

UC Berkeley
IURD Working Paper Series

Title

Oakland Village Centers

Permalink

<https://escholarship.org/uc/item/65q2n1dg>

Author

Wu, Alice P

Publication Date

1997-04-01



Working Paper 97-10

Oakland Village Centers

Alice P. Wu

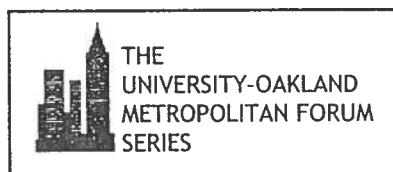
Spring 1997

University of California at Berkeley
\$13.00

Working Paper 97-10

Oakland Village Centers

Alice P. Wu



The University-Oakland Metropolitan Forum is a partnership of the University of California at Berkeley; California State University, Hayward; Mills College; Holy Names College; the Peralta Community College District; and the Oakland community.

University of California at Berkeley
Institute of Urban and Regional Development

TABLE OF CONTENTS

<u>INTRODUCTION</u>	<u>3</u>
<u>OVERVIEW OF OAKLAND'S CURRENT YOUTH SERVICES ENVIRONMENT</u>	<u>5</u>
◆ A RISING YOUTH DILEMNA	5
◆ A RISING OAKLAND RESPONSE	7
◆ A RISING CHALLENGE: COLLABORATION AND VILLAGE CENTERS	8
<u>THE NEW YORK BEACON SCHOOLS</u>	<u>10</u>
◆ BEACON SCHOOLS	10
◆ HISTORICAL ANTECEDENTS	11
◆ BEGINNING NEW YORK BEACONS	13
◆ FUNDING	14
◆ MANAGEMENT	14
◆ PROBLEMS	15
◆ PROGRAMS	15
<u>AN ASSET-ORIENTED APPROACH: YOUTH DEVELOPMENT</u>	<u>16</u>
<u>THE MAKING OF A VILLAGE CENTER</u>	<u>21</u>
◆ A CALL TO COLLABORATE	21
◆ STEPS TOWARD COLLABORATION	23
<u>OAKLAND CHILD HEALTH AND SAFETY INITIATIVE YOUTH TO YOUTH INTERVIEW PROJECT</u>	<u>27</u>
◆ VILLAGE CENTER INPUT	28
• ACTIVITIES	28
• CLASSES	29
• PURPOSE	30
• PRICE	30
• OUTREACH	31
• ROLE OF ADULTS	31
◆ RESOURCES CURRENTLY AVAILABLE	32
◆ MAJOR FINDINGS OF YOUTH TO YOUTH INTERVIEWS	34
<u>CONCLUDING THOUGHTS</u>	<u>38</u>
<u>BIBLIOGRAPHY</u>	<u>40</u>
<u>ENDNOTES</u>	<u>43</u>
<u>APPENDIX</u>	<u>44</u>

variety of public, private, and community programs in Oakland, making access to services a confusing matter. Regardless of the fact that most youth face multiple issues and could be in need of multiple interventions, categorical funding requires that agencies offer only the service for which it is specifically funded. Although there is a need for strategic, comprehensive care especially as federal dollars shrink, many programs are competing with each other for categorical funds and are underfunded and understaffed, making strategic, collaborative, and comprehensive care impossible. And even with the myriad of youth-serving organizations at capacity, thousands more of Oakland's youth remain unreached.

Through advocacy, initiatives, reports, forums, meetings, and even performance arts, citizens of Oakland have gathered to come up with strategies for change. A preventative concept has emerged through different efforts, the notion of "Village Centers", capturing significant community, organizational, and political support. The concept has risen from stories about "Beacon Schools" in New York, a model of community based organizations keeping schools open late into the night, giving youth opportunities to develop leadership as well as a safe place to hang out. Call to Action describes the Oakland Village Center vision as the following:⁵

The notion of a gathering place in communities -- *village center*, Bantaba, town plaza or baobab tree -- evokes images of adults and young people together and a sense of belonging. The spirit of the place means more, in concept, than its physical location. The concept of a village center represents the feeling of community that has to be created in our neighborhoods. The village center epitomizes what sound infrastructure and interconnected strategies can achieve.

these competencies.ⁱ Nationwide, youth are being affected by the downward trends in family stability, in the challenge of public schools to raise educated young adults, and in the struggles that come alongside poverty. This trend is magnified in Oakland. Statistics such as the following indicate a lack of support for Oakland youth:

- From 1986 to 1995, the number of youth in county care increased by 186%. Almost 10% of all Oakland youth are living in households without either parent: some live with grandparents, an older sibling, alone, or with roommates or partners.ⁱⁱ
- Over 30% of Oakland youth (27,580 youth)ⁱⁱⁱ are living under the poverty line. This includes 36% of African-American youth, 27% of American Indian youth, 35% of Asian/Pacific Islander youth, and 27% of Hispanic youth, all living in poverty. 49% of all high school youth in the Oakland Unified School District are in families receiving AFDC.^{iv}
- A survey of Alameda County youth revealed that many young people felt isolated and believed that no one cared about their safety or community.^v

At the same time, these youth face adult responsibilities and find themselves in situations requiring a mature, adult response: early parenthood, employment, violence, racism, poverty, crime and early death are some of the realities of urban youth today.

- More than one in seven Oakland births in 1994 was to a teen mother,^{vi} and nearly a third of youth working and attending school have full-time jobs^{vii}.
- More than 60% of the Alameda County youth surveyed had witnessed or lost a friend or family member to drive-by shootings, one or had been victims of violence themselves.^{viii} This reality increases for African Americans. While youth of all races have been exposed to early death, the preventable youth deaths have declined over 28% in the last decade, while increasing over 100% for

ⁱ Needle: 21

ⁱⁱ Chance 2:16.

ⁱⁱⁱ Nationally, twenty-two percent of all children (more than fourteen million children) live in poverty. (Dryfoos, 1994:2)

^{iv} Call to Action: 21

^v Resource Development Associates: 3. Over 150 youth from Alameda County were surveyed through focus groups.

^v Call to Action: 40

^{vii} Call to Action: 40

^{viii} Resource Development Associates: 3. Over 150 youth from Alameda County were surveyed through focus groups.

Oakland). A nineteen member Kids' First Commission, made up of half youth and half adults, is currently writing a strategic plan for the use of that money, to be submitted by October, 1997.

- Measure B: \$7 million dollars per year for five years from a parcel tax was also voted by the Oakland public on the November 1996 ballot, a total of \$35 million to be used to reduce class size and support the Oakland Schools' School-to-Career Program and several other programs.
- Oakland Child Health and Safety Initiative (OCHSI) is a partnership between government and community sponsored by the Robert Wood Johnson Foundation to create a better environment for children and families. OCHSI is currently in the second year of a two-year planning grant, and a proposal for \$1.2 million per year for eight more years of funding will be submitted to the Robert Wood Johnson Foundation in September, 1997, for a total of \$9.6 million.
- The Beacon Readiness Initiative: the Dewitt-Wallace Readers' Digest Fund has funded the Urban Strategies Council \$300,000 per year for three years for a total of \$900,000, one of five planning grants to develop an implementation proposal for a National Beacons Adaptation Project due in July 1997.

◆ *A Rising Challenge: Collaboration and Village Centers*

Many of the major initiatives mentioned share some key themes and organizational characteristics such as:⁶

- Necessity for youth participation on governing and policy boards.
- Support of the Village Center model: school-based, community driven, multi-service centers.
- Board representation by key public agency stakeholders, such as OUSD, the City, and the County.
- Shared timeline for planning, from approximately February to October, 1997.
- Evaluation of activities to ensure effectiveness in improving the lives of young people.

and cares for its youth. At the end of Kids' First timeline, at the end of the Oakland Child Health and Safety Initiative's eight year time line, at the end of the school district's seven year timeline, what is or should be the result for Oakland's youth?

The New York Beacon Schools

The Call to Action and the Oakland Youth Policy laid out the vision for a Village Center as a way for Oakland to have a shared vision for youth. This section will study the New York City Beacon Centers in order to make recommendations for building a successful Village Center vision and strategy.

◆ BEACON SCHOOLS

Beacon Schools in New York are a strategy for re-building communities of support in urban neighborhoods that utilize the commitment and hard work of a community based organization as a lead agency. Using a school building after school hours and on weekends, the community based organization manages the Beacon as a neighborhood place for community building programs and activities. Collaborating agencies and residents share a philosophical and theoretical framework, believing that youth need the support of a community to have the developmental opportunities to develop a broad range of competencies, and that educational achievement of youth from low-income communities are improved by strategies that decrease gaps between home and school culture and strengthen parent and community involvement in schools.

community school included recreational activities, legal aid centers, employment assistance, and more, all around the value of community involvement, and offering projects that engaged parents and students to work together. By 1935, fifty “lighted schools” made up the Flint Community Schools Initiative in Flint, Michigan, funded by the Charles Mott Foundation. Concentrating on after-school recreation and then nutrition services, and eventually growing adult education programs, these schools were seen idealistically as an agent of social change, “the social nexus for a whole range of reforms to change the quality of life.”¹⁰ Though a worthy goal, this ideology settled into just using schools as a shared facility for outside services.

The 1990’s find many schools who are returning to school-based programs, as the need for health and social services for many children are ever increasing. Both the private and the public sector view today’s societal situations as near or full crises, and there is little opposition to developing innovative efforts at solutions. As funding decreases, there is increased expectation for and acceptance for the idea of integrated funding to produce integrated services. There is general agreement that social service systems are currently fragmented and therefore inefficient. The idea of “one stop social service centers” are being held up as a benefit for disadvantaged families. Schools are again being held up as “the only viable institution for reaching the children”¹¹, and across the country many cities are offering examples and lessons for Oakland to learn from and follow.

◆ **FUNDING**

Each Beacon is funded with \$450,000 from the NY City Department of Youth Services, which supports managers, program staff, and costs for activities and programs. Space and maintenance costs for the schools are paid by DYS. Many Beacons use this budget as matching funds for other social service funding, and much integration of funds has had to take place. Other funding supports include the NY State Departments of Social Services, Health, Alcohol and Substance Abuse Services, the NY City Child Welfare Administration, the Board of Education, the Departments of Employment and Health, and the Community Development Agency.

◆ **MANAGEMENT**

Beacons are managed by non-profit community-based organizations (CBO's), and they work with community school boards, principals and their own boards. Every Beacon has a Community Advisory Council (CAC) that must include the school principal, parents, youth, and other community residents, and may include teachers, neighborhood service providers, community police officers, and the district's City Council member. The CAC gives recommendations on the direction of programming that should take place in the Beacon. Activities in many Beacons include drama, sports, leadership development, cultural arts, tutoring, computers, adult education, English as a Second Language, entrepreneurial training, music lessons, peer education and counseling, and community services. In addition, social services are available such as foster care and health services.

communities so cohesive and their fabric, the people, so tightly interwoven in mutual respect and concern that, even in the face of the potentially deleterious effect of poverty, their integrity and strength are maintained.”

- *School-community linkages:* Building networks of youth and adults in neighborhoods and linking these with school efforts promote educational success. They emphasize building ties between families, schools, and youth. The Department of Youth Services and the Agency for Children’s Services have developed an interagency agreement for foster care prevention services at 16 Beacons.
- *Building safe and supportive neighborhoods:* Declining social capital and increased social isolation of neighborhoods of urban poverty need to be addressed through providing the protective factors for positive development.

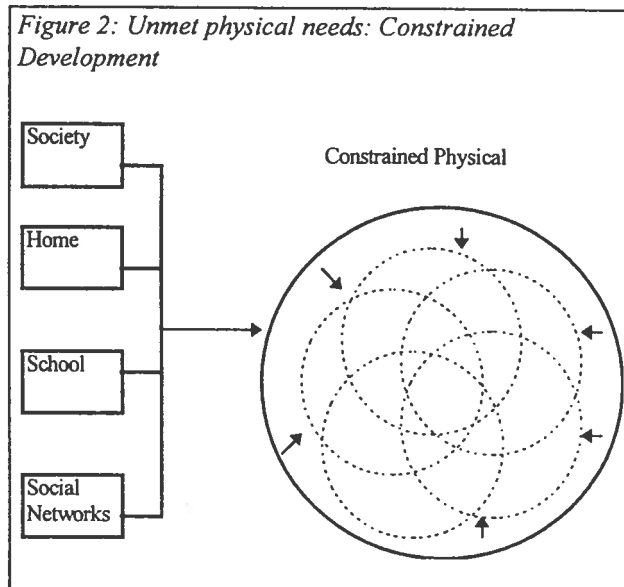
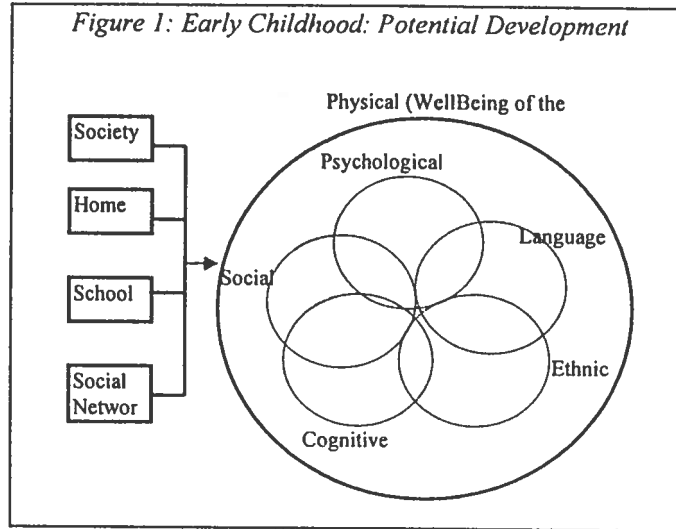
An Asset-Oriented Approach: Youth Development

Youth development, an approach that views the whole youth instead of categorized indicators of well-being, urges youth to be central actors in their lives, rather than passive clients of services. One report of the Carnegie Council on Adolescent Development, A Matter of Time suggests that society’s standards should be to raise youth to be^{xii}:

- intellectually reflective
- on their way to a life of meaningful work
- a good citizen

^{xii} Carnegie:15

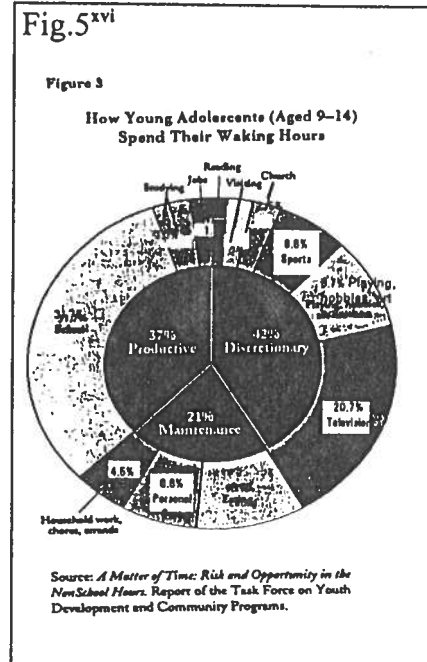
the state of the physical pathway. Because development along each pathway is unconstrained, children can realize their fullest potential.



The Community Network for Youth Development

indicates that average adolescents spend over 40% of their waking hours (as much as five hours a day) in discretionary activity, doing things other than being at school, eating, sleeping, working or studying. (Fig. 5)

This time can be an opportunity for a child to grow and learn to express his or herself, to develop in the many ways symbolized in Comer's circles. The Community Network for Youth Development describes this as youth development, and lists the following as essential needs and competencies for youth to build^{xv}:



NEEDS TO BE MET

Personal Development	Social Development	Support from Environment
A sense of self-worth and contribution A sense of independence and control over one's life. A sense of competence and mastery. Physical activity.	A sense of belonging and membership. Relationships and a sense of closeness.	A sense of safety and structure. Access to a variety of opportunities. High expectations of youth. Comfortable room to explore self and environment. Sufficient supervision

COMPETENCIES TO BE BUILT

Personal Development	Social Development	Support from Environment
Personal competence Social competence Health competence	Cognitive competence Career and employment competence	Citizenship competence Creative competence

^{xv} Needle:7

^{xvi} Lorne: 7

world is not compartmentalized, and if needs are not being met in the physical realm or by family, their learning is affected as well. Community institutions partner with schools because it is there that they can reach most youth, while supporting an important local institution. Needle describes that the more structured involvement a youth has, the less at-risk the youth is.^{xviii} Urban Strategies Council describes an in-depth data-match that traced students in Oakland schools and linked them to different social services, revealing that almost two out of three students in the study used public services, many using more than one at once. One subset of their study revealed that almost a third of households were known to four or more social service programs.^{xix} This kind of multiple service use indicates that thoughtful collaboration and cooperation could be a benefit many Oakland youth in regards to use of services. It also implies that many organizations may be trying to address needs in lower income communities without much knowledge of what other groups are doing, and without a strategic understanding of what needs are being met or going unmet. The University-Oakland Metropolitan Forum, in a study for the Quality Workforce Action Project, addresses the issue of necessary coordination in youth employment and training. Even while describing difficulties in community coordination, Rubin recommends employer involvement with employment programs, and school curriculum linking education with employment skills.^{xx} As a result of such efforts, employers could better trust the labor force, organizations can focus on their particular group of youth, and the youth themselves will be receiving the best possible

^{xvii} Greg Hodge, Urban Strategies Council, at an Oakland City Council meeting, 12-10-97.

^{xviii} Needle:7

^{xix} "Partnership for Change": 16.

^{xx} Rubin:38.

◆ DEVELOPMENT OF A PHILOSOPHY AND THEORETICAL FRAMEWORK:

Underlying any collaborative effort needs to be a purpose, which will stem from a philosophy and theoretical framework. For the New York Beacon Schools, the vision of youth development and its relationship to school/home/community linkages has been the key to sustaining strong programs. CBO's need to reflect upon their vision so that they can articulate it well to other partners in the implementation. There is also merit in recognizing the differences in goals and underlying assumptions that can exist in any collaborative effort. Among the 40 Beacon Schools, some are working more on educational achievement and some are working more on economic development. At least five varying categories of school/community partnerships have been identified by the Center for Youth Development and Policy Research in New York; these can be a framework for Oakland partnerships: collaborations for service and program provision, collaboration for educational achievement, collaboration for youth development, collaboration to create new schools and governance, collaboration for community and economic development. While some may see economic development much as

Types of Collaborative Efforts xxii

1. Collaborations for Service and Program Provision
2. Collaborations for Educational Achievement
3. Collaborations for Youth Development
4. Collaborations to create new schools and governance
5. Collaborations for community and economic development

xxii Cahill(1996): 16

It is a challenge to develop solid programming in multiple areas. Collaborative efforts could be key, as partners who currently have strong programs should be brought into the Village Center vision. Many of the New York Beacons have large, institutional partners that bring government resources to a neighborhood level. The Red Hook Beacon is partly staffed by social workers from the Child Welfare Administration, Agency for Children's Services. Seventeen of the Beacons have similar programs from this agency. The MOSAIC Beacon is proud of a sports event put on annually by the Sports Foundation, a non profit organization. The Sports Foundation provides trainers to give workshops and seminars on topics such as "How to Balance Academics with Sports," "How to Get Into College", and others. The Girl Scouts also is located at the MOSAIC.

◆ NEED FOR STAFF DEVELOPMENT, INCREASED KNOWLEDGE ABOUT THE PRINCIPLES OF GOOD YOUTH PROGRAMMING, EFFECTIVE PROGRAMS, AND EFFECTIVE PRACTICES.

Beacon directors interviewed all expressed genuine appreciation for the youth development training given by the Fund for the City of New York. They also liked being able to hear from each other what tactics worked and did not work.

◆ ATTENTION TO MANAGEMENT.

Including tech assistance on staffing, security and facilities management, understanding and managing blended funding streams, documentation and evaluation.

◆ ORGANIZING TO ENSURE BROAD-BASED PARTICIPATION

A wide range of school staff, parents, community volunteers and youth need to be involved at the decision making level. Collaborations need information and training in

and health. The youth came up with very interesting results which, in addition to other neighborhood-based work done in Oakland neighborhoods, need to be considered in decisions about geographically targeted village centers.

While the results of the comprehensive survey are covered in a separate report¹⁵, the Interview Project first piloted a longer survey, within which questions specific to Village Center preferences were asked. This version of the survey was used during the first week of the Interview project, and the interviewers returned with responses from 129 youth. This section will cover the results of the specific Village Center questions which were a part of the longer piloted version, and then will briefly discuss the major findings of the rest of the survey.

◆ *Village Center Input*

- *Activities*

When asked what types of activities youth wanted in village centers, youth respondents were at no loss for ideas. They requested sports programs, personal enrichment programs, entertainment ideas, and a “place just to hang out.” Sports included soccer, volleyball, tennis swimming, basketball, and dance, and they requested the opportunity to play on sport teams at a recreational level, “for the ones who don’t make the cut at school.” They wanted personal enrichment opportunities ranging from music lessons and arts and crafts, to tutoring/study sessions and black history classes. Over and over they requested lessons and nightclubs, “clubs without liquor, for people of all races.” Youth desire a place to hang out, be social, take lessons, and have “something to keep me

Scouts were mentioned by many, and one Central East Oakland respondent shared that the Girl Scouts was too expensive for her to belong. Another shared that they couldn't do sports because of money problems.

- *Purpose*

When asked about what youth would want to do in the village centers, most respondents emphasized the need youth have to just “kick it”, “meet new people”, and “have fun and hang.” Some also articulated the need to learn new and interesting things while having something to keep them off the streets. They want these activities to “keep me out of trouble”, to “relieve stress and pressure and boredom”, “to be healthy mentally and physically”, and to “take my mind off problems.” Some youth emphasized needing to get a job and work. Some requested opportunities to form relationships, such as big brother/big sister mentorships. They agree that Oakland does not have enough programs for youth, especially night clubs and music programs at school. They want things that would help the community to know each other better and opportunities to get to know people to talk to.

- *Price*

Many want these classes to be free, others say they can pay for them if they are offered for low prices. They expressed that services such as driver's education classes are expensive, and many such opportunities are not available to them at school. They think that people who can't afford opportunities should not be without them.

said, “I don’t think we should allow adults to go there”, or didn’t think that adults would want to be at a place with a lot of teens.

They thought that neighborhood families would be brought to the village center through activities involving the whole family, such as barbecues, picnics, and celebrations. They agreed that sports and classes would be important, the nearby location would be a draw, and that childcare needed to be provided for events. They envisioned a place with “a range of activities for all ages”, such as “painting murals, dance classes, music lessons, sports, plays, career placement, English classes, community service, low price movie nights, small concerts, parties and potluck dinners.” They agreed that the place needed to be and feel safe, and that people needed a place to meet people without violence. The youth respondents thought that neighborhood families needed such events because “it’d help them make friends”, “it involves the whole family”, and because “places like these are needed in the inner city.”

◆ *Resources Currently Available*

- *Parks*

Youth were asked what parks they lived near and if they currently went to these parks. Over a third of the 129 respondents to the question did not know any parks near them. Others did list names of parks, but only a few reported using the parks. Many said that they don’t use the parks because “only drug dealers and gang bangers kick it there”, “it’s dirty” “it’s dangerous” and “they’re too far”. Some don’t use the parks because they are

reasons for answering YES were that “I need to get a job during the summer”, “I want to educate myself and see how it feels to have a job,” “they were offering things like a computer program,” “to find job openings”, and “to learn different things and explore new things.”

◆ *Major Findings of Youth to Youth Interviews*

The 30 youth hired for the Youth To Youth Interview project found out about the everyday areas of a young person’s life, including the environment in a young person’s **neighborhood**; the **recreation, education and employment** opportunities available, the supports and life found in **relationships**, and the questions and guidance regarding one’s **health**. They asked their peers about everyday matters, about problems and ideas, and about where and to whom they turned for help or support in each of these areas. They asked questions, listened to responses and feelings, recorded what their peers thought should be done to improve the experience of young people in Oakland, and conveyed their findings in written surveys and weekly downloading sessions.

Their findings reveal much about the youth experience in Oakland. They found that youth wanted to rid their neighborhoods of unhealthy physical environments such as dirty streets, drug dealers, gangs and prostitutes. Several were victims of thefts and robberies, violence and harassment. They consider many of their safety problems as drug-related, but their physical environment also presented problems, such as graffiti, noise, and speeding cars.

very few of these programs exist for Oakland youth ages 14 to 21, and that few youth have access to such opportunities as community organizations and extracurricular activities at school. Another possibility is that many of the programs that currently exist significantly lack resources or expertise that would make them relevant and fun for Oakland's youth.

Interviews showed that almost half of all youth (45%) report experiencing problems such as police harassment, racial violence, etc., in the places they go for fun, while 55% do not. Significantly fewer Latinos (33.7%) report having problems in the places they go for fun, while over half of all African American youth (53%) report having such problems.

- *Improving the Schools*

Youth reported that their schools would be safer and healthier if changes were made in the physical environment, if staff and services were provided to protect students from threats to their safety, and if there were more programs and activities for students to participate in.

They talked about more lighting at their schools, locking gates, cleaner bathrooms, strict campus rules and better enforcement of rules. Youth desired elements of positive learning, such as "support from teachers, responsible staff, good textbooks, more money to hire better teachers, nicer environment; more caring teachers extracurricular activities, student involvement in school politics; if people cared more, teachers and students would be less lazy; and an interesting curriculum."

help in a situation involving drugs. This is extremely true for youth 19-21 years old, and both males and females feel similarly about having nowhere to go for help. Following that, almost one out of four (25%, n=107) didn't know where to turn in situations involving getting a job. Following that were relationships with parents, relationships with other teens, and romantic relationships.

CONCLUDING THOUGHTS

While the Youth to Youth Interviews were by no means a complete look at the needs and support networks of Oakland youth, it is rich in information. Much more should be done to further understand the support networks youth do or do not have, especially by race and by neighborhood in order to inform projects such as Village Centers.

Information from the interviews indicate that multi-strategy interventions seem important to the well-being of youth, and that the youth have much to say about what these centers should be like. Village Centers would be a positive step toward supporting and empowering our youth.

Our world is often referred to now as a Global Village, indicating that in spite of distance, the world's economy is kept closely connected through far-reaching relationships, made possible by an electronic network. In the same way, local communities are connected to larger systems: schools, county health services, police, the economy, and even racial/socioeconomic/political trends. Currently there is no place for these institutions to join with community organizations, schools, and residents. Village Centers are indeed a viable strategy for Oakland to embrace, as long as everyone involved has the commitment

BIBLIOGRAPHY

- “Beacon Centers,” Intergovernmental & School Linked Services, San Francisco Unified School District.
- “Beacons of Hope: New York City’s School-Based Community Centers”, National Institute of Justice #NCJ 157667, January, 1996.
- “City of Oakland 1990 U.S. Census Data Summary, Comprehensive Planning Division Oakland Office of Planning and Building, August 2, 1993.
- “Community Bridges Beacon Shines Bright for Mission Youth and Families”, St John’s Educational Thresholds Center, Fall 1996.
- “Community Needs Assessment”, Resource Development Associates, East Bay Public Safety Corridor Partnership, September 1996.
- “Essential Elements for Effectiveness,” The New York City Beacons Initiative, Fund for the City of New York, New York, 1996.
- “Good Education in Oakland: Preparing for Positive Change: Commission for Positive Change in Oakland Public Schools,” Urban Strategies Council, October, 1991.
- “Keeping Children in School: Sounding the Alarm on Suspensions,” Commission for Positive Change in Public Schools, Urban Strategies Council, 1992.
- “Management Summary: Oakland School Management Team Leadership Development; Forming Teams and Building Capacity,” Oakland Sharing the Vision, November 1996.
- “Preventing Youth Violence: Full-Service Schools”, Policy Brief, Pacific Center for Violence Prevention, 1996.
- “Report from March 12 Partner Program Meeting: Description of Youth Initiatives,” Draft 1, Enhanced Enterprise Community Partner Program, Oakland, March, 1997.
- “‘Second Shift’ Schools -- A Notion that is Spreading”, Pacific Current, Vol. 3, No. 2, June 1996.
- Benson, Peter L. , Ph.D., “Beyond ‘Village’ Rhetoric: What *Is* a Healthy Community”, Assets, Search Institute, Minneapolis, MN, 1996.

-
- Morse, Suzanne W. , Ph.D. "Building Community Collaboratives: An Overview", Working Paper, Pew Partnership for Civic Change, VA, 1996.
- Needle, Lorne. "Background Paper: Youth Development," Community Network for Youth Development, September 1994.
- Oakland Child Health and Safety Initiative, "Data Collection and Assessment", Oakland, CA 1997.
- Oakland Unified School District, Location and Population Characteristics, 1995-1996.
- Oakland Youth Policy, City of Oakland, June 1996.
- Partnership for Change: Linking Schools, Services and the Community to Serve Oakland Youth, Urban Strategies Council, Oakland Interagency Group for School-Linked Services, August, 1992.
- Purdy, Matthew, "How an Alliance Altered New York City's Schools," New York Times, New York, December 23, 1991.
- Robinson, Dale H., "Beepers or Boy Scouts?: Increasing Services for School-Age Children in Oakland During Non-School Hours," University-Oakland Metropolitan Forum, Spring 1988, Forum#: SR-005.
- Rubin, Victor, "Coordination of Youth Employment and Training Programs in Oakland: Lessons from Recent Experience and Guidelines for Next Steps," University-Oakland Metropolitan Forum, Quality Workforce Action Project, January 1995.
- The City Beacon, Youth Development Institute of The Fund for the City of New York, Vol.7 Summer 1996
- The City Beacon, Youth Development Institute of The Fund for the City of New York, Vol.7 Fall 1996
- Turning Points: Preparing America's Youth for the 21st Century, Task Force on Education of Young Adolescents, (1989). Carnegie Council on Adolescent Development, Washington DC
- Wagner, Venise, "Shining a Beacon on Community Needs," San Francisco Examiner, April 21, 1996.
- Walsh, John, "Connections: Linking Youth with Caring Adults: A Guide to Mentoring," Urban Strategies Council, 1989.

**APPENDIX A: OAKLAND CHILD HEALTH AND SAFETY
INITIATIVE - YOUTH TO YOUTH INTERVIEW PROJECT**

OAKLAND CHILD HEALTH AND SAFETY INITIATIVE YOUTH TO YOUTH INTERVIEW PROJECT

◆ STUDY DESIGN

The Oakland Child Health and Safety Initiative Youth to Youth Interview Project ran from February 15 to March 15, 1997. Five youth from ages 16 to 20 years old were hired from each of eight districts of Oakland, for a total of forty youth. The districts are based on the City of Oakland's eleven planning areas, defined by Oakland Planning Department. (Fig. 1) Because some districts have a smaller youth population than others, some planning areas were combined. The Youth to Youth Interview districts are defined as Elmhurst, Central East Oakland, Fruitvale, San Antonio, Chinatown/Downtown, North Oakland, West Oakland, and the Hills (including North, South, and Lower Hills.) As much as possible, interviewers were hired according to the racial distribution of their district.

The interviews were designed by adult and youth staff and the instrument was pretested by more youth. Staff went through over ten versions of the survey before coming up with one for the first week of the four week project, the trial week. After that week, the youth complained that the survey was too long and repetitive, so a shorter, more direct survey was designed. Because the project wanted to get at the true feelings and ideas of youth, the survey was designed with a majority of qualitative answers and only limited number of answers could be quantified.

The method used was face-to-face interviews, and the youth hired were trained together in interviewing. They could interview anyone between the ages of 14 and 21, and they were paid \$7 for each survey they returned.

◆ RESEARCH APPROACH

Proposal and Purpose Summary

As just one of a three part Youth Mapping Project, the Youth to Youth Interview Project had specific goals that are a part of larger, more encompassing goals for the

◆ **Limitations to the Study**

Many limitations come with working with inner city youth; there are many factors that we could not control for, such as the following:

- Some youth would get tired of the survey and would leave, through no fault of the interviewer, leaving this project with partially completed forms.
- Because this study was meant to take advantage of the trust and candid responses of youth speaking with other youth, the respondent sample is not necessarily a random sample of youth in Oakland. While the Oakland Child Health and Safety Initiative attempted to hire representative numbers and ethnicities of youth within each neighborhood district of Oakland, not everything could be controlled. The neighborhood districts that we have chosen to hire from (San Antonio, Fruitvale, Central East Oakland, Elmhurst, Hills, West Oakland, North Oakland, and Chinatown/Downtown Oakland) are largely politically constructed areas. Youth interviewed often do not know their neighborhood by these names, and subsequently, over a quarter of all respondents indicated they live in “East Oakland”, not knowing the political names or difference between “San Antonio” or “Elmhurst”, etc. In addition, zipcodes in Oakland do not follow these neighborhood district lines either. Many zipcodes cross over between the hills (a much wealthier area) and the flatlands (where income is much lower and race is more diverse.) As a result, the variable DISTRICT is a subjectively constructed variable based partly on the zip code of the respondent and partly on what they call their neighborhood.
- Although we want to receive responses from youth who have had problems and have been placed into alternative schools or who have dropped out of school, the majority of our responses came from the high schools of our youth interviewers. Therefore, the majority of our responses are from two high schools: Fremont High and Oakland Technical High School,, rather than equal amounts from every high school.

◆ **Further Information**

Please see “Youth to Youth Interview Results - Draft Report” by Mia Luluquisen and Alice Wu.

APPENDIX B: SURVEY INSTRUMENT – PILOT VERSION

Interview Number: _____

Oakland Child Health and Safety Initiative

**YOUTH TO YOUTH
INTERVIEWS**

**FEBRUARY 15 - MARCH 15, 1997
OAKLAND, CALIFORNIA
(Pilot Version)**

NEIGHBORHOOD

1. What do you call the neighborhood you live in? *(check all that apply)*

- | | |
|---|---|
| <input type="checkbox"/> North Oakland | <input type="checkbox"/> South Hills |
| <input type="checkbox"/> West Oakland | <input type="checkbox"/> Montclair |
| <input type="checkbox"/> Central East Oakland | <input type="checkbox"/> East Oakland |
| <input type="checkbox"/> Downtown | <input type="checkbox"/> Temescal |
| <input type="checkbox"/> Central Oakland | <input type="checkbox"/> New Chinatown (Eastlake) |
| <input type="checkbox"/> Elmhurst | <input type="checkbox"/> Rockridge |
| <input type="checkbox"/> San Antonio | <input type="checkbox"/> Fruitvale |
| <input type="checkbox"/> Chinatown | <input type="checkbox"/> Dimond |
| <input type="checkbox"/> North Hills | <input type="checkbox"/> Don't know. |
| <input type="checkbox"/> Lower Hills | <input type="checkbox"/> Other _____ |

2. What do you like about your neighborhood?

3. What do you not like about your neighborhood?

4. What problems have you had in your neighborhood?

PLACES YOU GO FOR FUN

What places do you go to to have fun and kick it with your friends?

5. ...after school?

- | | | |
|---|---|---|
| <input type="checkbox"/> a park <i>(which one?)</i> | <input type="checkbox"/> community organization | <input type="checkbox"/> a church/temple/mosque |
| <input type="checkbox"/> a mall <i>(which one?)</i> | <input type="checkbox"/> on the streets | <input type="checkbox"/> another city |
| <input type="checkbox"/> friend's house | <input type="checkbox"/> your own home | <input type="checkbox"/> don't know |

INTERVIEWER: For the following questions (#13 -#18), try to probe a little, try to note if there are any instances of racial tension, gangs, drug dealers, speeding cars, etc.

13. What are the kinds of places that you would get rid of in Oakland?

14. Have you had any problems, like police harassment, racial problems, drug dealing, speeding cars, etc. at any of the places you go to?

Yes No (if yes, go to #15, if no, go to #16)

15. If yes, can you describe what happened?

16. What would make your *neighborhood* a safe and healthy place to live in?

17. What would make your *school* a safe and healthy place to be at?

18. What would make the *City of Oakland* a safe and healthy place to live in?

Relationships:

24.. Where do you go for advice or guidance on relationship stuff (like questions about dating, problems with your girlfriend or boyfriend, etc.)?.

-
- | | | |
|---|---|--|
| <input type="checkbox"/> home | <input type="checkbox"/> a community organization | <input type="checkbox"/> to the streets |
| <input type="checkbox"/> friend's house | <input type="checkbox"/> a church/temple/mosque | <input type="checkbox"/> I don't go anywhere |
| <input type="checkbox"/> relative's house | <input type="checkbox"/> a school program | <input type="checkbox"/> I don't know |
| <input type="checkbox"/> basketball court | <input type="checkbox"/> school | <input type="checkbox"/> other |

25. Where do you go for advice or guidance when you have problems with parents?

-
- | | | |
|---|---|--|
| <input type="checkbox"/> home | <input type="checkbox"/> a community organization | <input type="checkbox"/> to the streets |
| <input type="checkbox"/> friend's house | <input type="checkbox"/> a church/temple/mosque | <input type="checkbox"/> I don't go anywhere |
| <input type="checkbox"/> relative's house | <input type="checkbox"/> a school program | <input type="checkbox"/> I don't know |
| <input type="checkbox"/> basketball court | <input type="checkbox"/> to the mall | <input type="checkbox"/> other |

26. Where do you go for advice or guidance when you have problems with teachers?

-
- | | | |
|---|---|--|
| <input type="checkbox"/> home | <input type="checkbox"/> a community organization | <input type="checkbox"/> to the streets |
| <input type="checkbox"/> friend's house | <input type="checkbox"/> a church/temple/mosque | <input type="checkbox"/> I don't go anywhere |
| <input type="checkbox"/> relative's house | <input type="checkbox"/> a school program | <input type="checkbox"/> I don't know |
| <input type="checkbox"/> basketball court | <input type="checkbox"/> to the mall | <input type="checkbox"/> other |

27. Where do you go for advice or guidance with you have problems with other teenagers?

-
- | | | |
|---|---|--|
| <input type="checkbox"/> home | <input type="checkbox"/> a community organization | <input type="checkbox"/> to the streets |
| <input type="checkbox"/> friend's house | <input type="checkbox"/> a church/temple/mosque | <input type="checkbox"/> I don't go anywhere |
| <input type="checkbox"/> relative's house | <input type="checkbox"/> a school program | <input type="checkbox"/> I don't know |
| <input type="checkbox"/> basketball court | <input type="checkbox"/> to the mall | <input type="checkbox"/> other |

28. What makes these places good places to go? Why do you choose to go there?

WHO (a person) DO YOU TURN TO?

Who would you go to FIRST to...

		friend	school counsel or	parent/ guardia n	close relativ e	Civic leader (church, etc)	communit y organizati on staff (which one?)	othe r
32.	borrow money?							
33.	get a letter of recommendation for college?							
34.	get advice on which college or career to follow?							
35.	getting a job?							
36.	get a letter of recommendation for a job?							
37.	find out how to buy a car?							
38.	get help with homework or school projects?							
39.	get a ride?							
40.	get help with a problem with your parents?							
41.	get help with a problem with your teachers?							
42.	when you want to talk about relationships, or problems with your girlfriend or boyfriend?							
43.	get help with a problem with other teenagers?							
43.	to talk about problems relating to drugs?							
44.	to talk about issues or problems about sex or pregnancy?							

52. What would be a class or something that you've always wanted to learn to do that could be taught at these centers?

53. What do you think *young people* would want to do at these centers?

54. What do you think *adults* would want to do at these centers?

55. What kinds of things (activities, services) would bring *young people* to the Village Centers?

56. Why would these things bring them?

57. What kinds of things would bring *neighborhood families* to the Village Centers?

58. Why do you think these kinds of activities and services would bring them?

67. If yes, why? If no, why not?

68. What places do you know that can help with *family problems*?

I don't know of any *(if don't know any, go to #71)*

69. Do you go there? Y N

70. If yes, why? If no, why not?

71. What places do you know that can *help with school*, like tutoring?

I don't know of any *(if don't know any, go to #74)*

72. Do you go there? Y N

73. If yes, why? If no, why not?

Interviewer: Now I'm going to ask you about your experiences with jobs as an Oakland youth.

EMPLOYMENT

74. Are you employed? Yes No **(If yes, go to #75. If no, go to # 79)**

83. If Asian:
 Chinese Filipino Vietnamese Cambodian
 Mien Korean Japanese Other
84. Do you currently attend school? Yes No (if yes, go #85, if no, go #87.)

If Yes:

85. What is the name of your School? _____

86. What grade are you in?
 9th 11th college
 10th 12th

87. How old are you?
 14 17 20
 15 18 21
 16 19

88. Where were you born?
 U.S.
 another country: please give country's name _____

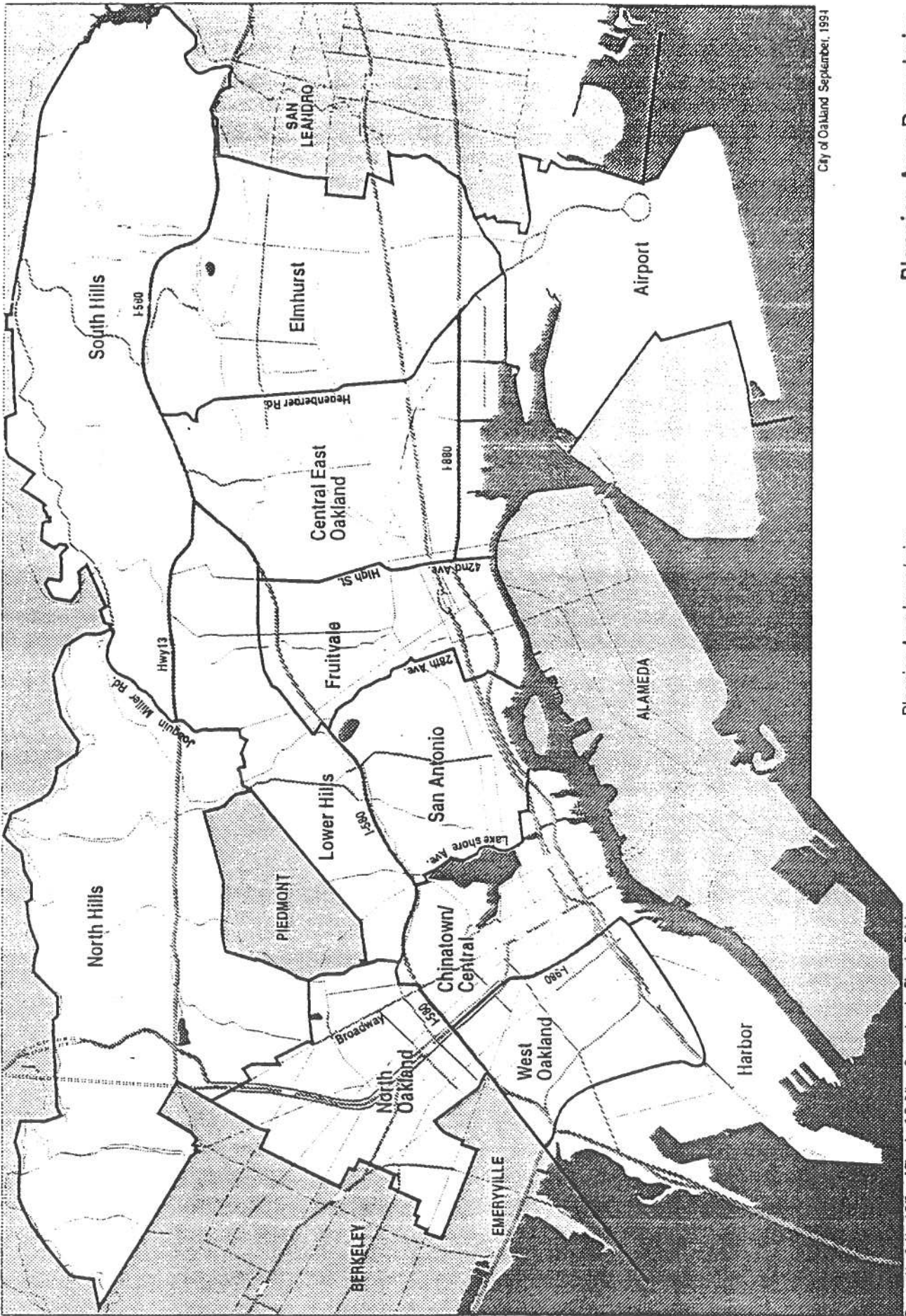
89. How many years have you lived in Oakland? _____ years

90. Where were your parents born?
Mother: _____ Father: _____

91. I speak the following languages: English Other (which others?) _____

92. What languages do your parents and other people you live with speak at home?
 Only or mostly English
 another language _____
 English and _____ language

93. What is your zip code?
 94601 94607 94612 94625



— Planning Area boundaries

Prepared by Oakland Office of Planning & Building, Comprehensive Planning Division

Planning Area Boundaries



City of Oakland, September, 1991