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An Evaluation of the UrbanPlus, as Implemented at McClymonds High School for Students

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**Working Paper 93-03**

**An Evaluation of the  
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for Students**

**Josh Kirschenbaum  
Dwayne Marsch**

**April 1993**

**University of California at Berkeley**

**\$8.00**

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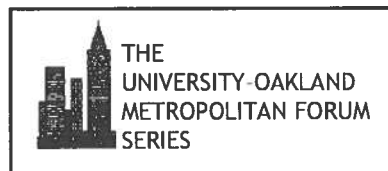
**Working Paper 93-03**

(formerly Studio Report 024)

**An Evaluation of the UrbanPlan, as  
Implemented at McClymonds High School  
Students for Students**

Josh Kirschenbaum

Dwayne Marsch



The University-Oakland Metropolitan Forum is a partnership of the University of California at Berkeley; California State University, Hayward; Mills College; Holy Names College; the Peralta Community College District; and the Oakland community.

University of California at Berkeley  
Institute of Urban and Regional Development

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May 3, 1993

TO: Steve Chamberlin  
Mary Corley  
Rochelle DeStephens  
Ron Nahas  
Victor Rubin ✓

FROM: Josh Kirschenbaum  
Dwayne Marsh

RE: Student for Students Final Report

Enclosed is our final report. It consists of three components: An evaluation of the administration of ULI's UrbanPlan, a five minute video highlighting the simulation, and an appendix documenting the development of our teaching plan. In addition we have enclosed a copy of five slides featuring the students' work and the summary board of the four projects. Reproductions of the slides are available upon request.

On behalf of Students for Students, we would like to thank you for your participation and support in this process. It is our hope that this program will continue in years to come, and with your continued assistance, it will.

Students for Students is:

*Susan Friedland  
John Kelly  
Josh Kirschenbaum  
Dwayne Marsh  
Frank Rockwood  
Lynette Surrey  
Brad Wiblin*

\* The *University-Oakland Metropolitan Forum* encourages faculty members to design assignments for graduate classes and studios that will result in valuable information and ideas for the Oakland community. The Forum proposes topics, brings teachers and students in contact with decision makers and users of the work, and supports presentation and publication of the final designs and reports. This is one of those reports. The ideas expressed in this document are those of the students and do not necessarily represent the official position of the Forum.

*c/o IURD, 316 Wurster Hall, University of California, Berkeley, CA 94720*

## A Synopsis of the UrbanPlan

The UrbanPlan is a product of the Urban Land Institute, which created this simulation to inform students about the roles, decisions, issues and implications involved with the urban redevelopment process. Mary Corley at the Center for Real Estate and Urban Economics contacted a group of University of California at Berkeley graduate City Planning and Business School students (Students for Students) to administer the simulation at the Law and Government Academy of McClymonds High School.

The first task of Students for Students was to synthesize the provided materials in the UrbanPlan to provide a worthwhile experience for the students. The goal was to ensure that the plan, which is based upon a project in Kansas City, Missouri, had relevance for Oakland students. The first two sessions were spent introducing the intricacies of the urban planning process using discussions, guest speakers and a self-made video presentation on redevelopment in Oakland. This was fortunate, as the students insisted that the simulation be sensitive to their own urban environment.

The next two sessions were spent actually running the simulation. Students were challenged to make difficult decisions based on social, environmental, political and economic forces that dominate the land use process in the urban community. They were also required to meet the criteria set forth in a Request for Proposals while remaining in a project budget of \$40 million. A session was devoted to running financial feasibility analysis where the students were exposed to computer spreadsheets and databases. The final session was devoted to presentation techniques to prepare McClymonds students to discuss their creations in the presence of several noteworthy representatives of the Oakland education, government and business communities.

The UrbanPlan simulation provides an ideal catalyst for developing students' awareness of the integrated political influences involved in the planning and development arena. The UrbanPlan has the capacity to teach students through experiential learning to identify the skills they will need to become effective leaders in the future. The interactive role play that the UrbanPlan emphasizes is pivotal in engaging students into rethinking the way they observe the function of government, economics and public policy in the urban forum.

*April 1993*

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## Methodology of Conducting the UrbanPlan

The UrbanPlan offers an innovative learning exercise for high school students to gain an understanding and appreciation of city planning and development issues. The simulation project is an integrated learning tool exposing the students to the multiple participants in the city planning process, negotiation techniques, and financial spread sheets while demonstrating teamwork and cooperation skills. It afforded the students an opportunity to express their opinions of what is happening in their community, (e.g. inadequate social services, crime, transportation costs, vacant lots), and illustrated how they as citizens can play a role in improving their community.

Using the suggestions of the students from an initial discussion about what they would like to see happen in their own neighborhood, we modified the ULI concept to fit the group needs. The students had outside speakers, roundtable discussions, heated debates, financial seminars, and a crash course in presentation techniques as they prepared to fulfill their mission: create a redevelopment district which met the designated criteria while spending no more than \$40 million.

In developing an approach for conducting the UrbanPlan, Students for Students was sensitive to a myriad of considerations to improve the learning process for McClymonds students:

- **Relevance.** Without question, the UrbanPlan needs to recognize issues that provide a significant meaning for those participating in the simulation to legitimize the process. This notion was emphatically confirmed by the McClymonds students, who insisted that the connection between Summit Square and their own neighborhood in West Oakland be repeatedly emphasized. The lesson plan continually reminded the students how the lessons learned through the UrbanPlan could be applied in their own neighborhood. Important guest speakers with an actual influence of the lives of the students were invited to add to the reality of the sessions.
- **Engagement.** In order to ensure that attention of the students, we devised a lesson plan that was as participatory as possible. All agreed that experiential learning would be the most productive. One of the most important moves made in the early going was to let the McClymonds students talk - about themselves, why they are in the Law and Government Academy and particularly why they were interested in the UrbanPlan. The students were asked to answer two questions: Given the choice, what would you change about your neighborhood and why? How would you try to change it? An amazing discussion resulted where the *students* described the essential goals of redevelopment.
- **Orientation.** Because of the complex nature of the redevelopment simulation, three full sessions were used to familiarize the students with redevelopment issues before the actual UrbanPlan was initiated. These sessions provided the requisite information to prepare the students for a new issue.

- **Preparation.** Students for Students recognized the need to have an extremely well conceived, extensive lesson plan for each session - and the flexibility to abandon it at a moment's notice! Each two hour session was the product of 12-15 personhours of preparation on the part of SfS. Revising the organization of the UrbanPlan allowed the facilitators to match the curriculum to the time constraints of McClymonds students.
- **Aggressive Introduction.** An explosive introduction of ourselves to the students was considered essential to the success of the UrbanPlan, lest the attention and respect of the students be lost from the start. Tremendous forethought went into the development of the first agenda, with a strategy which focused on straight talk and highly interactive introductions between McClymonds and UC Berkeley students. We laid out what was in store for the participants up front, emphasizing activities, guests, presentations before dignitaries, spending \$40 million and a chance to enhance the image of McClymonds high school, an extremely important issue with students. One key to the first session was a short video we prepared capturing some essential points of our discussion in a graphic and provocative manner. Many feel this was the key turning point, after which we commanded the students interest and enthusiasm.
- **Candor.** We grappled with difficult issues of class and race from the onset. Any lesser treatment would have been a grave mistake. Students respected this, and responded by providing thoughtful solutions to challenging situations they faced both in the UrbanPlan and in their own lives. It added a relevance and importance which enhanced the exercise.
- **Enthusiasm.** While this may seem an obvious requirement for instruction, SfS made a concerted effort to be as energetic as possible to encourage vital student participation.
- **Followup.** Several actions have been taken to ensure that the efforts at McClymonds continue to gain momentum both for the students and the institution. The word is being spread throughout the Oakland Unified School District and the area about the success of the UrbanPlan. Changes which encourage participatory learning through similar programs are in the works. Follow up projects for students (readings, field trips or projects) are all under consideration. Students should identify the influential participants in their local and political communities. Real players in the Redevelopment process must continue to visit the students; planners, developers, and people involved in planning related trades all provide good examples for youth preparing to enter the workforce.

## Strengths of the UrbanPlan

The UrbanPlan simulation provides a wealth of descriptive and instructive information regarding the redevelopment process. It sets forth objectives which are clearly articulated and uses strategic simplification to ensure that the lesson can be completed and learned from to improve the student understanding of redevelopment.

There are several major characteristics of the UrbanPlan which serve to enhance its use as a teaching document:

- **Organization.** The UrbanPlan is organized for numerous levels of involvement and allows the facilitator the opportunity to determine the intensity with which the subject matter will be addressed.
- **Presentation Format.** The simulation sets forth sensible guidelines for the distribution and collection of information throughout the simulation.
- **Financial Explanations.** Describing the financial particulars of a Redevelopment project with high school students is an especially challenging task which the UrbanPlan admirably accomplishes through the use of computer software which allows participants to get a clearer picture of the problems of balancing a redevelopment budget.
- **Graphic Representation.** The ULI recognized the importance of large visuals to capture the attention and creativity of the student. SfS expanded this ideology, combining the demographic, historical and financial information into one supergraphic which captured the attention of the students throughout the session.
- **Coordination.** The UrbanPlan sets forth an agenda for teaching the redevelopment materials which relates the conceptual issues to the application of the plan. The different components of the UrbanPlan work well together. Students for Students expanded this framework, incorporating relevant issues into the enactment of the simulation.



## Problems with the UrbanPlan

The overall design of the UrbanPlan project is sufficient in supplying the foundation for facilitating a learning exercise of this nature. But teachers or facilitators of this simulation will need to further develop the class plan to cater to the students' interests and to incorporate their community's issues into the exercise. It was fortunate that Summit Square was similar in location (in relation to the downtown area), history, and issues to West Oakland, California, where McClymonds is located. This allowed the facilitators to easily relate the project to the students' immediate environment and concerns, which assisted in maintaining their interest and enthusiasm. This was the key to the UrbanPlan activity.

While ULI has done a commendable job with an understandably immense challenge in simplifying redevelopment into a five lesson seminar, There are some simple suggestions which could enhance the effectiveness of the simulation:

- **Relevance.** The nondescript generally unrealistic nature of the UrbanPlan must be improved to avoid losing the significance of the redevelopment exercises. As greater realism is added to the simulation, the engagement level of the student improves, optimizing the effectiveness of the lesson.
- **Realism.** Incorporating actual local features, specific characteristics and current events can enhance the UrbanPlan by contributing a sense of reality which drives greater creativity from the students. The UrbanPlan currently lacks this by necessity. It is important that the facilitator accept the challenge of preparing an exercise which overcomes these shortcomings.
- **Historic Buildings.** Concentrate less on the historic nature of buildings in the redevelopment area. The intended goal is good - dealing with an issue frequently encountered in redevelopment - but as a result the importance of this single issue is overemphasized. This is a case where the simplified nature of the simulation works against itself. As the McClymonds students demonstrated, a greater level of complexity is both achievable and desired. Further options on the historic building issue need exploration.
- **Missing Services.** Greater discussion about services is needed. The community center, homeless shelters, recreational facilities and day care center each suddenly appears on the spreadsheet but is scarcely explained. It is important to consider such issues as schools, job training, police and fire protection, community gardens, religious facilities, city departments and other community components both critical and relevant to actual urban development projects. In light of the conditions pervasive through our urban communities, social considerations merit greater emphasis in the UrbanPlan.

- **No Public Transit.** Add a public transit component. It is myopic to simply focus on the parking issue with regards to a redevelopment project for the 21st century. Reduced dependency on automobile use would be a more accurate reflection of recent trends in sustainable development in planning. Students need a realistic introduction to these issues, even if it results in a somewhat greater level of complexity.
- **Urban Form.** The ULI package does not deal with the feel of various combinations of the built form, an important consideration in planning and redevelopment. Students for Students made an effort to incorporate such considerations into the experience of the McClymonds students. A less sophisticated group of high school students than those at McClymonds may fail to recognize this component.
- **Oversimplified Retail.** While the rationale behind the consolidation of all types of retails is a solid one, the resulting loss of texture in defining the redevelopment area may merit a more complicated retail arrangement. Create separate commercial, retail game pieces and have a place to write in what use would be. This variety engages the student and augment the realism of the activity by encouraging students to consider issues of micro-level retail markets and compatibility.
- **Building Conversion.** Conversion of buildings was an issue that repeatedly arose as students envisioned more creative uses for the site. We were forced to dance around the issue because of the constraints of the UrbanPlan. The potential hazards and benefits of building conversion should be explored, at least with the addition of another financial column on the spreadsheet which covers "building conversions".
- **Market Absorption.** Market absorption could be set forth a little more clearly. The students understood the concept of absorption to an extent following explanations from the facilitators. The UrbanPlan provides little help in this regard.
- **Career Orientation.** The UrbanPlan needs more emphasis on the professions and trades represented in the redevelopment process. More emphasis could be placed on career orientation without straying from the development focus of the exercise. The Plan should stress modes of citizen participation and education. This can be exceptionally creative, because of the tremendous variety in types of jobs and the diversity of planning roles.

## Effective Strategies/Lessons Learned

Students for Students was extremely gratified at the response to the UrbanPlan. The suggestions above are based on adjustments made by SfS during implementation of the study exercise. The form of the UrbanPlan that was administered by the Students was an expansion of a 5 hour program into a fourteen hour seminar. This allowed for some of the suggested complexities outlined in this evaluation to be attempted during the session.

As with any experiment, many of the insights provided in this evaluation were collected through hard experience. It is hoped these findings provide assistance to others intending to facilitate the UrbanPlan:

- **Facilitation.** The use of graduate students who interacted in a positive way with each other and the McClymonds students was key to the success of the project. Visiting students were able to establish a dynamic which even the most effective everyday teacher cannot achieve because of the fresh perspective they bring to the classroom. SfS had the respect of the students; without it the exercise could have proceeded no farther.
- **Relevance.** Again, the importance of this feature cannot be sufficiently underscored. The relevance to the lives of the students was required to give the UrbanPlan a legitimacy needed in the eyes of the students.
- **Diversity.** At a predominantly minority high school, having women and students of color among the facilitators was crucial to establishing trust quickly in the classroom. The diversity also demonstrates the opportunities which exist in the planning realm and serves as role models to young adults.
- **Objectives.** It was critical that the objectives of the simulation be laid forth at the initiation of the teaching sessions both to procure the respect of the students and to guide the efforts of the facilitators. We also presented to the students that we had objectives for ourselves and for them, a gesture of mutual appreciation that did not go unnoticed. It was our hope that the McClymonds students obtain hands on experience in redevelopment while being exposed to previously unexplored career fields. It was crucial they learn about the trade-offs in planning and development and how to deal with them. Students should consider social, economic, political issues in a new light. Finally we hoped the student would develop criteria for "good" redevelopment.

For Students for Students, the UrbanPlan presented a valuable opportunity to learn about the students of McClymonds and teaching efforts in the urban setting. It helped show us the relevance of what we do in planning and real estate development. Most importantly, we wanted to make the *connection* between redevelopment and their lives.

- **Scheduling.** One problem in facilitating the UrbanPlan instruction was the disruption which resulted whenever students were forced to depart for other classes. We were

forced to deal with students mulling in and out between periods. Sometimes only one or two students would be left in a group after the first period, putting many students at a disadvantage. Nonetheless, the two hour time blocks used in the administration of the UrbanPlan are highly recommended. They provide adequate time to thoroughly investigate the issues surrounding redevelopment topics.

- **Support.** Strong behind the scenes support was key to the success of the UrbanPlan. The efforts of the Center for Real Estate and Urban Economics and the Law and Government Academy helped overcome administrative inertia which threatened to delay the implementation of this pilot program. In addition, respective staff provided key resources and assistance to facilitate the implementation of the simulation.
- **Criteria.** Future facilitators of the UrbanPlan may wish to consider evaluating the criteria set forth in the manual before beginning the exercise. As students of planning, it was a relatively natural reaction to impose a highly political and socially conscious perspective on the suggestions laid forth by the UrbanPlan. The concerns of the McClymonds students made this especially appropriate. The facilitator should be clear about both the objective and the criteria used to evaluate achievement of these goals.
- **Community.** The students were not the only ones who learned from the experience. The facilitators were reminded of the importance of *community* and *sense of place* to the students through their insistence that the UrbanPlan focus on West Oakland issues.
- **Vocabulary.** Opening the activity with simplified vocabulary allowed McClymonds students to acclimate themselves to the issues involved in urban redevelopment. As the simulation continued, they demonstrated a remarkable ability to expand their awareness of these issues and accept the increasing complexity introduced.
- **Interaction.** SfS facilitated a number of progressively advanced interactive and role playing activities to establish a base level of knowledge about planning and the redevelopment process.
- **Guest Speakers.** Guest speakers spoke directly with the students about the redevelopment process from public, private and community perspectives, adding an element of realism.
- **Presentation.** The presentation format was extremely effective in organizing efforts of the McClymonds students and provided an invaluable learning experience as well. Including a greater official presence at the presentation would enhance the professional nature of the activity and increase the excitement level of the students.
- **Debriefing.** Time was allotted to debrief the students on their opinions of the UrbanPlan activities. McClymonds students responded positively to the opportunity to air their concerns in a receptive and interactive forum. These sessions also provided a valuable source of information for the facilitators as well.

## Essentially. . .

The UrbanPlan is a redevelopment simulation developed by the ULI which we brought to McClymonds in an attempt to introduce high school students to issues in planning and urban development that affect *their* lives. Seven volunteer graduate students from the schools of City Planning and Business were hoping to expose these "young people" to potential fields where they could make an impact in the future. Our goal was to see what we could show the students - as it turned out, the learning experience has been ours as well.

We need to acknowledge the outstanding work of the students of the Law and Government Academy. We were all *amazed* at how quickly and aggressively everyone took to a subject that, while important to their lives, had never been presented in such a complicated format. The students displayed an impressive efficiency, cooperation and professionalism which belies their relative inexperience.

This has been an extremely successful experience for everyone involved. It was a joy to work with these students. A rapport was quickly established between the students based on respect and comfort. The McClymonds students have a wonderful understanding of their environment and an unparalleled commitment to improving their community. The students continually expressed an interest in working on a relevant project in their community, not a fictitious place that did not hold their history nor experiences.

The package and its facilitators were only part of the success of the experiment. The major contributors to the project's success were the McClymonds High School students. Without their high aptitude towards learning, motivation and creativity, the project may have been futile.

We feel it is extremely important for others to see what was accomplished here. We will be spreading the word about the accomplishments of McClymonds, through all media - in writing, speaking opportunities and even video.

All planning students - indeed anyone involved in any field where the future depends on young minds - should get to experience a project like the UrbanPlan Simulation. Seeing the ideas and theories studied in the academic realm applied in the real world is an invaluable lesson which can be applied as a learning tool.

### *Students for Students is:*

University of California at Berkeley

*Susan Friedland  
John Kelly  
Josh Kirschenbaum*

*Brad Wiblin*

*Dwayne Marsh  
Frank Rockwood  
Lynette Surrey*

Center for Real Estate and Urban Economics  
Law and Government Academy

*Mary Corley  
Rochelle DeStephens*

# APPENDIX

## CENTER FOR REAL ESTATE &amp; URBAN ECONOMICS

Temporary address: Anna Head Complex Bldg. D, 2538 A Channing Way, Room 104D, Berkeley, CA 94720  
510/643-6105, FAX: 510/643-7356 Mary Corley: 510/643-6104

# Unit Credit Only

## MEMORANDUM

January 20, 1993

Invitation to Haas MBA and DCRP students:

1-3 BA and CRP Units available

The Center for Real Estate & Urban Economics, U.C. Berkeley, is actively recruiting MBA and CRP students to participate in an Oakland High School project. Using a case study written for high school students by the Urban Land Institute, U.C. Berkeley graduate students will teach high school students the principles of land use planning and the real estate development process.

The URBANPLAN is a teaching package that provides a case study of a "real world" redevelopment project. The UrbanPlan describes for students a business proposal, in this case a city's site for redevelopment, and asks high school students to provide solutions. Students, working in groups, role play, performing a series of tasks in response to a city's request for proposals to redevelop a four block area. Students learn the issues of urban planning and development from several perspectives and, in the process, find out that there can be more than one "right" answer.

According to ULI, the URBANPLAN has been used successfully in several school districts nationally. Typically, the ULI provides a training session for high school teachers to familiarize them with land use and development issues so they can use the packet in the classroom. However, we are offering to the Oakland Unified School District graduate students from the top land use programs in the country to teach their students. In turn, this is an opportunity for U.C. Berkeley graduate students to educate tomorrow's voters about land use decision-making. Students also get 1 to 3 units of credit.

Interested students may contact Mary Corley at the Center for Real Estate & Urban Economics, (510)643-6104. DEADLINE: February 5, 1993.

Post-It™ brand fax transmittal memo 7671		# of pages ▶ 1
To Kaye Bock	From Mary Corley	
Co.	Co.	
Dept.	Phone # 3-6104	
Fax # 3-9576	Fax # 3-7357	

## INTRODUCTION

*UrbanPlan* engages students in an educational simulation: a modified and simplified version of reality that provides a low-risk environment in which students can test hypotheses, practice decision making, come to understand trade-offs, and see the results of their decisions. In *UrbanPlan*, students will work in competitive development teams to respond to an Urban Redevelopment Authority Request for Proposals (RFP) for the redevelopment of a specific urban area. In responding, students will need to

- show how the area will be developed,
- determine that their plan is economically feasible, and
- discuss how they addressed various financial, social, political, and environmental issues.

### The Package

The *UrbanPlan* package consists of the following items:

1. 1 *Teacher's Guide*
2. 1 *Student Guide*
3. 4 copies of a planning map
4. a video about the redevelopment of Quality Hill in Kansas City, Missouri
5. an Urban Land Institute *Project Reference File* on Quality Hill in Kansas City, Missouri
6. a diskette with a financial planning program for use on an Apple Macintosh Plus (or greater) computer with HyperCard™ software (Version 1.2.2 or later)

### Goals and Objectives

The overall goal of *UrbanPlan* is to teach students about the roles, decisions, issues, and implications involved in urban redevelopment so they may become better informed and involved citizens.

The specific objectives are to

- provide students with hands-on experience in developing realistic land use solutions in an urban environment;
- help students understand the trade-offs between public and private interests;
- engage students in a consideration of social, environmental, economic, and political issues involved in the redevelopment of an urban area; and
- help students develop criteria for what a good urban redevelopment project can and should encompass.

### Educational Applications

The package is designed primarily for use in high school classes, but teachers at other educational levels should find the materials easy to adapt to their



students' needs. Among the courses and units in which these materials might typically be used are

- government,
- political science,
- urban planning,
- economics (unit on scarcity),
- environmental science/ecology (land development unit),
- sociology (urban living unit),
- global studies (unit on urbanization),
- public planning management and administration,
- historic preservation, and
- geography.

## **Background**

The *UrbanPlan* simulation concerns an area called Summit Square, located in the city of Amber Plains, described as a midwestern city at the confluence of the Missouri and Kansas Rivers. It is based loosely on a real site: Quality Hill in Kansas City, Missouri, an urban redevelopment project within a historic district that provides downtown housing and limited commercial conveniences.

The development of Quality Hill began in 1982. Leading it was McCormack Baron & Associates, Inc., a development company from St. Louis that specializes in downtown redevelopment projects that typically have an affordable housing component. Quality Hill provides a good teaching model because the development restored the viability of a deteriorated neighborhood and created affordable housing. It did so through a multilayered financial package of public- and private-sector funds and subsidies that in itself is an instructive model. Thus, the Quality Hill project provided the starting point for the development of this simulation because of its interesting financing structure, its restoration and reconfiguration of historic buildings, and its urban location. However, discussion of Quality Hill should be deferred until after students have completed the simulation.

February 20, 1993

**TO:** Rochelle DeStephens  
**FROM:** Dwayne Marsh  
**RE:** Outline of UrbanPlan Activities

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The Students for Students group met Saturday to construct a substantive lesson plan for the UrbanPlan simulation. What follows is a brief summary of that plan, with tentative agendas for the specific dates. At the end I have included some questions that arose during the discussion that we were hoping you could answer.

***Friday, March 12***

The goal of this session is to familiarize the students with our group, our objectives, and the activities and materials we have in store for them over the next month. To accomplish this we open with an series of interactive introductions among McClymonds and UC Berkeley students. We will structure this in a way that hopefully raises issues dealing with redevelopment issues. An open discussion follows in which we begin revealing connections between their real life concerns with the urban environment and the redevelopment process.

A short video we prepared follows, capturing some essential points in a graphic and provocative manner. We then discuss the planning of cities (with references to Oakland) and allow the discussion to flow into the UrbanPlan process and the purpose of the simulation. We close out by distributing some materials for them to look at before the next session.

***Wednesday, March 17***

We are preparing a panel of guest speakers to talk directly with the students about the redevelopment process from the public, private and community perspectives. We will work with Mary to provide refreshments for guests and students. At the end of this session we also distribute some materials for them to review in preparation for Friday's activities.

***Friday, March 19***

We feature a number of progressively advanced interactive and role playing activities to establish a base level of knowledge about planning and the redevelopment process. It was uniformly agreed that the vocabulary list provided by the UrbanPlan was not appropriate for our purposes; a substantially improved version will be provided at a previous session. This session ends with an introduction to the RFP disclosed in the UrbanPlan to prepare them for the actual simulation which begins the following week.

***Wednesday, March 24***

The actual work on the UrbanPlan begins, with an opening discussion about the expectations of the RFP process and a review of market analysis. The parameters of the project are set and group work commences under the supervision of SfS. Several large graphics will be available to the students to help them better comprehend their purpose in the simulation as well as vital demographics on the

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redevelopment area and other information. Investing in the roleplay will be stressed, with UC students generally representing municipal interests.

***Friday, March 26***

The work on the UrbanPlan continues, highlighted by investigating the issues surrounding cost benefit analysis and other redevelopment decisions. Throughout the entire month, we will stress the connections between this facsimile of the redevelopment process and issues pertinent to them on a daily basis. The impacts of these decisions should become clear during this session. A draft proposal should be readied by each group before this session concludes. We end this session by preparing them for the financial analysis that will come in the next session.

***Wednesday, March 31***

Relating an understanding of the finances is the primary objective of this session. To accomplish this, a computerized spreadsheet is introduced which allows participants to get a clearer picture of the problems of balancing a redevelopment budget. Time is allotted to amend the previous proposals as necessary. This session closes with a brief word about the presentations to be given in the final session.

***Friday, April 2***

The final session opens with an illustrative skit revealing the dos and don'ts of presentations. The groups finalize their presentations and review them with us individually to prepare them for the audience which will assemble to hear them out. The audience will consist of the speakers from the earlier session, as well as a few other special invitees which we are working on to add to the pressure (and thus the reality) of the presentation. The guests will provide feedback to the students on their presentation for both style and content. A reception will follow. After the guests depart, there will be a debriefing with all students to see what went right and what did not.

Some Questions for Discussion

- How many students will we be teaching? Can we get a roster of the students involved?
- Should you form the groups or should we?
- What are McClymonds' video and computer capabilities? Do you have a monitor and VCR?
- Are the students in this program in classes together all the time?
- What is the availability of wall and storage space in the classroom?

**Students for Students is:**

Susan Friedland  
John Kelly  
Josh Kirschenbaum  
Tim Lassigi

Dwayne Marsh  
Frank Rockwood  
Lynette Surrey  
Brad Wiblin

We can provide you with further details when we meet in person. Several really interesting ideas came out at the meeting, and everyone is truly excited about participating. We look forward to meeting you on Thursday, February 25 at 12 noon. If you have any questions before then, feel free to call me at (510) 540-6007. Thanks.

John Kelly -  
minutes  
from

March 4, 1993

TO: Students for Students  
FROM: Dwayne and Josh  
RE: March 6 Meeting

Sorry we can't join you this Saturday for the big meeting this Saturday, but as we always like to get a word in edgewise, we prepared a little memo to mention some things that should probably happen at the get together. To wit:

- Lynette should describe our visit to McClymonds to meet with Rochelle. As you may have heard, we actually talked with several of the students about the UrbanPlan. The moral - let's keep this stuff straightforward and relevant to their daily lives.
- A dry run of the game. Frank and Brad have experience at actually doing the simulation, and we may as well all get down before we start. Practice what you preach, so to speak.
- We should run thru what we intend to say on the 12th. Again, Lynette can provide insight on our audience and the appropriate tone for presentation. I have included my thoughts on talking points for the session - feel free to shred it as necessary.
- <sup>no</sup> Guest Speaker update: Al Fleming has agreed tentatively to participate, as have Susan Chamberlain and our dude from the Martin Group. Someone needs to take the lead on the latter two to brief them on what we are about and laying out what we would like to hear them say.
- Review of tasks for the 12th and the 17th. A list we devised previously is included. It may require revision.
- <sup>budget</sup> I've talked to Mary, and she suggests we put together a budget for this thing. It includes some income for the coordinator (which I have been kinda sorta unofficially doing), but I think it would be most appropriate to find some way to take this money in roll it back into the project. Brainstorm any costs we foresee (i.e. refreshments, blank videos, etc.)
- <sup>John</sup> Josh and I will have a screenplay for the short video done by Tuesday - something we can film within three or four hours. We will keep you posted.
- Other miscellaneous notes - all copying done in preparation for the Plan should be done on the account of the CFR at Copy Central.

Brad

budget  
Brad

John  
311  
Rm.  
Thurs.

In closing, I'd like to suggest we make these Saturday morning meetings a weekly event to prep for the next weeks sessions. You guys can discuss and decide that as you see fit, but I think we will find that we need the time. I will call all of you before next Friday to see what else we need. It will be a difficult mission, but not an impossible one. Good luck.

This memo will self destruct in 10 seconds.

## INTRODUCTORY SESSION

### Talking Points

#### Introducing Ourselves

Who we are and why we do what we do

(open caveat: don't get it tell us  
stop us  
purpose

Let the McClymonds students talk

About themselves

About why they are in the Law and Gov't Academy

Question: Given the choice, what would you change about your neighborhood and why?

How would you try to change it? (3!)

now (re-view) video - think about?

all about - changing area to improve  
people coming together

You've just described the essential *goals* of redevelopment

It doesn't always work though - cite examples (City Center, Earthquake repair)

What is redevelopment - our take

This stuff is relevant to their lives

Our objectives for them and for us

For them - hands on experience, exposure to unexplored fields  
learning about trade-offs and how to deal with them  
considering social, economic, political issues in new light  
develop criteria for good redevelopment

For us - learn about them, about teaching  
see the relevance of what we do in planning, real estate  
make the *connection* with their lives

What is in store in March

- video activities
- introduction to new fields, people
- role playing
- presentations before dignitaries
- Design a city
- Spend \$40 million!
- **SHOW OAKLAND, ULI, etc. WHAT McCLYMONDS IS ABOUT**

**LIST OF TASKS**  
March 12, March 17

March 12

**Task**

Summarize S4-S9  
Large Graphic - tasks/goals (T30)  
Map Summit Square  
Oakland Historic Data  
Thin Out Vocabulary  
Video

**Volunteer**

Dwayne ———— *Thur Night*  
Dwayne ———— *Thur Night*  
John  
Lynette  
Brad, Dwayne ———— *Wed*  
Josh, Dwayne ———— *Tue*

March 17

**Task**

Prepare a Class version of T21-T29  
Locate Speakers  
Prepare Lunch  
Copies of RFP

**Volunteer**

John  
**to be assigned**  
Mary, Rochelle  
John, Dwayne

faxed 3/4

March 4, 1993

Al Flemming  
Marin County CDC  
*Facsimile Transmission*

Dear Al,

Thank you for demonstrating an interest in the Urban Land Institute's **Urban Plan** simulation for high school students. As we discussed earlier this week, the **Urban Plan** presents an opportunity for students to be introduced to the redevelopment process. The **Urban Plan** affords students to participate in a planning process that directly affects their lives.

A group of eight U.C. graduate students in the City and Regional Planning department will be conducting the month long planning simulation at McClymond's High School in West Oakland. The curriculum will feature a number of progressively advanced interactive and role playing activities to establish a base level knowledge about urban planning and the redevelopment process. The program initiates on March 12, 1993 and during that first session we will familiarize the students with our group, our objectives and the activities and materials that will be encountered over the next month. Following this session, guest speakers will conduct a class representing the public, private and non-profit sectors of development.

In the second meeting on March 17, 1993, we would appreciate a brief presentation of your accomplishments at Marin City similar to what you presented in David Dowall's class last spring. Specifically, a twenty minute presentation geared to a high school audience would be helpful. The session will be from 11:10 to 12:45 on March 17, 1993 and will include time for 3 to 4 speakers, questions and refreshments. Please contact me at (510) 527 - 9040 or Dwayne Marsh at (510) 540 - 6007 to confirm your participation at this event. If you have any further questions, please do not hesitate to call. Thank you for your consideration.

Sincerely,

  
Josh Kirschenbaum



## INTRODUCTORY SESSION

March 12, 1993

McClymonds High School  
2607 Myrtle

### Agenda

- 9:45 am      **Set up and review.** Chairs in a circle, graphics on wall and discuss agenda.
- 10:15 am      **Class introduction.** Show Video.
- 10:40 am      **Open discussion.** Redevelopment and its effects.
- 11:15 am      **Break period.** Students uninterested may depart.
- 11:25 am      **Resume discussion.** More detail on the UrbanPlan.
- 12:10 am      **Informal time.** Talk w/students individually, design groups, distrib. assignments.

### Talking Points

Opening caveat: stop us if we get too fancy.

Introductions

*(Intermittent seating order)* who we are and why we do what we do

Let the McClymonds students talk

    About themselves

    About why they are in the Law and Gov't Academy

Rochelle and Dwayne introduce UrbanPlan

    A short video to open up discussion. It is all about redevelopment, people working together to improve the area they live in.

    Think while you are watching -

Question: Given the choice, what would you change about your neighborhood and why?

    How would you try to change it (3!)?

You've just described the essential *goals* of redevelopment

    It doesn't always work though - cite examples (City Center, Earthquake repair)

March 23, 1993

Per your request for an interim evaluation of the Urban Plan and its relationship to the Law Academy, we have compiled a short memo addressing our concerns of the implementation of this program with your students at McClymonds. As you know, the Urban Plan is a product of the Urban Land Institute, which created the urban redevelopment simulation to inform students about the roles, decisions, issues and implications of involved with urban redevelopment process. Mary Corley at the Center for Real Estate and Urban Economics contacted a group of graduate Planning and Business students to administer the simulation at McClymonds High School.

Our immediate impression with the Urban Plan was that it was extremely sophisticated for students with little formal experience in the realm of planning and development. Our first task was to synthesize the provided materials in the Urban Plan to provide a worthwhile experience for the students. We wanted to make sure this plan, which is based on a project in Kansas City, Missouri to have relevance for Oakland students.

To date the simulation has gone extremely well. We have spent the last two sessions introducing critical concepts to understand the intricacies of the urban planning process. The students have forced us to rethink the parameters of the project, insisting that we focus more on redevelopment issues as they pertain to their own lives in Oakland.

It is apparent through our discussions that the Urban Plan simulation provides an ideal catalyst for developing students' awareness of the integrated political players involved in the planning and development arena. The Urban Plan has already demonstrated its capacity, through experiential learning to identify the skills they will need to become effective leaders in the future. The interactive role play, which the Urban Plan emphasizes is pivotal in engaging students rethink the way they observe the function of government, economics and public policy in the urban forum.

In the remaining four sessions the students will plan a five block inner-city area, in which they must resolve social, political, environmental and economic issues in a planning exercise. Through this process the students will make land use planning decisions and work with spreadsheet software to evaluate their projects as they design an inner-city neighborhood.

It would be a worthwhile exercise to attempt to integrate this exercise into the overall curriculum of the Law and Government Academy.

Lesson Plan: March 24, 1993

Introduce RFP:

*What is a RFP?* City and the Amber Plains Urban Redevelopment Agency request for proposals on how to develop Summit Square.

When creating a proposal it is important to keep in mind the following objectives:

- Save as many historic building as possible
- Provide at least 300 units of affordable housing for lower and middle income residents in 20 separate buildings
- Provide up to 100,000 square feet of retail space
- Provide up to 50,000 square feet of office/commercial space, required 64K
- Provide adequate Parking
- Provide Green Space - Parks
- Satisfy social, environmental and social requirements
- Stay within the \$40m budget

Questions for teams to discuss and shape the final plan:

1. How important is the local history in maintaining the flavor of the community?
2. What do the people who live in Summit Square want to see happen? How much importance should be given to their feelings?
3. What will the impact on the environment be from any new development?
4. How much housing can the community support?

Mayor of Amber Plains has sent us a message containing information on the redevelopment of Summit Square.

Highlights:

- The city of Amber Plains is pleased to offer an outstanding opportunity for the redevelopment of an area called Summit Square.
- The Amber Plains Urban Redevelopment Agency is sponsoring a program to bring more life to this area of the city.
- The APURA has been in existence for 30 years and has completed some good and bad projects. Hopefully your proposals will add value to this neighborhood and the city.
- Goal is to create a **Downtown Residential Neighborhood** with businesses, cultural centers and commercial activity.

- Also, creation of a residential community that effectively revitalizes the neighborhood and provides increased opportunities for in town living of mixed-income groups.

*Think of aspects of your neighborhood or what you would like your neighborhood to look like when you are completing your plan. What do Oakland's neighborhoods need?*

The site that you will work with is approximately 5.5 blocks in area within walking distance of downtown.

*Look at the map of the Amber Plains Area and see the neighboring amenities. Similar to Oakland. Can anyone point out which ones will help/hurt future development of Summit Square?*

Other development is also taking place in the area:

- new hotel, convention center, several theaters, and a large urban park will be built soon.

In your area there are 13 historic buildings and all must be used or torn down in the plan. There are substantial rehab costs in this endeavor.

Summit Square had zoning changes to promote mixed use development.

### **Market Analysis and Historic Buildings.**

The Amber Plains Urban Redevelopment Agency has completed a study of Summit Square to determine the Demand for the suggested uses for the site. This is the maximum demand for each use. Note: Residential in units and other in square feet.

## Market Analysis and Historic Buildings - SUMMARY.

### MAXIMUM DEMAND FOR EACH USE:

**Apartments:** 500 units of middle to low income housing.

*Cost: \$35,000/unit      Return: \$65,000/unit*

**Townhouses:** 300 units for middle and low-middle income persons.

*Cost: \$60,000/unit      Return: \$120,000/unit*

**Deluxe Townhouses:** 100 units for upper and middle income residents.

*Cost: \$75,000/unit      Return: \$180,000/unit*

**Retail Space:** 100,000 Square Feet. For use by residents

*Cost: \$30/SQFT      Return: \$80/SQFT*

**Commercial or Office Space:** 50,000 square feet. Local office market saturated.

*Cost: \$35/SQFT      Return: \$90/SQFT*

**Parking:** All new development will require parking. This includes the renovation of historic structures.

#### Parking Requirements:

- Residential: 1 space per unit.
- Retail: 4 spaces per 1,000 square feet.
- Office: 1.5 spaces per 1,000 square feet.

You can provide surface of parking garage space. Note: Garage space is more expensive.

#### SURFACE

*Cost: \$1,000/space      Return: \$0/space*

#### GARAGE

*Cost: \$5,000/space      Return: \$0/space*

**Amenities:** For Community Attractiveness. Also, the Redevelopment Agency likes amenities.

#### PARKS

*Cost: \$10/SQFT      Return: \$0/SQFT*

**Library:** \$500,000    **Restrooms:** \$36,000    **Tennis Court** \$40,000 (outdoor) - \$180,000 (indoor)

**Skating Rink:** \$225,000(outdoor) - \$400,000(indoor)

**Basketball Court:** \$45,000(outdoor) - \$190,000(indoor)

**Swimming Pool:** \$250,000 (outdoor) - \$425,000 (indoor)

#### ENVIRONMENTAL CONCERN:

There is one major environmental concern: **Asbestos**.

Asbestos is used as insulation in buildings and is linked to lung disease when inhaled.

Three of the existing historic buildings contain asbestos and it must be removed or sealed before a building can be restored. The asbestos also has to be removed if a building is to be torn down.

#### HISTORIC BUILDINGS:

There are 13 historic buildings within Summit Square. There is a lot of community value in these buildings. We must decide which ones to keep or destroy. Remember, if you destroy a building, you must have a reason to remove it.

## **HISTORIC BUILDINGS:**

There are 13 historic buildings within Summit Square. There is a lot of community value in these buildings. You must decide which ones to keep or destroy. Remember, if you destroy a building, you must have a reason to remove it.

I want to walk you through the costs and descriptions of each historic building. While I describe each building, you identify its use and start thinking about whether to keep it in your plan.

## **THE PLAN**

Before you start working, here are a few recommendations.

1. Identify which of the 13 historic buildings you want to keep and use these as a foundation for the rest of your plan.
  2. Keep in mind that you are creating a mixed use development.
  3. Divide the tasks among your group.
    - units/SQFT
    - costs
    - parking
    - goals
    - community needs
    - overall design
  4. One last thing:  
Remember that you had \$40m. Well there are fixed cost with the project. See S - 48  
You now have only \$31.5m.
  5. Today just get used to the map and the choices you have to make. Don't base your decisions on the costs today. We will work on that on Friday.
-

# Redevelopment "Jargon"

Amenities

Mixed Income Groups

Asbestos

Mixed Use Development

Developer

Planning Commission

Dwellings

Redevelopment

Historic Area

Request for Proposals

Infrastructure

Zoning

Master Plan

## FINANCING THE PROJECT

Developers use their own money and that of their partners (which is called **equity**), borrow money from banks (called **mortgage loans**), and receive public money if the community will benefit (a **public/private partnership**). All the partners who provide the **equity** will make money if the development makes a profit, but will lose money if it suffers a loss.

The sources of money for the Summit Square project are:

1. A \$4 million low-interest loan from local banks and businesses
2. The city of Amber Plains' \$7.45 million, spent on buying the land, street improvements, and on landscaping
3. \$11 million in loans from bonds sold by the city
4. \$6.55 million in federal funds
5. \$11 million from private investors through **limited partnership shares**

Also, the city has given **property tax abatements** to the project for 15 years.

Mostly because of such high public involvement, it has taken two years to negotiate all the various deals.

## ZONING

"Zoning" is how a city determines how different pieces of land may be used. A certain piece of land may be zoned for residential use, and so only houses can be built there; or it might be commercial, or industrial, or recreational.

The city of Amber Plains has changed the zoning designation of Summit Square from commercial (that is, office buildings) to **mixed-use**.



April 19, 1993

To: Mary Corley, Center for Real Estate and Urban Economics

From: Students for Students

Re: Final Budget for Students for Students

The total budget for implementing ULI's Urban Plan at McClymonds High School was \$243.00. A breakdown of how the money was spent is included below.

Susan	\$8.00	Printing Supplies
Lynette	\$90.00	Pizza for final presentations
Brad	\$50.00	Drinks and presentation materials
Josh	\$45.00	Video tape and presentation supplies
Dwayne	\$50.00	Vocabulary game prizes and presentation materials
<b>TOTAL</b>	<b><u>\$243.00</u></b>	

