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Developing Opportunities to Build Competence Among our Youth: Youth Services in Oakland's Lower San Antonio District Neighborhood

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Wu, Alice

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to Build Competence
Among our Youth: Youth
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Lower San Antonio
District Neighborhood**

Alice Wu

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**Developing Opportunities to Build Competence
Among our Youth: Youth Services in Oakland's
Lower San Antonio District Neighborhood**

Alice Wu



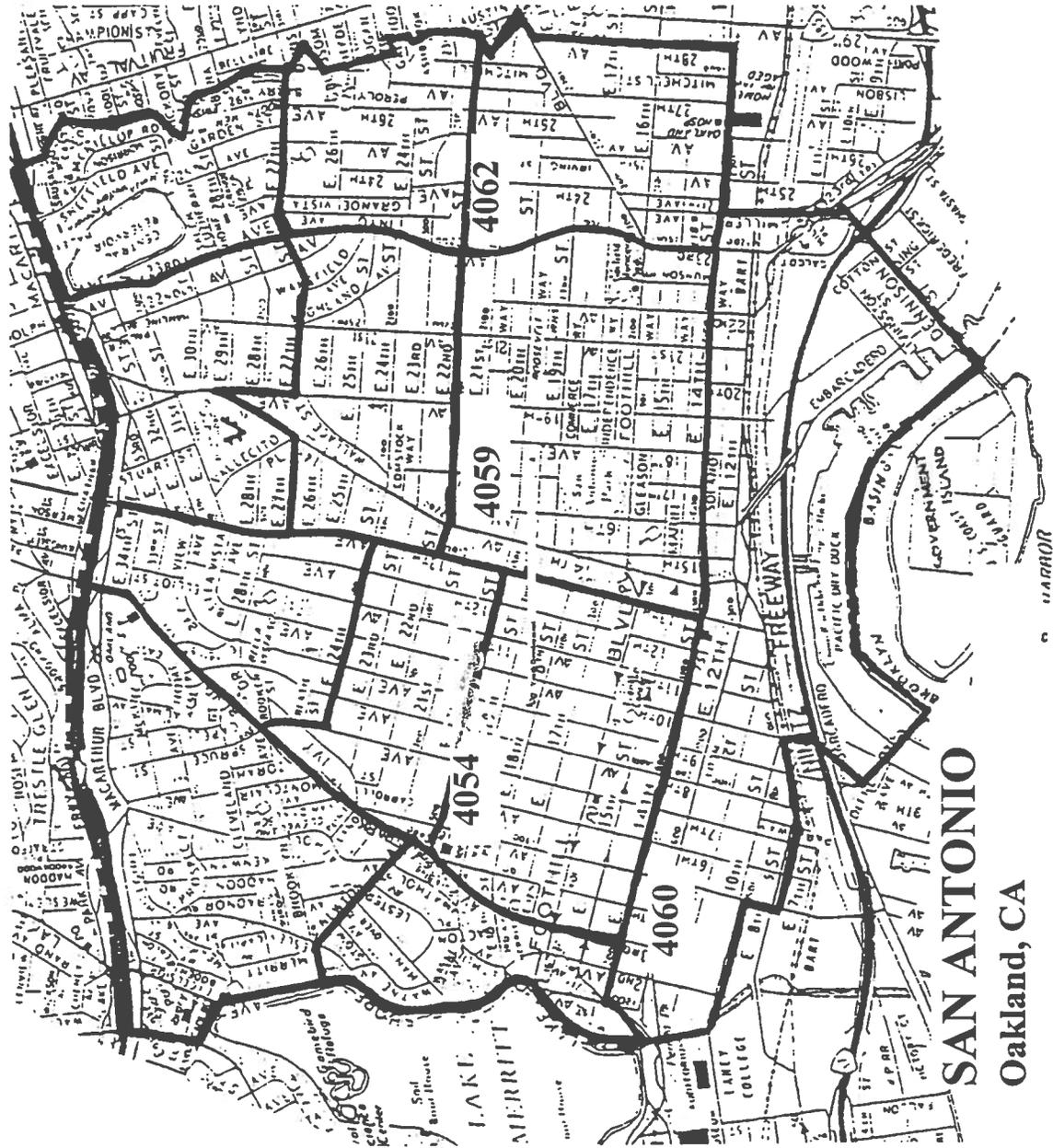
The University-Oakland Metropolitan Forum is a partnership of the University of California at Berkeley; California State University, Hayward; Mills College; Holy Names College; the Peralta Community College District; and the Oakland community.

University of California at Berkeley
Institute of Urban and Regional Development

Alice Wu is a Community Development Work Study Program Fellow working with the University-Oakland Metropolitan Forum while pursuing a Masters in City Planning Program at UC Berkeley. This report originated as part of her work in the San Antonio district with the Neighborhood Commercial Revitalization program of the City of Oakland's Office of Economic Development and Employment. She expanded the analysis as a student in City Planning 298a (Spring 1996), taught by Victor Rubin. The opinions expressed in this report are those of the author, and do not represent official positions of the City of Oakland or the University of California at Berkeley.

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SAN ANTONIO

Oakland, CA

Personal Prologue

"You here for girls' group?"

I had first knocked feeling excited and brave, but Lakenya's braids hid almost her entire face, and she faced me with a suspicious stance. I had moved into a neighborhood in inner city Oakland to try to understand and do my part to overcome racial and class barriers in our society. I signed up with a community-based youth service provider to be a mentor to Lakenya and her sister Danielle*, but I had very little idea what I was getting into. I nodded weakly to the unsmiling girl before me and stepped into the dark home.

That was over a year ago, and what a year it had been. I found that Lakenya's untrusting, tough nature was a weak front to a timid and tired young sixth grader who has bad dreams and is scared of being raped while walking home from school, as her classmate was. And I discovered the inner city houses quiet and gentle girls like 10 year old Danielle, who loves to stay home with her dad while her sister roams the streets until dark. I learned to listen to their dad's concerns about their older brother's grades, their teenage sister's baby, their rising rent costs, the steep costs behind Christmas and birthdays. I learned that people who have grown up differently from myself are actually quite similar to myself, and I learned to celebrate commonalities and differences.

At the end of the year I took Lakenya and Danielle to a local ice cream shop, which has since left our neighborhood, and with a sinking heart explained that I was starting graduate school and another job, and therefore was ending my mentoring commitment. They took the news in stride--loss wasn't anything new to them--but I felt both angry and sad. I was angry at the world in which they are growing up, angry at the fact that I could not offer more. I was deeply sad, that my choice to pursue other resources meant stepping back from the richness I was experiencing in this neighborhood that many view only as poor.

This neighborhood is the lower San Antonio District in East Oakland (census tracts 4054, 4059, 4060, and 4062.) Although just four out of the San Antonio District's eleven census tracts, this neighborhood houses over half of San Antonio's youth under 18 years. The richness is the community, people like Lakenya and Danielle and their families. The poverty is the lack of money, resources, and opportunities for these kids to grow, build competence, and become all that they could become.

"It takes a whole village to raise a child," says an old Swahili proverb. But the lower San Antonio neighborhood is under-resourced and over-populated like many low-income urban areas, and its unique racial diversity is both an asset and a challenge. I would have felt better ending my mentorship year commitment if I knew the community I was leaving them in was strong in resources for its youth. But in this neighborhood, positive and safe things for youth to do and through which to develop, are scarce and overcrowded, faraway and expensive, or simply nonexistent. The schools and neighborhood organizations that exist are running at full capacity, while needs still grow daily. But the very fact these organizations are in this neighborhood while many other resources have left (such as a local branch of Oakland Public Library), shows hope for this neighborhood. These groups see the richness in this community--the kids and families themselves-- and stay to contribute more resources. This paper takes a positive viewpoint on youth issues, services and needs in the area and attempts to suggest some recommendations for the broader picture of youth services in the San Antonio flatland neighborhood.

*Names have been changed.

Alice Wu
May 1996

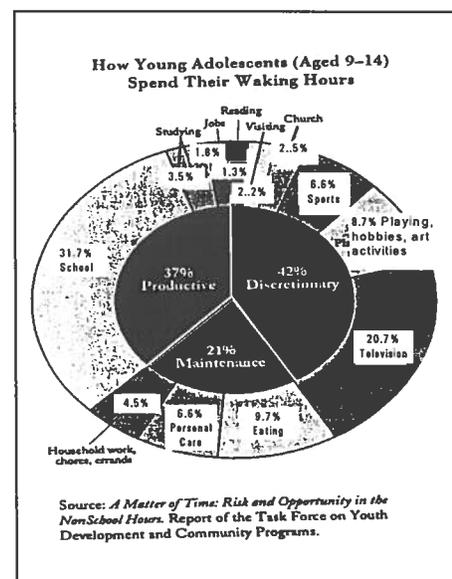
History of Youth Services:

It is only in the past few generations, when changes in labor laws prevented children from going straight from elementary school to the factory, that adolescence has begun to be seen as a distinct stage in our social structure. The twentieth century brought many programs to help curb youth deviancy while parents were in the factories. Parks and Recreation city departments first appeared offering organized recreation programs to keep delinquent youth off the streets. Through education and public health programs, the New Deal under President Roosevelt encouraged the nation to focus on the youth. President Kennedy's War on Poverty program, calling people to, "Ask not what your country can do for you. Ask what you can do for your country,"² was the impetus for the formation of many community-based and federal organizations serving youth. From there it was a battle for funding, and eventually few programs survived. When funding does appear, as it did in the Carter administration, it is usually for programs dealing with specified areas of deviancy, such as drug abuse, youth homelessness, or teenage pregnancy. Unlike many other countries which have a shared conceptual framework for its youth, we continue to run services for youth with the idea of reducing deviancy, rather than as a growing profession. Youth services has evolved as a potpourri without coordination or a shared strategy to address the multi-faceted problems that our youth face.³

Needs and Strategies

Research 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. 1) This time can be a

¹ Figure 1



¹ IBID: 7

² Dryfoos:246

³ Needle: 15-17

great opportunity for a child to grow and learn to express his or her self. The Community Network for Youth Development writes about the need to have an overarching strategy, and a shared way of thinking about youth, in order to best utilize limited resources in the face of many needs. They use the term "youth development" as the preferred way of thinking about youth services, referring not only to the needs we must help young people meet, but also the competencies they must build in order to lead a healthy adult life. The following are some needs and competencies identified:

⁴NEEDS TO BE MET:

Personal Development:

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.

Social Development:

A sense of belonging and membership.
 Relationships and a sense of closeness.

Support from the Environment

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 competence
 Social competence
 Health competence

Cognitive competence
 Career and employment competence

Citizenship competence
 Creative competence

While positive youth development is becoming a more widely understood concept, the issue of deviancy in today's youth cannot be ignored. Studies have found that unsupervised youth experience as much as twice the risk of substance abuse as those who were under some form of adult supervision. "Many of these children instead of being in programs are now involved in drugs...which costs the community a great deal in trying to stop the flow of drugs."⁵ Dryfoos describes six characteristics shown to be associated with problems:

1. Early age of initiation.
2. Poor achievement in school and low expectations for achievement.
3. Acting out, truancy, antisocial behavior, and conduct disorders.
4. Low resistance to poor influences.
5. Lack of parental support.
6. Living in a deprived neighborhood.

⁴ Needle: 7

⁵ Robinson:44; Dryfoos: 246-250

Whether the description of the needs of youth focus on deviancy or development, most literature encourages communities to communicate and collaborate together to meet these needs. Dryfoos describes multicomponent community planning and programming, where disadvantaged neighborhoods, rather than disadvantaged children, become the focus of intervention. Packages of services are required to address each community's own unique configuration of needs. Robinson talks about the need to see youth as a common good, a resource in whom the whole community needs to invest.⁶ Needle describes that, given the large percentage of discretionary time (when youth are not eating, sleeping, or in school) (Fig. 1), the more structured involvement a youth has, the less at-risk the youth is.⁷ 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.⁸ 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.⁹ 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 opportunities. All of these studies suggest that needs would be more efficiently met with greater communication and coordination within community and municipal efforts.

⁶ Robinson:43

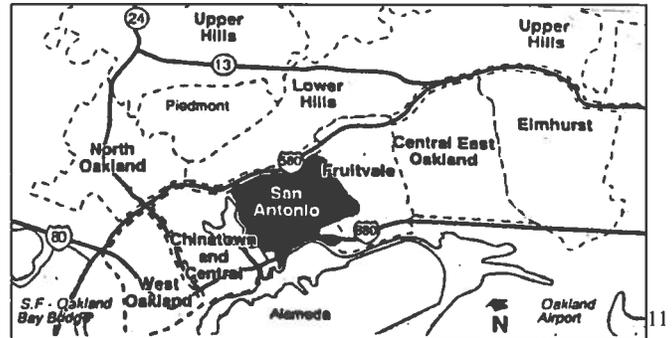
⁷ Needle:7

⁸ "Partnership for Change": 16

⁹ Rubin:38.

San Antonio Youth Profile

San Antonio is a community development district of Oakland bordered by the 580 Freeway to the north and the 880 Freeway to the south, Lake Merritt to the west and Fruitvale Ave. to the east. The neighborhood this paper focuses on is lower San Antonio, specifically Census Tracts 4054, 4059, 4060, and 4062. This area is designated as the Neighborhood Commercial Revitalization (NCR) area by Oakland's Office of Economic Development and Employment, and has been described as San Antonio's flatland neighborhood.



Population and Poverty by Age Groups

	Persons	0-4	5	6-17	< 18	16-19
NCR	27437	2983	571	5802	9356	1773
		10.90%	2.08%	18.50%	34.50%	6.50%
Below Poverty		1410	282	2650	4342	
% tot in NCR in pov.		47.27%	49.39%	45.67%	46.41%	
San Antonio	59080	5483	1055	10659	17197	3272
		9.30%	1.79%	18.00%	29.10%	5.50%
Below Poverty		2291	482	4302	7075	
% tot in SA in pov.		41.78%	45.69%	40.36%	41.14%	
Oakland	372242	29676	5577	57234	92487	18159
		8.00%	1.50%	15.40%	24.80%	4.90%
Below Poverty		9320	1806	16454	27580	
% tot in Oakl. in pov.		31.41%	32.38%	28.75%	29.82%	

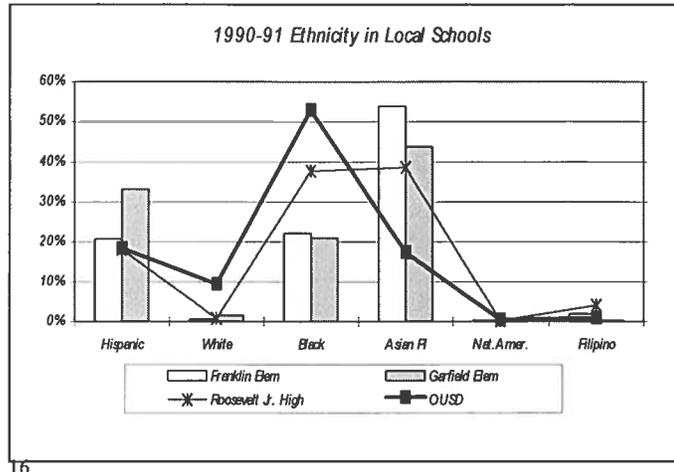
Youth under the age of 18 make up almost 30% of the entire San Antonio District's population. In 1990, over half (9,356) of the 17,197 San Antonio youth

lived in the NCR flatland area. Over 10% of the NCR population were under 5 years old, while another 18% were between the ages of 6 and 17, indicating a large need for childcare services and an increasing need for programs for young children. At all youth age levels, this neighborhood has one of Oakland's highest concentration of youth.

Enrollment at the local public schools reflect the very diverse nature of the neighborhood's ethnicity, with an incredible mix of Asian, Hispanic, African-American, and other children. In the Oakland Unified School District, Asian student enrollment has increased by over fifty percent in the last decade. The NCR area schools have a much higher

¹⁰ 1990 Census, STF3A, Tables 13, 74, 117.

¹¹ "San Antonio District," Oakland Tribune



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percentage of Asian students and lower percentages of African-American students than the District averages, and have very few white students. In 1990-91, Franklin Elementary School had over 50% Asians and Garfield Elementary had 43%, while the Oakland Unified School District had less than 20%.¹² In 1994, the language groups that were largest among the Limited English Proficient and Non English Proficient (LEP and NEP) students at Franklin Elementary spoke Cantonese, the second largest spoke Spanish, the third largest spoke Vietnamese. At Garfield Elementary the largest language groups of LEP and NEP students spoke Spanish, the second Mien, the third Cantonese, and the fourth Cambodian.¹³ In each of the schools, only a few bilingual cross-cultural teachers and aides were available, and many languages were underrepresented in faculty.¹⁴ Although many of the youth had limited English speaking skills, 70% of the NCR area's youth under 18 years old were citizens of native birth in 1990. Only 27% were not naturalized citizens.¹⁵

Of the families with children under 18, almost 60% in the flatland neighborhood were two-parent households in 1990, a little higher than the rest of Oakland's 54%.¹⁷ Poverty among youth in the neighborhood was high: 41% of San Antonio youth were living below the poverty line, in comparison to 30% of Oakland's youth. Out of these San Antonio youth in poverty, over half were concentrated in the lower San Antonio neighborhood, making up

¹² [Keeping Children in School: Appendix B](#)

¹³ Language Census: Roosevelt, Franklin, Garfield.

¹⁴ Rubin, p.38.

¹⁵ 1990 Census, STF3A Table P37.

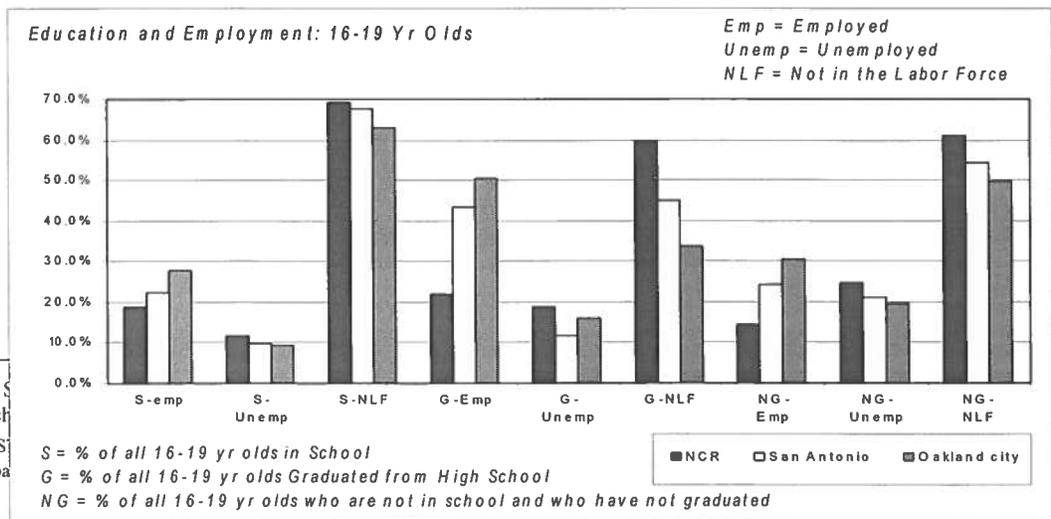
¹⁶ [Keeping Children in School: Appendix B](#)

¹⁷ 1990 Census STF3A, Table P74.

over 46% of the area's youth.¹⁸ Oakland Unified School District reported 90% of students at Garfield Elementary and 96% at Franklin Elementary received free/reduced lunches in 1994, and the majority are in families receiving Aid to Families of Dependent Children (AFDC). On average, 66% of youth in the Oakland Unified School District were receiving free or reduced lunches in 1994, and 48% were in families receiving AFDC. At Roosevelt Junior High, 65% ate free lunches, but 88% students were in families receiving AFDC.¹⁹

Youth Employment and Leadership Development

A concern as well as an untapped assets of this neighborhood area is the teenage workforce and the large number of teens not in school or the labor force. It is a growing need to provide employment opportunities for this age group. In 1990, a smaller percentage of 16-19 year old teenagers in the NCR area were employed and a larger percentage were unemployed or not in the labor force compared with the percentages of teenagers living in the rest of San Antonio or citywide. Only 40% of those who had graduated from high school were employed, compared to 50% of citywide Oakland 16-19 year olds with a high school diploma. Of those in school, only 20% were working, compared to 28% in the rest of Oakland. The majority in the NCR area who were not enrolled in school, whether with a high school degree or not, were not in the labor force in 1990.²⁰ Urban Strategies Council defines this group who are not in school, not working, and not looking for work, as "Idle Teens," and at high risk for negative behavior.²¹ Some are unemployed and looking for work, but most are not in the labor force. At all levels, the youth in the San Antonio District,



¹⁸ 1990 Census S
¹⁹ "Selected Sch
²⁰ 1990 Census, S
²¹ Chance_2, Urba

and particularly in the flatlands as defined by the NCR area, were less employed and less educated than youth in Oakland overall. Some have a high school education and some do not, but all are in need of decent training and employment opportunities geared for them. Employer involvement in employment programs, and school curriculum linking education with employment skills could be ways for this community to care for their youth and to maximize the potential of its own teenagers.

Local Community Organization Profiles

A large youth population of incredible ethnic diversity can be a great asset to a neighborhood, but it is also a great challenge. Programs in the community need to be geared to a vast multiplicity of ethnic backgrounds, and efforts must be made to ensure access from youth from these many different cultural and economic levels. Neighborhood organizations are running quality programs at full capacity while having few resources themselves, but needs in this area continue to grow. There are not many organizations providing after-school programs in this area of over 5,000 youth . More organizations which exist outside of the focus area may serve youth from within, but the reality is that resources are short everywhere, and many youth in this area go underserved. The fact these groups are here is a source of strength for the neighborhood, since many other resources have left, including the local branch of the Oakland Public Library. By finding creative ways to coordinate and share resources among themselves, the community based organizations , the youth population and their families, and the neighborhood schools and churches can build a more cohesive and strongly resourced home, and together can speak up in a loud voice for citywide resources.

East Bay Asian Youth Center (EBAYC)
1600 E. 12th St., Oakland.
510-533-1092
David Kakishiba, Executive Director
Gianna Tran, Counseling Services Director

The East Bay Asian Youth Center is a non-profit, community-based organization dedicated to inspiring and empowering youth and young adults, particularly Asian Pacific Islanders, to reach their fullest potential and to build a just, caring, productive multi-cultural society. They began in Berkeley as an Asian Drop-In Center and have been growing in Oakland since 1992. EBAYC's Oakland Division

serves over 150 Asian and Pacific Islander children and youth between the ages of 12 and 21. They are committed to helping young people achieve three goals: 1) to become an honorable, hard-working, healthy adult in body, mind and spirit, 2) to become a young adult with the capacity to enter into and successfully complete an undergraduate university education, and 3) to become a young adult with the capacity to engage in and win justice for one's community.

Currently, multi-racial, multi-lingual staff counselors work through Roosevelt Junior High School, situated a few blocks away from EBAYC's office. Each counselor takes in 25 students referred by teachers, school counselors, and probation officers. Referred students are from low-income families. They often experience problems in school, at home, and among their peers. All youth must first complete an application and state their commitment to the program through high school. They commit to attend a regular meeting with their counselor as well as their academic mentor, to regularly attend school, and to refrain from alcohol, drugs, and violent activity. Counselors work with their assigned youth to develop trusting relationships, development plans and progress evaluations. Beginning Fall 1996, EBAYC will be expanding their program to serve 120 new seventh graders entering Calvin Simmons Junior High and Roosevelt Junr High. EBAYC counselors are committed to work with the youth throughout high school.

EBAYC offers after-school tutoring, individual and group counseling, a summer school program, family support, and leadership development projects. They had a youth employment program, but as funding for the Summer Youth Training Employment Program (SYTEP) was recently cut from the City of Oakland, that program is uncertain in the future. In the past summer they had 40-60 paid students, a large program, but small in comparison to the almost 500 -14 year old youth in the San Antonio district who are eligible for employment should they desire it.

The Oakland Children's Trust Fund is an initiative EBAYC is sponsoring along with other groups to require Oakland to set aside 2.5% of its annual unrestricted General Fund Revenues for services to youth ages 9 to 21. 50,000 signatures are needed in order to put the initiative on the ballot for the November 1996 election. Youth from many organizations such

as P.U.E.B.L.O. (People United for a Better Oakland), the West Oakland Mental Health Center, and NEL Centro de Juventud are working together on this project.

EBAYC has a good working relationship with many organizations, including Roosevelt Junior High . EBAYC staff are also currently involved with the San Antonio Neighborhood Planning Council and work well with the local community. Much of their funding is from two federal offices, the Administration for Youth and Family, and the Center for Substance Abuse Prevention. The City of Oakland currently funds the G.E.D. program which helps 17-21 year old youth who dropped out of high school to pass the G.E.D. test.

HARBOR HOUSE
1811-11 Ave, Oakland, CA 94606
(510)534-0165
Executive Director: Rev. Diane Moffett
Director of Education: Jan Jensen
Economic Development: Mary Biasotti

Harbor House has been serving the neighborhood for 25 years and is dedicated to help empower the local community spiritually, educationally, and economically. One of the emphases of Harbor House is racial reconciliation, so intentional efforts are made to serve ethnically mixed groups of children and adults. The majority of youth currently attending are African-American and Mien. In addition to youth services, Harbor House offers a variety of adult services, including a food cooperative, adult English as a Second Language classes, a community garden, a thrift store, an emergency food program, and an upcoming housecleaning business to create jobs in the community.

The foundation of Harbor House’s youth program is its weekly Bible clubs. They have a Good News Club for 5-9 year olds and a Friendship Club for 10-13 year olds. For older youth Harbor House offers a summer Youth Employment Program (Y.E.P) and opportunities for individual mentoring. Stemming from these are additional services: Tutoring Club, Computer Club, Art Club, a Multi-Cultural Childrens’ Choir, and a Dance Club. Tutoring is twice a week, and serves a small group of youth (approx. 12) in order to keep a low tutor to student ratio. The Choir performs monthly at various churches and community events throughout the Bay Area. The Computer Club began recently as an opportunity for children sixth grade and above to have access to technology and resources they likely do not have at home. As the program grows, it is envisioned to one day be a resource to adults in the community as well. Harbor House also offers youth various

recreational opportunities such as a newly refurbished basketball court and summer/winter camps in the mountains. Future possibilities include forming a basketball team and joining a league.

In the summer for the past three years Harbor House has run its Youth Employment Program for youth fourteen years and over. Summer of 1995 they hired seventeen youth and two adult supervisors from the local neighborhood. Y.E.P has grown to include pre-application employment training workshops; in 1995, over 65 teenagers from the neighborhood appeared, many of whom had never had prior contact with the organization. This indicates how strong the desire for employment is in the community. Two of the summer Y.E.P employees have continued working as junior interns during the school year in the clubs for younger children.

In the process of being developed, Inner City Expressions began as a greeting card business in which youth designed artwork for cards. Currently, Inner City Expressions is developing into a for-profit, youth-run business creating employment for youth and adults, for which professionals train youth in career skills such as writing, graphic design, marketing, accounting and sales. The vision is to inspire pride, love, and celebration of the ethnic diversity of Oakland's people through its hand made greeting cards and photos. Profits will generate more employment opportunities in the business.

LAO FAMILY COMMUNITY DEVELOPMENT CENTER
534-22ndSt., 451-6878, 53-1691
EAST BAY VIETNAMESE ASSOCIATION
1218 Miller Ave., 533-4219
PEOPLE UNITED FOR A BETTER OAKLAND (PUEBLO)
1218-21st St., 533-0919
Danny Hosain, Youth Coordinator
SAN ANTONIO COMMUNITY DEVELOPMENT CORP.
228 E.15th St., 536-1715
Don Davenport, Director

Other non-profit organizations in the area include Lao Family Community Development Center, the East Bay Vietnamese Association, People United for a Better Oakland (PUEBLO), and a great number of local churches varying

widely in denomination, ethnicity and size. The youth services of Lao Family CDC serves Laotian children only, in after-school programs in Manzanita Elementary and Garfield Elementary schools. Both are in San Antonio district and Garfield is in the focus area. They serve about twenty children per session, offering tutoring and outside recreation on the school playground. The East Bay Vietnamese Association serves about 100 youth twelve years old and up. They provide counseling, referrals and job placement to Vietnamese youth. PUEBLO is an organization working for institutional changes in environmental social justice

issues whose members come from all of Oakland. One component is Youth of Oakland United (Y.O.U.), consisting of about thirty youth many of whom are San Antonio high schoolers. Last summer Y.O.U. underwent a media project in which the youth researched and produced a video tape on things for youth to do in Oakland. The San Antonio Community Development Corporation (SACDC) is also not a service provider, but is the community development entity set up by the city of Oakland for the San Antonio district. Among other things, they distribute Community Development Block Grant (CDBG) funding from the city to the district. For the 1995-1996 year, SACDC funded two specific programs for youth, the Manzanita Tutorial Program in the north part of San Antonio, and the Vendor Voucher Program, which subsidizes childcare for parents in vocational training and minimum wage jobs.²²

Local Schools, Parks, and Recreation Centers

The schools in the focus area are Franklin and Garfield Elementary Schools and Roosevelt Junior High. Hawthorne Elementary, Calvin Simmons Junior High, Fremont High and Oakland High are also all schools that youth from this area attend, but which do not lie exactly within the focus area. Franklin, Garfield, and Roosevelt all have tutoring programs. Franklin's after school programs exist mostly through the adjoining Recreation Center. Garfield offers Chinese School, and the YMCA uses its site for afterschool soccer, softball, and crafts. Tanya Dennis, the new dean since October 1995, desires to start dance and theater opportunities as well. Roosevelt serves almost 200 youth in tutoring programs, recreational sports, EBAYC counseling, an art program, a Filipino tutorial program, and an African American Dance Club sponsored through Parks and Recreation. They also have a take-home computer program where youth can check out a computer for a month. The program is sponsored by Josten's Ring Co, and they offer 30 Apple IIe computers. St. Anthony's Year Round School is a private Catholic school serving around 200-250 students from kindergarten to eighth grade. They offer after school extended care which includes homework time, quiet time, and outdoor recreation.

²² Don Davenport 3/96 and "San Antonio Community Development District: Services Target Populations and Needs", City of Oakland, Housing and Neighborhood Development, Draft.

Hawthorne Elementary, at the edge of San Antonio and Fruitvale districts, serves youth in the focus census tract area. Hawthorne is one of six schools in Oakland who became a site for School-Linked Services, SB620. This program makes possible a variety of services and programs to be offered through the school site, including medical and dental services, computer classes, tutoring, and counseling. Calvin Simmons Junior High School, also not in San Antonio but which serves many San Antonio residents, has recently become a focus for the East Bay Asian Youth Center. Through a new program, EBAYC will focus on entering seventh graders in 1996 and commit to them throughout high school.

<p>Schools in Focus Area</p> <p>FRANKLIN YEAR ROUND ELEMENTARY SCHOOL 915 Foothill Blvd., 510-452-1031, Ms. Bolling, Asst. Principal</p> <p>GARFIELD YEAR ROUND ELEMENTARY SCHOOL 1640-22nd Ave, 510-532-4052, Dr. Flory, Principal</p> <p>ROOSEVELT YEAR ROUND JUNIOR HIGH SCHOOL 1926-19th Ave., 510-261-8516, Mr. Brinkley: Assistant Principal</p> <p>ST. ANTHONY YEAR ROUND SCHOOL 1500 E.15th St., 510-534-3334, Nancy Libby, Principal</p> <p>Neighboring Schools Serving Youth in Focus Area</p> <p>HAWTHORNE YEAR ROUND ELEMENTARY SCHOOL 1799-28th Ave. 510-533-8362</p> <p>CALVIN SIMMONS JUNIOR HIGH SCHOOL 1926-35th Ave. 510-261-8516</p> <p>FREMONT HIGH SCHOOL 4610 Foothill Blvd, 510-261-3240</p> <p>OAKLAND HIGH SCHOOL 1023 MacArthur Blvd., 510-451-1208</p>

<p>Recreation Areas</p> <p>Oakland Parks and Recreation Contact: Kenneth Leory, 238-3092.</p> <p>FRANKLIN RECREATION CENTER 1010 E. 15th ST., Contact John Hill, 238-7741</p> <p>SAN ANTONIO RECREATION CENTER 1701 E. 19th St., Contact Jose Ortiz, 535-5608</p> <p>CLINTON SQUARE E12th and 7th Ave.</p>

The Franklin Recreation Center is adjacent to Franklin Year Round Elementary School and the two are often considered one unit. Developed in 1961 as part of the Clinton Park Urban Renewal Program, the Franklin Recreation Center has a long history of serving youth. They offer a program for first to third graders at two o'clock, because the school staggers groups of students and some youth may need to wait for older siblings to come out of school later. Programs range at Franklin Recreation Center from arts and crafts , lanyard making, bingo and cooking class, to cheerleading, flag football, karate classes and the Boy Scouts. There are two hours of open drop in time in the evening, except for Fridays when a teen Friday Night Live chapter uses the center. This club is sponsored by the city and promotes alcohol and drug free activities, as well as involves students in community service. The center is open from one to eight in the evening Monday through Friday and on Saturday afternoons.

Unlike Franklin Recreation Center which benefited from past Urban Renewal funding, the San Antonio Recreation Center is a small, one room building, with a small

kitchenette to one side, a ping pong table, and a table with a few chairs in the middle. It is located in far northeast corner of San Antonio Park, which is mostly covered by large fields but also contains basketball courts, tennis courts, a children's playground, and a picnic area. Part of the grass area is a newly finished soccer field. Oakland Parks and Recreation has recently started a limited after-school program in this community center, with open drop-in hours from 3pm to 6pm on weekdays and on Saturday mornings. Until recently, only one recreation leader was available to supervise children and help with homework, but no planned program, classes, or games are available. The one-room configuration of the center makes classes and different activities difficult. About 10-15 elementary school aged youth are served, depending upon time of year and current program being offered. In the spring and summer more outside games on the field are offered. An upcoming possibility is a soccer team, feasible because it is not an equipment-intensive sport. One full-time employee, Jose Ortiz, was recently appointed to this park, and new programs are being planned.

Other parks in the area include Clinton Square, which has only a tot-lot, the Garfield Playground (owned half by the city and half by the school), and a well-hidden and well-maintained linear park, Embarcadero Cove, behind the Motel 6 on Embarcadero, past the 880 freeway. Some after-school recreation is supervised at Garfield; the others have no programs.

CONCLUSIONS: Recommendations and Resources

The youth in Oakland's lower San Antonio neighborhood have to overcome many odds: low income, language difficulty, and few educational, recreational, and employment opportunities. The schools and non-profit organizations in the area are doing impressive work with the few their resources and staff can take in, but many gaps exist in what the neighborhood offers, and the number of slots being offered are small. In an area where almost 6,000 school-aged youth (6-17 yrs) have to share limited public and private resources, youth grow up without the opportunities for growth and development that they deserve, resulting in a loss of competitive advantage in the job market among other losses for themselves, their families, and their communities.

But in spite of the odds they face, the youth of this neighborhood are creative, full of energy and positive potential. Where basketball courts are scarce, low-income youth are playing full games in crowded apartment courtyards, shooting the ball at a rug hung over a balcony in place of a real court and hoop. Where mixed racial diversity often brings tension to a community, children of various racial background are learning to understand and appreciate each other. In many ways, the San Antonio youth embody the community's future economic and social reconciliation. They truly are a common, public good, as the current literature describes, and need to be cared for as such. Youth need educational, recreational and economic opportunities to stretch their capabilities and develop their competence, not just from one organization, but from an entire community. As local groups join together to form vision, strategy, and coordinated commitment, some of the needed supports could be strived for in a more effective way than alone. The following are some ideas as to how such supports can be achieved.

Education

The lack of a public library in this neighborhood of over 5,800 school-aged youth is indicative of the lack of investment into these youth by society as a whole. In the whole San Antonio District, which includes over 10,650 youth ages 6-17, there is only one small branch near Lakeshore Ave. in the north part of the district. The closest library to the neighborhood is the Latin American branch at 1900 Fruitvale. At one time, the lower San Antonio neighborhood did have a library. The building still stands, at 1449 Miller Ave.²³ and is now home for Volunteers of America, a work-rehabilitation program for former convicts. Community groups currently offer a variety of tutoring programs and computer programs in the area, but quality tutoring and the high cost of each computer mandates a small youth served/program ratio, which leads to only a few youth being given necessary educational support. Given the low-income of this neighborhood, very few youth would have access to computer technology other than through the schools and neighborhood organizations, a grave situation given the dominant role that computers play in our future economy. Educational

²³ Oakland History Room, Oakland Public Library, and Sanborn Maps.

support could include a library with computer access, or shared curriculum between the community groups and the schools, or more sites of city-sponsored tutoring. A library or other central site for a neighborhood could help facilitate educational events and opportunities.

Recreation:

Vision, strategy, and commitment is needed for positive recreational opportunities in the neighborhood as well. Parks, some basketball courts, a soccer field, and other amenities do exist in the area, but no organized opportunities are available for youth to commit to and develop their competency. For example, basketball courts exist at Franklin Elementary, San Antonio Park, and Garfield Elementary. Harbor House has a new basketball court and is thinking of joining a league. A neighborhood effort to coordinate use of courts and to form a league seems feasible. Midnight Basketball is a popular program in many communities. The new soccer field at San Antonio Park is a valuable asset that many communities covet. If the youth of this community are not organized to use it, organized youth from other communities will put it to use. Perhaps if youth in all the different community organizations were playing in a local basketball league or local soccer games, then families throughout the neighborhood could be brought out to watch organized games, played in their local neighborhood. A committee could be organized to sell snacks during games to profit the league. In low-income communities especially, transportation out of the community is difficult, not only because most families do not own cars but many families may have as much as seven children; transportation and bus fare for the family is unwieldy. Without local opportunities, youth learn to be idle and do not grow to develop to their potential. Local sports games within walking distance would strengthen family and neighborhood ties and build the competence of these youth.

Employment:

The situation of youth employment is a complicated one, linked to trends of declining low-skill jobs in the overall economy. However, vision, strategy, and commitment could make a great difference to utilize local resources and to encourage employment and training

opportunities. For a neighborhood with close to 180 youth between ages 16 and 19 in 1990, there are currently only a few employment or training opportunities. Through coordination it may be possible to form a community site for other employment programs, a central place to make known job announcements, referrals, and placements for the youth in our neighborhood, so many of whom are defined as “idle,” not in school and not working. Or groups can share such information through computer networks and the Internet. The job training and referrals given by Harbor House, East Bay Vietnamese Center, and Lao Family CDC can share resources and sponsor city-run workshops. Job training today needs to include computer opportunities, and the computer programs currently running need to be encouraged with more funding and technical assistance by the city and other sources, as an investment into the local workforce. Creative ways such should be envisioned to create local jobs that provide services that the community needs, such as the tutoring and recreation needs discussed above. Teens could be organized to become local tutors through Oakland Public Library’s tutoring program; even through a library does not exist here, neighborhood sites for the program could be developed. Local teenagers could be hired and trained by the Department of Parks and Recreation to run neighborhood organized sports. Neighborhood merchants’ associations could be pursued to offer training, internships, and employment possibilities. Local businesses and nonprofits could be matched in paying salaries for hiring youth to fill needed positions. And as collaborative efforts are envisioned, sources to creatively fund staff positions and programs must be found.

Resources:

Nearby community resources include Youth Employment Partnerships (YEP), Team Oakland, Fremont High School, and the East Lake Merchants’ Association. Serving youth 14 and older, YEP offers a variety of programs. Through Youth Build, low-income youth are taught housing construction, G.E.D. classroom education and leadership

<p style="text-align: center;"><u>NEARBY RESOURCES:</u></p> <p style="text-align: center;">YOUTH EMPLOYMENT PARTNERSHIPS (YEP) 1411 Fruitvale Ave., 533-3447 Contact: Dennis Smith, Computer Training: Dwayne Jones. TEAM OAKLAND: We Mean Clean, 1411 Fruitvale Ave., 238-7601 Contact: Kim Coulthurst. FREMONT HIGH SCHOOL: 4610 Foothill Blvd., 261-3240 Restructuring Supervisor: Dr. Martin Waldron. Business Liaison: David Brown, 635-3011. EASTLAKE MERCHANTS' ASSOCIATION, E14th, E12th Ave., 1st to 22nd Ave. Contact Helen Shor (EBALDC): 287-5353</p>
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development. They have a similar program teaching automotive repair. Also, through a partnership with the Oakland Public Libraries, they sponsor Peer Tutorial, where youth are trained and employed as homework assistants for younger students in local libraries. They have a computer training component taught in Fremont, McClymonds, Castlemont High Schools, and an in-house computer program for out of school youth. (YEP currently hires approximately 30 youth from the lower San Antonio area, and 80 from San Antonio as a whole.) Team Oakland “We Mean Clean” has teams throughout Oakland, including the commercial corridor of San Antonio (E.14th St. and E.12th St.), and are employed to do service projects for local community, such as cleaning streets, picking up trash, and planting trees.

Many teenagers in the neighborhood attend Fremont High School, which, as part of a school-wide restructuring school-to-work program (SB1274) has programs generating employment opportunities in local businesses for students taking career-centered classes. Youth in the past have worked with Lucky’s Supermarkets, Sun Microsystems, and the Internal Revenue Service in after-school and summer jobs. This program serves about 40-80 kids, who may or may not live in the focus area.

The East Lake Merchants’ Association (ELMA), and the E.18th St. Merchants could be a possible source of employment and job training for local youth. ELMA has meetings open to the public monthly.. City efforts such as Youth Employment Partnership’s “Team Oakland: We Mean Clean,” which employs high schoolers from all over Oakland and which has a team in the local focus area, could be coordinated to team up with younger youth teams based from Harbor House, East Bay Vietnamese Association, and EBAYC.

Current Efforts:

As non-profit organizations, schools, churches, and families in a neighborhood join together to give such opportunities to the community’s youth, the community is investing in its own future. Currently, it is a stretch for groups to think of collaborating when needs clamor for all immediate attention of available resources. Funding structures and non-neighborhood boards also are interested in results and programs, more than in thinking strategically about the neighborhood and developing strategic partners and plans. Further

funding must be committed to organizations pursuing collaborative efforts. Despite the difficulties, some coordination is happening already. A local Neighborhood Planning Council from the lower part of San Antonio has been formed by the East Bay Asian Local Development Corporation (EBALDC) and the Neighborhood Commercial Revitalization (NCR) component of Oakland's Office of Economic Development and Employment (OEDE). This Council consists of members of many community groups. Current efforts through the City of Oakland, Councilmember Shiela Jordan, Urban Strategies Council, the Robert Wood Johnson Foundation and the East Bay Community Foundation, with other citywide agencies are working to develop an overall, restructuring policy and plan for the city's youth. Such plans will be carried out most effectively in a coordinated neighborhood setting, backed up with the resources of a city. It is this kind of foresight and cooperation that will offer youth the opportunities they deserve, as a valuable part of our community.

APPENDIX:

LOWER SAN ANTONIO NEIGHBORHOOD
YOUTH PROGRAMS

Lower San Antonio Youth Program

EMPLOYMENT		<u>program</u>	<u>contact</u>	<u>address</u>	<u>phone</u>	<u># Served</u>	<u>Ages Served</u>	<u>Description</u>
LOCAL PROGRAMS								
Harbor House	Youth Employment Program	Mary Biasotti	1811-11th Ave.	534-0765	8-19	14+	Summer, Lmtd. Yr. Internships	Youth run business to create images reflecting Oakland's diversity. Youth mentored in business management and professional skills.
Harbor House	Inner City Expressions	Mary Biasotti	1811-11th Ave.	534-0765	In Funding Stage	14+		
East Bay Vietnamese Association	Employment	Dip Ly	1218 Miller Ave.	533-4219	100	12+	Counseling, Referral, Job Placement	For Laolians in US <5 yrs only; Job Placement, Transportation to interviews, Coaching on Interviews.
Lao Family CDC		Vilai	534-22nd St.	451-6878, 533-1691		18+		
LOCAL RESOURCES								
Oakland Public Works: TEAM OAKLAND- We Mean Clean	San Antonio/Fruitvale Team	Kim Coulthurst	YEP Site: 1411 Fruitvale Ave.	238-7601		14+		Youth Teams assigned to districts to do service projects for local community: cleaning streets, picking up trash, planting trees. etc.
Eastlake Merchants' Association		Helen Shor	E14th, E12th Ave., 1st to 20th Ave	287-5353				Local Merchant Association: Could be source of employment and training for local youth. Meets monthly.
OTHER RESOURCES								
Youth Employment Partnerships	Youth Build	Dennis Smith	1411 Fruitvale Ave.	238-7601		17-25		Housing sites accessed, low-income youth are taught housing construction to increase low-income housing in Oakland. 50% program is classroom education: GED, leadership development, personal finance, cultural awareness. Inc. 1 yr follow up.
Youth Employment Partnerships	Automotive Repair	Dennis Smith	1411 Fruitvale Ave.	238-7601		Hi Schl		Training in Fremont High School.
Youth Employment Partnerships	Peer Tutorial-partnership w/Oakland Libraries	Dennis Smith	1411 Fruitvale Ave.	238-7601		Hi Schl		Youth trained and hired as homework assistants for younger children in local libraries.

Lower San Antonio Youth Program

TUTORING		<u>program</u>	<u>contact</u>	<u>address</u>	<u>phone</u>	<u># Served</u>	<u>Ages Served</u>	<u>Description</u>
LOCAL PROGRAMS								
EBAYC	After-School Tutoring	Moung Saetern	1600 E. 12th St.	533-1092	150	Jr Hi +	Roosevelt Jr High Students. Are expanding to Calvin Simmons.	
Harbor House	Tutoring Club	Jan Jensen	1811-11th Ave.	534-0165	12	Elem/JrHi	Twice a week tutoring. Includes Computer and Library access.	
Lao Family CDC	Garfield School Tutoring	Nai	534-22nd St.	451-6878, 533-1691	15-20	Elem	For low income Laotian children. Tutoring in Garfield classrooms after school. Sports outside too.	
Franklin YR Elem (K-6)	After School Homework Ctr	Ms. Bolling: Vice Principal	915 Foothill Blvd.	452-1031	30	Elem	M-Th 3:15-4:15. Run by Teachers.	
Garfield YR Elem (K-6)	Tutoring	Jorge Lerma: Vice Principal	1640-22nd Ave.	532-4052		Elem		
Hismen Hi-Nu (Sun Gate) Terrace (EBALDC)	Tutoring	Adrianna Randle	2500-E14th. St			Elem	Tutoring in Apartment Building.	
LOCAL RESOURCES								
	Homework Hotline							
OTHER RESOURCES								
	Homework Assistance							Fruitvale, Chinatown, and Main Branches are closest.
AFTER-SCHOOL DROP IN								
LOCAL PROGRAMS								
Franklin Rec.	arts and crafts, many classes	John Hill, Lois Gomes	1010 E. 15th St.	238-7741	50-100/day	18-Jul	Two hours/day, and Friday nights. Other times has classes.	
Clinton Square	tot-lot		E12th @7th Ave.				Children's play area in neighborhood park. Open.	
San Antonio Rec Ctr	Drop in.	Reginold Buford, Jose Ortiz	1701 E. 19th St.	535-5608	15	Elem.	Open Drop in 3-5 M-F, Sat morn.. Located in neighborhood park.	

Lower San Antonio Youth Program

<u>COMPUTERS</u>	<u>program</u>	<u>contact</u>	<u>address</u>	<u>phone</u>	<u># Served</u>	<u>Ages Served</u>	<u>Description</u>
<u>LOCAL PROGRAMS</u>							
Harbor House Roosevelt Jr. High	Computer Club Take Home Computer Program	Brian Campbell Mrs. O'Brian	1811-11th Ave. 1926-19th Ave.	534-0165 261-8516	24/yr 30	6 Gr + Jr Hi	8 wk club: ends in newsletter production Borrow Apple II's for a month. Sponsored by Josten's Ring Co.
<u>LOCAL RESOURCES</u>							
Hawthorne Elem. School Youth Employment Partnerships Oakland Adult Evening School	Computer Program Computer Training Classes Various Classes	Jill Craus Dwayne Jones	1799-28th Ave. 1411 Fruitvale Ave.	533-8362 533-3447		14+	Computer Training in Fremont, McClymonds, Castlemont High. Have inhouse Training for Out of School Youth Computer labs on site in neighborhood.
<u>OTHER RESOURCES</u>							
Computrain Community Network for Youth Development University Oakland Metropolitan Forum	Project PC's for Youth UCBerkeley/Oakland Joint Community Development Program	Carol Griffith-Taylor JayTharpe	Institute of Urban and Regional Development, 316 Wurster, Berkeley, CA 94720	465-9035 643-9103			Recent grant for five neighborhoods in Oakland (San Antonio is one) for community based information technology and management assistance.

Lower San Antonio Youth Program

CREATIVE ARTS

LOCAL PROGRAMS

Harbor House

MultiCultural Childrens' Choir/Dance

Grace Escamado/
Karin Nunn

25/15

7-12

Weekly practice, monthly performances at local organizations and events.

Harbor House

Art Club

Maria Mitchell-Crane

15

10-13

Weekly art lessons in various media. Vision for community art projects.

PUEBLO: People United for a Better Oakland

Youth of Oakland United (Y.O.U.)

Danny Hosang

25

Hi Schl

Media/Art: Youth researched and produced video of things to do for youth in Oakland.(Summer 95)

OTHER RESOURCES

EBALDC

Hiroko Kurihara,
Helen Shor

309

310-8th St. Ste.

Collaborating local artists and youth for art project at Clinton Park.

COMMUNITY AWARENESS

LOCAL PROGRAMS

PUEBLO: People United for a Better Oakland

Children's Trust Fund Initiative

Danny Hosang

25

Hi Schl

Initiative for November '96 ballot: 2.5% Oakland General Fund Revenues for youth services.

East Bay Asian Youth Center (EBAYC)

Children's Trust Fund Initiative

David Kakashiba

1600 E. 12th St.

Jr Hi+

Initiative for November '96 ballot: 2.5% Oakland General Fund Revenues for youth services.

LOCAL RESOURCES

Youth Employment Partnerships

TEAM OAKLAND: We Mean Clean

Kim Coulthurst

14+

14+

Youth Teams assigned to districts to do service projects for local community: cleaning streets, picking up trash, planting trees. etc.

Youth Employment Partnerships

Youth Build

Dennis Smith

17-25

17-25

Housing sites accessed, low-income youth are taught Housing construction to increase low-income housing in Oakland. 50% program is classroom education: GED, leadership development, personal finance, cultural awareness. Inc. 1 yr follow up.

Parks in Lower San Antonio District

San Antonio Park		Facilities	Programs
Location	Foothill btwn 16th and 18th Ave.	Headstart Center and Community Building	Open Drop in 3-5 M-F, Sat morn.. Located in neighborhood park.
Size	11.62 acres	1 basketball court (lighted)	
Acquired	1854	1 football/soccer field	
Type	Community Park	picnic areas w/BBQ pits Restrooms 4 tennis courts (lighted) Children's play area Large Lawn area	
Clinton Square		Facilities	Programs
Location	E.12th St. at 7th Ave	Picnic area	Children's play area in neighborhood park. Open.
Size	2.26 acres	Children's play area	
Acquired	1854	Adult education building	
Type	Neighborhood Park		
Franklin Recreation Center		Facilities	Programs
Location	E.15th St. btwn 10th and 11th Ave.	1 60'diamond field (Lighted. Softball/football/soccer)	Two hours/day, and Friday nights. Other times has classes.
Size	2.05 acres	Children's play area	
Acquired	1955	1.5 basketball courts (lighted)	
Type	Neighborhood park	Recreation area -craft room -game room -social hall -kitchen and bathrooms	
Garfield Playground		Facilities	Programs
Location	Foothill at 23rd Ave.	1 60'diamond softball field	Oakland Parks and Rec Afterschool Supervision: 3-6pm when school is in session only
Size	2.56 acres		
Acquired	n/a		
Type	Neighborhood Park		
Embarcadero Cove		Facilities	Programs
Location	EstuaryShore (embarcadero) west of 16th Ave flyover	Fishing Pier	none
Size	0.1 acre	Shoreline Trail	
Acquired	n/a	Picnic Table	
Type	Linear Park	Benches	

Source: "Inventory of Park Conditions: San Antonio", Oakland General Plan, Dec. 1994.

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