

Cully-Concordia Community Assessment - Action Plan

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

Project Goal #1: Enhance the capabilities of schools to serve as multi-purpose centers of community life			
ACTION	Lead and Partners	Opportunities	Timing / Milestones
<p>1.A. 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.</p>	<p>Rigler School staff and community; Portland Public Schools (PPS); Harvey Scott School; Portland Office of Transportation (PDOT); Portland Bureau of Planning (Planning); Central NE Neighbors (CNN) planner, neighborhood associations.</p>	<p>SR2S programs currently exist at Faubion and Harvey Scott schools. State and Federal grants might be available to help implement some identified safety-related engineering projects.</p> <p>Potential through SR2S to educate and promote walking and bicycling to school at these schools.</p>	<p><i>Fall-Winter 2008/09: Initiate discussions with SR2S staff to introduce activities which educate and promote walking and bicycling at Rigler School and continue these activities at Faubion and Harvey Scott schools.</i></p> <p><i>Ongoing 2009: Continue advocacy for more program funding and grants Planning to secure funding to further implement identified street improvements at Faubion and Harvey Scott schools.</i></p>
<p>1.B. Establish a Schools Uniting Neighborhoods (SUN) Community School program at Harvey Scott School, including transportation options for after-school classes.</p>	<p>Harvey Scott School community; Portland Public Schools (PPS); Multnomah County (County), Portland Impact, community organizations</p>	<p>This action seeks to expand and stabilize after-school activities for both students and families of the Harvey Scott community. Harvey Scott has been cited as one of the top priorities in a SUN Community School Program matrix of needs and priorities for services. .</p>	<p><i>Fall-Winter 2008/09: Initiate discussions with Multnomah SUN program and others to advocate, support and establish program.</i></p> <p><i>Ongoing: Secure funding, identify a SUN Community School provider, plan for and provide SUN school programming at Harvey Scott.. Seek out other similar program providers for services at Harvey School if not selected for SUN Community School funding and programming.</i></p>
<p>1.C. Hold discussions with community and PPS regarding ways to accommodate 8th graders at Harvey Scott and Rigler Schools. (Related to action 3.H.)</p>	<p>PPS; Harvey Scott and Rigler Schools communities</p>	<p>PPS is completing facilities Planning and visioning for the future of city high schools.</p>	<p><i>Ongoing: Continue to periodically communicate with Harvey Scott and Rigler school communities on information related to 8th graders at Madison High School and ways to bring the 8th grade classes to Harvey Scott and Rigler schools.</i></p>

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ACTION	Lead and Partners	Opportunities	Timing / Milestones
1.D. Develop activities and provide resources for upper grade level students at Faubion, Rigler and Harvey Scott schools; these may include: technology, library resources, sports teams, social services and clubs. (Related to action 3.I.)	PPS, Faubion, Harvey Scott, and Rigler school communities, Portland Parks and Recreation, community organizations, foundations, etc.	PPS is engaged in a facilities Planning process in concert with a continuous evaluation of program improvements.	<i>Fall/Winter 2008/09: Convene meetings with interested school communities to confirm needs and discuss opportunities.</i> <i>Spring/Summer 2009: Develop a plan to address needs and timing for implementation.</i>
1.E. Improve transportation services for students who attend after-school activities at Faubion, Rigler and Harvey Scott schools.	Faubion, Rigler and Harvey Scott administrators, PPS, community organizations	Consideration of student transportation is timely to address with the existing SUN classes at Faubion and Rigler schools and is an important consideration if Harvey Scott School gains a SUN program.	<i>Ongoing: Periodically meet to discuss ways of improving transportation services for students attending after- school programs, and implement measures to improve transportation services for students.</i>
1.F. 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.	PPS, neighborhood associations, CNN, NE Coalition of Neighborhoods (NECN)	There is readiness and need to pursue this action to assure that family-supportive activities have reasonable access to school facilities. PPS and Parks are currently engaged in updating their joint facility use agreement.	<i>Fall/Winter 2008/09: Evaluate facility use of schools policies, identify barriers, and identify possible solutions.</i> <i>Spring 2009: Modify facility use of schools policy to remove barriers.</i> <i>Fall 2009 and beyond: Encourage family-supportive activities at Faubion, Rigler, and Harvey Scott schools.</i>
1.G. Provide additional pre-school classes and activities, including school readiness programs, that serve as “entry-points” into the 3 neighborhood schools for young families (e.g., parenting classes, pre-K programs).	PPS and the three area schools, PPS Head Start, SUN program of Multnomah County; Hacienda CDC, Children’s Institute at Concordia University, community organizations, Latino Network	This action will help to stabilize student enrollment at the area schools and provide enhanced services to families. There are opportunities to build upon existing programs such as Hacienda’s El Niños and El Programa Hispano, and Harvey Scott School’s Home Instruction for Parents of Pre-school Youngsters (HIPPY)	<i>Fall 2008 through Summer 2009: Identify priority “early school readiness” programs at 3 schools, potential resources and partners.</i> <i>Fall 2009: Sustain existing programming and provide additional programming at area schools</i>
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.	School communities, PPS, area churches, Latino Network, NAYA, Hacienda CDC, Black Parent Initiative (BPI), Somali leadership groups, Ortiz Community Center	Will help improve communications between school administrators/staff and families and will help improve the success of students.	<i>Fall/Winter 2008/09: Identify priority needs for cultural support programs, potential resources and partners.</i> <i>Spring/Summer 2009 and beyond: Identify funding/resources to enhance culturally appropriate staff and support services at area schools.</i>

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ACTION	Lead and Partners	Opportunities	Timing / Milestones
<p>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.</p>	<p>Portland Community College (PCC), Concordia University, area churches, Hacienda CDC, area schools and SUN programs, Padres Motivados (Harvey Scott School), community organizations</p>	<p>This is a timely action due to need, interested partners and potential resources & volunteers.</p> <p>Community Discussion Group recommended use of \$15,000 from City of Portland for implementation of this Action Plan item.</p>	<p><i>Fall/Winter 2008-09: Initiate discussions among stakeholders to assess current resources, needs, potential resources and partners.</i></p> <p><i>Spring/Summer 2009: Schedule and advertise (additional) programs and services.</i></p> <p><i>Note: consider childcare and transportation services for adults attending classes.</i></p> <p><i>Initial Measures of Success: 1) Existing ESL classes are promoted in Cully-Concordia area 2) An additional __# or % of adults participated in classes, an increase or _# or _% of adults in area currently taking ESL classes.</i></p>
<p>1.J. Continue relationship-building and resource provision between police and local school communities to address growing concerns about crime, especially gang-related crime.</p>	<p>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 & family programs</p>	<p>Police are assigned to neighborhoods and high school cluster areas and are a resource to area schools dealing with crime-related concerns.</p>	<p><i>Ongoing discussions and meetings with police and school communities to share information and resources to address issues of concern.</i></p>
<p>1.K. Research early childhood development center models; and pursue a childhood development center in the study area.</p>	<p>NAYA, Children’s Institute, Concordia University, Hacienda CDC & other community organizations; area churches; Multnomah Co. Health & Human Services, PPS</p>	<p>This is a priority action with a high level of interest and leadership.</p>	<p><i>Fall/Winter 2008/09: Initiate discussions with interested stakeholders regarding coordinated approach, resource identification, and model research.</i></p> <p><i>Spring/Summer 2009 and beyond: Work to identify funding, a leading service provider, a location for a center, and begin implementation.</i></p>
<p>1.L. Expand high quality childcare options in the Cully-Concordia area.</p>	<p>Childcare Improvement Project; churches; NAYA, IRCO, Hacienda CDC; Bureau of Housing and Community Development (BHCD); Multnomah County Health & Human Services</p>	<p>This is an important child-oriented action that supports school-readiness and also provides an economic development opportunity for local residents to create and sustain local businesses. Leadership and technical assistance currently exist through the Childcare Improvement Project and other resources.</p>	<p><i>Winter 2008/09: Identify area-specific needs, potential resources and partners. .</i></p> <p><i>Spring/Summer 2009 and beyond: Work to identify funding, begin activities that bring more high quality child care programs to the area</i></p>

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

ACTION	Lead and Partners	Opportunities	Timing / Milestones
<p>2.A. 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"> • Mentorships • Apprenticeships • Youth programs • Job readiness programs (e.g., basic education, Spanish GED, interview skills, financial literacy) • Marketing availability of services • Matching providers and trainees • Green jobs 	<p>Concordia Univ., Black Parents Initiative, Planning, PDC, PCC / Portland Metropolitan Workforce Center, neighborhood and business associations, BHCD, NAYA, Hacienda CDC, Worksystems Inc. , trade organizations</p>	<p>Identified as a great need, there is interested project leadership and partners. There are local and other resources such as the Portland Metropolitan Workforce Center, Bureau of Housing and Community Development, small business grant and loan programs etc. See related action 2.B. below.</p>	<p><i>Fall/Winter 2008/09: Explore and inventory economic development-related resource availability regionally and locally within the Cully-Concordia area considering: financial institutions, Oregon Employment Dept., Small Business Development Center (SBDC), Mercy Corps NW, Oregon Association of Minority Entrepreneurs, Verde program, etc.</i></p> <p><i>Winter 2009: Identify gaps in resources based on need (income levels of local residents in last 5 years).</i></p> <p><i>Develop a work plan and budget to implement a pilot project that markets mentorships and apprenticeships with the community and area businesses.</i></p> <p><i>Winter to Spring 2010: Prepare for pilot project implementation.</i></p> <p><i>Summer 2010: Implement pilot project</i></p>
<p>2.B. Develop an economic opportunity resource guide of programs aimed at increasing wealth in low-income households.</p>	<p>Planning, BHCD, Concordia Univ., PCC, Portland Metropolitan Workforce Center, BPI, neighborhood and business associations, NAYA, Hacienda CDC, APNBA</p>	<p>The Bureau of Planning's Economic Development Planner is able to lead in resource guide development.</p>	<p><i>Fall 2008 –Winter 08/09: Identify existing resources and develop a resource guide focusing on economic opportunities available in the Cully-Concordia area. Have partners review and comment on the draft guide. Finalize the economic opportunities resource guide.</i></p> <p><i>Ongoing after Spring 2009: Distribute resource guide via community organizations to reach the broader community.</i></p>

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ACTION	Lead and Partners	Opportunities	Timing / Milestones
<p>2.C. Conduct business recruitment, retention, and expansion activities in the Cully-Concordia area:</p> <ul style="list-style-type: none"> • Utilize a survey tool to identify neighborhood-based businesses that are needed and promote such opportunities • Inventory existing businesses and track their performance • Identify businesses that need to expand 	<p>Planning, PDC, neighborhood and business associations, BHCD, PCC, Portland Metropolitan Workforce Center, Hispanic Chamber of Commerce, OR Association of Minority Enterprises (OAME), APNBA</p>	<p>City and non-profit entities can assist in implementing this action.</p>	<p><i>Spring to Summer 2009: Design and complete a series of surveys of business owners and residents to identify businesses needed locally.</i></p> <p><i>Summer 2009: Develop a 5 to 10 year strategy to recruit identified businesses to the Cully-Concordia area.</i></p> <p><i>Fall 2009/ongoing: Implement the strategy including creating links with the neighboring industrial districts.</i></p>
<p>2.D Develop a strategy to implement commercial corridor development and/or revitalization.</p>	<p>Planning, PDC, neighborhood and business associations, property owners, real estate brokers, APNBA</p>	<p>Identified as a priority by many, there are interested leaders and partners. Planning interested in commercial rezoning project and PDC is increasing its focus on neighborhood commercial development.</p>	<p><i>Fall 2008: Complete a resource guide of potential small business tools that apply to the Cully-Concordia area.</i></p> <p><i>Spring to Summer 2009: Using survey information from 2.C., assess zoning for potential neighborhood-oriented commercial/business opportunities in the Cully-Concordia area.</i></p> <p><i>Summer 2009 to Summer 2010: Pursue a study to create the potential for neighborhood-serving retail and local businesses along Cully Boulevard, a regionally designated Main Street.</i></p> <p><i>Ongoing: Advocate for storefront improvement grants in the Cully-Concordia area.</i></p> <p><i>Future activity: Help form a business association to guide business development and promotional activities in Cully</i></p>

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

ACTION	Lead and Partners	Opportunities	Timing / Milestones
3.A. Identify priorities for improved transit services in Cully; pursue changes with Trimet to better connect Cully with the downtown core area and other popular destinations; and advocate for cultural competency training for transit operators and Tri-Met staff.	Planning, Tri-Met, PDOT, schools, community organizations such as NAYA and neighborhood associations	Planning's NE District Planner has met once with Trimet staff to explain transit service needs and is a willing leader on this action with interested partners. In addition, Trimet leadership attended a NAYA Youth and Elders Council forum in July to hear issues and concerns related to Trimet service voiced by Native American community members.	<i>Winter 2008/09: Continue meetings with Tri-Met and interested partners to discuss area transit service gaps and potential solutions.</i> <i>Ongoing: Advocate for improved transit services in the Cully area. Also advocate for cultural competency training for transit operators and Trimet staff.</i>
3.B. Identify priorities for street infrastructure improvements, including sidewalks in the Cully area, and advocate for funding and implementation. (Related to action 1.A.)	Rigler School community; Portland Public Schools (PPS); Harvey Scott School, PDOT; Padres Motivados, Planning; neighborhood and business associations; Hacienda CDC	Very high priority and readiness due to community concerns for safety and accessibility and existing SR2S program.	<i>Ongoing: Prioritize street segments in most need for improvements based on SR2S and other factors such as access to transit, park sites, etc. Advocate for funding to improve prioritized streets.</i>
3.C. Implement recreational programming at Cully area school grounds and nearby parks to better serve youth, elders and the general community. Continue coordination between PPS and PP&R to better coordinate recreational use of these sites with special attention to Sacajawea, Harvey Scott, and Rigler school areas.	PPS, 3 school communities, Parks & Recreation Bureau (Parks), Planning, neighborhood associations, community organizations	PPS and Parks are interested in pursuing this action. PPS and Parks are currently updating joint use agreements. Parks is also inventorying park spaces around schools.	<i>Fall/Winter 2008/09: Complete parks assessment; review findings with neighborhoods around area schools. Work with Parks to identify resources and partnerships such as with the SUN Community School program, to bring new recreational activities for Cully youth, adults and elders at/near Rigler and Harvey Scott schools.</i> <i>Spring-Summer 2009: Complete joint use agreements if necessary and begin additional recreational programming at/near Rigler and Harvey Scott schools.</i>

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ACTION	Lead and Partners	Opportunities	Timing / Milestones
3.D. Advocate for full-funding and development of a park in the Cully neighborhood.	Neighborhood associations, Parks, school communities, Planning, Hacienda CDC, other community organizations	Parks has \$100,000 for interim recreational facility improvements at Sacajawea Park. Parks is completing the Thomas Cully Park Master Plan. There is a very high level of interest of leaders and partners to see park improvements in the Cully neighborhood. There is widespread acknowledgement that Cully is deficient in parks, open spaces, and a community center.	<i>Fall/Winter 2008/09: Complete parks assessment; review findings with neighborhoods around area schools;</i> <i>Winter/Spring 2008-09: Initiate discussions in the Cully-Concordia area regarding recommendations to Parks.</i>
3.E. Advocate for a community center/recreational facility in Cully-Concordia area.	Neighborhood and business associations, Parks, PPS, school communities, Planning, Concordia U., HOCC	There is a very high level of interest of leaders and partners to see a community center built in the Cully-Concordia area. There is widespread acknowledgement that Cully is deficient in parks, open spaces, and a community center.	<i>Ongoing: Advocate for Planning and development of a community center in the Cully-Concordia area. Participate with PPS in master Planning of the Whitaker site to determine if a community center can be built at this location. See Action #3.F. below.</i>
3.F. 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.	PPS, community organizations and institutions, neighborhood associations, Parks, Planning	Very high priority due to significant community interest in this key redevelopment site	<i>Fall 2008: Discuss with PPS leadership their timeframe for decision-making on the Whitaker site; propose ideas for an inclusive process.</i> <i>2009: Conduct an open public process to determine the best use(s) of the Whitaker site and have the School Board act on the final report.</i> <i>Winter 2009/10: Identify a timeframe for development of the site, which may include a new school and other uses.</i>
3.G. Participate in PPS facilities decision-making processes – with an emphasis on “21 st 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 nd /Killingsworth.	PPS, Faubion School community, Concordia Neighborhood	The PPS Facilities Inventory identified Faubion School to be in poor condition and in need of replacement. PPS is actively trying to address facility improvements and the Faubion School is a high priority for improvements.	<i>Fall/Winter 2008/09: Determine the timeline and process for public process(es) regarding a new Faubion School and the Whitaker site master plan. Carry out Planning process(es) with school community and interested public according to developed process timeline.</i>

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ACTION	Lead and Partners	Opportunities	Timing / Milestones
3.H. 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 at Harvey Scott and Rigler schools.	PPS (Enrollment and Transfer Office) , Rigler and Harvey Scott school communities, other relevant school communities	This is timely as Rigler and Harvey Scott schools are overcrowded to the point that 8 th graders originally earmarked to attend these schools are sent to Madison High School. (See action under Goal 1)	<i>Fall 2008-Summer 2009: Conduct evaluation of school boundaries and student enrollment counts for Rigler and Harvey Scott schools (along with any other relevant school boundaries). Report on results of the evaluation through community meetings. Make determination for 2009/10 school year?</i>
3.I. 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)	PPS, Rigler and Harvey Scott school communities, other interested community members	The PPS Facilities Assessment identified the need for more classrooms, adequate gym, and library space; science, computers and technology and other program enhancements to provide a full K-8 program; playground/field improvements (especially at Harvey Scott, Rigler) to provide better outdoor recreation space during and after school; and additional space for community partnerships benefiting children and families.	<i>Fall/Winter 2008/09: Determine what school facilities are priorities for improvements and how to fund such improvements.</i> <i>Ongoing: Advocate for physical improvements to Rigler and Harvey Scott schools.</i>
3.J. 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.	PDC, Planning	Cully's critical needs are for standardized streets with sidewalks, development of parks and a community center, and economic development priorities. Community members raised the idea of an urban renewal area in Cully. Any discussion of this would be part of future discussions of how and where to use the limited resource of urban renewal.	<i>Fall 2008-Spring 2009: Start conversations with PDC re: urban renewal in Cully area as part of the North/NE Urban Renewal study.</i> <i>Ongoing: Investigate alternative mechanisms that could fund needed infrastructure facility improvements.</i>
3.K. Evaluate the need for a Multnomah County branch library in the Cully-Concordia area and pursue idea with Multnomah County.	Planning, Interested community members, Multnomah County, Hacienda CDC, Concordia University		<i>Spring-Summer 2009: Hold community discussions to explore desire for a branch library. Meet with Multnomah County staff to learn possibilities and process to get a local branch library. Proceed accordingly.</i>
3.L. Advocate for additional funding for the NE Killingsworth Street Traffic Safety Corridor project (MLK Jr. Blvd. to NE 72nd)	NECN, affected neighborhood associations and community organizations, PDOT	The City has funded in this fiscal year \$75,000 of the \$375,000 requested for the project.	<i>Ongoing: Advocate for full funding of this multi-modal traffic safety project. Participate with PDOT in implementation.</i>

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

ACTION	Lead and Partners	Opportunities	Timing / Milestones
<p>4.A. Continue to refine and monitor the Cully-Concordia Community Assessment - Action Plan and establish an ongoing community-based implementation structure to help ensure implementation of the Action Plan.</p>	<p>Planning, neighborhood associations and coalitions, PPS, Cully-Concordia Assessment participants</p>	<p>Planning's NE District Planner is invested in Cully-Concordia Community Assessment – Action Plan and is a willing convener as the planner's work program permits. Other community partners will lead specific actions and assist in the continuation of assessment follow-up activities.</p>	<p><i>Fall 2008: Initiate discussions with partners such as neighborhood coalition staff, city and school district staff, and other partners involved in the Cully-Concordia Community Assessment, on how best to structure and carry out ongoing Action Plan coordination and implementation.</i></p> <p><i>Fall/Winter 2008: Present a resolution to City Council and PPS Board endorsing the Action Plan and directing staff's continued participation.</i></p> <p><i>Ongoing: Develop and implement a community-based structure to implement and update the Action Plan.</i></p>
<p>4.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. One example is the provision of cultural/historical information of the area at parks and other public spaces.</p>	<p>Cully-Concordia Assessment participants, CNN coalition</p>	<p>There are many partners who are willing to continue to promote cross-cultural awareness and community building. Community outreach grants have been a source for supporting this action.</p>	<p><i>Ongoing: Cully-Concordia Community Assessment participants will discuss and plan activities and events for the next year that promote cross-cultural awareness and community building.</i></p> <p><i>Note: CNN sponsored a cross-cultural panel presentation on November 12, 2008 on meaningful ways to reach and connect diverse communities; an implementation of this action item.</i></p>
<p>4.C. Build connections with and among faith communities and explore partnerships between churches and schools to leverage resources to implement projects/activities identified in this action plan.</p>	<p>Mosaic Church and other area churches, school communities, PPS</p>	<p>Faith communities are already interacting with school communities to help address school needs. There are interested leaders and participants to further these types of partnerships.</p>	<p><i>Ongoing: Convene discussions between faith groups and school communities to identify specific school-based needs that faith communities may be able to help address. Implement projects/activities accordingly.</i></p>
<p>4.D. Connect neighborhood and business groups with affordable housing groups to promote understanding of programs and goals, developments and plans, and potential collaborations.</p>	<p>Housing Organizations of Color Coalition (HOCC) members, neighborhood and business associations, Planning</p>	<p>Affordable housing providers conduct public outreach as an ongoing activity as part of relationship building with the greater community and when Planning and developing new housing and other potential collaborations.</p>	<p><i>Ongoing: Affordable housing providers hold periodic meetings or attend other community meetings with neighborhood and business groups to share information and discuss carrying out possible collaborations.</i></p>

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4.E. Advocate for continued use of rental assistance programs at Rigler, Faubion and Harvey Scott school families in need.	BHCD , school communities, Hacienda CDC	A trial rental assistance program provided through the Schools/Families/Housing Initiative was successful and has been continued at Faubion, Rigler and Harvey Scott schools. This program aims to improve student stability at schools with high turnover and poverty rates.	<i>Ongoing: Advocate for the continued provision and use of rental housing assistance funds to provide families in need of affordable stable housing that live in the catchment areas for Faubion, Rigler and Harvey Scott schools.</i>
4.F. Eradicate sub-standard housing through building code enforcement to ensure safe, healthy and affordable housing for area families.	Bureau of Development Services (BDS) , BHCD, school communities, neighborhood associations		<i>Ongoing: Educate community members to report substandard housing conditions to the Bureau of Development Services. Monitor the status of housing conditions.</i>
4.G. 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 action item has been dealt with at other schools and participants on this action item can learn from other efforts.	<i>Fall-Winter2008/09: Survey school catchment area families as to their attitudes about their local public schools, record school staff knowledge on this subject, and summarize opinions and relevant information in a report</i> <i>Spring-Summer 2009 and beyond: Devise strategies to market the positive aspects of each school's programs then market school strategies</i>

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

Abbreviations key

APNBA	Association of Portland Neighborhood Business Associations
BAs	Business Associations: 42 nd Avenue Business Association, Fox Chase businesses
BPI	Black Parent Initiative
Hacienda CDC	Hacienda Community Development
HOCC	Housing Organizations of Color Coalition (coalition of Hacienda CDC, NAYA and PCRI)
IRCO	Immigrant and Refugee Community Organization
NAYA	Native American Youth & Family Center
PCRI	Portland Community Reinvestment Initiative
PI	Portland Impact
PPS	Portland Public Schools
PCC	Portland Community College and Portland Metropolitan Workforce Center
Planning	Portland Bureau of Planning
BHCD	Portland Bureau of Housing and Community Development
Parks	Portland Parks & Recreation Bureau
PDOT	Portland Office of Transportation
PDC	Portland Development Commission
SUN	Schools Uniting Neighborhoods Community Schools program of Multnomah County
ONI	Portland Office of Neighborhood Involvement
CAN	Cully Association of Neighbors
CNA	Concordia Neighborhood Association
CNN	Central Northeast Neighbors Coalition (includes Cully Neighborhood)
NECN	Northeast Coalition of Neighborhoods (includes Concordia Neighborhood)

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