



Syllabus

Instructor: Deborah L. Myerson, AICP

Office: SPEA 412

Email: (*Please use Oncourse messages and copy my email) dmyerson@indiana .edu

Office hours: By appointment

Secretary: Jennifer Mitchner

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Phone: 855-7980

About the Course

Class meeting days and times: T/Th 1:00pm-2:15pm

Class location: SPEA 275

Required text and materials:

Schwartz, Alex F., Housing Policy in the United States, Third Edition, New York, Routledge, 2014

(Note: this text is also available to read on reserve at the SPEA library.)

Additional reading materials will be posted on Oncourse.

Oncourse information:

Oncourse is a primary means to stay updated with class announcements, materials, and assignments.

Please consult it regularly to ensure you have all necessary course information.

Contacting classmates:

Classmates can be a great help to find out about missed work or discuss material outside of class. Please write down names and contact information for at least 2 classmates.



How Can Communities Provide Housing For All?

Housing is a basic human need. Yet, access to safe, affordable housing close to employment is a recurrent challenge for many communities across the United States. This course introduces students to the broad range of housing policies and explores several specific housing programs at work at the federal, state, and local levels.

This is also a service-learning class, where students will work with a Bloomington-based community housing organization for a total of 20 hours over the course of the semester (about 2 hours weekly). The service-learning placement is an opportunity to learn more about housing needs in Bloomington, particularly to examine housing affordability needs and consider prospective solutions.

Course Goals and Learning Outcomes

- Understand how public policy impacts housing markets, including public, private and nonprofit involvement in housing production.
- Identify housing-related issues and analyze proposed policies that address those issues.
- Analyze, synthesize, and think critically about housing policy options at different levels of government.
- Communicate housing policy options clearly and persuasively based on an assessment of housing priorities and local tools.
- Be familiar with a variety of housing interventions, such as federal and state subsidy programs, sustainable housing affordability models, supportive housing methods, and land use decision making.
- Conduct credible research and demonstrate professional-quality writing skills.
- Implement professional attitudes and behavior.



Service-Learning

V450 “Housing Policy and Planning” class includes a required service-learning placement in which students will work with one of four selected community partners that addresses housing needs. This service-learning placement seeks to serve a need expressed by the community partners while directly relating to curricular goals and giving students opportunities to apply class concepts in a real-life setting. Students should plan to dedicate 2 to 3 hours per week on the service-learning assignment. Please see the service-learning appendix to the syllabus for a complete description of partners and assignment options.

The purpose of this service activity is to bring you into contact with a particular realm of local housing needs. Each service activity has been designed with this purpose in mind. You are encouraged to relate the experience you will have at your service site to all aspects of the course. In essence, your service experience should be considered as one of the regular assignments of this class.

Integration of the service component into the class will be evaluated through the completion of a service journal, class discussions/written exercises that link service experiences with course work, a and a policy memo with a class presentation based on your service-learning experience.

What is Service-Learning?

“Service-learning combines community service with academic instruction, focusing on critical, reflective thinking and personal and civic responsibility. Service-learning programs involve students in activities that address community-identified needs, while developing their academic skills and commitment to their community.”

– American Association of Community Colleges

Reading, Writing, and Thinking in This Course

To take part in this class, you must take responsibility for your own learning and participate as an active learner. This class is small and conducted in a seminar style, with an emphasis on discussion and exchange rather than long lectures. To take charge of your own education, you must be willing to read and write. The course reading material, combined with the service-learning assignment, is to provide you with the opportunity to read, analyze, and think about the many aspects of a community’s housing needs. This course also seeks to hone your professional writing skills, with assignments designed to work you through research and drafts necessary to create a well-written, polished final product.



Course Requirements and Assessment

Assignments

In this course, learning is assessed via reading journals, persuasive papers, in-class exercises, discussion, and service-learning progress reporting and reflections. The final assignment is a housing policy memo that integrates reflections from your service-learning assignment.

Deadlines

- Please take note of the assignment due dates and plan accordingly for the semester.
- Submit all assignments via the Assignment tab on Oncourse on the due date.
- Reading journals and in-class assignments will not be accepted late.
- Drafts of persuasive papers should be submitted midnight the day before the scheduled class peer review, with a 10% penalty for late submission. Drafts will not be accepted after the class scheduled for peer review.
- To ensure fairness in grading, other assignments will be penalized 10% each day that they are submitted past the due date. Assignments will not be accepted after the second day past the deadline.

If circumstances beyond your control (severe illness, death in the family, etc.), mean that you must submit an assignment late, please see me at least one day ahead of time to arrange an extension.

Format

Please type and paginate all written work unless otherwise indicated, making note of applicable word count minimums and maximums. Submit via Assignments/Oncourse. Reading/service-learning journal entries should be completed through Tests and Surveys on Oncourse.

Modifications to the Syllabus

This syllabus is designed to have some flexibility in the schedule. All assignment due dates and the course schedule are subject to change at the instructor's discretion; students will be given reasonable notice in class of any changes. Any changes will also be posted as announcements on Oncourse.



Assignment	Due Date	Points	Percent of Final Grade
Class Participation	ongoing	50	10%
Reading/Service Learning Journal	Weekly @ midnight on Mondays	100	20%
Persuasive Papers - Draft	Sept. 24, Oct. 15, and Nov. 5	75	15%
Persuasive Paper s- Final	Oct. 1, Oct. 22, Nov. 12	150	30%
Housing Policy Issue Statement	Oct. 29		
Housing Policy Presentation	Last two weeks of class	25	5%
Final Housing Policy Memo	Thursday, Dec 18 @ 2:30 pm	100	20%
	Total	500	100%

Class Participation and Assignments

Class Participation (10%)

This is a seminar-style class with a focus on active learning and in-class discussion. There will also be regular short **in-class and out-of-class assignments** designed to help you prepare for in-class activities and enhance our discussion in the classroom.

In addition, an essential component of a service-learning placement is **reflective writing**. Class participation will include different in-class reflection exercises during the course of the semester. The purpose of reflective writing is to encourage students to make personal connections to what they are learning and think critically and creatively through these connections to support learning. The personal element offers an opportunity to engage students with the academic content, and to enable them to relate new learning to old patterns of thought. These exercises are designed to generate feedback on the service-learning experience and foster connections between the readings, class discussions, and the service-learning assignment.

Assignments will usually be completed during the class period or assigned verbally in class and due the next class period. That means if you miss class for any reason, before you come to the next class you will need to contact a classmate to find out what you missed. **I will not accept late assignments because you missed class.** These assignments will be graded on a pass/fail basis and count towards your participation grade.



Reading /Service-Learning Journal

(20%: 10 points each; 12 opportunities, drop the lowest two)

To prepare for class, there is a weekly journal entry responding to the assigned readings and reflecting on the service-learning assignment. These should be submitted via Tests and Surveys on Oncourse by **midnight on Monday each week**. See the class schedule, below, for assignment dates.

The structure of this journal will evolve over the course of the semester. The reading question may call for a summary of the main points, a critical analysis, and/or question about the content. Service-learning reflection will focus on recording a critical incident for each week of the service project examining events in which a decision was made, a conflict occurred, a problem resolved. Specific instructions will be provided in each weekly assignment.

All responses should be in your own words, and not include direct quotes from the text. **However, appropriate and consistent citations for ideas drawn from the course reading are essential.**

Grading for each reading log/service-journal is on a 10-point scale:

- **Score of 10:** Meets or exceeds required length for all answers; all responses show strongly engaged, high-quality exploration of the materials/service experience. All assigned readings are represented in the response. Citations with page and author are provided for all ideas drawn from the reading.
- **Score of 8-9:** Meets or exceeds required length for all answers; responses demonstrate engagement with the readings materials/service experience. All assigned readings are represented in the response. Citations with page and author are provided for most ideas drawn from the reading.
- **Score of 6-7:** Some answers do not meet the required length, or are too superficial even though it meets required the length. Some assigned readings are not represented in the response. Citations for ideas drawn from the reading are inconsistent or incomplete.
- **Score of 1-5:** Too short and too superficial. Assigned readings are not clearly represented in the response. Citations for ideas drawn from the reading are minimal or nonexistent.
- **Score of 0:** No submission or evidence of plagiarism.



Three Persuasive Papers (45%)

Draft for peer review (5%), final submission (10%) x 3

There will be three written assignments throughout the semester that will be assigned a persuasive format such as a policy brief, letter to the editor, public comment, or strategic plan. The class will be divided so half will be assigned to cover one point of view, while the other half covers the other.

Students are expected to write a succinct, 750-1000 word (about two single-spaced pages) argument from your assigned point of view to the assigned recipient. These will be written individually and not done as a group, although others in the class will also be writing based on the same assigned point of view.

These essays will be completed in a two-step process: first, a complete draft that will be part of an in-class peer review process. Then, a revised final version to be submitted for grading. Further assignment details will be provided in class.

Final Paper and Presentation: Housing Policy Memo (25%)

Mid-semester, students will identify a housing-related issue connected to an experience at the service-learning site in which a decision was made, a conflict occurred, a problem resolved. Based on this particular experience at their service-learning site, students will analyze that experience within the broader context of housing policy issues discussed in the course.

The final policy memo (1500-2000 words) will research this issue, reference relevant literature on the topic, and make a recommendation for future action. The last two weeks will include presentations of student policy recommendations.



Policy for Use of Edited Standard Written English

In the professional world, typos, misspellings, and other careless errors in writing will not advance your career. As such, on finished, final, formal papers submitted in this class (not drafts, in-class writings, or writing that I specifically label as informal), *you must have no more than an average of two departures from edited standard written English per page*, in any combination of the following areas:

- Use of the passive voice.
- Inconsistent tenses.
- Subject/verb disagreement.
- Dangling clauses.
- Improper pronoun references.
- Comma splices, run-on sentences, and sentence fragments.
- Colloquial phrases.
- Split infinitives.
- Improper capitalization.

For papers that do not meet this standard, I will return the paper without grading it and ask you to revise and resubmit. Resubmissions will be subject to a grade penalty.

Writing Help

For free help at any phase of the writing process—from brainstorming to polishing the final draft—call **Writing Tutorial Services (WTS, pronounced "wits") at 855-6738 for an appointment**. When you visit WTS, you'll find a tutor who is a sympathetic and helpful reader of your prose. To be assured of an appointment with the tutor who will know most about your class, please call in advance.

Did I mention this service is free? (Really, you have already paid for it in your tuition \$\$.)

WTS in the Information Commons on the first floor of the Wells Library, is open Monday-Thursday 10:00 a.m. to 8:00 p.m. and Friday 10:00 a.m. to 5:00p.m. Walk-in tutorials are available when WTS has an opening, but the appointment book often fills in advance. WTS tutors are also available for walk-in tutorials (only) in the Academic Support Centers in Briscoe, Forest, and Teter residence halls, open Sunday-Thursday 7:00 p.m. to 11:00 p.m.

**Class Schedule**

Date	In-Class Activities and Topics	To Prepare for Class/Assignments Due
Week 1 Aug 26/28	Course introduction Personal Beliefs About Housing	Schwartz, Ch. 1
Week 2 Sept 2/4	Role & Importance Of Housing Why is Housing Affordability an Issue? Simulation: "Life Happens"	Schwartz, Ch. 2, Oncourse readings Journal #1 due, Monday @ midnight
Week 3 Sept 9/11	Meet the Service-Learning Partners Housing Finance	Schwartz, Ch. 3, Oncourse readings Journal #2 due, Monday @ midnight
Week 4 Sept 16/18	Taxes and Housing	Schwartz, Ch. 4, Oncourse readings Journal #3 due, Monday @ midnight
Week 5 Sept 23/25	The Low-Income Housing Tax Credit Peer review: Persuasive Draft #1	Schwartz, Ch. 5, Oncourse readings Journal #4 due, Monday @ midnight Persuasive Paper Draft #1 due Wednesday @ midnight.
Week 6 Sept 30/Oct 2	Public Housing Guest Speaker: Amber Gress, Bloomington Housing Authority	Schwartz, Ch. 6, Oncourse readings Journal #5 due, Monday @ midnight Final Persuasive Paper #1 due Wednesday @ midnight.
Week 7 Oct 7/9	Privately-Owned Rental Housing with Federal Subsidy Guest speaker: Amber Smallwood, Rapid Rehousing Initiative	Schwartz, Ch. 7, Oncourse readings Journal #6 due, Monday @ midnight
Week 8 Oct 14/16	Vouchers Peer review: Persuasive Draft #2	Schwartz, Ch. 8, Oncourse readings Journal #7 due, Monday @ midnight Persuasive Paper Draft #2 due Wednesday @ midnight.
Week 9 Oct 21/23	State and Local Housing Policy Planning for Housing: Where Should Housing Go? Guest speaker: Bloomington Housing and Neighborhood Development (HAND)	Schwartz, Ch. 9, Oncourse readings Journal #8 due, Monday @ midnight Final Persuasive Paper #2 due Wednesday @ midnight.
Week 10 Oct 28/30	Homelessness and Supportive Housing Guest speaker or tour of Crawford Homes (TBD)	Schwartz, Ch. 10, Oncourse readings Journal #9 due, Monday @ midnight Statement of Housing Policy Issue (preparation for Housing Policy Memo) due Wednesday @ midnight.



Week 11 Nov 4/6	Tools and incentives in producing housing Fair housing and community reinvestment Peer review: Persuasive Draft #3	Schwartz, Ch. 11, Oncourse readings Journal #10 due, Monday @ midnight Persuasive Paper Draft #3 due Wednesday @ midnight.
Week 12 Nov 11/13	Homeownership and Income Integration Guest Speaker: Local housing developer	Schwartz, Ch. 12, Oncourse readings Journal #11 due, Monday @ midnight Final Persuasive Paper #3 due Wednesday @ midnight.
Week 13 Nov 18/20	The Foreclosure Crisis and Policy Response	Schwartz, Ch. 13 & 14, Oncourse readings Journal #12 due, Monday @ midnight
THANKSGIVING BREAK		
Week 14 Dec 2/4	Housing policy presentations	Please upload presentation materials by COB on the assigned presentation date.
Week 15 Dec 9/11	Course wrap-up and housing policy presentations	
Final Housing Policy Paper due on Oncourse on Thursday, Dec 18 @ 2:30 pm		

Talk to Me

Every course is different and poses its own set of opportunities and challenges. I welcome questions, comments and feedback during the course of the semester. I am happy to talk in person; alternatively, I will distribute an anonymous course feedback sheet periodically during the course of the semester.

For writing assignments, planning ahead is your best strategy. I have sought to incorporate ample opportunities for developing excellent writing skills and am happy to arrange an in-person appointment to discuss writing assignments with you.



About the Instructor

Deborah L. Myerson, AICP, is an urban planner with two decades of experience in land use and transportation policy and planning, housing, sustainable development, community development, and urban revitalization.

As a consultant, Ms. Myerson authors publications on planning and development topics, including case studies, feature articles, reports, and project profiles. Other services include in-depth primary research; facilitating community planning efforts; developing policy and programs; publication management; and grant proposal writing. She also presents frequently to professional audiences on planning and development topics, particularly initiatives to produce affordable and workforce housing.

Prior to establishing her own consulting firm, Ms. Myerson was at the Urban Land Institute, a nonprofit research and education organization based in Washington, DC. As a member of ULI's land use policy group, Ms. Myerson managed research, education, outreach and advisory services projects in land use policy and real estate, including environmental policy, urban development, smart growth, and housing policy. Previously, Ms. Myerson was director of programs at Scenic America, a national nonprofit conservation organization headquartered in Washington, DC. At Scenic America, Ms. Myerson directed national programs and authored publications on scenic byways, context-sensitive highway design, and other program initiatives aimed at improving visual quality in land use and transportation.

Ms. Myerson is a member of the American Planning Association and currently chair of APA's Private Practice Division. She is also a member of APA's Housing and Community Development Division, the American Institute of Certified Planners, and the Urban Land Institute. She earned a Master of Regional Planning degree from Cornell University and a B.A. from the University of Wisconsin-Madison.



Service-Learning Appendix

Every student in this class is required to participate in a community service activity. After completing the applicable training, students are expected to complete a minimum of TWENTY hours of community service over the course of the semester. Typically, this involves 2-3 regularly scheduled hours per week spread over about 10 weeks during the semester (in fall 2014, between Sept. 14 – Dec. 12, 2014) Most service-learning commitments are for a weekly regular time and day. A variety of schedules, including weekends and evenings, are available to be able to fit this commitment into your other activities.

Please see the timeline below for more details.

Advocates for Community Engagement (ACEs)

The Service-Learning ACE Program provides Advocates for Community Engagement (ACEs) who serve as liaisons between service-learning students, local agencies and organizations, and faculty. Each ACE serves with a specific agency coordinating service learning students, communicating with faculty, and engaging in the daily life of the agency. ACEs are an integral component of service learning at IU, providing a link between faculty, students, and nonprofits.

Service-Learning Timeline

(please see also specific course assignment deadlines, above)

Service-Learning Milestone	Date
Review service-learning component of the course in detail	Thursday, Aug. 28
First of two possible Middle Way House volunteer training sessions.	Saturday, Sept. 6
Community partners come to class to explain more about their organizations and the service-learning opportunities. Student may ask partners questions about the placements and then rank their first, second, and third choices.	Tuesday, Sept. 9
Students receive service-learning placements; names of students are sent to the ACE for each organization. Students contact the ACE to arrange for a site orientation/training and develop an individual service schedule the site. Students complete and return a <i>Participant Assumption Of Risk And Release From Liability Form</i> .	Thursday, Sept. 11
In order to pass this class, you must begin your service-learning assignment no later than Sept. 20.	Week of Sept. 14.
Alternate date for Middle Way House volunteer training sessions.	Saturday, Sept. 20
First 10 hours of service-learning should be completed	Friday, Oct. 31
20 hours of service-learning should be completed.	Friday, Dec. 12, 2014



Service-Learning Community Partners

Shalom Community Center

620 South Walnut Street, Bloomington (Bus Route 1)

<http://www.shalomcommunitycenter.org/>

ACE Contact: Ben Lindsey, benlinds@indiana.edu

Staff Contact: Mark Emerson, Volunteer Coordinator , mark@shalomcommunitycenter.org
812 334-5734, ext. 23

Mission: Shalom Community Center is dedicated to aiding and empowering people experiencing homelessness and poverty. Services include a daytime shelter that provides a place for guests to come during weekdays from 7 a.m. – 3 p.m. Other services include a hunger relief program, an employment program, and family homelessness prevention efforts.

Training details: An hour-long training session with either Ben or Mark be at Shalom either in scheduled sessions, which will be posted on-line on Shalom’s web page, or by appointment if necessary.

Service-learners need to know their social security number, if they have one, when they fill out paperwork at training session. Volunteers at the hospitality desk are required to have a background check , with a \$3 fee paid to Shalom.

Shalom Community Center		
Service-Learning Assignment	Description	Day and Time Scheduled
Hospitality desk staffing and other duties as assigned.	Staff the hospitality desk to assist guests with signing up for laundry and shower facilities, access to short- and long-term storage, and appointments with social workers.	Arrange a regular two-hour shift M-F, between 8:00 am – 4:00 pm



Middle Way House

Downtown near 3rd and Washington (accessible from the downtown bus depot)

<http://www.middlewayhouse.org>

ACE Contact: Mackenzie Wright, mackwrig@indiana.edu

Staff Contact: Debra A. Morrow, Volunteer Coordinator - volunteer@middlewayhouse.org,
812-337-4510

Mission: Middle Way House works to end violence in the lives of women and children by implementing programs aimed at achieving individual and social change, including crisis intervention, emergency and transitional housing, support services, legal advocacy, child care, economic development activities, and community outreach.

Training Details: To become a volunteer at Middle Way, you must attend an all-day training session held on **Saturday, September 6th or Saturday September 20th from 9:00am – 5:00pm** on the IU campus at Woodburn Hall, Room 100. Male and female volunteers welcome. You may attend the training which is most convenient for you. However, you must complete the Middle Way House Volunteer Application and bring it with you to the training (available on Oncourse).

After the initial training, there will be an additional 1- to 2-hour specialized training for the specific volunteer position. However, to staff the Crisis Line, an additional 6 hours of training is required. Program Coordinators schedule these orientations soon after the initial 8-hour training. Service-learners will be scheduled for a specific shift the duration of the semester.



Middle Way House		
Service-Learning Assignment	Description	Day and Time Availability
Community Reception Desk	Community reception desk at The Rise, an apartment complex that provides 28 affordable housing for families headed by women who have experienced life-threatening violence. Monday through Friday from 7:00 AM to 5:00 PM. Male and female volunteers welcome.	7:00 am to 7:00 pm Monday – Friday
Youth Program Empowerment Services (Yes!) — at The Rise	Volunteers interact with children, ages four to 18 years living at The Rise and the emergency shelter. Activities include homework help, tutoring, mentoring, arts & science programs, games and service projects. Tutors and mentors work one-on-one with school-age children.	3:30 pm to 8:30 pm – Monday – Friday
Child Care	Provide child care for resident children of the emergency shelter and The Rise, ages eight weeks to four years.	7:00 am to 5:00 pm Monday –Friday Minimum commitment of one consistent two-hour shift per week
Legal Advocacy	Attend hearings/trials as observers and complete statement protocols characterizing the atmosphere with regard to how it might encourage or hinder the meaningful participation of victims. Based on this data collection, volunteers conduct research and contribute to educational packets developed for justice-related personnel.	8:00 am to 6:00 pm Monday – Friday
Share Store	Help with sorting and distributing donations. Creatively maintain a “store” for residents and their families.	8:00 am to 5:00 pm Monday – Friday
Crisis Line	Answer phone lines for crisis calls and take messages for staff and residents. Because this is an emergency 24-hour service, it is our most immediate and on-going need.	24 hours a day and 7 days a week

**New Leaf -- New Life**

1010 S. Walnut St. Suite H, Bloomington (Bus Route 1)

<http://newleafnewlife.org/>

ACE Contact: Mary Fuchs, mhfuchs@indiana.edu

Staff Contact: Sam Harrell, Director, Transition Resource Center, (812) 207-3987,
newleaf1010@gmail.com

Mission: New Leaf – New Life is a nonprofit organization that offers services to inmates in the Monroe County Jail during incarceration and after release. Applying the philosophy of therapeutic justice, we encourage personal growth and self-advocacy, helping inmates make a successful transition back into the community and family life.

Orientation details: New Leaf New Life staff will provide orientation for service-learning students on a group or individual basis the first week they volunteer. Orientation will cover New Leaf New Life’s mission, vision, history, language, and services provided inside and outside the jail. Orientation will also include an overview of issues surrounding incarceration, with an emphasis on housing policy.

There is no background check requirement for working in our office. To work with the think tank that is hosted in the jail, the jail will do a background check at no cost to the student.

New Leaf—New Life		
Service-Learning Assignment	Description	Day and Time Scheduled
Drug-Related Felonies and Housing options (in Section 8, Public Housing, Privately owned rental properties)	<ul style="list-style-type: none"> • Research policies restricting individuals with drug-related felonies from applying for public housing and/or section-8 vouchers. • Develop informational materials that may be helpful to men and women with drug-related felonies if there are opportunities for them to apply or appeal for public housing or section-8 vouchers • Meet with local and state-wide public housing officials to discuss issues related to re-entry and housing policies surrounding drug-related felonies • Determine limitations posed to individuals with drug records or criminal activity to any leased property- not just public housing (due to landlord liability laws) • Meet with community members at our monthly Think Tank to discuss your progress/findings. 	Office hours: M/W/F 2:00 – 6:00 pm T/TH 10:00 am -2:00 pm Sun 5-9 (weekend hours may change in fall)



<p>Criminal Background Checks And Other Housing Limitations Imposed On Individuals Who Have Served Time (focused on non-drug related charges)</p>	<ul style="list-style-type: none"> • Research housing in Bloomington available to individuals with criminal records. • Research the importance of stable housing to the re-entry process and provide helpful information to local landlords and real-estate companies. • Develop a database of landlords and real-estate companies willing to rent to individuals with criminal records. • Consider other effects of incarceration that may limit a person’s ability to rent (evictions, failure to pay rent, and/or sustain lease, destroyed credit, etc. while incarcerated) meet with community members at our monthly Think Tank to discuss your progress/findings 	<p>Office hours: M/W/F 2:00 – 6:00 pm T/TH 10:00 am -2:00 pm Sun 5-9 (weekend hours may change in fall)</p>
<p>Transitional Community Housing</p>	<ul style="list-style-type: none"> • Research models of work release and/or transitional probation homes, therapeutic communities (such as Oxford House), and community housing models that are open to individuals with records (such as Delancey Street Foundation). • Work with Inside thinktank to consider application and build robust research-based proposal for Bloomington community. • Research zoning restrictions and potential properties. • Meet with community members at our monthly Think Tank to discuss your progress/findings. 	<p>Office hours: M/W/F 2:00 – 6:00 pm T/TH 10:00 am -2:00 pm Sun 5-9 (weekend hours may change in fall)</p>
<p>Shelter and Homelessness</p>	<ul style="list-style-type: none"> • Develop a proposal for making existing shelter options locally more robust and inclusive (such as extending hours and opening doors to individuals working third shifts). • Consider how lack of a home adds additional constraints to individuals recently released from jail or prison (who have a number of constraints imposed through probation or parole). • Work with groups that organize with our office and staff toward year-round low-barrier shelter options. 	<p>Office hours: M/W/F 2:00 – 6:00 pm T/TH 10:00 am -2:00 pm Sun 5-9 (weekend hours may change in fall)</p>

**Habitat for Humanity – Monroe County**

213 E. Kirkwood Avenue, Bloomington

<http://www.monroecountyhabitat.org/>**ACE Contact:** Scott Day, scoday@iusb.edu**Staff Contact:** Elizabeth Bauder, bauder@monroecountyhabitat.org**Orientation details:** Details to be provided in class on Tuesday, Sept. 9

Mission: Habitat for Humanity of Monroe County’s mission is to eliminate poverty housing by building simple, decent, affordable homes in partnership with qualifying families. Habitat homeowners pay interest-free, no-profit mortgages, which are used to build more Habitat houses. Because houses are principally built with volunteer labor, mortgage payments are affordable for low-income partners.

Habitat qualifying families, or partner families, are selected based on their need for housing, ability to repay the no-interest mortgage and willingness to partner with Habitat by earning 250 hours of “sweat equity” or volunteer time. Through the work of thousands of volunteers and organizations, Habitat for Humanity of Monroe County has built more than 140 homes.

Habitat for Humanity – Monroe County		
Service-Learning Assignment	Description	Day and Time Scheduled
Weekly communication to Crew Leaders	Organize and execute weekly communication about “what we’re doing”, “where we’re building” and “who we’re building with” to keep Habitat’s loyal volunteer base connected and engaged.	Tuesday 3pm – 5pm
MidWeek Crew snack delivery	Our MidWeek crew is a dedicated team of volunteers that come out each and every week to help build homes with us. Help appreciate them by making coffee/make or pick up snack/drive out to build site in the Habitat Van to set up, deliver, visit with MidWeek Crew and learn firsthand about how volunteer labor keeps our homes affordable.	Wed. 9:00am – 11:00am OR Thurs. 9:00am – 11:00am
Friday “Van Preparation” for Saturday construction site	Prepare water/coffee/snacks/sign in materials/first aid kits/coolers & ice for hot months for Saturday volunteer group that comes out to build homes in partnership with	Fri. 3:00pm – 5:00pm



	us. This assignment makes our loyal volunteers feel appreciated as they build on our sites.	
Saturday Morning Site Host	Each Saturday, large groups of volunteers come to Habitat build sites. Set up the hospitality area, greeting volunteers coming to site, running the sign in table, or shuttling volunteers in the Habitat Van from our parking areas to the build sites.	Sat. 7:15am – 9:15am
Saturday afternoon Trailer organization	Each Saturday, large groups of volunteers come to Habitat build sites. They use a variety of tools from our 'tool trailer.' Help at the end of the build day to ensure that the trailer stays tidy by accepting back tools from volunteers.	Sat. 3pm – 5pm