

# **CREEKSIDE DISTRICT MASTER PLAN PHOTOVOICE PROJECT REPORT**



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## **Introduction**

In April 2011, the City of Beaverton adopted its Civic Plan Central City Strategy (“the Civic Plan”). The Civic Plan provides a new understanding of the Central City. One of the Civic Plan’s most important strategic goals is the transformation of the Creekside District (situated at the heart of the Central City) into a vibrant, sustainable, mixed-use community. The Creekside District master planning effort (that is supported by a HUD Community Challenge Grant) will produce a development program that integrates: suitable and affordable housing for existing and future populations; increased efficiency and connectivity of existing public infrastructure; new green infrastructure and amenities; and improved mobility and access to transit and employment (City of Beaverton Creekside District Master Plan Workplan, 06/13/2012).

One key component and outcome of Beaverton’s HUD Community Challenge Grant is increased and meaningful public involvement by populations that have historically been marginalized in public planning processes (including underserved populations) in the development and implementation of the Creekside District Master Plan. Public engagement best practices suggest that involving the public early in processes not only provides policymakers and planners with important information at the outset of projects but helps to build trust among community members as their input is considered before key decisions are made.

Given the goals of the Creekside District master planning project, eliciting observations, ideas, and opinions from local residents, including youth, and business owners (in other words, those who live, go to school, and/or work in the area) is crucial.

The decision to utilize Photovoice as a primary vehicle for gathering citizen input at the outset of the project was driven by both the quality of the data that can be collected (photographs focused on particular dimensions of actual places and the accompanying verbal data via the group discussions and captioning) and also the value of the process itself for the participants that shifts the traditional researcher/researched power relationship and has the potential to bring marginalized populations into the policymaking arena in meaningful ways.

## **Photovoice Background**

Photovoice is a participatory action research (PAR) methodology that recognizes the power of pictures to tell stories. It asks those who know their places and issues best to explore questions related to these things using cameras, dialogue, and captioning. Wang and Burris (1997) developed this approach to enable people to: (1) record and reflect their community’s strengths and concerns, (2) promote critical dialogue and knowledge about personal and community issues through group discussion of their photographs, and (3) reach policymakers (Wang, 1999). Because the methodology relies primarily on the power of photographs to tell stories and small group discussion, it has been used successfully with immigrant populations and others who may be intimidated by the spoken and/or written requirements of traditional public testimony. Since 1997, the Photovoice methodology has been used to engage people, of all ages, in research on a

broad range of place-based topics and to shape public policy (with particular focus on the social determinants of health) across the globe.

Wang (1999) breaks down the Photovoice process into a number of stages. However, it is assumed that adaptations or adjustments will occur depending on the circumstances. The key stages are: (1) conceptualizing the problem or issue to be explored, in other words, articulating the research question; (2) defining broader goals and interests; (3) recruiting the participants; (4) recruiting policymakers as the audience for the Photovoice findings; (5) training the trainers and conducting Photovoice training; (6) exploring the research question (taking photographs); (7) facilitating group discussion that includes critical reflection and dialogue, selecting photographs for captioning, and codifying issues; (8) documenting the stories (captioning); (9) reaching policymakers, the media, and others who may affect change.

### **Photovoice Research Questions**

The Creekside District is a 55-acre site that is largely comprised of retail and light manufacturing or industrial businesses, offices, and a small number of residents (105 residents in 54 occupied housing units according to the 2010 Census). Given the goals of the Creekside District master planning project to create a vital mixed-use, transit-oriented community – a place very different from the current conditions – planners wanted to know how current or potential residents (both youth and adult) and business owners experience the District and how they would assess it to inform the planning effort. Therefore, the questions that the planners wanted to pose to community members were: (1) From your perspective, how well does the Creekside District (or the immediately surrounding area) function now? And, (2) how you would like to see the District develop in the future; what improvements can be made?

Although the participants would be asked to pursue both of these questions, it was understood that because some of them would have limited knowledge of all of the possibilities for improvement and/or have access to time or transportation to photograph future possibilities in other locations, the emphasis of citizen research would be on question #1 and not question #2.

### **Recruitment**

The City of Beaverton targeted three groups to engage in the Photovoice research for the Beaverton Creekside Photovoice Project. The three groups consisted of high school students at the Art and Communication Magnet Academy (ACMA) high school, residents around the Beaverton Creekside area, and business owners. Outreach for all groups was conducted by the City of Beaverton staff. Nearly 30 businesses, neighborhood groups and cultural/religious organizations were targeted for recruitment for Photovoice. All groups were approached during the month of September for Photovoice sessions scheduled in November. Unfortunately, due to time constraints and strategic communication planning for the Master Plan, business owners were not included in the initial Photovoice sessions scheduled. Their input surrounding the Beaverton project will be collected at a separate time and combined with current participant data.

Recruitment for each participant group went as follows:

### Students

The students who participated in the Photovoice project are enrolled in an urban design class at ACMA led by Jon Gottshall. ACMA is located less than one mile from the Beaverton Creekside District. Mr. Gottshall's students focus on urban design and urban planning in the Portland metropolitan region for a full semester. They are taught to observe places with a keen eye towards site assessment and to consider how urban planning activities affect communities and their surroundings. The nature of Mr. Gottshall's course and the school's proximity to the area made the ACMA urban design students prime targets for participation in the Creekside District Photovoice Project. The students were able to not only add insightful analysis of the area's key attributes (environment, transportation and housing) but they also gave the project useful information about the types of urban development that might interest young people within a city. Approximately, 45 students participated in the project.

### Residents

Residents of the Beaverton Creekside area were approached to participate in Photovoice to add first-hand experiences of the functionality of the area to the planning effort. Moreover, this is a relatively low-income area that includes a relatively high percentage of ethnic and racial minorities; in other words, the populations that the City is most eager to engage. These participants have the deepest attachment to the Creekside District and the most at stake. City staff reached out to residents in several ways. One community in the area, Colony Lane, had a neighborhood block party in late September (that the City co-sponsored) where outreach for the Photovoice project was conducted. Other residents were mailed flyers describing the Photovoice Project. Finally, local organizations and churches were asked to inform their members about the Photovoice Project. Many of the residents contacted were non-native speakers coming from either Latino or Korean communities in the area, and, therefore, all materials were translated into Spanish and Korean. Photovoice emphasizes depth of participation over breadth, therefore, it was understood at the outset that the number of participants would be small. In total, four women from surrounding neighborhoods participated in the three Photovoice sessions.

### Community Leaders

Two participants of the Photovoice Project are active community leaders in Beaverton. One woman is involved with the Korean Society of Oregon and another woman is the CEO of the Beaverton Hispanic Center. These women not only contributed to the Photovoice Project as residents, but they also brought a leadership perspective to the type of changes that many of their organizations' members may also want to see in the Creekside area.

## Business Owners

The City of Beaverton targeted 17 businesses in the area to recruit participants for the Photovoice Project. Many of the business owners are Latino or Korean. It was decided that business outreach would be coordinated by the communication team for the Creekside District Master Plan in order to most effectively connect with business owners. In the upcoming months, the City will offer options to the business owners about how to participate in the Creekside project, including Photovoice.

## **Creekside District Photovoice Process**

Starting in August 2012, the City of Beaverton met with Portland State University (PSU) Photovoice partners and Beaverton planning consultants to discuss preliminary ideas about the Photovoice process. Draft material and agendas were discussed for each potential Photovoice session. A 3-session sequence was chosen for the resident portion of the Photovoice project to provide the participants with an introductory session and two extra sessions to share their photos and write captions. PSU team members assembled all of the training materials and forms necessary to conduct Photovoice sessions including translating any handouts for participants into Spanish. The City of Beaverton translated the same material into Korean.

The City had its first outreach event at a neighborhood block party in early September 2012. Recruitment at that block party went well, with eight residents expressing interest in participating. Two of the Photovoice participants came from this block party event.

The students at ACMA got involved in Photovoice in late September when the project's planning staff and the PSU team members met with Jon Gottshall. After the initial meeting to inform Mr. Gottshall about the Photovoice process, a session for the ACMA students was scheduled for October 9, 2012. Students came to the Creekside Round MAX stop area to learn about the Beaverton Creekside Master Plan, the Photovoice process, and the research questions that they would explore for the project. The students had one month to collect photos (which they did in small groups) focusing on several themes (transportation, environment, the creek, and housing). On November 5, 2012, the students presented their findings, thoughts, and ideas to City staff and the PSU team members.

The residents' Photovoice session agendas were finalized on November 5, 2012, with the first Photovoice session scheduled for November 7, 2012. The sessions were held at the Caldwell Bank Building at the Beaverton Creekside Round, owned by the City of Beaverton. At the first session, residents learned about the Beaverton Creekside Master Plan project, the Photovoice process, and how to frame a photograph to tell a story. A week after the first session, on November 14, 2012, the participants were asked to return to share the photos that they had taken. The residents discussed their thoughts and ideas about what they saw and experienced in the area and what they hoped could change. The Photovoice SHOW form (Appendix A) was used to help the resident-participants to organize their thoughts about the issues and concerns they had

captured in their photos. These participants were given a second chance to go out and take photos of things that came up in the discussion that they had not captured on their first attempt. All of them took advantage of this opportunity.

The final Photovoice session was held on November 28, 2012. The resident participants returned one more time to show and discuss their new photos. This time, they used the SHOWED form to articulate their thoughts about how their images might help to educate and inform actions towards improving the conditions displayed in their photos. At the end of session 3, residents were encouraged to write captions for their top 3-5 photos that would be presented to policymakers and exhibited by the City of Beaverton (see Appendix A for all forms used during the Photovoice sessions).

## **Key Findings**

### Themes

The questions that the participants were asked to explore were: (1) From your perspective, how well does the Creekside District (or the immediately surrounding area) function now? And, (2) how you would like to see the District develop in the future; what improvements can be made?

As might be expected, the findings of the Creekside District Photovoice project differ qualitatively between the resident participants and the youth participants, who, by and large, do not live either in the District or immediately adjacent to it. The resident participants' observations are generally more personal and emotional. For them, the Creekside area presents significant challenges, on a daily basis, to their personal safety and sense of civic pride. There is a sense of urgency about the tone of many of their captions. In an example of the personal stake that the resident-participants have in their community and this project, one participant looked beyond the simple lack of parks and recreational opportunities in the area to suggest much broader consequences of these conditions:

*The photo reflects the little importance we give to our young people. It is no wonder that there are many young people that have chosen violence or perhaps make graffiti on cars or houses to kill time. – Y PV 1*

And, another example focused on pedestrian safety:

*These issues, I hold on to tightly. Because it is for my friends, family, and neighbors' safety, as well as my own. I would like to see that Beaverton becomes not just the "best of Oregon" but also the "Safest of Oregon" as well. – J PV 2*

Although there is substantial overlap between the residents' and students' observations, the students' findings, in general, are more cryptic and objective in tone than those of the residents. The Creekside area is not a place that they must negotiate with their families and friends on a daily basis. The students were, in fact, asked to assess the site not only from their perspectives

as young people but also with the kind of analytical eye that an urban planner might bring to the questions. For example, observing at a large tract of vacant land in the District, one student commented:

*This photo shows the poor use of land. You could use this for a number of things, shops, local business', a park. This is a lot of empty space and makes people think Beaverton isn't well put together (which is partially true). - Participant JH*

That said, the residents did not shy away from making recommendations about the improvements they would like to see in the area.

Several themes emerged from the Photovoice project (see Appendix B: Photovoice Themes flowchart) that align well with the understanding that the planners have of the District. These include:

- Transportation issues: the lack of sufficient pedestrian access to essential services and amenities as well as safety concerns related to the lack or quality of sidewalks, crosswalks, and traffic signals);
- Economic development: a lack of a diversity of interesting, retail and cultural experiences;
- Environmental concerns: the degradation of the creek that runs through the area and other natural features in the area;
- Public sanitation concerns: how sanitation is or is not addressed in the neighborhood particularly for apartment dwellers;
- Parks and recreation: the lack of parks and recreational opportunities in the area;
- Landscape issues: this can also be seen as “sense of place” concerns as the area appears to be poorly maintained.

Additionally, a concern for safety, the apparent neglect of the area, the lack of opportunities for youth to engage in constructive activities, and a lack of civic pride are themes that underlie many of the observations and are most strongly expressed by the resident participants.

### The Photos

The power of Photovoice is in the images and words of the participants. What follows are a selection of photographs and captions, identified by the participants, for the purpose of informing the Creekside planning process. They are organized by theme.

## Transportation: Pedestrian Safety



Y PV 2: Proteccion de peatones.  
Hall Ave

*Es una foto que me llamo la atencion porke nos protege de lo peligroso que pueden ser los carros especialmente en la noche y tomados o con mala vision; Por favor tomar en cuenta esta exelente idea. en otros puntos de la ciudad donde hay demasiado trafico.*

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**Participant Y (resident), Photo PV 2: Pedestrian protection.**

*It is a picture that attracted my attention because it protects us of how dangerous cars can be. Especially at night and drunk or with bad vision. Please take note of this excellent idea. In other points of the city where there is too much traffic.*



## Transportation: Pedestrian Safety



**Participant M (resident), Photos PV 1-5**

*Here's a family trying to cross the road they just got their child from school. The sidewalk ended so they tried to cross to get to the other side to get home. You can see how fast the cars are going in this picture, its unsafe but most of all a lot of parents and people take the risk due to the fact there's no sidewalks and crosswalk is too far.*

## Transportation: Pedestrian Safety



### **Participant J (resident), Photo PV 1: Broadway and Farmington**

*Broadway and Farmington is a dangerous intersection where speed limits are different and a feeling of being trapped close to the railroad tracks. Along with pedestrian safety and crossing the road where vehicles must stop and wait many vehicles have been caught on tracks.*

*I feel that this is an issue that really needs to be looked at and configured properly, where it is safe for all people who have to use this intersection. There is a huge amount of traffic on Farmington, and Watson, is getting bad too. I also feel that it is a safety/traffic concern for many motorists and pedestrians.*

## Transportation: Pedestrian Safety



**Participant J (resident), Photo PV 3: Man crossing street**

*The size of the road is too narrow and pedestrians walk across the street. It is dangerous when there is on-coming traffic. No crosswalks.*

## Transportation: Pedestrian Safety



### Participant M (resident), Photo PV 6-9:

*Sidewalks are one thing that needs to be added to these pictures. I knocked door to door and asked people what was one thing wrong in their neighborhood. They said “no sidewalks.” It’s not safe for them to even walk to the store or home without thinking and worrying ‘am I going to get hit by a car today?’*



**Participant BBTB (student), Photo PV 1:**

*This long dirt pathway connects from 158th to about Walker. It is fine to walk on during broad daylight, but during dusk or dawn I feel very uncomfortable walking through it. It is surrounded by trees and feels very scary. The reason this is so important, is that I wish that I could take a safer and more efficient way to get home, seeing as how there are no bus stops close to my home.*

## Transportation: Automobiles



### **Participant J (resident), Photo PV 2: Congestion on Canyon and Watson**

*Too many vehicles are not getting across safely from the build up and length the lights stay green.*

*These issues, I hold on to tightly. Because it is for my friends, family, and neighbors safety, as well as my own. I would like to see that Beaverton becomes not just the “best of Oregon” but also the “Safest of Oregon” as well. We can depend on our police department to make sure we are all safe and enforcing the laws, but really, it is also our responsibility too as residents in Beaverton, I think. As my dad told me as a child, if we rattle enough cages, the locked door will eventually open.*

## Transportation: Bicycles



### Participant CM (student), Photo PV 1:

*There was an idea to extend the stream area into the parking lot on the other side to create a bike path between. The parking lot consumes too much space, and creating a bike path would make it easier and safer for bikers to get around, or just spend a day hanging out. With as much as Beaverton has going on, and as many bikers there are, I'm surprised a bike path hasn't been made already.*

## Economic Development



**Participant S (community leader), Photo PV 1 & 2:**

*There are many retail stores that are not attractive to walk around the Creek side area. I hope there will be more pleasant stores that attract more people who have family with kids, such as ice cream store, book store, coffee shop, bicycle store, clothing shop, diner and etc.*



## Economic Development



### **Participant BBTB (student), Photo PV 2:**

*This is a great example of slowing down cars and walk-able sidewalks, with no pedestrians, and retail/spectacle opportunities for pedestrians. As a teenage there was no reason for us to walk to the Round, except to do a photo project. Find a reason for us to want to be there and the pedestrians will come.*

## Economic Development



**Participant JH (student), Photo PV 1:**

*This photo shows the poor use of land. You could use this for a number of things, shops, local business', a park. This is a lot of empty space and makes people think Beaverton isn't well put together (which is partially true).*

## Economic Development



**Participant AK (student), Photo PV 2:**

*These businesses were right next to the Round and as a student there is nothing here that I would like to go to.*



**Participant AD (student), Photo PV 1:**

*More than half of this current area could be developed in order to make it attractive, complimenting the fertile garden in the corner.*

## Economic Development



**Participant AK (student), Photo PV:**

*Again this is right next to the Round it is just an empty space. It doesn't need to be here. It should be filled with some coffee shops, a grocery store, or something that would attract business.*

## Public Sanitation



**Participant M (resident), Photos PV 10 & 11:**

*Recycling is good, but when you put your recycling bins out you don't want them to get run over by cars or knocked over by people due to no sidewalks. This is one big problem that lots of people want fixed. Can you see why?*

## Public Sanitation



### **Y PV 4: Contenedores de basura son insuficientes 125th AVE. Bequerton “Colony Lane”.**

*El problema que vemos en nuestra area es algo muy preocupante pues no tenemos suficientes contenedores de basura y hace muy complicado nuestro lugar de vivienda; hay mal olor y el exeso de basura que se cae de los contenedores es regada por los gatos esto causa llamar a algunos roedores “ratas”. Tambien no tenemos contenedores para reciclar y tambien no tenemos el servicio para reciclar; no tenemos la ayuda o el apollo que se necesita en la comunidad.*

*Creo que nuestra comunidad es muy bonita; pero necesita el apoyo de parte de la ciudad para poder progresar en estas cosas. Cuando hay ayuda en pequeñas cosas significa progreso para las cosas mas grande q’ puedan venir.*

*Seria muy feliz vivir en un lugar limpio y decente donde mis hijos puedan disfrutar y estar orgullosos del lugar donde crecieron y hacer exelentes referencias de la experiencia q’ viven en su vida.*

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**Participant Y (resident), Photo PV 4: Trash containers are insufficient.**

*The problem we see in our area is something very troublesome because we do not have enough trash containers and this makes it very hard for the place where we live; there is bad odor and the trash overflows from the containers and it is spreaded by the cats this causes calling some rodents “rats”. Also we don’t have containers for recycling and also we don’t have a recycling service, we do not have the help and the support the is needed in the community.*

*I believe that our community is very pretty; but it need the support on the city’s part to be able to get ahead in these matters. When there is support in these small things it means progress for bigger things that might come.*

*It would be blissful to live in a clean and decent place where my children can enjoy and be proud of the place where they grew up and make excellent reference of the experiences they live.*

## Environment



**Participant KS (student), Photo PV 2:**

*This part of the river looks very closed off and the chain link fence creates a fear factor for pedestrians walking by. The grass is also very unhealthy and is an undesirable place to be. If we take out the fence and part of the parking lot then it would create a more desirable setting. By putting in a path and park benches it would also make this area more family friendly.*

## Environment



### **Participant CM (student), Photo PV 2:**

*The area was also a bit dirty and trash was lying around, whether in or out of the pond. Presenting something cleaner would also be beneficial.*



## Environment



**Participant CC (student), Photo PV 1:**

*Styrofoam cups, pill bottles, and plastic bags litter the area surrounding the creek. This creates an uninviting, dangerous environment for the animals that live in the polluted water and the residents living in the homes nearby.*

## Environment



**Participant KS (student), Photo PV 1:**

*These used to be pipes that trees have grown in. This is unattractive and dangerous. These trees will soon suffocate because of the plastic.*

## Environment



**Participant CC (student), Photo PV 2:**

*This side of the creek is a little more pleasing to look at because there aren't as many overgrown plants. However, there is still water runoff from both the store on the right and the car dealership on the left causing the water to become murky and contaminated with toxic oil and flood easily.*

## Parks and Recreation



Y PV 1: Donde se quedó mi diversión?

*La fotografía refleja la poca importancia q' se da a nuestros jóvenes. Con tanta razón hay muchos jóvenes q' han optado por la violencia o tal vez hacer grafitis en carros o casas para matar el tiempo.*

*Tenemos mucho potencial en muchos o en todos nuestros jovencitos: Porqué no tratar de ayudarlos a q' se expresen y lleguen a ser una ayuda exelente para la comunidad? Porke los deportes tienes ke ser tan caros o porke no tenemos una ayuda gratuita para poder promover el buen deporte?*

*Parkes recreativos con facilidades para todos sería muy bueno. Interesarte en los jóvenes es algo q' nunca será tiempo perdido.*

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**Participant Y (resident), Photo PV 1: Where did the fun end up?**

*The photo reflects the little importance we give to our young people. It is no wonder that there are many young people that have chosen violence or perhaps make graffiti on cars or houses to kill time.*

*We have much potential in many or in all our youth. Why not try to help them to express themselves and become an excellent help for the community? Why do sports have to be so expensive or why don't we have free help to be able to promote good sport.*

*Recreational parks with facilities for all would be very good. To give young people our interest [attention] is somethng that will never be wasted time.*

## Parks and Recreation



Y PV 3: Necesitamos un lugar digno donde nuestros hijos gusten jugar  
125th AVE. "Colony lane".

*Veo mucha pobreza en esta foto. es algo muy triste y muy humillante; pues vivimos en un pais donde se supone q' el adelantamiento de nuestra vida deberia ser excelente o de menos mucho mejor q' otros paises de muy mala economia.*

*Puedo ver a' a pesar de q' vivimos en el pais de las maravillas la pobreza o simpleza del descuido de nuestra ciudad y de las personas q' trabajan no ponen nada d' atencion a nuestros niños o nuestra comunidad.*

*Hay muchos lugares q' serian perfectos para poder construir un bonito parque para nuestros hijos, para nuestros vecinos y para reflejar el calor de una comunidad interesante pues representa nuestro potencial de exito y colabora con el crecimiento de una ciudad tan natural como Oregon.*

*Por favor de mirar esta foto con profundidad y comprender q' no somos unos bichos raros, somos humanos parte de uno solo. Nuestra comunidad.*

*Un censo a la Vecindad para recuperar buenas ideas de ke tipo de parque y donde podemos hacerlo seria excelente.*

**Participant Y (resident), Photo PV 3: We need a place to be proud of where our children like to play.  
125th Ave, Colony Lane**

*I see a lot of poverty in this picture. it is something very sad and humiliating; because we live in a country where the advancement is supposed to make our life excellent or at least a lot better than other countries with a bad economy. I can see even when we live in the country of wonders [wonderland] poverty or simply the neglect of our city and the people that work don't pay any attention to our children or our community.*

*There are a lot of places that would be perfect to build a pretty park for our children, for our neighbors and to reflect the warmth of a community interested since it represents our potential to success and it collaborates with the growth of a city as natural as Oregon.*

*Please look at this photo in depth and understand that we're not weirdos, we are human beings part of one. Our community.*

*A census to the neighborhood to recover our good ideas about what type of park and where we can build it would be excellent.*

## Landscape



### **Participant S (community leader), Photos PV 3 & 4:**

*There is a huge parking lot that are not maintained and utilized in the middle of project area. It looks so dreadful and emptiness. Without any street lights and landscape, I feel so unsafe to even drive around this parking lot. I hope the City can develop this area as a shopping mall, playground, park, or arena so people can come to the Beaverton downtown area without any fear.*

## Landscape



### Participant S (community leader), Photo PV 5

*Trees along the streets look overgrown and unmaintained and the type of tree in this area doesn't fit in.*

*I wish the City could take out the big and unhealthy looking trees and plant small scale trees with elegant street lights and banners. Hanging flower baskets in the summer looks very good near the library.*

## Next Steps

The experience of the Photovoice process for the residents and students appeared to have been very positive. Although Photovoice, as a participatory method, is a time-consuming activity, all of the participants were excited to share their findings with each other and expressed the hope that their views would be heard and incorporated into a plan that will affect, directly and indirectly, the future of their city and their families. For the two residents who are not community leaders, in particular, the idea of being able to share their concerns and hopes about their community with each other and, down the road, with policymakers, in a way that was fun and comfortable, was powerful.

The final step of any Photovoice project is presenting the findings to those who can influence change. There will be a presentation by the participants to Beaverton's City Council in February 2013. The findings of this project amplify the relationship between the physical environment (much of what the Creekside Master Plan will entail) and social outcomes. This will be an important challenge for Beaverton's planners to address. As a site assessment, these findings paint a picture of a place that is in many ways the antithesis of the vital, pedestrian-friendly, green, transit-friendly, and affordable community that planners hope will develop there.

Finally, these findings suggest that planning merely within the Creekside District boundary cannot adequately address the issues identified by the participants. The District functions in relationship to the bordering neighborhoods and not in isolation from them. The Creekside District master planning process offers an opportunity for the City to respond to residents, business owners, and visitors of today and tomorrow to remedy the very real social and environmental neglect that is evident in the District and adjacent neighborhoods.

## References

- Wang, Caroline C. 1999. "Photovoice: A Participatory Action Research Strategy Applied to Women's Health." *Journal of Women's Health*, Vol. 8(2): 185-192.
- Wang, Caroline C. and Burris M. 1997. "Photovoice: Concept, methodology, and use for participatory needs assessment." *Health Education and Behavior*, 24:369.



**APPENDIX A**  
Forms

## History of Photovoice

Photovoice is the process of putting cameras into the hands of community members to allow them to become recorders, and potential catalysts for social change. We use Photovoice as a way to engage the community, discover community issues, develop community capacity and create an action plan for change. Photovoice gives community members a chance to communicate an issue, build alliances and empower their fellow community members.

The Photovoice process is broken down into 5 stages:

1. Choose an issue area
2. Learn photography basic mechanics, ethics, and safety issues
3. Take photos
4. Analyze photos and write commentary
5. Display/present photos to community, invite policymakers



You will be researching issues in your area and presenting your findings through photography.

You will be asking yourself why you feel that your issues or concerns are problematic and what might be some possible solutions. You will also be researching the possible strengths in the Beaverton Creek side Area and finding ways Beaverton can build a vital creek side district.

The Photovoice process will take approximately 4 weeks to complete. After this initial session, we will have two more sessions to share photos and write commentary on the issues we discovered while in the field. Our **second session will be on Wednesday, November 14** and you will be asked to present your photos to the group. Our third session will be on **Wednesday, November 28**. At the final session we will be choosing which photos will make it into our presentation and write commentary on why these photos best show the issues in our community.

- Please try to **e-mail your top 3-5 favorite photos by November 13** to [BeavertonPV@gmail.com](mailto:BeavertonPV@gmail.com). We will try to have them printed up for Session 2.
- **Bring all your photos in a digital format to Session 2** on November 14. We would like to copy all the photos you took onto one central computer during this meeting. Please bring any cords that you think may be necessary to upload photos (if you're using your personal camera and don't have a memory card).
- If you have any questions or concerns throughout any part of this process please feel free to **contact Stevie Freeman-Montes at (503) 526-2474**.

## WHAT DO I TAKE PICTURES OF?

Photovoice is your chance to share your ideas about where you live and how you live. Some ideas to get you started...

- What do you see in your everyday life? You could take your camera with you, and make a “photo essay” about a typical day for you. Afterwards, look at the pictures, and see what stands out for you.
- Pretend you are taking pictures to send to a pen pal from another part of the world. What would you want to share about yourself and where you live?
- Start with an opinion or idea. Have you ever wanted to write a letter to the editor of the newspaper? What would you say? Now, try to create a picture that gets your idea across.
- Make a collection of pictures showing all the things you are proud of in your city.
- Make a collection of pictures showing all the things with.
- Use your emotions as a cue. Consider where you live and how you live... what gives you a strong emotional response (excited, angry, afraid, sad...)? Tell the story.
- Come up with a “theme” with your group. Everyone takes pictures that week of their ideas generated by the theme or topic.
- What do you contribute to your community? Do you make a difference? Show this in pictures.
- Spend some time really looking around you. Repeat the first item from this list (pictures of a typical day), or take a walk around your neighborhood... only this time, take pictures of things you have never noticed before.
- What is important to you? What is a big part of your life?
- Take pictures of objects, possessions, people, services, and places...



Photo 1: Example photo from another Photovoice project that represented issues of homelessness in the community.



Photo 2: Example photo from another Photovoice project that brought up discussions of gang activity in the neighborhood.

## Participant Pre-group Questionnaire

Date:

The purpose of this survey is to learn more about you, where you are coming from, and how you are feeling at the start of the group. Some of the questions at the start are a bit personal because we want to find out if we are helping the right people. Please answer as honestly as possible so we can learn more about who is coming to the program.

### Personal Background

Are you male or female? \_\_\_\_\_

What is your age?

18-24     25-29     30-39

40-49     50-59     > 60

What is your marital status?

Single     Married     Separated/Divorced     Widowed

What is your background/ ethnicity? (Check all that apply)

White/Caucasian     Hispanic/Latino     Asian/Pacific Islander

Black/ African American     Native American Indian     Other

What is your household type?

Married Couple with family     Male householder with family

Female householder with family     Living alone

Other: explain \_\_\_\_\_

Do you rent or own your home? \_\_\_\_\_

What is your highest level of education?

Grade school (up to grade 8)     High school (up to grade 12)

Associates degree/Technical training certificate     Some college or university

Completed college or university degree

What is your current employment status?

Employed, full-time     employed, part-time     unemployed

Self-employed     student (full-time, part-time)     retired

What is your yearly income?

Below \$30,000     \$30,001 to \$50,000     \$50,001 to \$60,000

\$60,001 to \$70,000     \$70,001 to \$90,000     More than \$90,000

How much experience do you have with taking pictures?

None     Very little     Some     Moderate amount     Quite a bit

# Photovoice Project: Commentary Form: SHOW

Photographer's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Photo Title: \_\_\_\_\_

1. What do you SEE?

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2. What is really **HAPPENING**?

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3. How does this relate to **OUR** project and the issues we are exploring?

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4. **WHY** does this problem, condition, or strength exist?

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## POST GROUP FEEDBACK SHEET

Name: \_\_\_\_\_

(You do not have to write your name if you do not want to.)

Of the three Photovoice group sessions, how many did you attend? \_\_\_\_\_

How would you rate your overall Photovoice experience?

- Poor
- OK
- Good
- Very good
- Excellent

What was the most helpful thing you learned in the sessions?

What was the least helpful thing you learned?

Rate how much you enjoyed each of the following parts of Photovoice

	Poor			Excellent	
Taking pictures	1	2	3	4	5
Thinking about the message in the photos	1	2	3	4	5
Writing out a caption for each picture	1	2	3	4	5
Discussing pictures as a group	1	2	3	4	5
Planning gallery display / final product	1	2	3	4	5
Communicating ideas to decision makers	1	2	3	4	5
Receiving support from other about ideas	1	2	3	4	5

How could we change Photovoice to make it better?

Would you recommend Photovoice to others?

Yes

No

Maybe (explain) \_\_\_\_\_

Is there anything else you would like to share?

**We appreciate your input. Thank you for participating!**



## Photovoice Project: Commentary Form: **SHOWED**

Photographer's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Photo Title: \_\_\_\_\_

1. What do you **SEE**?

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2. What is really **HAPPENING**?

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3. How does this relate to **OUR** project and the issues we are exploring?

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4. **WHY** does this problem, condition, or strength exist?

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5. What can we do to **EDUCATE** others about this situation, concern, or strength?

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6. What can or needs to be **DONE**?

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## POST GROUP FEEDBACK SHEET

Name: \_\_\_\_\_

(You do not have to write your name if you do not want to.)

Of the three Photovoice group sessions, how many did you attend? \_\_\_\_\_

How would you rate your overall Photovoice experience?

- Poor
- OK
- Good
- Very good
- Excellent

What was the most helpful thing you learned in the sessions?

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Rate how much you enjoyed each of the following parts of Photovoice

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Writing out a caption for each picture	1	2	3	4	5
Discussing pictures as a group	1	2	3	4	5
Planning gallery display / final product	1	2	3	4	5
Communicating ideas to decision makers	1	2	3	4	5
Receiving support from other about ideas	1	2	3	4	5

How could we change Photovoice to make it better?

Would you recommend Photovoice to others?

Yes

No

Maybe (explain) \_\_\_\_\_

Is there anything else you would like to share?

**We appreciate your input. Thank you for participating!**

## La Historia de Photovoice

Photovoice es el proceso de poner cámaras en las manos de miembros de la comunidad para permitirles convertirse en los firmantes y probables sujetos causantes de un cambio social. Nosotros usamos Photovoice como una manera de involucrar a la comunidad, descubrir problemas en la comunidad, desarrollar la capacidad de la comunidad y crear un plan de acción para hacer cambios. Photovoice les da a los miembros de la comunidad una oportunidad para comunicar un asunto, construir alianzas y darles poder a sus compañeros miembros de la comunidad.

El proceso de Photovoice está dividido en 5 etapas:

1. Elegir un área con problemas.
2. Aprender fotografía básica, ética y cuestiones de seguridad.
3. Sacar fotos.
4. Analizar las fotos y escribir comentarios.
5. Mostrar/presentar las fotos a la comunidad, invitar a los legisladores.



Usted estará investigando los problemas en su área y presentando sus hallazgos a través de la fotografía. Usted se preguntará a sí mismo por qué piensa que sus cuestiones y preocupaciones son problemáticas y cuál podría ser alguna solución posible. Usted también estará investigando los posibles puntos sólidos en el área de Beaverton Creek y encontrar maneras en que Beaverton puede construir un distrito vital.

El tiempo del proceso de Photovoice será de 4 semanas. A partir de ésta sesión inicial, tendremos dos sesiones más para compartir fotos y escribir comentarios en los asuntos que hemos descubierto mientras estuvimos en la comunidad. Nuestra segunda sesión será el miércoles 14 de noviembre, a las 6PM, en la cual se le pedirá que presenten sus fotos al grupo. Nuestra tercera sesión será el miércoles 28 de noviembre a las 6PM. En esta última sesión, escogeremos cuáles fotos serán incluidos en nuestra presentación y escribiremos comentarios del porqué estas fotos muestran mejor los problemas de nuestra comunidad.

Por favor, mande sus 3-5 fotografías favoritas al correo electrónico [BeavertonPV@gmail.com](mailto:BeavertonPV@gmail.com).

También tráiganos sus fotografías en forma digital a la segunda sesión el 14 de noviembre. Nos gustaría copias de todas sus fotografías que sacó en una computadora central. Por favor tráiga sus cables de cámara para subir las fotos a la computadora ese día.

Si usted tiene alguna pregunta o asunto en cualquier momento durante este proceso por favor no dude en ponerse en contacto con nosotros, llamando a Stevie Freeman-Montes al (503) 526-2474.

## ¿DE QUÉ SACO FOTOS?

Photovoice es su oportunidad para compartir sus ideas acerca de donde vive y de cómo vive. Algunas ideas para iniciar...

- ¿Qué observa en su vida diaria? Puede llevar su cámara consigo y crea 'documentos fotográficos' sobre un día típico para usted. Después, revisar las fotos y tomar en cuenta lo que le destaque.
- Pretenda/Finja que está sacando fotos para enviar a un amigo por correspondencia en otro lado del mundo. ¿Qué quisiera compartir sobre sí mismo y sobre donde vive?
- Empiece con una opinión o idea. ¿Ha querido escribir al director de un periódico? ¿Qué diría usted? Ahora, trate de crear una imagen que comunique sus ideas.
- Haga una colección de fotos mostrando todas las cosas en que tiene orgullo en su ciudad.
- Haga una colección de fotos mostrando las cosas en su ciudad que le defraudan a usted.
- Use sus emociones como apuntes. Considere donde vive y cómo vive... ¿qué le da una fuerte reacción emocional (emocionado, enojado, miedoso, triste...)? Cuente la historia.
- Determine un tema con su grupo. Todos los participantes sacan fotos esa semana de sus ideas producidas por el tema o asunto.
- ¿Qué contribuye usted a su comunidad? ¿Hace usted una diferencia? Muéstrelo en fotos.
- Pase un rato observando sus alrededores de verdad. Repita el primer asunto a tratar de esta lista (fotos de un día típico), o camine por su barrio... pero esta vez, saque fotos de cosas que antes no ha fijado.
- ¿Qué le importa? ¿Cuál es lo más significativo de su vida?
- Saque fotos de objetos, posesiones, personas/gente, servicios, y lugares...



Foto 1: Ejemplo foto de otro proyecto Photovoice que representó el asunto de estar sin hogar en la comunidad.



Foto 2: Ejemplo foto de otro proyecto Photovoice que inició discusiones sobre la actividad de pandillas en la vecindad.

Fecha:

El propósito de este estudio es saber más de usted, de donde proviene y cómo se siente al inicio del grupo. Algunas de las preguntas al principio son un tanto personales porque queremos enterarnos de si estamos apoyando a la gente indicada. Por favor conteste lo más honestamente posible para nosotros poder saber quienes acuden al programa.

Antecedentes Personales

¿Es usted Hombre o Mujer? \_\_\_\_\_

¿Cuál es su edad?

\_\_\_ 18-24 \_\_\_ 25-29 \_\_\_ 30-39 \_\_\_ 40-49 \_\_\_ 50-59 \_\_\_ > 60

¿Cuál es su estado civil?

\_\_\_ Soltero/a \_\_\_ Casado/a \_\_\_ Separado/a Divorciado/a \_\_\_ Viudo/a

¿Cuál es su raza/antecedentes étnicos? (Marcar todo lo que aplica)

\_\_\_ Blanco \_\_\_ Hispano/Latino \_\_\_ Asiático/Islands del Pacífico

\_\_\_ Afro-Americano \_\_\_ Nativo Americano \_\_\_ Otro

¿Cómo está compuesto su hogar?

\_\_\_ Casados Pareja con familia \_\_\_ Jefe de familia

\_\_\_ Jefa de familia \_\_\_ Vivo solo/a

\_\_\_ Otro : explicar \_\_\_\_\_

¿Su casa es de renta o propia? \_\_\_\_\_

¿Cuál es su nivel de estudios?

\_\_\_ Nivel primaria (hasta el 8avo. grado)

\_\_\_ Preparatoria (hasta el 12avo. grado)

\_\_\_ Graduado de Associates /Certificado de entrenamiento Técnico

\_\_\_ Algo de colegio o universidad

\_\_\_ Completó título de colegio o universidad

¿Cuál es su empleo actual?

\_\_\_ Empleado, tiempo completo \_\_\_ empleado, medio tiempo \_\_\_ desempleado

\_\_\_ Trabaja por su cuenta \_\_\_ estudiante (tiempo completo, medio tiempo) \_\_\_ retirado/pensionado

¿Cuál es su ingreso anual?

\_\_\_ Menos de \$30,000 \_\_\_ \$30,001 a \$50,000 \_\_\_ \$50,001 a \$60,000

\_\_\_ \$60,001 a \$70,000 \_\_\_ \$70,001 a \$90,000 \_\_\_ Más de \$90,000

¿Cuánta experiencia tiene usted tomando fotos?

\_\_\_ Ninguna \_\_\_ Muy poca \_\_\_ Algo \_\_\_ Nivel medio \_\_\_ Bastante

**Proyecto Photovoice: Forma de Comentarios: EXHIBICION**

Nombre del Fotógrafo: \_\_\_\_\_

Fecha: \_\_\_\_\_

Título de la Foto: \_\_\_\_\_

Sitio de la Foto: \_\_\_\_\_

1. Qué es lo que usted **VE**?

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2. Qué está **SUCEDIENDO** en realidad?

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3. Cómo se relaciona ésto a **NUESTRO** proyecto y las cuestiones que estamos explorando?

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4. **PORQUE** existe éste problema, condición o fortaleza?

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**Proyecto Photovoice: Forma de Comentarios: EXHIBICION**

Nombre del Fotógrafo: \_\_\_\_\_

Fecha: \_\_\_\_\_

Título de la Foto: \_\_\_\_\_

Sitio de la Foto: \_\_\_\_\_

1. Qué es lo que usted **VE**?

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2. Qué está **SUCEDIENDO** en realidad?

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3. Cómo se relaciona ésto a **NUESTRO** proyecto y las cuestiones que estamos explorando?

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4. **PORQUE** existe éste problema, condición o fortaleza?

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5. Qué puede hacer usted para **ENSEÑAR** a otros acerca del problema, condición o fortaleza?

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6. Qué puede usted **HACER** al respecto?

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POST GROUP FEEDBACK SHEET  
 HOJA DE RETROALIMENTACION DE POST-GRUPO  
 \*\*\* CUESTIONARIO DE OPINION POST-GRUPO\*\*\*\* \*\*\*\* il think this is  
 a better name for exit interview?? \*\*\*\*

Nombre: \_\_\_\_\_

(No tiene que escribir su nombre si no lo desea.)

De las tres sesiones de grupo de Photovoice, ¿a cuántas asistió? \_\_\_\_\_

¿Cómo calificaría su experiencia total de Photovoice?

- Mala
- OK
- Buena
- Muy buena
- Excelente

¿Qué fue lo mejor que usted aprendió en las sesiones?

¿Qué fue lo menos importante que usted aprendió?

Qué puntuación le da a su experiencia con cada una de las siguientes partes de Photovoice:

	Malo				Excelente
Tomar las fotos	1	2	3	4	5
Pensar sobre el mensaje en las fotos	1	2	3	4	5
Escribir una descripción/título de cada foto	1	2	3	4	5
Discutir las fotos en grupo	1	2	3	4	5
Planear la presentación en galería/producto final	1	2	3	4	5
Comunicar ideas a los que toman las decisiones	1	2	3	4	5
Recibir apoyo de los demás acerca de ideas	1	2	3	4	5

¿Cómo podríamos cambiar Photovoice para mejorarlo?

¿Le recomendaría usted Photovoice a otras personas?

- Si
- No
- Quizá (explique) \_\_\_\_\_

¿Hay alguna otra cosa que le gustaría compartir con nosotros?

Apreciamos mucho su opinión. Muchas gracias por participar!

## 포토보이스의 역사

포토보이스 프로그램은 카메라를 지역주민에게 주어서 지역 연구원으로써 그 지역사회의 변화된 모습을 수집하는 일을 말합니다. 비벌튼시청은 포토보이스 프로그램을 통해 지역사회에 참여하고, 지역의 문제점을 발견하며 지역의 역량을 발전시키며 변화를 위해 구체적 계획을 수립합니다. 포토보이스 프로그램은 지역주민들이 문제점들을 의논하고 지역동맹을 강화하며 지역주민의 역량을 강화하게 합니다.

포토보이스 프로그램은 5단계로 구성되어 있습니다.

1. 문제의 장소를 선택합니다.
2. 사진찍는 방법, 윤리, 안전수칙등을 배웁니다.
3. 사진을 찍습니다.
4. 사진을 분석하고 간단한 내용을 적습니다.
5. 사진을 전시하고 정책입안자를 초대합니다.



여러분은 지역의 문제점을 조사하고 발견된 문제점을 사진을 통해 전시합니다. 그리고 문제점라고 생각되어진 이유를 스스로에게 물어보고 가능한 해결책은 무엇인가에 대해 생각합니다. 또한 비벌튼 개천지역의 장점이 무엇인지를 조사하고 비벌튼 시청이 활기찬 개천지역으로 만들수 있는 방법을 찾습니다.

포토보이스 프로그램은 4주에 걸쳐 진행됩니다. 첫번째 미팅후에 두번째 세번째 미팅에서는 찍어온 사진들을 공유하며 현장에서 발견한 문제점들을 적어 보는 시간을 가집니다.

두번째 미팅은 11월14일 월요일 오후 6시에 있을 예정이며 당신은 찍어온 사진을 전시하게 됩니다. 세번째 미팅은 11월28일 월요일 오후 6시에 있을 예정이며 여기서 최종전시물에 게시할 사진을 선택하고 왜 이 사진들이 지역의 문제점을 보여주는데 가장 적합한지에 대해 서술을 하고 발표를 할것입니다.

이프로그램에 대해 질문이 있거나 궁금한 점은 언제든지 마이크 전에게 연락하세요.

503-526-3719, [mjun@beavertonoregon.gov](mailto:mjun@beavertonoregon.gov)

## 어떤 사진을 찍어야 할까요?

포토보이스는 여러분이 어디서 어떻게 살아야 하는지에 대한 생각들을 공유하게 합니다.

아래는 이 프로그램을 쉽게 시작할 수 있는 여러 방법들입니다.

일상에서 당신은 매일 어떤것을 보십니까? 여러분은 카메라를 가지고 일상에 대한 사진일기를 쓸수 있겠습니까. 그 후에 사진을 보며 가장 인상적인것이 무엇인가를 생각하세요.

다른나라에 있는 펜팔 친구에게 사진을 보낸다고 생각하세요. 여러분 자신과 살고 있는 곳의 어떤것들을 펜팔친구들과 공유하고 싶으신가요?

생각이나 의견들로 시작해보세요. 신문사 편집자에게 편지를 보내고 싶다고 생각해 본적이 있나요? 어떤 말을 할것인가요? 자 그럼 사진을 찍어 자신의 생각을 표현하세요.

여러분이 살고 있는 도시에서 자랑하고 싶은 것들에 대해 일련의 사진들을 찍어 보세요.

여러분이 살고 있는 도시에서 실망한 것들에 대해 일련의 사진들을 찍어 보세요.

여러분의 감정을 시작신호로 이용하세요. 지금 살고 있는곳 그리고 어떻게 생활하는지에 대해 생각해 보세요... 어떤 강한 감정을 느끼시나요?(기쁨, 화, 두려움, 슬픔...)

여러분이 속한 그룹에서 주제를 정해보세요. 모든 사람이 그 주제 정한 주제에 관해 사진을 찍어 오게 하세요.

여러분은 어떻게 지역사회에 기여할수 있을까요? 여러분은 변화를 줄 수 있나요? 사진으로 표현해 보세요.

여러분 주위의 것들에 대해 시간을 많이 할애해 보세요. 리스트의 첫번째 항목인 일상의 사진찍기를 다시 해보세요. 그리고 동네를 거닐어 보세요. 이번에는 저번에 보지 못한것들을 사진에 담아보세요.

어떤것들이 여러분에게 중요한가요? 어떤것이 여러분의 삶에 큰 부분을 차지하나요?

사물들, 소유한것들, 사람들, 서비스, 그리고 장소들을 사진에 담아보세요.

## Participant Questionnaire

### 참가자 설문지

Date:

날짜:

The purpose of this survey is to learn more about you, where you are coming from, and how you are feeling at the start of the group. Some of the questions at the start are a bit personal because we want to find out if we are helping the right people. Please answer as honestly as possible so we can learn more about who is coming to the program.

본 설문조사의 목적은 여러분을 좀 더 이해하기 위해 어떻게 참가하게 되었는지 또 첫시작하는 팀으로 어떻게 느꼈는지 알기 위함입니다. 맨처음 부분의 질문들은 좀 사적일수 있으나 참가자분들을 잘 도와주기 위해서니 양해해 주시기 바랍니다. 질문에 성심껏 대답해 주시면 감사하겠습니다.

### Personal Background

#### 인적사항

Are you male or female? \_\_\_\_\_

남성/여성? \_\_\_\_\_

What is your age?

나이?

18-24    25-29    30-39    40-49    50-59    > 60

What is your marital status?

결혼여부?

Single    Married    Separated/Divorced    Widowed

미혼    결혼    이혼    사별

What is your background/ ethnicity? (Check all that apply)

인종은? 해당되는 모든것에 체크하세요.

White/Caucasian    Hispanic/Latino    Asian/Pacific Islander  
 백인/코카시언    히스페닉/라티노    동양인/퍼시픽 아일랜드어

Black/ African American     Native American Indian     Other  
 흑인     인디언     그외

What is your household type?  
가정구성 타입은?

Married Couple with family     Male householder with family  
 결혼한 부부 가족     홀아버지인 가족  
 Female householder with family     Living alone  
 홀어머니인 가족     독신  
 Other: explain \_\_\_\_\_  
 그외: 설명 \_\_\_\_\_

Do you rent or own your home? \_\_\_\_\_  
집 소유 \_\_\_\_\_ 렌트 \_\_\_\_\_

What is your highest level of education?  
학력은 어떻게 되십니까?

Grade school (up to grade 8)     High school (up to grade 12)  
 초등학교 졸업     고등학교 졸업  
 Associates degree/Technical training certificate     Some college or university  
 전문대 졸업/전문학교 자격증     대학교 중퇴  
 Completed college or university degree  
 대학교 졸업

What is your current employment status?  
현재 직장은 다니고 있습니까?

Employed, full-time     employed, part-time     unemployed  
 풀타임 직장인     파트타임 직장인     무직  
 Self-employed     student (full-time, part-time)     retired  
 자영업     학생(풀타임, 파트타임)     은퇴  
 At home parent  
 집에 있음

What is your yearly income?  
연수입은 어떻게 되십니까?

Below \$30,000     \$30,001 to \$50,000     \$50,001 to \$60,000

\$60,001 to \$70,000     \$70,001 to \$90,000     More than \$90,000

\$30,000이하     \$30,001 to \$50,000     \$50,001 to \$60,000

\$60,001 to \$70,000     \$70,001 to \$90,000     \$90,000 이상

How much experience do you have with taking pictures?

사진촬영 경험은 얼마나 있으십니까?

None     Very little     Some     Moderate amount     Quite a bit

전혀없음     조금 있음     보통     조금 많이 있음     아주 많이 있음



## Participant Questionnaire

### 참가자 설문지

Date:

날짜:

The purpose of this survey is to learn more about you, where you are coming from, and how you are feeling at the start of the group. Some of the questions at the start are a bit personal because we want to find out if we are helping the right people. Please answer as honestly as possible so we can learn more about who is coming to the program.

본 설문조사의 목적은 여러분을 좀 더 이해하기 위해 어떻게 참가하게 되었는지 또 첫시작하는 팀으로 어떻게 느꼈는지 알기 위함입니다. 맨처음 부분의 질문들은 좀 사적일수 있으나 참가자분들을 잘 도와주기 위해서니 양해해 주시기 바랍니다. 질문에 성심껏 대답해 주시면 감사하겠습니다.

### Personal Background

#### 인적사항

Are you male or female? \_\_\_\_\_

남성/여성? \_\_\_\_\_

What is your age?

나이?

18-24    25-29    30-39    40-49    50-59    > 60

What is your marital status?

결혼여부?

Single    Married    Separated/Divorced    Widowed

미혼    결혼    이혼    사별

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전혀없음     조금 있음     보통     조금 많이 있음     아주 많이 있음

**APPENDIX B**  
Photovoice Themes Flowchart

# Photovoice Themes

