

# Cully-Concordia Community Action Plan

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

ACTION	Lead and Partners	Problem Statement	Action Steps	Measures of Success
<p><b>1.A.</b> Pursue Safer Routes to Schools (SR2S) activities at Rigler School, and advocate for full implementation at Harvey Scott and Faubion schools based on priority street improvements that have been identified by city staff and community members. <b>3.B.</b> Identify priorities for street infrastructure improvements, including sidewalks in the Cully area, and advocate for funding and implementation. <b>1.E.</b> Improve transportation services for students who attend after-school activities at Faubion, Rigler and Harvey Scott schools</p>	<p><b>Rigler School staff and community, Portland Public Schools (PPS), Harvey Scott School,</b> Portland Bureau of Transportation (PBOT); Portland Bureau of Planning (Planning); IRCO, Central NE Neighbors (CNN) planner, neighborhood and business associations; Padres Motivados, Planning; Hacienda CDC community organizations</p>			
<p><b>1.B.</b> Establish Promote a Schools Uniting Neighborhoods (SUN) Community School program at Harvey Scott School, including transportation options for after-school classes.</p>	<p><b>Harvey Scott School community, PPS, Multnomah County (County), Impact NW (INW),</b> community organizations</p>			
<p><b>1.C.</b> Hold discussions with community and PPS regarding ways to accommodate 8<sup>th</sup> graders at Harvey Scott and Rigler Schools. <b>3.J.</b> Address overcrowding at Rigler and Harvey Scott schools by evaluating whether there are reasonable adjustments in attendance area boundaries that could result in reducing current and future overcrowding.</p>	<p><b>PPS, Harvey Scott and Rigler School communities, INW</b></p> <p><b>PPS (Enrollment and Transfer Office),</b> Rigler and Harvey Scott school communities, other relevant school communities</p>			

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<p><b>1.D.</b> Develop activities and provide resources for upper grade level students at Faubion, Rigler and Harvey Scott schools; such as: technology, library resources, sports teams, social services and clubs. (Related to action 3.I.)</p> <p><b>3.I.</b> Participate in PPS facilities decision-making processes – with an emphasis on “21<sup>st</sup> Century Schools” concepts that incorporate community uses and partnerships into the design of new and redeveloped schools. Determine the future of Faubion School, including whether it should be redeveloped at its current site or relocated to PPS’ Whitaker site near 42<sup>nd</sup>/Killingsworth.</p>	<p><b>PPS, Faubion, Harvey Scott and Rigler school communities,</b> Portland Parks and Recreation (Parks), IRCO, community organizations, foundations, neighborhood associations</p>			
<p><b>1.F.</b> Evaluate policies related to facility use to determine if they serve as barriers to neighborhood use of kitchens, meeting spaces, libraries, gyms, etc.; address identified barriers to enhance community access to and use of school facilities.</p>	<p><b>PPS,</b> neighborhood associations, CNN, NE Coalition of Neighborhoods (NECN)</p>			
<p><b>1.G.</b> Provide additional pre-school classes and activities, including school readiness programs that serve the needs of the area’s economically and culturally diverse population and as “entry-points” into the 3 neighborhood schools for young families ( e.g., parenting classes, pre-K programs).</p>	<p><b>PPS and the three area schools, PPS Head Start, SUN program of Multnomah County; Impact NW,</b> NAYA, Hacienda CDC, Children’s Institute at Concordia University, community organizations, Latino Network</p>			

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1.H. Identify and implement additional bi-lingual staff and culturally appropriate resources to strengthen parent involvement in schools/community, and expand academic support for English Language Learners.	<b>School communities, PPS, area churches, Latino Network, NAYA, Hacienda CDC, Black Parent Initiative (BPI), Somali leadership groups, Ortiz Community Center</b>			
1.I. Ensure the sustainability of existing English-as-Second-Language classes, and pursue additional programming and other language / culture competency classes for adults, high school completion/GED classes in Spanish, financial literacy, etc. at schools and in the community.	<b>Portland Community College (PCC), Concordia University, area churches, Hacienda CDC, area schools and SUN programs, Impact NW, Padres Motivados (Harvey Scott School), community organizations</b>			
1.J. Continue relationship-building and resource provision between police and local school communities to address growing concerns about crime, especially gang-related crime.	<b>Police Bureau, ONI crime prevention program, schools, neighborhood associations, Self Enhancement Inc. (SEI) gang outreach, NE Precinct School Resource Officers and Neighborhood Response Team Officer, Hacienda CDC, GREAT school &amp; family programs</b>			
1.K. Research early childhood development center models; and pursue a childhood development center in the study area that reflects the needs of Cully-Concordia's economically and culturally diverse population.	<b>NAYA, Children's Institute, Concordia University, Hacienda CDC, community organizations, INW, area churches, Multnomah Co. Health &amp; Human Services (MCHHS), PPS</b>			
1.L. Expand high quality childcare options that serve the needs of the area's economically and culturally diverse population.	<b>Childcare Improvement Project; churches; NAYA, IRCO, Hacienda CDC; Bureau of Housing (Housing), MCHHS,</b>			

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<p><b>2.A.</b> Identify and pursue priority workforce development and training opportunities in the study area, and make connections to nearby employment areas. Focus could include:</p> <ul style="list-style-type: none"> <li>• Mentorships</li> <li>• Apprenticeships</li> <li>• Youth programs</li> <li>• Job readiness programs (e.g., basic education, Spanish GED, interview skills, financial literacy)</li> <li>• Marketing availability of services</li> <li>• Matching providers and trainees</li> <li>• Green jobs</li> </ul>	<p><b>Concordia Univ., Black Parents Initiative, Planning, PDC, PCC / Portland Metropolitan Workforce Center, neighborhood and business associations, Housing, NAYA, Hacienda CDC, Worksystems Inc. , trade organizations</b></p>			
<p><b>2.B.</b> Develop an economic opportunity resource guide of programs aimed at increasing wealth in low-income households.</p>	<p><b>Planning, Concordia Univ., PCC, Portland Metropolitan Workforce Center, BPI, neighborhood and business associations, NAYA, Hacienda CDC, APNBA , INW, Housing</b></p>			
<p><b>2.C.</b> Conduct business recruitment, retention, and expansion activities in the Cully-Concordia area:</p> <ul style="list-style-type: none"> <li>• Utilize a survey tool to identify neighborhood-based businesses that are needed and promote such opportunities</li> <li>• Inventory existing businesses and track their performance</li> <li>• Identify businesses that need to expand</li> </ul>	<p><b>Planning, PDC, neighborhood and business associations, Housing, PCC, Portland Metropolitan Workforce Center, Hispanic Chamber of Commerce, OR Association of Minority Enterprises (OAME), APNBA</b></p>			
<p><b>2.D.</b> Develop a strategy to implement commercial corridor development and/or revitalization including consideration of expanded business districts. <b>2.E.</b> Explore and support measures to promote commercial revitalization that benefits and serves the existing community and minimizes the negative effects of gentrification.</p>	<p><b>Planning, PDC, neighborhood and business associations, property owners, real estate brokers, APNBA, NAYA</b>  <b>Planning, PDC, community organizations, neighborhood and business associations and coalitions</b></p>			

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<b>3.A.</b> Identify priorities for improved transit services in Cully; pursue changes with Trimet to better connect Cully with the downtown core area, East and North Portland, and other popular destinations; and advocate for cultural competency training for transit operators and Tri-Met staff.	<b>Planning, Tri-Met,</b> PDOT, schools, community organizations, NAYA, and neighborhood and business associations and coalitions			
<b>3.C.</b> Implement recreational programming at Cully area school grounds and nearby parks to better serve youth, elders and the general community. Continue coordination between PPS and Parks to better coordinate recreational use of these sites with special attention to Sacajawea, Harvey Scott, and Rigler school areas.	<b>PPS, 3 school communities, Parks,</b> Planning, neighborhood associations, community organizations			
<b>3.D.</b> Advocate for full-funding and development of a park in the Cully neighborhood. <b>3.G.</b> Advocate for additional open spaces and local access to these spaces in the Cully-Concordia area.	<b>Neighborhood associations,</b> Parks, school communities, Planning, Hacienda CDC, other community organizations			
<b>3.E.</b> Pursue opportunities to include culturally-specific programming into park planning and improvements in the Cully-Concordia area.	<b>Parks, NAYA, community organizations</b>			
<b>3.F.</b> Advocate for a community center/recreational facility in Cully-Concordia area.	<b>Neighborhood and business associations,</b> Parks, PPS, school communities, Planning, INW, Concordia U., HOCC			
<b>3.H.</b> Through a collaborative public process, develop a Whitaker site master plan that determines compatible uses, joint use opportunities and community partnerships to address the needs and desires of children, families and the greater community.	<b>PPS,</b> community organizations and institutions, neighborhood associations, Parks, Planning			

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<p><b>3.K.</b> Make physical improvements to Rigler and Harvey Scott school facilities as identified in the PPS Facilities Assessment to accommodate current and projected enrollments, to address the needs of older grades recently enrolled at these schools, and to address existing facility deficiencies. (Related to Action 3.G., which addresses Faubion school)</p>	<p><b>PPS, Rigler and Harvey Scott school communities, other interested community members</b></p>			
<p><b>3.L.</b> Through a collaborative public process, evaluate the feasibility and applicability of funding mechanisms to support infrastructure improvements and economic development priorities in the Cully-Concordia area.</p>	<p><b>PDC, Planning</b></p>			
<p><b>3.M.</b> Evaluate the need for a Multnomah County branch library in the Cully-Concordia area and pursue idea with Multnomah County.</p>	<p><b>Planning, Interested community members, Multnomah County, Hacienda CDC, Concordia University</b></p>			
<p><b>3.N.</b> Advocate for additional funding for the NE Killingsworth Street Traffic Safety Corridor project (MLK Jr. Blvd. to NE 72nd)</p>	<p><b>NECN, affected neighborhood associations and community organizations, PDOT</b></p>			

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<b>4.A.</b> Continue to refine and monitor the Cully-Concordia Community Assessment - Action Plan and establish an ongoing community-based implementation structure to help ensure implementation of the Action Plan.	<b>Planning, neighborhood associations and coalitions, PPS, Cully-Concordia Assessment participants</b>			
<b>4.B</b> Build cross-cultural awareness and relationships among the area's diverse communities through community-oriented projects and activities (at schools and elsewhere) that celebrate and promote the area's cultural diversity, e.g. the provision of cultural/historical information of the area at parks and other public spaces. <b>4.D.</b> Pursue planning efforts in the Cully-Concordia area that reflect and support the rich ethnic diversity of the neighborhoods.	<b>Cully-Concordia Assessment participants, CNN coalition, INW</b>  <b>Planning</b> , community organizations, neighborhood and business associations and coalitions.			
<b>4.C.</b> Build connections with and among faith communities and explore partnerships between churches and schools to leverage resources to implement projects/activities identified in this action plan.	<b>Mosaic Church and other area churches, school communities, PPS</b>			
<b>4.E.</b> Connect neighborhood and business groups with affordable housing groups to promote understanding of programs and goals, developments and plans, and potential collaborations. <b>4.F.</b> Advocate for affordable family housing that is of high quality design and materials with amenities for families with children (e.g. promote courtyard housing models) <b>4.H.</b> Eradicate sub-standard housing through building code enforcement to ensure safe, healthy and affordable housing for area families.	<b>Housing Opportunities for Communities of Color (HOCC), neighborhood and business associations, Planning Community organizations, Bureau of Housing, HOCC, Planning Bureau of Development Services, Housing, school communities, neighborhood associations</b>			
<b>4.G.</b> Advocate for continued use of rental assistance programs at Rigler, Faubion and Harvey Scott school families in need.	<b>Housing</b> , school communities, Hacienda CDC			

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4.I. Analyze and address why schools within the study area have been unable to attract more students from their own attendance areas.	PPS, school communities, neighborhood associations			

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

**Abbreviations key**

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

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CAN	Cully Association of Neighbors
CNA	Concordia Neighborhood Association
CNN	Central NE Neighbors Coalition (includes Cully)
NECN	NE Coalition of Neighborhoods (includes Concordia)

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