



TACOMA HOUSING AUTHORITY

BOARD OF COMMISSIONERS

BOARD PACKET

March 23, 2016



TACOMA HOUSING AUTHORITY

Michael Mirra
Executive Director

BOARD OF COMMISSIONERS

Stanley Rumbaugh, Chair
Dr. Arthur C. Banks, Vice Chair
Janis Flauding
Minh-Anh Hodge
Derek Young

REGULAR MEETING Board of Commissioners

WEDNESDAY, March 23, 2016

The Board of Commissioners of the Housing Authority of the City of Tacoma Board will hold its Regular Meeting on **Wednesday, March 23, 2016, at 4:45 pm.**

The meeting will take place at:

**Bay Terrace
2550 South G Street, Tacoma, WA**

The site is accessible to people with disabilities. Persons who require special accommodations should contact the Sha Peterson (253) 207-4450, before 4:00 pm the day before the scheduled meeting.

I, Sha Peterson, certify that on or before March 23, 2016, I faxed / EMAILED, PUBLIC MEETING NOTICE before:

City of Tacoma	747 Market Street Tacoma, WA 98402	fax: 253-591-5123 email: CityClerk@cityoftacoma.com
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	email: 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 organizations with residents reporting applications on file.

Sha Peterson
Executive Assistant



TACOMA HOUSING AUTHORITY

AGENDA

REGULAR BOARD OF COMMISSIONERS MEETING

March 23, 2016 4:45 PM

Bay Terrace, 2550 South G Street, Tacoma, WA 98405

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1. **CALL TO ORDER**
 2. **ROLL CALL**
 3. **APPROVAL OF MINUTES**
 - 3.1 Minutes of February 24, 2016—Regular Session
 4. **GUEST COMMENTS**
 5. **COMMITTEE REPORTS**
 6. **COMMENTS FROM THE EXECUTIVE DIRECTOR**
 7. **ADMINISTRATION REPORTS**
 - 7.1 Finance
 - 7.2 Administration Department
 - 7.3 Client Services
 - 7.4 Property Management
 - 7.5 Real Estate Development
 8. **NEW BUSINESS**
 - 8.1 2016-03-23(1) Approval of Tenant Account Receivable Write Offs
 - 8.2 2016-03-23(2) Amendment to Lincoln Moving and Storage Services Contract
 - 8.3 2016-03-23(3) Amendment to Fire Alarm and Suppression Services with Simplex Grinnell
 - 8.4 2016-03-23(4) Architectural & Engineering (A&E) Services for THA Hilltop Properties Master Planning
 - 8.5 2016-03-23(5) Architectural & Engineering (A&E) Services for New Look Apartments
 - 8.6 2016-03-23(6) Amendment to Pest Control Services Contract with Stop Bugging Me
 - 8.7 2016-03-23(7) Amendment to Unarmed Security Services with Cypress Security
 - 8.8 2016-03-23(8) Brawner and Company Financial Advisor Services
 - 8.9 2016-03-23(9) Loan with Washington State Housing Finance Commission
 9. **COMMENTS FROM THE COMMISSIONERS**
 10. **EXECUTIVE SESSION, if any.**
 11. **ADJOURNMENT**



TACOMA HOUSING AUTHORITY

MINUTES



TACOMA HOUSING AUTHORITY

BOARD OF COMMISSIONERS MEETING MINUTES REGULAR SESSION WEDNESDAY, February 24, 2016

The Commissioners of the Housing Authority of the City of Tacoma met in Regular Session at 902 South L Street, Tacoma, WA at 5:13 PM on Wednesday, February 24, 2016.

1. CALL TO ORDER

Vice Chair Arthur Banks and Commissioner Janis Flauding joined the meeting via conference call.

Commissioner Derek Young called the meeting of the Board of Commissioners of the Housing Authority of the City of Tacoma (THA) to order at 5:13 PM.

Chair Stanley Rumbaugh arrived at 5:46 pm.

2. ROLL CALL

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

PRESENT	ABSENT
Commissioners	
Chair Stanley Rumbaugh	
Vice Chair Arthur Banks	
Commissioner Janis Flauding	
Commissioner Derek Young	Commissioner Minh-Anh Hodge
Staff	
Michael Mirra, Executive Director	
Sha Peterson, Executive Assistant	
April Davis, Deputy Executive Director	
Ken Shalik, Finance Director	
Barbara Tanbara, Human Resources Director	
Pat Patterson, Property Management Director	
Kathy McCormick, RED Director	
	Todd Craven, Administration Director
Sandy Burgess, Associate Director Asset Management	

3. APPROVAL OF MINUTES OF THE PREVIOUS MEETING

Commissioner Young asked for any corrections to or discussion of minutes for the Board meeting on Wednesday, January 27, 2016, Vice Chair Banks moved to adopt the minutes, Commissioner Janis Flauding seconded.

Upon roll call, the vote was as follows:

AYES: 3
NAYS: None
Abstain: None
Absent: 2

Motion approved.

4. GUEST COMMENT

Richard J. Gill
2302-6th Avenue, Unit 104

Mr. Richard Gill thanked the Board for services THA has provided him. He stated that without THA, he does not know if he would have made it through. He previously spoke at another board meeting about security at the 6th Avenue apartments. He left his key in door the other day and it was taken by another tenant. He also placed broken blinds in front of the building. The security guard told management and he got written up for it. He has been asked by THA to pay for a new key and for disposal of the blinds. He does not believe he should pay for these. He spoke to PM Director Patterson about it and is requesting an investigation and a fair meeting.

Desiree Tolbert
3202 S. Fawcett, Unit 330

Ms. Desiree Tolbert informed the Board that her daughter sent her a package for her birthday, but the post office had been delivered to the wrong person. According to Ms. Tolbert, the mail man remembers seeing the box and made an attempt to come by to deliver the package but he could not get in the building. The mail man gave the box to a person he saw at the apartment alley who stated that she knew Ms. Tolbert. Ms. Tolbert has yet to receive her package, and is upset that someone else is keeping it.

Steve Wells
602 S. Wright

Mr. Steve Wells has been a tenant at S. Wright apartments for five years and has been a member of the Resident Council. He would like to address the needs for his building—security, coordination between buildings, leadership and social services that Tacoma Housing Authority (THA) offers. People are living in fear—locking their doors and not

socializing. On site management is necessary. Commissioner Derek Young asked if he had a chance to speak to others in his building about his concerns. Mr. Wells confirmed.

Shamai Qurrette
3201 S. Fawcett Avenue, Unit 32

Mr. Shammai Qurrette is a tenant at South Fawcett. According to Mr. Qurrette, his building needs better air quality. THA needs to also remind tenants that they are responsible for their guests. Guests are calling his number to be let in the building.

5. COMMITTEE REPORTS

Real Estate Development Committee—Commissioner Rumbaugh
Nothing to report.

Finance Committee—Commissioner Hodge and Commissioner Young
Nothing to report.

Education Committee—Commissioner Hodge
Commissioner Minh-Anh Hodge was not in attendance.

Citizen Oversight Committee—Vice Chair Banks
Nothing to report.

6. COMMENTS FROM THE EXECUTIVE DIRECTOR

Executive Director (ED) Michael Mirra will go over his report during the New Business portion of the Board meeting.

7. ADMINISTRATIVE REPORTS

Finance

Finance Department (FD) Director Ken Shalik directed the board to the finance report.

FD Director Shalik presented the year-end report for 2015. According to FD Director Shalik, there was an increase in budget income due to sale of a THA property. HAP reimbursements also came in higher than. Capital funds are \$700,000 less than anticipated because Finance decided to stop drawing down using capital funds. Everything was done intentionally. He has a more detailed analysis on his report.

Executive Director (ED) Michael Mirra asked for an update on the schedule for adopting the amended 2016 budget. According to FD Director Shalik, he will be presenting the 2016 budget to the Board in June. Right now, Finance is in the process of entering and verifying information. There are still some changes to make and his intention is to provide the Board with revised budget in June.

Commissioner Janis Flauding moved to ratify the payment of cash disbursements totaling \$4,521,250 for the month of January, 2016. Vice Chair Banks seconded.

Upon roll call, the vote was as follows:

AYES: 3
NAYS: None
Abstain: None
Absent: 2

Motion Approved.

Administration

Associate Director of Administration and Asset Management (AD of AD&AM) Sandy Burgess provided a Rental Assistance Demonstration (RAD) update to the Board. Closing for RAD has been pushed to April. Tacoma Housing Authority (THA) has submitted the necessary documents to HUD. We now await HUD's approval. Commissioner Young asked for the cost ramifications of the delay. AD Burgess recounted some of the risks but thought they were manageable.

THA received the consultant's report about the contamination cleanup at Wright Street. The consultant recommends the less costly cleanup at \$176,000.

THA also needs to increase its contract for services from Jim Brawner by about \$350,000. AD Burgess presented a resolution to the Board for this purpose in March.

Client Services

Client Services (CS) Director Greg Claycamp was not in attendance. Rental Assistance (RA) Associate Directors (ADs) Julie LaRocque and Mia Navarro addressed the Board. They introduced Client Services' new Program Managers—Jessie Beck and Caroline Cabellon. Ms. Beck came from Consho Counseling in Seattle. She will be a big part of Community Services. Ms. Cabellon will be coordinating work with rental assistance and property management. Board Chair Stanley Rumbaugh welcomed the new additions to Tacoma Housing Authority (THA).

AD Navarro provided the Board CS highlights for January and February. CS is scheduled to have its leadership retreat on Friday. ED Mirra asked for a brief update on replenishing the McCarver cohort. AD Navarro stated that the application was released for the McCarver cohort. THA received 22 applications as of this afternoon, and many will move forward. She looks forward to replenishing the cohort and the redesigning of the program. According to ED Mirra, THA and the Tacoma School District are in their final

stages of drafting an interlocal agreement which will formalize their partnership. ED Mirra hopes to present this to THA Board and School District Board next month. Chair Rumbaugh stated that it is important when thinking about metrics for the Education Project to focus on not only academic achievement, absenteeism, and disciplinary issues related to students but also on the income progression of families. He added that he understands the broad scope and goal of the program in the beginning, but so far it seems to him that the education component has outperformed the income rising of Tacoma median families.

Property Management

Property Management (PM) Director Pat Patterson directed the Board to his report.

According to PM Director Patterson, there are no real updates and highlights for PM. He directed the Board to a couple of charts on his report. CS and PM have teamed up to create a usable waitlist. The goal is to get units ready to lease up. Chair Rumbaugh asked how PM maintains the integrity of the list of those still waiting. PM Director Patterson explained that THA will inquire with persons on the waiting list to determine if they are still interested in THA housing. In reply to a question from Chair Rumbaugh, PM Director Patterson stated that THA removes people from the list if they either do not return their completed questionnaires or if they report that they are no longer interested in THA housing. He explained that THA does this “purge” of the waiting list periodically. The plan is to send the letters to the first 100 on the list and see if they are still interested then it would be sent to the next 100 on the list.

PM Director Patterson’s will be proposing to close the list before it gets longer and to go through the list a little faster. Commissioner Young asked for a timeline. According to AD LaRocque the letters will go out by the end of the week. Chair Rumbaugh suggested for PM Director Patterson to keep track of this—how many are responding and the percentage dropping off. PM Director Patterson stated that there are multiple applicants who do not have the funds to move in but that THA is shortly to begin its new program to help cover the expense of deposits. Chair Rumbaugh asked if people are taken off the list after they decline twice. PM Director Patterson confirmed. Chair Rumbaugh thanked PM Director Patterson and asked how the electronic maintenance request ticket system for PM is going. PM Director Patterson stated that as far as he knows everything is going well. PM will be launching a new software program soon. ED Mirra asked if tenants can submit their work order online. PM Director Patterson confirmed. ED Mirra asked about the new system and how it will change the work order process. According to PM Director Patterson, there will be no changes but the portal will be more interactive and tenants can track their requests online. ED Mirra asked if it will be available on tenant’s smart phones. PM Director Patterson confirmed, and added how he would like to make the process easier for tenants.

Real Estate Development

Real Estate Development (RED) Department Director Kathy McCormick directed the Board to her report.

RED Director McCormick stated that THA will be closing on Bay Terrace March 4th. She will be in Seattle to sign documents. The clean up there is not as extensive as they had planned so THA will save some money. She then mentioned the cleanup of Wright Street. ED Mirra stated that AD Burgess had reported on the clean up and the four alternative choices for clean-up from the environmental report. RED Director McCormick stated that they are looking at \$176k for installation of a well to monitor ground water at Wright Street. Chair Rumbaugh asked if we are still anticipating seeking reimbursement from prior owners. AD Burgess confirmed. Chair Rumbaugh noted how on the RED report, it showed that D.R. Horton sold out on Area 3 at Salishan. RED Director McCormick confirmed. Chair Rumbaugh asked to be reminded of how much the homes sold for. ED Mirra stated that we probably would have made more per lot on area 2B if we sat on it longer but it was relieving to see that we are done. Chair Rumbaugh agrees but he just wondered about the depreciation. ED Mirra asked RED Director McCormick if we can take a look back to track. RED Director McCormick will talk to Bob Fredrickson.

Chair Rumbaugh asked about Key Bank. RED Director McCormick stated that the report on the soil testing will arrive tomorrow. Chair Rumbaugh asked if we had to remove asphalt, and RED Director McCormick said no. RED put a Request for Proposal (RFP) out for architects for THA's master planning for the Hilltop properties we are assembling. She will bring the recommendation to the Board next month.

According to RED Director McCormick, she has plans on submitting a 9% tax credit application for Hillsdale Heights.

Human Resources

Nothing to report.

8. OLD BUSINESS

None.

9. NEW BUSINESS

8.2 RESOLUTION 2016-02-24 (2), Ratifying Board Actions Taken on January 27, 2016

A **RESOLUTION** of the Board of Commissioners of the Housing Authority of the City of Tacoma

WHEREAS, The Board met in regular session on January 27, 2016, at 902 South L Street; and

WHEREAS, At some point during the meeting, the outside doors to that building were locked and unattended. This would have prevented any member of the public from entering the building at that time and attending the meeting; and

WHEREAS, The locked door violated the Open Public Meetings Act, Chap. 42.30 RCW; and

WHEREAS, The Board took actions at that January 27, 2016 meeting; and

WHEREAS, To ensure the validity of those actions, the Board must ratify them, now, therefore, be it

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

The Board ratifies all actions that it took at its regular meeting on January 27, 2016, including the monthly financial motion and the following resolutions:

- 2016-01-27 (1), RAD A&E Work Addendums #5 & #6, Casey Dechant Architects
- 2016-01-27 (2), Second Amendment to eightCloud Contract
- 2016-01-27 (3), Bay Terrace II, Issuance of Revenue Bonds
- 2016-01-27 (4), Bay Terrace II, 2500 Court G Omnibus Resolution
- 2016-01-27 (5), Amendment to Income Program and Income Certification and Leasing Services with Allied Residential

Approved: February 24, 2016

Stanley Rumbaugh, Chair

**8.3 Resolution 2016-02-24 (3)
RENEW TACOMA HOUSING PORTFOLIO**

A **RESOLUTION** of the Board of Commissioners of the Housing Authority of the City of Tacoma providing for the issuance of a revenue note in the principal amount of not to exceed \$45,000,000, the proceeds of which will be used to make a loan to Renew Tacoma Housing LLLP, a Washington limited liability limited partnership of which the Authority is the sole general partner, to provide part of the funds with which to acquire and rehabilitate nine affordable rental housing projects containing a total of 456 units to provide housing for low income persons in the City of Tacoma, Washington; determining the form and terms of the note;

authorizing the execution and delivery of a funding loan agreement with respect to the issuance of the note, a borrower loan agreement providing for repayment of the loan, a regulatory agreement governing the use of the projects and other note and loan documents; providing for the sale and delivery of the note to Citibank, N.A.; authorizing and directing appropriate officers of the Authority to execute such documents as are useful or necessary to the purposes of this resolution; and rescinding Resolution No. 2015-12-16 (8).

WHEREAS, The Housing Authority of the City of Tacoma (the “Authority”) seeks to encourage the provision of housing for low-income persons residing in the City of Tacoma, Washington (the “City”); and

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 dwellings, apartments, mobile home parks or other living accommodations for persons of low income”; and

WHEREAS, RCW 35.82.070(5) provides that a housing authority may, among other things, “lease any . . . lands . . . embraced in any housing project and . . . establish and revise the rents or charges therefor”; and “sell, lease, exchange, transfer. . . or dispose of any real or personal property or any interest therein . . .”; and

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 for persons of low-income”; and

WHEREAS, RCW 35.82.020(11) and 35.82.130 together provide that a housing authority may issue bonds, notes or other obligations for any of its corporate purposes; and

WHEREAS, Renew Tacoma Housing LLLP (the “Partnership”), a Washington limited liability limited partnership of which the Authority is the sole general partner, has applied to the Authority for financial assistance for the purpose of providing part of the funds with which to acquire and rehabilitate the following nine apartment complexes, all of which will be leased by the Partnership from the Authority (the “Project”); and

Property Name	Address	Number of Units
K Street Apartments	911 North K Street Tacoma, Washington 98403	43
G Street Apartments	401 North G Street Tacoma, Washington 98403	40
E.B. Wilson Apartments	1202 South M Street Tacoma, Washington 98405	77
Fawcett Apartments	3201 Fawcett Avenue Tacoma, Washington 98418	30
Ludwig Apartments	5425 South Lawrence Street Tacoma, Washington 98409	41
6 th Avenue Apartments	2302 6 th Avenue Tacoma, Washington	64
Wright Street Apartments	602 South Wright Street Tacoma, Washington 98418	58
Bergerson Terrace Apartments	5301, 5303, 5305, 5307, 5309, 5311, 5313 and 5315 South Orchard Street Tacoma, Washington 98467	72
Dixon Village Apartments	5401-5512 South Stevens Street Tacoma, Washington 98409	31

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WHEREAS, The Project will be used by the Partnership to provide housing for low-income persons, and no more than an insubstantial portion of the proceeds of the Note (defined below) will be used in connection with the financing or refinancing of any portion of the Project to be used by the Partnership for any other purpose; and

WHEREAS, The Board of Commissioners of the Authority deems it necessary and advisable and in the best interest of the Authority to issue the Note, and to use the proceeds thereof to make a loan to the Partnership for the purposes described herein; and

WHEREAS, It is anticipated that Citibank, N.A. will offer to purchase the Note on the terms and conditions set forth herein; and

WHEREAS, On December 16, 2015, the Authority's Board of Commissioners adopted Resolution No. 2015-12-16 (8), providing for the issuance of notes to finance the acquisition and rehabilitation of the Project; and

WHEREAS, The provisions of this resolution shall govern the terms of the Note and the related documents, and the Authority now wishes to rescind Resolution No. 2015-12-16 (8); and

WHEREAS, RCW 35.82.040 provides that a housing authority may delegate to one or more of its agents or employees such powers or duties as it may deem proper, NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF COMMISSIONERS OF THE HOUSING AUTHORITY OF THE CITY OF TACOMA as follows:

Section 1. Definitions. As used in this resolution, the following words have the following meanings:

“Assignment of Deed of Trust and Loan Documents” means the Assignment of Leasehold Deed of Trust and Loan Documents to be executed by the Authority, relating to the assignment of the Authority’s interests in the Deed of Trust and the Borrower Note, including any supplements or amendments thereto made in conformity therewith.

“Assignment of Equity Interests” means the Assignment of Equity Interests, Pledge and Security Agreement to be executed by the Partnership and the Authority (in its capacity as general partner of the Partnership), relating to the assignment of certain of the Authority’s equity interests in the Partnership, including any supplements or amendments thereto made in conformity therewith.

“Assignment of HAP Agreement” means the Assignment of Housing Assistance Payments Agreement to be executed by the Partnership, relating to the assignment of certain of the Partnership’s rights under its PBV Housing Assistance Payment Contract pertaining to the Project, including any supplements or amendments thereto made in conformity therewith.

“Assignment of Management Agreement” means the Assignment of Management Agreement to be executed by the Partnership and the Authority (in its capacity as manager of the Project relating to assignment to the Bank of certain of the Partnership’s rights under property management agreements with respect to the Project, including any supplements or amendments thereto made in conformity therewith.

“Assignment and Subordination of Developer Fees” means the Assignment of Subordination of Developer Fees, Pledge and Security Agreement to be executed by the Partnership and the Authority (in its capacity as developer), relating to the assignment of certain of the Partnership’s and the Authority’s interests in the development agreement with respect to the Project, including any supplements or amendments thereto made in conformity therewith.

“Authority” means the Housing Authority of the City of Tacoma, a public body corporate and politic duly organized and existing under and by virtue of the laws of the State of Washington.

“Bank” means Citibank, N.A., as Registered Owner of the Note, and any subsequent Registered Owner thereof.

“Board” means the Board of Commissioners of the Authority.

“Borrower Loan Agreement” means the Borrower Loan Agreement between the Authority and the Partnership providing for, evidencing and securing the obligation of the Partnership to repay the Loan, and including any supplements or amendments thereto made in conformity herewith and therewith.

“Borrower Note” means the Multifamily Note to be executed by the Partnership in favor of the Authority and endorsed in favor of the Bank.

“Code” means the Internal Revenue Code of 1986, as amended, and applicable rules and regulations promulgated thereunder.

“Completion and Repayment Guaranty” means, together, the Completion and Repayment Guaranty (Including Operating Deficit Guaranty) and the Exceptions to Non-Recourse Guaranty to be executed by the Authority providing for a guaranty of certain of the Partnership’s obligations with respect to the construction of the Project and repayment of the Loan, including any supplements or amendments thereto made in conformity herewith and therewith.

“Construction Funding Agreement” means the Construction Funding Agreement to be executed by the Partnership and the Bank, setting forth certain covenants and conditions relating to the Loan, including any supplements or amendments thereto made in conformity herewith and therewith.

“Deed of Trust” means the Multifamily Leasehold Deed of Trust, Assignment of Rents, Security Agreement and Fixture Filing, encumbering the Partnership’s leasehold interest in the real property and improvements and personal property constituting the Project, securing payment of the Loan, including the exhibits thereto (including, without limitation, the Master Lessor’s Subordination and Joinder, to be entered into by the Authority (in its capacity as lessor) and the Partnership), and any supplements or amendments thereto made in conformity herewith and therewith.

“Deposit Account Control Agreement” means the Deposit Account Control Agreement to be executed by the Partnership and/or the Authority, relating to the deposit of funds for the purpose of securing payments on the Loan and/or the Note, including any supplements or amendments thereto made in conformity herewith and therewith.

“Draws” means incremental draws on the Note.

“Environmental Indemnification Agreement” means the Agreement of Environmental Indemnification to be executed by the Partnership and the Authority relating to environmental claims with respect to the Project, including any supplements or amendments thereto made in conformity therewith.

“Executive Director” means the Executive Director of the Authority.

“Funding Loan Agreement” means the Funding Loan Agreement between the Bank and the Authority providing for a loan from the Bank to the Authority evidenced by the Note.

“General Revenues” means the rent, fees and other revenues of the Authority from any source, except those revenues which are now or hereafter prohibited from being used for the purpose of paying Authority’s obligations under the Completion and Repayment Guaranty or Environmental Indemnification Agreement under the provisions of any law, regulation, contract or covenant, resolution or deed of trust (including restrictions relating to funds available to the Authority under the U.S. Housing Act of 1937).

“Loan” means the loan from the Authority to the Partnership of the proceeds of Draws on the Note.

“Loan Documents” means, collectively, the Assignment of Equity Interests, the Assignment of HAP Agreement, the Assignment of Management Agreement, the Assignment of Subordination of Developer Fees, the Borrower Loan Agreement, the Borrower Note, the Construction Funding Agreement, the Deed of Trust, the Deposit Account Control Agreement, the Environmental

Indemnity Agreement, the Master Lease Estoppel Certificate, the Replacement Reserve Agreement, any related UCC Financing Statements and any other documents relating to the Loan to be executed by the Partnership.

“Master Lease Estoppel Certificate” means the Master Lease Estoppel Certificate to be executed by the Authority and acknowledged and agreed to by the Partnership, relating to certain of the Authority’s rights under the master lease of the Project to the Partnership, including any supplements or amendments thereto made in conformity therewith.

“Note” means the Multifamily Mortgage Revenue Note, 2016 (Renew Tacoma Housing Portfolio), of the Authority, issued pursuant to, under the Authority of and for the purposes provided in this resolution.

“Note Registrar” means the Executive Director of the Authority.

“Partnership” means Renew Tacoma Housing LLLP, a Washington limited liability limited partnership of which the Authority is the sole general partner, formed in connection with the Project.

“Project” means, depending on the context, (1) the acquisition and rehabilitation of nine affordable housing projects located on real property described in Exhibit A to the Deed of Trust, or (2) the affordable rental housing projects so acquired and rehabilitated.

“Proposal Letter” means the proposal letter dated September 21, 2015, prepared by the Bank setting forth certain of the terms under which the Bank may purchase the Note, as it may be amended and supplemented, and any supplement or amendment or commitment letter issued pursuant or supplemental thereto.

“Registered Owner” means the Bank, as registered owner of the Note, registered as such on the registration books maintained by the Note Registrar.

“Regulatory Agreement” means the Regulatory Agreement executed by the Partnership for the benefit of the Authority governing the use of the Project, and including any supplements or amendments thereto made in conformity herewith and therewith.

“Replacement Reserve Agreement” means the Replacement Reserve Agreement between the Partnership and the Bank, providing for the establishment of a replacement reserve fund, including any supplements or amendments made in conformity herewith and therewith.

“Subordination Agreement” means the Subordination and Intercreditor Agreement between the Authority and the Bank and acknowledged by the Partnership, including any supplements or amendments thereto made in conformity herewith and therewith.

All other capitalized terms used but not defined herein shall have the meanings assigned to them in the Borrower Loan Agreement.

Section 2. Authorization of Note and Loan and Application of Proceeds. The Authority shall issue the Note in an original principal amount of not to exceed \$45,000,000 for the purpose of making a loan to the Partnership to provide a portion of the funds required to accomplish the Project and pay costs of issuing the Note. Such Note financing is declared and determined to be important for the feasibility of the Project. All proceeds from Draws on the Note shall be lent to the

Partnership for those purposes. The Board finds that it is in the best interest of the Authority to issue the Note for the purposes set forth in this resolution.

Section 3. Description of the Note. The Note shall be issued in registered form in an original principal amount of not to exceed \$45,000,000. The Note shall be dated such date, shall be in such denominations, shall bear interest payable on such dates and at such rates, shall mature at such times and in such amounts, shall have such prepayment or redemption provisions and shall have such other provisions consistent with the purposes of this resolution as are set forth in the Funding Loan Agreement and the Note.

Section 4. Draws on the Note. The Board authorizes the Executive Director, as authorized signer for the Authority, in its capacity as general partner of the Partnership, or his designees, to make Draws against the Note in such amounts and at such times as they may determine, those Draws to be made in accordance with the terms and provisions set forth herein and in the Loan Documents. Draws shall be recorded in such form as the Partnership and the Bank may agree. Draws shall be limited to an aggregate principal amount of \$45,000,000.

Section 5. Note Registrar; Registration and Transfer of Note. The Note shall be issued only in registered form as to both principal and interest and shall be recorded on books or records maintained by the Note Registrar (the "Note Register"). The Executive Director shall serve as Note Registrar for the Note. The Note Register shall contain the name and mailing address of the Registered Owner of the Note. The Note Registrar is authorized, on behalf of the Authority, to authenticate and deliver the Note in accordance with the provisions of the Note, the Funding Loan Agreement and this resolution, to serve as the Authority's paying agent for the Note and to carry out all of the Note Registrar's powers and duties under this resolution and the Funding Loan Agreement. The Note may be transferred only in accordance with the terms of the Funding Loan Agreement.

Section 6. Payment of Note. Both principal of and interest on the Note shall be payable in lawful money of the United States of America and shall be paid by check mailed to arrive on or before each payment date, or in immediately available funds delivered on or before each payment date, to the Registered Owner at the address appearing on the Note Register on the date payment is mailed or delivered. Upon the final payment of principal of and interest on a Note, the Registered Owner shall surrender that Note at the principal office of the Note Registrar in Tacoma, Washington, for destruction or cancellation in accordance with law.

Section 7. Security for the Note. The Note shall be a special, nonrecourse obligation of the Authority payable solely from Pledged Revenues (as defined in the Funding Loan Agreement) and such other funds and money as may be pledged or assigned under the Funding Loan Agreement. The obligations of the Authority under the Funding Loan Agreement and the Note are not a debt of the

City of Tacoma, the State of Washington or any political subdivision thereof and neither the City of Tacoma, nor the State Washington or any political subdivision thereof shall be liable thereon, nor in any event shall the obligations of the Authority thereunder be payable out of any funds or properties other than those of the Authority expressly pledged thereto. The obligations of the Authority under the Funding Loan Agreement and the Note shall not constitute indebtedness within the meaning of any constitutional or statutory debt limitation or restriction. The Authority has no taxing power.

The Authority pledges its General Revenues to payment of its obligations under the Completion and Repayment Guaranty and the Environmental Indemnification Agreement subject to release in accordance with their respective terms. The Authority reserves without limitation the right to issue other obligations, the principal of and interest on which are to be paid from the General Revenues on a parity of lien with the obligations of the Authority under the Completion and Repayment Guaranty and the Environmental Indemnification Agreement. At its option, the Authority may pledge any revenues that comprise a portion of the General Revenues to payment of other obligations, such payments to have priority over the payments to be made under the Completion and Repayment Guaranty and Environmental Indemnification Agreement with respect to that portion of the General Revenues so pledged.

Except to the extent of the pledge of the General Revenues of the Authority to payment of the Authority's obligations under the Completion and Repayment Guaranty and the Environmental Indemnification Agreement to which it is a party, neither the Authority nor any of the Commissioners, officers or employees of the Authority shall be personally liable for the payment of the Note.

Upon the issuance of the Note, the Authority shall cause the Loan Documents to be executed by the Partnership for the benefit of the Authority and/or the Bank, and shall assign certain of its rights under the Loan Documents to which it is a party to the Bank, as security for the payment of the principal of and interest on the Note. The Authority shall retain rights under the Regulatory Agreement and certain rights under the Borrower Loan Agreement as described therein. Upon that assignment, the Bank shall collect, on behalf of the Authority, the principal and interest payments received under the Loan Documents, and shall apply the same to the payment of the principal of and interest on the Note, and the Authority shall have no obligation to make principal and interest payments on the Note except from those payments collected by the Bank on the Authority's behalf and those payments made pursuant to the Completion and Repayment Guaranty.

The Registered Owner shall not charge the Authority, in its capacity as issuer of the Note, and, in such capacity, the Authority shall not be obligated to pay to the Registered Owner, any fees for or costs of collection and application of principal and interest payments under the Loan Documents or the Note, including any fees for or costs of collecting such payments or exercising the power of sale or any other power under the Deed of Trust, nor shall the Authority be obligated to pay for the application of such payments to the payment of principal of and interest on the Note, except as may be required by the terms of the Completion and Repayment Guaranty. If the Note is assigned and transferred to a new

Registered Owner, the security interest in the Loan Documents shall be assigned to such new Registered Owner, and such new Registered Owner shall have the rights to carry out all of the duties of the prior Registered Owner as set forth in this resolution, including the duty to collect principal and interest payments under the Loan Documents and apply the same to the payment of principal of and interest on the Note.

Section 8. Form and Execution of Note. The Note shall be in a form consistent with the provisions of this resolution, the Funding Loan Agreement and state law, shall bear the manual or facsimile signatures of the Chair of the Board and Executive Director of the Authority. The Note shall be authenticated by the Note Registrar as set forth in the Funding Loan Agreement. No Note shall be valid for any purpose until so authenticated. The authorized signing of a Certificate of Authentication shall be conclusive evidence that the Note so authenticated has been duly executed, authenticated and delivered and is entitled to the benefits of this resolution.

Section 9. Preservation of Tax Exemption for Interest on Note. The Authority covenants that it will take all actions necessary to prevent interest on the Note from being included in gross income for federal income tax purposes, and it will neither take any action nor make or permit any use of proceeds of the Note or other funds of the Authority treated as proceeds of the Note at any time during the term of the Note which would cause interest on the Note to be included in gross income for federal income tax purposes. The Authority also covenants that, to the extent arbitrage rebate requirements of Section 148 of the Code are applicable to the Note, it will take all actions necessary to comply (or to be treated as having complied) with those requirements in connection with the Note, including the calculation and payment of any penalties that the Authority has elected to pay as an alternative to calculating rebatable arbitrage, and the payment of any other penalties if required under Section 148 of the Code to prevent interest on the Note from being included in gross income for federal income tax purposes (but only from amounts received by the Authority from the Partnership as payments for those purposes).

The Borrower Loan Agreement shall require the Partnership to reimburse the Authority for all costs to the Authority of its compliance with the covenants contained in this section, and the Authority shall not be required to expend any funds, other than such amounts to be reimbursed or other money received under the terms of the Borrower Loan Agreement, in so complying.

Section 10. Approval of Sale of Note to Bank. It is anticipated that the Bank will offer to purchase the Note under the terms and conditions contained in this resolution and the Proposal Letter. The Board finds that such offer is in the best interest of the Authority, and therefore approves the offer to purchase the Note under the terms and conditions in this resolution and the Proposal Letter. The Note will be delivered to the Bank with the approving legal opinion of Foster

Pepper PLLC, municipal bond counsel of Seattle, Washington, regarding the Note.

Section 11. Authorization of Documents and Execution Thereof. The Board authorizes the Executive Director to negotiate and approve the Regulatory Agreement, the Completion and Repayment Guaranty, the Assignment of Deed of Trust and Loan Documents, the Funding Loan Agreement, the Subordination Agreements, and the Loan Documents. The Board authorizes and approves the execution and delivery of, and the performance by the Authority of its obligations contained in, the Note, the Assignment of Deed of Trust and Loan Documents, the Completion and Repayment Guaranty, the Subordination Agreement, the Regulatory Agreement, the Funding Loan Agreement, the Loan Documents to which it is a party, and this resolution and the consummation by the Authority of all other transactions contemplated by this resolution in connection with the issuance of the Note. The Board authorizes and directs the Executive Director to execute on behalf of the Authority and to deliver the Assignment of Deed of Trust and Loan Documents, the Regulatory Agreement, the Completion and Repayment Guaranty, the Funding Loan Agreement, the Subordination Agreement, and the Loan Documents to which the Authority is a party, and such financing statements and other documents, instruments, and agreements as may be necessary or desirable in connection with the issuance of the Note or required by the Bank as a condition to purchasing the Note.

Section 12. Acting Officers Authorized. Any action authorized or directed by this resolution to be taken by the Chair of the Board or Executive Director may in the absence of such person be taken by the duly authorized acting Chair of the Board or the acting Executive Director, respectively.

Section 13. Reimbursement. For purposes of applicable Treasury Regulations, the Partnership and the Authority are authorized to advance such funds as may be necessary for the Project and the financing thereof, which expenditures may be reimbursed with proceeds of Draws on the Note. It is intended that this resolution shall constitute a declaration of official intent to reimburse expenditures for the Project made before the issue date of the Note from proceeds of the Draws on the Note, for the purposes of Treasury Regulations Sections 1.103-8(a)(5) and 1.150-2.

Section 14. Changes to Titles, Parties and Number and Designation of Notes. While the titles of and parties to the various documents described herein 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. The Executive Director is delegated the authority to determine that whether the Note should be issued in the form of a single note or multiple notes. If the Executive Director determines that the Note will be issued in the form of multiple notes, the aggregate principal amount of such Notes shall not exceed \$45,000,000, and the Executive Director may, in his discretion, alter the designation of the Note to cause the various notes to be distinguishable. The Executive

Director's authentication of such notes, as described herein, will constitute conclusive evidence of his or her approval of the issuance of the Note in the form of multiple notes and of the designation of such notes.

Section 15. Resolution No. 2015-12-16(8) Rescinded. Resolution No. 2015-12-16(8) of the Authority, adopted by the Board on December 16, 2015, is hereby rescinded.

Section 16. Ratification and Confirmation. Any actions of the Authority or its officers prior to the date hereof and consistent with the terms of this resolution are ratified and confirmed.

Section 17. Effective Date. This resolution shall be in full force and effect from and after its adoption and approval.

ADOPTED by the Board of Commissioners of the Housing Authority of the City of Tacoma at an open public meeting thereof this **24^h day of February, 2016.**
HOUSING AUTHORITY OF THE CITY OF TACOMA

By: _____

Stanley Rumbaugh, Chair, Board of Commissioners

ATTEST:

Secretary-Treasurer

CERTIFICATE

I, the undersigned, the duly chosen, qualified and acting Secretary and Executive Director of the Housing Authority of the City of Tacoma (the "Authority") and keeper of the records of the Authority, CERTIFY:

1. That the attached copy of Resolution No. 2016-02-24 (3) (the "Resolution") is a full, true and correct copy of the resolution of the Board of Commissioners of the Authority, as adopted at a meeting of the Authority held on February 25, 2016, and duly recorded in the minute books of the Authority;

2. That written notice specifying the time and place of the meeting and noting the business to be transacted was given to all members of the Board of Commissioners by mail, fax, electronic mail or personal delivery at least 24 hours prior to the meeting, a true and complete copy of which notice is attached hereto as Appendix I;

3. That the written notice described above was also posted on the Authority's website and prominently displayed at the main entrance of the

Authority's administrative office at 901 South L Street, Tacoma, Washington 98405 and at the meeting site, if different, at least 24 hours prior to the meeting;

4. That the written notice described above was given to each local radio or television station and to each newspaper of general circulation that has on file with the Authority a written request to be notified of special meetings and to any others to which such notices are customarily given by the Authority; and

5. That such meeting was duly convened and held in all respects in accordance with law; that a quorum was present throughout the meeting and a majority of the members of the Board of Commissioners of the Authority present at the meeting voted in the proper manner for the adoption of the Resolution; that all other requirements and proceedings incident to the proper adoption of the Resolution have been duly fulfilled, carried out and otherwise observed, and that I am authorized to execute this Certificate.

IN WITNESS WHEREOF, I have hereunto set my hand this **24th day of February, 2016.**

Michael Mirra, Secretary and Executive Director of the Authority

Approved: February 24, 2016

Stanley Rumbaugh, Chair

8.4 RESOLUTION 2016-02-24 (4)

(Amendment #4 to Legal Services with Gordon, Thomas, Honeywell, LLP)

A **RESOLUTION** of the Board of Commissioners of the Housing Authority of the City of Tacoma

WHEREAS, Tacoma Housing Authority procured for legal services in December 2011; and

WHEREAS, The contract was signed in January 20, 2012 for \$100,000 for a duration of one (1) year with the option of four one year extensions; and

WHEREAS, The accumulative budget from services rendered are near or exceed the contract limit of \$100,000, authorized by the Executive Director; and

WHEREAS, THA will need additional legal services from this contract for matters related to THA properties, policy review and human resources; and

WHEREAS, The amended contract amount with Gordon, Thomas, Honeywell, LLP will be a Not-to-Exceed \$400,000 for legal services, now, therefore, be it

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

Authorize THA's Executive Director to amend the Legal Services contract with Gordon, Thomas, Honeywell, LLP an additional \$300,000, making the total amount of the contract of \$400,000.00.

Approved: February 24, 2016

Stanley Rumbaugh, Chair

8.5 RESOLUTION 2016-02-24 (5)
(Approval of Strategic Objectives Performance Measures, Baselines and Targets)

A **RESOLUTION** of the Board of Commissioners of the Housing Authority of the City of Tacoma

WHEREAS, By Resolution 2013-2-27(1), the Board adopted THA's Statements of Vision and Mission, and its seven strategic objectives. It also adopted performance measures for each of the strategic objectives. The resolution acknowledged that the performance measures would be dynamic, requiring continual review and adjustment;

WHEREAS, The staff have continued to refine those measures and their baselines and targets, with periodic updates to the Board; the attached draft shows their present version; a

WHEREAS, This version is developed enough for staff to use to create a digital dashboard for the visual display of the performance measures, baselines, targets and outcomes;

WHEREAS, The digital dashboard will provide the next good chance to review and adjust them as part of a continual review and reassessment, now, therefore, be it

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

1. THA adopts the performance measures for its seven strategic objectives as they show in the attached chart, with baselines and targets.
2. The Board asks the staff to display these performance measures, baselines and targets, and outcomes, in a digital dashboard using appropriate techniques of visualizations.
3. These standards will require continual adjustment to account for our improving understanding of the availability and limitation on data and our evolving understanding of our work. Staff are encouraged to adjust them for this purpose.

- Staff need not seek Board approval for every such adjustment. Instead, the Board asks staff to keep it reasonably informed about such adjustments.
4. In particular, the Board anticipates that its next thorough review will occur once the information is available in the digital dashboard.

Approved: February 24, 2016

Stanley Rumbaugh, Chair

9. COMMENTS FROM COMMISSIONERS

None.

10. EXECUTIVE SESSION

None.

11. ADJOURNMENT

There being no further business to conduct the meeting ended at 6:17 PM.

APPROVED AS CORRECT

Adopted: March 23, 2016

Stanley Rumbaugh, Chair



TACOMA HOUSING AUTHORITY

Real Estate Development Committee

Chair Stanley Rumbaugh

Finance Committee

Commissioner Minh-Anh Hodge

Commissioner Derek Young

Citizen Oversight Committee

Vice Chair Banks

Education Committee

Commissioner Minh-Anh Hodge



TACOMA HOUSING AUTHORITY

**COMMENTS FROM THE
EXECUTIVE DIRECTOR**



TACOMA HOUSING AUTHORITY

To: THA Board of Commissioners
From: Michael Mirra, Executive Director
Date: March 16, 2016
Re: Executive Director's Report

This is my monthly report for March 2016. The departments' reports supplement it.

1. **THA RE-ORGANIZATION COMPLETE**

THA's re-organization has been complete for a while now. We have just completed the chart depicting it. I attach a copy. The notable features of the re-organization include:

- creating a separate Department of Property Management
- combining its Rental Assistance Division and the Community Services Department into a new Department of Client Services. We have also reorganized the Community Services Division of that new department.
- creating the new Department of Policy, Innovation and Evaluation
- creating the position of Deputy Executive Director

The reorganization has been a good one. Staff find that it presents a better arrangement of functions and responsibilities.

We hope to shortly finish the new version of the Chart of Responsibilities.

2. **EDUCATION PROJECT: UPDATES**

THA's Education Project has been lively recently. We can report the following:

2.1 **THA-Tacoma Public Schools Interlocal Cooperation Agreement in draft**

THA and TPS staff are finalizing a draft for presentation to the THA and TPS Boards of an Interlocal Cooperation Agreement. I attach a copy of the present draft. This will give the Board a chance to review it well in advance of the April board meeting, when I expect to present it for the Board approval.

This will be an important document. The THA and TPS partnership has continued to grow. This document will serve several purposes. **First**, it will give useful structure to the partnership concerning such matters as data sharing, communication, dispute resolution, indemnification and insurance. **Second**, it will memorialize the specific initiatives, state their purposes and performance measures, and assign responsibilities between THA and TPS. **Third**, the agreement will be an interlocal cooperation agreement pursuant to Chap. 39.34 RCW. This will authorize THA and TPS to share their authority in ways to make the partnership more effective. **Fourth**, and most importantly, the agreement will memorialize and authoritatively affirm the commitment to the partnership of THA

and TPS. For this reason, we will ask approval of the agreement by the boards of THA and TPS.

We expect to present it to the THA Board for its approval at its April meeting. Superintendent Carla Santorno will likely attend. I hope all Commissioners will be able to attend the April meeting. Also in April, we will present it to the School Board for its approval. I will attend that session.

This agreement will be the first of its kind we know of in the nation.

2.2 McCarver Elementary School Housing Assistance Project

As the Board know, we have turned the McCarver program from a pilot to a regular offering of the school. As a result, we are replenishing the cohort. We are also planning to expand the program to at least one and, I hope, more elementary schools with ruinous student transience rates due to family homelessness. THA and TPS staff are spending this year adjusting the model to account for what we learned from four years of data and evaluation. I attach a copy of the most recent evaluation. We will also be getting help from the Urban Institute, with which we contracted for this purpose.

To help with this redesign, we will be reconvening a McCarver Community Advisory Group.

2.3 TCC Housing Assistance Project

I attach a summary of the TCC Housing Assistance Pilot Project. The Board may recall that the first year of data was very positive:

- **95%** (21 out of 22) of participating students remain enrolled; in comparison, of the 146 eligible applicants the program could not serve, only **24%** (35 out of 146) remain enrolled;
- The GPA of the participating students is **3.05**; the average GPA of all TCC students, homeless or housed, is **2.96**.

We had initially thought that we need three years of data to judge the model and decide whether to expand it beyond the pilot. These data are encouraging enough to consider expanding it sooner. Staff will spend this year deciding that. We will also consider a request from TCC that we extend the rental assistance for TCC students beyond their graduation from TCC if they transfer to UWT. This would help pay for their housing until they get a four year degree.

2.4 Children's Savings Account

I attach updated versions of the descriptions of our Children Savings Account Program for the Children of Salishan. We are deeply engaged in two efforts: recruiting the first year's cohort; raising the matching funds. We will have a

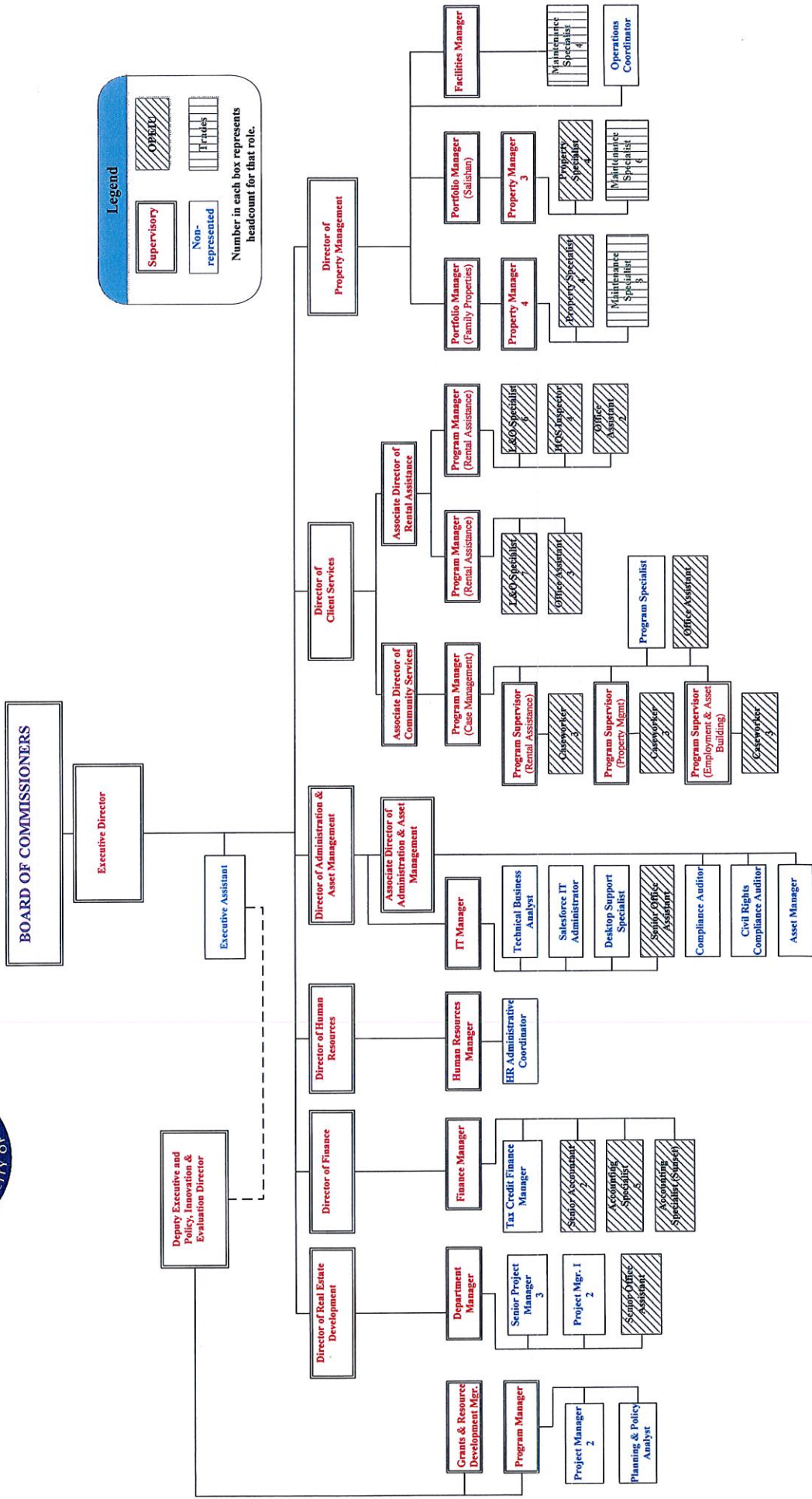
progress report about each effort at the Board meeting. We should have good news to share about each.

At the April board meeting, in addition to Superintendant Santorno, the Board will host a visit from Andrea Levere, the CEO of the Corporation for Enterprise Development (CFED). CFED has helped THA design this program.

In May, the Council of Large Public Housing Authorities (CLPHA) and the Gates Foundation will be hosting their second Housing and Education summit. Staff from Tacoma Public Schools, including Superintendent Santorno, TCC and THA will attend. Tacoma will be well represented.



TACOMA HOUSING AUTHORITY
AGENCY-WIDE
ORGANIZATIONAL CHART
March 2016



INTERLOCAL COOPERATION AGREEMENT

between

TACOMA SCHOOL DISTRICT NO. 10
(hereinafter referred to as “TPS” of “DISTRICT”)
601 South 8th Street
P. O. Box 1357
Tacoma, WA 98401-1357

and

TACOMA HOUSING AUTHORITY
(hereinafter referred to as “THA”)
902 South L. Street
Tacoma, WA 98405

March 16, 2016

The Tacoma School District No. 10 (“TPS”) and the Tacoma Housing Authority (“THA”) agree as follows:

I. RECITALS

- A.** The mission of TPS is to provide a comprehensive educational experience that is rigorous, individualized and enables students to contribute to a changing and diverse world. It does this in partnership with parents and the community.
- B.** Children in poverty face challenges that can limit their educational success. Notable among those challenges are homelessness, housing instability and their accompanying difficulties. TPS cannot address these challenges alone. It needs help from community partners, like THA.
- C.** The mission of THA is to provide high quality housing to families in need. It seeks to do this in ways that also help their children succeed in school and that promote the success of Tacoma schools that serve low-income children.
- D.** TPS and THA have collaborated for these purposes beginning in 2006. Their partnership has since entailed a growing number of initiatives of increasing ambition, scope and elaboration.
- E.** A successful partnership between a school district and a housing authority requires the elements listed below. This Agreement memorializes them for TPS and THA:

- a shared acknowledgement that they serve the same children and families for the same purpose;
- a shared commitment to that mission;
- an agreement on performance measures for their common efforts;
- an effective way to exchange the data necessary to design, implement and evaluate their efforts.

F. Pursuant to Chapter 39.34 RCW, any two public agencies may enter into agreements with one another for joint or cooperative action to provide services and facilities in a manner that will accord best with geographic, economic, population and other factors influencing the needs and development of local communities.

G. TPS and THA are public agencies under Chapter 39.34 RCW.

H. They enter this agreement pursuant to Chap. 39.34 RCW to make the most efficient use of their powers and resources and to enable their cooperation for mutual advantage to better serve their common community.

II. The recitals are part of this agreement.

III. INDIVIDUAL INITIATIVES OF THE TPS AND THA PARTNERSHIP

A. This agreement shall encompass individual initiatives. Each shall be the subject of separate descriptions and provisions that shall constitute a separate numbered Initiative Addendum to this Agreement. Each shall be part of this Agreement and subject to its terms. Presently, they include the following initiatives:

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- *Initiative Addendum 1: Elementary School Housing Assistance Program (McCarver model)*

- *Initiative Addendum 2: Children's Savings Account for the Children of Salishan*

- *Initiative Addendum 3: Early Warning Attendance Initiative*

- *Initiative Addendum 4: THA College Bound Scholarship Enrollment Program*

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- *Initiative Addendum 5: THA Reach Out and Read Book Program*

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- *Initiative Addendum 6: Managing the 2015 Grant from the Bill & Melinda Gates Foundation for the THA – TPS collaboration.*

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- *Initiative Addendum 7: TPS Head Start Classroom at THA's Bay Terrace Community*

IV. DATA SHARING

- A.** The exchange of data between TPS and THA about the families and students they serve is essential to the success of this partnership. Data allow them to identify the need for programs, design a program, evaluate its outcomes and respond to the outcomes with program changes.
- B.** TPS and THA shall share data pursuant to Exhibit 1, *Data Access and Use Agreement*.

V. ADMINISTRATION, COMMUNICATION, COORDINATION AND PROBLEM SOLVING

A. LIAISONS

THA and TPS shall each designate a Liaison. They shall each participate fully in the selection process to choose each Liaison. That consultation shall include participation in the interview and selection process for filling these positions. These positions shall have the following responsibilities for each party:

1. Be the main point of contact for communication for all matters relating to this Agreement.
2. Lead and manage their respective organization's participation with the design, implementation, and evaluation of initiatives that THA and TPS undertake under the Agreement.
3. Lead and manage their respective organization's effort to seek funding for activities under this Agreement and to manage the grants received.
4. Represent their organizations at the regional education meetings convened by the Bill & Melinda Gates Foundation.
5. Monitor implementation of this Agreement.
6. Review the ongoing progress of the activities identified in this Agreement, and review overall outcomes of such activities to help plan for future activities.

The Liaisons shall together constitute the administrator of this agreement pursuant to RCW 39.34.030(4)(a).

- B.** The TPS superintendent and the THA executive director shall confer periodically. Their purpose in doing so will be to review the initiatives under this Agreement, to envision future ones, to anticipate or resolve any difficulties with implementation, and to refresh the shared commitment to the Agreement.

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VI. PROPERTY

Any real or personal property used in the implementation of this Agreement shall belong to the party providing it, with its customary powers to acquire it, hold it and dispose of it.

VII. OTHER THA's RESPONSIBILITIES

THA shall have the following additional responsibilities:

- A.** THA shall contract with and manage a third-party research consultant to review and evaluate the initiatives implemented through this Agreement. THA shall consult with TPS in the choice and use of such a consultant.
- B.** THA shall designate a Data Analyst to manage all data sharing and conduct additional data analysis as requested by THA and TPS.

VIII. DURATION OF AGREEMENT

Unless terminated earlier, the initial term of this Agreement shall expire five (5) years from the date of its execution. It shall thereafter renew for successive one year terms.

IX. MISCELLANEOUS PROVISIONS

A. Background Checks

Consistent with RCW 43.43.834, THA shall require each applicant for employment or volunteer who may have contact with children or vulnerable adults to disclose whether he or she has been convicted of a crime and/or had findings made against him or her in any civil adjudicative proceeding as defined in RCW 43.43.830. THA shall conduct criminal background checks, including fingerprinting, in accordance with RCW 43.43.830 through 43.43.835, as now or hereafter amended, on all employees or volunteers who will or may have contact with children or vulnerable adults in the work to be performed under this Agreement. Pursuant to RCW 28A.400.330, THA shall not permit any employee, subcontractor, intern or volunteer from performing work under this Agreement who has pled guilty to or been convicted of any felony crime specified under RCW 28A.400.322 as it now exists or is hereafter amended. Failure to comply with this provision shall be grounds for the District immediately terminating the Agreement. THA shall incorporate this requirement into every subcontract it enters relating to services with the District.

B. Confidentiality

THA acknowledges that certain data, material, or information that originate from this Agreement regarding students may consist of confidential records owned by the District or confidential personally identifiable information subject to the federal Family Educational Rights and Privacy Act or other privacy laws, and that disclosure to or use by third parties would be damaging. THA, therefore, agrees to hold all such material and information in strictest confidence, not to make use thereof other than for the performance of this Agreement, to release it only to authorized employees and agents requiring such information and then only

pursuant to the terms of Exhibit 1, *Data Access and Use Agreement*

C. Cyber Liability Insurance

Each party to this Agreement, including all employees, agents, subcontractors, and independent contractors of THA, shall carry and maintain, at its own expense including any applicable deductibles or retentions, insurance policies or coverage agreements of the kind and with limits listed below:

Should THA have access to data provided by TPS, the THA shall provide Cyber Liability insurance or coverage with limits of not less than \$1,000,000 for each occurrence and an annual aggregate of \$2,000,000 covering claims involving privacy violations, information theft, damage to or corruption or destruction of electronic information, intentional and/or unintentional release of private information, internet media liability, alteration of electronic information, extortion, and network security. This coverage is required to remain in effect for as long as necessary to cover any and all such claims.

D. Subcontracting

Neither THA nor any subcontractor shall enter into subcontracts for any of the work contemplated under this Agreement without obtaining prior written approval of the TPS Superintendent or designee, which he or she will not unreasonably withhold. In no event shall the existence of any subcontract operate to release or reduce liability of THA to TPS for any breach in the performance of the Contractor's duties. This clause does not include Contracts of employment between the Contractor and personnel assigned to work under this Contract.

E. Mutual Indemnification

1. Each party to this Agreement (the "Indemnifying Party") shall defend, indemnify, and hold the other party, and its officers, board members, agents and employees, harmless from and against any and all claims, demands, losses, liabilities, actions, lawsuits, or expenses, including, without limitation, reasonable attorney fees, arising or resulting from, related to, or connected with, the Indemnifying Party's performance of this Agreement or representations or warranties contained therein, including any loss, damage, corruption, or improper or unauthorized disclosure of confidential or proprietary information or data, or acts or omissions of negligence, willful misconduct, or fraud of the Indemnifying Party, or its employees or agents, to the fullest extent permitted by law and subject to the limitations provided below.
2. Claims shall include, but not be limited to, assertions that the use or transfer of any software, book, document, report, film, tape, or sound reproduction or material of any kind, delivered hereunder, constitutes an infringement of any copyright, patent, trademark, trade name, or otherwise results in an unfair trade practice or in unlawful restraint of competition.

3. The Indemnifying Party's duty to indemnify and defend the other party shall not apply to liability for damages arising out of, caused by, or resulting from the sole negligence of the other party and its officers, board members, agents and employees.
4. The Indemnifying Party's duty to indemnify the other party for liability for damages arising out of, caused by, or resulting from the concurrent negligence of each party shall apply only to the extent of negligence of the Indemnifying Party or its agents or employees.
5. The Indemnifying Party's duty to indemnify the other party for any liabilities or losses caused by or resulting from negligence shall apply only to the extent of the fault of the Indemnifying Party, its agents or employees, except in situations where fault is not a requirement for liability, in which case indemnity will be provided to the extent the liability or loss was caused by the Indemnifying Party, its agents or employees.
6. The Indemnifying Party's duty to defend, indemnify, and hold the other party harmless as to all claims, demands, losses, and liabilities shall include the other party's personnel-related costs, reasonable attorney fees, court costs, and all related expenses.
7. Each party agree that the provisions of this section specifically cover actions brought by its own employees against the other party, and constitute a waiver of its immunity under Washington's Industrial Insurance Act, RCW Title 51, to the extent necessary to provide the other party with the full and complete indemnity contemplated by this section from such actions. **THE PARTIES ACKNOWLEDGE THAT THEY SPECIFICALLY NEGOTIATED AND AGREED UPON THE INDEMNIFICATION OF THIS SECTION.**
8. The provision of this section shall continue beyond the termination or expiration of the Agreement.

F. Non-Discrimination

1. The parties shall comply with all the federal, state, and local non-discrimination laws, ordinances, regulations and policies, which are otherwise applicable to them. Accordingly, no person shall, on the ground of race, creed, color, religion, national origin, age, sex, marital status, familial status, sexual orientation, sexual identity, gender identity or expression, pregnancy, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal be unlawfully excluded from participation in, be denied the benefits of, or be otherwise subjected to illegal discrimination under any activity performed

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by the parties or their agents under this Agreement.

2. Harassment on the basis of any of the foregoing conditions is strictly prohibited. THA shall notify the Superintendent or designee immediately of any decision by a local, state or federal agency, court or jury that THA has violated a law, regulation or ordinance prohibiting discrimination. In the event of THA's noncompliance or refusal to comply with this nondiscrimination provision, this Agreement may be rescinded, cancelled or terminated in whole or part, and THA may be declared ineligible for further agreements or contracts with TPS.

G. Compliance with All Laws

TPS and THA shall comply with all applicable laws of local, state, and federal governments, in addition to the internal policies and regulations that govern their own practices.

H. Dispute Resolution

In the event that a dispute arises under this Agreement that the parties cannot otherwise resolve, the parties shall resolve it by arbitration in the following way:

1. Either party shall notify the other in writing of its wish to use this process to resolve a dispute. The notice shall describe the dispute requiring resolution in sufficient detail to allow the other party to understand the matter.
2. Upon such notice the parties shall convene a three (3) person Dispute Resolution Board as follows: (1) The TPS Superintendent or designee shall appoint a member; (2) THA shall appoint a member; (3) These appointees shall choose a third member.
3. The Dispute Resolution Board shall confer with the parties either together or separately. The Board shall make other inquiries into the matter as it judges to be necessary or useful. The parties shall provide any documentation that the Board may reasonably request. The Board shall deliver its determination to the parties in writing within a reasonable time from its convening. The Board's determination shall be final and binding on the parties.

I. Independent Capacity

1. By this Agreement, the parties are each other's independent contractor. This Agreement does not create any agency, employment, joint employer, joint venture or formal partnership between the parties. Neither party will have the right, power, or authority to select, train, manage or supervise the employees, volunteers or agents of the other or to act on behalf of the other in any manner whatsoever as a result of this Agreement.
2. Each party, at its expense, is responsible for payment of all wages, compensation, salaries, benefits and taxes associated with its employees and other staff.
3. Each party, at its expense, shall obtain and keep in force any and all necessary licenses and permits.

J. Termination of Agreement

1. *Termination for Convenience*
Except as otherwise provided in this Agreement, either party may terminate this Agreement without cause upon thirty (30) days written notice to the other party. The notice shall specify the date of termination. Upon such termination, either party shall be responsible for payment or services required under this Agreement prior to the effective date of termination. PROVIDED THAT, no such termination shall be effective to curtail the ability of a party to fulfill contractual obligations undertaken in reliance on this Agreement and with the knowledge of the other party.
2. *Termination for Breach and/or Default*
Either party may terminate this Agreement for breach and/or default, in whole or in part, by written notice to the other party if the terminating party has a reasonable basis to believe that the other party has:
 - (a) Failed to perform, or otherwise breached, any term or condition of this Agreement;
 - (b) Violated any applicable law or regulation;The termination notice shall provide a reasonable period for the other party to cure the alleged breach but in no case less than thirty (30) days. Upon the expiration of that period, the party alleging the breach shall provide the other party with a further written notice of its judgment whether or not the breach has been cured. If this further notice states that the breach remains uncured, the agreement shall terminate without further notice, subject to dispute resolution pursuant to Section IXH.

3. *Termination Due to Funding Limitations*
In the event a party loses funding from state, federal, or other sources necessary to its participation in this Agreement, that party may, without advance notice and without liability for damages, terminate the Agreement upon written notice to the other party.
4. *Termination Procedure*
If the parties fail to agree on any matter regarding termination of this Agreement, the parties shall resolve the dispute pursuant to the dispute resolution process in Section IXH.

K. Use of TPS Premises

1. TPS buildings, grounds, and facilities are used to serve the educational needs of TPS students. Pursuant to TPS Policy No. 4260, no other use shall be permitted to interfere with this primary purpose. Pursuant to TPS Policy No. 4260 and Regulation 4260R TPS hereby authorizes the use of the following school premises ("Premises"), under the discretion of the TPS Designee, for the purpose of effectuating this Agreement:
- (a) Professional Development Center, 6501 N. 23rd St., Tacoma, WA 98406;
 - (b) Central Administrative Building, 601 S. 8th St., Tacoma, WA 98401;
 - (c) other facilities whose use by THA is set forth in any Initiative
2. TPS shall determine THA's use of these Premises. In making that determination, activities directly related to TPS's educational programs shall have first priority in the use of the Premises. Where an educational program conflicts with a course or class scheduled pursuant to this Agreement, TPS shall identify an alternate TPS location and/or an alternate time for the performance of the duties provided in this Agreement.

L. Governing Law

The laws of the state of Washington shall govern this Agreement. Pierce County, Washington shall be the venue for any litigation arising out of this Agreement.

M. No Assignment

Neither party shall assign its rights or responsibilities under this Agreement without the written authorization of all the other parties.

N. **No Third Party Beneficiary**

This Agreement does not confer any claim or rights on any third party. It creates no third-party beneficiary.

X. **Entire Agreement**

This written Agreement constitutes the entire agreement of the parties. No alteration or variation of its terms and no oral understandings or agreements not incorporated herein shall be binding.

[signatures follow]

TACOMA HOUSING AUTHORITY

TACOMA SCHOOL DISTRICT NO. 10

By: _____

Michael Mirra
Executive Director

By: _____

Carla Santorno
Superintendent

Signed this ____ day of _____, 2016.

Signed this ____ day of _____, 2016.

Exhibit 1 to TPS and THA Interlocal Cooperation Agreement
TACOMA PUBLIC SCHOOL DISTRICT No. 10 and THA:
DATA SHARING and USE AGREEMENT

February 4, 2016

I. PURPOSE

- A.** The Tacoma Public School District No. 10 (TPS) and the Tacoma Housing Authority (“THA”) are parties to an Interlocal Cooperation Agreement pursuant to Chap. 39.34 RCW. That Interlocal Cooperation Agreement provides for the parties to collaborate on ways to improve the school outcomes of the children they both serve. This effort will require them to share data about those children and their families. THA and TPS will aggregate data from individual students and families to help design and implement programs to improve school outcomes and then to evaluate whether and how those programs are working. This *Data Access and Use Agreement* will govern the sharing and usage of that data. It is Exhibit 1 to the Interlocal Cooperation Agreement.
- B.** The purpose of this *Data and Use Agreement* is to provide for the sharing of data in ways that ensure compliance with the Family Educational and Privacy Rights Act (FERPA), 20 U.S.C. §1232g *et seq.* and 34 C.F.R Part 99, and the Privacy Act of 1974, 5 U.S.C. 552a and 24 C.F.R Part 5 Subpart B. In doing so, the parties seek to fully employ the cooperative license available pursuant to Chap. 39.34 RCW.

II. CONFIDENTIAL INFORMATION

The term “Confidential Information” as used in this *Data Sharing and Use Agreement* means any and all information and data provided shared between TPS to THA, its staff, officers, and agents; and data that personally identify a student or his or her family. Confidential Information includes, but is not limited to:

1. the student’s name;
2. the name of the student’s parent or other family members;
3. the address of the student or student’s family;
4. a personal identifier such as a student’s social security number, student number, or biometric record;
5. other indirect identifiers, such as the student’s data of birth, place of birth, and mother’s maiden name;
6. other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person, who does not have

personal knowledge of the relevant circumstances, to identify the student with reasonable certainty;

7. information requested by a person who knows the identity of the student;
8. “directory information”, as explained in District Policy/Regulation 3231;
9. student State Student Identification Number (SSID);
10. post-high school career plans;
11. participation in officially recognized activities and sports;
12. dates of attendance;
13. types of awards and degrees received;
14. Daily Attendance Data, including excused and unexcused absences, and information on tardiness;
15. history of truancy;
16. student Discipline data and office referrals, suspensions, and expulsion;
17. student’s current and past grades;
18. student’s current and past assessment scores;
19. student’s College Bound Scholarship enrollment status;
20. participation in programs for students who are English language learners, require specially designed instruction, accommodations associated with Section 504 of the Rehabilitation Act of 1973 as amended, or students who participate in the highly capable program; and
21. participation of a student and his or family in a THA housing or service program.

(See the federal FERPA statute at 20 U.S.C. section 1332g and its implementing regulations at 34 C.F.R. Part 99 which prohibit the unauthorized public disclosure and redisclosure of “personally identifiable student information” in or from student “education records”; the Privacy Act of 1974, 5 U.S.C. 552a and its implementing regulations at 24 C.F.R. Part 5 Subpart B which prohibit the unauthorized public disclosure and redisclosure of “personally identifiable information”; and the state ethics law at RCW 42.52.050(2) which prohibits state officers and employees from disclosing confidential information as defined above.)

III. SHARING INFORMATION WITH EXPRESS WRITTEN CONSENT

A. Written Consent

The parties will share Confidential Information with the written consent of the parent of a student under the age of 18 years or the written consent of the student over the age of 18 years. In either case, the consent shall be expressed by his or her signature on Exhibit 1(a), *Consent To Release Of Confidential Information*.

B. Process For Sharing Data

1. To release any Confidential Information pursuant to written consent THA will provide the TPS Liaison (or his or her designee for the purpose of data sharing) with the name and date of birth of students participating in its housing programs along with corresponding written consent forms for each student identified in Exhibit 3. TPS will use data provided by THA to identify students who are served by both THA and TPS. Upon receipt of the written consent forms, TPS will provide Confidential Information to the Third Party Research Consultant, the Data Analyst, and any specifically named THA staff, employee, contractors, or agents for the purposes of this Agreement, including the design and evaluation of initiatives described in this Agreement.
2. To transfer such data to THA, TPS will upload relevant student information into a secure file transfer site and will grant the Third Party Research Consultant, the Data Analyst, and any specifically named THA staff, employee, contractor, or agent access to such information relevant to this Agreement.

IV. DATA SHARING WITHOUT CONSENT FOR PROGRAM RESEARCH AND EVALUATION PURPOSES

A. Nothing in this agreement precludes the parties from sharing Confidential Records without consent to the extent such sharing is permitted under The Interlocal Cooperation Act, FERPA, or the Privacy Act, as follows:

1. *Interlocal Cooperation Act: RCW 39.34.030(1)*:
“Any power or powers, privileges or authority exercised or capable of exercise by a public agency of this state may be exercised and enjoyed jointly with any other public agency of this state having the power or powers, privilege or authority, and jointly with any public agency of any other state or of the United States to the extent that laws of such other state or of the United States permit such joint exercise or enjoyment.

2. *FERPA: 34 CFR § 99.31:*

“(a) An educational agency or institution may disclose personally identifiable information from an education record of a student without the consent required by §99.30 if the disclosure meets one or more of the following conditions:

“(1)(i)

“(A) The disclosure is to other school officials, including teachers, within the agency or institution whom the agency or institution has determined to have legitimate educational interests.

“(B) A contractor, consultant, volunteer, or other party to whom an agency or institution has outsourced institutional services or functions may be considered a school official under this paragraph provided that the outside party—

- (1) Performs an institutional service or function for which the agency or institution would otherwise use employees;
- (2) Is under the direct control of the agency or institution with respect to the use and maintenance of education records; and
- (3) Is subject to the requirements of §99.33(a) governing the use and redisclosure of personally identifiable information from education records.”

...

“(6)(i) The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions to:

- (A) Develop, validate, or administer predictive tests;
- (B) Administer student aid programs; or
- (C) Improve instruction.

(ii) Nothing in the Act or this part prevents a State or local educational authority or agency headed by an official listed in paragraph (a)(3) of this section from entering into agreements with organizations conducting studies under paragraph (a)(6)(i) of this section and redisclosing personally identifiable information from education records on behalf of educational agencies and institutions that disclosed the information to the State or local educational authority or agency headed by an official listed in paragraph (a)(3) of this section in accordance with the requirements of § 99.33(b).

(iii) An educational agency or institution may disclose personally identifiable information under paragraph (a)(6)(i) of this section, and a State or local educational authority or agency headed by an official listed in paragraph (a)(3) of this section may redisclose

personally identifiable information under paragraph (a)(6)(i) and (a)(6)(ii) of this section, only if—

- (A) The study is conducted in a manner that does not permit personal identification of parents and students by individuals other than representatives of the organization that have legitimate interests in the information;
- (B) The information is destroyed when no longer needed for the purposes for which the study was conducted; and
- (C) The educational agency or institution or the State or local educational authority or agency headed by an official listed in paragraph (a)(3) of this section enters into a written agreement with the organization that—
 - (1) Specifies the purpose, scope, and duration of the study or studies and the information to be disclosed;
 - (2) Requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement;
 - (3) Requires the organization to conduct the study in a manner that does not permit personal identification of parents and students, as defined in this part, by anyone other than representatives of the organization with legitimate interests; and
 - (4) Requires the organization to destroy all personally identifiable information when the information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed.
- (iv) An educational agency or institution or State or local educational authority or Federal agency headed by an official listed in paragraph (a)(3) of this section is not required to initiate a study or agree with or endorse the conclusions or results of the study.
- (v) For the purposes of paragraph (a)(6) of this section, the organization includes, but is not limited to, Federal, State, and local agencies, and independent organizations.

3. *Privacy Act: 5 USC § 552a(b)(5):*

“No agency shall disclose any record which is contained in a system of records by any means of communication to any person, or to another agency, except pursuant to a written request by, or with the prior written consent of, the individual to whom the record pertains, unless disclosure of the record would be—

...

“(5) to a recipient who has provided the agency with advance adequate written assurance that the record will be used solely as a statistical research or reporting record, and the record is to be transferred in a form that is not individually identifiable; . . .”

The parties intend this *Data Sharing and Usage Agreement* to establish the requisite conditions for their full use of these provisions to the extent the provisions allow data sharing and usage without express consent.

B. CONTRACTORS

The parties may share disclosed Confidential Information with third party research and evaluation contractors only pursuant to contracts that apply to the Contractors the same obligations set forth in this *Data Sharing and Usage Agreement*.

C. REDISCLOSURE OF INFORMATION

Redisclosure of information received by either party or their contractors to this Agreement by the other is strictly prohibited.

D. ASSURANCES

The parties hereto agree that all activity pursuant to this Agreement will be in accordance with all applicable current or future federal, state and local laws, rules and regulations. THA and TPS further warrants and expressly agrees to comply with FERPA in general, and 34 C.F.R. §99.31(a)(6) and the Privacy Act, and further agrees to maintain, use, disclose, or share Confidential Information in a manner consistent with and pursuant to FERPA and the Privacy Act and will not disclose any Confidential Information produced to it under the Agreement in any manner that could identify any individual student or parent, except as authorized under FERPA or provided for in this Agreement.

E. LIMITATION ON ACCESS AND USE

1. The THA agree(s) to the following limitations on the use of the Confidential Information provided by TPS:

- (a) The THA shall not use the Confidential Information provided without prior approval from TPS. The THA shall provide drafts of all public displays of information that result from an analysis of this data for approval by the District at least ten (10) working days prior to publication.

- |
- (b) The THA shall not use the Confidential Information provided for any purpose not specifically authorized under this Agreement or approved under FERPA.
 - (c) The THA shall not duplicate or redisclose Confidential Information at the individual level to non-postsecondary entities.
 - (d) The THA shall protect the confidentiality of Confidential Information as required by the laws cited throughout the Agreement, including this Attachment.
 - (e) The THA shall protect the confidentiality of the Confidential Information when releasing and/or re-releasing Confidential Information pursuant to this Agreement. Publicly-reported aggregate results will not contain any group of fewer than 10 individuals.
 - (f) THA shall only permit access to Confidential Information it receives from TPS to its contractors and employees identified in this Agreement and who are advised of and agree to comply with the obligations in this Agreement.
 - (g) The THA shall destroy any and all Confidential Information once access to that information is no longer needed to carry out the required work or upon termination of this Agreement.
2. TPS agrees to the following limitations on the use of the Confidential Information provided by THA:
- (a) TPS shall not use the Confidential Information provided by THA for any purpose other than to identify students who are both enrolled in TPS schools and participate in THA programs.
 - (b) TPS shall take all such action as may be necessary to comply with the Privacy Act of 1974, 5 U.S.C. 552a and 24 CFR 5 Subpart B, and other applicable statutory provisions.
 - (c) TPS shall only permit access to Confidential Information it receives from THA to its contractors and employees identified in this Agreement and who are advised of and agree to comply with the obligations in this Agreement.

F. PHYSICAL SAFEGUARDS

THA agree(s) to the following minimum safeguards for the Confidential Information provided by TPS as follows:

1. Access to the Confidential Information provided by TPS will be restricted to only those authorized personnel who need it to perform their official duties pursuant this Agreement.
2. The Confidential Information will be transmitted using a Secure File Transfer (SFT) Service.
3. The Confidential Information will be stored in an area that is safe from access by unauthorized persons during duty hours as well as nonduty hours or when not in use.
4. The Confidential Information will be protected in a manner, which prevents unauthorized persons from retrieving the information by means of computer, remote terminal or other means.
5. The THA shall take the necessary precautions to ensure that only authorized personnel are given access to on-line files of Confidential Information, if applicable.
6. The THA shall ensure all personnel with access to the Confidential Information, complete the Agreement for Access, and ensure that all personnel provided with access to the Confidential Information understand the requirements of the LIMITATION ON ACCESS AND USE and PHYSICAL SAFEGUARDS clauses of this Agreement, and the sanctions under federal and state laws against unauthorized disclosure of information covered by this Agreement.

G. ONSITE INSPECTIONS

THA shall permit TPS to make onsite inspections to ensure that the requirements of State laws, federal statutes, related regulations, and Terms and Conditions of this Agreement are being met.

H. TERMINATION OF ACCESS

TPS may, at its discretion, disqualify an individual authorized by THA from gaining access to Confidential Information. Notice of termination of access will be by written notice and become effective upon receipt by the THA. Termination of access of one individual by TPS does not affect other individuals authorized under this Agreement.

I. RECORDS MAINTENANCE

THA and TPS parties shall retain all records, books or documents related to this Agreement for six (6) years beyond the expiration/termination of this Agreement. The Office of the State Auditor, federal auditors, and any persons duly authorized by the parties shall have full access to and the right to examine any of these materials during this period.

J. LIMITATION ON USE OF DATA

THA and TPS agree that any data they share that identifies a person (“Confidential Information”) is for the limited purpose of conducting work pursuant to this Agreement. Neither THA nor TPS shall further share Confidential Information with third parties except as necessary with research and evaluation consultants under contracts that will prohibit further dissemination of the Confidential Information.

K. INDEMNIFICATION

THA and TPS agree to defend, indemnify, and hold each other and their officers, employees and agents harmless from any and all complaints, charges, causes of action, claims, or damages of every kind and nature whatsoever relating to their respective improper release of Confidential Information provided by the other.

L. DOCUMENT DESTRUCTION

Once the work between the parties completes pursuant to this Agreement, the parties shall destroy all Confidential Information whether in the original or in copies.

M. AGREEMENTS AND RELEASES

1. THA shall execute Exhibit 1(b) Agreement for Access to Student and Employee Information. It restates THA’s obligation under this section.
2. The THA agrees that all their authorized personnel, including information technology staff and network administrators, who will have access to the Confidential Information provided by the School will sign the Exhibit 1(c), Agreement for Access to Student and Employee Information. No data may be released to any THA personnel or contractor or agent until TPS receives the completed Agreement for Access for that individual or organization.

[end of text]

Exhibit 1(a) to THA-TPS Data Sharing and Use Agreement
CONSENT TO RELEASE OF CONFIDENTIAL INFORMATION

The Family and Educational Rights and Privacy Act (FERPA) and state laws require the Tacoma School District (TPS) to obtain written consent from a parent/legal guardian or an adult student (a student 18 years of age or older) before sharing educational records or information contained within educational records with third parties. There are exceptions. TPS does not need consent to share this information in the following cases:

- To other schools to which a student seeks or intends to transfer;
- To specified officials for audit or evaluation purposes;
- To appropriate parties in connection with a student's application for financial aid;
- To organizations conducting certain studies for or on behalf of the school;
- To accrediting organizations;
- When necessary to comply with a judicial order or lawfully issued subpoena;
- To appropriate officials in cases of health and safety emergencies;
- To state and local authorities, within a juvenile justice system, pursuant to specific State laws; and
- Directory information to the extent that it is kept by the Tacoma School District, unless the student at issue has been identified as an "opt out" during the annual FERPA notification process.

Federal and State confidentiality laws and regulations also require the Tacoma Housing Authority (THA) to obtain written consent from a parent/legal guardian or an adult student (a student 18 years of age or older) before sharing housing records or information contained within housing records with third parties.

I am the parent/legal guardian of the student identified below (or I am the adult student identified below):

	Students' Names: First	Middle	Last	Date of Birth (DD-MM-YYYY)
1.				--'--'----
2.				--'--'----
3.				--'--'----
4.				--'--'----
5.				--'--'----

I consent to TPS sharing educational records or information contained within educational records, defined below, with THA for the purposes of monitoring my child's progress at school and to design, implement and evaluate programs offered by THA and TPS.

Student name	Student State Student Identification Number	Student address
Student date and place of birth	Student Post-high school plans	Current and past assessment records and test scores
Dates of attendance	Types of awards and degrees received	Attendance records
History of truancy	Discipline records	Current and past grades
Participation in officially recognized activities and sports	College Bound Scholarship enrollment status	Participation in special programs (e.g. ELL, Special Ed. Highly Capable)

I further consent to THA sharing my child's housing records with TPS.

I understand that such consent allows TPS and THA to share verbal or written information regarding my child(ren). I understand that THA and TPS will use these education records to monitor my child's academic progress and to design, implement and evaluate programs to help children do better in school. I understand that they will share this information with research consultants. THA, TPS and the research consultants will not further share my child's educational records to anyone else without my written permission.

I may revoke or withdraw this release at any time in writing. If I do that THA and TPS will stop sharing any further information about my child, unless an exception listed above applies to allow it. Doing that will not affect any information already shared.

Parent/Legal Guardian Printed Name: _____

Parent/Legal Guardian Signature: _____

Date: _____

Exhibit 1(b) to THA-TPS Data Sharing and Use Agreement
Agreement for Access to Student and Employee Information - THA

The Tacoma Housing Authority (hereafter referred to as "THA") hereby acknowledges and agrees that the personally identifiable student and employee information ("Confidential Information"), disclosed to it by Tacoma School District No. 10 ("District") is for the limited purpose of conducting work as described in the Data Sharing and Usage Agreement to which this is an Exhibit, and will be used only for that purpose.

Further, THA is subject to compliance with all relevant laws and regulations pertaining to the possession and maintenance of such Confidential Information, including, but not limited to the Federal Family Education Rights and Privacy Act, 20 U.S.C. Section 1232g and 34 CFR Section 99 et. seq., and in particular 34 CFR 99.33 pertaining to the redisclosure of personally identifiable information from education records, and the Washington RCW 28A.605.030 and RCW 42.56.230.

THA further is required to maintain the confidentiality of the Confidential Information provided and not to disclose Confidential Information about a student or employee to any other party without the prior written consent of the parent, eligible student or employee, or as is otherwise authorized by law or regulation. THA also agrees to defend, indemnify, and hold harmless the District, its officers, employees and agents, from any and all complaints, charges, causes of action, claims, or damages of every kind and nature whatsoever relating to an improper release of the Information by THA.

THA acknowledges and agrees that when the work with the District has been completed pursuant to this Agreement, all Confidential Information will be destroyed and no copies or other retention of Confidential Information will be maintained.

The undersigned hereby certifies that he/she has the authority to execute this document on behalf of THA.

TACOMA HOUSING AUTHORITY
By: Executive Director

Printer Name: _____

Signature: _____

Date: _____

FOR OFFICIAL USE ONLY
<input type="checkbox"/> Data description attached
<input type="checkbox"/> Copy of contract attached
<input type="checkbox"/> Release approved by: (initial) _____
<input type="checkbox"/> Date approved _____

Exhibit 1(c) to THA-TPS Data Sharing and Use Agreement
Agreement for Access to Student and Employee Information
Employee, Contractor, or Agent

_____ (hereafter referred to as "Contractor"), an employee, contractor, or agent of the THA, hereby acknowledges and agrees that the personally identifiable student and employee information ("Confidential Information"), disclosed to it by Tacoma School District No. 10 ("District") is for the limited purpose of conducting work as described in the attached Memorandum of Understanding and will be used only for that purpose.

Further, the Contractor is subject to compliance with all relevant laws and regulations pertaining to the possession and maintenance of such Confidential Information, including, but not limited to the Federal Family Education Rights and Privacy Act, 20 U.S.C. Section 1232g and 34 CFR Section 99 et. seq., and in particular 34 CFR 99.33 pertaining to the redisclosure of personally identifiable information from education records, and the Washington RCW 28A.605.030 and RCW 42.56.230.

The Contractor further is required to maintain the confidentiality of the Confidential Information provided and not to disclose Confidential Information about a student or employee to any other party without the prior written consent of the parent, eligible student or employee, or as is otherwise authorized by law or regulation. The Third-Party Contractor also agrees to defend, indemnify, and hold harmless the District, its officers, employees and agents, from any and all complaints, charges, causes of action, claims, or damages of every kind and nature whatsoever relating to an improper release of the Confidential Information by the Third-Party Contractor.

It is further acknowledged and agreed that when the work contracted with the District has been completed, all Confidential Information will be destroyed and no copies or other retention of the Confidential Information will be maintained.

Name of Employee, Contractor, or Agent

By: _____
(signature)

(printed name)

Its: _____
(position of person signing)

(date)

FOR OFFICIAL USE ONLY
<input type="checkbox"/> Data description attached
<input type="checkbox"/> Copy of contract attached
<input type="checkbox"/> Release approved by: (initial) _____
<input type="checkbox"/> Date approved _____

Initiative Addendum 1 to TPS – THA Interlocal Cooperation Agreement
Elementary School Housing Assistance Program

Tacoma Public School District No. 10 (TPS) and Tacoma Housing Authority (THA) agree as follows:

I. PURPOSE

The Elementary School Housing Assistance Program (“Housing Program”) of the Tacoma Public Schools District (TPS) and Tacoma Housing Authority (THA) provides housing assistance and case management at designated TPS elementary schools to support enrolled students and their families who are homeless or face imminent risk of homelessness, and who meet other qualification criteria identified below. This initiative began at McCarver Elementary School in the school year 2011-2012. THA and TPS seek to review the program design to account for what they learned and to expand the program to other TPS elementary schools.

The initiative seeks to address the effects of family homelessness and housing instability on student achievement and schools. Research clearly shows that homelessness and the resulting transience of students can have ruinous effects on school outcomes for the children who come and go and for their classmates and teachers who must watch it happen. This initiative seeks to have the following effects:

- reduce school transfers for the assisted students
- improve academic outcomes for the assisted students
- lower transient rates for the entire school population of students
- improve academic metrics for the entire school population
- increase stability for the assisted families
- increase earned income for the assisted families.

This document is Initiative Addendum 1 to the TPS – THA Interlocal Cooperation Agreement. The provisions of that Agreement apply to this initiative.

II. PERFORMANCE METRICS

This initiative will track and evaluate changes in the following metrics for the cohort children and the school in comparison with the same metrics, as data are available, for other homeless students and parents at the school, other students and parents at the school and other schools in the district:

1. Number of school transfers
2. Attendance
3. Discipline
4. Academic Performance
 - summative reading and math scores
 - progress toward meeting grade level competencies

5. Parental Education, Training and Employment
 - educational and training attainment
 - employment
6. Household Income
 - earned income
 - total household income
7. Qualitative assessments of school parents, faculty, and staff
8. Other metrics as the parties may choose.

III. ELEMENTS OF THE INITIATIVE

The Elementary School Housing Assistance Program will have the following elements, subject to further planning and design that THA and TPS will do together.

A. Choice of School

This program began at McCarver Elementary School. In 2015, TPS and THA turned the program there from a pilot to a regular offering of the school. Beginning in 2016, they will begin extending the program to other TPS elementary schools. TPS and THA will choose the schools and the schedule for the extension.

TPS and THA will consider the following factors determining the number and choice of schools for the expansion of the initiative:

1. rate of student transfers due to homelessness or housing instability (the higher the transfer rate the more likely the school will be a good choice for the program);
2. the number of homeless children in the school;
3. school academic outcomes (the lower the school's academic outcomes the more likely the school will be a good choice for the program);
4. the interest of the school's administration and faculty in participating in the program and their willingness to commit the necessary support and engagement it will require;
5. the interest of the school's parents in bringing the program to their school.
6. programmatic factors that may or may not make a school a good choice, such as proximity to other schools in the program;
7. the availability to decent and affordable housing in the school's catchment area;

8. the amount of resources available to fund the rental assistance and the supportive services and the evaluation.

B. Size of Cohort of Participating Families for Each School

The program will determine the number of families to be served at each school. TPS and THA will consider the following factors to determine this:

1. the extent of the need at the school;
2. the number of families the program should assist in order to have a school wide effect;
3. the amount of resources available to fund the rental assistance and the supportive services.

C. Eligibility

The program will set forth the criteria to use to determine if a family is eligible to participate. The criteria will cover factors such as income, definition of homelessness or housing instability, eligibility factors directed by the funding sources for THA's rental assistance; parental willingness to participate.

D. Rental Assistance: Its Amount and Duration

The program will determine the amount and duration of the rental assistance. The amount and duration of the rental assistance will be as follows, subject to change or further elaboration in the program design:

1. *Amount:* The amount of the rental assistance will be the same as THA provides in its traditional housing choice voucher program with the likely modification similar to the McCarver model that provides a higher amount to begin and that tapers to zero over five years;
2. *Duration:* The rental assistance will be five years.

E. Commitment from Participating Parents

The program will determine the commitment it will ask of participating parents as a condition of receiving rental assistance. These commitments, subject to change or further elaboration in the program design, will include:

1. keep his or her children enrolled at the school;
2. actively support his or her children's education. *E.g:*
3. get the children to school on time every day;
4. make homework time and homework space available at home;
5. attend every parent/teacher/student conference;
6. attend PTA meetings;
7. read with the children at home.

8. cooperate with the program's caseworkers to invest in the parent's own education and employment prospects with a goal for the parents to be as self-sufficient and stable as possible by the end of the rental assistance.

F. Supportive Services

The program will offer the parents supportive services to help them fulfill their commitments. This support will come primarily from case management services provided by THA's caseworkers who will be stationed at the school. Their responsibilities will include the following, subject to change or further elaboration in the program design:

1. assessment of family needs;
2. weekly home visits;
3. connecting families to resources, including drug/alcohol and mental health counseling;
4. providing support and encouragement for parents seeking education, training and employment;
5. providing support and encouragement for parent participation in TPS education programs;
6. attend TPS school events that TPS families are likewise expected to attend;
7. attend additional meetings that TPS students' parents are asked to attend;
8. coordinate with TPS schools in monitoring compliance of families as it relates to school matters and other conditions of participation in the Housing Program, as set out by THA and TPS;
9. collaborate with teachers to develop partnerships between parents and the schools.

G. Enrichment Activities at the School

The program will provide an enriched programming in the entire school to make it even more worthy of the commitment to the school that the program asks the parents to make. This investment will seek to improve academic outcomes for the entire school. For example, the McCarver model brought the International Baccalaureate Primary Years Program to the school for this purpose.

H. Evaluation

The program will identify the mid-term and long term metrics that will determine its measure of success. THA has contracted with a third party evaluation to collect and evaluate the outcomes. This evaluation will likely use various sources of information and data, including the following:

1. data for the cohort of participating students
2. comparable data for other students at the school and elsewhere in the district
3. interviews with participating parents
4. interviews with school administration and faculty

TPS and THA will cooperate to collect and provide the data and information this evaluation requires. In particular, they will share data as permitted under their *Data Sharing and Use Agreement*.

IV. THA RESPONSIBILITIES

A. Rental Assistance

THA shall be solely responsible for funding and providing all rental assistance provided by the program.

B. Case Workers

THA shall hire and manage the caseworkers the program model requires for each school in the program. The TPS Liaison will participate in the selection for the case managers. This participation will include serving as a full member on interview panels and participating in the selection decision.

Section III F above describes their responsibilities with the participating parents. In addition, they are responsible for the following duties:

1. attend regularly scheduled TPS staff meetings at TPS schools where they are stationed, as applicable;
2. attend monthly scheduled group meetings with school staff assigned to work under this Agreement;
3. attend weekly meetings with the TPS Liaison and school counselor;
4. communicate with parents with children enrolled at TPS schools who may be eligible for the Housing Program and otherwise participate in TPS efforts to recruit program participants.

C. Third-Party Evaluation

THA shall be solely responsible for the cost of the third party evaluation of this program, within the limits of available funds. TPS and THA shall consult closely in the management of that evaluator.

D. Data Sharing

To the extent allowed by law and pursuant to the TPS – THA *Data Sharing and Use Agreement*, provide TPS with the data necessary to match THA records with TPS student records.

V. RESPONSIBILITIES OF TPS

TPS shall have the following responsibilities for this program:

A. Funding for Caseworkers

TPS shall be responsible for funding the cost of the caseworkers the program directs for each school at a cost of \$65,000 per caseworker per year. TPS shall pay this amount to the THA annually or on such other schedule as the parties may agree upon.

THA shall use this amount solely for toward the cost of the caseworkers provided under this agreement.

TPS's payment of this amount does not create or denote an employer-employee relationship between TPS and the caseworkers.

B. Enrichment Program at the School

TPS shall agree with THA on the enrichment activities and programs to provide at each school pursuant to this initiative. TPS shall be solely responsible for its costs and management.

C. Recruitment of Program Participants

TPS will identify potentially eligible parents and students at each school and encourage their application to the program.

D. Use of TPS Premises for THA's Case Workers

TPS will provide the THA caseworkers with office and meeting space at each school. This space will be adequate for their office and clerical work. It will provide a comfortable and private space for the caseworkers to meet with their clients. TPS will provide this use of premises subject to Section 7.11 of the TPS – THA Interlocal Cooperation Agreement and District Policy No. 4260 and Regulation 4260R.

E. Support and Welcome at the Schools to THA's Caseworkers

TPS will facilitate the working relationship between THA's caseworkers and school staff and faculty. It will help school staff and faculty understand the

program. It will help them know what to expect and not to expect from the THA caseworkers, how to express expectations and how to report when those expectations are disappointed. It will help the THA caseworkers learn the expectations of the staff and faculty. In general, it will help the THA case workers and staff and faculty coordinate their efforts for the students, parents and school they serve in common.

F. Evaluation

TPS will encourage school staff and faculty to participate in the evaluation of the initiative at their school, including responding to evaluator surveys.

G. Data Sharing

TPS shall provide THA and its third party evaluator with data and information necessary for the design, implementation and evaluation of the program. TPS shall do this pursuant to the TPS – THA *Data Sharing and Use Agreement* and the governing laws.

[signature follows]

TACOMA HOUSING AUTHORITY

TACOMA PUBLIC SCHOOL
DISTRICT No. 10

Michael Mirra
Executive Director

Carla Santorno
Superintendent

Date: _____

Date: _____

Initiative Addendum 2 to TPS – THA Interlocal Cooperation Agreement
Children's Savings Accounts Program for the Children of Salishan

Tacoma Public School District No. 10 (TPS) and Tacoma Housing Authority (THA) agree as follows:

I. PURPOSE

The Children's Savings Account Program (CSA) is a partnership between THA, TPS, the Corporation for Enterprise Development (CFED), Heritage Bank, the YMCA of Tacoma-Pierce County, Junior Achievement, and funders.

This program responds to data and information from CFED that low-income children with college savings accounts starting young are much more likely to attend and graduate from college than other low-income children without such accounts.

This program also responds to the barriers that keep low-income students out of college. Many families conclude in advance that college is not affordable. Many do not aspire to college. Many do not know how to apply. Many students are not ready for college. Many do not feel welcomed when they go. Furthermore, many students cannot afford the cost of attendance. In Washington State, however, tuition is not the main financial barrier. The state's College Bound Scholarship program will cover the tuition up to the average cost of a public four year institution. Yet low-income students cannot afford the non-tuition costs of attendance. At the top of that list is the cost of housing. HUD studies find an increasing number of homeless enrolled college students across the nation. Their academic success rate is low.

The purpose of this initiative is help low-income Tacoma students into college or other worthwhile educational or training programs after high school. It will do this by helping them, starting young, and their families, aspire to college, expect to go, get prepared for it, pay for it, and feel like they belong when they get there.

This initiative is focused on the THA community Salishan. Salishan is a HOPE VI redevelopment of an old public housing community. It is now a new neighborhood of renters, homeowners, Lister Elementary School, First Creek Middle School, important community facilities, all on an award winning design. Salishan is the region's neighborhood that is most diverse by factors that in other parts of the housing market are segregating factors. At Salishan, they are integrating factors: income, homeowner/renter, race, language, national origin, ability/disability, and age. This initiative seeks to elicit and enlist the expectation of the Salishan community that all of its children will succeed in school and go to college or get other worthwhile education or training after high school.

This document is Initiative Addendum 2 to the TPS – THA Interlocal Cooperation Agreement. The provisions of that Agreement apply to this initiative.

II. PERFORMANCE METRICS

This initiative will track and evaluate changes in the following metrics for the cohort children and their school in comparison with the same metrics for other low-income students and parents at the school, other students and parents at the school and other schools in the district:

A. Long Term Metrics

1. high school graduation rates
2. rate of enrollment in qualified educational or training programs after high school
3. rates of graduation from those programs

B. Middle Term Metrics

1. rate of family deposits into the accounts
2. rate of students from 6th to 12th grade meeting plan milestones
3. student test scores
4. student grade point average
5. student attendance
6. student discipline
7. percentage of unbanked families getting banked

C. Qualitative assessments of school faculty, staff and parents

D. Other metrics that THA and TPS may identify.

III. ELEMENTS OF THE INITIATIVE

The Children's Savings Account Program for the children of Salishan will have the following elements, subject to further planning and design that THA and TPS will do together.

A. Elementary School Savings Accounts and Matched Deposits

1. The program will offer a savings account to every Salishan child who enrolls in a TPS kindergarten class at any TPS school.
2. The program will begin the account with an initial deposit of \$50.
3. The program will match the family's deposit into the account dollar for dollar up to \$400 per year, through the end of 5th grade.
4. THA remains the custodian of the accounts. The family will not be able to withdraw its contribution to the accounts without withdrawing from the program.

B. Middle and High School Savings Accounts, Deposits and Counseling

When a child enrolls in First Creek Middle School, he or she will meet with a counselor from the YMCA's Eagle Center. Together they will devise a plan to take the student from 6th grade through high school. The plan will mark milestones along the way. The milestones will depend on what the student at the time needs to address or strive to achieve. Accordingly, the plan will change as the student progresses through school. The milestones will be largely of an academic nature. *E.g.*, better attendance, better discipline, improved grade point average, improved testing scores, enrolling in the College Bound Scholarship Program, taking college preparatory courses, applying to college, filling out the FAFSA on time, getting into college, graduating from high school, enrolling in college. When the student meets each milestone in his or her plan, the program will make another deposit into the account up to \$700 per year.

C. Access to the Account Balance

A student who with his or her family participates fully in the program from kindergarten through high school will graduate with a balance of at least \$9,700. This balance will be available only if he or she enrolls in a qualified educational or training program after high school graduation and then only for the costs of attendance.

D. Financial Literacy for Students and Parents

TPS will include a financial literacy curriculum in the classroom instruction. It will use the well regarded curricula from Junior Achievement.

The program will also enroll parents in financial literacy training that Goodwill of Tacoma provides.

E. Third Party Evaluation

THA will contract with a third party evaluator to track and evaluate the program according to long term and middle term metrics of the participating students and families, in comparison with comparable other students and families in TPS schools who do not participate. *See above.*

IV. RESPONSIBILITIES OF THA

THA has the following responsibilities for the CSA program:

A. Fund Raising

THA shall be solely responsible for raising the funds for the program's account deposits. Its fund raising success will determine the size of the program and the amount of the deposits. THA may curtail the program if fund raising is not adequate. THA and TPS will not launch a cohort of students unless they have adequate commitments for the funds the cohort will likely require through high school.

B. Account Custodian

THA will be the custodian of the bank accounts. It will be solely responsible for their management and for deposits and withdrawals under the Program rules.

C. Offer the CSA program to eligible TPS students

THA will offer CSA accounts to the following students:

1. All children living at Salishan who enroll in kindergarten at any TPS public school beginning in the 2015 – 2016 and afterward, funding permitting.
2. All children who enroll in kindergarten at Lister Elementary School beginning in the 2015 – 2016 and afterward, funding permitting.
3. All 6th grade TPS students living in the THA's Salishan community who enroll at First Creek Middle School beginning in the 2015 – 2016 and afterward, funding permitting.

D. Financial Literacy Training for Parents

THA will arrange financial literacy training for participating parents.

E. Recruiting Participating Parents and Students

THA will develop and print marketing materials regarding the CSA Program and the corresponding financial training/education courses, for distribution at the participating schools. THA shall bear all the costs of printing and distributing all materials.

V. RESPONSIBILITIES OF TPS

TPS has the following responsibilities for the Program:

A. Recruiting

TPS shall help recruit and enroll parents and students into the program. Its efforts will include the distribution of THA's marketing material and encouraging parents and students to consider the program.

B. Financial Literacy

TPS will collaborate with THA to develop and provide financial education/training courses for parents and students.

TPS will include financial literacy instruction in the classroom for all grades using the Junior Achievement curriculum.

C. THA Use of TPS Premises

TPS will provide space to THA for recruitment efforts and financial training/education courses for parents of TPS students who participate in the CSA

Program. TPS will provide this use of premises subject to Section 7.11 of the TPS – THA Interlocal Cooperation Agreement and District Policy No. 4260 and Regulation 4260R.

D. Data Sharing

TPS shall provide THA and its third party evaluator with data and information necessary for the design, implementation and evaluation of the program. TPS shall do this pursuant to the TPS – THA *Data Sharing and Use Agreement* and the governing laws.

[signature follows]

TACOMA HOUSING AUTHORITY

TACOMA PUBLIC SCHOOL
DISTRICT No. 10

Michael Mirra
Executive Director

Carla Santorno
Superintendent

Date: _____

Date: _____

Initiative Addendum 3 to TPS – THA Interlocal Cooperation Agreement
Early Warning Attendance Initiative

Tacoma Public School District No. 10 (TPS) and Tacoma Housing Authority (THA) agree as follows:

I. PURPOSE

The Early Warning Attendance Initiative (“Attendance Initiative”) is a partnership between the Tacoma Housing Authority (THA) and the Tacoma Public School District No. 10 (TPS). It seeks to identify TPS students whose families participate in THA’s housing programs who are most vulnerable or at risk of dropping out based upon their current and past attendance history. It seeks to intervene in ways that improve their attendance. This initiative will begin in the 2016-2017 school year.

This document is Initiative Addendum 3 to the TPS – THA Interlocal Cooperation Agreement. The provisions of that Agreement apply to this initiative.

II. PERFORMANCE METRICS

This initiative will track and evaluate changes in the following metrics for the cohort children and in comparison with the same metrics for other low-income students at the schools:

1. rates of attendance

III. ELEMENTS OF THE INITIATIVE

This initiative shall have the following elements, subject to change or further elaboration in the program design:

1. Adopt a usable and effective profile of attendance problems that help to predict a student’s risk of dropping out of school.
2. Fashion a way to apply this profile on a continuous basis to students in THA’s housing programs for the purpose of identifying students at risk.
3. Design and implement an effective intervention for students at risk.
4. Evaluate the effectiveness of the intervention.

IV. RESPONSIBILITIES OF THE THA

THA shall have the following responsibilities:

- A. THA and TPS will collect and share data on the attendance of THA students. As part of this effort, THA will provide to TPS a list of students in all THA housing programs that identify as being a district student. THA and TPS will collect and share this data pursuant to their *Data Sharing and Use Agreement*. THA will be

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responsible for collecting any necessary written parental consent for this data sharing and use.

- B.** In collaboration with TPS, THA will develop, plan, and implement an attendance awareness campaign for students in THA housing programs. This campaign will include, but is not limited to:
 - 1. awareness regarding when a child should be kept home sick or sent to school
 - 2. dissemination of statistics regarding the importance of student attendance
 - 3. development of written materials and fliers regarding the importance of school attendance
- C.** In collaboration with the TPS Liaison, develop, plan and implement a tiered system for identifying THA students who are “at risk” of non-timely graduation.
- D.** In collaboration with the TPS Liaison, develop, plan and implement a plan for intervention for THA students with attendance patterns that are identified to be most at-risk.
- E.** In collaboration with the TPS Liaison, THA will manage the evaluation of this initiative, including the management of third party evaluators.

V. RESPONSIBILITIES OF TPS

TPS shall have the following responsibilities:

- A.** TPS will create a profile of attendance problems that identifies a student to be at risk of dropping out.
- B.** THA and TPS will collect and share data on the attendance of THA students to allow the application of the profile to the population of THA students. As part of this effort, THA will provide to TPS a list of students in all THA housing programs that identify as being a District student. THA and TPS will collect and share this data pursuant to their *Data Sharing and Use Agreement*. THA will be responsible for collecting any necessary written parental consent for this data sharing and use.
- C.** Participate in attendance awareness campaigns developed by THA.
- D.** Coordinate with THA, the third-party research consultant, and the data analyst, to identify and analyze attendance data for TPS students in THA housing programs.

- |
- E.** Develop, plan, and implement, in collaboration with THA a tiered system for identifying students who are “at risk” of non-timely graduation.
 - F.** Develop, plan, and implement, in collaboration with THA, a plan for intervention for TPS students with attendance patterns that are identified to be most at-risk.

[signature follows]

TACOMA HOUSING AUTHORITY

TACOMA PUBLIC SCHOOL
DISTRICT No. 10

Michael Mirra
Executive Director

Carla Santorno
Superintendent

Date: _____

Date: _____

Initiative Addendum 4 to TPS – THA Interlocal Cooperation Agreement
College Bound Scholarship Enrollment Initiative

Tacoma Public School District No. 10 (TPS) and Tacoma Housing Authority (THA) agree as follows:

I. PURPOSE

The purpose of the College Bound Scholarship (CBS) Enrollment Initiative (“CBS Enrollment Initiative”) is to enroll all eligible eighth graders who participate in THA housing programs into the State of Washington’s College Bound Scholarship Program, every year. This initiative has been underway since the 2008-09 school year.

This document is Initiative Addendum 4 to the TPS – THA Interlocal Cooperation Agreement. The provisions of that Agreement apply to this initiative.

II. ELEMENTS OF THE INITIATIVE

The College Bound Scholarship Enrollment Initiative will have the following elements:

1. annual identification of THA students in the 7th and 8th grade;
2. determining if they are signed up for the CBS;
3. if they are not signed up, prevailing on them and their parents to enroll;
4. annual evaluation of the rate of enrollment among THA students in comparison with the enrollment rates within the District as a whole and in the State.

III. PERFORMANCE METRICS

This initiative will track and evaluate changes in the following metric for THA 8th graders in comparison with the same metrics for other low-income students in the District and state wide:

1. rates of CBS enrollment

IV. RESPONSIBILITIES OF THA

THA shall have the following responsibilities:

- A.** THA and TPS will collect and share data necessary for this initiative. As part of this effort, THA will provide to TPS a list of students in all THA housing programs that identify as being a district student. THA and TPS will collect and share this data pursuant to their *Data Sharing and Use Agreement*. THA will be responsible for collecting any necessary written parental consent for this data sharing and use.

- |
- B.** Develop, plan, and implement a College Bound Scholarship awareness campaign in collaboration with the District. This campaign includes, but is not limited to:
 - 1. awareness regarding student's eligibility for the CBS Program;
 - 2. dissemination of statistics regarding the benefits of pursuing postsecondary education;
 - 3. development of written materials and fliers regarding the importance of participating in the CBS Program.
 - C.** Develop, plan, and implement, in collaboration with the TPS Liaison and TPS CBS Program staff, a system for identifying any students who participate in THA's housing programs who have not yet enrolled in the CBS Program by the end of the 7th grade.
 - D.** Develop, plan, and implement, in collaboration with the TPS Liaison, a plan for engaging with students and their families in an effort to ensure students complete the CBS enrollment process by the end of their 8th grade year.

V. RESPONSIBILITIES OF THE DISTRICT

TPS shall have the following responsibilities:

- A.** THA and TPS will collect and share data necessary for this initiative. As part of this effort, THA will provide to TPS a list of students in all THA housing programs that identify as being a district student. THA and TPS will collect and share this data pursuant to their *Data Sharing and Use Agreement*. THA will be responsible for collecting any necessary written parental consent for this data sharing and use.
- B.** Participate in CBS awareness campaigns developed by THA.
- C.** Coordinate with THA, to identify and analyze CBS enrollment data for District students in the THA housing program.
- D.** Develop, plan, and implement, in collaboration with the THA, a system for identifying students who have not enrolled in the CBS Program by the end of their 7th grade year.
- E.** Develop, plan, and implement, in collaboration with THA, a plan to ensure that students complete the CBS enrollment process by the end of their 8th grade year.

- F. Provide THA and its third party research consultant with the data necessary to match TPS student records with THA records to evaluate the outcomes of the CBS Enrollment Initiative.

[signatures follow]

TACOMA HOUSING AUTHORITY

TACOMA PUBLIC SCHOOL
DISTRICT No. 10

Michael Mirra
Executive Director

Carla Santorno
Superintendent

Date: _____

Date: _____

DRAFT

Initiative Addendum 5 to TPS – THA Interlocal Cooperation Agreement
THA Reach and Read Book Program

Tacoma Public School District No. 10 (TPS) and Tacoma Housing Authority (THA) agree as follows:

I. PURPOSE

The purpose of this initiative is to offer children's books to households with children who participate in THA's housing programs or who visit THA offices. This program seeks to provide these households with appropriate children's books, accompanied by a soft word from THA staff about the importance of reading.

This document is Initiative Addendum 5 to the TPS – THA Interlocal Cooperation Agreement. The provisions of that Agreement apply to this initiative.

II. ELEMENTS OF THE INITIATIVE

This initiative has the following elements:

1. Supplying THA with appropriate children's books;
2. THA making them available to households with children that participate in its housing programs and households who visit its office.
3. THA staff, in making the books available, will offer a soft word about the importance of reading.

III. PERFORMANCE METRICS

This initiative will have the following performance metrics:

1. The number of books distributed every year;

IV. RESPONSIBILITIES OF THE THA

The THA shall have the following responsibilities:

- A. THA shall inform TPS when its supply of books requires replenishment.
- B. THA shall provide bookcases in all its public offices and in the common areas of all its residential multifamily buildings, posted with an inviting sign stating that the books are free and encouraging people to take them and bring them home.
- C. THA shall keep the bookcases filled with children's books.

VI. RESPONSIBILITIES OF TPS

TPS shall have the following responsibilities:

- A. TPS shall deliver the extra books and discards from its library system to THA in amounts that THA can use for this initiative.

[signatures follow]

TACOMA HOUSING AUTHORITY

TACOMA PUBLIC SCHOOL
DISTRICT No. 10

Michael Mirra
Executive Director

Carla Santorno
Superintendent

Date: _____

Date: _____

Initiative Addendum 6 to TPS – THA Interlocal Cooperation Agreement
Bill & Melinda Gates Foundation Grants

Tacoma Public School District No. 10 (TPS) and Tacoma Housing Authority (THA) agree as follows:

I. PURPOSE

The purpose of this initiative is to coordinate the effective management of grants THA and TPS have received from the Bill & Melinda Gates Foundation, to satisfy the grant requirements and, in general, to make the best use of that investment to serve TPS students and schools.

To date the Gates Foundation has provided six grants to support the THA and TPS partnership:

- 2010 Gates Grant 1, \$153,900, 13 months
- 2011 Gates Grant 2, \$450,000, 36 months
- 2012 Gates Grant 3, \$150,000, 12 months
- 2013 Gates Grant 4, \$400,000, 26 months
- 2014 Gates Grant 5, \$100,000, 15 months
- 2015 Gates Grant 6, \$694,543, 24 months

THA is the grant recipient.

TPS and THA intend to use the grants for the following purposes:

1. expand the Elementary School Housing Assistance Program that began at McCarver Elementary School (*see* Initiative Addendum 1);
2. support the Children's Savings Account ("CSA") Program (*see* Initiative Addendum 2)
3. support the Early Warning Indicator Attendance Initiative Program (*see* Initiative Addendum 3)
4. support THA and TPS efforts to share data and evaluate performance measures of all the initiatives.

This document is Initiative Addendum 6 to the TPS – THA Interlocal Cooperation Agreement. The provisions of that Agreement apply to this initiative.

II. ELEMENTS OF THE INITIATIVE

The Bill & Melinda Gates Foundation Grants Initiative will have the following elements:

- A. clear assignment of responsibilities between THA and TPS to manage the grants and achieve their purposes;

III. PERFORMANCE METRICS

This initiative will have the following performance metrics:

1. full compliance with the grant management requirements of the Bill & Melinda Gates Foundation;
2. meet the performance metrics for the grant;
3. make effective use of the grant funds to serve TPS students.

IV. RESPONSIBILITIES OF THA

The THA shall have the following responsibilities:

- A. In collaboration with TPS, THA shall receive and manage the Gates grants.
- B. In collaboration with TPS, THA shall develop the budget for the Gates grants.
- C. THA shall seek and obtain approval from the District on all final budgetary decisions with respect to the grant funds.

V. RESPONSIBILITIES OF TPS

- A. TPS shall have the following responsibilities:
- B. Collaborate closely with THA in the management of the Gates grant and the development of budgets for the grants and the use of the grant funds.

[signatures follow]

TACOMA HOUSING AUTHORITY

TACOMA PUBLIC SCHOOL
DISTRICT No. 10

Michael Mirra
Executive Director

Carla Santorno
Superintendent

Date: _____

Date: _____

Initiative Addendum 7 to TPS – THA Interlocal Cooperation Agreement
Head Start Class at Bay Terrace Community

Tacoma Public School District No. 10 (TPS) and Tacoma Housing Authority (THA) agree as follows:

I. PURPOSE

This initiative will place a TPS Head Start class at the THA community of Bay Terrace. TPS has 29 Head Start classrooms located at elementary schools throughout the district. Parents are responsible for providing transportation to and from those school sites. Many low-income families with pre-school aged children reside in the Bay Terrace community in the Hilltop neighborhood of Tacoma, and in the surrounding parts of that neighborhood, including other THA properities. Due to transportation issues, many of these families do not send their pre-school aged children to the Head Start classes located in the public schools. Locating a Head Start classroom in the community will make it more accessible to them and assure a good foundation for their learning as they continue on to TPS schools as kindergarteners. The parents of the Head Start children will also have access to a variety of services at the Bay Terrace Community Center and THA programming, including job training, financial literacy and computer resources.

On February 26, 2013, TPS and THA executed a Memorandum of Understanding to place the HeadStart class at Bay Terrace beginning in the fall for 2013. (The memorandum referred to the community of Hillside Terrace. THA since has renamed that community Bay Terrace.) The class has been in operation since then in the Bay Terrace Community Center in a classroom that THA constructed for the purpose. This Initiative Addendum confirms, updates and replaces that memorandum.

This document is Initiative Addendum 7 to the TPS – THA Interlocal Cooperation Agreement. The provisions of that Agreement apply to this initiative.

II. PREMISES

TPS shall have exclusive use of the following area: That northeast section of the Bay Terrace Community Center at 2550 South G Street, Tacoma, WA 98405, known as the Head Start Classroom and play area constituting about 2,758 square feet shown on the attached building chart.

III. TERM AND EFFECT OF HOLDING OVER

The term of this agreement shall begin on September 1, 2013 and shall expire at the end of July 30, 2021 unless the parties extend it or terminate it early. If TPS continues in possession beyond that time, this agreement shall continue on a year-to-year basis.

IV. Rent

TPS shall pay no rent to THA.

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V. UTILITIES AND MAINTENANCE FEE

TPS shall pay THA yearly \$23,640 by September 30th for utilities and maintenance.

VI. TPS OBLIGATIONS

TPS shall use the Premises only for its operation of a Head Start Program.

A. TPS shall provide a Head Start class at the Bay Terrace Community Center that will serve 15-20 children ages 3 and 4, predominantly children of Bay Terrace residents. It shall offer the program every morning 8:45 AM-12:45 PM, Monday through Friday, during the TPS school year -typically September through June depending on the TPS calendar and the Head Start program calendar.

B. TPS shall obtain and maintain all necessary licenses, certifications and permits applicable to such use.

C. TPS shall provide all equipment and material required for an effective Head Start program that is fully compliant with Head Start program standards and requirements.

D. TPS shall provide staffing for the Head Start program that is fully compliant with Head Start program standards and requirements, including one full time teacher, one part-time educational assistant, and a halftime family support specialist. In addition, the Head Start program will provide program administration, training, nursing, and other services through the Head Start district support office;

E. TPS shall work closely with THA to enroll Bay Terrace families into the Head Start program and to encourage participation in Head Start parenting activities;

G. **Nuisance, Disturbance and Risk:** TPS shall not permit anything to be done on the Premises tending to create a nuisance or disturbance to other uses in the neighborhood or to THA and its operations, employees, and volunteers.

H. **Compliance with Law:** TPS agrees to comply with all of the ordinances of the City of Tacoma and the laws of the State of Washington relating to its use.

I. **Space Heaters:** TPS shall not use any space heater under any circumstances.

J. **Damage:** TPS will be responsible for the cost of repairing destruction or damage to the Premises that results from the carelessness, negligence, or improper conduct on the part of the TPS or its employees, guests, invitees, clients or program participants.

K. **Alterations:** TPS shall not alter or replace carpets, fixtures or other THA improvements without THA's written consent.

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Comment [MM1]: TPS staff persons, Sarah Lang Evans, Deana Tuttle and Ken Wilson, and THA staff Pat Patterson have been discussing the need to refresh the MOU for the Head Start class at Bay Terrace. In those discussions, they all contemplated that TPS would contribute toward the maintenance and utility costs.

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L. Condition Upon Return: Upon the termination of this agreement, TPS will return possession of the Premises in as good order and condition as it was when its possession began, reasonable use and wear excepted.

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VII. THA's OBLIGATIONS

THA shall have the following obligations:

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A. THA shall provide a classroom, play area, and amenities that meet the Head Start standards for physical environment and facilities as described in 45 CFR 1304.53;

B. THA shall provide an outdoor play area that meets the Head Start standards for physical environment and facilities as described in 45 CFR 1304.53;

C. THA shall provide a safe, attractive, and healthy environment for the children and their families;

D. Landlord shall maintain the exterior of the Leased Premises, including exterior walls, exterior glass, roof and foundation, and the exterior grounds, as well as the utility systems of the building.

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E. THA shall provide maintenance and janitorial services to the Premises and the building in which it sits.

F. THA shall provide safe access to the classroom for drop-off and pick up of children;

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G. THA shall work with the Head Start program to encourage Bay Terrace Terrace residents to enroll their children in Head Start;

H. THA shall work with community partners to provide services to the Bay Terrace families of the children enrolled in the Bay Terrace Head Start class; and

M. Landlord shall pay all taxes, fire benefit charges, local improvement district assessments, and other similar charges, if any, due on the property.

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VIII. NO ASSIGNMENT AND SUBLEASING

TPS shall not assign this agreement or sublet the Premises without THA's prior written consent which THA may grant or withhold at its sole discretion.

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IX. DEFAULT AND TERMINATION

The parties may terminate this agreement either by written agreement or for good cause.

A. Termination for Good Cause

1. Good Cause: Good cause shall include but shall not be limited to:

- (a) nonpayment of amounts due;
- (b) substantial or repeated violations of this agreement;
- (c) waste, nuisance or unlawful business;
- (d) tenant's bankruptcy or insolvency;
- (e) destruction of the Premises by fire or other casualty.

2. Termination Process: Either party alleging default by the other party shall employ the Dispute Resolution process in Section IX(H) of their Interlocal Cooperation Agreement. If that process finds a party in default, the other party may serve the defaulting party with a notice terminating this agreement within ten (10) days if within that time the defaulting party does not cure the default.

X. MISCELLANEOUS

A. THA's Right to Enter and Inspect:

THA shall have the right to enter and inspect the premises upon reasonable advance notice to the TPS. THA may also enter to perform its janitorial and maintenance services. It shall perform these services in a way that does not interfere with TPS's Head Start programming or activities.

B. ESTIMATED VALUE OF CONTRIBUTION

The estimated in-kind value of TPS's contribution under this agreement, including staffing, furniture, curriculum material and meals is at least \$100,000 per year.

The estimate in-kind value of THA's contribution under this agreement is as follows:

- construction costs of HeadStart classroom and facilities: \$1.27 million
- operations and maintenance: \$23,640.

[signatures follow]

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TACOMA HOUSING AUTHORITY

TACOMA PUBLIC SCHOOL
DISTRICT No. 10

Michael Mirra
Executive Director

Carla Santorno
Superintendent

Date:

Date:

DRAFT



Tacoma Housing Authority McCarver Special Housing Program 2015 Year Four Evaluation Report

Prepared for the Tacoma Housing Authority

February, 2016

By: Bill Leon, PhD.
Kasey Langley, MPP
Philip Lightstone

GEO EDUCATION & RESEARCH



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APPENDICES

APPENDIX A – MCCARVER SPECIAL HOUSING COMMUNITY PARTNERS

EXECUTIVE SUMMARY

Over four years of the Tacoma Housing Authority (THA) McCarver Special Housing Program (hereafter, Program) many parents have made considerable progress toward their goals of family financial stability with higher average incomes; some have made no progress for reasons related to disability, chemical dependency or domestic violence; most families struggle to afford the ever rising but still subsidized rents, and most are heavily rent burdened in the general housing market. Many students have made gains in educational performance. But gains are not consistent across families; many students continue to perform on the low ends of the scales on standardized tests. Their performance is similar to other students at McCarver and in peer schools with similar rates of poverty; on some measures they exceed the performance of students who are still classified as homeless. Program students have a very low mobility rate (7.0%) compared to non-program students (93.8%), and by housing these students the Program has helped reduce the school's overall mobility rate from 107.4% in 2011-2012 to 81.8% in 2014-2015.

Geo Education & Research (Geo), the external evaluator of the Program, has analyzed four years of data from student performance, from THA income, and from interviews with THA staff, McCarver staff and teachers, and parents. Trends in the data over time indicate that despite many successes, the theory of change (i.e. the basic premise and underlying assumptions) of the Program needs revision, new approaches, and expectations grounded in the experiences of families served to date in the unique partnership between THA and McCarver Elementary School. The Program is not yet fully implemented. After year four of a five-year Program, there is a mixture of early success, positive changes in students, parent and family situations, and still many challenges to overcome. This varied set of outcomes is reasonable to expect in an innovative and complex program. The Program is significantly addressing one major challenge facing the school – excessive rates of student mobility. It is solving one of the major problems facing these families—homelessness—and is also providing additional support to reduce stresses on families. It is providing many parents with more motivation, skills, support, tools and resources to improve their lives and livelihoods in many ways. The Program is also training and coaching them on why and how to be more engaged in the education of their children. Still, these families' challenges are significant. The families were not screened by the Program to accept only those likely to succeed. In this sense, THA opened the Program to all seeking to improve their lives. The fact that Program students now perform at the same levels as their peers in poverty is an improvement over the performance of students who are still homeless.

McCarver Elementary School is an important and long-standing school in Tacoma, Washington, with a notable history. In recent years, the school has faced significant challenges. Its student population has one of the highest rates of poverty in the District and in the larger metropolitan area. 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 mobility rate ranged from 105% to 179%. Research² 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. Such student mobility rates also make a school a challenging place to teach. During the last school year, two teachers retired, one moved out of state, and one moved to another school in the District. In a prior year the school's long-term counselor (who played a key role in helping students and families) retired.

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

1. THA and its partners have provided rental assistance to up to fifty (50) families who were homeless or on the verge of homelessness and who had a child enrolled in McCarver's kindergarten, first, or second grade at the time of enrollment. Over the four years, the children from the Program families have comprised 16% to 19% of the school's population.
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; 3) invest in their own employment and education prospects; 4) share their data; and 5) work with their caseworker.
3. The Program, including its service partners, provides the families with extensive supportive services to help them fulfill these commitments.

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.

² For examples, see: Power, Michael A. (2009) "Research Relating to the Effects of Mobility on School Achievement," Tacoma Housing Authority; Isernhagen, Jody C. and Bulkin, Nadia (2011) "The Impact of Mobility on Student Performance and Teacher Practice," *The Journal OF AT-RISK ISSUES*, 16, 1, pp. 17-24; Temple, Judy A. and Reynolds, Arthur J. (1999) "School Mobility and Achievement: Longitudinal Findings From an Urban Cohort," *Journal of School Psychology*, Vol. 37, No. 4, pp. 355-377.

4. The Tacoma Public School District (TPS) has made substantial investments to remake McCarver's curriculum into an International Baccalaureate Primary Years Programme (IB).
5. Professional third party evaluation will track an array of performance measures.

Funding for this initiative comes from THA, the Bill & Melinda Gates Foundation, Building Changes, Pierce County, Tacoma Public Schools, The City of Tacoma, and services and support from about thirty public and nonprofit service partners (see Appendix A).

Based on four years of data³, Geo Education & Research (Geo) sees some positive signs that the Program is having positive impacts. **The student mobility rate (a measure of students who enter and leave the school), though still high, is significantly lower than it was at the start of the Program. After an encouraging decline, the mobility rate for Program students has fluctuated. It was 7.8% in 2014-2015. McCarver's overall rate has been declining since 2010-2011 (when it was 107%). It reached a low of 74% in 2013-2014 but went up to 82% in 2014-2015.**

Program planners and managers did not expect to see measurable, much less significant, changes in student performance near the beginning of the Program. Given the traumas and challenges experienced by the students and their parents, rapid change seemed unlikely. However, Geo's 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. **Years three and four show that Program students now have reading abilities similar to other students at McCarver but lower than students at peer schools and other elementary schools across the District.**

Parent / Household Changes

THA housing vouchers have helped stabilize the lives of the 33 families currently in the Program. A total of 58 families have started the Program; 49 started in September of year one; and nine others joined over the first two years (with no more than 50 enrolled at any time). A total of 25 families have left the Program over four years. **The current cohort (as of 8/31/15) has 33 families, 42**

³ Family data are reported for year four through August 31, 2015. School data are for the 2014-2015 school year.

parents, 104 children, with 56⁴ students attending McCarver. During the Program year, six families with eight McCarver students and six other children left the Program. Three of these McCarver students and three other children left during the summer. Therefore 39 families with 64 students at McCarver were served during the Program year.

Housing support has contributed to initial changes for children that support school success (e.g., attendance) and to positive parental involvement in schools for some families, but not across all families in the Program. Some families report that the housing support has allowed them to live near the school, and that living nearby has supported better school attendance for their children and increased their involvement in school. However, many families have not been able to find adequate, affordable housing in the McCarver neighborhood and have instead ended up living far from the school. In these cases students are travelling long times and distances, and staff feel this negatively impacts attendance and participation in after school activities. In the beginning of the Program, all families had students at McCarver but some lived fairly far away. Some moved in and some later moved out. Staff estimate that 60% now live outside the attendance area and some live far away. Also, staff estimate that now, in the last year of the Program, only about half of families are in satisfactory housing and about half have housing that is lacking in some way, such as location/transportation, unaffordable utility bills or a lack of a feeling of safety.

⁴ This is the number of McCarver students whose families were in the Program at the end of August 2015 (including the students who were 5th graders in 2014-2015. The families who had students enrolled at the school between the start of the school year (September 2014) and the end of August 2015 had more students at McCarver at least part of the school year. On any given measure (e.g., attendance, reading scores) not all students have data in the TPS system.

Key Demographics of Tacoma Housing Authority McCarver Program Families

Composition of Families (average age of parents at entry = 31)	Number (among all 58 households ever in the Program)	Percent of 58 total households	Number among 33 active households at end of year	Percent of active HH or subgroup
Two parent households	17	29.3%	9	27.3%
Single parent households	41	70.7%	24	72.7%
Female head of household ⁵	48	82.8%	21	87.5%
Male head of household	10	17.2%	3	12.5%
Speakers of English as a second language (one or more parents)	6	10.3%	0	0%
Race or ethnicity of parents (all) ⁶				
Asian	3	5.2%	2	5.0%
Black or African	30	51.7%	17	42.5%
Hispanic	2	3.4%	2	5.0%
Native American / Alaska Native	1	1.7%	0	0%
White	22	37.9%	19	47.5%

Among the 25 who left, nine left for positive reasons (e.g., found a job in another community; able to support the family without the Program's support; all children graduating to middle school). Eleven left for negative reasons (e.g., failure to meet Program standards; personal traumas (including domestic violence). One family left because the parent thought another school would be better for her children. The others left for neutral reasons (mainly entering public housing or other programs like THA's Housing Opportunity Program or having to move). Four families left in the first year; nine in the second year; six in the third year; and six in the fourth year. Because this is a pilot

⁵ One is a grandmother who entered the program when her daughter became unable to continue caring for her children.

⁶ Since several clients have multiple ethnicities, the numbers do not sum to parent total or 100%. Race is summarized for all parents in the households.

program with a closed cohort, the Program did not replace all the families with new ones. Outcomes for families who exited the Program are not known and are not tracked after exiting.

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 parents and students identify needs, meet goals and connect to community resources and services. They also help ensure that parents meet their obligations and support their children's educational efforts.

Most parents have engaged in at least one education or training program and many have achieved meaningful educational goals in the last four years. During their time with the Program, ten parents have earned their GED; four have earned their high school diploma; three have earned AA degrees; two have earned BA degrees; and one is working toward a master's degree. Thirty-eight parents completed a financial literacy class and 24 have been certified in a skilled trade. Parents cited the encouragement, goal-setting support and concrete help (e.g., tuition support) from the Program as instrumental in achieving their education goals.

Families have experienced increases in household income, employment, education and job training, but about half of adults in the Program are not employed. Upon entering the Program, 7 of 61 parents (11.5%) were employed, and average monthly household income for all parents from all sources was \$790. **In August 2015, 20 of 43 parents (47.6%) held jobs, and monthly incomes averaged \$1,432 among all parents⁷.** This is a rise in average monthly income but a decline in employment compared to August 2014. Average monthly earned income among working parents was \$1,408 in August 2014. **Families now get 73% of their income from employment.**

⁷ Including all parents, working or not and all sources of income.

Employment and Income

Employment, income, rent, and children (n=adults in household)	At Entry (n=61)	Sept. 2012 (n=59)	Aug. 2013 (n=55)	Aug. 2014 (n=48)	Aug. 2015 ⁸ (n=43)
Number of households	49	50	45	39	33
Households (# (%)) w/ earned income	9 (18.4%)	28 (56.0%)	23 (51.1%)	25 (64.1%)	16 (48.5%)
Employed adults (among all parents)	7 (11.5%)	20 (33.9%)	29 (52.7%)	29 (60.4%)	20 (47.6%)
Median household monthly income	\$712	\$680	\$796	\$765	\$782
Average household monthly income ⁹	\$790	\$799	\$1,176	\$1,340	\$1,432
Median monthly HH earned income among HH with working adults	\$853	\$648	\$1,400	\$1,280	\$2,085
Average monthly HH earned income	\$286	\$361	\$811	\$762	\$1,048
Median monthly unearned income	\$380	\$253	\$285	\$0	\$0
Average monthly unearned income	\$504	\$438	\$365	\$335	\$384
Average TANF income if on TANF (# HH)	\$427 (24)	\$516 (10)	\$408 (11)	\$558 (6)	\$482 (3)
Median household rent ¹⁰	Not Avail.	Not Avail.	\$825	\$904	\$930
Average household rent ¹¹	Not Avail.	Not Avail.	\$910	\$971	\$800
Families able to pay expected share ¹² of rent without undue rent burden	61 (100%)	49 (100%)	40 (95.2%)	27 (69.2%)	14 (42.4%)
Families unable to pay expected share of rent without undue rent burden ¹³	0 (0%)	0 (0%)	2 (4.8%)	12 (30.8%)	19 (57.6%)
# children (cohort total) – 8/31/15	103	113	122	121	104
# children at McCarver – 8/31/15 ¹⁴	79	77	98	78	56

⁸ For 33 families still enrolled 8/31/15.

⁹ The average is higher in more recent years as a few parents have earned much higher incomes than others.

¹⁰ Not counting subsidy from THA (i.e., what the landlord receives).

¹¹ Not counting subsidy from THA (i.e., what the landlord receives).

¹² Monthly expectations: \$25 at entry through year one; 20% year two; 40% year three; 60% year four; 80% year five; and 100% year six and beyond. Since families' shares of the rent increase each year and since many families do not earn living wages, it is not surprising that more are rent-burdened over time.

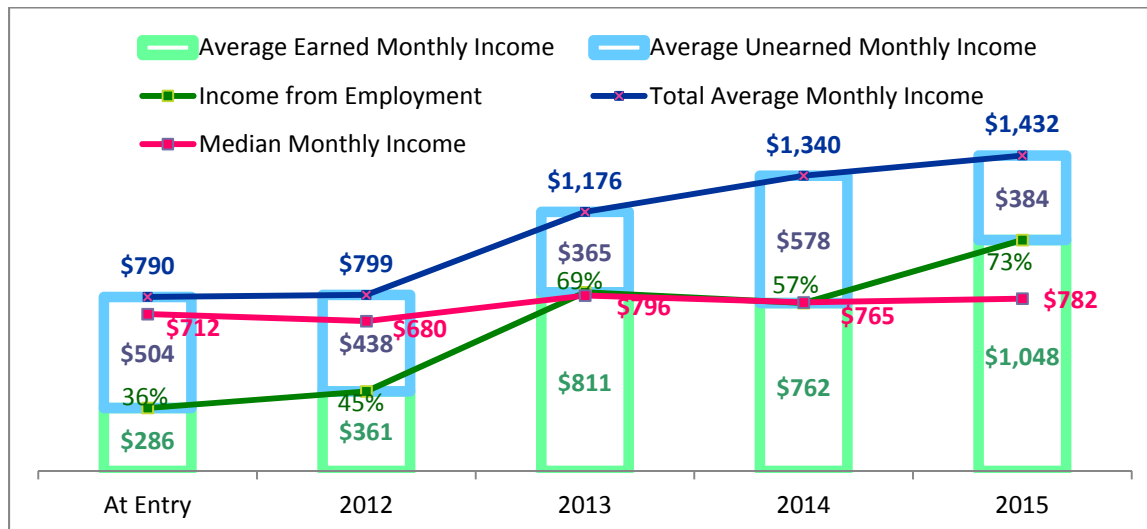
¹³ This is at the 50% level, meaning 19 families were paying 50% or more of their income on rent. In August of 2014, 22 families (56%) are paying more than 30% of their income on rent (even though they were paying only 40% of their rent). In 2015, 24 (73%) were paying over 30% of their income in rent (even though they were paying only 60% of their rent).

¹⁴ Includes 5th graders in 2014-2015 school year. 64 were enrolled at least part of the year; 8 left during the year.

The efforts of caseworkers to help families apply for needed and qualified financial support has helped many supplement their incomes and increase their financial stability. Fourteen of 58 households started with and some have continued receiving some government assistance. **As earnings have increased, some forms of government support have decreased. After four years in the program, only three families (7%) receive Temporary Assistance for Needy Families (TANF¹⁵). The average amount of TANF funding received decreased from \$558 per month to \$482 for those receiving TANF.** Some families also receive unearned income from other sources (e.g., Social Security, child support, unemployment insurance, Labor & Industry claims, student loans). **Income has not increased enough to sustainably support most families and parents are very worried about what they will do when the program ends for them. Overall, median monthly household income stayed flat at \$782.** Average monthly household income rose 6.9% to \$1,432. Due to the small size of the cohort (which skews the average when a few members have relatively large incomes), the median numbers are more meaningful. Among all households, six had zero income; another three received less than \$500; eight received between \$500 and \$1,000; six received between \$1,000 and \$2,000; and 10 received more than \$2,000. On average, **households now get 73.2% of their income from employment** (well up from 56.9% last year and from 36.2% at Program entry).

¹⁵ Possibly impacted by time limits on TANF support.

Comparisons of Family Income Sources by Year for All Families



At the end of year four, among 33 families, only 14 families (48.7%) were able to pay their expected 60% of rent costs. **The number of families who were heavily rent burdened (even paying just 60% of their rent) was 19 (57.6% of all families). Just eight families (24.3%) among the 33 would have been able to afford rent if they had been paying 100% of it.** Since families' shares of the rent increased each year (THA has since changed the policy governing the portion of rent that families pay), and since many families do not earn living wages, it is not surprising that many are rent-burdened.

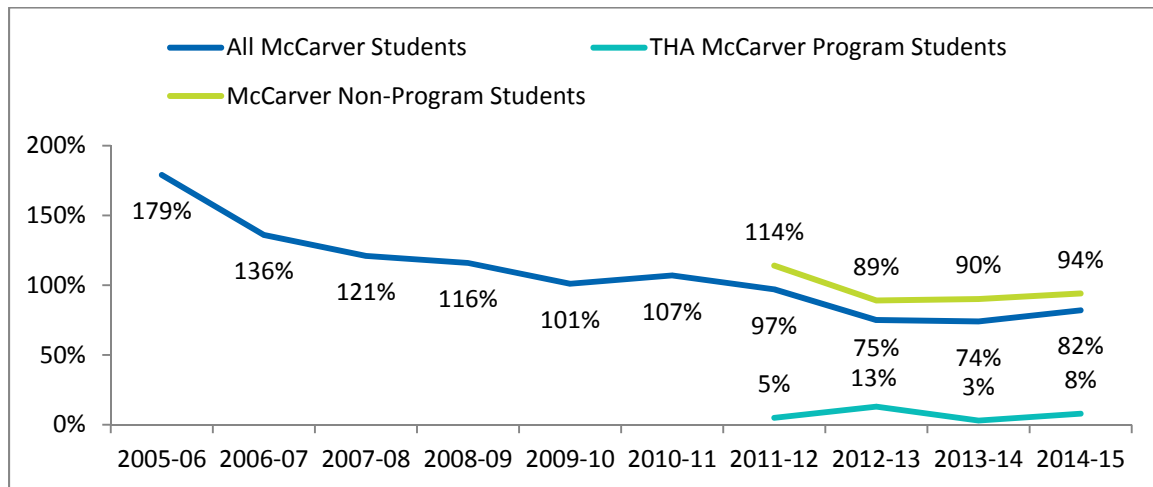
Child Changes Based on School Data

McCarver's mobility rate reflects 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. Program students represented 18.9% of the McCarver student population in 2015. The data show that **the mobility rate for Program students was 4.5% in year one; 13.3% in year two; 2.7% in year three; and 7.8% in year four (2014-2015)**¹⁶. Those leaving were the children of parents who left the Program and who are no longer enrolled in McCarver. The current rate is much lower than the school's rate. The

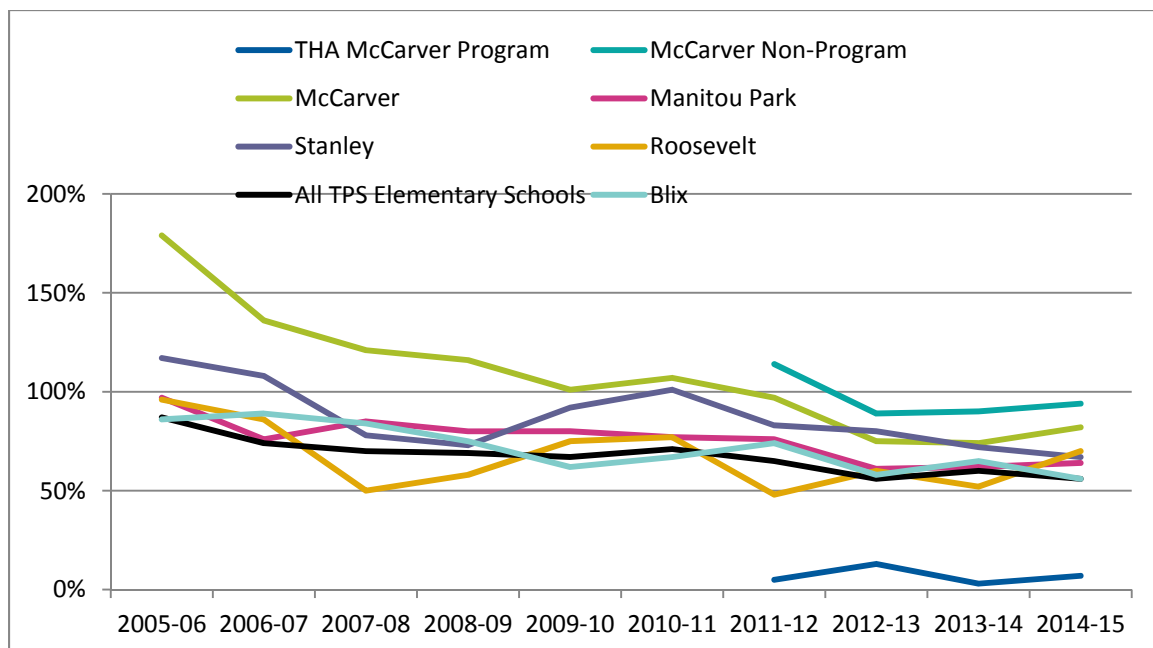
¹⁶ For year four (2014-2015), five (7.8%) of 64 students enrolled in September left the school during the school year. Another three left during the summer after the end of the school year. The 7.8% figure is more comparable to the figures for the comparison groups that ignore summer withdrawals.

stability of these Program students not only helped them; it also helped McCarver reduce its mobility rate to 82% (though that is an increase from the previous years). The non-Program students at McCarver had a mobility rate of 93.8% for the 2014-2015 school year. Four children withdrew from both the Program and from McCarver.

Student Mobility Trends within McCarver

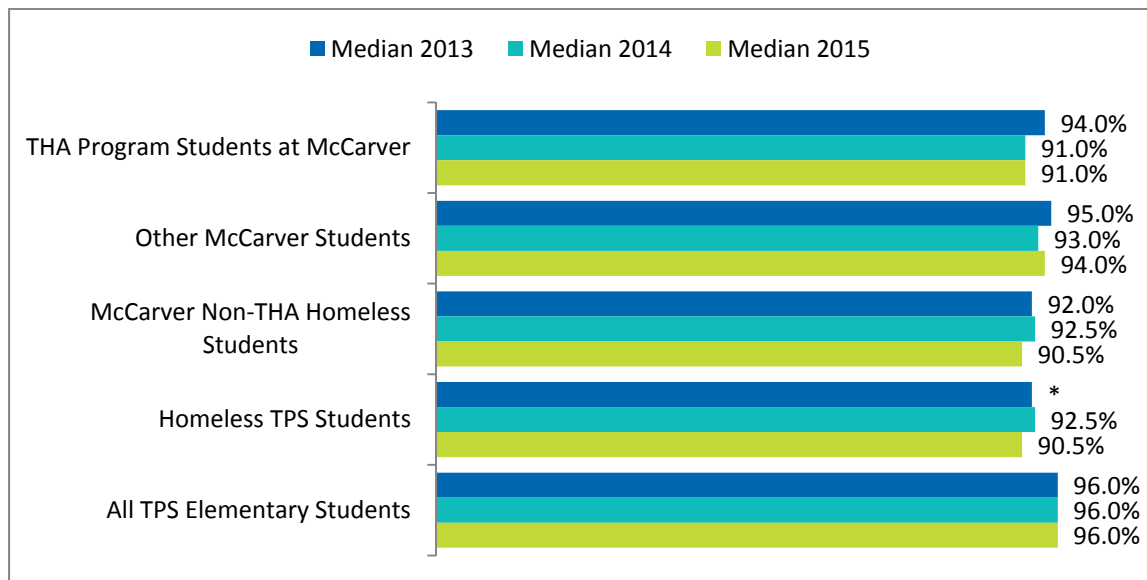


Student Mobility Trends within McCarver and Peer Schools



In 2012-2013 Program students had higher rates of attendance compared to homeless students at McCarver and in TPS. In 2013-2014 they had attendance rates significantly lower than the all elementary school students in the District, but not significantly different from those of other McCarver students or homeless students. **In 2014-2015 Program students had an attendance of 91%, which was significantly lower than the rate for all TPS students (96%).** Other McCarver students and even homeless students had higher rates (94% and 92% respectively), though these differences are not statistically significant.

Median Attendance by Cohort¹⁷



The following table shows some trends and comparisons on reading scores over the past four years. Please note that the type of test changed in year three and again in year four. For this reason, comparisons between years are not useful. The fall 2011 DIBELS scores for the Program students is a baseline that was obtained in their first month of school, shortly after joining the Program. One can see that **only 35.8% were reading at grade level when they entered the Program. By the following spring, this number had nearly doubled to 68.8%.** While all cohorts showed improvement (to be expected), no others showed such a dramatic change. In spring of 2012, with 68.8% reading at grade level, Program students had a percentage equal to that for all elementary students and had a higher

¹⁷ * = data are not available

percentage than the other cohorts. They were 16.4 percentage points higher than TPS homeless students (even though a lower percentage of Program students were reading at grade level in the fall).

Program students showed significant gains in reading in the first year of the Program. They maintained those gains in year two. Since then, their scores have not improved compared to their peers. They seem to be performing at levels equal to students who are in other high poverty schools.

Students Reading at Grade Level by Cohort by School Year 2011-2014

Test Type	School Year	Administered	THA Program McCarver Students	Other McCarver Students	TPS Homeless Students	Peer Schools ¹⁸ Students	All TPS Elementary Students
DIBLES*	2011 – 2012	FALL	36% (n=60)	51% (n=246)	39% (n=358)	50% (n=2,424)	52% (n=13,033)
		SPRING	69% (n=63)	61% (n=343)	52% (n=463)	62% (n=2,399)	69% (n=13,024)
	2012 – 2013	SPRING	61% (n=58)	63% (n=276)	48% (n=231)	61% (n=2,304)	69% (n=13,316)
RBA	2013–2014	SPRING ¹⁹	41% (n=28)	46% (n=138)	56% (n=305)	60% (n=1,064)	70% (n=6,385)
DRA ²⁰	2014–2015	SPRING	73% (n=15)	72% (n=138)	59% (n=252)	71% (n=1,108)	70% (n=5,142)
STAR ²¹		SPRING	66% (n=32)	64% (n=130)	66% (n=274)	69% (n=1,049)	73% (n=5,656)

¹⁸ Blix; Lister; Manitou Park; McCarver; Roosevelt; Stanley

¹⁹ These RBA scores are on a 1 to 3 scale: 1=Below Basic; 2=Basic; 3=Proficient. The combined percentages for Basic and Proficient are reported here.

²⁰ These DRA scores for grades k-5 are measured four times per year on a 1 to 4 scale: 1=Below Basic; 2=Basic; 3=Proficient; 4=Advanced. The combined percentages for Basic, Proficient and Advanced are reported here.

²¹ The STAR scores for grades 2-5 are measured four times per year on a 1 to 4 scale: 1=urgent intervention; 2=intervention; 3= on watch; 4=at/above benchmark. Only “at/above benchmark” percentages are reported here.

In 2013-2014, the results of District Math Assessment (DMA) showed that distributions of students by category were not significantly different when comparing Program students to other students at McCarver. The DMA was discontinued in 2014-2015. In its place, the District used a common core assessment for primary grades. Only eight THA students across grades 1-5 took the tests. All but one scored below basic on all tests. One first grader scored basic on the final test. Since the numbers taking the test are so low, there is no point in comparison data.

Of the Program students in grades 3-5 in Year 4 who took the state reading test in 2015, only 27% met the state standard. This is higher than for homeless students at McCarver (22%), lower than for non-THA McCarver students (30%), similar to homeless students (25%), lower than peer schools (31%); and lower than across the District (46%). **In math scores, 21% of Program students met the state standard.** By comparison, 11% of homeless McCarver students met the standard, as did 30% of non-THA McCarver students, 25% of homeless students across the District, 31% of students in all peer schools, and 46% across the District.

State Test Scores for Tacoma Housing Authority McCarver Program Students

State Test Scores for THA Program and Other Students	2013	2014	2015 ²²
Reading (percent meeting/exceeding State standards)			
THA Program students	40% (n=30)	50% (n=28)	27% (n=33)
Math (percent meeting/exceeding State standards)			
THA Program students	28% (n=29)	14% (n=28)	21% (n=33)

²² State test changed to the Smarter Balanced Assessment in 2015 so comparisons between years are less meaningful.

Discipline

The data show that suspension rates for Program students were higher than rates for other McCarver students in year one; lower in year two; and again higher in year three and four. In 2014-2015, four of 59 Program students in grades K-5 (6.8%) were suspended at least once. For both Program and other students, fighting is the most common reason for suspension²³.

Disciplinary Actions for McCarver Students in Grades 1-5 in 2012-2014

	THA Program Students at McCarver		Other McCarver Students	
	#/Total	% of Students	#/Total	% of Students
Students with One or More Suspensions ²⁴				
2014-2015	4/59	6.8%	20/541	3.4%
2013-2014	8/64	12.5%	23/545	4.2%
2012-2013	4/87	5.0%	33/483	6.8%
2011-2012	6/76	7.9%	35/451	7.8%

Staff Reflections on the Program

In discussions with TPS and THA staff who work closely with the Program, Geo identified some findings for which there appears to be general consensus that illustrate where the Program has been successful and where it and the families are still challenged. These are listed here and explained in more detail in the Staff Assessment section of this report.

- The challenge for some families to find housing in the McCarver neighborhood raises important questions about the Program model and theory of change.

²³ Note that sample sizes are very small for both cohorts so comparisons are made with caution.

²⁴ There are differences in the counts of students for discipline and attendance for both THA and non-THA cohorts. These figures are based on students in the TPS discipline data tables.

- Staff agree that only a small percentage of the McCarver Special Housing Program families seem likely to actually be able to pay their full rent and afford their other bills by the end of this, the last, year of the Program.
- Staff believe that in the early years of the program the requirements of parent involvement supported parents' connections with the school and their increased capacity to support their children's learning. Planning for and expectations of parental involvement were higher in the early years of the Program and were not a priority this past year. School involvement is not a priority for families in crisis.
- Staff report that communications between McCarver Special Housing Program caseworkers and teachers have contributed to resolving issues for individual students. However, there is not consistent or regular communications among caseworkers and teachers so the potential benefits are likely not fully realized. Efforts to connect with teachers via email have not produced the desired communication and collaboration.
- Caseworkers feel overburdened by data collection responsibilities.
- Staff wish to highlight that the McCarver Special Housing Program is a responsive program, using the evaluation and other feedback to adapt and improve the Program. Staff acknowledge that the Program is not achieving all of the hoped-for outcomes, but strongly believe in the potential for this school/housing partnership.

These and other observations show that the Program implementers are learning and making adjustments as they go. This knowledge based on experience will help with any replication of the Program at McCarver or at other schools, and there is enough working well to anticipate that a similar, future program could be successful.

Teacher Perceptions

The teacher response suggests that they have had very high expectations of the Program and in practice see the Program as only slightly to moderately influential on student's behavior and academic performance. However, due to natural grade advancement and to teacher turnover, many of those responding were unable to compare behaviors before the Program began with current behaviors. In addition, many teachers reported insufficient contact with the caseworkers. As a result, caseworkers' job duties have been modified recently. Here we present some of the general findings in summary form. They are explained in more detail in the Teacher Assessments section.

- Teachers believe in the concept of the Program, but feel frustrated and disappointed with the results. Teachers perceive that parents are not being held accountable to Program expectations of attendance, parents' involvement in school, and financial independence.
- Teachers feel that communications and information sharing with caseworkers is inadequate. While some teachers report positive interactions with THA caseworkers, nearly all teachers suggest that regular, pro-active communications between THA caseworkers and teachers would be an improvement.
- Teachers describe some students who have experienced significant positive change and describe changes such as students' increased confidence and increased homework completion. Teachers can just as easily identify students in the Program who did not experience the positive changes the teachers expected. Some teachers could not think of a single example of a student who has improved significantly during his/her time with the Program.
- While some teachers could point to examples of parents who had increased in confidence, competence, and even in financial sustainability, there is an overall sense of teachers feeling frustrated with the parents involved in the McCarver Special Housing Program.
- Teachers' overall wish is to get the children to school, consistently and on time. One teacher said, "I can't teach them if they are not in the room."

Parent Perceptions

As part of the evaluation of the THA McCarver Program, Geo interviewed a sample of parents. Below is a summary of parents' responses to each interview question with some additional notes on topics that came up in the course of the interviews. They are presented in greater detail in the Parent Perceptions section.

- Parents' achievements and progress toward self-sufficiency varied widely across parents. Even those who reported good progress on education and who are currently working at part-time or full-time regular jobs are very worried about the looming end of the five year Program.
- With similar variation, some parents are very satisfied with their housing and the housing location seems to support their children's school punctuality and attendance, while others are unsatisfied with their housing and/or the housing location presents a challenge to getting the kids to school on time. Reasons for moving (or wanting to move) after enrolling in the Program include domestic violence issues and needing to have a new address, poor

conditions/repairs in their home, wanting to be close to the school, “personal issues,” landlords ending the lease and/or needing to find a new place after a rent increase.

- Many parents interviewed struggle with health, mental health, domestic violence and other problems and most do not feel secure in their ability to stay on track for their kids without this Program.
- Parents can easily describe concrete problems that case workers helped them resolve as well as give details about the emotional support and encouragement they receive from case workers. Nearly every parent could think of at least one, and usually several, positive changes in themselves, their kids or their family since they have been in the Program.
- 10 of 13 parents interviewed (71%) agree or strongly agree with the statement “My current housing meets my family’s basic needs.”
- 3 of 13 parents interviewed (21%) agree or strongly agree with the statement “I will be able to pay my portion of my rent next year.”
- In order to stay in a workable housing situation, parents reported communicating with landlords to resolve issues and receiving “hardship” or other additional help with rent from the McCarver Program when they could not work due to illness or injury.
- Most (9 of 13) parents interviewed do not believe they can pay their portion of the rent next year and they are very worried about what they will do when the Program ends for them.
- 6 of 13 parents (43%) agree or strongly agree with the statement, *“Since joining this Program I have improved my education or job skills.”*
- About half of the parents interviewed described progress on and achievement of significant education and employment goals while they have been a part of the McCarver Special Housing Program. Several of these parents cited the encouragement, goal-setting support and concrete help (e.g., tuition support) from the Program as instrumental in achieving their goals. Many also described that the 5-year limit of the Program was motivating to them.
- About half of the parents interviewed report little or no progress on education or job skills. Of that group, at least half report receiving Social Security Disability payments, being unable to work and having no job or employment goals that would interfere with those payments.
- 12 of 13 parents interviewed (86%) agree or strongly agree with the statement *“My case manager has been helpful in encouraging me.”* Nearly every parent interviewed agreed that their case workers are helpful in encouraging them.
- 8 of 13 parents interviewed (57%) answered “most of the time” or “almost always” to the question, “How often do you go to the school (for conferences, performances, volunteering, etc.?)”
- 10 of 13 parents interviewed (77%) answered “most of the time” or “almost always” to the question, “My child is (or children are) rested and ready for school each day.”

- A few parents reported spending a lot of time at the school and feeling really connected to the school. These parents live nearby and do not work full time or attend school. Other parents report little school involvement. Parents reported factors that facilitate and support parent involvement such as: the kids like the events and like their parents to be at school, a commitment from parents to be involved, living close to the school, and feeling appreciated and needed by the school and the kids there. Parents reported barriers to school involvement that include commitments to work, school and younger children, lack of transportation or time consuming or costly transportation and lack of enforcement of involvement by the Special Housing Program.
- Having a set schedule and routine for mornings and evenings and having a reliable form of transportation (district bus or McKinney-Vento bus, living within walking distance or having a car) were reported by many parents as “what it takes” for them to successfully have their kids rested and ready for school. A few parents also talked about being committed to getting their kids there and taking responsibility as a parent.

Parents were asked to think of someone who knows them well and imagine what that person would say is different since they have been involved in this Program.

“She would tell you that I am pretty much dramatically changed as far as being responsible and sticking with things, following things through.”

“[What is different is] having a place to call home and to be every night and just her grades and homework. In the years previous to this, there's a lot of times when I was really depressed that I didn't really care if she [her daughter] went to school or not and she was home with me and it didn't seem at the time that it was that big of a deal--and it is (a big deal), so that doesn't happen anymore which is good.”

“My attitude. She would say I have a more ‘I can do it’ attitude.”

Many parents reported that others would see them as more responsible or stable since they have been a part of the McCarver Special Housing Program. Along these lines some parents said others would see them as more independent, consistent and better at following through.

Some parents reported that others would notice changes for their families such as less stress, decreased anger-levels among the parents and less uncertainty and moving around. A few parents also said that others would notice an improved attitude and better outlook on life, when compared to before their involvement in the McCarver Special Housing Program. Finally, others might notice that their kids are better behaved, have more friends and are more stable and happy.

Many parents expressed concern about the Program entering its last year.

“Even though it's [the Program] supposed to be getting over, I'm not ready for it to be over because I'm not done with my schooling. I can barely afford to pay the bills, even though I have help.”

“I don't know what's going to happen when the Program ends and that's the scary thought. I got everything I set out to do [custody of children, vehicle, SSI] but it's not enough to live on and I can't go to work...I can't even afford a hotel room for a month.”

“I was blessed to come to that school and have my son go to that school and be able to gain stability at the same time. That doesn't happen all the time. It was a time in my life where I really needed to be on my feet and get my life together and if it wasn't for the Program I would still be struggling and homeless. So overall they help you a lot. And what they do really makes changes in people's lives and as long as the person is still trying and is still making effort that they should still keep working with these families and not just kick them off the Program.”

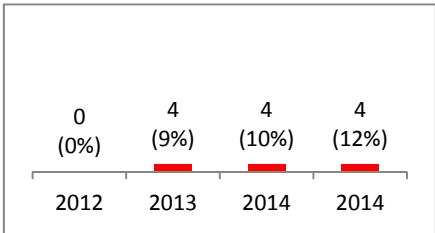
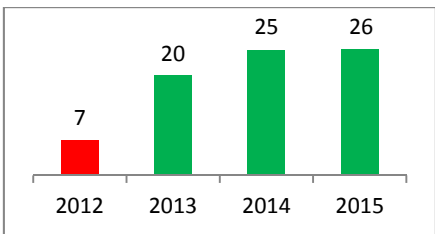
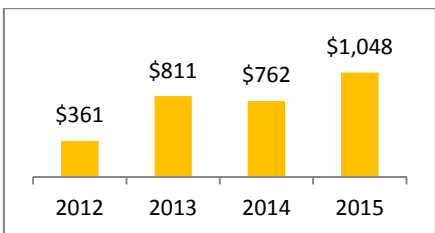
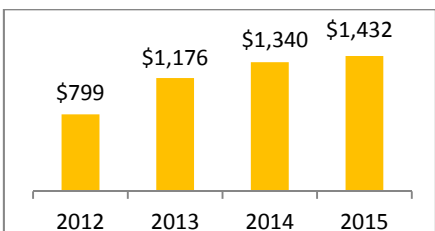
Progress Compared to Program Goals

The figures below show some summary measures for the Program benchmarked against goals set by the THA staff. Data are reported through August 31, 2015. The figures show that the Program is exceeding expectations in some areas (green bars) but not succeeding in other areas (red bars). Where no goals were set or where the results are in transition, the bars are yellow.

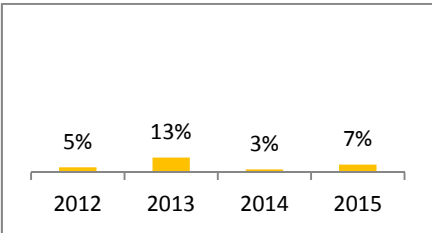
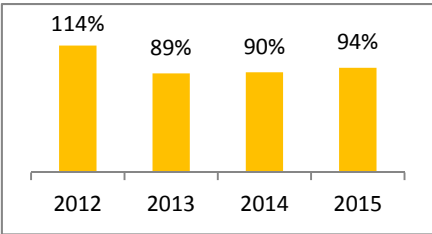
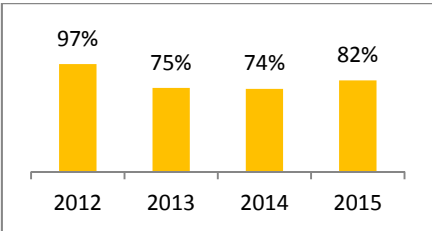
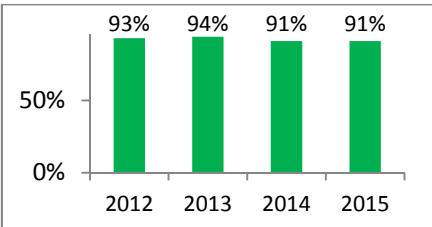
Summary of Accomplishments by Year

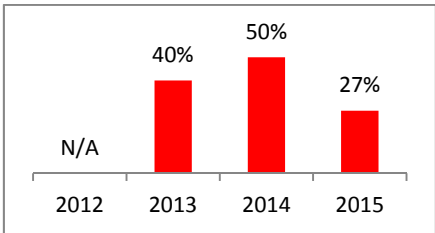
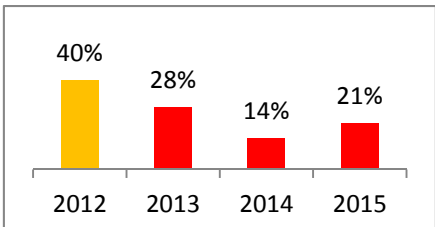
Targeted Accomplishment	Four-Year Goal	Four-Year Results															
Number and percent of families participating in the Program (figures are for the end of each Program year (August 31) as a percent of goal of 50) ²⁵	50	<table border="1"> <thead> <tr> <th>Year</th> <th>Number of Families</th> <th>Percent of Goal</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>49</td> <td>92%</td> </tr> <tr> <td>2013</td> <td>45</td> <td>92%</td> </tr> <tr> <td>2014</td> <td>39</td> <td>78%</td> </tr> <tr> <td>2015</td> <td>33</td> <td>66%</td> </tr> </tbody> </table>	Year	Number of Families	Percent of Goal	2012	49	92%	2013	45	92%	2014	39	78%	2015	33	66%
Year	Number of Families	Percent of Goal															
2012	49	92%															
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2015	33	66%															
Enrolled Program students as a percentage of McCarver enrollment	20%	<table border="1"> <thead> <tr> <th>Year</th> <th>Number of Students</th> <th>Percent of Enrollment</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>70</td> <td>16%</td> </tr> <tr> <td>2013</td> <td>86</td> <td>16%</td> </tr> <tr> <td>2014</td> <td>78</td> <td>19%</td> </tr> <tr> <td>2015</td> <td>69</td> <td>17%</td> </tr> </tbody> </table>	Year	Number of Students	Percent of Enrollment	2012	70	16%	2013	86	16%	2014	78	19%	2015	69	17%
Year	Number of Students	Percent of Enrollment															
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Number and percent of families able to pay expected portion of their rent (60% in 2015) at end of Program year and still be paying less than 50% of their income for rent	All (100%)	<table border="1"> <thead> <tr> <th>Year</th> <th>Number of Families</th> <th>Percent of Goal</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>49</td> <td>100%</td> </tr> <tr> <td>2013</td> <td>45</td> <td>100%</td> </tr> <tr> <td>2014</td> <td>38</td> <td>98%</td> </tr> <tr> <td>2015</td> <td>14</td> <td>42%</td> </tr> </tbody> </table>	Year	Number of Families	Percent of Goal	2012	49	100%	2013	45	100%	2014	38	98%	2015	14	42%
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Number and percent of families able to pay subsidized rent (60% in 2015) and still have rent be less than 30% of their monthly income at Program year end	N/A	<table border="1"> <thead> <tr> <th>Year</th> <th>Number of Families</th> <th>Percent of Goal</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>46</td> <td>100%</td> </tr> <tr> <td>2013</td> <td>33</td> <td>72%</td> </tr> <tr> <td>2014</td> <td>31</td> <td>79%</td> </tr> <tr> <td>2015</td> <td>8</td> <td>24%</td> </tr> </tbody> </table>	Year	Number of Families	Percent of Goal	2012	46	100%	2013	33	72%	2014	31	79%	2015	8	24%
Year	Number of Families	Percent of Goal															
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2015	8	24%															

²⁵ Enrollment was 49 in year one with 46 remaining in August 2012 (end of Program year); 50 at the beginning of year two with 41 remaining in August 2013; 39 in year three with 37 in August 2014; 37 in year four with 33 in August 2015.

Targeted Accomplishment	Four-Year Goal	Four-Year Results															
Number and percent of families able to pay entire rent and still have rent be less than 30% of their monthly income at Program year end	N/A	 <table><thead><tr><th>Year</th><th>Number</th><th>Percent</th></tr></thead><tbody><tr><td>2012</td><td>0</td><td>(0%)</td></tr><tr><td>2013</td><td>4</td><td>(9%)</td></tr><tr><td>2014</td><td>4</td><td>(10%)</td></tr><tr><td>2015</td><td>4</td><td>(12%)</td></tr></tbody></table>	Year	Number	Percent	2012	0	(0%)	2013	4	(9%)	2014	4	(10%)	2015	4	(12%)
Year	Number	Percent															
2012	0	(0%)															
2013	4	(9%)															
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2015	4	(12%)															
Number of adults who have completed education programs ²⁶	20	 <table><thead><tr><th>Year</th><th>Number</th></tr></thead><tbody><tr><td>2012</td><td>7</td></tr><tr><td>2013</td><td>20</td></tr><tr><td>2014</td><td>25</td></tr><tr><td>2015</td><td>26</td></tr></tbody></table>	Year	Number	2012	7	2013	20	2014	25	2015	26					
Year	Number																
2012	7																
2013	20																
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Average earned household monthly income among working adults	N/A	 <table><thead><tr><th>Year</th><th>Income (\$)</th></tr></thead><tbody><tr><td>2012</td><td>\$361</td></tr><tr><td>2013</td><td>\$811</td></tr><tr><td>2014</td><td>\$762</td></tr><tr><td>2015</td><td>\$1,048</td></tr></tbody></table>	Year	Income (\$)	2012	\$361	2013	\$811	2014	\$762	2015	\$1,048					
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Average total household monthly income	N/A	 <table><thead><tr><th>Year</th><th>Income (\$)</th></tr></thead><tbody><tr><td>2012</td><td>\$799</td></tr><tr><td>2013</td><td>\$1,176</td></tr><tr><td>2014</td><td>\$1,340</td></tr><tr><td>2015</td><td>\$1,432</td></tr></tbody></table>	Year	Income (\$)	2012	\$799	2013	\$1,176	2014	\$1,340	2015	\$1,432					
Year	Income (\$)																
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2014	\$1,340																
2015	\$1,432																

²⁶ For 2014, includes adults who have exited the Program.

Targeted Accomplishment	Four-Year Goal	Four-Year Results										
Mobility rate of THA Program students at McCarver	0%	 <table><thead><tr><th>Year</th><th>Mobility Rate</th></tr></thead><tbody><tr><td>2012</td><td>5%</td></tr><tr><td>2013</td><td>13%</td></tr><tr><td>2014</td><td>3%</td></tr><tr><td>2015</td><td>7%</td></tr></tbody></table>	Year	Mobility Rate	2012	5%	2013	13%	2014	3%	2015	7%
Year	Mobility Rate											
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2015	7%											
Mobility rate of non-Program students at McCarver	TPS Avg. for 2014-2015 was 52%	 <table><thead><tr><th>Year</th><th>Mobility Rate</th></tr></thead><tbody><tr><td>2012</td><td>114%</td></tr><tr><td>2013</td><td>89%</td></tr><tr><td>2014</td><td>90%</td></tr><tr><td>2015</td><td>94%</td></tr></tbody></table>	Year	Mobility Rate	2012	114%	2013	89%	2014	90%	2015	94%
Year	Mobility Rate											
2012	114%											
2013	89%											
2014	90%											
2015	94%											
Mobility rate of all students at McCarver	TPS Avg. for 2014-2015 was 52%	 <table><thead><tr><th>Year</th><th>Mobility Rate</th></tr></thead><tbody><tr><td>2012</td><td>97%</td></tr><tr><td>2013</td><td>75%</td></tr><tr><td>2014</td><td>74%</td></tr><tr><td>2015</td><td>82%</td></tr></tbody></table>	Year	Mobility Rate	2012	97%	2013	75%	2014	74%	2015	82%
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Average school attendance rate	90%	 <table><thead><tr><th>Year</th><th>Average School Attendance Rate</th></tr></thead><tbody><tr><td>2012</td><td>93%</td></tr><tr><td>2013</td><td>94%</td></tr><tr><td>2014</td><td>91%</td></tr><tr><td>2015</td><td>91%</td></tr></tbody></table>	Year	Average School Attendance Rate	2012	93%	2013	94%	2014	91%	2015	91%
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Targeted Accomplishment	Four-Year Goal	Four-Year Results										
State reading exam ²⁷ (% at benchmark)	+15 pts. /year	 <table><thead><tr><th>Year</th><th>% at benchmark</th></tr></thead><tbody><tr><td>2012</td><td>N/A</td></tr><tr><td>2013</td><td>40%</td></tr><tr><td>2014</td><td>50%</td></tr><tr><td>2015</td><td>27%</td></tr></tbody></table>	Year	% at benchmark	2012	N/A	2013	40%	2014	50%	2015	27%
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²⁷ New state tests make results after 2014 not comparable.

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INTRODUCTION AND PROGRAM SUMMARY

This is the fourth detailed third-party evaluation report on the Tacoma Housing Authority (THA) McCarver Special Housing Program (hereafter, “Program”).

McCarver Elementary School is an important and long-standing school in Tacoma, Washington, with a notable history. In recent years, it has faced significant challenges. Its student population has one of the highest percentages with low incomes in the Puget Sound 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 guidelines²⁹ that threatened alternative governance as a consequence. In the years before THA began this Program, the school’s annual student mobility rate ranged from 105% to 179%. Research³⁰ 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. Such student transient rates also make a school a challenging place to teach. As a result, McCarver has had high teacher turnover.

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 five elements described below.

²⁹ 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.

³⁰ For examples, see: Power, Michael A. (2009) “Research Relating to the Effects of Mobility on School Achievement,” Tacoma Housing Authority; Isernhagen, Jody C. and Bulkin, Nadia (2011) “The Impact of Mobility on Student Performance and Teacher Practice,” *The Journal OF AT-RISK ISSUES*, 16, 1, pp. 17-24; Temple, Judy A. and Reynolds, Arthur J. (1999) “School Mobility and Achievement: Longitudinal Findings From an Urban Cohort,” *Journal of School Psychology*, Vol. 37, No. 4, pp. 355–377.

Housing

THA has provided rental assistance and a wide range of supportive services to 58 families (at some stage in the Program) who were homeless or on the verge of homelessness and who had a child enrolled in McCarver's kindergarten, first, or second grade. At the end of August, 2015 there were 33 families with 104 children, 56 of who attended McCarver in the 2014-15 school year. Eight children exited McCarver during the school year. (These children are included in the data analysis that follows, because they were students at McCarver during part of the 2014-15 school year, but left with the six families who left the Program during the Program year (9/1/14-8/31/15).) The 64 children who were in the Program and attended McCarver at least part of the year constituted about 17% of the school's student population. This is a much lower percentage than in any previous year of the Program because many of the students in the cohort have moved into middle school.

In their first year of the Program, participating families paid only \$25 per month toward their rent. THA paid 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. The Program also offered "hardship exceptions" to this rent structure for those families who needed more assistance. In the past year of the Program, a few of the families received such an exception and paid only a minimum rent. As a result, for the final year of the pilot, the Program, pending a full program review, the Program changed all families to a more traditional rent structure that required a family to pay 30% of its income for rent and utilities. The allocation of rent support for year five has shifted to THA paying a portion of participant's rent based on income rather than rent costs.

Supportive Services

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 A lists these partners. These services support parent advancements in education, 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 approximately 40% participating in the spring break camp; 30% participating in summer programs and 70% 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; 3) invest in their own employment and education prospects; 4) share data on their families; and 5) work with their caseworker. 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. Finally, the District is investing in a complete remodeling and upgrading of the main McCarver school building. This is underway in the 2015-16 school year, requiring grades 2-5 to move to the McKinley Elementary School building several miles south of McCarver. Pre-K, kindergarten and first grade classes will continue in the McCarver Annex building and other students will be bussed to McKinley.

Professional Third Party Evaluation

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

Funding for this initiative comes from THA, the Bill & Melinda Gates Foundation, Building Changes, Pierce County, Tacoma Public Schools, The City of Tacoma, 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 families. By September 2012, more families left and several joined, bringing the total to 50 families. At the beginning of the 2014-2015 school year there were 39 families with 64 students at McCarver. At the end of August 2015, there were 33 families with (43 parents) in the Program and 56 children who had attended McCarver in 2014-2015 (plus other older and younger siblings). Program children constituted 17% of the entire student population of McCarver in year four.

There has been some turnover in families since inception, with 49 starting in 2011; 7 families joining in year two; and some leaving each year. This means that a total of 58 families have been in the Program, and 33 (57%) are still participating. Among the 25 who left, nine left for positive reasons (e.g., found a job in another community; able to support the family without the Program's support). Eleven left for negative reasons (e.g., failure to meet Program standards; personal traumas). The others left for neutral reasons (mainly entering public housing or other programs). Four families left in the first year; nine in the second year; six in the third year; and six in the fourth year. Because the Program is a pilot with a closed cohort, it did not replace departing families with new ones to refresh the cohort.

THA and TPS recruited and engaged many community partners at the beginning of the Program (see list in Appendix). These included a DSHS employee stationed in the THA McCarver office (who is no longer there); a peer support specialist from Comprehensive Life Resources who was meeting with clients in the Program on a weekly basis (loss of funding was the cause of this discontinuation); a CLR counselor who was stationed at McCarver one day a week (cut due to low participation); a contracted parenting skills trainer; and an intern from the UWT Urban Studies program who assisted with office work, networking inside and outside of the school, and communication. Over the years, many of these resources have left, even though many of the needs remain.

The Program has served McCarver in ways that extend its influence beyond the Program families. THA staff help other McCarver families and those in the neighborhood with no ties to the school find resources within THA and in other organizations. In some ways, they function as a satellite THA office. The staff also work to support the school by working with school staff and teachers to find help for students and families not in the Program. Some of the activities developed have served the

general McCarver population as well. The re-energizing of the parent-teacher association in the first year is one example.

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 Program³¹. 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. Geo 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 (including many more interviews with staff, teachers, and parents. 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 and the need of the school for greater student stability. 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 data on the following outcomes in this report.

³¹ The signs the students hold are quotes from the McCarver THA students (expressed in Geo focus groups).

School Outcomes

- Decreased student turnover
- Increased attention to the needs of Program students by teachers and staff in collaboration with THA staff
- Increased number of community partners serving students in the Program

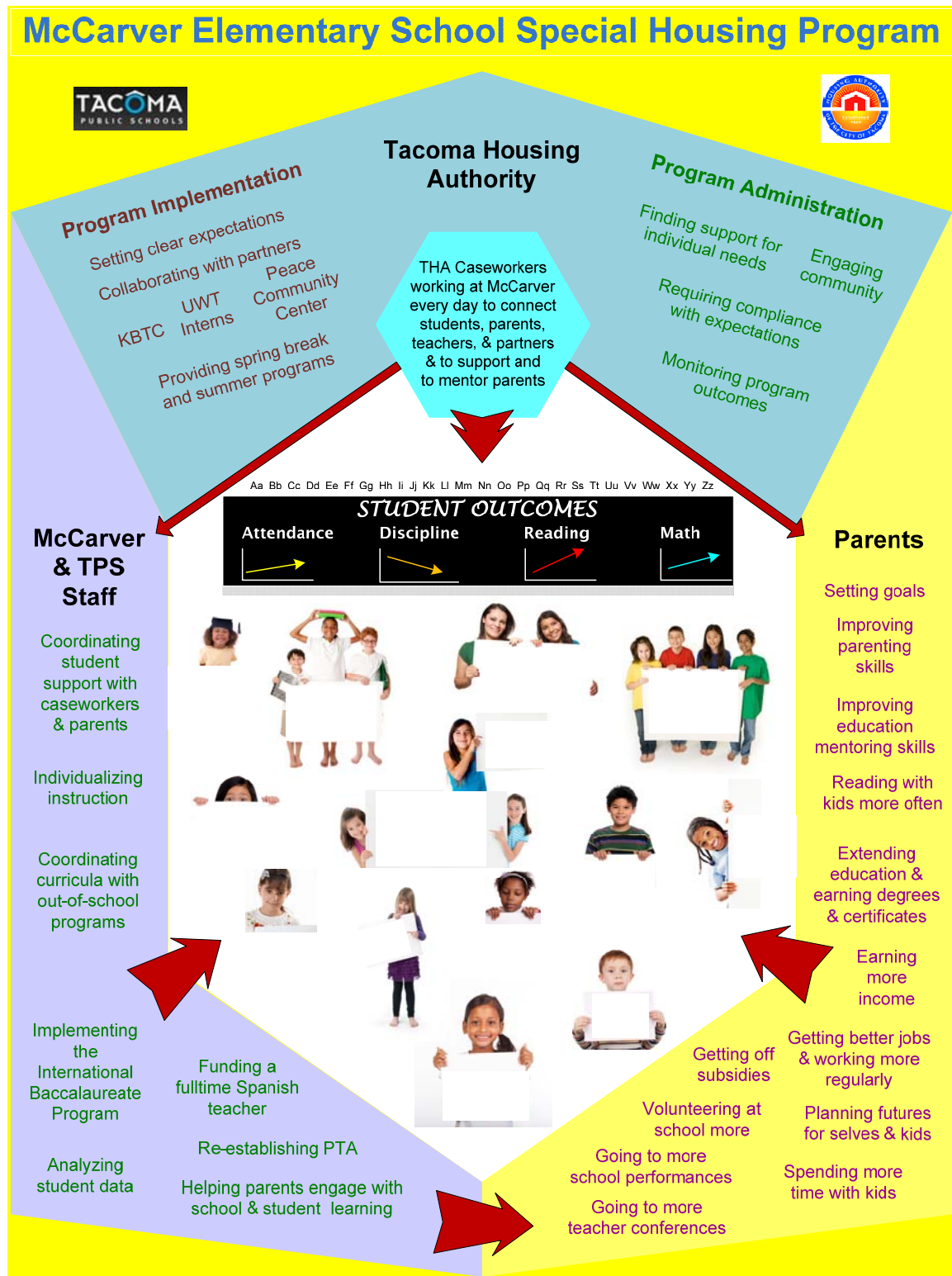
Child Outcomes

- Improved attendance;
- Standardized test scores compared to peers
- Fewer discipline problems compared to peers

Family and Parent Outcomes

- Finding and maintaining adequate housing
- Maintaining student enrollment
- Positive perceptions of the Program
- Improved education and job skills
- Increased employment
- Increased earned income
- Increased benefits
- Ability to meet increasing co-pay requirements for rent
- Improved financial stability
- Improved parenting skills
- Increased engagement by parents in their children's education
- Increased feelings of self-efficacy in parenting, in participating in child(ren)'s education, and in providing family income and fulfilling related needs

Figure 1 | Outcome Map



Evaluation Questions

Since there are many facets to this Program, there are many evaluation questions. The core questions are:

- 1. 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?**
- 2. Can the Program reduce the school-wide student turnover rate?**
- 3. Can the Program improve stability and other outcomes for families with the current model?**

Changes in the short-term and long-term educational and social outcomes of the children will be important to observe in answering these core questions. 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 have come from many sources over the past four years. 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. McCarver staff members' insights
4. School records (e.g., attendance, grades, test scores, discipline records)
5. Teacher surveys and interviews (about individual students and about the Program)
6. Parent interviews (about changes in their situations and their children and about the Program)
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 from teachers and parents with 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.

Table 1 | Outcome Questions Grouped by Subject

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?

* Indicates items analyzed in this report; others need more/different data and were/will be analyzed in other reports.

Parent / Household Demographics and Changes

The families in the Program have multiple needs necessitating a wide range of services. A child & family therapist working at McCarver identified many areas of support necessary to help children function and learn, as well as many of the challenges youth like those in the THA McCarver Program face. Those areas 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 in year one documented how this stability improved social functioning in students even before academic improvement was evident. The therapist 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 33 households in the Program as of August 2015 are listed below in Table 2.

The 39 participating families had a total of 119 children (an average of 3.1 per family) ages 0 to 18, of whom 64 were enrolled at McCarver at least sometime during the 2014-2015 school year. Among the 33 households at the end of the Program year (8/31/15), nine of the households had two parents. Among the 24 single parents, 21 were female and 3 were male³². Among all parents, 54.3% are people of color and none are English language learners. In the original cohort, two parents were English language learners.

³² These numbers include the families that were exited; a total of 39 households throughout the year

Table 2 | Key Demographics of Tacoma Housing Authority McCarver Program Families

Composition of Families (average age of parents at entry = 31)	Number (among all 58 households ever in the Program)	Percent of 58 total households	Number among 33 active households at end of year	Percent of active HH or subgroup
Two parent households	17	29.3%	9	27.3%
Single parent households	41	70.7%	24	72.7%
Female head of household ³³	48	82.8%	21	87.5%
Male head of household	10	17.2%	3	12.5%
Speakers of English as a second language (one or more parents)	6	10.3%	0	0%
Race or ethnicity of parents (all) ³⁴				
Asian	3	5.2%	2	5.0%
Black or African	30	51.7%	17	42.5%
Hispanic	2	3.4%	2	5.0%
Native American / Alaska Native	1	1.7%	0	0%
White	22	37.9%	19	47.5%

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 first school year. Through year four, four families have been evicted (one in year three and three in year four). Some families report that the housing support has allowed them to live near the school, and that living nearby has supported better school attendance for their children and increased their involvement in school. However, many families have not been able to find adequate, affordable housing in the

³³ One is a grandmother who entered the program when her daughter became unable to continue caring for her children.

³⁴ Since several clients have multiple ethnicities, the numbers do not sum to parent total or 100%. Race is summarized for all parents in the households.

McCarver neighborhood and have instead ended up living far from the school. In these cases students are travelling long times and distances, and staff feel this negatively impacts attendance and participation in after school activities. In the beginning of the Program, all families had students at McCarver but some lived fairly far away. Some moved in and some later moved out. Plotting the addresses of 31 of the 33 families in the Program in August 2015 (the other two were looking for homes), Geo found many living outside of the McCarver attendance area (which has its western boundary only three blocks from the school. However, many of these lived near the school. Eight families (26%) were living more than two miles from the school (measured directly, not by street routes). Five (16%) were more than three miles away. The family living farthest from the school lived 5 miles away. Also, staff estimate that now, in the last year of the Program, only about half of families are in satisfactory housing and about half have housing that is lacking in some way, such as location/transportation, unaffordable utility bills or a lack of a feeling of safety.

Those living farther away face additional barriers to school engagement—a major goal of the Program. This is especially true if families do not own cars. The situation for these families creates a conflict. They need to keep their children enrolled in McCarver in order to stay in the Program and receive the rent subsidies and other services. But many have been forced to look farther away from the school to find acceptable housing that they can afford as rents in the McCarver neighborhood rise. Living farther away makes it harder for both parents and students to participate in some after-school activities.

Employment and Income

Families have experienced increases in education, job training employment, and income. Incomes fluctuated monthly. In August 2015, **20 adults in 16 households in the Program had earned income (46.5% of the 43 adults in the 33 households).** This is a decline from last year when **60.4% of adults were employed.** The percentage of adults employed rose steadily from a low of 11.4% at Program entry to 60.4% last year. The families had 16 adults employed full time and 6 employed part time.

Among the 43 adults in the 33 families in the Program in August 2015, many have maintained or gained employment while in the Program. Their jobs include: baker, machinist, housekeeper, custodian, customer service representative (2), carpenter (2), home health care worker, sales clerk (2), laborer (4), trainer, warehouse worker, administrative clerk, day care worker, CNA certified caregiver (4), cashier, mail carrier, recycler, truck driver, paint salesperson, car salesperson, medical receptionist, social worker, and pizza chef.

Many (14) started with and some have continued receiving some government assistance. Seven households receive some SSI payments (5 for children); 10 receive child support; three receive TANF; two receive unemployment compensation; and none receive support from family members; most receive SNAP (food stamps). Earned income (averaging \$1,048/month) now far exceeds unearned income (averaging \$384/month). (See Table 3 and Figure 2.)

Only 3 families (9.1%) receive Temporary Assistance for Needy Families (TANF³⁵). The average amount of TANF funding received decreased from \$558 per month to \$494 for those receiving TANF. Some families also receive unearned income from other sources (e.g., child support, unemployment insurance). The efforts of caseworkers to help families apply for needed and qualified financial support has helped many supplement their incomes and increase their financial stability.

Table 3 and Figure 2 show the relative amounts of income households receive from earned and unearned sources. **Overall, median monthly household income stayed flat at \$782.** Average monthly household income rose 6.9% to \$1,432. Due to the small size of the cohort (which skews the average when a few members have relatively large incomes), the median numbers are more meaningful. Among all households, six had zero income; another three received less than \$500; eight received between \$500 and \$1,000; six received between \$1,000 and \$2,000; and 10 received more than \$2,000. **Households now get 73.2% of their income from employment** (well up from 56.9% last year and from 36.2% at Program entry). These figures do not take into account family size.

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.

³⁵ Possibly impacted by time limits on TANF support.

Table 3 | Employment, Income, and Children

Employment, income, rent, and children (n=adults in household)	At Entry (n=61)	Sept. 2012 (n=59)	Aug. 2013 (n=55)	Aug. 2014 (n=48)	Aug. 2015 ³⁶ (n=43)
Number of households	49	50	45	39	33
Households (# (%)) w/ earned income	9 (18.4%)	28 (56.0%)	23 (51.1%)	25 (64.1%)	16 (48.5%)
Employed adults (among all parents)	7 (11.5%)	20 (33.9%)	29 (52.7%)	29 (60.4%)	20 (47.6%)
Median household monthly income	\$712	\$680	\$796	\$765	\$782
Average household monthly income ³⁷	\$790	\$799	\$1,176	\$1,340	\$1,432
Median monthly HH earned income among HH with working adults	\$853	\$648	\$1,400	\$1,280	\$2,085
Average monthly HH earned income	\$286	\$361	\$811	\$762	\$1,048
Median monthly unearned income	\$380	\$253	\$285	\$0	\$0
Average monthly unearned income	\$504	\$438	\$365	\$335	\$384
Average TANF income if on TANF (# HH)	\$427 (24)	\$516 (10)	\$408 (11)	\$558 (6)	\$482 (3)
Median household rent ³⁸	Not Avail.	Not Avail.	\$825	\$904	\$930
Average household rent ³⁹	Not Avail.	Not Avail.	\$910	\$971	\$800
Families able to pay expected share ⁴⁰ of rent without undue rent burden	61 (100%)	49 (100%)	40 (95.2%)	27 (69.2%)	14 (42.4%)
Families unable to pay expected share of rent without undue rent burden ⁴¹	0 (0%)	0 (0%)	2 (4.8%)	12 (30.8%)	19 (57.6%)
# children (cohort total) – 8/31/15	103	113	122	121	104
# children at McCarver – 8/31/15 ⁴²	79	77	98	78	56

³⁶ For 33 families still enrolled 8/31/15.

³⁷ The average is higher in more recent years as a few parents have earned much higher incomes than others.

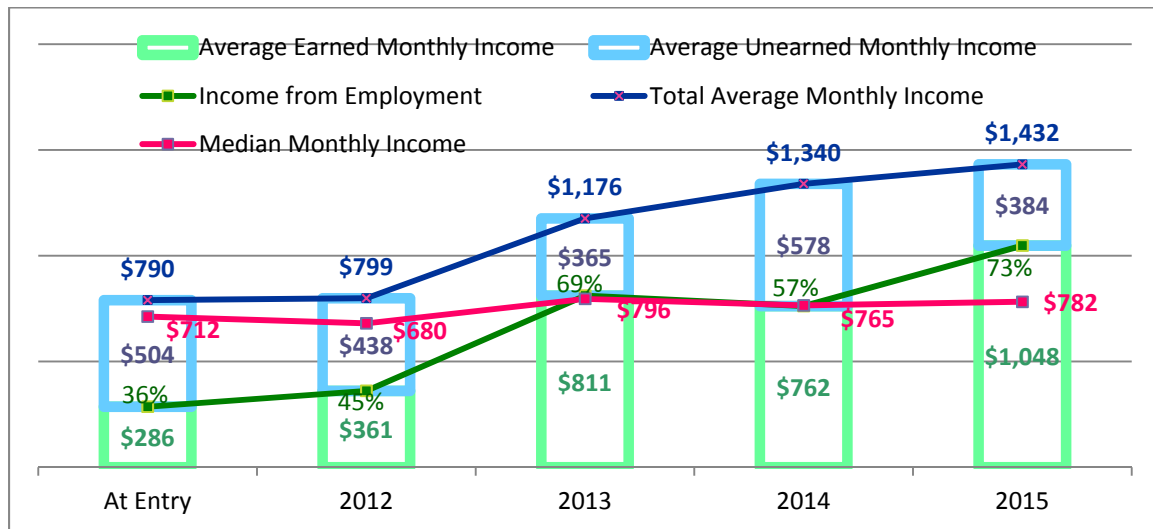
³⁸ Not counting subsidy from THA (i.e., what the landlord receives).

³⁹ Not counting subsidy from THA (i.e., what the landlord receives).

⁴⁰ Monthly expectations: \$25 at entry through year one; 20% year two; 40% year three; 60% year four; 80% year five; and 100% year six and beyond. Since families' shares of the rent increase each year and since many families do not earn living wages, it is not surprising that more are rent-burdened over time.

⁴¹ This is at the 50% level, meaning 19 families were paying 50% or more of their income on rent. In August of 2014, 22 families (56%) are paying more than 30% of their income on rent (even though they were paying only 40% of their rent). In 2015, 24 (73%) were paying over 30% of their income in rent (even though they were paying only 60% of their rent).

⁴² Includes 5th graders in 2014-2015 school year. 64 were enrolled at least part of the year; 8 left during the year.

Figure 2 | Comparisons of Family Income Sources by Year⁴³

Most parents have engaged in at least one education or training program. They have had many educational accomplishments in the last four years including those listed in Table 4. During their time with the Program, ten parents have earned their GED; four have earned their high school diploma; three have earned AA degrees; two have earned BA degrees; and one is working toward a master's degree. Thirty-eight parents completed a financial literacy class and 24 have been certified in a skilled trade. Parents cited the encouragement, goal-setting support and concrete help from the Program as instrumental in achieving their education goals. This has included tuition support for trade classes at local technical colleges, annual state certifications for C.N.A. workers, and school supplies. Several parents also received job preparation and work search services. Most reached these educational milestones in the earlier years.

⁴³ Although median income is the more representative measure, so many families have zero income in one or both categories that the medians are often times zero in several years. For this reason, we display average income.

Table 4 | Cumulative Educational Accomplishments

Type of Education or Training	Total through all Program years
Earned GED	10
Earned high school diploma	4
Earned community college degree graduate	7
Earned university degree	3
Certified in skilled trade	24
Completed financial literacy class	38

Rent

Families paid only \$25 per month in rent for the first year and paid 20% of their rent in the second year. There are some trends in the data worth noting:

- Among the 48 families in the Program in year two, all were able to meet their expected share of their rent (20%), though two were still heavily rent burdened (paying 50% or more of their income for rent).
- In year three, among 39 families paying rent, 35 families were able to pay their expected 40% of rent costs. The other four paid it for 10 months of the Program year. However, the number of families that were heavily rent burdened⁴⁴ increased to 12 (30.8%).
- **At the end of year four, among 33 families, only 14 families (48.7%) were able to pay their expected 60% of rent costs.**
- **The number of families who were heavily rent burdened (even paying just 60% of their rent) was 19 (57.6% of all families).**
- **Just eight families (24.3%) among the 33 would have been able to afford rent if they had been paying 100% of it.**

⁴⁴ This is at the 50% level, meaning 12 families are paying 50% or more of their income on rent. 22 families (56.4%) are paying 30% or more of their income on rent.

- Among the 26 households who had income and who paid rent⁴⁵, the median rent burden was 43.2% and the average rent burden was 61.5%.
- Eight (30.8%) had rent burdens of 30% or less; 5 (19.2%) had burdens of 30.1% to 49.1%; and thirteen (50%) had burdens of 50% or more.

Since families' shares of the rent increase each year and since many families do not earn living wages, it is not surprising that many are rent-burdened. See Table 3 for more details.

This co-payment pattern demonstrates an underlying fragility in the economic situations of most of the families. For some, it is still a financial struggle to provide this 60% share of their rent, and it may be more difficult for them in the coming years due to health and employment challenges. **When families are ordered according to their rent as a percentage of their current income, the median household⁴⁶ (earning \$879 per month and paying \$904 in rent) would be paying 103% of its income in rent if its rent were not subsidized. With the 60% subsidy, the median family is paying 62% of its income for its subsidized rent. The average rent was \$962 and the average monthly income was \$1,379.**

Looking ahead, meeting the targeted percentages for future years likely will be difficult for more families. Only 4 families (12.1%) 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 most have enrolled in education programs. Many of them may meet the goals for self-sufficiency. It is likely that other parents (especially some of those with severe mental and physical 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. Many currently are working for close to minimum wage. There also are some parents with disabilities who are unlikely to be able to earn enough income to pay 100% of their rent without some subsidy, and even then, some will likely be rent burdened.

⁴⁵ Five others had no income and one had income but lived rent free.

⁴⁶ This is based on 33 families with complete data.

Recognizing this situation, THA, for year five, has implemented a new plan for calculating rent payment requirements for families in the Program to make them more affordable.

Student Changes Based on School Data

In the fourth year, the Program served (at least part of the year) 39 families with 119 children, of which 64 were students at McCarver in pre-school through fifth grade for at least part of the 2014-2015 school year. During the Program year, six families with eight McCarver students and six other children left the Program. Three of these McCarver students and three other children left during the summer. Another six students were enrolled in other elementary schools. Data analyzed here include all students for whom the TPS data system has data. Because enrollment and attendance during days when standardized tests are given 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 now has half of its students in the higher grades (see Table 5). The demographic characteristics of Program students closely match the characteristics of other McCarver students and TPS students enrolled in elementary schools (Table 6). All Program students except one were registered for free or reduced price lunches (Table 7). The percentage of Program students with special education designations remained at seven (11.5%). No Program students were English as a Second Language learners. Since enrolling in the Program, none of the THA McCarver Program students are now homeless, but seven students in four families have been eligible for transportation assistance because they live too far from the school. Homeless students in the non-THA McCarver cohort fell significantly from 20.8% to 12.2%.

Program students are different from other students across the District in two ways: 1) none of the Program students are now homeless; and 2) all are native English speakers. They all (except one) (like two-thirds of the students in the District) receive free or reduced price lunches.

Table 5 | Number of Tacoma Housing Authority Program Students at McCarver by Grade, 2014-2015

Grade	Pre-School	Kindergarten	1st grade	2nd grade	3rd grade	4th grade	5th grade
Number of Students	3	8	6	12	15	7	13

Table 6 | Racial / Ethnic Makeup of Tacoma Housing Authority McCarver Program and Other Students

Race & Ethnicity ⁴⁷	THA McCarver Program (n=59)	McCarver Non-THA (n=453)	TPS Elem. Schools (n=16,256)
White	25.4%	24.3%	40.1%
Students of color	74.6%	75.7%	59.9%
Black	57.6%	34.7%	18.0%
Two or more races/ethnicities	5.1%	13.0%	8.8%
Hispanic	6.8%	14.8%	20.7%
Asian	5.1%	8.2%	8.4%
Pacific Islander	0.0%	2.4%	2.9%
Native American/Alaska Native	0.0%	2.6%	1.0%

⁴⁷ According to classification in the TPS database (which records only a single race/ethnicity for each student). Some data and THA classifications are missing so the n for THA is lower than the total in the Program.

Table 7 | Additional Demographics of Tacoma Housing Authority McCarver Program Students

Additional Demographics ⁴⁸	THA McCarver Program (n=61)	McCarver Non-THA (n=549)	TPS Elementary Schools (n=16,256)
Free or reduced lunch	98.4%	91.6%	67.4%
English language learners	0.0%	9.7%	15.6%
Special Education	11.5%	15.5%	13.2%
Homeless ⁴⁹	0%	12.2%	5.1%

Student Mobility

Table 8 and Figure 3 present historical mobility statistics for McCarver and Program students. McCarver has had one of the highest mobility rates⁵⁰ among TPS elementary schools. It had the highest from 2005 through 2009 and again in 2012 and 2015. It has been as high as 179%. 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.

Program students represented 18.0% of the McCarver student population in 2015. The data show that **the mobility rate for Program students was 4.5% in year one; 13.3% in year two; 2.7% in year**

⁴⁸ Some data and THA classifications are missing so the n for THA is lower than the total in the Program.

⁴⁹ Homelessness is measured by number or percent of children identified by the District under the McKinney Vento Act. The McKinney-Vento Homeless Assistance Act of 1987 (MV) requires school districts to provide, among other services, free transportation to and from school for homeless students. 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). Some records are not up-to-date. TPS data show 24.6% of Program students still listed as homeless.

⁵⁰ "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 were admitted during Year-End Transition (YET). It is a measure of the amount of change (in or out) in the student body.

three; and 7.8% in year four (2014-2015)⁵¹. Those leaving were the children of parents who left the Program and who are no longer enrolled in McCarver. The current rate is much lower than the school's rate. The stability of these Program students not only helped them; it also helped McCarver reduce its mobility rate to 82% (though that is an increase for the previous years). The non-Program students at McCarver had a mobility rate of 93.8% for the 2014-2015 school year. Four children withdrew from both the Program and from McCarver.

Data on teacher mobility are not available in any useful format, but McCarver's principal did note that there have been few transfers. Given that, according to the previous principal and counselor, McCarver experienced very high teacher mobility in the past, this indicates that staff stability is improving.

Table 8 | Student Mobility Percentages Grades K-5 by Year

School Year	THA McCarver Program Students (n=64 in Oct. 2014)	McCarver Non-Program Students (n=356 in 2014)	All McCarver Students (n=413 in Oct. 2014)
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%	114.2%	96.6%
2012-13	13.3%	89.0%	75.2%
2013-14	2.7%	90.2%	74.3%
2014-15	7.8%	93.8%	81.8%

⁵¹ For year four (2014-2015), five (7.8%) of 64 students enrolled in September left the school during the school year. Another three left during the summer after the end of the school year. The 7.8% figure is more comparable to the figures for the comparison groups that ignore summer withdrawals.

The Program is affecting some of the underlying causes of large numbers of students moving 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 homes (especially, as is usual, when 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. How homeless students are tracked within the District (with many moving in and out of homelessness) make it hard to verify these figures, and there has been large turnover in the District staff who track students. Those listed as having McKinney-Vento status have that status for the entire school year.

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. It is also unclear if the pending temporary relocation of the McCarver student population because of school reconstruction in 2015-16 encouraged parents to move their children to other schools. In general in TPS the mobility rates have been declining slightly for all elementary schools and more so for some the McCarver peer schools (see Figure 4). The change has been most dramatic at McCarver, but a lot of that pre-dates the THA Program. It is unclear if the increase in 2015 is an anomaly.

Figure 3 | Student Mobility Trends Within McCarver

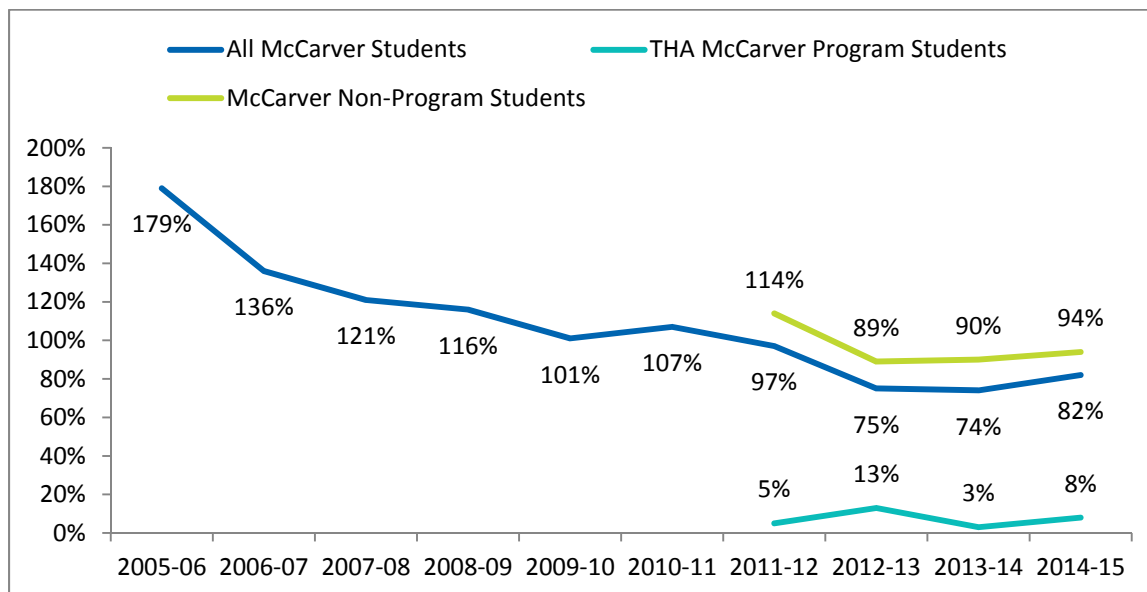
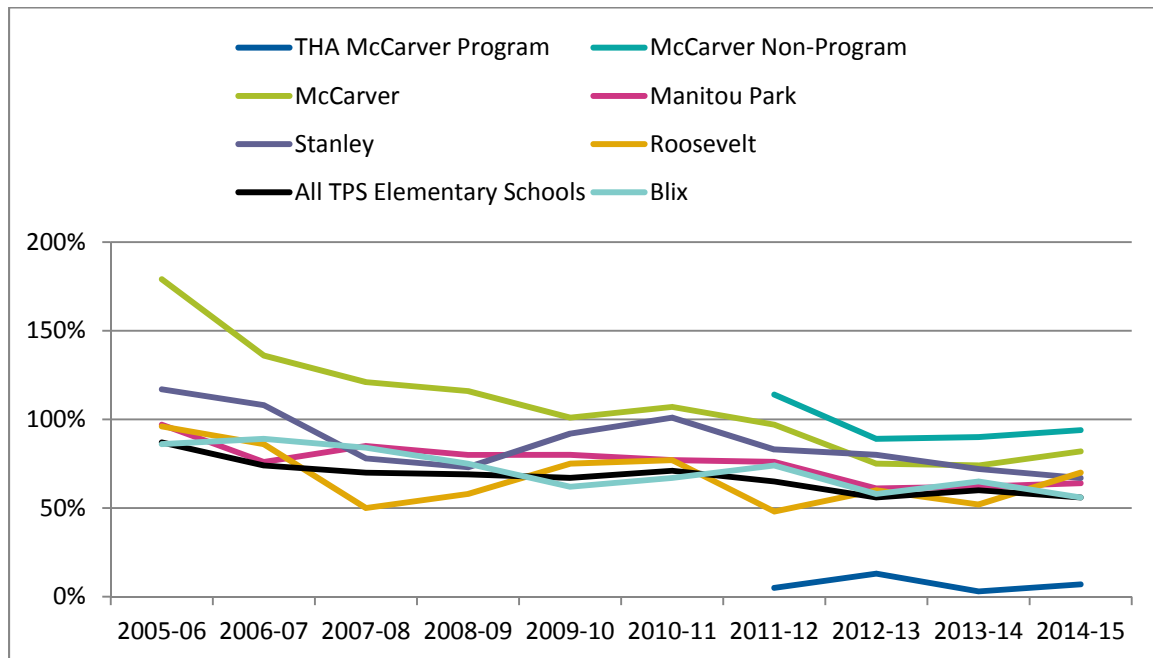


Figure 4 | Student Mobility Trends Within McCarver and Peer School



McCarver's mobility rate increased last year. Still, the trend over several years is an improvement. Among McCarver's peer schools, Roosevelt and Stanley had comparable mobility rates and they have continued to experience decreasing mobility rates. Others have lower rates but were lower before. McCarver has made the most progress since 2010-2011. Districtwide rates are 22 points lower over the past eight years.

The Program is helping to reduce McCarver's overall student turnover rate. Even though McCarver's mobility rate and those of its peer schools were declining before the Program, without the Program, mobility at McCarver would likely have spiked higher in 2011-2012 and not declined as much in following years. Its mobility rate was 107% in 2011-2012. The next year, Program year one, non-Program students had a mobility rate of over 114% but since the 66 Program students had a combined rate of just 5%, the school realized an overall rate of 96.6%. Even though the mobility rate for Program students rose to 13.3% in year two, the school's rate declined to 75.2% because 1) the Program students' rate was much lower and 2) the mobility rate for the non-Program students also declined to 89%.

Based on Program enrollment as a proportion of overall school population, the Program helped the school realize lower mobility rates by at least 18 percentage points in 2011-2012; 14 points in 2012-2013; 16 points in 2013-2014; and 12 points in 2014-2015. It is possible that other resources brought

to the school with the Program (e.g., the IB curricula; assistance of THA caseworkers with various staff and teacher efforts) also played roles in convincing parents to keep their students at McCarver and thus decreased mobility. These influences cannot be quantified.

Attendance

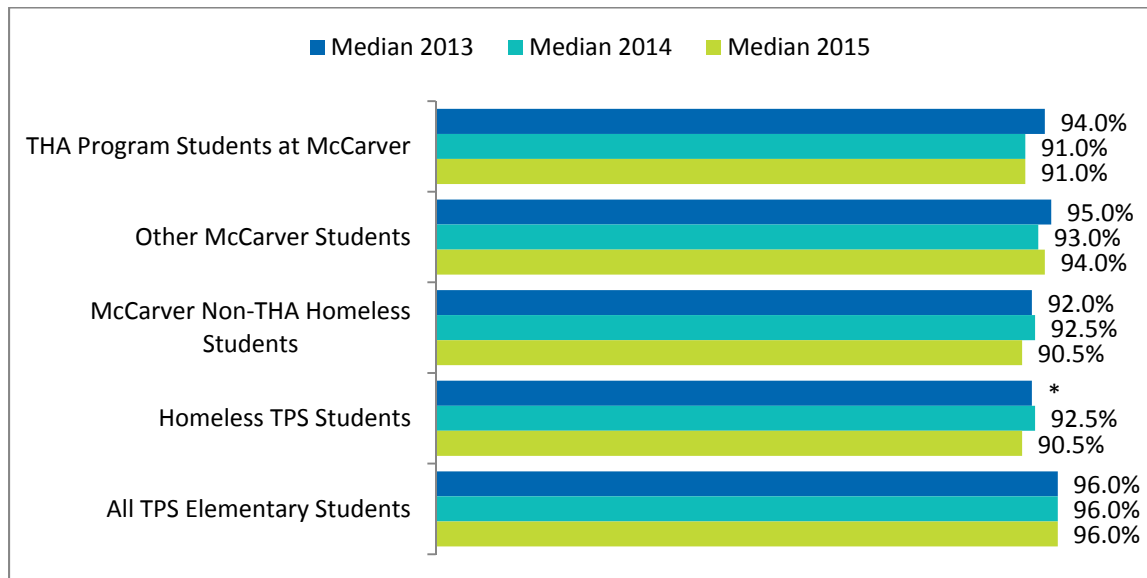
Attendance is an outcome of Program participation with clear academic consequences; students who have higher average attendance rates are more likely to reap the benefits of time in the classroom and with teachers. **The median attendance rate for THA Program students in year four was 91%, the same as in year three.** The average was 90.0%. Statistically, this is not significantly different from other students at McCarver, homeless students at McCarver, or homeless students in TPS, but **it is slightly higher than for all three groups.** It is significantly lower than the District mean (as it is in most lower income schools in the District). It is also lower than the THA cohort in its first two years. It may seem obvious that students with homes are likely to have higher rates of attendance, but achieving higher attendance 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 helped improve these rates initially.** The reasons for the decline in the attendance rate are unclear.

THA staff reasonably speculate that attendance may be positively correlated with distance between home and school—that is, students who live farther from school are more likely to have poor attendance. As explained earlier, many families have had to move farther from the neighborhood or never moved into it because of rent levels and access to suitable housing (i.e., difficulty finding homes that are affordable, in good condition, and for rent). Staff also mentioned that there were many absences in 2014-15 due to illness. Geo did not have access to data on reasons for absence, but since contagious illnesses likely would have affected other schools as well, it is unlikely that illness by itself explains the differences in attendance rates between Program students and other cohorts investigated. The exiting students had attendance rates on par with the THA cohort as a whole, so their departures do not explain any trends in the data. For a few Program students, custody issues may have affected their attendance since one or two parents kept their students out of school a few days for fear their other parent might take them. These problems illustrate some of the challenges parents and students face in improving attendance.

Table 9 and Figure 5 show attendance for several cohorts for the past four years. In previous years, THA Program students were on par or slightly ahead with their peers in McCarver and had higher attendance rates than homeless students there. In all years they had lower rates than all TPS elementary students.

Table 9 | Attendance by Cohort

Cohort (n for 2015)	THA Program Students at McCarver (n=61)	Other McCarver Students (n=419)	McCarver Non-THA Homeless Students (n=60)	Homeless Elementary TPS Students (n=828)	All TPS Elementary Students (n=15,734)
Median 2015	91%	94%	90.5%	92%	96%
Median 2014	91%	93%	92.5%	92%	96%
Median 2013	94%	95%	92%	92%	96%
Mean 2015	90.0%	89.9%	87.5%	88.3%	93.3%
Mean 2014	91.7%	90.1%	89.5%	89.6%	94.0%
Mean 2013	92.2%	91.7%	91.8%	90.1%	94.0%
Sig. Diff. from THA Program Students 2015	-	No	No	No	Yes
Sig. Diff. from THA Program Students 2014	-	No	No	No	Yes
Sig. Diff. from THA Program Students 2013	-	No	No	Yes	Yes

Figure 5 | Median Attendance by Cohort⁵²

Reading Scores

In the first two years of the Program, kindergarten through 5th grade students at McCarver and other TPS schools were administered the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test three times a year. The DIBELS is a diagnostic tool used to identify students who need more attention to better learn basic reading skills. This provided a useful comparison of changes within groups (i.e., how groups' literacy levels changed over one year) and between groups (e.g., comparing in Program students with and other McCarver students or homeless students). Tests showed huge gains in reading ability for Program students in the first year for the Program.

In the 2013-2014 school year, TPS stopped using the DIBELS assessment and instead used the Reading Benchmark Assessment (RBA) developed by the Washington Office of the Superintendent of Public Instruction in grades 3-5. The RBA scores are for grades 3-5 combined. While the DIBELS is a diagnostic tool used to identify students who need more targeted instruction to better learn basic reading skills, the RBA is an assessment of a student's practical application of reading competencies aligned with Common Core standards. For the 2014-2015 school year, the District switched to using

⁵² * = data are not available

the Direct Reading Assessment (DRA) test, which is given to students K-5 four times during the year. It is an even more comprehensive reading assessment (aligned with the Common Core State Standards) and is given to all students in 19 states including Washington.

The RBA offers some limited insights into how well students are learning to read, but since the assessment in TPS has no baseline to which one can compare, we include it with some caveats. The fall and winter assessment scores focus on only some of the skills students are learning. The spring assessment is more comprehensive in that it assesses a wider range of skills. For this reason, the assessments are not comparable within the year. The RBA reports scores on a three-point scale (below basic, basic, proficient).

The DRA can show change within the year for students who take the tests, but it is too new to show trends beyond the last school year. It reports scores on a four-point scale (below basic, basic, proficient, advanced). Table 11 gives detailed results on the DRA for 2014-2015.

Table 10 displays the mean scores for different cohorts for each assessment, but not any within-year changes for the RBA and DRA. Since there are relatively few students in the Program, grade level analysis is not warranted. For each cohort, the students of all grades are combined.

A rough comparison of Program students' reading scores with other cohorts is possible across the four years, but it is important to point out the limitations of the data. As mentioned earlier, the DIBLES test was used in years one and two while the RBA test was used in year three and the DRA in year four. In addition, the tests were given to different grades (grades K-5 for DIBLES; grades 3-5 for RBA; grades K-5 for DRA). Lastly, the results shown are pooled groups and not paired ones (meaning the percentages are for all students who took a particular test in a particular fall or spring, and due to generally high mobility rates, the entry of new students, and natural grade advancement, the groups do not contain the same students year to year).

That said, Table 10 shows some trends and comparisons. **Students made dramatic increases in their reading abilities in the first year of the Program.** The fall 2011 DIBELS scores for the Program students form a baseline that was obtained in their first month of school, shortly after joining the Program. One can see that only 36% were reading at grade level then. By the following spring, this number had nearly doubled to 69%. While all cohorts showed improvement (to be expected), no others showed such a dramatic change. In spring of 2012, with 69% reading at grade level, Program students had a percentage equal to that for all elementary students and had a higher percentage than the other cohorts. They were 17 percentage points higher than TPS homeless students (even though a lower percentage of Program students were reading at grade level in the fall).

In 2012-2013, the second year (again based on DIBLES scores), Program students held gains but had scores comparable to and not significantly different from other students at McCarver. They were significantly higher than those for homeless students but significantly lower when compared to all students across the District.

The 2014 RBA scores show a lower percentage of Program students reading at grade level compared to all the other cohorts (on the RBA test). Remember, these scores are only for grades 3-5, which is one reason for the low number of Program students (28) taking this test. The RBA scores were lower at McCarver—and not just for Program students. The scores for Program students were lower by 20 points, and other McCarver students were lower by 17 points. The rest of the District did not change much. Without trend data, it is hard to know if the achievement really declined or if there dip was due to the test administration or some other cause.

In 2013-2014 (based on the RBA scores) Program students demonstrated a rather low mean reading score compared to the other cohorts⁵³. The distributions by category show nuances in the data. Compared to the non-Program students in the peer schools, the Program students had higher percentages in the Below Basic category (61.5% vs. 40.5%) and fewer in the Basic category (26.9% vs. 48.0%), while the percentages that were Proficient were the same in both groups (11.5%). These differences are statistically significant. The distributions of scores were also significantly different when comparing Program students with all TPS students (who had much higher percentages in the Proficient and Basic categories).

From 2014 onward, the low number of Program students taking the test and the wide variation in numbers of students by grade, make it impossible to calculate levels of significance in the differences between Program students and other peer groups.

During the 2014-2015 school year the District also used the STAR Reading Assessment for grades 2-5 for the first time. The STAR assessments are often used to screen students for their reading achievement. According to a TPS handout, “The STAR Reading Assessment is a computer adaptive test (CAT) that measures reading comprehension and skills for independent reading. The assessments can also be used to monitor student growth throughout the year, to estimate students’ understanding of state standards, and predict students’ performance on the Smarter Balance

⁵³ The fall and winter tests are not comprehensive in scope of reading abilities tested. For this reason, significance tests are presented only for the spring test, which is comprehensive. They are based on chi square.

Assessment in spring. In addition, STAR can help teachers determine appropriate instructional levels and skills that students are ready to learn.” TPS staff note that the STAR scores correlate positively with DRA scores but the scale is different. The scores are categorized as at/above benchmark, on watch, intervention, and urgent intervention.

The STAR assessment results are listed in Table 12. Program students reading at or above grade level rose from 34% in September to 66% by May. All other cohorts showed similar, large gains. The Program students started and ended with lower percentages than for the entire TPS cohort, but were on par with the other cohorts (which all have students with high percentages of students receiving free or reduced price lunch). Thus, being in the Program did not lead to any gains beyond what other cohorts experienced. The Program students were reading at or above benchmark (66%) at only slightly higher rates than non-Program students at McCarver (64%).

Table 10 | Percentages of Students Reading at Grade Level by Cohort by School Years 2011-2015⁵⁴

Test Type	School Year	Administered	THA Program McCarver Students	Other McCarver Students	TPS Homeless Students	Peer Schools ⁵⁵ Students	All TPS Elementary Students
DIBLES ⁵⁶	2011 – 2012	FALL	36% (n=60)	51% (n=246)	39% (n=358)	50% (n=2,424)	52% (n=13,033)
		SPRING	69% (n=63)	61% (n=343)	52% (n=463)	62% (n=2,399)	69% (n=13,024)
	2012 – 2013	SPRING	61% (n=58)	63% (n=276)	48% (n=231)	61% (n=2,304)	69% (n=13,316)
RBA	2013–2014	SPRING ⁵⁷	41% (n=28)	46% (n=138)	56% (n=305)	60% (n=1,064)	70% (n=6,385)
DRA ⁵⁸	2014–2015	SPRING	73% (n=15)	72% (n=138)	59% (n=252)	71% (n=1,108)	70% (n=5,142)
STAR ⁵⁹		SPRING	66% (n=32)	64% (n=130)	66% (n=274)	69% (n=1,049)	73% (n=5,656)

⁵⁴ Note that the types of tests differ and comparisons across years with different tests are not advised.

⁵⁵ Blix; Lister; Manitou Park; McCarver; Roosevelt; Stanley

⁵⁶ These DIBLES scores are on a 1 to 3 scale: 1=Needs Intensive Intervention; 2=Strategically Address Needs; 3=Reading at Grade Level. The percentages for Reading at Grade Level are reported here.

⁵⁷ These RBA scores are on a 1 to 3 scale: 1=Below Basic; 2=Basic; 3=Proficient. The combined percentages for Basic and Proficient are reported here.

⁵⁸ These DRA scores for grades k-5 are measured four times per year on a 1 to 4 scale: 1=Below Basic; 2=Basic; 3=Proficient; 4=Advanced. The combined percentages for Basic, Proficient and Advanced are reported here.

⁵⁹ The STAR scores for grades 2-5 are measured four times per year on a to 4 scale: 1=urgent intervention; 2=intervention; 3= on watch; 4=at/above benchmark. Only “at/above benchmark” percentages are reported here.

Table 11 | Average DRA Reading Scores⁶⁰ by Cohort Grades K-5 2014-2015

Cohort	THA Program Students at McCarver	Other McCarver Students	TPS Homeless Students	Peer Schools ⁶¹	All TPS Students
September	n=32	n=185	n=360	n=1,569	n=6,989
Advanced	0%	1%	2%	3%	6%
Proficient	3%	10%	6%	6%	8%
Basic	9%	14%	5%	7%	8%
Below Basic	88%	75%	87%	85%	79%
January	n=39	n=221	n=454	n=1,874	n=8,380
Advanced	5%	6%	5%	7%	10%
Proficient	41%	15%	9%	13%	16%
Basic	10%	15%	12%	14%	14%
Below Basic	44%	63%	74%	65%	60%
March	n=21	n=99	n=327	n=1,451	n=6,226
Advanced	38%	20%	10%	16%	20%
Proficient	19%	20%	20%	24%	26%
Basic	10%	13%	13%	11%	12%
Below Basic	33%	46%	57%	49%	42%
May	n=15	n=138	n=252	n=1,108	n=5,142
Advanced	33%	12%	17%	23%	25%
Proficient	20%	39%	26%	35%	32%
Basic	20%	21%	16%	13%	13%
Below Basic	27%	28%	41%	29%	30%

⁶⁰ Raw scores (Scale Scores) provided by TPS are used to report percentages at each level. The key level targeted is the percentage reading at or above benchmark. Some test score distributions may not total to 100% due to rounding.

⁶¹ Blix; Lister; Manitou Park; McCarver; Roosevelt; Stanley

Table 12 | Average Star Reading Scores⁶² by Cohort Grades 2-5 2014-2015

Cohort	THA Program Students at McCarver	Other McCarver Students	TPS Homeless Students	Peer Schools ⁶³	All TPS Students
September	n=38	n=208	n=362	n=1,608	n=8,524
At/Above Benchmark	34%	38%	29%	36%	49%
On Watch	11%	16%	19%	16%	15%
Intervention	34%	19%	21%	22%	16%
Urgent Intervention	21%	27%	31%	27%	19%
January	n=44	n=220	n=394	n=1,517	n=8,858
At/Above Benchmark	55%	55%	47%	50%	63%
On Watch	18%	15%	17%	18%	14%
Intervention	16%	16%	16%	16%	12%
Urgent Intervention	11%	15%	19%	16%	11%
March	n=43	n=213	n=390	n=1,545	n=8,593
At/Above Benchmark	58%	60%	51%	57%	68%
On Watch	14%	13%	17%	15%	12%
Intervention	21%	13%	15%	14%	10%
Urgent Intervention	7%	14%	17%	13%	9%
May	n=32	n=130	n=274	n=1,049	n=5,656
At/Above Benchmark	66%	64%	66%	69%	73%
On Watch	16%	15%	14%	12%	11%
Intervention	9%	9%	10%	10%	9%
Urgent Intervention	9%	12%	11%	9%	8%

⁶² Raw scores (Scale Scores) provided by TPS are used to report percentages at each level. The key level targeted is the percentage reading at or above benchmark. Some test score distributions may not total to 100% due to rounding.

⁶³ Blix; Lister; Manitou Park; McCarver; Roosevelt; Stanley

Math Scores

In 2013-2014, the results of District Math Assessment (DMA) showed that distributions of students by category were not significantly different when comparing Program students to other students at McCarver. **The distributions did show statistically significant differences and lower scores for Program students when comparing them to TPS homeless students, to students at peer schools, and to all TPS students.** Over 60% of Program students scored Below Basic on the spring assessment compared to 49.1% for homeless students, 41.6% for peer school students, and 29.7% for all TPS students. Only 16.1% of Program students scored Proficient on the spring assessment.

The DMA was discontinued in 2014-2015. In its place, the District used a common core assessment for primary grades. Only eight THA students across grades 1-5 took the tests. All but one scored below basic on all tests. One first grader scored basic on the final test. Since the numbers taking the test are so low, any comparison would not be valid.

State Test Scores

The Washington State test scores provided other indicators of academic performance for the 2014-2015 school year. Table 13 presents the reading and math scores for Program students in grades three through five who took the state tests. These scores should be interpreted with caution because of the low numbers of students in the THA Program. Because only 15 Program students took the state tests in 2012, these scores are omitted. In interpreting the 2015 scores it is important to note that the test is substantially different from previous years; assessments were all done online; and the assessment timing was different than in previous years. Scores for all cohorts were lower than in previous years, so the more meaningful comparisons are between cohorts.

Of the Program students in grades 3-5 in Year 4 who took the state reading test in 2015, only 27% met the state standard. This is higher than for homeless students at McCarver (22%), lower than for non-THA McCarver students (30%), similar to homeless students (25%), lower than peer schools (31%); and lower than across the District (46%). **In math scores, 21% of Program students met the state standard.** By comparison, 11% of homeless McCarver students met the standard, as did 30% of non-THA McCarver students, 25% of homeless students across the District, 31% of students in all peer schools, and 46% across the District.

Table 13 | State Test Scores for Program and Other Students 2012-2015

	Measurements of Student Progress			SMARTER Balanced Assessment ⁶⁴
State Test Scores for THA Program and Other Students Grades 3-5	2012	2013	2014	2015
Reading: % meeting/exceeding State standards				
THA Program students	80% (n=15)	40% (n=30)	50% (n=28)	27% (n=33)
Other McCarver students			44% (n=151)	30% (n=141)
McCarver, Non-THA Homeless Students			34% (n=32)	22% (n=18)
Homeless TPS students			51% (n=343)	25% (n=293)
Peer school students			57% (n=984)	31% (n=1,191)
All TPS students			65% (n=6,771)	46% (n=6,610)
Math: % meeting/exceeding State standards				
THA Program students	40% (n=15)	28% (n=29)	14% (n=28)	21% (n=33)
Other McCarver students			29% (n=147)	25% (n=140)
McCarver, Non-THA Homeless Students			19% (n=32)	11% (n=19)
Homeless TPS students			34% (n=341)	22% (n=294)
Peer school students			50% (n=981)	29% (n=1,191)
All TPS students			55% (n=6,757)	46% (n=6,650)

⁶⁴ State test changed to the Smarter Balanced Assessment in 2015 so comparisons between years are less meaningful.

Discipline

Geo obtained discipline data for 2012-2015 for all students at McCarver. These data are less reliable across school buildings because administrators have different standards⁶⁵. Nevertheless, we can examine various kinds of discipline issues within McCarver: disruptive behavior; fighting, harassment/intimidation/bullying; and other. Table 14 shows the incidents that led to suspension of students over the four school years for Program and other students in grades 1-5. It also shows breakdowns by type of incident. Other factors caution us in comparing data across years. These are: 1) two years ago McCarver hired a new principal and 2) more Program students were in higher grades where the suspension rates at all schools tend to be somewhat higher. With so few students in the THA Program, grade-level comparisons are less likely to be meaningful.

The data show that **suspension rates for Program students were higher than rates for other McCarver students in year one; lower in year two; and again higher in years three and four**⁶⁶. In 2014-2015, four of 59 Program students in grades K-5 (6.8%) were suspended at least once⁶⁷. That rate is much lower than the rate of 12.5% in year three. The percentage for other McCarver students was 3.4%; somewhat lower than in year three. Among those Program students suspended, one was in fifth grade; two were in fourth grade; and one was in second grade. All except the fifth grader were suspended only once. The fifth grader was suspended twice. For both Program and other students, fighting is the most common reason for suspension.

Disruptions can be addressed with in-school suspensions in contrast to safety issues that require suspension. In 2015-2016 McCarver will be a Positive Behavior Intervention and Support (PBIS) school, implementing alternatives to out of school suspensions.

⁶⁵ Administrators who have the authority to suspend students likely have a reliable standard for applying sanctions that, theoretically, should be applied without bias of any kind within their schools. These standards may differ by administrators and the populations that they serve, so comparisons across buildings are likely not meaningful.

⁶⁶ Note that sample sizes are very small for both cohorts so comparisons are made with caution. In addition, with students having both different teachers and a different principal, the likelihoods of different standards and tolerances for misbehavior are high and could account for the differences noted.

⁶⁷ These include short-term and long-term suspensions.

Table 14 | Disciplinary Actions for McCarver Students in Grades K-5 in 2012-2015

	THA Program Students at McCarver		Other McCarver Students	
	#/Total	% of Students	#/Total	% of Students
Students with One or More Suspensions⁶⁸				
2014-2015	4/59	6.8%	20/541	3.4%
2013-2014	8/64	12.5%	23/545	4.2%
2012-2013	4/87	5.0%	33/483	6.8%
2011-2012	6/76	7.9%	35/451	7.8%

Summary of Academic Achievement Results

Demographically, the Program students resemble other students at McCarver. They differ in that there are more Program students in poverty, fewer with special education designations, none learning English as a second language, and none who are homeless.

The Program students are much less mobile, in large part because their rent subsidies and other benefits are tied to their continued enrollment at McCarver. The impact of this cohort's mobility on the mobility rate for the school is only in proportion to their numbers as a percentage of overall school enrollment.

Attendance has remained steady at 91%. This is higher than the 90% target for the Program students but lower than it has been. Parent motivation and living far from the school appear to be continuing influences on attendance rates. THA staff have noticed that students who live farther from home struggle with attendance and tardiness.

In the Program's first year, the recently rehoused students showed statistically significant gains in reading scores compared to their peers. Since then, their scores have tended to resemble their peers at McCarver and at peer schools. Generally they slightly out-perform homeless students. In

⁶⁸ There are differences in the counts of students for discipline and attendance for both THA and non-THA cohorts. These figures are based on students in the TPS discipline data tables.

math, the Program students show achievement scores below the other cohorts, which are low compared to the District average.

Discipline rates for Program students were initially similar to those of their peers at McCarver but have become much higher in the past two years.

Although the IB Programme is a benefit to all families in the THA Program and in the school, THA staff report that many THA Program parents still seem unclear about the structure and benefits of the IB curriculum.

STAFF ASSESSMENTS OF THE PROGRAM

On July 28 the McCarver Special Housing Program caseworkers, Program manager and school principals met to review initial 2015 program evaluation data and discuss themes emerging from the evaluation activities. Below is a summary of the themes and key points raised by the participants in the discussion. **The challenge for some families to find housing in the McCarver neighborhood raises important questions about the Program model and theory of change.**

The program model relied on the assumption – whether implicit or explicit -- that families would find housing within the McCarver catchment. Many families have not been able to find adequate, affordable housing in the McCarver neighborhood. Many families have ended up living far from the school and are keeping their children at the school to maintain their subsidy. Students are traveling long times and distances. Staff feel this negatively impacts attendance and participation in after school activities. For example, some children were arriving home from after-school activities after 6:30 p.m. and their parents felt this was too long a day for their children, so some parents withdrew them from after-school activities.

One participant in this conversation said that the “drive to keep kids at McCarver for five years has complications,” and suggested that student and family needs, in some cases, may have been better met by allowing students to transfer to a school in the neighborhood where they found housing.

In several cases, caseworkers and school staff collaborated, and children who had special transportation issues were provided assistance, often by accessing McKinney-Vento transportation assistance for those families.

Only a small percentage of the McCarver Special Housing Program families seem likely to actually be able to pay their full rent and afford their other bills by the end of this, the last, year of the Program.

The experience of the past four year has raised important questions about the definition of “success” for special housing program families. Again, whether implicit or explicit, the rent structure and other program elements are based on the assumption that “success” would mean that, by the end of the Program, a family would pay one-hundred-percent of its rent (without rent burden), pay utility and gas bills without assistance, and have adequate housing for their family (e.g., beds, and places for homework and meals). Participants in this discussion report that effective casework and efforts by families has resulted in progress and areas of positive results for families and children, but that the overall expectation that many or most families would achieve that “success,” defined as sustainable income to meet family needs, is unlikely to be met.

Staff estimated that now, in the last year of the Program, only about half of families are in satisfactory housing and about half have housing that is lacking in some way. Only a small proportion of families seem likely to be able to pay rent and afford their bills in one year. Some families, even after four years of support from this Program, are still in “constant crisis.”

Staff shared a list of some family characteristics that could provide important context for service delivery and expectations of (or redefinitions of) “success.” These characteristics include: number of parents in the home; income vs no income (and within income, earned income vs unearned income); and issues such as poor health (including mental health), substance abuse, and domestic violence.

Caseworkers report that two-parent families are often, though not always, more likely to be able to afford rent and bills. Some families are “no income” families for whom stability may never include financial independence. Caseworkers estimate that almost all “no income” families have substance abuse and/or mental health issues. Domestic violence impacts both financially successful and not-so-successful families, impacting housing stability and consistency at home. Finally, as a caution against easy assumptions, they shared that at least one family that is earning income and on a path to financial sustainability also has a substance abuse problem.

Staff believe that in the early years of the program **the requirements of parent involvement supported parents’ connections with the school and their increased capacity to support their children’s learning. Planning for and expectations of parental involvement were higher in the early years of the Program and were not a priority this past year.**

In earlier years of the Program parent involvement was expected of parents and attendance was taken at parenting classes, family fun nights and PTA meetings. Staff report that “more parents were in the building” when these expectations were communicated and enforced. Attendance, however, was still low, staff estimate that on average 7-10 families attended family fun nights. Though some family members complained, school staff and Program staff believed that for the families that did participate family fun nights and other activities were helpful ways for the school to connect with families, and for families to connect with the Program. These experiences helped to increase parents’ comfort at school and provide an initial positive connection with school (in many cases for parents who did not have a positive connection with schools themselves). Through school involvement, families could learn by watching, be better informed about school activities, and learn how to support their children’s learning. Finally, some parents increased their sense of community with other parents, and they provided support to one another.

Staff reported that parental involvement activities and expectations were not continued this past year for a handful of reasons:

- This cohort of parents had finished the parenting curriculum (and there was no need to repeat the same material over and over with the same parents);
- Staff determined that parents did not believe monthly parenting meetings were valuable and attendance was consistently low.
- The activities were lower priorities among families’ “hierarchy of needs.” Caseworkers focused their efforts on working with families individually on their self-sufficiency goals.

There is interest in pursuing some kind of parent activity plans for this year that would build community, promote connections to the school, and support positive parenting. This could help, and it could be impacted by the school’s temporary relocation to a building in another neighborhood for the entire school year.

Staff report that communications between McCarver Special Housing Program caseworkers and teachers have contributed to resolving issues for individual students. However, there is not consistent or regular communications among caseworkers and teachers so the potential benefits are likely not fully realized.

The THA caseworkers, school principals, and school staff responsible for attendance communicate regularly. The primary topics are attendance and behavior. One caseworker said, “[The Principal] is in our office almost every day.” Since he knows that caseworkers are in touch with families, he will go and see if they know what is up with families whose kids are not in school.

Examples of teacher- caseworker communications with positive results include:

- One teacher had a particularly positive relationship with caseworkers. In one example the teacher reached out to the parent via the caseworker. The teacher was able, over the course of communications, to help the parent understand what the student needed at home in order to learn the material. As a result of these communications and this work, the student got a 100% on her math test, after failing the test the previous month.
- A teacher reached out to a caseworker to let her know about repeated absences of one child. The caseworker communicated with the family and determined that transportation was the issue. The issue was resolved through accessing McKinney-Vento transportation funds for the family.
- The Principal enlisted a caseworker to help get an IEP form signed by a parent so that the IEP process could move along.

However, one caseworker reported, “There’s a selected few teachers that we’re very close to,” and communications with some teachers is minimal. A principal made announcements to teachers at two different meetings, suggesting that they engage with the THA caseworkers and suggested, at that time, that the caseworkers attend grade level teacher meetings. However there were no instances in which caseworkers did attend those meetings. Caseworkers reached out to all teachers via email at least twice in the fall of 2014 and report a similar pattern: good communication and partnership with a few teachers, but little or no interest from others.

Staff speculated that there is a need to re-establish the importance of the Program to teachers and have some kind of regular, structured communication among teachers, caseworkers, and families. Suggestions for increasing communications between teachers and caseworkers include monthly reports, email communications, and in-person connections at meetings.

Caseworkers feel overburdened by data collection responsibilities.

Caseworkers are hoping for support with data collection, ideally in the form of a new staff member assigned to the task. Talking about the data collection required from the various systems (THA, school, federal, etc. as well as the evaluation data), a caseworker said, “We’ve got so many things to work with the clients on, it’s hard to find the time to focus on these individual pieces.... We just have so much. I don’t know that people understand how much stuff we are required to track and report. It’s an enormous amount of stuff. It’s hard to do it all and I want that to be known.”

Staff wish to highlight that the McCarver Special Housing Program is a responsive program, using the evaluation and other feedback to adapt and improve the Program. Staff acknowledge that the

Program is not achieving all of the hoped-for outcomes, but strongly believe in the potential for this school/housing partnership.

As described above, some aspects of the McCarver Special Housing Program are not working as planned. Families are choosing housing that is outside, sometimes far outside, the McCarver catchment area. Only a small percentage of families are likely to be able to maintain stable housing for their families without rent support. The attendance and academic data are not as strongly positive as was hoped. One staff member shared fears that the requirement that parents keep their kids at McCarver in order to maintain their subsidy would “cause the Program to fail, which would be a shame.”

In response to those results and other feedback, staff have implemented changes. For example, for the 2015-2016 school year, THA has implemented a new rent structure that is based on families’ income, rather than a proportion of the rent for the housing they find. Other ideas on the table include changing school stability requirements to allow school transfers at the end of the school year, setting aside affordable housing units within the catchment area, changing parental involvement expectations, and requirements to support community building among “mini-groups” within the cohort.

Staff are eager for a comprehensive, honest, and useful evaluation report that can help them communicate what they have learned and what they need to change. One staff member said, “[This Program] could be so much better, and if we don’t have data that demonstrate what is not working, we won’t be able to change it the way we need to.”

Another shared, *“I would like to say about the Program that it’s not a failure if we learn from it and improve.”*

TEACHER ASSESSMENTS OF CHILD & PARENT CHANGES

To understand how the teachers and key staff view the Program, Geo relied on interviews and a survey. Below is a summary of responses to interviews with 5 teachers and responses to an online survey of teachers with 10 respondents. Two teachers completed both a survey and an interview and two who completed the online survey did not share their names. So the summary below incorporates input received from between 11 and 13 unique individual teachers from a list of 20 teachers provided to the evaluation team. The school counselor and administrator (responsible for attendance tracking) also participated in interviews and their responses are noted throughout.

Neither the survey nor the interviews consist of a representative sample of teachers at McCarver Elementary and the summary below should not be construed as representing all teachers' thoughts. The summary and input reported below are an opportunity to learn about teachers' perspectives of the Program, the parents and the students, to increase understanding about what is important to teachers and to identify opportunities to improve the Program's efforts.

There is a big gap between teachers' expectations of the Special Housing Program and the reality they experience. Teachers support the goals of the Program and support the overall concept, but express frustration with continued poor attendance, poor parent involvement and ongoing signs of instability in students' lives. Teachers perceive that the Program is not holding parents accountable and/or is choosing families that are "impossible to succeed."

Teachers respect THA case workers and, when they interact with them, report positive experiences. However teachers also complain about a lack of information about the Program and a lack of communication and interaction with case workers. When asked for recommendations for Program improvement, one teacher responded, "Follow up meetings to address the results of this survey would be a start." The teacher went on to complain that there has been little or no reporting of findings or other follow-up to similar surveys in the past.

Some teachers could identify students and/or parents who had experienced the expected positive changes, but others could not identify a single student they believed had benefitted from the Program. Most teachers readily identified families and students whose attendance and engagement in school have fallen far short of their expectations, even after four years of participation in the Special Housing Program.

The two staff members who were interviewed meet regularly with the housing Program case workers. They reported few complaints or frustration with the Program and could readily offer concrete examples of caseworkers solving problems for families, such as finding transportation solutions or successfully connecting a student with the Big Brother program (with noticeable behavior improvements for the child).

Program Concept

Teachers believe in the concept of the Program, but feel frustrated and disappointed with the results. Teachers perceive that parents are not being held accountable to Program expectations.

Most teachers interviewed or surveyed report an understanding that the basic concept of the Program is to provide housing and supportive services to families in order to positively impact children's engagement in school and their learning. When talking about their expected impacts on kids, teachers list examples such as improved attendance, ability to focus on school, social development and interaction, and homework completion. In interviews many teachers shared their belief that parents would be improving their ability to become "self-sustaining." A few teachers described overall school changes as part of the intended outcomes of the Program.

Nine of the 10 teachers answering the survey agree that "stable housing helps students succeed in school." Seven of those 10 agree that stable housing "helps parents participate more fully in the education of their children."

"The provision of stable housing has allowed THA Program families the opportunity to send their children to school on a regular basis. This provision is helpful in that it allows their children to turn their attention periodically away from their plight to other areas of interest."

"Yes, I do believe housing stability impacts learning. Stability makes a really big difference in terms of growth...learning happens over time, so it's important to be there."

Many teachers expressed frustration and disappointment. They acknowledge the challenging task, hard work and good intentions of the THA, but they question the success of the Program in achieving the expected outcomes (as they perceive them). From the teachers' perspective, the problems that lead to the families' homelessness continue to impact the families and continue to impact the children⁶⁹.

Only two of the nine teachers answering the question agree that "the THA Program (all aspects) has influenced the academic performance of the children in THA families" at McCarver.

"Theoretically I was very impressed with (the Program) and thought it was going to be an exceptional program, but I'm finding—after working with some of the same families for multiple years—I'm finding that the same difficulties that the Program was supposed to

⁶⁹ Staff are well aware of the challenges and patterns of thought and behavior that make it difficult for some adults and children to easily change.

alleviate are still present: the poor attendance, the frequent tardies, the limited connection with parents. I'm a little frustrated, and I want to know how those things can be improved."

"It sounded like it was going to be monumental, but it has fizzled. It has been frustrating for us. It's not changing our school."

"I didn't know them when they were homeless...all I can say is in the time that I have had the students. It wasn't the housing Program that made them stable."

"No one could have predicted how engrossed these families were in their lifestyle and how unwilling to surrender it, get beyond it, overcome in favor of a more positive sort of lifestyle, if nothing else, for the sake of their children."

Teachers question some of the practices of the Program and perceive that parents are not being held accountable to Program expectations and requirements. Teachers question Program practices that allow families to choose housing outside of the McCarver geographic catchment area⁷⁰ or failing to enforce parents' school involvement. Some teachers believe that the Program has slacked off efforts to encourage school involvement over this past year.

"How is living a big distance from the school okay? How was that approved?"

"I think there needs to be more accountability for these students and their parents."

"We (teachers) could have served as accountability for families, there should have been consequences."

"Since (the Program) started it's kind of gotten less important to parents. In the beginning there was a big push to be involved in the school a big push for homework, a big push for academic stuff and I just don't see it anymore at all. Those are the parents that don't come until dinnertime. Those are the parents that don't come to conferences."

⁷⁰ Note: the Program does not and cannot prevent parents from living outside the McCarver attendance area and the paucity of adequate and affordable housing within the attendance area makes finding housing there difficult.

“Previously at family fun nights, families had to sign in with a caseworker. Part of me hated that because parents didn’t want to be there and talked the whole time, but it was better than now, now hardly anyone comes. Hardly anyone is coming to PTA anymore either.”

“I really appreciate the Program and what it aims to do....but...I've seen some families that I think would do better if they were held a little more accountable.”

Asked in interviews about the concept and impact of the International Baccalaureate (IB) program, teachers report that the IB program is contributing to growth in children, but do not believe that parents in the special housing program understand what the IB program is or appreciate its importance.

The two staff members interviewed support the general concept of the Program and did not express any complaints about the concept.

Communications and Interactions with Tacoma Housing Authority

Teachers feel that communications and information sharing with caseworkers is inadequate. While some teachers report positive interactions with THA caseworkers, nearly all teachers suggest that regular, pro-active communications between THA caseworkers and teachers would be an improvement.

Even among the small number of teachers who completed surveys and interviews, there is wide variation in their experiences with THA case workers and other THA staff. Teachers who have worked closely with case workers report that case workers were very helpful, resolving problems, opening lines of communications with families, promoting regular attendance and encouraging parents’ involvement in school. However, nearly every teacher who completed a survey or an interview felt that communications between THA case workers and teachers was inadequate and that lack of communication interfered with Program effectiveness.

Teachers who did have more interaction with THA staff said that interaction occurred either because the teacher initiated it or because their classroom was near the THA office and they saw one another frequently. One teacher described a “student monthly report” that has been helpful for communications, but still suggested having monthly meetings with THA caseworkers. Another said that she had emailed THA case workers, but never directly talked with them.

Nearly every teacher participating in data collection suggested that regular, proactive communications between teachers and caseworkers would improve the Program. Teachers hope

those communications would help them understand what is going on with families, and engage THA in improving parent involvement, homework completion and attendance (including tardies and late pick-ups).

Only two of the 10 teachers answering the survey agree that *“The THA caseworkers are effective in helping me understand the needs of Program students and their families.”* Five of those 10 teachers agree that *“the THA caseworkers are effective in helping me resolve issues affecting Program students’ education for behavior.”*

“[The caseworkers] have always responded to questions in a timely manner and are very approachable.”

“We don't really update them regularly anymore....I don't know how they have any information.”

“They have not communicated with me directly about any problems in the last four years.”

“I just found out today which one of my students was in the Program. Communication must be improved.”

“I never interact with the caseworkers unless I go to them. Maybe some type of monthly meeting, where we could sit down and talk about how things are going with the students in the Program (would help). That said, I think they have an incredibly difficult job and I know they are busy.”

“The communication issue is huge. Perhaps administrators can inform us of what issues come up with the families or students involved if the case worker cannot.”

“I have only reached out [to THA caseworkers] as a last resort when I could not manage the parents myself. I also think we should keep in touch about family involvement. Many of my THA students were constantly missing homework, parents were not coming to conferences, and students were missing school.”

The two staff members interviewed have regular interactions with THA caseworkers. It works well for THA case workers and these staff to meet regularly. These staff had no suggestions for improving their communications with THA caseworkers. One staff member said, “... interactions, they are always positive. That's why families want to come in and talk with them. They are open and honest and always willing to help.”

Impact on Children

When asked to describe a Program student who had improved significantly, some teachers were able to describe a student who had experienced significant positive change. They cited changes such as a student's increased confidence or increased homework completion. Many teachers were quick to say they can just as easily identify students in the Program who did not experience the positive changes the teachers expected. In response to this question some teachers could not think of a single example of a student who has improved significantly during his/her time with the Program.

Some teachers readily offer examples of students who have improved in some way while involved in the Program. Teachers observe increased confidence among parents and among students, increased completion of homework, improved attendance, kids seeming to feel a part of McCarver, and improved classroom behavior. Teachers seem most able to make these comparisons if they have had students for more than one year or if they have had a child as a student and then have their younger siblings in subsequent years.

"I have a student this year whose older brother I had in previous years. There is a significant change in the amount of completed assignments and homework from the previous brother to the current brother. The current student is at grade level, excited about learning and seemingly well adjusted. The former student struggled (I assume as a result of an unstable home life)."

"I have noticed that the mother seems more calm and competent as a parent."

"I do remember that a student in the Program that I had several years back seems to be doing well here. He seems to be more confident as a person because he feels so much a part of McCarver. He especially seemed to need that when he came. I don't know if that would have been possible without THA."

Some teachers can just as easily identify families who do not seem to have made progress through their involvement with the Special Housing Program. One teacher described a family whose particular needs indicated that a different program or different school setting might have helped them more than the Special Housing Program and worried that the children are heading to middle school unprepared. Still other teachers report not being able to identify even one student who has experienced significant improvement or not being able to notice any difference between students in the THA Program and other students with similar family circumstances.

Five of the 10 teachers answering the survey agree that “The Program is helpful in identifying the non-academic needs of students.” Six of the 9 teachers responding agree that “the Program is helping find solutions to the non-academic needs of students.”

The two staff members interviewed could readily identify some specific instances in which THA caseworkers had helped to solve specific problems with attendance, behavior or, in one case, checking up on a child who had been injured.

Impact on Parents

While some teachers could point to examples of parents who had increased in confidence, competence, and even in financial sustainability, there is an overall sense of teachers feeling frustrated with the parents involved in the McCarver Special Housing Program.

Teachers could point to some examples of positive changes in some parents, such as going to school, getting jobs and receiving vital support through difficult times. However, they could even more readily come up with examples of parents who are not involved in school as expected and are not managing to increase students’ stability, despite four years of involvement in the Special Housing Program. For teachers, the positive signs of parents involvement include, homework completed and handed-in on time, parents being pro-active about communication (e.g., asking a teacher about lost homework or forms, stopping in to talk to a teacher), and children at school on time with regular attendance.

“I have a family that I think of that is NOT a good example.... Mom has been in and out of college, started and quit. Since it [the Program] started it's kind of gotten less important to parents.... Those are the parents that don't come until dinnertime. Those are the parents that don't come to conferences.”

“Parent involvement has dropped off; conference attendance has dropped off. It's hard to even be in touch with these families.”

“The Program parents don't seem more available than other parents and I haven't seen their availability change over the course of two years that I have taught their kids.”

“I've been working with one family for years. I adore their children. But, one of the requirements is that they need to come to conferences with me. She dodges me at every turn lately. I think it's because things aren't going the way they are supposed to be at home. The only conference I've had with them, she [the mom] sent her mother to do.”

Only two of seven teachers responding agreed that “The Program is helping parents identify their needs and goals.” Three of eight agreed that “The Program is helping parents meet their needs and goals.” Three of 10 agree that “The parents of my students who are in the Program have good parenting skills.” Five of 10 agree that “the parents of my students who are in the Program are engaged in their children’s education.”⁷¹

Overall Program Observations

Teachers’ overall wish is to get the children to school, consistently and on time. One teacher said, “I can’t teach them if they are not in the room.”

Teachers were asked “If THA were to get an extra \$100,000 for the McCarver Special Housing Program, what should they spend the money on? (The interviewer made it clear that this was an imaginary scenario.) Most teachers interviewed said, if there were an extra \$100,000 it should be about just getting the kids into the school, on time. Teachers said they would recommend spending extra money to ensure families find housing in the catchment area, even, somewhat jokingly, recommending an apartment building right across the street from the school with an officer that would visit the family if the children are not in school. One teacher said, “These same families? I would recommend we don’t spend (any additional money).” Because “I just don’t think spending more money in this particular format would do any good.”

The staff members interviewed suggest spending the (imaginary) extra funds on mental health counseling for parents, transportation for families, more THA staff (to reduce case load size) and educating parents on how to support their children’s education.

PARENT PERCEPTIONS

As part of the evaluation of the THA McCarver Program, Geo interviewed a sample of parents. Below is a summary of parents’ responses to each interview question with some additional notes on topics that came up in the course of the interviews. Parents’ achievements and progress toward self-sufficiency varied widely across parents. Even those who reported good progress on education and

⁷¹ Some respondents skipped some questions, so for some questions there were only seven or eight total respondents.

who are currently working at part-time or full-time regular jobs are very worried about the looming end of the five year Program.

With similar variation, some parents are very satisfied with their housing and the housing location seems to support their children's school punctuality and attendance, while others are unsatisfied with their housing and/or the housing location presents a challenge to getting the kids to school on time.

Many parents interviewed struggle with health, mental health, domestic violence and other problems and most do not feel secure in their ability to stay on track for their kids without this Program. One parent seemed to feel that it would take a lot more than this Program to help some parents, saying: *"People want to do good, but when the help is actually here, like, people are shocked. I'm actually getting the help. How do I cope with this? ...A lot of people come from hurt situations. Putting a Band-Aid on hurt situations only soothes it for a little bit."* Several parents, however, cited the Programs' time limits as a motivating factor. Some even suggested that case workers should "enforce" Program requirements more than they do now.

Parents can easily describe concrete problems that case workers helped them resolve as well as give details about the emotional support and encouragement they receive from case workers. Nearly every parent could think of at least one, and usually several, positive changes in themselves, their kids or their family since they have been in the Program.

Housing and Financial Situation

10 of 13 parents interviewed (71%) agree or strongly agree with the statement "My current housing meets my family's basic needs."

3 of 13 parents interviewed (21%) agree or strongly agree with the statement "I will be able to pay my portion of my rent next year."

Basic needs were defined in the interview as: 1) feeling safe in the house and the neighborhood, 2) having enough room for the family, 3) being able to afford the utilities bills and 4) location and transportation – like being able to get to school, work and appointments.

The Section 8 voucher solved a big problem for most families. Parents interviewed described their circumstances of living in a motel or with relatives before receiving their voucher and finding housing. For most respondents their current housing met at least some of their family's "basic

needs,” but many also had at least one complaint about a basic need not met in their current housing.

What did it take to be in a housing situation that meets your basic needs?

In order to get into, and stay in, housing that works for them, beyond using the housing voucher, families report seeking help from others for deposit money, being patient and “picky” in their housing search and receiving support from caseworkers. In one case, a landlord worked with a family to spread a move-in deposit payment over two months. Another family relied on relatives to lend deposit money. Parents who cited their “pickiness” as part of what it took to get into a good housing situation reported taking a long time with their search, wanting to find a place within walking distance to the school and/or finding a place in which the increasing rent obligations would still be manageable.

In order to stay in a workable housing situation, parents reported communicating with landlords to resolve issues and receiving “hardship” or other additional help with rent from the McCarver Program when they could not work due to illness or injury.

Have you moved during the Program? Do you want to move now?

Six respondents reported having moved during the Program and/or wanting to move now.

Reasons for moving (or wanting to move) include domestic violence issues and needing to have a new address, poor conditions/repairs in their home, wanting to be close to the school, “personal issues,” landlords ending the lease and/or needing to find a new place after a rent increase. One parent expressed a desire to receive “regular THA” housing support and worried that being a part of the McCarver Special Housing Program was interfering with the family’s progress on the THA waiting list. One family reported living in the same, satisfactory housing situation for all four years of the Program, but still wants to move to be closer to the school.

How is your current housing working for your family?

While most parents reported that their current housing generally meets their basic needs, areas of satisfaction and complaint vary widely across the group.

For example:

A house that is big enough for their family and no transportation problems, but the house, built in 1952, has not been updated. Heating oil costs and utility bills are expensive, running up to \$700/month. This parent said, "It's not the Program's fault that the house I'm living in is not good." (This family hopes to move to a new home by the end of the summer.)

The neighborhood isn't the best and the building that we're living in, what we found out after we moved in, that it's infested with insects...bed bugs and things like that and it's been really hard to move out of here and it's been really frustrating. My son has been bitten and his face is swollen and things like that. (This family really wants to move to a new housing situation, but cites financial issues as a barrier.)

An apartment where repairs are completed, issues are resolved and there is a playground in the complex and the housing meets the basic needs described, but the parent does not feel comfortable with the homeless people in the neighborhood and near the playground.

We love our apartment. (The kids) have made friends....they don't want to move.

Two parents specifically mentioned NOT wanting to live on Hilltop.

One parent described a very satisfactory living situation that is far from the school and also described related transportation and attendance/tardiness issues, but did not perceive that distance as a housing problem for the family.

Will you be able to pay your portion of the rent next year?

Most parents interviewed do not believe they can pay their portion of the rent next year and they are very worried about what they will do when the Program ends for them.

One parent described the annual rent increases this way: *"It's a stress meter - every year the stress goes up,"* and theorized that as the rent increases, parents go into *"survival mode"* and eschew longer-term goals for short-term financial solutions to meet rent payments.

Several parents do not foresee having sufficient income for their rent due to their health issues and inability to work. They do not believe they will be able to pay their portion of the rent next year and are very worried about the Program's end. One parent said, *"I can pay my rent but I don't know how I'm going to be able to pay the bills,"* and went on to say that without a Section 8 voucher, his family would definitely have to leave their current house.

Two parents are currently working very little and cited the needs of their children as a key barrier to earning more. One has children with special needs that often need her intervention during the day (though this situation has stabilized during her time on the Program), the other is reluctant to use child care and will only seek jobs she can do while the kids are in school.

The few parents who have more confidence that they can pay the rent next year said their improving their education, finding a job or their “willpower” were factors that would help them meet their rent obligations next year. One parent described how she had carefully chosen her home to ensure she could meet the increasing rent obligations. Another parent hoped that the landlord would reduce the rent for their family, so that they can stay in the same home next year and after the Program ends.

Education and Job Skills

6 of 13 parents (43%) agree or strongly agree with the statement, *“Since joining this Program I have improved my education or job skills.”*

About half of parents reported achieving or making significant progress toward education or job training goals. An equal number of parents reported little or no progress on job or education goals and that they did not really have education or employment goals due to health problems and for some, due to avoiding income that would impact the amount of SSI disability payments they receive. A few remaining parents reported progress through the life skills and parenting classes offered by the Program and expressed some hopes about education or employment while citing barriers to employment.

What progress have you made in your education and employment goals and what did it take for you to make that progress?

Some parents report significant progress:

“I knew that I only had this help for a certain amount of time and this was like my first ever chance.... Once I got into school I loved it so much. I liked being an example for my kids, like “mommy has homework too”.

“McCarver was a blessing to us....it made (achieving some goals we’d mapped out) easier. It made it a lot smoother for my wife to focus on going to school, and doing classes while I worked 8 hours a day.”

“Before being in the Program I just wanted a job. I wasn't looking for extra schooling. Because of the Program, I got a Home Health Certificate that will hopefully help to get a good job.”

About half of the parents interviewed described progress on and achievement of significant education and employment goals while they have been a part of the McCarver Special Housing Program. Specific achievements included earning a home health aide certificate, earning a trucker's license, working on a GED, and completing a GED then earning a certificate in administrative medical assistant and currently working to earn associates' degree. Only a few parents reported that they are currently working at a regular job at least part-time.

Several of these parents cited the encouragement, goal-setting support and concrete help (e.g., tuition support) from the Program as instrumental in achieving their goals. Many also described that the 5-year limit of the Program was motivating to them. More than one parent described how the family had goals before beginning the Program and the Program was a way for them to realize those goals. Two parents reported working with the THA Employment Specialist and found her to be helpful with job leads, resume preparation, and interview skills.

Others report little or no progress:

“I need to be a little bit more energetic to let me go out and do this. In the meantime, not having a car is a big issue. It's hard to go look for a job. And I can't take the bus, the bus they want \$5 a pop.”

“I haven't really increased my job or employment skills...and it's not the Program's fault, in any way, it's my kids...I have four kids, two with special needs....and that takes up a lot of my time.”

“Thank God I finally got my SSI....They [DVR (Disability Vocational Rehabilitation)] took me in and gave me a test and I don't qualify for anything.”

About half of the parents interviewed report little or no progress on education or job skills. Of that group, at least half report receiving Social Security Disability payments, being unable to work and having no job or employment goals that would interfere with those payments. Some report health and/or mental health issues interfering with work and education goals. A few indicated that their children's needs, for example very young children, children with special health or behavioral needs or parenting needs, severely limit their ability to work on education or employment goals. Of this

group, several reported some small amounts of employment but only limited amounts and with sporadic or seasonal jobs.

Case Manager

12 of 13 parents interviewed (86%) agree or strongly agree with the statement *“My case manager has been helpful in encouraging me.”*

Most parents report feeling encouraged and supported by their case manager:

“(My case manager) motivated me to go out there and get a good education....sometimes I get discouraged....but she’s always there. She’s always encouraging me.”

“They’re (the case workers) like a baby’s dad when you don’t have one. They help you with everything they can.”

“She (case manager) motivated me by having a goals and To Do list on paper to keep me on track so that I could let her know what I’ve accomplished.”

“She talks with me as a friend and that’s the important thing. They don’t think they’re better than us.”

“Not everyone has someone who believes in them. (The case manager) told me, ‘you’re going to be something great. You’re going to do it.’ Having her there and do that for me, it really helped me. (crying)”

Can you give some examples of what your case manager does (or what you wish she would do)?

Nearly every parent interviewed agreed that their case workers are helpful in encouraging them. Parents described case workers (and THA) helping them solve specific problems, such as helping them complete the process and pay the fees to get a valid a driver’s license, get engaged with mental health counseling, figure out how to get very reduced cost prescription glasses, and engage in a lengthy process of having a criminal record expunged. Parents also described how case workers encourage them personally, are kind, listen and remember the details of parents’ lives. More than one parent reported that case workers helped them when they were feeling overwhelmed with parenting and helped them make good choices about self-care and living situations.

Several parents mentioned the personnel changes for case workers that occurred over the past year. Some had only positive comments about both (or all three) case workers that had worked with. A few parents did not have any negative feedback for current case workers, but did complain that the transition was difficult for them. They said the changing case workers made it difficult for them to stay on track with their goals, and their motivation waned as they may have set different goals with a new case manager. One parent shared that the sense of trust with the new case manager would not be the same and that this parent was unlikely to share information as freely with the new case manager.

School: Parents' Involvement, Kids Rested and Ready

8 of 13 parents interviewed (57%) answered "most of the time" or "almost always" to the question, "How often do you go to the school (for conferences, performances, volunteering, etc.?)

10 of 13 parents interviewed (77%) answered "most of the time" or "almost always" to the question, "My child is (or children are) rested and ready for school each day."

"Once I got into the Program with my daughter, these things were mandatory, and the fact that they were mandatory made me realize how awesome it is to be involved and how much the kids love it and how much they grow from it and how much they enjoy the fact that you're involved with their school."

"McCarver has gotten better over the last few years that I've been involved with the school...I'm excited for when they remodel it."

"I have a set schedule for them (kids) to be in bed. They eat dinner around 6:30, kitchen has to be cleaned, rooms have to be cleaned....We don't have a problem with our kids. They all go to bed 9:30, faithfully."

"I'm only 10 minutes away by walking - that helps us be on time."

"...It's a commute, so there are tardies."

What helps you to be involved in school? What keeps from you being involved?

A few parents reported spending a lot of time at the school and feeling really connected to the school. These parents live nearby and do not work full time or attend school. Some parents reported

that they do attend conferences and family fun nights and some other events, but they can't attend all the time. Other parents report little school involvement. The kinds of involvement that parents described included the PTA, family fun nights, book fair, school conferences, meeting with the case manager at the school, helping with homework, volunteering, getting to know teachers and staff informally and being contacted by teachers or staff for issues with their child(ren).

Parents reported factors that facilitate and support parent involvement such as: the kids like the events and like for their parents to be at school, a commitment from parents to be involved, living close to the school, and feeling appreciated and needed by the school and the kids there. Parents reported barriers to school involvement that include commitments to work, school and younger children, lack of transportation or time consuming or costly transportation and lack of enforcement of involvement by the Special Housing Program.

What has made a difference for you to be able to have your child rested and ready for school? (Or, what would make a difference?)

Having a set schedule and routine for mornings and evenings and having a reliable form of transportation (district bus or McKinney-Vento bus, living within walking distance or having a car) were reported by many parents as "what it takes" for them to successfully have their kids rested and ready for school. A few parents also talked about being committed to getting their kids there and taking responsibility as a parent. Several of the parents easily volunteered the details of their routines, describing different tasks for different kids and the time they need to leave to be punctual.

Parents who reported having transportation via McKinney-Vento credited case workers with arranging that for them. When talking about the needs for schedules and routines, parents sometimes referenced parenting classes they had attended through the McCarver Special Housing Program.

Among those who struggle more with having their kids rested and ready for school, parents acknowledged the need for a routine, but said they struggle with it. Some parents also reported that living far from the school made it hard to get their kids there on time and that sometimes they just choose to accept an absence.

The Program

What is different about you, your kids or your family, since you have been a part of this Program?

Parents were asked to think of someone who knows them well and imagine what that person would say is different since they have been involved in this Program.

"She would tell you that I am pretty much dramatically changed as far as being responsible and sticking with things, following things through."

"[What is different is] having a place to call home and to be every night and just her grades and homework. In the years previous to this, there's a lot of times when I was really depressed that I didn't really care if she [her daughter] went to school or not and she was home with me and it didn't seem at the time that it was that big of a deal--and it is (a big deal), so that doesn't happen anymore which is good."

"My attitude. She would say I have a more 'I can do it' attitude."

Many parents reported that others would see them as more responsible or stable since they have been a part of the McCarver Special Housing Program. Along these lines some parents said others would see them as more independent, consistent and better at following through.

Some parents reported that others would notice changes for their families such as less stress, decreased anger-levels among the parents and less uncertainty and moving around. A few parents also said that others would notice an improved attitude and better outlook on life, when compared to before their involvement in the McCarver Special Housing Program. Finally, others might notice that their kids are better behaved, have more friends and are more stable and happy.

If they were to get an extra \$100,000 for the McCarver Special Housing Program, what should they spend the money on? If they were going to start this Program at new school, what is important to include? (The interviewer made it clear that this was an imaginary scenario.)

Parents had lots of ideas of how the Program could spend additional money. Questions like this one can help reveal what participants perceive as the most valuable parts of the Program and what they see as barriers.

Many parents suggested that additional funds be spent on a longer program and smaller annual rent increases. Many parents also suggested help with transportation and emergency funds for families to handle unexpected expenses. A few suggested keeping the Program the same, but using additional funds to serve more families.

Key program elements that parents suggested supporting included, paying tuition for classes and job training, parenting classes, making school involvement mandatory, legal help (in particular to help people with a criminal record), extra-curricular activities and school programming like art and music. A few parents mentioned that programs should be sure to develop and maintain a sense of community among parents, suggesting that parents understand each other and can provide each other with emotional support.

Many parents had thoughts about accountability and Program requirements for parents.

Several parents mentioned accountability and Program requirements. Parents suggested that the Program be extended only for parents who are *"committed to the Program."* One parent said, you can tell a parent is committed if *"They show up to mandatory meeting, they are involved with PTA, if they do everything they have to do. They are simple rules and if you can't follow them you're wasting the money."*

Another parent suggested using additional funds for *"A little longer Program...for those who deserve it, not for everybody. But not for those who take advantage of the situation and are benefiting for them [and not the kids], I think they need to cut those individuals off."* When asked how case workers would know who to keep and who to cut off, the parent answered, *"They're go-getters...somebody who's asking the questions, not just here because they have to be here. Ones who want to know more, they want a direction, have a positive attitude."*

One more parent said of the current Program, *"They are not enforcing things. They are not enforcing the progress of a person."*

Additional Theme: Parents are Worried about the End of the Program

Many parents expressed concern about the Program entering its last year.

“Even though it's [the Program] supposed to be getting over, I'm not ready for it to be over because I'm not done with my schooling. I can barely afford to pay the bills, even though I have help.”

“I don't know what's going to happen when the Program ends and that's the scary thought. I got everything I set out to do [custody of children, vehicle, SSI] but it's not enough to live on and I can't go to work...I can't even afford a hotel room for a month.”

“I was blessed to come to that school and have my son go to that school and be able to gain stability at the same time. That doesn't happen all the time. It was a time in my life where I really needed to be on my feet and get my life together and if it wasn't for the Program I would still be struggling and homeless. So overall they help you a lot. And what they do really makes changes in people's lives and as long as the person is still trying and is still making effort that they should still keep working with these families and not just kick them off the Program.”

NEXT STEPS IN THE PROGRAM

The 2015-2016 school year will be challenging for all students, staff and parents because grades 3-5 will be at a different site outside of the neighborhood all year while McCarver undergoes a substantial renovation. The challenges will include transportation issues for THA families; keeping parents engaged with the school; and having some families with students on different campuses.

McCarver has put into place or enhanced activities to deal with these and other issues affecting the THA Program. These include:

- Transportation from McCarver to the new school site for families who cannot get their students there directly.
- Increased communication between its staff and the THA caseworkers and administrators.
- Weekly meetings that often include additional staff for information sharing (e.g., the McCarver attendance secretary attends the last meeting of each month and share related discipline and attendance data).

- Progress report sharing at key staff meetings throughout the school year.
- Updates and information about the THA Program are shared in the school newsletter.
- Improved communication with McCarver staff about the purpose of the THA and District data collection efforts.
- Improved (but still confidential) data sharing among school staff to help them how best to help families in need.
- The THA Program manager and the district liaison will continue to meet regularly to assure communication and to enhance ongoing program development.
- Caseworkers will continue to have an office space on site at McCarver and at the temporary location.

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 many, it will be a challenge for them to pay higher percentages of their rent as they stay in the Program. The expectations around rent structure have changed for many families so that they will pay a fixed percentage of their income for rent (similar to rules for Section 8 vouchers). THA has offloaded some administrative tasks from its caseworkers to its leasing and occupancy staff to give the caseworkers more time to work with parents directly. Also, the school no longer expects them to assist with discipline tasks.

All teachers have started applying the methods of inquiry-based learning processes taught and supported through the Primary Years International Baccalaureate Program. Teachers have received formal training in its theory and methods. They have shared their knowledge with the other teachers, all of whom are implementing the curricular changes required for certification. Teachers have developed their own classroom curricula within the guidelines of the IB Program. It will take another year to fully implement and test the curricula. In the fall of 2014 the school submitted its application for certification to the IB Program and it was approved May 19, 2015.

THA and the Tacoma Public School district have made two tentative decisions. First, they will turn the McCarver program from a pilot program to a regular offering of the school. Second, starting in 2016, they will extend it to other elementary schools in Tacoma with high student mobility rates because of family homelessness. For those purposes, they will spend 2015 reflecting on they learned from the pilot program to adjust the program model appropriately.

CONCLUSIONS

The THA Special Housing Program at McCarver has greatly improved housing and financial stability for participating families. The provision of housing support has increased housing stability and “solved a big problem” for many families—namely housing stability. This was viewed as a first and key input for improving student educational outcomes, but Program designers and managers know other support was needed and provided it. Case management and other supportive services have resulted in educational achievements for many parents. Most families have increased their incomes. Case workers have supported parents in making good choices for themselves and their children and have helped solve specific problems for parents, such as getting connected to mental health counseling or managing the fees and processes for getting a driver’s license. Case workers have also worked with teachers, families and the school to solve specific issues related to schoolwork, behavior, or attendance.

Nevertheless, employment and income growth have not kept pace with rents—even with subsidized rents, much less with market rate rents. Rent burdens for them families continue to rise along with their expected rent payments (at 60% of rent for year four).

Most parents understand these challenges, and have enrolled in a total of education programs; and 26 have completed educational programs. It is likely that some parents (especially some of those with severe mental and/or physical 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 increase their employment and incomes.

Students in the Program have increased their school stability and helped lower the school’s overall mobility rate (i.e., fewer exits and entries to the school). The Program’s stabilization of its cohort of students has a direct effect on overall McCarver stability. Stabilizing nearly 20% of the school population decreased the school’s mobility rate in the first year, even though the rate for non-program students rose. The rate for Program students has remained relatively low, and the rate for non-Program students fell in year two and then plateaued. The TPS overall K-5 mobility rate has been declining each year since 2010-2011. It was 71% that year and was 52% in 2014-2015. Identifying the reasons for changes in mobility rates is beyond the scope of this report. At McCarver they may include the increasing appeal of McCarver to other families due to the IB investment and other changes in the school. The further decline may also result from factors that have reduced mobility rates at other schools.

Median attendance has remained steady at 91%, higher than the 90% target for the Program students and about the same as for McCarver homeless students. But this is still lower than the rate for their peers in the school and across the District. **Teachers perceive attendance as an ongoing problem.** Parent motivation and living far from the school appear to be continuing negative influences on attendance rates.

In the Program's first year, the recently rehoused students showed statistically significant gains in reading scores compared to their peers. Since then, their scores have tended to resemble their peers at McCarver and at peer schools. Generally they slightly out-perform homeless students. In math, the Program students show achievement scores below the other cohorts, which are low compared to the District average. Despite the implementation of additional supports like out-of-school-time programs and encouraging greater parent involvement with homework, the Program students appear to perform at levels similar to their peers at McCarver. This is still generally above the levels of students who remain homeless.

Among teachers at McCarver, there is a big gap between their expectations of the Special Housing Program and the reality they experience. **Teachers support the goals of the Program and respect the THA caseworkers, but express frustration with poor parent involvement and ongoing signs of instability in students' lives.** Some teachers complain about a lack of communication with the Program and perceive that the Program is not holding parents accountable and/or is choosing families that are "impossible to succeed." Program and school staff agree while there are some successful examples of communication and collaboration among caseworkers and teachers, when there is not consistent or regular communications potential benefits are not fully realized. Teachers' overall wish is to have the parents get their children to school, consistently and on time, and they feel disappointed with the results so far.

The families in the Program are diverse in their needs and in their trajectories toward housing stability, improved financial situations, and school success. Some parents have significantly improved their financial situation, however given the situations of some of the families, complete financial independence for all cohort participants is not likely (nor should it be expected). The percentage of adults employed rose steadily from a low of 11% at Program entry to 48% this year; average income rose from \$286 to \$1,048. However, the median income has stayed steady at about \$791, meaning that half of the households take in less than \$791 a month. **The majority of parents in the Program will not be able to afford their rent without continued support at the end of year five of the Program.**

Parents appreciate the Program and acknowledge that it has given them a unique opportunity. However as one parent said, *“A lot of people come from hurt situations,”* and **changing their situation defies easy solutions and smooth trajectories.** Some families, even after four years of support from this Program, are still in “constant crisis.” Some adults in the Program have made significant education, employment and earned income gains. Other parents, have made little or no progress on education, job skills, employment or earned income citing disability, health, mental health issues and/or their children’s needs as barriers. Caseworkers add domestic violence and substance abuse to the list of barriers. (Though, as a caution against easy assumptions, caseworkers shared that at least one family that is earning income and on a path to financial sustainability also has a substance abuse problem.)

Adults in the Program report that the Program has positively impacted them in their role as parents, though outcomes for specific positive changes in school involvement vary. Some parents reported that others would see them as more responsible or stable since they have been a part of the McCarver Special Housing Program. **Some parents reported that others would notice changes for their families such as less stress, decreased anger-levels among the parents and less uncertainty and moving around.** Like other Program outcomes for parents, there is diversity in parents’ reported levels of school involvement at the end of year four. Some parents describe a close and much improved relationship with the school. Others report little or no school involvement, citing scheduling and transportation barriers. Staff shared that planning for and expectations of parental involvement were higher in the early years of the Program and were not a priority this past year.

THA and school staff acknowledge that the Program is not achieving all of the hoped-for outcomes, but strongly believe in the potential for this school/housing partnership. The experiences and results after four years of Program implementation raise important questions about the assumptions and theory of change that underpin Program activities and expected outcomes. Broadly, the Program is based on the belief that providing housing support and supportive services will, via a series of interim changes, improve children’s engagement with school and, ultimately, their academic success.

The unanticipated challenge for some families to find housing in the McCarver neighborhood raises important questions about the specific role housing support plays in improving attendance and other indicators of school engagement and success among students and parents. How important is proximity of housing to the school? Does that vary for families with different characteristics (e.g., car ownership; parent’s levels of education; employment; presence of a second

parent in the home)? With a relatively small sample size, finding statistically significant relationships among these variables is unlikely, but further research may still be warranted.

The Program has served McCarver in ways that extend its influence beyond the Program families. THA staff help other McCarver families and those in the neighborhood with no ties to the school find resources within THA and in other organizations. In some ways, they function as a satellite THA office. The staff also work to support the school by working with school staff and teachers to find help for students and families not in the Program. Some of the activities developed have served the general McCarver population as well. The re-energizing of the parent-teacher association in the first year is one example.

According to THA staff, instances where the progress by parents and children has been less than expected are influenced by severe and multiple hurdles. Staff were not able to recognize many of the parents' challenges, chemical dependencies and psychological treatment needs until year three. They manifested in areas like needing to learn how to: clean and organize a home; interact with landlords and manage a lease agreement; identify and find support for mental and physical health needs; deal with legal and financial problems; interact appropriately and effectively with teachers; help their children learn; and develop job skills and find work to provide adequate income.

The design of the Program placed many responsibilities on the caseworkers stationed at McCarver. Now a THA Leasing and Occupancy Specialist is assisting families and freeing the McCarver-based THA staff to work more with the teachers and parents on other needs and goals. It appears that the Program over-estimated the basic skill levels and under-estimated the needs of families in the Program. THA has adjusted by identifying the common and individual needs of families and finding the resources that can help them overcome their barriers to success. Still, given the situations of some of the families, complete success for all cohort participants is not likely (nor should it be expected). When organizations engage in a complex pilot project like this, the learning along the way through formal and informal evaluation helps them make adjustments to help more people in the long run.

Families come into the Program with different characteristics and experience different trajectories toward stability. Caseworkers struggle to prioritize their efforts. Their work can range from resolving immediate housing, medical, mental health, or food crises to addressing school-related attendance or behavior issues to working on parenting education and parental involvement in school or pursuing employment goals. This diversity of needs and diversity of Program inputs raises key questions about what to prioritize among the outcomes and goals. Is improved school engagement and performance the highest, guiding priority? If so, how does that guide prioritization

for the caseworkers and differentiation of efforts with families with different strengths, barriers, and needs? Similarly, because families are so diverse in their strengths, barriers, and needs, should there be a different, or differentiated, definition of “success” for different families? Are there indeed conflicts between pursuing financial goals and pursuing parenting goals to support school success? If so, what should guide Program efforts?

McCarver Special Housing Program staff and school staff wish to highlight that the Program is a responsive program, using the evaluation and other feedback to adapt and improve the Program. Also, it should be reviewed in the light of its commitment to helping any family, regardless of need or situation. It did not set any entry requirements other than a stated commitment by parents to try to improve the situations and schooling for their children. Parents acknowledge that the Program is not achieving all of the hoped-for outcomes, but strongly believe in the potential for this school/housing partnership. Parents are appreciative of the opportunity they have had with this Program. One parent said, *“I knew that I only had this help for a certain amount of time and this was like my first ever chance.... Once I got into school I loved it so much. I liked being an example for my kids.”* She is working and going to school, however, like most parents in the Program, she does not feel able to sustain stability for her family once the Program ends. Undoubtedly, the Program has helped, but it is not enough for this family. Overall, we can similarly conclude that **the Program is working to some degree to improve the lives of all participants; it has allowed a few families to succeed in obtaining full financial independence and improved student successes; but much more is needed to break the cycles of dependency and deficient school engagement for others to succeed.**

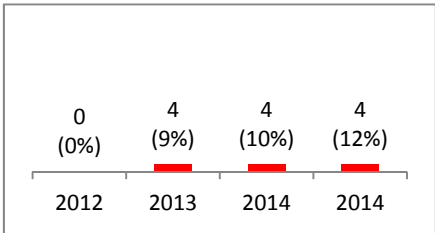
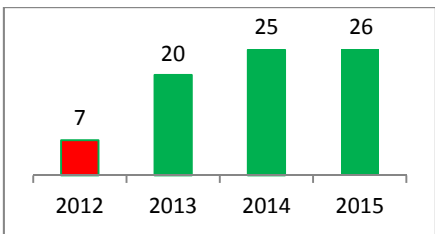
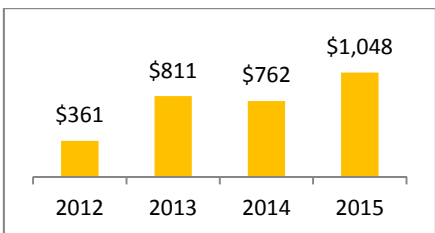
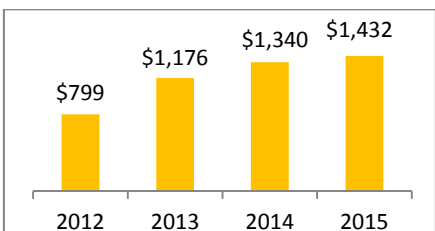
Figure 6 shows some summary measures for the Program benchmarked against some of the goals set by THA. Data are reported for all years through August 31, 2015. The figures show that the Program is exceeding expectations in some areas (green bars) but not succeeding in other areas (red bars). Where no goals were set or were the results are in transition, the bars are yellow.

Figure 6 | Progress toward Tacoma Housing Authority Agency Goals through August 31, 2014⁷²

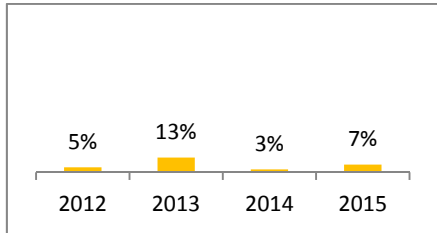
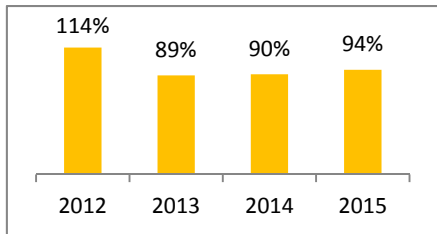
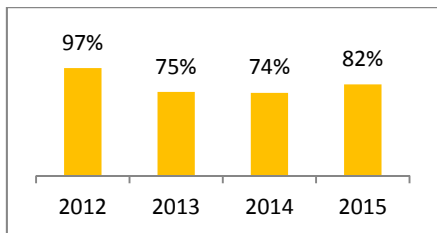
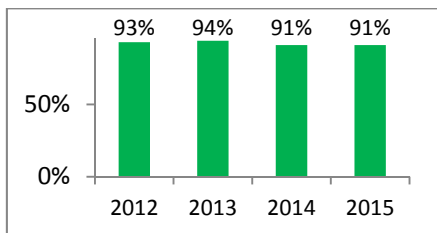
Targeted Accomplishment	Four-Year Goal	Four-Year Results															
Number and percent of families participating in the Program (figures are for the end of each Program year (August 31) as a percent of goal of 50) ⁷³	50	<table border="1"> <thead> <tr> <th>Year</th> <th>Number of Families</th> <th>Percent of Goal (50)</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>49</td> <td>92%</td> </tr> <tr> <td>2013</td> <td>45</td> <td>92%</td> </tr> <tr> <td>2014</td> <td>39</td> <td>78%</td> </tr> <tr> <td>2015</td> <td>33</td> <td>66%</td> </tr> </tbody> </table>	Year	Number of Families	Percent of Goal (50)	2012	49	92%	2013	45	92%	2014	39	78%	2015	33	66%
Year	Number of Families	Percent of Goal (50)															
2012	49	92%															
2013	45	92%															
2014	39	78%															
2015	33	66%															
Enrolled Program students as a percentage of McCarver enrollment	20%	<table border="1"> <thead> <tr> <th>Year</th> <th>Number of Students</th> <th>Percent of Enrollment</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>70</td> <td>16%</td> </tr> <tr> <td>2013</td> <td>86</td> <td>16%</td> </tr> <tr> <td>2014</td> <td>78</td> <td>19%</td> </tr> <tr> <td>2015</td> <td>69</td> <td>17%</td> </tr> </tbody> </table>	Year	Number of Students	Percent of Enrollment	2012	70	16%	2013	86	16%	2014	78	19%	2015	69	17%
Year	Number of Students	Percent of Enrollment															
2012	70	16%															
2013	86	16%															
2014	78	19%															
2015	69	17%															
Number and percent of families able to pay expected portion of their rent (60% in 2015) at end of Program year and still be paying less than 50% of their income for rent	All (100%)	<table border="1"> <thead> <tr> <th>Year</th> <th>Number of Families</th> <th>Percent of Goal (100%)</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>49</td> <td>100%</td> </tr> <tr> <td>2013</td> <td>45</td> <td>100%</td> </tr> <tr> <td>2014</td> <td>38</td> <td>98%</td> </tr> <tr> <td>2015</td> <td>14</td> <td>42%</td> </tr> </tbody> </table>	Year	Number of Families	Percent of Goal (100%)	2012	49	100%	2013	45	100%	2014	38	98%	2015	14	42%
Year	Number of Families	Percent of Goal (100%)															
2012	49	100%															
2013	45	100%															
2014	38	98%															
2015	14	42%															
Number and percent of families able to pay subsidized rent (60% in 2015) and still have rent be less than 30% of their monthly income at Program year end	N/A	<table border="1"> <thead> <tr> <th>Year</th> <th>Number of Families</th> <th>Percent of Goal (100%)</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>46</td> <td>100%</td> </tr> <tr> <td>2013</td> <td>33</td> <td>72%</td> </tr> <tr> <td>2014</td> <td>31</td> <td>79%</td> </tr> <tr> <td>2015</td> <td>8</td> <td>24%</td> </tr> </tbody> </table>	Year	Number of Families	Percent of Goal (100%)	2012	46	100%	2013	33	72%	2014	31	79%	2015	8	24%
Year	Number of Families	Percent of Goal (100%)															
2012	46	100%															
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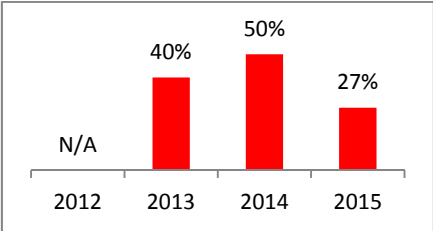
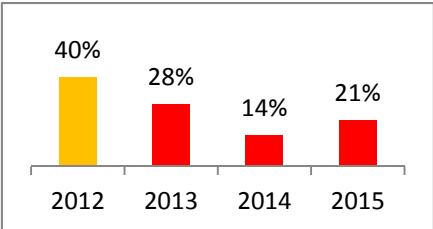
⁷² Percentages are based on numbers of families still enrolled in August of each year.

⁷³ Enrollment was 49 in year one with 46 remaining in August 2012 (end of Program year); 50 at the beginning of year two with 41 remaining in August 2013; 39 in year three with 37 in August 2014; 37 in year four with 33 in August 2015.

Targeted Accomplishment	Four-Year Goal	Four-Year Results															
Number and percent of families able to pay entire rent and still have rent be less than 30% of their monthly income at Program year end	N/A	 <table><thead><tr><th>Year</th><th>Number</th><th>Percent</th></tr></thead><tbody><tr><td>2012</td><td>0</td><td>(0%)</td></tr><tr><td>2013</td><td>4</td><td>(9%)</td></tr><tr><td>2014</td><td>4</td><td>(10%)</td></tr><tr><td>2015</td><td>4</td><td>(12%)</td></tr></tbody></table>	Year	Number	Percent	2012	0	(0%)	2013	4	(9%)	2014	4	(10%)	2015	4	(12%)
Year	Number	Percent															
2012	0	(0%)															
2013	4	(9%)															
2014	4	(10%)															
2015	4	(12%)															
Number of adults who have completed education programs ⁷⁴	20	 <table><thead><tr><th>Year</th><th>Number</th></tr></thead><tbody><tr><td>2012</td><td>7</td></tr><tr><td>2013</td><td>20</td></tr><tr><td>2014</td><td>25</td></tr><tr><td>2015</td><td>26</td></tr></tbody></table>	Year	Number	2012	7	2013	20	2014	25	2015	26					
Year	Number																
2012	7																
2013	20																
2014	25																
2015	26																
Average earned household monthly income among working adults	N/A	 <table><thead><tr><th>Year</th><th>Income</th></tr></thead><tbody><tr><td>2012</td><td>\$361</td></tr><tr><td>2013</td><td>\$811</td></tr><tr><td>2014</td><td>\$762</td></tr><tr><td>2015</td><td>\$1,048</td></tr></tbody></table>	Year	Income	2012	\$361	2013	\$811	2014	\$762	2015	\$1,048					
Year	Income																
2012	\$361																
2013	\$811																
2014	\$762																
2015	\$1,048																
Average total household monthly income	N/A	 <table><thead><tr><th>Year</th><th>Income</th></tr></thead><tbody><tr><td>2012</td><td>\$799</td></tr><tr><td>2013</td><td>\$1,176</td></tr><tr><td>2014</td><td>\$1,340</td></tr><tr><td>2015</td><td>\$1,432</td></tr></tbody></table>	Year	Income	2012	\$799	2013	\$1,176	2014	\$1,340	2015	\$1,432					
Year	Income																
2012	\$799																
2013	\$1,176																
2014	\$1,340																
2015	\$1,432																

⁷⁴ For 2014, includes adults who have exited the Program.

Targeted Accomplishment	Four-Year Goal	Four-Year Results										
Mobility rate of THA Program students at McCarver	0%	 <table><tr><th>Year</th><th>Mobility Rate</th></tr><tr><td>2012</td><td>5%</td></tr><tr><td>2013</td><td>13%</td></tr><tr><td>2014</td><td>3%</td></tr><tr><td>2015</td><td>7%</td></tr></table>	Year	Mobility Rate	2012	5%	2013	13%	2014	3%	2015	7%
Year	Mobility Rate											
2012	5%											
2013	13%											
2014	3%											
2015	7%											
Mobility rate of non-Program students at McCarver	TPS Avg. for 2014-2015 was 52%	 <table><tr><th>Year</th><th>Mobility Rate</th></tr><tr><td>2012</td><td>114%</td></tr><tr><td>2013</td><td>89%</td></tr><tr><td>2014</td><td>90%</td></tr><tr><td>2015</td><td>94%</td></tr></table>	Year	Mobility Rate	2012	114%	2013	89%	2014	90%	2015	94%
Year	Mobility Rate											
2012	114%											
2013	89%											
2014	90%											
2015	94%											
Mobility rate of all students at McCarver	TPS Avg. for 2014-2015 was 52%	 <table><tr><th>Year</th><th>Mobility Rate</th></tr><tr><td>2012</td><td>97%</td></tr><tr><td>2013</td><td>75%</td></tr><tr><td>2014</td><td>74%</td></tr><tr><td>2015</td><td>82%</td></tr></table>	Year	Mobility Rate	2012	97%	2013	75%	2014	74%	2015	82%
Year	Mobility Rate											
2012	97%											
2013	75%											
2014	74%											
2015	82%											
Average school attendance rate	90%	 <table><tr><th>Year</th><th>Average School Attendance Rate</th></tr><tr><td>2012</td><td>93%</td></tr><tr><td>2013</td><td>94%</td></tr><tr><td>2014</td><td>91%</td></tr><tr><td>2015</td><td>91%</td></tr></table>	Year	Average School Attendance Rate	2012	93%	2013	94%	2014	91%	2015	91%
Year	Average School Attendance Rate											
2012	93%											
2013	94%											
2014	91%											
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Targeted Accomplishment	Four-Year Goal	Four-Year Results										
State reading exam ⁷⁵ (% at benchmark)	+15 pts. /year	 <table><thead><tr><th>Year</th><th>% at benchmark</th></tr></thead><tbody><tr><td>2012</td><td>N/A</td></tr><tr><td>2013</td><td>40%</td></tr><tr><td>2014</td><td>50%</td></tr><tr><td>2015</td><td>27%</td></tr></tbody></table>	Year	% at benchmark	2012	N/A	2013	40%	2014	50%	2015	27%
Year	% at benchmark											
2012	N/A											
2013	40%											
2014	50%											
2015	27%											
State math exam ⁷⁶ (% at benchmark)	+15 pts. /year	 <table><thead><tr><th>Year</th><th>% at benchmark</th></tr></thead><tbody><tr><td>2012</td><td>40%</td></tr><tr><td>2013</td><td>28%</td></tr><tr><td>2014</td><td>14%</td></tr><tr><td>2015</td><td>21%</td></tr></tbody></table>	Year	% at benchmark	2012	40%	2013	28%	2014	14%	2015	21%
Year	% at benchmark											
2012	40%											
2013	28%											
2014	14%											
2015	21%											

GEO EDUCATION & RESEARCH'S RECOMMENDATIONS

THA staff, McCarver teachers and staff, TPS officials, and community partners have offered a variety of suggestions for improving the Program. Some of these were mentioned in the analysis above. Geo has reviewed these and offers its recommendations below.

Refine the Program's Theory of Change.

Clarify the Program's theory about the relationship between housing, financial stability and school engagement and academic progress for children. For example, what are the beliefs and assumptions around the role of housing proximity and school engagement? These may or may not be the same role for all families, depending upon their health, transportation, work, and other characteristics. Is housing proximity an important element of success in the program? If a family does not live close

⁷⁵ New state tests make results after 2014 not comparable.

⁷⁶ New state tests make results after 2014 not comparable.

to the school, what, if anything, needs to be different about their services or the expectations for that family?

Clarify beliefs and assumptions about how Program case work and other services offered in addition to housing support school success; the role that expected changes in parenting, parents' school involvement, and parents' personal, educational, and employment goals play in school success; and the relationship of these efforts with other expected Program outcomes, such as improved financial situation. Be clear about the unique strengths and the natural limitations of the THA-McCarver partnership. Be equally clear and knowledgeable about families' strengths and limitations.

Clarify Program assumptions and expectations of "success" in the areas of attendance and academic achievement. (See below for details.) Clarify Program assumptions and expectations of "success" for parents' education, work and financial stability goals. The current model has minimal or no screening to select families most likely to benefit from the Program and is therefore engaging with some families with multiple challenging characteristics. For some families, stability may not include significant earned income. Allow for differentiation of expectations or more realistic expectations of "success" given these challenges. For example, could finding a stable, subsidized housing situation be "success" for some families?

Explore the relationship between goals of financial independence – as communicated explicitly or implicitly by rent structure and the Program deadline – and near-term stability and school success, both in the provision of services and in expectations of parents. Is it possible to identify what families need most and first or should families be expected to work on multiple fronts simultaneously? Different families may have different needs, different trajectories and different expectations of "success." For example can families achieve meaningful changes in their children's attendance, school engagement and academic performance, even if they are not necessarily making progress on their financial goals? What guides case managers as they prioritize their efforts with and among families?

Clarify and strengthen school-related Program elements.

Design regular, pro-active communications with teachers, based on articulated assumptions about what kinds of interactions support children's success. Explore how the Program can build upon the individual cases of good partnership between THA staff, school staff, and teachers.

Keep the focus on educational success in other ways:

- Continue to make daily attendance and prompt arrival high priorities, and reduce perceived and actual barriers to it. Track them frequently and seek assurances from parents that they will make on-time attendance a high priority. Build upon the positive experience collaborating with the school attendance staff to monitor and communicate about attendance.
- Find resources to help students with reading and math so that more will be able to meet state standards in grades 3 – 5 (especially when parents may lack the knowledge, skills or capabilities to assist with learning at home).
 - Tutoring will likely be necessary to help students reach even peer levels.
 - Develop cooperative learning activities within a more engaged community of peer students and parents in the Program (see item twelve below).
 - Develop mentorship opportunities for the students. These could address social or academic needs.
- Within the bounds of confidentiality, keep teachers informed about parents' needs, issues and/or successes that might impact students.
- Continue weekly school meetings between THA and McCarver staff to review needs and progress of students.
- Have caseworkers participate in some teacher meetings at McCarver.

Adjust evaluation and data analysis to accommodate different trajectories for different parents and the developmental nature of the Program.

Explore child outcome improvements in relationship to other family characteristics and progress on goals. If, as recommended above, the Program makes changes to expectations of success, use the evaluation to test those theories. Consider more frequent collection, summarization, review and reflection of interim outcome data, particularly for child changes, because the standardized test data may not be sensitive enough to capture meaningful changes that support longer-term success nor do they provide timely data to guide the school and the Program's efforts with children and families.

Build on examples of Program and school staff making the McCarver Special Housing Program a learning and "responsive" program. (Staff shared examples such as reviewing attendance data weekly with staff and Program staff to quickly identify and begin to resolve problems. In another example, in the summer of 2015 the Program adjusted the rent scale policy, recognizing that most families would not be able to afford the increased rent and would likely lose their housing this year

without some kind of change.) Explore using a developmental evaluation⁷⁷ approach to learn about refine Program elements – especially any new Program elements in 2015 and beyond.

Provide a protocol and incentives for exited parents to report on their situations. Using District data, longitudinal analysis of students' educational outcomes could be possible.

Initiate an online, centralized database for the ongoing collection, storage, analysis, and use of relevant data.

This will be useful for both monitoring and evaluation efforts. The data that this report uses came from many sources collected on many different time frames by different organizations. This annual snapshot of the Program is important, but such a system would make it possible to more easily track and use data more frequently. The cost could be offset by the decreased need for intensive research efforts every year. It could also be a platform for monitoring and evaluation of other programs implemented by THA and allow comparisons across programs on certain variables. This will allow THA and its partners to more easily test program designs. THA's good relationships with TPS and other community partners would make data sharing easier and it can be secure. Geo has developed many systems like these.

Explore additional community or governmental partnerships to support families in their particular challenges.

Caseworkers, parents, and teachers describe parents that struggle with mental health, health, substance abuse, and domestic violence issues. Are there particular community partnerships, incentives, or expectations/agreements that can provide parents with the resources and support to overcome these challenges?

⁷⁷ Developmental evaluation is an approach to understanding the activities of a program operating in dynamic, novel environments with complex interactions. It focuses on innovation and strategic learning rather than standard outcomes and is as much a way of thinking about programs-in-context and the feedback they produce. (Source: <http://censemaking.com/2011/11/19/what-is-developmental-evaluation>)

Encourage parent interactions and engagement.

Explore the Program's expectations of parents and the concept of "enforcement." What are the expectations of families that are essential to their ability to experience that benefits that the Program offers them? Should there be different expectations for different families, based on their needs and circumstances? What policies best support families and children, particularly with regard to school involvement? How will policies be communicated and enforced?

Determine what kinds of and amounts of parenting education and parental involvement will support school success and engage in activities to produce those parenting outcomes and parental involvement in school. Explore community partnerships to build upon and expand past parent school involvement and parenting education efforts. Clarify expectations (differentiated as necessary) for parent involvement and increase monitoring and evaluation of parent involvement.

Consider efforts to develop more interactions and mutual support among families in the Program. The parents and children had opportunities to meet and interact in the parenting classes and some other events but these were few and far between. Additional ongoing activities, parenting classes and other events can support the adults in their roles as parents and provide them with additional social support. Additional parenting education could include helping parents identify their own and their children's physical, dental, mental health, and substance use needs and find assistance as needed and help them with positive discipline, expectations of children, family management as children grow older, parent coaching, and coaching for school involvement.

Encourage some parents who are less engaged to become more engaged with teachers in order to understand their children's needs and to become more active in helping them learn. Teachers and parents should not rely on the caseworkers to be the bridges for communications. Instead they should be the coaches to help both parents and teachers interact more directly and more effectively.

If it is determined that proximity is an important part of the Program, help parents move into the McCarver area so they can use school buses and visit the school more often. Identify the barriers and ways to overcome them. Perhaps other incentives could be offered.

Emphasize Collaboration even more.

In general, the Program has progressed in its implementation to be more collaborative and to address more issues facing families in more comprehensive ways. But there are still additional actions that might improve Program outcomes for this cohort and for future cohorts. The Program (in both development and implementation phases) moved from needs assessment to improved communication between THA and TPS to cooperation in serving homeless families to collaboration in developing the Program and recruiting other partners and co-managing the Program. The next step that could impact outcomes might be to focus on building a greater sense of community in several overlapping realms—among families; among Program families and McCarver (including all families and staff); and among McCarver, the neighborhood and THA and City representatives. The outcome of these efforts (some of which are outlined below) would be a greater sense of identity with the Program, with McCarver and with the neighborhood that would encourage families to want to stay in the neighborhood and to maintain their enrollment at McCarver. The City and the school have taken this approach in the past (e.g., in the development of the McCarver playground; in the Hilltop crime reduction and revitalization efforts). If these (and the other Program efforts underway and already reducing mobility) are successful, they would impact all McCarver students and families, landlords, other neighborhood residents, school staff, and the natural and built environments of the neighborhood in many ways.

Making the McCarver neighborhood a more attractive and affordable place for McCarver families to live is a bigger project. This would need to be a large community development effort involving many stakeholders and entities. Some specific ideas are offered below.

Work to decrease student and family mobility even further.

- Actively encourage more families—not just Program families and especially those exiting homelessness—to settle in the neighborhood. This would reduce some incentives for them to move and enroll their children in different schools.
 - Find and inventory affordable housing in the McCarver neighborhood and share the options with parents at McCarver.
 - Encourage landlords to give preference to families with students at McCarver. Perhaps some incentives could be developed (at least for them to rent to Program families).
 - Collaborate with the City and other community partners to improve the infrastructure and housing stock in the neighborhood. For example, offer low interest loans to landlords who agree to improve sub-standard housing, keep rents affordable, and give preference to McCarver families as renters. If this is coupled with infrastructure

- improvements (e.g., sidewalks, trees, playgrounds) it would improve the attractiveness of the neighborhood and the values of the housing properties.
- For some neighborhood improvement projects (e.g., planning and implementing tree plantings, mural projects, and playground developments) the McCarver community (teachers, staff, parents, students, THA staff, landlords and their tenants) could help directly, thereby increasing their senses of ownership and attachment to the neighborhood.
 - Provide other THA assistance to non-Program families at McCarver in ways that will encourage them to stay in the neighborhood.
 - Identify students who moved away from McCarver and then returned. They might be more likely to move again (this could be analyzed). If so, contact their parents to see why they moved, why they moved back, and what factors might encourage them to stay longer or to keep their students at McCarver even if they move.
 - Collaborate with programs that work directly with homeless families to find ways to encourage agencies and the families they serve to identify the families' preferences among neighborhoods in which they can afford to live. Then help these families settle in their preferred neighborhoods when possible. If this is successful, the families may be less likely to move again later. This will have a bigger impact and be less likely to disrupt current school placements when done in the summer.

Enhance case management efforts.

Continue to use THA staff and community resource programs to assist parents with landlord and occupancy issues and the development of basic household management skills (e.g., cleaning, financial budgeting, time management) in order to allow THA caseworkers to spend more time helping families engage in problem solving around educational support for their children, school interactions, and finding community resources to help with other, family-specific needs. Many parents have multiple significant barriers to overcome before they can find economic and residential stability and/or support their children in school.

A program like this can take several tracks in working with high need families (e.g., screen families to place those unlikely to succeed in other programs that are more suited to their needs; find the resources/alternatives to keep them in the program but with more support and maybe even longer-term housing assistance). Since many of the barriers were not evident until families had been in the Program for many months, protocols and alternatives may be needed to deal with expected and unexpected issues. Build a program structure to support caseworkers in prioritizing their efforts to reduce the risk of high needs families monopolizing caseworkers' time.

Implement a tracking of the barriers as suggested but not adopted in year one. It would expect caseworkers (with assistance from teachers, parents, and other THA staff) to identify, rate, and re-rate barriers such as health issues; economic issues; legal issues; and reading abilities of parents. With this knowledge and focus, it would be easier to find the assistance needed to overcome each barrier or to see how they interact. One could then see if overcoming particular barriers (e.g., teaching literate parents how to assist their children in reading and helping them find the time to do it) leads to academic success (e.g., improved reading scores)

Develop clearer understandings about the roles of caseworkers, teachers, other school staff, parents and students and revisit them periodically to make sure that the duties of each are fulfilled or revised as necessary



Appendix A – McCarver Special Housing Community Partners

McCarver Special Housing 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
Crystal Judson Family Justice Center
Evergreen State College
Hope Sparks
KBTC Public Television
McCarver Family Support Center
MCD – Making a Difference in Community
North West Furniture Bank
Northwest Justice Project
Peace Community Center
Pierce College
Pierce County Library
Pierce County YMCA
Pierce County YWCA
Readiness to Learn
Social Security Administrations- Plan to Work Program
South Sound Outreach
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



**GEO EDUCATION &
RESEARCH**



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TACOMA HOUSING AUTHORITY

Tacoma Community College Housing Assistance Program: A Summary *(Last Revised September 11, 2015)*

In September 2014, Tacoma Housing Authority (THA) and Tacoma Community College (TCC) launched an innovative pilot program to house up to 25 homeless TCC students and their dependents during their TCC enrollment. As a condition of the assistance, students must make adequate academic progress toward a degree. The assistance lasts until graduation or 3 years, whichever occurs first. After one year, the program's preliminary outcomes are sufficiently encouraging to allow THA and TCC to consider the program's expansion.

HOMELESS COLLEGE STUDENTS

TCC has a student population of nearly 14,000 students. It is the largest post-secondary educational institution in the South Puget Sound Region. In comparison to students of other institutions, TCC students are older, lower income, more likely to be parents, more likely to be working and more likely to be the first in their family to attend college. Almost half of TCC's students receive financial aid and 41% of these students receive need-based aid. Sixty-one percent (61%) are women and forty-one percent (41%) identify as a person of color. TCC is justifiably proud of the warm welcome it gives them. A TCC degree can transform their lives. On average, a student with a TCC associate degree earns \$34,559 per year, 53.5% more than the average earnings of high school graduate.



A preliminary TCC survey of the student population, revealed a great need for housing assistance. A notable number of students are homeless. The lack of housing or stable housing presents formidable barriers to academic success. The challenges are harder for homeless students who are also parents. Most homeless students drop out.

THA - TCC HOUSING ASSISTANCE PROGRAM

In September 2014, THA and TCC launched a pilot program to address the problem of homelessness among TCC enrolled students. The program has these three main elements:

Rental Assistance During Enrollment

THA provides rental assistance to a TCC students and dependents who are homeless or at imminent risk of homelessness. TCC advertises the program, screens applicants, and maintains a waiting list. The college targets students in its workforce development program. (This program provides students with comprehensive case management to help them navigate careers. Completion Coaches identify barriers and provide resources for these students. TCC strives to build the work force development students as a cohort that provides its own peer-to-peer student support.) To be eligible for the THA housing assistance students must (1) be homeless or be at serious risk of homelessness (the program uses the McKinney-Vento definition of homeless), (2) meet the relevant THA rules concerning criminal history, lawful residency for at least one household member, and income eligibility. THA performs the background checks. THA inspects the rented housing to make sure it passes THA's Housing Quality Standards.

The value of the rental assistance equals what THA's regular Housing Opportunity Program (HOP) would provide and is based on the size of the household. The average value is \$460.29 per month. Unless terminated earlier for failure to fulfill the conditions of the assistance, the rental assistance lasts until graduation or for 3 years, whatever occurs first.

Expectations and Conditions of Participation

Participating students, to remain eligible for the assistance, must: (i) remain enrolled in 12 or more academic credits and otherwise make adequate academic progress toward a degree (TCC tracks the adequacy of the student's progress); (2) maintain at least a 2.0 grade point average; (3) participate in support workshops on topics such as financial literacy.

Performance Measures and Evaluation

To judge the success of the pilot, THA and TCC have chosen the following performance measures in comparison to unassisted homeless enrolled students and TCC students generally:

- grade point average ● graduation rate ● post-graduation earnings

RESULTS TO DATE

The participating cohort of students has an average age of 35, 10 years older than the average age among all TCC students; 82% of the participating students are parents. With only a year of data, outcomes are preliminary. But they are promising:

- **95%** (21 out of 22) of participating students remain enrolled; in comparison, of the 146 eligible applicants the program could not serve, only **24%** (35 out of 146) remain enrolled;
- The GPA of the participating students is **3.05**; the average GPA of all TCC students, homeless or housed, is **2.96**.

THA's EDUCATION PROJECT

The THA-TCC Housing Assistance Program is part of THA's Education Project. It seeks ways to spend a housing dollar not only to house needy families but to get two other outcomes: help students succeed in school; promote the success of the Tacoma schools and educational institutions serving low-income students. When it works it becomes a very good use of a housing dollar. To learn more about THA and its Education Project go to www.tacomahousing.org.

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TACOMA HOUSING AUTHORITY

Children's Savings Accounts for the Children of Salishan

"Creating Pathways to College by Increasing Aspirations and Affordability"

(last revised November 16, 2015)

In the fall of 2015 Tacoma Housing Authority (THA) launched an ambitious and innovative Children's Savings Account program for the children of Salishan. It seeks to help them, and their families, aspire to college, prepare for it, pay for it and feel they belong when they go. It seeks to get unbanked families banked. It also seeks to unite the region's most diverse community by eliciting and enlisting its common expectation and hope that its children will succeed. THA does this in partnership with the Tacoma Public Schools, the Corporation for Enterprise Development (CFED) and financial sponsors.

What are Children's Savings Accounts?

Children's Savings Accounts (CSAs) are asset-building accounts. They start as early as birth, and often pay for students' education after high school. Program models vary from school-based initiatives to citywide efforts funded through public-private partnerships. Accounts typically start with an initial deposit, and grow with families' deposits and financial incentives offered by the CSA program. Financial incentives usually include matching families' deposits up to a limit or offering rewards for meeting certain goals. CSA programs also typically offer financial education programs.



Research from CFED reports that students who have education savings accounts score better on socio-emotional development indicators, do better in school and are more likely to expect that they will go to college than their peers who do not have savings accounts. Researchers also find that students with these accounts are 3 times more likely to attend college and 4 times more likely to graduate from college than peers who do not have savings accounts. To learn more about CSAs go to www.cfed.org

THA's Children's Savings Account Program for the Children of Salishan

In the fall of 2015 THA launched its CSA program for children who live in or attend school in the community of Salishan. Salishan is THA's largest community. It is a HOPE VI redevelopment. It is a brand new mixed-income neighborhood of renters and homeowners. It has an elementary school, a middle school next door, a regional primary health clinic, parks and other community features all on an award winning design. To learn more about Salishan go to www.tacomahousing.org.

THA's CSA Program will have the following five elements:

- **Elementary School Stage:** When a Salishan student enrolls in elementary school, THA will open a savings account in his or her name. THA will remain the account custodian. THA will make an initial \$50 deposit into the account. THA will match the family's deposit into the account up to \$400 per year. This match will continue through 5th grade.



- *Middle School through High School Stage:* When students reach 6th grade the match stops. Instead the student and a counselor will devise a plan with milestones from then until graduation and enrollment in college. *E.g.:* improved attendance; improved Grade Point Average; enrolling in the College Bound Scholarship Program; taking the PSAT, SAT and ACT; taking college preparatory courses; applying to college; filling out the FAFSA; getting into college; graduating from high school, and starting college. Upon the student reaching each milestone, THA will deposit more money into the account up to \$700 per year.
- *Completing the Journey:* If a student and family participates fully, the student will graduate with at least \$9,700. THA's contribution to this balance will be available if and when the student completes the journey and then only for education or training purposes after high school. (Students who do not complete the journey forfeit THA's contribution. Forfeited amounts will help fund future cohorts.) Most CSA programs do not have a plausible chance of paying for college. Tuition is just too high. In Washington, its College Bound Scholarship Program will pay for tuition. Yet even with tuition covered, low-income children struggle in other ways: (1) paying for the non-tuition costs of attending college, primarily housing; (2) their lack of preparation for college and their feeling that when they go they do not belong. THA's CSA Program will help meet these challenges. THA's CSA program will make college affordable for low-income students. Importantly, they and their families will know it in advance, encouraging them to aspire to it, work for it, expect it, and plan on it.
- *Financial Literacy:* Tacoma Public Schools will offer a financial literacy curriculum in class.
- *Third-Party Evaluation:* The Urban Institute will serve as third-party evaluator to track outcomes of participating children in comparison with other children, including:



Mid-Term Outcomes	Savings rates	Reading scores	Grade Point Average	Families getting banked
Long term Outcomes	High school graduation rates	College enrollment rates	College graduation rates	

Why is the Tacoma Housing Authority (THA) Investing in Children's Savings Accounts?

The Children's Savings Account Program is part of THA's Education Project. This project seeks ways to spend a housing dollar, not only to house needy families, but also to promote two other outcomes: to help their children succeed in school; to promote the success of schools serving low-income students. When it works it is a very good use of a housing dollar. THA does this work in partnership with the Tacoma Public Schools, Tacoma Community College and other educational organizations. To learn more about THA's Education Project go to www.tacomahousing.org

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TACOMA HOUSING AUTHORITY

CHILDREN's SAVINGS ACCOUNT

for the CHILDREN of NEW SALISHAN, Tacoma, WA

(last revised November 16, 2015)

1. SUMMARY

In the Fall of 2015, the Tacoma Housing Authority (THA), in partnership with Tacoma Public Schools (TPS) and other partners, began offering children's savings accounts (CSAs) for the children of New Salishan. This program will help students, and their families, aspire to college, prepare for it, pay for it and feel they belong when they go. It will get unbanked families banked, with financial skills. It will knit the region's most diverse neighborhood together by eliciting and enlisting its shared hope and expectation that its children will graduate from high school and go to college.

New Salishan is THA's largest and most diverse community. It is a HOPE VI mixed-income community of 1,350 renter and homeowner households on an award-winning neighborhood design. Lister Elementary School sits in the middle of Salishan; First Creek Middle School is next door.



THA's CSA has several elements, all linked to schools. In elementary school, the program will encourage families to save for their children's education. When a Salishan student enrolls in kindergarten, THA will open a savings account in his or her name. THA will remain the account custodian and will control withdrawals. THA will deposit \$50 into the account to get it started. THA will match the family's deposit into the account up to \$400 per year. This match will last through fifth grade.

As companion goals, the program seeks to improve the financial literacy of the students and parents. Lister Elementary School will teach a highly regarded financial literacy curriculum. Parents will also receive financial training. The program will also help parents into the mainstream banking system. Financial training of this sort is more effective when the children and the parents have real money to contemplate, as the CSA will give them.

The next stage takes the student from 6th grade through high school. It is for students who live in Salishan and who enroll in 6th grade at First Creek Middle School. These 6th graders and their counselors will devise individualized plans to take the students through high school and enrollment in a qualified education or training program afterward. The plan will set milestones along the way, largely of an academic nature. Upon hitting a milestone, the program will make a deposit into the account, up to \$700 per year.



Students who participate fully, with their families, from kindergarten through high school will accumulate a balance of \$9,700. The program's contribution to this balance will be available only if a student graduates from high school and enrolls in a qualified post-secondary educational program, and then only for the costs of attendance, including housing. Students who do not complete the journey will forsake THA's contribution to the accounts. THA will use those unused amounts to fund future cohorts of students.

Research suggests that even modest balances in such accounts greatly increase the prospects that a student will attend college. In comparison with peers without accounts, they do better in school. They are more likely to expect to go to college. They are 3 times more likely to attend college. They are 4 times more likely to graduate. They score better on socio-emotional development indicators.

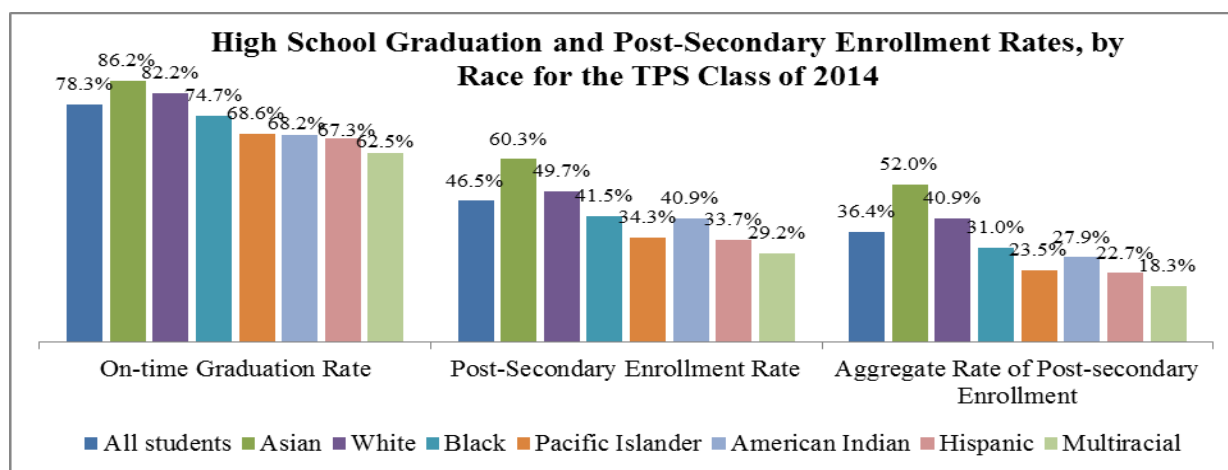
THA plans this effort in collaboration with Tacoma Public Schools (TPS), the Corporation for Enterprise Development (CFED), initial funding from the Bill & Melinda Gates Foundation, the Bamford Foundation, Heritage Bank, other funders and social service partners in Tacoma.

The Urban Institute will serve as the third party evaluator tracking and assessing an array of medium and long-term metrics. The main long term ones are high school graduation rates, college enrollment rates and college graduation rates.

THA's fund raising is well underway. Further funding will determine the scope and schedule for this initiative's expansion.

2. LOW-INCOME STUDENTS AND THEIR EDUCATIONAL ATTAINMENT: THE PROBLEM IN TACOMA

Tacoma Public Schools has made great strides in improving high school graduation rates. Yet, post-secondary educational achievement is also important for a person's success. By this measure, Tacoma has work to do. This chart shows the problem:



Source: Source: TPS Benchmark Data, accessed 10-16-2015

Post-secondary enrollment rate: Rate at which before high school graduation a student submitted verification of enrollment in a post-secondary educational or training program.

Aggregate rate of post-secondary enrollment: Rate of verified post-secondary enrollment for all students, including those who did not graduate from high school with their class.

Low-income students face several challenges that keep them out of college:

- Their rate of high school graduation is not high enough.
- Many do not expect to attend college. They do not expect college to be affordable. They do not expect to be ready for college. They may be uninformed about the possibilities. Or in other ways, they do not think college is for them.
- College may indeed be unaffordable. Students in Tacoma and Washington State, however, have an advantage. The College Bound Scholarship program of Washington insures that tuition will be affordable for eligible students up to the average cost of a public 4-year college. This is an enormous advantage. However, even with tuition covered in this way, low-income students usually cannot afford the non-tuition costs of attendance. The primary challenge is the cost of housing.

In all these ways, the main barrier to college is hopelessness, either realistic or imagined. THA's CSAs are intended to address them all. It will help students, and their families, aspire to college, prepare for it, pay for it and feel they belong when they go.

3. CHILDREN'S SAVINGS ACCOUNTS GENERALLY

Children's savings accounts (CSAs) can greatly increase the prospects that children will attend college. CSA programs generally have the following features:

- The program establishes a bank account in the name of the participating child. A custodian organization controls the account.
- The program matches the family's deposits at a stated ratio and within limits. (THA's program for elementary school children will do this. Its program for middle and high school students will link program deposits to academic achievement.)
- The program limits withdrawals.
- The account balance is available only for specific purposes, generally education related.
- CSA programs often offer related services, such as financial literacy courses.

CSAs can serve five purposes. **First**, they help a child and a family save for college. **Second**, they help them get used to saving. **Third**, they can ease an unbanked family into mainstream financial services. **Fourth**, they allow a child and a family to think more positively about their future. In the case of Salishan, a CSA serves a **fifth** purpose. It will help unite that very diverse community.

Research suggests that even modest balances in such accounts greatly increase the prospects that a student will graduate from college. In comparison with peers without such accounts, they do better in school. They are more likely to expect to go to college. They are 3 times more likely to attend. They are 4 times more likely to graduate. They score better on socio-emotional indicators. THA relies on the expertise of the Corporation for Enterprise Development (CFED). CFED is the nation's premier source of expertise on CSAs. For more information about CSAs and CFED, go to www.CFED.org.

4. NEW SALISHAN

New Salishan is THA's largest community. It has about 1,350 households. About 1,000 of them are low-income households who rent their homes from THA or its nonprofit partners; the remaining Salishan households are homeowners with a wide range of incomes. THA built New Salishan as a HOPE VI redevelopment of an old, worn out public housing community. It is now a walkable mixed-income community of apartments, townhomes and single-family homes, an elementary school, a middle school next door, a regional primary health clinic, neighborhood playgrounds, and community gardens, all on an award winning design, wrapped by a 250-acre Swan Creek Park.

New Salishan is also the region's most diverse community. It is diverse by factors that in other parts of the housing market are segregating factors. At New Salishan, they are integrating factors: homeowner/renter, race, income, language, national origin, ethnicity, age, and ability/disability. The challenge and charm of New Salishan is to help this community live across these lines. A CSA program available to all its children will help do that.



5. THA's CHILDREN SAVING ACCOUNTS FOR THE CHILDREN OF NEW SALISHAN: MAIN ELEMENTS

These are the main elements of THA's Children Savings Account program for the children of New Salishan:

5.1 Elementary School Children Savings Account Program: Kindergarten through 5th Grade

- The program will offer a CSA for every child that enrolls in kindergarten at Lister Elementary School regardless of whether or not the child lives in Salishan, and for every Salishan child enrolling in kindergarten at another Tacoma public school. This will serve children of both Salishan renters and Salishan homeowners.



- The program will start each year with a kindergarten cohort. As funds allow, the goal is to cover all 6 grades within 6 years. Each grade will constitute a cohort of about 80 students. At full measure, this part of the program will serve about 480 elementary children at any one time.
- The program will match deposits for each child up to \$400 per year through 5th grade. This contemplates a maximum annual program commitment per cohort of \$36,000. The maximum annual commitment for 6 elementary school consorts would be \$196,000, assuming full participation and full family deposits for each child.
- A student who starts at kindergarten and whose family participants fully, by the end of 5th grade, would have \$2,400 in family deposits and \$2,400 in program match deposits, for a total of \$4,800.
- Lister Elementary School will incorporate a highly regarded financial literacy into the curricula. THA will offer financial training to the parents. This sort of instruction is most effective when the children and parents have real money to contemplate, as will be the case with the CSA accounts.
- The match of funds ends after 5th grade. The child then moves to the next stage in 6th grade at First Creek Middle School.

5.2 Middle through High School Children's Savings Account Program: 6th Grade through High School

- First Creek Middle School is adjacent to New Salishan.
- The CSA Program will enroll all New Salishan children at First Creek Middle School.
- A student will remain eligible for the CSA program even if he or she leaves First Creek for another middle school in Tacoma Public Schools.



- A student's participation in the CSA program will remain active through high school graduation, as long as he or she continues in Tacoma Public Schools.
- The elementary school stage of the CSA program, which serves younger children, provides a deposit to match the family's deposit. In contrast, the middle through high school stage of the CSA program provides no match. Instead, it rewards the student's behavior and achievement, incentivizing academic performance and participation in college preparatory activities.

For this purpose, the program will match each Salishan student entering 6th grade at First Creek with a counselor. The counselor and the student will devise an individualized plan that takes the student from 6th grade through high school graduation and enrollment into a qualified post-secondary program. The plan will set academic milestones along the way for each year. These milestones may include: improving attendance, attaining a certain grade point average, enrolling in the College Bound Scholarship, taking college preparatory courses, taking the PSAT, SAT or ACT, applying to qualified post-secondary programs, getting accepted, filling out the FAFSA early, graduating from high school and then enrolling in a qualified post-secondary program.

- Upon achieving each milestone, the program will deposit money into the student's CSA. The amount of the deposit will vary with the type of milestone. THA projects a maximum annual deposit for each student of \$700.
- After 7 years of such deposits, starting in 6th grade, a student who achieved fully would have a balance of \$4,900, **plus** any balance brought over from the elementary school CSA. That additional balance would be \$4,800 for a student whose family participated fully in the elementary school CSA, for a total of \$9,700 from kindergarten through high school.
- Once a student graduates from high school, the balance in the CSA will be available for post-secondary education or training purposes. A cohort student who fails to enroll in a qualified post-secondary program will forsake the program's contribution to his or her account. Those unused funds will then help fund future cohorts.
- At a maximum of \$700 per year, a cohort of 60 middle and high school students will cost a maximum of \$42,000. All 7 cohorts from 6th to 12th grades will cost a maximum of \$294,000 per year, assuming full participation and full achievement by all students.

5.3 College Bound Scholarship Enrollment Project

Washington's College Bound Scholarship Program (CBS) offers tuition for low-income students who (i) graduate from high school; (ii) with at least a 2.0 grade point average; (iii) stay out of serious trouble; and (iv) get admitted to an approved in-state post-secondary program. Students must enroll in the CBS by the end of their 8th grade year. Starting in school year 2008-2009, THA began an effort to enroll 100% of its 8th graders every year. THA accomplished that by 2010-2011 and in each year since then. For information on this successful enrollment effort, see www.tacomahousing.org. Also since that time, TPS has enrolled 100% of eligible 8th graders throughout the city.

All students enrolled in THA's CSA program will also enroll in the CBS. This is important. It means that the CSA account balances upon high school graduation will likely not be necessary for tuition if a student attends college in state. Instead, those balances will be available for the many non-tuition expenses that often make college attendance unaffordable to low-income students, *e.g.*, housing, food, transportation, books.

5.4 Educational and Family Support

Other elements of the THA experience will fortify the CSA programs' ability to influence school achievement:

- CFED reports that even low-income families are able and willing to save for their children given a favorable structure to do so. THA's families have the added advantage of living in housing that is affordable to their income. This will free up family income to better allow a family to save for college.
- New Salishan hosts a range of enrichment activities, including after school and summer programs.
- THA provides tailored support services to its. These services help families achieve the stability, self-sufficiency, and increases in household income that will make the best use of CSA programs. THA's service model emphasizes trauma-informed care and strength-based intervention.
- THA knits educational and employment attainment into all of its service plans with families who receive its community services.

5.5 Outcomes and Evaluation

THA has engaged the Urban Institute to track and evaluate medium and long-range performance measures. THA will use the following performance measures of cohort students, all of which it will compare with the same measures for other TPS students and other TPS low-income students:

- performance on standardized reading and math tests in 5th grade;
- performance on standardized reading and math tests in 10th grade;
- high school graduation rates; (THA will also compare these rates with College Bound Scholarship students who do not participate in the CSA programs);
- rates of enrollment in post-secondary programs. (THA will also compare these rates with College Bound Scholarship students who do not participate in the CSA programs);
- rates of graduation from post-secondary programs.

Non-academic performance measures:

- increase in mainline banking activity of participating families;
- increase in financial literacy for students and adult members of the household;
- more positive attitude toward saving for students and adults;
- more positive orientation toward future goals;
- other indicators of student behavior and engagement (*e.g.*, school discipline, participation in school clubs).

6. BUDGET

The two main program costs will be the expense of administration and the expense of the program deposits. Most administrative costs should not vary greatly with the number of cohorts served. This means THA can increase the number of cohorts while only marginally increasing operational costs.

THA has resolved not to launch a cohort unless it has money committed to see the cohort through to high school graduation. THA's fund raising is well underway. THA presently has funding enough to support two cohorts (80 students) from kindergarten through grade 12 and one cohort (60 students) from grades 6-12. THA seeks to add one new kindergarten and one new 6th grade cohort each year until THA has thirteen active cohorts spanning grades K - 12.

Operational Budget – Annual Costs for Full Cohorts Covering K – 12 (60 students each grade)

Program Element	Cost
Administrative Costs	
Program Specialist (1.0 FTE)*	\$78,650
Program Manager (0.3 FTE)*	32,175
Program Director (0.1 FTE)*	14,300
THA Indirect	26,276
Training/Travel	17,500
Equipment/Materials	3,500
Third Party Evaluation	50,000
Subtotal	\$225,801
CSA Deposits Costs	
[assume 100% family deposits in the elementary school CSA and 100% student achievement in the SIP]	
Elementary CSA [initial deposits; up to \$400 per student per year]	\$196,000
Middle through High School CSA [up to \$700 per student per year]	294,000
Subtotal	\$490,000
ANNUAL TOTAL**	\$715,801

* Staff positions include salary and benefits.

** Assumes cohorts of 80 students in the K-5 stage and 60 students in the 7-12 stage of the program.

Total Cost of Deposits for One Cohort's Journey through Program	
Elementary School K – 5 th	\$196,000
Middle through High School 6 th – 12 th	\$294,000
Both Programs K – 12 th	\$490,000

7. PARTNERSHIPS

Partnerships are essential to a successful CSA program. THA is fortunate in its partners:

7.1 Operations Partners

- *Tacoma Public Schools*
TPS's collaboration, expertise and enthusiasm has been essential throughout THA's Education Project. For this CSA project, Lister Elementary and First Creek Middle School will be the main operational hubs. The CSA will follow students to high school. Most of them will attend Lincoln High School. THA seeks to add financial literacy instruction to the curricula of all these schools.
- *Corporation for Enterprise Development (CFED)*
CFED is the nation's premier source of data and expertise on CSAs generally. THA consults closely with CFED.
- *Heritage Bank*
Heritage Bank will manage the CSA program accounts. Heritage Bank has partnered with THA on a number of initiatives. Heritage has been THA's very capable and community-minded business bank for many years in a relationship that has served THA and Tacoma very well.
- *YMCA, Eagle Center at First Creek Middle School*
Eagle Center staff will advise each middle school student to devise and monitor the individualized plan with academic milestones. This staff will also provide advising support, data collection and general program support for the middle through high school stage of the CSA program.

7.2 Funding Partners

- *The Bill and Melinda Gates Foundation*
The Gates Foundation is providing \$350,000 to THA over a three-year period to develop and implement the Scholar Incentive Program and other initiatives. These dollars are for operational use only, and do not include funding for incentive payments.
- *Tacoma Housing Authority*
THA is committing \$150,000 to directly fund incentive payments.
- *United Way of Pierce County*
Beginning in 2014, United Way is providing about \$20,000 annually in a three year grant (\$60,000 total) to support early childhood development and adult navigation to vocational training.
- *The Bamford Family Foundation*
The Bamford Foundation is funding the first Lister Elementary School cohort.

- *Other Funding Partners*

THA has received a generous \$500,000 gift from an additional funder to fund an entire second cohort of students' journey from kindergarten through 12th grade. This is a challenge grant. It will become available when THA raises an equivalent amount from other sources by September 2016.

THA seeks the additional funding these programs will require.

8. THA's EDUCATION PROJECT

The CSA program is part of THA's Education Project. The Education Project has two main purposes:

- to help the children THA houses succeed in school;
- to promote the success of the schools serving all low-income children in Tacoma..

THA is interested in education for three reasons. **First**, THA's strategic mission is to house people in ways that help them succeed not just as tenants but also as "parents, students, wage earners and builders of assets who can live without assistance." THA wants families to come to its housing and prosper. In this way, it wants their time with THA to be transforming, and temporary. It wants this especially for the children. School success is part of this transformation.

Second, THA is a real estate and community developer. It develops properties and communities, some of them very large, like New Salishan. THA's mission is to make its properties and neighborhoods "attractive places to live, work, attend school, shop and play" and to help make Tacoma a place that low-income families experience that is "safe, vibrant, prosperous, attractive and just." All this requires successful schools.

Third, public schools face challenges that low-income and homeless children bring to the schoolhouse door. The schools cannot solve them without help. THA seeks to do its part.

THA began this project surmising that it does have an influence to exercise over educational outcomes. This surmise arises from facts that are likely true for most public housing authorities and their communities. They are certainly true in Tacoma:

- Except for the school district and the public assistance agency, THA serves more low-income children in Tacoma than any other organization. It houses about 1 out of every 7 Tacoma public school students and about 1 out of every 4.5 low-income public school students;
- In serving them, THA is deep into the lives of their families, as landlord, as provider of highly regulated rental assistance or housing, and as provider of supportive services. This gives THA an influence over behavior and choices.
- THA owns communities, some quite large, that can be staging grounds for educational initiatives, especially those that are more effective when focused on discrete communities and when part of the visible walking landscape.

- THA resources can leverage investments from schools districts and others.

THA's Education Project comprises several elements and initiatives in addition to its CSA program. *E.g.:*

- College Bound Scholarship Enrollment Project
- McCarver Elementary School Housing Program
- Tacoma Community College Housing Program
- Rapid rehousing for homeless families with children
- Rapid rehousing for homeless youth without families
- Head Start classrooms in THA communities
- Reach Out and Read bookshelves in all THA offices and community buildings

THA now adds its Children's Savings Account Program to its educational initiatives.

To learn more about THA's Education Project go to: www.tacomahousing.org

For additional information contact:

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TACOMA HOUSING AUTHORITY

**ADMINISTRATION
REPORTS**



TACOMA HOUSING AUTHORITY

FINANCE



TACOMA HOUSING AUTHORITY

Motion

Adopt a consent motion ratifying the payment of cash disbursements totaling \$4,441,153 for the month of February, 2016.

Approved: March 23, 2016

Stanley Rumbaugh, Chair

TACOMA HOUSING AUTHORITY
Cash Disbursements for the month of February 2016

		Check Numbers			
		From	To	Amount	Totals
A/P Checking Account					
Low Rent Module Checks	Check #'s	2,846	- 2,847	331	
Accounts Payable Checks	Check #'s	86,777	- 86,961		
Business Support Center				341,763	Program Support
Moving To Work Support Center				250,679	
Tax Credit Program Support Center				2,027	
Section 8 Programs				29,267	Section 8 Operations
SF Non-Assisted Housing - N. Shirley				340	Local Funds
SF Non-Assist Housing - 9SF Homes				27,572	
Salishan 7				12,330	
Prairie Oaks Operations				18,000	
Hillsdale Heights				1,297	Development
Development Activity				5,953	
Salishan Area 2B-Dev				281	
Bay Terrace II				173,037	
THA RAD Project				208,523	Community Service
CS General Business Activities				40	
Community Services MTW Fund				1,861	
Gates Ed Proj Grant				11,766	
WA Families Fund				533	
COT-CDBG-FSS Grant				31	
COT-McCarver Grant				134	Public Housing
AMP 1 - No K, So M, No G				32,595	
AMP 2 - Fawcett, Wright, 6th Ave				32,097	
AMP 3 - Lawrence, Orchard, Stevens				78,953	
AMP 6 - Scattered Sites				1,034	
AMP 10 - SAL 1 - Subsidy				10,342	
AMP 11 - SAL 2 - Subsidy				11,513	
AMP 12 - SAL 3 - Subsidy				9,374	
AMP 13 - SAL 4 - Subsidy				10,417	
AMP 14 - SAL 5 - Subsidy				12,206	
AMP 15 - SAL 6 - Subsidy				12,178	
AMP 16 - Bay Terrace - Subsidy				2,719	Allocations-All Programs
Allocation Fund				58,710	
THA SUBTOTAL				1,357,903	
Hillside Terrace 1 through 1500				1,617	Tax Credit Projects - billable
Bay Terrace				1,144	
Salishan I - through Salishan 6				1,468	
Salishan Association - Operations				-	
TAX CREDIT SUBTOTAL (Operations - billable)				4,230	1,362,133
Section 8 Checking Account (HAP Payments)					
SRO/HCV/VASH/FUP/NED	Check #'s	481,710	- 481,732	58,168	
	ACH	89,542	- 90,862	2,477,540	\$ 2,535,709
Payroll & Payroll Fees - ADP					\$ 543,311
Other Wire Transfers					
					\$ -
TOTAL DISBURSEMENTS					\$ 4,441,153



TACOMA HOUSING AUTHORITY

Date: March 23, 2016
To: THA Board of Commissioners
From: Ken Shalik
Director of Finance
Re: March 2016 Finance Department Board Report

1. FINANCIAL STATEMENT COMMENTS

I present the February, 2016 disbursement report for your approval.

The next financial report presentation will be in May, 2016 where we review the financials for the first quarter of 2016. We are operating under the 2015 mid-year budget, and we will just start seeing patterns in the financial statements in the March report. I am not expecting any big surprises on that report, but we will most likely see increased expenses due to hiring for the Rental Assistance Demonstration (RAD) conversion.

On the cash position provided, please note available Moving to work (MTW) funds have been brought down close to zero.

At the end of March, beginning of April, we will be utilizing the Line of Credit (LOC), and available Unrestricted Funds to fund a 3-day advance for a cash collateral loan needed by Citi for the RAD project in the amount of \$4.75 million. When the closing occurs, we will be receiving funds in order to pay the advance off.

2. INVESTMENTS

Surplus funds are invested in Heritage checking and the Washington State Investment Pool. Rates with Heritage Bank currently remain at .33%. The Washington State Local Government Investment Pool currently provides a return rate of .40%.

3. AUDIT

No update at this time.

4. BUDGETS

We are in the final stages of compiling information submitted by all the departments for the 2016 Budget. As one can imagine, it is not in balance with the initial requests that were made. Meetings will start shortly to bring the budget into balance and presented to the board at the June meeting.

5. YEAR END CLOSING UPDATE

2015 was successfully closed in a timely manner, and reports submitted on time.

TACOMA HOUSING AUTHORITY

CASH POSITION - February 2016

Account Name	Current Balance	Interest
HERITAGE BANK		
Accounts Payable	\$ 3,035,588	0.33%
Section 8 Checking	2,553,009	0.33%
THA Affordable Housing Proceeds	3,116,948	0.33%
Scattered Sites Proceeds	100	0.33%
Note Fund Account	100	0.33%
Credit Card Receipts	1,303	0.33%
THA Investment Pool	290	0.33%
THA LIPH Security Deposits	94,436	0.33%
THDG - Tacoma Housing Development Group	158,011	0.33%
LF - SF 9Homes Alaska	7,794	0.33%
LF - SFH No. Shirley	32,051	0.33%
Salishan 7	1,129,706	0.33%
Salishan 7 Security Deposit	27,265	0.33%
Salishan 7 Replacement Reserve	160,774	0.33%
Salishan 7 Operating Reserve	199,291	0.33%
Outrigger Operations	37,088	0.33%
Outrigger Security Deposit	21,993	0.33%
Outrigger Replacement Reserve	14,711	0.33%
Prairie Oaks Operations	21,879	0.33%
Prairie Oaks Security Deposit	4,005	0.33%
Prairie Oaks Replacement Reserve	3,065	0.33%
Payroll Account	7,841	0.33%
General Fund Money Market	538,939	0.33%
WASHINGTON STATE		
Investment Pool	\$ 1,631,250	0.41%
1. TOTAL THA CASH BALANCE	\$ 12,797,437	
Less:		
2. Total MTW Cash Balance	\$ 1,925,435	
<i>Less Minimum Operating Reserves</i>		
2.01 Public Housing AMP Reserves (4 months Operating Exp.)	1,140,000	
2.02 S8 Admin Reserves (3 months Operating Exp.)	726,000	
2.10 Total Minimum Operating Reserves	\$ 1,866,000	
3. MTW Cash Available (Lines 2-2.10)	\$ 59,435	
<i>MTW Reserve Commitments</i>		
3.01 2nd Phase Hillside Terrace Redevelopment	\$ 1,314,163	
3.02 Renovation/Remodel of 2nd Floor of Admin Building	20,270	
3.03 Renovation/Remodel of Salishan FIC Building	579,500	
3.04 Renovation of Salishan Maintenance Shop	286,500	
3.05 RAD Conversion Costs - Capital Contributions to Projects	1,500,000	
3.06 Software Conversion for Operational Platform (VH)	621,500	
3.07 Education Projects - McCarver & Others	310,000	
3.10 Total Reserve Commitments (Lines 3.01 through 3.08)	\$ 4,931,933	

TACOMA HOUSING AUTHORITY

CASH POSITION - February 2016

<i>MTW Cash Held By HUD</i>			
3.11 Undisbursed HAP Reserves Held by HUD		\$	-
3.20 Total MTW Cash Held By HUD		\$	-
4. Non MTW Cash Restrictions			
<i>Other Restrictions:</i>			
4.01 FSS Escrows	\$	112,138	
4.02 VASH, FUP & NED HAP Reserves		298,929	
4.03 Mod Rehab Operating Reserves		47,118	
4.04 Security Deposit Accounts		145,305	
4.05 Salishan Sound Families - 608		45,443	
4.06 Gates Foundation - 615, 616, 617		420,724	
4.07 WA Families Fund - 675, 676, 713		28,166	
4.08 Outrigger Reserves		14,711	
4.09 Salishan 7 Reserves		785,066	
4.10 Prairie Oaks Reserves		3,065	
4.11 THDG - 048		158,011	
4.12 Area 2B Sales Proceeds (Afford Hsg)		3,116,948	
4.20 Total - Other Restrictions		\$	5,387,025
<i>Agency Liabilities:</i>			
4.30 Windstar Loan - 042		267,191	
4.40 Total - Agency Liabilities		\$	267,191
4.45 Development Draw Receipts for Pending Vendor Payments		\$	-
4.50 Development Advances/Due Diligence Commitments ¹		\$	70,000
5. Total Non MTW Cash Restrictions (Lines 4.20+4.40+4.45+4.50)		\$	5,724,216
6. THA UNENCUMBERED (Non-MTW) CASH (Lines 1-2-5)		\$	5,147,787
7. Agency Current Commitments:	Board Approval	Expended	Obligation Balance
Salishan Campus (PY exp plus 2016 budget)	\$ 196,174	\$ 126,174	\$ 70,000
¹ Total Current Commitments outstanding			\$ 70,000
<i>Agency Advances that will be reimbursed upon closing</i>			
Bay Terrace 2 Development		\$	1,647,405
RAD Conversion - Renew Tacoma		\$	1,521,438
Total Agency Advances		\$	3,168,842



TACOMA HOUSING AUTHORITY

ADMINISTRATION



TACOMA HOUSING AUTHORITY

To: THA Board of Commissioners
From: Todd Craven, Director of Administration
Sandy Burgess, Associate Director of Administration
Date: March 23, 2016
Re: March 2016 Administration Department Board Report

1. Salesforce Implementation

1.1 TRACK ONE GO LIVE

With the exception of Project Management, the implementation of Track One went off **On Time** and **On Budget**.

As a reminder to the Board, the functions in Track One include the following:

- Community Services case management
- IT and Policy Ticketing
- Reasonable Accommodations
- Incident and Insurance Claim Management
- Contract and Agreement Management
- Preventative Maintenance and Capital Needs
- Marketing and Communications
- Policy Management, such as the management of MTW Activities and Metrics

No go-live goes off without some issues. However, the ones we experienced were relatively minor. Here is a short list of the ones that impacted staff at some level:

- Document storage folders for accounts and contracts were not created as they should have been. This was reported on day 3 and it was fixed on day 4.
- Case notes were not fully imported. There was an error in the download from our legacy system. It was discovered on day 1, the notes were re-exported from the old system on day 2 and imported into OpenDoor on day 3.
- 2-3% of household data was pulled from wrong datasource; this was discovered on day 1 and fixed on day 2.
- IT Help Desk Tickets were not being routed properly. This was fixed on day 1.

Part of the go-live process was to bring current data from a variety of different systems into OpenDoor. Below is a list of how many of some of the major items that were brought into OpenDoor. This list should give a good idea of the type information that is currently available in the new system.

- 104 funders
- 33,000 households, including 73,000 household members
- 122,000 client financial records
- 73 community service providers
- 4,000 Section 8 landlords
- 720 Section 8 agents
- 59 schools
- 2,000 vendors
- 135 incidents and insurance claims
- Over 500 contracts and agreements
- 782 community services cases, including 11,500 case notes and 2,800 referrals to external sources
- 25 THA properties, including 378 buildings and 1,278 units
- 9,200 section 8 units throughout the City of Tacoma

All of the data that came over from VisualHOMES, Tacoma Housing Authority's (THA's) current housing and voucher management system, is read-only in OpenDoor. This is because VisualHOMES will remain the master datasource until after Track Two is complete. Each night, several different scripts run to bring any new records or updates to existing records from VisualHOMES into OpenDoor.

Even though much of the data listed above will not be fully utilized until Track Two is ready to go, staff now have the ability to go into OpenDoor to look at information not readily available or easily seen in the old system. For example, a maintenance employee can now use their tablet to view information regarding a particular unit or the household living in that unit when responding to a work order, including accounts notes and alerts. While working on a vacant unit, the maintenance employee can view when the unit became vacant, how long the prior resident lived in the unit, when the vacancy notice was first given, etc.

1.2 TRACK TWO

Now that Track One is live, the design sessions for Track Two will begin. The process will look very similar to the first Track. Staff will be given an opportunity to speak to how the system should work in order to meet their needs, eightCloud will build to THA's specifications, staff will test, staff will go through training, and then the system will go-live. We are currently on schedule for a September or October Track Two go-live.

2. RAD Update

The construction work to fix up the nine properties in the Renew Tacoma Housing Portfolio is scheduled to begin in April, contingent upon Housing and Urban Development (HUD) review of the financing documents and plans. We anticipate closing the first week in April. E.B. Wilson and Bergerson Terrace will be the first properties under construction, followed by Dixon Village and K Street. The work in each unit will be unique based upon the condition and previous unit turn work completed. All units will see improved energy efficiency with low-flow plumbing fixtures and new lighting fixtures. All elevators and entrances will be upgraded. Security cameras and lighting will be added and improved. Family properties will have new playgrounds, landscaping, and the units at

Dixon Village will have significant improvements due to their current condition. Residents will experience temporary relocation during the rehabilitation work.

Environmental clean-up at 6th Avenue has been completed with the removal of contaminated soil from the previous use of the site as a gas station. Environmental clean-up at Wright Street will include monitoring of groundwater to be sure there is no contamination due to the previous location of a dry cleaner on the site.

The existing tax credit portfolio will also be converted to RAD. The rehab of these properties will not be as significant as the Renew Tacoma Housing portfolio. However, these properties will also see improved energy efficient plumbing and lighting fixtures. Additional work, such as new flooring will be installed during unit turns.

3. Asset Manager

Tacoma Housing Authority (THA) has selected a new Asset Manager to replace the Project Manager position previously held by Zak deGorgue. The new Asset Manager is Jason Karpen and he starts in his new position March 14th. Jason joins THA with a background in portfolio analysis and compliance. He has spent the past six years as a Senior Portfolio Analyst at the Washington State Housing Finance Commission.

4. Compliance

2015 Year End reporting has been completed. Three internal trainings were conducted by Ric Farinas in 2015. Ric also arranged for Nan McKay training for the Property Management staff, with one training completed in 2015 and a second training scheduled for April, 2016.

This concludes the March, 2016 Administration Department report to the Board.



TACOMA HOUSING AUTHORITY

CLIENT SERVICES



TACOMA HOUSING AUTHORITY

DATE: March 23, 2016

TO: THA Board of Commissioners

FROM: Mia Navarro
Associate Director of Community Services and

Julie LaRocque
Associate Director of Rental Assistance

RE: March 2016 Client Services Department Board Report

STRATEGIC OBJECTIVE: HOUSING AND SUPPORTIVE SERVICES

Tacoma Housing Authority (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. COMMUNITY SERVICES

Mia Navarro, Associate Director of Community Services

On March 1, 2016, Community Services made the transition from our database, Tracking at a Glance (TAAG), to the agency's new enterprise data system, OpenDoor. Staff are spending time in the database, learning how to use it, how to enter data, and how to create reports and dashboards. We would like to thank and congratulate Todd Craven, everyone in Information Technology (IT), and the team from eightCloud for a job incredibly well done. We are very excited about this new system. It will help us streamline our work processes, collaborate more easily with other departments, and will make it much easier for us to monitor and improve our performance as a division. We are looking forward to the rollout of Track Two later this year!

Our three new teams have set some ambitious goals for the year, and moving forward.

Rental Assistance Collaboration Team: This team aims to increase engagement with existing (2013 wait list) and new (2015 wait list) Housing Opportunity Program (HOP) households from 2-3%, to 20%. Our services will focus on earlier engagement with families, increasing earned income, and preparing for the end of subsidy. The team will also be working hard on exit strategies for McCarver families who have not seen the kinds of earned income increases we had hoped for.

Property Management Collaboration Team: This team will be focusing primarily on early engagement strategies that will support decreasing the agency's per unit per year costs. The second goal is to make our casework services consistent across all of the properties: Salishan, the other family properties, and the Senior and Disabled properties. The third goal is working on designing a new way of serving our homeless set-aside units in Salishan 1 and 2, and Hillside Terrace.

Employment and Asset Building Team: In addition to doing some redesign work with the Family Self-Sufficiency Program, this team will work to support the Rental Assistance and Property Management Teams in helping tenants and voucher holders increase earned income and assets.

1.2 NUMBER OF PEOPLE AND HOUSEHOLDS SERVED

Program Entries, Exits, and Unduplicated Number of Households Served

February 2016	Program/ Caseload Entries this Month	Program/ Caseload Exits this Month	Unduplicated Number Served (Month)	Unduplicated Number Served (YTD)
Case Staffing	6	12	24	49
Families in Transition (FIT)	1	1	20	21
Family Self Sufficiency (FSS)	0	2	125	127
General Services	8	29	18	60
Hardship	0	0	5	5
Housing Opportunity Program (HOP) Case Management	0	0	3	3
Children's Savings Account (CSA) K – 5 th Grade Stage	0	1	14	14
CSA 6 th – 12 th Grade Stage	0	0	14	14
McCarver	0	2	28	33
Senior & Disabled	11	6	47	91
DEPARTMENT TOTAL	26	53	298	412

Some numbers were reported incorrectly last month due to internal miscommunication. Reporting will become more streamlined (with less room for errors) over the next several months as we get better at entering data into and pulling data from OpenDoor.

Families in Transition: We reported 34 unduplicated served for the month, and 34 unduplicated served YTD. It should have been 18 for the month, and 18 year to date. The numbers served YTD starts over each January.

McCarver: We reported zero entries, zero exits, 33 unduplicated served for the month, and 33 unduplicated served YTD. It should have been zero entries, five exits, 33 for the month, and 33 YTD. As of Monday March 7, there are two new households that are ready to receive their voucher. Ten are pending verifications.

1.3 CLIENT STORIES/PROGRAM UPDATES

1.3.1 Education Project

SP and her two children entered the McCarver Special Housing program in 2011. Obtaining housing through the program helped her financial situation and removed some of her stress. She obtained employment with South Tacoma Auto and has since moved up in her career. SP states that she loves her job! She explains that she wouldn't be where she is today if it wasn't for the Tacoma Housing Authority McCarver Special Housing Program. She said that her daughter did not have behavioral issues when they entered the program, but that she did seem sad most of the time. She said that upon exiting the program her daughter is much healthier and happier, as is she. She also shared that through attending the mandatory parent meetings, information nights and family nights offered in partnership with Tacoma Housing Authority (THA) and McCarver that she learned how to be an active member in her daughter's school. SP said that her mother was not involved with her school when she was a child and therefore she didn't know how to be a part of her daughter's school. Participating in the McCarver program gave her the skills to support her daughter with her educational needs. She said that she now helps her daughter with her homework and attends family nights at the school when she is not working. SP successfully exited the program in February, 2016.

1.3.2 General Services—Senior and Disabled Properties Update

Activities in the Buildings: The Washington State University (WSU) Supplemental Nutrition Assistance Program Food\$ense Program group held meetings in the Wright and Ludwig buildings once a week in January and February. The group is focusing on how to budget, plan, and prepare when shopping for food and making healthy choices.

Each Wednesday, THA's volunteer driver takes residents to the food bank on a rotating schedule. Each building has access to this service once a month.

The SAFE Board members facilitate monthly potlucks in most of the buildings.

In addition, Nicole Meshesha, our Employment and Asset Building Program Supervisor, facilitated a computer training at Bay Terrace specifically for our Senior and Disabled Property residents. She taught them about internet searches, how to strengthen typing skills, and answer various questions they had in regards to using a computer. This class was very well received by all.

Partnerships: THA continues to develop connections with partners in the community. Community Services staff work diligently to build new relationships with partners and grow existing relationships. The Program Supervisor of the Property Management Collaboration Team is currently working with the arts organization, Feast, to bring art services to senior and disabled residents.

Our partnership with Mercy Housing continues to grow. THA residents are invited to attend events at Mercy Housing properties that are focused on health or the community building on a weekly basis.

Weekly Food bank Trips have continued and will increase to every Wednesday at FISH and every other Friday at Eloise Cooking Pot since such an interest was shown.

2. RENTAL ASSISTANCE AND LEASING

Julie LaRocque, Associate Director of Rental Assistance

Housing Choice Voucher utilization is reported at 100% for the month of February 2016.

Rental Assistance continues to pull names from the 2015 HOP waiting list and issuing HOP vouchers.

Below is a breakdown of the utilization of THA's special programs and project based vouchers:

Program Name	Units Allocated	Units Leased and Shoppers	Percentage Leased
VASH (Veterans Administration Supportive Housing)	177	169	95%
NED (Non Elderly Disabled) Vouchers	100	97	97%
FUP (Family Unification Program)	50	44	88%
CHOP (Child Welfare Housing Opportunity Program)	20	16	80%
McCarver Program	50	28*	56%
CHAP (College Housing Assistance Program)	25	23	92%
TOTAL	422	377	89%

** McCarver has opened its waiting list and is currently processing applications to fill the allocated vouchers for this program.*

Project-Based Properties	Units Allocated	Units Leased	Percentage Leased
Bay Terrace	20	20	100%
Eliza McCabe Townhomes	10	10	100%
Flett Meadows	14	11	79%
Guadalupe Vista	40	36	90%
Harborview Manor	125	125	100%
Hillside Gardens	8	8	100%
Hillside Terrace	9	9	100%
Nativity House	50	48	96%
New Look Apts.	42	41	98%
Pacific Courtyards	23	21	91%
Salishan 1-7	340	334	98%
Tyler Square	15	15	100%
TOTAL	696	678	97%



TACOMA HOUSING AUTHORITY

PROPERTY MANAGEMENT



TACOMA HOUSING AUTHORITY

Date: March 23, 2016

To: THA Board of Commissioners

From: Pat Patterson
Director of Property Management

Re: Property Management Monthly Board Report

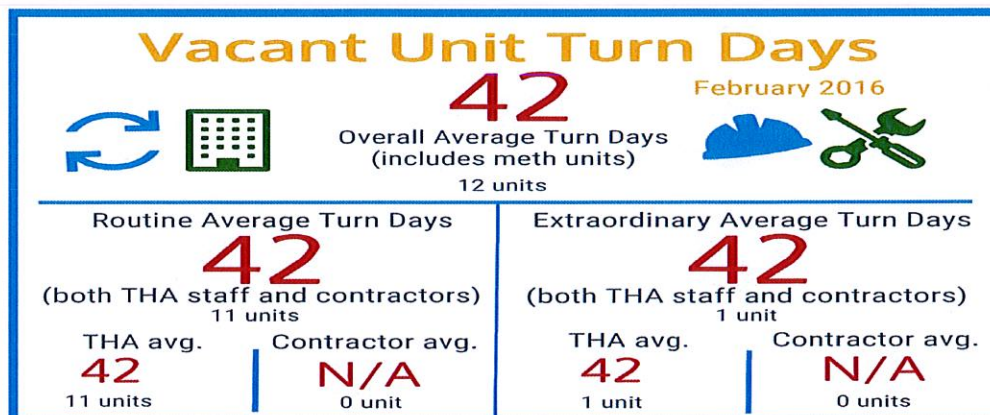
1. OCCUPANCY OVERVIEW

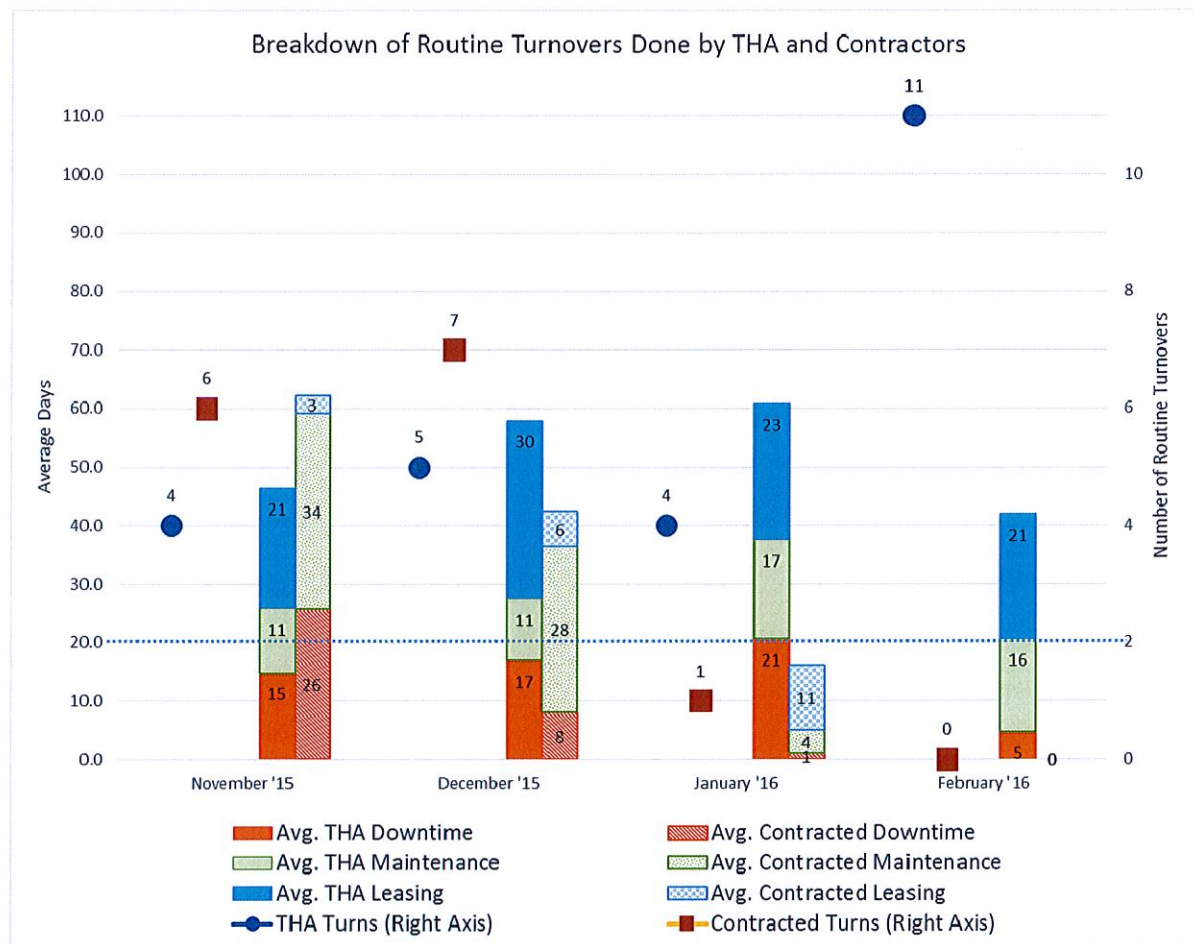
1.1 Occupancy

PROPERTY	UNITS AVAILABLE	UNITS VACANT	UNITS OFFLINE	UNITS OCCUPIED	% MONTH OCCUPIED	% YTD OCCUPIED
All Hillside/Bay Terrace	132	5	0	127	96.21%	96.21%
Family Properties	138	19	11	119	86.23%	86.23%
Salishan	631	5	0	626	99.21%	99.37%
Senior/Disabled	353	14	1	339	96.32%	96.18%
All Total	1,254	43	12	1,211	96.57%	96.69%

Unit occupancy is reported for the first day of the month. This data is for the month of February. The high vacancy rate in the family properties is attributable to, units being offline for rehabilitation and the sale of our Market Rate homes.

1.2 Vacant Unit Turn Status





		Routine THA Turnover Information				
Year	Month	Total Number of Turns	Avg. Total Days	Avg. Downtime Days	Avg. Maintenance Days	Avg. Leasing Days
2016	February	11	41.9	4.6	15.9	21.3
2016	January	4	60.8	20.5	17.0	23.3
2015	December	5	57.8	16.8	10.6	30.4
2015	November	4	46.3	14.8	11.0	20.5
		Routine Contracted Turnover Information				
Year	Month	Total Number of Turns	Avg. Total Days	Avg. Downtime Days	Avg. Maintenance Days	Avg. Leasing Days
2016	February	0	0.0	0.0	0.0	0.0
2016	January	1	16.0	1.0	4.0	11.0
2015	December	7	40.6	8.0	28.3	6.0
2015	November	6	63.0	25.6	33.5	3.0

The average unit turn time for the month of February was **42** days for **12** units turned by Tacoma Housing Authority (THA) staff. Below is a list of units that exceeded THA's 20-day expectation. These units will be categorized as Routine and Extraordinary turns. **Routine** means units that receive normal wear and tear that can be repaired in 5-20 days. **Extraordinary** means that the units have heavy damage as a result of the tenancy including meth and casualty loss that can't be repaired within 20 days.

Routine THA Maintenance Turns:

- **911 N K St. Unit #108 (22) days.** Unit was in downtime for 4 days. Maintenance work was completed in 18 days. Unit was leased up at the completion of maintenance work.
- **1202 South M St. Unit #602 (84) days.** Unit was in downtime for 3 days. Maintenance work was completed in 11 days. 70 days were attributed to leasing efforts. Unit was shown to 6 applicants before being accepted.
- **2302 6th Avenue #215 38 days.** Unit was in downtime for 6 days. Maintenance work was completed in 18 days. 14 days were attributed to leasing efforts.
- **2302 6th Ave Unit #306 (43) days.** Unit was in downtime for 8 days. Maintenance work was completed in 25 days due to a delay in flooring installation. 10 days were attributed to leasing efforts.
- **Hillside I Unit #227 (104) days.** Unit was in downtime for 20 days awaiting original sanitation program. Delay in receiving cleaning solution was the reason. Maintenance work was completed in 19 days. 65 days were attributed to leasing efforts. Multiple applicants were screened before a qualified applicant was found.
- **Hillside II Unit #212 (46) days.** Unit was in downtime for 1 day. Maintenance work was completed in 17 days. 28 days were attributed to leasing efforts.
- **Salishan 2-4115 Sal Blvd (40) days.** Unit was in downtime for 1 day. Maintenance work was completed in 18 days. 21 days were attributed to leasing efforts.
- **Salishan 5-3966 Roosevelt (41) days.** Unit was in downtime for 4 days. Maintenance work was completed in 11 days. 26 days were attributed to leasing efforts.

Extraordinary THA Turns:

- **Hillside II Unit #199 (42) days.** Unit was in downtime for 3 days. Evicted tenant left heavy damage to the unit. Maintenance work was completed in 35 days. 4 days were attributed to leasing efforts.

Proposed Changes for Improvement in Unit Turn Times:

- **Downtime-** Start the unit turn process within 1 day of vacancy. Reduce downtime to 1 day.
- **Repair make ready**
 - ✓ Identify appropriate staffing levels needed to complete maintenance work during the move out inspection.

- ✓ Procure contractors that will respond to request for service if needed that have the appropriate staff to assign multiple units.
- ✓ Increase inspections to deter heavy damage at move out.
- ✓ Unit work every working day. Unit is the sole priority by assigned staff.
- ✓ Use of charts to chart projected progress.

- **Leasing**

- ✓ Prescreen to identify ready applicants.
- ✓ Site based leasing. Concentrated efforts on units. Each property staff will be responsible for the leasing efforts to fill their units.

Proposed

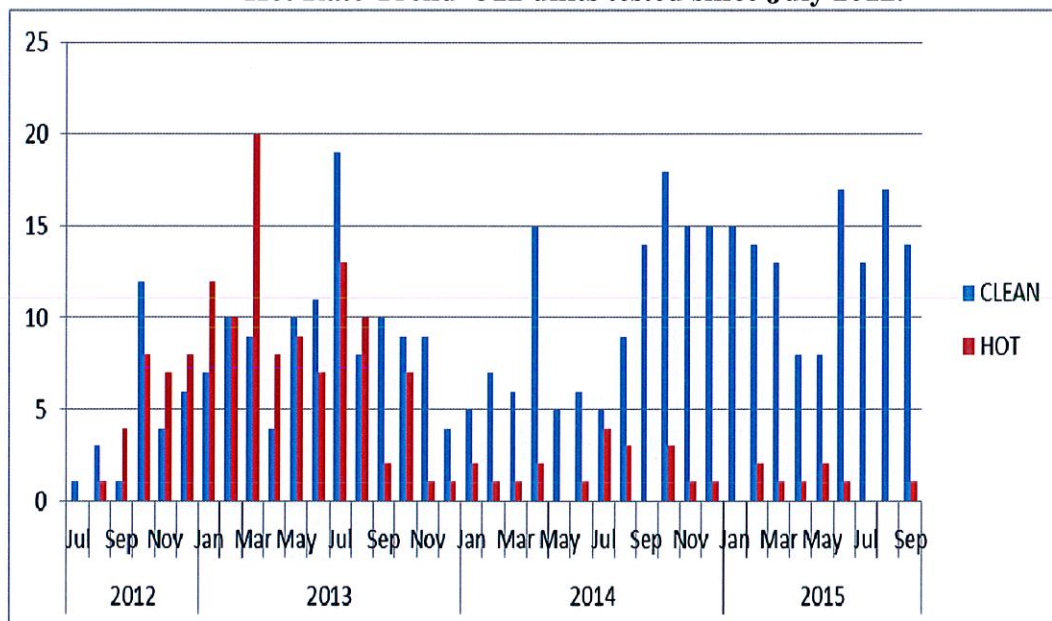
Downtime	Repair Make ready	Vacant	Total days
1	17	2	20

1.3 Leasing efforts

Property Management (PM) and Client Services (CS) are currently working on updating the waitlist. 100 letters of interest were sent out. We will report the progress in April's board report.

1.4 THA Meth Data Trends

Hot Rate Trend- 512 units tested since July 2012.



- 2012- 55 units tested, 28 hot 51% Hot Rate
- 2013-210 units tested, 100 hot 48% Hot Rate

- 2014- 138 units tested, 19 hot 14% Hot Rate
- 2015- 127 units tested, 8 hot 6% Hot Rate

As of March 1, 2016, 157 of the 575 units that have been tested for contamination have tested positive for methamphetamine. As of February 1, 2016, the 2015 current year-to-date hot rate is 6% and the overall hot rate from 2012 is 27%.

1.5 Work Orders

Work Order Summary by Portfolio For the Month of February, 2016

Completed Work Orders										
Portfolio	Emergency				Urgent		Non-Emergency			
	Month		YTD		Month		Month		YTD	
	# Completed	% Completed in 24 Hrs	# Completed	% Completed in 24 hrs (99% HUD Std)	# Completed	Avg Completion Days	# Completed	Avg Completion Days	# Completed	Avg Completion Days (25 days HUD Std)
All Hillside										
BAY TERRACE	0	0.0%	2	100.0%	0		10	2.00	40	7.68
HILLSIDE TERRACE 1500 Block	0	0.0%	0	0.0%	0		1	0.00	6	9.33
HILLSIDE TERRACE PH 1	0	0.0%	0	0.0%	0		4	3.00	25	4.80
HILLSIDE TERRACE PH II	0	0.0%	0	0.0%	0		0		5	0.40
	0	0.0%	2	100.0%	0		15	2.13	76	6.38
Family Properties										
BERGERSON TERRACE	0	0.0%	2	100.0%	3	0.67	18	3.72	35	4.46
DIXON VILLAGE	2	100.0%	2	100.0%	2	1.00	10	9.60	21	5.57
SCATTERED SITES	2	100.0%	3	100.0%	1	1.00	2	6.00	5	3.00
	4	100.0%	7	100.0%	6	0.83	30	5.83	61	4.72
Salishan										
SALISHAN I	2	100.0%	2	100.0%	3	3.33	22	8.23	61	5.90
SALISHAN II	1	100.0%	5	100.0%	5	1.20	12	11.58	46	9.52
SALISHAN III	0	0.0%	1	100.0%	5		19	2.74	50	5.12
SALISHAN IV	3	100.0%	3	100.0%	3	1.00	13	6.00	48	15.13
SALISHAN V	1	100.0%	2	100.0%	0		15	9.33	58	10.36
SALISHAN VI	1	100.0%	1	100.0%	7	1.29	16	6.44	50	6.62
SALISHAN VII	1	100.0%	3	100.0%	4	2.00	12	15.25	42	9.50
	9	100.0%	17	100.0%	27	1.33	109	8.04	355	8.76
Senior / Disabled Properties										
6TH AVE	0	0.0%	2	100.0%	1		15	7.33	31	7.16
E.B. WILSON	1	100.0%	2	50.0%	3	8.33	33	214.91	55	130.20
FAWCETT APARTMENTS	1	100.0%	1	100.0%	0		1	1.00	10	1.20
LUDWIG APARTMENTS	1	100.0%	2	100.0%	0		10	1.50	18	5.33
NORTH G ST	2	100.0%	4	100.0%	3	1.33	5	16.40	23	20.39
NORTH K ST	1	100.0%	2	100.0%	1		15	20.27	22	17.09
WRIGHT AVE	0	0.0%	1	100.0%	2	3.00	1	0.00	13	3.00
	6	100.0%	14	92.9%	10	3.50	80	95.05	172	48.69
Agency Totals:	19	100.0%	40	97.5%	43	1.77	234	37.12	664	18.46

In the month of February, 100% of emergency work orders were completed within 24 hours. In February, maintenance staff completed 234 non-emergency work orders with a total of 664 for the calendar year. The year-to-date average number of days to complete a non-emergency work order is 18.48 days.

Open Work Order Summary by Portfolio For the Month of February, 2016

Portfolio		Emergency		Urgent		Non Emergency		
		Opened Emergency WO	Days Open	Open Urgent WO	Days Open	Open Non- Emergency WO	< 25 Days	>25 Days
All Hillside								
BT	BAY TERRACE (S8)	0	0	0	0	5	3	2
HT1	HILLSIDE TERRACE PH I	0	0	0	0	4	2	2
HT2	HILLSIDE TERRACE PH II	0	0	0	0	3	1	2
		0	0	0	0	12	6	6
Family Properties								
020	BERGERSON TERRACE	0	0	0	0	5	3	2
022	SCATTERED SITES W/SUB REHAB	2	0	0	0	1	1	0
023	DIXON VILLAGE	2	0	0	0	2	2	0
		4	0	0	0	8	6	2
Salishan								
SAL1	SALISHAN ONE LLC (S8)	2	0	1	0	14	14	0
SAL2	SALISHAN TWO LLC (S8)	1	0	1	5	14	13	1
SAL3	SALISHAN THREE LLC (S8)	0	0	1	0	5	5	0
SAL4	SALISHAN FOUR LLC (S8)	3	0	2	14	4	4	0
SAL5	SALISHAN V LLC (S8)	1	0	0	0	7	7	0
SAL6	SALISHAN SIX LLC (PH)	1	0	1	10	9	9	0
SAL7	SALISHAN SEVEN	1	0	0	0	6	6	0
		9	0	6	29	59	58	1
Senior / Disabled Properties								
006	NORTH K ST	1	0	0	0	7	4	3
008	E.B. WILSON	1	0	1	0	2	1	1
009	FAWCETT APARTMENTS	1	0	0	0	3	3	0
010	WRIGHT AVE	0	0	0	0	9	7	2
012	LUDWIG APARTMENTS	1	0	0	0	2	2	0
013	NORTH G ST	2	0	0	0	5	0	5
014	6TH AVE #2	0	0	0	0	4	2	2
		6	0	1	0	32	19	13
Agency Totals:		19	0	7	29	111	89	22

The open work orders that are greater than 25 days decreased from 91 in January to 22 in February 2016. Preparation for upcoming Real Estate Assessment Center (REAC) inspection caused the delay in completing open work orders. Property Management (PM) will continue to work on bringing down these numbers as part of its improved processes mentioned below.

PM continues to bring down the number of outstanding work orders and is trying to improve customer service. Processes that PM is trying to improve are as follows:

- Make every attempt to address routine work orders within 5 days. When this is not possible, contact the tenants and provide them an alternate date that they may expect service.
- Improve communication with the tenants when service will be delayed and/or when procurement is needed to service the request.
- Close work orders within 48 hours of completion.



TACOMA HOUSING AUTHORITY

REAL ESTATE DEVELOPMENT



TACOMA HOUSING AUTHORITY

DATE: March 23, 2016

TO: THA Board of Commissioners

FROM: Kathy McCormick
Director of Real Estate Development

RE: Real Estate Development Monthly Board Report

1. SALISHAN/HOPE VI

1.1 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 is reviewing the Master Plan Concept and may suggest some revisions based on current community needs and opportunities and propose an alternative plan for the Salishan Core. Potential uses of the site will be coordinated with Metro Parks and the city to ensure complementary community uses for the Eastside Community Center and Salishan. Final recommendations will be delayed until planning for the Eastside Community Center is complete.

1.1.2 Area 3 Lot Sales

DR Horton has completed sales in Area 3. Overall, it has sold 72 homes in Area 3.

1.1.3 Area 2B

DR Horton commenced with construction activities for area 2B in 2015. DR Horton sold 17 homes in the fourth quarter of 2015. Of these, 6 were to buyers who met the affordable homes sales guidelines.

1.1.4 Area 2B Property Sale to Metro Parks

Housing and Urban Development (HUD) approved the disposition of the two lots. Real Estate Development (RED) is waiting for HUD approval for the remaining 16 acres. Once this approval is received, the property will be sold to Metro Parks.

2. NEW DEVELOPMENT

2.1 Bay Terrace – Phase II

The project exceeds the King County Total Development Cost by 4%. Staff requested and the Washington State Housing Finance Commission (WSHFC) approved, a waiver request to exceed these costs. Higher costs are attributed to the high cost of construction in the Puget Sound area. The total projected cost for Bay Terrace II (BTII) is \$22,842,037. The Tacoma Housing Authority (THA) will make a loan of \$500,000 and defer \$745,000 of its developer fee of approximately \$746,000. We project the total developer fee for this project to be \$1.6 Million. In addition, THA will receive \$100,000 in Community Development Block Grant (CDBG) funds to make Americans with Disabilities Act (ADA) improvements. THA will loan these funds to the project as part of its \$500,000 loan.

2.1.1 Financing

HOME Funds: On January 21, 2015, staff received official notification of the award of \$1 million in HOME funds from the Tacoma Community Redevelopment Authority (TCRA). TCRA will lend these funds to the project with a 2% interest rate and a 50-year term. It will defer the loan repayment until 2018.

THA selected the Royal Bank of Canada (RBC) as the investor for Bay Terrace Phase II. As proposed, their equity investment will generate \$16,848,708 in tax credit equity or \$1.12 per tax credit, with 1.48% paid at the execution of the Partnership Agreement and 98.52% paid at the Certificate of Occupancy.

THA selected JP Morgan Chase Bank N.A. as the construction and permanent lender for Bay Terrace Phase II. They will purchase \$3,750,000 in tax exempt bonds that will become the permanent financing for the transaction. The interest rate will be 4.55% and the loan will have a 35 year amortization period and a 17 year term.

We anticipate financial closing in late March, 2016.

2.1.2 Design

GGLO Architects completed the construction documents on November 27, 2015. The City of Tacoma reviewed these and we are awaiting approval of the revised documents so the closing can be scheduled. The closing is contingent on THA's ability to obtain construction permits.

2.1.3 Construction

We have executed the agreement with Absher for a not-to-exceed amount of \$14,627,224, excluding a 7% owner's contingency and applicable sales tax.

2.1.4 Community Meetings

Kenji Stoll and Chris Jordan have successfully completed six resident outreach workshops with Bay Terrace families. The artists and THA are revising the contract to include additional design work in lieu of art construction. Construction of the interactive artwork will be complete once outside funding is obtained. Staff is working with the City of Tacoma to apply for various grants to fund the development of an interactive basketball court. Absher has provided an initial cost estimate for the design.

3. OTHER PROJECTS

3.1 Construction Management Services for the City of Tacoma

The current contract with the City has expired. The City has expressed interest in working with THA in this capacity again in the future.

3.3 Market Rate Scattered Sites

1219 Trafton has been relisted and is under contract for \$205,000.

1215 Trafton has sold for \$227,000.

1118 S. Sheridan has been sold for \$192,000.

The 2336 N. Shirley contract has been terminated by THA due to the prospective buyer's inability to sell their current home. 2336 N. Shirley has been relisted and THA staff is expecting a full price offer within the month.

The sale of 1837 E. Sherman is expected to close by the end of March.

An offer for 1829 E. Sherman is expected by the end of March.

3.4 Public Housing Scattered Sites

Planning for the rehab and sale of THA's 34 public housing scattered sites continues. THA has received final approval for the disposition of these units and staff is developing scopes for construction services to be put out to bid. The first 8 vacant homes to be renovated are: 807 S. Prospect, 1444 S. Verde, 2130 S. L, 5910 S. Cheyenne, 120 E. Bismark, 411 E. 66th, 1313 E Home, 1320 Norpoint Way. The remaining 26 homes will be remodeled as they become vacant. It will be important to follow HUD's relocation procedures. This project is being managed collaboratively with Community Services, which is working to identify and support residents who may be interested in purchasing these homes.

3.5 Consulting and Community Engagement

Real Estate Development (RED) staff is preparing a proposal to work with Salvation Army for the redevelopment of their Sixth Avenue property.

3.6 New Look Capital Planning

THA issued a Request for Qualifications to begin the capital planning for New Look. Five firms responded. THA selected three for interviews. We are planning the capital work for the New Look Apartments so that refinancing for this property can begin in 2017 and capital improvements completed in 2017. The initial tax credit compliance period will end in December 2016. An important component of the capital work will be designing a new façade for the property. The façade will integrate with the design guidelines developed as part of the Hilltop Master Development Plan. Staff will present a resolution recommending the selection of an architectural firm at the March 23rd Board meeting.

4. DEVELOPMENT PIPELINE PROJECTS

4.1 Intergenerational Housing at Hillsdale Heights

The Many Lights Foundation (MLF) continues work on this project and is interested in executing an agreement with THA to partner in the development of intergenerational project which will house families adopting children out of foster care and seniors. We are analyzing the parameters for such an agreement through the THA Asset Management process. RED submitted an application for HTF for an intergenerational project. We need to finalize the programming and agreements by the fall, 2017.

4.2 Hilltop Lofts and THA Owned Properties Master Development Plan

THA and the City extended the timeline by two years for THA to develop the Hilltop Loft project. Council approved the extension request at its November 3rd meeting.

THA issued a request for qualifications for architectural & engineering services to begin the master planning phase for Hilltop Area. The master plan will focus on the properties under THA control, including the Hilltop Lofts, Key Bank site, New Look parking lot and THA Parking Lot. Staff is planning on a process with specific community engagement of local businesses, faith based groups and area residents. Proposals were received and THA staff interviewed two firms on February 17th. Three representatives from the community participated in these interviews. The team selected the firm of GGLO for this project. A resolution is before the Board to award this contract to GGLO.

4.3 Acquisition

Staff is completing the due diligence on the KeyBank Property. We anticipate the closing for the last week of March. THA has applied to the Washington State Housing Finance Commission (WHSFC) for a land loan. This loan will be for approximately \$715,000. It carries a 1% interest rate and 1% in closing costs. Repayment doesn't occur until the property is developed.

PHAS INDICATOR FOR MODERNIZATION ACTIVITIES

The following are the schedules as of March 1, 2016, for THA's obligation and expenditure of the public housing capital funds it receives from HUD.

Grant	Total Grant	Obligation Start Date	Obligated	% Obligated	Obligation Deadline	Expended	% Expended	Expended Deadline
2011 CFP	\$1,721,353	8/3/11	\$1,721,353	100%	8/2/13	\$1,721,353	100%	8/2/15
CFCF	\$1,849,510	8/3/11	\$1,849,510	100%	8/2/13	\$1,849,510	100%	8/2/15
2012 CFP	\$1,593,197	3/12/12	\$1,593,197	100%	3/11/14	\$552,481	13%	3/11/16
2013 CFP	\$1,319,864	9/9/13	\$1,319,864	100%	9/8/15	\$0	0%	9/8/17
2013 CFP (2 nd R)	\$1,015,495	9/9/13	\$1,015,495	100%	9/18/15	\$1,015,495	100%	9/8/17
2014 CFP	\$1,590,067	5/13/14	\$1,590,067	100%	5/12/16	\$0	0%	5/12/18
2014 CFP (1 st R)	\$277,032	5/13/14	\$277,032	100%	5/12/16	\$0	0%	5/12/18
2014 CFP (2 nd R)	\$873,158	5/13/14	\$873,158	100%	5/12/16	\$403,428	46%	5/12/18
2015 CFP	\$1,846,052	4/13/15	\$1,846,052	10%	4/12/17	\$0	0%	4/12/19
2015 CFP (2 nd R)	\$804,820	4-13-15	\$804,820	100%	4-12-17	\$0	0%	4-12-19
TOTAL	12,890,548		12,890,548			\$5,512,267		



TACOMA HOUSING AUTHORITY

NEW BUSINESS

Resolution 1



TACOMA HOUSING AUTHORITY

RESOLUTION 2016-03-23 (1)

DATE: March 23, 2016
TO: Board of Commissioners
FROM: Michael Mirra, Executive Director
RE: Approval of Tenant Account Receivable Write Offs

This resolution will authorize Tacoma Housing Authority (THA) to write off bad debts associated with tenant accounts in the amount of \$8,035.38.

Background

THA has established a process of writing off tenant accounts receivable bad debt. THA incurs this bad debt when a program participant leaves the public housing or Housing Choice Voucher program owing a balance. The debt may arise from excessive damage to a unit, unpaid rent, or tenant fraud/unreported income. There are also instances where a property owner is overpaid rental assistance payments and the owner has not repaid THA for this amount.

Until we write off tenant accounts receivable balances as a bad debt, these balances stay on the active tenant ledger in our accounting system and General Ledger (GL). The receivable balance also remains as part of our tenant receivables that we report to Housing and Urban Development (HUD) in our year-end financials. Once we write off the debt, we can remove them from THA's receivable balance and assign it to the collection agency for collection purposes. THA receives 50% of any proceeds the collection agency recovers.

THA has notified each individual of his or her debt included in this write off. THA mailed two notices to the last known address of the individual. These notices provide the opportunity for the individual to pay the debt or enter into a repayment agreement with THA. Sending a tenant to collections is the last resort for THA to collect the tenant debt.

Some accounts included in this resolution will not be sent to collections because the tenants have passed away, discharged the debt in bankruptcy proceedings or have a balance owing of less than \$30.00. Those accounts are indicated with asterisks (*) below.

Recommendation

Approve Resolution 2016-03-23 (1) authorizing THA to write off tenant accounts totaling **\$8,035.38**.



TACOMA HOUSING AUTHORITY

RESOLUTION 2016-03-23 (1) (Approval of Tenant Account Receivable Write Offs)

WHEREAS, Tacoma Housing Authority (THA) provided housing services to Public Housing and Housing Choice Voucher participants who discontinued housing assistance with debt owing to THA, and

WHEREAS, Tacoma Housing Authority (THA) provided housing assistance payments to property owners in excess to the amount the owner is entitled to receive and the owner has not repaid this amount to THA, and

WHEREAS, Each individual included in this tenant account write off has been notified of their debt and given the opportunity to pay prior to this resolution, now, therefore, be it

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

Authorizes THA staff to “write off” the following accounts and send these debts to an external collection agency to pursue collection action:

Collection Status	M-O Project #	Client #	Balance
W-O Collect			
	6th Ave		
		00111436	\$646.34
	Bergerson Terrace		
		00143099	\$611.81
	Dixon Village		
		00004277	\$538.74
	Scattered Sites		
		00124260	\$193.59
		00139524	\$804.00
		<i>Subtotal S/Sites</i>	<i>\$997.59</i>
	Salishan VII		
		XX001345	\$2,111.11

Collection Status	M-O Project #	Client #	Balance
W-O Collect	North K Street		
		5350	\$138.15
		5377	\$898.46
		<i>Subtotal N K Str</i>	<i>\$1,036.61</i>
	S M Str (EB Wilson)		
		295	\$215.08
	Section 8		
		714613	\$306.00
		715158	\$643.00
		717797	\$712.00
		<i>Subtotal S8</i>	<i>\$1,661.00</i>
*W-O No Collect	North K Street		
		143346	\$217.10
	Grand Total		\$8,035.38

Approved: March 23, 2016

Stanley Rumbaugh, Chair

*Uncollectable accounts where tenant is deceased, bankruptcy or old balance under \$30.00

Resolution 2



TACOMA HOUSING AUTHORITY

RESOLUTION 2016-03-23 (2)

Date: March 23, 2016

To: THA Board of Commissioners

From: Michael Mirra, Executive Director

Re: Amendment to Lincoln Moving and Storage Services Contract

This resolution would authorize the executive director to increase the contract amount from \$100,000 to one million dollars for moving and storage services from Lincoln Moving and Storage.

Background

On March 5, 2015, Tacoma Housing Authority (THA) entered into a contract with Lincoln Moving Services to perform moving and storage services to all THA owned and managed properties, as well as the 902 Administrative Building Tenant Improvement project. This is a five year contract for \$100,000. THA has used \$57,553 dollars of this contract with a remaining balance of \$42,447. There are four, one-year extensions left in this contract. THA needs a lot more of these services over that time. It will need an additional \$200,000 for normal business. In addition, it will need an estimated \$700,000 to provide moving and storage services for tenant relocation during the Rental Assistance Demonstration (RAD) project. This amount is part of the RAD budget.

Recommendation

Authorize THA's Executive Director to amend the Lincoln Moving and Storage Services contract dated March 5, 2015, to a new maximum of one million (\$1,000,000).



TACOMA HOUSING AUTHORITY

RESOLUTION 2016-03-23 (2) **(LINCOLN MOVING AND STORAGE SERVICES CONTRACT AMENDMENT)**

A **RESOLUTION** of the Board of Commissioners of the Housing Authority of the City of Tacoma

WHEREAS, On March 5, 2015, Tacoma Housing Authority (THA) entered into a contract with Lincoln Moving and Storage to meet THA wide moving and storage needs; and

WHEREAS, The original contract maximum is \$100,000; and

WHEREAS, THA needs a lot more moving and storage services over the next four years of the contract term. It will need about \$200,000 for normal business needs. It will need \$700,000 as part of the tenant relocation that will occur as part of the RAD Conversion Rehabilitation (This amount is part of the RAD budget); and

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

Authorize THA's Executive Director to execute the amendment to the Lincoln Moving and Storage Services Contract to increase the contract maximum to one million dollars, \$1,000,000.

Approved: March 23, 2016

Stanley Rumbaugh, Chair

Resolution 3



TACOMA HOUSING AUTHORITY

RESOLUTION 2016-03-23 (3)

Date: March 23, 2016

To: THA Board of Commissioners

From: Michael Mirra, Executive Director

Re: Amendment to Fire Alarm and Suppression Services with Simplex Grinnell

This resolution would authorize THA to increase the authorized amount of a contract for fire alarm and suppression services from \$100,000 to \$200,000.

Background

On January 15, 2015, Tacoma Housing Authority (THA) signed a contract with Simplex-Grinnell for fire alarm and suppression services for a maximum amount of \$100,000. These services included testing, inspections and repair of all of THA's fire and intrusion systems owned and operated by THA. This also included the work to replace phone lines with Amateur Radio Equipment (AES) radios, due to the Tacoma Fire Department no longer supporting direct alarms to their call center.

The expended amount on Simplex Grinnell's contract is reaching the contract limit. THA will need more of these services. Simplex Grinnell's performance under the contract has been satisfactory. Staff recommend that the contract dollar amount be increased an additional \$100,000.

Recommendation

Approve Resolution 2016-03-23 (3) authorizing THA to amend the Fire Alarm and Suppression Services with Simplex Grinnell, increasing the contract by an additional \$100,000 making the total amount of the contract of \$200,000.00.



TACOMA HOUSING AUTHORITY

RESOLUTION 2016-03-23 (3)

(Amend the Fire Alarm and Suppression Contract with Simplex Grinnell)

A **RESOLUTION** of the Board of Commissioners of the Housing Authority of the City of Tacoma

WHEREAS, Tacoma Housing Authority (THA) used the National Joint Powers Alliance (NJPA) Master Contract 031913-SGL/RFP 031913 for a new contract for fire alarm and suppression services in June 2015; and

WHEREAS, The contract was used for replacing phone lines to AES radios due to Tacoma Fire Department disbanding the direct alarms at some of our properties and for routine repairs and services at all of our properties; and

WHEREAS, The current contract with Simplex Grinnell cannot exceed \$100,000; and

WHEREAS, The accumulative budget from services rendered are near the contract limit of \$100,000, authorized by the Executive Director; and

WHEREAS, This contract term is for three years; and

WHEREAS, THA's will need more current and future fire alarm and suppression services for the next two years, for all its properties; and

WHEREAS, The amended contract amount with Simplex Grinnell will be a Not to Exceed \$200,000; now, therefore, be it

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

The Executive Director is authorized to amend the existing Fire Alarm and Suppression Services contract with Simplex Grinnell to increase the contract value to a Not to Exceed \$200,000.

Approved: March 23, 2016

Stanley Rumbaugh, Chair

Resolution 4



TACOMA HOUSING AUTHORITY

RESOLUTION 2016-03-23 (4)

Date: March 23, 2016

To: THA Board of Commissioners

From: Michael Mirra, Executive Director

Re: Architectural & Engineering (A&E) Services for THA Hilltop Properties Master Planning

This resolution would authorize the executive director to negotiate, and if those negotiations are successful, to execute a contract with GGLO for master planning services for THA's Hilltop properties.

Background

On January 13, 2016, Tacoma Housing Authority (THA) staff issued a Request for Qualifications (RFQ) from firms interested in providing architectural and engineering services (A&E) and community engagement services for THA's Hilltop Master Development Planning project. These services will to help THA devise a development strategy for its properties in the area.

THA posted the RFQ on the Washington Electronic Business Solutions, the Bluebook and THA's website on January 13, 2016. THA sent notices sent to previous RFP holders of record.

THA hosted a pre-submittal conference on January 19, 2016. The THA Project team reviewed the scope of work and the RFQ process at the conference. Five (5) firms attended the conference. THA answered questions in an written addendum.

Three (3) firms submitted proposals by the deadline of February 4, 2016. THA deemed one proposal non-responsive. Staff contacted firms that attended the pre-conference, but did not submit proposals to learn why the firms did not submit. These firms offered a variety of reasons including, but not limited to lack of knowledge about the geographical area, lack of a strong partner to apply with to provide the complete array of requested services and/or lack of organizational capacity due to work load and/or subject matter expertise.

An evaluation team, comprised of three (3) THA staff, reviewed and scored the proposals according to the evaluation criteria listed in the RFQ. The committee completed the first stage of the review process and determined that two (2) firms would advance to the second stage. Kevin Grossman representing the Hilltop Business Association, Carey Jenkins of the City of Tacoma

and Gary Knudsen of Historic Tacoma along with three THA staff, interviewed the two final two firms. The RFP organized points into four primary sections, with proposals scored on several factors, including:

1. Organizational and Staff Capacity (30 Points);
2. Approach and Response to Scope of Services (25 Points);
3. Demonstrated Success for Similar Projects (25 Points); and,
4. Interview and References (20 Points). This section was only for the three firms selected for interviews.

After the oral interviews the evaluation team voted unanimously in favor of proceeding with contract negotiations with the firm of GGLO. The evaluation scores are as noted below:

Firm	Panelist 1					Panelist 2					Panelist 3					Average
	1	2	3	4	T	1	2	3	4	T	1	2	3	4	T	Total
Casey+DeChant Arch	25	21	24	15	85	27	20	22	19	88	27	22	23	18	90	87.6
GGLO Design	28	23	25	18	94	25	18	22	24	89	28	23	25	19	95	92.6

Recommendation

Authorize THA's executive director to negotiate and if those negotiations are successful award a contract to GGLO for the predevelopment phase of architectural and engineering services for THA Hilltop Properties Master Planning in an amount not-to-exceed of \$250,000. If those negotiations are not successful, the executive director may seek and award the contract to Casey+DeChant.



TACOMA HOUSING AUTHORITY

RESOLUTION 2016-03-23 (4)

(Architectural & Engineering Services THA Hilltop Properties Master Plan)

A **RESOLUTION** of the Board of Commissioners of the Housing Authority of the City of Tacoma

WHEREAS, The Tacoma Housing Authority is committed to investment in Tacoma's Hilltop Neighborhood and has acquired properties for this purpose; and

WHEREAS, January 13, 2016, Tacoma Housing Authority (THA) staff issued a Request for Qualifications (RFQ) seeking firms interested in providing architectural and engineering services for parcels comprising "the THA Hilltop Properties Master Plan"; and

WHEREAS, THA posted the RFQ on the Washington Electronic Business Solutions, Bluebook and THA's website on February 13, 2016; and

WHEREAS, Three (3) firms submitted proposals by the deadline of February 4th, 2016; THA deemed Two (2) responsive; and

WHEREAS, An evaluation team, composed of three (3) THA staff reviewed and scored the proposal according to evaluation criteria listed in the RFQ;

WHEREAS, The interview panel included three community representatives who recommended that THA negotiate with GGLO for planning services; and

WHEREAS, The evaluation team voted unanimously in favor of proceeding with contract negotiations with GGLO; now, therefore, be it

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

THA's executive director may negotiate, and if those negotiations are successful, award a contract to GGLO for the predevelopment architectural and engineering services for the THA Hilltop Properties Master Plan in an amount not-to-exceed of \$250,000. If those negotiations are not successful, he may seek and award a contract for these services with Casey + DeChant.

Approved: March 23, 2016

Stanley Rumbaugh, Chair

Resolution 5



TACOMA HOUSING AUTHORITY

RESOLUTION 2016-03-23 (5)

Date: March 23, 2016
To: THA Board of Commissioners
From: Michael Mirra, Executive Director
Re: Architectural & Engineering (A&E) Services for New Look Apartments

This resolution would authorize the Executive Director to negotiate, and if those negotiations are successful, execute a contract with Buffalo Design for architectural services for the capital improvement plan for New Look Apartments.

Background

On January 26, 2016, Tacoma Housing Authority (THA) staff issued a Request for Qualifications (RFQ) from firms interested in providing architectural and engineering services (A&E) for its New Look Apartment project. The A&E team will provide professional Architectural, Engineering and planning services for the project.

THA posted a RFQ on the Washington Electronic Business Solutions, the Bluebook and THA's website on January 26, 2016. THA also sent notices to previous RFP holders of record.

THA hosted a pre-submittal conference on February 2, 2016. The THA Project team reviewed the scope of work and the RFQ process at the conference. Ten (10) firms attended the conference. THA answered questions with a written addendum.

THA received five (5) proposals by the deadline of March 1, 2016. THA deemed all five to be responsive and responsible.

An evaluation team, comprised of three (3) THA staff, reviewed and scored the proposals according to the evaluation criteria listed in the RFQ. The committee completed the first stage of the review process and determined that three (3) firms would advance to the second stage of the review with oral interviews. A maximum of 100 points were available. Points were organized into four primary sections, with proposals scored on several factors, including:

1. Organizational and Staff Capacity (30 Points);
2. Approach and Response to Scope of Services (25 Points);
3. Demonstrated Success for Similar Projects (25 Points); and,

4. Interview and References (20 Points). This section was only for the three firms selected for interviews.

After the oral interviews the evaluation team voted unanimously in favor of proceeding with contract negotiations with the firm of Buffalo Design Firm. The evaluation scores are as noted below:

Project: New Look A&E Firm	Panelist 1					Panelist 2					Panelist 3					Average
	1	2	3	4	T	1	2	3	4	T	1	2	3	4	T	
Buffalo Design	26	22	23	20	91	24	23	23	20	90	19	20	21	18	78	86.34
Casey+DeChant	24	23	24	15	86	27	20	22	17	86	26	20	20	8	74	82
Rice Fergus Miller	27	23	24	12	86	23	23	20	20	86	23	20	20	10	73	81.67
GGLO	25	21	21	0	67	20	23	22	0	65	22	20	19	0	61	64.33
Tonkin	25	15	19	0	59	19	19	16	0	54	20	18	16	0	54	55.67

Recommendation

Approve Resolution 2016-03-23 (5) authorizing THA's Executive Director to negotiate, and if those negotiations are successful, execute a contract with Buffalo Design for the architectural and engineering Services for New Look Apartments in an amount not-to-exceed (NTE) \$150,000. If those negotiations are not successful, he may seek a contract with the firm of Casey+ DeChant Architects.



TACOMA HOUSING AUTHORITY

RESOLUTION 2016-03-23 (5)

(Architectural & Engineering (A&E) Services New Look Apartments)

A **RESOLUTION** of the Board of Commissioners of the Housing Authority of the City of Tacoma

WHEREAS, January 26, 2016 Tacoma Housing Authority (THA) Staff issued a Request for Qualifications (RFQ) from firms interested in providing architectural and engineering services for New Look Apartments; and

WHEREAS, THA posted the RFQ on the Washington Electronic Business Solutions, Bluebook and THA's website on February 26, 2016; and

WHEREAS, Five (5) firms submitted proposals by the deadline of March 1, 2016, THA deemed all five (5) to be deemed responsible and responsive; and

WHEREAS, An evaluation team, composed of three (3) THA staff reviewed and scored the proposal according to evaluation criteria listed in the RFQ; and

WHEREAS, The evaluation team voted unanimously in favor of proceeding with contract negotiations with Buffalo Design; now, therefore, be it

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

Approve Resolution 2016-03-23 (5) authorizing THA's Executive Director to negotiate, and if those negotiations are successful, execute a contract with Buffalo Design for the architectural and engineering Services for New Look Apartments in an amount not-to-exceed (NTE) \$150,000. If those negotiations are not successful, he may seek a contract with the firm of Casey+ DeChant Architects.

Approved: March 23, 2016

Stanley Rumbaugh, Chair

Resolution 6



TACOMA HOUSING AUTHORITY

RESOLUTION 2016-03-23 (6)

Date: March 23, 2016

To: THA Board of Commissioners

From: Michael Mirra, Executive Director

Re: Amendment to Pest Control Services with Stop Bugging Me

This resolution would authorize the executive director to increase the contract for pest control services with Stop Bugging Me from \$100,000 to \$200,000.

Background

In February, 2015 Tacoma Housing Authority (THA) issued a Request for Proposal (RFP) for Pest Control Services. The proposals were due on March 9, 2015. We received four proposals and all were responsive. We interviewed the four proposals and Stop Bugging Me was the top and final firm. THA signed a contract with Stop Bugging Me for the first year of the contract for \$100,000.

We are reaching the maximum amount on this contract. Stop Bugging Me's performance of the contract has been satisfactory. THA needs an increase in the contract for the continuing services it will need for one additional year. We also need to extend the term of the contract one additional year through April 30, 2017.

This resolution will authorize THA's executive director to make these changes to the contract.

Recommendation

Approve Resolution 2016-03-23 (6) authorizing THA to increase the amount from \$100,000 to \$200,000 for the contract for pest control services from Stop Bugging Me and extend its term for an additional year.



TACOMA HOUSING AUTHORITY

RESOLUTION 2016-03-23 (6)

(Amend the Residential Pest Control Services Contract with Stop Bugging Me)

A **RESOLUTION** of the Board of Commissioners of the Housing Authority of the City of Tacoma

WHEREAS, Tacoma Housing Authority (THA) procured for a new contract for pest control services in February, 2015 and received four responsible and responsive proposals; and

WHEREAS, The RFP review committee selected three firms to an oral interview to ask additional questions and interview; and

WHEREAS, After careful consideration, the review committee selected Stop Bugging Me for their pest control services; and

WHEREAS, The current contract with Stop Bugging Me cannot exceed \$100,000; and

WHEREAS, The accumulative budget from services rendered are near this limit; and

WHEREAS, THA will need continued pest control services; and

WHEREAS, Stop Bugging Me's performance under the contract has been satisfactory; and

WHEREAS, A new amended contract amount of \$200,000 will suffice for an additional year of services; and

WHEREAS, The contract also needs an extension for an additional year until April 30, 2017; now, therefore, be it

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

The executive director is authorized to increase the contract amount of the existing pest control services contract with Stop Bugging Me from \$100,000 to \$200,000 and the contract term is extended until April 30, 2017.

Approved: March 23, 2016

Stanley Rumbaugh, Chair

Resolution 7



TACOMA HOUSING AUTHORITY

RESOLUTION 2016-03-23 (7)

Date: March 23, 2016
To: THA Board of Commissioners
From: Michael Mirra, Executive Director
Re: Amendment to Unarmed Security with Cypress Security

This resolution would increase the contract amount for security services from Cypress Security from \$150,000 to \$350,000.

Background

On January 16, 2014, Tacoma Housing Authority (THA) staff issued a Request for Proposal (RFP) from firms interested in providing unarmed security services at its properties. The work consists of daily patrols at each of the THA properties. Services include communication with residents, communication with Tacoma Police Department, issuing trespass notices, ticketing and towing unauthorized vehicles, responding to alarms, and generally deterring of criminal activity through enforcement community rules.

NOTE: This contract does not include these services at Salishan. The Salishan Association has its own contract with Cypress Security for unarmed security services at Salishan, which it pays for and manages.

THA received six proposals to its RFP and interviewed the four top-scoring firms. The Board awarded the contract Cypress Private Security under Resolution 2014-05-28(5) in the amount of \$150,000.00.

The expended amount on this contract is reaching the limit. THA will continue to need these services. Cypress Security's services have been satisfactory. Staff recommends the contract dollar amount be increased by \$200,000. This should cover services through June 30, 2017, when the present contract term expires. This resolution will authorize THA's Executive Director to do that.

Recommendation

Approve Resolution 2016-03-23 (7) authorizing THA to increase the contract amount for unarmed security services with Cypress Private Security by \$200,000 to \$350,000.00.



TACOMA HOUSING AUTHORITY

RESOLUTION 2016-03-23 (7)

(Amend the Unarmed Security Services Contract with Cypress Private Security)

A **RESOLUTION** of the Board of Commissioners of the Housing Authority of the City of Tacoma

WHEREAS, The Board of Commissioners by Resolution 2014-5-28 (5) approved a contract for unarmed security services from Cypress Security in the amount of \$150,000; and

WHEREAS, THA is reaching that limit; and

WHEREAS, THA will need continued security services; and

WHEREAS, Cypress Security's performance under the contract has been satisfactory; and

WHEREAS, An additional \$200,000 should suffice to provide these services through June 30, 2017;

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

The executive director is authorized to amend the existing Unarmed Security Services contract to increase the contract amount to \$350,000.

Approved: March 23, 2016

Stanley Rumbaugh, Chair

Resolution 8



TACOMA HOUSING AUTHORITY

RESOLUTION 2016-03-23(8)

Date: March 23, 2016
To: THA Board of Commissioners
From: Michael Mirra, Executive Director
Re: Brawner & Company, Financial Advisor Services

This resolution would authorize the executive director to increase the contract with Brawner & company for financial services form \$650,000 to \$ 1 million.

Background

Tacoma Housing Authority (THA) contracted with Brawner & Company in 2014 (Resolution 2014-12-17(1)) for financial services on real estate development projects, the Rental Assistance Demonstration (RAD) conversion and for asset management services. The initial agreement was for \$200,000. THA expended this amount on Bay Terrace Phase II and the initial RAD conversion analysis. On April 22, 2015, the Board of Commissioners by Resolution 2015-04-22(2) increased it to \$400,000. On May 27, 2015, the Board of Commissioners by Resolution 2015-05-27(7) increased it again to \$650,000. This resolution would add an additional \$350,000 to this contract for a total contract amount of \$1,000,000. This amount will cover the additional costs related to the RAD transaction and implementation, as well as other pre-development costs for other projects in 2016. THA staff anticipates that this increase will suffice through 2017. Note that THA receives reimbursement for its predevelopment costs, including much of this work with Brawner, when a project is completed.

THA needs more services from Brawner & Company for several purposes. First, THA has significantly reduced its use of financial services from other contractors, such as CSG. It has relied more exclusively on Brawner. In this way, the increase in Brawner's contract denotes a shift in work from those other contracts. Second, THA is using more of these services, largely due to RAD. RAD has been delayed several times requiring more work from staff and Brawner. For example, these delays have required us to restructure and renegotiate the RAD transaction. In addition, the scope of services has expanded to include writing THA's relocation plan and adding a financial compliance scope of work. Also, THA will use Brawner for other mixed-finance real estate projects. Brawner's performance under the contract has been satisfactory.

Recommendation

Approve Resolution 2016-03-23(8) authorizing THA's executive director to increase the amount of the Brawner & Company contract from \$650,000 to \$1,000,000.



TACOMA HOUSING AUTHORITY

RESOLUTION 2016-03-23(8) **(Brawner & Company, Financial Advisor Services)**

A **RESOLUTION** of the Board of Commissioners of the Housing Authority of the City of Tacoma

WHEREAS, THA's contract with Brawner and Company for financial services for real estate development projects; and

WHEREAS, that contract has a limit of \$650,000; and

WHEREAS, THA is reaching this limit and will require more services from Brawner & Company for the RAD conversion project and other development projects; and

WHEREAS, THA staff anticipates that THA will need another \$350,000 of services from Brawner & Company through 2017; and

WHEREAS, Brawner & Company's performance under the contract has been satisfactory; and

WHEREAS, THA receives reimbursement for its predevelopment costs, such as the cost of services from Brawner & Company, when projects are completed, now, therefore, be it

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

THA's Executive Director is authorized to increase the amount of the contract with Brawner & Company from \$650,000 to \$1,000,000.

Approved: March 23, 2016

Stanley Rumbaugh, Chair

Resolution 9



TACOMA HOUSING AUTHORITY

RESOLUTION 2016-03-23 (9)

Date: March 23, 2016

To: THA Board of Commissioners

From: Michael Mirra, Executive Director

Re: Land Acquisition Loan to Purchase the Former KeyBank Property

This resolution will authorize Tacoma Housing Authority (THA) to execute all loan documents related to closing a Land Acquisition Program Loan with the Washington State Housing Finance Commission. Proceeds from this loan will be used to acquire former Hilltop KeyBank.

Background

Tacoma Housing Authority (THA) has entered into an agreement with KeyBank to purchase its building and property located at 1120 S. 11th for \$775,000. Acquisition of this property is integral to establishing a master development plan for THA-owned properties in this area. The Washington State Housing Finance Commission (WSHFC) offers a Land Acquisition Program loan with very favorable terms. Accessing this loan in order to acquire the KeyBank site will free up THA revenues for other development projects and/or operations.

Business Terms

The WSHFC has already approved THA's Land Acquisition Program loan application for the acquisition of the KeyBank site. This loan carries a 1% interest rate and a loan fee of \$2,500. THA will receive \$715,000 in loan proceeds to acquire the KeyBank property. The loan period is ninety-six (96) months (8 years). THA must repay the loan at the time of development or at the end of the eight-year period; there are no monthly loan fees. THA staff fully expects to redevelop this property before the end of eight years.

This resolution will authorize THA to execute all documents related to the closing with the Washington State Housing Finance Commission loan in order to complete the purchase of the KeyBank property located at 1120 S. 11th Street.

Recommendation

Approve Resolution 2016-03-23 (9) authorizing THA to execute all documents related to the closing with WSHFC.



TACOMA HOUSING AUTHORITY

RESOLUTION 2016-03-23 (9) **(Land Acquisition Loan to Purchase the Former KeyBank Property)**

A **RESOLUTION** of the Board of Commissioners of the Housing Authority of the City of Tacoma authorizing a loan from the Washington State Housing Finance Commission to acquire 1120 S. 11th Street and approving the execution and delivery of documents relating to the land acquisition loan.

WHEREAS, RCW 35.82.070 authorizes the Authority, among other things, to “prepare, carry out, acquire, lease and operate housing projects; [and] to provide for the construction, reconstruction, improvement, alteration or repair of any housing project or any part thereof,” “lease or rent any dwellings . . . buildings, structures or facilities embraced in any housing project,” “make and execute contracts and other instruments, including but not limited to partnership agreements,” and “make . . . loans for the . . . acquisition, construction . . . improvement . . . or refinancing of land, buildings, or developments for housing of persons of low income”; and

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”; and

WHEREAS, the total cost of acquiring the Key Bank property at 1120 S. 11th Street is not expected to exceed \$775,000, which will be financed through a combination of a Land Acquisition Program loan and THA funds; and

WHEREAS, the Washington State Housing Finance Commission through its Land Acquisition Loan program has offered to lend THA \$715,000 for this purchase on very favorable terms; now, therefore, be it

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

The Executive Director is authorized and directed to execute all documents associated with executing a Washington State Housing Finance Commission Land Acquisition Program Loan for \$715,000 or less.

Approved: March 23, 2016

Stanley Rumbaugh, Chair