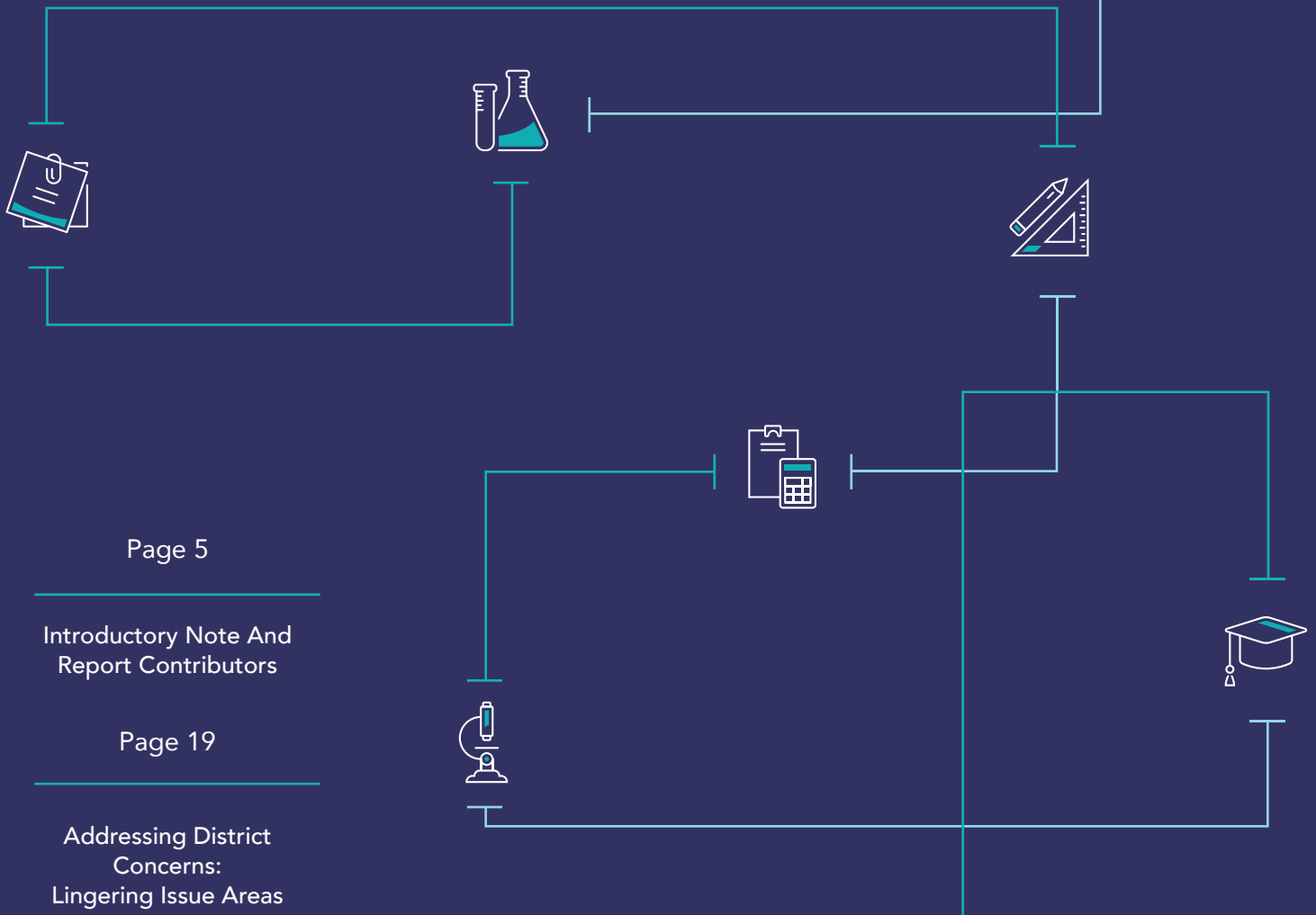


OPPORTUNITY STARTS AT HOME:



Addressing Housing Insecurity for Underserved L.A. Community College Students



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Imagining Future Campus Life: Site Strategy Analysis

A Special Report for the Los Angeles Community College District

THE PROBLEM AT A GLANCE:

55%

OF LACCD STUDENTS EXPERIENCE HOUSING INSECURITY

OF LACCD STUDENTS HAVE EXPERIENCED HOMELESSNESS

18.6%

82%

OF HIGHER EDUCATION PROFESSIONALS IN CALIFORNIA SAID HOUSING WAS BIGGEST UNMET NEED OF THEIR STUDENTS THAT THE CAMPUS WAS CURRENTLY UNABLE TO PROVIDE

THE PROPORTION OF LACCD STUDENTS EXPERIENCING HOUSING INSECURITY AND HOMELESSNESS IS HIGHER THAN AVERAGE.

STUDENTS WHO EXPERIENCE HOUSING INSECURITY REPORTED THAT THEY COULD NOT PAY ALL OR PART OF THEIR UTILITIES (31.1%) AND THAT THEY COULD NOT PAY ALL OR PART OF THEIR RENT OR MORTGAGE (23.3%)

44.5%

OF STUDENTS REPORT EXPERIENCING HIGH HOUSING COSTS.

11.2%

OF STUDENTS LEFT THEIR HOUSEHOLD BECAUSE IT FELT UNSAFE.

THE LOWEST TUITION COLLEGES IN CALIFORNIA, LIKE COMMUNITY COLLEGES, ARE OFTEN THE MOST EXPENSIVE FOR LOW-INCOME STUDENTS DUE TO DISPARITIES IN GRANT AID.

MOST COMMUNITY COLLEGE STUDENTS WHO ARE FOOD OR HOUSING INSECURE ARE WORKING, AND THEY WORK ON AVERAGE 30 HOURS A WEEK.

JUST 14 PERCENT OF STUDENTS NATIONALLY IN THE LOWEST SOCIOECONOMIC STATUS QUARTILE COMPLETE A BACHELOR'S DEGREE OR HIGHER WITHIN EIGHT YEARS OF HIGH SCHOOL GRADUATION.

LOS ANGELES COUNTY NEEDS 568,255 MORE AFFORDABLE RENTAL HOMES TO MEET CURRENT DEMAND.

LOS ANGELES COUNTY'S LOWEST-INCOME RENTERS SPEND 71% OF INCOME ON RENT, LEAVING LITTLE LEFT FOR FOOD, TRANSPORTATION, HEALTH CARE, AND OTHER ESSENTIALS.

RENTERS IN LOS ANGELES COUNTY NEED TO EARN \$46.15/HR - MORE THAN 4 TIMES LOCAL MINIMUM WAGE - TO AFFORD THE MEDIAN MONTHLY ASKING RENT OF \$2,400.

THE SHORTFALL OF AFFORDABLE HOMES IN LOS ANGELES COUNTY INCREASED BY 16,448 HOMES BETWEEN 2015 AND 2016.

PEOPLE EXPERIENCE HOMELESSNESS IN L.A. COUNTY

52,765

Sources:

http://laccd.edu/Departments/EPIE/Research/Documents/LACCD%20HOPE%20LAB%20Survey%20Results_draftv4_with%20cover_2.27.18.pdf

<https://1p08d91kd0c03rlxhmhtydpr-wpengine.netdna-ssl.com/wp-content/uploads/2018/05/Los-Angeles-2018-HNR.pdf>

REPORT OVERVIEW

The Los Angeles Community College District's (LACCD) student body experiences high levels of housing insecurity and the district possesses underutilized parcels of land. The availability of such land at a time when our region is experiencing a severe housing crisis represents a propitious opportunity to bring measurable benefits to the District's student body on a variety of social indicators that are of high priority to the Board of Trustees and leadership. Specifically, the development of housing for underserved students, particularly those experiencing homelessness, can address student graduation rates and attendance and improve the living conditions of vulnerable students in need of support. As such, it is important to study the feasibility of developing affordable housing on LACCD campuses. This report is to inform District leadership and relevant stakeholders with a basic but detailed overview of why, how, and where such residential developments could proceed.

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DWIGHT STUART
YOUTH FUND

ABOUT SCANPH:

SCANPH, the Southern California Association of Nonprofit Housing, is the leading voice representing the affordable housing industry in a region of over 18 million residents, and our advocacy efforts have contributed greatly toward assisting the financially vulnerable in our communities since 1985. SCANPH's mission is to facilitate affordable housing development across Southern California by advancing effective public policies, sustainable financial resources, strong member organizations, and beneficial partnerships. For more information, please visit www.scanph.org

SCANPH has long recognized that inclusive communities with access to opportunity for all people are contingent upon long term housing investments that truly address the systemic vulnerability of low-income people, and it's clear that the housing affordability challenges of low-income and homeless community college students in our region warrant prioritization of new housing resources. Housing affects one's access to quality of education, environment, health, and safety—all of which are critical factors in advancing equity and shared prosperity.

We're heartened to see such strong interest in the use of community college district land as a potential solution to build supportive and affordable housing for underserved students, as a lack of affordable housing options hinders students' ability to learn, graduate, and transfer to four-year institutions. Our industry as a whole is experiencing profound momentum in our period of crisis as we strive to facilitate resources and capacity, which has led our members to produce tens of thousands of apartments, condominiums, and houses throughout the region that are affordable to low-income households. But so much more work needs to be done. Data for Los Angeles County shows we need 568,225 more affordable rental homes to meet current demand, which emphasizes the urgency of treating a root cause of homelessness in the region: a market failure to supply sufficient housing for low-income renters. Demand for affordable and supportive housing still far outstrips supply.

Consequently, too many low income people – including students – are increasingly falling into homelessness because of scarce supply of affordable housing for Angelenos burdened by high housing costs. Simply put, the region's housing crisis is driving the homelessness crisis, which has affected Los Angeles Community College District (LACCD) constituents. Affordable housing on the campuses of LACCD as a means to address the higher than average proportion of LACCD students experiencing housing insecurity and homelessness merits greater political will, attention, and examination of feasibility.

As such, this report is our entrance into a broader conversation about how we address one of the most severe crises affecting our region. The findings presented here are by no means comprehensive and the process of learning more about the challenges of housing this population of students has been humbling. We don't purport to have all the answers but we hope our contributors and their work on this report show that our agenda is collaborative in nature and we merely seek to move the conversation forward. Finally, SCANPH and our members are committed to advancing solutions in the spirit of open partnership and we hope the opportunities only made possible through housing access are a reality for more LACCD students.

Alan Greenlee

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BACK TO BASICS: THE ABCs OF AFFORDABLE HOUSING

So how exactly do we define affordable housing? It's instructive to start with the basics: First and foremost, housing is considered affordable if it costs no more than 30 percent of a household's income. Rents in an affordable housing development are restricted to serve the needs of targeted income populations so that ideally people can live in a unit without spending more than 30 percent of their low income on rent. The income limits used to determine eligibility for various housing programs and income-restricted units are based on Area Median Income (AMI).

What is AMI?

AMI refers to Area Median Income. Picture it this way: If all households in the area were arranged from the poorest to the wealthiest, the household that falls right in the middle would be the median household, i.e. middle because one-half of the incomes in the area are above this amount and one-half are below. AMIs will vary greatly based on the region.

The median income is calculated by the Department of Housing and Urban Development (HUD) for every metropolitan region. Households that earn below 80 percent of the area median income are typically considered low-income households. Low-income housing developed by SCANPH members typically target households earning below 60% AMI,

depending on housing type, regulations and funding sources. A household is considered extremely low income if it falls below 30 percent AMI. Households that spend more than half of their monthly income on housing costs are considered severely housing-cost burdened.

For Los Angeles County, HUD has determined that the AMI for a four-person household is \$62,400¹. For an extremely low income (ELI) household making 15-30 percent of AMI, an affordable monthly rent is \$651. A very low income household (VLI) would have an income of \$43,400 with an affordable monthly rent of \$1,085. However, the median monthly rent in 2018 in the county was \$2,400. Given the high



Anchor Place

¹ California Housing Partnership (April 2018). LA County Annual Affordable Housing Outcomes Report. <https://1p08d91kd0c03rlxhmf-tydpr-wpengine.netdna-ssl.com/wp-content/uploads/2018/06/Full-LA-County-Outcomes-Report-with-Appendices.pdf>

cost of housing in our region, LA County's poverty rate increases to 24.9 percent when accounting for housing costs. Developers that receive financing for a project through the federal Low Income Housing Tax Credit program face other income and rent limits established by the California Tax Credit Allocation Committee (TCAC). For Los Angeles County, these limits are below:



Zinnia

TCAC MAXIMUM INCOME AND RENT LEVELS FOR TAX CREDIT PROJECTS

INCOME	ONE PERSON	TWO PERSON	THREE PERSON	FOUR PERSON
60% Income Level	\$40,740	\$46,560	\$52,380	\$58,140
50% Income Level	\$33,950	\$38,800	\$43,650	\$48,450
40% Income Level	\$27,160	\$31,040	\$34,920	\$38,760
30% Income Level	\$20,370	\$23,280	\$26,190	\$29,070
Maximum Rents	One Bedroom	Two Bedroom	Three Bedroom	Four Bedroom
60% Income Level	\$1,018	\$1,091	\$1,309	\$1,512
50% Income Level	\$848	\$909	\$1,091	\$1,260
40% Income Level	\$679	\$727	\$873	\$1,008
30% Income Level	\$509	\$545	\$654	\$756

*2018 Income + Rent Limits, CA State Treasurer's Office

What does affordable housing look like? Housing types, design, and features vary greatly—just like market-rate housing. Affordable housing blends seamlessly into the surrounding community while offering members of our neighborhoods a safe, stable home.



Parc Derian



Paradise Creek

HOUSING AND EDUCATIONAL OUTCOMES: COMPELLING RESEARCH

Contributor:

Kenny Wong, UCLA

Housing Insecurity is a Growing Concern in Higher Education¹

Across the country and all levels of California's public higher education system, housing and food insecurity are emerging concerns. The University of California (UC), the California State University (CSU), and the California Community Colleges (CCC) are each undertaking initiatives to better understand and address this issue on their campuses (University of California Global Food Initiative, 2017; Crutchfield and Maguire, 2018; California Community Colleges Chancellor's Office, 2018).

One leading researcher in the field finds that a nation-wide increase in housing and food insecurity for community college students is due to the "new economics of college" created by five key factors (Goldrick-Rab, 2018, 8):

1. The increasing price of attending community college;
2. Stagnant or declining incomes for community college students and their families;
3. A weakened social safety net that might otherwise mitigate poverty;
4. Insufficient income from employment to cover costs; and
5. Fewer resources available per-student for support at community colleges.

Despite an open access mission and low tuition, housing still accounts for 43% of the total cost of attending community colleges in California (Restmeyer, 2018). In the context of a deep statewide housing shortage and crisis of affordability, the struggle to meet this basic need along with academic demands often results in a detrimental effect on performance while students pursue

¹ University of California Global Food Initiative. (2017, December). Global food initiative: Food and housing security at the University of California. Retrieved from https://www.ucop.edu/global-food-initiative/_files/food-housing-security.pdf

Crutchfield, R., & Maguire, J. (2018, January). Study of student basic needs. The California State University Basic Needs Initiative. Retrieved from https://www2.calstate.edu/impact-of-the-csu/student-success/basic-needs-initiative/Documents/BasicNeedsStudy_phasel1_withAccessibilityComments.pdf

California Community Colleges Chancellor's Office. (2018). Basic needs survey report. Sacramento, CA: California Community Colleges Chancellor's Office. Retrieved from <http://cccstudentmentalhealth.org/docs/basic-needs/2018-Summit/2018-Basic-Needs-Survey-Report.pdf>

Goldrick-Rab, S. (2018, Winter). Addressing Community College Completion Rates by Securing Students' Basic Needs. In D. McNair, & M. Fincher (Eds.), Homeless and hungry on campus [Special issue], *New Directions for Community Colleges*, 184 (pp. 7-16). <https://doi.org/10.1002/cc.20323>

Restmeyer, N. (2018, July). College ready, hungry, and homeless: An overview of basic needs insecurity in California's public higher education system. Sacramento, CA: California State Assembly Speaker's Office of Research and Floor Analysis. Retrieved from https://www.ccleague.org/sites/default/files/images/college-ready-hungry-and-homeless_assembly_office_of_research.pdf

Goldrick-Rab, S., Richardson, J., & Kinsley, P. (2018, July). Guide to assessing basic needs insecurity in higher education. Madison, WI: Wisconsin HOPE Lab. Retrieved from <https://hope4college.com/wp-content/uploads/2018/09/Basic-Needs-Insecurity-College-Students.pdf>

Goldrick-Rab, S., Richardson, J., & Hernandez, A. (2017). Los Angeles Community College District: District report from Fall 2016 survey of student basic needs. Madison, WI: The Wisconsin HOPE Lab. Retrieved from <https://hope4college.com/wp-content/uploads/2018/09/Wisconsin-HOPE-Lab-LA-CC-District-Report-Survey-Student-Needs.pdf>

an education.

Yet understanding the full extent of housing insecurity experienced by students and its impacts still requires further study. Scholars are still searching for standardized definitions and how to best understand the variety of scenarios emerging adults and college students can face. While verified survey tools from the U.S. Department of Agriculture exist for the assessment of food insecurity, nothing similar exists when it comes to housing insecurity, and even the definition of homelessness can change by federal agency and program.

The Hope Center for College, Community, and Justice, which has focused its research on community colleges, defines the terms as follows: “Homelessness means that a person is without a place to live, often residing in a shelter, an automobile, an abandoned building or outside, while housing insecurity includes a broader set of challenges, such as the inability to pay rent or utilities or the need to move frequently” (Goldrick-Rab, Richardson, and Kinsley, 2018, 3).

The Hope Center’s recent survey of 5,295 students at Los Angeles Community College District (LACCD) provides an important local snapshot, seen in the statistics that open this report, and other studies have started to fill out the picture of housing insecurity experienced by students (Goldrick-Rab, Broton, and Hernandez, 2017). As mentioned, the Hope Center revealed that 55% of LACCD students surveyed were

experiencing some form of housing insecurity and 18.6% had experienced homelessness in the past year.

Housing Insecurity is Trauma²

The vagaries of housing insecurity can be effectively and convincingly understood as trauma for emerging adults and students (Hallett and Crutchfield, 2017). Qualitative studies engaging with community college students over the course of multiple terms illustrate that for many students the experience unfolds through unpredictable oscillations between relative housing security and insecurity over prolonged periods of time (Gupton, 2017; Hallett and Freas, 2018).

Academic researcher Jarrett T. Gupton applies resilience theory to understand the supports available or absent from the narratives of four Los Angeles area youth living in group and transitional homes while attending LACCD and Santa Monica College (SMC), while Hallett and Freas use the lens of trauma to understand the multifaceted and persistent effects of housing instability for eight homeless students while attending a school that was given the pseudonym Northern California Community College (NCCD).

“Every participant had some variation of the same issue—inconsistent housing as a result of a spectrum of trauma-based experiences

² Hallett, R.E., & Crutchfield, R. (2017). Homelessness and housing insecurity in higher education: A trauma-informed approach to research, policy, and practice [Special issue]. *ASHE Higher Education Report*, 43(6).

Gupton, J. T. (2017). Campus of opportunity: A qualitative analysis of homeless students in community college. *Community College Review*, 45(3), 190–214. <https://doi.org/10.1177/0091552117700475>

Crutchfield, R. M. (2018). Under a temporary roof and in the classroom: Service agencies for youth who are homeless while enrolled in community college. *Child & Youth Services*, 39(2-3), 117-136. <https://doi.org/10.1080/0145935X.2018.1469403>

Hallett, Ronald E., and Freas, Adam. (2018). “Community College Students’ Experiences with Homelessness and Housing Insecurity.” *Community College Journal of Research and Practice*, 42, no. 10: 724-739. <https://doi.org/10.1080/10668926.2017.1356764>.

Housing Insecurity Harms Student Performance³

There are few quantitative studies to date specifically analyzing the impact of housing insecurity on academic performance and most have relied on student surveys. These initial studies are limited by differing definitions of housing insecurity and the self-reporting of educational impacts, such as time lost attending class, studying, engaging with student activities, registering for classes, and grade point average (GPA); yet, a couple of studies still illustrate measured effects on students.

A group of researchers at the University of Massachusetts Boston found statistically significant differences in the reported impacts of housing insecurity in a survey of 390 students. Forty-eight percent of students who reported experiencing housing insecurity were “somewhat to very” affected in their ability to attend class compared to 18% of their peers, and 81% were similarly affected in their ability to perform in class compared to 23% (Silva et al., 2015). Housing insecurity also increased the risk of students not completing their education. While similar percentages of students facing housing and food insecurity were impacted in their risk of failing classes, 43% and 44% respectively, housing insecurity significantly increased the reported risk of withdrawing or refraining from registering for classes, with 43% compared to 29% (Silva et al., 2015).

At Peralta Community College District, situated in the San Francisco Bay Area, there

that became long term and impactful in their educational pathway,” write Hallett and Freas (2018). Both studies found that many of their students carried earlier experiences of family instability and housing insecurity into their lives as community college students.

Their stories reveal a multitude of settings, such as emergency shelters, group homes, transitional living programs, the couches of friends, the street, and even a tent outside of a Best Buy store on the premise of a new laptop release. The pervasive effects of housing instability are shown to be mentally consuming and emotionally exhausting, forcing creative solutions, shrewd calculation, and trade-offs between present needs and long term goals. Staying engaged with coursework was a challenge when, as one student put it, “My biggest homework assignment every night was finding that place to stay” (Hallett and Freas, 2018, 732). Nearly all withdrew from enrollment at some point.

However, an important theme in all of these narratives is that postsecondary education was still a crucial means of providing stability within these students’ lives. Whether by seeking refuge in the library or elsewhere on campus, a sense of normalcy reduced the stigma of their living situation. Students that were forced to drop out when their situations became too chaotic returned repeatedly, drawn back by the search for a more secure future. Institutional supports could be difficult to find or confide in, but unexpected acts of support from faculty, staff, or peer groups could make a difference. For some the persistence paid off, and they succeeded in transferring to four-year colleges to continue or complete their degree.

³Silva, M.R., Kleinert, W.L., Sheppard, A.V., Cantrell, K.A., Freeman-Coppadge, D.J., Tsoy, E., Roberts, T., & Pearrow, M. (2015). The relationship between food security, housing stability, and school performance among college students in an urban university. *Journal of College Student Retention: Research, Theory & Practice*, 19(3), 284–299. <https://doi.org/10.1177/1521025115621918>

Mercado, V. (2017). Peralta Community College District report of spring 2017 student food & housing survey. Retrieved from https://www.ccleague.org/sites/default/files/training-materials/pccd_report_of_spring_2017_student_food_housing_survey.pdf

is a particularly high incidence of housing insecurity compared to an adjacent community college district and the national average. In a survey that generated 693 responses, a staggering 83% of students faced some form of housing insecurity, compared to 49% at Contra Costa Community College and 51% at community colleges nationally; furthermore, 30% experienced homelessness at least once in the past year—more than twice the rate at Contra Costa and nationally (both 14%) (Mercado, 2017). Half of these students dealing with housing insecurity reported that unmet needs had tangible impacts on their education, with roughly two-thirds missing a class, missing a study session, or not buying required books, and over half dropping a class (Mercado, 2017).

Nevertheless, a large majority of the students (73%) maintained good academic standing with a GPA in the range of 3.0 to 4.0, and those facing housing insecurity were only slightly more likely to report grades in the academically at-risk range of 2.0 to 2.49 (11% compared to 7%) (Mercado, 2017). The disparity with their peers with secure housing was most apparent in the 3.5 to 4.0 GPA range, which only 44% reported such achievement compared to 64% (Mercado, 2017). Mercado finds that despite students who are housing insecure “working harder to achieve

academic outcomes comparable to their peers,” in terms of hours worked and units attempted, “their academic performance is compromised in the process” (2017, 5).

Housing Interventions Make a Difference⁴

Two case studies demonstrate promising approaches for affordable housing interventions that can make a difference for students. When further paired with educational and community support, students can overcome the disruptions of housing insecurity to remain enrolled and succeed.

Washington State’s Tacoma Housing Authority (THA) and Tacoma Community College (TCC) have partnered since 2014 on an innovative program that connects students experiencing homelessness or risk of homelessness with Housing Choice Vouchers (commonly referred to as Section 8). Although most housing authorities cannot set aside vouchers this way, THA is part of the U.S. Department of Housing and Urban Development (HUD) Moving to Work (MTW) Demonstration Program, which “does not provide the housing authority with more funds but enables THA to use HUD funding more flexibly and waives many of the normal

⁴U.S. Department of Housing and Urban Development, Office of Policy and Development Research. (2015a, February). Barriers to success: Housing insecurity for U.S. college students. Insights into Housing and Community Development Policy. Retrieved from https://www.huduser.gov/portal/periodicals/insight/insight_2.pdf

U.S. Department of Housing and Urban Development, Office of Policy and Development Research (2015b, October). Community colleges and student housing insecurity: New strategies for student success. PD&R Edge. Retrieved from https://www.huduser.gov/portal/pdredge/pdr_edge_featd_article_101315.html

Tacoma Housing Authority. (2019, March 18). Tacoma Community College housing assistance program: A summary. Retrieved from http://www.tacomahousing.net/sites/default/files/tha_college_housing_assistance_program_description_2019-3-18.pdf

Caton, J.M., Moro, B.M., Turner, T., & Woodin, S. (2018, Winter). The Southern Scholarship Foundation’s Rent-Free Housing Program. In D. McNair, & M. Fincher (Eds.), Homeless and hungry on campus [Special issue], *New Directions for Community Colleges*, 184 (pp. 83-92). <https://doi.org/10.1002/cc.20330>.

Southern Scholarship Foundation. (2019). Making college affordable [Infographic]. Retrieved from <https://www.southern scholarship.org/wp-content/uploads/2019/02/Executive-Summary.png>

program rules” (U.S. Department of Housing and Urban Development [HUD], 2015a, p.7).

Preliminary data from the first year of the College Housing and Assistance Program (CHAP) shows that 95% of the eligible students who received housing assistance (21 of 22 students) remained enrolled in college compared to only 24% on the waiting list (35 of 146 students) (Tacoma Housing Authority [THA], 2015). Furthermore, participants were older students, with an average age of 35, and four out of five were parents with dependents (HUD, 2015b). Program participants also maintained an average GPA of 3.05, surpassing the average GPA of 2.96 across all TCC students, housed or unhoused.

These clear outcomes made a compelling case for the program to continue and even expand to include students at the University of Washington at Tacoma (UW Tacoma). The program now includes THA-purchased apartments near campus and long term contracts with private developments to provide rent subsidies. Two-year degree students at TCC can even retain their housing assistance if they transfer into UW Tacoma for a four-year degree. Results have remained strong, as 60% of the 47 students in the program to date have stayed enrolled or graduated with an average GPA of 3.05, compared to 16% of the 154 students experiencing homelessness and housing insecurity that did not receive assistance and carried an average GPA of 2.75 (THA, 2019).

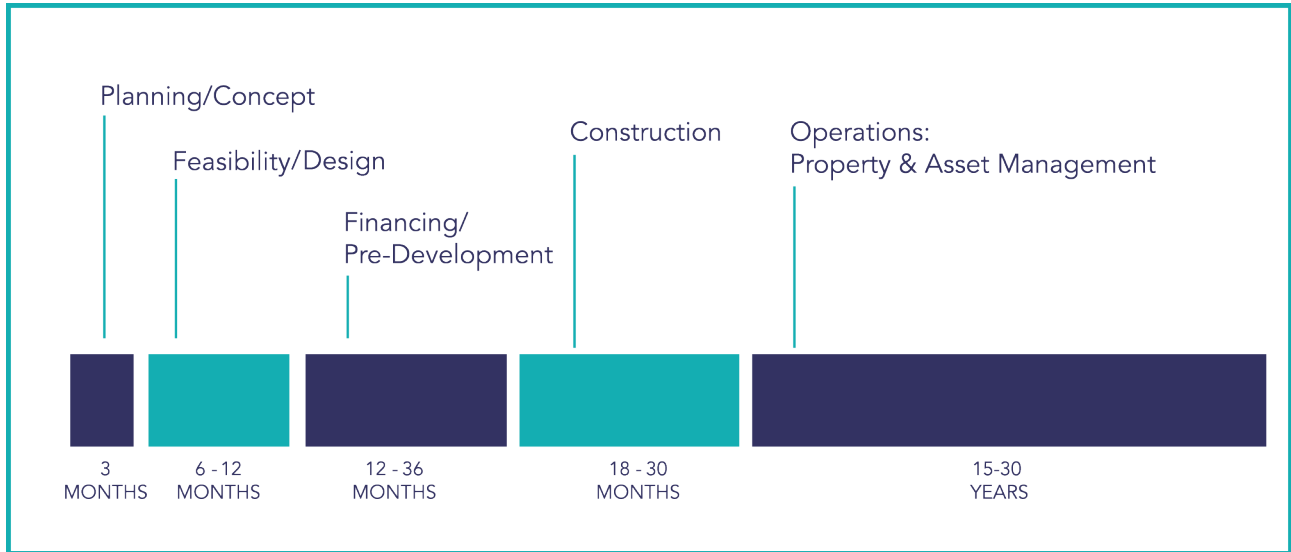
Another notable program making the connection between housing with educational outcomes is the Southern Scholarship Foundation (SSF), which provides a rent-free housing scholarship for students attending two community colleges and four public universities in Florida. Residences emphasize cooperative living and shared responsibilities in an environment with peer support.

While the program requires a 3.0 GPA for initial eligibility, exit survey data from 2014-2017 with 450 respondents showed over 90% of its housed students left with a 3.0 GPA or better and 76% left for graduation or to continue their education (Caton, Moro, Turner, & Woodin, 2018; Southern Scholarship Foundation [SSF], 2019). By the Foundation’s calculation, students saved \$13,200 in annual living expenses, and approximately 40% left without any student debt. Of the program’s 470 residents in the 2017-18 academic year, 54% were first-generation college students and 42% were financially self-supporting. Today, SSF maintains an inventory of 25 residences across the state that are home to 450 students per year and has assisted nearly 9,000 in over 60 years of existence (SSF, 2019).

This concise research overview by no means covers the range of studies being carried out to define student housing insecurity and the efforts to expand possibilities for intervention. As such work continues, increased visibility for the extent and impacts of student housing insecurity will further encourage college administrators and the housing industry to respond with timely action to address this emerging crisis.

SAMPLE PROJECT TIMELINE: PHASES OF AFFORDABLE HOUSING DEVELOPMENT

Contributor:
Kristian Castro, University of Southern California



* Phases frequently overlap

PHASE	AVERAGE DURATION*	NOTES
1. Planning/Concept	<p>Preliminary Evaluation: Two weeks</p> <p>Due Diligence: 60-90 Days</p> <p>Overall Period: Typically 3 months</p>	<p>Market</p> <ul style="list-style-type: none"> • Research market demand and community needs; evaluate number of units and demographics served, including income levels of residents. Consider if services will need to be provided and possibility of any commercial space • Identify key community stakeholders and elected officials for project support <p>Site</p> <ul style="list-style-type: none"> • Determine land ownership and value, as well as necessary approvals to build, lease or buy the property • Conceptualize site plan and amenities <p>Financing</p> <ul style="list-style-type: none"> • Project cost estimates: Discuss with lenders availability of resources • Preliminary budget

<p>2. Feasibility/Design</p>	<p>6-12 months</p>	<p>Market</p> <ul style="list-style-type: none"> • Zoning type analysis • Discretionary approvals <p>Site</p> <ul style="list-style-type: none"> • Prepare full site analysis • Environmental Assessment • Preliminary Review: <ul style="list-style-type: none"> • Site Control: Purchase Option/Lease • Public Approvals: Zoning • Design: Standards and Schematics <p>Finance</p> <ul style="list-style-type: none"> • Pro forma development • Updated budget: Sources of funding; preliminary commitments; financing applications <p>Team</p> <ul style="list-style-type: none"> • Contract with team members, delegate staff
<p>3. Financing / Pre-Development</p>	<p>12-36 Months</p>	<p>Market</p> <ul style="list-style-type: none"> • Develop project plan <p>Site</p> <ul style="list-style-type: none"> • Site acquisition • Final design and construction documents • Feasibility study <p>Finance</p> <ul style="list-style-type: none"> • Prepare final budget; close on financing and final commitments • Ensure feasibility accounts for land costs and architectural fees • Three phases of financing: <ol style="list-style-type: none"> 1. Acquisition/Pre-development: Most critical phase but timing of funding dispersal is often unpredictable 2. Construction 3. Permanent <p>Team</p> <ul style="list-style-type: none"> • Bid, select and contract with contractor and property manager

<p>4. Construction</p>	<p>18-30 Months</p> <ul style="list-style-type: none"> - 3 Months of Lease-Up - 6 Months of Stabilized Occupancy <p>Moving toward conversion to permanent mortgage</p>	<p>Market</p> <ul style="list-style-type: none"> • Market to eligible tenants <p>Site</p> <ul style="list-style-type: none"> • Construct/rehab units and monitor consistency with plans, specifications and applicable green standards and codes • Field testing <p>Finance</p> <ul style="list-style-type: none"> • Process requisitions, monitor budget and compliance with funding (such as eligible uses) <p>Team</p> <ul style="list-style-type: none"> • Oversee contractors; review and approve change orders <p>Rental</p> <ul style="list-style-type: none"> • Get cost certification
<p>5. Operations (Property & Asset Management)</p> <p>Property management is often contracted out. It is primarily concerned with compliance and managing day-to-day operations with residents.</p> <p>Asset management relates to all aspects of managing the upkeep of a property as an asset to the owner, investors, and community.</p>	<p>15-30 Years</p>	<p>Market</p> <ul style="list-style-type: none"> • Close on leases; perform walkthroughs with tenants <p>Site</p> <ul style="list-style-type: none"> • Complete punch lists; inspections • Maintenance and repairs • Performance tests—e.g., energy <p>Finance</p> <ul style="list-style-type: none"> • Final requisitions; repay interim loans and close on permanent financing • Monitor financial performance, audits, reports <p>Team</p> <ul style="list-style-type: none"> • Property manager in place

***Based on the typical typology of 50-75 units**

The table above is a helpful approximation of the phases of the development process; however, it's important to note that housing development is non-linear. It doesn't follow an easily defined straight path, as phases overlap and constant modifications, re-strategizing, and management of risk are necessary to advance a project. Ever-changing dynamics in housing make it imperative to hire and manage the right team. Additionally, each phase of the development process carries its own set of challenges and opportunities.

DEVELOPMENT CHALLENGES

- Strong community opposition/NIMBY sentiment
- Zoning issues, such as density, height, and parking
- Financing gaps
- Lengthy building permit process
- High costs from architectural features, city code requirements, or parking rules
- Major staff changes, such as loss of key team members
- Approvals across multiple jurisdictions
- Lack of upfront equity to cover initial costs before majority of financing delivered
- Competitive funding cycles
- Construction labor shortage
- Expensive land acquisition and scarcity of suitable sites
- Project limitations from funding source regulations
- Securing resources for resident services, particularly for special needs populations
- Prevailing wage requirements add additional costs
- Market volatility and escalating costs
- Risk of finding hazardous materials
- Changes to design/construction work that are NOT within contingency
- Unanticipated operating costs

DEVELOPMENT OPPORTUNITIES

- Incentivize owners to bring vacant sites to market
- Incentivize infill
- Intensify housing around transit hubs, such as rezoning station areas or accelerating approvals
- Less traditional/more innovative housing types to reduce costs, such as modular construction
- Accelerate land-use approvals, such as streamlining CEQA, for projects that meet critical housing needs
- Technological improvements to hasten processes to generate better, faster public input
- Surplus land owned by public entities
- Adaptive reuse/redeveloping sites with other uses
- New funding sources from electoral wins, such as Propositions 1 and 2
- By-right approvals (ministerial)
- Increase the number of skilled construction tradespeople in California
- Accelerate construction permitting, such as simplification of codes or centralize planning
- Assess performance in public agencies to resolve bottlenecks
- Strong alignment between development impact fees and housing priorities

¹ California Affordable Housing Leadership Institute: Affordable Housing 101 Seminar

² http://www.housingnm.org/assets/content/Developer/developer101/webster_presentation_-_intro_to_the_development_process.pdf

³ Enterprise Foundation, "Developing Multifamily Housing with New Construction"

⁴ SAGE report, "Understanding the Affordable Housing Development Process"

PRECEDENT OF SUCCESS: LAUSD JOINT DEVELOPMENT PROJECTS

Contributors:

Sebastian Reyes, Harvard University

Al Grazioli, Director of Facilities Asset Development, LAUSD

Mark Hovatter, Chief Facilities Executive, LAUSD

Another school district in Los Angeles County successfully used district-owned land to develop affordable housing. The Los Angeles Unified School District (LAUSD) completed three joint development projects on underutilized land as a way to address the housing needs of their employees and staff. Like many other large employers, the region's housing crisis was greatly impacting the administrative workforce that supports education throughout LAUSD's communities. There are also a substantial number of students who attend LAUSD schools who, along with their families, are experiencing some form of homelessness. Case in point:

- There are approximately 24,000 LAUSD employees who may qualify for income-based workforce units available to individuals within the range of 30 to 60 percent of the Area Median Income (AMI)
- There are nearly 18,000 LAUSD students who experience homelessness daily

LAUSD is continuing to explore the development of workforce housing projects as a way to address employee attraction, retention and performance; to increase student graduation rates and attendance; and improve the living conditions of thousands of LAUSD constituents.

LAUSD already has a model of success to build upon, as it has completed three workforce housing projects in partnership with affordable housing developers. Each project was developed on a parcel of underutilized land and LAUSD secured a preference in

the leasing of each of the units for LAUSD employees and staff. The projects all offered a mix of one, two and three-bedroom units to families whose income profile qualified them within the 30-60% AMI bracket. All of these projects were fully leased soon after they opened and have long waiting lists of LAUSD employees and staff waiting for more units to become available. The projects are as follows:

1. Sage Park by BRIDGE Housing (90 units): These affordable family apartments sit on a 3.5-acre former agricultural site located on the north side of the Gardena High School campus. LAUSD employees and staff leased 83 of the units.

2. Selma Community Housing by Abode Communities (66 units): This former surface parking lot across the street from Selma Elementary is a .65-acre site located at the intersection of Selma and Cherokee Avenues, one block south of Hollywood Boulevard. LAUSD had a preference for 60 percent of its units. Abode Communities received a staggering 1,569 applications prior to the project opening. LAUSD employees and staff leased 45 of the units.

3. Norwood Learning Village by Thomas Safran & Associates (29 units): Built in 2017, the site was also a surface parking lot across from Norwood Elementary. Like the above projects, Norwood Learning Village features many amenities, including a community room with kitchen facilities, lounge seating and a large flat screen TV. The complex is comprised of six distinct buildings designed to blend

in a neighborhood of historic single-family homes. LAUSD employees and staff leased 23 of the units.

These three very successful projects will inform efforts to consider building additional units. LAUSD board members in December 2018 approved a resolution to study strategies for increasing the supply of affordable housing, including permanent supportive housing, for students and their families experiencing homelessness.¹ Notably, LA County's 12,500 chronically absent homeless students lead to a loss of \$14.5 million in funding every year, or around \$64 a day, for local school districts.²

Following the vote on the resolution, LAUSD Board Member Dr. Richard Vladovic commented, "I believe in the concept of affordable housing, and Los Angeles Unified has made great strides in trying to build affordable housing for our employees and encouraging our community leaders to do the same. We cannot expect to focus on our core mission of education if our employees or our students and their families are concerned about where they live and if they can afford to continue to reside in our territory."

While LAUSD has not solidified any plans for new housing developments yet, Mark Hovatter, LAUSD's Chief Facilities Executive,

suggested LAUSD's Board of Education may elect to follow the model used for its previous affordable workforce developments, meaning that the LAUSD will enter into a long term ground lease with a third-party developer who will be responsible for the entire development, including things such as entitlement, permitting, design, financing, construction and management. Hovatter stressed that LAUSD is rather averse to any sort of project that will accrue significant debt; as such, any housing development with income-restricted units may also include a mixture of reduced and market-rate housing in order to maximize financial viability. It is also a challenge for LAUSD to limit the tenant population to LAUSD employees, staff, students and their families because many of the financing options for such income-restricted developments require the owner to comply with federal fair housing laws.



Norwood Learning Village



Selma Community Housing



Sage Park

¹ <https://achieve.lausd.net/site/default.aspx?PageType=3&DomainID=4&ModuleInstanceID=4466&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=73021&PageID=1>

² <https://www.scpr.org/news/2017/03/10/69780/la-schools-losing-millions-of-dollars-because-of-h/>

ADDRESSING DISTRICT CONCERNS: LINGERING ISSUE AREAS

California Community Colleges (CCC) already have many programs in place to support low-income and first generation students, but in accounting for goals established by the CCC Board of Governors to improve graduation rates and other student outcomes – as well as eliminate achievement gaps – there has not been a system-wide approach or allocation of resources to address housing as a major barrier to desired educational outcomes. It is estimated that more than one-half of all CCC students system-wide are identified as low income, and in 2015-16, the six-year completion rate for degree or certificate seeking low-income students was lower (45 percent) when compared with other students (57 percent). With higher rates of low income and first generation students, the state’s community colleges face challenges in addressing the needs of a highly varied student body; furthermore, providing service programs is complicated by an “administratively burdensome” process, according to the Legislative Analyst’s Office (LAO).¹ A report from the LAO explicitly states, “The (CCC) system is not nimble in responding to new information, including changing student needs.”

Among the students’ changing needs are housing markets that are among the most expensive in the nation and therefore a significant barrier to success in school. As it currently stands, “Only 11 of the 114 California Community Colleges (CCCs) offer student housing, which house a small fraction of the total CCC student body.”² However, more community college campuses are

actively pursuing housing as a solution to address student needs. Case in point:

- The Santa Rosa Junior College (SRJC) in Sonoma County contracted a consulting firm to conduct a feasibility study, and on Dec. 11, 2018, the Board of Trustees approved the initiation of an RFQ for a Public-Private Partnership (P3) vendor with the goal of relying on a P3 financing model to build and manage the housing on district-owned land.³
- Orange Coast College became the first community college in Southern California to build on-campus housing when it broke ground on a project in late 2018. The 323-unit complex will target returning veterans, emancipated foster youths and other under-served populations (although all students in good standing will be eligible).⁴

Traditional notions about community college students, namely that they are primarily recent high school graduates still living at home, must change as more Californians seek



Rendering of student housing at Orange Coast College

¹ <https://lao.ca.gov/publications/report/3724>

² <http://cahomelessyouth.library.ca.gov/docs/pdf/5GuidesToHelpHomelessCollegeStudents.pdf>

³ <https://pr.santarosa.edu/-student-housing-evaluation>

⁴ <https://www.ocregister.com/2018/10/10/orange-coast-college-to-be-the-first-community-college-in-orange-county-with-on-campus-housing/>

higher education amidst record-high rents and increasingly crowded/competitive four-year universities. As such, it is expected that affordable on-campus housing options will continue to be a strategy that districts throughout the state employ to meet demand and student needs. However, there are formidable challenges to adding on-campus housing that the district needs to be mindful of, some of which are outlined below:

Financing:

- Federal housing programs are insufficient because there are restrictions for college students and shortages in subsidized housing.
- Limitations from traditional financing pipelines
- Fiscal impact on campus budget and depending on deal structuring, the potential for incurring debt
- Lack of resources to construct and manage on-campus housing
- Resident amenities and services, along with product type, can pose higher than expected costs

Legal:

- Additional liability issues for the campus
- Tenure of students and structuring of leasing agreements related to student status must meet existing housing laws
- Consideration of fair housing laws as it relates to excluding unit eligibility to certain students
- Determination of student demographics to be served by the units
- Eligibility of financial aid payments to meet housing costs

Structural & Capacity:

- Updates to campus master plan require long lead time
- Incorporation of housing will need specialized, versatile design to serve diverse residents and cohesively immerse with current structures
- Environmental approvals from state regulations
- Impacts on campus' existing infrastructure
- Unestablished relationships with nonprofit developers specializing in appropriate housing types for needy populations
- Governance structure of district campuses eludes easy consensus

Despite a series of lingering issues that have been raised about on-campus housing, it's important to note that it can also be very profitable for a community college and the surrounding area because it is a consistent source of revenue and residents are more likely to patronize local retail, restaurants, and other services. On-campus housing could also feature commercial space as an additional avenue for revenue potential.

Furthermore, affordable housing should be viewed as a unique asset to the community, school, and residents. When we invest in and operate housing developments for our communities, it shows we collectively understand that it serves the public interest to create inclusivity. And while risk is inherent to the development process for all stakeholders engaged in the work, a key element of housing development is not avoiding risk but managing it with well-established practices that ensure our collective mission is not impeded; after all, successful development does not operate in a silo and partners like nonprofit developers are well attuned to the types of best practices that meet societal needs and create vibrant communities.

IMAGINING FUTURE CAMPUS LIFE: SITE STRATEGY ANALYSIS

SITING AFFORDABLE HOUSING AT THREE LACCD SCHOOLS

cityLab-UCLA Contributors:

Dana Cuff, Ph.D., Director
Gus Wendel, Assistant Director
Cate Carlson, Research Associate
Rayne Laborde, Research Associate

cityLAB-UCLA has spent the past two years driving a new kind of conversation about affordable housing in Los Angeles, one that puts our education system, and the land upon which it sits, at the center of the question: Where is the most sensible location to build the affordable housing our city and region so desperately need? There is growing agreement that underutilized sites owned by school districts should host affordable housing, yet few studies have shown how these sites might be realized, or what the benefits may be. To jumpstart this conversation and begin visualizing such projects, cityLAB has created site design prototypes at the primary, secondary, and higher education levels. cityLAB selected three community colleges within the Los Angeles Community College District (LACCD) that allowed the study of a range of site conditions and housing models: Pierce College, Los Angeles Valley College, and Los Angeles Harbor College. The prototypes hold the following strategies in common:

- All prototypes contain 200 affordable apartments and supportive services, along with a sampling of other uses that vary by site (classrooms, retail, childcare, etc)
- All prototypes are sited on surface parking lots and show not only new parking required for the housing but also replacement of former parking stalls.
- The campuses gave rise to three different site strategies: courtyard housing, town center, and live-learn hub. These prototypes can be imagined at any number of other community colleges.
- There are three imagined "clients:" the school where the housing is located, the residents of the new housing, and the local community that surrounds the school site.
- Each analysis includes an overview of site characteristics, the siting and program logics, a schematic, and diagrams explaining relationship between the new prototype and the existing site.



COURTYARD HOUSING: PIERCE COLLEGE
144,600 SF: 200 RESIDENTIAL UNITS, SUPPORTIVE SERVICE

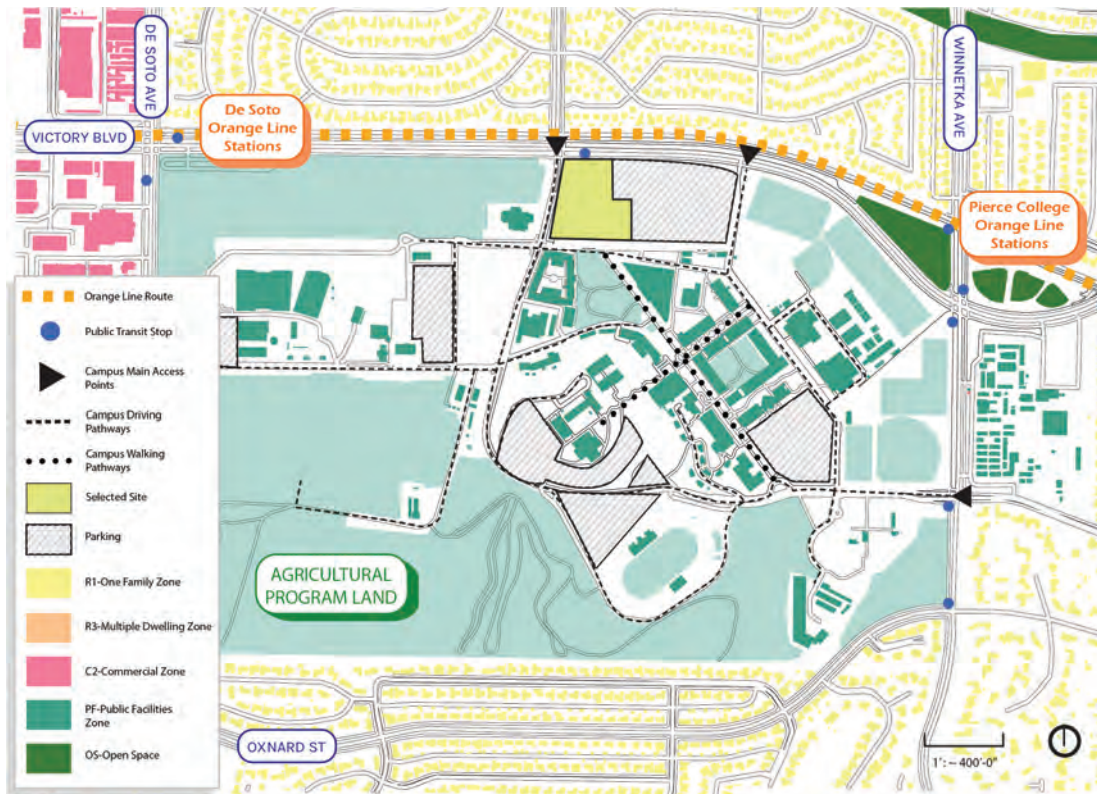


COURTYARD HOUSING: PIERCE COLLEGE

144,600 SF: 200 RESIDENTIAL UNITS, SUPPORTIVE SERVICE

At 426 acres, Los Angeles Pierce College (also known as Pierce) is the largest of the three LACCD sites included here. Pierce primarily serves residents in the west San Fernando Valley, and is notable for its agricultural and veterinary study programs. Over half of the campus land is a working farm devoted to hands-on training. The campus is mostly surrounded

by expansive neighborhoods of single-family housing, except for a mixed-use commercial and multi-family district located along De Soto Avenue to the west. The campus center of gravity (i.e. facilities, administration, and classroom buildings) is situated to the east, where most vehicular entry points are located.



200 SINGLE FAMILY HOMES



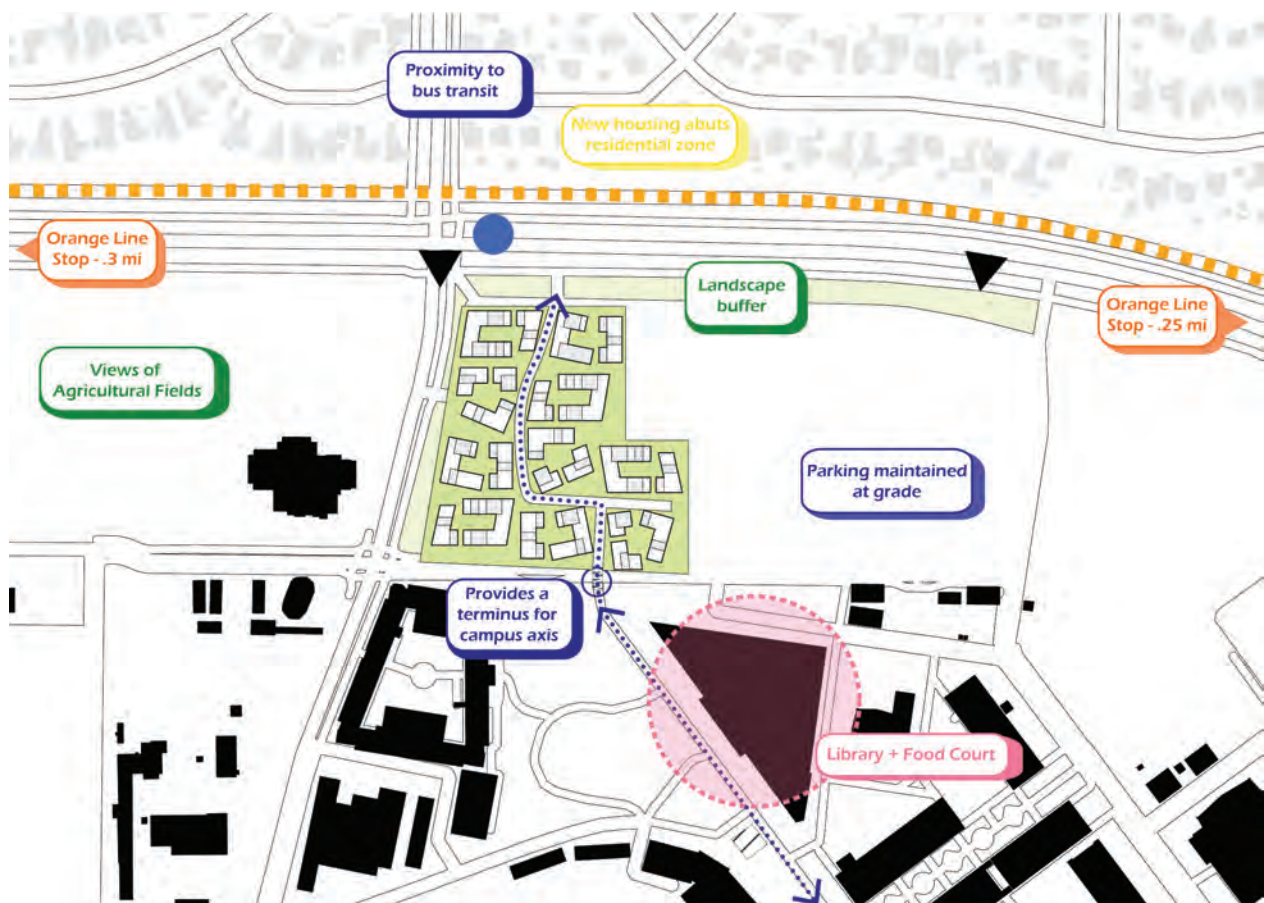
800 SINGLE FAMILY HOMES

COURTYARD HOUSING: PIERCE COLLEGE

144,600 SF: 200 RESIDENTIAL UNITS, SUPPORTIVE SERVICE

The vast expanse of mostly agricultural land and at-grade parking lots means space is in no short supply, yet abrupt topographical shifts on the southern half of the campus led to site strategies focused on the northern half. A major asset is Pierce's adjacency to the Metro

Orange line, which runs along the campus' northern boundary. We chose a large, at-grade parking lot as the site to test 200 units of affordable housing, within walking distance to two Metro stations and at the nexus between campus amenities like the library and food court.



Zoomed out, two different site plans illustrate that the higher the density, the smaller the footprint. Given the single-family surrounding neighborhood, a mix of both single-story and multi-story units could create a degree of density while fitting within the existing character.



FOOTPRINT OF 200 MULTIFAMILY UNITS
1 STORY

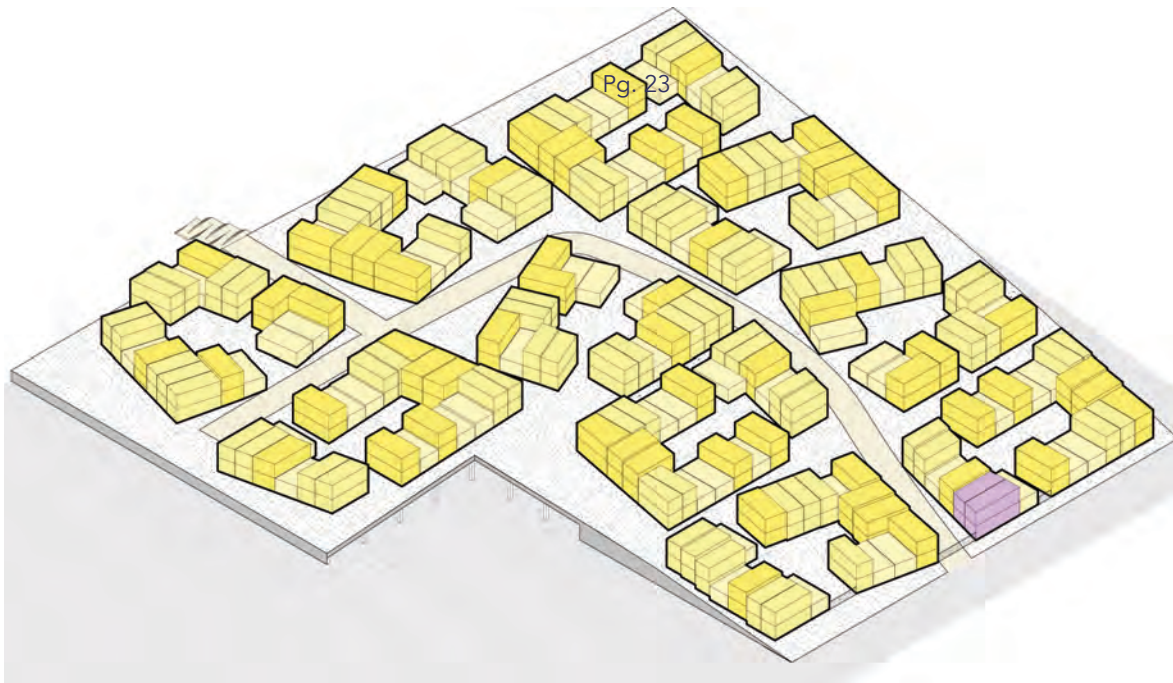
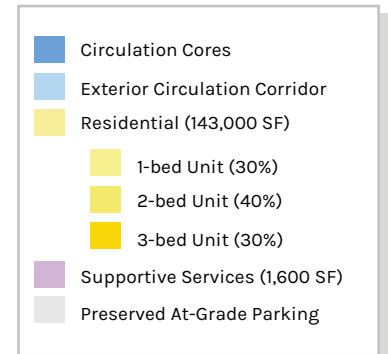


FOOTPRINT OF 200 MULTIFAMILY UNITS
4 STORIES

COURTYARD HOUSING: PIERCE COLLEGE

144,600 SF: 200 RESIDENTIAL UNITS, SUPPORTIVE SERVICE

We propose 200 units in a 'courtyard housing' configuration for this site. Supportive housing could serve parenting LACCD students or victims of domestic violence and sex trafficking, for example. This housing might prioritize students in human services, early childhood education, and pre-nursing programs. Courtyard housing creates a network of mixed-height clusters, designed to emphasize privacy, safety, community, and access. Each cluster has its own inward facing courtyard--a shared open space for lounging, playing with children, and interacting with neighbors. The courtyard clusters are elevated above replacement parking, mimicking the hilly topography of south campus and separating the housing from street traffic.



These site studies imagine courtyard housing located on all surface parking lots (left), and across all open land (right). The studies demonstrate the small impact of the proposed housing, but also the hypothetical potential of the site and the greater efficiency of courtyard housing compared to single-family housing (on prior page).



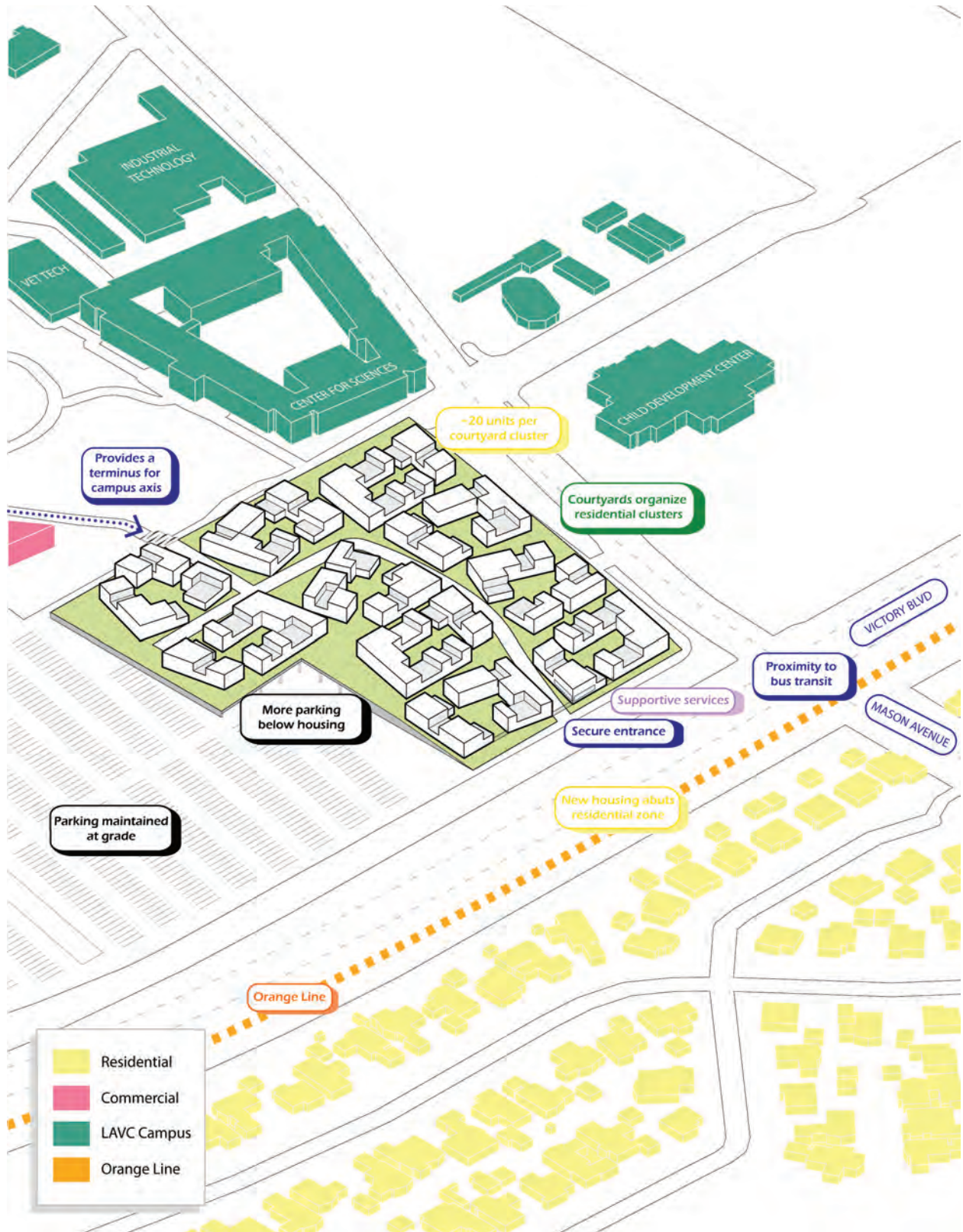
PLACE COURTYARD HOUSING ON ALL SURFACE PARKING LOTS - 1,420 UNITS



COVER OPEN LAND AND PARKING WITH COURTYARD HOUSING - 7,000 UNITS

COURTYARD HOUSING: PIERCE COLLEGE

144,600 SF: 200 RESIDENTIAL UNITS, SUPPORTIVE SERVICE



TOWN CENTER: LA VALLEY COLLEGE

114,600 SF: 200 RESIDENTIAL UNITS, SUPPORTIVE SERVICE, MIXED COMMERCIAL



TOWN CENTER: LA VALLEY COLLEGE

114,600 SF: 200 RESIDENTIAL UNITS, SUPPORTIVE SERVICE, MIXED COMMERCIAL

LA Valley College's (LAVC) environs are typical of San Fernando Valley—a sea of mostly single-family housing, interrupted by occasional corridors of commercial and multi-family residential zones. This gives the site its distinct advantages. At the eastside of campus, the Tujunga Greenbelt provides park space and paths for walking, running, or cycling, and is home to the immense Great Wall of Los Angeles, a mural depicting Los Angeles history. In terms

of access, LAVC is conveniently connected to the west San Fernando Valley and North Hollywood via the Metro Orange Line, a bus rapid transit (BRT) system running between Chatsworth and the North Hollywood Metro Station, where it connects with the Metro Red Line on the Metro Rail system for Downtown Los Angeles. Also adjacent to campus is Grant High School, located just to the northeast.

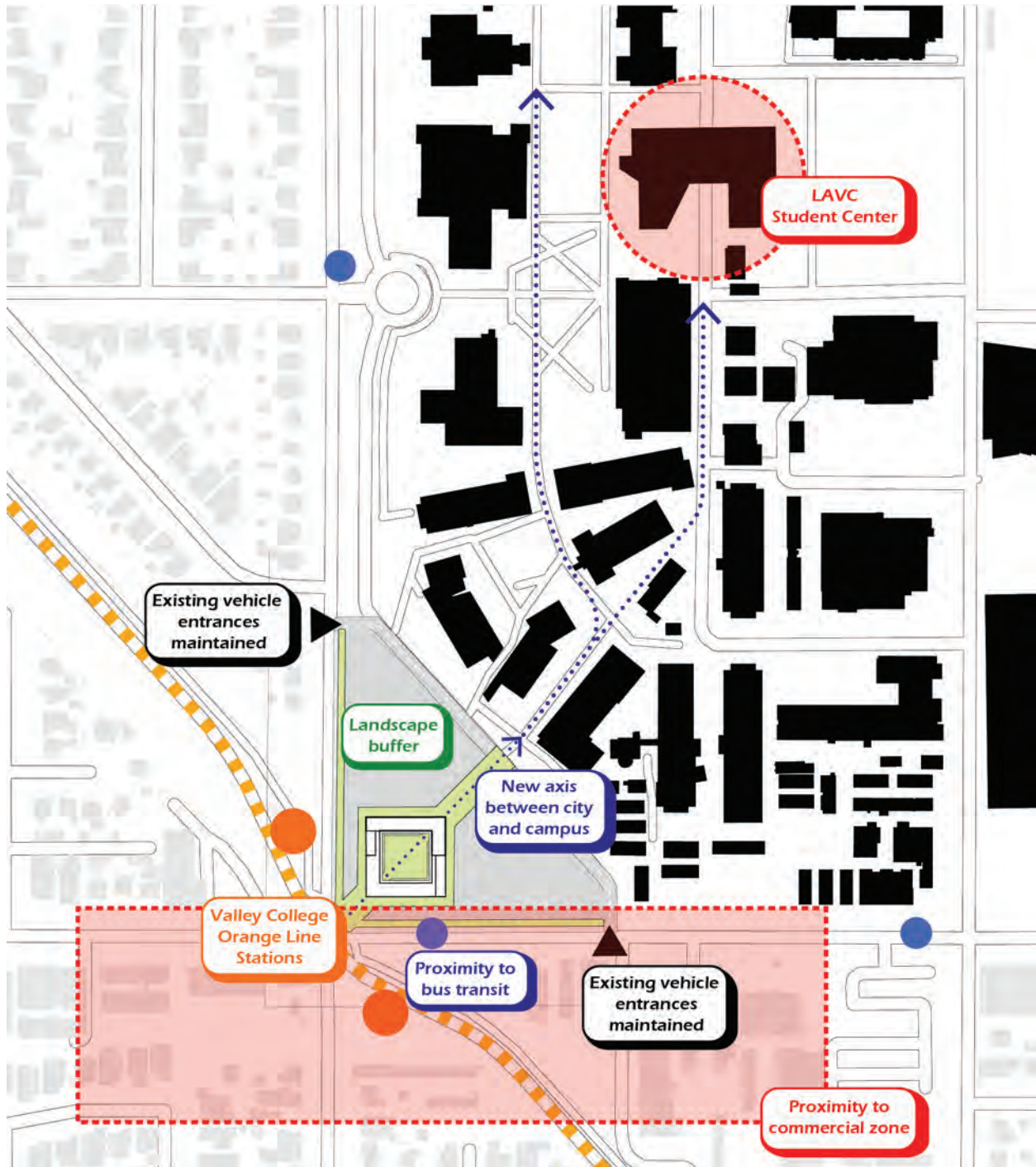


TOWN CENTER: LA VALLEY COLLEGE

114,600 SF: 200 RESIDENTIAL UNITS, SUPPORTIVE SERVICE, MIXED COMMERCIAL

Appropriate sites for affordable housing at LAVC are those with ample surface parking and connected to mass transit and nearby commercial areas. This pointed to the lower west corner of campus at the intersection of Fulton

Ave and Burbank Blvd, where a corner parking lot sits at a primary point of entry. A "town center" with commercial on the ground level and housing above could create a gateway between the campus and its surroundings.

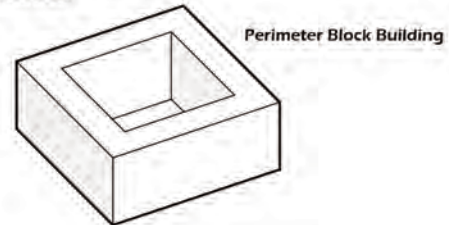


TOWN CENTER: LA VALLEY COLLEGE

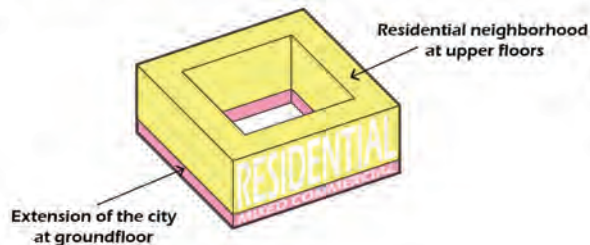
114,600 SF: 200 RESIDENTIAL UNITS, SUPPORTIVE SERVICE, MIXED COMMERCIAL

These diagrams illustrate the 'town center' building typology. The basic perimeter-block building is elaborated to include various programmatic functions, massing and circulation studies, which are combined into one, cohesive design.

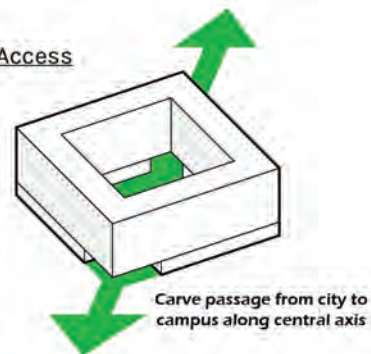
Basic Form



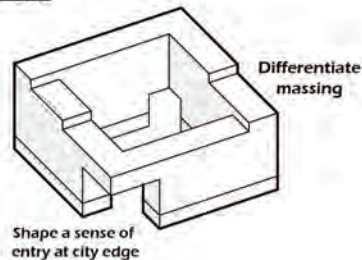
Public-Private Relationship



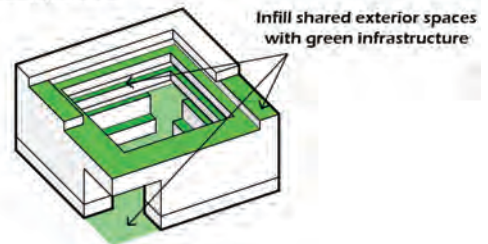
Site Access



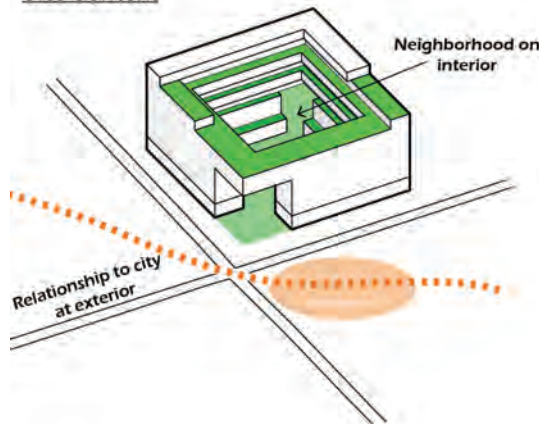
Building Mass



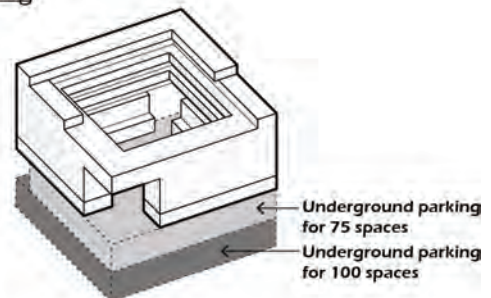
Green Approach



Site Context



Parking

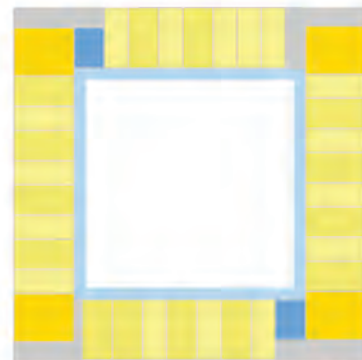
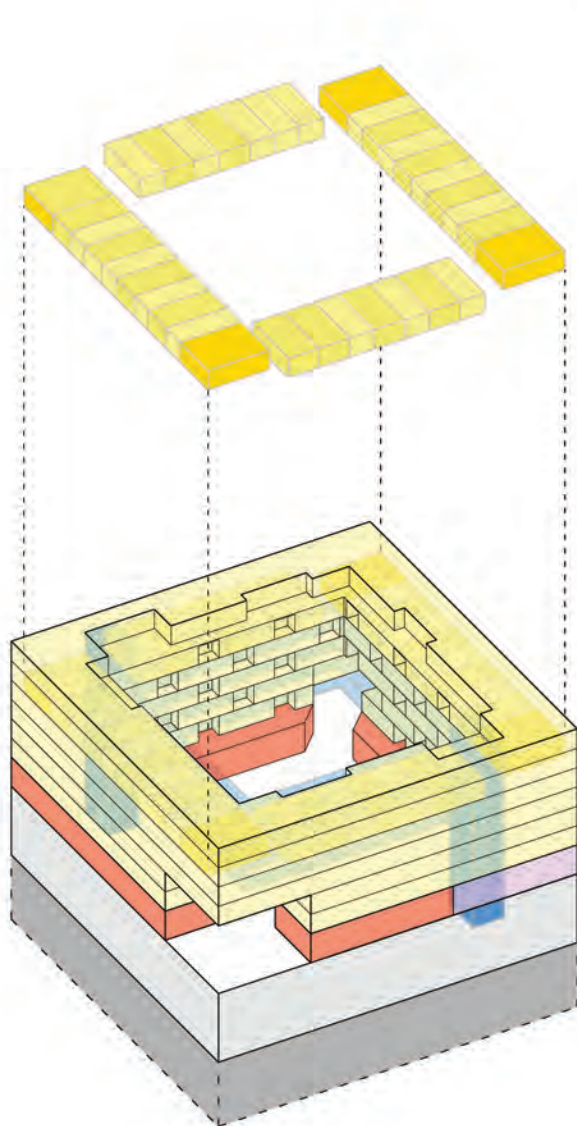


TOWN CENTER: LA VALLEY COLLEGE

114,600 SF: 200 RESIDENTIAL UNITS, SUPPORTIVE SERVICE, MIXED COMMERCIAL

The schematic design for LAVC is a 114,000 square foot rectangular structure with 200 residential units, ground-level supportive services for educational or community use, and a mixture of commercial spaces. The apartments are divided between studio, 1-bedroom, and

2-bedroom units. The design illustrates that parking can be accommodated, with the 75 spaces needed for future residents one level underground, while a second level of underground parking would replenish the parking displaced by the new building.



A typical residential floor contains a ratio of 50% studios (16 units), 40% 1-bedrooms (14 units), and 10% 2-bedrooms (4 units).

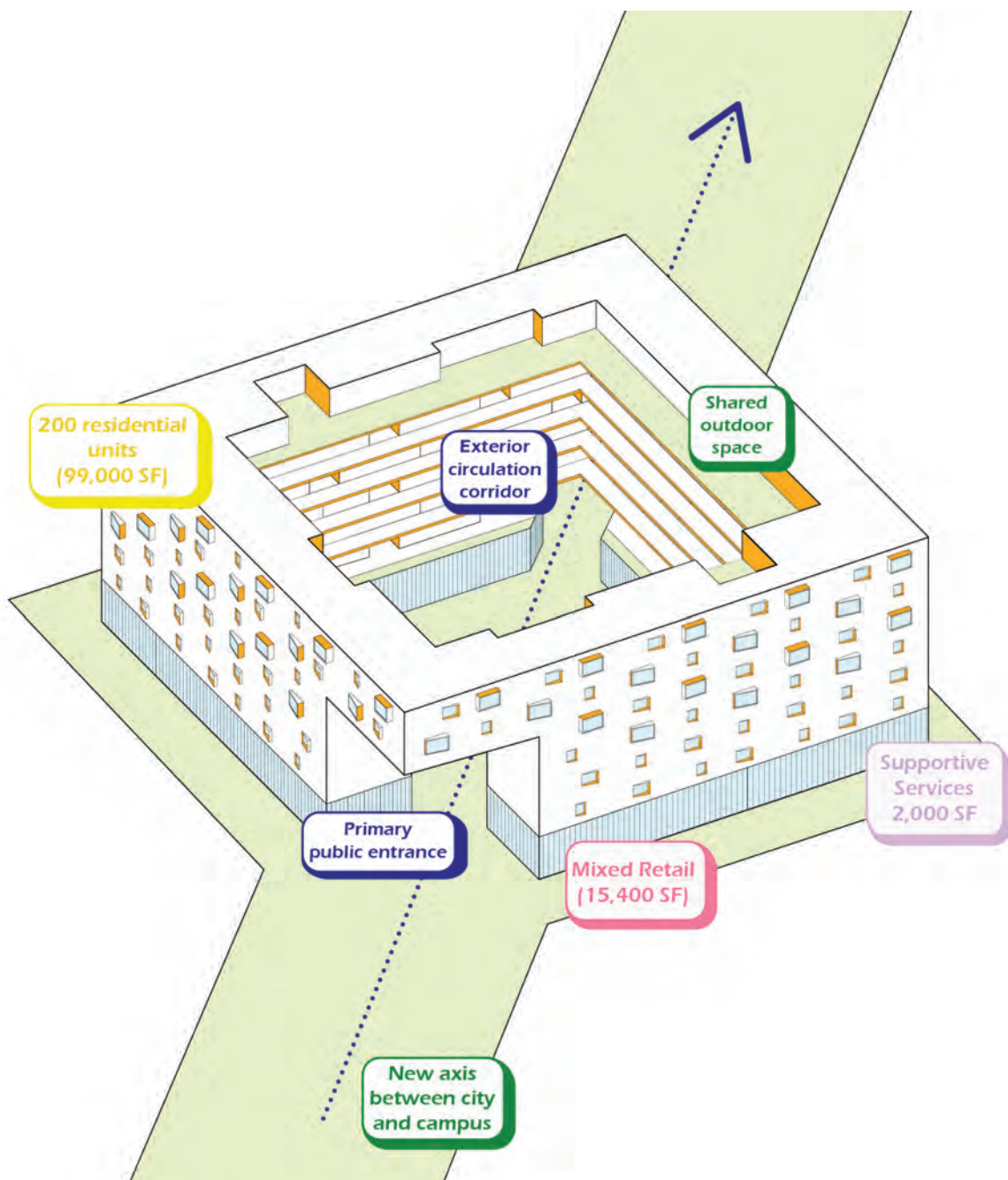


TOWN CENTER: LA VALLEY COLLEGE

114,600 SF: 200 RESIDENTIAL UNITS, SUPPORTIVE SERVICE, MIXED COMMERCIAL

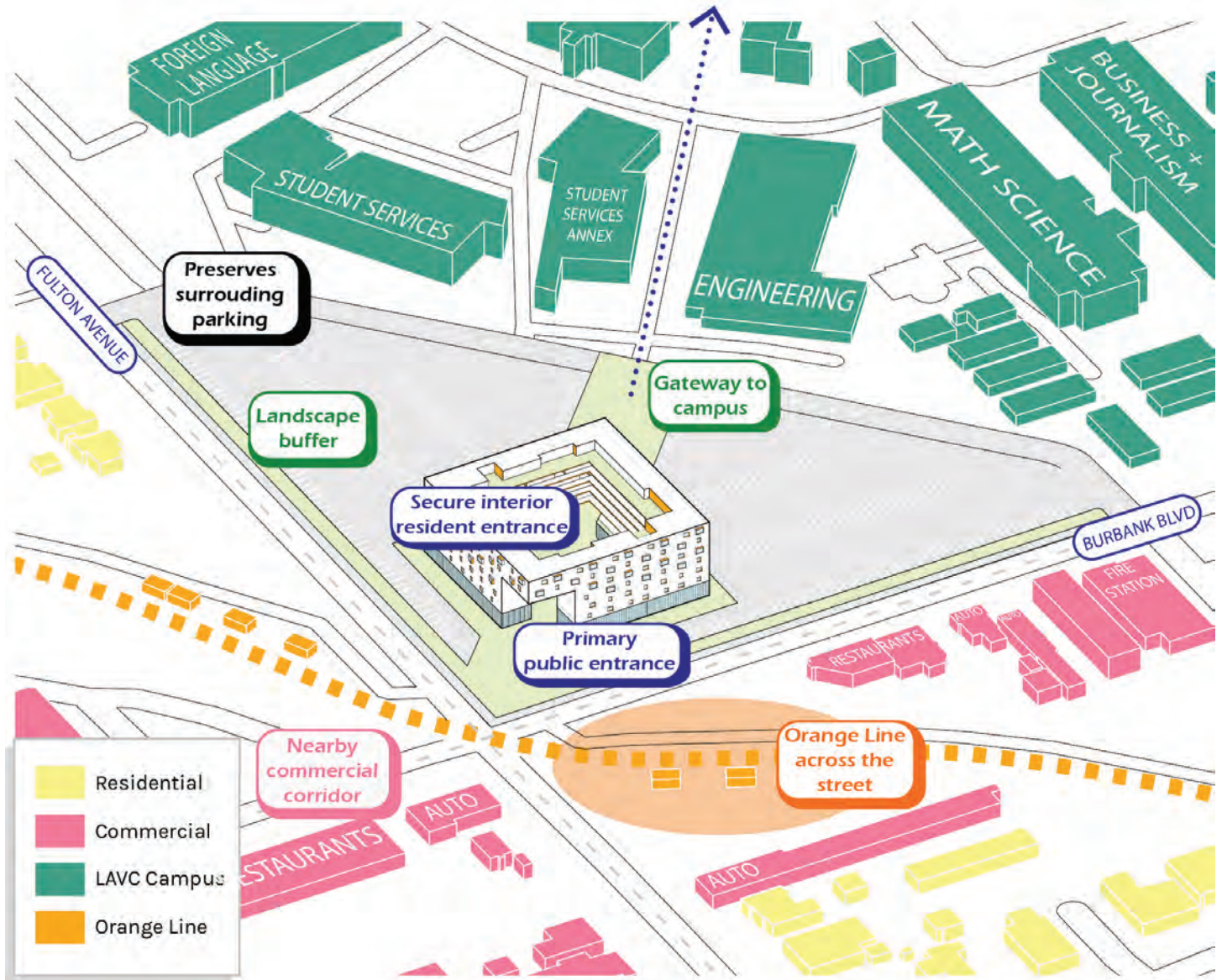
A 'town center' typology is apt for this site because it establishes a new axis between the community and campus, a linkage made up of shared uses for the college, the housing residents, and the neighborhood; the new building gives identity to the campus; the path between neighborhood and campus is defined;

and new green, open space is provided. The site offers an opportunity to create a new relationship between the school and surrounding community—a new 'town center,' where housing, school, transit, commerce, and accessibility all merge into one.



TOWN CENTER: LA VALLEY COLLEGE

114,600 SF: 200 RESIDENTIAL UNITS, SUPPORTIVE SERVICE, MIXED COMMERCIAL



LIVE / LEARN HUB: HARBOR COLLEGE
128,000 SF: 200 RESIDENTIAL UNITS, SUPPORTIVE SERVICE, EDUCATIONAL SURGE SPACE



LIVE / LEARN HUB: HARBOR COLLEGE

128,000 SF: 200 RESIDENTIAL UNITS, SUPPORTIVE SERVICE, EDUCATIONAL SURGE SPACE

Los Angeles Harbor College (LAHC or Harbor) is located on 65 acres in the South Bay region of Los Angeles, between Wilmington and Harbor City. Each semester the college serves over 8,900 students who are primarily from the surrounding communities in Harbor City, Carson, San Pedro, Gardena, Lomita, Wilmington and the Palos Verdes Peninsula. The campus has several notable constraints, starting with its adjacency to the 110 freeway, an environmental detriment much like the oil refinery to the

south. Another constraint is that there are no major transit corridors (Bus Rapid Transit or rail) connecting LAHC to the surrounding communities. The lack of public transit access and nearby commercial districts isolates this site, yet there is no shortage of nearby green space, provided by the Ken Malloy Harbor Regional Park and city golf course. The campus buildings themselves are packed together without clear gathering spaces for students.



LIVE / LEARN HUB: HARBOR COLLEGE

128,000 SF: 200 RESIDENTIAL UNITS, SUPPORTIVE SERVICE, EDUCATIONAL SURGE SPACE

With the constraints of the 110 freeway to the east, the oil refinery to the south, and the general lack of connection between the campus and the wider community, the most feasible residential sites were located in the heart of the campus, such as Lot 8, located at the center-west side of campus, between the West Parking Structure (to the north) and the Baseball Field (to the south). Lot 8 is proximate to campus

amenities, including the Child Development Center, Student Services and Administration, Nursing, and the Library. It is also well-connected to paths that lead directly to the heart of campus via bike, scooter, or on foot. Adjacent to these paths are pockets of green spaces where one can enjoy being outside, all while being at the center of campus life.

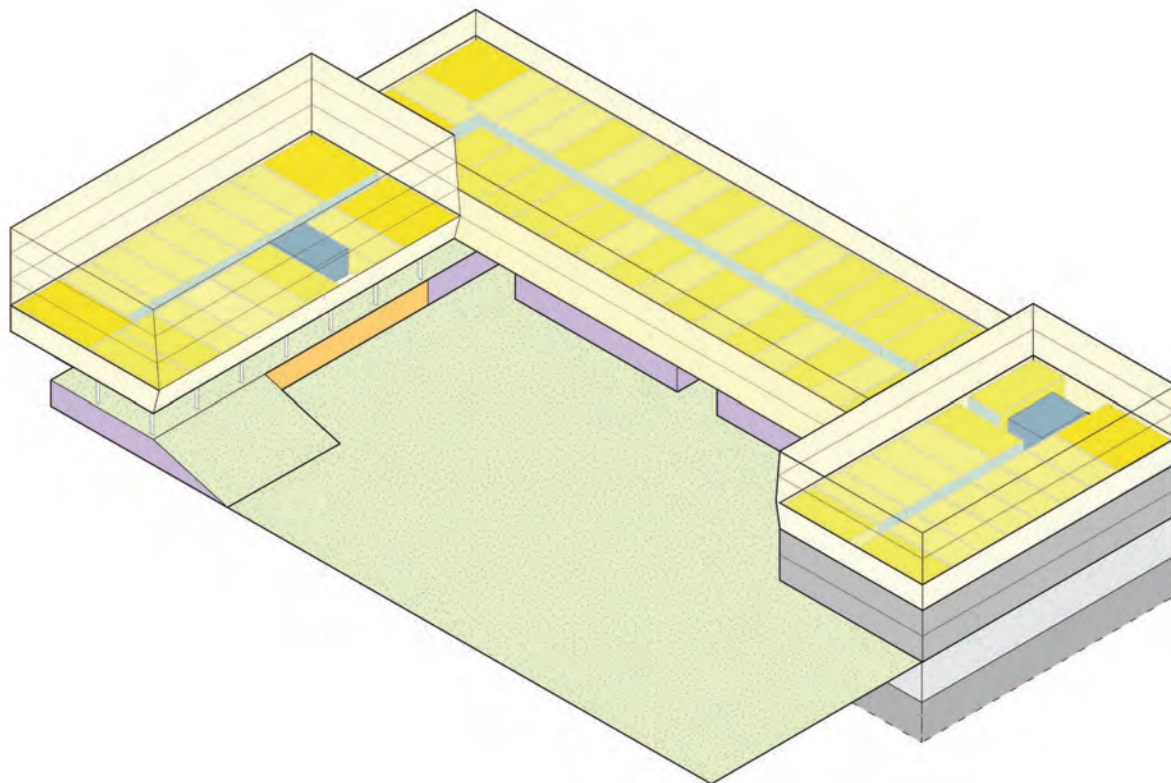


LIVE / LEARN HUB: HARBOR COLLEGE

128,000 SF: 200 RESIDENTIAL UNITS, SUPPORTIVE SERVICE, EDUCATIONAL SURGE SPACE

We propose a 'Live-Learn Hub' prototype to accommodate 200 apartments primarily for students transitioning out of the Foster Care system. Like the surrounding building types, the live-learn hub comprises a single building complex, held together by a set of three 'bars,' connected by a continuous circulation core. Each bar has its own mix of studios and one- and two-bedroom units on the upper levels. Space

for supportive services, educational 'surge' uses, and parking is located on the ground level, surrounding a new plaza for the campus as a whole. This plaza is a bonus of the housing complex, providing a collective gathering space at Harbor. The live-learn hub accommodates parking for those living in the residential units, as well as replacement parking for the displaced parking stalls.

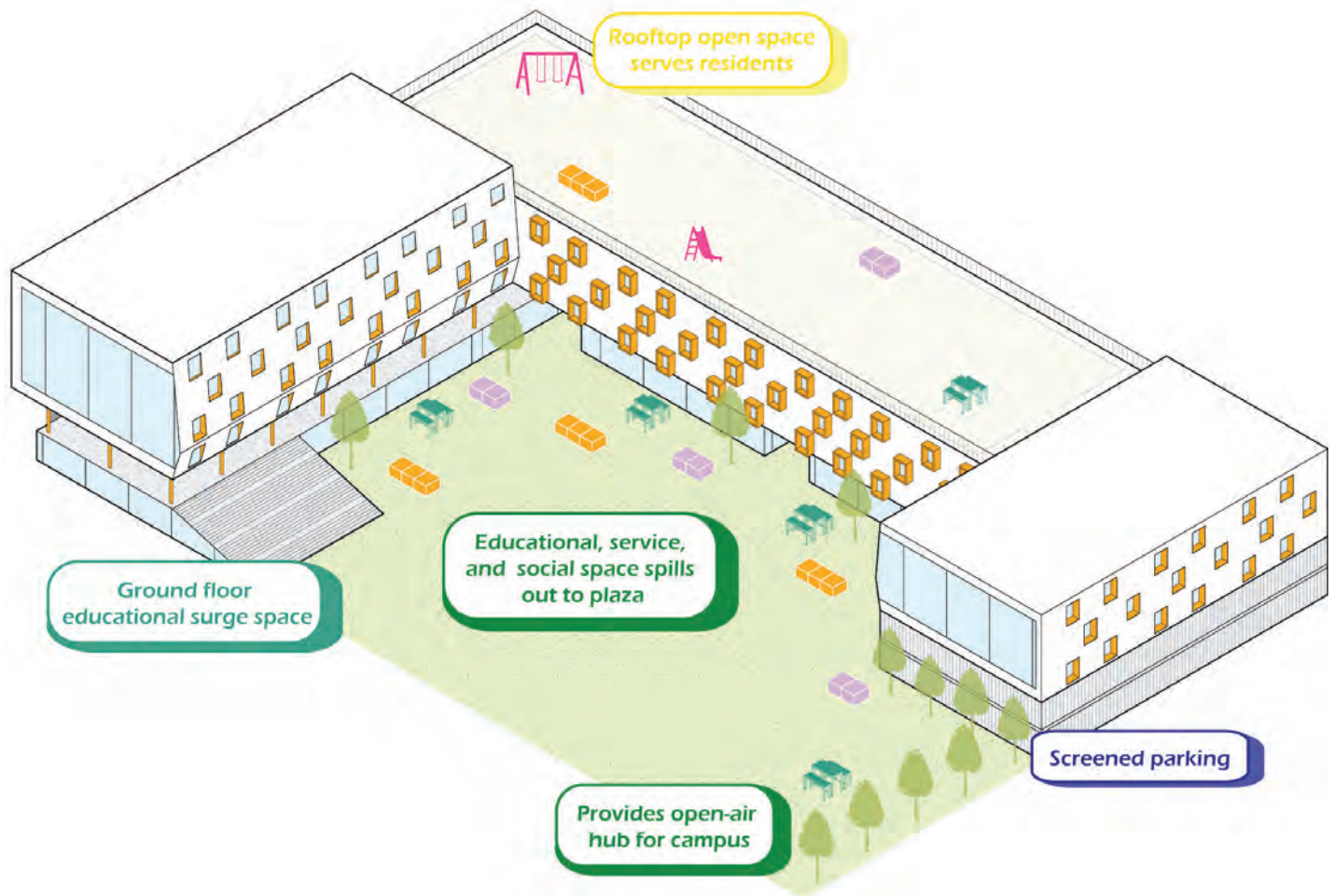


LIVE / LEARN HUB: HARBOR COLLEGE

128,000 SF: 200 RESIDENTIAL UNITS, SUPPORTIVE SERVICE, EDUCATIONAL SURGE SPACE

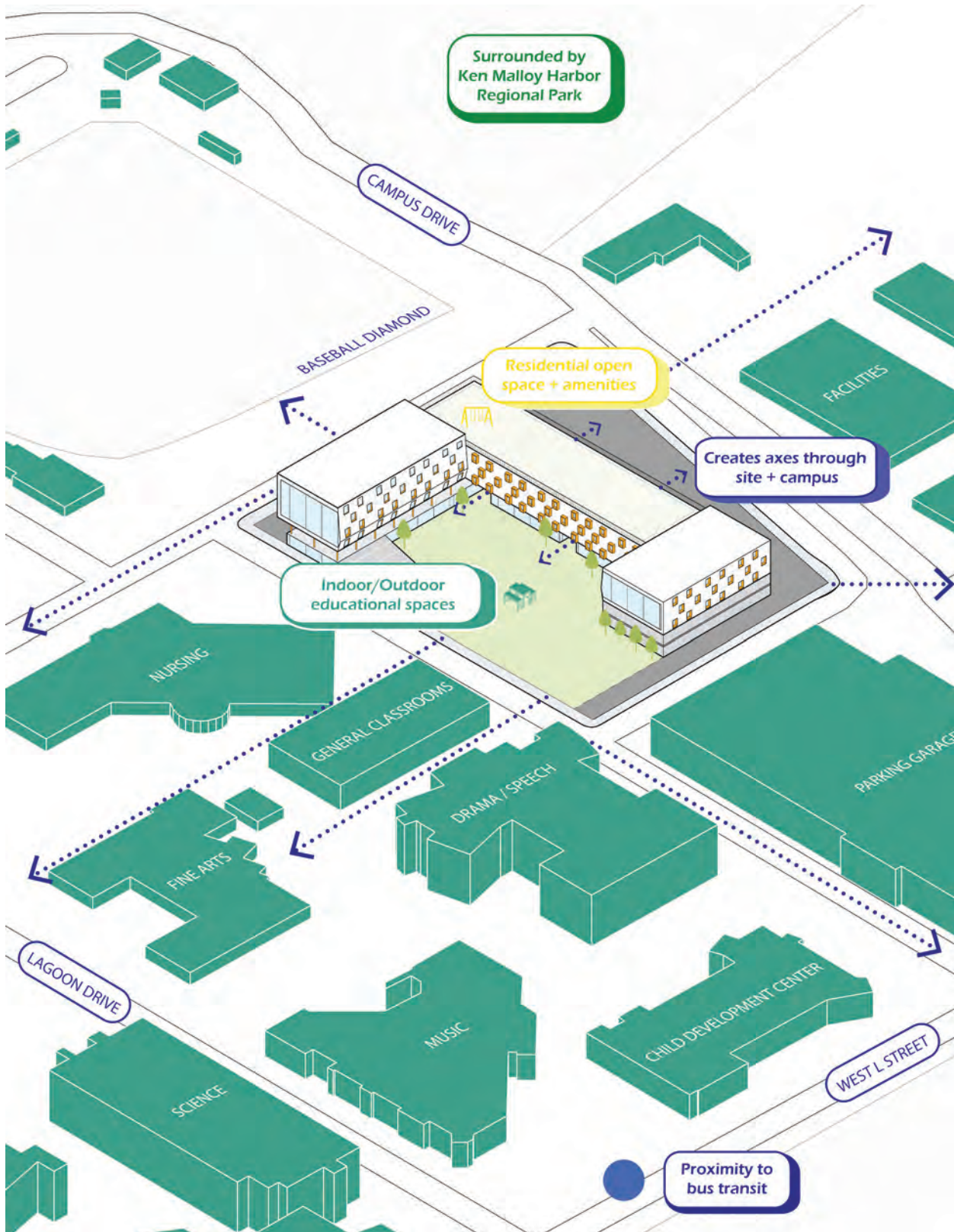
A live-learn hub mixes housing and educational uses as well as supportive services, with the ultimate aim of creating a sense of community at the heart of campus. This 'placemaking effect' is at the goal of the live-learn hub strategy; the campus-facing orientation of the building invites the wider Harbor community to use the active

spaces. Whether enjoying the open-air green space, taking part in programmed activities in the new educational surge spaces, or soaking in the sun on the roof tops, the live-learn hub will appeal to all community members and create a real "place" for the campus.



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MOVING THE BALL FORWARD: CONCLUDING THOUGHTS AND POLICY RECOMMENDATIONS

The history of higher education in California was strong public investment unrivaled by other states in the country because our flagship public institutions historically received sufficient state funding to cover the majority of costs for students. However, now educational costs have disproportionately shifted to the student thanks to dramatic increases in tuition and years of budget cuts – further exacerbated by increasingly high costs of living in the state – thereby leaving thousands of students economically vulnerable or debt-ridden for the foreseeable future. The full cost of higher education, i.e. accounting for the cost of housing, is undeniably a deterrent to greater college access and affordability.

According to the California Budget & Policy Center, “Most state and federal student financial aid is linked primarily to tuition and largely fails to assist students with other major costs of college attendance, including housing, food, and transportation. Understanding the full cost of college is essential for decision-makers, advocates, and others who seek to expand college opportunities for all Californians.”¹

So as we collectively take steps to educate our workforce for a strong California economy, it’s clear there is already consensus that more must be done to overcome significant barriers to student success, with housing being chief among the concerns. Student housing developed on district-owned land may not feasibly meet all demand within the LACCD system for housing, but it’s a step forward that

could address support for the most vulnerable students who cannot compete in our region’s expensive and crowded rental markets.

According to a survey of higher education professionals in California, 82% said housing was the biggest unmet need of their students that the campus was currently unable to provide.²

SCANPH’s outreach to LACCD representatives and relevant stakeholders echoed similar sentiments, but one takeaway from the discussions was a need for greater cross-campus or cross-sector communication on addressing the issue system-wide. The district’s staff identified the following key issues that remain as obstacles to the advancement of housing on LACCD campuses:

- Dialogues have begun on this issue but greater understanding is needed and there is a lack of consensus about the district and individual campuses’ roles in potentially developing housing. In particular, sovereignty of individual campuses is both a strength and a challenge for building consensus and a course of action.
- The typical community college household in the district is highly varied and many members of the student body cycle through more frequently than a four-year university in the state. Part-time status of a

¹ <https://calbudgetcenter.org/resources/creating-an-affordable-college-model-for-california/>

² <http://cahomelessyouth.library.ca.gov/docs/pdf/5GuidesToHelpHomelessCollegeStudents.pdf>

majority of students, and more than four years to graduate, are further complications in examining how to best serve this demographic.

- Debt and liability issues associated with student housing on district-owned land are concerns for a risk-adverse Board of Trustees.
- There is uncertainty about how the district can play the “matchmaker” role to make systems work cohesively since partners would be doing the actual development work and securing of financial resources, but no groundwork has been completed

on evaluating the totality of feasible options, including type of housing to pursue or the highest opportunity campus.

As LACCD continues to explore these issues, there are a variety of short and long term strategies to consider to support homeless and housing insecure students. The following policy recommendations are not an exhaustive list of options but can further inform district stakeholders in their pursuit of partnerships, guidance, and community impact.

Policy Recommendations

- Establish a housing working group comprised of students, faculty, staff and administrators to manage a discussion on the potential of providing affordable housing options for students.
- Advocate with like-minded partners for a broader interpretation of exemptions associated with statutes from the Low Income Housing Tax Credit (LIHTC) so that current categories grant greater leeway for low-income students in school.
- Rental subsidies: Help advocate for short-term rental subsidies geared at homeless students so their education is not disrupted.
- Enhance supportive services by developing stronger partnerships and funding for organizations like Jovenes, which provides homeless youth – including community college students – emergency short term shelter, transitional housing, rapid rehousing, and permanent supportive housing—not to mention case management services. Organizations like Jovenes are established leaders in serving this population.
- Consider new policies that allow for overnight parking by homeless students so they are not penalized or put at risk if they temporarily have nowhere to go. Collaborate with the state legislature on proposed legislation to refine bill language on this issue (Such as AB 302, introduced by Assemblyman Marc Berman (D-Palo Alto)).
- Explore feasibility of advocating for a new funding source that earmarks resources for student housing due to limitations of traditional financing.
- Streamline service coordination for homeless students by establishing a multi-discipline homeless task force on LACCD campuses to ensure readily-identifiable staff can assist needy students with requisite referrals and resources.
- If not already in place, consider the creation of a student emergency fund to provide students experiencing short-term financial hardships with grants/loans or short-term rental assistance.
- Evaluate the potential utilization of a Public-Private Partnership (P3) financing model to decrease the financial burden on the district or individual campuses for a potential development project.

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