

FACILITATION GUIDE

INTRODUCTION

Today's public engagement meeting is an opportunity to collect residents' priorities and understand what issues, uncertainty or questions this process can/should address to ensure the maximum engagement of residents in Chelsea, Chelsea Addition, Elliott, and Fulton Houses.

It is important to note that a lot of residents (particularly from Fulton Houses) attended engagement sessions during the summer (or spoke to NYCHA staff at Family Day) where they were told about the "Fulton Concept" which is a combination of NYCHA 2.0 tools. If folks ask about this—we want to clarify (as the presentation should make clear) ***that this process is a step back to evaluate and consider ALL possible funding strategies to ensure the maximum benefit for residents in a full rehabilitation across all 4 developments in Chelsea.*** In other words, the working group AND them (through the public engagement sessions) will consider the tradeoffs of all possible funding streams, and together, the process will identify what combination of options will ensure long-term affordability and good quality of housing for all NYCHA residents in the 4 Chelsea developments.

The Fulton/Chelsea-Elliott Working Group is a collaboration of tenant representatives, elected officials, Community Board 4, housing advocates and NYCHA looking at the funding crisis at NYCHA, evaluating all options for generating revenue, and exploring how these options could be implemented at the Chelsea developments for the long-term protection of tenants and preservation of public housing.

FACILITATOR GENERAL TIPS

- The event will have a large group welcome and background presentation, followed by the small group activities and discussions.
- There will be multiple small groups happening at the same time.
- Your job is to make sure everyone at your table has an opportunity to speak and to keep the conversation flowing. Be natural and conversational. Ask the questions included here when you can/when it seems most appropriate.
- Please read the instructions for each activity word for word and make sure that everyone understands what they need to do before starting each activity.
- Facilitator helpers will be circulating throughout the day to help answer any questions and to let you know when it is time to switch to the next activity.
- *Look out for *Tips* sprinkled across the guide in italicized text.*

SMALL GROUP DISCUSSIONS (7:00-7:55PM – 55 minutes)

**As people settle down around the table, make sure to encourage them to fill out the short questionnaire to better understand who is in the room (and who isn't so we can ensure to include them in future engagements).*

**Offer assistance to fill out the resident questionnaire to folks who seem hesitant, but do not push anyone to fill it out-as it is optional. Emphasize that the form is important because:*

- *it will give us good sense of WHO is in the room (i.e. residents from which developments/buildings) and who is NOT, so that we can ensure to more intentionally reach out to those folks who seem to be missing and*
- *it provides meeting participants an opportunity to share additional thoughts, questions, etc. that they might NOT want to share aloud.*

1. INTRODUCTION: Introduction of group, agenda, community agreements, and activities [10 MIN]

- 1. Welcome (2 minutes):** Welcome everyone and introduce yourself (facilitator) and your notetaker. Recap the small group agenda:
 - Welcome + Community Agreements
 - Introductions + Questionnaires
 - 2 Activities
 - Large Group Report back
- 2. Community Agreements (3 minutes):** Please read the ground rules for discussion out loud.
 - Respect everyone's opinions. We are not here to debate with anyone.
 - All of your answers, ideas, feelings and opinions are important.
 - If you are talking too much, step back.
 - If you are not talking enough, speak up.
 - ONE MIC: Please do not interrupt anyone. Wait until someone is done speaking before offering your opinion.
 - If you have particular concerns, ideas, questions and/or opinions that are not addressed by the activities or in the discussion, please address one of the floating staff members to record your input.
- 3. Introductions (5 minutes):** Invite all participants to introduce themselves by sharing:
 - Name
 - Where they live + for how long

2. ACTIVITY 1: COMMUNITY PRIORITIES – Understanding What's Most Important [25 MIN]

- 1. Materials**
 - Activity Poster #1 – Community Priorities
 - Write your name, notetaker's name, and table number on the designated area
 - Circle Sticker Sheets
 - Pens and/or markers
- 2. Introduction:** In this first activity, we want to really understand what you think is most important about your home, a complete rehabilitation, and your neighborhood in general through a process to rehabilitate (fully fix) where you live. We know you care about a lot of stuff, but we want to get a sense of what lies at the very top of your list. In this activity, we want to understand what the non-negotiables are; what are things you care most about—and not willing to compromise.
- 3. Instructions:** In this poster (and in the sticker sheets), you'll see a list of issues that we have heard residents mention when talking about a complete rehabilitation of their development.

I'm going to provide brief descriptions for each, and if you have something to add, please chime in.

**Read through all the priorities listed on the poster and use the following list of descriptions to add some context/detail to each. Invite participants to add descriptions and/or additional priority issues.*

1. **Tenant Succession Rights** - Households of a unit *prior* to conversion continue to have the same succession rights after conversion as NYCHA public housing residents.
2. **Keeping my rent at 30% of my income** – Whether as Section 9 or Section 8, residents' rent should be kept at a maximum of 30% of their annual income.
3. **Continued Public Ownership** – The 4 Chelsea Developments should continue to be under the sole ownership and management of NYCHA.
4. **No Demolition** – No existing NYCHA buildings within Fulton, Chelsea, Chelsea Addition, or Elliott should be demolished.
5. **No Displacement** – No current resident (in good standing) of Fulton, Chelsea, Chelsea Addition, and Elliott Houses should be displaced during the renovation.
6. **Renovated Unit** – All apartments should be fully renovated, with new windows, floors, appliances, bathrooms and kitchens.
7. **Safety + Security** – Residents' physical safety should be enhanced so that they feel safe and secure within and around their development.
8. **Economic Opportunities + Workforce Center**- A renovation should also include job opportunities, training, and career services (i.e. computer lab).
9. **On-Site Social Services** – Services for families of young children, youth, adults with mental and/or substance abuse issues, individuals with physical disabilities, and seniors should be available at all 4 Chelsea Developments.
10. **Waste Management** – Waste collection and maintenance should be revamped so that trash is not a continued safety and public health challenge.
11. **Affordable Grocery + Retail** – A renovation should also include a new affordable grocery and other retail options that match the needs of residents in the 4 Chelsea Developments.
12. **Fewer heat and hot water outages** – Units and buildings should not be without heat or hot water at the rate that it happens now.
13. **Feeling like I have a voice** – Any renovation that happens should be centered on the needs of current residents of the 4 Chelsea Developments.
14. **Good quality of life** – Any renovation should also enhance overall quality of life for all residents of 4 Chelsea Developments. This can be through programs, services, and an expedient response to requested repairs.
15. **Rodent + Pest Control** – A systemic approach should be undertaken to ensure a major reduction (or full elimination) of rodents and pests inside buildings and throughout the 4 Chelsea Developments.

**Once you read through all the fifteen 'priorities,' ask participants if there are other 'issues' they would add to the list that are missing.*

**Invite participants to add those additional priorities on their blank circle stickers + you write it down on the blank circles on the poster.*

Now that we've read through all the priorities and added any that we thought were missing, let's think about the TOP priority. You can only choose ONE sticker to place in the center circle.

Okay, now think about what your two following priorities are, and place TWO stickers on the next circle (donut) on the poster.

Finally, place up to three stickers on the biggest and most outward circle on the poster.

**Once all participants have placed their stickers, read through the center circle and identify the TOP priority, second, etc.*

Okay, so this table's top priority is X, followed by Y. I know it was frustrating to only select one out of so many. Thank you for sharing your top priority. Now, let's move on to our next activity.

**Bring the second activity poster to the front and introduce it.*

3. ACTIVITY 2: WHAT WE HEARD – Truth Grounding What People Say [15MIN]

1. Materials

- a. Activity Poster #2 – What We Heard
 - i. Write your name, notetaker's name, and the table number on the designated area
- b. Small circle dots
- c. Sticker notes (post-its)
- d. Pens and/or markers

2. **Introduction:** During the summer (and fall), many of you attended a meeting, or spoke to NYCHA staff at family day—or at your front door. During those meetings, many of you (and your neighbors) asked very important questions. Today, we want to make sure you have the information and/or reassurance you need to participate in this process to rehabilitate the 4 Chelsea Developments.

**Hand out FULTON FAQ to each participant, and explain that this is a booklet with a response from NYCHA for EACH and EVERY question that was raised during the meetings, tabling events, etc.*

3. **Instructions:** In this activity, we will read through some “statements” that are reflective of what people shared with NYCHA or asked NYCHA during the summer and early fall. As individuals, we want to see if you agree/disagree (and to what degree) with the statements, and if you have any questions or ideas about how to address the issues raised in the statements.

Once we read the statement together, we will each use a dot sticker (small dots) and place it along the spectrum between “I strongly agree” and “I strongly disagree,” then we will share any comments, questions, and/or ideas we have about the statement we just read.

We are using the information about this activity to understand if there is need/interest to

organize informational sessions and/or presentations in addition to the public workshops the Working Group is planning.

**Have a volunteer (or a couple) read through the statements, and then give participants a minute to place their dot, and then ask if folks have any ideas/questions/comments about the statement they read.*

**Record any big ideas/questions on stickie notes and place them on the poster in the designated area then repeat for all other statements.*

Okay, thank you for sharing your opinions and ideas. We are now ready to wrap up and get ready for a report back to the large group.

4. WRAP UP + REPORT BACK – Truth Grounding What People Say [5 MIN]

1. Materials

- a. Flip Chart Paper
- b. Markers

2. **Introduction:** As I mentioned as we began, each group will share some big takeaways with the rest of the group, so that we can see what the top ideas/thoughts folks brought up today. Can I get 1-2 volunteers to report-back for our group? Remember, we will come up with what 1-2 things to share as a group, so don't feel like because you speak, you must come up with what to say. We can share what our group's top "Community Priority," as an example.

**Discuss 1-2 key takeaways from the small group discussion today. Ask for 1 or 2 volunteers to report back to the larger group.*

**Remember to THANK your participants for all their contributions, for listening to each other!*

**Please collect the filled out Resident Questionnaires!*

Additional Tips for Facilitators:

Taken from Interaction Institute for Social Change (IISC)

Interventions to effectively address purposeful disruptors during your small group discussions:

BOOMERANG: Return a question to the person who asked it or to the team so that the Facilitative Leader does not take responsibility for answering all questions.

Team Member: “How can we possibly meet that schedule?!”

Facilitator: “What do you think will get in the way?”

REGAIN FOCUS: Make sure everyone is working on the same content and using the same process at the same time.

“Let’s stay focused on identifying problems, Karla. I know you have some great solutions to offer, and we’re still brainstorming problem areas. Can you hold onto your ideas for a few minutes until we finish this brainstorming? Are we all together?”

ACCEPT/LEGITIMIZE/DEAL WITH OR DEFER:

Create a safer environment for participation by:

- Responding neutrally to a speaker whose ideas are “out of sync” with others in the group
- Legitimizing his/her contribution
- Agreeing together about how to move forward

“You’re not convinced we’re getting anywhere? That’s OK, you may be right. Would you be willing to hang on for ten more minutes and see what happens? Yes? Thanks.”

“This issue you just raised sounds like an important one to you, but it’s not on our agenda. Because it’s so critical for us to get through our activities, I’d like to invite you to bring your issue to one of our floaters and/or write it down on one of these flashcards and submit it. We want to collect all feedback!”

Resident Questionnaire

DATE: ______

HELP US LEARN MORE ABOUT YOU

Please do not write your name anywhere on this questionnaire. The information you give here will be kept anonymous. You may leave blank any questions that you are not comfortable answering.

1. What is your age range?

- | | |
|---------------------------------------|--------------------------------|
| <input type="checkbox"/> 13 and under | <input type="checkbox"/> 46-55 |
| <input type="checkbox"/> 14-18 | <input type="checkbox"/> 56-61 |
| <input type="checkbox"/> 19-25 | <input type="checkbox"/> 62-69 |
| <input type="checkbox"/> 26-35 | <input type="checkbox"/> 70+ |
| <input type="checkbox"/> 36-45 | |

2. How many people live in your household?

- Only me
- 2 people
- 3 people
- 4 people
- 5-7 people
- 8 people or more

3. What development do you live in?

DEVT. NAME: _____

BUILDING #: _____

4. How long have you lived there?

YEARS: _____

MONTHS: _____

5. Have you been to previous meetings about this process? **YES / NO** What was the meeting?

- May 2019 at Quest to Learn
- June 2019 at IS 70
- Ocean Bay Tour
- Oct 2019 Elliot-Chelsea TA Mtg
- Other: _____

WHAT SHOULD WE KNOW?

Please write your response in the space provided below.

6. What do you hope comes out of this process?

.....

.....

.....

.....

7. What do you fear may come out of this process?

.....

.....

.....

.....

8. Are there any additional comments, questions, or concerns that you would like to share?

ACTIVITY 1:

Community Priorities

Table Number: _____

Facilitator + Notetaker: _____

STEP 1

Instructions: Which priorities listed below matter most to you? Add any that you think are missing.

- Tenant Succession Rights
- Keeping my rent at 30% of my income
- Continued Public Ownership
- No Demolition
- No Displacement
- Renovated Unit

- Safety + Security
- Economic Opportunities + Workforce Center
- On-Site Social Services
- Waste Management
- Affordable Grocery + Retail
- Fewer heat and hot water outages

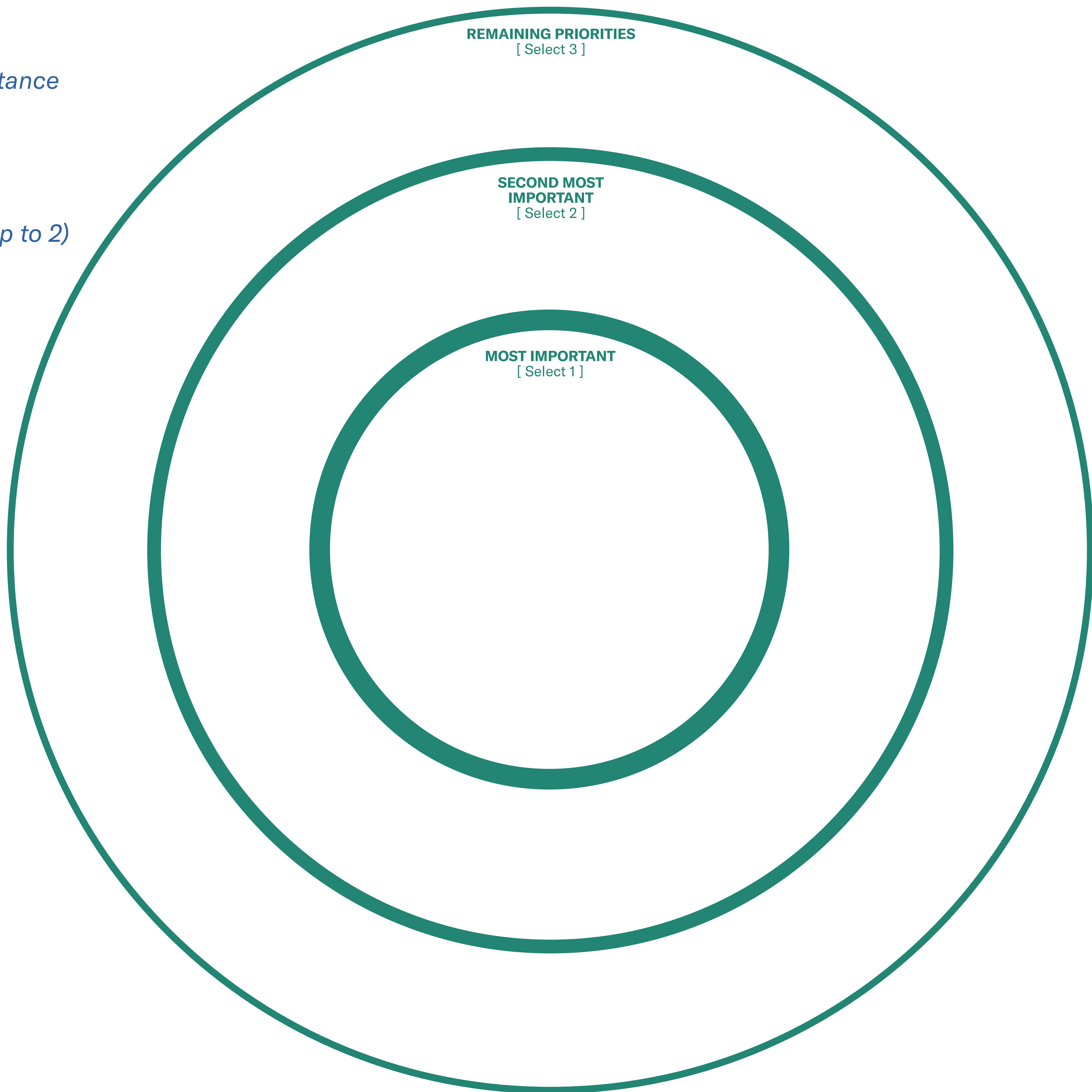
- Feeling like I have a voice
- Good quality of life
- Rodent + Pest Control

- _____
- _____
- _____

STEP 2

Instructions: Rank the priorities in order of importance using the bull's eye diagram.

1. Place most important priorities in center circle (select 1)
2. Place second most important priorities (select up to 2)
3. Place remaining priorities in outer most circle (select up to 3)



STEP 3

Instructions: As a group, count the total number of each community priority in the inner circle and record.

1 **2**

3 **4**

ACTIVITY 2:

What We Heard

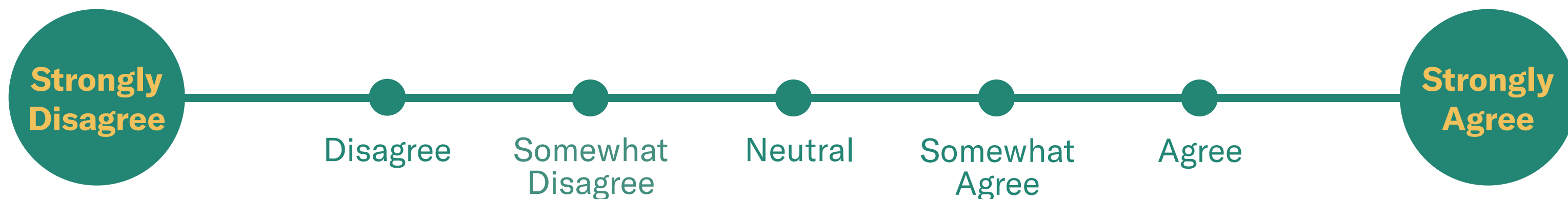
Table Number: _____

Facilitator + Notetaker: _____

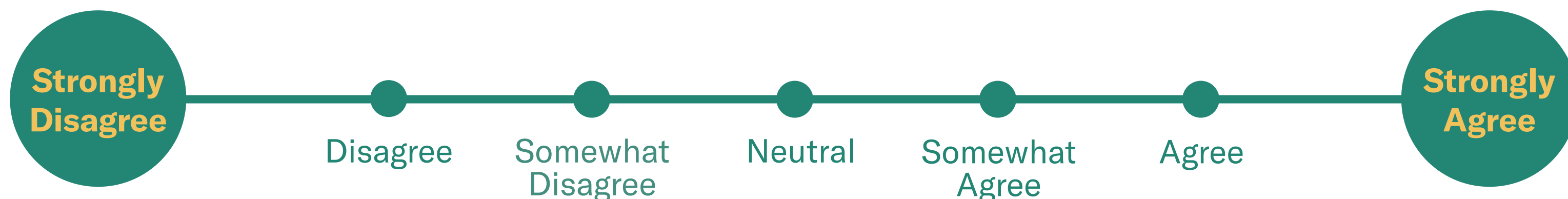
STEP 1

Instructions: These statements reflect big themes from the summer and fall meetings and tabling conversations NYCHA staff organized with Fulton and Chelsea-Elliott residents. As a group, read through each statement. Do you agree or disagree with it? Each person will place a dot sticker along the line to indicate if they agree/disagree and to what degree.

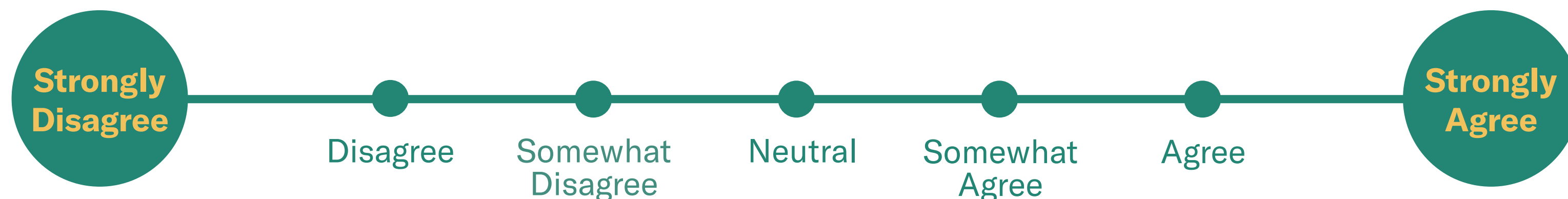
1. I would like to better understand the overall timeline, including if and when construction would take place.



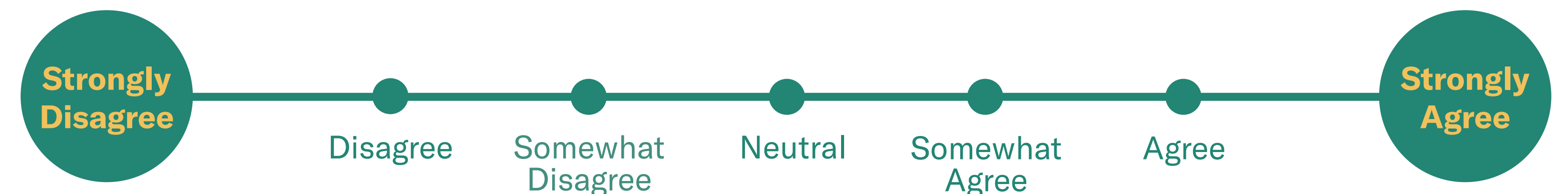
2. This process should ensure that my rent does not increase and that I will still be able to afford my apartment in the long run.



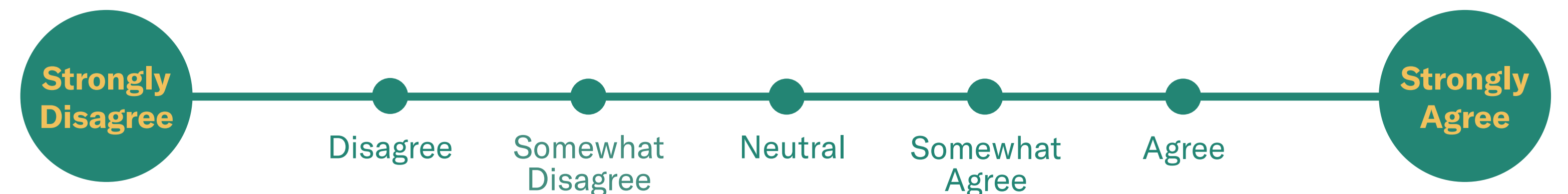
3. This process should ensure there is no displacement and my family and neighbors can continue to live in our developments now and in the future.



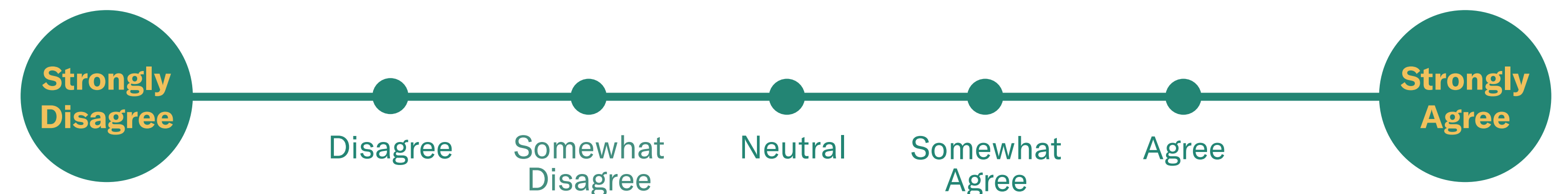
4. I would like to better understand how the Rental Assistance Demonstration (RAD) program works.



5. I'm concerned that this long-term plan will ignore the immediate issues with my apartment. NYCHA should create a strategy to address my current needs.



6. This process should ensure that we don't lose our tenants' rights to organize, succeed, grieve, etc.



STEP 2

Instructions: Once your group has gone through each statement and indicated whether they agree/disagree, collect ideas about how to address (or solve for) the issues raised in the statements. For example, what would be the best way to learn more about how RAD works?

NYCHA Chelsea, Chelsea Addition, Elliott & Fulton Houses

PROCESS CHART

KEY FEATURES

- Transparent** roles + responsibilities, engagement purpose, parameters, goals and outcome/s
- Iterative** Working Group (WG) informs public engagement (PE) and vice versa
- Value** and **center resident** knowledge/experience
- Recognize urgency** of NYCHA capital needs

