

**ALBERTA STREET PROJECT 2015:  
Curriculum Committee Notes – January 30, 2015**

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Principals: Dr. Bob Zybach, Michael “Chappie” Grice, Deborah Gardner Moore, Wayne Giesy, Maria Cahill, Paul Tice.

Affiliates: Asha Aiello, Art Alexander, Bernadette Artharee, Lisa Bates, Ben Berry, Van Bogner, Donald Braden, Sam Brooks, Loulie Brown, Ann Forest Burns, Kate Deane, Ralph Evans, Heather Ficht, Maxine Fitzpatrick, Amy Fleck-Rosete, Bernie Foster, Lew Frederick, John Gardner, Bill Hart, Calvin Henry, Roy Jay, Ebonie Johnson, Mel Jones, Rebekah Kilgore, Thomas Maness, Sarah McBee, Trent McClure, Kevin Modica, Kimberly Moreland, Marc Muscato, Haregu Nemariam, Jake Nichol, Barbara O’hare-Walker, Tiffani Penson, Zoe Piliafas, Bill Prows, Kristin Ramstad, Preston Salami, Shelia Searight, Kimberly Sheng, Loretta Smith, Zeke Smith, Carl Talton, Barbara Timper, Steve Wilent, Sara Wittenberg, Jeanne Yerkovich.

The first meeting of the 2015 Alberta Street Project Curriculum Committee took place in Room 211 of the new OAME Delta Park building, following the monthly 7:00 AM Coffee & Issues meeting on January 30, 2014. At the conclusion of the meeting there was some discussion that we should make this a monthly affair, at least until the beginning of the project in June. It was agreed that meeting at 8:30 AM following the monthly OAME Coffee & Issues was most convenient for everyone and arrangements have been made to reserve a meeting room at the same time and place for the next four months: last Friday of the month, OAME Delta Park, 8:30 AM, February 27 – June 26, 2015.

Attending the meeting were Wayne Giesy, representing co-sponsor Oregon Websites & Watersheds Project, Inc. (ORWW) ([www.orww.org/Awards/2013/SAF/Wayne\\_Giesy](http://www.orww.org/Awards/2013/SAF/Wayne_Giesy)); Deborah Moore, original team member from the 1992 Alberta Street Project and supportive member of Delta Sigma Theta sorority [www.portlanddeltas.org](http://www.portlanddeltas.org); Maria Cahill, project contributor via Green Girl Land Development Solutions, LLC, who also gave this project a very nice plug on her website’s homepage in January ([www.greengirlpdx.com](http://www.greengirlpdx.com)); Paul Tice, of Topa 3D, who discussed some interesting Buck Rogers-Star Wars options that could be effectively built into the project’s curriculum and website report ([www.topa3d.com](http://www.topa3d.com)); Michael “Chappie” Grice, continuing to represent an original project sponsor -- World Arts Foundation, Inc. -- as he did in 1992 (<http://worldartsfoundation.org>); and Bob Zybach, also representing ORWW and NW Maps Co. ([www.nwmapsco.com/ZybachB/Curriculum\\_Vitae.htm](http://www.nwmapsco.com/ZybachB/Curriculum_Vitae.htm)).

All committee participants had copies of the 1992 Alberta Street Report and previous budget and curriculum proposals in advance of the meeting, and earlier email communications, personal discussions, and telephone conversations had everyone up to speed. As a result, discussion was specific as to how each of the participants and their organizations could best contribute time and skills in order to add to the quality of the experiences of the student employees and to final products during the course of this project; and conversely, how that contribution might best be used to further the opportunities and potential profitability for participating businesses and organizations (including their own).

As it is set now, Worksystems, Inc, through sponsorship funding from the City of Portland, will pay for the first 180 hours of employment for each of the 16 student-employees. IRCO

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(Immigrant and Refugee Community Organization), contractor to Worksystems, Inc. for “SummerWorks,” will be the employer of record. Formal details will be finalized by May 1, but those constraints would total only six weeks time at 30 hours per week per employee. However, Worksystems, Inc. has stated that any additional funding that can be raised via project sponsors, donors, partners and individuals can be directly used to invest in further student working hours and adjust for higher rates of pay -- but funding and agreements for this also have to be in place by May 1.

Currently we are in favor of a 9-week project work period, from June 29 to August 28, at a minimum of 6 hours (Grice’s preference) or 7 hours (Zybach’s preference) a day, four days a week. Additional hours could be compensated for presentations and final product edits in September; final possible payday — and last delivery date for final product — is September 30.

Students will be organized into groups of four teams, with a Team Leader designated for each group (typically the oldest student in the group; maybe a Community College student) and they will be supervised daily by Zybach and Moore, occasionally in concert with Grice for guest presentations, field trips, lectures, etc., and occasionally with the help of collaborating professionals, such as Cahill and Trice and their associates.

**Review:** The 2015 Alberta Street Project will result in a series of detailed reports prepared for City agencies, local businesses and organizations, educators, and others with a vested interest in replicating and updating the 1992 Alberta Street Project. The principal purposes for constructing these reports are to provide meaningful summer employment for local African American males and other at-risk youth; address issues of neighborhood gentrification, gang violence, social events, and failing businesses; and develop action-based mitigating strategies and recommendations for dealing with these issues and opportunities.

In addition to providing local African American students with meaningful employment, current technical and communication skills, and a functional network of local business and community leaders, this project will also result in three major products of lasting value to project partners and participants, the City of Portland, and to the Alberta Street neighborhood:

A) The **2015 Alberta Street Cultural Resource Inventory w/Recommendations** will be researched and written by students that replicates the original 1992 report, but to current technical standards. It will also include an entirely new component of a detailed comparative analysis in changes to the Alberta Street neighborhood during the past 23 years.

B) The **Alberta Street Project Operations Manual** will be written during the course of the project by its original designers and administrators, Zybach and Grice. This will be a comprehensive examination of the project design and outcomes that can be replicated in other Portland neighborhoods, at other times, and in other US communities with similar problems and opportunities, including rural towns and tribal reservations.

C) The **Alberta Street Project Website** will include PDF files of the two written reports as well as a permanent and comprehensive archive of student findings and results, including: maps,

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photographs, videos, transcribed interviews and other products of their summer employment experiences that can be accessed by the general public.

The following objectives will define the summer's curriculum/work schedule and form much of the basis for the Alberta Street Project written reports and website content:

- 1. Business Contacts.** All business owners and/or managers in the study area will be individually contacted in order to seek project support in terms of funding, potential youth employment opportunities, cooperation with project field researchers, and to assess possible safety or legal issues for student-employees. All public contact information will be listed.
  
- 2. Daily Curriculum.** A detailed daily and weekly work schedule for student-employees will be outlined as a beginning point for collectively developing and implementing individual and group expectations and research criteria over the course of the project.
  
- 3. Technical & Communication Skills.** In addition to employment requirements regarding appropriate dress, grooming, and conscientious work habits, students will become familiar with - and use -- current technological tools including internet communications, AutoCad, GIS, GPS, Lidar, Excel spreadsheets, PowerPoint, PhotoShop, social media etiquette, video, photography, and website design and construction.
  
- 4. Local Issues & Recommendations.** The 1992 Report focused on specific community problems and opportunities and made recommendations for addressing those problems and taking advantage of identified opportunities via student interviews, open discussions and observations. Since that time issues of gentrification, gang violence, and regular unregulated social events have developed in the study area and will be addressed in a similar manner; collective student recommendations based on their research, discussions and interviews with local residents.
  
- 5. Working Model.** The successful performance and documentation of this project will provide a proven basis for expanding and replicating this model into other urban neighborhoods, in rural communities, and on reservation lands.

**Basic Equipment.** The current design has two full-time adult supervisors — Zybach and Moore — and 16 full-time employees. It is our position that each employee and supervisor needs to be outfitted with an imac computer, an iPhone, a copy of the 1992 report with writing utensils, a safety vest with a phone holster, a field notebook, and maybe a team hat. Project resources should also include a projector, a scanner, a printer and a video camera. Software should include Mail, Word, Excel, Dreamweaver, PhotoShop, PowerPoint, Skype, and iMovie. We need to also consider needed tools at the team level. This would include at least one pc computer for each team (4 total) to operate the AutoCad, GIS, and Lidar software recommended by Trice and Cahill, and maybe a small Team Leader backpack for crew lunches, a first aid kit, and/or possible crew survey equipment such as D-tapes, etc. This equipment would be needed for 3-4 total months and the current plan is to borrow or purchase the computers and lease proprietary

software needed for that period of time and to give each of the students successfully completing all 9 weeks their work iPhones to take home with them. Vests can probably be recycled for future projects. Hats, worn properly, are for the school year.

**Training Videos.** There is a strong interest in integrating 1-5 minute informational and job training videos into the research process. 3D Topo has a Youtube Channel and the ability to help students make and edit videos: [www.youtube.com/user/3DTOPO](http://www.youtube.com/user/3DTOPO). ORWW has also had significant experience with online videos over the past 10 years and launched a YouTube Channel, [www.youtube.com/user/ORWWmedia](http://www.youtube.com/user/ORWWmedia), seven years ago that has had nearly 110,000 visitors; perhaps 1/3 of that number being unique visitors. ORWWMedia will host Alberta Street Project student video projects — probably constructed by teams — on a sub-channel likely named something similar to: “Alberta\_Street\_Project\_2015.” Trice is looking into budgeting costs for involving his organization in this effort.

**Interactive Maps.** All are in agreement that the photo-copied inventory maps in the 1992 Report will be upgraded to full color, geo-referenced maps this time around, with the online versions containing interactive links. The print version will still feature the same 51 8" x 10" scale inventory maps used in the original report, but with color aerial photos as their basis. Boundaries, individual map dimensions/scale and map numbers will remain identical. Field research on the maps will be divided up among the four teams in a somewhat random manner: three maps (#19, p. 78; #45, p. 114, and #49, p. 122) will be used for training purposes and will be inventoried by all four teams working together; four maps bordering on MLK (#’s 47, 48, 50 and 51, p. 93) will be randomly assigned, one to each crew; the remaining 16 maps bordering on Alberta Street (#’s 2, 5, 8, 11, 14 and 17, p. 46; #’s 20, 21, 24, 27, p. 77; and #’s 30, 33, 34, 38, 40 and 44, p. 93) will be randomly selected, 4 to each crew; and the remaining 28 maps not just listed will also be randomly assigned, 7 to each crew. Therefore, each crew will have 15 total maps to prepare for the printed and the website reports: three in which all four crews will work and train together; one map bordering MLK; four maps bordering Alberta Street; and seven maps randomly distributed from the remaining 28.

**3-Dimensional Photography.** When the discussion turned to possible uses of drones and 3-D animated imagery, Giesy began talking in terms of Buck Rogers from his childhood and Tice brought up Star Wars from his own. We seem to be getting closer to both by the day, and this project is intended to be on the cutting edge. Alberta Park, Vernon School, and Redeemer Lutheran Church (Map #19, p. 78) were suggested as good places to demonstrate and teach ground-based 3-D photography and animation for this project. Due to its ornate architecture, St. Andrews Catholic Church (p. 115) was thought to be a better choice than the Lutheran church. St. Andrews is also on an “all four crews map” (#45, p.114), so that is an easy substitution to make, although transporting the four crews between the two points is slightly problematic. Tice said a car cruising all of the streets in the study area taking 360-degree 3D video would cost about \$5,000/day, but make a great website file. One idea would be to maybe test this method just the length of Alberta Street, and perhaps compare with historical panoramic photos of the same locations stitched together, and possibly animated.

**Social Media & Email.** Students will build and maintain a 2015 Alberta Street Project Facebook page as a method of learning good online business communications etiquette, posting their findings online for public information and review, and for other informational and educational purposes. The Facebook page will be managed on a daily or weekly basis by one team at a time. All Alberta Street Project management of the Facebook page will end no later than September 30, although there would appear to be no reason to remove it from the web at that time. Students will be given individual ORWW email accounts to use for the duration of this project for purposes of internal communications between team members and supervisors and to engage external work-related contacts such as interviewees, guest speakers, outside experts, etc. Email addresses will be terminated September 30, along with active Facebook management. Unless strong convincing arguments can be made otherwise, student iPhones and computers will NOT be used for Twitter, Instagram, texting, LinkedIn, or other social media and Internet communication formats during this project without a lot of convincing they can be useful.

**Website Design & Construction.** Website design will follow traditional ORWW methods and formats and be roughly outlined along the same lines as this report. The general format is icon-driven, organized as an archival filing system (chronologically and thematically), and using 1-3 whole words separated by underscores (“\_”) as filenames and in URL addresses. The Alberta\_Street\_Project/2015 files will be constructed on the ORWW server in conjunction with the Facebook page and the ORWWmedia Channel for the purpose of being made freely available to anyone who is interested in this project in general or Alberta Street neighborhood in particular.

**Urban Forest Rangers.** Tree and vegetation inventories will be made with digital photo documentation, some direct measurements, and perhaps using specific software, such as USFS i-Tree. The basis for this inventory and related recommendations are pages 8, 42-43, 79, 127, 137-138, and 143 (No. 7).

**Water Drainage Patterns.** Cahill is an expert on stormwater drainages, and could lead a study with one or more crews to do a baseline assessment of the study area. If need be, budget costs might be minimized for this research due to the nature of her business formation.

**Traffic Flows.** Haregu Nemariam, a member of the OAME International Committee, discussed her interest in studying traffic flows with students in the study area. Tice’s time-lapse photography might be an excellent tool for illustrating or quantifying such a study. “Last Thursdays” are a 2015 research focus; perhaps one or more crews doing traffic flow documentation during the July and/or August events might develop some useful information. Perhaps historical research in the City’s emergency vehicle files would reveal some interesting patterns as well as possibly providing a basis for making recommendations for improvements.

**Drones.** Due to uncertainty regarding individual privacy concerns and FAA and City of Portland regulations, it is unclear as to what limitations might be in using drones to conduct aerial photography and Lidar documentation. Tice and Zybach discussed using the Map #19 area as a first choice to demonstrate the use of a drone for aerial documentation purposes because Alberta Park, Vernon School, and Redeemer Lutheran Church are all safe and public locations with no real privacy concerns. A second, preferable, choice would be to fly the entire study area. Tice

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said he would check with FAA requirements and Zybach volunteered help as needed. Probably the best time to do drone photography as a group in Alberta Park — and maybe coordinate ground-based 3-D photography with it at that time — would likely be in late July or early August.

**Crime Statistics.** Crime statistics for the study area, and particularly those occurring over the 1992-2015 study period (see page 41), should be readily available from the police department and other City agencies. Although these statistics can be independently plotted on the 51 individual survey maps, it will likely be far more efficient to obtain as a group, to learn where these records are located and how to go about obtaining them.

**Last Thursdays.** Last Thursdays are one of the research focuses added to the 2015 curriculum, in addition to gang presence and gentrification. As suggested above, students will attend and document at least one Last Thursday event in July or August, and perhaps taking a specific research focus (such as traffic flow patterns) while doing so.

**Restaurant Reviews.** During the course of field research crews will select at least one restaurant in their mapping areas to order lunch and write a review that will be published on the Facebook page and on the project website. Students will have a budget to work with while ordering their lunches and will be paid for eating it. It may be possible to do more than one review per crew, depending on time and funding.

**Field Trips.** Four field trips will be planned and organized, one for each crew. At least one of these trips will be to the mouth of the Willamette for a “Lewis and Clark and York” (pp. 15-20) field trip with (hopefully) Boy Scouts and with knowledgeable anthropologists and archaeologists to discuss, prepare and sample native foods and learn local precontact hunting, fishing, gathering, and cooking methods. A walking tour involving the Golden West Hotel and the railroad station might be another field trip. Students will use telephones and email to make invitations and arrangements and write thank you notes to guest participants and instructors.

**Guest Speakers.** Guest speakers will address the group on a regular basis, focusing on helpful issues, such as learning new software, using iPhones effectively, or local history in the 1930s. As with field trips, student crews will often (but not always) extend invitations, make arrangements, and send thank you notes. Often guest speakers may also double as student interviewee subjects.

**Interviews.** Each student will interview one older person who has lived in the Alberta Street neighborhood before 1992 and one younger person, 1/2 the interviewer’s age, as described in the 1992 Methodology (pp. 6-7), and by using the established list of questions (p. 143). Interviews will be recorded with iPhones and downloaded to base computers for transcription purposes. All interviews will be preceded with appropriate signed releases and parental permission forms.

**NOTE:** *The attached photo was taken near the conclusion of the meeting, shortly after Paul Tice had left. Since Maria Cahill took the picture, both she and Paul are not shown. Left to right: Michael “Chappie” Grice, Wayne Giesy, Deborah Gardner Moore, Bob Zybach.*

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