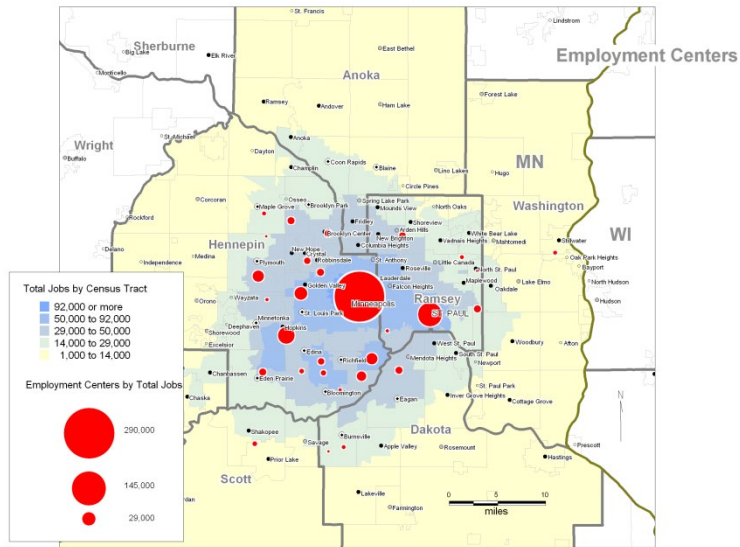


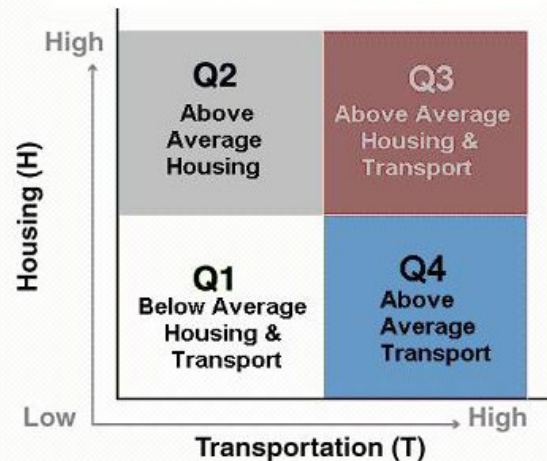
Work, Housing, School and Transport Options in Oakland: Consequences for families, schools, and regional sustainability

Carrie Makarewicz, Ph.D. Candidate
Department of City & Regional Planning
College of Environmental Design
UC Berkeley

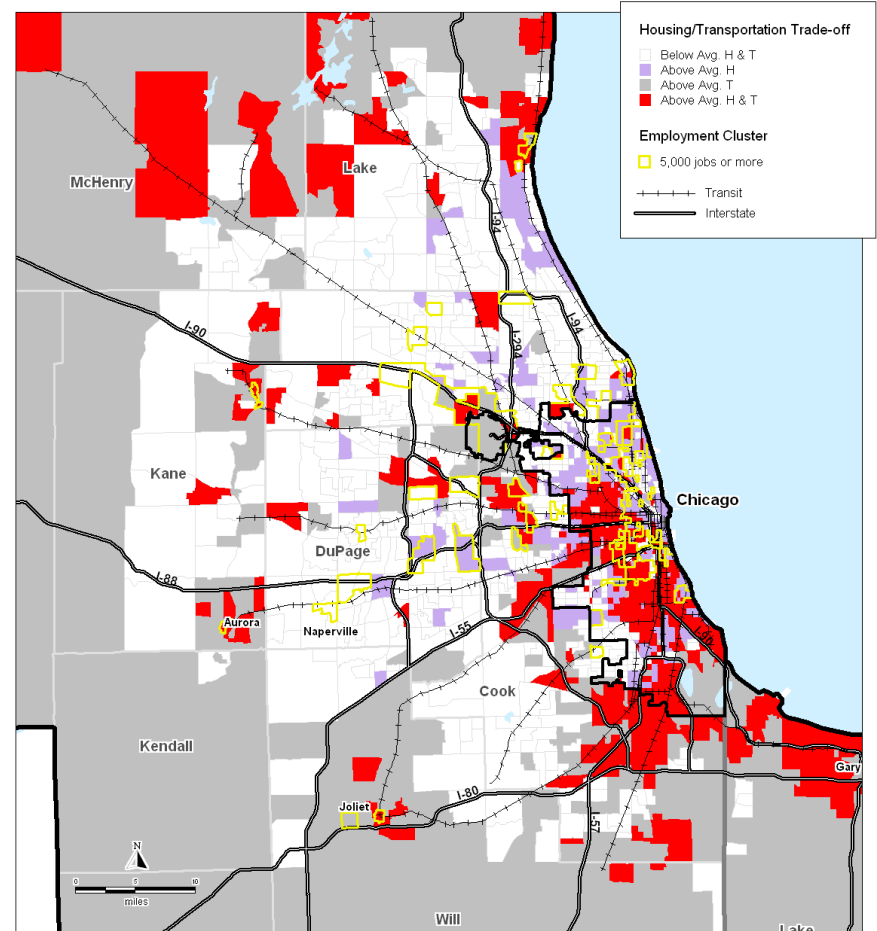
Employment Centers vs. housing & transport



Housing + Transportation Neighborhood Typology



Chicago: Average Household Expenditures on Housing and Transportation as a Percentage of Average Tract Income, 2000



Research Problem: Sustainable Regions

California State Legislation on Climate and Sustainability

- AB32: Global Warming Solutions Act of 2006
- SB375: Sustainable Communities and Climate Protection Act, 2008

San Francisco Bay Area response to AB32 & SB375:

- Focused Growth in ***“Priority Development Areas”***: access to transit, jobs, shopping services
- Equity Target: lower housing + transport costs (10% < 2006 by 2035)



Choices

Targets

To be achieved by 2035

Economy

- Reduce congestion 20% below 2006 levels

Source: Governor's Strategic Growth Plan

Equity

- Reduce to 10% below 2006 levels the share of income spent by low- and lower middle-income households on housing and transportation

Source: Adapted from the Center for Housing Policy. A Heavy Load (October 2006)

Bay Area on the move

Challenges to PDA Strategy & Equity Target

Challenges

Community Stability

- Distressed communities in the region's core
- Concentrations of poverty
- Urban and suburban violence
- Schools in crisis
- Growing income gap
- Fear of gentrification and displacement

Neighborhoods with Concentrated Poverty



What can planners do about schools?

- Planners existing relationships to schools in U.S.
 - Improve property tax base through economic development
 - Site planning negotiations with School Board for new schools
 - Safe Routes to School
 - Increasingly: community schools & joint use agreements
- Education Literature: What affects school outcomes?
 1. Principal leadership
 2. Teaching excellence
 3. Sufficient and complex resources in schools and classrooms
 4. Parents
 5. Neighborhood Effects (last few years)

What is parent involvement?

Engagement at school AND at home

- Aspirational comments: *“You can be anything you want!”*
- Support of education: attendance, importance
- Reading
- Conversation
- Present learning opportunities: everyday, special events

Effectuated by:

- Attitudes toward education
- Educational background
- Household Income
- Social Isolation
- Social Welfare Policies
- Housing mobility
- Urban Development
- Time and scheduling
- “Transportation problems”

Rhetoric on urban school reform

“Teacher quality is most important factor!”

- Should be: Teacher quality is most important *in-school* factor
- ...**and**: it explains just 10% of achievement
- Other important factors: Principals, complex resources, parent involvement

“Poor schools are failing our children!”

- Children spend just 10% of their time in school
- Other 90% of time accounts for 60% of measurable variation in achievement

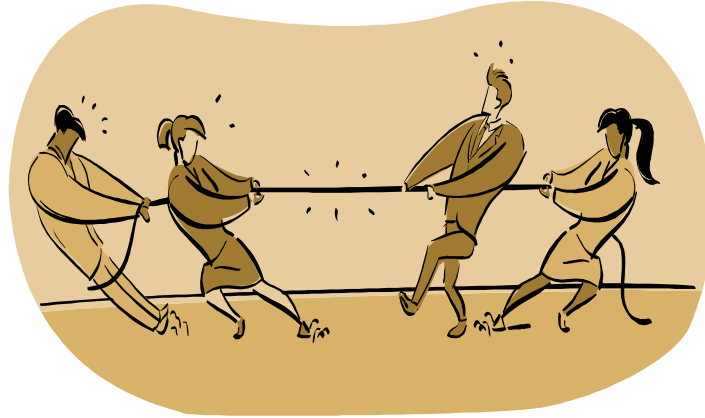
“Schools must be accountable, children in poverty is not an excuse”

- No study has refuted Coleman’s 1966 report on U.S. public schools:
 - Peer and social influence still account for 2/3 of achievement
 - Poverty status and parents socioeconomic status affects achievement

School reform ~~Wars~~ debate: internal, external or both?

Market-based & Accountability

Charter schools
Merit pay
Testing
Discipline
“Kids first”



Broader Bolder Approach: “whole child”

Community Schools
Wrap-around Services
Poverty supports
Parent-school partnerships

Both limit reform to:
the “school-community”



RESULT: “Reforming Again, Again, and Again...”

School-community isolated from other policies for families

Greater school accountability

Charter schools
Merit pay
Testing
Discipline
“Kids first”



Broader bolder approach

Community Schools
Full-service schools
Wrap-around services
Anti-poverty strategies
Parent-school partnerships



**Both: reform the
“school-community”**

Housing

Cost (Capital)
Health
Rents

Social services & supports

Work

Labor rights
Employer policies

Transportation

Land use

Redevelopment
Business locations
Public space

Parent Engagement: the nexus of multiple policies

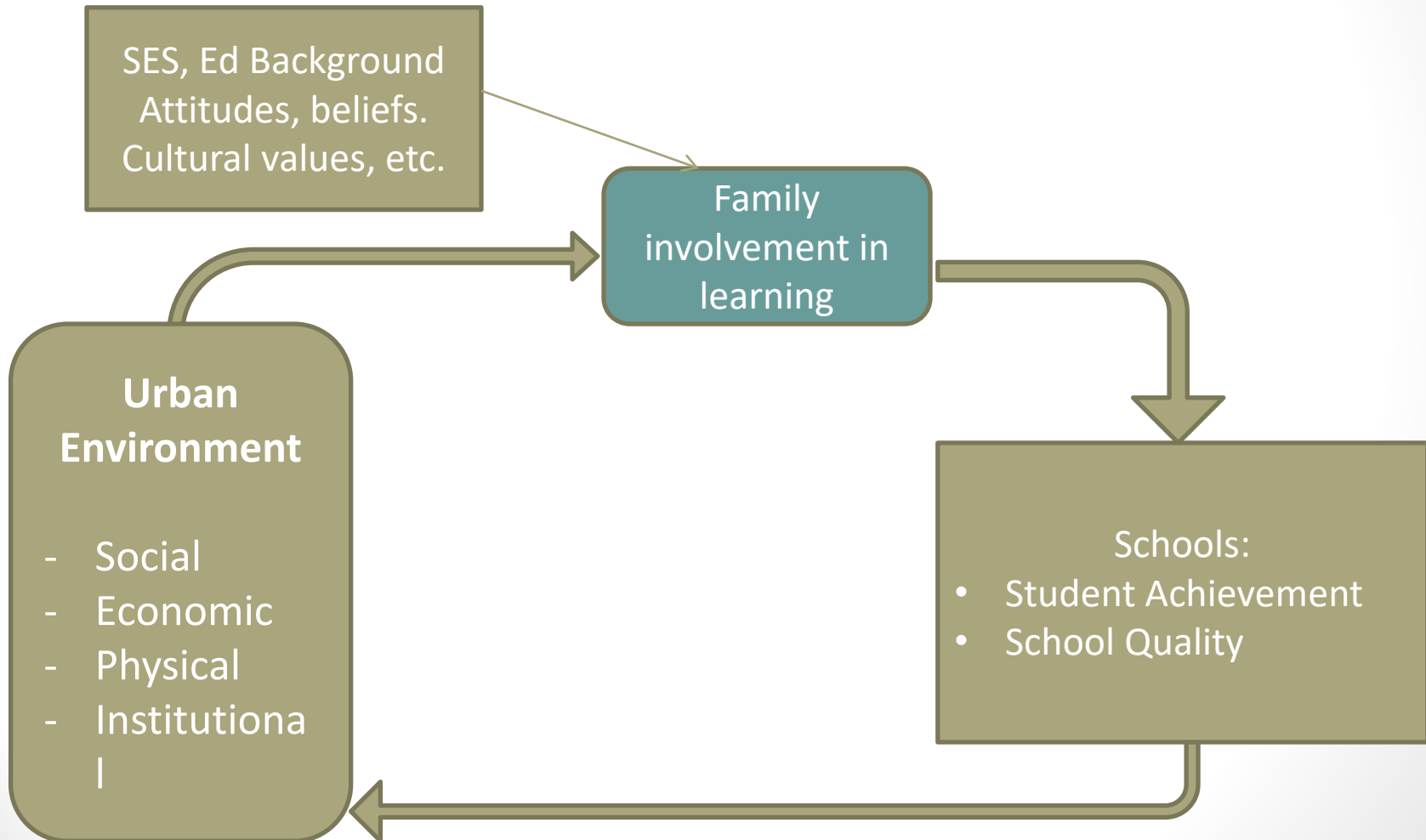
Six Types	General and age-specific activities
Parenting	• Student's health, sleep, nutrition, clothing, and shelter • Know about and discuss school • Express expectations and aspirations • Supervise time use and behavior • Do things with student (shopping, vacations, movies, meals)
Communicating with school	• Parent- and school-initiated contacts about academic performance • Post-secondary plans
School-based involvement	• Volunteer • Attend events • Informal visits
Learning at home	• Provide enrichment activities: lessons, learning games, etc. • Homework help • Monitoring progress and understand postsecondary options
School decision making	• Participate in parent organizations that make school decisions
Collaborating with community	• Communicate with other parents • Community groups for students (scouts, sports) • Community organizations for parents and families • Cultural and civic opportunities

Role for Urban Planners: Support parent engagement

Six Types	General and age-specific activities	Housing	Transport	Community & Economic Development
Parenting	• Student’s health, sleep, nutrition, clothing, and shelter • Know about and discuss school • Express expectations and aspirations • Supervise time use and behavior • Do things with student (shopping, vacations, movies, meals)	Parents need housing, access, jobs, community, services, etc. to do most of these things		
Communicate with school	• Parent- and school-initiated contacts about academic performance • Post-secondary plans			
School-based involvement	• Volunteer • Attend events • Informal visits			
Learning at home	• Provide enrichment activities: lessons, learning games, etc. • Homework help • Monitoring progress and understand postsecondary options			
School decision making	• Participate in parent organizations that make school decisions			
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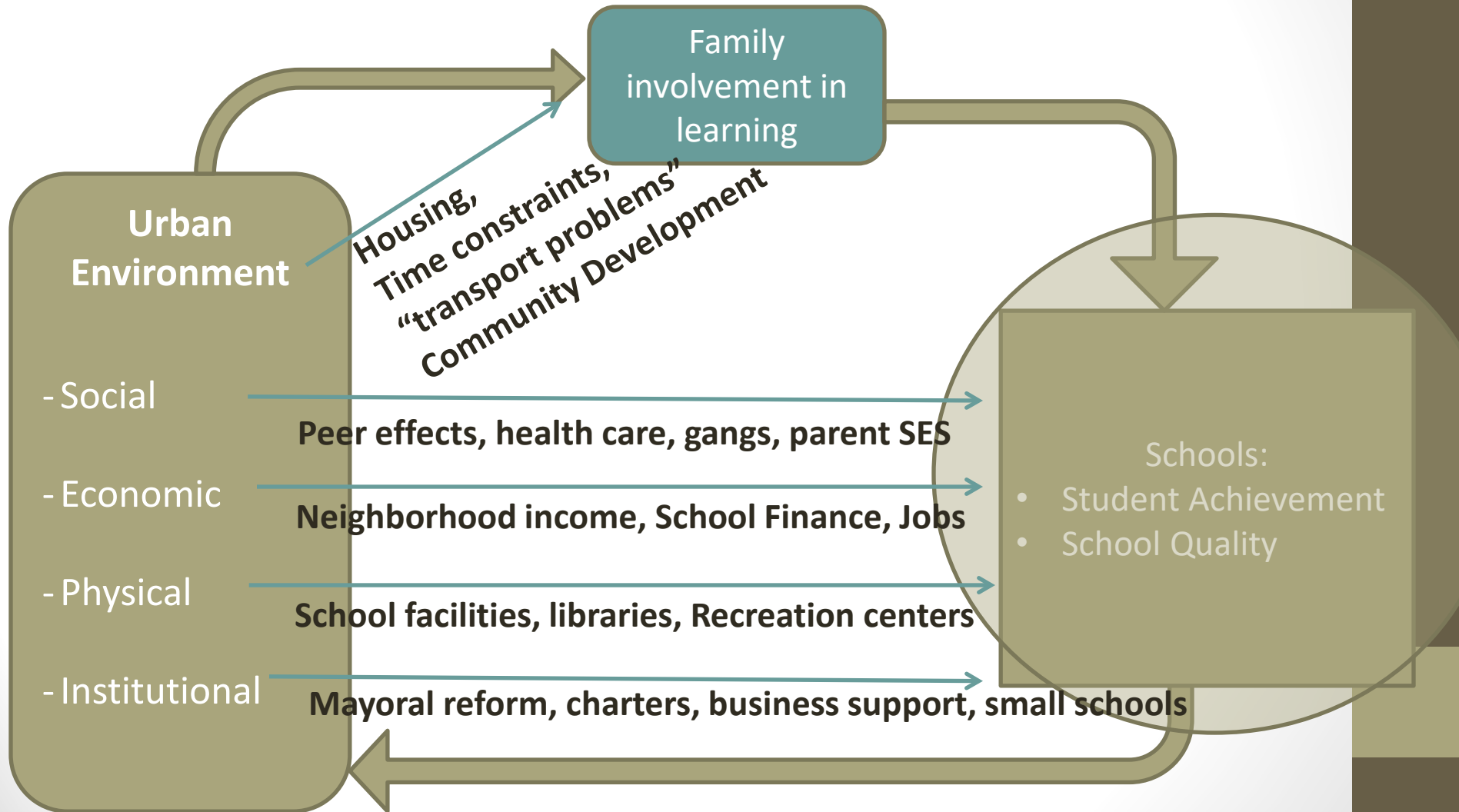
Research question

- How does the urban environment affect a parent's time, resources and energy; and how does that affect their engagement in their children's formal education and informal learning?



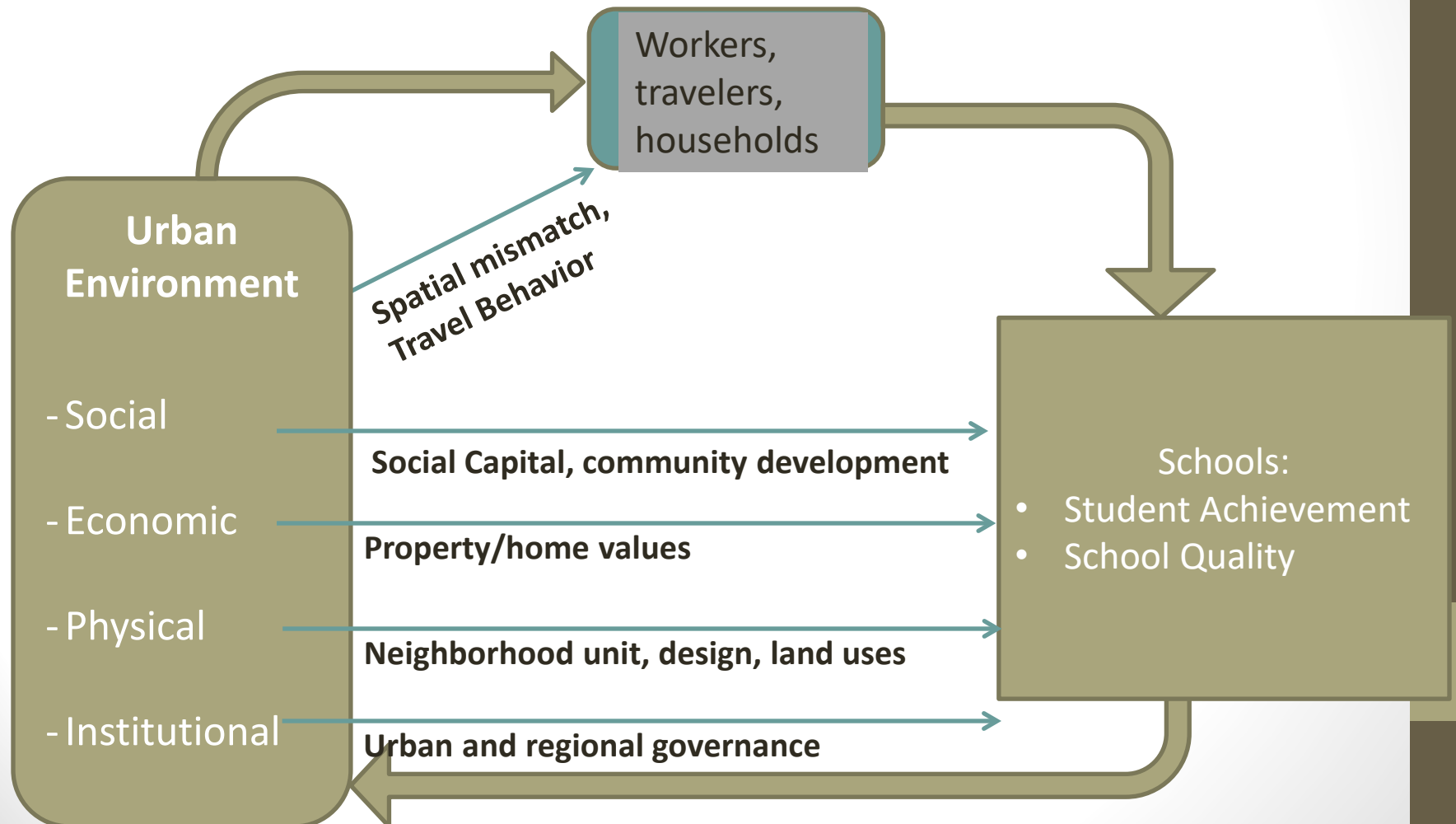
Parent Involvement in Education Literature

- Educators, economists, sociologists, social welfare



Parents in Planning & Transport Literature

- Little on educational outcomes
- Families = Workers and Travelers (not parents and students)
- SR2S: suggests developmental effects on children



School Reform Strategies:

- Increase funding per pupil
- School Choice: Vouchers, magnets, charters
- Local control
 - Principal control
 - Local School Councils
- Internal reforms: teacher training, curriculum, classroom design, teaching methods

50 years of mixed results

Research Design

Qualitative

Quantitative

Caregivers

1. Brief in-person meeting for personal introduction, sign consent, materials delivery
4. 1 hr. + in-person semi-structured and open-ended interview

2. 25-question survey
3. 2-day activity diary;
 - 1 weekday
 - 1 weekend day

Urban Environment

Background Interviews:

Educators, CD, housers, social services, nonprofits, urban planners, transport planners, after school programs, parents groups, organizers

Participant observation:

neighborhoods, schools, transit, meetings, grocers, housing, education events

Neighborhood Data Analysis

GIS and other data: schools, transit, jobs, retail, amenities, crime, housing, services, street grid, transportation connectivity, transit service

Other Survey Data

American Time-use Survey, Bay Area Travel, Making Connections Database

Free From Activity Diary

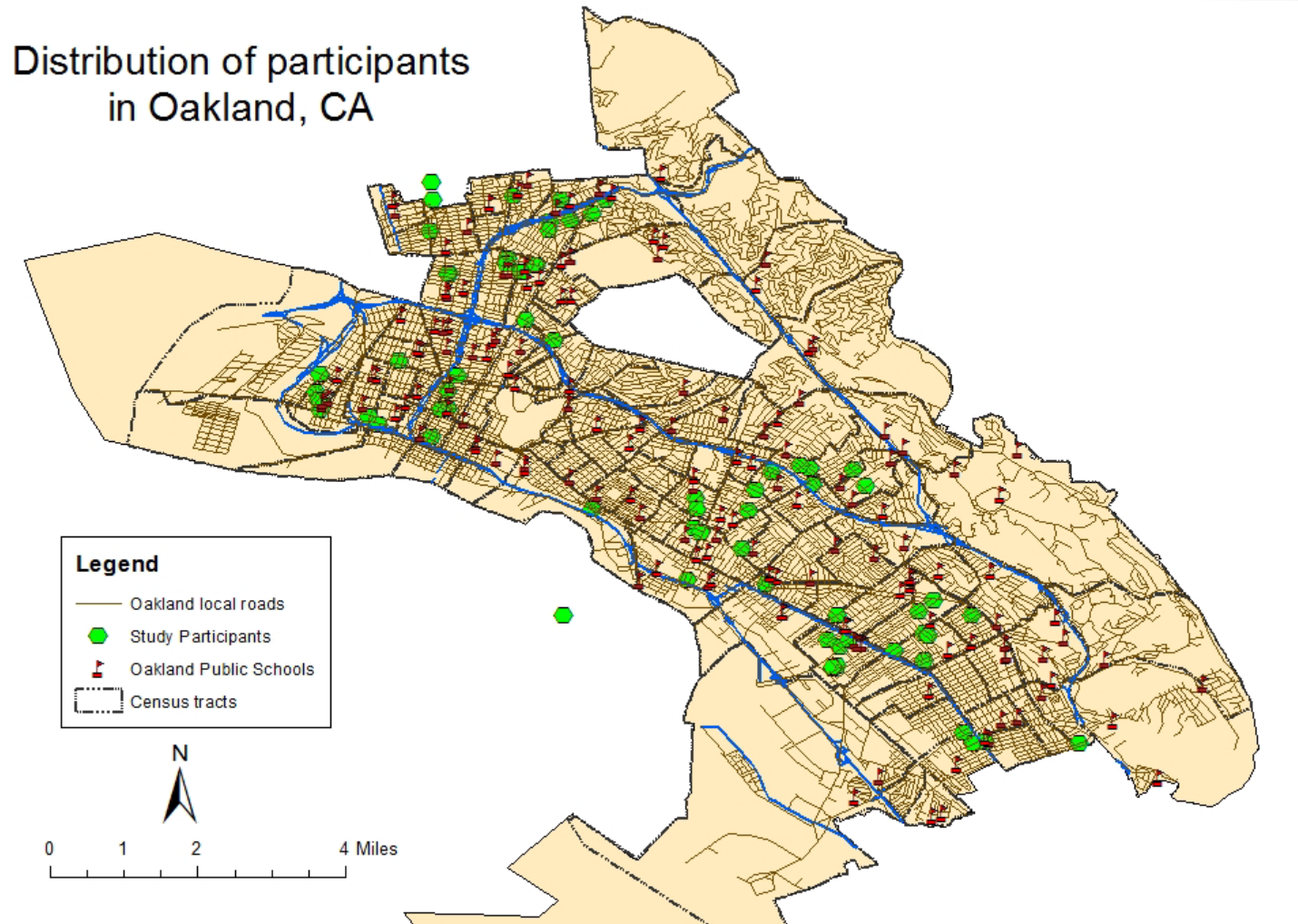
Code: _____

EXAMPLE WEEKDAY ACTIVITY ENTRY: Record the activities from the time you wake up until you go to bed.

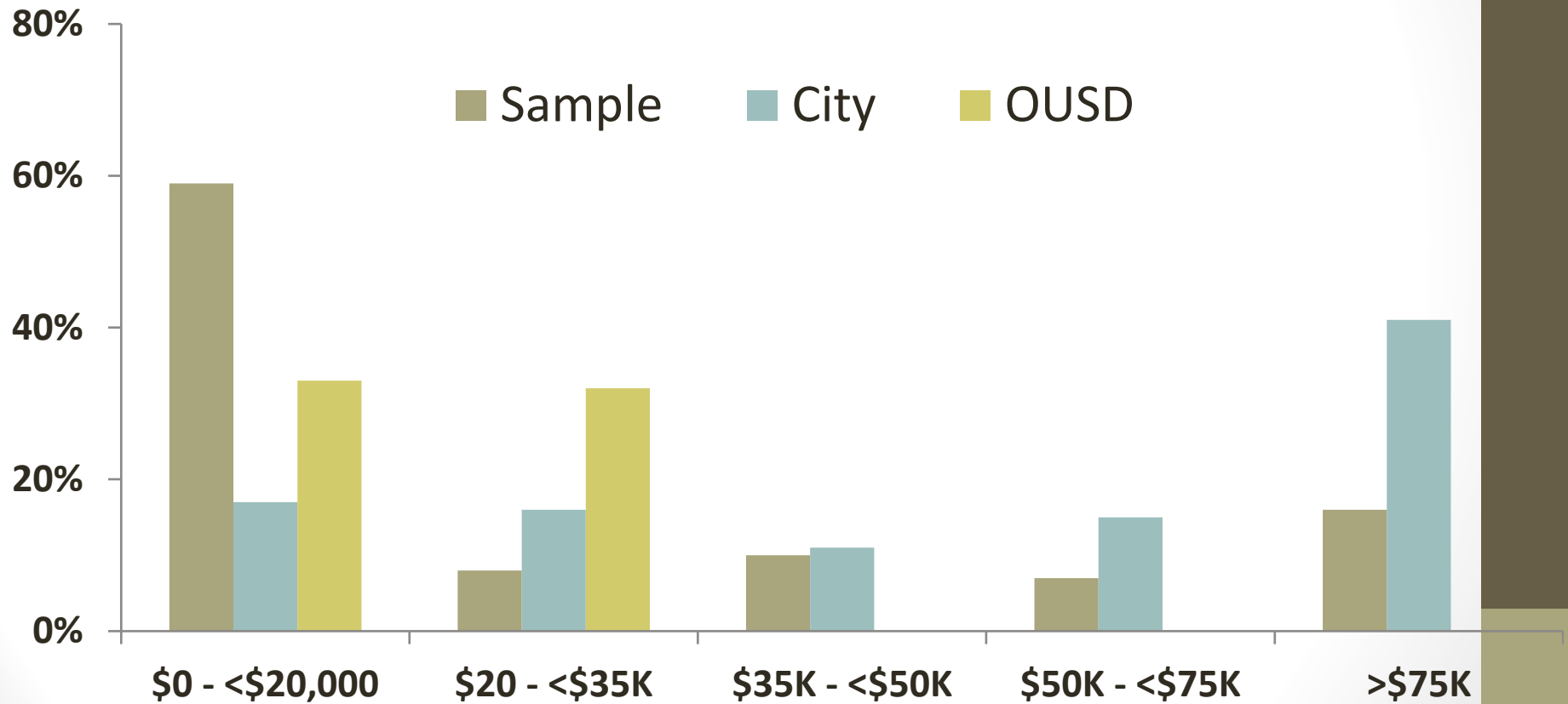
Start time	Stop time	Participants	Activity	Location: Place type and major intersection	Travel Mode and Travel Time (if not at home)
6:00am	7:30am	Mom, 5 yr old, 8 yr old	Morning prep: showers, breakfast	Home	
7:30am	7:45am	Mom, 5 yr old, 8 yr old	Drive kids to school	Travel	Car, 15 minutes
7:45am	8:00am	Mom	Drive to work and park	Travel	Car, 15 minutes
8:00am	4:30pm	Mom	Work	Hospital, MacArthur and 52 nd	
4:30pm	5:30pm	Mom, 5 yr old, 8 yr old	Pick up kids from school and stop at the grocery store	Work to school at Shafter and 49 th , to grocery at 51 st and Pleasant Valley, to home	Car, 45 minutes
5:30pm	6:00pm	Mom, 5yr old, 8 yr old	Kids play indoors Mom starts dinner	Home	
6:00pm	6:30pm	Mom, 5yr old, 8 yr old	Eat dinner	Home	

Sample

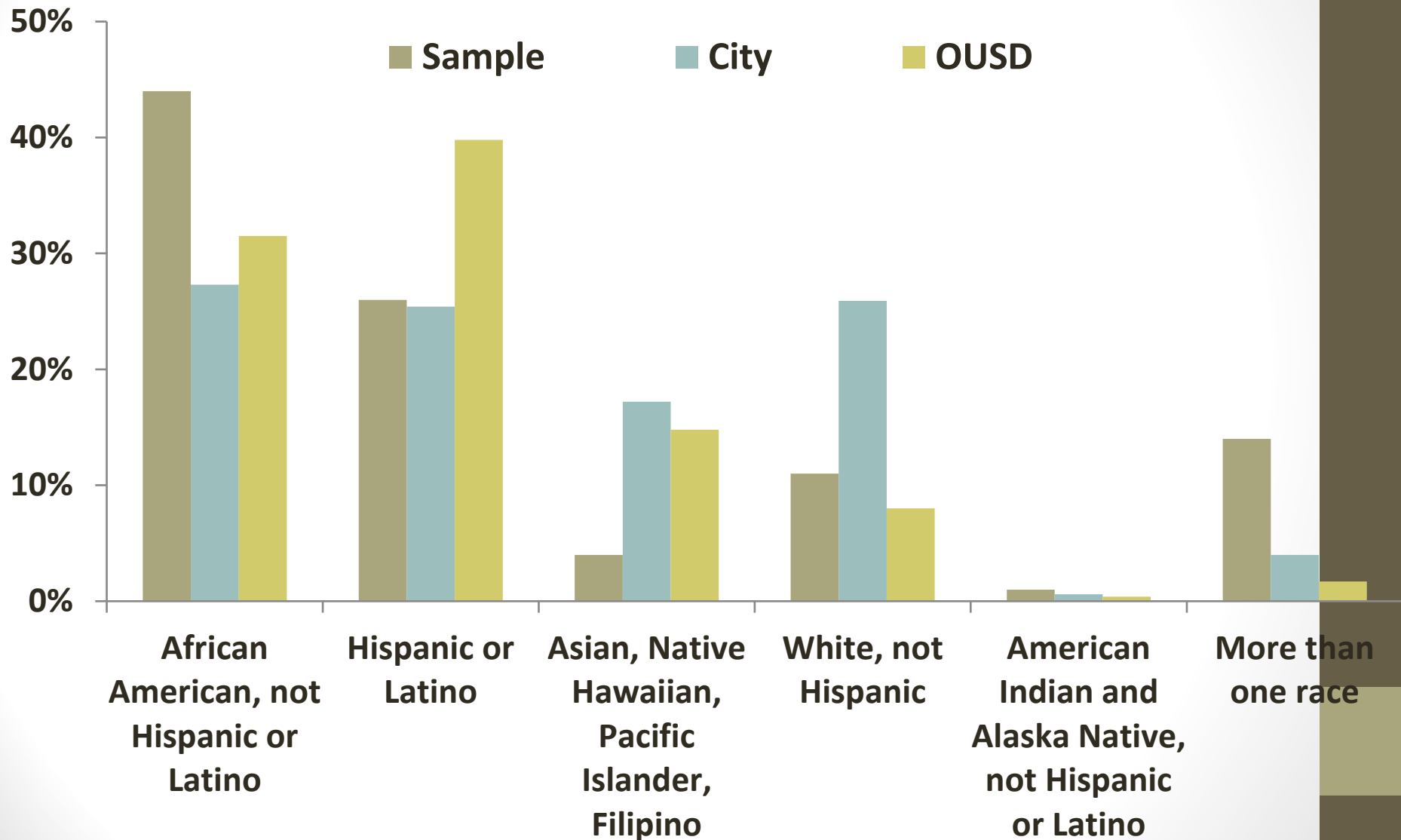
- 70 caregivers (141 kids) with at least one k-12 child in OUSD
- 51 OUSD schools (13 charters), 8 private or other district



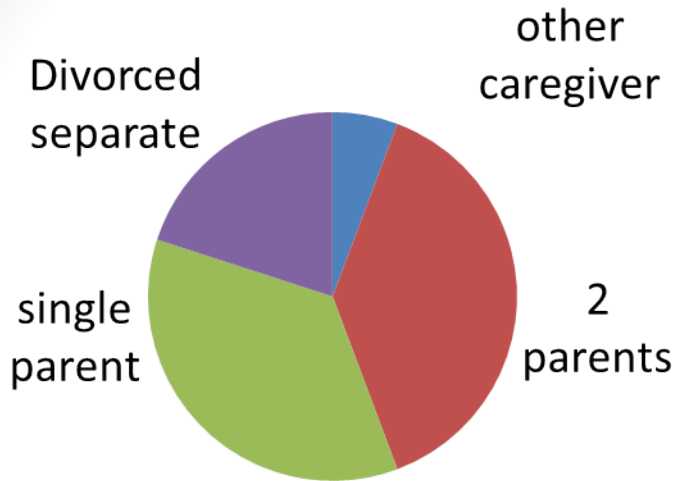
Sample income vs. school district and city



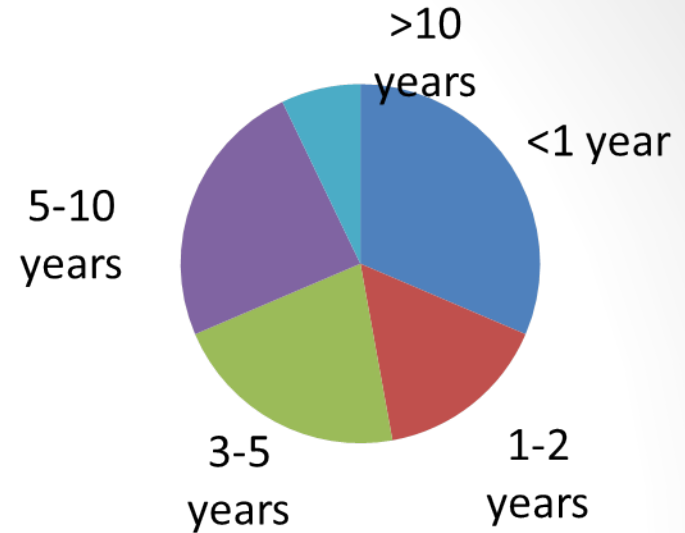
Sample race & ethnicity vs. school district and city



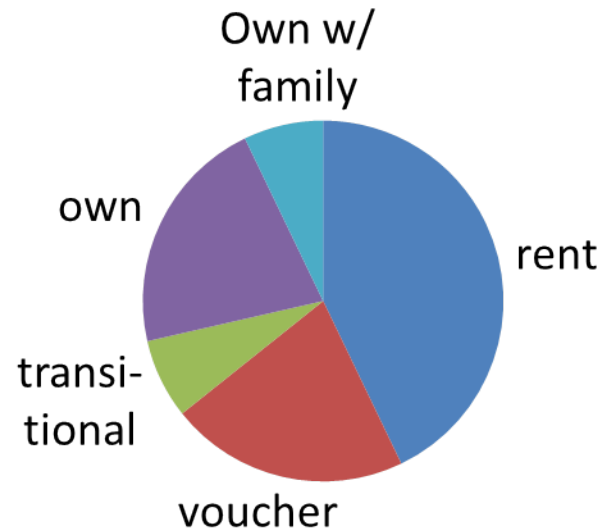
FAMILY STRUCTURE



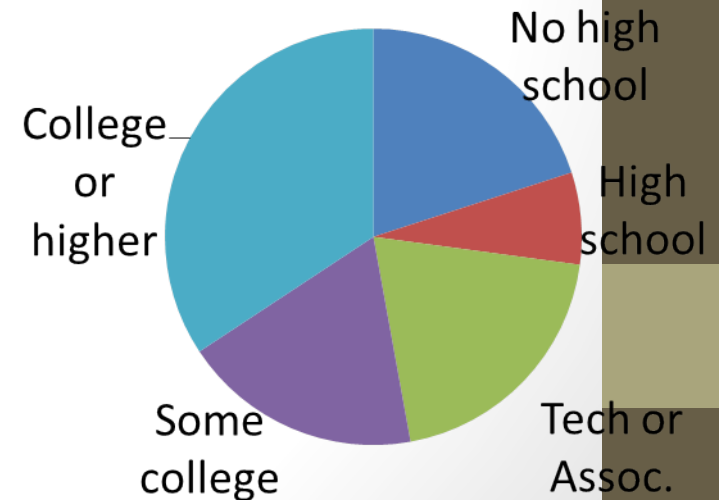
TIME IN CURRENT HOME



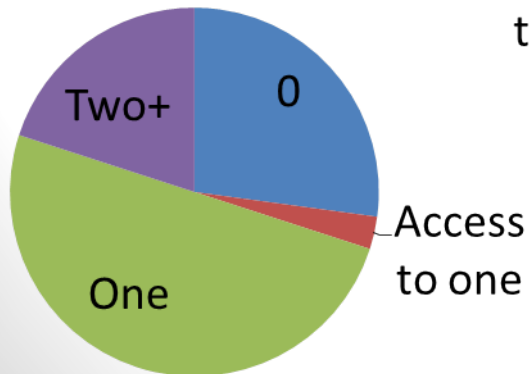
TENURE



CAREGIVER EDUCATION

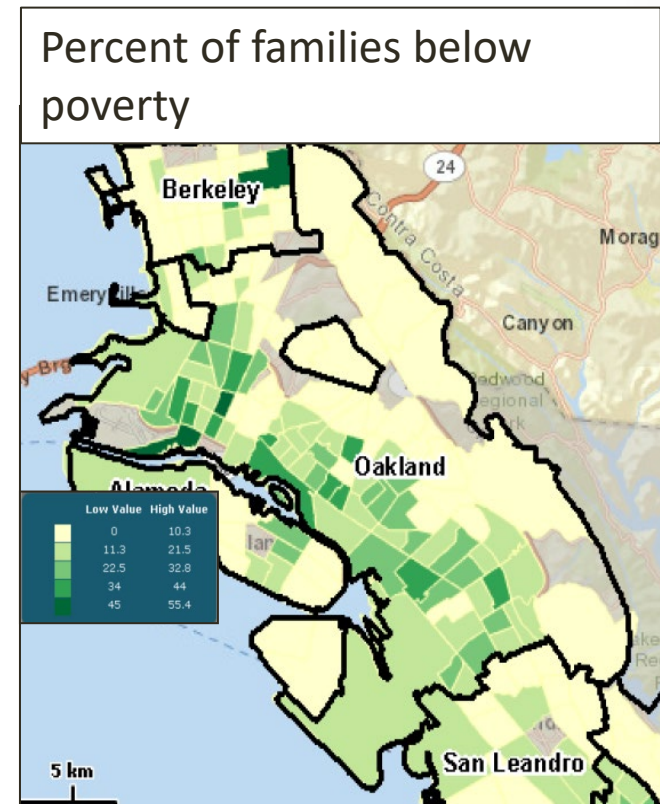


VEHICLES



Case: Oakland, CA

- 390,000 residents, 56 sq. mi.
- 10 min. from San Francisco
- Desirable neighborhoods
- BART
- Crime: highest in CA, 5th in nation
- Pop. Loss (2000-2010): 399,000 to 390,000
- Unemployment: 17%, Poverty 19%
- School drop-out rate : 46% for low-income minority



OUSD access-related policies

- School Assignment: “Options” process
 - Parents select top 8 schools for lottery process
 - District: 45% attend neighborhood school
 - Sample: 37% attend neighborhood school (others travel ~4.3 miles)
- School Buses – NONE
 - California does not require district busing, unless special needs
 - Parents drive, walk, or take transit with kids to school

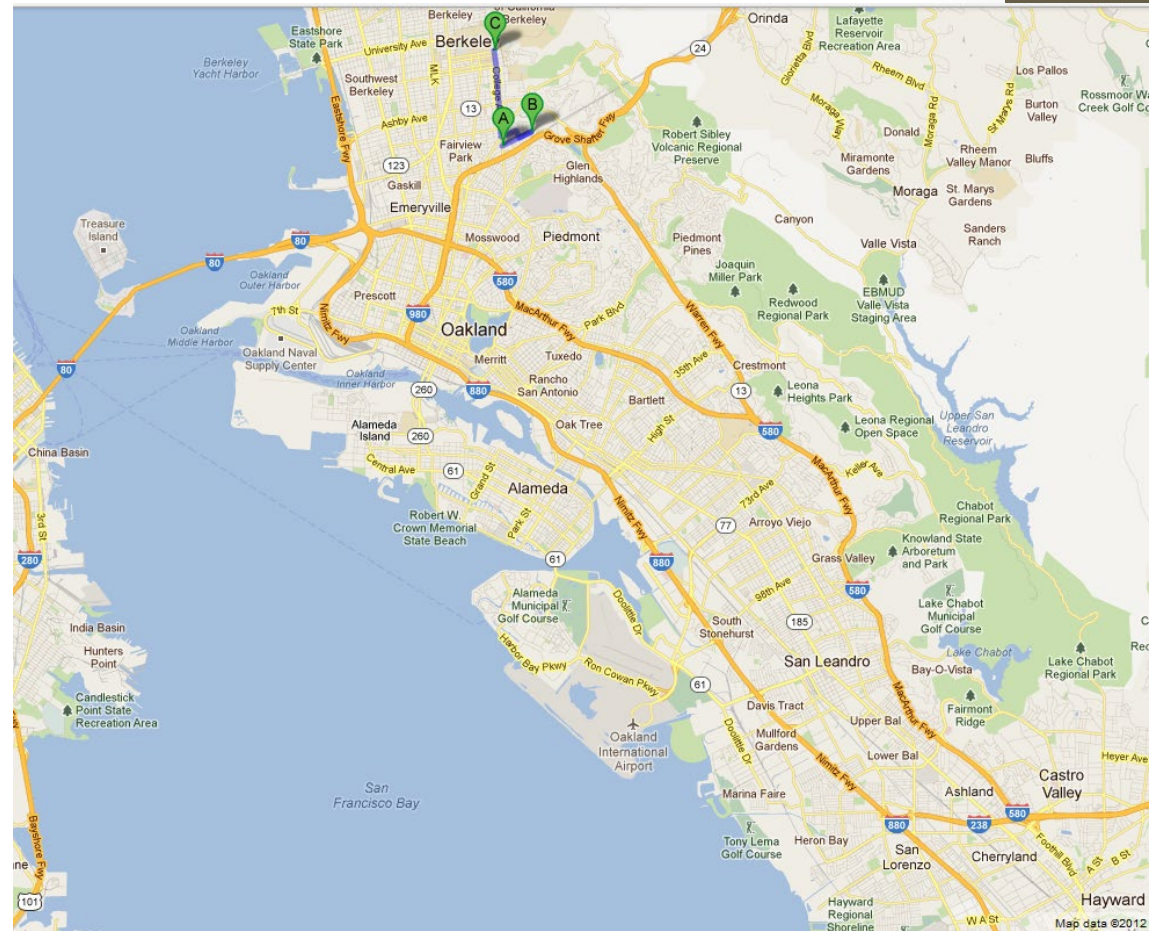
Oakland Unified School District

- 47,000 students , 131 schools (32 charter schools)
- 120 receive Title I funds, 71% students receive Free Meals
- 89% minority students
- 40% attend neighborhood schools; 60% travel to other neighborhoods
- State and district do not provide bussing
- District Vision: all schools Full Service Community Schools

Case 1: Married couple, 2 kids

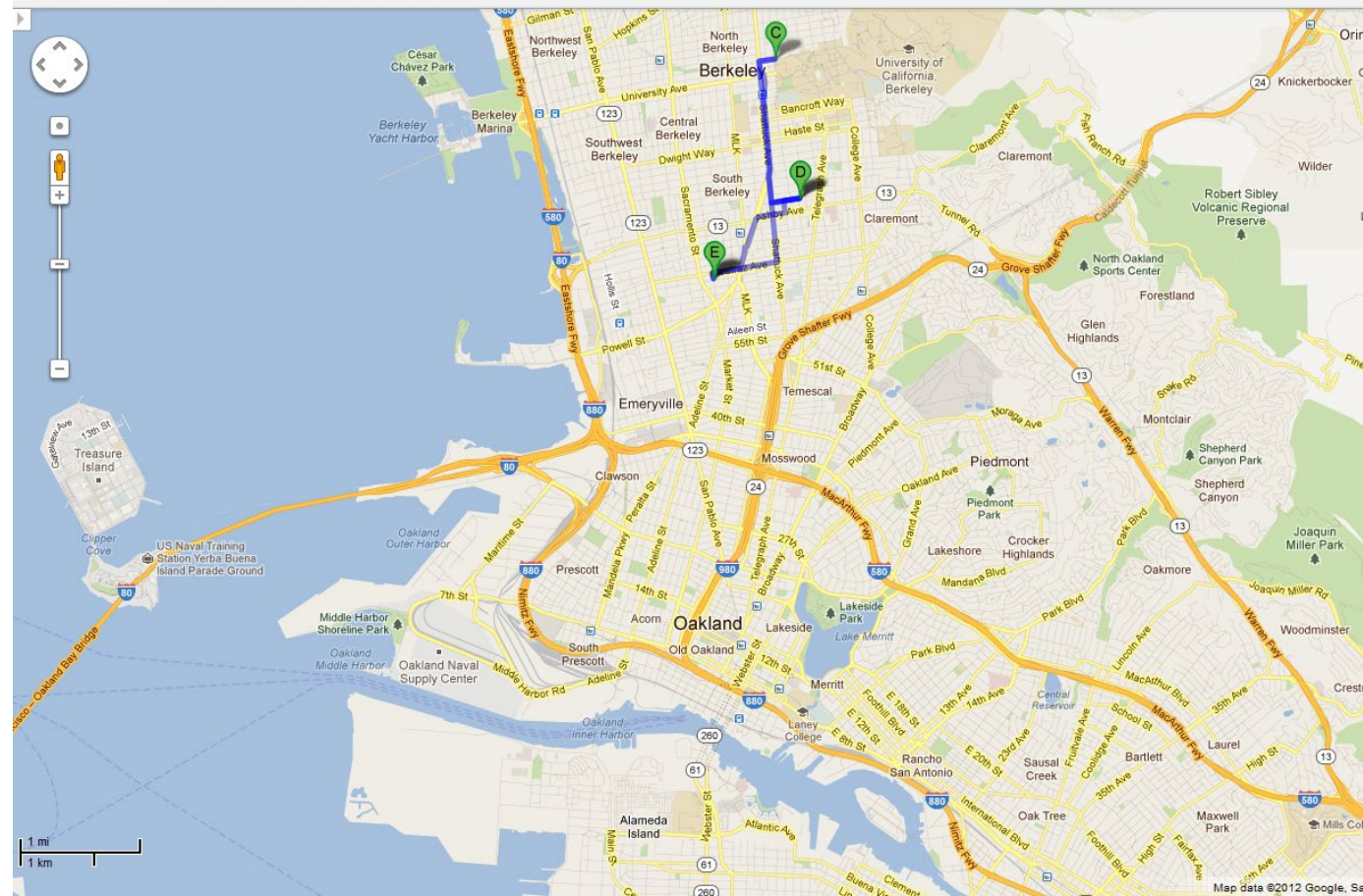
Why did you chose this neighborhood?

“There are so many! It’s walkable. My mother-in-law was living with us at the time and she doesn’t drive so she could walk to places in the neighborhood. We also had heard the school was good, though our son wasn’t in school yet. It’s easy for my husband to take BART to work so we only needed 1 car. We had friends in the neighborhood. I could go on and on.”



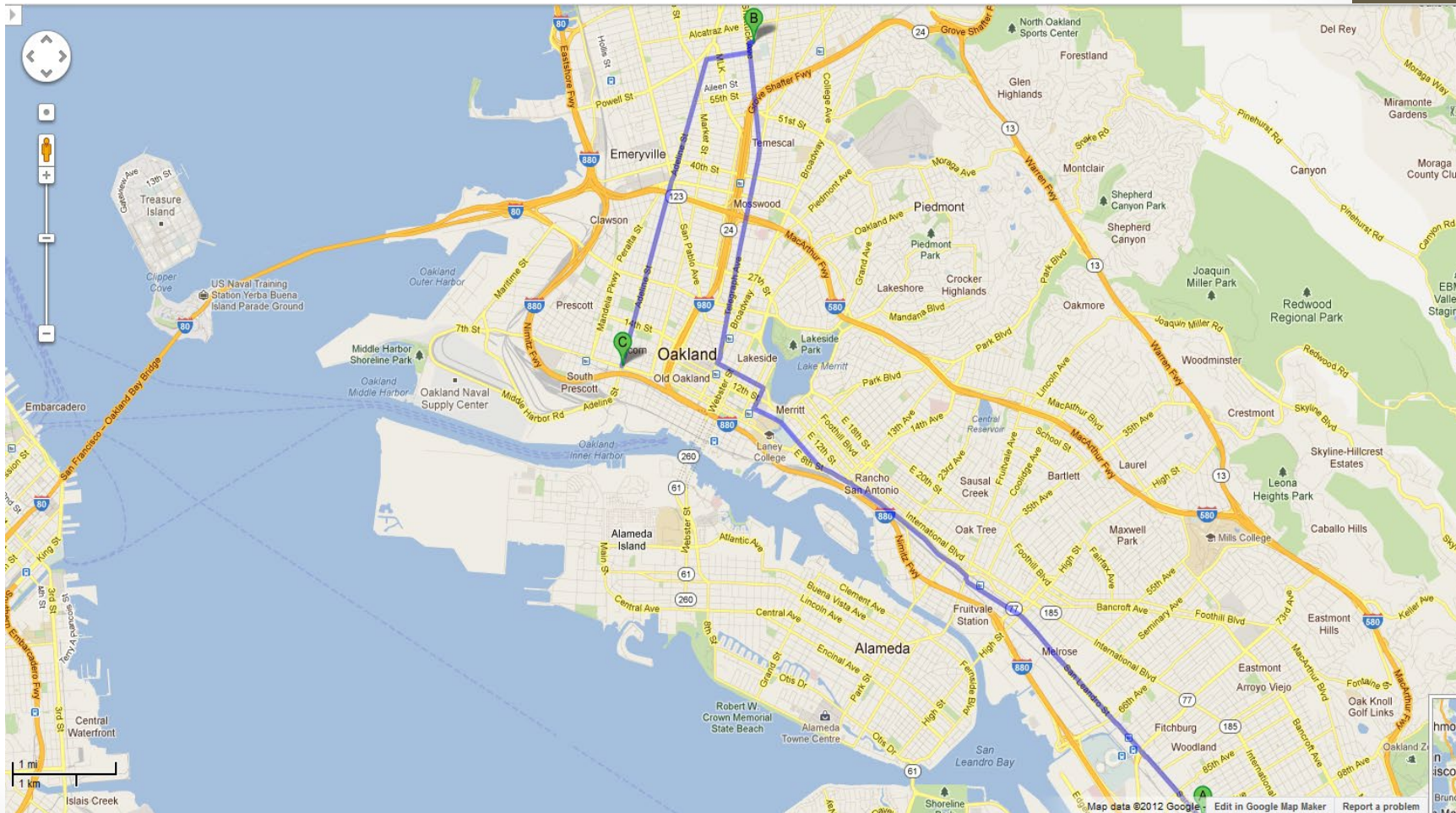
Moderate income married Latino couple

- Chose careers and location for children and schools: husband is a nurse and works nights to provide daycare during the day
- Bought home with sister in less safe area of Berkeley to build equity
- Chose bi-lingual immersion school



Lower income single mom

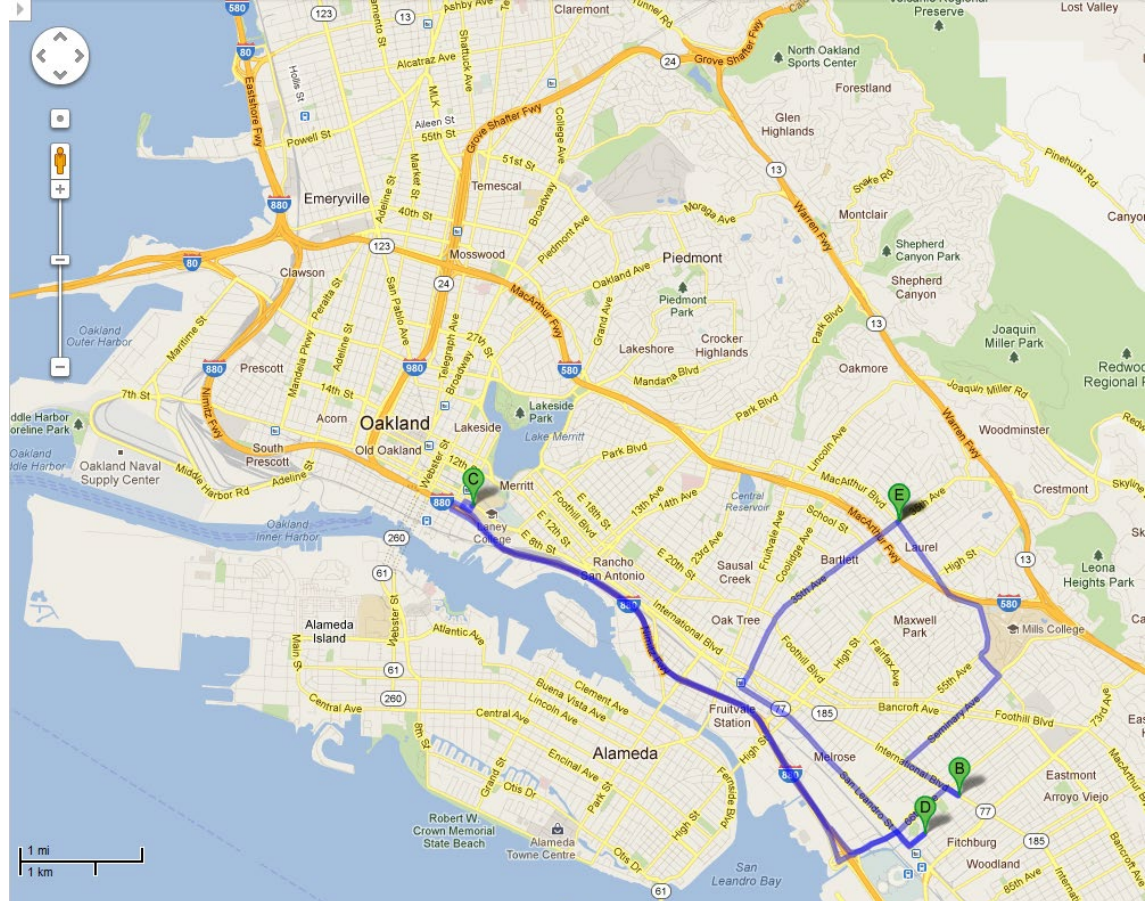
- 10 miles to school, so they live with grandma during the week to save on gas



-

Lower income single mother

- By transit, unless she borrows (and pays for) her mom's car
- Long-time partner (father of 2 of 3 daughters) lives in Hayward
- In school and doing community service hours
- Could move closer to children's schools, but it's "the ghetto"



Activity Space Constraints (Hagerstrom)

Income	Coupling	Capability	Authority
Low Income	Fixed time and place of school schedule	Cannot afford: Housing, transport, child care, etc. Skills/education limit job opportunities	Section 8 housing options and approval School Choice by lottery because neighborhood is unstable
High Income	Fixed time and place of school schedule Work is somewhat flexible for some in time and place—with planning	Affordability of housing, transport, and day care are manageable Chose careers for multiple reasons	Ability to choose neighborhood and school together

Effects of the Urban Environment

- Built
 - Safety: shopping, streets, parks, “don’t go out after 10p, sometimes 8p”
 - Distance among daily locations
 - Lack of safe, affordable amenities: clean parks, day care, recreation centers
 - Neighborhood development
- Social
 - Little parent interaction and support among parents
 - School community is not neighborhood community; disconnected
- Economic
 - Jobs for low-income workers increasingly require travel
 - Fixed shifts don’t mesh with school schedule
- Institutional
 - No school busing
 - School choice policy doesn’t consider spatial effects
 - Section 8 is portable, but neighborhood choices are limited

Preliminary Themes

- Housing/Transport Trade-off Theory?
 - Doesn't apply if both are constrained
- “Choice”
 - Individual choice for individual benefit vs. Collective goods for collective and individual benefit
 - Housing & school choice conflict
- Life-time effects of constraints on activity space today
 - Transport time and costs
 - Forego jobs with more hours and higher pay to care for children
 - Isolated from other parents by time constraints, high housing mobility, non-community schools
 - Burn-out by the time of middle school?

Findings

- Community Development matters
- Improve transportation services for parents and students
- Employment opportunities: middle-school outreach
- Housing policies
 - Voucher holders need more support

Housing policies

- **Affordable housing must be accompanied by community and commercial development**
- **Tenant-based vouchers**
 - Voucher holders need assistance with landlords or results in forced moves or unhealthy situations
 - Need to access to HOA associations and meetings
 - Access to PHA on-site services
- **Support for middle-income families in tight housing markets**

Planning policies for parents

- Parents are:

- Current workforce
- Residents
- Transportation system users
- Retail consumers
- Students

AND, these roles must fit with this role as:

- Caregivers and educators of our future adult citizens

Conclusion

- School reform is a rich field waiting for urban planners:
 - Learn the research on student outcomes and “community” effects to advocate for community development
 - Getting involved in education outcomes research to inform studies on more comprehensive measure of “community”
- Planners influence time, resources and energy for parent involvement:
 - Low-income parents have time, but not resources.
 - Improving community resources, will save them time and provide more resources for their children