



Cultural Mapping in Springfield, Oregon Laura Street and Brattain Neighborhoods: A Civic Engagement Study

Fall 2011 | Arts and Administration

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About SCI

The Sustainable Cities Initiative (SCI) is a cross-disciplinary organization at the University of Oregon that promotes education, service, public outreach, and research on the design and development of sustainable cities. We are redefining higher education for the public good and catalyzing community change toward sustainability. Our work addresses sustainability at multiple scales and emerges from the conviction that creating the sustainable city cannot happen within any single discipline. SCI is grounded in cross-disciplinary engagement as the key strategy for improving community sustainability. Our work connects student energy, faculty experience, and community needs to produce innovative, tangible solutions for the creation of a sustainable society.

About SCYP

The Sustainable City Year Program (SCYP) is a year-long partnership between SCI and one city in Oregon, in which students and faculty in courses from across the university collaborate with the partner city on sustainability and livability projects. SCYP faculty and students work in collaboration with staff from the partner city through a variety of studio projects and service-learning courses to provide students with real-world projects to investigate. Students bring energy, enthusiasm, and innovative approaches to difficult, persistent problems. SCYP's primary value derives from collaborations resulting in on-the-ground impact and expanded conversations for a community ready to transition to a more sustainable and livable future. SCY 2011-12 includes courses in Architecture; Arts and Administration; Business; Economics; Journalism; Landscape Architecture; Law; Oregon Leadership in Sustainability; and Planning, Public Policy, and Management.

About Springfield, Oregon

The City of Springfield has been a leader in sustainable practices for more than 30 years, tackling local issues ranging from waste and stormwater management to urban and suburban redevelopment. It is the first and only jurisdiction in Oregon to create two separate Urban Renewal Districts by voter approval. Constrained by dramatic hillsides and rivers to the north and south, Springfield has worked tirelessly to develop efficiently and respectfully within its natural boundary as well as the current urban growth boundary. Springfield is proud of its relationships and ability to work with property owners and developers on difficult developments, reaching agreements that are to the benefit of both the project and the affected property owners. These relationships with citizens are what continue to allow Springfield to turn policy and planning into reality. Springfield recruited a strong, diverse set of partners to supplement city staff participation in SCYP. Partners include the Springfield Utility Board, Willamalane Park and Recreation District, Metro Wastewater Management Commission, United Way of Lane County, and Springfield School District 19.

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This report represents original student work and recommendations prepared by students in the University of Oregon's Sustainable City Year Program for the City of Springfield. Text and images contained in this report may not be used without permission from the University of Oregon.

Executive Summary

This report outlines work by students in the Art and Sustainable Society course in the University of Oregon Arts and Administration Program during the fall 2011 term and provides recommendations to the City of Springfield for further study and action. It can be used as an example and guide for further community mapping and community engagement.

This project focused on mapping the cultural resources of the City of Springfield, specifically the Laura Street and Brattain neighborhoods. The report reviews the students' process of cultural mapping, the information gathered, trends identified within the information, and suggestions for further study and engagement.

The first sections of this report contain background information on Springfield and the resources used by the Laura Street and Brattain neighborhoods. Descriptions and findings from the Laura Street and Brattain neighborhoods make up the following two sections. Each neighborhood section contains a description of the methodology used to address the corresponding objectives provided by the city of Springfield. These methods include surveying, interviewing, and cultural mapping. This data was then used to draw concluding recommendations, which makes up the final segmented portion of this report. The Laura Street neighborhood section of this report details suggestions to increase quality of life within the neighborhood. The Brattain neighborhood section of this report details suggestions to develop a continuum of “cradle through college and career” solutions to improve the educational and developmental outcomes of children in the area.

The final section of this document details suggestions that relate to both the Laura Street and Brattain neighborhoods, and summarize this project and the suggestions of both groups to help uplift and enhance the quality of life in the City of Springfield. Appendices that consist of a copy of the surveys distributed, and a glossary of terms used within this document, follow the Conclusion section.

Introduction

This report summarizes work by three groups of students in the Art and Sustainable Society course in the University of Oregon Arts and Administration Program during the fall 2011 term. This class was part of the Sustainable City Year Program, a year-long partnership between the University of Oregon and the City of Springfield.

This project focused on mapping the cultural resources of two neighborhoods in the City of Springfield, specifically the Laura Street and Brattain neighborhoods. The report reviews the students' process of cultural mapping, the information gathered, trends identified within the information, and suggestions for further study and engagement.

Students in this course used the guidelines from the Art and Society blog website (Fenn 2011) created and managed by John Fenn, the course's professor. This field guide helped support the groups as they navigated through the steps of cultural and community asset mapping.

About Springfield

Springfield is situated along the Willamette River. Directly east of Eugene and two hours south of Portland, it is Oregon's largest city. According to the 2010 census, Springfield has approximately 16% of Lane County's population, and Eugene holds about 40% of the population. With a total population of 59,403 residents, Springfield, Oregon is a bustling city. Once known for its rich history in timber, Springfield's economy has shifted with the timber industry's decline. A key example being the significant downsize of the largest timber employer within the city in the early 1990s, Weyerhaeuser Company. Currently, the City's economy is slowly becoming more diverse. The main cultural venue, the newly remodeled Richard E. Wildish Community Theater, hosts a variety of arts performances and festivals. Additionally, there are other community centers in town, such as the Springfield Museum, the Emerald Art Center, and the Academy of Arts and Academics. These community cultural centers are located approximately two miles from the Laura Street neighborhood and located within the Brattain area boundary in Springfield. However, there is a stark difference between the two areas. Springfield has 16 elementary schools, grades K-5, seven secondary schools including grades 6-12, two alternative schools for grades 6-12. Two community colleges and five universities and colleges are shared between Springfield and Eugene. In Lane County, 58% of children entering kindergarten do not meet the literacy benchmarks, and one-third of children are at high risk of future educational barriers (United Way, 2011).

About the Laura Street Neighborhood

The Laura Street neighborhood in Springfield is bordered by Harlow Road to the north, Pioneer Parkway to the east, Highway 126 to the south, and Interstate 5 to the west (See Figure 1).

The neighborhood is situated between a large transportation corridor, bustling big box commercial center, and a large industrial warehouse area. The City of Springfield is concerned with its above-average levels of criminal activity and a lack of neighborhood solidarity. Additionally, it is sandwiched between some of the major transportation routes in the city, and is easily accessible only by car. Bus routes within the neighborhood are non-existent, and there are very few sidewalks or walking trails.

The objective of this document is to publish the identified negative and positive characteristics within the Laura Street neighborhood and to design ideas that positively respond to issues identified by our research within this neighborhood. The goal was to record and analyze information that will be useful for the city staff.



Figure 1: The Laura Street Neighborhood in Springfield, Oregon.

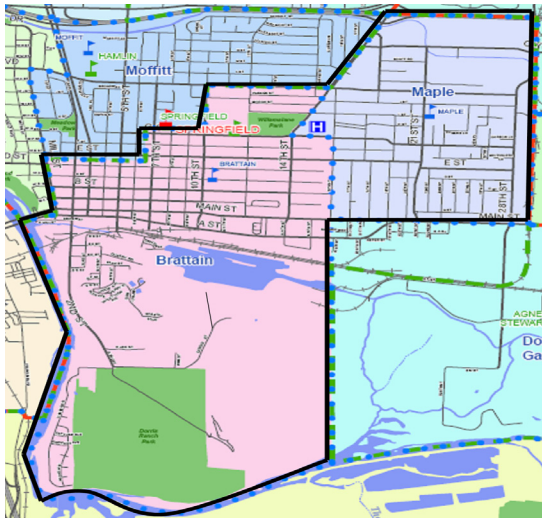


Figure 2: The Brattain Neighborhood.

About the Brattain Neighborhood

The Brattain neighborhood in Springfield is bordered by Highway 126 to the north, 28th Street to the east, the Willamette River to the south, and Pioneer Parkway to the west (See Figure 2).

The main objectives for this project in the Brattain neighborhood were to map and analyze the community's cultural assets and to develop suggestions to improve the quality of life in the neighborhood.

The Promise Neighborhood Movement and the Brattain Neighborhood

The City of Springfield and the nonprofit organization United Way of Lane County (UWLC) have identified one area of the city as a “Promise Neighborhood,” (see sidebar) which are neighborhoods that have been targeted for the development of a continuum of “cradle through college and career” solutions to improve the educational and developmental outcomes of children in need (UWLC 2011).

Locally, two neighborhoods have been identified as Promise Neighborhoods: The Brattain area in Springfield, and Bethel, in Eugene. In Brattain, the Promise Neighborhood is defined as the elementary school catchment areas for the Maple and Two-Rivers/Dos Rios elementary schools (see Figure 3).

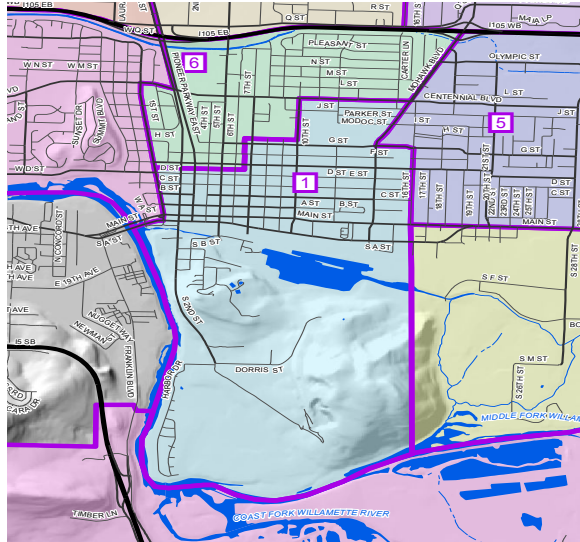


Figure 3: Map showing Brattain Elementary (1) and Maple Elementary (5) school district boundaries for the 2011-12 school year. Source: Springfield Public Schools.

“In the two Lane County Promise Neighborhoods, 82% of children entering kindergarten do not meet the early literacy benchmark and 51% of all children entering kindergarten are at risk for reading failure” (United Way of Lane County 2011).

The children in Lane County’s Promise Neighborhoods start life at a disadvantage. The poverty that many families in these urban neighborhoods experience creates a learning gap between birth and age five that is stark by the time they enter school. Few are ready to be in kindergarten, stretching teaching staff and educational resources thin.

By third grade, these children lack the proficiency needed for reading success in the classroom, creating further deficiencies. At home, in households frequently headed by single mothers, families struggle with keeping the lights on and the rent paid. They may go without regular, healthy food, leading to health issues like obesity.

By the time they are teenagers, the children in Lane County’s Promise Neighborhoods are engaging in risky behaviors. They smoke, drink, use marijuana, and are more sexually active than their peers in Lane County or across the state.

At that point, the prognosis for success as an adult is not good. Transforming the academic and social development of infants and children in two of Lane County’s highest-poverty, most ethnically diverse urban neighborhoods requires a broad commitment from local, educational, political, business, philanthropic, social service, and faith community leaders. United Way of Lane County (UWLC) sits at the helm of this coalition with a plan to build on decades of local efforts to mobilize residents, spur neighborhood revitalization, and improve outcomes for the neighborhood’s youth. (UWLC 2011)

Laura Street Neighborhood

Methodology



Numerous resources contributed to gathering the data and information for this document. The initial meeting with city staff as well as regular visits to the neighborhood provided a firsthand account of the issues and concerns of the residents of the Laura Street neighborhood. Several individuals were identified as key resources that represented a variety of local organizations, including the mayor of Springfield, the manager of Monta Loma Park, the deputy superintendent

for Willamalane, a radio station manager, and volunteers and local artists. Discussing the Laura Street neighborhood with these people through interviews provided a foundation to map, articulate, and capture data. Selected quotes within this document are from interviews with these identified leaders and key resources. Additionally, each group of students who worked on this report sought assistance from a community cultural development professional to help navigate through the data captured by surveys given to the residents of the Laura Street neighborhood.

Mapping Methods

Each Laura Street neighborhood student group, referred to as Group A and Group B in this report, created a map highlighting the community's assets. These assets include schools, grocery stores, public transportation, child care facilities, and parks and recreation centers. Each student group selected the categories they thought were essential to a sustainable community and created maps of these assets using the Google Maps web site.

Two groups of students identified the negative and positive characteristics of the neighborhood, mapping community assets in the City of Springfield and the Laura Street neighborhood by connecting and collaborating with city officials and staff through interviews, meetings, and public events. Additionally, both groups of students were able to survey, establish relationships with, and gain feedback from the residents of the Laura Street neighborhood. After analysis of these interactions, each group created recommendations to address the city's concerns, such as social outreach, program development, and neighborhood beautification, all of which are aimed at changing the identified negative trends through the assistance and positive resources of the City of Springfield.

Findings

There are three distinct districts within the Laura Street neighborhood. This report refers to these districts as the Manufactured Homes district, the Monta Loma Park district, and the Apartment Complex district. These three very separate communities make up the neighborhood. They are each unique in character, but lack cohesion with one another—for instance, a traffic barrier on the west side of the neighborhood is loved by residents because it limits vehicular traffic—but it also isolates the area from its surrounding neighbors. The three communities within the Laura Street neighborhood are differentiated by a few primary factors: physical location, demographics, and community feel. In addition to the three communities named above, there are also multiple houses that line Laura Street itself, at the east end of the neighborhood, and other homes tucked in at the north side of the Apartment Complex district. The overall layout and the variety of homes contribute to the complexity of the neighborhood. Various warehouses and industrial plants backing onto the houses contribute to a stark industrial feel of the neighborhood, and residents are bothered by the noise level generated from being in an industrial part of town.

Monta Loma Park

The Monta Loma Park mobile home community is an area composed of residents 55 years old and older. Under the management of park owner Jennie Sutton, the community consists of 140 mobile home units. It is situated in the center of the Laura Street neighborhood, between the Apartment Complex and Manufactured Home communities. Jennie lives on site in a unit also designated as the park's office. Next to Jennie's unit, there is a recreation center, which serves as a location for various activities for residents. There is also a pool table and exercise room for residents. In general, Monta Loma Park is well kept and there is a strong sense of community. It is clear that many residents have put time and effort into decorating their homes. When driving through the Park, it is not unusual to see many residents chatting with one another or sitting on their porches.



Figure 4: Monta Loma Park.

Apartment Complexes

The Apartment Complex district in the Laura Street neighborhood is located in the north part of the neighborhood. It is not a single apartment complex but rather a large number of different buildings, styles, and units. The area is dense and compressed into a small space. There appear to be many young families and college students living in this area. Additionally, Group A observed that there seem to be many different ethnicities represented in this neighborhood.

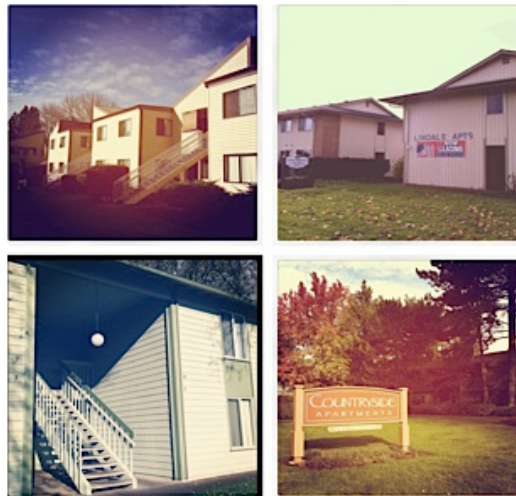


Figure 5: Apartment complexes within the Laura Street Neighborhood.

Manufactured Homes

The largest community in the Laura Street neighborhood is the Manufactured Homes district. Situated on the south side of the neighborhood, this land is under the ownership of a single individual from whom residents lease their properties. There is no age requirement to live in this neighborhood. We discovered no community centers or meeting spaces within this community. Because of this, in part, there seems to be a lack of community and unity among residents. On the several occasions that we visited the neighborhood, it was rare to see individuals outside of their homes engaging with others. Additionally, “for sale” signs and vacant lots appeared throughout the neighborhood. It is common to see properties that look neglected.



Figure 6: Manufactured homes within the Laura Street neighborhood.



Figure 7: The barricade within the Laura Street Neighborhood.

Barricade / Road Block

The prominent barricade, located in the heart of the neighborhood, keeps the Laura Street neighborhood from easily accessing surrounding communities by car, and this contributes to the isolated feeling within the community. While city staff and residents agree that the barricade hinders Springfield's city solidarity by restricting the flow of traffic through the neighborhoods, the Laura Street neighborhood has become accustomed to the quiet nature of its streets due to the lack of traffic. Springfield Mayor Christine Lundberg mentioned to us that the residents are strongly opposed to the removal of the barricade, but also

mentioned that there needs to be a way to create community cohesion with or without the barricade in place. Because the residents appreciate the restricted access into their community, we recommend that other plans be put in place to help Laura Street neighbors connect with surrounding communities and with each other.

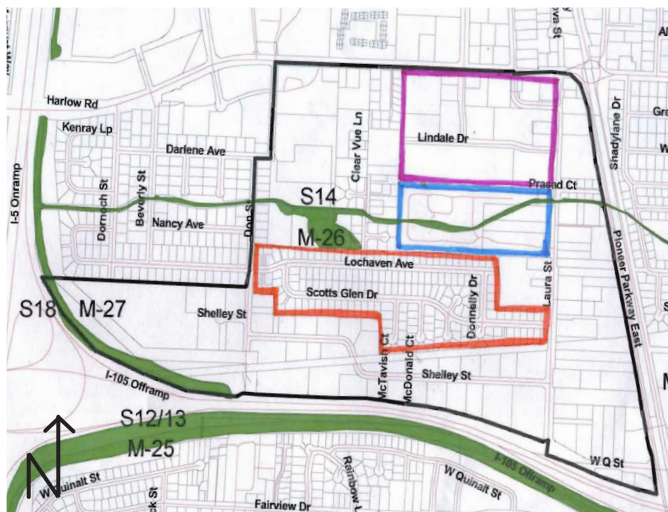


Figure 8: Communities within the Laura Street Neighborhood.

Maps

Figure 8 depicts the various communities within the Laura Street neighborhood. The pink outline shows the Apartment Complex district, the blue demonstrates Monta Loma Park, and the orange shows the Manufactured Home district.

The City of Springfield is divided into six political wards; the Laura Street neighborhood is located in Ward 1 and, at the drafting of this report, is represented by City Councilor Sean Van Gordon. The following map outlines the six wards and the Laura Street neighborhood.

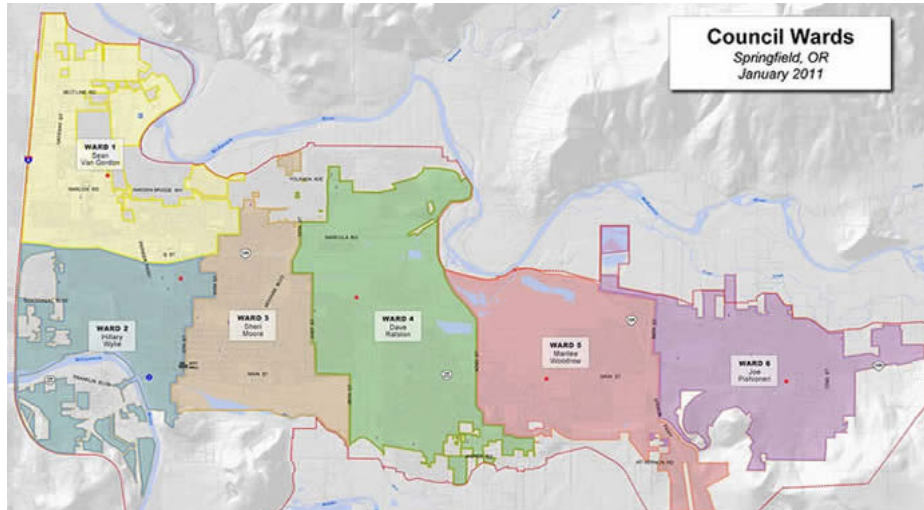


Figure 9: City Council wards in Springfield.

Figure 10 is a map of the Laura Street neighborhood. It provides a snapshot of the community, and illustrates a number of important civic places: public schools, parks, libraries, theaters, and food locations such as restaurants, grocery stores, and food markets. This map was the foundation for our action research of talking with the individuals within the Laura Street neighborhood. This cultural map was also the first step in forming a cultural inventory, which we hope the City of Springfield will utilize to catalyze community cultural development. This map highlights all the places, restaurants, and services mentioned in the findings of our cultural mapping survey.

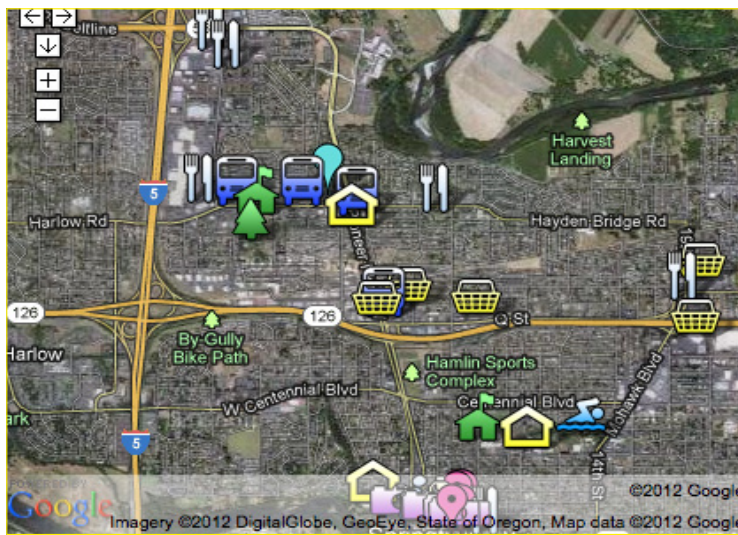


Figure 10: Resources that the residents of the Laura Street Neighborhood utilize.

Surveys

Both student groups created separate surveys to collect qualitative and quantitative data about the Laura Street neighborhood residents. Group A created a package that they hand-delivered to the residents. The package's cover letter offered a detailed explanation of the project, introduced the student team, and explained the project's involvement with the Sustainable Cities Initiative. The aim of the cover letter was to spark the interest of those reading the letter, to better inform them about the project, and to engage them with the enclosed survey. The package included three short-answer questions about the arts in Springfield, an invitation to Laura Street neighborhood residents to share information on the cultural resources existing in their communities and to inform us of any resources, from their perspectives, are missing. Additionally, Group A was interested in knowing whether any of the residents self-identified as artists. Finally, the package included ways in which the Group A students could be contacted (through email and postal mail) and extended an invitation for recipients to participate further in our project through interviewing and digital storytelling. Group A received 11 completed surveys out of 100 packages.

Group B surveyed the Laura Street neighborhood by surveying each house in person and over the phone to collect information on the area. Thirty-two individuals were surveyed. Group B's survey asked various questions about the quality of life for the individuals living within this community. A copy of this survey is included in the Appendix at the end of this report.

Survey Results

Groups A and B used reflection questions to provide Laura Street neighborhood residents with a space to write freely and extensively, if they desired, on the role of art in their lives. These broad, open-ended questions gave individuals an opportunity to voice their personal stories. In inviting information about respondents' relationships with the arts, both groups hoped that participants would feel empowered by their writings of self and come to a better or deeper understanding of arts existing around them. Lastly, these reflections shine light on how interested and invested community members are in the realms of arts and culture. Some of Group A's survey results are below.

1. List any arts and cultural organizations, classes, events, establishments that you are aware of in your neighborhood (e.g. Farmer's Markets, Painting Class, Dance Studio, etc.)

- "I really don't know of anything going on in this neighborhood. With so many apartment complexes, there aren't any notices put up anywhere." – Anonymous, 71
- "Not aware of any." – Anonymous, 54
- "None that I know of." – Rebeckah, 34
- "Not aware of any classes." – Joy, 80
- "Willamalane Adult Center (Art, Dancing, Woodshop); Emerald Art Gallery

- (exhibits, classes for adults and children, occasional lectures); Springfield Art Museum (art exhibits); The Academy of Arts (High School Students); Farmers Market (music); Nedco (Art Classes).” – Ellen, Senior
- “Senior Center has various classes and programs.” – Anonymous

2. What types of arts and cultural organizations, classes, events, establishments do you wish existed in your neighborhood? (e.g. Farmer’s Markets, Painting Classes, Dance Studio, etc.)

- “There are many cultural organizations in Springfield. The 2nd week Art Walk; also, the US Bank and other places exhibit artwork.” – Ellen, Senior
- “Painting, drawing classes given by Ellen Gabehart, who lives in Monta Loma Park on Laura Street. She needs a rent-free place to show her art and a place to teach.” – Paul, 73
- “I would love to have a community garage-sale, patio-sale or even a tool-sale. Possibly one weekend during the summer, where everyone (who cares to) has one. Not sure how we could add art to make it a cultural event.” – Joy, 80
- “I am not interested in these activities. I do, however, need to learn computer [skills].” – Anonymous, 71
- “I don’t really care anymore.” – Anonymous
- “Farmers Markets.” – Anonymous
- “Farmers Market, Painting Class, Sewing Class, Yoga Class, Waldorf (or other alternate school), a women’s only gym.” – Rebeckah, 34
- “Painting Classes, place to work some clay, learn stained glass, farmers market.” – Zola, 59

3. Do you have any artistic hobbies? (e.g. photography, painting, carpentry, playing a musical instrument, etc.)

- “Me: flute, guitar, and beadwork. I am trying to get into sewing. My husband: art (pencil, spray-paint). He is currently seeking to learn about avenues for that. He also wants to sew and quilt.” – Rebeckah, 34
- “Painting, candles, clay ceramics.” – Zola, 59
- “Not applicable.” – Anonymous
- “Painting and piano.” – Anonymous
- “No, I am very athletic and not talented in the [arts].” – Anonymous, 71
- “I love taking pictures and usually get them into some kind of scrapbook.” – Joy, 80
- “I do water color painting, dance and computer classes at WAAC [Willamalane Adult Activity Center] (the only place available around here).” – Paul, 73
- “I am a pianist, playing for Pot Lucks, Sing-a-Longs, and I hope to soon participate at the rest-home down the street and Peace Health Hospital.” – Alice, 78

- “I am an artist (watercolor and mixed-media) and I am an art instructor. These are not hobbies [but] my profession.” – Ellen, senior
- “I do all types of craftwork and needlework.” – Anonymous

4. Please use the space provided to reflect on how art plays a part in your life.

“Art is one of my daily, consistent activities either sketching outdoors or creating paintings in my studio. I have been teaching for many years and I am proud that some of my students are now professional artists. I attend many art activities – shows, lectures – and I belong to the Emerald Art Gallery, plus other places such as The New Zone, Coos Art Museum, etc. I produce a calendar every year plus note cards. I work on commissions and teach young children at Young Rembrandts and Family Art. As you can see, art is an integral part of my existence.” Ellen, Senior

“I have used art for therapy. In the 70s, I participated in a volunteer program for disturbed children. These children were slow learners, dyslexic and suffering from recently divorced parents. I used art games, creative art and writing to help them find peace. I’m honored that schools allowed me to use and develop the arts. Recently moving to Laura Street, I have found opportunity to learn from the retired professionals that live here in Monta Loma Park. We are organizing new things for the folks here. Thank you for giving us the opportunity to share. Your work is so appreciated. P.S. My husband has been doing Latch Hook for 30 years.” – Alice, 78

“As country government falls apart, they always attempt to raise taxes, which they do quite frequently. Consequently, our home, land and property taxes go up, as does the rental costs in the area. Still we get no improvements in services (police, fire, etc.) or services for cleaning up the neighborhood. Drug dealers like areas like this where nobody pays any attention or cares to get involved to improve things.” – Paul, 73

“I use art in decorating my home. Thank you for taking an interest in our diverse neighborhood! Here we are, tucked between the I-5 and Laura with Highway 126 boxing us in, yet it’s a great place to live and is so close to everywhere!” – Joy, 80

“I do like going to first, second and last Friday Art Walks but I’m not a connoisseur about art. I like going to plays and I am interested in being in a play. I like acting. Also, I am interested in singing groups. I love to sing in four-part harmony.” – Anonymous, 71

“Scrapbooking, cooking, some sewing, crocheting, and crafts. I am disabled.” – Anonymous, 54

“I took some painting classes @ LCC, oh my gosh – at the turn of the century! I love all forms of art. I would like to get into clay or glass. Art ain’t cheap! Got the time, ain’t got the money. Got the money, ain’t got the time.” – Zola, 59

community work was limited to downtown Springfield and not within the boundaries of the Laura Street neighborhood.

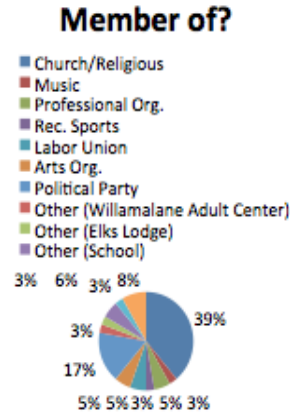


Figure 13: What community activities are you a member of?

2. Lack of resources outside of central business area and downtown

The participants of this survey used the resources within the central business area and downtown but did not participate in or utilize the resources within the Laura Street neighborhood. Although many of these individuals took advantage of cultural centers within the City of Springfield, they did not know of, or had restrictions or restraints that did not allow them to utilize, the resources within the Laura Street neighborhood.

How do you get information about community events?

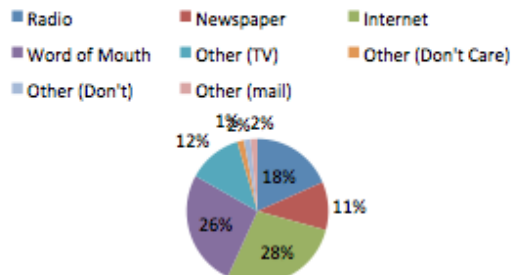


Figure 14: How do you get information about community events?

3. People seemed generally satisfied while not necessarily using available resources

Survey respondents from the Laura Street neighborhood seemed content, and from the data above, it becomes apparent that they enjoy being secluded and left alone. Yet many of these residents expressed interest in learning about more resources within their neighborhood. Many of these residents are not utilizing resources within their neighborhood.

Analysis of Surveys

Group A's Analysis

Group A's project was a comprehensive and rewarding community-building experience. The project incorporated story-gathering, interviewing, data-collecting, and researching community assets. Through a mutually rewarding research process, Group A discovered that the residents love the diversity of their community. Group A students were motivated by this idea and by the research of Mark Stern and Susan Seifert in *Re-Presenting the City: Arts, Culture, and Diversity in Philadelphia*, in which the authors observed that "Diversity is an essential feature of urbanism" (Stern and Seifert 286).

Many of the questions Group A asked their interviewees focused on arts and culture, as defined by Raymond Williams in *Culture is Ordinary*: "We use the word culture... to mean a whole way of life – the common meanings; to mean the arts and learning – the special processes of discovery and creative effort" (Williams 1958). Group A found great results in asking 'on the spot' questions during in-person interviews, and also found that providing residents with the time and space to compose their thoughts on paper was beneficial, resulting in answers they may have not gotten otherwise.

Group A decided early on that it was important to go into the project with an approach of truly listening to the community. This deep listening approach involved less talking on the part of the students and more talking on the part of the community members. We facilitated discussion around the topic of "community" within the Laura Street neighborhood, and asked open-ended questions about arts and culture. We adopted Tom Borrup's approach, as outlined in the *Creative Community Builder's Handbook*, which holds that community is best understood when "cultural and creative energies [are] derived from within their [own] communities" (Borrup 2006).

A highlight of Group A's project was crossing paths with Ellen Gabehart. A resident of the Monta Loma Park, Ellen returned our survey materials with writings that demonstrated a deep passion for the arts. A professional artist herself, Ellen's commitment to engaging in the arts on both a personal and professional level stood out. She is an advocate for the arts in her community and would be an excellent individual to contact in the future. Finding key leaders within the community is crucial in order to create sustainable arts advocacy. Having someone like Ellen back an art initiative in the neighborhood would likely be well received. True change can take place only when the members of the community are empowered and involved in overseeing the transformation taking place around them.

Group B's Analysis

“But I realize that the general public usually doesn’t go to museums, and those are the people I want to make art for. I don’t want to make things that people aren’t invested in, aren’t connected to, don’t have an emotional tie to” (Willis 2008).

This quote from Harrell Fletcher in his interview with Shelly Willis speaks to the experience that Group B had with the Laura Street neighborhood. Through their surveying and interviewing of the Laura Street neighborhood residents, the group gleaned how little these residents seem to take advantage of the “traditional” cultural resources (e.g., museums or theaters). This, however, does not mean that they are disengaged with what is happening within their city and their community. In some ways Group B was surprised by these results, since the students’ own experience and connections with arts and culture organizations and institutions throughout their lives has been stronger and more continuous. Through these surveys and interviews Group B learned that there are a number of different and less traditional community and cultural resources that the residents of this neighborhood do take advantage of.

Cultural interests like food and restaurants, for example, were far more popular, and Laura Street neighborhood residents were more interested in talking to Group B about these aspects of their community. So while “arts and cultural institutions and engagement give identity to diverse urban neighborhoods” (Stern and Seifert 2000), it is also important to diversify our thinking about what culture means. Whatever their understanding of their culture and community, residents did seem to gain a sense of identity from that understanding. In fact, a few of the Laura Street neighborhood residents even talked about their experiences with specific cultural institutions in terms of the formation of their identities. One of the most interesting people Group B talked with during this project was an older woman who lived in the Monta Loma Park. As one of the few interviewees to talk specifically about an arts organization, she embodied the idea of arts institutions providing identity as described by the American Assembly in *The Arts and the Public Purpose*: “The arts provide the symbols of who we are and what we stand for.... The arts provide this sense of identity at the national, state, and local levels—in neighborhoods and homes, for the rich and the poor” (The American Assembly 2000). The arts—specifically the Emerald Art Center in Springfield—helped create an identity for her. She visits the Art Center on a weekly basis, is involved with its leaders, and even had art that she made hanging in a recent show there. Significantly, however, she is not the only kind of person Group B met and talked with and she was certainly in the minority regarding arts participation. The rest of Group B’s surveys and interactions conveyed less traditional use of cultural resources.

“I never want to start with an idea and then illustrate the idea. I want it to be the other way around—this is the place, these are the people, whatever they want to say is what we talk about. I let the participants determine content” (Willis 2008).

Perhaps this idea of allowing participants (Laura Street neighborhood residents in this case) to discuss and determine the kinds of arts and cultural programming and experiences they have is the most important thing to draw from this project. Because Group B walked around this neighborhood to talk to residents at random, not just those who already attend cultural events, they were better able to discern what is important to the average person in this neighborhood. Clearly there are those who are quite invested in the arts and go to museums, galleries, and performances on a regular basis, but there are also those with a different idea of what cultural involvement might mean. Numerous residents understood their own cultural participation as being a part of a church or school or even being involved in political parties.

This survey and SCYP project is just the beginning of determining what is important in terms of culture to the residents of the Laura Street neighborhood. The most telling and prominent finding Group B came away with from the survey results was how few people could identify community and city leaders or even knew who those leaders were.

“Community cultural programs help build their local neighborhoods” (Stern and Seifert 2000). The Laura Street neighborhood is likely to benefit from cultural programs or initiatives that bring the community together. An example of such an endeavor that could work well in a neighborhood like this one where food was of such interest is a community garden. In the surveys and discussions with residents, they were most excited to tell us about where they eat and buy groceries, and a community garden could rally that interest and create neighborhood connections. Food has the potential to be useful and create community.

Recommendations

This section contains recommendations based on the surveys, mapping, and interviews conducted during this project. Each student group has various suggestions and hopes that these recommendations will help the City of Springfield implement new ways to engage and improve the Laura Street neighborhood. These suggestions are based on the data collected from the residents of this neighborhood.

It is important to keep in mind that changes to the neighborhood will only be sustained if they are instilled for the community by the community – with assistance, of course, from the City of Springfield. Additionally, Group A recommends that with a couple of new sidewalks, landscaping alterations, a few community boards, park benches, and the revitalization of the ash grove as a gathering place, the Laura Street neighborhood has the potential to internally

transform into a sustainable and nurturing community – one that is beneficial and enjoyable for all who live there. At its core, the Laura Street neighborhood is a place of great potential; it is abundant with people eager to speak about their community, who are aware of both the perks and challenges that exist in their uniquely situated neighborhood.

1. Sidewalks

“Laura Street itself is not real safe, to me. It’s car oriented. I think the neighborhood would benefit greatly by Laura Street itself [the road] being improved.” – Christine Lundberg, Mayor of Springfield

“There are people, even elderly people, in here that don’t have cars and it’s an issue if they have to try to walk.” – Jennie Sutton, Owner, Monta Loma Park

Laura Street itself is the main road that residents use to enter their neighborhood from the south side. Both the Mayor and the owner of Monta Loma Park explained to us how the Laura Street road is not safe for pedestrians to walk along: there are no continuous sidewalks on either side of the street. Without a place to safely walk, the road becomes a hazardous place for those commuting by foot. The speed of the vehicles traveling in this area is quite fast, and sidewalks would be a beneficial addition. Sidewalks would increase the overall safety of the neighborhood and would, in turn, increase the number of people out and about in their community.



Figure 15: The sidewalk network within the Laura Street Neighborhood is incomplete.

2. Ash Grove

“It’s in your backyard, walk out there and use it.... It’s a little forest there, have fun in it, make it for everyone. Don’t just let it be a place where the transients go through – we pulled mattresses out of there, people were sleeping back there. Why neglect a place like that?” – Christine Lundberg, Mayor of Springfield

The Ash Grove, situated behind Guy Lee School, is a marshy area, a natural wetland. It has a few paths that join to the middle of the area, and is connected by way of walking paths to most of the surrounding houses that back onto it – with the clear exception of the Laura Street neighborhood. We found a path that leads in the general direction of the Laura

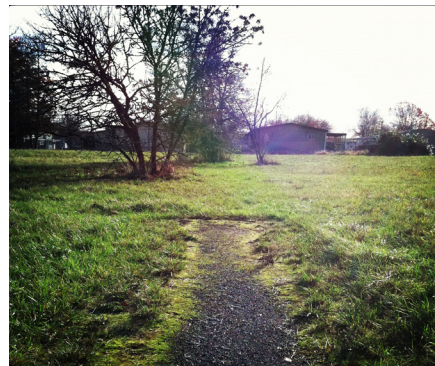


Figure 16: The Ash Grove in the Laura Street Neighborhood.

Street community, but then it comes to a dead end. There is not a continuous path that bridges the Laura Street neighborhood to this Ash Grove.

The Ash Grove has the potential to be a gathering place for the community – a place for the community to connect to nature. If a few walking paths were added, it would allow the neighbors to easily enter the nature oasis. The Ash Grove has the space for a couple of park benches, which would allow people to spend time bird watching and socializing. It is a great asset for the community to have this wetland, as it offers the residents a chance to spend time outside of the concrete industrial-influenced area that they reside in.

An Ash Grove cleanup project would benefit the neighborhood. Group A's sense is that it has been neglected over a period of time, as evidenced by trash and other objects that have accumulated there. With the right people caring for the area, and with the addition of walking paths to extend into the Laura Street neighborhood, the Ash Grove would be a vibrant, natural place where the community could gather.

3. Landscaping

“What you notice, almost above everything else [in planned communities], is the landscaping and trees. If you have your main street tree-lined and taken care of, and you have the ability to help invest the neighborhoods in that same kind of care, people are responsive and receptive to whatever their neighborhood looks like. It also translates into how kids feel about their neighborhoods.” – Christine Lundberg, Mayor of Springfield

The main Laura Street road would benefit greatly from a planned beautification project. Planned city neighborhoods that are well cared for often have tree-lined streets and blooming flowers. The spirit of the neighborhood would increase in vibrancy with the addition of a few key landscaping features. With a simple investment in the look of the community, the “community feel” would change drastically as well. Landscaping alternatives are a simple yet highly effective way for the city to show the Laura Street neighborhood that the city cares for their community by improving the look and beauty of it. This would increase the community's sense of investment and pride in where they live.

4. Gathering Places

For a community to thrive and be cohesive, there needs to be a place for residents to gather with one another. The main concern with the Laura Street neighborhood is the lack of gathering places. The Ash Grove could be an outdoor gathering place, but there



Figure 17: A location that could be developed into a gathering place.

should also be a few gathering places that are not limited to use only in fair weather. We have mapped a few of the key gathering places that exist within the greater Springfield area, such as the Gateway Mall, which Laura Street residents named as a key destination. However, it is also vital for the Laura Street community to have gathering places that are directly situated within their own neighborhood. We have identified one primary location as a place for a new plaza, coffee shop, or other informal restaurant within the neighborhood; a picture of this property is located in Figure 17. This is the vacant land that is owned by the Smith Family Bookstore, which connects Laura Street (and the Laura Street neighborhood) to Harlow Road. This bend in the road showcases the land that sits open and unused. We believe that the neighborhood would benefit greatly from a central gathering point, so that the residents from each district within the Laura Street neighborhood could gather and interact.

5. Community Bulletin Boards

Through many of the survey responses we received, it became apparent that a number of Laura Street neighborhood residents lacked access to information about existing cultural and arts resources in Springfield. To respond to this issue, a simple solution would be to install bulletin boards in the various communities that make up the Laura Street neighborhood. Specifically, a community board could be placed somewhere in the Manufactured Home district and another in a location that serves the entire Apartment Complex district. There is already a community board in the recreation center at Monta Loma Park. In putting up community boards, it is also necessary that communication efforts are improved between the City of Springfield and cultural and arts establishments; it is crucial to make sure that someone is delivering fliers on upcoming cultural events, arts classes, and other offerings to these community boards on a regular basis. It was Group A's impression that many residents in the Laura Street neighborhood lack internet connections or computing skills; many people are unable to get information from online resources. Bulletin boards are a simple, low-cost step toward creating a place for people to gather, engage with each other, and learn about resources available to enhance their lives.

6. Community Art Project

To both beautify the neighborhood and unite the community, Group A proposes a community art project. We have determined that some of the best community art projects are those that involve the residents of the community and that help serve a specific need within the community. We have looked at examples of public art projects in other areas, such as the fire hydrant painting project in Eugene's South University neighborhood, and suggest that the Laura Street neighborhood invests in a similar community-based art endeavor. We propose that the city invest in public benches, as it would encourage people to spend time outdoors. Having the community engaged in a bench painting process

would encourage the beautification of the neighborhood and support unity and community spirit. Ellen Gabehart, an artist who lives in Monta Loma Park, could be contacted to spearhead the art project. She has extensive art experience, and it would be appropriate to ask a community artist to lead the community art project, as many within the neighborhood know her. A community bench art project would bring people together and give residents a place to sit outside, and it would beautify the neighborhood while promoting community engagement and participation.

7. Brochure

In looking at the survey responses, Group B noticed how difficult it was for the individuals surveyed to identify and name leaders within their community. Identifying their leaders, the Laura Street residents will be able to voice their concerns or questions through appropriate channels and foster a positive relationship between the leaders and the residents.

8. Resource Fair

A resource fair will be a great introduction to community leaders and create a communal gathering where the leaders could be highlighted. This fair or party may be the first of many communal gatherings that allow the leaders to connect and socialize with the residents within this neighborhood.

9. Community Leader Tables

Having community leader tables at events at public schools and churches will allow the community leaders to be represented and identifiable. It will also allow the leaders to have personal access to the residents and allow the younger generations be able to identify their community leaders.

10. Restaurant Sponsorships

Food brings individuals together and creates a safe space for discussions. Solicit a sponsorship from one of the restaurants within Springfield and have a community breakfast, lunch, or dinner to gather community members. Having brochures at this event will allow another avenue for the residents to identify and connect with community leaders within the Laura Street neighborhood. Lastly, this suggestion will provide an advertisement and economic boost to the sponsors of this event.

11. Food Drive

At WinCo Foods, create a food drive and have a table with the community leader brochure. Community leaders could help create and attend this event. According to the surveys, WinCo Foods is a popular community resource where the residents of the Laura Street neighborhood interact. Therefore, it would be

efficient to have the community leaders and the pamphlet accessible to the residents of this area.

12. Community Garden

A community garden will provide a multi-generational gathering safe space where every resident will be able to learn about how to grow and nurture community unity while growing food and flowers. Additionally these residents will be able to reap the benefits from this community garden through beautification of an area and provide substantial food for their meals. Having the community leaders present at this garden will be another way to have the Laura Street neighborhood residents pinpoint and identify the leaders within their community.

Brattain Neighborhood



Figure 18: Brattain Elementary School.

The Brattain neighborhood, just outside Springfield's downtown core, is a newly renovated cultural center of Springfield. Within its boundaries are big box commercial centers, a large industrial warehouse area, and a transportation corridor. Apartment complexes, small family-sized homes, and some mobile homes are centrally located, and other mobile home parks are near the large industrial warehouses and transportation corridors. The Willamalane Park Swim Center and parks are centralized, and Brattain contains portions of the Washburne Historic District. The Brattain neighborhood has three public schools: Brattain Elementary, Maple Elementary, and Springfield High School. Brattain Elementary will be closing its doors to its students in 2012; students will be moving to the former Springfield Middle School building (also within the Brattain neighborhood), which will reopen as Two Rivers / Dos Ríos Elementary. Brattain Elementary will be developed into a facility to provide a variety of educational services. Further details regarding the neighborhood's assets appear in the mapping results.

Methodology

A group of three students identified the negative and positive characteristics of the Brattain neighborhood through cultural mapping, connecting and collaborating with city officials and staff through interviews, meetings, and public events. This student group created recommendations to support the United Way's Promise neighborhoods project's "cradle-to-college-to-career" continuum.

An initial meeting with United Way and city staff provided relevant background material about the Brattain neighborhood. Following this meeting, students conducted weekly visits to the neighborhood that provided a firsthand account of the issues and concerns of the residents of Brattain neighborhood through observation and photographic data collection used in mapping. Several individuals were identified as key resources that presented current information about Springfield Public Schools, English Learning Development resources, and a variety of local organizations. These people included Courtney Griesel, Management Analyst, City of Springfield; Holly Mar Conte, Associate Director for Education, United Way of Lane County; Laura Weiss, English Language Development Program Specialist, Springfield Public Schools; and a group of resident volunteers. These community members helped the group navigate and locate the community cultural assets of Brattain.

In the initial meeting with United Way, Holly Mar Conte detailed the work that United Way does, and the mission, approach, and goals of the Promise neighborhood Project. This presentation clarified the United Way's Promise neighborhoods project mission to the student group as well as city officials and volunteers. She also explained procedures of data collection and existing data as it related to the student group's research.

The "Lane County Promise neighborhood Planning Grant: Ensuring all children succeed in school and life, 2011," gives an overview of the neighborhood and describes the need for the Promise neighborhood movement, the quality of the management to guide the movement, and the projected outcomes. The narrative was initially provided to students to familiarize them with the neighborhood demographics. This narrative guided Promise neighborhood staffers to focus on key issues in Brattain, such as bilingual community resources (United Way of Lane County 2011).

Students used the Brattain neighborhood Boundary Map, provided by Holly Mar Conte of United Way, to look at the neighborhood from a planning perspective. The map highlighted the natural environment and infrastructure that composes and surrounds the Brattain neighborhood.

Students used Google Maps to map out specific community and cultural assets. These assets include: schools, grocery stores, public transportation, child care facilities, parks and recreation centers, and more. Each category is mapped on separate maps to allow for easy viewing. Students selected the categories that they thought were essential to a sustainable community, one in which the residents are invested in maintaining the improvements.

Mapping and Recommendations

Students in the Brattain neighborhood group created maps for the following assets: English Language Development Resources, Recreational Centers, Recreational Parks, Community Centers, Art Centers, Grocery Stores, Schools, Child Care Facilities, Police and Fire, Medical, and Transportation.

English Language Development Resources

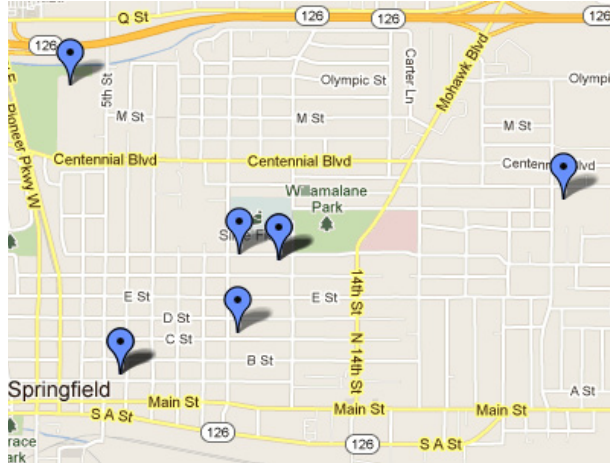


Figure 19: English Language Development Resources

Brattain Elementary School

10th and D Street
Springfield, OR
(541) 744-6380
<http://www.sps.lane.edu>

Moffitt Elementary School

1544 5th Street
Springfield, OR
(541) 744-6399
<http://www.sps.lane.edu>
- Outreach language classes two evenings per week

Maple Elementary School

21st and J Street
Springfield, OR
(541)744-6395
<http://www.sps.lane.edu/157710111034515750/blank/browse.asp?A=383&BMDRN=2000&BCOB=0&C=54380>

Springfield Public Library

225 North 5th Street
Springfield, OR
(541) 726-3765

- Resources in Spanish: <http://wheremindsgrow.org/sitioslatina.html>

The Brattain House (Springfield Public Schools)

1030 G Street, Springfield
(541) 736-7560

<http://www.sps.lane.edu/15771012818586853/blank/browse.asp?a=383&BMDRN=2000&BCOB=0&c=54542>

- Offers English and Spanish literacy classes for parents of children in the ELD program, offers services to aid English language learners, provides many other community services to parents, including parenting classes and referrals to local services

The First Baptist Church

1175 G Street
Springfield, OR
(541) 746-6031

<http://fbc-springfield.com/>

- The First Baptist Church offers bilingual classes, events, and activities.

Other Notes on Bilingual Resources:

The GED is offered in Spanish for all residents of Springfield. Springfield Public Schools hold bilingual resource events in their schools.

Recommendations

It is crucial for each member in a community to feel a sense of belonging. English as a learned language can present a challenging barrier. It is in a community's interest to create a sense of place and belonging for all its residents by providing easy and accessible resources and classes to help English language development.

The Brattain neighborhood has a number of resources for English learners, many offered by Springfield Public Schools, but they are difficult to find. The school district would benefit from better advertising its offerings and making sure they are publicly available and accessible to residents.

Recreational Centers

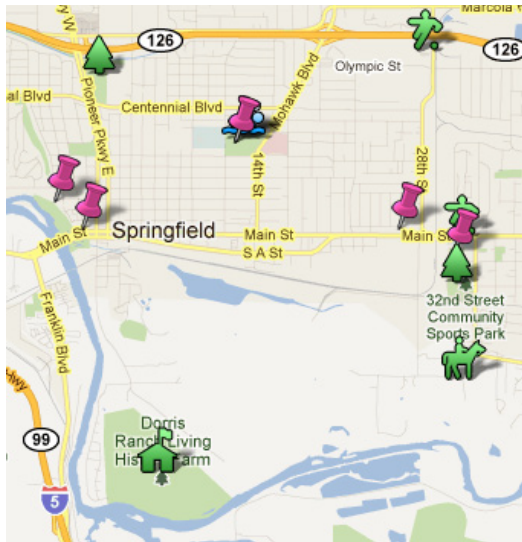


Figure 20: Recreational Centers.

Willamalane Skate Park, Park and Swim Center

1276 G Street
Springfield, OR
(541)736-4104
<http://www.willamalane.org>

Midtown MMA (Martial Art Center)

2600 Main Street
Springfield, OR 97477-5140
(541) 505-8388
<http://www.midtownmma.com/>

Northwest Training Center LLC (Martial Art Center)

138 Main Street # A
Springfield, OR
(541) 741-9154
<http://www.northwesttrainingcenter.com/>

Kick City Sports Park

1650 28th Street
Springfield, OR
(541) 744-2255
<http://www.kickcity.com>

Dorris Ranch Living History Farm

205 Dorris Street
Springfield, OR
<http://www.willamalane.org>



Figure 21: Dorris Ranch Living History Farm: school tours, orchards, historic village, rentals, family events such as haunted hayrides, BBQ, and bluegrass.

Recreational Parks

Willamalane Park

On G Street and 12th

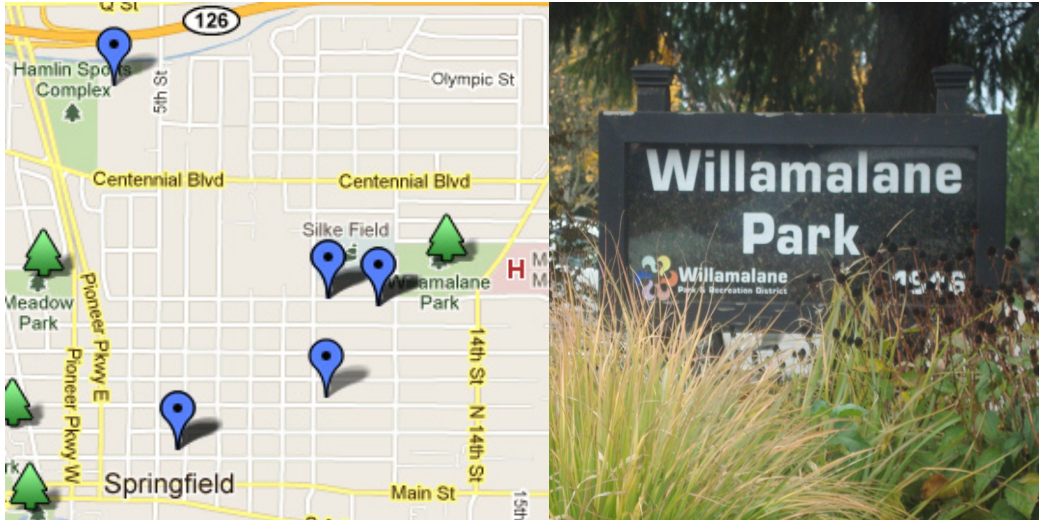


Figure 22: Recreational Parks.

Figure 23: Willamalane Park is the only park in the Brattain Neighborhood. Families would benefit from having a safe place for their children to enjoy the outdoors nearby their homes.

Community Centers

Brattain House Community Family Center

1030 G Street
Springfield, OR
(541) 744-6769
<http://www.sps.lane.edu/15771012818586853/blank/browse.asp?a=383&BMDRN=2000&BCOB=0&c=54542>

Springfield Public School District Office

525 Mill Street
Springfield, OR
(541) 747-3331
<http://www.sps.lane.edu/>
- The school district office is just west of the Brattain neighborhood boundaries. Offers resources for families including information about ELD resources, child care, counseling, and other family services.



Figure 24: Community Centers.

Recommendations

The only community center in the Brattain neighborhood is the Brattain House Community Family Center. It is in the center of the neighborhood and is in close proximity to Willamalane's resources and the Springfield High School on G Street. This is a strong location because it is centered around other family locations. It would be helpful to have another community center closer to the east and south central Main Street side of the neighborhood.

Art Centers

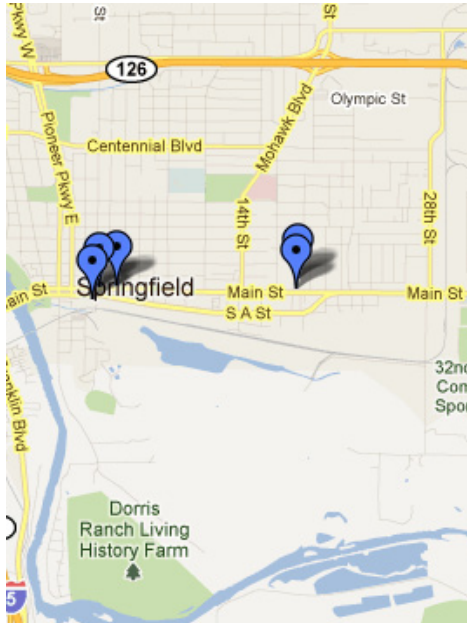


Figure 25: Art Centers.

Identity Dance Company

1479 Mohawk Blvd
Springfield, OR
(541) 654-0202
<http://www.identitydance.com/contact.html>

Emerald Art Center

500 Main Street
Springfield, OR
(541) 726-8595
<http://emeraldartcenter.org>

Richard E Wildish Theater

630 Main Street
Springfield, OR
(541) 868-0689
<http://www.willamalane.org/wildish/index.html>

Ozone Music & Sound

1712 Main Street
Springfield, OR
(541) 505-8784
ozonemusicusa.com

Dancing Firelight Candles

181 17th Street
Springfield, OR
(541) 747-8509

Recommendations

There are no artistic centers off of Main Street. The Brattain neighborhood would benefit from having healthy activity and creative centers near their homes.

Grocery Stores



Figure 26: Grocery Stores.

Walmart Supercenter

2659 Olympic Street
Springfield, OR
(541) 744-3004
<http://www.walmart.com>

Wynant's Family Health Foods

722 S. A Street
Springfield, OR
<http://www.wynantshealth.com>

Ornelas Market

134 5th Street
Springfield, OR
(541) 726-1965

WinCo Foods

1920 Olympic Street
Springfield, OR
(541) 746-6593
<http://www.wincofoods.com/about/locations/oregon/>

Dari Mart

220 B Street
Springfield, OR
(541) 746-2646
<http://www.darimart.com/locations.html>

Dari Mart

1875 Main Street
Springfield, OR
(541) 988-0177
<http://www.darimart.com/locations.html>



Figure 27: Wynant's Family Health Foods.

Grocery Outlet

160 South 14th Street
Springfield, OR
(541) 726-1306
[http://www.groceryoutlet.com/
Springfield-OR/Default/GoogleMap.
aspx?address1=160%20
S%2014TH%20ST.%20
&address2=SPRINGFIELD,%20
OR%2097477](http://www.groceryoutlet.com/Springfield-OR/Default/GoogleMap.aspx?address1=160%20S%2014TH%20ST.%20&address2=SPRINGFIELD,%20OR%2097477)

7-Eleven

1396 Main Street
Springfield, OR
(541) 726-5620
<http://www.7-eleven.com/>

Main Street Market

1408 Main Street
Springfield, OR
(541) 747-4772

Get-N-Go Grocery

150 28th Street
Springfield, OR
(541) 747-8918



Figure 28: The small shops along Main Street and the buildings they occupy may not give the best representation of their offerings. Repainting the buildings and adding preventive measures would help beautify the building and neighborhood area behind it.



Figure 29: The backs of these shops appear unkempt. It is apparent that there has been a struggle to keep graffiti tagging off of the building.

Recommendations

Brattain offers large box stores such as Walmart Supercenter and WinCo Foods on the outer edge of the neighborhood. The neighborhood's downtown location and its proximity to three busy streets near the I-5 corridor have given rise to an abundance of convenience stores. There are also specialty grocery stores that offer Asian and Hispanic foods along Main Street.

Brattain has three busy main roads, not including freeways, that border on or pass through the neighborhood. Because of their location, the Brattain neighborhood and the downtown area have the ability to make Springfield's first impression on visitors to the city. The small shops along Main Street and the buildings they occupy may not give the best representation of their offerings. If the buildings looked well-kept and the shops were better represented, this would present a more welcoming message to customers and visitors alike. Additionally, the backs of these shops appear unkempt. It is apparent that there has been a struggle to keep graffiti tagging off of the buildings. Repainting the buildings and adding preventive measures would help beautify the building and neighborhood area behind it. The variety of grocery stores are an asset, showing the diversity of the area, but the area and businesses would benefit from a more well kept up appearance.

Schools



Figure 30: Brattain Elementary 425.

Brattain neighborhood has three schools in the Springfield Public School District: Brattain Elementary, Maple Elementary, and Springfield High School. In summer 2012, Brattain Elementary and Moffitt Elementary will be closing their doors, and students will move to the Springfield Middle School building, to be renamed Two Rivers / Dos Ríos Elementary. Brattain Elementary will be renovated and reopen as a center for multiple education

programs operated by Springfield Public Schools. There are many specialized schools and centers in the area, including an art school, an arts center, martial art schools, and preschools. Within the small neighborhood there are many options that are great assets to the community and city.

Brattain Elementary School

425 10th Street
Springfield, OR 97477
(541) 744-6380
<http://www.sps.lane.edu/sps/site/default.asp>

Maple Elementary School

2109 J Street
Springfield, Oregon 97477-4522
(541) 744-6395
<http://www.sps.lane.edu/sps/site/default.asp>

Springfield High School

875 7th Street
Springfield, Oregon 97477-4099
(541) 744-4700
<http://www.sps.lane.edu/sps/site/default.asp>

Emerald Art Center

500 Main Street
Springfield, Oregon 97477-5469
(541) 726-5469
<http://www.emeraldartcenter.org/>

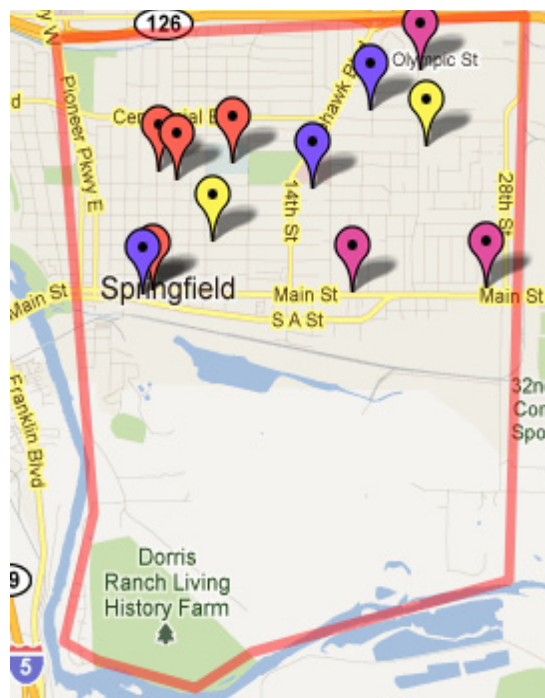


Figure 31: Schools.

Head Start of Lane County

221 B Street
Springfield, Oregon 97477
(541) 747-2425
<http://www.hsolc.org/content/contact-us>

Hope Community Preschool

1250 N 18th Street
Springfield, Oregon 97477
(541) 736-0872
<http://www.hope-community-preschool.org/>

Academy of Arts and Academics

615 Main Street
Springfield, Oregon 97477-4764
(541) 744-6728
<http://www.a3school.org/A3/HOME.html>



Figure 32: Springfield Middle School.

Recommendations

Schools in the Brattain neighborhood are going through significant transition as Springfield Middle School is converted into an elementary school and Brattain School is renovated to consolidate Springfield Public Schools services from around the district. We recommend that Springfield Public Schools pay special attention to communicating with parents of school-age children in both English and Spanish during this time of transition.

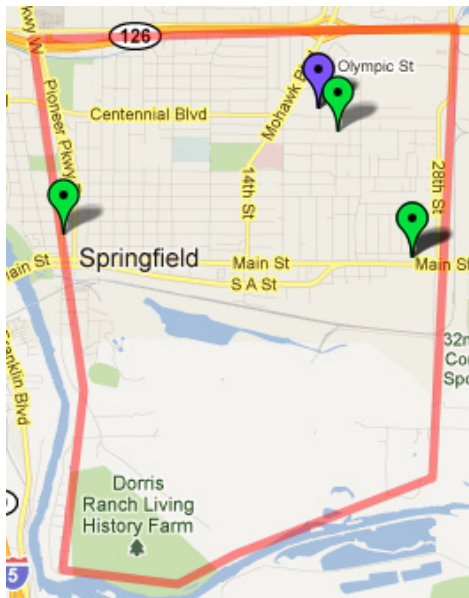


Figure 33: Child Care Facilities.

Child Care Facilities

We located one child care facility in the Brattain neighborhood using a Google search.

Tami's Lil' Tykes Daycare

1917 J Street
Springfield, Oregon 97477
(541) 988-9781

Recommendations

Tami's Lil' Tykes Daycare would benefit from a website. It would be easier to find online and not as intimidating for a possible client to contact the business.

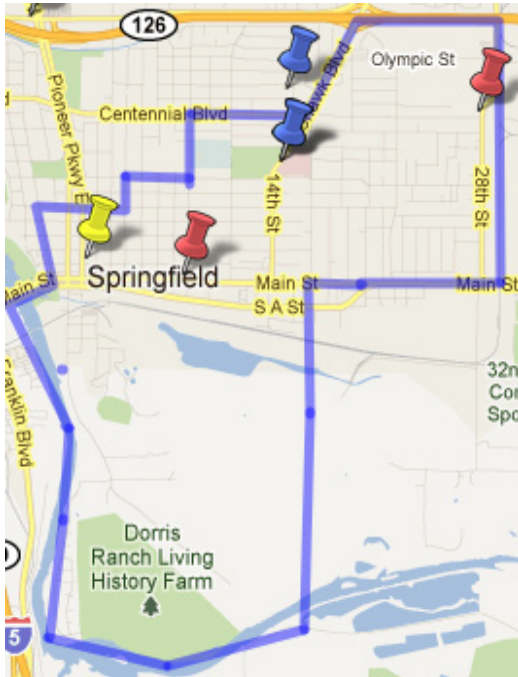


Figure 34: Police and Fire, Medical.

Police and Fire

One police station serves the Brattain neighborhood. This station is also situated next to the Springfield Municipal Jail. This 100-bed facility is the largest municipal jail in Oregon. The bond measure to build the facility was passed in November of 2004 by the citizens of Springfield. Two fire stations serve the Brattain neighborhood.

Medical

There are many medical facilities in the Brattain neighborhood and the surrounding area. The facilities the group identified are either major hospitals or establishments that offer free or low-cost health care. McKenzie-Willamette Medical Center is a regional full-service hospital.

Planned Parenthood provides low-cost and free medical care to men and women, provides contraceptives, testing for sexually transmitted diseases, and pregnancy counseling and care for those in crisis. They also provide bilingual translation and services both over the phone and in person. Volunteers in Medicine Clinic provides mental health, dispensary, diabetes management and education, specialty referral, and women's health care services to low-income individuals and families who do not have health insurance. Services are offered in both English and Spanish.

Springfield Police Department

230 4th Street
Springfield, OR
(541) 726-3714
<http://ci.springfield.or.us>

Springfield Fire Station 3

1225 28th Street
Springfield, Oregon 97477
http://www.ci.springfield.or.us/dept_fir.htm

Springfield Fire Station 4

1475 5th Street
Springfield, Oregon 97477
http://www.ci.springfield.or.us/dept_fir.htm

Planned Parenthood of Springfield

225 Q Street
Springfield, OR 97477
(541) 744-7121

McKenzie-Willamette Medical Center

1460 G Street
Springfield, OR 97477
(541) 726-4400
<http://www.mckweb.com/Pages/home.aspx>

Volunteers in Medicine Clinic

2260 Marcola Rd
Springfield, OR 97477
(541) 685-1800

Transportation

The Lane Transit District (LTD) has many regularly scheduled bus routes in the Brattain neighborhood. All of them run on main streets and pass through LTD's Springfield Station, which is located at the center of the Brattain area. LTD's bus rapid transit system called the EmX has two lines, one that goes from Eugene Station to Springfield Station and another that travels from Springfield Station to Gateway Mall and Sacred Heart Medical Center at RiverBend.

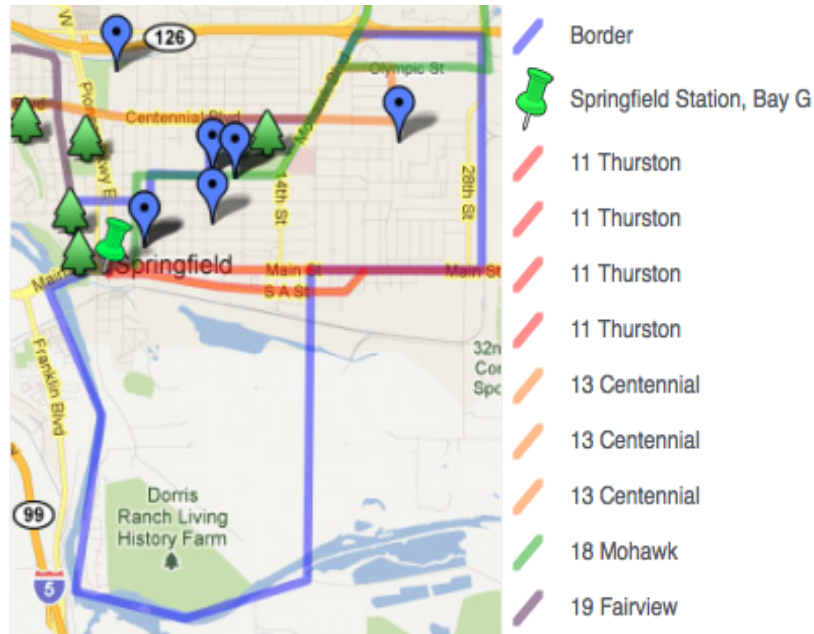


Figure 35: Transportation.

FARES	Cash	Day Pass	Monthly Bus Pass	3-Month Bus Pass
Adult 19-64	\$1.50	\$3.00	\$48.00	\$130
Youth 6-18	75¢	\$1.50	\$24.00	\$65
EZ Access	75¢	\$1.50	\$24.00	\$65
Children (5 & under)	FREE			
Honor Rider 65+	FREE			

Figure 36: Fares for LTD's regular bus routes.

Analysis and Recommendations

As we drove around the Brattain neighborhood we noticed that the majority of the community assets were centralized along Main Street and on G Street. The downtown area on Main Street looks appealing as it is decorated with many murals; it contains arts centers, shops, parks, and the public library. It is accessible by sidewalks and has many places to park. G Street is also a central hub on which the Brattain House's Community Family Center, Springfield High School, Willamalane Park, and the McKenzie-Willamette Medical Center can be found.



Figure 37: Brattain neighborhood Main Street.

There are a few mobile home parks on the east and south side of the Brattain neighborhood. The locations are next to vacant lots or near factories, and the areas look run-down. Living in mobile homes is and more affordable for low-income families, but the locations are not pleasant or ideal for raising a family.



Figure 38: Beautify homes located near big factories with murals and parks where applicable.

They are scarred by graffiti, which are signs of drug use.

The quality of living for residents will improve if the environments in which these homes are situated include community assets. Another way to approach this suggestion is to offer subsidized housing in a more centralized area, such as G Street, or Main Street.

In addition, it would benefit families to beautify the land located near big factories with murals and parks, and to install sidewalks for pleasurable accessibility.



Figure 39: Springfield Mobile Home Park is a good example of centrally located low-income housing.



Figure 40: There are a handful of vacant lots in Brattain. Community members would be encouraged to use the land if the lots were beautified and used for parks or gardens. This may be an opportunity to provide employment for residents as well.

Over the past few years the downtown Springfield area has sparked implementation of arts-focused studios, galleries, and community gathering places. The city’s focus on the downtown area has been successful. It would be ideal to spread out some of these assets, making them more accessible to those who do not have the luxury and income to live nearby. The vacant lots near the trailer homes and subsidized housing could be used for English language development resources, community gardens, parks and recreational activities, and arts centers.

Because “community cultural programs help build their local neighborhoods,” (Stern and Seifert 2000), the Brattain neighborhood would benefit from a broader variety of programs and initiatives that bring the community together. The student group was unable to find a formal community garden program in Springfield. Community gardens are wonderful so-called “on-growing” initiatives that engage communities in conversations and that initiate relationships among individuals. Food brings people together, through the process of farming, cooking and eating. Utilizing the vacant lots near subsidized homes will foster

a space for healthy community engagement, beautify the land, and provide affordable and nutritious food to neighborhood families. Additionally, utilizing the vacant land in this manner brings the community outside. In turn, the drug-using community, referenced in the Brattain Narrative, will avoid the active community space, and will hopefully dwindle and move from those areas. Learning how to cultivate a community garden will provide grounds for community bonding over a healthy and inexpensive process of bringing nutritious food home.

Conclusion

The Laura Street and Brattain neighborhoods both have the potential to foster a more cohesive community that can alleviate current issues such as the high crime and illiteracy rates reported by city staff. We hope our recommendations will provide the City of Springfield with a direction toward a positive legacy of community pride and prosperity that will continue to influence future generations.

Community is best experienced when “cultural and creative energies [are] derived from *within* their [own] communities” (Borup 2006). It is important to keep in mind that changes to the neighborhood will only be sustained if they are instilled *for* the community *by* the community – with assistance from the City of Springfield.

Appendix

Glossary

(Some definitions are from Flood 2011.)

Action Research: Research that is done by taking action within a community. It is a reflective process of problem solving.

Apartment Complex: A building containing separate residential units.

Ash Grove: A small wooded area, characterized by a group of ash trees.

Asset Mapping: A process of identifying and listing the institutions and formal and informal associations within a neighborhood, as well as surveying the skills, interests and material resources of the community and its members.

Community: Physical and geographical community, that refers to a physical place such as a city. Community can also be a cultural or an interest group of people with common backgrounds, interests, or beliefs extending beyond geographical boundaries.

Community Cultural Development: The process of utilizing and strengthening local culture to improve communities. It focuses on empowering the community.

Community Public Art: Community public art refers to artistic creations created in public spaces and usually paid for, at least in part, with public funds. The term refers to the process of engaging members of the community in permanent arts projects.

Cultural Resources: A broad range of institutions and community associations including, but not limited to, museums, galleries, theaters, public parks, libraries, and public arts installations.

Cultural Worker: A person who works to further a local culture.

Cultural Inventory: A listing of a community's existing cultural assets and resources. It is not an assessment of needs.

Culture: Values and traditions within a community, each human inherits part of their culture and creates another part of their culture. Culture is personal and gives individuals identity and meaning.

Empowerment: The recognition and use of the power that all people have; typically involves people working together to build, take, or somehow accrue power leading to self-determination.

Facilitate: To support a person or group by assisting them with discovering, developing, and realizing their own direction, goals, and outcomes.

Manufactured Home: A single-family house constructed entirely in a controlled factory environment.

Mobile Home Park: A neighborhood of re-locatable residential structures or housing units.

Pedestrian Friendly: A neighborhood oriented to walking. Scale, amenities, automobile traffic patterns, signage, sidewalks, and mixed uses make a place welcoming and conducive to travel by foot.

Sub-community: A distinct grouping within a community.

Sustainable Cities Initiative: A cross-disciplinary organization at the University of Oregon that seeks to promote education, service, public outreach, and research on the design and development of sustainable cities.

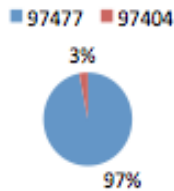
Sustainable Development: Development with the goal of preserving environmental quality, natural resources, and livability for present and future generations; initiatives to ensure efficient use of resources.

Willamalane: A Parks and Recreation District that serves greater Springfield, and a partner of the City of Springfield.

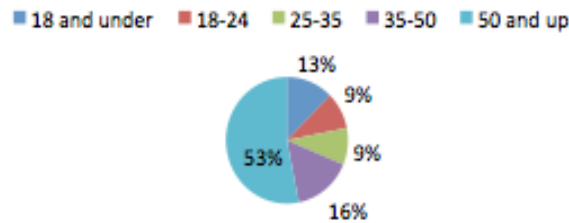
Survey Results

By surveying the Laura Street neighborhood we were able to gather qualitative information concerning the neighborhood. The survey asks various questions about the quality of life for the individuals living in this community.

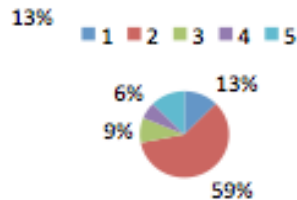
Zip Code



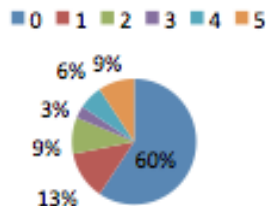
Age Range



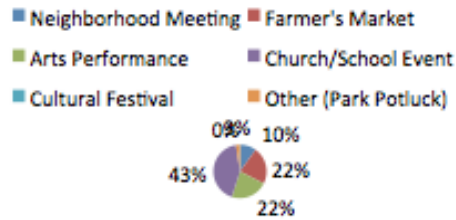
How many in household?



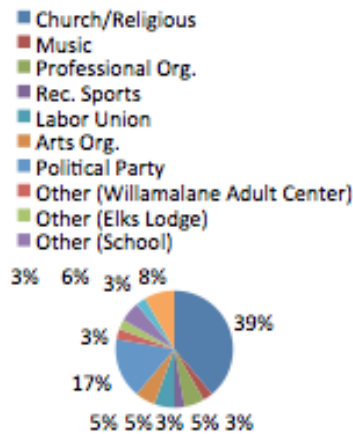
How many under 18 in household?



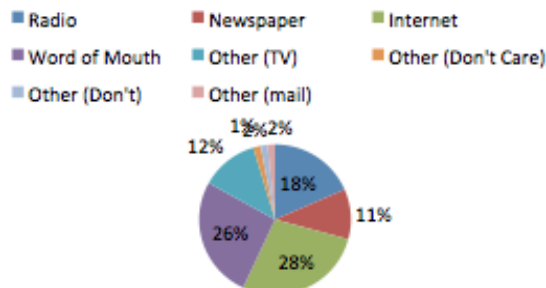
What kinds of community events do you attend most?



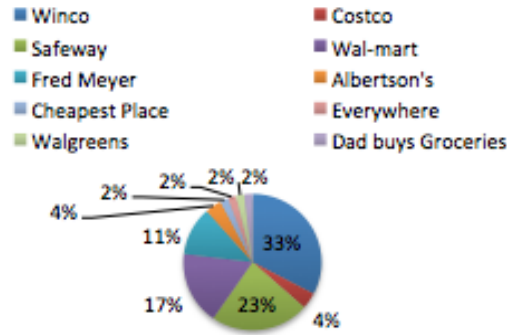
Member of?



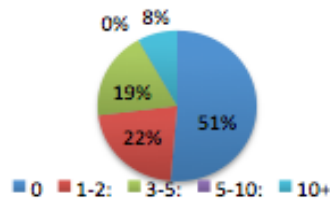
How do you get information about community events?



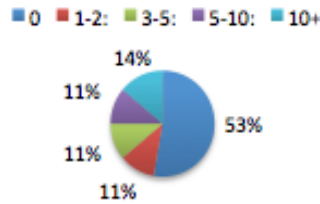
Where do you buy groceries?



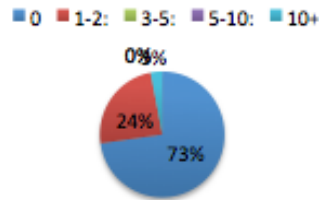
How many times a year do you go to the theater?



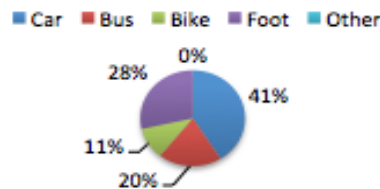
How many times a year do you visit a library?



How many times a year do you visit a museum?



What type of transportation do you use?



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