Fall Semester 2015
Tufts University, Graduate Department of Urban and Environmental Policy and Planning
Peg Barringer e-mail: pegsquare@aol.com, Office Hours by Appointment

Course Objectives
Through lecture, case studies, and research, this course will help students accomplish the following:

- Explore what is meant by Community Economic Development (CED), the overarching goals and fundamental economic concepts and terminology.
- Develop a framework to evaluate the costs and benefits of economic development projects and explore the use of logic models to enhance community economic impact of projects/programs.
- Review several economic development theories that have evolved, examine the types of entities that typically undertake CED and common financing tools and sources.
- Acquire fundamental skills necessary for evaluating feasibility and financing commercial real estate development projects.
- Investigate strategies and tools employed in microenterprise and small business development, social enterprise and business district revitalization.
- Increase knowledge of analytical methods and data sources used in economic development.
- Implement a process to evaluate feasibility of an economic development venture.

Course Outline at a Glance

<table>
<thead>
<tr>
<th>Date</th>
<th>Unit/Class</th>
<th>Topics</th>
<th>Assign. Due*</th>
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<tbody>
<tr>
<td>14-Sept</td>
<td>1</td>
<td>Course Overview; Intro to CED, Selected ED Terms &amp; Concepts, Developing Local Economy, Process to Analyze Potential CED Ventures</td>
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<tr>
<td>28-Sept</td>
<td>3</td>
<td>Scheduled for October 16th – see below</td>
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<tr>
<td>5-Oct.</td>
<td>4</td>
<td>Connecting Program Design to Community Economic Impact; Using Logic Models</td>
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<td>12-Oct.</td>
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<td>Commercial Real Estate Development &amp; Finance--Part 1</td>
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<td>6</td>
<td>NO CLASS – Columbus Day – see substitute class below</td>
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<tr>
<td>16-Oct.</td>
<td>Part 2</td>
<td>OFF SITE &amp; NOT at Regular Class Time: CED Immersion - Tour of Local CED Projects</td>
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<td>19-Oct</td>
<td>6</td>
<td>Commercial Real Estate Development &amp; Finance--Part 2</td>
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<td>Commercial Real Estate Development &amp; Finance--Part 3</td>
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<td>2-Nov.</td>
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<td>Feasibility Analysis for Economic Development Ventures</td>
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<td>9-Nov.</td>
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<td>16-Nov</td>
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<td>Commercial District/Downtown Strategies &amp; Tools Part 1</td>
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<td>23-Nov</td>
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<td>Commercial District Strategies Part-- 2; Business Development Tools Part--1</td>
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<td>30-Dec</td>
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<td>Business Development Tools Part--2</td>
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<td>7-Dec</td>
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<td>Team Project Work Sessions – No formal class</td>
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<td>14-Dec</td>
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<td>Team Project Presentations</td>
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* Plus reading and homework as assigned
Course Outline

Class 1

I. Course Overview; Intro to Community Economic Development, Selected ED Terms & Concepts, Developing Local Economy, Process to Analyze Potential CED Ventures

- Course Objectives
- Course overview and syllabus
- Reader & Trunk Site, Requirements, Policies, etc.

- Intro to CED, Defining community economic development, Target communities, CED Goals
- Selected Economic Development Terms & Concepts
- Developing the Local Economy

  - Team Project Discussion and Overview of Process for Analyzing Potential ED Ventures

Distribute Team Assignment #4, 5, 6 & 7 (available on Trunk website)

Required Reading

Peg Barringer, Excerpt: “Community Economic Development: A Primer” revised 2015, Chapter 1, page 4 – 14, (available on Trunk) CED 2 – 15


Peg Barringer, Chart - “Analyzing Potential Economic Development Ventures”, (available on Trunk) CED 260

Assignment #4, 5, 6 & 7 (available on Trunk)

Supplemental

Shaffer, R. S. Deller, and D. Marcouiller, “Rethinking Community Economic Development” 2006. Economic Development Quarterly (available on Trunk)

*** Readings listed in the Syllabus are available in the UEP 271 Reader unless otherwise noted. Some readings and materials will be available on Trunk as noted.***

- Selected Economic Development Concepts/Developing Local Economy (cont’d as necessary)
- Goals, Guiding Principles and Framework For Evaluating Benefits
- Analyzing Costs and Benefits of ED Projects - Case Study Discussions, homework #1
- Evolving Theories of Economic Development
- Industry Sector/Cluster – Based Strategies
- CED Resources, Financing Sources and Tools
- Discuss homework assignment #2
- If time permits, we may discuss some the following topics in class, but in any case the topics will be covered in readings: Entities that Implement CED, CDC characteristics, typical CED activities, operation of Income-producing business, CED Goals, Objectives and Strategies, Fundamentals of Selected CED Tools Overview

Distribute Assignment #1 (available on Trunk)

Required Readings
Complete readings listed as required for Class 1 if you have not done so already.


CED Case Studies: CED 55 – 62
- San Francisco Tax Incentives and Community Benefit Agreements in the Tenderloin
- CropCircle Shared Use Commercial Kitchen in Boston
- Pay-for-Performance Job Training Program in Twin Cities

Assignment #4, 5, 6 &7 (available on Trunk website)

Peg Barringer, “Introduction to Community Economic Development Financing” revised 2014, CED Appendices 522-550

Other Materials that May Be Used in Class – Please Bring

“Financing Healthy Food Options: Financial Resources Catalogue”, Opportunity Finance Network, CDFI Fund Capacity Building Program -- Just Review Table of Contents (Full version is Available on TRUNK for reference/supplemental reading) CED Appendices 551-552

Self Help NMTC Loan Program Fact Sheet CED Appendices 553
Palladio Hall CED 197-198
Center for the Arts CED 205-210

Supplemental Reading/Reference

“Pre-feasibility Analysis Worksheet” CED 63-64
Peg Barringer, “Determining Economic Development Priorities” CED 67-73


Greg Last, Summary of Economic Development Terms (available on Trunk)

Homework Assignments (due for this class)
1. Read Case Studies: You do not have to turn anything in, but take notes and come prepared to discuss in class. Read the cases and consider the following questions
   a. What is the economic condition/problem that is being addressed?
   b. What economic development benefits/outcome resulted from the project/program?
   c. How much did project/program cost and how was it financed?
   d. Do you think the benefits merit the investment of public and philanthropic dollars required? (See Case Study Question Worksheets CED Appendices 571-573)

2. Read the Instructions and requirements for the Team Assignment (available on Trunk).
   a. Conduct Internet research on CED programs/projects/social enterprises; come up with ideas for possible projects you might want to pursue for the team assignment. I encourage you to research existing programs and projects (especially new and innovative approaches) that are currently being tried in at least a few places now, rather than trying to create a totally new type that has not been done before. You can plan to make your own additions and refinements and, of course, you will have to adapt it to the target community.
   b. Contact at least one ED organization and inquire if there is a social enterprise/program/project model that the organization is considering and would like researched. (Be sure to tell them you are only collecting ideas at this point and cannot make any decisions.)
   c. Come prepared to describe 1 – 2 possible projects/program ideas with your classmates.
Class 3  (This session is re-scheduled to take place October 16th in the afternoon, See Class 4)

III. Who Implements, CED Objectives & Strategies, Overview of Selected Tools and Strategies

Instead of a traditional class discussing examples of CED projects, we will be taking a tour of several innovative CED projects. I have arranged a tour where we will visit several projects in Dorchester and representatives will speak with the class about each project. Boston is a fantastic laboratory for social entrepreneurship and all kinds of CED projects and I wanted to provide students the opportunity to see real projects and programs in action.

Explanation of scheduling and why the classes are not in Succession

Due to the fact that we will be visiting the project/program sites, this session has to be conducted during business hours and during daylight, so it cannot take place during regular scheduled class time. Scheduling turned out to be very challenging. I contacted the students that were signed up for the class in August to ascertain when were the best possible times with the least amount of scheduling conflicts and then tried to coordinate with all of the site representatives. We had to make several changes to accommodate all of the players along the way and the final date is now set for October 16th in the afternoon. So, Class 3 will actually occur after Class 5 but this will not matter as the tour content can fit anywhere in our curriculum.

We will try to video tape parts of the tour as possible for the benefit for the students that may have a scheduling conflict and cannot make the tour.

We will meet in the four Corners Neighborhood of Boston. Students may form carpools or use public transportation. More details will be forthcoming.

Project Sites/ Speakers:

1. Daily Table (not-for-profit retail store that offers affordable food, founded by Doug Rauch, former president of Trader Joe’s) Fredi Shonkoff, Annika Nielsen, Katie Kritzalis

2. SnapChef (Culinary Training Institute and Job Placement), Todd Snopkowski

3. Urban Innovation Project, Sustainability Guild, Jhana Senxian

4. Dorchester Food Coop, Darnell Adams

5. Four Corners Plaza Real Estate Development Project, CSNDC, Vita Shklovsky

6. Mixed Use Project Real Estate Development Project, VietAid, Aspacia Xypolia,

7. Four Corners Main Street, Cornerstone Lot and Public Art Salon, Bill Perkins (not yet confirmed)

8. Community HealthWorks, Nonprofit partnership (no speaker confirmed)
Class 4

IV. Connecting Program Design to Community Economic Impact; Using Logic Models

- Financing Sources and Tools (cont’d as necessary)
- Introduction to logic models,
- Components, variations, examples
- Problem analysis, cause and effect
- Theory of change
- Inputs, Outputs and Outcomes

Assignment #4 Due
Distribute Assignment # 2 (Available on Trunk)

Required Readings

Review Section 1 thru 4 of the online course available at the following link. (Click on links to show pop-up dialogue boxes.)
Enhancing Program Performance with Logic Models, University of Wisconsin-Extension
http://www.uwex.edu/ces/lmcourse/#. A written transcript of the class is available on TRUNK but you will get more out it if you go thru the class online.

Fresh Food Financing Initiative, Logic Model Excerpt, Community Development Financial Institution
Financing of Supermarkets in Underserved Communities: A Case Study, Ira Goldstein et al., The
Reinvestment Fund.  CED 75

Logic Model Examples:  CED Appendices 554-563
Additional Logic Model Example (Available on Trunk)

Boston’s Back Streets Brings Economy Back To Its Roots (and attached Chart), www.icic.org CED
Appendices 564-566

Problem Analysis Worksheet CED Appendices 567
Logic Model Worksheet CED Appendices 568
Annotated Logic Model Worksheet CED Appendices 569

Please look at TRUNK for any additional handouts or materials that should be brought to class.
Class 5

V. Commercial Real Estate Development and Finance – Part 1

**Bring calculator to class!**

- Roles of Commercial Real Estate Development in CED
- Healthy Food Initiatives and Commercial Real Estate Development
- Real estate development process and players
- Market analysis and leasing
- Projecting Rents and reimbursements

Assignment #1 Due

**Required Readings - Bring the following materials to Part 2 and 3 classes also!!!**

Peg Barringer, Commercial Real Estate Development: A Training Guide for Economic Development Professionals, FinePoint Associates, LLC, Revised 2011, Pages 2-1 to 2-32 and 3-3 to 3-15  CED 77-111 & CED 144-156

Northside Shopping Plaza Case Study  CED 216-220
Northside Case Study Worksheets  CED 221-229

**Homework Assignment (due for this class)**

1. Read the Northside Case Study.
2. Calculate the projected rents; complete Worksheet #2 calculating guaranteed minimum rent only (not percentage rent)
3. Input office, retail and total rents to Worksheet #1 for years 1 to 3 only
4. Calculate percentage rent (worksheet available on TRUNK)

**Supplemental Reading:**
VI. Real Estate Development and Finance – Part 2

Bring calculator to class!

- Financial feasibility analysis process
- Development budget
- Developing the income and expense pro forma
- Determining debt capacity; debt coverage ratio & loan to value ratio
- Calculating Loan payment & amortization
- DCR & Loan Amount
- Project valuation & capitalization rate

Assignment #5 Due

Distribute Assignment # 3 (Available on Trunk)

Required Readings - Bring the materials from Part 1 class also!!!


Rage Site Worksheet (available on Trunk), CED Appendices 568

Broad Construction Cost Estimates (available on Trunk)

Sample Cost Data (Handout)

Homework Assignment (due for this class)

1. Northside Case Study -- Calculate Expense and reimbursements; complete Worksheet # 3
2. Complete Worksheet # 1 up to the “Net Operating Income” Line for Year 1 only, assuming a 10% Vacancy Allowance
Class 7

VII. Real Estate Development and Finance – Part 3

Bring calculator to class!

- Weighted Average Cost of Capital, Understanding Capitalization Rate (cont’d)
- Exploring options to close financing gaps
- Financing Tools and Sources
- Understanding Investors and Investment Goals
- Breakeven analysis
- How Loan Rate and DCR can affect feasibility
- Fill in the blank finance tool worksheet

Assignment #2 Due

Possible Guest Speakers: Andy Waxman, Director of Real Estate Development, Dorchester Bay Economic Development and Leah Whiteside, Project Manager (DBEDC)

Required Readings - Bring the materials from Part 1 and Part 2 to class also!!


Homework Assignment (due for this class)

1. Northside Case Study – Review potential financing sources; Complete Worksheet #5 except for Shaded Columns
Class 8

VIII. Feasibility Analysis for CED Ventures

- Financial Analysis for ED Ventures
- Feasibility Analysis Process Overview
- Startup/development budgets
- Income and Expense Projection
- Clarifications for Team Project Assignment
- Team Project Discussions

We will be working with team projects in class -- please bring Team Project information to class.

Assignment #3 Due

Required Readings

Peg Barringer, “Feasibility Analysis for CED Ventures”, we will be covering this material in class; please read Appendix A and B and review Appendix C in advance Read CED 231-234, skim 325-341

Esther Kim and Samra Haider, “Business Planning Guide: REDF Social Enterprise Start-up Toolkit” (might be available on Trunk; if not can be accessed thru REDF website listed below)

Supplemental

Zimmerer, “Conducting a Feasibility Analysis and Crafting a Winning Business Plan” (available on Trunk)

Tools Available at The Roberts Enterprise Development Fund at: http://www.redf.org/learn-from-redf/tools/106

- Social Enterprise Business Plan Template
- Business Planning Guide: REDF Social Enterprise Start-up Toolkit
Class 9

IX. Social Enterprise Development

- Follow-up on Feasibility Analysis for CED Ventures as necessary*
- Organizational Structures
- Introduction to Social Enterprise
- Examples of Social Enterprise

Possible Guest Speakers:
Anne Wunderli, Vice President for Operations, Pine Street Inn, Social Enterprises: ICater and Boston HandyWorks and/or
Laura Edwards-Orr, Director of Resource Development, Red Tomato and Lesley Sykes (unconfirmed)

*We might be continuing some topics from previous class depending on how much we were able to cover, so please bring the “Feasibility Analysis for CED Ventures” to class if necessary along with your team project information.

Required Readings

Jim Fruchterman, “For Love or Lucre: A veteran social entrepreneur provides a guide to those who are thinking through the thorny question of whether to create a nonprofit, a for-profit, or something in between”, Stanford Social Innovation Review, 2011 (Available on TRUNK)

Example of Non Profit with For-Profit Subsidiaries (Available on TRUNK)

Davis Ingram, “Nonprofit Organization vs. For-Profit Organization” (Available on TRUNK)

Business Structure Basics, entrepreneur.com (Available on TRUNK)

Kristen Ace Burns, managing director, Roberts Enterprise Development Fund, “Five Social Enterprise Myths, Dispelled”, Fast Company, December, 2007  CED 342-345


Supplemental Reading
Class 10

Team Project Progress Report Presentations – Assignment 6***

X. Commercial District/Downtown Strategies & Tools - Part 1

- Organizational Models
- The Planning Process
- Components of a Revitalization Strategy

- Downtown Spencer Case Study

Assignment #10 Due

Required Readings

Rick Jacobus and Maureen Hickey Commercial Revitalization Planning Guide: A Toolkit for Community Based Organizations, LISC, read pg. 5 – 17 in reader, skim pages 33-81 Read CED 357-373, skim 374-422

Peg Barringer, “Commercial District Revitalization Planning Process Chart” CED 423

“Successful Organizational Models for Downtown/Commercial District Revitalization Programs”, Main Street Center, National Trust for Historic Preservation CED 424-427

Downtown Spencer Case Study: Assessment Plan (review in advance, we will work on in class) CED 428-434

Supplemental Reading

Rick Jacobus and Maureen Hickey, Commercial Revitalization Planning Guide: A Toolkit for Community Based Organizations, LISC; excerpt in reader, full volume available on Trunk

Mt. Pleasant Street Commercial Revitalization Strategy, DC Office of Planning, Available on Trunk
Mt. Pleasant Street Market Study, DC Office of Planning, RES/Retail Compass, Available on Trunk
Class 11

XI. Commercial District/Downtown Strategies & Tools - Part 2

• Business District Revitalization -- Essential Steps for Economic Success

• Rainier Valley Case Study

Business Development Strategies & Tools - Part 1

• Definition of small business
• Definition of microenterprise
• Roles for CED organizations/agencies

Unconfirmed Guest Speaker: Boston Main Street Organization

Required Readings


Retail Development Strategy for Rainier Valley, Seattle's Office of Economic Development, Community Land Use and Economics Group, LLC, pg 1-52 CED 442-493

Rainer Valley Case Study: Action Plan (review in advance, we will work on in class) CED 494-496

Supplemental Reading

Retail Development Strategy for Rainier Valley, Seattle's Office of Economic Development, Community Land Use and Economics Group, LLC; excerpt in reader, full volume available on Trunk

“Retail Action RoadMap”, Washington, DC, Available on Trunk
Class 12

XII. Business Development Strategies & Tools - Part 2

- Overview of selected business development tools
- Business Technical Assistance Program Example
- Business incubator Examples
- Business Loan Programs, Purpose, Target Clients, Desired Outcomes
- Community Development Financial Institutions (CDFIs)
- Loan program examples

Guest Speaker: Brian Cope, Managing Associate, Next Street (Project Manager for Boston Small Business Plan Research Project)

Unconfirmed: Jean Horstman, Chief Executive, Interise (website: www.interise.org)

Required Reading

“Business Incubation FAQ (Frequently Asked Questions)”, National Business Incubation Association
CED 498-501

Microenterprise Development: A Primer, FDIC Quarterly, 2011 Volume 5, No. 1  CED 502-511

Community Development Financial Institution Financing of Supermarkets in Underserved Communities: A Case Study, Ira Goldstein et al., The Reinvestment Fund (Excerpt in Reader, full report available on TRUNK for Supplemental Reading)  CED 512-520


Class 13

Team Project Work Sessions

Final Session

Team Project Presentations – time to be announced, might not be at regular class time

Assignment #7 Due
Requirements

All students are expected to complete required readings and actively participate in class. Many of the assignments and deadlines are listed below. In addition, other assignments are listed under each class in the syllabus and/or might be given out during class.

Individual Assignments

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<tr>
<th>Assignment</th>
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<th>Due Date</th>
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<tr>
<td>1. Community Economic Development (CED Primer &amp; other class I, II, III materials)</td>
<td>Class 2</td>
<td>Class 5</td>
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<td>2. Problem Analysis and Logic Model for Case Study Project</td>
<td>Class 4</td>
<td>Class 7</td>
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<td>3. Real Estate Development</td>
<td>Class 6</td>
<td>Class 8</td>
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Team Project Assignments

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<tr>
<th>Assignment</th>
<th>Assigned</th>
<th>Due Date</th>
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<tr>
<td>4. Team Project - Project and Team Identification</td>
<td>Class 1</td>
<td>Class 4</td>
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<td>5. Team Project - Case Study Research</td>
<td>Class 1</td>
<td>Class 6</td>
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<td>6. Team Project Progress Presentation</td>
<td>Class 1</td>
<td>Class 10</td>
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<td>7. Team Project - Feasibility Analysis</td>
<td>Class 1</td>
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Assignments will be distributed through Trunk Website.

* Final Team Project - Items to be Submitted

1. Please submit a hard copy of PowerPoint Presentation printed out in “handout form” with 2 or 3 slides per page (make sure large enough to be legible) and a hard copy of your paper and any handouts used during the presentation (Must be submitted before the start of the Presentation Session – grade penalty for late submission)

2. Please submit an electronic version of your paper and PowerPoint file as well as any handouts used in presentation thru Trunk. If there is any problem uploading to Trunk, please put on a CD.

Weight of Assignments

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<tr>
<th>Assignment</th>
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UEP 271 – Policies

1. Several classes will require the use of a calculator. Please come prepared.
2. Bring copies of required readings, case studies and other materials to class. ***
3. If you have to miss a class, it is your responsibility to make arrangements with another student to pick up copies of handouts and assignments that you might miss.
4. If you request an extension on an assignment, there will be a 5% grade penalty. All late assignments must be received no later than 1 week after the due date.
5. Please include the following information on the front cover of your assignments

   Submitted to: Peg Barringer, Tufts University Graduate Department of UEP
   Course: UEP 271
   Submitted by: (your name or all team member names)
   Date: (date of submittal)

Reader

Readings required for the class will be available in two locations: a separate Reader and the Trunk website.

The Readers will be available for purchase at Gnomon Copy. (They should be available around the beginning of the class, you might want to check regarding availability before going). Please plan to pick up your reader at Gnomon Copy in time to complete readings for class #2. The best thing to do is the have the reader drilled with 3- holes and then place it in a binder; rather than getting it bound. That way, you will be able to remove work sheets and case studies for easier use and you will only have to bring a selection of the materials to class as needed.

Some readings will also be distributed via the Trunk website (see below).

Trunk Site

Trunk.tufts.edu

Assignments, some required readings, supplemental readings and other information will be distributed to students via the Trunk website for UEP 271. Students may also communicate with other students via this site. Students are encouraged to open forums to discuss possibilities for team projects and discuss potential team configuration on the site.

Communication

You may communicate with Peg Barringer directly via e-mail at: pegsquare@aol.com
Please do not to communicate to Peg Barringer via the Trunk website.
Peg Barringer directs economic development consulting at FinePoint Associates, a Boston based firm with clients throughout Massachusetts and the U.S. She has expertise in economic development research, feasibility analysis, program design, planning, implementation and evaluation. She has conducted economic and financial analysis, market research, training and other services for government agencies, financial institutions, nonprofits, social enterprises and real estate developers in over 200 communities. She often assists public and nonprofit clients to analyze their community economies and develop new strategies or evaluate and improve current programs intended to expand local businesses, generate employment, create new enterprises and improve goods and services. For more than 25 years, she has consulted on a wide range of project types including: downtown and neighborhood business district revitalization, microenterprise and small business development, commercial real estate development, creative economy initiatives and a large array of customized market research and economic analysis impact projects. She is a seasoned administrator and project manager and has directed several complex, multi-site projects with large teams of staff and subcontractors.

Ms. Barringer teaches at Tufts University in the Graduate Department of Urban Policy and Planning and the NeighborWorks America Training Institute. She has provided multiple trainings for the U.S. Department of HUD, state-wide and city economic development organizations and many other institutions.

Ms. Barringer and her business partner founded FinePoint Associates in 2007. FinePoint Associates currently has a staff of eight employees dedicated to providing technical consulting to entities involved in economic development and the financing and management of affordable housing. Before starting FinePoint, Peg Barringer was the Director of Economic Development Consulting at OKM Associates, Inc. for 13 years. Prior to that, she was the Director of the Commercial and Economic Development Department at Neighborhood Reinvestment Corporation and held economic development positions in the public sector.

The following are examples of recent projects:

- Economic Impact Study – 7 Neighborhoods
- Retail Market Studies for Several Business Districts
- Business Loan Program Assessment and Recommendations (OR)
- Smart Growth Housing Study in 3 communities (MA)
- Business Plan for Creative Economy Incubator (AZ)
- Economic Development Toolkit (CO, DC)
- Transit Corridor Business Recruitment Project (MA)
- Statewide Commercial Real Estate Finance Training (IN)
- Planning for Cultural Districts in 2 Communities (MA)
- ED Consulting for 16 Main Street Organizations (MA)
- National Training on Business Incubators, Economic Development Financing, Analytical Tools (CA, FL, KY PA)
- Art Center Development Study (MA)
- Town Hall Reuse Study (MA)
- Village Center Economic Analysis & Strategy (MA)
- Development Plan for 2 Multicultural Districts (MO)
- Healthy Food Access Study (DC)
- Strategic Plan for Downtown Arts District (MA)
- Economic Analysis & Planning for Public Property Disposition (MA)
- Downtown Market and Development Opportunity Assessment (MA)
- Strategic Plan for Multi-Cultural Rural Organization (AZ)