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Housing as a Platform for Improving Child and Youth Education Outcomes

Research Report for

Stewards for Affordable Housing for the Future

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Introduction

Many factors contribute to student achievement, but a safe and stable home environment can play an important role in students' ability to be successful in school (Brennan, 2011). Historically, the role of housing providers – public, private, and non-profit – in improving child wellbeing and education outcomes has been minimal.

In recent years, however, greater attention from policymakers and providers alike has focused on the unique role that housing may play in the lives of children and families. The Department of Housing and Urban Development (HUD)'s recent strategic plan included explicit goals "to improve educational outcomes for those living in HUD-assisted housing by optimizing our own location-based policies and partnering with nonprofit organizations, schools, and other federal agencies to ensure greater access to high-quality early learning programs and schools," (U.S. Department of Housing and Urban Development, 2009). Other organizations, such as the Council for Large Public Housing Authorities, have similarly started to look more closely at the role public housing providers can play.

There is much debate in the housing community about how different housing interventions connect children and families to opportunity (Crowley and Pelletiere, 2012). Whether through place-based or mobility interventions, children living in all housing types and neighborhoods deserve opportunities to thrive. Project-based rental assistance and Low Income Housing Tax Credit properties represent an important share of our country's affordable housing stock. Yet, there has been less research focused on how these programs can support improved outcomes for children and youth. Developing outcomes-focused efforts for these property types has great potential to benefit the field, as a catalyst for both further investment and inquiry.

Stewards of Affordable Housing for the Future (SAHF) and its membership are seizing the opportunity to play a leadership role in articulating strategies for non-profit housing providers to improve the well-being and educational goals of its resident families. This paper will explore the connections between housing and education, consider approaches for SAHF members interested in this space, and inform

policy-making and funding priorities in an environment with increasing social support needs and diminishing public resources.

Overview of SAHF and the Outcomes Initiative

SAHF is a member organization comprised of 11 national and regional non-profit housing providers. SAHF's members provide high-quality, affordable rental homes to over 100,000 households in 49 states, the District of Columbia, Puerto Rico, and the Virgin Islands. SAHF is comprised of high capacity not-for-profit organizations that acquire, preserve, and are committed to long-term, sustainable ownership and continued affordability of multifamily rental properties for low-income families, seniors, and disabled individuals.

In 2012, with support from the Kresge Foundation, SAHF launched the 'Outcomes Initiative' to look closely at the types of outcome measures that member organizations might track and the outcomes-focused strategies members might employ in order to improve the lives of their residents. The Outcomes Initiative represents an innovative venture to better link the core work of non-profit housing providers to a broader array of services that achieve important social and individual outcomes for their residents. SAHF members are currently undertaking an effort to collect data around a list of outcome measures the group developed across five fields (health & wellness; youth & education; financial capability; housing stability and community engagement).

Building on SAHF's on-going work in the housing and health care space, the Urban Institute is supporting the next step of the Outcomes Initiative to build the connection between housing and child and youth development, with a particular focus on education. This project is especially timely for at least three reasons.

First, policymakers at all levels are paying more attention to the importance of 'place' in the development of children and their educational outcomes. At the federal level, this increased interest is reflected in some of the Obama administration's signature initiatives including Promise and Choice Neighborhoods and Promise Zones. On a local level, housing authorities across the country are considering new partnerships with school districts in order to find complementary strategies to improving educational outcomes for children.

Second, in an era of limited resources, both the public and philanthropic sectors are aiming to more closely tie their investments to the actual outcomes they hope to attain. This increasing focus on outcomes represents an important shift from past government funding approaches.

Third, school districts and providers are increasingly looking for opportunities to use and connect their data systems to provide more holistic information on the populations their serve. While housing providers and education systems have not often implemented data sharing agreements, there are real

opportunities for collaboration in setting outcomes, using data to track common metrics, and using those metrics to better meet the needs of children and families.

In each of these areas, SAHF can be a 'field-leader' through its work on the Outcomes Initiative.

Overview of the Urban Institute

In today's highly politicized world – where everyone has their own version of the truth – the Urban Institute offers independent facts and rigorous analysis to inform policymakers and the public about the challenges confronting our nation. Founded on 1968, the Urban Institute was created to provide the same brand of scientific evidence and analysis for domestic issues that research organizations like the RAND Corporation provided on defense and foreign affairs.

The Urban Institute is uniquely positioned to apply evidence and analysis to strengthen public programs and non-profit organizations, and improve outcomes for people. We combine the academic rigor of the academic world with practical knowledge about how policies actually operate, and we use both traditional and social media to reach the people who can use our research to make better decisions about policies and programs that affect Americans' lives. Policymakers at local, state, and federal levels rely on Urban for the knowledge and insight needed to spend scarce resources wisely, expand opportunities, and provide an equitable safety net.

Project Approach

The Urban Institute engaged in a number of tasks in order to fulfill the goals of this project. These tasks included the following:

- Conducted a literature review to look more deeply at the connection between affordable housing and child/youth outcomes, with a particular focus on educational outcomes;
- Outlined critical areas of overlap between housing and education for intervention and support (e.g. early education, afterschool services, word gap, summer school, truancy, graduation, mentoring);
- Surveyed the SAHF membership about current education-related services and outcome measures currently used by SAHF members; and
- Facilitated a convening of SAHF members at the Urban Institute in August 2014 to share preliminary findings and get feedback on the most helpful next steps.

Overview of the Report

The report represents the culmination of our work on this project and aims to achieve three core objectives. First, the report offers a brief literature review of the relevant research that has been conducted looking at the connection between affordable housing and child and youth outcomes, with a particular focus on educational outcomes. Second, the report provides an overview of some of the

existing efforts in which the SAHF membership has worked to address child and youth educational development. Third, the report outlines potential opportunities (as well as some of the challenges) for SAHF, SAHF member organizations, and specific sites to engage more deeply on issues related to education in their properties. Finally, the report will include recommended next steps for SAHF and the membership organizations.

Section 1: Research Summary

Overview

In the end, we want the same outcomes for children living in affordable housing that we want for all children: to grow up healthy, happy, and with the greatest opportunity to achieve their potential and become productive members of society. A significant question for organizations and systems that work with children is how to best achieve that vision. What does it mean to raise a healthy and successful child? And how can housing providers contribute to that goal?

This section will define child well-being, briefly explore the connections between housing and child well-being, and then look more closely at the link between housing and one component of well-being, education. Overall, the purpose of this section is to demonstrate the evidence for how housing matters for healthy child development and their educational outcomes.

Defining Child Well-Being

The concept of child well-being incorporates multiple dimensions of individual functioning. While there are different definitions of well-being in various fields, a common definition includes such domains as physical health, positive behavior, cognitive development, educational achievement, and positive social relationships. (Moore, et al., 2011) Furthermore, within each of these domains are multiple indicators and outcomes that are relevant over the course of a child's lifetime, from birth through childhood and the transition to adulthood.

Researchers have identified important, measurable outcomes across three distinct developmental stages: early childhood (birth to age 5), middle childhood (age 6-11), and adolescence (age 12-18). At each of these stages, different indicators and outcomes help to measure child well-being. Table 1 below shows a subset of key target outcomes for children and youth across their early development.

Table 1

	Early childhood (birth to age 5)	Middle childhood (age 6–11)	Adolescence (age 12–18)
Educational Skills and Attainment	• Ready for school • Early language development	• Adequate academic performance • Absence of chronic truancy	• Adequate academic performance • Graduation from high school • Absence of chronic truancy
Positive Social Relationships	• Positive relationship with positive parent(s), peers	• Same • Engagement in sporting, community, & club activities	• Same
Emotional Well-Being	• Free from depression & anxiety	• Self-regulation • Free from depression & anxiety • Free from suicidal ideation	• Same
Positive Behavior	• Pro-social behavior • Absence of anti-social behavior	• Same • Absence of anti-social behavior, crime, and violence • Absence of substance abuse • No risky sexual behaviour	• Same • Absence of teen/unintended pregnancy
Physical Health	• A healthy gestation and birth • Free from chronic health conditions + developmental delays	• Free from chronic health impairments • Obesity • Health promoting behaviors, adequate sleep, exercise, and time spent watching television.	• Same

There are a number of different influences on the pathway to a healthy transition to adulthood. Birth weight, home learning environment, parents' education, mother's physical and mental health, teachers, educational attainment, risky behavior, and socioemotional development are only some of the key drivers of outcomes for children. These influences can be both positive and negative. Furthermore, some inputs, like reading to your child and high-quality childcare, can positively affect a child's developmental pathway; the absence of such inputs can adversely affect a child's development.

Housing's Role in Healthy Child Development

Housing, just like high-quality childcare or reading to your child, is an important input for child well-being. Quality, affordable housing located in safe neighborhoods provides children with opportunities to thrive (Sard and Rice, 2014). However, research demonstrates that the pathways through which housing is connected to children's well-being are complex, consisting of both direct and indirect mechanisms (as illustrated in Figure 1). As Cunningham, et al (2012), have noted, "different dimensions make up a housing 'bundle,' and before understanding how housing affects school outcomes for children, researchers must 'unbundle' these dimensions." Below we unbundle some of the effects of housing on children and youth.

Direct Effects

Housing involves both the home in which the child lives and the neighborhood in which the home is located, both of which can have significant consequences for children. Housing quality can have direct effects on children's well-being. For example, homes containing lead paint, cockroaches, and/or poor air quality can have significant negative effects on the physical and cognitive development of children (Schwartz and Stiefel, 2012; Leventhal and Newman, 2010; Kinney et al., 2002).

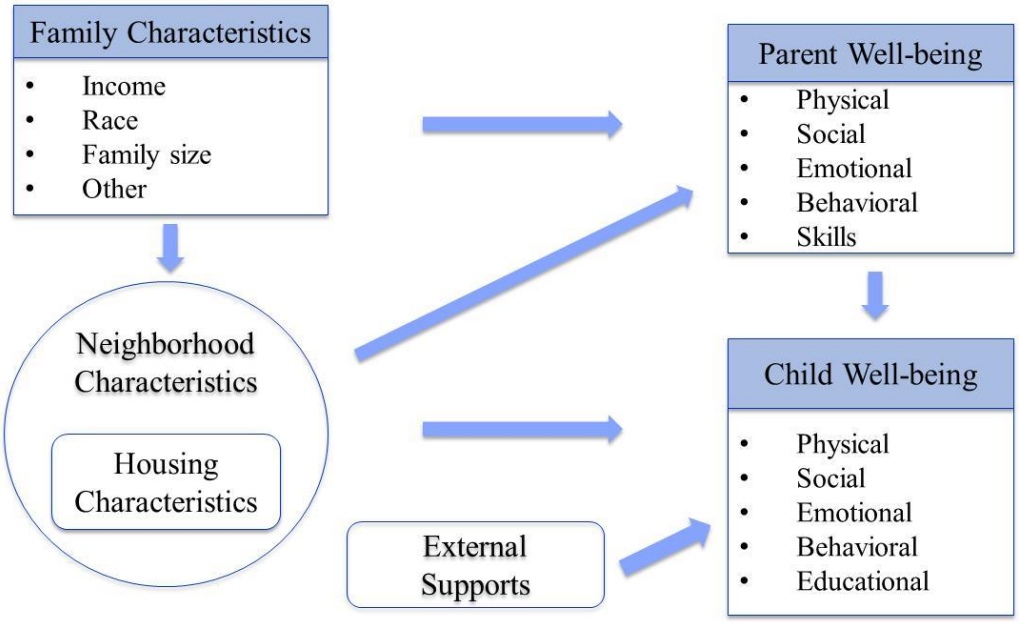
Neighborhoods can also play positive and negative roles in children's development. They may provide resources that nurture the child and provide opportunities, such as libraries, parks, and good schools. The reverse is also true. Children living in high poverty or resource deficient neighborhoods are more likely to be exposed to gangs, drug use, and other risky behavior that can negatively impact well-being and lead to cognitive and behavioral deficits (Kamp Dush et al., 2013; Cunningham and McDonald, 2012).

Indirect Effects

Housing decisions with regard to neighborhood and home often depend on factors such as race, income, family size, and the location and availability of affordable units (Kamp Dush et al., 2013; Brennan, 2011; Dalton, 2001). The high cost of housing means that families with limited resources have fewer choices. For families who are low-income, there are often less choices for housing and it comprises the largest share of a household budget (JCHS, 2014). Such families may have to make trade-offs between housing and other necessities, such as food and medical care (Mills et al., 2006). Thus, a child whose family is struggling to afford housing may also experience food insecurity, which can affect their physical health and development (Weiss et al., 2012; Mills et al., 2006). These financial strains can also create physical and emotional challenges for parents, which can hinder parenting abilities, increase stress, and can lead to negative effects for their children (Newman and Holupka, 2014; Cunningham and McDonald, 2012).

The lack of a safe and stable home life can increase children's vulnerability to external stressors, leading to a decreased capacity to learn and adapt throughout adulthood (Shonkoff, 2010). But the opposite is also true. Research supports that a supportive and functioning family and community can sometimes buffer the effects of poverty. Home-based interventions have shown positive effects on parental functioning and child development (Lowell et. al, 2011). This demonstrates how parents and strong community programming can play an important mediating role the effects of high poverty, high stress environments.

Figure 1



Adapted from Vandivere (2006) and Cunningham (2012)

Links between Housing and Education

While many factors interact with housing to affect child well-being, education has a particularly close relationship. Of primary importance is the fact that the quality of the school a child attends is often determined by the neighborhood in which the family lives. And if the family is forced to move neighborhoods, the child's educational experience and social environment are disrupted, which can negatively affect child development. The effect of such disruptions differs depending on the developmental stage of the child (Ziol-Guest and McKenna, 2013).

Educational attainment can create a foundation for a healthy transition to adulthood. Education is a means to improve a family's socioeconomic status and social mobility. Yet evidence shows that children growing up in low-income families are far behind in educational attainment (Reardon, 2011). The income achievement gap which measures the educational achievement differences between families in the 90th percentile and 10th percentile of income has been growing for at least fifty years and has grown by 40-50% within the last twenty-five years (Reardon, 2011). Furthermore, children in low-income families may face multiple challenges in development that create challenges for success (Cunningham and McDonald, 2012; Annie E. Casey Foundation, 2012). For example, children who both live in poverty and read below grade level by 3rd grade are three times more likely to not graduate from high school, compared to students who have the same proficiency in reading, but have not experienced any poverty. (Annie E. Casey Foundation, 2012)

A growing body of research supports the notion that housing and neighborhoods are important drivers of educational success. Thus, we need a better understanding of the relationship between housing and education for children throughout their developmental stages to develop programs and interventions that create the best possible opportunities for children to grow up happy, healthy, and productive.

Neighborhood Quality

The reliance on property taxes for revenue throughout the majority of US school systems leads to a direct relationship between neighborhood quality and school quality. School districts in more impoverished areas are not able to collect as much tax revenue, which may contribute to lower-quality schools compared to more wealthy districts (Cunningham and McDonald, 2012; Schwartz and Stiefel, 2012). Accordingly, helping families move from high-poverty neighborhoods to low poverty neighborhoods has been found to have a positive effect on educational outcomes, though the evidence is mixed. For example, families who moved from inner-city urban areas in Chicago to suburban neighborhoods as a result of the Gautreaux litigation experienced better educational outcomes, such as an increased likelihood of enrolling in college preparatory courses, completing high school, and enrolling in college (Rosenbaum, 1995). However, evidence from the Moving to Opportunity Demonstration (MTO) shows that merely moving families to better neighborhoods may not translate into access to better schools, particularly if families who had a chance to switch school districts keep their children enrolled in the pre-move neighborhood schools or moved back to the prior neighborhood (Cunningham and MacDonald, 2012; Ferryman et al., 2008).

A study of low-income students in Montgomery County, MD explored the benefits of moving students from low performing schools to high performing schools (Schwartz et al., 2012). Montgomery County's moderately priced dwelling units ordinance requires that each new development include a number of affordable units, resulting in affordable units dispersed throughout the county. Schwartz found that low-income students performed better when attending low-poverty schools compared to low-income students who did not move into a low-poverty school, reducing the achievement gap between the low-income and their comparable counterparts.

Further, indirect effects of the neighborhood can play an important role. Ambient stressors, such as noise and traffic, may make it difficult for children to concentrate or cause cognitive impairment. A neighborhood's physical environment also may lack safe, accessible outdoor spaces, leading to poor health that may impact a student's ability to attend school and to learn when present (Howell et al., 2005).

Housing Quality

Housing quality both directly and indirectly links to educational outcomes of children through the impact of adverse health effects on children living in low-quality housing. A strong correlation has been

found between lead paint exposure, which affects cognitive development, and poor educational outcomes (Mazumdar et al., 2011). The presence of health hazards in substandard housing (e.g., leaky roofs, mold, vermin droppings) increases the likelihood of asthma in children, which is one of the leading causes of absences from school (Kinney et al., 2002). Health problems may also lead to inattentiveness in the classroom, resulting in poor grades and test scores (Howell et al., 2005; Kinney et al., 2002).

Poor quality housing affects children throughout the developmental cycle. It has been shown to correlate with child and adolescent emotional and behavioral problems, adolescent academic skills, and early developmental delays and physical health (Coley et al., 2013; Kerbow, 1996).

Housing Stability

Residential mobility often leads to school mobility. Students may face an adjustment period when changing schools, often hindering educational outcomes (Kerbow, 1996). Housing instability also can lead to chronic absenteeism, which increases achievement gaps for students of all ages (Balfanz and Byrnes, 2012). Students attending a new school also have to adjust to a new social environment and may not have sufficient social support.

Itinerant students, defined as children who move schools multiple times, are particularly low-performing. Frequent mobility is associated with a higher dropout rate and significantly lower reading and math achievement (Reynolds et al., 2009). One study found that students who changed schools often lagged behind non-mobile students by a year or more in reading and math (Garriss-Hardy and Vrooman, 2005). On the flip side, school mobility can lead to improved outcomes, particularly for voluntary moves and for students who found a "better match" with their new school (Schwartz and Stiefel, 2012).

School mobility affects everyone in the school. Schools with high student mobility rates among students require teachers to become more review-oriented in their lesson plans, leading to a higher turnover rate for teachers (Rhodes, 2006). New students receive a disproportionate amount of the teacher's time and the school's resources. Non-mobile students may find themselves caught in repetitive lesson plans, slowing down their learning growth and adversely affecting their potential educational achievement levels (Kerbow, 1996). Residential instability, which relates to poorer educational outcomes, is often the result of families experiencing housing affordability challenges.

The McCarver Elementary School and Tacoma Housing Authority Collaboration

McCarver Elementary is located in the Hilltop neighborhood in Tacoma, WA, a community that struggles with issues related to poverty, drugs, and violence. In 2006, the school had a student turnover rate of 179 percent. In other words, an average classroom of 20 students would have seen about 59 students throughout the year. In order to address the problems associated with hypermobile families on children's education, the Tacoma Public Housing Authority and the Tacoma School District came together for a pilot project called the McCarver Elementary School Special Housing Program.

This program offered 50 homeless families with a child enrolled in kindergarten, first, or second grade at McCarver Elementary five years of rental assistance, in order to attempt to stabilize housing within the community and connect parents to services to help the family succeed. In order to participate in the pilot program, families had to agree to certain conditions. The program required parents to keep their child enrolled for all five years of the program, be active and accountable for meetings and attendance, invest in their own education and employment opportunities, work with housing authority caseworkers to create and follow a success plan, and share academic data with the school for independent evaluation of the program.

Preliminary findings show the McCarver project delivering promising results with regard to educational and school mobility outcomes for children, though more time is needed to ascertain more conclusive results. What the program does show is the potential of housing authority-education system partnerships and different forms they might take. Research suggests that education is a means to end the cycle of poverty for families. Proper housing can aid that effort by being a platform for better educational outcomes for children and families.

Source: Johnson, Matthew and Justin Milner. 2014. Crossroads: The Intersection of Housing and Education Policy. Washington DC: The Urban Institute. http://datatools.urban.org/features/crossroads-housing-education-policy/

Housing Affordability

Housing affordability relates to educational outcomes directly by determining which neighborhood a family lives in, how often a family has to move, and the quality of the home. Children growing up in affordable homes have a reduced likelihood of moving and unwanted moves caused by eviction, rent increases, or other financial struggles (Mills et al., 2006). Affordable housing can reduce rates of homelessness, which can be a significant disruption for educational achievement. Affordable housing programs that prevent homelessness among toddlers, infants, or pregnant women can be particularly important in reducing long-term harm to educational outcomes. For example, five years after first entering a homeless shelter, children who were homeless as infants or toddlers have been shown to have lower non-verbal skills than other low-income children who have been continuously housed (Brennan, 2011). When families reside in affordable housing, parents can spend more to provide child enrichment programs which bolster cognitive development and have the potential for educational bonuses in later stages of development (Newman and Holupka, 2014). Unaffordable housing can also lead some families to experience overcrowding, which has been associated with lower math and reading scores, completion of fewer years of school, and lower graduation rates (Brennan, 2011).

Conclusion

There are three major takeaways from the research surrounding the relationship of housing and education. First, there are multiple ways that housing impacts child development, both direct and indirect. Second, the research is still relatively nascent on looking at these relationships and oftentimes challenging to tease out the true effects. Most of the studies show correlational not causal interactions, implying that we can generally discern the importance of the relationship if not the true size of the effects of different variables. Third, researchers lack full understanding of how the different subsidy programs (public housing, tenant based rental assistance, and project based rental assistance) may affect children's well-being differently. The predominant area of study is tenant-based assistance, while there is substantially less research about outcomes from project-based rental assistance on children and family well-being. Finally, despite some of these limitations, these relationships fundamentally show the importance of housing supports for struggling families with children and youth. The work of housing providers is an important part of the foundation of family stability and healthy development. In the following sections, we will look more closely at work that housing providers can do beyond providing safe, stable, and affordable housing.

Section 2: Summary of current SAHF member practices

Overview

SAHF members are already working to improve child well-being and educational outcomes in many of their developments across the country. In order to capture these practices already underway, we developed a short survey to gauge attitudes, capacity, and existing efforts around data collection, outcomes measurement, and service connection. We developed a short 20-question survey to capture an overview of the member organizations that have family properties in their portfolio.[1] Overall, eight out of the ten SAHF member organizations with family properties completed the survey. We also spoke with several organizations via phone conversations to gain a deeper understanding of their work on some specific issues. The survey was broken into four main sections with questions related to:

- **Overview of properties and basic information**: the distribution of properties (family vs. senior), service connection, and on-site service coordinators;
- **Data collection:** attitudes, capacity, barriers and desired indicators to track;
- **Programs and services**: attitudes, capacity, barriers, and desired services and programs to bring on-site or to connect residents to in an off-site setting; and

[1] See appendix 1 for a copy of the survey instrument.

- **Funding**: funding mechanisms for services and data collection, fundraising efforts, and sustainable of current funding structure.

The survey and in-depth conversations provided important contextual information around strategies to enhance the already good work being done at properties around the country, and to find common themes, challenges and opportunities among SAHF members. Conversations during the two-day convening further validated and elaborated on much of the information we received through our conversations and survey. Below we present a synthesis of survey results and rely on our phone and convening conversations to further expand on certain points.

Survey Results

The survey results illustrated the wide variation in capacity, staffing structures, and portfolios across all participating SAHF member organizations. Organizations come to this work with very different baselines and approaches signaling that efforts to scale this work must be both flexible and incremental. All organizations share the value placed on data collection and analysis and the desire to leverage current housing investments to do more to improve outcomes for children. Building a robust system to collect data to inform programming is often met by barriers such as limited staff, financial constraints, and organizational obstacles. In both the survey and in conversations with organization staff a consistent message emerged: there are real tradeoffs between dollars going to build and maintain affordable housing and putting these limited funds into service coordinators and programs for residents. The staff time and technology infrastructure needed to collect and analyze is prohibitive for many of the SAHF member sites. Without an influx of additional resources, SAHF member organizations are faced with tough choices. Yet, despite these constraints, many SAHF member organizations are already engaging in service coordination and data collection at the site and organization level.

Overview of properties and basic information

One clear takeaway: the type of property portfolio and staffing structure within those portfolios often dictate organizational priorities about how best to target limited resources. The survey collected information only from SAHF member organization with family properties, but still showed a wide variation in the portfolio and staffing structure. As shown in Table 2 below, of the eight organizations surveyed the average share of family properties within the total portfolio is 40 percent with a very wide distribution. Organizations with a small share of family properties appeared to have less desire to build an extensive infrastructure for data collection and service coordination unless it can also be applied to the senior portfolio. Our survey revealed that on average only 30 percent of family properties had a service coordinator, a position SAHF members indicated was almost essential to provide service connection and coordination on site. The survey indicated that roughly 40 percent of family properties were already providing or connecting youth and families to services.

Table 2

	Average (in %)	Range (in %)
Family properties as share of total portfolio	42	5 - 75
Share of family properties with an onsite service coordinator	30	0 - 84
Share family properties providing/connecting to services ranges	41	2 - 75

Note: This data does not include SAHF member organization with only senior property portfolios, and therefore does not represent the full SAHF portfolio of sites.

Programs and Services

SAHF members see their role as more than just housing providers but as mission-driven long-term stewards focused on providing residents with opportunity and dignity. The survey revealed a high value placed on connecting residents to off-site youth and education services. Bringing services on-site presented some challenges for SAHF members such as space constraints, lack of specialized staff, and expense. Connecting residents to off-site services was viewed as the most viable strategy at most sites, but transportation and limited community based services also posed additional barriers for sites located in more rural and/or disadvantaged areas.

Connecting residents to off-site services is coordinated most often by a dedicated service coordinator. The absence of that staff capacity at a site makes service coordination much more challenging. Virtually all properties have at least a property manager, though they are viewed as having limited time to provide additional supports and service connections beyond their core management responsibilities. Several organizations nonetheless stated that they are looking for ways to make the property manager/resident relationship less transactional. This was viewed as a barrier for all organizations.

The types of services targeted at children and youth vary by organization and by site. Connections to mentoring and tutoring are common at many sites. A few organizations are piloting on-site programs at a few properties where there is additional, specialized staff. In some cases, sites have developed formalized partnerships with external non-profits, such as the YMCA, to bring services on-site without having to be responsible for staffing these programs.

Data Collection

The survey revealed that the majority of SAHF member organizations value the collection and use of data to assess their resident's needs and interests. The survey also picked up on the tension between member organizations' goal to conduct quality data collection and analysis, and their capacity to actually act towards those goals. While the vast majority of organizations rated data collection of high importance, few organizations rated highly their ability to collect, analyze and track data. Many

acknowledged they would benefit from additional staff with training in data management and analysis systems.

With the exception of a few sites engaged in extensive pilot efforts, SAHF organizations are just beginning to collecting robust data and indicators related to children. The majority of organizations felt that the data they were currently collecting and tracking was not sufficient to make informed decisions about what programs or services would benefit their residents most. Organizations have a strong desire to collect and track additional indicators related to child mental and physical heath and academic engagement, and to collect program related data that would allow them to show the effectiveness of specific interventions. Organizations signaled that data collection and documenting program effectiveness is increasingly important to help make the case for continued or additional funding.

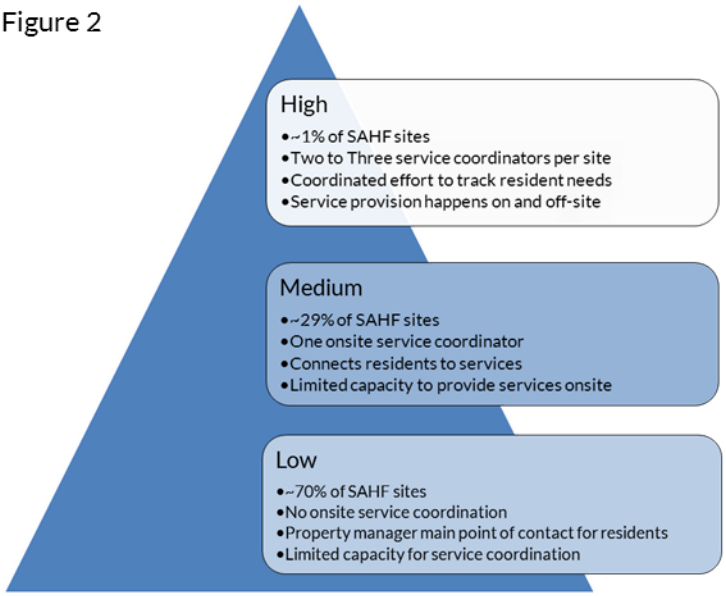
Funding

Paying for services and enhanced data collection is a challenge for all SAHF organizations, which is not surprising given the current fiscal environment. Despite this challenge many SAHF organizations are finding ways to piece together funding. Most sites are funding a portion of services through their operating budgets, which is usually not sufficient to cover all expenses. The difference is made up through philanthropic commitment, rental income, private grants, and in some cases, the organization's internal resources. In one unique case an organization was able to build in resources for service coordination through the developer fee during the underwriting stage, a method that was not common for most organizations. No organization viewed their funding model as sustainable and all hoped to identity more consistent funding sources going forward.

Continuum of Sites

Service coordinators are a critical part of supports offered to residents. Without a dedicated staff member on site, many organizations felt it was nearly impossible to systematically collect data and use this data to guide decisions about programming. As the survey revealed, on average only 30 percent of family properties had a devoted service coordinator which means the vast majority of SAHF members properties are without this capacity. It is clear that SAHF organizations fall on a spectrum of onsite capacity. In addition to capacity, SAHF member sites vary greatly in size. For smaller sites with fewer units, economies of scale do not allow for dedicated service coordinators on site. One way for smaller sites to build capacity is by employing a service coordinator at a bundle of sites within close proximity of one another. We did not collect data on service coordinators crosswalked by number of units per site, thus our information focuses on service coordinators per site. Figure 2 illustrates this continuum of sites, which helps to organize our thinking about implementing data collection and service coordination strategies later in this paper. We have divided sites up into three categories: low, medium, and high, signaling the absence or presence of an on-site service coordinator.

Figure 2



For some organizations the majority of their portfolio will fall within one category, but for the vast majority portfolios are spread across two or three of these categories. Since on-site capacity varies from property to property, it is not possible to define a specific set of services or indictors to track at all sites. Instead, these categories helped to guide our thinking about how to employ different data collection and service connection strategies across the spectrum of SAHF sites.

Key Challenges

The survey reveals several key challenges implementing SAHF members working to achieve outcomes outside of their core funding mandate and sometimes core mission. They include:

- **Geographic variation makes consistency across and within organizations difficult**. As a national network, SAHF member organizations have properties that span across states, cities, school districts and housing authority jurisdictions. When guiding regulations and key actors

are different it makes it difficult to apply the same approach at each site or for each organization.

- **Neighborhood context is an important variable**. As with any place-based intervention, neighborhood context is critical. Not all neighborhoods provide the same type of launching pad for children. Some SAHF sites may be located in safe, opportunity rich areas with good schools and community resources, while others may be located in areas of higher crime, disorder, and a dearth of neighborhood amenities. These varying neighborhood conditions affect child well-being differently and it will be essential to tailor strategies that are responsive to and reflective of these differences.
- **Not all programs are of equal value**. Being a smart organizational consumer of programs and services is increasingly important as resources become scarce. Deciphering what types of programs are best suited to address residents' needs is an additional hurdle, especially in sites that lack a dedicated resident services staff member.
- **Lack of a consistent funding stream makes planning ahead difficult**. Many SAHF organizations stressed that funding irregularity makes it difficult to plan and execute long-term coordinated efforts related to family and youth programming. This is especially true for organizations that rely more heavily on grant funding. Organizations that are able to build in service dollars into the financing of their properties, either through developer fees or operating budgets, have more predictability to plan service and execute partnerships.

Section 3: Opportunities for SAHF and SAHF Member Organizations

Unique value of housing providers

There is surprisingly little academic literature about housing interventions aimed at improving educational outcomes or about school-housing partnerships. Unlike the health policy space, there are few new funding streams or radical reformations of existing structures (e.g. the ACA) that have led to a fundamental restructuring of the housing-education intersection (though the Promise Neighborhoods and Promise Zones initiatives are a notable recent exception). On the one hand, the dearth of work in this space offers few existing pathways to follow; on the other hand, the absence offers a real opportunity for SAHF and SAHF members to be leaders and innovators.

While there are multiple systems aiming to support families and children, particularly at-risk children, housing providers bring a unique platform to improve child well-being, including educational outcomes. There are several reasons why housing providers are especially well-positioned to improve child well-being and educational outcomes.

Existing connections to families and children. Schools support the development of children during the school day, but generally lack strong connections to children and families in the places where they

spend a larger portion of their time– their homes. Housing providers, by the nature of their work, know exactly where children and families live and can provide an entry point to their lives beyond the classroom.[2] This 'touchpoint' can be a way to connect residents to services, share information, and help families through community-based supports.

Data collection. SAHF housing providers collect information from residents at different times over the course of the year – information which can be aggregated and provide a window into the needs of the children and families they serve. Both the data collected and the systems used to aggregate and analyze the data represent a resource that can be valuable to other prospective partners. At a select number of sites SAHF members are already beginning the process of data collection with a focus on outcomes measurements across a set of core indictors.

Physical space. In addition to access to families, housing providers have existing infrastructure to support those families. Sites may include recreational or community spaces that can be leveraged for the benefit of potential community partners. These spaces can be used to bring services onsite as well as secondary supports like recruitment and events.

Furthermore, housing providers also have resources – in the form of both staff capacity and funding – that may be directed to address child well-being. As noted above, the level of support and nature of the infrastructure varies widely by site and provider. Nonetheless, these supports provide a foundation for working towards other goals and outcomes in a tangible way.

[2] A school district leader in Tacoma, WA summarized the value of partnerships nicely in an interview for a related project. Speaking about that district's work with their housing authority, she stated that "one of the things that we talk about a lot about in education, that I have said as a principal and as a Teacher, is you know we have kids for six to eight hours a day. That's all we can control. We have to focus on those hours. Well this [partnership] is an opportunity for us as educators to move beyond those, just those six or eight hours."

What's in it for educators?

Earlier this year, we asked a mayoral aide in a major American city where the housing of their students ranks on their list of priorities. "Outside of the top 20," she answered. While this may not be true for school districts across the country, the takeaway is clear: education agencies have their hands full focusing on student achievement, improving test scores, adapting to the Common Core, etc. As SAHF members think about partnerships with schools and education providers, they will have to answer the question: What can housing do for education? Below are some messages SAHF members should try to get across:

- **Housing instability impacts a range of child educational outcomes and can negatively affect teachers' ability to teach effectively.** We are working to provide more stability for some of the students who struggle the most in your classrooms.
- **The number of children living in unstable housing situations is on the rise.** About 1.3 million public school students were homeless during the 2012–13 school year, both an 8 percent increase from the previous year and a new record high, according to the National Center for Homeless Education. The more children struggling with housing stability, the more schools and classrooms will struggle with student mobility.
- **Housing may serve as a platform for programs and services for kids and families – supports that can help improve your students' educational achievement.** Because housing providers connect with youth where they live rather than at school, in a medical clinic, or in a criminal justice or workforce development setting, housing providers are well positioned to initiate place-based strategies that can also improve educational outcomes.
- **Providers are especially well-placed to complement the work of schools through programming.** Housing providers can reach out to engage families before children start school, during the crucial years between ages 0 to 4, and in out of school time settings like afterschool settings and summer learning.

Principles to Drive Investment on Improving Child Outcomes

Given the areas of added value above, SAHF members may want to consider developing a list of principles to guide the deployment of their resources. While it would be important for SAHF (and each member organization) to develop principles that make sense for their particular work, there are likely some common elements across organizations that would make sense. Below we propose a set of principles that could help structure decision-making for working on education-related projects.

- Develop clear outcomes and theory of change. Before entering into a housing-education project, all the major players should be able to articulate the outcomes that they hope to achieve (see below) and why their specific approach will result in improved outcomes for the target population. While

seemingly a basic step, this articulation of outcomes is important, as it will provide a clear foundation for the development of a broader strategy.

- Ensure data-driven decision-making and data sharing. Housing providers and partners should take advantage of existing data to determine target populations and outcomes, and enter into data-sharing agreement that ensure continued partnership. It is also important that organizations continue to use data to monitor progress towards those outcomes and to assess whether interventions are meeting the needs of resident populations.
- Leverage resources from other organizations and systems. Housing providers will want to ensure that their unique resources (connections, data, space, etc.) are leveraging additional investment from partners. Those investments can take a number of different forms, from direct program dollars to better alignment of services. Whatever the case any project should represent a clear opportunity to increase resources for the target populations.
- Use best available evidence and research. In making decisions about where to invest resources or partner with organizations, housing providers should consider the research base regarding the efficacy of any particular approach. While the reality is that many programs and approaches have not been evaluated, there are a number of clearinghouses that focus solely on disseminating information on the existing evidence for interventions. Some of these clearinghouses focus solely on education outcomes, while others look at broader set of well-being indicators.[3]

SAHF Strategic Guidance

Another role for SAHF to play would be to lead efforts on how member organizations can better incorporate an outcomes-focus to their work. In particular, members have expressed interest in three areas of support. First, SAHF members would like guidance on how to best design and structure financing for future housing developments so to better support service delivery and programming on the front end. To that end, SAHF could work to collect best practices from its membership and from other housing providers for service-focused property design and financing. Second, SAHF members desired a template job description that could be used for hiring property managers in the future. The template would include incorporate additional responsibilities for property managers aimed at increasing efforts to support data collection, community outreach, and service connections. Finally, SAHF members saw a role for the SAHF leadership to convene membership to discuss strategies to address specific outcomes for child and family residents (e.g. early childhood development).

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[3] Useful sites include the Department of Education's What Works Clearinghouse (http://ies.ed.gov/ncee/wwc/), the Blueprints for Healthy Youth Development (http://www.blueprintsprograms.com/), and ChildTrends clearinghouse of programs that work (http://www.childtrends.org/what-works/list-of-programs/). The Pew Results' First Initiative recently published a comprehensive look at the program listed in eight different clearinghouses across many different outcome areas. See http://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2014/09/results-first-clearinghouse-database.

Partnership Opportunities

To better leverage resources and desired impacts on outcomes outside of housing, SAHF and the members should look to partnerships with other national organizations working on related issues. Approaches could either focus on partnerships with organizations targeting specific outcomes or on organizations that serve the field of children's services more generally. Appendix 2 outlines a range of organizations that could serve as useful partnerships for SAHF and its members. The organizations would provide national and local connections, and could serve as strategic partners when thinking about how to better align their work across programmatic domains. In working with potential partners, SAHF and its members should always stress the unique value that they can bring to the missions of these organizations who might be working in the same locations.

As part of this project, the Urban Institute has connected with the Afterschool Alliance and First Book. The Afterschool Alliance works to drive investments and policy for afterschool programs at the federal and state levels. They also provide supports for local afterschool programs across the country. First Book is an organization that partners with book publishers to distribute millions of children's books to improve early child literacy. Both of these organizations expressed interest in exploring possible partnerships with SAHF and immediately recognized the value that housing providers could bring to their work.

It is important to note, however, that these organizations also rely on program funding from philanthropy and government to deliver their core services and most likely would not simply be able to cover additional services for SAHF resident populations. Therefore, a promising approach would be to collaborate with these organizations to develop plans for co-funding for aligned strategies. (See funding section below for further detail.)

City-Level Opportunities

At the city level, there are important opportunities for SAHF member sites to work with each other and/or with public housing authorities. Such partnerships could have a number of different benefits. Most importantly, cross-provider collaboration would allow for the possibility of using shared data to make strategic decisions and coordinate investments in a similar service array. Alignment could result in economies of scale if, for example, multiple sites were interested in programmatic investments targeted at older youth. Coordination could also help to make a stronger policy case to city, county, and state government about the importance of using housing as a platform to support at-risk children and improve educational outcomes and is more likely to garner the attention of other larger child-serving systems such as school districts.

Cross-SAHF collaborations

There are several cities in which cross-SAHF partnerships would be possible because of the existence of multiple providers in a similar city or county. After analyzing the full list of SAHF housing sites, a few locations stand out in particular (see Appendix 3). In those locations – particularly in smaller cities where the influence of SAHF members may be relatively greater (e.g. Barnstable, MA vs. Chicago) – there are real opportunities for SAHF membership to collaborate on addressing the needs and target outcomes that cross-cut their resident populations. (Note: This strategy would not have to be limited to only child outcomes as collaboration could focus on other populations; however, for this paper we focus solely on family-serving housing sites.)

Cross-SAHF collaborations could pursue similar work to individual member organizations but also present greater potential to find other avenues for partnership. There are at least three routes for cross-SAHF collaboration. First, SAHF members in a particular site, city, or region could work on the same target outcomes based on the needs of their resident families. Second, they could work to connect with other stakeholders that aim to improve child outcomes at the community level. Because multiple housing providers would have a greater footprint in a given city, SAHF members would be more likely to be able to gain a voice with major stakeholders such as the school district or area hospitals. Collaborations with hospitals might be especially relevant as they seek to fulfill the terms of community needs assessments now required under ACA (see text box). Third, SAHF members could work together to align their policy/programmatic work and fundraise around similar goals. As we discuss later in this paper local cross-organization and cross-silo partnerships are more likely to capture the attention of national foundations. This can be seen an incentive for partnerships in targeted outcomes areas, such as education and youth.

Leveraging the ACA

The Patient Protection and Affordable Care Act (ACA) requires nonprofit hospitals to conduct a community health needs assessment (CHNA) every three years to maintain their federal tax-exempt status. Under the CHNA process, the hospital must engage with stakeholders representing the broad interests of the community it serves (26 US.C. §501(r)(3) added by PPACA §9007). After conducting a CHNA, the hospital is required to disclose it and to develop an implementation strategy to describe how it is addressing the needs identified in the CHNA and any needs it identified that it is not addressing and the reasons why (PPACA § 9007 (d), adding paragraph (15)(A) to § 6033(b) of the Internal Revenue Code).

In working with community members to identify the community's health needs, the hospital has an opportunity to identify potential community benefit investments. Community benefit investments are required to maintain tax-exempt status, and the IRS has identified numerous activities that qualify, including expenditures for "community-building activities" if they can be shown to be interventions that are known to improve community health, i.e. are evidence-based.

IRS Form 990 Schedule H provides the following categories for community building activities: physical improvements and housing; economic development; community support; environmental improvements; leadership development and training for community members; coalition building; community health improvement advocacy; and workforce development. The CHNA provides a mechanism through which hospitals can work with the community to identify its needs and determine the appropriate activities for investment.

Source: Rosenbaum, Sarah, Maureen Byrnes, Nikki Hurt, Community Benefit and the ACA: A Brief History and Update, http://www.nchh.org/Portals/0/Contents/HCF_CBACA%20overview.pdf

SAHF-CLPHA Collaborations

SAHF members are not the only low-income and affordable housing providers in cities and communities across the country. While the footprint of SAHF is significant, public housing authorities have even greater coverage of housing needs of low-income families. Many public housing authorities are also starting to think in a more coordinated fashion about the role they can play to support the improvement of outcomes for their residents outside of providing safe and affordable housing.

The Council of Large Public Housing Authorities (CLPHA) comprises 70 members, many of which are the biggest housing authorities in the country. Their institutional mission is "to preserve and improve public and affordable housing through advocacy, research, policy analysis and public education." CLPHA has recently initiated a project to conduct a review of all the education-related activities in which their membership has engaged in the last two years. CLPHA representatives attended the SAHF meeting in Washington and there has been ongoing conversation between SAHF and CLPHA leadership in recent months.

A partnership with CLPHA including continued dialogue and development of pilot projects represents an excellent opportunity for SAHF to leverage its influence with a like-minded organization. Appendix 3 shows several promising cities with a CLPHA member and a significant SAHF presence including Oakland, Sacramento, Milwaukee, Washington DC, Chicago, Los Angeles, and Cincinnati.

Partnership with CLPHA members could take a few different forms. First, at the highest level it could provide a venue for sharing of best practices regarding strategies that housing providers should undertake with education providers and school districts. A clear example would be collaborating together on the development of data-sharing MOUs that cross-cut the systems. CLPHA has already initiated conversations with the U.S. Department of Education towards this goal and SAHF could be well-served to join the discussion.

Second, it could lead towards the development of a coordinated, cross-organizational policy statement for HUD and the Department of Education to help spur greater support or regulatory flexibility for housing-education projects. Third, partnerships could take place at the city level to drive programmatic and policy interventions for specific sites.

Hypothetical SAHF-CLPHA Partnership – Cincinnati, OH

The city of Cincinnati represents an opportunity for a pilot site to test out a partnership between multiple SAHF organizations with CLPHA. It is the home to family properties of two SAHF member organizations - Mercy Housing and The Community Builders – with 11 sites and nearly 1400 housing units between them and the Cincinnati Metropolitan Housing Authority (CMHA), which owns manages approximately 5000 units. CMHA is also a member of CLPHA.

What might some of the core components of a partnership look like?

- SAHF and CLPHA co-invest to pay for a coordinator that aims to drive the collaborative planning process
- Development of a common set of outcome measures and indicators to assess needs of residents.
- Collect data collected from SAHF memberships and public housing authority regarding the population and needs of the residents
- Convene meetings between local non-profit housing providers and public housing authority to discuss data, articulate target outcomes, and possible strategies
- Use data to highlight common areas of concern with other child- and family-serving organizations and agencies (e.g. school district, child welfare, juvenile justice)
- Work together to develop examples of data-sharing MOUs that cross-cut the systems
- Partner to work with common providers and make the business case for investments in housing as a way to avoid other expenditure

How can SAHF and CLPHA strategically partner with other organizations and public agencies?

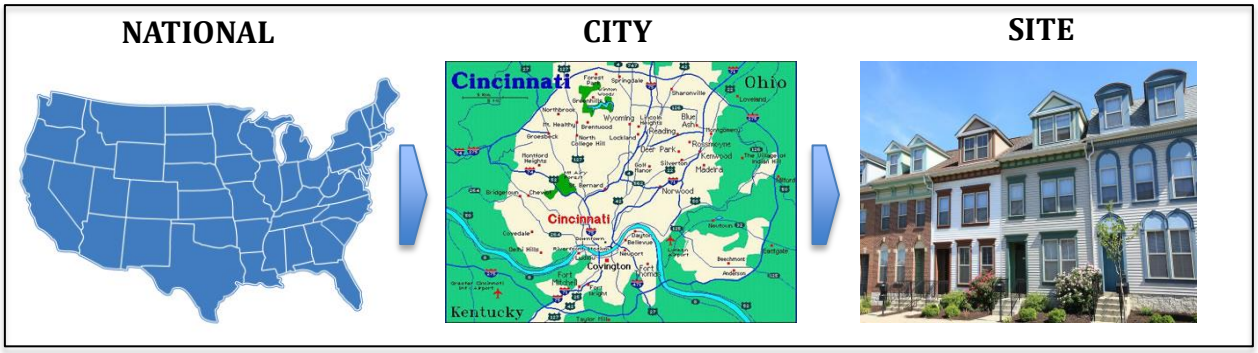
- Join collective impact initiatives that may already be in place. In Cincinnati, the Strive Partnership is a model partnership that focuses on "aligning their work, setting goals together, and investing in a common vision would fundamentally change the current state of how they approached the larger system of education."[4]
- Pre-existing networks such as the Strive Partnership are ideal platforms to connect to on-going work in a community or city that already has significant momentum. Even better, the goals of the Strive Partnership – early learning, grade-level reading, high school graduation – align directly with the outcome measures of SAHF Outcomes Initiative.
- Other opportunities to coordinate with Cincinnati schools could come through the school district's Local School Decision Making Committees (LSDMC), which are the primary governing body for each school in the Cincinnati Public School District.[5]

Section 4: Site-Specific Strategies

Overview

The previous section explored the leadership role that SAHF and its membership may take at the national level to explore partnerships and policy reforms that will better align efforts to improve child and youth outcomes. This section will take a step closer to the ground level and outline concrete strategies that member sites may pursue to target educational outcomes for their specific resident families. By "site" we refer to the housing complexes and residences that comprise the housing units. Recommendations outlined in this section may apply to individual sites or to multiple sites in the same city.

[4] See more at http://www.strivepartnership.org/about-the-partnership.
[5] See more at http://www.cps-k12.org/community/get-involved/lsdmcs.



While national members will develop high-level partnerships and policy reform goals, each site will want to design tailored strategies that build upon their specific context. As noted in section 2, the key variable that drives potential service-focused work at the site level is the presence of a service coordinator. We saw three types of sites: limited capacity (property manager only), medium capacity (one service coordinator), and high capacity (multiple service coordinators). Smaller sites may not have their own service coordinator though the level of capacity for which a site has access to support largely proscribes how deeply a site can engage on issues outside of its core housing mandate. As a result, the recommendations in the first section are intended to be modest but practicable. For sites with more capacity, the recommendations build on what is outlined in the first section.

Limited Capacity Sites

The majority of sites (70%) in the SAHF membership portfolio of multi-family residences fall under the heading of "limited capacity," where the only paid staff on-site is a property manager. To be clear: "limited capacity" is not a judgment on the work or ability of property managers to perform their core line of work, which is to manage the properties. However, it does mean that there is limited capacity for property managers to take up additional work that falls beyond their fundamental responsibilities because of a lack of time and a lack of training. The following recommendations for property managers are "light touch" and will not require a significant investment in time or support.

- *Focus on housing quality.* As noted above, the quality of housing can have both direct and indirect effects on the educational outcomes of children. Property managers can work to support children and family well-being by working to maintain a high level of quality of all housing units. This includes ensuring the absence of any lead paint in homes, vermin or other pests, and making sure that homes are dry and have good ventilation. Resources for guidance include the Green and Healthy Homes Initiative.[6]

[6] See http://www.greenandhealthyhomes.org/what-green-healthy-home.

- *Access to site resources*. Another light touch approach for property managers would be to ensure that on-site resources (e.g. common spaces) are available to community-based programs and are used as much as possible. If such resources are underutilized, property managers could conduct basic outreach to a small list of community partners (local schools, United Way, early childhood agencies) to offer their space.
- *Allow dissemination of information about community programming*. Property managers can also make sure to allow dissemination of information about programs and services from government agencies and nonprofits. For example, property managers could partner with local libraries to provide information about signing up for library cards and directions to the nearest library. Information could be shared in common spaces or during annual recertification.

Higher Capacity Sites

Sites that either have an on-site service coordinator or have access to a service coordinator should aim to be strategic, wherever possible, in thinking about how best they can support improved educational outcomes for children in their family units. These sites will explore potential services and programming for children and youth. The important point is that services are not going to be one-size-fits-all. The work a site does should reflect the specific needs, resources, resident interests, and community context to that site.

Nonetheless, while the level of support will still differ significantly across the range of SAHF member sites with service coordination, the process by which they can think about engaging on education-related work may look similar. Below we outline a series of steps that sites could take. These steps are modified from various existing community planning toolkits that can serve as more detailed resources.[7] While the process is not linear, the steps will likely include the following elements: data collection and analysis; resource assessment; partnership cultivation; strategic plan development; and implementation and monitoring. The goal is to have an approach that meets the needs of families at specific sites through targeted investments in order to ultimately improve outcomes.

Step One: Data collection and analysis.

Understanding the composition of a site's resident population and their needs is the foundation for working to support those children and families. Data collection will incorporate different sources of information about the status of the housing site and its residents. The analysis component will shed light on the most prevalent issues and needs that must be addressed to make improvements. Housing

[7] Other community toolkits include: http://www.acf.hhs.gov/programs/ocs/resource/conducting-a-community-assessment-1; http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/identify-community-assets/main; http://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/tools/change/pdf/changeactionguide.pdf

sites and, by extension, communities in which those sites exist have different needs, populations, and resources. From defining the target community, to identifying existing data sources and conducting additional surveying, to making sense of the results, this type of assessment helps to paint an unbiased picture of the community. Key tasks will include:

- *Identifying the data points needed to inform decision-making*. Sites will want to understand their populations (number of children, age groups, etc.). Further, they should think about the outcomes of interest. The target outcomes chosen by SAHF members for the Outcomes Initiative should be the starting point, though there may be additional questions of interest for each site. Finally, there may also be *outputs* that sites are interested in tracking, including the number of services and the types that children and families are receiving.
- *Conducting a basic analysis of key components of collected data*. Sites should look to analyze and aggregate the data along three different segments: the population of children by age group, key variables and outcomes of interest (compared to other sites or other baseline targets), and services currently received. Central or regional offices may offer synthesized data analysis from their data systems to local sites. The next step is to see how key variables and service receipt vary by age. The focus should be on simple systems to support basic data-driven decisionmaking, though training for property managers may still be necessary.
- *Considering an annual survey*. Sites with strong (or multiple) service coordinators have the ability to dig deeper through more focused survey efforts. One option is to initiate an annual survey with an explicit focus on families and children. This could still be done through the recertification process, but might also involve talking to resident families directly with an expanded survey. This type of approach could gather more information on attitudes, behaviors, and outputs that can be an important detail if aiming to measure program effectiveness.[8] This can be a time and resource intensive undertaking. Partnering with community groups, local community colleges, or four-year institutions is one avenue for assistance.

Data collection remains a significant hurdle for many sites, even those with service coordination. Organizations may want to focus on data collection in a smaller cohort of sites initially. Nonetheless, assembling such data represents the critical foundational step for finding ways to address outcomes and being able to make the business case for further investment.

Step Two: Resource Assessment

As a complement to the data collected about a site's children and families, a second important step is to develop a picture of the community and site-specific resources available to sites. Realistically, the needs of families will not always drive the investment in supportive interventions. Often, the key

[8] There are various sources for program surveys and performance management. The Urban Institute's PerformWell is a useful starting point. See: http://www.performwell.org/.

consideration is resources – both internal to the housing development and external resources in the community. Within the housing development, space and resident leadership are internal resources. On-site staff, who often have little time to pursue additional tasks, can still be an immense resource of information for and about residents. Identifying and leveraging points of contact for staff and residents are an important basic resource.

Externally, city and county government programs are key resources. Harnessing these resources involves building relationships at the city or county agency level along with building one-on-one relationships with local police, public health, social service providers, business owners, and education agency and school staff. Finally, local philanthropic and corporate grantmakers can also play a critical role in supplementing traditional housing and education resources, particularly when their strategic priorities align with those of the housing provider.

Not all sites will have the capacity to engage in an intensive resource assessment. Nonetheless, member organizations can help to support site efforts by helping to create a standardized template that property managers can populate for each site. This creates a level of standardization from site to site, while recognizing that each site will have different assets. SAHF members could work together on developing a list that outlines the main internal resources (connections, data, space) that sites can offer to prospective partners as well as a worksheet that helps property managers identify potential external partners (local school leaders, community-based programs, United Way, etc.).

Sites with additional resources and capacity can conduct detailed community resource mapping. This process focuses on what communities have to offer by identifying assets and resources that can be used for building a more coordinated system. There is no one single definition for resource mapping; rather it is a methodology that links community resources with outcome-focused goals for residents. Site coordinators could reach out to learn about the breadth of services and providers working in their neighborhood, the city at-large, and the philanthropic community. The mapping stage is about understanding the breadth of support that might be available to a site. Sites should not think of this as a solo undertaking, but rather look to partner with other community organizations who would also benefit from community mapping is a way to better align interests and resources.

Step Three: Partnership cultivation

After gaining a sense of the resources available within their site, their organization, and the broader community, sites should look to leverage these resources by cultivating partnerships with interested organizations. Many SAHF members – and even sites – are already engaging in these types of partnering activities.

Likely partners will include individual schools, the school district, local community-based organizations, business, and philanthropy. The nature of the relationship between partners will inevitably vary greatly

across sites and projects. At sites with limited capacity, partnership opportunities will also likely be very limited. Sites should focus on a small number of potential partners – e.g. neighborhood school and a local provider – to find low-intensity points of overlap. Sites with additional support can work to set up more formal partnerships with local schools and community-based organizations. These partnerships will be focused on the particular outcomes and populations of interest to the groups, but the site will have greater opportunity to leverage their resources to find ways to support their resident children and families.

Another promising area of partnership is to look for existing efforts already underway in a given site. The federal government's investments in Promise Neighborhoods and Promise Zones, as well as other locally-driven 'collective impact' efforts, means that there are now place-based collaboratives taking hold across the country. Collective impact sites – e.g. Strive in Cincinnati and Kentucky – aim to bring together stakeholders from across the community and the public agencies to work towards a common goal. These partnerships would be an ideal venue for housing providers to be a part of a larger outcomes-focused conversation where the unique resources of housing providers would be valuable and could leverage additional resources.

Finally, data sharing may be an important critical element of the infrastructure for tracking outcomes. All public agencies have their own data systems that may track service provision, delivery, and even some outcomes of children and families in housing provider sites. Once partners have been identified, here are some key things to think about before executing a data-sharing agreement, as identified by the Urban Institute's National Neighborhood Indicator Partnership[9]:

- *Set aside the time (and patience) to identify and cultivate relationships*. In most cases, partners must obtain both the official approval from the director who can authorize the release of the data, and the implicit buy-in from the technical caretaker of the data who will prepare the extract. To improve the chances of acceptance at both levels, an organization must be respectful, organized, and as informed as possible.
- *Research the federal and state regulations that pertain to the data*. For those laws restricting access, partnerships will need to create an approach that will permit the agency to share data in compliance with the guidelines. For example, the nonprofit organization may need to sign a no-cost contract with the agency to be considered a legal agent of the government. Another approach may be to exclude personal identifiers (social security numbers, names, etc.) or just include a census tract identifier on each record instead of the street address to resolve privacy concerns.
- *Develop explicit internal data security procedures*. Agencies are unlikely to be convinced by vague assurances that an organization will protect the confidentiality of the data. Having formal written

[9] NNIP Lessons on Local Data Sharing. December 10, 2014. http://www.neighborhoodindicators.org/library/guides/nnip-lessons-local-data-sharing

procedures to protect the raw files and securely process and analyze the derived data will bolster an organization's credibility. This is particularly critical as an organization establishes its reputation for trustworthiness.[10] See Appendix 4 for an example of a data sharing agreement.

- *Demonstrate that you have in-house expertise to evaluate, clean, and manipulate the data*. Expertise within the receiving organization will minimize the amount of technical assistance needed from the agency's data staff. And experienced staff can analyze files with missing or imperfect data to construct sound indicators and carefully interpret results.

Step Four: Developing a Strategic Plan

There are three key elements to a useful strategic plan: target outcomes, identification of effective interventions, and clear roles and responsibilities. (Implementation, monitoring, and follow-up will be covered in the next section.)

Target Outcomes

Data analysis will give site leaders and partners a better sense of the population of the neighborhood and their specific areas of need. Using that information will help point sites to determining the outcomes on which they want to focus. Sites should look specifically at a few questions:

- How many children in each age group are in the site?
- Which outcomes, if any, demonstrate a poor baseline compared to that of other sites or local/national averages?
- Which partnerships seem most promising and what are the outcomes of interests for prospective partners?

Building upon the findings of the data analysis, the interests and strengths of the partnership, and the available resources, sites should develop a strategic plan aimed at addressing the site's target outcome(s). As noted earlier, housing impacts outcomes for children and youth across the developmental life course. Some of these outcomes are especially promising for intervention and support from housing providers. Sites should look at outcomes in three developmental periods: early childhood, middle childhood, and youth transitioning to adulthood. Below we identify outcomes in each period that align well with the unique value of housing providers.

Developmental Stage	Outcomes
Early Childhood	Healthy gestation and birth Early language development + school readiness

[10] Examples of sample security procedures, a data log, and a staff confidentiality pledge can also be found on the NNIP website.

	Freedom from chronic health conditions (related to home environment)
Middle Childhood	Adequate academic performance School stability Absence of chronic truancy Positive behaviors (engagement in sporting, community, & club activities)
Youth	Adequate academic performance (including graduation from high school) Absence of chronic truancy Absence of teen/unintended pregnancy

Currently, SAHF members are collecting data with regard to many of these outcomes. SAHF's measures include data on early education (through enrollment in Head Start or preschool), academic performance (through grade advancement), school stability (through % of students who have stayed in the same school.), engagement in community activities, and high school graduation. Other outcomes – such as healthy gestation and birth, truancy, and pregnancy – are not currently part of SAHF proposed measures, but are relevant target outcomes nonetheless. All can impact the overall educational achievement and well-being of children and youth. When data are not available to point towards specific outcomes of interest, other data like population surveys may be informative. For example, for sites with large number of pre-teen and teen populations, housing providers may want to consider teen pregnancy prevention programming or partnerships.

Identifying Effective Interventions

While housing sites are not traditionally the hub or funder of service provision, strategic investments and partnerships can demonstrate how housing can improve outcomes for kids. The outcomes identified above are included for three reasons. First and foremost, they are all directly related to important educational goals for schools and education providers. Second, they are outcomes for which housing providers will be able to apply their advantages – connections, infrastructure, and resources – to help leverage other support. Third, there are specific evidence-based strategies that housing providers can take to address the outcomes. The expanded outcomes chart below shows a few high-quality, evidence-based interventions targeting the select outcomes.

Developmental Stage	Outcomes	Evidence-Based Interventions
Early Childhood	Early language development + school readiness	Nurse Family Partnership Parent Management Training
Middle Childhood	Adequate academic performance	Raising Healthy Children Success For All Reading Recovery
Youth	Absence of teen/unintended pregnancy	Big Brothers, Big Sisters

All of these programs come from the Blueprints for Healthy Youth Development and/or the What Works Clearinghouse online databases of evidence-based interventions. As noted above, these databases can be useful resources to guide sites towards programs with a proven track record. Nonetheless, such programming may not always be available due to a lack of providers, funding, interest from partners, or relevant programs for the target outcome/age group. In such cases, SAHF sites should work to identify promising programs and strategies to address their outcomes using the identified resources. The strongest programs will always have a clear *logic model*. Logic models are a systematic way to present the relationship between a program's resources, its activities, and the results it hopes to achieve. As part of the logic model, programs should also be expected to detail the outputs – the "direct products of program activities and may include types, levels and targets of services to be delivered by the program" – and how they will be measured. That way, programs can be held accountable for achieving those outputs over the term of the contract. There is a significant literature examining logic models and how they work within the context of community programs. One of the best resources is from the American Academy of Pediatrics (AAP) report on 'Evaluating Your Community-Based Program.'[11]

As noted previously, sites should work with partners on program delivery that can take advantage of housing resources. For example, community-based programs that target out-of-school-time (OOST) will be especially relevant for housing providers. OOST includes summer learning and afterschool opportunities. Both of these areas are priorities for school districts and non-profits around the country. According to one report, housing-based afterschool programs for children and youth are the third most frequent location following those that are operated within public schools and the community.[12] Early education and home visiting programs are also areas that may be fruitful for housing partnerships.

Other Supports and Services

Outside of supporting investments in evidence-based programming for children and youth, housing sites might also pursue other ways to connect residents to existing supportive services. For example, service coordinators might look at working to partner with non-profit tax preparation companies to help residents complete tax forms and take advantage of Earned Income Tax Credit. (While the EITC has been proven to improve education outcomes, it has been associated with other positive outcomes for children.) Similarly, for sites with older youth, service coordinators could look to partner with organizations that help college-bound students apply for the FAFSA. Completion of the FAFSA form has been demonstrated to significantly increase the college attendance and completion rates of poor

[11] See https://www2.aap.org/commpeds/htpcp/evalguide1.pdf.

[12] http://www.temescalassociates.com/documents/resources/temescal/Afterschool%20Programs%20in%20Affordable%20Housing.pdf

youth. Finally, sites should look to provide information for how parents can apply Medicaid or CHIPS to gain health coverage for their children.

Roles and Responsibilities

The intensity and structure of this process will vary greatly across sites. Ideally, service coordinators will develop a detailed plan for service coordination. The plan should include timeline, clear roles and responsibilities, and role of future data collection. These sites should explore the best ways to offer up their resources – connections, data, and space – for other organizations. They may look for ways to align the administrative systems such as recertification to enroll children and youth in programming or create agreements with community-based organizations to take advantage of their community rooms to deliver programming.

Step Five: Implementation and monitoring

Finally, after developing the plan, sites will execute the plan to deliver enhanced programs, services, and other interventions. Sites will work to monitor implementation and achievement of some of the target goals. Continued learning about new initiatives is critical to making sound decisions with limited resources. A recommended resource is the second part of the AAP report on evaluating community-based programs that focuses on putting evaluations plans to work.[13] The report talks in great detail about the types of data to collect, how to analyze the data, and how to use the analysis to better inform decision-making. In this section, we will discuss briefly some of the components of the implementation and evaluation process.

For most of the programs outlined above, housing providers will contract with community-based organizations to actually deliver the services (e.g. an afterschool mentoring program). Site service coordinators will be interested in a few data points to see if the program is being delivered as intended and producing the target results.

- *Output data.* Programs should track the number of program participants, how many services the participants received, and whether they completed the program. This information, while basic, is a major step to determining whether a program is fulfilling its first core task: delivering services to the target population.
- *Customer satisfaction.* It is also useful for sites to know whether participants in a given program appreciated the benefits of the program and what they might do to improve it. While customer satisfaction should not drive decisions, it is an important factor that relates to how often people show up for programming and whether they will recommend it to their peers.
- *Outcomes.* In sites where they are collecting data on outcome measures, the ultimate indicator of whether programs are effective are the outcomes for children and families.

[13] See http://mchb.hrsa.gov/programs/healthytomorrows/evaluatingpart2.pdf.

Without tracking these data, making the business for further investment will be very difficult. It will be very important for sites to work to integrate data collection and analysis into existing processes. Sites should think about building in a limited number of indicators about key outcomes and outputs into the annual renewal process. Some SAHF members have already started to move down this path. Some sites are already inputting data into simple data entry tool (e.g. spreadsheet created by central office that limits entry error) or online data system (e.g. Social Solutions' Efforts-to-Outcomes software). It could be useful for SAHF to highlight a couple of the approaches used by different members and share how they might apply lessons learned more broadly with the membership. Sites can also create a basic checklist to monitor implementation of the site plan and revisit the plan with partners regularly to ensure that services provided are reaching the intended population.

Because of the likely nature of the programs that will be delivered, program outcomes at the site level are unlikely to be *causal*. That is, whether a program helps a child or family may be difficult to tease out from other confounding variables without random assignment to treatment and control groups. Nonetheless, outcome trendlines that sites see with regard to program effects will give a picture of the type of impact that may be taking place. Just as important, they will help to identify promising programs and strategies, and make the case to funders and policymakers for additional support.

Section 5: Funding Opportunities

Overview

The previous sections have discussed the connection between housing and education, and the potential strategies that SAHF and SAHF members can take to better address the educational needs of their resident families. Urban has also been asked to explore the potential for funding for these strategies as well as the development of a more cohesive policy agenda for policymakers at the federal, state, and local levels.

Overall, there is growing attention to the connection between housing and child well-being. Secretary Julian Castro recently stated that he sees HUD as the 'Department of Opportunity,' calling for housing to serve as a platform for improving quality of life, in particular as a foundation to promote economic prosperity and improve health and well-being.[14] But housing interventions alone cannot overcome the multifaceted challenges associated with growing up in poverty.

[14] Remarks of Secretary Julián Castro Bipartisan Policy Center 2014 Housing Summit: http://portal.hud.gov/hudportal/HUD?src=/press/speeches_remarks_statements/2014/Speech_091614

As federal, state and local resources become increasingly tight, the stakes for policy and investment decisions rise, and the interest in strong evidence to make better use of limited dollars and improve social policy outcomes grows. The federal Office of Management and Budget (OMB) has urged federal agencies and their grantees towards focusing more on programmatic results (performance and outcomes) rather than simply financial and activity inputs. This emphasis has created an increased demand from decisionmakers in the public, private, and philanthropic sectors for cross discipline partnerships to design and test effective policies and programs.

Challenges of Existing Federal Funding Structures

The current operational and regulatory environment is not conducive to an integrated housing and services approach. There are very limited dollars with which to build, maintain, and operate affordable housing. Historically these limited dollars have been tied to the physical side of housing, often overlooking the immense needs of people living inside these properties. This has not been done callously, but rather the growing demand for housing assistance outpaces the supply available units forcing housing providers to make the difficult tradeoffs between additional units and resident services (JCHS, 2014).

Financing of onsite services or service coordinators is especially difficult for private owners and operators. Although there is federal funding available for resident services in senior housing, there is no dedicated funding stream to pay for resident services in family properties owned and operated by private and non-profit developers, even those receiving HUD funds. Current HUD and Low Income Housing Tax Credit regulations and guidelines make it difficult to bundle resident services programs through project development financing, which limits dollars available to private providers, like SAHF members, interested in service coordination for residents. Social services and other programs for residents are not often eligible uses of affordable housing dollars.[15] In some cases, HUD allows for the financing of resident services through operating budgets of properties when HUD and underwriters are convinced of the need for services and the commitment of the owner (Cohen, 2010). HUD also makes a portion of Community Development Block Grants (CDBG) funds to eligible organizations to support programs and services integrate in and around housing.

Another potential outlet for service coordination is HUD's Family Self-Sufficiency (FSS) program. The FSS program provides service coordination and opportunities for participating residents in public and assisted housing to build assets, skills, and earnings. Currently families in properties that receive project-based Section 8 assistance are not eligible to participate in the FSS program, although many would benefit from the trainings, services, and earnings incentives available through the program.

[15] There are some exceptions to this statement for public housing authorizes granted flexibility under the Moving to Work Demonstration.

Extending eligibility to project-based units would give private owners and operators the authority to set up FSS programs to the benefit their residents. This change will require congressional action, and while there have been numerous attempts to expand program eligibility, none have been a success thus far (Sard, 2014).

Because there is no single source of funding, resident services are typically financed through a combination of sources: foundation and corporate grants, CDBG funds from local government, financing from the housing development budget (through fees or reserves), development cash flow or reserves, and in-kind support from local supporting agencies or other non-profits. Instead of shouldering the burden alone, housing providers should look to align interests across other child-serving sectors. These partnerships may be the key to unlocking new investments.

The federal government has encouraged agencies to collaborate to address low-income communities' complex issues in its most high-profile programs under the Obama administration. Some important examples:

- The Choice Neighborhoods program, which zeroes in on the intersection of housing and service provision, particularly at ways to better align housing and educational spending and outcomes.
- The Education Department's Promise Neighborhoods program, which seeks to develop a range of "cradle-to-career" supports for families and children, rooted in both scholastic programming and broader services.
- The Moving to Work demonstration program, which gives a small number of public housing authorities more flexibility to spend funds innovatively to better meet the needs of their communities. For example, as a Moving to Work agency, the Tacoma Housing Authority modified rent subsidies, dedicated housing dollars to McCarver's homeless families, and incentivized educational outcomes, which would not have been possible under the normal rules governing housing authorities.

Funding Opportunities for Projects

Given today's political environment it is unlikely that we will see, at least in the near term, wholesale policy change that will open a new funding source for housing and service coordination. In order to continue to build momentum around the intersections between and education, owners and operators will have to look for funding outside of the housing community. As we discuss earlier, national, city, and site based partnerships provide the foundation from which to build out coordinated strategies that focus on outcomes. These partnerships with other housing providers, educators, and community organizations may open up new avenues for resource development. Below we discuss a few potential sources to support ongoing and future efforts.

Philanthropy: Local and national grantmakers play a critical role in supplementing traditional housing and education resources. The philanthropic community has long partnered with HUD and housing providers to improve outcomes for low-income children and families. As noted in our conversations with SAHF members, philanthropy is already an important support of current service initiatives. Efforts to build out more outcomes-driven programming will provide a more robust platform from which to garner additional funds.

- *Regional/community foundations*: Community foundations are well-positioned to support planning and early partnerships for cross-sector efforts. A grounding in place means that many of these foundation seek to have transformative impacts in smaller geographic areas. Building evidence for implementation and practice is core to the mission of many of these foundations. For example, the Boston Foundation created a competitive grant program called *Health Starts at Home*, to bring housing and health related organizations together to address the negative impact that a lack of stable, affordable housing has on children's health outcomes. The goal of the initiative is to use stable housing as a platform for increasing positive health outcomes among children. Efforts, like the Boston Foundation is undertaking, hope to catalyze further investment in this area and can often be an entry point for larger philanthropic investment.
- *National Foundations*: Foundations like Kresge, MacArthur, and Gates all have a track record of supporting efforts to improve outcomes for children and families living in affordable housing. Large foundations with a national footprint are a potential source of funding for scalable pilots related to housing and education connections. For example, the Kresge Foundation, who funds SAHF's Outcome Initiative, has also been a supporter of the Urban Institute's multisite Housing Opportunity and Services Together, or HOST, demonstration, a project to test strategies that use housing as a platform for services to improve the life chances of vulnerable children, youth, and adults. Local and national efforts to align systems are of special interest to foundations looking to identify innovative ideas that have the potential to influence federal policy.

General operating budget: Building in services to residents at the development's inception will create an ongoing, reliable resource dedicated to onsite service coordination. Building the case for more flexibility from HUD and state tax credit authorities will require further evidence that supports the connection between resident services and property performance and cost savings. A NeighborWorks funded study in 2009 found that vacancy loss, bad debt and legal expenses were significantly lower at properties with resident services than at those without resident services (Galpin-Plattner, 2009). The size of the SAHF portfolio offers opportunity to build data systems to support further investigation in this area. Another way is to look for ways to build in money for a service coordinator into the property's developer fee, something that one SAHF member is doing already.

Funding for older youth programing through WIA: The Workforce Investment Act, reauthorized by Congress in 2014, provides the opportunity to leverage new funding sources outside of the housing world to target investment toward youth programming. WIA funds support programs that pay for

youth employment programs. SAHF members should look for ways to create or connect to programs that further youth development goals. One SAHF member is already doing this by using WIA funds to pay older youth to mentor younger children living on the property.

21st Century School Fund: The 21st Century School Fund (21CSF) is a national non-profit devoted to building and sustaining public private partnerships and educational facility planning. Through its Building Educational Success Together (BEST) the organization has started looking for ways to build in educational programming into non-school based locations. Connecting SAHF out of school time efforts to support 21CSF goals is another way leverage education investments in a home-based setting.

Pay for Success: One promising new approach, coined "Pay For Success," may provide new avenues of funding for housing-based services that demonstrate through research quantifiable success. The Pay for Success model of financing brings together non-profits or public agencies with the private and philanthropic sector investors to create incentives for service providers. This model has only recently been applied in affordable housing plus service setting and is a potentially innovative new source of funding for proven outcomes with cost savings. The Corporation for Supportive Housing, a recent 2014 Social Innovation Fund Pay for Success grantee, will work to help 12 communities across the country implement Pay for Success financed supportive housing. There are certainly challenges with this approach, but it's forward-looking ideas like this that may be the key to unlocking new sources of funding.

Conclusion

Without question, SAFH and its members stand at the frontline of new policy space: the intersection of housing and education. While historically there has been little attention paid to the overlap of these two areas, in the coming years there will be more and more examples of innovative approaches to better aligning the work of housing providers with educators through place-based initiatives. In a world in which resources are increasingly scarce, this type of multisectoral partnership will be increasingly important to both the families in need of support and the organizations who serve them. SAHF and its members have the opportunity to take leadership roles by finding new ways to support their residents and improve outcomes in education and well-being.

This report highlighted many different ways that SAHF, SAHF members, and sites can move forward on a housing agenda to improve educational outcomes. Some of the recommendations include:

- SAHF leadership
  - Establish CLPHA partnership at national level
  - Build relationships with 2-3 other national organizations whose work aligns with SAHF members (e.g. First Book and Big Brothers, Big Sisters).
  - Develop a policy case for better funding of services, data sharing across agencies, etc.

- SAHF member organizations
  - Identify potential places for cross-SAHF partnership: Cincinnati, Chicago, Boston, Denver, Hartford, Miami, Pittsburgh, Washington DC
  - Identify areas for SAHF-CLPHA collaboration in specific cities
- SAHF sites (using the typology to pilot approaches)
  - Low: Develop property management checklists to support low-intensity planning
  - Medium/High: Develop protocols for service coordination and partnerships with school districts and other SAHF members around connections, data, and space

In order to keep moving this agenda forward, it will be important to build the case for the promise of housing-education approaches. Building the case for more integrated funding and programming will require a coordinated effort between housing and education practitioners to test and refine housing based efforts to improve education. Because housing providers connect with youth where they live rather than at school, in a medical clinic, or in a criminal justice or workforce development setting, they are particularly well positioned to initiate place-based strategies that can also improve educational outcomes. More experimentation is needed to better understand the types of programs and services, both low and high touch, that can thrive in a housing based environment. SAHF should look both inward to the core strength of its membership, as well as outward to partnerships with HUD, school districts, and public housing authorities.

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Appendix 1: Survey of SAHF member practices

The Urban Institute is working with SAHF to support the next step of the Outcomes Initiative to build the connection between housing and child and youth development, with a particular focus on education. As part of these efforts we are taking an inventory current child development-related services, outcome measures, measurement systems, and funding strategies currently used by SAHF members.

Please answer the following questions with a focus on your organization's investment in data collection, programs and services, and funding to support **programming for children and families**.

Part I: Basic Information

Your Name:

Organization name:

Family properties as a share of total portfolio (in %):

Share of family properties with an on-sight service coordinator (in %):

Share of family properties that provide youth & education services (in %):

Part II: Data Collection

1. On a scale of 1 to 5 (1 being not important 5 being extremely important), how important is it from your organization's standpoint to collect and use data to understand and assess resident needs?
2. How strong is your organization's ability to collect data on child and family outcomes/measures (1-5)?
3. How strong is your organization's capacity to use data on child and family outcomes/measures to inform decision-making (1-5)?
4. On a scale of 1 to 5, do you think the data you are collecting and tracking is sufficient to make decisions on programs and services?
    a. What are some indicators you wish you could track? _____

Part III: Programs and Services

1. How important is it from your organization's standpoint to **connect** your residents to services and/or programs (1=not important, 5=extremely important)?
2. How important is it from your organization's standpoint to **provide** services and/or programming to your residents (1=not important, 5=extremely important)?
3. How strong is your organization's capacity (scale of 1 to 5) to do the following at all sites:
    a. Connect residents to or provide on-site services to residents households with children?
    b. Collect and track outcome data related to programs and services?

c. Analyze data for each site to guide future decision-making on programs?

Part IV: Funding

1. How difficult is it for your organization to identify and obtain funding to support services for children and families at your facilities? (1=not difficult, 5=very difficult)
2. How sustainable is your current funding model to support services for children and families?
3. Are there changes at the local, state or federal level that would make funding for services targeted at children and families easier to obtain? (Yes/NO)
    a. If yes, aside from increased funding from HUD what are a few?

Part V: Open-ended questions

1. How does your organization currently fund service provisions/connections at each site?
2. What are the main barriers to your organization's ability to provide (and connect residents to) services?
3. What would help you most to strengthen your organization's current service provision efforts?
4. What would help you most to strengthen your organization's current data collection efforts?

Appendix 2

	Program	Program Overview	Potential Partnership
Early Childhood	Nurse-Family Partnership	Evidence-based model that partners nurses and first-time moms and babies aged 0-2 years old with 35 years of research from randomized, controlled trials with outcomes aimed at long-term family improvements in health, education, and economic self-sufficiency.	NFP's focus on improving economic self-sufficiency through continued education, pregnancy planning, and finding work are potential areas of collaboration with SAHF resident populations.
	First Book	First Book's mission is multi-dimensional as a provider of books to children in need, increased access to materials for educators and administrators, and elevating educational opportunities for our nation's most disadvantaged youth on an ongoing basis through a pipeline of free and low-cost resources. Additionally, First Book has a number of corporate partners and volunteers that have helped it distribute over 120 million books.	A collaboration with First Book and SAHF residents who have children in programs such as Head Start or other early childhood education/childcare centers could go far in improving ECE opportunities for children in SAHF communities.

	Too Small To Fail	Too Small to Fail aims to help parents and businesses take meaningful actions to improve the health and well-being of children ages zero to five, so that more of America's children are prepared to succeed in the 21st century. Too Small to Fail utilizes new research on early childhood education, brain development and other research methods to achieve this objective while using social media and other technology-driven tools to inform and empower parents and business leaders.	This is an opportunity to improve the early childhood education outcomes for children in SAHF resident populations while also partnering with local business leaders and other stakeholders in the community.
Middle Childhood	Afterschool Alliance	The nation's leading voice for afterschool programming, the Afterschool Alliance is the only organization dedicated to raising awareness of the importance and quality of afterschool programs and advocating for more afterschool investments. The Afterschool Alliance works with the Administration, the U.S. Congress, governors, mayors and advocates across the country.	There are a number of potential opportunities for partnership between the Afterschool Alliance and SAHF, including providing programming and a safe space for children and teens and a model that has demonstrated success in improving academic outcomes for children.
	Attendance Matters	Attendance Works is a national and state initiative that promotes awareness of the important role that school attendance plays in achieving academic success starting with school entry. Their goal is to ensure that every district in the country not only tracks chronic absence data beginning in kindergarten (ideally	Attendance Works focus on fostering good school attendance practices and mechanisms for managing chronic absenteeism early on can provide a critical resource in ensuring that children in SAHF communities have an infrastructure in place to

		earlier) but also partners with families and community agencies to intervene when attendance is a problem for children or particular schools.	monitor any potential problems related to school attendance.
	Big Brothers, Big Sisters	BBBS has over 100 years of history of bringing positive role models in the lives of young children and teens in all 50 states. Volunteers and the child have a unique one-to-one relationship, which is the foundation of the program. Students matched with a volunteer from BBS are far less likely than their peers to engage in risky and/or illegal behavior and skip school.	A partnership with BBBS is an opportunity to engage with children of all ages in SAHF populations by providing them with a positive role model, mentor, and confidante that can serve as a resource in a number of ways.
	United Way	The mission of the United Way is to improve lives by mobilizing the power of communities to advance the common good by encouraging individuals and families to achieve their highest potential through education, income stability and healthy lives.	The United Way provides a number of services, including high school dropout prevention, financial stability programming, and healthy initiatives that discourage risky behaviors, which could be potentially beneficial to SAHF residents.

Appendix 3

City	CLPHA City?	Provider	# of Sites	# of Units
Barnstable, MA		POAH	2	232
		TCB	2	192
Chicago, IL	YES	Mercy	18	1,808
		VOA	1	50
		NHT	2	306
		POAH	6	848
		TCB	5	652
Cincinnati, OH	YES	Mercy Housing	3	140
		The Community Builders	8	1250
Columbus, OH		National Church Residences	6	500
		Volunteers of America	1	317
Los Angeles, CA	YES	RHF	11	657
		Mercy	7	464
		VOA	1	88
Milwaukee, MI	YES	Mercy	2	210
		NCR	4	459
Oakland, CA	YES	Mercy	1	30

		Bridge	9	963
Rhode Island		POAH	3	260
		TCB	1	24
		RHF	1	156
Sacramento, CA	YES	Mercy	14	943
		VOA	1	138
San Diego, CA	YES	VOA	1	168
		Mercy	2	256
		Bridge	8	1,112
Washington DC	YES	NHT/Enterprise	6	563
		POAH	1	94
		TCB	2	197

Appendix 4

EXAMPLE DATA SHARING AND CONFIDENTIALITY AGREEMENT

This Data Sharing and Confidentiality Agreement is between ____ and ____for ____ of the _____. In general, as mutually agreed upon by ____ and the ____, ____ agrees to share key administrative and confidential data related to case management usage, outcomes and referral of individuals and families in ____ including resident contact information.

As a condition to the release and use of the Administrative and Confidential Data, ___ and ____ agree as follows:

1. _____ acknowledges the confidential and sensitive nature of the Administrate and Confidential Data and as such agrees that:

    a. The _____ will limit access to the Administrative and Confidential Data to its employees.
    b. Any ____ employee with access to the Administrative and Confidential Data will be required to review and sign a Confidentiality Pledge stating procedures to be followed to ensure data security as well as potential repercussions for misuse including termination of employment.
    c. Any Product for dissemination will not include the names or addresses of any individual or any information that could be specifically linked to any individual and any Product shall not present information in any manner that would directly or indirectly reveal individual names, addresses or other confidential information specifically linked to an individual.

2. The ____ and ____ each agree that they shall comply with all Federal and State regulations governing the confidentiality of the Administrative and Confidential Data.

3. ____ agrees that it shall use the Administrative and Confidential Data only for the purposes of _____.

4. In addition to the fact that the _____ may receive Administrative and Confidential Data directly from _____, at the express direction of _____, the _____ may also have access to Administrative and Confidential Data from third party entities, government agencies, officers, administrators or their representatives (collectively referred to as "Third Party Providers"). The source(s) of the Administrative and Confidential Data may be comprised of physical and electronic records or databases of ____ or the Third Party Providers, which

the _____ may have access to or obtain by virtue of the _____ legal and contractual relationship to ____ as a fiduciary and/or service provider.

5. The _____ agrees that it will not share, publish or otherwise release any findings, conclusions, analyses, reports or products of any nature (all of the foregoing shall be referred to as "Products" derived from the Proprietary Information without prior written notice to the _____ or his/her authorized representative with an opportunity to review and comment. Draft Products shall be made available for review at least 30 days prior to release. In the case of press releases or submissions of abstracts to conferences, findings and conclusions will have been reviewed at least 30 days prior to release, but the exact text describing the findings and conclusions will be made available to _____ for review at least 48 hours prior to release.

6. _____ agrees that the client information provided through this Agreement is the sole property of _____ and will be used exclusively for the purposes described in this Agreement of _____. Any publication resulting from these data must indicate that the data was provided by ____ and must include a disclaimer to the effect that published material does not necessarily reflect the views of ____.

7. Upon completion of the _____ or prior to the termination of the relationship between _____ and _____, _____ shall return all Administrative and Confidential Data to _____ and/or shall destroy the Administrative and Confidential Data (including all computer or electronic files).

8. _____ agrees that under no circumstances shall it use the Administrative Data and Confidential Data for monetary gain.

9. The restrictions on the dissemination of information shall not apply to any information that is generally known on a non-confidential basis to the public, and rightfully furnished to _____.

10. Any notice provided for or permitted under this Agreement will be treated as having been given what (a) delivered personally, (b) sent by commercial overnight courier with written verification of receipt, or (c) mailed certified or registered mail, return receipt requested, to the party to be notified, at the address set forth below. Such notice will be treated as having been received upon the earlier or actual receipt or five (5) days after posting.

11. The obligations set forth in this Agreement shall survive the completion of the purposes set forth in any contract between _____ and the _____ governing the ____ program and the termination of any working relationship between ___ and _____.

12. _____ agrees to indemnify and hold _____, its officers, officials, employees and agents free and harmless from and against any and all liabilities, losses, penalties, damages,

settlements, costs, charges, professional fees (including attorney's fees) or other expenses or liabilities of every kind, nature and character arising out of or relating to any and all claims, liens, demand obligations, actions, suits, judgments or settlements, proceedings or causes of action of every kind, nature and character (collectively, "Claims") in connection with or arising directly and indirectly out of _____ (or its authorized third parties) unauthorized use, access or handling of the Administrative and Confidential Data.

IN WITNESS WHEREOF, both _____, through its duly authorized representative, and _____, through its duly authorized representative, have executed this Agreement as of the last date written below.

Organization 1 name and mailing address

By: _____
Name: _____
Title: _____
Date: _____

Organization 2 name and mailing address

By: _____
Name: _____
Title: _____
Date: _____