



Housing and Education Project Exploration Phase

Initiated by Housing Development Consortium (HDC)
via Support from the Bill and Melinda Gates Foundation



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DEVELOPMENT
consortium

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Participants



Imagine Housing
building eastside communities



CATHOLIC COMMUNITY SERVICES
OF WESTERN WASHINGTON



mercy
HOUSING



MULTI-SERVICE CENTER

bellwether



COMPASS
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Housing and Education Project (HEP) Exploration Phase

Initiated by Housing Development Consortium of Seattle–King County (HDC)
Via support from the Bill and Melinda Gates Foundation

A child's educational experience and academic outcomes can be impacted by the housing communities in which they live. Many individual nonprofit housing providers already offer varied services within their housing communities (based on a range of internal and external factors) that can positively affect the education connections and development of their residents. Recognizing this, HDC, with support from the Bill and Melinda Gates Foundation, convened designated representatives from six nonprofit housing provider organizations to explore the challenges and opportunities associated with making impactful connections between where children live and where they learn. The desired outcome of this Housing and Education Project (HEP) exploration phase was to identify and present the realistic potential (readiness) for implementing a regionalized model(s) that supports housing providers in meeting the educational needs of children and youth living in housing they own and manage, specifically from a nonprofit housing providers' perspective.

Since June 2016, HEP participants met nine times as a larger group. Over the course of these meetings, the group has:

1. Gained a better understanding of the local organizations working toward improving educational outcomes, and how select housing providers provide out-of-school time services.
2. Characterized the current continuum of out-of-school time services typically offered within the housing arena.
3. Identified factors affecting the out-of-school time service models for the children and youth living in their housing properties.
4. Acknowledged strengths as well as limitations of the current placed-based services.
5. Based on perceived readiness for systems change, crafted a potential solution to better support those organizations providing youth and child services within housing communities; including essential features of housing-based out-of-school time services, desired outcomes of the solution, as well as potential barriers to its adoption.
6. Tested the assumptions and solutions with key stakeholders, partner organization leadership (EDs/CEOs), and other housing providers. Feedback from those conversations informed the final recommendation made regarding the proposed solution.

This document summarizes the HEP group's findings and recommendations.

HOUSING AND EDUCATION PROJECT PARTICIPANTS:

- **Bellwether Housing:** Ray Padilla, Resident Services Manager; Muslim Man, Resident Services Coordinator, Sue Selman, Director of Property Management
- **Imagine Housing:** Rachel Mathison, Director of Supportive Services
- **Compass Housing Alliance:** April Aiken, Program Manager, Charlotte Pfeiffer, Compass on Dexter
- **Multi-Service Center (MSC):** Manuela Ginnett, Housing Director; Amanda Santo, Employment and Education Director
- **Mercy Housing Northwest:** Tereasa Palmer, Regional Manager of Resident Services
- **Catholic Community Services of Western Washington:** Heidi Neff, Program Manager, Youth Tutoring Program

FACILITATORS:

- **Housing Development Consortium of Seattle-King County (HDC);** Loren Tierney, Lead Staff
- **Loveall Price & Associates (LPA) Project Facilitators:** Linda Hall, Lead Consultant; Quinn Gordon, Support; Kim Loveall-Price, Support

This document summarizes the HEP group's findings and recommendations.

Note: While the intent of this exploration was to hear directly from the nonprofit housing providers' perspectives, participants recognized that the findings and proposed model should include full participation of the specific communities served, housing authorities and potentially for-profit housing providers.



Participant Quotes:

"In 5 years I hope that the housing providers and schools come to an agreement that our children need both to enable them to be successful in life."

"In 5 years, I hope that there is a symbiotic relationship between housing and education sectors such that housing is seen as a verb rather than a noun and enrichment services are provided with ample resources."

SUMMARY FINDINGS RELATED TO OUT-OF-SCHOOL TIME SERVICES OFFERED BY NONPROFIT HOUSING PROVIDERS

<p>Identified reasons for offering out-of-school time services:</p>	<ul style="list-style-type: none"> ○ Supervised place for kids to be after school & engage w/ others ○ Opportunity for family engagement ○ Potential for positive effect on academic outcomes ○ Organizational priorities/mission focus ○ Addresses community-identified needs ○ Helps build community & develop greater resident ownership & pride in housing
<p>Characteristics of out-of-school time service support:</p>	<ul style="list-style-type: none"> ○ Housing provider may or may not be direct service provider ○ Quality assessments and data gathering may nor may not be consistent or sporadic ○ Programs offered vary based on space, staff, volunteer and funding availability ○ Impacted by resident demographics and needs ○ Tend to serve a broad range of ages
<p>School district relationships:</p>	<ul style="list-style-type: none"> ○ Multiple districts ○ Exists largely at specific school level; inconsistent ○ School district relationship not required
<p>Existing connections with others in the youth development field</p>	<ul style="list-style-type: none"> ○ Inconsistent experiences among housing providers ○ Gaps in information sharing & professional development ○ Opportunity to strengthen housing provider's role and engagement levels with others
<p>Strengths of housing providers in relation to providing out-of-school time services:</p>	<ul style="list-style-type: none"> ○ With students year round / 7 days a week; potential to impact and track youth for years ○ Relationship with and access to families ○ Ability to offer low-barrier programs ○ Housing sites exist where other community services may not ○ Broad range of children served
<p>Challenges faced by housing providers in providing out-of-school time services</p>	<ul style="list-style-type: none"> ○ Lack of sufficient and predictable program funding ○ Lack of outcome measurements and data collection ○ Little to no support system/ network ○ Housing providers have varied roles and competing priorities (landlord, property owner, service provider); ○ Regulatory confusion
<p>Current funding sources and situations:</p>	<ul style="list-style-type: none"> ○ Property operations ○ Private fundraising ○ Limited public funds ○ Program costs vary ○ Sustainable funding options needed

SUMMARY RECOMMENDATIONS RELATED TO OUT-OF-SCHOOL TIME SERVICES OFFERED BY NONPROFIT HOUSING PROVIDERS

<p>Strengthen housing providers' out-of-school time support network</p>	<ul style="list-style-type: none"> ○ Build a solid bridge between housing providers and others in the child and youth development field ○ Make professional development and tools more accessible to housing providers ○ Increase advocacy opportunities to support sustained out-of-school time service funding for housing communities
<p>Essential features of a strengthened out-of-school time support network</p>	<ul style="list-style-type: none"> ○ Recognize uniqueness of housing provider as service provider ○ Emphasize social and racial justice; purposefully include housing providers and residents from traditionally underrepresented communities ○ Provide a range of "opt in" program choices ○ Encourage trauma informed care ○ Build on existing infrastructure ○ Assesses and builds on the strengths and needs of individual housing communities ○ Incorporate "holistic approach" in serving families ○ Funding for network building does not supplant direct service funding

Participant Quotes:

"In 5 years, I hope that youth have easy access to relevant after school programs that are on-site or nearby."



"In 5 years, I hope that there is greater usage of youth agencies as partners."

"In 5 years, I hope that housing providers are supported to..."

- ~ figure out the educational model that works best for them
- ~ participate in a network/cohort/learning group of those with similar models"

Summary Characteristics of a Stronger Out-of-School Time Support System Offered by Housing Providers:

Areas of Impact:

I. Professional Development and Support:

- Those providing youth and children services within housing communities routinely access professional development, information and networking opportunities.
- Professional development and support have direct application/are relevant to housing providers' unique needs and is accessible (financial and otherwise).

II. Common Tools and Quality Standards:

- Those currently providing or wanting to provide youth and children services within housing communities use common tools and quality standards
- Tools and resources support varied investments and service provision strategies along a continuum.
- Housing community residents help shape the services provided.

III. Strengthened Housing Communities Roles and Positions:

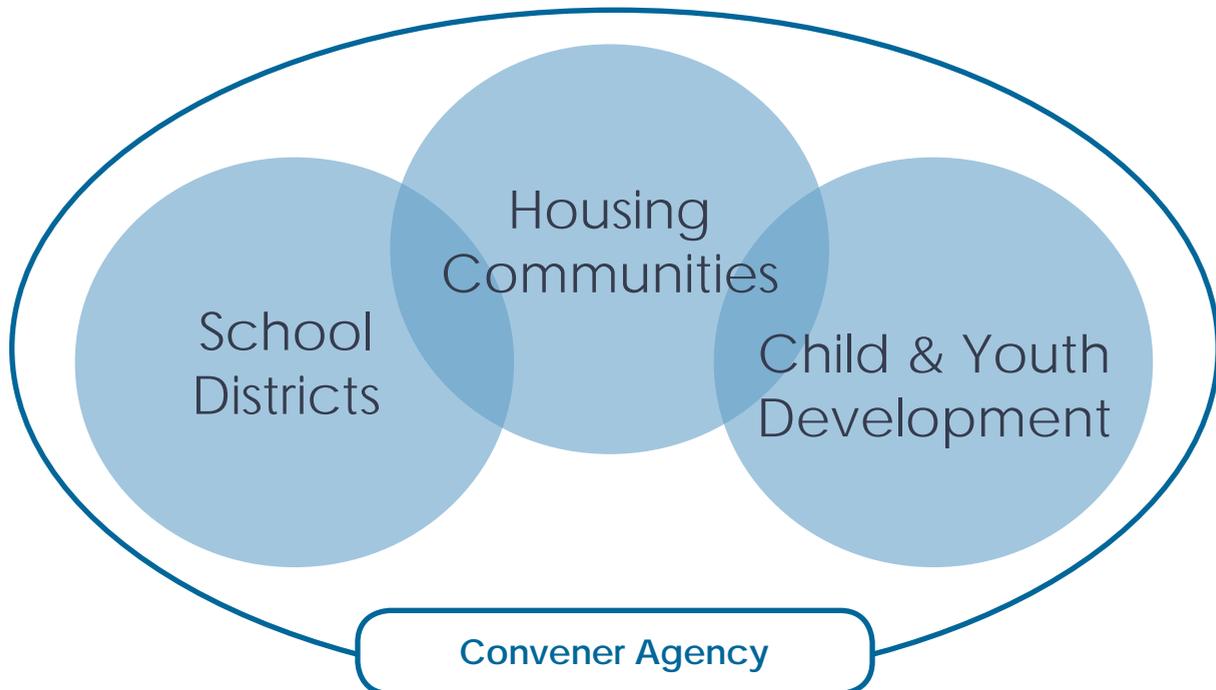
- Policy and advocacy work to support youth, children and family services includes housing provider and housing community voices.
- Housing providers routinely engage as critical partners in the child and youth development field.

IV. Sustainable Funding:

- Sustainable funding options exist for direct service provision.
- Housing providers influence the availability of out-of-school time services
- Housing providers successfully use a variety of funding sources to support quality and consistent out-of-school time services



Recommended Model to Achieve Systems Change



Convener Agency:

Using incremental (new) dollars, invest in the coordination and convening capacity needed to make a deliberate and sustainable shift for those providers currently providing or wanting to provide youth and children services within their housing communities. With a focus on professional development and support, quality standards, organizational and professional roles, and services funding, the convener agency will affect housing providers':

1. access to financial and nonfinancial resources already within the child and youth development field;
2. ability to positively affect the educational outcomes for children and youth; and
3. engagement with and impacts on the youth development field.

Specific Strategic Activities:

1. "Build a bridge" between housing providers and other local organizations (i.e., SOWA, SOAR, YDEKC, see appendix for program descriptions) providing advocacy, professional development, networking, and common tools to support children and youth development, such that the fields are coordinated, collaborative and connected.
2. Test various models of housing provider engagement; evaluate against identified goals/core elements of success and improve as needed.
3. Facilitate realistic resolutions to identified challenges such as:
 - a. Data gathering and integration in program design
 - b. Training relevant for those providing housing-based services
 - c. Identification of ongoing financial support for programs
4. Expand engagement opportunities beyond the local level

Detailed Characteristics of Future System

Areas of Impact:

- 1. Professional Development and Support:** Those organizations providing youth and children services within housing communities are able to routinely access professional development, information and networking opportunities which have direct application/is relevant to their unique needs and is accessible (financial and otherwise).
 - Housing providers understand the regulatory/licensing landscape and how it impacts their choices in service provision.
 - Best practices and impacts of out-of-school-time services in housing communities is readily available.
 - A gaps analysis/needs assessment exists at the local levels that is used to support housing providers wishing to support their families with out-of-school programs and wanting to promote coordination rather than duplication of efforts. The assessment serves as a way to link housing providers to what already exists in their communities, and supports housing providers making the case to funders to fill programming gaps
- 2. Common Tools and Quality Standards:** Those currently providing or wanting to provide youth and children services within housing communities use common tools and quality standards that are flexible in that they allow for varied investments and service provision strategies along a continuum.
 - Housing providers have clear “opt in” options for providing out of school services that matches their capacity and ability to provide services.
 - Higher quality services exist than otherwise would be provided as measured through the Youth Program Quality Assessments (YPQA).
 - Funding to carry out YPQA(s) does not become the barrier for an organization to participate in the Youth Program Quality Initiative.
- 3. Strengthened Housing Communities Role and Position:** Policy and advocacy work to support youth, children and family services includes housing provider and housing community voices. Housing providers routinely engage as critical partners in the child and youth development field.
 - Residents are regularly included in a purposeful and respectful way into conversations about housing-sponsored out-of-school services.
 - Housing representatives hold a “place at the table” when out-of-school programs and advocacy efforts are being considered.
 - Housing providers become a constituent of out-of-school program providers – as demonstrated by consistent, proactive outreach to the housing providers.
 - Advocacy work is done in coordination with SOWA, YDEKC and SOAR.
- 4. Sustainable Funding:** Sustainable funding options exist for both intentional coordination and collaboration and direct service provision.
 - Funds supporting a lead collaborative agency do not take away from dollars which otherwise would have been used for direct services.
 - Funders supporting housing-based out-of-school service provision seek to provide equitable geographical distribution of funds.
 - Regular, intentional and transparent discussions occur among providers competing for dollars and with the funders providing the dollars. (modeled after the work HDC has done bringing together funders and housing providers around applications, policies and prioritization decisions)

Identified Essential Features of a Strengthened Out-of-School Time Support Network

- 1. Professional Development and Support:** Housing provider emphasis: Recognize the unique elements and needs of housing providers and housing communities and provide support with those needs in mind.
- 2. Socially and racially just:** Support and further the application of a social justice lens to all aspects of the work including involving residents in program development, training provided, people involved, outcomes promoted, data gathered, etc.
- 3. Recognize value of continuum of services:** Don't require a "one size fits all" approach – meet providers where they are ready to engage along the continuum.
- 4. Optional:** Housing providers engage to the extent that they're willing/able.
- 5. Holistic approach:** Incorporate a "holistic approach" to providing out-of-school services - consider the impact to and engagement of the whole family as well as to the individual children.
- 6. Influential:** Develop the ability to influence internal organizational priorities through education and compelling data – develop champions throughout the organizations—including the people designing the spaces within housing—put forward data that can be used data to inform program delivery.
- 7. Quality assessments:** Organizations receive support for defining, assessing and furthering "quality" programs sponsored by housing providers– seek commonality among providers.
- 8. Collaboration:** Foster strong and consistent networking, collaboration and professional development opportunities.
- 9. Shared training opportunities:** Ensure training is applicable to housing providers/unique needs of housing communities. Training should be around overall best practices and program design, be relevant for both new and experienced staff as well as include an element of peer learning/sharing.
- 10. Financially accessible:** provide low or no-cost consistent professional development programs and trainings for housing providers and their staff.
- 11. Build on existing strengths:** Ensure the model and the efforts build on infrastructure that already exists- incorporates existing agencies and tools/resources already created. (i.e. YDEKC work to develop common outcome tracking tools)
- 12. Promote Trauma Informed Care:** Ensure professional development and system supports that recognize adverse childhood experiences in the delivery of services and program development. Seek to develop programs which have low barriers to continued participation.

Detailed Findings of Current System

Identified reasons for offering out-of-school time services

1. **Mission:** Promote organizational mission through provision of children and youth services.
2. **Safe Place to Be:** Provide children with a nutritional snack and a place to be after school which is supervised and where they can engage with others.
3. **Family Engagement:** Providing an access point for families in need of additional services; involving parents and other family members in programs; broadening overall resident community engagement.
4. **Education:** Positively impact school outcomes (could be grades and/or behavior/social aspects).
5. **Community Needs:** Addresses community-identified needs
6. **Community Engagement:** Helps build community & develop greater resident ownership & pride in housing

Participant Quote:

“After school and weekends are equally important for school success.”



Factors Impacting Housing Providers' Out-of-School Time Support

- 1. Organization expertise in direct service provision:** Some organizations already have an internal service “arm” which would influence how they choose to provide services; some organizations have infrastructure (staff, training, data tracking) established to support such services.
- 2. Level of organizational investment/access to funding:** The organization’s prioritization of services impacts the level of investment—both in service dollars as well as staff allocations (stability of funding and staffing, capacity for critical training time). Limited funding for services forces prioritization decisions (i.e., investing in new housing versus investing in services for existing residents.)
- 3. Physical space:** The physical configuration of some properties lends itself better to service provision. Some organizations have an older portfolio which may preclude them from offering services due to lack of community space. Is it a priority or is it possible to incorporate space in new or renovated projects?
- 4. Volunteer needs and coordination:** Does the organization have the staff capacity to nurture and invest in the volunteers/volunteer programs necessary to achieve the program goals? Must a program rely on volunteers to function?
- 5. Relationship with and access to on-site and/or off-site partners (i.e., schools, program providers):** Do potential partners exist and, if so, what is the capacity to invest time into partner coordination. Does the broader community offer programs and services that could be made more accessible to residents and their children? Are off-site services available?
- 6. A housing community’s unique demographics and wants:** How big is the property? How many children live there and what are their ages? Who lives at the property and what do they want in terms of services. What is the demand and what is the ability to respond to that demand in a culturally appropriate way?
- 7. Regulations:** What might be the impact of local interpretation of state regulations in the provision of out of school services – will the program need to be licensed or not?
- 8. Individual school and school district relationships:** Is the housing provider seen by the schools as an important partner in positively impacting educational outcomes? Formal housing and education partnership models among the PHAs and school districts are being defined, while most nonprofit providers maintain informal – locally based – relationships. These relationships tend to be forged with the neighborhood schools, not with the districts.

Characteristics of Housing Providers' Out-of-School Time Support

A broad continuum of children/youth services associated with nonprofit housing providers already exists. Descriptive elements along the continuum include:

- 1. Service providers:** Place-based services are being provided by the housing provider staff and/or a third party in partnership with the housing provider (i.e., certain neighborhoods have established programs within their area such as the Boys and Girls Club, Neighborhood House and YMCA).
- 2. Attendance expectations:** Some programs are “drop in” without attendance expectations while others are “enrolled” with attendance expectations; attendance expectations have state regulatory implications.
- 3. Staff/volunteer to child ratios:** Available funding/resources impacts the ability to maintain low staff to child ratios. The higher the ratio, the lower the ability to provide structured and consistent activities.
- 4. Hours of operation/service days:** depending on the program focus and the staff, space and funding available, some programs operate five days a week throughout the afternoon, and provide full-day summer programming. Others limit the operation days and hours.
- 5. Volunteers:** Some programs require a high number of volunteers in order to sustain; volunteer training requirements also vary.
- 6. Program funding levels:** The level of funding required to sustain a program correlates with primary purpose, number of children served and access to volunteers and in-kind support (i.e., snacks, educational materials, books, school supplies, prizes for goals achieved etc.). Program costs vary significantly – from under \$1,000 per site to several thousand per site.
- 7. Quality assessments:** Some types of programs are better suited than others to carry out and meet expectations related to Youth Program Quality Assessments (YPQA). Some programs also are able to track student academic data through school district partnerships, and use this data to assess student and program success.
- 8. School relationships:** Relationships with schools vary based on program provider and school staff involved as well as what is needed to achieve the program's primary purpose. Programs tend to be connected with the local schools rather than directly supported by the highest level of school-district administration.

Continuum of children/youth services associated with nonprofit housing

The table below provides a simplified representation of the continuum. Some descriptive elements such as service-site location and how often services offered are not included:

<u>Program Description</u>	<u>Snacks</u>	<u>Structured Activities</u>	<u>Defined School Relationship</u>	<u>Level of child to staff/volunteer ratio</u>	<u>Measured Educational Outcomes</u>	<u>Primary Purpose(s)</u>
Housing Provider Operated Drop In (1)	Yes	No	Unlikely	High	No	safe place to be after school; service access point for families
Housing Provider Operated-Drop In (2)	Yes	Yes	Maybe	High	No	safe place to be after school; service access point for families
Housing Provider Operated Drop In (3)	Yes	Yes	Probably	Medium	Yes - possibly been through a program assessment process	safe place to be after school; service access point for families; improve school outcomes/ reduce risk factors
Third-Party Provider Drop In	Maybe	Yes	Maybe	Medium to Low	Yes - probably been through a program assessment process	safe place to be after school; improve school outcomes/reduce risk factors
Third-Party Provider enrolled program	Maybe	Yes (i.e., tutoring)	Yes	Low	Yes - has been through an assessment process	Improve school outcomes - which could range from grades to behavior.

Strengths of Housing Providers' Out-of-School Time Support

- 1. Housing providers' expertise:** Multiple providers have extensive experience providing out-of-school time services. Various levels of knowledge and skills exist around serving at-risk learners. Direct service providers are rarely trained as educators; however, many are familiar with trauma informed care and the impact family stress/instability has on learning. Much of the accessible youth development trainings tend to be more relevant to structured classroom teaching environment
- 2. Tenacity and the "drive to do more:"** For years, housing providers have found ways to provide services with lean staffing and/or funding.
- 3. Relationship with residents:** Housing providers have a unique relationship with children, youth and their families. They can access the entire family, see children year round, 7 days a week and get to know kids over the course of years. Multiple opportunities exist to engage the whole family in support educational experiences.
- 4. Broad range of children served:** Housing providers serve a high percentage of vulnerable youth and families reflecting a broad age range.
- 5. Low barrier programs:** When programs are provided on-site, they become readily and easily accessible; specifically not reliant on transportation. In addition, sometimes no other services exist within the nearby community so the on-site services fill a gap.
- 6. Localized, customized solutions:** Maintaining relationships with its residents allows local housing providers to respond to the expressed needs of their specific families/households.

Participant Quote:

"In 5 years I hope that housing providers are supported to...

~ fund program evolution and improvement

~ fund staff training, program management and delivery, parent engagement"



Current Challenges Related to Housing Providers' Out-of-School Time Support

- 1. Inconsistency:** Program access and quality among and between housing sites and housing providers varies. Housing providers' knowledge of and participation with support organizations and efforts is inconsistent.
- 2. Inefficiency:** Each housing community/housing provider creates its own system of curriculum, partnership development, staff training and data tracking. The small housing providers can't feasibly achieve economies of scale.
- 3. Funding sustainability:** Dedicated funding for housing sponsored out-of-school services rarely, if at all, exists, which forces organizations to make annual investment decisions.
- 4. Return on investment:** Connections between out-of-school programs and a property's operational success (i.e., in the areas of resident retention, lower overall costs, and improved community environment) is not fully defined, understood and communicated.
- 5. Schools:** Relationships between housing providers and educators are largely reliant on individual staff relationships and can be inconsistent and lost with staff turnover.
- 6. Value questions:** The question frequently surfaces about whether services provided without fully structured assessments and outcomes will be valued and supported financially by funders throughout the system.
- 7. Support system:** An accessible support system for all housing providers regardless of size or program model does not exist. While providing important training and support for some of the housing service providers, support organizations do not yet support the unique needs associated with the housing provider providing/facilitating the out-of-school services.
- 8. Regulations:** Inconsistent understanding and/or application of regulatory considerations that appear to vary across jurisdictions.
- 9. Outcome measurement:** Discrepancies exist in determining and valuing the outcomes associated with out-of-school services.
- 10. Data:** The challenge around data needs to be recognized – including lack of data, inconsistency of data, lack of resources to collect and analyze cohesive data, no agreement on what data needs to be tracked.

Connections with Others in the Youth Development Field

1. **Local:** In addition to the large field of children and youth program direct service providers and potential partners, housing providers can access various levels of support and learning through established “support” organizations and others working on linking housing with child and youth development. A few examples are listed below.

- **Schools Out Washington (SOWA)** works statewide to foster productive partnerships that create inspiring opportunities for Washington’s youth to learn, grow and thrive.
- **SOAR** is a community coalition working together to promote the healthy development of children, youth and families in Martin Luther King County to ensure that all children succeed in school and in life.
- **Youth Development Executives of King County (YDEKC)** is coalition of youth-serving organizations working together to improve outcomes for young people in our region. They are building the youth development field in King County to provide these opportunities and promote equity through advocacy, collaboration, and leadership development.
- **United Way of King County** financially supports various youth and parent-child support programs
- Advancing Sustainable Partnerships between Housing and Education: The Bill & Melinda Gates Foundation’s Pacific Northwest (PNW) **Community of Practice Initiative:** The foundation has leveraged its convening capability and provided financial support to cultivate partnerships **between housing authorities and school districts** toward a shared goal of improving educational outcomes for the children they serve. The public housing authorities and school districts are doing considerable work in establishing formal housing and education partnership models, overcoming data access barriers and identifying system and process changes which might better support educational outcomes
- **Housing Development Consortium** convenes housing providers around resident services -- supporting the sharing of information and resources among housing service provider

2. **National:** More conversations are taking place around the ways in which housing is a platform for achieving positive outcomes in health, education, and economic opportunity and the need to further cross-sector approaches.

- **Partnership for Children and Youth:** HouseED: Embarking on its 4th year of existence, California-based HousEd works to increase the accessibility and quality of educational supports in affordable housing communities as a pathway out of poverty for our lowest income children and youth. HousEd fosters collaboration between housing programs, educators, developers, and community-based organizations through expanded learning, family engagement and school-day attendance
- **National Housing Conference:** A 2016 training focuses on best practices in housing-based educational enrichment and afterschool programming and the need for engagement between housing providers and developers, and educational organizations.

Without the stability of housing, education is far too difficult to make a priority. Without education, life stability is more difficult

Participant Quote:

“In 5 years, I hope that there is better access to mainstream programs for youth connected to schools including sports, afterschool programs and arts.”

Barriers to Change

1. **Funding:** If funding becomes available to provide a convener agency with the capacity to change the system; how is the work sustained?
2. **Space Constraints:** Many housing communities do not have the space available to support on-site services.
3. **Resistance:** Funding provided for a lead agency would not immediately provide direct and tangible support of program delivery. This might meet with resistance.
4. **Competition:** If more providers become engaged in the out-of-school work, will this lead to concerns about greater competition for the currently limited resources to support that work?
5. **Staff Capacity:** Existing staff already tend to be stretched thin; impacting their ability to access a support network.
6. **Right people:** In launching new initiatives, finding the right leader(s) makes a difference to success. Finding a lead agency with a lead person who has the right skills for engaging and leading the work will be critical.

Participant Quote:

"In 5 years, I hope that Housing providers are supported to...

- ~ tell the story of their program value*
- ~ network with schools and districts"*



It's not going to change unless we make the investment

Appendix

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Where We Live and Where We Learn

HOUSING AND EDUCATION PARTNERSHIPS, REPORT OUT



Thank you for attending *Where We Live and Where We Learn*, a forum on housing and education partnerships, hosted by the Puget Sound Regional Council (PSRC), Housing Development Consortium Seattle-King County (HDC), and the Puget Sound Educational Service District (PSESD). This report-out details the presentations and small-group discussions from the forum.

Students and young people are the future of the central Puget Sound region's economic prosperity and resilience. Ensuring access to high-quality education for all residents within the region is a priority. Stable, healthy, and affordable housing supports families and helps deliver positive educational outcomes. Education, a paramount responsibility for both the state and local communities, increases neighborhood stability and access to resources for families.

The Forum: PSRC, HDC, and PSESD hosted a forum on March 5th, 2015 exploring the intersection of housing and education. The forum covered: successes and challenges in existing partnerships between housing authorities, schools, and others; future partnerships between education and affordable housing developers; and strategies to better support these partnerships through policy work. Throughout the event, attendees heard from regional and local education and housing leaders whose work demonstrates the reciprocal benefits of improving educational outcomes and housing affordability and stability.

Next Steps: As the region continues to grow, the **Puget Sound Regional Council (PSRC)** is committed to addressing housing challenges and solutions through an inclusive and holistic approach. The forum concept leverages PSRC's ability to reach across diverse interest groups to cooperate on regional issues. Moving forward, PSRC hopes to continue convening regional stakeholders collaborating across silos, including housing and education partners.

One way PSRC can assist housing and education partners is through designation of Preferred Sustainability Status, which qualifies prospective eligible applicants in the region to be awarded two bonus points in HUD-specific funding competitions. The application must satisfy certain regional goals and policy objectives. For more information, visit

<http://www.psrc.org/growth/growing-transit-communities/about/preferred-status-certification/>

The **Housing Development Consortium's** newly launched "*Housing And...*" series aims to explore the obvious and not-so-obvious intersections between housing and other key issues facing our community, including housing and education partnerships. Throughout 2015, HDC will partner with member organizations, and organizations leading the work in their sector, to motivate our members, and community residents to action. It's HDC's hope that through these necessary conversations across sectors, current services and strategies will be reevaluated to provide better and more streamlined care to our community's disadvantaged. HDC's next "*Housing and...*" session will be focused on the intersection of Housing and Health, and will likely take place in June. We also continue to welcome comment from this most recent forum, and are interested in helping to build momentum around this issue through future meetings.

Puget Sound ESD will continue the school-community partnership work in the Race to the Top District Consortium Grant through the Deep Dive projects and investment fund. These projects support authentic partnerships between housing, schools, community organizations and families. PSESD will continue to learn and leverage this focused work in support of student achievement and the closing of the opportunity gap in the region. For more information visit <http://roadmapracetothetop.org/> or contact Matthew Gulbranson, Community Partnerships Director at mgulbranson@psed.org



PANEL

Moderator: Marcie Maxwell, Senior Policy Advisor for Education in the Office of Governor Jay Inslee

Education Initiatives in the Office of the Governor:

- Governor Inslee's Results Washington: A Working Washington built on education and innovation where all Washingtonians thrive. www.results.wa.gov
- Governor's outreach in local communities; support for the whole child; the continuum of education; closing the Opportunity Gap; economy for all.
- Cities are the best places to live, LEARN, work and play!
- Collective Impact occurs when organizations from different sectors agree to solve a specific social problem using a common agenda, aligning their efforts, and using common measures of success.
- 2015 Legislative Session policy and budget proposals reflect our values. Ample, sustainable revenue.

Why We Are Here:

Today we want to highlight best practices and innovative collaborations between housing authorities, school districts, non-profit housing developers, community organizations, and local jurisdictions and encourage new partnerships between the education and housing communities.

Student Homelessness:

We cannot and should not expect homeless students to succeed without proper support.

- There were 30,609 homeless students in WA in 2013
- The number of homeless students in WA has increased by 82% in the last six years
- Homeless students have lower proficiency in reading and math
- Homeless students are 60% more likely to drop out of high school¹

Housing Affordability:

One major driver of family homelessness is lack of affordable housing.

- Households paying more than 30% of their income on rent will have less disposable income for other necessities, such as healthy food, healthcare, clothing, and activities.
- It is more likely that school aged children living in unaffordable housing show up to school unprepared to learn.²
- We cannot deliver students to school without the supports they need for the other 18 hours a day, and then blame our teachers.

Student Mobility/ Turnover:

Moving to a different school is common among children in the United States. Following a cohort of kindergarteners from 1998 to 2007, the U.S. Government Accountability Office reported that 31% changed schools once, 34% changed schools twice, 18% changed schools three times, and 13% changed schools four or more times before entering high school. Recent research suggests that student mobility/turnover poses serious problems for mobile students as well as their schools, teachers, and peers.³

¹ http://www.schoolhousewa.org/What_we_know.pdf

² [Kids Count Data Center](#)

³ [Reducing School Mobility: A Randomized Trial of a Relationship-Building Intervention](#)

Housing as a Platform:

Recent research has highlighted the impact of stable, affordable, and healthy housing on education outcomes. This research shows that high quality and stable affordable housing in healthy neighborhoods leads to:

- Better school attendance rates and improved attentiveness in class for all students
- Uninterrupted school year and fewer school changes
- Financial security, leading to better school outcomes⁴

Housing and Education partnerships:

- High performing schools are integral to our neighborhoods and play a critical role in improving neighborhood quality.
- Place-based strategies for economic development often center on schools as a vital resource for family and children.
- The reciprocal benefits of increasing the availability of stable, healthy, affordable housing and increasing education outcomes for all students should inspire the development of strong partnerships between these fields.

District-wide Partnerships: Courtney Cameron, *Seattle Housing Authority* and Carri Campbell, *Seattle Public School District*

About the Seattle Housing Authority and Seattle Public Schools:

About Seattle Public Schools (SPS): 51,988 students enrolled in 97 schools. SPS has a 73% graduation rate.

About the Seattle Housing Authority (SHA): SHA serves 12% of all of SPS students (ages 5-19): 3,819 live in public housing and 4,656 live in households with a Housing Choice Voucher

About the Partnership:

Seattle Public Schools and Seattle Housing Authority embarked on a new partnership during the application process for the Choice Neighborhood Grant in 2011, focused on the Yesler Terrace neighborhood. Together with Seattle University and other high-leverage organizations (e.g. Catholic Community Services), these partners have started to provide wrap around services to families and students attending Bailey-Gatzert Elementary, a school with high rates of students receiving free or reduced lunch. Successes in this collaboration led SHA and SPS to see how they could expand their partnership and take it to scale to support their shared students.

The partnership is focused on alignment and coordination of policy, practices, and services in support of their shared students, with the intention of improving student outcomes and support families in self-sufficiency. Currently, the two organizations are determining which research-based metrics can be tracked to ensure youth are on a path to become self-sufficient adults.

The partnership is supported at the highest levels of each organization and currently funded through grants (Gates) and baseline funds. SHA and SPS are also imbedding components of the partnership work into SPS positions.

Successes and Challenges: Opportunities to Work Together

Success for this partnership means full integration of services. For example, rather than have a school recommend a student for a tutoring program at school (may have challenges with

⁴ [Housing as Platform for Improving Education Outcomes among Low-Income Children](#)

transportation) the student is recommended for a tutoring program at home (in a family community); improved student outcomes, specifically chronic absenteeism which is a national issue for housed students; blended SHA/SPS positions; formal 3-5 year MOU; shared data set and agreement.

SHA and SPS continue to struggle to select the right data to track, and will be conducting additional research this year specifically to collect qualitative data. Common Core and new State Assessments could pose additional challenges.

The flexibility SHA has from HUD on use of dollars (Moving to Work) has allowed this level of coordination/partnership. In addition, as a District, SHA serves just a small percentage of families experiencing poverty.

Bringing two large bureaucracies together is a major endeavor. SHA and SPS agree that they need to make sure both institutions are well aligned and that the resources they have already invested are leveraged to maximize potential for families.

Baseline Data:

To determine the potential impact of partnership, SPS started looking at early warning indicators. The first question was: what strategic levers are going to change outcomes for kids?

- Course Performance
- Attendance
- Suspension/Expulsion
- Disaggregation by SHA community; property; Housing Choice Voucher/Section 8; public housing; school; feeder pattern; region; race; language; grade; gender; etc.

One finding from the analysis is that 20% of level 1 and 2 (students scoring below 40% percentile on MAP reading or MAP math) students are shared with SHA.

- 2/3rd of shared level 1 and 2 students are in households that receive housing vouchers and live all over the city, which means we need to think differently about how we align services because they cannot be located in public housing buildings/ developments.
- When SPS measured chronic absenteeism (10 or more absences) they found that the shared students are much more likely to be absent. For suspensions and expulsions the district average is 2.2%, for the shared students, over 7% are suspended or expelled. In terms of academic achievement the shared students are below the district average.

Expanded Data Set

SHA and SPS are looking to expand the data they collect to include on-time graduation, student mobility, rates of homelessness, and school readiness.

The partners are interested in focusing their efforts on specific data points as they narrow their scope. This will take time as they are still looking at the data-set to inform this thinking. The disaggregation of data from both perspectives is very important so SHA and SPS can identify which systems can own different components of the shared strategy and work.

The partners also need to balance qualitative and quantitative data. Meeting with families and community partners during focus groups at New Holly gave them a much deeper understanding of the needs which must be addressed to impact the more quantitative data. Both SHA and SPS are committed to ensuring both are included as their strategy is further developed.

Partnership Integration Continuum:

SHA and SPS feel they are in the “collaboration” and “coordination” stage of their partnership, but want to be fully integrated for their students and families. Full integration means shared

funding, shared staff, and strategic planning. Instead of bouncing between two systems, families should have access to have full wraparounds services.

- SPS and SHA are leaning into best practices of partnership. Both organizations bring expertise to the table (e.g. SPS internal evaluation/research, SHA has a staff person, Courtney, who deeply understands SPS) that the other organization doesn't have. The partnership is in the process of being formalized.
- It's time to collaborate, and flexible funding can address the needs outlined above.
- Good partnership attributes include planning together, being future-oriented, and considering broad organizational changes using the partner's lens.

Project Level Partnerships: Michael Mirra, *Tacoma Housing Authority*

Why A Housing Authority Should Be Interested In Education With Examples From Tacoma:

THA is interested in education for three reasons. The job at THA is to not only house families but to help them prosper, certainly for parents but emphatically for their children because we do not wish them to need THA housing when they grow up. THA counts success in school as an important part of this transformation. Second, THA is interested in education because as real estate developers, THA develops properties and communities that will not succeed financially or socially unless the schools that serve them succeed.

Third, THA is interested in education because the school district needs help. Tacoma has a very good school district, but children who grow up in deep poverty bring challenges to the schoolhouse door that even the best trained teacher in the best equipped classroom cannot address alone. The relationship between education and poverty has a special pertinence in Washington as our state plans to invest billions more dollars in public education. The State should not expect an adequate return on that investment unless it also addresses those aspects of child poverty that has a ruinous effect on school outcomes. Near the top of that list might be the homelessness of schoolchildren.

How a Housing Authority can influence school outcomes.

A Housing Authority can influence school outcomes for reasons that are true in most communities, including Tacoma.

- One in seven public school students lives in a Tacoma Housing Authority building or receives THA Section 8 Vouchers; one in 4.5 low income public school students lives in a THA building or receives its rental assistance.
- In housing them, THA is very involved in their lives. THA provides them with a very valuable housing assistance. It provides supportive services. It monitors their compliance with detailed federal program rules and leases. This gives the housing authority influence over their choices and behaviors.
- THA owns and manages very large properties, which provide good staging grounds for interventions, educational or otherwise.

Examples of how THA Engages with Education Partners:

College Bound Scholarship Program: The State Legislature made a promise to Washington students: that if they graduate from high school with at least a 2.0 GPA, stay out of serious trouble, and get admitted to a post-secondary school, the State will ensure the education is affordable up to the average cost of a public college. Yet to be eligible, each student must sign up by the end of his or her 8th grade year. When we started this, for lack of that bit of paperwork, nearly half the children in Tacoma and in the state were missing out on this promise. THA

resolved to sign up all of its eighth graders every year and accomplished this each of the last four years by adding the College Bound Scholarship application to the yearly paperwork yearly each family fills out. This was a good experience in how a Housing Authority can have an important influence at low cost.

McCarver Housing Pilot Program: McCarver Elementary School is a very important school in Tacoma. It is one of the oldest. It was the nation's first magnet school, in service to voluntary racial de-segregation program. Yet McCarver presently faces some notable challenges. Its student population is the poorest in the region, possibly the state. It has more homeless students than any other school in the region, probably the state. As a result, the school shows all the disappointing academic outcomes common to such schools. Notably, its student turnover rate ranged between 100% and 179% per year. These students are not transient because of their parents' occupation. It is not a farm worker population. It is not a military population. It is a population transient because of homelessness and deep poverty. The research shows clearly that such mobility has a ruinous effect on school outcomes, for the students who come and go and for their classmates that must sit there and watch it happen. In response, THA and the Tacoma Public School District planned and launched the McCarver Housing Pilot Program. It has five elements. First, THA provides housing assistance to homeless families with a child enrolled in McCarver. The assistance starts high paying most of the rent and tapers down to zero after five years. Second, as a condition of receiving the assistance, parents commit to keep their children enrolled in the school. They also commit to do what school success requires of parents. Parents also commit to invest in their own education and employment prospects. Third, the program provides close support to help the parents reach their goals. Fourth, the program also includes the School District's investment in the school to make it worthy of the commitment it asks of the parents. The School District has made the substantial investment to turn McCarver into an International Baccalaureate Primary Year Program, a rigorous, internationally recognized curriculum. Fifth, the program has a third party evaluator funded by the Gates Foundation. Three years' worth of data show promise:

- The transient rate of the cohort families is below 3%
- The transient rate of the school is down to 75%
- Cohort students are scoring notably higher on reading
- The average income of cohort families has doubled (this average conceals some important details: about a third of the families are doing well and a third have made no progress largely due to disability, domestic violence, and drug or alcohol dependency)

These encouraging results have allowed THA and the School District to make two decisions, to turn the program at McCarver from a pilot to a regular offering of the school and to expand it to the other elementary schools with ruinous mobility rates because of student homelessness.

Tacoma Community College (TCC) Housing Assistance Program: Last year, THA launched the TCC version of the McCarver program that provides rental assistance to enrolled TCC students who are homeless for up to 3 years as long as they make progress toward a degree.



Rapid Rehousing for Homeless Students: Stephen Norman, *King County Housing Authority*

About the King County Housing Authority (KCHA):

KCHA houses 20,000 kids across 19 school districts in King County. Of these students 6,000 live in families who receive a Housing Choice Voucher. Many of KCHA's students are English Language Learners, 70% participate in the Free and Reduced Lunch Program, and others may have families who are struggling with other issues.

KCHA's efforts to partner with education organizations/programs have taken three different forms: place-based programs, mobility programs, and strategies to address homelessness (rapid re-housing).

Suburbanization of Poverty and Place-Based Initiatives:

One big issue for King County is the suburbanization of poverty. Families experiencing poverty have left the central cities for less expensive housing in the suburbs. Suburban jurisdictions are ill-equipped to support families experiencing poverty due to the concentration of supportive services in central cities. KCHA realized that there were few housing options with supportive/ wraparound services, so they decided to locate facilities where families experiencing poverty currently live. The Housing Authority's place-based approach in Bellevue, Highline, and Kent Public Schools involve increased access to quality early-learning and childcare programs, bridging cultural barriers between the school district and parents, developing high quality after-school and summer programs, and using data to assess progress. More than 6,800 KCHA children live within these three target school districts. Agreements exist with all three school districts to share data to progress against metrics for each unique location.

Access to High Quality Schools:

KCHA also wants its residents to have access to opportunity, which is why the agency is working to help families live in high-opportunity areas with access to high quality schools and employment. KCHA pays a higher rate of subsidy for families who move to high opportunity areas with higher housing costs. Additionally, KCHA is working to purchase workforce housing throughout the county, for instance the agency purchased a 30-unit complex in Mercer Island so that students may access the Mercer Island School District. Currently, 24% of KCHA children live in high opportunity areas.

Rapid Rehousing:

Another hurdle King County faces is student homelessness. There are over 6,000 students experiencing homelessness in King County. Through the McKinney-Vento Act, the state spends over \$6,000,000 on taxi fares to ensure students experiencing homelessness stay enrolled in

their school of origin to maintain stability in the classroom. In 2013, the Highline school district identified more than 900 homeless children in its classrooms. Through a partnership with the Highline School District and its McKinney-Vento liaisons, KCHA developed a rapid rehousing pilot program to provide short-term rental assistance for homeless families transitioning to permanent housing. KCHA's current rapid-rehousing program has worked with 56 households with 144 children in the school district. Aside from providing safe, affordable, and stable housing for families, this pilot aims to save school district money in transportation costs federally mandated under the McKinney-Vento Act.

Engaging Families: Trise Moore, Federal Way Public School District

About Federal Way Public Schools

- 22,000 students
- 116 languages spoken by families enrolled in the district
- 37 schools
- Majority Minority district: 55% families of color

How the Federal Way School District Engages Families

Effective partnerships between housing and education happen when we step beyond institutional spaces to reach families. Many of us believe that families are hard to reach, but families have taught Trise Moore, Family Partnerships Coordinator for Federal Way Public Schools, that it's less about families being hard to reach, and more about public agencies' inability to reach and understand them beyond the traditional sense of „outreach“. School Districts need to learn how to make families feel respected and honored by reaching out to them on issues that parents have identified as relevant and important. Then districts must follow up on the priorities our families have identified. Parents say that the district should:

- Create clear access and simplified processes and entry points for parents to share their views, become part of decision making teams and support continuous improvement
- Consider obvious and not so obvious barriers and help parents be part of the process for coming up with solutions.
- Instead of asking families for feedback afterwards, schools and housers should bring them into planning discussions early and include them in celebration and evaluation.
- Ask them who their trusted community partners and non-tradition leaders are and make sure to invite them to the table as well.

Strategies for Family Engagement

For 12 years, Federal Way Public Schools has had an advisory work group made up of parents and community leaders. This was critical for the school district, because it recognizes that the district does not have all the answers. One successful strategy has been to have clear entry points and opportunities for collaboration, including:

- Quarterly meetings involving key-community stakeholders that include childcare and dinner. Attendees are invited to reflect on the district's current initiatives and processes
- Family Liaisons who help families remain informed and engaged and who also support staff in their effort to develop partnerships with family's partners
- Hosting workshops, events, community meetings IN neighborhood locations like people's apartment buildings, community centers, library etc.

BREAKOUT TABLES: BUILDING ON SUCCESSFUL PARTNERSHIPS WITH NEW POLICIES AND PROGRAMS

After an engaging panel session, panelists and attendees broke out into small work groups to discuss the opportunities, challenges and needs in continuing to create and scale up these important partnerships. For the last hour of the forum, seven tables of our expert panelists co-hosted groups that rotated for three, 8 minute-sessions at each topic table. The topics and table discussion notes are outlined below.



Table 1: Replicating and Scaling up Existing Models

Facilitators

Michael Mirra, Executive Director, Tacoma Housing Authority

Giulia Pasciuto, Associate Housing Planner, PSRC

Background In the first section of this program, our panelists discussed several different partnership structures, including:

- Partnerships between school districts and housing authorities to expand opportunities for housing stability, improve educational outcomes, and increase parent involvement
- Partnerships between school districts and families to improve educational outcomes for school-aged children by providing resources for families.
- Partnerships between housing authorities and families to increase housing stability and improve educational outcomes by providing immediate housing for families and offering education resources within housing developments.

Table 1 discussed the challenges to scaling-up and replicating these models:

- Instability and scarcity of education **funding**
- Without **flexible** funding, partnerships can collapse
- You have to gain **trust** in the community where you work
 - Sometimes title and affiliation can make an entity seem **untrustworthy**, and residents won't want to engage. Engagement takes trust and people need to feel comfortable
- **Data sharing and metrics** are key to strong partnerships and to galvanizing public and funder support. However, data sharing across sectors can be challenging with different tracking system and privacy considerations.

- Strong partnerships need **strong leadership**, and a shared vision; however, even strong partnerships can collapse in the face of **high staff turn-over**, or when executive leadership can't find the time to be a champion for the program.

Table 1 discussed what we need to scale-up and replicate these models:

- We need to find the **right data and metrics** to learn which programs and partnerships are worth scaling up
- Housing authorities and school districts need to **grow into each other**, sharing staff, resources, etc.
- We need to figure out how to bring in non-profit developers and help them **shift their role** away from being a landlord, to one where they **engage residents** around important community issues.
- Use existing partnerships to **bring in other sectors** such as health, for a more holistic approach to access and service.
- **Peer to peer training**: let's learn from the experts already on the ground and doing the work, and get funders to **underwrite trainings**, not just the partnerships themselves.
- Work on the **image** of housing providers and public housing authorities, so they are also seen as service providers and connectors.
- Available funding for housing and education partnerships shouldn't be seen as an „additional“ expense – should be prioritized because we're getting better results from the same level of investment.

Table 2: New Models, New Partners

Facilitator

Loren Tierney, Member Services Director, HDC

Background

In the first section of this program, we learned more about the following partnerships:

- Individual School and Housing Authority
- School District and Housing Authority
- School District, Families, and Housing Authority

This table discussed the other entities that might strengthen future partnerships between affordable housing and education providers, in addition to which entities are missing from the conversation (e.g. Social Services, local government, and nonprofit housing developers):

- Transportation representatives should always be consulted when discussing moving people from one place to another (e.g. *from home to school*)
- Organizations, businesses, and agencies working in health
- Local government
- Local business – tap for enterprise funding, long-term partnerships, and employment
- Translators and multi-lingual access
- Community leaders so there can be a two-way dialogue
- Colleges and universities
- Charter schools

Table 2 also discussed opportunities to generate new partnerships and models:

- Currently, there is **an overall increase in collective action efforts** across sectors, so the time seems to be ripe for the creation of new partnerships

- More **diverse organizations** are coalescing around these social efforts
- It *can* be relatively easy to create and sustain **on-the-ground partnerships** with nonprofit housing providers/developers
- Many newer developments already have **access to wrap-around services**

The three groups at table 2 discussed challenges to generating new partnerships and models:

- There can be **distrust** and wariness between Housing Authorities and residents
- While it can be relatively easy have partnerships on a smaller scale between nonprofits, as mentioned in the opportunities, it is **hard to scale up** and have a larger impact
- **Funding and eligibility** can be a challenge for new partners
- **Implementation: different languages** exist between sectors. There might be a desire to partner, but sectors can't translate data, funding, etc. between each other, even when they're serving the same clients
- There are **no joint meetings**. Organizations don't know what other organizations do. There is no alignment, so organizations on the ground are duplicating work and efforts
- There is a certain **protectiveness of brand**, especially when things are going well. Too often, organizations are vying for the credit
- Among older communities and service providers, there is a **fear** of the new group of young people

Table 2 tackled these issues and also made some recommendations to moving forward:

- Large entities and housing authorities should be at the table, but shouldn't be setting the table. **Efforts should be grass roots** and community-driven when possible.
- Everyone should be at the table. **Get rid of delineated sectors** and silos – everyone should have a say and equal voice.
- Create better **knowledge and best practices** sharing between sectors.
- Create new ways of doing business; large entities should support **shared ownership**
- We need to **empower smaller organizations**
- Create "**common language**" that allows sectors to partner to serve the same clients
- Find a way to better **leverage the partnerships that already exist**.



Table 3: Data and Metrics

Facilitators:

Courtney Cameron, Strategic Advisor, Seattle Housing Authority
 Carri Campbell, Director of School and Community Partnerships Seattle Public Schools
 Erika Harris, Associate Planner, PSRC

Background

Metrics and data collection differ between the fields of housing and education, examples of metrics include:

Housing Metrics	Education Metrics
<ul style="list-style-type: none"> • Cost burden • Housing Quality and Overcrowding • Tenure and housing turnover 	<ul style="list-style-type: none"> • Graduation Rates • Achievement Gap • Attendance

Table 3 discussed which metrics and data are most effective in showing the impact of housing and education partnerships

- | | |
|--|--|
| <ul style="list-style-type: none"> • Attendance • Grades • Reading ability • Growth, mobility (academic stability) and families • Number of times kids get asked to leave classrooms (disciplinary metrics, not just suspension and expulsion) • Graduation rates • Post-secondary enrollment | <ul style="list-style-type: none"> • Family income increases • Percent moved • Length of stay in housing and school (stability measure) • Exits to homelessness (from housing to homelessness) • Student success rate when stably housed. • chronic absenteeism overall and SHA kids |
|--|--|

Table 3 also discussed how to use collective metrics and shared data to strengthen housing and education partnerships:

- **Collective metrics** can help determine which programs work for different populations, as well as inform our questions, data gathering strategies, and outreach moving forward
- Metrics can help **identify gaps**, and **inform/frame policies**
- Collective metrics **justify funding** and provide **leverage for future funding**
- Metrics provide **message framing** for our advocacy work
- Metrics show the relationship of programs to outcomes, and prove a **theory of change**

Table 3 addressed the challenges to developing collective metrics and sharing data:

- We need to factor in and measure **transportation cost savings**
- **Confidentiality and privacy** could present a big barrier to sharing data and metrics across sectors or event agencies
- Figuring out what data is **relevant, accurate, and useful**
- Once data is collected, **resources (people and time) can be scarce** when it comes to processing raw data and communicating data to the relevant people
- **Funding data collection** is a challenge
- Deciding high leverage points
- Getting **input from stakeholders**
- Agencies are **protective of their data** and reluctant to share and add to the collective

Finally, Table 3 discussed what we need to develop collective metrics and share data:

- Organizations need **data sharing agreements**
- We need **buy-in on top** and a commitment to funding throughout
- We need to create **political will** to use and reward collective metrics coming out of different sectors
- Solicit input from stakeholders
- We shouldn't be reinventing the wheel, or duplicating our efforts. Look to organizations already on the ground, and at **best practices already in place**.
- How do we galvanize **statewide consensus**?

Table 4: Policy Support

Facilitators:

Kelly Rider, Policy Director, Housing Development Consortium
 Yorik Stevens-Wajda, Associate Planner, PSRC

Background

Housing and Education policies are determined by various levels of government. Table 4 discussed the possibility for policy to support housing and education partnerships.

Federal Level	State Level	Local Level
<ul style="list-style-type: none"> • Affordable housing funding • Federal role in Education is limited: No Child Left Behind • Money for education 	<ul style="list-style-type: none"> • Affordable housing funding and criteria • State programs for affordable housing development • Education policy is driven at the state level. 	<ul style="list-style-type: none"> • Housing voucher strategies and criteria • Local programs for affordable housing development • Affordable housing policy strategy • Financing for education

Table 4 discussed opportunities to support housing/education through policy and partnerships:

- SeaTac currently holds land use policy/community outreach **meetings in schools**. These meetings help to find intersections between the two sectors for potential partnerships
- There is an opportunity to learn from the SHA-SPS partnership in that they **don't compete for budget** and funding
- School districts could **prioritize their own funding** (by applying for small grants) to foster partnerships (McKinney/Vento)
- **Change the language** from "schools should be better" to something like "a good community has kids ready to learn [which makes for good schools]"
- There has been **more engagement** at the local and state level around early learning – but we always need more, as it's so important
- Early learning – 20% of highline kids are going to preschool.
- **McKinney-Vento-type requirements for early learning programs**

Table 4 tried to address some of the challenges to supporting housing/education partnerships

- If an organization has limited financial resources – making a **choice between direct services and fostering partnerships** can be difficult.

- Office of Superintendent of Public Instruction should be more engaged with homeless students. It's very focused on education (McCleary), which is understandable, but we need to get leaders discuss issue from a statewide basis.
- How do we **leverage additional funding**?
- Funding to build classrooms and funding to build affordable housing (from the Housing Trust Fund) both come out of the capital budget. Sectors should **partner for a bigger piece of the pie**, instead of competing for smaller shares.
- The **suburbanization of poverty** pits the city against region for funding
- **Siting is difficult** and many communities resist important facilities (shelters, services)
- **Change takes time** – students here today won't be here to enjoy success from long-term improvements. How do we reach today's *and* tomorrow's pupils?
- We have a **lack of communication** and engagement, especially from policy-makers
- How do we bridge McKinney-Vento liaison with housing providers?

Table 4 discussed the policy work needed to support housing/education partnerships:

- **Income discrimination ordinances.** Redmond/Kirkland/Bellevue ban income (i.e. housing vouchers) discrimination
- Get **programs closer to home.**
- More discussions among different entities.
- Pass **document recording fee** legislation at state level
- Get more landlords in support of housing choice legislation
- Think long-term to **manage neighborhood opposition** – communities react to proposals, but long-term planning for facilities could smooth the way
- King County **mitigation project** (human services levy) – money to cover deposits, etc.



Table 5: Funding and Partnerships

Facilitators

Marcie Maxwell, Senior Policy Advisor for Education, Office of Governor Jay Inslee
Mary Pat Lawler, Program Manager, PSRC

Background

Funding for current Housing and Education partnerships come from public and private sources.

Existing Funding Sources

- Gates Foundation
- Housing and Urban Development (Federal) and other leveraged sources
- Department of Education (Federal) and other leveraged sources
- Local Schools

Table 5 discussed potential sources of funding that already exist to support housing and education partnerships:

- HUD: Choice Neighborhoods; Community Development Block Grant Program (CDBG); Regional partners; Housing/social services
- Philanthropy and family foundations
- Federal money - 21st Century Community Learning Centers Program
- Washington State Housing Trust Fund
- Washington State Housing Finance Commission
- Local banks and CRA Credits
- Housing Authorities are funded through Moving to Work
- Federal and State grants
- Building Changes: Washington Family Fund (innovation funds)
- Social Impact Grants (Utah has a good model)
- Bonds
- Nonprofit and organizational grants - Race to the Top, The Roadmap Project

Table 5 discussed how to make the case for housing and education partnerships - the "value proposition" to potential funders:

- Developments with **wrap-around services** (that include a connection to education)
- A partnership between housing and education **increases the stability** of residents and neighborhoods (with a decrease in transiency) resulting in increases in academic success and the economy more generally
- The community is more connected
- These partnerships take a more holistic approach to services and community mobility, stability and success – a "**whole family**" concept
- Partnerships bring in leveraged an more flexible (broad) resources and more efficiencies
- There's a lot of momentum behind the idea of "**collective impact**"
- Partnerships produce **short and long-term gains**
- Partnerships reinforce accountability

Table 5 spoke to what we need to effectively seek funding to support these partnerships:

- Data
- Policy changes and objective decision-making
- A change in the composition of agency and organization boards with new members from partner agencies and organizations.

- Successful models from others cities/states to showcase to potential funders
- Leveraged resources
- A clear understanding of the benefits from connecting housing and education
- Allies with power and position
- Government needs adequate revenue sources



Table 6: Gaps that Need to filled (and other issues not discussed today)

Facilitators:

Michael Hubner, Principal Planner, PSRC

Trise Moore, Director, Family and Community Partnership, Federal Way School District

Background

In the first section of this program, our panelists discussed approaches to address:

- Achievement gap,
- Access to affordable housing,
- Housing Instability
- School attendance,
- Wrap-around services for families.

Table 6 discussed additional topics not address through in the panel, as well as the gaps and unmet needs that should be addressed through housing and education partnerships:

- **Transportation and public transit cuts:**
 - Efficiency of money spent for student mobility (McKinney-Vento Act Dollars)
 - Educational Service District co-op for transportation
 - Transportation to and/or from school or after school for children and adults
- **Healthy housing** and the intersection with the health care sector
- Funding for GED programs and **reduce eligibility criteria** for employment training
- Early learning
- After school programs – bringing them to where people live
- **Scalability barriers** – funding and organizational structures are often an obstacle
- Role of local governments - comprehensive plans, growth needs, partnerships
- Multi-generational housing needs as part of the community fabric
- Housing affordability for teachers
- Linking education to jobs

Table 7: Place-Based Initiatives

Facilitators:

Kayla Schott-Bresler, Policy Manager, Housing Development Consortium
Matthew Gulbranson, Community Partnerships & Systems Director, PSES

Background

Place-based initiatives seek to improve outcomes in housing, health, education, economic development, and improve social service delivery in a neighborhood through focusing on institutions and partnerships. Many place-based strategies center on schools as the institution. This cross-cutting approach has been a major driver behind the Promise Neighborhood and Choice Neighborhood Programs at the Federal Level.

Table 7 discussed some opportunities to strengthen place-based initiatives:

- Focus on **smaller scale partnerships** that are more concentrated and targeted to the needs of individual communities
- Engage the community in deeper conversations and more long-term planning
- Place-based initiatives could have a **greater appeal to funders** and therefore a more sustainable and lasting impact
- The initiatives should be **accessible** to residents and **defined in community context**
- Focus on **local business** partnerships around employment and funding
- Community leaders/advocates have a clearer idea of the needs of the community in which they live, and should have a voice in place-based partnerships
- Partnership should be **centralized in the neighborhood**, with backbone organizations, different sectors, and community residents at the table

Table 7 also discussed some of the challenges we face with place-based education initiatives:

- As with any partnership, **accountability** can be an issue, as can galvanizing the community to support the partnership and recognize the need
- True transformation takes a very **large and sustainable investment** – we also need to build grassroots capacity for funding
- Projects and programs are subject to big shifts outside your control (e.g. funding)
- Different communities and spaces are in **competition** for things like funding, representation, land, etc.
- It takes a **long time to get accurate metrics** that reflect results
- Tracking discernable outcomes can also affect the creative process
- Place-based initiatives would be challenging in **unincorporated areas**

Finally, Table 7 focused on what we need in order to strengthen opportunities for housing and education partnerships through place-based initiatives:

- Inspired and **aligned leadership** with a shared vision and buy-in
- Creative and **innovative ideas** and partnerships
- A focus on strengthening **business partnerships** and ties to the for-profit community
- Tap the community for **common language** and skills to address cultural barriers
- More face-time between backbone organizations, community residents and government



Where We Live + Where We Learn

Housing and Education Partnerships

March 5, 2015

Office of the Governor

Governor Inslee's Results Washington...A

Working Washington built on education and innovation where all Washingtonians thrive. www.results.wa.gov

Governor's outreach...in local communities; support for the whole child; the continuum of education; closing the Opportunity Gap; economy for all.

Cities...the best places to live, LEARN, work and play!

Collective Impact...occurs when organizations from different sectors agree to solve a specific social problem using a common agenda, aligning their efforts, and using common measures of success.

2015 Legislative Session...policy and budget proposals reflect our values. Ample, sustainable revenue.

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WHY WE ARE HERE

PROBLEM
STATEMENT

HOUSING AS A
PLATFORM FOR
STUDENT SUCCESS

HOUSING AND
EDUCATION
PARTNERSHIPS

Why we are Here

- Highlight best practices and innovative collaborations between housing authorities, school districts, non-profit housing developers, community organizations, and local jurisdictions.
- Encourage new partnerships between the education community and non-profit housing developers to address both housing and education challenges.

WHY WE ARE HERE

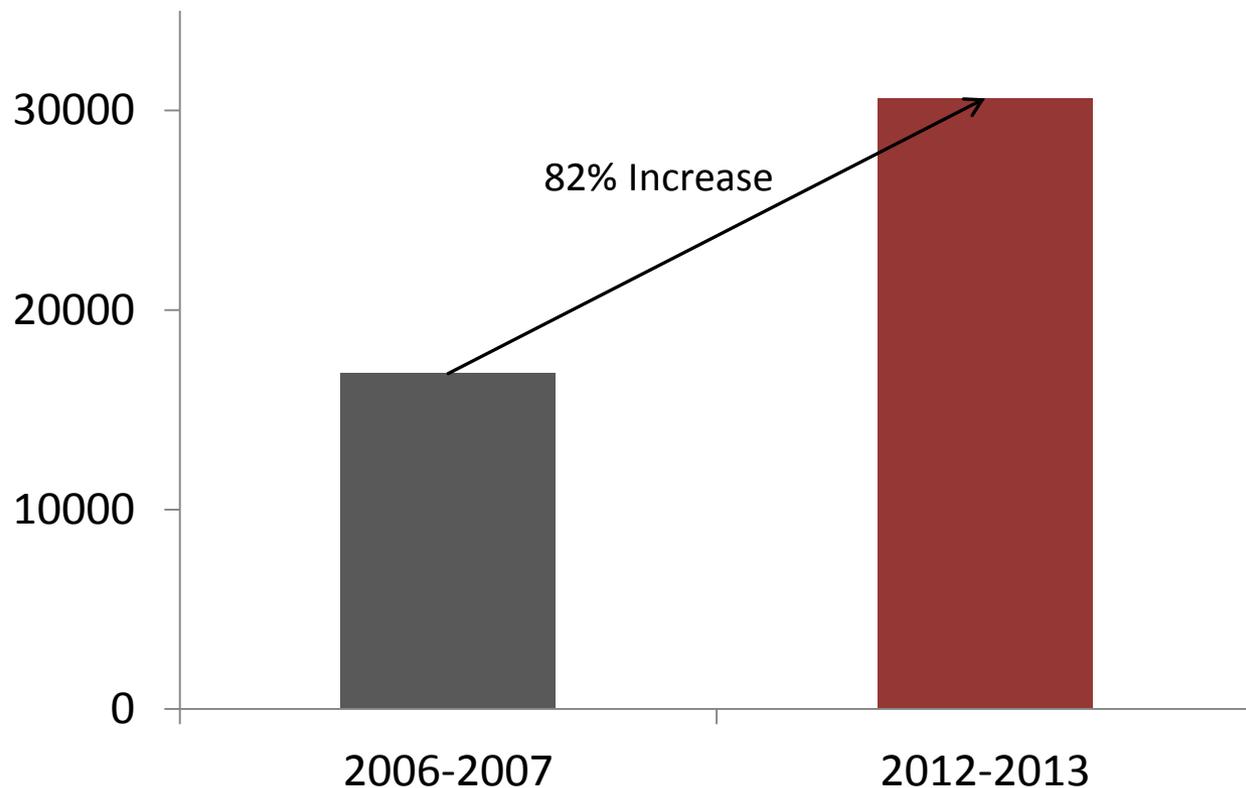
PROBLEM STATEMENT

HOUSING AS A PLATFORM FOR STUDENT SUCCESS

HOUSING AND EDUCATION PARTNERSHIPS

Student Homelessness

- 30,609 homeless students in WA (2013)



WHY WE ARE HERE

PROBLEM
STATEMENT

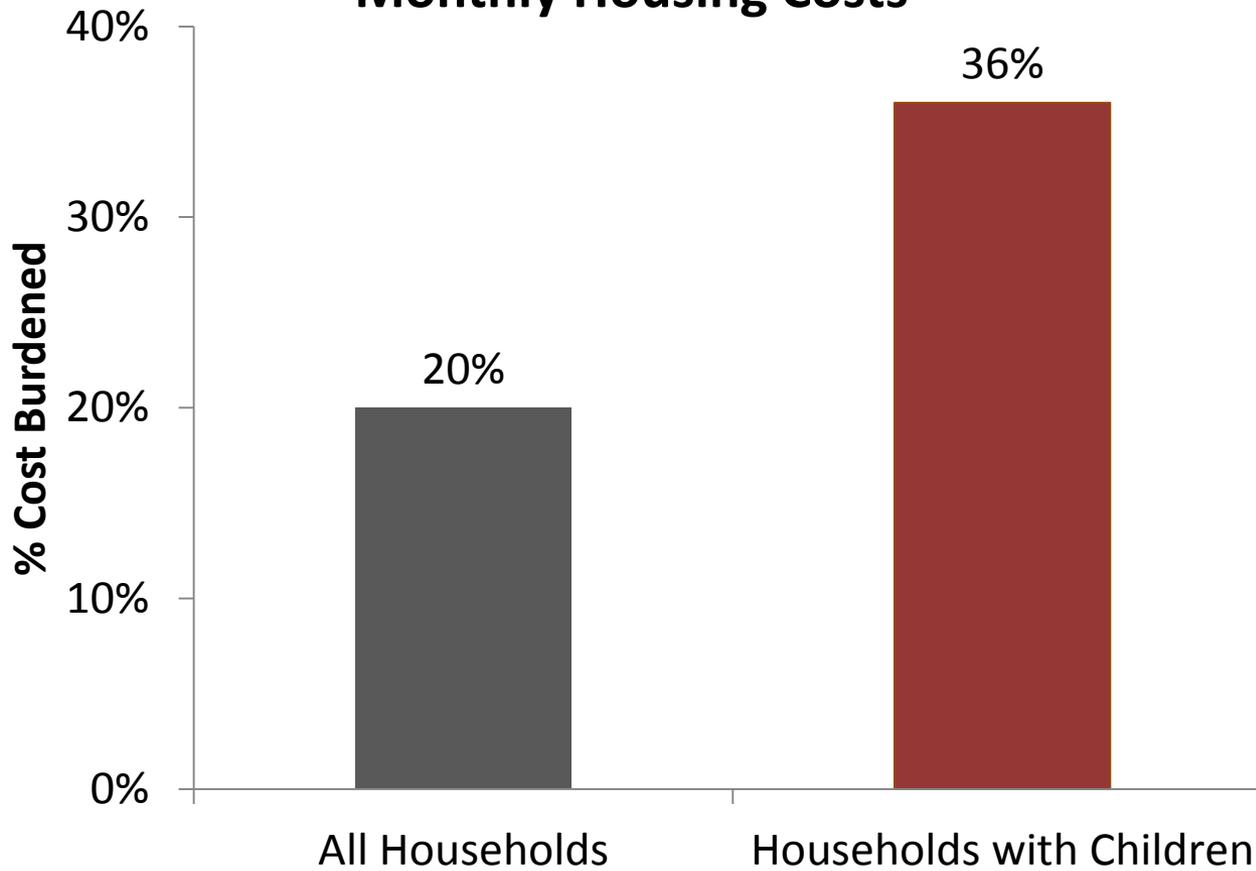
HOUSING AS A
PLATFORM FOR
STUDENT SUCCESS

HOUSING AND
EDUCATION
PARTNERSHIPS



Housing Affordability

Percent Paying more than 30% of Income on Monthly Housing Costs



WHY WE ARE HERE

PROBLEM STATEMENT

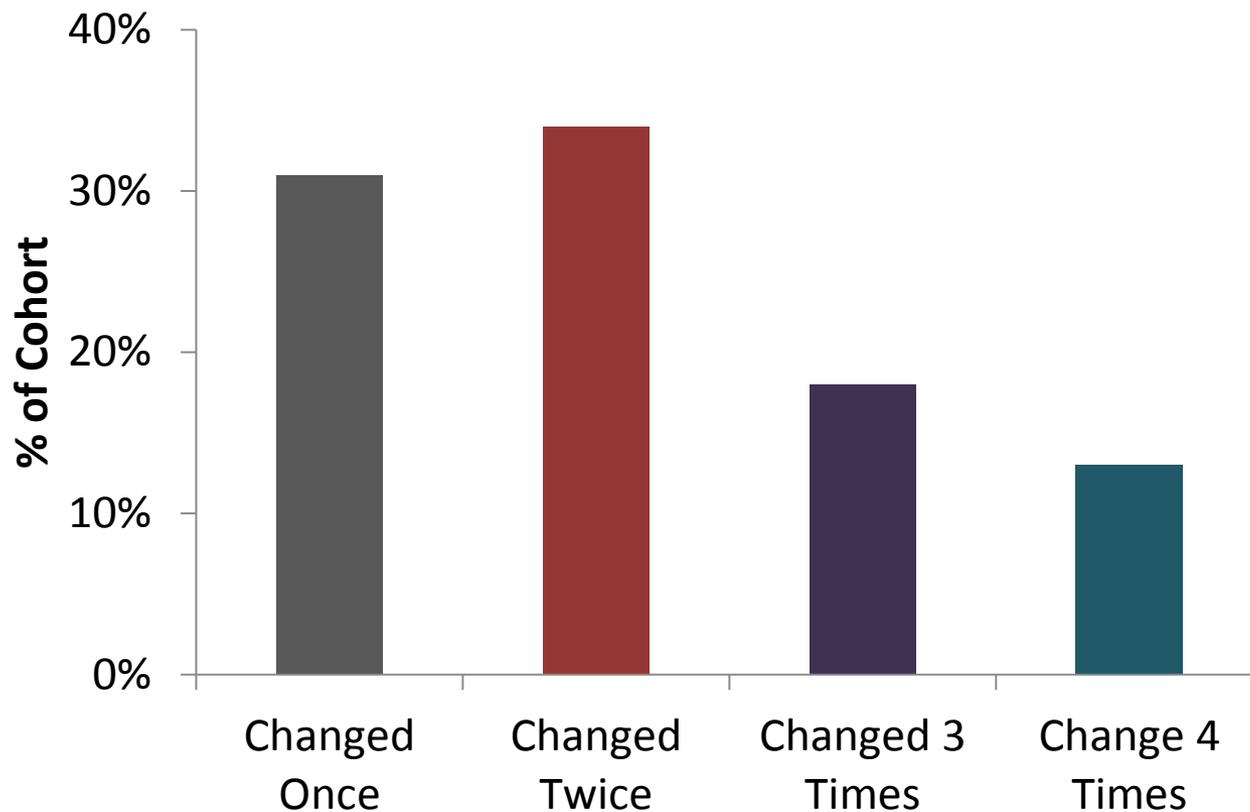
HOUSING AS A PLATFORM FOR STUDENT SUCCESS

HOUSING AND EDUCATION PARTNERSHIPS



Student Turnover

U.S. Wide: Percent of Kindergarten Cohort Changing Schools (1998-2007)



Source: [Reducing School Mobility: A Randomized Trial of a Relationship-Building Intervention](#) (Forthcoming in American Educational Research Journal)

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WHY WE ARE HERE

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STATEMENT

HOUSING AS A
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HOUSING AND
EDUCATION
PARTNERSHIPS



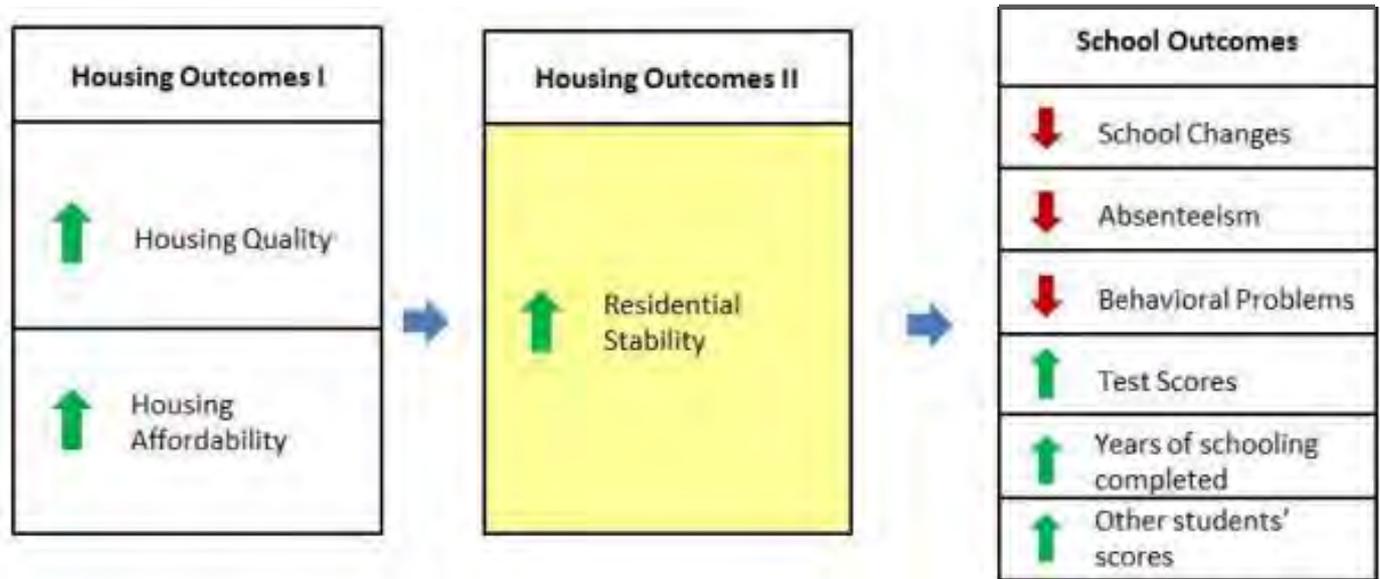
“Housing as a Platform”

WHY WE ARE HERE

PROBLEM STATEMENT

HOUSING AS A PLATFORM FOR STUDENT SUCCESS

HOUSING AND EDUCATION PARTNERSHIPS



Source: Urban Institute [Housing as Platform for Improving Education Outcomes among Low-Income Children](#)

Housing and Education Partnerships

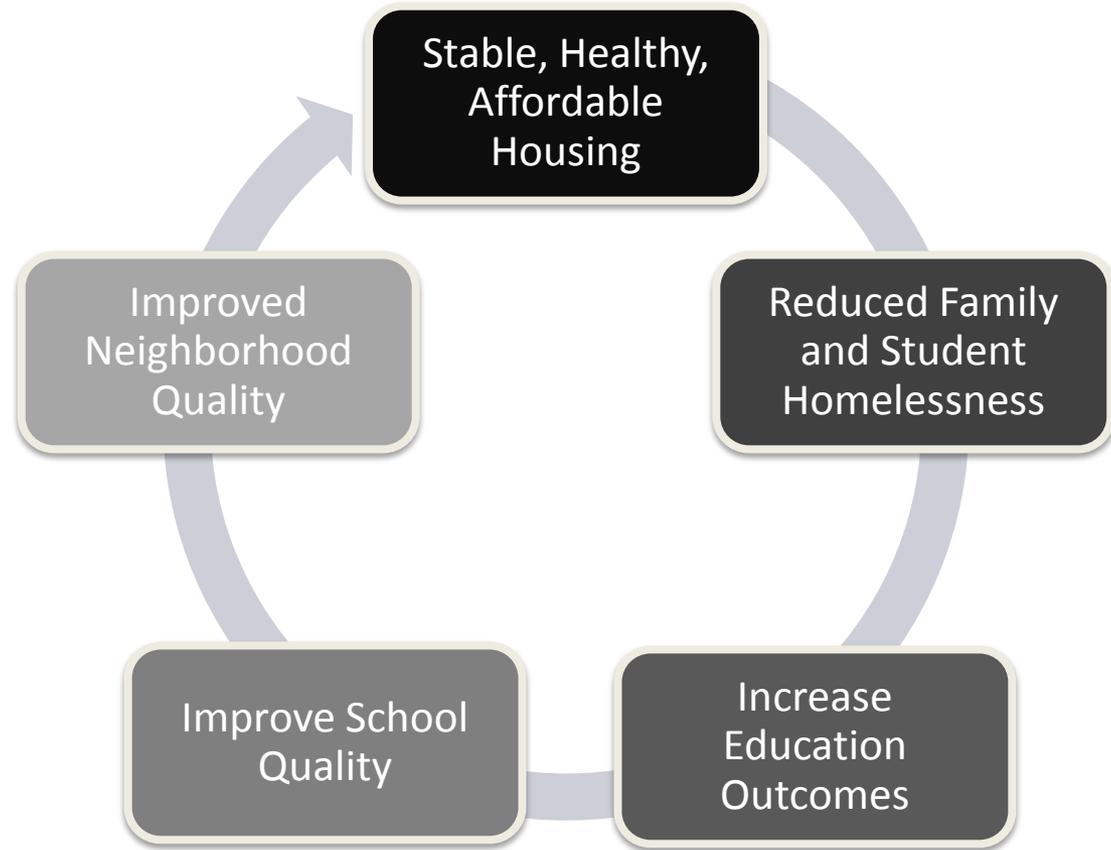


WHY WE ARE HERE

PROBLEM STATEMENT

HOUSING AS A PLATFORM FOR STUDENT SUCCESS

HOUSING AND EDUCATION PARTNERSHIPS





In the Room Today

McKinney Vento
Liaisons

Community School
Partnership
Coordinators

Resident Services Staff

Affordable Housing
Developers

Private Sector

Housing Planners

Housing Policymakers

Education
Policymakers

Students

Public Housing Staff

Affordable Housing
Advocates

WHY WE ARE HERE

PROBLEM
STATEMENT

HOUSING AS A
PLATFORM FOR
STUDENT SUCCESS

HOUSING AND
EDUCATION
PARTNERSHIPS

Seattle Housing Authority and Seattle Public Schools

HOUSING AND EDUCATION PARTNERSHIPS

The Puget Sound Regional Council

Courtney Cameron, SHA

Carri Campbell, SPS

March 5th, 2015

Seattle City Hall



Background

Seattle Public Schools

- Total Enrollment: 51,988
- Schools: 97
- Languages/Dialects: 128
- Graduation Rate: 73%
- Teachers: 3,122

Seattle Housing Authority

- Serves approximately 12% of all SPS students (5-19)
- Public Housing: 3,819
- Housing Choice Voucher: 4,656
- We identified 85% of these students within SPS. This is a representative sample for our baseline data set



Taking our Partnership to Scale

- Seattle Public Schools and Seattle Housing Authority embarked on a new partnership during the application process for the Choice Neighborhood Grant, in 2011. This effort is focused on the Yesler Terrace neighborhood.
- The SPS and SHA partnership is focused on alignment and coordination of policy, practices, and services in support of the students shared by both systems
- Currently, we are determining which research based metrics and milestones we can track over 4 years to ensure youth are on a path to become self-sufficient adults



Successes and Challenges

Opportunities:

- SPS application for Race to the Top Deep Dive 3 prompted awareness of key data points where we have shared concerns: attendance, suspension/expulsion, course performance
- Collaboration on College Bound; Free and Reduced Lunch forms; communication with hard to reach families; collaboration with school principals; work with community partners serving youth and families

Challenges:

- Identifying the highest leverage data points to track over the next 4 years
- Implementation of Common Core and new State assessments



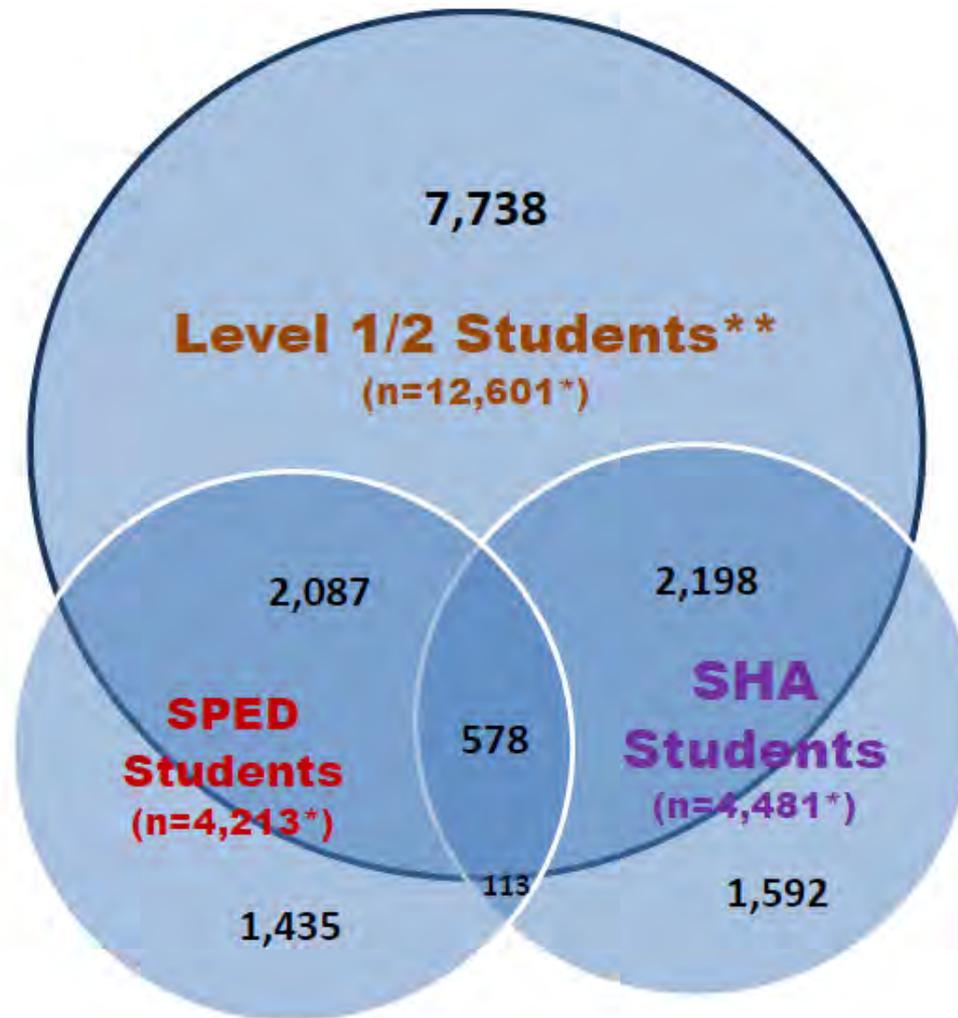
Baseline Data

Early Warning Indicators:

- Course Performance
- Attendance
- Suspension/Expulsion

Disaggregation by SHA community; property; Housing Choice Voucher/Section 8; public housing; school; feeder pattern; region; race; language; grade; gender; etc.

**The biggest risk factor for failing ninth grade is the number of absences during the first 30 days of high school, and failing ninth grade is one of the most important predictors of dropping out (Neild & Balfanz, 2006).*



* Counts exclude students with no test scores since last spring (either state test or MAP test)

** Level 1/2 students = any student who scored Level 1 or Level 2 on either the state math or state reading test, (OR) if no state test scores are available (e.g., K-2nd), scored below the 40th percentile on either the MAP reading or MAP math test

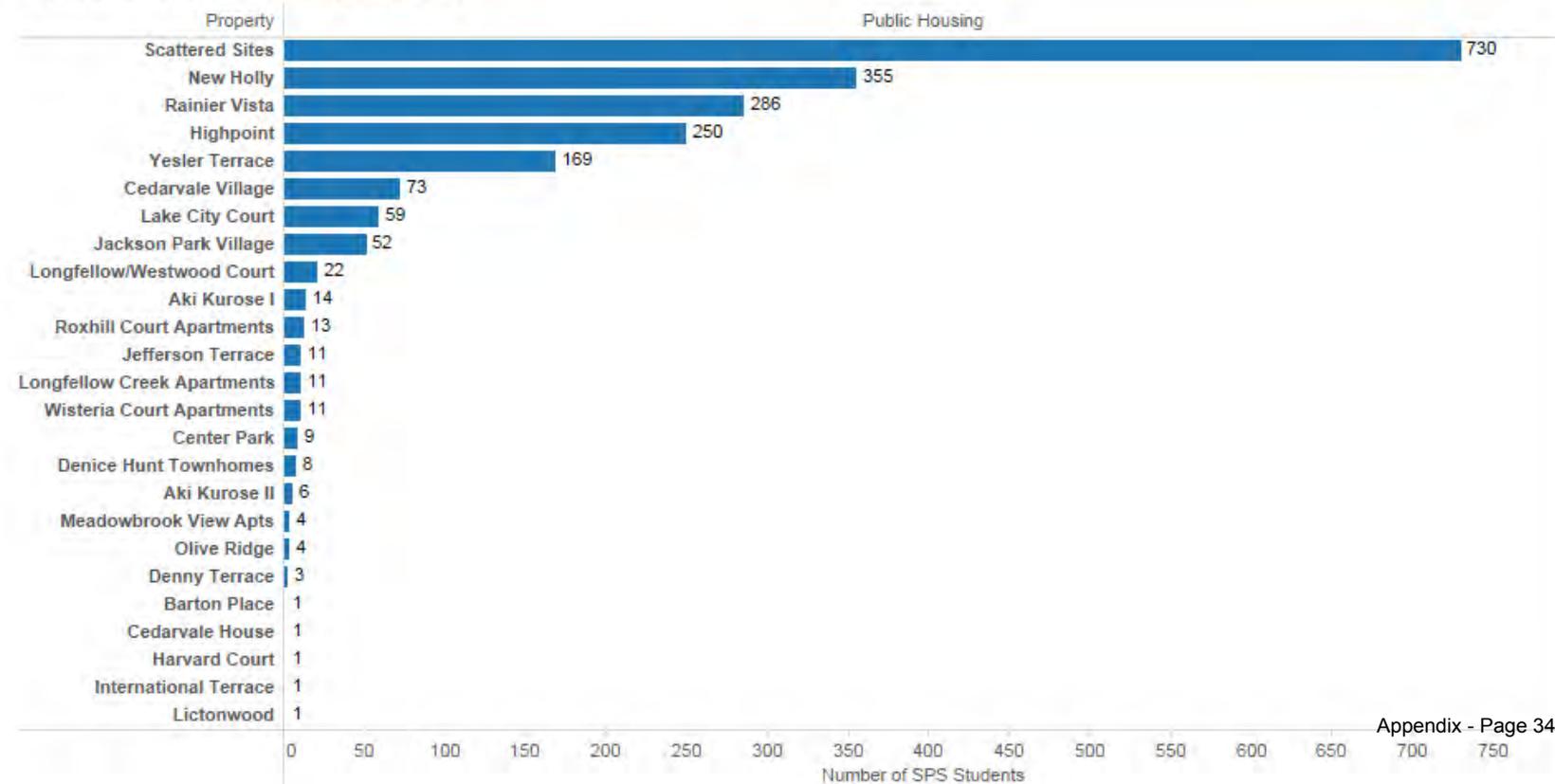
Total Number of Students in District



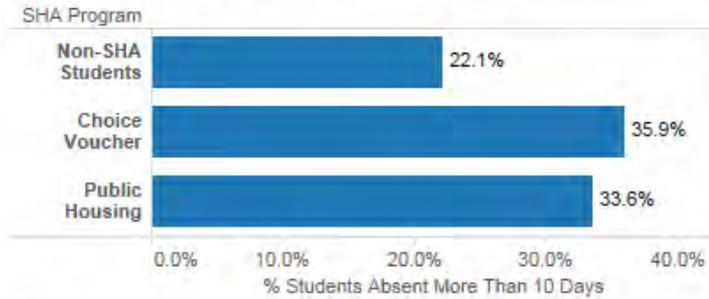
Total Number of SHA Students by Program



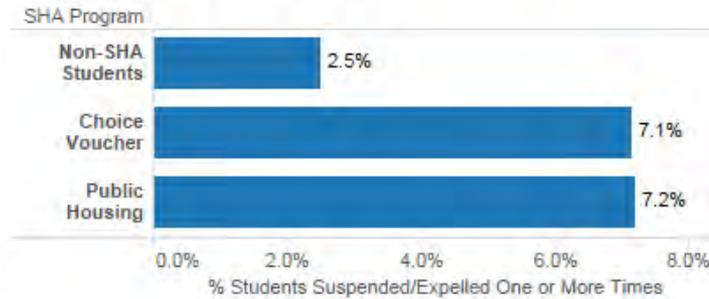
Number of SPS Students by Property



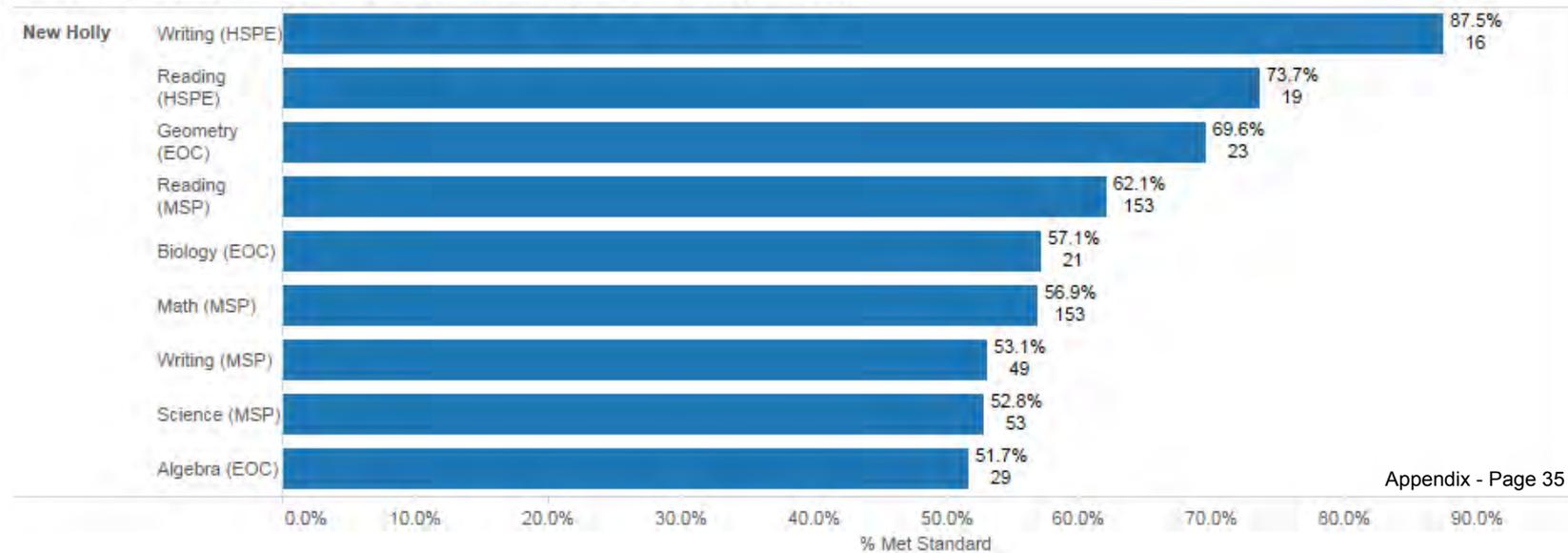
Absent More than 10 Days



Suspension Expulsion Rate



New Holly % Met Standard Rates for State Tests (with Sample Size)



Expanded Data Set

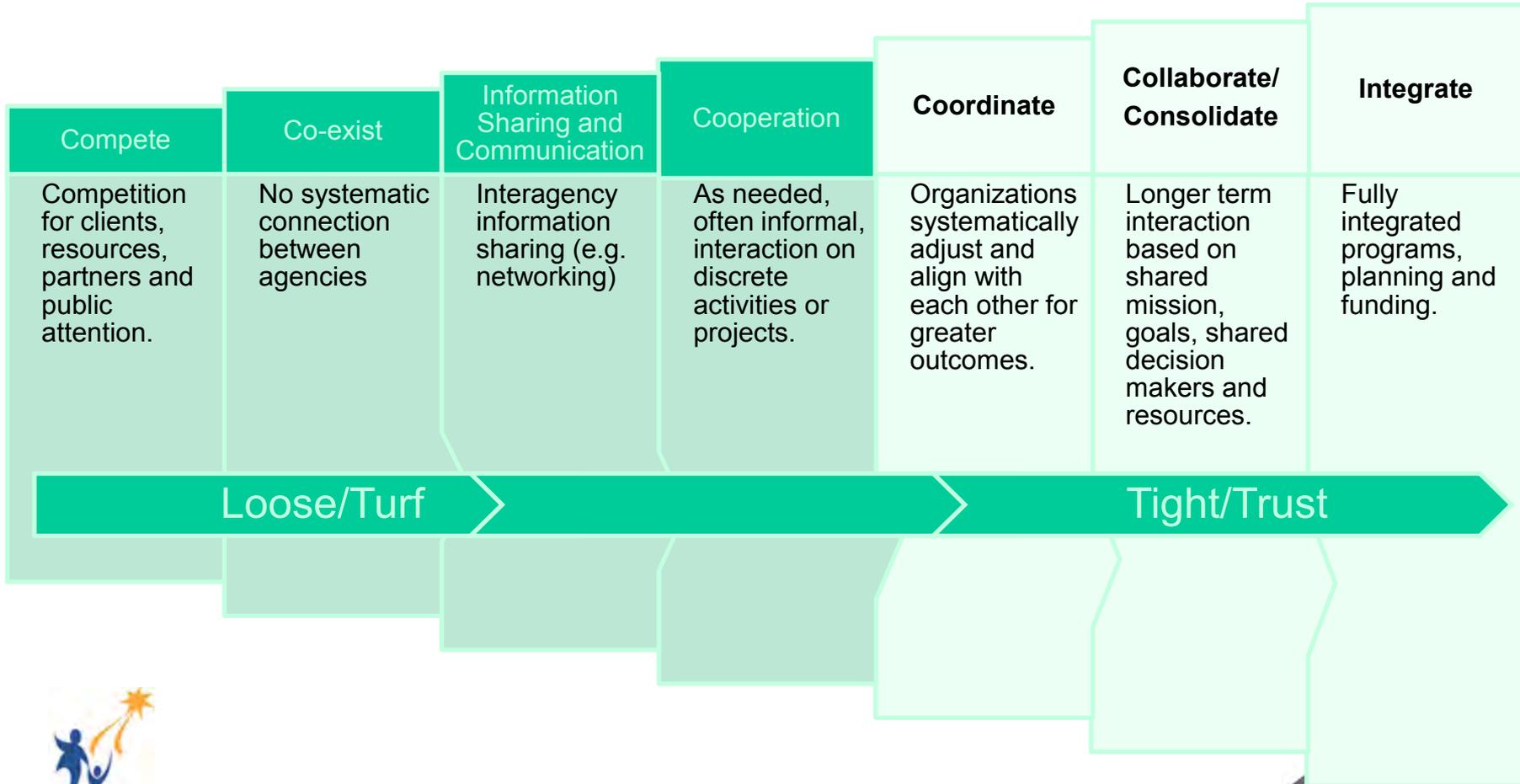
Other Data Points:

- On-time graduation
- School mobility
- Rates of homelessness
- Kindergarten readiness
- Disaggregation by SHA community; property; HCV; public housing; school; feeder pattern; region; race; language; grade; gender; etc.
- Quantitative versus Qualitative



Partnership Integration Continuum

Konrad, E. (1996) and Weaver, L. (2014)



Questions?



Advancing Sustainable Partnerships between Housing and Education

March 31st, 2016 Community of Practice

Background

The Bill & Melinda Gates Foundation's Pacific Northwest (PNW) initiative recognizes the valuable opportunity for housing authorities and school districts to partner toward a shared goal of **improving educational outcomes** for the children they serve—with the ultimate goal of **decreasing the likelihood of reproducing intergenerational cycles of poverty**. Toward these goals, the foundation has leveraged its convening capability to cultivate an ongoing, regularized learning community using a Community of Practice model. The Community of Practice is a domain for housing and education partners and other key stakeholders to convene on issues, cross-pollinate experiences, and build a repertoire of best practices related to their cross-systems work.

March 31st Topics

The Community of Practice convening was centered around recent research coming out of the housing landscape, including:

- [Columbia Legal Services Children and Youth Project](#) on the **academic outcomes of homeless students** in Washington state and the importance of housing stability
- [Washington State DSHS Research and Data Analysis](#) division on the **educational wellbeing of children in assisted housing** and the need for additional supports

As well as concrete ways in which housing authorities and school districts could partner to address **chronic absenteeism**:

- [Attendance Works](#) on the systematic use of chronic absence data to inform strategy
- [High Expectations](#) on developing a collaborative plan of action for chronically absent students

Summary of the Community of Practice Discussion on **Housing Stability**

Observations

Stable housing is a crucial first step in moving the needle on educational outcomes

Housing should be layered with other quality supports to accelerate educational outcomes of resident students (i.e., a holistic approach)

“Layering” of support in a child’s life requires cross-systems coordination

Change doesn’t happen overnight; we need realistic expectations for near-term or incremental progress (e.g., common language)

Stability leads to opportunity. Additional research indicates that high opportunity [neighborhoods matter](#) (particularly, for [younger children](#)).

Questions

- *What additional outcomes does housing assistance help meet (that aren’t currently being measured/analyzed)?*
- *What can we learn from the DSHS Integrated Client Database about which set of interventions/supports will move the needle more than others?*
- *What other partners need to be at the table?*
- *What can economists tell us about the cost-benefit of investing in students who are homeless or housed*
- *Mobility is personal; How do housing authorities maximize geographic/school choice?*
- *What do the data/findings about moving to high opportunity areas mean for our place-based strategies?*

Summary of the Community of Practice Discussion on **Chronic Absenteeism**

Observations

Chronic absence (defined as missing 10% of scheduled instructional time, i.e., 18 full day excused or unexcused absences) is a proven early warning indicator that a student is behind, failing courses, and likely to drop out

Attendance patterns predict college enrollment

[DAIT](#) is a free, Excel-based tool for districts to monitor attendance data and see trends over time

Schools, housing, community partners, and families can improve attendance using a “team approach”

Partnerships should build upon existing traction in the region (e.g., Race to the Top, Eastside Pathways, etc.) so to not start from scratch or duplicate existing efforts

Questions

- *To what extent does school discipline play a role in chronic absenteeism?*
- *How can we emphasize the relationship between academic achievement and attendance through more deliberate messaging?*
- *What might qualitative data tell us about the factors or root causes behind why students are missing school?*
- *What role can housing authorities play in efforts to reduce chronic absenteeism?*
- *How can we seek input from students/families and build the capacity of families to implement their own solutions?*
- *Where are there proof points in our region (or country) of housing, school, and community organizations partnering to dramatically increase school attendance and thus, student achievement?*

HOUS|ED

Housing & Education



About HousEd

HousEd works to increase the accessibility and quality of educational supports in affordable housing communities as a pathway out of poverty for our lowest income children and youth.

Areas of Focus

HousEd fosters collaboration between housing programs, educators, developers, and community-based organizations through these priority areas:

 Expanded Learning

 School-Day Attendance

 Family Engagement

Join the HousEd Network

- Share your expertise
- Gain skills
- Combine and leverage resources to support children and youth living in public and affordable housing communities

Impact

- ✓ 95% of Network members say their programs will improve as a result of attending HousEd workshops.
- ✓ 85 staff members from eleven housing agencies have been trained through the HousEd Network.
- ✓ These staff members currently serve over 10,000 children and youth; 2,500 in the Bay Area alone.



HousEd supports creating a **SAFE, SUPPORTIVE** environment where children and youth can **LEARN, LEAD,** and succeed in life.

HousEd Cohort

As a HousEd Network member, you are also eligible to join the HousEd Cohort. Cohort members will have access to:

- Professional assessments
- Access to trainings and workshops
- One-on-one coaching
- Stipend toward program improvement

HousEd is an initiative of the Partnership for Children and Youth. To join the HousEd Network, visit www.tinyurl.com/joinHousEd

partnerforchildren.org  PartnerForChildren  @partnr4childrn

Partnership for Children and Youth | 510.830.4200 | 1330 Broadway, Suite 601 | Oakland, CA 94612





EXPANDED
LEARNING
OPPORTUNITIES

AFFORDABLE
HOUSING



Affordable housing exists to enable families to find pathways out of poverty.

The most reliable pathway out of poverty is **education**.

Children who live in affordable housing communities face **unique challenges to participation** in traditional school or community-based afterschool and summer programs.

Experts agree that high-quality afterschool and summer learning programs are **essential to closing the achievement gap** between kids from low-income families and their peers.

Traditionally, the overwhelming majority of staff running youth programs in housing developments have had **access to little or no training** in how to run effective programming, and have not been connected to other organizations and support resources.

We are using our platform to speak to funders, housing agencies, government leaders, lawmakers, educators and fellow advocates about the **incredible opportunities** that we can all help bring to children by creating and strengthening these programs.

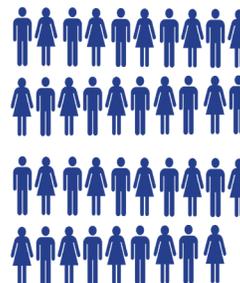
This is why we're working to build and strengthen programs taking place **right at home**.

PCY implements training and support services that have been **specifically designed** for staff running these programs.

BY THE NUMBERS:



PCY RUNS **FIVE** YEARLY WORKSHOPS FOR THOSE WORKING WITH YOUTH IN HOUSING COMMUNITIES



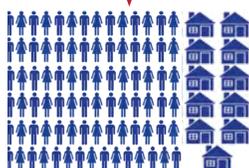
100% OF WORKSHOP ATTENDEES SAY THEIR SKILLS WERE IMPROVED AND **95%** SAID THEIR PROGRAMS WOULD IMPROVE.



PCY HAS SPENT MORE THAN **450** HOURS TRAINING AFFORDABLE HOUSING COMMUNITY STAFF



STAFF MEMBERS TRAINED BY PCY CURRENTLY SERVE **2,500** KIDS IN THE BAY AREA, AND MEMBERS OF OUR NETWORK SERVE MORE THAN **10,000** CHILDREN AND YOUTH.



PCY HAS TRAINED **85** STAFF FROM **ELEVEN** HOUSING AGENCIES



Supporting Schools and their Partners
So Every Child Can Thrive.

1330 Broadway, Suite 601
Oakland, CA 94612
partnerforchildren.org
Twitter: @partnr4childrn



Based on research and input from affordable-housing development partners, PCY has launched a housing cohort.

Our yearly workshops have included:

- Youth Development 101
- Skill Building Across Ages
- Behavioral Management
- Increasing Youth Participation (Youth Engagement)
- Telling Your Story Through Evaluation

Members of our cohort can also receive:

- **Individual coaching**, up to 20 hours per site, to address site-specific issues and provide additional individualized support.
- **A formal assessment of program quality**, which includes a written feedback report identifying areas of strength and areas for improvement for each participating housing agency.
- **A training stipend** to attend regional and/or statewide professional conferences.
- **A participation stipend** for each housing site that participates in the full series of supports, to implement targeted program improvements. These funds could be used for costs associated with their strategies, including staff training, equipment or materials purchases, site visits and youth or parent stipends.

PCY's Housing Cohort members work at **35 sites** covering Alameda, San Francisco, San Mateo and Santa Clara counties:

- Community Housing Development Corporation
- East Bay Asian Local Development Corporation
- Eden Housing
- John Stewart Company
- Mid-Peninsula Housing
- Oakland Housing Authority
- Palo Alto Housing Corporation
- Project Access
- Resources for Community Development

"We're teaching our students what resilience means to them and how to incorporate the skills they have learned to achieve their dreams."

- Marisol G. Piazza
Family Service Coordinator & Youth Leader
Palo Alto Housing Corporation

"Usually trainings and conferences are geared towards in-school or privately-run programs which have more funding and more resources than we do. It was great to be in a room full of people who do what I do, face the same challenges, and learn how to overcome the obstacles we run into while working at a housing site."

- Tanya Fernandez
Resident Services Coordinator
Eden Housing Management, Inc.

"Our community center is evolving from a safe secure place to hang out; to a place where the expectation is to not only build a better community, but to be excited about learning."

- Letitia Henderson, MSW
Education Program Coordinator
Oakland Housing Authority

Partnership for Children & Youth (PCY) is a California-based non-profit that supports communities, schools and government agencies to work together as unified systems to ensure all children have the learning, health and social supports they need to succeed in school and life.



Supporting Schools and their Partners
So Every Child Can Thrive.

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Road Map Project > The Project > Our Approach

Our Approach

There are four big, interrelated areas of work that we think—if done well—will propel the region to the 2020 goal. We believe regional collaboration will be amazingly powerful in delivering results for kids:



Alignment — *Building strong strategic and operational alignment among those whose work can influence the goal.* When many sectors of the community—education systems, funders, youth development organizations, libraries, health and housing agencies, and more—align their work to improve Indicators of Student Success, the additive impact will be unstoppable.

Parent & Community Engagement — *Engaging and supporting parents in their role as their child's first teacher, and strengthening the advocacy voice of parents and communities.* Research points to the importance of the parent both as teacher and system navigator, and emphasizes the need for strong partnerships among parents, schools and community. The Road Map Project encourages and supports strong community advocacy for excellence and equity for all students.

Power of Data — *Providing data to fuel continuous improvement and community advocacy.* It is not enough just to have data—the power comes from using it to improve practice and policy. Building the region's capacity to use data will strengthen and help improve results from cradle to college and career.

Stronger Systems — *Building stronger systems across the whole cradle-to-college continuum.* Often we see great work happening but the scale remains small. Systems must be built to help spread effective practices. In some cases, new collaborative infrastructure is required to handle a task that falls outside the responsibility of any one particular entity

Collective Action

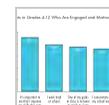
The idea of collective action is pretty simple. No single program, organization or institution acting in isolation can bring about large-scale social change on their own. Community-level change requires the concerted efforts of the many players who can contribute to better system performance to band together around a common agenda. Collective action is a new way of working that allows individual efforts to add up to big change.

In 2010, FSG's John Kania and Mark Kramer coined the term "collective impact" in their article [by the same name](#), in the Stanford Social Innovation Review. A collective impact effort involves many players, spans across jurisdictions and works toward a common goal with common ways to measure progress. This concept is fundamental to the Road Map Project.

Too often in education the work is done in disconnected silos. Early learning does not connect with the primary grades, nor do high schools align well with institutions of higher education. Community resources that are intended to help kids are often completely walled off from teachers and school leaders. Parents may or may not be engaged; the same is the case for many communities. So much power is wasted because there is no easy or organized way to work together. We have many high-quality programs and individual schools, but somehow they don't add up to a highly effective cradle through college and career system. The result is that thousands of students are left behind and fall through the cracks.

The Road Map Project has created a common agenda and structures to support collective action. By acting together in new and powerful ways, we can have a tremendous collective impact on the future of the young people and communities of our region.

- Project Overview
- Our Goal
- Our Region
- Needs & Opportunities
- Road Map Strategic Refresh Process
- Our Approach**
- Project Team
- The 'Traffic Report'
- History



Student Engagement and Motivation: This data provides unique insights into the ways students perceive themselves and their learning environments.





Housing and Education Pilot Partnership Summary

In 2015, the Bill and Melinda Gates Foundation approached the Housing Development Consortium of Seattle-King County (HDC) to lead an effort to determine the feasibility of establishing a successful housing - education partnership network, whereby local nonprofit housing providers explore the partners, resources, and funding needed to effectively operate out-of-school-time services for the school-aged children in their developments. This pilot learning project, known as **the Housing and Education Pilot Partnership (HEPP)**, will connect six initial and strategically identified member organizations with each other and with potential education partners to discuss current obstacles, future foreseeable needs and potential funding resources.

Current HEPP Partners and Project Goals

Current Partners

Bellwether Housing
Catholic Housing Services
Compass Housing Alliance
Imagine Housing
Mercy Housing NW
Multi-Service Center

Project Goals

Six HDC member organizations have been identified as participating partners in HEPP through a "Request for Participation" solicitation released in early February 2016. For the purposes specific to the scope of HEPP, as outlined in HDC's grant agreement, each organization has agreed to participate in the following, over the course of the next several months:

- Help evaluate current nonprofit housing and education services, policies, and practices
- Explore (in depth) why HEPP organizations have chosen to offer out-of-school-time services, or why HEPP organizations have not
- Determine what type of housing and educational network structures either exist, or would need to be created, to emulate the success of existing regional models.
- Identify (but not necessarily create) a system or model for capturing relevant data and impact metrics

Timeline and Deliverables

HEPP is scheduled to take place April 2016 – October 2016. HDC is in the process of releasing an RFP for part-time, temporary staff support and will keep the board apprised of timeline and budgetary considerations moving forward.

Per HDC's grant agreement, the end result of HEPP as it currently exists, will be a white paper based on HEPP discussions that includes lessons learned, an outline of baseline conditions, an overview of interest from members and a roadmap for capturing impact metrics.

REQUEST FOR PARTICIPATION (RFP)
HOUSING AND EDUCATION

HOUSING DEVELOPMENT CONSORTIUM OF SEATTLE-KING COUNTY
1402 THIRD AVENUE, SUITE 1230
SEATTLE, WA 98101

1-28-2016

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1. SUMMARY AND BACKGROUND

Summary

In 2015, the Bill and Melinda Gates Foundation approached the Housing Development Consortium of Seattle-King County (HDC) to lead an effort to discern the feasibility of replicating the successful housing - education partnership efforts of the Public Housing Authorities (PHAs) with local school districts. This pilot learning project, known as **the Housing and Education Pilot Project (HEPP)**, will help connect strategically identified member organizations and education partners not only to each other, but also to support resources.

Background

This year, 32,494 students in Washington State have been defined as homeless; that is, children who lack a fixed, regular, and adequate night-time residence. Nationwide, the number of homeless children in public schools has doubled since 2007-08, reaching a record national total of 1.36 million in the 2013-2014 school year, according to [new federal data](#). This lack of stability means homeless students are at high risk on a number of academic success indicators including absenteeism, mobility, and suspension/expulsion, with a graduation rate of less than 50%. Similar statistics associated with low-income students offer a glimpse into the growing challenges that public schools face as they seek to educate (and graduate) an increasing number of homeless/highly mobile and low-income children.

While HDC's 120 member organizations work tirelessly to house these students and families, we also recognize that part of our members' mission is to help these families prosper, so they no longer need these support services. This means addressing all obstacles to financial, educational and community resilience.

Our local Public Housing Authorities (PHAs), including the Seattle Housing Authority, the King County Housing Authority, and the Tacoma Housing Authority, have done considerable work to this end, in establishing formal and organic partnerships with individual school districts, and aligning the coordination of staff, policies, practices, and services in support of their shared students. In doing so, they have established mutual data and baselines, and have begun to address the academic achievement gaps apparent in the districts' low-income student populations living in public housing and/or in households with Housing Choice Vouchers.

While SHA serves 12% of Seattle Public Schools' 51,988 students, there are inevitably students living in nonprofit and for-profit low-income, or subsidized housing, who have been overlooked. While we admire and wish to emulate the PHAs district-wide partnership model, our relatively smaller-scale nonprofit housing providers have multiple scalability barriers, not the least of which is lack of funding resources and relationships with specific school districts or public schools (there are 508 public schools in King County). For many nonprofit organizations, making the choice between funding direct services and fostering partnerships can be difficult. We also know from our PHA partners that data sharing across sectors can be challenging with different tracking systems and privacy considerations. Furthermore, there is currently no requirement to list individual members of each household with the WA State Housing Finance Commission, so we can't create a baseline from existing LIHTC data.

It's clear to us that our nonprofit and for-profit affordable housing members aren't able to replicate, or bring to scale, the housing authority-school district model due to variety of obstacles. We must therefore determine the political will among our partners to create and sustain a networked model that works so we don't leave the children behind.

HDC and our partners already have a jump-start on exploring housing and education partnerships through the successful models of our local Public Housing Authorities, especially when it comes to best practices and identification of early warning indicators. As the Housing and Education Pilot Project is funded with through an exploratory investment, we begin our work by choosing a strategic and representative sampling from HDC membership to identify those organizations most eager to expand their wrap-around service structure and community partnerships.

2. PARTICIPATION GUIDELINES AND QUALIFICATIONS

In order for your organization to participate in HEPP you must be committed to the following expectations:

- Attend 3-5 focus group sessions with other housing and education partner organizations
- Attend presentation from HousEd Network staff
- Make existing organizational data available to larger group
- Identify data/metric gaps
- Assign dedicated staff member to be HEPP liaison

3. PROJECT PURPOSE AND DESCRIPTION

Project Purpose

Through conversations across sectors, the Housing Development Consortium of Seattle-King County (HDC) will facilitate an evaluation of current nonprofit housing and education services, policies, and practices, to ultimately help provide more cohesive, streamlined, and cost-effective care to our community's low-income students.

Using best practices from our local public housing authorities, an established baseline from select member organizations, and an understanding of a proven model from the California-based Partnership for Children and Youth (PCY), HDC and our partners will explore the feasibility of creating a networked structure of housing and educational partnerships to leverage the success of existing regional models. We believe the reciprocal benefits of increasing the availability of stable, healthy, affordable housing and increasing education outcomes for all students, will inspire the development of strong partnerships between these sectors and help leverage future funding for our partners in their work.

Project Description

In coordination with a small group of housing providers, HDC will develop a representative baseline for the students living in our member developments, in partnership with the WA State Housing Finance Commission. The ultimate goal regarding data collection as it relates to the scope of HEPP, will be to establish and/or identify a system or mechanism for capturing relevant data and impact metrics moving forward. Not only will collective metrics eventually give the network a measure of existing need, but could help determine which programs and models work for different populations, inform/frame future policies and outreach, and leverage future partnership funding.

HDC and our six partner organizations will also determine what type of network structure either exists, or would need to be created, to leverage the success of our housing authority partners. In a nationwide scan of affordable housing-education partnerships, the HouseED

Network, through the California-based Partnership for Children and Youth, was identified as a possible model well-suited for the Pacific Northwest. The HouseEd model has the potential to address a number of the obstacles outlined in the project background, and specifically allows for each affordable housing development to have fewer partner schools. After our baseline has been established, HDC will invite leaders of the HousED program and PCY to Seattle to meet with a broader group of potential network members to present the development and success of their own network, and share their peer-learning and train-the-trainer curriculum.

This presentation will take place amidst 3-5 focus group sessions and individual sessions with key HDC staff members to start to develop a framework for a possible Pacific Northwest model and next steps. Finally, HDC will develop a white paper based on HEPP discussions that includes lessons learned, an outline of baseline conditions, an overview of interest from members and a roadmap for capturing impact metrics.

4. REQUEST FOR PARTICIPATION AND PROJECT TIMELINE

Request for Participation Timeline:

All responses to this RFP are due no later than **February 10, 2016**.

The selection decision will be made no later than **February 17, 2016**

Project Timeline:

The Housing and Education Project will commence on **February 29** and will be completed on **September 1**.

5. SUPPORT FROM HDC

HDC agrees to provide the following to member organization participants:

- A one-time \$1000 stipend to mitigate the staff, travel, and administrative time demands of this 5-month HEPP
- Hiring part-time support to staff HEPP efforts
- The handling of focus-group and event logistics
- On-going support after end of HEPP to vouch for partner-network in its efforts to secure future funding.

Each organization must an electronic copy of their desire to participate. Please complete and return attached form to loren@housingconsortium.org by **February 10**. Questions? Feel free to email Loren or Marty for more information on the HEPP scope, purpose and/or funding.

Request for Participation Form

Housing and Education Pilot Project

Organization

Contact

Title

Email

Current work with education partners and/or wrap-around services (if applicable):

Why is your organization interested in being a part of this housing and education pilot project?

Please refer to the Participation Guidelines and Qualifications above. If chosen to participate, does your organization plan to use the \$1000 stipend to offset staff, admin and travel costs?

Yes

No

I certify that I have answered the aboved questions to the best of my ability, and will comply with the guidelines and scope as outlined above, should my organization be chosen to participate in HEPP

Signature

Date

Thank you for completing this form. Please return to loren@housingconsortium.org no later than February 10. Due to the timeline of this pilot project, late applications will not be considered. Questions? Email Loren or call 206.682.9541. We appreciate your interest.

Housing and Education Project
Exploration Phase
Work Plan – Updated with Participant Input
Initiated by Housing Development Consortium of Seattle–King County
via support from the Bill and Melinda Gates Foundation

Opportunity: Impactful connections between where children live and where children learn can exist to support higher educational attainment and the disruption of intergenerational poverty.

Problem: Existing approaches by individual nonprofit housing providers to build these connections often rely on a housing community’s unique spaces and demographics, irregular and limited funding, staff capacity, resident and organizational interest and experience, organizational priorities, state regulations and individual school and school district relationships. While local Public Housing Authorities (PHAs) have done considerable work in establishing formal housing and education partnership models and much can be learned from them, nonprofit housing providers face their own set of barriers to building and sustaining supportive out-of-school programs/service models for the children and youth living in their properties.

Purpose: The purpose of this phase of the Housing and Education Project is to deeply explore the challenges and opportunities associated with making impactful connections between where children live and where children learn—specifically from the nonprofit housing providers’ perspectives.

Primary Outcome: Present the realistic potential (readiness) for implementing a sustainable regionalized model(s) that supports nonprofit housing providers in meeting the educational needs of children and youth living in housing they own and manage.

Secondary Outcome: Provide immediate support for the HEP partner participants through shared resources, knowledge and deepened peer relationships.

Participants:

Bellwether Housing—Ray Padilla, Resident Services Manager; Sue Selman, Director of Property Management

Imagine Housing—Rachel Mathison, Director of Supportive Services

Compass Housing Alliance—April Aiken, Program Manager, Compass on Dexter

Multi-Service Center (MSC)—Manuela Ginnett, Housing Director; Amanda Santo, Employment and Education Director

Mercy Housing Northwest—Tereasa Palmer, Regional Manager of Resident Services

Catholic Community Services of Western Washington—Heidi Neff, Program Manager, Youth Tutoring Program

Facilitators:

Housing Development Consortium (HDC), Loren Tierney, Lead Staff

Loveall Price & Associates (LPA) Project Facilitators – Linda Hall, Lead Consultant; Quinn Gordon, Support; Kim Loveall-Price, Support

HEPP Work Plan	April-May	June 24 Meeting 1 2 hours	July 8 Meeting 2 2 hours	July 25 Meeting 3 2 hours	August 12 Meeting 4 2 hours	Aug 25 Meeting 5 2 hrs	Sep 26 Meeting 6 2 hours	Oct Meeting 7 2 hours
1. Confirm HEPP Purpose and Desired Outcomes								
a) Meet with HEPP Partners Individually	LPA							
b) Draft and Review Purpose, Outcomes & Work Plan with HDC	LPA & HDC							
c) Review Purpose, Outcomes and Work Plan with HEPP Partners ➤ Make adjustments as needed ➤ Identify others to invite to the table as needed		Meeting 1 ALL						
d) Engage in HEPP Partners Networking ➤ Learn about each other		Meetings 1 – 7 ALL						
2. Data Gathering								
a) Identify and Gather Quantitative Data (What baseline data exists and/or is easily accessible? What information is challenging to access?) ➤ General - What do we already have/ what is already being tracked through the various systems? What is missing? ➤ Outcomes – what already is being measured? ➤ Demographics – how many kids are we talking about? ➤ Property sampling - # of sites in King County, property size and configuration ➤ Financial investments – how much money does it really cost? What have our funding sources been? ➤ Other data?		Meetings 1 & 2 plus advance & follow up data gathering by LPA & HDC						
b) Identify and Gather Qualitative Data (How have others addressed the issue and what have they learned?) ➤ HEPP partners – case studies ➤ PHAs– what are they doing with the school districts ➤ Other models – PCY out of CA (tentatively scheduled for Aug 12 w/potential for an optional Aug 11 casual conversation as well) ➤ High level overview of existing policies, practices and network structures			Meetings 2, 3 & 4 (Partners volunteer to present case studies + guest presenters)					

HEPP Work Plan	April-May	June 24 Meeting 1 2 hours	July 8 Meeting 2 2 hours	July 25 Meeting 3 2 hours	August 12 Meeting 4 2 hours	Aug 25 Meeting 5 2 hrs	Sep 26 Meeting 6 2 hours	Oct Meeting 7 2 hours
3. Analysis and Synthesis								
a) Review and Think Collectively About the Data. (What does all the information gathered tell us?) <ul style="list-style-type: none"> ➤ What works well compared to what isn't working? ➤ What are shortcomings of current solutions? ➤ Look for patterns and important findings b) Refine, Combine and Integrate Key Findings into New Insights c) Test the insights with other experts		Meetings 1-4 + testing via conversations outside of meetings by LPA & Partners (on a limited basis)						
4. Formulate a Solution to the Problem								
a) Agree on Meaning of "Success" for Purposes of this Project <ul style="list-style-type: none"> ➤ What are the critical components and elements necessary in any potential solution? 						Meeting 5		
b) Identify Potential Solution (s) <ul style="list-style-type: none"> ➤ What could be a local model(s) which has the greatest potential for success? 						Meeting 5		
c) Test the Assumptions and Solutions with Key Organization Leadership <ul style="list-style-type: none"> ➤ Is there broad organizational support for the potential solution(s)? ➤ Are we asking the right people? 						Follow up outside of meetings		
d) Adapt the Potential Solution(s) <ul style="list-style-type: none"> ➤ How does the feedback received impact the thinking? ➤ Does a potentially <u>viable</u> solution exist to be presented? 							Meeting 6	
e) Develop Next Steps to Achieving the Presented Solution (What should happen and be taken into consideration after presentation of the White Paper?) <ul style="list-style-type: none"> ➤ What should be done next to move forward on solving this problem? ➤ What assumptions were made by this group which need to be tested? ➤ What identified barriers might exist and how might they be addressed? 							Meeting 6	
5. Capture and Present the Project in a "White Paper"								
a) Draft and review paper							LPA to draft – ALL to review remotely	
b) Present to HDC and Gates Foundation								Meeting 7 Optional

Housing and Education Project: Summary of Participants

[Bellwether Housing](#)—Ray Padilla, Resident Services Manager; Sue Selman, Director of Property Management; Muslim Man, Resident Services Coordinator

Bellwether serves Seattle by helping to foster successful communities where people live, work and play in a safe and affordable community. Bellwether develops projects to own and manage for the long-term to provide permanently affordable homes to people of all incomes. Since 1980, they have developed over 1,900 affordable apartments that serve over 3,000 residents per year. They recently hired a Resident Services Coordinator but do not yet have an active services our out-of school program.

[Imagine Housing](#)—Rachel Mathison, Director of Supportive Services

Imagine Housing's mission is to develop affordable housing, build welcoming communities and foster vibrant futures. They maintain a vision where East King County consists of interconnected and welcoming communities where all people can live, learn, work and play. Their 13 residential communities provide 485 affordable rental homes to more than 1,100 people. Imagine Housing offers the targeted services and support that our residents need to be stable, self-supporting and contributing members of our vibrant Eastside community. They recently made a decision to suspend staff-provided out-of-school services except where they could partner with local service providers.

[Compass Housing Alliance](#)—April Aiken, Program Manager, Compass on Dexter; Charlotte Pfeiffer, Case Manager, Compass on Dexter

Compass Housing Alliance provides a welcoming space at more than 20 locations throughout the Puget Sound region through shelter, housing and support services for men, women, veterans and families. Each year their shelter, transitional and permanent housing and day services reach nearly 8,000 people. Compass on Dexter Our home for families in South Lake Union provides 72 units of housing for formerly homeless and low-income men, women and children and considered permanent supportive housing with multiple on-site services staff and programs, including out-of-school services for children, youth and their families.

[Multi-Service Center \(MSC\)](#)—Manuela Ginnett, Housing Director; Amanda Santo, Employment and Education Director

Multi-Service Center is one of 30 Community Action Agencies throughout Washington State. MSC helps to strengthen communities throughout South King County. They address the causes and barriers of poverty and homelessness with comprehensive and holistic services that help to lift people from crisis and vulnerability to self-sufficiency and stability. With individually-tailored support and resources, men, women, youth and children can find their way out of poverty. They also provide statewide advocacy for elderly and disabled residents of long term care facilities. Fall 2016, they will be opening a new property to offer service-enriched housing for those men and women who have served our country and are trying to define how to best offer out-of school services since they do not currently have an established program.

Housing and Education Project: Summary of Participants

[Mercy Housing Northwest](#)—Tereasa Palmer, Regional Manager of Resident Services

Mercy Housing owns and operates 59 properties throughout 22 counties in Washington and Idaho, providing 5,500 economically poor children and families a place to call home. Mercy has a well-established resident services program and provides such services as: after school tutoring & homework club for students; exercise, health and wellness opportunities; nutrition workshops and healthy cooking classes; tax prep and EITC assistance; emergency food assistance and ESL & employment coaching. They have dedicated services staff, extensive community partnerships, and a focus on programs that contribute to resident success and outcomes that can be measured.

[Catholic Community Services of Western Washington](#)—Heidi Neff, Program Manager, Youth Tutoring Program

Catholic Community Services of Western Washington (CCSWW) is the largest local private provider of assistance to poor and vulnerable people in the state of Washington serving tens of thousands of persons through more than 170 programs and affordable housing. The Youth Tutoring Program (YTP) is an after-school educational enrichment program for vulnerable first through twelfth grade students who live in six low- and mixed-income housing communities in Seattle. Started as a partnership with the Seattle Housing Authority in 1991, the tutoring centers provide youth with a safe, positive, and stimulating environment to explore learning and experience academic and personal success. During 2015, 455 children were served by the Youth Tutoring Program (YTP). In a recent survey, 90% of the students and 85% of their parents reported improvements in grades or schoolwork (or maintained academic success) due to participation in our program.

Housing and Education Project: Hearing from Others Summary

UWKC (contact Greg Garcia): Greg discussed the UWKC strategic direction and focus on education. He says they most commonly work with the traditional out of school providers such as Boys and Girls Club and YMCA; however, they are expanding their reach to smaller nonprofits who work with specific populations. They contract with SOWA to support their grantees with meeting the required Youth Program Quality Assessments. They do try to align funders in terms of similar reporting and measuring (defining quality programs). Greg spoke about the need for the work to recognize how cultural differences impact education.

YMCA (contact: Joan Steberl): Joan discussed the advantages of partnerships with housing providers highlighting space and new community relationships as strengths of good partnerships. She stressed the importance of good communication as the most important element of these partnerships, along with motivated staff and positive attitudes.

School Districts (via Leonor Robles, ORSImpact). Leonor is one of the consultants working for Gates Foundation on the Housing Authority/School District Partnerships Community of Practice. They recently completed a full assessment/interviews asking many of the same questions we had for the school districts. Some common themes: FIRPA is a problem, capacity to support the partnership is a problem and ranges significantly by school district. The approaches to the partnerships differ by school districts. Some start at the school level; some at the systems level; and some at the program level. The assessment also has captured the school's self-identified target outcomes which they also hope to share.

Housing and Education Project: Hearing from Others Summary

Summary of Presentation from Rachel Mathison, Imagine Housing:

A timeline of Imagine Housing's decision to begin youth services was presented. Youth Services for Imagine incorporated afterschool programming, summer activities, using the YPOA, and outcome tracking.

Rachel discussed some of the challenges and strengths of Imagine's programming. Strengths included quality control (they were able to oversee all programming and thus the quality of their programs), outcome tracking, the holistic connection with families, and support for youth after school. Challenges included financial instability, limited staffing, limited training capacity for staff, limited oversight and support for staff, and licensing questions.

In an analysis of their services, Imagine came to the following conclusions:

- Youth Services was financially unstable and difficult to sustain
- Licensing would require significant financial burden
- Their priority was housing not services
- There were opportunities to partner within the community that would help continue the services they would be discontinuing

After discussions with community authorities, residents, focus groups, and surveys, Imagine made the decision to discontinue their youth services.

In partnering with other organizations to help provide these services, Imagine found the following potential strengths and challenges: for strengths, there would be a significantly lessened financial burden, their licensing issues would be resolved, and they could spend more time focusing on their primary mission and purpose; in terms of challenges, they would have less control (which could impact things like cultural competency, for example), less of a holistic approach to families, and limited programming sites.

The fundamental question that Imagine came up with during the process was, "who is the best provider of these youth services?"

Housing and Education Project: Hearing from Others Summary

Summary of Presentation from Heidi Neff, Catholic Community Services:

Heidi is the director the Youth Tutoring Program (YTP) for Catholic Community Services. She shared an example of a typical tutoring plan and a one page at-a-glance of the program including funding sources, who they serve, their partners, and a brief introduction to the services.

YTP is a safe afterschool space for structured tutoring (and occasional drop in time for older youth) with up to 500 tutors a year for about 450 students. CCS has full-time staff at each center (with the exception of Lake Washington apartments) and serves about 22 students per location. Continuity is key to the tutoring, and most students have an average two-year commitment. The tutoring sessions run in the late afternoon/early evening, and serve mostly elementary students (in numbers compared to middle or high school students). They have year plus waiting lists at all but one of their centers.

To measure impact, the program uses SMART goals. Their data is internally tracked, and they have data sharing agreements with SPS that allows for tutors to see progress through grades, attendance, and (sometimes) standardized tests. Surveys given to parents, students, and teachers also allows for impact measurement.

CCS relies upon volunteers and strategic partnerships within the community (Seattle University, for example) to sustain their Youth Tutoring Program.

One of the challenges of the program is communication with parents (especially at times when the staff is not representative of the residents they are serving).

Housing and Education Project: Hearing from Others Summary

Summary of Presentation from Courtney Cameron (Seattle Housing Authority)

Courtney brings an educator's perspective to this issue, having spent many years as a teacher. She first provided background on Seattle Housing Authority's interest in out of school services and "Moving to Work."

King County Housing Authority, Tacoma Housing Authority, and Seattle Housing Authority are classified as HUD "Moving to Work" (MTW) agencies. "Moving to Work" provides certain PHAs the opportunity to be more flexible with the use of federal money in designing and testing new models and strategies in housing. Essentially, they are exempt from many public housing and voucher rules, and are expected to use these exemptions to creatively address local housing needs.

Courtney explained that KCHA, THA, and SHA are developing programs around the intersection of housing and education in different ways. THA chose to use their money on the "McCarver model," wherein they focused services specifically on McCarver Elementary School. KCHA primarily focuses on place-based afterschool services. By contrast, SHA took more time deciding on an implementation strategy by initially gathering and understanding data, conducting focus groups, asking for feedback throughout the community, etc. Notably, this work is called out in the organization's list of priorities and supports the mission.

SHA invested staff time in gathering data, trying to understand what it was telling them while keeping in mind the gaps in the data. (for example, absenteeism is different across grades and that access gaps were not necessarily reflected in the data). Courtney distributed a handout of the data SHA has collected, noting that while they already had the infrastructure in place to collect the information, it took them awhile to sort it. The data, from their perspective, helps make the case that SHA should be in the "business" of out of school services. This led to a multi-year partnership plan and then a five-year strategic plan that emphasized the prioritization of educational outcomes among youth. They decided not to do a big pilot project; instead, they are focused on systems change through changing how they are operating.

They are still wrestling with how to roll things out. Among the challenges Courtney discussed was identifying how to replicate identified strategies and recognizing that school-based strategies are challenging and messy—even with the advantage of having weekly meetings with the school district. There does not seem to be one clear path to scale. Further, they also wanted to make sure they weren't duplicating their services with other organizations.

Housing and Education Project: Hearing from Others Summary

Courtney also gave the following practical recommendations to the group:

- get principals and teachers involved by bringing them into housing spaces;
- host events in housing spaces;
- hold conversations in families' native languages rather than English and then translating – the richness of the conversation and information shared was deeper when “end language” focus groups were held
- try different forms of communication with families (SHA is sending back to school letters this year).
- Identify what is in your span of control and think about how best to use resources at the systems level
- Recognize that funding brings people to the table

For the purposes of our project, the group decided that a good data point to know would be the SHA families living in non-profit affordable housing. Courtney is eager to work more closely with the nonprofit housing providers in coordinating efforts and better understanding the number of residents shared via vouchers.

Housing and Education Project: Hearing from Others Summary

Summary of Presentation from Tereasa Palmer (Mercy Housing Northwest)

Tereasa began by giving a background on Mercy in Washington. Mercy now has 47 properties in Washington State serving over 2500 people, and although they are a part of a national organization, it still has the “feel” of a local org (the housing is all local, and the funding is local).

At the center of Mercy's mission is health and education with a recognition that housing was important to support health and education. Recent leadership initiatives have focused more on health-related services.

Mercy currently has 22 staff of which 17 resident services coordinators serve 26 buildings (3 within Idaho). Eight of those staff work on youth programming. Their afterschool programming happens at least four days a week, and their lunch program serves anywhere from 12 to 60 children per property. Participation in programs does skew to the younger residents

Mercy uses a drop in model of providing youth services. The drop-in model serves those whose parents may not be on site when the kids get home from school whereas an enrolled model tends to support those children and youth who have an established family support system. Mercy does have some curriculum-based programming and have been able to purchase some specific curriculums for the various sites but they are expensive. Some sites have partnerships with the school districts or a particular school. In one site, the Mercy staff person worked closely with the school and Western WA University to significantly improve graduation rates among resident youth.

Mercy does maintain a services program database to track attendance. They also provide baseline assessments at the beginning and ending of the school year. Tereasa also discussed YPQA (youth program quality assessment) that is being used at one property, and how it provides more structure, and great training, but it also requires more resources and expense. Youth programming is only supposed to be about 20% of what the Resident Services Coordinators do.

Mercy does provide some structured staff training, including a two-week onboarding job shadowing and team training.

Some of the challenges that Mercy has faced include finding good ways to measure outcomes for youth, finding the right staff for resident services (they do try to match predominant resident-spoken languages as much as they can), and finding the time to fully evaluate whether Mercy was/is the best provider of services. In addition, funding resident services is largely reliant on private fundraising. AmeriCorps can be a good staff resource, but they aren't available in the summer.

Housing and Education Project: Hearing from Others Summary

Summary of Presentation from Jennifer Hicks, HousEd (Partnership for Children and Youth) and Sarah Wall, Project Access (participant in HousEd)

Jennifer Hicks, HousEd, walked the group through several exercises, including the “Hammer and Nail,” in order to get to know one another even better, engage in conversation and to begin her presentation of how the HousEd network began their process. She then walked the group through the history of PCY and HousED, whose founding principle was to make sure that children and youth were successful in school and life.

The main purposes of HousEd were and are to provide technical support to housing providers (by brokering resources) and to work on advocacy/legislation (starting with Proposition 49) toward truly making movement in the area of “closing the achievement gap.” A very brief summary follows.

During the first three years, HousEd:

- Developed a deeper understanding of the housing provider community and their needs: For example, in California, the housing providers largely focused on family retention rather than moving families through housing which influenced their decisions.
- Focused on the “Cycle of Improvement” (assess, plan, and improve) when supporting housing providers; started with two housing providers before expanding exponentially
- HousEd paid subcontractors to collect YPOA assessment data for its member partners
- Once the assessment was complete, HousED asked the provider what they would like to work on (create the plan) and then supported them in that plan - much of HousEd's work is around the planning.
- HousED provided technical assistance (coaching, training and facilitation) with training around the following topics: youth development, behavior management, community building, empowering parents, skill building across ages, and program assessment
 - Evaluated current and potential funding sources and what they wanted to see.
- Obtained a better understanding of the importance of “proof of collaboration” including collaborating with educators
- identified potential funding sources available to educators – (i.e., support legislation that would allow nondistrict providers to serve kids in nonschool settings)

Housing and Education Project: Hearing from Others Summary

- began to quantify the financial benefits of out of school programs(i.e., reduced turnover)
 - Started building a leadership Network to support the work, including helping to answer the “why” piece of the intersection between housing and education, so that orgs could communicate this to boards/funders; addressing the sustainability at the organizational, program and individual levels; and linking to why housing is a unique in this space because impact can take place at the child, family and community levels.
 - Embraced the “Theory of Change” - adapted the Community Action Framework for Youth Development.
- included Maslow’s Hierarchy of Needs - which they adapted to be specific for youth needs
 - Grew their technical assistance to include a well-attended conference
 - Expanded their Network and member cohort
 - Branded their network (HousEd)
 - Developed a 5-year plan that included the creation of:
 - new standards/brief (to be used as an advocacy tool)
 - new assessment tools
 - new curriculum
 - TA manual
 - online/on the ground national network

Sarah Wall, formerly with Project Access, explained from an organization’s perspective, what the HouseEd Network did for each of its participants.

During the presentation, certain things stood out as “success factors”:

- dynamic, expert facilitation
- Professional development for participants: participants always got something out of the time spent together – something to take back to support their daily work
- “spark plugs” - individuals with the energy and enthusiasm to make things happen
- Free technical assistance and training
- Early identification of barriers with discussion about how to tackle them
- Individualize plans to match the housing provider’s resources and plans
- Strong leadership commitments
- Early identification of the return on investment for after-school programs
- \$ to invest in the support infrastructure that became HousEd
- Leadership committee
- Belief statements
- Willingness to commit time
- Recognition of the uniqueness of housing
- Build on the infrastructure that already exists

Housing and Education Project: Early Data Collection Results

Housing and Education Project: Early Data Collection Results		
Assume children = ages 0 - 18		
Sample Size = 107 properties owned by 5 providers		
Data Questions	Results	Notes
% of providers' total properties that house children (range)	High:100% Median: 78% Low: 32%	Data reported by some providers was for all owned properties, including senior living, etc. and others were just affordable housing units and not other types of housing (i.e., transitional) owned
% of properties w/ children that have services for children (range)	High:100% Median: 45% Low: 0%	Types of services varied dramatically property to property; did not correlate against number of properties which had on-site staff
% of properties with on-site community space (range)	High:77% Median: 37% Low: 4%	anywhere from 4% to 77% of <u>all</u> properties have community space for the org; did not correlate the presence of a community room with provision of services
# of school districts by provider	most had more than 1; up to 8 for a single organization	Auburn, Bellevue, Bellingham, Bethel, Everett, Federal Way, Highline, Issaquah, Kent, Lake Washington, Northshore, Olympia, Seattle, Tacoma, White River
# of total children housed (as reported by 5/6 partners)	3,426	About 40% of children housed have the potential to make use of youth services (see below)
# of children being served (as reported by 5/6 partners)	1,384	This is an estimate of the potentiality of children being served (that is, there are services available at the properties where these children live)
Number of children being served by those properties offering services	High: 242 Low: 1 Average: 38	Since many properties do not house any children, those properties were excluded.
# of providers who have "easy" access to age information	3	Depends on how we define "easy". We defined as readily available. For most part when asked, all providers were able to find the data eventually.
# of providers who capture "formerly homeless"	2	Most were able to find homeless family set asides

Housing and Education Project: Early Data Collection Results

# of providers with children services specific outcomes measurements in place?	2	YPQA (Youth Program Quality Assessment); Information about efficacy of the services; CCS's Youth Tutoring Program also measures outcomes
Databases/software being used for tracking resident info	Yardi, Boston Post, AMSI/Esite, Family Metrics	
# of providers who rely on service partners (for space)?	1	
# of providers who rely on service partners (for services)?	1	
# of providers who have dedicated staff for resident services	3	If including Case Managers in this count, add 1
How are staff costs being covered?	General funds, grants, property revenue	1 provider has completed a financial analysis of cost of services
# providers who rely on volunteers for programming	2	specific to children's services; CCS' Youth Tutoring Program also relies on volunteers
# providers who rely on in-kind contributions for programming	3	specific to children's services; CCS' Youth Tutoring Program also relies on in-kind contributions; 1 provider specified "mostly meals"
06/20/2016: Data compiled by Loveall Price & Associates for discussion purposes following partner interviews		

Housing and Education Project: Summary of Stakeholders Contacted

As the Exploration Phase recommendations started to form, participants reviewed it with their internal leadership as well as others within the HDC community. All expressed interest in the project and better understanding how it could support their unique housing communities. Additional feedback gathered during these interviews was discussed and incorporated into the final document as appropriate.

The following represents those with whom a formal conversation was requested:

1. Asian Counseling and Referral Service (Panome, Youth Development Program Manager)
2. Capitol Hill Housing (Jill Fleming, Deputy Director)
3. El Centro de la Raza (Estela Ortega, Executive Director)
4. Low Income Housing Institute (Sharon Lee, Executive Director)
5. Muslim Housing Services (Rizwan Rizwi, Executive Director)
6. ReWA (Emily Tomita, Youth Program Manager)
7. YWCA Seattle | King | Snohomish (Gina Yarwood, Program Director)

Neighborhood House – no response,
Horn of Africa – no response,
InterimCDA – no response,
Somali Community Services of Seattle – no response
Solid Ground (didn't respond to request)

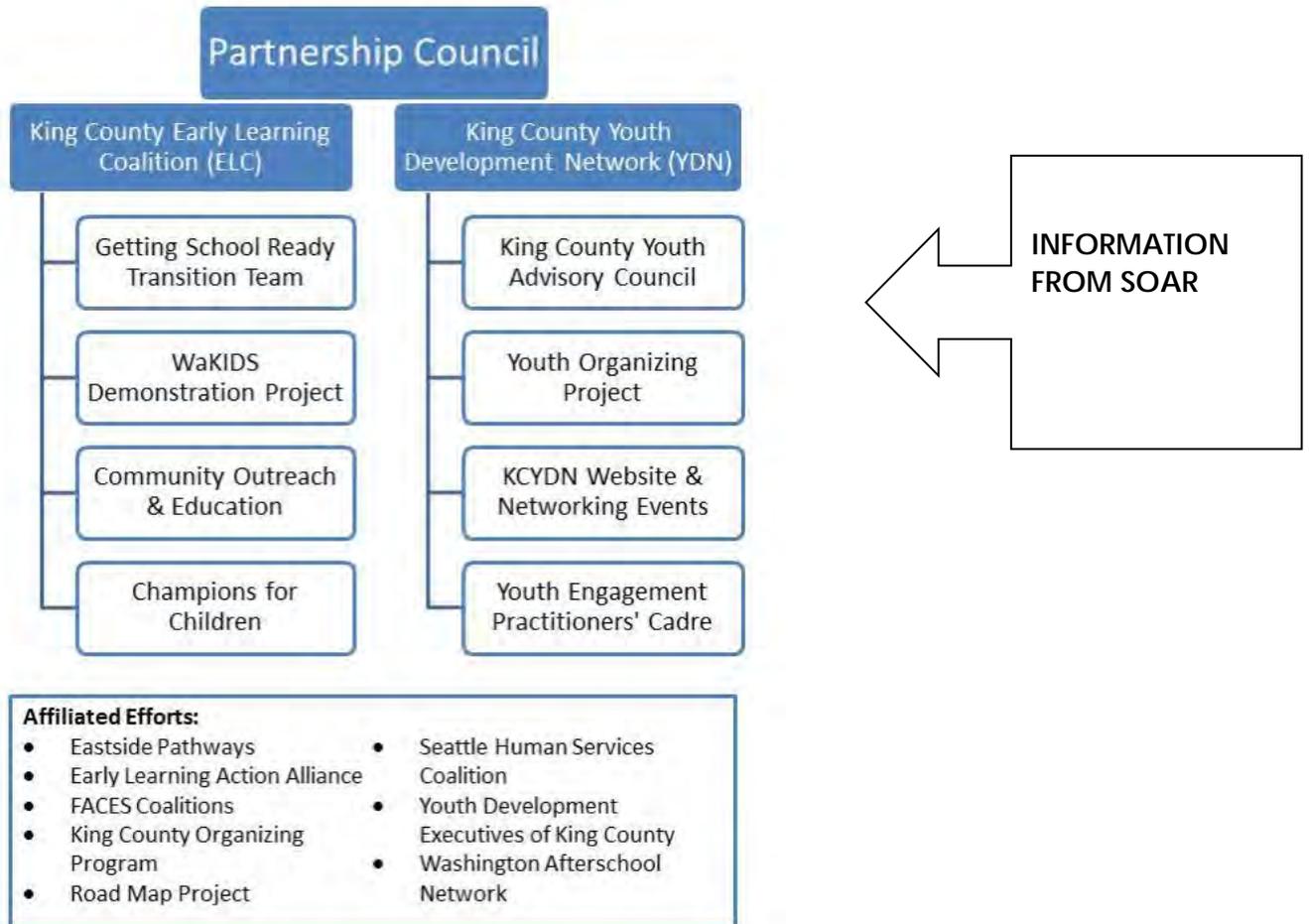
Housing and Education Project: Summary of Potential Convener/Partner Agencies Using Their Published Information

<p>Schools Out Washington (SOWA) Our mission is to foster productive partnerships that create inspiring opportunities for Washington's youth to learn, grow and thrive, because what's good for our youth is good for our future</p> <p>Strengthening Programs. Empowering Youth.</p>	
Desired Changes	<p>Bring empowering learning opportunities within reach of every young person by providing a rich foundation of:</p> <ul style="list-style-type: none"> • quality standards, • professional development, • advocacy and support
Stakeholders	<ul style="list-style-type: none"> • small local afterschool and summer programs across Washington state • large agencies, such as YMCA's, Boys and Girls Clubs • school districts • government agencies
Identified Core Elements	<ul style="list-style-type: none"> • racial equity • convener • after school and youth development (AYD) field focus • Washington State Quality Standards for Afterschool & Youth Development Programs • Provides funding and support to school districts serving refugee populations in Washington • Fighting Summer Learning Loss and Summertime Hunger • Provides extensive resources for the AYD field
Funding Sources	<ul style="list-style-type: none"> • Public • Private
Unique Characteristics	<ul style="list-style-type: none"> • Statewide • Serves as umbrella agency for YDEKC and SOAR

Housing and Education Project: Summary of Potential Convener/Partner Agencies Using Their Published Information

SOAR	
SOAR is the community coalition working together to promote the healthy development of children, youth and families in Martin Luther King County to ensure that all children succeed in school and in life. SOAR's work reaches from prenatal care to young adulthood	
Desired Changes	<ul style="list-style-type: none"> • Break down silos and coordinate among sectors, regions, ages, and more. • Collaborate between early childhood and youth development stakeholders based on shared goals and a common vision to achieve more coordinated systems • Build and strengthen effective partnerships to support children and youth • Do work that no single agency can accomplish alone • Effectively convene stakeholders to sustain county-wide action and dialogue. diverse, experienced, neutral coalition
Stakeholders	<ul style="list-style-type: none"> • public, • private • nonprofit entities • organization, parent, youth, business, local government, funder, coalition or other stakeholder working for the success of kids from birth to young adulthood
Identified Core Elements	<ul style="list-style-type: none"> • Early Childhood and School Readiness • Transition to Kindergarten and School Readiness • Cultural Competency • School Age Children and Action Agenda • Advocacy • The Future
Funding Sources	<ul style="list-style-type: none"> • Public • Private
Unique Characteristics	<ul style="list-style-type: none"> • King County • Action Teams SOAR's work is grounded in two community-generated Action Agendas: The King County Early Learning and School Readiness Action Agenda and the King County School-Age Children and Youth Action Agenda.

Housing and Education Project: Summary of Potential Convener/Partner Agencies Using Their Published Information



Housing and Education Project: Summary of Potential Convener/Partner Agencies Using Their Published Information

<p>Youth Development Executives of King County (YDEKC) A coalition of youth-serving organizations working together to improve outcomes for young people in our region. We are building the youth development field in King County to provide these opportunities and promote equity. We do this through advocacy, collaboration, and leadership development.</p>	
Desired Changes	<p>Guided by three programmatic goals:</p> <ul style="list-style-type: none"> • Advocacy: Garner systemic support of the youth development field • Common Outcomes: Promote common youth development outcomes • Leadership and Organizational Development: Increase YDEKC member capacity through professional development and networking opportunities
Stakeholders	<ul style="list-style-type: none"> • 90+ members • Nonprofits
Identified Core Elements	<ul style="list-style-type: none"> • Provide members and partners with practical tools in the areas of non-profit management, program evaluation, school and community partnerships, and whole child outcomes (i.e. youth skills and dispositions). • Connect leaders in youth development with emerging research • Work with local and national partners to advance field-level knowledge.
Funding Sources	<ul style="list-style-type: none"> • Unknown
Unique Characteristics	<ul style="list-style-type: none"> • School and Community Partnership ToolKit : a set of resources to improve coordination between educators and community-based partners working toward student success. • Parents, guardians, school counselors, teachers, community workers and youth from across King County can, for the first time, go to a comprehensive, regularly updated web directory and select programs from more than 750 free and reduced-fee programs.

Housing and Education Project: Summary of Potential Convener/Partner Agencies Using Their Published Information

<p>Housing Development Consortium: All people will live with dignity in safe, healthy and affordable homes within communities of opportunity</p> <p>As an advocate, broker, and convener of and for our members, the Housing Development Consortium of Seattle-King County supports and inspires our 120+ member organizations as they work collaboratively to meet the housing needs of limited-income people throughout the region.</p>	
Desired Changes	<ul style="list-style-type: none"> • Enhance Member Capacity and Effectiveness • Mobilize Sector and Broader Society • Promote Solutions through Public Policy Advocacy • Marshal Ample Resources
Stakeholders	<ul style="list-style-type: none"> • Housing developers and providers • Public • For profit • Not for profit
Identified Core Elements	<ul style="list-style-type: none"> • Affordable housing advocacy • Leadership development • Racial Equity • Affinity Group work
Funding Sources	<ul style="list-style-type: none"> • Public • Private
Unique Characteristics	<ul style="list-style-type: none"> • Housing and...desire to understand the intersections of housing with education, transportation, health...



OUR VISION

All people live with dignity in safe, healthy, and affordable homes within communities of opportunity



OUR MISSION

Through education, advocacy, and leadership, HDC supports and inspires its members as they work collaboratively to meet the housing needs of limited-income people throughout King County



OUR VALUES

Social Equity - We serve the cause of access to affordable housing
Collaboration - We work with diverse stakeholders to move the affordable housing agenda forward
Impact - We help our members achieve measurable affordable housing production and preservation goals
Integrity - We honor our commitments



OUR GUIDING PRINCIPLES

- We honor and support the entire affordable housing continuum
- We act as responsible stewards of public resources and the public trust
- We engage in productive strategic alliances across sectors and industries
- We respond to diverse community needs for affordable housing solutions

Housing Development Consortium of Seattle-King County 2015-17 STRATEGIC PLAN

Goals

Strategic Objectives

Enhance Member Capacity and Effectiveness

Promote, support, and inspire the affordable housing sector to increase effectiveness, visibility, and impact

Mobilize Sector & Broader Society

Educate and engage members, policymakers and broader community about importance of equitable access to affordable housing and its connection to other sectors

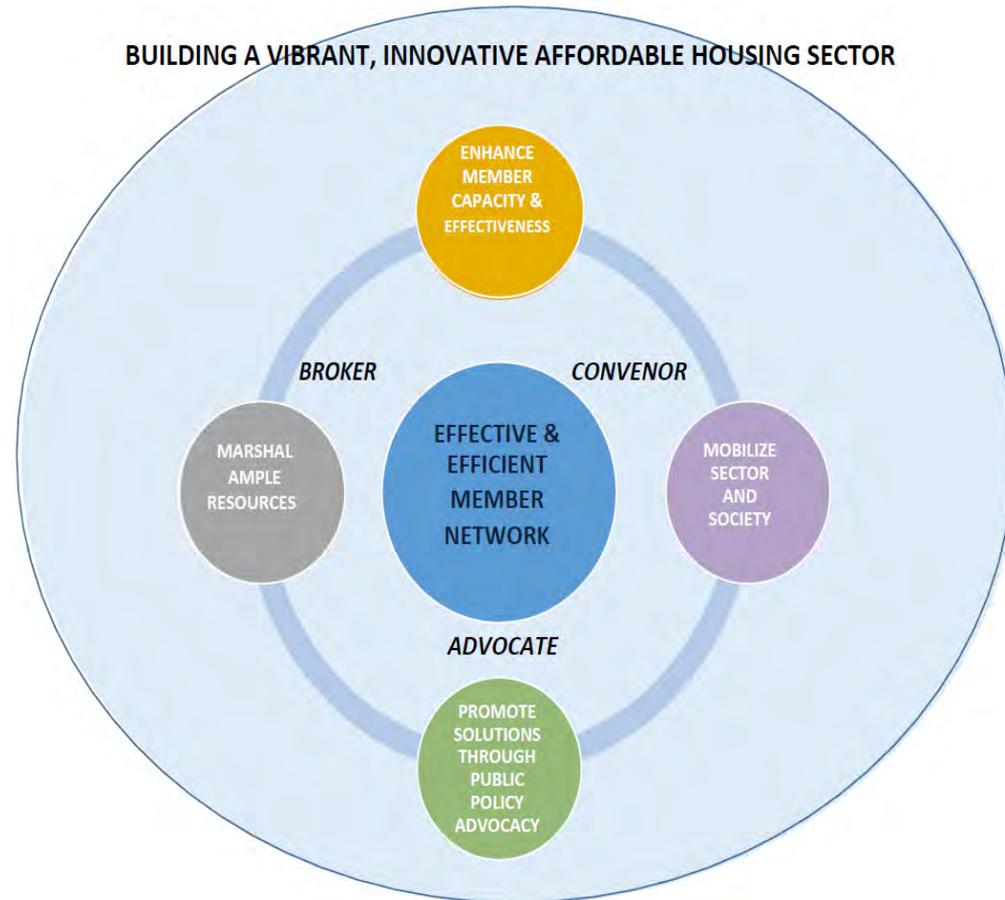
Promote Solutions Through Public Policy Advocacy

Research, develop, and support policies that increase access to affordable housing and create equitable communities of opportunity

Marshal Ample Resources

Obtain new private and public funding for production and operations
Preserve and/or secure ongoing federal, state, regional, and local funding

BUILDING A VIBRANT, INNOVATIVE AFFORDABLE HOUSING SECTOR





ADVOCACY

SOAR has four advocacy priorities: Supporting Parents, Helping Children Prepare for Success in School, Improving Early Education & Child Care, and Supporting School-Age Children and Youth. SOAR’s Policy Agenda matches these four goals with goal-specific solutions.

Our Goals

SUPPORTING PARENTS

Improving the quality and access to information, education and support for parents increases their ability to help their kids succeed in school and life. This is particularly crucial for low-income parents, teen parents, and families with special needs.

SOAR Policy Solutions

- Support Early Learning Council recommendations related to sound policy and increased resources for parent support
- Expand support for programs that are research, theory and expertise-based and have clearly measured results and outcomes
- Support initiatives that contribute to healthy and stable home environments for all children and youth

HELPING CHILDREN PREPARE FOR SUCCESS IN SCHOOL

Children who aren’t ready for school are more likely to fail or repeat grades, need special education classes and drop out. It is important to support families so that kids are ready to think, read, learn and get along with others when they start school.

SOAR Policy Solutions

- Support universal access to culturally-competent developmental screenings for all children birth-to-three years of age at critical age junctures

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- Ensure that capacity to support all children, especially those with special needs, is included in early childhood guidelines and quality standards
- Support policies and funding that enhance child care providers' ability to serve children with special needs in a culturally competent manner
- Support continued reduction of the wait list for the Children's Health Program by funding more slots

IMPROVING EARLY EDUCATION & CHILD CARE

High-quality early childhood education experiences help children develop to their fullest potential, prepare them for success in school, and have a major impact on how happy and successful a child is later in life.

SOAR Policy Solutions

- Support creation and funding of an incentive-based Quality Rating and Improvement System (QRIS), including funding levels that are adequate to assure achievement and maintenance of high quality, culturally competent services; ongoing availability of training and technical assistance to programs; professional development capacity for early childhood and afterschool professionals within higher education and community-based training programs; salary guidelines appropriate to each area of the state; commitment to and plan for state-wide implementation
- Increase childcare subsidy rate to ensure quality, culturally competent childcare is affordable and available to all low-income parents and families with special needs and that centers serving low-income children can attain and sustain the highest QRIS ratings possible
- Fund income-related scholarships to assure that families who do not qualify for subsidy and cannot afford the full cost of care have access to quality, culturally-competent childcare
- Expand strategies and resources to support family, friend and neighbor caregivers that are inclusive of and responsive to diverse communities
- Expand ECEAP eligibility and accessibility through increasing slot funding to match that of Head Start; adding additional slots to serve all eligible children; expanding services to children age birth to 3; and increasing state match for Head Start to off-set 1% federal reduction
- Support strategies and resources for early childhood and afterschool providers to respond effectively to the social-emotional and behavioral needs of all children

SUPPORTING SCHOOL-AGE CHILDREN AND YOUTH

Access to high quality, culturally-competent out-of-school time programs, leadership opportunities, meaningful relationships, and safe environments is critical to school-age children and youth's success in school and in life.

SOAR Policy Solutions

- Support afterschool programs as excellent opportunities for extended learning and an integral part of K-12 educational programming
- Support the Washington Afterschool Network's efforts to provide a common policy framework for afterschool programming and a high quality professional development system



SCHOOL-AGE CHILDREN AND YOUTH

SOAR challenges our community to make children and youth our highest priority. SOAR connects, convenes and catalyzes communities in King County in order to create a welcoming, safe and empowering environment to give young people ages 6-18 the opportunity to reach their full potential.

Our Areas of Focus

KING COUNTY YOUTH DEVELOPMENT NETWORK

The SOAR King County Youth Development Network is a group of youth development stakeholders who build partnerships, coordinate services, speak with a common voice, and inform and oversee SOAR's school-age children and youth-related coalition work.

Striving to build a supportive, cohesive and cooperative youth development community to ensure that all young people in King County have access to high quality programs and caring, supportive adults. Click [here](#) to learn more.

YOUTH ENGAGEMENT

Creating a dynamic professional development program promoting organizational and community transformation that is comprised of experienced adult practitioners of youth engagement who are committed to cultivating shared knowledge, overcoming limitations, and sharing multiple perspectives from the field. Click [here](#) to learn more.

SCHOOL PARTNERSHIPS

Exploring effective collaboration strategies between community-based organizations and K-12 schools that support children and youth's academic

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[Regional Coalitions](#)

SOCIAL JUSTICE YOUTH DEVELOPMENT

Working to identifying anti-oppression organizational and programming practices, identify tools and opportunities to make systemic change locally, convene programs, and sparking dialogues around social justice youth development in King County. Click [here](#) to learn more.

ACTIVE SOAR PARTNERS

All Girl Everything Ultimate Program, Alliance for People with disAbilities, ArtsCorps, Associated Recreation Council, Atlantic Street Center, Big Brothers Big Sisters, Camp Korey, Camp Ten Trees, Casey Family Programs, Catholic Community Services Youth Tutoring Program, Center for Human Services, City of Bellevue Parks & Community Services, City of Redmond Parks & Recreation, City of Seattle Parks & Recreation, City of Shoreline, College Access Now, Common Action Consulting, Community Day School Association, Community Schools Collaboration, Compass Housing Alliance, Forum for Youth Investment, George Pocock Rowing Foundation, Goodwill, King County Sexual Assault Resource Center, Kids Co, King County Food & Fitness Initiative, King County Organizing Program, League of Education Voters, Low Income Housing Institute, Nature Consortium, Neighborhood House, New Futures, New Horizons Ministries, Northwest Center, Northwest Network, Office of Superintendent of Public Instruction, Pacific Science Center, Penny Harvest, Planned Parenthood of the Great Northwest, Proud Out Wonderful, School's Out Washington, Seattle Public Schools, Seattle Youth Symphony Orchestras, Service Learning Seattle, Southwest Youth & Family Services, Street Youth Ministries, Summer Search, Teen Link, The Capacity Project, Treehouse, United Way of King County, Urban Impact, UW Center for Leadership in Athletics, Vietnamese Friendship Association, World Vision, Washington State University Strengthening Families Program, Year Up, YMCA, Youth Suicide Prevention Program & YouthForce at Boys & Girls Clubs of King County.

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EARLY LEARNING

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MF A V



OUR IMPACT

Our success is measured by the results we are able to achieve. We carefully evaluate all aspects of our projects, and use that to guide our coalitions work and continually improve.

Countywide Policy Frameworks

Two high quality county-wide strategic policy documents, Early Childhood and School Readiness Action Agenda and the School Age Children and Youth Action Agenda developed with broad input from and endorsement by key community stakeholders

Partnerships

Over 1,000 representatives of government, community organizations, schools, churches, businesses and citizens are working in partnership county-wide on action agenda strategies

Resource Leveraging

SOAR policy guidance and investments have leveraged over \$1,750,000 from community partners to advance the goals of SOAR Action Agendas

EARLY CHILDHOOD AND SCHOOL READINESS ACTION AGENDA

- Accreditation/Early Childhood Quality Support
- Strategy in place and funding secured (\$1.5 million) to assure national accreditation of 256 childcare centers by 2012.
- Accreditation meets the requirement for the highest rating in the new state Quality Rating System
- Accreditation process initiated for 10 family childcare homes
- Partnership established with Family Friend and Neighbor Caregiver Support Coalition to start 10 new "Play & Learn" groups to support FFN care. Matching grants procured from Seattle and Kirkpatrick Foundations
- Over 600 early childhood educators participated in on-going professional development activities

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TRANSITION TO KINDERGARTEN & SCHOOL READINESS

- Multi-partner Action Team created research-based School/Neighborhood Transition Team model which partners schools, parents and early childhood providers in preparing children for successful transitions to kindergarten
- Model has been implemented successfully in 6 King County School Districts (including Seattle) and 11 elementary schools to date impacting 155 early childhood partners and 334 parents
- Funding has been secured to expand model into 12 school districts and 25 elementary schools in 2006-07 school year, engaging 500 early childhood educators and 1,000 parents in school readiness and transition activities
- Partnership established with City of Seattle Division of Early Learning and Family Support/Early Learning Networks to implement model in 5 southeast and southwest Seattle elementary schools during 2006-07 in support of City's Family and Education Levy school readiness efforts engaging 100 early childhood educators and 200 parents
- Over 200 additional educators have been trained on implementing School/Neighborhood Transition Team model in community-based trainings
- Model presented at Washington State School Directors' Association Conference in Spokane (November 2006)
- SOAR has entered into a partnership with Puget Sound Educational Service District to convene a "Transition Summit" for King County School Districts and other stakeholders to create county-wide partnerships and best practice approaches to school readiness and kindergarten transitions

CULTURAL COMPETENCY

- Multi-partner Action Team initiated public education campaign regarding developmental delays and available services; targeted toward English, Spanish, Vietnamese and Somali speaking communities
- Developed and implemented parent education and support programs for over 500 parents county-wide, including immigrant and refugee communities (FACES groups)
- Developed innovative model for organizing Latino parents to interface with government and schools around children and youth issues (FACES)
- Multicultural Youth Leadership Curriculum developed, tested and disseminated in partnership with Washington State University

SCHOOL AGE CHILDREN AND YOUTH ACTION AGENDA

- School Age Children and Youth Action Agenda completed in May 2006
- School age children and youth community event attended by 175 stakeholders (May 2006)
- Regional discussions held to identify community-specific issues/priorities and initiate partnerships to advance goals of Action Agenda

- Partnerships created with Washington Afterschool Network and local legislators to advance support for afterschool programming for children and youth in 2007 legislative session
- Partnership created with Washington State Mentoring Partnership and King County Mentoring Coalition to promote and expand research-proven mentoring services in King County
- 25 mini-grants allocated to community-based partnerships in support of Action Agenda goals (\$35,000 granted; additional \$70,000 leveraged from community partners)
- Currently building new county-wide action teams and regional partnerships

ADVOCACY

- Developed a Legislative Policy Agenda and worked with partners to advocate on behalf of children and families
- State Early Learning Department established
- Schools extend coverage to children, birth to age three, with developmental delays
- Additional 7,000 children state-wide receive health care coverage
- Health co-pays for Medicaid eligible children eliminated

THE FUTURE

With SOAR partners, promote strategies and secure resources to sustain existing progress and further advance SOAR's vision:

- Accredite 700 family childcare homes by 2014
- Expand "play & learn" model and other support services to 7,600 family, friend and neighbor caregivers
- Evaluate and expand School/Neighborhood Team model to all 19 King County school districts
- Facilitate partnerships among school districts, early childhood educators, and parents to work together to implement school readiness and transition programs
- Universal access to developmental screenings for children birth-3 at critical age intervals
- Expand afterschool opportunities for school-age children and youth
- Expand service learning opportunities for school age children and youth
- Ensure young people have a voice and influence in policy and funding decisions regarding youth
- Strengthen the youth development field by providing opportunities for professional development, networking and visioning for staff
- Establish new youth engagement norms and behaviors in agencies and communities throughout King County
- Support collaborative opportunities to demonstrate the efficacy of youth engagement

What We Do



Strengthening Programs. Empowering Youth.

School's Out Washington is expanding and improving the afterschool and youth development (AYD) field by providing support and resources to the programs that work with youth. Whether it is working with schools to **provide better support to immigrant and refugee populations** or **helping afterschool programs to improve the quality of their work**, School's Out assists programs and organizations so they offer the best services they can.



Youth Program Quality

- School's Out Washington is building a quality improvement system in Washington State, helping afterschool and youth development programs be the best they can be, so that kids can have the opportunities they deserve to succeed. To do this, promote program achievement of **quality standards** and offer **professional development training and coaching** for program staff.

[Learn More](#)



Professional Development Services

- Training for staff of afterschool and youth development programs designed to improve the quality of their work with children and youth, program management skills, and more.
- Community workshops** open to the public, **custom trainings**, and more.

[Learn More](#)



Refugee School Impact Grant (RSIG)

- Federal grant administered by School's Out that provides funding and support to school districts serving refugee populations in Washington.
- Fosters partnerships between community organizations and school districts to better serve refugee students.

[Learn More](#)



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Feed Your Brain Grants

- Feed Your Brain provides funding and training to schools, community-based organizations, and tribes running summer literacy programs, also connecting them to federal funding for nutritious summer meals.
- We've supported more than 175 summer literacy programs benefiting approximately 20,000 children since 2001.

[Learn More](#)



Statewide Advocacy

- We coordinate the efforts of advocates across Washington State as we work together to raise awareness and improve policy in support of afterschool and youth development programs. [Learn More](#)
- Quarterly **Washington Afterschool Network (WAN)** meetings allow advocates to meet face to face and learn as a community.
- Our **Action Alerts** allow you to take immediate action on state and federal issues facing afterschool and summer learning.

Bridge Conference

- Annual conference brings together professionals serving children and youth both in and out of school, strengthening partnerships between formal educators and afterschool.

[Learn more](#)



STEM in Afterschool & Summer

- We have a **plan** for advancing STEM literacy in our state by promoting STEM in afterschool.
- We collaborate with organizations as diverse as local afterschool programs and NASA to promote STEM learning in summer programming.

[Learn More](#)



Contact

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Youth Program Quality Raikes Foundation Strategy

May, 2016

RF Frame for Out-of-School Time (OST)

- Quality Matters - High quality afterschool programs produce positive social, emotional, and academic gains.
- High quality OST programs provide ways for young people to practice skills, build strong relationships and leverage interests.
- Programs can achieve higher levels of quality with resources such as professional development and coaching

Current OST System

- Four elements of OST systems:
 - Leadership and Governance
 - Coordination
 - Data
 - Quality
- RF has funded OST since 2009
- Other funders have joined the move toward quality

Raikes Foundation Investment Goals:

2021 Goals:

- Scale YPQI to 60% of OST sites in six counties with largest youth population (representing 70% of all youth in Washington)
- Reach ~70,000 youth each year
- 75% of participating programs will be measured as high quality programs

Needed Milestones to Reach Goal:

- Develop infrastructure to build and sustain quality over time
 - Data system to track progress, targeted PD, etc.
- Successful Early Start Act Pilot
 - Raise visibility of quality OST sites; creation of “proof points”; connect to early learning system
- Build public and political will
 - Create a strong advocacy and research base
 - Increase public financing for OST

System Momentum

- Early Start Act Pilot – extends the current quality framework in birth to five to older age group to focus on birth – 18 quality framework
 - Leverage and protect early learning investments by stretching dollars to benefit OST programs
- Summer Learning – Recent outcomes study demonstrating clear links between high quality programs and academic gains



Out of School (OST) Quality Initiative Pilot

Partners

- Department of Early Learning (DEL)
- Office of Superintendent of Public Instruction (OSPI)
- School's Out Washington (SOWA)
- Child Care Aware (CCA)
- Raikes Foundation
- University of Washington (UW)

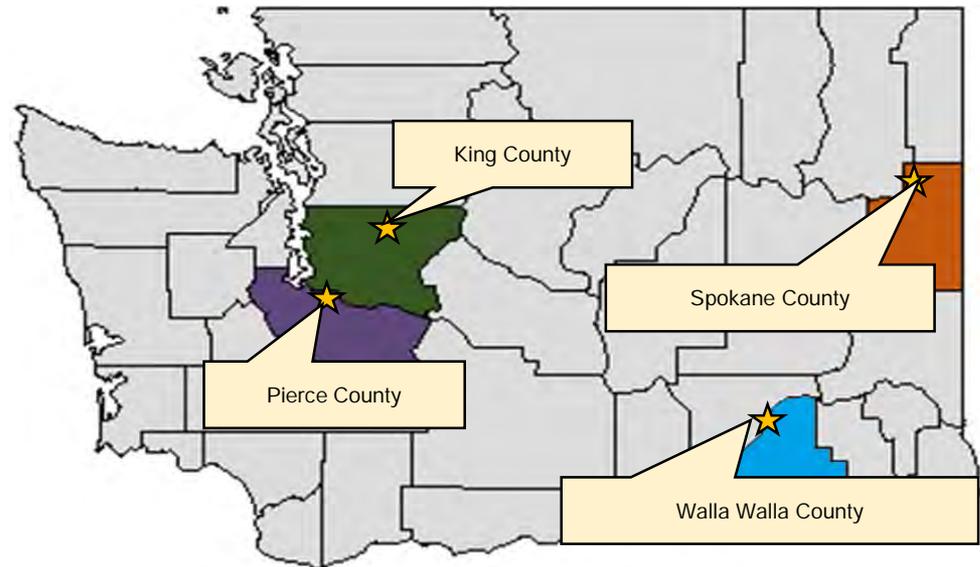
Number of Sites - 50

4 Regions

- Licensed Family Home
- Licensed Childcare Centers (0-12)
- Licensed School-Age Only Centers
- 21st Century CLC
- Non-licensed OST Programs

Tools

- SAPQA and YPQA
- Quality Seal Measure (developed by UW)



Timeline

Implement Fall 2016

Report due to legislature July, 2017



**School's Out Washington
Youth Program Quality Initiative
Request for Proposals**

School's Out Washington and the Raikes Foundation are excited to invite new programs to join the Youth Program Quality Initiative (YPQI) in King County. The YPQI supports Expanded Learning Opportunity programs serving youth ages 5-21. The Initiative engages organizations in a focused professional development process that reflects best practices in the youth development field. The YPQI was developed based off the work and approach of the David P. Weikart Center for Youth Program Quality. The Initiative goals are:

- To strengthen the skill base and practices of staff at the point of service where youth and adults interact;
- To build capacity for continuous program quality improvement into youth agency operations, and;
- To increase the availability of high quality programs serving adolescents.

The Initiative is a 12-month process for organizations that have never participated in the YPQI before. Grants of \$3,000 will be awarded by School's Out Washington to selected organizations for participation in the YPQI process, and the costs for all services below will be covered by School's Out Washington. The process includes: participation in a peer learning community, completion of a program quality assessment using both a self-assessment and external assessors, staff training in youth development best practices from the David P. Weikart Center for Youth Program Quality, and onsite coaching and technical assistance (based on individual site priorities) provided by SOWA.

Please include the following items when you send your full proposal to School's Out Washington:

- Cover Sheet**
- Narrative** (not to exceed five pages)
- Board of Directors List** (with affiliations)
- Financial Information**
 - Please be sure to label all financial information with clear titles and dates
 - Program budget for the current fiscal year with year-to-date actuals. Please list all sources of revenue (including any grants that are secure or pending)
 - Program budget for the most recently completed fiscal year
 - Agency budget for the current fiscal year with year-to-date actuals (1-page)
 - Agency budget for the most recently completed fiscal year (1-page)
 - Optional - Financial Narrative to help us to understand the financial management and health of your organization, sharing your organization's ability to maintain a balanced budget, funding sources and strategies, financial challenges and explanation if there is a significant deficit. (1-page)
- Organizational Chart(s)** (organization overview and department/program detail)
- List of key organizational and program staff**, including titles, main functions, and qualifications

Please do not include any other attachments with your submission. The deadline for receiving proposals is **5:00pm on Nov 9th, 2016**. Materials should be sent electronically (Word or PDF file) to jlovell@schoolsoutwashington.org.



Youth Program Quality Initiative

Cover Sheet

Agency Information:

Name of Agency: _____

Address: _____

Website: _____

Name of Executive Director: _____

Agency Operating Budget for Last Fiscal Year: \$ _____

Total Number of Full-time Employees: _____

Contact Information:

Name of Contact Person & Title: _____

Contact Phone: _____

Contact Email: _____

Program Information (specific program identified for this Initiative):

Program Name: _____

Program Manager*: _____

Number of Youth Served in Program: _____

Total Number of Staff for the Program: _____

Specific Days & Times the Program Meets: _____

Percentage of Youth Served In the Following Categories:

Elementary School: _____ **Middle School:** _____ **High School** _____

Program Budget for Last Fiscal Year: \$ _____

*Name of person who has supervisory and budgetary oversight for the day-to-day operation of the program.

Youth Program Quality Initiative

Narrative Guidelines

The proposal narrative should be no more than three (3) pages. Please use at least 11 point font, and address all questions listed in the five key areas identified below.

Agency Information:

- Briefly describe the major programs of your agency.
- Who leads the agency, what is their background, and how long have they been with the organization?

Program Information:

- *Program detail:* Describe the program identified for this Initiative. What are the program goals and activities? What is a typical day like for a youth? Do youth work together as a group or participate in independent activities? Is a specific curriculum used?
- *Population served:* Describe the youth served by your program. How many youth participate annually?
- *Youth participation:* How many youth regularly participate in program activities? What role do youth currently play in shaping the program design or activities?

Program Staffing:

- *Staffing structure and stability:* Who manages the program identified for this Initiative? Who plans the program curriculum and activities? Who interacts most frequently with youth? What is the staff/youth ratio?
- *Professional Development:* How does the organization currently support professional development for staff? What additional training would be useful for your staff who work with youth?

Program Evaluation:

- *Participation:* How do you track youth participation during the course of the program?
- *Outcomes:* How do you evaluate the success of your program? What results has your program had on youth thus far?

Program Quality Enhancement:

- *Project leadership:* The staff lead will be the liaison between the Initiative and your agency. Who will serve as Lead for this project? Does this person have any conflicts with the participation dates listed below?

Youth Program Quality Initiative Participation Requirements

1. Activities to be completed between Nov 1st, 2016 and June 30, 2017:

- a. **Coaching:** The Lead Staff/Teacher and Site Director will be required to work with an assigned coach for 10 hours over the course of the Initiative. Participants are expected to connect with their coach bi-weekly, once the site attends the Basics training. Meetings can be virtual or in-person.
- b. **Trainings/Meetings:** The Site Director and/or Lead Staff/Teacher must be present for all trainings. These trainings will include a Basics Training, Planning with Data, and three Learning Community Meetings. These will be scheduled depending on cohort assignment.
- c. **Data Entry:** Participants will enter self-assessment scores into the online Scores Reporter according to site’s specific cohort timeline.
- d. **Action Plan:** Participants must submit an Action Plan, complete with three item-specific goals to both the Regional Coordinator and the Coach for submission into Coaching Companion no later than 5 business days after the Planning with Data training.
- e. **Statewide Registry:** As part of the ELO Quality Initiative, participants agree to register their organizational information in the ELO Statewide Registry. Sites must complete their profile in the registry by January, 2017.
- f. **Coaching Companion:** Participants will be asked to voluntarily participate in the online Coaching Companion for virtual coaching as requested by coach.

Required Events, Trainings, & Meetings

Active participation in professional development training and a peer Learning Community will be an integral component of the Youth Program Quality Initiative. We have pre-selected dates for these meetings to give you as much notice as possible while also reserving the time of trainers and coaches who will have lead roles in the Initiative. Meetings will be held in a King County location convenient to all grantees.

Date	Purpose	Time	Required Staff
Nov 14th, 2016	YPQA Basics Training	9:00 – 4:30	Staff Lead, Program Team
Nov, 2016 – June, 2017	Youth Program Quality Coaching	-----	Staff Lead, Program Team
Nov 14th – December 12th	Self & External Assessments (School’s Out will schedule Ext. Assessments)	N/A	Site lead, staff, & External Assessors
December 14th, 2016	Planning With Data	9:00 – 2:00	Staff Lead, Program Team
January 6th, 2017	Program Improvement Plans Due	-----	Staff Lead, Program Team
January 18th, 2017	1st Learning Community Meeting	9:00 – 11:00	Staff Lead, Program Team
February 22nd, 2017	2nd Learning Community Meeting	9:00 – 11:00	Staff Lead, Program Team
April 11th, 2017	3rd Learning Community Meeting	9:00 – 11:00	Staff Lead, Program Team
April/May, 2017	Self & External Assessments (School’s Out will schedule Ext. Assessments)	N/A	Staff Lead, Program Team & External Assessors
May 10th, 2017	Self-Assessments due	N/A	Staff Lead, Program Team
May 18th, 2017	4th Learning Community Meeting	9:00 – 11:00	Staff Lead, Program Team

Youth Development Executives of King County

**Strategic Plan
2014-2016**



Identity Statement

Youth Development Executives of King County (YDEKC) is a coalition of youth-serving organizations working together to advance the youth development field in order to improve outcomes for young people.

Representing the executive leadership of King County based youth serving organizations, YDEKC is uniquely positioned to hone a common voice and **advocate** for our members with the systems (school districts, governments, the public) that they intersect with; to **develop field level knowledge** about best practices in youth development; and to **build leadership strength** in the non-profit youth serving sector.

In only a few years, YDEKC has established itself as a key voice for youth serving providers in the region.

Mission

Youth Development Executives of King County builds and unifies the youth development field.

Vision

Every young person has the opportunity and support they need to learn, lead, connect, contribute and thrive.

Who We Are

YDEKC membership is comprised of Executive Directors, CEOs and other key leaders of non-profit organizations directly serving youth ages 5 through young adulthood within King County.



3 Programmatic Goals

1. Advocacy

Garner systemic support of the youth development field

2. Outcomes

Promote common youth development outcomes

3. Capacity Building

Increase YDEKC member capacity through professional development and networking opportunities

1 Operational Goal

1. Sustainability

Strengthen internal capacity and organizational sustainability



Programmatic **Advocacy**

Goal 1 **Garner Systemic Support of the Youth Development Field**

Rationale:

Hundreds of youth serving organizations in King County serve upwards of 100,000 young people from age 5 to young adult in the region.

Without these services, many young people would not have the social, emotional, academic and physical wellbeing supports they need to successfully navigate childhood and adolescence to become healthy, contributing adults in our communities.

With YDEKC, executive leaders of youth serving organizations can harness their collective power to ensure youth development programs are recognized and funded as essential supports alongside K-12 education and other systems that support young people.

Advocacy Strategy 1

Coordinate and advance advocacy efforts for the field

Objectives

A) Build relationships with elected officials and key decision makers in government and business to build awareness and commitment to children and youth services and the youth development field.

B) Represent the executive leadership of the youth development field in regional collective impact efforts and local and regional advocacy coalitions.

C) Articulate member perspective through letter writing, testifying and taking positions on relevant and timely matters that impact the Youth Development field.

D) Sign on and support partners' advocacy agendas (local, state, federal) as appropriate.



E) Engage members in networking and education opportunities around advocacy efforts.

Advocacy Strategy 2

Increase stable funding for high quality direct service programming

Objectives

A) Ensure funders recognize the need for concurrent funding of direct service, capacity building and system building.

B) Advocate for adequate funding streams for youth serving organizations with attention to small organizations and organizations that take direction from communities of color.

C) Advocate for concurrent financial support of social, emotional, physical, enrichment and academic needs of youth.

Advocacy Strategy 3

Increase awareness of and access to youth development programs and services

Objectives

A) Partner to develop a comprehensive online program inventory of opportunities for youth in King County.

B) Develop and seek implementation of school community partnership toolkit that supports development of strong partnerships between schools and youth development providers.



Programmatic Outcomes

Goal 2 Promote Common Youth Development Outcomes

Rationale:

We know that youth development and youth serving programs make an essential contribution to successful outcomes for youth.

However, it is extremely difficult to understand our collective impact without common data points that can help us to improve our programs, provide proof of effectiveness, and inform policy decisions.

With YDEKC, youth development organizations can build common language and use common tools to measure our impact as individual organizations and as a field.

Outcomes Strategy 1

Solidify and strengthen outcome and measurement framework for youth development organizations

Objectives

A) Engage in a shared measurement initiative to solidify our field level theory of change, and define program level and youth level metrics.

B) Support member implementation of theory of change measurement through the development and promotion of a measurement “tool-box” across ages and developmental domains including surveys, observational assessments and staff reports.

Outcomes Strategy 2

Support common outcome measurement and shared data between youth development organizations and schools, and across organizations.

Objectives

A) Continue to support adoption and data use (in partnership



with youth development organizations) of the YDEKC/Road Map Student Engagement and Motivation Survey (SEMS) across Road Map districts and other interested districts in King County.

B) Improve data sharing processes, protocols, and data use capacity for Community Based Organizations with School Districts and between CBOs.

Outcomes Strategy 3

Partner with funders and government entities for a common regional Theory of Change (TOC)

Objectives

A) Solidify Regional Youth Development Theory of Change with government and funder partners based on member informed TOC (Strategy 1)

B) Encourage funders and system level partners to support and encourage measurement of common TOC.



Programmatic **Capacity Building**

Goal 3 **Increase YDEKC Member Capacity through Professional Development and Networking Opportunities**

Rationale:

Strong leaders are essential to effective organizations. Through YDEKC, non-profit executive leaders have a network of support and access to resources that can help them to hone their leadership and management skills, build organizational capacity, and ensure the field retains effective, committed executive directors and CEOs.

Capacity Building Strategy 1

Support organizational capacity building efforts to develop high quality and high impact programming

Objectives

A) Build capacity among member organizations to use both quality and outcome data to inform practice.

B) Provide education and encourage adoption of the statewide youth program quality standards in partnership with School's Out Washington (SOWA).

C) Develop tools that are needed for member organizations to meet standards, particularly with regard to organizational management and policy development in partnership with SOWA.

Capacity Building Strategy 2

Engage and connect member organizations

Objectives

A) Clearly build and articulate value proposition for member organizations.



B) Host events for member organizations including more informal opportunities as well as annual member summit(s).

C) Recruit and engage new member organizations.

D) Increase and improve electronic communications (see Operational Goal, Strategy 2)

Capacity Building Strategy 3
Support Leadership Development

Objectives

A) Engage with higher education to increase opportunities for professionalizing the youth development field including increasing career opportunities for youth workers and building a strong pipeline for executive leadership.

B) Develop formal and informal professional development supports for executive leaders and work to ensure there is a strong pipeline of next generation non-profit leaders.



Operational Sustainability

Goal 1 Strengthen Internal Capacity and Organizational Sustainability

Rationale:

Dedicated infrastructure and staff are essential to effective collaborations. YDEKC has laid the foundation for that support organization. The priority in the next three years will be to strengthen the funding, systems, and governance structures in pursuit of establishing a healthy and sustainable organization.

Sustainability Strategy 1

Fundraise to support an annual budget that is in alignment with strategic priorities

Objectives

- A) Maintain current levels of grant funding and develop new relationships with additional foundations staff.
- B) Develop a Major Donor strategy for small group of committed individuals.
- C) Manage and increase membership contributions.
- D) Develop an earned income strategy.

Sustainability Strategy 2

Improve communications capacity

Objectives

- A) Develop and execute a 3-year communications plan.
- B) Create goals for website content and use, including member only portal.
- C) Develop e-newsletters, social media capacity or other communications tools.



Sustainability Strategy 3

Continue to clarify and hone governance structure

Objectives

- A) Maintain an active advisory board of 16-20 members.

- B) Continue to clarify roles and responsibilities of YDEKC, SOAR, and SOWA.

- C) Annually revisit and update as necessary Memorandum of Understanding with Fiscal Sponsor (SOWA) and determine when and if separate 501(c)3 status should be further explored.



Appendix A: **Organizational History** History

In 2009 a small group of local funders gathered informal feedback from youth development leaders on the potential benefits of greater coordination among youth organizations. There was agreement that there was a lack of cohesion around standards of practice or quality and a need for a more unified youth development perspective at key decision-making tables.

As a result, a vision for the collaboration of non-profit youth development organizations to speak with a unified voice was introduced at a one-day summit for executives in November 2010. Attended by 70 executive leaders, the summit built consensus for the development of an independently staffed organization to better organize the youth development field.

After the summit, the planning team morphed into a steering committee to lay the groundwork for the organizational model and seek funding. Youth Development Executives of King County (YDEKC) received its first grants from the Gates Foundation and Raikes Foundation to launch as an organization in the fall of 2011.

The steering committee, with additional membership recruited, then became the official Advisory Board for the organization, and Jessica Werner began as the first paid staff in October 2011. As of March 2014, the organization now supports 2.5 FTEs, and counts 89 organizations as members.

YDEKC's first two years were focused on developing a common voice for executive leaders, identifying common outcomes for the youth development field and in partnership with the Road Map Project, and on elevating high quality practice. Much of the work that has been accomplished to date will carry forward into our first official strategic plan for 2014-2016. A summary of work to date can be found in YDEKC's 2011 – 2013 (bi)Annual Report, published in April 2014.

School's Out Washington played a convening role for the initial summit, and now serves as YDEKC's fiscal agent, providing space, equipment and overhead administrative support (payroll, IT support, etc.) in exchange for approximately 20% of YDEKC's budget. YDEKC is responsible for raising its own funds.



Appendix B: Strategic Planning Process

Planning Process

In October 2013, a process was initiated to develop a strategic plan for Youth Development Executives of King County. An outside consultant, Kim Rakow Bernier, was hired to lead the process. The 2014 – 2016 strategic plan merges established organizational and operational goals as well as the field level priorities that were agreed upon at the 2013 YDEKC Member Summit.

While much of the groundwork for the strategic plan had been established over the last 2-3 years of strategic decision-making, additional input from YDEKC staff, board and a sample of its members was elicited to ensure documentation of a plan that reflects members' current goals and priorities. The Executive Team and full YDEKC Advisory Board were engaged throughout the fall and winter in feedback processes towards the strategic plan.

YDEKC's board of director's engaged a sample of the YDEKC membership in the development of their 2014-2016 strategic plan through one-on-one conversations guided by an interview protocol. Board members were also asked to submit their own responses to the interview questions. 22 individuals representing the same number of YDEKC member organizations provided feedback, representing 26% of total YDEKC membership. Of the respondents, six are YDEKC board members.

All data was compiled by consultant Kim Rakow Bernier into a final feedback report that was then incorporated into the draft strategic plan. YDEKC Committees including some non-board members (Advocacy Committee, Fund Development and Member Engagement and Communications) also weighed in on the final plan.

The YDEKC Advisory Board officially voted to approve the 2014-2016 Strategic Plan on March 11, 2014.



Appendix B: Strategic Planning Process

Executive leaders from the following organizations participated either through the Advisory Board and/or Member Interviews:

YDEKC Advisory Board Member Organizations (as of March 2014)

- Bike Works
- Boys & Girls Clubs of King County
- City Year
- Communities in Schools of Seattle
- Community Day School Association
- Community for Youth
- Girl Scouts of Western Washington
- Neighborhood House
- Renton Area Youth & Family Services
- School's Out Washington
- SOAR
- Southwest Youth and Family Services
- Summer Search Seattle
- The Service Board
- Washington Asian Pacific Islander Community Services
- WSU Extension King County 4H

Member Interviews conducted by board members (December 2013 & January 2014)

- Atlantic Street Center
- Big Brothers Big Sisters of Puget Sound
- Bike Works
- Camp Fire USA - Central Puget Sound Council
- Chinese Information and Service Center
- Communities in Schools of Renton
- Communities in Schools of Seattle
- Community Day School Association
- Community Schools Collaboration
- Coyote Central
- Horn of Africa Services
- Imagine Housing
- Invest In Youth
- Mockingbird Society
- Neighborhood House
- Southwest Youth and Family Services
- Danna K. Johnston Foundation
- Summer Search Seattle
- Team Read
- Year Up - Puget Sound
- YouthCare
- Vietnamese Friendship Association





Youth Development Collective Theory of Change

Our beliefs about how system- and program-level strategies drive changes in outcomes for youth and young adults in King County

System-Level Strategies	Program-Level Strategies	Youth Skills & Dispositions	Youth Outcomes	Community-Level Outcomes
<p><i>Funding</i> is adequate, stable, and directed toward achieving equitable results</p> <p><i>Advocacy</i> efforts are focused on youth and families</p> <p>Intermediary organizations provide <i>training and technical assistance</i> to organizations</p> <p>Intermediaries promote <i>program quality</i> by supporting continuous improvement efforts</p> <p><i>Research</i> on effective practices informs strategy</p> <p><i>Data</i> is consistent, collected, coordinated, and disaggregated as appropriate</p> <p><i>Professional pathways</i> support strength and stability in the youth development field</p> <p><i>Youth are connected</i> to culturally relevant and appropriate services (intake, referral)</p> <p><i>Families</i> are partners in youth success</p>	<p>Youth build skills through <i>sustained participation</i> in youth development programs</p> <p>Programs use the <i>Washington State Youth Program Quality Standards</i> to continuously improve practice:</p> <ul style="list-style-type: none"> • Cultural competence • Physically and emotionally safe environments • Supportive environments • Positive interactions between and among youth and adults • Youth voice, choice, and leadership • Authentic family engagement <hr/> <p>Activities and strategies including (but not limited to):</p> <ul style="list-style-type: none"> • Basic needs and housing support • Case management • Behavioral health services • Expanded Learning Opportunities (STEM, Arts, Tutoring, etc.) • Recreation, sports, and wilderness programs • Reengagement and workforce readiness programs • Leadership, service, and social justice programs • Mentoring 	<p>Youth develop skills and dispositions for school, work, and life success:</p> <p>Motivation and Engagement:</p> <p>Future Orientation: <i>Hold positive beliefs about the future; Set goals and monitor progress</i></p> <p>Mindsets: <i>Believe that effort will bring success, and in own capacity to succeed</i></p> <p>Self-Management: <i>Assess and regulate feelings, emotions, and behaviors</i></p> <p>Belonging: <i>Perceive acceptance and support in schools, programs, and community</i></p> <p>21st Century Skills:</p> <p>Interpersonal Skills: <i>Effectively communicate; work with individuals representing diverse points of view; appreciate diversity; take the perspective of others</i></p> <p>Creativity: <i>Think creatively; restructure ideas to make a new contribution; take productive risks</i></p> <p>Critical Thinking: <i>Apply prior skills and knowledge to new circumstances; reflect; problem solve</i></p> <p>Social and Civic Values: <i>Believe in the value of contributing to the community</i></p> <p>Global Citizenship: <i>Engage with people from diverse cultures in a spirit of mutual respect and open dialogue</i></p> <p>Health Motivation and Awareness: <i>Motivation and requisite knowledge to make healthy choices</i></p>	<p>Youth are academically and vocationally prepared:</p> <ul style="list-style-type: none"> • Attend school • Make satisfactory academic progress • Avoid disciplinary action • Graduate from high school college- and career-ready • Earn a postsecondary degree or credential • Connect to the workforce <p>Youth are socially and civically connected:</p> <ul style="list-style-type: none"> • Participate in extracurricular activities • Achieve meaningful connection to community • Maintain healthy relationships • Participate in public life • Practice inclusion <p>Youth are healthy and safe:</p> <ul style="list-style-type: none"> • Experience physical, mental and emotional wellbeing • Abstain from risky behaviors (violence, gangs, substance abuse) • Achieve financial independence • Access stable housing 	<p>Increases in:</p> <ul style="list-style-type: none"> • Educational attainment • Employment • Economic prosperity • Family stability • Housing access • Community safety • Public health • Volunteerism • Civic participation <p>Decreases in:</p> <ul style="list-style-type: none"> • Racial disparities • High school dropout • Unemployment • Poverty • Homelessness • Violence • Poor health

Our youth are healthy and safe, socially and civically connected, academically proficient, and prepared for living wage jobs.