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 (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, (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.

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


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:
- 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)
  - Brinklow, Adam (2019). "4,000 People applied for 28 Affordable Homes in Oakland." Curbed SF.
  - 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

Page 5 of 12
CP 268/190 – 2020 Syllabus 2020
- 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:
- 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
- Optional:
  - 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:

- 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:

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, Ashley 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:

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 14th

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

Page 9 of 12
CP 268/190 – 2020 Syllabus 2020
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 Ortíz 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:**

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 1ST  Y-PLAN 20TH ANNIVERSARY CITY SHOWCASE AND FORUM
● Brower Center, 9 - 3 pm

MAY 4TH (NOT FINAL – SCHEDULED BY DCRP) – STUDIO REVIEW “FINAL” POSTER PRESENTATIONS

PRESENTATIONS OF FINAL PAPER POSTERS AND FINAL PAPERS DUE ON MAY 4TH

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