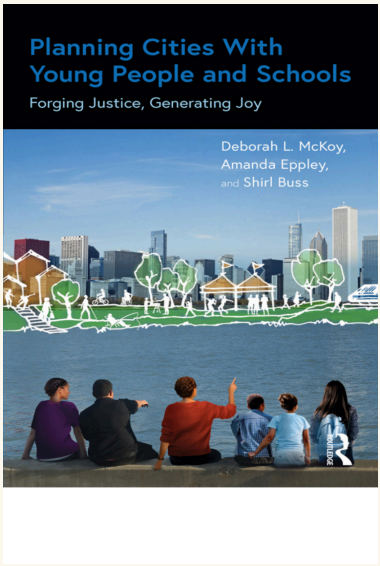
People and Schools Forging Justice, Generating Joy



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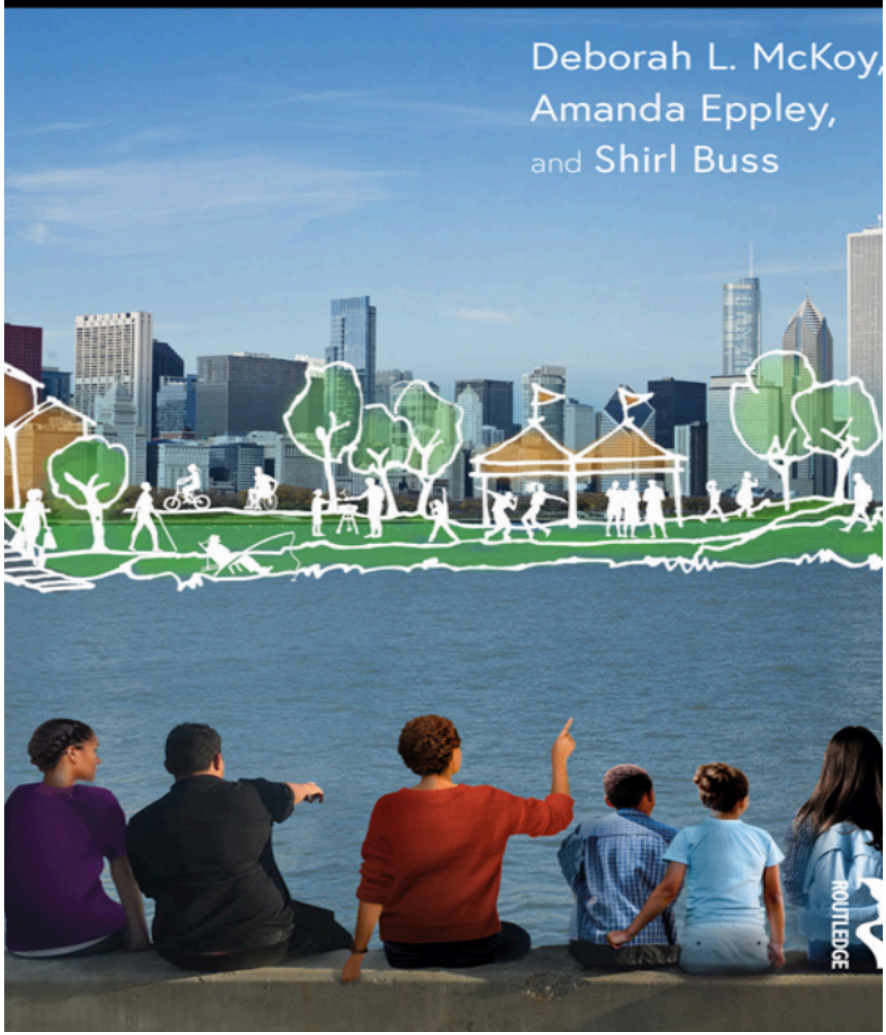
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Planning Cities With Young People and Schools

Forging Justice, Generating Joy

Deborah L. McKoy,
Amanda Eppley,
and Shirl Buss



ROUTLEDGE

chools

ffering the overlooked but essential viewpoint of young people fro w-income communities of color and their public schools, *Planni ties With Young People and Schools* offers an urgently needed set st-practice recommendations for urban planners to change the stat o and reimagine the future of our cities for and with young peopl orking with more than 10,000 students over two decades from t n Francisco Bay Area, to New York, to Tohoku, Japan, this wo oduces a wealth of insights on issues ranging from environment anning, housing, transportation, regional planning, and urb ucation.

Part I presents a theory of change for planning more equitabl uth-friendly cities by cultivating intergenerational communities actice where young people work alongside city planners and adu ofessionals. Part II explores youth engagement in resilienc using, and transportation planning through an analysis of literatu d international examples of engaging children and youth in ci anning. Part III speaks directly to practitioners, scholars, a udents alike, presenting "Six Essentials for Planning Just and Joyf ties" as necessary precursors to effective city planning with and f r most marginalized, children, youth, and public schools.

For academics, policy makers, and practitioners, this book raises t portance of education systems and young people as critical to urb anning and the future of our cities.

eborah L. McKoy is the founding director of the UC Berkeley Cent r Cities and Schools and adjunct professor in the Department of Ci d Regional Planning. Her research focuses on the intersection of ci anning, public education, and young people's experience of plac eborah has a PhD from UC Berkeley, an MPA from Columb niversity, and a BA from University at Albany.

manda Eppley is the associate director of the UC Berkeley Cent r Cities and Schools. Amanda is an experienced public scho

irl Buss is the creative director of the UC Berkeley Center for Citi d Schools. As a designer, planner, and educator, she has direct ograms, facilitated participatory design projects, and taught aduate students in universities, schools, museums, and inform ttings for over 30 years. She holds an MArch and PhD from t CLA Graduate School of Architecture and Urban Planning.

"From the first word, you realize this book is different. In centering justice and joy as the essential framework for youth engagement in planning cities, *Planning Cities With Young People and Schools* offers a brilliant and powerful youth-led antidote to business as usual in urban development. Inside are remarkable real-world examples that center the voices, knowledge, and perspectives of young people in our cities, especially students of color, living in low-income communities. An invaluable resource for every planner and community activist."

Charisma Acey, Professor of City and Regional Planning, UC Berkeley, California

"*Planning Cities With Young People and Schools* is a tremendous resource for those who seek to deepen youth engagement in civic life. The book utilizes concrete examples that illustrate how this is being done and show readers why this work is so important. For educators, planners, community activists, and youth workers, this book will be a source of information and inspiration."

Pedro Noguera, Dean of the USC Rossier School of Education, Los Angeles, California

"Youth deserve to feel a sense of joy, a sense of justice, especially in their cities – that closest form of democracy to each individual."

Mayor Libby Schaaf, Oakland, California

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the thousands of young people who have inspired us with eir willingness to question, learn, and imagine together.

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RT I

Theory and Practice

Introduction: Planning Cities for Justice and Joy

Theory of Change

Activating the Theory

RT II

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Spotlight on Resilience

Spotlight on Housing

Spotlight on Transportation

RT III

ll to Action

The Essentials

Forging Justice and Generating Joy in Our Cities

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2 Elements and Goals of a Just and Joyful City: Resilience, Housing and Transportation
1 Community of Practice: Expertise
2 Theory of Change
1 Quality Framework for Shared Impact
2 Y-PLAN Roadmap to Change
1 Basic Needs: Attend to First Things First
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5 Responsibility: Professionalize Partnerships With Real Tools
6 Connectivity: Bridge Gaps Between Disparate Networks
1 Community of Practice: Impacts and Beneficial Outcomes

ages

1 At the 2014 UC Berkeley National Youth Planning Summit in Washington, DC, young women from New Orleans share their proposals for the revitalization of the Claiborne Corridor with US Secretary of Housing and Urban Development Shaun Donovan.
1 At the UC Berkeley Regional Youth Planning Summit in 2019, students from Escuela Popular present their bilingual proposals for housing and transportation to civic leaders.
1 Photo – World Trade Center Roundtable – student panel.
2 Student leaders representing high schools throughout New York City meet with powerful civic leaders on the 43rd floor of the Worl Trade Center for a Roundtable where they share how they engaged in the five step Y-PLAN process to develop proposals for their

relationships.

4 In Step 2, Making Sense of the City, students conduct a real-time site mapping walk at their project site. Here, students in Brooklyn, NY, collect data about the conditions they observe by taking photo interviewing people, and making field notes on their maps.

5 During Step 3, Into Action, students work in teams to analyze the data they collected about the opportunities and constraints of their site. Here NYC team members are incorporating data as they generate proposals responding to their project question.

6 In Step 4, Going Public, student teams present to clients, civic leaders, parents, and peers in City Hall, Council Chambers, or othe important civic settings. Here, students from Brooklyn step up to t podium to share proposal boards, narrate digital slideshows, and field questions from the panel about their vision for change.

7 Students eagerly share the digital apps they designed with NYC Department of Education's Chancellor Carmen Fariña. The apps were designed to enable people with different ages and abilities to navigate and access public spaces safely.

1 As part of their research about Oakland's waterfront and resilienc preparedness, Japanese students interview local residents and businesspeople to collect data about their social and economic needs. Their instructional mentor from UC Berkeley helps translate and bridge the language gap.

2 After the students create their proposals, they meet with adult experts to conduct a cost-benefit evaluation of each component. They then incorporate this feedback, revise their proposals, and strengthen their Action Plans for their return to Japan.

3 On their site mapping tour, students in Richmond, California assess the impacts of nearby oil refineries on the health and sustainability of their community.

4 The students translate their proposals for a healthier, more sustainable and resilient city into policy briefs. Some proposals become realities, like the City of Richmond, CA, incorporating student recommendations into the official 2016 Climate Action Plan.

5 During their charette, the fourth graders from Laurel Dell Elementary in San Rafael, California, built a scale model of the areas of the city most vulnerable to sea level rise. Their model included multiple strategies to protect the community while

local leaders, parents, and children about community preparations for rising seas.

1 During their site walk to observe the shoreline adjacent to their homes, the students from East Palo Alto, CA, reflect upon the fragi nature of their community as it faces the threats of displacement due to sea level rise and gentrification.

2 High school students in East Palo Alto, CA, present models and boards featuring imaginative housing proposals to protect their vibrant, intergenerational community from the impacts of sea level rise as well as displacement due to gentrification in Silicon Valley.

3 These San Francisco fourth-grade students showcase their topographic scale model featuring ingredients they say will infuse public spaces in the HOPE SF housing community with connectivit playfulness, and joy.

4 At their culminating event, students present their models, maps, and drawings to civic leaders from the City of San Francisco and th HOPE SF developer team. The adults have enthusiastically embraced the students' visions and incorporated many of the features into their completed project.

5 Students from the High School for Enterprise, Business, and Technology come to the NYC Department of Homeless Services headquarters to present and discuss their proposals with their civic clients.

6 The EBT high school students present their in-depth proposals to improve college and career readiness for students in New York Cit temporary housing.

1 In collaboration with local civic leaders, high school students ma the Broadway Corridor as they generate imaginative and actionabl proposals to infuse Bushwick with cultural meaning, color, and life

2 In response to their clients' project question, students worked in teams to collate and analyze data, brainstorm possible solutions, and conduct a cost-benefit analysis of their proposals. Here, they showcase their imaginative, actionable ideas to Brighten Broadway for politicians and community members.

3 Y-PLAN students pose for a photo prior to going into City Hall to present their Healthy Sacramento proposals to the Mayor and city leaders.

4 In Sacramento, students collaborate with their community partners to promote health and mobility from a socio-economic an