



TACOMA HOUSING AUTHORITY

BOARD OF COMMISSIONERS

BOARD PACKET

July 25, 2012



TACOMA HOUSING AUTHORITY

Michael Mirra
Executive Director

BOARD OF COMMISSIONERS

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

Regular Meeting BOARD OF COMMISSIONERS

WEDNESDAY, July 25, 2012

The Board of Commissioners of the Housing Authority of the City of Tacoma will hold their Board Regular meeting on **Wednesday, July 25, 2012 at 4:00 PM**

The meeting will be held at:

**Hillside Terrace
Community Room
2300 South G Street P 1/2**

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

I, Christine Wilson, certify that on or before Friday, July 20, 2012, I FAXED/EMAILED, the preceding PUBLIC MEETING NOTICE to:

City of Tacoma	747 Market Street Tacoma, WA 98402	fax: 253-591-5123
Northwest Justice Project	715 Tacoma Avenue South Tacoma, WA 98402	fax: 253-272-8226
KCPQ-TV/Channel 13	1813 Westlake Avenue North Seattle, WA 98109	emailed to tips@q13fox.com
KSTW-TV/Channel 11	602 Oaksdale Avenue SW Renton, WA 98055-1224	fax: 206-861-8915
Tacoma News Tribune	1950 South State Tacoma, WA 98405	fax: 253-597-8274
The Tacoma Weekly	PO Box 7185 Tacoma, WA 98406	fax: 253-759-5780

and other individuals and resident organizations with notification requests on file

Christine Wilson
Executive Administrator



TACOMA HOUSING AUTHORITY

**AGENDA
REGULAR MEETING
BOARD OF COMMISSIONERS
JULY 25, 2012, 4:00 PM
HILLSIDE 2300 – 2330 SOUTH G STREET, P 1/2**

- 1. CALL TO ORDER**
- 2. ROLL CALL**
- 3. APPROVAL OF MINUTES OF THE PREVIOUS MEETING**
 - 3.1 Minutes of June 27, 2012 Regular Meeting
 - 3.2 Minutes of July 9, 2012 Special Meeting
 - 3.3 Minutes of July 17, 2012 Study Session
- 4. GUEST COMMENTS**
- 5. COMMITTEE REPORTS**
- 6. COMMENTS FROM THE EXECUTIVE DIRECTOR**
- 7. ADMINISTRATION REPORTS**
 - 7.1 Finance
 - 7.2 Real Estate Management and Housing Services
 - 7.3 Real Estate Development
 - 7.4 Community Services
 - 7.5 Human Resources
- 8. NEW BUSINESS**
 - 8.1 2012-7-25 (1), Establishing Petty Cash Accounts, Appointing Custodians, and Establishing Funding Levels
 - 8.2 2012-7-25 (2), Hillside Terrace Phase II Authorization to Submit Applications for Financial Funding
 - 8.3 2012-7-25 (3), Hillside terrace Phase I Authorization for the Executive Director to Sign Funding Agreements with TCRA
 - 8.4 2012-7-25 (4), Submission of Funding Applications and Secure Financing for Stewart Court Apartments
- 9. COMMENTS FROM THE COMMISSIONERS**
- 10. EXECUTIVE SESSION**
- 11. ADJOURNMENT**

MEETING MINUTES



TACOMA HOUSING AUTHORITY

BOARD OF COMMISSIONERS MEETING MINUTES REGULAR SESSION WEDNESDAY, June 27, 2012

The Commissioners of the Housing Authority of the City of Tacoma met in Regular Session at 2306 – 6th Avenue Wednesday June 27, 2012.

1. CALL TO ORDER

Chair Flauding called the meeting of the Board of Commissioners of the Housing Authority of the City of Tacoma (THA) to order at 4:14 PM.

2. ROLL CALL

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

Present	Absent
Janis Flauding, Chair	
Greg Mowat, Vice Chair	
Arthur C. Banks, Commissioner	
	Ken Miller, Commissioner
Stanley Rumbaugh, Commissioner (arrived at 4:25 PM)	
Staff	
Michael Mirra, Executive Director	
Christine Wilson, Executive Administrator	
	Ken Shalik, Finance Director
April Black, REMHS Director	
Barbara Tanbara, Human Resources Director	
Nancy Vignec, Community Services Director	
Walter Zisette, RED Director	
Todd Craven, Administration Director	

Chair Flauding declared there was a quorum present @ 4:15 PM.

3. APPROVAL OF MINUTES OF THE PREVIOUS MEETING

Chair Flauding asked for any corrections to or discussion of minutes for the Regular Session of the Board of Commissioners for Wednesday, May 23, 2012. Commissioner Mowat moved to adopt the minutes, Commissioner Banks seconded.

Upon roll call, the vote was as follows:

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

Motion approved.

4. GUEST COMMENTS

Hope Rehn, President of SAFE, provided comments to the board. She announced the SAFE picnic will be held July 27th, noon to 3 PM, at the Wright Street Apartments. She also reported concerns about unauthorized guests in the Senior buildings. Ms. Rehn asserted that there is a Wright Street resident that has never lived in his apartment. ED Mirra asked Director Black to follow-up with Ms. Rehn's concerns. Don Fisher, a 6th Avenue resident, provided comments on building green options for the 6th Avenue building. He would like the BOC to direct staff to consider purchasing and installing solar panels on the roof. Mr. Fisher used the January 2012, power outage as an example of the value of having the capability to store solar energy for later use. This energy option would have provided the residents at 6th Avenue with the necessary power to keep their homes functional. Residents who rely on electricity for their medical needs find power outages challenging.

5. COMMITTEE REPORTS

Real Estate Development Committee – Please see the RED presentation minutes below. Commissioner Rumbaugh provided comments.

Finance Committee –No report

6. ADMINISTRATIVE REPORTS

Executive Director

ED Mirra referred the board to his report and welcomed questions.

Finance

On behalf of Director Shalik, Finance Manager Duane Strom directed the board the finance report. The Washington State Auditors have wrapped up the current phase of their audit review and will begin their next phase next week. The final phase of the audit will occur sometime in October 2012. Commissioner Rumbaugh requested Mr. Strom to report back to Director Shalik that the board needs an explanation at the next meeting how the expenditure gap on line 57 of the THA financials will be closed. Mr. Strom stated he will make sure Director Shalik receives this request.

Commissioner Mowat moved to ratify the payment of cash disbursements totaling \$4,132,109 for the month of May, 2012. Commissioner Banks seconded.

Upon roll call, the vote was as follows:

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

Motion Approved

Real Estate Management and Housing Services

Director Black directed the board to her report. She reviewed with the board the new Vacant and Turned Units report inserted in her board report. The table displays the various THA properties, the number of unit turns, the average number of unit turn days, the number of units vacant, and the average number of vacant days. She addressed Commissioner Rumbaugh's concerns raised at the June board meeting requesting assurance that THA has sufficient oversight of its new HVAC contract with Holday-Parks. Director Black provided that assurance in her report. Director Black finished with her report on long term financial planning with our HAP funding from HUD. She reviewed the Funding and Expenditure Projections for FYT2011 through FY2018.

Real Estate Development

Director Zisette directed the board to his report. Director Zisette reported that Quadrant Homes announced it will suspend marketing homes at Salishan. He added that this is disappointing for both THA and Quadrant. He also reported that both are optimistic that sales will resume. Director Zisette announced that HUD has approved the Hillside Terrace demolition/disposition application submitted several months ago. THA anticipates receiving word from HUD on the relocation vouchers for this project by mid-July. MLKHDA is interested in selling their partnership for the New Look apartments and commercial space to THA. THA staff are discussing this prospect with MLKHDA.

Presentation about Salishan Campus Core

ED Mirra introduced Roberta Schur, Senior Project Manager for RED, who presented the Salishan Campus Core Concept (SCCC). He stated that staff would like the board's views on the vision for the SCCC. If the board favors that vision then it will allow staff to proceed with its planning effort. The staff is not asking the board for any other decision whether to proceed with the project. That decision will come once further planning occurs, including consultation with advisors about THA's chances of raising the necessary money. THA has engaged The Allford Group to advise it on this question. That consultations will occur over the next several months.

Ms. Schur presented the plan. She estimated that it will require \$22 million. Commissioner Rumbaugh stated he likes this master plan and supports the work. He offered several cautions. He asked whether the financing effort could limit limit funding available for other development project opportunities, especially for THA's plans for the MLK corridor. He also questioned whether THA had the staf capacity to do both. Chair Flauding asked how long it will take to complete SCCC. Ms Schur estimated approximately 3-5 years. Commissioner Mowat added that the SCCC is the capstone project for Salishan and needs to be completed.

Commissioner Banks moved that THA continue with its planning for the Salishan Campus Core Concept, including a capital campaign feasibility study. Commissioner Mowat seconded.

Upon roll call, the vote was as follows:

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

Motion Approved

Community Services

Director Vignec directed the board to her report. She reviewed Section 2 of her report outlining various funding grants for which THA has applied or will apply.

7. OLD BUSINESS

None.

8. NEW BUSINESS

8.1 RESOLUTION 2012-6-27 (1), AMENDMENT TO THA'S MOVING TO WORK AGREEMENT

WHEREAS, an amendment to THA's 2012 Moving to Work plan is required to maximize THA's flexibility to develop, rehab and preserve affordable housing units.

WHEREAS, THA has broader authority to use federal funds and HUD rules require THA to include this use as a separate Moving to Work activity in order to activate that broader use.

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

1. Authorize THA to adopt the amendment to THA's 2012 Moving to Work Plan with HUD allowing THA to spend MTW funds to preserve, rehab and develop affordable housing that is not financed under the public housing or project based voucher programs.

Upon roll call, the vote was as follows:

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

Motion Approved

 Janis Flauding, Chair

8.2 There was no resolution number (2) submitted to the board for consideration

8.3 RESOLUTION 2012-6-27(3), Hillside Terrace Phase I - Tax Exempt Bond Lender and Tax Credit Investor Selection

WHEREAS, The Housing Authority of the City of Tacoma (the "Authority") on April 25, 2012 solicited Letters of Intent/Interest for the issuance of Tax Exempt Bonds for construction/permanent financing and the purchase of low-income housing tax credits for Hillside Terrace Phase I (2500 Yakima, LLLP) ;

WHEREAS, The Request for Letters of Intent/Interest was sent to (9) Tax Exempt Bond lenders and (13) Low Income Housing Tax Credit investors and Syndicators;

WHEREAS, The Authority received six (6) proposals from lenders and four (4) from investors, all were responsive;

WHEREAS, The Authority interviewed a shortlist of three (3) competitive lenders and two (2) competitive investors with the follow ranking based on cost;

NAME	Chase Bank	Key Bank	Heritage Bank	Enterprise	PNC
Lenders					
Total Cost, Ranking (lowest to highest),	\$3,868,533 3	\$3,743,517 2	\$3,679,828 1		
Difference from lowest	\$188,706	\$63,689	\$0		
Investors					
Net Present Value, Ranking,				\$7,199,950 2	\$7,250,109 1
Difference from highest				\$50,159	\$0

WHEREAS, The selection committee in consultation with CSG Financial Advisors determined Chase Bank to possess the best combination of terms and experience for construction and permanent lending and Enterprise Community Investment offered the best and final terms for the purchase of Low Income Tax Credits. Both offers were determined to be the most advantages to the project and THA; and

WHEREAS, The Contracting Officer, Michael Mirra, has reviewed the results of the evaluation committee and concurs that the committee's recommendation be accepted for Chase Bank and Enterprise;

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

1. The Executive Director has the authority to negotiate and execute the Tax Exempt Bonds issuance and loan commitment letter from Chase Bank for the construction and permanent loan for Hillside Terrace Phase I (2500 Yakima, LLLP);
2. The Executive Director has the authority to negotiate and execute the commitment letter from Enterprise Community Investment for the purchase of low-income housing tax credits to be allocated to Hillside Terrace Phase I (2500 Yakima, LLLP);
3. The Executive Director has the authority to negotiate the Operating Agreement between THA as General Partner and Enterprise Community Investment as Limited Investor Partner.

Discussion of the motion ensued. Commissioner Rumbaugh noted that the staff proposed to select the most expensive of the lenders and the more expensive of the investors. He asked for an explanation. Director Zisette explained that cost was only one of several factors. The other factors were the extent of the institutions' tax-credit experience and a staff judgment on which institution would be easy or hard to work with. Commissioner Rumbaugh said that the issue was whether those advantages were worth the difference in costs. He stated his willingness to rely on staff's judgment on that question but cautioned that he expected staff to be right.

Upon roll call, the vote was as follows:

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

Motion Approved

Janis Flauding, Chair

8.4 RESOLUTION NUMBER 2012-6-27 (4), ENDORSEMENT OF LONG-TERM HAP FISCAL PLANNING

WHEREAS, THA has funding flexibility with its MW authority.

WHEREAS, providing shorter-term, shallower subsidy will allow THA to serve more households,

WHEREAS, THA needs to make long-term financial and strategic decisions about the use of MTW funds in order to achieve desired outcomes.

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

Authorize the following activities:

- Proceed with issuing a Request for Proposals for up to 110 project based vouchers to be under contract by Fall 2014. This RFP may be issued in partnership with Pierce County.
- Negotiate a contract with Pierce County to fund special programs related to the Pierce County Consolidated Plan. Final approval of the contract start date, contract terms, dollar value, and population(s) served will come to the Board for final approval following the 2012 mid-year budget adjustment.
- Pending the approval of the 2013 MTW Plan, discontinue leasing any new tenant based vouchers beginning in January 2013.
- Pending the approval of the 2013 MTW Plan, design a Fixed Subsidy Program and begin admitting households to that program beginning in January 2013.

Troy Christensen of Pierce County addressed the Board. Troy is the Program Manager for the county's programs pertaining to the assistance of homeless persons and families. These include the centralized intake program, Access Point 4 Housing. This resolution would have THA redirect a portion of its rental assistance dollars to Pierce County for this and other programs. Troy described those programs. He stated his strong support for the collaboration the resolution contemplated between the county and THA. He reported how THA's contribution will allow a significant advance in the county's ambitions to serve all homeless families with children who seek help. He expressed his appreciation for THA and the board's innovative leadership.

Director Black presented her detailed projections on how the changes this resolution contemplates would: (1) allow THA to serve more households; (2) make THA more responsive to special needs populations who presently get very little from THA; (3) align THA's resources with the county and the city's continuum of care priorities; (4) free up yet more funds that would be available for use with each THA annual budget.

Upon roll call, the vote was as follows:

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

Motion Approved

Janis Flauding, Chair

9. COMMENTS FROM COMMISSIONERS

10. EXECUTIVE SESSION

The board had planned an executive session to discuss union negotiations; however, by this time in the meeting the board lost it's a quorum and the executive session was cancelled.

11. ADJOURNMENT

There being no further business to conduct the meeting ended at 5:25 PM.

APPROVED AS CORRECT

Adopted: July 25, 2012

Janis Flauding, Chair



TACOMA HOUSING AUTHORITY

BOARD OF COMMISSIONERS MEETING MINUTES SPECIAL SESSION MONDAY, July 9, 2012

The Commissioners of the Housing Authority of the City of Tacoma met in Special Session at 902 South L Street, Tacoma, WA at 9:00 AM on Monday, July 9, 2012.

1. CALL TO ORDER

Vice Chair Mowat called the meeting of the Board of Commissioners of the Housing Authority of the City of Tacoma (THA) to order at 9:05 AM.

2. ROLL CALL

Upon roll call, those present and absent were as follows

PRESENT

ABSENT

Commissioners

Janis Flauding, Chair (participated by phone)

Greg Mowat, Vice Chair

Ken Miller, Commissioner (participated by phone)

Arthur Banks, Commissioner

Stanley Rumbaugh, Commissioner (participated by phone)

Staff

Michael Mirra, Executive Director

Christine Wilson, Executive Administrator

Walter Zisette, RED Director

Ken Shalik, Finance Director

Nancy Vignec, Community Services Director

Todd Craven, Administration Director

Vice Chair Mowat declared there was a quorum present at 9:06 AM.

Executive Director Mirra thanked the board for participating in this special meeting to review two resolutions pertaining to an interesting and appealing collaboration with Living Access Support Alliance (LASA), a nonprofit organization in Lakewood, WA. The reason for the special session of the board is that if THA and LASA are to pursue this collaboration, some tight deadlines are looming for seeking and using some sources of financing. For that reason, THA and LASA need to get working.

This collaboration would have THA develop property that LASA owns in Lakewood. The project would develop housing for homeless families, a community building and office space for LASA's staff.

THA is interested in this collaboration for two main reasons. First, it will help LASA, a sister organization that shares THA's mission and values. THA wants LASA to succeed in that mission. The collaboration is also a good match of capacities. THA has strong development skills. LASA has a strong capacity to provide supportive services to homeless families with children. Second, this collaboration is a chance for THA to earn money. Both of these reasons nicely fit THA's Strategic Objectives.

Director Zisette presented further details of the proposed collaboration, including the financial risks to THA.

3. NEW BUSINESS

3.1 RESOLUTION NO. 2012-7-9(1), (LASA Gravelly Lake Drive Project)

A RESOLUTION of the Housing Authority of the City of Tacoma authorizing the negotiation and execution of a memorandum of understanding with the Living Access Support Alliance in connection with the development of housing for homeless persons, the creation of a tax credit partnership and the expenditure of Authority funds for pre-development costs relating to the project.

WHEREAS, the Housing Authority of the City of Tacoma (the "Authority") seeks to encourage the provision of long-term housing for low-income persons residing within the Authority's area of operation; and

WHEREAS, RCW 35.82.070(2) provides that a housing authority may "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 . . ."; and

WHEREAS, RCW 35.82.070(5) provides that a housing authority may, among other things and if certain conditions are met, "lease or rent any dwellings . . . buildings, structures or facilities embraced in any housing project"; 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, the Authority has an opportunity to participate in the development of an affordable rental housing project for homeless persons on property (the "Property") in the City of Lakewood, Washington, owned by the Living Access Support Alliance ("LASA"), which development will contain approximately 25 housing units (the "Project"); and

WHEREAS, the development of the Project will further the Authority’s mission, while LASA retains fee title to the Property; and

WHEREAS, financing for the Project will require several sources of funds, including low income housing tax credits and a Housing Trust Fund loan; and

WHEREAS, the Board of Commissioners of the Authority (the “Board”) has determined that it is necessary to use Authority funds to pay certain predevelopment costs relating to the Project pending receipt of permanent financing; NOW, THEREFORE,

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

1. Memorandum of Understanding with LASA. The Executive Director of the Authority is authorized to negotiate and execute a memorandum of understanding with LASA in substantially the form as the attached draft.
2. Tax-Credit Partnership. The Executive Director is further authorized to participate in the creation of the partnership, to seek and select a tax-credit investor and to apply for funding needed to complete the project.
3. Advancing Funds for Pre-development Costs. The Authority is authorized to use available housing authority funds, in a combined amount from all sources not to exceed \$375,000, to pay predevelopment costs for the Project pending the receipt of other funding for the Project.
4. Acting Officers Authorized. Any action required by this resolution to be taken by the Executive Director of the Authority may in his absence be taken by the acting Executive Director of the Authority.
5. 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.
6. 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 this 9th day of July, 2012.

Upon roll call, the vote was as follows:

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

Approved: July 9, 2012

Janis Flauding, Chair

3.2 RESOLUTION 2012-7-9 (2), Architectural & Engineering (A&E) Services for Gravelly Lake Drive Project

WHEREAS, On May 31, 2012, Tacoma Housing Authority (THA) Staff issued a Request for Qualifications (RFQ) from firms interested in providing architectural and engineering services for the Gravelly Lake Drive, Lakewood, Project;

WHEREAS, The RFQ was posted on THA's website and Washington's Electronic Business Solution (WEBS) website;

WHEREAS, Fourteen (14) firms submitted proposals by the deadline, June 20, 2012;

WHEREAS, An evaluation team, composed of (2) THA staff and (1) LASA Staff reviewed and scored the proposals according to evaluation criteria listed in the RFQ;

WHEREAS, the evaluation team voted unanimously in favor of proceeding with contract negotiations with RicefergusMiller, with the other firms listed as shown above;;

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

1. The Executive Director is authorized to negotiate and, if those negotiations are successful, to award a contract for the Architectural and Engineering Services for the Gravelly Lake Drive Project in an amount not-to-exceed \$325,000 with RicefergusMiller. If those negotiations are not successful, the Executive Director may negotiate and execute such a contract with the next listed firms above in order.

Upon roll call, the vote was as follows:

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

Approved: July 9, 2012

Janis Flauding, Chair

4. ADJOURNMENT

There being no further business to conduct, Commissioner Miller moved to adjourn, and Commissioner Rumbaugh seconded the motion. Meeting adjourned at 9:44 AM.

APPROVED AS CORRECT

Adopted: July 25, 2012

Janis Flauding, Chair



TACOMA HOUSING AUTHORITY

BOARD OF COMMISSIONERS MEETING MINUTES STUDYSESSION TUESDAY, JULY 17, 2012

The Commissioners of the Housing Authority of the City of Tacoma met in Study Session at 902 South L Street, Tacoma, WA at 12:00 PM on Tuesday, July 17, 2012.

1. CALL TO ORDER

Chair Flauding called the meeting of the Board of Commissioners of the Housing Authority of the City of Tacoma (THA) to order at 12:04 PM.

2. ROLL CALL

Upon roll call, those present and absent were as follows

PRESENT

ABSENT

Commissioners

Janis Flauding, Chair

Greg Mowat, Vice Chair

Stanley Rumbaugh, Commissioner

Arthur Banks, Commissioner

Staff

Michael Mirra, Executive Director

Christine Wilson, Executive Administrator

April Black, REMHS Director

Nancy Vignec, Community Services Director

Ken Shalik, Finance Director

Todd Craven, Administration Director

Chair Flauding declared there was a quorum present at 12:05 PM.

3. REVIEW OF PROPOSED NON-SMOKING HOUSING POLICY

Executive Director Mirra opened the discussions. He asked our guests who would be presenting to the board to introduce themselves. He noted that the topic for the session is a policy that staff is likely to propose later in the year prohibiting smoking in THA's portfolio. THA presently prohibits smoking in common areas. The proposal would prohibit it inside dwelling units as well.

He noted that the staff were not asking the board to make a decision on that proposal at this study session. Instead, the purpose of the session is to present information that will help the board decide the matter later this year, probably in October or November. The only direction staff seeks today from the board is support for staff's intention to seek further public comment on the proposal. It would seek this comment as part of the HUD mandated process governing lease changes. Staff will compile the comments it receives as part of the later presentation to the board when staff would ask the board to make a decision.

Director Black then led the presentation. She noted that each commissioner received an extensive packet of information in advance of the study session. She emphasized that the proposed policy would not ban smokers and would not prohibit them from smoking. It would prohibit them from smoking on THA property. As part of the proposal, THA and the Health Department would offer residents smoking cessation aids.

She reviewed the consultation to date with THA residents. That consultation included meetings in all the buildings and a survey to 1,200 households that elicited a response from 343 households, or about 28% of them.

Director Black introduced Dr. Anthony Chen, Director of Health for the Tacoma Pierce County Health Department. Dr. Chen, using a powerpoint display, presented detailed information about the health risks posed by smoking and second hand smoke to both residents and THA staff who must clean these units. He noted that there is no safe level of second hand smoke, that there is no way to effectively isolate it within a multi-family building, and that smoking is a leading cause of fires. He reviewed the benefits of no-smoking housing. He noted the equity issues for low-income households who have fewer housing choices and need protection from smoke in the housing they rely upon. Dr. Chen reviewed the results of the THA resident survey, which the Health Department designed and conducted. He noted that 70% of the respondents favored a no-smoking policy. This included a majority of households that include a smoker among its members. He also reported that data show that no smoking policies help smokers to stop or reduce their own smoking. Dr. Chen concluded his remarks by stating the recommendation of the Tacoma Pierce County Health Department that THA adopt a no smoking policy. He offered the Health Department's partnership in implementing such a policy.

Julie Peterson of Comprehensive Health and Education Foundation (CHEF) and Ron Oldman of Pacific Northwest NAHRO then presented. They reported on the growing market demand for no smoking housing, the favorable experiences at other PHAs and properties that went non-smoking, the increasing liability landlords face to non-smokers seeking landlord protection from second hand smoke, and the costs savings property managers realize from a no-smoking policy, including lower unit turn costs and lower insurance rates.

The presentation opened up for questions. Commissioner Rumbaugh noted Mr. Oldham's report that landlords are increasingly facing "liability" if they do not control second hand smoke. He asked for examples. The discussion clarified that the increasing liability was not to damage claims but claims for relocation and accommodations for non-smokers who assert harm from second hand smoke.

A lively discussion ensued about the difference between smoking and alcohol usage, which can also harm others.

Commissioners asked about the proposed policy's treatment of candles and incense. Director Black explained that the proposed policy would prohibit all open flames. Portfolio manager Pat Patterson said that candles pose a fire risk and cause their own problem by leaving soot on the ceiling. Commissioner Rumbaugh noted that candles and incense are necessary for religious observances in the Jewish and Buddhist faiths. Commissioner Flauding expressed concern that while she favored a prohibition of smoking she felt that applying it to candles seemed too intrusive into the private lives of residents.

Vice Chair Mowat expressed an interest in the process of reviewing this policy and wanted to move forward with further public comment. He asked staff to find out if there was an organized source of opposition to smoking bans that THA could consult, either by collecting its literature or inviting its representatives to contribute public comment.

Commissioner Rumbaugh also expressed concern about disabled and immobile residents who cannot go outside if they want to smoke. Ms. Peterson reported on how other PHAs have addressed that situation, including with ways to deliver nicotine without smoking.

Chair Flauding asked how this policy would impact Salishan homeowners. ED Mirra stated THA has no authority over the property of others. The public areas of Salishan are under the jurisdiction of the Salishan Association.

Director Black concluded by noting that HUD favors no smoking policies. ED Mirra conveyed the views of THA staff, especially maintenance staff, who must clean up after smokers. They favor the proposed policy.

Chair Flauding, with other commissioners, stated that the board supports the staff's intention to proceed with eliciting further public comment as Director Black proposed. Director Black said she will continue working with the TPCHD and looks forward to bringing back a proposal in October or November of 2012 informed by that further public comment and by the board's comments today.

4. ADJOURNMENT

There being no further business to conduct, Commissioner Mowat moved to adjourn, and Commissioner Rumbaugh seconded the motion. Meeting adjourned at 1:30 PM.

APPROVED AS CORRECT

Adopted: July 25, 2012

Janis Flauding, Chair

Finance Committee

Commissioner Mowat

Real Estate Development Committee

Commissioner Rumbaugh

ADMINISTRATION REPORTS

EXECUTIVE DIRECTOR REPORT



TACOMA HOUSING AUTHORITY

Michael Mirra
Executive Director

Date: July 17, 2012
To: THA Board of Commissioners
From: Michael Mirra, Executive Director
Re: Executive Director's Report:

This is my monthly report for July 2012. The Departments' reports supplement it.

1. HILLTOP REVITALIZATION AND THA'S ROLE

At the June board meeting, we had a good discussion of THA's possible role in the revitalization of the Hilltop. This has been a recurrent topic for the board, and staff, over several years. In June, it arose as part of the board's discussion of our plans for the Salishan campus core. We asked ourselves whether THA could take on both projects. It is a very good question. To answer it we need a clearer notion of what our role on the Hilltop would be.

I think THA's possible roles in the Hilltop revitalization are clarifying as we consult throughout the community, and continue to discuss the topic amongst ourselves. Recently, Walter and I have discussed this question with the notable Hilltop organizations:

- New Tacoma Neighborhood Council
- Central Area Neighborhood Council
- Hilltop Action Coalition
- Tacoma-Pierce County Black Collective
- MLK Subarea Planning Group

We have also conferred with various individual community and city leaders. This consultation has been very helpful.

Based upon those consultations, and some helpful readings, I write now to summarize my present view of THA's possible roles in the Hilltop revitalization, and what we would need to take them on.

We start this discussion with the advantage of some good community planning and "visioning" exercises. The City hosted or convened three of these exercises over the past 7 or 8 years. It is doing another one presently. THA has participated in all of them. All of them

offer the same general vision for the Hilltop. It is a very appealing vision. While it has various elements, the ones pertinent to THA's role include the following:

- high quality housing and public and commercial services and amenities that would entice more of the 10,000 people who presently work on the Hilltop to also live, walk, eat, shop and play on the Hilltop;
- higher housing density on MLK for a wide range of incomes to support more retail and public services;
- stronger public schools that would attract parents or people who expect to be parents (McCarver, Stanley and Bryant Elementary Schools and Jason Lee Middle School have to succeed.);
- improved and more attractive public infrastructure on MLK;
- attractive and well-done affordable housing for low-income households so that when the Hilltop develops it will have room for all incomes, races and family compositions.

This vision nicely coincides with THA's building communities strategic objective:

“THA, by what it builds and how it builds, will create and strengthen communities and help them be safe, vibrant, prosperous, attractive and just.”

I think THA has one and possibly two roles in helping the Hilltop fulfill this vision.

First Role: THA as Developer of Catalytic Projects on the Hilltop

THA's first role is to develop individual “catalytic” projects on signature corners in the Hilltop that would serve the following purposes:

- provide needed housing for a wide range of incomes
- bring bustle to the street
- provide a high quality and distinctive design to set a high design bar
- encourage other peoples' investment

This role would be familiar to THA. It is what we do as part of our main line of work. THA's first Hillside Terrace redevelopment in 2000 had these effects. It was the first new money invested on the Hilltop in decades. It seemed to encourage other investments. Shortly after THA started its construction, Mercy Housing began Eliza McCabe and Hillside Gardens. Within the following year or two, that same stretch of South G and South Yakima blossomed with high-end condo and apartment projects. THA also set a high design bar. That is important because both ugly and lovely are contagious. Indeed, most of what followed us on the Hilltop is quite attractive, or at least shows thought.

Pursuant to this first role, THA would seek to do more of this activity. We have five projects underway, in the works or under consideration that would do this:

- Hillside Terrace 1800, 1500-2700 block:
- New Look Apartments
- Brown Star Grill Properties
- MLKHDA vacant land on 11th and MLK Avenue
- THA's Education Project, especially its McCarver Elementary School Project

Second Possible Role: THA as Master Planner

A second role would have THA serve as a "master planner" for the MLK corridor.. Master planning is something we did at Salishan. Yet, that was easy to understand because we owned the place. We do not own the MLK corridor. Indeed, there is no one dominant owner. Master planning in such a situation requires a different, more consultative and collaborative responsibility. I think it is likely to entail the following responsibilities:

- to be the "keeper" and "cheerleader" of the community's vision for the Hilltop's revitalization;
- to keep the important community voices convened to ensure that the vision remains continually refreshed;
- to seek out the partners, developers, investors and sources of financing the vision will require;
- to keep out developments that would impair the vision;
- to be a developer of catalytic projects on the corridor that further the vision and encourage the investment of others;

I think the "master planner" should have the following attributes:

- strong community support;
- an ability to elicit, convene and use community voices to good effect;
- a stable and permanent organizational existence (because the redevelopment of the Hilltop will take more than 10 years, possibly a lot more than 10 years);
- eminent domain powers;
- its own development capacity and access to financing.

I have told the various community groups that for THA to consider such a role would require at least two conditions:

- The important community voices and the City would have to ask THA to assume the master planning role. These requests would help assure THA that it had the community support such a role would require. I told the community groups that THA has no appetite to impose itself on them.
- The important community groups and the City would have to commit to supporting THA. This would include helping THA pay for the staffing the effort will require.

In general, the groups we have addressed on this topic expressed strong support for THA in both roles. I look forward to our continuing, evolving, and ever interesting discussion inside THA.

2. BOARD VACANCY

As you know, Ken Miller has resigned from the board. I will miss him. He matched a strong support for THA's mission with lively, critical thinking that challenged staff to think carefully and differently.

Under state law, the Mayor will appoint Ken's successor. I will be conferring with her within the next two weeks or so. I have found that she appreciates my suggestions, although of course the choice is hers to make.

I welcome suggestions from commissioners of people you would like me to include on the list for the Mayor's consideration. I list here the qualities or backgrounds that I think our Board generally needs in the aggregate. No board will ever cover all these points at the same time:

- a clear and strong support for THA's mission and values (this is essential)
- business background, preferably from commercial banking or finance
- real estate development background
- legal background
- strong acquaintance with elected officials at the city, state and national levels
- strong community connections (labor, neighborhoods, residents, racial and ethnic communities, faith communities)
- strong connection with the philanthropic community
- persons who give the board a gender, racial and ethnic diversity'
- someone who would be a congenial fit for the board.

THA has been blessed with a strong board. We look forward to an appointment that keeps it strong.

FINANCE



TACOMA HOUSING AUTHORITY

Motion

Adopt a consent motion ratifying the payment of cash disbursements totaling \$3,765,786 for the month of June, 2012.

Approved: July 25, 2012

Janis Flauding, Chair

TACOMA HOUSING AUTHORITY
Cash Disbursements for the month of June, 2012

		Check Numbers		Amount	Totals
		From	To		
A/P Checking Account					
Low Rent Module Checks	Check #'s	2,588	- 2,599	1,344	
Accounts Payable Checks	Check #'s	76,379	- 76,608		
Business Support Center				74,745	Program Support
Moving To Work Support Center				122,173	
Section 8 Programs				25,580	Section 8 Operations
SF Non-Assist Housing - 9SF Homes				410	
Stewart Court				11,018	Local Funds
Wedgewood				212	
Salishan 7				24,538	
Salishan Program Income				22	
Salishan Developer Fee				88	
Salishan Area 3				4,619	
NSP Grant				754	Development
Development Activity				12,575	
Salishan Area 2B-Dev				3,324	
Hillside Terrace Development				81,681	
Hillside Terrace Community Ctr Development				29,041	
Community Services General Fund				4,852	
Paul G. Allen Foundation Grant				27	
2006 WA Families Fund				217	
Gates Ed Grant				3,222	Community Service
2011 ROSS Svc Coord				301	
WA Families Fund				65	
Pierce Co. 2163 Funds				122	
WA Families Fund - Systems Innovation				3,874	
AMP 1 - No K, So M, No G				26,951	
AMP 2 - Fawcett, Wright, 6th Ave				19,184	
AMP 3 - Lawrence, Orchard, Stevens				23,389	
AMP 4 - Hillside Terr - 1800/2500				24,697	
AMP 6 - Scattered Sites				57,777	
AMP 7 - HT 1 - Subsidy				6,861	Public Housing
AMP 10 - SAL 1 - Subsidy				10,816	
AMP 11 - SAL 2 - Subsidy				9,265	
AMP 12 - SAL 3 - Subsidy				8,086	
AMP 13 - SAL 4 - Subsidy				8,580	
AMP 14 - SAL 5 - Subsidy				7,507	
AMP 15 - SAL 6 - Subsidy				8,575	
Allocation Fund				51,223	Allocations-All Programs
THA SUBTOTAL				667,715	
Hillside Terrace 1 through 1500				856	
Salishan I - through Salishan 6				50	Tax Credit Projects - billable
Salishan Association - Operations				3,059	
TAX CREDIT SUBTOTAL (Operations - billable)				3,965	671,679
Section 8 Checking Account (HAP Payments)					
SRO/HCV/TBRA/VASH/FUP	Check #'s	470,611	- 471,346	984,810	
	ACH	34,948	- 35,841	1,631,028	\$ 2,615,839
Payroll & Payroll Fees - ADP					\$ 433,611
Other Wire Transfers					
Local Funds Semi-Annual Bond Payment - Heritage				-	
Salishan Seven Debt Service - WCRA				19,108	
Area 3 Revenue Bonds Monthly Interest - Citibank				25,549	\$ 44,657
TOTAL DISBURSEMENTS					\$ 3,765,786



TACOMA HOUSING AUTHORITY

Date: July 25, 2012

To: THA Board of Commissioners

From: Ken Shalik
Director of Finance

Re: Finance Department Monthly Board Report

1. FINANCIAL STATEMENT COMMENTS

I present the June, 2012 disbursement report for your approval.

The Finance Department is submitting the financial statement for the month of May, 2012. I continue to point out that the Capital information only applies to funds that flow through THA and is not reflective of any development projects separate from the THA portfolio that are underway.

Overall, the financial health of the agency remains in very good shape. The projected actual column in this report is reflective of the funding we anticipate to receive based on HUD final pro-rations of Housing Assistance Payments (line 3), Section 8 Admin fees (line 4), and Public Housing subsidy (line 5). At the end of May's reporting period, THA is in very good financial shape with a surplus before capital expenditures (line 68) of \$1,002,541, and a projected actual of \$1,247,759. The total THA anticipated surplus (line 71), which includes Capital Income and Expenditures is \$636,596. As we are receiving approximately \$800,000 more in funding than anticipated, we are currently reviewing agency needs and making adjustments at our mid-year budget review in August. Below I will address other major anomalies between Budgeted and Actual numbers:

- Line 7 - HUD Grant Capital Fund Operating Revenue – We have drawn down a portion of the funds that are available for MTW flexibilities. We will be holding off on additional draws for this purpose until further notice. On the projected actual amount, we will continue to include funds received for both relocation and debt service payments. I will be adjusting this line item during the mid-year revision process.
- Line 9 – Other Government Grants – This includes \$150,000 in Development for reimbursement for predevelopment costs for Hillside redevelopment from TCRA. This funding is not secured yet.
- Line 11- Fraud Recovery Income: This is for repayments of unreported income agreements for Section 8 tenants. The Section 8 staff has been more aggressive in this area in setting up the agreements than what was budgeted.

FINANCE DEPARTMENT MONTHLY REPORT

July 2012

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- Line 12 – Other Revenue – Developer Fee Income: This is developer fee income for the Hillside Terrace Redevelopment. No income has been booked or projected for this purpose. We will wait until the investor is in place, and we have actually started development on this project.
- Lines 15 – 34 – Administrative Expenses: There are a number of areas that have significant variances at the moment. We will monitor as the year goes on and make adjustments as needed during the mid-year review. Some of these numbers will adjust as we are progress through the year.
- Line 61 – HAP Payments: We are currently under budget by approximately \$500K. . This is due to both lower HAP averages and leasing %. We are slightly below, but close to our MTW baseline We are currently in a lease up period and anticipating the expenses to increase as we get further into the year.
- Lines 69 & 70 – Capital Expenditures. Unless there are contracts in place we are not projecting either revenues or expenditures for capital purposes. These funds are associated with Capital Funds where funding is received from HUD, or funds that flow through the Housing Authority for the Hillside redevelopment project. As of date, none of the funding for Hillside Terrace is included, as we have not commenced demolition of Old Hillside. We have also changed the scope of Stewart Court rehab for the year 2012. These issues will be dealt with during the mid-year review.

Financially, we are in very good shape. As the year progresses we will continue looking closely at our financials, our cash reserves, and agency needs. The goal is to ensure we are maximizing utilization of funds in a manner that keeps the agency strong, provides adequate reserves, and meets the needs of our clients and agency.

We continue to work with HUD on reestablishing our MTW baseline amount for Housing Assistance payments. This is the issue where HUD has re-benchmarked the baseline to our 2010 expenditures rather than our eligibility as stated in our MTW agreement, This represents an annual reduction in funding of approximately \$600,000. To date there has been no resolution of this issue but we are keeping on top of the situation. The MTW office has this as an active agenda item to discuss. Hopefully, we will reach resolution in the next couple of months.

2. INVESTMENTS

Surplus funds had been invested in Heritage checking and the Washington State Investment Pool. Rates with Heritage Bank currently remain at .40%. The Washington State Local Government Investment Pool currently provides a return rate of .17%.

3. AUDIT

Matthew Rose from the Washington State Auditor's Office completed the Single Audit portion of the audit. He audited our Capital Fund Recovery Grant (used for capital improvements at the

FINANCE DEPARTMENT MONTHLY REPORT

July 2012

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senior projects), the Tax Credit Assistance Program (used for the Salishan Seven construction), and out MTW program for compliance with federal guidelines and did not identify any audit issues. He returned with his team the week of July 16th, and intends to complete the financial statement audit by the end of August. He will return again in October to complete the accountability portion of the audit. The State Auditor's Office will issue the Financial Statement and Single Audit report the beginning of September before the REAC submission deadline of September 30th. The State Auditor's Office is expected to hold their exit conference in November or December and issue the accountability audit report at that time.

**TACOMA HOUSING AUTHORITY
AGENCY WIDE**

		May, 2012				Thru 12/31/2012		
		CURRENT MTH ACTUAL	YEAR TO DATE ACTUAL	BUDGETED YTD	VARIANCE	PROJECTED ACTUAL	BUDGETED	VARIANCE
	OPERATING RECEIPTS							
1	Tenant Revenue - Dwelling rent	312,545	1,597,678	1,582,843	0.94%	3,834,427	3,798,822	0.94%
2	Tenant Revenue - Other	14,070	36,100	25,366	42.32%	86,640	60,879	42.32%
3	HUD grant - Section 8 HAP reimbursemer	2,808,611	14,471,951	13,970,399	3.59%	34,126,000	33,528,957	1.78%
4	HUD grant - Section 8 Admin fee earned	224,924	1,053,221	1,052,858	0.03%	2,695,000	2,526,859	6.65%
5	HUD grant - Public Housing subsidy	159,448	800,915	755,527	6.01%	1,922,196	1,813,264	6.01%
6	HUD grant - Community Services	13,902	76,556	80,484	-4.88%	183,734	193,161	-4.88%
7	HUD grant - Capital Fund Operating Reve	42,669	205,339	641,481	-67.99%	861,493	1,539,555	-44.04%
8	Management Fee Income	254,182	1,263,155	1,305,480	-3.24%	3,081,572	3,133,152	-1.65%
9	Other Government grants	6,436	56,258	176,115	-68.06%	175,019	422,677	-58.59%
10	Investment income	5,385	26,589	22,113	20.24%	63,814	53,072	20.24%
11	Fraud Recovery Income - Sec 8	8,019	37,504	14,583	157.17%	50,010	35,000	42.88%
12	Other Revenue- Developer Fee Income	0	0	220,833	-100.00%	0	530,000	-100.00%
13	Other Revenue	57,315	222,514	225,268	-1.22%	534,034	540,643	-1.22%
14	TOTAL OPERATING RECEIPTS	3,907,506	19,847,780	20,073,350	-1.12%	47,613,939	48,176,041	-1.17%
	OPERATING EXPENDITURES							
	<i>Administrative Expenses</i>							
15	Administrative Salaries	293,951	1,493,795	1,608,686	-7.14%	3,848,921	3,860,846	-0.31%
16	Administrative Personnel - Benefits	121,177	590,131	699,075	-15.58%	1,516,314	1,677,781	-9.62%
17	Audit Fees	6,646	18,178	28,283	-35.73%	67,880	67,880	0.00%
18	Management Fees	198,192	997,328	1,064,447	-6.31%	2,393,587	2,554,673	-6.31%
19	Rent	23,707	118,535	117,086	1.24%	284,484	281,007	1.24%
20	Advertising	0	0	2,319	-100.00%	4,500	5,565	-19.14%
21	Information Technology Expenses	10,072	54,682	82,745	-33.92%	191,237	198,589	-3.70%
22	Office Supplies	5,526	23,444	25,992	-9.80%	56,266	62,380	-9.80%
23	Publications & Memberships	1,056	31,701	18,860	68.08%	47,701	45,265	5.38%
24	Telephone	8,434	40,631	36,719	10.65%	97,514	88,125	10.65%
25	Postage	3,127	14,389	18,950	-24.07%	34,534	45,481	-24.07%
26	Leased Equipment & Repairs	389	20,360	21,503	-5.32%	48,864	51,607	-5.32%
27	Office Equipment Expensed	1,400	21,499	23,146	-7.12%	51,598	55,550	-7.12%
28	Legal	8,573	23,638	23,446	0.82%	56,731	56,270	0.82%
29	Local Milage	1,333	3,419	3,425	-0.18%	8,206	8,220	-0.18%
30	Staff Training/Out of Town travel	13,653	45,720	49,404	-7.46%	109,728	118,570	-7.46%
31	Administrative Contracts	94,919	169,945	161,779	5.05%	407,868	388,270	5.05%
32	Other administrative expenses	7,863	28,233	35,805	-21.15%	67,759	85,933	-21.15%
33	Due diligence - Development projects	14,913	73,416	104,167	-29.52%	176,198	250,000	-29.52%
34	Contingency	0	0	14,583	-100.00%	0	35,000	-100.00%
35	Total Administrative Expenses	814,931	3,769,044	4,140,422	-8.97%	9,469,890	9,937,012	-4.70%

		May, 2012				Thru 12/31/2012		
		CURRENT MTH ACTUAL	YEAR TO DATE ACTUAL	BUDGETED	VARIANCE	PROJECTED ACTUAL	BUDGETED	VARIANCE
	Tenant Service							
36	Tenant Service - Salaries	59,277	318,651	344,550	-7.52%	789,041	826,920	-4.58%
37	Tenant Service Personnel - Benefits	25,114	130,304	154,904	-15.88%	337,730	371,769	-9.16%
38	Relocation Costs	4,093	8,855	168,791	-94.75%	404,300	405,099	-0.20%
39	Tenant Service - Other	19,495	37,728	29,293	28.80%	90,547	70,302	28.80%
40	Total Tenant Services	107,979	495,538	697,538	-28.96%	1,621,617	1,674,090	-3.13%
	Project Utilities							
41	Water	11,826	52,203	51,454	1.46%	125,287	123,490	1.46%
42	Electricity	16,160	90,027	83,552	7.75%	216,065	200,525	7.75%
43	Gas	4,321	27,192	27,742	-1.98%	65,261	66,580	-1.98%
44	Sewer	34,548	164,924	159,279	3.54%	395,818	382,270	3.54%
45	Total Project Utilities	66,855	334,346	322,027	3.83%	802,430	772,865	3.83%
	Ordinary Maintenance & Operations							
46	Maintenance Salaries	42,902	218,524	241,045	-9.34%	541,107	578,507	-6.46%
47	Maintenance Personnel - Benefits	12,981	65,104	68,647	-5.16%	156,250	164,752	-5.16%
48	Maintenance Materials	13,043	65,152	80,615	-19.18%	191,365	193,477	-1.09%
49	Contract Maintenance	53,624	303,524	304,561	-0.34%	728,458	730,947	-0.34%
50	Total Routine Maintenance	122,550	652,304	694,868	-6.13%	1,617,179	1,667,683	-3.03%
	General Expenses							
51	Protective Services	12,392	64,075	70,811	-9.51%	153,780	169,946	-9.51%
52	Insurance	14,443	71,764	84,515	-15.09%	197,234	202,837	-2.76%
53	Other General Expense	72,202	418,029	399,403	4.66%	943,270	958,568	-1.60%
54	Payment in Lieu of Taxes	1,199	5,994	5,063	18.38%	14,386	12,152	18.38%
55	Collection Loss	8,703	8,703	16,550	-47.41%	40,000	39,720	0.70%
56	Interest Expense	70,042	332,637	391,985	-15.14%	948,329	940,763	0.80%
57	Total General Expenses	178,981	901,202	968,328	-6.93%	2,296,998	2,323,986	-1.16%
58	TOTAL OPERATING EXPENSES	\$ 1,291,296	\$ 6,152,434	\$ 6,823,182		\$ 15,808,114	\$ 16,375,636	
	Nonroutine Expenditures							
59	Ext. Maint/Fac Imp/Gain/Loss Prop Sale	11,805	22,628	23,875	-5.22%	54,307	57,300	-5.22%
60	Casualty Losses	0	0	2,083	-100.00%	0	5,000	-100.00%
61	Sec 8 HAP Payments	2,447,097	12,491,278	12,961,721	-3.63%	30,729,067	31,108,130	-1.22%
62	Total Nonroutine Expenditures	2,458,902	12,513,906	12,987,679	-3.65%	30,783,374	31,170,430	-1.24%
63	TOTAL EXPENDITURES	3,750,198	18,666,340	19,810,861	-5.78%	46,591,489	47,546,066	-2.01%
64	OPERATING SURPLUS/(DEFICIT)	<u>157,308</u>	<u>1,181,440</u>	<u>262,490</u>	<u>350.09%</u>	<u>1,022,450</u>	<u>629,975</u>	<u>62.30%</u>
65	Debt Service Principal Payments	(5,809)	(99,756)	(211,027)	-52.73%	(528,324)	(506,465)	4.32%
66	Surplus/Deficit Before Reserve Appropriations	151,499	1,081,684	51,462	2001.89%	494,126	123,510	
67	Reserve Appropriations	102,905	314,014	331,752	-5.35%	753,634	796,204	-5.35%
68	Surplus/Deficit Before Capital Expenditures	<u>254,404</u>	<u>1,395,698</u>	<u>383,214</u>		<u>1,247,759</u>	<u>919,714</u>	
69	Revenue - Capital Grants	49,964	302,296	2,234,903	-86.47%	1,294,724	5,363,768	-75.86%
70	Capitalized Items/Development Projects	(139,131)	(695,453)	(2,457,740)	-71.70%	(1,905,887)	(5,898,577)	-67.69%
71	THA SURPLUS/(DEFICIT)	165,237	1,002,541	160,377		636,596	384,905	

TACOMA HOUSING AUTHORITY			
CASH POSITION - June 2012			
Account Name		Current Balance	Interest
HERITAGE BANK			
Accounts Payable		\$ 3,729,624	0.400%
Section 8 Checking		6,698,439	0.400%
THA Investment Pool		285	0.400%
THA LIPH Security Deposits		112,880	0.400%
THDG - Tacoma Housing Development Group		28,854	0.400%
LF - Stewart Court		59,386	0.400%
LF - Stewart Ct Security Deposit Account		7,310	0.400%
LF - SF 9Homes Alaska		200,287	0.400%
LF - SF 9Homes Alaska Sec Dep Acct		6,682	0.400%
LF - SFH No. Shirley		5,521	0.400%
LF - SFH N Shirley Security Deposit Acct		1,003	0.400%
LF - Wedgewood Homes		49,548	0.400%
Salishan 7		763,102	0.400%
Salishan 7 Security Deposit		26,816	0.400%
Payroll Account		6,687	0.400%
General Fund Money Market		3,519,112	0.400%
WASHINGTON STATE			
Investment Pool		\$ 1,421,560	0.170%
CHASE			
IDA Account		65,415	0.01%
TOTAL THA CASH BALANCE		\$ 16,702,513	
Less:			
MTW:			
MTW Reserves		\$ 7,105,919	
Other Restrictions:			
FSS Escrows		178,597	
VASH, FUP & NED HAP Reserves		887,822	
Mod Rehab Operating Reserves		134,845	
Security Deposit Accounts		154,786	
Salishan Sound Families - 608		182,961	
IDA Accounts - 604,605		65,415	
Paul Allen Foundation - 609		41,441	
Gates Foundation - 621 & 622		143,942	
WA Families Fund - 672 & 711		74,355	
Wedgewood Replacement Reserve		602,027	
THDG - 048		28,854	
Total - Other Restrictions		\$ 2,495,046	
Agency Liabilities:			
Windstar Loan - 042		323,523	
Citibank Loan for Area 3 - Guarantee (Current)		1,604,223	
Additional Reserve Set Aside for Area 3 Loss on sales		2,400,000	
Total - Agency Liabilities		\$ 4,327,746	
Development Set Aside for Due Diligence:		\$ 121,354	
Total Restrictions		\$ 14,050,064	
THA UNENCUMBERED CASH		\$ 2,652,448	
Agency Current Commitments:		Obligated	Balance
Salishan Campus - On hold			
Development Projects			
902 1st Floor Reconfiguration - MTW funds		400,000	114,314
Total Current Commitments outstanding			\$ 114,314

REAL ESTATE MANAGEMENT
AND
HOUSING SERVICES



TACOMA HOUSING AUTHORITY

Date: July 25, 2012

To: THA Board of Commissioners

From: April Black
Director of Real Estate Management and Housing Services

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

1. PROPERTY MANAGEMENT DIVISION

1.1 Occupancy:

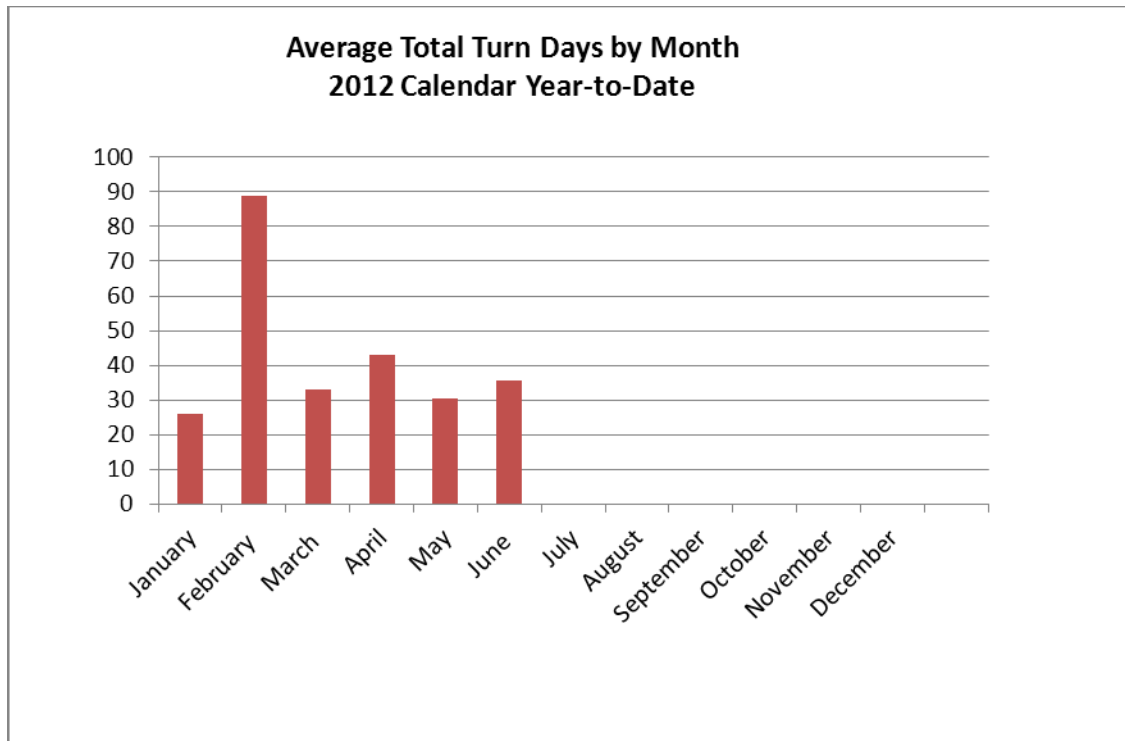
Unit occupancy is reported for the first day of the month. This data is for the month of June 2012.

OCCUPANCY SUMMARY REPORT					
PROGRAM	UNITS AVAILABLE	UNITS VACANT	UNITS OCCUPIED	% MTH OCCUPIED	% YTD OCCUPIED
All Hillside	166	3	163	98.2%	98.5%
Family Properties	206	16	190	92.2%	95.8%
Salishan	628	11	617	98.2%	98.8%
Senior/Disabled	354	6	348	99.4%	98.7%
All Total	1,354	36	1,318	97.6%	98.2%

1.2 Vacant Unit Turn:

The following page includes a table with all of the units turned in fiscal year 2012. Twenty (20) units were turned and rented in the month of June. The average unit turn for the month of June was 35.45 days and 50.18 days FYTD. We continue to have a high number of intent to vacate notices due to our recent voucher releases which has caused a delay in turning our units.

The table below includes additional unit turn information by AMP:



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Vacant and Turned Units - for 1/1/2012 thru 6/30/2012

	Units Turned	Average Turn Days of Units Turned	Units Vacant	Average Vacant Days of Units Vacant	Units Exempt
All Hillside					
HILLSIDE TERRACE	0	0.0	0	0.0	2
HILLSIDE TERRACE 1500 Block	2	83.5	0	0.0	0
HILLSIDE TERRACE PH 1	2	60.5	0	0.0	0
HILLSIDE TERRACE PH II	2	57.5	0	0.0	0
All Hillside	6	67.2	0	0.0	2
Family Properties					
ALL SCATTERED SITES	4	146.3	1	54.0	4
BERGERSON TERRACE	6	21.3	0	0.0	0
DIXON VILLAGE	5	34.8	0	0.0	0
STEWART COURT APARTMENTS	5	72.0	10	50.3	0
Family Properties	20	62.4	11	50.6	4
Salishan					
SALISHAN I	1	24.0	2	35.0	0
SALISHAN II	7	45.3	0	0.0	0
SALISHAN III	1	38.0	1	6.0	0
SALISHAN IV	7	51.3	4	41.0	0
SALISHAN V	4	51.0	5	14.2	0
SALISHAN VI	7	32.7	3	19.3	0
SALISHAN VII	1	37.0	3	16.0	0
Salishan	28	43.1	18	23.2	0
Senior / Disabled Properties					
6TH AVE	3	26.3	0	0.0	0
E.B. WILSON	10	25.1	0	0.0	0
FAWCETT APARTMENTS	3	22.0	1	10.0	0
LUDWIG APARTMENTS	6	31.2	0	0.0	0
NORTH G ST	2	40.5	0	0.0	0
NORTH K ST	5	33.8	0	0.0	0
WRIGHT St	2	18.0	0	0.0	0
Senior / Disabled Properties	31	28.0	1	10.0	0

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1.3 Work Orders:

In the month of June all 20 emergency work orders were completed within 24 hours. This month, maintenance staff completed 302 non-emergency work orders and a total of 2,148 for the calendar year. The annual average number of days to complete a non-emergency work order is 15.70.

Work Order Completion Table:

Work Order Summary by Portfolio

Portfolio	Completed Work Orders							
	Emergency				Non-Emergency			
	Month		YTD		Month		YTD	
	#	%	#	%	#	Avg	#	Avg
	Completed	Completed	Completed	Completed	Completed	Completion	Completed	Completion
		in 24 Hrs		in 24 hrs (99% HUD Std)		Days		Days
								(25 days HUD Std)
All Hillside								
HILLSIDE TERRACE	0	0.0%	2	100.0%	12	10.75	77	7.22
HILLSIDE TERRACE 1500 Block	1	100.0%	2	100.0%	3	5.00	22	5.41
HILLSIDE TERRACE PH I	0	0.0%	1	100.0%	9	2.22	25	4.52
HILLSIDE TERRACE PH II	0	0.0%	4	100.0%	14	11.57	42	9.74
	1	100.0%	9	100.0%	38	8.58	166	7.21
Family Properties								
ALL SCATTERED SITES	0	0.0%	2	100.0%	5	22.20	51	10.45
BERGERSON TERRACE	1	100.0%	10	100.0%	22	7.23	101	4.77
DIXON VILLAGE	0	0.0%	0	0.0%	4	8.25	71	4.73
STEWART COURT APARTMENTS	0	0.0%	2	100.0%	16	13.19	56	10.95
	1	100.0%	14	100.0%	47	10.94	279	7.04
Salishan								
SALISHAN I	0	0.0%	1	100.0%	34	27.12	151	21.26
SALISHAN II	3	100.0%	7	100.0%	16	37.56	153	19.82
SALISHAN III	0	0.0%	2	100.0%	30	21.23	131	16.22
SALISHAN IV	0	0.0%	5	100.0%	30	32.60	170	23.99
SALISHAN V	2	100.0%	4	100.0%	31	19.77	267	22.22
SALISHAN VI	0	0.0%	1	100.0%	24	38.21	174	29.89
SALISHAN VII	1	100.0%	6	100.0%	21	19.52	98	19.02
	6	100.0%	26	100.0%	186	27.30	1,144	22.24
Senior / Disabled Properties								
6TH AVE	6	100.0%	8	100.0%	9	2.44	105	4.19
E.B. WILSON	3	100.0%	10	100.0%	6	4.67	132	9.05
FAWCETT APARTMENTS	0	0.0%	3	100.0%	1	5.00	62	14.77
LUDWIG APARTMENTS	1	100.0%	3	100.0%	1	4.00	38	4.39
NORTH G ST	0	0.0%	4	100.0%	5	1.40	61	6.57
NORTH K ST	1	100.0%	5	100.0%	3	1.67	72	5.14
WRIGHT St	1	100.0%	2	100.0%	6	8.17	89	18.45
	12	100.0%	35	100.0%	31	3.87	559	9.18
Agency Totals:	20	100.0%	84	100.0%	302	19.99	2,148	15.70

Outstanding Work Orders Table:

Portfolio	Open Work Orders as of June 2012		
	Open Non- Emergency WO	< 25 Days	>25 Days
All Hillside			
HILLSIDE TERRACE	1	1	0
HILLSIDE TERRACE 1500 Block	4	1	3
HILLSIDE TERRACE PH I	4	1	3
HILLSIDE TERRACE PH II	9	1	8
	18	4	14
Family Properties			
ALL SCATTERED SITES	35	8	27
BERGERSON TERRACE	2	1	1
DIXON VILLAGE	3	3	0
STEWART COURT APARTMENTS	10	7	3
	50	19	31
Salishan			
SALISHAN I	8	6	2
SALISHAN II	14	10	4
SALISHAN III	20	11	9
SALISHAN IV	13	6	7
SALISHAN V	14	11	3
SALISHAN VI	20	16	4
SALISHAN VII	10	7	3
	99	67	32
Senior / Disabled Properties			
6TH AVE	8	6	2
E.B. WILSON	18	8	10
FAWCETT APARTMENTS	4	3	1
LUDWIG APARTMENTS	10	2	8
NORTH G ST	10	3	7
NORTH K ST	5	2	3
WRIGHT St	10	3	7
	65	27	38
Agency Totals:	232	117	115

2. RENTAL ASSISTANCE DIVISION

Housing Choice Voucher utilization is reported at 98% for the month of May 2012. Below is a breakdown of the progress leasing our special programs:

Program Name	Units Allocated	Units Leased	Number of shoppers*
Veterans Administration Supportive Housing (VASH)	105	86	16
Non-Elderly Disabled Vouchers (NED)	100	68	26
Family Unification Program (FUP)	50	45	2
McCarver Program	50	47	4
Life Manor	150	152	0

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

The Life Manor (TPV) vouchers have been fully leased.

The VA continues to make referrals for the regular VASH program as well as the Project Based units. We are meeting on a regular basis to ensure the referrals continue. The VA has begun to forward referrals for its vouchers. They now have staff in place to support their clients. Their goal is to fill all of their referrals by August 2012. They appear to be on pace to do so.

The NED vouchers are moving but still slower than we would hope. DSHS continues to send referrals however, due to the health of the referrals they don't always work out. Currently we have 64 clients leased up and 36 in the process of shopping. DSHS is ready to make referrals quickly if the shoppers are unable to lease up. If all of the shoppers lease up we will be completely leased up. Although this is unlikely, we are optimistic that we will complete this lease up within the next couple of months.

3. FOLLOW UP FROM PREVIOUS BOARD MEETING

At the June board meeting Hope Rehn reported concerns about unauthorized guests in the Senior buildings. Ms. Rehn also asserted that there is a Wright Street resident that has never lived in his apartment. THA staff continues to respond to Ms. Rehn's concerns when they are reported to management. Staff has no reason to believe that any of its residents are not occupying their THA unit. We have thoroughly investigated Ms. Rehn's claims regarding the absent tenant. Staff pulled key card records for the specific tenant/unit, conducted a tenant interview and a unit inspection and have found the claims to be unfounded.

Staff continues to speak with Ms. Rehn and other residents regularly regarding concerns about unauthorized occupants. Where there is a concern, staff will take statements from the reporting resident, interview the tenant that is being accused, and inform security of the accusation. Where the accusation has some basis, staff will ask for additional information such as a lease for the unauthorized guests' residence. There are also instances where the guest has been added to the household but other residents are not aware of the change because of privacy policies.

The THA policies regarding unauthorized guests and absence from a unit are inserted below:

3-I.K. GUESTS [24 CFR 5.100]

A guest is defined as a person temporarily staying in the unit with the consent of a tenant or other member of the household who has express or implied authority to so consent on behalf of the tenant.

The lease must provide that the tenant has the right to exclusive use and occupancy of the leased unit by the members of the household authorized to reside in the unit in accordance with the lease, including reasonable accommodation of their guests [24 CFR 966.4(d)].

The head of household is responsible for the conduct of visitors and guests, inside the unit as well as anywhere on or near PHA premises [24 CFR 966.4(f)].

THA Policy

A resident family must notify the PHA when overnight guests will be staying in the unit for more than 3 days. A guest can remain in the unit no longer than 14 consecutive days in a total year.

A family may request an exception to this policy for valid reasons (e.g., care of a relative recovering from a medical procedure expected to last 20 consecutive days). An exception will not be made unless the family can identify and provide documentation of the residence to which the guest will return.

Children who are subject to a joint custody arrangement or for whom a family has visitation privileges, that are not included as a family member because they live outside of the public housing unit more than 50 percent of the time, are not subject to the time limitations of guests as described above.

Former residents who have been evicted are not permitted as overnight guests.

Guests who represent the unit address as their residence address for receipt of benefits or other purposes will be considered unauthorized occupants. In addition, guests who remain in the unit beyond the allowable time limit will be considered unauthorized occupants, and their presence constitutes violation of the lease.

13-III.C.

THA Policy

The family must supply any information or certification requested by the PHA to verify that the family is living in the unit, or relating to family absence from the unit, including any PHA-requested information or certification on the purposes of family absences. The family must cooperate with the PHA for this purpose.

The family must promptly notify the PHA when all family members will be absent from the unit for an extended period. An extended period is defined as any period greater than 30 calendar days. In such a case promptly means within 10 business days of the start of the extended absence.

If a family is absent from the public housing unit for more than 180 consecutive days, and the family does not adequately verify that they are living in the unit, the PHA will terminate the lease for other good cause.

Abandonment. If the family appears to have vacated the unit without giving proper notice, the PHA will follow state and local landlord-tenant law pertaining to abandonment before taking possession of the unit. If necessary, the PHA will secure the unit immediately to prevent vandalism and other criminal activity.

MTW Exception

*An exception will be made for absence of more than 180 days when an adult household member is called to **active military duty and deployed**. This policy will make an exception for these households to allow them to remain eligible for housing assistance. The initiative is intended to relieve the fear that families have of housing if they participate in the military reserve program; which serves as a valuable training program and provides important support to our nation's national security, especially in time of war.*

15-I.C. INVESTIGATING ERRORS AND PROGRAM ABUSE

When the PHA Will Investigate

THA Policy

*The PHA will review all referrals, specific allegations, complaints, and tips from any source including other agencies, companies, and individuals, to determine if they warrant investigation. In order for the PHA to investigate, the allegation must contain at least one independently-verifiable item of information, such as the name of an employer or the name of an **unauthorized household member**.*

The PHA will investigate inconsistent information related to the family that is identified through file reviews and the verification process.

REAL ESTATE

DEVELOPMENT



TACOMA HOUSING AUTHORITY

DATE: July 25, 2012

TO: THA Board of Commissioners

FROM: Walter Zisette
Director of Real Estate Development

RE: Real Estate Development Department Monthly Board Report

1. SALISHAN/HOPE VI

1. Phase II Construction

1.1.1 Area 2A, Community Core Development

The Working Group - consisting of potential tenants of the Core, residents, and other stakeholders - had its fourth and final meeting for this phase of the project on June 6. The Board approved the general Master Plan Concept at its June meeting. We are doing feasibility studies related to THA's ability to raise the money necessary to develop the project. THA has procured The Alford Group to assist us in assessing financial feasibility. The first step is a Philanthropic Market Assessment to gauge how the community perceives THA as a philanthropic entity. This will take approximately 16-18 weeks to complete.

1.1.2 Area 3 Lot Sales, Citibank Loan

Due to low sales activity at Salishan, Quadrant has suspended all sales activity in the community effective July 1. Staff will review quarterly market reports that Quadrant will prepare in order to assess the timing of the its potential resumption sales activity at Salishan.

Staff is arranging to list the remaining lots with a commercial broker, Coldwell Banker Commercial. Coldwell Banker is now assembling a sales package that it will use to attract home builders to the community.

In August, staff will be meeting with CSG Advisors, THA's real estate finance consultant, to evaluate options for reaching a negotiated settlement with Citibank on the remaining balance (\$9 million) of the infrastructure loan commitment THA has with the bank.

1.1.3 Arlington Rd (Area 4):

In August 2011, staff issued an RFP for development proposals from Assisted Living Developers for this site. THA did not receive any

responses. Staff will conduct an analysis of other feasible real estate development scenarios for this site, and prepare a proposal for moving forward in late 2012.

2. PUBLIC HOUSING PROJECTS

2.1 1800/2500 Hillside Terrace

2.1.1 Financing.

Staff received a Tax Exempt Bond Cap commitment from the Washington State Housing Finance Commission for Phase I in the amount of \$12 million.

Staff completed the solicitation for the lender & investor for the Phase I financing. THA received proposals by May 23, 2012. Staff interviewed three (3) lenders and two (2) investors. All Letters of Intent/Interest were responsive. Staff recommended Chase Bank as the Tax Exempt bond and permanent financing lender and Enterprise Community Partners to purchase Low-Income Housing Tax Credits for the Phase I project. The Board approved these selections at its meeting of June 27, 2012. All financing is now fully committed and available for the completion of Phase I housing and community center.

On May 17, 2012, staff submitted an application for Phase II funding to the City of Tacoma's Community Redevelopment Authority (TCRA) requesting \$1 million in HOME funds. On June 28, 2012 staff learned that THA was not successful in receiving a funding award from this application round. During a follow up conversation with TCRA staff, THA learned that TCRA supports the Phase II project, but decided not to fund at this time due to its need to support other projects that are further along and ready for construction. TCRA staff encouraged THA to reapply in the fall when the Phase II is further along.

2.1.2 Project Planning

On April 5, 2012 staff presented the street vacation application to the City of Tacoma Hearing Examiner. On April 16, THA received notice of the Hearing Examiner's approval of our alley street vacation request. On May 22, 2012 the City Council approved the alley vacation ordinance unanimously.

2.1.3 Procurement

None to Report. Staff is working with Absher to convene a project oversight committee to monitor the project's contracting goals.

2.1.4 Architecture

GGLO is currently completing on the design development phase of the project. On July 16, 2012, the design team submitted both infrastructure and housing design packages to the City for permit review. The City is scheduled to review this work beginning of September. THA's team submitted documentation for permits to the City in May 2012. Permit issuance for demolition is scheduled for July 23, 2012.

2.1.5 Construction

Absher Construction Company will provide a Design development cost estimate from the permit set. This estimate will be complete by the end of July.

2.1.6 Demolition/Disposition

Staff received HUD's demolition and disposition final approval on June 12, 2012. This approval allows THA to demolish the existing buildings at both the 1800 and 2500 blocks of Hillside Terrace and dispose of the land under a long term 99-year lease agreement with the Partnership.

With this approval, THA was free to submit to HUD a Tenant Protection Voucher application in mid-June. On July 13, HUD notified THA that its Hillside Terrace Tenant Protection Voucher request has been approved.

2.1.7 Community Meetings

Staff held a resident community meeting on June 26 to provide updates on the relocation effort.

2.1.8 Relocation

Staff has formed a relocation team with internal resources. The team officially began relocation activities on April 2, 2012. The team completed one-on-one meetings with residents, which started on April 16 to assess their needs and to begin seeking comparable units in the community. THA has interviewed all residents. Site staff is meeting with residents again to review what their benefit package may look like based on their particular circumstances. First move-outs are expected at the end of July. Based on the relocation schedule, the Phase I area will be vacant by the end of October and the balance of the site will be vacated by mid-December.

2.1.9 Community/Education Center

Community center design has begun and the design process will be concurrent with the housing effort. GGLO and the design team will submit a permit design package to the City by the end of July.

3. CAPITAL FUNDS

3.1 Capital Fund Construction.

3.1.1. *Public Housing Scattered Site Renovations*

THA RED staff published bid documents incorporating the findings of previous PM and RED Staff investigations. THA has categorized the work in order of importance and according to funding availability. Currently, the categories of work are as follows:

ROOF AND GUTTER REPLACEMENTS

The successful contractor, Queen City Specialty Roofing, started work on May 9th and substantial completion was in mid-July.

WINDOW AND SIDING REPLACEMENTS

THA awarded the contract to Stetz Construction on May 31st. Construction work began June 18th and work is progressing according to schedule.

ROOF AND GUTTER REPAIRS

THA received bids on June 25th and the apparent responsible and responsive bidder is D & B Roof & Home Services. Contract documents are pending.

EXTERIOR PREP AND PAINTING

Bid documents are currently being prepared for complete exterior siding preparation and painting at 12 Scattered Sites. This project will be advertised for bid as soon as funding is available.

MISCELLANEOUS RENOVATIONS

The balance of the public housing scattered site restoration includes electrical and HVAC upgrades, structural repairs, plumbing repairs, kitchen renovation and flooring replacements. Completion of this work will require adjustments to the Capital budget that are pending approval.

Note: THA received a High Performer status on its PHAS scores; therefore it will receive a High Performer bonus with its 2012 CFP grant.

4. OTHER PROJECTS

4.1 *Neighborhood Stabilization Program (NSP I)*

THA has received a purchase and sale contract for the S. 45th Street house. We should close on that house by mid-August. THA purchased a new house located at 925 E. 51st. THA issued the bid package on June 15. It chose Wright Construction as the responsible and responsive bidder. Construction started on July 12th.

Inventory is low at the moment but THA continues to look for new houses to purchase. We expect that banks will release a lot of foreclosed properties during the summer.

4.2 *THA Administrative Office Space*

Shinstine/Associates LLC has completed the second phase of the project. Staff moved in on July 6. Construction on the third phase is on pause as staff is reconsidering the appropriate layout for the area. The work on the third phase should finish within 3-4 weeks after commencing.

4.3 *LASA Supportive Housing Project*

Staff is working with a non-profit organization based in Lakewood that provides supportive services to homeless families to develop a 15-unit homeless family housing project on land owned by LASA. We will also be developing a client service center and new office space for LASA. THA will be the developer/owner of this project. LASA will provide case management services and will be the “master tenant” of the project once it is operational.

Project financing is structured as a 9% tax credit transaction. In addition, THA will apply for Housing Trust Fund, Pierce County 2163 and Lakewood HOME funding assistance. As part of the State’s adopted “jobs package”, LASA is fortunate to have received a preliminary allocation of Housing Trust Fund support for this project in the amount of \$3,062,000. THA submitted a revised Phase I application to the HTF on May 31 and has received an invitation to submit a Stage II application, due on August 29.

THA issued an RFQ on May 31 for Architectural and Engineering Services. Proposals were due on June 20. Staff recommended and the board approved the hiring of RicefergusMiller to lead the A&E team. Design work will begin in early August.

5. DEVELOPMENT PIPELINE PROJECTS

5.1 *Intergenerational Housing*

The ManyLights Foundation is considering making an offer to purchase some or all of THA’s Hillsdale Heights property. THA and ManyLights have prepared an MOU that defines each agency’s role in a potential joint venture to develop housing at Hillsdale Heights.

5.2 *Stewart Court*

ORB Architects is preparing a Capital Needs Assessment for this property. THA’s asset management consultant, the Housing Development Center of Portland (HDC), is in the final stages of its scope of work with staff, which is now focused on determining an optimum rent structure and on providing assistance to develop a

marketing plan for the property.

HDC's work to date on Stewart Court has provided guidance that allowed staff to determine that THA would retain the property and complete needed upgrades to preserve the property as well as make it more marketable. THA submitted a Stage 1 HTF application for \$482,000; on July 5; THA received an invitation to submit a Stage 2 HTF funding application, which is due August 29. These projects are first in line to receive funding if they meet readiness requirements.

5.3 City-Owned Brown Star Grill Properties on MLK

The City owns this site. THA has proposed to the City and community groups a project that would put 70 workforce apartments above retail on this site. THA is continuing its consultation with the City, and with leaders of the Hilltop community. THA is also consulting with major employers on the Hilltop and with the unions representing their employees. THA is discussing the interest those employees, employers and union may have in this housing and what collaboration in its development that interest might suggest. THA staff and City staff are now working on the specific terms of a potential transfer of this property to THA. Once staff is able to complete a draft term sheet for this transaction, the City Manager will review it.

The final transfer of this site from the City to THA will likely need to wait for the City to complete a process it has recently begun to establish for how it will transfer property that it owns and has determined to be surplus.

5.4 Public Housing Conversion to Section 8

Staff is assessing the opportunity to convert some or all of THA's public housing using HUD's Section 8 Conversion program. Through this program, THA would apply to HUD to dispose of certain public housing properties. Once HUD approves such a disposition, HUD would "turn off" the public housing operating subsidy and capital fund allocation for those units. Project-based section 8 vouchers would replace that funding. The Conversion program would also allow THA to sell the disposed public housing properties into an LLC that would finance long term physical needs at the properties using 4% tax credits and tax exempt bond financing.

THA is engaging CSG Advisors to assist staff with financial planning needs of this project. Staff has prepared a disposition/conversion program matrix that describes HUD strategies and options that staff is considering for achieving THA's goals on this project.

This Summer, HUD plans to release new guidance on its Rental Assistance Demonstration (RAD) which it began last year. The purpose of RAD is to help housing authorities to address operating losses and deferred maintenance at its public housing properties by leveraging private financial investments into public housing

and by project-basing public housing subsidies now received by housing authorities.

The revised RAD program – expected to be published by HUD this Summer – may offer new opportunities to THA for restructuring its public housing portfolio.

5.5 *New Look Apartments/Alberta Canada Building Acquisition*

This 49-unit mixed-use senior housing tax credit project is at the intersection of MLK and 11th in the Hilltop. Tax credit investors own 99% of the partnership that owns the property. Martin Luther King Housing Development Association (MLKHDA) owns 1% and is also the General Partner. MLKHDA is interested in selling its 1% ownership to THA. THA is discussing such a purchase as well as a purchase of the investors' 99% ownership. With either purchase, THA would manage the property. Staff is also conferring with the property's lenders to transfer the debts to THA on terms that would make the deal feasible. The goal is to close on this transaction by August 31 when the present manager, Catholic Housing Services, will stop its operations at the property.

5.6 *Multifamily Investment Opportunities*

Staff is tracking current multifamily listings and acquisition opportunities in the Tacoma area that meet the following investment goals: (1) minimal renovations and capital needs; (2) rapid resale potential; (3) reliable cash flows; (4) reliable short term return on investment. Other more specific investment criteria, communicated to staff by the Board's Development Committee, include: (1) 20 – 30 units, (2) \$50 - \$60,000 acquisition cost, and (3) suitable for a 3 – 6 year hold.

Properties that meet these goals might include HUD-assisted housing, housing located near other THA properties (offering management efficiencies), and market rate housing in strong market areas of the City (such as downtown and the Tacoma Mall area). This exercise will help THA determine an optimum real estate investment strategy. It should also inform THA's efforts to invest organizational reserve funds dedicated to real estate investments in its 2012 budget.

THA's real estate brokers are examining current listings and communicating with owners of non-listed properties that meet our buying criteria. Staff expects that the brokers will bring several acquisition opportunities to our attention within the next few weeks.

6. M/WBE CONTRACT COMPLIANCE and SECTION 3 HIRING

6.1 Shinstine/Associates has hired three Section 3 workers and they have two MWBE subcontractors: DL Hendrix – sheetrock (7%) and Cambell-Cox – flooring (9%).

7. PHAS INDICATOR FOR MODERNIZATION ACTIVITIES

The following are the schedules as of July 6, 2012 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
2008 CFP	\$1,849,412	6/13/08	\$1,849,412	100%	06/12/10	\$1,849,412	100%	06/12/12
2009 CFP	\$2,410,953	9/15/09	\$2,410,953	100%	9/14/11	\$2,403,392	99%	9/14/13
2009 CFP (1 st R)	\$703,863	9/15/09	\$703,863	100%	9/14/11	\$703,863	100%	9/14/13
2009 CFP (2 nd R)	\$54,932	9/15/09	\$54,932	100%	9/14/11	\$54,932	100%	9/14/13
2009 CFP (3 rd R)	\$2,724	4/2/10	\$2,724	100%	4/2/12	\$2,724	100%	4/2/14
2010 CFP	\$2,345,627	7/15/10	\$2,263,078	96%	7/14/12	\$565,599	24%	7/14/14
2010 CFP (1 st R)	\$1,216,978	7/15/10	\$1,216,978	100%	7/14/12	\$196,759	16%	7/14/14
2010 CFP (2 nd R)	\$219,721	7/15/10	\$219,721	100%	7/14/12	\$0	0%	7/14/14
2011 CFP	\$1,721,353	8/3/11	\$77,810	4%	8/2/13	\$0	0%	8/2/15
2011 CFP (1 st R)	\$736,455	8/3/11	\$443,660	60%	8/2/13	\$379,659	52%	8/2/15
2011 CFP (2 nd R)	\$549,895	8/3/11	\$0	0%	8/2/13	\$0	0%	8/2/15
CFCF**	\$1,881,652	8/3/11	\$0	0%	8/2/13	\$0	0%	8/2/15
2012 CFP	\$1,593,197	3/12/12	\$0	0%	3/11/14	\$0	0%	3/11/16
2012 CFP (1 st R)	\$1,026,290	3/12/12	\$441,922	43%	3/11/14	\$0	0%	3/11/16
2012 CFP (2 nd R)	\$128,701	3/12/12	\$0	0%	3/11/14	\$0	0%	3/11/16

** Capital Fund Community Facilities Grant

COMMUNITY SERVICES



TACOMA HOUSING AUTHORITY

DATE: July 25, 2012

TO: THA Board of Commissioners

FROM: Nancy Vignec
Community Services

RE: Monthly Board Report

STRATEGIC OBJECTIVE: ASSISTANCE

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

1. 2012 GOALS

Sixteen major funding sources support the Community Services department's staff and activities. Most of these sources identify performance measures and goals. This report groups the various funding sources' annual goals by service area. It summarizes progress toward annual goals during the month of June and for the calendar year 2012.

1.1 Employment

Activities	Month	YTD	Annual Goal	% of Goal
Clients referred for employment services	3	44	130	34%
Clients who received employment services	20	126	100	126%
Clients enrolled in employment readiness soft skills workshops	5	45	80	56%
Clients completed employment readiness soft skills workshops	3	23	50	46%
Enrolled in job readiness training	4	7	20	35%
Job placement	1	14	35	40%
WorkSource Participants Assisted	11	48	35	137%
Entered Apprenticeship	0	0	3	0%
Earned income increased	0	11	35	31%

This month participation in employment services decreased, however, job training enrollment increased. Bates Technical College launched the BFET (Basic Food, Employment and Training) program, which offers job training tuition and assistance with job training supplies to individuals receiving basic food benefits. This month, three students enrolled in the BFET program and are scheduled to begin classes at the end of the month. One student enrolled in Goodwill's Retail and Customer Service training program.

1.2 Education

Bates Technical College continued offering GED classes on-site at the Family Investment Center. At the end of May, Bates began an ESL class three days a week at the FIC. The class focuses on clients entering health care professions; however, anyone interested in ESL instruction is welcome to attend.

Activities	Month	YTD	Annual Goal	% of Goal
Participating in ESL classes	6	6	15	40%
Completes one or more ESL levels	0	1	5	20%
Participants attending GED classes	18	99	75	132%
Completes one or more GED tests	3	3	8	38%
Attains GED	0	6	6	100%

1.3 Families in Transition (FIT)

The Community Service Department's FIT program is funded by Washington Families Fund and Sound Families grants. FIT caseworkers help participants succeed as tenants, parents and wage earners.

	WFF/Sound Families		Hillside Terrace		Tax Credit	
Total Current Caseload	20		2		3	
	Month	YTD	Month	YTD	Month	YTD
Entrances	2	5	0	0	0	0
Graduations	1	1	0	1	0	1
Exits	0	0	0	0	1	1
Terminations	0	2	0	0	0	0

A FIT participant, Robert McAfee, wrote a letter expressing his appreciation for the program. A copy of the letter is attached to this report.

1.4 Case Staffing

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

Activities	Month	YTD
Number of households referred for services	6	15
Number of successful completions (eviction averted)	0	2
Number terminated	0	5

1.5 MTW Hardship Exemption Casework

In January 2012 THA began Moving to Work rent calculations and biennial recertification cycles for all MTW households. THA anticipates that some households may be unable to pay their new rent and that up to 120 households will qualify for a hardship exemption. The exemption will allow the household up to six months to increase their income and pay the rent amount determined by MTW. In order for a household to qualify for a hardship, they must agree to participate in case management.

Activities	Month	YTD
Number of households referred for services	1	16
Number of successful completions	0	0
Number terminated	0	0

1.6 McCarver Special Housing Program

THA's McCarver Elementary School Housing Program seeks to stabilize McCarver Elementary, a low-income school in Tacoma's Hilltop neighborhood. Starting in fall 2011, THA provided rental assistance for up to 50 McCarver families. Rental subsidies for participating families will decrease to zero over the five year McCarver project period. By the end of 2012, all families will pay 20% of their rent and THA will subsidize 80%. Participating families receive intensive case management services and assistance to help the parents improve their education and employment prospects.

All McCarver Program parents are participating in monthly parenting classes with a trainer from the Puget Sound Educational Service District. The parents have been working on work on communication skills, discipline, and building positive connections with the school.

Activities	Month	YTD	Annual Goal	% of Goal
Families participating	48	49	50	98%
Families able to pay 20% of their rent	0	0	50	0%
Adults enrolled in education program	11	33	30	110%
Adults complete education program	0	3	20	15%
Average school attendance rate	96%	96%	90%	107%
Reduction in referrals for discipline	n/a		25%	0%
Increase in children reading on grade level	n/a		20%	0%
Increase in math on grade level	n/a		20%	0%
Increase in average state test in reading	n/a		15%	0%
Increase in average state test in math	n/a		15%	0%

Some of the data we will be tracking over the five years of this program are not yet available.

- The school district is compiling the data on referrals.
- We have baseline data for reading and math on grade level but do not yet have data to show increases in these outcomes.
- The state tests are administered annually in the spring, and scores are released in the summer. We have baseline scores from spring 2011 and will compare that to the spring 2012 data.

The school district reports school turnover annually. We will report the 2011-2012 rate as soon as the district makes this information available.

Activities	Baseline 2010-2011	2011-2012
Turnover rate at McCarver Elementary	107%	n/a

The external evaluator for the McCarver program submitted a report on evaluation design and initial findings. A copy of the report is attached.

1.7 Preparing for Success

Preparing for Success is funded by a three-year grant from The Paul G. Allen Family Foundation. Case management focuses on helping clients overcome barriers to employment readiness.

In the month of June, the Preparing for Success caseworker successfully completed enrolling the second cohort. One PFS client was successful in obtaining and maintaining employment at Wells Fargo as a full-time teller, and she has moved out of Public Housing. The PFS caseworker continued to assist the existing two cohorts with job search and training opportunities through Work Force Central and Goodwill.

Activities	Month	YTD	Annual Goal	% of Goal
First year cohort enrolled (2011)	25	25	25	100%
First year cohort completed (fall 2012)	2	2	15	13%
Second year cohort 2012 referrals	5	14	40	35%
Second year cohort 2012 enrolled	2	26	25	104%

1.8 Family Self-Sufficiency Program

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

Status	Month	YTD	Annual Goal	% of Goal
Current Participants	97	127	153	83%
Graduates	1	10	0	
Removed/Voluntarily Withdrawn	3	18	n/a	
New Contracts Signed	9	18	0	
Escrow Balance	\$198,082.32			

1.9 Life Skills and Parenting Classes

THA contracts with Bates Technical College to provide Life Skills classes and parenting support for Families in Transition participants. Life Skills sessions focus on sound decision making, ways to enhance self-esteem and how to make appropriate choices around relationships. The life skills class started April 25, and will end on June13, 2012.

Activities	Month	YTD	Annual Goal	% of Goal
Life Skills Enrollment	0	10	25	40%
Life Skills Completion	4	4	15	27%
Parenting Enrollment	0	12	25	48%
Parenting Completion	0	8	20	40%

1.10 Asset Building

The department provides pre-purchase counseling, 1st time homebuyer seminars, post-purchase counseling, financial literacy workshops, credit counseling, and individual development accounts to help THA clients build assets and prepare to become successful homeowners, business owners or to change careers and further their education.

Activities	Month	YTD	Annual Goal	% of Goal
Financial Literacy Enrollment	1	57	90	63%
Financial Literacy Completion	1	30	72	42%
Credit Counseling Enrollment	0	0	20	0%
Credit Counseling Completion	0	0	10	0%
Homeownership Counseling	6	45	79	57%
Individual Development Account Participants	17	19	18	106%
Qualified Withdrawals	1	2	18	11%
Home Purchase	0	0	8	0%
Other Asset Purchases	1	2	10	20%
VITA Tax Returns for THA clients	0	35	90	39%
EITC Received (PH only)	0	15	95	16%
Tax Returns for all clients served at VITA Site	0	171	170	101%

1.11 Computer Labs

THA has computer labs at Bergerson Terrace, Dixon Village, and Hillside Terrace. The AmeriCorps members assigned to the computer labs are responsible for outreach and computer lab programming. Each lab has scheduled times for adult activities and for youth activities including resume writing, research, and homework assistance.

Activities	Month	YTD	Annual Goal	% of Goal
Computer Lab Participation (cumulative visits)	246	1059	1200	88%

1.12 Youth Activities

We have two partners who are providing free tutoring and mentoring services at no cost to THA. One partnership is with Roberts Family Development Center to provide after school tutoring at the FIC. The other partnership is with Write@253 to provide tutoring in writing and youth leadership mentoring also at the FIC.

Activities	Month	YTD	Annual Goal	% of Goal
Youth tutoring	20	20	10	200%
Summer youth programming	0	0	40	0%
Youth leadership mentoring	6	6	45	13%

1.13 Senior and Disabled Services

The Senior and Disabled Services Program Specialist had 131 client contacts (89 unduplicated) in the month of June.

In June, he referred tenants to the following services:

- Catholic Community Chore Services
- Aging and Disability Resource Center
- Beacon Senior Center

The Specialist arranged for nutritional food programs for senior apartment residents. BASH, a home delivery food bank, delivered food baskets to 225 senior apartment residents.

Every Monday, Elderly/Disabled Services visits each building for 45 minutes to an hour. This regularly scheduled time gives residents an opportunity to get services without making an appointment. Every Monday the bulletin boards are updated and information literature is distributed.

Activities	Month	YTD	Annual Goal	% of Goal
Unduplicated client contacts	89	253	260	97%
Referrals	3	26	50	52%
Unduplicated situation/wellness counseling	17	71	140	51%
Assistance with correspondence for Entitlement Programs	0	6	40	15%

2. GRANTS

2.1 Pierce County 2163 Funding

THA received word that its application to Pierce County for 2163 funding was approved. THA was granted \$84,009 for a 15-month period, October 2012 through 2013. The funds will be used for salary and benefits for one McCarver program case worker. The second caseworker is funded through a three-year Systems Innovation grant administered by Building Changes.

THA McCarver Special Housing Program 2012 Evaluation Report

Evaluation Design and Initial Findings

Prepared for the Tacoma Housing Authority
July 5, 2012

By: Bill Leon, Ph.D.
Leonor Robles, MPA
Jean Eisele, Ph.D.

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& RESEARCH**



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EXECUTIVE SUMMARY

In the first year of the Tacoma Housing Authority (THA) McCarver Special Housing Program, parents and students made considerable progress toward their goals of housing stability, eventual financial self-sufficiency and improved performance in school for children. The Program provides a wide range of services to young McCarver students and their families who were previously homeless or on the verge of becoming homeless. Many partners contributed to a broad collaboration effort that included staff from THA, McCarver Elementary School, Tacoma Public Schools (TPS) and other organizations in the Tacoma community.

EVALUATION DESIGN

Geo Education & Research (Geo) has been helping the Program develop evaluation strategies as well as data collection tools and processes to measure the many interlocking desired outcomes of the Program. Geo's holistic approach mirrors the Program's design to help the children, parents and the School make significant changes in many areas. **The evaluation will measure Program participation outcomes, parent outcomes, school outcomes and child outcomes.** The work is just beginning and it is mining data from the beginning of the school year. The core question is: ***Can school achievement for homeless or imminently homeless students at McCarver Elementary School be improved by providing stable housing and case management services for the family?***

ANALYSIS OF FAMILY NEEDS, GOALS AND PROGRESS

Geo is helping the Program design and implement an assessment process for measuring family challenges, goals and progress, as well as for measuring student challenges and issues. A process will allow THA case managers to identify and categorize challenges and their severity for each family and for the cohort. This will facilitate their development of individual response plans and household goals. This process will automatically generate summaries for individual families and for the cohort. Other efforts by THA and McCarver staff identify and meet smaller family needs on a daily basis.

PARENT / HOUSEHOLD CHANGES

THA housing vouchers stabilized 49 families with 59 parents and 78 children who attended McCarver (plus other older and younger siblings). Half of the families now live in the attendance area and all others plan to move into the area as soon as their current leases end. Two THA case managers were located in an office at the school where they could easily meet with parents, students, teachers and school staff on a daily basis. They helped identify needs, counseled parents and students, helped them identify goals and connected them to community resources and services. They also helped ensure that parents met their obligations and supported their children's educational efforts.

The Program has met the most significant need of the families engaged: stable housing. All 49 families accepted into the Program were previously homeless or facing homelessness soon. The Program, McCarver and their community partners have also provided other kinds of direct assistance including

food, clothing, toys, utility subsidies, furniture, beds, bedding and household items. The Program has made many referrals to services provided by other agencies.

Starting in February, parents participated in a monthly group parenting class in which they received and discussed parenting advice on many topics such as helping children develop respect, how to discipline children in loving and effective ways, how to identify and support children's learning needs at home, and how to effectively engage with teachers and school staff around educational needs.

With support from THA staff, many parents engaged in their own educational activities and several earned GED's, diplomas, and professional certificates.

Upon entering the Program, 13 of 59 parents were employed. In total, 20 parents currently hold jobs. Ten families have had babies this year and three parents are currently pregnant. One parent obtained a job and moved out of the area. Even though his child transferred out of McCarver, the Program considers this the type of successful transition it hopes other families can achieve. Several other parents had other personal triumphs. One family was removed from the program for non-compliance.

CHILD CHANGES BASED ON SCHOOL DATA

At the time of this report, data on the 2011-2012 school year were not yet available for comprehensive analysis. Geo will analyze these data as they become available. Teachers and staff have noted that attendance and behavior by Program students seems to have improved.

PARENT AND CHILD CHANGES BASED ON TEACHERS' ASSESSMENTS

Before school ended in June, we collected two surveys from 10 teachers who had 49 students in the Program. These surveys provided numerous insights into outcomes for parents and students, and gathered suggestions for Program improvement.

The majority of teachers agree that the parents in the Program have improved in being actively engaged in their children's education in a variety of ways. The highest level of involvement was for "responding to requests," followed by "attended conferences or met with teacher as needed." Three-quarters of teachers observed that parents have been able to get their children ready for school at least most of the time. They feel that nearly 80% of the parents understand the learning needs and issues of their students most of the time. Teachers think that two-thirds of parents helped their children with homework most of the time and that 53.0% attended school or class events and performances most of the time.

These figures show that teachers feel parents in the Program are doing what is expected of them most of the time, but too many parents still fall short of the consistency they would like to see. A quarter of parents still have frequent trouble getting their children ready for school. In other calculations, 41% of the parents rated by teachers were scored very high and 25% were scored very low.

In teachers' assessments of the learning and social skills of students in the Program, students showed improvements in all areas. Students showed the most growth in self-confidence, in taking the initiative

to make friends, and in engaging in their own learning (see Figure 1 on page 11). They also showed substantial growth in showing curiosity, in working well with others in class, playing well with others at recess and in solving their own (social) problems.

To look at the core areas combined, we created summary measures for the five social skills and the four learning skills as they stood at the end of the year. **The measures show that at year's end, the students had higher percentages in the upper ranges for learning skills, followed by self-confidence and social skills. More than 79.1% were functioning within 20% of the maximum score for learning skills** (see Table 6 on page 14). For social skills and for self-confidence, the figure was 77.1%. For the combined ten measures, the percentage was also 77.1%. These measures indicate that overall, teachers feel that most students were functioning at fairly high levels.

COMMON CHALLENGES STUDENTS FACE

Teachers thought that the greatest challenges students faced in school could be grouped into four major areas: staying on task, attendance, social engagement and basic skills. The following comments from teachers illustrate these perceptions.

- Some students have trouble **focusing on school work** and staying on task in the classroom.
- Some students need to learn to **finish their homework** before doing other activities.
- Frequent **tardiness** and **absences** ultimately affect the amount and quality of the material students learn.
- **Attitude problems** (anger, defiance, etc.) stand in the way of social and academic improvement (making friends, getting along in groups – classroom and playground).
- For some students, **struggles in math and reading** could possibly be due to the difficulty of the subject or lack of knowledge/skills.

COMMON CHANGES STUDENTS EXHIBITED

The teachers thought that the biggest changes they have seen in the students were around greater maturity and self-confidence. Some of the comments that illustrate this are listed below.

- The majority of students have developed a greater sense of **self-confidence** both academically and socially (reaching specified grade levels, improved grades, etc.).
- They show signs of **maturity** and steady **progress** through the development of independence, strong determination, and will to learn.
- Many are able to take **initiative** and be more vocal, to **ask for help** when needed, and to be **more engaged** in classroom discussions.
- Some are taking up **leadership** roles in the classroom and becoming a “model student” by **staying on task** in the midst of others who may not be following rules.

The data show that teachers feel the students made significant gains in social skills, learning skills and self-confidence, and that they feel their parents were helpful as well.

The teachers ascribe a great deal of credit to the Program for the changes in student learning and behavior. All of the teachers agree or strongly agree that the Program is helping identify the non-academic needs of students. All feel that the Program is helping parents identify their needs and goals. Teachers have more mixed feelings on whether or not the Program is helping parents improve their parenting skills. Apart from housing assistance, teachers feel that the most helpful services provided by the Program have been requiring parents to be involved in things at school and the parenting classes. In looking ahead to the implementation of the International Baccalaureate Program, a few teachers commented that it will likely complement the THA McCarver Special Housing Program in specific ways.

INTERVIEWS WITH KEY PARTNERS

In order to gain additional insight into the planning and implementation of the THA McCarver Program, Geo Education and Research conducted interviews with several key community partners, school administrators and McCarver staff. **Overall, the impression of those interviewed was that the Program is having a significant positive effect on children and families, and that it just needs to be tweaked a bit to become even more impactful.** The key differentiating factors are the comprehensive approach the Program is taking to address the needs of the families, the strong connection between THA and the school, and the length of the Program, which enables the formation of meaningful relationships. There were several areas where communication between stakeholders could be improved and where service gaps were identified. Respondents had consistent views of the Program. **Those interviewed were enthusiastic about the potential of the Program.**

Respondents saw the Program as different from other programs trying to accomplish similar goals in six major ways: the Program's comprehensive approach, the fact that it addresses the causes of transience, the length of the Program, having case managers in the schools, the parenting support, and enrichment of out-of-school learning time. Below are representative quotes.

Assisting their kids with homework, attending parent conferences, really knowing what is going on at school is way down on [the parent's] list of priorities. It's not that they don't care; it's just that they... [are in] survival mode.

For the families to become more stable themselves and have less anxiety [about] shelter, food and clothing, enables them to start building relationships with the school and start being role models for their own kids – showing them ways of being in the world that are more functional and healthy.

The research is so strong and clear; every time a child changes schools, they lose up to six months of academic [progress and] support.

Every parent wants [things] better for their kids; some parents just don't know how to go about doing that. This [Program] is helping them to do that; it's teaching them how to do that.

Respondents unanimously thought THA was highly effective in communicating the goals of the Program to school staff and the community during the planning stage.

It was really laid out in a good way and really gave folks an opportunity for input.

They made people feel that they were part of the planning, hearing what they were saying [and] implementing [the community members'] ideas.

There were also a few areas where respondents thought communication could be improved. Some school representatives would like to see more or better communication between all Program partners.

School representatives were very enthusiastic about the Program and the progress they've seen.

Thinking about everything that has happened, it has been pretty amazing

[THA staff] show their support often. I can't recall an evening in the Program this year where [the THA staff] have not been there to support us, and that is really powerful.

One community partner pointed out that **THA has eliminated a lot of the barriers that typically exist for parents, so they have really helped families get to the point where they can focus on their future and making it better.** One school representative also suggested that case managers be given more time to establish a relationship with the parents before the Program begins and the parents are expected to start engaging in various Program activities.

In discussions about the Program, several respondents mentioned the need for additional services for the families in the areas of transportation, counseling for children, gas and utility assistance, and additional partnerships.

EFFECTS OF THE PROGRAM

According to respondents, **this year there have been fewer suspensions, children are coming to school more, parent engagement has increased significantly, and children are starting to show academic and behavioral progress.**

For the parents that are really truly engaged in the Program, the kids are showing growth in their academics, and the parents are learning how they need to support their child at home and are more in contact with [teachers] about what they can do at home.

Parent involvement has also had a positive effect on children's behavior in school.

One student was having a great number of problems, [but] because mom is in the Program, one of the case managers was able to call [her]. Because of the rapport that this particular case manager had built with the family and the relationship she had with us, mom would come immediately [and] it turned [the child's] behavior around.

Case managers have really been successful in building relationships with the children and the families. Another school representative noted that, “one THA student brings his friends to the THA office to eat lunch. That shows the connections being made.”

CONCLUSIONS

The Program appears to be working. We can see from the assessments analyzed and from the examples provided, that the Program is identifying and addressing the core needs of families and students. It is finding assistance in the school and in the community. Preliminary school data already show major **improvements in attendance** and this has affected the overall school culture. **Teachers note that more parents have improved parenting skills and are actively engaged in the education of their children.** They credit the program for helping identify and address the needs of both students and parents. This year, 26 of the THA students received school awards in a broad range of academic and non-academic areas including music, reading, physical education and chorus. ***One child was also recognized as student of the year.***

The data from teachers and the interviews indicate that the theory of change of the Program is valid. The Program is solving one of the major problems facing these families, namely homelessness, and is also providing additional support to reduce stresses on families. It is providing parents with more motivation, support, tools and resources to improve their lives and livelihoods in many ways. It is also training and coaching them on why and how to be more engaged in the education of their children. Teachers observe that parents are in fact becoming more engaged. Additionally, teachers note that participating children have improved learning and social skills, and exhibit greater self-confidence. McCarver staff and THA case managers corroborate the teachers’ observations, and the recognition dozens of students have received for their accomplishments provides further evidence of positive change. We anticipate that school data will provide the quantitative confirmation of the improvements observed.

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INTRODUCTION

This is the first detailed report regarding activities and outcomes in the first year of the Tacoma Housing Authority (THA) McCarver Special Housing Program, a program that provides a wide range of services to young McCarver students and their families who were previously homeless or on the verge of becoming homeless. Leaders at THA, McCarver, Tacoma Public Schools (TPS) and other organizations in the Tacoma community recognize that the needs of children in homeless families are numerous and significant. To change educational and social outcomes for these children would require various approaches and services from many agencies and organizations. The Program being analyzed in this report was designed to address the varied needs of the students, their parents or guardians and their other family members in a more comprehensive way.

THA used housing vouchers to stabilize 49 families with 59 parents and 76 children who attended McCarver (plus other older and younger siblings). Half of the families now live in the attendance area and all others plan to move into the area soon. Two THA case managers were located in an office at the school where they could easily meet with parents, students, teachers and school staff on a daily basis. They helped identify needs, counseled parents and students, helped them identify goals and connected them to community resources and services. Case managers also helped ensure that parents met their obligations and supported their children's educational efforts.

In March 2012, THA hired Geo Education & Research (Geo) to develop and implement an outcome-focused evaluation of the Program. This report describes the evaluation plan being put into practice and preliminary results of data available through June 15, 2012. Geo will continue its evaluation through April of 2014 and provide the data and tools to continue evaluation efforts beyond that date.

PROJECT DESCRIPTION

THA describes the Program in this way:

What is the McCarver project?

Starting in the fall of 2011, THA proposes to give a housing voucher to up to 50 families who will have a child enrolled at McCarver Elementary School. A housing voucher is very valuable. It helps a family pay the rent on their apartment or house. In their first year of the program, participating families pay only \$25 per month toward their rent. THA pays the balance. Each year thereafter, the participants pay 20% more of the rent so that they are paying 80% in the fifth and final year. On average, a voucher is worth over \$500 per month for a low-income family.

Why is THA proposing this?

McCarver Elementary has a problem. Its students move around a lot. Last school year, 120% of the students changed. A few years ago, it was 170%! Children who change so much learn less. So much turnover in a class also makes it hard on the other students. And it makes it hard for the teacher to teach children who are coming and going. It

appears that much of this turnover happens because families have a hard time finding affordable housing. This is where THA can help.

Why was McCarver Elementary selected?

McCarver Elementary students have among the highest turnover in the City (over 120% last year; as high as 170% in the recent past), very high poverty rates, and low levels of student achievement. Also, many THA clients live near McCarver.

Does the McCarver staff think this is a good idea?

Yes! We have met with them. They are very excited about this opportunity for McCarver.

What will the families have to do?

We propose requiring participating families to agree to five conditions:

1. Keep their child enrolled in McCarver;
2. Be very involved with McCarver and their child's education;
3. Work on their own job and financial growth;
4. Work with THA staff to accomplish these goals; &
5. Share data on their child's progress in school.

The Program began accepting families in the fall of 2011. Between August 2011 and January 2012, 49 families, with 76 McCarver students in kindergarten through second grade (K-2), were housed. One family left after receiving assistance with employment because one parent found a job and moved out of the area. This is the kind of success the program is working toward for all participants. Currently 48 families have been in the program for most of the 2011-2012 school year.

EVALUATION APPROACH

Geo has reviewed the Program data collection and evaluation strategies employed by THA and has suggested improvements and new sources of data. We have used new tools to collect data for this report and will implement others in the summer of 2012. We will then execute regularly scheduled data collection moving forward. TPS data on student performance is incomplete for this school year, but we report on some trends in data available through May 2012.

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

1. **Child Outcomes**

Examples: improved educational outcomes as measured by such indicators as grades, standardized test scores, reading on grade level by grade 3, discipline records, and grade advancement; improved attendance; increased access to additional educational assistance as needed; and participation in out-of-school activities designed to improve educational and/or social skills

2. **Program Participation Outcomes**

Examples: finding and maintaining adequate housing, living in the school attendance area, maintaining student enrollment, receiving case management and referral services, setting achievable personal and family goals and identifying pathways to achieving them, and positive perceptions of the Program

3. **Parent Outcomes**

Examples: improved education and job skills, increased employment and income, ability to meet increasing co-pay requirements for rent, improved financial management skills, improved financial stability, improved parenting skills, increased engagement in their children's education

4. **School and School District Outcomes**

Examples: increased attention to the needs of Program students, increased activities by community partners, and implementation of the Primary Years International Baccalaureate Program

EVALUATION QUESTIONS

Since there are many facets to this Program, there are many evaluation questions. The core question is: ***Can school achievement for homeless or imminently homeless students at McCarver Elementary School be improved by providing stable housing and case management services for the family?*** Changes in the short-term to long-term educational and social outcomes of the children, now in grades K-2, will be important to observe in answering this core question. The Program design calls for support throughout the students' elementary years, enabling the measurement of long-term changes.

To further analyze the overall social and educational outcomes, we must also answer additional evaluation questions. Geo and the Program leaders have identified 22 questions related to outcomes, which have been categorized into four areas listed in Table 1. Appendix A describes them in more detail with statements as to why each question is important, how we will know if the efforts are working or having the desired impacts, and what data will help us measure the desired outcomes. More detailed planning has allowed us to identify specific indicators to measure most of the outcomes. These indicators have been used to develop primary data collection tools and plans, which are then used to analyze significant secondary data (mostly collected by TPS). Limited data are currently available, but much more will be available for future reports.

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 find the resources to 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 more involved in the THA McCarver Program?
21. Does McCarver implement the Primary Years International Baccalaureate Program as designed (year 2 and beyond)
22. Does the IB inquiry-based curriculum improve learning outcomes for McCarver students? (The School and the District will answer this question.)

EVALUATION PLAN

The data needed to answer the questions above will come from many sources. The major sources of data are listed below and in more detail in Appendix B.

1. THA records (applications, needs assessments, success plans and goal statements)
2. THA case manager notes and insights
3. School records (e.g., attendance, grades, test scores, discipline records)
4. Teacher surveys (about individual students and about the Program)
5. Parent surveys (about changes in them, in their children, about the parenting class, and about the Program)
6. Key partner interviews

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 will also allow us to compare the performance of students in the program to others in the School and the School District. Geo will use other data collected by THA staff that administer the Program to identify family challenges and goals, participation rates in various sub-programs, and insights gathered from the case managers who have frequent contact with the parents, children and Program partners. Geo will collect data via tools it has developed with the help of THA staff as well. We have placed copies of key data collection tools in the appendices. At some point, we hope to collect data directly from students as well. Parents have allowed THA to share data with Geo so that we can analyze results in a more integrated way to see if there are correlations between factors such as family challenges, program participation, parent outcomes and student performance data. Geo maintains strict standards of confidentiality in the collection, storage, use and disclosure of any data collected.

Geo has reviewed much of the THA data collected to date and has developed methods of summarizing it for this report. Direct data collection from teachers and key partners was completed in June. Parent survey data will be collected in July (and described in future reports).

Geo is reviewing data on other students in order to identify the best comparison groups for the students in the Program. Some of the potential comparison groups include: 1) other students in McCarver experiencing homelessness; 2) other District elementary students in similar grades experiencing homelessness; and/or 3) other students (in similar grades) in McCarver or in the District with similar socio-economic indicators (as can be discerned from available TPS data). No comparable data on other parents will be available. Most analysis of TPS data will be in future reports because the District is currently still compiling data from the 2011-2012 school year and consolidating older data into a new database that will make analysis easier.

ANALYSIS OF FAMILY NEEDS, GOALS AND PROGRESS

The families in the Program have multiple needs necessitating a wide range of services. The THA case managers compiled a synthesis of information on the families from their applications to the Program, their success plans, goal plans (which are updated often), meeting notes, and interactions with them at numerous meetings, trainings and events. Together, we created a process to track progress and rate challenges and goals over the first year (at Program entry and again in June). We will develop a similar process this summer to compile assessments of the students from the perspectives of teachers, parents and case managers. It will be updated monthly and provide improved insights for early intervention when problems arise.

Geo is helping the Program design and implement an assessment process for measuring family challenges, goals and progress, as well as for measuring student challenges and issues. A process will allow THA case managers to identify and categorize challenges and their severity for each family and for the cohort. This will facilitate their development of individual response plans and individual household goals. When many families face the same challenges, it becomes easier for staff to identify needs and find partners to address them individually and collectively. With the same process, staff will be able to rate annual progress to document changes along with overall levels of stress and the intensity of service attention needed by each family and for the cohort. This process will automatically generate summaries for individual families and for the cohort. Geo will design a similar process for tracking the needs and goals of students, which will allow case managers to better track progress and share information with teachers on a monthly basis.

PARENT / HOUSEHOLD CHANGES

The Program has met the most significant need of the families engaged: stable housing. All 49 families accepted into the Program were previously homeless or facing homelessness soon. Each successfully resettled into homes and continued to have adequate shelter through the school year. Around half of the families (25) have been able to find housing in the McCarver attendance area. One has left the area and one has been removed from the program for non-compliance after repeated warnings. The other 22 will be moving into the area when their leases expire. No families have moved a second time since receiving their vouchers. Families pay only \$25/month rent for the first year but are expected to pay 20% of their rent in the second year (starting August-October, depending on when they entered the Program). The Program, McCarver and their community partners have also provided other kinds of direct assistance including food, clothing, toys, utility subsidies, furniture, beds, bedding and household items.

There was a substantial change in household income between April and May 2012. Average earned income doubled from \$1,217 to \$2,434 per month.

The Program has made many referrals to services that other agencies provide. These include services like the following.

- 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); 10 have completed it so far and others are still engaged
- College programs
- Technical/vocational training

Beginning this summer, an improved referral process will allow case managers to track the results of these types of referrals in their analysis of goals and progress.

Starting in February, **parents participated in a monthly group parenting class** in which they received and discussed parenting advice on many topics such as helping children develop respect, how to discipline children in loving and effective ways, how to identify and support children's learning needs at home, and how to effectively engage with teachers and school staff around educational needs. Geo is assisting with a separate assessment of the parenting class this summer and will prepare a summary along with recommendations for the Program staff after the data are collected and analyzed.

With support from THA staff, individual parents engaged in other educational activities including those listed below. Two parents currently have 4.0 averages in a medical assistant program at Everest College, and several have earned GEDs, diplomas or certificates, which will enhance their employability.

Parent educational accomplishments since the beginning of the Program:

- Attended GED, technical training or college classes (two have 4.0 grade averages in a medical assistant program) (22)
- Earned GEDs (2)
- Earned high school diploma (1)
- Community college graduate (1)
- Certification as a phlebotomist (1)
- Certification as a nursing assistant (1)

Upon entering the Program, 13 of 59 parents were employed. Since joining the Program, 12 previously unemployed parents have gotten jobs in the private or government sectors; two more completed a paid job training program and one has since found a job; and four parents have lost their jobs. In total, 20 parents currently hold jobs.

Ten families have had babies this year and three parents are currently pregnant.

Several parents received job preparation and work search services. One parent obtained a job and moved out of the area. Even though his child transferred out of McCarver, the Program considers this the type of successful transition it hopes other families can achieve (though it hopes they can find employment locally so that the children can continue at McCarver).

CHILD CHANGES BASED ON SCHOOL DATA

In year one, the Program served 49 families with 76 children. Of these children, 56 were students at McCarver in grades K-2. At the time of this report, data on the 2011-2012 school year were not yet available for comprehensive analysis. Geo will analyze these data as they become available. Teachers and staff have noted that attendance by Program students seems to have improved. They are also working to resolve discipline issues in new ways. The hope is to keep students in attendance as much as possible by working with their parents to modify behaviors. Discipline data across the District are not reported in consistent ways that allow for comparison. Once the data for McCarver are compiled, we will analyze changes in the amount and types of discipline referrals by student for the THA cohort to see if there have been changes over time throughout the school year.

PARENT AND CHILD CHANGES BASED ON TEACHERS' ASSESSMENTS

Before school ended in June, we collected two surveys from 10 teachers who had 49 students in the Program. The sample represents 55.6% of the teachers and 64.5% of the students. The students were in kindergarten through fifth grade, with most falling between kindergarten and second grade. The first survey provided an assessment of the changes observed by teachers for each Program child in their classrooms, and changes to the level of engagement of students' parents. The second survey gathered teachers' opinions about the Program itself.

Teachers scored each student's parent(s) on their contributions to the Program using a scale of 1 (very rarely) to 5 (almost always). Note that teachers are responding about both parents if present, however, this is rare for participating families as most are single parents. **The majority teachers agree that the parents in the Program have improved in being actively engaged in their children's education in a variety of ways.** The highest level of involvement was for "responding to requests" (average score=4.26), followed by "attended conferences or met with teacher as needed" (average score=4.17). Three-quarters of teachers observed that parents have been able to "get their children ready for school" at least most of the time. They feel that nearly 80% of the parents understand the learning needs and issues of their students most of the time. Teachers think that two-thirds of parents helped their children with homework most of the time and that 53.0% attended school or class events and performances most of the time

The majority of teachers agree that the parents in the Program have improved in being actively engaged in their children’s education in a variety of ways. The highest level of involvement was for “responding to requests,” followed by “attended conferences or met with teacher as needed.”

We have summarized the teachers’ assessments of students and parents in Tables 2, 3, 4 and 5.

TABLE 2: TEACHERS' ASSESSMENTS OF PARENT ENGAGEMENT

Over the course of this year, a parent of this student...	Choose an answer for each statement					
	Very Rarely (1)	Some-times (2)	Half the Time (3)	Most of the Time (4)	Almost Always (5)	Average (on 1-5 scale)
Attended conferences or met with me as needed	6.5%	6.5%	6.5%	23.9%	56.5%	4.17
Understood the learning needs and issues of this student better	5.1%	7.7%	7.7%	41.0%	38.5%	4.00
Helped the student with homework	10.3%	20.5%	2.6%	30.8%	35.9%	3.62
Was able to get this student ready for school (i.e., get enough sleep, food and clothes and get to school on time)	0.0%	16.7%	8.3%	20.8%	54.2%	4.13
Responded to my requests	4.3%	4.3%	6.5%	26.1%	58.7%	4.26
Attended school or class events and performances	11.8%	14.7%	14.7%	11.8%	41.2%	3.59

Note: Parents of only 49 students were rated.

These figures show that teachers feel parents in the Program are doing what is expected of them most of the time, but too many parents still fall short of the consistency they would like to see. For example, teachers feel that one-third help their children with homework half of the time or less frequently, and 41.2% are frequently absent from school or class events. A quarter of parents still have frequent trouble getting their children ready for school.

Another way to view the data is by looking at percentages of parents with no, few or many issues with their levels of engagement. Table 3 shows the numbers and percentages of parents whom the teachers scored 4 or 5 on all six aspects. It shows that (when excluding items for which teachers did not know or did not respond) 41.7% of parents scored 4 or 5 on all aspects. At the other end of the spectrum, 25% scored 4 or 5 on half or fewer of the six aspects. In other words, parents of at least 25% of the students

in the Program likely need a lot of training, coaching or other assistance to be able to meet teachers' expectations for solid parental involvement.

TABLE 3: SUMMARY MEASURES OF PARENTAL ENGAGEMENT FROM TEACHERS' PERSPECTIVES

Summary Measures	Percentages of Parent Engagement Aspects Done Well by Parents				
	Fewer than 50%	50%	60-67%	75-84%	100%
Number of parents whom teachers score as performing six quality parent involvement aspects most of the time or almost always	8	4	5	11	20
Percentage of parents whom teachers score as performing six quality parent involvement aspects most of the time or almost always	16.7%	8.3%	10.4%	22.9%	41.7%

Note: Parents of only 49 students were rated. In addition, aspects not rated are excluded and should be discussed with teachers and parents to see if issues exist. Detailed data collected will allow THA and school staff to identify parents having low engagement by aspect.

Following the parent assessment, teachers were asked to rate how often each student displayed a specific behavior both at the beginning and end of the year (see Table 4 and 5). The first five items (rows highlighted in blue) are social skills; the next four (rows highlighted in yellow) are learning skills; and the last (row highlighted in purple) is self-confidence. These statements were again scored on a scale of 1 (very rarely) to 5 (almost always). **Students showed improvements in all areas.** Table 5 shows the percentage of change in these areas between the beginning and ending measures in the last column. Figure 1 shows this same percentage of change graphically. **Students showed the most growth in self-confidence (13.3%); in taking the initiative to make friends (12.3%); and in engaging in their own learning (11.5%). They also showed substantial growth in showing curiosity (9.6%); in working well with others in class (8.1%); playing well with others at recess (6.1%); and in solving their own (social) problems (5.2%).**

FIGURE 1: PERCENTAGE CHANGE IN TEACHERS' SCORING OF STUDENTS FROM BEGINNING OF PROGRAM TO END OF YEAR

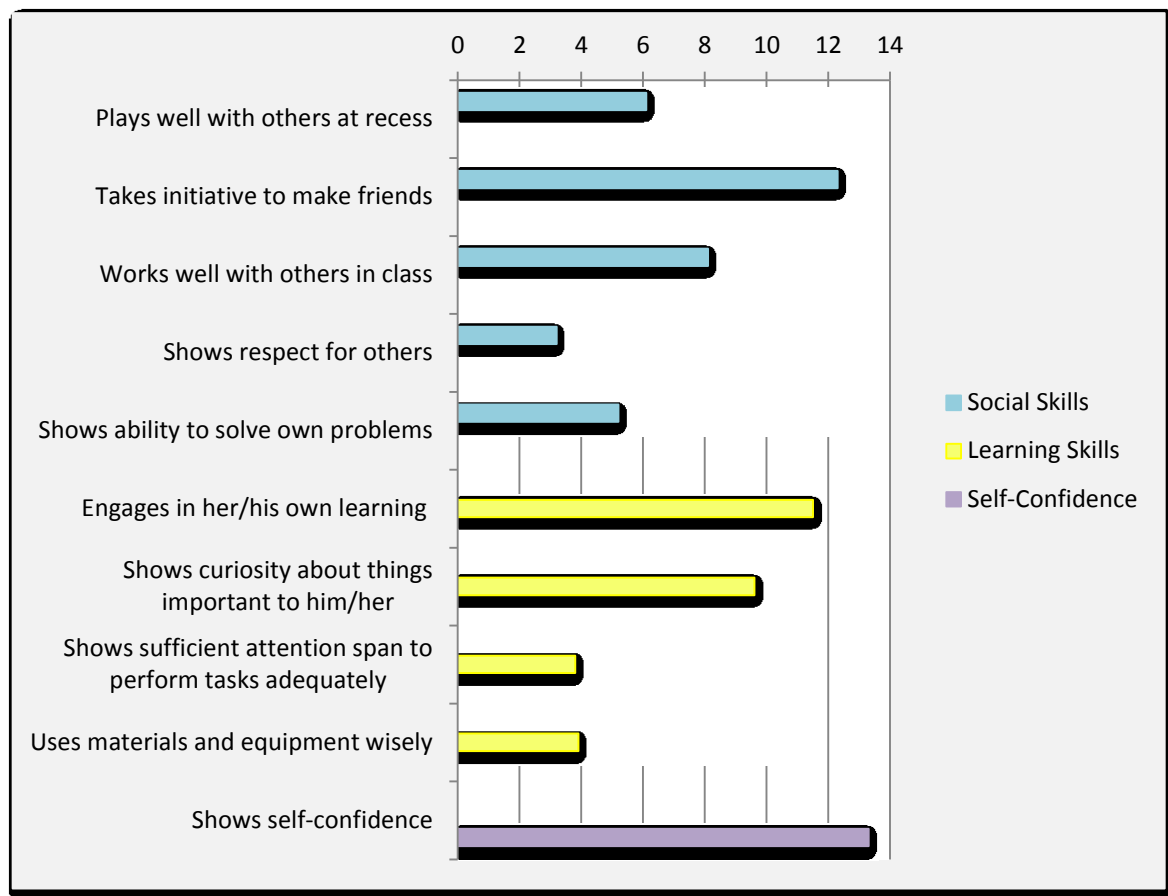


TABLE 4: TEACHERS' ASSESSMENTS OF CHANGES IN STUDENTS

	At the <u>beginning</u> of the year						At the <u>end</u> of the year					
	Very Rarely (1)	Some-times (2)	Half the Time (3)	Most of the Time (4)	Almost Always (5)	Average (on 1-5 scale)	Very Rarely (1)	Some-times (2)	Half the Time (3)	Most of the Time (4)	Almost Always (5)	Average (on 1-5 scale)
This student ...												
Plays well with others at recess	2.1%	6.4%	10.6%	34.0%	46.8%	4.17	2.1%	6.4%	4.3%	21.3%	66.0%	4.43
Takes initiative to make friends	6.5%	13.0%	17.4%	19.6%	43.5%	3.80	2.1%	8.3%	10.4%	18.8%	60.4%	4.27
Works well with others in class	6.3%	6.3%	18.8%	25.0%	43.8%	3.94	4.3%	6.4%	4.3%	29.8%	55.3%	4.26
Shows respect for others	4.2%	6.3%	14.6%	20.8%	54.2%	4.15	4.3%	6.4%	4.3%	27.7%	57.4%	4.28
Shows ability to solve own problems	6.3%	10.4%	18.8%	27.1%	37.5%	3.79	4.2%	8.3%	8.3%	35.4%	41.7%	3.99
Engages in her/his own learning (e.g., offers ideas or solutions in class discussions; works independently)	6.3%	16.7%	12.5%	29.2%	35.4%	3.71	4.2%	4.2%	12.5%	25.0%	52.1%	4.14
Shows curiosity about things important to him/her	2.2%	8.7%	15.2%	26.1%	47.8%	4.09	0.0%	6.4%	2.1%	21.3%	68.1%	4.48
Shows sufficient attention span to perform tasks adequately	4.2%	10.4%	4.2%	31.3%	50.0%	4.13	2.1%	8.3%	8.3%	14.6%	64.6%	4.28
Uses materials and equipment wisely	6.3%	6.3%	6.3%	16.7%	64.6%	4.27	4.2%	8.3%	2.1%	10.4%	75.0%	4.44
Shows self-confidence	8.3%	6.3%	22.9%	20.8%	39.6%	3.76	2.1%	6.3%	12.5%	18.8%	58.3%	4.26

TABLE 5: CHANGES IN STUDENTS FROM BEGINNING OF PROGRAM TO END OF SCHOOL YEAR

This student ...	Change during School Year						
	Very Rarely	Some-times	Half the Time	Most of the Time	Almost Always	Average (on 1-5 scale)	% Change in Average
	(1)	(2)	(3)	(4)	(5)		
Plays well with others at recess	0.0%	0.0%	-6.4%	-12.8%	19.1%	0.26	6.1%
Takes initiative to make friends	-4.4%	-4.7%	-7.0%	-0.8%	16.9%	0.47	12.3%
Works well with others in class	-2.0%	0.1%	-14.5%	4.8%	11.6%	0.32	8.1%
Shows respect for others	0.1%	0.1%	-10.3%	6.8%	3.3%	0.13	3.2%
Shows ability to solve own problems	-2.1%	-2.1%	-10.4%	8.3%	4.2%	0.20	5.2%
Engages in her/his own learning (e.g., offers ideas or solutions in class discussions; works independently)	-2.1%	-12.5%	0.0%	-4.2%	16.7%	0.43	11.5%
Shows curiosity about things important to him/her	-2.2%	-2.3%	-13.1%	-4.8%	20.3%	0.39	9.6%
Shows sufficient attention span to perform tasks adequately	-2.1%	-2.1%	4.2%	-16.7%	14.6%	0.16	3.8%
Uses materials and equipment wisely	-2.1%	2.1%	-4.2%	-6.3%	10.4%	0.17	3.9%
Shows self-confidence	-6.3%	0.0%	-10.4%	-2.1%	18.8%	0.50	13.3%

TABLE 6: YEAR-END SUMMARIES OF TEACHERS' SCORING OF STUDENTS BY GROUP AND TOTAL

Percentage breakdowns for summary student indicators	Social skills indicator summary at end of year (5 aspects)	Learning skills indicator summary at end of year (four aspects)	Self-confidence indicator summary at end of year (one aspect)	Total for social skills, learning skills and self-control at end of year (10 aspects)
<i>Score range</i>	5-25	4-20	1-5	10-50
% @ 0-29% of Max	4.2%	4.2%	2.1%	4.2%
% @ 30-49% of Max	6.3%	10.4%	6.3%	6.3%
% @ 50-79% of Max	12.5%	10.4%	14.6%	12.5%
% @ 80-89% of Max	29.2%	8.3%	18.8%	14.6%
% @ 90% of Max	47.9%	70.8%	58.3%	62.5%
Average	21	17	4	42

Note: Parents of only 49 students were rated.

To look at the core areas combined, we created summary measures for the five social skills and the four learning skills as they stood at the end of the year (see Table 6). **The measures show that at year's end, the students had higher percentages in the upper ranges for learning skills, followed by self-confidence and social skills. More than 79.1% were functioning within 20% of the maximum score for learning skills.** For social skills and for self-confidence, the figure was 77.1%. For the combined ten measures the percentage was the same. These measures indicate that overall, teachers feel that most students were functioning at fairly high levels.

COMMON CHALLENGES STUDENTS FACE

Teachers thought that the greatest challenges students faced in school could be grouped into four major areas: staying on task, attendance, social engagement and basic skills. The following comments from teachers illustrate these perceptions.

- Some students have trouble **focusing on school work** and staying on task in the classroom.
- Some students need to learn to **finish their homework** before doing other activities.
- Frequent **tardiness** and **absences** ultimately affect the amount and quality of the material students learn.
- **Attitude problems** (anger, defiance, etc.) stand in the way of social and academic improvement (making friends, getting along in groups – classroom and playground).
- For some students, **struggles in math and reading** could possibly be due to the difficulty of the subject or lack of knowledge/skills.

COMMON CHANGES STUDENTS EXHIBITED

The teachers thought that the biggest changes they have seen in the students were around greater maturity and self-confidence. Some of the comments that illustrate this are listed below.

- The majority of students have developed a greater sense of **self-confidence** both academically and socially (reaching specified grade levels, improved grades, etc.).
- They show signs of **maturity** and steady **progress** through the development of independence, strong determination, and will to learn.
- Many are able to take **initiative** and be more vocal, to **ask for help** when needed, and to be **more engaged** in classroom discussions.
- Some are taking up **leadership** roles in the classroom and becoming a “model student” by **staying on task** in the midst of others who may not be following rules.

TABLE 7: TEACHERS ASSESSMENT OF HELPFULNESS OF PROGRAM FOR STUDENTS

Taking into account the overall effects of the program on this child...	Not at all helpful (1)	Slightly helpful (2)	Moderately helpful (3)	Significantly helpful (4)	Extremely helpful (5)	Average (on 1-5 scale)
To what extent has the program been helpful in improving this child's learning ?	0.0%	8.3%	20.8%	41.7%	16.7%	3.65
To what extent has the program been helpful in improving this child's behavior ?	9.1%	22.7%	9.1%	45.5%	0.0%	3.02

The data show that teachers feel the students made significant gains in social skills, learning skills and self-confidence, and that they feel their parents were helpful as well. We wanted to see the extent to which teachers feel that the Program helped nurture these changes so we asked them to rate (on a 1-to-5 scale from “not at all helpful” to “extremely helpful”) the helpfulness of the Program in terms of improving each students’ learning and behavior (see Table 7¹). **The teachers ascribe a great deal of credit to the Program for the changes in student learning and behavior.** With respect to learning improvements, 58.3% feel that the Program was significantly or extremely helpful. This is likely due, in part, to their perception that parent involvement was high. For behavior improvements, 45.5% feel that it was significantly helpful.

¹ For reasons unknown, the response rates to these questions were much lower than for other questions.

We have summarized the teachers' assessments of the Program in Table 8 based on the survey provided in Appendix G.

TABLE 8: TEACHERS' ASSESSMENTS OF THE PROGRAM

In thinking about various aspects of the THA-McCarver Program to assist previously homeless families, how much do you agree or disagree with the following statements?	How much do you agree or disagree with the statements at left?					Average (on 1-5 scale)
	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)	
The program is helping identify the non-academic needs of students.	0.0%	0.0%	0.0%	88.9%	11.1%	4.11
The program is helping find solutions to the non-academic needs of students.	0.0%	0.0%	25.0%	62.5%	12.5%	3.88
The program is helping parents identify their needs and goals.	0.0%	0.0%	0.0%	83.3%	16.7%	4.17
The program is helping parents meet their needs and goals.	0.0%	20.0%	20.0%	60.0%	0.0%	3.40
The parents of my students who are in the program have improved their parenting skills during this school year.	0.0%	22.2%	33.3%	33.3%	0.0%	3.17
The parents of my students who are in the program have become more engaged in their children's education during this school year.	0.0%	22.2%	33.3%	33.3%	11.1%	3.33

The teachers feel the program is working. Among the 10 teachers (out of 18, or 55.6%) with students in their classes who returned surveys so far, **100% agree or strongly agree that the Program is helping identify the non-academic needs of students.** The average score on the 1 (strongly disagree) to 5 (strongly agree) scale is 4.11. Somewhat fewer but still the vast majority of teachers (75.0%) agree or strongly agree that the Program is helping find solutions to students' non-academic problems. The average for this statement is 3.88. **All feel that the Program is helping parents identify their needs and goals.** Most (60%) agree that the program is helping parents meet their needs and goals but some (20%) disagree. The average is 3.40.

Teachers have more mixed feelings about whether or not the Program is helping parents improve their parenting skills. More (33.3%) agree that it is, but many (22.2%) disagree and still more do not lean one

way or the other. The average is 3.17. Slightly more teachers feel that the parents are becoming more engaged in their children's education—44.4% agree or strongly agree and only 22.2% disagree. The average is 3.33.

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

- Requiring parents to be involved in things at school, because "it makes parents more aware of what's happening on daily basis" (4)
- Parenting classes (2)
- Events (2)
- Parents engagement in their own education
- Involvement with child's education (SOME parents)

In looking ahead to the implementation of the International Baccalaureate Program, a few teachers commented that it will likely complement the THA McCarver Special Housing Program in specific ways. Their comments include the following.

- I think it will inspire the students' natural curiosity to learn, and by doing so, build up confidence.
- When the parents learn more about this IB program, it will build more of the home-school connection.
- The IB Program requires more hands-on learning that McCarver students need to be engaged in.
- It will require students to think critically and work cooperatively.
- Students will become global learners with an understanding of how they can make a difference.
- It will challenge their minds.
- [It will] increase engagement.
- [It will increase] critical thinking.
- [It will] motivate learning.
- [It will give more longevity [to the] Program [by extending it to] kindergarten through fifth grade.

OTHER COMMENTS

- I think it has been wonderful to see many families become stable this year.
- I am thankful for the program to help our families.
- [What is] surprisingly to me is that the parents that I have had the most contact [with] and support [from] this year aren't from the program.
- I think it is an awesome program and you're doing a terrific job.
- I am excited to see the long-term effects on our students.
- Thanks!

PARENT PERCEPTIONS

This summer, we will collect data on parents' assessments of changes in their children as a result of participating in the Program. We are also developing a method of synthesizing and summarizing data on student problems, goals and progress that will supplement data collected by McCarver.

INTERVIEWS WITH KEY PARTNERS

PERCEPTION OF PROGRAM: POTENTIAL IMPACT AND MAIN IDEAS

In order to gain additional insight into the planning and implementation of the THA McCarver Program, Geo Education and Research conducted interviews with several key community partners, school administrators and McCarver staff. In the following sections, we have compiled their answers to various questions concerning the Program. School administrators and McCarver teachers and staff are both referred to in the text as "school representatives" to ensure the privacy of the respondents.

Overall, the impression of those interviewed was that the Program is having a significant positive effect on children and families, and that it just needs to be tweaked a bit to become even more impactful. The key differentiating factors are the comprehensive approach the Program is taking to address the needs of the families, the strong connection between THA and the school, and the length of the Program, which enables the formation of meaningful relationships. There were several areas where communication between stakeholders could be improved and where service gaps were identified. Partnerships with community organizations have been successful overall, so respondents felt many of the additional services needed could be implemented through further partnerships.

The initial interview questions asked the respondent to identify the main ideas of the THA McCarver Program as well as its potential impact on Program participants. Respondents had consistent views of the Program. **Those interviewed were enthusiastic about the potential of the Program**, using phrases like "it's been wonderful," and "the potential is very great." Several main themes arose from their comments. Creating supportive learning environments for children, increasing parent involvement with the school and in their child's education, as well as stabilizing families and helping them become economically self-sufficient were all identified as key main ideas and potential impacts of the Program.

HOW PROGRAM DIFFERS FROM OTHERS

Respondents were asked how the THA McCarver Program is different from other programs trying to accomplish similar goals and how it will achieve results. Answers from respondents can be grouped into six main areas: the Program's comprehensive approach, the fact that it addresses the causes of transience, the length of the Program, having case managers in the schools, the parenting support, and enrichment of out-of-school learning time.

Comprehensive Approach

The most common response was that **the Program has a holistic and comprehensive approach**. Homeless and transient families typically have multiple barriers to overcome. One of the differentiating factors of this Program that was discussed is that it works from multiple angles to help families overcome those obstacles. It ensures basic needs are met so that parents can begin to focus on their child's education and really engage with the school. "Assisting their kids with homework, attending parent conferences, really knowing what is going on at school is way down on [the parent's] list of priorities. It's not that they don't care; it's just that they... [are in] survival mode," noted a school representative.

The Program works to help stabilize the family by connecting parents to resources, training and support to help them gain long-term financial stability, and also works with the children and school staff to create a more supportive learning environment. "For the families to become more stable themselves and have less anxiety [about] shelter, food and clothing, enables them to start building relationships with the school and start being role models for their own kids – showing them ways of being in the world that are more functional and healthy," explained a school representative. Several respondents also commended THA in its ability to form successful partnerships with community organizations to provide additional services. "The reason all the partners have stepped up is that we see THA developed a Program that's not just about providing handouts, but empowering these families with a hand up," said one community partner.

Addressing the Causes of Transience

As previously mentioned, **many respondents mentioned the importance of stabilizing transient families before progress in other areas can be made.** "The main idea is to capture a portion of our transient and/or homeless population, give them a place to live so that they can then engage with their school in a meaningful way, and then engage with Tacoma Housing Authority and other agencies to develop some skills and get some guidance in order to build sustainability in their own lives," said a school representative. THA's housing stipend enables families to gain some stability by having a guaranteed place to live within the McCarver school district and also provides a strong incentive to stay in the Program. "Parents say having stable housing makes a huge difference and gives them time to be able to spend as a family," said a community partner. It also takes away the fear of ending up in a shelter and allows children to stay at one school throughout their time in elementary school, providing continuity. "The research is so strong and clear; every time a child changes schools, they lose up to six months of academic [progress and] support," said another school representative.

Length of Program

The five-year duration of the Program "allows time to work consistently with the kids throughout elementary school," said a community partner, meaning the children (and their parents) are able to form meaningful relationships with the school staff, case managers, community partners and all of those involved in the Program. For children, being able to form relationships is extremely important. As one

school representative put it, “some kids don’t want to [form] relationships because they know they are going to break them anyway. The social-emotional part [of being homeless or transient] is significant for kids and that spills over into the academics because if you don’t feel safe, if you are not making strong connections on the social-emotional level, it really impedes your ability to take risks academically as well.” In this Program, “the student will have the stability of staying in the same [elementary] school the entire time ... and the parent is getting education and training so they can go on and find stable work [and] become financially stable,” said a community partner. This points to another benefit of the Program length discussed by respondents. The longer time frame and gradual decrease of financial support allows parents to slowly take on financial responsibility.

Case Managers in the Schools

Another differentiating factor of the Program is the two dedicated case managers for the families that are located within the school. **Having case managers’ offices within the school allows them to establish relationships with the children and work directly with the teachers and other school staff to support them.** According to a school representative, “A lot of parents have had experiences with their own schooling that were not positive. Sometimes there is a fear factor with getting involved in the school.” Having case manager offices within the school also helps to break down negative associations with the school and makes parents feel more comfortable interacting with school staff.

Case managers help connect families to resources, with the ultimate goal of helping the families to sustainably support themselves. Having one contact person to help the families navigate the network of support services and streamline the process is important. Also, the fact that case managers are only working with THA McCarver Program participants allows them to focus on establishing relationships with the families so the parents feel they have someone that really cares about them and is invested in their success. “The casework support and the resources offered to the families really make a difference. The needs are so great for our families [as well as] the obstacles that they are trying to overcome, just having more people to support them makes all the difference in the world,” said a school representative.

Parenting Support

“The key is the parents. They are the first teachers the kids have and if you can get the parents on board... the parents have the greatest influence on the kids,” one school representative explained. When discussing main ideas of the Program, the second most mentioned theme was that **the Program is increasing parent involvement in their child’s education and with the school.** “The big interest of mine has been to build better connections between this cohort of families and the school, and to be able to involve them in ways that we have not been able to traditionally involve them,” said another school representative. Having case managers in the school is one differentiating factor that helps to break down barriers with the school, and the parenting classes are another. The classes help parents learn not only the importance of becoming involved with the school, but how to become involved and how to create learning environments for their children inside the home. “Every parent wants [things] better for

their kids; some parents just don't know how to go about doing that. This [Program] is helping them to do that; it's teaching them how to do that," said a school representative.

According to another school representative, an additional differentiating factor of this Program is communicating the high expectations the Program staff have of the parents and that they believe in them, saying, "We are here to support you, but you are the ones who have to do it – build those skills."

Enriching Out-of-School Time

The final differentiating factor of this Program mentioned by respondents is its efforts to **enrich learning opportunities during out-of-school time** through its partnerships with community organizations. THA has worked successfully with KBTC, the Peace Community Center, Tacoma Children's Museum, and other organizations to provide various learning opportunities for children during spring and summer breaks. THA, the school and other partners are also working to develop an after school program that focuses on education.

SUGGESTIONS OF WHAT TO MEASURE TO DETERMINE SUCCESS

Respondents had many ideas about what information the Program should be tracking. Fortunately, **systems are already in place to track much of the data suggested**. Attendance and academics were brought up the most in terms of tracking changes for the child. To track academics, some suggested looking at report cards and test scores, particularly with respect to reading and math, as well as the percent of homework completed throughout the year. **Several people also mentioned the need to see the whole child and not just measure success by normal academic standards**. They see the fact that students are finding some place to excel or make their own mark, as a sign of success. Indeed this has happened with the 26 Program youth who received end-of-year school awards. One school representative gave another example that is hard to quantify: **"Change in confidence is huge**. All kids are public speakers now because of the opportunities they worked on in Peace Makers, and they [now] talk in front of 500 people. Our kids love it. They do it and they are very articulate. [They learn] the ability to make connections, to get things done, perseverance."

Recommendations for tracking parent success included measuring their involvement with the school through attendance at events and meetings, as well as their responsiveness to the teacher when issues arise. One school representative said, "I want to see change in the classroom, parents more engaged (we know that is a huge indicator of success). I want the buy in [by the parents] to be genuine (not feel like this is just a mandatory thing)." Many also thought case managers should track how parents were progressing in their plan to become financially and emotionally stable. Regarding the family as a unit, answers centered on whether the family was housed and their accessibility to the school.

WHAT WORKED WELL AND WHAT COULD BE IMPROVED

The following paragraphs discuss respondents' comments about what has worked well so far and what elements of the Program could be improved with respect to communication, implementation within McCarver, and parent involvement.

Communication

Respondents unanimously thought THA was highly effective in communicating the goals of the Program to school staff and the community during the planning stage. One school representative observed, "Michael Power (Program Manager) ... was just great ... smart ... thoughtful ... really good. Michael Mirra (Tha Executive Director) [is good] too. He has passion and great ideas and is smart beyond belief." One school representative said of the planning process, **"It was really laid out in a good way and really gave folks an opportunity for input."** Another said, **"They made people feel that they were part of the planning, hearing what they were saying [and] implementing [the community members'] ideas."** One community partner commented that **it was really easy for partners to engage because the mission of the Program was so clear.**

There were also a few areas where respondents thought communication could be improved. **Some school representatives would like to see more or better communication between all Program partners.** "We need to keep getting feedback from all the partners with strong people [coming] together and having the communication. Being intentional – [having weekly] meetings with the case managers [and] institutionalizing it," voiced a school representative. Some specifically mentioned a need for more communication between teachers and case managers so teachers could stay informed about what is going on with the families of the students in their classrooms. Some school representatives would like to see case managers play a more active role as liaisons between the parents and the teachers, becoming more involved in the school itself and having more face-to-face conversations.

With respect to improving the Program, one school representative would like to see inclusive discussions involving all stakeholders including teachers, case managers, THA and school staff, and parents, where everyone has an equal voice. This person went on to say that discussions should also include the children, creating a way for them to participate by telling stories about what they have experienced and what they think.

Within McCarver

School representatives were very enthusiastic about the Program and the progress they've seen. "Thinking about everything that has happened, it has been pretty amazing," said one school representative. Another talked about the support that THA has shown toward the school, "[THA staff] show their support often. I can't recall an evening in the Program this year where [the THA staff] have not been there to support us, and that is really powerful."

As with any new Program, there is a learning curve to smooth implementation. A few community partners mentioned bureaucracy within the school being somewhat of a challenge to navigate at times and even some school representatives mentioned the need for more flexibility in the school's willingness to change its culture and to respond to the needs of the families. One school representative also expressed a concern that the Program should be careful not to overburden the school staff with Program duties. Another school representative suggested that teacher reports on students should be completed monthly, not weekly, to allow the reports to show more change in the student. This representative also noted that the reports need to be fairly quick and easy for teachers to fill out and currently they are not. Also, teachers would like to provide more input with respect to the content of the forms. One respondent would like to see additional measures on the report like the percent of homework completed by the student.

Parent Involvement

One community partner pointed out that **THA has eliminated a lot of the barriers that typically exist for parents, so they have really helped families get to the point where they can focus on their future and making it better.** In general, parent involvement seems to have increased and many are very engaged in the Program. **“Most of the parents are more engaged in their child’s education and are attending school functions, which didn’t happen before,”** explained a school representative. **“We’ve never had a PTA before,”** said another school representative, **“but because we have had families meeting the expectations and starting to get involved, [we now have one] and we know there will be people here next year to carry [it] on.”**

The positive effects of parent involvement have been evident in the school. The only place where their involvement seems to be lacking is in taking advantage of the employment and training services offered by Tacoma Goodwill Industries. They have experienced very poor follow through and engagement from parents, however they are hopeful that after holding a special meeting just for Program participants, they will be able to start engaging more with the families.

One school representative also suggested that case managers be given more time to establish a relationship with the parents before the Program begins and the parents are expected to start engaging in various Program activities.

ADDITIONAL RESOURCES NEEDED

In discussions about the Program, several respondents mentioned the need for additional services for the families.

Transportation

Transportation was brought up multiple times as a continuous challenge for many families. Those that do not live within the bus zone have had a difficult time getting their children to school on time as well

as to various events. This has caused many tardies for the children and meant that community partners have had to rent vans to provide transportation to families so they could participate in events. In future Program cycles, respondents have recommended that the Program take into consideration transportation options in getting to the school when families are finding places to live within the district, as well as providing enhanced bus service to address the current problem.

Counseling for Children

Several respondents also talked about the need for additional counseling services for the children. Many have gone through serious emotional trauma from being homeless and transient. This trauma often manifests itself through behavioral problems and children need help dealing with those issues. **“We want kids to stabilize emotionally and behaviorally. We have a lot of kids with a lot going on in their lives [and] we need to get that under control,”** said a school representative.

Gas and Utility Assistance

While families receive a subsidy to cover their rent, there are many other costs involved in establishing a stable home environment, including utilities and gas if families have a car. A school representative mentioned that one family in the Program had their power shut off because they were unable to pay the bill. The representative noted that this is counter-productive to the aims of the Program and **partnerships should be established to help families with these additional costs until they are able to take them on themselves.**

Additional Partnerships

Many respondents discussed the need to bring in **additional partners to diversify the services offered by the Program.** Following is a list of additional services recommended by interviewees:

- **Healthcare and dental** services for families
- Additional **out-of-school activities** for kids (*after school program to help with homework*)
- More **parenting classes** (*including resources for parents to learn how to address serious behavioral problems in their children*)
- A **mentorship program** for the kids
- **Drug and alcohol support** for parents
- **Continuing education** opportunities and scholarships for parents

EFFECTS OF THE PROGRAM: STORIES OF IMPACT

According to respondents, **this year there have been fewer suspensions, children are coming to school more, parent engagement has increased significantly, and children are starting to show academic and behavioral progress.** “For the parents that are really truly engaged in the Program, the kids are showing growth in their academics, and the parents are learning how they need to support their child at home and are more in contact with [teachers] about what they can do at home,” said a school representative.

Parent involvement has also had a positive effect on children's behavior in school. "One student was having a great number of problems, [but] because mom is in the Program, one of the case managers was able to call [her]. Because of the rapport that this particular case manager had built with the family and the relationship she had with us, mom would come immediately [and] it turned [the child's] behavior around," explained a school representative. **Case managers have really been successful in building relationships with the children and the families.** Another school representative noted that, "one THA student brings his friends to the THA office to eat lunch. That shows the connections being made." Following are some additional stories of impact as told by interviewees.

I had a family with three kids that were living in a hotel at the beginning of the year because they hadn't gotten into the Program yet. Once they were established in their housing, they have been to school every day. One of them was on an IEP and now is no longer on an IEP and does not need any special education services. Another one is now at benchmark in reading and was not at benchmark in the fall. They have shown a lot of academic growth. The parents are trying; they're not here for everything but they have attended a lot of school functions [and] they've come in for conferences. The kids have shown a lot of growth in being able to have a stable home.

– School Representative

[Parents] G and T have been here before. They were in transitional housing [and] got evicted. They were devastated [and] lost all their stuff. That happens quite often [as] people don't have a way to move things, and [the family] has a history of evictions so it is hard to find housing. The mom – who had been pregnant at 15 – wants to make it different for her kid. She is becoming a good role model [but] there have been bumps. One of her kids was struggling but was involved in [many extra-curricular activities] that have kept him engaged and on track, and she has been really supportive of him. She makes sure he goes and is here and is participating on the weekends. They don't have a car so they are walking up here or taking the bus. She is going beyond [the norm] to make sure her kids are involved in positive stuff.

– School Representative

Various community partners helped the participants in many ways. Many people recognized the **Spring Break Ready to Learn Camp** (developed with funding and other assistance from KBTC TV and the U.S. Dept. of Education) as an important service and learning opportunity for the students in the Program. Students received breakfast and lunch, participated in fun activities designed to strengthen math and reading skills, created and performed skits and reported on the events in a newsletter that they wrote and published.

There was one story of growth shared by four different interviewees, both school representatives and community partners, which involved the same family. The stories involve T, now a first grader, who was at McCarver for Head Start, but had been kicked out for behavior problems and even qualified for

special education because of his behavior problems. “He was dangerous, destroying things, [so] we got him into counseling. The family was very supportive of that,” said a school representative. This year, the family became involved in the THA Program and has become more stable. They live two blocks away, walk T to school every day and have been working closely with the school to support T. “It became clear that there was medicine that could help T with his severe ADHD, [but the family has] been negative about it,” continued the representative.

The school was preparing to put T into a self-contained classroom because of his uncontrolled behavior. Because they had been closely involved with the school, the parents knew the school was doing everything they could to help T be successful. However, it still wasn’t working, so they agreed to put him on medication. After that, according to a school representative, “he completely transformed. **He is getting our award for most improved student of the year** [and] is a model student. He is learning, finally. He wasn’t learning up to that point. And it isn’t just the medication (even though the medication was a huge part of it), but without all those other components, it would not have worked as well as it worked. We have a family that is completely compliant [in giving the medication, and] makes sure he gets what he needs every day. He is an absolute success story.”

Another perspective on T’s success comes from the community partners. Prior to implementing the spring break camp, community partners were warned about T and his behavior challenges. However, at the camp, T was very engaged and excited about learning. After the first day, one of the community partners called over T’s father and told him how great T had been that day. **“Every day of the camp we told his father how T did and by the end of the week, the dad was in tears because he said he had never been told that T was good at anything,” said a community partner, “this is the biggest transformation I’ve seen.”** In addition to the support that THA and the school had been providing, community partners thought the 1:1 student to adult ratio had a lot to do with T’s success in the camp because he had a lot of adults “to care about him, support him, and encourage him.”

NEXT STEPS IN THE PROJECT

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

The THA McCarver Program will continue to identify and address individual family needs and encourage or require parents to take more steps toward economic self-sufficiency. For some, it will be a challenge to provide the 20% of rent expected. Many more families will be moving within the McCarver attendance area as their current leases elsewhere expire. This should make it easier for them to engage with the school and reduce tardiness and absences where families lack adequate transportation.

THA and McCarver staff will consider other Program changes over the summer and discuss them with community partners as well.

CONCLUSIONS

The Program appears to be working. As noted, we are still waiting to analyze the school performance data being compiled by the District. Still, we can see from the assessments analyzed and from the examples provided, that the Program is identifying and addressing the core needs of families and students. It is finding assistance in the school and in the community. It is building collaborations and teams to meet the needs of individual students and their families that go far beyond the work that most schools do, and it is documenting the work done and the results being achieved using both objective as well as subjective methods.

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

Teachers note that more parents have improved parenting skills and are actively engaged in the education of their children. They credit the program for helping identify and address the needs of both students and parents.

Teachers noticed improvements in all 10 social factors investigated. These factors are listed below with the percentage increase observed during the year.

- Shows self-confidence (13.3%)
- Takes initiative to make friends (12.3%)
- Engages in her/his own learning (e.g., offers ideas or solutions in class discussions; works independently) (11.5%)
- Shows curiosity about things important to him/her (9.6%)
- Works well with others in class (8.1%)
- Plays well with others at recess (6.1%)
- Shows ability to solve own problems (5.2%)
- Uses materials and equipment wisely (3.9%)
- Shows sufficient attention span to perform tasks adequately (3.8%)
- Shows respect for others (3.2%)

Teachers generally feel the Program has been helpful in improving students' learning, 41.7% said "significantly helpful," while 16.7% said "extremely helpful." Fewer, but still a majority, feel it has been at least moderately helpful in improving students' behavior.

Another way to see the progress students can make when they have stable housing and their families receive the support they need, is to see how many of them can excel in a way meaningful to them. This year, 26 of the THA students received school awards in a broad range of academic and non-academic areas, including music, reading, physical education and chorus. As mentioned earlier, ***one child was recognized as student of the year***. He received the award for his transformation from a student with severe learning and behavior challenges into an exceptional student over the past school year. ***That achievement came from his hard work, and also from the dedication and actions of his parents, teachers, case managers and service providers, all organized and supported by the THA McCarver Special Housing Program.***

The data from teachers and the interviews indicate that the Program's theory of change is valid. The Program is solving one of the major problems facing these families, namely homelessness, and is also providing additional support services to reduce stresses on the families. It is providing parents with more motivation, support, tools and resources to improve their lives and livelihoods in many ways. It is also training and coaching them on why and how to be more engaged in the education of their children, and teachers observed that parents have in fact become more engaged. Additionally, teachers noted that participating children have improved learning and social skills, and exhibit greater self-confidence. McCarver staff and THA case managers corroborate the teachers' observations, and the recognition dozens of students have received for their accomplishments provides further evidence of positive change. We anticipate that school data will eventually document some of the improvements noted, but improvements in school performance measures can also lag behind the kinds of social and psychological changes documented already. **In summary, the program appears to be working and further evaluation efforts will be able to provide more detailed insights on the nature and reasons for the changes observed, and for anticipated changes, which may occur more slowly.** These insights also will help improve the Program as it progresses.

Program leaders and other stakeholders have already begun discussing the preliminary results of this evaluation. They are planning numerous improvements for the coming year and will be announcing and implementing them as they are needed and ready to be launched. The biggest change will be the planning and implementation of the International Baccalaureate curriculum, which teachers are starting to discuss this summer as many receive training in this inquiry-based learning process.

RECOMMENDATIONS

While generally (sometimes fervently) praising the Program, McCarver teachers and staff, TPS officials, community partners and Geo evaluation team members offered a variety of suggestions for improving the program. Some of the recommendations brought up were contradictory. This indicates that stakeholders may want to meet to discuss how to move forward with certain aspects of Program implementation. The various recommendations, made by all parties, are included in the following sections.

PROGRAM AND CASE MANAGEMENT

- Case managers should work more with teachers to facilitate the early identification of issues related to students or parents, and to make sure that suggested changes in behaviors are happening as quickly as possible (e.g., when homework is not being done)
- Encourage parents to become more engaged with teachers in order to understand their children's needs and become more active in helping them learn
- Parents should be encouraged to live within the McCarver area so they can use buses and reduce tardies
- Enhance accountability for parents and keep teachers informed about compliance and successes
- Make fewer exceptions for the requirements of students doing their homework and parents attending teacher conferences
- Enforce [sanctions] when parents bring students to school late too often
- Conduct random drug testing for parents and home visits

PARENTING EDUCATION

- Provide more focused, engaging work on parenting education and meet more often
- Provide parent coaching as well as classes on parenting
- Work with parents to create genuine engagement and attendance at functions so that they don't come just because they feel obligated

SERVICES

- Help parents obtain drug and alcohol services (many are just coming out of clean and sober housing and need support in that area)
- Help families obtain better access to health care
- Provide more counseling to students to deal with emotional trauma
- Provide assistance with transportation and/or gas vouchers
- Provide assistance with utilities
- Create a network for people to access what they need and streamline the process so people don't get discouraged
- Be flexible in trying to meet the many needs
- Develop mentorship opportunities for the students

EVALUATION

- Discuss improvements in a collaborative way where stakeholders can bounce ideas off one another
- Conduct a separate assessment of parenting skills and needs with respect to training and support, and tailor services to those needs rather than have a general class on parenting (this could be part of the menu but some parents may not need it while others may need more intensive support)
- Change to monthly progress reports by teachers – including % of homework completed²
- Carry out data collection from teachers earlier to avoid conflicts with end-of-school-year activities
- Provide weekly progress reports from teachers that are more consistent and that have more useful information
- Hold parents accountable for their progress

NEXT STEPS IN THE EVALUATION PROCESS

Geo and leaders in the THA McCarver Program have made many changes to the evaluation process over the past few months. We have developed new tools to collect more meaningful data, which will be used to measure progress in meeting the Program's many short-term and medium-term expected outcomes. We will continue to refine these tools while maintaining the consistency necessary to achieve comparable results over time. Geo is still collecting and analyzing data from the first year of operation, and will provide mini-reports to the Program as new data become available. We feel that with the new tools in place and the data the TPS is making available, we will be able to provide very detailed information to the leaders and other stakeholders about the Program's outcomes and impacts.

² THA has already implemented some of these changes and is considering a revised process for next year.

APPENDICES

APPENDIX A: CORE EVALUATION QUESTIONS, ANTICIPATED OUTCOMES, IMPACTS AND MEASUREMENTS

THA McCarver Special Housing Program Evaluation Core Evaluation Questions, Anticipated Outcomes, Impacts and Measurements

Main question: Can school achievement for homeless or imminently homeless students at McCarver Elementary School be improved by comprehensively addressing common core problems experienced by them and their families and by re-orienting the curriculum to be more inquiry-based?

Results will often be compared to the program's target metrics, the children's living or school situations before program involvement and/or to comparison groups within the school or school district. Timing for analysis is based on the Gates grant where Year 1 = April 1, 2011 through March 31, 2012; Year 2 = April 1, 2012 through March 31, 2012; and Year 3 = April 1, 2013 through March 31, 2014.

What are the key evaluation questions for the program?	Why is this important?	How will we know that it works or is having an impact?	What are the key sources of data for these changes?
Program Participation Outcomes			
1. Do students maintain continuous enrollment in McCarver?	Stability in enrollment affects school performance for students who move and for those in classes with high mobility.	<ul style="list-style-type: none">Enrollment history	1.1 THA program and TPS records
2. Do families move to and remain in the school attendance area and reduce housing instability?	Proximity to the school reduces the costs and stresses caused by transportation and facilitates parent interactions with the school.	<ul style="list-style-type: none">Residential history (numbers of homes or shelters in recent years)	2.1 THA program application other updates

What are the key evaluation questions for the program?	Why is this important?	How will we know that it works or is having an impact?	What are the key sources of data for these changes?
3. Do families find and maintain adequate housing?	Adequate housing influences a variety of factors affecting family functioning and support.	<ul style="list-style-type: none"> Improvement in home as learning environment for children (homes have places for children to do homework, for parents to read to them, to store educational materials) 	3.1 Site visits and discussions 3.2 THA inspections 3.3 Parent survey
4. Do parents receive case management services that help them identify and solve problems affecting them and their children?	Changes in knowledge, attitude, behavior, education, parenting, employment, financial literacy and other factors affect family and residential stability and provide a more supportive environment for children.	<ul style="list-style-type: none"> All program families receive intensive case management and meet regularly with their case managers to identify needs, review progress and find assistance and support Documentation of changes in family members' awareness of assistance and their acquisition of assistance (parent survey) Families connect with and receive support from community assistance programs (records of referrals, connections and actual support received by system partners; parent survey) 	4.1 Records of meetings and decisions 4.2 Parent survey 4.3 Referral records
5. Do parents set achievable personal and family goals and identify pathways for achieving them?	Self-directed and supported change will be needed on many dimensions for many families.	<ul style="list-style-type: none"> Realistic goals (number, types) Goals include educational expectations (for self and/or children) Strategies to achieve goals defined Measures of progress toward goals Parents learn how to engage children in family decisions and household tasks Parent and youth constructively engaged at home and in community 	5.1 THA application and goals sheets 5.2 Parent survey 5.3 Oral survey of students?

What are the key evaluation questions for the program?	Why is this important?	How will we know that it works or is having an impact?	What are the key sources of data for these changes?
6. Do parents and program partners feel that the program is addressing the right needs in the right ways?	Successful, continued participation is partially dependent on parents' perceptions that the program is helping them in ways that meet their needs in ways important to the parents as well as in ways important to THA and TPS.	<ul style="list-style-type: none"> • Participating families opinions • McCarver School staff opinions • THA staff opinions • TPS Central Administration leaders and key support staff opinions • Community partner opinions • McCarver Program Advisory Committee members' opinions • Continued parent participation (or reasons for exit) • Improvements in student behavior and performance in and out of school 	<p>6.1 Parent survey</p> <p>6.2 Parenting class evaluation</p> <p>6.3 McCarver teacher survey on program</p> <p>6.4 McCarver teacher survey on each student/parent</p> <p>6.5 Interviews with key THA, McCarver and TPS staff</p> <p>6.6 Discussions and/or interviews with key community partners</p> <p>6.7 Discussions and/or interviews with key Advisory Committee members</p> <p>6.8 Parent exit survey</p> <p>6.9 Records of parent participation in various activities</p>

What are the key evaluation questions for the program?	Why is this important?	How will we know that it works or is having an impact?	What are the key sources of data for these changes?
Parent Outcomes			
7. Do parents improve their education and job skills (make progress on career pathway to independence)?	Adequate education and job skills are very important in finding and keeping jobs and in earning adequate income. They also influence job and career satisfaction.	<ul style="list-style-type: none"> • 100% participation in job skills training (including such indicators as: education, training, job acquisition skills, job skills, employment, wage rates, income, work stability) • 100% participation in financial literacy training and ongoing coaching as needed • Develop five-year income-increasing plans for each family with the goals of financial independence • 80% of families will increase earned income as a result of employment (by year 2) • By year 3, all wage earners will have completed financial literacy and job training programs • By year 3, earners will earn at least \$10/hour and be employed for at least 20 hours per week 	<p>7.1 THA case notes</p> <p>7.2 Parent survey</p> <p>7.3 Case notes (including from referral agencies)</p> <p>7.4 Summary documentation of efforts and outcomes toward assistance, education, training, employment (e.g., in spreadsheet from case notes)</p>
8. Do parents apply for and obtain paid employment?	Adequate income to support the family is required to fulfill program expectations.	<ul style="list-style-type: none"> • Applications made • Jobs taken and income 	8.1 Case notes
9. Do parents find additional financial support or increased incomes?	Other sources of financial support (e.g., social security) can provide partial income assistance	<ul style="list-style-type: none"> • Applications made for assistance if eligible • Success in obtaining other support 	9.1 Case management notes

What are the key evaluation questions for the program?	Why is this important?	How will we know that it works or is having an impact?	What are the key sources of data for these changes?
10. Do parents find the resources to pay increasing portions of their rents as they progress through the program?	The program is designed to help parents achieve economic self-sufficiency and stable housing. Long-term program viability is contingent on families exiting the program so that others can be served.	<ul style="list-style-type: none"> • Number and percentages of families that are able to meet rent-sharing targets • Impact of rent-sharing on family budgets 	10.1 THA program records 10.2 Parent survey
11. Do families improve their financial situations?	Financial stability is necessary for housing stability and proper support of children so they can grow and learn satisfactorily.	<ul style="list-style-type: none"> • Increased client participation in financial literacy training • Increased independence from case manager assistance • Increased earned income 	11.1 THA records 11.2 Case notes 11.3 Parent survey
12. Are parents improving their parenting skills and constructively engaging their children in learning and good behavior?	The knowledge and use of good parenting skills are necessary for the proper growth of children and for well-functioning and happy families. Good parenting includes and supports educational goals.	<ul style="list-style-type: none"> • % of families who are engaged in parent training (classes, formal or informal coaching) • Parent self-reports in classes and to case managers 	12.1 Class participation counts 12.2 Parenting class evaluation 12.3 Case notes 12.4 Teacher survey

What are the key evaluation questions for the program?	Why is this important?	How will we know that it works or is having an impact?	What are the key sources of data for these changes?
23. Do parents become more involved in their children's education?	There is a strong correlation between parent interest and involvement in their children's education and educational success.	<ul style="list-style-type: none"> • Participants' commitments to THA's expectations for participation • Daily preparation for school (adequate sleep, food, clothing, getting to school on time) • Obtaining IEPs as needed • Meeting with teachers and other staff regularly (e.g., in teacher conferences) and as needed (e.g., with support professionals) • At least 80% of parents report increased confidence in and knowledge of how to help their children learn (by end year 2) • 100% of parents will report active involvement in the child's learning (by end of year 3) • Parents will help their children learn at home (e.g., by reading to children; helping with homework) (66% by year 2; 80% by year 3) • Parents will be actively engaged in school in some way (e.g., attending school events & meetings; volunteering at school events (25% by year 2; 50% by year 3) 	<p>23.1 Case notes</p> <p>23.2 Teacher survey</p> <p>23.3 Parent survey</p>

What are the key evaluation questions for the program?	Why is this important?	How will we know that it works or is having an impact?	What are the key sources of data for these changes?
School Outcomes			
24. Do teachers and staff pay more attention to the needs of students in the program?	Many of the students still have special needs and identifying needs and ways to assist them and their parents can help them succeed more and faster.	<ul style="list-style-type: none"> • Vigilance by teachers and other school staff • Access to and provision of resources (IEPs, clothing, out-of-school programs) 	24.1 Teacher weekly assessments 24.2 Review of school support provided
25. Do more community partners become more involved in McCarver and the THA Program?	Schools impact communities and community programs can help schools too. Increasing the involvement of community programs to help families and children in and out of school can bring new resources and vitality to the educational process and build better bonds between the school and the community.	<ul style="list-style-type: none"> • More opportunities for engagement of students and parents with other programs (both at and away from school) • More students and parents are engaged in extra-curricular and out-of-school programs 	25.1 Numbers of programs engaged with McCarver in various ways 25.2 Resources (e.g., funding, people, programs, facilities) used to serve McCarver students 25.3 Partner program assessments (if available)
26. Does McCarver implement the Primary Years International Baccalaureate Program as designed (year 2 and beyond)	McCarver and TPS have determined that an inquiry-based curriculum will better serve McCarver students	<ul style="list-style-type: none"> • Teachers are trained in the IB methods • Teachers develop their curricula to address the 6 learning goals of IB with inquiry-based methods 	26.1 Numbers and percentages of teachers implementing the IB curricular changes 26.2 IB certification
27. Does the IB, inquiry-based curriculum improve learning outcomes for McCarver students? (The School and the District will answer this question)	The purpose of the IB program is to help students become better, more self-motivated learners, thereby improving their educational success in the primary grades and well beyond.	<ul style="list-style-type: none"> • Performance of students improves on teacher-designed assessments and standardized tests • Students, parents and/or teachers report improved student engagement in learning 	27.1 Assessment of student engagement in learning 27.2 Assessment of student abilities to reason and ask questions

What are the key evaluation questions for the program?	Why is this important?	How will we know that it works or is having an impact?	What are the key sources of data for these changes?
Child Outcomes			
28. Do children improve in the regularity of their attendance?	Educational success is directly correlated with regular attendance.	<ul style="list-style-type: none"> • Attendance records • Excused and unexcused absences and tardiness • Extending circumstances and strategies to overcome attendance issues (e.g., transportation issues; parent educational and work requirements) 	28.1 TPS records 28.2 Teacher weekly reports
29. Do children receive the additional educational assistance they may need?	Children have different learning styles and some have special needs that require assessment and accommodation.	<ul style="list-style-type: none"> • Records of needs identified and assistance received 	29.1 TPS records
30. Do children improve in their educational outcomes and develop greater self-confidence?	Long-term success in life is highly correlated with learning and educational success.	<ul style="list-style-type: none"> • Grades • Standardized test scores • Reading on grade level by gr. 3 • Attendance records • Discipline records • Grade advancement 	30.1 TPS records 30.2 Teacher weekly reports 30.3 Teacher assessments of academic and non-academic learning indicators and social skills
31. Do children participate in out-of-school activities designed to improve educational and/or social skills?	Schools are not the only place to learn. Children need outside support and positive experiences in out-of-school activities that can also be learning opportunities.	<ul style="list-style-type: none"> • They have/use library card • Participation in break programs • Sports, music, theater, arts, etc. 	31.1 Case notes 31.2 Student surveys
32. Do children take advantage of other programs?	Other programs can encourage children to seek educational opportunities beyond primary and secondary school and can support them in achieving long-term goals.	<ul style="list-style-type: none"> • Enroll in Washington College Bound Scholarship Program if eligible • Join classes or events out of school (e.g., music, arts, sports) 	22.1 Case notes

APPENDIX B: EVALUATION DATA COLLECTION TOOLS

EVALUATION DATA COLLECTION TOOLS & PROTOCOLS FOR THA MCCARVER PROGRAM (6/12/12)

Data Collection Tool	Relevant Outcome(s) / Indicator(s) / Focus	Who Completes Forms	Collection Frequency or Dates	Who Collects Forms (How)	Who Enters Data	Analysis Frequency or Dates	Who Uses / Reports Data, When, & How
Parent Partnership Agreement Form	Goals setting – baseline	Parent	Application date	THA	THA case manager	First year	Basic data on participants
Needs Assessment by Case Managers	Goals setting – baseline	Case manager	Within 2 weeks of acceptance	THA case manager	THA case manager	First year	Identification of issues to be addressed
Success Plan	Goals setting – baseline	Parent	Within 4 weeks of acceptance and ongoing	THA case manager	THA case manager	Annual in June	Initial goals identification
Goal Sheet	Goals setting – update on progress toward goals	Case manager	Ongoing	THA case manager	THA case manager	Annual in June	Ongoing identification of goals
Spreadsheet on parent challenges, goals & participation in various program activities	To categorize parents by level of need, goals achieved & level of participation	Case manager	Ongoing	THA case manager	THA case manager	Annual in June	A summary of activities of parents. We can use it to partition them in analysis by levels/types of challenges they face (e.g., educational, legal)
Referral Documentation Process	Special parent, child or family needs	Case manager & referral agency	Ongoing	THA case manager	THA case manager	Annual	TAAG or other form
Teacher Weekly Progress Sheet	Educational progress; behavior issues	Teacher of THA youth	Weekly	THA case manager	Not entered	Weekly	Helps case managers identify issues early

Data Collection Tool	Relevant Outcome(s) / Indicator(s) / Focus	Who Completes Forms	Collection Frequency or Dates	Who Collects Forms (How)	Who Enters Data	Analysis Frequency or Dates	Who Uses / Reports Data, When, & How
Teacher Survey on Individual Parents and Students	Student & parent performance outcomes	Teachers	Annual - June	THA case manager	Geo	Annual 6/30/12	Summary in reports
Teacher Review Survey on THA McCarver Program	Parent and student engagement in ed.; suggestions	Teachers	Annual - June	THA case manager	Geo	Annual 6/30/12	Summary in reports; review for program improvement suggestions
Parent class survey – Geo revised version	Improved parenting skills	Parent	7/13/12; summer	Instructor - Paper	Geo	Annual 6/30/12	Summary in reports; review and revision of parenting classes
Parent survey	Parent changes	Parents	Summer	THA CM	Geo	Annual	All; Geo reports
Parenting stress index survey – under review	Measures of stressors and changes in stress levels over time	Parent	Not determined	THA case manager + scoring	THA case manager in spreadsheet Geo designs	Annual	THA to review and decide if useful
Review of any separately evaluated extra-curricular activities	Learning and behavior outcomes	Parent and/or case manager	At end of programs	Extra-curricular program staff	Extra-curricular program staff	Their discretion	Geo would review to see if data are relevant to overall evaluation
Parent Exit Form	Program satisfaction; areas or change	Each parent	Program exit date or soon after	THA case manager	Geo	Annual	Copy sent to Geo to review for next report
Attendance	Continuity in school	Teacher/off ice	Daily	School staff	School staff	Annual - summer	Summary in reports

Data Collection Tool	Relevant Outcome(s) / Indicator(s) / Focus	Who Completes Forms	Collection Frequency or Dates	Who Collects Forms (How)	Who Enters Data	Analysis Frequency or Dates	Who Uses / Reports Data, When, & How
Tests, Grades Data	Educational progress	Teacher	Semester end or when achievement tests are given	Teacher	TPS	Annual - summer	Summary in reports
Discipline Data	Behavior issues	Teacher, other staff	Ongoing	School	TPS	Annual - summer	Case managers use for problem identification; Geo to summarize to the extent it is available & reliable
Key partner interviews and/or focus groups (McCarver staff, community partners, advisors)	Program expectations; processes; decisions; viewpoints	Geo	Year one in June; Winter 2014	Geo	Geo	June 2012; May 2014	Summary in reports; review for program improvement suggestions
Specific questions for case managers and program manager	Various changes	Geo	Annual	Geo	Geo	Annual 6/30/12	Insights on the data and preliminary observations

APPENDIX C: GOALS FORM

Family Goal Plan

Client: _____

				Dates (mm/dd/yyyy)				
Goal	Goal Type	Responsibilities/Tasks to Achieve Goal Results Achieved/Comments	Initials	Start	Target	Some Prog.	Great Prog.	Done

Client Signature: _____

McCarver Caseworker: _____

Types of Goals: After each letter, add either P or C (P=Goal for Parent; C=Goal for Child) and place in Goal Type column for each goal (e.g., EdC=child's education)

C	Counseling	Ed	Education	Em	Employment	F	Financial Literacy	J	Job Training	P	Parent class
Cm	Communication	H	Health	L	Legal			S	Sch. Participation	T	Transportation

APPENDIX D: TEACHER SURVEY ON CHILDREN AND PARENTS

MCCARVER ELEMENTARY SPECIAL HOUSING PROGRAM

Parent and Student Review Questions for Teachers

Student: _____ Grade: _____ Parent(s): _____

Teacher: _____ Date: _____

For this survey, please think only about this student and his or her parent(s).

#	Over the course of this year, a parent of this student...	Choose an answer for each statement					
		Very Rarely	Sometimes	Half the Time	Most of the Time	Almost Always	Don't Know
1	Attended conferences or met with me as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Understood the learning needs and issues of this student better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Helped the student with homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Was able to get this student ready for school (i.e., get enough sleep, food and clothes and get to school on time).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Responded to my requests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Attended school or class events and performances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For each statement below, rate how often the child displayed the behavior **both at the beginning of the year and at the end of the year.**

#	This student ...	At the beginning of the year						At the end of the year					
		Very Rarely	Some times	Half the Time	Most of the Time	Almost Always	Don't Know	Very Rarely	Some times	Half the Time	Most of the Time	Almost Always	Don't Know
7	Plays well with others at recess.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Takes initiative to make friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Works well with others in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Shows respect for others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Shows ability to solve own problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Engages in her/his own learning (e.g., offers ideas or solutions in class discussions; works independently).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Shows curiosity about things important to him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Shows sufficient attention span to perform tasks adequately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Uses materials and equipment wisely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Shows self-confidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. What are the biggest changes you have seen in this student over the course of this year?

18. What are this child's greatest challenges in school?

The THA McCarver Program has been working to provide adequate and affordable housing and other services to formerly homeless or imminently homeless families with children in McCarver. Through its work with McCarver teachers and staff, THA staff and many community partners it has provided a wide variety of services and learning experiences for parents and students. The intent has been to help families and individuals meet critical needs that affect their children's abilities to be in school regularly, to participate fully and to learn.

#	Taking into account the overall effects of the program on <i>this child...</i>	Not at all helpful	Slightly helpful	Moderately helpful	Significantly helpful	Extremely helpful	Don't Know
19	To what extent has the program been helpful in improving this child's learning ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	To what extent has the program been helpful in improving this child's behavior ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you!!

APPENDIX E: REFERRAL FORM



TACOMA HOUSING AUTHORITY

Michael Mirra
Executive Director

BOARD OF COMMISSIONERS



Janis Flauding, Chair
Greg Mowat, Vice Chair
Dr. Arthur C. Banks
Stanley Rumbaugh
Ken Miller

McCarver Special Housing Program

Referral Form

Date _____

Client's Name _____

Client's Address _____

Client's Home Number _____ Cell Number _____

Agency's Name _____

Agency's Address _____

Agency's Phone Number _____

Agency Contact Person _____

McCarver Housing Program Caseworker _____

McCarver Housing Program Phone Number _____

McCarver Housing Program Email _____

Follow-up Preference for Housing Caseworker Email _____ Fax _____ Phone _____

Services Requested:

Results of Services Expected:

APPENDIX F: TEACHER WEEKLY SURVEY



THA—McCarver Housing Program Teacher Weekly Report

Student: _____ Teacher: _____ Reading Teacher: _____

Week of: _____

Homework (M=missing, I-Incomplete, L=Late)

Homework	Status	Comments
Math		
Reading		
Other		

Example comment: Student consistently completes and returns homework assignments

Indicate Current Level	Below Grade Level	On Grade Level	Above Grade Level	Student Progress as 06/15/12 (Circle one)		Comments
Reading				Up	Down	
Math				Up	Down	

Example: Student on grade level, progress up, Comment – Moved from group 1 to 3

Parent Involvement (Volunteer, Drop In, Conference, On-going communication, etc.)

Type	Description and/or Comments

Example: Type –Volunteer, Comment – parent assists in classroom twice weekly

Other comments/concerns

THANK YOU!

APPENDIX G: TEACHER SURVEY ON PROGRAM

MCCARVER ELEMENTARY SPECIAL HOUSING PROGRAM

Program Review Questions for Teachers

Please respond to each statement below about the THA McCarver Program for previously or imminently homeless families. Consider your knowledge of and interactions with the program for all the students and parents in the program with whom you have worked this year. Your responses will be confidential.

#	In thinking about various aspects of the THA-McCarver Program to assist previously homeless families, how much do you agree or disagree with the following statements?	How much do you agree or disagree with the statements at left?					
		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
1	The program is helping identify the non-academic needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The program is helping find solutions to the non-academic needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The program is helping parents identify their needs and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The program is helping parents meet their needs and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The parents of my students who are in the program have improved their parenting skills during this school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The parents of my students who are in the program have become more engaged in their children's education during this school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Besides providing families with housing, what parts of the THA McCarver program have been most helpful to families at McCarver and why?

8. What suggestions do you have for improving the THA McCarver program?

9. McCarver will be implementing the International Baccalaureate Elementary Program. In what specific ways do you anticipate that it will address the needs of children served by the THA McCarver Program?

10. Is there is anything else you would like to tell us about the THA McCarver Program? You can continue on the back of this page if you need more space.

We would like you to provide your name so that we can follow-up to discuss your ideas and opinions, if needed. We will use this information to improve the program for all participants.

Your Name: _____ **Date:** _____

Thanks!!

APPENDIX H: INTERVIEW QUESTIONS

THA McCarver Program Year 1 Interview Questions

Length: Approximately 30 minutes

SCRIPT

Hello! My name is _____, and I work with Geo Education & Research. Thank you for agreeing to participate in this interview.

(Note to interviewer: please be sure to cover all the following points, as they include important information related to human subjects protections.)

- The Tacoma Housing Authority (THA) has hired Geo Education & Research to lead an assessment of the THA McCarver Program. The evaluation is just getting started and will run at least into the spring of 2014.
- In this interview we are seeking solicit your perspectives on the Program to date and your ideas for improving it.
- THA hopes that what it learns from the McCarver Program will help a wide variety of organizations that are working to help families with similar needs in Tacoma and elsewhere.
- Personally identifiable information collected through these interviews will be kept confidential within the Geo team, and responses will not be attributed to specific individuals or organizations, unless you specifically authorize sharing that information with THA or other agencies that may receive our evaluation reports.
- In the report, we will describe the types of individuals interviewed (e.g., school representatives, community partners, etc.) but not include a list of the names of individuals interviewed.
- We may include illustrative quotes and attribute them to your role (e.g., community partner). We will strive to present findings in ways that maximize confidentiality. However, if you express views or perspectives known to be unique, it may be possible for others to identify your input.
- Summarized responses will be shared with THA to inform staff, to help them improve their efforts, and to support overall learning across a broader group of people and organizations interested in these kinds of programs.
- More general lessons learned may be distributed in a public report. If so, you will receive a copy of the report.
- You are free to limit your answers or choose not to answer any questions.
- We encourage you to be candid, as these results will help improve the Program and future strategies by its partners.
- If you have any questions about Geo or this evaluation, you can contact Michael Power, Manager for Educational Programs at the Tacoma Housing Authority (phone: 253-207-4404).

We expect this interview to last 30 minutes. Do you have any questions before we begin?

Is it OK to record our conversation? (If YES, we can turn off the recorder at any time you request.)

NOTE:

Most people will have worked on only certain aspects of the overall Program. Try to focus them on aspects they have personally witnessed or otherwise know about. But also ask them about other aspects that they feel are important.

1. First off, briefly tell me about you or your organization's role in the THA McCarver Program (Probe: how long have you been involved? Were you involved in the design?)
2. How would you describe the potential impacts of this Program on the parents, their young children and their other family members?
3. What do you see as the main ideas behind this Program? What is it trying to do and how? (Probe: what are the key activities or types of support that will make the biggest difference for children or their parents?)
4. How is this different from past attempts to improve education for children facing similar issues?
5. How is it supposed to provide different results? If you think it will work, **why** do you think this will work?
6. What data or information do you think THA should be collecting to determine if the Program is meeting its goals?
7. Please tell me a brief story describing important changes for any parents or children in this program that you have witnessed in the last year. (Probes: Try to understand and get the respondent to articulate the links between program activities and these changes. If the first example is short or you think they might have other examples, ask for more.)
8. What resources will be essential to support these activities? (Probe: if they mention funding, ask for the particular things the funding might buy (e.g., staff of certain kinds, services for families, educational opportunities for children).)
9. New programs like this one typically have some start-up problems. What kinds of start-up problems, if any, have you noticed that others who might replicate this Program might be able to avoid?
10. Do you think THA did a good job of communicating with the community, school district, and McCarver staff during the planning of this program? What did they do well, and how could they have improved communication?
11. What suggestions do you have for the other people engaged in this Program that might improve it? (Probes: What suggestions do you have for Program staff? What suggestions do you have for community partners? What suggestions do you have for parents in the Program?)
12. If this program works as you think it might, how should school, community or organization leaders change what they are doing to work with parents and children with similar needs?
13. Is there anything else you think we should know that we didn't discuss?

SCRIPT

We are trying to explore these same topics with others who have been active in these issues. Do you know of any other people we should talk to about these same questions?

(Probe: If so, get titles, organizations, roles, phone numbers and emails, if the respondent knows them).

Thank you again for your time. Your feedback will provide valuable information to the Program and its partners. Have a great day!

APPENDIX I: PARENT SURVEY

MCCARVER ELEMENTARY SPECIAL HOUSING PROGRAM

Program Review Questions for Parents

As part of an ongoing effort to improve services to our families, Tacoma Housing Authority (THA) has hired Geo Education & Research to evaluate the impact of the THA McCarver Program in which you have been participating. We would like your opinions about this program. Any personal information you provide on this form will ONLY be seen by Geo.

#	Since joining the THA McCarver Program...	How much do you agree or disagree with the statements at left?					
		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
1	My current housing meets my family's basic needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I have improved my education or job skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I know how to manage my money better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	My income has increased.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I will be able to pay my portion of my rent next year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. My case manager is: _____

#	My case manager has been helpful to me in ...	How much do you agree or disagree with the statements at left?					
		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
7	Understanding what my family and I need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Helping me set goals that I can achieve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Helping me find the resources I need to achieve my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Helping me figure out <i>what I can do</i> to achieve my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Encouraging me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Treating me with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Getting help with my education and training needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Helping me find employment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Helping me learn how to manage my family's money better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Helping me find things and services my family needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#	Since joining the THA McCarver Program...	How much do you agree or disagree with the statements at left?					
		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
17	My current housing location makes it easier for me and for my child to get to school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	I spend more time in my child's school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	I meet with my child's teacher more often.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	I attend school performances and other activities more often.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	I read to my child more often.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	I help my child with homework more often.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	I am better able to get my child ready for school (get enough sleep, food and clothes and get to school on time).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	I understand the learning needs and issues of my child better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	My child's teacher helps me understand how to help my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	The McCarver staff help me understand how to help my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	The McCarver teachers and staff treat me with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	I volunteer at school sometimes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	My child at McCarver seems to be learning a lot in school this year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	My child at McCarver is very involved in activities outside of school this year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. Please list all of the activities your kindergarten, first or second grade child is in outside of school during the school year and this summer (sports, music, tutoring, etc.)

32. Besides the housing voucher, what have you liked best about the THA McCarver program and why?

33. Besides providing you with housing, what parts of the THA McCarver program were most helpful to you and why?

34. In addition to providing you with housing, how has the THA McCarver program helped your family?

35. What suggestions do you have for improving the THA McCarver program?

36. Is there is anything else you would like to tell us about the THA McCarver Program? You can continue on the back of this page if you need more space.

We need you to provide your name in order to match your answers with other information that you have shared with THA (like your child's age). We will use this information to improve the program for you and future participants. Any personal information you provide on this form will ONLY be seen by Geo.

Your Name (PLEASE PRINT): _____ **Date:** _____

Thanks!!

APPENDIX J: PARENTING CLASS SURVEY

THA MCCARVER ELEMENTARY SPECIAL HOUSING PROGRAM Program Review Questions for Parenting Program at McCarver

As part of an ongoing effort to improve services to our families, Tacoma Housing Authority (THA) has hired Geo Education & Research to evaluate the impact of the Parenting Program in which you have been participating. We would like your opinions about this program. Any personal information you provide on this form will ONLY be seen by Geo Education and Research staff.

Please check one box in each row that tells how much you agree or disagree with EACH statement.

#	In thinking about all the class sessions you attended, how do you feel about the following statements?	How much do you agree or disagree with the statements at left?					
		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
1	The topics covered were important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The teacher had a lot of knowledge of the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The teacher presented the material clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The teacher responded to questions well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The classes provided me with useful information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The information and skills discussed are helping me help my child be a better student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I am using what I learned with my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	After coming to these classes and practicing what I learned, I feel I am a better parent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I would recommend this program to other parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. What did you like best about the parenting program and why?

11. How has the parenting program helped you parent your child or children?

12. What kinds of topics, activities or schedule would make you more interested in attending the parenting classes?

13. What other suggestions do you have for improving the parenting program?

14. Is there is anything else you would like to tell us about the McCarver Parenting Program? You can continue on the back of this page if you need more space.

Please check one box in each row that tells how much you agree or disagree with **EACH** statement. The **first set** of questions asks you about your knowledge and skills **before** taking the course. The **second set** of questions asks you about your knowledge and skills **now**.

#	BEFORE participating in this program...	How much do you agree or disagree with the statements at left?					
		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
15	I felt I had a very good knowledge about parenting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	I felt I knew enough specific skills and techniques to raise my child well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	I knew how to use good parenting practices with my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	I understood how my parenting decisions and actions affected how my child behaved in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	I understood how my parenting decisions and actions affected how my child learned in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#		How much do you agree or disagree with the statements at left?					
	AFTER participating in this program...	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
20	I feel I have a better knowledge about parenting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	I feel I know more skills and techniques to parent my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	I know more about how to use good parenting practices with my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	I understand more about how my parenting decisions and actions can affect how my child behaves in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	I understand more about how my parenting decisions and actions can affect how my child learns in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We need you to provide your name in order to match your answers with other information that you have shared with THA (like your child's age). However, we will NOT share your individual responses with ANYONE so please feel comfortable providing honest answers. This information will be used to improve the program for you and future participants. Any personal information you provide on this form will ONLY be seen by Geo.

Your Name (PLEASE PRINT): _____ **Date:** _____



TACOMA HOUSING AUTHORITY

MCCARVER ELEMENTARY SPECIAL HOUSING PROGRAM

Exit Questionnaire for McCarver Program Graduates

Congratulations on graduating from the McCarver Elementary Special Housing Program! This is the result of your hard work to achieve economic independence and to support your family. Before you leave us, please take a few minutes to give us some information about your experience while in the Program. This information will be very helpful to us in improving our support for other families.

We would like to follow up with you in 6 months and again after one year to see how you are doing. Is that OK with you?

If so, please provide your contact information where we can reach you in the future.

Your Name: _____

Phone (home): _____

Phone (cell): _____

Home address: _____

City: _____ State: _____ Zip: _____

Email: _____

Other person we can contact if your phone number or address changes:

Other Name: _____

Phone (home): _____

Phone (cell): _____

Home address: _____

City: _____ State: _____ Zip: _____

Email: _____

Please check one box in each row that tells how much you agree or disagree with EACH statement.

#	As a result of participating in this program...	How much do you agree or disagree with the statements at left?					
		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Don't Know
1	Our family has received a lot of the help it needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	We are better able to support our child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	We have been able to focus on our future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	We engaged more with the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	We had better access to community resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	My child is better able to learn in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	My child behaves better in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	My child behaves better at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	My child has learned more in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	THA and the staff at McCarver were working together for my child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I improved my parenting skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	I have been more involved in my child's education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	I have improved my life skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	I have improved my communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	I will be able to continue to be self-sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	The large group meetings with THA were helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Completing the Family Success Plan was helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Being encouraged to meet my personal, economic and educational goals was helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	The parenting classes were helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	My THA case worker was helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Besides the changes mentioned above, what other changes have you see in yourself or your child since participating in this program?

22. How could we improve how our case managers work with families?

23. Do you think your graduation from the McCarver Program is a result of the support you received?

☐ Yes

☐ No

23. Did the Program help you to connect with community resources?

☐ Yes

If so, which community resources were the most helpful to you?

☐ No

24. How could we improve support to other families?

25. After you have left the Program we would be willing to continue to help you find the resources you need. Would you like this help?

☐ Yes

☐ No

26. Is there anything else you would like to tell us about the McCarver Program? You can continue on the back of this page if you need more space.

Thank you and best of luck in your future adventures! Stay in touch!!

HUMAN RESOURCES



TACOMA HOUSING AUTHORITY

DATE: July 16, 2011

TO: THA Board of Commissioners

FROM: Barbara Tanbara
Human Resources Director

RE: Human Resources Board Report

1. BENEFITS

In partnership with OPEIU and non-represented employee representatives, we are developing a three-year plan for our healthcare and other insurance benefits. Our goals are to retain our generous benefits while containing costs into 2013 and beyond. Members of our committee also will be attending a seminar on the impact of the Supreme Court ruling on the Affordable Care Act. At this time, we expect only minor impact. More will come in 2014 and we will be ready.

2. COMPENSATION

2.1. SURVEY AND NEW COMPENSATION STRUCTURE

THA's salary range survey has been completed. We surveyed 19 of THA's 38 positions. In particular we surveyed positions which had not been reviewed in a long time, positions where the incumbent(s) tended to be at the top of the salary range and all of our OPEIU positions. The survey included six housing authorities plus local public agencies, and nonprofit and for-profit housing and property management organizations and firms. We surveyed the following PHAs:

- Housing Authority of Snohomish County
- King County Housing Authority
- Seattle Housing Authority
- Bremerton Housing Authority
- Vancouver Housing Authority
- Portland - Home Forward

The public agencies included the cities of Olympia, Renton, Kent and Tacoma. Pierce County and the Tacoma Pierce County Health Department were also surveyed. The nonprofit and for-profit housing agencies and firms included Catholic Community Services, Low Income Housing Institute, Metropolitan Development Council, Mercy Housing Northwest, Quantum Real Estate Management, and Allied Group, Inc.

Survey comparisons were for the mid-point of the salary ranges. Each position had at least four matches. As a general guide, at least three matches are considered necessary for a reliable comparison.

Survey variances showed that THA's salary range mid-points lagged the market by -5% to -44% and that the average variance was -20%. None of the THA positions exceeded the survey average of the other PHAs. Variances are spread across ranges and across departments.

Comparisons without Seattle and King County HA's show an average variance of -16%. Comparisons without the local public agencies show an average variance of -16% and are from -5% to -28%.

In response to the survey, we have created new pay grades (see attached). Positions were placed within the pay grades based on a combination of the results of the survey (market factors) and the point factor system that we have used for years. Positions not surveyed were placed with the pay grades using the same system. These are still in draft form until we finalize the OPEIU negotiations. In the future, we will continue to use this combined system, which is now considered a best practice, to set salary ranges for our positions.

With the exception of some compression adjustments, employees whose wage were previously within their former salary range and will be within their new pay band will receive their 2012 pay increases only. We have plans to introduce the new system to employees and train them so that they will understand how they will be impacted.

2.2. Pay For Performance Plan

Our next challenge will be to work with a committee to develop a pay for performance program. We expect to have this completed and implemented in 2013.

3. LABOR RELATIONS

3.1 Collective Bargaining

Our OPEIU contract negotiations are progressing nicely. We have meetings scheduled over the next few weeks. The Trades Council sent notification for the salary opener for their contract. Those negotiations should begin sometime in August.

3.2 Grievances

We have one new OPEIU grievance in 2012. We received the grievance in July and have responded to it.

4. EMPLOYEE DEVELOPMENT

THA is looking forward to rolling out its new Education Assistance program. THA wants to encourage regular, full-time employees to further their education at approved institutes to improve their ability in current positions and/or increase their potential to be promoted within the Authority. Subject to availability of funds, employees who have completed one year of

employment will be eligible to apply for education reimbursement beginning sometime in August.

The requested courses must be related to an employee's present position, enhance an employee's worth to the Authority, fulfill a degree requirement, and be pre-approved on a case by case basis. Courses may be taken at approved colleges, universities, technical schools, or other programs as approved by THA.

Employees will be able to apply for assistance up to \$2,500 per year. And to help employees afford to sign up for the class, he/she may receive an advance up to \$1,250 prior to enrollment in a course. THA will reimburse up to 75% of tuition and/or registration fees and 100% for books and of lab fees. We hope this new program will encourage more THA employees to pursue post-secondary education. A great benefit for them and for THA.

5. EMPLOYEE RELATIONS

5.1. THA Summer Picnic

Once again, we are all looking forward to our 2012 Annual THA Summer Picnic. This is a fun event, with lots of delicious food and many fun activities for the entire family. This year it will be held at the Titlow Beach Picnic Area on Friday, August 10th from 11:30 – 2:30.

Our picnic is complimentary to all THA employees and employees are welcome to bring additional guests at \$7.00 per person for anyone aged 5 or older. We hope you can stop by and join us for a fun time!

5.2. EEOC and Human Rights Complaints

For CY 2012, we have no City of Tacoma Human Rights or EEOC complaints and no lawsuits.

6. STAFFING

Our June 2012 YTD turnover remains at 11.1%. I attached a report showing the detailed data. We have had six employees leave this year. Of those, one left for health reasons and one relocated to another state with her husband. We will continue to work to improve our turnover.

<p>THA Recruitment-Turnover Report 2012</p> <p>*data reflects regular employees only</p>		
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*data reflects regular employees only

[illegible]

NEW BUSINESS

RESOLUTION #1



TACOMA HOUSING AUTHORITY

RESOLUTION 2012-7-25 (1)

Date: July 25, 2012

To: THA Board of Commissioners

From: Michael Mirra
Executive Director

Re: Establishing Petty Cash Accounts, Appointing Custodians, and Establishing Funding Levels

Background

The Washington State Auditor's Budgeting, Accounting and Reporting System (BARS) manual prescribes that all initial set ups and subsequent increases or decreases of petty cash accounts of local governments be established by Resolution. Resolution 118 (August 16, 1949) set up the initial petty cash accounts for THA and was updated with Resolution 2009-11-18 (2).

The most recent resolutions approved a petty cash fund in the Rental Assistance Department at \$100 fund. Staff use it primarily to reimburse Rental Assistance and Public Housing applicants for the costs of obtaining fingerprint cards. In 2012 the primary provider of these fingerprint cards, the Law Enforcement Support Agency, raised the costs of these from \$5 to \$10. This increase in costs has fully depleted the Rental Assistance Department petty cash fund, sometimes more than once a week. This resolution would increase the fund to \$250. This will allow a more manageable replenishment cycle.

The resolutions established THA's petty cash funds for the public housing projects at the AMP level. In April 2012 Property Management reorganized its operations from AMPs into groupings based on property types/functional areas: Senior Projects, Family Projects, Hillside Terrace Projects and Maintenance Go-To Team. The authorized AMP petty cash funds no longer align with operations. This resolution would realign them and allow for more efficient use of THA resources.

Recommendation

I recommend the Board approve this resolution to increase the Rental Assistance Department petty cash fund from \$100 to \$250 and realign the existing property management petty cash funds with functional areas.



TACOMA HOUSING AUTHORITY

RESOLUTION 2012-7-25 (1) AMENDING RESOLUTION 2009-11-18 (2), ESTABLISHING PETTY CASH ACCOUNTS, APPOINTING CUSTODIANS, AND ESTABLISHING AUTHORIZED BALANCES

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

Whereas, the State Auditor's Office prescribes that all Petty Cash Accounts be established by Resolution of the governing body; and

Whereas, Section 8 of THA's Procurement Policy authorizes purchases up to \$500 to be processed through the use of a petty cash account; and

Whereas, THA's Procurement Policy requires THA's finance officer or designee to periodically audit the petty cash accounts; and

Whereas, THA's management has identified the need to increase the Rental Assistance petty cash account to efficiently process small purchases and reimbursements; and

Whereas, THA's management has identified the need to realign the Property Management petty cash accounts based on existing functional areas to efficiently process small purchases and reimbursements.

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

1. The following petty cash accounts are authorized in the amounts and with the custodians and transactions limits detailed below:

Department/Location	Custodian	Authorized Balance	Transaction Limit
Finance / 902 So L	As designated in writing by the Finance Director	\$1,000	\$500
Rental Assistance / 902 So L	As designated in writing by the Real Estate Management Director	\$250	\$50
Community Services / FIC	As designated in writing by the Community Services Director	\$250	\$50

Department/Location	Custodian	Authorized Balance	Transaction Limit
Property Management / Wedgewood Apartments	As designated in writing by the Real Estate Management Director	\$200	\$50
Property Management / Senior Projects	As designated in writing by the Real Estate Management Director	\$250	\$50
Property Management / Family Projects	As designated in writing by the Real Estate Management Director	\$250	\$50
Property Management / Hillside Terrace Projects	As designated in writing by the Real Estate Management Director	\$250	\$50
Property Management / Go-To-Team	As designated in writing by the Real Estate Management Director	\$250	\$50
TOTAL		\$2,700	

2. The Finance Director shall adopt such procedures as may be necessary to implement the provisions of this resolution. Such procedures shall include but not be limited to, (1) defining limitations on the use of petty cash funds, and (2) providing accounting and reporting procedures for operation and replenishment of the petty cash accounts.
3. Resolutions prior to this resolution establishing petty cash accounts, appointing custodians for accounts and establishing amounts of monies to be on deposit in each account are hereby rescinded.

Approved: July 25, 2012

Janis Flauding, Chair

CERTIFICATE [OPTIONAL SECTION]

I, the undersigned, the duly chosen, qualified and acting 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 Resolution No. 2012-7-25 (1) (the “Resolution”) is a 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 the 25th day of July, 2012, and duly recorded in the minute books of the Authority.

2. That such meeting was duly convened and held in all respects in accordance with law, and, to the extent required by law, due and proper notice of such meeting was given; 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 25th day of July, 2012.

Michael Mirra, Executive Director of the Authority

RESOLUTION #2



TACOMA HOUSING AUTHORITY

RESOLUTION 2012-7-25 (2)

DATE: July 25, 2012
TO: Board of Commissioners
FROM: Michael Mirra, Executive Director
RE: Hillside Terrace Phase II Authorization to Submit Applications for Financial Funding.

Background

On September 22, 2010, THA's Board of Commissioners approved Resolution 2010-9-22(2) authorizing the Executive Director to submit funding applications and secure financing for the Hillside Terrace project. At that time the project was a single phase development. Since then, the development has been divided into two phases, Hillside Terrace, Phases I & II. The 1800 Hillside Terrace will become a future Phase III.

This Resolution updates and amends the previous funding authorization approval.

THA staff is developing plans for the redevelopment of Hillside Terrace Phase II. The program would account for the same general housing unit configuration as Phase I. Phase II, like Phase I, will have 70 total affordable housing units. Phase II would be financed through 4% Tax Credit equity and Tax Exempt Bonds. Other sources of proposed funding include Capital and RHF Funds, HOME funds from the Tacoma Community Redevelopment Authority (TCRA), THA capital contributions and the Housing Trust Fund. The below table summarizes the proposed funding for Phase II.

Source	Construction Period	Permanent Period
<i>Equity</i>		
LIHTC Investor Equity	\$861,790	\$5,745,264
<i>Hard Debt</i>		
Conventional Construction Loan	\$8,859,686	\$0
Conventional Permanent Loan	\$0	\$3,531,334
<i>Soft Debt</i>		
TCRA	\$1,000,000	\$1,000,000
THA Loan (Capital & RHF Funds)	\$1,247,429	\$2,271,485
HTF	\$2,500,000	\$2,500,000
Total	\$14,486,905	\$15,749,037

Recommendation

Approve Resolution 2012-7-25 (2) authorizing the Executive Director or his designee to apply for funding from various sources to secure capital for the development of new housing units at the 2500 block Hillside Terrace Phase II Apartments. He or she may apply for such funding for the Project as he or she deems necessary or desirable, including without limitation low-income tax credits, and other financing, including grants or loans from the Tacoma Community Redevelopment Authority, Pierce County, the Washington State Housing Finance Commission, the Washington State Housing Trust Fund; and other federal, state and local funds.



TACOMA HOUSING AUTHORITY

RESOLUTION 2012-7-25(2)

Hillside Terrace Phase II Authorization to Submit Applications for Financial Funding

WHEREAS, the Housing Authority of the City of Tacoma (the "Authority") seeks to encourage the provision of long-term housing for low-income persons residing within the City of Tacoma, Washington;

WHEREAS, RCW 35.82.070(2) provides that a housing authority may "prepare, carry out, acquire, lease and operate housing projects; to provide for the construction, reconstruction, improvement, alteration or repair of any housing project or any part thereof...;"

WHEREAS, THA has developed a new phased strategy for the 2500 block of Hillside Terrace to include a Phase I for 70 new affordable housing units and Phase II for the development of the of an additional 70 affordable housing units which will require its own funding and financing sources; and

WHEREAS, the development of 70 units for Phase II using private and public funds, including tax credit equity and tax-exempt bond proceeds, is financially feasible, and leverages the Authority's capital contribution effectively.

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

1. The Executive Director or his designee is authorized to apply for funding from various sources to secure capital for the development of new housing units at the 2500 block Hillside Terrace Phase II Apartments. He or she may apply for such funding for the Project as he or she deems necessary or desirable, including without limitation low-income tax credits, and other financing, including grants or loans from the Tacoma Community Redevelopment Authority, Pierce County, the Washington State Housing Finance Commission, the Washington State Housing Trust Fund; and other federal, state and local funds.

Approved: July 25, 2012

Janis Flauding, Chair

RESOLUTION #3



TACOMA HOUSING AUTHORITY

RESOLUTION 2012-7-25(3)

DATE: July 25, 2012
TO: Board of Commissioners
FROM: Michael Mirra, Executive Director
RE: Hillside Terrace Phase I Authorization for the Executive Director to Sign Funding Agreements with TCRA.

Background

On September 22, 2010 with Resolution 2010-9-22 (2), THA's Board of Commissioners authorized the Executive Director to submit funding applications in order to secure all financing needed for the redevelopment of the 1800 and 2500 blocks of Hillside Terrace.

THA has received funding awards from Tacoma Community Redevelopment Authority (TCRA) for Hillside Terrace Phase I. TCRA issued the awards from two rounds of funding applications in 2011. The award amounts total \$1,065,342.17 from the HOME program for construction and \$184,657.83 for relocation expenses.

TCRA has expressed a need to commit these funds by the end of July. This scheduling is approximately 3 months prior to closing on all other sources of Phase I financing. This Resolution would authorize THA's Executive Director to execute these agreements with TCRA on behalf of the Tacoma Housing Authority.

Recommendation

Approve Resolution 2012-7-25 (3) authorizing the Executive Director to execute funding agreements with the Tacoma Community Redevelopment Authority (TCRA) in the amounts of \$1,065,342.17 (HOME funds) and \$184,657.83 (CDBG funds) for the Hillside Terrace Phase I project.



TACOMA HOUSING AUTHORITY

RESOLUTION NO. 2012-7-25(3)

A RESOLUTION of the Housing Authority of the City of Tacoma authorizing the Executive Director to Execute and Sign Funding Agreements and Loan Documents concerning the Hillside Terrace Phase I Project between THA and the City of Tacoma's Community Redevelopment Authority.

WHEREAS, the Housing Authority of the City of Tacoma ("THA") seeks to encourage the provision of long-term housing for low-income persons residing within the City of Tacoma, Washington;

WHEREAS, RCW 35.82.070(2) provides that a housing authority may "prepare, carry out, acquire, lease and operate housing projects; to provide for the construction, reconstruction, improvement, alteration or repair of any housing project or any part thereof...;"

WHEREAS, RCW 35.82.070(5) provides that a housing authority may, among other things and if certain conditions are met, "lease or rent any dwellings . . . buildings, structures or facilities embraced in any housing project"; 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, Resolution 2010-9-22 (2) authorized THA's Executive Director to submit funding applications for the 1800 and 2500 blocks Hillside Terrace redevelopment project;

WHEREAS, THA has received funding awards from the City of Tacoma's Community Redevelopment Authority ("TCRA") in the amounts of \$1,065,342.17 (HOME funds) and \$184,657.83 (CDBG funds) for the Hillside Terrace Phase I project; and,

WHEREAS, the TCRA has requested that its Agreements and Loan Documents concerning awarded funds for the Hillside Terrace, Phase I project be executed prior to July 31, 2012;

NOW, THEREFORE,

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

The Executive Director is authorized to execute funding agreements with the Tacoma Community Redevelopment Authority (TCRA) in the amounts of \$1,065,342.17 (HOME funds) and \$184,657.83 (CDBG funds) for the Hillside Terrace Phase I project.

Approved: July 25, 2012

Janis Flauding, Chair

RESOLUTION #4



TACOMA HOUSING AUTHORITY

RESOLUTION 2012-7-25 (4)

DATE: July 25, 2012
TO: Board of Commissioners
FROM: Michael Mirra, Executive Director
RE: Authorizations to Proceed with Renovation of Stewart Court Apartments

This resolution pertains to THA's property called Stewart Court. It needs some significant repairs to its exterior. It is also losing money in ways that a refinancing could address. The resolution would Staff are developing a strategy to address both problems. It is doing so with the help of THA's asset management consultant, Housing Development Center (HDC) of Portland. Staff will have a full proposal for the board within the next few months. In the meantime, THA has a chance to apply to the state's Housing Trust Fund (HTF) for about four hundred thousand dollars (\$400,000) for this project. That application is due in August. Applications for other funding may be due as well in the next few months. This resolution would authorize the executive director to apply for those funds and to create a limited partnership that would undertake the project. These steps do **not** commit THA to any financing obligation or even to do the project. That commitment would be the subject of further resolutions later this year.

Background

Property description. Stewart Court, located at the corner of Tyler and Center streets, consists of 59 stacked apartments, plus a property management office, parking, and an on-site laundry facility. The complex was built in 1976. THA purchased it in 1995, using tax-exempt bonds.

The target population is 80% or less of Area Medium Income. Currently, the rent structure of the property is governed by loan agreements between THA and the City of Tacoma's Community Redevelopment Authority (TCRA). THA entered into this agreement when the TCRA awarded HOME funds to the project in 2001 – 2003 so that THA could conduct major renovations of unit interiors. Average household income of the current residents at Stewart Court is \$15,398 (<30% AMI for most households).

Buildings are wood-framed with composition roofing shingles. Siding is painted T-111. The complex is in a primarily single-family residential area, which includes some small neighborhood commercial and multi-family residential development. Interior renovations completed in 2003 included the installation of new features: carpet and sheet vinyl flooring, interior doors, casework and counter tops, plumbing and light fixtures.

Operational Challenges. Staff has identified a number of operational challenges at the property for which THA's Asset Management Committee, together with its Asset Management consultant, has explored potential solutions. Principal challenges experienced at Stewart Court include:

- Operational Deficits. Stewart Court currently suffers from significant annual operating deficits (i.e., annual expenses + debt service exceeds total annual income). These deficits are primarily the result of rents that have been set below market levels in order to be affordable to current tenants, and high levels of debt service associated with the original bond commitment made by THA in 1995. For the FY 2011, which was an 18 month period, the deficit was \$35,000 and for the first 6 month period of FY 2012 the deficit to date is \$30,000. (The increased rate of deficits results from a spate of vacancies this year.)
- Physical Deterioration. Unit interiors remain in excellent condition from when they were renovated in 2003. However, the T-111 siding needs to be replaced, and other exterior repairs are urgently needed. In some areas where the siding has failed, water seepage appears to be contributing to structural dry rot.

Project Description

Preservation Plan. Over the past four months, staff has been working with HDC, THA's asset management consultant, to identify and assess a range of workout solutions to the operational challenges identified above. This work has resulted in the preparation of a preservation plan for the Stewart Court Apartments.

As part of its work to develop a Preservation Plan for Stewart Court, staff's Asset Management Committee, explored three options:

1. Selling the property,
2. Partial Rehabilitation,
3. Moderate rehabilitation and Restructuring of debt service and rental income.

The Asset Management Committee's assessment of these options has been that:

- (1) because of the high amount of debt that would need to be paid-off with any sale of the property, and the low current market value of the property, THA would not realize a net financial benefit from selling the property that would be significant enough to justify the likely displacement of current low-income tenants when a new project owner increases rents significantly to market levels; and,
- (2) using agency funds to complete the highest priority exterior renovations only would not address the structural operational conditions that have resulted in chronic operating deficits.

Proposed Project. The Preservation Plan prepared by staff under the guidance of HDC includes the following project workout strategy:

- Invest an additional \$2 million (approximately) in the property in order to complete highest priority exterior needs and to add features to the property that will improve its marketability;
- Restructure all existing debt (except the City's debt, which carries forward to the new tax credit partnership) into a new financial structure using tax credit equity, a new HTF loan, and a THA loan to the property.
- Sell the property to the tax credit partnership for a price equaling the outstanding principal remaining on the original bond debt tied to the project.
- Phase in rent increases that will gradually enable the property to charge rents that more closely resemble market rents for the area.

ORB Architects is currently conducting a Capital Needs Assessment for Stewart Court. The Capital Needs Assessment will help staff to determine what the final scope of renovations at the property will be, and will help to finalize the development budget that is submitted to the HTF in August. Staff is also working on a marketing strategy that will help the property to raise rents as close to market levels as possible.

The estimated Total Development Cost for the project is \$5,390,000. The financing structure for this project is expected to include, but is not limited to, the following sources of permanent financing:

Source	Amount (est.)	Notes
(4%) Tax Credits	1,320,000	Investor Selection in December
Tax-Exempt Bond	2,025,000	Lender Selection in December
Housing Trust Fund	480,000	Ap. Due in August; award notice in November
THA MTW Loan to Project	292,000	Authorized in 2012 Capital budget (Reso. 2011-7-27(2))
GP Loan to Partnership for Acquisition	1,273,000	Proceeds from sale of property to Partnership
Total	5,390,000	

Project Schedule. The implementation schedule for the project described above for Stewart Court is driven by an invitation from the Housing Trust Fund to submit a Stage 2 application to finance renovation needs by August 29 of this year. The terms of any HTF funds awarded to the project in 2012 requires that all financing be committed to the project by March 31, 2013, and that construction begin by June 31, 2013.

Return on Investment. THA's permanent financial commitment to the project will be approximately \$1.2 million in MTW funds. In exchange for this investment, the permanent financing secured for this project will pay off the remaining balance of bond debt that THA holds on the property (approx.. \$1.3 million). In addition, annual operating deficits ranging from \$60,000 to \$112,000 are projected to turn into annual operating surpluses of \$30,000 - \$60,000.

Proposed Resolution

The purpose of the Resolution coming to the Board today is to seek the Board's authorization to apply for funding needed to complete the renovations needed at Stewart Court and to restructure

capital financing. Approval of the proposed Resolution does not commit THA to accept financing, nor does it commit THA to execute any specific project plan. Those commitments would be the subject of further resolutions later this year.

Stewart Court has been included in the state Legislature's list of projects prioritized for Housing Trust Fund awards in 2012. These funds come with aggressive deadlines: a final Stage 2 application to the HTF must be submitted by August 29, all financing needed to complete the project must be committed by March 31, 2013, and construction must begin on the project by June 30, 2013.

Recommendation

Approve Resolution 2012-7-25 (4) authorizing Executive Director or his designee to apply for capital funding in connection with the renovation of THA's Stewart Court Apartments, and to create a tax credit partnership for the project.



TACOMA HOUSING AUTHORITY

RESOLUTION NO. 2012-7-25(4) **(Renovation of Stewart Court Apartments)**

A RESOLUTION of the Housing Authority of the City of Tacoma authorizing the Executive Director to apply for capital funding in connection with the renovation of THA's Stewart Court Apartments, and to create a tax credit partnership for the project.

WHEREAS, the Housing Authority of the City of Tacoma (the "Authority") seeks to encourage the provision of long-term housing for low-income persons residing within the Authority's area of operation; and,

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

WHEREAS, RCW 35.82.070(5) provides that a housing authority may, among other things and if certain conditions are met, "lease or rent any dwellings . . . buildings, structures or facilities embraced in any housing project"; 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, the Authority has an opportunity to apply for funding for the renovation of its Stewart Court Apartments, which Apartments contain a total of 59-units of housing affordable to low-income households, and which Apartments are in urgent need of certain exterior and other renovations (the "Project"); and,

WHEREAS, the development of the Project will further the Authority's mission; and,

WHEREAS, financing for the Project will require several sources of funds, including low income housing tax credits and a Housing Trust Fund loan; and,

WHEREAS, THA will need to create a tax credit partnership in order to select a tax credit investor, and to apply for financing needed for the Project;

WHEREAS, authorizations from the Board to apply for capital financing and to create a tax credit partnership do not commit the agency to accept financing, nor do they commit the agency to carry out renovations at Stewart Court;

NOW, THEREFORE,

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

1. Apply for Funding. The Executive Director or his designee is authorized to apply for funding needed to complete the Project. Sources of funding include, without limitation: Low-Income Housing Tax Credits, the Washington State Housing Trust Fund, Pierce County affordable housing funds, and funds administered by the City of Tacoma's Community Redevelopment Authority.
2. Tax-Credit Partnership. The Executive Director is further authorized to participate in the creation of a tax-credit partnership needed to seek and select a tax-credit investor, and to secure tax credit financing for the project.
3. Acting Officers Authorized. Any action required by this resolution to be taken by the Executive Director of the Authority may in his absence be taken by the acting Executive Director of the Authority.
4. 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.
5. 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 this 25th day of July, 2012.

Approved: July 25, 2012

Janis Flauding, Chair