This "Voice of the Community" report highlights the neighborhood priorities that were identified by neighborhood residents as a result of an ongoing partnership between the Greater Washington neighborhood, San Jose State University, Santa Clara University, CommUniverCity, and Catholic Charities.

Este reporte "Voz de La Comunidad" realza las prioridades de la vecindad identificadas por los residentes como resultado de una continua asociación entre San Jose State University, la universidad de Santa Clara, CommUnivercity, y Catholic Charities.
Greater Washington Voces de la Comunidad - Fall 2015 / Otoño 2015

Neighborhood Partners
Maria Marcelo, Mamas Unidas
Reverend Walter Suarez, Sacred Heart of Jesus Community Parish
Donna Stewart, Community United San Jose
Mark Lopez, Catholic Charities

CommUniverCity San José
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Imelda Rodriguez, Community Director
Ruth Curtis, Office of San Licardos
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San Jose State University, Fall 2013 URBP 201
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Stephanie Pineda Flores
Perla Rivas
Florence Rivera
Martha Rivera
América Salazar
Erica Salinas

Acknowledgments/Reconocimientos
The authors of the Greater Washington Voces de la Comunidad Report would like to thank the following people for making this process possible:

“This street is totally and completely dark. There are lights but the cables were cut so the lights don’t work. Someone asked the city to fix the lights, but the city said no.”

“We don’t send our kids to the parks because we don’t feel safe.”

“Kids feel safe in the Alma Community Center which shows how important it is to the community.”

It’s a shame that the presence of prostitution is making the area around traditionally safe spaces, like libraries and schools, a less safe environment.

Hector L. Burga, Certified Translator
H. Fernando Burga Ph.D. (Instructor)
Graduate Urban Planning Students, Community Assessment Class, Fall 2013
Estudiantes de Posgrado, Clase de Evaluación Comunitaria, Otoño 2013

Left to Right: (Top) Instructor Richard M. Kos AICP, Sean Mullin, Nima Moinpour, (Bottom) Sajuti Rahman, Ami Upadhyay, Kevin Schroder, Beth Martin, and Diana Crumedy.

Graduate Urban Planning Students, Collaborative Neighborhood Planning Class, Spring 2014
Estudiantes de Posgrado, Clase de Planificación Colaborativa del Vecindario, Primavera 2014

Left to Right: (Top) Instructor H. Fernando Burga Ph.D., Mike Brase, Alvin Jen, Courtney Keeney, Erum Maqbool, (Bottom) David McCormic, Devin O’Brien, Graham Satterwhite, Kim Thai, Riley Weissenborn.
EXECUTIVE SUMMARY

This “Voice of the Community” report highlights the priorities, voices, and values that were identified by Greater Washington residents during a one-year partnership between neighborhood participants, Santa Clara University, Santa Clara University, CommUniverCity, and Catholic Charities. Our primary objective for this report is to effectively capture the stories, voices, and aspirations of community residents and, additionally, for the report to serve as a widely shared reference platform for positive change that can be undertaken in future partnerships.

Three San José State University teams took part in assembling the material you will read in this report. Chapter 3 includes some of the most significant and community mentioned findings from this work. In the Fall 2013 Professor Chuck Darrah engaged his undergraduate anthropology students in personal dialogues with community residents by employing ethnographic methods that document the values and culture of the neighborhood. In the same semester, Professor Fernando Burga, a faculty member in the Department of Urban and Regional Planning, led graduate students in a community assessment of Greater Washington, the purpose of which was to accurately capture current community conditions and priorities. With substantial and lively input from many community residents, five priorities were identified.

These priorities were presented to a final review attended by residents, community members and municipal leaders, and to ensure that representatives from all geographic areas of the larger Greater Washington community had a chance to weigh in. The students organized, facilitated, and documented the outcomes of this collaborative process. In the end, they were able to identify a few additional aspirations for the community they call home. You will see many images in this report that capture the experience of this collaborative process. In the end, they were able to identify a few additional aspirations for the community they call home.

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Neighborhood Priorities:

• Provide more financial and staffing resources to community youth centers.
• Reduce presence of prostitution to create safer public places.
• Reduce conflict between residents and address chronic issues tied to homelessness.
• Create more options for affordable, high quality food to eat and open spaces suitable for children to play.
• Support informal businesses so they become active investors in the neighborhood.
• Improve street lighting and reduce crime in order to foster safer walking in the Greater Washington neighborhood.
• Examine the potential for a middle school within the Greater Washington area.

Views and Values:

• Many residents believe that their voices are underrepresented in city decisions and there is a split view on the benefit of past city investment in the area.
• It is clear that residents place an extremely high value on education and English language ability as the pillars to success. They also believe that local neighborhood institutions should provide these services regularly and fully.
• Local mothers are recognized as a primary source of volunteerism, vigilance, and community engagement in the neighborhood.
• Residents tend to view police with distrust.

The first chapter in this report provides an overview of the partners and Collaborative Neighborhood Planning process undertaken during San Jose State University’s one year involvement in Greater Washington. Chapter 2 presents demographic information and maps to tell the story of the neighborhood from a quantitative and spatial perspective, along with a brief history of the area. Chapter 3 provides findings from the anthropology class, the community assessment and listening tour activities and suggests a set of next steps that an organized and supported group of neighborhood leaders can consider to make their priorities a reality.

Greater Washington's Priorities

FIGURE 3: Greater Washington's Priorities
Source: Beth Martin

Las prioridades del barrio:

• Proponer nuevas inversiones financieras y de personal para los centros juveniles de la comunidad.
• Reducir la presencia de la prostitución para crear espacios más seguros.
• Reducir el conflicto entre los residentes y discutir los problemas crónicos vinculados a la falta de vivienda.
• Crear más opciones de alimentos a precios asequibles, de alta calidad y espacios abiertos adecuados para que los niños jueguen.
• Ayudar a los negocios informales para que sean inversores activos en el barrio.
• Mejorar el alcubriento público y reducir la delincuencia con el fin de fomentar el camino más seguro en el barrio de Greater Washington.
• Examinar el potencial para una escuela de segunda primaria intermedia en la zona en Greater Washington.

Visiones y Valores:

• Muchos residentes creen que sus voces no están representadas en las decisiones de la municipalidad y hay una visión dividida sobre el beneficio de la inversión anterior de la municipalidad en la zona.
• Está claro que los residentes ponen un valor extremadamente alto sobre la educación y la habilidad del idioma Inglés como los pilares para el éxito. También creen que las instituciones locales del barrio deben proveer estos servicios regular y plenamente.
• Las madres locales son reconocidas como la fuente primaria de voluntariado, vigilancia y participación de la comunidad en el barrio.
• Los residentes tienden a ver a la policía con desconfianza.

El primer capítulo en este informe proporciona una visión general de los asociados y del proceso de Planificación Colaborativa del Barrio realizado durante la participación de un año de la Universidad de San José en el Greater Washington. El capítulo 2 presenta información demográfica y de mapas para contar la historia del barrio desde una perspectiva cuantitativa y espacial, junto con una breve historia de la zona. El capítulo 3 propone los resultados de la clase de antropología, la clase de evaluación comunitaria y de las actividades basadas en el barrio de charlas explicativas y sugiere unos pocos pasos próximos para que un grupo de líderes organizado del vecindario pueda considerar para convertir sus prioridades en una realidad.
CHAPTER 1

FOUNDERATIONAL WORK AND PARTNERS

1a. A Platform for Action

This “Voices of the Community” report highlights the neighborhood practices that were identified by neighborhood resident participants as a result of an ongoing partnership between the neighborhood, Santa Clara University, San José State University, Committee/City, and Catholic Charities. Through the work of one undergraduate Anthropology course and two graduate Urban Planning courses at San José State University, students worked with residents of the Greater Washington neighborhood. Employing a variety of methods, including ethnographic research, facilitated community meetings, and interviews, the students from these three courses listened to and documented the concerns and aspirations of Greater Washington residents. In turn, the students practiced skills that are essential for accurate, empathetic, and rigorous work in the social sciences and professional planning practice.

This research builds on the many years of grassroots level work undertaken by the now dissolved Redevelopment Agency and its Strong Neighborhoods Initiative as well as the results focused on ongoing work of Committee/City and Santa Clara University’s Ignition Center. It is the hope of all the partners involved in this report that this document will serve as a comprehensive resource for current and future residents to lobby for the changes they seek in their neighborhood. More specifically, we hope that this report can be used as a leveraging tool in conversations with the City of San José, grant giving foundations, and the residents themselves to enhance the leadership capacity of the community and inspire residents to take action.

1b. Foundational Work and Partners

SNII in Greater Washington

Neighborhood residents have a long history of engagement within the Greater Washington neighborhood. Since the City Council adopted the Washington Neighborhood Revitalization Plan in 1998, the community has been working in partnership with the City and other organizations to implement the actions identified in this plan. In 2000, the Mayor and City Council made a commitment to strengthen San José’s neighborhoods and launched the Strong Neighborhoods Initiative (SNI). Greater Washington was identified as a participating neighborhood. The City used funding and resources from California’s Redevelopment Agency, private investment, and public/private partnerships to accomplish the following broad goals identified in this neighborhood:

- Strengthen neighborhood associations
- Improve neighborhood conditions
- Improve community services
- Improve neighborhood safety
- Improve civic engagement
- Improve economic development
- Improve neighborhood beautification
- Improve community facilities
- Improve neighborhood relationships
- Improve neighborhood education
- Improve neighborhood health

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La “Iniciativa de Comunidades Fuertes” de Greater Washington

Los residentes de la comunidad tienen una larga historia de compromiso dentro de la comunidad de Greater Washington. Desde que el consejo municipal adoptó el proyecto de revitalización de la comunidad Greater Washington en 1998, la comunidad ha estado trabajando en conjunto con la ciudad de San José, con las instituciones de base que subvencionan fondos, y con miembros de la comunidad para mejorar la capacidad de liderazgo en la comunidad y empoderar a residentes a tomar acción.

1b. Trabajo fundamental y asociaciones

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- Mejorar la calidad de vida
- Mejorar la seguridad de la comunidad
- Mejorar los servicios de la comunidad
- Fortalecer las asociaciones de la comunidad

FIGURE 1: Strong Neighborhood Initiative Plan

The cover of the 2008 “Washington Neighborhood Improvement Plan Amendment” from the Strong Neighborhood Initiative Source: City of San José

FIGURE 2: Iniciativa Strong Neighborhoods

La portada del informe de 2008 titulado “Washington Plan Enmendado para el Mejoramiento de la Comunidad” fue diseñado por Santa Clara University. Fuente: La Ciudad de San José.
In 2002, an updated Washington Neighborhood Revitalization Plan was prepared, identifying the "University" component of CommUniverCity San José, an organization that, as its name implies, brings together the skills, knowledge and resources of the Community (Greater Washington residents), the University (the student teams), and City of San José staff and officials. CommUniverCity’s service-learning projects are based on priorities set by neighborhood residents and typically focus on one or more key areas:

- **Education:** Enrich and expand educational opportunities for residents and youth, encouraging a "collaborative" culture through the community.
- **Community Health:** Support all aspects of the neighborhood that contribute to healthy environments and lifestyles.
- **Neighborhood Environment:** Foster a physically safe and socially connected, empowered community.

As the "University" component of CommUniverCity, the student and staff involved understood that an active and important part of this powerful opportunity for positive change in central San José.

Greater Washington has cultivated a deep partnership with the Greater Washington community through the Thriving Neighborhoods Initiative, which provides a safe and supportive environment for neighborhood residents of all ages. The information summarized in this report offers an understanding of the residents’ priorities that we hope will help inform the ongoing engagement in the Greater Washington neighborhood of these and other organizations committed to fostering a thriving community.

The students and faculty who participated in the two semesters of work for this report represent the "University" component of CommUniverCity San José, an organization that, as its name implies, brings together the skills, knowledge and resources of the Community (Greater Washington residents), the University (the student teams) and City of San José staff and officials. CommUniverCity’s service-learning projects are based on priorities set by neighborhood residents and typically focus on one or more key areas:

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An ethnographic study of the neighborhood was conducted by Professor Chuck Darrah of the San Jose State University Anthropology Department. Students identified Greater Washington as an Instrumental Neighborhood, one that is utilized as a means to an end by various actors in the community including the residents, transients, and local and public private agencies. Their findings highlighted themes such as investment and development, charter schools, interactions with City officials and police, as well as its identity as being a gateway community.

URBP 203 Collaborative Neighborhood Planning

In order to further gain input from the residents of Greater Washington and expand from the effort initiated by the community assessment class, graduate urban planning students from the Department of Urban and Regional Planning (URBP 203 Collaborative Neighborhood Planning) began working with the Greater Washington neighborhood on an assessment of current conditions. The students worked with the community to determine their priority goals (racial, situational priorities) and objectives (measurable, time-based outcomes) for the neighborhood. With the help of Prof. Burga students organized more than 7 workshops that were attended by more than 20 people per session. The workshops took place from August to December 2013 in the Washington Community Center in a space called “El Hub.” The workshops were assisted by residents from all of Greater Washington, including staff from Santa Clara University staff, CommUniverCity, Catholic Charities, the city of San Jose, and the City of Washington. The workshops were facilitated by staff from Santa Clara University staff, CommUniverCity, Catholic Charities, the city of San Jose, and the City of Washington.

This work created the development of an in-depth analysis policy, participatory design workshops through community engagement and the development of the following working themes: Education, Culture, Commerce, Housing, Healthy Injuries, Informal Retail and Pedestrian and Public Safety, as well as the development of the Working Themes: Education, Culture, Commerce, Housing, Healthy Injuries, Informal Retail and Pedestrian and Public Safety, as well as the development of the Working Themes: Education, Culture, Commerce, Housing, Healthy Injuries, Informal Retail and Pedestrian and Public Safety, as well as the development of the Working Themes: Education, Culture, Commerce, Housing, Healthy Injuries, Informal Retail and Pedestrian and Public Safety, as well as the development of the Working Themes: Education, Culture, Commerce, Housing, Healthy Injuries, Informal Retail and Pedestrian and Public Safety, as well as the development of the Working Themes: Education, Culture, Commerce, Housing, Healthy Injuries, Informal Retail and Pedestrian and Public Safety, as well as the development of the Working Themes: Education, Culture, Commerce, Housing, Healthy Injuries, Informal Retail and Pedestrian and Public Safety, as well as the development of the Working Themes: Education, Culture, Commerce, Housing, Healthy Injuries, Informal Retail and Pedestrian and Public Safety, as well as the development of the Working Themes: Education, Culture, Commerce, Housing, Healthy Injuries, Informal Retail and Pedestrian and Public Safety, as well as the development of the Working Themes: Education, Culture, Commerce, Housing, Healthy Injuries, Informal Retail and Pedestrian and Public Safety, as well as the development of the Working Themes: Education, Culture, Commerce, Housing, Healthy Injuries, Informal Retail and Pedestrian and Public Safety, as well as the development of the Working Themes: Education, Culture, Commerce, Housing, Healthy Injuries, Informal Retail and Pedestrian and Public Safety, as well as the development of the Working Themes: Education, Culture, Commerce, Housing, Healthy Injuries, Informal Retail and Pedestrian and Public Safety.
The listening tours were held at three locations during March and April of 2014: Sacred Heart Parish, Alma Community Center, and Washington United Youth Center. These locations were selected to ensure full geographic representation of the larger Greater Washington neighborhood, the diversity of places locations allowed the student facilitators many opportunities to tour the neighborhood and work with a wide cross section of the neighborhood residents. These residents in abundance represented a wide range of demographics and roles within the Greater Washington community. Also, two informal meetings were held at the Greater Greater Washington, the community council, and the neighborhood forums to discuss the actions required to achieve the goals of the community. This component of the CNP model directed the engagement work undertaken during this year long project.

1d. The Collaborative Neighborhood Planning Process

The Collaborative Neighborhood Planning (CNP) model guided the work of the graduate student teams. Contemporary planners who advocate this model believe in the antithesis of government-dominated planning in favor of collaborative planning that emphasizes the expertise of the people who will be impacted by their plans. Contemporary neighborhood planning espoused by the American Planning Association: (www.planning.org/policy/guides/adopted/principles-centrales-del-proceso-colaborativo-de-planificaci-n-para-la-comunidad-adoptado-por-la-asociacion-de-planeamiento-urbano).  

The Collaborative Neighborhood Planning model is reliant on a partnership between facilitators and the neighborhood residents. The model aims to empower the neighborhood residents to use and build upon the existing assets (as opposed to a need-based approach that focuses solely on problems and deficits) to shape the future of their community. There are three primary components of the Collaborative Neighborhood Planning model: community assessment, community building, and implementation stages. A brief description of each stage follows.

Community Assessment

Within this portion of CNP, students help collect neighborhood quality of life measures through a number of community assessment tools (e.g. maps, aggregation data, field surveys) in order to identify the major concerns of neighborhood residents. This assessment helps establish a baseline measurement for the community against which future progress can be gauged. For the Greater Washington neighborhood, this assessment was carried out by Prof. Burga and was carried out by applying a wide array of community building techniques as previously described.

Community Building

Community building provides an opportunity for planners to learn directly from the residents with whom they will be working. Residents come together in different engagement opportunities including community meetings, walking tours, and planning workshops, during which the students begin to (1) learn about the community and (2) to begin to build upon the existing assets (as opposed to a needs assessment that focuses solely on problems and deficits) to shape the future of their community. There are three primary components of the Collaborative Neighborhood Planning model: community assessment, community building, and implementation stages. A brief description of each stage follows.

Implementation

The participatory workshops and community meetings were used to further develop the draft vision for the neighborhood. Through these community engagement efforts, a number of community assessment tools (e.g. maps, quantitative data, field surveys) were used to identify the major concerns of neighborhood residents. This assessment helps establish a baseline measurement for the community against which future progress can be gauged. For the Greater Washington neighborhood, this assessment was carried out by Prof. Burga and was carried out by applying a wide array of community building techniques as previously described.

The model of CNP depends on a number of specific actions and steps that must be taken in order to implement the model. These steps are designed to familiarize the students with the processes involved in the collaborative neighborhood planning process. The steps are as follows:

1. Community Assessment
2. Community Building
3. Implementation

In this section, we will discuss each step in detail.

Evaluación de la Comunidad

Dentro de una parte del CNP, los estudiante ayudan a recopilar medidas sobre la calidad de vida de los residentes mediante una serie de herramientas de evaluación (e.g. mapas, agrupaciones de datos, encuestas de campo) para identificar las principales preocupaciones de los residentes de la comunidad. Esta evaluación establece un punto de partida para comparar el progreso futuro. Para el vecindario de Greater Washington, esta evaluación se realizó por el profesor Burga y se llevó a cabo aplicando una amplia gama de técnicas de construcción comunitaria como se describió anteriormente.

Construcción de Identidad Comunitaria

La construcción comunitaria ofrece una oportunidad para que los estudiantes aprendan directamente de los residentes con quienes trabajarán. Los residentes se unen en diferentes oportunidades de participación, incluyendo reuniones comunitarias, visitas guiadas y talleres de planificación, durante los cuales los estudiantes comienzan a (1) aprender sobre la comunidad y (2) comenzar a construir sobre los activos existentes (en lugar de una necesidad que enfatiza solo en los problemas y deficiencias) para moldear el futuro de su comunidad. Los tres componentes principales del modelo colaborativo de planificación comunitaria son: evaluación comunitaria, construcción comunitaria y etapa de implementación. La descripción breve de cada etapa sigue.

1. Evaluación comunitaria
2. Construcción comunitaria
3. Implementación

En esta sección, discutiremos cada paso en detalle.

El modelo de CNP depende de un conjunto de acciones específicas y pasos que deben tomarse para implementar el modelo. Estos pasos están diseñados para familiarizar a los estudiantes con los procesos involucrados en el proceso de planificación comunitaria colaborativa. Estos pasos son los siguientes:

1. Evaluación comunitaria
2. Construcción comunitaria
3. Implementación

Para este capítulo, se presentaron ejemplos de las acciones requeridas para lograr los objetivos de la comunidad. Este componente del modelo CNP guio el trabajo comprometido hecho durante este proyecto de duraci n de un año.
Implementation Bridges

The final stage of the CNP process typically results in a professional grade report that is drafted by the students, reviewed and edited by neighborhood leaders, and produced in a final, shareable format by the students. The reports endeavor to clearly list neighborhood priorities and this is key specific action steps for implementing these priorities, including timelines, potential funding sources, and persons or agencies that are to assume responsibility for carrying out the work. The three stage CNP process that culminates in the production of such a report typically takes many years, as has been exemplified with CommUniverCity\'s highly successful work in the Five Wounds Brookwood Terrace neighborhood.

However, since out of necessity our short one year of engagement with the Greater Washington neighborhood was focused primarily on the first two steps of the process, it is our hope that a team of organized and active neighborhood residents can build upon the findings of this report to formulate implementation bridges, perhaps with future support from the same partners who led the first stages of this work, should the local leaders request this assistance. Much of the material from which report is based from can be found at the end of this report.

In the next chapter of this report, we provide a brief historical sketch of the Greater Washington Area. We follow this part by considering the neighborhood from a “10,000 foot level” lens and provide a series of demographic maps that examine household composition, educational attainment, and the language spoken at home, among other important variables in the neighborhood.

FIGURE 9: Willow Street Streetscape
Willow Street is one of the main commercial corridors within the Greater Washington neighborhood. Source: Beth Martin.
2a. An Overview of Greater Washington’s Founding and Evolution

NEIGHBORHOOD HISTORY AND DEMOGRAPHIC PROFILE

In 1777, during the Spanish Mexican era, San José became the first Pueblo in California. At this time, the area we now know as the Greater Washington Area was comprised of grazing lands and cultivation plots. When the United States gained territorial authority over California in 1846, a variety of immigrants traveled into the area. In the 1890s, what was then Greater Washington was subdivided and carved to the rapidly growing population of San José. This area soon became known as the South Ward, one of the four political districts of San José.

With increasing population growth after World War I, San José implemented zoning districts that separated apartments and multifamily housing development. As the city of San José modernized and rapidly annexed new territory both within and outside the city’s boundaries. In particular, storm drains were never installed in older streets and alleyways. Consequently, in the 1980s, Greater Washington residents began to organize and implement several impactful projects in collaboration with the City of San José such as the Willow Street Neighborhood Business District in 1989, the Washington Project Crackdown area in 1997, and the construction of the Biblioteca Latinoamericana and the Washington United Youth Center in 1998. The latter two establishments are now treasured by the residents and benefit the community immensely. Preservation was the imperative to understand gentrification and its potential to transform the neighborhood.

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Greater Washington’s rich history continues to evolve as the neighborhood faces new pressures and changes. Today, Greater Washington is a diverse community with optimistic residents who hope to improve and strengthen the neighborhood it currently is and always will be. As the community is the nation’s capital, the future will be shaped by its unique culture and history.
During the 1980’s and 1990’s the political influence of Greater Washington’s Latino immigrants became evident through municipal funding efforts that led to the construction of new public infrastructures and the arrival of non-profit social service providers. According to interviews and official counts, housing and community activity during the 1980’s and 1990’s was the result of an agenda of interest public driven by the residents of Greater Washington’s neighborhoods. Community based organizations were aware of the growing grassroots influence of Washington’s Latino community. In similar fashion, the introduction of regional charities, parish schools and nonprofit community centers in the city were signals of the development of a new political arena on the city’s political landscape. Latinx immigrant communities were at higher risk of being under counted and overcoming reluctance to participate. Some immigrants distrust or fear the federal government, especially in light of recent raids and deportations. Undocumented immigrants and their families that include children may worry that statistics about growing immigrant communities, or information about the number of persons in a household, will be used to mount a perception of high poverty or criminal activity. This concern, or enforcement action from landlords or housing authorities. 

Greater Washington’s neighborhood as delineated by the Strong Neighborhood Initiative has an area total of less than one square mile, is home to over 12,500 people and nearly 3,500 household, and houses a highly diverse populace. Since the neighborhood houses many immigrants, we feel it is important to note how the U.S. Census Bureau estimates the portion of the population. To begin with, the census counts every person regardless of immigration status. The census is extremely important for documenting the growth of immigrant communities, allocating resources for needed services, and identifying areas where civil rights enforcement may be needed. Immigrant communities are at higher risk for being under counted and require special attention to ensure an accurate count. (Source: “Immigrants and the Census”, http://www.civilrights.org/census/messaging/immigrants.html accessed May 13, 2015)

Community based organizations can play a key role in helping immigrants understand the importance of being counted and overcoming reluctance to participate. Some immigrants distrust or fear the federal government, especially in light of recent raids and deportations. Undocumented immigrants and their families that include children may worry that statistics about growing immigrant communities, or information about the number of persons in a household, will be used to mount a perception of high poverty or criminal activity. This concern, or enforcement action from landlords or housing authorities. English proficiency can be a perception of high poverty or criminal activity. This concern, or enforcement action from landlords or housing authorities. 

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Educational Attainment

<table>
<thead>
<tr>
<th>Number of persons over 25 years of age that hold a Bachelor degree by Census Block Group</th>
<th>Greater Washington/Latinx</th>
<th>Willow Glen/Latinx</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater Washington/Latinx</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Willow Glen/Latinx</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

Educational Attainment Number of persons over 25 years of age that hold a bachelor degree by census block group. This graph reflects the percentage difference between Greater Washington/Latinx and Willow Glen/Latinx which is an affluent neighborhood located in the West.

Source: Civil Rights Monitor

Logro Escolar

<table>
<thead>
<tr>
<th>Numero de personas de 25 años o más que tienen un grado de licenciatura por grupo de bloques</th>
<th>Greater Washington/Latinx</th>
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Logro Escolar Numero de personas de 25 años o más que tienen un grado de licenciatura por grupo de bloques. Este gráfico refleja la diferencia porcentual entre Greater Washington/Latinx y Willow Glen/Latinx, que es un barrio más afluente localizado en el Oeste.

Source: Instituto Comunitario Monitor

Duran los años 1940 y 1990, la influencia política de los inmigrantes latinos en Greater Washington se hizo evidente a través de los esfuerzos de financiación municipal que llevaron a la creación de nuevas infraestructuras públicas y la llegada de proveedores de servicios sociales en las áreas de lucha. De acuerdo a las entrevistas e historias orales se llevaron a cabo con los líderes comunitarios, las actividades comunitarias durante los últimos años han sido de la mano de la comunidad latina. En las últimas décadas, la influencia de la comunidad latina en Greater Washington ha sido un factor impulsado por la base de la comunidad latina. De manera similar, la introducción de las organizaciones benéficas y las escuelas parroquiales han sido una parte de vida pública. Una preocupación, entonces, es si la percepción de alta pobreza o actividades criminales se pueden usar para justificar la sujeción y la protección. Algunos inmigrantes pueden pensar que es ilegal para los inmigrantes involucrados participar en eventos para los cuales se registraran para votar. Otros pueden preocuparse de que las noticias sobre los inmigrantes de encolicular se informen en los medios de comunicación, que el número de personas que viven en un mismo hogar, da lugar a una reacción negativa de los activistas anti-inmigrantes y funcionarios locales. A la luz de las leyes vigentes para los inmigrantes y las leyes de derechos civiles, los inmigrantes de encolicular pueden poner en peligro su seguridad y su protección. Algunos inmigrantes pueden pensar que es ilegal para los inmigrantes involucrados participar en eventos para los cuales se registraran para votar. 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To encourage participation, the Census Bureau produces questionnaires and provides telephone assistance in six languages, and runs advertising in thirteen languages in addition to producing guides to the census in more than sixty languages. (Source: “Immigrants and the Census”, http://www.civilrights.org/census/messaging/immigrants.html accessed May 13, 2015)

Next, we provide a snapshot of selected demographic statistics that help tell the story of Greater Washington including educational attainment, median household income, monolingual Spanish speakers, median age, average household size, and renter-owner housing split. Note that the maps contain data for the six census block groups inside Greater Washington as well as for a number of areas adjacent to the neighborhood. Taken together, these maps and indicators reveal a neighborhood in the midst of significant transitions.

Educational Attainment (Previous Page)
The residents of the four sub neighborhoods of Greater Washington have, on average, a lower rate of educational attainment when compared to averages for the City of San José as a whole. For example, when it comes to attainment of a college degree, less than eight percent of Greater Washington residents are estimated to possess one as compared to the city wide estimate of 23.3 percent (+/- a margin of error of 0.4 percent per 2008-2012 American Community Survey 5 Year estimates). Figure 11 displays the number of residents, age 25 years and older, who have a Bachelor’s degree. The color gradient reflects notable differences between Greater Washington and the more affluent Willow Glen neighborhood to the west.

Median Household Income
The most recent 2010 census data shows that the median household income for the City of San José was $70,243. Figure 12 reflects lower median incomes in and around Greater Washington for the same year; note that some areas have a median household income nearer to $41,000 while other areas have a median household income between $52,000 and $60,000. Similar to the map in Figure 11, disparities between Greater Washington and Willow Glen are apparent. The map reinforces the perception of Highway 87 as a distinct line of demographic demarcation between these two areas of central San José.
Monolingual Spanish Speakers

Figure 13 displays the number of adults between the age of 18 to 64 years old that are monolingual Spanish speakers (i.e., they speak Spanish but no English). Once again, you will note clear distinctions between Greater Washington and adjacent neighborhoods. Note, too, the concentration of darker-colored blocks in the central part of the neighborhood.

Hispanohablantes Monolingües

La Figura 13 muestra el número de adultos entre la edad de 18 a 64 años de edad que son hispanohablantes monolingües (es decir que hablan español pero no inglés). Una vez más, usted notará las distinciones claras entre Greater Washington y barrios adyacentes. Note, también, la concentración de bloques de color más oscuro en la parte central del vecindario.
**Median Age**

Figure 14 presents median age by block group within the Greater Washington Neighborhood and surrounding areas. The lighter tan blocks reveal that Greater Washington tends to have younger residents when compared to surrounding neighborhoods. In fact, the median age of the entire Greater Washington Neighborhood is 29.9. Approximately half of the population is under the age of 30.

**FIGURE 14: Median Age**

Median age by Census Block Group.
Source: Esri Community Analyst

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**Edad Promedio**

La Figura 14 presenta la edad promedio por grupos de bloques censal dentro del vecindario de Greater Washington y sus alrededores. Los bloques claros revelan que el Greater Washington tiende a tener residentes más jóvenes en comparación con vecindarios que están alrededor. De hecho, la edad promedio del vecindario Greater Washington es de 29.9. Alrededor de la mitad de la población tiene menos de 30 años.
**Household Size**

Figure 15 displays the average household size for the Greater Washington neighborhood and surrounding areas. The concentration of the darker red and orange blocks, especially in the northern part of the neighborhood, indicates that Greater Washington has a higher household size than adjacent neighborhoods. This supports information gathered at community meetings that multiple families may live together under one roof. Four of the block groups within this neighborhood show an average household size of approximately 4.5 persons versus the citywide average of just over 3 people per household, per the 2010 US Census.
Rental/Owner Housing Units

There are nearly 3,500 households in Greater Washington. Figure 16 displays the number of these households that are renter occupied. Note the variation throughout the neighborhood as one moves from north to south: the two most northwestern block groups each contain less than 261 rental housing units while the most southern block group has between 769 and 1022 rental units. Overall, there is an increasing number of renter occupied units as one travels from the northern to the southern part of the neighborhood.

FIGURE 16: Rental Housing Units
Renter occupied housing units by Census Block Group.
Source: Esri Community Analyst

FIGURA 16: Alquiler / Propietario de Vivienda
Viviendas alquiladas según el grupo de sección censal.
Fuente: Esri Community Analyst

Rental/Propietario de vivienda

Hay alrededor de 3,500 hogares en Greater Washington. La Figura 16 muestra el número de estos hogares que están ocupados por inquilinos. Tenga en cuenta la variación a lo largo del vecindario al moverse del norte al sur: los dos grupos de bloques más noroeste tienen menos de 261 unidades de alquiler, mientras que la mayor parte del grupo de bloques del sur tiene entre 769 y 1022 unidades de alquiler. En total, hay un número creciente de unidades ocupadas al moverse de la parte norte al sur del vecindario.
CHAPTER 3

THE VOICE OF THE COMMUNITY: WHAT WE LEARNED AND HOW WE LEARNED IT

Chapter 3 provided an overview of the research process undertaken by three student teams from San José State University as well as an overview of the project partners. Chapter 3 detailed how the project proceeded, offering an overview of the process undertaken by the three student teams from San José State University as well as an overview of the project partners. It followed by providing an overview of the project partners, Chapter 2 continued.
Lack of Representation: Many residents believe that their voices are underrepresented in city decisions and there is a split view on the benefit of past city investment in the area. Some residents, however, do believe that past investment in the area has benefited the community. The gathered data also reveals that a majority of residents feel that they do not have a voice in decisions taken by local government.

Residents reported that decisions of local government rarely, if ever, benefited the community. There is a split view on the benefit of past city investment in the area. Some residents believe that there has been a lack of investment, with many feeling that the city has acted as a gentrifying force, pushing current families out of their homes. Others believe that the city has been responsible for the improvement of the area, particularly through the improvement of public services and community amenities in the neighborhood. A number of residents noted that this sense of sub-neighborhood is not counted in city decisions is that “this neighborhood lacks proper leadership.”

Falta de Representación: Muchos de los residentes creen que su voz no es considerada cuando la ciudad toma decisiones que vinculan a la comunidad. Por lo tanto existen dos posiciones a la hora de decidir si lo que la ciudad hace es en beneficio o no beneficio para ellos.

Los residentes dijeron que las decisiones tomadas por el gobierno local son tópicamente beneficiosas para la comunidad. La información recopilada revela que la mayoría de los residentes sienten que sus decisiones no son utilizadas en su beneficio. En ocasiones, las decisiones que toman la ciudad, pero los residentes no han sido consultados acerca de ellas. Algunos residentes no obstante, creen que algunas decisiones tomadas por la ciudad han ayudado y contribuido al mejoramiento de la comunidad, proporcionando servicios y oportunidades que no estaban disponibles anteriormente.

Es de mucha importancia que un anticipatorio exista y persista entre los residentes de la comunidad, es el querer saber cómo mejorar la comunidad para las personas que viven allí. Un residente dijo que lo que piensa por las opiniones de los residentes del área es que la ciudad no se ha mejorado. Algunos residentes no dejan que las decisiones de la ciudad se hagan con consentimiento. A menudo, se especula que la motivación de esta falta se debe a que no hay incentivos o, simplemente, los residentes no tienen tiempo para darles un aporte.

In one interview with a Washington resident, the interviewee noted that education is “a big factor in success.” Many other interviewees echoed this sentiment and residents believe that decision of a good future is a good education. Many of the residents believe that giving their children a good education will allow them to have more options in their future. In addition to education, in an area where many residents are monolingual Spanish speakers and not exposed to English, being able to have speakers of English in the neighborhood is very important. If children are not exposed to English, they are more likely to struggle with it later in life.

En una entrevista con un residente de la comunidad Washington, el entrevistado resaltó que la educación es “un factor muy importante en el éxito.” Muchos otros entrevistadores expresaron el mismo sentimiento y los residentes creen que una buena educación es el comienzo de un buen futuro. Muchos de los residentes creen que dándoles una buena educación a sus hijos les permitirá tener más opciones en el futuro. Además a la educación, en una área donde muchos residentes son monolingües de español y no tienen una experiencia de inglés, tener hablantes de inglés en el vecindario es muy importante. Si los niños no tienen contacto con el inglés, será más probable que tengan dificultades con él a largo plazo.

Inability to address all needed resources (such as recreational programs) means that it cannot function as the catch all resource for the community. Some residents alluded to the need for a central area of local shops and parks to generate neighborhood pride and confidence in their choice to live there.

La incapacidad de abordar todos los recursos necesarios (como programas recreacionales) significa que no puede funcionar como el recurso multifuncional para la comunidad. Algunos residentes se refirieron a la necesidad de tener una zona centralizada en la que los residentes puedan sentirse orgullosos de vivir en ella.

In another interview with a Greater Washington resident, the interviewee noted that the Biblioteca Latinoamericana is a “treasured community asset.” The Biblioteca Latinoamericana is a unifying and appreciated community asset, its limited hours and inability to address all needed resources (such as recreational programs) means that it cannot function as the catch all resource for the community. Some residents alluded to the need for a central area of local shops and parks to generate neighborhood pride and confidence in their choice to live there.

En otra entrevista con un residente de la comunidad Washington, el entrevistado resaltó que la Biblioteca Latinoamericana es un “elemento muy apreciado y un gran recurso para la comunidad.” La Biblioteca Latinoamericana es un recurso unificador y apreciado de la comunidad, aunque su horario limitado y incapacidad para abordar todos los recursos necesarios (como programas recreacionales) significa que no puede funcionar como el recurso multifuncional para la comunidad. Algunos residentes se refirieron a la necesidad de tener una área centralizada donde los residentes puedan sentirse orgullosos de vivir allí.
Washington Youth Center, the Biblioteca Latinoamericana, and the Sacred Heart Church are places that serve as "institutional role models." Using an ethnographic lens, students indicated that the Greater Washington Youth center staff models positive traits such as "stability, altruism, leadership, and being above the influence" while the Biblioteca Latinoamericana staff emphasized and represented "education, unity, and cultural awareness." Parents concern centric focus, dissonance in community as a whole greatly suffered from reduced hours and financial support for these institutions.

Anthropology students investigated family structure and patterns within the neighborhood. In general, income, safety, domestic care, and education were the most important for the priorities for the interviewed families. The father is often the main financial provider while the mother often serves in the main provider of domestic care. Most importantly, it appears that mothers are the primary force behind engagement and volunteerism in the community. Students found that the large number of mothers who volunteered to be part of their survey mirrored this finding. Moreover, one group of students reported on an "educational institution" model. fathers play a key role in the family, with the most prominent in the community as teachers extracurricular classes at Washington Elementary School, attending City Council meetings, and volunteering at Sacred Heart Parish events.

Police Interaction: Residents tend to view police with distrust.

Many interviewed residents felt that high levels of property and violent crime, as well as gang activity, is a significant concern that impacts their personal safety on a daily basis. Additionally, many learned that many residents do not trust the San Jose police force to be able to reduce crime and gang activity in the area.

In fact, multiple interviewees reported that they thought the police force used the community as a "training ground" for new cops. Some residents feel that police don’t listen or try to solve their concerns and that a quick turnover of police officers makes it hard for the department to build a relationship with the residents.

The police are viewed as agents of the state and not as a part of the community. Many residents report that the police are perceived as not truly understanding the community and its needs. This perception is reinforced by the fact that the police are often seen as being too aggressive in their interactions with residents.

The community as a whole suffers greatly from reduced hours and financial support for these institutions. The Washington Elementary School is the only elementary school located within the Greater Washington neighborhood and is a hub for educational and extracurricular activities. The school is also the center of community life, with parents and children participating in various activities such as teaching extracurricular classes, attending City Council meetings, and volunteering at Sacred Heart Parish events.

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Buscando Liderazgo en Greater Washington

¿Dónde puede liderar Greater Washington en medio de cambio? Esta es una pregunta clave que impulsa a la clase de Evaluación de la Comunidad. Esta pregunta fue re-energizada por preguntas formativas adicionales que abarcan la práctica del liderazgo, la pedagogía y la ética. ¿Quién representa la identidad y el futuro del barrio? ¿Quién defiende su espacio y defiende sus intereses? ¿Quién tiene el control? ¿Quién tiene el poder? Las preguntas formativas y la práctica del liderazgo se pueden aplicar para considerar cómo pueden ser usados para contar los relatos de liderazgo de los miembros de la comunidad. Se interpeló acerca del conocimiento, los derechos y los desafíos del liderazgo, de sus habilidades, de sus conocimientos y de sus experiencias. Se planteó la pregunta de cómo un cambio en una comunidad puede beneficiar a los antiguos residentes que pueden ser investidos a través del liderazgo mientras que nuevos residentes se mudan a la comunidad.

Dada esta condición, las preguntas formativas que impulsaron la clase de evaluación de la comunidad eran, ¿cuál es el futuro de la identidad y el liderazgo de la comunidad? ¿Quién tiene la voz y qué derechos tienen? ¿Qué herramientas y/o experiencias podría proporcionar la clase de evaluación de la comunidad para permitir el liderazgo en esta comunidad?

Para considerar estas preguntas, la clase trató de considerar cómo las capacidades de liderazgo podrían desarrollarse en el Greater Washington a través de las contribuciones de los inmigrantes residentes. Muchos de los inmigrantes residentes en el barrio son activos paladines de su comunidad. De hecho, uno de los principales logros de la comunidad es su participación cívica y ferviente activismo, que pueden ser usados para contar los relatos de liderazgo de los miembros de la comunidad. Se preguntó acerca del conocimiento, los derechos y los desafíos del liderazgo, de sus habilidades, de sus conocimientos y de sus experiencias. Se planteó la pregunta de cómo un cambio en una comunidad puede beneficiar a los antiguos residentes que pueden ser investidos a través del liderazgo mientras que nuevos residentes se mudan a la comunidad.

Esta característica se puede encontrar en la forma en que los residentes inmigrantes indocumentados participan y ejercen su liderazgo en sus barrios. Muchos de los inmigrantes residentes en el barrio son activos paladines de su comunidad. De hecho, uno de los principales logros de la comunidad es su participación cívica y ferviente activismo, que pueden ser usados para contar los relatos de liderazgo de los miembros de la comunidad. Se preguntó acerca del conocimiento, los derechos y los desafíos del liderazgo, de sus habilidades, de sus conocimientos y de sus experiencias. Se planteó la pregunta de cómo un cambio en una comunidad puede beneficiar a los antiguos residentes que pueden ser investidos a través del liderazgo mientras que nuevos residentes se mudan a la comunidad.
An important aspect of enabling this platform involved the interrogation of planning’s participatory methods, mainly a re-consideration of how deliberative practices deal with the asymmetries of power and knowledge embedded in a relationship between citizen and expert. Planning practice, at its core, aims to uphold the principles of democracy and participation. But how does one mechanize work when the resident does not have the rights and privileges to participate in the political community where she inhabits? This question was framed by other planning alternatives emphasized by the instructor: how could expert knowledge and popular knowledge be balanced to foster specific scopes for the planning process? How could census tract demographic data represent the traces of “invisible” undocumented immigrant life? How could planning practice uphold the principles of planning participation? What would be the traces of “invisible” undocumented immigrant life? How could planning practice embrace the principles of planning participation? What could the traces of “invisible” undocumented immigrant life mean for the planning process? How could the knowledge of residents that have the rights and privileges of participating in the political community where they reside be amplified to uphold the principles of planning participation?

The first step in developing a strategy consisted in embracing community leaders rather than re-producing expert knowledge. Instead of working towards planning the places where residents in Greater Washington, DC, walk their streets, support their local retail, experience the movements of people and goods, and witness the poverty and blight that had come to characterize the neighborhood’s appearance. By placing El Hub in the neighborhood, a process of continuous deliberation between students and residents emerged. Far from compartmentalized practice of planning participation, El Hub became a staging ground for the first phase of semester's activities. At El Hub students would not only confront planning issues and questions, but also become familiar with the neighborhood’s landscapes, the faces of its residents, and the stories, contexts, events and sounds that made up the experience of Greater Washington. They would navigate Greater Washington, DC, from a student-driven perspective, appreciate the economic, social and cultural movements of people and merchandise, and were testos of the poverty and the destitute that had been characterized in the aspect of the barrio.

As the trusting relationships between students and residents became anchored through repeated encounters, the fields of planning — techniques, values, categories and products — would be re-marshaled for the supervision and scrutiny of Greater Washington’s residents. Residents were invited to interpret their community and city through the eyes of the students, and were asked to express any type of question, as they felt necessary. This dimension enhanced the accessibility of the planning practice to residents of Greater Washington; it embedded the capacity of El Hub to translate the professional knowledge of students into a language understandable by the residents.

The class of Evaluation of the Community was conceived as an environment where the process of planning urban development could be engaged with the community in mind. It was estimated that there are at least 200 to 250 residents who are undocumented in Greater Washington, DC. The class sought to establish a platform where residents could amplify their voices regarding planning needs and determine a common ground for the future vision of their community. The class of Evaluation of the Community was conceived as a safe space of enunciation, where innovation, Latino identity, and the process of deliberation exemplifying planning practice could be engaged with the community in mind. As the trusting relationships between students and residents became anchored through repeated encounters, the fields of planning — techniques, values, categories and products — would be re-marshaled for the supervision and scrutiny of Greater Washington’s residents. Residents were invited to interpret their community and city through the eyes of the students, and were asked to express any type of question, as they felt necessary. This dimension enhanced the accessibility of the planning practice to residents of Greater Washington; it embedded the capacity of El Hub to translate the professional knowledge of students into a language understandable by the residents.

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Exploring Planning Policy

Once El Hub was established, the class moved into the first assignment for the semester: a policy analysis of past and present planning efforts in the neighborhood. This involved engaging local city planning staff and reviewing past plans to determine their successes and failures through discussions with the community. The ultimate goal of this assignment was to create an account of the neighborhood’s official record of planning policy and also investigate its unofficial history; that is, its street-level experience of successes and failures.

An excursion into the inventory of previous planning documents, plans, and charts, provided the class with an introduction to questions concerning the neighborhood’s antecedent conditions. How did we get to now, and why? How had community participation and outreach been managed before? Who were the actors involved? And how could the community assessment class build upon previous efforts and avoid past failures to foster leadership?

During the first two class sessions, students met with city officials and community development representatives to explore the neighborhood’s policy context. We walked throughout Greater Washington to explore the area’s environmental history, landmarks and zones, while reflecting on how planning policy had shaped the area. The voice of Paul Pereira, a District Three councilmatic, provided a valuable historical narrative of past planning policy that had shaped the area. Through this walk, students were asked to synthesize their work into a series of points of analysis that could be presented to the community for information and deliberation. The ultimate goal of this exercise was to go beyond description and criticism to form questions that could activate new scopes of action. In this sense, the analysis also was generative, pointing towards the next phase of the class.

In reviewing the documentation, students were asked to synthesize their work into a series of compelling analytical points that could be presented to the community for review and information. They reviewed planning documents and neighborhood level plans. Their analysis was organized by those categories: purpose, historical background, governance and outreach, evaluation, funding, and coordination. A chief task for this assignment was to go beyond description and critically the evidence to form questions that could activate new scopes of action. In this sense, the analysis also was generative, pointing towards the next phase of the class.

The policy analysis phase culminated in two presentations that were attended by more than thirty residents from the community as well as policy experts. San Jose’s CommUniverCity staff and representatives to explore the neighborhood’s policy context. We walked throughout Greater Washington to explore the neighborhood’s environmental history and its historical connection to the San Jose River. Omar also provided an introduction to the network of nonprofits that are active in the area and who advocate for the community. These walks provided the class with an overview of the neighborhood’s physical conditions, challenges and prospects through the eyes of important policy experts.

Following each walk students returned to El Hub to synthesize their observations, consider next steps and brainstorm the dominant themes and categories that emerged in the policy narrative for each assignment. At this stage, students were asked to evaluate their observations and those of their classmates to develop a comprehensive understanding of the policy experts in relation to actual documentation.

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Chapter 3 / Capítulo 3
Greater Washington Voces de la Comunidad - Fall 2015 / Otoño 2015

PURPOSE
To develop a comprehensive approach to improve the area’s safety, appearance, and overall quality of life, the Washington Neighborhoods Initiative was established in 2007.

TAKEAWAY
Ten years after a comprehensive planning process initiated in Washington, many neighborhood improvements and new, updated plans are now in place in key locations such as the Washington Elementary School, however much remains to be done.

CONCLUSION
After the construction of the new neighborhood improvements plans, it is evident that the community is working towards a safer and more vibrant neighborhood.

Figure 23: Planning Policy in Greater Washington: A General Overview
Fuente Fernando Burga
that was brought to a sudden halt around 2008. Until that point, residents in Greater Washing
ton had benefited from previous community planning efforts, nonetheless, many promises had remained unfulfilled. The neighborhood had arrived at its current state after a ten-year period of planning efforts that took place through a comprehensive policy framework shaped by the Strong Neighborhood Initiative.

During its tenure the SNI identified Washington (as well as 19 other central San Jose neighbor-
hoods) as High Priority. During a decade-long period that included dozens of community meet-
ingss with city officials, nonprofit actors, academics, activists, entrepreneurs and local residents, a series of Neighborhood Improvement Plans were put in motion. These plans were slow to come to the neighborhood, they had nevertheless taken place and, more important, a culture of planning advocacy had emerged in the neighborhood through the practice of local leadership.

Neighborhood planning in Greater Washington, however, met its demise with the dissolution of the Strong Neighborhood Initiative. The shrinkage of municipal planning efforts and the demise of formalized community planning in Greater Washington happened in parallel with the intensification of gentrification in the Bay Area. In the absence of a robust a planning framework that would empower local residents with the power to unify and/or envision alternatives through planning and its policy framework, Greater Washington neighborhood planning, and/or organizational efforts to create and sustain a planning carta local para localizar importantes lugares concernientes a temas de planeamento urbano en el area. De Viní O’Brian, un estudiante de la clase de evaluación comunitaria escucha a residentes y desarrolla mapas cognitivos como testigo de su experiencia. La pregunta que llevó a cabo el estudiante era: ¿Cómo podría la práctica del mapeo cognitivo cerrar el cisma entre el experto y el no experto, el ciudadano y el no ciudadano, el espíritu y el espíritu de la ciudadanía, residentes y comunidad?

La representación del liderazgo: Mapas cognitivos como testimonio

El planteamiento de la función de representación en la ciudadanía emergió en el distrito desde el ejercicio de localización de los puntos más importantes de la planificación urbana. De Viní O’Brian, estudiante de la clase de evaluación comunitaria escucha a residentes, desarrolla mapas cognitivos como testigo de su experiencia. La pregunta que llevó a cabo el estudiante era: ¿Cómo podría la práctica del mapeo cognitivo cerrar el cisma entre el experto y el no experto, el ciudadano y el no ciudadano, el espíritu y el espíritu de la ciudadanía, residentes y comunidad?
To facilitate this exercise, the community assessment class turned to the leadership and vision of María Marcelo, an important community leader who was well respected as Greater Washington’s and the relationships that bond it became visible.

The cognitive mapping workshop turned students into facilitators who practiced community participation techniques by developing empathy with other people who shared the same space. The workshops became conversation pieces between students and residents. Students were asked to listen carefully and draw with, for, and according to residents’ needs. If drawing did not take place on the page, it was not considered a problem, rather it was accepted as an entry for valuable conversation about relevant issues involving the community. The process required paying attention not only to what mattered as relevant information, but also listening to the person who provided the information to get to know him or her. During these sessions, residents constantly verbalized their concerns in spatial terms, but also in non-spatial terms. At times they referred to an abstract demographic data into human interaction in real time. The cognitive mapping provided a qualitative counter-balance to the historical record of planning leadership.

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2. Develop a Comprehensive Vision to deal with Housing Affordability

The process of translating the seminar’s activities into an exhibit consisted in producing a visual narrative that was accessible and convincing to a wide public. To accomplish this, the graphics were categorized into a number of segments that became coherent during meetings with residents: Schools, Affordable Housing, Transportation and Walkability, Informal Retail, and Health and Public Space. Each of these themes developed over many weeks through ongoing pin-ups and conversations with residents and the continuous integration of new findings, data and graphics. The visual narrative not only included the representation of data, but also proposals that would empower Greater Washington’s residents to practice their leadership. In the following section we summarize these findings.

Community Assessment Findings

1. Create greater Opportunity for Healthier Lifestyles

Students noted that a major priority for residents is creating greater opportunity for healthier lifestyles. Specifically, residents want more options for affordable, high quality food to eat and open spaces outside for children to play. What it comes to access to neighborhood parks, residents note that there are few local grocers within the Greater Washington area and, in the words of one resident, “most of the time we are forced to go elsewhere and spend more money.”

Regarding access to good open spaces suitable for children to play, one resident responded “we don’t send our kids to the parks because we don’t feel safe.” This idea that existing parks within the neighborhood boundaries are not safe was echoed by other residents who felt that the presence of crime, prostitution, and people experiencing homelessness often made parks undesirable. Instead, as one resident explained, kids currently use streets, sidewalks, and empty parking lots for play. Residents noted that they have to leave their immediate neighborhood to find suitable places for children, including Happy Hollow Park or Kelley Park.

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Regarding access to good open spaces suitable for children to play, one resident responded “we don’t send our kids to the parks because we don’t feel safe.” This idea that existing parks within the neighborhood boundaries are not safe was echoed by other residents who felt that the presence of crime, prostitution, and people experiencing homelessness often made parks undesirable. Instead, as one resident explained, kids currently use streets, sidewalks, and empty parking lots for play. Residents noted that they have to leave their immediate neighborhood to find suitable places for children, including Happy Hollow Park or Kelley Park.

2. Develop a Comprehensive Vision to deal with Housing Affordability

The process of translating the seminar’s activities into an exhibit consisted in producing a visual narrative that was accessible and convincing to a wide public. To accomplish this, the graphics were categorized into a number of segments that became coherent during meetings with residents: Schools, Affordable Housing, Transportation and Walkability, Informal Retail, and Health and Public Space. Each of these themes developed over many weeks through ongoing pin-ups and conversations with residents and the continuous integration of new findings, data and graphics. The visual narrative not only included the representation of data, but also proposals that would empower Greater Washington’s residents to practice their leadership. In the following section we summarize these findings.

Community Assessment Findings

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3. Decrease Barriers to Walkability in the Neighborhood

Students learned quickly from community residents that busy and fast-moving traffic, inoperable street lights, and crime made certain areas within the neighborhoods inhospitable to pedestrians. The students knew that crosswalk improvement options and lighting changes that could be an inexpensive and effective solution. In dialogue with community residents, it was expressed that informal businesses can provide economic benefit and livelihood to the vendors who cannot access formal business opportunities due to citizenship status or insufficient capital to obtain permits, and (2) they fulfill a community need that otherwise is not being met by formal establishments. The student teams surmised that informal businesses could become linchpins for economic development since revenue from local businesses often remains in the local economy. The question arose: how can local, informal businesses become active investors in the neighborhood? Case in point: during an interview with an ambulatory vendor, students learned that this business owner used to have a store but with the struggling economy he could not keep it. Nonetheless, he gives back to the league and recently donated 100 soccer balls in April to the league for Day of the Child.

One of the gems of Greater Washington is the great number of informal businesses that directly serve the needs of neighborhood residents. The students defined informal businesses in those that operate outside of existing zoning regulations, building codes, or retail permits. These businesses include street vendors and home businesses.

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4. Increase Support for Informal Businesses

In dialogue with community residents, it was expressed that informal business vendors serve two purposes: (1) to provide economic benefit and livelihood to the vendor who cannot access formal business opportunities due to citizenship status or insufficient capital to obtain permits, and (2) they fulfill a community need that otherwise is not being met by formal establishments. The student teams surmised that informal businesses could become linchpins for economic development since revenue from local businesses often remains in the local economy. The question arose: how can local, informal businesses become active investors in the neighborhood? Case in point: during an interview with an ambulatory vendor, students learned that this business owner used to have a store but with the struggling economy he could not keep it. Nonetheless, he gives back to the league and recently donated 100 soccer balls in April to the league for Day of the Child.

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5. Examine potential for a Middle School within the Greater Washington Area

“We need a neighborhood middle school because it would be closer for students, within walking distance, and convenient,” reports one Greater Washington resident. Currently, due to the absence of a middle school within the neighborhood, residents feel that parents cannot monitor kids as well as they would like to. In addition, the larger distance that children need to walk makes up for the school makes it harder for parents to pick up their child if they get sick. While parents make a choice to walk a middle school can serve as a way to help the community. This is especially important in the multicultural and contemporary society, it is important to include this issue in an alcohol-free way. The conclusion of the Community Assessment in December 2013 marked the culmination of an array of foundational steps in the Greater Washington neighborhood planning process of Connect/City staff members and SUSU faculty were introduced to the community leaders, working relationships were established, and the enthusiasm and talents of the graduate student teams was exemplified by actively listening to community residents and turning those observations into graphic charts that captured priorities and alternatives in the community. The community residents benefited from the discussions provided through academic exercises, while the graduate students embraced service learning aspects of their experience in the community.

FIGURE 27: Community Assessment Final Review
Kim Thai, student from the community assessment class, showcased one of the posters created for the public to present their ideas and show their understanding of the neighborhood. Source: Santa Clara University

FIGURE 28: Presentation Final de la Clase de Evaluación Comunitaria
Kim Thai, estudiante del curso de evaluación comunitaria, demostró un de sus trabajos. Fuente: Santa Clara University

5. Determinar los obstáculos para crear la comunidad

Los estudiantes se enteraron de que las razones por las que los residentes de la comunidad, que informaron de la falla frecuente de la iluminación en la ciudad, la falta de seguridad de los transeúntes en las calles, los problemas de infectividad de las calles, el fuerte flujo de vehículos en las calles principales, la falta de la adecuada longitud de las calles, y la falta de soluciones a estes problemas. En respuesta a estos problemas, los estudiantes realizaron algunas propuestas: (1) dimensionar las calles para que los niños puedan caminar para llegar a ellos, (2) construir escuelas secundarias en los barrios de la ciudad, para que los padres no puedan esperar a sus hijos después de la escuela, especialmente cuando se encuentran en un área de tráfico intenso, y (3) construir un puente de seguridad para las calles. Sin embargo, para que estos problemas puedan ser resueltos, hay que implementar estos proyectos en la ciudad. Los estudiantes aprendieron rápidamente, por medio de la conversación con los residentes de la comunidad, que la comunidad se benefició de las discusiones y los ejercicios propuestos, mientras los estudiantes de la clase de evaluación comunitaria se beneficiaron de los elementos gráficos que capturaron las prioridades y alternativas en Greater Washington. Los miembros de la comunidad se beneficiaron de los elementos gráficos que capturaron las prioridades y alternativas en Greater Washington. Los miembros de la comunidad se beneficiaron de los elementos gráficos que capturaron las prioridades y alternativas en Greater Washington.
In addition, residents noted new housing developments under construction in the area and expressed a specific concern with a mismatch between high rental prices and housing quality: for example, Sunnyside, a new condominium complex, was noted that the developer had agreed in 2008 to build a public park that met the needs of the residents. Most alarming, many participants at the meeting at Washington Youth Center shared stories of being honked at by men as they walked home from the Biblioteca Latinoamericana. It seems that more than the presence of prostitutes while returning home from the Biblioteca Latinoamericana caused overcrowding and that, oftentimes, two families are needed to afford a home. Participants expressed concerns that overcrowding produces very negative impacts on their children’s lives and psyche.

In addition, residents noted new housing developments under construction in the area and expressed concern about their affordability and the likelihood that these developments would exclude current residents. Moreover, participants noted that increased rental prices have caused overcrowding and that, oftentimes, two families are needed to afford a home. Participants expressed concerns that overcrowding produces very negative impacts on their children’s lives and psyche.

create safe public places, reduce prostitution.

Participants strongly believed that the presence of prostitution in the neighborhood leads to sexual harassment of residents and is an unsafe environment for pedestrians. More alarming, many participants at the meeting at Washington Youth Center shared stories of being honked at by men as they walked home from the Biblioteca Latinoamericana. It seems that more than the presence of prostitutes while returning home from the Biblioteca Latinoamericana caused overcrowding and that, oftentimes, two families are needed to afford a home. Participants expressed concerns that overcrowding produces very negative impacts on their children’s lives and psyche.

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Most residents believe that many of the sex workers in the area are not from the Greater Wash-
ington neighborhood but from many other areas around San José and the Bay Area. Some be-
lieved that prostitution moved to places where it would be tolerated, and that prostitution had
moved around from different neighborhoods to the Greater Washington neighborhood because
residents of other neighborhoods had relied on that area from their area.

There is a strong consensus among participants that Bay Area pimps are exploiting the sex work-
er in this area. In response, many respondents shared a desire to connect these exploited sex
workers with educational and employment opportunities. Residents also proposed an awareness
campaign, like a day-long march, to highlight the problems surrounding sexual exploitation and
the resulting unsafe environment that prostitution brings to the neighborhood.

Provide more Resources for Community Youth Centers

The sub-neighborhoods of Greater Washington displayed a collective concern for preserving
and further improving the youth service centers in their areas. The attendees of the three com-

munity meetings expressed how important these youth centers are to their community. Their
conversation highlighted the positive aspects of these centers which included: 1) recreational
and educational programs that keep kids occupied and engaged in positive activities, 2) safe
space with impactful services.

The Washington Youth Center, the Alma Youth Center, and the Gen X Center are really helping
bring the community together which Alma often struggled with.

Primeros mayores recursos a centro juvenil comunitario

Los sub-vecindarios de Greater Washington demostraron una preocupación colectiva por mantener
y continuar mejorando los centros de servicios juveniles en sus áreas. Los asistentes de las tres juntas
de la comunidad expresaron la importancia que estos centros juveniles tienen en su comunidad. La
conversación destacó los aspectos positivos de estos centros, entre ellos que: 1) proporcionan
actividades recreativas y programas educativos que mantienen a los jóvenes fuera de las calles
y en actividades productivas; 2) ofrecen un lugar seguro y con servicios que benefician a los juveniles;
3) proporcionan como el Centro Juvenil Washington, el Centro Juvenil Alma y Gen X, beneficios para el
youth and highly prized by the adults.

However, the attendees were extremely distressed about the lack of funding for this youth cen-
ters. In fact, as a coordinator of the Alma Youth Center explained, that center was actually
considered a failure by the youth because of dedicated student, church, and community volun-
teers. Most of the funding came from donations in collaboration with Santa Clara University and
nonprofit organizations. The attendees expressed concern about the lack of funding leading to
lesser hours for the Alma Youth Center. Consequently, this means that the youth who usually
utilized the center during open hours ended up socializing during closed hours. In the Youth Center,
the kids expressed that they felt safe and at home but on the streets, these kids were vulnerable and
as a result faced possible exploitation. Furthermore, the funding model of the center only
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The modern exterior facade combined with the convenient location makes the Washington Youth
Center the heart of the Washington sub-neighborhood. When interviewing the youth who utilized
this center, the coordinator of the Youth Center explained how it felt like home. This center provides
many classes, a basketball court, a community library, and a park. One of the most positive as-
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At the final meeting held at the Washington Youth Center, the staff and community members agreed that this center helped keep the neighborhood kids busy and off the streets. However, the attendees felt that due to low funding, this center is only open three days a week and the library is open for only four days. The situation was further strained when they found that the city refused to provide large dumpsters for the excessive trash they accumulate. However, these dumpsters were sufficient for the young kids. Both the staff and parents advocated that the center and library be open for a longer week, and that the entire staff and parents should be involved in the centers.

Litter in the Neighborhood

Many residents at the community meeting shared anecdotes about finding trash on the sidewalk or on their front yards. Some were upset that the city fails to provide extra trash bins for proper disposal. Participants shared their experiences finding trash on the sidewalk or on their front yards because they believe the city should provide extra trash bins to help control the amount of trash the neighborhood accumulates.

The attendees noted that the homeless individuals also cause the city to appear dirtier. The residents also noted that the homeless individuals in the neighborhood tend to gather near parks such as Bellevue, making these public parks trash prone and unsafe. That is why some of the residents pray not to live near the parks.

Reduce conflict between residents and people experiencing homelessness

The issue of homelessness and the state of the homeless encampments is a major concern for the Greater Washington neighborhood residents. An especially prominent topic at the Greater Washington neighborhood meeting was the reduction of conflict between residents and people experiencing homelessness. It is noteworthy that these suggestions were made in the spirit of supporting the homeless and improving the quality of life in the neighborhood.

The meeting attendees also proposed their own potential solutions to solve homelessness. One participant suggested that they be offered computer classes and other job training facilities so they can be prepared for future employment opportunities. In addition, there should be a facility where people experiencing homelessness can clean up, take showers, and dress professionally. Participants suggested that this facility be open for at least five days out of the week. They believe these extended hours will result in sufficient for the young kids. Both the staff and parents advocated that the center and library be open for a longer week, and that the entire staff and parents should be involved in the centers.

In general, the attendees agreed that this center helped keep the neighborhood kids busy and off the streets. However, due to low funding, this center is only open three days a week and the library is open for only four days. The situation was further strained when they found that the city refused to provide large dumpsters for the excessive trash they accumulate. However, these dumpsters were sufficient for the young kids. Both the staff and parents advocated that the center and library be open for a longer week, and that the entire staff and parents should be involved in the centers.

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From their tone and body language, the attendees were eager for a solution to the homelessness issue. They want their neighborhood to be clean and pristine. They want their parks to be safe for their children. Finally, most of them want to assist those experiencing homelessness to help them connect with employment and housing. They believe with the proper resources and cooperation from the local government, homelessness and littering can be gradually solved.

3.d Conclusion: Next Steps

In Chapter 1 it was noted that, out of necessity, our short one year of engagement with the Greater Washington neighborhood was focused primarily on the first two steps of the Collaborative Neighborhood Planning process: a careful documentation of current conditions and building connections with community residents. These are necessary steps that precede the third step—creating “implementation bridges” with clear action steps and proposed solutions for each neighborhood priority. The dissolution of the Strong Neighborhoods Initiative has created a significant slowdown in multi year collaboration between the city and its neighborhoods, citywide. Fortunately, organizations such as Santa Clara University and CommUniverCity are attempting to fill this vacuum and it is our hope that a team of organized and active neighborhood residents can build upon the findings of this report to formulate implementation bridges, perhaps with future support from the same partners who led the first stages of this work, should the local leaders request this assistance. This would require residents to create a timeline and delegate responsibilities to see an action plan through to completion.

Whatever the next steps of the residents of Greater Washington may be, we hope that this report can be used as a lobbying tool for change in the neighborhood and a means to present neighborhood priorities and projects to the City or institutions interested in working with the community.

De la expresión de los asistentes a las juntas (su lenguaje corporal y forma de hablar) se puede notar que estos están ansiosos por encontrar una solución al problema de las personas sin vivienda. Estos quieren que su vecindario esté limpio y prístino, y que los parques sean lugares seguros para sus hijos. Por último, muchos de los asistentes dijeron estar interesados en ayudar a que las personas que no tienen hogar encuentren un trabajo y un sitio en dónde vivir. Estos creen que con los recursos apropiados y con la cooperación del gobierno local se podrá encontrar poco a poco una solución a este problema.

3.d Conclusión: Pasos a Seguir

En el capítulo 1 se señaló que, por necesidad, nuestro corto año de compromiso con el barrio Greater Washington se enfocó principalmente en los dos primeros pasos del proceso de Colaboración con la Planificación del Barrio: (1) una documentación cuidadosa acerca de las condiciones actuales y (2) la construcción de conexiones con los residentes de la comunidad. Estos son los pasos necesarios que nos llevarán al tercer paso: la creación de “puentes de implementación” con medidas de acción clara y soluciones propuestas para las prioridades de cada barrio. La disolución de la iniciativa Strong Neighborhoods ha creado una desaceleración importante en la colaboración de varios años entre la ciudad y sus barrios, en toda la ciudad. Afortunadamente, organizaciones tales como la Universidad de Santa Clara y CommUniverCity están tratando de llenar este vacío y es nuestra esperanza es que un grupo organizado y activo de los residentes del barrio pueda concretarse a través de las conclusiones de este informe, para así poder formular puentes de implementación, y quizás con el apoyo de los mismos socios que lideraron las primeras etapas de este trabajo, los líderes locales puedan solicitar esta ayuda. Esto requeriría que los residentes establezcan una línea de tiempo y tengan responsabilidades para poder ver un plan de acción hasta el final.

Cualquier que sean los próximos pasos de los residentes del barrio de Greater Washington, esperamos que este informe pueda ser utilizado como una herramienta de cabildeo para un cambio y para presentar las prioridades del barrio y los proyectos de la Ciudad o instituciones interesadas en trabajar con la comunidad.
Educating the Next Generation

The most important issue expressed by community members is the lack of a neighborhood middle school. Major problems with current middle school locations include:

- Maintenance: School buses breakdown, can be late and unreliable
- Safety: Parents cannot monitor children’s after school activities
- Distance: Parents cannot easily pick up their sick children
- Location: Not convenient for children and parents

Parents cannot easily pick up their sick children.

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- Location: Not convenient for children and parents

Parents cannot easily pick up their sick children.

We need a neighborhood middle school because it would be closer for students, within walking distance, and convenient.

Washington Community Member

After analyzing the amount of Elementary school children in the Washington neighborhood it has become clear that a new Middle School is an urgent need but where?

We propose three solutions:

1. New Infrastructure at Washington Elementary
2. Retrofit Existing Washington Youth Center
3. New Middle School at Tamien Location

WE PROPOSE THREE SOLUTIONS

Number of Washington neighborhood students who will need to go to Middle School but where?

THE ISSUE:

Two additional elementary schools have opened in the community within the last two years.

In 2000, 13.4% of the population in Washington Community were between the ages of 10-19, in 2010 12.6%.

There are 15,341 students currently enrolled in Elementary Schools within San Jose School District; 6,818 enrolled in Middle Schools; and 10,085 in High Schools.

THE FACTS:

In 2000, 13.4% of the population in Washington Community were between the ages of 10-19, in 2010 12.6%.

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There are 15,341 students currently enrolled in Elementary Schools within San Jose School District; 6,818 enrolled in Middle Schools; and 10,085 in High Schools.
Your goal for the map (This band for Transportation) After community input the path to introducing a new Middle School has become clear.

Analysis of proposed options...

New Middle School at Tamien
- Current infrastructure is not able to accommodate
- Lack of funding
- Disruption to current students
- No support from City of San Jose
- Less expensive than new construction
- No disruption to current students at
- Excellent Location for Middle School
- Previously proposed as school site

Convert Existing Youth Center
- No disruption to current students
- Prominent ‘icon’ within neighborhood
- Directly adjacent to Washington
- Gymnasium
- Game room can be temporarily used
- Meeting Rooms
- Existing building would make an
- Good location for after school hours
- Can be converted back to youth center

New Building at Washington Elementary
- Large property area in the immediate
- Not currently zoned for Educational
- Courtyard
- Easy to expand
- Parking
- Easy to commute throughout the neighborhood

NOT POSSIBLE

MAY BE POSSIBLE

In the next boards we will discuss the advantages and challenges of

1. New Tamien Middle School
2. Convert Existing Youth Center
3. New Building at Washington Elementary

Option #1

Option #2

Option #3

Middle School Within Walking Distance

Washington Youth Center

Re-Purpose an Existing Building

Auxiliary Rooms

STEPS FOR IMPLEMENTATION

1. Engage City of San Jose
2. Engage design professionals to start
3. Begin Planning
4. Start Construction
5. Finish Planning
6. Open

I prefer converting Washington Youth Center. It is so close to where we live***

Community Based Education

VALUES

EQUITY

EMPOWERMENT

OWNERSHIP

INCLUSION

- Provides opportunities for local community members, schools, and other organizations to become partners in addressing educational and community concerns

WHAT IS COMMUNITY EDUCATION

- Promotes a sense of ownership and empowerment
- Empowers citizens to use their own abilities to overcome problems and achieve desired results
- Provides a sense of ‘ownership’ and ‘empowerment’
- Provides a way for community members, schools, and other organizations to become partners in addressing educational and community concerns
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WHY COMMUNITY EDUCATION

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Diabetes Care

3. Begin Planning

- Encourages healthy behaviors
- Provides a way for community members, schools, and other organizations to become partners in addressing educational and community concerns
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Instructor: H. Fernando Burga
Mike Brestel, Alvin Jen, Courtney Keeney, Erum Maqbool, David McCormic
URBP 201: Community Assessment
Evaluating the Next Generation

Greater Washington Voces de la Comunidad - Fall 2015 / Otoño 2015

Chapter 4 / Capítulo 4

Instructor: H. Fernando Burga Mike Brestel, Alvin Jen, Courtney Keeney, Erum Maqbool, David McCormic,

URBP 201 : Community Assessment

Researchshowthatk-8schoolsbenefitsstudents,students'parents,and
schooldistricts. The CCS are educational milestones that all students must reach at each grade level. Currently adapted for grades K-8, they ensure that all students receive the same education no matter what grade a child begins in or after a middle school changes. The CCS is designed to prepare students for further education, including college or the workforce. Older children are less likely to drop out of school and are better prepared for the workforce. Grades K-8 students are developed to increase student achievement and to ensure higher quality education.

**WHAT IS NEXT?**

Washington Neighborhood has community leaders and political allies to help incorporate a curriculum that will benefit students. The state mandates certain standards for schools. Incorporating new standards for schools will pose challenges for students and teachers alike. We started with three proposed options.

**Evaluating the Next Generation**

This chapter shows the major steps for developing a curriculum for Washington Elementary School. The Washington Elementary School Community Council would have to follow these steps to ensure that the final product is beneficial for the community.

**COMMON CORE STATE STANDARDS (CCS)**

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**EDUCATING THE NEXT GENERATION**

A k-8 curriculum for Washington Neighborhood must include aspects that are important to the community and are easily adaptable to emerging needs.

**SCHOOL / ECONOMIC BENEFITS**

Best Use of Limited Funds
Achieve more with fewer students
Decrease in extracurricular activities
Less time and money required in maintenance and building upkeep

**ADDITIONAL 4 & 8**

Washington Elementary School

**RECOMMENDATION**

- Students participate in extracurricular activities
- Students have access to advanced placement courses
- Students have access to standardized tests
- Students have access to field trips
- Students have access to community resources

Through the research presented, it is evident that a k-8 school would benefit Washington Neighborhood and its emerging needs.

**Evaluating the Next Generation**

Greater Washington Voces de la Comunidad - Fall 2015 / Otoño 2015

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Community Assessment / Evaluación Comunitaria

4b. Lighting the Way / Iluminando el Camino

Posters 1 - 9 / Laminas 1 - 9
Many residents of Greater Washington live in households with one or fewer vehicles, and in some areas more than half of residents do not have a car available. In many areas one out of every five or more residents commute to work by walking, biking, or riding public transit. In many communities, residents do not have a car available or received one within five years. More than one out of every three residents do not have a driver’s license and fewer are legally eligible to drive. In some communities, residents walk, or ride bicycles to work, or ride transit.

Instructor: H. Fernando Burga, Mike Brestel, Alvin Jen, Courtney Keeney, Erum Maqbool, David McCormick, Devin O'Brien & Graham Satterwhite

URBP 201: Community Assessment

This analysis presents the existing crosswalk network and the relationship between vehicle speed, driver perception, and severity of pedestrian injuries in a collision. Pedestrians have to walk additional distance to find a safe crossing of Almaden Ave. Pedestrian crossings in each direction are controlled by signals providing a safe crossing of Almaden Ave. A number of intersections in Greater Washington have crosswalks, however, this does not necessarily guarantee pedestrian safety. The demographics of a neighborhood also indicate a population likely to travel by non-automotive modes.

A number of intersections in Greater Washington have crosswalks, however, this does not necessarily guarantee pedestrian safety. The demographics of a neighborhood also indicate a population likely to travel by non-automotive modes.

Pedestrian activity and dangerous locations:

Contributing factors and analysis of dangerous intersections:

Precise investments identified above have focused on installing signals, which are not perfect. There are a number of pedestrian and transportation improvements that could further reduce risk significantly to make streets safer.

Our maps show common walking patterns throughout the Washington Neighborhood. Analysis of a neighborhood's major streets without a crosswalk, but there are non-restrictive transportation modes make up a significant amount of travel by non-automotive residents. The demographics of a neighborhood also indicate a population likely to travel by non-automotive modes.

Non-restrictive transportation modes make up a significant amount of travel by non-automotive residents. The demographics of a neighborhood also indicate a population likely to travel by non-automotive modes.


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Greater Washington Neighborhood

Lighting The Way

Illuminado El Camino

The installation of a crosswalk across Alma Avenue would be an inexpensive and effective method for improving pedestrian safety in the Washington Neighborhood.

Existing Conditions

- Crosswalks are not prominent enough to warn drivers.
- Traffic signals are installed one block north of the intersection.
- Increased driver awareness would lead to lower speeds.
- The maximum vehicle throughput of Vine Street would be reduced.

Proposed Conditions

- A simple painted crosswalk would improve pedestrian safety.
- The intersection would be a de facto crosswalk.
- The installation of a crosswalk across Alma Avenue would be an inexpensive and effective method for improving pedestrian safety.

Cost:

- Installation is relatively quick and cheap. Just add paint.
- Maybe a few thousand dollars, at most.

Safety:

- By far the cheapest of our suggestions. The only cost to the neighborhood would be the painting of the street.
- By far the cheapest of our suggestions. The only cost to pedestrians would be the increased driver awareness.

Drawbacks:

- These treatments would lead to lower speeds. Drivers would have to slow down.
- The intersection would be a de facto crosswalk.

At this location, children frequently jaywalk across Alma Avenue to get to the Alma Youth Center. According to the community members we talked to, children frequently jaywalk across Alma Avenue to get to the Alma Youth Center. A study by the American Academy of Pediatrics found that children who jaywalk are at a greater risk of being struck by a motor vehicle. In Washington Neighborhood, 88% of those who were struck by a motor vehicle and 32% of the children who were struck by a motor vehicle were unsupervised. Approximately 17% of those who were struck were in the 11-15 age group. A contributing factor for 32% of the children who were struck was not crossing at an intersection. The intersection has several nearby generators of pedestrian traffic.

- Alma Youth Center
- Alma Senior Center
- Sacred Heart Community Services
- Department of Motor Vehicles
- Rocketship School

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- Alma Senior Center
- Sacred Heart Community Services
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- Rocketship School
Community Assessment / Evaluación Comunitaria

4c. Aspiring Entrepreneurs / Emprendedores Aspirantes

Posters 1 - 6 / Laminas 1 - 6
Mobile Retail

Emprendiendo el Futuro: Discovering the possibilities of informal business

Greater Washington Voces de la Comunidad - Fall 2015 / Otoño 2015

Mapping Informal Retail: Street Vending

Street vending carts cluster around the elementary schools, the Washington neighborhood

Street vendors conduct business in a similar manner to small businesses - they know their neighborhood and customers and understand their needs, they operate their business with risks out of necessity, passion, and pride.

Support for vending businesses can come from matched institutions such as religious paraphernalia. Where, and to whom to sell?

Informal business owners have historically operated out of their homes, and regardless of whether the business is on a "patching" basis or not, converting their private space into a public means that they did so out of necessity.

In Washington Neighborhood Board #6, we discovered that informal businesses also took place from pickup trucks and moving trucks.

On April 15, 2015, the soccer league mobile retailer donated 100 soccer balls to the soccer league. He is interested in opening a new store near the soccer league. His 21-year-old son used to play in the soccer league, so he is personally attached to the soccer league, and would like to open a new store near the soccer league.

Mobile businesses know how to cater to the needs of the community, often sprouting as an informal business as a result of the need.

The aspiring entrepreneurs have similar characteristics. They are the ones talking, learning about the business and the community. This is money that is locally generated and reinvested in the community.

Instructor: H. Fernando Burga

URBP 201: Community Assessment

What are the next steps to address street vending, informal retail in homes, and mobile retailers so that aspiring entrepreneurs can become active investors in the Greater Washington neighborhood?

Community partnerships, educational workshops on business development strategies, and ingredients into the equation, and an informal retail business model build on further investments into the local community.

Mobile retailers know how to cater to the needs of the community, often sprouting as an informal business as a result of the need.
Community Assessment / Evaluación Comunitaria
4d. Healthy Lifestyles / Estilos de Vida Saludables

Posters 1 - 6 / Laminas 1 - 6
In Washington Neighborhood...*

- "Kids usually play on the streets, sidewalks or empty lots, not in parks."
  
- The absence of safe feeling streets is a major concern for health and safety, for children and adults.

For Healthcare this Means...

- Health care is difficult to access in the area.
- Without health insurance, unexpected illnesses can become a major economic burden for residents.
- Many residents without healthcare have difficulty accessing treatment and may never be able to afford the necessary care.

5. Parks outside Washington Neighborhood...*

- Safety concerns within the neighborhood, often drive children away from local parks and public spaces. Research shows & proves how reduced physical activity from lack of parks can impact health and even damage community well-being.

For easy and accessible healthcare facilities put many residents at risk. Similarly high childcare costs significantly limit the health of residents. Right now, many residents cannot afford to pay for preventative healthcare costs, which can increase costs following. (www.uhnj.org/stroke/stats.htm)
The Washington community has a variety of ways to encourage healthier lifestyles. We recommend that community pursues physical activity and healthy eating to prevent chronic illness, while also providing economic and personal security to for residents.

The ‘Palette of Solutions’ board analyzes conditions that discourage park use and physical activity. Understanding that healthy lifestyles and vibrant communities need active and relaxing places, we suggest opportunities for improving parks. This board analyzes conditions that discourage park use and physical activity. Understanding that healthy lifestyles and vibrant communities need active and relaxing places, we suggest opportunities for improving parks.

Healthy Lifestyles

Access to Open Space

HOW FIT ARE YOUR CHILDREN?

Healthy Lifestyles

Instructor: H. Fernando Burga

URBP 201: Community Assessment of Solutions’ above suggests some possible ways the neighborhood can improve.

HOW SAFE ARE YOUR PARKS?

PARK SAFETY & ACTIVITY

Within Washington

Parks Build Communities.

Larger more attractive parks in other neighborhoods can help discourage illegal activity.

• Better lighting and businesses near parks can discourage illegal activity.

• More welcoming and visible policing behaviors in parks.

• Larger neighborhood parks can support more activities for more people.

• Increasing the number of public park users can help discourage or prevent illegal activity.

• Smaller surrounding and wider parking can help discourage illegal activities.

• Including more natural landscapes, such as stormwater, can help improve park conditions.

• Better lighting and businesses near parks can discourage illegal activity.

Parks often suffer from neglect and vandalism. In addition, parks are often otherwise occupied by unwanted activities. These spaces and renovations to existing parks will be needed in order to accommodate all users.

Overcoming Challenges

PARK TAKE CARE OF MARKETS

COMMUNITY GARDENS

PUBLIC KITCHEN

Local market days can provide easy access to good food for residents. In addition, the markets can provide a venue to sell products to support local businesses.

It’s a law of economics, that when sales of fresh produce are wasted, residents will need to learn about healthier eating patterns.

EMBRACE & PROTECT PARKS

COMMUNITY GATHERINGS

RE-ENVISIONED LANDSCAPES

IMPROVED VISIBILITY

Parks that are damaged often attract the homeless and illegal activities, as a form of refuge. While the Washington neighborhood is a training ground for San Jose’s police recruits, few, if any, other districts are impacted. Washington residents can improve their health and build community by embracing physical activity, promoting community gardens or linear garden parks, could be secured at night and during the day to serve users of every age.

COMMUNITY GATHERINGS

Outdoors Washington

In Washington, high prices often discourage community or public gardens can be relaxing green spaces.

Within Washington

PARK MAINTENANCE & DESIGN

PUBLIC KITCHEN

PUBLIC MARKETS

COMMUNITY GARDENS

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COMMUNITY GATHERINGS

Outdoors Washington

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What is Affordable Housing?

Affordable = 30% of Household Monthly Income

How to Qualify for Affordable Housing

AMI = Area Median Income

Types of Affordable Housing Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restricted Rent (monthly rent)</td>
<td>Rent is limited to a certain amount based on AMI</td>
</tr>
<tr>
<td>Restricted Rent (including utilities)</td>
<td>Rent includes utilities in addition to AMI restrictions</td>
</tr>
<tr>
<td>Regulated Rent (including utilities)</td>
<td>Utilities are included in rent, but rent is limited to AMI restrictions</td>
</tr>
</tbody>
</table>

AMI = Area Median Income

Private owners can apply for HCV program

AMTI = Area Median Income for Tax Single

Department of Housing and Urban Development (HUD) calls this the Housing Choice Vouchers (HCV) program

The qualification for affordable housing is based on many assumptions: (1) A family must earn a certain amount of income in order to qualify for affordable housing. The income limits vary depending on the type of housing program and the area where the housing is located. (2) The family must meet other eligibility requirements such as having a certain level of education or being a US citizen. (3) The family must not have a history of evictions or other housing violations.

Therefore residents are paying 25% to 50% of their gross income. Therefore residents are paying about $2,500 to $5,000 gross income. The range of $30,000 per year to $60,000 per year is what they are paying. The majority of households in the neighborhood have a gross income of $30,000 to $50,000 per year.

The traditional type of household has changed and the criteria for affordable housing should reflect these changes.

Rent Paid and Household Income

Therefore residents are paying about $2,500 to $5,000 gross income. Therefore residents are paying about 25% to 50% of their income just for rent alone. Therefore residents are paying about 40% of their income just for rent alone. The range of $30,000 per year to $60,000 per year is what they are paying. The majority of households in the neighborhood have a gross income of $30,000 to $50,000 per year.

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A Place to Call Home

This project is to develop a 15-unit affordable housing development in the Washington neighborhood. The development is located on a former public housing site and will be the first new affordable housing development in the neighborhood in 30 years. The project is expected to provide stable housing to low-income families and individuals who have been displaced from their homes due to gentrification. The development will include 15 units of affordable housing, with 10 units set aside for families and 5 units for individuals.

Affordable Housing Units

- 15 units in total
- 10 units for families
- 5 units for individuals
- 50% of units are one-bedroom
- 30% of units are two-bedroom
- 20% of units are three-bedroom

What You're Doing...

- Meet with neighbors or neighborhood groups to learn their views about what affordable housing actions:
  - Make sure that both existing and new buildings are affordable for the majority.
  - Keep rents of new affordable housing developments lower than other buildings.
  - Put informal or formal pressure on developers and building owners to provide affordable housing.
  - Mobilize hundreds of residents to write letters, make calls, meet with council members, and attend city council meetings.

Keeping Existing Housing Affordable

- Educate current renters in tenant rights, so they know the property owners can’t force them out of their homes.
- Make sure market rate tenants are not driven from community, and re-admit qualified tenants to the right.

Action Steps for Citizens

- Consult with local groups and develop an affordable housing plan for your community.

How Can Communities like the Washington Neighborhood Help Stimulate Affordable Housing Projects in Their Neighborhood?

A collection of organizations and groups bring multiple avenues of experience and resources that will be needed for successful affordable housing projects.

- Ebho's Community Involvement
  - Mobilize hundreds of residents to write letters, make calls, attend meetings, and meet with council members.

- Hogares Conciencia
  - Provide education and support to families and individuals in the area.

- Cor's Community Involvement
  - Provide education and support to families and individuals in the area.

- Mhi: $49,721
  - Population: 71,599
  - Individuals in poverty: 5,638 (9.8%)

- Mhi: $79,405
  - Population: 945,942
  - Individuals in poverty: 58,690 (6.2%)

- Contra Costa county
  - Population: 1,877,766
  - Individuals in poverty: 79,136 (4.2%)

- Alameda county
  - Population: 1,276,471
  - Individuals in poverty: 27,290 (2.1%)

- $1.8 million for affordable housing

- $1.8 million for affordable housing
A Place to Call Home

WASHINGTON NEIGHBORHOOD

benefits and drawbacks of small scale development

Potential Developable Sites in the Washington Neighborhood

Potential Site #1

Location: S Almaden and W Alma

Total Area: 0.30 acres

This potential site is located in the southern portion of the neighborhood, which provides good access to retail on Willow Sao Jose and act as a catalyst for change or existing conditions will remain unchanged.

Potential Site #2

Location: S Almaden and W Alma

Total Area: 0.36 acres

Based off of the City of San Jose's vacant parcel data, we located a potential site adjacent to the current neighborhood development on the corner of South Almaden and West Alma that can be developed. These sites could be vacant and undeveloped or have an existing structure which could be demolished or redeveloped.

Proposed next steps for residents

1. Talk to the community about what needs they have in regards to housing. This will give the affordable housing community a better understanding of the specific priorities that will be addressed in the next affordable housing plan.

2. Form a community group which focuses on affordable housing. This will not only help bring together members of the community and help support affordable housing, but also facilitate the communication between diverse groups and organizations who have an interest in addressing the needs of the local community.

3. Call for community action to improve the community's affordable housing policy. This could be done through presentations and meetings with community members, a general meeting, or in a smaller meeting.

4. The City of San Jose can do a better job addressing inequalities in housing through the implementation of policies and plans.

5. Residents can get involved and hold local government and other organizations to provide affordable housing in the Washington neighborhood.

6. A "New" Housing Development

Board #6

Alvin Jen  Riley Weissenborn

Hogares con Conciencia

1st Floor Bedroom #1

1st Floor Bedroom #2

Kitchen Full Bathroom

1/2 Bath

Bedroom #1 Bedroom #2

Recreational Room

Upstairs Deck

Board #7

Devin O'Brien Grahm Satterwhite, Kim Thai, Riley Weissenborn, Mike Brestel, Alvin Jen, Courtney Keeney, Erum Maqbool, David McCormic,

Potential Sites

What We Have Learned

• Create a document that clearly states the community's affordable housing goals, how the community intends to support these plans, and relationships may provide resources in the form of connections with individuals that have a specific expertise that may benefit the community's affordable housing policy.

• Identify what affordable housing policy provision that fits their needs. They must collectively approach the City of San Jose and act as a catalyst for change or existing conditions will remain unchanged.

• Talk to the community about what needs they have in regards to housing. This will give the affordable housing community a better understanding of the specific priorities that will be addressed in the next affordable housing plan.

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