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Is Transit-Oriented Development Offering Access to Opportunity?

Miriam Zuk

In August of 2013, the Federal Transportation Authority issued new evaluation criteria for its New Starts Program, a program that funds nearly every major fixed-guideway transit project built in the United States. The new guidelines reward projects that are close to existing and future affordable housing in an effort to encourage more affordable transit-oriented developments (TOD). This comes after years of TOD research, advocacy and action and more recent efforts to ensure that these developments are accessible to all.

Many local, regional and state governments have already developed innovative funding and incentive programs to encourage equitable TODs. Yet little information exists on the progress that has already been made, therefore limiting our ability to assess how far we need to go to achieve more equitable TODs.

In a recent study, Ian Carlton and I studied the spatial proximity of all Low Income Housing Tax Credit (LIHTC) developments to fixed-guideway transit stations in the United

States. We looked at several neighborhood opportunity indicators to determine not only if transit and affordable housing were being co-located, but also the quality of the neighborhoods in which this was occurring. We also investigated the many barriers to developing affordable housing in high-opportunity, transit-rich neighborhoods through three in-depth case studies.

What we found is that little progress has been made over the past two decades in delivering new affordable housing options near fixed-guideway transit stations in high-opportunity neighborhoods. Although it appears that transit stations are more likely to be located in neighborhoods with existing affordable units than vice versa, few units are being added to transit neighborhoods after they open. In addition, we found that when LIHTC-funded developments are located near transit stations, they are more likely to be in lower-opportunity neighborhoods. Furthermore, we found evidence that affordable TODs are experiencing more rapid gentrification than other neighborhoods with LIHTC developments. Therefore, although recent Federal policy and local and regional programs are promising, it remains to be seen if they can overcome the significant cost and other obstacles to delivering equitable TODs at scale.

Background

TODs have a diversity of economic, environmental and health benefits (Zhou & Zolnik 2013; Sallis et al. 2012). Increasingly, researchers and advocates alike argue that ensuring that TODs are equitable and accessible to all income groups will not only benefit low-income residents, but also transit ridership and ultimately the environment as well (Transform and CHPC 2014).

A number of innovative funding streams and programs have emerged at the local (e.g., Denver's Transit Oriented Development Fund), regional (e.g., Atlanta's BeltLine Affordable Housing Trust Fund), and state (e.g., California's Affordable Housing and Sustainable Communities program)

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levels to fund and incentivize the development and preservation of affordable housing in TODs (Reconnecting America 2011).

At the Federal level, the FTA’s New Starts Guidelines and many state allocation plans for the Low Income Housing Tax Credit program also incentivize affordable TOD developments. Today’s New Starts funding evaluation process is the result of decades of refinement. It was not until the passage of the Moving Ahead for Progress in the 21st Century Act (known as MAP-21) in 2012 that FTA explicitly considered affordable housing as part of their transit funding process. In its 2013 guidance, the FTA incorporated evaluation metrics that consider tools to increase and preserve the amount of affordable housing in project corridors that include everything from inclusionary zoning to targeted property acquisition. Yet these land use measures only represent 1/12th of a transit proposal’s overall score. The impact of New Starts rules on project planning and outcomes may therefore be modest. In a recent analysis of 2016 New Starts applications, for instance, it was found that while the new affordable housing criteria affected the ratings for land use and economic development, they did not have an impact on the overall rating deciding federal funding (Zimmerman & Lukacs 2015).

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Table 1. LIHTC Developments within ¼ and ½ miles of Fixed-Guideway Transit Stations

	<i>Within 1/2 mile of transit station</i>	<i>Within 1/4 mile of transit station</i>	<i>More than 1/2 mile from transit station</i>
All LIHTC developments	14.6%	3.9%	85.4%
LIHTC developments placed in service before 2000	13.2%	3.5%	86.8%
LIHTC developments placed in service after 2000	16.0%	4.3%	84.0%

Source: Zuk & Carlton (2015) based on calculations using the national LIHTC (HUD 2014) and TOD (CTOD 2012) databases

The LIHTC program, on the other hand, accounts for the majority of affordable housing units created in the United States. As of 2014, over half of all states (n=27) provided additional points in their scoring criteria for projects located near transit. The distance to and types of transit, however, were variously defined, as were the amount of extra points allocated to projects. In addition to proximity to transit, approximately a third of states (n=15) provide points for projects located in areas of high opportunity, again defined differently by each state. Recent research on the impact of LIHTC scoring incentives for TODs found that states awarding extra points to developments near transit had more success at attracting affordable housing near rail transit in comparison to states that didn’t award extra points (Luckey 2012).

Our research did not examine the specific impacts of the LIHTC or New Starts evaluation criteria, but rather took a broader approach to assess the current state of progress towards developing equitable TODs, with a closer look at the obstacles to development and the strategies used to overcome them.

Findings

Less than 1 out of every 6 LIHTC developments are built near a fixed-guideway transit station

From our national scan of LIHTC developments, we found that less than 15% of LIHTC-funded affordable housing developments are located within ½ mile of a fixed-guideway transit station and less than 4% are located within ¼ of a mile of transit stations. These rates have improved only modestly over time (Table 1).

New fixed-guideway transit stations are more likely to be located near existing LIHTC developments, but few new LIHTC projects follow the opening of new transit

Over half of new fixed-guideway transit stations opened between 2000 and 2011 have been built within half a mile of existing LIHTC developments. New transit neighborhoods have not been as successful at attracting new affordable developments, however; only 1 in 5 new transit neighborhoods saw new LIHTC developments added. Furthermore, neighborhoods with both LIHTC developments and transit stations were more likely

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Diversity in Preschool Classrooms: The Link Between Diversity and Quality

Jeanne L. Reid & Sharon Lynn Kagan,
with Michael Hilton & Halley Potter

Abundant data, widely popularized by public information campaigns, have given early childhood education (ECE) a prominent position on the public agenda. But is our society fully capitalizing on the opportunity such attention affords and the significant public investment that comes with it?

Data on what constitutes quality in early childhood education abound, and efforts to address the sustainability of early childhood efforts are gaining momentum, with attention to issues of governance, accountability and capacity development. However, we have not seen similar progress regarding equity within ECE classrooms. Despite concerted efforts to reduce economic inequity among poor children, includ-

ing the launch of Head Start 50 years ago, issues of racial and socioeconomic equity have only been tangentially tackled in programs that segregate children by income, and often in practice, by race, within their preschool classrooms.

Quality and equity are inextricably linked.

To improve child outcomes, policymakers should consider the socioeconomic and racial/ethnic composition of children's classrooms as an important component of preschool quality. In an April 2015 report, *A Better Start: Why Classroom Diversity Matters in Early Education* (NY & Wash. DC, The Century Fdn. & PRRAC), we present the results of a review and analysis of demographic data, current research literature, and national position statements of early childhood organizations. The results indicate that quality and equity are inextricably linked, that programs that are segregated by race/ethnicity and income are rarely of equal quality, and that efforts to make early childhood investments sustainable must take this into account.

The Problem of Inequity in Early Childhood Education

Despite increasing investments in programs for young children, demographic data on early childhood education programs reveal three troubling trends related to equity. First, according to data from the Federal Interagency Forum on Child and Family Statistics, children from low-SES

families and Hispanic children are less likely than higher-SES and non-Hispanic children to be enrolled in center-based early childhood programs. For example, in 2012, only 45.6% of children from families with incomes below the poverty line attended center-based programs (including pre-K, Head Start and center-based childcare), while among families making at least twice the poverty threshold, enrollment rose to 72%. These data suggest that many children who could most benefit from high-quality preschool are not enrolled.

Second, low-income children are most likely to attend low-quality preschool programs. In 2012–13, for example, more than half a million children in state pre-K programs—41% of nationwide enrollment—attended programs that met fewer than half of the quality benchmarks set by the National Institute for Early Education Research, as reported in their annual report, *The State of Preschool 2013*. The problem is compounded for low-SES families because pre-K programs serving high numbers of children in poverty and racial/ethnic minorities are the most likely to be low quality. Moreover, federal reports on Head Start reveal that overall quality in the programs is uneven, but the level of instructional quality tends to be low.

Third, most children attend public preschool classrooms that are segregated by income and often by race/ethnicity as well. Although overall enrollment in state pre-K programs is remarkably diverse in both family income and race/ethnicity, this diversity in program enrollment does not always translate into diversity *within pre-K classrooms*. Forthcoming research from one of the authors of this article

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For further reading and citations for source materials, see Jeanne L. Reid and Sharon Lynn Kagan, *A Better Start: Why Classroom Diversity Matters in Early Education* (*The Poverty & Race Research Action Council and The Century Foundation, 2015*), available for download at tcf.org/bookstore/detail/a-better-start.

(DIVERSITY: Continued from page 3)

(Jeanne Reid) uses a 2001–04 sample from 11 state pre-K programs, for example, and finds that almost half (47.1%) of the children attended high-minority classrooms (70 to 100% minority) in which, on average, three out of four (75.4%) were poor. Only one-sixth of the children (17.0%) were enrolled in classrooms that were *both* racially diverse and medium- or high-income.

Overall enrollment in Head Start programs is racially and ethnically diverse, though in accord with Head Start policy, far less heterogeneous by family income. By federal law, Head Start programs can enroll up to 10% of its children from families with incomes above the poverty line; programs may also serve up to an additional 35% of children from families with incomes 100 to 130% of the poverty line, as long as the needs of families below poverty has been fully met. Yet the pursuit of diversity is often compromised by pressure to serve the lowest-income children first. In 2012–13, only 7.6% of Head Start children nationwide had family incomes that were at least 100% of the poverty line. Moreover, because many parents prefer neighborhood programs, preschool programs often reflect neighborhood patterns of segregation, a reality that is growing more entrenched.

The Potential of Promoting Diversity to Improve Quality and Equity

The data on preschool classroom diversity matter because the evidence suggests that children who are clustered in high-poverty and high-minority preschool classrooms develop fewer cognitive skills on average than children who may also be low-income and minority, but who attend more diverse classrooms that, on average, are higher SES and lower in minority concentration. For example, a study by Jeanne Reid and Douglas D. Ready of Teach-

ers College, Columbia University, found that children in middle- or high-SES classrooms learned more language and math skills than those in low-SES classrooms, regardless of children's own SES and race/ethnicity and the racial/ethnic composition of their classrooms. Studies in kindergarten and elementary schools support the findings from research at the preschool level.

The process by which preschool composition affects children's learning is complex and not fully clear, but emerging research suggests that inter-

To improve child outcomes, policymakers should consider the socioeconomic and racial/ethnic composition of children's classrooms.

actions among peers are an explanation for how socioeconomically diverse classrooms may promote children's learning. *On average*, low-SES children enter preschool and kindergarten with fewer literacy and math skills than higher-SES children. In preschool, several studies have found that it is beneficial for children to have classmates with relatively high levels of language and math skills, and this is particularly true for children who are less skilled than their classmates; children who are highly skilled tend to be less influenced by the skills of their classmates.

Peer diversity may also offer important social benefits to all children. Children from a variety of socioeconomic backgrounds and race/ethnicities can learn from peers who are different, and these benefits may be enduring and profound. Exposure to peers from a variety of racial, ethnic and socioeconomic backgrounds can inform emerging social categorizations and prejudices. The friendships that form in diverse classrooms can diminish the social isolation that characterizes children in socioeco-

nomically and racially homogenous neighborhoods, whatever their predominant race or income.

For *A Better Start*, we conducted a content analysis of the central policy/position statements of 14 major national organizations committed to advancing early learning to discern if and how the organizations have addressed this issue of preschool classroom composition. In general, we were unable to find any position statements that specifically called for economic and racial integration within preschool classrooms.

The Recommendations for Building an Excellent, Equitable and Sustainable Preschool System

The research on classroom composition and peer effects in early childhood education suggests that the economic and racial/ethnic segregation of young children limits their learning. Yet much of current preschool policy effectively segregates children by income and often by race/ethnicity. We need to devote concerted attention to classroom composition in the important discourse about what constitutes preschool quality, and how to build an equitable and durable system. Though we recognize the need for broader structural reforms, we offer more immediate recommendations for how to foster diverse preschool classrooms. (For details, see the report, *A Better Start*.)

Build Public and Professional Knowledge

We recommend a coordinated effort to disseminate information regarding classroom diversity in ECE, using diverse sources to reach diverse audiences. Moreover, the government and foundations should support enriching the research base to extend and deepen our knowledge of preschool classroom composition, how it operates in practice, and how it affects subgroups of
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Finishing Last: Girls of Color and School Sports Opportunities

A new report from PRRAC and the National Women's Law Center uncovers another cost of the increasing racial separation in American schools—a sharp disparity in sports opportunities for girls in racially isolated schools. The report demonstrates that at both the state and national level, heavily minority high schools (defined as 90%+ minority) typically provide fewer sports opportunities—defined as spots on teams—compared to heavily white schools. Heavily minority schools also allocate these spots less equally between boys and girls, leaving girls of color especially shortchanged. The report shows how this lack of access to school sports has long-term consequences for girls' health, academic success and economic security.

“Too many girls of color across the country are missing out on the lifelong benefits of playing sports—better health, improved academic and employment outcomes, higher self-esteem and leadership skills,” said NWLC Vice President for Education and Employment Fatima Goss Graves. “This disturbing reality should be an urgent wake-up call for schools across the country to stop shortchanging girls of color and give them what they need, deserve and are entitled to under the law.”

From the Executive Summary:

“Our nation's schools remain highly segregated along racial and economic lines, and schools with high concentrations of minority and low-income students generally have fewer resources for academic and extracurricular activities. Opportunities to play sports, which provide valuable benefits, are diminished for all students at these schools, but are particularly limited for girls. In

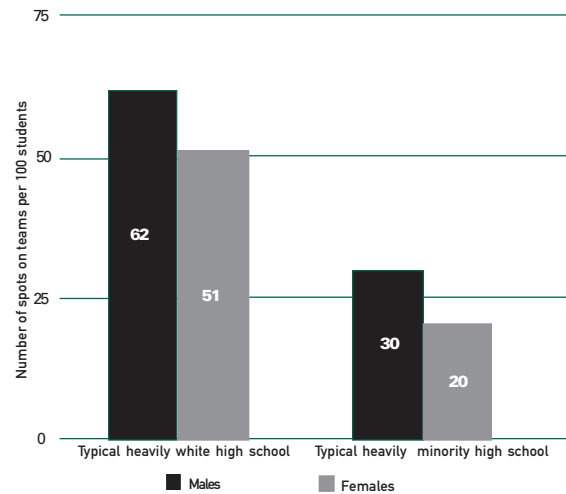
fact, when it comes to girls of color and chances to play school sports, the reality is bleak: they receive far fewer opportunities—defined as spots on teams—than white girls, white boys, and boys of color. It is an inequality that has gone largely undocumented due to limited research. This report uses an innovative research strategy—identifying high schools where

the student body is either 90 percent or more white or 10 percent or less white—to show the lack of sports opportunities on the basis of race and gender.

“While heavily minority schools typically have fewer resources and provide fewer spots on teams compared to heavily white schools, they also allocate those fewer spots unequally such that girls of color get less than their fair share. So even though girls overall still receive fewer opportunities to play sports than boys, girls in heavily minority schools are especially shortchanged....

“These national inequities persist at the state level. Thirteen states have a substantial number (20 or more) of both heavily minority and heavily white high schools, which allows for a comparison of the relative opportunities offered to girls and boys in these schools. These thirteen states are Alabama, Illinois, Louisiana, Massachusetts, Michigan, Mississippi, North Carolina, New Jersey, New York, Ohio, Pennsylvania, Tennessee, and

FIGURE 1. Gender Disparities in Athletic Opportunities at Heavily White & Heavily Minority High Schools



Source: NWLC calculations based on Civil Rights Data Collection 2011-2012 data. Heavily white high schools have white enrollment of 90% or more. Heavily minority high schools have white enrollment of 10% or less. CRDC data treat Hispanic as a racial category.

Texas. In all of them, a greater share of heavily minority high schools have large female opportunity gaps as compared to heavily white schools....

“The systematic failure to treat girls, and especially girls of color, in an equitable manner deprives them of the many positive health, academic and employment outcomes associated with playing sports. It is vitally important—and legally required by federal civil rights laws prohibiting sex (Title IX) and race (Title VI) discrimination—that states and school districts provide students with equal opportunities to play sports in school. This report provides recommendations to help decision makers at the federal, state and local levels fulfill their obligations to do so.”

The full report is available at www.prrac.org/pdf/GirlsFinishingLast_Report.pdf.

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to experience gentrification pressures between 2000 and 2010 when compared to neighborhoods with only LIHTC developments but no transit. These results confirm previous findings that relate TODs to neighborhood gentrification (Pollack, Bluestone & Billingham 2010; Kahn 2007).

Affordable TODs are located in lower opportunity neighborhoods than LIHTC developments without transit and transit neighborhoods without LIHTC developments

There is also tremendous room for improvement as it relates to locating transit stations and LIHTC developments in high-opportunity neighborhoods. By analyzing neighborhood poverty and school district proficiency rates, we find that transit neighborhoods with LIHTC developments had significantly lower opportunity levels than both transit neighborhoods without LIHTC developments and neighborhoods with LIHTC developments that did not have transit stations. When comparing opportunity levels for units placed in service before and after 2000, no significant difference was found.

The lower levels of school quality and higher poverty rates of neighborhoods where subsidized housing is located has been found in previous research for various types of subsidized housing (Ellen & Horn 2012; Dawkins 2013). Yet what our research indicates is that those residents living in LIHTC units near fixed-guideway transit live in even lower performing school districts and higher poverty neighborhoods than low-income residents living in subsidized units in non-transit neighborhoods (Table 3). These results point to significant barriers in developing affordable housing in high-opportunity, transit-rich neighborhoods.

What are the main barriers to developing affordable TODs and the strategies used to overcome them?

We identified several recent successful cases where LIHTC-funded affordable housing has been developed in high-opportunity, transit-rich neigh-

Table 2. Gentrification Indicators in LIHTC Neighborhoods Near and Far from Transit Stations

<i>Gentrification Indicators (average change 2000-2010)</i>	<i>LIHTC Neighborhoods < 1/2 mile of transit station</i>	<i>LIHTC Neighborhoods > 1/2 mile of transit station</i>
Change in % poverty	- 1.3%	+ 3.4%
Change in % non-white	- 1.5%	+ 5.2%
Change in % of adults over 25 with a bachelors degree	+ 7.6%	+ 2.3%
Change in median household income	+ 8.3%	- 7.3%
Change in median rent	+ 21.1%	+ 7.3%
Change in median home value	+ 84.2%	+ 31.6%

Source: Zuk & Carlton (2015) based on calculations using the LIHTC and national TOD databases as well as Census data derived from the 2000 Census and 2006-2010 American Community Survey from the Neighborhood Change Database

borhoods, which we then examined to uncover the obstacles and opportunities to developing equitable TODs. Out of 2,306 developments placed in service since 2010, 369 (16%) were located within a half mile of a fixed-

Limited progress has been made over the past two decades in delivering new affordable housing options near fixed-guideway transit stations in high-opportunity neighborhoods.

guideway transit station, 271 of which (12%) were family-friendly with larger units, 149 (6%) were in tracts with poverty rates below 30% in 2010, and 29 of which (1%) were in school districts with an average proficiency score above 70% in 2010. Of these, we further narrowed the list by looking for cases where the transit station opened relatively recently and received New Starts funding. We arrived at a list of fewer than 10 LIHTC developments, of which we chose three to examine more closely: 1) M Station

apartments in Austin, Texas, 2) South Oak Crossing in Charlotte, North Carolina, and 3) Patton Park in Portland, Oregon.

We found, perhaps unsurprisingly, the cost of land to be one of the greatest barriers to developing affordable TODs. Researchers have long associated proximity to transit with housing price premiums (Cervero & Duncan 2002), which was not uncommon in the cases we studied. For each case, stakeholders talked about the difficulty in finding affordable parcels near transit stations, which only got more difficult with time. In addition, finding a suitable parcel at these infill sites proved challenging, often leading to the acquisition of sub-optimal land that required significant development costs.

The cost of developing affordable housing is a well-known constraint, and although all the cases we investigated did receive LIHTC, they also were supported with significant local and state support through housing trust funds, tax abatements, gap financing and other funding programs, often precisely because their proximity to transit aligned with the local and state priorities of developing equitable TODs. We found that in addition to providing gap financing, cities also

lowered the costs of development through streamlined permitting, lowering parking ratios, and subsidizing public land for joint developments, among other programs and strategies.

Beyond funding, we also found other ways that local governments played both supportive and impeding roles in the developments of affordable TODs. In Portland, the highly coordinated transportation and land use planning agencies were fundamental in all stages of development, including land acquisition, when the transit agency used surplus FTA funds to acquire and later subsidize land development for affordable housing. In Charlotte, the local transit agency contributed to circulation improvements, whereas the housing agency limited the density and scale of development due to their housing locational policy that aimed to limit the concentration of poverty.

Two of our three cases—Patton Park and M Station—were located in neighborhoods that were experiencing rapid gentrification, and the development of affordable units near transit was seen as measures that could be used to stabilize the neighborhoods. For South Oak Crossing, although the demographics of the neighborhood did not indicate active gentrification, the rapid appreciation of the land that tripled in value after the station opened could contribute to future demographic changes.

Finally, two of our three cases noted considerably lower transit ridership of residents than expected. These were also developments that included 1:1 or higher parking ratios, in part because the transit systems in these areas—the Lynx Blue Line in Charlotte and the MetroRail Red line in Austin—were limited transit systems that connect few places and mostly served commuters. “So it works for residents that just need to get downtown for work, or perhaps out to the suburbs, but otherwise is limited,” explained Walter Moreau, the executive director of Foundation Communities that developed M Station. In contrast, Patton Park was located next to an extensive transit network and included lower parking ratios, which

Table 3. Opportunity Measures (2010) in LIHTC and Transit Neighborhoods

	<i>LIHTC developments < 1/2 mile of station</i>	<i>LIHTC developments > 1/2 mile of station (urban areas only)</i>	<i>Transit Areas Without</i>	<i>Entire U.S.</i>
% Poverty (median)	29%	20%	10%	12%
School District Proficiency (median)	57%	69%	69%	74%
% Nonwhite (median)	87%	44%	37%	26%

Source: Zuk & Carlton (2015) based on calculations using the LIHTC and national TOD databases. Poverty and race data were derived from the 2006-10 American Community Survey. School district proficiency data were obtained from the New America Foundation, averaged between grade 4, grade 8 and high school math and reading test scores.

the housing developers cited as a necessary element to bringing costs down in the strong Portland market.

Implications and Conclusions

Despite growing interest, policymaking, and funding for the inclusion of affordable housing in TODs, this study finds that limited

There is also tremendous room for improvement as it relates to locating transit stations and LIHTC developments in high-opportunity neighborhoods.

progress has been made over the past two decades in delivering new affordable housing options near transit stations in high-opportunity neighborhoods. Perhaps because of the need for dense neighborhoods to support ridership, combined with the nature of urban poverty and housing policy in the United States, transit seems more likely to be sited in neighborhoods where

affordable housing is already located. New transit neighborhoods have not been as successful at attracting new affordable developments, however. Combined with our findings that transit-rich neighborhoods were more likely to experience demographic shifts signaling gentrification pressures, these findings create cause for concern of the future for equitable TODs.

While new policies and programs have been implemented to promote affordable housing near transit, it remains unclear how well they can counteract the enormous cost and other barriers to developing affordable housing near transit. Although the FTA’s inclusion of affordable housing in their New Starts evaluation guidelines is a necessary first step, it will be important to monitor its impact on new affordable developments near transit, which from our research appears to be a weak link. One approach could be for FTA to support the greater use of funds for affordable housing preservation or production through joint development, as was done in Portland. While the funding priorities for the LIHTC are decentralized, states could be further encouraged to give extra points for projects near rapid transit and incentives could be integrated into

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References

HUD affordable housing programs as well. At the local and regional level, certainly more funding will always be necessary. However, our research indicates that better coordination between transit, planning and housing agencies leads to greater success.

Despite the successful implementation of the three LIHTC developments we studied, there is limited evidence from these cases that suggests residents of affordable TODs may not be using transit as much as expected. The theoretical benefits of affordable developments near transit therefore may not be fully captured. It will be important for future research to assess the gap between the theoretical and actual benefits of TODs.

Affordable TOD appears to be a laudable goal that our study found is not yet fully understood and certainly has not been widely implemented. It will be important to replicate similar studies in the future to determine if recent policymaking, new funding programs and other efforts aimed at fostering equitable growth in transit-rich and opportunity-rich neighborhoods are successfully moving the needle. □

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children, such as those who are learning English as a second language, those of diverse family incomes, those of diverse races/ethnicities, and children with disabilities. In addition, national early childhood organizations should ensure that their policy statements reflect current research and offer guidance to readers and members regarding the effects of classroom integration at the preschool level.

Increase Funding

To support program-level efforts to serve diverse communities, state and/or federal policymakers should assure that public and private funding streams are adequate to support high-quality preschool programs. For example, the federal government should increase fiscal allocations considerably to allow Head Start providers to use the existing option of enrolling up to 10% of their children from families with incomes above the poverty line without jeopardizing service provision to low-income children.

Consider Location and Subsidize Transportation

Policymakers should consider supporting programs for young children in or near diverse neighborhoods and in or near large employers, such as hospitals, universities and corporations, where employees who are parents of young children may represent diverse backgrounds and may elect to enroll their youngsters in convenient, high-quality programs. At the same time, the predominance of residential segregation requires that policymakers assure that families have access to affordable transportation to diverse programs.

Strengthen Professional Development

To enhance attention to classroom diversity in all ECE teacher preparation efforts, pre-service or in-service, states should support professional development that systematically shares the research on socioeconomic and racial/ethnic diversity to prepare teach-

ers to teach in integrated settings. Higher education and postgraduate education schools should promote enrollment for all prospective teachers in a course on diversity in ECE and assure that student teaching placements include settings where classroom diversity exists.

Support Enrollment and Engagement

Programs need to assure that families know their parenting beliefs and wishes will be respected and embraced in the preschool setting. When families do enroll, administrators and teachers need to engage them as valued members of the preschool community. We call on policymakers and program administrators to support parent outreach and recruitment efforts, and the engagement of parents in their children's preschool experience.

With *A Better Start*, we call attention to the importance of socioeconomic and racial/ethnic diversity

PRRAC Update

- PRRAC Board member **David Hinojosa** has left the Mexican American Legal Defense and Education Fund (MALDEF), where he was Regional Counsel, to take on the post of National Director of Policy for the Intercultural Development Research Association (IDRA) in San Antonio.

- Social Science Advisory Board member **Jerry Kang** was appointed as UCLA's inaugural Vice Chancellor for Equity, Diversity and Inclusion. In this capacity, Professor Kang will serve as the senior campus official responsible for promoting equity and fundamental fairness at UCLA.

- We were proud to attend the investiture of former PRRAC Board

member **Victor Bolden** as the newest U.S. District Court Judge in the District of Connecticut. In addition to his recent work as New Haven's Corporation Counsel, Bolden also previously served as General Counsel for the NAACP Legal Defense Fund and as an attorney at the national office of the ACLU.

- The Spring 2015 issue of *The American Prospect* has a book review by **Peter Dreier** that includes mention of *From Foreclosure to Fair Lending: Advocacy, Organizing, Occupy and the Pursuit of Equitable Credit*, eds. Chester Hartman and Gregory D. Squires (New Village Press), included in which is a nice color photo of the book cover.

within preschool classrooms. Not only is such integration possible, but it is an important (though often neglected) correlate of quality. Taking a stand on quality for *all* children commits our society to the kinds of classroom-level integration that are long overdue, especially for our youngest learners. □

Thanks for your contributions to PRRAC!

Christopher Brancart
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You can also donate online at
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Resources

Most Resources are available directly from the issuing organization, either on their website (if given) or via other contact information listed. Materials published by PRRAC are available through our website: www.prrac.org

Race/Racism

- **2015 State of Black America**, Executive Summary and Key Findings (Spring 2015, 20 pp.) and full E-book (185 pp.) from the National Urban League available at soba.iamempowered.com [14872]
- **A Prosperity Plan for Black America** (March 2015, 18 pp.), prepared for Brotherhood of Elders Network, is available from Paul Pryde, plpryde@gmail.com
- **Fallout From Freddie Gray's Death And Underlying Causes of Urban Poverty And Racial Strife In Baltimore And Across the Country**, May 4, 2015 edition of the Diane Rehm show (NPR) featuring guest host Indira Lakshmanan, Emily Badger, PRRAC Board member Sheryll Cashin, Allen West, Kevin Rector, and Isabel Wilkerson. Listen at thedianerehmshow.org/shows/2015-05-04 [14893]

Poverty/Welfare

- **The Other Side of Hope: Squandering Social Capital in Louisville's HOPE VI** (2015) by Rick Axtell and Michelle Tooley follows 40 households displaced in Louisville's HOPE VI redevelopment of Clarksdale public housing, *Journal of Poverty* (pp.1-27) [14865]
- **Meeting the Challenges of an Aging Population with Success**, a new study from the Kirwan Institute and College of Social Work at Ohio State reports on senior vulnerability, race and poverty. Available at columbusfoundation.org [14869]

Civil Rights History

- **50 Years of the Voting Rights Act: The State of Race in Politics** (March 2015, 46 pp.), by Khalilah Brown-Dean, Zoltan Hajnal, Christina Rivers, and Ismail White of the Joint Center for Political and Economic Studies, available at jointcenter.org [14874]
- **Fifty Years of "The People v. HUD": A HUD 50th Anniversary Timeline of Significant Civil Rights Lawsuits and HUD Fair Housing Advances** (May 2015, 24 pp.), PRRAC's reflection on the agency's relationship with civil rights advocates who have brought important civil rights litigation against the agency and its grantees. Available at www.prrac.org [14887]

Economic/Community Development

- **Brother, can you spare some time? Sustaining prosperity and social inclusion in America's metropolitan regions**, a new article by Chris Benner and Manuel Pastor in *Urban Studies* (May 2015), demonstrates a strong correlation between prolonged economic growth and lower levels of segregation and income inequality at the city level. [14868]

Education

- **Connecticut School Integration: Moving Forward as the Northeast Retreats** (April 2015, 69 pp.), from The Civil Rights Project at UCLA by Gary Orfield with Jongyeon Ee, shows the progress CT has made in reducing school segregation in comparison to other Northeastern states. Available at civilrightsproject.ucla.edu[14870]
- **Two Strikes: Race and the Disciplining of Young Students**, Jason A. Okonofua and Jennifer L. Eberhardt (April 2015), *Psychological Science*, available behind paywall at pss.sagepub.com [14875]
- **Finishing Last: Girls of Color and School Sports Opportunities** (April 2015, 24 pp.), a report from the National Women's Law Center and PRRAC by Fatima Goss Graves, Neena Chaudhry, Katharine Gallagher Robbins, Anne Morrison, Lauren Frohlich, Adaku Onyeka-Crawford, Philip Tegeler, Michael Hilton and Silva Mathema, links school segregation with a lack of high-school sports opportunities for girls. Available at www.prrac.org [14876]
- **Dropping Out and Clocking In: A Portrait of Teens Who Leave School Early and Work**, by Molly M. Scott, Simone Zhang, and Heather Koball (April 2015, 13 pp.), Urban Institute. Available at www.urban.org [14877]
- **Expanding METCO and Closing Achievement Gaps**, by Katherine Apfelbaum and Ken Ardon of the Pioneer Institute (March 2015, 40 pp.), available at pioneerinstitute.org [14878]
- **A Better Start: Why Classroom Diversity Matters in Early Education** (April 2015, 34 pp.), a report from PRRAC and The Century Foundation by Jeanne L. Reid & Sharon Lynn Kagan with Michael Hilton & Halley Potter, available at www.prrac.org [14888]

Employment/Labor/Jobs Policy

- **Latino Jobs Report** (April 2015, 1 p.), National Council of La Raza, available at www.nclr.org [14879]
- **Making Retail Jobs Good Jobs for Women**, Catherine Ruetschlin & Robert Hiltonsmith (April 2015, 5 pp.), Demos, available at www.demos.org [14880]
- **The High Public Cost of Low Wages**, Ken Jacobs, Ian Perry & Jenifer MacGillvary (April 2015, 11 pp.), U.C. Berkeley Labor Center, available at laborcenter.berkeley.edu [14881]
- **#BlackWorkersMatter** (May 2015, 78 pp.), a new report from the Building Movement Project, looks at the underlying factors that are at the root of the black jobs crisis. Available at www.discountfoundation.org [14890]

Health

- **Amicus Brief in *King v. Burwell* Supreme Court Case**, Asian & Pacific Islander American Health Forum (January 2015, 82 pp.), available at www.apiahf.org[14882]
- **NAACP Opportunity & Diversity Report Card: The Healthcare Industry**, Dedrick Asante-Muhammad, Dawn Chase & Jason Richardson (Spring 2015, 44 pp.), NAACP, available at action.naacp.org [14883]

Housing

- **"In the Eye of the Storm: Why the Threat of Foreclosure Damage Continues"** (March 2015, 124 pp.), report from the Empire Justice Center evaluates the impact of foreclosures on different demographic groups. Available at www.empirejustice.org [14862]

- **Desire to Move and Residential Mobility: 2010–2011**, a new report from the U.S. Census Bureau by Peter J. Mateyka, analyzes who wants to move vs. who ends up moving (March 2015, 20 pp.). Full report available at census.gov [14867]
- **Building One America National Summit for Inclusive Suburbs and Sustainable Regions, July 23-24, 2015** in Washington, DC. Info available at buildingoneamerica.org [14892]

Miscellaneous

- **2014 NCLR Annual Report** (April 2015 42 pp.), National Council of La Raza, available at www.nclr.org [14884]
- **National Congress of American Indians 2015 Mid Year Conference and Marketplace**, Nurturing Tribal Resources: Culture, Land & People, **June 28 - July 1, 2015**, St. Paul, Minnesota. Info available at www.ncai.org [14885]
- **NCLR Annual Conference, July 11-14, 2015**, Kansas City Convention Center. Info available at www.nclr.org [14886]
- **Year of Encounter with Pope Francis**, a study guide and other tools for social inclusion from the Pico Network, available at www.piconetwork.org [14889]
- **2015 Statistical Portrait of Asian Americans, Native Hawaiians, and Other Pacific Islanders** (May 2015), produced by the US Census Bureau for Asian Pacific American Heritage Month, available from the UCLA Asian American Studies Center at www.aasc.ucla.edu [14891]

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