

CP 268/190 Spring 2020 Studio Description  
Participatory Planning with Young People & Schools: Y-PLAN

**Studio Project Focus “Housing Oakland Families”**



**Monday, 2 - 5 pm**

**Instructor:** Deborah McKoy, [debmckoy@berkeley.edu](mailto:debmckoy@berkeley.edu) (Office hours by appointment)

- **CIVIC CLIENTS:** Oakland Housing Authority and New Way Homes, Affordable Housing Developers
- **GSI:** David H Garcia, DCRP MCP, [davidhgarcia@berkeley.edu](mailto:davidhgarcia@berkeley.edu), (Office hours by appointment)
- **Location:** Wurster Hall Room 106
- **Fieldwork/teaching:** [Oakland High Schools](#) and [Skyline High](#), Min. of 10 sessions/days in field; 1-2 hours each visit). Enrollment depends on fieldwork availability (Offering 10 “Workshops”)

**STUDIO PROJECT:** This studio project will focus on “Housing Oakland Families” from both a public and private sector development perspective in East Oakland. There will be two main clients and projects where Studio participants will work in partnership with Oakland youth to tackle the following questions:

- **Oakland Housing Authority:** see [Project Overview](#)
  - a. *How The Oakland Housing Authority can increase access to stable, affordable housing offering all residents a safe, opportunity rich community and quality of life.*
  - b. Studio will focus on working on the [Lion Creek Crossings](#) in East Oakland.
- **New Way Homes:** see [Envision Homes - Project Partner Overview](#)
  - a. *How can new mixed-income housing developments in Oakland best meet the needs of the current residents who need it the most? What is the current policy landscape and what are the opportunities for innovative policy at the local and state level?*

This studio course will provide an opportunity for UC Berkeley students to serve as mentors and co-researchers to young people engaged in Y-PLAN projects focused on planning and developing affordable housing options for all children and families. UC Berkeley students will work with local teachers to co-lead a 8 week urban planning workshop for and with young people at Skyline and Oakland High Schools through in person mentoring, field work, guest speakers and final proposal development.

Using the nationally recognized [Y-PLAN methodology](#), UC Berkeley students will support classroom teachers and their students to co-design innovative and implementable solutions, emphasizing the interconnectedness

of transportation, housing and economic development with local specificity and ownership. The Y-PLAN methodology is committed to working with youth and schools furthest from opportunity, or “at risk”, and in greatest need of access to opportunities that are academically rigorous, relevant to their lives and meaningful to their whole communities.

## **OVERVIEW: What is Y-PLAN?**

The **Y-PLAN (Youth – Plan, Learn, Act, Now)** is an interdisciplinary course and unique educational methodology where students in urban planning, design, public health, education, and other related disciplines learn how to engage youth as genuine stakeholders and participants in local city planning/community development projects. Y-PLAN infuses social justice and healthy community lenses into the planning and civic engagement process by centering on young people and their ideas. Y-PLAN engages young people in the question of **why plan?** Why plan for my community? For myself? After an initial teaching preparation phase, UCB students work side-by-side high school students assisting in teaching 5 core Y-PLAN modules/workshops as part of their core courses. UCB students serve as “mentors” working together on authentic civic projects.

### **UCB students (“mentors”) will gain proficiency in:**

- Applying core planning principles of community development and affordable housing, while emphasizing the mobilization of community and the creation of an informed citizenry in our cities
- Mentoring youth in conducting physical, economic, and social analyses of their community
- Effectively teaching and communicating ideas about community development and social change

### **Requirements:**

- Participation in Monday seminar discussions and project planning, collaboratively working in teams to prepare activities for the HS students (utilizing Y-PLAN curriculum guide) (25%/25 points)
- Fieldwork/on-site teaching assistance with high school students for 15-20 hours in the semester (25%/25 points)
  - Full credit (25 points) requires attendance and fieldnotes submitted within 2 days
- Weekly reading & literature posted by 5 p.m. the Sunday evening before class (20% / 20 points)
- 5 page (double spaced) mid-class short reflection paper (10% points)
- Final team Project Proposal and Poster Board with 2 page personal reflection
  - 10 - 15 pages (double spaced) and accompanying poster for final presentation (20%/20 points)

### **Readings + Materials:**

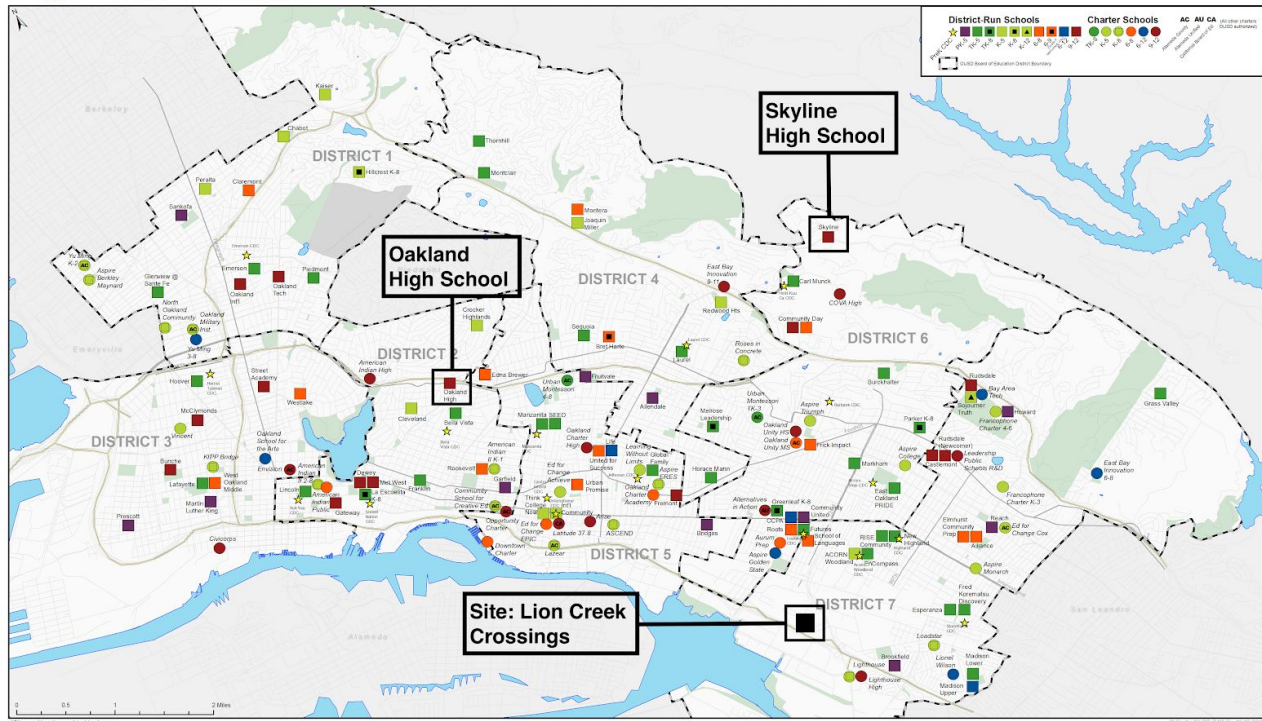
- “Reader” will be all digital with readings posted on B-Courses. Each student will receive copy of Y-PLAN Curriculum Guidebook with aligned lesson plans.
- Additional documents and papers will be on the class bCourses site and/or distributed in class.
- Project packet with materials from our client’s specific to the Y-PLAN 2020 will be on bCourses.
- All fieldwork posted and maintained on B-Courses schedule
- Mentors will create a K-12 Housing Reader for Oakland HS Students

**Project Description: Housing Oakland**

CP268/190 students (“mentors”) will have 2 roles in the Spring Y-PLAN: (1) support Oakland high school teachers by serving as mentors to students during the Y-PLAN spring project for a total average of 10 hours/workshops at the school site and (2) document the process and insights as part of the broader Y-PLAN action research to track whether and how students learn in the Y-PLAN civic learning process.



**Oakland District-Run and Charter Schools**



CP268/190 students will choose to be a part of one of 2 local projects, depending on interest and field placement availability.

**1. Skyline High School: Helping Oakland Housing Authority - Improve Housing Access and Conditions**

**a. Three Classes**

- i. African American Male Achievement Group (AAMA): 6th Period**
  - **Wednesdays at 9:50am - 10:30am**
- ii. Visual and Performing Arts Pathway: First Period**
  - **Thursdays at 8:05am - 9:36am**
- iii. Visual and Performing Arts Pathway: Third Period**
  - **Thursdays at 11:56am-1:27am**

**2. Oakland High School: Designing New Affordable Housing with Local Churches and Developer**

**a. Two Classes**

- i. Policy 11. Y-Plan Housing Class: Fourth**
  - **Fridays at 9:52am - 11:24am**
- ii. Policy 11. Y-Plan Housing Class: Sixth**
  - **Fridays at 12:08pm - 1:38pm**

**Scheduling Preference Sign-up will be available on Tuesday January 28th and close on Thursday January 30th, at 6PM via link on BCourses and Email.**

Y-PLAN high school students will work in small teams and learn from experts and local stakeholders over the semester to co-design innovative and implementable solutions and present to their clients.

Projects will emphasize the interconnectedness of land, water, housing and the quality of life—with local specificity and ownership. CC+S is committed to working with youth and schools furthest from opportunity, or “at risk”, and in greatest need of access to opportunities, such as Y-PLAN, that are academically rigorous, relevant to their lives and meaningful to their whole communities.

# Spring 2020 Course Schedule

Readings listed on the day to be discussed; assignments listed on the day they are due.

## WEEK 1 - JANUARY 27, 2020 INTRODUCTIONS, OVERVIEW, Y-PLAN "MINI" EXPERIENCE

### Studio/Seminar Goals:

- Introduce the course, field work, and expectations
- Review upcoming readings, assignments and mentor responsibilities (including assessment and student letter)
- Experience Y-PLAN in action through "Y-PLAN Mini" project - Housing at UC Berkeley

### Assignment:

- Journal entry (B-Courses) Personal Poem: "I am from \_\_\_\_ . ... " short 2 – 3 paragraphs

### Fieldwork:

- All: **Become familiar with assigned Y-PLAN project and school site to mentor**

## WEEK 2 - FEBRUARY 3, 2020 [MODULE. 1] Y-PLAN PROJECT DEEP DIVE & MEET CLIENTS AND TEACHING PARTNERS!

Speaker/s: Y-PLAN Client/s and Teachers

### Studio/Seminar Goals:

- Overview of Housing - History, Promises, and Pitfalls
- Meet Y-PLAN civic clients and teaching partners to learn about our 2020 classroom projects and student scholars
- Discuss Y-PLAN Student Guidebook and materials and expectations
- **Workshop 1 Prep:** Review existing housing slideshow and update with new slides for projects

### Readings to be discussed:

- McKoy, Eppley and Buss (2020) "The Critical Role of Young People and Schools in Planning Resilient Cities", *Community Development Innovations Review*, SF Federal Reserve)
- Y-PLAN Housing Policy Brief (2020) - draft
- [A Roadmap Toward Equity: Housing Solutions for Oakland, California](#) - selections
- Review and Choose 2 Articles on Housing -- (articles assigned to Skyline HS Students)
  - Kendall, Marisa (2019). "The Kids Aren't All Right: How the housing crisis hurts the Bay Area's youngest residents." Mercury News.
  - Brinklow, Adam (2019). "4,000 People applied for 28 Affordable Homes in Oakland." Curbed SF.
  - Contributors (2015). "Bring on the Hipsters, Gentrification is Good for the Poor." The Economist.
  - Policy Link (2016). "Oakland's Displacement Crisis: As Told by the Numbers." PolicyLink
  - Chabria, Anita and La Ganga, Maria (2019) "Teachers' strike fueled by Bay Area housing crisis: 'They can't afford Oakland'." Los Angeles Times.
  - Silicon Valley Community Foundation (2018). "Bay Area Housing Crisis: Foster Youth on the Brink." Reports

- Rothstein, Richard (2020). "The Neighborhoods We Will Not Share". The New York Times
- **Y-PLAN Student Guidebook (PDF on BCourses and physical distributed Week 2)**
- Affordable Housing Website Analysis New Way Housing - Envision Housing (Skim)
- **Project for Public Spaces**, Inspiration about Place making, <http://www.pps.org/> (Skim)

**Assignment:**

- **Reading reflection:** Short summary of key insights from readings

**Fieldwork:**

- All: **Workshop 1: Introductions and History of Housing Inspiration Slides -- what's possible!**

**Week 3 - FEBRUARY 10, 2020 [Module. 2] DATA: THE POWER OF COMMUNITY MAPPING AND SURVEYS**

\*Guest speaker: Mandy Eppley, DCRP Y-PLAN Alum 2004, and CC+S Associate Director

**Seminar Goals:**

- Reading discussion – Consider cognitive mapping/site mapping as a tool for cultivating a more critical awareness of place and possibilities
- Structuring success in the classroom: Workshop Lesson Planning and Fieldwork Preparation
  - Y-PLAN Guidebook and Materials Review
  - Community Mapping
  - Survey Development (preliminary)
- Field notes on-line reporting
- **Workshop 2 Prep:** Develop Mapping Activity (Cognitive, School Map, Site Map) and Survey Preparation

**Readings to be discussed:**

- Wenger, Etienne (1998). *Communities of Practice – Learning, Meaning and Identity. Introduction: A Social Theory of Learning* (pg. 3 – 15)
- Lin, Margaretta and Rose, Kamila (2017) "A Roadmap Toward Equity: Housing Solutions for Oakland, California" <https://www.policylink.org/sites/default/files/pl-report-oak-housing-070715.pdf>
- **Mapping sites** to review:
  - <http://www.communityyouthmapping.com/>
  - <http://youthcommunitymapping.org/>

**Assignments Due:**

- Reading Reflection
- Fieldnotes – entered into database

**Fieldwork:**

- All: **Workshop 3: Mapping & Survey Preparation**

**\*\* FEBRUARY 17, 2020 UCB No Class President's Day\*\***

## **Week of February 17-21 SITE VISITS**- planning still being finalized

High school students from each school site will conduct a site visit to deepen their knowledge and understanding of the challenges of housing in Oakland and specific issues related to each site. These visits entail connection with clients (Oakland Housing Authority and New Way Homes), observation and community mapping, and documentation of engagement with residents.

### **Mentors are invited to attend part or all of the site visit activities on the following dates:**

- **Oakland High School on Friday 02/21/2020 - confirmed**
- **Skyline High School on Thursday 02/20/2020 - pending**

Further details will be shared closer to the date.

### **Readings:**

- [Field trips turn the world at large into a classroom](#), Education Dive 2018
- Rothstein, Richard (2018) "Chapter 1 If San Francisco Then Everywhere" *The Color of Law: A Forgotten History of How Our Government Segregated America*. First edition. New York ; London: Liveright Publishing Corporation, a division of W.W. Norton & Company, 2017.
- Optional:
  - Educational Tools for Civic Engagement and Action, **Center for Urban Pedagogy** <http://welcometocup.org/>
  - **Forum for Youth Engagement: Spark Action** <http://sparkaction.org>

### **Assignments Due:**

- Reading Reflection
- Fieldnotes – entered into database

## **WEEK 4 FEBRUARY 24, 2020 [MODULES. 2 – 3] OAKLAND HOUSING PAST AND PRESENT**

### ***Guest speakers:***

- **Christia Katz Mulvey**, Manager, Housing Development Services, City of Oakland – Housing & Community Development --- and Y-PLAN 2000 alumni (how cool is that)!
- **Gloria Bruce**, Executive Director, East Bay Housing Organizations (EBHO)
- **Megan Abell**, Director Of Advocacy at TechEquity Collaborative

### **Seminar Goals:**

- Reading discussion - Critical insights and analysis of Oakland Housing Past and Present
- **Workshop Prep:** SWOT Analysis Overview and Guiding others

### **Readings to be discussed:**

- [The Planning History of Oakland: The Changing face of Oakland 1945 - 1990](#)
- [Understanding Rising Inequality and Displacement in Oakland](#), Cityrising, 2017
- Chapter 11 and 12 - Richard Rothstein
- [SWOT Analysis Suggestions for Communities](#)

## Assignments Due:

- Reading Reflection
- Fieldnotes entered into database

## Fieldwork:

- All: **Workshop 4 SWOT Analysis**

## WEEK 5 - MARCH 2, 2020 [MODULES. 2 - 3] THE Y-PLAN CHARRETTE PROCESS

### Seminar Goals:

- Learn and experience how a charrette process is a powerful learning experience and creative process.
- Consider possibilities and limitations of charrette process as a legitimate opportunity to share ideas
- **Workshop 4 Prep:** Charrette Process

### Readings:

1. Sharon Sutton & Susan Kemp, *Children as partners in neighborhood placemaking: Lessons from intergenerational design charrettes*, *Journal of Environmental Psychology*; Volume 22, Issues 1–2, March 2002, Pages 171-189
2. Chapter from Placemaking with Children and Youth p. 201 - 210

## Assignments Due:

- Reading Reflection

## Fieldwork:

- All: **Workshop 5 Y-Plan Charrette Process Part 1**

## WEEK 6 - MARCH 9, 2020 [MODULES. 2 - 3] INCLUSIVE COMMUNITY DEVELOPMENT

### PANEL DISCUSSION: ALUMNI PERSPECTIVES

- MYRNA ORTIZ VILLAR, BLANCA GAMEZ-DJOKIC, ASHEA FULLER - ALUMNI

### Studio/Seminar Goals:

- Explore issues of race, class and gender at the intersection of community development and education
- Understanding How race and critical perspectives are essential for proposal development
- **Workshop Prep:** Considering Constraints! Project proposal pros and cons/Cost Benefit Analysis

### Readings to be discussed:

1. Griffin, Toni L. , Cohen, Ariella, Maddox, David. 2015. **"Introduction."** *The Just City Essays: Volume 1*. J. Max Bond Center on Design for the Just City, Spitzer School of Architecture, City College of New York, Next City, and the Nature of Cities. Griffin, Toni L. , Cohen, Ariella, Maddox, David, eds. P. 4
2. AAMA Y-PLAN, AERA 2019 Report Brief
3. LATINX Article - DHG [\*"More than Half of Latinos in the Bay Struggle to stay Afloat"\*](#)

## Assignments Due:

- Reading Reflection
- Fieldnotes



- **REMINDER: Mid-Term Reflection Paper Due March 14<sup>th</sup>**

**Fieldwork:**

- All: **Workshop 5 Y-Plan Charrette Process Part 2 Consider Constraints: CBA**

**WEEK 7 - MARCH 16, 2020 [MODULE 4] FINAL PROPOSALS AND PRODUCT DEVELOPMENT**

**Studio/Seminar Goals:**

- Mid-semester Check-in and course realignment discussion
- Producing Deliverables: Poster, presentations and memos
- **Workshop Prep:** Presentation and Board Development

**Readings to be discussed:**

- Posters reflect professional practice: [See 2020 APA Conference Description](#)
- Optional
  - [The Evolution of Urban Planning in 10 Diagrams](#)
  - [Tips for Creating Informative Posters](#)

**ASSIGNMENT DUE MARCH 16 by 2PM : MID-COURSE REFLECTION (5 PAGES, DOUBLE SPACED) - More information B-courses**

Describe your experience working with Y-PLAN:

- *What is working well for you? For the group?*
- *What are the challenges for you? For the group? How can they be addressed?*
- *What policy recommendations and/or housing solutions do you see emerging in your work in Oakland?*
- *What are 2 critical priorities to support YOUR team of young planners in their final proposal development and presentation?*

**Fieldwork:**

- All: **Workshop 6:** Into Action! Proposal Development

**\*\* MARCH 23, 2020 NO SEMINAR – NO FIELDWORK UCB SPRING BREAK & OUSD SPRING BREAK\*\***

**WEEK 8 - MARCH 30, 2020 [MODULES. 3 - 4] COMMUNICATION AND STORY TELLING: BUILDING A PERSONAL AND COMMUNITY NARRATIVE**

**Studio/Seminar Goals:**

- Highlight the importance of youth’s ability to tell their story on their terms
- Review Y-PLAN project rubrics for final presentation + discuss improvements

**Readings to be discussed**

1. The Washington Post: ***We should be teaching kids public speaking in school***
2. ***Data Storytelling Using visualization to share the human impact of numbers***
3. Placemaking with Children and Youth p. 213 - 222

**Assignments Due:**

- Reading reflection
- Paper Proposal Due: Submit 1-page outline of what you would like to develop as a final poster

**Fieldwork:** No Field Work

**WEEK 9 - APRIL 6, 2020 [MODULE. 4] PREPARING FOR COLLEGE, CAREER, + SUSTAINED COMMUNITY ENGAGEMENT**

**Speaker:** **Myrtha Ortiz Villar** (Y-PLAN Alumni and College Readiness Specialist), CED Ambassador Program

**Seminar Goals:**

- College and career readiness – mentoring for the future
- Prepare for final post-survey assessment activity for Y-PLAN school sites
- Discuss Final Reflection Paper expectations
- **Workshop Prep:** Final Presentation Run and Assessment

**Readings to be discussed:**

1. Alia Wong. 2015. "Why Civics is About More Than Citizenship," *The Atlantic*. Published Sept 2015. Available at <http://www.theatlantic.com/education/archive/2015/09/civic-education-citizenship-test/405889/>

**Assignments Due:**

- Reading reflection
- Fieldwork notes
- Review past fieldnotes

**Fieldwork:**

- All: **Workshop 7 Presentation Run-through**

**Week 10 APRIL 13, 2020 [Module. 4] FINAL PREPARATION!**

**Seminar Goals:**

- TBD – possibly on site classroom working option to support students prior to presentation
- Prepare opportunities for youth to sustain civic involvement and college readiness

**Assignments Due:**

- Reading Reflection
- Evaluations

**Fieldwork:**

- All: **Workshop 8:** Serve on review Panels -- **Final Presentations at Each School**
  - Oakland High, Friday April 17 1 - 3 pm ALL welcome.
    - Special on -site Presidential Session for American Educational Research Association (AERA) 2020!

**WEEK 11 - APRIL 20, 2020 [Module.5] REFLECTION AND FINAL CP 268/190 PROJECT DEVELOPMENT**

**Seminar Goals:**

- Reflect on final presentations at school sites
- Discuss value added final CP 268/190 final poster and presentations to clients

**Fieldwork:**

- All: **Workshop 9 College and Career Presentation and/or reflection TBD**

**WEEK 12 - APRIL 27, 2020 [M.5] CP 268/190 FINAL PROJECT REVIEW Preparation**

**Studio/Seminar Goals:**

- Groups present and offer feedback
- Evaluations
- Workshop/prep: Preparing Final Reflection

**Fieldwork:**

- All: **Workshop 10 Final Reflection**

**\*\*\*\* FRIDAY, MAY 1<sup>ST</sup> Y-PLAN 20<sup>TH</sup> ANNIVERSARY CITY SHOWCASE AND FORUM**

- **Brower Center, 9 - 3 pm**

**MAY 4<sup>TH</sup> (NOT FINAL – SCHEDULED BY DCRP) - STUDIO REVIEW “FINAL” POSTER PRESENTATIONS**

PRESENTATIONS OF FINAL PAPER POSTERS AND FINAL PAPERS DUE ON MAY 4<sup>TH</sup>

**Seminar Goals**

- Final paper posters and brief presentations
- Post-UC Links Assessment Activity
- Evaluations, CELEBRATE!!

**Assignment due:**

- Poster + 5-minute presentation of project poster & final report submitted

