

Children Initiative: Universal Pre-School/Child Care

We should determine the extent to which it is possible for the President to transform Head Start, pre-school and day-care, and child credits in a new federal-state-local-private partnership to make universal access to full-time pre-school and day-care available to all three- and four-year olds. The President's defense of Head Start and his leadership on Family leave, the Child Tax Credit, and day care for Welfare Reform provide the President with the credibility for examining the issue of universal pre-school/day care for three- and four-year olds in a bold new way.

Youth Initiative: 21st Century Schools

The President and the Vice-President are in the process of leading a major public private, federal-state-local initiative to enable all schools to be restructured around new educational technologies -- to create 21st century schools that enable all students to achieve to much high levels. The four pillars of this campaign to transform schools include:

- connect every school, classroom, student, teacher and home to one another and to the burgeoning education and discovery resources available on the information superhighways
- provide effective access to interactive computers so that all students can work actively at their own pace to take full advantage of these new learning resources
- train teachers so that they can integrate these new education tools in the daily learning of students
- assure the development of education software that is as engaging the best video game and as enlightening as learning with an expert tutor.

The President has announced the outlines of his vision for change, first at an "electronic barnraising" with CEOs to connect California schools to the Internet and then in a meeting with major industry and teacher leaders here at the White House. Over the next several months, we will be developing the national plan to enable local communities all across the country to build the "21st century schools" that can enable all children to learn the skills they will need to make a successful crossing to the information age.

We should consider whether we wish to realign Chapter 1 and federal policy to build on this platform for change. For example, at the same time that we structure this campaign and Chapter 1 funding to assure that schools with poor students are not left out of this revolution, we could propose that a school's receipt of federal funds be conditioned on agreeing to (a) a time-limited performance charter and (b) the opportunity of students to choose better performing schools. The issue is whether tying charter schools and public school choice will materially advance or will materially threaten the President's education technology initiative. The argument for forging such a link is that the 21st century schools will ultimately succeed or fail only to the extent that they do perform and do attract the attendance of students and the support of families and the larger community.

This also raises the thorny question of how the performance stakes can be raised for students as well: only the 5% of students seeking admission to colleges with competitive admission standards have any external incentive for performance. The entire standards-Goals 2000 debate has avoided this thorny question because of the fear that it would turn into an unproductive debate about the nationalizing of local school autonomy rather than the essential learning performance of students.

Youth Initiative: School-to-Work Youth Partnerships

The passage of a new workforce development act by large bi-partisan majorities in the House and the Senate raises the prospects for a major new policy, political, public-private sector push to implement School-to-Work to provide all youth with clearer pathways to continuous learning and to good jobs.

The politics are particularly interesting here: it is likely that Republicans in the House and Senate will join Democrats and the business and school communities in rolling the conservative Right's vocal opposition to School-to-Work. In addition, it is possible that the Act will provide strong incentives for governors, the education community and the private sector to submit and implement transforming plans for School-to-Work this spring in order to gain the added flexibility provided in the new Act by September 1996 -- rather than having to wait another year or more.

As a result, there is a real opportunity to mount a new campaign to energize the School-to-Work movement and to assure that schools and youth that are now isolated from the main streams of jobs and post-secondary education are connected by new public-private partnerships -- e.g., Urban Excellence Corps, I have a Dream, National Service, and other youth development and mentoring partnerships. The Workforce Bill authorizes the development of such youth partnerships as a part of the School-to-Work plan for at-risk youth.

By tying a major youth development campaign to the new impetus to implement School-to-Work, we will seize a unique opportunity to develop the types of clearer pathways to continuous learning and good jobs in local regions and communities throughout the country that can effectively serve all youth. The bi-partisan support in Congress, the self-interests of Democratic and Republican governors, and the common interests and renewed support of the business and education communities provide a unique platform for the President to lead a campaign to offer new pathways for all youth to make a successful crossing to the 21st century.

CAMPUS OF LEARNERS

Bringing Education and Computer Technology to Public Housing Communities

The Campus of Learners initiative is designed to provide residents with an opportunity to live in a college campus-like setting that is focused on learning. As a condition of living on campus, residents will agree to enroll in an education program involving computer technology, job training, and comprehensive education and support services.

The Campus of Learners initiative is about changing the psychology of public housing as a permanent residence. The emphasis will be on the importance of inner-city education and job training as critical rungs in the ladder of economic opportunity. Residents of public housing communities will succeed in becoming self-reliant if they receive assistance in obtaining comprehensive training, education, and support services and if they receive help with finding gainful employment.

The Campus of Learners initiative is designed to transform public housing into safe and livable communities where families undertake training in new telecommunications and computer technology and partake in educational opportunities and job training initiatives with local businesses. Comprehensive training, education, and supportive services, coupled with telecommunications technology, can help develop the vital career skills necessary to compete in the economy of the 21st century. Offering youth and adult residents education and training with computers and more advanced technology is needed to impart invaluable skills.

However, the acquisition of technology will not be enough. Computer and telecommunications education and job training skills can be tools for improving learning and employment prospect if these skills are an integral part of a comprehensive, long-term education program. Through training opportunities, the initiative supports local economic development efforts aimed at smoothing the transition from dependency to self-sufficiency for public housing communities.

Under this initiative, HUD will designate between 15 and 20 Campus of Learners sites. Designations will be award to PHAs that prepare creative strategic plans to provide residents with education, job training, and employment opportunities in partnership with public and private sector organizations.

Goals of the Initiative

The mission of the initiative is to transform selected public housing developments in cities across the Nation from places of economic and social isolation to campuses where every resident can pursue education opportunities.

- To establish centers of education, where residents are admitted to a Campus of Learners based on their willingness to participate in an education program of

some kind.

- To replace the isolation that fosters permanent dependence with the connections that encourage self-sufficiency.
- To inject an education ethic into inner-city communities.
- To equip residents with the education and computer skills necessary to compete for new jobs.
- To change the perception of public housing as a dead end to a platform or launching pad for an independent life.

Key Principles

Strategic vision for change.

Each Campus of Learners designee will develop a bold plan for a physical and human transformation of a public housing development. Education and job training programs will be offered to residents. Comprehensive services including child care for young children, youth development and self-esteem classes will provide a strong foundation for residents making productive contributions to society.

Economic opportunities for residents.

The first priority in helping residents of public housing move toward self-sufficiency is to create employment opportunities. Creating jobs and helping residents obtain gainful employment in the community help residents become self-reliant and encourage community revitalization. Entrepreneurial training or business development initiatives and job training initiatives are other key elements to provide economic opportunities.

Education, training, and access to technology.

Offering youth and adult residents education and training will enhance learning opportunities and improve employment prospects for adults. Access to computers and educational technology opportunities will equip residents with skills to compete in a new job market.

Community²-based partnerships.

Providing education, job training, supportive services, and employment opportunities to help residents become self-reliant should begin with broad participation from many segments of a community. These participants include school districts, community colleges and universities, businesses, foundations, social service agencies, religious organizations, and other community-based organizations. Through creative partnerships, the Campus of Learners initiative will transform public housing developments from places that are often physically, socially, and economically separated from mainstream society into electronic and education campuses.

Campus of Learners Activities

The following activities for a Campus of Learners will be encouraged:

- **Build campuses for learning and living:**
Create new living environments that integrate schools, parks, community colleges, and universities. Use architecture, landscaping, fencing, and access points to build livable neighborhood-style developments and replace the traditional street system.
- **Integrate public schools into Campuses of Learners:**
PHAs will work with local school districts to foster parent-teacher relationships, after-school activities, adult education classes, and parent involvement.
- **Collaborate with Universities:**
Harness the resources of universities, vocational or technical institutes, and colleges through specialized education and technology classes. Share computer hookups, mentoring programs, and student-supported housing in the development.
- **Provide access to technology:**
Computer laboratory sites on campus will be available for computer classes, language skills, life skills training, and GED classes and will accommodate schedules of children, the elderly, and working fathers and mothers.
- **Encourage private-sector sponsorship:**
Encourage corporate sponsorship of the local Campus of Learners sites. Build partnerships to provide internships, job training and employment opportunities, mentoring for children and adults, telecommunications resources, after-school youth sports, apprenticeship programs for youth, and job training positions for adults.
- **Provide education and learning for residents:**
Enrolling in an education program of some kind will be a requirement to live on campus. All residents--children, adults, and senior citizens--will have access to education in nearby schools and campus education centers.
- **Foster employment opportunities:**
Collaborate with local businesses for job placement and opportunities for residents who complete adult education training, computer programs, or other programs.

Collaboration at the Local Level

It is unlikely that any individual PHA has the expertise or resources to establish a

Campus of Learners by itself. PHAs should plan to establish a partnership to help implement a Campus of Learners. A partnership should be comprehensive and might include representatives from the telecommunications industry, local educational agencies, institutions of higher learning, religious organizations, non-profit community-based organizations, and/or other eligible organizations or private-sector entities. Partners will help PHAs offer education, comprehensive support services, job training, and employment opportunities in the computer and advanced telecommunications industry. Training and technology will help residents compete in the job market and move toward self-reliance and beyond public housing.

PHAs seeking designation as Campus of Learners should prepare a comprehensive strategy that reflects a collaborative effort with public and private sector partners. Input from the partners with resources to help address the needs of community residents participating in the Campus of Learners initiative is important in the planning process.

Benefits of Campus of Learners Designation

PHAs seeking Campus of Learners designation will be eligible for the following benefits:

- Expedited waiver review and allowance.
- Technical Assistance will provide assistance with computer development and training, educational programs on-site, linkages to local school and universities job training partnerships, and employment linkages.
- The opportunity to utilize HUD capital funding for Campus of Learners activities.

In addition, PHAs and residents benefit by:

- Assessing the education and training needs of residents and their career interests in order to help residents improve their job prospects and move toward full employment and self-sufficiency.
- Building partnerships with institutions of higher learning, community-based organizations, and the business community. PHAs will assemble a team to help develop an economic development strategy to address the education, training, and employment needs of residents.

DRAFT



**U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
OFFICE OF THE SECRETARY
WASHINGTON, D.C. 20410-0001**

**CAMPUS OF LEARNERS
Education and Technology Living Centers**

The Department of Housing and Urban Development has developed a new initiative named, "Campus of Learners", that will transform selected public housing developments in cities across the nation from dead end projects to campuses where every resident is pursuing educational opportunities. This initiative recognizes the value of an education-oriented "contract" between residents and each campus, whereby residents agree to enroll in an education program as a condition of living on campus.

The Campus of Learners initiative combines private and public sector resources by incorporating education, technology and job training opportunities in public housing developments. Through creative partnerships with school districts, universities, community colleges, and corporations, the Campus of Learners initiative will transform public housing developments from places that are often physically, socially and economically separated from mainstream society into electronic and education campuses for the 21st century.

The "Campus of Learners" initiative advances important goals of the Clinton Administration's domestic agenda:

- to establish centers of education where residents are admitted to a Campus of Learners based on their willingness to participate in an education program of some kind.
- to replace the isolation that fosters permanent dependence with connections that encourage self-sufficiency.
- to inject an education ethic into inner city communities.
- to equip residents with the education and computer skills necessary to compete for new jobs.
- to change the perception of public housing as a dead-end to a platform, or launching pad, for an independent life.

Key elements of the Campus of Learners initiative include the following:

- *Build Physical Campuses for Learning and Living:*
Create new human scale safe living environments that integrate schools, parks, community colleges and universities. Use architecture, landscaping, fencing, and access points to build livable human scale developments and replace the traditional

street system. In short to build identifiable campuses where there are now only "projects."

- *Integrate Area Schools into Campuses of Learners:*
Schools will be physically incorporated into the campus plan to ensure access and security. Public Housing Authorities will work with local school districts in development in curriculum development, parent-teacher relationships, after-school activities, and adult education classes.
- *Partner with Universities:*
Harness the resources of universities, vocational, technical institutes and colleges through specialized education and technology classes, share computer hook-ups, mentoring programs, and student-supported housing in the development. Some faculty members will be invited to live "on-campus" and act as academic advisors.
- *Provide Access to Technology:*
Wire every unit in the Campus of Learners site. Computer lab sites on campus will be available for computer classes, language skills, life skills training, and GED classes to accommodate the schedules of working mothers, children and the elderly.
- *Encourage Private Sector Sponsorship:*
Encourage corporate sponsorship of the local Campus of Learners sites, including job training and employment opportunities, mentoring for children and adults, telecommunications resources, and youth sports programs.
- *Provide Education and Learning for Residents of all Ages:*
Enrolling in an education program of some kind will be a requirement to live on campus. All residents, children, adults, and senior citizens, will have access to education in nearby schools and campus education centers.
- *Foster Employment Opportunities:*
Partner with local businesses for job placement and opportunity for residents who complete adult education training, computer programs, or other programs.
- *Create Safe Communities:*
Design apartments and living centers with an emphasis on safety and limited access. Extend "boundaries" of public housing to nearby schools, community colleges and universities.
- *Change the psychology of public housing as a permanent residence:*
Emphasize the importance of inner-city education and job training as critical rungs in the ladder of economic opportunity. Churches, businesses and volunteer organizations will establish strong mentoring/leadership networks.

SEP - 7 1995

Dear Executive Director:

During the past two and a half years, Secretary Cisneros has encouraged public housing authorities across the nation to develop innovative ways of reinventing public housing. As a result, many excellent programs and ideas have been initiated both locally and nationally. At his August 29, 1995 press conference, the Secretary introduced an exciting new concept, Communities of Learners, and challenged public housing authorities to join HUD in transforming public housing communities into learning environments:

Communities of Learners is a residential education model with the goal of equipping residents with the education and skills necessary to become self-sufficient in the modern economy. The concept is based on the university campus design whereby developments become an environment where residents live and learn. Residents would take classes in a variety of courses designed to strengthen life and job skills. Like university students, residents would be expected to eventually graduate or leave the "university". Unlike the typical university, though, educational programs could be offered to residents of all ages, from developmental day care for young children to self-improvement classes for the elderly.

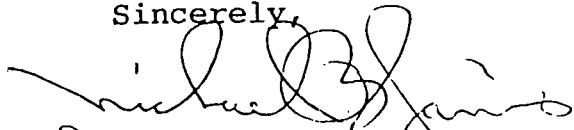
A very important aspect of this concept is that it integrates modern technology into the structured learning program. New computer technology offers exciting avenues for educational exchange and job training, and can be used to link residents to institutions, community organizations and job information. Residents will also learn computer skills vital to succeeding in today's workplace. The "information highway" should certainly not bypass public housing communities.

This concept has inspired both my office and the Secretary, and we believe that partnered with local ingenuity, Communities of Learners can work. At the press conference, the Secretary encouraged all public housing authorities to explore how each authority on its own could make substantive linkages with surrounding educational institutions, foundations, private groups and other community organizations. And although HUD does not currently have the resources available to support a nationwide implementation of this concept, we are excited by the enthusiastic response we have received from authorities across

the nation who have already made or plan to make these types of linkages.

I have enclosed for you an information sheet on this initiative which was distributed at the press conference. I hope that you will meet the Secretary's challenge and explore how Communities of Learners can work in your public housing communities.

Sincerely,

A handwritten signature in black ink, appearing to read "Joseph Shuldiner", written over the typed name.

Joseph Shuldiner
Assistant Secretary
Office of Public and Indian
Housing

Enclosure

HUD Initiative: Communities of Learners

HUD is developing an exciting new initiative as part of its effort to transform public housing: the creation of educational communities in public housing developments.

HUD foresees a future where public housing complexes can be restructured as learning campuses, as universities for the residents, as homes to communities of learners.

The concept is based on the university residential model, an environment where residents learn where they live. Unlike the typical university, however, educational programs at a public housing community could be offered to residents of all ages, ranging from developmental day care for young children and public schools adjacent to the campus for youth to self-improvement classes for the elderly.

Classes will be held everyday on campus, given by faculty who commute there or live there.

Every residential apartment could be wired to offer computer connections needed to make self-paced

learning possible at all hours. The information highway need not bypass distressed neighborhoods or poor people.

HUD will use funds from its HOPE VI program to launch the initiative. To date, 32 public housing authorities have been awarded about \$1.5 billion of funds from the HOPE VI program, which was created three years ago to find innovative means of revitalizing the nation's most severely distressed public housing communities.

The current HOPE VI grantees, as well as the finalists for the FY 1995 grants, have been encouraged to incorporate the educational communities concept into their existing plans. HUD staff will work extensively with them to implement the community of learners concept in their developments.

HUD's Office of University Partnerships

Marcia Marker Feld, Ph.D., Director

The future of universities, their neighborhoods, and cities are closely related. As partners, universities bring to their communities tremendous resources: vast applied research expertise, energetic and creative students for service learning, tremendous capacity as employers and purchasers, and the facilities and credibility for convenient community stakeholders. As HUD Secretary Henry G. Cisneros has noted, "The long-term futures of both the city and the university in this country are so intertwined that one cannot—or perhaps will not—survive without the other."

That is why HUD's Office of Policy Development and Research has launched the Office of University Partnerships (OUP), a new catalyst for helping colleges and universities become involved in stabilizing and revitalizing their own communities. Under the direction of Dr. Marcia Marker Feld, OUP is brokering initiatives and cooperative ventures through which colleges and universities can bring their traditional missions of teaching, research, service, and outreach to bear on pressing problems in their communities. As part of this initiative, HUD has developed several programs that are already harnessing the immense energy, expertise, and resources of our academic communities:

- **The Community Outreach Partnership Center Program** has provided more than \$14 million in grants to help 28 institutions of higher learning form or expand centers for applied research, conduct outreach to communities and neighborhoods, and exchange information on these activities.
- **The Doctoral Dissertation Research Grant Program** nurtures the next generation of urban scholars, providing \$15,000 awards each year to 15 doctoral candidates working to complete their research and dissertations on housing and urban development issues.
- **The Community Development Work Study Program** is attracting economically disadvantaged and minority students to careers in community planning and development. In 1995 grants totalling nearly \$3 million were awarded to universities and areawide planning organizations for student work stipends, tuition support, and other assistance.
- **The Joint Community Development Program** recently awarded \$12 million in grants to universities and local governments that are working together on community development activities.

HUD's Office of University Partnerships is working with institutions of higher education, the professional associations that represent them, and others to identify promising partnership activities and opportunities. To learn more about how universities can help revitalize their communities, contact:

**University Partnerships Clearinghouse
P.O. Box 6091
Rockville, Maryland 20849
(800) 245-2691**



OFFICE OF THE ASSISTANT SECRETARY
FOR PUBLIC AFFAIRS

Public Housing Transformation Press Briefing
Washington, D.C.
Aug. 29, 1995
Secretary Henry G. Cisneros

Two and a half years ago, this Administration made a commitment. We said that on our watch, we would turn around America's public housing. We pledged to take on the problems of the most physically distressed public housing in the nation -- problems that had been festering for years. We said we would make a real, tangible difference. We also said we expected to be held accountable for our promises.

Today, I can say to the American people in no uncertain terms that we are keeping our promises. The evidence is in. Two-and-a-half years into President Clinton's administration, the American people can see hard, tangible proof in cities across the country that public housing is changing for the better.

Let me stress the time frame again. In city, after city, where year, after year -- and decade after decade in some places -- public housing has been on a steady decline, with seemingly no hope of reversal, *we are turning things around just two-and-a-half years into our watch.*

In Philadelphia, in St. Louis, in Atlanta, in Baltimore -- the old, dense public housing developments which trapped people in poverty are finally coming down. In Dallas, where the future of public housing was tied up in litigation for 15 years, the logjam has been broken, and the West Dallas public housing development is coming down. In Chicago, four years of litigation over the future of the Henry Horner development is ended, and that old, worn out, dysfunctional public housing is coming down. Tomorrow, in New Orleans, the Desire public housing development is coming down, after decades of inaction.

All this is happening on President Clinton's watch. In President Clinton's Administration, we don't just talk about the problems of America's cities. We act on them, and there is no more powerful example of our determination to act and make a difference than what is happening with public housing today.

I want to make it clear that we are not running a demolition derby. This is truly a new day for public housing in America.

(These remarks were prepared for delivery by Secretary Henry G. Cisneros, whose actual remarks may have departed from this text.)

We are not simply tearing down old buildings, we are working with local public housing authorities and mayors to build new communities in their place.

Today, I want to put these actions in the larger context of the Administration's long-term vision for public housing, and then I want to report specifically on what is happening in Chicago, where we took over the day-to-day operations of the Chicago Housing Authority 10 weeks ago.

Whether we are talking about New Orleans, or Dallas, or Chicago, or Atlanta, or Philadelphia or St. Louis, the principles of the public housing transformation we have begun remain constant.

This transformation, in city after city, is based on three elements: architectural reconfiguration; integration of human services into public housing; and resident responsibility.

I'll explain each of these elements just briefly:

First, architectural reconfiguration. This means rebuilding with respect for residents and communities. New housing must be built to smaller, more humane scale. New developments must be integrated into the community, not isolated from it. They should include a mix of rental units and owner-occupied units. They should be home to people of mixed incomes. They should be safe places to live -- inviting to residents and their relatives and friends and disinventing to strangers bent on trouble-making or criminal activity.

Second, human services must be integrated into public housing. Reconfiguration of buildings and physical spaces alone is not enough. There must be child care services, so parents can become gainfully employed. There must be community centers. There must be security patrols to keep out the drug dealers, the gangs and the guns. Public housing also needs youth programs so young people will have something to say yes to: recreation, education and training programs, and training for entrepreneurship.

Third, and finally, people who live in public housing must bring something to the table themselves. We must not simply build new buildings and provide services and turn residents into passive clients. They must take ownership of their communities, their own lives and their future.

Residents must become involved in the leadership and management of public housing.

Public housing must linked to work. That means changing rent rules so residents are not penalized by sudden, stiff rent increases when they find employment or land a better-paying job.

Cisneros Backs Live and Learn Housing Plan

HUD Proposal Would Put Classrooms in Developments

By Maryann Haggerty
Washington Post Staff Writer

9/2/95

Public housing developments would be places to learn as well as to live under a program announced this week by Housing and Urban Development Secretary Henry Cisneros. And the District, he said, would be an ideal place to demonstrate the concept.

Cisneros said he envisions housing developments modeled after college campuses, with units wired for computers and all residents required to attend classes each day—in prenatal training, educational day care, high school equivalency sessions or seminars for the elderly.

The classes could take place in new classroom buildings or at existing schools folded into the development, and local educational institutions would provide some faculty and other support.

The program, which Cisneros called “communities of learners,” is in the early stage of development. No locations have been chosen, there are no pilot projects to evaluate and no specific amount of funding has been set aside.

It's part of a larger \$1.5 billion program, called “HOPE VI,” under which local housing authorities get federal money to help demolish the worst of the nation's aging public housing developments and replace them with redesigned developments integrated with social services.

At the press conference where Cisneros announced the new education idea, he also reviewed demolitions that have taken place this year and are planned for 1996 under HOPE VI, which is the sixth in a series of federal programs formally christened Homeownership and Opportunities for People Everywhere.

So far, dilapidated housing developments have been torn down in Baltimore, Philadelphia and other cities. In Washington, the Ellen Wilson Dwellings on Capitol Hill, built in 1941, are scheduled for demolition in December.

Cisneros said he has invited the 32 public housing authorities that have been awarded HOPE VI grants, as well as others that have applied for them, to consider the educational complex idea as an option when they rebuild.

Living and Learning Program Proposed for Public Housing

LEARNING, From E1

The goal is to help people better their prospects enough to move out of public housing altogether.

At HUD, one of the favorite targets of congressional budget cutters, there is not a lot of extra money lying around, but Cisneros said the agency will provide some additional grants to cities that participate in the new program.

“I'd love to try it in Washington, D.C.,” he said. “We have HOPE VI in Washington, we have a new housing director. I'd love to do it in Washington, where everybody could see it.”

Cisneros said he has had discussions with David I. Gilmore, the court-appointed receiver who this summer took over the D.C. Department of Public and Assisted Housing. Gilmore, he said, is interested in trying the concept at the Park Morton complex in Northwest Washington, near Howard University.

Gilmore was on vacation this week and not available for comment. Other D.C. housing officials also were not available.

A number of other public housing authorities also have expressed interest in the program, Cisneros said. Among them, he said, was New Orleans, where the infamous Desire housing development was demolished this week.

Because details on the proposal are sketchy, public housing advocate Deborah Austin said she couldn't comment at length, but that generally the idea is good.

“It sounds to me that it's not a bad idea, but I wonder if the dollars are there to make it happen,” said Austin, director of legislation and policy at the Washington-based National Low-Income Housing Coalition.

Cisneros's proposal calls for wiring homes in these “communities for learning” for computer use. Austin said, “That would be a very progressive move. I don't see a downside to it except getting the dollars.”

Her organization, she said, is more concerned about ensuring the public housing units being demolished with HOPE VI money are eventually replaced.

That's a particular worry in a political climate where HUD is in danger of shrinking drastically or disap-

pearing completely, with much of its authority going to state and local governments.

“There's a lot of demolition being talked about, but who's going to be around to see that the second half happens as it's supposed to?” she asked.

In an interview, Cisneros elaborated on his educational community proposal. The idea, he said, came from a

*The goal of the
HOPE VI program
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D.C. resident, Kent Amos, who over the years has tutored and mentored scores of underprivileged children.

“He came to me with this idea,” Cisneros said. “You've heard of a conceptual blockbuster. He said, ‘Don't think of public housing as public housing. Don't think of it as just a living space.’”

Instead, he said Amos told him, a concentration on all stages of education could turn a complex into a launching pad for people to improve their lives.

The idea has never been tried at the scale Amos and Cisneros envision it, Cisneros said, although some cities have attempted less ambitious public housing developments.

For instance, one assisted-housing development in Denver requires all residents to be in educational programs, but the classes are not offered on site.

Cisneros said he believes the new program can work. “Housing authority residents, housing authority officials, mayors—they all know this can be put together,” he said.

“What really convinces me is the lifting effect on people. . . . If you give people the tools to improve themselves, most will take them,” Cisneros said.

ATLANTA

**OLYMPIC LEGACY PROGRAM
HOUSING AUTHORITY OF THE CITY OF ATLANTA
COMMUNITIES OF LEARNING**

***University/John Hope Homes
Techwood/Clark Howell Homes***

COMMUNITY REVITALIZATION

In November 1994, the Atlanta Housing Authority initiated its Olympic Legacy Program. The Olympic Legacy Program involves the revitalization of five (5) of the Authority's largest and most severely distressed communities: Techwood Homes, Clark Howell Homes, East Lake Meadows, John Eagan Homes and John Hope/University Homes (collectively called the "Olympic Legacy Communities"). It is a strategic initiative undertaken by the Atlanta Housing Authority and commenced in November 1994 as a part of the City of Atlanta's overall Urban Revitalization Strategy. The goals of the Olympic Legacy Program are:

- To create a program that is a part of the City's urban revitalization efforts before, during and after the Olympics, to integrate public housing units and its residents into the mainstream.
- To utilize the vision of the HOPE VI program to create a new, outcome-based paradigm for public housing and centered, where possible, around educational institutions and focused on life skills training, job training and employment.

The Authority intends to leverage the revitalization of the John Hope/University Homes community as a mixed-income community in partnership with the City of Atlanta and the Atlanta University Center, the nation's largest collection of historically black institutions of higher learning, and complete the revitalization of the Techwood/Clark Howell Homes, which sits at the heart of the Olympic Village and at the doorstep of Georgia Tech and Coca-Cola world headquarters.

The Authority has deliberately decided to link its revitalization efforts in the communities covered in this application to educational institutions, thereby creating an environment where living and learning can coexist in a meaningful way. With respect to those two communities:

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John Hope/University Homes

The Atlanta Housing Authority intends to redevelop John Hope Homes and adapt University Homes as mixed-income, campus learning communities in partnership with the six colleges of the Atlanta University Center, which border both public housing communities. The colleges will collaborate with the Authority, in the campus style environment in delivering education and other services to the public housing residents under a Family Self-Sufficiency Program.

Techwood/Clark Howell Homes

The Atlanta Housing Authority is in the first phase of its revitalization of Techwood/Clark Howell Homes, and intends to develop off-site replacement housing within the vicinity of the primary FY 1993 HOPE VI site, and in conjunction with Olympic-related development, as well as associated community and supportive services. The existing Techwood/Clark Howell HOPE VI revitalization effort is considered a model HOPE VI program for the nation, and funding for the balance of replacement housing is critical to the success of the program. Such replacement housing was a precondition to the residents' approval of the Revised Revitalization Plan, and as required in the Further Assurances Agreement between the Authority and the Resident Association.

COMMUNITY & SUPPORTIVE SERVICES

The development activities will be fully integrated with a community and supportive services component, emphasizing a Learning Village/Family Self-Sufficiency Program geared toward providing residents with educational and economic opportunities.

- A "Learning Campus" environment will be created at the John Hope/University development in partnership with the neighboring Atlanta University Center colleges and at the Techwood/Clark Howell development in conjunction with Georgia Tech, the Atlanta Public School System, and the Atlanta-Fulton Public Library.
- An "Electronic Village" will be created at each HOPE VI community, providing in each public housing unit, on-line computer access to information and educational resources and job opportunities.
- A comprehensive Family Self-Sufficiency Program will be implemented, providing significant assistance to families for life skills, economic development opportunities and homeownership.

CLEVELAND

CUYAHOGA METROPOLITAN HOUSING AUTHORITY CAMPUS OF LEARNERS

IMPLEMENTATION CONCEPT

Overview

The Cuyahoga Metropolitan Housing Authority (CMHA) recognizes that rebuilding public housing communities involve more than bricks and mortar or physical improvements. Assisting in the development of exemplary educational systems and economic empowerment through job and business opportunities for self-sufficiency is included in the Mission and Goals Statement of the Authority. Through partnerships with local government, businesses and social service agencies programs for entrepreneurial training for youth and adults, stock market clubs for youth, apprenticeship training, and computer assisted learning have been implemented. Work place literacy training is also a primary concern. Funding from AmerTech will provide additional computer learning centers and three of our family development during the next three years.

We are addressing the issue of "information redlining" by exploring innovative strategies to recycle surplus computers from corporations along with modems and software to provide residents access to online services, including the Internet. To achieve economic independence, all residents of public housing must access to information and technology. Technology must also be made available to youth for computer assisted tutoring, preparation for State mandated proficiency exams and SAT/ACT preparation.

Creating a family learning environment will be accomplished through implementation of a *campus of learners* in partnership with colleges, universities and the local school district.

Campus

Page 2

Campus Demonstration Model

CMHA proposed in its HOPE VI Plus application to renovate two buildings at the Carver Park Estates, a total of 30 apartment units, to be designated as dormitories on the *Campus of Learners*. Residency would be limited to five (5) years with the goal of transitioning families to lease purchase and other home ownership options developed under HOPE VI Plus. Each residence in the *campus* will be wired to accommodate computer connections necessary to provide access to curricula offered by educational institutions and other sources. Computers are proposed to be provided to each family and equipped with modems and appropriate software for educational improvement for the entire family. Existing CMHA residents will be recruited and offered the opportunity to enroll in the *campus*.

Planning/Implementation

Successful implementation requires a planning process which addresses eliminating barriers to success. We will implement a "failure avoidance" strategy which was successfully utilized in implementing the HUD-FUNDED Youth Apprenticeship Program. Residents will identify barriers to successful completion of the program and strategies will be employed to remove these barriers. The most significant barrier is the absence of child care. CMHA has existing partnerships with child care providers and a variety of service is available on the housing development.

Outreach, recruitment and assessment are critical elements to the successful implementation of this concept. The existing Computer Assisted Learning Center developed through the HOPE VI Central Vision Grant and operated by the Urban League of Greater Cleveland will play a crucial role in assessment of educational and vocational levels and aptitudes. The table below describes partnerships which will be utilized.

Campus

Page 3

Description	Partnerships
Outreach/Recruitment	AmeriCorps VISTA Volunteers, Progressive Action Council, Inc., Local Advisory Council, Management Staff, Social Service Partners & HOPE VI Staff.
Assessment/GED Training	The Urban League of Greater Cleveland, Computer Assisted Learning Center
Child Care	Hamill Day Nursery, Head Start, Youth Enhancement Service (Family Day Care Homes)
Supportive Services	Towards Employment
Job Placement Assistance	Urban League of Greater Cleveland, Vocational Guidance Service "Job Match"
Tutoring for Youth	RSVP Host Program, CSU Mentoring Program, Computer Assisted Learning Center & Friendly Inn Settlement House
Post Secondary & Interactive Training	Cuyahoga Community College, Cleveland State University, Case Western Reserve University
Health Services	MetroHealth Systems Clinics
Resident Advisors (Dormitories)	CSU Mentoring Program Interns will reside on site
Recreational Activities	City of Cleveland Lonnie Burten Recreation Center, Friendly Inn Settlement House & CMHA Police Athletic League

Campus

Page 4

A contract will be executed with each family stipulating the terms and conditions for participation as a prerequisite for enrollment. Goals will be mutually agreed upon for each member of the family. The Resident Advisor will have primary responsibility for monitoring the contract and providing counseling.

Once enrolled each family will be provided with supportive services as a part of the "failure avoidance" strategy referenced above. Monthly progress reports will be generated identifying successes as well as any lack of progress toward agreed upon goals stipulated in the contract. A complete and thorough orientation to the *campus* will be conducted prior to enrollment.

Additional planning will be required to review software and interactive products for access by students of the *campus*. Coordination with elementary and secondary schools to identify age and curriculum appropriate software and online resources for youth. Extensive planning will also be required to link adults who are ready for post secondary training to online resources of our college and university partners. We do not envision all learning to occur on the information highway. We will develop "off-ramps" to existing certificate and degree programs. The goal is to integrate not separate families from traditional learning modalities.

Expanding the Campus

While we are confident that CMHA has the partnerships and ability to successfully implement the *campus*, we are concerned that the information revolution is bypassing other residents of public housing. The value of having a computer in the home is unknown to many of our residents. In conjunction with the *campus* we will explore other ways to connect families and students to a changing world of technology. We will explore replicating the "Computer Recycling Center, Inc." in partnership with the private sector to develop a program for corporations to donate surplus computers to a recycling center, where students will be trained to refurbish and repair the units. We will develop unique methods for youth to earn a computer for their home by meeting certain criteria, e.g., school attendance or passing the State mandated proficiency exams.

DENVER



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The Housing Authority of the City and County of Denver

The Redevelopment of North Lincoln Homes "Campus of Learning" & Family Learning Center

What is the Redevelopment of North Lincoln Homes?

The 1995-1996 redevelopment of Denver Housing Authority North Lincoln Homes (NLH) Family Development will be one of the first "new face of public housing" completed under the Cisneros administration of the Department of Housing and Urban Development (HUD). This new North Lincoln will actualize many of Secretary Cisneros' progressive urban policy initiatives, including but not limited to:

- demolition of large antiquated barrack-row-type family public housing developments;
- reduced density (specific to North Lincoln Homes from 400 units to 216 units);
- community policing strategies and defensible space concepts;
- restructuring urban family public housing complexes as learning campuses (Campus of Learning (COL));
- computer connections for increased access to the *information highway*;
- on-site job readiness/job seeking skills; and
- non-subsidized housing, or homeownership or within the local community.

Imperative is the realization that the new North Lincoln Campus of Learning provides a demonstrative means for the reversal of outdated public housing urban policy, no longer applicable in today's world of exploding semiconductor technology and the "information highway".

Transition from Public Housing

The Denver Housing Authority (DHA) established objective for the North Lincoln Homes redevelopment provide a network of educational resources, streamlined access to family services and viable employment and training programs to transition North Lincoln's public housing residents off public assistance and into self-sufficiency.

The essential transitional linkages for the Denver Housing Authority North Lincoln Community of Learning (COL) families are:

- **Comprehensive educational programming** - from early childhood education (ECE) to post-secondary education (ECE-Grade 16). Principally, in coordination with the local education agencies (i.e., Denver Public Schools, Alternative Schools, Parochial Schools, and the etc.). Also, family education programs which stimulate public housing resident motivation to pursue post-secondary education & vocational training (Denver University-Bridge Program, Community College of Denver (CCD)/Denver Education Network,, Auraria Higher Education Campus);
- **Modification and replication of Warren Village** - a national model for its combination of child care, education and employment assistance;

New Construction Computer Technology Wiring - in the redevelopment of the North Lincoln Homes, all housing development units (206 units, Family Learning Center & Designated Elderly Building Community Room) will be designed and constructed with computer wiring, which will to bring tomorrow's technology into the homes of North Lincoln's low income families and seniors;

- **Building Public/Private Partnerships** - this local effort will provide direct on-site access to high-technology computer learning services through the new construction of a Family Learning Center. This new Center will be equipped with interactive computer technology provided in partnership with Tele-Communication of Colorado, Inc. (TCI) and coordinated throughout the community;
- **Comprehensive employment and training programming** - implementation will occur through on-site One-Stop-Shop, School-to-Work, JTPA, Job Service Center access, and HUD/EDA vocational technology. Including access and opportunity to the future Community College Rocky Mountain Higher Education Advance Technology (HEAT) Academy (to be located at the Lowry Redevelopment Authority formerly Lowry Air Force Base - first Colorado urban base closed in the U.S. military downsizing);
- **Competitive employment opportunities** - job placement in the local economy which will enable North Lincoln families to break the cycle of persistent poverty; and
- **Coordination with the private/community-based housing market** - transition plans for families of North Lincoln to move into the local community housing (i.e., HouseDenver - a Fannie Mae initiative, National Council of LaRaza Home Ownership Initiative, DHA Foundations in Homeownership, etc.).

Dominant in the DHA Campus of Learning (COL) initiative is DHA's approach in leveraging *"existing resources"*.

All the above linkages, demonstrate the Denver Housing Authority's progressive leveraging capabilities which, include but are not limited to: ability to effectively maximize HUD/DHA resources, increase public housing family access to local education resources, coordinate essential on-site/off-site family resources to ensure family up-ward mobility, refine and expand partnerships with sophisticated computer technology and telecommunication industry, and illustrates DHA's capacity to successfully plan & implement one of first HUD COL initiatives in the nation.

Vision

- Effectively and efficiently serve 100 families each year/total of 500 served over a 5 year period, and beyond.
- Each family will develop a two, three, or five year individualized employment/education plan (EDP) that requires transition out of public housing and off public assistance/subsidy.
- Implement HUD approved residency timelimits in this new construction public housing family development.
- Create and integrate market rate/mixed housing opportunities on site, and in the local community.

Specifically, North Lincoln COL will promote public housing reforms, foster PH participation in public and higher education reform initiatives, family/individual responsibility, promote family/human service consolidation, implement new state-of-the-art computer & telecommunication technology, cultivate foundation and private sector investments, and institutionalize successful urban/community revitalization efforts.

EAST ST. LOUIS, IL

THE GREAT PARTNERSHIP: AN ALL AMERICAN THEME

Background

The establishment of what is now known as the East St. Louis Great Partnership had its roots in the strategic planning process required to complete the Federal Empowerment Zone and Enterprise Community application. The U. S. Department of Housing and Urban Development, under the direction of Secretary Henry Cisneros, had begun initiating a Consolidated Plan approach to funding. The Federal Empowerment Zone and Enterprise Community Program involved a requirement that a grass-roots orientation to the planning process be incorporated as part of the required EZ/EC application. This grass-roots process served as a key element in empowering residents as well as a launch-pad to promote self-sufficiency in the community.

In East St. Louis, the HUD-required grass-roots strategic planning process lead to the establishment of 9 program management teams involving 50 practitioners in the 9 issue areas ranging from arts and culture to transportation. These program management teams were oriented to address specific issues and problem areas which were identified through a series of community meetings. Each program management team provided a set of recommendations on the issues and problems assigned. These recommendations were brought back to a community-wide steering committee, and then discussed at selected community meetings. As a result of this activity, over 200 citizens and 81 organizations were involved in the development of the strategic plan which was approved by HUD in December, 1994.

Another important outgrowth of these activities, however, was the establishment of a number of collaborative agreements between service providers. In each of the major issue areas identified, service providers met and worked collectively on the development of proposed solutions to problems. These meetings were used to set the stage to establish collaborative agreements in the areas of workforce training, social services provision, business development, arts, culture and tourism, health care, public safety, and infrastructure and construction. These collaborative agreements, along with a number of memorandums of understanding between private sector firms and the City of East St. Louis, serve as the foundation of the East St. Louis Great Partnership.

The Great Partnership: A National Policy Model

In considering the activities undertaken as part of the East St. Louis Enterprise Community strategic plan development process, two questions were raised:

1. How do assets and resources that are available to aid distressed communities receive optimum usage resulting in optimum impact?
2. How do we restructure the relationship between government and the private sector such that the economics of distressed urban areas are positively impacted?

The answer, in part, seemed to lie in greater collaboration between service-providers, funding sources, community leaders, and government. However, this greater collaboration had to be coupled with increased responsiveness between local, state, and federal levels of government. This collaboration to address the issues and problems which confront our communities, neighborhoods, and, in fact, our society is the essence of what is called the Great Partnership.

Fundamentally, the Great Partnership is a political, economic, social and cultural "theme" that reflects how American society should function. This "theme" represents an innovative shift in the paradigm regarding institutional relationships in the United States. The central focus of the theme is economic in nature and addresses the issues of scarcity, equity and income distribution. The Great Partnership attempts to answer the question of how differing elements of our society address and resolve these and other issues such as moving people from welfare to work, creating jobs, business development and human capital development.

Central to this new paradigm is a newly established program entitled "Federal Empowerment Zone and Enterprise Community (EZ/EC) Program." (See ESL/ Great Partnership model, Figure 1). This is a White House initiative that is headed by the President's Community Enterprise Board. This board is chaired by Vice President Al Gore and oversees all elements of the Federal EZ/EC Program. The program has two major components: an urban component headed by the Secretary, Department of Housing and Urban Development, and a rural component headed by the Secretary, Department of Agriculture. This board has a broad range of powers, duties and responsibilities to include waivers, program implementation and funding. The local implementation of this concept is depicted in Figure 2.

The Federal Enterprise Program established over 100 federally designated areas: six urban Empowerment zones, three rural Empowerment zones, 65 urban enterprise communities and 30 rural enterprise communities. The six urban EZs and 65 urban ECs that were awarded, as well as the three rural EZs and 30 rural ECs, were the result of a national competitive process with over 500 applicants. Each applicant was required to develop a strategic plan according to federal guidelines.

The winning applicants received a designation as either an EZ or an EC, and the submitted strategic plan, which had to be certified by the State and signed off by the Governor of the applicant's State, then became the recognized strategic plan for use in awarding monies, grants, contracts and other benefits. This plan has established benchmarks for progress that can be evaluated by HUD. The awarded monies, which are part of the Social Security Block Grant, Title XX Program, flow to the State Title XX agency, and then further flow to the awarded entity.

The program is for a 10 year period, with EZs receiving \$100 million over ten years to accomplish the plan and with ECs receiving \$3 million in the first year to assist in the completion of the plan. The program will help address the pressing national issues of the day:

- Technology manufacturing and infrastructure
- Technology development and commercialization
- Economic and minority business development
- Eliminate isolation of impoverished neighborhoods
- Breaking down bureaucratic barriers
- Improve America's Education System
- Establish a successful School -to- Work Translation Effort
- Sustainable Neighborhood and Community development
- Welfare to Self sufficiency
- Public safety strategies

In addition, state governments responded to the Federal EZ/EC Program by establishing state support for designated zone areas. New programs were established and the development of a Statewide Collaboration was proposed. These changes took into consideration the new role of State Government in economic development to support what are known as the vital economic foundations. These economic foundations are:

- **Human resources:** Developing competent workers at higher skill levels
- **Financial capital:** Developing a strong capital base
- **Technology:** Identifying appropriate emerging technologies for specific application in East St. Louis
- **Tax and regulatory:** Improving the business climate and removing the obstacles and burdens to business
- **Physical infrastructure:** Developing long-term planning, using revenues for expansion as well as maintenance
- **Quality of life:** Arrest and reverse the widening gap separating the "haves" from the "have-nots"; support for cultural arts, recreation and tourism as well as a healthy environment.

Just as a new Federal paradigm for economic development has emerged, it became apparent that a new paradigm had to be constructed at the State - Local level. This new paradigm includes the following assumptions:

- Economic regions are critically important
- Skilled labor, technology, and capital are key elements of advantage
- Competition coexists with cooperation within industry clusters
- Government role is to support economic foundations
- Global corporations with strategic partners play a key role
- Creation of a more level, consistent, and predictable playing field is essential
- Success is measured as a sustainable improving standard of living for all citizens.

The result of this new paradigm is a newly evolving framework for economic development in Illinois which consists of a series of key program elements which need to be implemented at the local level.

- The establishment of industry-focused training programs that help workers gain new skills to meet changing industry needs and employment opportunities
- Expansion of adult education programs in basic skills needed to function in a more complex and technical work environment
- Increased emphasis on vocational and technical training for non-college bound students in the K-12 system, including regulatory changes to permit effective internship and coeducational programs, and better motivation and support for training in basic skills within the present education program
- Expansion of small business assistance programs with the participation and support of private cluster-based coalitions
- Encouragement and support for venture investments and small business loans to firms with high growth potential and strategic cluster importance through networking and catalyst initiatives
- Better education and training opportunities for potential entrepreneurs and managers of small businesses in the fundamentals of planning, starting and managing small technology and cluster supplier businesses
- Greater cooperation and coordination among government agencies at the state and local level in definition, planning and action to strengthen foundations
- Involvement of the private sector in planning and implementing foundation improvements, and support and leadership for privately supported initiatives
- Economic development goals that emphasize creation of higher-quality jobs to drive strategies that focus on improving specific economic foundations and support the competitiveness and growth of industry clusters
- Cooperation and coordination across all state agencies involved with economic competitiveness as well as between state and local agencies
- The involvement of industry to leverage limited but important State resources in effective economic development through public/private partnerships and industry coalitions that can plan and support an overall program and specific cluster-focused initiatives.

It became the overriding mission of the East St. Louis Enterprise Community Great Partnership to achieve these key program elements.

US CITY CORPORATION: ORGANIZATION THE GREAT PARTNERSHIP IN EAST ST. LOUIS

Background/History

Urban planners have long expressed the notion that Urban Revitalization must involve a broad base of private and public interactions and that any relevant National program would require local demonstrations or test beds prior to full scale implementation. As early as 1991, it was proposed that East St. Louis serve as a National Urban revitalization test bed.

In 1991, the United States Army Corps of Engineers Construction Engineering Research Laboratory and the University of Illinois proposed that East St. Louis serve as a National demonstration site for civilian use of Department of Defense (DOD) facilities management technologies. East St. Louis proposed to work with the United States Department of Housing and Urban Development and others to modify management and assessment technologies which the DOD employs in managing its nearly \$500 Billion inventory of roads, bridges, sewers, buildings, transportation systems, training land, public housing, fire stations, planning offices and security response teams. It was also proposed that East St. Louis demonstrate the use of DOD developed environmental programs for remediation, restoration, waste reduction, and regulatory compliance.

In 1991 a proposal was submitted to the Corps' Construction Productivity Advancement Research Program (CPAR). Part of the logic behind the proposal was that the DOD has invested hundreds of millions of dollars to develop efficient technologies and procedures to manage its vast array of facilities. American tax payers had already paid to develop many of these systems which were saving the DOD billions of Operation and Maintenance dollars each year. The step to converting these "military" technologies for civilian use was thought to be low cost and relatively minor. The National CPAR evaluation team rejected the East St. Louis proposal stating its belief that the proposal needed a strong commercial advocate. The Board explained that without a significant Architectural, Engineering, and Construction (A, E, & C) partner, the proposal lacked commercial viability.

In 1993, at the American Society of Quality Control (ASQC), National Architectural, Engineering and Construction executives' round table the same theme was proposed. These executives represented nearly two dozen A, E, & C firms which accounted for nearly \$40 billion in construction worldwide in 1993. They discussed the need to support a National Urban Revitalization program.

In the course of discussions it was proposed that in order to carry out cost effective "Urban Revitalization" efforts, firms might be asked to shoulder an inordinate financial burden. It was noted that Urban Revitalization for the future would not look like "Urban Renewal" of the past. Conference participants suggested that wholesale dislocation of urban populations, and community clear-cutting was neither financially feasible nor socially acceptable. It was understood that Urban Revitalization would have to involve an integration of economic development, educational, and infrastructure improvements.

As an outcome of the ASQC Executives Round Table, a collaborative organization was proposed. It was intended to loosely follow the corporate models of US Car and Semitech under which competing commercial firms (automobiles and semiconductors) could jointly develop or prove out "Urban Revitalization" programs in partnership with communities, government and perhaps each other. The concept raised during the October 1993 ASQC conference was a corporate consortium to be named "US City". The term has been Federally Trademarked and the concept has received significant commercial and governmental attention.

Two subsequent ASQC National Conferences addressed the issues of Urban Revitalization. Key leaders from academic institutions, the American Institute of Architects, the American Society of Civil Engineers, major urban design firms, state and city officials, many of the largest A, E, & C firms, the US Army Corps of Engineers, and leaders from both the materials and insurance industries discussed the special requirements of Urban Revitalization. The conclusion was the same: America must create new vehicles through which multiple organizations can partner to bring about "Urban Revitalization".

It is also important to understand the role which demonstrations and test beds might play. The Department of Defense employs test beds as a standard procedure. It is important to conduct field tests prior to engaging full scale deployment. In the physical infrastructure arena, the DOD employs a number of test bed scenarios. The CPAR program and the Army's Facilities Engineering Applications Program each relied on significant, well structured field tests to determine actual savings and detail operational and maintenance requirements.

The 1994 DOD study of its research and development capabilities (the Laboratory Infrastructure Capabilities Study LICS) suggested the Nation needs to support DOD facilities research. It highlighted the value of controlled infrastructure test bed / demonstrations. The study's recommendations were adopted by DOD and forwarded to Vice President Gore. It is significant to note that the LICS study recognized the value of civilian application (Dual Use) of DOD infrastructure and environmental research. The LICS study references the concept of US City and it suggested that DOD should support civilian demonstration sites specifically citing East St. Louis, Illinois.

One of US City's primary operating principals is to emphasize US City program management responsibility, monitoring local firms when appropriate and executing projects only when necessary. The expressed goal of US City is to grow and nurture a self sufficient stable base of local companies.

Fluor Daniel and the City of East St. Louis have partnered under a "Great Partnership". Evidence of this collaboration show forth in Fluor Daniel's participation in the 1994 Enterprise Zone application, the establishment of the Fluor Daniel Quality Institute at East St. Louis State Community College, and in the Fluor Foundation's financial support of the College.

Together, the Great Partnership has developed a program designed to lead the way for a significant investment of private capital in the community. This is based on Federal investments in East St. Louis' educational system, its infrastructure and in the City's commercial development.

On 21 Dec 94, President Clinton announced that East St. Louis had been designated an Enterprise Community. This designation brought \$3 million federal dollars, a share of \$50 million State dollars and a host of other federal programs. The Empowerment Zone Application process crystallized the need for US City. It has helped define the program and its processes.

US City Vision, Mission and Objectives

Vision: US City will rapidly become a structure that facilitates the synthesis of community, industrial, and political resources for the expressed purposes of creating partnerships that will define a model that can facilitate a national infrastructure remediation process.

Mission: US City will demonstrate that significant infrastructure rehabilitation projects can be accomplished through the use of partnerships which integrate multiple design and construction firms, material suppliers, and various community and governmental entities.

Objective:

- 1) US City will define legal, financial, and technical procedures which must be engaged in order to create a national infrastructure rehabilitation program that is practical productive and affordable.
- 2) US City will demonstrate the feasibility of a national infrastructure rehabilitation program by completing a series of appropriately scaled demonstration projects.

US City Strategies:

1. Create a coalition to identity the issues and obstacles such as legal, financial, and technical.
2. Create a flexible organization capable of receiving and implementing revitalization opportunities of various size and magnitude, whether by government or commercial sources.
3. Execute projects based on a value sharing concept.
4. Review the results and recommend model standards for a National Infrastructure Rehabilitation Program.

HARTFORD

Hartford

LIVING/LEARNING CAMPUS AT CHARTER OAK TERRACE EXECUTIVE SUMMARY

DRAFT**INTRODUCTION:**

The Hartford Housing Authority, in concert with residents and many other partners have set in motion ambitious plans designed to prepare both its physical plant and its 4,500 families for the 21st Century. A key ingredient of those plans calls for the creation of a demonstration **Living/Learning Campus** at Charter Oak Terrace.

BACKGROUND:

The Hartford Housing Authority is one of only a handful of large urban housing authorities in the country that has never been "troubled". But its mission of providing Safe, Decent and Affordable Housing has become increasingly difficult to achieve. Until two years ago, the cycle of poverty had led to the isolation of and disinvestment in public housing neighborhoods. The physical plant had outlived its economic and design usefulness. Violent crime had increased to the point that Hartford enjoyed the dubious distinction of having the 4th highest crime rate of similar cities in America. Most national indices of poverty ranked Hartford among the worst cities in the country. In many ways, therefore, Public Housing in Hartford had become the "incubator" of most of the social ills facing the city. It had become part of the "problem", not the "solution".

HUMAN RESOURCES: Over the last two years, a unique coalition of neighborhood, city, state and private partners has significantly changed the human landscape of Public Housing. So much so, it can now be claimed that the basics are in place to achieve self sufficiency for many families. Benchmarks of progress include:

- TOP (Tenant Opportunity Program) grants to all 5 of the family developments
- Safe Homes program which contributes monthly dialogue among stake holders
- Weed & Seed designation linking the police, US Attorney and public housing
- The start of a Family Self Sufficiency Program (FSS)
- Participation in The Comprehensive Communities Program (CCP)
- The opening of a Family Investment Center (FIC)
- The expansion of the Drug Elimination Program.

The Authority and the residents have the tools. Families are enrolling for the various programs. Self sufficiency for many is within reach.

PHYSICAL PLANT: Over the same two years

- \$17M has been designated from the Comprehensive Grant Program (Bellevue)
- \$19.8M has been received in special Development funds from HUD (COT)
- \$20.7M is pending approval in special Development funds from HUD (COT)

to address the renovation, demolition and reconstruction of some 1,300 housing units, most of which are located at Charter Oak Terrace. With the full participation and concurrence of residents, neighborhoods and city leaders, the density in Public Housing will be drastically reduced and any replacement and renovated units built back on site will have a design that leads to defensible, secure space and individual dignity. About half the families will be accommodated through Section 8 and similar programs that utilize private market units which are experiencing unusually high vacancy rates. All families will have the services of the FSS and FIC programs as they move.

Clearly, the Hartford Housing Authority is well on its way to achieving the ambitious goal stated above of preparing the physical plant and its people for the 21st Century.

CHARTER OAK TERRACE:

The primary focus of attention for the partnership over the last 2 years has been Charter Oak Terrace. With approximately 1,000 units, it is the largest development in the City, and embodies all the social ills in the extreme. Therefore, funds have been secured to reduce density in the "D" section from 266 to 163 units. Additional plans for "ABC" call for a reduction of density from 680 to 200 units. The balance of the families will be accommodated through Section 8 certificates or through a special program of investment in the City.

Living / Learning Campus - PARTNERS

As the next step is being planned for Charter Oak Terrace, that of creating a Living / Learning Campus, it is helpful to identify the partners who have assisted the project to date. These same partners will be involved as well in this next step.

- Mayor, the City of Hartford
- City Manager, City of Hartford
- Executive Assistant to the Governor / Urban Affairs
- US Department of Housing & Urban Development
- Chairman of the Education Committee, Court of Common Council
- Principal, Mary Hooker School
- Executive Director, Connecticut Institute for Municipal Studies
- President of the Hartford Board of Education
- Superintendent of Schools, City of Hartford
- Hartford Tenant Rights Federation
- Charter Oak Terrace Tenant Association
- Trinity College
- Hartford Capital Community College
- A.I. Prince Technical School
- HART - Hartford Areas Rally Together - Neighborhood Organization
- Hartford Housing Authority
- Project LEAP (Leadership, Education & Athletics in Partnership)
- CT Department of Social Services
- Capital Region Workforce Development Board
- The Greater Hartford Chamber of Commerce
- The Capitol Region Council of Governments
- The State Department of Economic Development
- The State Bureau of Housing
- Southwest Boys and Girls Club
- Head Start
- Charter Oak / Rice Heights Health Center
- City of Hartford Police Department / Community Service Officer
- YMCA
- Food share
- Knox Parks Foundation
- Boy Scouts of America

Living / Learning Campus - PHYSICAL PLANT

According to current plans, in five years Charter Oak Terrace will be completely re-built to the latest standards. Instead of "housing for the poor", all units will be built to homeownership specifications including defensible space, private entrances, smaller clusters, low-rise townhouses, and exterior and interior design that serves to insure the dignity of the family.

Additional features that will confirm Charter Oak Terrace as a campus setting will be

- Pre-wiring throughout the campus to connect to the "information super highway"
- A Family Investment Center to house:
 - * A "one stop shop" for support services and community programs
 - * Classroom space for instruction
 - * An interactive Video Classroom
 - * A computer aided Instruction Classroom
 - * A dormitory to house up to 25 for college students
- An amphitheatre for community events
- Expanded recreation space made possible through a grant from the State of CT
- Small clusters of homes amenable to **living/learning** work groups

Living / learning campus - PROGRAMS - TODAY

The partners above are currently providing services on campus including:

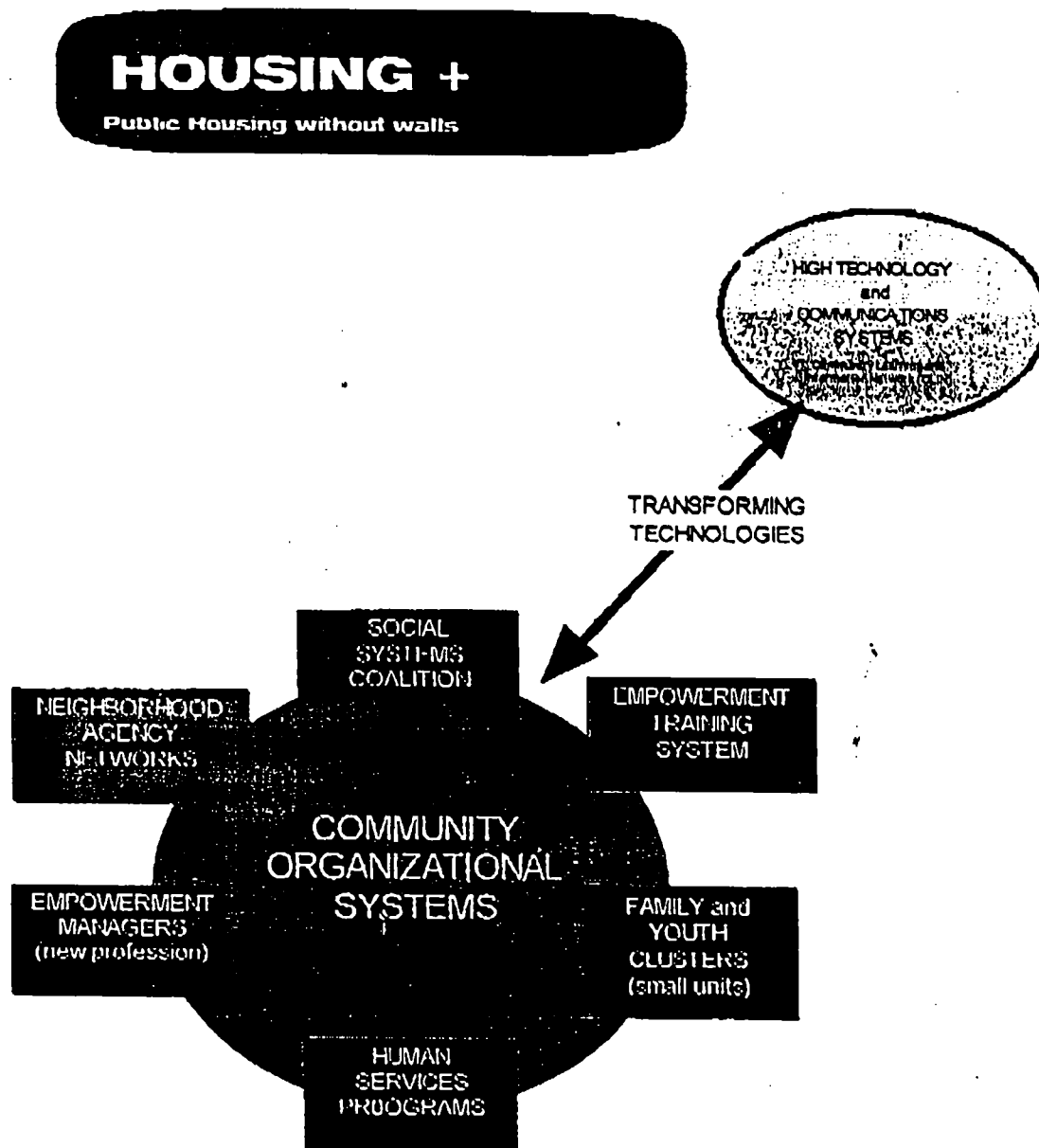
- GED, ABE, ESL, Adult Education, Adult Literacy
- Life Skills training
- Pre employment Training & Internships
- Job Counseling
- Job Placement
- Education & Leadership Training
- Latch Key programs
- Recreational Activities for Boys & Girls
- Day care
- Health Clinic
- Health Screening
- Crime & Violence Reduction
- Crime Prevention
- Boxing Program
- Arts & Crafts
- Tutoring
- Community Organizing
- Subsidized groceries (Food Share)
- Tenant Leadership training (TOP program).

Living / Learning Campus - PROGRAMS - PROJECTED

Working closely with the abundant array of current partners, the Authority would like to integrate the offerings with the opportunities found in new technologies.

In order to do so, the Authority has called upon the work sponsored by the Community Learning and Information Network (CLIN) as supported by the U.S. Chamber of Commerce, The University Research Corporation / Center for Human Services and the Center for Community Systems Integration.

The following diagram begins to describe how the **Living / Learning Campus** would be articulated.



Living / Learning Campus - RESOURCES NEEDED

In addition to personnel and resources already in place through Modernization funding, the Drug Elimination and TOP grants as well as those provided by the others listed above, preliminary estimates of the cost to integrate the current programs with the new technologies include:

■	Interactive Video Classroom	\$150,000
	Large Screen Projector	
	3 - 4 Computers	
■	Computer Aided Instruction Classroom	\$150,000
	25 - 30 Workstations, Printers	
	Scanners, VCR, Overhead	
	Displays	
■	Courseware	\$ 50,000
■	Computer assembly for each family	\$150,000
■	<u>Three staff for 3 years</u>	<u>\$250,000</u>
	TOTAL BUDGET	\$750,000

CONCLUSION

The Hartford Housing Authority has many of the parts in place to realize the concept of a **Living / Learning** Campus at Charter Oak Terrace. Working with the partnership it is confident that the concept can happen both in today's environment, through the transition of demolition and re-building, and especially when the neighborhood (people and plant alike) is totally reconstructed to face with confidence the 21st Century.

NEW HAVEN, CT

Abstract

New Haven's Family Campus Model: Rebuilding the Community

The Housing Authority of the City of New Haven (HANH), in partnership with the City of New Haven, the New Haven Board of Education, Yale University, and Southern Connecticut State University is seeking resources to move forward with the **Family Campus Initiative**, which has been in the development and piloting stage for the past 18 months. This innovative partnership is New Haven's approach to the "Campus of Learners" concept as articulated by Secretary Henry Cisneros.

At three public housing neighborhoods -- Elm Haven, Eastview Terrace, and developments clustered in the West Rock area -- the Family Campus strategy will:

- transform public housing from a stopping point to a supportive, nurturing environment for living and learning in which individuals and families can take advantage of programs and resources to build their skills and economic strength for a move up and out to the private housing market or, if they stay, to equip themselves to take on the increased responsibility under likely to come with changes in the structure of public housing;
- create a pathway to self-sufficiency for public housing residents which is focused on building human capital through education and job experience;
- involve public housing residents in the design and delivery of supportive services;
- dovetail with other federal initiatives, including the Enterprise Community program, welfare reform, School-to-Work, One-Stop Career Centers, & HOPE VI;
- help create safe, campus-like environments with physical amenities; and
- draw on deepening partnerships with Yale University and Southern Connecticut State University as well as other institutions of higher education and a host of other collaborating partners in diverse ways

HANH also proposes to create a **Family Opportunity Housing** component under which 100-125 families will be recruited to participate voluntarily in a more intensive, time-limited program which supports their efforts to achieve full self-sufficiency and move out of public housing.

The three public housing complexes involved in this initiative and for which funds are now being sought include (see table):

HANH Developments Participating

Item	Elm Haven	West Rock	Eastview Terrace
Total Units	462	1,895	141
Current Census of Residents	764	2,812	451
Average Income	9,087	9,451	9,778
% receiving AFDC	38%	51%	62%

- **Elm Haven** which is undergoing complete revitalization through the HOPE VI process. A resident-driven supportive and community services plan will drive Family Campus Implementation. Elm Terrace Development Corporation, a not-for-profit development corporation will oversee the ambitious five year revitalization plan involving complete demolition of the existing family units. Extensive renovation of Wexler Community School will provide space for Family Campus educational and other programming.
- The **West Rock** public housing complexes are among the most isolated in the city where residents, the local schools, community-based organizations and resource agencies have been meeting over the past 18 months to develop the Family Campus concept and secure funding commitments.
- At **Eastview Terrace**, also known as Eastern Circle, is an isolated community with an open site plan which lends itself to the campus model. A very active residents' group has created a Family Learning Center in partnership with a local community leadership class which will form the nucleus for this initiative.

All three complexes feature strong resident involvement and innovative approaches which will serve as valuable models for replication in other cities. Other than at Elm Haven where URD funds are available, program resources available to carry out the model are extremely limited.

The Family Campus Strategy: Family Campus is the core human development and human services strategy in the City's Enterprise Community strategic plan to promote economic self-sufficiency for all who live in New Haven. It reinforces basic values upon which vibrant, productive individuals, communities, and countries are built: health, safety, education, employment, and social harmony. It creates a social learning laboratory in which all individuals -- from birth through retirement -- can access resources to meet their changing developmental, educational, and economic needs.

The Family Campus Initiative is working to establish a *neighborhood-based constellation of grounds and facilities and create a multi-generational, state-of-the-art campus of learners*, in neighborhoods that are dominated by Public Housing Authority developments. The neighborhood-based *elementary school* is the cornerstone of the Family Campus model in which a *Family Resource Center* and multi-purpose *Community Center* provide critical linkages to an array of family support services and resources.

The Family Campus plans have emerged from months of hard work which brought together all stakeholders in each neighborhood. To aid and strengthen families in the task of raising healthy and competent children, the core on-site support programs for which the Family Campus is seeking support include: resident-driven parent training and mentoring programs; multi-media learning and technology centers with effective staffing and curriculum; technology link-ups and on-site programming associated with Connecticut's One-Stop Career Center System; school-based health and dental clinics; community prevention screening and educational workshops; child care (0-3) and Head Start programs for parents who are enrolled in a "career programs"; linkages to Leadership, Education, Athletics in Partnership (L.E.A.P.), an innovative and highly successful program for high-risk youth (ages 7-14) that involves high school and college students as mentors; and an innovative community service - sweat equity component that originates in the lease agreement and is bolstered by an PHA incentive system (e.g., rent reduction, homeownership incentives, portable section 8 certificates); and enhanced security through a strong commitment to full implementation of the community-based policing model.

HANH's housing strategy provides incentives for PHA residents to complete their "career programs" and move more into the mainstream, eventually building their equity as homeowners. The homeownership strategy is articulated through the City's Consolidated Plan and plays a pivotal role in the Enterprise Community Strategy.

The HANH proposes to enhance the Family Campus model as it applies to residents in these complexes in the following ways:

- Incorporation of a "social contract" into all new and renewal leases which spells out landlord and tenant responsibilities, including the tenant undertaking specific steps toward economic self-sufficiency if on welfare.
- Enhancing resident leadership through training and technical assistance.
- Implementation of a meaningful economic incentive package which reduces disincentive to work and promotes savings. This would include a significant "ceiling rent" program, disregard of new earned income under specified conditions, and disregard of any income invested or in saved for educational programming.
- Giving residents up to \$200 per month off the rent in return for community service activities with half this in the form of a deposit into a housing or education fund that is available to residents for tuition or for downpayment or security deposit..
- Physical improvements to reinforce the "campus environment."

Cluster System: Developments will be subdivided into clusters of 40-60 households for purposes of programming, community building, security (Block Watch), intramural sports, and tenant representation. Each cluster would have a Resident Advisor, designated by HANH management with the advice of the Resident Council, who would receive community service rent credits for serving as a communications link between residents and the outside world and as a peer counselor. Resident Advisors would receive intensive training in leadership skills and conflict mediation.

Family Opportunity Housing: While the entire developments in each location will have access to the basic programs of the Family Campus model, approximately 100-125 families in the West Rock area who are highly motivated to improve their economic status will be invited to apply for entry into the Family Opportunity Housing program which provides the enhanced program opportunities that will assist them in moving on to either private rental housing or home ownership within five years based on gainful employment. Participants will voluntarily move into buildings designated Family Opportunity Housing where participants will have access to high quality, personalized services in the following areas in a new Total Learning Environment:

- child care to enable them to focus on educational activities
- on-site educational programming and direct connection to the One-Stop Career Center and its full array of education, training, and employment programs to enhance their ability to obtain lasting gainful employment.
- excellent youth programming for their children in the LEAP model

Participants will:

- sign a lease which requires active involvement in educational programming and job search activities, including a commitment to perform community service in lieu of a portion of their rent.
- develop a personal career plan which identifies their personal goals and strategies for achieving them.
- get an identification card similar to a college ID which entitles them to certain services, with validation every semester to provide for a formal check-in point.
- get enhanced access and training in the use of the One-Stop Career Center System and to educational programming through Adult Education and area colleges.

The program would have incentives to participate and succeed, including preference in homeownership programs and/or Section 8 vouchers to graduates, enhanced package of amenities within the units and buildings, and time limits in the program.

Families in the program will have access to the latest educational technology through the Family Campus Computer Learning Center as well as through the provision of computers and associated training to each household for connection to a world of learning and personal development resources through local sources and the Internet.

Partnerships: At each site, partnerships have been forged and will deepen between Universities and neighborhood-based implementation. Yale University has been an active partner in the development of the Family Campus program since its inception and is actively involved particularly in the Elm Haven implementation. SCSU will be a primary partner in West Rock. Other principal partners include the New Haven Board of Education, including the Adult Education division; the Regional Workforce Development Board; health and social service providers; and neighborhood-based agencies in each area.

Schedule: The core components of this proposal can be up and running at all sites within six to nine months. At all three sites, the Family Opportunity Housing program recruitment and enrollment can begin as soon as detailed procedures are in place. At West Rock and Elm Haven, programs can be offered through existing facilities until renovated ones are ready. At Eastview, the new Family Learning Center will open in November, 1995.

Management: A local entity in each neighborhood will be charged with managing the implementation. In all cases, residents will have a strong voice in detailed design of the program as well as its day-to-day operation. An effective Management Information System, developed jointly for all sites, will be maintained by the local management team. This MIS will enable participants and program administrators to track individual participation and progress toward defined goals and will facilitate effective management, planning, and evaluation and on-going fund development. All services will be accountable to the residents and funding sources through regular reporting of activities and outcomes and clear, performance-based contracts.

Continuation Strategy: Federal funding strategies are moving increasingly to the block grant approach. This program is designed as an excellent vehicle for the investment of public and private investments in welfare reform, social services, and education and job training services. Assuming it produces the clear results expected, the Family Campus and Family Housing Opportunity models should attract funds from state, local, and private sources interested in backing approaches that accomplish their goals of supporting family self-sufficiency through skill-building and employment.

SOUTH BEND, IN



HOUSING UNIVERSITY

The South Bend Housing Authority, one of the "Anchor" institutions in the community empowerment network, is in the process of establishing a family empowerment "HOUSING UNIVERSITY (HU)." The HU will focus on assisting public housing residents empower themselves to self-sufficiency and private sector housing. Residents, young heads of households, will be regarded similar to students in traditional higher education institutions except that the bulk of developmental process will be on personal and family empowerment. The HU will network with area schools, community centers, service agencies and churches. The components of the HU include:

Social System Focus

- ▲ A lead "Systems Integrator" facilitates the integration of services and programs available through the various social systems.
- ▲ A "Systems Design Team" made up of professionals assigned from the social systems assure maximum human service program integration and mobilization of collective resources.

Personnel Focus

- ▲ Public Housing Personnel retrained to include human empowerment facilitation as a major focus of their work. They provide one-to-one counseling to public housing families. Each professional will work with 4-5 families at a time.
- ▲ Repositioned staff from social service agencies are trained to be a part of the human empowerment on-site teams. They provide direct linkages with large social systems, counsel residents in their specialties and take responsibility for empowerment facilitation of 2-3 families.
- ▲ Professional interns (public housing residents) are trained to provide one-on-one human empowerment facilitation to public housing families. They acquire professional certification and move on to related employment outside of public housing. Internships last 2-3 years.
- ▲ Volunteers from all sectors are trained to become human empowerment facilitators and provide counseling and support services for 1-2 resident families.



HOUSING UNIVERSITY Continued

Family Focus

- ▲ Each family, with assistance of Human Empowerment Facilitator, develops and implements an individual Family Empowerment Plan which leads them to self-sufficiency and into private sector housing.
- ▲ Families come together in Small Family Clusters to support each others empowerment efforts and to devise small group activities and entertainments.
- ▲ Clusters of families join with facilitators, Housing Authority and social service systems to collectively work on Large Group Activities such as the building of community standards and other community improvement efforts.

Youth Focus

- ▲ Youth develop and operate a Media Communications Center creating and disseminating community empowerment messages.

Youth and Technology Mentors help young residents and other youth and adults become adept in utilizing computer and other high technologies.

Youth "*Empowerment Fraternities/Sororities*" linked to the Housing University (HU) are created in which public housing youth are organized around small groups (8-10) to develop a sense of belonging, establish positive standards, support each other's development, and lead community service activity.

Technology Focus

High technology is used to facilitate, as appropriate, every phase and element of the HU. The HU will link in with the innovative high tech project, "Community Learning and Information Network" (CLIN) as supported by the U.S. Chamber of Commerce (See Addendum).

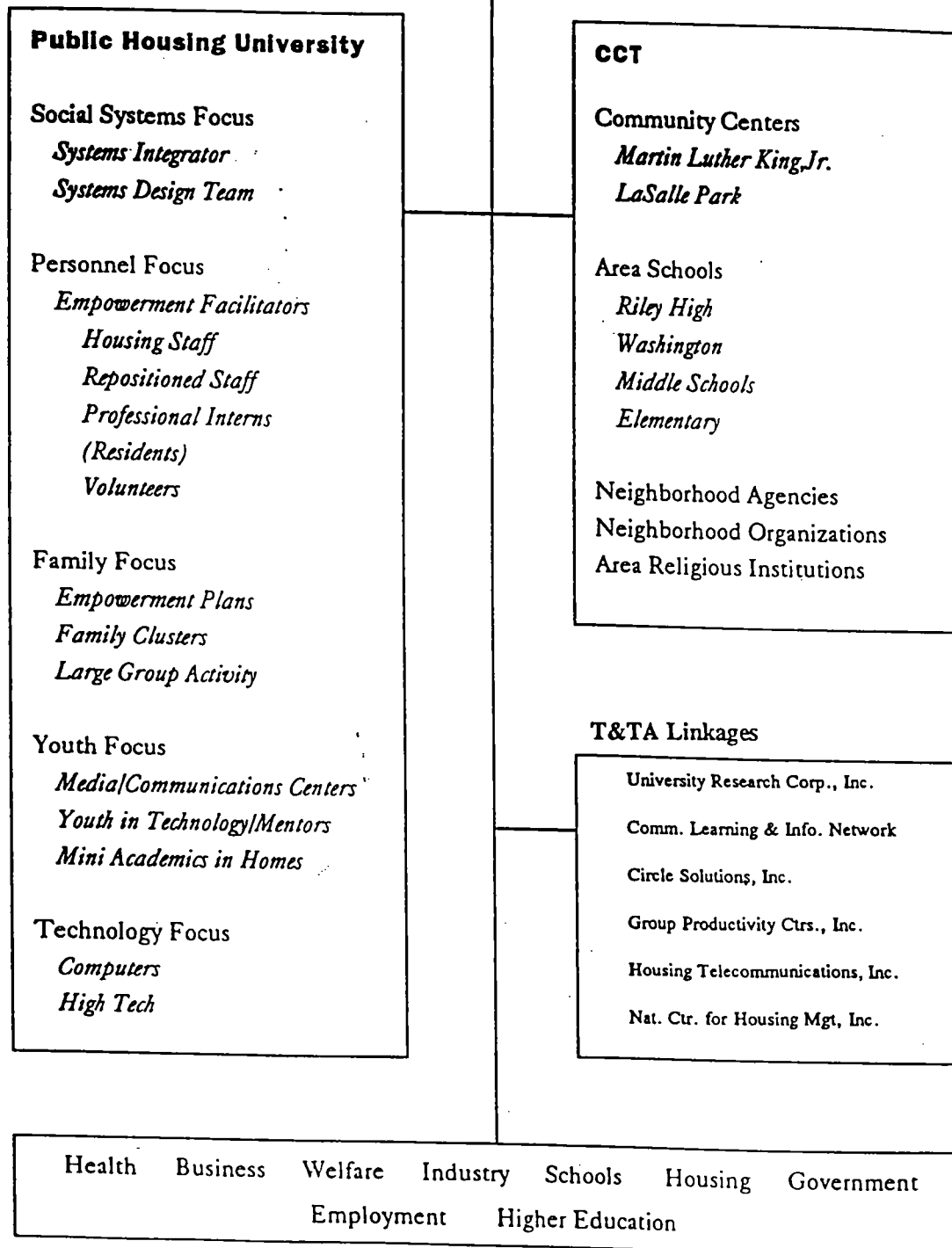
IPREHENSIVE

COMMUNITY

TRANSFORMATION



**South Bend Social Systems
Coalition**



COMPREHENSIVE
COMMUNITY
TRANSFORMATION



High Technology Utilization

Appropriate facets of community transformation process will be facilitated by the utilization of computers and other technologies. These technologies will be modeled after those advocated by the Community Learning and Information Network (see appendix), the Technology Lab 2000/ SmartLab and other innovative approaches to high tech utilization. In particular, these high tech processes will be placed in community-based centers located in recreational centers and/or on public housing properties. The Sports and Technology Centers will feature high tech utilization while HOME+ facilities will have several computers which will network with centers and schools. Following is a listing of many of the developmental categories that could be utilized within the high tech network.

Technology-Enriched Curriculum

- | | |
|---------------------------------------|--|
| ▲ <i>Child Care</i> | ▲ <i>Health, Nutrition, Medical Care</i> |
| ▲ <i>K-12 Curriculum</i> | ▲ <i>Substance Abuse Prevention</i> |
| ▲ <i>Training</i> | ▲ <i>Desktop Publishing</i> |
| ▲ <i>Counseling</i> | ▲ <i>Computer Readiness for Children</i> |
| ▲ <i>Social Interaction</i> | ▲ <i>Occupational Training</i> |
| ▲ <i>Life Skills</i> | ▲ <i>Entrepreneurial Training</i> |
| ▲ <i>Advocacy</i> | ▲ <i>Computer Literacy for Youth</i> |
| ▲ <i>Parenting Training</i> | ▲ <i>Peer Teaching</i> |
| ▲ <i>Consumer Electronics</i> | ▲ <i>Mentorship</i> |
| ▲ <i>Computer Graphics</i> | ▲ <i>Remediation/Enrichment</i> |
| ▲ <i>Services Integration</i> | ▲ <i>Interagency Planning</i> |
| ▲ <i>Case Management</i> | ▲ <i>Information Management</i> |
| ▲ <i>Communications</i> | ▲ <i>Motivational Training</i> |
| ▲ <i>Administration</i> | ▲ <i>Community Standards</i> |
| ▲ <i>Early Childhood Instruction</i> | ▲ <i>Conflict Resolution</i> |
| ▲ <i>Extended School Programs</i> | ▲ <i>Empowerment Plans</i> |
| ▲ <i>English as a Second Language</i> | ▲ <i>Resource Sharing</i> |
| ▲ <i>Community Resources</i> | ▲ <i>Volunteer Networking</i> |
| ▲ <i>Occupational Knowledge</i> | ▲ <i>Positive Sub-Cultures</i> |
| ▲ <i>Specific Employment Skills</i> | ▲ <i>Promoting Creativity</i> |
| ▲ <i>Teenage Pregnancy Counseling</i> | ▲ <i>Community Service</i> |

.....

**COMPREHENSIVE
COMMUNITY
TRANSFORMATION**



The Crisis In Our Families ..

The Human Problems within many at-risk communities are dramatic and are sustained by service systems

- ▼ *Negative "sub-cultures" are oppressive. Destructive behavior patterns, become the norm.*
- ▼ *The activities which fill the days of many inhabitants are devoid of any contributive or developmental value. They mostly "Get", and most of the "gets" are instantaneous. They give (earn) little.*
- ▼ *The support services are not designed to foster change. What they do, is enable the Existing Condition to Continue.*

CULTURE/ ENVIRONMENT

- ▼ Community Norms
- ▼ Special Systems
- ▼ Accepted Practices
- ▼ Social Patterns
- ▼ Behavior
- ▼ Acceptable Lifestyles
- ▼ Social Adaptation
- ▼ Stigmatization

BEHAVIORAL PATTERNS

FLIGHT

- ▼ Apathy
- ▼ Withdrawl
- ▼ Denial
- ▼ Passivity
- ▼ Avoidance
- ▼ Procrastination
- ▼ Victimization

FIGHT

- ▼ Anger
- ▼ Aggressiveness
- ▼ Destructiveness
- ▼ Manhood Based on Machoism
- ▼ Suspicion
- ▼ Persecutor

SPECIFIC ACTIONS AND CONSEQUENCES

PREDOMINATE

ACTIVITIES

- ▼ T.V.
- ▼ Food
- ▼ Drink
- ▼ Music
- ▼ Drugs
- ▼ Sex
- ▼ Talking
- ▼ Partics
- ▼ Sleep

RESULTS

1. All "Get"
2. Little to no "Give"
3. Immediate/Instant in Time

Shelter • Welfare • Food • Medical • Support Services • Schools • Recreation • City Services

Roger Stevens, National Center for Housing Management

Harness computers to benefit the poor

By Neal R. Peirce

Real estate can't have value unless the people inside it have value, says C. Austin Fitts. Yet if the residents do gain skills, they'll be able to pay higher rents. Money will be available for preventive maintenance instead of repeated cycles of deep decline. More diverse and less poverty-afflicted families will be attracted.

The changing world economy destroyed many of the manual labor jobs on which low-income people depended. But now, says Fitts, there's fresh hope. The raw-material and capital-based economy, with its frenetic competition for wealth in which some people and classes win, others lose, is fading.

Instead, the new economy is knowledge-based. In America and globally, intellectual capital is the new coin of the realm. For less-educated people, that sounds scary.

But, says Fitts, the costs of computers, software, micro-technology and on-line education are plummeting. That means low-income housing can join the cybernetic revolution. Installing computers, terminals and cabling in assisted housing projects needn't be prohibitively expensive.

In her prior lives, Fitts was a Wall Street public finance whiz and chief for a while of the Federal Housing Administration under President Bush. Now she heads Hamilton Securities, a Washington-based merchant banking

tions. For example:

"If I'm Safeway and consider a half-million-dollar store in the South Bronx, that seems risky, and maybe dangerous for my employees. But if I can fly in on-line, have my grocery orders taken by a co-op of residents who've organized their own microenterprise, then I have just one delivery to make and can build up a presence slowly and risk-free in that neighborhood."

In all this, one does see a new sense of what low-income neighborhoods might be. Instead of residents having to ride three or four buses to faraway jobs, more and more of them could get busy, close to their own children, close to home.

Rather than the image of cyberspace dispersing people and neighborhoods to the seven winds, Fitts sees some communities strengthened: "Where we live and who we work with will stitch together more closely, just as it did in village culture."

Both political parties have failed poor neighborhoods, she believes: "Lots of Democrats didn't want to connect with people, really just to spend a ton of money on them. Conservatives hate waste, blame the residents for the waste, although the people in those neighborhoods didn't design welfare or the other programs."

But both parties should welcome the idea of more self-sufficient, learning-oriented neighborhoods. Why? The single biggest barrier to balancing the federal budget is insufficient productivity, especially

Once they learn to use electronics, all manner of microenterprises become feasible.

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In her prior lives, Fitts was a Wall Street public finance whiz and chief for a while of the Federal Housing Administration under President Bush. Now she heads Hamilton Securities, a Washington-based merchant banking firm, and her mind races to define new ways to wed technology, low-income housing, and what she calls sustainable learning communities.

But there's need for training, and neighborhood technology advocates and enablers to create these communities — places where learning becomes a lifelong value, and the first people trained learn to train others.

Once that occurs, and neighborhood people use electronics to break out of the isolation that plagues poor areas, all manner of entrepreneurial microenterprises become feasible. Residents can be organized to do data entry and apply business programs for large firms that would likely never dream of moving their direct operations into parts of a city they consider dangerous and chancy.

Fitts' firm is doing that in a pilot project in Washington, D.C., right now. But she sees multiple applica-

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But both parties should welcome the idea of more self-sufficient, learning-oriented neighborhoods. Why? The single biggest barrier to balancing the federal budget is insufficient productivity, especially among the millions now dependent on government subsidies. Today they're a drag on our global competitiveness. Give them skills and they become an asset to themselves, and our entire society.

Traditional welfare programs don't spell reform. Indeed, Fitts recommends "data circles" using computer technology to track down the immense sums of social welfare money, from assisted housing to food stamps to Medicaid, being spent in each census tract or neighborhood. "Data circles will blow the lid off the Great Lie that there is no money," she says.

What we need to do, Fitts concludes, is spend more of the money on training, on skills, on competent people who can promise the nation a future worth living.

Neal R. Peirce writes on urban affairs.

Cyberspace Experiments — in the 'Hood

By NEAL R. PEIRCE

Newt Gingrich will head off to Aspen, Colorado, next month to take part in a conference on "Cyberspace and the American Dream." For two days (at \$895 a head) experts will mull implications, from social to economic, of the electronic frontier.

Perhaps the speaker should take a look at electronic communication breakthroughs bubbling up at the grassroots — even in his own backyard, within that much maligned Washington Beltway.

Some of the more exciting cyberspace experiments involve poor people and neighborhoods — those it's been feared would be red-lined off the Information Highway.

The National Coalition for the Homeless, for example, has arranged for homeless residents of the Community for Creative Non-Violence shelter in Washington to tell their personal stories — with their pictures and voices — on the coalition's Internet home page.

The coalition's next effort is to get libraries, schools and shelters throughout the Washington area to make free Internet services available, so that the homeless can talk among themselves and communicate with agencies and politicians. The model is the Santa Monica (Calif.) Public Electronic Network, whose online discussions led to a Swashlock (showers, washers and locker)

program to help the homeless get ready to seek jobs.

But what about turning cyberspace access into direct economic opportunity for people otherwise dependent on government subsidies for subsistence?

If Speaker Gingrich would visit Edgewood Terrace, a low-income housing area in Northeast Washington, he'd see an example of that in practice. An initial class of eight African American men and women are building their way toward independence through a two-month basic computer-literacy course emphasizing data-base entry and basic business applications.

When they finish, they'll start their own enterprise to contract and work with Hamilton Securities, a Washington-based merchant banking firm. With their own Internet address and electronic connection to Hamilton's offices, they'll perform database entry for private business and government clients — working out of an office located directly in their neighborhood.

No one should mistake this for a charita-

ble endeavor. Hamilton and its for-profit partners in the business see real market opportunities in tapping and developing skills in underprivileged communities. The group includes Adelson Entertainment, a Los Angeles-based creative media firm working on challenging entertainment-education software; Future Kids, a Virginia Beach-based international computer training franchise group; and ICS Communications, a telecommunications firm serving the apartment industry.

The reasoning is: If workers in Taiwan or Ireland can be recruited for data entry by American firms, why not residents of our own inner cities?

The Edgewood trainees are being accorded more respect than many assembly-line data keypunchers. They're equipped with fully loaded Compaq 486 computers with CD-ROM drives and color monitors — and learning along the way how to assemble, disassemble and repair them. It's hoped they'll eventually take on more contracts and projects and become the train-

ers, in turn, of hundreds more neighborhood residents.

At the same low-income housing location, there are weekly computer classes for kids and seniors. Edgewood Management, the progressive owner of this government-assisted housing, should see multiple benefits. Kids engaged on computers — first for games, then for education — are a lot less likely to be plastering the neighborhood with graffiti, or getting into drugs. And as adults get computer training, with good jobs available on site, the economic base of the tenants rises.

None of this means the typical problems low-income people face — day care, food stamps, Medicaid, income eligibility — will instantly dissolve. Even motivated trainees face tough spots, and require some counseling. A non-profit, the Community Preservation and Development Corporation, is helping enrollees on these issues at Edgewood Terrace.

But a Newt Gingrich should see powerful promise here — to turn government-as-

sisted housing from constant fiscal drain to an opportunity center. Computer and software costs are dropping rapidly. So why not provide, in common areas or even in the apartments of assisted housing, computers or terminals, loaded with attractive multimedia software?

Rather than an extravagance, this could be good business for the government. Why? Computers are the education key of our time. Quality software, or Internet access, may not transform a low-income person's life instantly. But it reduces the terrible isolation of ghetto or barrio life. The minds of young people, the quickest to catch onto and use computer technology, can be engaged. In an information age, that can mean exciting, fresh economic potential.

The House speaker who suggested last fall a tax credit to give a laptop to all our low-income families might see the creative connection here — especially as private firms take active interest.

Finally, there's great neighborhood potential — to link low-rent buildings with health clinics, libraries, recreation centers, job-placement offices, government offices.

There's no panacea here, no instant cure for social divisions and ills. But there may be an exciting fresh start.

Neal R. Peirce writes a column on state and urban affairs.

The Internet Comes to the Projects

By NEAL R. PEIRCE

Washington.

C Austin Fitts talks a new language of "electronic swarms" of government and civic leaders finding ways to wire low-income neighborhoods and housing projects onto the information highway.

In her prior lives, Ms. Fitts was a Wall Street public finance whiz and chief for a while of the Federal Housing Administration under President Bush. Now heading Hamilton Securities, a Washington-based merchant banking firm, her mind races to define new ways to wed technology, low-income housing, and what she calls sustainable learning communities.

It's all highly unconventional stuff — a jump ahead of its time. But if you want to consider a 21st century American society that works for more than a highly educated upper crust, check Ms. Fitts' thoughts.

A housing expert, Ms. Fitts is convinced there's sure defeat — especially in today's cutback environment — to the idea of constantly rehabilitating low-income housing, watching it deteriorate, then spending millions to rehab once again.

Real estate, she believes, can't have value unless the people inside it have value. Yet if they do gain skills, they'll be able to pay higher rents. Money will be available for preventive maintenance instead of repeated cycles of deep decline. More diverse and less poverty-afflicted families will be attracted.

The changing world economy destroyed many of the manual labor jobs on which low-income people depended. But now, says Ms. Fitts, there's fresh hope. The raw-material and capital-based economy is fading.

Instead, the new economy is knowledge-based. In America and globally, intellectual capital is the new coin of the realm. For less-educated people, that sounds scary.

But, says Ms. Fitts, the costs of computers, software, microtechnology and on-line

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Installing computers, terminals and cabling in assisted housing projects needn't be prohibitively expensive.

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But there's need for training, and neighborhood technology advocates and enablers to create what Ms. Fitts calls the sustainable learning neighborhood, a place where learning becomes a lifelong value, and the first people trained learn to train others.

Once that occurs, and neighborhood people use electronics to break out of the isolation that plagues ghettos and barrios, all manner of entrepreneurial microenterprises become feasible. Residents can be organized to do data entry and apply business programs for large firms that would likely never dream of moving their direct operations into parts of a city they consider chancy.

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Rather than the image of cyberspace dispersing people and neighborhoods to the seven winds, Ms. Fitts sees some communities strengthened: "Where we live and who we work with will stitch together more closely, just as it did in village culture."

Both political parties have failed poor neighborhoods, she believes: "Lots of Democrats didn't want to connect with people, really — just to spend a ton of money on them. Conservatives hate waste, blame the residents for the waste, although the people in those neighborhoods didn't design welfare or the other programs."

But both parties should welcome the idea of more self-sufficient, learning-oriented neighborhoods. Why? The single biggest barrier to balancing the federal budget is insufficient productivity — especially among the millions now dependent on government subsidies. Today they're a drag on our global competitiveness. Give them skills and they become an asset — to themselves, and our entire society.

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What we need to do, Mr. Fitts concludes, is spend more of the money on training, skills, on competent people who can promise the nation a future worth living.

Neal Peirce writes regularly on urban affairs.

October 24, 1995

QUESTIONS FOR DISCUSSION: CAMPUS OF LEARNERS MEETING

OVERALL QUESTIONS

- Changing the economic, social, and educational dynamic at public housing developments is a challenging prospect. What are the ways that the Campuses can create opportunity, drive and initiative among the residents?
- What kind of resident selection processes are needed to make this initiative work?
- Should there be an "admissions" committee of some sort to seek new residents? Who makes selection decisions?
- How can a "condition-oriented" contract between residents and campuses be implemented and fulfilled? What should the terms of this contract include?
- Is there a risk of isolating residents living at other developments from access to the education and technology resources available at the Campus site?
- What public housing rules and restrictions must change to make campuses happen? Are these income targeting rules? Time limits rules? Design rules? Selection criteria rules?

SESSION I: HARNESSING THE RESOURCES OF UNIVERSITIES AND SCHOOLS

- How can PHAs establish effective partnerships with nearby schools? Are School Districts able to designate Campus Schools for additional Chapter I monies, or additional resources?
- What is the best way to create a long-lasting partnership between schools and the residents, the parents, in particular and the children? Can a successful partnership be replicated at the school near your campus?

- Will a new partnership require a greater level of involvement of teachers? Of Principals? Of Superintendents?
- Could campus schools work with the Housing Authority to develop the kids' educational plan?
- What about high schools? Given the high drop out rates among African-American kids, what is the best way to keep the Campus of Learner kids in school?
- Should Campus of Learner high school kids be required to follow an educational plan? Who will enforce their participation in the plan? What happens if they do not follow through with the plan?
- What about Adult Education Plans? Who will work with adults and families to develop their education plan of action?
- What kinds of goals should families strive for? Economic? Educational? Personal growth and development? Who defines success or measures performance in meeting these goals?
- Who works with the families in the follow through on their Family Education Plans?

SESSION II: TECHNOLOGY AND EDUCATION

- How does technology really benefit residents living in public housing? Is access a pipe dream that won't realize any economic gain for residents?
- Is providing technology on-site enough to get residents involved in technology-oriented education programs?
- If not, what kind of on-going training is needed for residents to become familiar with technology and adept in its use?

- Is access to technology enough to get a good steady job? How can access to technology be turned into economic opportunity for adult residents?
- Is it enough to get donations in software and hardware in the wiring of Campuses, or are other incentives needed for technology firms or telecommunications companies to wire developments?
- How does educational technology benefit children? How will children living in public housing learn about technology if their parents are not computer users?
- Massachusetts developed a "Technology Corps" comprised of technology and telecommunications professionals who teach low income kids and families about computers and job training. Is something like this possible on your proposed site?

SESSION III: CAMPUS DESIGN, BUILDING WIRED HOUSING, HUMAN SCALE DEVELOPMENTS

- What are resources necessary for the housing development and the technology component?
- Some public housing is in such a state of disrepair with vacant boarded up units, that is often identified clearly as public housing. How can design of campuses turn around the negative image associated with public housing?
- Will behavior (crime, drug activity, disrepair in yards) in developments change if a campus-like environment is constructed?
- How will campuses integrate schools into the development?

- How can architects and the PHAs involve residents more intimately in the planning and design of the campuses?
- Will residents have to take a more active role in the upkeep and maintenance of their development in order to make this a success? How does a development maintain that involvement over the long-term?

SESSION IV: JOB TRAINING, JOB PLACEMENT, AND CORPORATE INVOLVEMENT

- How can residents enroll in job training programs that will lead to real jobs at the end of their training?
- What linkages can be formed between technology education and training and meaningful employment?
- What steps are involved to enable Campus residents to form small businesses around technology, similar to a small resident business formed at Edgewood Terrace in Washington, DC.
- Should residents leave the Campus once they find a long-term job? Should there be a time or income cut-off for residential living?

OCTOBER 25, 1995

**TO: BRUCE KATZ
KEVIN MARCHMAN
MARILYNN DAVIS
MIKE STEGMAN
NIC RETSINAS
MINDY TURBOV
CHRIS HORNIG
VAL PIPER
THERESA LEGER
LUCIANO SIRACUSANO
RICHARD SAYRE
MOLLY BROSTROM
JOSEPH FIRSCHEIN**

FROM: CLARE DOYLE (PH -708-1728)

SUBJ: CAMPUS OF LEARNERS DESIGN PRESENTATION -10/27/95

IF ARE ABLE TO SPARE AN HOUR, PLEASE COME TO THE SECRETARY'S CONFERENCE ROOM AT 9:30 AM THIS FRIDAY, OCTOBER 27TH FOR A SLIDE PRESENTATION BY MICHAEL PYATOK, A WELL-KNOWN ARCHITECT FROM THE BAY AREA. THE PRESENTATION WILL FOCUS ON THE IMPORTANCE OF A COMPREHENSIVE APPROACH TO PLANNING AND DESIGN WITHIN LOWER INCOME COMMUNITIES.

MICHAEL PYATOK HAS DESIGNED OVER 3,000 UNITS OF AFFORDABLE HOUSING AND IS FREQUENTLY ASKED TO SPEAK ABOUT DESIGNING ATTRACTIVE AND AFFORDABLE HOUSING THAT MEETS THE SOCIAL, CULTURAL, AND ECONOMIC NEEDS OF LOWER INCOME HOUSEHOLDS WHILE ACHIEVING HIGH STANDARDS OF ARCHITECTURAL DESIGN. PYATOK DESIGNED A 92 UNIT FAMILY AND SENIOR DEVELOPMENT IN OAKLAND, CA THAT COMBINES CHILD CARE, RETAIL AND COMMERCIAL FACILITIES. HE ALSO DESIGNED YWCA HOUSING IN SEATTLE THAT COMBINES CHILD CARE AND AN ADULT EDUCATION CENTER ON SITE.

THE CAMPUS OF LEARNERS INITIATIVE RECOGNIZES THE IMPORTANCE OF DESIGN IN BUILDING HOUSING, INCORPORATING LOCAL SCHOOLS INTO THE CAMPUSES, CREATING SAFE ENVIRONMENTS FOR RESIDENTS, AND CHANGING BEHAVIOR AND THE MINDSET OF PEOPLE LIVING IN THE DEVELOPMENTS. MR. PYATOK WILL ADDRESS THESE ISSUES IN HIS SLIDE PRESENTATION.

planning
research

October 25, 1995

Pyatok Associates

TO: Clare Doyle
FROM: Michael Pyatok FAIA
RE: Bio of Pyatok and Office

Please find attached copies of my bio and of the office. I will have a slide presentation with me for the two conferences which address some of the issues I think I will be discussing with you. If you have access to 2 slide projectors I could review these with you as part of the discussion. They are images of about a dozen government-assisted housing developments we have designed for non-profits in the past five years (funded by various combinations of federal tax credits, local and state housing funds).

The presentation talks about the importance of taking a more comprehensive approach to planning and design within lower-income communities--using the development process as a community organizing effort:

- o engaging neighbors in the aggressive political organizing sometimes necessary to get land, funds and approvals;
- o engaging hands-on involvement by the neighborhood in the design process through participatory workshops to ensure cultural and social relevance of the final design and to energize the community;
- o the use of high school programs to build some of the developments decorative features under contract with the general contractor; use of local labor during construction through job training;
- o use of local artists working with the tenants to leave a cultural signature on the architecture meaningful to the residents and neighbors and to organize the tenants around the significance of maintaining and taking pride in their environment;
- o designing dwelling units which permit multi-generational households so people can combine incomes and keep families together;
- o designing dwelling units which permit at-home businesses to allow families to develop entrepreneurial skills and augment household income;
- o giving every family their own home two-or three-story (not stacked flats) even though they may be tenants at densities of 50/acre so they have their own front and back patios, much like homeowners, to decorate and personalize--'to build their own nests', if you will--which lowers turnover, lowers operating expenses and stabilizes neighborhoods, etc.
- o how to design affordable housing so that it looks like market-rate middle income housing to woo the support of NIMBY's

There are other issues which the case studies touch on that I will also be addressing. If you would like to get in touch with me you can reach me at the Omni Shoreham later tonight or early tomorrow morning. Look forward to meeting you all and sharing my experiences.

339 15th Street
Suite 212
Oakland
California
94612

PS. I may have mentioned to you that I have just completed writing a book about these issues with two other architects (funded by the NEA and the AIA). It comes out in the spring, '96.

510 465 7010
510 465 8575

It is our hope that the book, well illustrated with 85 case studies from around the US, will be a tool for local housing advocates to promote the production of more affordable housing for lower income households in their communities. We hope also that it will be useful as a tool during the campaign year to prove that government housing programs have had much more success than failures in recent years and that Congress and the candidates should take a closer look at the value of this kind of tax-payer investment. I will bring a copy of the first five chapters that precede the review of the case studies.

10-25-1995 8:27AM

FROM PYATOK ASSOCIATES 510 465 8575

Michael Pyatok, FAIA
Principal,
Pyatok Associates
Oakland, CA

Professor, University of Washington, Seattle

Michael Pyatok is an honors graduate of Harvard University's and Pratt Institute's School of Architecture. He has been a practicing architect and professor of architectural design for 28 years. Pyatok's practice serves non-profit organizations and private developers in building affordable housing. Since opening his own office in 1985, Pyatok has designed over 3,000 units of affordable housing for lower-income households, winning numerous local and national design awards. He has helped start two non-profit housing corporations and sat on the board of one for over ten years as it produced over 700 units of housing. In recognition of his contribution to the quality of design of such housing, Harvard University appointed him a Loeb Fellow in 1983. As a Loeb Fellow he explored the available strategies remaining for non-profits to develop decent and affordable housing in this age of shrinking public involvement.

Pyatok has entered nine and national and international design competitions for affordable housing and civic facilities. He won first place in eight and second place in one. These included projects in such diverse locations as Seattle, New York City, the Bay Area, West Hollywood, San Diego and Alaska.

He has taught in numerous schools of architecture, including MIT, U.C. Berkeley, Washington University (St. Louis), University of Oregon, University of Texas, and the University of Mexico. He is presently a full professor at the University of Washington in Seattle. While teaching, he organizes community service programs linking low-income community groups and their special needs with the work-study activities of graduate students of architecture. He has documented and widely published articles about the participatory design methods he has developed during his practice and teaching. He was also a Fulbright scholar to Finland where he researched their planning and housing policies.

In addition to his private practice, Mr. Pyatok lobbies on behalf of affordable housing and is a member of the National Low-Income Housing Coalition; was a member of the National AIA Housing Committee and a consultant to the National Endowment for the Arts' program called Design for Housing. He is a frequently invited lecturer at schools of architecture and housing conferences to explain his design work, showing how to design attractive and affordable housing that meets the social, cultural and economic needs of lower income households while achieving high standards of architectural design. In 1995 he was elected into the College of Fellows of the American Institute of Architects in recognition of his contribution to the design of affordable housing. Funded by the national AIA and the NEA, he has co-authored a book about the design issues related to neighborhood planning and affordable housing for lower income families which will be published in Spring, 1996.

MICHAEL PYATOK, FAIA**EDUCATION****Harvard Graduate School of Design**

Master of Architecture, with Honors

1967

Pratt Institute

Bachelor of Architecture, with honors

1966

**RELATED
PROJECT
EXPERIENCE****Recent Community Projects with citizen participation supervised and designed by Pyatok as Principal of Pyatok Associates:**

- o Zoning, Land Use and Design Guidelines for new housing within Oakland's Downtown (for the Office of Housing and Neighborhood Development)
- o Zoning, Land Use and Design Guidelines for the Cascade Neighborhood, Seattle (for the Cascade Community Council, Seattle, WA)
- o Design Guidelines for the new Kaiser Medical Center in Emeryville, 2 million sf (for the Redevelopment Agency of Emeryville, CA)
- o Design guidelines for new Civic Center and 400 units of housing, retail and commercial uses (Emeryville Redevelopment Agency)
- o Design guidelines and demonstration projects for mixed-use developments along the East 14th Street Corridor (Oakland Office of Housing and Neighborhood Development)
- o Design and feasibility studies for new neighborhood housing developments (Santa Cruz Redevelopment Agency)
- o Housing, commercial and park uses for the conversion of the Marin Town and Country Club (Fairfax Citizens for the Re-use of MTCC)

Recent Multifamily Housing Projects designed by Pyatok as Principal of Pyatok Associates:

(Government-assisted projects are bold)

(Projects with * involved a participatory design process to include community input)

(- Housing and planning projects executed by Pyatok for other offices)

- o* **San Antonio Family & Senior Housing, Oakland, CA: 92 family and senior units with child care, retail and community facilities**
- o* **James Lee Court, Oakland, CA: 26 units, family/senior**
- o **Wilburton Hill, Bellevue, WA: 250 family and senior units with child care and community facilities**
- o **Courtside Village, Santa Rosa: 200 units market-rate with retail center and community park (in planning and conceptual design stages)**
- o* **Villas del Norte, Rancho Cucamonga, CA: 88 units of affordable family housing with child care and community center**
- o* **Sycamore Commons, Santa Cruz, CA: 60 family units with child care center and community center**
- o **Sunset Creek, Fairfield, CA: 76 family units with child care center**
- o **Bryant Street Lofts, San Francisco: 51 live-work condominium, converted warehouse**
- o **The Gateway, Menlo Park, CA: 130 units, rehab, family/senior**
- o* **O'Neill Ranch Housing, Santa Cruz, CA: 53 family units with community center**
- o **Potrero Square Lofts, San Francisco, CA: 60 units, artist live/work lofts**
- o* **Tower Apartments, Rohnert Park, CA: 50 units of family housing with community facilities**
- o **Peter Clavier Community, San Francisco: 34 units residential hotel for homeless with AIDS**
- o **OPEN Homes, Oakland, CA: 14 units, first-time home owners**

- o* Sierra Nevada Arms, Las Vegas, NV: 375 units, family/senior rehab
- o Willow Court, Menlo Park, CA: 19 units, family
- o YWCA Housing, Seattle, WA: 20 units for single parent families, with child care and adult education programs
- o John Carney Apartments, Seattle, WA: 26 permanent units for recently low income singles
- o* Marcus Garvey Commons, Oakland, CA: 22 affordable units for families, with community facilities
- o Allied Fellowship, Oakland, CA: 21 bed group home for male parolees
- o* Jingtletown Homes, Oakland, CA: 53 units, first time homebuyer (construction in 1996)
- o Salvation Army, Puyallup, WA: 41 units of low income senior housing (under construction)
- o Santana Apartments, Oakland, CA: 30 units, family housing
- o* McCauley Street Housing, Wilmington, DEL: 100 units first time homebuyer
- o* San Pablo Housing, Emeryville, CA: 26 units, family and seniors, with retail; schematic design completed)
- o* Antioch Family Homes, Antioch, CA: 35 units first time homebuyer
- o* The Grail, San Jose, CA: 35 family units for co-housing with Women's Resource Center and Child Care Center (construction in 1996)
- o Klahanie Family Housing, Klahanie, WA: 60 units family housing
- o AIDS Housing, Emeryville, CA: 6 units with counseling services
- o Durant Square, Oakland, CA: 130 units of live/work with retail and recreational facilities; conversion of GM plant; 220 homeowner and rental housing (still in early feasibility and conceptual stages)
- o* North Richmond Senior Housing, 50 units with retail and medical clinic
- o* Prescott Homes, Oakland, CA: 12 units, 6 homeowner units with in-law units
- o San Antonio Homes, Oakland, CA; 7 family units, manufactured
- Alaska State Capitol Master Plan, Willow, AK; (40,000 inhabitants)
- Southpointe Towers, Miami Beach, FL; (1,200 units)
- Turning Point Commons, Chico, CA: (100 units, family/senior)
- Nevins Plaza, Richmond, CA; (142 units, senior)
- Riverbend Commons, Santa Cruz, CA; (72 units, family/senior)
- Gonaway Commons, Oakland, CA; (40 units, family)
- Walnut Commons, Point Reyes, CA; (25 units, seniors)
- Rubicon Homes, Richmond, CA; (25 units, senior)
- Bee Street, Sausalito, CA; (6 units, seniors)

COMPETITIONS/ AWARDS

- Distinguished Leadership Award, by the American Planning Association, California Chapter, for the design of Tower Apartments in Rohnert Park, recognizing high quality affordable housing for 50 lower income families 1995
- AIA Honor Award, American Institute of Architects, Delaware Chapter, for McCauley Street Housing, for design of 100 units of high quality, affordable housing in downtown Wilmington 1995
- Grand Prize for Best Affordable Housing, Gold Nugget Awards, Pacific Coast Builders Conference: Hismen Hin-Nu Family Housing in Oakland, 92 units with retail and community facilities 1995
- Grand Prize for Best Rehabilitation or Conversion, Gold Nugget Awards, Pacific Coast Builders Conference: Potrero Square, 58 live-work units 1994
- Citation Award, Progressive Architecture Magazine, 1994
- Hismen Hin-Nu Family and Senior Housing: 92 affordable units with market hall, child care center
- AIA Merit Award, East Bay Chapter: Tower Apartments, 1993

50 units of affordable family housing
First Place, San Diego Transit-Related Affordable Housing 1992
 160 units with retail & community facilities (100 entries)
First Place, Wilburton Hill Housing Competition, 1990
 Bellevue, WA; 250 units
Second Place, West Hollywood Civic Center and Park Competition 1987
 (300 entries)
First Place, Second Place, Honorable Mention: 1988
 Seattle Downtown Infill Housing; 220 units (450 entries)
First Place, Novato Energy-Efficient Affordable Housing Competition 1986
First Place, New York City Infill Housing Competition, 1986
 600 units (100 entries)
First Place, Oakland City Hall Plaza and Park, Invited Competition 1985
 (with Y.H. Lee Associates)
Fourth Place, New American Home Competition (800 entries) 1984
First Place, California Energy Efficient Affordable Housing 1982
First Place, Alaska State Capital City 1977

ACADEMIC EXPERIENCE

Professor, with tenure, 1990-pres
 University of Washington, Seattle
Visiting Professor, 1985-89
 University of California, Berkeley
Visiting Associate Professor, 1980-88
 University of Oregon
Loeb Fellow, Harvard University 1983-84
Visiting Associate Professor, 1980-88
 Massachusetts Institute of Technology
Assistant Professor, 1973-77
 Washington University, St. Louis
Fulbright Fellow, Helsinki, Finland 1969-70
Assistant Professor, 1968-73
 Pennsylvania State University

PROFESSIONAL REGISTRATION

California

TRAVEL

Austria, Belgium, Canada, Chile, Crete, Cuba, Czechoslovakia, Denmark, East Germany, England, Finland, France, Germany, Greece, Guatemala, Hong Kong, Hungary, India, Italy, Luxembourg, Mexico, Netherlands, Poland, Portugal, Scotland, former Soviet Union, Spain, Sweden, Switzerland, Thailand, Turkey, former Yugoslavia.

PUBLICATIONS

U.S., Europe, Latin America, Japan; Authored articles about: citizen participation in design and planning; the social responsibility of architects; design strategies for lower-income families & communities.

10/27

Michael Ryabov

Top Credit props Hsg Tily @ supp services -
child care, tenant mgmt

How did low-inc hsg work in
lived in

- industrial jobs
- rent control (25% inc)
- other services w/in walking distance incl.
park, mass transit

→ Supports began to disappear +

◦ quality hsg not issue → supports disappear

Self-Help Dev't - Critical Ingredients:

Participatory Design

Hsg + Services

Hsg + Jobs

Defensible Space

Contextual Fit

Personalization

→ fosters ownership

stability key

Speculation: absentee owners charge hi rents,
don't take care of props

Financing:

tax credits, CDBG, State, In-lieu Funding

- prob is most fin's doesn't

allow underwriting of bus. rents

Clusters of 20-25 families → 175 kids
Courney to the Sun

Lee West

James

Hsg for Homeless → Hsgs lived

Dignity
Housing

West → 26 units on 1/3 acre

} site for
community
organizing
education

Burbank Hsg

- rents structured to be at 30%

- grants from NEA for work of artists to make w/
trellises

tenants

* applies for ppl to personalize

Tax credit program
pts for location (e.g. near schools)

Seattle: YWCA Ch. for H'lds & kids

comprehensive
approach for
families at
risk

6 mos to help kids get back on feet

- linkages w/ local schools, churches for connecting
for & kids

Context: how to get countries
to accept rental units?

Menlo
Park

- up to 1/2 disguise + appear like
chimneys

\$60 / sq foot - Davis Bacon

15% for bldg, 7% for land

Book: Good Neighbors
Affordable Housing
Family

City Planning Coments - need this to show
opponents this is as
good / better than
market rate rents

Robert Hoskins
Nurock, Atlanta

holistic approach
↓
supp. services

= private

= no govt assistance

How to incorporate w/ PHAs?

less accountability
resp. liability
less @ stake

- members not ahead of them
+ obstacles
- some create sep. units → run-pr's