



TACOMA HOUSING AUTHORITY

BOARD OF COMMISSIONERS

BOARD PACKET

February 26, 2014



TACOMA HOUSING AUTHORITY

Michael Mirra
Executive Director

BOARD OF COMMISSIONERS

Greg Mowat, Chair
Stanley Rumbaugh, Vice Chair
Janis Flauding
Dr. Arthur C. Banks
Rose Lincoln Hamilton

REGULAR MEETING BOARD OF COMMISSIONERS

WEDNESDAY, February 26, 2014

The Board of Commissioners of the Housing Authority of the City of Tacoma will hold their Board Regular Meeting on **Wednesday, February 26, 2014 at 4:45 PM**

The meeting will be held at:

**2302 6th Avenue
Tacoma, WA**

The site is accessible to persons with disabilities. Persons requiring special accommodations should contact Christine Wilson at (253) 207-4421, before 4:00 p.m. the day before the scheduled meeting.

I, Christine Wilson, certify that on or before February 21, 2014, I FAXED/EMAILED, the preceding PUBLIC MEETING NOTICE to:

City of Tacoma	747 Market Street Tacoma, WA 98402	fax: 253-591-5123
Northwest Justice Project	715 Tacoma Avenue South Tacoma, WA 98402	fax: 253-272-8226
KCPQ-TV/Channel 13	1813 Westlake Avenue North Seattle, WA 98109	emailed to tips@q13fox.com
KSTW-TV/Channel 11	1000 Dexter Avenue N #205 Seattle, WA 98109	fax: 206-861-8865
Tacoma News Tribune	1950 South State Tacoma, WA 98405	fax: 253-597-8274
The Tacoma Weekly	PO Box 7185 Tacoma, WA 98406	fax: 253-759-5780

and other individuals and resident organizations with notification requests on file

Christine Wilson
Executive Administrator



TACOMA HOUSING AUTHORITY

REVISED

**AGENDA
REGULAR MEETING
BOARD OF COMMISSIONERS
February 26, 2014 4:45 PM
2302 6th Avenue**

- 1. CALL TO ORDER**
- 2. ROLL CALL**
- 3. APPROVAL OF MINUTES OF THE PREVIOUS MEETING**
 - 3.1 Minutes of January 22, 2014 – Regular Session
- 4. GUEST COMMENTS**
- 5. COMMITTEE REPORTS**
- 6. COMMENTS FROM THE EXECUTIVE DIRECTOR**
- 7. ADMINISTRATION REPORTS**
 - 7.1 Finance
 - 7.2 Real Estate Management and Housing Services
 - 7.3 Real Estate Development
 - 7.4 Community Services
- 8. NEW BUSINESS**
 - 8.1 2014-2-26 (1), Payment Standard Increase (**WALK-ON**)
- 9. COMMENTS FROM THE COMMISSIONERS**
- 10. EXECUTIVE SESSION (if any)**

None this month.
- 11. ADJOURNMENT**

MEETING MINUTES



TACOMA HOUSING AUTHORITY

BOARD OF COMMISSIONERS MEETING MINUTES REGULAR SESSION WEDNESDAY, January 22, 2014

The Commissioners of the Housing Authority of the City of Tacoma met in Regular Session at 902 South L Street, Tacoma, WA at 4:45 PM on Wednesday, January 22, 2014.

1. CALL TO ORDER

Vice Chair Rumbaugh called the meeting of the Board of Commissioners of the Housing Authority of the City of Tacoma (THA) to order at 4:51 PM.

2. ROLL CALL

Upon roll call, those present and absent were as follows:

PRESENT	ABSENT
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Commissioners

Greg Mowat, Chair

Stanley Rumbaugh, Vice Chair
Arthur C. Banks, Commissioner
Janis Flauding, Commissioner
Rose Lincoln Hamilton, Commissioner

Staff

Michael Mirra, Executive Director
Christine Wilson, Executive Administrator
Ken Shalik, Finance and Administration Director
April Black, REMHS Director
Barbara Tanbara, Human Resources Director
Greg Claycamp, Community Services Director
Kathy McCormick, RED Director
Todd Craven, Administration Director

Vice Chair Rumbaugh declared there was a quorum present @ 4:52 PM and proceeded.

3. APPROVAL OF MINUTES OF THE PREVIOUS MEETING

Vice Chair Rumbaugh asked for any corrections to or discussion of minutes for the Annual Session of the Board of Commissioners for Wednesday, December 18, 2013. Commissioner Flauding moved to adopt the minutes, Commissioner Banks seconded.

Upon roll call, the vote was as follows:

AYES: 3
NAYS: None
Abstain: 1
Absent: 1

Motion approved.

4. GUEST COMMENT

Hope Rehn reported that SAFE visited Fantasy Lights during the holidays and had a good time. She is sad to report the SAFE Treasurer, Clarence Elliott, passed away unexpectedly. SAFE is working to fill his position. Ms. Rehn has been working closely with Caroline Cabellon, Program Specialist for the Senior/Disabled Buildings, learning about various grant opportunities that may be available to SAFE. ED Mirra distributed a letter to the BOC from Mr. Donald Casad. Mr. Casad attended the December 18 board meeting regarding one of our Section 8 clients who was his tenant. ED Mirra noted from the letter that Mr. Casad was expecting a response from the board. ED Mirra offered his recollection from the December meeting that while Mr. Casad offered to sit with anyone to review his concerns, the Board did not reply. The Commissioners concurred with this recollection. ED Mirra will reply to Mr. Donald Casad's letter.

5. COMMITTEE REPORTS

Real Estate Development Committee – Vice Chair Rumbaugh provided his report. He has requested an early February meeting to review the RED projects.

Finance Committee – Commissioner Lincoln Hamilton stated the budget is in order.

Citizen Oversight Committee – Commissioner Banks, no report

6. ADMINISTRATIVE REPORTS

Executive Director

ED Mirra referred the board to his report and welcomed questions. He noted that Congress passed a two-year budget, replacing the \$3 million sequestration with a \$1million cut. Discussion ensued regarding what this news means for the budget that the Board adopted in December and the proposed plans for rent reform. ED Mirra noted that the budget contained a list of cuts that will serve us well, especially since we need only go \$1 million into it. He said that staff will report back to the Board on its implementation. Commissioner Lincoln Hamilton led the discussion to a confirmation of the Board's previous direction that THA should continue exploring rent reforms that will reduce costs of the voucher program. Even though the recent budget deal does not cut as much as sequestration threatened, it still weakens THA's sustainability. The Board also judges that more cuts are likely in the foreseeable future. "Thinning the soup" of the rental assistance program is necessary to avoid terminating families, sustaining THA's

ability to assist unserved populations in crisis (e.g, homeless families, homeless youth) and its ability to manage its portfolio. In general, rent reform is necessary to the long term stability of the agency. Director Black directed the board to her Future Rent Reform memo included with her board report. It describes various recipes to “thin the soup”. Vice Chair Rumbaugh asked if considering that the two-year budget cuts are less than anticipated, can we add more funds back into the budget to soften the blow to our poorest clients. The Board will discuss this further at its Jan 24th BOC Study session. ED Mirra ended by recounting the visit to Tacoma of HUD Secretary Donovan who was in town for a Housing Forum sponsored by Congressman Denny Heck.

Finance

Director Shalik directed the board to the Finance Report. He will be adding semi-annual updates to the BOC on THA Tax Credit (TC) properties. This will give the BOC an opportunity to review the various TC budgets.

Commissioner Flauding moved to ratify the payment of cash disbursements totaling \$5,504,073 for the month of December, 2013. Commissioner Banks seconded.

Upon roll call, the vote was as follows:

AYES:	4
NAYS:	None
Abstain:	None
Absent:	1

Motion Approved

Real Estate Management and Housing Services

Director Black directed the board to her report. She reviewed the unit turns and vacancies table. She noted that the unit turn time for units that are not contaminated by meth is down to 20 days. ED Mirra noted that the goal was under 10 days. Director Black reported that Bergerson Terrace has a groundwater problem. Two units have been emptied and an engineer will come out to analyze the problem. She also reported continuing challenges leasing up some of our market rate units at Hillside Terrace 1500. The Asset Management Committee will consider putting a voucher in these units.

Real Estate Development

Director McCormick directed the board to his report. She shared with the BOC that THA received an award from the South West AIA for the charette work that took place on the Tacoma Dome District.

She directed the BOC to her Prairie Oaks (LASA) resolution. The RED staff will work closely with LASA for a strong service plan. The various loans to the project will be

“non recourse” to THA. Vice Chair Rumbaugh asked if there will be cash flow to THA from the operations of this project. Director Shalik stated there is no cash flow expected.

Community Services

ED Mirra provided the report. Discussion ensued regarding the McCarver Project evaluation. Academic and disciplinary outcomes are good. The mobility rate for the entire school is also looking very good, down to 75% from a high of 179% a few years back. Co-hort families have doubled their earned income on average. Yet most of them remain pressed to pay the increasing share of rent that this next year will require of them. An initial review of households indicated that the mid-group have generally made substantial progress toward vocational training and other educational goals.

Human Resources

Director Tanbara directed the board to her report. She provided a year-end glance of 2013. She was pleased to report our turnover rate is now under 10%. A complete variable pay report will be shared in her next HR report. The Healthy Worksite Grant was defunded by the federal government.

Administration

ED Mirra provided the report. Vice Chair Rumbaugh asked for a status report of THA’s Meth Plan. ED Mirra stated THA is working with TPCHD to petition the state to increase the current testing threshold up to a health-based standard. Commissioner Banks asked if we have put out literature on residents reporting neighbors with a possible meth problem. Director Black stated this was done in 2012. Northwest Justice Project asked that we discontinue testing units that are leased-up for the time being. ED Mirra reported on the expressions of thanks from our tenants for THA’s Meth Plan.

7. OLD BUSINESS

None.

8. NEW BUSINESS

8.1 RESOLUTION 2014-1-22 (1), ADOPTION OF THE SEVERE WEATHER AND EMERGENCY CONDITIONS POLICY

Whereas, The Severe Weather and Emergency Conditions policy sets forth the basis on which decisions may be made regarding payment of wages for employees during times when the THA’s offices are closed;

Whereas, the proposed changes would address an unfairness under the present policy that pays some staff for working and others for not working during weather emergencies that close the agency.

Whereas, THA wants to be sensitive to public perception about the judicious and appropriate use of public funds;

Whereas, This policy has been thoroughly vetted. All THA employees, Supervisors, Directors and THA's two unions were given an opportunity to comment on the policy revision;

Resolved by the Board of Commissioners of the Housing Authority of the City of Tacoma, Washington that: The Board adopt the "Severe Weather and Emergency Conditions" policy in substantially the form set forth in the attached draft, allowing for changes to format and procedures, and other changes pursuant to THA Policy G-01 on the Adoption, Amendment and Promulgation of Policies.

Commissioner Banks motioned to approve the resolution. Commissioner Flauding seconded the motion.

AYES: 4
NAYS: None
Abstain: None
Absent: 1

Motion Approved: January 22, 2014

Greg Mowat, Chairman

8.2 RESOLUTION 2014-1-22 (2), PRAIRIE OAKS APARTMENTS

A RESOLUTION (i) authorizing THA to use up to \$275,000 of available cash to develop the 15 units of permanent supportive housing for homeless families and the related infrastructure; (ii) approving the execution and delivery of documents relating to the funding of the Prairie Oaks project upon conditions; (iii) determining related matters.

Whereas, RCW 35.82.070(2) provides that a housing authority is authorized to "prepare, carry out, acquire, lease and operate housing projects; [and] to provide for the construction, reconstruction, improvement, alternation or repair of any housing project or any part thereof";

Whereas, RCW 25.82.070(5) provides that a housing authority may, among other things and if certain conditions are met, "lease or rent any dwellings . . . buildings, structures or facilities embraced in any housing project";

Whereas, RCW 35.82.020 defines "housing project" to include, among other things, "any work or undertaking . . . to provide decent, safe and sanitary urban or rural dwelling apartments, mobile home parks or other living accommodations for persons of low income";

Whereas, RCW 35.82.070(18) provides that a housing authority may, among other things and if certain conditions are met, “make . . . loans for the . . . acquisition, construction . . . rehabilitation, improvement . . . or refinancing of land, buildings, or developments for housing of persons of low income”;

Whereas, RCW 35.82.070(13) authorizes the Authority to exercise its statutory powers within the boundaries of any city that is not within the Authority’s area of operation if the governing body of such city adopts a resolution declaring that there is a need for the authority to function in such city, and the City of Lakewood has adopted such a resolution with respect to the Project;

Whereas, RCW 35.82.040 authorizes the Authority to “delegate to one or more of its agents or employees such powers or duties as it may deem proper”;

Whereas, the total cost of acquiring, constructing, equipping and financing the Project is anticipated to be \$4.8 million, which will be financed by THA with numerous sources of funds, including a non-recourse \$2.2 million forgivable loan and a non-recourse \$1.8 million loan from the Washington State Department of Commerce, a forgivable non-recourse loan of “2163” funds in the amount of \$283,697 from Pierce County, a forgivable non-recourse loan of HOME funds in the amount of \$250,000 from the City of Lakewood, and available THA funds; and

Whereas, the Authority will be entering into a HAP contact with the Pierce County Housing Authority for the fifteen (15) housing units

Whereas, the Authority wishes to undertake those steps as may be necessary, reasonable and/or advisable for it to develop, own and operate the Project and to obtain the various funding sources on behalf of the Project described above;

Whereas, the final deal terms are still being drafted and the executive director needs authority to execute the documents as long as they provide for certain essential terms;

Resolved by the Board of Commissioners of the Housing Authority of the City of Tacoma, Washington, that:

The executive director is authorized to execute the documents and agreements as set forth below as long as they provide for the following in terms satisfactory to him:

- repayment upon closing to THA of its pre-development investment of approximately \$475,000;
- payment to THA of its developer fees of approximately \$475,000 upon a reasonable schedule with full payment no later than occupancy repayment to THA of its loan of up to \$275,000 at 2% interest within 7 years.
- all other lenders and sources of financing have no recourse in the event of default against THA or its assets other than its interest in Prairie Oaks.

1. Approval of Loan Documents. The Executive Director is authorized and directed to execute and deliver, on behalf of the Authority (i) those documents listed in Exhibit A under the heading "Loan Documents" (collectively, the "Loan Documents"), substantially in the forms on file with the Authority, with such changes, including any material changes, as the Authorized Officer executing such documents deems necessary or advisable; and (ii) any other documents reasonably required to be executed by the Authority to carry out the transactions contemplated by the Loan Documents (including the amendment of any such documents if necessary to further the purposes thereof or resolve ambiguities therein).
2. Additional Documents. The Executive Director is authorized on behalf of the Authority to execute, deliver and/or file (or cause to be delivered and/or filed) any and all other certificates, documents, agreements and instruments that are necessary or appropriate in his or her discretion to give effect to this resolution and to consummate the transactions contemplated herein. In particular, the Executive Director is authorized and directed on behalf of the Authority to execute, deliver and, if applicable, file (or cause to be executed, delivered, and, if applicable, filed) those documents listed in Exhibit A under the heading "Additional Documents" (the "Additional Documents") substantially in the form on file with the Authority, with such changes, including any material changes, as the Executive Director executing such documents deems necessary or advisable.
3. Supplemental Authorization. The Executive Director is authorized on behalf of the Authority (to: (i) determine that any document authorized by this resolution is, at the time such document otherwise would be executed, no longer necessary or desirable and, based on such determination, cause the Authority not to execute or deliver such document; (ii) execute and deliver and, if applicable, file (or cause to be delivered and/or filed) any government forms, affidavits, certificates, letters, documents, agreements and instruments that such officer determines to be necessary or advisable to give effect to this resolution and to consummate the transactions contemplated herein and/or further the acquisition, rehabilitation, development, financing, construction, and leasing of the Project; and (iii) cause the Authority to expend such funds as are necessary to pay for all filing fees, application fees, registration fees and other costs relating to the actions authorized by this resolution. Without limiting the scope of such authorization, such documents may include lease-up and marketing agreements, company management services agreements, development agreements, construction guaranty agreements, repayment guarantees, cash pledge agreements, environmental indemnity agreements, property management agreements, architect agreements, contractor agreements, housing assistance payment contracts, irrevocable consents and appointments of attorneys for service of process.
4. Execution of Duties and Obligations. The Board authorizes and directs the Authority's Executive Director to cause the Authority to fulfill the Authority's duties and obligations, under the various agreements authorized by this resolution. In the furtherance of the foregoing, the Authority is authorized to expend such as are necessary to pay for all filing fees, application fees, registration fees and other costs relating to the actions authorized by this resolution.

5. Acting Officers Authorized. Any action required by this resolution to be taken by the Chair of the Board or the Executive Director of the Authority may, in such person's absence, be taken by the Vice Chair of the Board or the person authorized to act for the Executive Director of the Authority, respectively.
6. Changes to Titles or Parties. While the titles of and parties to the various documents listed in Exhibit A hereto may change, no change to such titles or parties shall affect the authority conferred by this resolution to execute, deliver, file (if required), enforce and perform the documents in their final form.
7. Ratification and Confirmation. All actions of the Authority and its officers prior to the date hereof and consistent with the terms of this resolution are ratified and confirmed.
8. Effective Date. This resolution shall be in full force and effect from and after its adoption and approval.

Commissioner Banks motioned to approve the resolution. Commissioner Flauding seconded the motion.

AYES: 4
NAYS: None
Abstain: None
Absent: 1

Motion Approved: January 22, 2014

Greg Mowat, Chairman

9. COMMENTS FROM COMMISSIONERS

None.

10. EXECUTIVE SESSION

None

11. ADJOURNMENT

There being no further business to conduct the meeting ended at 6:27 PM.

APPROVED AS CORRECT

Adopted: February 26, 2014

Greg Mowat, Chairman

Finance Committee
Commissioner Mowat

Real Estate and Development Committee
Commissioner Rumbaugh

Citizen Oversight Committee
Commissioner Banks

ADMINISTRATION REPORTS

EXECUTIVE DIRECTOR REPORT



TACOMA HOUSING AUTHORITY

To: THA Board of Commissioners
From: Michael Mirra, Executive Director
Date: February 26, 2014
Re: Executive Director's Report

This is my monthly report for February 2014. The departments' reports supplement it.

1. MTW: VERY GOOD NEWS FROM HUD

On February 5th and 6th, April, Ken, Todd, Sandy and I attended a meeting in Washington, D.C. of the 39 MTW agencies, HUD senior officials, CLPHA and others. The purpose of the meeting was to confer about the direction of the MTW program and how to elicit support for its extension and expansion from HUD and Congress. It was also a chance to learn how the MTW agencies were using their MTW flexibility. It provided an impressive display of innovation and sophisticated thinking. THA shared the spotlight. We participated in four presentations. One was on rent reform. Two were on THA's Education Project, one of which was a presentation to congressional staff. We also participated in a panel discussion with advocates who do not like MTW.

The highlight of the conference was the very good news from HUD that it will extend the MTW contracts to 2028. The contracts are presently set to expire in 2018. While that may seem like a long way off, the expiration date is already impeding our ability to sign long-term contracts or to plan. For example, we need permission from our lenders on Bay Terrace (Hillside Phase 1) to put 26 public housing units into the project as HUD is directing us to do. Their willingness to allow this may depend on our MTW flexibility to backfill the cash flow losses that public housing units inflict on the project. If the MTW contract will expire in 2018, the lenders may require THA to guarantee the cash for this backfill beyond 2018. In another example, we are approaching discussions with the Tacoma Public School District on extending the McCarver Elementary School model to other elementary schools. As you know, that model requires MTW flexibility. It would not be worth planning an extension to other schools if it had to end in 2018. Similarly, we are about to launch our Tacoma Community College Housing Program to assist homeless enrolled T.C.C. students. That is not worth considering either if the program would end in 2018. For these reasons, and others, HUD's agreement to extend the MTW to 2028 is very good news indeed!

Assistant Secretary Sandi Henriquez delivered the good news at the conference. This followed an assurance to this effect that I received from Secretary Shaun Donovan when he visited Tacoma in January. Sandi explained that she needed to balance the various views in the discussion, including advocates and their supporters in Congress who do not like MTW at all. Their major concern is the redirection it allows of voucher dollars to non-voucher purposes. Some MTW agencies, for example, redirect a large percentage of their voucher dollars to support their public housing portfolio, to build it or to maintain it. As a result, some of them have voucher usage rates under 80%. This seems to be the case

mainly with some very large PHAs. To accommodate that concern, Sandi conditioned the extension of a MTW contract on the housing authority first getting their voucher usage rate to at least 90%. This is not a problem for THA. Our usage rate is above 98%.

Sandi said that she hoped to get these extensions done within a few weeks!

This administrative extension by HUD is especially good news because we have made no progress in getting the MTW extensions done through Congress. It is hard to tell whether those efforts are failing because of a substantive controversy about MTW or because of the general Congressional stalemate on most any topic.

2. MEETINGS IN WASHINGTON, D.C.

After the D.C. MTW conference, I lingered an extra day and met with the staff of each of our five congressional offices: Senator Patty Murray; Senator Maria Cantwell; Representative Denny Heck; Representative Adam Smith; and Representative Derek Kilmer. Representative Kilmer joined the meeting with his staff. I attach a sample of the list of topics we discussed. All the discussions confirmed that all of these offices are very supportive of THA's work and alert to how they can help.

3. RENT REFORM PLANNING

In January the Board reaffirmed its direction to staff to proceed with the planning for the further rent reform proposal, "thinning the soup". This effort will entail a robust community consultation about our proposal. We will compile what we learn from that consultation and report back to the Board later this Spring to help the Board choose a recipe for soup thinning. I append a draft of a letter we are sending to all present voucher holders inviting their views. It provides a sense of how we are explaining the proposal to the community.

On February 12th, THA All Staff convened at the FIC to discuss the proposed rent reform. We convened for several reasons. **First**, we need to ask ourselves the hard questions that our proposal raises even before we hear those questions from our clients and community partners. For example, at the meeting staff were admirably alert to the effect our proposals will have on the lowest income households we serve. **Second**, all staff need to be fluent about the reasons for the proposed changes so they can explain them to clients, community partners, landlords and others. **Third**, they will also be best able to explain our reasons if they feel good about them. The discussion on February 12th helped us all to feel that way. I append a powerpoint we used for the discussion.

This effort will be a significant preoccupation for staff for this year: to plan it; to implement it; to monitor it.

4. THA AS A REGIONAL ASSET

I append an interesting two-sided document that notes how THA is an asset not only for the City of Tacoma but for all of Pierce County. This is clear in whom we serve and where we spend our money. I have used this paper to good effect in meeting with legislators outside of Tacoma.



TACOMA HOUSING AUTHORITY

TOPICS FOR SENATOR MURRAY's OFFICE

February 6, 2014

1. **THA OVERVIEW**
2. **THA EDUCATION PROJECT: UPDATE**
3. **CHANGING RENTAL ASSISTANCE: SERVING MORE PEOPLE DIFFERENTLY**
 - "thinning the soup" to serve more people
 - 5 year time limit for work-able households
 - fixed subsidies
 - rapid re-housing investment to stabilize homeless families and youth
 - covering shortfalls in public housing funding
4. **RENTAL ASSISTANCE DEMONSTRATION (RAD):
THA ON THE HUD WAITING LIST**
5. **THA'S METH REMEDIATION PLAN: EPA GRANT APPLICATIONS**
6. **MTW: WAITING FOR HUD TO EXTEND MTW CONTRACTS**
7. **THA CAPITAL PROJECTS**
 - Hillside Terrace Phase 2
 - Salishan Neighborhood Core
 - Winthrop Hotel



Tacoma Housing Authority

Proposed Rent Reform

February 12, 2014





The first problem:

- Congressional budget cuts: now and later
- \$2.3 million cut from THA in 2013
- \$ 1 million in 2014
- \$ 1 million in 2015
- more cuts likely

The second problem:

- Tacoma's affordable housing crisis



- THA is not serving special populations



Possible Solutions

- cut THA expenses
- terminate large numbers of families from the voucher program
- “thin the soup”



Any solution must serve THA's
mission and strategic objectives



THA's Mission

THA provides high quality, stable and sustainable housing and supportive services to people in need. It does this in ways that help them prosper and help our communities become safe, vibrant, prosperous, attractive and just.



Housing and Supportive Services

THA will provide high quality housing, rental assistance and supportive services. Its supportive services will help people succeed as tenants, parents, students, wage earners and builders of assets who can live without assistance. It will focus this assistance to meet the greatest need.



Housing and Real Estate Development

THA will efficiently develop housing and properties that serve primarily families and individuals unable to find the affordable and supportive housing they need. Its work will promote the community's development. Its properties will be financially sustainable, environmentally innovative, and attractive.



Property Management

THA will manage its properties so they are safe, efficient to operate, good neighbors, attractive assets to their neighborhoods and places where people want to live.



Financially Sustainable Operations

THA seeks to be more financially self-sustaining.



Administration

THA will have excellent administrative systems. Its staff will have skills that make THA highly efficient and effective in the customer service it provides to the public and among its departments. It will provide a workplace that attracts, develops and retains motivated and talented employees.



Remember the possible solutions

- cut THA expenses
- terminate large numbers of families from the voucher program
- “thin the soup”

“thinning the soup”



February 12, 2014


Why thin the soup?

- **to reward work**

5 year time limit

fixed subsidy

- **other reasons for time limits and fixed subsidies**



The main reason to thin the soup to save money

- **\$500,000 to \$1 million in 2014**
- **\$3 million per year by 2016**



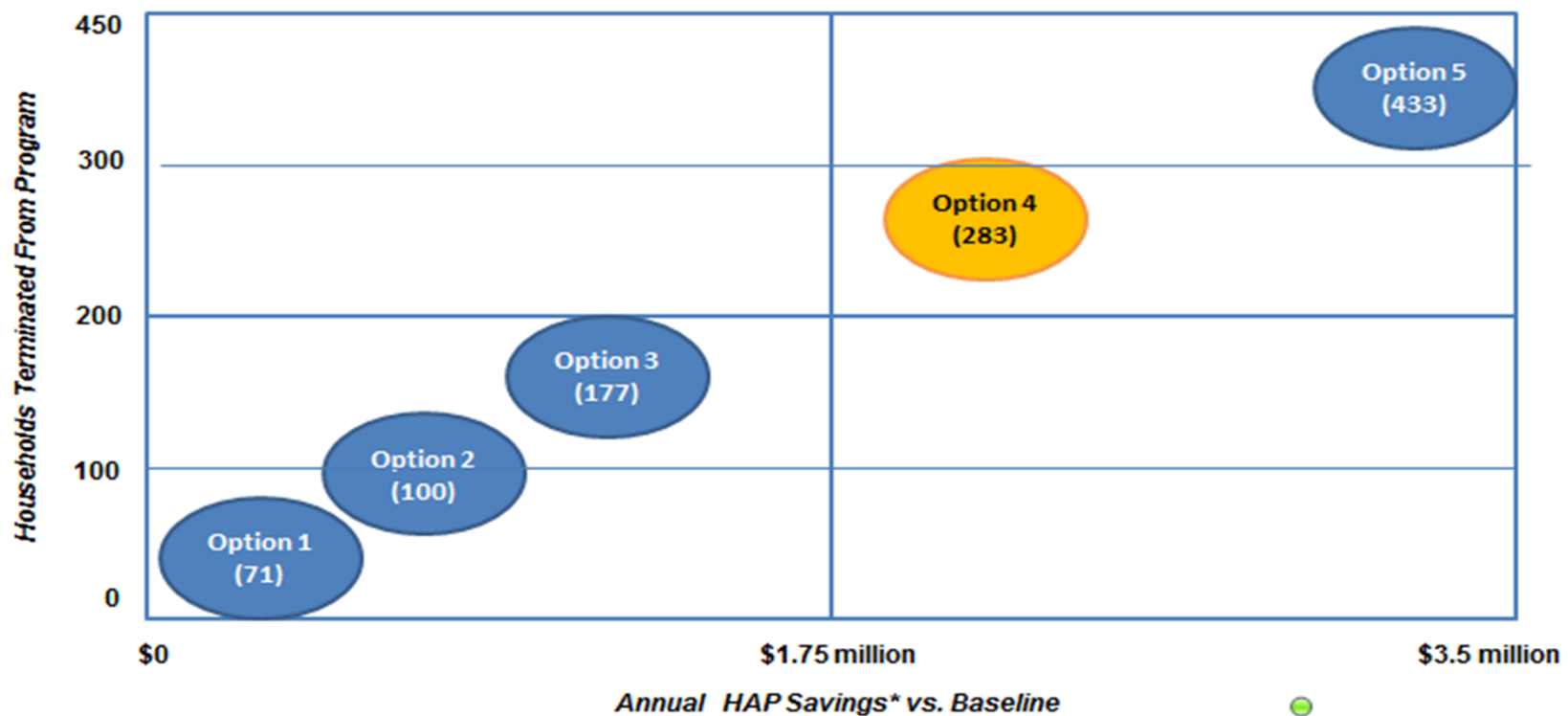
What we would do with the money: 5 uses

**(1) avoid terminations
serve more people**



Extra households served by savings

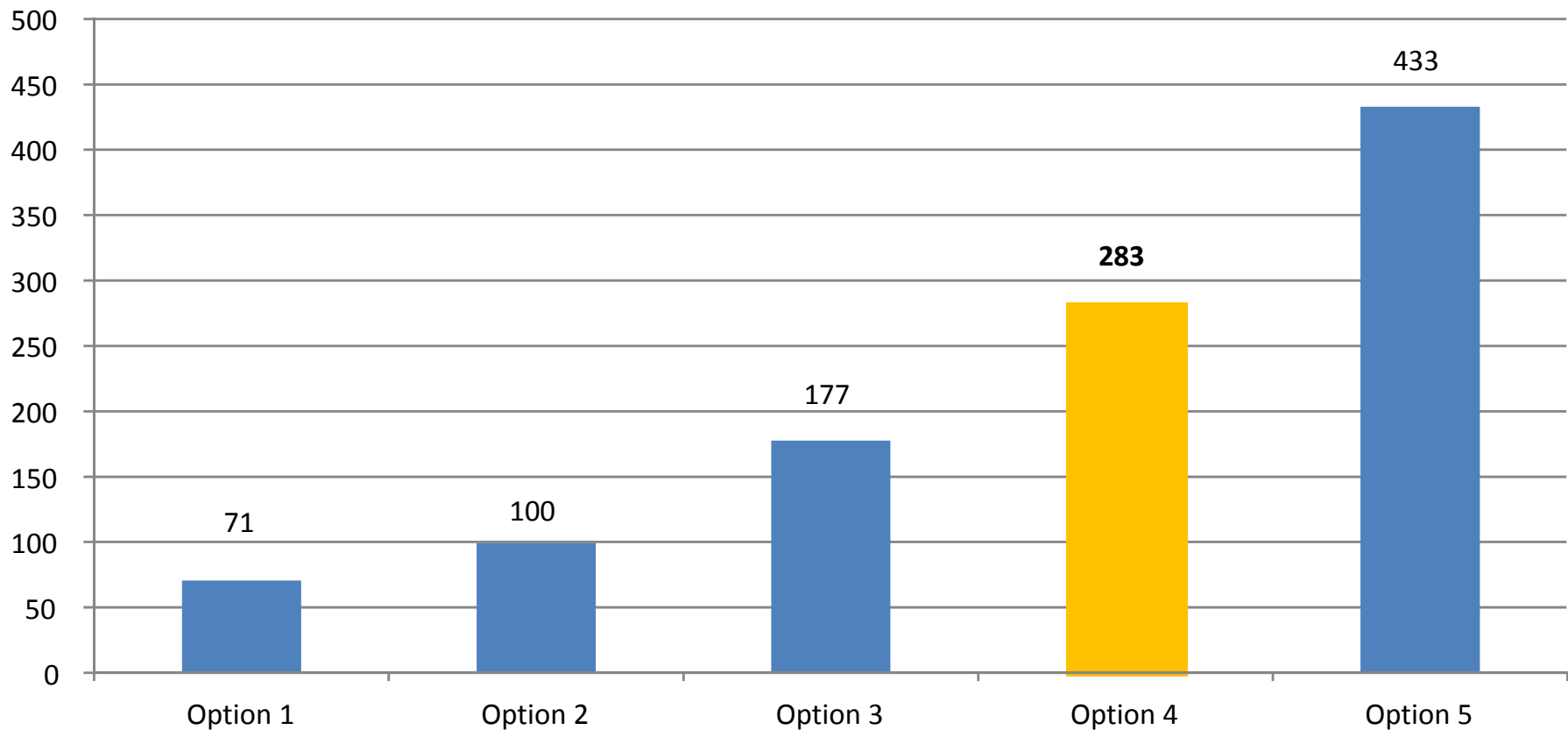
- Comparison of Rent Policy Scenarios -



*based on full-year calculations (not prorated based on phased rollout by recert month); same full-year savings for scenarios 5 & 6



Annual HAP savings* from Various Options and the equivalent number of families served.



**Assumes 100% of savings are used to protect vouchers and that each voucher is subsidized at an average of \$7,200 per year*

What we would do with the savings: 5 uses

- (2) to make THA more accessible to special populations**
 - rapid re-housing investment**
 - finance permanent supportive housing**
- (3) to serve people better**
 - community services**
 - THA's Education Project**
 - asset building**



Uses of the savings? [continued]

(4) to pay for managing our properties and programs

(5) to stabilize THA over the longer term



“thinning the soup”

Not a reason to celebrate!



**There are many recipes to
thin soup.**

The HOP recipe

- 5 year time limit for people who can work.
- fixed subsidies
- families will pay more
- average subsidy decrease from \$618 to \$449
- average monthly rent increase for lowest income families would be \$75
- some will pay a lot more each month (\$300)
- income for rent goes from 27% to 29%-38% (avg)
- lowest income families will pay $\geq 50\%$ of income

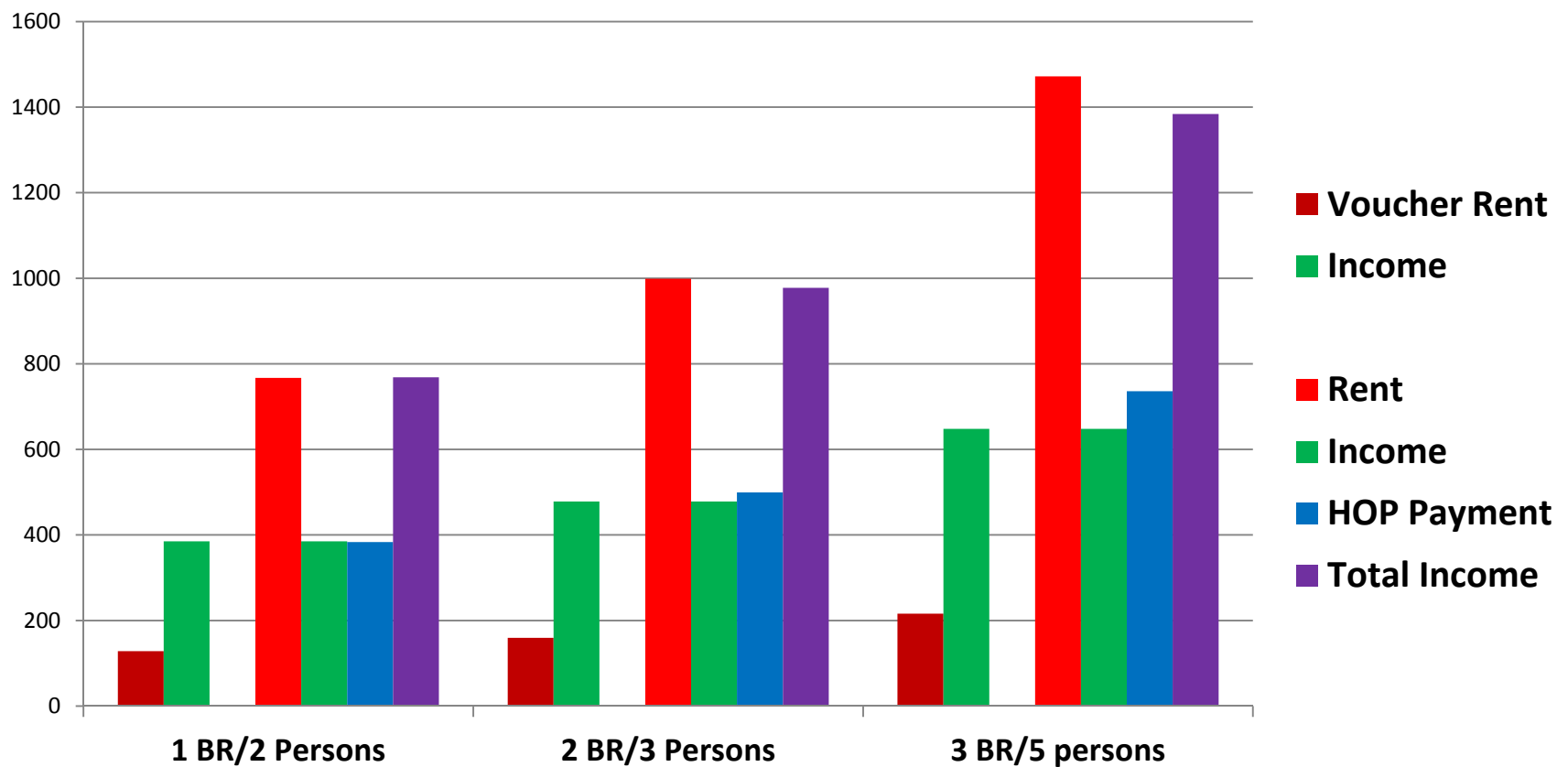
Most HOP families are doing well

	THA HOP Program	THA Voucher Program (not counting PBVs)
Number of households	185	2,495
Average income of all households	\$14,058	\$13,283
Median income of all households	\$12,758	\$ 9168
% A.M.I. of average income	22%	20%
Average income of work-able households	\$14,981	\$13,853
Average family size of all households	2.36	2.47
Average Subsidy Paid	\$ 449	\$ 618
Average Rent Burden	37.8% (all HOP) 29% (non-work-able)	27%

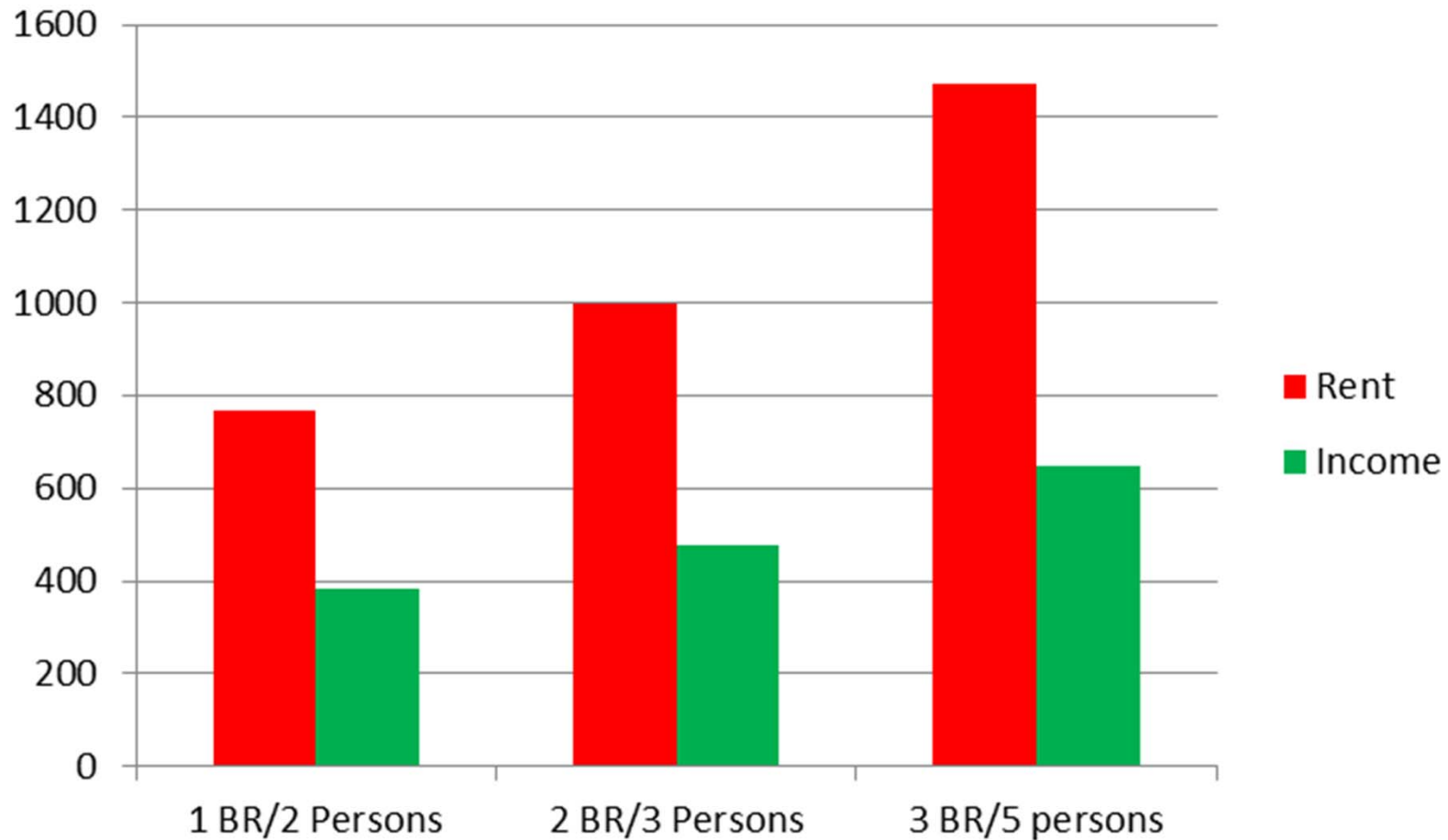


**BUT THE LOWEST INCOME
AND THE LARGEST FAMILIES
HAVE THE HARDEST TIME**

TANF Families on HOP: Rent Burden




TANF: it would be even harder without HOP





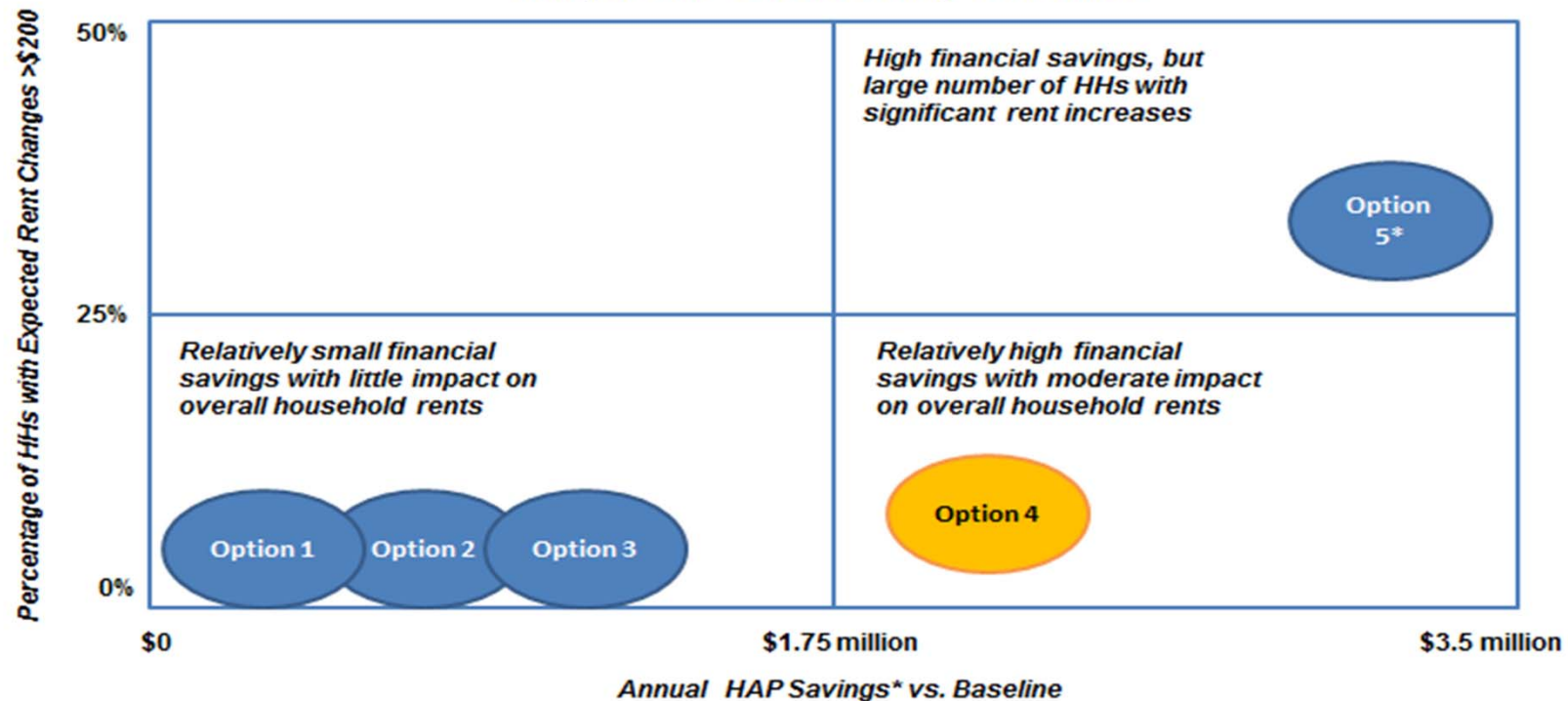
Several soup thinning recipes

Option 1	Option 2	Option 3	Option 4	Option 5	Option 
Increase Total Tenant Payment (TTP) from 28.5% to 30%	\$150 minimum rent	Eliminate all utility allowances	Combine 1 – 3	Convert everyone to HOP	Terminate families



Option 4 offers substantial HAP savings, yet harms significantly fewer households than Option 5

- Comparison of Rent Policy Scenarios -



*based on full-year calculations (not prorated based on phased rollout by recent month); same full-year savings for scenarios 5 & 6

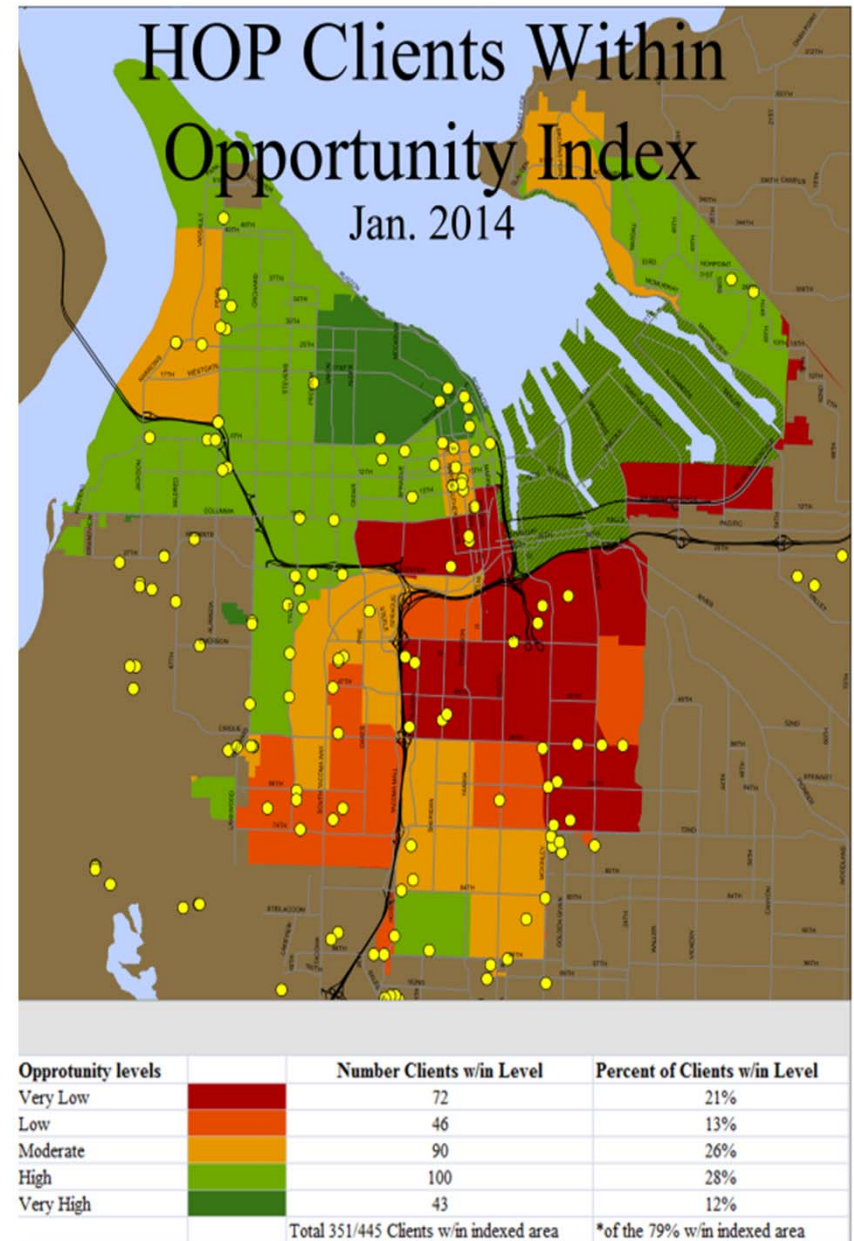
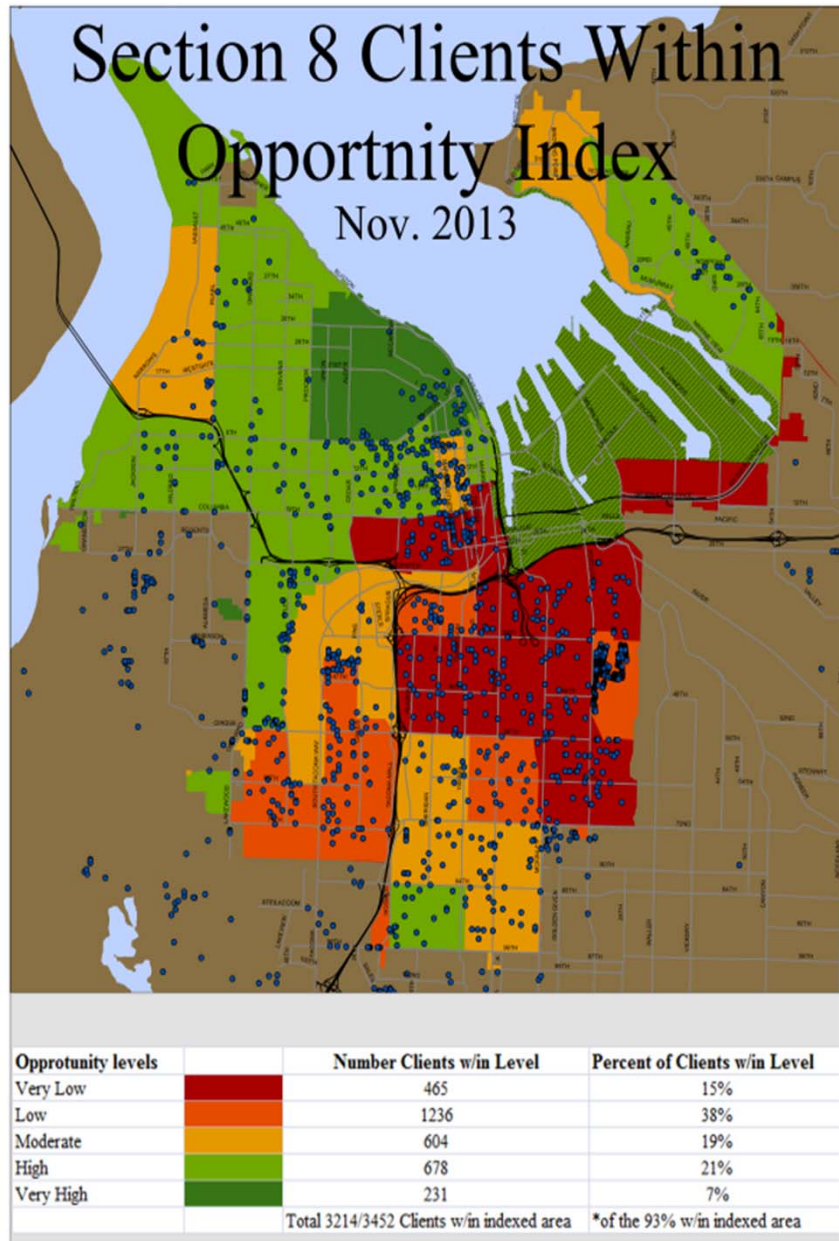
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Things to Watch:

- **can families find landlords?**
- **how long does it take them?**
- **where are they finding the housing?**

**Assumes 100% of savings are used to protect vouchers and that each voucher is subsidized at an average of \$7,200 per year*





More Things to Watch

- **what condition is the housing in?**
- **rent burden**

**Assumes 100% of savings are used to protect vouchers and that each voucher is subsidized at an average of \$7,200 per year*

Why don't we do this for public housing?

- **HUD's funding formula would not save us money**
- **expense of vacancies**
- **stability of our communities**
- **preserve affordability of public housing**
- **BUT . . .**

**Assumes 100% of savings are used to protect vouchers and that each voucher is subsidized at an average of \$7,200 per year*



What do you think?



TACOMA HOUSING AUTHORITY

Michael Mirra
Executive Director

BOARD OF COMMISSIONERS

Greg Mowat, Chair
Stanley Rumbaugh, Vice Chair
Janis Flauding
Dr. Arthur C. Banks
Rose Lincoln Hamilton

[date]

RE: Program Changes

Dear: First Name, Last Name
Address
City, State, Zip

We write to tell you about changes we propose to make in THA's programs, and why. These changes may affect you. For example, they may reduce the amount we pay toward your rent. This letter explains some details. We also write to invite your views about our proposal. This letter explains how you can tell us what you think.

WHY ARE WE PROPOSING CHANGES

We propose these changes to reduce costs. We need to reduce costs for two reasons. **First**, you may have heard about government budget cuts over the past few years. Last year, Congress cut THA's budget by over \$ 2.3 million. In 2014, Congress reduced our budget by \$ 1 million. We expect the same cut in 2015. We expect more cuts in later years. These are big cuts for an agency of THA's size. While they affect every part of THA's work, they have the greatest effect on our Section 8 Voucher Program. This is because the Section 8 program is our largest and most expensive program. We have been reducing the cost of that program in recent years. We now must reduce it more.

The **second** reason we need to reduce costs is to fund other important programs. These programs:

- serve homeless families with children
- serve homeless youth without families
- serve homeless families with children enrolled in public school
- serve homeless college students
- run THA's public housing.

TWO MAIN WAYS TO CUT THA'S SECTION 8 BUDGET

There are two main ways to reduce the cost of the Section 8 voucher program.

- **Reduce the number of families on the Section 8 program.** For example, to cover last year's \$2.3 million cut in this way, we would have had to terminate **XXX** families from the program. THA has never terminated anyone from the Section 8 program for budget reasons. We do not want to start.

- **“Thin the Soup”**: Instead of reducing the number of families on our program, we propose to reduce what most families receive from us. Under our proposal, most families would pay a bigger share of their rent. This might be hard on some or even most families. Yet it would avoid terminating anyone completely. It may also allow us to serve still more families. We think of this proposal as “thinning the soup”. We thin the soup so we do not have to take plates away from the dinner table. And we hope to add plates to the dinner table.

WHAT KINDS OF CUTS ARE WE PROPOSING

We are looking at “thinning the soup” in three ways:

1. Eliminate Utility Allowances

Utility Allowances reduce the tenants’ share of the rent to help them pay their own utilities. Currently, families receive the following reduction in their rent:

Unit size (# of bedrooms)	0-BD	1-BD	2-BD	3-BD	4-BD	5+BD
Utility Allowance	\$40	\$58	\$77	\$106	\$130	\$151

THA proposes to stop reducing rent for utilities. This would make families pay more out of their own pocket.

2. Increase in Minimum Monthly Rent

Currently, residents pay a minimum amount of rent regardless of their income. They pay this even if they have no or low income. Right now, that minimum is \$75. THA proposes to raise the minimum to \$150.

3. Increase Total Tenant Payment from 28.5% to 30% of Income and No Deductions

Total Tenant Payment (TTP) is the total amount of rent residents pay based on their income. Currently, residents pay 28.5% of their household income. We note that tenants use to pay 30% before **XXX**. We propose to raise it back to 30%.

THA also propose to remove any income deductions when calculating rent. Deductions for items such as medical expenses and student income might lower a family’s rent because they make the family’s income smaller. THA would no longer use any deductions. This might increase the share of rent that some families pay.

HOW WILL THESE CHANGES AFFECT YOU?

Here is a table showing how changes number 1- 3 will affect your rent payment and subsidy.

	Current	Future (1 - 3)
Your share of the rent		
What THA pays		

WHEN WOULD THESE CHANGES START

We have not yet made a final decision on the changes. Before then, we will be inviting comment and suggestions from people already on the program, participating landlords, and from members of the public. THA's Board of Commissioners will decide sometime this Spring. If the Board decides to make the changes, they would start **XXX**. You would receive another notice from us with the start date.

EXCEPTION FOR HARDSHIPS

These changes may cause serious hardship for some families. THA proposes new rules that will allow families to ask for temporary delays in the changes. This extra time will allow families to adjust.

OTHER POSSIBLE CHANGES IN THE FUTURE: HOP

If our funding from Congress remains uncertain, these changes might not be enough. We may need to save still more money to avoid terminating families or to fund our other programs. For this reason, we may extend to the entire voucher population the changes we started last year for new families who joined THA's program. They joined a new program you may remember learning about from our previous letters. It is called the Housing Opportunity Program (HOP). These are the main general rules that HOP families have been following for the past 18 months or so:

1. Fixed housing payment for all families.

THA's share of the rent is based on the size of the unit a family qualified for under our rules. Here is a chart showing the amounts for each bedroom size:

Unit Size(# of bedrooms)	1	2	3	4	5
HOP Payment (50% of payment standards)	\$390	\$486	\$709	\$798	\$921

These amounts are not based on a family's income. The HOP program fixes the payment in this way for four reasons in addition to saving money. **First**, a fixed amount rewards a family for increasing its earned income. Under the normal rules, a family loses 1/3 of its increase by paying more for rent. A fixed subsidy also means that the amount would not go up if the family loses income. The amount would also not go up if the family size increases. **Second**, the fixed amount is easier to understand and explain. **Third**, it means that THA does not have to be so nosy into people's lives. Under the normal rules, we have to verify income, who is living in the family, and, for seniors and disabled persons, their medical expenses. The new HOP rules means we do not need to know these things. **Fourth**, this change makes the program easier for THA to manage. This is important since Congress does not give us enough to do that.

- ### 2. 5 year time limits on the program for people who can work; community services
- Residents on the HOP program who can work will receive a HOP voucher for 5 years. We do this for two reasons. **First**, it gives people an incentive to improve their ability

to earn money. THA will offer enhanced community services during this period to help them do this. **Second**, presently the program serves a relatively small number of lucky families. Tens of thousands of others who need help receive nothing. They cannot even get on our waiting list. A 5-year time limit acknowledges simply that at some point it is somebody else's turn.

The savings from the HOP program has already allowed THA to serve more families. We will probably decide sometime in 2014 or 2015 whether to extend the HOP program to the rest of the voucher program.

HOW CAN YOU OFFER YOUR VIEWS ABOUT THESE PROPOSED CHANGES

We know that these proposed changes would be hard for many families already on the voucher program. They are on the program because they need help paying their rent. These changes would reduce the help they get from THA. On the other hand, the changes would be good for the extra families who presently receive no help at all and whom the changes would allow us to serve. In any case, the changes present hard program choices for THA to make. You can help us make them. We would like to hear from you. We have several ways you can offer comments, concerns or suggestions:

- Call the THA hotline at 253-xxx-xxxx
- Contact us at www.facebook.com/tacomahousing
- Email **Zak de Gorgue** at zdegorgue@tacomahousing.org
- Attend Public Meetings. THA will host two public hearings:

Date: TBD

Time: 5:30PM

Location: Family Investment Center (FIC)
1724 E 44th Street
Tacoma, WA 98404

Date: TBD

Time: 11:00AM

Location: Family Investment Center (FIC)
1724 E 44th Street.
Tacoma, WA 98404

If you need any accommodations or interpretators at the meetings or if you have any questions in the meantime, please contact:

Josh Crites
253-274-5581

jcrites@tacomahousing.org

We hope you will help us by offering your views about the proposed changes, and especially your suggestions. Even if you do not favor the changes we end up making, we hope you will at least understand our reasons.

Thank you.



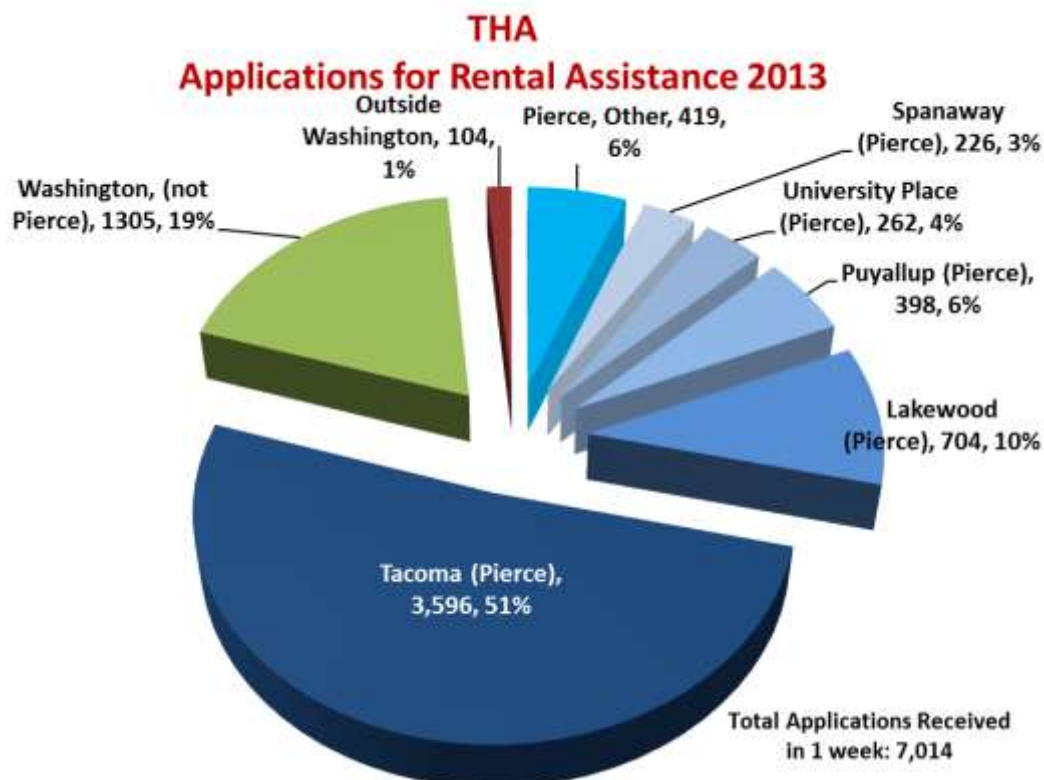
TACOMA HOUSING AUTHORITY

Tacoma Housing Authority Investment in Tacoma and Pierce County

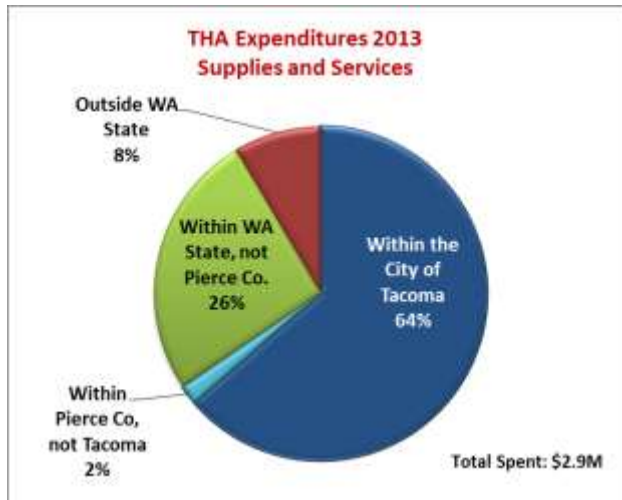
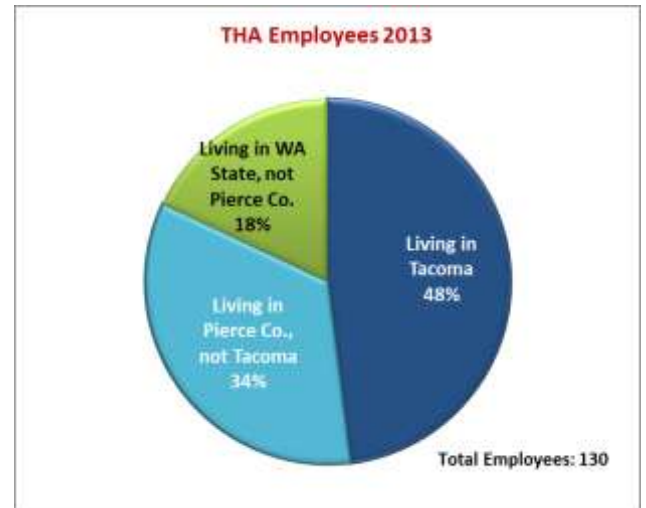
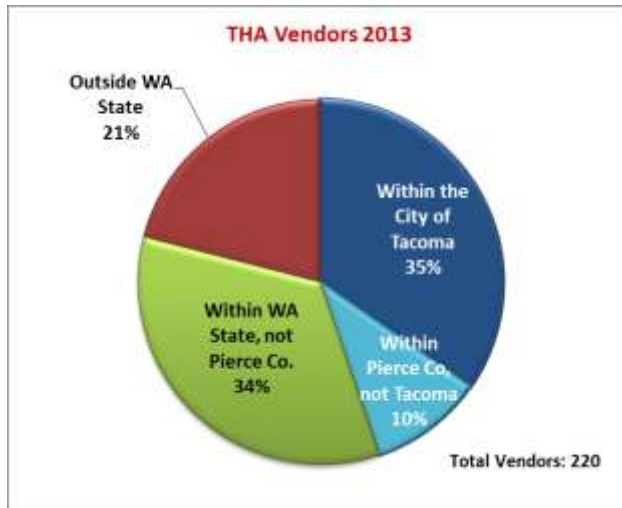
January 27, 2014

THA is a regional asset for Tacoma and Pierce County. This shows in where its assisted families come from. It shows in where THA spends its money to serve them. The charts below and on the other side of this page show the geographic spread of THA's work, its staff and its spending.

THA spends about \$55 million each year. The largest amount (above \$30 million) pays rent directly to private landlords on behalf of families and individuals who participate in THA's rental assistance programs. It spends varying amounts on construction to build or rebuild housing. In 2013, it spent about \$10 million doing that. The remainder of the money pays to maintain and manage its properties, to administer its programs, and to manage the agency, meeting the many complex regulatory requirements and the less precise but important community expectations. THA spends about \$6 million on salaries for staff. Most of THA's funding comes from the U.S. Department of Housing and Urban Development (HUD) and tenant rents. THA also receives periodic grants, mainly for construction and special programs, from foundations, the City of Tacoma, Pierce County, and Washington State. The largest share of THA's construction funding comes from commercial lenders and investors. (All of these amounts do **not** include the further economic benefit to the region either from downstream spending by contractors, landlords, vendors and their employees or from THA's housing of needy families, seniors and persons with disabilities, its programs to help people succeed as "parents, students and wage earners", and the revitalizing effect its construction brings to neighborhoods.)



THA SPENDING: GEOGRAPHIC DISTRIBUTION



FINANCE



TACOMA HOUSING AUTHORITY

Motion

Adopt a consent motion ratifying the payment of cash disbursements totaling \$6,960,320 for the month of January, 2014.

Approved: February 26, 2013

Greg Mowat, Chairman

TACOMA HOUSING AUTHORITY
Cash Disbursements for the month of January, 2014

		Check Numbers		Amount	Totals
		From	To		
A/P Checking Account					
Low Rent Module Checks	Check #'s	2,770	- 2,771	352	
Accounts Payable Checks	Check #'s	81,499	- 81,780		
Business Support Center				291,851	Program Support
Moving To Work Support Center				94,072	
Tax Credit Program Support Center				(8)	
Section 8 Programs				113,415	Section 8 Operations
SF Non-Assist Housing - 9SF Homes				10,214	Local Funds
Stewart Court				1,746	
Wedgewood				491	
Salishan 7				81,484	
Tacoma Housing Development Group				854	
Hillsdale Heights				1,140	Development
AG Hsg Recovery Grant				1,139	
NSP				3,358	
Development Activity				31,212	
Salishan Area 2B-Dev				3,047	
Hillside Terrace 2500 Court G Development				10,808	
Hillside Terrace 1800 Court G Development				8,843	
Hillside Terrace 2500 Yakima Development				2,826,505	Community Service
CS General Business Activities				120	
Weyerh. Homeless Grant				800	
CTED - IDA				9,405	
Community Services MTW Fund				3,701	
Gates Ed Grant				924	
WA Families Fund				7,117	
WA Families Fund - Systems Innovation				742	Public Housing
AMP 1 - No K, So M, No G				46,081	
AMP 2 - Fawcett, Wright, 6th Ave				82,832	
AMP 3 - Lawrence, Orchard, Stevens				51,008	
AMP 4 - Hillside Terr - 1800/2500				7,209	
AMP 5 - Salishan Common Areas				193	
AMP 6 - Scattered Sites				24,599	
AMP 7 - HT 1 - Subsidy				40,051	
AMP 8 - HT 2 - Subsidy				2	
AMP 9 - HT 1500 - Subsidy				6,958	
AMP 10 - SAL 1 - Subsidy				9,782	
AMP 11 - SAL 2 - Subsidy				8,793	
AMP 12 - SAL 3 - Subsidy				6,796	
AMP 13 - SAL 4 - Subsidy				9,263	
AMP 14 - SAL 5 - Subsidy				11,763	
AMP 15 - SAL 6 - Subsidy				10,533	
Allocation Fund				106,862	Allocations-All Programs
THA SUBTOTAL				3,926,058	
Hillside Terrace 1 through 1500				2,189	Tax Credit Projects - billable
Salishan I - through Salishan 6				1,095	
Salishan Association - Operations				11,701	
TAX CREDIT SUBTOTAL (Operations - billable)				14,985	3,941,043
Section 8 Checking Account (HAP Payments)					
SRO/HCV/TBRA/VASH/FUP/NED	Check #'s	480,711	- 480,851	207,353	
	ACH	54,469	- 55,835	2,307,986	\$ 2,515,339
Payroll & Payroll Fees - ADP					\$ 503,938
Other Wire Transfers					
Local Funds Semi-Annual Bond Payment - Heritage				-	\$ -
TOTAL DISBURSEMENTS					\$ 6,960,320



TACOMA HOUSING AUTHORITY

Date: February 26, 2014
To: THA Board of Commissioners
From: Ken Shalik
Director of Finance
Re: Finance Department Monthly Board Report

1. FINANCIAL STATEMENT COMMENTS

I present the January, 2014 disbursement report for your approval.

The Finance Department is submitting the financial statement for the month of December, 2013.

Based on the financial statement presented, THA ended up the year with an operating surplus on line 68 of \$627,788 against a budgeted surplus of \$3,795. In general, this is a notable achievement based on the reduction of HUD funding for our Public Housing and Section 8 Programs due to sequestration in 2013. Also, our insurance coverage for Meth remediation ended in June. We were fairly close to budget on the income side. Except for utilities, where we were within \$6K of budget, we were under budget in every other expense category. Below, I review the details of this surplus.

There are a number of categories that experienced variations from budget. Some expense areas are ones that we anticipated expenditures at a certain level, but will not reach. Very few of the expense line items are above budget, and none of those are significant. In the cases of certain grants, the income is based on a dollar for dollar match. In those areas where we have not utilized the grant at budgeted levels, the income side will also be under budget.

The following are major anomalies between budgeted and actual numbers that resulted in our surplus:

- *Line 2 – Tenant Revenue* – This area is difficult to project. The majority of the income consists of charges passed on to the tenant for both legal proceedings heading towards eviction, as well as significant damages (including Meth damage) at move out. The challenge with this increase is due to the type of charge, we will most likely not be able to collect these funds, and they will be written off.

FINANCE DEPARTMENT MONTHLY REPORT

February 2014

Page 2

- *Line 7 – Capital Fund Operating Revenue* – This portion of capital funds is used for administrative and operational expenses. In 2013, a portion of the funds was budgeted for our Rental Assistance Demonstration conversion application. \$175K was budgeted for a Physical needs assessment, which we have chosen to defer until 2014. Therefore, no funds were drawn down for this purpose. Also, we deferred drawdown on funds for cash management purposes, and will have available for needs that arise in 2014.
- *Line 9 – Other Government Grants* – Included in this line item is approximately \$60K that was budgeted for administering a type of Neighborhood Stabilization program with the city. We are just now in the implementation phase of that program, and will not reach budgeted income by year end.
- *Line 28 – Legal* – This category was adjusted at mid-year to reflect expenditures to date and anticipated needs. During the second half of the year, we will be incurring expenses for our Rental Assistance Demonstration (RAD) conversion, as well as costs for some of our pending development activities. We are seeing the expenses coming in closer to budget.
- *Line 32 – Administrative Contracts* - The Physical needs assessment in the amount of \$175K was budgeted in this category, and not expended. This will be completed in 2014. This reflects the major portion of the difference between budgeted and expended amounts.
- *Line 33 - Due Diligence* – These funds are budgeted for perspective development opportunities. As our focus was on Hillside redevelopment and Prairie Oaks during 2013 we did not expend all of budgeted funds.
- *Lines 36-39 – Tenant Services* – Most of the variance has to do with grants, and there will be a corresponding reduction in grant income. The largest variance has to do with the Asset Building program.
- *Line 59 – Extraordinary Maintenance* – We remained under budget for the end of the year. This category ended up primarily being for Meth remediation of our PH units. Due to certain testing requirements to determine cross contamination in some of our senior buildings, and determining the scope of work in our Wright St. Apts., the majority of the remediation expenses will not be incurred until 2014. This left this category under budget for 2013.
- *Line 60 – Casualty Loss* - The amount dropped in December due to reimbursements for our Meth remediation covered by insurance. This category primarily represents the amount not covered by insurance for units remediated through June
- *Lines 69 – 71 – Capital Items* - The amounts in these categories only reflect active projects that we have contracts on. In the budget, we have the purchase of New Look Apts., and the HTF and Lakewood funds for LASA development included. As we have not closed on LASA, and are on hold regarding the purchase of New Look, these amounts were not expended in 2013.

In our cash positions, we are including the commitment of funds passed by the Board in the September board meeting. These commitments, along with designated Public Housing and Section 8 reserves, leave the agency with minimal unobligated MTW cash levels. Even though funds are

committed by the board, our MTW cash level is adequate – not too high and not too low - and keeps us from recapture even if HUD does not honor our commitments.

2. INVESTMENTS

Surplus funds are invested in Heritage checking and the Washington State Investment Pool. Rates with Heritage Bank currently remain at .40%. The Washington State Local Government Investment Pool currently provides a return rate of .13%.

3. AUDIT

There is nothing to report in this area at this time.

4. BUDGETS

The 2014 budget is in effect. Even though an appropriations bill was passed last month, and initial pro-rations identified, we still are unclear of the exact effect on our 2014 budget. We must await specific calculations from HUD. It takes HUD some time to work the appropriated amounts it gets from Congress through HUD's complex funding formulas. The biggest area of uncertainty resides around our Section 8 HAP's. The initial pro-ration was identified at approximately 97%, but we have heard that we could receive up to 99% funding. My estimation is that we will end up with somewhere between \$500K to \$1 million in reduced funding from 2013 pre-sequestration amounts. I am hoping by next month we will have more substantive information

YEAR END CLOSING UPDATE

The Finance department is in final stages of closing the books for FY 2013. The tax credit closings are completed with Tax Returns being finalized by February 28th. On the THA side, the FDS is being drafted, and in the process of inputting the information onto the HUD website. The deadline for the online submission is February 28th. We are not anticipating any problems in meeting this deadline. In our board report for next month, it is our intent to provide a 2013 financial overview of the properties we manage, including our Tax Credit properties

**TACOMA HOUSING AUTHORITY
AGENCY WIDE**

	December				Thru 12/31/2013		
	CURRENT MTH ACTUAL	YEAR TO DATE ACTUAL	BUDGETED YTD	VARIANCE	PROJECTED ACTUAL	BUDGETED	VARIANCE
OPERATING RECEIPTS							
1 Tenant Revenue - Dwelling rent	266,362	3,387,170	3,558,857	-4.82%	3,387,170	3,558,857	-4.82%
2 Tenant Revenue - Other	5,148	74,837	58,867	27.13%	74,837	58,867	27.13%
3 HUD grant - Section 8 HAP reimburseme	2,290,812	33,454,138	33,728,621	-0.81%	33,454,138	33,728,621	-0.81%
4 HUD grant - Section 8 Admin fee earned	204,659	2,476,558	2,453,872	0.92%	2,476,558	2,453,872	0.92%
5 HUD grant - Public Housing subsidy	186,514	2,251,788	2,140,491	5.20%	2,251,788	2,140,491	5.20%
6 HUD grant - Community Services	14,408	122,972	140,984	-12.78%	122,972	140,984	-12.78%
7 HUD grant - Capital Fund Operating Reve	396,042	614,443	1,294,826	-52.55%	614,443	1,294,826	-52.55%
8 Management Fee Income	479,099	3,466,873	3,501,128	-0.98%	3,466,873	3,501,128	-0.98%
9 Other Government grants	37,571	186,376	241,432	-22.80%	186,376	241,432	-22.80%
10 Investment income	2,408	378,727	377,950	0.21%	378,727	377,950	0.21%
11 Fraud Recovery Income - Sec 8	3,538	34,302	30,000	14.34%	34,302	30,000	14.34%
12 Other Revenue- Developer Fee Income	0	379,743	436,200	-12.94%	379,743	436,200	-12.94%
13 Other Revenue	82,766	675,105	806,594	-16.30%	675,105	806,594	-16.30%
14 TOTAL OPERATING RECEIPTS	3,969,327	47,503,032	48,769,822	-2.60%	47,503,032	48,769,822	-2.60%
OPERATING EXPENDITURES							
<i>Administrative Expenses</i>							
15 Administrative Salaries	487,165	4,357,052	4,458,235	-2.27%	4,357,052	4,458,235	-2.27%
16 Administrative Personnel - Benefits	214,610	1,624,907	1,795,167	-9.48%	1,624,907	1,795,167	-9.48%
17 Audit Fees	712	66,223	70,942	-6.65%	66,223	70,942	-6.65%
18 Management Fees	376,603	2,809,316	2,686,722	4.56%	2,809,316	2,686,722	4.56%
19 Rent	23,526	282,312	282,299	0.00%	282,312	282,299	0.00%
20 Advertising	0	4,344	18,650	-76.71%	4,344	18,650	-76.71%
21 Information Technology Expenses	8,103	197,032	276,227	-28.67%	197,032	276,227	-28.67%
22 Office Supplies	4,609	46,336	93,037	-50.20%	46,336	93,037	-50.20%
23 Publications & Memberships	709	38,751	54,265	-28.59%	38,751	54,265	-28.59%
24 Telephone	6,993	91,631	117,589	-22.08%	91,631	117,589	-22.08%
25 Postage	2,615	31,888	39,935	-20.15%	31,888	39,935	-20.15%
26 Leased Equipment & Repairs	6,431	79,796	64,335	24.03%	79,796	64,335	24.03%
27 Office Equipment Expensed	1,289	56,815	85,684	-33.69%	56,815	85,684	-33.69%
28 Legal	1,823	153,363	234,245	-34.53%	153,363	234,245	-34.53%
29 Local Milage	507	5,239	15,383	-65.94%	5,239	15,383	-65.94%
30 Staff Training/Out of Town travel	3,618	122,204	201,616	-39.39%	122,204	201,616	-39.39%
31 Administrative Contracts	46,384	274,214	595,910	-53.98%	274,214	595,910	-53.98%
32 Other administrative expenses	14,286	88,164	94,270	-6.48%	88,164	94,270	-6.48%
33 Due diligence - Perspective Development	0	232,698	365,000	-36.25%	232,698	365,000	-36.25%
34 Contingency	0	0	99,950	-100.00%	0	99,950	-100.00%
35 Total Administrative Expenses	1,199,983	10,562,285	11,649,461	-9.33%	10,562,285	11,649,461	-9.33%

		December				Thru 12/31/2013		
		CURRENT MTH ACTUAL	YEAR TO DATE ACTUAL	BUDGETED	VARIANCE	PROJECTED ACTUAL	BUDGETED	VARIANCE
	Tenant Service							
36	Tenant Service - Salaries	95,326	837,534	928,639	-9.81%	837,534	928,639	-9.81%
37	Tenant Service Personnel - Benefits	43,841	331,004	381,547	-13.25%	331,004	381,547	-13.25%
38	Relocation Costs	4,088	77,567	59,410	30.56%	77,567	59,410	30.56%
39	Tenant Service - Other	9,644	63,506	213,225	-70.22%	63,506	213,225	-70.22%
40	Total Tenant Services	152,899	1,309,611	1,582,821	-17.26%	1,309,611	1,582,821	-17.26%
	Project Utilities							
41	Water	10,808	123,800	121,310	2.05%	123,800	121,310	2.05%
42	Electricity	23,453	211,604	216,050	-2.06%	211,604	216,050	-2.06%
43	Gas	9,876	53,020	65,470	-19.02%	53,020	65,470	-19.02%
44	Sewer	30,045	379,794	360,125	5.46%	379,794	360,125	5.46%
45	Total Project Utilities	74,182	768,218	762,955	0.69%	768,218	762,955	0.69%
	Ordinary Maintenance & Operations							
46	Maintenance Salaries	60,595	570,072	624,448	-8.71%	570,072	624,448	-8.71%
47	Maintenance Personnel - Benefits	22,470	182,034	191,005	-4.70%	182,034	191,005	-4.70%
48	Maintenance Materials	22,719	232,026	264,200	-12.18%	232,026	264,200	-12.18%
49	Contract Maintenance	128,567	977,503	1,039,552	-5.97%	977,503	1,039,552	-5.97%
50	Total Routine Maintenance	234,351	1,961,635	2,119,205	-7.44%	1,961,635	2,119,205	-7.44%
	General Expenses							
51	Protective Services	11,310	152,945	148,900	2.72%	152,945	148,900	2.72%
52	Insurance	16,702	178,860	183,773	-2.67%	178,860	183,773	-2.67%
53	Other General Expense	103,816	1,083,216	1,123,740	-3.61%	1,083,216	1,123,740	-3.61%
54	Payment in Lieu of Taxes	1,199	14,385	14,461	-0.53%	14,385	14,461	-0.53%
55	Collection Loss	(21,921)	77,155	81,171	-4.95%	77,155	81,171	-4.95%
56	Interest Expense	71,661	588,657	640,753	-8.13%	588,657	640,753	-8.13%
57	Total General Expenses	182,767	2,095,218	2,192,798	-4.45%	2,095,218	2,192,798	-4.45%
58	TOTAL OPERATING EXPENSES	\$ 1,844,182	\$ 16,696,967	\$ 18,307,240		\$ 16,696,967	\$ 18,307,240	
	Nonroutine Expenditures							
59	Ext. Maint/Fac Imp/Gain/Loss Prop Sale	80,916	203,308	361,329	-43.73%	203,308	361,329	-43.73%
60	Casualty Losses	(33,766)	48,151	61,182	-21.30%	48,151	61,182	-21.30%
61	Sec 8 HAP Payments	2,509,222	29,583,730	29,911,764	-1.10%	29,583,730	29,911,764	-1.10%
62	Total Nonroutine Expenditures	2,556,372	29,835,189	30,334,275	-1.65%	29,835,189	30,334,275	-1.65%
63	TOTAL EXPENDITURES	4,400,554	46,532,156	48,641,515	-4.34%	46,532,156	48,641,515	-4.34%
64	OPERATING SURPLUS/(DEFICIT)	(431,227)	970,876	128,307	656.68%	970,876	128,307	656.68%
65	Debt Service Principal Payments	(175,560)	(544,625)	(558,753)	-2.53%	(544,625)	(558,753)	-2.53%
66	Surplus/Deficit Before Reserve Appropriations	(606,787)	426,251	(430,446)	-199.03%	426,251	(430,446)	
67	Reserve Appropriations - Operations	0	201,537	434,241	-53.59%	201,537	434,241	-53.59%
68	Surplus/Deficit Before Capital Expenditures	(606,787)	627,788	3,795		627,788	3,795	
69	Revenue - Capital Grants	431,191	6,676,075	(12,472,064)	-153.53%	10,230,792	(12,472,064)	-182.03%
70	Capitalized Items/Development Projects	(459,888)	(7,080,611)	10,637,064	-166.57%	(10,937,210)	10,637,064	-202.82%
71	Reserve Appropriations - Capital	28,697	404,536	1,835,000	-77.95%	706,418	1,835,000	-61.50%
72	THA SURPLUS/(DEFICIT)	(606,787)	627,788	3,795		627,788	3,795	

TACOMA HOUSING AUTHORITY

CASH POSITION - January 2014

Account Name	Current Balance	Interest
HERITAGE BANK		
Accounts Payable	\$ 425,034	0.40%
Section 8 Checking	7,702,029	0.40%
THA Investment Pool	287	0.40%
THA LIPH Security Deposits	89,697	0.40%
THDG - Tacoma Housing Development Group	46,331	0.40%
LF - SF 9Homes Alaska	75,922	0.40%
LF - SF 9Homes Alaska Sec Dep Acct	5,103	0.40%
LF - SFH No. Shirley	14,991	0.40%
LF - SFH N Shirley Security Deposit Acct	1,001	0.40%
LF - Wedgewood Homes	299	0.40%
Salishan 7	1,245,529	0.40%
Salishan 7 Security Deposit	26,218	0.40%
Salishan 7 Replacement Reserve	89,866	0.40%
Salishan 7 Operating Reserve	197,678	0.40%
Payroll Account	6,207	0.40%
General Fund Money Market	934,203	0.40%
IDA Account	25,116	0.40%
WASHINGTON STATE		
Investment Pool	\$ 1,625,872	0.13%
1. TOTAL THA CASH BALANCE	\$ 12,511,380	
Less:		
2. Total MTW Cash Balance	\$ 6,686,192	
<i>Less MTW Reserve Commitments</i>		
2.01 2nd Phase Hillside Terrace Redevelopment	\$ 2,420,000	
2.02 Renovation/Remodel of 2nd Floor of Admin Building	700,000	
2.03 Renovation/Remodel of Salishan FIC Building	300,000	
2.04 RAD Conversion Costs - Capital Contributions to Projects	1,000,000	
2.05 Software Conversion for Operational Platform (VH)	600,000	
2.06 Education Projects - McCarver & Others	310,000	
2.07 Exigent Health & Safety Issues (Meth Remediation)	456,628	
2.10 Total Reserve Commitments	\$ 5,786,628	
<i>Add MTW Reserves Not Yet Received from HUD</i>		
2.11 Undisbursed CFP funds for RAD Conversion	1,000,000	
2.20 Total Undisbursed Reserves held by HUD	\$ 1,000,000	
<i>Less Minimum Operating Reserves</i>		
2.21 Public Housing AMP Reserves (4 months Operating Exp.)	1,130,000	
2.22 S8 Admin Reserves (3 months Operating Exp.)	726,000	
2.30 Total Minimum Operating Reserves	\$ 1,856,000	
3. MTW Cash Available (Lines 2 - 2.10 + 2.20 - 2.30)	\$ 43,564	

TACOMA HOUSING AUTHORITY

CASH POSITION - January 2014

4. Non MTW Cash

Other Restrictions:

4.01 FSS Escrows	\$	100,622		
4.02 VASH, FUP & NED HAP Reserves		221,541		
4.03 Mod Rehab Operating Reserves		148,285		
4.04 Security Deposit Accounts		126,960		
4.05 Salishan Sound Families - 608		124,981		
4.06 IDA Accounts - 604		25,116		
4.07 Gates Foundation - 612, 614 & 623		264,222		
4.08 WA Families Fund - 674, 712, 713		112,399		
4.09 Wedgewood Replacement Reserve		804,139		
4.10 Bond Financed Single Family Homes Reserve		90,000		
4.11 Salishan 7 Reserves		712,544		
4.12 THDG - 048		46,331		
4.20 Total - Other Restrictions			\$	2,777,138

Agency Liabilities:

4.30 Windstar Loan - 042		305,882		
4.40 Total - Agency Liabilities			\$	305,882
4.45 Development Draw Receipts for Pending Vendor Payments			\$	-
4.50 Development Advances/Due Diligence Commitments ¹			\$	270,651

5. Total Non MTW Cash Restrictions (Lines 4.20+4.40+4.50)			\$	3,353,671
--	--	--	----	-----------

6. THA UNENCUMBERED (Non-MTW) CASH (Lines 1-2-5)			\$	2,471,517
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7. Agency Current Commitments:	Board Approval	Expended	Obligation Balance
LASA Development advance	\$ 675,000	\$ 474,349	\$ 200,651
Salishan Campus (PY exp plus 2014 budget)	\$ 196,174	\$ 126,174	\$ 70,000
¹ Total Current Commitments outstanding			\$ 270,651

Agency Advances that resulted in reduced amount of Unencumbered Cash (line 6)

LASA Development advance		\$ 474,349	
Hillside Terrace Redevlpmnt - HTF, HOME, CDBG and COT Funds		\$ -	
Total Agency Advances		\$ 474,349	

REAL ESTATE MANAGEMENT
AND
HOUSING SERVICES



TACOMA HOUSING AUTHORITY

Date: February 26, 2014

To: THA Board of Commissioners

From: April Black

Director of Real Estate Management and Housing Services

Re: Department of Real Estate Management and Housing Services Monthly Board Report

1. PROPERTY MANAGEMENT DIVISION

- *Occupancy:*

Unit occupancy is reported for the first day of the month. This data is for the month of January 2014. The high vacancy rate is attributable to THA's meth strategy.

OCCUPANCY SUMMARY REPORT					
PROGRAM	UNITS AVAILABLE	UNITS VACANT	UNITS OFFLINE	UNITS OCCUPIED	% MTH OCCUPIED
All Hillside	62	4	0	58	93.6%
Family Properties	145	12	2	133	93.1%
Salishan	631	3	0	628	99.5%
Senior/Disabled	353	27	4	326	93.5%
All Total	1,193	46	6	1,146	96.6%

- *Vacant Unit Turn:*

On page three (3) there is a table with all of the units turned in fiscal year 2013. Sixteen (16) units were turned and rented in the month of January. The average unit turn for the month of January was 82 days and 82 days for the year 2014. The FYTD has dropped from 186.802 from the previous month. Twelve (12) of the units that were turned in January tested positive for meth and needed to be remediated.

As of February 13, 2014, 124 of the 282 units that have been tested for contamination have tested positive for methamphetamine. This is a 44% positive rate for the units that have been tested. THA implemented the home testing kits that are testing for contamination at the health-based contamination level. Of the 98 home tests that have been conducted since June 25, 2013, 25 or 25% have tested positive for contamination.

1.1 Vacant clean unit turn status

The average turn days for the units re-rented in January went up from 57 to 87 days due to the aged market rate units and the deliberate delay in testing units vacated during the month of December 2013. We anticipated this increase and it was reported to board last month. Three aged vacancies remain:

- A senior unit that was difficult to rent (six applicants turned it down). This unit should be rented by February 14, 2014, and
- Two (2) Bergerson Terrace units that are vacant due to water damage. This problem has not yet been resolved and could include additional units. An engineer is involved in identifying the issue and solution. We hope to reach a resolution in March 2014.

To date, all 2014 vacancies that have been turned have been turned in an average of 20 days.

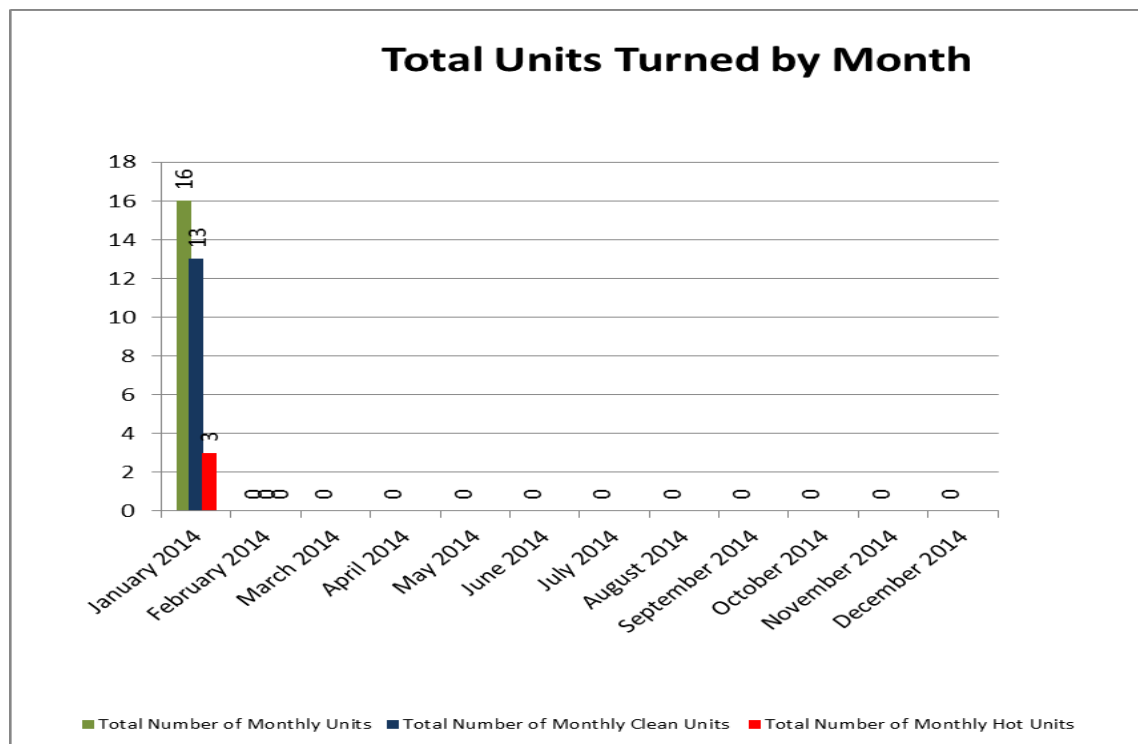
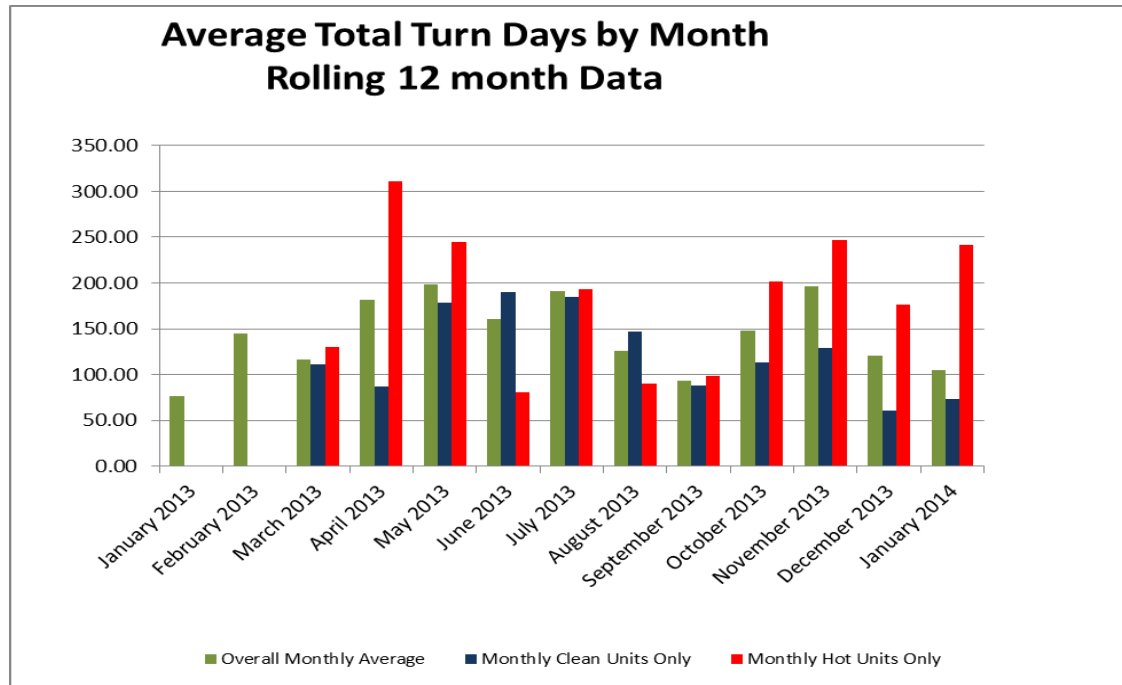
Our goal still remains to have all 2014 vacancies turned in an average of 20 days.

1.2 Contaminated unit turns

As of February 13, 2014 there were 36 vacant units in THA's portfolio. Of these units:

- 5 are not contaminated,
- 1 is awaiting pre sample testing,
- 8 are awaiting decontamination
- 13 are in remediation, (this includes dry-out)
- 8 units are in Put-Back
- 1 has been completed by the contractor

The tables below shows the calendar year trend in average unit turn days each month and the number of units turned by month:



Work Orders: In the month of January all emergency work orders were completed within 24 hours. This month, maintenance staff completed 396 non-emergency work orders and a total of 396 for the calendar year. The annual average number of days to complete a non-emergency work order is 11.30.

Warehouse Management and Inventory control: Bob Drury has been working on our warehouse management systems to help us improve our work order completion times. This project will help accomplish the following:

- Identify common used parts that will be available in our warehouses to complete the repairs the same day we respond to the request;
- Eliminate the need to run to supply stores to reduce windshield time to make staff more productive and efficient;
- Create an automatic re order system with our supply vendors to have stock available once supplies run low; and
- Organize and stock our THA vehicles so that the staff can have better access to the parts needed to make the necessary repairs when they arrive to the sites for service calls

Work Order Summary by Portfolio For the Month of January, 2014

Completed Work Orders								
Portfolio	Emergency				Non-Emergency			
	Month	YTD	Month	YTD	Month	YTD	Month	YTD
	# Completed	% Completed In 24 Hrs	# Completed	% Completed In 24 hrs (99% HUD Std)	# Completed	Avg Completion Days	# Completed	Avg Completion Days (25 days HUD Std)
All Hillside								
HILLSIDE TERRACE 1500 Block	0	0.0%	0	0.0%	9	0.44	9	0.44
HILLSIDE TERRACE PH I	0	0.0%	0	0.0%	12	0.25	12	0.25
HILLSIDE TERRACE PH II	0	0.0%	0	0.0%	8	0.25	8	0.25
	0	0.0%	0	100.0%	29	0.31	29	0.31
Family Properties								
ALL SCATTERED SITES	0	0.0%	0	0.0%	9	19.56	9	19.56
BERGERSON TERRACE	0	0.0%	0	0.0%	46	7.43	46	7.43
DIXON VILLAGE	0	0.0%	0	0.0%	3	1.33	3	1.33
	0	0.0%	0	100.0%	58	9.00	58	9.00
Salishan								
SALISHAN I	2	100.0%	2	100.0%	34	15.62	34	15.62
SALISHAN II	1	100.0%	1	100.0%	26	13.46	26	13.46
SALISHAN III	0	0.0%	0	0.0%	22	14.95	22	14.95
SALISHAN IV	1	100.0%	1	100.0%	22	15.27	22	15.27
SALISHAN V	1	100.0%	1	100.0%	49	12.76	49	12.76
SALISHAN VI	1	100.0%	1	100.0%	35	20.20	35	20.20
SALISHAN VII	0	0.0%	0	0.0%	19	19.05	19	19.05
	6	100.0%	6	100.0%	207	15.65	207	15.65
Senior / Disabled Properties								
6TH AVE	1	100.0%	1	100.0%	11	6.91	11	6.91
E.B. WILSON	0	0.0%	0	0.0%	29	1.21	29	1.21
FAWCETT APARTMENTS	1	100.0%	1	100.0%	13	4.85	13	4.85
LUDWIG APARTMENTS	1	100.0%	1	100.0%	20	16.40	20	16.40
NORTH G ST	1	100.0%	1	100.0%	8	15.75	8	15.75
NORTH K ST	1	100.0%	1	100.0%	8	5.88	8	5.88
WRIGHT AVE	4	100.0%	4	100.0%	14	1.00	14	1.00
	9	100.0%	9	100.0%	103	6.69	103	6.69
Agency Totals:	15	100.0%	15	100.0%	397	11.23	397	11.23

Open Work Order Summary by Portfolio For the Month of January, 2014

		Emergency		Non Emergency		
Portfolio		Opened Emergency WO	Days Open	Open Non- Emergency WO	< 25 Days	>25 Days
Family Properties						
020	BERGERSON TERRACE	0	0	1	0	1
		0	0	1	0	1
Salishan						
SAL1	SALISHAN ONE LLC (S8)	2	0	15	15	0
SAL2	SALISHAN TWO LLC (S8)	1	0	14	12	2
SAL3	SALISHAN THREE LLC (S8)	0	0	11	10	1
SAL4	SALISHAN FOUR LLC (S8)	1	0	14	12	2
SAL5	SALISHAN V LLC (PH)	1	0	21	19	2
SAL6	SALISHAN SIX LLC (PH)	1	0	7	5	2
SAL7	SALISHAN SEVEN	0	0	3	2	1
		6	0	85	75	10
Senior / Disabled Properties						
006	NORTH K ST	1	0	11	10	1
008	E.B. WILSON	0	0	3	2	1
009	FAWCETT APARTMENTS	1	0	17	17	0
010	WRIGHT AVE	4	0	18	8	10
012	LUDWIG APARTMENTS	1	0	6	4	2
013	NORTH G ST	1	0	15	10	5
014	6TH AVE	1	0	6	5	1
		9	0	76	56	20
Agency Totals:		15	0	162	131	31

2. RENTAL ASSISTANCE DIVISION

Housing Choice Voucher utilization is reported at 98.6% for the month of January 2013.
Below is a breakdown of the utilization of our special programs:

Program Name	Units Allocated	Units Leased	Number of shoppers*
Veterans Administration Supportive Housing (VASH)	145	132	7 shoppers 6 referrals needed
Non-Elderly Disabled Vouchers (NED)	100	92 (including 17 port outs)	6 shoppers 2 referrals needed
Family Unification Program (FUP)	50	41	4 shoppers and 5 referrals needed
McCarver Program	50	41	1 shopping-pending termination

* "Shoppers" are households that have been approved for the program and are searching for housing.

REAL ESTATE

DEVELOPMENT



TACOMA HOUSING AUTHORITY

DATE: February 26, 2014

TO: THA Board of Commissioners

FROM: Kathy McCormick
Director of Real Estate Development

RE: Real Estate Development Department Monthly Board Report

1. SALISHAN/HOPE VI

I. Phase II Construction

1.1.1 *Area 2A, Community Core Development*

The Board approved the general Master Plan Concept at its June 2012 meeting.

Staff met with representatives from The Alford Group to review the results of the Philanthropic Market Assessment. THA is considering the various options and information provided and over the next several months will determine the next step.

Staff is participating in a planning exercise being conducted with the City which intends to develop additional community space close to Salishan. Coordination with the city will be important to ensure complementary community uses for the city and Salishan core site.

1.1.2 *Area 3 Lot Sales*

DR Horton has four models open. Twelve houses have been sold year to date. DR Horton is pleased with the level of interest. To date, four low income households have been approved to purchase homes at Salishan.

2. PUBLIC HOUSING PROJECTS

2.1 1800/2500 Hillside Terrace

2.1.1 *Summary of Project Activities.*

The Hillside Terrace Phase I project is progressing according to budget and schedule.

2.1.2 *Financing.*

Staff has begun studying options for the Phase II financing. Staff submitted a Housing Trust Fund Stage I application on January 17, 2014. The

Department of Commerce has stated the Stage I applications are needed to identify the existing pipeline of affordable housing projects and quantify the unmet need for additional capital.

2.1.3 *Construction.*

The Owner, Architect and Contractor (OAC) construction meetings are held weekly at the site. The overall project is currently 65.8% complete.

Site work;

Site work is currently 62% complete. The current work includes franchise utility services, installing perimeter drains and backfilling near the building foundations.

Phase-I Vertical Construction;

Building A (mid-rise): Housing is currently 56% complete. The structure is framed and roofing is underway, interior mechanical, plumbing and electrical are ongoing.

Buildings B – F: Housing is currently 56% complete. Crews are framing the structures and installing, windows, roofing and siding on the exterior and roughing in plumbing and electrical on the interiors.

Community Center; the community center is 100% complete.

2.1.4 *Community Meetings.*

The Construction Oversight Committee continues to meet on the second Wednesday of each month.

Below is a summary of the outreach goals for the project.

Absher Construction Company's total Resident Employment, WMBE Utilization, and Apprenticeship goal commitment and monthly utilization:

	GOAL	PREVIOUS ACTUAL	ACTUAL AS OF 2/12/2014
MBE	14%	9.31%	9.31%
WBE	8%	12.13%	12.13%
Section 3 Business	10%	12.05%	12.05%
Section 3 New Hires	30%	59%	58%
Apprenticeship	15%	11.68%	11.12%

Below is the EEO Status of the project:

Target Business	
MBE/Section 3	2 African American/Black
MBE/Section 3	1 Hispanic/Latino
WBE	2 Caucasian
WBE/Section 3	1 Caucasian
Section 3	1 Caucasian
Section 3 Hiring	
African American/Black	12 workers
Hispanic/Latino	2 workers
Caucasian	3 workers

3. OTHER PROJECTS

3.1 AG Program

THA purchased its second home, 4836 South K Street in December and closed on 3918 S Thompson in January. Bank approval has been granted for 6615 South Puget Sound and we are still pending approval for 1910 E 59th Street. A contractor has been selected for 6607 E K Street and demolition work will begin February 10th. The Invitation to Bids are out for 4836 S K Street and 3918 S. Thompson. With the inclusion of the E 59th Street all of the AG funds will have been obligated. Once we are able to re-sell the houses, we will be able to use the sale proceeds to purchase additional homes.

3.2 LASA Supportive Housing Project

On the housing side, this project is funded by the Housing Trust Fund, Pierce County 2163, City of Lakewood and a THA loan of about \$275,000 (pending approval by the THA Board in January). On the LASA Office/Client Service Center side the project is funded by Pierce County CDBG & 2163 funds, City of Lakewood CDBG, a Section 108 loan from the City of Lakewood, private grants, and LASA equity.

THA will own the residential component of this development and LASA will own the commercial component. The building will be condominiumized. Construction bids were returned on October 23rd. The selected contractor was Pavilion Construction Northwest. Staff is working on Value Engineering with the contractor to reduce projected cost an estimated \$100,000 from the LASA/Community Center portion of the project. The City of Lakewood passed a resolution on December 2nd approving the Section 108 loan. Due to the switch from the Columbia Bank loan to the Section 108 loan closing has been delayed. Closing is anticipated the end of February.

Estimated Project Schedule

Begin relocation activities	July 2013 Completed
Submit for Building Permit	September 2013 Completed
Issue ITB for Contractor	October 2013 Completed
Award Contractor Contract	November 2013-Completed
Financial closing	March 2014
Construction Start	March 2014
Complete Construction	November 2014

3.3 *Construction Management Services for the City of Tacoma*

The contract with the City is signed and staff is waiting to be assigned the first project.

3.4 *Blight Abatement Program*

Staff has been informed that the City of Tacoma's Tacoma Community Redevelopment Agency (TCRA) received four (4) proposals for this program. TCRA plans to recommend all four for contract award to its board in early February.

4. DEVELOPMENT PIPELINE PROJECTS

4.1 *Intergenerational Housing at Hillsdale Heights*

The revised Letter of Intent (LOI) to lease or Purchase Real Property was forwarded to Many Lights Foundation (MLF) in November and has been signed and returned to THA. Staff is coordinating next steps with MLF.

4.2 *City-Owned Brown Star Grill Properties on MLK*

The project is in the first Feasibility Stage which is due to be complete by June 30, 2014. The Phase 1 Environmental study is underway, the draft Market Study was completed Feb. 21 and BLRB Architects has begun verifying documented conditions, reviewing zoning and land use requirement, meeting with the City and other stakeholders and developing a preliminary program. Staff has also had preliminary conversations with Key Bank as a potential tenant. In addition Key Bank's property on 11th and L Street is being considered as a possible location for parking.

4.3 *New Look Apartments/Alberta Canada Building Acquisition*

THA received the Purchase and Sale Agreement executed by MLKHDA on September 9, 2013. Due to MLKHDA's delay in producing the property's records, THA requested an extension to complete additional due diligence by January 31, 2014 (inspect a supporting beam identified by the engineer) and to close by March 31, 2014. MLKHDA has not yet responded to the request.

4.4 *Acquisition*

The City of Tacoma has issued a Notice of Funding Availability (NOFA) for \$1.2 million to support the acquisition and rehabilitation of multi-family rental housing. Staff are working with John Wise to identify potential sites that could be acquired under this NOFA. As part of this process, staff will complete a financial feasibility analysis to determine how best to acquire and rehabilitate properties to respond to this NOFA as well as the future.

5. M/WBE CONTRACT COMPLIANCE and SECTION 3 HIRING

5.1 As of February 12, 2014, 17 of 29 new hires at the Hillside Terrace Revitalization Project are Section 3 Hires. M/WBE, and Section 3 goals for said project are provided in Section 2.1.4 of this report.

6. PHAS INDICATOR FOR MODERNIZATION ACTIVITIES

The following are the schedules as of February 3, 2014 for THA's obligation and expenditure of the public housing capital funds it receives from HUD.

<u>Grant</u>	<u>Total Grant</u>	<u>Obligation Start Date</u>	<u>Obligated</u>	<u>% Obligated</u>	<u>Obligation Deadline</u>	<u>Expended</u>	<u>% Expended</u>	<u>Expended Deadline</u>
2010 CFP	\$2,345,627	7/15/10	\$2,345,627	100%	7/14/12	\$1,363,349	58%	7/14/14
2010 CFP (1 st R)	\$1,216,978	7/15/10	\$1,216,978	100%	7/14/12	\$1,216,978	100%	7/14/14
2011 CFP	\$1,721,353	8/3/11	\$1,721,353	100%	8/2/13	\$318,952	18%	8/2/15
2011 CFP (1 st R)	\$736,455	8/3/11	\$736,455	100%	8/2/13	\$736,455	100%	8/2/15
2011 CFP (2 nd R)	\$549,895	8/3/11	\$549,895	100%	8/2/13	\$549,895	100%	8/2/15
CFCF**	\$1,881,652	8/3/11	\$1,848,952	98%	8/2/13	\$1,106,096	58%	8/2/15
2012 CFP	\$1,593,197	3/12/12	\$1,593,197	100%	3/11/14	\$0	0%	3/11/16
2012 CFP (1 st R)	\$1,026,290	3/12/12	\$1,026,290	100%	3/11/14	\$451,334	43%	3/11/16
2012 CFP (2 nd R)	\$128,701	3/12/12	\$128,701	100%	3/11/14	\$52,632	40%	3/11/16
2013 CFP	\$1,319,864	9/9/13	\$0	0%	9/8/15	\$0	0%	9/8/17
2013 CFP (1 st R)	\$322,158	9/9/13	\$287,430	89%	9/18/15	\$0	0%	9/8/17
2013 CFP (2 nd R)	\$1,015,495	9/9/13	\$0	0%	9/18/15	\$0	0%	9/8/17

** Capital Fund Community Facilities Grant (Note: 98% is acceptable to HUD to be obligated by this date. The remaining 2% of the funds are budgeted for computer equipment.)

COMMUNITY SERVICES



TACOMA HOUSING AUTHORITY

DATE: February 26, 2014

TO: THA Board of Commissioners

FROM: Greg Claycamp
Community Services

RE: Monthly Board Report

STRATEGIC OBJECTIVE: HOUSING AND SUPPORTIVE SERVICES

THA will provide high quality housing, rental assistance and supportive services. Its supportive services will help people succeed as tenants, parents, students, wage earners and builders of assets who can live without assistance. It will focus this assistance to meet the greatest need.

1. 2014 GOALS

Director's Comment: At the beginning of 2014, the structure of this report and information reported in it are in revision. The CS Managers and Directors participated in a full-day study session to begin this revision and create an outline. We will have reviewed this outline and solicited input from the full CS team prior to the February Board meeting. We would like to invite Board recommendations regarding revisions that you will find useful, and begin presenting in the new format at the March Board meeting. We expect that this report will reach its full maturity once the Board and staff make their final choices later this year of performance measures and targets for strategic objectives and the strategies to reach them.

In the January report, we noted the following objectives as helping to guide us in restructuring Community Services.

- Increase utility, effectiveness and measurability.
- Create closer collaboration with REMHS to better identify at-risk households, and lower costs reported in REMHS.
- Deploy Department staff in positions that best leverage individual strengths.
- Acknowledge and address program-specific challenges.
- Create a streamlined, balanced and adaptive structure and culture.

Report Outline: In restructuring the Report, we intend to include the following.

- **A more coherent data report** that better describes the flow of services, including tables for the following:
 - Outreach and engagement.
 - Referral and assessment.

- Total active clients, reported by program.
- Direct services provided and service measures.
- Navigation to external services.
- Households exiting and exit status.

The services and data reported in this section will be consistent with the objectives and strategies outlined in the agency's Strategic Plan.

In addition to the data tables and narrative interpretation, we will include 1-2 brief case studies each month.

- **Unit costs for services.** During the first half of 2014, we will work with Finance to determine a base unit cost for an hour of direct services provided, and begin applying that unit to our services and outcomes.
- **Updates on Collaborations.** Proposed sections include:
 - Community Partners utilizing the FIC and other THA sites to provide services. Examples include:
 - Education and Recreation classes provided by the Salishan Association
 - 2014 tax preparation assistance provided by Associated Mninstries.
 - Other collaborations with external partners.
 - McCarver Project as collaboration with Tacoma Public Schools and other partners.
 - Scholar Incentive Program as collaboration with Tacoma Public Schhols.
 - Community Health Worker collaboration with CHEF and other community partners
 - Internal collaboration across Departments.
 - Collaboration with REMHS to reduce costs for terminations, unit turns and vacancies by proactively identifying and intervening with at-risk households.
 - Proposed new collaborations.
- **Narrative updates on other Special Projects,** internal to Community Services. Examples include:
 - Development of a Trauma-informed service model.
 - Development of new Assessment, Service Plan and Case Note templates.

We look forward to the Board's recommendations in refining this outline. For January, we are using the 2013 Report Format.

1.1 Employment

Director's Comment (Dec. 2013): In general, we are not observing adequate increases in household income. While we exceeded goals for job placement and retention, placements are too often occurring to low paying positions. While households are increasing earned income, for some households this increase is not sufficient to move away from subsidy. We perceive this challenge to be particularly important because as a housing authority, we know that the immediate trend in subsidy is to transition from traditional Section 8 to time-limited vouchers. We also judge it to be a priority because as an agency committed to social justice, we recognize that earning poverty wages are inherent in the fundamental inequities and obstacles to breaking cycles of generational trauma.

In 2014, we will address this challenge in a number of ways.

- Consistent with THA's priorities and the priorities of funding partners such as Greater Tacoma Community Foundation and United Way, we will be placing a heavy emphasis upon enrollment and completion of education and vocational training for adults in households. We are also implementing programs and incentives to support children's academic engagement and performance. We now view support for adult and childhood education as a main commitment in household asset building.
- A retooling and expansion of the Family Self-Sufficiency (FSS) program, including pay-point escrow accounts in which households build savings by achieving goals related to self-sufficiency. Clients in FSS receive money in an escrow account upon successful completion of approved activities, including financial literacy, education and vocational training.
- Strengthening our relationships with Workforce, Bates and other community partners who provide vocational training, and tailoring our support services to the needs of participating clients.
- Building upon some current successes, we will attempt to form direct relationships with commercial employers to place THA clients in positions that pay living wages.

Activities	Jan. 2014	YTD 2014	Annual Goal	% of Goal
Clients referred for employment services	22	22	130	17%
Clients who received employment services	17	17	120	14%
Clients enrolled in employment readiness soft skills workshops	4	4	80	5%
Clients completed employment readiness soft skills workshops	3	3	50	6%
Enrolled in job readiness training	1	1	20	5%
Job placement	3	3	45	7%
WorkSource Participants Assisted	5	5	100	5%
Entered Apprenticeship	0	0	3	0%
Work Study/Community Jobs/Internships	0	0	30	0%
Earned Income Increased	0	0	35	0%

1.2 Education

1.2.1 Adult Education Programs

Activities	Jan. 2014	YTD 2014	Annual Goal	% of Goal
Participating in ESL classes	0	0	15	0%
Completes one or more ESL levels	0	0	5	0%
Adults enrolled in education program	0	0	25	0%
Adults complete education program	0	0	10	0%
Participants attending GED classes	0	0	200	0%
Completes one or more GED tests	0	0	25	0%
Attains GED	0	0	15	0%
FAFSA applications completed	0	0	10	0%

1.2.2 McCarver Special Housing Program

Director's Comment: The Year Two (2012-13) McCarver Report is complete, and attached in the Board Packet. Michael also presented these outcomes at a recent MTW conference in Washington, D.C. I attach the powerpoint he used for that purpose. These second year outcomes are quite positive. McCarver's annual turnover rate has declined to 75%! Before we started, it was well over 100%. In our first year it would have been 114% but declined to 96% because of our intervention. 75% is lower than most

people can ever remember the rate being at that school. This is very good news for the school. Other metrics are also encouraging. The cohort of children receiving our housing assistance has sustained in the second year their impressive first year improvements in reading scores. Their discipline rates remain lower than other cohorts. Their parents have doubled their earned income.

The report also note challenges. We are worried that while all the families are paying their increased share of the rent, most of them are not still ready to pay the further increased share that begins later this year. We also note that the assessment about the program from the teachers in the school is less favorable this year than last. In particular, teachers expect THA's caseworkers to have some responsibility for classroom discipline. This shows that we need improve our communication with teachers on what they can and cannot expect from the caseworkers. That discussion is underway. The report also conveys the views of the principal and counselor that explain that many of the teachers are new to the school since THA's intervention started and do not have a comparison with how it was before the intervention.

We are one year away from having 3 years' worth of data. This time next year we and the Tacoma School District are scheduled to decide whether the data warrant continuing the program at McCarver and extending it to 3 other elementary schools in Tacoma with ruinous turnover rates attributable to housing instability. If the third year of data is as positive as the first two, we expect we will expand the intervention if we can find the money. At about that time, the funding from the Bill & Melinda Gates Foundation and Building Changes will expire. The main expense will always be the housing dollars. Most of those, we hope, will come from THA. We actually do not count those housing dollars as a cost. We would be spending them to house somebody. The challenge is to spend them in a way that gets educational outcomes. The harder financial challenge will be paying for the two caseworkers our program model would place into each school. (\$150,000 per school). We are very pleased to report that the school district has tentatively agreed to absorb the cost of the caseworkers for each school! We believe it will do this for three main reasons. **First**, the school district agrees that mobility among the students is destructive to learning. I attach THA's canvas of the research on that question. **Second**, our model helps the school district meet its own performance measures, e.g. improved reading scores, narrowing various achievement gaps among its students, increased parent participation in school, lower rates of discipline. **Third**, it turns out that stabilizing homeless students also saves the school district a lot of money by keeping students in the district who would otherwise leave and take state dollars with them. Our McCarver model saves the district \$410,000 each year. I attach our calculation.

The Washington State Legislature has shown considerable interest in THA and its McCarver model. Several bills surfaced this session to extend the program model to other districts. The legislative interest in the relationship between school outcomes and housing instability is very appropriate. As you know, the state is about to invest huge sums of additional dollars in the public school funding formula, at the direction of our supreme court. We all hope this investment will show notable results in narrowing the various achievement gaps and improving the low school performance generally of low income children. Yet such a payoff on this investment seems unlikely unless we can also address those aspects of child poverty that have a destructive effect on school performance. Near the top of that list is the need to lower the destructive rates of mobility resulting from housing instability. We are learning a lot from the McCarver project on how to do that in a thoughtful and cost effective way.

Program Description – Michael Power: THA’s McCarver Elementary School Housing Program seeks to stabilize McCarver Elementary, a low-income school in Tacoma’s Hilltop neighborhood. As of the end of January 2013, 43 McCarver families are enrolled in the Program. Rental subsidies for participating families will decrease to zero over the five years of the McCarver Program. Each year, all families will pay an additional 20% of their rent and THA will subsidize the balance. Participating families receive intensive case management services and assistance to help the parents improve their education and employment prospects.

Activities	Baseline 2010-2011	2011-2012	2012-2013
Turnover rate at McCarver Elementary	107%	96.6%	75.20%
Turnover among Program students	n/a	4.5%	13.30%
Turnover among other McCarver students	n/a	114.2%	89.00%

Activities	Jan. 2014	YTD 2014	Annual Goal	% of Goal
Families participating	43	43	50	86%
Able to pay 40% of rent at 50% of income	30	30	45	67%
Able to pay 40% of rent at 30% of income	17	17	45	38%
Average school attendance rate	94%	94%	93%	101%
Referrals for discipline (school avg. 27.2%)	23%	23%	25%	109%
% students increase scores on district reading test (K-5)	22%	22%	20%	110%
% students increase scores on district math test (K-5)**	n/a	n/a	20%	n/a
Average increase in state reading test (Gr. 3-5)	24%	24%	20%	120%

Manager's Comment – Michael Power:

* As of the end of the 2012-2013 school year there were few data on standardized tests of math to analyze and compare. We had math scores on only 29 McCarver Program students as of the most recent program evaluation. This number of students is too small to warrant comparisons or further statistical analysis.

Activities	Baseline Fall 2011	At End of October 2013
Average annual household income	\$5232	\$16,152
Median annual household income	Not reported	\$11,892
Employed	7	32
Enrolled in Training Programs	2	3

Manager's Comment – Michael Power:

Extended Learning for McCarver Program Children

Our partner Peace Community Center is providing a free after-school tutoring program funded by their 21st Century grant from the U.S. Department of Education. 17 THA McCarver Program students are participating. The grant also pays for transportation which removes a major barrier for our families 16 McCarver Program children are participating in the PCC program. They were selected as needed the additional help in their school work.

McCarver Program Mom Speaks to Community Gathering

McCarver Program participant Shawna Allen was invited to speak to the Community Forum on Graduation held by the Foundation for Tacoma Students on January 23rd. Over 250 community leaders attended. Michael Power spoke about the importance of having a stable home in a child's academic life, and Ms. Allen spoke of the impact on her family of moving from homelessness to stability. Her presentation was very well received.

McCarver Students in Leadership Positions

Two McCarver Program students have been elected by their peers to be Associated Student Body Vice Presidents. We are very proud of them.

1.3 Housing Opportunities Program (HOP)

Program Description – Mary Syslo: HOP briefings have stopped until the questions regarding the 2014 budget are resolved. Community Services continues to work with HOP residents in job search and completing their five year goal plan.

Community Services will be sending information annually to the HOP households who are not receiving services reminding them of the help available. We will track changes in annual incomes by accessing client records in Visual Homes.

Activities	Jan. 2014	YTD 2014	Annual Goal	% of Goal
HOP orientations	0	0	n/a	n/a
Work-able attendees	0	0	120	0%
Attendees requesting CS	0	0	120	0%
Work-able attendees housed	8	8	120	7%
Participants receiving CS	3	3	60	5%

1.4 Families in Transition (FIT)

Program Description – Mary Syslo: The Community Service Department's FIT program is funded by Washington Families Fund and Sound Families grants. FIT caseworkers help participants succeed as tenants, parents and wage earners. FIT participants are homeless at the time they are admitted into the program and placed in housing at Salishan or Hillside Terrace. In order to be admitted to the program, applicants must agree to participate in FIT case management.

	WFF/Sound Families		Hillside Terrace		Tax Credit	
Total Current Caseload	9		2		17	
	Jan. 2014	YTD 2014	Jan. 2014	YTD 2014	Jan. 2014	YTD 2014
Entrances	0	0	0	0	1	1
Graduations	0	0	0	0	0	0
Exits	0	0	0	0	0	0
Terminations	0	0	0	0	0	0

1.5 Case Staffing

Program Description – Mary Syslo: Case staffing is short-term, intensive intervention with households in danger of failing as tenants. Case staffing focuses on helping the family regain housing stability and avert eviction through compliance with their lease. Property management identifies families for case staffing. It is typically limited to 90 days. Five families are receiving case staffing services.

Activities	Jan. 2014	YTD 2014	Annual Goal 2014
Number of households referred for services	1	1	27
Number of successful completions (eviction averted)	0	0	12
Number terminated	0	0	n/a

Manager’s Comment – Mary Syslo: During January of 2014, Trish had 6 clients carry on from December 2013. Trish graduated 5 out of 6, that's mean there is 1 client left from 2013 who will continue to work with Sharon for case staffing.

1.6 MTW Hardship Exemption Casework

Program Description – Mary Syslo: In January 2012, THA began Moving to Work rent calculations and biennial recertification cycles for all MTW households. THA anticipated that some households would be unable to pay their new rent and that up to 120 households would qualify for a hardship exemption. The exemption will allow the household up to six months to increase their income and pay the rent amount determined by MTW. In order for a household to qualify for a hardship, they must agree to participate in case management. A household can be terminated from hardship case management for failure to participate. If a hardship exemption household is terminated from case management, CS staff notifies the appropriate

REMHS staff. REMHS staff then terminates the exemption and the household is required to pay the full rent amount determined by MTW.

The caseworkers are currently working with 17 individuals in finding employment within the time limit of their exemption.

Activities	Jan. 2014	YTD 2014	Annual Goal 2014
Number of households referred for services	1	1	n/a
Number of successful completions	1	1	n/a
Number terminated	0	0	n/a

1.7 Preparing for Success

Manager's Comment – Mary Syslo: The Paul G. Allen Family Foundation grant which funded the Preparing for Success program ended in December 2013. During the three years PFS served 78 THA residents. We are on track for 35 more participants to successfully complete the program by end of March. Clients continue to work on their service plans. Lessons learned throughout the implementation of the PFS program will be valuable as the department works on implementing new services in 2014.

Activities	Jan. 2014	YTD 2014	Annual Goal	% of Goal
Second year cohort 2012 completed	0	0	0	0%
Third year cohort 2013 enrolled	0	0	0	0%
Third year cohort 2013 completed	0	0	0	0%

1.8 Family Self-Sufficiency Program

Program Description – Mary Syslo: The THA Family Self-Sufficiency (FSS) program is a five year employment and savings incentive program funded by HUD and the City of Tacoma.

Director's Comment: The final YTD reporting indicated that at least according to these selected measures, the FSS program underperformed relative to goals. In assessing why, the primary reason appears to be lack of an adequate referral flow, In 2014, we will begin tracking CS efforts to more proactively outreach to and engage THA households who may benefit from services. We will be working with Admin to generate recurring reports that identify households who show zero income, or no increase in income, coordinating with REMHS to confirm that an initial assessment of these households indicated that they are work-able.

Status	Jan. 2014	YTD 2014	Annual Goal	% of Goal
Current Participants	101	101	153	66%
Graduates	2	2	17	12%
Removed/Voluntarily Withdrawn	1	1	n/a	n/a
New Contracts Signed	0	0	55	0%
Escrow Balance	\$110,222.82			

1.9 Life Skills and Parenting Classes

Manager's Comment – Mary Syslo: THA contracts with Bates Technical College to provide Life Skills classes and parenting support for Families in Transition participants. The next session will be a parenting class, starting after the New Year.

Activities	Jan. 2014	YTD 2014	Annual Goal	% of Goal
Life Skills Enrollment	13	13	20	65%
Life Skills Completion	0	0	10	0%
Parenting Enrollment	0	0	75	0%
Parenting Completion	0	0	65	0%

1.10 Senior and Disabled Services

Program Description – Mary Syslo: THA's Senior and Disabled Services Program Specialist works closely with Property Management to identify residents who could benefit from her services.

Director's Comment (Dec 2013): Program Specialist Caroline Cabellon has been very successful in engaging residents since she joined THA in mid-2013. Her efforts highlight the challenges many of our tenants face living in our senior and disabled residences. CS will work closely with REMHS in identifying and formulating strategies to address safety and quality of life challenges, and in planning to provide good services to meet the needs of a growing senior population.

Caroline is now drafting a comprehensive program assessment. We anticipate a complete report in April.

Activities	Jan. 2014	YTD 2014	Annual Goal	% of Goal
Unduplicated client contacts	14	14	260	5%
Referrals	6	6	50	12%
Unduplicated situation/wellness counseling	10	10	140	7%
Assistance with correspondence for Entitlement Programs	3	3	40	8%

1.11 Asset Building

Director's Comment: As noted in the December report, Community Services will strongly emphasize the FSS escrow paypoint model for household asset building. Wherever practical, we will not duplicate available services and navigate households to external providers for home ownership counseling, credit counseling and other support services. We will document these referrals.

In 2014, THA is not directly providing a VITA site, but is providing in-kind support to Associated Ministries as the VITA provider. This arrangement provides the same service at a significantly lower cost to THA, saving \$10-15,000 in MTW outlay annually.

Activities	Jan. 2014	YTD 2014	Annual Goal	% of Goal
Financial Education Enrollment	0	0	80	0%
Financial Education Completion	0	0	40	0%
Homebuyers Education Referral	0	0	50	0%
Credit Counseling Enrollment	0	0	15	0%
Credit Counseling Completion	0	0	5	0%
Homeownership Pre-Purchase Counseling	0	0	10	0%
Homeownership Post-Purchase Counseling	0	0	30	0%
Individual Development Account Participants Enrolled	0	0	11	0%
Individual Development Account Counseling (other than homeownership)	0	0	28	0%
Qualified Withdrawals	0	0	7	0%
Home Purchase	0	0	4	0%
Other Asset Purchases	0	0	3	0%
VITA Tax Returns for THA clients	0	0	40	0%
EITC Received (PH only)	0	0	20	0%
Tax Returns for all clients served at VITA Site	0	0	200	0%

1.12 Computer Labs

Manager's Comment – Michael Power: THA has community computer labs at Bergerson Terrace and Hillside Terrace. Part-time temporary After School Program Coordinators provide afterschool tutoring, youth leadership, and adult access to the computers. We are monitoring this concept closely to see if it fits our needs.

We were unable to provide services at Bergerson Terrace. We are currently searching for another Coordinator for Bergerson.

Activities	Jan. 2014	YTD 2014	Annual Goal	% of Goal
Computer Lab Participation (cumulative visits)	0	0	1200	0%

We were unable to meet our goal for 2013 due to several factors. At the time we set the goal we had two full time AmeriCorps volunteers at the sites. Due to a cut in the AmeriCorps program in Washington, we were not able to get volunteers this year. We are now using funds from the Education Project grant to pay for After School Program Coordinators who work three hours a day. The redevelopment at Hillside Terrace likely had an impact on the number of students visiting the lab. Also we had fewer children in December at Bergerson than anticipated as noted above.

We will reevaluate the goal for computer lab participation for 2014.

1.13 Youth Activities

Manager's Comment – Michael Power: Write@253 began tutoring at the Family Investment Center in November. They meet every day after school and serve mostly students from Lister Elementary and First Creek Middle School. The tutors are students at Tacoma Community College.

Twenty two McCarver Program children are part of the McCarver Elementary Peacemakers program. This youth leadership group works with other students and community partners on projects such as the Zina Linnik (McCarver Park) project, community gardens, and the annual Hilltop Play in Peace Day.

Activities	Jan. 2014	YTD 2014	Annual Goal	% of Goal
Youth tutoring	0	0	10	0%
Summer youth programming	0	0	40	0%
Youth leadership mentoring	0	0	45	0%



Tacoma Housing Authority

McCARVER ELEMENTARY SCHOOL HOUSING INITIATIVE

January 30, 2014

McCarver Elementary School: Tacoma, WA



McCarver Elementary School: Tacoma, WA

- Poorest student population in the region
- Most homeless students in the region
- Very low performance on academic measures
- Very high annual student transience rate

THA's McCarver Elementary School Housing Initiative: 4 Elements

- Housing assistance
- Parental commitment
- School district investment
- Third party evaluation

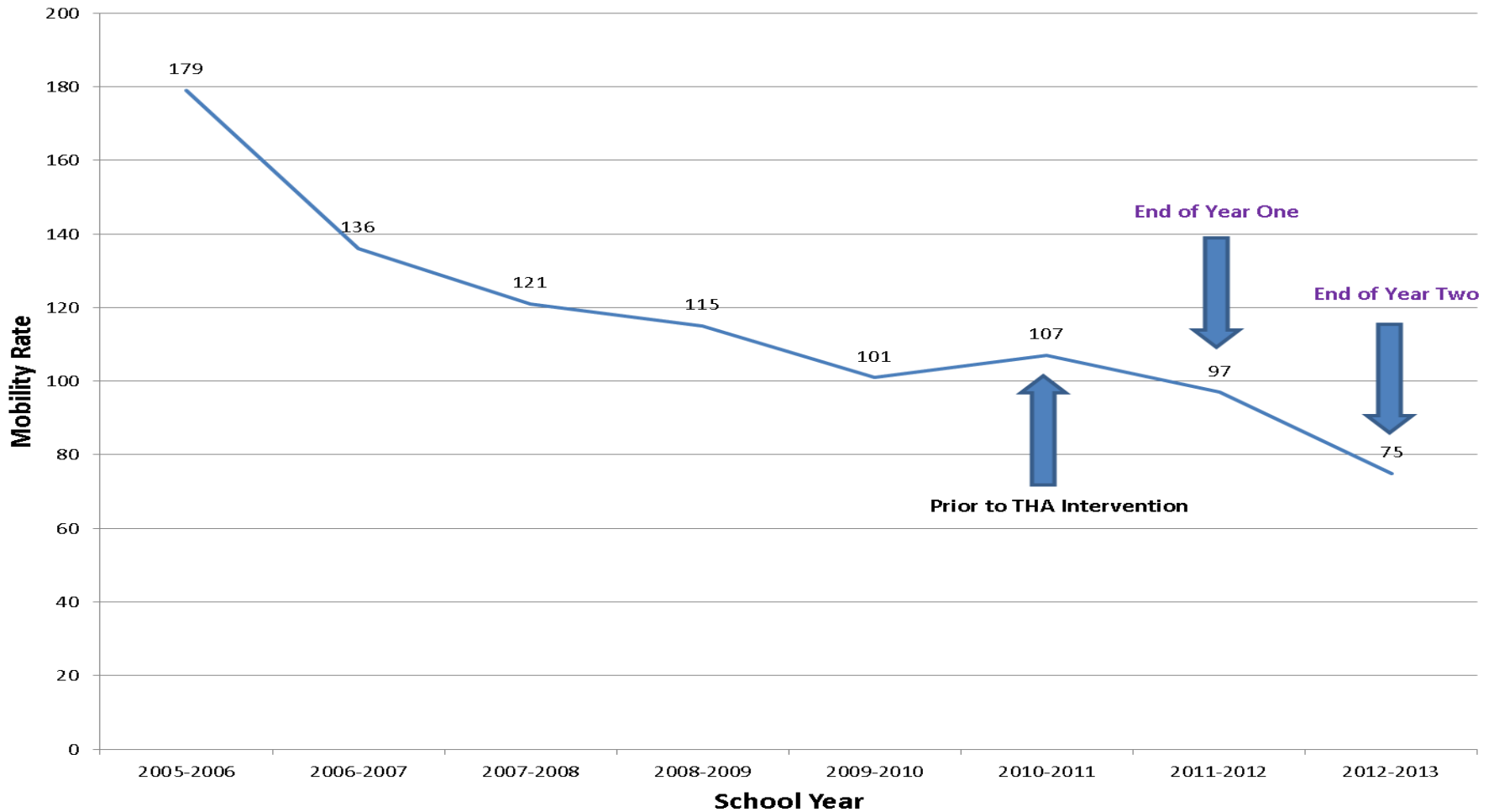
Tacoma Housing Authority's McCarver Housing Initiative

Began September 2011

Results to date:

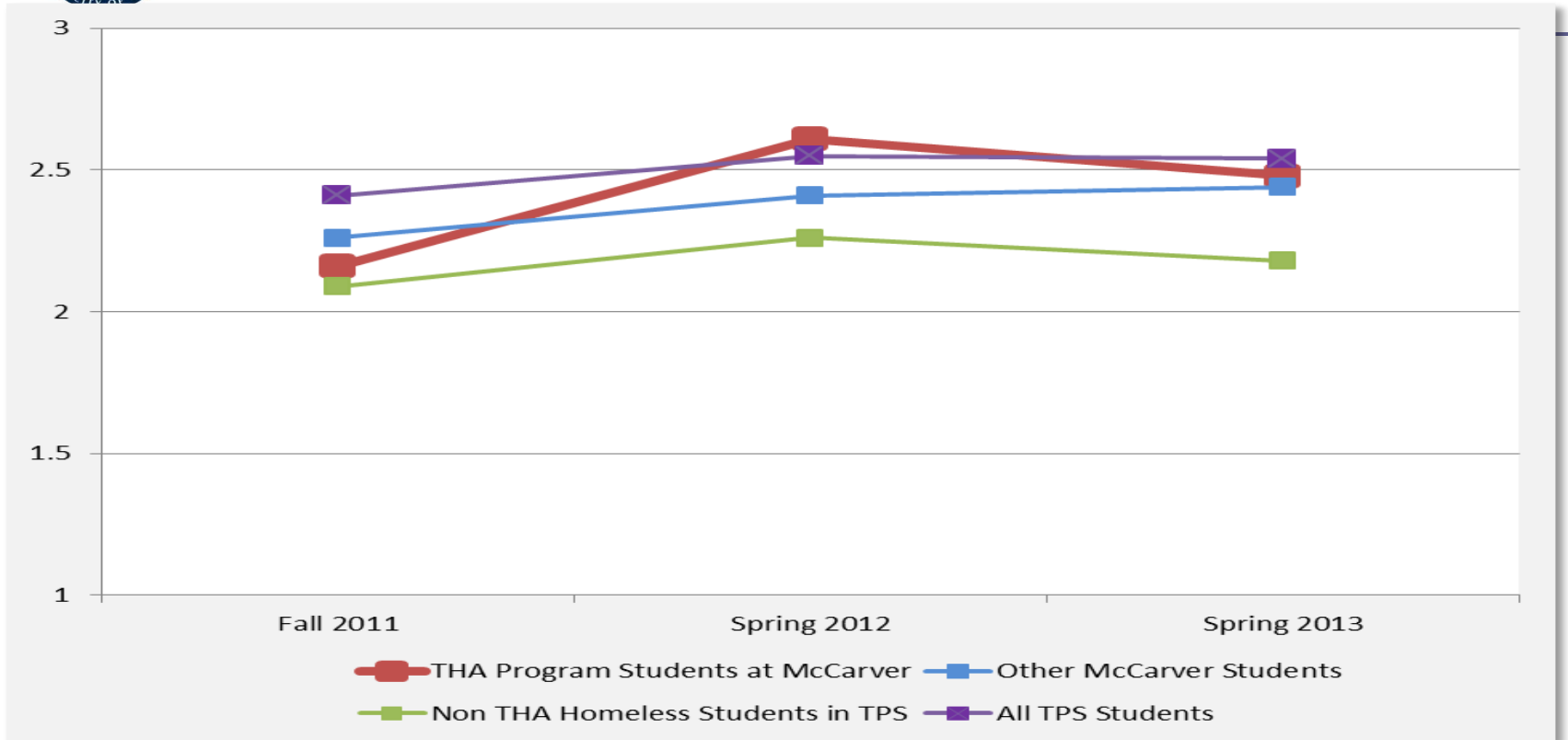


McCarver: Student Mobility Rate: 2005 - 2013





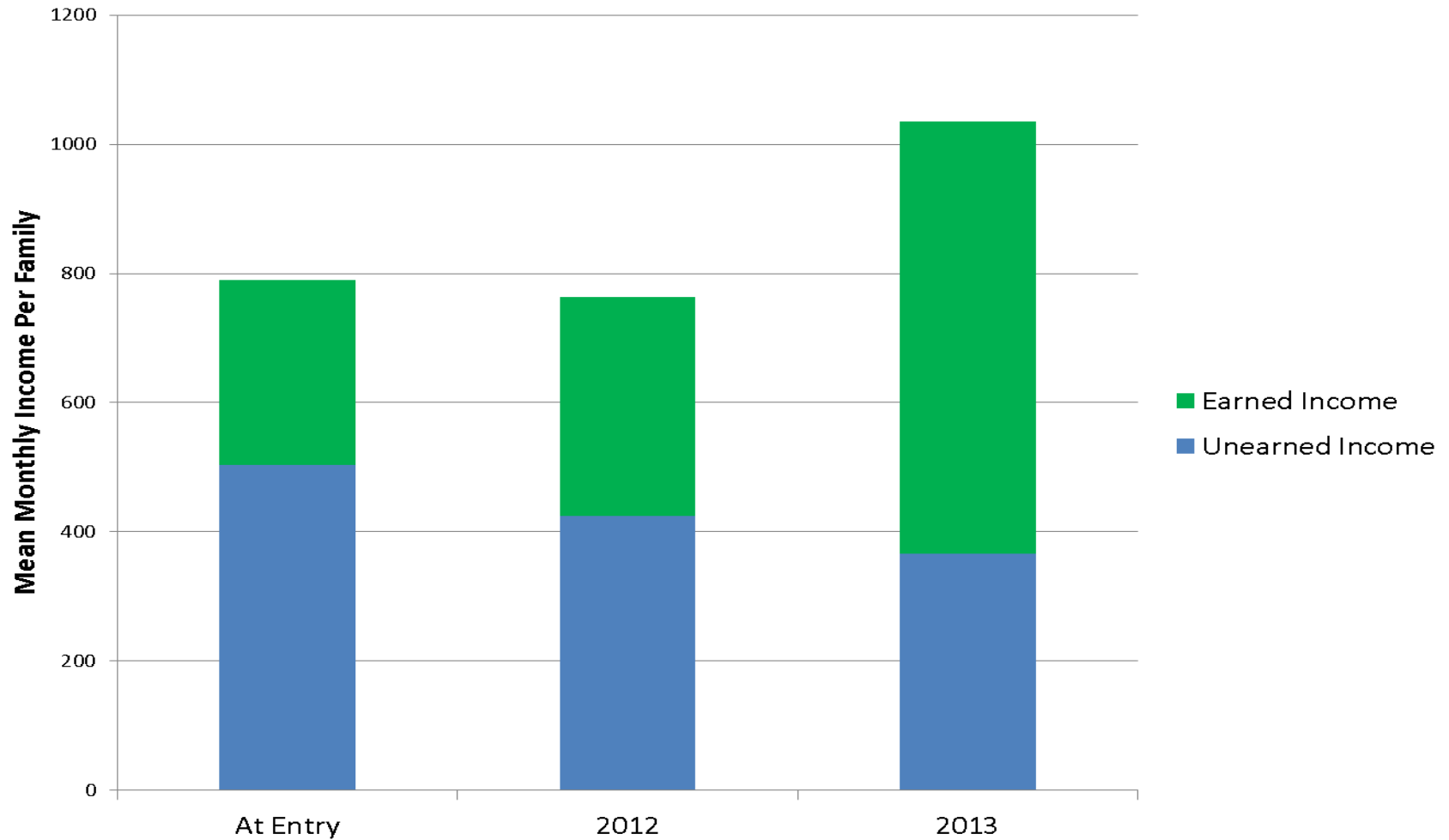
McCarver: Reading Scores 2011 - 2013



In the first year, THA students showed 3 times the gains in reading compared to other McCarver students and homeless students in the district. They sustained these gains in the second year.



McCarver: Family Income 2011 - 2013





McCarver: Program Outcomes 2013

Year Two Activities	Year to Date	Annual Goal	% of Goal
Families participating	50	50	100%
Families able to pay required % of their rent	50	All	100%
Adults enrolled in education programs	49	30	113%
Adults completed education programs	20	20	100%
Average school attendance rate	94%	90%	104%
Students reading at grade level	61%	20%	305%



Tyler: McCarver Most Improved Student of the Year 2011-2012

January 30, 2014



Senator Patty Murray visits McCarver February 8, 2013



January 30, 2014



Thank you.

Tacoma Housing Authority
902 South L Street
Tacoma, WA 98405
(253) 207-4421
www.tacomahousing.org

THA McCarver Special Housing Program 2013 Evaluation Report

Evaluation Design & Year Two Findings

Prepared for the Tacoma Housing Authority
January 30, 2014

By: Bill Leon, Ph.D.
Grant Blume, Ph.C.
Jean Eisele, Ed.D.

**GEO EDUCATION
& RESEARCH**



Geo Education & Research
17027 37th Avenue, NE
Lake Forest Park, WA 98155
206.364.6660
geood@geoeducation.org
www.geoeducation.org

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EXECUTIVE SUMMARY

In year two (as in year one), the Tacoma Housing Authority (THA) McCarver Special Housing Program, parents and students made considerable progress toward their goals of improved performance in school for children, housing stability, and eventual financial self-sufficiency. McCarver Elementary School is an important and long-standing school in Tacoma, Washington, with a notable history. In recent years, it has faced notable challenges. Its student population is the lowest income in the region. It has more homeless children than any other elementary school in the region and possibly the state. Its educational outcomes have been very low. The school had been designated as a failing school under state guidelines¹ that threatened alternative governance as a consequence. In the years before THA began this program, the school's annual student transience rate ranged from 105% to 179%. Research clearly shows that mobility is very detrimental to the educational outcomes of the children who come and go and to their classmates who are also disrupted by the changes in their classrooms.

The THA Program has two goals. It seeks to improve outcomes for participating families and students. It also seeks to improve outcomes for the entire school. The program has **four** elements:

1. THA and its partners provide rental assistance and a wide range of supportive services to up to fifty (50) families who were homeless or on the verge of homelessness and who have a child enrolled in McCarver's kindergarten, first or second grade. This rental assistance starts high, paying most of the rent, and tapers down to zero after five years. These families have 79 children in all McCarver grades. The children constitute about a fifth of the school's student population. (These families also have 43 additional children in middle and high school.)
2. The participating parents make the following commitments as a condition of their receipt of the housing assistance and other support: 1) keep their children enrolled at McCarver; 2) engage fully in their children's education both at school and at home; and 3) invest in their own employment and education prospects. Robust supportive services from THA and service partners help the parent fulfill this commitment. The school also has made office space at the school for THA's caseworkers and otherwise welcomed them and THA to the school.
3. The Tacoma Public School district has made the substantial investment to remake McCarver's curriculum into an International Baccalaureate Primary Years Programme (IB). IB will raise standards and expectations for the entire school.
4. Professional third party evaluation will track an array of performance measures. This report is the second annual report for that purpose.

¹ Step 4 (lowest): Did not make adequate yearly progress after being in Step 3. In addition to offering public school choice and supplemental services and taking corrective action, the school must plan for alternative governance.

Funding for this initiative comes from THA, the Bill & Melinda Gates Foundation, Building Changes, Pierce County, Tacoma Public Schools, and services and support from about thirty public and nonprofit service partners.

Based on two years of data², we see positive signs that the program continues to move in the right direction. Student mobility rates (measure of students who leave the school) remain very low for Program students. After an encouraging decline in the program's first year, McCarver as a whole had a much lower mobility rate in year two.

Program planners and managers did not expect to see measurable, much less significant, changes in student performance so soon. Given the traumas and challenges experienced by the students and their parents, rapid change seemed unlikely. Yet, **our analysis has shown that in one primary indicator of student success—reading—Program students (especially those in grades K-2) made substantial strides during years one and two of the program.** The change was more dramatic in year one but still positive in year two. In addition, **attendance was positively and significantly correlated with these increases in DIBELS (reading) scores. On both reading and attendance, the numbers for Program students were much higher than for currently homeless students in the District and these differences are statistically significant.**

These preliminary indicators of program impact can be explained by three major factors:

- 1. The resilience of the students and their abilities to succeed once some basic needs are met,**
- 2. A wrap-around structure of supports for the students and their parents to comprehensively and continuously raise expectations and creatively provide the assistance needed to meet high goals, and**
- 3. A sense of teamwork in the purpose and goals engendered and reinforced among all program participants (school staff and others inside the school, the families, and the community of service providers) that keeps the focus confidently on progress and success.** This seemed stronger in practice across all participants in year one, but some teachers in year two feel that the teamwork is lacking. School administrators indicate that relations have improved in the fall of 2013.

We can see from the assessments analyzed and from the examples provided, that the Program is identifying and addressing the core needs of families and students. The school and the community are also providing critical assistance. Second-year (like first-year) school data already show major **improvements in reading and attendance** and this has affected the overall culture and success of the school. **Teachers note that more parents have improved parenting skills and are actively engaged in the education of their children.** Many credit the program for helping identify and address the needs of both students and parents.

The two years of data from student performance, from teachers and from the interviews provide indication that the theory of change of the Program shows promise. The Program is not fully implemented yet. After year two of a five-year program there is a mixture of early success, positive

² Data are reported for year two through August 31, 2013.

changes in students, parents and family situations and still many challenges to overcome. This is reasonable to expect in an innovative and complex project. The Program is solving one of the major problems facing these families—homelessness—and is also providing additional support to reduce the stresses on families. It is providing many parents with more motivation, support, tools and resources to improve their lives and livelihoods in many ways. It is also training and coaching them on why and how to be more engaged in the education of their children.

PARENT / HOUSEHOLD CHANGES

THA housing vouchers helped stabilize the lives of 45 families. (A total of 58 families have started the Program; 49 in year one and the rest in year two. A total of 13 families have left the program in both years.) **These families were made up of 55 parents and 79³ children attending McCarver** (plus other older and younger siblings for a total of 122 children). Most families now live in the McCarver attendance area and others plan to move into the area. Two THA case workers are located in an office at the school where they can easily meet with parents, students, teachers and school staff on a daily basis. They help identify needs, counsel parents and students; help them identify goals and connect them to community resources and services. They also help ensure that parents meet their obligations and support their children's educational efforts.

With support and/or encouragement from THA staff, 49 of 55 parents have engaged in their own educational activities and 20 have earned GED's, diplomas, or professional certificates over two years. At least seven have registered to vote since joining the program.

Families experienced increases in household income, employment, education and job training. Upon entering the Program, 7 of 61 parents were employed and average monthly household income for all parents from all sources was \$436. In August 2013, 29 of 55 parents held jobs and monthly incomes averaged \$836 among all parents (working or not). Average monthly *earned* income among working parents was \$1,211 in August 2013. **Families now get nearly two-thirds of their income from employment.**

³ This is the number of McCarver students whose families were in the Program at the end of August 2013. The families who left between the start of the school year (September 2012) and the end of August 2013 had a total of 17 students who were in McCarver at least part of the school year. Thus the total number of students for whom we have some data is 91. On any given measure (e.g., attendance, reading scores) not all 91 students have data in the TPS system.

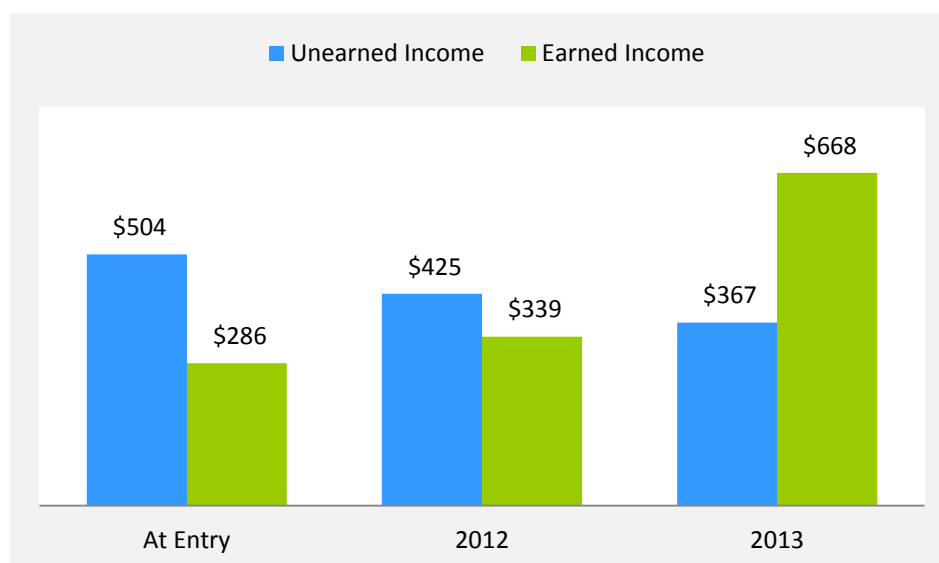
KEY DEMOGRAPHICS OF THA MCCARVER PROGRAM FAMILIES

Household Composition for all 49 Families (average age at entry = 31)	Number	Percent
Female head of household	35	77.8%
Male head of household	10	22.2%
Single parent households	35	77.8%
Speakers of English as a second language	4	8.9%
Race or ethnicity of head of household		
Asian	2	4.4%
Black (four also with other heritage)	21	46.7%
Hispanic (one also with other heritage)	2	4.4%
Native American / Alaska Native	1	2.2%
White (four also with other heritage)	21	46.6%

EMPLOYMENT AND INCOME

Employment, income and children	At Entry	Sept. 2012	August 2013
Employed adults	7	20	29
Average household monthly income	\$436	\$765	\$836
Average monthly earned income among working adults	\$806	\$1,075	\$1,211
Average TANF income (# receiving TANF)	\$427 (24)	\$516 (10)	\$408 (11)
Number of children (cohort total)	103	113	122

COMPARISONS OF FAMILY INCOME SOURCES BY YEAR FOR ALL FAMILIES



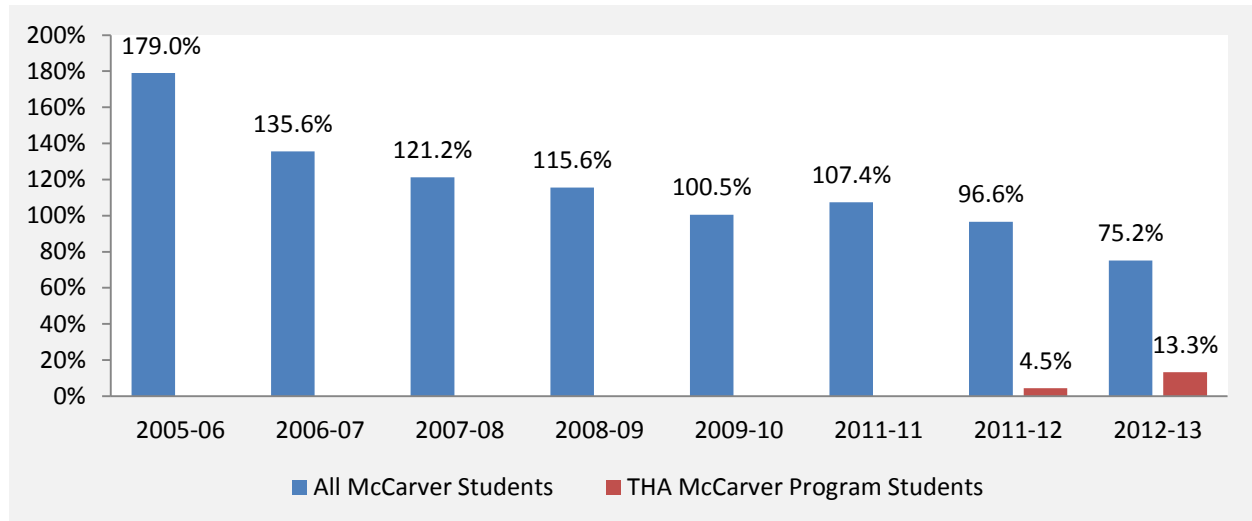
Among the 13 families who left the Program, 6 left for non-compliance with program rules or non-participation; 2 left because they found living wage employment outside of Tacoma; and 5 left for other reasons (e.g., moved for family reasons, accepted another public housing voucher).

CHILD CHANGES BASED ON SCHOOL DATA

McCarver's mobility rate measures the rate students enter or leave the school during the school year. It has been as high as 179% and continues to be among the highest in the District. **The mobility rate for Program students was only 4.5% in year one and 13.3% in year two.** Those leaving were the children of parents who left the program and are no longer enrolled in McCarver. Even though this is a big increase, it is still much lower than that of the school as a whole. The stability of these students (representing 18.2% of the school) not only helped them; it also helped McCarver reduce its mobility rate to 75.2% in 2012-13⁴. The non-Program students at McCarver had a mobility rate of 89.0% for the 2012-2013 school year (down from 114.2% in the 2011-2012 school year). The Program is now just beginning to affect some of the underlying causes of large numbers of students who move in and out of McCarver. Homelessness is still high among the non-Program students. As McCarver improves academically and implements its new curricula, it is possible that more parents will want to keep their students enrolled there even if they move. If more affordable housing in the area becomes available or if families can begin to afford some of the medium-cost housing that could also affect mobility rates.

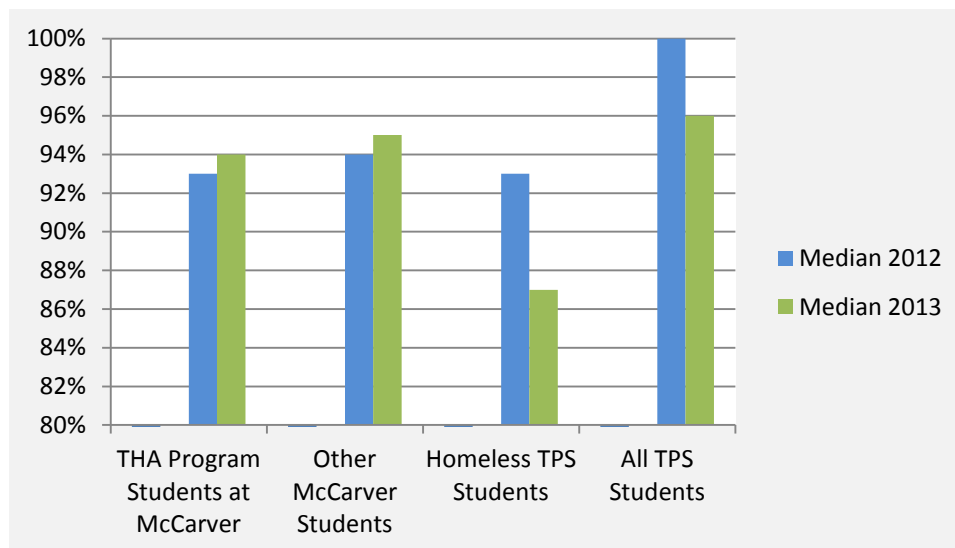
⁴ A new student information system was implemented in 2013 and variations in data may be attributed to the difference in student information system calculation processes.

STUDENT MOBILITY TRENDS



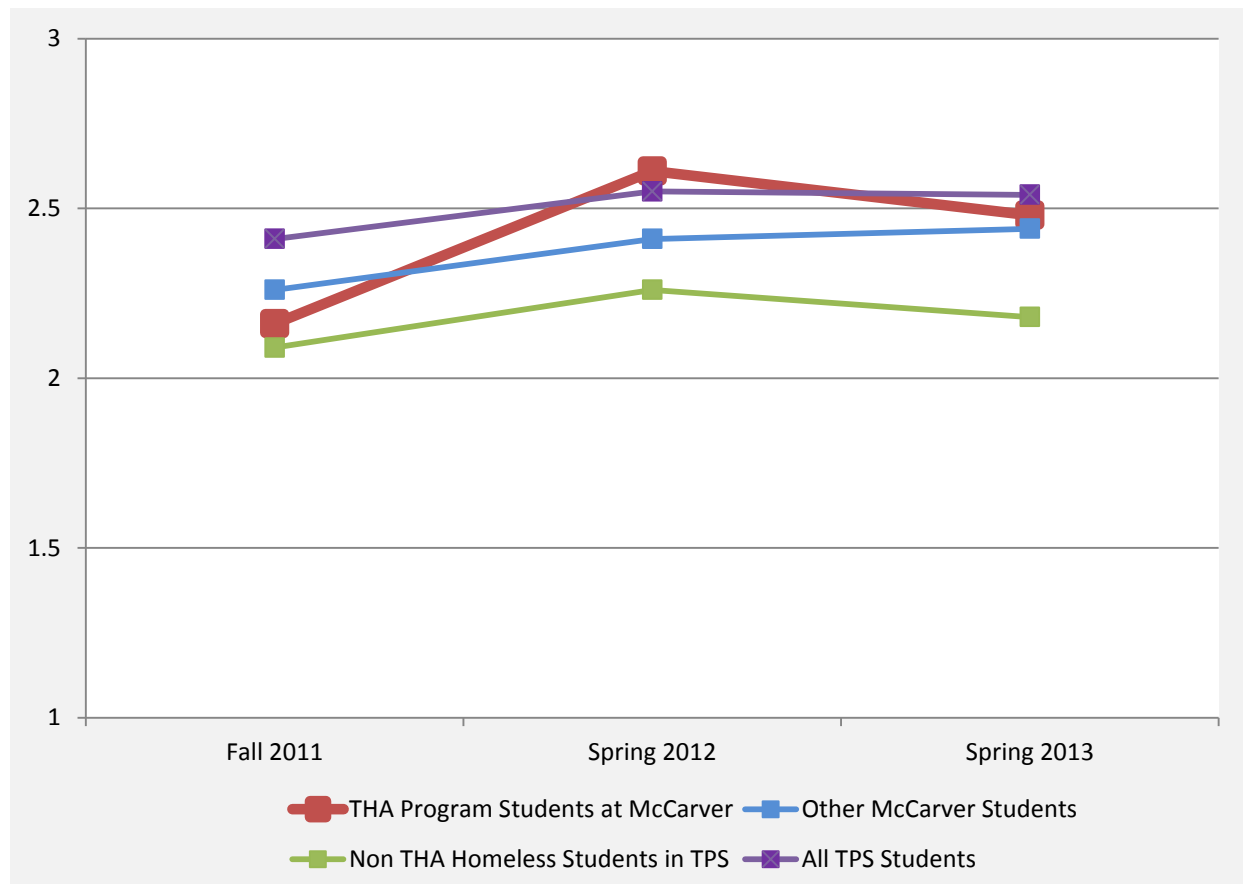
Program students have significantly higher rates of attendance when compared to homeless students in TPS.

MEDIAN ATTENDANCE BY COHORT



Program students showed significant gains in reading. The formerly homeless and borderline homeless THA McCarver Program students consistently out-performed homeless students across the district. Their DIBELS⁵ performance is not significantly different than other McCarver students.

MEAN DIBELS READING SCORES OVER TWO YEARS FOR K-5 STUDENTS BY COHORT



* These scores are on a 1 to 3 scale

Teachers and other staff have noted that attendance and behavior by Program students seems improved for many but not for all students. Asked about behavior changes among students, teachers provided the following comments.

- A few of the students have improved their academic skills, because they have started actively participating in our class and homework activities. The parents appear to be involved, because I see parent signatures on the homework assignments more often.

⁵ The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) scores are widely used in TPS and throughout the United States to provide insight into students' reading and language arts ability levels throughout the year.

- Noticeable changes have been responses to accountability measures. It appears that without this provision by THA, participant difficulties may have become more severe.

The data show that **Program students received less frequent disciplinary actions than other students at McCarver in the 2012-2013 school year.** Comparable data for other years are not available. We examined the various kinds of discipline actions within McCarver (e.g., emergency expulsion, short-term suspension, single-class suspension, in-house suspension, lunch detention, parent conference) for Program and other students in grades 1-5. These actions were for a various types of misbehavior.

DISCIPLINARY ACTIONS FOR MCCARVER STUDENTS IN GRADES 1-5 IN 2012-2013

	THA Program Students (N=65)		Other McCarver Students (N=389)	
Disciplinary Actions	#	%	#	%
Students with some disciplinary action	15	23.1%	103	27.2%
Students with one or more suspensions or expulsions	6	9.2%	42	10.8%
Students with emergency expulsions	1	1.5%	7	1.8%
Students with short-term suspensions	1	1.5%	24	6.2%
Students with single-class suspensions	2 ⁶	3.1%	6	1.5%
Students with in-house suspensions	2 ⁷	3.1%	5	1.3%

PARENT AND CHILD CHANGES BASED ON TEACHERS' ASSESSMENTS

There are two divergent opinions among the faculty. **Some teachers think the program is not as helpful as it should be and others think it is working well.** When we drill down to specific aspects of the Program, **the teachers feel the program is working but average assessments of all elements are lower than last year.** Among the 13 teachers with Program students in their classes who returned surveys, 63.7% agree or strongly agree that the Program is helping identify the non-academic needs of students. Many fewer (29.3%) agree or strongly agree that the Program is helping find solutions to students' non-academic problems. This is a big change from last year.

In their assessments of parents, more than half of the teachers responding (55.5%) agree or strongly agree that the Program is helping parents *identify* their needs and goals. Fewer (33.3%) agree or strongly agree that the program is helping parents *meet* their needs and goals.

⁶ One student had two

⁷ Two students had two

Teachers have more mixed feelings about whether or not the Program is helping parents improve their parenting skills. More (40.0%) agree that it is, but many (20.0%) disagree and still more do not lean one way or the other. Teachers are evenly split on whether or not parents are more engaged in their children's education.

Over the course of the year, teachers perceive that parent engagement is improving rather steadily from the fall through the winter. School administrators indicate that relations between teachers and THA Program staff have improved in the fall of 2013.

TEACHERS' ASSESSMENTS OF THE PROGRAM

In thinking about various aspects of the THA-McCarver Program to assist previously homeless families, how much do you agree or disagree with the following statements?	Year	How much do you agree or disagree with the statements at left?					Average (on 1-5 scale)
		Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)	
The program is helping identify the non-academic needs of students.	2013	0.0%	9.1%	27.3%	45.5%	18.2%	3.7
	2012	0.0%	0.0%	0.0%	88.9%	11.1%	4.1
The program is helping find solutions to the non-academic needs of students.	2013	0.0%	18.2%	54.5%	18.2%	9.1%	3.2
	2012	0.0%	0.0%	25.0%	62.5%	12.5%	3.9
The program is helping parents identify their needs and goals.	2013	0.0%	11.1%	33.3%	44.4%	11.1%	3.6
	2012	0.0%	0.0%	0.0%	83.3%	16.7%	4.2
The program is helping parents meet their needs and goals.	2013	0.0%	22.2%	44.4%	22.2%	11.1%	3.2
	2012	0.0%	20.0%	20.0%	60.0%	0.0%	3.4
The parents of my students who are in the program have improved their parenting skills during this school year.	2013	0.0%	20.0%	40.0%	40.0%	0.0%	3.2
	2012	0.0%	22.2%	33.3%	33.3%	0.0%	3.2
The parents of my students who are in the program have become more engaged in their children's education during this school year.	2013	9.1%	33.3%	25.0%	33.3%	0.0%	2.8
	2012	0.0%	22.2%	33.3%	33.3%	11.1%	3.3

ADMINISTRATORS VIEWS OF TEACHERS' PERCEPTIONS OF THE PROGRAM

McCarver's new principal and long-term counselor offer shared opinions about the role of the Program and the interactions of students, teachers and parents that differ from those expressed by many of the teachers. Their assessment of the teachers' remarks is that in the second year, the turnover of teachers provided a teacher survey cohort that did not experience the children or school before the program began. Consequently, they were not able to see the improvements or other relationships that the administrators see. Nor were the teachers asked to assess the impact of providing housing for homeless students, because the THA cohort students are no longer homeless. They also explained that a lower turnover means the children stay longer, allowing the teachers and school to work on behavior problems longer (which is also more frustrating for teachers). Previously, teachers and school often were not able to address these problems because children usually left. In any case, they perceive that relationships between the teachers and THA staff have improved and that there are fewer disciplinary problems so far in the 2013-2014 school year.

PARENT PERCEPTIONS

Parent evaluations of the program show that they feel their efforts and those of the case workers and providers are working. Parents agree that the program has helped them with their children and also economically, and believe they are successfully implementing aspects of the program "most of the time" or "almost always."

PARENT PROGRAM SURVEY RESULTS FOR 2012 AND 2013

Survey Question (n=30 in 2013)	2012 Average (1-to-5 scale)	2013 Average (1-to-5 scale)
Economic Impact		
Since joining the program...		
My current housing meets my family's basic needs	4.5	4.6
I have improved my education or job skills	4.4	4.0
I will be able to pay my portion of rent next year	4.2	3.7
I know how to manage my money better	4.1	3.9
My income has increased	3.3	3.5

Child Impact		
Since joining the program...		
The McCarver staff and teachers treat me with respect	4.4	4.5
My current housing location makes it easier for me and my child to get to school	4.4	4.5
I am better able to get my child ready for school (get enough sleep, food and clothes and get to school on time)	4.4	4.2
My child at McCarver seems to be learning a lot in school this year	4.3	4.4
I read to my child more often	4.2	3.9
My child at McCarver is very involved in activities outside of school this year	4.1	3.9
The McCarver staff help me understand how to help my child	4.0	4.1
I volunteer at school sometimes	4.0	3.9
My child's teacher helps me understand how to help my child	4.0	4.1

Scale: 1 - Strongly Disagree, 2 - Disagree, 3- Neither Agree nor Disagree, 4 - Agree, 5- Strongly Agree

Overall, parents rate their case workers highly. This is consistent across a number of aspects that case workers help with.

PARENT SURVEY - CASE WORKER SATISFACTION

Survey Question	2012 Average (1-to-5 scale)	2013 Average (1-to-5 scale)
My case worker has been helpful in...		
Encouraging me	4.7	4.5
Treating me with respect	4.6	4.5
Helping me set goals that I can achieve	4.5	4.5
Helping me figure out what I can do to achieve my goals	4.5	4.2
Getting help with my education and training needs	4.4	4.3
Understanding what my family and I need	4.4	4.3
Helping me find resources I need to achieve my goals	4.4	4.4
Helping me find goods and services my family needs	4.2	4.3
Helping me learn to manage my family's money better	4.2	4.0
Helping me find employment	3.9	4.0

Scale: 1 - Strongly Disagree, 2 - Disagree, 3- Neither Agree nor Disagree, 4 - Agree, 5- Strongly Agree

PROGRESS COMPARED TO PROGRAM GOALS

The table below shows some summary measures for the program benchmarked against goals set by the THA staff. Data are reported through August 31, 2013. The table shows that the Program is exceeding

expectations in most areas. **All parents who had reached their anniversary of enrollment have started paying 20% of their rent.** This figure, however, masks an underlying fragility in the economic situations of most of the families. For some, it is still a financial struggle to provide this 20%, and it will be more difficult for them in the coming years due to health and employment challenges. Only four families currently earn enough to meet their full rent without a subsidy while paying less than 30% of their income in rent. When families are ordered according to their rent as a percentage of their current income, the median household would be paying 80% of its income in rent if its rent were not subsidized.

Most parents have engaged in education programs and many have completed diplomas or earned certificates. **Mobility is much lower than the school average. Attendance is above expectations (and one percentage point higher than in year one) and school performance is also well above expectations.**

SUMMARY OF YEAR ONE AND TWO ACCOMPLISHMENTS

Accomplishments	Annual Goal	Year One	% of Goal	Year Two	% of Goal
Families participating	50	49	98%	45 ⁸	90%
Families able to pay expected portion of their rent	All	49	100%	45	100%
Adults who have enrolled in education programs (for a total of 65 programs among all parents)	30	34	113%	49	163%
Adults who have completed education programs	20	7	30%	20	100%
Average earned household monthly income among working parents	NA	\$806	NA	\$1,705	NA
Average total family monthly income	NA	\$436	NA	\$765	NA
Mobility rate of THA Program students at McCarver	NA	4.5%	NA	13.3%	NA
Average school attendance rate	90%	93%	103%	94%	104%
Students reading at grade level (percentage of K-5 students reading at benchmark on DIBELS)	20%	69%	344%	61%	305%
State reading exam (% at benchmark)	15%	80%	533%	40%	267%
State math exam (% at benchmark)	15%	40%	267%	28%	187%

⁸ Enrollment was 49 in year one and 50 at the beginning of year two. See program description for review of participation numbers over the life of the program.

SUMMARY OF SUCCESSES, CHALLENGES AND LESSONS LEARNED

For a complex program like this, two years of analysis are not enough to form a definitive opinion about its value or accomplishments. Still, the data analyzed to date provide some valuable insights into short-term successes, challenges and lessons learned. These are summarized below.

- Although student mobility among Program students rose from 3.4% in year one to 13.3% in year two, their relative enrollment stability (and perhaps other factors) led to a decline in McCarver's mobility rate to 75.2% (its lowest in at least ten years).
- Students have made substantial gains in some academic areas, though the gains seen in year one were not as prominent in year two. This underscores the need for longitudinal data collection to more clearly see trends. The students generally out-perform TPS homeless students and are on par with their peers at McCarver.
- All families were able to pay 20% of their rent⁹ in year two; but for 10 families (23.8%) this amount was still more than 30% of their income. Looking ahead, meeting the targeted percentages for future years will be difficult for even more families. Only 4 families (9.5%) earn enough to pay less than 30% of their current income for their current rent, so rent subsidies are still needed for almost all families to have enough income for other needs.
- Most parents understand these challenges and 49 have enrolled in 65 education programs so far and 20 have completed educational programs. It is likely that some parents (especially some of those with severe health challenges or disabilities) will not be able to work or earn enough to meet their expected portions of rent payments and still have enough income left over for other needs. In order to succeed and become fully financially independent (i.e., be able to pay 100% of their rent at the end of year five) many parents will need to become more fully employed in jobs that pay higher salaries or wages.
- Anecdotal evidence indicates that families living farthest from McCarver are less involved in school activities. Efforts to help parents living outside the McCarver neighborhood engage more in school activities (e.g., by meeting transportation needs) could help some parents overcome the challenges that this distance poses.

⁹ Rent averaged \$910/month and 20% of that is \$182.

INTRODUCTION AND PROGRAM SUMMARY

This is the second detailed third party evaluation report on the Tacoma Housing Authority (THA) McCarver Special Housing Program.

McCarver Elementary School is an important and long-standing school in Tacoma, Washington, with a notable history. In recent years, it has faced notable challenges. Its student population is the lowest income in the region. It has more homeless children than any other elementary school in the region and possibly the state. Its educational outcomes have been very low. The school had been designated as a failing school under state guidelines¹⁰ that threatened alternative governance as a consequence. In the years before THA began this program, the school's annual student transience rate ranged from 105% to 179%. Research clearly shows that mobility is very detrimental to the educational outcomes of the children who come and go and to their classmates who are also disrupted by the changes in their classrooms.

PROGRAM DESCRIPTION

The THA Program has two goals. First, it seeks to improve outcomes for participating families and students. Second, it seeks to improve outcomes for the entire school. THA planned this program with the Tacoma Public Schools, community partners and, critically, the parents, teachers and staff of McCarver Elementary School. The program has four elements.

Housing and Supportive Services

THA provides rental assistance and a wide range of supportive services to up to fifty (50) families who were homeless or on the verge of homelessness and who have a child enrolled in McCarver's kindergarten, first or second grade. These families have 79 children in all McCarver grades. These children constitute about a fifth of the school's student population. (These families also have 43 additional children in middle and high school.) In their first year of the program, participating families pay only \$25 per month toward their rent. THA pays the balance. Each year thereafter, the participants pay 20% more of the rent so that they are paying 80% in the fifth and final year. The rental assistance ends after the conclusion of the fifth year. On average, a voucher is worth over \$500 per month for a low-income family.

THA provides the services of two full time caseworkers. They work at the school where they can easily meet with parents, students, teachers and school staff on a daily basis. They help identify needs, counsel parents and students, help them identify goals, and connect them to community resources and services. Caseworkers also help ensure that parents meet their obligations and support their children's educational efforts.

These caseworkers also coordinate the services and contributions of about thirty public and nonprofit partners. Appendix 1 lists these partners. These services support parent advancements in education,

¹⁰ Step 4 (lowest): Did not make adequate yearly progress after being in Step 3. In addition to offering public school choice and supplemental services and taking corrective action, the school must plan for alternative governance.

employment and parenting skills; provide occasional food and household supplies; help parents and students get support within the school; and plan and deliver other programming for students and families. They also provide programming during school breaks and over the summer to keep students academically engaged. Many students take advantage of these opportunities with 63% participating in the spring break camp; 29% participating in summer programs and 65% participating in other after-school activities (e.g., Peacemakers - a student leadership group, music, sports).

Parental Commitment

The participating parents make the following commitments as a condition of their receipt of the housing assistance and other support: 1) keep their children enrolled at McCarver; 2) engage fully in their children's education both at school and at home; and 3) invest in their own employment and education prospects. Robust supportive services from THA and service partners help the parent fulfill this commitment.

Commitment of the Tacoma Public School District

The Tacoma Public School District is a critical partner to THA in four ways. First, it warmly welcomed the collaboration with THA. It was a full planning partner. Second, it signed an essential data sharing agreement with THA to permit evaluation and planning. Third, it hosts THA's two caseworkers at the school, providing them with office space. Fourth, it has made the substantial investment to convert McCarver's curriculum into an International Baccalaureate Primary Years Programme (IB). IB will raise standards and expectations for the entire school. The school also has made office space at the school for THA's caseworkers and otherwise welcomed them and THA to the school.

Professional Third Party Evaluation

A professional third party evaluator, Geo Education & Research, is tracking an array of performance measures. This report is the second annual report for that purpose.

Funding for this initiative comes from THA, the Bill & Melinda Gates Foundation, Building Changes, Pierce County, Tacoma Public Schools, and services and support from about thirty public and nonprofit service partners.

STARTUP AND PROGRESSION

The Program began accepting families in the fall of 2011. Between August 2011 and January 2012, 49 families, with 70 McCarver students in kindergarten through second grade (K-2), were housed. Most of these 49 families were in the Program for most of the 2011-2012 school year. By the end of August 2012, there were 44. By September 2012, more families left and several joined, bringing the total to 50 families. At the end of August 2013, there were 45 families in the Program with 55 parents and 79 children attending McCarver (plus other older and younger siblings). Program children constitute 15% of the entire student population of McCarver in year two. Turnover in the summer and early in year two meant that 11 of the original 49 families left along with two others who joined later. Among the 13 who left, 6 were for non-compliance with program rules or non-participation; 2 left because they found

employment outside of Tacoma; and 5 left for other reasons (e.g., moved, accepted another public housing voucher).

OUTCOME MAP

Figure 1 is graphic illustration of the program design. It illustrates how the students and the changes they experience are the focus of the program¹¹. The work the THA does (and especially the caseworkers) supports the work of McCarver teachers and administrators and other District staff who work with students and their parents. The parents have their own successes and support those in their children.

EVALUATION APPROACH

Geo Education & Research (Geo) was hired by THA to provide an independent assessment of the Program's core outcomes. It is collecting data directly from teachers, parents, students, school staff and selected partners, and it is analyzing data on school performance collected by Tacoma Public Schools.

Geo has reviewed the data collection and evaluation strategies employed by THA for the Program and has suggested some improvements and new sources of data. New quantitative and qualitative tools based on these suggestions, have been used to collect data for this report. Geo also analyzed student performance data provided by Tacoma Public Schools (TPS).

Geo is focusing its evaluation on several types of desired changes. The holistic approach of the Program is designed to address a variety of needs experienced by homeless families that affect educational outcomes for their young children. All family members are benefiting from greater housing stability. In addition, case workers are helping to identify and address the various needs of parents. McCarver is re-designing its curricula for all students, so changes in the school will also be reflected in future reports. Geo is analyzing preliminary data on the following outcomes in this report.

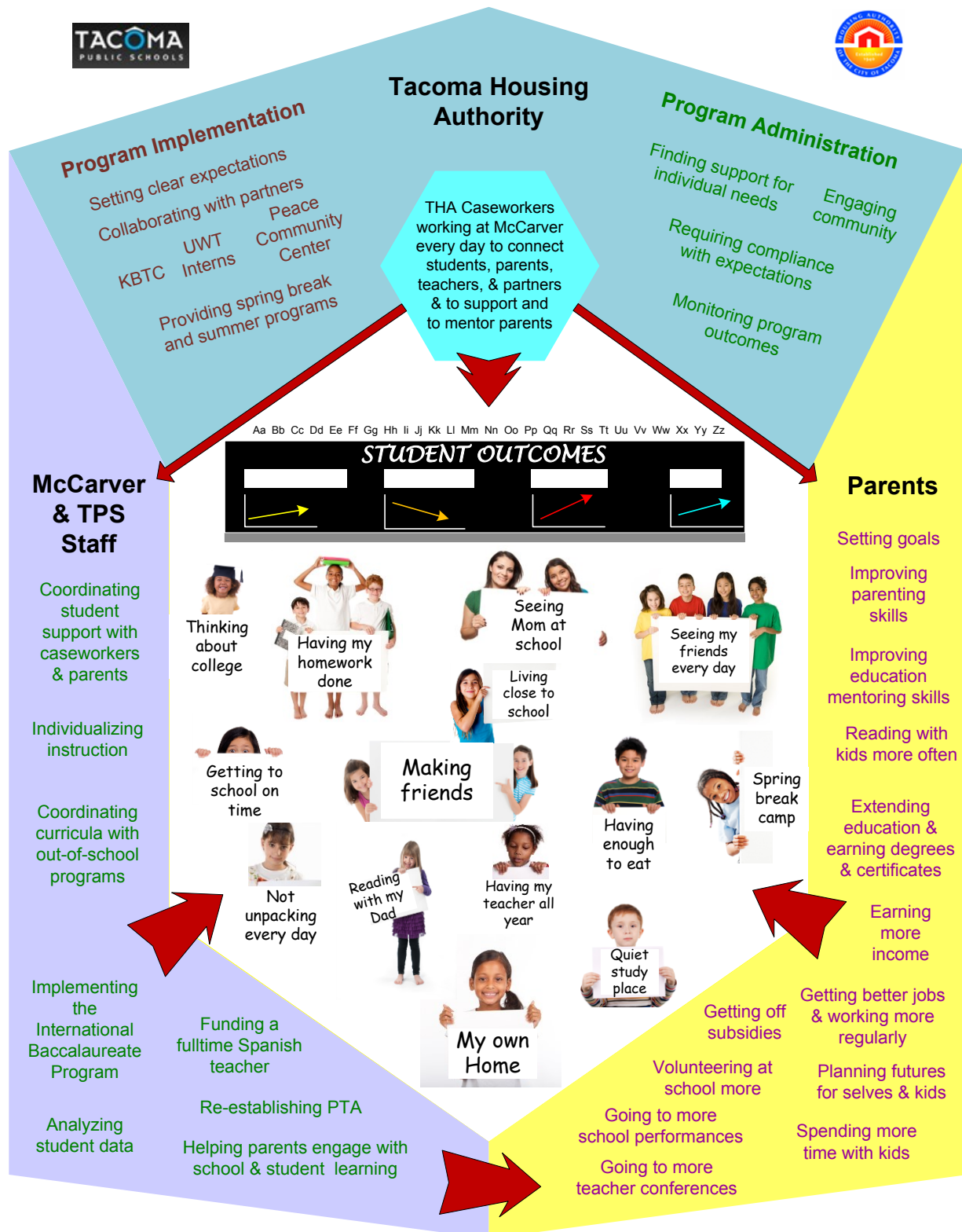
1. Child Outcomes

- improved teacher assessments of academic skills
- standardized test scores compared to peers;
- attendance; and
- fewer discipline problems compared to peers

¹¹ The signs the students hold are quotes from the McCarver THA students (expressed in Geo focus groups).

FIGURE 1: OUTCOME MAP

McCarver Elementary School Special Housing Program



2. Family and Parent Outcomes

- finding and maintaining adequate housing;
- maintaining student enrollment;
- setting achievable personal and family goals and identifying pathways to achieving them;
- positive perceptions of the Program;
- improved education and job skills;
- increased employment;
- increased income;
- ability to meet increasing co-pay requirements for rent;
- improved financial stability;
- improved parenting skills;
- increased engagement by parents in their children's education

3. School and School District Outcomes

- decreased student turnover; and
- implementation of the Primary Years International Baccalaureate Program

EVALUATION QUESTIONS

Since there are many facets to this Program, there are many evaluation questions. The core question is: ***Can school achievement for homeless or imminently homeless students at McCarver Elementary School be improved by providing stable housing and case management services for the family?*** Changes in the short-term and long-term educational and social outcomes of the children will be important to observe in answering this core question. The Program design calls for support throughout the students' elementary years, enabling the measurement of long-term changes. To further analyze the overall social and educational outcomes, we identified 22 other evaluation questions (see Table 1). These were described in our first report.

EVALUATION PLAN

The data needed to answer the questions above will come from many sources. The major sources are listed below.

1. THA records (applications, needs assessments, success plans and goal statements)
2. THA case worker notes and insights
3. School records (e.g., attendance, grades, test scores, discipline records)
4. Teacher surveys (about individual students and about the Program)
5. Parent surveys (about changes in their situations and their children and about the Program)
6. Student focus groups
7. Data from Tacoma Public Schools

To maintain high levels of validity and reliability in the data, Geo is relying on standardized data collected by TPS for most indicators of student performance. This also allows us to compare the performance of students in the Program to others in the school and the school district. Geo uses other data collected by THA staff involved in the Program to identify family challenges and goals, participation rates in various sub-programs, and insights gathered from the case workers who have frequent contact with the parents, children and Program partners. Geo also collects data via the tools it has developed with the help of THA staff. Geo maintains strict standards of confidentiality in the collection, storage, use and disclosure of any data collected.

PARENT / HOUSEHOLD DEMOGRAPHICS AND CHANGES

The families in the Program have multiple needs necessitating a wide range of services. Sarah Schilt, a child & family therapist working at McCarver, identified many areas of support necessary to help children function and learn and many of the challenges youth like those in the THA McCarver Program face. They include stability (at home and at school), support (from parents and other adults), encouragement (from parents, teachers and others), and assistance adjusting to new situations. Having residential stability and being assured of attending the same school provide important foundations. The evidence from teachers last year documented how this change improved social functioning in students even before academic improvement was evident. Ms. Schilt said, “We need to strive to reach out to each and every child, make meaningful connections with them, and support them in ways that will help foster personal growth and a sense of security. In summary, the degree of support children need may vary from situation to situation, but one thing remains constant: children need to know that they have safe, respectful, understanding, non-judgmental people on their side. They need people advocating for them, providing unconditional acceptance and nurturing who will not judge or discriminate and who will contribute to helping them feel safe, secure, and worthwhile.”

The demographics of the heads of households in the Program change as families enter and exit. The demographics of the 45 heads of households in the program as of August 2013 are listed below in Table 2. They had a total of 165 children (an average of 3.7 per family) ages newborn to 18, of whom 79 were in McCarver at the end of August 2013. Heads of household were predominantly single females (78%) and 53.0% were people of color (see Table 2).

The Program has met the most significant need of the families engaged: stable housing. All families accepted into the Program were previously homeless or facing homelessness soon. Each successfully resettled into homes and continued to have stable shelter through the school year. Most of the families have been able to find housing in the McCarver attendance area but many live near the borders and have adequate city bus service. Still, those living farther away face additional barriers to school engagement, especially if they don’t own a car. Families paid only \$25 per month in rent for the first year and pay 20% of their rent in the second year (starting in August, September or October, depending

TABLE 1: OUTCOME QUESTIONS GROUPED BY SUBJECT

(ITEMS WITH * ARE ANALYZED HERE; OTHERS NEED MORE/DIFFERENT DATA AND WERE/WILL BE ANALYZED IN OTHER REPORTS.)

Child Outcome Questions
1. Do children improve in their educational outcomes and develop greater self-confidence? *
2. Do children improve in the regularity of their attendance? *
3. Do children receive the additional educational assistance they may need?
4. Do children participate in out-of-school activities designed to improve educational and/or social skills?
5. Do children take advantage of other programs?
Program Participation Outcome Questions
6. Do students maintain continuous enrollment in McCarver? *
7. Do families move to and remain in the school attendance area, reducing housing instability?
8. Do families find and maintain adequate housing? *
9. Do parents receive case management services that help them identify and solve problems affecting them and their children? *
10. Do parents set achievable personal and family goals and identify pathways for achieving them? *
11. Do parents and program partners feel that the program is addressing the right needs in the right ways? *
Parent Outcome Questions
12. Do parents improve their education and job skills (make progress on career pathway to independence)? *
13. Do parents apply for and obtain paid employment? *
14. Do parents find additional financial support or increased incomes? *
15. Do parents pay increasing portions of their rents as they progress through the program? *
16. Do families improve their financial situations? *
17. Are parents improving their parenting skills and constructively engaging their children in learning and good behavior?
18. Do parents become more involved in their children's education? *
School and School District Outcome Questions
19. Do teachers and staff pay more attention to the needs of students in the program?
20. Do additional community partners become involved or do the same community partners become even more involved in the THA McCarver Program? *
21. Does the IB inquiry-based curriculum improve learning outcomes for McCarver students? (The School and the District will answer this question.)
22. Do Program students remain at McCarver and does the mobility rate of the school decline over time?

TABLE 2: KEY DEMOGRAPHICS OF THA MCCARVER PROGRAM FAMILIES

Household Composition for all 45 Families (avg. age at entry = 31)	Number	Percent
Female head of household	35	77.8%
Male head of household	10	22.2%
Single parent households	35	77.8%
Speakers of English as a second language	4	8.9%
Race or ethnicity of head of household ¹²		
Asian	2	4.4%
Black or African	21	46.7%
Hispanic	2	4.4%
Native American / Alaska Native	1	2.2%
White	21	46.6%

on when they entered the Program). **Among the 45 families now in the program, all have been able to meet their expected share of their rent (20%).** The Program and McCarver staff, along with their community partners, have also provided other kinds of direct assistance including food, clothing, toys, utility subsidies, furniture, beds, bedding, and household items.

This co-payment success, however, masks an underlying fragility in the economic situations of most of the families. For some, it is still a financial struggle to provide this 20%, and it will be more difficult for them in the coming years due to health and employment challenges. For 10 families (23.8%) this 20% was still more than 30% of their income. Only four families currently earn enough to meet their full rent without a subsidy while paying less than 30% of their income in rent. When families are ordered according to their rent as a percentage of their current income, the median household would be paying 80% of its income in rent if its rent were not subsidized.

Looking ahead, meeting the targeted percentages for future years will be difficult for even more families. Only 4 families (9.5%) currently earn enough to pay less than 30% of their current income for their current rent, so rent subsidies are still needed for almost all families to have enough income for other needs. Most parents understand these challenges and 49 have enrolled in 65 education programs so far and 20 have completed educational programs. It is likely that some parents (especially some of those with severe health challenges) will not be able to work or earn enough to meet their expected portions of rent payments and still have enough income left over for other needs. In order to succeed and become fully financially independent (i.e., be able to pay 100% of their rent at the end of year five) many parents will need to become more fully employed in jobs that pay higher salaries or wages.

¹² Since several clients have multiple ethnicities, the numbers do not sum to 45 or 100%

Families experienced increases in household income, employment, education and job training. The numbers for each fluctuated monthly (for reasons such as being in temporary jobs, conflicts with school schedules, etc.). In August 2013, **29 adults in the Program households had earned income (up 45% over last year)**, and the average amount was \$1,269 (**up 18% over last year**). **Twelve worked full-time.**

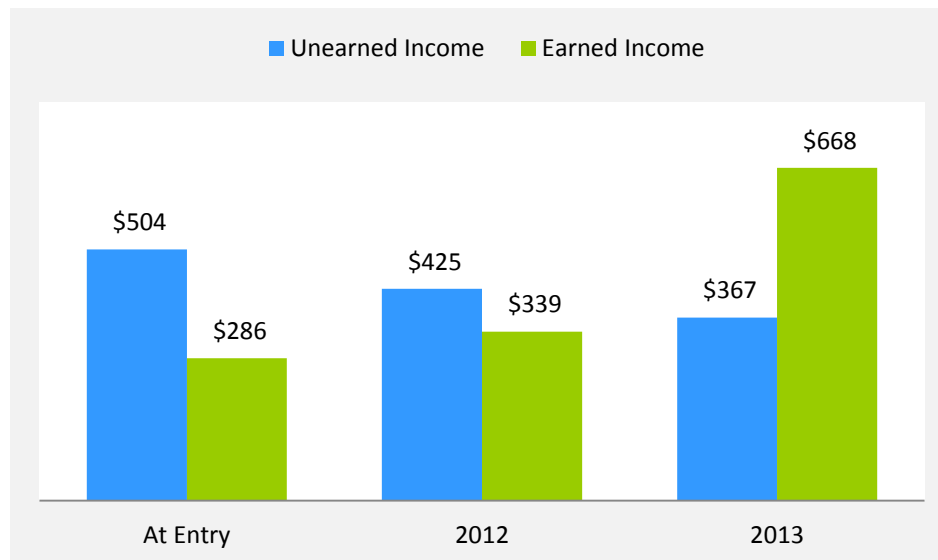
Among the 55 adults in the 45 families in the Program in August 2013, many have maintained (5) or gained employment (19) while in the program. Their jobs include: baker, housekeeper, customer service representative (2), carpenter (2), home health care worker, sales clerk (2), laborer (4), trainer, warehouse worker, administrative clerk, day care worker, caregiver (2), cashier, mail carrier, recycler, and pizza chef. Many (14) started and have stayed on government assistance. A few moved from employment to government assistance (3) or to family support (2). Others who gained employment still get some government assistance (3).

Eleven of the 45 households (24.4% and an increase of one) received Temporary Assistance for Needy Families (TANF). The average amount of TANF funding received dropped 20.9% to \$408 per month. Eight received SSI or SSA payments, seven received child support, and one received unemployment insurance. Overall, average income rose 9.3% to \$836 per month. Between years one and two, three families had lower incomes, due mostly to changes in unemployment compensation, SSI or child support. Monthly incomes range from 0 to \$3,521. Among adults with earned income, 3 earned below \$500; 9 earned between \$500 and \$1,000; 14 earned between \$1,000 and \$2,000; and 2 earned more than \$2000. **Households now get nearly two-thirds of their income from employment.** See Table 3 and Figure 2 for comparisons by year of the Program.

TABLE 3: EMPLOYMENT AND INCOME

Employment, income and children	At Entry	Sept. 2012	August 2013
Employed adults	7	20	29
Average household monthly income	\$436	\$765	\$836
Average monthly earned income among working adults	\$806	\$1,075	\$1,211
Average TANF income (# receiving TANF)	\$427 (24)	\$516 (10)	\$408 (11)
Number of children (cohort total)	103	113	122

FIGURE 2: COMPARISONS OF FAMILY INCOME SOURCES BY YEAR



The Program has made many referrals to agencies that provide other services, such as: benefits that families are entitled to (e.g., social security, health care, disability insurance); food stamps; counseling services for parents; counseling services for all children; legal services; financial literacy training (four-week class); college programs; and technical/vocational training.

Most parents have engaged in at least one education or training program. They have had many educational accomplishments in the last two years including those listed here.

Year One

- Attended GED, technical training or college classes (22)
- Earned GEDs (2)
- Earned high school diploma (1)
- Community college graduate (1)
- Certification as a phlebotomist (1)
- Certification as a nursing assistant (1)

Year Two

- Earned GEDs (3)
- Earned high school diploma (1)
- Community college graduate (4)
- Certification as a phlebotomist (1)
- Certification as a nursing assistant (4)
- Completed financial literacy class (23)

Several parents received job preparation and work search services.

Among the 13 families who left the Program, 6 left for non-compliance with program rules or non-participation; 2 left because they found living wage employment outside of Tacoma; and 5 left for other reasons (e.g., moved for family reasons, accepted another public housing voucher).

STUDENT CHANGES BASED ON SCHOOL DATA

In the second year, the Program served 50 families with 122 children. Of these children, 91 were students at McCarver in kindergarten through fifth grade for at least part of the 2012-2013 school year. By August 2013, 79 remained in the Program. Data analyzed here include all students for whom the TPS data system has data. Because enrollment and attendance during key testing days may fluctuate, not all analyses will have the same number of students.

STUDENT DEMOGRAPHICS

Updated demographics for Program participants are provided in the following tables and figures, which describe the Program cohort and compare it to other students at McCarver and all elementary students in TPS. The Program continues to have most of its students in earlier grades so they can participate in the Program for more years (Table 4). The demographic characteristics of Program students closely match the characteristics of other McCarver students and TPS students enrolled in elementary schools (Table 5). All Program students qualified for free or reduced price lunches. Two Program students were English language learners and eight Program students were in Special Education programs. Since enrolling in the Program, none of the THA McCarver Program students are now considered homeless.

TABLE 4: NUMBER OF THA PROGRAM STUDENTS BY GRADE FOR THE 2012-2013 SCHOOL YEAR

Grade	Pre-K and Kinder- garten	1st grade	2nd grade	3rd grade	4th grade	5th grade
Number of Students ¹³	21	21	12	16	8	8

¹³ These are the numbers of THA McCarver students by grade as of June 7, 2013. Note that these numbers sum to 86 students; subsequent analyses of Program students throughout this report may have a smaller sample size due to missing figures in TPS data. There were 91 students at some time in the year. There were 79 on August 31, 2013.

TABLE 5: RACIAL/ETHNIC MAKEUP OF THA MCCARVER PROGRAM AND OTHER STUDENTS

Race & Ethnicity ¹⁴	THA McCarver Program (n=82)	McCarver Non-THA (n=479)	TPS Elem. Schools
White	29.3%	25.2%	44.2%
Students of color	70.6%	74.8%	55.8%
Black	57.3%	41.5%	21.3%
Mixed	3.6%	6.3%	3.0%
Hispanic	6.1%	17.5%	18.5%
Asian	3.6%	6.1%	9.2%
Native American/Alaska Native	0%	1.5%	1.2%
Pacific Islander	0%	1.6%	2.5%

TABLE 6: ADDITIONAL DEMOGRAPHICS OF THA MCCARVER PROGRAM STUDENTS

Additional Demographics	THA McCarver Program (n=82)	McCarver Non-THA (n=372)	TPS Elem. Schools
Free or reduced lunch	100.0%	96.2%	68.5%
English as a second language	2.8%	10.4%	11.4%
Special Education	9.7%	9.8%	11.5%
Homeless	0%	13.8%	4.3%

Note: Homelessness is measured by number or percent of children identified by the District under the McKinney Vento Act. TPS is not able to identify all homeless children and many go in and out of homelessness so there is a likely undercount for all schools (except for the Program students).

STUDENT MOBILITY

Table 7 and Figure 3 present historical mobility statistics for McCarver and Program students. McCarver has had one of the highest mobility rates¹⁵ among TPS elementary schools. It had the highest from 2005

¹⁴ According to classification in the TPS database (which records only a single race/ethnicity for each student)

¹⁵ "Mobility" is defined as all admissions and withdrawals, expressed as a percentage of the October 1, 2011 headcount. Admit/WD count does NOT include incoming Kindergarten, 6th grade and 9th grade students, who

through 2009 and again in 2012. **McCarver's mobility rate has been as high as 179% and continues to be among the highest in the District.** High mobility is hard on the students who move from school to school and have to repeatedly try to adjust to new buildings, neighborhoods, teachers, curricula and peers. They also break ties and suffer losses with each move. In addition, a high flow of students in and out of classrooms affects the continuity of learning and the relationships among teachers and students. Mobility also affects other children who must adjust to the ever-changing classmates. For this reason, the Program placed a high emphasis on reducing mobility among Program students and across the school in general.

The data show that **the mobility rate for Program students was only 4.5% in year one and 13.3% in year two.** Those leaving were the children of parents who left the program and are no longer enrolled in McCarver. Even though this is a big increase, it is still much lower than that of the school as a whole. The stability of these students (representing 18.2% of the school) not only helped them; it also helped McCarver reduce its mobility rate to 75.2%¹⁶. The non-Program students at McCarver had a mobility rate of 89.0% for the 2012-2013 school year (down from 114.2% in the 2011-2012 school year). Seven children in four families withdrew from both the Program and from McCarver (one family left for failing to follow the Program expectations; one moved out of the school area; one moved to Seattle; and one moved into Section 8 housing in Tacoma). Four additional students (three in kindergarten and one in second grade) transferred from McCarver to other TPS schools to take advantage of special educational services that were not available at McCarver. The families stayed in the Program and have other children still enrolled at McCarver.

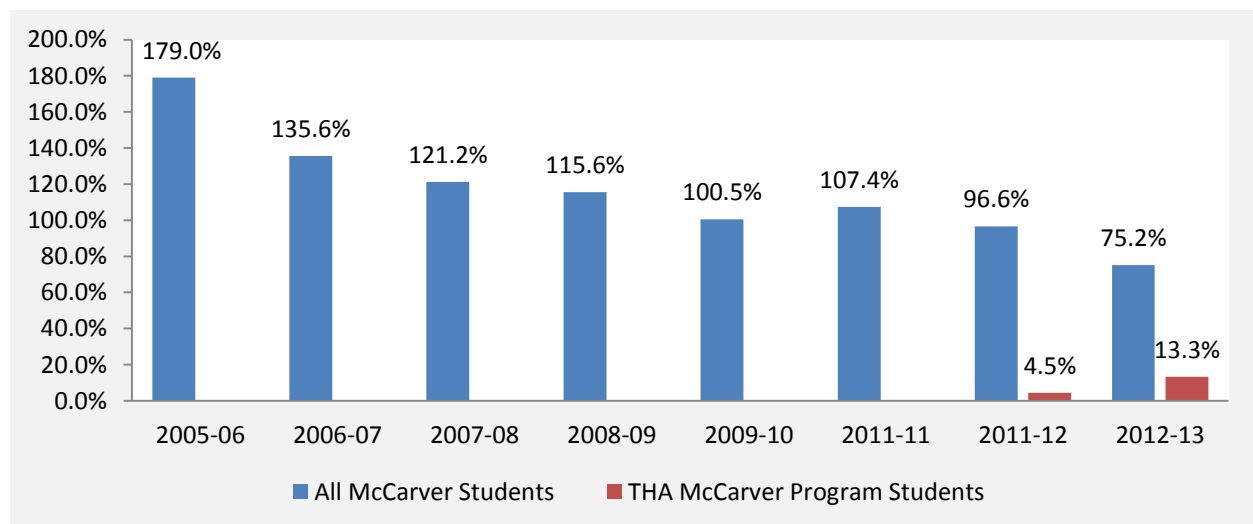
The Program is now just beginning to affect some of the underlying causes of large numbers of students who move in and out of McCarver. Homelessness is still high among the non-Program students. The McCarver attendance area includes many of Tacoma's emergency shelters where homeless families sometimes (and many times repeatedly) live. Many of these families are enrolled in McCarver. When families move from these shelters to different neighborhoods, they often enroll their children in a different schools closer to their home (especially, as is usual, transportation is an issue). This coupled with a relative shortage of available, low-income housing within the McCarver attendance area means that many parents choose to change schools when they move. As McCarver improves academically and implements its new IB curricula, it is possible that more parents will want to keep their students enrolled there even if they move. If more affordable housing in the area becomes available or if families can begin to afford some of the medium-cost housing that could also affect mobility rates.

were admitted during Year-End Transition (YET). It is a measure of the amount of change (in or out) in the student body.

¹⁶ A new student information system was implemented in 2013 and variations in data may be attributed to the difference in student information system calculation processes.

TABLE 7: STUDENT MOBILITY PERCENTAGES BY YEAR

School Year	THA McCarver Program Students (n=83 in Oct. 2012)	McCarver Students (n=456 in Oct. 2012)
2005-06	-	179.0%
2006-07	-	135.6%
2007-08	-	121.2%
2008-09	-	115.6%
2009-10	-	100.5%
2010-11	-	107.4%
2011-12	4.5%	96.6%
2012-13	13.3%	75.2%

FIGURE 3: STUDENT MOBILITY TRENDS

ATTENDANCE

Attendance is an outcome of program participation with clear academic consequences; students who have higher average attendance rates are more likely to reap the benefits of time in the classroom and with teachers. The average attendance rate for THA McCarver Program students is not significantly different from other students at McCarver but **Program students have significantly higher rates of**

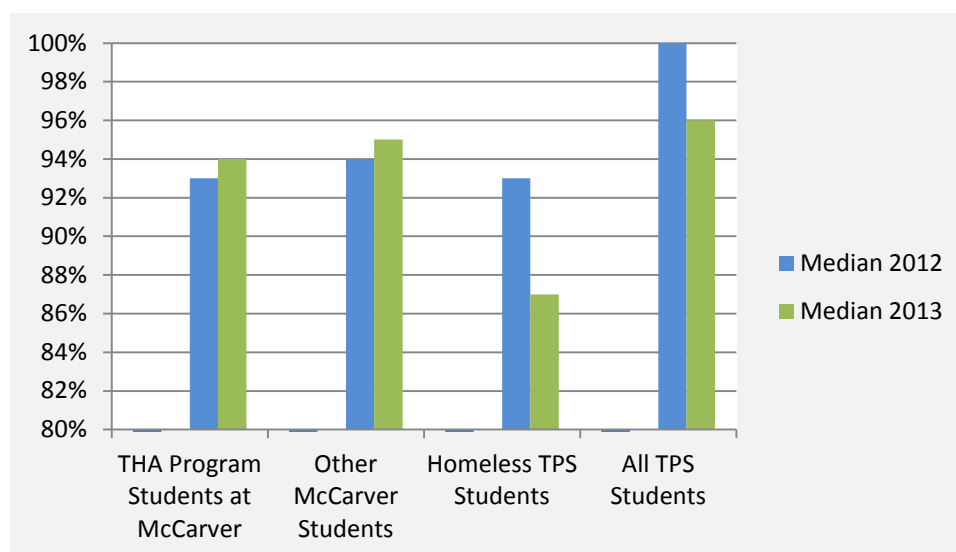
average attendance when compared to other homeless students in TPS. The average rate for THA Program students last year was 93.6%. It may seem obvious that students with homes are likely to have higher rates of attendance, but achieving that is not so simple. When parents and students have poor records of attendance for many reasons, it often takes changes in attitudes about school to change the behaviors that lead to lower attendance and higher tardiness rates. Of course some parents were already conscientious about attendance, but comments from some teachers and parents in years one and two indicate that **the work of the THA staff with many parents has been essential in instilling in some of them and in their students a different norm. Also, the abilities of the staff to monitor attendance and help parents solve individual transportation, timing, school readiness and related problems have helped improve these rates.** Table 8 and Figure 4 show attendance for several cohorts for the past two years. Although THA Program students are on par or ahead of their peers in McCarver, they lag behind students across the District.

TABLE 8: ATTENDANCE BY COHORT¹⁷

Cohort (n for 2013)	THA Program Students at McCarver (n=63)	Other McCarver Students (n=439)	Homeless TPS Students (n=671)	All TPS Students (n=10,139)
Median 2013	94%	95%	87%	96%
Median 2012	93%	94%	93%	100%
Mean 2013	93.6%	93.1%	80.9%	94.3%
Mean 2012	91.4%	92.7%	90.4%	98.9%
Sig. Diff. from THA Program Students 2013	-	No	Yes	No
Sig. Diff. from THA Program Students 2012	-	No	No	Yes

¹⁷ Our analysis of district-wide attendance data for 2012 must be interpreted with some caution because we find an over-dispersion of students with 100% attendance, which suggests possible data entry errors or other issues with the data for that year.

FIGURE 4: MEDIAN ATTENDANCE BY COHORT



DIBELS READING SCORES

To examine the academic achievement of Program students compared to other groups of similar students, we used the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) scores. These scores, widely used in TPS and throughout the United States, provide insight into a students' reading and language arts ability levels throughout the year. DIBELS assessments are conducted three times per year for most elementary students present on test days.¹⁸ The available data are categorized and reported as "Intensive" (needs significant support; coded 1 here); "Strategic" (needs support; coded 2 here); or "Benchmark" (on target; coded 3 here). This yields a 1-3 scale with three being the highest and corresponding to reading at grade level.

Although we do not find significant differences between the THA McCarver Program students and other students at McCarver or other students throughout TPS, **the level of THA McCarver Program students' DIBELS scores is significantly higher than other homeless (McKinney-Vinto recipient) students in TPS. The average DIBELS score for THA McCarver Program students was higher than for comparable homeless students at all schools in TPS for each of the three DIBELS testing periods.**

Table 9 also illustrates the distribution of THA McCarver Program students assessed as needing significant support (Intensive), needing some support (Strategic), and those reading at grade level (Benchmark) compared to all other students at McCarver and all other homeless students in TPS. **These distributions illustrate that the proportions of THA McCarver Program students who are reading at**

¹⁸ As a result, note that the size of the sample we analyze varies based on the number of students who were present on the test day and the grades of the students tested, i.e. most DIBELS assessments are concentrated in the early grades (K-3).

grade level are significantly higher compared to other homeless students in TPS. Likewise, the proportion of homeless youth in TPS needing significant support (Intensive) is higher in each of the three testing periods compared to THA McCarver Program students. These differences between THA McCarver Program students and other homeless TPS students are statistically significant. Compared to all TPS students, a greater proportion of Program students are considered to need some support (Strategic) and a smaller proportion of Program students are reading at grade level (Benchmark).

The academic performance of THA McCarver Program students compared to their peers at McCarver is illustrated in Figure 5. While **THA McCarver Program students and other students at McCarver follow the same growth trajectory over the course of the three DIBELS testing periods**, Figure 3 shows the downward trend for homeless youth in TPS. **The performance gap between THA McCarver Program students and homeless TPS students grows to nearly a third of a point by the third DIBELS testing period.** During the second testing period, McCarver students and Program students show a slight dip in scores compared to all TPS students but this difference disappears by the third testing period.

FIGURE 5: MEAN DIBELS READING SCORES OVER TWO YEARS FOR K-5 STUDENTS BY COHORT

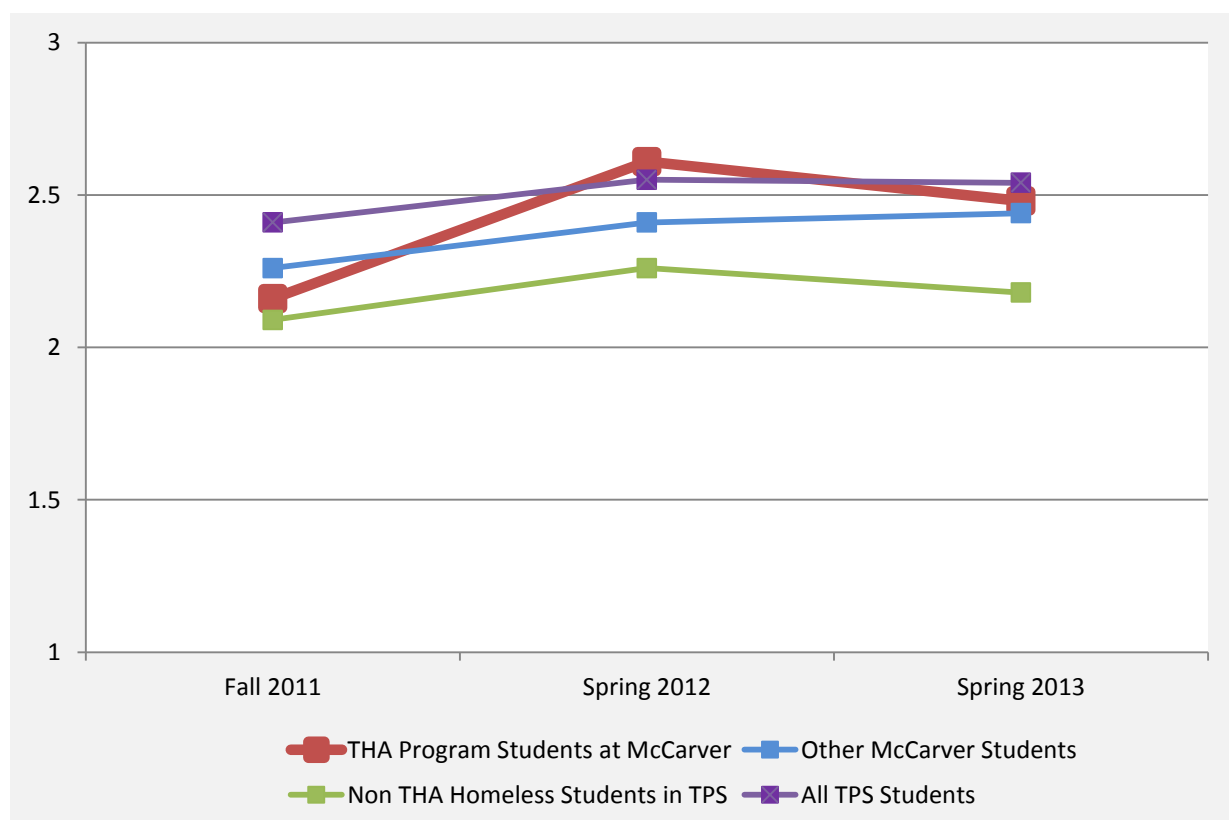


TABLE 9: MEAN DIBELS READING SCORES AND DISTRIBUTION BY COHORT SCHOOL YEAR 2012-13

Cohort	THA Program Students at McCarver (n=58)	Other McCarver Students (n=276)	Other TPS Homeless Students (n=231)	All TPS Students (n=13,316)
Mean, Fall*	2.40	2.33	2.16	2.43
Mean, Winter*	2.38	2.38	2.24	2.50
Mean, Spring*	2.48	2.44	2.18	2.54
Sig. Diff. from THA Program Students	-	No	Yes	No
Intensive, Fall	14.6%	18.1%	29.3%	17.3%
Intensive, Winter	16.7%	17.7%	25.8%	15.2%
Intensive, Spring	13.0%	18.8%	29.0%	14.3%
Strategic, Fall	30.1%	30.4%	25.1%	22.5%
Strategic, Winter	27.8%	31.5%	24.4%	19.3%
Strategic, Spring	25.9%	18.0%	23.4%	16.9%
Benchmark, Fall	54.6%	51.5%	45.6%	60.2%
Benchmark, Winter	55.6%	50.8%	49.8%	65.5%
Benchmark, Spring	61.1%	63.2%	47.6%	68.7%
Sig. Diff. from THA Program Students	-	No	Yes	Yes

* These scores are on a 1 to 3 scale: 1=Needs Intensive Intervention; 2=Strategically Address Needs; 3=Reading at Grade Level.

A comparison of DIBELS scores between year one and year two illustrates that year two growth among Program students is similar to that of McCarver students (Table 10) although these differences are not statistically significant as they were in year one. The amount of growth for Program students was high in year one, and relatively flat in year two. This trend is likely attributable to the significant gains made by Program students in year one and their sustained level of achievement in year two. In other words, they caught up to their peers and then performed as well in the next year. Program students continued to outpace students who remained homeless, but the difference was not statistically significant. Differences between Program students and all TPS students were also not significant in year two.

TABLE 10: YEAR-TO-YEAR CHANGES IN DIBELS SCORES

Cohort	THA Program Students at McCarver	Other McCarver Students	Other TPS Homeless Students	All TPS Students
Year 1, Change Between Fall and Spring Tests	0.47	0.13	0.15	0.14
Year 2, Change Between Fall and Spring Tests	0.08	0.11	0.02	0.11

DIBELS achievement levels at elementary schools with similar levels of poverty and minority enrollment serve as an additional comparison of THA McCarver Program students to other student populations (Table 11). This level of analysis compares THA McCarver Program students to students at Manitou Park, Stanley, Blix, Roosevelt, and Lister elementary schools. The analysis reveals no statistically significant differences between average DIBELS scores for THA McCarver Program students and students at other elementary schools. These across-school comparisons illustrate that **THA McCarver Program students have academic performance that is comparable to their peers in other TPS elementary schools with similar demographics.**

TABLE 11: MEAN DIBELS READING SCORES AND DISTRIBUTION BY SCHOOL

Cohort/School	THA Program Students at McCarver (n=55)	Manitou Park (n=536)	Stanley (n=278)	Blix (n=430)	Roosevelt (n=215)	Lister (n=511)
Fall Test, Mean	2.40	2.24	2.35	2.27	2.29	2.34
Winter Test, Mean	2.38	2.26	2.58	2.45	2.35	2.41
Spring Test, Mean	2.48	2.27	2.55	2.44	2.36	2.53
Sig. Diff. from THA Program	-	No	No	No	No	No
Intensive Test, Fall	14.6%	24.4%	19.5%	24.2%	21.2%	19.9%
Intensive Test, Winter	16.7%	24.2%	11.6%	16.0%	17.2%	18.4%
Intensive Test, Spring	13.0%	24.2%	14.8%	18.6%	20.3%	13.5%
Strategic Test, Fall	30.1%	26.8%	25.6%	24.2%	28.2%	26.2%
Strategic Test, Winter	27.8%	25.1%	18.5%	23.3%	29.8%	22.0%
Strategic Test, Spring	25.9%	24.7%	14.8%	19.1%	23.1%	19.8%
Benchmark Test, Fall	54.6%	48.8%	54.9%	51.5%	50.6%	53.8%
Benchmark Test, Winter	55.6%	50.7%	69.8%	60.6%	53.0%	59.6%
Benchmark Test, Spring	61.1%	51.1%	70.4%	62.4%	56.6%	66.7%
Sig. Diff. from THA Program	-	No	No	No	No	No

STATE TEST SCORES

DIBELS tests provide valuable insight into reading achievement but unfortunately no equivalent test exists for math achievement in Tacoma Public Schools data. The single data point available to evaluate math achievement is the proportion of students who meet state standards in math. A similar statewide test is used to evaluate the proportion of students who meet state standards in reading. These scores, however, only exist for students in 3rd grade and higher. Since the majority of Program students are in 2nd grade and lower these state level tests do not provide insight on achievement across all Program students and should be interpreted with caution. **Of the Program students in Year 2 who took the state reading test, 40% met the state standard; 28% of Program students met the state standard in math.** As with the analysis of state test scores in the Year 1 report, the number of Program students who took these tests is too small to warrant a detailed analysis. **However, the proportions of Program students meeting state standards in reading and math are not statistically different from the proportion of McCarver students who met state standards in these subjects in the 2012-2013 academic year.** See Table 12 for a comparison to last year. What appears to be a decrease in scores may, in fact, be more of an artifact of low numbers of students in year one.

TABLE 12: STATE TEST SCORES FOR THA MCCARVER PROGRAM STUDENTS

State Test Scores for THA Program Students Grades 3-5	2012	2013
Reading (percent meeting State standards)	80% (N=15)	40% (N=30)
Math (percent meeting State standards)	40% (N=15)	28% (N=29)

DISCIPLINE

Geo obtained discipline data for 2012-2013 for all TPS students. These data are less reliable across school buildings because administrators have different standards. Nevertheless, we examined the various kinds of discipline actions within McCarver (e.g., emergency expulsion, short-term suspension, single-class suspension, in-house suspension, lunch detention, parent conference) for Program and other students in grades 1-5 (see Table 13). These actions were for a variety of actions including disruptive conduct, fighting, assault, and harassment.

The data show that **Program students received less frequent disciplinary actions than other students at McCarver in the 2012-2013 school year.** Comparable data for other years are not available.

TABLE 13: DISCIPLINARY ACTIONS FOR MCCARVER STUDENTS IN GRADES 1-5 IN 2012-2013

Disciplinary Actions	THA Program Students (N=65)		Other McCarver Students (N=389)	
	#	%	#	%
Students with some disciplinary action	15	23.1%	103	27.2%
Students with one or more suspensions or expulsions	6	9.2%	42	10.8%
Students with emergency expulsions	1	1.5%	7	1.8%
Students with short-term suspensions	1	1.5%	24	6.2%
Students with single-class suspensions	2 ¹⁹	3.1%	6	1.5%
Students with in-house suspensions	2 ²⁰	3.1%	5	1.3%

CHILD AND PARENT CHANGES BASED ON TEACHERS' ASSESSMENTS

The plan for the 2012-2013 school year was to have teachers make monthly assessments of student progress and parent involvement so that THA staff could better monitor progress²¹ and intervene when necessary. The data were generally incomplete. Nevertheless, results for math achievement and for parent involvement show some trends worth noting.

Table 14 presents the math data. Data collection is spotty but the data hint at moderate growth in math achievement. TPS data on students' standardized math scores was also missing most data, so we cannot say as much as last year about math achievement.

¹⁹ One student had two

²⁰ Two students had two

²¹ Teachers were asked to rate each THA student monthly on reading, math, behavior, homework and parent involvement. The scale used for the average was: (1) Beginning; (2) Approaching Expectations; (3) Meeting Expectations; and (4) Exceeding Expectations. Teachers could also provide comments. The reading data from the TPS DIBLES data were more reliable and complete so the teachers' ratings were ignored. Behavior data were deemed too sparse and variable to provide useful comparisons.

TABLE 14: TEACHERS' MONTHLY RATINGS OF STUDENTS' MATH ACHIEVEMENT

Ratings	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Average	2.0	1.9	2.1	2.2	2.3	2.1	2.3	2.2	2.4	2.7
N for Month	48	45	48	64	30	17	28	20	18	17
% Students with ratings	56%	53%	56%	75%	35%	20%	33%	24%	21%	20%
% Beginning to Reach Expectations	22.9%	22.2%	16.7%	15.6%	16.7%	17.6%	17.9%	20.0%	16.7%	5.9%
% Approaching Expectations	56.3%	62.2%	52.1%	50.0%	36.7%	58.8%	42.9%	45.0%	27.8%	29.4%
% Meeting Expectations	20.8%	15.6%	31.3%	32.8%	43.3%	23.5%	32.1%	30.0%	50.0%	52.9%
% Exceeding Expectations	0.0%	0.0%	0.0%	1.6%	3.3%	0.0%	7.1%	5.0%	5.6%	11.8%

Table 15 shows that **over the course of the year, teachers perceive that parent engagement is improving rather steadily** from the fall through the winter (based on average ratings and percentages with different ratings. After that, the trend is a leveling out, but the numbers these figures are based on is a much smaller sample. Again, these figures are based on data that are largely incomplete.

TABLE 15: TEACHERS' MONTHLY RATINGS OF PARENTS' ENGAGEMENT IN STUDENTS' EDUCATION

Ratings	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Average	1.9	1.9	2.0	2.1	2.5	2.7	2.4	2.3	2.5	2.5
N for Month	48	46	48	63	30	18	27	15	17	17
% Students with ratings	56%	54%	56%	74%	35%	21%	32%	18%	20%	20%
% Beginning to Reach Expectations	37.5%	39.1%	35.4%	31.7%	20.0%	0.0%	14.8%	13.3%	17.6%	17.6%
% Approaching Expectations	33.3%	32.6%	33.3%	27.0%	20.0%	33.3%	29.6%	46.7%	17.6%	17.6%
% Meeting Expectations	27.1%	23.9%	27.1%	36.5%	50.0%	61.1%	51.9%	40.0%	58.8%	58.8%
% Exceeding Expectations	2.1%	4.3%	4.2%	4.8%	10.0%	5.6%	3.7%	0.0%	5.9%	5.9%

Before school ended in June 2013, Geo collected surveys from 13 of 21 teachers who had McCarver Program students in their classes. This sample represents 61.9% of the teachers. The survey gathered teachers' opinions about the Program. **On average, teachers' opinions about the Program's impacts on students were that it was only slightly helpful.** (See Table 16 for an overall assessment of the impact of the program.) This is a big change from last year when the average rating was closer to "significantly helpful." One possible reason for this change include the fact that in the second year of Program participation by students is less evident or needed because the Program students had become more integrated with other McCarver students and do not stand out.

Also, in year one, THA staff were more involved in helping teachers resolve discipline issues. In year two, there appear to be fewer issues and teachers handled them with much less THA staff assistance. This was a change in program design. Because of this, teachers may be less aware of the work of THA staff on other student and family issues that affect student performance.

Several teachers also stated that the improvements they see in the Program students are real but they ascribe these improvements to their own efforts or those of the students and parents and not to the Program. There was also some frustration among some teachers due to their perceptions that the THA staff were not doing enough to help them with some students who had not progressed as much as they would have liked to have seen. School administrators indicate that relations have improved in the fall of 2013.

TABLE 16: TEACHERS ASSESSMENTS OF THE HELPFULNESS OF THE PROGRAM FOR STUDENTS

Taking into account the overall effects of the program on this child...	Year	Not at all influential (1)	Slightly influential (2)	Moderately influential (3)	Significantly influential (4)	Extremely influential (5)	Average (on 1-5 scale)
To what extent has the program influenced the academic performance of the children in THA families?	2013	41.7%	33.3%	16.7%	8.3%	0.0%	1.9
	2012	0.0%	8.3%	20.8%	41.7%	16.7%	3.7

But upon closer inspection of the data, there are two divergent opinions among the faculty in 2013. Note that these are not necessarily the same teachers responding each year. **Some teachers think the program is not as helpful as it should be and others think it is working well.** In reading the individual teacher comments and in reviewing results from a teacher focus group conducted in April 2013 and reported on previously, it is clear that there are really two sets of opinions. Some teachers are clearly skeptical of the Program's positive impacts and generally fault it for not readily "solving problems" (i.e., getting students or parents to behave according to the teachers' perceived norms). Other teachers think that the Program is very helpful in changing the attitudes and behaviors of both students and parents. In our report on our April focus group, we observed the following trends in the discussion.

There seems to be a lack of role clarity. Is it THA staff's responsibility for good classroom behavior or for students to do homework or follow other rules or be organized? Some teachers seem to think so.

Teachers are not social workers and social workers are not educators. They need to better understand each other's professions, perspectives, abilities to change students' or parents' behaviors, results that are generally attainable given the child's or parent's situation, history and abilities, and methods normally used by each.

The following comments show that teachers expect a lot from the program and staff.

- If teachers identify a problem on the monthly form or mention it in the hallway, the THA staff should solve it (e.g., chronic absenteeism or not completing homework).
- Parents and students in the program should out-perform others in the school because they get support (ignoring the huge challenges these parents may have – which is why they are in the program).
- If students or parents do not meet the expectations, more immediate consequences should occur.

Teachers and THA staff need greater clarity on:

- What information THA staff can and cannot share with teachers and why.
- What information is relevant to each?
- How and when each should share information they can provide.

In a more thorough analysis of the teacher survey, **when we drill down to specific aspects of the Program, the teachers feel the program is working but average assessments of all elements are lower than last year.** (See Table 17.) Among the 13 teachers with students in their classes who returned surveys, 63.7% agree or strongly agree that the Program is helping identify the non-academic needs of students. The average score on the 1 (strongly disagree) to 5 (strongly agree) scale is 3.7 (down from 4.1 last year). Many fewer (29.3%) agree or strongly agree that the Program is helping find solutions to students' non-academic problems. This is a big change from last year. The average for this statement is 3.2. More than half (55.5%) agree or strongly agree that the Program is helping parents identify their needs and goals. Fewer (33.3%) agree or strongly agree that the program is helping parents meet their needs and goals. The average is 3.2.

Teachers have more mixed feelings about whether or not the Program is helping parents improve their parenting skills. More (40.0%) agree that it is, but many (20.0%) disagree and still more do not lean one way or the other. Teachers are evenly split on whether or not parents are more engaged in their children's education. This is a decline from last year and the average declined from 3.3 to 2.8 on the scaled response variable.

TABLE 17: TEACHERS' ASSESSMENTS OF THE PROGRAM

In thinking about various aspects of the THA-McCarver Program to assist previously homeless families, how much do you agree or disagree with the following statements?	Year	How much do you agree or disagree with the statements at left?					Average (on 1-5 scale)
		Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)	
The program is helping identify the non-academic needs of students.	2013	0.0%	9.1%	27.3%	45.5%	18.2%	3.7
	2012	0.0%	0.0%	0.0%	88.9%	11.1%	4.1
The program is helping find solutions to the non-academic needs of students.	2013	0.0%	18.2%	54.5%	18.2%	9.1%	3.2
	2012	0.0%	0.0%	25.0%	62.5%	12.5%	3.9
The program is helping parents identify their needs and goals.	2013	0.0%	11.1%	33.3%	44.4%	11.1%	3.6
	2012	0.0%	0.0%	0.0%	83.3%	16.7%	4.2
The program is helping parents meet their needs and goals.	2013	0.0%	22.2%	44.4%	22.2%	11.1%	3.2
	2012	0.0%	20.0%	20.0%	60.0%	0.0%	3.4
The parents of my students who are in the program have improved their parenting skills during this school year.	2013	0.0%	20.0%	40.0%	40.0%	0.0%	3.2
	2012	0.0%	22.2%	33.3%	33.3%	0.0%	3.2
The parents of my students who are in the program have become more engaged in their children's education during this school year.	2013	9.1%	33.3%	25.0%	33.3%	0.0%	2.8
	2012	0.0%	22.2%	33.3%	33.3%	11.1%	3.3

In the comments that follow, it is clear the some teachers think that the program is very helpful to both students and parents and is effective in helping to improve student academic and behavioral performance. Others see students in the Program improving but do not see the role of THA as being significant.

Apart from housing assistance, teachers feel that the most helpful services provided by the Program have been the following.

- Helping parents overcome their fears for being involved in their child's education
- Requiring parents to participate in their children's education
- Requiring good attendance
- Encouraging parents to monitor homework
- Helping struggling parents set goals
- Parenting classes

A couple of teachers thought the positive outcomes were due much more to the work of the counselors and teachers than to the work of the THA staff.

Thinking about behavior changes among students, teachers provided the following comments.

- A few of the students have improved their academic skills, because they have started actively participating in our class- and homework activities. The parents appear to be involved, because I see parent signatures on the homework assignments more often.
- Noticeable changes have been responses to accountability measures. It appears that without this provision by THA, participant difficulties may have become more severe.

Suggestions offered for the Program included the following.

- Require the parents to earn at least a GED while in the program.
- Require the parents to volunteer in the classroom or somewhere in the school for a specific number of hours each month. If they have a full time job, work out some other option for getting the volunteer time (less of course) met.
- Require the parent to provide necessary classroom materials for their child.
- A better connection between THA and State Common Core Expectations may be helpful. Students struggle to meet grade level expectations and may fall behind.
- Hold THA families accountable honestly for their responsibilities.
- More focus on attendance and students getting to school on time.
- [Have THA staff] engage more with the families and meet with them on a frequent basis!
- Inform the teacher of what the program is about and what to look for. Let the teachers know what the parents need to do while in the program so we can do a follow up with them and see how we are able to help them if they aren't meeting requirements.
- Require parenting classes for parents who have children with severe behavior problems.
- THA students should be expected to follow school rules like every other kid. If he/she is constantly misbehaving they should be put on probation.

Suggestions on how to improve the measurement of student progress included the following.

- Use data from the teachers, not just district data on academic performance.
- Quantitative measurement may be necessary. This measurement may align with state standards for student success.
- [Measures that are] consistent with District approved diagnostic assessments.

- Class homework, activities, class tests, and weekly progress report.
- Attendance and take action with parent [when it is not adequate].
- Communication with teachers consistently.
- Behavior.
- In preschool, the progress report needs to be revised.
- They should be keeping their own records of academic performance. If a student is performing at grade level, teachers shouldn't have to report. If there is a concern we'll let them know. It's a lot of work to fill out reports for them all the time.

On how the developing International Baccalaureate Elementary Program will likely impact THA Program students, teachers offered the following comments.

- THA, as part of the McCarver family of stakeholders, should engage in this innovation along with the school for best outcomes.
- The children will be expected to be active participants just like everyone else in the class. They will be expected to research, discuss, and create in order to share what they learn.
- Hands-on learning is more engaging. Student's identify their interests and learn more about what they are interested in verses being dictated to by the teacher.
- It will only address their needs if they are required to come to school every day on time. Student behavior also plays a key role in the success of the program.
- It will give them opportunities they wouldn't have otherwise. They will be exposed to a wider range of learning.

OTHER COMMENTS BY TEACHERS

- The THA model appears to be a good one. More collaboration between the program and school expectations as mandated by the state may be necessary. Presently it appears that the program and the academic setting are functioning independently with minimal collaboration.
- I am would like to see how it helps our families and how they are being beneficial to the kids.
- I have made several contacts with the parent [whose child rarely turns in homework], but [there is] very little action on the part of the parent.
- I thought the case workers get a weekly report on attendance and they should be following up with the parent. I was the one who had to call it to their attention. There seems to be lack of follow through [by THA staff].
- If the families are not following the program then they should not be allowed to stay with THA.
- It's a great model and I hope it succeeds, but there needs to be a lot of fine tuning.
- [The Program] is awesome!
- This program is desperately in need of monitoring.

DESCRIPTIONS OF CHANGES SEEN IN SOME STUDENTS

[One of my students] has made real progress this year. First of all, it took some time, but her attendance improved. That caused her to be here to actively participate which enabled her to gain academic skills more quickly. She met or surpassed many of the first grade goals. She can write numbers to 1,000 by 1s and tens. She has an accuracy rate of 90 - 100% on most math quizzes. She scored 90% on the most recent DMA. She completed Unit 38 in Read Well (pre-primer level), and about six (6) of the Read Well Units (Units 39 - 50 -- first grade level). She read 285 / 300 words on the TSI (benchmark is 200). Because she has invested time and energy in her reading, she has also learned to write a decent paragraph. She should be a successful second grade student.

Students in my classroom have struggled along with their parents to stabilize their engagement. The program has been helpful toward this stabilization; however, the actual process appears to require more attention.

I think all the students have progressed with or without the THA program at the same rate. There is one student whose parents contact me if there is missing homework or she gets a less than excellent behavior report on Fridays. The parent was doing this before they became a part of THA, so I can't say that THA improved her performance.

I have a student whose family [not a THA family] was homeless at the beginning of the year. His brother is in Kindergarten and was my student last year. My current student got off to a good start, however, as the family's housing situation disintegrated, his behavior deteriorated. He developed severe separation problems and was unable to focus in large or small group activities. He was requiring one-on-one attention all day. Since his family received housing, his behavior and attention have improved steadily. During our first assessment checkpoint (fall) he was below age level in all areas of social/emotional development and in most areas in language, mathematics, cognitive ability and literacy. During our last checkpoint (spring) he had improved in all areas. He is now at age level for most areas.

One of my students has improved his behavior significantly. However, in no way do I attribute it to the program. I'm in daily contact with his mom. I email her daily with behavior reports. While I send a copy to THA, I think it's been my effort along with the student's effort that has helped change his behavior.

ADMINISTRATORS VIEWS OF TEACHERS' AND OTHERS' RELATIONS

McCarver's new principal and long-term counselor shared opinions about the role of the Program and the interactions of students, teachers and parents that differ from those expressed by many of the teachers. Their assessment of the teachers' remarks is that in the second year, the turnover of teachers

provided a teacher survey cohort that did not experience the children or school before the Program began. Consequently, they were not able to see the improvements or other relationships that the administrators see. Nor were the teachers asked to assess the impact of providing housing for homeless students, because the THA cohort students are no longer homeless. On that question, according to the principal and counselor, all would agree that the program offers a critical advantage to students, families and the school. They also explained that a lower turnover means the children stay longer, allowing the teachers and school to work on behavior problems longer (which is also more frustrating for teachers). Previously, teachers and the school often were not able to address these problems because children usually left. The increased stability of the students means that the school must address their deep rooted academic and behavioral deficits. In contrast, when a homeless student could be expected to leave the school shortly it was sufficient or possible only to manage the immediate behavior. In any case, they perceive that relationships between the teachers and THA staff have improved and that there are fewer disciplinary problems so far in the 2013-2014 school year.

PARENT PERCEPTIONS

As part of the evaluation of the THA McCarver Program, parents completed a survey in the summer of 2012. **Overall, most responses were positive**, falling in the “agree” to “strongly agree” range (means in the 4s), with only a few exceptions. These exceptions fall in the “neither agree nor disagree” to “agree” range (means in the 3s), indicating that they are not major problems, and the program may choose to monitor these areas for improvement.

PARENT PROGRAM SURVEY

Approximately 66.7% (30 out of 45) of active households completed the Parent Program Survey, distributed to gather opinions on the overall THA McCarver Program. Since the respondents in 2012 and 2013 are not all the same parents, year-to-year comparisons are less meaningful.

Table 18 displays for years one and two the average parent responses to questions about how the program has helped them economically as well as with their children. **Again this year, most of the ratings fell between the “agree” and “strongly agree” options, with “my current housing meets my family’s basic needs”** (with a slight increase in the average score). They also rated highly, **“the McCarver staff and teachers treat me with respect.”** Again the rate was slightly higher. The lowest ratings belonged to “my income has increased.” The most frequent responses were in the “agree” or “disagree” range (23.3% each) for this statement. This is understandable since many of the parents face multiple barriers, so an increase in income may take longer to appear for some. Other data show that average income is rising.

Parents were also asked to rate themselves on how often they complied with certain elements of the program (see Table 19). There were few changes in their collective responses. This section included the highest overall ratings and received the highest average score for any section. This shows that parents believe they are successfully implementing aspects of the program between “most of the time” and

“almost always.” In addition, we obtained some indications of teacher ratings of parent involvement from monthly reports made by the teachers throughout the year. These data are not comprehensive because THA staff were unable to get teachers to complete the ratings on a regular basis. Thus the percentage of students with monthly ratings ranges from a high of 73% in December to a low of 18% in April, May and June. These data do show, however, that over the school year there is a noticeable trend of greater parent involvement, with the majority of those for whom we have data meeting or exceeding expectations in five months of the year.

TABLE 18: PARENT PROGRAM SURVEY RESULTS FOR 2012 AND 2013

Survey Question (n=30 in 2013)	2012 Average (1-to-5 scale)	2013 Average (1-to-5 scale)
Economic Impact		
Since joining the program...		
My current housing meets my family's basic needs	4.5	4.6
I have improved my education or job skills	4.4	4.0
I will be able to pay my portion of rent next year	4.2	3.7
I know how to manage my money better	4.1	3.9
My income has increased	3.3	3.5
Child Impact		
Since joining the program...		
The McCarver staff and teachers treat me with respect	4.4	4.5
My current housing location makes it easier for me and my child to get to school	4.4	4.5
I am better able to get my child ready for school (get enough sleep, food and clothes and get to school on time)	4.4	4.2
My child at McCarver seems to be learning a lot in school this year	4.3	4.4
I read to my child more often	4.2	3.9
My child at McCarver is very involved in activities outside of school this year	4.1	3.9
The McCarver staff help me understand how to help my child	4.0	4.1
I volunteer at school sometimes	4.0	3.9
My child's teacher helps me understand how to help my child	4.0	4.1

Scale: 1 - Strongly Disagree, 2 - Disagree, 3- Neither Agree nor Disagree, 4 - Agree, 5- Strongly Agree

TABLE 19: PARENT SURVEY SELF-RATINGS FOR 2012 AND 2013

Survey Question	2012 Average (1-to-5 scale)	2013 Average (1-to-5 scale)
I have rarely / almost always...		
Responded to teacher requests	4.8	4.8
Attended conferences or met my child's teacher as needed	4.8	4.7
Helped my child with homework	4.7	4.5
Understood the learning needs and issues of my child better	4.7	4.7
Was able to get my child ready for school (get enough sleep, food, and clothes and get to school on time)	4.7	4.8
Attended school or class events and performances	4.6	4.5

Scale: 1 - Rarely, 2 - Sometimes, 3- Half of the time, 4 – Most of the time, 5- Almost always

TABLE 20: PARENTS ASSESSMENTS OF CASE WORKERS

Survey Question	2012 Average (1-to-5 scale)	2013 Average (1-to-5 scale)
My case worker has been helpful in...		
Encouraging me	4.7	4.5
Treating me with respect	4.6	4.5
Helping me set goals that I can achieve	4.5	4.5
Helping me figure out what I can do to achieve my goals	4.5	4.2
Getting help with my education and training needs	4.4	4.3
Understanding what my family and I need	4.4	4.3
Helping me find resources I need to achieve my goals	4.4	4.4
Helping me find goods and services my family needs	4.2	4.3
Helping me learn to manage my family's money better	4.2	4.0
Helping me find employment	3.9	4.0

Scale: 1 - Strongly Disagree, 2 - Disagree, 3- Neither Agree nor Disagree, 4 - Agree, 5- Strongly Agree

As part of the survey, parents were given the opportunity to rate how well they felt their case workers treated them and helped them with various aspects of the program (see Table 20). Overall, parents rated case workers highly again this year. For seven out of the ten statements, the majority of responses fell in the “strongly agree” category, with “agree” being the second most frequent answer, showing most parents felt a high level of satisfaction with their case workers. Parents rated case workers particularly high in their ability to provide encouragement, treat them with respect and help them set goals they can achieve.

PARENT COMMENTS

We also asked parents to answer several open-ended questions. When asked what aspects of the program they liked best, were most helpful, and helped their family, the most common answers included the following comments categorized by the most common themes. Especially insightful comments are listed in the boxes.

1. **Social workers** (motivational staff; office in the school; help me set goals; helping me recognize my potential; keeping us accountable for our lives; recognition of accomplishments and hard work; help with paperwork; treat you as equal; help me with my kids; help me believe in myself; access to benefits and services; help move my family forward; the doors are open and [they are] always able to talk)
2. **Bringing families together** (the enthusiasm and support to the families; it's helped our family with communication; keeping us together and helping us through the difficult times; being involved with all the events and programs that are provided; field trips, Christmas presents and holiday meals; pushed their father to be more involved with the children; peers to converse with)
3. **Focus on education** (for children; better teacher relationships; for adults; meeting my educational goals; my wife is now a full-time student online my kids grades are on the rise and I'm a full-time culinary arts student as well)
4. **Stability in school** (my children being able to stay in a school they love; same school, routine, services)
5. **Information** (classes at Goodwill; the fun meetings at other places; learning more on parenting my child; how to separate being a friend and being a parent; helped us become a closer family)
6. **Help with employment** (the job skills and credit classes cause I didn't know half of the stuff I knew; help finding a job)

I like how the program is designed for you and your family to be successful, and you go through the steps and measures to be successful.

Being a single father, this has helped me focus on what's important and feeling not alone.

This program saved my family and my life, and now we preach education to our kids, where before we didn't take the time as much.

What is important to me is that we go through what you want out of your successes, sit down, write down, set timelines and have speakers and successful people come through and also tell you the steps they went through and [offer] lots of suggestions.

The staff they are always willing to give 100% in everything.

[The Program has] made us a lot closer and stronger as one.

Someone believing in me has made me a better person.

Very thankful for the outstanding support! I'm becoming stable thanks to THA McCarver program. I will be successful thanks to this program!!!

When asked how the program could be improved, parents most often said they would like additional assistance finding employment. Other items mentioned include losing TANF funds; meetings with school staff who sometimes have negative attitudes toward parents; assistance transportation and clothing; more meetings with other families to get to know them better; and not being required to attend school events if students are doing well and parents are engaged in other ways.

The surveys identified areas where THA is providing excellent support to parents and a few areas where additional support is needed. **Overall, parents appear to be very satisfied with the program and the various ways it is helping them achieve self-sufficiency, helping them parent better, and the impacts that the program is having on their children.**

NEXT STEPS IN THE PROGRAM

All teachers have started studying and applying the methods of inquiry-based learning processes taught and supported through the Primary Years International Baccalaureate Program. In the summer of 2012, several teachers attended formal training in its theory and methods. Last fall, they shared their knowledge with the other teachers, all of whom voted in favor of implementing the curricular changes required for certification. Teachers have developed their own classroom curricula within the guidelines of the IB Program. It will take a year or two to fully implement and test the curricula.

The THA McCarver Program will continue to identify and address individual family needs and encourage or require parents to take more steps toward economic self-sufficiency. For some, it will be a challenge for them to pay higher percentages of their rent as they stay in the Program. They will be expected to pay 40% of their rent in year three and some already are paying that. More families will be moving within the McCarver attendance area as their current leases elsewhere expire. This should make it easier for them to engage with the school and reduce tardiness and absences where families lack adequate transportation.

THA and McCarver staff continue to monitor the Program and to make changes as needed.

CONCLUSIONS

In the second year of the Tacoma Housing Authority (THA) McCarver Special Housing Program, parents and students made considerable progress toward their goals of improved performance in school for children, housing stability, and eventual financial self-sufficiency. Based on two years of data, we see positive signs that the Program is moving in the right direction students and parents are succeeding.

All parents have been able to meet their rent-share obligations, but many may struggle to meet rent sharing expectations in the future. Incomes from earned income have risen significantly in year two.

Unearned incomes declined as more parents found jobs. Many also enrolled in and/or completed education programs. **Households now get nearly two-thirds of their income from employment.**

Our analysis has shown that **in one primary indicator of student success—reading—Program students (especially those in grades K-2) made substantial strides during the first and second years of the program.** In addition, **attendance was positively and significantly correlated with these increases in DIBELS scores. The Program students' reading scores and attendance rates much higher than those of currently homeless students in the District and these differences were statistically significant.** Attendance rates for Program students are equivalent to those of all McCarver students.

These preliminary indicators of program impact can be explained by three major factors:

1. **The resilience of the students and their abilities to succeed once some basic needs are met,**
2. **A wrap-around structure of supports for the students and their parents to comprehensively and continuously raise expectations and creatively provide the assistance needed to meet high goals, and**
3. **A sense of teamwork in the purpose and goals engendered and reinforced among all program participants (school staff and others inside the school, the families, and the community of service providers) that keeps the focus confidently on progress and success.** This seemed stronger in practice across all participants in year one, but some teachers in year two feel that the teamwork is lacking. School administrators indicate that relations have improved in the fall of 2013.

In addition to the student performance changes, we can see from the assessments analyzed and from the examples provided, that the Program is identifying and addressing the core needs of families and students. The Program is finding assistance in the school and the community. It is building collaborations and teams to meet the needs of individual students and their families that go far beyond the work that most schools do, and it is documenting the work done and the results being achieved using both objective as well as subjective methods.

The Program's high retention rates has positively impacted McCarver's mobility rate. **The mobility rate for Program students was only 4.5% in year one and 13.3% in year two.** The stability of these students (representing 18.2% of the school) helped McCarver reduce its mobility rate to 75.2% in 2012-13²².

First year and second year school data show **improvements in attendance** and this has affected the overall school culture. With more parents engaged in the school, there is more support for parents, students, teachers and staff. The formation and actions of the **new PTA** are evidence of the institutional changes possible when more parents engage with schools.

Program students present disciplinary problems less frequently.

²² A new student information system was implemented in 2013 and variations in data may be attributed to the difference in student information system calculation processes.

Teachers noted that more parents are more actively engaged in the education of their children as the school year progressed. They credit the program for helping identify and address the needs of both students and parents.

Teachers have diverse opinions about the Program in its second year. Some see it as only slightly effective, while others see it as have significant impacts on both parents and students.

The data from years one and two indicate that the Program's theory of change is working at least partially. The Program is solving one of the major problems facing these families, namely homelessness, and is also providing additional support services to reduce stresses on the families. It is providing parents with more motivation, support, tools and resources to improve their lives and livelihoods in many ways. It is also training and coaching them on why and how to be more engaged in the education of their children, and teachers observed that parents have in fact become more engaged. School performance data document some of the improvements noted even though improvements in school performance measures often lag behind the kinds of social and psychological changes documented. **In summary, the program appears to be working and evaluation efforts provide detailed insights on the nature and reasons for the changes observed.**

Parent evaluations of the program show that they feel their efforts and those of the case workers and providers are working. Results showed increases in parents' average self-perception of parenting knowledge from before and after the class. **Parents agreed that the program has helped them with their children as well as economically.** Parents also believe they are successfully implementing aspects of the program between "most of the time" and "almost always," **and rate their case workers highly.**

Table 21 shows some summary measures for the program benchmarked against goals set by THA. Data are reported for year two through August 31, 2013. The table shows that the Program is exceeding expectations in most areas. **All parents who had reached their anniversary of enrollment have started paying 20% of their rent, but expectations for higher contributions face some challenges.** Most parents have engaged in education programs and many have completed diplomas or earned certificates. **Attendance is above expectations and school performance is also above expectations.**

TABLE 21: PROGRESS TOWARD THA AGENCY GOALS THROUGH AUGUST 31, 2013

Accomplishments	Annual Goal	Year One	% of Goal	Year Two	% of Goal
Families participating	50	49	98%	45 ²³	90%
Families able to pay expected portion of their rent	All	49	100%	45	100%
Adults who have enrolled in education programs (for a total of 65 programs among all parents)	30	34	113%	49	163%
Adults who have completed education programs	20	7	30%	20	100%
Average earned household monthly income among working parents	NA	\$806	NA	\$1,705	NA
Average total family monthly income	NA	\$436	NA	\$765	NA
Mobility rate of THA Program students at McCarver	NA	4.5%	NA	13.3%	NA
Average school attendance rate	90%	93%	103%	94%	104%
Students reading at grade level (percentage of K-5 students reading at benchmark on DIBELS)	20%	69%	344%	61%	305%
State reading exam (% at benchmark)	15%	80%	533%	40%	267%
State math exam (% at benchmark)	15%	40%	267%	28%	187%

GEO EDUCATION & RESEARCH'S RECOMMENDATIONS

While generally (sometimes fervently) praising the Program, McCarver teachers and staff, TPS officials, community partners and Geo evaluation team members offered a variety of suggestions for improving the program. These were mentioned in the analysis above. Some of the recommendations brought up were contradictory. This indicates that stakeholders may want to meet to discuss how to move forward with certain aspects of Program implementation. Geo has reviewed these and offers below its recommendations below.

²³ Enrollment was 49 in year one and 50 at the beginning of year two. See program description for review of participation numbers over the life of the program.

PROGRAM AND CASE MANAGEMENT

- Encourage caseworkers and teachers to interact more frequently facilitate the early identification and documentation of issues related to students or parents. Monthly teacher assessments can be part of this but more frequent and personal interactions would help more.
- Encourage some parents who are less engaged to become more engaged with teachers in order to understand their children's needs and become more active in helping them learn.
- Continue to make daily attendance a high priority and reduce perceived and actual barriers to it.
- Find resources to help students with reading and math so that more will be able meet state standards in grades 3 – 5.
- Help parents move to be within the McCarver area so they can use buses and visit more often.
- Within the bounds of confidentiality, keep teachers informed about parents' needs and successes that might impact students.
- Develop mentorship opportunities for the students.

PARENTING EDUCATION & SUPPORT

- Provide more focused, engaging work on parenting education.
- Provide opportunities for parents to meet more often.
- Provide parent coaching as well as classes on parenting.
- Work with parents to create genuine engagement and attendance at functions.
- Re-invigorate THA's initiative to engage parents with agencies providing support services in employment and other areas.

EVALUATION

- Discuss improvements in a collaborative way where stakeholders can bounce ideas off one another.
- Improve data collection and storage for monthly progress reports by teachers.
- Design and implement an evaluation of changes in the school, teachers and students as a result of the IB curriculum changes.

APPENDIX 1: MCCARVER SPECIAL HOUSING PROGRAM COMMUNITY PARTNERS

Answers Counseling
Associated Ministries
Bates Technical College
Boys & Girls Clubs of South Puget Sound
Broadway Center for Performing Arts
Catholic Community Services
Children's Home Society
Clover Park Technical College
Community Health Care
Comprehensive Life Resources
Evergreen State College
Hope Sparks
KBTC Public Television
McCarver Family Support Center
MCD – Making a Difference in Community
North West Furniture Bank
Peace Community Center
Pierce College
Pierce County Library
Pierce County YMCA
Pierce County YWCA
Tacoma Community College
Tacoma Community House
Tacoma Goodwill
Tacoma Pierce County Health Department
Tacoma Public Schools
Tacoma Public Utilities
University of Washington Tacoma
Washington State Department of Social and Health Services
Washington Women's Employment and Education
Workforce Central

RESOLUTION #1
This is a walk on Resolution



TACOMA HOUSING AUTHORITY

RESOLUTION 2014-2-26(1)

DATE: 02/26/2014
TO: Board of Commissioners
FROM: Michael Mirra, Executive Director
RE: Payment Standards for Housing Choice Voucher Program

Background

THA has the ability to set its payment standards within 90% to 110% of the Fair Market Rents (FMR) determined by HUD. THA's current payment standards vary between 90% to 105% of the 2014 HUD FMR's based on bedroom size. THA proposes to increase the payment standards for bedroom sizes ranging from 1 through 5 for Project Based Voucher (PBV) units in Salishan, Hillside Terrace and Bay Terrace. This will allow THA to keep up with increases in utility allowances in 2014 that directly affect project based units in those properties.

The amount of a utility allowance directly affects what is called the gross rent. Gross rent is the total of the contract rent plus the utility allowance. When the gross rent exceeds the payment standard, the tenant pays the difference. In the recent past, THA's PBV units have had gross rents equal to the payment standard. This means that when utility allowances were raised in January the gross rent began to exceed the payment standard and tenants are now bearing the costs of the utility allowance increases. Below is an example of how an increase in utility allowances would affect a client.

Examples	Payment Standard 2 bedroom	Utility Allowance	Contract Rent at Salishan 2 bedroom (payment standard minus the utility allowance)	Gross Rent (Payment Standard plus the utility allowance)	Tenant Rent
Scenario 1	\$973	\$69	\$904	\$973	Tenant pays income based rent
Scenario 2	\$973	\$77	\$904	\$981	Tenant pays income based rent plus \$8 difference because of UA increase.

Below are the current payment standards and the proposed payment standards for units sized between 1 and 5 bedrooms.

Current THA Payment Standard					
Studio	1 bedroom	2 bedroom	3 bedroom	4 bedroom	5 bedroom
\$668	\$780	\$973	\$1418	\$1596	\$1835
Proposed THA Payment Standard for Salishan, Hillside Terrace and Bay Terrace					
	1 bedroom	2 bedroom	3 bedroom	4 bedroom	5 bedroom
	\$786	\$981	\$1428	\$1609	\$1850
As % of FMR	102%	98%	97%	91%	91%

THA will reexamine Payment Standards later in 2014 when HUD releases the new Fair Market Rents (FMR's) for 2015.

Recommendation

I recommend adopting payment standards at the levels shown in the chart above for Salishan, Hillside Terrace and Bay Terrace retroactive to January 1, 2014.



TACOMA HOUSING AUTHORITY

RESOLUTION 2014-2-26 (1)

PAYMENT STANDARDS FOR HOUSING CHOICE VOUCHER PROGRAM

WHEREAS, HUD updates its Fair Market Rents annually;

WHEREAS, housing authorities may adopt payment standards between 90-110% of the effective Fair Market Rents;

WHEREAS, THA will adopt payment standards that are appropriate based on available rental market data.

Resolved by the Board of Commissioners of the Housing Authority of the City Of Tacoma, Washington, that:

1. Approve Resolution 2014-02-26 (1) authorizing THA to adopt payment standards for Salishan, Hillside Terrace and Bay Terrace at the following levels:

Proposed THA Payment Standard					
Studio	1 bedroom	2 bedroom	3 bedroom	4 bedroom	5 bedroom
\$668	\$786	\$981	\$1428	\$1609	\$1850

This change will be made retroactive to January 1, 2014.

Approved: February 26, 2014

Greg Mowat, Chairman