



Urban Land Institute Boston/New England

Salem TAP

September 22, 2020



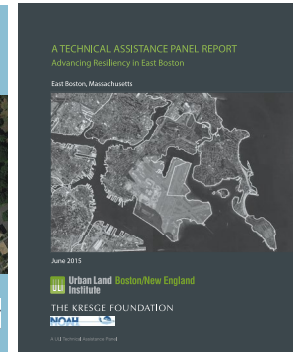
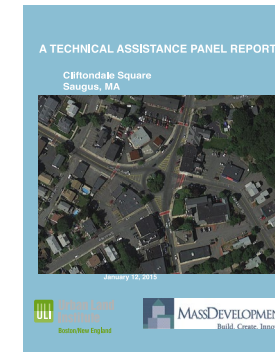
About ULI – the Urban Land Institute

Mission

To provide leadership in the responsible use of land and in creating and sustaining thriving communities worldwide. ULI is a research and education institution with nearly 36,000 members worldwide representing the entire spectrum of land use and real estate development disciplines, working in private enterprise and public service.

ULI at the local level

Boston/New England District Council covers nearly all of New England with over 1,400 Members—developers, architects, planners, public officials, financiers, students, etc.



Technical Assistance Panels (TAPs)

Salem, MA

ULI Boston/New England is committed to supporting communities in making sound land use decisions and creating better places. A TAP brings together a group of ULI members with a range of professional expertise to provide focused, collaborative consultation to a local government or qualifying non-profit organization.

This TAP

- This TAP was not done in our traditional format – adapted format in context of COVID-19 to digital model
- This panel looked at a range of options from an unbiased perspective.
- Panelists include public and private sector experts in the fields of architecture, planning, and design
- Panelists have donated their time
- Final Deliverable – Written report (12 weeks) will be available at <http://boston.uli.org>

PANEL SPONSORS:



The Panel

Co-Chairs

- Marty Jones, MLJ Insights
- Dick Lampman, Berkeley BuildingCompany

Panelists

- Alma Balonon-Rosen, Massachusetts Housing Partnership
- Juwanna Brown, The Community Builders
- Greg Minott, D/R/E/A/M Collaborative
- Mark Wixted, Bohler

ULI Staff

- Manikka Bowman, Director of Policy + Outreach
- Michelle Landers, Executive Director
- Sara Marsh, Manager
- John Wilson, Associate

TAP Writer

- Michael Hoban





Panel Assignment: Address These Questions



- **1. Programming:** Options for mixing rental housing targeted for educators within the school use such as a livein teacher residency program, or discounted rents for teachers. Are there programs that could blend educational use with the residential use?
- **2. Location:** Where does it makes sense for housing to go? What locations appear to be the best potential for housing? What is the optimal access? How could we manage traffic in a way that ensures student safety and the traffic flow of buses?
- **3. Number of Homes:** How many homes could be added, what type of homes make sense? What levels of affordability and percentages of total affordable units could pencil out, perhaps there are options for tiered affordability?

A grayscale photograph of a man and a woman sitting at a table, looking at a tablet together. The man is on the left, wearing glasses and a button-down shirt. The woman is on the right, wearing a blazer. They are both focused on the screen of the tablet. The image is dimly lit, with the text 'What did we hear?' overlaid in the center.

What did we hear?





Assets and Opportunities

- Salem is a great place to live!
- Agreement on need/demand for affordable housing
 - benefit for teachers to live nearwork (strategy to retain and recruit)
- Current capacity of high school adequate for long-term growth in student population
- City owned land
- City's motivation to get housing built
- Quiter site when school isn't in session
- Plentiful land
- Proximity to amenities



Challenges

- Extensive ledge / high development cost
- Powerline constraints
- Lack of affordable housing
- Traffic and flow on site, circulation could be simplified
- Potential development sites are difficult to access
- Unreliable public transit to site (cardependent)
- Different perceptions amongst city stakeholders of what affordable housing is
- No targeted funding programs for development of teacher housing
- Current zoning restricts density

Observations on Teacher Housing

- Community supports finding housing options that work for teachers
- Housing for all – not exclusively for teachers (most models privately managed with discount for teachers & teacher preference)
 - Starting salary in Salem severely restricts housing options
- Young professionals and families have different housing needs
- Rental is best option for this site for targeted teach
 - Part of a transition into the city
- Amenities could include multipurpose community spaces to include spaces for professional learning and amenities seen in similar rental housing
- Challenge of living in proximity to high school environment

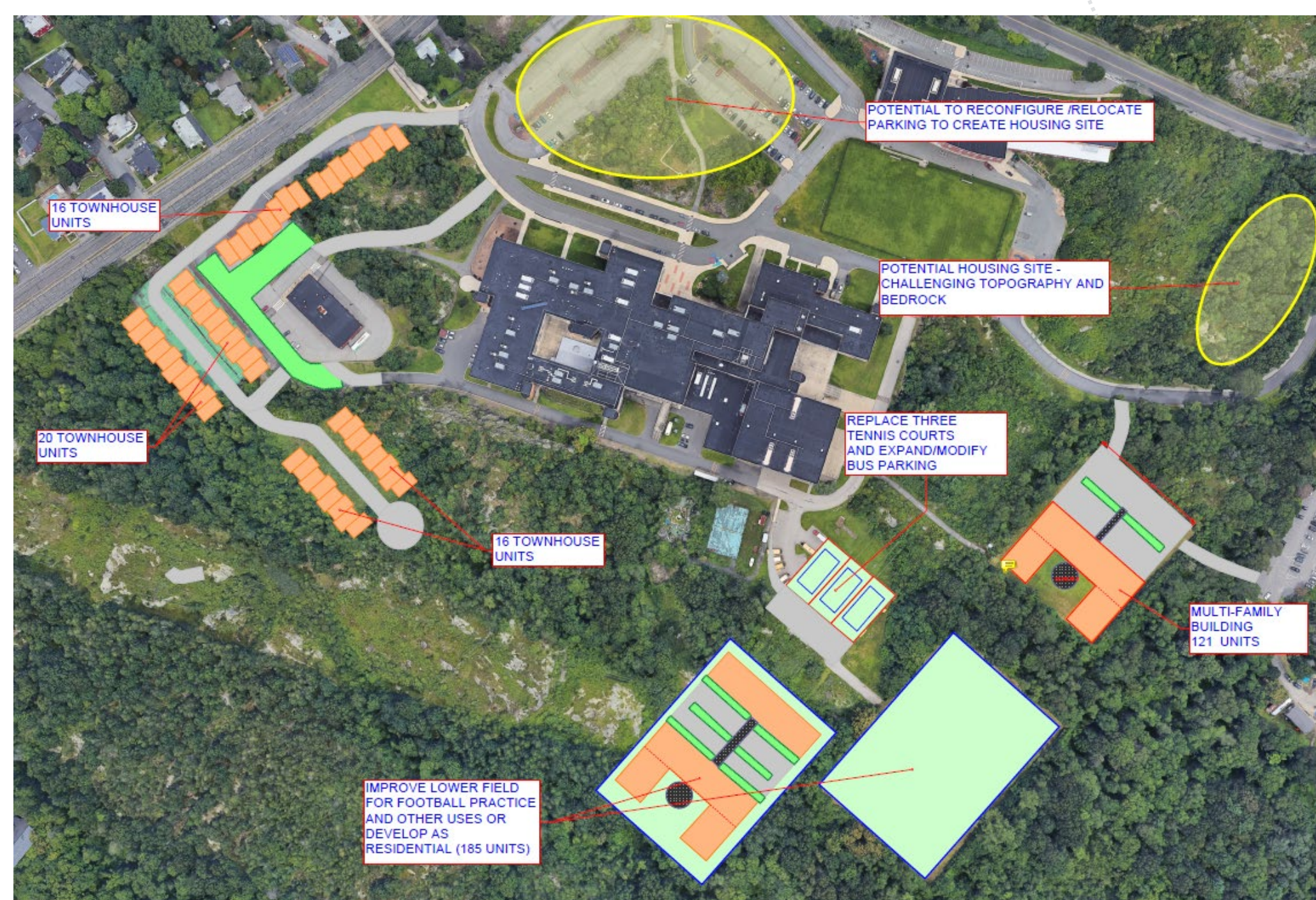


Recommendations

Recommendations – High Level

- Create a longrange master site plan
 - Considering:
 - Improvements to circulation and parking
 - Future needs of school and students
 - Current and future needs of physical plant
 - Current and future needs of recreation (school and community)
- Analysis to determine what is feasible (extent of ledge, units, market price, etc.)
- Community Engagement process
- Consider creating a housing resource service for teachers which provides information on homeownership funding programs and other housing options
- Aligning goals of Master Site Plan and *Imagine Salem*
- Engage in competitive process for housingdeveloperselection
- Identify best practices and models of affordable housing for teachers that would be consistent with Salem market

Potential housing options for study area



Potential Housing Architectural Style Examples



Anthology of Farmington, CT



Olmsted Green – Boston, MA





Funding & Resources

Developer Finance Options for Rental Housing

- State grants
 - MassDevelopment
 - MassWorks
 - Department of Housing & Community Development (DHCD)
- Financing
 - MassDevelopment (tax-exempt bonds, bridge financing, loans, etc.)
 - Mass Housing Workforce
 - Massachusetts Housing Partnership (MHP)
 - City funding sources
 - Conventional Bank
- CPA (Community Preservation Act)
- Housing Tax Credit Program
- Opportunity zone program

A grayscale background image showing the back of a person's head and their hand raised in the air, suggesting they are in an audience or at a public meeting.

Q&A

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