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Healthy Eating Active Living: A Project of the Spring 2007 North Portland Asset Mapping Capstone

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*Healthy Eating
Active Living*

*a project of the Spring 2007
North Portland Asset Mapping Capstone*

The Spring 2007 North Portland Asset Mapping Capstone course would like to thank the partners involved with this project for helping make this document happen.

Suzanne Briggs: Consultant for Kaiser Permanente Community Health Initiative. Healthy Eating Active Living (HEAL)

Shawna A. Care: Community Project Coordinator, Health Education Services, Kaiser Foundation on Health Plan of the Northwest

Tom Griffin-Valade: Director of the North Portland Neighborhood Services, Office of Neighborhood Involvement

Sonia Manhas: MSW, Manager, Chronic Prevention Program of Multnomah County's Health Department, Health Promotion, Partnerships and Planning



Healthy Eating Active Living

*a project of the Spring 2007
North Portland Asset Mapping Capstone*

*Project Instructor:
Meg Merrick*

*Team Leaders:
Andrew Clarke and Melissa Lindsey*

*Team Contributors:
Robert Y. Lee
Greg Waite
Gary Tam
Joshua Tinkle
Joshua Townsley
Edward Wells
Yuan Chen
Yu-Hsiang Lin*



Mission Statement

Our mission is to identify, map, and link assets that promote healthy eating and active living in St. Johns and Portsmouth. This study will target young families with the intent of creating a tool that will aid in defining incentives and barriers for the community.

Table of contents

Acknowledgements	2
Mission Statement	5
Executive Summary	8
PSU Capstone Program	10
Methodology	12
Demographics	14
General Neighborhood Overlay	24
James John Elementary	26
Portsmouth Middle School	29
Bicycle Trail	30
Fast food	33
Grocery	34
Findings	38
Incentives	38
Barriers	43
Conclusions	48
Recommendations	52
Project Contributors	54
References	58
Appendices	60

Executive Summary

Geographical Information Systems (GIS) is a collection of geographic data for managing, analyzing, and displaying forms of geographical information. Using this information we have been able to create graphics to visually demonstrate areas of concern, with regard to healthy eating and active living in St. Johns and Portsmouth neighborhoods which are located in North Portland.

At Portland State University, under the direction of Meg Merrick, the Portsmouth and St. Johns Healthy Communities Team continued the efforts of the R.E.A.C.T. Capstone in gathering information and interests from the involved partners. We narrowed our focus to two North Portland neighborhoods that we used as case studies to come up with a more specific and manageable sample group to explore. Our goal is to create maps that include barriers and incentives for and against healthy living. These maps can be used as tools for our community partners to help in illustrating current and potential problems and solutions for their partners and the community. We also created a report which outlines our methodologies, provides relevant census information and offers recommendations that will help the partners improve their process for building consensus between each other and the current and future communities in which they are engaged.

We believe that this project will help contribute to the understanding of the available and inadequate resources in the Portsmouth and St. Johns neighborhoods. Our specific focus for this project was to provide a series of maps and a report that can be used as a tool by our community partners to build support in improving healthy eating and active living in North Portland.



Portland State University Capstone Program

Senior Capstone is the culmination of the University Studies program. Capstone courses are designed by Portland State University's faculty to build cooperative learning communities by taking students out of the classroom and into the field. In Capstone courses, students bring together the knowledge, skills, and interests developed to this point through all aspects of their education, to work on a community project. Students from a variety of majors and backgrounds work as a team, pooling resources, and collaborating with faculty and community leaders to understand and find solutions for issues that are important to them as literate and engaged citizens.



Methodology

Before beginning to collect our data, we defined the categories we would be placing the output, incentives and barriers. An incentive to a healthy lifestyle is a force that draws a person toward choices that are nutritious, physically active, or both. Barriers are those elements that prevent people from engaging in physically active or nutritious activities, either directly preventing it or encouraging unhealthy behavior.

Data collection was done independently and through secondary sources. We received data produced by the Portland Public Schools District, Portland Parks and Recreation, and the NAICS (North American Industry Classification System), produced by the Census Bureau and obtained from Reference USA. Students from prior work groups at Portland State University created several Excel workbooks that were utilized for demographic purposes. Survey devices were created for convenience and grocery stores, churches, schools, and parks in the immediate vicinity of schools.

A preliminary sample of convenience stores were identified through the NAICS, Reference USA data and field observations identified those stores not in the sample. Data were collected on the type of food sold in the store, any fresh or nutritious value, and whether or not it was an ethnic store (this was of interest once demographic characteristics of both Portsmouth and St. Johns were considered, as there is a high Hispanic population).

School data were obtained through Portland Public Schools, and several variables were recorded. Of primary interest were the presence of physical education programs and the curriculum of that program. Also recorded was the presence of a summer program and a description of its activities. Other data collected includes: budget per student, total allocated budget per school, percentage of students on free or reduced lunch, enrollment statistics, and enrolment of students outside their neighborhood.

Parks were located through a Portland Parks and Recreation database and plotted using a computerized mapping program (GIS) to determine vicinity to schools. Information was collected through Portland Parks on the nature of healthy eating and active living programs available to students.

Demographics

Household Income:

According to the 2000 census data, the median household income of both Portsmouth and St. John's was less than the Portland average of \$40,146 (see chart 1) in 2000. While the median household income for Portsmouth was \$34,511, and for St. John's it was \$38,577. However, this is changing as more young professionals from the 18-35 demographic move into these neighborhoods, considering the affordable housing prices. While the majority of households in Portsmouth made less than \$24,999, in St. John's the majority of households made between \$35,000 and \$74,000 indicating a greater middle class presence in St. Johns.

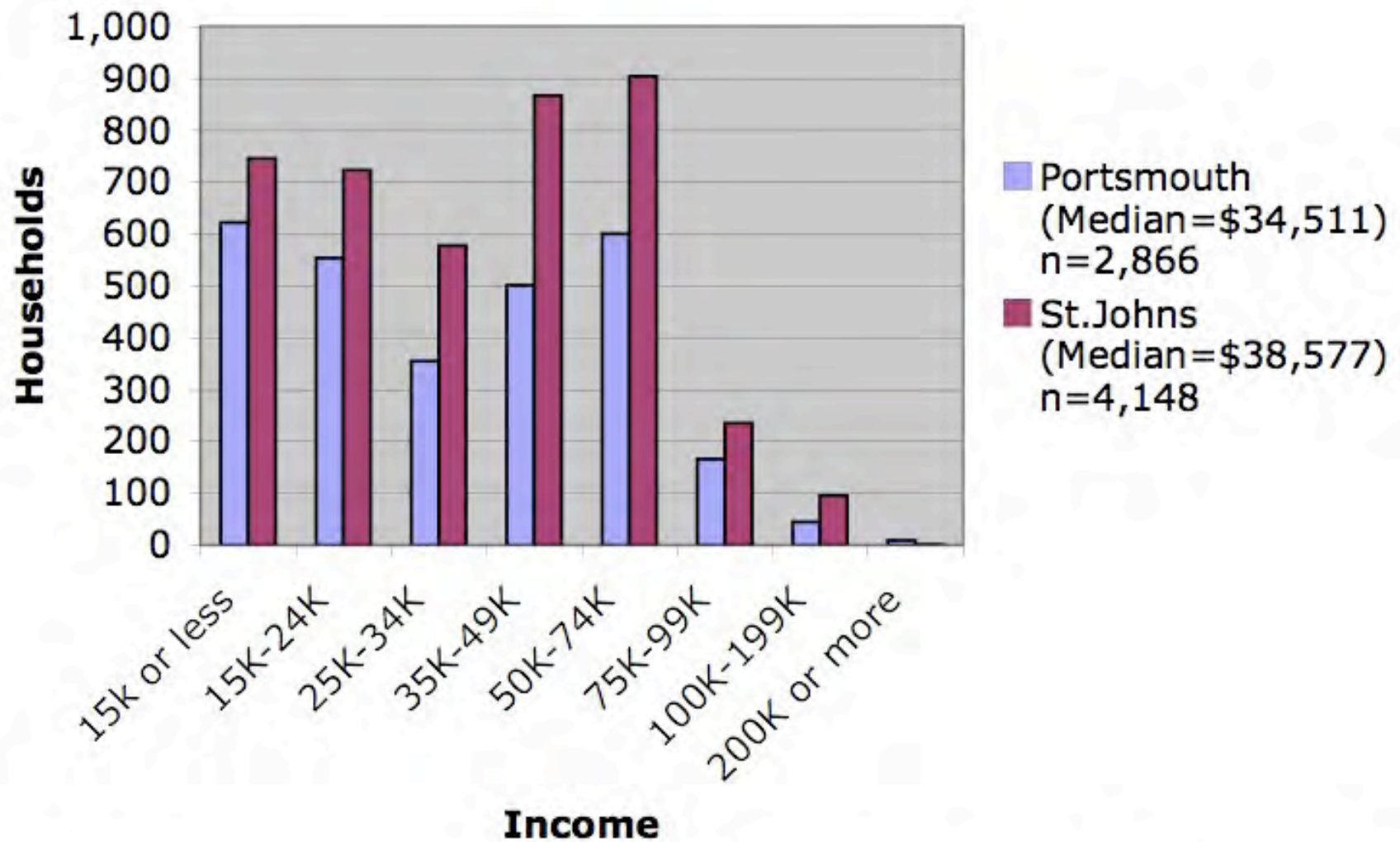


Chart 1. Source: <http://www.portlandonline.com/oni/index.cfm?c=28387>, 2000 Decennial factsheet.

Poverty and Population

As shown in chart 2, the Portland average for families at or below the poverty was about 13.1% in 2000. In Portsmouth this figure was substantially higher at 17.4%, with 1445 individuals living in poverty. Over 25% of these individuals or 370 people lived at below poverty. In St. John's the poverty level was slightly below the Portland average at 12.4%, totaling 1406 individuals. Out of these individuals, 15.6% or 219 people lived at below poverty.

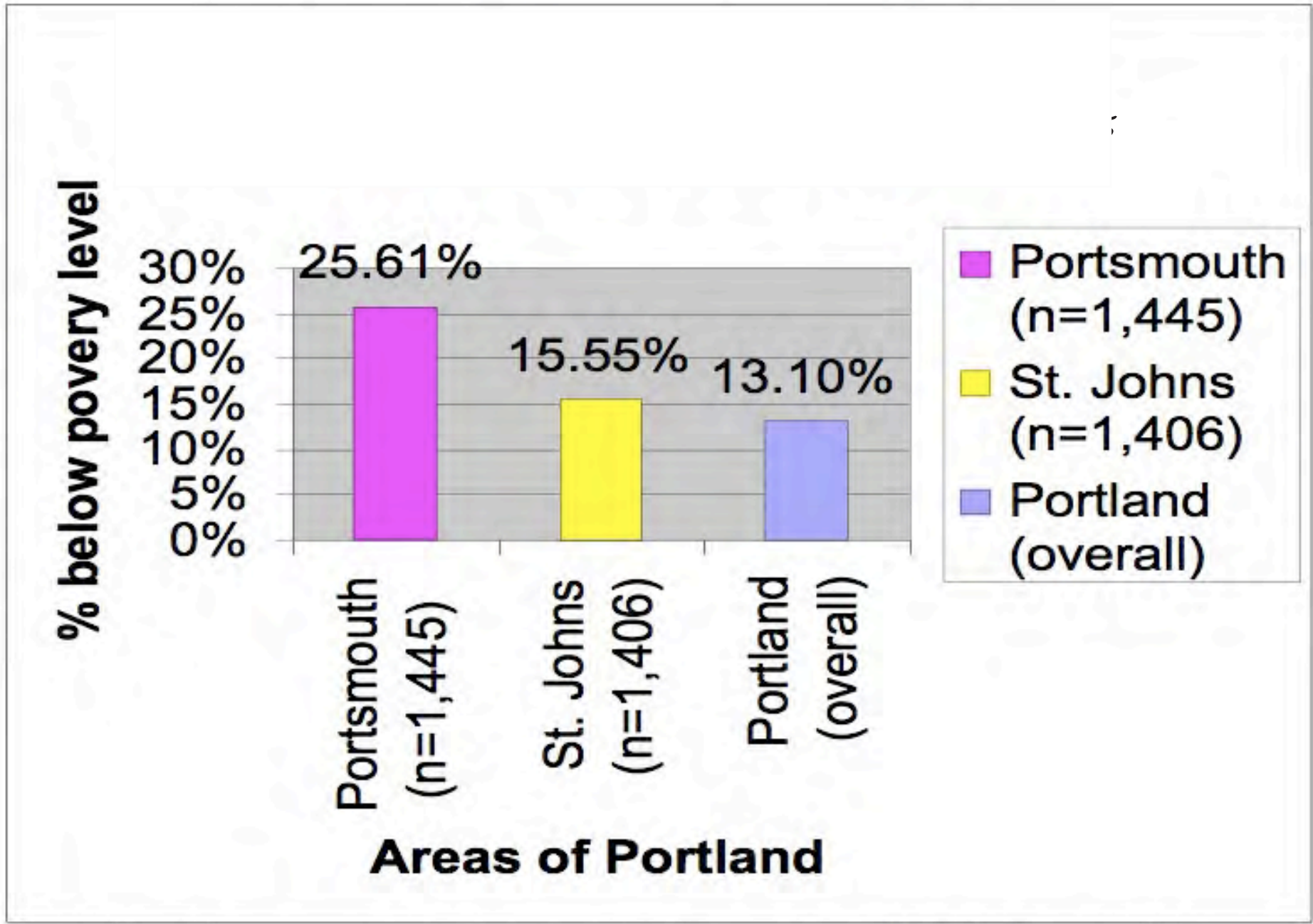


Chart 2. Source: <http://www.portlandonline.com/oni/index.cfm?c=28387>, 2000 Decennial factsheet.

Household Description:

In Portland, the percentage of owner-occupied housing units was 55.8% in 2000. Renter-occupied housing units make up the remaining 44.2%. St. John's remains consistent to these percentages, with 56.2% of its 4,148 total housing being owner-occupied. Meanwhile in Portsmouth, the percentage of owners was less than the percentage of renters, with 48.1% of the 2,866 total housing being owner-occupied.

How

(Portsmouth; n=2,866. St. Johns; n=4,148)



Chart3. Source: <http://www.portlandonline.com/oni/index.cfm?c=28387>

Educational Attainment:

The figures for charts 4 and 5, are for the population 25 years and over demographic. In Portland 85.7% of people in this demographic had completed high school or greater, while 32.6% had received their bachelor's degree or higher in 2000. In Portsmouth those numbers are significantly lower; with 68.9% completing high school or greater, while only 12.2% had received their bachelor's degree or higher. Accordingly, St. John's was below the Portland average as well; with 74.7% of the demographic 25 years and above completing high school or greater, with 11.7% completing their bachelor's degree or higher.

Educational Attainment: Age 25 and up 2000 US Census

St. Johns

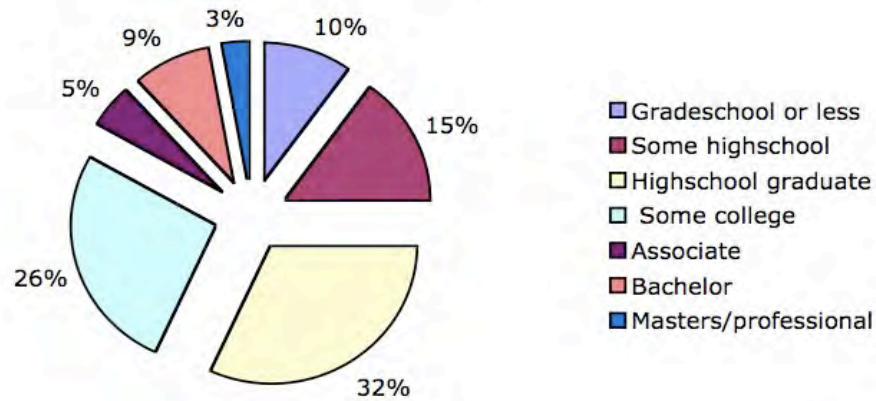


Chart 4. Source <http://www.portlandonline.com/oni/index.cfm>

Portsmouth

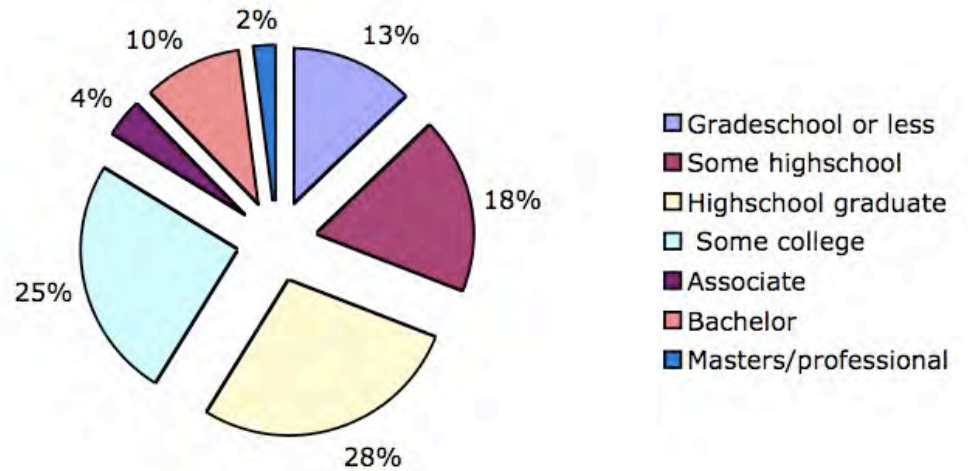


Chart 5. Source: <http://www.portlandonline.com/oni/index.cfm?c=28387>

Transportation Methods:

Chart 6 is for workers 16 years and older who commute to work. In Portland, 75.6% of the population either drove alone or carpooled to work in 2000. This number was greater in Portsmouth, where 82.1% of people used a car for their commute. It was even higher in St. Johns where 83.9% of commuters drove to work. These higher percentages in automotive commuting are consistent with neighborhoods outside of downtown Portland.

Furthermore, in Portland 12.3% of the population took public transit to work while 5.2% walked to work. In Portsmouth, 12.1% took public transit and 2.0% walked to work. In St. John's 8.7% used the public transportation system and 2.2% walked to work.

Transportation Methods 2000 US Census

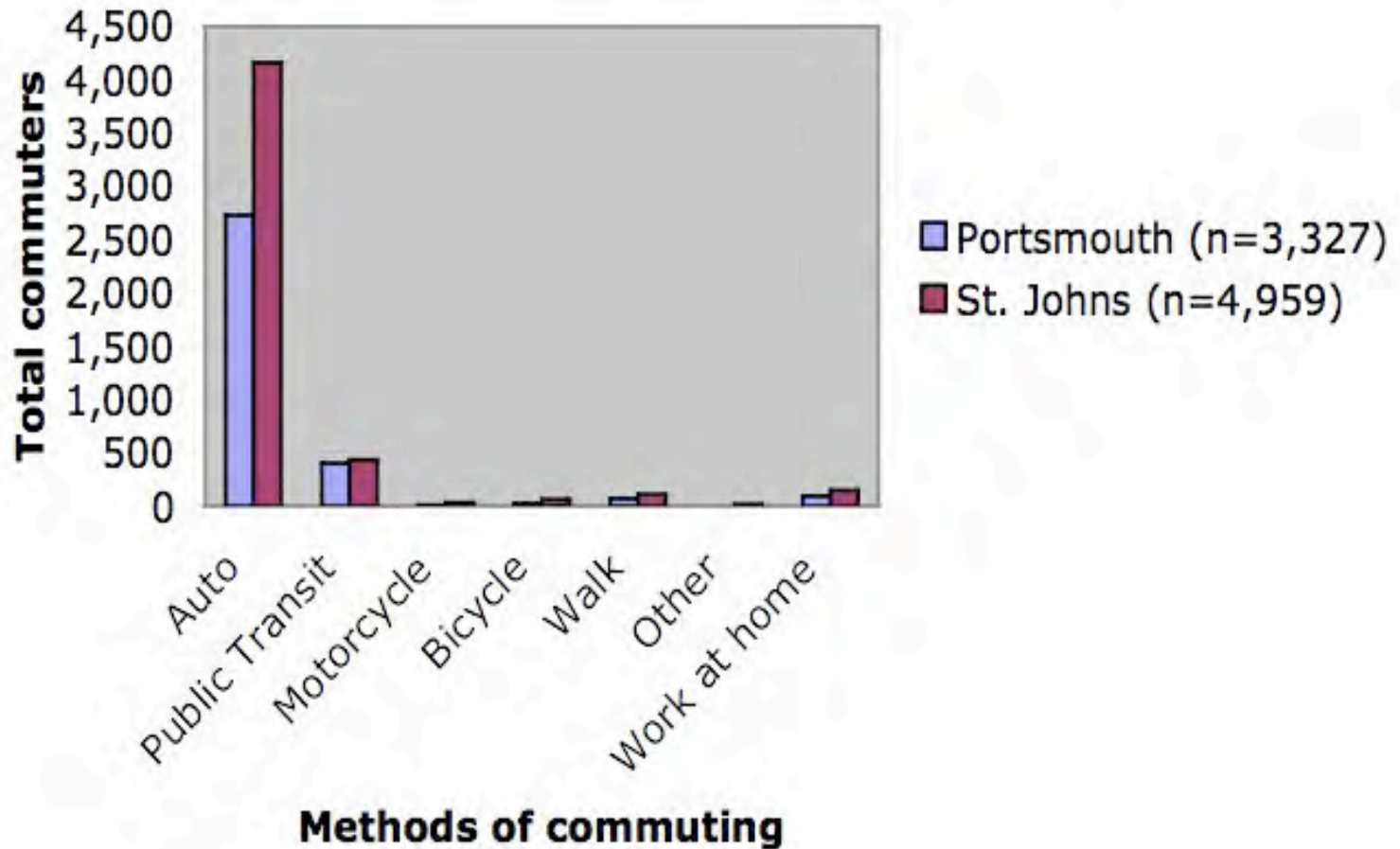
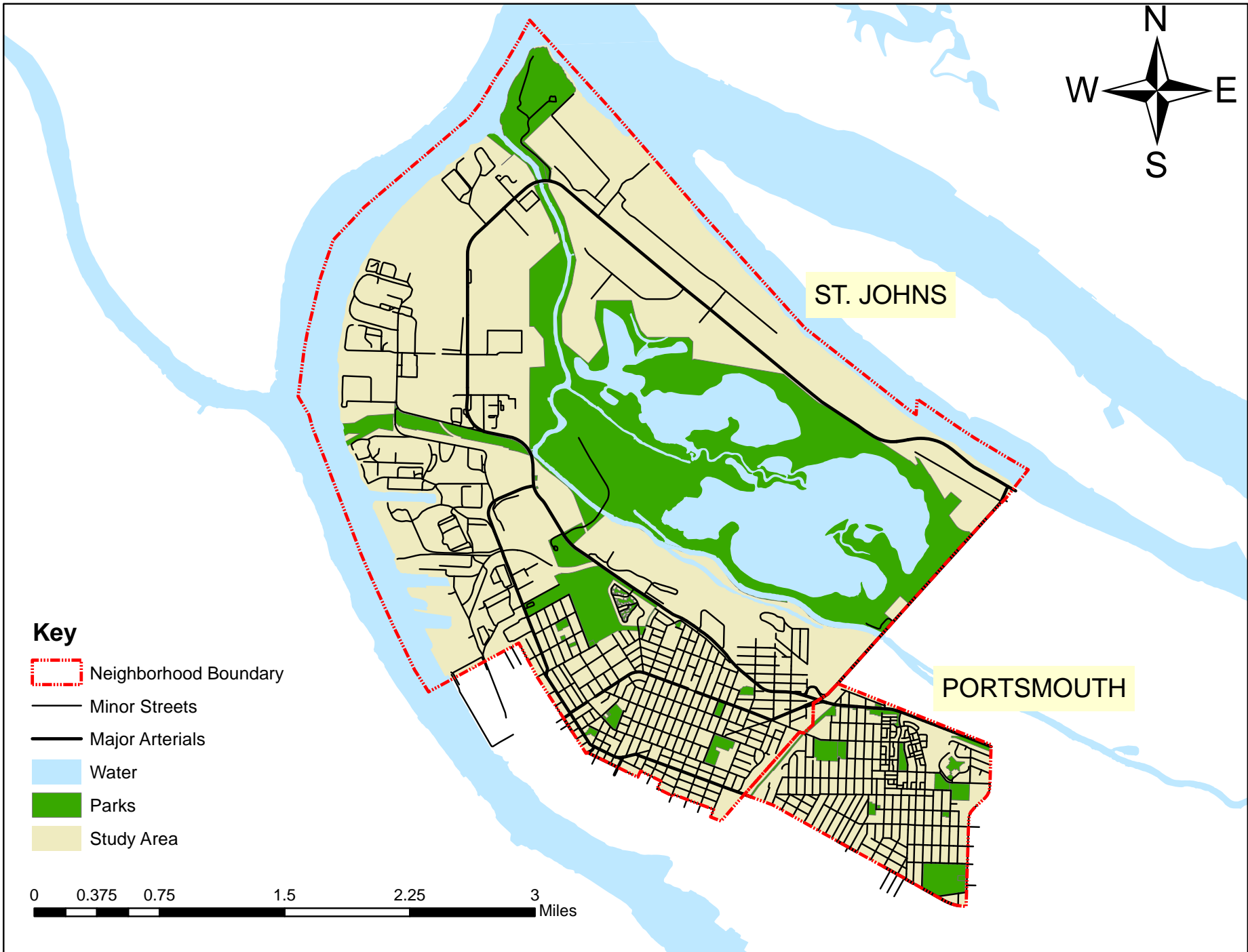


Chart 6. Source <http://www.portlandonline.com/oni/index.cfm?c=28387>

General Neighborhood Overlay





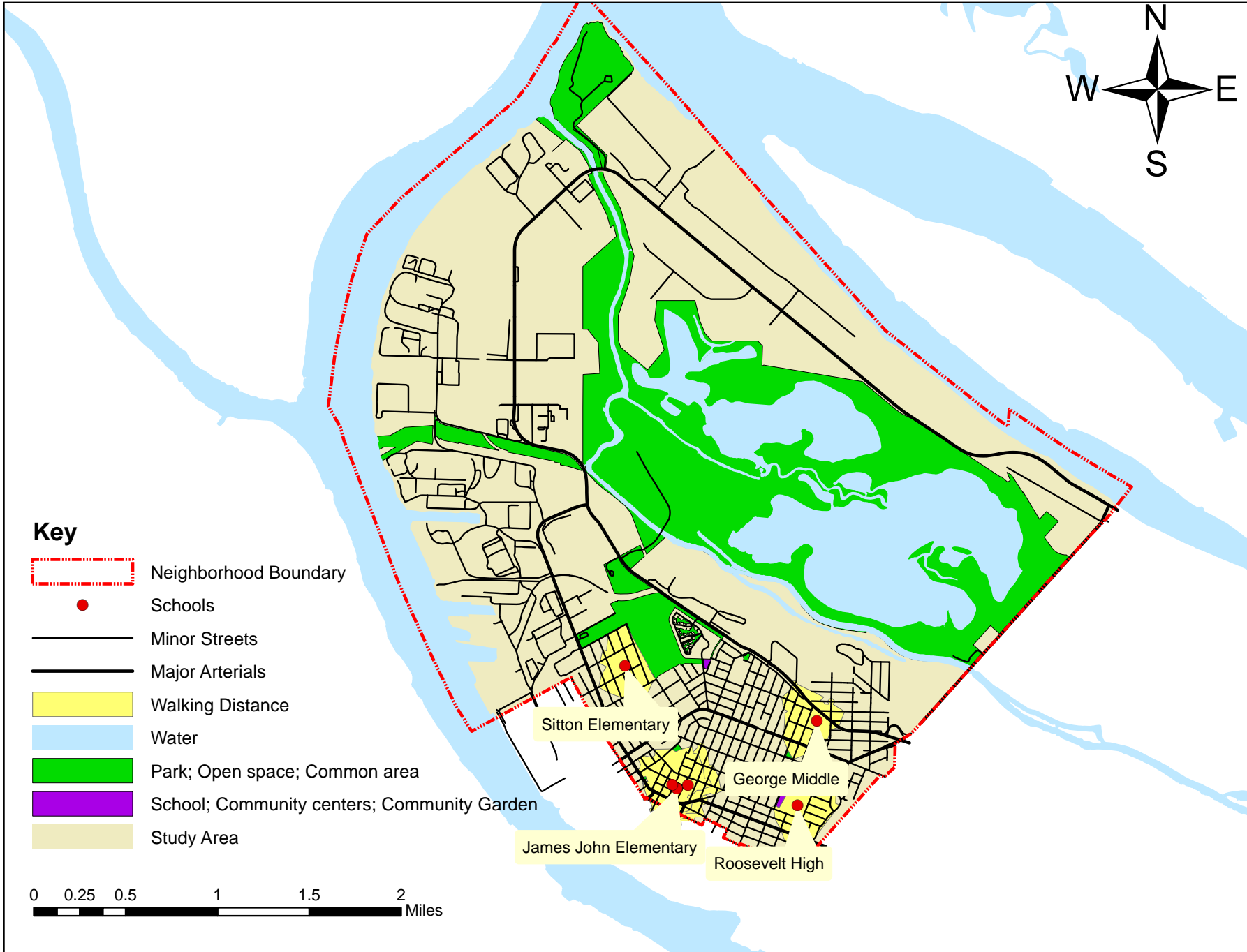
Key

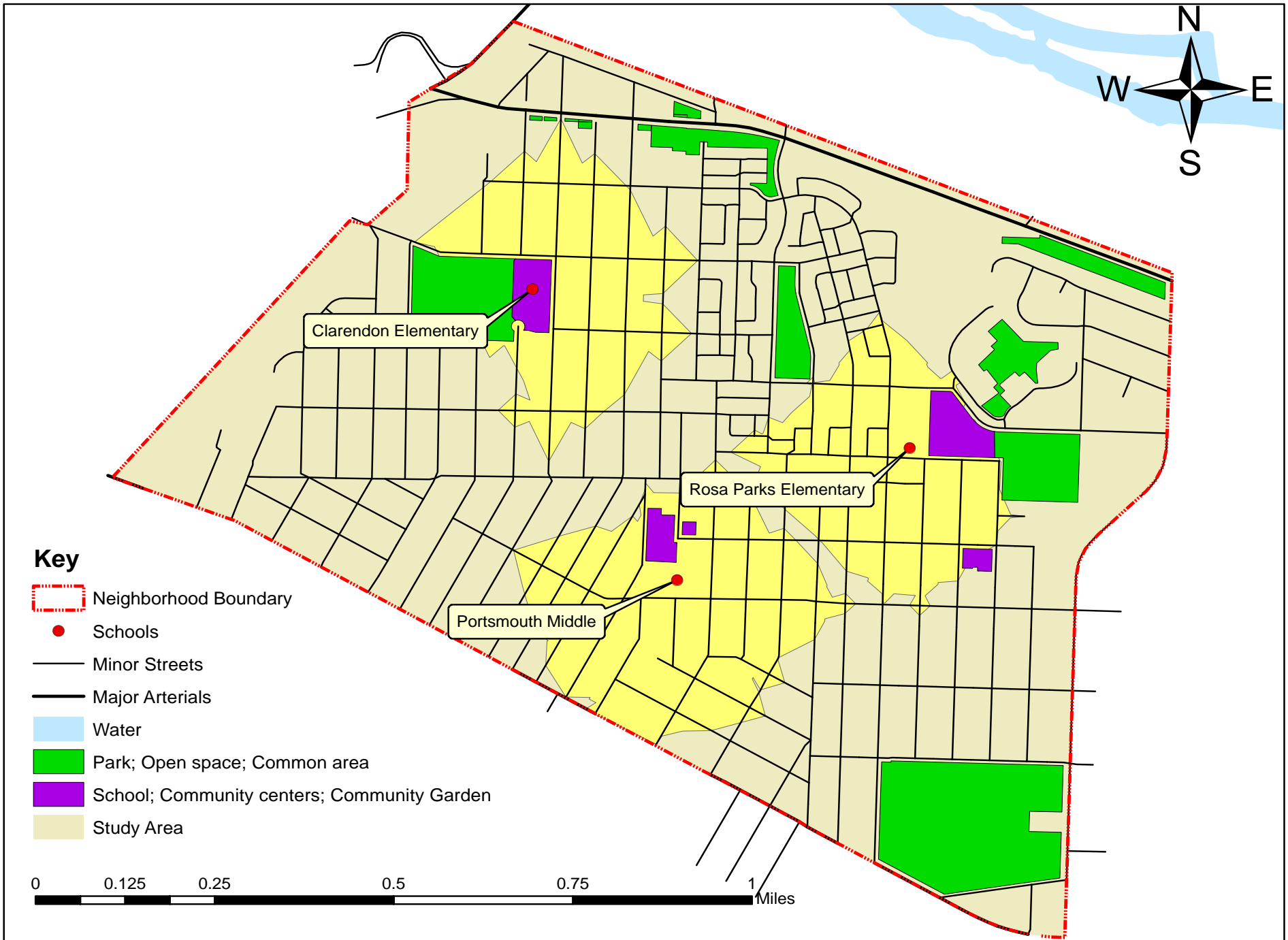
-  Neighborhood Boundary
-  Minor Streets
-  Major Arterials
-  Water
-  Parks
-  Study Area

0 0.375 0.75 1.5 2.25 3 Miles

James John Elementary

James John Elementary School provides a supportive learning environment where teachers use a variety of teaching methods to challenge all students to learn and achieve. The curriculum helps students build awareness of community, understanding of individual differences and self-assessment skills. Students with diverse needs are served by a rich array of classroom and other resources, including a Special Education Resource Center, speech/language intervention, English as a Second Language, and Talented and Gifted. Students have access to a computer lab as well as computers in classrooms, allowing them to work at their own pace to improve reading, math, writing and computer skills. A counselor is available to support students' academic and social-skills development as well as provide counseling, consultation, and referral services to students, parents, and staff. - Portland Public Schools





Portsmouth Middle School

Portsmouth Middle School is shown here with a quarter-mile walking radius drawn. There are only elementary schools and the middle school, and note the area between the schools that is outside the walking radius.

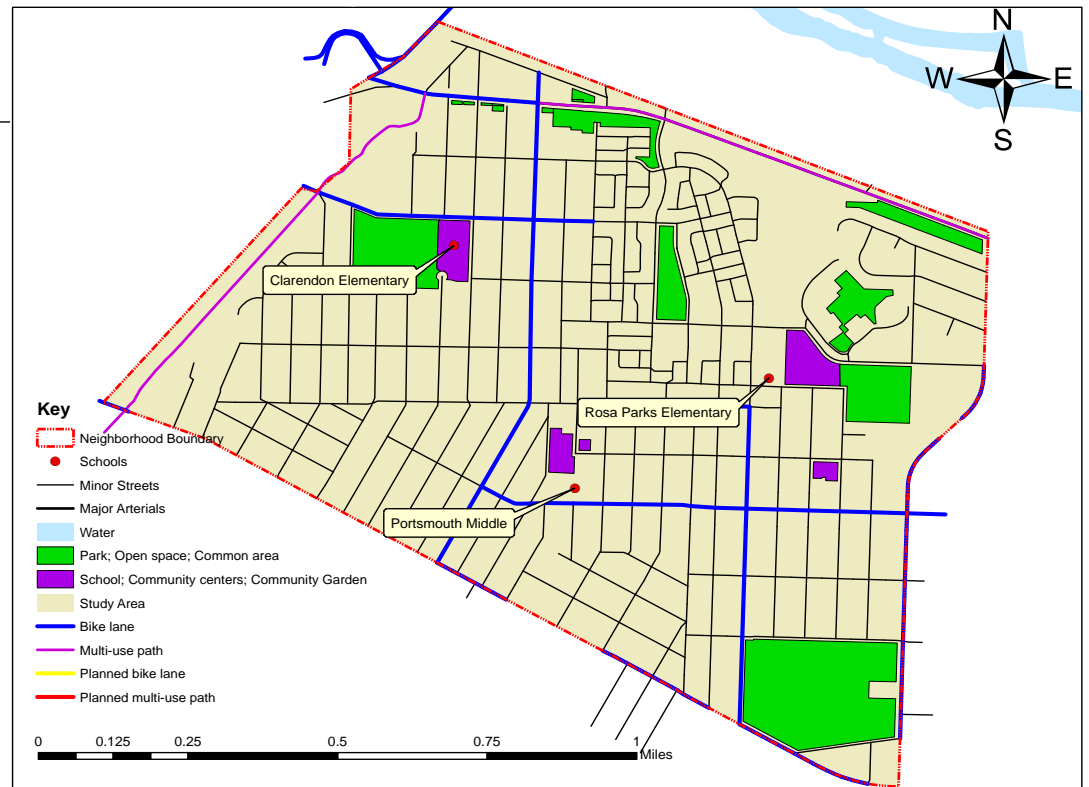
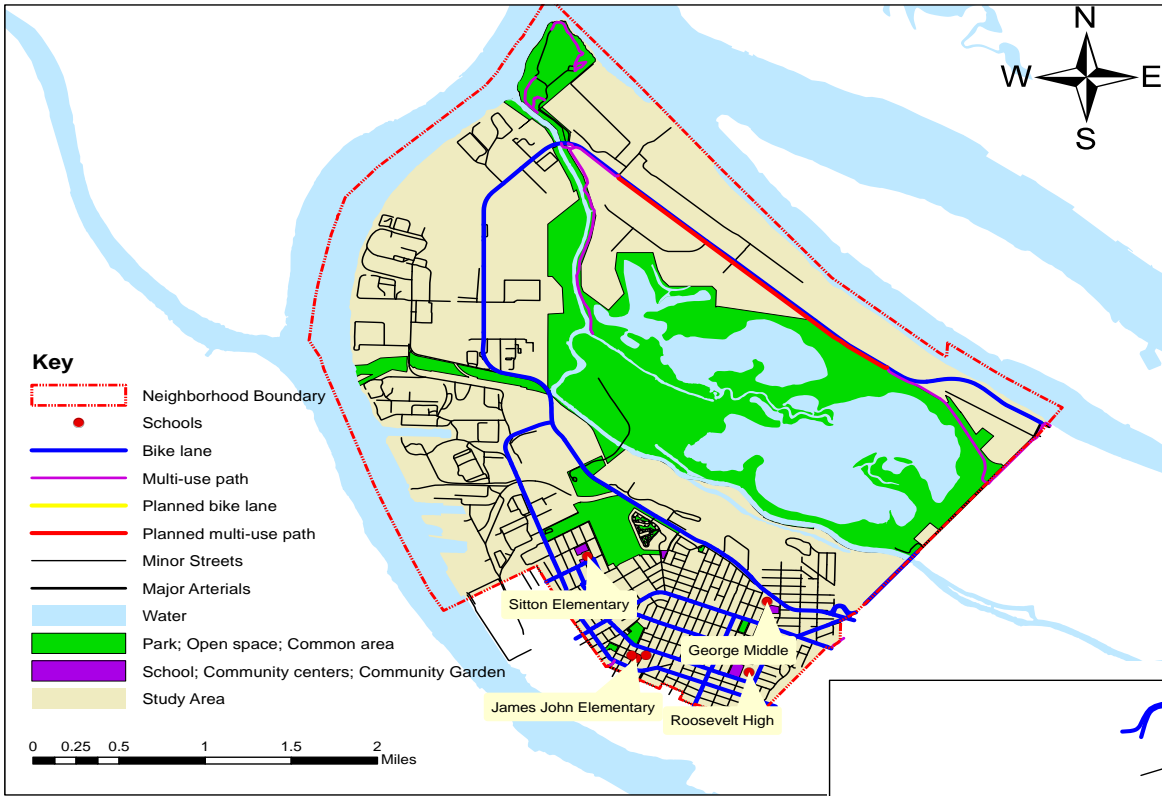


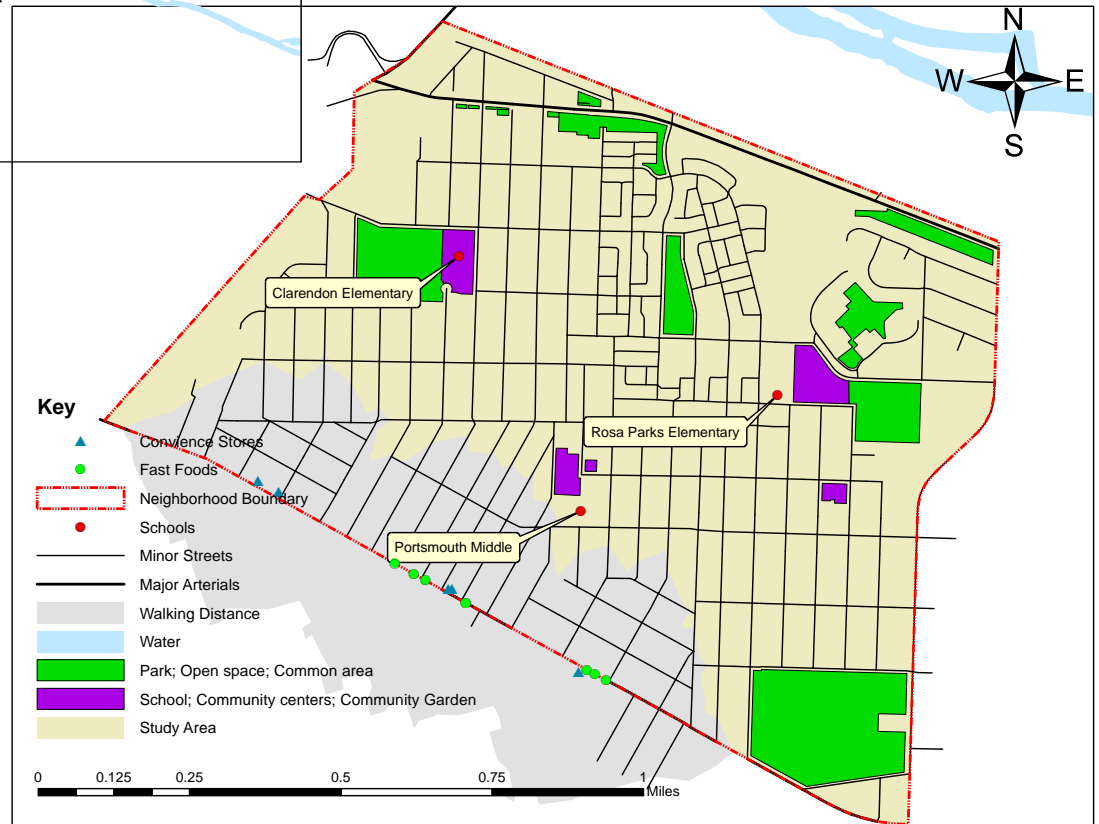
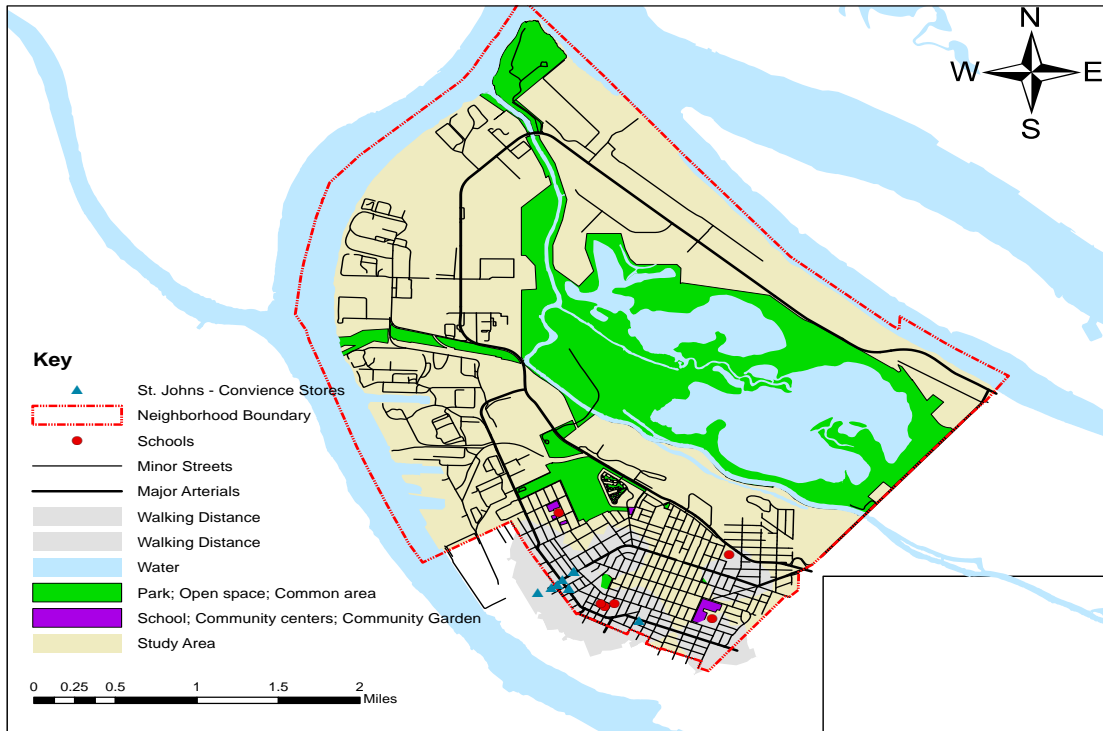


Bicycle Trail

Biking in St. Johns is accessible to all people who want to bike. These bike lanes run along parks, common areas, schools and on and off major and minor streets. There is a huge opportunity for Children and their parents to start exploring alternative means of travel that are more healthy.

Portsmouth offers bike lanes which are located near parks, community centers, gardens and schools. This means that the lanes are accessible to people on and off major streets.





Fast food

St Johns has a cluster of fast food and convenience stores all within walking distance of schools and parks. These stores are also located along major arterials. This could be considered a serious barrier especially since there are no healthy food alternatives in the same locations. We see this as an opportunity for both the public and private sectors to partner in developing healthier food alternatives.

This map (p32) of convenience stores and fast food restaurants in Portsmouth details the residential nature of the neighborhood. The one and only commercial strip, Lombard, is where all of the stores are located.

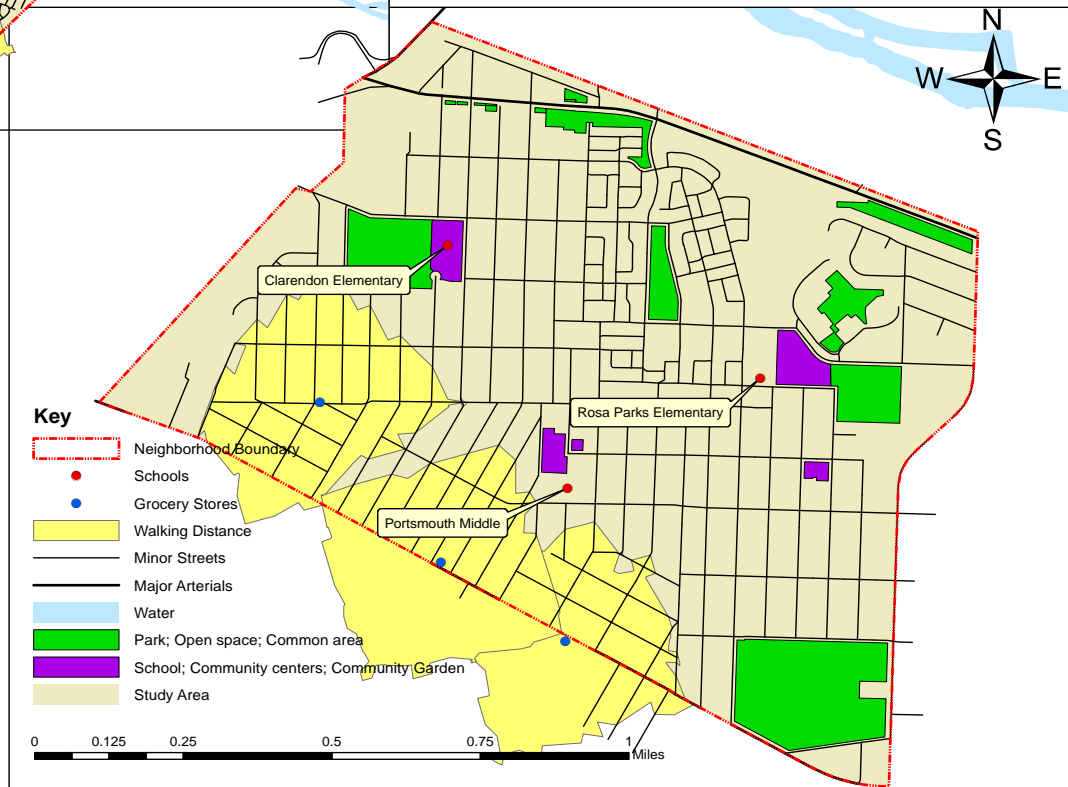
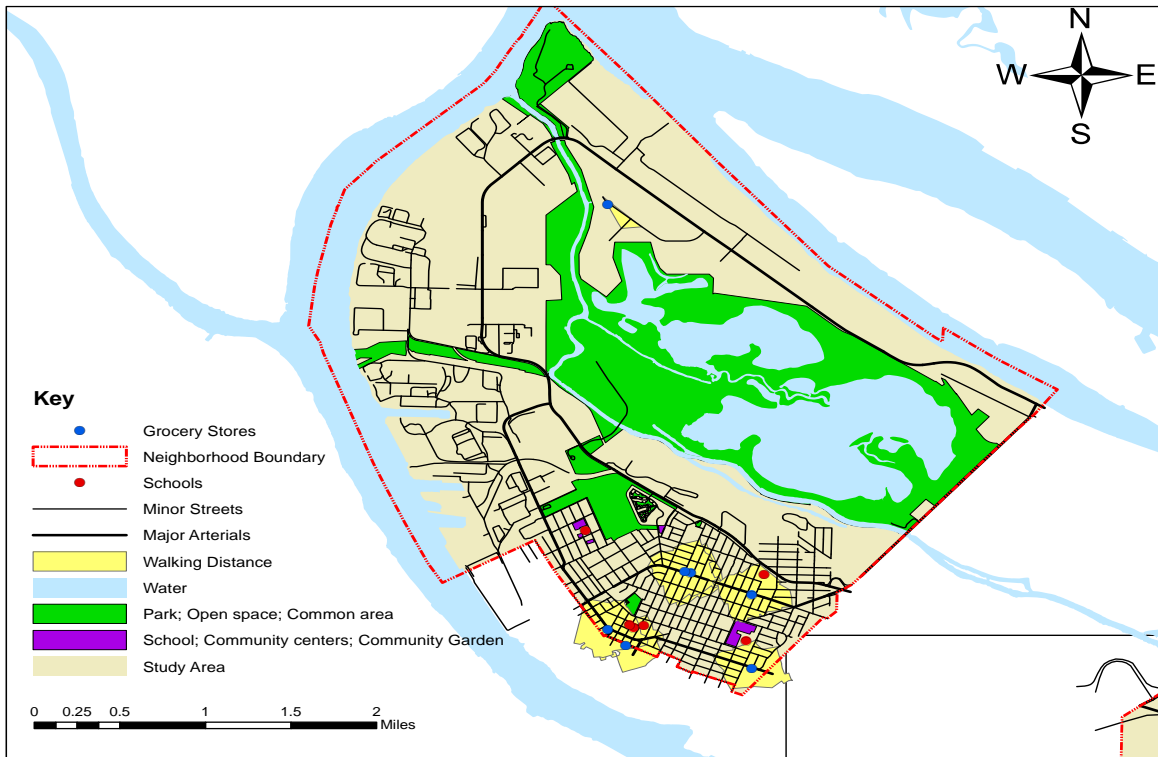




Groceries

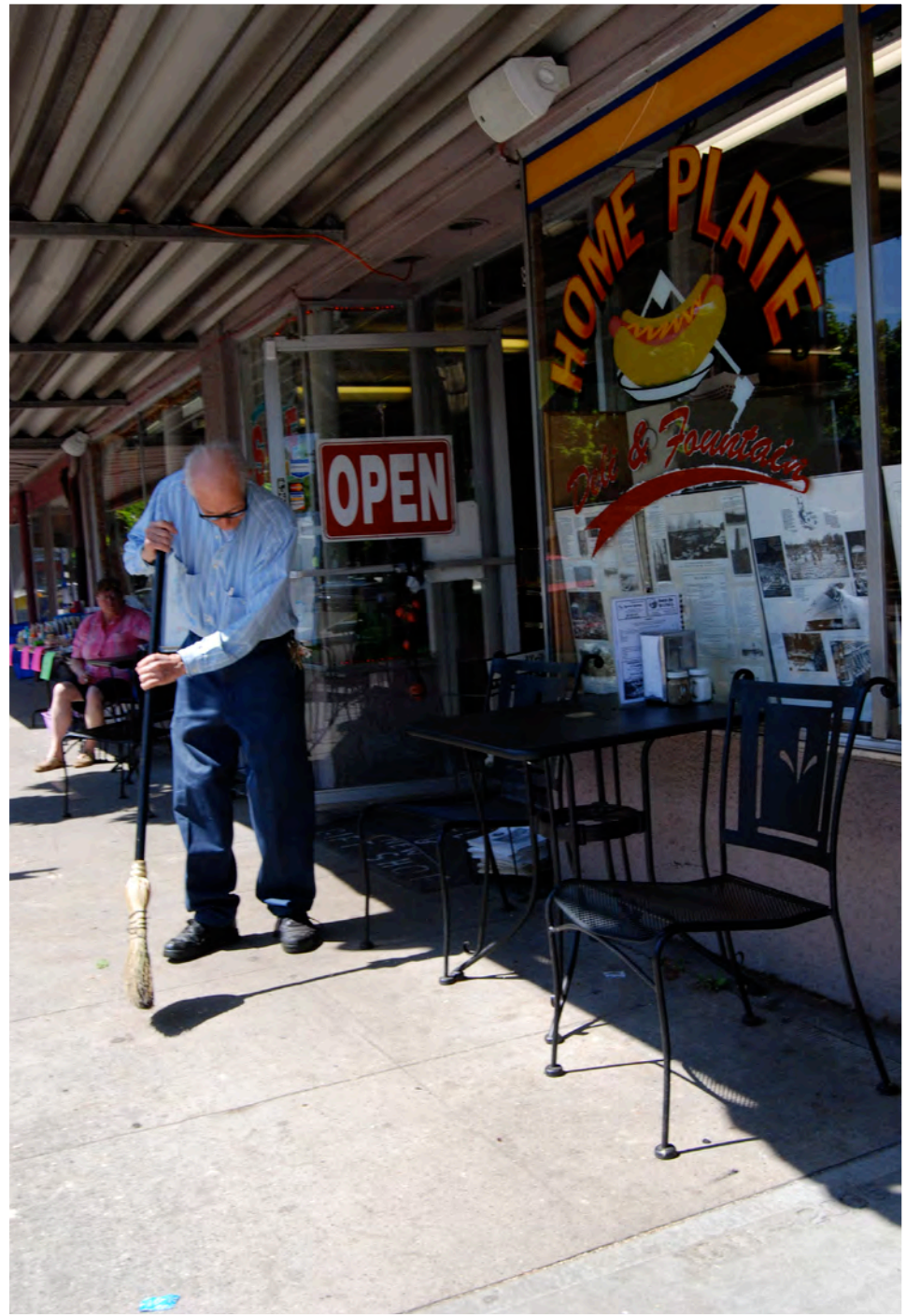
Grocery Stores in St. Johns are integrated into the community. These stores are close to parks and neighborhoods and are within walking distance from many areas. The opportunity for local businesses is to be able to provide healthy food alternatives to the community while educating them on the benefits of eating healthfully.

Grocery Stores in Portsmouth are far and few in between. These stores are located away from schools and community centers and along neighborhood boundaries and minor streets.





*Findings
and
Recommendations*



Findings

Incentives

Physical Incentives: Our findings indicate that the two greatest incentives to healthy living in these neighborhoods are places and services. The Portland Parks and Recreation Bureau provide an array of services. There are eight parks and/or facilities that offer a variety of activities ranging from community gardens to martial arts instruction and swimming in St. Johns. The University Park Community Center (UPCC) in the Portsmouth neighborhood offers programs for each season, most of which require a fee. According to the UPCC they do offer scholarships for programs for families requiring financial assistance. People may be granted scholarships for one program per year; if someone applies for more than one, they must provide proof of income.

Schools also prove to be a viable source for health and physical activity. Both James John Elementary and Roosevelt High in the St. Johns neighborhood have "Schools Uniting Neighborhoods (SUN)" programs, expanding their services to the community. The

SUN school program at Portsmouth Middle School and Clarendon school also provide opportunities for physical activities. Portsmouth Middle School also hosts a community garden. The Boys and Girls Club at Rosa Parks Elementary previously served members of the student body only, and now serves all of North Portland's youth.

The physical layout and zoning of St. John's and Portsmouth are conducive to pedestrian and bicycle traffic. In St. Johns, there are three grocery stores located on or a block away from Lombard, the main thoroughfare, and offer a wide variety of nutritious foods including fresh produce. The streets within the Portsmouth neighborhood are narrow with relatively little traffic during the day. The exceptions are Portsmouth Avenue, which runs parallel to Chautaugua, and



Willis, which runs parallel to Lombard and leads to Portsmouth Middle School. The widest streets with the highest traffic volume, Lombard Avenue and Columbia Boulevard, serve as the south and north "borders" of the Portsmouth neighborhood. Sidewalks appeared to be generally in good condition.

Social Incentives: Serving both neighborhoods are community support services that primarily focus on the health of families. There are several services in St. Johns, which include: The Center for Family Success, Peninsula Community Development Corporation, Caring Community of North Portland, and the Children's Relief Nursery. Lifeworks Northwest, a community-based mental health, addiction and social services agency provides an after school program twice a week at New Columbia in Portsmouth. Lifeworks focuses on the prevention of drug, alcohol, and tobacco use by children and families to ensure that children are growing up in a safe and healthy environment (<http://www.lifeworksnw.org>)

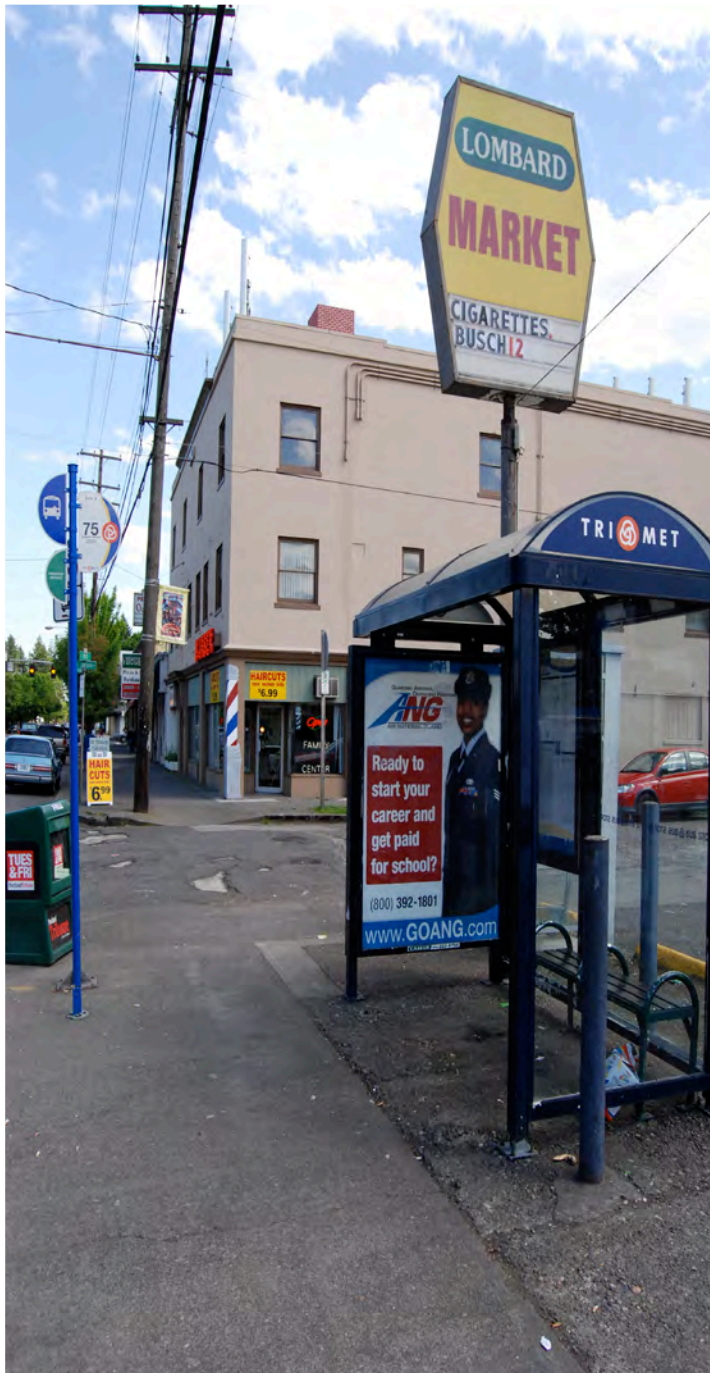


Opportunities: In the course of our research we learned of three community-based projects that have great potential for increasing the visibility of health in the St. John's neighborhood: (1) the North Portland Greenway plan proposes to extend the existing Willamette Riverfront trail system north to Cathedral Park located under the St. John's Bridge. This would allow for residents to enjoy the natural beauty of the Willamette River while also getting physical exercise, including the possibility of commuting by bicycle to the city center (www.npgreenway.org). (2) The New Harvest Charter School is gathering support to open a school in St. John's that teaches children about food, exercise, and culture. "NHCS intends to become a Health Science charter school using



a place-based learning model centered on social, physical and emotional learning, cross-cultural studies and Spanish Immersion" (www.newharvestschool.org/moodle/). (3) The Portland Brownfield Program is in the process of facilitating community discussions about the redevelopment of the property at 8735 N Lombard, reclaimed by the BES. Recent news states that the adjacent property owned by the Bureau of Parks and Rec. may now be part of the redevelopment effort. A sincere collaboration between private developers and the community could yield a center for mixed use, including a focus on health (www.portlandonline.com/BES/index).





Barriers

Physical Barriers: Our findings indicate that although there are opportunities for healthy activity and eating in both neighborhoods, there are physical and mental barriers that block them.

St. Johns has a disproportionate number of fast food and convenience store outlets, a high density of bars/taverns in the central shopping district, and unequal access (due to geographical location) to healthy goods and services.

Barriers in Portsmouth are similar to those in St. Johns. Several convenience stores are located along Lombard and one within the Portsmouth neighborhood, each offers standard convenience store food items including little to no fresh food. Lack of walkability in the commercial areas of this neighborhood serves as a physical and mental barrier. Aside from the array of parks, Children have no other destination beyond the residential areas.

Social Barriers:

The residents of St. Johns are mainly working class families with little extra time for more expensive options of healthful food and activity. Parts of the neighborhood have higher than average crime statistics that prohibit children and family from frequent use, especially in the evenings. Programs and services centered on healthy exercise and eating may have costs that discriminate against lower-income families.

Social barriers to health and physical activity are defined in Portsmouth by the lack of incentives. Influential community members are currently focused on creating strategies to bring in more people with higher incomes.

The demographics in both areas are changing with the influx of higher income families purchasing affordable housing stock; the existing low-income families may be priced out by existing healthful opportunities. Although there are social services available to residents of these neighborhoods, they are primarily support services for emergency situations.



Summary:

There exists one perfect example in the St. John's neighborhood where unhealthy food, economic accessibility, and physical geography converge to create a condition of social and physical "un-health." At the intersection of N. Ida and Lombard, two blocks from Roosevelt High, there are three fast food restaurants: McDonalds, Kentucky Fried Chicken, and Dairy Queen.

Each day of the school week hungry teenagers on their way home walk to Lombard to catch the major buses that pass through the neighborhood. There they can fraternize and wait for a bus in any one of the three restaurants and munch on items from the cheap and easy, yet unhealthful, economy menus tailored to the teen with little disposable income.

This situation, in our opinion, represents a microcosm of the national health epidemic. Without a serious effort on the part of families, communities, and government there is no chance that rational individuals will overcome the barriers to health without the tools and support necessary to make healthy decisions. A sixteen year old with three dollars in their pocket and an empty stomach cannot be expected to walk into a grocery store and buy carrots when McDonalds offers a one dollar double bacon cheeseburger on the corner where they can easily watch for the bus. Clearly health is something that takes much more resource dedication than multi-million dollar corporations spend on marketing unhealthy alternatives.



Conclusions

The data related to choices that favor healthy living are difficult to find without thoroughly researching the population in question. For this project our research focused topically on the barriers and incentives to healthy living and eating found in the built environment, in the organizations and groups dedicated to social service, and the socioeconomic makeup of the community.

Although we were able to identify barriers and incentives that have been proven to affect the health of the individual, we were not able to do the in-depth study that would tell us specifically how these factors affect the residents of the St. John's and Portsmouth neighborhoods. As a consequence we can only offer our findings as an introduction for further research.



St. John's, once it's own city, still has a complete infrastructure of business, residential and public space. The town center offers the amenities that anchor the neighborhood and residents in place. This is important when we think about community health and the built environment in particular because so many neighborhoods today are often dislocated from centers of work, commerce and personal enjoyment. A central commercial area conducive to health gives residents a place to go that is local, easily accessible, and made up of a mix of public and private space. A family could potentially walk to do most of its shopping, ride a bike to see a movie, or have a picnic in the local park. The built environment of St. John's holds great potential for healthy living, eating, and socializing.



The barriers to health that we find in St. John's are not unique to this area, and could be categorized in general as the barriers that block national health on the whole. These are socioeconomic stratification, unequal levels of access to nutrition and education, lack of social support from government, private business and the institution of family. Physical health is not something that can be separated from mental or social health. Rather it should be understood as the product of these latter two measures of wellbeing. Mental and social health equips the individual with the capacity for healthy choices that will affect the body, the mind, and the interactions between individuals. In effect, choice becomes the magic bullet that overcomes all barriers and turns every decision into an opportunity for health. In light of this we must conclude that the potential for physical health in this neighborhood is great only if there is investment in a comprehensive plan for community health.



Recommendations

In order to understand the real barriers and incentives that aid or block healthy living and eating in North Portland, we would recommend that further research focus on the children and young families in these neighborhoods. Barriers and incentives must, in our opinion, be defined by the community in question. For example our Capstone team wrote a grant that would fund a program to put the power of opinion in the hands of those that matter the most: the children living in these neighborhoods. Including the residents that live in these neighborhoods in the process of identifying what they see as barriers and incentives can have the added benefit of distributing the power to identify and effect change in the community and build a sense of ownership within participants.

Future research should take the form of community surveys. The best places to conduct this research would be in the schools, the neighborhood associations, community centers, and the churches. Our research shows that each of these institutions has strong influence within the community and would be good places to raise questions of health. Furthermore, by including these institutions research students are more likely to build the trusting relationships with local leaders necessary for access to residents and their views.

The time available for meaningful research is very limited. Therefore it would be pragmatic for each future Capstone team to collaborate with the partners in order to define the goals of the following Capstone team. This would help to limit confusion and delays where time is the most indispensable resource.



Project Contributors

Meg Merrick - MS Geography, Ph.D. Candidate Urban Studies

Through my work at the Institute of Portland Metropolitan Studies as a PSU Senior Capstone instructor, and as co-director of PSU/PPS/Beaverton School District Teaching American History Project, I have had the good fortune to be able to bring the power of maps and GIS technology to community groups, teachers, and students in the Portland metropolitan area.



My name is Andrew H. Clarke and I am from Portland Oregon. I am completing degrees in Economics and in the Urban Studies Program. I took this class because I thought that it would be interesting to see how technology, particularly GIS is used for illustrating information and organizing it in a geographical manner so that private and public entities can identify needs and opportunities and provide solutions for a particular area and region.

Native to Oregon, Melissa Lindsey born in Salem, grew up in the small rural town of Gervais. She is majoring in Community Development and Social Science, and minoring in Economics and Sustainable Urban Development. Her hobbies include music production, taekwondo, and playing card games with her son. She chose this capstone because it not only offers industry skills, it contributes to the scholarship on issues such as public health and social equity.





Joshua Tinkle, senior - I am a Community Development major with a minor in Sustainability. I want to learn more about GIS because I believe it can be a useful tool and aid in educating people about the local resources and the importance of place.

Robert Lee - As a Community Development major and growing up in one of the best 'planned' cities in the world, Portland, I have been interested in the inclusive participation of everyone in public processes. I feel this project has the potential to be in a project where citizen involvement will be crucial for continuing and expanding upon this project.



Gary Tam - Born and raised in Portland, majoring in Information Systems. Hobbies are computers and miniatures gaming. I took this course to learn about GIS. (and its required to graduate!).

Yuan Chen, call her Cindy if you prefer. A senior SBA student major in Marketing and Psychology, loves nature and music. Volunteers in Oregon Zoo, helping kids and animals, and currently working for local neighborhood community on Landscaping project. Believes that individual effort can make huge impact to the society."



Lin Yu-Hsiang

I'm a senior Mathematics student and I will graduate in next winter term. I studied high school in Singapore and college in the US. It's a good experience to spend my studying career in different countries. I chose this capstone because I wanted to learn about GIS.

Greg Waite Major: Mathematics

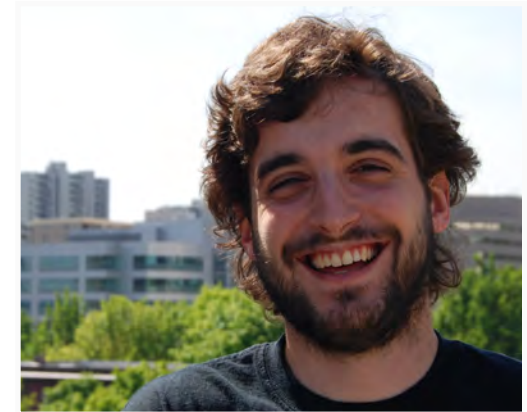
I'm originally from Vermont, currently live in North Portland, and am a senior at PSU. I chose this capstone because I had heard about all of the different applications of GIS mapping, and I thought it would be a valuable skill to learn. I then learned how valuable our project could be to our community. I hope this project will help lead to initiatives that provide children with more opportunities to live an active and healthy lifestyle.





Edward Wells is a senior in Criminology at Portland State, and plans on entering graduate school in the fall. He has lived in Portland for twelve years and enjoys exploring the recreational opportunities unique to the city. He considers long-term livability and sustainability very important to the future of Portland.

Josh Townsley is a Political Science senior at Portland State. He has lived out on Sauvie Island for the last 5 years volunteering and working in the community. When he has free time you'll find him sailing, fly-fishing or exercising his fingers on a piano.



References

U.S. Census Data Factsheet

http://factfinder.census.gov/servlet/SAFFacts?_event=&geo_id=16000US4159000&_geoContext=01000US%7C04000US41%7C16000US415900

Portlandonline

<http://www.portlandonline.com/oni/index.cfm?c=28387>

Portland Parks and Recreation

<http://www.portlandonline.com/parks/>

Portland Public Schools:

<http://www.pps.k12.or.us/>

LifeworksNW

<http://www.lifeworksnw.org>

North American Industry Classification System (NAICS):

Census Bureau; Reference USA: <http://www.referenceusa.com/>

Head Start: Portland Public Schools

(503)916-5724

4800 NE 74th

Portland, OR 97218

Boys and Girls Club: Regence Site

(503)969-5492

4430 N. Trenton St.

Portland, OR 97203

North Portland Greenway

<http://www.npgreenway.org>

New Harvest Charter School

<http://www.newharvestschool.org/moodle/>

New Columbia

<http://www.newcolumbia.org>

Portsmouth Neighborhood Association

<http://www.portsmouthneighborhood.com/>

Portland Brownfield Program

<http://www.portlandonline.com/bes/index.cfm?c=42251>

St. John's Diamond Block

Swart, Cornelius (2006, August). Diamond in the Rough. St. Johns Sentinel,

p. 1

Appendices

A: North Portland Neighborhood Rehabilitation and Enhancement Grant

May 21st, 2007

To Whom It May Concern:

On behalf of the Spring North Portland Asset Mapping Capstone course at Portland State University, we are pleased to submit this proposal to Metro. With this request we are asking that you consider a grant of \$900 to support the Photovoice Project for Portsmouth, in Meg Merrick's Senior Capstone Course in the Winter of 2008.

Our mission has been to study the connection between active living and community health in two North Portland neighborhoods; Portsmouth and St. Johns. To do so, we have examined and identified some of the barriers and incentives for young parents and their children to live healthily, in context to physical and social factors. However, thus far we have explored these issues from an outside perspective. The Photovoice Project seeks to engage citizens in the Portsmouth area by promoting the dialogue necessary to address community health.

The Photovoice Project has the capacity to be replicated and used in future projects throughout neighborhoods in North Portland and more so the city. By creating an engaged citizenship this project through the collaborative efforts of our university and our organizational partners has the potential to influence policies regarding community health. Your support is invaluable, as we believe this project can have a profound impact on identifying the issues at hand.

If you have any questions, please contact our professor and co-coordinator Meg Merrick by phone at 503-725-8291 or by email at merrickm@pdx.edu. Thank you very much for considering our project.

Sincerely,

Robert Lee
Joshua Townsley

APPLICATION FOR FUNDS

July 1, 2007 through June 30, 2008

NORTH PORTLAND REHABILITATION AND ENHANCEMENT GRANT PROGRAM

Organization Portland State University, Multnomah County, and Portsmouth School

Title of Project Photovoice Project of Portsmouth

Address Portsmouth Middle School, 5103 N Willis. Blvd.

City, State, Zip Portland, Oregon 97203

Project Coordinator Yolanda Morales, Meg Merrick Phone 503-799-1423

Proposal information

1. Briefly describe the project for which you are requesting funds.

Photovoice is a revolutionary, grass roots approach to bringing social change in communities and promoting healthy living. By providing cameras to young families, Photovoice tells a story about the community directly from those that live and breathe its culture. Photovoice enables people to show their community how they see it and encourages dialogue about issues important to the community.

This project will place cameras in the hands of 12 young families from the Portsmouth School in the Portsmouth community of North Portland. Through photography these families will explore and share their understandings of their community. Working with students from Portland State University's North Portland Capstone Class, these families will select individual photos that bring meaning and importance to the community.

Identifying strengths and problems in the community, project participants will weave their stories throughout the process into the work. Once completed, Portland State University students in conjunction with the group will put together an Arc Reader interactive map of the community.

2. Describe why this project was selected and the need(s) to which it will respond.

Portland State University Capstone students are working with Kaiser Permanente, Multnomah County, and North Portland Neighborhood Services to identify barriers and incentives in the community to Healthy Eating and Active Living. Currently, students are using Geographical Information Systems (GIS) to map out the strengths and weaknesses of the community in order to further understand what can be done to enhance the neighborhood and community.

Although some of the partners and students do reside in the Portsmouth and St. John's neighborhoods, thus far this project has been a step outside from the community instead of being inside of it. This project would allow the community to take hold of the project and identify the barriers and incentives in their own words and style. This will add tremendous information to the work all of the partners are already doing in North Portland.

In addition, involving the community in this Photovoice project will enable people to recognize the strengths and weaknesses in their daily life and empower them to begin making changes.

3. Describe (and identify) how your proposal meets one or more of the guidelines for funding (see Applicant Information).

As this project will focus on directly involving the community in identifying strengths and weaknesses in the community, it will pave the road for further work to be done in the community with North Portland Neighborhood Services, Multnomah County, and Portland State University. Future benefits from this study may result in (4) improvement or increase in recreational areas, (5) improvement in safety of the area, (6) improvement of the appearance or cleanliness of the areas, and (9) training opportunities for North Portland youth and elderly.

Perhaps the most difficult step in any enhancement project is identifying the needs and goals of a community. Often this occurs within an organization without any input from those affected. By utilizing the community in one of the most vital steps of the process, this Photovoice project will enable future groups and projects to be more in touch with the community.

4a. Project Period: 3 months
(total number of months duration)

Beginning date: January 7th, 2008

Completion date: March 22nd, 2008

4b. Geographic area to be served by project. (Note: project must directly benefit the North Portland enhancement grant target area or portions of the area. See map for details.)

Although the project specifically is located in the area around Portsmouth School, it is expected that participants will branch out with the photography portion into all areas of North Portland in which they call their community.

5. How will the community benefit from your project? What is the estimated number of people affected and anticipated outcome?

This project will promote dialogue for important issues that concern North Portland by taking an asset-based approach to raising awareness and inclusively involving the perspective of community members. Furthermore, Portland State Capstone students, with guidance from their instructor Meg Merrick, will create an interactive map to enhance the discussion about community perceptions on healthy eating and active living. By using Geographical Information Systems (GIS), an Arc Reader project will be developed; linking community-generated photos to specific geographic locations, community members will be able to explore and identify issues related to place. This project will allow individuals or groups to present to community forums about their findings. This can be done using an LCD projector and with assistance from a facilitator from Portland State University or Multnomah County.

Amount requested from NPEC \$900

Real dollars in matching funds \$0

6 List other sources of support including cash and in-kind donations (e.g., donations of equipment, supplies, and volunteer hours.) To estimate the value of donated volunteer service, use the State of Oregon minimum wage rate (i.e., \$7.80/hour) or hourly rate charged by professional.

Item	Source of support	Estimated value
PSU Students (72 hours)	PSU Capstone Program	\$561.50
Meg Merrick (20 hours)	PSU Capstone Professor	\$700.00

7a. List all grants applied for in support of this project and any confirmed commitments.

See attached letter of commitment from Meg Merrick, PSU Capstone Professor.

8. What community resources will be used and support provided for this project (e.g., use of community center or city-owned park, transportation services, volunteer organizations)?

Students from Portland State University's North Portland Capstone Class will work in partnership with key parents from Portsmouth School in North Portland to develop this project and lead discussions. As detailed by the Portland State University Studies web page, "Senior Capstone is the culmination of the University Studies program. Capstone courses are designed by Portland State University's faculty to build cooperative learning communities by taking students out of the classroom and into the field. In Capstone courses, students bring together the knowledge, skills, and interests developed to this point through all aspects of their education, to work on a community project. Students from a variety of majors and backgrounds work as a team, pooling resources, and collaborating with faculty and community leaders to understand and find solutions for issues that are important to them as literate and engaged citizens."

9. List anticipated project milestones and dates (e.g., groundbreakings, significant facility improvements; large gatherings of volunteers; public meetings, conferences; special activities and events).

January 24th, 2008: Introductory and orientation meeting with community group.

February 12th, 2008: Field photography returned for development.

February 19th, 2008: Dialogue session with community group.

March 18th, 2008: Final products delivered to community group and partners.

10. Describe the approach to be used to assess the effectiveness of the project. What measurements will be tracked (e.g., the number of people served and the changes in their condition, or the acres of property cleaned and the improvements made as a result)?

This project is envisioned as laying the groundwork for future enhancement goals. Therefore, the real measurement of the effectiveness will be both in the groups satisfaction with the results and its ability to empower and inspire future work. 12 young families have the opportunity to help lay the groundwork for future enhancement projects in North Portland. Community engagement is ultimately the goal, as this project will essentially be a resounding success just by completing the process by which citizens are mobilized into action.

B: Data

Convenience Stores		
NAME	ADDRESS	TYPE
Amistad Tienda	6965 N St Louis	Hispanic Mart
City Food Market	7240 N St Louis	Convenience stores
La Estrella Market	8953 N Lombard	Hispanic Grocery
Locati's Onion Patch	6221 N Lombard	Convenience stores
Lombard Market	4904 N Lombard	Convenience stores
Lucky Market	5287 N Lombard	Convenience stores
Oriental Market	8947 N Lombard	Asian Grocery
Plaid Pantry	9101 N Lombard	Convenience stores
Seven-Eleven	6117 N Lombard	Convenience stores
Seven-Eleven	7330 N St Louis	Convenience stores
Shamrock Market	8101 N St Louis	Shamrock Market
Souanmone B & C Market	7510 N Portsmouth	Hispanic Grocery
The Deli Express	7920 N Lombard	Convenience stores
	8005 N St Louis	Convenience stores
Groceries		
NAME	ADDRESS	
City Food Market	7240 N Fessenden St	
Ochoa's Party Supply	6850 N Lombard St	
Safeway	8900 N Wall Ave	
Save-A-Lot	4904 N Lombard St	
Shamrock Shopping Ctr	5287 N Lombard St	
Tienda Santa Cruz	8011 N Fessenden St	
Fred Meyer	8330 N Ivanhoe St	
Larson's Grocery	7828 N Leadbetter Rd	
Lombard Market	8101 N Fessenden St	
Lucky Mart	8630 N Lombard St	

Fast Food			
NAME	ADDRESS	PHONE	SALES
Big Kahuna's Barbeque & Ctrng	8221 N Lombard St	(503)522-4012	Less Than \$500,000
Boonies Restaurant	7007 N Fessenden St	(503)289-1815	Less Than \$500,000
Burgerville USA	8671 N Ivanhoe St	(503)286-8600	\$500,000 to \$1 Millio
Cafe Nola	9609 N Lombard St	(503)445-2007	Less Than \$500,000
Christies Restaurant	5507 N Lombard St	(503)289-6111	Less Than \$500,000
Dad's Restaurant & Lounge	8608 N Lombard St	(503)286-5512	\$500,000 to \$1 Millio
Darcy's Restaurant	4804 N Lombard St	(503)595-0073	Less Than \$500,000
Deli Express	7920 N Lombard St	(503)286-9386	Less Than \$500,000
Du's Teriyaki	9501 N Lombard St	(503)285-1993	Less Than \$500,000
Fishwife	5328 N Lombard St	(503)285-7150	Less Than \$500,000
Home Plate Dell & Fountain	8501 N Lombard St	(503)289-7285	Less Than \$500,000
John Street Cafe	8338 N Lombard St	(503)247-1066	Less Than \$500,000
KFC	6835 N Lombard St	(503)286-8351	Less Than \$500,000
Kokiyo Teriyaki	8537 N Lombard St	(503)283-3434	Less Than \$500,000
Marie's	8727 N Lombard St	(503)283-0494	Less Than \$500,000
Mc Donald's	7487 N Ida Ave	(503)289-3544	\$2.5 to \$5 Million
Mitchell's Family Restaurant	8680 N Ivanhoe St	(503)286-9848	\$500,000 to \$1 Millio
New Portland Rose Restaurant	8728 N Lombard St	(503)286-2815	Less Than \$500,000
Nicola's Pizza	4826 N Lombard St	(503)285-1119	Less Than \$500,000
Ole Ole Restaurant & Taqueria	8620 N Lombard St	(503)283-4321	Less Than \$500,000
Our Daily Bread II	8680 N Ivanhoe St	(503)286-9087	\$1 to \$2.5 Million
Phathaya	9440 N Saint Louis Ave	(503)289-4300	Less Than \$500,000
Pizza Hut	5265 N Lombard St	(503)292-2222	\$1 to \$2.5 Million
Portsmouth Club	5264 N Lombard St	(503)445-9524	Less Than \$500,000
Signal Station Pizza	8302 N Lombard St	(503)286-2257	Less Than \$500,000
St John's Pub	8203 N Ivanhoe St	(503)283-8520	Less Than \$500,000
Subway Sandwiches & Salads	9000 N Lombard St	(503)289-9900	Less Than \$500,000
Subway Sandwiches & Salads	5430 N Lombard St	(503)289-1288	\$500,000 to \$1 Millio
Super Burrito Express	9019 N Lombard St	(503)283-2181	Less Than \$500,000
Taco Bell	4875 N Lombard St	(503)285-6031	\$1 to \$2.5 Million
Vinnie's Pizzas	8436 N Ivanhoe St	(503)285-8033	Less Than \$500,000
Wishing Well Restaurant	8800 N Lombard St	(503)286-4434	Less Than \$500,000
Ying-Ying Restaurant	8071 N Lombard Way	(503)286-3131	Less Than \$500,000

Parks		
NAME	CUSTODIAN	ACTIVITIES
Ball ES	Portland School Distric	
Chimney Park	City of Portland	
Clarendon SUN Community School	City of Portland	
Columbia Buffer Strip Property	City of Portland	
Columbia Park	City of Portland	
Columbia Park Pool	City of Portland	
Exeter Property	City of Portland	
Gatton Cemetery	Gatton Cemetery Assn	
George MS	Portland Public Schools	
George Park	City of Portland	disabled access, picnic tables, playground.
Johnswood Property	City of Portland	
Kelley Point Park	City of Portland	
McCoy Park	City of Portland	basketball, picnic tables, playground, art, water play feature
Northgate Park	City of Portland	baseball, disabled access, picnic tables, playground, soccer field, softball field, tennis court, water play feature.
Parkside Commons Open Space	Parkside Commons	
Peninsula Crossing Trail	Metro	
Pier Park	City of Portland	baseball, basketball, disabled access, picnic area, disc golf , playground, skatepark, soccer field, softball fied, tennis
Pier Park Community Garden	City of Portland	
Pier Park Open Space	Pier Park Residences	
Pier Pool	City of Portland	
Portsmith MS	Portland School Distric	
Portsmouth Community Garden	City of Portland	
Ridgecrest Open Space	Ridgecrest	
Roosevelt High School	Portland School Distric	
Sitton ES	Portland Public Schools	
Smith and Bybee Wetlands	Metro	
St Johns Community Center	City of Portland	
St Johns Park	City of Portland	disabled access, picnic tables, playground, soccer, softball,water play feature.
St Johns Racquet Center	City of Portland	
University Community Center	City of Portland	basketbal, community center, fitness room, gymnasium,
University Park	City of Portland	disabled access, picnic tables, playground, soccer, softball

Schools			
NAME	PHONE	LEVEL	TYPE
Clarendon Elementary	503 916 6260	Elementary School	Public
George Middle	503 916 6262	Middle or Jr. High School	Public
James John Elementary	503 916 6266	Elementary School	Public
James John Head Start	503 916 6266	Head Start	Public
Pathfinder Academy	503 307 2270	High School	Private
Portsmouth Middle	503 916 5666	Middle or Jr. High Sch	Public
Roosevelt High	503 916 5260	High School	Public
Rosa Parks Elementary	503 916 6250	Elementary School	Public
Sitton Elementary	503 916 6277	Elementary School	Public

C: School Info

Reduced Lunch (% of Students)

Chief Joseph Elementary.....	51.9%
Clarendon Elementary.....	87.7%
Ockley Green Middle.....	83%
Portsmouth Middle.....	77.6%
Rosa Parks Elementary.....	86.3%
James John Elementary.....	76.9%
Sitton Elementary.....	83%
Astor Elementary.....	48.4%
George Middle.....	81.4%
Roosevelt High ACT.....	63.5%
Roosevelt High Power.....	71.8%
Roosevelt High SEIS.....	80.2%
Peninsula Elementary.....	81.5%

Physical Activity Programs (In School)

Chief Joseph Elementary: PE (4 days/ week)

Clarendon Elementary:

Ockley Green Middle: PE and Arts Elective

Portsmouth Middle: PE (1 elective/ quarter)

Rosa Parks Elementary: No PE

James John Elementary: PE

Sitton Elementary: PE

Astor Elementary: PE

George Middle: PE

Roosevelt High ACT: PE

Roosevelt High Power: PE

Roosevelt High SEIS: PE

Peninsula Elementary: PE

Physical Activity Programs (After School)

Chief Joseph Elementary: Chess Club, Marching Band, Guitar Club, Art Classes, Choir Classes, Dance Classes, Math Club, Reading Club, Fitness Club

Clarendon Elementary: SUN School Program

Ockley Green Middle: Homework Club, OG Fire Drill Team, Hip Hop Beat Making, Project Plus, Supplemental Educational Services Tutoring, MESA, Drama and Theater, Dance and Sports

Portsmouth Middle: SUN School Program

Rosa Parks Elementary: Computers, Chess, Art and Academic Support

James John Elementary: Basketball, Chess, Science, Bike Safety and Art-Sun School Site.

Sitton Elementary: Chess Club, Bicycle Safety Club, Cooking Club, Knitting Club and School Band

Astor Elementary: Varies. Held by Peninsula Child Center. Basketball, Chess

George Middle: Before and after school activities, Sports, Dance, Computers, Cooking, Dinner

Roosevelt High ACT: Athletics Club

Roosevelt High Power: Athletics Club

Roosevelt High SEIS: Athletics

Peninsula Elementary: Before and after school activities, Sports, Dance, Computers, Cooking, Dinner