CULLY-CONCORDIA
EARLY CHILDHOOD NEEDS ASSESSMENT

June 2011
Acknowledgements

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Executive Summary

The Cully-Concordia Early Childhood Needs Assessment is a broad-based collaborative effort to understand today’s landscape of childhood programs, education, and child care for children ages 0 to 5 in the Cully-Concordia area:

- What is the community demand?
- Are the existing services adequate to meet these demands?
- What gaps need to be filled?

Community leaders, school representatives, service providers and 42 local parents were engaged in focus groups to share personal perspectives and experiences. Discussions centered on existing conditions, needs and desires to better support local families with young children. Most participants agreed that while the area is a great place to live, more resources are needed to support the positive development of Cully-Concordia children.

Quantitative data were also gathered and analyzed to understand the growing needs of families in this area, as well as the area’s current early childhood programmatic capacity.

How will this report be used?

Designed to inform the decisions of public agencies, community leaders, and others, this report provides a wealth of information to support the formation of new partnerships, build stronger schools, increase the availability of early childhood services, and empower community residents to meet the needs of young children in Cully-Concordia. The report can also inform Portland Public School’s proposed modernization of multiple campuses, including two schools in the study area: Faubion and Rigler.

Current planning efforts that complement the work of the Cully-Concordia Early Childhood Needs Assessment include the County’s Childhood Framework Plan, the Cradle to Career Initiative, and Governor Kitzhaber’s 2011–2013 budget and plan for an Early Learning Council. Cumulatively, these efforts leverage goals for early childhood services and advance synergistic strategies for the future.

The Cully-Concordia Community

Cully-Concordia encompasses one of the most racially and ethnically diverse populations in the city, with non-whites comprising 37% of the population compared to 24% for the city overall. The area is diversifying faster than the city as a whole, with more varied age distribution and lower per-capita incomes. While the average household size in Cully-Concordia is only moderately larger than that of the city overall, households in Cully-Concordia are much more likely to contain young children: 33% of Cully-Concordia households compared to 9.5% for the city overall. Data suggests these trends will continue. Poverty is also a characteristic of this community as 80 to 90% of all children attending the three public schools in the project area receive free and reduced priced lunches.
Findings of this Report

Quality programming and preschool education are an integral part of preparing children for a successful future. A lack of community programs, services, and resources make it difficult for parents to prepare and transition their children into kindergarten. Programs that do exist are at capacity and have substantial waiting lists. Facilities are in need of renovation and expansion in order to address the physical and programmatic needs of the area’s growing, multi-cultural population of children ages 0 to 5. Public and non-profit schools in Cully-Concordia area attempt to meet the needs of the area’s diverse population, but funding, physical space, and neighborhood infrastructure remain some of the largest barriers in providing sufficient services.

In addition, the Cully-Concordia area has a lack of family support services, community gathering spaces, and parenting network opportunities. It also lacks a full-service community center, a deficiency noted by Portland Parks & Recreation, making it even more difficult for local parents to encounter the support they need from parent-to-parent and child-to-child interactions.

Next Steps and Key Recommendations:

- Multnomah County’s Early Childhood Council forms an ad-hoc committee with leadership from the Multnomah County Early Childhood Council to help implement the following report recommendations:
  - Expand availability, eligibility, capacity and affordability of preschool and child care programs
  - Identify and create indicators to evaluate future progress
- City of Portland completes a Cully Main Street project to provide a framework for the establishment of family-friendly businesses and early childhood facilities, and incorporate economic development assistance in bringing about these businesses.
- Potential ideas for future actions by other partners:
  - Create a “Caring Community” coordinator to work with service providers and connect families with information and referrals on early childhood resources and services, assist providers in collaborating with one another, and facilitate effective outreach to the public
  - Further research the need and establish a Relief Nursery in the Cully neighborhood if necessary
  - Encourage and organize community members to create a “Swap ‘n Play” facility for families with young children

A Relief Nursery provides intervention/prevention programs and services for families with children six weeks to five years old at serious risk of abusing or neglecting their children or of permanently losing custody of their children.

A Swap ‘n Play is a grassroots led initiative to create a family-friendly community center in neighborhoods lacking public gathering spaces, children play space, and opportunities for parent networking and resource sharing.
Chapter 1: Introduction

What is the Cully-Concordia Early Childhood Needs Assessment?

In 2006, Portland’s City Council launched the ‘Schools, Families, Housing Initiative.’ It recognizes that city policies in areas like housing, transportation, and land use planning have critical impacts on the ability of schools to thrive in Portland, and the ability of students to thrive in schools. From that effort, the Cully-Concordia Community Assessment and Action Plan was created to help government agencies and decision makers understand the physical, social, and economic conditions of the Cully and Concordia neighborhoods.

The Cully-Concordia Early Childhood Needs Assessment builds off of the previous assessment to provide specifics on the demand and use of services, programs, and child care for children five years and younger. The report identifies community needs and gaps in current services. The results include a list of next steps and actions to increase the breadth and capacity of early childhood programs and supportive family services in the area.

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1 This report does not cover nutrition, health, or home life, but instead focuses primarily on early education, child care, and other family-supportive resources. Early childhood typically refers to ages 0 to 8. However, this report focuses exclusively on 0 to 5, and the services that prepare children for a successful kindergarten and first grade education.
Key Questions

- What are the characteristics of families with young children in Cully-Concordia?
- What programs and services currently exist in the area?
- What needs of families with small children are not being met?
- What are the opportunities for increasing programmatic capacity and where is current space available for this expansion?
- What types of services do families value and desire the most?
- What types of independent services and at home care methods are parents using?

Assessment Process

The assessment process took place from November 2010 to April 2011. The project team researched the area’s demographics, inventoried current programs and services for children 0 to 5, and assessed current facility space. Staff interviewed community members, school staff, public agency staff, and non-profit organizations. Parents of school-aged children were engaged through multiple focus groups, questionnaires, and mail-in surveys.

The Study Area and Setting

The study area is in central northeast Portland, approximately five miles from downtown. It is bounded by Northeast Prescott Street to the south and Northeast Columbia Boulevard to the north, and extends from Northeast 27th Avenue to Northeast 82nd Avenue. It includes most of the Cully and Concordia neighborhoods, and a small part of Beaumont-Wilshire. It also includes some or most of the attendance areas for four public schools serving the lower grades: Faubion, Rigler, Harvey Scott, and Vernon. This report will focus on the former three schools which are physically situated within the study area boundaries.
The Cully-Concordia area is one of Portland's most socially and economically diverse areas. It is a multi-cultural and multi-lingual area. One out of five residents speaks Spanish. Several minority families reside in the area, including those of Native American, Asian, African American, and Somali decent. A significant percentage of households live in poverty.

Much of Cully was annexed by the city in the 1980s. Even now, its streets and sidewalks are incomplete, and it has a shortage of developed, public open space and recreation. Cully has attracted a diversity of new families to the area and has become a center of community-based development.

Concordia is long-established, with complete infrastructure and housing. It has been a relatively stable neighborhood, and is now experiencing an influx of young families who bring a new sense of vitality.

The emphasis of the Cully-Concordia Early Childhood Needs Assessment is on improving and expanding early childhood services to families in the community. It has two relevant geographies: neighborhoods and school attendance areas. Because these geographies do not have common boundaries, the study area was drawn for clarity and for focus on a core area in need of consideration.
Chapter 2: People

This chapter presents the study area in terms of understanding its demographic and economic make-up. Quantitative census data is used to describe key characteristics of the area on its own and in relation to the city as a whole. Details of who lives in the area will have implications for the type of growth that Cully-Concordia will likely experience and the characteristics of programs and services to come.

Population Growth

2010 U.S. Census data suggests that the Cully-Concordia area has a sizable population of 18,406 people. Its population is expected to grow a total of 11% between 2000 and 2015. The area has a higher proportion of 0 to 4-year olds than other Portland communities. Children 0 to 4 equate to about 7.1% of the Cully-Concordia population, or approximately 1,300 children (projected 2010), compared to only 6.0% of the population citywide.

Households and Families

The average 2010 Cully-Concordia household size is 2.6 persons versus an average of 2.3 persons per household citywide. Households in Portland as a whole are decreasing in size (–0.4% since 2000), while Cully-Concordia households have grown 3.4%.

The average family size in Cully-Concordia is 3.3 using projected 2010 Census data, and just 3.0 in Portland overall. Projected data for 2015 show household numbers stabilizing for both geographic areas into the future.

Roughly 32.6% of all Cully-Concordia households contain children, versus only 9.5% of Portland households overall. Therefore, Cully-Concordia has approximately three times the number of households with children proportional to those households in Portland.

Average Household and Family Size

<table>
<thead>
<tr>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Cully-Concordia</td>
<td>2.6</td>
<td>3.3</td>
<td>32.6%</td>
</tr>
<tr>
<td>City of Portland</td>
<td>2.3</td>
<td>3.0</td>
<td>9.5%</td>
</tr>
</tbody>
</table>

Race and Ethnicity

The Cully-Concordia study area is comprised of a uniquely diverse population and is more ethnically diverse than Portland as a whole. Only 63% of the assessment population in 2010 is considered “white alone.” In contrast, the 2010 population of Portland is 76% white. By 2015 the number of individuals that self-identify as white in the Cully-Concordia area will be even less, resulting in a –1.7% decrease overall of “white alone” individuals between 2000 and 2015.

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2 ESRI Business Analyst was used to analyze 2000 U.S. Census data and its respective 2010 and 2015 projections.
3 U.S. Census data breaks down age groups to ages 0–4 and ages 5–9.
4 “Children” here is defined by the U.S. Census as all persons under 18.
5 Projected 2010 data.
Cully-Concordia Early Childhood Needs Assessment

Cully-Concordia has significant Black and Hispanic populations, 15.5% and 16.5% respectively. Between 2000 and 2015, the black population will have grown as much as 13% and the Hispanic population may increase by as much as 25%.

**Ethnic Breakdown by Geographic Area**

<table>
<thead>
<tr>
<th></th>
<th>Cully-Concordia (actual 2010)</th>
<th>City of Portland (actual 2010)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>63%</td>
<td>76%</td>
</tr>
<tr>
<td>African American</td>
<td>15.5%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Native American/Alaskan Native</td>
<td>1.5%</td>
<td>1%</td>
</tr>
<tr>
<td>Asian</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>Hawaiian/ Pacific Islander</td>
<td>0.5%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Other Race</td>
<td>9%</td>
<td>4%</td>
</tr>
<tr>
<td>2 or More Races</td>
<td>5.5%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Hispanic Ethnicity</td>
<td>16.5%</td>
<td>9.5%</td>
</tr>
</tbody>
</table>

The Diversity Index is an effective indicator of ethnic and racial heterogeneity. According to ESRI, “the index represents the likelihood that two persons, chosen at random from the same area, belong to different race or ethnic groups.” The 2010 Diversity Index of Cully-Concordia is 78, meaning that there is a 78% chance that two people chosen at random from the Cully-Concordia area would belong to a different race or ethnic groups. This figure is significantly higher than that of Portland's, whose index is 55. Future projections predict that Cully-Concordia's index will be over 80 by 2015. The City of Portland's 2015 predicted Diversity Index is 57.

**Education**

Educational attainment of parents in the area varies considerably. The population within the Cully-Concordia assessment boundaries have similar high school diploma attainment rates with Portland as a whole according to 2000 U.S. Census data. However, bachelor's degrees are less numerous in this area. Whereas 23.8% of Portland residents have bachelor's degrees, only 18.9% of the Cully-Concordia population has completed college. This disparity is even more apparent when we look at Cully neighborhood statistics alone. Only 14.3% of Cully residents have completed college.

These disparities of educational attainment should be considered carefully, as such disparities may coincide with an indifference regarding formalized education or the existence of social and economic barriers that hinder academic pursuits.

Achievement rates have significant variation between the Cully and Concordia neighborhoods individually. Cully has a considerably high population for high school diploma attainment, but has an extremely low share of individuals with bachelor's degrees. Concordia's pattern is exactly the opposite. In looking at the Cully-Concordia assessment area as a whole, individuals are more likely to have graduated high school, but notably less likely to have obtained a four-year degree.
Educational Attainment by Geographic Area

<table>
<thead>
<tr>
<th></th>
<th>H.S. Diploma</th>
<th>Bachelor’s Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cully</td>
<td>27.3%</td>
<td>14.3%</td>
</tr>
<tr>
<td>Concordia</td>
<td>19.7%</td>
<td>26.3%</td>
</tr>
<tr>
<td>Cully-Concordia</td>
<td>24.0%</td>
<td>18.9%</td>
</tr>
<tr>
<td>Assessment Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portland</td>
<td>21.1%</td>
<td>23.8%</td>
</tr>
</tbody>
</table>

Income

Annual household incomes of Cully-Concordia and the City of Portland have been relatively comparable over the past ten years. Since 2000, the household incomes of both areas have grown significantly, more than 55% each. Currently, household income of the City of Portland and the Cully-Concordia neighborhoods are around $54.5 thousand, and will continue to grow through the year 2015.

Considering household incomes in isolation, the two areas appear to have comparable earnings. However, since Cully-Concordia household sizes are greater than those of the city overall, relative income levels are actually quite disparate. The proportionality of young children receiving free and reduced lunches at school is also higher in this area, ranging from about 80–90% of all students. This data supports the finding that there is a lack of financial stability in the Cully-Concordia area.

Findings

Cully-Concordia encompasses one of the most racially and ethnically diverse populations in Portland. It is diversifying faster than the city as a whole, has larger household sizes, more variation in age distribution, and is defined by larger family sizes with lower per-capita income. While the average household size in Cully-Concordia is only moderately bigger than that of Portland, households in Cully-Concordia are much more likely to contain children. Overall, the area has more children 0 to 4 year olds than the city as a whole, and data suggest that these trends will continue into the future.

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6 Projected U.S. Census Data for 2010
Chapter 3: Preschool and Kindergarten Programs

This chapter outlines existing preschool and kindergarten programs in the area, both public and private. Schools in this area face a unique set of issues and opportunities. Cully-Concordia generally contains more young children than the city overall and therefore has greater needs for early childhood programming. The community has expressed an interest in more preschool and kindergarten classes, but meeting this demand will be difficult in light of the schools’ space constraints and restrictive budgets. What opportunities exist for expanding early education programs despite these challenges? Can synergy be found between schools, parks, and redevelopment opportunities?

Portland Public Schools at a Glance

Each of the three schools in the study area are classified Title I schools. Title I schools are defined by the federal government as schools with large concentrations of low-income students as determined by the number of students enrolled in the free and reduced lunch programs. For those schools with at least 40% of students in the free and reduced lunch program, supplemental federal funds are provided to assist in meeting the students’ educational goals.

Only 10 Portland Public Schools (PPS) offer on-site pre-kindergarten programming. Of the three schools in the study area (Faubion, Rigler, and Scott) only Faubion offers pre-kindergarten education. Due to a limited number of pre-kindergarten slots, PPS uses a needs-based enrollment process at Faubion School.

Full-day kindergarten programs are offered free of charge at every elementary or K–8 school that receives Title I funding in the Portland Public School system, including Faubion, Rigler, and Scott schools. Each of these three schools also offers after school activities through SUN Schools (Schools Uniting Neighborhoods).

A general assessment of each school’s statistics, demographics, and conditions are outlined below.

Faubion School

Faubion, a pre-kindergarten to 8th grade school, is unique in that it is the only school of the three in Cully-Concordia with an on-site preschool program. The program’s current capacity, however, is not enough to meet neighborhood demand. The preschool program prioritizes high needs and low-income families in its enrollment process. As a result, more resourced families are unable to attend the program. The program consists of one full-day class. In 2010, only 20 of the 59 applicants were enrolled into the preschool program. This high denial rate means that many parents are forced to look outside of the neighborhood or adopt home-based education alternatives. According to Faubion School staff, children who do not receive the same Faubion preschool education often begin at a disadvantage to those children who do. A growing middle school population (103 students) and overall higher enrollment might mean that Faubion will have to terminate their preschool program and reallocate classroom space. The school’s total enrollment hit 415 in 2010. Currently, there are three full-day kindergarten classrooms with 21 students in each class.
Almost 14% of students are considered English language learners and 78% qualify for free or reduced lunch. Compared to the district’s stability index of 91.6%, Faubion has an index of 84.6%, meaning that students in this school are much more likely to transfer among schools in order to accommodate changing family circumstances. Faubion’s neighborhood capture rate is low. In 2009 only 55% of neighborhood children attended Faubion School, 30% attended other PPS schools, and 14% were enrolled in special programs or charter schools.

The school is home to a diverse student body and rich cultural heritage. The ethnic breakdown of the greater student body is listed in the table below.

### Ethnic Breakdown of Faubion School

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>African American or Black</td>
<td>36.9%</td>
</tr>
<tr>
<td>White or Caucasian</td>
<td>26.5%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>21.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>7.4%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>5.6%</td>
</tr>
<tr>
<td>Unspecified</td>
<td>1.3%</td>
</tr>
<tr>
<td>Native American</td>
<td>1%</td>
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</tbody>
</table>

The school is at maximum capacity and has an average class size of 24.9, compared to 23.4 statewide. Eight percent of classes have 30 students or more — higher than the state average of 5.8%. Faubion’s classroom density is 21, one point above the desirable density range of 15 to 20. In addition, the waiting list for preschool enrollment is lengthy and rejects a large percentage of family applicants each year, forcing most parents to look outside of the immediate neighborhood for accessible and affordable preschool services. All of these numbers suggest that Faubion School is experiencing serious challenges regarding physical space, classroom sizes, and student capacity.

The condition of the school is also substandard. The structure was built in 1945 as a temporary school, but has operated continuously ever since. The quality of the structure and its inadequacy of physical space mean that the school will eventually need to be reconstructed.

In 2010, PPS completed the “School Modernization: A Proposal to Rebuild Schools and Update Learning Environments for Students.” As part of the report, staff completed a facility conditions assessment which assigned each school a facilities condition index (FCI). The FCI takes into account...
account the total repair cost in relationship to the full replacement cost. The report rated Faubion School in poor condition and ranked the school among those most in need for complete reconstruction.

Faubion's geographic location and proximity to Concordia University puts the school in an advantageous position for programming and services partnerships. This exciting partnership could result in a new Faubion School. If the May school bond measure is to pass, an opportunity may exist to leverage the Faubion-Concordia partnership and create a joint early-childhood program and care center. The specific details of a new Faubion School will be further explored with a positive outcome of the bond measure.

**Rigler School**

Rigler is a former kindergarten to 5th grade school that has since undergone several stages of expansion. In 2006, Rigler School absorbed 6th grade students within the capture area, and in 2007, those in 7th grade were absorbed, as well. In 2008 Rigler finally became a K–8 school and new portables were added to the site. These changes, and the addition of one kindergarten class, led to the termination of an existing preschool program. The school currently has four full-day kindergarten classes. Due to overcrowding, PPS has assigned Rigler's 7th and 8th graders to Vernon School for the 2011–12 school year.

Rigler is a Title I school. Approximately 85% of students qualify for free or reduced lunch and the school offers a free breakfast program. The school serves students of 12 nationalities and has an extremely diverse student body makeup. The ethnic breakdown of the greater student body is listed in the table below.

**Ethnic Breakdown of Rigler School**

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>43%</td>
</tr>
<tr>
<td>African American or Black</td>
<td>23.2%</td>
</tr>
<tr>
<td>White or Caucasian</td>
<td>19.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>8.6%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2.5%</td>
</tr>
<tr>
<td>Native American</td>
<td>1.2%</td>
</tr>
<tr>
<td>Unspecified</td>
<td>1.2%</td>
</tr>
</tbody>
</table>
About 37% of the students are English language learners, and 55% of the student population qualifies for ESL services. To accommodate the disparity between native speakers, the school has a two-way Spanish immersion program. Each year, the Rigler School initiates an additional immersion class at a new grade level.

Despite these programs, the neighborhood student capture rate is fairly low. Of a potential population of 784 neighborhood students, only 485 (or 62%) attend Rigler. Approximately 27% of prospective students in the capture area attend other PPS schools, and 10% attend special programs or other charter schools.

In 2008, the student population was 442. Since the school’s reconfiguration the student population has grown significantly to almost 600 students. Student population growth is anticipated to continue. By 2014, the school predicts the enrollment of 650 students. Current school facilities do not support this growth and more portable buildings will need to be added to accommodate additional classes. Already, the average class size is 24, and the school density index is 23 (compared to the ideal density of 15 to 20).

The recent PPS Facilities Assessment rated Rigler School to be in fair condition and, like Faubion, among those schools most in need of improvements. Due to the building’s physical condition and overcrowded classroom sizes, PPS has included Rigler in the May 2011 bond measure in order to renovate and expand the school. If this bond measure is approved by local voters, opportunities may exist for the creation of partnerships that bring preschool, early childhood, and family support programs to Rigler and the greater Cully community.

**Harvey Scott School**

Harvey Scott School was originally a kindergarten to 5th grade school, but began conversion into a K–8 school in 2006. Enrollment for the ’09–’10 school year was 563 students. About 88% of students qualify for free and reduced lunch (87.6%). Currently, there are three full-day kindergarten classes. The school offers no preschool programming. Previously, Harvey Scott hosted Juntos Aprendemos, a kindergarten-readiness program for Spanish-speaking children, but the program was moved across the street at Northeast Baptist Church due to overcrowding.

Harvey Scott student diversity mirrors that of the greater neighborhood. Approximately 40% of students at Harvey Scott are English language learners and qualify for ESL type services. The ethnic breakdown of the student body is outlined in the table below.
Ethnic Breakdown of Harvey Scott School

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>42.5%</td>
</tr>
<tr>
<td>White or Caucasian</td>
<td>26.1%</td>
</tr>
<tr>
<td>African American or Black</td>
<td>16.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>10.5%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2%</td>
</tr>
<tr>
<td>Native American</td>
<td>1.8%</td>
</tr>
<tr>
<td>Unspecified</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

The capture rate of Harvey Scott is just barely higher than those of Rigler and Faubion Schools. Out of 725 potential neighborhood students, only 464 attend Scott School, a 64% capture rate. Another 25% attend other PPS schools, and 11% are enrolled in special programs or charter schools.

Harvey Scott School is becoming increasingly overcrowded. In 2005–2006, the school reported the enrollment of 369 students. Since the school's conversion to a K–8 school, enrollment increased by almost 200. Projections of future enrollment forecast additional growth, with a total of 628 students expected to enroll by 2014. Today, the average class size is 23.6 students, and the school's density index is 22 (compared to the ideal index of only 15–20).

Portland Public Schools Head Start at Sacajawea Center

Portland Public School System operates 9 sites of Head Start classrooms, including one at Sacajawea Center, formerly a public school. The mission of Portland Public Schools Head Start is to build social competence in young children, enhance children's growth and development, strengthen parents as the primary nurturers of children, provide families and children with educational and health services, and link children and families to needed community services.

Programming is intended to serve children age 3 and 4 years old. Currently, the site has capacity to serve 138 students each year. Federal requirements for Head Start services mandate that students be income eligible (at or below federal poverty level), be in foster care, or have a disability. These restrictions focus Head Start services to some of the most vulnerable children in the community, however the site still operates a waitlist and many families in need are turned away. The demand for this programming far exceeds its current capacity.

The PPS Head Start program at Sacajawea reflects the large Latino population in the area. Overall, 55% of students are native Spanish speakers, 37% are English speakers, 7% are Vietnamese speakers, and less than 1% speaks Somali. Trained ESL staff is on hand to help students in the classroom who speak Spanish and Vietnamese. The ethnic make-up of students is equally diverse and outlined in the table below.

Ethnic Breakdown of Head Start at Sacajawea Center

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino</td>
<td>60%</td>
</tr>
<tr>
<td>White or Caucasian</td>
<td>22%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>11%</td>
</tr>
<tr>
<td>Asian</td>
<td>7%</td>
</tr>
<tr>
<td>Multi-racial students</td>
<td>4%</td>
</tr>
</tbody>
</table>
Currently there are three double-session classrooms, as well as extended day classrooms. Double sessions run from 8:45 a.m. to 11:45 a.m. and 12:15 p.m. to 3:15 p.m. All programs are center-based programs and conducted on-site.

The PPS Head Start program at Sacajawea is an extremely desirable program to parents in Cully-Concordia. Throughout the community engagement process, parents consistently expressed interest in enrolling their child into the program. However, the program is overcrowded and a substantial waiting list exists (currently containing approximately 75 names). Despite the need for additional classroom space, Sacajawea Head Start is dependent on annual Head Start funding and Oregon Pre-Kindergarten Program funding. The program has already sustained substantial funding cuts. Even more budget cuts are expected in the future and will likely jeopardize potential program capacity.

**Albina Early Head Start & Albina Head Start**

Unlike Sacajawea Head Start, Albina Head Start is not affiliated with PPS. However, the same criteria are used to qualify children for enrollment into Albina as those used by PPS Head Start. In addition to the usual on-site Head Start programming, Albina Head Start also offers an Early Head Start program for mothers and children 0 to 3. This programming is offered in-home and center-based. While center-based services have significant waiting lists, in-home programs are currently underutilized.

Both the Albina Early Head Start and the Albina Head Start services are extremely diverse. Programming is offered in English, Spanish, Mandarin, and Vietnamese in order to minimize language barriers. Demographic data is not available for each site. Instead, program-wide demographic data for Early Head Start and Head Start is listed in the table below.

**Demographic Breakdown of Early Head Start and Head Start Students**

<table>
<thead>
<tr>
<th></th>
<th>Early Head Start</th>
<th>Head Start</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Race and Ethnicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38% African American or Black</td>
<td>28% African American or Black</td>
<td></td>
</tr>
<tr>
<td>28% Unspecific</td>
<td>25% Hispanic or Latino</td>
<td></td>
</tr>
<tr>
<td>25% Hispanic or Latino</td>
<td>32% Unspecific</td>
<td></td>
</tr>
<tr>
<td>6% White or Caucasian</td>
<td>10% Multi-racial</td>
<td></td>
</tr>
<tr>
<td>2% Asian or Pacific Islander</td>
<td>4% White or Caucasian</td>
<td></td>
</tr>
<tr>
<td>1% Native American or Alaskan</td>
<td>1% Native American or Alaskan</td>
<td></td>
</tr>
<tr>
<td>0% Multi-racial</td>
<td>0% Asian or Pacific Islander</td>
<td></td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60% English</td>
<td>63% English</td>
<td></td>
</tr>
<tr>
<td>28% Spanish</td>
<td>26% Spanish</td>
<td></td>
</tr>
<tr>
<td>9% African</td>
<td>7% African</td>
<td></td>
</tr>
<tr>
<td>3% Other</td>
<td>4% Other</td>
<td></td>
</tr>
</tbody>
</table>
Community-Based Alternative and Private Schools

Besides Portland Public Schools, other early education programs are available to children not enrolled at PPS. Still, Cully-Concordia offers less private programming to its residents, despite the high proportion of children and the growing need. Only two alternative schools exist in the area: Trinity Lutheran Church & School and Community Transitional School. Each is specifically described below.

Trinity Lutheran Church & School

Trinity Lutheran is a private, faith-based school that offers preschool to 8th grade education. The preschool program offers half-day sessions three to five days a week. There are 25 children currently enrolled in the preschool program, with no waiting list. There is one section of 3-year olds (13 children) and a section of 4-year olds (12 children). Enrolled students and children reside in neighborhoods all throughout Portland and only a handful of students live in the adjacent Cully-Concordia area. Most often, children enrolled in the school belong to families who are part of the Trinity Lutheran congregation.

The school has one kindergarten class, taught by two teachers. There are currently 18 kindergarten students and no waiting list. Beginning in the fall of 2011, Trinity Lutheran will expand the kindergarten class from a half-day to a full-day program.

The demographics of both programs are fairly diverse. The ethnic breakdown of the student population is outlined in the table below.

<table>
<thead>
<tr>
<th></th>
<th>Preschool</th>
<th>Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>52% African American or Black</td>
<td>50% Caucasian or White</td>
</tr>
<tr>
<td></td>
<td>15% Hispanic or Latino</td>
<td>27% African American or Black</td>
</tr>
<tr>
<td></td>
<td>22% Caucasian or White</td>
<td>23% Hispanic or Latino</td>
</tr>
<tr>
<td></td>
<td>11% Other</td>
<td>0% Other</td>
</tr>
</tbody>
</table>

The school is considering expanding the current preschool program, and potentially adding before and after-school child care for children ages 5 to 12. Trinity Lutheran has recently received certification that would allow for the additional child care services, but must expand their playground facilities before official permission is granted. The high price tag of a new playground has delayed the expansion.

Trinity Lutheran Preschool costs families $175 to $300 a month per child depending on the specific program plan selected by the family (i.e. number of days per week; number of months out of the year). Cost of kindergarten programming ranges from $415 to $600 per month depending on similar factors. Kindergarten tuition is also dependent on church membership. Families of the church pay a lower tuition rate than families of the greater community.

Some tuition assistance is available to students. Parents and families apply for tuition assistance on a needs basis and can receive up to 30% of tuition in the form of a scholarship. Approximately 35% of students receive this form of financial assistance.
Community Transitional School

Community Transitional School is a private, independent school dedicated entirely to the needs of children whose families are homeless, in transition, or experiencing chronic poverty-related crises. Many students live in domestic violence shelters, cheap motels, in cars, on the streets, or with friends and families. The school is considered a 501(c)(3) non-profit organization. All students qualify for free breakfast and lunch.

The school provides programming from preschool to 8th grade and contains three multi-grade classrooms. There is one session of 8 preschool students, and another 8 children on the waiting list. Kindergarteners are taught in conjunction with first-grade level students. Currently, 12 of the 26 kids in the kindergarten/first-grade combined classroom are of the kindergarten level. There are no kindergarten-level children on the current waiting list, though enrollment and waiting list figures change regularly.

Transportation to the school is provided for all students at no cost. Transportation routes adjust daily to accommodate moving families. Students who miss the free shuttle ride often depend on TriMet services to arrive at school.

Demographic information is not kept for students enrolled at the Community Transitional School. However, due to the unique student makeup, ESL services are offered to several students. One bilingual instructor is on staff to provide interpretation and assistance to students, but all classes are taught in English. The unpredictability of students’ living arrangements and family circumstances result in a highly unstable student base. Throughout the course of a typical year, approximately three quarters of the students move at least once, and about 10% of students move 4 times or more.

Findings

- The assessment of Cully-Concordia options for early childhood education (both public and private) reveals the following findings:
- Preschool and kindergarten programming at Head Start and Portland Public Schools is highly desirable and provides quality early childhood education. However, program capacity is limited and many families are turned away.
- There is a lack of quality private early childhood education programs in the area. Most parents must look elsewhere in the city to find accessible and affordable childcare.
- The three public kindergarten programs in the area (Faubion, Rigler, Harvey Scott) serve between 200–250 students each year. Therefore, as many as 500 children in the area are eligible for preschool at any one time. Area Head Start programs serve less than half of that population. While not every local family desires preschool services, a significant gap exists in preschool demand and capacity.
- Affordability of early childhood education is a huge issue in the area for families of all income classifications. Head Start programs have long waiting lists, while other private, fee-based programs are underutilized.
Chapter 4: Child Care Services

Child Care is regulated and unregulated in the State of Oregon. Regulated care types are Certified Child Care Centers, Certified Family Child Care, and Registered Family Child Care. All types are regulated by the Oregon Child Care Division. Child care that is not regulated by the Oregon Child Care Division are Family, Friends and Neighbors (FFN), preschools, and school age care that is provided at less than four hours a day and voluntarily choose to not become regulated. Also unregulated is In-Home Care, sometimes called “nanny care,” where families hire individuals to care for children in their own home.

Types of Licensed Child Care in Oregon

Registered Family Child Care Home: General Characteristics

- The child care business is in the provider’s own home. License is limited to one provider per household.
- A maximum number of 10 children are allowed in care at any one time. Of those 10 children, six children may be preschool age or younger, of which only two of the six children may be under 24 months of age. The provider’s own children are included in the number of children in care.
- Prior to a license being issued, changing to a new home address, reopening a license after a lapse in time, or renewing a license every two years, the provider must satisfactorily complete an on-site health and safety review conducted by the division.
- The provider, all other residents of the home, substitute caregivers, and frequent visitors 18 years of age or older must be enrolled in the division's Criminal History Registry.

Certified Family Child Care Home: General Characteristics

- The child care business is in a single family home; usually the provider’s own home. License is limited to one provider per household. The provider may hire additional staff.
- A maximum number of 12 children (16 children allowed with prior approval by the division) are allowed in care at any one time. The provider’s own children are included in the determination of caregiver/child ratio and group size.
- A representative from Environmental Health or the Department of Human Services Health Division, as well as a Licensing Specialist from the Child Care Division must inspect and approve the home prior to a license being issued. Each agency will conduct an annual inspection at license renewal.
• The owner, provider, all other residents of the home, substitute caregivers, frequent visitors and staff 18 years of age or older must be enrolled in the division’s Criminal History Registry.

Certified Child Care Center: General Characteristics

• The child care business is in a facility that has met zoning, occupancy, and building code requirements, usually a commercial building.

• The maximum number of children allowed in care depends on the square footage of the building, number of qualified staff, and various other factors. Licenses mandate the maximum number of children allowed in care at any one time.

• A representative of Environmental Health or the Department of Human Services Health Division, local Fire Department, as well as a Licensing Specialist from the Child Care Division must inspect and approve the facility prior to license being issued. Each agency will conduct an annual inspection at license renewal.

• The owner, operator, child care staff, volunteers, or any individual who may have unsupervised contact with child care children during operation hours that are 18 years of age or older must be enrolled in the division’s Criminal History Registry.

Child Care that Does Not Require Regulation in Oregon

Oregon does not require some types of child care to be licensed by the Child Care Division.

Child care is exempt from regulation if:

• Child care provider cares for three or fewer children, not including their own children.

• Child care provider cares for any number of children from the same family, not including their own children.

• Care is provided in the home of the child(ren).

• Care is provided by the child(ren)’s parent, guardian, or person acting in place of a parent; or a person related to the child care children by blood, marriage, or adoption.

• Care is provided on an occasional basis by a person, sponsor, or organization not ordinarily engaged in providing child care.

• Facility is primarily educational and provides care to children 36 months or older, but not yet attending kindergarten for four hours or less a day.

• Facility is primarily supervised and provides child-focused training in a specific subject that includes, but is not limited to: dancing, drama, music, or religion. This exclusion applies only to the time that the children are participating in the training.

• Facility is primarily used for group athletic or social activities sponsored by or under the supervision of an organized club or hobby group. This exclusion applies only to the time engaged in the group athletic or social activities, and if the children can come and go as they please.

• Facility is operated by a school district, political subdivision of the state of Oregon, or a government agency.

• Facility provides care while child’s parent remains on premises and is engaged in non-work activity offered by the facility (i.e. health clubs).

Only one exemption at a time may apply, they cannot be combined.
Cully-Concordia Child Care (Cully-Concordia Area)

<table>
<thead>
<tr>
<th>Type of Child Care</th>
<th>Total Number</th>
<th>Capacity* of Child Care</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registered Family Child Care</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Certified Family Child Care</td>
<td>9</td>
<td>133</td>
</tr>
<tr>
<td>Exempt Family Child Care</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>Exempt Preschool</td>
<td>2</td>
<td>158</td>
</tr>
<tr>
<td>Certified Center</td>
<td>3</td>
<td>114</td>
</tr>
<tr>
<td>Certified School Age</td>
<td>2</td>
<td>45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>534</strong></td>
<td></td>
</tr>
</tbody>
</table>

*These services are not exclusive to Cully-Concordia families. Therefore, some children served may reside in other Portland neighborhoods.

The use of child care depends on the age of children. Whether a family uses paid care and what type of care they use is related to the age of the child, the type of care available in the community, and the cost of available care.

Percent of Children under 9 in Paid Care by Age and Group in Oregon²

<table>
<thead>
<tr>
<th>Ages 0–4</th>
<th>In Paid Care 32.9%</th>
<th>Not in Paid Care 67.1%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages 5–9</td>
<td>In Paid Care 38.2%</td>
<td>Not in Paid Care 61.8%</td>
</tr>
</tbody>
</table>

1. This chart reflects the capacity of child care, not the actual number of students served.
2. Child Care and Education in Oregon and its Counties: 2008

**Multnomah County Child Care and Resource Referral**

Child Care Resource and Referral of Multnomah County (CCR&R) is the non-profit, state designated resources and referral agency serving the diverse community of Multnomah County, including Cully-Concordia. The CCR&R is a part of Child Development and Family Support Programs department of Mt. Hood Community College. CCR&R is the link between providers and families seeking quality child care, offering services to parents, providers, and the community.

**CCR&R Parent Services:**

- Help parents take the guesswork out of choosing child care. It offers guidance to parents by phone, in person and via the internet. Child care solutions are offered based on the needs of the parents and the children.
- Work with the Department of Human Services (DHS) to offer basic and enhanced referrals to parents needing child care, assistance with the cost of care and training on “choosing quality child care.”

**CCR&R Provider Services:**

- Provide entry into the child care field for child care businesses, helping them get licensed, offering technical assistance and consultations
- Offer trainings to enhance the quality of child care and professional development of all types of early child educators
CCR&R Community Services:
• Address child care needs with many partners in the early childhood and education system
• Inform partners to support quality, affordability, accessibility and safety

Child Care Improvement Project (Neighborhood House)
The Child Care Improvement Project (CCIP) is a program that helps family child care providers enhance the quality of their child care programs and supports them in their professional growth. CCIP providers are committed to offering children a safe, loving, and nurturing learning environment that helps prepare them for success in school and life.

Family child care is non-parental care provided to small groups of children in the residence of the caregiver. The CCIP was created to address the needs of children in family child care homes and the providers caring for these children.

The goals of the CCIP are:
1. Family Child Care providers have the skills and resources to provide a child care environment conducive to health, safety, emotional well-being and preparedness for kindergarten;
2. Providers make business improvements that allow them to become financially stable;
3. Families are able to obtain accessible, affordable quality child care;
4. Children remain in the care of the same provider enhancing the likelihood of a secure attachment relationship.

The CCIP works with over 75 providers in Portland who are grouped into “networks” based on their geographic or cultural needs with services available in English, Spanish, Russian and Somali. Approximately a half dozen programs provided by the CCIP exist in the Cully-Concordia neighborhoods.

The program is funded in part by the Portland Development Commission, the Portland Children's Levy, and other private donors and foundations.

Community Child Care Initiative (Childcare Resource & Referral of Multnomah County)
The Community Childcare Initiative, funded through the Portland Children's Levy and administered by Childcare Resource & Referral of Multnomah County, provides funding for enhancing the quality of child care in child care centers and for making quality child care more affordable for low-income, working families. The CCI has had the capacity to serve approximately 15–20 centers per year with Quality Services, and approximately 125–150 total children per year with Affordability Services.

The CCI provides these services for all of Portland. In FY09–10, no child care centers (of the 19 total that were active in the program during that period) from Cully-Concordia had applied to participate in the Quality Services of CCI. During that period, three family childcare providers (of the 20 total that were active) served families that received Affordability Services. Data on families served for this program were not reported by zip code, so it is unclear how many families in Cully-Concordia benefitted from the Affordability Services.

Oregon Department of Human Service and Employment Related Day Care
ERDC helps eligible low-income parents pay for child care so they can work. It provides assistance to 10,000 families in the state of Oregon. If the parent is eligible for assistance, DHS pays a portion of their child care bill directly to the family’s chosen provider through the Direct Pay Unit (DPU) in Salem. Providers apply to become listed with DHS, and must pass a background check process. The amount DHS will pay is based on the family’s income, type of child care, and how many hours of care are needed.

Most parents are also required to pay a portion of the cost, called the co-pay, directly to the provider. The co-pay amount is determined according to a sliding fee scale, based on family income and household size. Parents must pay their co-pay in order to remain eligible for assistance.
Cully-Concordia Child Care DHS Actively Listed
(i.e. approved to accept state ERDC childcare subsidy payments)

<table>
<thead>
<tr>
<th>Type of Child Care</th>
<th>Total Number</th>
<th>DHS Listed (Active)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cully-Concordia Area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registered Family Child Care</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Certified Family Child Care</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Exempt Family Child Care</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Exempt Preschool</td>
<td>2</td>
<td>NA</td>
</tr>
<tr>
<td>Certified Center</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Certified School Age</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

Number of Children Whose Families Receive Help in Paying for Child Care in Multnomah County:

- 2,204 children age 3–4 years enrolled in Head Start (45.4% of eligible)
- 4,734 children age 0–12 years receiving state assistance with part or all of their child care costs

(Child Care and Education in Oregon and Its Counties: 2008)

Findings

- Despite the lack of programming for children 0 to 5 in the Cully-Concordia area, several resources exist for parents and providers in need of information and support. Child Care Resource & Referral of Multnomah County and the Childcare Improvement Project provide information that supports the creation of quality early childhood care and programming, and information for parents in need of that programming.

- A large portion of child care providers in the area are registered with the Oregon Department of Human Services and Employment. These figures demonstrate the providers’ perspective that registration with DHS is imperative to serving the local clientele and are demonstrative of child care affordability issues in the area.

- Available programs, including Child Care Improvement Project and Community Childcare Initiative, supply funding to providers in order to enhance the quality of child care and address affordability for low-income, working families.
Chapter 5: Existing Early Childhood Programs and Services

Since early preschool and kindergarten programs in the area are scarce, families with young children are embracing alternative solutions for early childhood education. This chapter aims to identify those additional programs which are available to help parents prepare their children for kindergarten and first grade, and examine the need for additional programming of this type.

SUN Community Schools (Schools Uniting Neighborhoods)

The Cully-Concordia area lacks a full-service community center and offers very few programmable gathering spaces for families in the area. The SUN Community Schools at Cully-Concordia area schools provide important programming since many families do not have the resources to seek after-school activities outside of the local community.

SUN Community Schools are designed to help kids succeed academically and socially, increase parent involvement in schools, and expand the use of public school buildings. The goal of SUN Community Schools is to pool resources to provide a more comprehensive delivery of education, recreation, social, and health services to the community. However, no transportation services are provided, making it difficult for everyone interested to participate.

On average, a single SUN Community School serves about 200 kids over the course of a school year, and about 100–120 kids on any given day. SUN Community Schools exist at several locations in the Cully-Concordia area, including the three public schools in the project area (Faubion, Rigler, and Harvey Scott).

Parent and Child Development Services

This program, funded through Multnomah County, provides services for families of children birth through age 5 to promote positive parenting, child development support, and school readiness. All Parent and Child Development Services (PCDS) include the following range of activities:

- Weekly to bi-monthly age-appropriate, parent-child play groups occurring at SUN community school sites or other community sites;
- Parenting education and family support services through play groups and in monthly home-visits;
- Child developmental and health screening, and immunization status checks.

All PCDS services utilize the nationally recognized Parent As Teachers (PAT) curriculum. The services are free to families with young children and there are no income or eligibility requirements.

Portland Children’s Levy: Funding Source for Children’s Programs, Including Early Childhood Programs

The Portland Children’s Levy, formerly the Children’s Investment Fund, was created by city voters in 2002 and overwhelmingly renewed by the electorate in fall 2008. The levy is supported through a five-year property tax projected to generate more than $12 million annually toward proven programs across the city. It serves 16,000 children and families in early childhood, after school, mentoring, child abuse prevention/intervention, and foster care.

In fiscal year 2009–10, the levy served 1,668 children living in the Cully-Concordia area, approximately 11% of all children served citywide. Among them, there were 563 children ages birth to 5 served by levy-funded early childhood programs in Cully-Concordia. In the levy’s portfolio of early childhood investments, the Latino Network’s Juntos
Aprendemos and Hacienda CDC's Portland Niños programs specifically focus on serving young children in the Cully-Concordia area. Other early childhood programs that serve children citywide or that focus on Northeast Portland also served some children living in the study area.

**Educational Support Services**

**SMART**
The SMART reading program helps kids become confident readers by providing individual volunteer attention and new, take-home books. The SMART program currently exists at Faubion and Rigler Schools. SMART is not available to children of preschool age, but is a tool that can be used to accelerate a child's reading capacity once in kindergarten.

**Connect, Instruct, and Learn Program — Portland Public Schools**
Connect, Instruct, and Learn (CIA or El Programa de CIA) is a family involvement and early childhood education program working with Spanish-speaking families. CIA is based on Parents as Teachers’ nationally acclaimed and research based parent education curriculum, Born to Learn. It is enriched with children’s books, materials, and activities. The program is delivered through bi-monthly home visits from a trained professional.

Home visitors share information on a variety of child development, education, and parenting topics, working one on one with each parent and child to provide individualized support. Parents are also invited to attend monthly group meetings to listen to speakers on educational themes and connect with other Spanish-speaking families in their community.

The CIA program has been in operation for two years, and currently serves 34 students and their parents in the Cully-Concordia area. CIA students exhibit tremendous growth in kindergarten readiness skills during their time in the program. Initial kindergarten test results show that CIA students do better on their initial assessments than other Spanish-speaking students at their respective schools, and have higher attendance rates during the first quarter of school.

There is more demand for this program than can be fulfilled by current staffing, resources, and physical space. Currently, 15 families are on the program's waiting list. To ensure equitable access, the CIA and Portland Niños programs have agreed to avoid providing double service to families enrolled in either program. Therefore, families may only enroll in one of the two programs. This agreement does not exist between CIA and other agencies.

**Juntos Aprendemos (The Latino Network)**
The Latino Network, a community organization active in the area, operates school and kindergarten-readiness programs at Rigler and Harvey Scott Schools through a program called Juntos Aprendemos. The program is open to 3 to 5 year olds and aims to prepare children and their parents for academic success. The program offers 30 weeks of once-a-week, 2-hour sessions, including children and parents, focused on early literacy and numeracy. Each site serves about 25 Spanish-speaking Latino children. Since its beginning in 2000, Juntos Aprendemos has served over 550 families. Due to space constraints at Harvey Scott School, the program currently uses space provided at Northeast Baptist Church, across NE Prescott Street. The program is funded by the Portland Children’s Levy and other private donors and foundations.

**Concordia University**
Concordia University’s recently completed 74,000 square foot LEED Gold certified George R. White Library & Learning Center is specifically designed to meet the needs of the community as well as Concordia students and faculty. Over 1,200 free library cards have been issued to the community in the first 18 months. Concordia University provides community members with free access and the use of classroom and conference spaces for all types of group needs. Over 100 different community groups use the Concordia campus free-of-charge each year.
During the summer, Concordia University partners with the Multnomah County Library system to offer free reading times for families with young children. The library is home to one of the state’s best collections of children’s literature. Throughout the year, community members are invited to attend scores of free events. In fall 2011, the new Concordia University and Community Athletic Complex will open. The complex will be dedicated for organized community uses approximately 50% of the time.

**Parent and Family Support Programs**

**Children and Parent Success (IRCO)**

IRCO's Children and Parent Success (CAPS) program is designed to achieve healthy child development for 320 immigrant and refugee children ages 0 to 5, and to build the knowledge and skills of their parents or primary caregivers. CAPS accomplishes this goal through a combination of home visits, parent groups, screenings, assessments and referrals accompanied by individualized advocacy and follow-up of bilingual and bicultural staff. The program has served a small handful of children in the Cully neighborhood, but up to this point, no children in the Concordia neighborhood. The CAPS program is hosted at various locations around the city and changes location on a monthly basis. The program uses the Parents As Teachers curriculum. The program is funded by the Portland Children’s Levy. The service is free to families, and there are no family income eligibility requirements.

**Portland Niños (Hacienda CDC)**

Portland Niños aims to reduce the academic and health disparities in Latino and immigrant children by providing support for 45 to 60 families per year with children from birth to age 5. Parents participate in weekly parenting support groups, educational workshops and monthly home visits from Hacienda’s Parent Educators, monitoring their child's health and development. Children and infants engage in age-appropriate activities geared toward cognitive health and kindergarten preparation.

Hacienda's Portland Niños program also uses the nationally recognized Parents as Teachers curriculum, offering Spanish-English educational materials and activities that promote physical, cognitive and emotional development. Portland Niños youth also receive preventative screenings for health, development, and referral resources.

The program is hosted at various Hacienda CDC housing developments, primarily in the Cully neighborhood. Participating parents tend to live in these housing developments. The program is funded by the Portland Children’s Levy and is free to families with no income eligibility requirements.

**Listos Para Aprender (Morrison Child & Family Services)**

Listos Para Aprender is a home visitation, school preparedness program for families who have children younger than 3 or are pregnant, whose primary language is Spanish or an indigenous language from Central or South America. The program serves approximately 200 children per year. Listos Para Aprender provides weekly to monthly education home visits depending on the needs of the family; interactive parenting workshop and parent-child playgroups, developmental screening for children; and connections to other community resources. The program uses the Parents As Teachers curriculum. Although staff offices are located at the Morrison Child & Family Services outside of the study area, families in Cully-Concordia are invited to enroll in the program. The program is funded by the Portland Children’s Levy and is free to families with no income eligibility requirements.

**Multnomah County Health Department Pregnancy/Early Childhood Programs**

Multnomah County Health Department provides a variety of services for pregnant mothers and young families. Home visiting programs are an important component of their programming and serve approximately 9,500 county-wide. Of these, 393 clients currently reside in the 97211 and 97218 zip codes (zip codes predominantly belonging to the Cully-Concordia area).
Healthy Start
Healthy Start provides family support services to first-time parents, including hospital visits to assess needs and provide information on community resources, and referral to home visit parenting services. Home visit parenting services include weekly visits for the first six months and biweekly or monthly visits for 1 to 3 years afterwards. Visits are used to coach parents on childhood development, provide developmental screenings, and offer child abuse prevention education. Providers of home-based services are Impact Northwest, IRCO, and Insights Teen Parent Program. Referrals for the program are made through the Health Department.

Healthy Birth Initiative
This service provides home visits, education, and support groups from pregnancy through the child’s second year. The major focus is to involve the father or father figure in the health of the family. The purpose of the Healthy Birth Initiative is to reduce disparities in prenatal health outcomes for African American and Hispanic women in Northeast Portland. Referrals for the program are made through the Health Department.

Nurse Family Partnership
This program provides an intensive two-year parenting program to first-time parents, which includes frequent home visits by a nurse. The service is available to children ages 0 to 2-years old.

MESD Multnomah Early Childhood Program
Early Intervention and Early Childhood Special Ed (EI/ECSE)
The Multnomah Education Service District, Multnomah Early Childhood Program (MECP) is a special education program, which serves families who have children with delays or disabilities, ages birth to 5. MECP provides Early Intervention (EI) and Early Childhood Special Education (ECSE) services to children from birth to school age that have developmental delays or disabilities. The program develops an Individual Family Service Plan for all children and families who are eligible with the goal to address each child’s needs. Screenings, evaluations, and services are provided to families free of charge. The program also works in conjunction with preschools citywide to provide services for developing children (ages 3 — 5) for a minimal fee. The overall goal of MECP is to work together with families. EI/ECSE services are state and federally funded and are provided at no cost to families.

Findings
• SUN Community Schools play an important role in Cully-Concordia for the socialization, health, and education of young children. SUN Community Schools also help foster community connections in an area with fewer resources and public gathering spaces.
• Several parent support services exist in the area, including those provided by CIA and PCDS. The Health Department also provides valuable services which focus on the health and well-being of children and educating first time parents. These resources are extremely important to early childhood development in Cully-Concordia, but efforts are needed to adjoin available services with families in need.
• Culturally specific programs are an important component of Cully-Concordia early childhood services given the ethnic diversity in the area. Programs like Juntos Aprendemos, Portland Niños, Listos para Aprender, and those provided by IRCO provide support for families of different languages and cultural backgrounds.
Chapter 6: Organizations and Support Groups

Local organizations and support groups play an important role in early childhood development and have the ability to mobilize the community into action. This chapter identifies those key organizations which are already active in supporting families with young children in Cully-Concordia. It highlights those organizations which leverage the needs of young children in the area and may be able to facilitate additional programming into the future.

Culturally Specific Organizations

Native American Youth and Family Center

The Native American Youth and Family Center (NAYA) works to enrich the lives of native youth and families through education, community involvement, and culturally specific programming. NAYA provides educational services, cultural arts programming, and direct support to reduce poverty in the Portland's American Indian and Alaska Native community.

NAYA, located in the Cully neighborhood, is a regionally resource to all Native Americans in the metropolitan area. The extent to which it serves the Cully-Concordia community specifically is uncertain.

One of the more significant and relevant programs offered by NAYA is Positive Indian Parenting. Positive Indian Parenting is an eight-week class designed to provide a brief, practical culturally specific training program for Native American parents (as well as non-Native American foster parents of Native American children). The program is conducted at the NAYA center, and is open to native and non-native parents citywide. Currently, approximately 20% of those parents participating in the program live in the Cully-Concordia area.

Hacienda Community Development Corporation

Hacienda Community Development Corporation (Hacienda CDC) develops affordable housing and builds thriving communities in support of working Latino families and others in Oregon by promoting healthy living and economic advancement.

Hacienda has a community of approximately 2,000 residents. Roughly 60% are Latino, 20% Somali/African American, and 20% other races. Residents typically earn between 30 to 60% of the area median income ($21,000 to $42,000 for a family of four in 2009). More than half of its residents are children.

Hacienda also offers a variety of community programs, often located at their housing developments. Portland Niños, offered by Hacienda, is an extremely important resource to Latino families, who may depend on the service in lieu of enrolling their child into preschool. Hacienda CDC is also growing a micro-mercantes program aimed at assisting residents in developing small businesses that increase wealth for their families.

Baltazar Ortiz Community Center

The Baltazar Ortiz Community Center, operated by Multnomah County, provides culturally specific and linguistically appropriate health and social services. La Clinica de Buena Salud (Good Health Clinic) is a full-service health clinic serving the many health needs of the Cully community. Bienestar de la Familia (well-being of the family) provides social and support services for the Latino community. Services include information and referral, case management,
service linkage, service coordination and resource brokering for individuals and families seeking assistance at the Center. Mental health and addiction support services are also available on site. All services are available in Spanish. The Baltazar Ortiz Community Center is a partnership of Multnomah County and Hacienda CDC.

The Latino Network
During its early years, the Latino Network played a brokering role for community organizations, advocating for increased funding for Latino culturally specific programs and services. Over time, the Latino Network has evolved into a community-based organization with programs and services focusing on education equity, parent engagement, building leadership, and advocating for the needs of the Latino community. The organization is located in North Portland, but provides services to Cully-Concordia residents, including Juntos Aprendemos at Harvey Scott and Rigler schools.

The Black Parent Initiative
The Black Parent Initiative (BPI) was established in 2006 to help families achieve financial, spiritual, and educational success. BPI is a transformative, cultural specific family organization and provider of educational, employment training, health promotion, and human services. It is a community-based organization committed to addressing significant and longstanding educational and life changes facing low to moderate income black families in the Portland area.

Parents are supported by BPI in various capacities, the cornerstone and most notable of which is their partnerships with faith-based institutions, higher education, and a host of corporate partners. BPI provides families with parent training and coaching. Through their Community Training and Education Department, BPI provides quarterly sessions and seminars focused on providing heads of households with the needed tools to ensure family and educational success, as well as culturally specific fatherhood support.

Family-friendly Community Spaces
Milagros Boutique
Milagros is a local boutique selling merchandise for infants and their new families. Milagros also contains an adjacent community gathering space for families. The space is used to host new parent support groups, workshops, and classes. In addition, Milagros offers entertainment events including story times, puppet shows, and sing-a-longs. The boutique is centrally located
and accessible via TriMet bus routes #9, #72, and #73. This programming helps fill a void in an area that lacks a community center or other public gathering spaces. The boutique is accessible to families beyond the immediate area due to the availability of transit services.

TaborSpace
In an effort to build community and open up the beautiful, historic building as a resource for the neighborhood, TaborSpace was founded by church members and neighbors of the Mt. Tabor area. After being closed for 40 years, the doors to the original bell tower and entrance into the new coffee house opened in June 2009 and marked the beginning of what is now becoming a thriving grassroots community center. The center provides affordable spaces for private and public events, a large community room and children's play area, weekly music events, art classes, yoga, and workshops. Concessions sold at the coffee house are the product of local businesses. It also houses holistic healing practices, music lessons, and the offices of various community non-profits. While this model lies outside of the study boundaries, it provides a great example for the type of grassroots efforts that could be used to meet existing community needs in Cully-Concordia.

Provider Resource Organization
Provider Resource Organization (PRO) is a statewide non-profit information and support organization of family child care providers in the state of Oregon. Their goal is to encourage child care professionalism by providing and promoting provider training for quality child care, good business practices, and risk reduction by actively cooperating with other public and private organizations to increase resources, opportunities, and stature of family child care in Oregon. A PRO group currently meets in the Cully-Concordia area.

Findings
- Community organizations and support groups play a critical role in leveraging the needs of young children. These groups offer services for families of a variety of different income levels and ethnic backgrounds, and provide existing networks for promoting future programs.
- Cultural support groups, particularly those which focus on the Latino Community, are prevalent and extremely necessary in this area. These organizations provide services that benefit both young children and their families. More services of this type are needed to help empower parents and leverage early childhood programs and services.
- Businesses like Milagros Boutique have potential to satisfy some of the needs of the community that are otherwise not met through neighborhood facilities and services. The boutique currently provides meeting space, community support, and training for parents and young children, all offered free of charge or for a nominal fee. More community spaces of this type are in high demand in this area.
Chapter 7: Community Perspectives

Taking inventory of programs, services, and support groups in the area is important, but it is also necessary to learn how parents understand and utilize these services. This chapter examines those programs, services, and support groups which parents consider most valuable and identifies those which are absent. Major themes for this chapter emerged from a series of community focus groups. How do these responses inform the research conducted for this assessment?

Four focus groups were conducted to better understand the early childhood programs and services in the Cully-Concordia area. Parents with young children were asked to explain their needs and desires for early childhood services. The discussion aimed to identify the services and programs used in preparing children for kindergarten, including but not limited to child care services, support groups, and preschool programs.

Three of the focus groups were hosted at the neighborhood schools (Faubion, Rigler, and Harvey Scott Schools). The fourth focus group was hosted at a Hacienda CDC residential development. Spanish translation was provided at each of the four focus groups, with one focus group being conducted entirely in Spanish. The corresponding surveys and questionnaires were also translated into Spanish.

Overall, 37 parents and grandparents participated in one of the four focus groups. Another five individuals submitted surveys to provide their feedback. The demographic data of the total participant population is listed in the table below.

<table>
<thead>
<tr>
<th>Participant Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race and Ethnicity</td>
</tr>
<tr>
<td>41% White/Caucasian</td>
</tr>
<tr>
<td>38% Latino/Hispanic</td>
</tr>
<tr>
<td>17% Black/African American</td>
</tr>
<tr>
<td>2% Asian or Pacific Islander</td>
</tr>
<tr>
<td>2% Other</td>
</tr>
<tr>
<td>Language</td>
</tr>
<tr>
<td>62% English</td>
</tr>
<tr>
<td>38% Spanish</td>
</tr>
<tr>
<td>Neighborhood Tenure</td>
</tr>
<tr>
<td>8 years (average)</td>
</tr>
<tr>
<td>7 years (median)</td>
</tr>
<tr>
<td>Number of Children per Household</td>
</tr>
<tr>
<td>2.3 (average)</td>
</tr>
<tr>
<td>2.0 (median)</td>
</tr>
</tbody>
</table>

The participant group was fairly representative of the greater population. The greatest challenge in providing an adequate demographic spread was related to gender. Only 12% of the participating population was male.

Parent feedback and perspectives were unique group to group, but several themes were identified throughout. While the results of the focus group are by no means scientific, they do offer good insight into the current situation and neighborhood perspectives. The five major themes identified
throughout the focus group series and mail-in surveys are summarized below. These themes may or may not align with the assessment inventory and findings, but are the personal perspectives of those who participated.

1. **Community Issues for Families with Children**
   - There is a lack of community infrastructure and facilities. This affects the quality of life for local families, parents, and children.
   - Across the board, there is a shortage of local programs, services, and resources to support families with young children, regardless of income. Particularly, parents complained about the lack of options for early childhood education and childcare.
   - There is a lack of communication about resources. Generally, parents are unaware of the resources that are available to them and have little idea of where to reference provider information.

2. **Early Childhood Development Needs**
   - Children 0 to 5 need places to socialize, interact, and meet other children. Families feel isolated by the lack of public gathering spaces and resource centers.
   - More programs are needed to educate children on the basics (vowels, numbers, etc.) This need is even more crucial to parents who have been unable to enroll their children in preschool programming due to capacity, income, or transportation issues.
   - Young children need safe places to play and exercise. The area needs more parks, a community center, sidewalks, and safe streets. Children who do not get exercise face learning disabilities and may have difficulty concentrating in school.

3. **Programs and Services Utilized**
   - About half of children 0 to 5 are enrolled in programs that help them prepare for kindergarten. Most parents who utilize these services felt fairly confident that their child was adequately prepared.
   - Latino families benefit from Juntos Aprendemos and Portland Niños and have expressed interest in additional programs which would offer similar activities and educational experiences. These programs often stand in for preschool education.
   - Many parents do not qualify for public preschool programs and are forced to look outside of the neighborhood for licensed child care and preschools or keep their children home.

4. **Parental Support and Resources**
   - Some parents rely on friends and family members to provide informal child care. Other parents, Latino parents in particular, have a limited support network and depend solely on their spouse or providing the child care themselves.
   - Very few programs were identified in the area. Parents cited examples of desired services that exist in other neighborhoods, including the Montavilla, Dishman, and Peninsula Community Centers.
   - SUN Community Schools were consistently referenced as a useful program. Parents wish more before and after school programs of this type were available.
   - Head Start and Faubion preschool programs were recognized as quality programs, but most parents cited long waiting lists and income qualifications as barriers to enrolling their children.
• Parents need more support including relief nurseries, child care, and opportunities to connect with other parents.

• Families with children generally feel isolated from their neighbors and their neighborhood. Community gathering spaces are needed to allow families a space to interact and share resources.

5. Potential Roles for Community and Government

• Parents of the focus groups would like to see preschool programs instituted in all Portland Public Schools.

• Parents felt that a proper preschool education is essential for preparing children for kindergarten, and that the government should play some role in ensuring an equitable opportunity for all.

• More outreach needs to be conducted to educate parents on the school system and the resources that are available to parents and families.

• More financial assistance is needed for low-income families to enroll children in programs.

• The government should concentrate on providing better public transportation, complete sidewalks, developed parks, and a local community center.

• Parents believe that the government should play a role in encouraging the establishment of more before and after school care programs and activities. SUN Community Schools is a desirable program and could be expanded to meet the needs of more families.

• Family-friendly businesses and other public gathering spaces should be encouraged in the area. Most families complained of having few venues to meet neighbors and allow their children to play.

• Marketing and outreach about existing programs in the community is an issue. Parents said they often are unaware of the resources available to them, the benefits programs provide, and the information that exists.

Findings

• Communication and information about current programs and resources is a huge issue. Opportunities for promoting avenues for effective communication must be explored.

• Young families feel isolated and are interested in creating more opportunities for community interaction and networking.

• Working parents need support from the government and their neighbors. Opportunities for additional child care services and community venues could be pursued.

• Quality child care is lacking for all income levels. Most programs are either at capacity or not affordable for low to middle-income families.
Chapter 8: Planning and Partnerships

Gaps in the needs and desires of young families and children have been identified in the realms of child care, education, and other early childhood services. In order to move forward, the current physical and political landscape must be carefully evaluated. This chapter explores the current physical conditions of the neighborhood, potential partnerships for collaboration, and current planning efforts that align with these goals.

Infrastructure and Facilities

One of the biggest barriers to expanding programming in Cully-Concordia is the availability of physical, programmable space. Public schools are overcrowded, Cully lacks developed parks, and a full-service community center is non-existent. These comments surfaced repeatedly during the parent focus groups. Parents with adequate transportation cited leaving the area to utilize Matt Dishman, Montavilla, and Northeast Community Centers.

Beyond schools and community centers, the area is in need of other public spaces. Parents said families in the area are often isolated and have no place to go to meet other families and share community resources. Coffee shops sometimes compensate for the lack of community space, but parents struggle to find local family-friendly businesses. In addition, there are very few natural open spaces in the area.

Fernhill Park is the only developed park in the Cully and Concordia area. Sacajawea is a second, but undeveloped, park in the Cully neighborhood. Finally, Wellington Park, adjacent to Harvey Scott School, is outside the study area in the Roseway neighborhood, but serves some Cully families. The Cully-Concordia community, the City of Portland, and Portland Parks & Recreation have acknowledged the need for open space, additional parks, and a community center. Despite the scarcity of current funding sources, planning efforts are underway to address these deficiencies.
In addition, most of the area has insufficient transportation infrastructure. Parents are concerned about the lack of sidewalks, crosswalks, and other pedestrian infrastructure which help families travel safely between locations. For families without personal motor-vehicles, they must travel by foot or via public transportation. The area is served by several TriMet bus lines (9, 12, 24, 71, 72, 73, 75), but a poor economy has meant fewer buses and less frequent service. Currently, there is no direct bus service from Cully to downtown Portland, and there is only partial bus service through the Cully main street area.

The area is also home to 13 churches and places of worship, which may provide opportunities for collaboration and sharing of space. The Cully Main Street and Local Street Plans project will address some of the local infrastructure and connectivity issues in the Cully neighborhood, including local street design, funding recommendations, and prioritizing local street improvements, including safer routes to school.

Planning

Cully-Concordia Community Assessment and Action Plan

The 2008 Cully-Concordia Community Assessment (CCCA) explored how 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. It resulted in an “action list” of locally developed priorities and the initiation of partnership to follow through on those priorities. The plan focused on four main topic areas:

1. Growth, school capacity, and neighborhood livability;
2. Amenities and infrastructure;
3. Schools as centers of community;
4. And redevelopment as a way to achieve community goals.

The Cully-Concordia Community Action Plan laid out direction for the Cully-Concordia Community Assessment and set forth four major goals. Goal 1 is to “enhance the capabilities of schools to serve as multi-purpose centers of community life,” and has direct correlations to the mission of this Early Childhood Needs Assessment. The following three actions under Goal 1 are particularly relevant:
1.G. Address child care supply by providing additional child care, preschool 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, preschool program).

1.H. Use programs in place to improve quality of regulated and unregulated child care that reflects the needs of Cully-Concordia’s economically and culturally diverse population.

1.I. Improve affordability of paid child care and education.

The CCCA report and the Action Plan were approved by the City Council in November 2008. The Portland Bureau of Planning and Sustainability has been the lead city agency in working with PPS, community organizations, and community members to implement the action plan.

Cully Main Street and Local Street Plans
This project focuses on land uses and rezoning to implement the Metro 2040 designated Cully Boulevard Main Street. The goal is to increase the supply of commercially zoned properties in the center of Cully to allow for more local-serving businesses to help address identified needs for family-friendly goods and services. This project also includes multi-modal transportation planning for Cully’s local street system including: local street design options, opportunities for enhanced street connectivity, community prioritization of local street improvements, and research and recommendations for funding local street improvements. The existing local street system is inadequate to safely serve the Cully community including a noticeable lack of streets with paving and sidewalks.

The project, which began in April 2011, will take approximately one year to complete. A report with recommendations for zoning and transportation will be presented to the Portland Planning and Sustainability Commission and City Council for action at public hearings in the spring of 2012. The Cully Main Street and Local Street Plans project is partially funded by a grant from the Oregon Transportation and Growth Management Program, a joint program of the Oregon Department of Transportation and the Oregon Department of Land Conservation and Development.

Portland Plan
The Portland Plan is a long-range plan to make Portland a thriving and sustainable city – a city that is prosperous, healthy, and rich in opportunity for all. Through it, Portlanders are helping to define community priorities, guide investments, and set the course for the city and partner agencies for the next 25 years. The planning process has yielded three draft strategies for Portland’s future. Developed with the community, these integrated strategies address Portlanders’ key concerns about jobs, education, health, access, and opportunity. Specific draft actions under education support programming for early childhood education and English language learners, among others.

Governor’s Budget (2011–2013) and Plan for an Early Learning Council
The Governor has proposed the creation of a single transparent 0 to 20 education investment budget – the Oregon Education Investment Fund – which will be administered by a new Oregon Education Investment Board. Under this board, the Council of Early Learning will be created to focus on ensuring that children enter school ready to learn, enter the first grade ready to read, and leave the first grade reading.
Although the state has a range of programs and significant public investment for these children, the goals and efforts have not been sufficiently unified across agencies, nor have the results of these efforts been consistently documented at the child/family level. This budget moves to a model that focuses on outcomes for children and their families, not resources for programs. Unifying efforts, streamlining administrative costs, and committing resources to a sustained strategy of early childhood investment, with measurable results, will be the foundational element in achieving long term educational and economic objectives for Oregon. The Council of Early Learning is created in this budget to bring together those programs focused on primary and secondary education.

Multnomah County Early Childhood Policy Framework
An update of the original 2001 framework was produced by the Early Childhood Council (ECC) and the Multnomah County Commission on Children, Families and Community (CCFC), and adopted in 2007. The plan sets forth guiding principles, goals, desired outcomes, and representative strategies to achieve a full early childhood vision that allows all children to develop to their full potential.

The plan’s guiding principles and goals are extremely germane to the mission of the Cully-Concordia Early Childhood Needs Assessment. Among these relevant goals is that parents and families have the ability and support they need to nurture their children, and that the formal system provides the support that children and families need for success. Three of the five action areas outlined by the plan are particularly relevant: Early Care and Education, Family Support, and Early Childhood System. The three categories lay out the following goals:

1. Early Care and Education: All children should benefit from developmentally appropriate active learning opportunities.
2. Family Support: All parents and families have the ability and support they need to nurture their children.
3. Early Childhood System: The formal system provides the support that all children and families need for success.

In addition, the plan mentions that services should be provided where families and children are located, at times convenient for families, and in the family’s own language. These goals and desired outcomes are analogous to the mission laid out by the Cully-Concordia Early Childhood Action Plan.

Cradle to Career Initiative
Cradle to Career is patterned after the Strive model that was first developed at the University of Cincinnati and that comprised more than 300 organizations committed to improving student achievement in the urban core of Cincinnati and northern Kentucky. Portland is replicating the model. Initial work has been accomplished by a coalition that includes the Leaders Roundtable, the education cabinet of the mayor of Portland, the chair of the Multnomah County Commission, Portland State University, and United Way of the Columbia-Willamette.
The purpose of Portland’s Cradle to Career Framework is to develop community consensus around a set of educational and student support goals and to coordinate community efforts to achieve them. The Cradle to Career Initiative sets forth five goals for student success:

1. Be prepared for school,
2. Be supported inside and outside of school,
3. Succeed Academically,
4. Enroll in postsecondary education or training,
5. Graduate and enter a career.

Land Use Issues

More than three-quarters of the study area is zoned for residential uses, and most of this area allows only single-family housing. The zoning both reflects and reinforces the area’s residential character. The area also includes a large amount of land (332 acres) devoted to industry or employment uses. A scant 3.5% of the study area is available for retail-oriented, commercial development. This is considerably lower than the average for Portland neighborhoods, which comes to about 10%. This lack of commercial zoning is a hindrance to small, family-oriented businesses that might otherwise locate in Cully-Concordia.

Certain portions of the study area have Comprehensive Plan designations which differ from their zoning and suggest a future development pattern. Generally, the Comprehensive Plan suggests that much of the larger lot, single-family zoned properties overtime will change and transform to smaller lot, single-family residential. Commercial development is also expected increase in the area. The Comprehensive Plan shows additional commercial zoning along Northeast 42nd Avenue. In addition, the Cully Main Street and Local Street Plans project will work to allow more retail and commercial activity along the Cully Main Street area. Increasing commercial zoning will provide new opportunities to provide preschool and childcare services.

The Portland Zoning Code lists the specifications for allowing child care services in commercial zones, as well as open space, residential, employment, and industrial zones. In analyzing the need for additional daycare and early child care facilities, the potential for land use based on the City’s zoning code is an important consideration. The Zoning Code (Chapter 33.920.430) defines daycares by the following:

A. Characteristics. Daycare use includes day or evening care of two or more children outside of the children’s homes, for a fee. Daycare uses also include the daytime care of teenagers or adults who need assistance or supervision.

B. Accessory Uses. Accessory uses include offices, play areas, and parking.

C. Examples. Examples include preschools, nursery schools, latch key programs, and adult daycare programs.

D. Exceptions. Daycare use does not include care given by the parents, guardians, or relatives of the children, or by babysitters. Daycare use also does not include care given by a registered or certified family child care provider as specified in ORS 657A.440 if the care is given to 16 or fewer children at any one time including the children of the provider.
Location of future daycare services will be mandated by the site’s respective land use designation. Each land use designation is defined below:

- **Open Space (OS)** allows daycare facilities only as a conditional use.
- **Single-Dwelling Residential (RF, R20, R10, R7, R5, R2.5)** allows daycare facilities only as a conditional use. However, daycare uses are allowed by right if locating within a building which contains or contained a College, Medical Center, School, Religious Institution, or a Community Service use.
- **Multi-Dwelling Residential (R1, R2, R3)** allows daycare facilities only as a conditional use. However, daycare uses are allowed by right if locating within a building which currently contains or did contain a College, Medical Center, School, Religious Institution, or a Community Service use.
  - If the Multi-Dwelling Residential zone is specifically of the Central Residential (RX) designation, daycare facilities and similar uses are allowed outright.
  - If the Multi-Dwelling Residential is specifically of the Institutional Residential (IR) designation then daycare facilities are allowed only as a conditional use. However, daycare facilities are allowed if included in the institution’s approved impact mitigation plan or conditional use master plan.
- **Commercial (CN1, CN2, CO1, CO2, CM, CS, CG, CX)** allows daycare facilities outright.
- Employment zones designated as **General Employment 1 (EG1)**, **General Employment 2 (EG2)**, and **Central Employment (EX)** allow daycare facilities outright.
- Industrial zones designated as **General Industrial 1 (IG1)**, **General Industrial 2 (IG2)**, or **Heavy Industrial (IH)**, daycare facilities are only allowed as a conditional use. A conditional use review is not required for Community Service uses or Daycare uses which are 3,000 square feet or less in floor area.

Apart from zoning, other land use issues also exist. Despite the high proportionality of young children and families, Cully-Concordia has become a popular location for adult uses and alcohol beverage establishments. Parents of the study area have expressed concerns regarding these uses. During one parent focus group, a mother said of her son, “After STOP, the next sign he learned to read was, ‘Hot girls, cold beer.’” Other parents agreed and said that there is a significant lack of family-friendly businesses. Economic development efforts are needed in the area as a way to balance these uses and establish more family-friend venues and businesses.

**Economic Development**

Commercial rezoning in Cully-Concordia will present new opportunities for potential small businesses and local entrepreneurs. Partnerships are needed to promote additional local businesses with an interest in child care, early education, or other early childhood programs and services. To provide viable economic development support, several partners must be involved. Below is a list of potential key partners:

**Portland Development Commission (PDC)**

PDC has an Economic Development team which offers a variety of services and support to new businesses and potential start-ups. The team provides guidance through one-on-one meetings, process information, and resource checklists. PDC plays an important role in connecting businesses to the resources that can help new businesses grow and prosper. The PDC is also working on a Neighborhood Economic Development Strategy and Action Plan.
The goal of the effort is to improve prosperity throughout Portland by growing vibrant, commercial areas, promoting healthy businesses, and stimulating job growth, through partnerships between the community, public entities, community-based organizations, and the private sector. Cully has been identified as one neighborhood in need of programs and technical assistance for new businesses and economic growth. The project aims to assist distressed and underserved commercial areas and will likely have positive impacts on Cully-Concordia area.

**Mercy Corp Northwest**

Mercy Corps Northwest works to assist motivated low-income individuals improve their lives through starting or expanding a small business. They provide funding, matched savings, and other services that help clients increase their economic self-sufficiency through self-employment. Mercy Corp Northwest offers a range of services to small business owners and aspiring entrepreneurs, including microloans, matched savings business grants, business courses, and MicroMentors. Their goal is to design programs which increase the income and net worth of their clients, integrate the community, and promote housing stability.

**Micro-Mercantes (Hacienda CDC)**

Through microenterprise development, Hacienda promotes the self-sufficiency, creativity, and viability of immigrant women, their families and the local community. Hacienda's microenterprise program provides entrepreneurial residents with training and mentoring to become successful small business owners. Entrepreneurs are trained in developing business skills including business management, financial literacy, marketing, securing licenses, and learning compliance with local governments. Hacienda acts as an incubator for these small businesses providing resources, start-up costs, English language help, marketing assistance, and access to IDA accounts and low-interest loans. Business ventures include selling homemade tamales at local farmers markets, “Green” housecleaning services, and organic vegetable production (in the works). The program is interested in expanding business development in the area.

Currently, Hacienda CDC, with the support from Portland State University graduate planning students, is researching a Latino marketplace concept which might be appropriate to locate in the Cully neighborhood.

**Native American Youth and Family Center**

NAYA provides some small enterprise support, including small business classes, individual coaching, a small business program, and resource support for Native Americans in the region. The organization plays an important role with the Native American and Alaskan Native community and provides a venue through which to empower small, minority businesses.

**Child Care Resource and Referral of Multnomah County (CCR&R-MC)**

CCR&R-MC can complement the help of those partners above by providing the client with relevant information related to early childhood services and programs. CCR&R-MC can provide recommendations for the location of services, information on licensing, and other start up help.
Forming these partnerships will be important for helping potential, local providers create start-up businesses in the realm of early childhood development. The creation of these businesses will not only increase wealth in the neighborhood, but also help satisfy neighborhood demands for additional early childhood services and programs.

Potential for Community Partnerships

Faith-based Partnerships

Places of worship serve a significant function in local communities and can play an important role in the Cully-Concordia area. These institutions may have available space to support needed early childhood, family, and recreational programming that could be accomplished through collaboration.

The area contains 13 major religious institutions. Of these churches, only Trinity Lutheran School and Church offers programs and services to children five years and younger through their preschool program (see Chapter 3). The school is interested in initiating before and after school child care for children ages 5 to 12 and is currently considering the licensing process.

The Word of Life Community Church has no current programs or services for children, but recognizes the underutilization of extra space in their building. The church has a vacant basement and is considering the creation of a week-day daycare program in the future. Recently, the Word of Life Community Church has been purchased by the Morning Star Missionary Baptist Church. Any plans for program expansion would need to be explored further with Morning Star.

St. Charles Church does not provide any relevant services outside of Faith Formation classes on Sunday mornings. In previous years, the church has rented space to independent preschool programs. The church does not have staff to manage additional programming, but would consider a similar partnership, possibly renting extra space for the operation of a preschool.

Luther Memorial Church does not currently offer programming to children ages 0 to 5, but has provided weekday child care in the past. This service was discontinued five years ago due to changes in congregation demographics and diminishing demand.
St. Michaels Church has offered preschool programming in the past, but cancelled its program two years ago due to falling enrollment numbers. St. Michaels is potentially interested in reinitiating a program and could be a prospective partner of nearby Concordia University and Faubion School.

Northeast Baptist Church does not offer any of its own programming, but loans some of its space to Juntos Aprendemos, an alternative preschool program for Spanish-speaking families. The program was moved to Northeast Baptist Church from Harvey Scott School when the school no longer had the space to support the program.

Concordia University
As neighbors, Concordia University and Faubion School have a deep partnership with many rewards. Faubion's staff and students are regular visitors at Concordia's new George R. White Library and Learning Center, using computers and borrowing books. Concordia University students support several areas of young student learning at Faubion School. They fill gaps identified by the principal and teachers that enrich core academics. Each year, more than 200 Concordia University students serve Faubion and, in turn, gain hands-on teaching experience, develop lesson plans, gain rich cultural experiences in an urban classroom, and contribute valuable tutoring services.

Concordia University and Faubion School have collaborated to deliver art curriculum to preschool through 3rd grade students, facilitate health, hygiene, and sex education, and provide academic support services. In the future, Concordia University will be a key partner of Faubion School and hopes to collaborate in the establishment of an early childhood development center at Faubion if the May 2011 bond levy passes.

Concordia University collaborates with a variety of community organizations, as well. The university works extensively with the Black Parent Initiative, whose offices are located on the Concordia University campus. University staff is involved in the organization's administration, financing, accounting, and general operations.

Hacienda CDC
Hacienda is a key partner and is extremely active in the area. Their services help advocate for the needs and services of under represented minority groups, particularly those of the Latino community. The organization has aspirations of expanding upon Hacienda’s already existing programs. In particular, Hacienda would like to establish additional funding to support and expand upon the Portland Niños program, specifically to offer parent/child interaction groups.
The Micro-Mercantes program can also play an important role in expanding child care services, as well, and help support start-ups for child care and preschool businesses in the area. Finally, as Hacienda plans to redevelop the Villa de Clara Vista, they will explore the development of either home-based or center-based child care and preschool facilities. Collaborating with Hacienda CDC will be an important way to leverage the needs of young children in the area and achieve some of these shared goals.

**Portland Parks & Recreation**

Portland Parks & Recreation has recognized the need for additional open space, recreation facilities and activities, and natural areas in Cully-Concordia. Future goals for the area also include the construction of Thomas Cully Park and the addition of a community center. Funding for these projects has not been secured. Discussions between Portland Public Schools and Portland Parks & Recreation may bring about more partnerships regarding school ball field maintenance and programmed activities to better serve the local community. Portland Parks & Recreation will be an important partner in the future for achieving these and other area goals.

**Portland Public Schools**

For the 2010–11 school year, 101 children from Faubion, Rigler and Scott were enrolled in a PPS Head Start or PK program. Yet there are many children who will start kindergarten without having a quality pre-kindergarten experience. The Cully-Concordia Early Childhood Needs Assessment is an important report that will help Portland Public Schools identify gaps in early education services and more deeply understand the needs of this diverse community. PPS looks forward to exploring new partnership opportunities in the Cully-Concordia area to expand these services.

**Findings**

- Public facilities, services, and adequate transportation are all lacking in the area. Poor connectivity and insufficient pedestrian infrastructure hinders the mobility of families without private motor vehicles.
- Cully-Concordia is the focus of several current planning efforts, including Cully Main Street and Local Street Plans, and the PDC's Neighborhood Economic Development Action Plan. These wide-ranging planning efforts can be used to leverage the needs of early childhood development.
- Programs and plans are underway to specifically address gaps in early childhood programming state, county, and citywide. The Governor's Budget and the Portland Plan both highlight the importance of early childhood education.
- Commercial zoning in the neighborhood is limited and hinders the establishment of family-friendly businesses, child care centers, preschool programs, and other services. Increased commercial zoning and support in economic development are necessary to eliminate some of these barriers and assist small, early childhood start-up businesses.
- Partnerships between faith-based centers, community organizations, cultural establishments, Portland Public Schools, and other government agencies are crucial for positive changes in the supply of early childhood programs and services. These organizations can collaborate to share physical space, pool resources, maximize capacity, and identify opportunities for improvement.
Chapter 9: Next Steps and Recommendations

The following is a list of key recommendations that was created by the Cully-Concordia Early Childhood Development Working Group with feedback from several organizations, businesses, government agencies, community leaders, and neighborhood parents.

These recommendations are of highest priority, warrant the most support, and are considered most feasible to implement.

- Multnomah County’s Early Childhood Council forms an ad-hoc committee with leadership from the Multnomah County Early Childhood Council to help implement the following report recommendations:
  - Expand availability, eligibility, capacity and affordability of preschool and child care programs
  - Identify and create indicators to evaluate future progress
- City of Portland completes a Cully Main Street project to provide a framework for the establishment of family-friendly businesses and early childhood facilities, and incorporate economic development assistance in bringing about these businesses.
- Potential ideas for future actions by other partners:
  - Create a “Caring Community” coordinator to work with service providers and connect families with information and referrals on early childhood resources and services, assist providers in collaborating with one another, and facilitate effective outreach to the public
  - Further research the need and establish a Relief Nursery in the Cully neighborhood if necessary
  - Encourage and organize community members to create a “Swap ‘n Play” facility for families with young children

A Relief Nursery provides intervention/prevention programs and services for families with children six weeks to five years old at serious risk of abusing or neglecting their children or of permanently losing custody of their children.

A Swap ‘n Play is a grassroots led initiative to create a family-friendly community center in neighborhoods lacking public gathering spaces, children play space, and opportunities for parent networking and resource sharing.
Below continues a list of specific recommendations and ideas generated that tie into the recommendations above or can be implemented separately in the future.

**Early Childhood Education and Child Care**

1. Create a transitioning and shadowing program for children preparing for kindergarten to give families exposure and understanding of the school system. The program could be similar to the Portland Public Schools Early Kindergarten Transition Program.

2. Increase availability and capacity of after school programming by pooling existing resources, establishing joint programming, and better employing underutilized spaces. Example methods could include expanding SUN Community School activities, working with churches to utilize vacant spaces, or collaborating with Portland Parks & Recreation.

3. Pursue and support the formation of an Early Childhood Center at Faubion School in collaboration with Concordia University which would provide university integrated early childhood programs and services, including a Health and Wellness Center.

4. Promote Parent Child Development Services (PCDS) programs for families that don’t qualify for Head Start.

5. Establish additional after school academic programming and homework help.

6. Hacienda CDC is considering the reconstruction of parts of Villa de Clara Vista, which could potentially include the establishment of a child care development center.

7. Improve PPS strategies for information sharing regarding kindergarten and preschool programming.

**Provider Services and Other Programming**

8. Initiate programs that fill the gaps for summer programs and activities.

9. Expand Portland Niños when more funding is located, particularly to coordinate more parent/child interaction groups.

**Family Support and Resources**

10. Provide support, trainings, and subsidies for Family, Friends, and Neighbor care to enhance kindergarten readiness. Potential partners for this goal could include Child Care Resource and Referral of Multnomah County, PPS, and SUN Community Schools, with leadership from the Cradle to Career Initiative.

11. Place more case managers at schools to build relationships and establish rapport with families and direct them to appropriate resources.

12. Institute positive cultural competency programs through organizations like IRCO that empower immigrant families and educate parents about various cultural issues.

13. Create parent leadership classes and parent education classes at churches and schools.
Community Improvements

14. Coordinate with Portland Parks & Recreation to extend programming and park services that meet community needs through the joint use of facilities and utilizing existing spaces to promote active, healthy lifestyles.

15. Expand Child Care Improvement Project in Cully-Concordia, with at least one network in Spanish, to improve the quality of child care and school readiness, increase program capacity, and promote the economic development of the area. Possible partners could include PDC and their Economic Opportunity Initiative, the Portland Children's Levy, and Hacienda CDC.

16. Expand Hacienda's Micro-mercantes program to support family-friendly, small businesses and empower local start-ups. New businesses could include child care facilities or coffee shops that mimic local examples such as Urban Grind, Posies, TaborSpace, and Milagros.

17. Construct an indoor park or play space.

18. Develop additional park and outdoor recreational space for young children.

19. Establish a community center at Rigler on available land.
Appendix B: Cully Child Care Providers

Child Care Providers
Cully Neighborhood

Child Care Providers
Registration Status, Care Type
Certified, Certified FCC
Certified, Child Care Center
Certified, School Age Program
Exempt, Family Child Care
Exempt, Preschool Program
Registered, Family Child Care

June 2011
Appendix C: Focus Group Summary Results

1. How long have you lived in the Cully-Concordia area?
   - Average: 8.1 years
   - Median: 7.0 years

2. What is the nearest major intersection to your house?
   - NE 33rd and Killingsworth — 3
   - NE 33rd — 3
   - 33rd and Ainsworth — 2
   - Killingsworth — 1
   - 33rd and Lombard — 1
   - 27th and Lombard — 1
   - 25th and Dekum — 1
   - MLK — 1
   - Marine Drive — 1
   - Killingsworth and Cully — 10
   - Killingsworth and 73rd — 1
   - 10th and Killingsworth — 1
   - Killingsworth and Cully — 10
   - Killingsworth and 73rd — 1
   - 10th and Killingsworth — 1
   - 42nd and Killingsworth
   - NE Marine Drive and 13th
   - NE Ainsworth and NE 33rd Ave.
   - 74th and Prescott
   - NE 33rd and Ainsworth
   - Cully
   - 42nd and Ainsworth
   - Killingsworth Cully and 56 Ave.
   - Killingsworth
   - No response — 2
   - 82nd and Prescott
   - NE 57th and Fremont
   - NE Killingsworth and 60th

3. How many children under 18 are in your household?
   - Average Number of Children per Household: 2.3
   - Median Number of Children per Household: 2.0
   - Average Age of Children: 5.5 years
   - Median Age of Children: 5.0 years

4. What is the primary language that you speak at home?
   - English — 26
   - Spanish — 16

5. What is your occupation?
   - Education and research — 6
   - Stay at home parent — 18
   - Self-employed — 2
   - Retired — 2
   - Office assistant — 2
   - Business owner — 2
   - Project manager
   - Human resources
   - Daycare provider — 1
   - Longshoreman
   - Farm worker
   - Construction worker
   - Unemployed
   - Student
   - Graphic designer

6. What method of transportation do you use most frequently to bring your child(ren) to childcare, school, or other programs?
   - Personal motor vehicle — 21
   - By foot — 14
   - Public transportation — 12
   - Carpool — 3
   - School Bus — 2
   - Bicycle — 1

7. What is your gender?
   - Female — 37
   - Male — 5

8. What is your racial or ethnic group?
   - Latino/Hispanic — 16
   - White/Caucasian — 14
   - Black/African American — 7
   - Asian or Pacific Islander — 1
   - Other — 1
   - Native American — 0

9. What is your educational level?
   - Less than high school graduate (1–11) — 16
10. Do you rent or own your home?
   - I own my home. — 20
   - I rent my home. — 19
   - I live with friends and family. — 4

11. What is your marital status?
   - Married — 25
   - Single — 5
   - Separated — 1
   - Divorced — 1

12. What was your total household income before taxes in 2009?
   - Less than $15,000 — 6
   - $15,000–$30,000 — 8
   - $30,000–$50,000 — 4
   - $50,000–$75,000 — 7
   - $75,000–$100,000 — 2
   - $100,000+ — 3

13. What is your age?
   - 25–34 — 12
   - 35–44 — 17
   - 45–54 — 4
   - 55–64 — 1

14. What could Cully-Concordia community leaders do to make this area a better place for children and families? Make a list and put a star by the most important.
   - Create platform for more parent feedback and involvement
   - Parent break nights (childcare for adults to take a break)
   - Increase/maintain all-day preschool and kindergarten
   - Social health clinic partnership
   - Continue to improve sidewalks and streets to improve ease of walking for stroller/wheelchair access;
   - More neighborhood events, concerts, move nights, family events and other fun things to do that all types of families and age groups can participate in
   - More communication between school and community regarding what is going on at the schools that could be of interest to families, even if they don’t have kids in those schools (i.e. garden work parties, fundraisers, kindergarten round-up, preschool)
   - Programs for school readiness
   - Easy access to information of services available
   - Income qualification for services should be determined by net income and not gross income
   - More support for single parents
   - Coordination with Concordia students to provide daycare
   - Hire students for after school care (parent pick-ups)
   - Tutors and homework help programs
   - More play areas and upgrade existing play areas
   - Add bike trails
   - Make area more pedestrian friendly
   - Better street lighting
   - More public art and community projects
   - Encourage family-friendly businesses
   - Affordable childcare/co-ops for families with kids
   - Encourage bike friendly neighborhoods
   - Upgrade Faubion School
   - A public pool
   - A library in Cully
   - Enhance public transportation and make it more affordable
   - Additional parks and open space
   - Increased neighborhood security
   - Programs that are offered 3+ times a week
   - Another Head Start school or adjust for more capacity
   - Transportation for children
   - Local, affordable, and accessible infant and child care
   - Bring more child care businesses to Cully
   - Expand public preschool program
   - Free after school programs for all children
   - Community activities year-round
   - Programs for family assistance
   - Improve walkability (sidewalks)
   - Programs for school readiness
   - Easy access to information of services available
   - Income qualification for services should be determined by net income and not gross income
   - More support for single parents
   - Coordination with Concordia students to provide daycare
   - Hire students for after school care (parent pick-ups)
   - Tutors and homework help programs
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   - Upgrade Faubion School
   - A public pool
   - A library in Cully
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   - Increased neighborhood security
   - Programs that are offered 3+ times a week
   - Another Head Start school or adjust for more capacity
   - Transportation for children
   - Local, affordable, and accessible infant and child care
   - Bring more child care businesses to Cully
   - Expand public preschool program
   - Free after school programs for all children
   - Community activities year-round
   - Programs for family assistance
   - Improve walkability (sidewalks)
• More early childhood education options
• More high quality, affordable camps that utilize natural areas such as Whitaker Ponds
• Support neighborhood business development (along 42nd)
• Improve Killingsworth so that it feels safe to walk while still keeping traffic flow smooth
• Better street connectivity
• Summer programs for appropriate age levels
• Send out a monthly newsletter to individuals homes to let the residents know what is going on
• More language programs for English and Spanish
• Increase school capacity and add classrooms. There aren’t enough classrooms for all the kids and some teachers have to hold class in the hallways.
• Build community schools
• More bus stops
• Driver education programs regarding bicycle and pedestrian traffic
• More information about different programs that there are in the community
• Create inviting community gathering spaces to provide a place to build community relations and support networks
• More recreational areas
• Programs that are open to all socio-economic groups, not just limited by family needs
• More childcare options
• Safer routes to school
• Walking signals for pedestrians to cross major streets
• Better access to fresh foods and grocery stores
• More bus lines
• Longer school days

15. Thinking about young children — ages 0 to 5 — in the Cully-Concordia neighborhood, what do they need to thrive and be prepared to start kindergarten?
• Good health and nutritional support
• Parent relief
• Free counseling for parents
• Affordable day-care support
• Early child education support
• Cultural affirmation
• Good daycare and preschools in this area that are affordable for the working parent
• Socialization and interaction with other children in their age group prior to kindergarten. This will help them not feel overwhelmed in Kindergarten.

• As much experience with books and libraries as possible
• A print rich environment with as much exposure to books, texts, and print as possible
• Experience using crayons, pencils, markers, and scissors to help with fine motor skill development.
• Physical and emotional health
• Stimulating activities
• Consistency
• Exposure to new things
• Healthy parents
• Opportunities for cooperative play
• Events, play groups, park play time, etc.
• A sense of community pride
• Experience in a classroom setting where they are expected to sit, listen, and respect others
• Tolerance of different opinions and cultures
• Time to play and run and have fun with peers (supervised by adult)
• Parents who are involved in kids education
• Support for low income/single parents so that parents can interact with their kids and help them prepare for school
• A community center with programs that include preschool learning
• More Head Start programs available for families
• Preschool program information available at school
• Excellent day care providers
• To watch less TV.
• Help learning basics: colors, ABCs, phrases, etc.
• Early interaction with the school
• Access to early childhood development programs;
• Classes: art, music, performing arts
• Access to covered play areas and open space
• Family-centered activities
• Offer programs and services at all times of day so they are accessible for working parents (don’t hold classes mid-day).
• More family networking opportunities (gathering spaces, etc)
• Collaboration with the university especially in the area of math and science
• Bilingual classes for ages 2 to 5
• Science classes for ages 2 to 5
• Strong social and interpersonal skills (sharing, taking turns, verbal skills)
• Early literacy and language
• Early math skills
Secure homes and neighborhoods
Parents and adults with an interest in their development
More options for preschool and other schools
Social and community gathering spaces and coffee shops
More programs like Hacienda
Workshops to familiarize parents with the school system
Age appropriate programs
Story telling and singing
High quality pre-school that is affordable
More incentives to attend neighborhood school
Plenty of sleep
Time with parents or significant adults
Arts and crafts
Exercise
To learn basic right and wrong
PPS should offer preschool to all children regardless of income
The choice of full of half day preschool programs
Connection to nature
Play-based education opportunities
A connection to community
Access to healthy food and gardens
Familiarity with schools they will attend in kindergarten
Field trips
Confidence in themselves so that they can achieve their goals
Support for parents through relief nurseries and childcare
Community relationships with peers to help families feel grounded
Families lack knowledge about available resources
Active community helpers to model positive citizenship
Business that are willing to take kids or groups of kids in for field trips
Safe places for families to get aid
Love
Access to books
Conversation-time: being listened to not talked at
Nutritional food,
Exposure to a variety of settings/activities
Language skills
Access to early education
Providing transition for kids to get ready to go to school and be without parents
To experience independence
Programs needed where neighborhood kids can meet. This would create a bond between kids early and encourage families to send kids to their local schools.
Nutritional support and education for families. There is a direct correlation between nutrition and learning. Poor nutrition can lead to learning disabilities. Parents need to be educated about proper nutrition.
Better access to health care
Exposure to alternative activities
Local farmers markets and fresh food.
Local parks need newer equipment. Some playground equipment is dangerous or awkward.
Events in the neighborhood aren’t well publicized
Concordia University is a real positive asset in the neighborhood
Parents want a story time for children
Library books should reflect cultural diversity
Exposure and education about black history
All children should know more about their heritage, no matter their culture.
Most preschools and kindergartens are full.
Parent sometimes uses Hacienda to stand in for traditional programming
They need help overcoming their fear of going to school
Parents need relief from children and a safe, high-quality drop-in center
Affordability is an issue for parents that don’t qualify for Head Start
PPS needs to include preschool in schools
Partnerships to go to for support through early childhood
Safe places for families to find aid, resources, medical help, information, and advice
No sidewalks or places to play around participant homes
Moms Club is a good program. Club brings families out to other parks around the city. Group helps educate parents on other programs/groups/classes.
Kids need love!
Kids don’t get enough sleep because of TV and computer access. It makes kids cranky, hyper, not focused, and can lead to obesity.
Kids also don’t get enough sleep because of older siblings or parents with long hours. Parent work schedules conflict with kids’ bed times.
Parental time from both parents is necessary.
Role models in parents and community members are important.
▪ Businesses need to let children in so kids can learn how businesses operate (i.e. USPS).
▪ Strip clubs in neighborhood are a problem. Some kids are too young to notice yet.
▪ Strip clubs draw a specific “crowd” to neighborhood
▪ Strip clubs draw prostitution to neighborhood
▪ Increased law enforcement in area due to strip clubs and prostitution.
▪ Parents don’t want kids to think that it is normal when they see people get arrested. Parents are afraid it will affect their world perception. Kids are impressionable
▪ “The second sign that my son learned to read after ‘STOP’ was ‘Cold beer, hot girls.’”

16. Are your children who are under the age of 5 enrolled in any programs or classes? If yes, what are they and where are they located?
▪ Our Place Preschool located around 39th and Killingsworth
▪ Faubion preschool
▪ Music Together at Trinity Lutheran Church
▪ Dance class at Laurelhurst Studio
▪ Swim class at The R.A.C. — SW Portland
▪ Swim class (Seasonal) at Grant Park
▪ Dance classes offered through Portland Parks and Recreation
▪ Dance class at Laurelhurst Park
▪ Swim lessons at Grant HS in summer
▪ Swim at River Place Athletic Club
▪ Kindergarten at Faubion
▪ Martial arts class at the Playground Gym in NE Portland
▪ Community centers in other neighborhoods; They’re free
▪ Albina Head Start
▪ Pre-school at Peninsula Park
▪ Ballet and tap at Laurelhurst Studio
▪ Cooking school at Kids Cooking Corner in Vancouver, WA
▪ Church school in Lloyd Center
▪ Portland Niños
▪ Juntos Aprendemos (IRCO)
▪ Listo para Aprender (Prescott)
▪ Pre-school at Growing Seeds (NE Rose Parks and MLK)
▪ Swimming classes at Columbia Pool (N. Chautauqua).
▪ Local church classes to learn about God, play with other children, do crafts, sing, and have organized play time
▪ Shining Star Waldorf preschool on 7th and Prescott
▪ Open Minds Preschool
▪ Occasional trips to Gregory Heights Library story time
▪ East Portland Community Center.
▪ Preschool at Trillium Preschool
▪ Sacajawea Head Start
▪ Immersion program at Rigler School
▪ The Junior League of Portland
▪ Little Bugs Pre-school (2548 NE 57th Ave)

17. What comes to mind when you hear the word “childcare?”
▪ Responsible caregiver who keeps a child safe, fed, and nurtured
▪ Loving and welcoming atmosphere
▪ A safe environment where children are supervised by adults, learning. Socializing, and having fun
▪ In home care
▪ Daycare facility
▪ Younger learning environment
▪ Extension of home learning
▪ An environment that is between a babysitter/nanny (no structure) and preschool (structure)
▪ Multi-ages, including babies and toddlers
▪ Lots of free play time and activities
▪ Expectation to have certified professionals
▪ Babysitter is for just a few hours, daycare is for more than 4 hours
▪ Scary thoughts of bad daycare things as seen on the news
▪ Very expensive
▪ “I wish I had some.”
▪ Hopefully someone who spends time with your child teaching them the basics so that they are ready for kindergarten or preschool/Head Start.
▪ Television
▪ Responsible and dependable people taking care of children
▪ An environment that is nurturing, friendly, and educational
▪ Working parents
▪ Low quality
▪ Nerve-racking to leave kids with others
▪ Lack of affordable, convenient, and trustworthy childcare
▪ The choices especially in this area are inadequate.
▪ A break for mom; childcare is respite
A nurturing environment for my child to grow developmentally, psychologically and emotionally
A place for my child to learn structure
Learning how to share, play, and experience diverse children and families
A place where one can confidently and safely leave their kids
I expect them to teach children things that will benefit them and help them learn
I expect them to be safe and treated well
Leaving the kids in a place where they take care of them and educate them
A program that offers care while parents work
Age-appropriate experiences that helps children grow, learn, and develop
A facility or childcare provider that watches children for working parents
Time away, break from children, peace of mind
It’s really important that parents can relax
Childcare is really important for me if there are meetings at school so I can really listen and understand what’s going on. If there isn’t childcare, it’s better that I stay home because I can’t hear anything.
A place where children build relationships
All day
Outdoor play and field trips, friendships
Kids have less time with parents
Some providers are not being actively engaged with children
Parents expect that daycare providers are interactive with children. They’d like them to read with them, paint, and play.
It’s not worth it for parents to pay for childcare.
Some parents wouldn’t make enough in a single day to pay for that day’s childcare.
Anyone who cares for children should be licensed.
Some of the participants and their spouses have jobs with irregular and unpredictable schedules. This makes it difficult for parents to plan for child care accordingly, or even have a chance to look for it.
It’s a sacrifice to give up being with your kid.
Early socialization
Kids get used to seeing what grown ups do, but not familiar with what kids her own age do. Childcare helps socialize kids.
One participant doesn’t have anyone else to watch his kids but he and his wife.
Childcare is a benefit for parents as a break

Parents need to talk to adults, not just 2-year olds. They need it for their own mental health.
Participant has kid with hearing impairment and was able to send her child to Sacajawea because of it. First year child went for half days, second year for full days.
Image: Small house with TV, lots of kids sitting around a TV
Daycare facilitator says parents want to know where the TV is. She doesn’t have one.
Participant looks for good affordable daycare south of Cully-Concordia. Knows of one that is $2.25 an hour in SE Portland, but only takes her child if there is room that day — spontaneous.
Some gyms have daycares that are helpful.
Now some gyms are closing their childcare facilities, too.
24-Hour Fitness had childcare, but few gyms do anymore
No good affordable day care in neighborhood
Multnomah County Resource and Referral allows you to look up day care providers online by zip code, but it doesn’t tell you anything about quality of the child care.

18. Other than you or your spouse, who takes care of your children?
Grandma
Grandpa
Teachers
Babysitter
Neighbors
Nanny
Friends
Siblings
Fellow moms
Only myself
Aunts/Uncles
Cousins
Mother-in-law
Portland Niños
Juntos Aprendemos
Concordia student and babysitter
SUN Schools
Therapist
Child care
No one
Babysitters from Craigslist. This is hard because there is a high turn over with babysitters.
19. What message do you have for city and community leaders to make the Cully-Concordia neighborhood a better place for young children and parents?

- To have safe environments for children and adults
- To bridge community involvement and make the Cully-Concordia neighborhood a desirable place to live
- More safe play areas
- Community center
- More activities
- Community newsletter
- More family services
- Improve communication about resources and programs
- Places that children and families can come together, connect, learn, have fun, and build community
- Better pedestrian facilities
- More parks and green space
- More early childhood programs
- More communication about what is happening at Concordia University and the schools
- Parents need more help
- Parents need somewhere to go when they need support and encouragement
- Available resources for professional support
- A place to build networks and build community
- We need to celebrate our diversity.
- More preschool needed at neighborhood schools
- Look for ways to support families with classes and programs that all families can access
- A neighborhood library
- Exercise center that have no income restrictions
- Encourage a sense of community and place
- We have to leave the neighborhood to get services.
- Make our neighborhood safer for pedestrians and bikes
- Increase access to parks and programs for young children
- More information about what’s available for younger kids
- That they continue to support more programs for young children to help their development
- There needs to be more communication about what is provided in neighborhood
- Safe environment for children and families
- We need to build a network of families.
- I really like living in Concordia and generally find it a nice place to raise my son.
- Rigler should become a hub for other programs and services
- Neighborhood infrastructure is poor and creates isolation.
- Safety is an issue in Cully-Concordia. Drugs deals are happening on street corners.

20. What are some of the most important issues in the Cully-Concordia neighborhood regarding children and families?

- There's nothing for young children to do in the area. Closest community center is down in MLK or farther.
- Need for community center
- Safety and security
- Increase sidewalk improvements to get people with strollers out more
- Increased neighborhood interaction
- Crosswalks needed
- Crossing streets are dangerous. “I feel like a squirrel.”
- Intersection at 33rd and Killingsworth is dangerous — corners aren't safe
- Lots of curb cut-outs takes space away from sidewalk
- Accidents caused by people trying to run the light
- Son wants to walk home from school, but it's not safe enough
- Some stores have a glass case with pipes. It's not good for kids to see that.
- More neighborhood family-friendly businesses. Kennedy School is only major one.
- OMSI and Sip and Play in Vancouver are two good examples of family-friendly businesses.
- Need for indoor playground structures
- Playground Gym by Convention Center is a good program, but it's far away.
- Parks are lacking in the neighborhood. Without parks, children are forced to be cooped up inside all day because playing on the streets is too dangerous.
- There is need for new, safe playground equipment.
- Having a pool would be ideal.
- It is important for kids to get exercise so they are calm and focused.
- Parents also need places to exercise. A gym in the neighborhood is strongly desired.
- Parents have trouble helping kids with any homework they get in kindergarten. They say that they aren't prepared to help their kids with the homework.
- More tutoring sessions would be helpful for children to help them do their homework.
- ESL classes are lacking in the area. More are needed.
The problem with existing ESL classes is that they don't provide childcare. If there is no childcare, the parents can't attend.

Gathering spaces for children and families is hard to come by.

There needs to be a library in the Cully neighborhood

Sidewalks are a big problem in the area. It's impossible to walk safely with a stroller or with kids.

Very few quality child care programs and after school programs

Isolation from neighborhood families

Need for parents night out so people can get to know each other and meet their neighbors

Need for community support and networks

Programs that are broadly appealing and inclusive of all

Not enough bridging between economic groups so that folks can gather together beyond with their socio-economic groups

Subsidizing programs is good but it can create isolated populations and social boundaries

Increased security and vigilance on the streets, especially during the weekends

Some subsidized programs are not advertised

We need more programs for all socio-economic groups

Need to update existing parks

Lack of community space and park facilities

Lack of streets with bicycle and pedestrian connections to places like Whitaker Ponds

Traffic is bad, makes it hard to cross streets

Participant runs across street with kids, afraid to cross the street with kids without her husband's help

People are forced to walk on streets. Parent is afraid kids will learn bad habits and think that it is okay to walk in the street.

Desirable park characteristics include having shade, playground equipment for all ages, bathrooms on site open year round, and water features.

Kids for recreation play basketball in streets and play in their own yards

Belmont and Alameda are other good areas for parks

Other desirable parks: Normandale, Glenhaven, Wilshire, Sacajawea, Laurelhurst, Mt. Tabor

Little public transportation in area

Childcare for working families is difficult for families on a budget with more than one kid. Is it worth the money and stress to work at all?

DHS is slowly out-phasing childcare support. In the past they've helped families in need-based situations.

21. Are you able to find the programs and services you need for your children in the Cully-Concordia neighborhood? If yes; Where/what are they? If no: Are you able to find them in other neighborhoods?

- There are no programs or services in neighborhood
- Parents go to places like Laurelhurst for dance, Vancouver for cooking
- East Portland Community Center is a good place to swim
- SUN programs after school are awesome
- Northwest Dance Project is a great dance studio for reasonable prices on a drop in basis
- More activities needed at local school
- Milagros has story time and puppet shows
- Ethos has classes
- Peninsula Park just added a huge performing arts program. Classes are at different times of day to accommodate busy family schedules.
- There needs to be more programs in the afternoon or on weekends for working parents.
- One idea is to bring daycares to the dance class, or bring dance class instructions to day care
- Keep and increase all day preschool
- Our Place Preschool at Killingsworth and 39th is a really good, affordable program.
- Preschool at Faubion is excellent
- Preschool at Faubion allows the needs of preschoolers to integrate with the needs of kindergartens
- Having preschool in the same building allows children to be familiar with school and people
- More grassroots approach for getting parents involved, to know about services, let people know how to get support
- Some parents go to Vancouver for preschool
- Participant’s son was traumatized when coming to Faubion for kindergarten because he hadn't integrated with the other students
- Faubion School and Concordia News can help get the word out about programs and services
- Working parents don’t have the time to do all the research that is required to know that all these programs exist.
- Some people go outside of Cully-Concordia to bring their children to daycare, preschool, or other services but if you don’t have a car its impossible to get the services you need for your children
- Many parents don’t have cars and so they just keep their kids at home and educate them at home.
• North Portland library, Peninsula Park Community Center, and East Portland Community Center are all good places to bring kids, but they aren't in the neighborhood.
• Library at Gregory Heights is a popular site for families.
• Working parents have a hard time bringing their children out of the neighborhood to access resources and programs.
• Sacajawea is at capacity and limited by income.
• The area needs more preschool programs.
• There are few professional services for special needs children (occupational therapy) in the area.
• Children's gym on Sandy and 18th is a good place to take kids.
• Boys and Girls club on MLK is a good resource.
• Concordia University has programs advertised for community.
• Wellington Park, park by Scott School, and Whitaker Ponds are not very accessible.
• People don’t follow pet rules at park and it is not comfortable for kids.
• Montavilla has a preschool, but it is being closed. This is becoming more common.
• SUN program is very helpful.
• There are no after school programs for kids under 5 in Cully-Concordia.

22. What role does the community or government have in preparing young children for kindergarten?
• Government doesn't play much of a role in preparing kids of kindergarten.
• The government should make sure that there is enough preschool programming for children so that all kids can go.
• The government should help ensure that there are more places like Hacienda that are even bigger and have more resources.
• Preschool is important to educate kids and get them used to going to school.
• Government and PPS are not helping parents early on. It's up to parents.
• They could offer programs and send flyers to come meet principal and tour school to help children to get read.
• Help parents get involved.
• Government should support families and bring people together.
• It's easy to play the blame game.

• We need to learn to fix education system in a solution-focused way.
• Government and school district should help parents who don't know how to enroll their children in school.
• Single dad or moms need assistance to get through.
• Host a pre-enrollment education day to help orient parents.
• Parents don’t know how things work. There is little transparency regarding how to get involved.
• Give parents financial assistance to get kids into programs.
• Training for daycare providers.
• Ensure safety and security at daycare, as well as healthy foods.
• Provide a network for daycare.
• Parents who have children with special needs spend a lot of money on specialized care and may not have enough money to afford childcare. They need help.
• Public transportation, sidewalks, and parks are needed.
• Community members and parents are also responsible to work hard to get the things that they need for their kids.
• How do you get neighborhoods involved? Neighborhood associations are one way.
• Living on block with no other kids makes parents feel isolated.
• In general, neighbors look out for each other in neighborhood.
• Renter neighbors don’t care as much and aren't involved. There is not the same bond with renter neighbors.
• Coffee shops are the only places for kids to hang out. Some coffee shops don't even let kids in.
• Government has a role in assuring quality of daycare, but not where it's located.
• Quality daycare means good education.
• Concordia University childcare education is expensive and not everyone can afford that level of training, but there is a need for it.
• Government has a role in licensing and safety standards.

23. Do you regularly take your child out of the Cully-Concordia neighborhood? If so, why? How do you get there?
• Babysitters are not affordable.
• Would like to know a network of local, affordable babysitters that exist in the neighborhood (other than preschool).
Parents don’t know where to look for information and options for babysitting.

One parent says that they don’t know who to leave children with and so never use childcare.

Participant says that they provide daycare to people in their complex. Charges $2/hour. She was a former Albina Head Start teacher. How can she get her name out without money to advertise?

Parents need a break to be the best parents that they can be.

Having way for families to know resources/network with others

Link up with Concordia University students for child care

Many parents stay at home to take care of their children.

24. What support resources are available in the neighborhood for parents with young children? Do you use them? Why/why not? Are they helpful? Are they affordable? What is needed that is not available?

More day care services are needed as an extension of the parents. Parents don’t have to wonder if the children are safe. Having parents with piece of mind leads to healthy parents and healthy kids.

There should be a way to track daycare services and allow parents to rank them. Different services will work differently for different parents, but it would be helpful to know what is available and the character of those services. Parents in similar situations could rate the services.

Difficult to find childcare that is reasonable, safe, reliable, and in the neighborhood.

Parent concerned about before and after school care if both parents are forced to work

SUN programs are good, but you can’t put younger children in SUN every day.

Before school care is more of an issue than after school care

Would like onsite/school site care to avoid transportation issue

Expand SUN program to a.m.

Parents feel that they are almost working to pay for childcare

Childcare/extended care determines how much parents can work. Some parents can’t afford to work full-time because childcare is too expensive.

Parents being able to work full-time increases the financial stability of the family and the greater neighborhood.

Parents don’t know what to do about childcare in the summer.

Lack of accessibility to health care services in the neighborhood

Parents are constantly looking for services that are close to their house, no matter the quality of that service.

Parents expect that daycare providers are interactive with children. They’d like them to read with them, paint, and play.

Anyone who cares for children should be licensed.

Some of the participants and their spouses have jobs with irregular and unpredictable schedules. This makes it difficult for parents to plan for child care accordingly, or even have a chance to look for it.

“I take care of my child 24 hours a day. I get tired.”

Having classes for parents (i.e. dance classes) would be a good release for parents. But there needs to be childcare there!

Parent says that she has no one else to take care of her kids, but themselves. Most parents agree.

A parent says that one time she left her kid with an acquaintance and the acquaintance treated her child horribly. Parents wished not to share any more details, but said it was traumatic and that she no longer leaves her kid with anyone but her or her spouse. Others said that they had similar experiences. No one offered to elaborate

Only one of the 12 Latina mothers said that she has family to help watch her kids.

Parents said that there are childcare/daycare businesses in the neighborhood, but that they aren’t license or prepared to care for children. Those services only exist because they are desperate for the money, but have no experience.

Most parents have few family and friends to depend on. Most participants’ families lived far away.

Milagros Boutique has some support groups.

Petunia Preschool is in the neighborhood, it’s affordable and it’s great.

25. What do Parents need?

There should be classes for parents who haven’t finished primary or secondary school to help them and their kids do their homework. There should be volunteers that help do this.

I need help during the times I am working a lot.
• A break
• Social interactions and friends
• Connecting with parents with kids of the same age, and knowing that they are going through the same things is helpful.
• Moms Clubs are so full that they aren't accepting more Moms
• Prejudice of stay at home dads: Some suspicion when dad joins parents groups that consist of mostly moms
• Stay at home dad wants a library, community center, more coffee shops that accept kids, gym for stress relief
• If you fall in between income brackets you might not qualify for government assistance, but still need to make ends meet.
• No room in public schools to even add those programs that the neighborhood needs.
• Not a neighborhood where you can walk and exercise with kids
• Low wage jobs require both parents to work.
• Cost of living is going up, but wages aren't.
• Minimum wage is low. Even raising the minimum wage won't help those being paid under the table.
• It's ideal if one parent is able to only work part-time and can stay with the kids sometimes
• Parent started daycare so she could keep kids with her, but still be working and making money.