

## COMMITTEE AGENDA TOPICS

### I. Eastland Mall Redevelopment

Action: On October 26, 2015, staff presented to City Council in a Dinner Briefing an update on the Eastland Mall redevelopment strategy. During the briefing, Council authorized staff to finalize a sales agreement with CMS for 11.4 acres and continue with the rezoning process for the property associated with the transaction. Today staff and a representative from Charlotte-Mecklenburg Schools will present the rationale for a school in this vicinity, the negotiated terms of a sales agreement for this site, and discuss next steps to finalize the agreement.

### II. Future Meeting Topics and April Schedule

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## COMMITTEE INFORMATION

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**Council Members Present:** James Mitchell, Vi Lyles and Julie Eiselt

**Council Members Absent:** LaWana Mayfield and Ed Driggs

**Guest:** Ann Clark, Superintendent

**Others:** Mayor Jennifer Roberts, Councilmembers John Autry and Patsy Kinsey

**Meeting Start & End Time:** Noon –1:25 p.m.

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## ATTACHMENTS

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1. Overview of Eastland Parcel Sale Presentation

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## DISCUSSION HIGHLIGHTS

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**Mitchell:** Chairman Mitchell welcomed everyone to the meeting and asked for introductions. Staff has done an excellent job providing handouts so if you would like to take one; there is a box in front of the room. Mr. Kimble, I am going to turn it over to you to introduce the two items we have on the agenda.

**Kimble:** Thank you Mr. Chairman, members of the committee, and other Councilmembers, elected officials here, and guests. We have a wealth of information that we would like to share with you today. It may take a while for the presentation to take place. This item has been referred to the Committee from your action the other night to spend time talking about the background of the Eastland Mall property, to talk about where we have been in the past and where we are today, and then to talk about the specific sale proposed from the City of Charlotte to Charlotte-Mecklenburg Board of Education. Mr. Mumford is going to start off and give some of that background. Ann Clark has joined us today to give a great amount of background on the area here and a need for a school in this vicinity, and then how this particular school might fit their mission,

their plan, their future, and then it is going to go back to Pat Mumford for some descriptors on the exact sales transaction that will be in front of you for a recommendation today, if you are ready. If you are not, figuring out when we might want to convene again to get more follow-up information. So with that, that is kind of the format of the day. Again, there are a lot of slides, a lot of information. We felt like you needed as much background as possible on this. Feel free to stop us and ask questions, but remember, some of those questions may be answered in later parts of the presentation, but we are here today to spend as much time as necessary to answer your questions.

**Kimble:** Mr. Mumford.

### ***Eastland Mall Redevelopment***

**Mumford:** I know time is tight, but I would be remiss if I didn't start by thanking a multitude of people in this room. We have been at this for a long time and I will specifically call out Peggy Hey who is one of the Superintendent's colleagues who has been instrumental in helping us get to this point through a partnership for a long, long time. So, thank you to the school system and support, and then our staff, Engineering, Real Estate, Planning, and CDOT. It's been a real group effort and I appreciate everybody's time. A little of this will be a review of how we go to where we are, and as Ron mentioned, will speak specifically to the school site and then the actual components of the deal to sell the site to the Board of Education. I do want to take a few minutes here and talk about the amount of communication that has occurred over a long period of time about redevelopment opportunities, not just on this site, but in this corridor, and it's hard to communicate fully to everybody, but there has been an attempt from our side, from the school's side, to make known about interest of the school in this site. Going back to 2003 when the City Council adopted the Eastland Area Plan, the broader concept plan for the redevelopment of Eastland includes a lot of the principles that were discussed in that area plan. Then in 2012, the Council supported the purchase of the property which was then subsequently demolished the next year. Also around the 2012 timeframe, Charlotte East, the neighborhood association, developed principles on how this Eastland site should be redeveloped. The next slide will go into those principles and one of those called out public uses including a school, so it even goes back to as early as 2012, the notion of a school being a part of the redevelopment of this site. The bond referendum in 2013 to approve funding for this school also included some engagement, the Superintendent will talk a little bit more about that, of public awareness of the need for a school in this area, and then partnership discussions over the last several years with not only CMS but Park & Recreation and other entities of how we might engage that group in the redevelopment. Then we had a concept plan for more formally this was brought to the City Council in May of last year where we clearly articulated an area of the site that would include a school and then subsequent conversations with the Council. We also had a meeting with the County Commission and shared it as well. The school is not new, but maybe new to people who are unaware that we have done our best to keep that at the forefront as part of this solution.

These are the principles (slide 3) you have seen these before. We have included these in presentations and we have used these principles to guide our effort over the last several years. We feel strongly that these really do support a healthy vision for redevelopment. These are not to suggest a specific architectural answer; this is about process. It is about ultimately the outcome in what we want to see from vibrancy to be back into this part of town so we follow these very closely. We feel that the overall concept plan that has been presented meets these, and you will see at the very bottom, create an opportunity for civic development includes the incorporation of the school as a potential activity.

This slide (4), as well, you have seen before. We continue to feel strongly that this type brings us unique opportunities to develop in a way that maybe hasn't been developed in this area. That includes

sustainability, so ecological references to how we manage storm water, street design and civic partnerships. We will be talking specifically about the school today but parks and maybe other partners, the walkability of mixed-use component and the connectivity that goes back to one of the guiding principles, and then, of course, integrating current transit solutions and future transit solutions. All of those guided the development of the conceptual plan which you now see on the screen (slide 5). I can't emphasize enough, this is not a master plan. I can't tell you what in that purple building is going to go there and how many square feet it is. The point to this is to show relationships and how they can influence positively private sector development.

The school is up on the top of this slide (6) and there is green space along Central Avenue, the water feature that we have discussed for quite some time for water retention, and then future private sector development. How it actually ends up looking, we do not know. What exactly are the uses, we don't know. We continue to feel strongly that the green space will enhance that and a school will enhance that development as well. So, none of that has changed except for refinement of the school and the layout. What you see there represents the actual site plan that has been developed by the school system. So this highlights exactly, with the red border that is the area proposed for sale that is 11.4 acres and you see the school in blue, the white area is the parking area. We can get into more detail of that if you would like, but that is the layout of the site. You see in the bottom corner, a soccer field, the green space between the soccer field and the white, which is bus parking, is playground space, activity space for the children.

What I want to do at this point is hand it off to the Superintendent to speak to the questions you all raised at the last meeting about the need for the school, what kind of school, how does this influence the area, and the timing.

**Ann Clark, CMS Superintendent:**

Good afternoon. I am absolutely delighted to be here to share our enthusiasm for the possibility of the location, a really replication of one of the most highly successful magnet models that we have in Mecklenburg County, and an award-winning magnet nationally. So I want to be clear to everyone that this is an opportunity to create new seats in one of our most successful magnets that consistently out performs the district in reading and math, as well as the State. This is a dual-language emerging program which I will talk a little bit more about dual language in a minute, but I want to just be clear, this also represents the top priority project in the 2013 bond. One of the pictures that I enjoy sharing with folks is an aerial view of Albemarle Road Elementary where there are 36 mobile units outside the school, as many students outside the building as in. We were so concerned with this particular school that when we opened Lawrence Orr, we pulled some students from Albemarle Road before this project is even ready to be built because of the concern about the overcrowding. This was approved in the 2013 bond. Our community engagement around this school happened in the year in advance of the November 2013 bond so we had tremendous engagement of the community around the need for a new school in this area and the opportunity to replicate our Collinswood Program, and you will know if you are following CMS at all, that we are in the process of replicating our Waddell Language Academy in other parts of the county as well as recommending this replication of Collinswood. This is a part of an overall district strategy to create more seats of choice for our students.

I think one of the things that I have heard in questions both from the community as well as from elected officials is "why do you need this school when you have all these schools in the area?" So I would just invite you to look at the schools that are in the area, with the exception of Lawrence Orr that opened in August of 2015. You will see that all of those schools are well over capacity, over 100%, and you see that Albemarle Road is sitting at 151%. This school also potentially provides relief for Albemarle Road Middle. We just focused on the elementary schools in the area because there seemed to be a concern in the community that perhaps if we opened this school, we would be closing an elementary school. Well I would

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Economic Development & Global Competitiveness Committee  
Meeting Summary for March 23, 2016  
Page 4

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invite anyone to speculate as to where we would put 800, 600 students if we were to close any one of these schools that are all clearly over capacity. There is clearly a demonstrated need, but I thought just as a frame of reference for Committee Members, it would be helpful for you to actually see particularly at the elementary level, when we also have Albemarle Road listed here at 125% capacity so you have some sense of the overcrowding that we are experiencing in this part of the county. This will be no surprise to our Eastside neighborhood association leaders and others represented here this afternoon in terms of the huge growth in this area. The Albemarle Road Elementary attendance zone is in the circle there and, of course, if you are saying "where is Eastland Mall," I would say it's directly in the center. This clearly falls within the attendance boundary of the Albemarle Road Elementary School. The point in sharing this slide is we would obviously have a school somewhere in this area to support the needs of those students. You will see a slightly different circle for the Albemarle Road Middle but, again, you see the Eastland Mall site is within that circle as well. I just wanted to share that as a perspective. It's obviously when we build a relief school, we are looking to have it in the attendance area for the existing school when at all possible.

This just sheds a little bit more light on where the students for this particular school would be pulled from the magnet portion of the program. This school will be about 50% magnet, 50% home attendance area, but it is the green transportation zone that we are trying to provide a replication of Collinswood. In this particular transportation zone, you can see that we also have Oaklawn in the gray zone. Collinswood would remain in the blue zone and, clearly, the next opportunity would be to look at the violet zone up north for a replication of this program because our overarching goal in student assignment as well as creating choice options is to make sure we have geographic representation of the magnets where our families are showing us they want seats. We have a waiting list that shows us we're not delivering on those seats. Again, this is more context building for Committee Members to understand the need and the demand and the strategy overall in the county so that you can see this particular location and how it fits into a master plan about distribution of our magnet programs.

This gives you a little bit more detailed information about the students that are currently in Collinswood and you can see a large number of those students are in the green zone so by opening up a magnet program in the green zone, we can increase the access for students in the green zone but also open up seats in the blue zone for more students for Collinswood. So, again, just helpful in understanding that part of our thinking about the location of this particular K-8 magnet is the number of students from Collinswood that are traveling over to Collinswood from the green zone.

This is maybe a little bit difficult to see on the screen for those in the audience, but for those looking at a handout, this is just another opportunity for Committee Members to see a location of the school as a part of a larger site plan. City Council approved this in 2015 at the Rea Farm site and, so again, you can see a school located in a corner section but contributing to the overall vitality of a long-term plan for a site that might be mixed-use as is potentially being considered. Again, just for your reference in terms of having worked cooperatively with an overarching larger site plan as we think about the location of our schools.

So a little mini lesson a Superintendent can never miss an opportunity to teach a bit. I want to just talk for a minute about dual language and then also about the specifics of this particular school because as I hope everyone in the room knows, we have a community use of schools and our schools are the community's resources as well whenever our students are not in the building. I thought it might be helpful to understand what features will be available for the community in this particular school, and I also know that there are always concerns about a popular school and the potential down the road for a mobile unit. One of the things I want to share with you is that as we presented our Capital Needs Assessment to the Board of Education on February 23<sup>rd</sup>, we presented a new model of adding more classrooms when we build a replacement or relief school than is the current standard so that we potentially reduce the need for those mobile units and, of course, with the magnet program you can always control the number of seats to avoid

overcrowding so that is an advantage of a partial magnet. That doesn't mean we want to minimize that magnet program, but we have ability to control the number of students in the school by thinking about the entry-level class of students. While that is not our desire in this particular school, as you see, there would be a total of 972 students and, right now, we are proposing a 50/50 split of magnet and home-attended schools which makes the home attendance area smaller. Unless there is growth within that small attendance area, there would not necessarily be moving beyond the boundaries of the school. Also, last night at our Board meeting, I showed a clip of our advanced and accreditation exit review last Wednesday where they raised considerable concern, and I know this will make many folks happy about the number of mobile units we have in the district and really have given the district two years to show a demonstrated effort to reduce the number of mobile units that we have in our inventory. The Board heard that message last Wednesday and I reinforced it again last night as we were talking about a potential bond referendum to understand that we need to move ourselves out of the mobile unit business. We don't have the capacity to do that today so I want to be very clear about that.

In terms of thinking about dual language, it really is an opportunity for our students to come together and become proficient in two languages, English and Spanish in this case. What we consistently see in our test results, and I would be happy to provide those and you heard Nicolette Grant introducing herself as the Executive Director for K-5 teaching and learning but she's the former principal of Collinswood. If there is anybody that has questions after our session today about dual language, she is absolutely our resident expert and that school has been, as I have indicated, one of the highest performing in our district. What we see in dual language programs is students being successful both in English and Spanish and outperforming in reading and math their peers that are learning only in English. It is a tremendous opportunity and highly successful magnet program for us, and if you doubting my word on it, this allows you to see that it has been a magnet school of excellence, not just for this year, but for many of the past years and was named one of the best Spanish language schools in the country in 2012, so a highly recognized program that we would love to replicate, and we believe, and this is a "we believe" can be a tremendous catalyst for great things to come on this Eastland Mall site.

**Mumford:** Hopefully that was helpful to give context to a school. I would like to just spend a little bit of time talking about the thoughtfulness of locating the school here. This was not an arbitrary decision nor is that just a blue block thrown on the site plan to fill up space. This is not, I repeat, it is not an attempt to have a school centric redevelopment of the whole site. This is a component of a well thought out concept plan of integrating uses and from what Superintendent Clark discussed, that's what intrigued us about that level of a school, quality building, enhanced on the inside with the programming for the school as well as the community programming. To us, we feel strongly it is a really valuable asset to the future development of the rest of the site. It is not meant to be the thing to go in and, all of the sudden, the rest of the site will be developed in the next six months. It is a positive amenity and we think that if it meets several policy objectives by different boards in this community and that is a positive as well. I just wanted to give that context.

**Mitchell:** Pat, can I do one check in with my Committee? Are there any questions because Superintendent shared a lot of good information?

**Kinsey:** I have a question. I was going to wait until the end but I would not mind asking it now.

**Mitchell:** If you don't mind.

**Kinsey:** Going back to page 13, Rea Farms, who is the developer for that? Is there a developer yet?

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Economic Development & Global Competitiveness Committee  
Meeting Summary for March 23, 2016  
Page 6

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**Audience Speaker - CMS:**

Lincoln Harris was the applicant on that or one of their related entities.

**Kinsey:** Lincoln Harris?

**Audience Speaker - CMS:**

One of their related entities, but I can find out exactly who was the applicant.

**Kinsey:** That is fine.

**Audience Speaker - CMS:**

Representatives of Lincoln Harris.

**Kinsey:** Great, thank you.

**Lyles:** I was just going to say it is Lincoln Harris. Remember they were talking about the gym on the site as well?

**Kinsey:** No, I did not remember, that is why I had to ask who it was.

**Lyles:** I'm sorry. I am remembering they had a gym on the site. I do remember that plan because we had some concerns about the access down across Providence.

**Eiselt:** Superintendent Clark, do the CMS schools allow neighborhoods to use the playing fields on the weekend?

**Clark:** Yes.

**Eiselt:** For soccer clubs and things like that?

**Clark:** Yes, gymnasiums, cafeterias, auditoriums, any of our facilities or our ball fields can be used by the community. We have a community use agreement and folks can book it for every Saturday of the year or the first Saturday of the month, or however they want to do that, and there are modest fees and primarily that's just for custodial upkeep.

**Eiselt:** Ok, thanks. Mr. Mumford, the Google Hut, would that mean that the property, the school, the Eastland property would have a better chance of having the Google fiber infrastructure there or does that have nothing to do with it?

**Mumford:** I'm going ask Phil Reiger to answer that for you. So you all see the curser; this is where the site will be located, not on the CMS property. The CMS property will be along here so it's on City property.

**Eiselt:** Okay.

**Reiger:** I am Phil Reiger with CDOT and I am your project manager for Google Fiber at least the City's part. Google Fiber is committed to building infrastructure that will serve the entire city. So the fact that this hut is there does not necessarily mean that they will get fiber first but fiber will be available to this community as well as the rest of the community at large.

**Eiselt:** Thank you.

**Mitchell:** Thanks Phil.

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Economic Development & Global Competitiveness Committee  
Meeting Summary for March 23, 2016  
Page 7

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**Mumford:** That is a great question that broadens the definition of connectivity. When the 2003 plan came through, the connectivity was really physical connectivity. I think this connectivity is important as well. So we will move from why this school is there and why we supported that in the planning process to the deal. Essentially it starts with the offer. We, the City, have been offered \$650,000 to purchase that 11.4 acres. That's not where the math ends. I am going to walk through the other components of the contract with you. Those terms will include road improvements, some storm water management, retaining walls and then discussion about the site design. You have already heard that this is a K through 8 school, partial magnet, and dual language. The opening date is proposed for August of 2018. That may seem a long way out, it's not. If the schools could have started yesterday, they would have been thrilled so there is a sense of urgency to meet that deadline.

Let's start with the road improvements. The road on the back side is Wilora Lake Road. The road that dead ends into Wilora Lake today is called Hollyfield Drive. Hollyfield Drive comes up and around and reconnects back to Albemarle Road. This proposal is to extend Hollyfield Drive, that's why it is called Hollyfield Drive extension, into the site. There will be access to the school from Hollyfield Drive extension and it will be the main point of entry on that side of our site for the rest of the development. It is a really critical road for furthering future development in preparing for that.

**Kinsey:** Pat, did you say Hollyfield Drive ends? Where did you say it ends today?

**Mumford:** Today it dead ends into Wilora Lake Road.

**Kinsey:** It still goes to Wilora Lake Road?

**Mumford:** Correct.

**Kinsey:** Now?

**Mumford:** Correct.

**Kinsey:** So that's not really the extension?

**Mumford:** It goes from Albemarle Road around and dead ends into Wilora Lake Road. We are proposing to take it across Wilora Lake onto the old Eastland site and extending it. There is no road onto Eastland site.

**Kinsey:** Coming from north to south, so to speak?

**Mumford:** Correct.

**Kinsey:** Thank you.

**Mumford:** We have estimated the road improvements to be around \$1,050,000 for that road extension work, and as part of this contract, the Board of Education is contributing \$400,000 separate and above from the \$650,000 to pay for the site toward, not only the construction, but the planning and design of that road. The City would be responsible for the remaining costs. The idea is the \$650,000 we have as revenue for the sale and we would put a portion of that, if not all of that, back into the site to get this road built.

**Kinsey:** I don't understand that.

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Economic Development & Global Competitiveness Committee  
Meeting Summary for March 23, 2016  
Page 8

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**Mumford:** Most of the benefit of that road, we think, accrues to the City for future development for an access point to Wilora Lake. It gives certainty to the development community that there is access in place and, clearly, there is some benefit for the schools. So, the schools agreed to that and said "we will pay for \$400,000 of the \$1.1 million.

**Kinsey:** Okay, it's the money that is not clicking in my mind; \$650,000 is an out and out purchase of the land?

**Mumford:** Yes ma'am.

**Kinsey:** Even though that is greatly reduced from what the land would cost, plus \$400,000, so it is \$1,050,000? Right?

**Mumford:** There is more.

**Kinsey:** I am sure there is.

**Mumford:** And, yes \$650,000 CMS, the Board of Education pays to the City; the \$400,000 is separate from that. The Board of Education is going to spend \$400,000 to go toward the road. They are going to spend more money on some other site improvements as well and we will go through that. It nets out, if you do the math, a little over \$1.5 million from the Board of Education toward site improvements above and beyond what would be typically part of an improvement of a site for a school. So, that is the bottom line. I would like to go through it, if I can, and articulate that and then answer any questions.

**Kinsey:** If that is what you think of it because I have not understood it so far.

**Mumford:** I will try to be clearer.

**Kinsey:** I will keep my mouth shut. Go ahead.

**Mumford:** No, this is why we are having the communication. I want it to be clear. So, I will try and, maybe at the end, we will wrap back up and hope that it makes some sense.

**Kinsey:** Thank you.

**Mumford:** It would not make sense for the City to go out and mobilize a contractor and build the road while there is construction of a school site. The schools have agreed to manage that process from design to completion of the road. There are some efficiencies of scale that we benefit from. The road will be built per our design specifications though, but they will complete the actual process of design.

The storm water retention pond that we have shown on the overall site plan since we've had this as concept is down in this corner at Albemarle and Central. That would serve the entire Eastland site. That is not built today, so what schools will do is build a temporary pond, smaller than this one because it will be just for their site, and at the point that this pond is completed, they will contribute \$80,000 toward the construction of that pond. That is based on a pro rata square footage of their site compared to the entire site. All of the other developments, cost sharing would be calculated the same way.

**Kimble:** So to be clear, they pay for the temporary storm water facility.

**Mumford:** That is correct.

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Economic Development & Global Competitiveness Committee  
Meeting Summary for March 23, 2016  
Page 9

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**Kimble:** And then \$80,000 on a calculated basis, into the new, larger storm water total.

**Mumford:** That is correct.

**Mayor Jennifer Roberts:**

How much does the temporary one cost, about?

**Mumford:** I am not sure.

**Roberts:** Less than \$80,000?

**Mumford:** It is about \$250,000 for the temporary facility.

**Roberts:** Thank you.

**Mumford:** What it does is helps the schools not have to develop a full permanent one there, so there is a cost savings long-term and it allows for less acreage on the site to be used for that kind of purpose.

**Kinsey:** Where is it going to be located?

**Mumford:** It will be an adjacent property, probably right here on a temporary basis close to their site.

**Kinsey:** Okay.

**Mumford:** And there will be easement agreements that allow for that. So, again, the \$80,000 is separate and above the \$650,000 of purchase price.

The next big item relates to retaining walls. So, these are retaining walls that are associated with the old mall structure. They were not removed with the rest of the demolition because it would have left open dirt which would have been a real challenge to maintain. So, it was a conscious decision to leave the retaining walls. The largest retaining wall that we have numbered number one, right here, moves sort of in and out along this border of the site. A little bit on the school's property if they purchase it and back onto ours and it kind of zigzags. The idea is to remove that entire wall and grade the site so that it meets this adjoining property at an appropriate level. That estimated cost to remove that wall and do the associated grading is \$488,000. The Board of Education will pay for that as well, separate and above from the \$650,000 purchase price. If there are any overages, the City has committed to pay for that. We feel good about that estimate. The estimate came from the demolition company who demolished the rest of the site so they know that we feel good about that.

**Kimble:** And there is sufficient contingency in that number as well.

**Mumford:** That is correct. There is a separate little wall known as the orange wall. That wall, while it is not on the proposed site to be sold, we, again, want to use the contractor that is out there mobilized and get rid of that wall to support future development and that it is a \$51,000 price tag. The contractor doing all of the demolition would manage that through the construction management with the schools. We would pick up the cost to remove that. We just think, we get it at a lower price and it helps us further develop.

So, those are all of the costs. I do want to go back to Ms. Kinsey and try to do a better job of articulating how those all play out.

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Economic Development & Global Competitiveness Committee  
Meeting Summary for March 23, 2016  
Page 10

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**Kimble:** Let me take a shot at it. The schools will pay \$650,000 to purchase the property. The schools will pay \$400,000 more than that to contribute to the cost of Hollyfield extension. The schools will pay up to \$488,300 to remove the retaining wall that is not the orange wall, the major wall, and the schools will build a temporary storm water retention pond at around \$250,000, and they will contribute later to the cost, a prorated cost of the storm water detention pond at \$80,000. The City will get \$650,000 in revenue from the sales transaction, and we would agree to put up to \$650,000 back into Hollyfield extension to partner with the schools \$400,000.

**Kinsey:** That is where you lost me.

**Kimble:** That is alright. We take the \$650,000 that came in to us, and we would pay for the remaining cost of Hollyfield that is above the \$400,000 that the schools put into it that approximates the \$1,050,000 estimated cost for building Hollyfield. The reason we are doing that is that road serves CMS in a good way and that is why they agreed to put in \$400,000, and it serves the rest of the Eastland Mall redevelopment site. That's why it would be beneficial for us to partner with the schools to put that road in play.

**Kinsey:** If we would eventually build that school anyway, I mean that road, why in this world would we say that we are going to take a part of the \$650,000 they are paying us for the road? It makes it easier in my mind to understand schools are paying \$650,000 plus the \$400,000 plus the other stuff, but at some point, if we were going to do the road anyway, I think it makes it look like they are not paying us anything.

**Mumford:** Well, it is not right.

**Kinsey:** And I think it is important for us to know that, yeah, they are paying us something, maybe not full price, but they are paying us something. If we turn around and say that part of that \$600,000 is going back, it just confuses, I think. Well, it confuses me, let's put it that way. Maybe I am the only one it does.

**Mitchell:** Julie, and then Mayor Pro Tem. Staff, could you respond?

**Kimble:** Sure.

**Eiselt:** To me, what I see is that we are swapping 11 acres to have the road built for well future developments. I mean from a cost standpoint, that is kind of how it nets out. Would that be fair to say?

**Lyles:** I think you can say it either way because ordinarily we get revenue of \$650,000. It would go into that one-time revenue pot that we've got now, that is equaling, and if I remember correctly in the budget about \$30 million, and we would appropriate the money to build the street. I think that is what Ms. Kinsey is saying is that, ordinarily we get revenue and it's one-time revenue, it would go to the Capital Fund. The Capital Fund pool would be there. The staff would come back and recommend that the road be built, but I do think what's important here is that road is being recommended because of the school. So there is a connection between it, but I think you are right. The procedure is going to end up being that we are going to build a road and we are going to get \$650,000 and that goes into a pot of money that we appropriate for the Capital. I think that staff is probably thinking, let's lock this down. I don't know if it has to be locked down before the budget because of the deal or not, but I don't think that we could have the school without that road being built. That's what I'm hearing us say.

**Mumford:** I have two points. I will take the last one first. The schools could have designed a building with access off of Wilora Lake Road. It could have worked.

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Economic Development & Global Competitiveness Committee  
Meeting Summary for March 23, 2016  
Page 11

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**Lyles:** Not a good idea.

**Mumford:** Correct. It was not beneficial to the community and we all agreed to that. There were some concessions in the planning process by the schools to re-orient the building to benefit the future development, and in doing that, the access then shifted to the side. It didn't have to do that but there was benefit to that, and we agreed to that. That's why they are sharing that. The other piece is we have had a philosophy since the beginning of looking at redevelopment of this site that this site would pay for itself. Any infrastructure would come out of the already invested dollars in this site. The City purchased it for an amount, and we have said from the beginning, we are not anticipating the need to come back to Council and ask for any other General Fund money to support this site. So, yes, the mechanics are that it is General Fund money. We want you to know that it is going back in the General Fund money. The \$650,000 does not go over here, then all of the sudden you are put in a position on a Monday night, raise your hand, to spend more money on the Eastland site. We are trying to contain it internally, and that's what we have pledged to you from the beginning of the process. That's why it's \$650,000 in \$650,000 out.

**Roberts:** I was just going to say when you add up all the input, I mean the school is putting in \$1.4 million.

**Kimble:** A little more than that.

**Roberts:** A little more than that \$1.4 million \$1.146 or something million and then we're putting back in some things for infrastructure that we would want to do anyway. It is not like we are giving anything away. We are getting great benefit and they are putting in a significant contribution. I think \$1.4 million is a lot of money. If you look at all the adding and subtracting and site improvements and things like that, I think we have a good case that it is a good deal for both sides.

**Mumford:** Our job is to provide the information and you determine if it could work or not.

**Roberts:** There you go. That's my input.

**Mumford:** The next slide talks about the design, site design, and some component of building design. I want to preface this with the rezoning hearing that you all had on Monday night to rezone this in a straight up capacity for rezoning to R4. It's not a conditional zoning so when it comes back for a decision, we will have an opportunity to get into the details of the site in the building. There was some concern that, "oh my gosh, if the site were be rezoned R4 straight up and if the school goes in, what if they build something that is just nutty and we do not like it". I don't think that is going to happen. What we are proposing is to take a look at certain aspects of this design and control that through the contract. I am going to go through those areas that we think are really important for a team of CMS and City individuals to work through.

First, we have talked a bit about this is the site plan itself. CMS has worked diligently with some input from us as to how the building can best be laid out to respond to the neighbors back here, to respond to Wilora Lake, to take a look at the traffic impact, to respond to, I think, most importantly, this future development back here. What will the face of the school be to future development? That's why we are really pleased with the location of the soccer field or the athletic field. That's one, a great buffer to the future development and it is also a great amenity for future development. So the site work, we talked about the retaining wall, we talked about the retention pond; all of that is we have a verbal agreement with the schools on those items, we want to codify that in the contract so site is one piece.

Another piece to this is the future expansion and so the Superintendent talked about the fact that they would rather not have mobile units but it's just been something that has had to occur. We do not have a solution today but mentioned the thought that because this is a partial magnet, there is a way to control

some of that capacity. We have also talked to the schools about instead of mobile classrooms, what about a physical expansion of the building. They are under extreme pressures financially as the City is under extreme pressures and so while physically this school building could be expanded and enlarged, it would take a Capital program to do that whereas the mobile classrooms are a different funding stream as I understand. The goal is to not have mobile classrooms. In the future if they do occur, we want to put into the contract, where might those go and how they might be screened. Again, back to how would that relate to the rest of the development? We don't have an answer for that today but that is part of what we are working on together. One, to respect the reality of growth in this community and to respect the reality of financial constraints, and they are respecting, in turn of our need to make sure that we can present these other properties for this side, in a way we do not detract from the viability of these properties being developed because of what it might look like. I just throw that out to have a conversation about thoughts around expansion.

**Lyles:** The question that I have is that the school is going to open at 100% capacity, so we are talking about where the mobile classrooms will go, and I know that we can probably hedge on, one of the things that I have always had not a good understanding of is traffic in and out of the school. When you have 100% capacity, you have bus traffic, you have car traffic, and it's not just the building footprint, it's the circulation around the school and we are trying to keep the buffer here, we are trying to get the road there, but if I see the circulation, I see bus circulation off of Wilora Lake.

**Mumford:** This would be bus parking.

**Lyles:** That is bus circulation; they come off of Wilora Lake, right?

**Mumford:** Correct.

**Lyles:** And then car traffic coming in.

**Mumford:** This will be the drop off, come around and come back out.

**Lyles:** Okay, so I'm noticing a drop off come around and come off without backing up traffic on a street. I do not know of a school that I have ever passed, maybe I just do not drive through the right neighborhoods and the right places, but for even elementary schools, I just wonder if we have really been very intentional in understanding that car traffic. I don't know the circulation size, but that has always been a concern to me, where we end up with having cars lined up on the street.

**Clark:** I think one of the things that will help that will be that this is serving a particular transportation zone rather than the current case today. If you were to go over to Collinswood, you would see an extraordinary carpool situation that is very problematic and part of that is because so many of the parents are bringing their students in versus having a long bus drive. By putting the school in a transportation zone where you saw all those red dots that will likely mean that more students will actually ride the bus than come in via car. But I hear you and we have a certain stacking protocol where we have to show how many cars we can stack within the thing. Initially, there won't be any traffic coming from the site, so everybody coming out of the parking lot will be going left and there will be no traffic coming from the right. Down the road as the site develops, that gets into signage and traffic lights and other things that may come as a part of this.

**Lyles:** I know and what I am saying is I would hope that, it is just like the mobile classrooms, you know they are going to come because you are going to be at 100% capacity. The traffic comes, and this is just a place where if we are going to continue to develop the site, complementary with everything, those streets can't be blocked off with carpool pickup and bus traffic sitting on the main thoroughfares. I don't know how to

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Economic Development & Global Competitiveness Committee  
Meeting Summary for March 23, 2016  
Page 13

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solve that. I understand but I really see it at almost every school that we go to that we do not build enough parking for pickup and drop off times. I don't know how to manage that; you could also change pickup and drop off times, you stagger that instead. I just don't want us to build a road, and I don't want Wilora Lake to experience lane problems because of 100% capacity. I think that that distracts from the investment in the infrastructure, and I don't think that that works well overall for the development, because we are trying to build a grid plan to serve this development long term. I would like for the staff, the traffic staff that we have to work with your staff and say, "what's realistic here and how can we adjust for it?" Putting in those circulation routes is really important.

**Clark:** And we have great experience working with the City transportation staff on a number of projects, both new and existing that we are trying to solve for and certainly that is an opportunity every time we build a new school, is to think about that. I think our new standard for facilities will give us some relief from immediate need for mobile units and because of the magnet seats, we can control those, and the footprint for the neighborhood is going to be very small and likely is fully built out. If it were a wide attendance area where there is still development opportunity, but this is going to be a fairly constrained one because it is going to be 50% magnet that will help us in terms of huge growth that we would see in some of the other schools around that still have space to develop. In the attendance area we are looking at, there is not going to be much opportunity for new development, and there is an awful lot of commercial, if you think about the Albemarle Road corridor, but we will absolutely.

**Lyles:** Mr. Mumford, have we considered the demographics of what we are trying to build interior to the site and home school? Let's figure out how that works long-term and let's make sure either we have walking trails so that kids that live in the development can get there, and that's another thing, I like the buffering. To me, one of the things that we ought to be also thinking about is how do we get kids in and out so that they can walk to school, especially in a neighborhood context. That's another area we don't do very well, building our sidewalks, so you think about what you are doing there. I just want us to be very deliberate about our sidewalk access, access to what we will see long-term and traffic issues for a school.

**Mumford:** Yes, we will continue to be thoughtful. Our Department of Transportation has been heavily involved in this site plan design, and also this is why it's important to have the access point with the Hollyfield extension, because right now the only option for this traffic to get to the school is Wilora Lake. In the future, traffic could come from Central Avenue or through a neighborhood and get into the gridded system on this site, which could dissipate some of that traffic. Ultimately, we are thinking of this more as an urban type school in a suburban model.

**Lyles:** I agree with that.

**Mumford:** But transportation has been heavily involved in the layout of this site.

**Autry:** Any discussion about opening up Wilora Lake? You know it doesn't go all the way from Albemarle to Sharon Amity. There is a barrier halfway down the street that does not prohibit complete circulation of traffic. Is there any discussion about that? I know the neighbors are not interested in doing it.

**Mumford:** We are not proposing to open that up.

**Autry:** It's really part of the strategy of getting Hollyfield extended onto the site.

**Mumford:** Correct.

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Economic Development & Global Competitiveness Committee  
Meeting Summary for March 23, 2016  
Page 14

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**Autry:** And to provide that kind of circulation traffic. Ms. Clark, you are going to build a school that is going to be at 100% capacity. Has CMS ever built a school that was able to accommodate growth beyond opening day?

**Clark:** We just opened Lawrence Orr in this area that you saw on the sheet, was at 93%.

**Autry:** What are the prospects of doing something like that to maybe have it open at 80% capacity?

**Clark:** I think given the demand for this particular magnet, we would personally would lean more toward magnet slots than neighborhood slots but we also need to provide relief to Albemarle Road that has 36 mobile units. We provided some of that relief at Lawrence Orr by moving 200 students over to Lawrence Orr and it still opened at 93% capacity. We certainly don't want to open at 100%, but we also need to be good stewards of showing that we need schools and opening them up at 80% capacity doesn't send a strong message that we need a school. It's finding that balance between the two. I think the opportunity here with the magnet seats being at 50%; often we do not have a partial that is 50%. It is usually lower than that. It creates more of a stabilized opportunity at this particular site.

**Autry:** How much is the education lottery contributing to this project? Never mind.

**Mitchell:** You might have some influence in 2017 to help us with that.

**Autry:** Thank you.

**Mumford:** One more item that is important and it deals with architecture of the building in portion of the building. See the curser; this is proposed to be the gym for the school. This elevation or this side of the building of the gym could be two-dimensional and just monolithic. We don't feel that is a great entry to this whole redevelopment along Hollyfield extension. We have had conversations with the schools about how could that elevation be articulated in a way that was better from a pedestrian feel standpoint. We don't have that detail, but that is important for us to come together and figure out how to really focus from a design standpoint on enhancing that part of the building. We are not proposing that the City has sway over the entire building architecture as an architectural viewpoint. That is a really important aspect, and even maybe the corner of the gym and entries and windows, just we don't know the answer, but we will be working toward that and hope to have that resolved in a timely fashion so we can bring that back on the 25<sup>th</sup>. But I will tell you the schools don't have the building fully designed; it's going to be a balance.

**Kinsey:** I think this is a great place for the school to begin with. I don't think it's a catalyst, we need Eastland. If it goes there, I would hope that that would be designed because we do request other people to design for the street, and I would hope that that is exactly what would be done there. I remember going to school where gymnasiums had these big windows. I think it is important whatever street it's facing that it address the street.

**Clark:** I was just going to add that we've had great success in public-private project partnerships and public-public partnerships in design of our buildings. Renaissance West being a recent public-private and building a school on the UNC-Charlotte campus where we had to fit into the landscape and architecture of a university campus, so we are very amenable and open and accustomed to letting others be a part of our design teams to create that win-win so just two recent examples within the last two years of where we have come to the table with the University and with a private entity to have input on the design of a building.

**Autry:** Is this a complete full-serving athletic field?

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Economic Development & Global Competitiveness Committee  
Meeting Summary for March 23, 2016  
Page 15

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- Clark:** This will have soccer and gymnasium space. It will not have a football field.
- Autry:** How many football fields are in the area?
- Clark:** We have Albemarle Road Middle, would be the home site for football and track. Everything else would be on site, soccer, volleyball, basketball and all the others.
- Autry:** Okay, thank you.
- Mumford:** Next are the next steps to finalize those transactions. It's not just the City Council that has to take action, this would go back to the County Commissioners as well to approve funding and then back again to the Board of Education. It's a lot of steps in the process. The proposal is to come back is, I think you all know, April 25 to the City Council for the sale and also on the 25<sup>th</sup>, should the Council approve the sale of the property, then you would also decide on the rezoning. There is no reason to rezone the property if the sale doesn't go through.
- Autry:** If there is no need to rezone the property if the sale does not go through, how does that affect the Google hut? Currently my understanding is the zoning of the property is all for surface parking conditional?
- Mumford:** That is correct.
- Autry:** If the rezoning does not continue or if the rezoning is not anticipated to move forward simply based on the sale of this property, how does that affect the construction of the Google hut?
- Mumford:** So, if I might, let me add something to that statement. The rezoning of the entire is 12 acres so some portion is. We would not have to rezone all of that, might have to look on a smaller portion of that as separate and bring it back to support the Google hut would probably be our recommendation. Otherwise, we have 12 acres that are zoned in a way that maybe you do not want them.
- Autry:** Okay. Is there a time constraint with Google about having to wait for another rezoning to be processed through?
- Reiger:** Google would tell you today that they needed to have access to that site yesterday because they are trying to work very quickly. They have been very flexible with us in diverting their resources to other parts of their build while this all gets worked out.
- Autry:** Thank you Mr. Chair.
- Mitchell:** You're welcome sir.
- Mumford:** Those are next steps related to the sale of the land. Ongoing, we will continue to site management, continue to work with the schools on developing what we discussed today, working with Google to make sure we understand that, any interim uses for this site that you think are appropriate so just the standard management of the site. We also want to begin a more robust infrastructure assessment. We've talked about a road with Hollyfield extension, supporting future development removal of some retaining walls, some grading, and the water retention. We want to look at the whole site and say "how might we be better prepared for future development if we do additional site work and any road infrastructure-what would the cost of that and scope of that be?" We just do not have that today. That would be helpful to us. We want to refine the development planning. What I mean by that is we talked about a conceptual plan, so should

the schools go, that's some certainty. We would then move to the park component and then have a much more robust public engagement process of, okay, with the remaining parcel and a relationship to these known quantity school green space, how might we best design. This then becomes more of a master planning or architecture and engaging the community based on those five principles that were developed and make sure that, then what we can take out to the private sector, we have some real context to it. We want to work through at that level, is the next step. Also take into consideration a market analysis. We don't have an updated market analysis of what could go there. If there was residential, there's a lot of discussion about no multi-family, no residential of a certain economic level. We want to know what the market would suggest could it bear. If the market says we want higher value properties, that's informative to how we might then direct an RFP to the development community. If market research says that is not in the cards for the next two years, then we would know that that would give us information of how to move forward. The market aspect is important, especially as we are seeing the movement from Plaza-Midwood up Central Avenue. There are market forces coming their way to the Eastland site that can be good, that can be bad and yes there is a gentrification component to this that we need to take into consideration. After that would be the sourcing private participation, private developers to put private money into redevelopment at the detailed level that we don't have today so that's broadly in our steps that we propose.

**Lyles:** I know you said the infrastructure but, as you are doing this, the work that is being done on the transit line for both the silver line as well as how we connect, can we include that, because we have had this discussion before. I do think, and I really think that it is always difficult to disagree with Ms. Kinsey because I just do not like to do that. When I think about the anchoring of this site and we talked about the school and we talked about the transit station, to me those are two big public investments that will drive. I love the park, but I think what's important is the eastside has great bones and great housing. We need the ability to move people fast in a reliable way downtown so that they have that certainty about when they buy a home, and all of us know that the first thing you ask a young couple that has kids what do you want, you say how do you buy your house, and have a great magnet and home school, will make families come, getting our traffic situation, so that they can come easily and reliably, I think are two great anchors.

**Kinsey:** Gold line.

**Lyles:** But they are also talking about the silver coming down and then the gold, meeting up, so let's keep working on that part of it to make that transit the other side of that really work.

**Autry:** A school would restrict the kinds of businesses that might take root there, would they not?

**Mumford:** The short answer is no. Maybe it should be yes. Technically yes but realistically no. There is a 400-foot dimension where you can't put certain uses and it ties in with the most recent outdoor dining.

**Autry:** Eating, drinking?

**Mumford:** Yes, so it is 400 feet to R4, really for residential use. This proposed rezoning is to R4, but if you take a 400, let me see if I can find, 400 feet is essentially the distance between this corner and right about here. If anything were impacted based on that 400-foot dimension, it would be a little bit there. This is not residential this is a school. The intent was to not have loud outdoor music, negatively impacting residences, but the rest of this development is not in that radius.

**Autry:** When I was thinking about eating, drinking, and entertainment establishments because we have a great establishment on the eastside called Letty's on Shamrock Road which is across the street from Shamrock Gardens Elementary. There are ways and mechanisms available to us to not restrict the kind of

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Economic Development & Global Competitiveness Committee  
Meeting Summary for March 23, 2016  
Page 17

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businesses that a lot of people are always saying that they want to see and want to have available to them because there is a school there.

**Mumford:** We do not see that that would prohibit viable, dynamic, vibrant development in that other part of the site.

**Autry:** Okay. Can you talk a little bit about what the fears for this school would be? Communities, neighborhoods, where do the children come from?

**Clark:** Well, they would come from that green transportation zone area and the relief would come from the current Albemarle Road Elementary and Middle, so those areas inside the circle would be for the home-school students. There's the elementary circle and all the other students would be coming from, and students leaving a dual language have an opportunity to go their home high school, they would have an opportunity to go to an international baccalaureate or to continue on to a high school oral languages, so they would have several different options, but there would be a home high school assignment since this is a K-8.

**Autry:** Alright. Thank you.

**Mitchell:** Staff, can we go back to the Rea Farms?

**Mumford:** Yes.

**Mitchell:** I'm going to be totally transparent, I had a lot of concerns about the economic opportunities at this site and talking to Councilman Autry, he was kind enough to say, "James if you have a concern, you ought to talk about more at your ED committee" so bear with me. I am caught between a rock and a hard place because I always want to be a collaborative team player. We have the County, the schools, and the City all working together for what I think is a great opportunity. Thank you Superintendent, because you definitely showed us the demands and over crowdedness, but as the ED guy, I want us to think in terms of ED and our responsibility to develop this site. You mentioned the 400-foot buffer so that leaves us about six to nine acres left. Let's just take this for example, is this all residential here at Rea Farms, or is there some mix?

**Mumford:** It's a mixed-use.

**Mitchell:** So it is mixed. So we have commercial, we have office, and we have homes. Okay.

**Lyles:** A lot of parking lots.

**Mitchell:** And a lot of parking lots.

**Lyles:** I'm just saying the commercial sites that fronts on Providence, you see that lot. That is supposed to be kind of a box.

**Mitchell:** I see the Eastland site being a great place for synergy, for people coming together, restaurants and so forth. Could we put an EpiCentre on the other 69 acres on the Eastland site with the school?

**Mumford:** Yes.

**Mitchell:** Let's say we have the school, so could we put an EpiCentre-like development?

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Economic Development & Global Competitiveness Committee  
Meeting Summary for March 23, 2016  
Page 18

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**Mumford:** There's not a restriction from a distance standpoint to do that. There is, I think, an economic restriction to do that.

**Mitchell:** Not from a development restriction?

**Mumford:** Correct.

**Mitchell:** Okay.

**Autry:** The City is open for business so if anybody is aware of any private investors that are interested, we have some excellent mechanisms and tools in our toolbox to help facilitate that investment and would love to talk with you.

**Mitchell:** I will say this John, I had a luncheon with some developers and they did say this, that we looking as too much in the silo, that this should not be an "or" at Eastland, it should be an "and". When you think in terms of "and" school and other developments, as opposed to trying to pick and choose what should go there. I'm going to yield to the Mayor because I know she has a commitment.

**Roberts:** Just in talking about whether a school is appropriate and what can happen right next to it, I always remind folks that we have five schools in the Uptown area in our business hub. We have Metro, Trinity, Charlotte Lab, First Ward and Irwin, five schools, right there within walking distance. Kids walk to all those things, the library. They walk to the museums from all those schools so clearly there is no impediment to them doing what they're doing to the economic activity happening, to the synergy coming there. People, who think about, it's kind of like the old cul-de-sac of the neighborhood, way isolated stuff. I think about schools way isolated out there, that's not the urban model. We've shown that it can work to have all that working together.

**Mitchell:** Thanks Mayor.

**Autry:** Mr. Chair, I will just refer you back to page three as you have those discussions with folks about redevelopment principles that have been adopted that's the process.

**Mitchell:** Okay.

**Lyles:** I would like to make a motion that we approve the actions that are included on (slide 23) as a recommendation to go forward to the April 25<sup>th</sup> Council Meeting, which is approve the sale of the 11 acres of the site, authorize the Manger to negotiate and execute the documents necessary, and to authorize a budget ordinance. You guys figured that out the best way to do it. I don't want to lock us in on how we do that. And also know that will require the rezoning decision to be an R4. Which comes back?

**Kimble:** Same night?

**Lyles:** So it will be on first?

**Kimble:** Your sale will be first.

**Lyles:** Sale a,b,c first, so I move that the ED Committee make the recommendations for those steps.

**VOTE:** *The motion was made by Mayor Pro Tem Lyles and seconded by Councilmember Eiselt. The vote was unanimous with Mayfield and Driggs being absent.*

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Economic Development & Global Competitiveness Committee  
Meeting Summary for March 23, 2016  
Page 19

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**Mitchell:** Okay the motion is on the floor and has been second. Any questions? All those in favor, raise your hand.

**Lyles:** Thank you.

**Mitchell:** Thank you Superintendent. Thank you so much to those who joined us today for the meeting. We have one more agenda item.

***Future Meeting Topics and April Schedule***

**Kimble:** Your next meeting is April 14<sup>th</sup>. We also have a meeting scheduled on April 28<sup>th</sup> but I know that might create some conflicts for some other folks. We will need to poll you and talk about what we would do, but we certainly will not have a sufficient number to meet on April 28<sup>th</sup> and we will be back to you on that.

**Mitchell:** Okay. Thank you all this concludes the ED Committee meeting.

Meeting adjourned at 1:25p.m.

**City Council**  
**Economic Development & Global Competitiveness Committee**

Wednesday, March 23, 2016 at Noon  
Room CH-14

Committee Members: James Mitchell, Chair  
Vi Lyles, Vice Chair  
Ed Driggs  
Julie Eiselt  
LaWana Mayfield

Staff Resource: Ron Kimble, Deputy City Manager

**AGENDA**

**I. Eastland Mall Redevelopment – 60 minutes**

*Staff: Ron Kimble, City Manager's Office & Patrick Mumford, Neighborhood & Business Services*  
*Guest: Ann Clark, Superintendent, Charlotte-Mecklenburg Schools (CMS)*

Action: On October 26, 2015, staff presented to City Council in a Dinner Briefing an update on the Eastland Mall redevelopment strategy. During the briefing, Council authorized staff to finalize a sales agreement with CMS for 11.4 acres and continue with the rezoning process for the property associated with the transaction. Today staff and a representative from Charlotte-Mecklenburg Schools will present the rationale for a school in this vicinity, the negotiated terms of a sales agreement for this site, and discuss next steps to finalize the agreement.

**II. Future Meeting Topics and April Schedule – 5 minutes**

*Staff: Ron Kimble, City Manager's Office*

Topics	Meeting Date	Lead Department
Eastland Mall Redevelopment	On-going as needed	Neighborhood & Business Services
Immigrant Integration Task Force Recommendations Updates	On-going as needed	Neighborhood & Business Services
Business Investment Grant Revisions	On-going as needed	Neighborhood & Business Services
High Growth Entrepreneur Strategy	On-going as needed	Neighborhood & Business Services
Charlotte Business INclusion Update	On-going as needed	Management & Financial Services
City Protocol Society	On-going as needed	Neighborhood & Business Services
Amateur Sports Development at Bojangles Coliseum/Ovens Auditorium	Future discussions (TBD)	Neighborhood & Business Services
Applied Innovation Corridor Strategy & Planning	Discussions (TBD)	Neighborhood & Business Services
Pearl Park	Discussions (TBD)	City Manager's Office
Talent Pipeline (apprenticeship and pre-apprenticeship)	Discussions (TBD)	Neighborhood & Business Services
Review of Regulatory Land Development User Fees	On-going as needed	Management & Financial Services
Local Hiring Initiative Using Anchor Institutions and Economic Inclusion (referred by CM Howard on 11-23-15)	Discussions (TBD)	Neighborhood & Business Services

**III. NEXT DATE: Thursday, April 14, 2016 at 12:00pm, Room CH-14**



## Overview of Eastland Parcel Sale

March 23, 2016



### History

- 2003: City Council adopted Eastland Area Plan
- 2012: City purchased 80 acres of mall property
- 2012: Charlotte EAST created Redevelopment Principles
- 2013: Completed demolition of mall structure
- 2013: Bond referendum approved for new school in the area
- 2014-2015: Partnership discussions (storm water, parks, civic, schools, developers)
- May 2015: Concept Plan, which included site for proposed school, presented to ED&GC Committee
- October 2015: Staff presented City Council with revised concept plan and authorized Staff to proceed with implementing concept
- December 2015: Concept Plan and update on CMS site negotiations presented to Mecklenburg County Board of County Commissioners

2



## Redevelopment Principles



### 1. Enhance the Perceptions of the Eastland Area and East Charlotte

Attract visitors from other areas with unique opportunities for employment, housing, retail, cultural activities, entertainment, quality of life/wellness

### 2. Unify Local Communities

Provide retail and service amenities for local residents of all demographics (e.g., grocery store, coffee shop, bookstore, restaurants) - Build on existing trend of the East side's cultural diversity & international communities

### 3. Create Connectivity and Walkability for Surrounding Neighborhoods

Integrate development into the existing Central Avenue corridor - Promote connectivity to downtown by strengthening relationship to mass transit options - Increase safety through active streets

### 4. Take Advantage of Natural Features

Development of dedicated and flexible Open Space to include restoration and/or development of existing natural water feature to reinforce natural site connections, marketability and quality of life

### 5. Create Opportunity for Civic Development

Incorporate school, community center, athletic and recreation facilities, "Express Y"

3



## Unique Opportunity

- Model for sustainable design
- Civic partnerships (school, park)
- Walkable, mixed use place making
- Integration of existing and future transit



4





### Eastland Concept Plan



5



### School Site



6



## Community-Approved School in 2013 Bond Referendum

- School approved in 2013 bond referendum (\$30.38 million)
- New K-8 Magnet: Attendance zone and language immersion relief for Albemarle Road elementary and middle schools
- Expand capacity for the Spanish language immersion magnet program in CMS
- Attendance zone to provide much-needed relief for Albemarle Road elementary and middle schools and other nearby schools
- Magnet program adding seats to Spanish Language K-8s and will provide a closer location for student living in the Green transportation zone
- Project provides community a cost effective new school for less than the \$48 million cost of building separate elementary and middle schools



Every Child. Every Day. For a Better Tomorrow.

7

## Capacity Utilization at Area Schools

	Total Number of Building Classrooms as of 2015-2016	Total Number of Mobiles as of 2015-2016	2011-2012 Total Membership	2012-2013 Total Membership	2013-2014 Total Membership	2014-2015 Total Membership	2015-2016 Total Membership	2015-2016 Capacity Utilization
Albemarle Road Elementary	42	36	1,020	1,077	1,202	1,333	1,131	151%
Albemarle Road Middle	50	8	1,017	1,116	1,152	1,198	1,112	125%
Hickory Grove	36	10 classrooms in Annex	958	1,004	1,008	1,007	738	119%
Idlewild	39	15	845	809	810	884	1,052	143%
JH Gunn	35	7	711	723	717	695	779	123%
*Lawrence Orr	55	0	N/A	N/A	N/A	N/A	689	93%
Windsor Park	36	11	830	893	891	912	866	149%
Winterfield	34	14	594	660	673	712	785	132%

\*Lawrence Orr opened in August 2015.



Every Child. Every Day. For a Better Tomorrow.

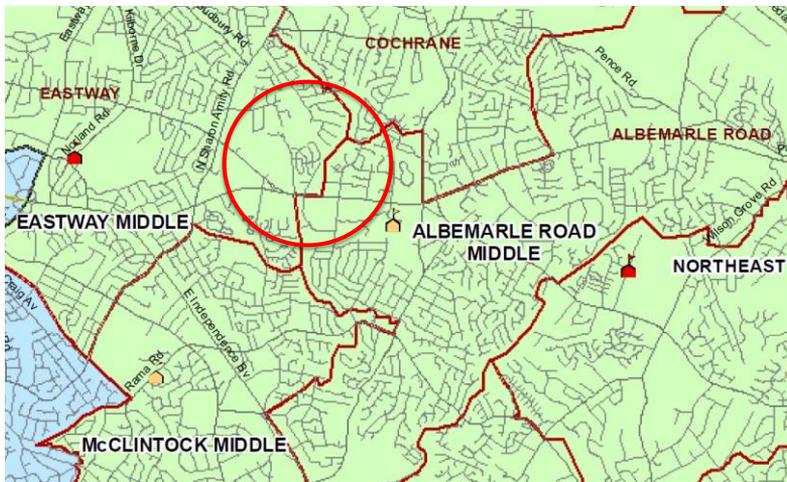
8

# Current Albemarle Road Elementary Attendance Zones



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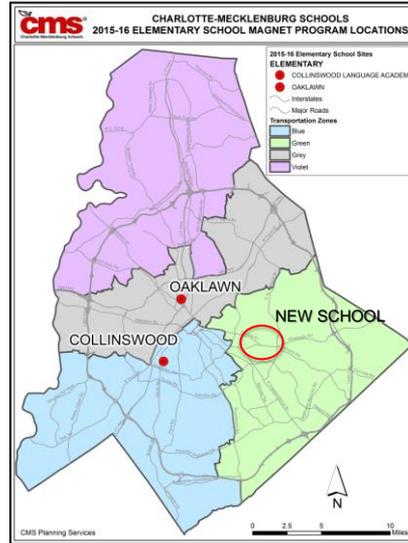
# Current Albemarle Road Middle Attendance Zones



Every Child. Every Day. For a Better Tomorrow.

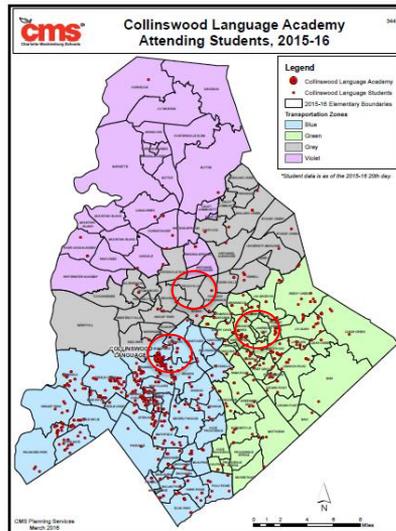
# Transportation Zone Map

- Collinswood currently serves the Blue and Green transportation zones
- Oaklawn serves the Grey and Violet transportation zones
- The new school will serve the Green Transportation Zone



# Collinswood Student Dot Map

- Collinswood currently serves 213 students from the Green Transportation Zone
- Collinswood currently serves 495 students from the Blue Transportation Zone
- Collinswood currently serves 49 students from the Grey and Violet transportation zones



## CMS' Proposed Site Plan at Rea Farms – approved by City Council in 2015



## New School - Dual Language and Home School

- 54 classrooms with gym and multi-purpose room, cafeteria and specialty classrooms for art, music and science
- Total students (estimated): 972 (100% capacity)
- Attendance boundary students: 486 (50% capacity)
- Magnet students: 486 (50% capacity)

\*Assumption: 18 students per classroom

## Dual-Language Research

- Dual-language students perform one grade level ahead regardless of subgroup in reading and math.
  - Well implemented dual-language programs close the achievement gap between all subgroups (\*ELL, EC, EDS, Hispanic and African-American).
  - Students in a dual-language program outperform their like peers in traditional school (English only).
  - Dual-language programs strongly counteract the negative impact of low \*SES on student achievement.
- V.P. Collier and W.P. Thomas. *Dual Language Education for a Transformed World* (2012)
  - ELL – English language learner
  - EC – Exceptional Children
  - EDS – Economically disadvantaged students
  - SES – Social Economic Status

15

## Collinswood Dual Language Success

### Awards

- Magnet Schools of America School of Excellence (2016)
- Named second best Spanish-language school in the country by Spain's Ministry of Education (2012)
- Visiting International Staff School of the Year (2010)



## School Site



- Charlotte-Mecklenburg Board of Education (CMBE) offered to purchase 11.4 acres
- Purchase Price - \$650,000
- Contract Terms
  - Road improvements
  - Storm water management
  - Retaining walls
  - Site design
- K-8 School
  - Partial magnet
  - Dual language
  - Opening in August 2018

17



## Road Improvements



- CMBE will contribute \$400,000 to planning, design, and construction of Hollyfield Drive extension
  - City will reimburse CMBE for costs exceeding \$400,000
  - Road designed to City standards
- CMBE will manage planning, design, and construction of improvements

18



## Storm water Improvements



- CMBE will pay for and construct a temporary storm water detention facility on City-owned property adjacent to the school property
- CMBE will contribute \$80,000 to the City for access to a permanent storm water detention pond to be built in the future
  - CMBE contribution based on pro rata share of impervious acreage and will be paid once connected to the permanent facility

19



## Retaining Walls



- CMBE will contribute up to \$488,300 for demolition and related work associated with removal of retaining wall (1) running along property boundary
  - The City will reimburse CMBE for associated costs overruns, if any, over and above CMBE contribution
- The City will reimburse CMBE for all related costs of removing separate retaining wall (2) on City-owned property
  - Estimated cost - \$51,500

20



## Site Design



- The City and CMBE have agreed upon a site plan complementary to future redevelopment of the surrounding property
- Site plan will remain consistent with intent of Eastland Redevelopment conceptual plan
- Design guidelines, as part of the sales agreement, managed by joint team to review:
  - Future expansion
  - Site improvements
  - Relationship of building to Hollyfield Drive

21



## Next Steps

- Finalize transaction and approve rezoning
- Site management and development (on-going)
- Schematic infrastructure assessment
- Refine (re)development planning: public engagement, design guidelines, market analysis
- Implementation through private participation

22



Request for Council Action  
at April 25<sup>th</sup> Meeting

- Approve the sale of 11.4 acres of the former Eastland Mall site to the Charlotte-Mecklenburg Board of Education for \$650,000,
- Authorize the City Manager to negotiate and execute all documents necessary to complete the sale of the property, and
- Authorize a budget ordinance to appropriate sale proceeds for the City's portion of the Hollyfield Drive extension and removal of retaining walls
- Approve rezoning to R-4

23