
 - renewable energy – Energy Trust
 - control with our dollars – investments
 - lower income people can't make that choice
 - Solarize Portland brings kwh rates down
 - People still have to have the upfront money to buy the system
 - Revolving loans? Microloans?
3. State law requires 25% renewable energy by 2025. Where are we now?
4. The objectives don't express the desired form and function of the city, e.g., "What would SE Portland look like if..."
5. Should look at what we'd be doing differently; how do things change?
6. How do we make choices – use of limited financial resources?
7. Solar program – make more flexible to improve access by middle class
8. Need to look at broader picture of energy consumption – focus on reducing use of fossil fuel
9. No matter which energy source – need to use less and increase efficiency
10. Can we separate residential from other building use?
11. Getting too specific – be more global about values – Comp Plan will have a huge effect on energy consumption and climate change
12. Envision that residents afford to buy solar panels, have access to transit
13. Think about local microloans and other local funding mechanisms
14. Objective D doesn't make sense – measurements don't match up – need baseline and goal
15. City provides carrot not stick for reducing waste, e.g., compost; like money off the garbage bill
16. need incentive whether you're rich or poor – no incentive now
17. In Atlanta, if you don't want regular garbage service you can get bags and control the frequency of pick up and cost
18. Objective A – Don't businesses contribute to carbon emissions? Why are they left out? Goal should be to reduce energy use overall (broaden objective to other uses)
19. Hierarchy – Reduce, reuse, recycle
20. Couldn't supply 100% (of energy demand) with wind power today
21. Could we ask the City to go off coal?



Sustainability and the Natural Environment

Direction 2 – Green the Built Environment

22. Measurements between left and right-hand side (of objectives) don't line up
23. How are we utilizing efforts of groups like DePave?
24. Impervious area – the objective needs to account for changing conditions – should call for a targeted net change
25. Need to identify areas (parts of the city) where we'd expect to have more and less impervious area – should be more specific (geographically) to account for differences
26. Need citywide plan to guide where we get the greatest gains
27. (Clarify) what are we trying to accomplish? Where and how?
28. This is a random statistic
29. Location matters – need strategic plan based on geography
30. Increase feasibility of on-site gray water (systems).

EQUITY EXERCISE

1. Change measurement tool to percent of income spent on utilities
2. If renting there may not be an incentive for owners (occupants?)
3. What a difference if they had taken Solarize Portland to apartments (buildings and complexes) – more win-win, greater numbers of people, bigger roofs
4. The tax credit is a subsidy
5. (Should be designed to benefit) tenants and also low-income families
6. Incentives are for the upper-middle class
7. 15%
8. To qualify the house has to be built before 1993 – there should be access across the board
9. In other parts of the city there may not be enough people who can afford to form a group (to install solar systems)
10. Solar Now
11. Goal of the program is to demo the use
12. They have a template – objective to satisfy their contract is to supply cheaply for unit
13. Tax credit benefits people who pay lots of taxes; vs. a grant
14. Use of rates – how to keep City rates low? What can we control?
15. How to buy down cost? What can City do to leverage?
16. Actually, we're paying too little (for energy) – not paying the true cost
17. Reduce consumption
18. Make sure people have access to information on payback for action (e.g., putting plastic over windows, weatherization)
19. Education campaign
20. What access to opportunity is missing?
 - if people are forced to rent crappy housing, leaky buildings (air leaks)
 - if can't access transportation



Sustainability and the Natural Environment

- access to information
 - can't read English newspapers
21. Most effective – OUTREACH
 - Not just once in neighborhoods
 - Come to cultural events so they feel like you are part of them
 - Holding meetings is not the way
 22. Carrot – if you help neighbors – income – rebate (setting up weatherizing in neighborhoods)
 23. Need “ambassadors” to keep energy moving forward after events
 24. Volunteers
 25. Use high school graduates (paid internships); integrate them into the community
 26. Like the Peace Corps for the City of Portland – require one year of service – planting trees with Friends of Trees, installing solar panels
 27. Get kids working
 28. More programs not the answer – people need information (about current programs) – need to spoon feed
 29. People don't have time to research – go to them
 30. Access to transportation a barrier
 31. Need to get kids/people out of the house – if people can't get out of the house they consume
 32. Cultural component – people have different values. Latino community intimidated to go out to parks
 33. Education – if train children parents will come along, kids are bi-lingua
 34. City needs to set up access to information – connect with local groups in areas that are under-represented
 35. More meetings – go to big apartment buildings; provide carrot, gift (to encourage participation), consider location of building, transportation
 36. City should work with community to generate ownership from within; identify local people to be the face of the program – a way to build TRUST; need to start building trust
 37. Zenger Farm – could be a training ground for high school kids
 38. TRUST – affluent people – “try to make them like us”
 39. Government needs invite to learn the interests of others
 40. Avoid making people feel like stuff's being imposed on them



Sustainability and the Natural Environment

Phase II Workshop/NE/Sustainability and the Natural Environment

Facilitator: Dawn Hottenroth

Notetaker: Emily Sandy

Discussion 1:

Objective 3.a. is achievable and should be a priority. 20% reduction is too little. Shoot for 85% reduction by 2035

Direction 3 (and all of them really) requires mass education. People need to know what the issues are and how their actions affect the issues. Once understood, people will act.

Objective 3.b's target of 30% renewable is too low. 50-100% is better. Again, this is achievable and should be a priority. It's possible if there is will.

Objective 3.b should target solar energy—we could be doing more with that energy source.

For Objective's 3.b. and 3.d. Consider tidal-sourced energy from lower Columbia?

Direction 3—Food sourcing and supply is relevant to several objectives

Direction 3—Missing a carbon reduction objective. Shoot for 80% reduction.

Objective 3.d. Good b/c it brings in equity.

Objective 3.c. Bring in 'extreme heat' as well.

Direction 3—Need to bring water use/conservation issues as well.

Direction 3—Need to bring in disaster preparedness—especially flooding and earthquake, water contaminations, etc. Objective 3.C?

Objective 1.c. is important—a priority

Objective 1.a. Why isn't Columbia River included?

Objective 1.d. We should use/build on existing programs (like the outdoor school) to achieve this.



Sustainability and the Natural Environment

Objectives 1.a and 1.b are very inter-related and maybe could be combined.

Objective 1.a is important—almost like an umbrella objective b/c it affects everything else.

Objective 1.b. Wildlife “corridors” as a method of habitat protection and enhancement can be fosters to achieve this.

Objective 1.b is important—important to give wildlife “space” to avoid problems with human interaction if they are crowded out.

Objective 1.d or Direction 2. Include business-land stewardship. Education/tools/requirements for commercial land-owners to “green” their own land as a strategy.

Objective 1.d or Direction 2. A “vacant lot” strategy could be used to achieve some of these goals. How do we make sure vacant or transitional lots are doing what they can to achieve these goals?

Overall: Light pollution is missing from the discussion.

Directions 1 and/or 2: Focus on naturoscaping/zeroscaping either as an implementation priority.

Objective 2a. Have a goal that aims to achieve pre-development conditions when reducing paved areas.

Objective 2.d. We don’t just need to HAVE a tree canopy, we need to have a focus on MANAGEMENT of our existing canopy. Education on maintenance, resources, etc.

Objective 2.a. Private raingarden/swale use and development is another strategy to use.

Objective 2.a. Need to balance ped/bike safety when we reduce paving in streets.

Objective 2.c seems part of 1.b, or Objective 2.b needs to include other species besides birds. Seems too specific.

Equity Discussion

Healthy food access has big and far reaching equity component and consequences



Sustainability and the Natural Environment

Sidewalk infrastructure is very key to the equity issue as well.

Objective 1.c. There is a geographic disparity in access to nature

Objective 3.d. Allocate resources/education about/for energy use and conservation to those that cannot afford capital costs or time to implement-- but would reap the greatest relative financial benefits. There is potentially a link between older, less well maintained housing stock and lower socioeconomic status—the buildings with the need an opportunity for energy upgrades are often owned/occupied by the people that can least afford them.

So much of sustainability is education related. Some communities don't have great access to education or the ability to understand education efforts—(not talking about public school education). For example: the recycling instructions in the curbsider are long and confusing—even for people who are committed to recycling and understand the terminology. Simplify public education materials/programs—use pictures to communicate ideas/instructions.

Objective 3: Allow/promote utilization of yard space for habitat and resource conservation. People w/less time and money don't have time/money to keep up manicured yards.

Contact communities to self-identify barriers to incorporating sustainable activities in their lives/actions.

Invest in mass education of the link between personal well-being and communal well-being.

Perception of personal safety is a component to engaging in the use of natural areas for recreation.

Convert part of manicured parks to natural areas so that there is equitable distribution of parks and natural areas, each—should not be considered the same thing.

Develop natural “fingers”, “corridors” and/or “avenues” to work toward equitable distribution of park or natural areas.

Equitable distribution of natural areas is important to our wildlife as well as our people.



Sustainability and the Natural Environment

Interaction w/nature is a learning tool in itself—need to focus on equitable distribution of natural areas.

Education about benefits of wildlife in the city is key.

Perhaps we could systematically ask several cultural groups what these objectives look like to them.

Look at cultural components/values that relate to sustainability or the lack thereof. What are the values that can be capitalized on? What are the values that may be barriers?

What are the different reasons that different groups value the same things? Find those common values and capitalize on them. Example: gardening.

Physical disabilities should be considered when talking about equitable access to natural areas.

Senior housing is often located on busy streets—away from nature. Is there a way to promote senior housing closer to nature?

Need connections between youth/elders.

Create/foster teaching “co-ops” on environment/food/health/and other issues. Can share talents and cultural and generational perspectives.

Need emphasis on native plants—good for those who do not have \$\$ or time or physical ability to maintain.



Sustainability and the Natural Environment

Phase II N Workshop – Sustainability and the Natural Environment

Saturday, May 1, 2010

Facilitator: Susan Anderson

Note Taker: Michele Crim

The group voted to decide which directions to discuss in more depth (number of votes in the parenthesis): (2) Weave Nature into The City; (2) Green the Built Environment; (4) Mitigate and Adapt to a Changing Climate. Based on the voting, the group focused the discussion on Direction 3 (climate) and Direction 2 (green infrastructure).

Direction 3: Mitigate and Adapt to a Changing Climate

- Missing: Education both of children and community based, is missing.
- Objectives are not aggressive enough – don't reach our goals soon enough (2030 is too late).
- Need to change how people see their relationship with the Earth – a key to education and behavior change.
- Today, we don't really see people actually changing their behavior enough – even simple things like recycling; the changes people need to make are visible enough; people feel paralyzed because they are too overwhelmed.
- People are too busy with their lives to make the needed changes.
- The big picture is too hard for people to find the one thing they can do to “bring it home”
- It is a combination of “too hard” and “don't know what to do”
- Hard to imagine that small/individual choices will make a difference.
- Missing: A focus on buying local – especially food; buying local has environmental and economic benefits; more than just food, also art, jewelry, furniture, etc.
- Behavior change to where it isn't about a choice but is instead an innate decision is key.
- Need more positive incentives and positive messages.
- Missing: Connection with transportation impacts.
- Should require cars to turn off at stoplights and bridge lifts; schools should share idle reduction signs and practices with each other.
- Need to keep changing the message so people pay attention – changing billboards.
- Where should we be focusing our resources? Community based programs (e.g. 12-week in-home programs), encourage through neighborhoods and non-profits; Need to go out to other groups – don't expect them to come to you; Help people understand the link between energy use and climate (e.g. tracking home energy use and comparing to past, seeing progress, comparing to neighbors, etc.).

Direction 2: Green the Built Environment

- Require builders to put something in other than standard sidewalks (e.g. pervious surfaces).
- Trees: Education (e.g. they increase your property value); discounts to buy trees (cheaper/wholesale prices through City); Planting trees may mean more to people than other actions (e.g. recycling).
- Need clever education about value of trees.
- Friends of Trees is a great program; especially now they are also doing fruit trees and natural areas.
- City should put money for trees in areas where they don't have as many trees (prioritize).



Sustainability and the Natural Environment

- Education for those that are worried about trees falling on their house, etc.
- Trees help local air quality, wildlife habitat – goes through several theme areas.

Equity Discussion

- Focus on schools and the communities around those schools – take the messages and resources to that arena.
- Going to organizations in those ethnic and socioeconomic groups; use existing systems in a grass-roots approach – not “top down.”
- Workshops in community centers, especially in diverse areas.
- Should replicate/expand “buddy systems” – people who have skills and resources connect one on one with those that need that knowledge/resource.
- Use City resources to help with inequities, like plantings in areas without trees; change what kids experience when they are young and you will change the future.
- Better results if people see changes modeled in schools – “more of the norm”
- Change curriculum so kids practice the behaviors at home.
- Community gardens – use as access point for more diverse groups.
- Create/make available baseline information/tools – then let communities run with it on their own.
- We don’t give people enough credit for what they are already doing.
- Create a new sense of what is “normal” – need to see what other families do.
- Reframe the message away from the “norm” today of “you need to get more money and have more stuff”.
- Media: feature a variety of families to create an image of the new normal.
- Go where the people are – not everyone can come to meetings (limits on time, resources, childcare, etc.).
- Let communities decide for themselves what is a priority, what they need.
- Trust: There is a lack of trust; takes time to build trust; empower people in those communities to lead the discussion on behavior change, etc.
- Find “champions” in those communities; support those natural leaders.
- How: Booth at Sunday Parkways (with those trusted community leaders)
- Need to see results – that is the way to pay back the trust; Need to see things achieved and see results; this is key.
- 20-30 year implementation is too far out (to build trust), need to have the dollars in the back pocket, ready to make things happen immediately.
- Find champions to work in their own groups; helps to build on trust.
- Need to focus on what people care about most; Start the conversation there.
- Need some muscle behind it too (require, regulations).
- Don’t assume diverse communities don’t care about the environment (racial, socio-economic, geographic, etc.).
- How do we connect what people care about to the environment/sustainability issues?



Sustainability and the Natural Environment

Notes: Natural Environment and Sustainability Small Group Discussion Round 2 Portland Plan Workshop – 05/10/10 Central City – U of O White Stag Block

Kyle Diesner, facilitator
Marie Johnson, note taker

What is important about Portland or to think about in the Portland Plan process?

Walkability

Walking, art, people

How to make it a livable community

Green spaces/parks

Improving local/global sustainability

Direction 1

Objective B

This isn't measurable – “promote” is too vague; change to “Portland funds habitat...”

Set a high bar for species that will be recovered

See if native species can be reintegrated into the City of Portland

Objectives C & D

All our yards should be part of access to nature

We should have the eco-literacy to know how our (backyard) improvements link together

Education will help with eco-literacy

Encourage Willamette Valley farmers to use less chemicals. Work with the Oregon

Environmental Council since non-point pollution is a problem.

Reduce pavement, increase trees can be lumped into a single statement. These actions will do a lot to address water quality.

Intersections with permeable pavers could improve water quality and slow traffic.

Need access to the river (not just have the river swimmable and fishable)

To increase attractiveness of eastbank, have a barge with a swimming pool

Objective C

Green corridors are a brilliant idea to connect parks and make Portland more walkable and bikeable

Need to define “nature”. Is it backyards, playgrounds?

Access to nature shouldn't be everywhere. It's not always best for nature to have people there. We need some places where there are not people.

Education is a priority – field trips to natural areas or have nature trips to pockets of nature in yards, the corner of playgrounds, etc.

Include community gardens – make them available everywhere

Promote neighborhood gardens – convert lawn to gardens or natural landscapes

Objective D

Add programs and measurables for adults.



Sustainability and the Natural Environment

Work with neighborhood associations, churches, kayakers, bikers, rock climbers, gardeners, public schools

Direction 3

Include consumption as an objective.
Address the consumer lifestyle at the City level.
There's nothing here about reuse and recycling.

Objective A

Want a 50% target, not 20%

Objective C

This objective is pretty vague – it needs to be more specific
It may be related to infrastructure
It's very broad right now – either split it or focus it
At the homeowner level – increase habitat, replace lawn
Relates to water management – more pavement means less green
Need to show connections between the directions
Add more solar like at schools and businesses
More understanding about “life cycles” – e.g. what components are used to make solar – can't decide what is best without that info
Work with businesses to promote solar/alternative energy

Summary

The bar (targets) should be set higher, be more ambitious
Make goals more concrete/tangible
Watershed health is woven through all of this
Educate everyone
How do we work others?

- Education, engaging students
- Engaging people who aren't here

Equity Discussion

Make sure public schools have enough funding
Poorer neighborhoods have more pavement cover the watershed, the water is underneath the ground. Those areas should be a priority for access because it's harder to get to nature
Can't just green neighborhoods that already have green
Poorer neighborhoods are more likely to have brownfields
Need to listen for cultural differences in appreciating the natural environment
Subsidize businesses to encourage improvements
Problems with displacement where this happens target livable green lifestyle for residents
e.g. provide grocery stores



Sustainability and the Natural Environment

Focus NES goals on neighborhoods that don't have access to nature e.g. Cully Transition landfill to a park

Solarize Portland is hard for lower income because the initial outlay of costs is relatively high

First step – go to different communities to find out what's important to them – their priorities – find the advocates from the communities

Push further – find people who are silent – meet them where they are at

Provide childcare at meetings and free food

Have campaigns for self worth and less consumption

Fund energy efficiency programs for lower cost housing –

Sustain the effort/focus where it's most needed

Promote the program in rentals

Set energy efficiency standards for new two income housing

Fund retrofits of existing housing with fees on new development

Put solar panels on lower-income homes – promote solar in lower income neighborhoods

Direction 3

Ensure weatherization/efficiency in rentals

Education - responsibility, equity, awareness, critical thinking

Themes

List to the community

Tie program to their priorities

Prioritize greening in lower-income neighborhoods

Fund energy efficiency programs for lower-income households, including rentals



Sustainability and the Natural Environment

PORTLAND PLAN WORKSHOP PHASE II

May 15, 2010 David Douglas HS

SUSTAINABILITY AND THE NATURAL ENVIRONMENT

chris scarzello/dawn hottenroth

Part 1, discuss directions in group's prioritized order

Direction 2, 3, 1

Direction 2: Green the Built Environment

- Map paved area in East Portland – there's already a lot of it – should be reduced.
- Another map shows diminished green area over time.
- My neighborhood is zoned high density, and the development covers a lot of the land – if we required more open space we keep green and deal with stormwater.
- Objective A should address open spaces in tandem with paved area.
- This objective means reduce building/paving during redevelopment.
- Tree canopy – what is green space for? In the city – function? Gardens, fruit trees...Fir trees don't provide useful product.
- Fir trees provide stormwater benefits.
- Trees may block visibility, causing safety issues.
- Native species affected by climate change.
- Native provide wildlife benefit.
- Concern about accelerating species change outside the natural process (climate change).
- Safe routes to school & green the streets to coordinate.
- East Portland has no surface streams to provide "green corridors," so greening streets can provide those corridors – the trails can be the green corridors, too!
- Transition to more sustainable backyard gardens.
- East Portland still has some large lots – how to encourage preservation of those lots as greenspace, allow transfer of development to another location.
- Objective A – if you've got buildings already built, put solar panels on them. Maximize potential energy savings.
- When considering alternatives, consider the whole site and don't destroy a resource if other options are possible.

Direction 3: Mitigate and Adapt to Climate Change

- Objective A – goal is not aggressive enough – agreement all around.
- The city can promote more green jobs.
- Objective D – next big risk for the economy.
- Objective A & D go together – taxes, incentives, penalties.
- Address existing buildings to retrofit or abandon them & rebuild.
- Objective A – includes not jut homes but transportation & other.
- Concern about renewable fuels – need to understand replacement rates of the fuel source. Also concerned about timber use/depletion of forests.



Sustainability and the Natural Environment

- Not addressed – population growth, population migration – what are the limits, effects on energy, etc.?
- Higher population affects open spaces, too.

Part 2, Equity Discussion

Equity

- Direction 3 – people in poverty could be helped with energy efficiency assistance.
- Energy Trust has a program to help low-income residents.
- Focus on apartment energy efficiency – retrofit existing, include new standards on new construction (don't just focus on homeowners).*
- Seniors need help with older homes, limited income, lack of access to resources.
- Can the government help community organizations help the local population?
- Can we use the schools to reach families to educate them about opportunities & best practices?*
- Forming community groups to help activate residents?
- Translation services for neighborhood association offices to help with better outreach.
- The bigger issues need to start with more community building blocks.
- How to get people who don't have resources to participate in accessing green spaces, or to help advocate?
- Sometimes those folks don't even know the resource exists.
- Parks are not built to provide access to all, & there's not enough green space (lack paths, amenities).
- Low income housing – apartments – don't provide enough open/green space. Where to garden?
- Need more gardening space.
- Need access to gardening space in East Portland!
- There are gardening projects on school properties.
- Create learning centers at wetlands locations, allows school kids to understand how we get clean water and provides access.
- Most folks in East Portland don't have access to nature – we don't have many surface streams or hills.
- School programs could include more environmental education – may need to be subsidized if there is no nature close-by & transportation is required.
- Utilize existing resources such as Zenger Farm.
- Utilize existing school grounds, potentially convert grassed areas to something else.
- Can't we use the tree fund to plant more trees at schools?
- The opportunities in East Portland as a little better compared to downtown because there's still potential.
- Parks can partner with schools to educate about health living & using parks.
- Outdoor classrooms at schools.
- Street improvement coupled with school park access and more green on the streets.
- Encourage specialized recycling for small businesses.



Sustainability and the Natural Environment

- Recycling certain hard to recycle items (fluorescent) more local/accessible (there used to be local events for that).



Sustainability and the Natural Environment

Notes: Natural Environment and Sustainability Small Group Discussion Round 2 Portland Plan Workshop – 5/18/10 Jackson Middle School

Brian Campbell, facilitator

Marie Johnson, note taker

What is important about Portland or issues for the Portland Plan process?

People

Maintenance of infrastructure

Clean environment

Keeping Portland unique

Keep Portland bike friendly

Sustainability

Hiking trails that are accessible

Direction 2

What's missing is the responsibility of the City to maintain itself

It doesn't make sense to reduce streets (in "reducing paved areas)

Adding trees – who is responsible for maintenance?

Birds – excrement can be a problem

Roof gardens are a good idea – it's cost effective stormwater management

The greenery makes Portland unique

Eliminate/reduce overhead utility lines

Reducing paving is important to reduce runoff as the City grows

Tree canopy is important for climate change – CO2 reduction, cooling

Having a bird-friendly city is a lower priority than the others.

Birds are important – if they can make it here, so can we.

Add something about green building codes. What do individual companies have to do to improve environmental conditions?

Economics is missing – who is going to pay? We need to work this out first. Unless there's a way to fund these things and equitably move beyond property taxes, then this won't work.

Will this direction draw businesses to Portland?



Sustainability and the Natural Environment

Add something about using empty lots for community gardens and converting brownfields to gardens or green fields.

PSU community gardens are very popular.

Direction 1

Objectives A

The Willamette River is disgusting. People should be able to fish and swim in it. This is a top priority.

Objective B

Coyotes in the city are a problem – they eat neighborhood cats.

There's a problem with non-native plants, such as ivy, taking over Terwilliger. We all need to help to get rid of it.

Objective C

How do you define nature?

Original city plans called for what? How close are we to meeting this standard?

I like this objective.

The big issue is who will be responsible for the superfund clean up? Unless industrial sites are cleaned up...

Consumers use what is produced – we need to keep industry accountable.

Access to trails makes Portland unique – e.g. being able to get to trails easily from PSU

Direction 3

There's nothing about adaptation. The objectives should be a 50/50 balance of adaptation and mitigation.

Tree canopy will help with mitigation of climate change and also with stormwater

It's cheaper to reduce energy use – making renewables more expensive is backwards. Everyone needs to save energy.

We don't know how to save energy or money. We need to change how we administer this.

Consider creating tax incentives for creating our energy at the personal property level.

Equity Discussion

People with less income live in areas with less access to nature. To remedy, allocate resources to areas with the most need.



Sustainability and the Natural Environment

Looking over the next 25 years, why is Verde exclusively working with the Latino community?

The root of the problem is that communication is lacking. Families in poverty don't know what resources exist.

Green energy isn't as affordable as coal. There has to be a tradeoff.

The greatest energy strategy is to conserve – low-cost insulation and other methods to reduce costs.

Who pays for this? We would probably need to upgrade 1000s of houses.

The impacts of climate change will affect lower-income households more – e.g. heat and health impacts

What is the role of other parts of society in helping out?

Climate change is displacing island people not on the higher economic scale.

To address inequities we would need corporations to participate, which would be hard to do.

One size doesn't fit all for the community. Each community needs to set their own priorities.

It's about education – it will be the bridge to the future.

The City's done a huge amount of work to include people in the Portland Plan process.

Education is the core for addressing equity needs.



Sustainability and the Natural Environment

Phase II SW Workshop – Sustainability and the Natural Environment

Direction #1: Weave nature into the City of Portland

Objective D:

- Promote non-organized activities of individual properties
- City should promote beneficial insect control, financial incentives, native plantings and decreased use of pesticides.
- City should natural landscaping, decreased maintenance
- Problems could be solved by doubling the dollars for Outdoor School.
- By 2035 the adults are the kids now -- all new Portlanders
- Kids like Outdoor School – “My generation will remember ODS”
- Learn common things that adults take for granted
- Metro doing a good job educating on native planting, etc. The information is out there.
- Weekend projects for kids to help people take care of yard – native plants

Objective B:

- “By 2035...” statement is vague; it doesn't say how we're going to do this, e.g. get poison out of creeks, spreading knowledge.
- Steelhead in Johnson Creek; 3 fish show up – triggers environmental protection law
- Money needed to remove culverts in Errol Creek
- Programs to give homeowners money to get them to plant native species; like downspout disconnect program, give break in sewer bill.
- Wildlife in Portland – develop culturally appropriate species lists and promote the lists.
- Distribute list (birds / animals) at neighborhood events
- Set goal for specific animal species: to increase by “x” amount
- The objective measure is fuzzy – not quantifiable
- City development will be bigger/tighter in the future – doesn't seem like a good environment for wildlife
- For birds: a decrease in cats = an increase in birds
- Less houses altogether
- Cats find nests, reproductive rate for birds decreases
- Portland Parkways – gets people out, motivates people, shows more examples of natural areas

Direction #3: Adapt and mitigate for changing climate

- You can see climate change here.
- Renewable fuels – wood burning, but pollutes – DEQ inspected stove – technology
- Natural Gas – better than coal
- Use smoke from wood stove
- Use heat to heat water
- Low carbon footprint
- Pool people together for solar to get a fantastic deal
- City of Portland – pursue climate plan; be a leader
- Objective A: 20% goal is too low



Sustainability and the Natural Environment

- Insulate
- Small windmills go vertical
- Could combine solar
- Build smaller houses

Highlights

- Outdoor School – Education – kids
- Native plants and wildlife
- Financial incentives to promote native landscaping and habitat
- Specifying goals and measures better
- Reducing carbon footprint; solar, wind, smaller houses, efficient wood burning

Equity Discussion

- Equal voice and who has privilege – relief to see things defined so simply.
- People with money can afford to weatherize (and other things) – offer money to people without money, e.g. people with smaller houses have access to the help – goal is to reduce energy consumption by all.
- Accessibility and exposure for all. Portland Parkways. Fix-it fair. Many workshops are not well publicized. More of these & more equitable.
- Need to make sure we own our water.
- Water is missing in objectives – Columbia Salmon – 7 generations
- Bees can't find hives
 - cell towers affect them.
 - towers may be in wrong places.
 - Federal law prohibits restricting siting of cell towers
 - without bees, there's no fruit.
- Shouldn't we use ground water, etc., unless a drought?
- PCC has training programs.
- Privileged people affect others.
- Reducing home energy use
- Don't use low energy bulbs, as they have mercury
- PGE
- Promote clothing that keeps you warm in the media and fashion magazines. Fits in well with Portland climate and culture. Make it "chic" to conserve.
- Socks for homeless
- Approach Columbia Sportswear & Nike to make a line of clothes to keep the home heat off.
- Geothermal cooling – blow air through pipes underground
- Put in when building a house; tie to new construction
- Incentive tied to low income housing projects.
- Smaller houses - make them illegal
- Renew seeds in silos
- Community gardens – more widespread throughout city.
- Money for weatherizing to small buildings
- Events like Portland Parkways and Fix-it Fairs – exposure builds equity
- PCC training programs like Verde to help.



Transportation, Technology and Access

Phase II Workshop Notes Spring 2010

This document contains notes from the Phase II Portland Plan public workshops.

In order to maintain the integrity of the content the notes were not edited for format or style. The notes from each workshop session differ in style and format because they were transcribed by either the note taker or facilitator at the workshop. These notes reflect the content of the small group discussions at the Phase II workshops.



Transportation, Technology and Access

Phase II SE Workshop – Transportation, Technology & Access
Mark Walhood – Notes

Vote Tally for Directions: 3 for Direction 2, 2 for Direction 1 (with acknowledgement that both are inter-connected, and table agreement that discussion should be broad-ranging and cover both if necessary)

OBJECTIVES DISCUSSION

Direction 2 (Build, manage and maintain an efficient transportation system) **Feedback:**

Objective E: Enhance Efficiency

In England, roundabouts and traffic circles enhance the efficiency of the transportation system, while being more aesthetically pleasing than Portland's typical traffic calming devices. However, traffic circles and roundabouts need to be big enough to work, which is difficult given Portland's street system. Americans typically provide more traffic signage and signals for these devices, which reduce their efficiency. Smaller versions of these devices may be more appropriate for Portland, especially on our lower volume streets.

Transportation models of efficiency are based on old assumptions: what we need is a paradigm shift in transportation models from an engineering to a placemaking-based approach. Streets should be redesigned to make better use of space, and focus on moving people not machines (cars, buses, etc.). Alleys could be used better for people transportation, stormwater management, etc.

Objectives A: Prioritize green and active transportation and B: Fill in the gaps in our transportation system

These two objectives should be linked – green streets and prioritizing 'other' modes should lead the way as we fill in the gaps. Unimproved streets provide an opportunity to create new, more flexible standards and better uses. Are there other uses for unimproved or substandard street spaces? Alternative uses of the right-of-way should be explored. Gravel streets provide an opportunity to establish other uses in the right-of-way.

Sidewalks are a critical need to establish 20-minute neighborhoods. Safety for kids is also an important factor when prioritizing sidewalks. The City should work with Tri-Met to leverage new bus stop connections with sidewalks. Walkability and crosswalks for elders is also an important issue.

We can't look backward and plan for the future. We need to look (at transportation) in an entirely new way. The idea should be to add functionality – don't lose current functionality for some design goal. Would be nice for Portland to have some European-style pedestrian-only boulevards (free from conflict with bikes and cars).

Access to (transportation) services is a critical gap, but more or better infrastructure isn't always the answer. Access issues include financial (low-income bus passes, etc.).



Transportation, Technology and Access

Tri-Met services also need to undergo a paradigm shift. The current system is a hub-and-spoke radial system built on connections to and through downtown. The real problem is how to serve a multi-centered city. Public transportation should be re-aligned to form a web, rather than radial, system (like the transportation PPlan icon/button).

Tri-Met should also examine a variety of bus sizes, to preserve service on low capacity routes. (Dedicated) rapid busways, like Curitiba in Brazil, would probably be a more cost-effective people mover than rail.

Objective C: Keep freight moving

Freight movement through residential neighborhoods is a problem, especially in North Portland/St. Johns. What does 'prioritize' in this objective mean? Freight movement should mitigate conflicts between other modes and the surrounding neighborhood.

EQUITY DISCUSSION

Problem: how do we equitably distribute our transportation resources without escalating the cost of living in that place? How do we ALL pay and participate in an equitable system, when the system isn't set up equitably?

Alternative design standards and funding mechanisms will be important. New development should be leveraged to fund transportation improvements. Affordable housing should be established (in greater numbers) in close-in, desirable neighborhoods with good transit service. Good bus service, zip cars, and other transportation services should be established in low-density, affordable neighborhoods, esp. East Portland.

Equity in the distribution of subsidized bus passes should be explored. Large employers with good jobs tend to provide subsidized bus passes, but are they going to those who really need the subsidy? Access to subsidized bus passes should be given to low-income people/neighborhoods.

How can we get greater minority involvement and buy-in with the bike community? (Perception that bike community is affluent, white).

We need to create nodes of development and transportation links between them.

Increased use of the internet is critical to improving access. What can the City do to support flexible work weeks? Why have we decided that the internet is for profit instead of for the public good, like a public utility (either free or subsidized)? The U.S. made a bold decision to electrify the entire country in the 1920's: we need a similar program now to provide internet service to all. (The City should) publicize data on internet access and equity in Multnomah County. San Francisco provides free wi-fi in all public housing projects (a model to follow).



Transportation, Technology and Access

Energy efficiency is important. We need to decentralize our energy resources, and move away from carbon-based transportation.

Many of the objectives in all three direction areas can be done in a way that promotes equity. 1a & 1d could help equity, as well as 2b and 3a.



Transportation, Technology and Access

Phase II SE Workshop – Transportation & Access

Facilitator: Rodney Jennings

Note-taker: ?

Note Typing: Jackie Gruber

Direction #2:

A. Doesn't specific geographic areas

Reduce single occupant vehicles through alternatives to open up for freight

B. Flexibility/alternatives to paving- Make sure neighbors want paving

Fill in Gaps in transit system

Close some streets

Consider networks of low and no traffic streets

Increase easy access to transit

All night transit

More efficient N/S transit and N/S Bike lanes

E/W barriers to bike/transit i.e. I-84

Neighborhood redesign to reduce need for auto or transit trips

People with cars have access to those with most need for transit have least access

Reductions in routes and frequency

Cutting busses in each neighborhood, but city finds money to building street cars downtown

Service cut make system less usable

Unified transit agency with stable funding

Hard to carry groceries on bus

Have affordable/appropriate food close by

Light rail is inconvenient unless you live close by

Who benefits? Property owners don't benefit if taxes go up but income goes down.

Developers? Food culture?

Need density to support businesses in 20 minute neighborhood

Doesn't benefit renters, low-income, commuters (distance to work), folks who prefer low-density

C. Encourage freight by bike trailer

Major focus should not be freight over transit

Freight rationalization to make improvement for cars

D. Tradeoffs/What do we lose if we pay for all maintenance

E. Efficiency

Institute congestion pricing

Technology not always a fix

Define "Technological innovations"

Focus on transit efficiency

Equity

Doesn't benefit – annexed people though they would get sidewalks and had to pay for sewers

Make unimproved streets better for biking/walking but not traffic

Who is involved- city and developers are coequal

Neighborhood system has no teeth



Transportation, Technology and Access

Big Businesses have influence/more than small

Who isn't equal? The poor, residents, not connected people, people who can't come to night meetings, people uncomfortable with public meeting form, disillusion people, disable



Transportation, Technology and Access

Transportation, Technology and Access

Facilitator: Anthony

Notetaker: Courtney Duke

Date: 4/29/2010

Location: Beaumont Middle School

9 Participants

Priorities for discussion: Priorities #1 and #2.

General

20-minute neighborhoods

- The City already has some 20-minute neighborhoods, like Hollywood.
- To build 20-minute neighborhoods in SW, sidewalks need to be constructed on arterial streets.
- Building 20-minute neighborhoods and increasing commuting by active and green modes will help reduce the number of miles driven by car.

Increase commuting by active and green modes.

- Make bicycling safer for the “middle” group. The construction of bicycle boulevards will help a lot.

Transit

- Long transit trips should be made at higher speeds using express buses or BRT and light rail. The connection between Gresham and downtown Portland needs to be improved.
- We can't afford to build rail everywhere.
- Intermodal (bike-bus-rail) connections should be expanded and improved.
- Cully is underserved by transit.

Technology

- Establish telecommuting centers and neighborhood-based computer labs that provide evening access to computer technology and the internet.
- To fund enhancements in technology access, seek donations and explore the creation of a tax on internet services.
- Technology is key to providing, education and empowering citizens.

Equity

- The city should acknowledge the inequities in City services and infrastructure and then address the deficiencies created by inequitable distribution of resources.
- Develop a measure of equity and set a minimum acceptable level.
- It might be politically difficult to require the residents of wealthy neighborhoods which have well-developed infrastructure to fund improvements in other parts of the city.
-



Transportation, Technology and Access

Transportation, Technology and Access

Facilitator: Rachel Tillman

Notetaker: Dave Soloos

Date: 4/29/2010

Location: **Beaumont Middle School**

4 participants

Priorities for discussion: Direction #1 and #2.

General

- We must maintain infrastructure
- Trading any mode for another is poor planning. We need balance of growth of all modes.
- Paying for the cost of transportation system modes must be equitable. People who have to drive due to physical reasons have to fund bikes, transit, etc.
- Users of all modes need to pay for their mode. Stop subsidizing. But transit has hidden benefits that may be worthy of subsidizing (fewer cars = less congestion). Pushing cost up may increase inequity.
- Need equity of funding modes and equity of access to them.

Transit

- Missing greater emphasis on transit
- Concerned about current and future maintenance and infrastructure
- Transit (bus, streetcar, max) need full efficiency and total/fully-loaded cost analysis when reviewing options
- Need better equity in funding, taxes, fees for transit
- Need to increase bus service (frequency, routes, and destinations) to increase use and capacity
- Need a multi-destination transit system (can get anywhere by transit in an effective way.
- Need better connectivity of bus routes
- Transit is too downtown-centric, not neighborhood-centric
- Rail versus bus just takes from one to benefit the other. Both are needed and both need enhancing.
- Consider trolleys as an option
- Poor planning in light of population growth.
- Transit system is becoming increasingly inequitable. Over 10 years has spent \$1 billion on light rail, provided 11,000 parking spaces for it, and decreased bus service, which makes the system an 'auto-oriented' transit system!
- Transit need to be a priority for the auto-disadvantaged; they need the service
- Is Zipcar an option for transportation-disadvantaged?
- Bus drivers gate-keep riders (must have a ticket), but there are no gate-keepers on light rail.
- Fares only cover 25% of transit costs. Need overall higher fares, but need subsidies/sliding prices based on income and perhaps other factors.



Transportation, Technology and Access

- You have to increase transit service to attract riders which naturally makes fares as a percentage of operating cost more equitable. So TriMet needs to invest in service not wait for money to provide it.
- Most transit benefits Portland, especially downtown, because of the hub & spoke system. You cannot effectively and efficiently take transit from Beaverton to Gresham (for example).
- What system changes are we thinking about the handles 1 million more people let alone the equity issues that will come with them?

Freight

- Overall efficiency will also address freight issues
- Missing: Getting long-haul freight alternatives (I-205 and rail)
- Need a 3rd Columbia River Crossing

Road

- Many workers and businesses require driving local routes
- Need to acknowledge that and not look to motorists to fund everything
- Need to acknowledge role of well-maintained roads to the economy
- Need to enhance alternative transportation, but beware of displacing parking



Transportation, Technology and Access

Phase II North Workshop – Transportation, Technology and Access

Direction #1 (green)

Objective B: Reduce miles traveled by car

-Need something like the Springwater Corridor for N Portland from University of Portland.

-Reduce need to drive in closer to take MAX to work.

-Express bus routes from N Portland to Downtown.

-Target total commute time of 30 minutes.

-Network for alternative/share with each other – bike - cars

-High speed rail; need leadership in region

-High speed rail; Rose Quarter to Vancouver, B.C.

-Reduce vehicle miles traveled: faster, cheaper, efficiency

-How are we going to reduce Greenhouse gases by 40%.

-Trail – Sullivan Gulch and N Willamette; issue with Union Pacific

Objective A: Create complete 20-minutes neighborhoods

-Neighborhood feel

-Business opportunities by getting to know your neighbor

-Reduce driving

Objective B = weekday objective

Objective A = weekend objective

Network – interconnected system

-make it convenient

-more bike racks at MAX stations

Direction #2 (Build, manage and maintain an efficient transportation system)

High Speed:

-Whole system

-Add freight

-Connect benefits with freight

Economy:

-Freight and shipping / increase Portland's role as a major hub for commerce – connections to East Coast & Pacific Rim

-Dependable system

Rose Quarter as transit hub with high speed rail, MAX, bus, bike, etc.

Promote freight by train, less trucks:

-less wear on roads

-reduce greenhouse gases



Transportation, Technology and Access

Equity and Transportation

Access to jobs:

- with 20-minute neighborhoods
- create jobs, reduce vehicle miles traveled?
- access to jobs, schools without the use of cars
- Reduce transportation costs.

Car is a luxury, not a necessity.

Community interaction

Transit:

- Exposure to diversity
- Breaks barriers

Direction #3

1) Access

- public library access
- long lines at library to access the internet
- who has access to internet?
- New Shared housing Concept –promote diverse housing types with high tech room

2) Portlanders should have affordable access to internet

3) 20 minutes neighborhoods

- Commercial business provide connections
- informal places for communications
- information understandable with multi-languages
- maybe rely too much on internet
- low tech vs. high tech solutions

4) Housing prototype

- Affordable – shared units = social connections
- create sense of community
- provide internet
- bikes

Access to home ownership

- multi-family and building types
- Affordable housing with affordable transportation



Transportation, Technology and Access

Phase II CC Workshop – Transportation, Technology and Access
(Note taker – Rodney Jennings)

Comments on Directive 1 - Promote active and green transportation – biking, walking and transit

Policies to make telecommuting equitable, easy, and affordable.

20 minute neighborhoods need:

- infrastructure for both biking and walking;
- accessibility/time to walk to transit.

TRIMET needs to add back service that has been cut.

TRIMET service ends too early in the evening. Access to evening transit allows safe travel choices after dark.

Stable funding needed for bicycle and pedestrian improvements and maintenance.

Objective should be getting people out of their cars.

Base spending of transportation dollars on the proportion of trips actually made by each mode (for example, if 7% of trips are on a bike, then 7% of funding should be spent on bike projects)

Clarify Objective C. Is it just measuring commute trips or all daily trips. More people may choose to walk/bike to meet daily needs (to grocery, restaurant, etc.) than will choose to walk/bike/transit to work. There should be separate objectives for commute trips and trips to meet daily needs.

Objective D could (should?) have other metrics or more specific metrics than just “approximately 75% of the new dwellings built in that year are located in Metro-designated mixed use areas.”

Distinguish between transit investment that will get people out of cars versus transit that promotes new development. Use this as a criterion to prioritize between investments in streetcars and investments in light rail transit.

Transit investment should focus on trips with origins and destinations within the City instead of trips that cross that city or with destinations outside the City.

Equity Discussion

Make sure there is geographic equity so all in East Portland have facilities for walking and biking.

Make sure that affordable housing has convenient access to all transportation modes.

Push to get sidewalks, bike, transit service where we don't have it.

Make equity a criterion for transportation funding and project prioritization.

Not all populations are comfortable with biking – educate! Focused outreach to different groups. (PBOTs SMART trips program could be tailored to reach distinct diverse communities, not just geographic communities).

Increase equity for biking by recognizing and addressing different comfort levels with biking across gender, age and other demographic ranges.

Ensure transit availability for disabled persons.



Transportation, Technology and Access

Encourage a culture of responsible transportation. Get people to see the connections between driving and the effects it has on safety, livability, the environment, etc.

Internet access for all leads to equity.

ITS (intelligent transportation systems) for all modes (not just cars).

Can internet access be made affordable without direct subsidies?

Provide more “hubs” (at schools, libraries, etc.) where there is publically available and secure internet access.

Move to a paperless society.



Transportation, Technology and Access

Phase II CC Workshop – Transportation, Technology and Access
(Note taker – Mary Beth Henry)

Comments on Directive 2 - Build, manage and maintain an efficient transportation system

Maintaining existing infrastructure

East PDX – pave and regrade gravel roads

Transit system doesn't serve all

- work on customer service
- make it available to those who need it most
- needs to be reliable and affordable
- large employers subsidize passes, but what about those who really need it

Prioritize active transportation may lead to less need for maintenance

Need \$ to maintain and fill in gaps

Could City have different standards for gravel streets?

Where will funding come from?

Could technological innovation conflict with other objectives?

Climate Action Plan (CAP) puts peds and bikes at top – Obj. A already ratified through CAP

Transit tracker – not everyone has cell phone.

Equity

Transit system isn't equitable

Some ethnic groups won't ride bikes – cultural difference

- bike lanes = gentrification

Different neighborhoods may have different priorities

- should have a voice on priorities

Making streets pedestrian friendly – improves friendliness for all

East PDX – fastest growing poverty, no sidewalks

Could you do sidewalks on one side or gravel?

Assumptions of PDX Plan are inner PDX with sidewalks without connection to East PDX

How to survive getting to bus stop in East PDX without getting hit by a car?

May need different solutions in different parts of city

Concern about investments in light rail vs. bus

- buses go to economically distressed areas

Subsidized bus passes – do those who really need subsidy get it? Means tested?

May 10th, 2010 – Central Workshop – U of O White Stag Block – 70 NW Couch St



Transportation, Technology and Access

Experimental sidewalks built by volunteers? Save \$ on labor

To take transit it needs to be available when you need it and it needs to go where you need to go.



Transportation, Technology and Access

Phase II E Workshop – Design, Planning and Public Spaces and Transportation, Technology and Access

Facilitator: Brian Hoop Notetaker: Barbara Sack

May 15, 2010

East Portland/ David Douglas High School

ACTION AREA DISCUSSION

Design, Planning and Public Spaces

Direction 1: Create 20-minute complete neighborhoods. [Also Transportation Direction 1 A.]

- Add objective E (to Design): Improve emergency response. Green spaces can be staging areas for emergency response.
 - Sidewalks are needed but are expensive. Need alternative paths off the street that are less expensive to get both pedestrians and bikes off the street. SE 136th between Powell and Foster Road is particularly bad.
 - Promote multimodal complete neighborhoods.
 - Zoning does not allow 20-minute neighborhoods in East Portland.
 - Businesses are not allowed in multifamily zones on 122nd Avenue. Nonconforming uses are created by the zoning and existing businesses will eventually be displaced.
- Connectivity is lacking and it is difficult to get to destinations. -East Portland lacks a grid.
- Poor access for emergency vehicles.
 - Combination of low connectivity and high-density housing is a problem.
 - Some residents live on? Cul-de-sacs where there is lack of thru traffic.
 - A grid allows predictable connections.
 - Bike routes are not direct connections. Secondary streets are not continuous. Drivers need to be educated to share the road.
- Bike lanes are not safe for children. Need separation from cars.
- Use schools as a center of the community to create 20-minute neighborhoods. For community gatherings, emergency staging. This is a good reason for seismic upgrading of schools.
 - Pedestrian pathways between streets that are not connected could provide some connectivity.
 - Presence of adult foster care in neighborhoods means more pedestrian safety needed, more separation between pedestrians and vehicles.
 - Provide setbacks and landscaping not just concrete.



Transportation, Technology and Access

Direction 2: Build on Portland's distinctive qualities.

- Some neighborhoods need to create some distinctive qualities.

EQUITY DISCUSSION

Lack of transportation equity

- Affects people who cannot drive or afford a car.
- All transportation modes should be equitable.
- Trimet routes [in East Portland] have not been changed for 30 years and have been cut.
- Powellhurst-Gilbert neighborhood does not have a single frequent service bus line.
- As poverty has moved east services have not. People are forced to buy old polluting cars to get around.
- Important to create 20-minute neighborhoods.
- People with the least resources are in neighborhoods with poor transportation choices.
- Apartment housing is not connected into 20-minute neighborhoods.
- Apartments clustered on busy streets and children are adversely affected by pollution (asthma).
- Multigenerational families have trouble with bus travel and lack of frequency. No bus shelters/protection. [from the elements]. Bus stops need more protection and street trees.
- Frequent bus services needed (every 10 minutes)
- Route cuts make buses impossible to use.
- Engagement of different cultures in planning for 20-minute neighborhoods.
- Engage schools in getting kids to ride bikes and be active.
- Schools should be conveners.
- Inequitable amount of tax-abated properties are straining the schools and contributing to increasing poverty.
- Will there be services for an aging population in 20-minute neighborhoods? Like chess in parks in New York
- Schools provide connection to community and can help with connecting with a wider range of people. Child care is needed for participation.



Transportation, Technology and Access

City should go out to the community rather than expecting residents to come to meetings. For instance, City should go to apartment complexes and meet with people there.

- May need to motivate some people to participate.
- Shaver Sun School succeeded in getting people involved.
- Need to create bridges to people. People need to see how participation will benefit neighborhood.
- Need more outreach on-line. Expand use of social media tools to increase participation. Also, do mailings for those that do not use social media.
- Front porches and sidewalks encourage neighbors to get to know each other.
- Lack of parking can lead to conflict between neighbors.
- Parking needs to be planned since there is lack of public transportation.
- Connect business districts with streetcars.
- Zoning needs to allow businesses.

Sustainability is thwarted by zoning.

- Maybe shuttle buses could fill the need for transit on major streets.



Transportation, Technology and Access

Transportation, Technology and Access

Facilitator:

Notetaker: Patrick Sweeney

Date: 5/18/2010

Location: Jackson Middle School

Priorities for discussion: Priority #1

20-minute neighborhoods

- Entire southwest neighborhoods lack services within walking distance. Where services are available, there is often no safe pedestrian access to them.
- In addition to building infrastructure to enhance access to services, land-use policy should encourage the development of services closer to where people live.
- The 20-minute neighborhood concept should integrate transit.
- Southwest needs pedestrian infrastructure that provides safe access to services.
 - Creative solutions should be explored to developing a pedestrian system in southwest including the construction of trails and use of easements.
 - Policy should promote walking to school.
- To assess progress towards building 20-minute neighborhoods, the City should periodically (every 5 years) measure access to services in all neighborhoods.
- Measurement of progress toward these objectives can be facilitated using GIS technology that integrates citizen input on deficiencies in the transportation system.

Active and Green Transportation

- Hybrid cars should pay a per mile use tax since they pay lower gasoline taxes as a result of their fuel efficiency.
- VMT reduction should be tracked using odometer data from a local source.
- More bicycle data should also be collected on a neighborhood level.

Equity

- Southwest residents pay far more in taxes than the City spends on infrastructure and services in the area. In part, this is a result of state ballot measures 5 and 50, and the City should address this issue with the state legislature.
- Residents in southwest bear a larger responsibility for maintaining trees than other Portland neighborhoods.
 - It might be possible to require utilities to contribute to maintenance of trees in the right-of-way.
- The city should plan a Sunday Parkways event in southwest.
- It might be politically difficult to require the residents of wealthy neighborhoods which have well-developed infrastructure to fund improvements in other parts of the city.
- A disproportionate amount of traffic on southwest streets is regional, but the city doesn't receive support for maintenance of those facilities from the region. Metro needs to recognize the burden imposed by regional traffic flows and provide funding to support operations and maintenance.

Aging in Place



Transportation, Technology and Access

- Seniors often have to move out of southwest when they can no longer drive because the neighborhood's auto-centric infrastructure makes it impossible for them to live independently.
- Southwest has few good housing choices for seniors.
- 75% of assisted service and low income seniors can't get to health clinics like Neighborhood house because of the cost of transportation and the lack of transit access.

Transit

- Southwest residents have suffered disproportionate reduction in transit service over the last few years.
- Southwest is not affordable for those without access to a car.
- There is no transit service to the southwest community center during off-peak hours.

Technology

- Access to technology is limited and expensive.
- Libraries should provide more computers for public use.



Arts, Culture and Innovation

Phase II Workshop Notes Spring 2010

This document contains notes from the Phase II Portland Plan public workshops.

In order to maintain the integrity of the content the notes were not edited for format or style. The notes from each workshop session differ in style and format because they were transcribed by either the note taker or facilitator at the workshop. These notes reflect the content of the small group discussions at the Phase II workshops.



Arts, Culture and Innovation

Phase II/SE Workshop/Arts, Culture and Innovation

Notetaker: Emily Sandy

Discussion 1:

The word “creative” or “creativity” is missing in all of the directions/objectives, but permeates all of them. To address this, change the name of the action area to “Arts, Culture and Creative Innovation”

Engender creativity with the people that are here vs “importing” people. Investing in K-12 arts education is important to this effort.

Under “Why is this important”? stress that “Arts and Culture Activities introduces people to new ideas, ways to communicate, or modes of thinking across all disciplines.”

Music Education is fundamental

Coordinate arts priorities with many resources that are becoming available (grants, etc.)

Arts education takes money, yes, but it takes will, too. Will it to be a priority.

K-12 arts education is early hands on learning for lifelong creativity

Need to teach in new ways to accommodate different ways of learning and cultural differences.

Visiting collegiate art students, or visiting practicing artists should participate in K-12 ed. (or neighborhood arts efforts, too), but they should NOT substitute or fill the gap for art specialists—they should be enhancing them.

Build a network of collegiate artists/arts ed students to connect them with volunteer opportunities and eventually jobs in the K-12 schools.

Connect university arts programs with schools. Field trips, etc.

Develop a focus on attracting GOOD arts educators

Don’t forget how important materials are to arts education and factor that into consideration.

Utilize Community Centers, Parks, Churches, and other public or quasi-public spaces for arts programs

Connect seniors with children for art instruction/exploration or just for craft fun.



Arts, Culture and Innovation

Foster small business growth in arts instruction (i.e. home taught dance classes, instrument instruction, etc.)

Develop/strengthen local music/art/comedy festivals

Recognize that Portland IS the cultural center for ALL of Oregon

All of the efforts to enhance arts in the neighborhoods require volunteers, sponsorship, and spaces. How do we get those?

If we offer talent, money, and spaces, arts will come. “If you build it they will come” This is true for cultural specific arts, grassroots local arts, regional arts, touring-visiting arts etc.

Need to recruit/retain/grow corporations for sponsorship of arts similar to Minneapolis, San Fran, Seattle, etc.

Learn from other communities’ models on how to provide permanent arts education in schools.

Incorporate art into regular/mainstream teachers’ curriculum. Even if the class is not about “art”, do a hands on activity, or act out a skit etc to teach the lesson.

Don’t ignore the home-schooled population.

Connect empty arts spaces in town for school kids if the school does not have enough facilities.

Use senior-taught arts ed in after school programs.

Washington HS should be used for arts/studio space for visual and performing arts. We need spaces that are big enough for the performing arts.

Discussion 2:

The role of the school is huge in equity issues as they relate to arts and culture.

Art is one way to connect with students when there is a language barrier.

Tap into neighborhood artists to volunteer in schools—they may be the most culturally representative of the kids at school.



Arts, Culture and Innovation

Schools should participate in what arts we do have—field trips to symphony, to a local studio, etc.

Incorporate art into regular/mainstream teachers' curriculum. Even if the class is not about "art", do a hands on activity, or act out a skit etc to teach the lesson.

Take advantage of cultural art in families. Have the parents teach the teachers once so the teachers can teach it over and over again.

Have centers/programs that are organized around a single "under-represented" community so that it is more welcoming.

Utilize all types of media to coordinate arts co-ops—mutual art learning and sharing and teaching.

However, don't assume cultural groups will utilize tradition pathways of notification/recruitment for arts festivals/co-ops, etc. Need to utilize existing cultural groups/networks etc. to get the word out.

Using existing groups and networks, get the word out to under-represented communities about what types of spaces they need, or what events/programs they would like to participate in/whatever else they think is important for advancing arts access and education.

Consider arts funding mechanisms. Does per capita formula help or hinder the equity issue. Example—David Douglas has better arts education in schools b/c of the sheer number of students.



Arts, Culture and Innovation

Phase II NE Arts, Culture & Innovation Workshop
Jay Sugnet & Leslie Lum

- increase business by more art and culture
- expand art in schools
- should support individual artists; increase outreach to artists; “artists feel like they’re on their own”; direct more money to individuals to start career
- Directions and objectives are much too broad, and therefore hard to respond to. “Would like to see more numbers and specificity.”
- RACC is limited, doesn’t reach out to schools; “same artists get money again and again”
- Art can improve quality of life and is an important link to living in the City of Portland
- Art shows are not accessible to families due to cost. If youth not exposed to art at school and not taken to shows, they’re not exposed to art
- **“Art is time out in school”**
- Art on the Peninsula is a good example, they were a non-profit organization that conducted events that included writers, musicians, actors, etc. It was inclusive and had a broad definition of what art meant. The St. John’s Window project came out of this. The group had difficulty accessing grants. Funding was a big problem for the group.
- Community often assumes that artists will do work for free.
- Real artists want to be paid for their time.
- The Buckman Art Show is another example of artists working together to promote their work. The show has good exposure, but not sure if people actually purchased any of the work artists displayed
- It’s not universal that all schools have art opportunities/education
- Beaumont Middle School has a good music program with scholarships. Not sure why African-American youth don’t participate. Need to improve outreach to all youth and ask parents why youth aren’t participating. This isn’t just about availability, there’s something else missing.
- Alameda Elementary School has an after school program, but it costs \$50
- North Portland residents see art through construction projects. Neighborhoods get it through new rail projects, but this is not evenly distributed throughout the city.
- “The art along the transit mall is great, but if it’s not a part of your life, then you don’t see it or think about it.”
- Need to find other funding sources
- The ratios listed in the Direction/Objectives are not impressive.
- We need to require that curriculum and art teachers are at every school.
- “Most everyone has a computer at home, but not a band instrument.”
- Who’s accountable? School districts, RACC, Sun schools, etc. Need to add partners or look to other cities for more examples of how to do it.
- East Portland can’t compare to Alberta.



Arts, Culture and Innovation

- Mural program is good. It's easy to do, gives neighborhood identity, and makes use of blank building surfaces. Philadelphia serves as a good example.
- Need to clone projects like St. John's Window project.



Arts, Culture and Innovation

Phase II CC Workshop: Arts, Culture & Innovation

Action Area Discussion

Direction 1: Improve Access to Art

It's good to set up inexpensive extracurricular arts programs, especially given the limited PPS budget.

Yes, the Portland Impact SUN Program offers inexpensive after-school programming.

Arts is a great enrichment in school, especially when bringing in outside arts expertise, but there is a critical lack of instruments and tools (especially for music).

Every school could have a good choral program (no need for instruments).

There is a big overlap between this direction and the other two, especially regarding public arts funding and funding for K-12 arts education. The system now is based on a private (market-based) model, where \$ = access, and no \$ = no access (access being for participation by the creator, and access for audiences).

We need an introductory process for kids to get exposed to art in schools.

Yes, and arts appreciation is especially important in middle school, with broad spectrum exposure and/or music appreciation (classical music, etc.).

People need to get exposed, and something to expose them when they're younger really helps.

Some schools have choir/orchestra/band choices. Choir doesn't require instruments in middle school.

Art in schools, music, and geographic distribution of arts offerings is important. The North/Northeast area is well represented by smaller and independent/scholastic art. These groups are generally open to newcomers.

In some areas, lack of \$ and access to transportation limits options. Arts and music should be made available. Money for outreach in neighborhoods should be a requirement.

It's a very different environment in inner versus outer neighborhoods. "Free" field trips to theaters, for example, are limited or impossible if the parents can't write a check. Could the City equalize this?

Both public and private money could be used to increase access, for example through charitable donations.

May 10, 2010 – Central Workshop – U of O White Stag Block – 70 NW Couch St



Arts, Culture and Innovation

The City needs to kind of ‘push their elbows out’ to encourage these private groups to get involved. Transportation money is needed, too.

We do have some free art events (e.g. Symphony in the Park). These could be expanded.

Yes. Ask art galleries to bring their work into the parks. Citizens need acculturation to art and music.

In the PPS High School Redesign, it’s a choice of band OR choir. It should be both.

There should be more (broader) geographic availability of these resources.

Equity Discussion:

We should distinguish somehow between passive (consumer) versus active (performer) access. Different issues arise for each group.

Schools are in all areas. Getting art to all schools helps address geographic equity.

Funding for arts in schools should be key, as this has long-term benefits. Even at elementary school level.

Visibility should be created for artists in the schools generally. For example, the Portland Jazz Orchestra has played at Beaumont school.

At PSU, the architecture studio has a nice space, resources, key card entry in the evenings, etc., but Fine Arts, graphic design, and painting departments don’t have such nice resources. The PSU architecture program did construct an outdoor classroom at Sunnyside school, though.

What about a neighborhood branding concept, where each neighborhood has it’s own themes, colors, and public art?

We need more public funding for art.

Creative writing doesn’t take much money to offer, but creative writing has been removed from the PPS curriculum. Writing is still offered, but the valuable imaginative (versus analytical) mode of writing is considered of secondary or lesser importance.

To advance the idea of universal equity, teachers could draw on artist volunteers in the schools, for example do an all-school assembly with music, various media, and create exposure for art in general and individual artists/art forms.

Does poverty add to the creative artistic fire? Native Americans (before white settlement), had a rich arts culture, perhaps in part due to a naturally abundant food

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Arts, Culture and Innovation

supply (leisure time). Group discussion outcome: an artistic inner drive or vision is necessary, but poverty is not a pre-requisite.

We need to expand arts participation and enjoyment to a broader economic segment of Portlanders.

Q: What are the barriers to access?

A: transportation, funding, familiarity, financial well-being.

There is also a lack of networks among people in poverty: people are busy with work, often at 2 jobs, and live very differently from those in the middle class.

People need access and education, many people aren't aware of the various offerings and events happening around town.

Access to technology and the internet is important, as well. Newspapers and other 'old' media should also be used to reach a broader audience.

Immigrant communities need specific outreach (networks, community newspapers) to be effectively reached.



Arts, Culture and Innovation

Phase II Workshop Notes Arts, Culture & Innovation East Portland (May 15, 2010)

Facilitator: Matt Wickstrom
Notetaker: Emily Sandy

Direction 2

The separate arts as an economic development engine direction is an important one b/c it de-segregates this from the just a K-12 arts education issue.

Focus on artists' needs for production (materials, spaces, etc.) not just gallery and display needs

Art is not just for school age children and the emphasis on economic development stresses (correctly) that is important to adults and economic development as well.

Art should be a driver of the economy, not a by-product

Objective 2A

The service industry component of arts and the economy is important—graphic design, interior design, video game development are often cited, but we should also specifically acknowledge all of the technical services that go along with that—i.e. technical services for art showings and display, music shows, television production, etc.

Objective 2C

Create/foster/develop/support a network that connects artists to each other and to other businesses that might utilize their services. Example, connect non-art businesses to artists for display space, connect artists to technical services that can support them, connect property management with artists for work/display space. Connect artists to each other for tool/material barter/share/library. Make sure this network accounts for accurately pairing the style/media of the artist to the clientele. Trillium and Ethos and Zoomtopia are a good examples of this.

Objective 2B

Make sure arts, arts activities, festivals, institutions are dispersed geographically. BUT, don't do everything the same in every sector/neighborhood. Identify and celebrate the artistic identity of each geography.

Create/support satellite campus' for institutions typically located downtown—museums, theater, city festivals.

Missing language about institutions and their role.

- Institutions should be involved in all geographic areas. Regional Arts and Culture Council (RACC) is not very "Regional"



Arts, Culture and Innovation

Direction 3

Public art in East pdx should be less utilitarian and benign—it should receive the same attention as downtown. Fear of vandalism should not be reason for little or no art investment—don't do art at the lowest common denominator.

Objective 3B

Funding is important, but the grassroots nature of the arts scene in Portland is what makes it unique and is its strength. Do more indirect things to support that scene.

Objective 1B

Art should be part of the hardscape and infrastructure (i.e. Sunnyside Sun in the street, and Piano stairs in Swedish(?) rail stations)

Combine arts into every other topic of discussion—don't have it in its own silo. Example, transportation discussions do not have to be only about functionality, we can talk about how to infuse arts into the infrastructure. Same with schools, how can we infuse arts into social capital being built there?

Capitalize on cultural art diversity

- Tap into local levels and local geographic identity
- Tap into diversity in the built environment; the diversity of building and street design among Portland neighborhoods can reflect and inform public art and art in infrastructure

Gathering places are essential to 1B

- New gathering places are important
- Existing gathering places should be more fully utilized (parks, plazas)
- Parks should be used not just for sports, but for festivals and display, etc.

Equity

Art ed is the first thing to go. Better funded schools have better access to arts/ed. Translates to less for lower incomes, more racially diverse, and smaller schools.

Language is a barrier, BUT arts is a way to overcome inequities b/c it's a non-verbal form of expression/communication.

Adults with no previous exposure to art must have an environment where they are able to educate themselves. Life can be more meaningful (see more when you watch a movie, hear more when you hear music, etc.).

Art also stimulates the mind, which can have health impacts, especially for adults. Creative thinking process has creative, cultural, health, and economic benefits which translate to skill development benefits

Art ed should focus on Meaning, not just Making.



Arts, Culture and Innovation

Art should be incorporated into overall development scheme; not an afterthought. Link art to the demographic, but also expose different demographics to other forms of art in order to acknowledge and educate on linkages and influences between art forms/styles, media, etc. This preserves the history and influences of all art forms (like language preservation) and provided opportunity for self education.

Arts attendance efforts should be geographically dispersed.

Public art should be geographically dispersed.

- Efforts should be made to bring East Pdx onto a level playing field. Other areas may have to make sacrifices in the meantime.
- There may be deficiencies in other parts of town, but we need to acknowledge the reasons. (Example, east and west lack sidewalks, but it's a topographical problem in west, a disinvestment problem in east)
- Neediest places should get most attention (136th/Powell)
- It is perhaps more important to invest in East than other places because it can be a way toward placemaking. Placemaking, in turn, has economic benefits.
- Equity protects investments, both physical and personal.

Making day to day experiences and environment artistic can go a long way in terms of equity. (Like infusing art into the infrastructure)

Focus on adult learning of arts for immigrant parents and other adults as well as kids.

Arts ed doesn't just happen in schools.

- This can help with "introducing" immigrants to Portland
- Can be practically useful (learning an artistic skill or trade)
- Use schools as an incubator for cultural art, but expand the network beyond the schools
- The sum of western and cultural art can be greater than the two parts (fusion)

Location matters for equitable access to art. Location, transit, travel time, are important.



Arts, Culture and Innovation

Phase II Workshop Notes
Arts, Culture & Innovation
West Portland (May 18, 2010)

Facilitator: John Cole
Notetaker: Emily Sandy

Direction 2

Develop architectural tourism.

Tourism around small collections of architecture is good, but we also need a “big draw”. More focus should be made on preserving the common works of the masters and preserving them as collections for tourism.

Utilize small and underutilized or vacant spaces for multi-disciplinary arts/arts installations. They could be permanent or transitional/rotating.

Need collaborative art spaces not just focused on one medium or genre. Could be home for visiting artists. Have spaces “plopped” down in the middle of neighborhoods to take advantage of and foster community capital.

Use technology to pull arts together in a collaborative model. Have a website connection/network/inventory. One network could be city-wide and high exposure for professionals, other network could be more local and/or small scale for amateurs, hobbyists, and professionals alike.

Networking efforts should integrate technical art services (graphic design, stage set-up, A/V, etc.)

Focus should be on supporting grass-roots bottom up nature of the arts scene as opposed to creating a big master plan. City can take role in creating environment that is supportive and conducive, but not a top-down approach. Example, Hawthorne and Alberta happened b/c of people, not b/c of the City.

Develop resources for tourists to find out what is happening in town around media or other common interest areas. Example: could have website or publication organized around media, location, cost, time of day, family-friendly, or other topics. Kind of like bar-fly for the arts. It should be a non-competitive, comprehensive guide.

Don't limit support to arts-centric businesses. Include support for other businesses to be arts-supportive, especially major businesses. If we don't have enough corporations/foundations to be directly financially supportive, they could at least lobby to create incentives for employees to support the arts. I.e. offer discounted theater tickets through a professional association, etc.

Corporate sponsorship is great, but we could also tap into small business sponsorship

- Have business incentives for small businesses to support arts
- Educate small businesses that no grant is too small!
- Can lead to symbiotic relationship between artist and small business.



Arts, Culture and Innovation

Both arts-centric businesses should connect more to PSU and other higher art education institutions; offer internships, connect to real jobs, should be a symbiotic relationship.

Direction 1

Art should be part of walkable communities.

Education is important to lifelong appreciation and value, which equals a higher priority years later when decisions are made.

Equity

Racial equity in theater has always been a problem—it's heavily white for both cast and audience. Solution? Support small playwrights. Support non-traditional artistic traditions; those that focus on multiple influential traditions in order to facilitate the communal experience. The traditions could be one multi-faceted one, or several individual traditions each with a different influence—you can have more than one tradition in a venue. Can be dangerous to overspecialize (i.e. be an actor in an African-American theater) all the time to avoid typecasting. See Chicago Cultural Center: Free events, multi-cultural; multi-disciplinary. Add geographic dispersion to this model.

Small, multi-disciplinary, dispersed facilities and satellites would improve equity of access. Small sites are less intimidating

Take every artistic medium and evaluate it individually for issues that hinder equitable participation/audience

Small facilities could be dispersed throughout the city, but networked to each other so they don't get TOO insular.

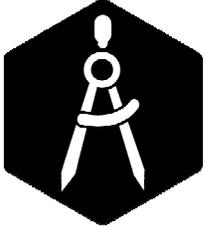
The "innovation" part of the action area name is tough, but it could be the avenue toward reducing inequities—consumers shouldn't have to choose between traditional or cultural or modern forms of art—they can be fused into an innovative perspective; or complement each other as individual forms.

Our specialized schools should offer/foster incubations of arts education—Be a hub for visiting poets, artists, musicians either on a one time basis or extended visiting basis

Develop an "Ambassador of Arts" position to coordinate and be a spokesperson for all this work. They wouldn't actually do the work, just coordinate it. Tap into existing organizations/leadership to do the work.

Tap into the existing cultural leadership (i.e. NAYA, etc.) The cultural community then taps into the arts community for all cultural traditions and all disciplines. Have an ongoing performance/exhibition of sorts (quarterly?) which is really an one stop opportunity for multi-faceted exposure and learning. Strive for the feeling of a farmers market with the talent component added. Rotate throughout the city.

RACC could re-evaluate it's mission and organizational structure and outreach efforts to resolve it's struggle to find an identity.



Design, Planning and Public Spaces

Phase II Workshop Notes Spring 2010

This document contains notes from the Phase II Portland Plan public workshops.

In order to maintain the integrity of the content the notes were not edited for format or style. The notes from each workshop session differ in style and format because they were transcribed by either the note taker or facilitator at the workshop. These notes reflect the content of the small group discussions at the Phase II workshops.



Design, Planning and Public Spaces

**Phase II SE Workshop – Design, Planning and Public Space
April 26, Central Catholic**

**Lora Lillard, Facilitator
Nicholas Starin, Note-Taker**

Opening Conversation

Re: “respecting neighborhood character:” issue is impacts of new development on previously up-zoned property, e.g. new multi-family in single-family area

No provisions in zoning regulations that implement the idea of new development respecting neighborhood character

Re: 20-minute neighborhoods: need to define what they are first.

Some neighborhoods will be harder to make “20-minute”

Plan for corridors holistically, rather than piece-by-piece, e.g. need to make sure there is space for public interaction.

Need plan for how to deal with demolitions, take into account energy lost with demo and rebuilding, may not be sustainable practice. (Link to Sustainability Action Area)

Financing model for new sidewalks is broken, expecting owners to pay for it. New financing plan needed.

Its an equity issue to bring areas without sidewalks up to parity, can't expect that residents in those areas are only ones that need to pay. (Link to Equity, Civic and Quality of Life Action Area)

There is too much focus on bikes. Bicyclists are an exclusive group of people. (Link to Transportation Action Area.)

Discussion on Direction 1 Create 20-minute complete neighborhoods

Objectives A & B

20-minute walkable neighborhoods: its an equity issue—many places (e.g. outer East and SW) need streets and destinations.

20-minute neighborhoods idea is naïve, can't be achieved everywhere



Design, Planning and Public Spaces

Need a better way to fund the bus system, can't get to Objective A without a predictable bus system. (Link to Transportation Action Area.)

Least profitable bus routes seem to be cut in the same places that need the most 20-minute work. (Link to Transportation Action Area.)

Need accessibility, not just mobility—not just good transit to other places, but grow uses and destinations, e.g. groceries, in places we want to be 20-minute. Work with businesses to get them where we want/need them.

Type of stores is important, need ones that are not just convenience stores with unhealthy food. Also work with stores to improve offerings (Link to Human Health Action Area)

Consider size restraints for new businesses, pay attention to scale of the place—get small to medium businesses in neighborhoods and streets, e.g. a large store doesn't fit on a smaller scaled street like SE Division. Sell local goods.

We (citizens and neighbors) have to be careful about saying “no” to good proposals, because they are not perfect. (Link to Equity, Civic and Quality of Life Action Area)

Objectives C and D:

Not every neighborhood needs a Pioneer Square or urban plaza.

Plazas support nearby businesses and vice-versa.

The City should be acquiring land for open space now, during a down market with good prices. (Link to Sustainability and Natural Environment Action Area)

Type of park for the context matters. A park of 38 acres of ball fields serves a region but is not a neighborhood park. Pay attention to who uses the parks. (Link to Equity, Civic and Quality of Life Action Area)

City should stop allowing new buildings in areas with deficiencies of parks until they get us the parks.

Focus new open space in areas of lower socio-economic status. (Link to Equity, Civic and Quality of Life Action Area)

Equity



Design, Planning and Public Spaces

General Discussion

Real estate prices are lower in places that lack sidewalks, because purchasers are buying a liability.

Burdens for improving streets are put on the poorest people. (Link to Transportation Action Area.) (Link to Equity, Civic and Quality of Life Action Area)

Some areas have piecemeal construction with short segments of sidewalks to nowhere—its nuts. (Link to Transportation Action Area.)

Regulations and standards are a barrier, one size fits all approach, e.g. some places may not need sidewalks on both sides of the street. (Link to Transportation Action Area.)

In some areas lack of sidewalks are a part of their character, semi-rural. Not every street may need a sidewalk. (Link to Transportation Action Area.)

It goes beyond sidewalks it's the City's general service commitment to the area that is lacking. (Link to Equity, Civic and Quality of Life Action Area)

System Development Charges—you need development to get money for services.

People won't invest in a new business in a place where it is not safe to walk. (Link to Prosperity and Business Action Area)

Need to offer 0% interest loans and grants to help fund street improvements and sidewalks. (Link to Transportation Action Area.)

New aggressive plan and funding model for street improvements is needed. Maybe modeled after some of the energy conservation loan programs, e.g. allow homeowners to pay a small amount monthly of utility bills. (Link to Transportation Action Area.)

Create some kind of "Road Fee" to generate money. (Link to Transportation Action Area.)

It's a city issue, not just for the 10 families that live on a street. (Link to Transportation Action Area.) (Link to Equity, Civic and Quality of Life Action Area)

Some residents like unimproved streets—its natural traffic calming. (Link to Transportation Action Area.)



Design, Planning and Public Spaces

We spend millions of dollars for bikeways on existing streets, while some places have no streets. (Link to Transportation Action Area.) (Link to Equity, Civic and Quality of Life Action Area)

An equity lens should be applied to every City bureau's budget every year. Over-spending is needed in long-neglected areas. (Link to Prosperity and Business Action Area) (Link to Equity, Civic and Quality of Life Action Area)

Central City benefits from the workforce in East Portland.

The equity presentation and discussion is annoying. Most of us have been aware of these issues for years, e.g. lack of sidewalks in East Portland. It's the elected officials that are just waking up to the equity issue. Leaders need to pay attention when diverting sewer money to bike lanes, preaching to us about equity doesn't help. (Link to Equity, Civic and Quality of Life Action Area)

Equity and 20-minute Neighborhood Objectives

Places that can't be 20-minute neighborhoods—what resources do they get if they don't fit the 20-minute model? Don't ignore places that don't fit. (Link to Equity, Civic and Quality of Life Action Area)

The strengths and weaknesses of individual neighborhoods need to be taken into account. Citywide standards can be problematic—pay attention to area-specific issues vs. universal requirements. e.g. not all sidewalks may need to be concrete.

The City is being hijacked by the bike advocates. We don't have houses that people can afford, but we have bike lanes. (Link to Transportation Action Area.) (Link to Equity, Civic and Quality of Life Action Area)

We need sustainable jobs. (Link to Prosperity and Business Action Area)

Bike community can bring a lot to Portland, but care needed where it is a detriment to other priorities, e.g. sewer money issue.

Attention is being put on bike system in areas that already have amenities. East Portland needs the attention. (Link to Transportation Action Area.) (Link to Equity, Civic and Quality of Life Action Area)

City needs to assign bureau staff to fix problems in East Portland. (Link to Equity, Civic and Quality of Life Action Area)

Pay attention to the changing demographics. People in their 80s are not going to ride bikes. (Link to Equity, Civic and Quality of Life Action Area)



Design, Planning and Public Spaces

There is a lot of senior housing going up in areas like East Portland with transportation problems. (Link to Neighborhoods and Housing Action Area)

Its not just a bike thing: areas that already have amenities always get the get the attention from the City. Need to shift that. (Link to Equity, Civic and Quality of Life Action Area)

Keep the bus system whole, predictable buses benefit everyone.

Pay attention to creating housing for aging populations in centers. The new housing is not affordable, condos costing more than houses across street. (Link to Neighborhoods and Housing Action Area)

Woodstock is 20-minute neighborhood. Small houses turned over from families to older people because it made sense. Now rents are \$1200. (Link to Neighborhoods and Housing Action Area)

Make places where people can down-size within their own neighborhoods. (Link to Neighborhoods and Housing Action Area)



Design, Planning and Public Spaces

Note: There were two Design, Planning and Public Spaces discussions at the April 29, 2010 workshop.

Phase II NE Workshop – Design, Planning & Public Spaces

Discussion Notes – April 29, 2010

Facilitator: Troy Doss

Note Taker: Bill Cunningham

Direction & Objectives Discussion

(Directions that participants had the greatest interest in discussing were (1) “20-minute complete neighborhoods” and (2) “Streets as places”)

20-Minute neighborhoods discussion

This is a good direction, but need to be careful about how it is done.

In some neighborhood business districts, rents for commercial spaces have become high, keeping out neighborhood-serving retail that would help meet daily needs, and resulting mostly in boutiques and restaurants. City needs to address this to ensure that neighborhood business districts serve the neighborhood.

Need to figure out how 20-minute neighborhoods can accommodate diverse cultures. Need diverse services.

In Cully, zoning is a barrier to efforts to establish a community marketplace.

A challenge in Hazelwood is finding ways to bring neighbors together (people mostly keep to themselves and don't interact).

In Roseway, Sandy has been a missed opportunity for commercial development. The community would like the 72nd and Sandy area to have a greater role as a neighborhood hub. Need to figure out how to create more opportunities there.

Streets as places discussion

Residential streets are already used for a variety of things – basketball, skateboarding, play – we should facilitate this.

Big streets act as dividers, but they shouldn't.

Should do more to incorporate green street design, with plants, cobbles, traffic calming.

There is too much speeding on some neighborhood streets – need more traffic calming.



Design, Planning and Public Spaces

Unprotected intersections, where there are no stop signs, are a safety problem that needs to be addressed.

Need more landscaping and traffic calming on neighborhood streets.

Converting some streets into community space is a good idea Portland should try. New York City has converted some street space into plazas, which is a good approach.

Need to design our streets to encourage people to interact more with neighbors.

Equity Discussion

Gentrification is an issue Portland needs to address along with 20-minute neighborhoods.

Areas that are walkable, with services and amenities nearby, now have a lack of affordable housing, both rental and ownership.

Businesses in neighborhood commercial districts are often not geared to lower-income people. Neighborhood commercial districts need to serve everyone.

Need to focus on creating 20-minute neighborhoods in areas that don't have them, such as outer areas of the city.

Street closures for community space could impact para-transit access.

Should require developers to include affordable housing.

From an equity perspective, creating 20-minute neighborhoods could either pave the way for gentrification, which is not a good thing, or expand access to services for those who do not have this access, which is a good thing.

Hazelwood needs a greater diversity of services and needs more family-oriented parks. Communities should work well for kids.

New buildings should include affordable housing. Portland should work to change state law so that affordable housing can be required as part of new development.

More needs to be done to protect neighborhood integrity in North Portland. New development needs to respect neighborhood scale and character. Concerned about new secondary units above garages that are taller than the main house.

Lack of safe streets in some areas is an equity issue.



Design, Planning and Public Spaces

Need better light rail access to destinations, if transit is to work well for everyone
– Interstate light rail does not provide good access to the Mississippi main street.

The Interstate highway divides the community in North Portland.

Requiring consistent neighborhood character can lead to mediocre design.

“Modern” design is not the issue, it is more about scale.

A concern in Hazelwood is the development of flag lots in the middle of blocks.

Regarding disabilities, aging boomers will create an epidemic of disabled people.
Need to figure out how the community can accommodate all sorts of disabilities.
Should consider how the physical form of neighborhoods can better accommodate people with disabilities.

Sidewalks should follow universal design principles, accommodating people with disabilities.

City should focus on putting in sidewalks in areas that lack them.

Priority should be on putting sidewalks on major streets. Not all quiet residential streets need sidewalks.

Urban Design Group with Al Burns and Arianne Sperry
Beaumont M.S.

ACTION AREA DISCUSSION

Direction #1

Objective #1

Good direction

Ratio between population and services should be in balance

Low density areas have harder time meeting service level

More aggressive approach to promoting higher density housing?

But what about challenges to increasing density like loss of privacy?

Older neighborhoods survive because folks want to live there. Low density is what they want.

Older neighborhoods are already walkable and 20 minute neighborhoods, versus East Portland, which has empty lots and room for new development.

Pearl district is one way to meet the standard. Irvington is another.

Some places just need basic services like grocery stores.

Objective #2



Design, Planning and Public Spaces

Commercial development needs to fit neighborhood and serve the neighborhood.
Give more direction to developers as to where regional commercial should go.
Is a 20 minute neighborhood business-sustainable? Meaning: If you implement it across the city, is there enough market demand to support all those businesses?
Right now, if we don't have businesses in our area, we go to another neighborhood business district. But if I now have a business in my own neighborhood, I won't patronize the businesses in other business districts. Won't existing neighborhood commercial areas lose business?
20 minute neighborhood is a good idea, but the devil is in the details.

Objective #3

Parks are complementary to stores/restaurants. They bring people together and are a vital part of a community.
They contribute a sense of place.

Direction #2

Infill and new development/remodels can be ugly!
But your ugly is someone else's beautiful!
So who decides?
Living in an affluent neighborhood, you have more ability to influence what goes in next door, but in poor areas, they don't have as much influence.
Can neighborhood character be defined?
This direction isn't a priority compared to direction #1.

EQUITY

Sidewalks—Idea: LID paid through lien on property, only paid off when property sells. Then neighbors don't have to worry about the cost.
City told us we couldn't put sidewalks in (Helensview in Cully) because not enough room in the ROW or the gigantic 200 year old trees would have to come down.
Can City be more flexible with design standards so that we can get SOMETHING in for people to walk on even if it's not exactly what they're looking for? Maybe we could narrow the street or maybe they don't need to require the parking strip.
Sidewalk rules are designed for new development, not for retrofitting sidewalks into existing neighborhoods.
A patchwork network of sidewalks doesn't do any good.
“Cully has no Trader Joe's or New Seasons, but we do have walkable strip clubs.”

Parks

More!

Pocket parks are cool—more accessible and easier to push a stroller to because you can have more of them.
It's healthier if you can walk/bike to parks.



Design, Planning and Public Spaces

Bikeways

Why put bikeways on busy commercial streets like NE Broadway?

It's more efficient for bikes to go down arterials because they don't have to stop every other block (for the stop signs) as on residential side streets.

Use design to make residential streets more efficient for bikes.

Educate driver to share the road. Driving classes are useful.

Design standards in commercial areas: Why no flag lots allowed? On larger commercial lots, we could infill on the back part of the lot.

Encouraging buildings to be oriented to the main street and have its entrance close to the street is a good idea if it doesn't stop the project from moving forward.

One size doesn't fit all.

How to meet standards on infill on small lots?

Downtown: not much to do regarding equity without you talk about affordable housing.

Access to the rivers: What about cleanup? Shouldn't that be a top priority first?

Water coming into Portland is already polluted. Upstream problems need to be addressed.

Access to rivers is not a priority. We already have requirements for river access (e.g.

Willamette Greenway trail).



Design, Planning and Public Spaces

Phase II North Workshop – Design, Planning & Public Spaces

Discussion Notes – May 1, 2010

Facilitator: Mark Raggett

Note Taker: Bill Cunningham

Direction & Objectives Discussion

(The direction that participants had the greatest interest in discussing was “20-minute complete neighborhoods”)

20-Minute neighborhoods discussion

St. Johns and Kenton in North Portland are strong in some ways related to 20-minute neighborhoods. What is missing are places with concentrations of professional employment that could add to the vitality of neighborhood centers. Would be good to have a situation more like Fremont in Seattle, which has urban amenities plus lots of jobs (Adobe’s headquarters, etc.). Portland’s neighborhood hubs/centers would benefit from similar arrangements. Sites near the St. Johns Bridge are an opportunity for this.

Need to prioritize jobs not just in the core of the city, but in the neighborhoods.

Public spaces should be green places, not just paved.

Transit access to schools (especially to smaller alternative schools) is inconvenient or difficult for many students. Need to improve this access.

Neighborhoods are unique. Does every neighborhood need to be walkable or bikable?

Walkable access to food is important. In North Portland, most people do not have convenient access and need to drive.

More bus shelters, protecting people from the weather, are needed.

Commercial areas require a lot of infrastructure and paving. Do we really need commercial areas everywhere?

Need to avoid a one-size-fits all approach in implementing 20-minute neighborhoods and respect neighborhood character.

Need to continue working on creating more farmers markets, parks and bike lanes.

Bigger buildings are fine if they help preserve open space and the environment.

Bikability still needs improvement – I still do not feel safe getting around by bicycle.



Design, Planning and Public Spaces

20-minute neighborhoods concept is missing the idea of providing better neighborhood communications (community newspapers, etc.).

Equity Discussion

Access to healthy foods should be a key part of 20-minute neighborhoods. Healthy foods access and education needs to be expanded, especially for communities of color.

Need to be more creative with outreach and other strategies in order to broaden community involvement.

Lack of access to jobs and good schools is an equity issue in North Portland. Currently, need to leave the neighborhood for these.

Charter schools are mostly attended by White students. Need to find ways to expand access for Hispanic students and others.

There need to be good schools in all neighborhoods, so students don't need to leave their neighborhoods for a good education.

As neighborhoods improve and become more attractive to people, they become less affordable and diverse. Need to figure out how to improve neighborhoods without displacing people.

New Columbia was intended to be a neighborhood model for integration, but it still has a stigma and there is a social barrier with the surrounding community. Missing pieces that need to be addressed in New Columbia are access to jobs and achieving a more integrated school.

Deciding whether or not installing sidewalks everywhere should be a priority is something that should be up to individual neighborhoods or areas.

The various Design, Planning and Public Spaces directions address equity some, but equity doesn't seem to be the main purpose.

If everyone was wealthier, equity would not be so great an issue, so an outcome that increased prosperity and eliminated poverty would be optimal.

Need more indoor community meeting spaces.

An ideal outcome would be a future in which children can safely and independently get around their neighborhoods. We are not there yet.



Design, Planning and Public Spaces

Portland Plan Phase II Public Meetings:

5-10-2010 Meeting: University of Oregon, White Stag Building
Design, Planning & Public Spaces Action Area Chart Pack Notes
DRAFT

Troy Doss, Facilitator,
Mark Raggett, Note Taker

ACTION AREA DISCUSSION

- Each neighborhood should have a neighborhood plaza or open space
- Gateway doesn't seem intuitive, no river just freeways, not that nice
- Need to pick a better center, Gateway is on edge of freeway
- A lot of public space is underutilized
- Doesn't work to just pick a spot, designate "public space"
- Buildings form spaces – public spaces need public buildings
- Transportation key to access, mobility, look at NW Portland; electric car and/or shuttle bus facilities needed in each neighborhood
- Hollywood Plaza not a good model to follow, doesn't work well
- Indoor gathering places needed, community centers not well dispersed throughout City
- Is there thinking about European models? Public shared streets might be fine, public square might not work in Gateway, more exploration is needed for what has better chance of working
- Public spaces could be movable, farmer's markets are temporary
- Big streets, like Sandy, barriers for neighborhoods, should become better edges
- Streets are the public spaces in neighborhoods, like Hawthorne, a layered approach to the circulation system is needed
- Automobile became major neighborhood designer, big streets then located one neighborhood on one side, another on the other
- Quality of buildings important, Portland is unique, defined by both buildings and public spaces
- New Zealand has a lot of roundabouts, not so many straight lines
- Pedestrian malls, town greens aren't in Portland, not enough density, no NE platting, too much traffic engineering, not enough innovation, too much emphasis on historic preservation
- Public streets and some intersections function as primary public spaces today, such as SE 26th and Clinton, or Hawthorne
- Identify a local area's characteristics, fibers of existence, that are already there so we can make more responsive spaces
- Neighborhoods have lost some of the connection to the river, which is the lifeline of history in Portland



Design, Planning and Public Spaces

EQUITY DISCUSSION

- Ron Sims from HUD, says everyone should have equal access to culture, transportation, opportunities
- Affordable housing in NW Portland, mix of building types have multiple people, businesses and characteristics in one building
- Who is welcome in public space? Sit/lie issues in downtown problems for homeless on sidewalks
- This action area is challenging in terms of equity, not everyone will use facilities the same or at all, target specific needs
- People should turn out in neighborhoods to get stuff, why are there no grocery stores?
- Transect from Central City out should be drawn, the city has a lot of different places with different people, needs
- Financial support may be necessary in some parts of town
- Comparison should be done – here's where people are, here's where dollars are being spent
- Who are the people who will be here in 25 years?
- New investments in area displacing residents – some new investments where they are now will force them out again?
- Invest in people who are there now, existing businesses
- Develop a scale of ownership
- Accessibility – layering of circulation = affordable housing at edges of city, region? Define accessibility, quality of life, public space
- Not just physical but social, cultural
- Ron Sims of HUD said that you should only be saving for education, not to live on edge
- Equity, is about priorities? Who decides where money goes?
- Plan force, need to implement and follow through with vision

Portland Plan Workshop Notes – Phase II
Central City, 5/10/10
Barry Manning & Diane Hale
Topic - Urban Design

Topic Discussion

Direction 1: 20 minute neighborhoods

A.

- Good target, but high number
- clear/measurable goal
- surprised at how low the number is now
- walking/biking hard for elderly – need transit too (mentioned twice)



Design, Planning and Public Spaces

- Walking can be a way to get to transit
- How can built environment help walkers/bikers
- Incent businesses in walkable form
- If people are walking, then businesses want to be there.
- As an entrepreneur, I evaluate location based on City activities.

B.

- City needs to facilitate making it easy to locate business in neighborhoods
- Wait times for buses are too long.
- Target /measure is unclear.
 - Suggest “by 2035, at least one main street in every neighborhood is a hub for business activity.”
- Wants to see more business mix in east Portland.
- Arts as a means to grow business activity (like Alberta, unlike SoWa). (Mentioned twice)
- Wants to see mixed use
- 24 hr. activity.
- Use color/design to help create unique neighborhood. e.g. signage can help legibility. (Mentioned twice)

C.

- important to foster sense of place, not just more thru the space. e.g. pioneer square, director’s park.
- Range of size in public space – need diversity in all neighborhoods.
- Also need a diversity of uses in parks.
- Involve the public in design of spaces like Times Square. Reclaim streets (e.g. church street).

D.

- D and C work well together.
- C is plazas, but parks are different so we need to think about both. Could combine these objectives, but don’t lose one.
- Reclaim underutilized public spaces (e.g. water bureau parks in NE)

Direction 3

A.

- Like objective, but how to measure.
- Bikes/peds don’t mix with automobiles, so I’d like more separation.
- need better signage.
- Bikes could be a separate system (e.g. cycle tracs)
- Likes woonerf style street that can more easily be shut down.

C.

- Need to still accommodate auto traffic, so we could leave them on those streets.



Design, Planning and Public Spaces

- My experience in Rotterdam is that bike lanes next to the train was good. We could do that.
- I might be scared to bike next to rail.
- Trees in the middle of MLK slowed traffic, good approach.

Equity Discussion

What does equity mean in terms of design?

- I appreciate Mary's points about equity and design; I haven't thought about colors/intensity as a tool (e.g. for people with impaired vision).
- SW Portland – no sidewalks
 - Why aren't there sidewalks? It's the wealthiest part of Portland.
 - They don't want them because it is a car oriented area.
 - When SW was annexed, they were told they would be upgraded. They weren't. Now the residents don't want to pay to be upgraded with sidewalks.
 - What should the City's role be for sidewalks?
 - If there was a citywide prioritization, the SW sidewalks might not win.
 - Residents can't afford it, but maybe with a payment plan they could.
- We need to decide what equity is, e.g. should everyone have sidewalks?
- The community would be better equipped to pay for services if we had economic development policies that grow existing businesses and new local microenterprise instead of bring new businesses in.
- In the current conditions, equity isn't the goal it is the outcome.
- We need to define rights – E.g. East Portland residents have the right to travel safely on a sidewalk.
- Equity as a focus area (goal)
- Neighborhood planning has City representatives and City planning has neighborhood representatives.
- We should devolve total responsibility to neighborhood groups to make plans. Give them ability to plan.
- Who are these people?
- Must have clear boundaries (domain) and consensus.
- My concern is that doesn't address broader equity. It's only on the neighborhood level. We have inequity because some neighborhoods are better at getting involved.
- Need to think about neighborhoods that are really lacking.
- Need to focus on neighborhoods that have been disenfranchised.
- Prioritize areas that have been left behind.
- All areas have unique history. How do you combat the history, or balance between these areas and others that have developed more quickly.

Public Space and Equity

- Safety needs to be considered when making new public spaces. Before Alberta was cleaned up with new services, everyone who couldn't pay moved to Lents. When we improve one area we push people out.



Design, Planning and Public Spaces

- We need to identify areas we need to focus on and invest extra resources to make those area stable.
- It must be to people who are already there.
- Some City plans conflict.
- Affordable housing is needed in all neighborhoods.



Design, Planning and Public Spaces

Phase II E Workshop – Design, Planning and Public Spaces and Transportation, Technology and Access

Facilitator: Brian Hoop Notetaker: Barbara Sack

May 15, 2010

East Portland/ David Douglas High School

ACTION AREA DISCUSSION

Design, Planning and Public Spaces

Direction 1: Create 20-minute complete neighborhoods. [Also Transportation Direction 1 A.]

- Add objective E (to Design): Improve emergency response. Green spaces can be staging areas for emergency response.
- Sidewalks are needed but are expensive. Need alternative paths off the street that are less expensive to get both pedestrians and bikes off the street. SE 136th between Powell and Foster Road is particularly bad.
- Promote multimodal complete neighborhoods.
- Zoning does not allow 20-minute neighborhoods in East Portland.
- Businesses are not allowed in multifamily zones on 122nd Avenue. Nonconforming uses are created by the zoning and existing businesses will eventually be displaced.
- Connectivity is lacking and it is difficult to get to destinations. -East Portland lacks a grid.
- Poor access for emergency vehicles.
- Combination of low connectivity and high-density housing is a problem.
- Some residents live on? Cul-de-sacs where there is lack of thru traffic.
- A grid allows predictable connections.
- Bike routes are not direct connections. Secondary streets are not continuous. Drivers need to be educated to share the road.
- Bike lanes are not safe for children. Need separation from cars.
- Use schools as a center of the community to create 20-minute neighborhoods. For community gatherings, emergency staging. This is a good reason for seismic upgrading of schools.
- Pedestrian pathways between streets that are not connected could provide some connectivity.
- Presence of adult foster care in neighborhoods means more pedestrian safety needed, more separation between pedestrians and vehicles.
- Provide setbacks and landscaping not just concrete.



Design, Planning and Public Spaces

Direction 2: Build on Portland's distinctive qualities.

- Some neighborhoods need to create some distinctive qualities.

EQUITY DISCUSSION

Lack of transportation equity

- Affects people who cannot drive or afford a car.
- All transportation modes should be equitable.
- Trimet routes [in East Portland] have not been changed for 30 years and have been cut.
- Powellhurst-Gilbert neighborhood does not have a single frequent service bus line.
- As poverty has moved east services have not. People are forced to buy old polluting cars to get around.
- Important to create 20-minute neighborhoods.
- People with the least resources are in neighborhoods with poor transportation choices.
- Apartment housing is not connected into 20-minute neighborhoods.
- Apartments clustered on busy streets and children are adversely affected by pollution (asthma).
- Multigenerational families have trouble with bus travel and lack of frequency. No bus shelters/protection. [from the elements]. Bus stops need more protection and street trees.
- Frequent bus services needed (every 10 minutes)
- Route cuts make buses impossible to use.
- Engagement of different cultures in planning for 20-minute neighborhoods.
- Engage schools in getting kids to ride bikes and be active.
- Schools should be conveners.
- Inequitable amount of tax-abated properties are straining the schools and contributing to increasing poverty.
- Will there be services for an aging population in 20-minute neighborhoods? Like chess in parks in New York
- Schools provide connection to community and can help with connecting with a wider range of people. Child care is needed for participation.



Design, Planning and Public Spaces

City should go out to the community rather than expecting residents to come to meetings. For instance, City should go to apartment complexes and meet with people there.

- May need to motivate some people to participate.
- Shaver Sun School succeeded in getting people involved.
- Need to create bridges to people. People need to see how participation will benefit neighborhood.
- Need more outreach on-line. Expand use of social media tools to increase participation. Also, do mailings for those that do not use social media.
- Front porches and sidewalks encourage neighbors to get to know each other.
- Lack of parking can lead to conflict between neighbors.
- Parking needs to be planned since there is lack of public transportation.
- Connect business districts with streetcars.
- Zoning needs to allow businesses.

Sustainability is thwarted by zoning.

- Maybe shuttle buses could fill the need for transit on major streets.



Design, Planning and Public Spaces

Phase II Southwest Workshop – Design, Planning & Public Spaces

Discussion Notes – May 18, 2010

Facilitator: Sandra Wood

Note Taker: Bill Cunningham

Direction & Objectives Discussion

(The direction that participants had the greatest interest in discussing was “20-minute complete neighborhoods”. There was also interest in “Cultivate streets as places”.)

20-Minute neighborhoods discussion

Objectives A (walkability) and B (neighborhood business districts) are nearly one and the same. Having neighborhood business districts within walking distance is key to making neighborhoods walkable.

Major challenges to creating walkable neighborhoods in Southwest include the lack of sidewalks, hilly topography, and few commercial services.

20-minute neighborhoods are a worthy objective for some areas in Southwest, but probably not everywhere.

Topography (hills and ravines) is a particularly major barrier to providing walkable access in Southwest, and won't be possible to overcome everywhere.

In Southwest, most people can't walk to a grocery store to buy a quart of milk. Many can't afford small groceries or convenience stores, which are options in some places, so people now drive out of Portland for larger discount supermarkets.

20-minute neighborhoods and walkable or bikeable access to services won't work in most of Southwest. Instead, need to focus on providing better transit service that reaches into more neighborhood areas to reduce reliance on cars. Now, people in most areas have no convenient alternative to cars.

Curvy roads and high speeds of cars, combined with the lack of sidewalks, make streets unsafe for pedestrians.

Need to explore options for separate pedestrian connections and footbridges to provide better pedestrian access to destinations.

SW Trails provide additional pedestrian routes, but they are more recreational and do not provide good access to services.

Focus on creating walkable environments within commercial districts in Southwest that serve as community hubs, with improved transit connections and safe pedestrian routes to these areas from residential “pods.” Not practical to have sidewalks and walkable access to services everywhere in Southwest.



Design, Planning and Public Spaces

Much more needs to be done to provide convenient transit access in Southwest. Neighborhoods worked hard with TriMet to get bus service to Lewis & Clark College and the surrounding area, but this line was dropped. TriMet cited lack of density and operating costs as issues.

Need to change state requirements regarding transit. Need to allow alternative transit service (such as jitneys and other non-TriMet operators) to reach areas not serviced by TriMet.

Need more housing and commercial density in some areas in Southwest. Need to think long term. Need to focus more on how changes can benefit neighborhoods.

Need to solve stormwater problems before adding more density in Southwest.

Don't focus on the word "density." Instead, focus on talking to the community about what housing types and design are appropriate, with more visuals and less focus on abstract numbers.

Many people like Southwest's rural character – trees, natural features, vegetation, greenspace. Need to respect these characteristics.

Would like to see places like Multnomah Village become places where more people will want to – and can – live.

A good approach for Southwest would be to combine fostering walkable community hubs with improved transit access to these areas from surrounding neighborhoods. It won't be practical for most people to walk to services, so improved transit access is key.

Need to improve the design of apartments along major streets.

Equity Discussion

Direction 5 (Enhance Portland's major centers) may not address equity. These centers are politically chosen and focusing on them would negatively impact fair allocation of city resources and spending.

Trails in Southwest are problematic regarding equity. It has not been practical to make them wheelchair accessible, which made it difficult to get approval for them. Conventional sidewalks meeting ADA requirements, however, would have been much more expensive.

Need to find a way to balance trails and sidewalks in Southwest. Trails contribute to healthy lifestyles and walkable access, so are important, but do not provide wheelchair accessibility.



Design, Planning and Public Spaces

There is resistance from some in Southwest to sidewalks, but more sidewalks are really needed.

Slowing cars is another way to create safer streets for pedestrians, even without sidewalks.

Concerned that “gold-plated standards” for sidewalks and stormwater facilities may prevent more sidewalks from being built in Southwest.

Trails are an option in some parts of Southwest that need to be taken better advantage of as ways of providing more pedestrian connections.

Many areas in Southwest do not have safe routes for children to walk to school. Need to address this.

Need to be more creative in finding ways of providing safer pedestrian access. In Florida, some streets have broad shoulders that provide space for walking. Streets in Southwest Portland don't even have shoulders.

Southwest doesn't need sidewalks on every street.

Prioritize sidewalks in commercial centers and along arterials and neighborhood streets that function as arterials. Need to differentiate these streets from quiet neighborhood streets, where sidewalks are not needed as much.

PDOT needs to provide accurate traffic counts to identify streets where sidewalks should be prioritized. Much more needs to be done to pay attention to the different types of streets in Southwest and their differing needs (SW Hamilton is an example that needs sidewalks).

Hope that improved transit can reduce cut-through traffic and make neighborhood streets safer for walking.

An issue impacting equity is that people without children are often not interested in supporting schools. Need to find ways of addressing this and getting people to care more about others in the community.

Form-based codes are an approach that could be used to ensure that improvements respect the characteristics of different types of neighborhoods. Specific types of pedestrian connections could be specified for Southwest neighborhoods that can help preserve Southwest's more rural character.

There is tension between the drive to increase density and pedestrian safety in Southwest. Density increases traffic, which makes the lack of sidewalks more of a problem.



Design, Planning and Public Spaces

“Kids are a group that is not getting equity”. They can’t walk to schools because of the lack of sidewalks and traffic. Motorists get angry about kids – or other people – being in the street.

Transit service is an equity issue. Even service every 15 minutes is a problem for people with hourly wages, who can be in trouble with employers if they miss their bus and are late. Need more frequent service, maybe with smaller buses.

So much of Southwest is so resource-poor in sidewalks and other non-car transportation infrastructure. Need to focus on improving one piece of the area at time to achieve success, rather than spreading resources thinly across broad areas.

To achieve transit equity and be more response to the needs of the public, TriMet needs to be run by an elected board.

People need transit to get to where jobs are (such as Intel and riverside industrial areas). TriMet focuses too much on service to Downtown. Need to move beyond this “hub-and-spokes” mode.