

A Decade of Action and Insights from Bayview's Youth and Schools

Terren Wing

PLUS Leadership Initiative
Fellows Report 2018-2019



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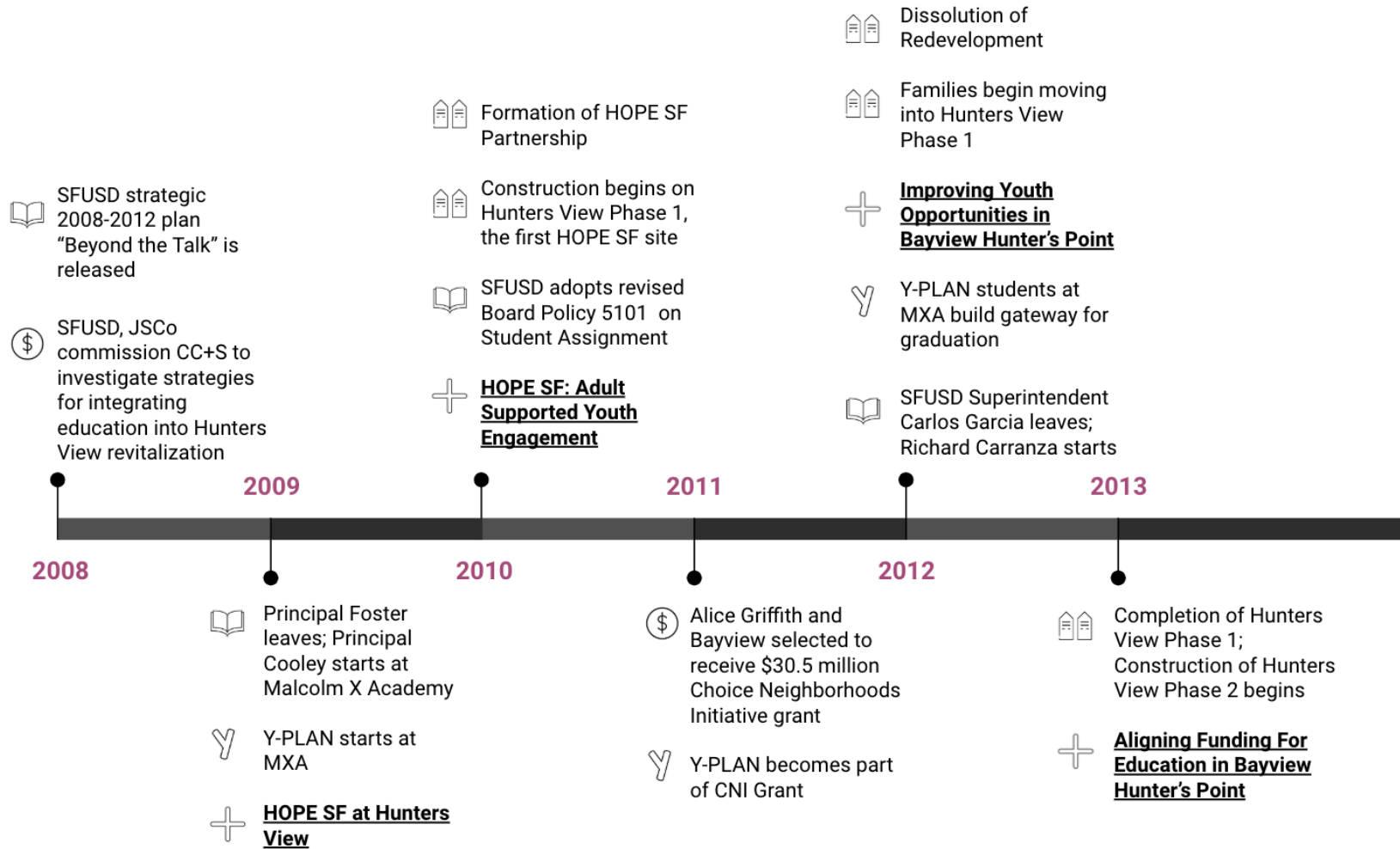
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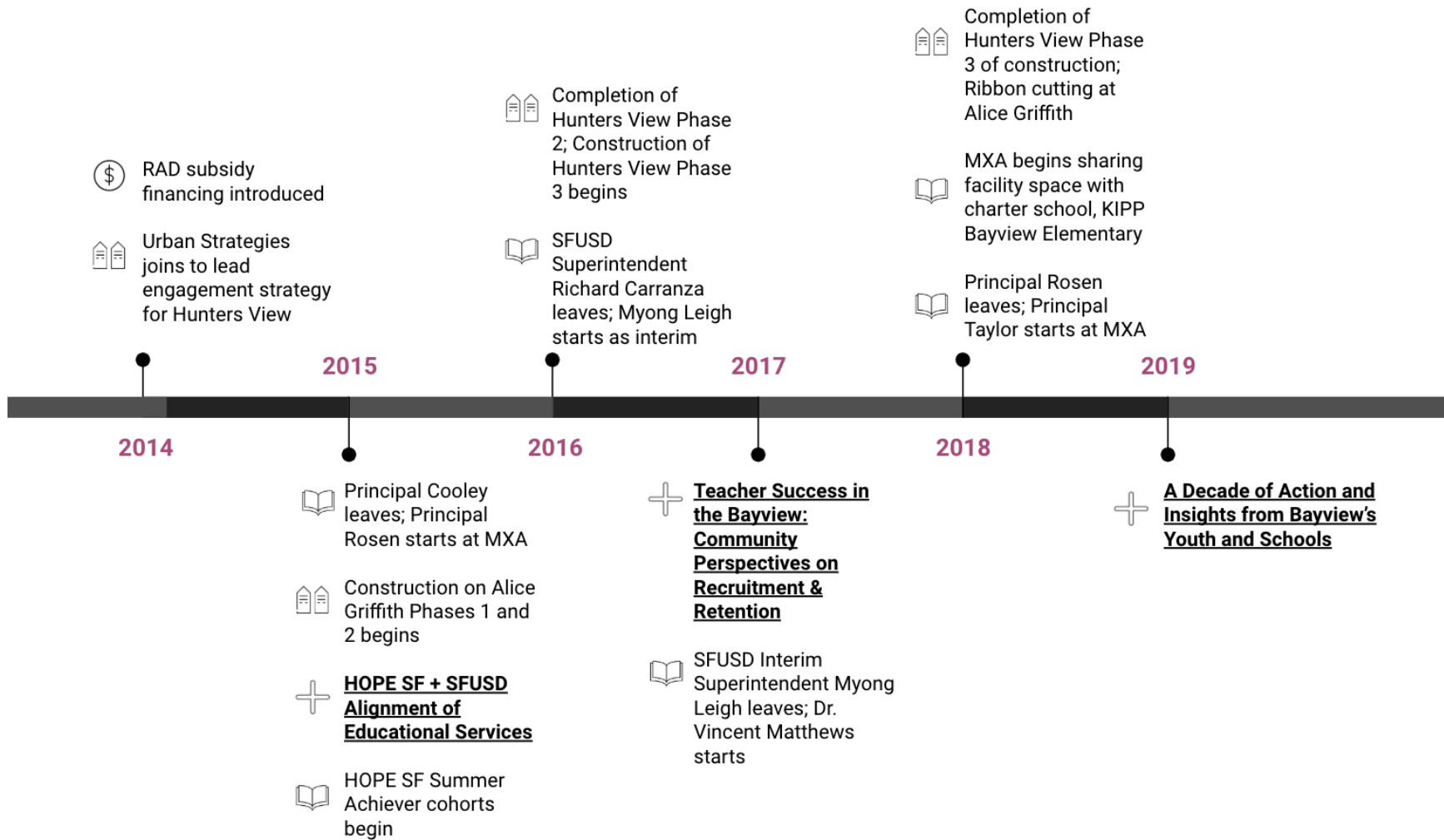
Executive Summary

In 2008, the San Francisco Unified School District (SFUSD) commissioned UC Berkeley's Center for Cities and Schools (CC+S) to develop a strategy for integrating education into future housing redevelopment in the Bayview. Two years later, HOPE SF was launched in the Bayview at the existing public housing site at Hunters View. The key actors in this redevelopment at Hunters View included the John Stewart Company (JSCo), Hunters View Community Partners (HVCP), SFUSD, and the Mayor's Office of Housing (MOH). In the past decade, CC+S has built on this strategy, particularly as the HOPE SF housing revitalization process began in 2010 at Hunters View. CC+S has worked in partnership with a number of stakeholders, including the HOPE SF Partnership led by the San Francisco Foundation. CC+S has worked in collaboration with these stakeholders on the PLUS Leadership (Planning and Learning United for Systems Change) and Y-PLAN (Youth - Plan, Learn, Act, Now!) initiatives working in complement to HOPE SF to demonstrate how schools and young people are a positive force in this future redevelopment. Such work is critical because it creates not only social and physical pathways, but processes to establish youth engagement going forward.

The work of the past decade in the Bayview has not been comprehensively assessed nor viewed holistically, underlying the challenges of fragmentation in processes with so many stakeholders. The goal of this report is to lift up the work and partnership of the past decade to examine **how this work to engage youth and schools in comprehensive housing development in the Bayview can inform future work**. Understanding this landscape can support future work and better alignment of investments, particularly concerning the role of young people and schools in community redevelopment. This landscape analysis relies on existing evaluations, reports, and analyses of this work, a comprehensive education and HOPE SF literature review, and stakeholder interviews. It is critical that this work be analyzed to ensure lessons from Hunters View and Alice Griffith can inform work at Potrero Hill and Sunnydale, as well as their neighborhood schools.

A Decade of Local Action & Insights: A Timeline





Overview: CC+S in the Bayview

In 2008, the San Francisco Unified School District (SFUSD) commissioned UC Berkeley's Center for Cities and Schools (CC+S) to develop a strategy for integrating education into future housing redevelopment in the Bayview. Two years later, HOPE SF was launched in the Bayview at the existing public housing site at Hunters View. The key actors in this redevelopment at Hunters View included the John Stewart Company (JSCo), Hunters View Community Partners (HVCP), SFUSD, and the Mayor's Office of Housing (MOH). In the past decade, CC+S has built on this Hunters View HOPE SF Educational Strategy as a partner with a number of stakeholders. CC+S has worked in collaboration with these stakeholders on the PLUS Leadership (Planning and Learning United for Systems Change) and Y-PLAN (Youth - Plan, Learn, Act, Now!) initiatives working in complement to HOPE SF.

CC+S has engaged students at Malcolm X Academy (MXA) and Bret Harte Elementary since 2009 via Y-PLAN. Y-PLAN is an educational strategy that empowers young people to tackle real-world problems in their community through project-based civic learning experiences. In the past decade, over 300 students at these two elementary schools were engaged to become agents of change in Bayview Hunters Point. As their communities and homes were being transformed as part of HOPE SF revitalization efforts, Y-PLAN projects focused on lifting up youth voices to inform housing development and community change. Critical to the Y-PLAN methodology and approach in the Bayview is partnership with the San Francisco Chapter of National Organization of Minority Architects (NOMA). *The collaboration with and presence of NOMA in the classroom is vital for students to see, learn from and work with African American professionals.* CC+S has also worked in collaboration with community members and stakeholders via the PLUS Leadership Initiative since 2009. PLUS brings together graduate student Fellows with cities and school districts to nurture ongoing city-school collaboration. Fellows create project deliverables to strengthen communities by tackling complex challenges and developing new strategies for partnership.

Over the past decade, the PLUS and Y-PLAN initiatives have supported SFUSD, city agencies, and focused the HOPE SF revitalization efforts in Bayview Hunters Point. The HOPE SF initiative aims to address concentrated poverty and social isolation by revitalizing four of San Francisco's most neglected and underfunded public housing sites, transforming them into thriving, mixed-income communities. These four sites are Hunters View, Alice Griffith, Potrero Terrace and Annex, and Sunnydale. HOPE SF was one of the first large-scale public housing transformation efforts in the nation, established in 2007 as a collaborative impact initiative led by the Mayor's Office. Bayview Hunters Point was one of the neighborhoods identified in a 2006 San Francisco Human Services Agency study which determined that 60 percent of families in crisis in the city lived within walking distance of just seven street corners (HOPE SF Initiative). Hunters View was the first public housing site to break ground as part of the HOPE SF initiative and where a majority of the Y-PLAN work was focused.

A Decade of PLUS in the Bayview

In the past ten years, PLUS Leadership Initiative Fellows have explored a number of key issues related to youth, schools, housing, and community in the Bayview. Below are some of the issues and reports, which explored several major themes, notably teacher success, community connection, aligning and leveraging resources, and youth opportunities and engagement.



- **2009** | [HOPE SF at Hunters View](#)

This report analyzes the potential to integrate school and community services in the redevelopment of HOPE SF at the Hunters View public housing project.

- **2010** | [HOPE SF: Adult Supported Youth Engagement](#)

Through connections with local communities of practice as well as development professionals and other adult actors, HOPE SF can improve the prospects for affiliated youth.

- **2012** | [Improving Youth Opportunities in Bayview Hunters Point](#)

By emphasizing a 'Cradle to Career' pathway to success, this report outlines the potential for community organizations to interact with public schools in the Bayview/Hunter's Point neighborhood.

- **2013** | [Aligning and Leveraging Community Development Funding to Maximize Educational Outcomes in Bayview Hunters Point 2.0](#)

This project seeks to answer the question: What community development initiatives will support and improve the educational attainment of pre-K to 12th grade youth attending SFUSD schools located in the Bayview neighborhood and what connections between these initiatives can SFUSD leverage so that resources support district policies?

A Decade of PLUS in the Bayview, *continued*

- **2015** | [HOPE SF + SFUSD Alignment of Educational Services](#)

HOPE SF and SFUSD have partnered to provide and increase access to dual generational education services across the eight HOPE SF public elementary schools and four public housing sites. How aligned, both vertically & horizontally, are services between the 8 HOPE SF elementary schools and 4 public housing sites to support the HOPE SF educational priorities?

- **2017** | [Teacher Success in the Bayview: Community Perspectives on Recruitment & Retention](#)

This project examines the key drivers of success for a teacher in SFUSD Bayview schools by asking the following questions: 1. How do different stakeholders in our Bayview school communities define teacher quality? 2. What is the profile of a successful teacher in the Bayview? 3. What factors cause teachers in the Bayview to leave their teaching positions? 4. How might SFUSD strengthen the ability to attract and retain teachers in the Bayview?

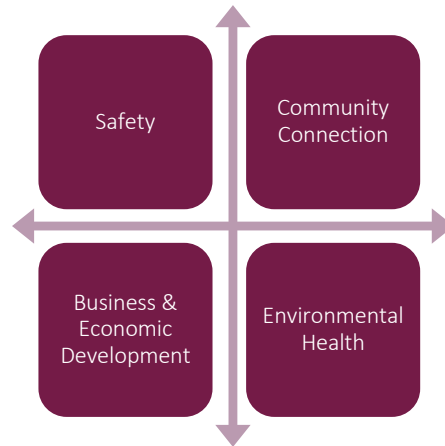
Stakeholders and **partners** of this past decade of work include SFUSD, principals & assistant principals, teachers, school staff, students, parents & families, community members, housing site staff, San Francisco Mayor's Office of Economic and Workforce Development, San Francisco Redevelopment Agency, San Francisco City Administrator's Office, John Stewart Co, SFUSD, Mayor's Office of Housing, and Hunters View Resident Association.



PLUS Leadership Initiative Fellows and clients pose in front of their work.

Y-PLAN Engagement Practices

Y-PLAN in the Bayview has engaged over 300 students at MXA and Bret Harte Elementary over the past decade. Students in Mr. Moore's, Ms. Fredrikson's, and Ms. Rahima's classes work with architectural educator Dr. Shirl Buss, CC+S Creative Director, as well as architects from the National Organization of Minority Architects to engage in a series of hands-on architecture and planning projects. The projects of the past ten years at MXA are listed below.



- **2009** | [3rd and 4th Grade Student Proposals: Hunters View Neighborhood Redevelopment Project](#)
How can Hunters View HOPE SF housing revitalization project respond to special needs of youth and children? How can housing development be a catalyst for positive change in the community?
- **2010** | [Architecture Think Tank – Creative Proposals for HOPE SF Hunters View Neighborhood Park and Public Space](#)
How can Promontory Park at Hunters View incorporate elements that benefit and are more responsive to not only youth, but their families and friends? How can young peoples' vision for park and public space allow for greater connection to their school?
- **2011** | [Creative Proposals for Building a Healthy, Sustainable Community](#)
What are some of the ingredients that will make Hunters View a green and healthy neighborhood? How can young people help the new Hunters View HOPE SF housing developers forge stronger connections between the school, the neighborhood, and the larger community? How can the needs of young people, especially those at Malcolm X Academy, be meaningfully integrated into the public spaces in the new development and the school?

Y-PLAN Engagement Practices, *continued*

- **2012** | [Pathways to a Healthy, Sustainable Community](#)
How can younger and older students collaborate and offer hope to each other as they travel along the pathway from school through the gateway to the future?
- **2013** | [Building Bridges: From Our School, To Our Community, To Our World](#)
How can students and young people build symbolic and real bridges (“Towers of Power” and “Bridges of Friendship”) among themselves; within the school; and into the community and the world to aid housing developers at Hunters View HOPE SF forge stronger connections between the school, neighborhood, and larger community?
- **2014** | [Y-PLAN Elementary, Architecture Think Tank at MXA 2009-14](#)
What are some of the ingredients that will make the Hunters View neighborhood a healthy, sustainable, and joyful community? How can young students be leaders and catalysts for positive change in the school; in the Hunters View neighborhood; in the Bayview community; and in the city of San Francisco?
- **2015** | [Y-PLAN Education Outside Design Session](#)
How can young people envision a gathering place or reflective circle to provide a safe public space for themselves and their community?
- **2016** | [Making Connections, Building Community](#)
How can the needs of young people be meaningfully integrated into public spaces in the Hunters View housing development, the new Youth Park adjacent to the school, and in the Education Outside learning sites on campus?
- **2017** | [Gateways to Hope and Resilience](#)
How can the school and public spaces be integrated into the Hunters View housing development and Youth Park? What are some challenges related to climate change and how it affects the shoreline community in Bayview Hunters Point?
- **2018** | [Visions for a Resilient Bayview Shoreline](#)
What are young peoples’ hopes and desires for the Bayview neighborhood waterfront surrounding Islais Creek and how can best practices to adapt to and remediate the environmental impacts posed by sea level rise be implemented?

All of these projects focused on policy issue areas of importance to youth in the Bayview, including **safety, recreational diversity, community connections, business and economic development, environmental health and safety, and healthy living.**

History & Context

The Bayview Hunters Point neighborhood is located in southeast San Francisco, abutted by the 101 freeway to the west and the San Francisco Bay to the east. Historically an African American community, Bayview Hunters Point continues to have one of the highest poverty rates in San Francisco, with over 72 percent of African Americans with incomes below the federal poverty line (Hunters Point Family). The neighborhood was once home to the Hunters Point naval shipyard and Candlestick Park. During World War II, the U.S. navy employed a number of African Americans at the shipyard. As a result, Bayview Hunters Point became one of the only majority African American communities in the city (Hunters Point Family).

Within this context, the HOPE SF Partnership was formed in 2010 as part of HOPE SF efforts to revitalize public housing communities. Founded by Enterprise Community Partners, today the Partnership is led by the San Francisco Foundation, Enterprise Community Partners, and the City and County of San Francisco (San Francisco Foundation). The Partnership's role is to leverage donations as well as facilitate collaboration and organizational capacity building between key partners, focusing on the following areas (The San Francisco Foundation, Invest):

- Equitable mixed-income development
- Economic mobility
- Education
- Health and wellness
- Resident leadership and community building

In the past decade, a number of developments have informed the strategies and goals of this work. The Partnership engaged stakeholders and formed task forces on economic mobility, education, and health, bringing together experts in the philanthropic and public sectors. Development partners, including JSCo and Urban Strategies, have continued to work to ensure housing units are delivered. CC+S has continued to engage students in Bayview Hunters Point on a range of civic issues including climate change, safety, health, and community connections.

How can the past decade of work to engage youth and schools in comprehensive housing development in the Bayview inform future work?

Despite significant progress, **challenges** remain to institutionalizing such work. The work of the past decade has not been comprehensively assessed nor viewed holistically, underlying the challenges of fragmentation in processes with so many stakeholders. This report lifts up the work and partnership of the past decade to examine how to best leverage aligning people, priorities, and place in engaging youth and schools in comprehensive housing development in Bayview Hunters Point. This analysis is critical to ensure lessons from Hunters View and Alice Griffith can inform work at Potrero Hill and Sunnydale, as well as their neighborhood schools.

Literature

Education Literature

Existing education research provides a framework that supports the type of engaged work this report seeks to lift up and examine. Y-PLAN is an engaged strategy rooted in school reform literature and statewide education policy. There are two key areas of this research that is relevant to and informs CC+S initiatives such as Y-PLAN and PLUS. For further literature review, see Appendix 1.

1. [Whole Child Approach](#)

- Outcomes of a positive school climate:
 - i. improves academic achievement
 - ii. reduces negative effects of poverty
 - iii. boost student engagement
- Aligns with Y-PLAN “Double Bottom Line” of college, career and community readiness, as well as building healthy, sustainable, joyful communities

2. [Linked Learning](#)

- Makes connections between what students learn in school and skills needed for real world careers
- Aligns with Y-PLAN attainment of 21st Century skills, Common Core, and other aligned frameworks



The Y-PLAN methodology demonstrates a “Double Bottom Line” of positive outcomes for students and communities, in terms of Participants, Process, Place, and Policy.

Community Redevelopment & HOPE SF

Existing literature on community redevelopment broadly, and HOPE SF specifically, mirrors much of the current education research in terms of its emphasis on ideas of integration and connectivity. However, of the six reports reviewed here (and additional literature reviewed in Appendix 1), there is a void of explicit engagement with schools and young people. Only two of these reports intentionally references how planning for communities of the future must involve thinking about and with young people and schools. This void presents an immense opportunity to further integrate young people and schools into the revitalization work of HOPE SF going forward.

1. McKoy, Deborah L. and Ariel H. Bierbaum, “Creating Pathways for Education & Neighborhood Success: Hunters View HOPE SF Educational Strategy Plan.” Center for Cities & Schools, 2009.

The baseline report conducted by CC+S examined the reciprocal and mutually beneficial goals, strategies, and outcomes for **aligning educational improvement and housing revitalization at Hunters View**. It focuses on understanding how this work can be driven by and implemented at the systems level, ensuring sustainability for common goals, strategies, and outcomes. As a strategy, its intent is to build upon existing assets in neighborhood and school communities. This Education Strategy Plan served as a baseline and was the catalyst for much of the past decade of partnership in the Bayview, including the engagement of youth via the Y-PLAN and PLUS initiatives.

2. “Campaign for HOPE SF Education Task Force Recommendations to Campaign for HOPE SF Steering Committee.” 2011.

The HOPE SF Education Task Force is comprised of representatives from the San Francisco Foundation, SFUSD, the development community, non-profit, and philanthropy. This report identifies the following strategic priorities for campaign investment:

- Support programs and systems to ensure students enter kindergarten ready for school
- Support efforts to increase quality of schools in or near HOPE SF sites
- Increase access to quality summertime; before & after-school experiences for youth

This report recognizes that

A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, strong families and healthier communities. Schools become centers of the community.

3. Cloutier, Mark, Jenny Fogarty, September Jarrett, Maria X Martinez, Bobbie Wunsch, “Campaign for HOPE SF Health Task Force: Recommendations to the Campaign for HOPE SF Steering Committee.” December 2011.

Chronic absenteeism and lack of engagement in school is discussed, along with additional challenges for HOPE SF youth including high rates of special education needs, health problems, single-parent households, and juvenile probation. These disconnects are critical because they determine students’ access to future opportunities. An interdisciplinary, **multifaceted understanding of education and the learning environment - [the whole child](#)** - is critical to bringing lasting change to bear: “The HOPE SF Health Task Force brought this place-based understanding of the combined health impacts of place, access to services and resources, and social connectedness.”

4. LFA Group: Learning For Action, “HOPE SF: Baseline Evaluation Report.” Prepared for the San Francisco Foundation, Enterprise Community Partners, and the City of San Francisco, June 2012.

This evaluation provides a baseline report on conditions at the four HOPE SF sites between July 2010 and June 2011, to inform the ongoing initiative as part of a larger evaluation to track, analyze, and report on a set of indicators organized around the overarching HOPE SF goals:

- Replace obsolete public housing with mixed income developments
- Improve social and economic outcomes for existing public housing residents
- Create neighborhoods desirable to low- and middle-income families alike
- Generate the systems change necessary to promote and sustain the desired outcomes for residents, developments, and neighborhoods.

The report identifies key indicators for housing, safety, neighborhood infrastructure, economic well-being and self-sufficiency, community building, service connection, employment, education, and health. The key education indicators identified are:

- Proportion of Four-Year Olds Enrolled in Preschool
- Average Number of Days Students Attend Out-of School-Time Programming During the School Year
- Proportion of Students Who Participate in Summer Programming
- Number of Children and Youth (Age 0-24) Attending Youth Development Programs
- Proportion of Middle-School Students Who Are Truant or Chronically Truant

None of these indicators is about youth experience, voice, or school quality, but rather educational attainment. Again, this represents a significant opportunity for the Y-PLAN “Double Bottom Line” framework of positive outcomes for students and communities to be more seamlessly incorporated into the work of HOPE SF.

5. The San Francisco Foundation, “The Partnership for HOPE SF: Reflections on Accomplishments, Impact and Lessons Learned since 2010.” November 2013.

HOPE SF applies a systems and programmatic approach to trauma-informed community building. The physical housing transformation is not the central focus of the work, but it is seen as necessary and catalytic for individual transformation. Building stronger **connections between schools and communities** is one of the central tenants of the HOPE SF Partnership. One of the most significant measures of this connection is chronic absenteeism. This Partnership report found that by providing both school- and community-based supports at the four housing sites and eight HOPE SF elementary school sites, there was a dramatic reduction in chronic absenteeism: from over 50 percent in 2011 to just 27 percent in 2016.

6. Wolin, Jessica and Sarah Wongking, “The Health and Well-Being of Youth Living in HOPE SF Communities: A Community Based Participatory Assessment Elevating the Voices of Youth in HOPE SF Communities.” San Francisco State University, Department of Health Education & Health Equity Institute. July 2014.

A community based participatory assessment by San Francisco State University’s Department of Health Education & Health Equity Institute found **compounding barriers impact youth engagement in school**, including poor transportation access, trauma, violence, and lack of support for students and families in navigating the education system.

Analysis: Connecting the Dots – Connection, Continuity, and Collaboration

In conjunction with the themes revealed by the literature review and the series of interviews conducted, a number of reoccurring ideas were uncovered. Across diverse stakeholders in the work of community revitalization and engaging youth as agents of community change, **connection**, **continuity**, and **collaboration** came up frequently. The work accomplished has led to connection, continuity, and collaboration, however these areas also present opportunities for the future.

Educators, developers, and the school district, as key partners in this work are all thinking about how to connect people, place, and priorities. Chris Moore, a 4th grade teacher at MXA, spoke about how Y-PLAN and engaging with housing development connected the MXA community to the community at large. Interviews revealed a growing inclination amongst developers to connect schools and housing, however linking into schools at a broader, systems level remains as one of the greatest challenges for developers. Several interviewees discussed the importance of data and metrics as part of the process, leading to questions about consistency and continuity – how to best develop and align metrics as a permanent part of the process.

Interviews were conducted with a number of stakeholders and partners in the work of engaging youth and schools in comprehensive community redevelopment in the Bayview over the past decade. Findings and emerging themes from these interviews begin to connect the dots in this landscape analysis between stakeholders, literature review, and the range of programs and initiatives. These interviews represent a cross section of stakeholders involved in the community redevelopment, youth engagement, and education work in the Bayview over the past ten years. They include perspectives of the housing developer, education provider, school district, philanthropy, and academia – all key partners in thinking about how to best align and leverage people, priorities, and place in engaging youth for their schools and communities. Stakeholders interviewed include:

- **Isaac Dozier**, Regional Vice President at Urban Strategies, Inc.
- **Margaret Miller**, Vice President of Development at The John Stewart Company
- **Chris Moore**, 4th Grade Teacher at Malcolm X Academy
- **Ellie Rossiter**, Partnership Director, HOPE SF at The San Francisco Foundation
- **Nancy Waymack**, Former Executive Director of Policy and Operations at SFUSD
- **Hydra Mendoza**, Former President of SF Board of Education at SFUSD
- **Carolina Reid**, Assistant Professor in Department of City & Regional Planning at the University of California at Berkeley
- **Shirl Buss**, Creative Director at the Center for Cities + Schools at the University of California at Berkeley
- **Deborah McKoy**, Executive Director at the Center for Cities + Schools at the University of California at Berkeley

Connection

Y-PLAN engagement allowed **connection** between youth and housing developers to take place. Both the district and housing developer interviews included a story about student design pitches for safe pathways to school. Though getting to school at Malcolm X should be a five-minute walk for students living at the Hunters View development, students shared that traveling to school was sometimes a challenge. This was particularly true during construction of the new mixed-income development. *Students said, “If you put up this giant fence, it actually matters to our ability to get here”* (N. Waymach, interview, October 2018). Through Y-PLAN, the development team understood this had serious implications for safety, attendance, and a range of school outcomes. The developer listened to the students and altered their pathways plans to accommodate students’ ability to get to school. From the developer’s perspective, having the opportunity to discuss community needs with the students allowed them to deliver higher quality, better operated housing that in turn, could better serve the residents. One interviewee discussed the psychological penalties students can encounter as a result of feeling locked or “fenced” out of your school: *“...if you feel you are fenced out of your school there are psychological penalties to feeling locked out – with a little forethought we can avoid that”* (N. Waymach, interview, October 2018). As a result, JSCo as the developer listened and changed their pathway plans. This is just one example of a positive and productive outcome as a result of leveraging aligning people (youth and developers), place (school and housing), and priorities (high quality housing and community needs).

Continuity

In the past ten years, Y-PLAN engaged over 300 young people at both MXA and Bret Harte Elementary, while the PLUS leadership initiative produced six individual reports in partnership with key stakeholders focusing specifically on HOPE SF, youth, and schools in the Bayview. These sustained engagements of young people and the work at MXA in particular demonstrate the importance of **continuity** to accomplish change. In interviews, housing developers highlighted the importance of consistency in this work and making it a part of a system. While a single, discrete intervention may have short-term impacts, longer-term continuous investments and relationship building ensure that community change build for and by young people are a permanent part of the process.

For the past year and a half, the City and County of San Francisco Planning Department has already been institutionalizing the Y-PLAN work at MXA in a major way. The Y-PLAN methodology being institutionalized within the Planning Department is a key indicator of how continuity can be ensured via sustaining long-term relationship building. Developing ongoing partnership with institutional governmental actors like the Planning Department is a central lesson from this work.

Collaboration

The importance of schools as a microcosm of changing neighborhoods – the power dynamics of a neighborhood – playing out in broader city dynamics was an important insight. The role of youth as leaders in their communities was also key: several interviewees discussed how when students felt invested, their parents followed. **Collaboration with NOMA was critical.** Mr. Moore shared how this collaboration will be key to scaling the work of Y-PLAN, saying

“I would just try to replicate what has been happening in my classroom. I think the important things are to incorporate student ideas and voice into the projects and also working with professionals, again, people of color that look like the students is great to have, a few of my students who didn’t even know what an architect, what architecture is, say they want to be architects. Because so often, they see sports heroes and entertainment heroes, and that’s what as people of color they can aspire to be. But we’re not seeing enough architects. So maybe, working in building planners and different people who work all the different professions that work to create these projects in real life... Maybe people from city planning and stuff like that, just having them work with kids too, I think that would be great for communities that are traditionally overlooked or pushed to the side... so kids can actually see themselves in these different kinds of positions.”

Throughout these initiatives in the Bayview, kids were teaching the adults in the room to be collaborators. In an interview, Nancy Waymach, former Executive Director of Policy and Operations at SFUSD, discussed a critical shift in student perspective from **“this is happening to us to this is happening with us,”** demonstrating the power of **collaboration** in aligning people, priorities, and place.

Challenges

Interviews also highlighted key challenges in doing this work. We heard about institutional challenges in creating partnership: often school districts are so separate from other city agencies that there can be a complete disconnect in how the district interacts with other city partners, including how the district is oriented to the Mayor’s office. Turnover in leadership was another common challenge highlighted in the literature and in interviews. Developers, frustrated by inconsistency in partnership in school, district, and city leadership, often choose to bypass leadership and prefer to work more directly with teachers or staff they know or are familiar with. While this approach was successful for Y-PLAN, for instance, in forging long-term, continuous relationship with teachers at MXA, gaining institutional buy in is critical for making this work a permanent part of the system process. This report aims to lift up this work to demonstrate to key leadership in the district and the city the critical importance of integrating of youth and schools into citywide housing policy in the future.

Opportunities for the Future

Metrics & Outcomes

Both the education and HOPE SF literature emphasize the importance of a holistic approach to measuring “success” and efficacy in educational and community (re)development outcomes. The education literature highlights the whole child approach to learning, while the work on HOPE SF to date underscores the significance of approaching community development from an integrated and interconnected perspective. Partnership between schools and communities is key to lifting up and advancing this work. Still, a central question in much of this work and in a number of the interviews conducted remains: how do we track and measure these outcomes?

Literature on measuring impact in the community development field focuses on a two-pronged approach: measuring the process versus measuring the outcomes (Rausch). In the Bayview at Hunters View and MXA, both process and outcomes are important. Process metrics could include tracking activities in the classroom, in the community, and the number of students or community members engaged, while outcomes metrics could include whether the myriad initiatives actually had the intended effect, or whether it improved the community in some way. One tool to measure both process and outcomes is the Logic Model included as Appendix 4 to this report. This is a visual model that relies on a sequential point of view to measure results, including inputs, activities, outputs, evidence, and short- and long-term outcomes (Rausch). This Logic Model is important because it can help distinguish whether the outcomes we identify are indeed a result of these efforts and work in the Bayview, and can support the expansion of this work to other HOPE SF sites and schools by adopting the framework to the specific community context. Committing to use of measures identified here that fit within this logic model can help “demonstrate how the use of [these] measures over time can lead to continuous improvement” (Rausch).

Traditional metrics of success for students – grades, math and reading scores, suspension and graduation rates – often fail to provide a complete picture of how these engagement practices are impacting quality of life for youth in their schools, housing, and community. Community indicators projects are a method of community measurement intended to identify “critical ingredients of community success, measure them, and promote action in order to push social and economic trends in a positive direction” (Rausch). Applied to the Bayview context, we can look to policy areas identified by youth over the past decade as indicators or focal areas for measurement. Revisiting the themes identified by students over the past ten years of Y-PLAN engagement at MXA, there are a number of important outcomes that may inform “metrics of success,” including **safety, community connections, business and economic development, and healthy living**. We may use this as a guiding framework to empower community leaders, and particularly youth in schools, as civic change leaders.

And yet, the goals of this work extend beyond the classroom and impacts for students. The metrics and outcomes are truly metrics and outcomes of a dynamic, thriving community informed by youth for their housing, schools, and community. The HOPE SF theory of change – that it is possible to bring opportunity to people rather than have to move them to opportunity – is part of what these metrics can help demonstrate: that continuous improvement and growth is possible. The field of community development’s approach to measuring impacts emphasizes that while “programs or interventions may have some unmeasurable impacts... it is always possible to measure *something*” (Rausch). It is critical that these metrics be realistic about what is meaningful to key stakeholders and community members who have a reason to want the measurement to occur. Standardized measures of community well-being can be applicable across each of the HOPE SF communities.

Metrics and outcomes were a reoccurring theme in a number of the interviews conducted, as well as the literature reviews of both education and HOPE SF writing to date. If one of the goals of this landscape analysis is to lift up and comprehensively document the work of the past decade, identifying key metrics of “success” is crucial. Returning to the key policy issue areas identified by students as MXA over the past decade of Y-PLAN engagement, we can begin to outline potential metrics for each of these issue areas. Metrics of safety for youth in their schools, housing, and communities could include **student attendance** as a proxy for how physical and emotionally safe youth feel in their homes, schools, and communities. Metrics of community connections must include the efficacy and presence of **physical connections** as well as the existence of **social, institutional partnerships** including family engagement. Business and economic development may be measured by the number or proportion of **locally-owned, small businesses** that provide opportunities for youth in the Bayview, including via partnership with educational actors in the community. While educational outcomes have traditionally been measured quantitatively, it is possible and perhaps more meaningful to impacted communities to shift toward qualitative educational outcomes and metrics as an important product of this work.

Local Action → Systems Change

The nature of this decade of work has been hyperlocal, primarily taking place at Hunters View and Alice Griffith housing sites, and MXA and Bret Harte Elementary schools. However, a key goal of this landscape analysis is to ensure the lessons from these HOPE SF schools and developments are brought to other HOPE SF schools and housing sites. In interviews, questions about institutionalizing the change going forward came up frequently. Structural and institutional issues are a central challenge in ensuring local actions spur systems change. How can we build transformative places, community capacity, and broader coalitions beyond the Bayview HOPE SF housing and school sites? Particularly, how can this work inform future integration of young people and school systems into citywide housing policy, such as HOPE SF?

As the timeline at the beginning of this report documents, San Francisco Unified School District (SFUSD) has had four Superintendents over the past ten years. MXA has also had four different principals in the past decade. Political leadership and priorities have changed and shifted during this period, as have staff at a number of other key partners. The lack of institutional memory and systematic documentation means the narrative of the past 10+ years has been lost. Both educators, the district, and housing developers discussed the challenges of shifting institutional leadership and priorities to this work. One developer shared that ***“maintaining continuity when principals leave” is one of the greatest and most common challenge faced (Margaret Miller)***, where it becomes necessary to walk the new principal through the vision again. Margaret also discussed focusing on the question ***“how do you make sure through your housing project that youth are supported to go to school?”***

As a result, developers and community leaders often choose to bypass principals and other leadership knowing that these individuals may not be consistent, committed partners. Such impermanence and temporality threaten the ability to push this work forward. In thinking about how to create systems change from local action, it is critical to emphasize that these structural and institutional challenges will manifest differently for different communities according to sociopolitical context and other factors.

Still, starting with engaging young people may provide a solid foundation for inspiring systems change. As the interview with MXA 4th Grade Teacher Mr. Moore revealed, tools like Y-PLAN make a difference not only to youth, but also to their teachers. Engaging youth as civic leaders can have serious ripple effects: Y-PLAN makes a difference to kids in the Bayview, who can then make a difference in the schools-housing connection, and ultimately, community change. Lifting up insights from this work can inform and be applied to the eight HOPE SF schools and four housing sites (see Appendix 3: Mapping HOPE SF). Critical strategies to taking local action that spurs systems change include:

1. Lifting up schools as participants, partners, actors of housing development
2. Preparing and engaging a generation of young people
3. Building school district capacity to engage with housing developers

Actualizing

How to best actualize this work was another central theme in many of the interviews. Housing developers shared that despite a growing inclination amongst developers to connect schools and housing, they have yet to work on another project that integrated and connected housing and schools as it was done at Hunters View and MXA. Barriers exist, particularly for new construction, in understanding neighborhood schools and how they may overlap with the population housing developers serve. One developer shared that without the framework, expertise, and leadership

CC+S provides, bringing all the relevant people to the table becomes a full-time job because these key actors change so frequently. Another interviewee stated that *“the conversation can’t happen in a vacuum... it has to happen with actual projects” as an intentional way to move forward (Isaac Dozier)*. His recommendation to include intentionality going forward was for every school district capital improvement plan to have a steering committee of students from the neighborhood or school in a way that is controlled and invites students in as agents of change and advisors to the district. This would require a phase-in, but ultimately, a culture shift in the system toward a process that prioritizes community input.

From the educators’ perspective, the Y-PLAN model and projects have become less conceptual as the housing development approached completion. Still, Mr. Moore, the 4th grade teacher at MXA, shared his hope that his class *“...would get to eventually build a real gateway to connect the communities... making the conceptual things more permanent and real... something that when my students have grandkids they can say, “Hey we were the ones that came up with that idea! And it’s still here.” And not just a statue or memorial, but something useful that is involved in interfacing the school and community.”* There is also a hope that in-class projects can become more focused on ideas that will connect the school community to the community at large. Mr. Moore shared that the project-based learning model has been very powerful for his students, but that integrating more real-world applications of solutions and products would be even more meaningful for young people and him as an educator.

I would love it if we would get to eventually build a real gateway to connect the communities... making the conceptual things more permanent and real... something that when my students have grandkids they can say, “Hey, we were the ones that came up with that idea! And it’s still here.” And not just a statue or memorial, but something useful that is involved in interfacing the school and the community.

Connection and connectivity are central in thinking about how best to actualize these efforts. How do we **actualize connections** between schools and housing, students and their community, communities and their city? The following recommendations address this question as well as those raised as part of the emerging themes of **metrics and outcomes** and **local action → systems change**.

Recommendations

Connection

A true **connection** can be made between existing Y-PLAN metrics and outcomes for students and communities (see Appendix 2, Y-PLAN “Double Bottom Line”). The Y-PLAN methodology emphasizes a “double bottom line” in terms of positive outcomes for both students and communities, based on case study analysis of twelve Y-PLAN projects, including at MXA. Applying these strategies more explicitly to the work not just in the Bayview, but in work to integrate young people and school systems into citywide housing policy in the future will ensure this work is advanced in a way that is measurable.

Connecting people, place, and priorities is another critical recommendation for furthering such work. While there are a number of stakeholders focused on developing the capacity of youth and schools in housing and community (re)development across the city, there exists an opportunity to forge stronger relationships and connections. The HOPE SF Partnership convened several task forces around critical areas, including education. However, based on analysis of task force reports and interviews conducted, it seems these task forces may not meet regularly. In thinking about how to lift up and advance this work going forward, these collaborative, cross-sector task force meetings must include youth voices. As the case study of Y-PLAN engagement at MXA demonstrates, reimagining communities with and for young people creates positive outcomes. Including youth representatives as permanent education task force members is one recommendation that can demonstrate the importance of youth as participants in such processes.

Continuity

Enormous strides have been made in producing **continuity** in the Y-PLAN and PLUS engagements over the past ten years in the Bayview. While a generation of over 300 young people from MXA and Bret Harte Elementary contributed their vision and voices to the reimagining of their communities, there is still an opportunity for greater continuity in this work. Part of the challenge presented is discussed above, in terms of maintaining consistent relationships despite leadership turnover. The inconsistency of task force meetings also presents an opportunity to build continuity. This report makes clear the efficacy and importance of integrating youth and schools into citywide housing policy, such as HOPE SF. To ensure **continuity**, these methodologies and approaches must now be made part of existing processes and institutions.

Collaboration

Approaching these recommendations **collaboratively** is equally critical to moving this work forward. Given the range and diversity of key stakeholders in these processes, ensuring the **connection** and **continuity** of relationships via inclusive, consistent task force meetings should be a priority. As both the literature review and interviews revealed, these goals cannot be achieved in a vacuum. Well-designed learning opportunities are collaborative and interconnected, as are well-designed community redevelopment strategies. This question of how this work informs future integration of young people and school systems into citywide housing policy, requires, by its very nature, a collaborative approach to ensure all voices are elevated and included.

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Appendices

Appendix 1: Literature Review

The [science of learning and development](#) emphasizes biological, neuroscience, psychology, sociology, developmental, and learning sciences in effective education practice. Development and learning are largely determined by the interaction among these factors - both in and out of school. Despite the fact that the education system and society separate these processes, they must be considered jointly in order to enable children toward positive pathways to adulthood (Darling-Hammond et al). Some research also supports the idea that children who experience adversity “may be more malleable - and stand to benefit the most - in the context of supportive, enriched environmental supports and interventions” (Cantor, Osher, Berg, Steyer and Rose). Ultimately, what matters

...is that this integrated and dynamic developmental system is optimally supported when all aspects of the educational environment support all of the dimensions of children’s development. This calls for a deeply integrated approach to practice that supports the whole child ... [and] connect[s] with family and community contexts: developing strong, respectful partnerships to understand and build on children’s experiences ... (Darling-Hammond et al).

Still, state policy continues to emphasize data on student success. In 2016, the California State Board of Education adopted student performance indicators to compare achievement across the state. These measures include test scores, chronic absenteeism, graduation and suspension rates, and a college/career readiness indicator all provided via the California School Dashboard (Governor’s Budget Summary 2019-20).

Gerth, Emily, “Serving Public Housing Residents in San Francisco: Recommendations to Support HOPE SF and Beyond.” Prepared for: Human Services Agency and Mayor’s Office of Housing, City and County of San Francisco. May 4, 2012.

This assessment of how best to serve public housing residents impacted by HOPE SF efforts concluded that better targeting and coordination would contribute to better outcomes for residents. It highlights the challenges and opportunities for the City to improve its network of services to enable residents to live healthy, successful lives.

Health Equity Institute, The HOPE SF Learning Center.

<https://healthequity.sfsu.edu/content/hope-sf-learning-center#Community%20Assessments>

Much of the assessment of research on health outcomes for HOPE SF residents relies on participatory research methodologies, including surveys and partnership with community groups

and members. Assessments have focused on peer-to-peer health strategies, mental health, youth-centric health strategies, and healing and community transformation.

UC Berkeley Health Impact Group (UCBHIG), HOPE VI to HOPE SF, San Francisco Public Housing Redevelopment: A Health Impact Assessment, University of California, Berkeley, CA, November 2009.

This health impact assessment **connects neighborhood quality and housing quality** as determinants of health. It explores impacts of past HOPE VI redevelopment to understand current health needs and identifying opportunities to improve health in the HOPE SF redevelopment process.



Youth - Plan, Learn, Act, Now!
Y-PLAN prepares young people for college and careers, and builds equitable, healthy, and sustainable communities for all!

Y-PLAN “Double Bottom Line”

Summary of Emerging Outcomes for Students & Communities

Y-PLAN is a classroom-based educational strategy that uses the community as a text for core learning to authentically engage young people in city planning and policy making. Grounded in over a decade of research, Y-PLAN’s 5-step solution-oriented methodology demonstrates a “double bottom line” of positive outcomes for students and communities, summarized below. This Y-PLAN data summary comes from preliminary case study analysis of twelve Y-PLAN projects in the 2013 - 2014 academic school year. Findings are informed by over 50 interviews and focus-groups with Y-PLAN civic partners, educators, and students; 20 field observations, pre-post survey analysis around civic attitudes and engagement; and analysis of collective and individual student work and portfolios.



Community Outcomes: *Building Healthy, Sustainable and Joyful Communities*

Y-PLAN is a reciprocal strategy that builds the capacity of young people to effectively contribute youth-driven data and insight, and of civic leaders to value and use youth insight to create better plans, policies, and more healthy, sustainable, and joyful places for everyone.









Participants: Y-PLAN changes the way professionals and civic leaders think	Process: Y-PLAN changes the process of city planning and policy making	Place + Policy: Y-PLAN changes the way places are planned, designed, and built
<ul style="list-style-type: none"> Change in attitudes and perceptions of young people as legitimate community contributors Challenges assumptions, and disrupts negative stereotypes of marginalized young people Develop an appreciation and ability to use youth insight as important “local knowledge” to inform decisions Re-inspired about the potential and value of diverse, “fresh,” community-wide engagement 	<ul style="list-style-type: none"> New strategy for sustained, informed, solution-oriented community engagement Youth-driven participation diversifies the community engagement process, bringing low-income parents and other community members of color to the planning and policy-making table Catalyst for cross-sector collaboration. Mutually beneficial partnerships are developed as cities and schools recognize their “shared clients” - schools are recognized as key institutions for city planning and development Trust is built between traditionally disenfranchised or marginalized communities and civic institutions 	<ul style="list-style-type: none"> Youth-driven data and insight highlights critical community issues and moves the needle on policy discussion Plans and design of the built environment incorporate youth insight, considering diverse users of space Planning <i>with</i> and designing space <i>for</i> young people inculcates sense of ownership, and stewardship, and use of space, resulting in savings on maintenance costs “Simple yet powerful” insight results in “good to great” improvements in the built environment that can be implemented on a small budget and brief time span

Center for Cities + Schools ■ University of California, Berkeley
 (510) 642-7155 ■ Institute of Urban and Regional Development
 316 Wurster Hall ■ citiesandschools.berkeley.edu








Mapping HOPE SF

HOPE SF Elementary Schools

-  Daniel Webster Elementary
-  Starr King Elementary
-  Malcolm X Academy
-  George Washington Carver
-  Charles Drew Elementary
-  Bret Harte Elementary
-  El Dorado Elementary
-  Visitacion Valley Elementary

HOPE SF Housing Sites

-  Potrero Annex
-  Potrero Terrace
-  Hunters View
-  Alice Griffith
-  Sunnydale-Velasco

