



King County
Housing
Authority

Moving to Work



FY 2014 ANNUAL REPORT



King County Housing Authority

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Table of Contents



YEAR IN REVIEW	7
SECTION I: INTRODUCTION	18
A. OVERVIEW OF SHORT-TERM MTW GOALS AND OBJECTIVES	18
B. OVERVIEW OF LONG-TERM MTW GOALS AND OBJECTIVES	22
SECTION II: GENERAL HOUSING AUTHORITY OPERATING INFORMATION	24
A. HOUSING STOCK INFORMATION	24
New Housing Choice Vouchers that were Project-based During the Fiscal Year	
Other Changes to the Housing Stock that Occurred During the Fiscal Year	
General Description of Actual Capital Fund Expenditures During the Plan Year	
Overview of Other Housing Owned and/or Managed by the PHA at Fiscal Year-end	
B. LEASING INFORMATION	28
Actual Number of Households Served at the End of the Fiscal Year	
Reporting Compliance with Statutory MTW Requirements: 75% of Families Assisted are Very Low-income	
Reporting Compliance with Statutory MTW Requirements: Maintain Comparable Mix	
Number of Households Transitioned to Self-sufficiency by Fiscal Year-end	
C. WAIT LIST INFORMATION	33
Wait List Information at Fiscal Year-end	
Description of Other Wait Lists	
SECTION III: PROPOSED MTW ACTIVITIES	34
SECTION IV: APPROVED MTW ACTIVITIES	35
A. IMPLEMENTED ACTIVITIES	35
ACTIVITY 2014-1: Stepped-down Assistance for Homeless Youth	
ACTIVITY 2014-2: Revised Definition of "Family"	
ACTIVITY 2013-1: Passage Point Prisoner Re-entry Housing Program	
ACTIVITY 2013-2: Flexible Rental Assistance	
ACTIVITY 2013-3: Short-term Rental Assistance Program	
ACTIVITY 2012-2: Community Choice Program	

ACTIVITY 2009-1: Project-based Section 8 Local Program Contract Term

ACTIVITY 2008-1: Acquire New Public Housing

ACTIVITY 2008-10 and 2008-11: EASY and WIN Rent Policies

ACTIVITY 2008-21: Public Housing and Section 8 Utility Allowances

ACTIVITY 2007-6: Develop a Sponsor-based Housing Program

ACTIVITY 2007-14: Enhanced Transfer Policy

ACTIVITY 2007-18: Resident Opportunity Plan (ROP)

ACTIVITY 2005-4: Payment Standard Changes

ACTIVITY 2004-2: Local Project-based Section 8 Program

ACTIVITY 2004-3: Develop Site-based Waiting Lists

ACTIVITY 2004-5: Modified HQS Inspection Protocols

ACTIVITY 2004-7: Streamlining Public Housing and Section 8 Forms and Data Processing

ACTIVITY 2004-9: Rent Reasonableness Modifications

ACTIVITY 2004-16: Section 8 Occupancy Requirements

B. NOT YET IMPLEMENTED ACTIVITIES

71

ACTIVITY 2010-1: Supportive Housing for High-need Homeless Families

ACTIVITY 2010-9: Limit Number of Moves for a Section 8 Participant

ACTIVITY 2010-10: Implement a Maximum Asset Threshold for Program Eligibility

ACTIVITY 2010-11: Incentive Payments to Section 8 Participants to Leave the Program

ACTIVITY 2008-5: Allow Limited Double Subsidy between Programs
(Project-based Section 8/Public Housing/Housing Choice Vouchers)

ACTIVITY 2008-3: FSS Program Modifications

ACTIVITY 2008-17: Income Eligibility and Maximum Income Limits

C. ACTIVITIES ON HOLD

74

D. CLOSED-OUT ACTIVITIES

75

ACTIVITY 2012-4: Supplemental Support for the Highline Community Healthy Homes Project

ACTIVITY 2011-2: Redesign the Sound Families Program

ACTIVITY 2011-1: Transfer of Public Housing Units to Project-based Subsidy

ACTIVITY 2010-2: Resident Satisfaction Survey

ACTIVITY 2009-2: Definition of Live-in Attendant

ACTIVITY 2008-4: Combined Program Management

ACTIVITY 2008-6: Performance Standards

ACTIVITY 2007-4: Section 8 Applicant Eligibility

ACTIVITY 2007-9: Develop a Local Asset Management Funding Model

ACTIVITY 2007-8: Remove Cap on Voucher Utilization

ACTIVITY 2006-1: Block Grant Non-mainstream Vouchers

ACTIVITY 2005-18: Modified Rent Cap for Section 8 Participants

ACTIVITY 2004-8: Resident Opportunities and Self-Sufficiency (ROSS) Grant Homeownership

ACTIVITY 2004-12: Energy Service Companies (ESCo) Development

SECTION V: SOURCES AND USES OF MTW FUNDS	78
A. SOURCES AND USES OF MTW FUNDS	78
Actual Sources and Uses of MTW Funding for the Fiscal Year	
Activities that Used Only MTW Single-fund Flexibility	
B. LOCAL ASSET MANAGEMENT PLAN	81
 SECTION VI: ADMINISTRATIVE	 82
A. HUD REVIEWS, AUDITS OR PHYSICAL INSPECTION ISSUES	82
B. RESULTS OF LATEST KCHA-DIRECTED EVALUATIONS	82
C. CERTIFICATION OF STATUTORY COMPLIANCE	83
 APPENDIX	 85

King County Housing Authority At-A- Glance



IN NUMBER
OF HOUSEHOLDS
SERVED SINCE 2003

2003: 11,260 HOUSEHOLDS SERVED
2014: 15,043 HOUSEHOLDS SERVED



IN TRANSITIONAL AND
SUPPORTIVE HOUSING
UNITS SINCE 2003



98%
OF HOUSEHOLDS
SERVED ARE VERY
LOW-INCOME



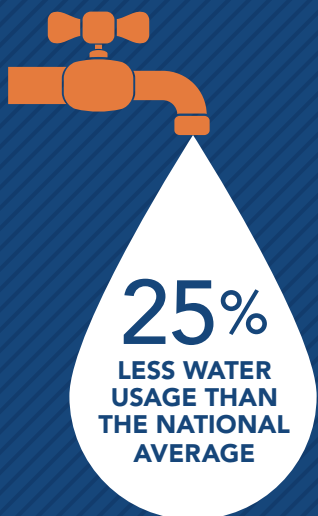
35%
OF KCHA'S RESIDENTS
LIVE IN HIGH OPPORTUNITY
NEIGHBORHOODS



MAINTAINING OPERATIONAL EXCELLENCE

2003 2014

SHOPPING SUCCESS RATE	Housing Choice Voucher Program	82%	83%
UTILIZATION	Housing Choice Voucher Program	99%	101%
OCCUPANCY	Public Housing Program	99%	100%
REAC INSPECTION SCORE	Public Housing Program	93.3%	94.4%



ACCUMULATED SAVINGS SINCE ENTRY INTO THE MTW PROGRAM



MORE THAN 46,000 STAFF HOURS SAVED



\$14.38
MILLION SAVED

&

1,052
UNITS RENOVATED

THROUGH THE MTW-SUPPORTED PUBLIC HOUSING UNIT UPGRADE

Moving to Work Leads the Way

POLICY CHANGE	KCHA IMPLEMENTATION YEAR	HUD IMPLEMENTATION YEAR
DEVELOPMENT OF LOCAL PROCESS TO ALLOCATE PROJECT-BASED VOUCHERS	2004	2014
LANDLORD SELF-CERTIFICATION OF REPAIRS AFTER INSPECTION	2004	2012
MODIFIED HQS INSPECTION SCHEDULE	2004	2014
EXCEPTION PAYMENT STANDARDS UP TO 120% FMR	2005	2010
SELF-CERTIFICATION OF ASSETS UNDER \$5000	2008	2013
STREAMLINED REEXAMINATION FOR ELDERLY AND DISABLED HOUSEHOLDS	2008	2013
EXTENDED THE TIME LIMIT FOR PROJECT-BASED CONTRACTS	2009	2014
REVISED INTERIM REVIEWS OF INCOME	2010	2012

Year in Review



What if?

WHAT IF our nation's affordable-housing crisis could be solved by changing the way we approach housing solutions?

WHAT IF short-term rent subsidy and employment assistance was sufficient to stabilize certain families and allowed them to make ends meet without long-term housing assistance?

WHAT IF an augmented Family Self-Sufficiency program supported families to exit subsidized housing faster?

WHAT IF making smart investments to advance our students' education allowed them to grow up more economically secure than their parents?

As a Moving to Work (MTW) agency, King County Housing Authority (KCHA) is uniquely positioned to pose and answer these questions. But make no mistake: These are the queries that we, as an agency, and we, as a nation, must grapple with together.

For more than a decade, Congress has failed to fund significant new housing subsidies. At the same time, housing needs in our communities have compounded. The disconnect between wages and rents is evident: Full-time workers in King County must earn more than \$21 per hour in order to afford a modest two-bedroom apartment. That means minimum-wage workers earning the current rate of \$9.32 an hour would have to work 93 hours per week to afford housing. Nearly half (46 percent) of all King County renters spend more than 30 percent of their income on rent because they have no other option. For the 191,060 extremely low-income households in King County in 2014, only 50,908 rental units were affordable.



+4,000
HOUSEHOLDS SERVED
SINCE ENTERING THE
PROGRAM IN 2003

2003: 11,260

2014: 15,043





Given the high cost of housing and the large number of rent-burdened households, it is no surprise that the homeless population in King County continues to grow. The Seattle/King County Coalition on Homelessness' One Night Count (conducted January 23, 2015) found 8,949 people living in shelters, transitional housing or on the streets. The street count of 3,772 represented a 21 percent increase over last year. It is unconscionable to have our community's children, seniors and persons with disabilities sleeping on the streets. Yet this is the reality we face every day as we make policy decisions about how best to administer limited housing assistance resources. When KCHA's Housing Choice Voucher (HCV) waitlist opened in February 2015, more than 22,000 applicant households included children, seniors or people with disabilities. More than 40 percent of all applicants were homeless. By any reasonable measure, these numbers are unacceptable.

The status quo also is not sustainable. Our nation needs new affordable housing resources and new affordable housing policies. Congress took a significant step in the right direction by creating MTW. At its heart, the program allows a limited number of the nation's most innovative, efficient and mission-driven Public Housing Authorities (PHAs) to test new policies and programs aimed at serving more people, more effectively. For more than a decade, KCHA has used the flexibility provided under the MTW program to develop innovative responses to our region's housing crisis. Only 39 housing authorities across the country participate in the program, which Congress adopted to enable PHAs to increase housing choices for low-income families, move more families toward self-sufficiency, and reduce program costs and streamline operations.



**STREET
HOMELESSNESS
HAS INCREASED BY
21%
THIS PAST YEAR**



MTW funding flexibility allows participating PHAs to develop and assess innovative solutions to local issues, enter into partnerships that leverage outside resources, and engage in long-term financial and strategic planning.

This report highlights KCHA's 11th year as an MTW agency, during which time we have continued to innovate and implement creative solutions that address our region's growing housing challenges while simultaneously meeting the diverse needs of our community's low-income families. Our key accomplishments for the year are described below.

Serving More of Our Most Vulnerable Households

In 2014, KCHA served 15,043 households in our federally subsidized programs. This service level is almost 4,000 households above the number we were able to serve in 2003, the year KCHA entered the MTW demonstration. While some of this increase was due to new Section 8 vouchers serving special populations, the remaining can be attributed to the number of new units brought on because of MTW: Approximately 530 units were solely attributable to the MTW program.

Our MTW status has not only allowed us to serve more households but also to serve more of King County's most vulnerable households, including those earning 50 percent of Area Median Income (AMI) or less. These very low-income families are a priority for KCHA, making up 98 percent of our federally assisted households. KCHA continued to seek ways to meet the varied and often complex needs of those in our community who struggle with mental illness, have past involvement with the criminal justice system, have escaped a domestic violence situation, are transitioning out of foster care, and/or are exiting homelessness. All too often, these families and individuals are shuffled among various systems that lack a coordinated approach to providing assistance. We are bridging this gap by working across systems—foster care, mental health, homelessness, Veterans Affairs, criminal justice and others—to pair housing subsidies with supportive services. For example, our Stepped-down Rent Assistance for homeless youth is the result of a partnership between KCHA and local homeless youth providers who identified the need for a rental subsidy that diminishes over time and emphasizes graduation to independent housing. We believe that time-limited assistance may be a more effective approach to assisting young adults exiting homelessness, and we are monitoring closely the outcomes of this program. In 2014, 13 of the 15 youth participating in this pilot maintained stable housing and engaged in regular support services to move toward self-sufficiency.

HOUSEHOLD TYPES SERVED



35%
FAMILY
HOUSEHOLDS

34%
ELDERLY
HOUSEHOLDS

31%
DISABLED
HOUSEHOLDS

Expanding and Preserving King County's Affordable Housing

KCHA's acquisition, preservation and development activities have expanded the supply of housing that is affordable to extremely low-income households, provided greater geographic choice, revitalized low-income communities, and supported equitable regional development within regional transit corridors. In 2014, we employed a variety of strategies to develop, preserve or upgrade 4,800 homes in our portfolio of affordable housing, including our bond and tax credit properties.

KCHA began construction of the Vantage Point Apartments in 2014 to help address the growing regional demand for affordable senior housing. Located near the Valley Medical Center, shopping and other amenities, this new community will serve 77 extremely low-income seniors and people with disabilities. KCHA will access "banked" federal Public Housing subsidies for these units, leveraging an average of \$500,000 annually in new federal rent subsidies.

While new construction is an effective strategy to address regional affordable housing needs, our existing stock of affordable housing also must be maintained. Taxpayers and housing advocates alike should cringe at the fact that our nation is allowing its Public Housing (valued at \$162 billion) to disintegrate beyond repair when a comparatively modest capital investment would save these homes for current and future generations. In 2014, KCHA invested more than \$18 million in site and building improvements and unit upgrades, helping to ensure the viability of our existing Public Housing stock for years to come. This approach is exemplified in work done at the Island Crest Apartments on Mercer Island—a KCHA Public Housing community located in one of the most sought-after school districts in the nation—which needed fire alarm and electrical service upgrades, sewer line repair, replacement of crumbling and dangerous concrete stairways and walkways, replacement of rotting balconies and decks, and major drainage system upgrades to



KCHA invested
\$18 million
in the preservation
of the region's
affordable housing
stock.



"I love the program and am so thankful for my case managers. After getting into stable housing the program helped push me to go back to school so that I can make more money and take over my rent and really be able to take care of my family. Thanks KCHA for the help and our school for referring us."

**RAPID RE-HOUSING
RESIDENT**

stop the flooding of first floor units during storms. When completed, this \$1 million investment will add an estimated 30 years onto the life of the project. Without our MTW single-fund flexibility, KCHA would not have been able to make such capital investments, and this property and others in our inventory would not have met basic housing quality standards. Due to our investment in such capital improvements, our portfolio has maintained a HUD Real Estate Assessment Center (REAC) score of 94 percent.

Combating Student Homelessness

Across King County, school districts reported a record high total of 6,188 homeless students in the 2012-13 academic year. Highline School District reports that more than 900 students, representing 5 percent of total student enrollment, experience homelessness at some point during the school year. KCHA has partnered with Highline to pilot a Rapid Re-Housing program targeting these students and their families. National studies have found that some families living in homelessness can obtain and sustain unsubsidized housing following time-limited housing assistance and intensive case management. Our local Rapid Re-Housing program, the Student Family Stability Initiative (SFSI), provides short-term rental assistance, initial security deposits and individualized supportive services, which include employment and housing counseling. School liaisons refer the families to a nonprofit partner that provides services to accompany KCHA's rental subsidy. In 2014, 46 families were rehoused under this initiative. The school district anticipates corollary benefits for students as a result of their family's stable living environment, including improved school attendance and eventual educational advances.

Aligning Housing and Education for Academic Success

More than 20,000 children sleep in KCHA-supported housing each night. Their first language may be English, Ukrainian, Somali or one of at least 20 others. They may have been born in the U.S. or arrived recently as refugees or immigrants. Whatever their background, they live in very low-income households. Many receive little formal early learning support and have parents with low levels of education. As a result of these risk factors, KCHA youth face a significant achievement gap compared to their peers. This gap starts as early as kindergarten, widens through elementary school, and leads to low rates of high school completion and fewer opportunities as adults. KCHA offers these resident families a variety of educational initiatives that seek to eliminate this achievement gap and support long-term success.



More than
20,000
children sleep in
KCHA supported
housing each night.

For example, KCHA's place-based education initiatives coordinate housing policies and resources with families, community-based service providers and schools. Cross-sector teams analyze the assets and challenges of each community, collectively determine goals and create multi-year action plans. With a focus on family engagement, early learning, and high quality before- and after-school program opportunities, these teams are building cradle-to-career support for educational success in some of King County's poorest communities.

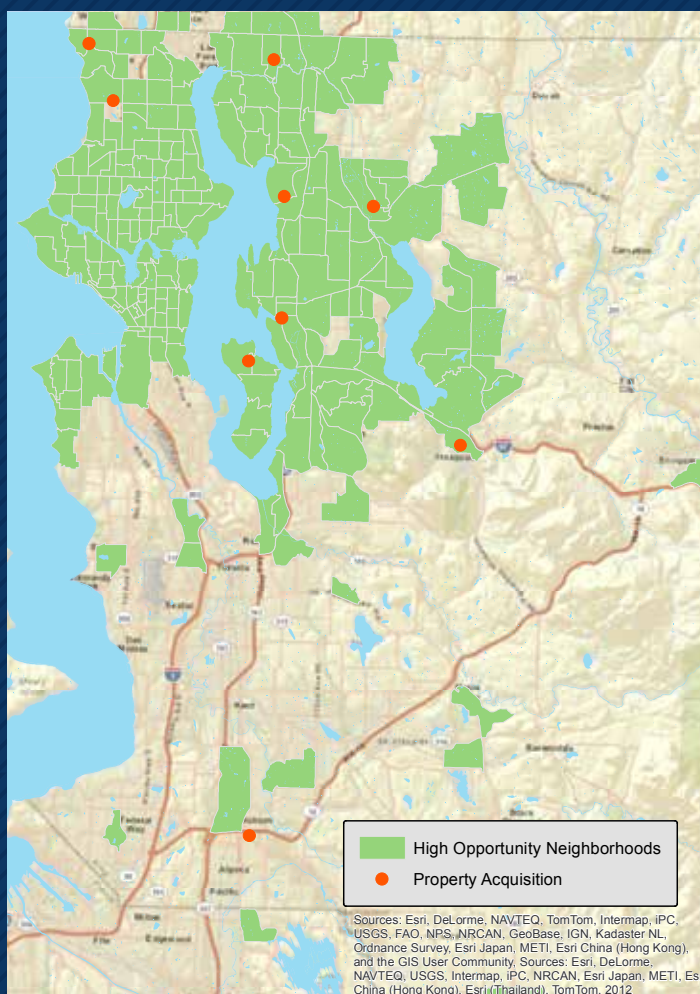
Expanding Geographic Choice

As a regional housing authority, KCHA covers an expansive suburban landscape that includes 39 local jurisdictions. Two-thirds of the region's population and a majority of households living in poverty reside outside Seattle. The region includes significant concentrations of low-income households as well as extremely wealthy neighborhoods. The Tukwila

School District reports that 79 percent of all its students are eligible for free or reduced-price meals, while the Mercer Island School District has subsidized meal eligibility rates of less than 4 percent. This geographic segregation by income exacerbates health, employment, educational and racial disparities.

KCHA has pursued policies and program modifications intended to encourage and enable geographic choice. We have expanded our reach into high-opportunity neighborhoods through multiple mechanisms: creating higher payment standards; coordinating the project-basing of Section 8 with a development pipeline of non-profit owned affordable housing; acquiring large, market-rate, multi-family complexes where Section 8 subsidies can be attached to a percentage of the units; purchasing smaller complexes to be added to the Public Housing inventory; and providing mobility counseling to incoming and existing HCV holders. Overall, nearly 35 percent of the households supported through our Section 8 or Public Housing programs live in high- or very high-opportunity neighborhoods.

KCHA ACQUISITIONS 2010–2014





We have found that project-basing Section 8 units is an effective tool for providing geographic choice, particularly in jurisdictions without Source of Income Discrimination protections. In fact, approximately 42 percent of KCHA's 1,600 subsidized households with children in high- or very high-opportunity areas live in "fixed" units. This complements KCHA's Community Choice Pilot Program, which supports HCV families in moving to high-performing school districts. Started in 2014, this initiative provides "mobility counseling," which informs families about the impacts a neighborhood can have on educational and employment opportunities. Last year, we served 45 households this way.

However, accessing high-opportunity neighborhoods is not simply a matter of mobility counseling, interest in moving or the provision of move support. A family also must be able to afford the rent in these areas. To address this challenge, KCHA is studying the expansion of its two-tiered payment standard to a more finely grained, multi-tiered approach. This would allow subsidies to better align with inexpensive markets and strengthen access to more expensive, high-opportunity neighborhoods. Current estimates show that a multi-tiered payment standard system could provide greater geographic choices for our residents and support a broader range of rents by not overpricing subsidies in lower priced markets.



35%

of KCHA's federally subsidized households live in high or very high opportunity neighborhoods.

Turning Savings into Investments



EFFICIENCY

- Allowed contracts to extend up to 15 years
20 HOURS SAVED
- Simplified the rent calculation
5,686 HOURS SAVED
- Created a regionally specific formula to calculate utility allowances
291 HOURS SAVED
- Established local rules for the Project-based Section 8 Program
45 HOURS SAVED
- Developed responsive, efficient wait list protocols
162 HOURS SAVED
- Reduced the number of unnecessary, repeat HQS inspections
1,861 HOURS SAVED
- Streamlined forms and data processing
2,000 HOURS SAVED
- Eliminated unessential annual rent reviews
1,061 HOURS SAVED
- Permitted Section 8 residents to stay in a unit when they exceed the occupancy limit by just one family member
579 HOURS SAVED



REINVESTMENT

- Issued 164 Section 8 vouchers above the baseline
- Served 46 formerly homeless households in our local Rapid Re-Housing program
- Helped 98 families maintain their housing through our Client Assistance Fund
- Implemented place-based initiatives to ensure the academic success of the 14,000 children we house
- Housed 156 formerly homeless families and individuals in our sponsor-based housing program
- Performed necessary unit or property work to preserve up to 4,800 resident homes
- Developed a research agenda and established partnerships to further our research and evaluation efforts
- Assisted 314 households in our locally designed self-sufficiency programs

SAVINGS

**11,705
hours**
(or \$384,868)

Maximizing Efficiencies

Over the past decade, KCHA has simplified program rules steadily without sacrificing quality or program integrity. With the efficiencies and cost reductions achieved through our MTW status, we have been able to increase the number of households served, create individualized and targeted services, and launch innovative programs. In 2014, we continued to streamline operations, seek out program efficiencies and identify new approaches for our service delivery. We focused on improving business processes, upgrading our technology systems, eliminating unnecessary procedures, improving the customer experience and reducing energy costs. Through these efforts, we were able to recapture and redirect close to 12,000 hours of staff time. These savings allowed us to individualize our supportive services, develop new housing approaches targeted to special populations, and make long-term financial commitments that have leveraged the development of new affordable housing.



MTW program and policy innovations are beginning to show real results on the national level. A recent study by Abt Associates cataloged more than 300 innovations and pilot initiatives that KCHA and the 38 other MTW PHAs are carrying out. The programs and policies that we and other MTW agencies have designed, tested and evaluated have been included in national legislation and have informed HUD regulations. The MTW demonstration provides housing authorities with the flexibility needed to increase housing opportunities, encourage greater self-sufficiency among residents and realize operational efficiencies while keeping pace with our communities' growing and changing needs. Equally as important, the demonstration program enables housing authorities to work toward these goals in closer partnership with their local communities—reflecting local priorities and leveraging local resources. In 2014, KCHA created innovative policies and programs, added to the region's affordable housing stock and streamlined our operations even as we made inroads into the region's most pressing housing challenges and priorities.



SECTION I: INTRODUCTION

A. OVERVIEW OF SHORT-TERM MTW GOALS AND OBJECTIVES

In 2014, we continued to focus on ensuring that our housing assistance reached those with the greatest need while also dedicating significant resources toward improving educational and economic opportunities for our residents and program participants. This past year, KCHA:

- **INCREASED THE NUMBER OF EXTREMELY LOW-INCOME HOUSEHOLDS WE SERVE.** KCHA employed multiple strategies to expand our reach: property acquisitions; use of banked Annual Contributions Contract (ACC) authority; lease-up of new incremental vouchers; overleasing of existing Section 8 baseline; “step-down” subsidies for specific populations; and the design and implementation of short-term rental assistance and Rapid Re-Housing programs. In 2014, KCHA provided assistance to 15,043 households, almost 4,000 more households than we were serving upon our entry into the MTW program in 2003. Our Section 8 voucher utilization rate for 2014 averaged 164 units above the baseline.
- **CONTINUED TO DEVELOP A PIPELINE OF NEW PROJECTS INTENDED TO INCREASE THE SUPPLY OF HOUSING DEDICATED TO EXTREMELY LOW-INCOME HOUSEHOLDS.** KCHA began construction of Vantage Point, a 77-unit affordable housing community for seniors and people with disabilities and started planning for the development of additional senior housing on a vacant parcel adjacent to our Greenbridge development in White Center.
- **CONTINUED TO SUPPORT FAMILIES IN GAINING GREATER ECONOMIC SELF-SUFFICIENCY.** During 2014, KCHA assisted 60 households under the Resident Opportunity Plan (ROP), a locally designed self-sufficiency program, and 314 Public Housing and Section 8 households in the Family Self-Sufficiency program. These programs advance families toward self-sufficiency through individualized case management, supportive services and program incentives.

- EXPANDED PARTNERSHIPS THAT ADDRESS THE MULTI-FACETED NEEDS OF THE MOST VULNERABLE POPULATIONS IN OUR REGION.** In 2014, more than 42 percent of the households entering into one of our federally assisted programs were homeless or living in temporary or emergency housing prior to receiving KCHA assistance. These include: disabled veterans; individuals facing a chronic mental illness and cycling among the street, the criminal justice system and hospital emergency rooms; youth who are homeless or transitioning out of foster care; and high-need, homeless families engaged with the child welfare system. KCHA expanded partnerships to meet the needs of the diverse individuals we serve and one example of this is the Pacific Court development. Alongside King County Mental Health, Chemical Abuse and Dependency Services Division, KCHA provided permanent supportive housing and intensive services to 48 individuals living in our converted Public “Supported” Housing development, Pacific Court. In 2014, the Corporation for Supportive Housing joined this partnership to provide consultation and program expertise to continually improve service delivery.
- EXPANDED ASSISTANCE TO HOMELESS AND AT-RISK HOUSEHOLDS WITH A SHORT-TERM RENTAL ASSISTANCE PILOT.** We partnered with the Highline School District and its McKinney-Vento liaisons to pilot a Rapid Re-Housing approach to addressing the growing problem of homeless students in our public schools. This demonstration program, launched in November 2013, provided short-term rental assistance to help as many as 90 homeless families attain housing. By stabilizing families within or near their children’s schools, we anticipate that student attendance will improve and school transportation costs will decrease.
- PROVIDED PROGRAMS AND POLICIES THAT INCREASE HOUSING CHOICES IN HIGH-OPPORTUNITY NEIGHBORHOODS.** This multi-pronged initiative includes the use of tiered payment standards, mobility counseling and new property acquisitions combined with placement of project-based Section 8 vouchers in targeted high-opportunity neighborhoods. As a result of these efforts, almost 35 percent of KCHA’s federally subsidized residents currently live in high-opportunity neighborhoods.
- CONTINUED TO IMPLEMENT COMPREHENSIVE RENT-REFORM POLICIES.** KCHA’s rental policies—including revised recertification and utility allowance schedules, and the elimination of flat rents—have streamlined operations, resulting in significant savings in staff time and providing families incentives for attaining employment and increasing economic self-sufficiency. In 2014, these and other streamlining policies saved close to 12,000 hours in staff time.

“Thank you for everything you’ve done for me and my children. Before you came into my life, no one could have told me that I would accomplish as much as I have in the last three years. I appreciate you caring about my dreams.”

ROP PARTICIPANT



- **DEEPENED PARTNERSHIPS WITH PARENTS AND LOCAL SCHOOL DISTRICTS WITH THE GOAL OF IMPROVING EDUCATIONAL OUTCOMES.**

KCHA housed 14,000 children in our federally assisted programs. The academic success of these youth is the cornerstone of our efforts to prevent multi-generational cycles of poverty and promote social mobility. KCHA continued to make educational outcomes an integral element of our core mission and actively partnered with local education stakeholders around common outcomes. We focused on multiple approaches for achieving grade-level reading competency by the end of third grade while also supporting improved educational outcomes for older youth through after-school programs, parental engagement and mentoring. In 2014, we partnered with the Road Map Project to support the goal of doubling the number of students in south King County and south Seattle who are on track to graduate from college or earn a career credential by 2020.

- **COMMITTED ADDITIONAL MTW RESOURCES TO THE ELIMINATION OF ACCRUED CAPITAL REPAIR AND SYSTEM REPLACEMENT NEEDS IN OUR FEDERALLY SUBSIDIZED HOUSING INVENTORY.** In 2014, KCHA invested more than \$23 million in public and private financing to improve quality, reduce maintenance costs and extend the life expectancy of our federally assisted housing stock. KCHA also maintained its record of excellence in the physical condition of its housing, averaging a score of 94 percent on property inspections performed by HUD's Real Estate Assessment Center (REAC).



Rent reform
policies saved
6,000
hours
of staff time.

- **MADE OUR FEDERAL HOUSING PROGRAMS MORE COST-EFFECTIVE THROUGH STREAMLINING BUSINESS PROCESSES, DIGITIZING CLIENT FILES AND IMPLEMENTING A NEW SOFTWARE PLATFORM FOR CORE BUSINESS FUNCTIONS.** In 2014, KCHA completed business process improvement initiatives focused on Section 8 customer service and internal auditing functions. Section 8 participant files were converted to digital records as KCHA shifted to an online paperless office environment. In addition, KCHA began converting to a new housing management software system, Tenmast WinTen 2+, which will provide greater efficiency in our operations and reporting. The system will be fully operational by the last quarter of 2015.
- **REDUCED THE ENVIRONMENTAL IMPACT OF KCHA'S PROGRAMS AND FACILITIES.** Our Five-Year Resource Management Plan completed its third year of implementation in 2014. The plan includes strategies to reduce KCHA's energy and water consumption, divert materials from the waste stream, handle hazardous waste and influence tenant behavior. We continued to analyze "whole building" consumption data from local utility companies and use it as a tool for developing additional green-building strategies. The program has reduced garbage costs by \$95,000 annually as a result of improving or adding recycling at our housing sites and through tenant education.
- **DEVELOPED OUR RESEARCH AND EVALUATION CAPACITY.** KCHA began creating an internal structure that strengthens our ability to oversee and conduct program evaluations, develop a long-term research agenda, and partner effectively in larger regional studies. In 2014, we hired a senior research analyst who is forging relationships with local and national research institutions to measure and assess the impact of MTW initiatives.



B. OVERVIEW OF LONG-TERM MTW GOALS AND OBJECTIVES

Through participation in the MTW demonstration program, KCHA is able to address a wide range of affordable housing needs in the Puget Sound region. We use the single-fund and regulatory flexibility provided by this initiative in support of our overarching strategic goals:

Strategy 1

Continue to strengthen the physical, operational, financial and environmental sustainability of our portfolio of almost 9,000 affordable housing units.

Strategy 2

Increase the supply of housing in the region that is affordable to extremely low-income households—those earning below 30 percent of Area Median Income (AMI)—through the development of new housing and the preservation of existing housing, as well as expanding the size and reach of our rental subsidy programs.

Strategy 3

Provide greater geographic choice for low-income households, including disabled residents and elderly residents with mobility impairments, so that our clients have the opportunity to live in neighborhoods with high-performing schools and convenient access to services, transit and employment.

Strategy 4

Coordinate closely with behavioral healthcare and other social services organizations to increase the supply of supportive housing for people who have been chronically homeless and/or have special needs, with the goal of ending homelessness.

Strategy 5

Engage in the revitalization of King County's low-income neighborhoods, with a focus on housing and other services, amenities, institutions and partnerships that create strong, healthy communities.

Strategy 6

Work with King County, regional transit agencies and suburban cities to support sustainable and equitable regional development by integrating new affordable housing into regional growth corridors aligned with mass transit.

Strategy 7

Expand and deepen partnerships with school districts, Head Start programs, after-school program providers, public health departments, community colleges, the philanthropic community and our residents, with the goal to eliminate the achievement gap and improve educational and life outcomes for the low-income children and families we serve.

Strategy 8

Promote greater economic self-sufficiency for families and individuals in subsidized housing by addressing barriers to employment and facilitating access to training and education programs, with the goal of enabling moves to market-rate housing at the appropriate time.

Strategy 9

Continue to develop institutional capacity and efficiencies at KCHA to make the most effective use of federal resources.

Strategy 10

Continue to reduce KCHA's environmental footprint through energy conservation, renewable energy generation, waste stream diversion, green procurement policies, water usage reduction and fleet management practices.

Strategy 11

Develop our capacity as a learning organization that incorporates research and evaluation to drive decisions and form policy.



SECTION II: GENERAL HOUSING AUTHORITY OPERATING INFORMATION

A. HOUSING STOCK INFORMATION

New Housing Choice Vouchers that were Project-based During the Fiscal Year

PROPERTY NAME	ANTICIPATED NUMBER OF NEW VOUCHERS TO BE PROJECT-BASED	ACTUAL NUMBER OF NEW VOUCHERS THAT WERE PROJECT- BASED	DESCRIPTION OF PROJECT
Navos Independence Bridge	24	24	Permanent Supportive Housing
South Kirkland Transit - Velocity Apartments	8	8	HOPE VI Replacement Housing
Friends of Youth - Kirkland	2	2	HOPE VI Replacement Housing
Bellevue Manor	0	65	Local Program
Vashon Terrace	0	16	Local Program
Northwood Square	0	24	Local Program

	ANTICIPATED	ACTUAL
ACTUAL TOTAL NUMBER OF NEW PROJECT-BASED VOUCHERS	50	139
TOTAL NUMBER OF PROJECT-BASED VOUCHERS COMMITTED AT THE END OF THE FISCAL YEAR	2,278	2,358
TOTAL NUMBER OF PROJECT-BASED VOUCHERS LEASED UP OR ISSUED TO A POTENTIAL TENANT AT THE END OF THE FISCAL YEAR	1,925	1,830 ¹

Other Changes to the Housing Stock that Occurred During the Fiscal Year

The project-basing of units at Bellevue Apartments was delayed in 2014 but is now slated to occur in the first quarter of 2015. There also was a delay in adding eight project-based units at Totem Lake Senior Apartments. Also in 2014, Linden Highlands, one of KCHA's transitional housing programs, lost service funding and will reduce and ultimately terminate through attrition its project-based units for homeless families.

General Description of Actual Capital Fund Expenditures During the Plan Year

KCHA continued to improve the quality and long-term viability of our aging affordable housing inventory by investing almost \$24 million in capital repairs, unit upgrades, capital construction and maintenance. These investments ensure that our housing stock is available and livable for years to come.

- 509 INITIATIVE IMPROVEMENTS (\$6,609,436).** In 2014, additional funds were spent to make capital improvements at 15 properties included in the 2013 conversion of 509 scattered-site Public Housing units to Section 8 subsidies. Major work undertaken in 2014 included: building envelopes (roofing, siding, attic insulation and/or wall insulation) at Campus Court I, Cedarwood, Forest Grove, Juanita Court, Kings Court, Pickering Court, Riverton Terrace, Shoreham and Victorian Woods; utilities improvements (water lines, sewer lines and/or storm drainage) at Glenview Heights, Greenleaf and Riverton Terrace; and ventilation system upgrades to improve indoor air quality at Cedarwood and Glenview Heights.
- CAPITAL PROJECTS IN THE PUBLIC HOUSING PORTFOLIO (\$6,882,196).** Roofs were replaced at Burndale Homes, Northridge and Yardley Arms, and the decks at Gustaves Manor received new railings. Site-improvement work, including on-site drainage, walkways, paving and/or lighting, was done at Burndale Homes, Hidden Village, Island Crest Apartments, Newport Apartments, Northlake House and Northridge Apartments. Sewer systems were replaced at Cascade Homes and Valli Kee, a water intrusion issue was eliminated at Burien Park, and the

¹ Bellevue Manor, Northwood and Vashon Terrace currently are occupied by a number of tenant-based housing choice voucher residents. The project-based vouchers are leased up only when a unit experiences a turnover in residence. In 2014, 8.5 percent of the units were leased up at these properties, reflecting the low lease-up number.



storm water system was improved at Island Crest Apartments. Ventilation and attic insulation work was done at Ballinger Homes, Boulevard Manor, Briarwood, Hidden Village and Northridge Apartments in order to improve indoor air quality. The electrical system was upgraded at Island Crest Apartments. At Valli Kee, a new management office was constructed and the former office was converted to a residential unit.

- **UNIT UPGRADES (\$5,284,228).** Internal KCHA "force account" crews completed \$4,484,989 in additional unit upgrades at other public and KCHA-owned housing at Ballinger, Firwood Circle, Wayland Arms, Boulevard Manor, Casa Juanita, Eastside Terrace, College Place, Harbor Villa, Hidden Village, Parkway, Kirkland Place Apartments, Newport Apartments, Yardley Arms, Southridge, Northlake House, Briarwood, Lake House, Northridge, Northridge II, Burien Park, Northwood, Pepper Tree, Valli Kee and Anita Vista. We also performed \$717,004 in unit interior upgrades to the inventory upon resident turnover at Avondale, Bellevue 8, Campus Court, Cedarwood, Eastridge House, Evergreen Court, Forest Grove, Glenview Heights, Greenleaf, Juanita Court, Juanita Trace, Juanita Trace II, Kings Court, Kirkwood Terrace, Pickering Court, Riverton Terrace-Family, Shoreham, Victorian Woods, Vista Heights and Wellswood. Additionally, KCHA performed almost \$82,235 in non-routine maintenance that was categorized as capital expenditures.
- **VANTAGE POINT (\$5,000,000).** We used \$5 million in capital funds toward construction of our new development, Vantage Point, which is set to open in late 2015. Vantage Point will provide 77 units targeted to seniors and people with disabilities.

Overview of Other Housing Owned and/or Managed by the PHA at Fiscal Year-end

HOUSING PROGRAM	TOTAL UNITS	OVERVIEW OF THE PROGRAM
Preservation Program ²	41	This program maintains affordable housing opportunities in highly desirable King County neighborhoods.
Home Ownership Program ³	431	Offers qualified low-income individuals, families and seniors the opportunity to own a manufactured home located on a leased lot in one of four housing communities.
Bond Financed Program ⁴	3,791	Work-force housing (for households earning 80% AMI or below) that does not receive operating subsidy from the federal government. Includes properties formerly in the Low-Income Housing Tax Credit program when the investor has left the partnership. This program is a key strategy for acquiring housing in high-opportunity areas.
Low-Income Housing Tax Credit Program (LIHTC) ⁵	707	Owned by separate limited partnerships, these units typically are available to households earning 60% AMI or below. KCHA remains a general partner in the ownership of these units. Like bond-financed properties, LIHTC acquisitions are targeted to low-poverty markets.
Local Programs ⁶	173	This inventory is made up of emergency and transitional housing units. Some of the programs offer supportive services to homeless veterans, victims of domestic violence and people with special needs.
TOTAL OTHER HOUSING OWNED AND/OR MANAGED	5,143	

² Rainier View Mobile Homes, Tall Cedars, Vantage Glen, Wonderland Estates.

³ Alpine Ridge, Aspen Ridge, Auburn Square, Bellepark East, Bellevue Manor (Chaussee), Carriage House,

⁴ Cascadian, Charter House (Chaussee Bremerton), Colonial Gardens, Cottonwood, Cove East, Fairwood Apartments, Gilman Square, Heritage Park, Landmark, Laurelwood, Meadowbrook Apartments, Meadows at Lea Hill, Newporter, Northwood Square (Chaussee), Parkwood, Patricia Harris Manor (Chaussee), Rainier View I, Rainier View II, Si View, Timberwood, Vashon Terrace (Chaussee), Walnut Park, Windsor Heights, Woodland NorthWoodridge Park, Woodside East.

⁵ Arbor Heights, Overlake, Somerset Gardens East, Somerset Gardens West, Southwood Square.

⁶ 301 SW Roxbury, Anita Vista, Avondale House (Pinecrest), Brookside, Burien Vet's House, Campus Green, Echo Cove, Federal Way Duplexes, Harbour Villa, Holt Property, Island Crest Apartments, Nike, Shelcor, Slater Park, Sunnydale.



B. LEASING INFORMATION

Actual Number of Households Served at the End of the Fiscal Year

HOUSING PROGRAM	NUMBER OF HOUSEHOLDS SERVED	
	PLANNED	ACTUAL
Number of Units that were Occupied/Leased through Local Non-traditional MTW Funded Property-based Assistance Programs	0	0
Number of Units that were Occupied/Leased through Local Non-traditional MTW Funded Tenant-based Assistance Programs ⁷	198	215
Port-in Vouchers (not absorbed) ⁸	N/A	2,539
TOTAL PROJECTED AND ACTUAL HOUSEHOLDS SERVED	198	2,754

⁷ SBSH (156), Next Step (13), and RRH (46).

⁸ Not projected in the 2014 Plan

HOUSING PROGRAM	UNIT MONTHS OCCUPIED/LEASED	
	PLANNED	ACTUAL
Number of Units that were Occupied/Leased through Local Non-traditional MTW Funded Property-based Assistance Programs	0	0
Number of Units that were Occupied/Leased through Local Non-traditional MTW Funded Tenant-based Assistance Programs	2,376	2,580
Port-in Vouchers (not absorbed) ⁹	N/A	30,351
TOTAL PROJECTED AND ANNUAL UNIT MONTHS OCCUPIED/LEASED	2,376	32,931

	AVERAGE NUMBER OF HOUSEHOLDS SERVED PER MONTH	TOTAL NUMBER OF HOUSEHOLDS SERVED DURING THE YEAR
Households Served through Local Non-traditional Services Only	0	0

Reporting Compliance with Statutory MTW Requirements: 75% of Families Assisted are Very Low-income

FISCAL YEAR	2011	2012	2013	2014
Total Number of Local, Non-traditional MTW Households Assisted	160	162	153	247
Number of Local, Non-traditional MTW Households with Incomes Below 50% of AMI ¹⁰	160	162	153	247
Percentage of Local, Non-traditional MTW Households with Incomes Below 50% of AMI	100%	100%	100%	100%

⁹ Not projected in the 2014 Plan.

¹⁰ All program admissions are assumed at or below 50% AMI.



Reporting Compliance with Statutory MTW Requirements: Maintain Comparable Mix

BASELINE FOR THE MIX OF FAMILY SIZES SERVED

FAMILY SIZE (IN PERSONS)	1	2	3	4	5	6+	TOTAL
Occupied Number of Public Housing Units by Household Size when PHA Entered MTW	1,201	674	476	360	250	246	3,207
Utilized Number of Section 8 Vouchers by Household Size when PHA Entered MTW	1,929	1,497	1,064	772	379	344	5,985
Non-MTW Adjustments to the Distribution of Household Sizes	2,003	X	X	X	X	X	2,003
Baseline Number of Household Sizes to be Maintained	5,133	2,171	1,540	1,132	629	590	11,195
Baseline Percentages of Family Sizes to be Maintained	45.85%	19.39%	13.76%	10.11%	5.62%	5.27%	100%
EXPLANATION FOR BASELINE ADJUSTMENTS TO THE DISTRIBUTION OF HOUSEHOLD SIZES UTILIZED	Between 2003 and 2014, King County experienced a 64 percent increase of unsheltered single adults. To account for this, we adjusted the baseline for the one-person household to reflect the demographic change $[(1,201 + 1,929) \times 64\% = 2,003]$. ¹¹						

¹¹ 2003 One Night Count: http://homelessinfo.org/resources/one_night_count/2004_ONC_Report.pdf; 2014 One Night Count: http://homelessinfo.org/resources/one_night_count/2014_ONC_Street_Count_Summary.pdf.

MIX OF FAMILY SIZES SERVED

FAMILY SIZE (IN PERSONS)	1	2	3	4	5	6+	TOTAL
Baseline Percentages of Household Sizes to be Maintained	45.85%	19.39%	13.76%	10.11%	5.62%	5.27%	100%
Number of Households Served by Family Size this Fiscal Year	5,061	2,838	1,673	1,245	722	787	12,326
Percentages of Households Served by Household Size this Fiscal Year	41.06%	23.02%	13.57%	10.10%	5.86%	6.38%	100%
Percentage of Percentage Change	-10.4%	18.7%	-1.3%	-0.1%	4.3%	21.2%	0%
Percentage Change	4.79%	-3.63%	.19%	0.01%	-0.24%	-1.11%	0%
JUSTIFICATION AND EXPLANATION FOR FAMILY SIZE VARIATIONS OF OVER 5% FROM THE BASELINE PERCENTAGES							
				KCHA has maintained its mix of family sizes served.			

Description of Any Issues Related to Leasing of Public Housing, Housing Choice Vouchers or Local, Non-traditional Units and Solutions at Fiscal Year-end

HOUSING PROGRAM	DESCRIPTION OF LEASING ISSUES AND SOLUTIONS
Public Housing	The program did not encounter leasing issues in 2014.
Housing Choice Vouchers	In 2014, voucher holders were finding it increasingly difficult to find affordable units in King County due to rapidly rising rents. To address this challenge, KCHA raised its payment standards in December 2014.
Local, Non-traditional	The program did not encounter leasing issues in 2014.

Number of Households Transitioned to Self-sufficiency by Fiscal Year-end

ACTIVITY NAME/#	NUMBER OF HOUSEHOLDS TRANSITIONED	AGENCY DEFINITION OF SELF-SUFFICIENCY
Stepped-down Assistance for Homeless Youth (2014-1)	13	Maintain housing
Passage Point Prisoner Re-entry Housing Program (2013-1)	12	Positive move to Public Housing or other independent housing
Short-term Rental Assistance Program (2013-3)	25	Positive move following program graduation
EASY & WIN Rent (2008-10, 2008-11)	242	Positive move from KCHA
Develop a Sponsor-based Housing Program (2007-6)	122	Maintain housing
Resident Opportunity Plan (2007-18)	4	Positive move from KCHA
Households Duplicated Across Activities/Definitions	4	
ANNUAL TOTAL NUMBER OF HOUSEHOLDS TRANSITIONED TO SELF-SUFFICIENCY	414	

In 2014, 661 households transitioned from KCHA's federally subsidized housing, 242 of which achieved self-sufficiency by moving to non-subsidized housing and 172 of which maintained stable housing after experiencing homelessness or incarceration.

C. WAIT LIST INFORMATION

Wait List Information at Fiscal Year-end

HOUSING PROGRAM	WAIT LIST TYPE	NUMBER OF HOUSEHOLDS ON WAIT LIST	WAIT LIST OPEN, PARTIALLY OPEN OR CLOSED	WAS THE WAIT LIST OPENED DURING THE FISCAL YEAR?
Section 8 Housing Choice Voucher	Community-wide	100 ¹²	Closed	No
Public Housing	Other: Regional	7,694	Open	Yes
Public Housing	Site-based	6,062	Open	Yes
Project-based	Other: Regional	2,207	Open	Yes
Public Housing - Conditional Housing	Program-specific	17	Open	Yes

Description of Other Wait Lists

PUBLIC HOUSING, OTHER: Applicants are given the choice among three regions, each with their own wait list. The applicant is able to choose two of the three regions. KCHA uses a rotation system among this applicant pool and those who enter through a specialized program, such as our transitional housing program, when assigning a unit to a household in its region of choice.

PROJECT-BASED, OTHER: This wait list mirrors the Public Housing program's regional wait lists. An applicant is given the opportunity to apply for a number of KCHA's project-based properties. KCHA may pre-screen a cluster of applicants prior to receiving notice of available units from an owner in order to ensure eligibility and increase occupancy.

¹² In 2014, KCHA updated its four-year-old wait list by verifying eligibility and status of the households that remained. This effort was in preparation for the opening of the wait list in the first quarter of 2015. KCHA does not maintain a waiting list for special population vouchers (such as VASH and FUP).



SECTION III:

PROPOSED MTW ACTIVITIES

There are no proposed activities in this report.



SECTION IV: APPROVED MTW ACTIVITIES

A. IMPLEMENTED ACTIVITIES

The following table provides an overview of KCHA's approved activities, the statutory objectives they aim to meet, and the page number in which more detail can be found. Activities are listed by the year they were proposed, with the most recent first.

YEAR- ACTIVITY #	MTW ACTIVITY	STATUTORY OBJECTIVE	PAGE
2014-1	Stepped-down Assistance for Homeless Youth	Self-sufficiency	37
2014-2	Revised Definition of "Family"	Housing Choice	39
2013-1	Passage Point Prisoner Re-entry Housing Program	Housing Choice	40
2013-2	Flexible Rental Assistance Program	Housing Choice	43
2013-3	Short-term Rental Assistance Program	Housing Choice	44
2012-2	Community Choice Program	Housing Choice	46
2009-1	Project-based Section 8 Local Program Contract Term	Housing Choice	48
2008-1	Acquire New Public Housing	Housing Choice	49



YEAR- ACTIVITY #	MTW ACTIVITY	STATUTORY OBJECTIVE	PAGE
2008-10 & 11	EASY & WIN Rent Policies	Cost Effectiveness Self-sufficiency	50
2008-21	Public Housing & Section 8 Utility Allowances	Cost Effectiveness	53
2007-6	Develop a Sponsor-based Housing Program	Housing Choice	55
2007-14	Enhanced Transfer Policy	Cost Effectiveness	56
2007-18	Resident Opportunity Plan (ROP)	Self-sufficiency	57
2005-4	Payment Standard Changes	Cost Effectiveness Housing Choice	59
2004-2	Local Project-based Section 8 Program	Cost Effectiveness Housing Choice	61
2004-3	Develop Site-based Waiting Lists	Cost Effectiveness Housing Choice	64
2004-5	Modified HQS Inspection Protocols	Cost Effectiveness	65
2004-7	Streamlining Public Housing & Section 8 Forms & Data Processing	Cost Effectiveness	66
2004-9	Rent Reasonableness Modifications	Cost Effectiveness	68
2004-16	Section 8 Occupancy Requirements	Cost Effectiveness	69

ACTIVITY 2014-1: Stepped-down Assistance for Homeless Youth

MTW STATUTORY OBJECTIVE: Increase Self-sufficiency

APPROVAL: 2014

IMPLEMENTED: 2014

DATA SOURCE: Service Provider Partner

CHALLENGE: During the 2014 annual homeless count in King County, 779 youth were homeless or unstably housed.¹³ Local service providers have identified the need for a short-term, gradually diminishing rental subsidy structure to meet the unique needs of these youth.

SOLUTION: KCHA has begun to implement a flexible, “stepped-down” rental assistance model in partnership with local youth service providers. Our service provider partners find that a short-term rental subsidy paired with supportive services is the most effective way to serve homeless youth as a majority of these young adults do not require extended tenure in a supportive housing environment. With limited-term rental assistance and by promoting graduation to independent living, more youth can be served effectively with this program model. KCHA currently partners with two local service providers in administering this program. Next Step, operated by the YMCA, offers independent housing opportunities to 15 young adults (ages 18 to 25) who are currently living in service-rich transitional housing. Participants secure their apartment, sign their own lease with a landlord, and work with a resource specialist to assure longer-term housing stability. The second program, Coming Up, administered by Valley Cities Counseling and Consultation, is a sponsor-based rental assistance program that provides supportive services paired with rental subsidy to formerly homeless young adults living in south King County.

PROGRESS AND OUTCOMES: KCHA and the YMCA launched the Next Step program in 2014. Of the 15 participants, 13 maintained stable housing. Our program with Valley Cities Counseling and Consultation (30 participants) began development in 2014 and is scheduled to be fully operational in the first quarter of 2015.

779
King
County
youth
were homeless or
unstably housed in 2014.

¹³ Count Us In 2014, Committee to End Homelessness King County. http://www.cehkc.org/doc_reports/CUI2014FINALReport.pdf.

HUD METRICS

MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK	OUTCOME	BENCHMARK ACHIEVED?
Increase self-sufficiency	SS #1: Average earned income of households affected by this policy	\$0	\$777/month	\$777/month	Achieved
Increase self-sufficiency	SS #3: Employment status for heads of household	(1) Employed Full-time 0 participants	5 participants	5 participants	In progress
		(2) Employed Part-time 0 participants	10 participants	10 participants	
		(3) Enrolled in an Educational Program 0 participants	5 participants	6 participants	
		(4) Enrolled in Job-training Program 0 participants	2 participants	4 participants	
		(5) Unemployed 0 participants	0 participants	2 participants	
		(6) Other 0 participants	0 participants	0 participants	
Increase self-sufficiency	SS #5: Number of households receiving services	0 households	45 households	15 households	In progress
Increase self-sufficiency	SS #7: Tenant rent share	0%	4 households at 30% of contract rent	4 households at 30% of contract rent	Achieved
Increase self-sufficiency	SS #8: Households transition to self-sufficiency ¹⁴	0 households	45 households	13 households	In progress

¹⁴ Self-sufficiency for this activity is defined as maintaining housing.



ACTIVITY 2014-2: Revised Definition of “Family”

MTW STATUTORY OBJECTIVE: Increase Housing Choice

APPROVAL: 2014

IMPLEMENTED: 2014

DATA SOURCE: Wait List and KCHA Resident Database (MST)

CHALLENGE: On Jan. 24, 2014, there were 3,264 families with children living in emergency or temporary housing in King County.¹⁵ Thousands more elderly and disabled people, many with severe rent burdens, are on our waiting lists. To make the best use of our limited resources, we seek to target the most vulnerable populations, including families with children, the elderly and people with disabilities. As of September 2014, KCHA was serving about 475 households that do not include a minor, elderly or disabled family member.

SOLUTION: This policy directs KCHA’s limited resources to populations facing the greatest need: elderly, near-elderly and disabled households; and families with children. We modified the eligibility standards outlined in the

¹⁵ HUD’s 2014 Continuum of Care Homeless Assistance Programs Homeless Populations and Subpopulations (WA-500). https://www.hudexchange.info/reports/CoC_PopSub_CoC_WA-500-2014_WA_2014.pdf

Public Housing Admissions and Continued Occupancy Policy (ACOP) and Section 8 Administrative Plans to limit eligible households to those that include one elderly or disabled individual or a minor/dependent child. The policy does not affect the eligibility of households currently receiving assistance, only new admissions. Exceptions will be made for participants in programs that target specialized populations such as domestic violence victims or formerly chronically homeless individuals.

PROGRESS AND OUTCOMES: KCHA applied this policy to new applicants in December 2014. As the eligibility standards become established, we anticipate wait times to decrease even more so for the vulnerable households we target with this policy.

HUD METRICS					
MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK	OUTCOME	BENCHMARK ACHIEVED?
Increase housing choices	HC #3: Average applicant time on wait list (in months)	29 months	25 months	20 months	Exceeded
Increase housing choices	HC #4: Number of households at or below 80% AMI that would lose assistance or need to move	0 households	0 households	0 households	Achieved

ACTIVITY 2013-1: Passage Point Prisoner Re-entry Housing Program

MTW STATUTORY OBJECTIVE: Increase Housing Choice

APPROVAL: 2013

IMPLEMENTED: 2013

DATA SOURCE: Service Provider Partner and KCHA Resident Database (MST)

CHALLENGE: In King County in 2013, 1,422 individuals returned to the community after a period of incarceration.¹⁶ Nationally, more than half of all inmates are parents who will face barriers to securing housing and employment upon release due to their criminal record or lack of job skills.¹⁷ Without a place to live or a job, these parents are unable to reunite with their children.

¹⁶ Washington State Department of Corrections. Number of Prison Releases by County of Release. <http://www.doc.wa.gov/aboutdoc/docs/msPrisonReleases.pdf>

¹⁷ Glaze, L E and Maruschak, M M (2008). Parents in Prison and Their Minor Children. <http://www.bjs.gov/index.cfm?ty=pbdetail&iid=823>

SOLUTION: Passage Point is a unique supportive housing program that serves parents trying to reunify with their children following incarceration. KCHA provides 46 project-based Section 8 vouchers while the YWCA provides property management and supportive services, along with outreach to prisons and correctional facilities to identify eligible individuals. In contrast to typical transitional housing programs that have strict 24-month occupancy limits, participants in the Passage Point program may remain in place until they have completed the reunification process, are successfully stabilized and can demonstrate their ability to succeed in traditional subsidized housing. Passage Point participants who complete the service program and regain custody of their children may apply to KCHA's Public Housing program and they receive priority placement on the wait list.

PROGRESS AND OUTCOMES: This program served 19 more households in 2014 than in 2013 for a total of 62 households served. Of those being served, 12 program participants reunited with their children and graduated to KCHA subsidized housing.

62 formerly incarcerated parents
are stably housed and working towards eventual reunification with their children.

HUD METRICS

MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK	OUTCOME	BENCHMARK ACHIEVED?
Reduce costs and achieve greater cost effectiveness	CE #4: Amount of funds leveraged in dollars	\$0	\$500,000	\$772,000	Exceeded
Increase housing choices	HC #5: Number of households able to move to a better unit ¹⁸	0 households	40 households	62 households	Exceeded
Increase housing choices	HC #7: Number of households receiving services aimed to increase housing choice	0 households	40 households	62 households	Exceeded
Increase self-sufficiency	SS #1: Average earned income of households affected by this policy	\$0	\$3,584	\$3,584	In Progress

¹⁸ Better unit is defined as stable housing.

HUD METRICS					
MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK	OUTCOME	BENCHMARK ACHIEVED?
Increase self-sufficiency	SS #3: Employment status for heads of household	(1) Employed Full-time TBD	TBD	TBD	TBD
		(2) Employed Part-time TBD	TBD	TBD	
		(3) Enrolled in an Educational Program TBD	TBD	TBD	
		(4) Enrolled in Job Training Program TBD	TBD	TBD	
		(5) Unemployed TBD	TBD	TBD	
		(6) Other TBD	TBD	TBD	
Increase self-sufficiency	SS #8: Number of households transitioned to self-sufficiency ¹⁹	0 households	5 households	12 households	Exceeded

¹⁹ Self-sufficiency in this activity is defined as graduating to Public Housing or other independent housing.

ACTIVITY 2013-2: Flexible Rental Assistance

MTW STATUTORY OBJECTIVE: Increase Housing Choice

APPROVAL: 2013

IMPLEMENTED: 2013

DATA SOURCE: Service Provider Partner

CHALLENGE: Each day in the U.S., more than 37,000 domestic violence survivors and their children rely on emergency shelters for housing.²⁰ Traditional housing programs, such as Section 8 vouchers, do not always meet their needs. In some situations, rapidly re-keying a door lock at one's current residence is a higher priority than securing an ongoing rent subsidy.

SOLUTION: This program, developed with local domestic violence service providers, pairs case management with a flexible rental subsidy. The purpose is to offer housing assistance, sometimes beyond just rent, so that families in crisis can find and secure housing quickly and effectively. KCHA provides flexible rental assistance, including time-limited rental subsidy, security deposits and funds to cover move-in costs, while our partners provide supportive services. Participants will secure their own housing and work with a resource specialist to maintain housing stability during the program and beyond.

PROGRESS AND OUTCOMES: Throughout 2014, KCHA was developing this program with our service provider partners, with program operations scheduled to begin in early 2015.

In previous reports and plans, this activity included all time-limited rental assistance programs targeted to special populations. In this report, we share outcomes for all stepped homeless youth activities in Activity 2014-1 and reserve 2013-2 for other flexible rental assistance programs that target other special populations.

HUD METRICS

MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK	OUTCOME	BENCHMARK ACHIEVED?
Increase housing choices	HC #5: Number of households able to move to a better unit	0 households	20 households	0 households	In Progress
Increase housing choices	HC #7: Number of households receiving services aimed to increase housing choice	0 households	20 households	0 households	In Progress

²⁰ National Alliance to End Homelessness (2011). *Homelessness Prevention and Rapid Re-Housing for Survivors of Domestic Violence*. <http://www.endhomelessness.org/library/entry/homelessness-prevention-and-rapid-re-housing-for-survivors-of-domestic-violence>



"The program has changed my family's lives. Even though I was working, it gave me the opportunity to get on my feet after we found housing. We were able to save a little, so now I feel more confident in being able to take care of things on my own."

**RAPID RE-HOUSING
RESIDENT**

ACTIVITY 2013-3: Short-term Rental Assistance Program

MTW STATUTORY OBJECTIVE: Increase Housing Choice

APPROVAL: 2013

IMPLEMENTED: 2013

DATA SOURCE: Service Provider Partner and Exit Survey

CHALLENGE: The number of students reported as homeless by school districts in King County has been increasing. During the 2012-13 school year, 6,188 students were homeless for some portion of the academic term.²¹ KCHA does not have sufficient resources to respond to this crisis with additional Section 8 vouchers and new Public Housing units. Some of these families may be adequately served through the use of short-term rental assistance coupled with security deposits, applicant fees and utility payments.

SOLUTION: In partnership with the Highline School District, KCHA began a pilot called the Student and Family Stability Initiative (SFSI), a Rapid Re-Housing demonstration program. Using this evidence-based approach, our program pairs short-term rental assistance with housing stability and employment connection services for families experiencing or on the verge of homelessness. School-based McKinney-Vento liaisons identify and connect these families with community-based service providers. The service provider screens referrals, administers short-term rental assistance

²¹ Columbia Legal Services, *Student Homelessness in Washington*. <http://columbialegal.org/student-homelessness-WA>.

and provides appropriate supportive and employment services. Caseworkers have the flexibility to determine the most effective approach to stabilizing participants quickly, including rental subsidies, move-in assistance, security deposits, application fees, rent arrears and utility assistance payments. An evaluation of the program's outcomes is currently underway.

PROGRESS AND OUTCOMES: In 2014, we served 90 formerly homeless families in need of housing assistance and supportive services. Of these 90 families, 46 had been stably housed by the end of 2014.

HUD METRICS					
MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK	OUTCOME	BENCHMARK ACHIEVED?
Increase housing choices	HC #5: Number of households able to move to a better unit	0 households	40 households	46 households	Exceeded
Increase housing choices	HC #7: Number of households receiving services aimed to increase housing choice	0 households	40 households	90 households	Exceeded
Increase self-sufficiency	SS#1: Average earned income of households affected by this policy	\$0	\$1,500/month	\$1,725/month	Exceeded
Increase self-sufficiency	SS #3: Employment status for heads of household	(1) Employed Full-time 0 participants	40 participants	40 participants	In Progress
		(2) Employed Part-time 0 participants	10 participants	12 participants	
		(3) Enrolled in an Educational Program 0 participants	N/A	N/A	
		(4) Enrolled in Job Training Program 0 participants	5 participants	5 participants	

HUD METRICS					
MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK	OUTCOME	BENCHMARK ACHIEVED?
Increase self-sufficiency	SS #3: Employment status for heads of household	(5) Unemployed 0 participants	0 participants	25 participants	In Progress
		(6) Other 0 participants	0 participants	0 participants	
Increase self-sufficiency	SS #8: Number of households transitioned to self-sufficiency ²²	0 households	15 households	25 households	Exceeded

ACTIVITY 2012-2: Community Choice Program

MTW STATUTORY OBJECTIVE: Increase Housing Choice

APPROVAL: 2012

IMPLEMENTED: 2013

DATA SOURCE: CCP Master Spreadsheet

CHALLENGE: Research increasingly demonstrates that where people live matters enormously in terms of their health, employment status and educational success. Only 31 percent of KCHA's tenant-based Housing Choice Voucher holders live in the high-opportunity neighborhoods of King County that help promote these outcomes. High-opportunity neighborhoods are characterized by their lower poverty rates, better educational and employment opportunities, and proximity to major transportation hubs. These neighborhoods also have higher rents and a more limited supply of rental housing. For a wide variety of reasons, low-income families are more likely to live in familiar communities with higher poverty rates and less access to these location-based benefits.

SOLUTION: This initiative aims to encourage and enable Housing Choice Voucher households with young children to relocate to higher educational achievement areas of the county. In addition to formidable barriers to entry, many households are not aware of the link between location and educational and employment opportunities. Through collaboration with local nonprofits and landlords, KCHA educates families about the link between location, educational opportunities and life outcomes. The program offers one-on-one counseling to households making the decision of where to live, along with ongoing support once a family moves to a new neighborhood.

PROGRESS AND OUTCOMES: By the end of 2014, the program's first full year of implementation, 45 households had participated in the Community Choice program with six having successfully moved to a high-opportunity neighborhood. As the program becomes more established, we anticipate seeing more positive gains for the program's participating households.

²² Self-sufficiency in this activity is defined as graduating to Public Housing or other independent housing.

**HIGH
OPPORTUNITY
NEIGHBORHOOD**

=

**EDUCATIONAL
OPPORTUNITY**

+

**ECONOMIC
HEALTH**

+

**HOUSING
QUALITY**

+

TRANSPORTATION

+

**ENVIRONMENTALLY
FRIENDLY**

HUD METRICS

MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK	OUTCOME	BENCHMARK ACHIEVED?
Increase housing choices	HC #5: Number of households able to move to a better unit and/or neighborhood of opportunity	0 households move	20 households move	6 households move	In Progress
Increase housing choices	HC #7: Number of households receiving services aimed to increase housing choice	0 households	35 households	45 households	Exceeded

ACTIVITY 2009-1: Project-based Section 8 Local Program Contract Term

MTW STATUTORY OBJECTIVE: Increase Housing Choice

APPROVAL: 2009

IMPLEMENTED: 2009

DATA SOURCE: Leased Housing Department

CHALLENGE: Prior to 2009, our non-profit development partners faced difficulties in securing private financing for development and acquisition projects. By banking and private equity standards, the Housing Assistance Payments (HAP) contract term set by HUD is too short and hinders underwriting debt on affordable housing projects.

SOLUTION: This activity extends the length of the allowable term for Section 8 project-based contracts up to 15 years. This change in term assists our partners in underwriting and leveraging private financing for development and acquisition projects. The longer term commitment from KCHA signals to lenders and underwriters that these partner agencies have sufficient resources to take on debt acquired by new development of affordable housing units.

PROGRESS AND OUTCOMES: KCHA actively saves 20 hours per each 15-year contract.

HUD METRICS

MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK	OUTCOME	BENCHMARK ACHIEVED?
Reduce costs and achieve greater cost effectiveness	CE #1: Total cost of task in dollars	\$0 saved	\$0 saved	\$880 saved ²³	Achieved
Reduce costs and achieve greater cost effectiveness	CE #2: Total time to complete task in staff hours	0 hours saved per contract	20 hours saved per 15-year contract	20 hours saved per 15-year contract	Achieved

²³ This figure was calculated by multiplying the median hourly wage and benefits (\$44) of the staff member who oversees this activity by the number of hours saved. This number represents a hypothetical estimate of the dollar amount that could be saved in staff hours by implementing this activity. It is a monetization of the hours saved through the implementation of this program.



ACTIVITY 2008-1: Acquire New Public Housing

MTW STATUTORY OBJECTIVE: Increase Housing Choice

APPROVAL: 2008

IMPLEMENTED: 2008

DATA SOURCE: Housing Management Department

CHALLENGE: In King County, nearly half of all renter households spend more than 30 percent of their income on rent.²⁴ Countywide, fewer than five percent of all apartments are actually affordable to households earning less than 30 percent AMI.²⁵ In the context of these challenges, KCHA's Public Housing waiting lists continue to grow. Given this gap between available affordable housing and the number of low-income renters, KCHA must continue to increase the inventory of units affordable to extremely low-income households.

SOLUTION: KCHA's Public Housing Annual Contribution Contract (ACC) is currently below the Faircloth limit in the number of allowable units. These "banked" Public Housing subsidies allow us to add to the affordable housing supply in the region by acquiring new units. However, this approach is challenging because Public Housing units cannot support debt. We continue our innovative use of MTW working capital, with a particular focus on the creation or preservation of units in high-opportunity neighborhoods.

PROGRESS AND OUTCOMES: In 2014, KCHA converted 25 units at the Westminster development into Public Housing and has added 119 units since 2004.

²⁴ Committee to End Homelessness. *Homelessness Facts for King County*. <http://www.cehkc.org/scope/cost.aspx>.

²⁵ *Ibid.*

HUD METRICS					
MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK	OUTCOME	BENCHMARK ACHIEVED?
Increase housing choices	HC # 1: Number of new housing units made available for households at or below 80% AMI	0 units (2004)	700 units (cumulative through 2018)	25 units (119 cumulative)	In Progress
Increase housing choices	HC #2: Number of housing units at or below 80% AMI that would not otherwise be available	0 units	700 units (cumulative through 2018)	25 units (119 cumulative)	In Progress
Increase housing choices	HC #5: Number of households able to move to an opportunity neighborhood	0% of new units	50% of new units	100% of new units	Exceeded

ACTIVITY 2008-10 and 2008-11: EASY and WIN Rent Policies

MTW STATUTORY OBJECTIVE: Increase Cost Effectiveness

APPROVAL: 2008

IMPLEMENTED: 2008

DATA SOURCE: KCHA Resident Database, Leased Housing Department, KCHA MTW Rent Reform Final Impact Analysis Report (Seasholtz)

CHALLENGE: The administration of rental subsidy under existing HUD rules can be complex and confusing to the households we serve. Significant staff time is spent complying with federal requirements that do not promote better outcomes for residents, safeguard program integrity or save taxpayer money. The rules regarding deductions, annual reviews and recertifications, and income calculations are cumbersome and often hard to understand, especially for the elderly and disabled people we serve. These households live on fixed incomes that change only when there is a Cost of Living Adjustment (COLA), making annual reviews superfluous. For working households, the existing rent rules include complicated earned-income disregards that can manifest as disincentives to income progression and advances in employment.

SOLUTION: KCHA has two rent reform policies. The first, **EASY RENT**, simplifies rent calculations and recertifications for elderly and disabled households that derive 90 percent of their income from a fixed source (such as Social Security, Supplemental Security Income (SSI) or pension benefits) and are enrolled in our Public Housing, Housing Choice Voucher or project-based Section 8 programs. Rents are calculated at 28 percent of adjusted income with deductions for medical- and disability-related expenses in \$2,500 bands and a cap on deductions over \$10,000. EASY Rent streamlines KCHA operations and simplifies the burden placed on residents by reducing recertification



reviews to a three-year cycle and rent adjustments based on COLA increases in Social Security and SSI payments to an annual cycle.

The second policy, **WIN RENT**, was introduced in FY 2010 to encourage increased economic self-sufficiency among households able to work. WIN Rent is calculated on a series of income bands and the tenant's share of the rent is calculated at 28.3 percent of the lower end of each income band. This tiered system—in contrast to existing rent protocols—does not punish increases in earnings, as the tenant's rent does not change until household income increases to the next band level. Additionally, recertifications are conducted biennially instead of annually, allowing households to retain all increases in earnings during that time period without an accompanying increase to the tenant's share of rent. The WIN Rent structure also eliminates flat rents, income disregards and deductions (other than childcare for eligible households), and excludes the employment income of household members under age 21. Households with little or no income are given a six-month window at which time they are able to pay a lower rent or, in some cases, receive a credit payment. Following this window, the household pays a minimum rent of \$25 regardless of income calculation.

In addition to the changes to the recertification cycle, we also have streamlined processing and reviews. For example, we limit the number of tenant-requested reviews to reduce rent to two occurrences in a two-year period. We estimate that these policy and operational modifications have reduced the relevant administrative workloads in the Section 8 and Public Housing programs by 20 percent.

PROGRESS AND OUTCOMES: KCHA continued to realize significant savings in staff time and resources through the simplified rent calculation protocol, saving close to 6,000 hours in 2014.

HUD METRICS

MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK	OUTCOME	BENCHMARK ACHIEVED?
Reduce costs and achieve greater cost effectiveness	CE #1: Total cost of task in dollars	\$0 saved	\$113,248 saved ²⁶	\$181,952 saved	Achieved
Reduce costs and achieve greater cost effectiveness	CE #2: Total time to complete task in staff hours	0 hours saved	3,087 HCV staff hours saved; 452 PH staff hours saved	4,523 HCV staff hours saved; 1,163 PH staff hours saved	Achieved
Increase self-sufficiency	SS #1: Average earned income of household (EASY) ²⁷	HCV: \$9,143 PH: \$7,237	2% increase ²⁸	HCV: \$9,141 PH: \$7,221	In Progress
Increase self-sufficiency	SS #1: Average earned income of household (WIN) ²⁹	HCV: \$11,873 PH: \$15,780	3% increase	HCV: \$12,062 PH: \$14,448	In Progress
Increase self-sufficiency	SS #3: Employment for heads of household	(1) Employed Full-time TBD	TBD	TBD	TBD
		(2) Employed Part-time TBD	TBD	TBD	
		(3) Enrolled in an Educational Program TBD	TBD	TBD	
		(4) Enrolled in Job Training Program TBD	TBD	TBD	

²⁶ This figure was calculated by multiplying the median hourly wage and benefits (\$32) of the staff members who oversees this activity by the number of hours saved. This number represents an estimate of the dollar amount that could be saved in staff hours by implementing this activity. It is a monetization of the hours saved through the implementation of this program.

²⁷ Baseline set in 2013 using total household income.

²⁸ These households do not experience changes in income so their household income should increase to reflect the cost of living.

²⁹ Baseline set in 2013 using income from earnings.

HUD METRICS					
MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK	OUTCOME	BENCHMARK ACHIEVED?
Increase self-sufficiency	SS #3: Employment for heads of household	(5) Unemployed TBD	TBD	TBD	TBD
		(6) Other TBD	TBD	TBD	
Increase self-Sufficiency	SS #4: Number of households receiving TANF assistance	0 households	2000 households	1577 households	Achieved
Increase self-sufficiency	SS #8: Households transition to self-sufficiency ³⁰	0 households	25 households	242 households	Exceeded

ACTIVITY 2008-21: Public Housing and Section 8 Utility Allowances

MTW STATUTORY OBJECTIVE: Increase Cost Effectiveness

APPROVAL: 2008

IMPLEMENTED: 2010

DATA SOURCE: Housing Management Department

CHALLENGE: KCHA would spend an estimated \$21,825 in additional staff time (291 additional staff hours) annually administering utility allowances under HUD's one-size-fits-all national guidelines. HUD's national approach fails to capture average consumption levels in the Puget Sound area.

SOLUTION: This activity simplifies the HUD rules on Public Housing and Section 8 Utility Allowances by applying a universal methodology that reflects local consumption patterns and costs. Before this policy change, allowances were calculated for each individual unit and household type with varied rules under the Section 8 and Public Housing programs. Additionally, HUD required an immediate update of the allowances with each cumulative 10 percent rate increase made by utility companies. Now, KCHA provides allowance increases annually rather than each time an adjustment is made to the equation. Additionally, we worked with data

By simplifying the utility allowance calculation, KCHA saves

300 hours annually.

³⁰ Self-sufficiency is defined as a positive move from subsidized housing.

from a Seattle City Light study completed in late 2009, allowing us to identify key factors in household energy use and therefore project average consumption levels for various types of units in the Puget Sound region. We used this information to set a new utility schedule that considers various factors: type of unit (single vs. multi-family), size of unit, high-rise vs. low-rise units, and the utility provider. We also modified allowances for units where the resident pays water and/or sewer charges. KCHA's Hardship Policy, adopted in July 2010, allows KCHA to respond to unique household or property circumstances and documented cases of financial hardship, including utility rate issues.

PROGRESS AND OUTCOMES: KCHA continued to set utility allowances with the streamlined regional utility schedule, allowing us to save close to 300 hours of staff time each year.

HUD METRICS					
MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK	OUTCOME	BENCHMARK ACHIEVED?
Reduce costs and achieve greater cost effectiveness	CE #1: Total cost of task in dollars	\$0 saved	\$21,825 saved ³¹	\$21,825 saved	Achieved
Reduce costs and achieve greater cost effectiveness	CE #2: Total time to complete task in staff hours	0 hours saved	291 hours saved	291 hours saved	Achieved
Reduce costs and achieve greater cost effectiveness	CE #2: Total time to complete task in staff hours	0 minutes saved per HCV file and 0 minutes saved per PH file	2.5 minutes saved per HCV file and 5 minutes saved per PH file	2.5 minutes saved per HCV file and 5 minutes saved per PH file	Achieved

³¹ This figure was calculated by multiplying the median hourly wage and benefits (\$75) of the staff member who oversees this activity by the number of hours saved. This number represents a hypothetical estimate of the dollar amount that could be saved in staff hours by implementing this activity. It is a monetization of the hours saved through the implementation of this program.

Jane battled with drug and alcohol addiction for most of her life. She found herself going between the streets and the criminal justice system with no end in sight to this vicious cycle. When a street outreach team first encountered Jane, she was not only heavily addicted to meth but also suffering from an untreated knee injury. Through frequent contact and one-on-one counseling, the team eventually convinced Jane to move into a Housing First program and seek chemical dependency treatment. Jane's struggle wasn't over when she moved into housing: she was battling crippling depression that only furthered the pain and isolation that she often self-medicated with drugs and alcohol. Eventually, through frequent outreach and support of a coordinated team, Jane started to engage with the services. After some time, she found the confidence and stability to enroll in school and complete her GED. Counselors also encouraged Jane to reconnect with her family, further building the solid foundation needed to live an independent and healthy life. After four years in the program, Jane was ready to move out on her own and step down her level of care. She credits the program with being the lifeline needed to regain her independence. Jane has been living independently for three years.

ACTIVITY 2007-6: Develop a Sponsor-based Housing Program

MTW STATUTORY OBJECTIVE: Increase Housing Choice

APPROVAL: 2007

IMPLEMENTED: 2007

DATA SOURCE: Homeless Housing Initiatives Department

CHALLENGE: According to a 2013 point-in-time count in King County, 854 people were chronically homeless, 660 homeless persons reported suffering from a mental illness and 683 struggled with chronic substance abuse.³² Even with dependable rent through Section 8, some landlords still are hesitant to sign a lease with people who have been chronically homeless due to their rental, employment or criminal history. Many of these households require additional support, beyond rental subsidy, to secure and maintain a safe, stable place to live.

SOLUTION: In the sponsor-based housing program, KCHA provides housing funds directly to service provider partners, including Sound Mental Health, Navos Mental Health Solutions and Valley Cities Counseling and Consultation. In turn, these service providers use the funds to secure private market rentals that are then sub-leased to program participants. The programs operate under the "Housing First" model of supportive housing, which couples quick placement in permanent, scattered-site housing with intensive, individualized services that help a resident maintain long-term housing stability. Recipients of this type of support are referred from the mental health and criminal justice systems, street outreach teams, and youth providers serving homeless young adults referred through King County's Coordinated Entry and Assessment system. Once a resident is stabilized and ready for a more independent living environment, KCHA may offer transition to a tenant-based Section 8 subsidy.

PROGRESS AND OUTCOMES: KCHA continued to serve hard-to-house populations through our Housing First model that facilitates coordination among the housing, mental health and criminal justice systems. This program provided safe and stable housing to 156 households that were exiting years of homelessness.

³² CoC Dashboard Report (WA-500). 2013 Point in Time Count Summarized by Sub-Population. https://www.hudexchange.info/reports/CoC_Dash_CoC_WA-500-2013_WA_2013.pdf

HUD METRICS					
MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK	OUTCOME	BENCHMARK ACHIEVED?
Increase housing choices	HC #1: Number of new units made available for households at or below 80% AMI	0 units	137 units	137 units	Achieved
Increase housing choices	HC #5: Number of households able to move to a better unit	0 households	124 households	156 households	Exceeded
Increase self-sufficiency	SS #5: Number of households receiving services aimed to increase self-sufficiency	0 households	124 households	156 households	Exceeded
Increase self-sufficiency	SS #8: Number of households transitioned to self-sufficiency ³³	0 households	100 households	122 households	Exceeded

ACTIVITY 2007-14: Enhanced Transfer Policy

MTW STATUTORY OBJECTIVE: Increase Cost Effectiveness

APPROVAL: 2007

IMPLEMENTED: 2007

DATA SOURCE: Housing Management Department

CHALLENGE: KCHA estimates that 19 percent of our households are either over-housed or under-housed. HUD rules restrict a resident from moving from Public Housing to Section 8 or from Section 8 to Public Housing, which hamper our ability to meet the needs and preferences of our residents.

SOLUTION: Under existing HUD guidelines, a resident cannot transfer between the Section 8 and Public Housing programs, regardless of whether a more appropriate unit for the resident is available in the other program. This policy eliminates the HUD rule and now allows a resident to transfer among KCHA's various subsidized programs. A resident may need to move, for example, if a current project-based walk-up unit is no longer physically accessible. This policy also allows expedited access to Uniform Federal Accessibility Standards (UFAS)-rated units for mobility-impaired households. In addition to mobility needs, a household might grow in size and require a larger unit with more bedrooms. This policy allows a household to transfer to a larger unit when one becomes available in either program. In 2009, KCHA took this one step further by actively encouraging over-housed or under-housed

³³ Self-sufficiency is defined as stabilizing in housing.

residents to transfer when an appropriately sized unit becomes available. The flexibility provided through this policy allows us to swiftly meet the needs and preferences of our residents by housing them in a unit that suits their situation best, regardless of what subsidy they receive.

PROGRESS AND OUTCOMES: In 2014, 13 households who would not have been eligible for a unit change were able to move to a better, more fitting unit.

HUD METRICS					
MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK	OUTCOME	BENCHMARK ACHIEVED?
Increase housing choices	HC # 5: Number of households able to move to a better unit and/or opportunity neighborhood	0 households	10 households	13 households ³⁴	Achieved

ACTIVITY 2007-18: Resident Opportunity Plan (ROP)

MTW STATUTORY OBJECTIVE: Increase Self-sufficiency

APPROVAL: 2007

IMPLEMENTED: 2010

DATA SOURCE: ROP Master Spreadsheet, DSHS, TAAG; compiled and analyzed by Resident Services Department

CHALLENGE: For every household receiving housing subsidy, another two are estimated to be in need of assistance.³⁵ To serve more households with limited resources, households receiving subsidies need to be supported in their efforts to achieve economic self-sufficiency and cycle out of the program. HUD's Family Self-Sufficiency (FSS) program may not offer the full range of services to support greater self-sufficiency and graduation from assisted housing.

SOLUTION: As an expanded and locally-designed version of FSS, ROP's mission is to advance families toward self-sufficiency through the provision of case management, supportive services and program incentives, with the goal of positive transition from Public Housing or Section 8 into private market rental housing or home ownership. KCHA is implementing the five-year pilot program in collaboration with community partners, including Bellevue College and the YWCA. These partners provide education and

"My credit has gone from non-existent to good, I am continuing on with my education and getting my bachelor degree in business management. I now possess knowledge in homeownership and self-sufficiency that I didn't have before. I am writing this letter to express my deepest gratitude and to say thank you to Section 8 for creating programs that elevate and lift up the low income community."

ROP PARTICIPANT

³⁴ Six households received an incentive payment, four households transferred from project-based Section 8, two households transferred from Public Housing to Section 8, and one transferred from Section 8 to Public Housing.

³⁵ Worst Case Housing Needs 2011: Report to Congress, page ix. http://www.huduser.org/portal/Publications/pdf/HUD-506_WorstCase2011_reportv3.pdf

employment-focused case management, such as individualized career planning, a focus on wage progression and asset-building assistance. In lieu of a standard FSS escrow account, each household receives a monthly deposit into a savings account, which continues throughout program participation. Deposits to the household savings account are made available to residents upon graduation from Public Housing or Section 8 subsidy.

PROGRESS AND OUTCOMES: Since the program's implementation, 16 families have graduated and successfully transitioned to non-subsidized housing. After evaluating the program's mixed outcomes, KCHA has decided to halt the pilot program and re-evaluate the best way to assist the families we serve in achieving self-sufficiency.

HUD METRICS					
MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK	OUTCOME	BENCHMARK ACHIEVED?
Increase self-sufficiency	SS #1: Average earned income of households in dollars	\$0	\$19,678 ³⁶	\$19,678	Achieved
Increase self-sufficiency	SS #2: Average amount of savings/escrow in dollars	\$0	\$5,000	\$5,947	Exceeded
Increase self-sufficiency	SS #3: Employment status for heads of household	(1) Employed Full-time 23 participants	35 participants	24 participants	In Progress
		(2) Employed Part-time 25 participants	10 participants	6 participants	
		(3) Enrolled in an Educational Program 13 participants	35 participants	36 participants	
		(4) Enrolled in Job Training Program 2 participants	5 participants	21 participants	
		(5) Unemployed 5 participants	0 participants	5 participants ³⁷	
		(6) Other 1 participants	0 participants	0 participants	

³⁶ KCHA has revised the benchmark as the previous had been set using household income not solely income from earnings.

³⁷ Participant marked unemployed or N/A in "Current Employment Status" field.

HUD METRICS					
MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK	OUTCOME	BENCHMARK ACHIEVED?
Increase self-sufficiency	SS #5: Households assisted by services that increase self-sufficiency	0 households	50 households	60 households	Exceeded
Increase self-sufficiency	SS #6: Average amount of Section 8 subsidy per household	\$0	\$774	\$820	No
Increase self-sufficiency	SS #7: Tenant rent share, in dollars	\$0	\$417	\$477	Exceeded
Increase self-sufficiency	SS #8: Households transitioned to self-sufficiency ³⁸	0 households	5 households	4 households	No

ACTIVITY 2005-4: Payment Standard Changes

MTW STATUTORY OBJECTIVE: Increase Housing Choice

APPROVAL: 2005

IMPLEMENTED: 2005

DATA SOURCE: Leased Housing Department

CHALLENGE: KCHA has mapped high-opportunity areas in King County using a set of metrics developed by the Kirwan Institute. Only one-quarter of our voucher households live in low-poverty areas of King County and therefore are able to access benefits that come with living in such a neighborhood, such as improved educational opportunities, increased access to public transportation and greater economic opportunities.³⁹ By extension, three in four of our voucher holders do not have access to these neighborhood benefits. Not surprisingly, high-opportunity neighborhoods have more expensive rents. According to the most recent market data, a two-bedroom rental unit at the 40th percentile in east King County—typically a high-opportunity area—costs \$515 more than the same unit in south King County.⁴⁰ To move to high-opportunity areas, voucher holders need sufficient resources, which are not available under current payment standards. Conversely, broadly applied payment standards that encompass multiple housing markets—low and high—result in Section 8 rents “leading the market” in lower priced areas, an inefficient allocation of HAP funds.

³⁸ Self-sufficiency is defined as successful transition to unsubsidized housing.

³⁹ Neighborhood opportunity designations are from the Puget Sound Regional Council and Kirwan Institutes’ Opportunity Mapping index (<http://www.psrc.org/growth/growing-transit-communities/regional-equity/opportunity-mapping/>).

⁴⁰ Dupree & Scott, 2014 Rental Data to Analyze the Effectiveness of KCHA’s Payment Standard

SOLUTION: This initiative develops local criteria for the determination and assignment of payment standards to better match the local rental market and increase affordability in high-opportunity neighborhoods while also ensuring the best use of limited financial resources. We develop our payment standards through an annual analysis of local submarket conditions, trends and projections. This approach means that we can provide subsidy levels sufficient for families to afford the rents in low-poverty, high-opportunity areas of the county, without paying market-leading rents in less expensive neighborhoods. As a result, our residents in low-poverty neighborhoods are not squeezed out by tighter rental markets, and we can increase the number of voucher tenants living in high-opportunity neighborhoods. In 2005, KCHA began applying new payment standards at the time of a resident's next annual review. In 2007, we expanded this initiative and allowed approval of payment standards of up to 120 percent of the fair market rent (FMR) without HUD approval. In early 2008, we decoupled the payment standards from HUD's FMR calculations entirely so that we could be responsive to the range of rents in Puget Sound's submarkets. Recent federal funding cutbacks have forced KCHA to suspend the annual recalibration of its payment standards, jeopardizing the long-term success of this program.

PROGRESS AND OUTCOMES: In late 2014, KCHA increased the Payment Standard within its two tiered system. We also started necessary planning for a multi-tiered payment standard system, to be implemented in 2015, that ensures households have access to high-opportunity economic centers while assuring that we do not lead the market in more affordable areas of the region.

HUD METRICS					
MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK	OUTCOME	BENCHMARK ACHIEVED?
Reduce costs and achieve greater cost effectiveness	CE #1: Total cost of task in dollars	\$0	\$0	\$0	Achieved
Reduce costs and achieve greater cost effectiveness	CE #2: Total time to complete the task in staff hours	0 hours	0 hours	0 hours ⁴¹	Achieved
Increase housing choices	HC # 5: Number of households able to move to an opportunity neighborhood	21% of tenant-based Section 8 households live in high-opportunity neighborhoods	30% of tenant-based Section 8 households live in high-opportunity neighborhoods	32% of tenant-based Section 8 households live in high-opportunity neighborhoods	Exceeded

⁴¹ This activity is net neutral in terms of hours or dollars saved. Workload remained the same, however the staff changed the timing of when they were applying payment standards.

ACTIVITY 2004-2: Local Project-based Section 8 Program

MTW STATUTORY OBJECTIVE: Increase Cost Effectiveness

APPROVAL: 2004

IMPLEMENTED: 2004

DATA SOURCE: Project-based Assistance Spreadsheet, Internal Time Audit; compiled and analyzed by Leased Housing and Housing Management

CHALLENGE: Current project-basing regulations are cumbersome and present multiple obstacles to partnering effectively and efficiently with non-profit developers, serving high-need households, and promoting housing options in high-opportunity areas. Some private-market landlords refuse to rent to tenants with imperfect credit or rental history, especially in tight rental markets such as ours. In many suburban jurisdictions in King County, it is legal to refuse to rent to Section 8 voucher holders, as these jurisdictions have not enacted legislation prohibiting discrimination based on source of income.

Meanwhile, non-profit housing acquisition and development projects that would serve extremely low-income households require reliable sources of rental subsidies. The reliability of these sources is critical for the financial underwriting of these projects and successful engagement with banks and tax-credit equity investors.

SOLUTION: The ability to streamline the process of project-basing Section 8 subsidies provides a unique tool for addressing the distribution of affordable housing in King County while effectively facilitating coordination with local initiatives. KCHA places project-based Section 8 subsidies in high-opportunity areas of the county in order to increase access to these desirable neighborhoods for low-income households. We also partner with non-profit community service providers to create housing targeted to special needs populations, opening new housing opportunities for chronically homeless, mentally ill or disabled individuals, and homeless families with children who traditionally have not been served through our mainstream Public Housing and Section 8 programs. Finally, we are coordinating with county government and suburban jurisdictions to underwrite a pipeline of new affordable housing developed by local non-profit housing providers. MTW flexibility granted by this activity has helped us implement the following policies:

46.5%
of project-based
units are located in
high-opportunity
neighborhoods.

CREATE HOUSING TARGETED TO SPECIAL NEEDS POPULATIONS BY:

- Assigning project-based Section 8 (PBS8) subsidy to a limited number of demonstration projects not qualifying under standard policy in order to serve important public purposes. (FY 2004)
- Modifying the definition of “homeless” to include overcrowded households entering transitional housing to align with entry criteria for nonprofit-operated transitional housing. (FY 2004)

SUPPORT A PIPELINE OF NEW AFFORDABLE HOUSING BY:

- Prioritizing assignment of PBS8 assistance to units located in high-opportunity census tracts, including those with poverty rates below 20 percent. (FY 2004)
- Waiving the 25 percent cap on the number of units that can be project-based on a single site for transitional, supportive or elderly housing, and for sites with fewer than 20 units. (FY 2004)
- Allocating PBS8 subsidy non-competitively to KCHA-controlled sites and transitional units, or use an existing local government procurement process for project-basing Section 8 assistance. (FY 2004)
- Allowing owners and agents to conduct their own construction and/or rehab inspections and the management entity to complete the initial inspection rather than KCHA, with inspection sampling at annual review. (FY 2004)
- Modifying eligible unit and housing types to include shared housing, cooperative housing, transitional housing and high-rise buildings. (FY 2004)
- Allowing PBS8 rules to defer to Public Housing rules when used in conjunction with a mixed finance approach to housing preservation or when assigned to a redeveloped former Public Housing property. (FY 2008)

IMPROVE PROGRAM ADMINISTRATION BY:

- Allowing project sponsors to manage project waiting lists as determined by KCHA (FY 2004).
- Using KCHA’s standard HCV process for determining Rent Reasonableness for units in lieu of requiring third-party appraisals. (FY 2004)
- Allowing participants in “wrong-sized” units to remain in place and pay the higher rent, if needed. (FY 2004)
- Assigning standard HCV payment standards to PBS8 units, allowing modification with approval of the KCHA Executive Director where deemed appropriate. (FY 2004)
- Offering moves to Public Housing in lieu of a Section 8 HCV exit voucher. (FY 2004)
 - » Exception: Tenant-based HCV could be provided for a limited period as determined by KCHA in conjunction with internal Public Housing disposition activity. (FY 2012)
- Allowing KCHA to modify the HAP contract to ensure consistency with MTW changes. (FY 2004)
- Using Public Housing preferences for PBS8 units in place of HCV preferences. (FY 2008)
- Allowing KCHA to inspect units at contract execution rather than contract proposal. (FY 2009)

- Modifying the definition of “existing housing” to include housing that could meet Housing Quality Standards within 180 days. (FY 2009)
- Allowing direct owner referral to a PBS8 vacancy when the unit has remained vacant for more than 30 days. (FY 2010)
- Waiving the 20 percent cap on the amount of HCV budget authority that can be project-based, allowing KCHA to determine the size of our PBS8 program. (FY 2010)

PROGRESS AND OUTCOMES: KCHA continued to see efficiencies through streamlined program administration and modified business processes, saving and redirecting an estimated 45 hours per contract for each issued RFP.

HUD METRICS					
MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK	OUTCOME	BENCHMARK ACHIEVED?
Reduce costs and achieve greater cost effectiveness	CE #1: Total cost of task in dollars	\$0 saved	\$1,980 saved ⁴²	\$1,980 saved	Achieved
Reduce costs and achieve greater cost effectiveness	CE #2: Total time to complete task in staff hours	0 hours saved per contract for RFP	45 hours saved per contract for RFP	45 hours saved per contract for RFP	Achieved
Increase housing choices	HC #3: Average applicant time on wait list in months (decrease)	0 months	29 months	20 months	Exceeded
Increase housing choices	HC #5: Number of households able to move to a better unit and/or neighborhood of opportunity	0 households	45% of project-based units in high opportunity neighborhoods	47% of project-based units in high opportunity neighborhoods	Exceeded

⁴² This figure was calculated by multiplying the median hourly wage and benefits (\$44) of the staff member who oversees this activity by the number of hours saved. This number represents a hypothetical estimate of the dollar amount that could be saved in staff hours by implementing this activity. It is a monetization of the hours saved through the implementation of this program.



ACTIVITY 2004-3: Develop Site-based Waiting Lists

MTW STATUTORY OBJECTIVE: Increase Cost Effectiveness and Housing Choice

APPROVAL: 2004

IMPLEMENTED: 2004

DATA SOURCE: Wait List Data, Internal Time Audit

CHALLENGE: Under traditional HUD waiting list guidelines, an individual can wait more than two-and-a-half years for a Public Housing unit. For homeless families, this wait is too long. For other families, once a unit becomes available, it might not meet the family's needs or preferences, such as proximity to a child's school or access to local service providers.

SOLUTION: Under this initiative, we have implemented a streamlined waiting list system for our Public Housing program that provides applicants additional options for choosing the location they want to live. In addition to offering site-based waiting lists, we also maintain regional waiting lists and have established a waiting list to accommodate the needs of graduates from the region's network of transitional housing facilities for homeless families. In general, applicants are selected for occupancy using a rotation between the site-based, regional and Sound Families (transitional housing) applicant pool, based on an equal ratio. Units are not held vacant if a particular waiting list does not have an eligible applicant waiting for assistance. Instead, a qualified applicant is pulled from the next waiting list in the rotation.

PROGRESS AND OUTCOMES: This activity continued to provide increased housing choice to new applicants with 48 percent housed through the regional waiting lists. In addition to the gains in improved choice, the streamlined process saved an estimated 162 hours.

HUD METRICS					
MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK	OUTCOME	BENCHMARK ACHIEVED?
Reduce costs and achieve greater cost effectiveness	CE #1: Total cost of task in dollars	\$0 saved	\$4,176 saved ⁴³	\$4,698 saved	Exceeded
Reduce costs and achieve greater cost effectiveness	CE#2: Total time to complete task in staff hours	0 hours saved	144 hours saved	162 hours saved	Exceeded
Increase housing choices	HC #3: Average applicant time on wait list in months	0 months	28 months	24 months	Exceeded
Increase housing choices	HC #5: Number of households able to move to a better unit and/or opportunity neighborhood	0% of applicants	33% of applicants housed from site-based waiting lists	48% of applicants housed from site-base waiting lists	Exceeded

ACTIVITY 2004-5: Modified HQS Inspection Protocols

MTW STATUTORY OBJECTIVE: Increase Cost Effectiveness

APPROVAL: 2004

IMPLEMENTED: 2004

DATA SOURCE: Internal Audit; Compiled and Analyzed by the Leased Housing Department

CHALLENGE: HUD's HQS inspection protocols often require multiple trips to the same neighborhood, the use of third-party inspectors, and blanket treatment of diverse housing types, adding an estimated \$61,413 in annual administrative costs (equivalent to 1,861 staff hours). Follow-up inspections for minor "fail" items impose additional burdens on landlords, who may become resistant to renting to families with Section 8 vouchers.

KCHA saves
1,861 hours
 each year
 with the modified HQS
 inspection protocols.

⁴³ This figure was calculated by multiplying the median hourly wage and benefits (\$29) of the staff member who oversees this activity by the number of hours saved. This number represents a hypothetical estimate of the dollar amount that could be saved in staff hours by implementing this activity. It is a monetization of the hours saved through the implementation of this program.

SOLUTION: Through a series of Section 8 program modifications, we have streamlined the HQS inspection process to simplify program administration, improve stakeholder satisfaction and reduce administrative costs. Specific policy changes include: (1) allowing the release of HAP payments when a unit fails an HQS inspection due to minor deficiencies (applies to both annual inspections and initial move-in inspections); (2) geographically clustering inspections to reduce repeat trips to the same neighborhood or building by accepting annual inspections completed from eight to 20 months after initial inspection, allowing us to align inspection of multiple units in the same geographic location; and (3) self-inspecting KCHA-owned units rather than requiring inspection by a third party.

PROGRESS AND OUTCOMES: Our streamlined inspection process continued to save significant resources and staff time, allowing the HQS inspection staff to dedicate additional time to landlord relations and new move-ins. In 2014, KCHA saved and redirected an estimated 1,861 hours.

HUD METRICS

MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK	OUTCOME	BENCHMARK ACHIEVED?
Reduce costs and achieve greater cost effectiveness	CE #1: Total cost of task in dollars	\$0 saved	\$58,000 saved ⁴⁴	\$61,413 saved	Achieved
Reduce costs and achieve greater cost effectiveness	CE #2: Total time to complete task in staff hours	0 hours saved	1,810 hours saved	1,861 hours saved	Exceeded

ACTIVITY 2004-7: Streamlining Public Housing and Section 8 Forms and Data Processing

MTW STATUTORY OBJECTIVE: Increase Cost Effectiveness

APPROVAL: 2004

IMPLEMENTED: 2004

DATA SOURCE: Internal Time Audit; Compiled and Analyzed by the Housing Management Department

CHALLENGE: We estimate that processing the forms and data required by the Public Housing and Section 8 programs annually wastes 2,000 staff hours (equivalent to \$58,000). Recertifications, income calculations and strict timing rules cause unnecessary intrusions into the lives of the people we serve and expend limited resources for little purpose.

⁴⁴ This figure was calculated by multiplying the median inspector hourly wage and benefits (\$33) by the number of hours saved. These positions are not eliminated so this is a hypothetical estimate of the dollar amount that could be saved in staff hours by implementing this activity. Inspectors will instead undertake more auditing and monitoring inspections, assist the fraud investigator, provide landlord trainings, and speed up the timeline for new move-in inspections. It is a monetization of the hours saved through the implementation of this program.



SOLUTION: KCHA has analyzed our business processes, forms and verification requirements, and eliminated or replaced those with little or no value. Through the use of lean engineering techniques, KCHA continues to review office workflow and identify ways tasks could be accomplished more efficiently, while assuring program integrity and quality control, and intruding less into the lives of program participants. Under this initiative, we have made a number of changes to our business practices and processes for verifying and calculating tenant income and rent.

CHANGES TO BUSINESS PROCESSES:

- Modify Section 8 policy to require notice to move prior to the 20th of the month in order to have paperwork processed during the month. (FY 2004)
- Allow applicant households to self-certify membership in the family at the time of admission. (FY 2004)
- Modify HQS inspection requirements for units converted to project-based subsidy from another KCHA subsidy, and allow the most recent inspection completed within the prior 12 months to substitute for the initial HQS inspection required before entering the HAP contract. (FY 2012)
- Modify standard PBS8 requirements to allow use of the most recent recertification (within last 12 months) to substitute for the full recertification required when tenant's unit is converted to a PBS8 subsidy. (FY 2012)
- Allow Public Housing applicant households to qualify for a preference when household income is below 30 percent of AMI. (FY 2004)
- Streamline procedures for processing interim rent changes resulting from wholesale reductions in state entitlement program. (FY 2011)
- Modify the HQS inspection process to allow streamlined processing of inspection data. (FY 2010)

CHANGES TO VERIFICATION AND INCOME CALCULATION PROCESSES:

- Exclude payments made to a landlord by the state Department of Social and Health Services (DSHS) on behalf of a tenant from the income and rent calculation under the Section 8 program. (FY 2004)
- Allow Section 8 residents to self-certify income of \$50 or less received as a pass-through DSHS childcare subsidy. (FY 2004)

- Extend to 180 days the term over which verifications are considered valid. (FY 2008)
- Modify the definition of "income" to exclude income from assets with a value less than \$50,000, and income from Resident Service Stipends that are less than \$500 per month. (FY 2008)
- Apply any decrease in Payment Standard at the time of the next annual review or update, rather than using HUD's two-year phase-in approach. (FY 2004)
- Allow Section 8 residents who are at \$0 HAP to self-certify income at the time of review. (FY 2004)

PROGRESS AND OUTCOMES: In 2014, we further streamlined by eliminating our annual update process, saving staff time and resources while also benefitting the client by reducing their paperwork requirements.

HUD METRICS					
MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK	OUTCOME	BENCHMARK ACHIEVED?
Reduce costs and achieve greater cost effectiveness	CE #1: Total cost of task in dollars	\$0 saved	\$58,000 saved ⁴⁵	\$58,000 saved	Achieved
Reduce costs and achieve greater cost effectiveness	CE #2: Total time to complete the task in staff hours	0 hours saved	2,000 hours saved ⁴⁶	2,000 hours saved	Achieved

ACTIVITY 2004-9: Rent Reasonableness Modifications

MTW STATUTORY OBJECTIVE: Increase Cost Effectiveness

APPROVAL: 2004

IMPLEMENTED: 2004

DATA SOURCE: Leased Housing Department

CHALLENGE: Rent Reasonableness modifications under current HUD regulations waste some 1,000 hours of KCHA staff time annually. Typically, if a property owner does not request a rent increase, the rent does not fall outside of federal guidelines, making this annual modification unnecessary.

SOLUTION: KCHA now performs Rent Reasonableness determinations only when a landlord requests an increase in rent. Under standard HUD regulations, a Rent Reasonableness review is required annually in conjunction with each recertification completed under the program. After reviewing this policy, we found that if an owner had not

⁴⁵ This figure was calculated by multiplying the median Property Management Specialist hourly wage and benefits (\$29) by the number of hours saved. This position was not eliminated so this is a hypothetical estimate of the dollar amount that could be saved in staff hours by implementing this activity. It is a monetization of the hours saved through the implementation of this program.

⁴⁶ From every 15 months to every 40 months for authorizations

requested a rent increase, it was unlikely the current rent fell outside of established guidelines. In response to this analysis, KCHA eliminated an annual review of rent levels. Additionally, with MTW flexibility, KCHA can perform Rent Reasonableness inspections at our own properties, rather than contracting with a third party, and save additional resources.

PROGRESS AND OUTCOMES: With the elimination of this unessential HUD regulation, KCHA has been able to impose a policy that is less disruptive to residents while saving over 1,000 staff hours each year.

HUD METRICS					
MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK	OUTCOME	BENCHMARK ACHIEVED?
Reduce costs and achieve greater cost effectiveness	CE #1: Total cost of task in dollars	\$0 saved	\$33,000 saved ⁴⁷	\$35,013 saved	Achieved
Reduce costs and achieve greater cost effectiveness	CE #2: Total time to complete task in staff hours	0 staff hours saved	1,000 staff hours saved	1,061 staff hours saved	Exceeded

ACTIVITY 2004-16: Section 8 Occupancy Requirements

MTW STATUTORY OBJECTIVE: Increase Cost Effectiveness

APPROVAL: 2004

IMPLEMENTED: 2004

DATA SOURCE: Leased Housing Department

CHALLENGE: More than 28 percent of tenant-based voucher households move two or more times while on subsidy. Moves can be beneficial if they lead to gains in neighborhood or housing quality for the household. But moves also can be burdensome to residents because they incur costs finding a new unit, through application and credit check fees and in physical moving expenses. KCHA also incurs extraneous costs processing a move and working with the family to find a new unit.

Because of the revised occupancy policy
193 families
are able to stay in their current unit and avoid the costs of moving.

⁴⁷ This figure was calculated by multiplying the median Inspector hourly wage and benefits (\$33) by the number of hours saved. These positions are not eliminated so this is a hypothetical estimate of the amount that could be saved in staff hours by implementing this activity. Inspectors will instead undertake more auditing and monitoring inspections, assist the fraud investigator, provide landlord trainings, and perform new move-in inspections. It is a monetization of the hours saved through the implementation of this program.

SOLUTION: Households may continue to live in their current unit when their family size exceeds the standard occupancy requirements by just one member. For example, under standard guidelines, a seven-person household living in a three-bedroom unit would be considered overcrowded and thus be required to move to a larger unit. Under this modified policy, the family may remain voluntarily in their current unit, avoiding the costs and disruption of moving. This initiative reduces the number of processed annual moves, increases housing choice among these families, and reduces our administrative and HAP expenses.

PROGRESS AND OUTCOMES: By eliminating this burdensome federal rule, KCHA has saved an estimated 579 hours while helping families avoid the disruption of moving.

HUD METRICS					
MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK	OUTCOME	BENCHMARK ACHIEVED?
Reduce costs and achieve greater cost effectiveness	CE #1: Total cost of task in dollars	\$0 saved	\$8,613 saved ⁴⁸	\$19,107 saved	Achieved
Reduce costs and achieve greater cost effectiveness	CE #2: Total time to complete task in staff hours	0 hours saved per file	87 hours saved	579 hours saved ⁴⁹	Exceeded
Increase housing choices	HC #4: Number of households at or below 80% AMI that would lose assistance or need to move	193 households	0 households	0 households	Achieved

⁴⁸ This dollar figure was calculated by multiplying the median Property Management Specialist hourly wage and benefits (\$33) by the number of hours saved.

⁴⁹ According to current program data, 193 families currently exceed the occupancy standard. At three hours saved per file, we estimate that KCHA continues to save 579 hours annually.



B. NOT YET IMPLEMENTED ACTIVITIES

Activities listed in this section are approved but have not yet been implemented.

ACTIVITY 2010-1: Supportive Housing for High-need Homeless Families

APPROVAL: 2010

Develop a demonstration program for up to 20 households in a project-based Family Unification Program (FUP)-like environment. This activity currently is deferred, as our program partners opted for a tenant-based model this upcoming fiscal year. It might return in a future program year, however.

MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK
Increase self-sufficiency	SS #8: Number of households transitioned to self-sufficiency ⁵⁰	0 households	75% have maintained housing for one year or longer
Increase housing choices	HC #5: Number of households able to move to a better unit and/or neighborhood	0 households	20 households

⁵⁰ Self-sufficiency is defined as maintaining housing for a significant period of time.

ACTIVITY 2010-9: Limit Number of Moves for a Section 8 Participant

APPROVAL: 2010

Increase family and student classroom stability and reduce program administrative costs by limiting the number of times an HCV participant can move per year or over a set time. Reducing household and classroom relocations during the school year is currently being addressed through a counseling pilot. This activity is currently deferred for consideration in a future year, if the need arises.

MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK
Reduce costs and achieve greater cost effectiveness	CE #1: Total cost of task in dollars	\$0 saved	TBD
Reduce costs and achieve greater cost effectiveness	CE #2: Total time to complete the task in staff hours	0 hours saved	TBD

ACTIVITY 2010-10: Implement a Maximum Asset Threshold for Program Eligibility

APPROVAL: 2010

Limit the value of assets that can be held by a family in order to obtain (or retain) program eligibility. We are deferring for consideration in a future year, if the need arises.

MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK
Increase self-sufficiency	SS #8: Number of households transitioned to self-sufficiency	0 households	24 households

ACTIVITY 2010-11: Incentive Payments to Section 8 Participants to Leave the Program

APPROVAL: 2010

Offer incentive payments to families receiving less than \$100 per month in Housing Assistance Payments (HAP) to voluntarily withdraw from the program. This activity is not currently needed in our program model but may be considered in a future fiscal year.

MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK
Increase self-sufficiency	SS #8: Number of households transitioned to self-sufficiency ⁵¹	0 households	TBD

ACTIVITY 2008-5: Allow Limited Double Subsidy between Programs (Project-based Section 8/Public Housing/Housing Choice Vouchers)

APPROVAL: 2008

Facilitate program transfers in limited circumstances, increase landlord participation and reduce the impact on the Public Housing program when tenants transfer. Following the initial review, this activity was placed on hold for future consideration.

MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK
Increase housing choices	HC #4: Number of households at or below 80% AMI that would lose assistance or need to move	0 households	TBD

⁵¹ Self-sufficiency is defined as successful transition to unsubsidized housing.

ACTIVITY 2008-3: FSS Program Modifications

APPROVAL: 2008

Explore possible changes to increase incentives for resident participation and income growth, and decrease costs of program management. This activity is temporarily placed on hold but changes to eligibility and escrow rules might be considered in the near term.

MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK
Reduce costs and achieve greater cost effectiveness	CE #1: Total cost of task in dollars	TBD	TBD

ACTIVITY 2008-17: Income Eligibility and Maximum Income Limits

APPROVAL: 2008

Consider a policy that would cap the income that residents may have to still be eligible for KCHA programs. This activity might be considered in future years if the WIN Rent policy does not efficiently address client needs.

MTW STATUTORY OBJECTIVE	UNIT OF MEASUREMENT	BASELINE	BENCHMARK
Increase housing choices	HC #5: Number of households able to move to a better unit and/or neighborhood	0 households	TBD

C. ACTIVITIES ON HOLD

None

D. CLOSED-OUT ACTIVITIES

Activities listed in this section are closed out, meaning they never have been implemented, that we do not plan to implement them in the future, or that they are completed or obsolete.

ACTIVITY 2012-4: Supplemental Support for the Highline Community Healthy Homes Project

APPROVAL: 2012

CLOSEOUT YEAR: 2012

Provided supplemental financial support to low-income families not otherwise qualified for the Healthy Homes project but who required assistance to avoid loss of affordable housing. This activity is completed. An evaluation of the program by Breyse et al was included in KCHA's 2013 Annual MTW Report.

ACTIVITY 2011-2: Redesign the Sound Families Program

APPROVAL: 2011

CLOSEOUT YEAR: 2014

Developed an alternative model to the Sound Families program through the combination of HCV funds with DSHS funds. The goal was to continue the support of at-risk, homeless households in a FUP-like model after the completion of the Sound Families demonstration. This activity is completed as the services have been incorporated into our existing conditional housing program.

ACTIVITY 2011-1: Transfer of Public Housing Units to Project-based Subsidy

APPROVAL: 2011

CLOSEOUT YEAR: 2012

Preserved the long-term viability of 509 units of Public Housing with disposition to a KCHA-controlled entity, leveraged funds to accelerate capital repairs and increased tenant mobility through the provision of tenant-based voucher options to existing Public Housing residents. This activity is completed.

ACTIVITY 2010-2: Resident Satisfaction Survey

APPROVAL: 2010

CLOSEOUT YEAR: 2010

Developed an internal Satisfaction Survey in lieu of a requirement to comply with the Resident Assessment Subsystem portion of HUD's Public Housing Assessment System. Note: KCHA continues to survey Public Housing households, Section 8 households and Section 8 landlords on an ongoing basis.

ACTIVITY 2009-2: Definition of Live-in Attendant

APPROVAL: 2009

CLOSEOUT YEAR: 2014

Considered a policy change that would redefine who is considered a “Live-in Attendant.” This policy is no longer under consideration.

ACTIVITY 2008-4: Combined Program Management

APPROVAL: 2008

CLOSEOUT YEAR: 2009

Streamlined program administration through a series of policy changes that ease operations of units converted from Public Housing to project-based Section 8 subsidy or those located in sites supported by mixed funding streams. Note: KCHA may further modify our combined program management to streamline administration and increase tenant choice.

ACTIVITY 2008-6: Performance Standards

APPROVAL: 2008

CLOSEOUT YEAR: 2014

Investigated developing performance standards and benchmarks to evaluate the MTW program. We worked with other MTW agencies in the development of the performance standards now being field-tested across the country. This activity is closed out as KCHA continues to collaborate with other MTW agencies on industry metrics and standards.

ACTIVITY 2007-4: Section 8 Applicant Eligibility

APPROVAL: 2007

CLOSEOUT YEAR: 2007

Increased program efficiency by removing eligibility for those currently on a federal subsidy program.

ACTIVITY 2007-9: Develop a Local Asset Management Funding Model

APPROVAL: 2007

CLOSEOUT YEAR: 2007

Streamlined current HUD requirements to track budget expenses and income down to the Asset Management Project level. This activity is completed.

ACTIVITY 2007-8: Remove Cap on Voucher Utilization

APPROVAL: 2007

CLOSEOUT YEAR: 2014

This initiative allows us to award Section 8 assistance to more households than permissible under the HUD-established baseline. Our savings from a two-tiered payment standard, operational efficiencies, and other policy changes have been critical in helping us respond to the growing housing needs of the region's extremely low-income households. Despite ongoing uncertainties around federal funding levels, we intend to continue to use MTW program flexibility to support housing voucher issuance levels above HUD's established baseline. This activity is no longer active as agencies are now permitted to lease above their ACC limit.

ACTIVITY 2006-1: Block Grant Non-mainstream Vouchers

APPROVAL: 2006

CLOSEOUT YEAR: 2006

Expanded KCHA's MTW Block Grant to include all non-mainstream program vouchers. This activity is completed.

ACTIVITY 2005-18: Modified Rent Cap for Section 8 Participants

APPROVAL: 2005

CLOSEOUT YEAR: 2005

Allowed tenants' portion of rent to be capped at up to 40 percent of gross income upon initial lease-up rather than 40 percent of adjusted income. Note: KCHA may implement a rent cap modification in the future to increase mobility.

ACTIVITY 2004-8: Resident Opportunities and Self-Sufficiency (ROSS) Grant Homeownership

APPROVAL: 2004

CLOSEOUT YEAR: 2006

Funded financial assistance through MTW reserves with rules modified to fit local circumstances, modified eligibility to include Public Housing residents with HCV, required minimum income and minimum savings prior to entry, and expanded eligibility to include more than first-time homebuyers. This activity is completed.

ACTIVITY 2004-12: Energy Service Companies (ESCO) Development

PLAN YEAR: 2004

CLOSEOUT YEAR: 2004

Used MTW program and single-fund flexibility to develop and operate our own ESCo. This activity is completed. KCHA will be looking to extend its existing ESCo agreement in 2015.



SECTION V: SOURCES AND USES OF MTW FUNDS

A. SOURCES AND USES OF MTW FUNDS

Actual Sources and Uses of MTW Funding for the Fiscal Year

In accordance with the requirements of this report, KCHA has submitted our unaudited information in the prescribed FDS file format through the Financial Assessment System—PHA (FASPHA). The audited FDS will be submitted in September 2015.

Activities that Used Only MTW Single-fund Flexibility

KCHA strived to make the very best and most creative use of our single-fund flexibility under MTW, while adhering to the statutory requirements of the program. Our ability to blend funding sources gave us the freedom to implement new approaches to program delivery in response to the varied and challenging housing needs of low-income people in the Puget Sound region. MTW enabled us to become a leaner, more nimble and financially stronger agency. With MTW flexibility, we assisted more of our county's households—and, among those, more of the most vulnerable and poorest households—than would have been possible under HUD's traditional funding and program constraints.

KCHA's MTW initiatives, described below, demonstrate the value and effectiveness of single-fund flexibility in practice:

- **KCHA'S SPONSOR-BASED PROGRAM.** Formerly known as provider-based, this program was implemented in 2007 and gives the county's most vulnerable households access to safe, secure housing with wraparound supportive services. This population includes people with

chronic mental illness, people with criminal justice involvement and homeless young adults. These households likely would not find success under traditional subsidized program structures and rules or, in all likelihood, landlord acceptance. In 2014, KCHA invested \$1,334,556 of MTW funds in this program.

- **RESIDENT OPPORTUNITY PLAN (ROP).** Approved for implementation by the KCHA Board of Commissioners in 2009, ROP helps residents gain the tools to move up and out of subsidized housing. KCHA provided \$404,961 in support of the pilot in 2014. To date, 16 households have graduated from the five-year ROP program. KCHA is conducting side-by-side evaluations of participant outcomes under the ROP and FSS programs to determine optimal program design under a scaled-up approach.
- **CLIENT ASSISTANCE FUND.** This fund provides emergency financial assistance to qualified residents to cover unexpected costs, such as medical or educational needs, utility or car repairs, and eviction prevention. Under the program design, a designated agency partner disburses funding to qualified program participants, screening for eligibility according to established guidelines. We assisted 98 households and awarded emergency grants totaling \$51,000 through the Client Assistance Fund in 2014. As result of this assistance, all 98 families were able to maintain their housing, avoiding the far greater safety net costs that would have occurred if they became homeless.
- **REDEVELOPMENT OF DISTRESSED PUBLIC HOUSING.** With MTW's single-fund flexibility, KCHA continues to undertake the repairs necessary to preserve more than 1,500 units of Public Housing over the long-term.⁵² This flexibility enables effective use of the initial and second five-year increments of Replacement Housing Factor (RHF) funds from the former Springwood and Park Lake I and II developments, and the disposition of 509 scattered site Public Housing units for the redevelopment of Birch Creek and Green River. Following HUD disposition approval in 2012, KCHA is addressing successfully the substantial deferred maintenance needs of 509 former Public Housing units in 22 different communities. Utilizing MTW flexibility, we have transitioned these properties to the Project-based Section 8 program and utilize cash flow to leverage \$18 million from the Federal Home Loan Bank (FHLB) on extremely favorable terms. As the FHLB requires such loans be fully collateralized by cash, investments and/or the underlying mortgage on the properties, we continue to use a portion of our MTW working capital as collateral for this loan. As of the end of 2014, \$12 million in capital activities have been completed at these developments.

In 2014,
98 families
were able to avoid
homelessness because
of the Client Assistance
Fund.

⁵² Sites with significant revitalization activity: Park Lake I and II, Springwood, the Egis senior developments, 509 scattered sites, and Green River.

KCHA's utilization rate is
164 units
above the
baseline.

- **ACQUISITION AND PRESERVATION OF AFFORDABLE HOUSING.** We have used MTW resources to preserve affordable housing that is at risk of loss to for-profit redevelopment and to acquire additional housing in proximity to existing KCHA properties in opportunity neighborhoods where banked Public Housing subsidies can be utilized.
- **SUPPORT OF FAMILY UNIFICATION PROGRAM (FUP) AND VETERANS AFFAIRS SUPPORTIVE HOUSING (VASH) VOUCHERS.** Due to inadequate federal funding, the FUP and VASH programs continued to operate at a loss. In 2014, KCHA provided \$106,351 in MTW funds to support the shortfall. KCHA is also providing deposit assistance to VASH households leasing their first unit under our voucher assistance program. The goal of providing this one-time assistance is to increase a household's success in securing housing.
- **DEVELOPMENT OF VANTAGE POINT.** In 2014, KCHA seeded approximately \$5 million in development funds for the construction of Vantage Point, a 77-unit property for seniors and people living with disabilities in Renton.
- **RAPID RE-HOUSING.** We began a Rapid Re-Housing program in collaboration with the Highline School District in November 2013. In 2014, we assisted 46 families by providing short-term rental subsidy and employment services. KCHA has engaged a third-party evaluator who will assist in determining the effectiveness of this program.
- **ENSURING LONG-TERM VIABILITY OF OUR PORTFOLIO.** KCHA used our single-fund flexibility to reduce outstanding financial liabilities and protect the long-term viability of our inventory. In prior report years, we had short-term lines of credit at both HOPE VI sites that were scheduled to be retired with the proceeds from land sales. The loan at Seola Gardens was retired in 2014. Currently, KCHA has used MTW funds to finance approximately \$15 million at Greenbridge as bank loans were required to be repaid; the loan had been outstanding for longer than originally planned due to the slow rebound in the local market for new homes. MTW working capital provided a backstop for these liabilities, addressing risk concerns of lenders and enabling KCHA continued access to private capital markets.
- **REMOVE CAP ON VOUCHER UTILIZATION.** This initiative allows us to award Section 8 assistance to more households than permissible under the HUD-established baseline. Our savings from a two-tiered payment standard, operational efficiencies and other policy changes have been critical in helping us respond to the growing housing needs of the region's extremely low-income households. Despite ongoing uncertainties around federal funding levels, we intend to continue to use MTW program flexibility to support housing voucher issuance levels above HUD's established baseline.

B. LOCAL ASSET MANAGEMENT PLAN

Has the PHA allocated costs within statute during the plan year?	No
Has the PHA implemented a Local Asset Management Plan (LAMP)?	Yes
Has the PHA provided a LAMP in the appendix?	Yes

In FY 2008, as detailed in the MTW Annual Plan for that year and adopted by our Board of Commissioners under Resolution No. 5116, KCHA developed and implemented our own local funding model for Public Housing and Section 8 using our MTW block grant authority. Under our current agreement, KCHA's Public Housing Operating, Capital and Section 8 Housing Choice Voucher funds are considered fungible and may be used interchangeably. In contrast to 990.280 regulations, which require transfers between projects only after all project expenses are met, KCHA's model allows budget-based funding at the start of the fiscal year from a central ledger, not other projects. We maintain a budgeting and accounting system that gives each property sufficient funds to support annual operations, including allowable fees. Actual revenues include those provided by HUD and allocated by KCHA based on annual property-based budgets. As envisioned, all block grants are deposited into a single general ledger fund.



SECTION VI:

ADMINISTRATIVE

A. HUD REVIEWS, AUDITS OR PHYSICAL INSPECTION ISSUES

The results of HUD's monitoring visits, physical inspections and other oversight activities have not identified any deficiencies.



B. RESULTS OF LATEST KCHA-DIRECTED EVALUATIONS

In the attached appendix, three evaluations are shared.

The first evaluation shares outcomes from the first year of implementation of the SFSI Rapid Re-Housing program (Activity 2013-3). The evaluators found: the program was implemented with a very high level of fidelity to the proposed model; the number of families housed exceeded projections; the families rapidly found housing; and the program generated significant potential costs of more than \$30,000.



The second evaluation provides an impact analysis of KCHA's rent reform policies, EASY and WIN. The evaluators found: earned income has increased in work-able households; staff time has been saved through recertification efficiencies; and the average HAP has remained stable for HCV and Public Housing tenants.

The third evaluation is composed of three separate studies, each focusing on an area where KCHA has implemented a place-based initiative: White Center, Bellevue, and Kent East Hill. These studies provide the baseline analysis of the academic performance of children living in KCHA-supported housing. An impact evaluation will follow, once the initiatives have been fully implemented.



Certification of Statutory Compliance

On behalf of the King County Housing Authority (KCHA), I certify that the Agency has met the three statutory requirements of the Restated and Amended Moving to Work Agreement entered into between the Department of Housing and Urban Development (HUD) and KCHA on March 13, 2009. Specifically, KCHA has adhered to the following requirements of the MTW demonstration during FY 2014:

- At least 75 percent of the families assisted by KCHA are very low-income families, as defined in section 3(b)(2) of the 1937 Act;
- KCHA has continued to assist substantially the same total number of eligible low-income families as would have been served absent participation in the MTW demonstration; and
- KCHA has continued to serve a comparable mix of families (by family size) as would have been served without MTW participation.

STEPHEN J. NORMAN
Executive Director

March 23, 2015

DATE



Appendix

**APPENDIX A:
KCHA'S LOCAL ASSET MANAGEMENT PLAN**

**APPENDIX B:
STUDENT FAMILY STABILITY INITIATIVE YEAR ONE EVALUATION REPORT**

**APPENDIX C:
KING COUNTY HOUSING AUTHORITY MTW RENT REFORM FINAL IMPACT
ANALYSIS REPORT**

**APPENDIX D:
WHITE CENTER EDUCATION INITIATIVE BASELINE ANALYSIS**

**APPENDIX E:
KING COUNTY HOUSING AUTHORITY BELLEVUE EDUCATION INITIATIVE
2011-12 SCHOOL YEAR DATA REPORT**

**APPENDIX F:
READ TO SUCCEED: A PLACE-BASED EDUCATION INITIATIVE,
CASCADE & VALLI KEE**

APPENDIX A:

KCHA's LOCAL ASSET MANAGEMENT PLAN

As detailed in KCHA's FY 2008 MTW Annual Plan and adopted by the Board of Commissioners under Resolution No. 5116, KCHA has implemented a Local Asset Management Plan that considers the following:

- KCHA will develop its own local funding model for Public Housing and Section 8 using its block grant authority. Under its current agreement, KCHA can treat these funds and CFP dollars as fungible. In contrast to 990.280 regulations, which require transfers between projects after all project expenses are met, KCHA's model allows budget-based funding at the start of the fiscal year from a central ledger, not other projects. KCHA will maintain a budgeting and accounting system that gives each property sufficient funds to support annual operations, including allowable fees. Actual revenues will include those provided by HUD and allocated by KCHA based on annual property-based budgets. As envisioned, all block grants will be deposited into a single general ledger fund. This will have multiple benefits.
 - » KCHA gets to decide subsidy amounts for each public housing project. It's estimated that HUD's new funding model has up to a 40% error rate for individual sites. This means some properties get too much, some too little. Although funds can be transferred between sites, it's simpler to determine the proper subsidy amount at the start of the fiscal year rather than when shortfalls develop. Resident services costs will be accounted for in a centralized fund that is a sub-fund of the single general ledger, not assigned to individual programs or properties.
 - » KCHA will establish a restricted public housing operating reserve equivalent to two months' expenses. KCHA will estimate subsidies and allow sites to use them in their budgets. If the estimate exceeds the actual subsidy, the difference will come from the operating reserve. Properties may be asked to replenish this central reserve in the following year by reducing expenses, or KCHA may choose to make the funding permanent by reducing the unrestricted block grant reserve.
 - » Using this approach will improve budgeting. Within a reasonable limit, properties will know what they have to spend each year, allowing them autonomy to spend excess on "wish list" items and carefully watch their budgets. The private sector doesn't wait until well into its fiscal year to know how much revenue is available to support its sites.
- Reporting site-based results is an important component of property management and KCHA will continue accounting for each site separately; however, KCHA, as owner of the properties will determine how much revenue will be included as each project's subsidy. All subsidies will be properly accounted for under the MTW rubric.
- Allowable fees to the central office cost center (COCC) will be reflected on the property reports, as required. The MTW ledger won't pay fees directly to the COCC. As allowable under the asset management model, however, any subsidy needed to pay legacy costs, such as pension or terminal leave payments and excess energy savings from the Authority's ESCO, may be transferred from the MTW ledger or the projects to the COCC.

- Actual Section 8 amounts needed for housing assistance payments and administrative costs will be allotted to the Housing Choice Voucher program, including sufficient funds to pay asset management fees. Block grant reserves and their interest earnings will not be commingled with Section 8 operations, enhancing budget transparency. Section 8 program managers will become more responsible for their budgets in the same manner as public housing site managers.
- Block grant ledger expenses, other than transfers out to sites and Section 8, will be those that support MTW initiatives, such as the South County Pilot or resident self-sufficiency programs. Isolating these funds and activities will help KCHA's Board of Commissioners and its management keeps track of available funding for incremental initiatives and enhances KCHA's ability to compare current to pre-MTW historical results with other housing authorities that do not have this designation.
- In lieu of multiple submissions of Operating Subsidy for individual Asset Management Projects, KCHA may submit a single subsidy request using a weighted average project expense level (WAPEL) with aggregated utility and add-on amounts.

Student Family Stability Initiative Year One Evaluation Report

Prepared for the King County Housing Authority &
Highline Public Schools

March 3, 2015

By: Grant Blume
Bill Leon, Ph.D.

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TABLE OF CONTENTS

EXECUTIVE SUMMARY	i
INTRODUCTION	1
RAPID RE-HOUSING: AN EMERGING AND EVOLVING APPROACH TO HOMELESSNESS.....	1
KING COUNTY HOUSING AUTHORITY INITIATES THE STUDENT FAMILY STABILITY INITIATIVE TO RESPOND TO LOCAL NEEDS.....	2
THE MCKINNEY-VENTO HOMELESS ASSISTANCE ACT AND DEFINING “HOMELESSNESS”	3
KING COUNTY’S CHALLENGING RENTAL MARKET.....	3
HIGHLINE PUBLIC SCHOOLS HAS A GROWING HOMELESS POPULATION	4
DESCRIPTION OF STUDENT FAMILY STABILITY INITIATIVE (SFSI)	5
PRIMARY PARTNERS.....	5
SFSI’S OBJECTIVES	5
NEIGHBORHOOD HOUSE PROVIDES DIRECT SUPPORT TO PARTICIPANTS.....	6
SFSI ENROLLMENT PROCESS IDENTIFIES FAMILIES IN NEED WHO ARE LIKELY TO SUCCEED	6
SFSI HELPED FAMILIES WITH HOUSING AND EMPLOYMENT NEEDS SIMULTANEOUSLY	7
EVALUATION APPROACH	10
EVALUATION QUESTIONS.....	10
PROCESS EVALUATION SHOWS IMPLEMENTATION FOLLOWS MODEL.....	15
YEAR ONE ACTIVITIES MET ANTICIPATED TIMELINE AND ADJUSTMENTS WERE MADE.....	15
COLLABORATION AND FLEXIBILITY LED TO HIGH IMPLEMENTATION FIDELITY	16
HOUSING OUTCOMES	20
RAPIDITY OF SFSI MILESTONES IS CONSISTENT WITH MODEL PROGRAMS	23
HOUSING RETENTION MILESTONES IN YEAR TWO.....	25
HOUSING CIRCUMSTANCES OF SFSI PARTICIPANTS	26
EMPLOYMENT OUTCOMES	29
STUDENT OUTCOMES	31
DEMOGRAPHICS OF STUDENTS.....	33
STUDENT TRANSPORTATION	34
ATTENDANCE AND TARDINESS	35
TRANSPORTATION AND PROGRAM COST OUTCOMES.....	36
COMPARING PROGRAM COSTS TO AVOIDED TRANSPORTATION COSTS	38
CONCLUSIONS	39
GEO EDUCATION AND RESEARCH’S RECOMMENDATIONS.....	42
APPENDIX	43

LIST OF TABLES AND FIGURES

FIGURE 1: Homeless Students in Highline Public Schools.....	4
FIGURE 2: Student Family Stability Initiative (SFSI) Outcome Map	9
FIGURE 3: SFSI Logic Model.....	12
TABLE 1: SFSI Primary Outcomes of Interest in Year One.....	20
TABLE 2: Monthly Referral, Screening, and Enrollment (October 2013 to August 2014)	21
FIGURE 4: Cumulative Referrals, Screening, and Enrollment in Year One.....	22
TABLE 3: Housing Search Milestones by Month (November 2013 to August 2014)	22
FIGURE 5: Cumulative Housing Search Milestones in Year One	23
TABLE 4: Rapidity of Program Milestones During Year One	24
TABLE 5: Possible Circumstances of Families Prior to Obtaining Housing.....	26
TABLE 6: Circumstances at Time of Referral of Families Referred, Enrolled, and Housed During Year One.....	27
FIGURE 6: Program Milestones in the Context of Families Housing Circumstances	27
TABLE 7: Percent of Those Families Enrolled in the Program During the Pilot Who were Housed.....	28
TABLE 8: School Characteristics, 2013 - 2014 Academic Year	31
TABLE 9: Program Milestones by School	32
TABLE 10: Demographic Characteristics of Students in Homeless Families Obtaining Housing through Participation in Student Family Stability Initiative.....	33
TABLE 11: Transportation Type by Referrals, Enrollments, and Housed Families at Time of Referral.....	34
TABLE 12: Comparison of Attendance and Tardiness of MV Students to Non-MV Students.....	43
Table 13: Attendance and Tardiness of SFSI Students Housed during Year One	43
Table 14: Attendance and Tardiness of Housed SFSI MV Students Compared to Other MV Students, Pre-Housing	43
Table 15: Attendance and Tardiness of Housed SFSI MV Students Compared to Other MV Students, Post-Housing.....	44

EXECUTIVE SUMMARY

Background

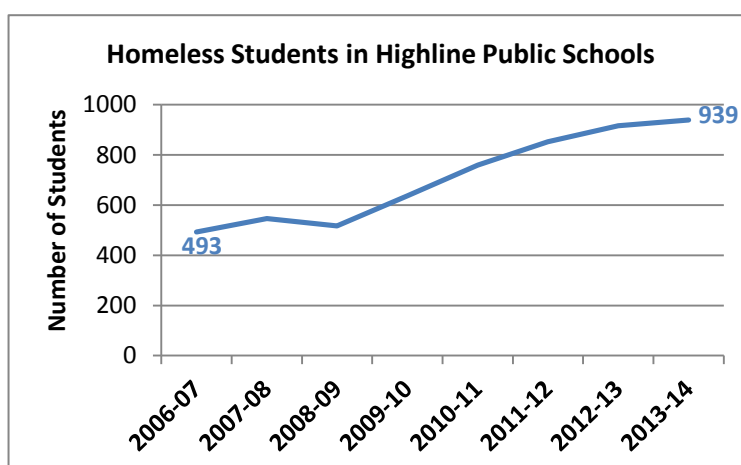
Rapid re-housing: an emerging and evolving approach to homelessness. The essence of a rapid re-housing approach is to move homeless individuals and families into housing as quickly as possible (typically 30-60 days from when the family becomes homeless) by providing short-term rental assistance for housing plus wraparound support services and case management for clients. The quickness with which individuals and families are housed is often a result of removing barriers and conventional eligibility restrictions, which may otherwise impede the swift delivery of assistance.

In 2013, the King County Housing Authority (KCHA) launched the Student Family Stability Initiative (SFSI) rapid re-housing program. SFSI represents a collaborative effort between KCHA, Highline Public Schools (HPS), Neighborhood House (NH), and several additional implementing partners.

Need for SFSI

Over the past five years, the number of homeless students in HPS has increased nearly 13% per year. This has negative impact on students and schools alike.

Homeless students in HPS are more likely to miss or be tardy for school. They also experience instability in their lives that can impede academic and emotional growth. Homelessness is costly to schools, as well. The McKinney-Vento Homeless Assistance Act of 1987



(MV) requires school districts to provide, among other services, free transportation to and from school for homeless students.¹ These transportation costs are substantial for HPS, reaching \$846,157 in the 2013-2014 school year and \$787,600 in the 2012-13 school year. The potential savings to be realized through reducing these transportation costs were one primary driver behind creating SFSI.

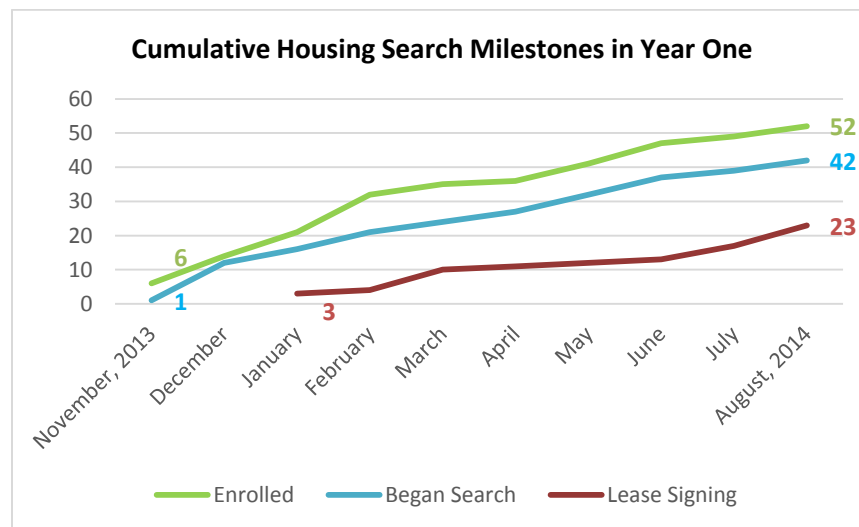
¹ McKinney-Vento is a federal law that dictates the services that school districts must to provide to homeless students, assuming that the state in which the district is located accepts federal funds

Student Family Stability Initiative Highlights

SFSI is designed to:

- Work with HPS to identify and refer homeless families in need of housing to SFSI;
- Move homeless families in the HPS district into housing as quickly as possible by providing short-term rental assistance;
- Provide wrap-around services and case management;
- Provide Employment Navigation services that assist adult family members to find employment opportunities. and
- Empower families toward self-sufficiency so that they can sustain housing at the conclusion of funding provided by SFSI.

Fifteen of the district's 18 elementary schools had at least one family enrolled in SFSI by the end of Year One (September 1, 2013 to August 31, 2014). During Year One 52 families enrolled in SFSI, 42 began a housing search, and 23 signed leases.



Student Family Stability Initiative Description

Intake and screening for SFSI consists of multiple steps. First, a school-based counselor refers families to the HPS McKinney Vento Designee.² Upon referral, families are screened by the McKinney-Vento Designee and referred to KCHA for baseline Federal Section 8 eligibility screening. Clients are then NH, which conducts two rounds of screening (first by phone and second in-person) and enrolls eligible families. **The multiple phases of screening carried about by HPS, KCHA, and NH maximize the prospect that enrolled families are able to continue for rent beyond the family's receipt of rental support.**

Upon enrollment, families are eligible for housing-related support that includes move-in assistance (housing search, landlord negotiations, financial assistance with application fees, security deposits, and moving expenses), support to address issues with past rental/credit history that present current barriers to housing (past due rent, evictions, overdue utility bills, etc.), and three months of rental and utility payment assistance with potential extensions of assistance up to six months.

During the screening and enrollment process, adult family members also complete an employability assessment form. Using these questions as diagnostic tools, NH case managers create step-by-step action plans specifically tailored to the family to help SFSI clients move toward achieving steady employment. Parents who needed training and/or employment assistance received it and many found new jobs. Quarterly follow-up calls to parents will assess both job and housing stability for up to one year after the completion of SFSI.

Evaluation Questions and Results from September 1, 2013 to August 31, 2014

This report examines the process and outcomes of SFSI from September 1, 2013 to August 31, 2014 (Year One). This evaluation answers five central questions:

1. During Year One, how closely did the Program's implementation align with the rapid re-housing component and other services initially proposed by KCHA?

SFSI was implemented with a very high level of fidelity to its proposed model in Year One. KCHA successfully engaged many partners and stakeholders in SFSI to identify all facets of needs and provided the expertise and resources required to address them. KCHA staff kept all partners informed, engaged and working collaboratively. When challenges arose, the partners were able

² The federal McKinney-Vento law dictates that school districts dedicate a "McKinney-Vento designee" to serve homeless students. HPS has a McKinney-Vento Designee at each elementary school, and these staff members were pro-active in encouraging eligible families to apply. In many cases, MV staff members were already familiar with potentially eligible families. In other cases, school-based counselors referred families to the MV Designee for initial screening.

to address them quickly and effectively in order to keep the process working smoothly and to deal with unforeseen events.

2. To what extent did SFSI achieve its objective to provide homeless families with safe, stable housing, and how “rapidly” was this housing situation achieved?

The number of families housed through SFSI exceeded KCHA’s projections for the first year (20 families projected versus 23 families actually housed); on average, families were enrolled in SFSI within 30 days of referral and typically secured housing within 99 days of enrollment.

STUDENT FAMILY STABILITY INITIATIVE PRIMARY OUTCOMES OF INTEREST IN YEAR ONE

Outcome	#
Families referred to NH after preliminary screen by MV Designee	86
Families screened out after NH screening	34
Families ultimately enrolled in SFSI	52
Families that began a housing search	42
Families housed during the pilot year	23
Families successfully exiting SFSI during the pilot year	7

RAPIDITY OF STUDENT FAMILY STABILITY INITIATIVE MILESTONES DURING YEAR ONE

Milestone	Median	Mean	Standard Deviation
Number of days from referral to enrollment (n=52)	26	28	15
Number of days from enrollment to housing (n=23)	64	99	69
Number of days from referral to housing (n=23)	105	131	73

3. What impact did SFSI have on elementary students, as measured by school attendance and tardiness, whose families were housed through SFSI?

Based on the number of students housed (n=30) and in the absence of district-wide student achievement tests administered to student pre- and post-housing, **no school-related impacts for SFSI were identified in Year One.** In the future we hope to review more (and more detailed) data from the district and to have more students in the cohort so that we can at least see impacts on attendance.

4. To what magnitude did SFSI decrease HPS’ transportation costs for students housed through SFSI, and how did this decrease in transportation costs compare to SFSI costs for housing homeless families?

The program allowed HPS to avoid MV-related taxi cab transportation costs to the magnitude of up to \$81,000 for the five families housed who used taxi cabs. These avoided transportation costs, compared to program costs, translate to nearly \$30,000 in net savings for the five families housed due to reduced taxi costs by housing students closer to school and eliminating the need to travel to and from school using district funds for taxi service.

5. *What recommendations emerge from Year One that can inform and improve processes and outcomes in SFSI's second year?*

Expanded and closer coordination between NH case managers and school counselors can potentially connect harder-to-reach populations (e.g., families that are literally homeless or fleeing domestic violence situations) with SFSI resources.

If SFSI is scaled up (i.e., the number of schools and families served is increased significantly), the client load for NH case managers may limit the number of families that can be served unless more staff are hired. Scaling up without more case managers or without staggering the work of case managers (e.g., focusing on assessment during one time period and on leasing during another) may impact the rapidity with which case managers are able to serve clients and interact with school counselors.

Monthly stakeholder meetings were critical to SFSI's success throughout Year One. Ensuring that a broader range of stakeholders is occasionally invited to these meetings promises to generate even more buy-in from SFSI partners.

Recommendations

In order to strengthen evaluation methods, Geo recommends the following recommendations in September 1, 2014 to August 31, 2015 (Year Two):

- **Continue working with HPS to measure SFSI's impact on student outcomes.** Both student achievement data and micro-level attendance and tardiness data have the potential to reveal meaningful program impacts over time.
- **Encourage HPS to develop a system for collecting and analyzing taxi cab cost data** so these data can be leveraged for evaluation purposes and as a diagnostic tool to identify families with high transportation costs for potential SFSI enrollment.
- **Partner with HPS to develop a strategy and system to estimate bus-related transportation costs as another potential cost avoidance tactic.** At this time HPS does not have the means to measure student's cost in time spent on a bus or the monetary cost of routing buses throughout the district to transport McKinney-Vento students.

INTRODUCTION

Rapid Re-Housing: an Emerging and Evolving Approach to Homelessness

King County Housing Authority's (KCHA) Student Family Stability Initiative (SFSI) represents an innovative addition to the growing number of housing programs based on a rapid re-housing theory of action. The essence of a rapid re-housing approach is to move homeless individuals and families into permanent housing as quickly as possible (typically 30-60 days from when the family becomes homeless) by providing short-term rental assistance for housing plus wraparound support services and case management for clients. The quickness with which individuals and families are housed is often a result of removing barriers and conventional eligibility restrictions which may otherwise impede the swift delivery of assistance. Rapid re-housing programs are designed to empower clients toward self-sufficiency and housing stability by the end of rental subsidies.

The U.S. Department of Housing and Urban Development (HUD) launched a rapid re-housing demonstration project in 2008 through which \$25 million was distributed to 23 communities in the United States; the following year, Congress earmarked \$1.5 billion in the American Recovery and Reinvestment Act of 2009 for the Homelessness Prevention and Rapid Re-housing Program (HPRP). One of the projects partly funded through HPRP was Chicago's Student Family Support Services Initiative, an intensive case management and housing assistance rapid re-housing program developed by the City of Chicago Department of Family and Support Services in partnership with Chicago Public Schools. **Chicago's rapid re-housing model of leveraging program service in partnership with public schools provided a blueprint and valuable lessons for the creation and implementation of King County Housing Authority's SFSI's rapid re-housing program.**

In 2009 the City of Seattle and King County also received federal HPRP funds to pilot a rapid re-housing program. The pilot program, Rapid Re-Housing for Families, was designed around the conventional rapid re-housing model of providing short-term financial assistance and support services to move homeless families toward housing stability. The pilot's collaborative effort between the City of Seattle and King County also included partnerships with United Way of King County, Building Changes (a Seattle-based nonprofit organization), the Seattle Housing Authority, KCHA, and six local agencies spanning a wide range of client services.

King County Housing Authority Initiates the Student Family Stability Initiative to Respond to Local Needs

SFSI traces its genesis to King County Housing Authority's (KCHA) partnership with the Puget Sound Educational Service District (Puget Sound ESD) to propose a rapid re-housing pilot as part of a 2012 Race to the Top³ award. KCHA's longstanding commitment to developing housing programs around educational initiatives made collaboration with Puget Sound ESD an intuitive partnership. This collaboration between KCHA and the Puget Sound ESD was made possible through KCHA's designation as a high performance, Moving to Work (MTW) Housing Authority by HUD. This high performance designation allows KCHA to support local innovations and allows KCHA greater flexibility and discretion over how federal funds are allocated, including the use of federal funds to test the efficacy of rapid rehousing as an intervention for homeless and housing unstable families.⁴ SFSI's development and implementation by KCHA is thus a direct result of the agency's ability to innovate through their MTW designation.

KCHA selected Highline Public Schools (HPS) as the educational partner for SFSI based on its successful partnership with HPS on previous programs in the school district and an identified need for additional services in the area. Through a competitive Request for Qualifications (RFQ) process to implement the program, KCHA selected Neighborhood House (NH), a Seattle-based non-profit organization, to be the sole administrator of the pilot. An external evaluator, Geo Education & Research (Geo), was selected prior to SFSI's implementation to facilitate evaluation throughout the pilot.

King County Housing Authority's mission is to provide quality affordable housing opportunities and build community through partnerships. KCHA's service area includes 1.2 million King County's residents and spans more than 2,000 square miles. The agency provides a range of rental housing and rental assistance to more than 18,000 households throughout 33 cities (not including Seattle and Renton) in the county. Through partnerships with communities and nonprofits, KCHA's reach extends to more than 48,000 people who earn less than the county median income.

³ Race to the Top is a federal education reform initiative funded as part of the American Recovery and Reinvestment Act of 2009; see <http://www2.ed.gov/programs/racetothetop/executive-summary.pdf> for more information.

⁴ KCHA has been consistently recognized by HUD as a high performing housing authority. With HUD's designation of KCHA as a "Moving to Work" (MTW) agency in 2003, KCHA was afforded a high level of flexibility to redesign its federally-funded programs to respond to local circumstances. The MTW designation also allows KCHA to pilot innovative housing programs and test ways to increase the cost effectiveness of federal housing programs, increase housing choices for low-income families, and encourage greater economic self-sufficiency of assisted housing residents.

The McKinney-Vento Homeless Assistance Act and Defining “Homelessness”

The McKinney-Vento Homeless Assistance Act of 1987 (MV) requires school districts to provide transportation to homeless students at no cost to the student. This Act, also often known as “McKinney-Vento,” is a federal law, among many other homeless assistance provisions, that provides federal guidelines for services that school districts are required to provide to homeless students (assuming the state in which the district is located accepts federal funds). The law dictates, among other guidelines, that school districts dedicate a “McKinney-Vento designee” to serve homeless students. The Act also requires districts to pay for taxi, bus or other transit services so that students with a McKinney-Vento status can continue going to their same school if they move outside the district. These costs are not reimbursed and can be quite substantial.

The innovative collaboration between KCHA and HPS presented a partnership with two definitions of what it means to be homeless. These two definitions result from KCHA’s use of the U.S. Department of Housing and Urban Development’s (HUD) definition for “homeless” and Highline Public School’s definition of “homeless” being based on guidelines from the U.S. Department of Education.⁵ HUD’s definition of homeless is organized around four categories: literally homeless; at imminent risk of homelessness (within 14 days); youth or families with youth who meet the definition of homelessness under another federal statute; and individuals fleeing domestic violence. The Department of Education’s definition of homeless captures these categories plus three additional categories: shared housing (often called “doubling-up”) due to economic hardship; residing in a motel, campground, or other dwelling that is inherently transitory; and residing in substandard housing. For the purposes of program referral and enrollment, SFSI adopted the definitions of homeless from both agencies, meaning that families may be in any of the situations recognized by either agency.⁶

King County’s Challenging Rental Market

In 2013 rental prices in Seattle, the seat of King County, were in the top ten highest rents nationwide. Between 2010 and 2013, the gross median rent for Seattle increased 11% to reach \$1,172. This 11% increase was steeper than any other city in the United States.⁷ These dramatic increases in rental prices,

⁵ The way these agencies define “homeless” is based on federal statute: The Department of Education’s definition of homeless is established by Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, while HUD’s definition is based on the Homeless Emergency Assistance and Rapid Transition to Housing (HEARTH) Act of 2009 (National Center for Homeless Education. *Housing and Education Collaborations to Serve Homeless Children, Youth, and Families*. 2013. <http://center.serve.org/nche/downloads/briefs/hud.pdf>)

⁶ KCHA had the flexibility to design and implement SFSI with a broad definition of homeless because of the agency’s designation as a Move to Work (MTW) housing authority.

⁷ Gene Balk, “Census: Seattle saw steeper rent hike among major U.S. cities,” *Seattle Times*, Sept. 18, 2014; <http://blogs.seattletimes.com/fyi-guy/2014/09/18/census-seattle-saw-steepest-rent-hike-among-major-u-s-cities/>

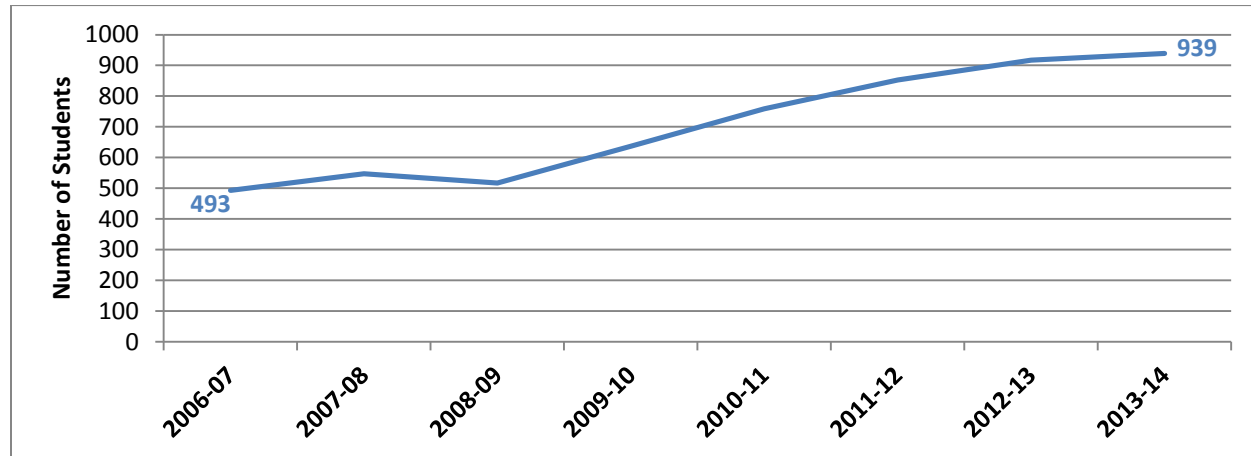
driven in part by Seattle’s thriving technology-based economy and a corresponding influx of new residents, have significant repercussions throughout King County as individuals leave Seattle in search of more affordable housing. The movement of families from Seattle to surrounding areas, such as the communities in HPS, drives up the demand for rental property. Increased demand, in turn, decreases the supply of units and drives up rental prices.

The decreasing supply of rental units and increasing rental prices present major barriers for low-income families in search of safe, stable housing. The case management approach, with dedicated housing support for each family enrolled in SFSI, was designed to help families navigate the area’s challenging rental market. As discussed later in the report, these rental market barriers affect the timeline by which families enrolled in SFSI were able to find suitable housing.

Highline Public Schools has a Growing Homeless Population

Over the past five years, from the 2009 school year to the 2014 school year, the number of homeless students in the district has increased on average nearly 13% each year (see Figure 1). Following nationwide homelessness trends, HPS has experienced an increased enrollment of homeless children in recent years.

FIGURE 1: HOMELESS STUDENTS IN HIGHLINE PUBLIC SCHOOLS



HPS serves nearly 19,000 students in Burien, Des Moines, Normandy Park, Sea Tac, Boulevard Park, and White Center. The school district has 18 elementary schools, 4 middle schools, and 12 high schools⁸. In the 2013-2014 academic year, 69.3% of students in HPS qualified for free or reduced-price meals.⁹

⁸ HPS also has 2 schools for students in grades 7-12.

DESCRIPTION OF SFSI

Primary Partners

The program was developed in an active partnership under KCHA leadership with HPS, NH, and Geo all engaged in early discussions about the program to help shape its character and processes. During the early stages of development and throughout the first year of SFSI, KCHA also worked with the Corporation for Supportive Housing (CSH), a national organization dedicated to innovative housing strategy. KCHA facilitated frequent partner meetings (at least monthly) that allow free-flowing discussions of ideas and ongoing review of processes and results. Two HPS staff were regularly engaged in these meetings, and school-based counselors also attend meetings to give first-hand perspectives on client needs and on how SFSI addressed them. Parents in SFSI have also attended a few meetings and presentations. NH staff who manage SFSI and who work directly with clients attended all meetings and report on implementation successes and challenges so that the group can provide input and collectively find solutions. Geo attended most meetings to gather insights for its process evaluation and to ensure that SFSI processes and data collection efforts are aligned with SFSI goals and outcomes. The partners meet and discuss issues as needed outside of the monthly meetings. Geo's discussions with HPS and NH data managers have helped ensure the availability of data needed to evaluate the program.

SFSI's Objectives

SFSI's objectives are twofold:

1. Provide rapid re-housing support for families who are experiencing homelessness or at imminent risk of homelessness¹⁰ safe and stable rental housing and
2. Work with adults in each family to help them gain employment so that they can sustain housing at the conclusion of funding provided by SFSI.

SFSI was implemented with three goals:

⁹ Office of Superintendent of Public Instruction. (2014). Washington State Report Card. Highline School District. <http://reportcard.ospi.k12.wa.us/>.

¹⁰ This objective was initially designed to provide rapid re-housing support within a student's school catchment area; over the course of Year One the program guidelines were modified to provide rapid re-housing support for MV students to live anywhere within the HPS district boundaries.

1. Provide short-term rent subsidies and services to assist homeless families find and maintain affordable and decent housing within the catchment areas of their children's current school assignments;
2. Keep the children in SFSI-assisted families at their school of origin, thus supporting student stability, reducing classroom turnover, and providing consistency in student education; and
3. Reduce McKinney-Vento transportation costs incurred by HPS, allowing the District to return these funds back to the classroom through the general education fund.

Eligibility for SFSI during Year One was based on the following family characteristics:

- At least one child enrolled at a targeted elementary school (later expanded to all elementary schools in the district); and
- Elementary school child's enrollment in McKinney-Vento Homeless services; and
- At least one parent's ability to work and earn a wage that covers rental payments once SFSI subsidies end; and
- Legal documentation status of at least one adult in the household to be eligible for federally-funded short-term rental assistance.

Neighborhood House Provides Direct Support to Participants

NH is a well-established human services organization providing services throughout King County related to housing, employment, and children and youth development. NH's mission is to help diverse communities of people with limited resources attain their goals for self-sufficiency, financial independence, health, and community building.

Prior to implementation of SFSI, NH had existing partnerships with both HPS and KCHA. Additionally, the organization was an administrator of the HPRP funded through the American Reinvestment and Recovery Act, which provided them with experience and expertise in the provision of rapid re-housing programming in contexts that preceded SFSI.

SFSI Enrollment Process Identifies Families In Need Who are Likely to Succeed

Designated McKinney-Vento staff, at each HPS elementary school, were pro-active in encouraging eligible families to apply to SFSI and were the major sources of information for SFSI in their schools. In most cases, these staff were already familiar with potentially-eligible families, which supported faster and smoother initiation of SFSI enrollment.

The multiple phases of screening administered by HPS, KCHA, and NH that precede SFSI enrollment maximized the prospect that enrolled families achieved self-sustained housing. The screening process for SFSI was designed to simultaneously determine eligibility and to enroll eligible families as quickly as possible. Intake and screening was made up of multiple steps including being:

1. Referred by a school-based counselor to HPS McKinney Vento liaison;
2. Screened and referred by HPS McKinney-Vento Designee to KCHA for baseline federal Section 8 eligibility screening; and,
3. Screened first by phone and second in-person by NH staff.

Sequencing the enrollment process so that screening, by having NH staff followed the screening by HPS staff eliminated the need for HPS staff to repeat the collection of private and/or confidential information from families. For example, adult family members must report any past criminal convictions which may prevent a successful housing or employment placement; this type of sensitive information is collected once need not be collect again so HPS can focus on the educational circumstances of students.

SFSI Helped Families with Housing and Employment Needs Simultaneously

Through housing assistance and employment navigation services, SFSI provided homeless families with safe, stable housing *and* the means to earn an income to sustain such housing. KCHA's Initiative presents an innovation in the rapid re-housing model with the provision of employment navigation services as a central program component. These services are funded and supported by a Seattle-based nonprofit, Building Changes, with expertise in employment navigation. Providing practical, goal-oriented employment navigation services for families experiencing homelessness, coupled with the short-term rental assistant that is central to the rapid re-housing model, maximizes a family's opportunities to achieve self-sufficiency at the conclusion of program participation.

Upon enrollment in SFSI, families are eligible for housing-related assistance which included:

- Move in assistance covering housing search assistance, landlord negotiations, financial assistance with application fees, security deposits, and moving expenses.
- Support to address issues with past rental/credit history that present current barriers to housing (past due rent, evictions, overdue utility bills, etc.).
- Rental assistance and utility payment assistance for three months (with potential extensions of assistance up to six months).

During the screening and enrollment process adult family members completed an employability assessment form which allows NH case managers to assess the extent to which at least one adult in the household is willing and able to find employment. The employability assessment included questions related to education level, past employment, and access to reliable transportation and childcare. Using these questions as diagnostic tools to identify barriers to employment, NH case managers created step-by-step action plans to help clients overcome barriers and move toward achieving steady employment.

Employment navigation services were also offered to all enrolled families. A wide range of employment navigation services were provided to adults in SFSI, including:

- Helping clients utilize workforce systems (WorkFirst, WorkSource, and local community/technical colleges) to obtain job placement services and employment;
- Providing flexible funds for job training and employment-focused support services; and
- Supporting clients throughout each stage of the employment search process (help creating a resume, searching job postings, interview coaching, etc.).

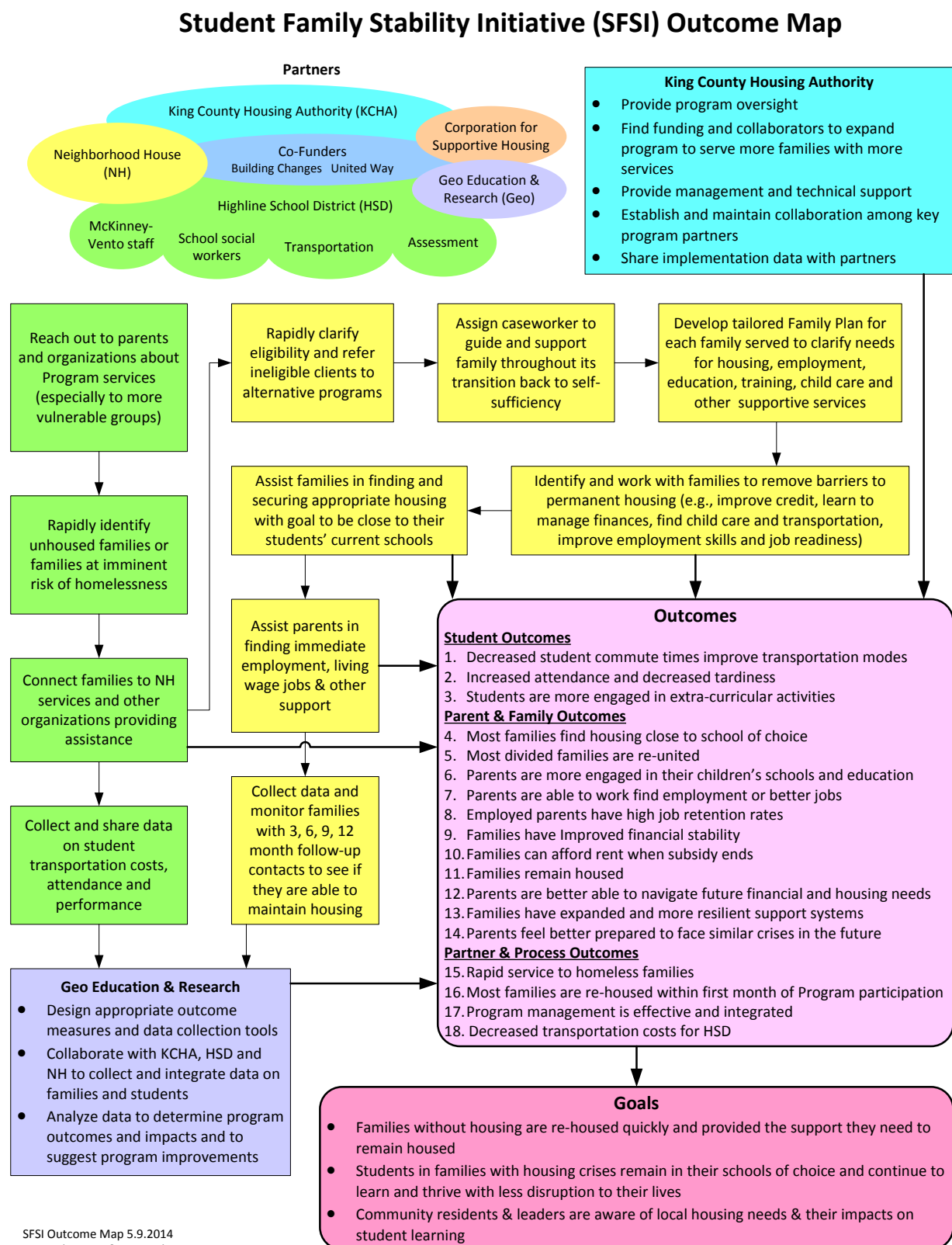
An Individual Employment Plan was a key component to the employment navigation services provided to adults in families in SFSI. The plan helps adults enrolled in SFSI to gauge the extent to which their attainment of short-term goals, such as following up on job postings and checking voicemails daily, can lead to achieving long-term goals such as securing employment resulting in financial self-sufficiency. NH case managers also worked with families to decide whether the family would like to prioritize housing, employment, or both. This individually-tailored approach affords adults enrolled in SFSI the flexibility to determine how best to achieve sustainable housing based upon their individual circumstances.

“[Prior to enrollment in SFSI], I just felt this overwhelming judgment being passed on me . . . a judgment that would not help me succeed. Push me down.”

--SFSI client

SFSI Outcome Map illustrates this entire process and the roles of the various partners (see Figure 2).

FIGURE 2: STUDENT FAMILY STABILITY INITIATIVE OUTCOME MAP



EVALUATION APPROACH

Geo partnered with KCHA, NH, and HPS throughout Year One to provide ongoing feedback about SFSI's evaluation and its outcomes. Geo's continuous involvement throughout Year One provided valuable access to program information about processes and outcomes. Including an evaluation team throughout the program's first year also allowed Geo to be an active partner in suggesting alternative ways to measure outcomes and access data as SFSI was developed and implemented.

During Year One, Geo focused on evaluating three categories of outcomes. The outcome categories correspond to SFSI's three goals related to:

1. Housing outcomes;
2. Academic stability; and
3. Transportation costs for McKinney Vento students.

The evaluation of these outcomes thus served two purposes:

1. To assess SFSI's outcomes in Year One, and
2. To provide perspective on how processes and services may be improved in future years.

The outcomes examined in this report were for SFSI's Year One which is defined as the period from September 1, 2013, to August 31, 2014. An implication of the Year One analysis means that in some circumstances families referred and enrolled in SFSI during the summer of 2014 were not counted as having attained stable housing in Year One even though these families were housed in the early months (e.g., September and October) from September 1, 2014, to August 31, 2015 (Year Two).

Evaluation Questions

The analysis in this report was conducted around five central evaluation questions:

1. *During Year One, how closely did SFSI's implementation align with the rapid re-housing component and other services initially proposed by KCHA?*
2. *To what extent did SFSI achieve its objective to provide homeless families with safe, stable housing, and how "rapidly" was this housing situation achieved?*
3. *What impact did SFSI have on elementary students, as measured by school attendance and tardiness, whose families were housed through SFSI?*

4. *To what magnitude did SFSI decrease HPS' transportation costs for students housed through SFSI, and how did this decrease in transportation costs compare to SFSI costs for housing homeless families?*
5. *What recommendations emerge from Year One that can inform and improve processes and outcomes in SFSI's second year?*

Questions one and five provided valuable insight related to the nature of SFSI in Year One and how SFSI may need to be scaled or revised in subsequent years. Questions two, three, and four were based on SFSI's stated objectives in addition to other outcomes of interest to various stakeholders (e.g. KCHA's reporting to HUD's MTW program and reducing some of the costs to HPS of transporting homeless children).

The outcomes for the program along with other key elements are outlined in SFSI's Logic Model (see Figure 3). The outputs are targets based on a complete year. Since the implementation did not start as early as planned, the program did not meet these output estimates.

FIGURE 3: SFSI LOGIC MODEL

RESOURCES →	ACTIVITIES →	OUTPUTS →	OUTCOMES →	GOALS
<ul style="list-style-type: none"> ♦ King County Housing Authority (KCHA) staff with management experience ♦ Highline Public Schools (HPS) McKinney-Vento designees, school counselors, data & transportation managers ♦ Neighborhood House (NH) staff, processes and experience with rapid re-housing programs and with serving diverse clientele ♦ Funding from KCHA, Building Changes, United Way 	<ul style="list-style-type: none"> ♦ Establish and maintain collaboration among key program partners ♦ Develop agreements on roles, responsibilities, eligibility requirements, needs, data sharing and reporting tasks <p>HPS Activities</p> <ul style="list-style-type: none"> ♦ Reach out to parents and organizations about Program services (especially to more vulnerable groups) ♦ Rapidly identify unhoused families or families at imminent risk of homelessness ♦ Connect families to HPS, NH services and other organizations ♦ Collect and share data on student attendance and performance <p>Neighborhood House Activities</p>	<p>Anticipated Year 1</p> <ul style="list-style-type: none"> ♦ 100 families with 300 students screened for program eligibility by HPS ♦ 40 families accepted for services ♦ Parent – caseworker contacts once per week prior to re-housing ♦ HPS – NH staff meet at least monthly ♦ 40 families rehoused ♦ 30-35 parents trained in job search or employment skills ♦ 35-40 parents are re-employed or obtain higher paying jobs 	<p>Student Outcomes</p> <ol style="list-style-type: none"> 1. Decreased student commute times and improve transportation modes 2. Increased attendance and decreased tardiness 3. Students are more engaged in after school activities <p>Parent & Family Outcomes</p> <ol style="list-style-type: none"> 4. Most families find housing close to school of choice 5. Most divided families are re-united 6. Parents are more engaged in their children’s schools and education 7. Parents are able to work find employment or better jobs 8. Employed parents have high job retention rates 9. Families have Improved financial stability 	<ul style="list-style-type: none"> ♦ Families without housing are re-housed quickly and provided the support to remain housed ♦ Students in families with housing crises remain in their schools of choice and continue to learn and thrive with less disruption ♦ Community residents & leaders are aware of local housing needs & their impacts on students

RESOURCES →	ACTIVITIES →	OUTPUTS →	OUTCOMES →	GOALS
<ul style="list-style-type: none"> ◆ Technical assistance from Corporation for Supportive Housing (CSH) ◆ Other re-housing programs (King County RRH, 211 Helpline) 	<ul style="list-style-type: none"> ◆ Rapidly clarify eligibility and refer ineligible clients to alternative programs ◆ Assign caseworkers to guide and support families throughout its transition ◆ Provide interpreters as needed ◆ Develop tailored Family Plan for each family to clarify needs and track services 		<ul style="list-style-type: none"> 10. Families can afford rent when subsidy ends 11. Families remain housed 12. Parents have more knowledge and skills to navigate future financial and housing needs 13. Families have expanded and more resilient support systems 14. Parents feel better prepared to face similar crises in the future 	
<ul style="list-style-type: none"> ◆ Network of other NGO's to provide additional services to clients ◆ Networks of landlords and employers ◆ Program evaluation services from Geo Education & Research 	<ul style="list-style-type: none"> ◆ Identify and work with families to remove barriers to permanent housing (e.g., improve credit, learn to manage finances) ◆ Assist families in finding and securing appropriate housing with goal to be close to their students' current schools ◆ Interact with landlords to resolve past and present barriers to housing ◆ Inspect housing (with KCHA assistance) to ensure adequacy of accommodations 	<ul style="list-style-type: none"> ◆ \$4,000 - \$5,000 provided per household for family housing and related needs ◆ Average of \$500 provided per worker for retraining and support needs (e.g., short-term training, work clothes, transportation) 	<p>Partner & Process Outcomes</p> <ul style="list-style-type: none"> 15. Rapid service to homeless families (e.g., identification of families in need by HPS; eligibility decision by NH; referral of ineligible families to other services) 16. Most families are rehoused within first month of Program participation 17. Program management is effective and integrated (clarity on partner roles and responsibilities and program 	

RESOURCES →	ACTIVITIES →	OUTPUTS →	OUTCOMES →	GOALS
	<ul style="list-style-type: none"> ◆ Provide direct financial assistance to clients for housing, deposits, utilities, and other needs ◆ Identify and help families resolve employment barriers (e.g., transportation, child care) ◆ Assist parents in improving employment skills and job readiness ◆ Assist parents in finding immediate employment, living wage jobs & other support <p>KCHA Activities</p> <ul style="list-style-type: none"> ◆ Provide program oversight ◆ Find funding and collaborators to expand program to serve more families with more services ◆ Provide management and technical support as needed 		<p>protocols; data sharing agreements are in place and followed); increased data sharing to speed and improve service delivery with appropriate safeguards; increased collaboration among system partners; strategy to continue Program)</p> <p>18. Decreased transportation costs for HPS</p>	

PROCESS EVALUATION SHOWS IMPLEMENTATION FOLLOWS MODEL

Geo collected qualitative data from SFSI partners and analyzed SFSI documents over the course of the first year to explore the extent to which SFSI's implementation aligned with the rapid re-housing component and other services proposed by KCHA. The goals of this process evaluation were:

1. Provide a summary of how the program unfolded to contextualize the outcomes achieved in SFSI's Years One and Two, and
2. Identify any program processes and practices during Year One which likely contributed to SFSI's positive outcomes.

Year One Activities Met Anticipated Timeline and Adjustments were Made

Planning for SFSI began in August, 2013. Stakeholders were assembled beginning in September with ongoing meetings in October. The first meeting, facilitated by CSH¹¹, helped clarify many of the elements, processes and intended outcomes illustrated in Figures 2 and 3. During these early months KCHA, NH, and HPS developed screening protocols and tools along with a range of program policies and procedures. The culmination of these programmatic developments took place on October 23, 2013, when Highline school-based counselors and NH staff participated in SFSI's preliminary implementation training. Referrals to SFSI began in late October, with enrollments beginning in November, 2013. Families began to secure housing through SFSI in January, 2014. Twenty-three families had been housed through SFSI by the end of the pilot year (August 31, 2014). Year one SFSI milestones are explored in greater depth in the next section of this report.

Program partners from Highline Public Schools, KCHA, NH and Geo met monthly during the pilot year.

These meetings served two purposes. First, they provided an opportunity for "case reviews" where elementary school counselors, KCHA staff, and NH case managers discussed particular families and how SFSI could best serve families with special or particularly challenging circumstances. The second purpose of these meetings was to evaluate program processes and determine if SFSI policies and procedures could be adjusted to better serve Highline families experiencing homelessness. Examples of such adjustments during Year One include:

- Pausing temporarily program referrals and enrollments so NH case managers could focus on serving families already enrolled in SFSI;
- Allowing Section 8 voucher holders to be screened into the program;

¹¹ CSH is a technical assistance organization dedicated to expanding supportive housing programs.

- Expanding the geographic area (within the boundaries of HSD) in which homeless families could obtain housing through SFSI;¹²
- Expanding SFSI from an initially-targeted eight elementary schools to all elementary schools in the district; and
- Prioritizing the referral and enrollment of homeless families whose children used taxi cabs for travel to and from school in order to decrease MV transportation expenses.

The monthly meetings ultimately provided SFSI with a high degree of flexibility in effectively delivering services and a shared sense of decision-making across program partners.

Collaboration and Flexibility Led to High Implementation Fidelity

Implementation fidelity is an aspect of program evaluation which seeks to explore the extent to which a program was implemented as proposed. A high level of fidelity means the program and its elements were implemented as proposed; a low level of fidelity means that over the course of its implementation, the program developed in a manner inconsistent with how it was proposed.

Geo found clear evidence that SFSI was implemented with a very high level of fidelity. Evidence of the high level of fidelity is based on documents obtained prior to SFSI’s implementation (requests for proposals, grant applications, etc.), meeting minutes and notes from throughout Year One, and an analysis of programmatic outcomes (presented in the following sections of this report). This high level of fidelity was attributed to the three following factors:

- The model around which SFSI was designed;
- The degree of collaboration among SFSI partners; and
- The flexibility that allowed partners to make programmatic adjustments throughout Year One in an effort to more effectively achieve SFSI goals (e.g., expanding to more schools and expanding housing search areas).

SFSI’s design meets and exceeds the three elements of a rapid re-housing program which the United States Interagency Council on Homelessness (USICH), the Department of HUD, and the Department of Veterans Affairs (VA) have collaboratively identified as “core elements”¹³. These elements are:

¹² This adjustment was implemented because of the scarcity of rental units in some elementary school catchment areas; by expanding the geographic area in which families could reside, families remained in HPS but also had more options for housing.

1. Housing Identification;
2. Financial Assistance with Rent and Move-In Costs; and
3. Housing Case Management and Services.

Employment navigation services, add a fourth element to these three core elements, ultimately increasing the odds that a family will be able to afford their housing costs once SFSI subsidies end. Employment navigation services therefore leveraged the three evidence-based core elements by adding another set of services that maximize families' potential for successfully attaining stable, safe housing.

Two additional drivers behind SFSI's high implementation fidelity surfaced from qualitative data collected from NH case managers. Geo conducted semi-structured interviews with each of three NH case managers¹⁴ toward the end (in July and August 2014) of Year One to explore, firsthand from the case managers' vantage point, what characteristics made SFSI a success.

Flexibility

NH case managers identify flexibility and collaboration as the key to the fidelity of SFSI. NH case managers gave multiple examples SFSI's flexibility.

"The program's design really guarantees that we can do everything we can to help clients succeed," explained one NH case manager, "but at the same time the program's design is flexible so that we can usually change something if we need to do something different to get a family in housing."

Examples of SFSI's flexibility included both financial and nonfinancial aspects of the program. For example, financial flexibility included the ability of NH case managers to use program funds to overcome a range of barriers (e.g. past-due utility bills, no cash on hand to pay a rental deposit) which may keep families from obtaining housing.

In describing nonfinancial flexibility, NH case managers praised a programmatic decision midway through the pilot to expand the area in which families could find housing (from the McKinney-Vento student's elementary school attendance area to a larger geographic area within the school district).

¹³ National Alliance to End Homelessness. Core Components of Rapid Re-Housing. 2014. Accessed: <http://www.endhomelessness.org/page/-/files/RRH.pdf>.

¹⁴ During the pilot year the NH team comprised two case managers and one employment navigator; we refer to all three as "case managers" in this section to keep confidential each individual's remarks and identity.

“When everyone agreed to this change [to expand the boundaries of where families could find housing] that was so huge for a few families that were having a hard time finding an apartment in their child’s elementary school area,” explained one case manager, “and the fact that we could change our policy was proof to me that we really cared about getting these families housed and doing what was best for them.”

Collaboration

Collaboration across partners was the second theme to emerge as being critical to SFSI’s high level of fidelity. Collaboration across partners was crucial to effective implementation because the nature of SFSI’s design depended on a coordinated delivery of services among HPS, NH, and KCHA.

“It’s so important to have everyone [program partners] at the table,” said a NH case manager, “because we are all working on the same goals. Everyone being on the same page, talking about the challenges these families face, and figuring out how best to serve these families means we all move forward together.”

Monthly stakeholder meetings were an important element to effective collaboration across partners and, subsequently, the successful implementation of SFSI.

“Meeting each month is a huge help to us because we get so much information and we’re also able to provide so much information to other [SFSI] people who need it,” remarked a NH case manager. Said another case manager, “The amount of communication we have in this program is really impressive, and that’s something that I think makes SFSI unique. Getting together every month to talk things through and problem solve has really made navigating this first year of the program much, much smoother.”

With an aggressive and productive timeline over the course of its first year, coupled with intentional efforts across all partners to roll out SFSI as it was proposed, Geo finds strong evidence that SFSI was implemented through effective and efficient processes. These effective and efficient processes thus produced a high level of implementation fidelity in SFSI’s first year, and leave the program well positioned for continued and expanded success in the second year.

Family Profile

When Karen and her family enrolled in SFSI, the four of them (attending Midway Elementary) were living doubled up (sharing one room) with Karen's sister in a very temporary situation. Her sister didn't have enough room for her own family, so she needed Karen and her family to leave as quickly as possible. Karen was working as a part-time health care aid but knew the hours she worked would not be enough to stabilize her family. Karen and a Neighborhood House case manager therefore began to work on finding Karen full-time work. Working with her employment specialist, Karen was first able to obtain a second part-time job and then a short time later she was offered a full-time schedule at the first job.

Karen found an apartment that was perfect for her and her family after working with a Neighborhood House case manager for two months. A barrier that prevented Karen and her family from moving into this apartment, however, was Karen's poor rental history. The Neighborhood House case manager persuaded the landlord to approve Karen's rental application and accept from Karen a larger security deposit (provided by SFSI).

After receiving 3.5 months of rental assistance, Karen has been able to pay her own rent, is still in her same apartment, and is working full-time. Karen is also taking classes to update her skills and increase her income. Her children are both very happy where they live and very engaged in school.

HOUSING OUTCOMES

A summary of housing outcomes in Year One shows that **23 out of the 86 families referred to SFSI by HPS secured housing program**¹⁵ (see Table 1). Placing 23 families in safe housing in SFSI's first year represented a significant achievement for SFSI's partners when one considers SFSI was implemented simultaneously with service delivery to clients. The rigorous referral and screening process, plus the wraparound housing search and employment navigation services, represent a significant amount of programmatic effort invested not only in the 23 housed families but in all families that came into contact with SFSI during its first year.

Table 1 captures a summary of SFSI's milestones achieved for Year One which are reviewed in greater detail throughout this section. Of 86 families screened by NH, 52 families were ultimately enrolled in SFSI. At the cut-off date for this report (8/31/2014), 23 of these families had found housing and seven families had already successfully completed SFSI. Others families were still in the search process.

TABLE 1: SFSI PRIMARY OUTCOMES OF INTEREST IN YEAR ONE

Outcome	#
Families referred to NH after preliminary screen by MV Designee	86
Families screened out after NH screening	34
Families ultimately enrolled in SFSI	52
Families that began a housing search	42
Families housed during Year One	23
Families successfully completing SFSI during Year One	7

Eligible families may have been screened out of the enrollment process at two junctures. At the first juncture, a Highline McKinney-Vento Designee determines preliminary eligibility of homeless families referred by school counselors. Thirteen families referred by school counselors during the Year One were not referred forward in the enrollment process. The reasons why these families did not move forward included that: they were already participating in a transitional housing program (61.5%); they did not want to enroll in SFSI upon learning about SFSI requirements (15.4%); they were unwilling to live within HPS district (15.4%); or they had other reasons not captured in SFSI records (7.7%).

The second juncture where families may be screened out of the enrollment process is during phone and in-person eligibility assessments carried out by NH case managers. Thirty-four families screened out during this process in Year One for reasons including: they lacked of contact with NH staff for more than

¹⁵ There were 13 other families referred by HPS school counselors who did not meet the criteria for referral to NH.

30 days¹⁶ (26.5%); they were not eligible for SFSI based on requirements (24.5%); they were not employable or not willing to find employment (17.6%); they had a general disinterest in pursuing SFSI (17.6%); or they had another reason not captured in SFSI records (17.6%).

Table 2 presents program referrals, screening, and enrollment milestones by month during SFSI's first year.

TABLE 2: MONTHLY REFERRAL, SCREENING, AND ENROLLMENT (OCTOBER 2013 TO AUGUST 2014)

Action	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	TOTAL
Referrals to NH	1	24	12	18	3	0	4	12	4	0	8	86
By Phone		12	12	9	16	2	6	11	3	2	4	77
In-person		7	10	6	17	3	2	8	7	4	3	67
Enrolled		6	8	7	11	3	1	5	6	2	3	52

The trends in Table 2 reflect the “pause” that SFSI stakeholders put on referrals and enrollments in the spring of 2014 to allowed NH case managers an opportunity to work with those families already referred and enrolled in prior months. This pause was lifted in May, leading to an increase in referrals and enrollments from that month on for the remainder of Year One. Cumulative totals for referrals, screening, and program enrollments (see Figure 4) illustrate month-to-month growth in these milestones.

“I found I could have the support of a team to give me a hand up. Not a hand out, but a hand up.”

--SFSI client

¹⁶ A lack of contact between a family and NH case managers for 30 or more days meant a family was given an inactive status in SFSI records; “inactive” families were always welcome to re-engage with NH case managers and resume their housing and/or employment searches.

FIGURE 4: CUMULATIVE REFERRALS, SCREENING, AND ENROLLMENT IN YEAR ONE

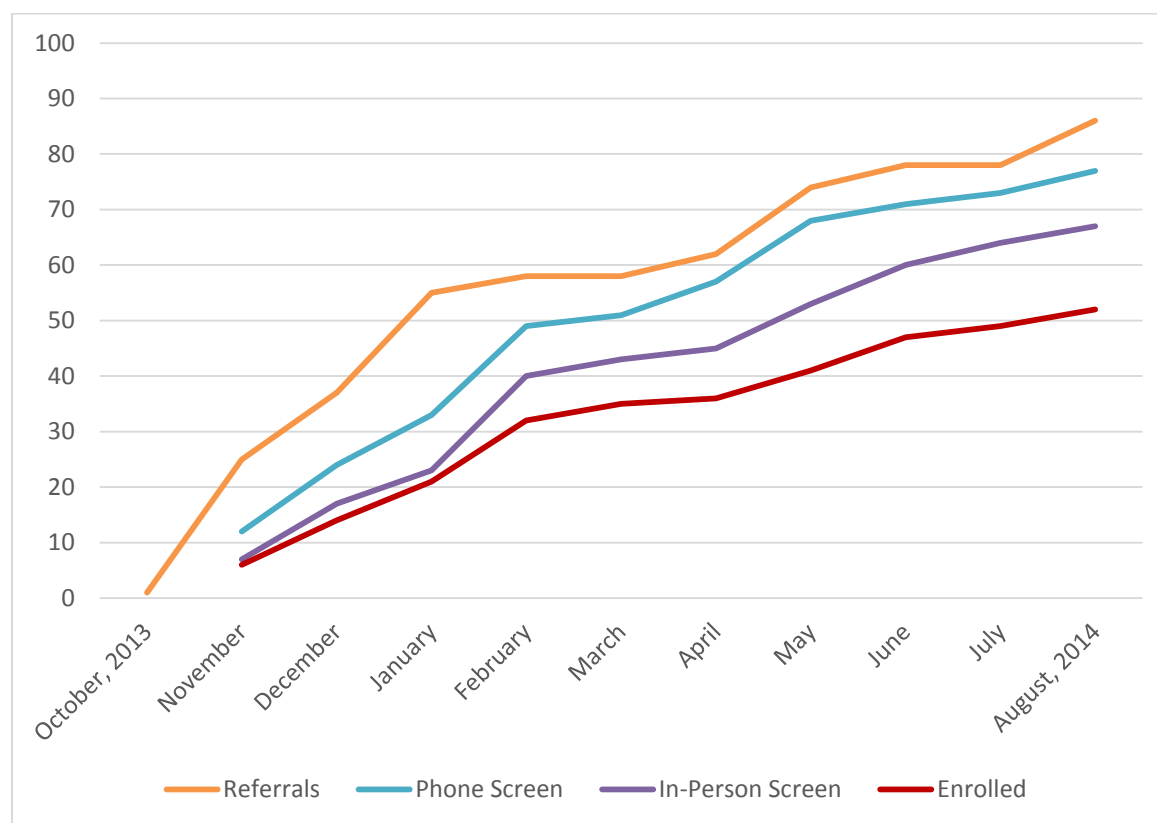


Table 3 contains the month-to-month counts of housing milestones reached by the 52 families that enrolled in SFSI during Year One. It is worthwhile to note here the singular lease signings occurring in April, May, and June were largely a lagged response to the pause in referrals and enrollments during March and April. The upward trend in the enrollment, search, and lease signing milestones in June, July, and August (see Figure 4) are likely to continue into the first months of SFSI's second year.¹⁷

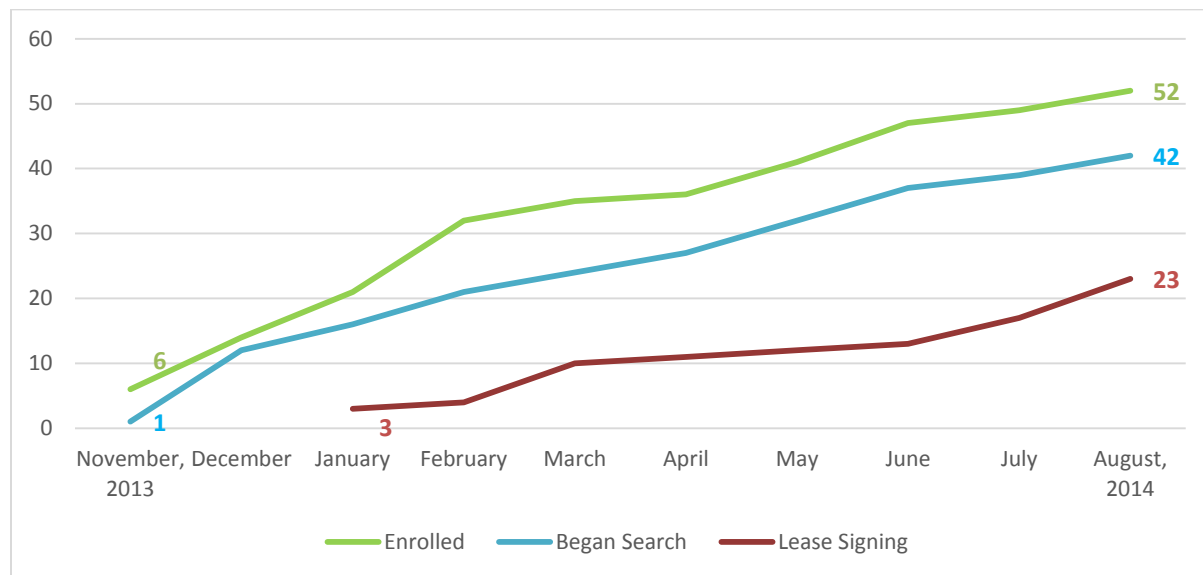
TABLE 3: HOUSING SEARCH MILESTONES BY MONTH (NOVEMBER 2013 TO AUGUST 2014)

	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	TOTAL
Enrolled	6	8	7	11	3	1	5	6	2	3	52
Began Search	1	11	4	5	3	3	5	5	2	3	42
Lease Signing			3	1	6	1	1	1	4	6	23
Successful Completion						3		4			7

¹⁷ Due to the sporadic nature of program participants' successful completion of SFSI (that is, three in April and four in June) we do not include this outcome as a trend line in Figure 4.

There were two processes through which homeless families were served through SFSI: 1) referrals, screening, enrollments (see Figure 4), and 2) housing searches and leases (see Figure 5). A consistent trend in Year One shows more families were served as the program was implemented and increased its capacity. All evidence suggests this trend will increase in Year Two.

FIGURE 5: CUMULATIVE HOUSING SEARCH MILESTONES IN YEAR ONE



Seven families successfully completed SFSI by attaining self-sustained housing during Year One (see Table 3). Although follow-up data on housing stability are limited to seven families at this early juncture, NH case managers will follow-up with all program those who have completed SFSI at three, six, and nine-month intervals to collect data on post-program housing stability. Significant, however, is that of the three families that successfully completed SFSI in April, all three families were still housed at the time of the three-month follow-up.¹⁸ At three months after program completion, two of the three families were still housed in the same unit into which they initially moved while the other family had moved to a different unit.

Rapidity of SFSI Milestones is Consistent with Model Programs

Although rapid re-housing programs are a relatively new approach to serving homeless families, a general consensus is that stable housing is achieved “ideally within 30 days of a client becoming

¹⁸ The families completing the program in June, 2014, would have had their three-month follow up in September, 2014; since for reporting and evaluation purposes the Year One data collection period ended August 31, therefore, the three-month follow-up data for June completions will be reported in the Year Two Evaluation report.

homeless and entering a program.”¹⁹ Two time frames were analyzed to explore the rate at which SFSI participants moved through the program on their way to stable housing. The first time frame, **from when a family was referred to when the family enrolled, was a median of 26 days**; the second time frame, **from when the family enrolled to when the family signed a lease and moved into a unit, was a median of 64 days** (see Table 4). **The overall median time frame during Year One from referral to housing was 105 days.** The longer times needed by some families made the means for these time periods longer.

TABLE 4: RAPIDITY OF PROGRAM MILESTONES DURING YEAR ONE

Milestone	Median	Mean	Standard Deviation
Number of days from referral to enrollment (n=52)	26	28	15
Number of days from enrollment to housing (n=23)	64	99 ²⁰	69
Number of days from referral to housing (n=23)	105	131	73

Two characteristics of the figures reported in Table 4 deserve context: the spread (i.e., the standard deviation) of the data and the housing market which SFSI housing searches took place. The standard deviations for the number of days from enrollment to housing and the number of days from referral to housing are large and thus reflect a wide range of values exist for this measure of rapidity. The first quartile (which cuts the data at the bottom 25% when the data are sorted in ascending order) for the number of days from enrollment to housing has a value of 45 days while the top quartile (a cut of the data at the top 25%) has a value of 139 days. This wide spread is likely a result of many factors such as the local housing market, the size of unit for which a family is searching, the area in Highline Public Schools where the family hopes to live, or time of the year.

¹⁹ National Alliance to End Homelessness. Rapid Re-Housing: A History and Core Components. 2014. Accessed: <http://www.endhomelessness.org/library/entry/rapid-re-housing2>

²⁰ For context, consider that 88.3 days is the five-year average number of days from enrollment to lease signing for KCHA’s Section 8 recipients.

The second contextual factor which ought to be considered relative to these rapidity measures is the nature of the rental market in communities comprising Highline Public Schools. As noted earlier in this report, market trends and an improving economy in recent years have driven up rental prices and driven down the supply of available units, two factors which put pressure on a SFSI family's housing search. These challenges with the housing market conditions are often confounded by the fact that housing families requires units with two or more bedrooms, further reducing the potential rental inventory from which SFSI families could choose. SFSI's objective to provide housing to families thus differentiates the program from other rapid rehousing models that assist single adults with housing assistance.

Housing Retention Milestones in Year Two

The seven families which exited the program in Year 1 demonstrated that SFSI successfully moved homeless families through the referral and enrollment process into the housing search process, which in turn yield families completing the program and successfully exiting SFSI. In Year Two, evaluation efforts will increasingly focus on housing stability with an eye toward families' post-program experiences. Specifically, NH case managers will conduct follow-up phone surveys with clients at regular intervals (3, 6, 9, and 12 months after exit). The survey will allow program partners to answer such questions as:

- Do families continue to receive services from NH after short-term housing assistance ends (and if so, what kind)?

Family Profile

Mary is a single mother of four children, including a baby. Before enrolling in SFSI and finding an apartment with the support of her Neighborhood House case manager, Mary and her children had been homeless for seven months. She has no family in the area so they often relied upon help from friends. During that seven-month period, Mary worked almost full time at a minimum-wage job but spent about 80% of her income on fuel for her vehicle. The family's often-changing living locations ranged from as far north as Mukilteo to as far south as Puyallup, while her job and the children's schools remained in Burien. She worked hard to ensure that her children stayed in the same school, in an effort to provide them with some continuity while they were without stable housing.

Mary and her children moved into an apartment in Burien in July 2014. Since moving in, she and her children have been able to do more activities together, including the children's favorite activity of swimming. They also live closer to her work and the children's school. Three days after moving into the apartment, Mary started working at a more highly-paid job in a warehouse. With her new position, she can afford to stay in the apartment and is also contributing monthly to a savings account.

- Do families stay in their new rental units or move to other units?
- If families move, where do they go; what types of housing do they find; do they move closer to or farther from their children's schools; why do they move?
- Do their children change schools (and if so to which schools)?
- What are families' current rents, incomes, income sources and rent burdens?
- Are families receiving other types of housing assistance?
- Have families experienced certain problems paying rent or utilities?
- Have families experienced other changes in their housing situations (e.g., household members moving in or out)?

Housing Circumstances of SFSI Participants

Families enrolled in SFSI during Year One experienced a range of housing circumstances prior to their referral to SFSI. Even though McKinney-Vento and SFSI enrollment require that families are homeless, the term "homeless" can represent a variety of meanings (see Table 5).

TABLE 5: POSSIBLE CIRCUMSTANCES OF FAMILIES PRIOR TO OBTAINING HOUSING

Circumstance	Description
Literally Homeless*	The family has no shelter of any kind
Shelter, Time-Limited*	The family is temporarily located in a homeless shelter
Motel [†]	The family is living in a motel
Doubled-Up, Overcrowded [†]	The family is living with other family or friends but the living situation is overcrowded
Doubled-Up, Unstable*	The family is living with other family or friends but the living situation is unstable
Doubled-Up, Stable [†]	The family is living with other family or friends and the situation is stable but the family still lacks housing of their own
Already Received Subsidy [†]	The family is homeless and currently receives a public subsidy but does not have stable housing
Transitional Housing*	The family is currently involved with a transitional housing program but does not have stable housing

* Denotes HUD homeless criteria † Denotes U.S. Department of Education homeless criteria

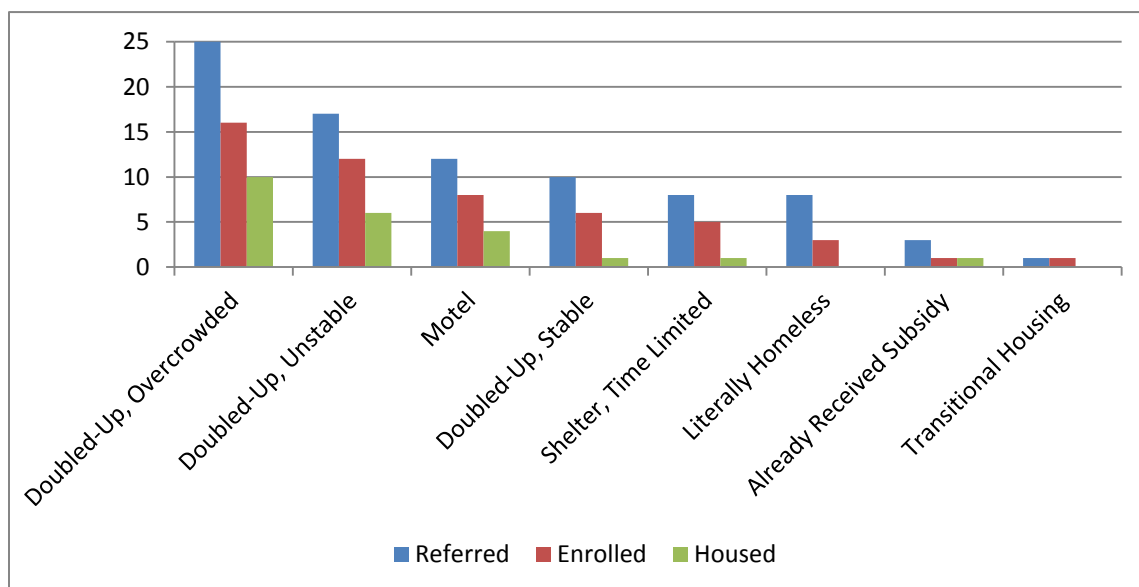
These circumstances were captured at the time of referral, which affords an opportunity to evaluate families' progression through SFSI milestones based on their circumstances (see Table 6 and Figure 6).

TABLE 6: CIRCUMSTANCES AT TIME OF REFERRAL OF FAMILIES REFERRED, ENROLLED, AND HOUSED DURING YEAR ONE

	No. of Referred Families	Percent of Referred Families	No. of Enrolled Families	Percent of Enrolled Families	No. of Housed Families	Percent of Housed Families
Doubled-Up, Overcrowded [†]	25	28.7%	16	30.8%	10	43.5%
Doubled-Up, Unstable*	17	19.5%	12	23.1%	6	26.1%
Motel [†]	12	13.9%	8	15.4%	4	17.4%
Doubled-Up, Stable [†]	10	11.5%	6	11.5%	1	4.3%
Literally Homeless*	8	9.2%	3	5.8%	0	0%
Shelter, Time-Limited*	8	9.2%	5	9.6%	1	4.3%
Already Received Subsidy [†]	3	3.4%	5	9.6%	1	4.3%
Field Blank	2	2.3%	0	0%	0	0%
Transitional Housing*	1	1.1%	1	1.9%	0	0%
Total	86	100.0%	52	100.0%	23	100%

* Denotes HUD homeless criteria † Denotes U.S. Department of Education homeless criteria

FIGURE 6: PROGRAM MILESTONES IN THE CONTEXT OF FAMILIES HOUSING CIRCUMSTANCES



Circumstances related to “doubled-up” (see Table 5 for descriptions) situations (crowded, stable, and unstable) represent a significant proportion of the families that reached each SFSI milestone. In addition to “doubled-up” situations, families in motels also represent a meaningful proportion of the families that progress through SFSI milestones (see Table 7).

TABLE 7: PERCENT OF THOSE FAMILIES ENROLLED IN THE PROGRAM DURING THE PILOT WHO WERE HOUSED

Housing Circumstance	Enrolled	Housed	Percent Housed
Already received subsidy	1	1	100.0%
Doubled-Up Overcrowded	16	10	62.5%
Doubled-Up Unstable	12	6	50.0%
Motel	8	4	50.0%
Shelter-Time Limited	5	1	20.0%
Doubled Up Stable	6	1	16.7%
Literally Homeless	3	0	0.0%
Transitional Housing	1	0	0.0%

The “doubled-up” categories and families living in motels comprise a significant portion of families housed through SFSI. This suggests that homeless families that are doubled-up or in motels face circumstances that are undoubtedly challenging but at the same time responsive to SFSI’s design that seeks to provide short-term support so families can attain long-term housing and academic stability.

EMPLOYMENT OUTCOMES

Employment navigation services were a critical element to SFSI's goal of helping families achieve housing stability. During Year One, a total of 59 adults (comprising 38 families) enrolled in SFSI and used the employment navigation services provided by NH case managers. Of those 59 adults, 16 individuals (in 15 families) obtained employment during the first year.²¹ A total of ten families obtained *both* employment and housing in the first year.

Adults who obtained employment (n=16) through SFSI employment navigation services typically found opportunities in food service or entry-level service positions in healthcare. Most adults secured full-time jobs (working an average of 35 hours/week) at an average hourly wage of \$11.25, although one adult was hired into a 40-hour week position earning \$18.50/hour. The average hourly wage of \$11.25 is nearly two dollars above the state's minimum wage (\$9.32/hour in 2015).

SFSI's employment navigators take a broad approach to supporting families to find employment that will enable the family to sustain stable housing. To this end employment navigators also encourage families to pursue education and training that can expand employment opportunities. In Year One, three adults took advantage of career education and training. The training programs included a three-week certified nurse assistant (CNA) training program, an eight-week bank teller training program, and a twelve-week pre-apprenticeship training that helps women enter non-traditional careers in construction trades and manufacturing.

"[My case manager] came up beside me, and helped me to stay strong. It was vital. Absolutely vital"

--SFSI client

Evaluation efforts will continue to focus on SFSI participants' employment outcomes in SFSI's second year with an added focus on the continuity of employment. Follow-up phone surveys conducted with SFSI participants that successfully completed the program will gauge the extent to which adults remain employed and able to cover housing expenses. Survey data will also contain wage information to identify growth in families' income post-SFSI participation.

²¹ Worthwhile to note in the context of this number of families obtaining employment is that 22 families reported at least once source of employment income at the time of SFSI enrollment. In other words, 22 families enrolled fit one of the program's definitions of homeless **and** also had at least one adult employed when the family enrolled in SFSI.

Family Profile

Andrea and her 4 children were living doubled-up with her brother and his family. Andrea faced two challenges in finding stable housing; in addition to the size of her family requiring a multi-room rental unit, she had an erroneous eviction on her rental history. Her Neighborhood House case manager was in the process of helping Andrea correct this erroneous eviction but the process was stalling. Thinking creatively, the Neighborhood House case manager advocated for the client through the past property manager (that had erroneously reported the eviction) to facilitate a discussion between the past property manager and the potential landlord to explain the mistake that was made. This collaborative effort between landlords and the Neighborhood House case manager ultimately empowered Andrea to find a three bedroom apartment for her family, which she moved into in March, 2014. With additional financial assistance, Andrea was able to go to a local nonprofit organization, Sharehouse, which provides furniture to recently-homeless families to obtain beds and other essential items.

Prior to enrolling in SFSI, Andrea was in the process of finishing the pre-apprenticeship construction training at the South Seattle Community College Georgetown Campus. She was also participating in WorkFirst. To meet SFSI's job search expectations, Andrea went to the union hall from 6 AM until 9 AM every day for a month hoping to be called for an assignment. At the beginning of her third month of rental assistance, Neighborhood House amended her employment plan because her rental subsidy was almost up. She expanded her job search to include more local jobs. The next day, she was placed in a laborer position through the union, working full-time for \$19/hour on a project that would last six months. Although the position is a very labor-intensive and demanding job, Andrea is very happy with her job and very thankful for the opportunity to work.

SFSI paid the family's rent for 4.5 months (into July 2014). By August, Andrea was paying her own rent.

STUDENT OUTCOMES

While rapid re-housing programs are emerging around the United States as an innovative way to serve homeless populations, SFSI represents a further innovation by leveraging schools as the gateway through which homeless families are identified and referred into SFSI. The central role of schools in SFSI's design, and the intentional targeting of homeless families with elementary school children, means that SFSI has the potential to positively transform homeless students' educational experiences by providing stable housing.

Eight elementary schools were initially selected as target schools at SFSI's inception (see Table 8). The preliminary focus on eight schools was intended to provide a manageable number of families for SFSI in Year One. By spring of 2014, however, SFSI partners authorized and prioritized the enrollment of MV families using taxi cab transportation from any HPS elementary school. By the end of Year One, at least one MV family from 15 of HPS's 18 elementary schools was enrolled in SFSI.

TABLE 8: SCHOOL CHARACTERISTICS, 2013 - 2014 ACADEMIC YEAR

School	Total Enrollment	Number of MV Students	MV Percentage
Midway*	638	51	7.99%
Hazel Valley*	621	62	9.98%
Seahurst*	578	47	8.13%
McMicken Heights*	534	57	10.67%
Shorewood*	466	30	6.44%
Beverly Park*	496	37	7.46%
Parkside	567	43	7.58%
White Center Heights*	580	22	3.79%
Bow Lake*	661	30	4.54%
Des Moines	415	20	4.82%
Madrona	636	42	6.60%
Cedarhurst	708	30	4.24%
Gregory Heights	637	16	2.51%
Hilltop	621	27	4.35%
North Hill	572	12	2.10%
Total	10,316	572	5.54%

* Denotes school was in original cohort of schools targeted by SFSI

Since schools represent a centerpiece of SFSI's service delivery model, SFSI milestones (referrals, enrollments, and housing) are delineated by Highline elementary schools (see Table 9).

TABLE 9: PROGRAM MILESTONES BY SCHOOL

School	Number of Families Referred	Number of Families Enrolled	Percent Enrolled of those Referred	Number of Families Housed	Percent Housed of those Enrolled
Midway*	21	15	71.4%	8	53.3%
Hazel Valley*	18	11	61.1%	5	45.5%
Seahurst*	11	6	54.5%	2	33.3%
McMicken Heights*	7	3	42.9%	1	33.3%
Shorewood*	6	5	83.3%	1	20.0%
Beverly Park*	4	1	25.0%	1	100.0%
Parkside	4	2	50.0%	0	0.0%
White Center Heights*	4	3	75.0%	0	0.0%
Bow Lake*	3	3	100.0%	3	100.0%
Des Moines	2	1	50.0%	0	0.0%
Madrona	2	0	0.0%	0	N/A
Cedarhurst	1	1	100.0%	1	100.0%
Gregory Heights	1	0	0.0%	0	N/A
Hilltop	1	1	100.0%	1	100.0%
North Hill	1	0	0.0%	0	N/A
Total	86	52	60%	23	44%

* Denotes school was in original cohort of schools targeted by SFSI

A number of characteristics observed in Table 9 are noteworthy. For example, **15 of Highline's 18 elementary schools referred at least one McKinney-Vento family to SFSI**, a figure which suggests a broad programmatic reach that can be capitalized upon in SFSI's second year. Further, **75% of the schools that had at least one family enrolled in SFSI had a family who obtained housing through SFSI during the first year**. Given this large proportion of Highline elementary schools that already have at least one previously-homeless family now in stable housing obtained through SFSI, SFSI appears well poised to leverage these existing connections to many of Highline's elementary schools and continue to expand its reach in the second year.

Demographics of Students

Table 10 contains the demographic characteristics of the 30 students whose families were housed through SFSI during Year One (For comparison purposes the demographic characteristics HPS's McKinney-Vento population are also included.) The demographic factors of SFSI's student population are important to consider as evaluations of SFSI's impact on academic achievement are carried out in subsequent years; if a large proportion of students served by SFSI are from traditionally underrepresented racial and ethnic backgrounds, plus the fact that a third of SFSI students are English Language Learners, housing will be one critical element - but not necessarily a stand-alone solution - in efforts to boost these students' academic achievement.²²

TABLE 10: DEMOGRAPHIC CHARACTERISTICS OF STUDENTS IN HOMELESS FAMILIES OBTAINING HOUSING THROUGH PARTICIPATION IN SFSI (N=30)

Characteristic	SFSI	All MV students in HPS
Average age of student (years)	7.3	
Average age of primary adult (years)	34	
Single parent families	42.9%	
English Language Learners	30.6%	11.8%
With a special education designation	13.3%	16.3%
Race/Ethnicity		
Hispanic/Latino	73.3%	28.2%
Asian/Native Hawaiian/Pacific Islander	16.6%	13.4%
African American/Black	3.3%	20.3%
American Indian/Alaska Native	3.3%	7.3%
Two or more races/Other	3.3%	5.7%
Caucasian/White	0%	25.1%

²² The relationships between academic achievement and a student's race, as well as a student's designation as an English Language Learner (ELL), are pervasive and extensively documented in American elementary and secondary education. The U.S. Department of Education finds that African American and Hispanic 4th grade students in Washington State consistently perform at academic levels in reading and mathematics that are lower than their White peers; English Language Learners (ELL) in Washington State similarly perform at academic levels lower than their White counterparts. For more context see *Achievement Gaps: How Black and White Students in Public Schools Perform in Mathematics and Reading on the National Assessment of Educational Progress (2009)* and *Achievement Gaps: How Hispanic and White Students in Public Schools Perform in Mathematics and Reading on the National Assessment of Educational Progress (2009)*, both publications of the U.S. Department of Education's Institute of Education Sciences National Center for Education Statistics.

Student Transportation

A homeless student's enrollment in the McKinney-Vento program requires that a school district provide transportation for that student to and from her school regardless of where she may temporarily reside. Table 11 shows that students referred to, enrolled in, and housed through SFSI use a range of transportation options to travel to and from school.

TABLE 11: TRANSPORTATION TYPE BY REFERRALS, ENROLLMENTS, AND HOUSED FAMILIES AT TIME OF REFERRAL²³

Transport Type	Referred	Enrolled	Housed	Percent Housed
School Bus	35	24	12	50.0%
Taxi	24	15	5	33.3%
Parent	15	10	5	50.0%
Unknown	7	0	0	N/A
Walk	3	2	1	50.0%
Metro Bus	2	1	0	0.0%
Total	86	52	23	44.2%

Although students who travel by taxi cabs are a primary focus of SFSI as a target for potential cost savings, the monetary and nonmonetary costs associated with other types of transportation are important to consider when evaluating how stable, safe housing benefits homeless families. For example, consider a McKinney-Vento student who may travel the length of the district to attend school each day, i.e. a student may have temporary access to shelter in White Center but need daily transportation to Midway Elementary, a distance of more than 12 miles which in traffic can take upwards of 30 minutes one-way to travel. This student and her family incur high daily costs getting to school, either in time the student spends on a school bus or in time and fuel costs the parent must incur driving the student to and from school. This report attempts to monetize the savings to Highline Public Schools in decreased taxi cab costs generated by SFSI, but that figure understates the nonmonetary benefit many families likely experience upon securing stable housing nearby their student's school. In Year Two of the evaluation an effort will be made to evaluate transportation costs beyond taxi cab costs and quantify/monetize the multiple dimensions of transportation costs experienced by participants.

²³ These data were collected by NH case managers when the families were preliminarily screened into SFSI.

Attendance and Tardiness

Education outcomes are a key aspect of evaluating SFSI's effectiveness since the program draws a direct link between stable housing and improvements in students' educational experiences. Conventional measures of academic achievement however, such as reading comprehension assessments and statewide tests, are typically collected on an annual basis and are therefore not well suited to capture the immediate changes in a student's academic experience that occur pre- and post-housing during SFSI's first year.

As an alternative to conventional measures of academic achievement, Geo analyzed attendance and tardy data for students at the eight program schools where SFSI was provided to McKinney-Vento students during the pilot year (2013-2014 academic year). Highline Public Schools provided to Geo student-level data for all students at SFSI's eight program schools along with a percent of days absent and a percent of days tardy for each student²⁴. For SFSI participants, Highline Public Schools also provided a percent of days absent and a percent of days tardy for the period before the student received stable housing and for the period after the student received stable housing. These percentages were assumed to provide a means to evaluate differences in absences and tardiness related to stable housing.

Before examining the relationships between days absent, days tardy, and SFSI participation, homeless students' attendance and tardiness were compared to non-homeless students. Since there are only 30 students in the program cohort, it limits how meaningful the analysis can be. Nevertheless, we offer some observations from Geo's analysis here and some tables on the details in the appendix.

Homeless students are absent more often and tardy more often compared to non-homeless students at the eight program schools selected SFSI's first year.

Grouping together all SFSI students who were housed during the pilot year and examining attendance and tardy data based on pre-housing and post-housing shows that rates of absences and tardiness increased in the post-housing period but at levels which were not statistically significant.

Comparing absences and tardiness for housed students pre-housing compared to all other homeless students at the program schools reveals non-significant differences. Before SFSI students received housing their rates of absences and tardiness were no different from those of other homeless students.

Absences and tardiness for housed students post-housing were compared to homeless students at the program schools. Comparing post-housing attendance and tardiness rates for SFSI students yields a non-

²⁴ HSP redacted all student names and other identifiers.

significant difference for absences but a significant difference in tardiness. In other words, SFSI program students had a significantly higher rate of tardiness after being housed compared to other homeless students at the program schools.²⁵ This increase in tardiness for housed students is not necessarily problematic and could be, in fact, a result of new housing for a student requiring new habits of getting ready for school in the morning plus new methods and routes for transportation to school from the student's new home.

Overall, this analysis shows no meaningful impact, either negative or positive, on rates of attendance and tardiness for students housed through SFSI's first year. Geo believes that in SFSI's second year a number of factors will increase the likelihood of successfully identifying gains in academic-related outcomes based on participation.

- Highline Public Schools will provide academic achievement data to facilitate the analysis of SFSI students and appropriate comparison groups of other Highline students.
- As SFSI grows and more students families' obtain housing through the program, the sample size of students housed (the "n") will increase and become more sensitive to analyses attempting to identify statistically-significant differences between program students and students in comparison groups.
- Geo will collaborate with evaluators working on other KCHA housing/education initiatives to explore how SFSI's academic outcomes can align with and inform findings from KCHA's programs throughout King County.

"I think that [my children] could probably conquer anything now [that they have seen me conquer this hurdle]."

--SFSI client

²⁵ Actual figures appear in the Appendix.

TRANSPORTATION AND PROGRAM COST OUTCOMES

Comparing two cost categories – estimated transportation cost *savings* per family and program costs per family – allow for a high-level approximation of the extent to which program benefits potentially exceed costs. The goal of this analysis is illustrative of future potential; an analysis of SFSI's net benefits generated in its first year provides insight into the value of scaling the program in Year 2 and beyond.

Five families with eleven students using taxi cabs as their primary mode of transportation to and from school were housed through SFSI during Year One (September 1, 2013 to August 31, 2014). The cost of taxi cab transportation for these eleven students was \$2,250 a week. The cost to HPS for each family's taxi cab transportation averaged \$450 a week although one family with children transported to a Highline elementary school from Puyallup (30 miles away) had a weekly taxi cab cost of \$950. The weekly cost for taxi cab transportation per-student was \$204 but since siblings often take taxi cab rides together considering these costs on a per-family basis is more appropriate than a per-student basis.²⁶

Assuming an average taxi cab cost of \$450/week for each McKinney-Vento family needing this type of transportation assistance means **HPS spends approximately \$16,200 per McKinney-Vento family over the course of a school year. Housing just five homeless families with children who used taxi cab transportation for an entire year would allow the district to avoid \$81,000 in potential annual costs²⁷.** SFSI was able to help these five (and many other) families find housing during Year One. Since the costs avoided were only for part of the year, the actual savings were lower. However, **if these families are able to retain their housing (and this will be tracked for 12 months) the longer-term costs avoided could be much greater than \$16,200 per family.**

This \$81,000 estimate assumes average taxi cab costs of \$450/week. Yet for families incurring higher-than-average transportation costs, such as the family with children transported from Puyallup to a HPS elementary school, potential cost savings are significantly greater. Housing the family with children being transported by taxi cab from Puyallup, for example, saved the Highline Public Schools an estimated \$32,400 over the course of a school year.

²⁶ We express our thanks to the Highline Public Schools Transportation Office for providing the taxi cab cost data that make possible these estimates of transportation cost savings attributed to SFSI. To calculate the average weekly taxi cab costs for each family housed through SFSI, we worked with the HPS Transportation Office to collect the taxi cab receipts for SFSI students for a randomly-chosen 2-4 week period during the academic year; we then used the average weekly taxi cab cost over that 2-4 week period to estimate an average weekly taxi cab cost per family. This provides a coarse estimate but we believe this estimate is the best approximation of weekly costs given the limited taxi cab cost data maintained by HPS.

²⁷ Assuming the five families needed taxi rides for an entire school year—an estimate of the maximum cost to the district.

Highline Public Schools dedicates a significant amount of resources to transporting McKinney-Vento students; the district spent \$846,157 in 2013-2014 and \$787,600 in 2012-13 on McKinney-Vento transportation (of which \$560,693 and \$520,000 was spent on taxi cabs, respectively). Additionally, some neighboring school districts share the cost with Highline of transporting McKinney-Vento students from neighboring districts to and from Highline Public Schools. In these circumstances the transportation costs savings generated by SFSI have the potential to impact neighboring districts, too. **In its pilot year SFSI has clearly demonstrated significant cost savings. With a continued focus on enrolling homeless families who depend on taxi cab transportation, SFSI has the potential in Year Two of the program to save Highline Public Schools hundreds of thousands of dollars in McKinney-Vento transportation costs.**

Comparing Program Costs to Avoided Transportation Costs

The five families that were housed who relied on taxi cabs for transportation provide an opportunity to compare program costs to the taxi cab transportation costs that HPS avoided. Distributing Year One fixed program costs across all enrolled families that began a housing search in Year 1 (n=42) yields per family costs of \$1,131 for employment navigation services and \$2,619 for housing search and related administrative services. The unique per family housing expenses (security deposits, monthly rental assistance, etc.) tracked by KCHA and NH for the five housed taxi cab families equal \$24,868; added to this amount is \$3,363 in support provided by Building Changes (an SFSI funding partner) to the five families for various types of assistance that fell outside the scope of housing assistance (e.g. help with costs related to car repair, personal hygiene items, bus passes). Thus \$24,868 in housing assistance costs, \$3,363 in other support costs, and \$18,750 for the five families' share of distributed program costs (i.e. \$3,750 per family multiplied across five families) equals an estimate of \$46,981 in total costs to house the five families using taxi cabs as their mode of transportation to and from school. **The \$46,981 annual cost to house the five families compared to the annual \$81,000 in taxi costs potentially avoided by HPS demonstrates a potential annual cost savings of more than \$30,000 for these five families.**²⁸

²⁸ SFSI's net benefits projected here should be viewed as a relatively conservative estimate considering other program benefits, both monetary (such as wages from employment gained by adult family members) and non-monetary (including potential increases in a family's safety and stability) are unaccounted for in this analysis. Other transportation costs for the use of special buses that transport students are also avoided but data are not available to estimate these costs.

CONCLUSIONS

The analysis in this report answered five evaluation questions central to SFSI in Year One:

1. ***During Year One, how closely did SFSI's implementation align with the rapid re-housing component and other services initially proposed by KCHA?***

Geo finds strong evidence that SFSI was implemented with a very high level of fidelity to its proposed model in Year One. In particular, KCHA successfully engaged many partners and stakeholders in SFSI to identify all facets of needs and provided the expertise and assets required to address them. KCHA staff kept all partners informed, engaged and working collaboratively. When challenges arose, the partners were able to address them quickly and effectively in order to keep the process working smoothly and to deal with unforeseen events. The monthly meetings, frequent other communications, and online tracking of progress kept all participants informed of the process and results. The attendance of building level staff and parents at some of the meetings provided important grassroots insights that helped all partners understand the nuances they needed to address.

1. ***To what extent did SFSI achieve its objective to provide homeless families with safe, stable housing, and how "rapidly" was this housing situation achieved?***

The number of families housed through SFSI exceeded KCHA's projections for the first year (20 families projected versus 23 families actually housed); on average families were enrolled in SFSI within 30 days of referral and typically secured housing within 99 days of enrollment. SFSI exceeded its goal for housed families despite normal program initiation efforts and the need to educate many people about SFSI during implementation. NH worked through many staffing and startup challenges and worked with diligence to address the individual needs of applicants as fast as possible. All partners recognized the urgent needs facing families in crisis and worked with all speed possible to serve families as fast as possible while meeting the participation requirements established to encourage long-term success for families.

2. ***What impact did SFSI have on elementary students, as measured by school attendance and tardiness, whose families were housed through SFSI?***

Based on the number of students housed (n=30) and in the absence of district-wide student achievement tests administered to student pre- and post-housing, **no school-related impacts for SFSI were identified in Year One.** In the future we hope to review more (and more detailed) data from the district and to have more students in the cohort so that we can at least see impacts on attendance.

3. *To what magnitude did SFSI decrease HPS' transportation costs for students housed through SFSI, and how did this decrease in transportation costs compare to SFSI costs for housing homeless families?*

The program allowed HPS to avoid MV-related taxi cab transportation costs to the magnitude of up to \$81,000 for the five families housed who used taxi cabs. These avoided transportation costs, compared to program costs, translate to nearly \$30,000 in net savings for the five families housed due to reduced taxi costs by housing students closer to school and eliminating the need to travel to and from school using district funds for taxi service. If SFSI can be scaled up and serve even more of the families using taxi service, HPS can save even more money in future years.

4. **What recommendations emerge from Year One that can inform and improve processes and outcomes in SFSI's second year?**

SFSI's expanded definition of homelessness – incorporating both HUD's and the Department of Education's definitions – **allowed the program to demonstrate its broad reach by serving vulnerable families living in doubled-up situations.** These families were identified and referred to SFSI because of the strong partnership between SFSI and school-based counselors throughout HPS. Even closer coordination between NH case managers and school counselors can potentially connect harder-to-reach populations (e.g., families that are literally homeless or fleeing domestic violence situations) with SFSI resources.

If SFSI is scaled up (i.e., the number of schools and families served), the client load for NH case managers may limit the number who can be served or the time it will take to serve them unless more staff are hired. Scaling up without more case managers or without staggering the work of case managers (e.g., focusing on assessment during one time period and on leasing during another) might impact the rapidity with which case managers are able to serve clients and interact with school counselors, which is a key elements of the program. The program needs a strategic plan for scaling up.

Monthly stakeholder meetings were critical to SFSI's success throughout Year One. The meetings provided opportunities to evaluate program policies and procedures, to discuss and remedy challenging client cases, and to share program successes and challenges. Ensuring that a broader range of stakeholders is occasionally invited to these meetings promises to generate even more buy-in from SFSI partners.

NH case managers mentioned the following areas to be further explored in Year Two:

Make available hotel vouchers for homeless families so that NH case managers can provide temporary stability to families who are at imminent risk of homelessness or already in motels. The temporary stability provided by the hotel vouchers can allow NH case managers to work closely with families and expedite their progress through house search milestones (e.g. apartment searches, submitting applications, lease signing, moving into a unit, etc.).

Conduct a focus group with McKinney-Vento parents in HPS to understand what they need and want from a program like SFSI. There may also be value in having a focus group with SFSI parents to explore what they liked and did not like about their experience using SFSI.

“No matter what is going on, no matter how much you think you are going to fail and you don’t see the light at the end of the tunnel, you can conquer it. You can be triumphant. You just have to always get up after you fall. Just keep on rising up.”

--SFSI client

GEO EDUCATION AND RESEARCH'S RECOMMENDATIONS

In order to strengthen evaluation methods, Geo recommends the following recommendations in Year Two:

- **Continue working with HPS to measure SFSI's impact on student outcomes.** Both student achievement data and micro-level attendance and tardiness data have the potential to reveal meaningful program impacts over time.
- **Encourage HPS to develop a system for collecting and analyzing taxi cab cost data** so these data can be leveraged for evaluation purposes and as a diagnostic tool to identify families with high transportation costs for potential SFSI enrollment. A clear channel of communication between the HPS Transportation Office, the McKinney Vento Designees, and the NH case managers would also allow for better identification of MV students being transported by taxi cabs and how MV students' transportation circumstances change over time.
- **Partner with HPS to develop a strategy and system to estimate bus-related transportation costs as another potential cost avoidance tactic.** At this time HPS does not have the means to measure student's cost in time spent on a bus or the monetary cost of routing buses throughout the district to transport McKinney-Vento students.
- **Develop a way to track student transportation change and to find the most economical way to transport students to school when transportation needs change.**

APPENDIX

Attendance and Tardiness Data Analysis

These figures, discussed in the Student Outcomes section of the report, illustrate the differences between SFSI students and comparable (McKinney-Vento Homeless Assistance Act of 1987 (MV) students and Non-MV students) for the Highline Public School (HPS) populations. As noted, this analysis shows no meaningful impact, either negative or positive, on rates of attendance and tardiness for students housed through SFSI during Year One.

TABLE 12: COMPARISON OF ATTENDANCE AND TARDINESS OF MV STUDENTS (N=371) TO NON-MV STUDENTS (N=4,219)

	Average Percent of Days	
	Absent	Tardy
Non-MV students	5.3 %	4.4 %
MV students	8.8 %	6.7 %
Statistically significant difference?	Yes	Yes

TABLE 13: ATTENDANCE AND TARDINESS OF SFSI STUDENTS HOUSED DURING YEAR ONE (N=30)

	Average Percent of Days	
	Absent	Tardy
Pre-housing	8.2 %	8.8 %
Post-housing	9.3 %	10.3 %
Statistically significant difference?	No	No

TABLE 14: ATTENDANCE AND TARDINESS OF HOUSED SFSI MV STUDENTS (N=30) COMPARED TO OTHER MV STUDENTS (N=371), PRE-HOUSING

	Average Percent of Days	
	Absent	Tardy
SFSI MV students	8.2 %	8.8 %
Other MV students	8.8 %	6.7 %
Statistically significant difference?	No	No

TABLE 15: ATTENDANCE AND TARDINESS OF HOUSED SFSI MV STUDENTS (N=30) COMPARED TO OTHER MV STUDENTS (N=371), POST-HOUSING

	Average Percent of Days	
	Absent	Tardy
SFSI MV students	9.3 %	10.3 %
Other MV students	8.8 %	6.7 %
Statistically significant difference?	No	Yes



King County Housing Authority MTW Rent Reform Final Impact Analysis Report

March 18, 2014

Report Structure

- **Introduction and executive summary**
- Income analysis for work-able population
- Staff time analysis related to recertifications
- Household subsidy and rent analysis for work-able households
- Recommendations
- Appendix

Introduction

- KCHA implemented its WIN Rent policy for work-able families effective November 2011 and its EASY Rent policy for elderly/disabled families in 2008.
- Work-able (WIN Rent) households started to have their rent calculated based on a tiered rent system whereby rents are determined based on income bands (28.5% of the lower edge of each tiered rent band).
- WIN families were placed on a biennial recertification cycle starting in 2011 whereby they receive full recertifications every two years instead of once per year.
- Combining the tiered rent model with biennial recertifications provides an incentive to work-able families to earn more between recertifications, since their rent doesn't change as a result of increases in income in that time period.
- Elderly/disabled (EASY Rent) families simply had their rent calculated on 28.5% of their adjusted income.
- Elderly disabled families were placed on a triennial recertification cycle whereby they receive full recertifications every three years.
- Additional changes included bands for medical and childcare deductions and streamlining of utility allowances.

Executive Summary

- When comparing unique households (those who have continued with HCV or PH from 2010 to 2013), earned income has increased 4.6% annually for HCV work-able households and 7.1% for PH work-able households. These increases far exceed the annual inflation rate of approximately 2% over that timeframe.
- Although a drop in TANF benefits may have been a contributing factor to increased earnings (working to fill income gap), it is difficult to confirm this hypothesis. Other contributing factors could have included WIN rent policy, a general improvement in the local economy, KCHA self-sufficiency activities, etc.
- Earnings are higher (compared to all unique households) for WIN households who have had their second full MTW recertification in which income was verified (November recertification months). Additional analysis should be performed over time to see if this represents a trend.
- Staff time savings related to the recertification process are highest in the HCV program, with roughly 3,000 hours saved annually (equivalent of roughly 1.7 FTEs*) when comparing 2010 to 2013. Efficiencies in income verification and follow-up related to missing items drive much of the time savings.
- KCHA can realize additional staff time savings if off-year adjustments are eliminated. These adjustments nearly mimic the full recertification process with the exception of income and expense verification.
- Average HAP (housing assistance payment) for unique HCV WIN households has remained relatively stable between 2010 and 2013. Average PH rents have also remained relatively stable over that period.

- Introduction and executive summary

- **Income analysis for work-able population**

- Staff time analysis related to recertifications
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- Recommendations
- Appendix

Income Analysis Approach

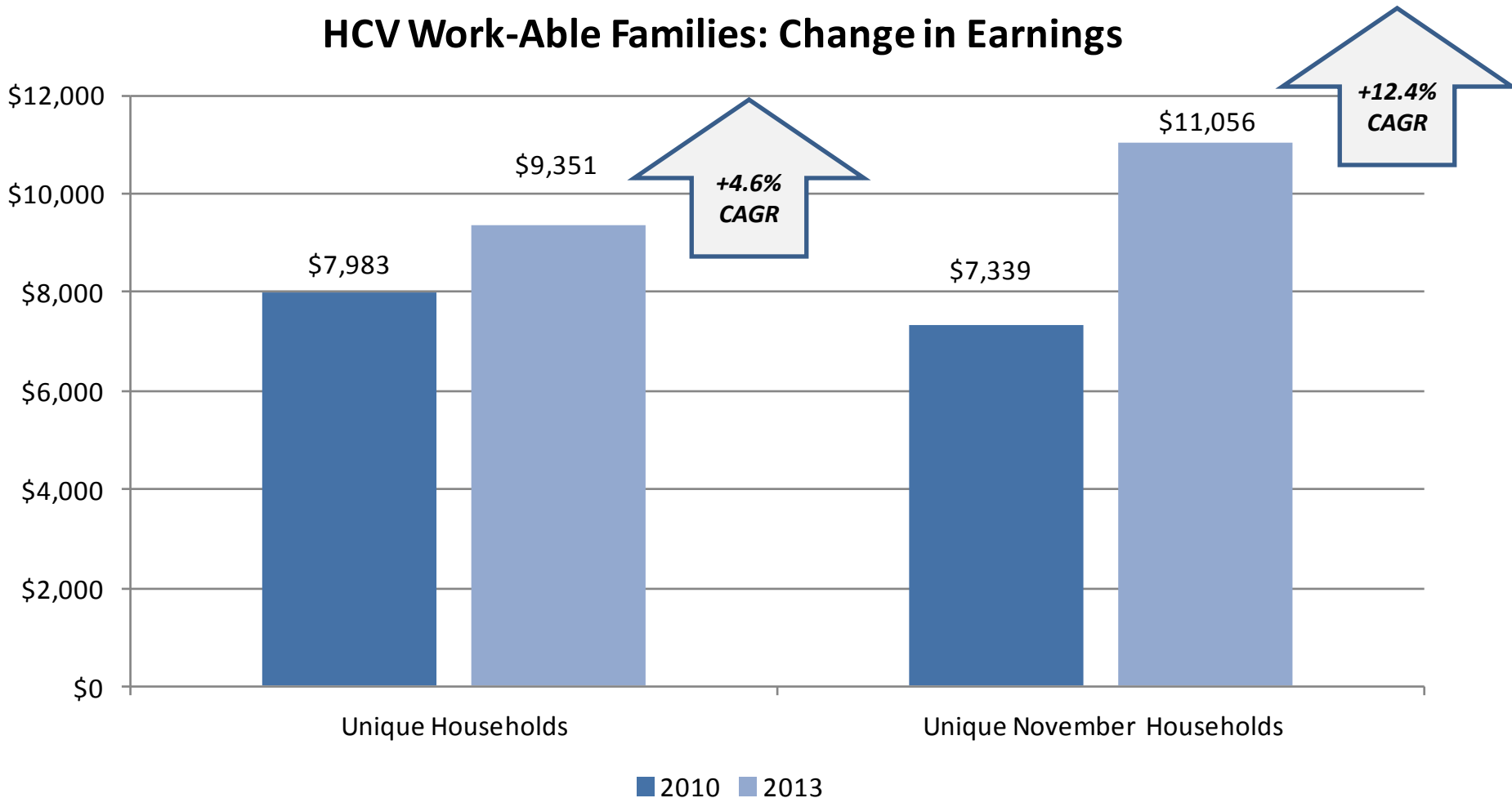
- Household data from MST downloads was run through a model to identify work-able and elderly/disabled populations for both the HCV and PH programs.
- Baseline MST downloads used in the analysis were from 5/27/2010 (HCV) and 6/24/2010 (PH). “Future-state” MST downloads were from 12/12/2013 (HCV & PH).
- Different categories of income including earnings (wages and self-employment), unearned income, and TANF) were identified for work-able families. Total household income was also identified for elderly/disabled families.
- A comparison was made in earnings increases and TANF decreases to understand whether the two may have been correlated.
- In order to “annualize” the changes in income, a compound annual growth rate (CAGR) formula was used. Because the time difference in the MST data downloads was roughly 3.5 years, that was the timeframe used in the CAGR formula.

HCV Income Analysis

- Earnings for unique HCV Work-Able HHs increased 4.6% annually. This increase exceeds the annual inflation rate (which was about 2%) by over 100%.
- However, overall HH income for HCV unique Work-Able HHs increased only .2% annually; the increase in earnings was nearly offset by a 5% annual drop in unearned income.
- A drop in TANF benefits was largely responsible for the drop in unearned income (average annual HCV HH TANF dropped from \$2,106 to \$967 over the 3.5 year period).
- Although the drop in TANF benefits may have been a contributing factor to increased earnings in HCV households, it is difficult to confirm this hypothesis. Other contributing factors could have included a general improvement in the local economy, KCHA self-sufficiency activities, etc.
- Income for unique HCV Elderly/Disabled HHs rose 1.8% annually, roughly in-line with annual COLA adjustments over the same period.

Comparing all unique HCV work-able households yields a 4.6% change; whereas comparing only the unique households with November recert months yields a 12.4% change.

HCV Work-Able Families: Change in Earnings

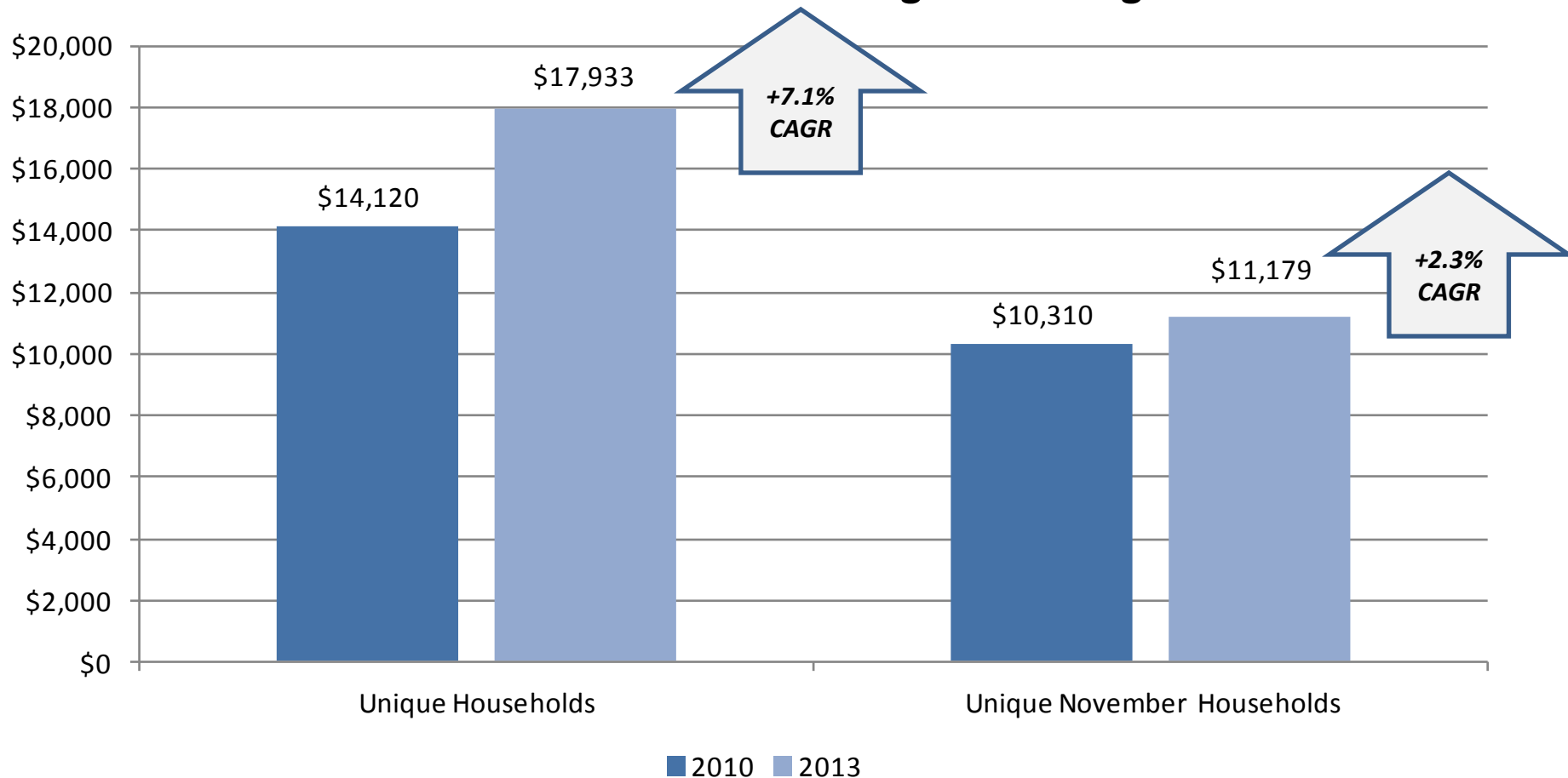


Public Housing Income Analysis

- Earnings for unique PH Work-Able HHs increased 7.1% annually. This increase exceeds the annual inflation rate (which was about 2%) by 300%.
- Earnings for All PH Work-Able HH decreased 5.5% annually. This decrease (compared to the increase for unique HHs) was anticipated as a result of the removal of Flat and Ceiling rents. Many higher income residents (those who had previously benefited by the HA's Flat and Ceiling rents) moved as a result of the increased rents faced with KCHA's new policies.
- Overall HH income for PH unique Work-Able HHs increased 3.3% annually; the increase in earnings was offset by a 6.6% annual drop in unearned income. A drop in TANF was largely responsible for the drop in unearned income.
- Although the drop in TANF benefits may have been a contributing factor to increased earnings in PH households, it is difficult to confirm this hypothesis. Other contributing factors could have included a general improvement in the local economy, KCHA self-sufficiency activities, etc.
- Income for unique PH Elderly/Disabled HHs rose 1.9% annually, roughly in-line with annual COLA adjustments over the same period.

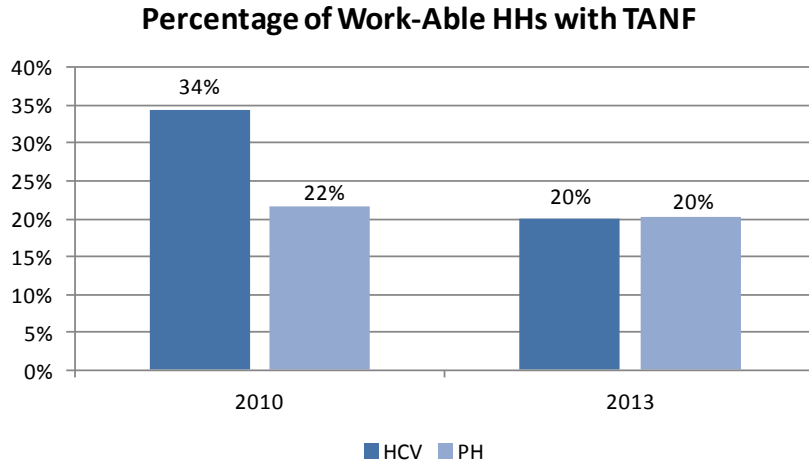
Comparing all unique PH work-able households yields a 7.1% change; whereas comparing only the unique households with November recert months yields a 2.3% change.

PH Work-Able Families: Change in Earnings

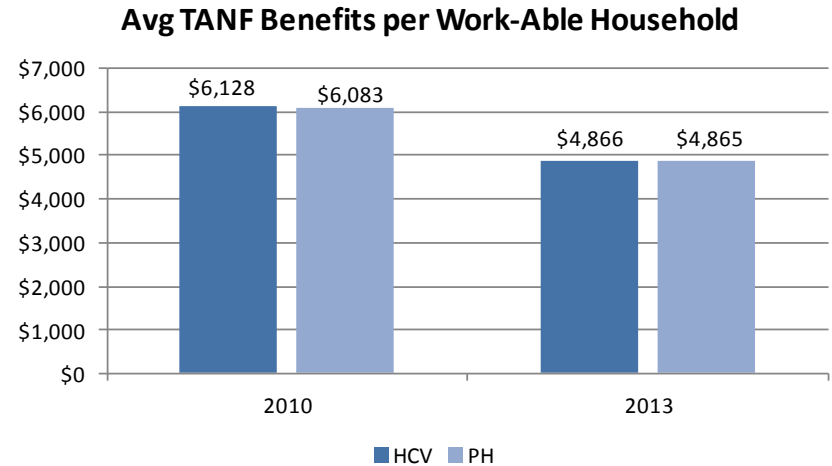


Assessing the Impact of TANF Reductions

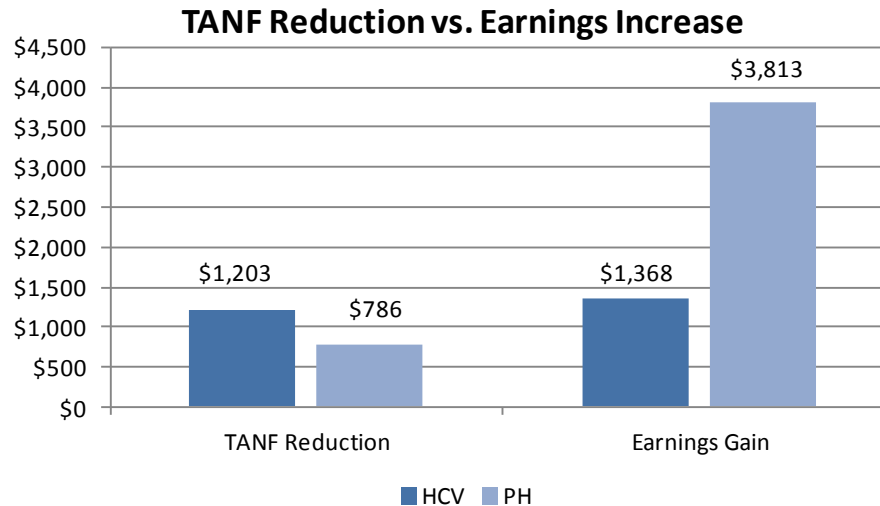
The % of work-able households receiving TANF has decreased since rent reform was implemented...



...and the average amount of TANF per receiving household has decreased.

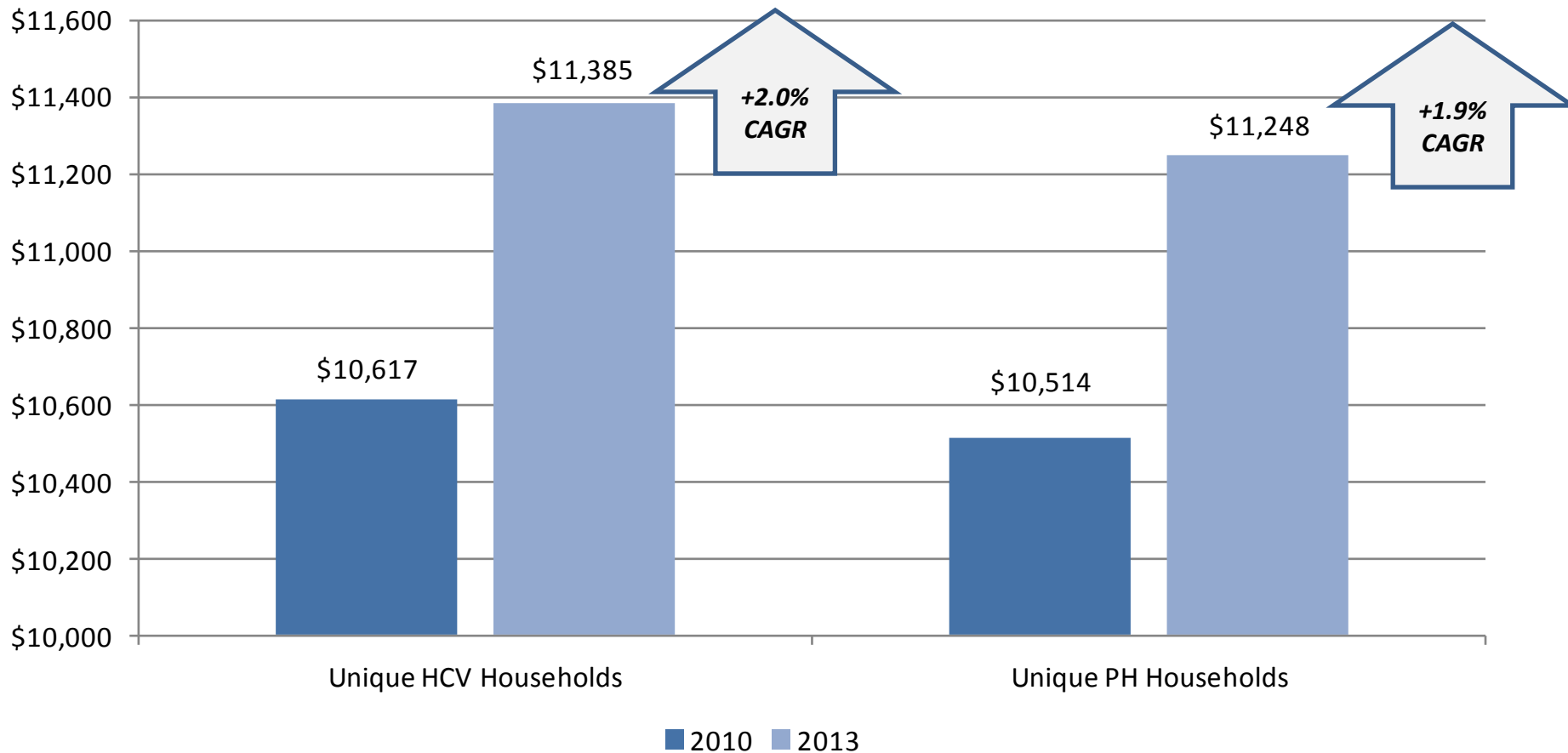


In HCV, the average TANF reduction is similar to the increase in earnings while the earnings increase in PH far outpaces TANF reductions (unique households).



Elderly/Disabled households experienced income changes consistent with federal COLAs (approximately 2% annually).

Elderly/Disabled Families: Change in Income



- Introduction and executive summary
- Income analysis for work-able population

- **Staff time analysis related to recertifications**

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- Recommendations
- Appendix

Recert Staff Time Analysis Approach

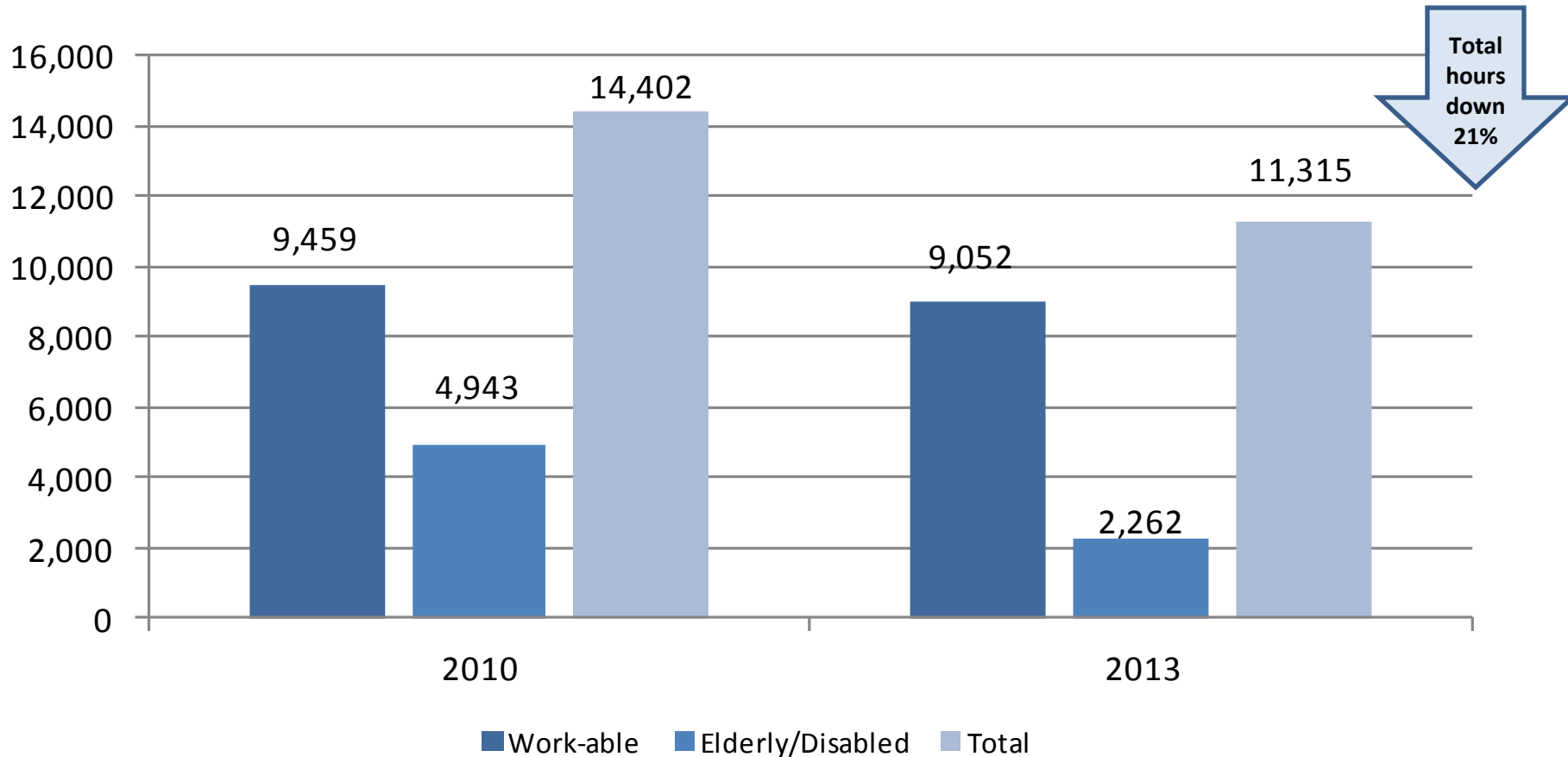
- Interviews to understand HCV staff time spent on recerts and off-year adjustments were conducted on 12/11/13 and again on 2/19/14 to review the preliminary findings.
- Interviews to understand PH staff time spent on recerts and off-year adjustments were conducted on 12/10/13 with PH staff at the following properties: Ballinger, Birch Creek, Boulevard Manor, and Seola Gardens.
- An estimate of the number of recerts and adjustments was made based on the number of vouchers and the MTW implementation schedule. Modeling assumed that EASY Rent households received a full recert in 2010 and an adjustment in 2013; and WIN Rent households received a full recert in both 2010 and 2013.
- Baseline MST downloads used in the analysis were from 5/27/2010 (HCV) and 6/24/2010 (PH). “Future-state” MST downloads were from 12/12/2013 (HCV & PH).
- Populations (work-able and elderly/disabled) were designated by running the aforementioned downloads through a model that used KCHA’s current MTW population definitions.
- A previous recert staff time analysis conducted in 2008 was used as a baseline to calculate any changes that may have resulted from MTW rent reforms.
- This analysis also considers time spent conducting off-year rent adjustments since these have effected the actual time savings.

HCV Recert Time Analysis

- HCV staff time spent processing work-able recerts is down 16% (15 minutes) in 2013 (compared to 2008). Most of the savings is driven by more efficient income verification (8 minutes) and calculation of energy assistance/utility allowance (3 minutes).
- HCV staff time spent processing elderly/disabled recerts is down 49% (41 minutes) in 2013 (compared to 2008). The savings are driven by a reduction in time spent following-up with tenants for missing information (13 minutes), income verification (7 minutes), packet preparation/pull file (5 minutes), medical expense verification (3 minutes), and
- Staff time spent on off-year adjustments (rent adjustments processed for years without a full recertification) processed in 2013 for work-able and elderly/disabled populations nearly mimic the full recert process with the exception of income and expense verification which saves 7 minutes for elderly/disabled recerts and 32 minutes for work-able recerts (including 15 minutes less time for work-able follow-up).
- Note that the total number of HCV families increased by roughly 1,200 between 2013 and 2010 which contributes to total staff time spent on recerts and off-year adjustments.
- Overall HCV staff time spent on recerts and off-year adjustments is down 21% between 2013 and 2010 (approximately 4,800 hours saved).

Including off-year adjustments, total staff time spent on HCV recerts has decreased 21% between 2010 and 2013.

**HCV Recert and Off-Year Adjustment Time (Annual Hours)
2010 vs. 2013**

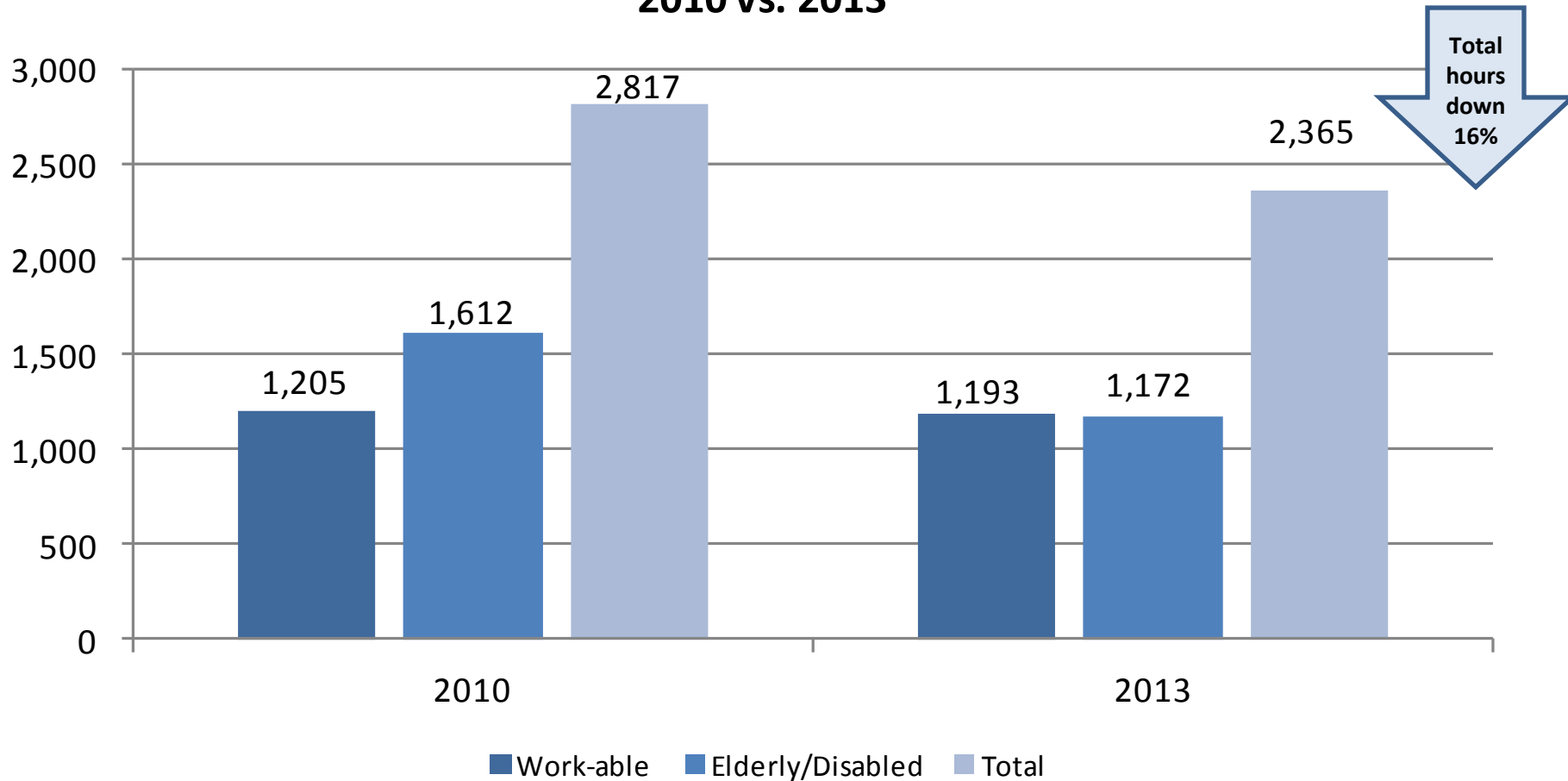


Public Housing Recert Time Analysis

- PH staff time spent processing work-able recerts is down 10% (7 minutes) in 2013 (compared to 2008). Most of the savings is driven by more efficient income verification.
- PH staff time spent processing elderly/disabled recerts is down 18% (13 minutes) in 2013 (compared to 2008). Most of the savings is driven by more efficient income and medical expense verification.
- Staff time spent on off-year adjustments (rent adjustments processed for years without a full recertification) processed in 2013 for work-able and elderly/disabled populations nearly mimic the full recert process with the exception of income and expense verification which saves roughly 10 minutes for both elderly/disabled and work-able recerts.
- Note that the total number of PH families increased by 200 between 2013 and 2010 which contributes to total staff time spent on recerts and off-year adjustments.
- Overall PH staff time spent on recerts and off-year adjustments is down 16% between 2013 and 2010 (approximately 450 hours saved).

Including off-year adjustments, total staff time spent on PH recerts has decreased 16% between 2010 and 2013.

**PH Recert and Off-Year Adjustment Time (Annual Hours)
2010 vs. 2013**



- Introduction and executive summary
- Income analysis for work-able population
- Staff time analysis related to recertifications
- **Household subsidy and rent analysis for work-able households**
- Recommendations
- Appendix

Summary of Rent and HAP Analysis

HCV

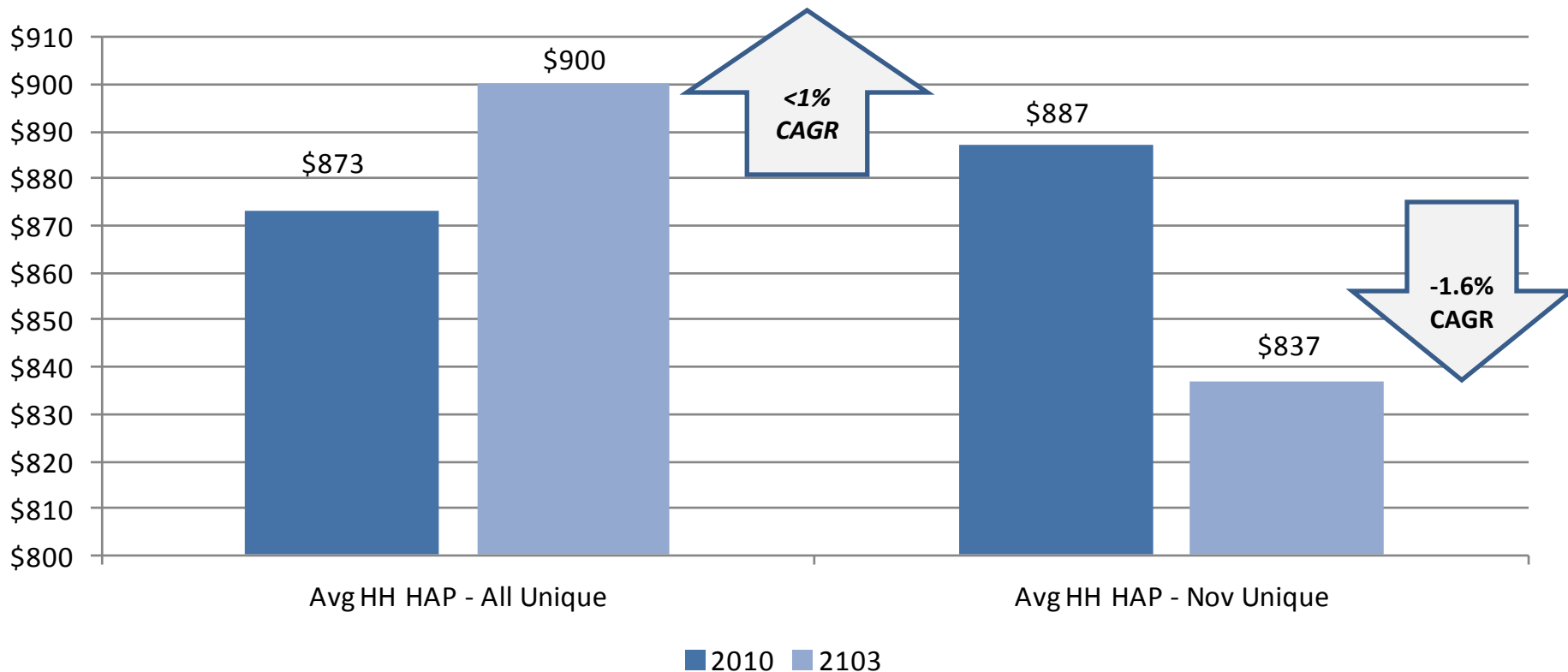
- Average HAP (housing assistance payment) for unique HCV WIN households increased from \$873 to \$900 between 2010 and 2013 (annual change of <1%).
- Average HAP (housing assistance payment) for unique HCV WIN households who have received their second MTW full recertification (November recert months) decreased from \$887 in 2010 to \$837 in 2013 (annual change of -1.6%).
- Average tenant rents for unique HCV WIN households increased from \$266 to \$306 between 2010 and 2013 (annual change of 4.1%).
- Average tenant rents for unique HCV WIN households who have received their second MTW full recertification (November recert months) decreased from \$283 in 2010 to \$363 in 2013 (annual change of 7.4%).

Public Housing

- Average tenant rents for unique PH WIN households increased from \$322 to \$424 between 2010 and 2013 (annual change of 8.2%).
- Average tenant rents for unique PH WIN households who have received their second MTW full recertification (November recert months) decreased from \$318 in 2010 to \$315 in 2013 (annual change of <1%).

HCV Household HAP Analysis

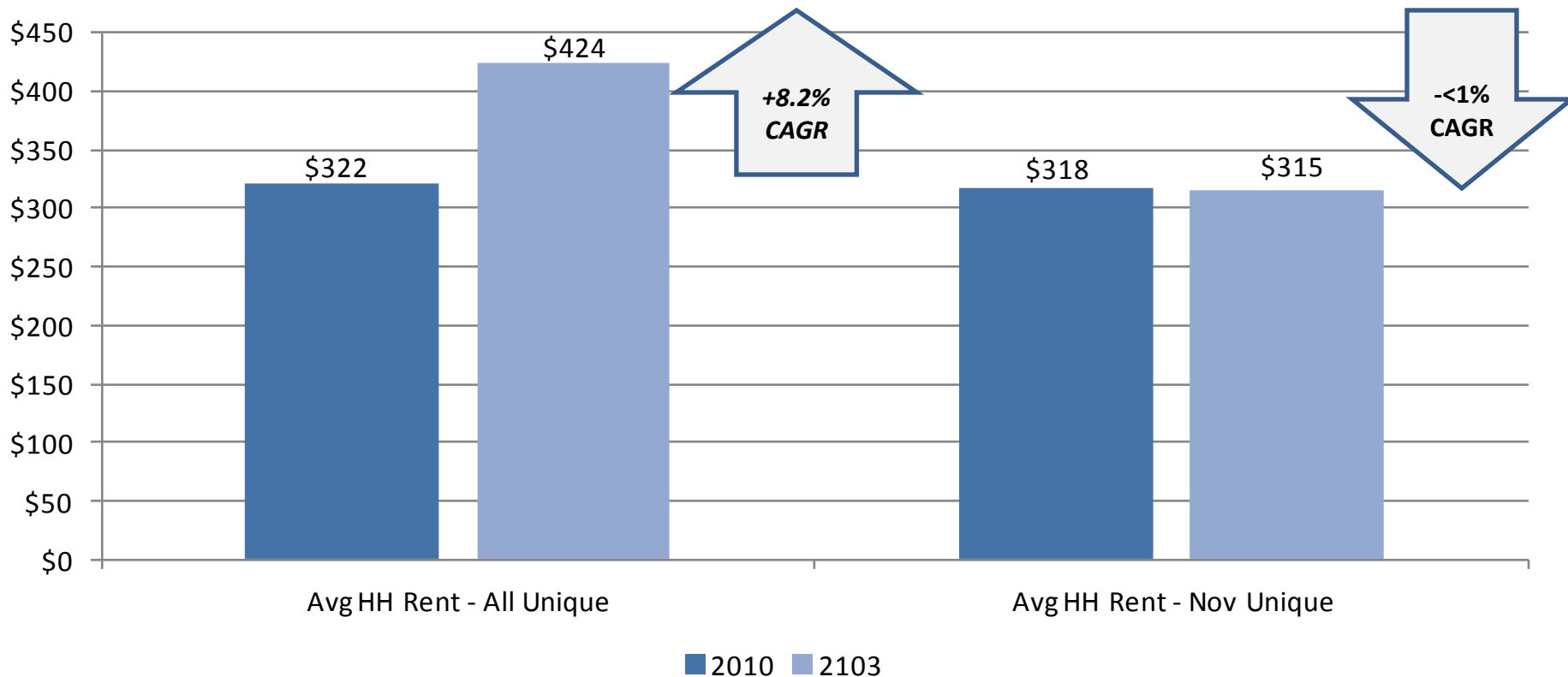
Comparison of Average HCV Household HAP 2010 vs. 2013 (Unique Households)



*Shelter Burden = (Rent+UA)/Gross Income

PH Household Rent Analysis

Comparison of Average PH Household Rent 2010 vs. 2013 (Unique Households)



*Shelter Burden = (Rent+UA)/Gross Income

HAP and Rent Change Details

All S8 Work-Able HHs	2010	2013	Change	CAGR
Avg HH HAP	\$856	\$879	\$23	0.8%
Avg HH Rent	\$287	\$298	\$11	1.1%
S8 Work-Able Unique HHs	2010	2013	Change	CAGR
Avg HH HAP	\$873	\$900	\$27	0.9%
Avg HH Rent	\$266	\$306	\$40	4.1%
S8 Work-Able Nov Recerts Unique HHs	2010	2013	Change	CAGR
Avg HH HAP	\$887	\$837	-\$50	-1.6%
Avg HH Rent	\$283	\$363	\$80	7.4%

All PH Work-Able HHs	2010	2013	Change	CAGR
Avg HH Rent	\$320	\$324	\$4	0.4%
PH Work-Able Unique HHs	2010	2013	Change	CAGR
Avg HH Rent	\$322	\$424	\$102	8.2%
PH Work-Able Nov Recerts Unique HHs	2010	2013	Change	CAGR
Avg HH Rent	\$318	\$315	-\$3	-0.3%

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- Recommendations
- Appendix

Recommendations

Recommendation #1

- **Re-run earned income analysis this May 2014 when 50% of work-able households will have completed their second full recertification under MTW rent reform. This will allow KCHA to assess whether the November increase is the start of a trend or a data anomaly.**
- Justification: Earned income per household is 18% higher (compared to all unique households) for WIN households who have had their second full MTW recertification.

Recommendation #2

- **Begin more rigorous tracking of full recerts and off-year adjustments to fully understand annual variation in work and benefits of reducing adjustments with improved operations and new software application.**
- Justification: It is difficult to differentiate full recerts from off-year adjustments in the current system (MST).

Recommendation #3

- **Eliminate off-year adjustments for the work-able population and automate off-year COLA adjustments for elderly/disabled population with new software.**
- Justification: In 2013, KCHA staff spent approximately 2,300 hours processing off-year adjustments in HCV and 1,200 hours in PH.

Recommendations (Cont.)

Recommendation #4

- Implement “waves” for biennial and triennial recertifications that will allow for even distribution of work by month and year. *Note: this work is currently underway for HCV as part of the caseload optimization project.*
- Justification: KCHA is not realizing the full benefits of biennial and triennial recerts. Actual implementation was done so that all households received full recerts in the same year which leads to spikes in work during the full recert year and lulls in work during off-years.

Recommendation #5

- **Streamline recert packet preparation process in PH.**
- Justification: PH staff currently spend 15 minutes per recert and adjustment (approximately 650 hours in 2013) preparing packets. HCV staff prepare packets on a batch basis and only spend 2-5 minutes preparing packets for each recert or adjustment.

Recommendation #6

- **Execute a survey with work-able households that have realized large increased in earned income to understand the biggest drivers for success.**
- Justification: KCHA can use information related to working success stories in the evolution of its MTW and self-sufficiency policies.

- Introduction and executive summary
- Income analysis for work-able population
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- Recommendations

<ul style="list-style-type: none">• Appendix

November Unique HCV Household Income Analysis

Section 8: Unique Households (contained in 2010 and 2013 downloads) November Recerts Only

Population and Income Categories	2010 Avg HH*	2013 Avg HH*	Total % Change	% CAGR
Work-Able: All Income	\$15,195	\$17,711	16.6%	4.5%
Work-Able: Earnings + Self-Employment	\$7,339	\$11,056	50.6%	12.4%
Work-Able: Income Excl. Earnings & Self-Employment	\$7,855	\$6,656	-15.3%	-4.6%
Elderly/Disabled: All Income	\$10,079	\$10,941	8.5%	2.4%

Public Housing: Unique Households (contained in 2010 and 2013 downloads) November Recerts Only

Population and Income Categories	2010 Avg HH*	2013 Avg HH*	Total % Change	% CAGR
Work-Able: All Income	\$18,590	\$17,367	-6.6%	-1.9%
Work-Able: Earnings + Self-Employment	\$10,310	\$11,179	8.4%	2.3%
Work-Able: Income Excl. Earnings & Self-Employment	\$8,280	\$6,188	-25.3%	-8.0%
Elderly/Disabled: All Income	\$11,209	\$12,164	8.5%	2.4%

ALL and All Unique HCV Household Income Analysis

Section 8: All Households

Population and Income Categories	2010 Avg HH*	2013 Avg HH*	Total % Change	% CAGR
Work-Able: All Income	\$15,428	\$15,190	-1.5%	-0.4%
Work-Able: Earnings + Self-Employment	\$7,700	\$8,945	16.2%	4.4%
Work-Able: Income Excl. Earnings & Self-Employment	\$7,728	\$6,246	-19.2%	-5.9%
Elderly/Disabled: All Income	\$10,579	\$11,273	6.6%	1.8%

Section 8: Unique Households (contained in 2010 and 2013 downloads)

Population and Income Categories	2010 Avg HH*	2013 Avg HH*	Total % Change	% CAGR
Work-Able: All Income	\$15,528	\$15,658	0.8%	0.2%
Work-Able: Earnings + Self-Employment	\$7,983	\$9,351	17.1%	4.6%
Work-Able: Income Excl. Earnings & Self-Employment	\$7,544	\$6,307	-16.4%	-5.0%
Elderly/Disabled: All Income	\$10,617	\$11,385	7.2%	2.0%

ALL and All Unique PH Household Income Analysis

Public Housing: All Households

Population and Income Categories	2010 Avg HH*	2013 Avg HH*	Total % Change	% CAGR
Work-Able: All Income	\$21,998	\$17,985	-18.2%	-5.6%
Work-Able: Earnings + Self-Employment	\$15,790	\$12,971	-17.9%	-5.5%
Work-Able: Income Excl. Earnings & Self-Employment	\$6,208	\$5,014	-19.2%	-5.9%
Elderly/Disabled: All Income	\$10,463	\$10,895	4.1%	1.2%

Public Housing: Unique Households (contained in 2010 and 2013 downloads)

Population and Income Categories	2010 Avg HH*	2013 Avg HH*	Total % Change	% CAGR
Work-Able: All Income	\$20,372	\$22,847	12.1%	3.3%
Work-Able: Earnings + Self-Employment	\$14,120	\$17,933	27.0%	7.1%
Work-Able: Income Excl. Earnings & Self-Employment	\$6,252	\$4,914	-21.4%	-6.6%
Elderly/Disabled: All Income	\$10,514	\$11,248	7.0%	1.9%

TANF Analysis

Section 8: All Households

	2010 TANF Units	2010 Avg TANF	2013 TANF Units	2013 Avg TANF	<i>ALL UNITS</i> 2010 Avg TANF	<i>ALL UNITS</i> 2013 Avg TANF
Work-Able	2,161	\$6,128	1,427	\$4,866	\$2,107	\$968
Elderly/Disabled	347	\$692	319	\$671	\$67	\$55

Section 8: Unique Households (contained in 2010 and 2013 downloads)

	2010 TANF Units	2010 Avg TANF	2013 TANF Units	2013 Avg TANF	<i>ALL UNITS</i> 2010 Avg TANF	<i>ALL UNITS</i> 2013 Avg TANF
Population and Income						
Work-Able	1,672	\$6,221	959	\$4,811	\$2,162	\$959
Elderly/Disabled	276	\$706	277	\$672	\$75	\$72

Public Housing: All Households

	2010 TANF Units	2010 Avg TANF	2013 TANF Units	2013 Avg TANF	<i>ALL UNITS</i> 2010 Avg TANF	<i>ALL UNITS</i> 2013 Avg TANF
Population and Income						
Work-Able	218	\$6,083	225	\$4,865	\$1,314	\$983
Elderly/Disabled	49	\$1,398	38	\$885	\$50	\$23

Public Housing: Unique Households (contained in 2010 and 2013 downloads)

	2010 TANF Units	2010 Avg TANF	2013 TANF Units	2013 Avg TANF	<i>ALL UNITS</i> 2010 Avg TANF	<i>ALL UNITS</i> 2013 Avg TANF
Population and Income						
Work-Able	89	\$6,250	47	\$4,746	\$1,312	\$526
Elderly/Disabled	26	\$1,541	21	\$710	\$47	\$18

Assumed HCV Number of Recerts by Population

HCV Number of Full Recerts & Off-Year Adjustments Performed

	2010	2013	Change	% Change
Work-able	6,285	7,174	889	14.1%
Elderly/Disabled	3,592	3,926	334	9.3%
Total	9,877	11,100	1,223	12.4%

HCV Recert Assumptions

	2010	2013
WIN	6,285	7,174
WIN Full Recerts	6,285	7,174
WIN Off-Year Adj	n/a	0
Eld/Dis	3,592	3,926
Eld/Dis Full Recerts	3,592	0
Eld/Dis Off-Year Adj	n/a	3,926
All HCV	9,877	11,100
ALL Full Recerts	9,877	7,174
ALL Off-Year Adj	n/a	3,926

Analysis of HCV Staff Time for Recerts and Off-Year Adjustments

HCV Full Recert Time (mins)

	2010	2013	Change	% Change
Work-able	90.3	75.7	-14.6	-16.2%
Elderly/Disabled	82.6	41.8	-40.8	-49.4%

HCV Number of Full Recerts Performed

	2010	2013	Change	% Change
Work-able	6,285	7,174	889	14.1%
Elderly/Disabled	3,592	0	-3,592	-100.0%
Total	9,877	7,174	-2,703	-27.4%

HCV Staff Time (Hours) for Full Recerts Performed

	2010	2013	Change	% Change
Work-able	9,459	9,052	-407	-4.3%
Elderly/Disabled	4,943	0	-4,943	-100.0%
Total	14,402	9,052	-5,350	-37.1%

HCV Off-Year Adjustment Time (mins)

	2010	2013	Change	% Change
Work-able	n/a	43.8	43.8	n/a
Elderly/Disabled	n/a	34.6	34.6	n/a

HCV Number of Off-Year Adjustments Performed

	2010	2013	Change	% Change
Work-able	n/a	0	0	n/a
Elderly/Disabled	n/a	3,926	3,926	n/a

HCV Staff Time (Hours) for Off-Year Adjustments Performed

	2010	2013	Change	% Change
Work-able	n/a	0	0	n/a
Elderly/Disabled	n/a	2,262	2,262	n/a
Total	0	2,262	2,262	n/a

Assumed PH Number of Recerts by Population

PH Number of Full Recerts & Off-Year Adjustments Performed

	2010	2013	Change	% Change
Work-able	1,009	1,114	105	10.4%
Elderly/Disabled	1,370	1,465	95	6.9%
Total	2,379	2,579	200	8.4%

PH Recert Assumptions

	2010	2013
WIN	1,009	1,114
WIN Full Recerts	1,009	1,114
WIN Off-Year Adj	n/a	0
Eld/Dis	1,370	1,465
Eld/Dis Full Recerts	1,370	0
Eld/Dis Off-Year Adj	n/a	1,465
All PH	2,379	2,579
ALL Full Recerts	2,379	1,114
ALL Off-Year Adj	n/a	1,465

Analysis of PH Staff Time for Recerts and Off-Year Adjustments

PH Full Recert Time (mins)

	2010	2013	Change	% Change
Work-able	71.6	64.3	-7.4	-10.3%
Elderly/Disabled	70.6	58.1	-12.5	-17.8%

PH Number of Full Recerts Performed

	2010	2013	Change	% Change
Work-able	1,009	1,114	105	10.4%
Elderly/Disabled	1,370	0	-1,370	-100.0%
Total	2,379	1,114	-1,265	-53.2%

PH Staff Time (Hours) for Full Recerts Performed

	2010	2013	Change	% Change
Work-able	1,205	1,193	-12	-1.0%
Elderly/Disabled	1,612	0	-1,612	-100.0%
Total	2,817	1,193	-1,624	-57.6%

PH Off-Year Adjustment Time (mins)

	2010	2013	Change	% Change
Work-able	n/a	54.5	54.5	n/a
Elderly/Disabled	n/a	48.0	48.0	n/a

PH Number of Off-Year Adjustments Performed

	2010	2013	Change	% Change
Work-able	n/a	0	0	n/a
Elderly/Disabled	n/a	1,465	1,465	n/a

PH Staff Time (Hours) for Off-Year Adjustments Performed

	2010	2013	Change	% Change
Work-able	n/a	0	0	n/a
Elderly/Disabled	n/a	1,172	1,172	n/a
Total	0	1,172	1,172	n/a

2013 HCV Recert Process: Work-Able Families

	Process Steps	Relevant % Units	Mins per HH	Pro-rated mins per HH	Responsibility
1	Pulling annual review data from MST	100%	1.0	1.0	Sr HS
2	Prepare packets, run mail merge, and send to tenant and LL	100%	5.0	5.0	HA
3	Pull paper files from file room	100%	1.0	1.0	HA
4	Prepare list of missing items and mail to tenant	75%	25.0	18.8	HA
5	Run EIV and income discrepancy report if relevant	100%	5.0	5.0	HA
6	Run DSHS (TANF, wages, SS/SSI, zero income)	100%	2.0	2.0	HA
7	Verify child support	22%	5.0	1.1	HA
8	Verify wages	42%	15.0	6.3	HA
9	Verify self-employment income	3%	15.0	0.4	HA
10	Verify asset income*	0%	20.0	0.0	HA
11	Verify pension income	1%	0.0	0.0	HA
12	Verifying medical expenses	2%	30.0	0.6	HA
13	Verifying childcare expenses	8%	10.0	0.8	HA
14	Calculate energy assistance	100%	2.0	2.0	HA
15	Calculate effect of pro-rations	1%	15.0	0.2	HA
16	Rent reasonableness check	25%	7.5	1.9	HA
17	Complete rent calculation worksheet	100%	7.5	7.5	Sr HS
18	Enter rent calculation data into MST	100%	7.5	7.5	Sr HS
19	Mail rent change letter to tenant and landlord	100%	7.5	7.5	Sr HS
20	Enter into log, file, return to file room	100%	2.0	2.0	Sr HS
21	Audit files	10%	17.5	1.8	Sr HS
22	Post review Q&A with tenant	18%	20.0	3.5	Sr HS

*Only \$5K threshold for tax credit properties

TOTAL PRO-RATED RECERT TIME (MINS) 75.7

shading indicates n/a or reduced for adjustments

HA MINS 46.0
SR HS MINS 29.8

Off-year adjustment mins 43.8

2013 HCV Recert Process: Elderly/Disabled Families

	Process Steps	Relevant % Units	Mins per HH	Pro-rated mins per HH	Responsibility
1	Pulling annual review data from MST	100%	1.0	1.0	Sr HS
2	Prepare packets, run mail merge, and send to tenant and LL	100%	2.0	2.0	HA
3	Pull paper files from file room	100%	1.0	1.0	HA
4	Prepare list of missing items and mail to tenant	20%	10.0	2.0	HA
5	Run EIV	100%	3.0	3.0	HA
6	Run DSHS	100%	2.0	2.0	HA
7	Verify child support	0%	5.0	0.0	HA
8	Verify wages	1%	15.0	0.2	HA
9	Verify self-employment income	0%	5.0	0.0	HA
10	Verify asset income*	0%	20.0	0.0	HA
11	Verify pension income	6%	5.0	0.3	HA
12	Verifying medical expenses	2%	30.0	0.7	HA
13	Verifying childcare expenses	0%	15.0	0.0	HA
14	Calculate energy assistance	100%	2.0	2.0	HA
15	Calculate effect of pro-rations	0%	15.0	0.0	HA
16	Rent reasonableness check	15%	7.5	1.1	HA
17	Complete rent calculation worksheet	100%	7.5	7.5	Sr HS
18	Enter rent calculation data into MST	100%	7.5	7.5	Sr HS
19	Mail rent change letter to tenant and landlord	100%	7.5	7.5	Sr HS
20	Enter into log, file, return to file room	100%	2.0	2.0	Sr HS
21	Audit files	10%	17.5	1.8	Sr HS
22	Post review Q&A with tenant	2%	10.0	0.2	Sr HS

*Only \$5K threshold for tax credit properties

TOTAL PRO-RATED RECERT TIME (MINS) 41.8

shading indicates n/a or reduced for adjustments

HA MINS 15.4
SR HS MINS 26.5

Off-year adjustment mins 34.6

2013 PH Recert Process: Work-Able Families

PH WIN Rent Families

	Process Steps	Relevant % Units	Mins per HH	Pro-rated mins per HH	Responsibility
1	Pulling annual review data from MST	100%	2	2.0	PMS
2	Assembling annual review packets and mail/post; verify family comp; schedule inspection	100%	15	15.0	PMS
3	Sending reminder letters (and packets); and follow-up	25%	10	2.5	PMS
4	Make sure forms completed; check sex offender site; parking, send back if incomplete	100%	10	10.0	PMS
5	Run EIV	100%	3	3.0	PMS
6	Run DSHS (if TANF, child support, SSPS); currently running for all HHs	100%	2	2.0	PMS
7	Verify child support	11%	1	0.1	PMS
8	Verify wages with employers	47%	5	2.3	PMS
9	Verify self-employment income	3%	2	0.1	PMS
10	Verify pension income	0%	5	0.0	PMS
11	Verifying asset income	0%	5	0.0	PMS
12	Verifying medical expenses	0%	29	0.0	PMS
13	Verifying childcare expenses	0%	2	0.0	PMS
14	Verifying community service (those who are not exempt)	2%	2	0.0	PMS
15	Verify energy assistance	100%	0	0.0	PMS
16	Completing rent calculation worksheet/enter into MST	100%	8	7.5	PMS
17	Preparing final rent package (lease rider and letter)	100%	5	5.0	PMS
18	Rent change reviewed during inspection (excl. inspection time)	33%	5	1.7	PM
19	Follow-up to get lease rider signed	10%	5	0.5	PMS
20	Certify the file (QA checking numbers match forms/MST, all forms included); sign the 58	100%	10	10.0	PM
21	File away hard copy	100%	2	2.0	PMS
22	Post review Q&A with resident	10%	5	0.5	PM

TOTAL PRO-RATED RECERT TIME (MINS) 64.3

shading indicates n/a or reduced for adjustments

PMS MINS 57.4
PM MINS 12.2

Off-year adjustment mins 54.5

Inspection time 10.0

Incremental Activities

	Relevant % Units	Mins per HH	Pro-rated mins per HH	Responsibility
Verifying parking, registration and insurance	75%	5	3.8	PMS
Scan, index (OnBase) and file	100%	3	3.0	PMS

2013 PH Recert Process: Elderly/Disabled Families

PH EASY Rent Families

	Process Steps	Relevant % Units	Mins per HH	Pro-rated mins per HH	Responsibility
1	Pulling annual review data from MST	100%	1	1.0	PMS
2	Assembling annual review packets and mail/post; verify family comp; schedule inspection	100%	15	15.0	PMS
3	Sending reminder letters (and packets); and follow-up	15%	10	1.5	PMS
4	Make sure everything is there; check sex offender site; send back if incomplete	100%	5	5.0	PMS
5	Run EIV	100%	5	5.0	PMS
6	Run DSHS (if GAU or SS Supplement)	50%	5	2.5	PMS
7	Verify child support	0%	5	0.0	PMS
8	Verify wages with employers (1/2 of working families)	4%	5	0.2	PMS
9	Verify self-employment income	0%	5	0.0	PMS
10	Verify pension income	23%	6	1.4	PMS
11	Verifying asset income	1%	15	0.1	PMS
12	Verifying medical expenses	4%	20	0.8	PMS
13	Verifying childcare expenses	0%	0	0.0	PMS
14	Verifying community service (nearly all are exempt)	0%	0	0.0	PMS
15	Verify energy assistance	100%	0	0.0	PMS
16	Completing rent calculation worksheet/enter into MST	100%	5	5.0	PMS
17	Preparing final rent package (lease rider and letter)	100%	5	5.0	PMS
18	Rent change reviewed during inspection (excl. inspection time)	100%	5	5.0	PM
19	Follow-up to get lease rider signed	15%	15	2.3	PM
20	Certify the file (QA checking numbers match forms/MST, all forms included); sign the 58	100%	6	6.0	PM
21	File away hard copy	100%	2	2.0	PMS
22	Post review Q&A with resident	5%	5	0.3	PM

TOTAL PRO-RATED RECERT TIME (MINS) 58.1



shading indicates n/a or reduced for adjustments

PMS MINS 46.8
PM MINS 11.3

Off-year adjustment mins 48.0

Inspection time 5.0

Incremental Activities

	Relevant % Units	Mins per HH	Pro-rated mins per HH	Responsibility
Verifying parking, registration and insurance	0%	5	0.0	PMS
Scan, index (OnBase) and file	100%	5	5.0	PMS

2008 HCV Recert Time Analysis*

HCV Elderly/Disabled				
Process Steps	Relevant % Units	Time	Weighted Mins	Responsibility
Pull data from MST	100%	3.0	3.0	HA
Prepare and mail annual review packets	100%	5.0	5.0	HA
Find files for annual reviews	100%	5.0	5.0	HA
Fax letters to inspectors if landlord has indicated rent increase	50%	10.0	5.0	HA
Sending reminders and follow-ups: wave 1	50%	10.0	5.0	HA
Sending reminders and follow-ups: wave 2	25%	30.0	7.5	HA
Sending reminders and follow-ups: wave 3	10%	30.0	3.0	HA
Verify income in systems and via communications	100%	10.0	10.0	HA
Send follow-up letters for income verification	25%	10.0	2.5	HA
Verify reported assets	1%	2.0	0.0	HA
Verify reported medical expenses	17%	15.0	2.6	HS
Determine new utility allowance	100%	5.0	5.0	HS
Check/fix completed packet for errors and calculate rent	50%	30.0	15.0	HS
Prepare final package	100%	10.0	10.0	HS
File final forms	100%	3.0	3.0	HS
Answer questions from residents	20%	5.0	1.0	HS
Total Minutes			82.6	

HCV Work-Able				
Process Steps	Relevant % Units	Time	Weighted Mins	Responsibility
Pull data from MST	100%	3.0	3.0	HA
Prepare and mail annual review packets	100%	5.0	5.0	HA
Find files for annual reviews	100%	5.0	5.0	HA
Fax letters to inspectors if landlord has indicated rent increase	50%	10.0	5.0	HA
Sending reminders and follow-ups: wave 1	50%	10.0	5.0	HA
Sending reminders and follow-ups: wave 2	25%	30.0	7.5	HA
Sending reminders and follow-ups: wave 3	10%	30.0	3.0	HA
Verify income in systems and via communications	100%	20.0	20.0	HA
Send follow-up letters for income verification	25%	10.0	2.5	HA
Verify reported assets	1%	2.0	0.0	HA
Verify reported medical expenses	2%	15.0	0.3	HS
Determine new utility allowance	100%	5.0	5.0	HS
Check/fix completed packet for errors and calculate rent	50%	30.0	15.0	HS
Prepare final package	100%	10.0	10.0	HS
File final forms	100%	3.0	3.0	HS
Answer questions from residents	20%	5.0	1.0	HS
Total Minutes			90.3	

*low time estimates per task used from 2008 low/high analysis since high estimates were more likely outlier situations

2008 PH Recert Time Analysis*

PH Elderly/Disabled				
Process Steps	Relevant % Units	Time	Weighted Mins	Responsibility
Pulling annual review data from MST	100%	3.00	3.0	PM/HA
Checking MST data against cards	100%	1.00	1.0	PM/HA
Assembling annual review packets	100%	15.00	15.0	PM/HA
Sending reminders and follow-ups	15%	5.00	0.8	PM/HA
Verifying SS, SSI, other income	100%	10.00	10.0	PM/HA
Verifying asset income	15%	5.00	0.8	PM/HA
Verifying medical expenses	17%	30.00	5.1	PM/HA
Completing rent calculation form/enter into MST	100%	15.00	15.0	PM/HA
Preparing final rent package	100%	10.00	10.0	PM/HA
Reviewing new rental agreement with tenant	100%	5.00	5.0	PM/HA
Filing final signed forms	100%	5.00	5.0	PM/HA
Total			70.6	

PH Work-Able				
Process Steps	Relevant % Units	Time	Weighted Mins	Responsibility
Pulling annual review data from MST	100%	3.00	3.0	PM/HA
Checking MST data against cards	100%	1.00	1.0	PM/HA
Assembling annual review packets	100%	15.00	15.0	PM/HA
Sending reminders and follow-ups	20%	10.00	2.0	PM/HA
Verifying SS, SSI, other income	100%	15.00	15.0	PM/HA
Verifying asset income	5%	5.00	0.2	PM/HA
Verifying medical expenses	1%	30.00	0.4	PM/HA
Completing rent calculation form/enter into MST	100%	15.00	15.0	PM/HA
Preparing final rent package	100%	10.00	10.0	PM/HA
Reviewing new rental agreement with tenant	100%	5.00	5.0	PM/HA
Filing final signed forms	100%	5.00	5.0	PM/HA
Total			71.6	

*low time estimates per task used from 2008 low/high analysis since high estimates were more likely outlier situations

King County Housing Authority

WHITE CENTER EDUCATION INITIATIVE

BASELINE ANALYSIS

MARCH 2014





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CONTENTS

WHITE CENTER EDUCATION INITIATIVE	1
The Partners.....	1
About this Report	2
BACKGROUND & CONTEXT	2
White Center.....	2
KCHA Students Attending Highline Public Schools	4
Data Sharing and Analysis.....	5
The White Center Education Initiative Work Team	6
SUMMARY OF FINDINGS	8
KCHA STUDENTS IN WHITE CENTER	10
EDUCATION & ACADEMIC ACHIEVEMENT	15
Highline Public Schools.....	15
Early Literacy	16
SUBJECT AREA PROGRESS	20
Reading.....	20
Math.....	26
Science.....	31
BEHAVIOR & ATTENDANCE.....	33
Behavior	33
Attendance	35
CONCLUSIONS & IMPLICATIONS FOR STRATEGIC INTERVENTIONS	37



WHITE CENTER EDUCATION INITIATIVE

The White Center Education Initiative is a placed-based effort to increase the academic and life outcomes of children and youth living in federally subsidized housing in White Center, an unincorporated area of King County. Ultimately, the Initiative aims to support children and families for academic success so they can have the same opportunities and choices available to their classmates, breaking the cycle of poverty that can otherwise persist for generations.

The Initiative brings together Highline Public Schools and service providers to coordinate housing, education, and services to meet common goals and outcomes. These partners are committed to the Vision that all children meet reading standard at the end of third grade, seeing this as a critical foundation for success throughout the remaining school years. In its first year, the partners have identified the following goals to achieve this Vision:

- Improve connections and coordination among providers and the school district.
- Create a community focus on reading.
- Implement targeted reading supports for children kindergarten through third grade.
- Reduce the percentage of children who are chronically absent.

About this Report

This report provides a baseline picture of the academic performance of children living in KCHA-supported housing to answer the question: How are KCHA students performing relative to their peers in school? The analysis uses data from the 2010-11 and 2011-12 school years, the two school years prior to the establishment of the Initiative's goals and workplan. While preliminary pilot programs were being conducted during this time, the analysis is considered a baseline assessment of how students were doing prior to the full implementation of the Initiative. Future analysis will assess the impact of the Initiative and inform on-going refinement of strategies to better support KCHA students' success in school.

BACKGROUND & CONTEXT

White Center

The White Center neighborhood is located in unincorporated King County between Seattle and Burien. White Center has a strong neighborhood feel, defined by a "main street" with original historical buildings constructed between 1912 and 1933. It is a small, inner-ring suburban community that has grown much poorer and more diverse over the last few decades. Today, the community is highly diverse and is home to many refugee and immigrant families who have set up businesses and established relationships with their friends, neighbors, customers, and classmates within the community.

KCHA supports the housing needs of some of White Center's most vulnerable families through the development of affordable housing communities and the provision of voucher-based supports such as Section 8 vouchers, which subsidize the rental of privately owned housing.

The recently developed community known as Greenbridge is a comprehensive redevelopment of an old public housing site. Since the early 2000s, more than \$250 million in public and private funding has been invested to create a vibrant, diverse, and environmentally sustainable mixed-income community. In addition

YWCA Learning Center



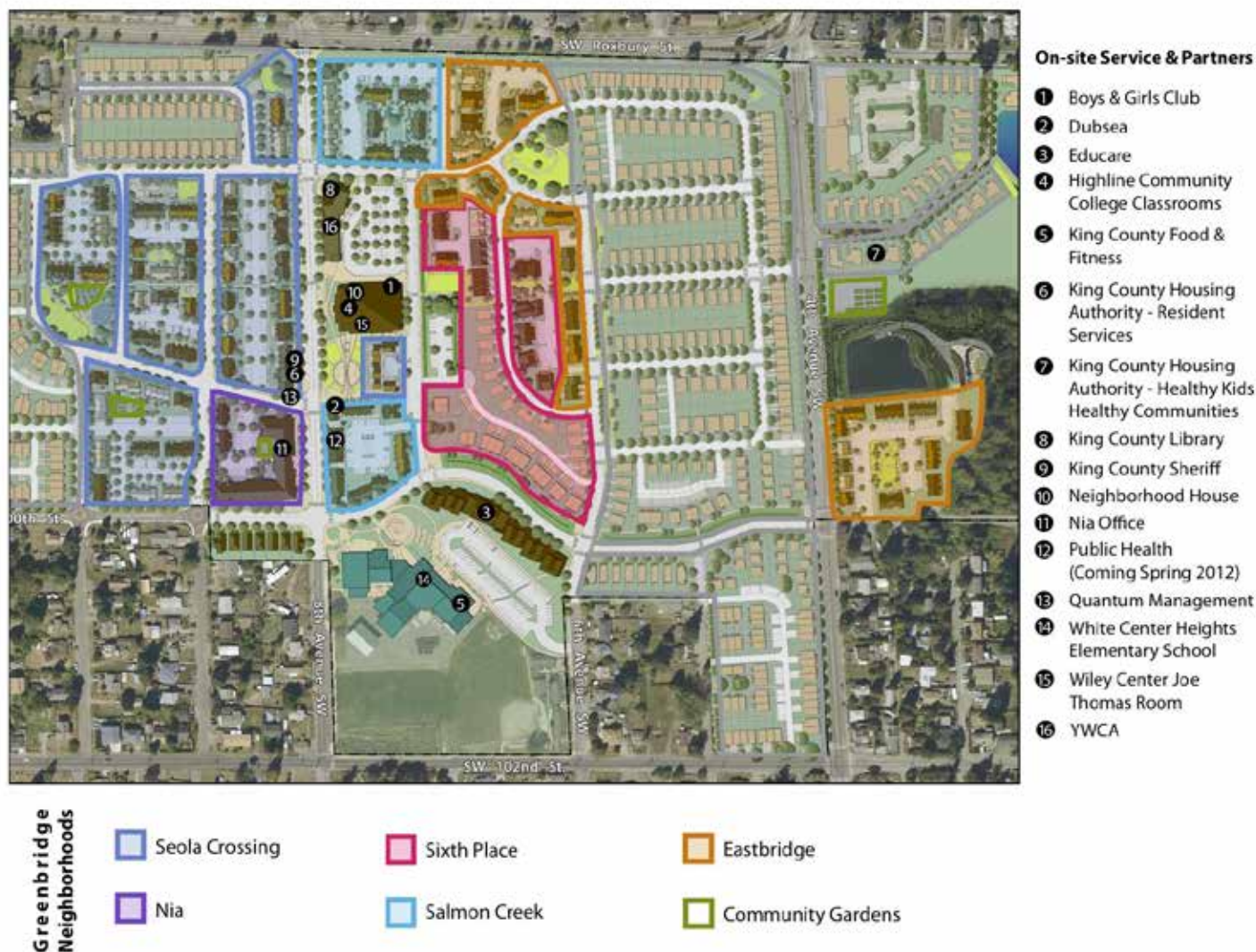
Educare Early Learning Facility



to improved and diversified housing options, the Greenbridge Vision includes an emphasis on education and long-term economic prosperity for residents. The physical redevelopment includes a new elementary school building, the redevelopment of a community center, the addition of an early education facility, and a new public library branch. Together these facilities provide the necessary infrastructure to support education and advancement opportunities for all residents.

The White Center Education Initiative supplements these infrastructure investments with a powerful vision and strategies to improve the academic achievement of all children residing in the Greenbridge community, as well as nearby Seola Gardens and Arbor Heights. The Initiative brings together King County Housing Authority, Highline Public Schools, and on-site services providers to align goals and coordinate efforts to support the academic success of KCHA children and families.

Greenbridge Site Plan



Source: King County Housing Authority, 2012

KCHA Students Attending Highline Public Schools

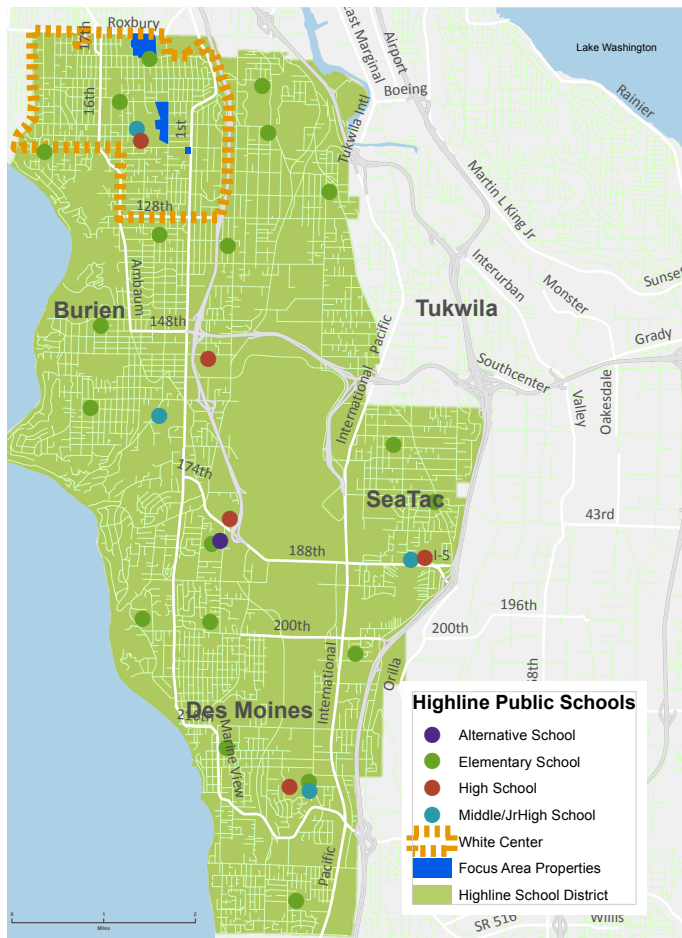
This document distinguishes between two groups of children and youth who live in federally subsidized housing in White Center: Focus Area and Section 8 students.

Focus Area Students

Nearly 500 children and youth live in the Initiative's Focus Area: three housing communities located in White Center, the northernmost area of Highline Public Schools' service area.

- **Greenbridge.** A new mixed-income community with rent-subsidized and workforce rental units with plans for market-rate housing. Greenbridge includes multiple housing developments with additional services for residents including youth programs, parks, trails, an elementary school, early learning centers, a browsing library, and adult education services.
- **Arbor Heights.** Includes 96 apartments renovated in 2003. Southwest Youth and Family Services is the on-site service provider for after-school and youth programs.
- **Seola Gardens.** The housing complex is being redeveloped to include rental housing as well as units designed for elderly and disabled households. When completely built in 2018, Seola Gardens will feature 177 units of subsidized rental housing and up to 107 for-sale homes.

Highline Public Schools Service Area



KCHA Education Initiative Focus Area



Section 8 Students

The second subset of students include children and youth living in housing that is subsidized by federal Housing Choice Vouchers, also known as Section 8 vouchers. Section 8 vouchers provide purchasing power for families to rent private housing dispersed throughout Highline Public Schools' service area.

Data Sharing and Analysis

The Education Initiative is supported by a data-sharing agreement among King County Housing Authority, Southwest Youth and Family Services, Southwest Boys & Girls Club, and Highline Public Schools. The agreement is compliant with the Family Educational Rights and Privacy Act (FERPA) and allows demographic and housing data to be linked to academic and pre- and after-school participation records. This agreement helps Education Initiative partners understand how students living in KCHA-supported housing are performing, where help is needed, and what targeted strategies will advance their shared goals.

KCHA collects information on residents' family composition, income, race, country of origin, and language spoken at home to support the administration of housing subsidies.

KCHA administrative data identified 2,536 children and youth ages birth to 19 years living in KCHA-supported housing within Highline Public Schools service boundaries. Of these, 496 live in the Focus Area and 2,040 live in market-rate housing subsidized via Section 8 vouchers.

To understand the academic performance of youth living in KCHA-supported housing, it is necessary match the students' KCHA records with Highline Public Schools records. This report is based on data matched for the 2011-12 school year. This is the second time the analysis has been done, with improved matching techniques contributing to higher match rates. The overall match rate for all school-aged children (ages 5 – 19) was 78% and the match rate for the Focus Area was 81%. There are no identified patterns among unmatched students to suggest that the matched sample is biased. We believe variations in data-entry protocols between KCHA and Highline Public Schools are the primary reason that some student records could not be matched.

Educare Facility



The White Center Education Initiative Work Team

The Greenbridge Foundation identified a need for better coordination between housing, education, and community services in early 2012. A core group of people spanning the partner organizations convened shortly thereafter to develop a common plan for addressing the academic achievement gap faced by children living in KCHA-supported communities. The Work Team partners include:

- Childcare Resources
- Highline Public Schools
- King County Housing Authority
- Neighborhood House
- Southwest Youth and Family Services
- Puget Sound Educational Services District
- Southwest Boys & Girls Club
- White Center Community Development Association
- White Center Promise

Over the course of the 18-month planning period, the Work Team established common goals, identified and began testing strategies, and with support of the Road Map Project Region's Race to the Top Grant, developed a three year action plan. The team focused on evidence-based, high-leverage strategies that have the best, demonstrated potential to meet the needs of KCHA students. The Partners worked largely within their current budgets to align and supplement their programming to better coordinate across the community. In January 2014, the Work Team submitted a three-year Action Plan featuring the following four goals:

- Improve connections and coordination among providers and the School District.
- Create a community focus on reading.
- Implement targeted reading supports for children kindergarten through third grade.
- Reduce the percentage of children who are chronically absent.

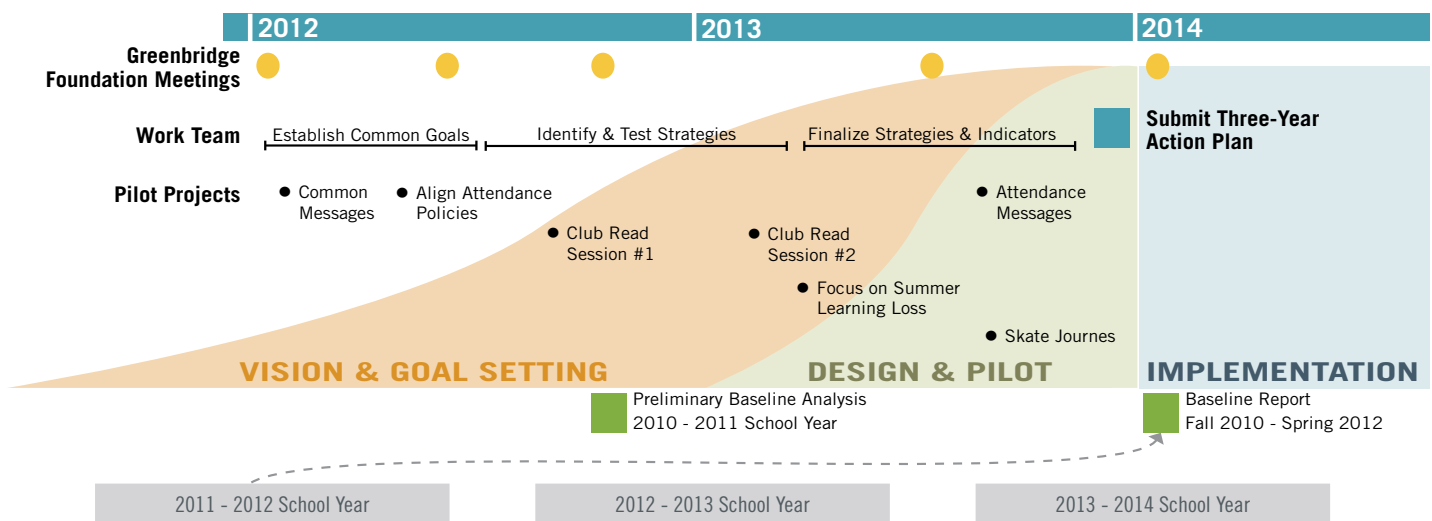
Mount View Elementary School



This report covers the academic achievement of KCHA students in the two school years prior to the establishment of the Work Team (school year 2010-11 and 2011-12). Future analysis, beginning with academic data for the 2012-13 school year, will provide formative evaluation of the Initiative's success and inform ongoing strategy and program development. The timeline below depicts the initial phases of the Initiative including some of the pilot strategies implemented in the Design & Pilot phase. Over the next three years the Partners will implement the strategies and commitments described in the Three-Year Action Plan.

The first goal of the Initiative speaks to the importance of coordination among schools, after-school providers, and the community to support students and families. Through shared goals and coordinated programming, the effect of each individual program can be expanded and enhanced. Like cogs in a gear, each program supports the outcomes in other spheres of a child's life. Throughout the report we will identify relevant goals, strategies, and pilot programs the Initiative is working towards.

White Center Education Initiative Timeline





SUMMARY OF FINDINGS

This report demonstrates that KCHA students face a significant educational achievement gap that — if left unaddressed — will preclude future academic achievement and severely reduce opportunities and choices in these students' lives. Key findings include:

- **Students face many risk factors associated with academic under performance.**

All the Initiative's children face risk factors associated with academic under performance, with many facing multiple risk factors. Students live in very low-income households. In the face of a persistent and destructive disproportionality between the academic success of White students and students of color, the community as a whole is minority-majority. Many families speak languages other than English at home. Finally, while we know that participation in quality early learning programs is an effective way for children who face academic risk to begin school with similar skills as their classmates, only half of 3- and 4-year olds are participating in formal early learning programs.

- **As a group, KCHA children trail their peers in meeting timely benchmarks for early literacy skills and tend to need continued supplementary literacy support.** Early literacy skills are fundamental building blocks for later success in school. Not meeting early literacy benchmarks in a timely way contributes to later academic struggles and puts children on a path of under performance.

- **KCHA students trail their peers in reading.** While students attending Highline Public Schools face severe reading deficiencies in third grade, KCHA students lag behind the District as a whole by 14 percentage points. This reading achievement gap persists over time with students tending to remain below grade level in their reading ability.

- **Fewer than half of KCHA students are meeting grade-level expectations in math.** Students perform on par with state trends in fourth grade, but lose ground by seventh grade and continue to struggle.
- **KCHA students perform behind their peers in science.** KCHA students face an achievement gap of 19 percentage points in fifth grade science, with the gap increasing in eighth grade to 22 percentage points. While scores for Washington State and Highline Public Schools have increased over the past three years, the scores of KCHA students show more mixed results.
- **Suspension rates of students follow national patterns.** KCHA student suspensions follow national patterns, with low rates of suspension in elementary school, and higher rates in middle and high school. The rate of suspension in ninth grade, however, exceeds Road Map Project Region rates.
- **School attendance patterns reflect regional patterns.** While KCHA student attendance patterns are similar to other students in the region, they tend to miss more school than their peers, especially in later grades.

The findings summarized on this page highlight the challenges faced by KCHA students and the importance of the Educational Initiative. The strategies developed and implemented by Initiative partners are designed to support academic performance in early literacy, reading, math, and science, as well as addressing student behavior and attendance. The in-depth data presentations on the following pages also describe these strategic interventions in more detail.





KCHA STUDENTS IN WHITE CENTER

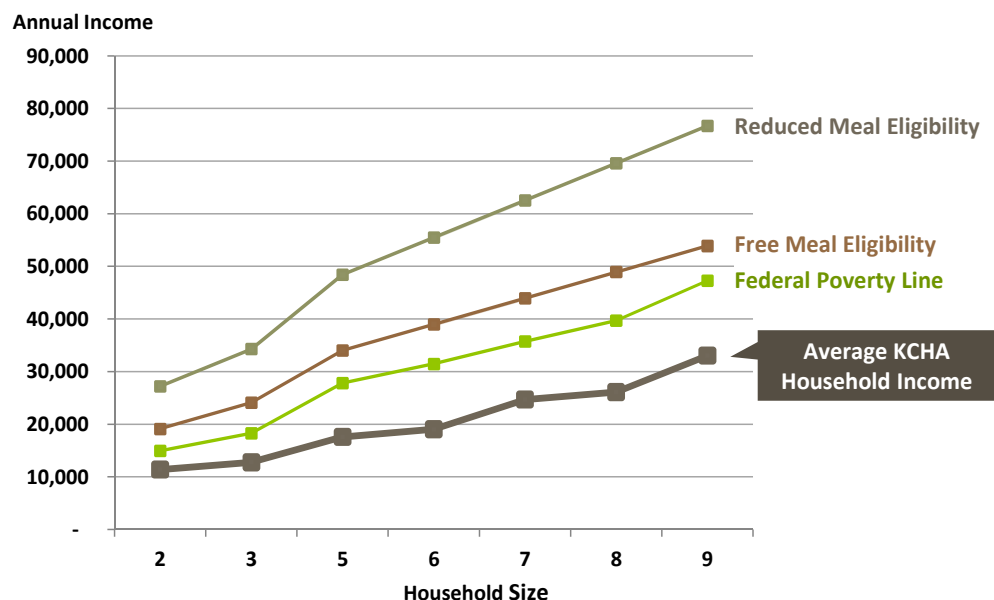
Most children living in KCHA-supported housing communities face many conditions, or risk factors, associated with academic under performance. The risk factors contribute to lower performance on standardized assessments, higher drop out rates, and, ultimately, fewer life opportunities.

Students face many risk factors associated with academic under performance.

All the Initiative's children face risk factors associated with academic under performance, with many facing multiple risk factors. Without changes in the learning environment, many of these children will struggle in or drop out of school and face diminished future opportunities such as college enrollment or access to better-paying jobs. The Education Initiative is focused on meeting the specific needs of KCHA children and families to keep students on track for success in school and career to end the cycle of poverty

This section outlines some of the demographic characteristics of these children and their families that are predictive of academic underachievement.

Exhibit 1
Income Categories of KCHA Families



Students live in very low-income households.

Living in a low-income household is a risk factor associated with lacking basic academic skills and poor school performance. There are many contributing factors including being at higher risk for poor health and nutrition and having few household resources available to students. The children and youth living in KCHA-supported housing and attending Highline Public Schools live in very low-income households, often far below other common measures of poverty.

- 77% of Focus Area children and 81% of children in Section 8 housing live below the federal poverty line.
- 79% of Focus Area children and 82% of Section 8 students live in households earning less than 30% of King County's median family income.
- Highline Public Schools serves populations with very limited resources, the majority of students qualify for federal school-nutrition assistance programs.

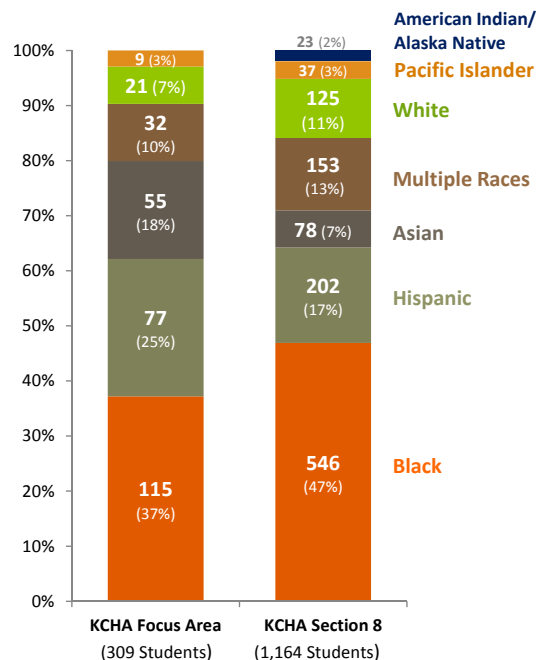
The community is minority-majority.

Today, in King County and across the nation, there is a persistent and destructive disproportionality between the academic success of White students and students of color. This achievement gap profoundly impacts the future opportunities of individual students, as well as whole families, communities, and generations.

Both King County Housing Authority and Highline Public Schools serve highly diverse communities in the Road Map Project Region, a region of national significance in terms of growing suburban diversity and increasing poverty. The Road Map Project is a concentrated effort to improve student achievement in South Seattle and South King County. Within the Road Map Project Region, more than 160 languages are spoken, 66% of K-12 students are not White, and 16% qualify for services for English language support.

The White Center Education Initiative focuses on students living in a particularly racially and ethnically diverse area of Highline Public Schools, a school district in which 75% of K-12 students are a minority race (2011-12 school year). As groups, both the Focus Area and Section 8 students are minority-majority, with White students comprising 7% and 11%, respectively, of the population. The dominant racial and ethnic categories for both groups are Black, followed by ethnically Hispanic and then Asian.

Exhibit 2
Race of KCHA Students, 2012



Communities are complex, with high linguistic and cultural diversity.

Home Language Diversity

In addition to being minority-majority, the complex racial and linguistic diversity of the families living in White Center makes addressing community needs more complex. Rather than adapting information for one ethnic or cultural group, the diversity requires multiple approaches, with sensitivities to multiple linguistic and cultural differences.

Across the Initiative area, the racial and ethnic composition varies by housing community. We determined ethnic and national identities by examining the racial and language characteristics of individual children.

While Seola Gardens and Arbor Heights have majority racial and ethnic groups, Somali and Hispanic respectively, Greenbridge has a non-majority racial mix. Greenbridge also has the greatest number of residents and greatest variation in housing stock and subsidy patterns.

Exhibit 3
Focus Area Linguistic and Ethnic Groups, 2012

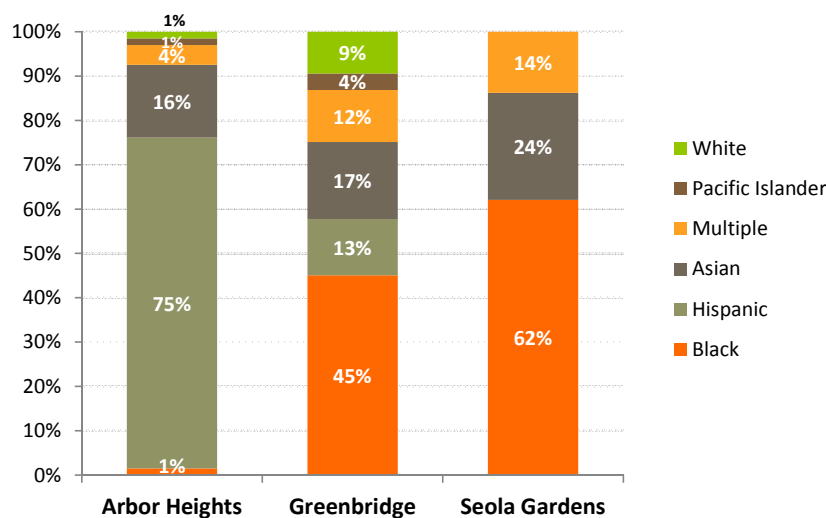
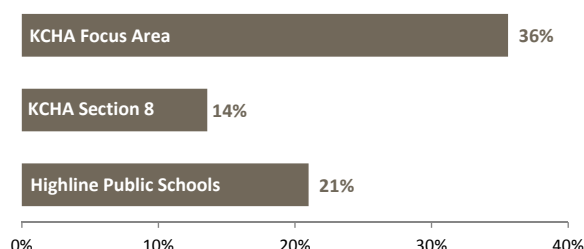


Exhibit 4

Students Qualifying for English Language Development Services



English Language Competence

Exhibit 3 shows the racial and ethnic characteristics of the families living in the Focus Area.

Students who are learning English face challenges in the classroom in keeping pace with the standard curriculum for their grade. Poor English language skills create obstacles to fully participating in school, and may make students hesitant to speak up in class and request assistance.

As shown in **Exhibit 4**, 33% of Focus Area students and 14% of Section 8 students qualify for English Language Development services, compared with just over 20% of the overall Highline Public Schools population.

Only half of 3 and 4 year olds participate in formal early learning programs.

Participation in quality early learning programs is an effective way for children who face academic risk to begin school with similar skills as their classmates. Many of the Initiative's families qualify for programs that target low income children, including Head Start, which has proven to create gains for children as they enter kindergarten.

However, relatively few children ages 3 and 4 participate in any formal early learning programs. In 2011, the White Center Promise Neighborhood survey found that only about one quarter of students participated in formal early learning. In the Fall of 2013, we confirmed that only 14 of 30 (47%) of Focus Area 3 and 4 years olds participate in formal early learning programs:

- Educare – 3 Focus Area students
- Highline Public Schools programs – 8 Focus Area Students
- Head Start at Seola Gardens – 3 Focus Area Students

EDUCATION & ACADEMIC ACHIEVEMENT

Highline Public Schools

Highline Public Schools (HPS) serves more than 18,000 students (October 2012) in portions of Burien, Highline, West Seattle, and White Center. About three-quarters of HPS students are non-White and 22% of students qualify for English Language Learner services.

The majority of KCHA students from the Focus Area attend the schools listed below and summarized in **Exhibit 5**:

- White Center Heights Elementary, K-6: 121 KCHA Focus Area students (representing 20% of students at this school)
- Mount View Elementary, K-6: 52 (8%)
- Cascade Middle 7-8 grades: 50 (9%)
- Health Sciences & Human Services High, 9-12 grades: 28 (7%)
- Technology, Engineering & Communications High, 9-12 grades: 15 (5%)
- Arts & Academics Academy, 9-12 grades: 12 (4%)

Most students from Arbor Heights and Seola Gardens attend Mount View Elementary, while students from Greenbridge attend White Center Heights Elementary.

Exhibit 5
Highline Public Schools Serving KCHA Focus Area Students

	School Enrollment	% FARM Eligible*	Focus Area Students	KCHA % School Enrollment
ELEMENTARY				
White Center Heights Elementary	620	87%	121	20%
Mount View Elementary	612	87%	52	8%
Other schools	-		20	
MIDDLE				
Cascade Middle	551	82%	50	9%
Other schools	-		1	
HIGH				
Health Sciences & Human Services	396	83%	28	7%
Technology, Engineering & Communications	324	78%	15	5%
Arts & Academics Academy	311	78%	12	4%
Other schools	-		8	
Total			307	

*FARM represents the students qualifying for the Federal School Nutrition program Free and Reduced Meals.

Early Literacy

Early literacy is what children know about verbal and nonverbal communication, language, print and letters, and vocabulary before they can actually read and write. Young learners build their reading skills and learn other subjects based on their foundational early literacy skills. We know that children who enter school without the necessary early literacy skills are at a disadvantage in learning to read, and will struggle even further as reading becomes the means to learning other subjects in later grades.

Highline Public Schools administers DIBELS (Dynamic Indicators of Basic Early Literacy Skills) in kindergarten through second grade to assess students' progress on the big ideas of early literacy development. DIBELS is a diagnostic tool that teachers administer three times per year (fall, winter, and spring) to identify children who are "on track" for learning to read, and those who may need additional instructional support to meet reading benchmarks.

DIBELS is not a formal assessment and results may vary between teachers across classrooms and schools. As a result, comparisons across groups must be made with caution.

Despite these limitations, DIBELS data is useful to identify the percent of students who are on track, the percent of students who are making adequate progress, and the percent of students who need additional instructional supports.

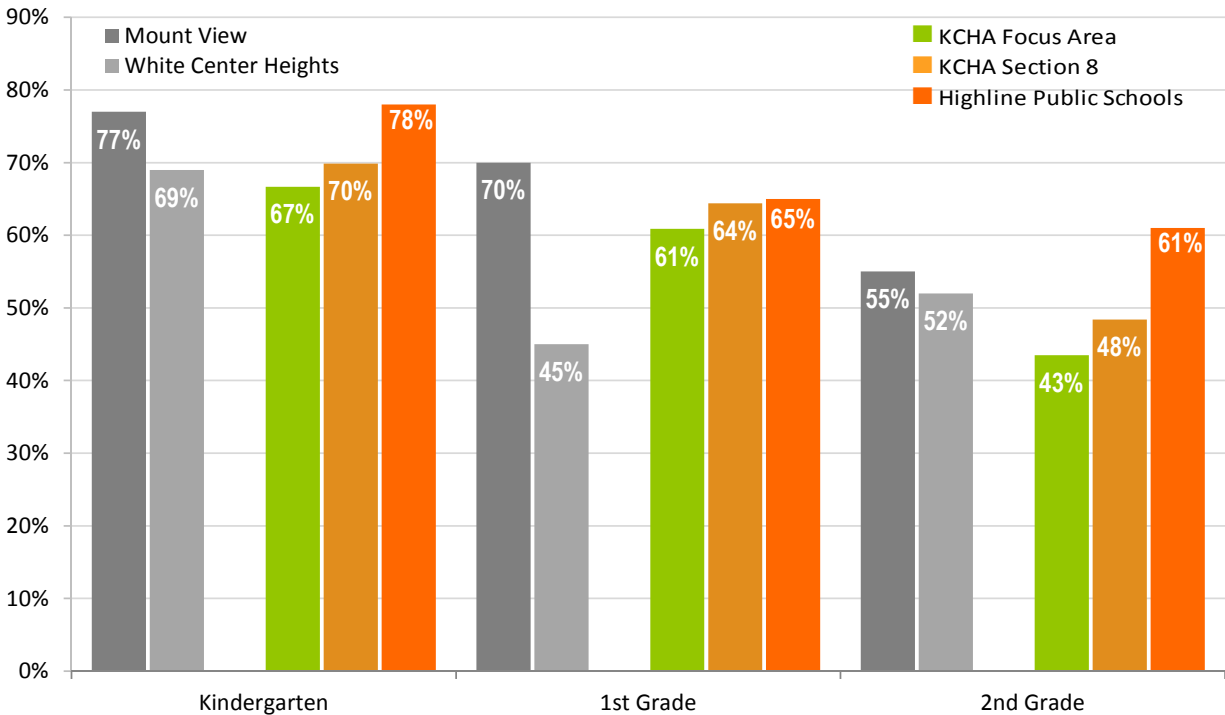
As a group, KCHA children trail their peers in meeting timely benchmarks for early literacy skills.

On the early literacy skills assessment, a smaller proportion of Focus Area students meet reading benchmarks than both Section 8 students and Highline Public Schools students in general. Data from the Spring 2012 assessment finds that kindergarten Focus Area students trail the School District by 11 percentage points. The gap is less for first graders (4 percentage points) and increases again for second graders (18 percentage points). Section 8 students also trail the School District as a whole, but with smaller gaps than the Focus Area.

Exhibit 6 presents the percent of all students who meet grade-level early literacy benchmarks for the two schools that serve Focus Area students, Mount View Elementary and White Center Heights Elementary, as well as KCHA Focus Area, KCHA Section 8, and Highline Public Schools students.

- **Mount View Elementary** students show varying performance relative to the School District as a whole. The proportion of students meeting benchmark was similar to the district rate for kindergarten, exceeded the District for first grade and lagged behind the District for second grade.
- **White Center Heights Elementary** students exhibited a lag compared to the District in all three grades. In kindergarten, White Center Heights Elementary lags the District-wide performance by 9 percentage points; the lag is greater for first graders (20 percentage points) and narrower for second graders (18 percentage points).
- **KCHA Focus Area** students lag both KCHA Section 8 students as well as the District as a whole for all three grades. In kindergarten 67% of KCHA Focus Area students meet grade-level literacy benchmarks. The percent meeting benchmark drops consistently year over year, with less than half (43%) of Focus Area students meeting second grade literacy benchmarks.
- **KCHA Section 8** students exhibit a similar pattern. At the end of kindergarten 70% of KCHA Section 8 students meet grade-level literacy benchmarks. The percentage drops each year, with 48% of second grade Focus Area students meeting benchmark.

Exhibit 6
DIBELS Spring 2012



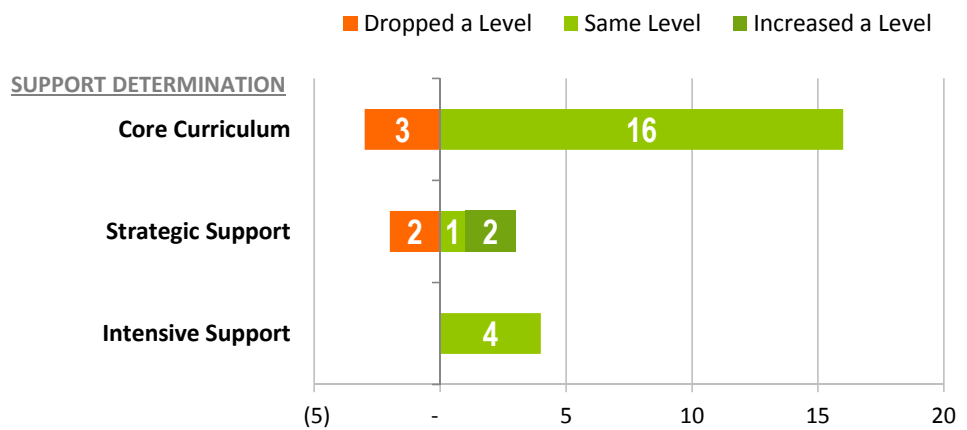
Students tend to continue to need the same or increased levels of literacy support.

To assess the degree to which children are catching up, maintaining progress, or slipping further behind, the analysis looks at the progress made by individual students over two school years on the spring DIBELS assessments. This information is critical to designing individualized strategies to help each student make timely progress in developing literacy skills.

Students who make timely progress and meet grade-level benchmarks are considered “on track” and do not require additional literacy support. For these children, the need for support determination is “core curriculum.” Students who are keeping pace with most basic literacy skills but need targeted support around specific skills are determined to need “strategic support.” Students who are struggling across many of the early literacy skills categories are determined to need “intensive support” to get them back on track for grade-level literacy benchmarks.

Exhibit 7 shows the change in individual students’ needs for literacy support between Spring 2011 and Spring 2012. These data represent the progression from kindergarten to first grade and first grade to second grade (28 children). In general, students who did not need additional literacy support outside the core curriculum in 2011 tended to continue to keep pace with grade-level literacy benchmarks in 2012. Students who needed additional literacy support — either strategic or intensive support — tended to continue to need additional support one year later.

Exhibit 7
Change in Student Need for Literacy Support, Spring 2011 - Spring 2012



The good news is that the majority of students that met early literacy benchmarks in Spring 2011 continued to meet the benchmark in Spring 2012. Of the 19 students who met the benchmark in Spring 2011, only three needed additional support in Spring 2012. Those who did not meet the early literacy benchmarks and were identified as needing strategic or intensive literacy skills support in Spring

2011 had more mixed results. More than half who needed strategic support in Spring 2011 advanced to the core curriculum in Spring 2012, suggesting they benefited from effective classroom interventions and support. However, all students who needed intensive support in Spring 2011 continued to need intensive support in Spring 2012. These students are experiencing a pattern of under performance and are struggling in basic literacy skills. These students will need targeted, intensive supports to get back on track and be prepared for success in later grades.



IMPROVING AWARENESS OF EARLY LITERACY SKILLS

The development of literacy skills begins at birth and these abilities are shaped by the quality of the language and reading environments in which children grow, play, and learn. For this reason, one of the goals of the White Center Education Initiative is to create a community focus on reading.

To ensure KCHA students arrive in kindergarten with the preliteracy skills necessary for success, the Initiative is working to build partnerships within the community to expand and strengthen the ability of everyone to support the language development of children. This includes addressing summer learning loss through coordinated summer-literacy programming, broadening the King County Library System's Story Time to include languages other than English, creating multimedia collateral pieces emphasizing the importance of reading for young students, and incorporating a focus on books and reading into community events and celebrations.



Arrimaha Ugu Sarreeya in Laga Ogaado Ku-guulaysiga Dugsiga!

1. Waalidiintu waa macallinka ugu horreeya ee ilmahooda.

2. Maalin kasta oo dugsii waa muhiim.

- Hubi in ilmahaagu ku joogo dugsiga maalin kasta waqtigiisa.
- Haddii ilmahaagu jirran yahay oo la rabo inuu guriga joogo, wac dugsiga oo ogeysii.

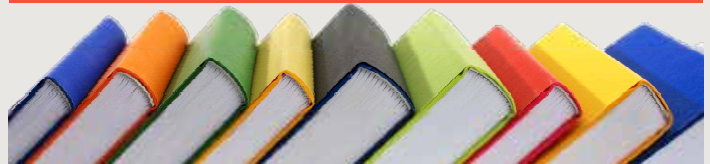
3. Akhrisku wuxu u baahay tamriin maalinle ah—ku dhiirigeli ilmahaaga inuu akhriyo maalin kasta.

- Ka caawi ilmahaaga xirfadaha akhriska oo u hees, sheekooyin uga sheeke, oo la wadaag maadaynta.

4. Filashada waalidku waa muhiim—u sheeg ilmahaaga rajadaada iyo riyadaada aad ka qabto tacliinta.

5. Waxbarashadu waa ka shisheysaa maalinta dugsiga.

- Sii ilmahaaga jawi deggan oo uu wax ku barto.
- Bar ilmahaaga khayraadka yaal ee gargaaraya ilmahaaga.



SUBJECT AREA PROGRESS

As part of the White Center Education Initiative, we track the progress of students living in KCHA-supported housing according to the Road Map Project Region's indicators of on-track academic performance, as well as additional indicators associated with the Initiative's goals. The Road Map Project is a collaborative effort across seven school districts in South King County to address the achievement gap faced by low-income students of color. The Road Map Project established on-track indicators to assess students' progress from cradle to college and career.

The on-track targets are tested measures that predict future student performance, and taken together can demonstrate whether students are on their way to obtaining a degree beyond high school. For example, research by the Annie E. Casey Foundation has demonstrated the link between not meeting third grade reading proficiency standards and ongoing academic difficulties in school, failure to graduate from high school on time, and chances of succeeding economically later in life.¹ Without sufficient progress in the early years of life and school, students are likely to experience academic struggles that lead to economic struggles later in life.

The indicators aligned to the Road Map Project presented here include the percent of students proficient in:

- 3rd grade reading
- 6th grade reading
- 4th grade math
- 7th grade math
- 5th grade science
- 8th grade science

By following these indicators, we can assess the success of KCHA children relative to their peers in South King County. These indicators also support the White Center Education Initiative's goal for school and life success for each child. Over time, these indicators, along with others, will act as the Education Initiative's outcome measures to inform program design and ongoing evaluation.

Reading

Reading is the foundation for learning across all subjects including math, science, and social studies. Beyond deciphering text, literacy is the ability to access, evaluate, and synthesize information — a critical skill for life in the 21st century. Reading ability is necessary for whatever academic or vocational goals one may have.

¹ Annie E. Casey Foundation. 2013. *Early Warning Confirmed: A Research Update on Third-Grade Reading*.

In elementary school, students must transition from learning to read to reading to learn roughly around third grade. In fact third grade reading proficiency is highly predictive of future academic success including high school graduation. Regional and national programs that focus on building better futures for low-income students track third grade reading proficiency as a indicator of performance.

Students across the District face severe reading deficiencies in third grade — a key indicator of future success.

Exhibit 8 presents the results for third and sixth grade reading in Spring 2012. In most cases, more than half of all students, including KCHA students and their peers in Highline Public Schools, do not meet the third grade reading standard. Performance is better in sixth grade, however, even then a full one-third of students do not meet the reading standard.

This is a significant deficiency that left unaddressed will lead to further academic under performance for a generation of students. Highline Public Schools and its partners are working together to improve reading supports and the performance of elementary students. As part of its 2013-17 Strategic Plan, HPS has set a target of having 95% of third grade students meet grade-level standards. The White Center Education Initiative is an active participant in this process, and works to ensure that KCHA children and families receive the support they need for academic success.



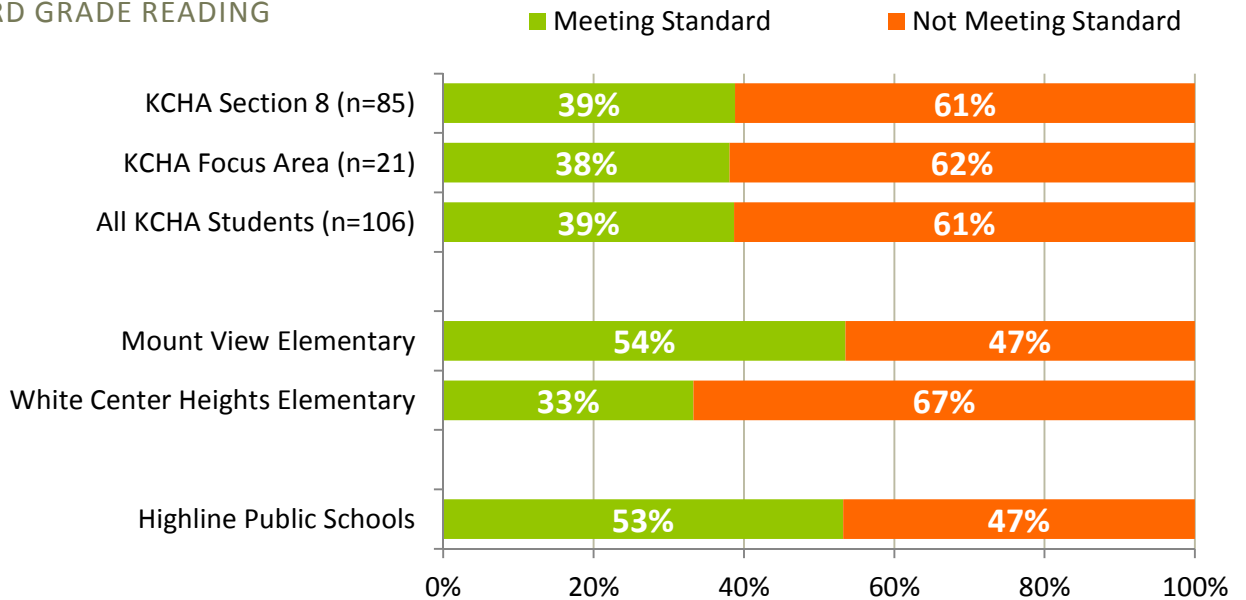
KCHA students trail their peers in reading.

On Washington's standardized test for grade level proficiency, the Measurement of Student Progress (MSP), KCHA students perform behind the District in general. As shown in **Exhibit 8**, in third grade, KCHA students lag behind the District as a whole by 14 percentage points, with only 39% of students reading at standard in the third grade.

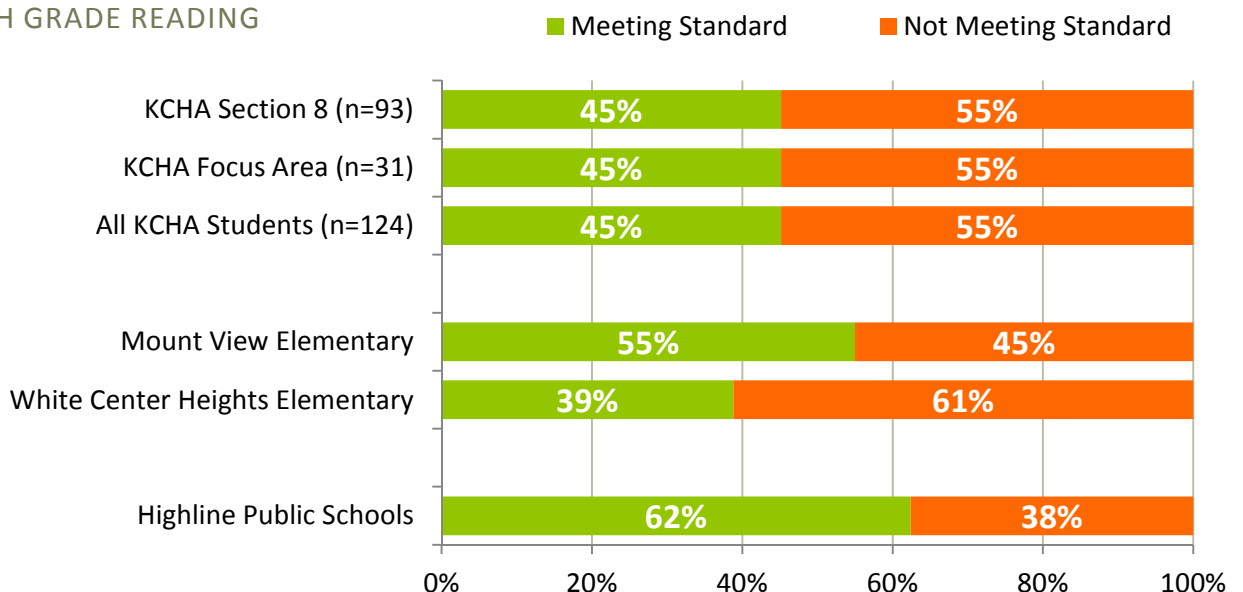
A greater proportion of sixth graders met the reading standard (45%); but, when compared to the District rate, the gap is slightly larger at 18 percentage points.

Exhibit 8
Reading Proficiency, MSP 2012

THIRD GRADE READING



SIXTH GRADE READING



The reading achievement gap persists over time.

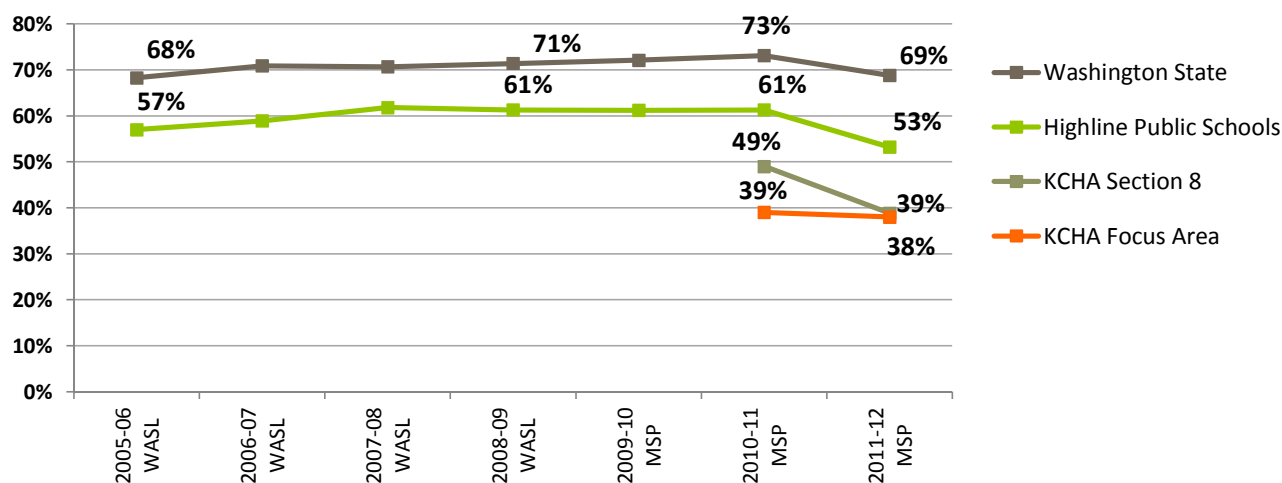
Exhibit 8 examines snap shot data from Spring 2012, while **Exhibit 9** shows trends in reading performance for 2005-06 to 2011-12. While we expect the percentage of KCHA children meeting third grade reading standard to vary from year to year as students move through the system, trends in third and sixth grade reading demonstrate the reading achievement gap persists over time.

Highline Public Schools consistently has a smaller proportion of students meeting grade-level standard than Washington State as a whole in both third and sixth grades. Both groups of KCHA students lag behind their Highline Public Schools peers for the two years for which we have data. In Spring 2011, Focus Area students trailed Highline Public Schools in third grade reading by 22 percentage points and sixth grade reading by 27 percentage points. Section 8 students also trailed their Highline Public School peers, but by a smaller margin.

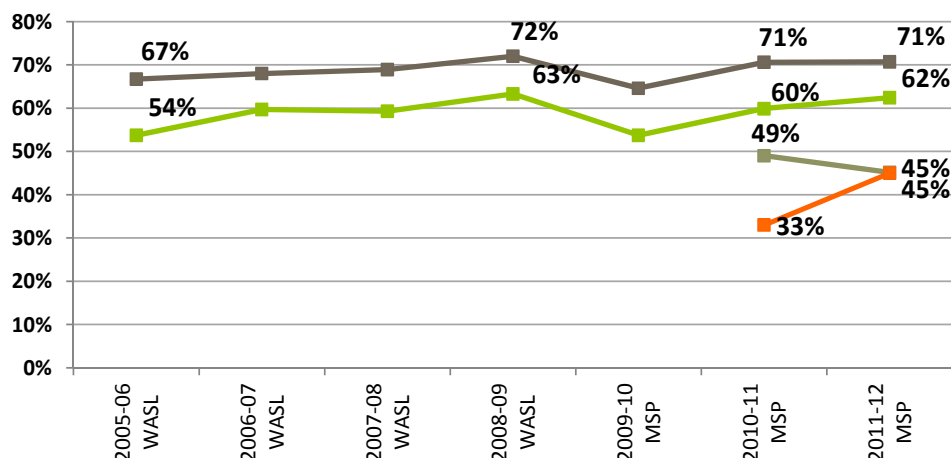
Between 2011 and 2012 all groups saw a drop in the proportion of third grade students meeting standard, with more mixed progress in sixth grade.

Exhibit 9
Trends in Reading

THIRD GRADE READING



SIXTH GRADE READING

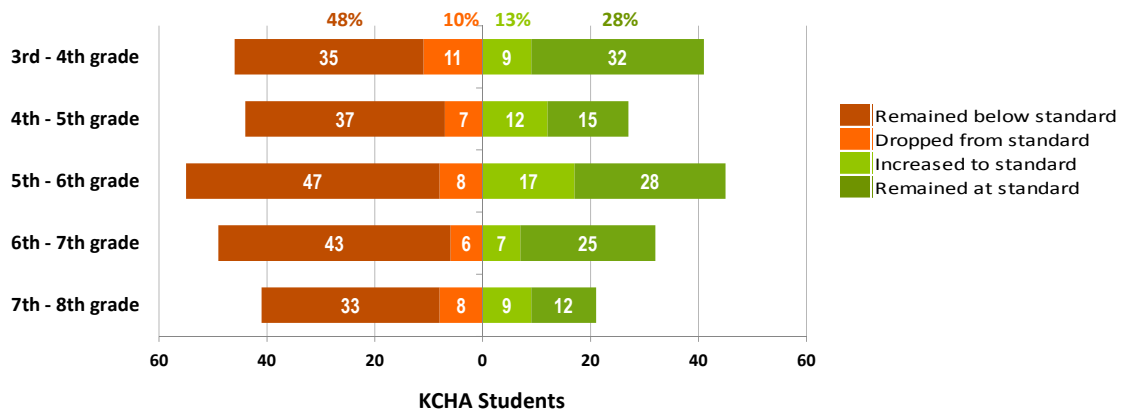


Students not reading at grade level tend to remain below grade level.

Exhibit 10 compares reading performance for individual students over two years. Almost half (48%) of the 403 KCHA students for which we have two years of MSP test data did not meet grade-level standard in both consecutive years. An additional 10% met grade-level standard in the first year, but did not in the second year. Comparatively, a smaller proportion (28%) of students met grade-level expectations in both years and 13% increased to standard in the second year.

This data demonstrates that student performance tends to be consistent over time and that a large proportion of KCHA students are chronically under performing on reading assessments.

Exhibit 10
KCHA Student Reading Performance Change, MSP 2011 - MSP 2012





MEETING INDIVIDUAL STUDENT NEED WITH TARGETED SUPPORT

Not only are many KCHA students not meeting grade-level expectations in reading, some students are as much as two years behind in reading skills. Without quality, targeted interventions, these students have little chance of catching up and will face increasing hardships in school. To address this crisis, a top goal of the White Center Education Initiative is to implement targeted reading supports for children in kindergarten through third grade.

In January 2013, Highline Public Schools, Southwest Boys & Girls Club, and King County Housing Authority partnered to provide an individualized tutoring program for third grade students with reading skills below standard at White Center Heights Elementary. The program serves students who are not meeting grade-level reading expectations and is based on the successful Seattle Team Read model that provides individualized reading support by dedicated teen tutors.

The program is called Club Read and is designed to provide students the assistance they need in the moment, while they are reading. Teen “coaches” volunteer their time to read with elementary students twice a week for ten weeks. Prior to working with their partners, the coaches receive training in reading strategies aligned to classroom instruction and best practices. Working with a coach in a one on one setting, students get a chance to learn new vocabulary, practice their reading skills and strategies with just-right books, and talk about their reading in a low stakes, fun environment.



“When these young students see teens helping them and committing personal time it shows them that reading is valued, that it is important, and raises a level of commitment to a culture of reading in the community.”

—Anne Reece, Principal, White Center Heights Elementary

The partners have conducted two pilot sessions of Club Read. In the first pilot, all KCHA student participants increased their reading with an overall growth of 6 months to 1 year. In the second pilot session, 80% of KCHA students experienced increased reading growth of 1.5 to 2 years.



The partners are committed to extending this successful pilot and have set a White Center Education Initiative goal of having 90% of all KCHA students meeting third grade reading targets.

“I see a lot of improvement because he does more reading...the reading was one on one. It is a good program, we will keep going.”

—A Club Read Parent

Math

Science, Technology, Engineering, and Mathematics (STEM) skills are a critical component of the next generation workforce. STEM education is being embraced as a priority for communities across the country as both a social and economic imperative. Unfortunately, the achievement gap in mathematics between students from low-income and middle-income households is similar to reading—low-income students face an achievement gap that starts early, widens in later grades, and is persistent over time.

Like reading, early math knowledge and skills is predictive of later achievement in math, as well as in other content areas and in overall grade retention.

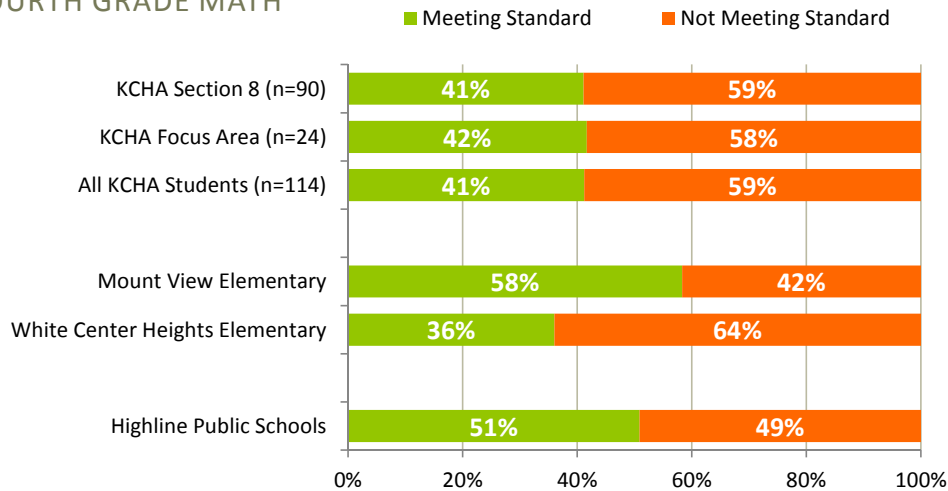
Fewer than half of students are meeting grade-level expectations in math.

In 2012, only 41% of KCHA fourth graders met standard on the fourth grade math proficiency exam, as shown in [Exhibit 11](#). The percentage was similar for both Focus Area and Section 8 students, with students in both groups nearly 10 percentage points behind the general Highline Public Schools population. In seventh grade, the gap is slightly larger, with 13 percentage points separating KCHA students (39% meeting standard) and Highline Public Schools students overall (52% meeting standard).

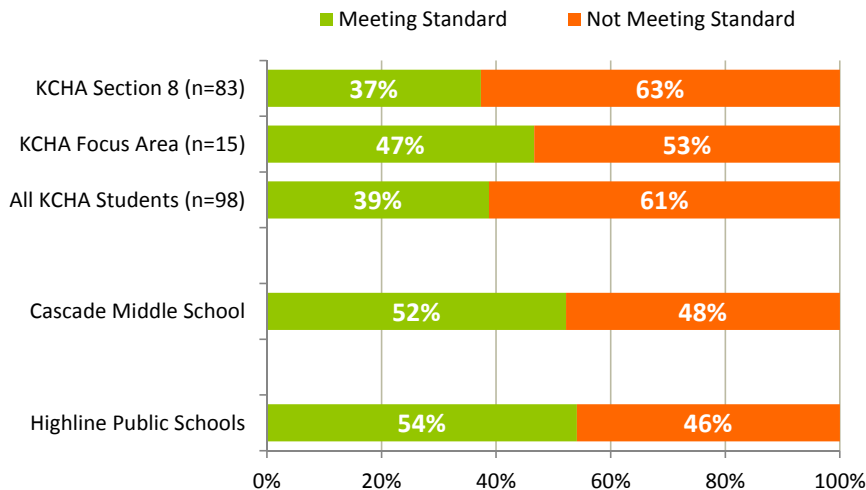


Exhibit 11 Math Proficiency, MSP 2012

FOURTH GRADE MATH



SEVENTH GRADE MATH



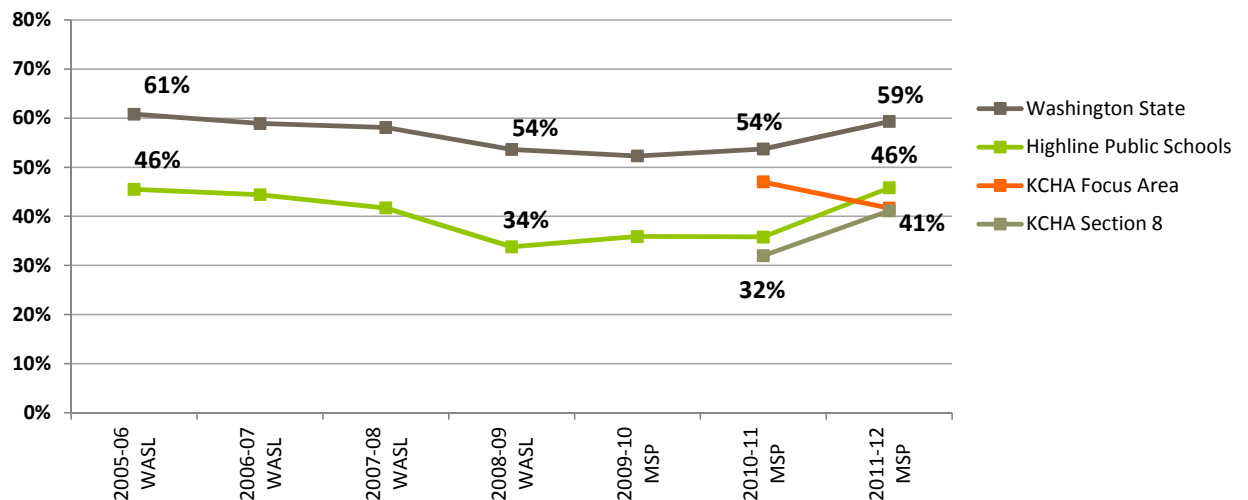
Students perform on par with state trends in fourth grade, but lose ground by seventh grade.

About the same percent of KCHA students meet fourth grade math standards as the overall Highline Public Schools population, but both groups trail the statewide performance rate per [Exhibit 12](#). In seventh grade, there is a demonstrated gap between the rate of KCHA Section 8 students meeting standard and Highline Public Schools, with Focus Area students generally performing better than Section 8 students.

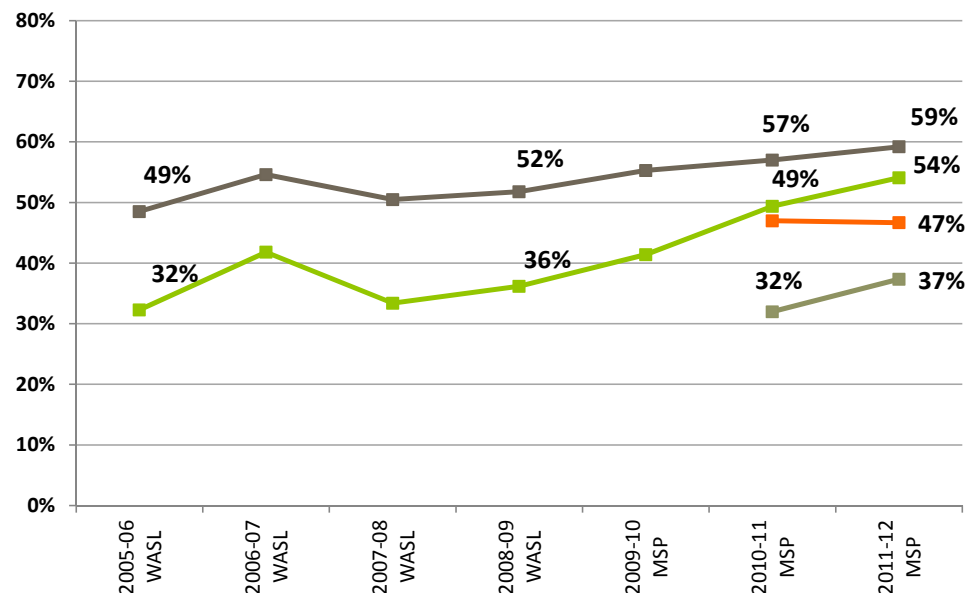
From fourth grade on, the increased emphasis on math in context and word problems means that all math tests are also reading tests, so it is likely that poor reading skills is a contributing factor to this group's poor math scores. Increased literacy support in early grades will be necessary for low-income students to maintain pace in math skills with their middle-income counterparts so that they may have equal access to opportunities in science and technology related fields.

Exhibit 12
Trends in Math

FOURTH GRADE MATH



SEVENTH GRADE MATH

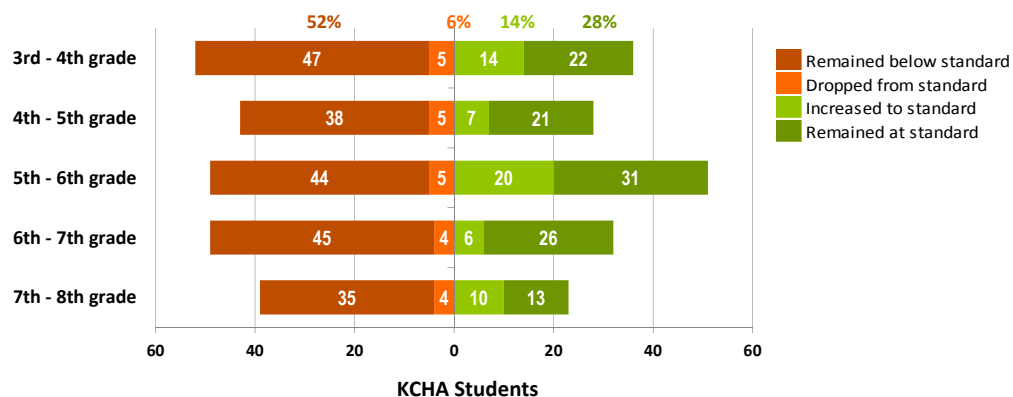


Students not meeting grade-level standard in math tend to continue to struggle in math.

We examined two years of MSP data to better understand the path of individual children over time. As shown in **Exhibit 13**, the pattern is similar to reading: students who met grade-level standard in 2011 tended to remain at standard in 2012 and those who did not meet standard in 2011 did not catch up.

While the majority of students (52%) did not meet standard in math in both 2011 and 2012, more students increased to standard (14%) than dropped from standard (6%) between the two school years.

Exhibit 13
Student Math Performance Change, MSP 2011 - MSP 2012





BUILDING CONFIDENCE FOR ACADEMIC ACHEIVEMENT

A child's whole academic career can be determined by early academic successes or failures reinforced by feedback in the student's environment that either build or undermine confidence. The National STEM Education Center reports that by the time students reach fourth grade, a third of boys and girls have lost an interest in science. By eighth grade, almost 50 percent have lost interest or deemed it irrelevant to their education or future plans. As a result, more than half of students arrive to high school believing they lack the ability to be good at science.

Many students lack confidence in themselves as learners and lack the ability to take risks and fully apply themselves to their studies. This is often more pronounced for girls, students of color, those for whom English is their second language, and children from low-income families.

Partners from the White Center Education Initiative are piloting a program that directly addresses this confidence factor around science, technology, and math for elementary school girls. The project is called ESTEM: Exercise, Science, Technology, Engineering, and Math and involves 16 sixth grade girls and inline skating. The program increased the personal confidence and self-esteem of participants and had positive social benefits including the development of strong and supportive peer relationships, evidence of increased risk-taking such as participating in a talent show, and increased participation in reading groups.



Science

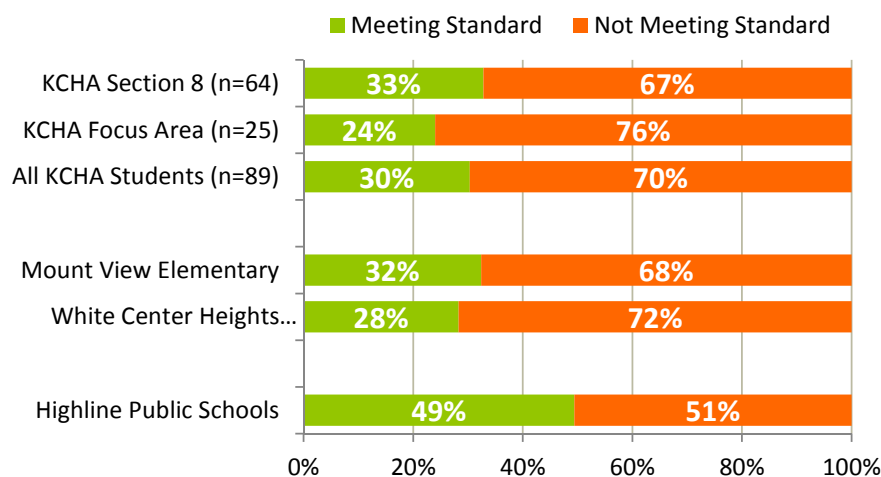
Washington State students take the Measurement of Student Performance (MSP) science test in fifth and eighth grades.

KCHA students trail their peers' performance in science.

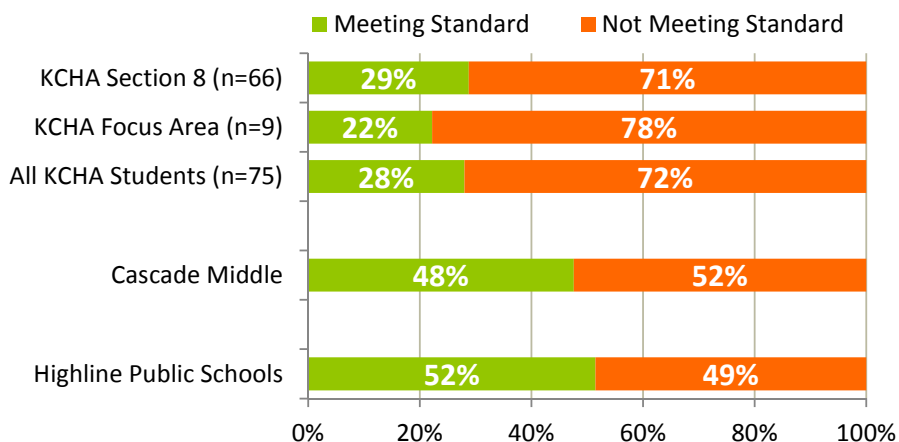
As with reading and math, a smaller proportion of Focus Area students meet grade-level standard than KCHA's Section 8 students and Highline Public Schools in general. Per **Exhibit 14**, KCHA students face an achievement gap of 19 percentage points in fifth grade science, with the gap increasing in eighth grade to 24 percentage points.

Exhibit 14
Science Proficiency, MSP 2012

FIFTH GRADE SCIENCE



EIGHTH GRADE SCIENCE

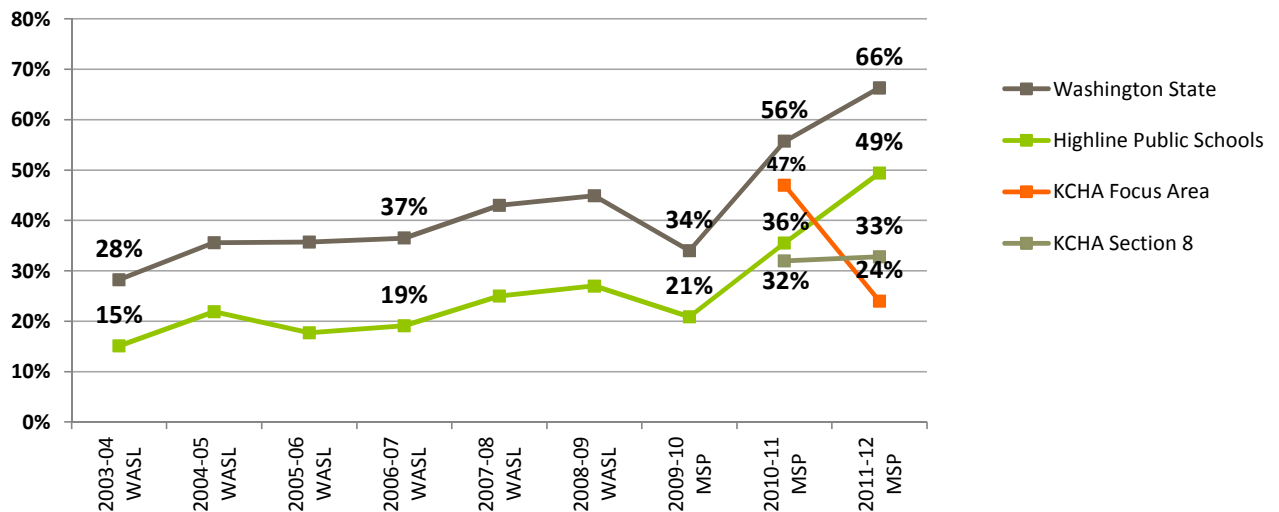


KCHA students have not shared in state-level gains in science proficiency.

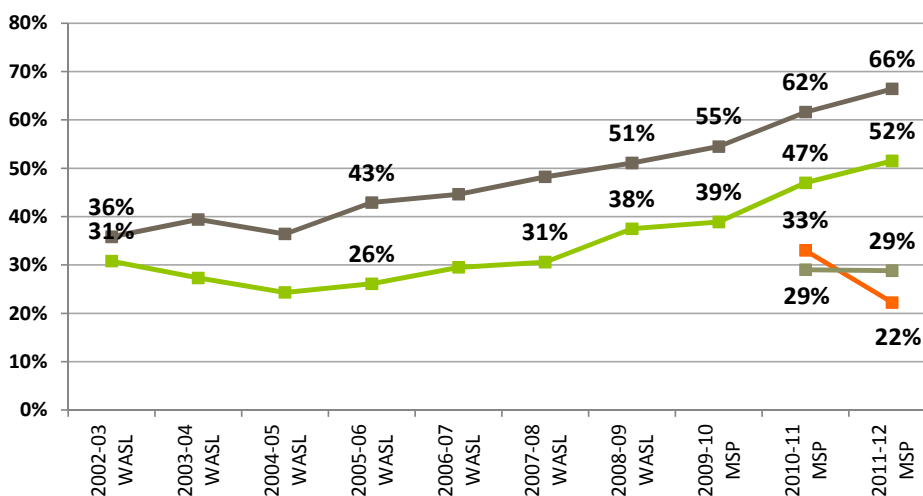
Exhibit 15 shows that over the last two testing years, scores for Washington State and Highline Public Schools students in science have increased, but the scores of KCHA students show more mixed results. While some variation might be due to the relative small number of KCHA students, the decrease in the rate of Focus Area students meeting standard over the last two years is a departure from the positive trend seen at the District and State levels.

Exhibit 15
Trends in Science

FIFTH GRADE SCIENCE



EIGHTH GRADE SCIENCE



BEHAVIOR & ATTENDANCE

Success in school requires students to make progress both in academic skills and in the social and emotional maturity necessary for success in school and the greater world. In this section, we look at patterns in school behavior and attendance to assess student's readiness for learning and to identify early warning signs of students getting off track for high school graduation.

Behavior

Student behavior may warrant a suspension if it compromises the learning environment of other students or is a reasonable threat of harm to students or school staff. A suspension is the denial of a student's right to attend a specific class, a full schedule of classes, or any other activity conducted by the School District for a stated period of time. Warnings and other efforts to correct student behavior often precede suspensions, which are used as a last resort.

A recent state-wide study found that exclusionary discipline practices such as suspensions contributes to the academic and social disengagement of students, including lower graduation rates, reduced academic success, and decreased psychological engagement.¹ In addition, studies have shown a racial bias in exclusionary discipline, suggesting troubling inequalities in discipline and access to education. Students of color were 1.5 times more likely to be disciplined than their White peers and White students were nearly twice as likely to receive educational services during exclusions than students of color.² Suspensions deprive students of critical classroom learning time and have been demonstrated to be ineffective for correcting student behavior.

We examine the rates of student suspensions and expulsions as a warning indicator of future academic challenges.

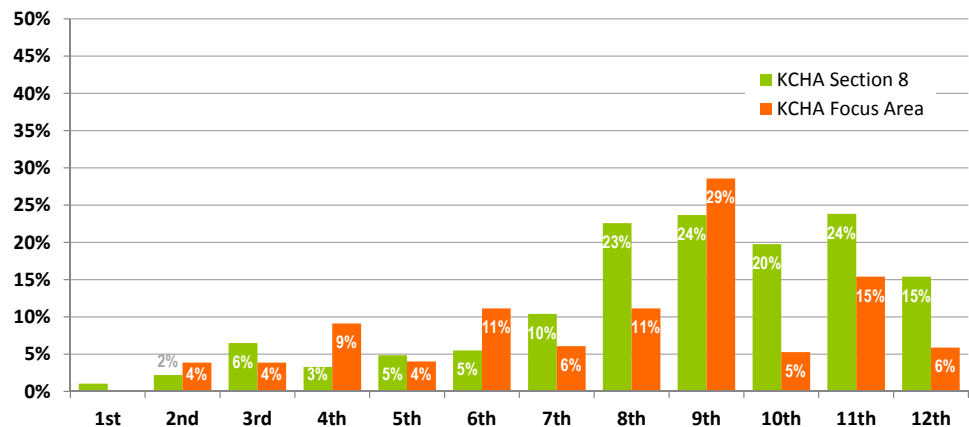
Suspension rates of students follow national patterns.

KCHA student suspensions follow national patterns, with low rates of suspension in elementary school, and higher rates in middle and high school. All data in **Exhibit 16** reflect suspensions (no KCHA student was expelled in 2011-12). As with national patterns, suspensions peak in ninth grade and remain relatively high through eleventh grade. The drop in the rate of suspensions in twelfth grade is likely driven by students leaving school altogether rather than a positive change in behavior.

¹ Washington Appleseed and Team Child, 2012. *The educational and economic costs of exclusionary discipline in Washington State.*

² Ibid.

Exhibit 16
Rate of KCHA Student Suspensions

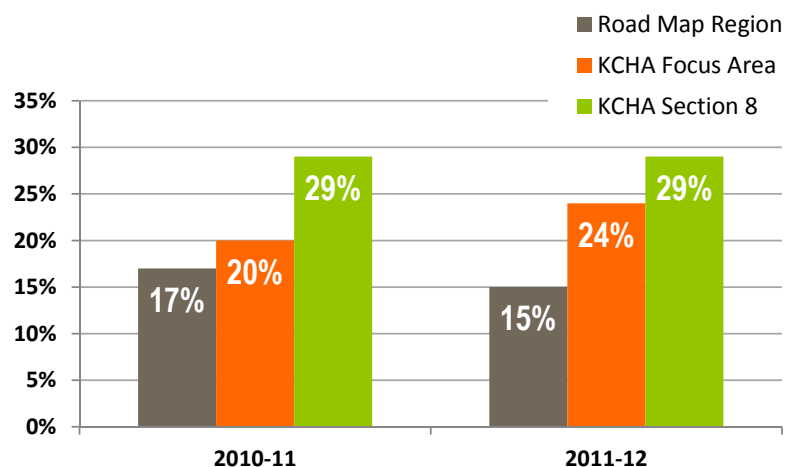


The rate of KCHA student suspension in ninth grade exceeds Road Map Project Region rates.

The Road Map Project Region uses the percent of ninth graders with a suspension or expulsion as an early warning indicator and has set a 2020 target of no more than 7%. In the Road Map Project Region, the proportion of ninth graders with a suspension or expulsion was 17% in the 2010–11 school year and 15% in the 2011-12 school year per [Exhibit 17](#).

Both Focus Area and Section 8 ninth graders had higher rates of suspension than the Road Map Project Region over the two baseline years. The Focus Area rate of ninth grade suspensions (no Focus Area 9th grader was expelled in the two years listed) increased between 2010-11 and 2011-12, with almost one quarter (24%) of ninth graders receiving a suspension in the last school year. The Section 8 ninth graders had a higher rate of suspensions and expulsions with 29% over both the two baseline years.

Exhibit 17
Percent of Ninth Graders with a Suspension or Expulsion



Attendance

Absences have many of the same consequences as suspensions and expulsions because they deprive students of critical classroom learning time. If a student misses 10% of the school days in a year, he or she is generally considered to be “chronically absent,” a clear predictor of academic troubles and high dropout rates.

Research at the national level has demonstrated that:

- 17% of children who are chronically absent do not read at grade-level standard.
- 26% of students who are chronically absent are retained a school year (kept back).
- 36% of high school students who are chronically absent for one year do not graduate.

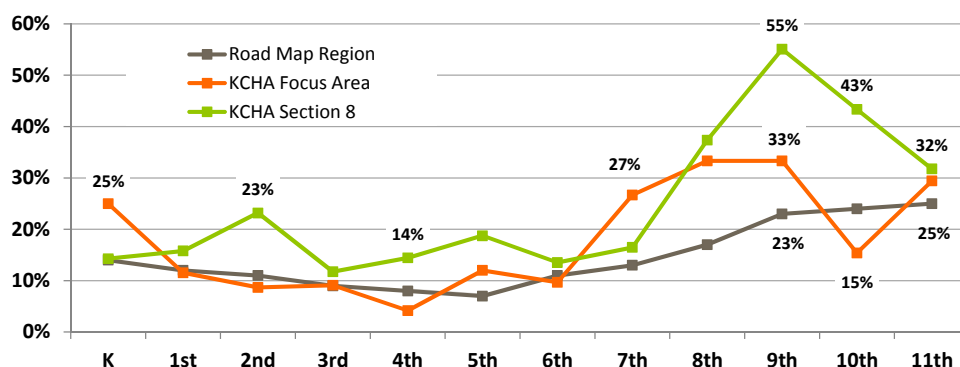
Chronic absenteeism is often linked to exclusionary discipline, creating a double jeopardy cycle of academic disengagement, behavior problems, and further absences and loss of learning opportunity.

School attendance patterns reflect regional patterns, but students are missing too much school.

Exhibit 18 presents the percent of students who missed more than 20 days of school during the 2011-12 school year for the Road Map Project Region and for KCHA's Focus Area and Section 8 students. The overall pattern of chronic absence is similar to national patterns, with higher chronic absenteeism in kindergarten followed by lower chronic absenteeism through the remainder of elementary school. The number of students who are chronically absent grows during middle school, peaking through the transition to high school.

In kindergarten, the proportion of chronically absent students is highest for Focus Area students, which then follows the Road Map Project Region percentages through sixth grade. After first grade, the proportion of Section 8 students who are chronically absent is higher than both the Focus Area and the Road Map Project Region through the remaining school years except seventh grade.

Exhibit 18
Percent of Students that are Chronically Absent (20 or more days absent)



The White Center Education Initiative is focusing on attendance to ensure students are receiving the academic support they need to be successful. The high rates of chronic absenteeism in early school grades, especially during preschool and kindergarten cannot be addressed by efforts in the classroom alone. For this reason the Initiative's strategies reflect a community-level focus including:

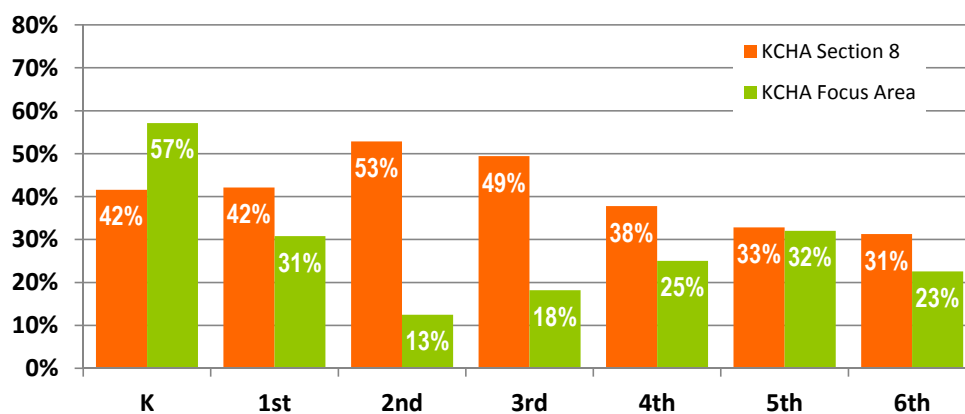
- Raising awareness of the importance of attendance.
- Aligning attendance policies and procedures across services.
- Identifying and collaborating to reduce barriers for families.
- Attendance planning support for at risk students.

To support efforts at White Center Heights Elementary, the Initiative tracks the percent of students that are absent more than 10 days in a school year (the same performance measure used by the school). Missing 10 days in a school year, even if those days are sporadic over the course of the school year, is enough to create negative impacts on academic achievement. Those impacts can cumulate over time, resulting in a severe skills and knowledge gap by the time the student reaches high school.

Exhibit 19 presents the percentage of students who missed more than 10 school days in the 2011-12 school year. Whereas the Section 8 student pattern reflects regional trends with higher rates of absences in kindergarten followed by lower rates of absences, Focus Area students exhibit a habitual pattern of frequent absences across elementary school. In both second and third grades — critical years for building strong foundation skills — roughly half of Focus Area students missed more than 10 days of school.

The White Center Education Initiative has set a three-year year goal of bringing this percentage down to 5% for all students.

Exhibit 19
Percent of KCHA Students Absent 10 or More Days



CONCLUSIONS & IMPLICATIONS FOR STRATEGIC INTERVENTIONS

Students living in federally subsidized housing in White Center face multiple challenges and risk factors that contribute to a significant and detrimental academic achievement gap. As a group they lag their peers in academic success. The reality is that these children will face increased challenges both in their remaining years of school and later in life, with fewer employment options and opportunities to determine their desired future.

The need for the White Center Educational Initiative is clear. So too is its focus, as reflected in its Vision that all children meet reading standard at the end of third grade. Supporting timely acquisition of reading skills as a top priority will help address the achievement gaps shown to exist not only in reading, but also in math and science.

The partners are committed to achieving the four primary goals they have set for the early phases of this Initiative. As the Initiative implements its strategies, ongoing assessment will be necessary to ensure interventions are effectively meeting the needs of KCHA children and families. These include:

- **Goal 1. Improve connections and coordination among providers and the School District.** There are many organizations working in White Center. Coordinating efforts, sharing information, and building relationships that work is critical to aligning efforts and leveraging the full resources and energies of Highline Public Schools and other partners. The Work Team members will continue to coordinate activities and build relationships across organizations and disciplines.
- **Goal 2. Create a community focus on reading.** The Initiative aims to establish reading as a community-wide priority, with roles to be played by parents and other family members, neighbors, as well as the School District and its partners. Efforts include addressing summer learning loss through coordinated summer-literacy programming, broadening the King County Library System's Story Time to include languages other than English, and using culturally relevant ways to raise awareness of the importance of reading for young students.
- **Goal 3. Implement targeted reading supports for children kindergarten through third grade.** Individualized literacy interventions for students not meeting grade-level reading expectations will be critical to the Initiative's overall success. The Club Read pilot is a promising program. The Initiative will continue to identify ways to meet the individual needs of students so that all students may be successful in school.
- **Goal 4. Reduce the percentage of children who are chronically absent.** Chronic absenteeism in preschool and elementary school is a household and community issue. The partners are well positioned to work across home, school, and community to reduce barriers to school attendance and increase awareness about the value of being in class, everyday, and on time.



King County Housing Authority

BELLEVUE EDUCATION INITIATIVE

2011-12 SCHOOL YEAR DATA REPORT

MARCH 2014



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CONTENTS

INTRODUCTION	1
KCHA Education Initiative	1
Focus of this Report	1
Background and Context	2
Bellevue School District	4
Summary of Key Findings.....	5
KCHA and BSD	6
KCHA and Boys & Girls Club	6
DATA SHARING & MATCHING	6
KCHA STUDENTS IN BELLEVUE	7
Early Literacy.....	10
ACADEMIC PERFORMANCE	10
Meeting State K-12 Standards	13
High School Grades.....	19
ENGLISH LANGUAGE LEARNERS	22
Overview	22
What is WELPA?	23
BELLEVUE BOYS & GIRLS CLUB	24
Overview	24
Match Rates and Participation	24
Bellevue Boys & Girls Club Site Locations	26
NEXT STEPS.....	28



INTRODUCTION

KCHA Education Initiative

King County Housing Authority (KCHA) provides affordable housing options for residents in King County, Washington. KCHA also partners with local communities and nonprofit organizations to provide education, after-school programs, and job training for its residents.

As part of these efforts, KCHA launched several Education Initiatives to help children and youth living in KCHA housing do better in school and break out of the cycle of poverty. Through these Education Initiatives, KCHA, school districts, and service providers coordinate housing, in- and out-of-school education, and support services to make sure KCHA children can do as well in school and have access to the same life opportunities as their friends and classmates.

Most children living in KCHA-supported housing face many conditions, or risk factors, associated with academic underperformance, including living in poverty, coming from households that speak a language other than English at home, and being raised by parents or caregivers without formal education themselves. These conditions contribute to lower performance on standardized assessments, higher drop out rates, and, ultimately, fewer life opportunities.

Given that children, on average, live in KCHA housing for six years, the intensive, multi-faceted Education Initiative approach promises to significantly impact the achievement gap faced by these children.

In addition to Bellevue, other KCHA sites pursuing Initiatives are in the Kent and White Center areas of South King County. In each location, KCHA's approach is data-based and generally follows the six steps outlined in the graphic below.

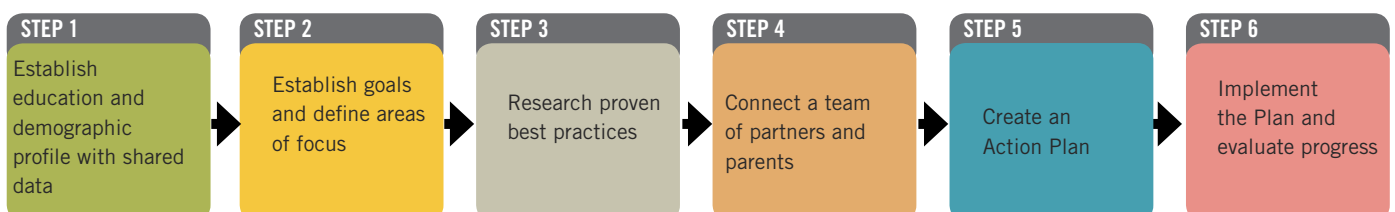
Focus of this Report

This report represents **Step 1** for KCHA's Bellevue Education Initiative, presenting a baseline academic profile of students living in KCHA-supported housing and attending Bellevue School District (BSD) schools.

KCHA and its partners in Bellevue are currently working on **Step 2**, the development of an Action Plan to address the current reality shown throughout this baseline: KCHA students are currently underperforming their peers academically and are in need of energetic and targeted assistance.

This baseline analysis examines the following:

- Demographic characteristics of children and youth including race and home language.
- Academic performance of students living in KCHA-supported housing relative to their peers in the Bellevue School District.
- Participation in after-school programs at Bellevue Boys & Girls Club.





Background and Context

Bellevue

Bellevue is widely regarded as an attractive place to live, with excellent public schools, wonderful neighborhoods and parks, and very good public safety. It is generally considered an affluent community, with a 2012 median household income of \$91,448, about 25% higher than King County's average of \$69,047. Over the past decade, Bellevue has become an increasingly ethnically and linguistically diverse community, with a high proportion of foreign-born individuals, some of whom are quite wealthy and others who are not.

While the above figures describe a wealthy community, it is also true that approximately 9% of Bellevue's households live in poverty. In the 2011-12 school year, 21.3% of students in Bellevue qualified for participation in free- and reduced-price meal programs.

Definition of Focus Area

This data analysis aims to build a baseline academic profile for all children and youth living in Bellevue's federally subsidized housing in two nested areas:

- **Focus Area.** Students living in federally subsidized housing around the 148th Ave NE corridor.
- **Outside of Focus Area.** Students living in federally subsidized housing outside of the Focus Area, but within the Bellevue School District boundary.

In 2012, there were approximately 1,050 children and youth ages birth through 20 living in federally subsidized housing within Bellevue School District boundaries. Of these children and youth, 61% were supported with tenant-based housing choice vouchers and 39% lived in KCHA-owned housing communities (see list below). Subsidized housing is distributed throughout the School District, with the highest concentration in the Focus Area.

Focus Area. The Focus Area for this report includes the area surrounding the 148th Ave NE corridor as shown on the map on the next page. The Focus Area reflects the greatest concentration of affordable apartment housing in Bellevue, the schools most attended by KCHA families, and several Boys & Girls Club branches that serve KCHA children. Families of KCHA students living in the Focus Area may live in one of six KCHA housing communities, or in a private residence, the rent for which is made more affordable with Section 8 housing vouchers.

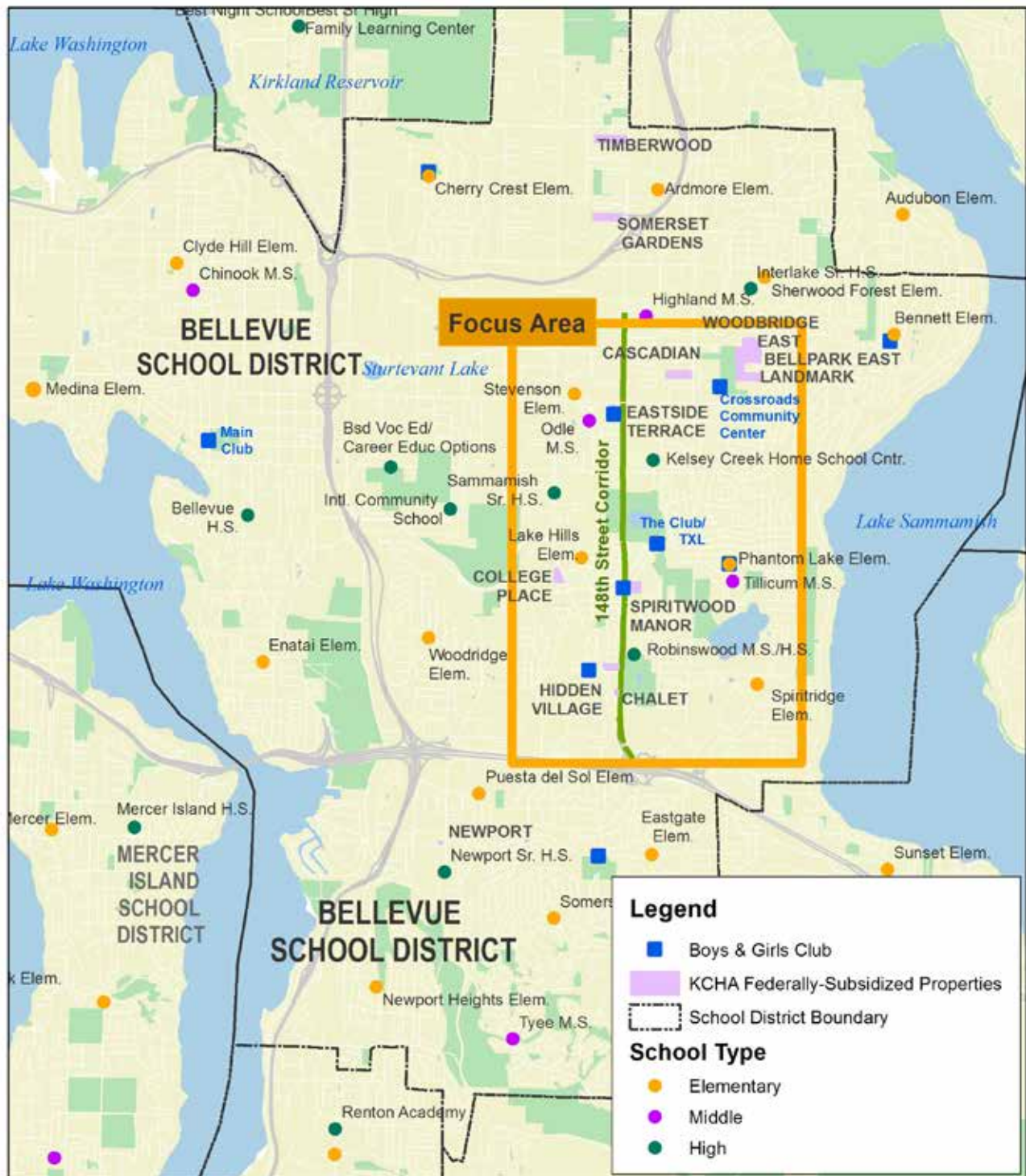
The KCHA housing communities located in the Focus Area include:

- Bellevue Houses
- College Place
- Eastside Terrace
- Spiritwood Manor
- Hidden Village
- Newport Apartments

Bellevue Boys & Girls Club serves the Focus Area at six sites, (three of which are located on KCHA properties) and three other sites serve students outside the Focus Area. Each club offers after-school programs and individualized homework help to attending students.



Study Area with Focus Area Highlighted





EFFECTS OF LOW-POVERTY SCHOOLS ON THE ACADEMIC OUTCOMES OF CHILDREN LIVING IN POVERTY

While much can be done to improve schools that serve low-income students, there is also evidence that attending low-poverty public schools can create academic advantages for children from low-income households. In a study of public housing students in Montgomery County, Maryland, students attending schools with less than 20% Free and Reduced Lunch Eligibility (FARM) showed statistically reliable academic gains. Bellevue School District includes schools with some of the lowest FARM eligibility rates in King County. Federal housing subsidies administered by KCHA make it possible for some low-income families to attain housing near low-poverty schools, thus giving low-income students access and perhaps benefit from the low-poverty neighborhoods and schools.

This baseline analysis tested for a meaningful difference in the academic performance of KCHA students attending low-poverty schools (those with less than 20% FARM eligibility) and KCHA students attending higher-poverty schools. The results were inconclusive, largely due to the small sample size and lack of comparable test scores across grades. KCHA will continue to pilot and test the impacts of this potential strategy.

Bellevue School District

Bellevue School District is regionally and even nationally regarded as a high-performing public school system. Its high schools in particular are noted to be among the best in the country.

Schools Attended by Focus Area Students

The majority of KCHA-supported students from the Focus Area attend the following schools:

- Elementary: **Lake Hills**, 67 students (14% of enrollment)
- Middle: **Odle**, 64 students (9% of enrollment)
- High: **Sammamish**, 86 students (8% of enrollment)

Schools Attended by Students Outside the Focus Area

KCHA students who live outside of the Focus Area are dispersed throughout the District, with few significant concentrations in any BSD school. Aside from Ardmore Elementary (4.3%) and Woodridge Elementary (3.2%), no BSD school outside the Focus Area has a population of KCHA-supported students greater than 3%.

Profile of Main Schools Attended

The three schools with the most KCHA students also have relatively high percentages of low-income students (eligibility criteria for free- and reduced-price meal programs are 130% of the Federal Poverty Line for free and 185% for reduced-price meals). White, Asian, and Hispanic students comprise the majority of the student body at these schools. In addition, Lake Hills Elementary has a relatively high proportion of English Language Learners (transitional bilingual students).

School Profiles, SY 2011-2012

	Lake Hills Elementary	Odle Middle School	Sammamish High School
May 2012 Student Count	463	733	1072
Grades	K-5	6-8	9-12
Race/Ethnicity (October 2011)			
American Indian/Alaskan Native	0.8%	0.4%	0.6%
Asian/Pacific Islander	20.9%	41.8%	21.0%
Black	6.2%	4.2%	5.3%
Hispanic	41.6%	12.4%	18.3%
White	24.8%	34.9%	48.7%
Two or More Races	5.6%	6.3%	6.2%
Special Programs (May 2012)			
Free or Reduced-Price Meals	68.5%	31.5%	41.0%
Special Education	11.7%	10.8%	10.0%
Transitional Bilingual	33.7%	2.6%	12.0%

Source: OSPI Washington State Report Card, 2012



Summary of Key Findings

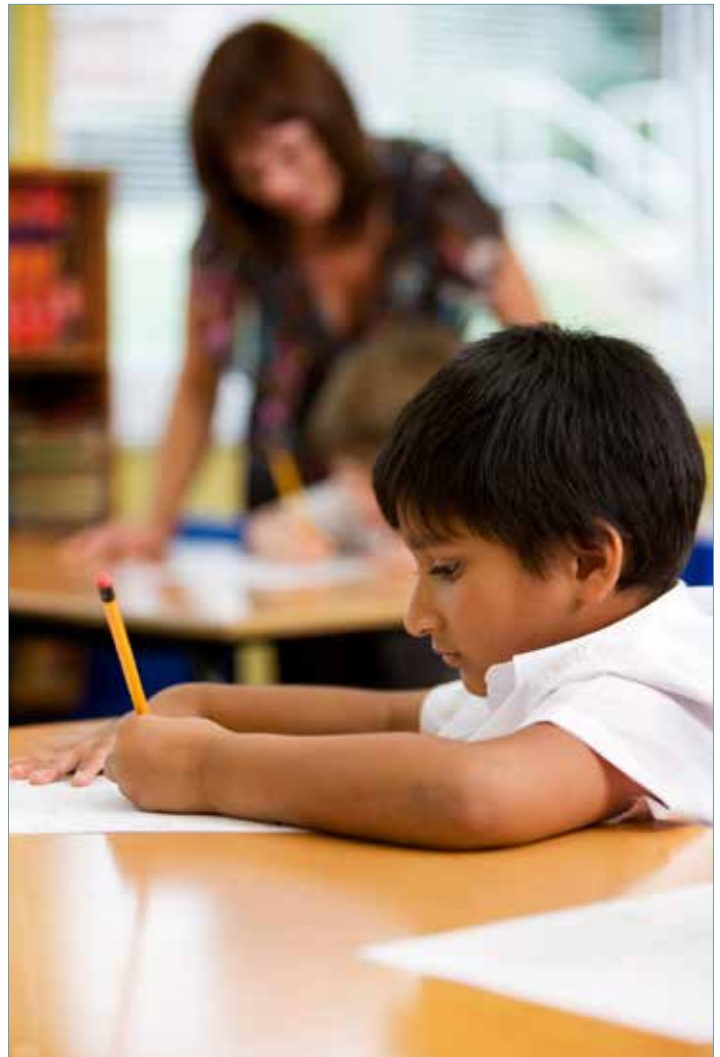
In 2012, there were approximately 1,050 children and youth ages birth through 20 living in federally subsidized housing within Bellevue School District boundaries. As shown in the charts and descriptions that follow, these children and youth face many risk factors associated with failure in school, and in fact many of them are falling behind their peers in their school performance.

Some key findings from this analysis include the following:

- KCHA-supported students are more racially and ethnically diverse than Bellevue School District in general; half of these students speak a language other than English at home.
- KCHA students start kindergarten on pace with their peers, but need more literacy support by the 3rd grade. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment shows positive progress in kindergarten over the course of the year, but mixed progress in 1st and 2nd grades.
- Most KCHA-supported students have GPAs greater than 2.0, although average GPAs are lower than school and district averages.
- KCHA students perform less well on standardized tests than their peers at higher grades, especially in math. The proportion of KCHA-supported students meeting the state standard is:
 - 59% for reading (3rd through 12th grade)
 - 44% for math (3rd through 12th grade)
 - 53% for science (5th and 8th grades)
- There are relatively few English Language Learner (ELL) KCHA students, suggesting performance on reading, math, and science tests cannot be explained by KCHA student performance on reading, math, and lack of English language ability.
- About 38% of Focus Area students and 20% of students outside of the Focus Area participate in Bellevue Boys & Girls Club. Bellevue Boys & Girls Clubs located within KCHA housing communities serve about half of school-aged children on-site.

POTENTIAL STRATEGIES

In addition to establishing a baseline academic profile of students living in KCHA-supported housing and attending Bellevue School District, this report highlights a number of places where students could benefit from targeted interventions. These opportunities are noted in boxes similar to this throughout the remainder of this report and should be considered in subsequent strategy sessions with KCHA and its partners.





DATA SHARING & MATCHING

The analysis contained in this report is supported by a data-sharing agreement among the King County Housing Authority, Bellevue School District, and Bellevue Boys & Girls Club. The agreement is compliant with the Family Educational Rights and Privacy Act (FERPA) and allows demographic and housing data to be linked to academic and after-school participation records to create a better understanding of how students living in KCHA-supported housing are performing and where help is needed. These data-driven insights will help Education Initiative partners create targeted strategies to best support these children.

KCHA and BSD

This analysis combines KCHA administrative data with Bellevue School District data to understand how well KCHA students are doing in school. KCHA maintains demographic and housing information on all children and youth living in subsidized housing. The analysis uses resident birthdays, street addresses, and other data to identify which youth were enrolled in Bellevue schools.

Not all resident records were successfully linked to academic records. The record match of school-aged children varied across pools of students, with the Focus Area students receiving a 77% match (425 out of 552) and students outside the Focus Area receiving a 73% match (188 out of 258). No patterns explaining the match rate were found among age, ethnicity, or address.

Reasons for unmatched records may include:

- Time lag between when KCHA administrative data and BSD data were pulled: KCHA administrative data was provided as of September 5, 2012, while BSD data was received in February 2013 and is for school year 2011-12.
- Children attending schools outside of the BSD.
- Differing data conventions preventing matches between date of birth, street addresses, spelling differences, or other data conventions.

The rest of this report provides information on children and youth that were matched to BSD data, unless otherwise indicated.

KCHA and Bellevue Boys & Girls Club

KCHA administrative records were also matched to Bellevue Boys & Girls Club records to look for additional patterns based on participation in the Club. Approximately 38% of Focus Area students were matched to Boys & Girls Club records, while 33% were matched to both Boys & Girls Club and BSD records. For students outside the Focus Area, 20% were matched to Bellevue Boys & Girls Club records and 16% were matched to both Bellevue Boys & Girls Club and BSD records.

Summary of Record Matches

KCHA STUDENTS IN FOCUS AREA

Total Youth (birth to 20): 703
Total School-Aged (5-18): 552
 Matched to BSD records: 77% (424)
 Matched to B&G Club records: 38% (207)
 Matched to both: 33% (184)

KCHA STUDENTS OUTSIDE FOCUS AREA

Total Youth (birth to 20): 348
Total School-Aged (5-18): 258
 Matched to BSD records: 73% (188)
 Matched to B&G Club records: 20% (52)
 Matched to both: 16% (40)



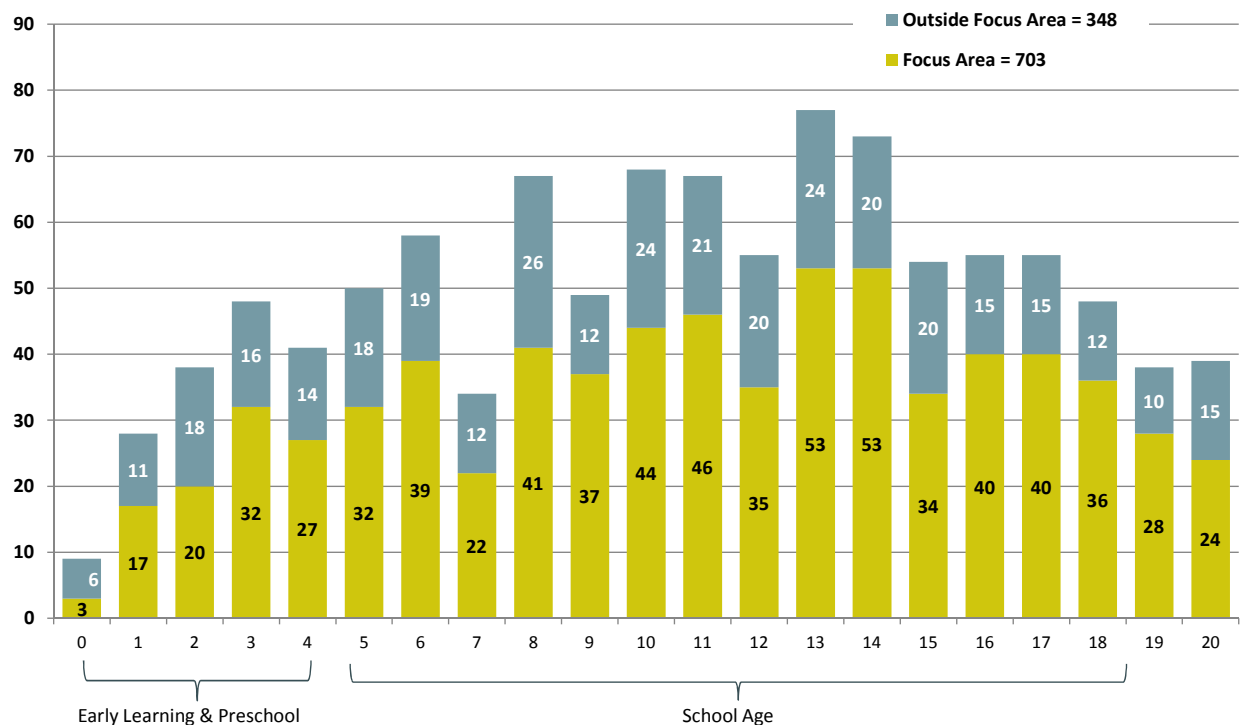
KCHA STUDENTS IN BELLEVUE

Over 1,000 Children Live in KCHA Housing within Bellevue School District Boundaries

In 2012, KCHA identified approximately 1,050 children and youth ages birth to 20 years living in its federally supported housing within Bellevue School District boundaries. Of these, 703 (67%) live in the Focus Area. There are a total of 810 school-aged children (ages 5-18), with 552 (68%) of those living in the Focus Area.

Number of Children and Youth living in KCHA Subsidized Housing within Bellevue School District Boundaries Children and Youth by Age, September 2012

Total Children and Youth (0-20): **1,051**
Total School-Aged (5-18): **810**



Source: KCHA Administrative Data



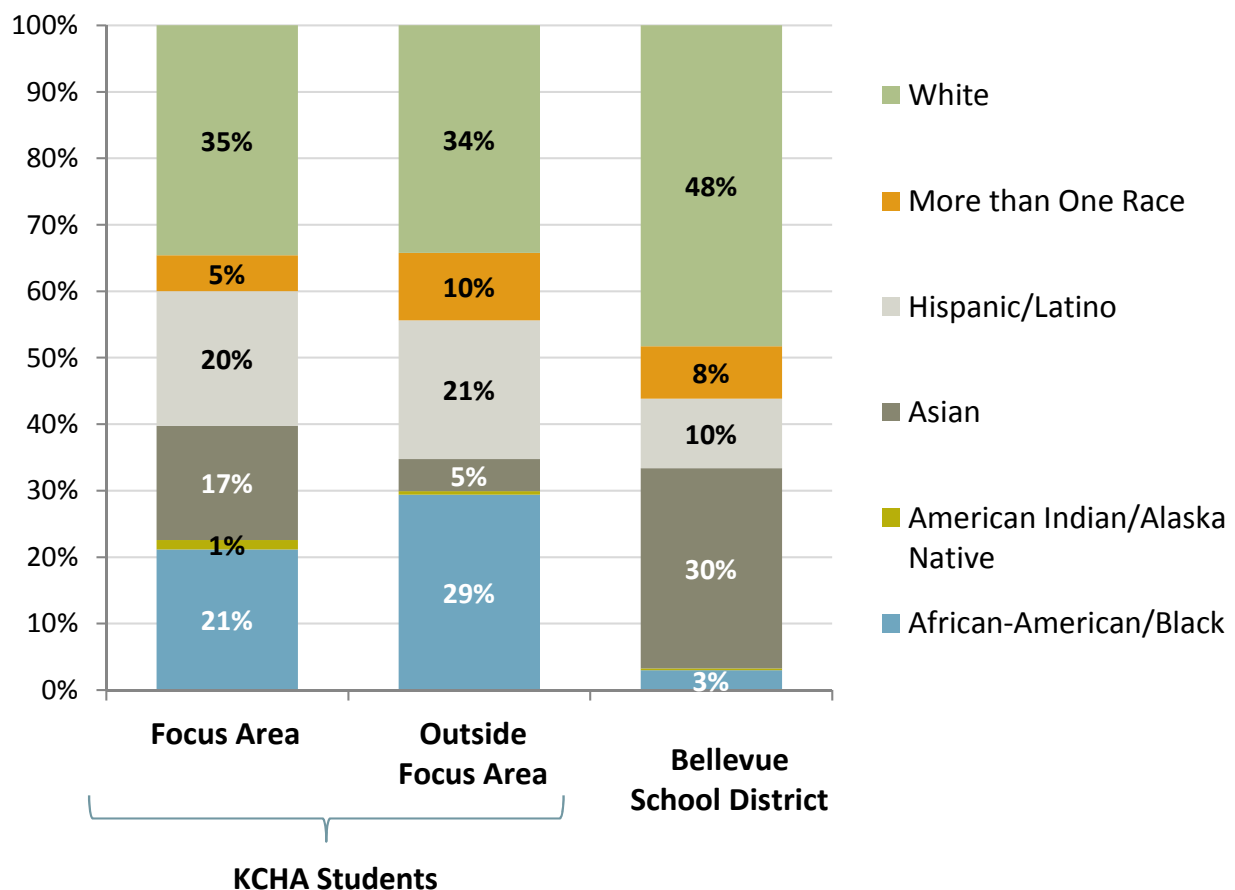
KCHA Students are More Diverse than BSD Population

While BSD's student population is relatively diverse overall (with 48% White students, 30% Asian students, and 10% Hispanic/Latino students), the KCHA student population is significantly more diverse.

More than one-third (35%) of Focus Area students are White, 21% are African-American, 20% are Hispanic/Latino, and 17% are Asian. Outside the Focus Area, 34% of KCHA students are White, 29% are African-American, 21% are Hispanic/Latino, and 5% are Asian.

It is worth noting that African-Americans, who make up only 3% of the total BSD student population, are significantly represented among the KCHA student population, both within and outside the Focus Area. The Hispanic/Latino students also make up a higher proportion of KCHA student population compared to the School District in general, while there are fewer Asian students, especially outside the Focus Area.

Race and Ethnicity, SY 2011-12





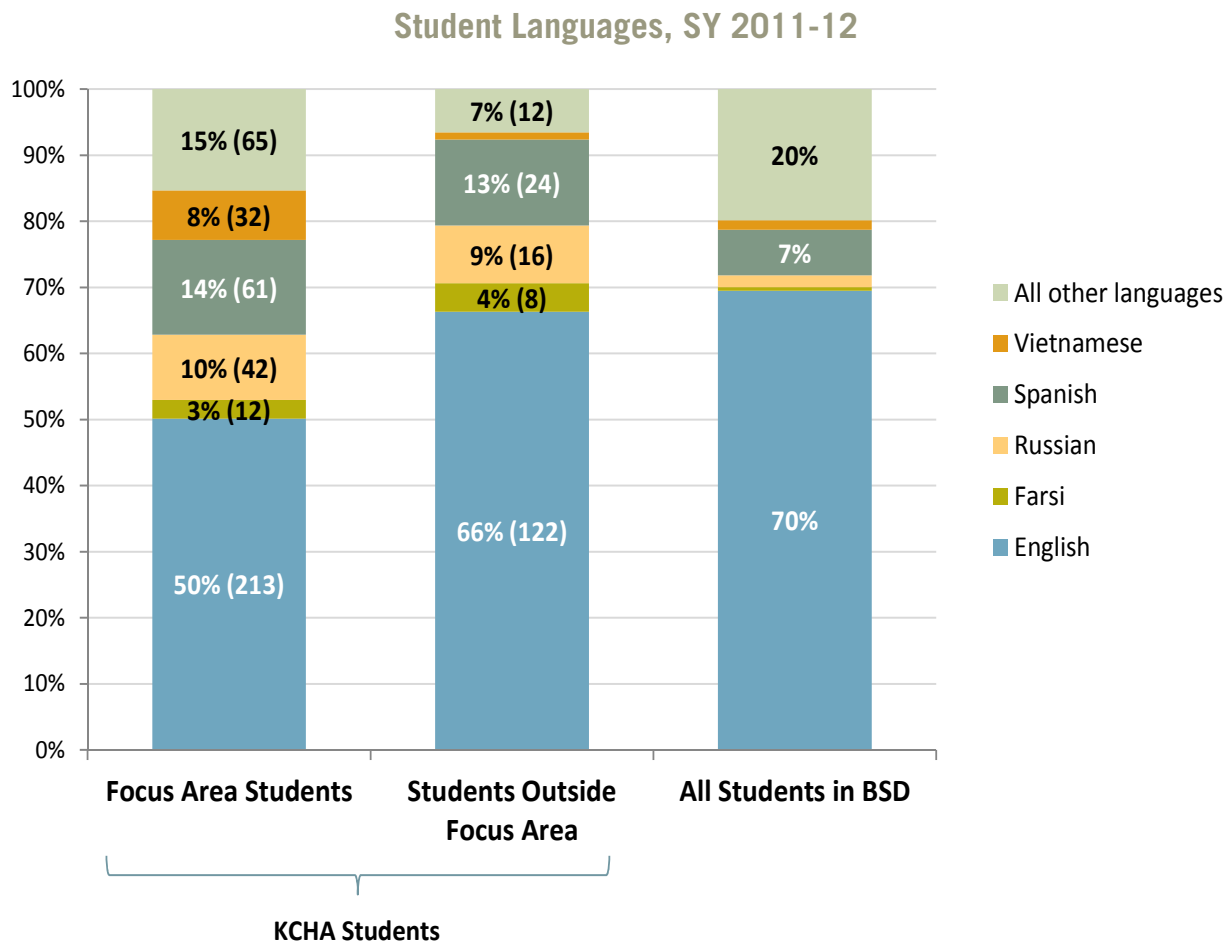
Half of Focus Area Students Speak a First Language Other than English

About half of students in the Focus Area speak a first language other than English, compared to 34% outside the Focus Area and 30% in the District as a whole. Aside from English, the top languages spoken by students living in federally subsidized housing are Spanish and Russian. A significant proportion of Focus Area students speak Vietnamese.

The top five languages spoken by Bellevue School District students are listed to the right. In comparison, very few students in federally subsidized housing speak Chinese (Mandarin and Cantonese) and Korean.

Top Five Languages Other than English Spoken in Bellevue School District

1. Spanish
2. Chinese-Mandarin
3. Korean
4. Chinese-Cantonese
5. Russian





ACADEMIC PERFORMANCE

Early Literacy

What is DIBELS?

Bellevue School District administers DIBELS (Dynamic Indicators of Basic Early Literacy Skills) in kindergarten through 2nd grade to assess students' early literacy skills. DIBELS is a diagnostic assessment: it is administered three times per year (fall, winter, and spring) to help teachers identify children who are “on track” for learning to read, and those who may need additional instructional support to meet reading goals.

It is important to underscore that DIBELS is a formative, diagnostic assessment, and not an evaluative assessment; therefore caution needs to be exercised when interpreting results and comparing across groups. In addition, the assessment is evaluator-specific, administered and scored by different teachers across the classrooms and schools.

Despite these limitations, systems-level DIBELS data is still useful to identify the percentage of students who are on track, the percentage of students who are making adequate progress, and the percentage of students who need additional instructional supports.



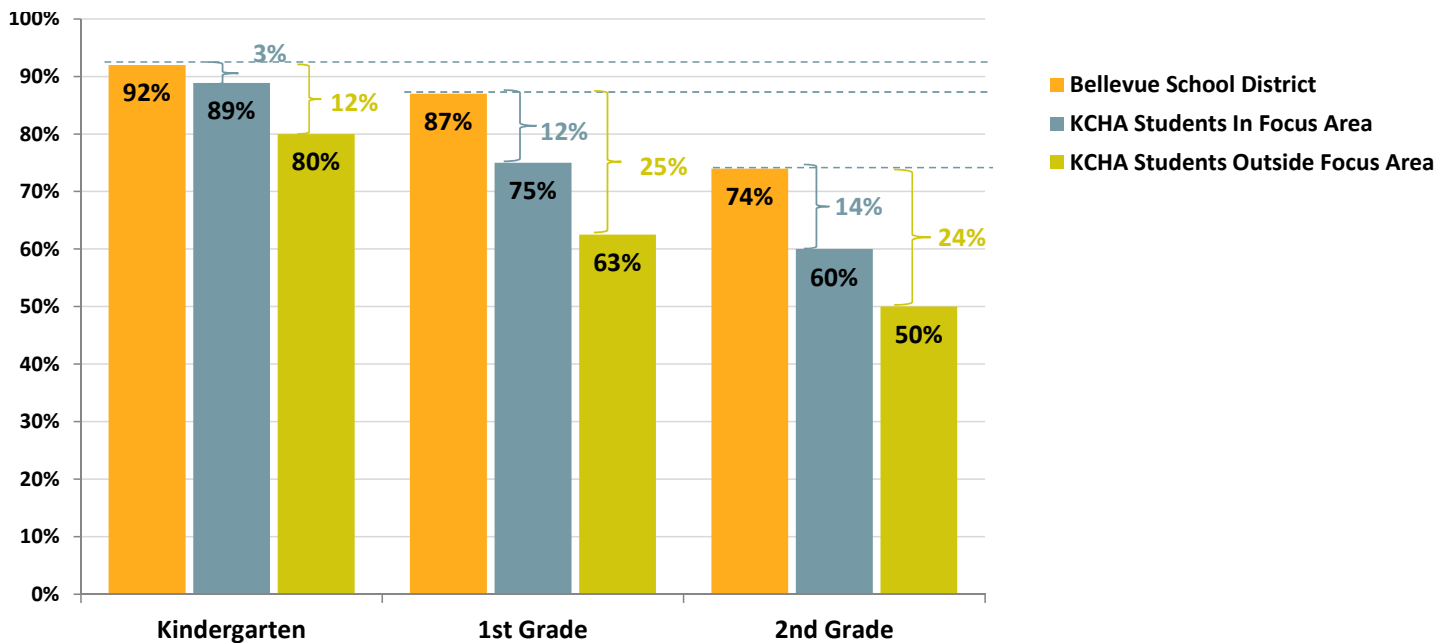


KCHA Students Lag Behind BSD Students in Early Literacy Skills, with the Gap Broadening as Students Age

The exhibit below shows the percentage of students at or above the “Benchmark” level for the End of Year 2012 DIBELS test, as well as the difference compared to BSD in general.

- Overall, scores indicate that KCHA-supported students lag behind BSD overall in terms of literacy skills. By the end of the 3rd grade, a higher percentage of KCHA-supported students, especially those living outside the Focus Area, demonstrate a need for literacy support than the overall BSD population.
- In kindergarten, the percentage of KCHA Focus Area students meeting the “Benchmark” level is only 3% less than BSD in general, indicating that most Focus Area students are generally on par with their peers at this stage. However, the gap is larger in each subsequent grade: In 1st grade the gap is 12% and by 2nd grade it is 14%.
- The gap between KCHA-supported students living outside the Focus Area and BSD students is substantially larger: 12% in kindergarten, 25% in 1st grade, and 24% in 2nd grade.

Percentage of Students Reaching 2012 End of Year DIBELS Benchmark





KCHA Students Make Progress in Kindergarten, but Need More Support in 1st and 2nd Grades

DIBELS data identifies which students are on track (i.e. at “Benchmark” level), which students are making adequate progress but need some support (i.e. “Strategic” level), and which students need intensive additional instructional supports (i.e. “Intensive” level). The exhibit below shows the progression of levels for Focus Area students throughout the school year for kindergarten through 2nd grade. Data for students outside the Focus Area is not included, as the number of students is too small to ensure confidentiality.

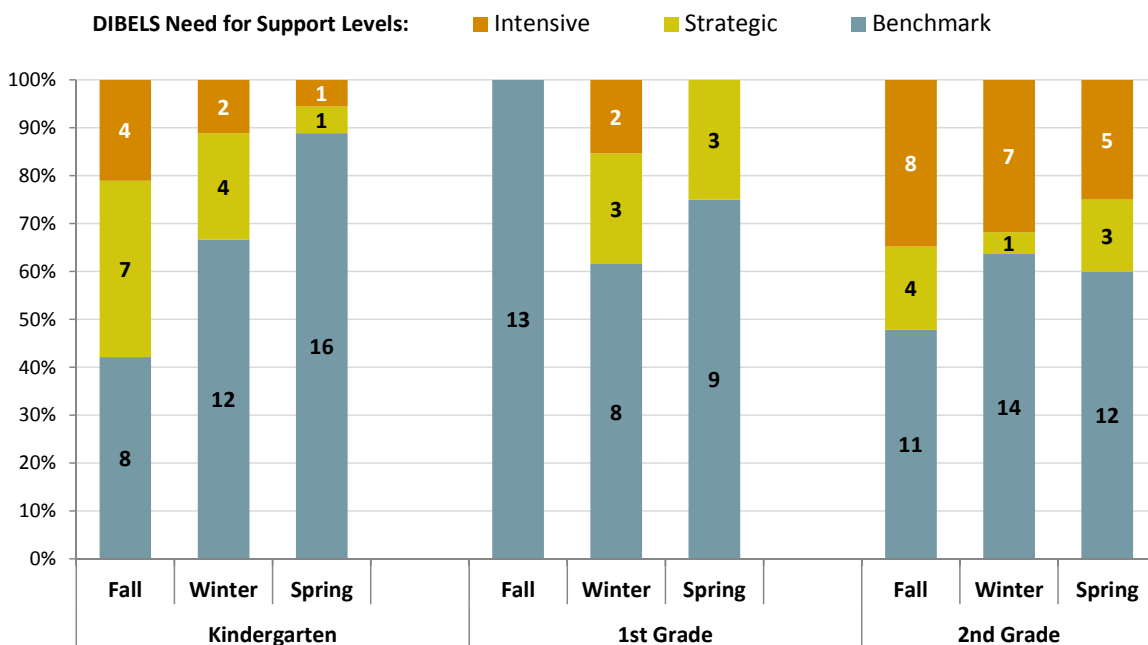
Overall, the data indicates positive progress in kindergarten but mixed results in 1st and 2nd grades. In kindergarten, students steadily move from “Intensive” and “Strategic” levels to “Benchmark” throughout the year; however, this picture is mixed in 1st and 2nd grades, where few students show this progress over the course of the year.

POTENTIAL STRATEGY

Research shows that children are much more likely to be successful in school if they can read at grade level early in their education. By the time they are older, reading fluency is required to do well in English, history, science, and most other subjects. The DIBELS reading data for KCHA-supported students in Bellevue is troubling and points to future challenges for these students.

A potential intervention could focus on identifying and supporting students who are behind in reading from kindergarten through 3rd grade. The goal would be to help them not fall further and further behind in literacy skills as they move through elementary school grades.

Need for Support Levels, DIBELS 2011-2012 results





Meeting State K-12 Standards

What is the MSP?

The Measurements of Student Progress (MSP) is Washington State's standardized exam for students in grades 3 through 8. This report focuses on key measures identified by the Road Map Project Region, which have been agreed upon by collaborators in this regional effort. The selected indicators of student academic achievement based on the MSP include the following:

- 3rd and 6th grade reading
- 4th and 7th grade math
- 5th and 8th grade science

Across all subjects, approximately half of KCHA-supported students meet their grade-level standards on MSP exams. The proportion of KCHA-supported students meeting standard by subject in 2011-12 school year is:

- Reading (3rd through 12th grade): 59%
- Math (3rd through 12th grade): 44%
- Science (5th and 8th grades): 53%

MSP Reading

An important measure of reading skills is a student's performance on the state's 3rd-grade reading assessment. By the end of the 3rd grade, students are expected to be "reading to learn" instead of "learning to read." By this point, children not reading at grade level will face increasing difficulties and fall further behind in all subjects.

The exhibits on the following page present the percentage of KCHA-supported students meeting the MSP reading standard in 3rd and 6th grades, compared to the District average and schools with a significant percentage of KCHA-supported students.

More KCHA Focus Area Students Meet MSP Reading Standards in 3rd Grade than in 6th Grade

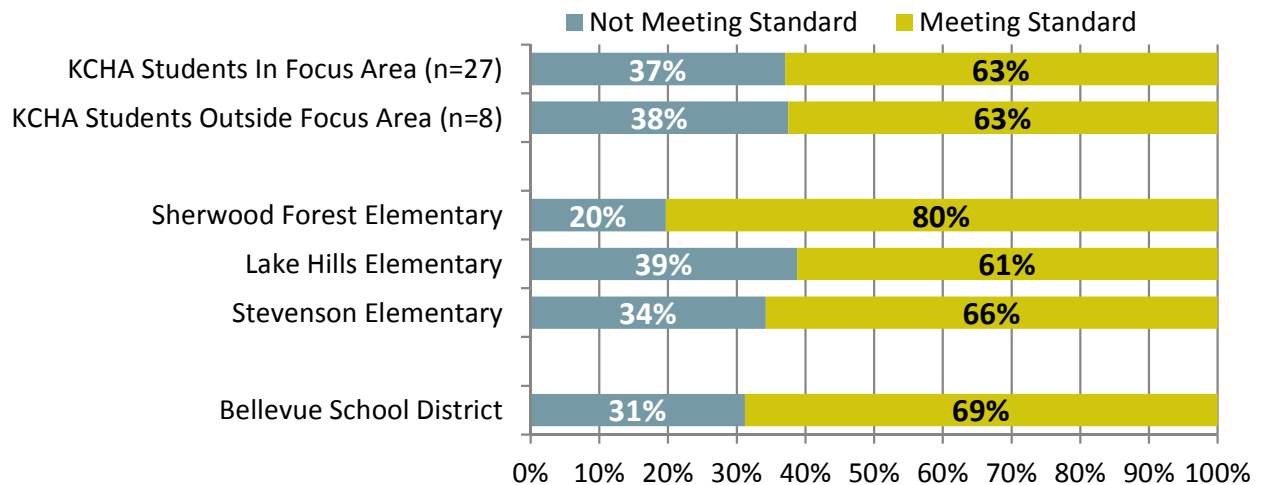
- In terms of meeting the MSP reading standard, Focus Area students performed similarly to the school district average in 3rd grade. However, a much smaller proportion of Focus Area students met the standard in 6th grade, indicating a substantial achievement gap.
- KCHA-supported students outside the Focus Area performed similarly to the school district average in 3rd and 6th grades.



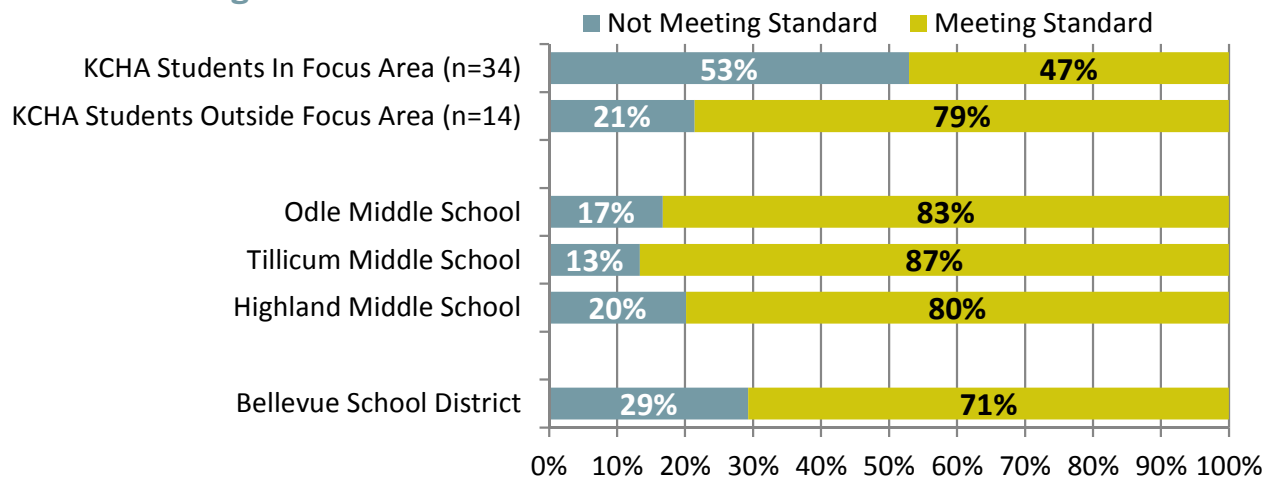


3rd and 6th Grade KCHA-Supported Students Meeting the MSP Reading Standard, Spring 2012

3rd Grade Reading



6th Grade Reading



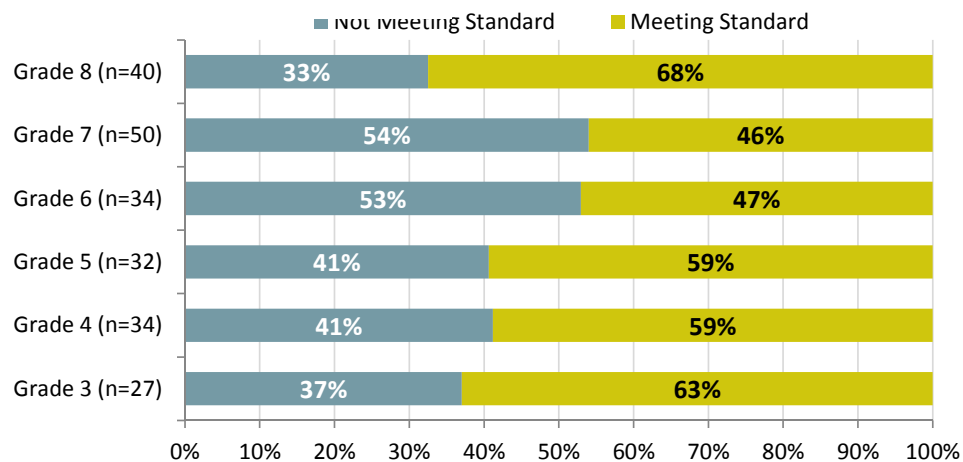


The exhibits below show the percentage of KCHA-supported students meeting the MSP reading standard for 3rd – 8th grade, based on the Spring 2012 MSP test. Both students within and outside the Focus Area show mixed results:

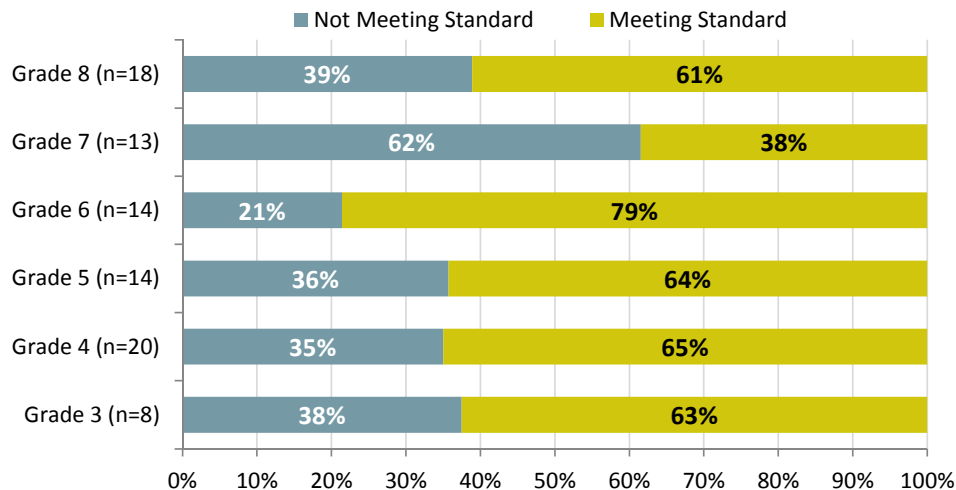
- For the Focus Area, the highest proportion of KCHA students meeting standard was in 3rd and 8th grades.
- Outside the Focus Area, the highest proportion of KCHA students meeting standard was in 6th grade.

3rd-8th Grade KCHA-Supported Students Meeting the MSP Reading Standard, Spring 2012

KCHA Students in Focus Area



KCHA Students Outside Focus Area





MSP Math

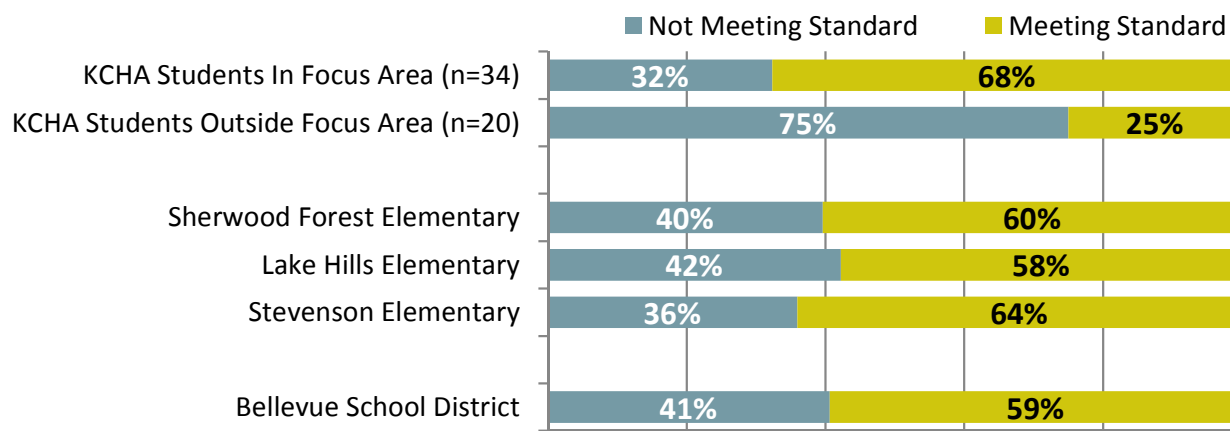
More KCHA Focus Area Students Meeting the MSP Math Standards in 4th Grade than in 7th Grade

The exhibits below show the percentage of KCHA-supported students meeting the MSP Math standard (Spring 2012) in 4th and 7th grade, compared to the District average and schools with a significant percentage of KCHA-supported students.

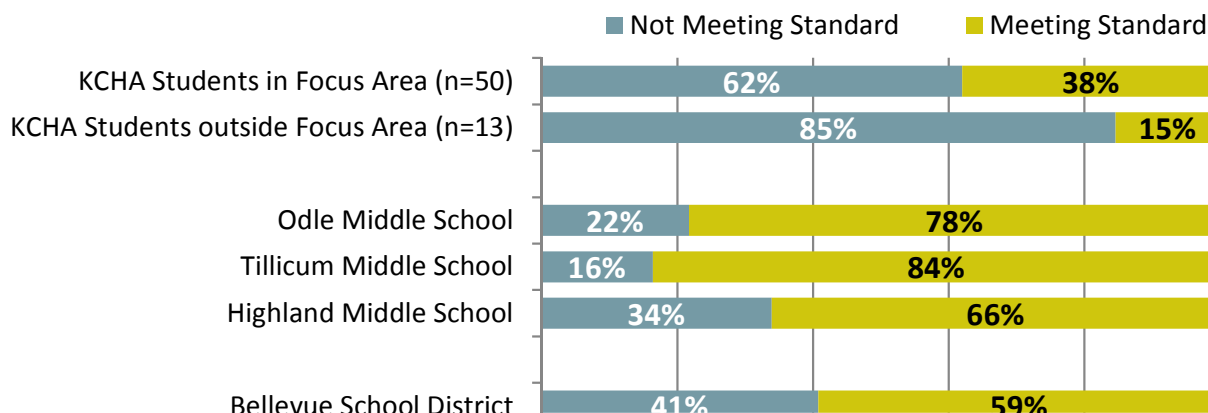
- In 4th grade, a higher percentage of Focus Area students met the MSP math standard than the District average and comparable schools. However, in 7th grade the percentage of Focus Area students meeting the standard was significantly lower than the District average, indicating an achievement gap at the end of the 7th grade.
- The percentage of KCHA-supported students outside the Focus Area meeting the MSP math standard is substantially lower than the District average in both 4th and 7th grade, indicating a substantial achievement gap in both.

4th and 7th Grade KCHA-Supported Students Meeting the MSP Math Standard, Spring 2012

4th Grade Math



7th Grade Math





The exhibits below show the percentage of KCHA-supported students meeting the MSP math standard for 3rd–8th grade, based on the Spring 2012 MSP test. Both students within and outside the Focus Area show mixed results:

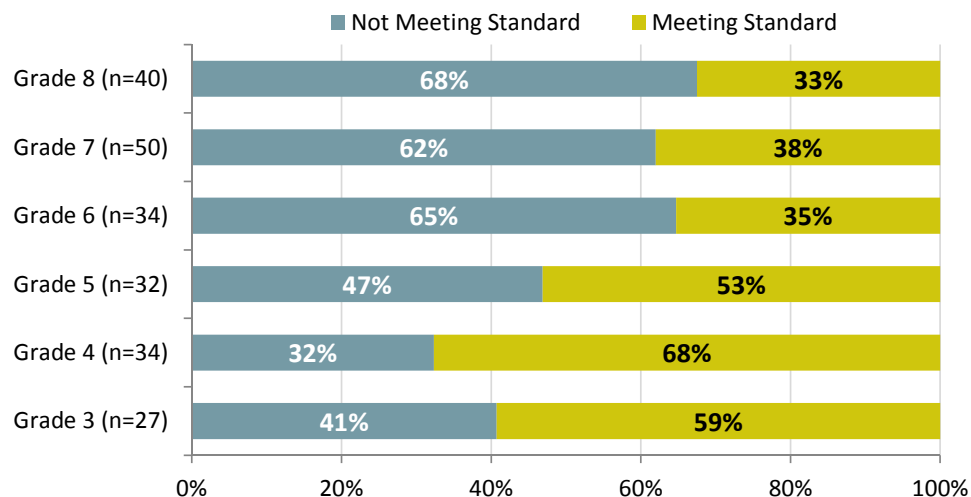
- For the Focus Area, the highest proportion of students meeting standard was in 3rd and 4th grades.
- Outside the Focus Area, the highest proportion of students meeting standard was in 3rd grade.

POTENTIAL STRATEGY

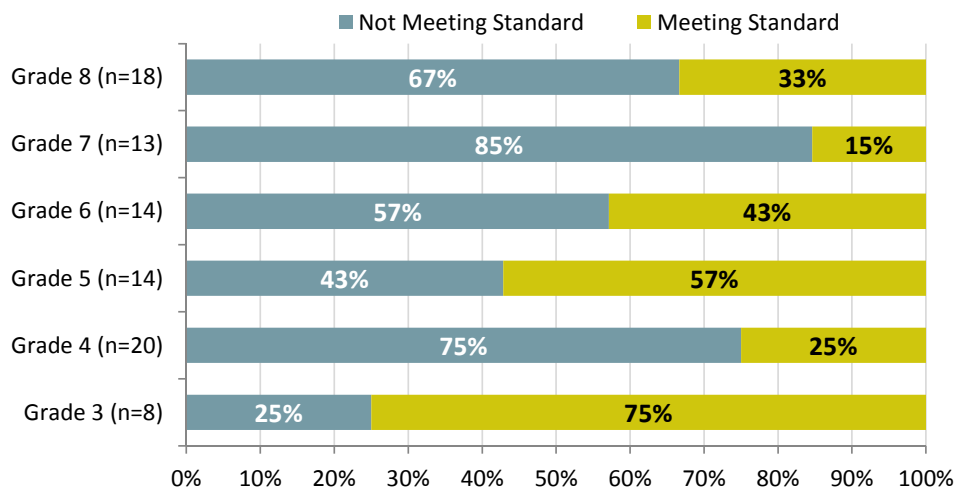
Early action is essential in helping students who are struggling with mathematics. A potential strategy could involve screening students and conducting targeted interventions for those who are falling behind.

3rd-8th Grade KCHA-Supported Students Meeting the MSP Math Standard, Spring 2012

Focus Area Students



Students Outside Focus Area





MSP Science

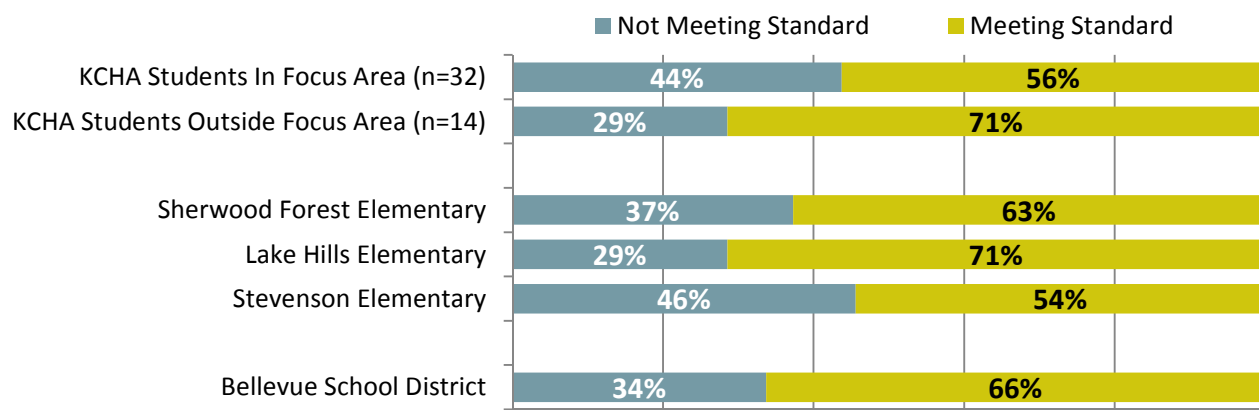
Percentage of KCHA-Supported Students Meeting 8th Grade MSP Science Standards is Lower than District

The exhibits below show the percentage of KCHA-supported students meeting the MSP science standard (Spring 2012) in 5th and 8th grades, compared to the District average and schools with a significant percentage of KCHA-supported students.

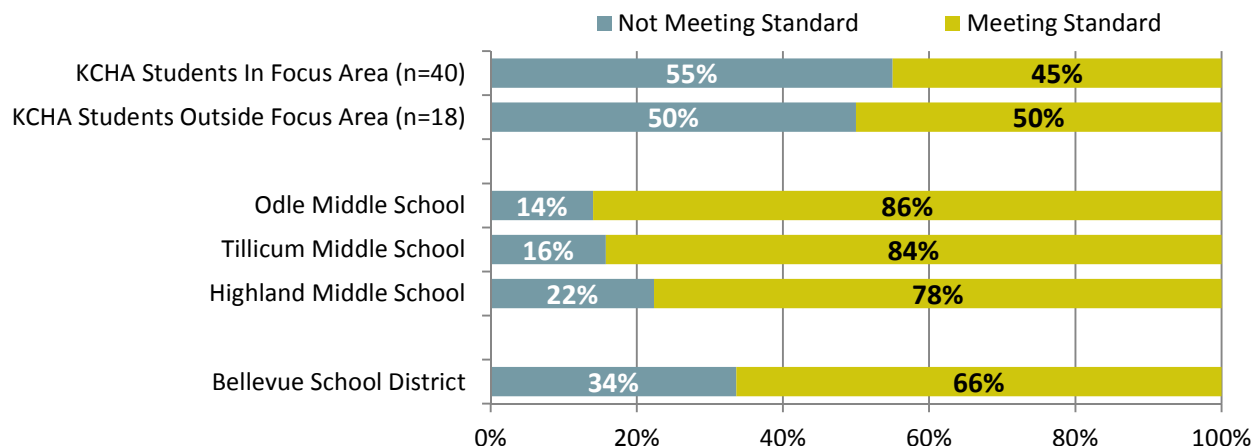
- In both 5th and 8th grades, a significantly lower percentage of Focus Area students met the MSP science standard compared to the District average, indicating a significant achievement gap.
- For students outside the Focus Area, a higher percentage of 5th graders met the MSP science standard compared to the District average. However, in 8th grade the percentage was substantially lower than the District average.

5th and 8th Grade KCHA-Supported Students Meeting the MSP Science Standard, Spring 2012

5th Grade Science



8th Grade Science





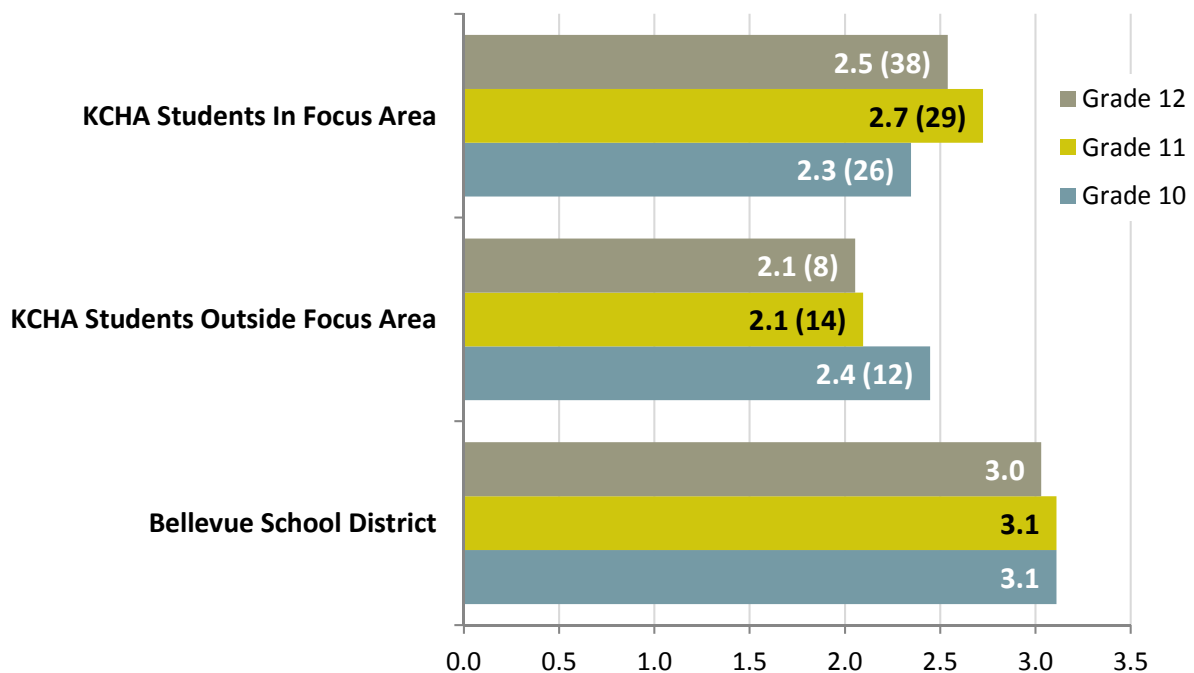
High School Grades

High School GPAs of KCHA Students are Lower than the School District Average

Grade Point Averages (GPAs) serve as an overall indicator of academic performance in high school. The exhibit below compares GPAs for 10th through 12th grade students in the Focus Area, students outside the Focus Area, and all students in Bellevue School District for school year 2011-12.

- Overall, KCHA student GPAs are significantly lower than the school district average.
- Among the 11th and 12th grade KCHA student population, those in the Focus Area have higher GPAs than students living outside the Focus Area. Average GPAs in 10th grade are fairly similar among Focus Area and non-Focus Area students.

**10th – 12th Grade Average GPA,
Second Semester of 2011-2012 School Year**

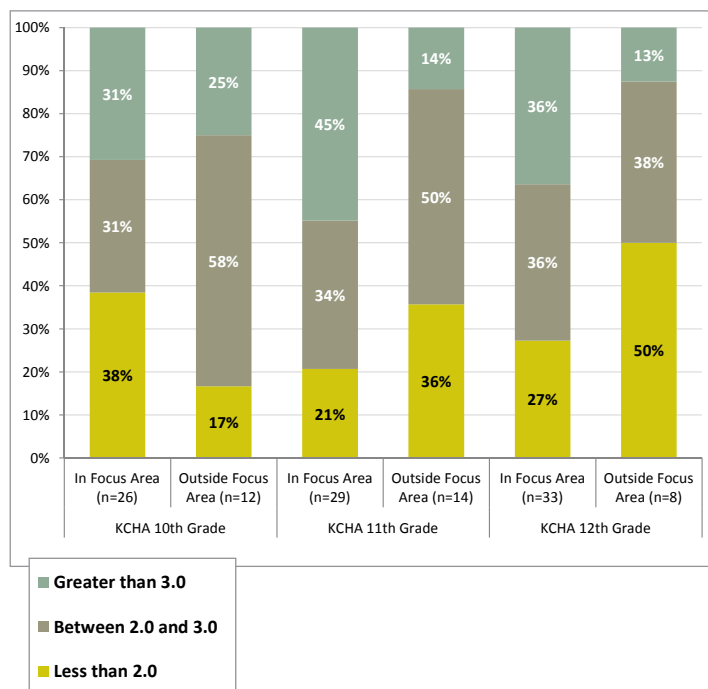




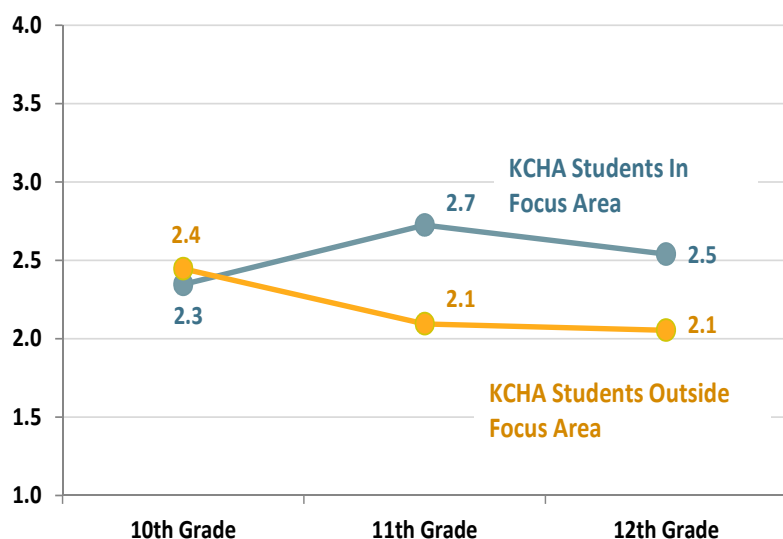
The exhibits on this page show KCHA-supported students' GPA range and average GPA, respectively, for school year 2011-12.

- Most students have GPAs higher than 2.0.
As a point of comparison, the College Bound Scholarship Program for low-income students requires participants to earn a cumulative high school GPA of 2.0 or higher.
- Three-quarters of Focus Area students have GPAs of 2.0 and higher. Slightly fewer students outside the Focus Area have GPAs greater than 2.0.
- Almost 40% of Focus Area students have GPAs of 3.0 and higher, compared to only 20% of students living outside the Focus Area.
- Average GPA is fairly consistent across grades, although there is a slight increase after 10th grade for Focus Area students and a slight decrease for students living outside the Focus Area.

Percentage of KCHA Students by GPA Range, Second Semester of 2011-2012 School Year



Average GPA for KCHA Students, Second Semester of 2011-2012 School Year



POTENTIAL STRATEGY

The College Bound Scholarship Program encourages low-income middle school students to choose a path that will lead to educational success after high school. While KCHA students are eligible based on income, they must sign up in the 7th or 8th grade, work hard in school, stay out of legal trouble, and successfully apply to a higher education institution. Raising awareness of this scholarship opportunity, encouraging students to sign up, and helping students maintain GPAs of at least 2.0 could be a potential focus of the Bellevue Education Initiative Strategy.

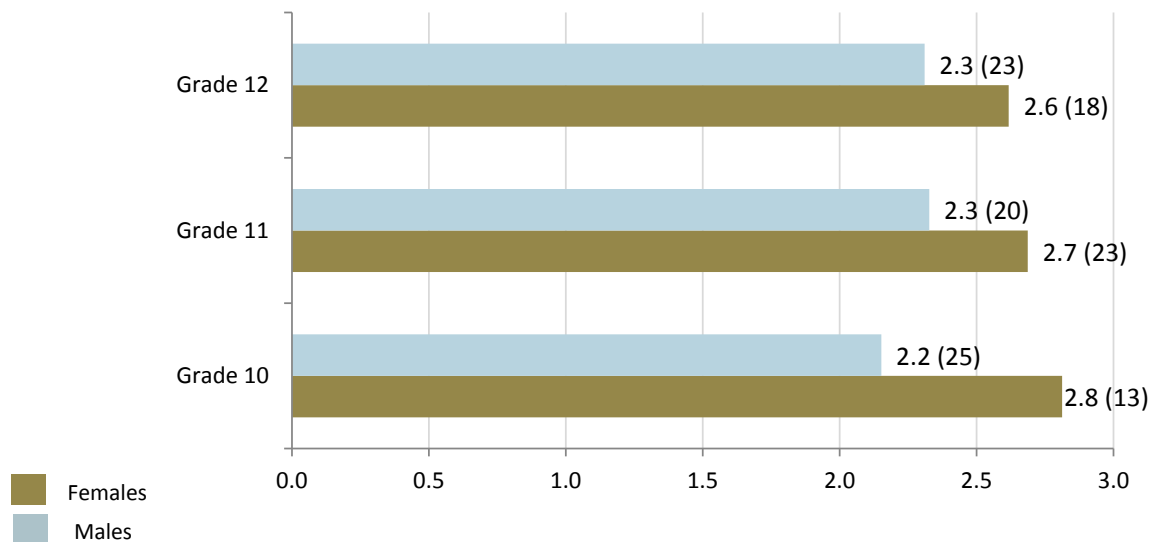


KCHA Female Students are Doing Better in School than their Male Peers

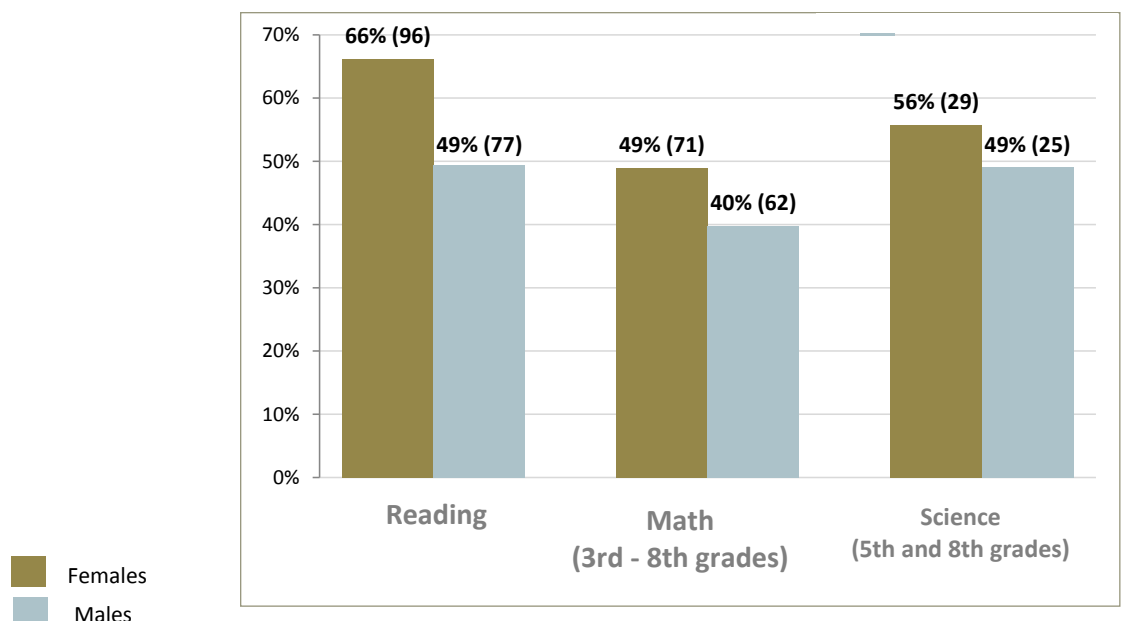
The overall gender distribution of KCHA-supported students matched to BSD data is approximately 49% female and 51% male. As the exhibits below demonstrate, female KCHA students are performing better academically than their male counterparts.

- Female KCHA students have a higher GPA average than their male neighbors in grades 10-12.
- A higher percentage of female KCHA students meet the MSP standard in reading, math, and science.

10th – 12th Grade Average GPA for KCHA Students by Gender, Second Semester of 2011-2012 School Year



Percent of KCHA Students Meeting Standard by Gender, MSP Subject Area Spring 2012





ENGLISH LANGUAGE LEARNERS

Overview

Overall, 9.2% of Bellevue School District students are in the formal English Language Learner (ELL) program. Among Focus Area students, 16% (66 students) are in the ELL program, while 11% (22 students) of students living outside the Focus Area are in the program.

- Among Focus Area students, more than one-third of kindergarten and 1st grade students (20 out of 55) receive ELL services; the proportion decreases as students advance grades.
- Most Focus Area students in the ELL program are at advanced or transitional levels; few are at the beginner and intermediate levels.
- Elementary schools with the highest enrollment of KCHA-supported students have significantly higher overall percentages of ELL students:
 - Sherwood Forest Elementary: 27% ELL
 - Lake Hills Elementary: 34% ELL
 - Stevenson Elementary: 47% ELL

The Vast Majority of ELL Students are Not Meeting State Standards in Reading, Math, and Science





What is the WELPA?

The Washington English Language Proficiency Assessment (WELPA), formerly known as the Washington Language Proficiency Test (WLPT), determines student eligibility for English Language Development (ELD) services. The WELPA annually assesses growth in English language development by the state's English language learners. This assessment tests reading, writing, listening, and speaking knowledge and skills. There are four levels: Level 1 (beginning), 2 (intermediate), 3 (advanced), and 4 (transitional — student exits ELL program).

The WELPA consists of two tests:

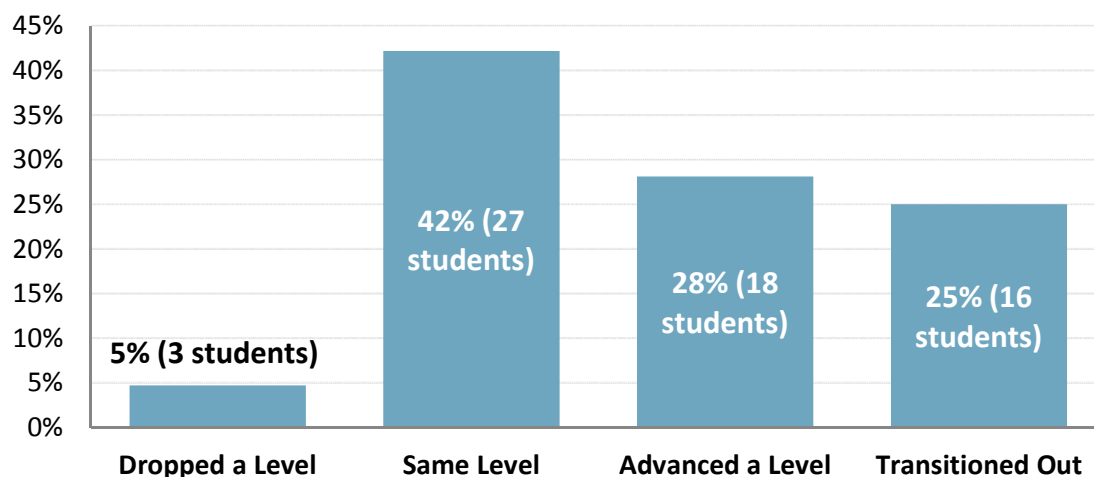
The Placement Test is used to determine initial student eligibility for English Language Development services. The Placement Test is given to all students whose families answer “yes” to question #2 on the Home Language Survey: “Is your child’s first language a language other than English?” Students must be tested within ten days of attendance in a Washington State school. Entering kindergarteners may be tested as early as May 1 preceding their attendance in the fall.

The Annual Test is given to all students who qualify for ELD services with a Placement Test. It measures students’ growth in English language knowledge and skills. Results from this test determine which students are eligible to continue to receive ELD services.

The WELPA can be used to demonstrate students’ progress in acquiring English language skills:

- Half of Focus Area ELL students moved up one level between 2011 and 2012.
 - 28% (18 students) advanced one level
 - 25% (16 students) transitioned out of the program in 2012
- 42% (27 students) scored at the same level on the WLPT/WELPA.

WLPT/WELPA Results for Students in KCHA Focus Area, 2011 to 2012





BELLEVUE BOYS & GIRLS CLUB

Overview

Six Bellevue Boys & Girls Club locations serve Focus Area students, including three that are located on-site at KCHA-owned communities (marked with *):

- Eastside Terrace*
- Hidden Village*
- Spiritwood Manor*
- Phantom Lake (at Phantom Lake Elementary)
- The Club/TXL (on Lake Hills Blvd)
- Crossroads Community Center

There are four additional Club locations that serve students outside the Focus Area:

- Cherry Crest (at Cherry Crest Elementary)
- Bennett (at Bennett Elementary)
- Main Club
- South Bellevue

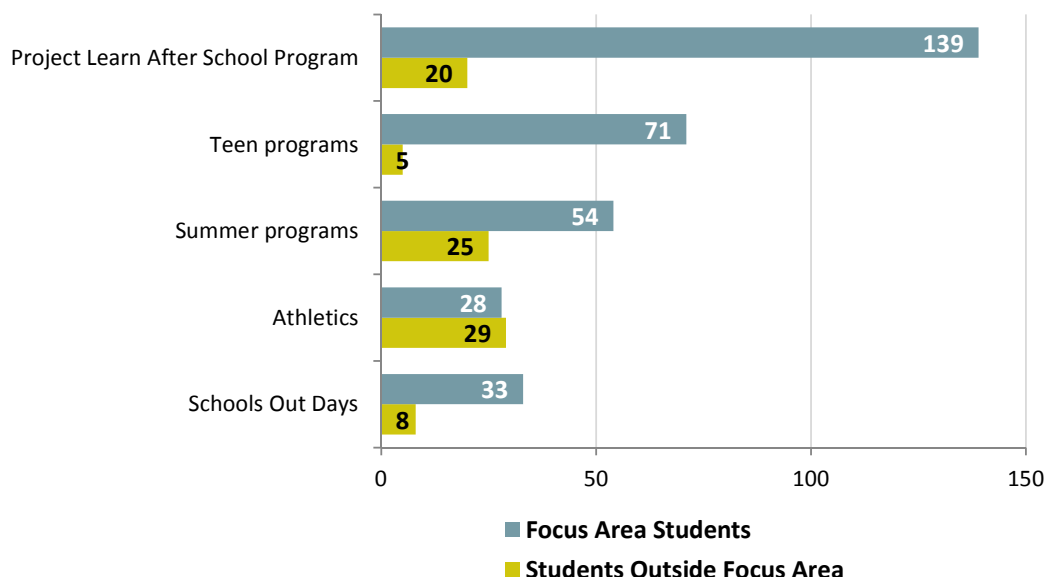
Match Rates and Participation

Where possible, KCHA data was matched to Bellevue Boys & Girls Club records to look for additional patterns based on participation in the club. Approximately 38% of Focus Area students and 20% of students outside the Focus Area matched to B&G record records.

The exhibit below shows participation of KCHA-supported students in Bellevue Boys & Girls Club activities by program. The data includes all KCHA-supported students matched as members of Bellevue Boys & Girls Club at some point in time and does not reflect length of time in the program or frequency of attendance (as some students may participate on a regular basis, while others may attend very infrequently).

Among Focus Area students, the “Project Learn After School” program was the most popular program, while among students from outside the Focus Area, Athletics and Summer programs were the most popular.

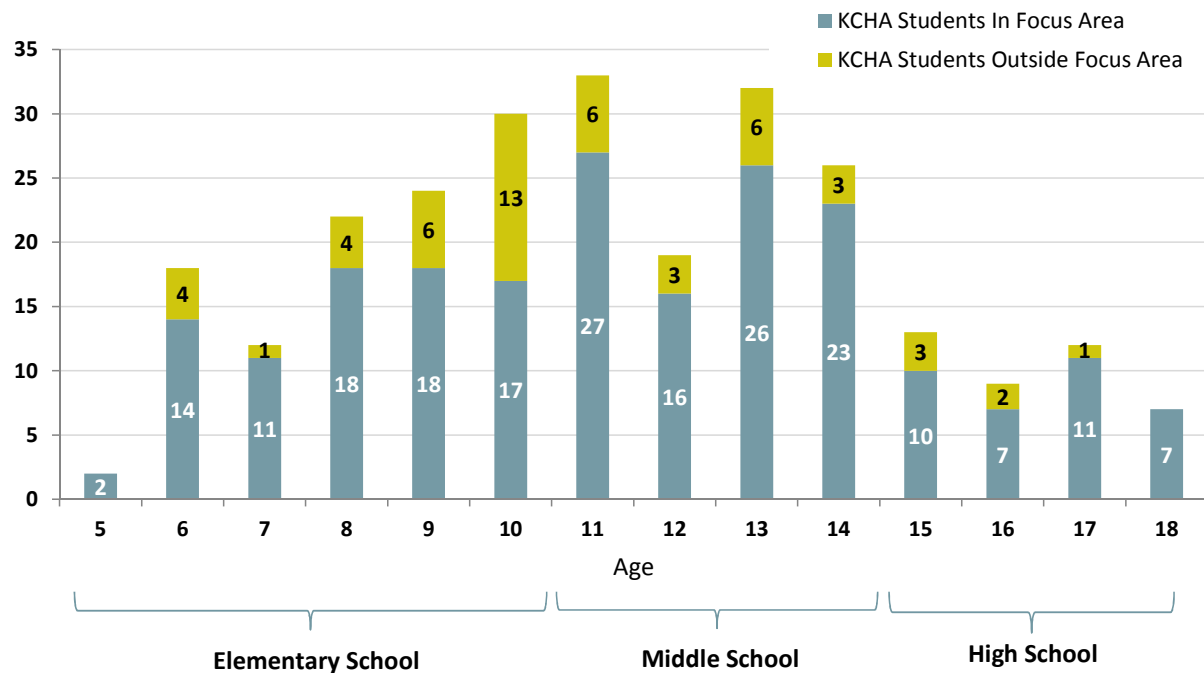
KCHA Students Participation in Bellevue Boys & Girls Club Activities by Program





The exhibit below shows the age distribution of KCHA-supported students that are members of Bellevue Boys & Girls Club. The majority of these students are between 8 and 14 years old.

Age Distribution of KCHA Students that are Members of Bellevue Boys & Girls Club

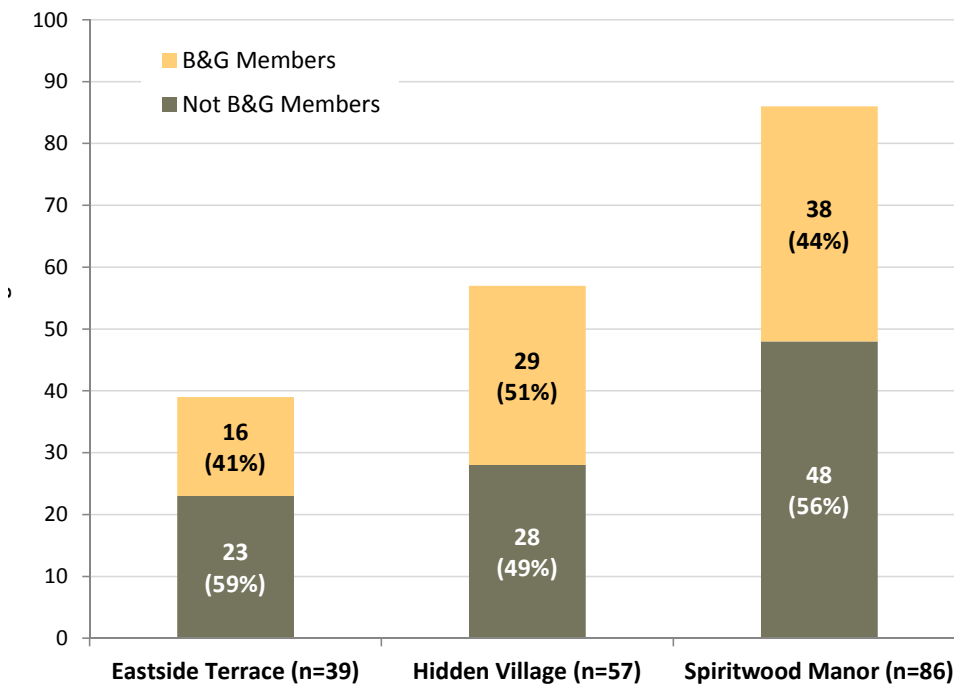




Bellevue Boys & Girls Club Sites Locations

Bellevue Boys & Girls Club sites located at KCHA Housing Communities serve about half of the on-site children. There are approximately 182 school-aged children at three KCHA properties that house Bellevue Boys & Girls Club sites, and 46% of these children are Bellevue Boys & Girls Club members. The exhibit below shows the number and percentage of children that are Bellevue Boys & Girls Club members by KCHA-owned property.

School-aged Children who are Bellevue Boys & Girls Club Members by KCHA-Owned Property





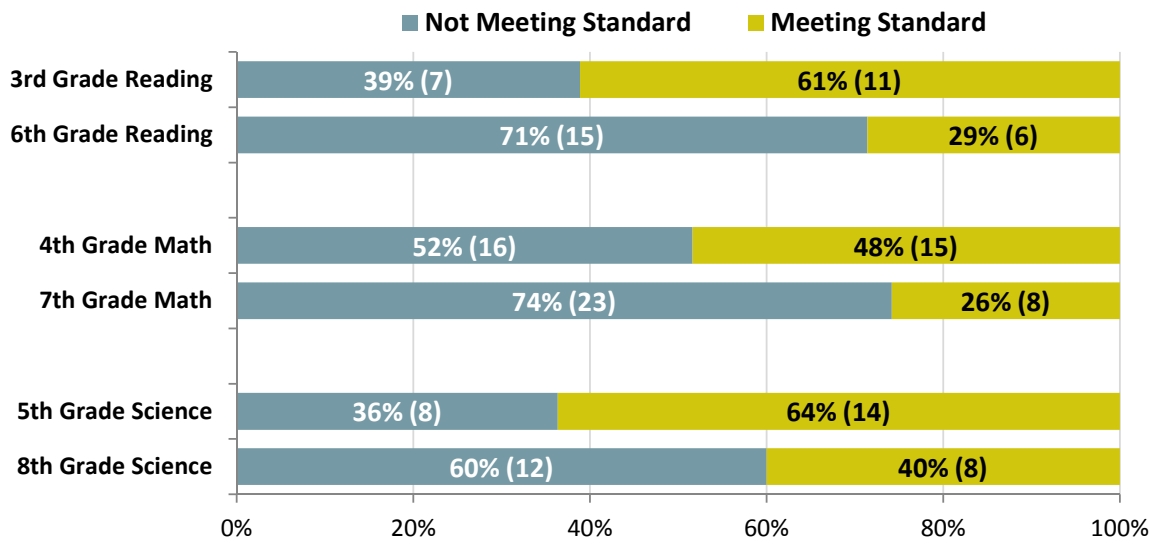
KCHA Students in Bellevue Boys & Girls Club are Also Struggling to Meet State Standards

The exhibit below shows the percentage of KCHA students that are members of Bellevue Boys & Girls Club who are meeting MSP standards in reading, math, and science. Similar to all KCHA students, smaller proportions of KCHA students that are members of Bellevue Boys & Girls Club meet subject standards in later grades.

POTENTIAL STRATEGY

KCHA and Bellevue Boys & Girls Club could work together to further evaluate the role of after-school programs in students' academic lives, and frequency and level of participation as it relates to student achievement.

Bellevue Boys & Girls Club KCHA Participant's Performance on MSP, Spring 2012



Bellevue Boys & Girls Club's "Project Learn After School" program serves many KCHA students who are struggling academically. As would be expected given this population, a smaller proportion of participants in the program are meeting academic standards than other KCHA students.

		Reading	Math	Science
KCHA students that participated in Project Learn After School for more than 1 year	% meeting standard	49%	44%	63%
	# students tested	43	43	8
KCHA students that are not members of Bellevue Boys & Girls Club	% meeting standard	79%	66%	84%
	# students tested	123	123	24



NEXT STEPS

Key findings from this report highlight the importance of a tailored, place-based educational initiative to help children and youth living in federally subsidized housing achieve success and have access to the same opportunities as their peers and classmates.

KCHA has started important conversations with key Education Initiative partners, including Bellevue Boys & Girls Club and Bellevue School District, and will bring together other community organizations to address challenges KCHA-supported children and youth face.

While specific strategies are being developed, key topics that may be addressed in these strategy-setting sessions include:

- Strategies to ensure that children are reading at grade level by the end of the 3rd grade.
- Methods for focused interventions in elementary and middle school level math.
- Ways to raise awareness of the College Bound Scholarship Program opportunity, encouraging students to sign up, and helping students maintain GPAs of at least 2.0.
- Steps for further evaluation of Bellevue Boys & Girls Club programs and the role they play in improving academic outcomes for children.



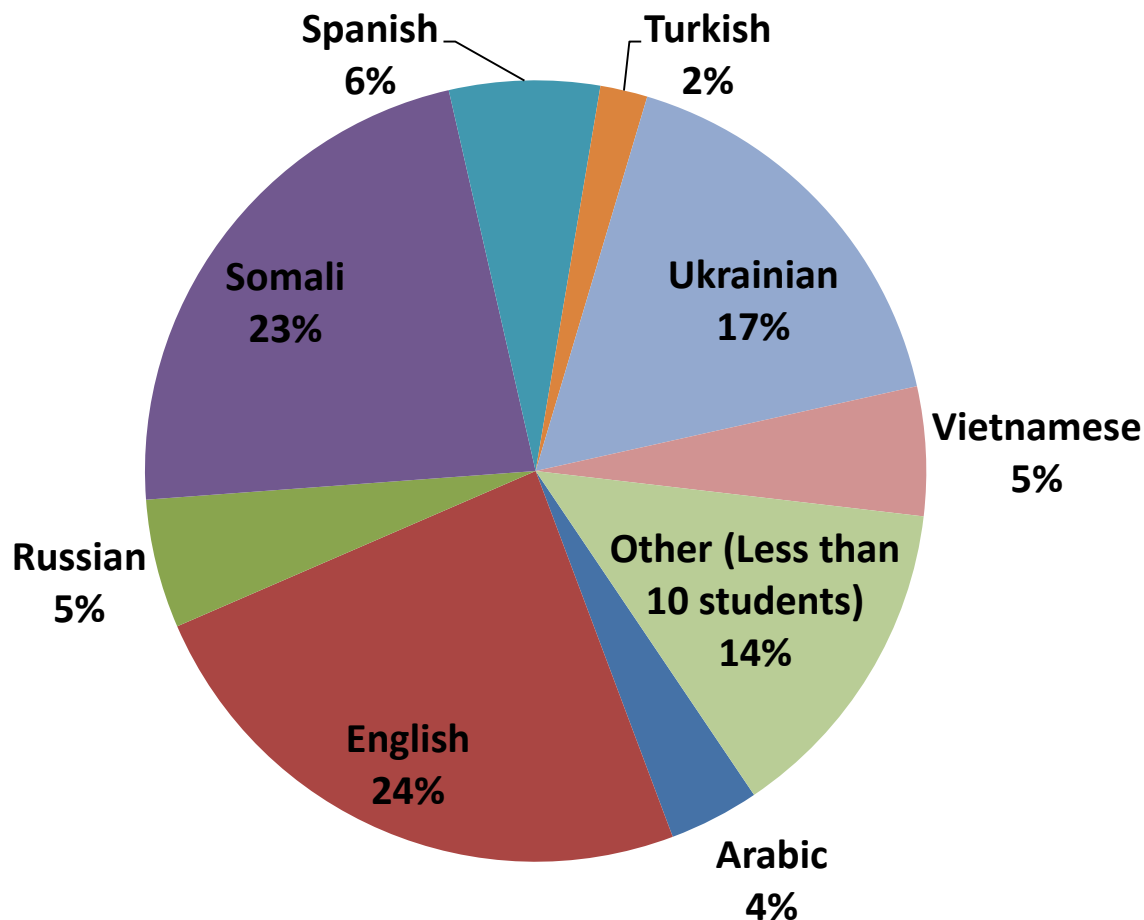


CASCADE & VALLI KEE

JANUARY 28, 2014

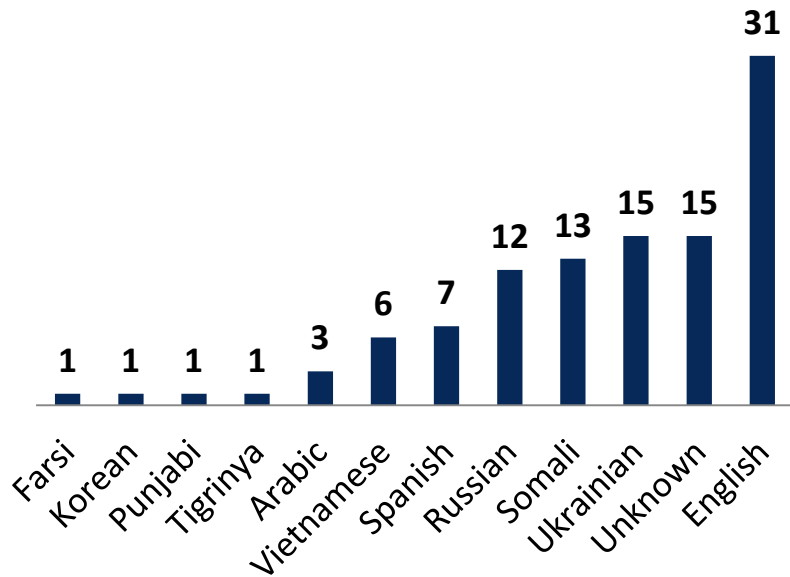
Home Languages of KCHA Students

**10 or more students in each group*

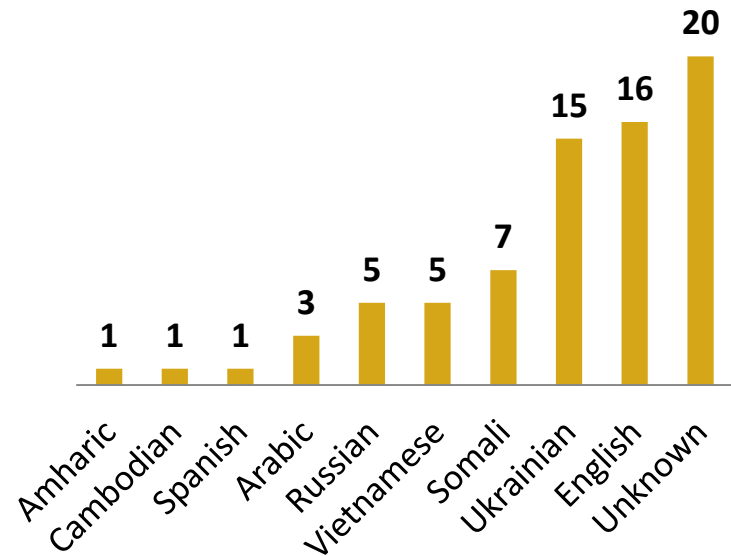


Home Languages - Cascade & Valli Kee

**Cascade Household
Language***



**Valli Kee Household
Language***



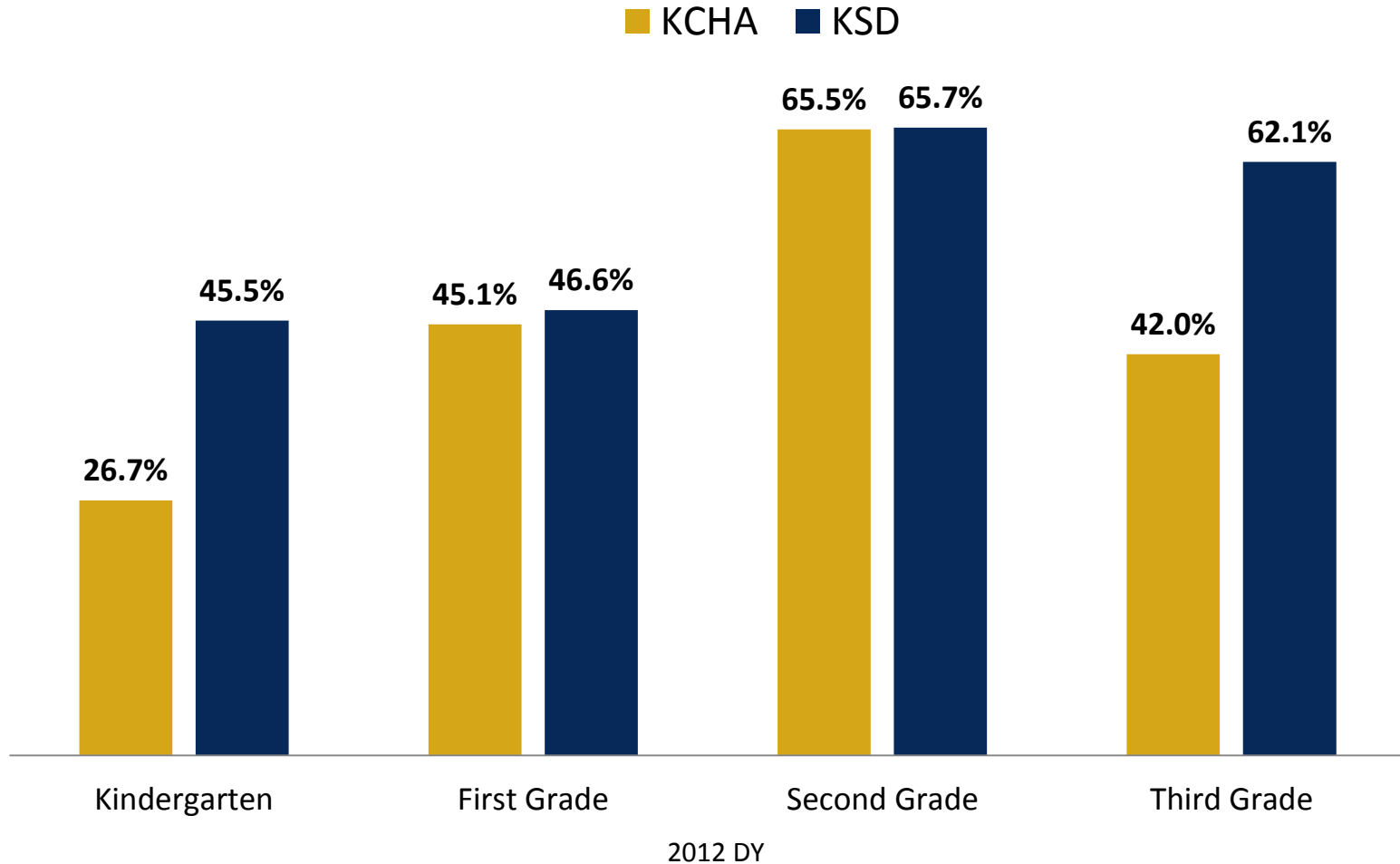
*All heads of household 3

Schools KCHA Students Attend

School	KCHA Students	Percentage of Student Body
Cedar Heights Middle	55/690	8.0%
East Hill Elementary	33/518	6.4%
George T. Daniel Elementary	2/467	0.4%
Glenridge Elementary	39/493	7.9%
Grass Lake Elementary	1/417	0.2%
Horizon Elementary	4/503	0.8%
Jenkins Creek Elementary	3/319	0.9%
Kent Elementary	4/633	0.6%
Kent Mountain View High	4/350	1.1%
Kent Phoenix Academy	6/364	0.8%
Kentlake	74/1700	4.4%
Kent-Meridian High	41/1986	2.1%

School	KCHA Students	Percentage of Student Body
Kentridge High	19/2137	0.9%
Kentwood High	1/1992	0.05%
Martin Sortun Elementary	2/600	0.3%
Meadow Ridge Elementary	3/541	0.55%
Meeker Middle	29/652	4.4%
Meridian Elementary	3/609	0.5%
Millennium Elementary	82/565	14.5%
Panther Lake Elementary	2/568	0.35%
Park Orchard Elementary	2/477	0.4%
Pine Tree Elementary	112/491	22.8%
Scenic Hill Elementary	4/588	0.7%
Springbrook Elementary	37/503	7.35%
Grand Total	562	

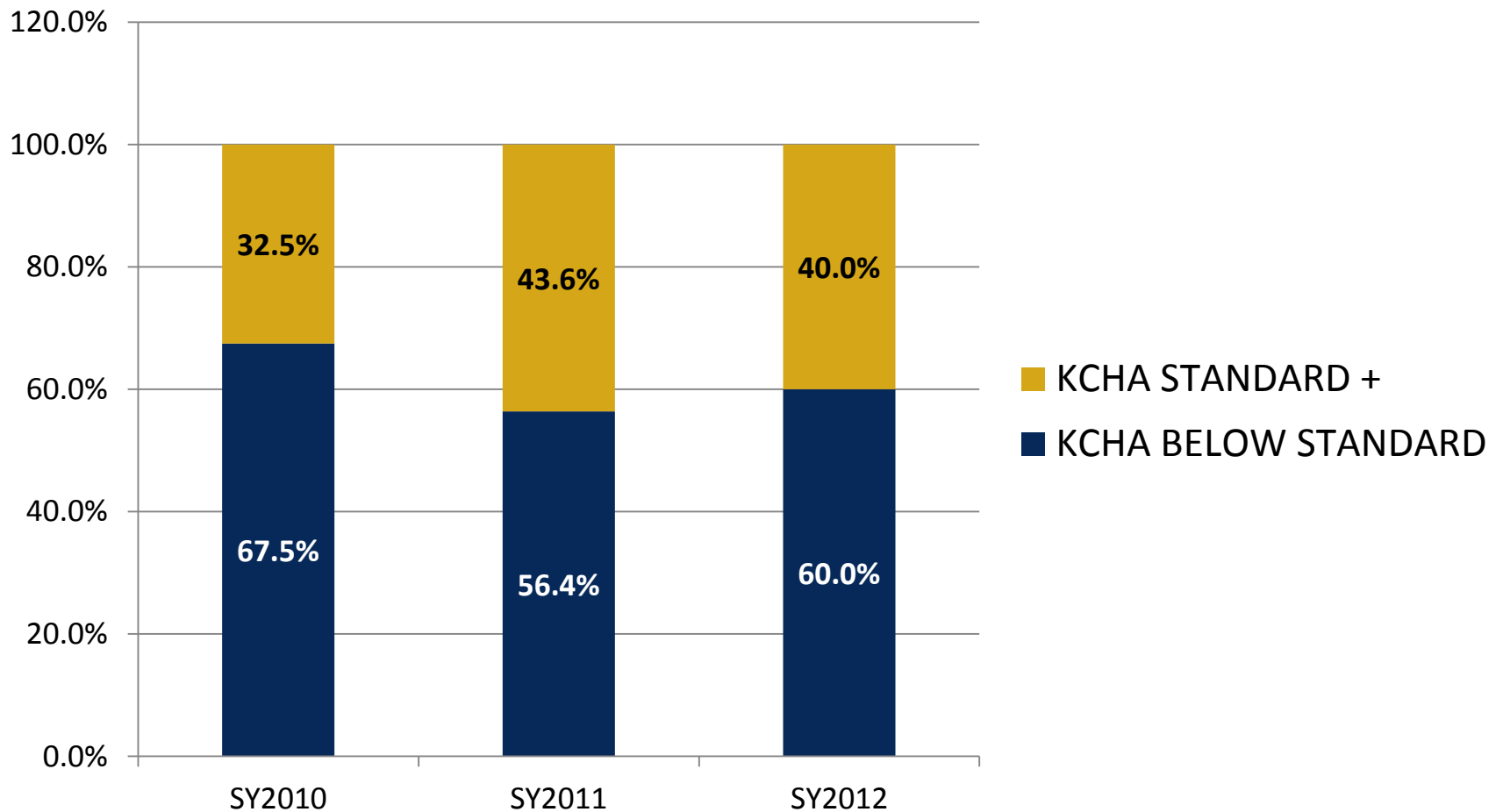
K-3 DIBELS - KCHA & KSD



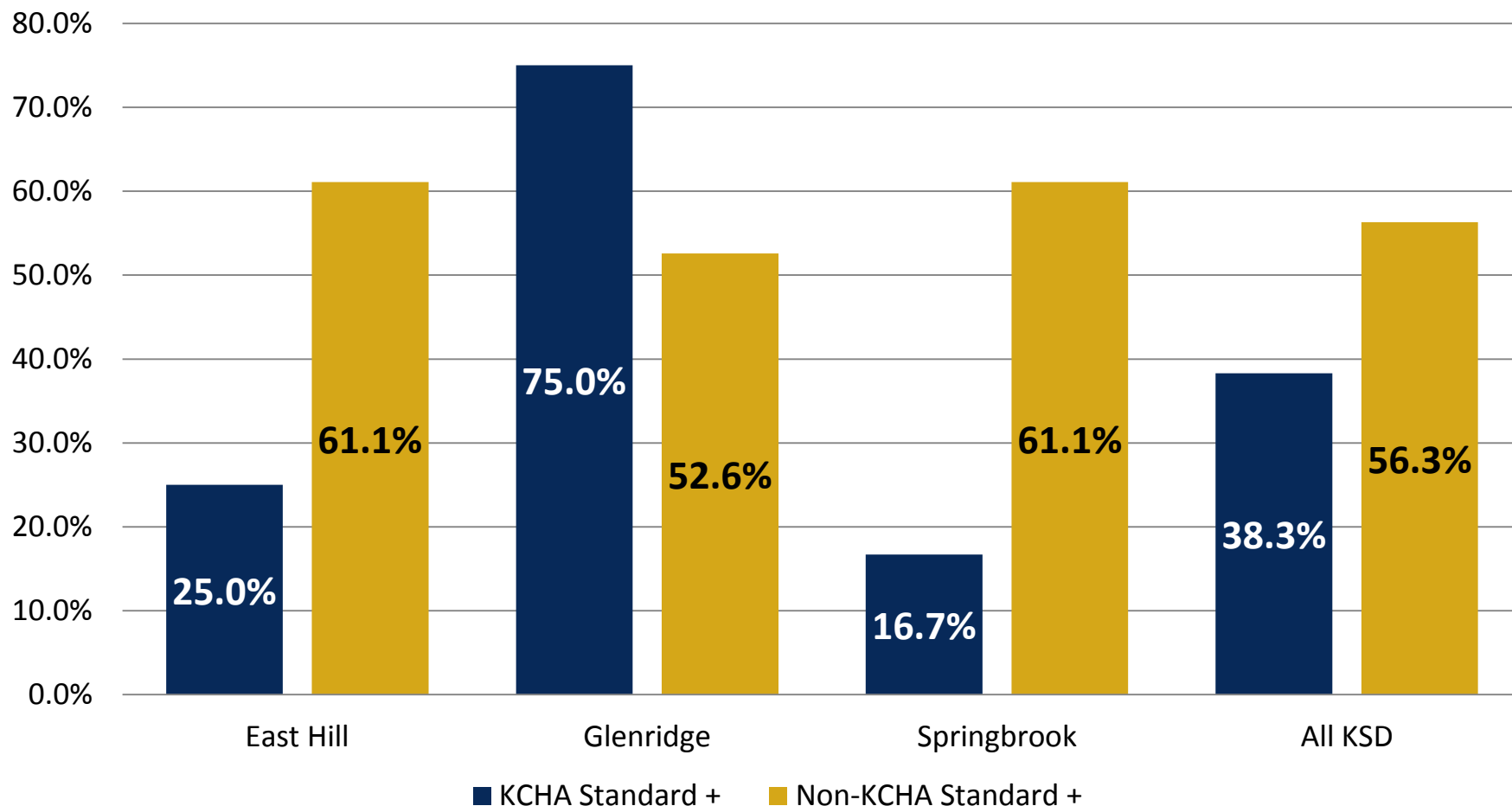
3rd Grade MSP Reading - KCHA Over 3 Years

2011: 60 KCHA students & 1,085 non-KCHA students

2012: 47 KCHA students & 1,047 non-KCHA students



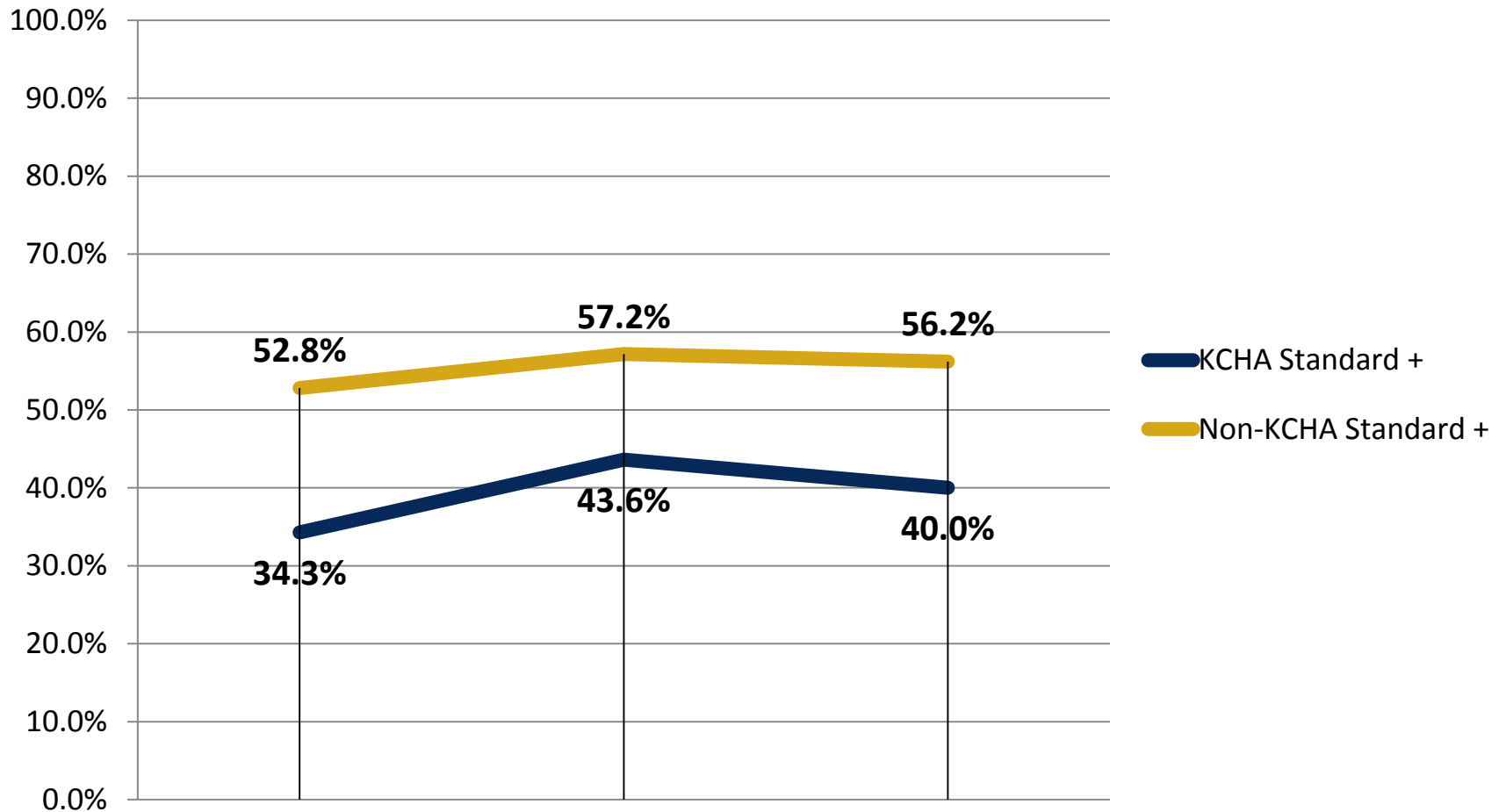
3rd Grade MSP Reading - KCHA & Other Low Income Students



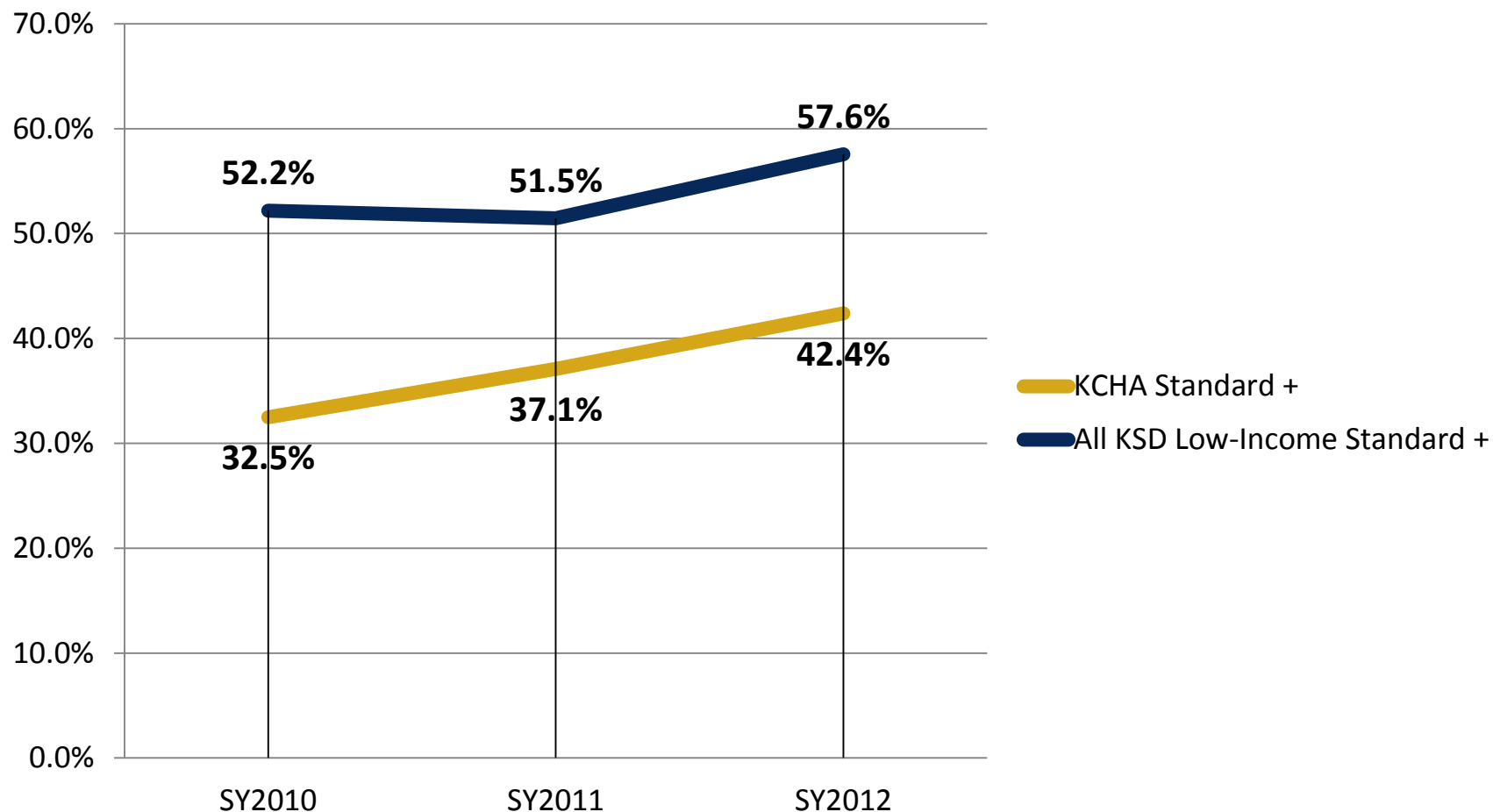
3rd Grade MSP Reading - KCHA & Other Non-KCHA East Hill, Glenridge, & Springbrook

Level	KCHA East Hill	Non-KCHA East Hill	KCHA Glenridge	Non-KCHA Glenridge	KCHA Springbrook	Non-KCHA Springbrook	All KCHA 3 rd Graders	ALL Non-KCHA KSD 3 rd Graders
Level 4 Exceed Standard	0 0%	16 29.6%	0 0%	7 18.4%	1 16.70%	6 16.7%	8 17.0%	236 22.5%
Level 3 Met Standard	1 25%	17 31.5%	3 75%	13 34.2%	0 0%	16 44.4%	10 21.3%	355 33.9%
Level 2 Below Standard	2 50%	16 29.6%	0 0%	15 39.5%	5 83.30%	10 27.8%	18 38.3%	310 29.6%
Level 1 Well Below Standard	1 25%	5 9.3%	1 25%	3 7.9%	0 0%	4 11.1%	11 23.4%	146 13.9%

3rd Grade MSP Reading - KCHA 3 Year Trend

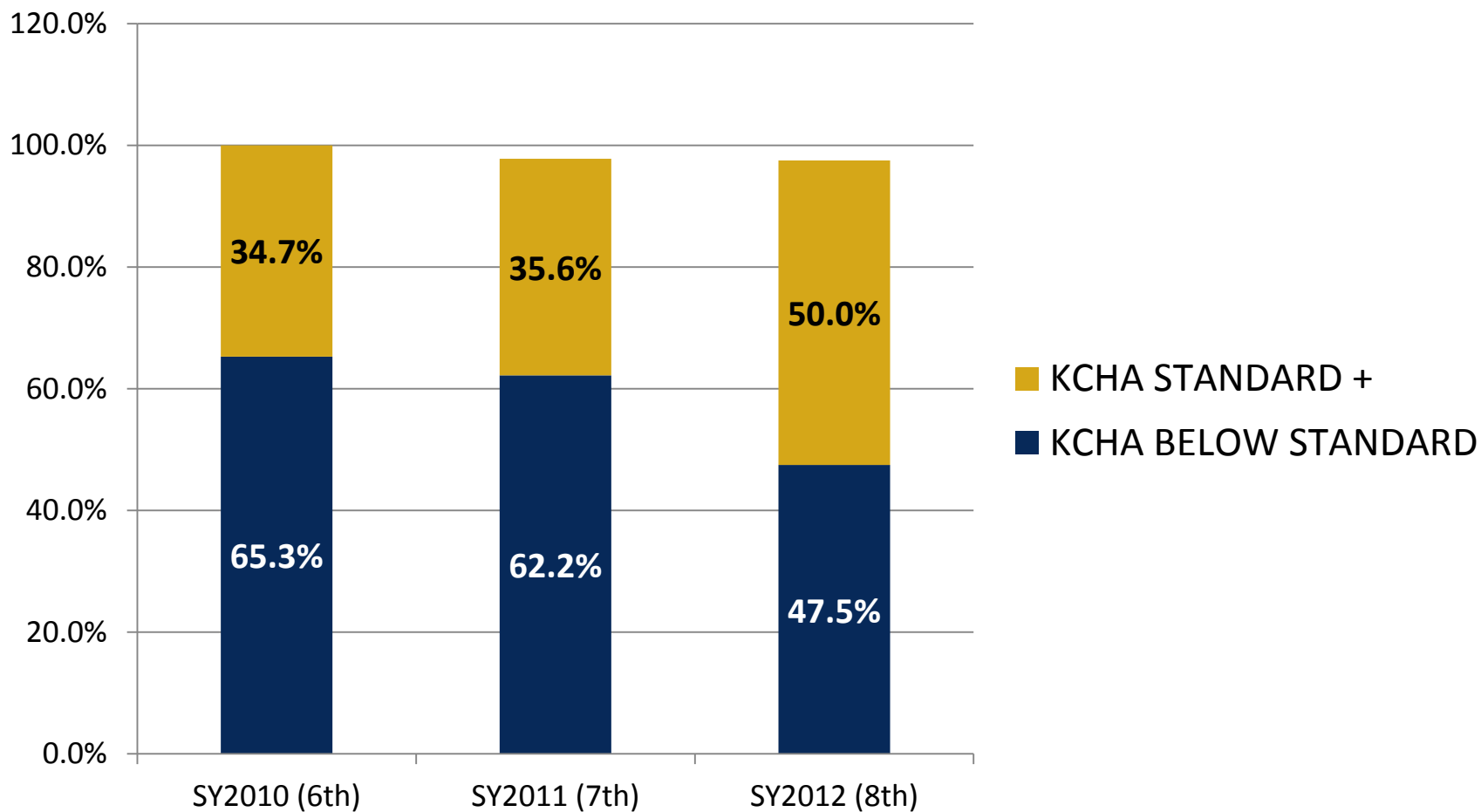


3rd Grade MSP Reading Cohort - KCHA & KSD

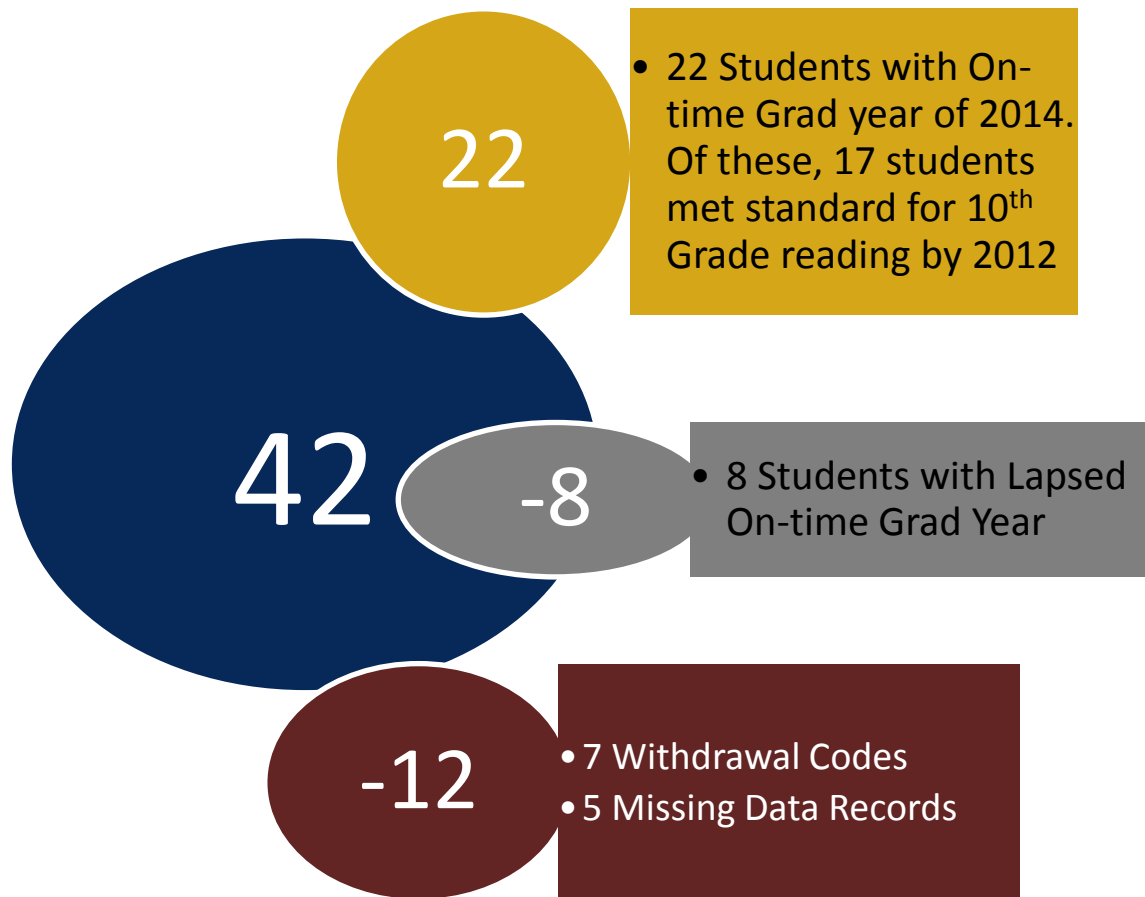


6th – 8th Grade MSP Reading Cohort - KCHA

49 students for 2010

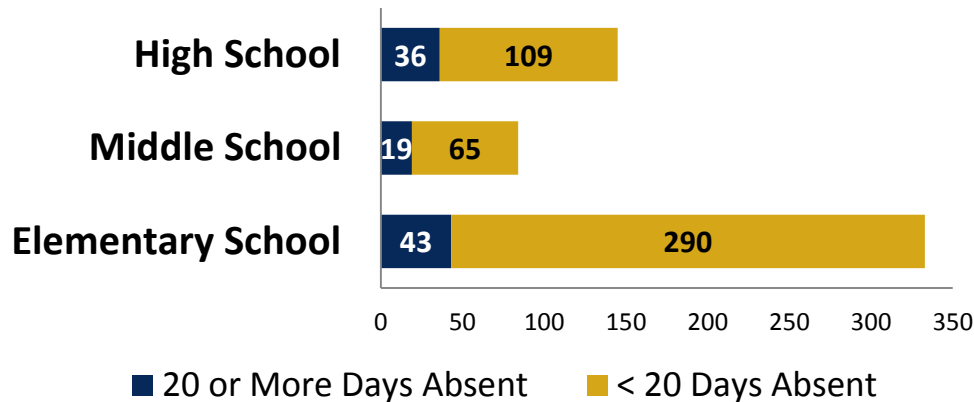
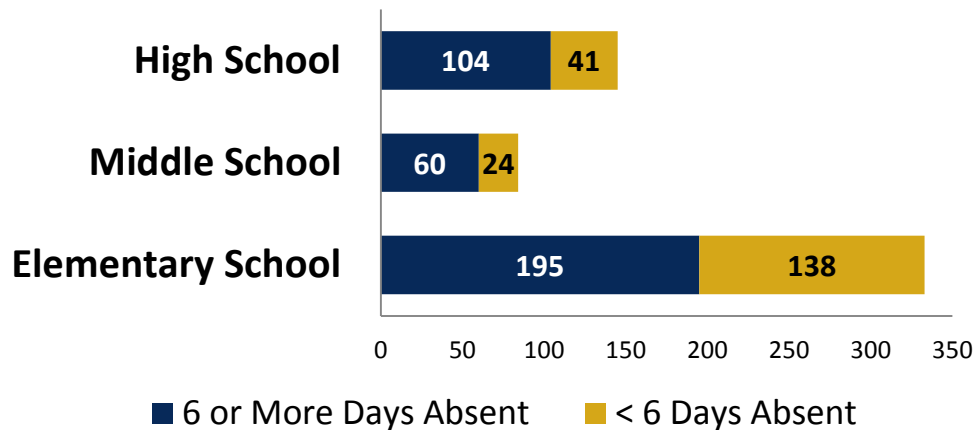


8th – 10th Grade Graduation Cohort - KCHA



KCHA Student Absences

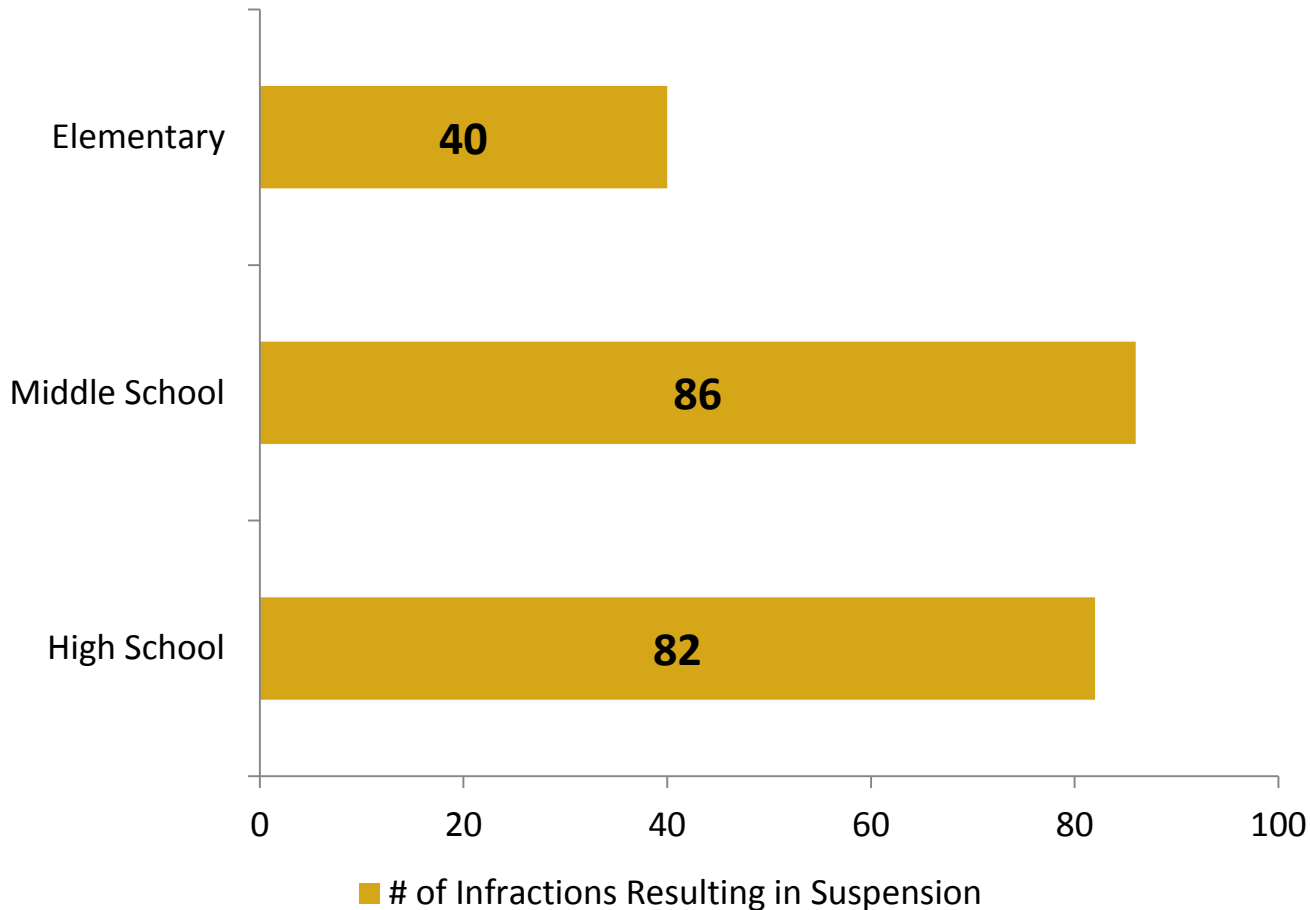
145 students



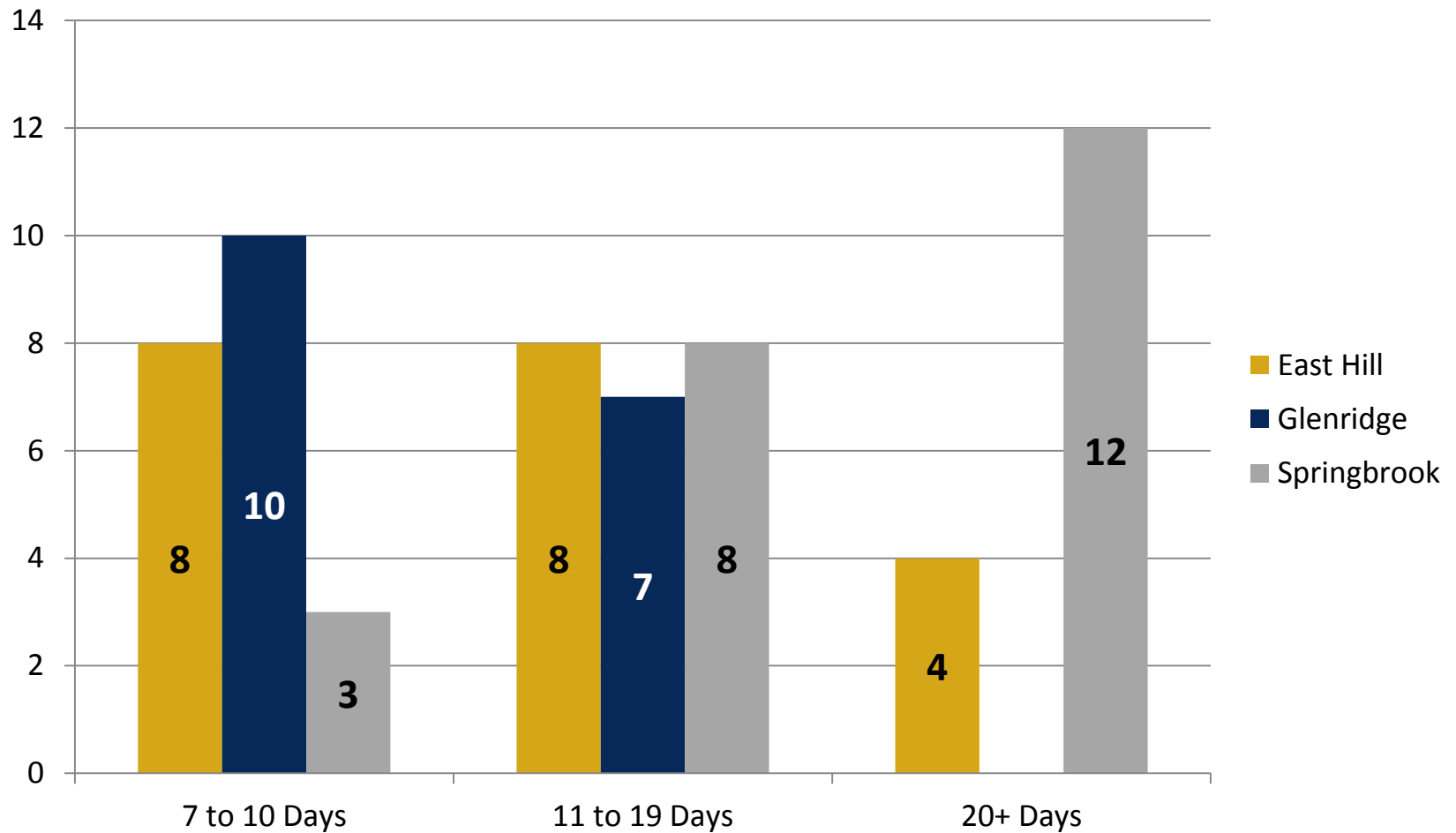
KCHA students are missing a lot of days of school.

The school district says children should not miss more than 6 days of school in the whole year.

Number of Behavior Infractions Resulting in Suspensions by School Level: KCHA



KCHA Absences





GOALS

- 1 Families are engaged in their children's learning.
- 2 Children enter Kindergarten ready to learn.
- 3 Students read at standard by the end of 3rd grade.

Goal 1: Families are engaged in their children's learning

- Parent Academy for Student Achievement
- Parent/Teacher Conferences
- KYFS Family Engagement Facilitator



Goal 2: Children enter Kindergarten ready to learn

- Head Start
- Parent-Child Home Program
- Play & Learn



Goal 3: Students read at standard by the end of 3rd grade

- Kindergarten Academy
- Kindergarten-3rd grade Academy
- Alignment of KYFS K-3 Academy with school outcomes and common core





Next steps

