

Friendship Court Policy Brief

To: Frank Dukes

From: Katy Burgio
Mary Kathryn Fisher
Peter Krebs
Caroline Mann

Cc: Barbara Brown Wilson
Frank Grosch, Piedmont Housing Alliance

Date: December 14, 2015

Re: Friendship Court Youth Engagement Recommendations

Professor Dukes:

We're pleased to share our summary recommendations for the youth element of the Friendship Court community engagement process. They are the result of our own research, issues discussed in class and conversations with stakeholders (not including, per agreement, the residents themselves). Of course the consultants will bring a wealth of experience, but hopefully this will help them orient to the situation and connect with a few local resources they might not know about.

Because this is also going to Barbara and Frank Grosch, we are including copies of our slide show (which we will be happy to present to the PHA Board and/or consultants) plus contacts and some of our background notes.

It has been a real pleasure to do this project and this last piece was definitely worthwhile. The project is much stronger as a result.

Attachments

Presentation
Contact List
Example Programs
Frank Grosch meeting notes
Dr. Kaiser meeting notes
Matthew Slaats meeting notes

Executive Summary

A thorough investigation of local stakeholders, community groups, and initiatives surrounding Friendship Court has been conducted to examine active groups and participants in the area. After garnering stakeholder input, the team investigated local and national examples of youth engagement programs that could serve as models in the potential redevelopment of Friendship Court.

Problem Definition

Piedmont Housing Alliance plans to center its project to redevelop Friendship Court around a process in which residents play a leading role. This approach is unprecedented both locally and nationally. Our group was asked to focus on the youth component and identify stakeholders, best practices and success indicators and make recommendations.

All too often, even well-meaning people interface with those of low income in a patronizing way, and when combined with a very asymmetrical wealth-and-power dynamic, distrust becomes the rule and an attitude of supplication can be internalized. This project must contend with both issues.

First, people who are historically mistreated will continue to expect that condition to continue until they are proven otherwise through meaningful action. Promises and commitments will be meaningless and likely counterproductive. Actual partnership--not informing or reassuring¹--must start early and continue throughout. People will need to see results before they believe anything they hear.

Secondly, a citizen's ability and will to control their destiny atrophies if it is not exercised, thus in situations where the commitment to work together is real, the required skills are likely to be underdeveloped. So, for this project to be successful and legitimate, it must include a truly exceptional level of engagement but it must also cultivate leadership, creativity, persistence and faith that those efforts will bring success.

We endorse the idea of working with kids. Engagement around the Friendship Court redevelopment cannot be limited to the youth but they're a great place to start, as they make up a large percentage of the population. The pedagogical return on investment is likely to be higher, interface opportunities many, and, as anyone who has worked with children can tell you, it is often the kids who drive their parents' daily agendas anyway. The potential exists to demonstrate to youth that their voices have true worth, both in their neighborhood and beyond, empowering them to seek further opportunities for meaningful change throughout their lives.

¹ For explanation of the distinction, please see Arnstein, S. (1969) A Ladder Of Citizen Participation. *Journal of the American Planning Association*. 35: 4, 216-22.

Recommendations

- There must be an *extensive period of informal engagement and trust-building* prior to direct youth engagement.
- The site itself has deep history and stakeholders also bring experiences--many of them negative--from other nearby areas. These *multiple layers of context must be acknowledged*, for they will be present in any case. They must be included in the mutual learning.
- *Involve the outside community, recognizing that they too are stakeholders.* This may be accomplished through project visibility via local media outlets, open celebrations like potlucks and constant communication with neighborhood and community leaders.
- The project will function best by *working with existing programmatic infrastructure*, e.g. utilizing After-School or Parks & Recreation program staff and volunteers to manage on-the-ground programs. Outside parties should not be tasked with organizing snacks, transportation, managing medications or behavior issues etc. This will ensure role clarity and remove confusion of who will be directly engaging with the youth and start the project with a high baseline of trust.
- *The University and Madison House must create an education and training process toolkit* for any student or faculty who will be involved in project or programming, ensuring students and faculty are aware of the University and Madison House's role in the project and have context for the project. After the training program UVA students will be able to actively engage with children of Friendship Court to develop meaningful relationships through an established system of introduction and remove the possibility of future barriers to engagement.²
- With leadership and facilitation, *children should plan and design something real and enduring.* They must see their work realized in physical form, preferably with their direct participation. It should remain as a touchstone after the consultants and developers are gone and as the children journey through life. *This can be a centerpiece for the larger project and should have prominence.*
- Because the land is slated to become mixed-use project an *arts, cultural or community center* should be included as part of the development as a way to lock in continuing engagement.³
- Be *ambitious with the kids' imaginings.* They are more than capable of envisioning worlds past, present and especially those that might be. Certainly consider lost communities and streams hidden under their playfields but that should just be a starting point.

²See for example the partnerships created between Community Partners for Affordable Housing and Portland State University Capstone students. Source: Phone call with Elena Kneprath (<http://www.cpahinc.org/school.html>) and (<http://www.cssp.org/community/constituents-co-invested-in-change/other-resources/engaging-youth-in-community-decision-making.pdf>)

³ See for example the Dream Yard Project in the Bronx (<http://dreamyard.com/>). Source: Frazier, I. (2015) Bronx Dreams: A Community Project to Change the World with Art. *The New Yorker*. December 7, 2015. <http://www.newyorker.com/magazine/2015/12/07/bronx-dreams>

Measures of Success

- Survey results demonstrating that children feel that the project is *by* them, not *for* them. They are actively involved and the result reflects their opinions. Precedent should be taken from the “Youth Engagement Evaluation Report,” prepared for the California Department of Public Health’s Network for Healthy California.⁴ In evaluating a participatory action research project, youth were surveyed before and after the project, ranking how they identified with statements such as “I know where and how to gather useful data on making my school/community a healthier place” and “I see myself as part of a youth community that can solve problems we are concerned about.” Similar questions should be employed before, during, and after the process to ensure project success.
- Survey results and informal discussion with youth program leaders demonstrating that children can grapple with challenging open-ended questions about their communities and the development process. They will be able to envision an environment in which they can thrive, make specific recommendations and have reason to be confident that their ideas will be taken seriously.
- Demographic statistics. As a means of long-term assessment, indicators outlined in the United Way’s ReadyKidSA should be tracked and considered to measure project success. Indicators include public early education level, 9th grade attrition, medicaid eligibility, median family income, and employment rates. These statistics should be cataloged before, during, and after the project in order to highlight any emerging trends.⁵

Conclusion

Although storytelling will be central to the entire process, words will not be enough. Emphasis must be on doing--*show* not just *tell*. This type of engagement is rare in part because it is difficult. If it is done well however, with an approach centered on active listening and collaborative making, the rewards will be great. Not only will the development be better, but there will be something more durable: a cadre of future leaders equipped to make their lives and communities better here and wherever they go. They will have a stronger sense of belonging to the development and understanding of the community they are in. Engaging the kids through a co-designing process will result in creating agency and empowerment.

⁴ Youth Engagement Evaluation: Summary and Final Report (September 2012). LPC Consulting Associates, Inc.: Sacramento, CA. Submitted to Network for Healthy California, California Department of Public Health.

⁵ <http://www.readykidsa.com/provider-resources/childrens-issue-council-dashboard-2/>

Friendship Court Youth Engagement

Katy Burgio, Mary Kathryn Fisher, Peter Krebs, Caroline Mann

Assessing Our Covenant

Did we honor our covenant?

What we planned for:

- Discovering the history and governing forces that surround Friendship Court
- Group communication
- How to behave/respect one another
- How to balance work with other commitments and conflicts

What we didn't:

- Objectives and deadlines for the project
- Not having a time to meet outside of class
- Stakeholders' schedules not aligning with timeline of project

Everyone found something that they were passionate about and could talk strongly about - really allowed people to develop their own ideas and bring their own knowledge to the table

This project has so much growth to be done, this is just the start

We have examples and lists of stakeholders, pretty good base of research for them to leapfrog off of.

It assisted the existing process.

Time was a big factor, but we were able to define stakeholders and alternative programs within it and we can pass along this information for others to pursue

For the last point - this kind of changed from the original thought process once we found out what our role was in the project

The project could have been richer for ourselves if there was a real action item/direction for the project, would have felt a stronger connection if we were more involved, but maybe this is better

We were able to identify people and groups that are in the community for the long-haul and have set up a framework that **does not overstep our bounds** and that allows long-term stakeholders to engage with one another and not have this be a one-and-done "typical UVA student project" sort of thing

Group Project Proposal

Friendship Court Public Housing / Youth Environmental & Leadership Engagement

Katy Burgio, Mary Kathryn Fisher, Peter Krebs, Caroline Mann

Project Goals:

Discover new ways to bring kids' perspectives into the planning process.

Develop processes for completing a complex task with a diverse group of stakeholders.

Learn more about Friendship Court, its history and the forces shaping its future.

Conduct an effective and exhaustive situation assessment that identifies key stakeholders, issues, logistics, and a potential path towards a solution for the project.

Provide the appropriate stakeholders with an effective and ethical methodology of options and recommendations that will engage youth in the redevelopment process and empower them within their environment.

Working Covenant:

We will work together as a mutually supportive team and communicate consistently about the project. We will promote confidence within one another and their work and time.

It will include the following traits/expectations:

1. We will be honest with each other but we will always be constructive.
2. We will be open-minded and cognizant of the fact that there are different kinds of knowledge and all perspectives are equally valid.
3. If one of us is struggling, they should ask for help; if we see someone struggling, we will offer help.
4. What we say internally will remain confidential and we will not express our frustrations with each other or our partners externally. We will settle our issues or let them go.
5. We will listen to learn, not to speak.
6. We will attend our designated meeting times, unless there are conflicting circumstances, in which case we will alert our team members of this conflict
7. We will keep up with news and opinions on the issue to better understand the situation.
8. We will set deadlines for components of our project and meet them.

Information Required

Our team has already thought of some avenues to explore in terms of youth engagement and leadership development through the arts, engineering, and the environment. We will need to continue to follow up with Professor Barbara Wilson, a UVA faculty member working on the project, to refine our scope. For now we've identified these areas to explore:

- Who are the key stakeholders within Piedmont Housing Alliance and Friendship Court?

- What analogous projects have been done locally and elsewhere that have been successful?
- What potential partners exist locally in terms of kids, environment, arts, and outreach?
- What previous redevelopment projects has Friendship Court gone through and how effective were they for residents?

Evaluation Criteria

Did we honor our covenant? Did we learn anything about working together?

Did we each contribute?

Did we help each help our teammates develop *their* ideas based on *their* perspectives?

Are we excited about the process we started? Can we see it growing further or into something we'd like to continue to be involved in?

Did we seek out the opinions of stakeholders and put their needs at the forefront of our product?

Stakeholders (in no particular order)

- 150 Friendship Court homes/residences
- Friendship Court Neighborhood Network Center
- Is there a tenants' group similar to PHAR?
- Frank Grosch/PHA/Selena Cozart O'Shaughnessy
- Urban Agriculture Collective of Charlottesville
- Enterprise and National Housing Trust
- City Council
- Bridge PAI
- Cunningham Quill Architects
- Lost Garrett Neighborhood/Blair Hawkins (amateur historian)
- Urban Vision, Charles Martin
- IX Art Park Staff/Board
- Dan Rosensweig, Executive Director @ Habitat for Humanity in Charlottesville
- Pete Armetta (Ridge Street Neighborhood Association President)
- Toni Eubanks (Resident rep on PHA Board)

Stakeholder Questions

- Frank Grosch (PHA)
 - How is the PHA/resident relationship structured? Do you directly converse with residents?
 - Is there a committee or representative group you look to when engaging with residents, or is it more of a tenant-landlord relationship? How are they selected?
 - Is the PHA-resident relationship unusual? Are you aware of any housing alliances that structure resident relationships differently?
 - For you, what would a resident-led redevelopment process look like?

- What have you learned from previous conversations with tenants about the future? We're at least as interested in your views about the dialog process as the substance.
- Have you ever engaged a moderator?
- Is there a need for leadership training within the tenant population? What capacities would you like to see developed?
- How does PHA balance genuine concern for each resident with the fiduciary requirement to remain solvent so you can help others?
- There are quite a few engagement programs involved specifically with Friendship Court. Would it be possible to get a list of programs already underway there? We're not talking about social services people receive simply because they're citizens but rather geographically specific initiatives like Farmer Todd's.
- Not for the whole class: Could you please tell us more about the matching grant and the entity (Donovan Group?) that is issuing it? What are their expectations? What similar work have they funded in the past?
- Urban Agriculture Collective
 - How are your programs structured? Are you aware of any similar projects around the country? How do they differ?
 - How have previous Friendship Court redevelopments affected your program, and to your knowledge, residents?
 - Are there any other community programming organizations similar to yours working in Friendship Court?
- Enterprise and National Housing Trust (if we are able to get a contact)
 - Are you aware of any resident-led redevelopment programs happening in the US? If so, what methods were used? What was the outcome?
 - Are you aware of any projects that have significantly engaged youth in a housing redevelopment? If so, what methods were used? What was the outcome?

Project Contacts					
Name	Organization	Title	Email	Telephone	Address
Barbara Brown Wilson	UVA/Urban Planning	Professor	bbw5w@virginia.edu		
Frank Grosch	PHA	Chief Executive Officer	fgrosch@piedmonthousing.org	Ext. 108	
Selena O'Shaughnessy	PHA	Resident Services	selenac@piedmonthousing.org	(434) 295-9794	
"Farmer Todd" Niemeie	Urban Agriculture Collective			(434) 989-0150	
Matthew Slaats	The Bridge PAI	Executive Director	director@thebridgepai.org		
Pete Armetta	Ridge Street Neighborhood Association	President	petearmetta@yahoo.com	(434) 227-2701	
Kathy Galvin	Charlottesville City Council	Council Member	kgalvin@charlottesville.org		
Eunice Garrett	Barrett Early Learning Center	Executive Director		(434) 295-920	410 Ridge Street
Dan Rosensweig	Habitat for Humanity	Executive Director			
Liz Ogbu		Independent Consultant	hello@lizogbu.com		
Justin Conger	Portico Church	Lead Pastor of Ministry Leadership	jconger@porticocville.org		
LaTrina Candia	IX Art Park	Marketing/Outreach	ixchiq@gmail.com		
Susan Krischel	IX Art Park	Board Member	susankrischel@gmail.com		
Toni Eubanks	Friendship Court	Resident Representative			
Aaron Eichorst	Charlottesville City Schools	Arts Coordinator		(434) 245-2400	
Daphne Kaiser	Clark Elementary School	Principal	Daphne.Keiser@charlottesvilleschools.or	(434) 245-2414	
Daisa Granger	Clark Elementary School	CLASS After School Coordinator	granged1@charlottesvilleschools.org	(434) 245-2504	
Kylie Cempre	Charlottesville Parks and Recreation	Youth, Teen and Adult Recreation Specialist		(434) 970-3086	
Zoe Cohen	Light House Studio	Youth Program Director		(434) 293-6992	
Damani Harrison	Music Resource Center	Artistic Director		(434) 979-5478	
Josh Wheeler	Thomas Jefferson Center for the Protection	Director		(434) 295-4784	
	Piedmont Council for the Arts	ED under Recruitment		(434) 971-2787	

Example Programs								
Project Coordinator	Location	Program	Description	Effectiveness	Contact	Website		
Norwalk Housing Authority Multiple Apt. Complexes	Norwalk, CT	Learning Center	school age kids afterschool programs- daily homework asst, tutoring in math, reading ,technology, and wrting. Web based programs (math and readings)	"Children in public housing have tools to develop academic, social, and personal skills necessary to promote success"	Director:Patricia Marsden- Kish 203 838 8471 ext. 184 Asst. Director: Wendy Gerbier 203 852 1144 ext. 103	http://www.norwalkha.org/learnng-centers.php		
Sierra Vista Apartments	4320 South Congress Ave Austin, TX 78745	On- Site Community Learning Center	free after- school and summer programs for children k-5th grade and teens in middle/high school pre-literacy program adult education classes		Coordinator: Megan Elkins Email: Megan.Elkins@foundcom.org Sent Email	http://foundcom.org/housing/our-austin-communities/sierra-vista-apartments/	Foundation Communities = Parent Corp. http://foundcom.org/education/after-school-and-summer-learning-programs/	https://www.youtube.com/watch?time_continue=51&v=ZgGYfur33Vo
		Kids Heaven Focused Plan	Neighborhood kids designed paradise for children The resulting concept included an amusement park, a garden, food market and an arcade. The tallest building was located on the Northeast corner of the site to take advantage of the skyline and mountain views to the west and included a rooftop garden; creating a tall "visible marker" for the area. The plan also included a swimming pool, and residential town homes.			http://www.ourstooown.org/denver/success-stories/providing-equitable-access-denvers-enviable-transit-oriented-development-site/		
HousED		California Network for Education in Affordable Housing	http://partnerforchildren.org/wp-content/uploads/2015/07/PCYSummer2015CommunityReport.pdf		Sr. Program Manager Jenny Hicks	http://partnerforchildren.org/what-we-do/expanded-learning/housing-communities/		
National CORE	35 Properties in California 1 in Arkansas expanding to Texas	Hope Through Housing Foundation	After School and Beyond Program: KidzLit (literacy prog) PeaceBuilders (character dev prog) Virtual Vacation (proj-baed learning prog that helps kids explore their world)	Learning principles Program Eval at end of years	Director of Child and Youth Development Services: Susan Neufeld	http://blog.learninginafterschool.org/2012/04/affordable-housing-communities-third.html	http://nationalcore.org/	http://www.temescalassociates.com/documents/resources/temescal/Afterschool%20and%20Beyond%20A%20Profile%20of%20Housing%20Development%20Program.pdf
Community Partners for Affordable Housing	Tigard-Tualatin, Beaverton & SW Portland Oregon	OAKS Summer Youth Program for children residing at CPAH properties After School Program	1st-9th grades on site and field trip activities expose kids to cultural, scientific and educational activities partnership w/ camp collins sleep away camp		Elena Kneprath 503 293 4038 Sent Email	http://www.cpahinc.org/summer.html		
Multi-Party: Jefferson Center for Protection of Free Expression Piedmont Council for the Arts The Bridge PAI Charlottesville Parks&Rec Siteworks Studio	Charlottesville, VA	StroyLine Project	1 week of half-days during Parks&Rec Summer Camp 20-30 kids 4-6 grade Kids paired w local artists Site visits w presentations, hands-on exploration, drawing and writing Culminates w Mural	Connecting the dots between creativity, voice and civic participation	Pete O'Shea POShea@siteworks-studio.com Peter Krebs Peter@culturecurrent.com	http://www.siteworks-studio.com/storyline		

Here are the questions & notes from my phone interview with Dr. Keiser (11/2):

- What has been your interaction with children who live in Friendship Court?

She has lots of interaction with them on regular basis, after school programs, etc. some kids are there until 5:30 with after school care

- Do you see them flourish in any field? Math, science, art, PE, etc

They get really excited about classes, teachers, etc. Everything is family-oriented & it's a safe environment for the kids. They get really excited about the Fall Sock-Hop and Spring Fair, they all came out to a reading night this past week where they got to meet with a therapy dog and got a book about service dogs & loved that. Clark tries to provide fun, family-oriented programming for the kids and their parents and Clark tries to remove barriers like childcare and food (and cost, it's all free) so that as many parents and students can attend as possible.

Academically, there have been some challenges with reading and math but it's getting better and this past year was the best with respect to benchmarks for a long time. Previously some Belmont families have sent their kids elsewhere but now are re-enrolling them back in Clark

- What changes have been made to make this improvement? Or is it just a new batch of kids that are more eager to learn/achieve?

Civility of staff, parents feel safe with kids being at Clark, and → stability of administration, lots of turnover before Dr. Keiser got there 5 years ago, so it helps bring up morale with teachers and students, helps the academics, and she has brought over a lot of **strong programming**, which is where there has been a lot of engagement from the kids and parents.

- Do they ever discuss issues going on in their homes/neighborhood?

Students have issues in the neighborhood among themselves, which is sometimes brought to school like relationship issues and other problems with their peers, but there is a full-time guidance counselor who helps a lot of the kids with their problems.

- Do they respond really well or poorly to figures of authority or types of teaching/engagement?

There's a small percentage of students that are dealing with a lot at home and bring that to school, which manifests itself in several ways (with peers or teachers or outbreaks). To help they have: **guidance counselors, Y-CAPP program, and ESF** (trying to find link)

- What is your biggest concern with these kids, inside or outside of school, or what would you like to see from them as you continue your time at Clark?

Would like to see a continuation on path with better academic gains (particularly reading and math) → consistency, make sure the kids are achieving & improving in school. Socially, Dr. Keiser said that she thinks it's good to have a plan and some restructuring for Friendship Court, she thinks it would be good to have a mix of families, and that it could help with some of the

issues the families face. She also thinks there should be **community-based services within the neighborhood**.

- Any last things to know about these kids as we look for models that may help them?

Clark works to address issues these kids have at school but they can't do anything when they're not at school, so there needs to be more **community-based programming** (on issues like **nutrition, health, mental health**, etc) for **kids & parents**. A lot of this also needs to be focused on primary grades (pre-2nd grade) because by then they already have a mental trajectory set. She said that if there can be **universal programming at early ages with health care, nutrition, etc all tied together**, these issues wouldn't be issues by the time they got to Clark.

Conversation with Matthew Slaats at the Bridge Progressive Arts Initiative

October 21, 2015

Peter Krebs

Arts are a low-stakes way to bring people together and find out what's important. What skills exist. Do something. Build relationships. Actually accomplish something even if it's not huge.

Not just talk talk talk with no outcome.

Giving Feedback and actually being heard

Play the City (<http://thebridgepai.org/playthecity3/>)

[note: I'll do more reporting on Play the City later]

Year One was about trying things and building relationships

Year Two, the main focus will be a Participatory Budgeting process for resident-selected infrastructure--playground, historical signage etc. \$15K (needs to be raised)

- Initial ideation process
- Bridge will work with finalists to refine ideas
- Present ideas back to the neighborhood
- Scope will be Strategic Investment Area

Approach to outreach:

- Try many channels: door hangers, flyers, social media, working with organizations
- Communication can be a real bottleneck--people have a lot going on. Have to do it at the right time. (Early if possible)
- Frustration that organizations don't really coordinate what they're doing, cited an example when the Bridge and Portico scheduled barbecues on consecutive weekends because neither knew what the other was doing.
- Focus on long term, build relationships

What about with historically excluded:

- Door knocking, talking
- Face-to-face important
- Working with know champions

Talked about the expectation of The Bridge as network hub

Don't try to define what's happening in the neighborhood, more like "This is what we're hearing."

Role of being hub requires a bigger organization but hopes for incremental change.

I read Frank Grosch's quote about redevelopment being successful if "kids think it's done for them" and asked what that might look like.

- Matthew corrected that it's important that it be done *with* them nor *for* them.
- Train kids to be developers. Understand the planning process.
- People don't understand the process or the larger forces at work, what would happen if PHA *doesn't* redevelop.
- Cited Center for Urban Pedagogy's Zoning Game [\[investigate\]](#)
- Defensible Space--If people feel connection to the space, they'll take care of it. [theory actually says that spaces should be small enough to be relatable but that is the source of connection]

Interesting work elsewhere worth looking at:

- Damon Rich (Newark) Community-Led Design
- Projects for Public Spaces (<http://www.pps.org/>) Large-scale advocacy
- Storefront for Community Design (Richmond) <http://www.storefrontrichmond.org/>
- "Another Way of Living" (Film about Reston)--"The city we make is the people we'll become"
- Josh McManus (Chatanooga)

Local Partners to consider

Will follow up

[45 minutes]

Frank Grosch Class Discussion

- PHA is a nonprofit in Cville for 32 years. Mission to create affordable housing. Through...
 - Homeownership
 - Counseling and lending (very low interest)
 - Lend for community development projects
 - Develop affordable housing
 - Manage affordable housing in Charlottesville/Albemarle
- About Friendship Court
 - 12.8 Units Per acre. Current zoning allows 43 units per acre, allows for 500 units by right (11 acres)
 - 150 units, mix of 1/2/3 bedroom. 1978 built by private developer. Financed project based section 8 rental assistance (residents pay 30% of monthly income for rent/utilities, HUD pays the difference). Fair market usually \$1000/mo for FC, residents usually pay around \$300 or so if making 12K
 - 500 Residents, 250 residents under 18, 200 kids under the age of 12
 - 92% families single mother
 - Median household income just over \$10k, compared to MSA \$84,000
 - 88% African American, 11% White, 1% Asian/other
 - 1978 interest rates were very high, section 8 was the main way to get housing development built, contains 7 5-year renewals. Section 8 contract will expire in 2019.
 - 2001 private developer put the project on the market, concern that it would be put to market rate. Didn't have to be renewed, were free to sell it. Minimal protections for residents at expiration of Section 8
 - 2002 Charlottesville rents begin to spike, PHA partners with National Housing Trust (whose mission is to preserve affordable housing). Project financed in equity raised by LIHTC
 - LIHTC run by the IRS, dollar for dollar credit against federal taxes owes. LIHTC investors generate tax credits, use them against other places they own taxes. Large institutions with steady income invest in these b/c they have steady and predictable taxes. 60-90 cents per dollar tax credits. Used to raise equity for the project.
 - Investors bought into FC through a fund, put in \$4.5M in equity, get tax credits for 10 years. Must keep project affordable for 15 years to get credits. Investor stays around for the first 10 years and makes sure stays affordable for last 5 so they are in compliance (so the IRS doesn't come back and audit and take the money back)
 - Once their investment is safe after 15, they exit. **This is coming in 2018 at FC**
 - Tax credits begin at end of 2003 from rehab investment. Light rehab renovation, no relocation necessary.
 - Investor group will leave in 2018

- How did you identify these? (Caroline)
 - People who are involved with the community center mostly
- There is no residents association. “We’re headed in that direction.” PHA currently seeking a community organizer to build trust with the community. Likes the idea of Liz’s work, engaging with people, learning what people think of their community. “A bridge between me and the community” is what he’s looking for
- Do you have a sense of resident sentiment about the resident leaders selected? (Teresa)
 - These are people that we think of as leaders based on my observations, but I can’t swear to that
 - Part of the goal of the process is to do this
- Have you considered hiring a community member as the community organizer?
 - Yes, I have three candidates, one is a resident, two have deep roots in Cville.
 - The FC leaders are conducting the second round interviews. They will help to inform the decision.
- How did you bring people together to name FC? (Katie)
 - Unsure (predates his tenure)
- What would happen if you hadn’t stepped in? (Frank D)
 - Extended use period from the IRS: keep affordable for another 15 years with an escape hatch. After the first 15 years, they can offer it for sale and notify the state credit agency and the agency has one year to find a buyer at a comparable price. But if the comp price is driven by the market, it could be substantially higher than value with low income rents. PHA is purchasing now
- Does it have to be redeveloped? Will you put more affordable housing?
 - Units are “reasonably well maintained” but is not a product that we would currently design or build. Through-unit design is not great.
 - 21 Buildings including community center. Look like townhouses, some are 2-story (3 bedroom ones). Some are flat-over-flat.
 - “For all the great, vibrant community that exists there, there is a lot that doesn’t work well. We can do better than what we’ve got there physically to better meet the needs of the community. If I can unlock the value of the dirt that’s there now, then I will have done something.”
 - SIA imagines higher density all around FC, FC one of the largest landowners in this area. There is a lot of talk about mixing uses/incomes, believes this is the future for FC, but we must do it in the right way.
 - There may be an increase in aff. units, but **first priority is community preservation and the section 8 rental assistance. Not necessarily the physical buildings, but promising a 1-for-1 retention development.**
 - **Necessary to renew the Section 8 housing credits in order to be affordable for current residents**
- So far, section 8 contracts are being renewed. However, HUD’s budget is steadily shrinking and no new sec8 vouchers being presented. He thinks it will be renewed but

cannot guarantee under current political climate. Without section 8, though, there is nowhere that is affordable for these families.

- 60% is usually the cutoff for programs so want to add some for 60-100% of AMI, some market rate, the rest section 8 in order to make it financially feasible.
- Working on mixed use with Central Virginia Health Center who just got a grant, would love to have them on site as part of a redeveloped FC. The kids go to Clark (FC) are an average of 2 years behind on reading and math, another opportunity for improvement (envisions a learning center to serve preK-3rd grade learning center that could be used for adult learning at night)
- “If I talk to everyone I’ll be here for the next 20 years)
- **What type of developers are you looking to engage with?**
 - Case study on different developers/investors who have done successful projects like this
- Local employment opportunities
 - Jesse Ball Dupont fund. Look up projects partnering with housing and education in tandem
 - Working to fund community engagement through the fund. Wants to hire teenagers to help with friendship court engagement
 - Seattle Housing Authority wants to redevelop housing authorities, deals with contractors to train housing residents to work on the redevelopment. Value of skilled tradesmen.
- Raleigh NC project-redevelopment of a Freddie Mac foreclosed project
- NOLA redeveloping public housing in the wake of Katrina
- NeighborWorks