

# Education Workforce Housing in California

# THE HANDBOOK



citylab  
UCLA

This Handbook accompanies the report titled “Education Workforce Housing in California: Developing the 21st Century Public School Campus” prepared by the Center for Cities + Schools (UC Berkeley), cityLAB (UCLA), and the Turner Center for Housing Innovation (UC Berkeley). It is intended as an action oriented companion to the full Research Report that includes all of our collective research and full citations.

Report URL: <https://citylab.ucla.edu/education-workforce-housing-research-report>



Education Workforce Housing Handbook  
© cityLAB-UCLA 2022  
Architecture and Urban Design Department  
University of California  
Los Angeles, CA 90095  
[cityLAB@aud.ucla.edu](mailto:cityLAB@aud.ucla.edu)

# Contents

- 3 What is Education Workforce Housing?
- 15 Who is trying it?
- 23 How do we do this?
  - 25 Pre-development
  - 43 Development
  - 49 Post-construction
- 55 Where do we go from here?



# What can our neighborhood look like?

EDUCATION  
WORKFORCE  
HOUSING

SCHOOL  
FIELDS

SCHOOL

COMMUNITY  
PARK

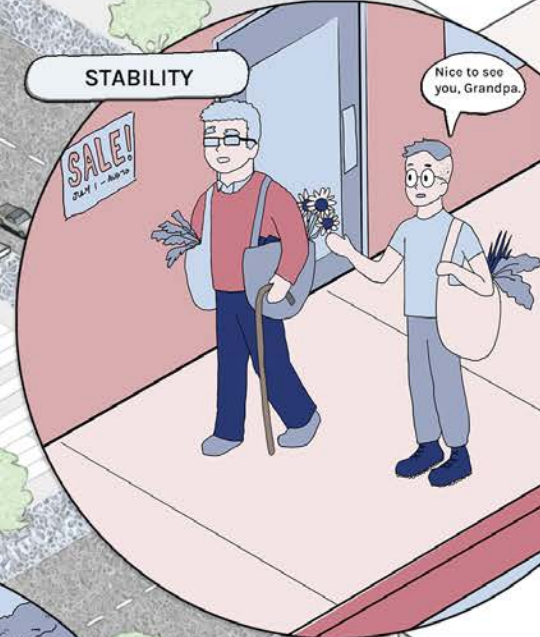
PUBLIC  
TRANSIT

COMMUNITY

AFFORDABILITY

STABILITY

WALKABILITY

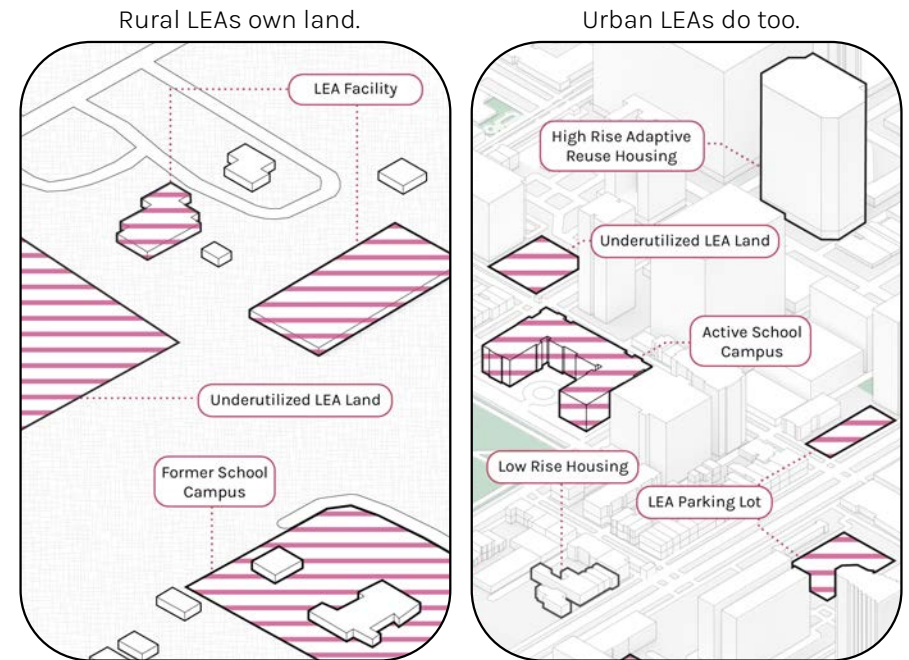




# What is Education Workforce Housing?

This Handbook directly addresses Education Workforce Housing development in California.

Education Workforce Housing is affordable employee housing built on Local Educational Agency owned land (Local Educational Agencies include K-12 Public School Districts and County Offices of Education). LEA employees include teachers and non-credentialed staff such as custodians, bus drivers, and administrators. All of these employee groups can benefit from below market rate housing on LEA land.



Types of LEA properties

Local Educational Agencies (LEAs) control many acres of land that can be used to produce housing. LEAs often own several different types of properties, from active school campuses to bus depots and underutilized vacant lots.

Leveraging their land for housing production is an important tool for California Local Educational Agencies, as finding affordable housing in the communities that they serve is increasingly challenging for LEA employees.



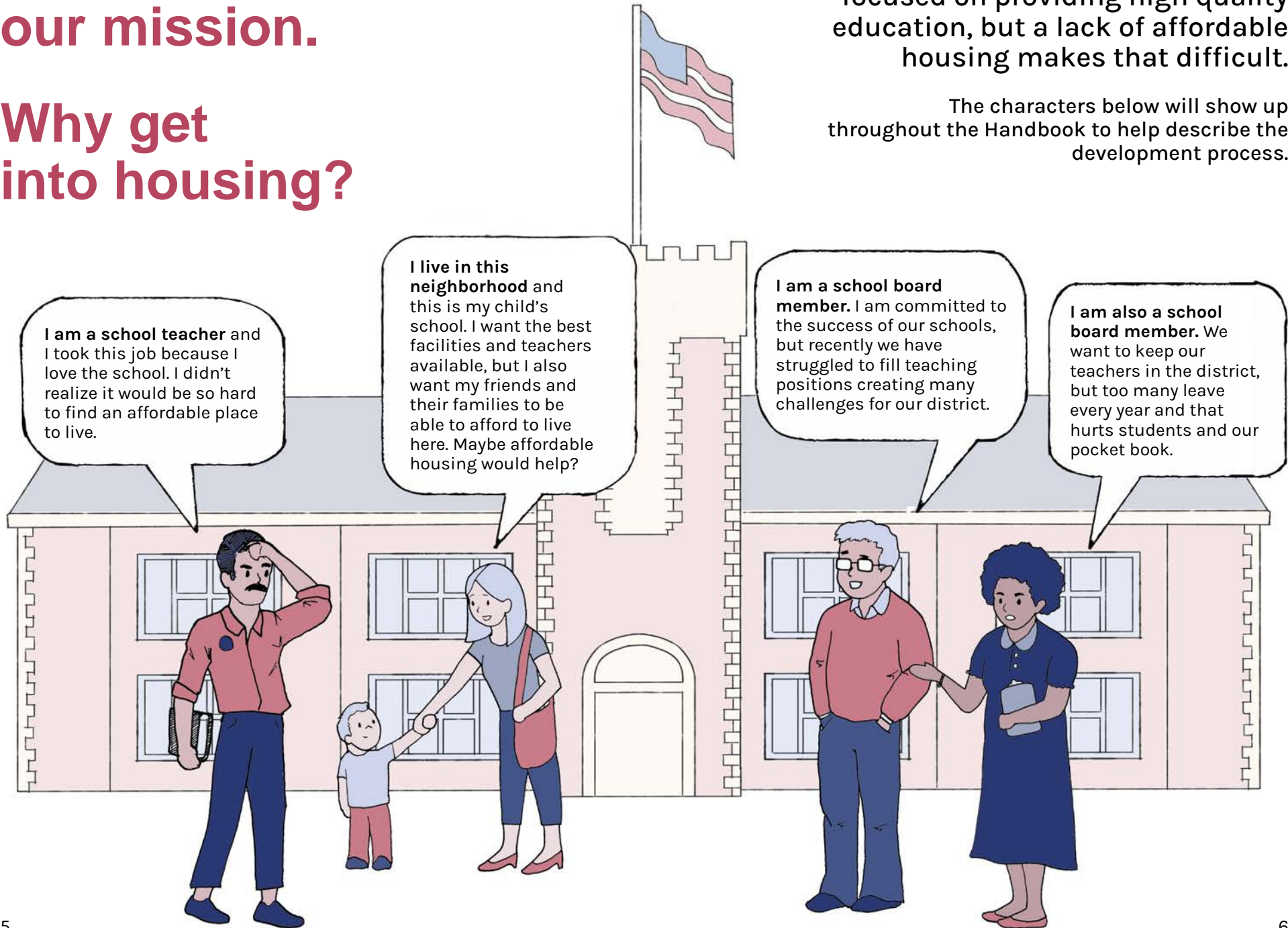
Statewide, there are nearly 11,000 properties totaling 151,500 acres of land owned by California School Districts and County Offices of Education ranging from large urban entities to small rural ones. 89% of these properties are held by LEAs that currently face housing affordability or staffing challenges (see page 8), and many of the properties themselves show strong housing development opportunity (i.e., characterized by housing opportunity indicators - see page 10). For more information, see Section 3 of the Research Report.

# Education is our mission.

## Why get into housing?

Local Educational Agencies are rightly focused on providing high quality education, but a lack of affordable housing makes that difficult.

The characters below will show up throughout the Handbook to help describe the development process.



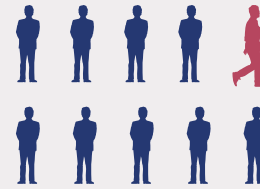
# Why do we need it?

California is facing two intersecting crises: very high housing costs and difficulty recruiting and retaining educators.

California's high cost of housing prices many beginning teachers and non-credentialed staff out of the housing market. More than **one-third** of all public school employees who rent are rent burdened (paying more than 30% of their income on rent). Many LEA employees cannot afford to live in the same communities where they work, forcing them into long commutes or out of the education system altogether. In California, teacher turnover and shortages have grown substantially, increasing costs for already cash-strapped school districts (training a new teacher can cost up to \$20,000) and undermining student achievement.

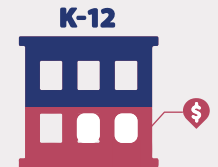


There are also racial disparities embedded in teacher staffing challenges that widen educational equity gaps. LEAs enrolling more low-income students, and historically underserved students, tend to have higher teacher turnover rates and higher rates of substandard credentialed teachers.



## In California,

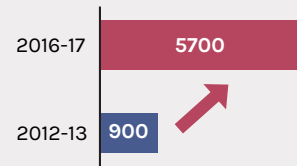
About **1 in 10** school districts has an annual teacher turnover rate of **25%** or more.



Over **40%** of LEAs report entry-level teacher salaries below 80% of Area Median Income (AMI).



Approximately **1 in 5** homes available for purchase was affordable on the average teacher salary in 2016, down from approximately 1 in 3 in 2012.



In 2016-17, **6x** more teachers entered the profession on emergency permits than in 2012-13.



Throughout this Handbook and the accompanying Research Report, "Local Educational Agency Challenge Indicators" in both staffing and housing affordability are frequently mentioned. The staffing challenge indicators are: A) Annual teacher turnover rate is above the statewide median (12%) and B) The percentage of beginning teachers is above the statewide median (12%).

The housing affordability challenge indicators are: C) The median asking rent in the county is unaffordable to teachers at the lowest scheduled salary in the LEA and D) The LEA's lowest scheduled salary is below 80% of Area Median Income (AMI). For more information, see Section 3 of the Research Report.



# Education Workforce Housing can help!

It can be a way for LEAs to address these issues using something within their power.

Roaring Fork School District, CO

Los Angeles Unified School District, CA



Los Angeles Unified School District, CA

Local Newark Educators, NJ

More than **1/2** of former public school teachers across the US say they would consider returning to the classroom if the **financial benefits** were to improve.

**25%** of public school teachers nationwide cite **housing incentives** as an attractive benefit.

About **3/4** of Berkeley Unified School District staff said that **alleviating housing cost** burdens would help retain teachers and staff.



Two school districts in California have built Education Workforce Housing projects: Los Angeles Unified School District and Santa Clara Unified School District. Including these districts, there are 46 Local Educational Agencies that have shown interest in building Education Workforce Housing (46 LEAs constitute 4.6% of the Local Educational Agencies in the state). However, there are 325 LEAs that currently face **both** staffing and housing affordability challenges, and 870 that face at least one staffing or housing affordability challenge (32% and 87% of statewide LEAs, respectively). Furthermore, of the 1,002 LEAs in the state, 850 hold properties that are characterized by housing development opportunity (85% of statewide LEAs). The untapped potential impact of Education Workforce Housing is significant. See Sections 3 and 4 of the Research Report for more information, and Page 10 of this handbook for the Housing Opportunity Indicators used.



Throughout this Handbook and the companion Research Report, "Housing Opportunity Indicators" are frequently mentioned and used to identify properties that could be particularly competitive for funding and that exist in a built environment that may be amenable to multifamily construction. The Housing Opportunity Indicators used are: A) Whether the property is located in an area designated as "High" or "Highest" resource in the state's Tax Credit Allocation Committee (TCAC) Opportunity Area Map, B) Whether the property is located in a Transit Rich Area, and C) Whether the property is located in a census tract with at least one large multifamily development that contains 20 or more units. See Section 3 of the Research Report for more information.

# Education Workforce Housing can empower LEAs to leverage their land assets.



***Housing development is complicated.  
Can we get help?***

Consultants and firms with experience in housing development are essential and will be hired by the LEA to shoulder much of the process. It can also be helpful to look to other districts for inspiration and examples of how to go about developing housing.



***Are we precluding other opportunities by  
developing the site into housing?***

Yes and no. It is true that developing housing on a property means that the land is no longer flexibly available for LEA use. However, housing projects can include other uses that the Local Educational Agency wants. Furthermore, buildable sites often are "underutilized" at some level, so LEAs may find it advantageous to develop the land rather than hold onto it for an undefined future use.

# Here are key considerations.



***I don't want to live in a dorm. Affordable housing  
for me is a sign of disrespect.***

This is an understandable sentiment among employees, but workforce housing does not mean dormitory living that stigmatizes its residents. School districts in California have already demonstrated that they can build housing that is beautiful and well designed to communicate the respect that teachers and staff deserve.



***Why not give us a direct salary increase?***

Wage increase versus housing support is not an "either-or" issue. LEAs do not have control over the funding they receive, but they do have land and there are capital financing sources available specifically to help fund housing development. Workforce housing offers financial assistance and builds community, having positive impacts on employee commitment and retention, classroom instructional practices, and student achievement.



## Education Workforce Housing can foster tight-knit communities.



### ***I don't want my children's school to relocate!***

School relocation can be destabilizing and complicated, but building housing does not necessitate closing campuses. There are ways to construct housing on active school campuses without demolition or major relocation, and project phasing can minimize negative impacts during the building process.



### ***The school should focus on its mission and repair our old facilities, not invest in new unnecessary ones.***

Education Workforce Housing can be an opportunity to invest in old facilities while constructing new ones. For example, co-locating housing on an active school campus can include renovating existing school buildings, replacing temporary classrooms, or adding new facilities like early childhood education on the ground floor of the project. Additionally, if a bond is issued, housing costs can be part of a larger bond package tied to school renovations.

## How will this impact the neighbors?



### ***Affordable housing is ugly and out of place. I don't want that here.***

This stigma around affordable housing is most definitely not the truth. Affordable housing can and should be well designed to fit into the existing neighborhood character. The range of community concerns must be engaged during the planning process.



### ***How do we know we can trust this process?***

In a word, transparency is the answer. Keeping community members informed of what, when, and why decisions are being made builds trust and ensures that community members are meaningfully engaged in the design and development process. As a public entity, it is in the LEA's interest to be transparent and open - more so than a traditional developer. Without trust, a project has a very small chance of success.

# Who is Trying It?

Across California, there are **83 sites owned by 46 Local Educational Agencies** that have been investigated for housing development. These projects stand at various stages of completion, ranging from a public expression of interest to completed, occupied developments.



A comprehensive database of all LEA land in California (created by the Center for Cities + Schools) is described in Section 3 of the Research Report.



**Built Project:**

# Casa del Maestro

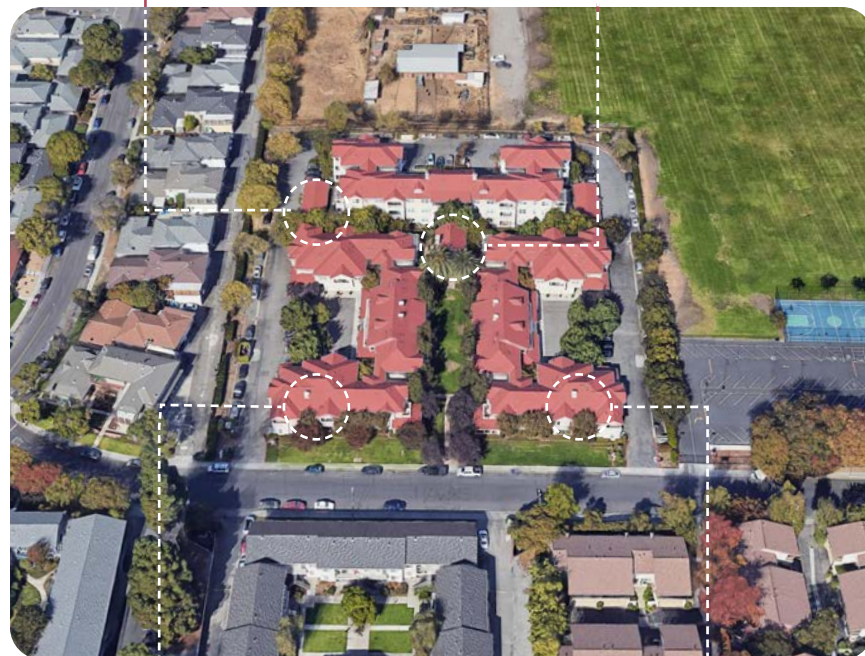
**3445 Lochinvar Ave, Santa Clara, CA 95051**



- Acreage:** 3.5
- Units:** 70 Units
- Site Type:** Active School Campus
- Site Zoning:** Public Facilities
- Site Context:** Suburban
- Developer:** Thompson Dorfman Partners, LLC
- Key Financing:** Certificates of Participation

This project is so popular that the district added more apartments in a second phase.

Two- to three-story townhomes fit within the surrounding community and include shared open space.



Teachers and staff with housing assistance leave their jobs at less than one-third the rate of teachers and staff without housing assistance.

"Now with this money it'll go toward retirement, toward a house in the future and just not being so strapped every month," said Claire Alvies, a teacher living in Casa del Maestro.

Rents are approximately 60% of market rate.



**Built Project:**

# Sage Park Apartments

1310 W 177th St, Los Angeles, CA 90248



**Acreage:** 3.87  
**Units:** 90 Units  
**Site Type:** Active School Campus  
**Site Zoning:** Public Facilities  
**Site Context:** Suburban  
**Developer:** Bridge Housing  
**Key Financing:** Low-Income Housing Tax Credit

The design includes shared resident community space on the ground floor.

The project includes parking for both the school and the residences.



A community center, public gardens, and LAPD Juvenile Impact Program center are built into the development.

Like other Education Workforce Housing developments, there is a waiting list for these apartments.

Rents are affordable to those earning 30-60% of AMI.

**Built Project:**

# Norwood Learning Village

2003 S. Oak St, Los Angeles, CA 90007



- Acreage:** 0.73
- Units:** 29 Units
- Site Type:** District Parking Lot
- Site Zoning:** Public Facilities
- Site Context:** Urban
- Developer:** Thomas Safran & Associates
- Key Financing:** Low Income Housing Tax Credits

Norwood has received over 900 applications from Los Angeles Unified employees.



The development includes underground parking for both the district and the residents.

The design adds density while complementing historic preservation guidelines and community character.

Rents are affordable to those earning 30-60% of AMI.



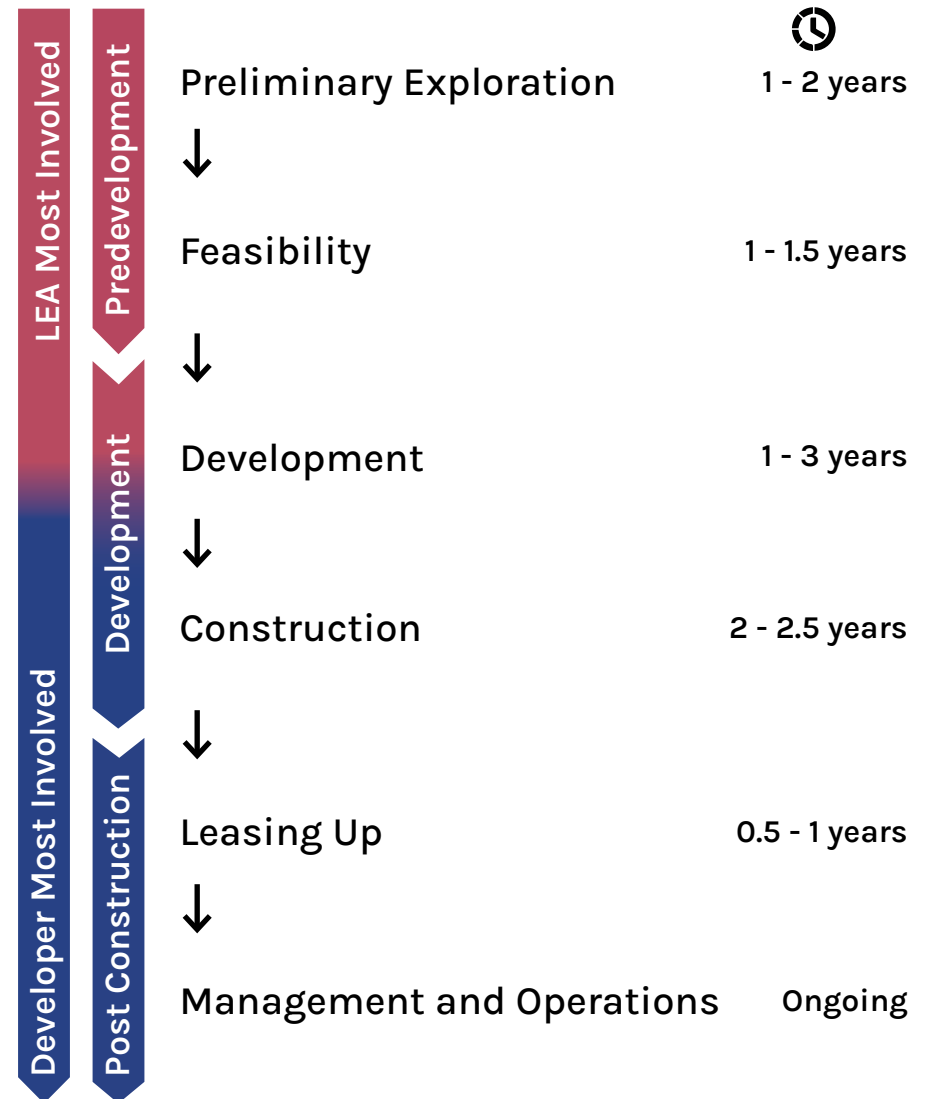
# How do we do this?

Housing development may be complicated, but it is possible; LEAs in California have already shown that! For School Districts and County Offices of Education that do not have experience with construction, the following pages outline an easy-to-follow path through this complex process by asking common questions and answering them along the way.



Education Workforce Housing can and should be a powerful tool used by LEAs of all shapes and sizes to address their staffing and affordability issues. For a more thorough explanation of the process, steps, and relevant actors, see Section 5 of the Research Report.

This is the basic timeline for what happens from early decision-making to post-construction.

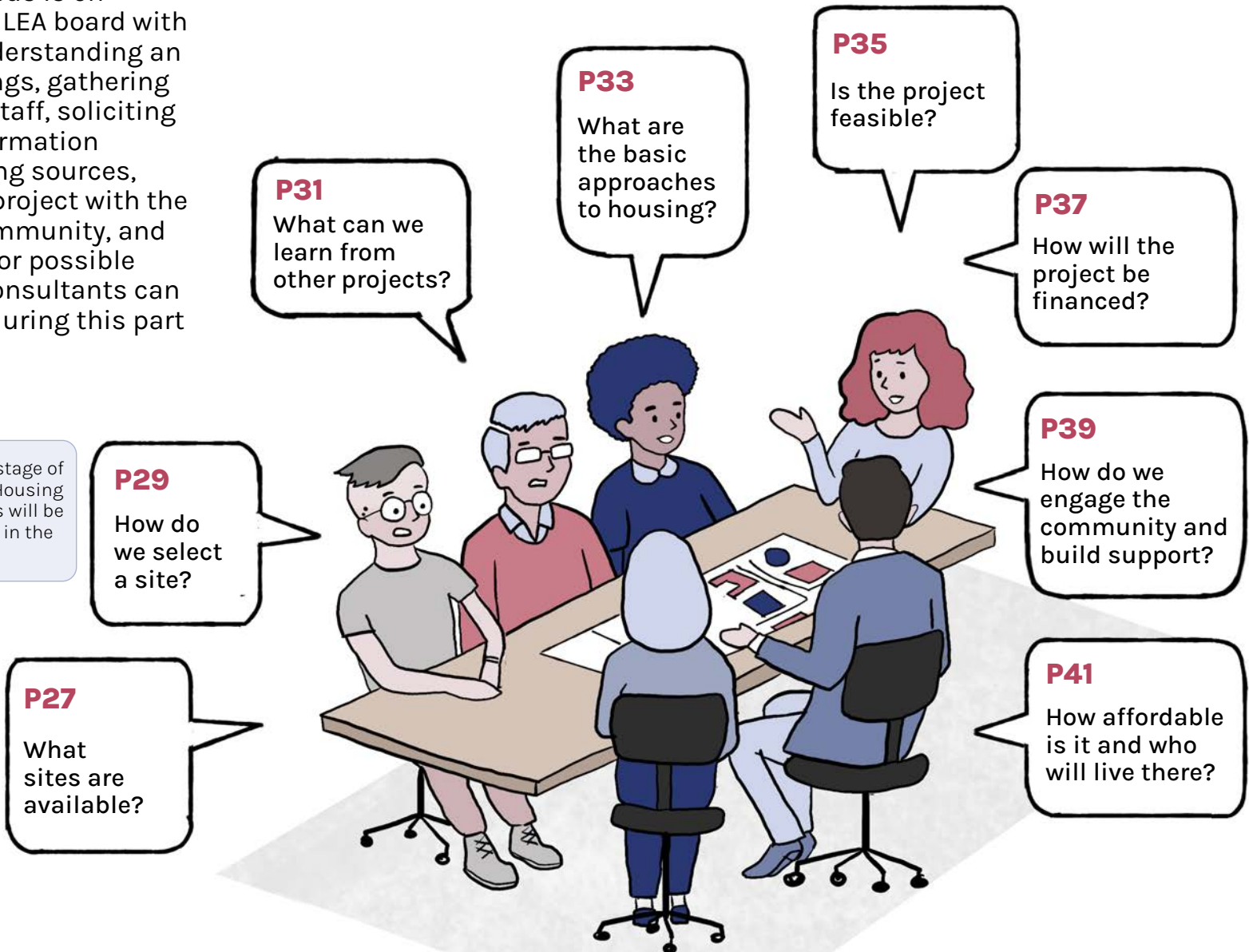




# 1 Predevelopment

During the initial stage of an Education Workforce Housing proposal, the focus is on familiarizing an LEA board with the process, understanding an LEA's landholdings, gathering feedback from staff, soliciting preliminary information regarding funding sources, discussing the project with the surrounding community, and selecting sites for possible development. Consultants can be very helpful during this part of the process.

The pre-development stage of Education Workforce Housing is the stage when LEAs will be most directly involved in the development process.



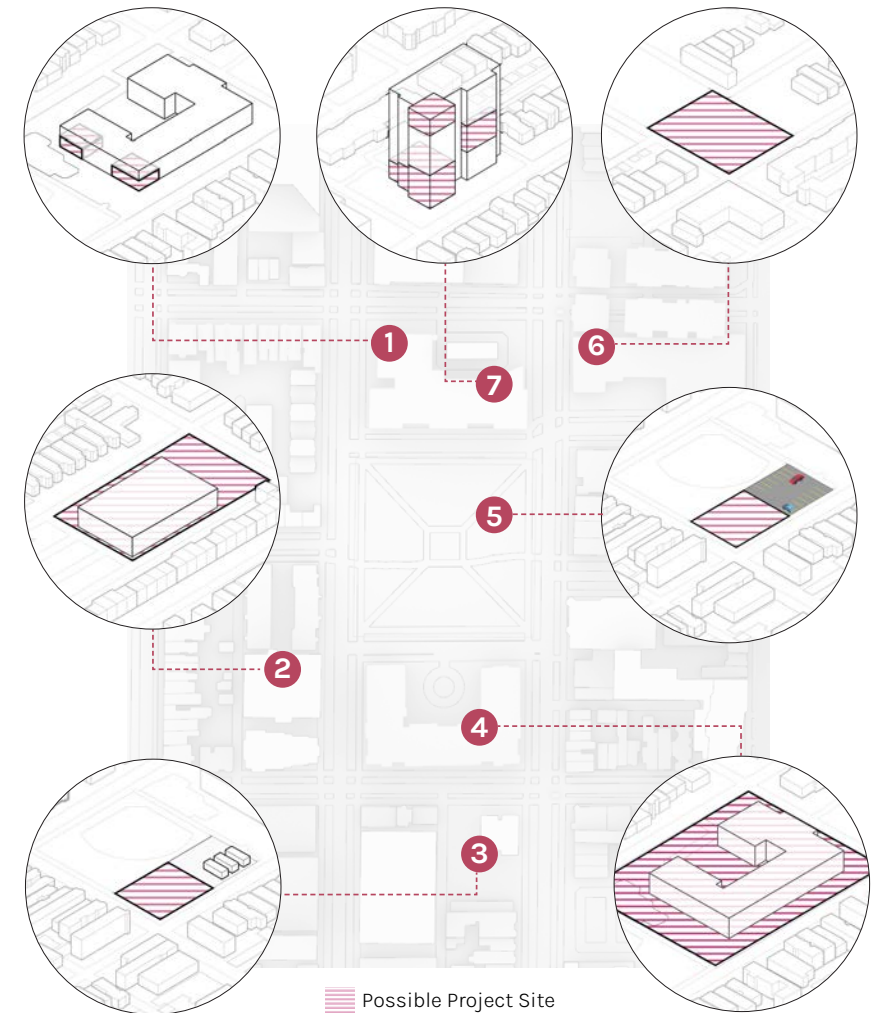
# What sites are available?

A specific development proposal often relies heavily on the project site, or the physical location and characteristics of the property under consideration. Each LEA owns a variety of properties to meet its operational needs, and these can often be adapted for new uses. Many of the 151,500 acres of land owned by School Districts and County Offices of Education in California have one or more characteristics that make them strong candidates for development, from public transit access to ample site area.

Listed from most commonly explored to least (46 LEAs - see p.15)

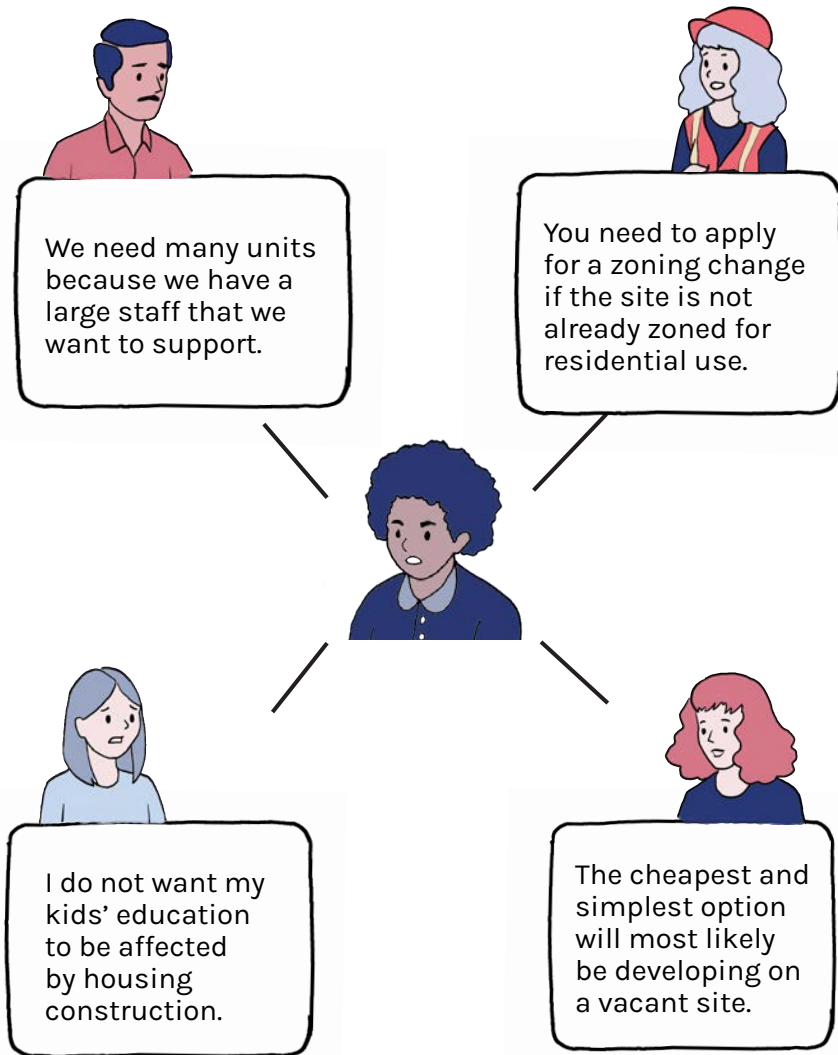
- 1 Active School Campus**  
Underutilized portions of an active school campus (unused fields, excess parking, underutilized classrooms).
- 2 LEA Facility**  
LEA operations and maintenance offices, warehouses, or bus depots.
- 3 Underutilized LEA Land**  
Land not associated with a specific LEA use (vacant land, miscellaneous storage areas).
- 4 Former School Campus**  
Portions of an inactive school campus.
- 5 LEA Parking Lot**  
Surface parking lots or parking structures.
- 6 City-Owned Land**  
City land that is given to the LEA for the express purpose of constructing Education Workforce Housing.
- 7 Set-Aside Agreements**  
LEA obtains units in a residential development - not on LEA owned land - for their staff.

# With the right strategy most site types can accommodate Education Workforce Housing.



For more information about site assessment, see Section 4 of the Research Report.

# How do we select a site?



# The variety of site attributes suggests that there is not a one-size-fits-all solution.

The site assessment factors below are common among the California LEAs engaged in Education Workforce Housing development.

## Physical Site Size and Shape

Site Area

Site Yield

## Site Context

Zoning Designation

Site Type

Geographic Locale

Funding Availability

## Housing Opportunity Indicators

Site assessment, and ultimately site selection, are important parts of the development process. After deciding on a site, community members will want to know why that particular property was selected, and what criteria made it the most desirable to develop. Being clear about the criteria used, and deliberate in the selection process, can help avoid community push-back and ensure that the best site is chosen. This process is often conducted with a property development/housing consultant. See Sections 4 and 5 of the Research Report for more information.

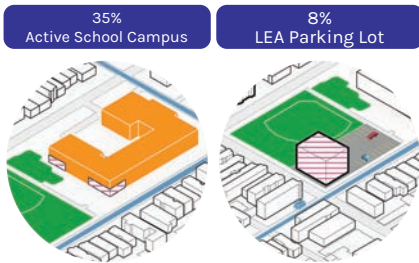
For detailed explanations of the terms above, see Sections 4 and 5 of the Research Report.



# What can we learn from the sites explored by LEAs?

The data on this page comes from the 83 sites investigated by 46 LEAs in California.

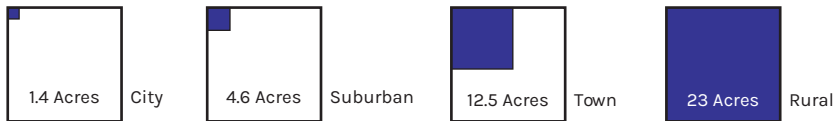
Various types of sites are feasible.



The four completed Education Workforce Housing projects were constructed on LEA parking lots and active school campuses (see site types p. 27-28). While prevalent, these site types describe less than half of the sites currently being investigated for Education Workforce Housing. Many types of sites offer opportunity.



The median site area varies in different locales.



Sites have been investigated in every geographic locale, and sites of many sizes are being explored. Cities tend to have smaller sites while rural areas have larger ones.

Most projects intend to house 10% of the LEA's teaching staff.



1/4 of the Local Educational Agencies pursuing projects intend to house greater than 20% of their teaching staff.

There are numerous financing options.



Previous Education Workforce Housing projects intended to use one of seven types of project financing. The two most commonly pursued (among those with defined financing approaches) were School Issued General Obligation Bonds (42%) and Certificates of Participation (16%). Identifying a financing source early is important; most abandoned projects did not define how they would be financed.

# LEAs pursuing housing projects face both staffing and affordability challenges.

Of the 46 Local Educational Agencies pursuing Education Workforce Housing initiatives, 76% face staffing challenges, 93% face housing affordability challenges, and 74% are currently facing both. What sets the 46 interested LEAs apart from others with similar challenges is that they are larger than the average California LEA with more staff capacity and resources, and they hold more land than other LEAs in the state.

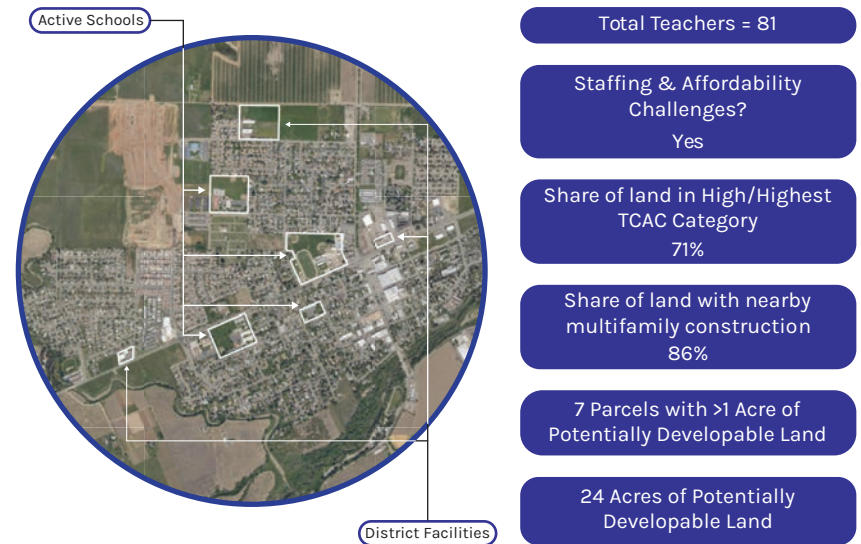
## There is untapped potential

Even though smaller LEAs may have limited land and capacity, nearly all of them have sites that offer potentially robust development opportunities. Some of these LEAs are prime candidates for building Education Workforce Housing. In California:

- 115 LEAs have less than the state median of 35 acres of potentially developable land and also face staffing and affordability challenges. 81% of these LEAs hold land characterized by housing development potential.
- 121 LEAs own four properties (state median value) or fewer, and also face staffing and affordability challenges. 83% of these LEAs hold land characterized by housing development potential.

The qualities of the land held by smaller LEAs is often indicative of strong housing development opportunity, making it more likely that Education Workforce Housing can have a positive impact in these communities as well. Below is one hypothetical case.

### Example of a Small School District with Real Potential: Winters Joint Unified



# What are the basic approaches to housing?

## Build Housing

Building affordable housing for employees is an avenue available for LEAs that want to leverage their real estate assets to address staffing and affordability challenges. To do so, LEAs, supported by consultants and architects, enter into a joint occupancy land agreement to execute a housing project with developers.

Benefits:	Limitations:
<ul style="list-style-type: none"> <li>+ Improves ability to recruit and retain quality workforce</li> <li>+ Retains the LEA's long term land control and flexibility for future reuse</li> <li>+ Ensures public stewardship of public land</li> <li>+ Greater discretion and input over design, site, and tenancy decisions</li> <li>+ Depending on tenant, income, and program mix, the housing has the potential to generate stable annual revenue</li> </ul>	<ul style="list-style-type: none"> <li>- Requires a Joint Occupancy land agreement</li> <li>- Can take 5-10 years to complete the development cycle</li> <li>- Requires consultant assistance</li> <li>- Complex process including financing, community buy-in, and construction</li> <li>- Often requires a zoning change</li> <li>- Nimbyism and CEQA may challenge an LEA's commitment</li> </ul>

This Handbook emphasizes new construction of affordable rental housing to address staffing and affordability challenges, to improve the local community, and to affirm the unique public status that LEAs possess. However, it is not the only way.

## Secure Housing Set-Asides

Purchasing, leasing, or securing preference for units in an existing residential development (an approach called "Set Aside Agreements" on page 27 of this Handbook) allows an LEA to secure housing quickly. However, securing units can be financially difficult, and the state and federal affordable housing development funds may not apply to such a transaction.

Benefits:	Limitations:
<ul style="list-style-type: none"> <li>+ Short timeframe</li> <li>+ Does not require use of an LEA parcel</li> <li>+ Does not involve the full development process</li> </ul>	<ul style="list-style-type: none"> <li>- Can prove difficult to finance</li> <li>- Less control over tenancy, unit type, and building design</li> <li>- Units the LEA can afford may be far away</li> </ul>



There are numerous options for LEAs to consider when leveraging their underutilized real estate assets, both regarding their larger land strategy as well as their specifically selected property. This is not a comprehensive list as there are new and innovative approaches to land development currently being investigated. This page is intended to spark discussion between an LEA and their development team. For a more robust table of the types of land agreements, see Section 5 and Appendix 6 of the Research Report.

## Sell, Long Term Lease, or Exchange Land

These approaches are often used by LEAs seeking to generate revenue. The primary returns for Education Workforce Housing developments are in recruitment and retention, though the right mix of uses may lead to consistent revenue. For LEAs that do not want to go through the full development process, exchanging parcels can generate revenue or options more quickly. Sales and long term leases require the time consuming formation of a 7-11 committee, but they both involve fewer steps than ground up development.

Benefits:	Limitations:
<ul style="list-style-type: none"> <li>+ 2-4 years to complete agreement</li> <li>+ Tends to be more of a hands-off process for the LEA</li> <li>+ Depending on the arrangement, can generate short term or long term revenue</li> </ul>	<ul style="list-style-type: none"> <li>- Requires a surplus property designation, a 7-11 Committee, and other time intensive Ed Code requirements (sale and lease)</li> <li>- Loss of LEA control of the parcel (sale and exchange)</li> <li>- Funds may only be available for capital outlays (sale and lease)</li> <li>- May not address affordability challenges</li> </ul>

## Types of Land Agreements

### Sale

Selling land is an option for LEAs in California and one that can generate a large amount of relatively short term revenue. However, land sales require that a "7-11" committee be formed (detailed in the CA Education Code) which can be an arduous process. Additionally, the funds raised by a sale are available for capital outlays only, restricting their use for other LEA building projects.

### Long Term Lease

Long term land leases are similar to land sales, though the revenue generated is spread out over time. The same 7-11 requirements and restricted fund usage rules stated above apply to long term land leases. However, this type of agreements allows the LEA to retain ownership of their land and the property returns to the LEA after the lease.

### Exchange

In an exchange, an LEA essentially trades a piece of their land for a new one. This can be worthwhile if the LEA is able to trade for land that is actively generating revenue or that is more amenable to future LEA business. The main benefit of this approach is that it is relatively quick and the LEA is free to use potential revenue generated from the newly owned land on all expenditure types.

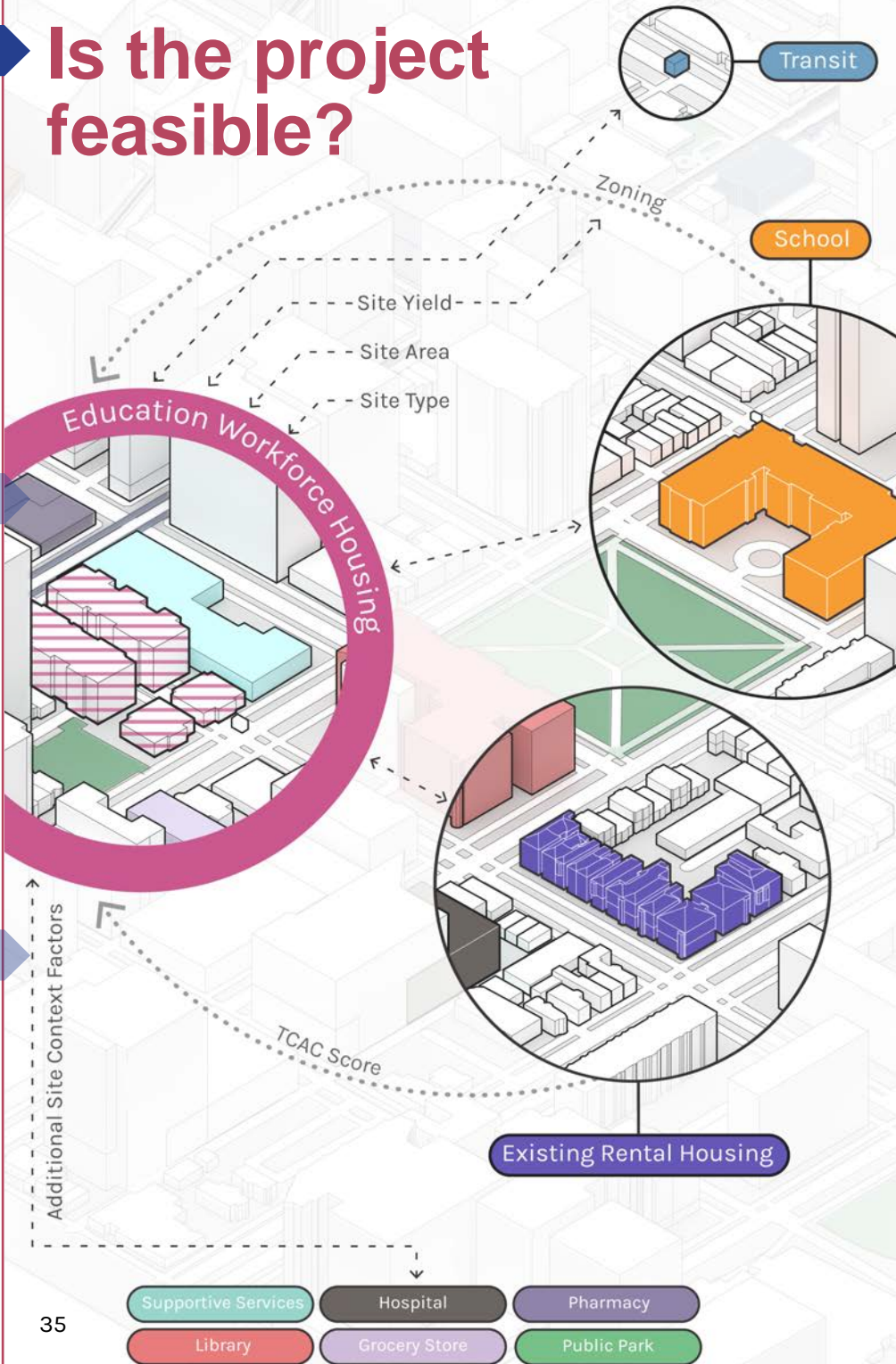
### Joint Use

A joint use agreement is an agreement between an LEA and another entity (public or private) where facilities or land are shared between both parties. Generally, these agreements allow for more efficient and consistent use of LEA owned facilities that otherwise would sit idle. Joint use agreements are often limited to 5 year terms, and they must include recreational or educational uses.

### Joint Occupancy

Joint occupancy agreements have been successful at facilitating the construction of Education Workforce Housing in the past. They allow an LEA to receive revenue, use it flexibly, retain property ownership and built improvements at the end of the term, and influence building design. These agreements are limited to 66 year leases, and require an LEA use identified for the site (ie., a shared parking lot or child care facility).

# Is the project feasible?



## Select a consultant to conduct a Feasibility Analysis that includes:

### Feasibility Report

- Massing studies
- Renderings/visualizations of the proposed developments
- Predicted constructions costs
- Numbers of units, unit mix, and preliminary plan layout of spaces in the building
- Site geotechnical analyses
- Site environmental considerations
- Zoning regulations and allowable envelope dimensions
- Financing plans to fund development

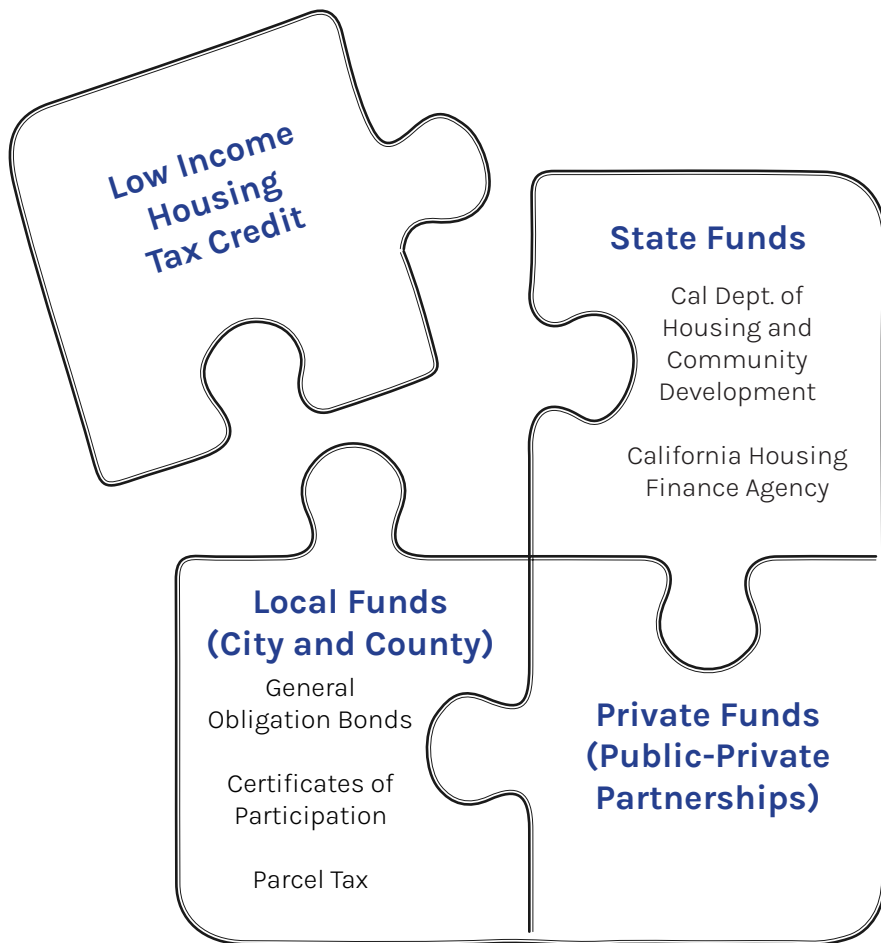


For more information on the feasibility stage and what is included in the consultant produced feasibility report, see Section 5 of the Research Report.



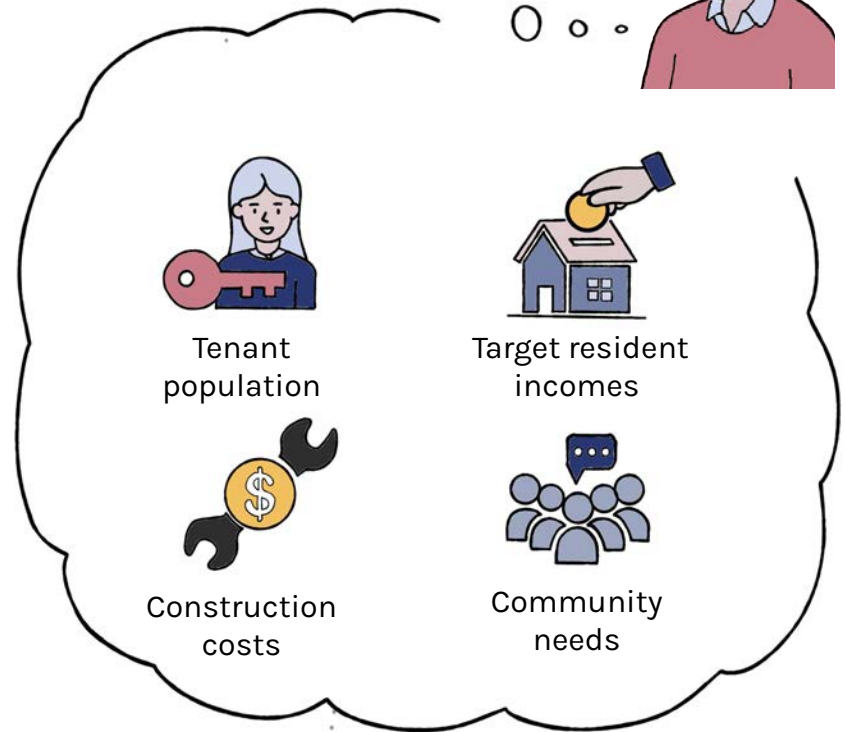
# How will the project be financed?

Because rents are kept low, affordable housing projects typically need a more diversified mix of financing sources compared to market-rate developments.



# The financing mechanisms a developer pursues depend on local factors such as:

Financing conversations continue throughout the development process, but the selected developer will ultimately be responsible for securing financing (p. 46).



Project financing is heavily influenced by the context surrounding a site and by the characteristics of the intended tenants. One useful financing strategy can be including market rate units in a housing development with rents that financially support the other affordable units. Beyond that, there are many financing avenues available for Education Workforce Housing developments, but each of them comes with tradeoffs and requires certain characteristics to be designed into the project. For more information, see Section 2 of the Research Report.

# How do we engage the community and build support?



Online survey



Personal interviews



Dialogue sessions



Webinars and Public Meetings

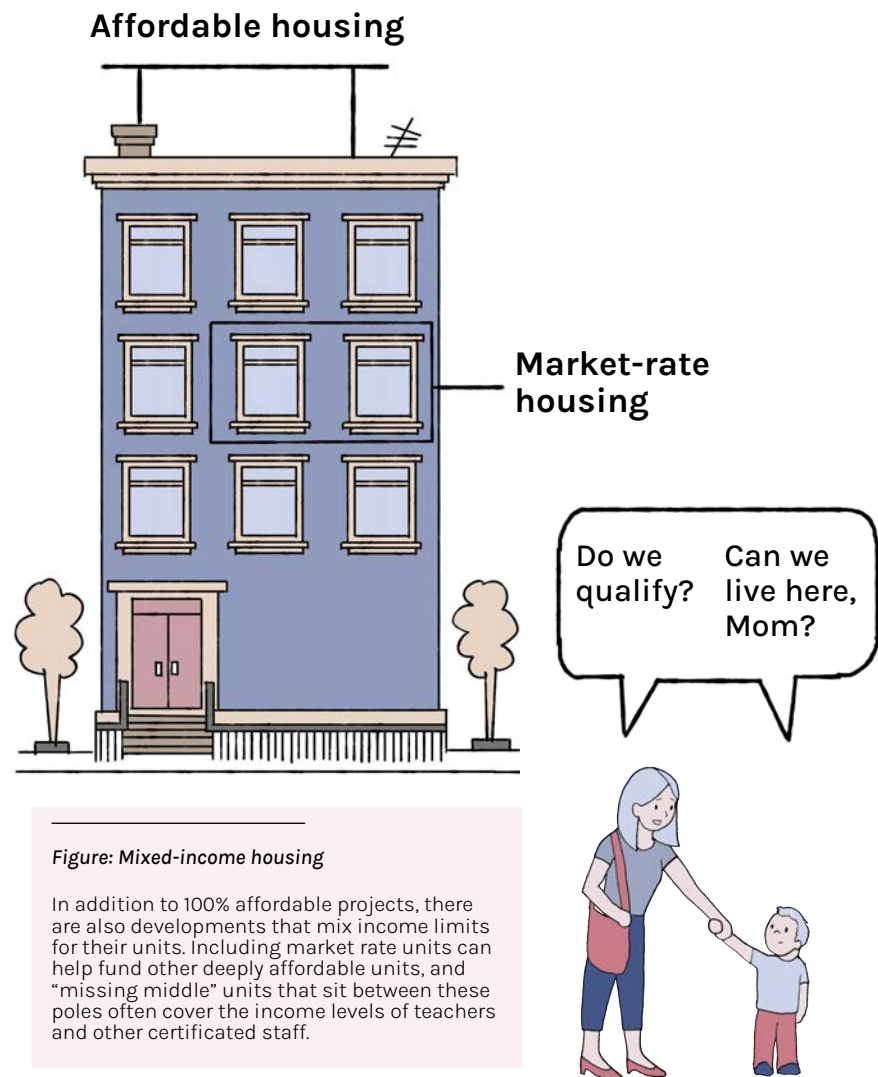
**Genuine community engagement must be part of the development process.**

Starting in the early days of discussion among board members, working alongside community members to shape the potential plans will build trust in the process and ensure that neighbors' voices are being heard. Throughout the predevelopment and development processes, community meetings, question-and-answer sessions, and design/financing/site presentations will build local support for a project, and guard against unexpected, negative reactions.

**Local schools are already pillars in their respective communities.**

The fact that a Local Educational Agency is pursuing housing development doesn't change this fact. These projects can benefit many stakeholders when built with care, improving the LEA directly as well as everyone associated with it. To maximize positive impacts, community member voices are essential.

# How affordable is it and who will live there?



## When should we start identifying the target residents?

The earlier a population is established the more explicitly project financing and building design can be aligned. Beginning this process during pre-development also gives a Local Educational Agency ample time to consider how to manage and enforce their tenancy decisions.



## How do we engage the community?

While some community members will voice concerns regardless of the population served, a Local Educational Agency's identification of employees (i.e. people already familiar to the community) as the target resident population helps build project support. And again, making sure that community voices are heard will ease concerns later in the process.



## What about mixed-income projects?

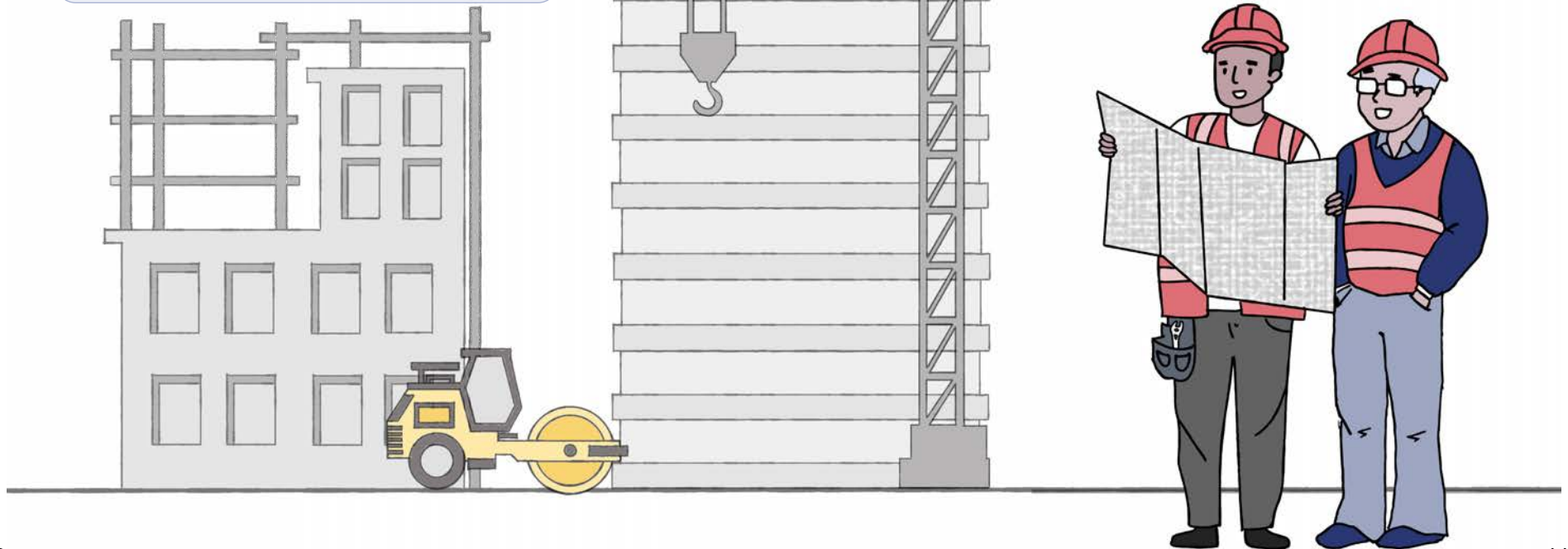
Some Local Educational Agencies are exploring tailoring their projects towards mixed populations by welcoming students with families at risk of homelessness or including some market rate units in addition to their Education Workforce Housing units. Opening up the project to tenants of differing income levels implicates new funding sources, can increase the vibrancy of a project, and can lead to community benefits.



# Development

During the development phase, the project goes from an idea to a built reality. At this stage, the focus is on selecting a developer, finalizing the project design and documentation, and soliciting bids for the construction contract. The developer will complete the physical building in about two years. Then, upon completion, the property manager will fill the units with eligible tenants and manage the completed project.

After the LEA selects a developer, the developer and their team take on the heavy lifting of the project while the LEA steps back into a more advisory role.



**P45**

Now we have selected the site and building design, what's next?

**P47**

During construction, what else needs to happen?

# Now we have selected the site and building design, what's next?

Predevelopment

Development

Post Construction

Predevelopment

Development

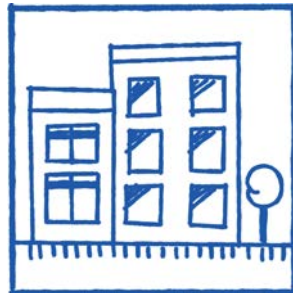
Post Construction

## Feasibility Stage



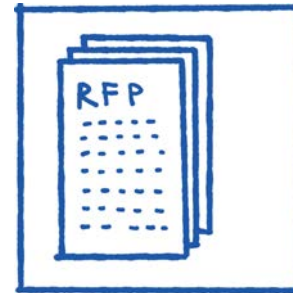
### Select Site

The site is linked to the number of units, building massing, and the overall spirit of the project.



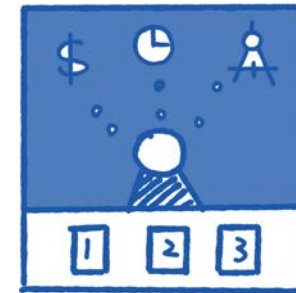
### Select Project Design

The feasibility report will contain design proposals for every considered site.



### Issue RFP for Development

This RFP outlines what is expected from the selected company.



### Select Developer

The companies selected should have experience delivering projects on time and within budget



### Begin Construction

With the construction documents completed and the contractor ready to go, the project can break ground.



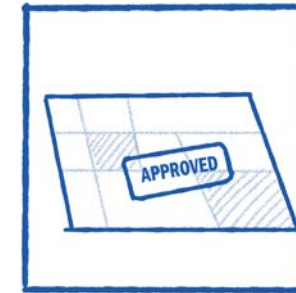
### Select Contractor

This task falls under the purview of the developer selected via the RFP process.



### Finalize Project Design/Documentation

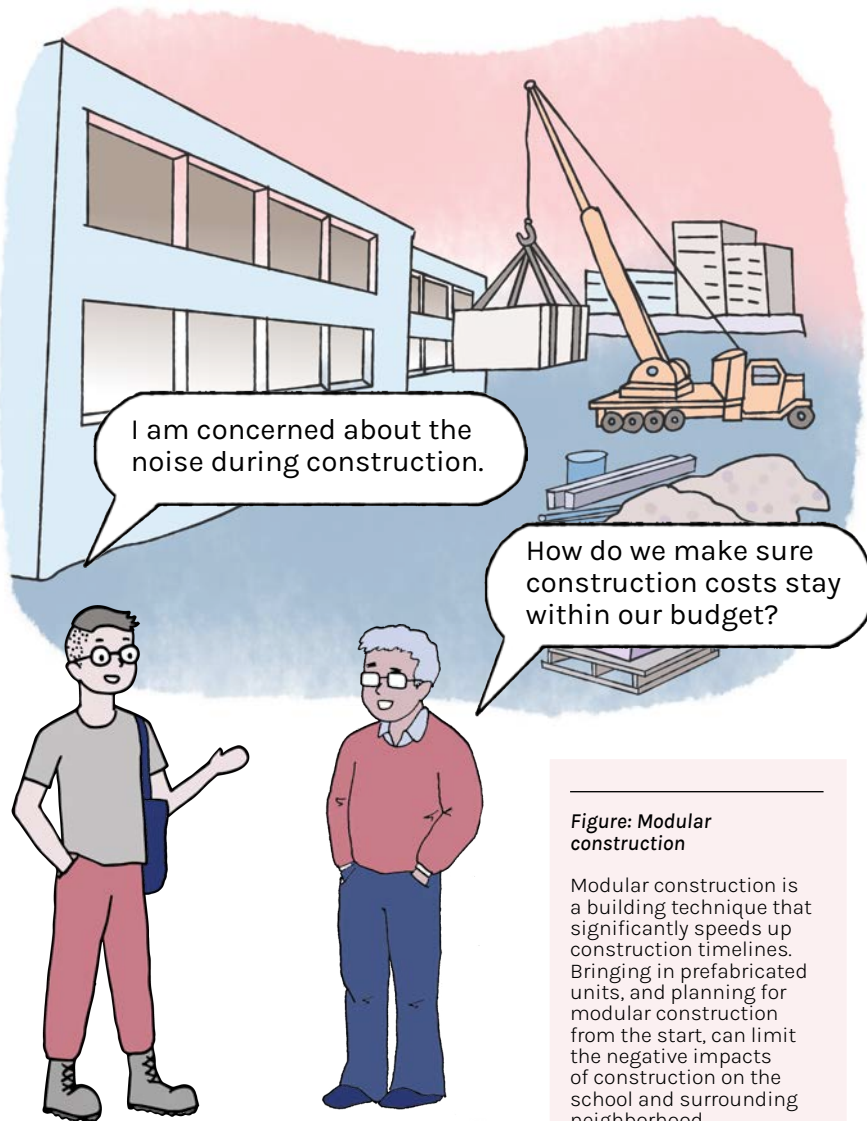
Final feedback will be incorporated into a complete set of construction documents.



### Secure Entitlements

The developer must obtain entitlements to allow construction to begin.

# During construction, what else needs to happen?



**Figure: Modular construction**

Modular construction is a building technique that significantly speeds up construction timelines. Bringing in prefabricated units, and planning for modular construction from the start, can limit the negative impacts of construction on the school and surrounding neighborhood.

## Advance planning and continuous monitoring are key to successful project delivery.

### ● Monitor Construction Process

During construction, the role of the Local Educational Agency transitions to providing project oversight. Often LEAs will establish a housing subcommittee to closely monitor progress and report issues like change orders to the full board.

### ● Continue Community Outreach

Strong community pushback is often tied to feelings of being under-informed about project decisions, even late in the process. Public meetings discussing construction phasing and efforts made to mitigate negative impacts will be important.

### ● Avoid Construction Nuisances

Potential construction site nuisances can include noise, dust, litter, and nighttime lighting. Mitigation measures should be planned by the developer/ contractor before construction begins.

### ● Minimize Disruption to Campus

Strategies such as modular construction to reduce construction time, or staging the project to construct during school breaks, can lessen this negative impact. Again, these concerns should be discussed with the development team.



# 3 Post-Construction

With the building complete, the project moves into the post-construction phase. At this point, the property management team will select tenants based on the rules set by the Local Educational Agency. It is important to lease the units quickly to provide access to the housing tenants, maximize revenue, and satisfy funding source requirements. Importantly, property management is an ongoing process, and regular maintenance is necessary to keep tenants happy.



**Figure: Multi-story residential building**

Multifamily projects are often pursued when building affordable housing in urban areas to increase density and ensure that many units are constructed. This is an image of a theoretical design proposal generated for a site in Berkeley Unified School District. See Section 5 and Appendix 8 of the Research Report for more information.

# When can tenants move in?

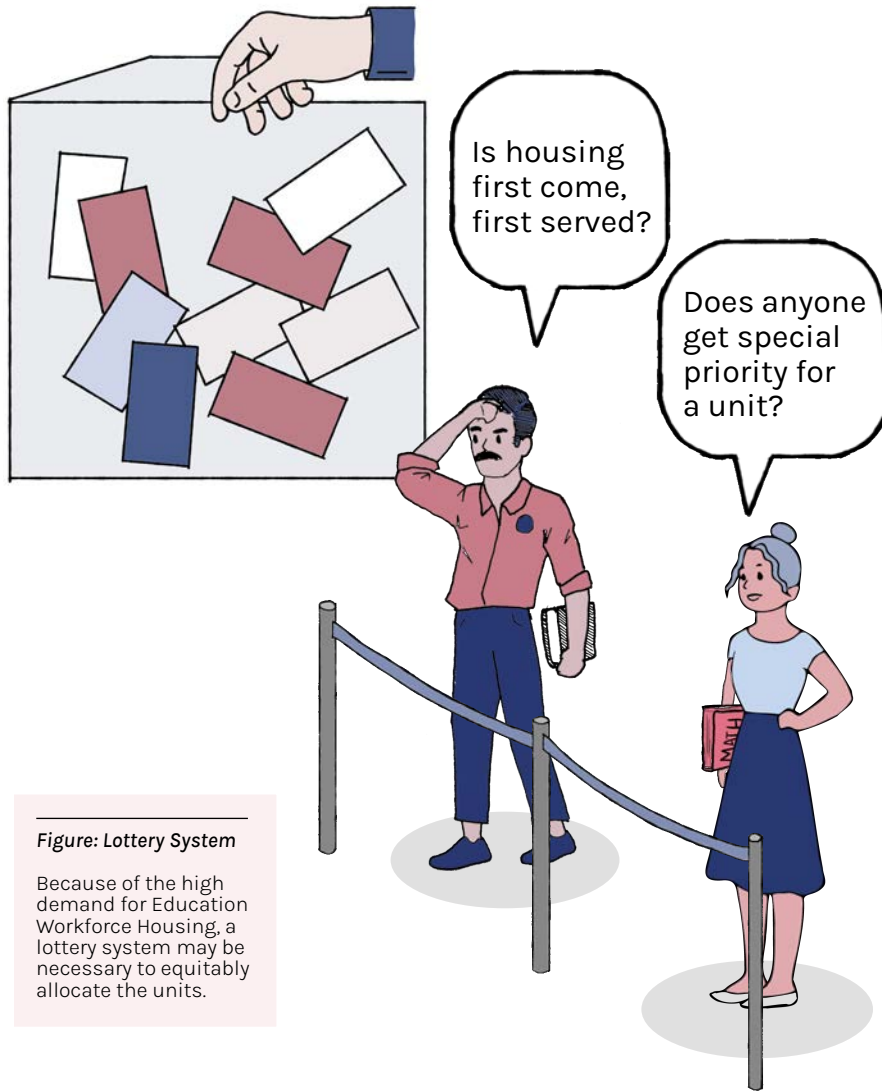


Figure: Lottery System

Because of the high demand for Education Workforce Housing, a lottery system may be necessary to equitably allocate the units.

## Contract with a Property Management Company

Once built, an LEA will form a property management team or hire a property management company. Some housing developers have in-house property management teams, so contracting with them is popular. Some LEAs include a tenancy time limit or require that tenants remain active employees.



## Set Up a Selection Mechanism

Property management teams most often select tenants through a lottery of eligible tenants to allocate the units fairly. Clear communication about the tenancy requirements and restrictions will help lead to smooth project operation for the life of the building.



## Execute Lease

The property management team will execute lease agreements with tenants. It usually takes 6 months to lease the units, but the property management team should act quickly to maximize access and revenue.

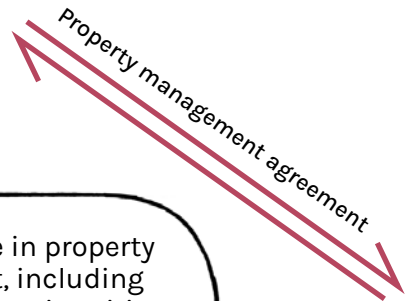


Property management is an important part of the process as it is ultimately how tenants will interact with the new construction project. See Section 5 of the Research Report for more information on completing this important development step.

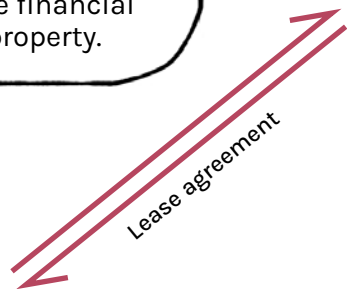
# How do we manage the operations?



We want to keep the property running smoothly for 50 years or more!



We specialize in property management, including handling tenant inquiries, drawing up lease agreements, building maintenance, and monitoring the financial status of the property.



We want to make sure our apartment is kept in good condition. We need clear instructions on the tenancy time limits and other requirements.

## Well-maintained properties are expected to last 50-75 years.

- Maintain the Property Through its Usable Lifetime

The property management team will be the public face of the project and will handle tenant concerns, property fixes, and overall building maintenance. The management company sets aside funds for repairs and maintenance over the life of the project. Well-maintained buildings are expected to last 50-75 years. The lifespan of the building also aligns with the terms of the land use agreement (often 66 years) established with the local jurisdiction and the development team.



For more information about the final stages of the process, including establishing management strategies and leasing the units to tenants, please see Section 5 of the Research Report.



# Where do we go from here?

The next generation of Education Workforce Housing will create new models for California's 21st century neighborhoods and schools. These recent housing projects demonstrate what might come next: higher densities, mixed use vitality, and new ways to form and sustain community.

MAD Architects, Gardenhouse



Vonn Weisenberger, LA Low Rise Corners



Elaine and Kristy Kwong, LA Low Rise Subdivision



Vonn Weisenberger, LA Low Rise Corners



Elaine and Kristy Kwong, LA Low Rise Subdivision





# Further Resources

EDUCATION  
WORKFORCE  
HOUSING

I will see you at work!

See you!

Can't wait to move in!

COMMUNITY

## California Tax Allocation Credit Committee

<https://www.treasurer.ca.gov/ctcac/tax.asp>

## Research Report

<https://citylab.ucla.edu/education-workforce-housing-research-report>

## Center for Cities + Schools (UCB)

<https://citiesandschools.berkeley.edu/>

## San Jose Unified Development Timeline

<https://www.sjUSD.org/who-we-are/employee-housing/>

## cityLAB (UCLA):

<https://citylab.ucla.edu/>

## Terner Center (UCB)

<https://ternercenter.berkeley.edu/>

## LAUSD Workforce Housing Webpage

<https://www.laschools.org/new-site/workforcehousing/>

## Websites for Architects on p.56

<http://www.i-mad.com/>  
<https://www.vonnworks/>  
<https://elainekwong.com/>

SCHOOL FIELDS

SCHOOL

COMMUNITY PARK

PUBLIC TRANSIT

WALKABILITY

## Websites for Built Projects

LAUSD: <https://www.laschools.org/new-site/workforcehousing/>

SCUSD: <https://www.thompsondorffman.com/casa-del-maestro/>

Teachers Village, New Jersey: <https://www.teachers-village.com/>

Basalt Vista, Colorado: <https://habitatroaringfork.org/pages/>





# Education Workforce Housing Handbook 2021

## AUTHORS

### cityLAB-UCLA

Director:	Dana Cuff
Project Director:	Kenny Wong
Project Team:	Emmanuel Prousaloglou, Akana Jayewardene, Carrie Gammell
Project Graphics:	Xiuwen Qi, Roya Chagnon

## RESEARCH REPORT COLLABORATORS

### Center for Cities + Schools, UC Berkeley

Director:	Jeffrey Vincent
-----------	-----------------

### Terner Center for Housing Innovation, UC Berkeley

Research Director:	Elizabeth Kneebone
Policy Director:	David Garcia

This Handbook accompanies an extensive Research Report on which it was based, which can be found at <https://citylab.ucla.edu/education-workforce-housing-research-report>.

Thank you to our partners at the California School Board Association, including Andrew Keller and Naomi Eason; and to cityLAB's Education Workforce Housing Advisory Board, including Jane Blumenfeld, Kevin Daly, Naomi Eason, Al Grazioli, Robin Hughes, Denise Pinkston, and Paul Silvern.

The Handbook was produced with generous support from the Chan Zuckerberg Initiative.

For a digital copy of this Handbook, visit [cityLAB.ucla.edu/publications](https://citylab.ucla.edu/publications)

For further information, contact [cityLAB@aud.ucla.edu](mailto:cityLAB@aud.ucla.edu)