



TACOMA HOUSING AUTHORITY

THA's EDUCATION PROJECT: ELEMENTS

Last revised July 17, 2017

PURPOSE OF THA's EDUCATION PROJECT

THA's Education Project seeks ways to spend a housing dollar, not only to house people, but also to get two other outcomes:

- to help the children and grown-ups it houses succeed in school;
- promote the success of Tacoma and Pierce County schools and colleges serving low-income students.

When it works, it is a very good use of a housing dollar. To learn more about THA and its Education Project go to www.tacomahousing.org

ELEMENTS OF THA's EDUCATION PROJECT 1. Early Childhood 2. K – 12 3. After High School Education and Training		
1. EARLY CHILDHOOD ELEMENTS		
1.1	Head Start/ ECEAP Classrooms at THA properties	THA hosts a Head Start classroom of the Tacoma Public Schools (TPS) at its Bay Terrace community building. It is in a classroom THA built for the purpose. It is the only TPS Head Start classroom outside a school building. This is a new experience for both THA and TPS. It is concluding its third year. Both THA and TPS count it as a big success. They seek to add more classrooms and ECEAP programs to THA's other communities.
1.2	Early Child Development Center and Child Care Providers at Salishan	New Salishan is THA's largest community. It is a 200 acre HOPE VI redevelopment of rental housing and home ownership. THA plans to turn its present community building into the region's largest early childhood development center and child care provider. This will be next door to the planned Bates Technical College's East Tacoma campus at Salishan. (<i>See</i> section 3.6 below). That is a good match. The center's child care will allow parents to attend class at the college next door. Also, Bates offers early childhood development certificate programs. Bates can use the center to train its students. In a reciprocal way, Bates and its students will be a resource to the center.
1.3	Children's Book Distribution Program	THA has bookcases at all of its properties and offices. THA stocks them with children's books. Most of the books come from TPS. A sign at each bookcase makes clear that the books are for taking and keeping, and reading. THA staff encourage children and parents to take and keep the books. Staff also offer them a soft word about the importance of reading. THA housing inspectors carry books with them to leave with families during inspection visits. Doing this also "softens" the effect of an inspection. THA gives out over 5,000 books a year.

1. EARLY CHILDHOOD ELEMENTS [continued]

1.4	Hillsdale Heights Intergeneration Campus	<p>Pierce County faces a child welfare crisis.</p> <ul style="list-style-type: none">● Pierce County sends more children into foster care than other counties, including King County, which is twice as populous;● Pierce County has run out of foster beds; as a result children spend nights in motels and days in DSHS offices; some are sent out of the county, reducing their chances of reuniting with their families;● these children face greatly diminished prospects for a reasonable childhood and educational success. <p>In response, THA and its partners will develop the following at 7 acres that THA owns called Hillsdale Heights:</p> <ul style="list-style-type: none">● a Sanctuary Home for newborns up to 12 year olds whom DSHS has removed from their families because of abuse or neglect, but for whom DSHS needs more time to find an appropriate placement;● single family homes to rent to low-income families fostering or adopting high needs children;● apartments for low-income seniors who by living there agree to be respite caregivers, honorary grandparents and support to those children and families;● facilities for the child welfare organizations that will manage the services for the campus.
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2. K– 12 ELEMENTS

2.1	Elementary School Housing Assistance Program	<p>Research shows that student transient rates can have a ruinous effect on the school outcomes for the children who come and go, and for their classmates who must sit there and watch it happen.</p> <p>Five years ago, THA and Tacoma Public Schools (TPS) started the McCarver Elementary School Housing Assistance Program. McCarver Elementary School had yearly transient rates that ranged up to 179%, primarily because of family homelessness and housing instability. After five years, on the strength of the third-party evaluation of outcomes, THA and TPS are planning the program’s expansion to other Tacoma elementary schools with ruinous student transient rates because of family homelessness and housing instability. They are also redesigning the program to account for what they learned from 5 years of data and experience about what worked and what did not work. The program has 5 parts:</p> <ul style="list-style-type: none"> ● rental assistance to homeless families with children enrolled at the participating schools; ● parent commitment: keep their children enrolled at the participating schools; support their children’s schooling; invest in their own education and employment prospects; ● close support to help the parents fulfill their commitments; this support comes from two THA caseworkers stationed at the school and from an array of service partners; ● further TPS investment in the schools to make them even more worthy of the parent’s commitment to keep their children enrolled there; <i>e.g.</i>, TPS invested the considerable resources and effort to earn for McCarver a designation as an International Baccalaureate Primary Year School. ● third party evaluation of an array of performance metrics for the cohort children and parents, and for the school as a whole. (<i>e.g.</i>, reading scores, math scores, attendance, discipline, income progression). Geo Education & Research and the Urban Institute are the third party evaluators.
2.2	Attendance Early Warning Program	<p>Chronic absenteeism is an important predictor of a student’s lack of school success. TPS and THA will devise a data exchange that will alert THA of any child in its housing programs missing too much school. THA caseworkers will then inquire and help redirect the student back to school.</p>

2. K - 12 ELEMENTS [continued]

<p>2.3 College Bound Scholarship Enrollment Project</p>	<p>A post-high school certificate or degree is an important determinate of adult prosperity. Yet most low-income students, even if they graduate from high school, do not enroll in such programs after high school; even fewer graduate from them. The prohibitive cost of tuition is one reason.</p> <p>The College Bound Scholarship (CBS) program of Washington State is a promise that the state makes to every low-income student: if you graduate from high school, end with at least a 2.0 Grade Point Average, stay out of serious trouble and enroll in a qualified post-high school degree or certificate program, the state will pay for tuition up to the average cost of a state four year college. This is a life-transforming promise. However, there is a catch. The student and his or her parents must sign up for the program by the end of the student's 8th grade. When THA began this enrollment initiative, over half of Tacoma's students and THA's students were missing out on this promise.</p> <p>THA began a very aggressive effort to enroll its 8th graders every year. It succeeded four years in a row to enroll nearly all of them. It did this by adding the enrollment form to the normal paperwork that THA does with its families every year. This took advantage of a fact of nature: that someone who has just signed four pieces of paper is probably willing to sign a fifth. THA also participated in an aggressive citywide enrollment effort that takes place in the middle schools. That city-wide effort has been successful enough to allow THA to subordinate its own efforts. This project will now monitor that citywide enrollment to determine if THA ever needs to resume its own efforts.</p>
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2. K - 12 ELEMENTS [continued]

<p>2.4 Children's College Savings Account Program</p>	<p>Tuition is not the only barrier that keeps low-income students out of college. In addition, their parents make the misjudgment early on that college is not affordable or otherwise not for their children. As a result, their children make the same misjudgment. Even if tuition is covered by the College Bound Scholarship program (<i>see</i> section 2.3) families and students struggle with the non-tuition costs of attendance. The cost of housing is the primary challenge. For these reasons, these students do not expect to go. They do not prepare to go. If they seek to go, they do not have enough support to tell them how to go or how to pay for it. And if they go, they are not ready or do not feel like they belong. This can be especially true if they are low-income, students of color or the first in their family ever to go to college. Yet research reports that such low-income children with college savings accounts starting young, in comparison with low-income children without accounts, are much more likely to enroll in college, and to graduate. <i>See</i> www.prosperitynow.org</p> <p>THA's College Savings Account Program offers accounts to all children at THA's community of New Salishan. New Salishan is a mixed-income community of renters and homeowners on 200 urban acres that THA redeveloped as a HOPE VI project. The College Savings Account Program for Salishan's children has 3 main elements:</p> <ul style="list-style-type: none">● the Match: starting in kindergarten through 5th grade the program will match a family's deposits into the accounts up to \$400 per year; from 6th through 12th grade, the program will make further deposits into the accounts up to \$700 per year as the student meets designated milestones, largely of an academic nature; students who participate fully from kindergarten will graduate from high school with at least \$9,700. <p>These account balances become available to the student only for the cost of attendance at a qualified post-high school education or training program;</p> <ul style="list-style-type: none">● financial training in the classroom for the students, using the Junior Achievement curriculum, and other financial training for the parents;● third party evaluation of long-term and mid-term performance measures (<i>e.g.</i>, high school graduation rates, college enrollment rates, college graduation rates, K-12 test scores, extent of participation in the accounts; extent to which unbanked families get banked). The Urban Institute will serve as third party evaluator.
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2. K - 12 ELEMENTS [continued]

<p>2.5</p> <p>Arlington Drive Youth Campus</p>	<p>A significant number of youth and young adults are homeless in Pierce County. These young people face much higher risks of drug abuse, sex trafficking, violence, and greatly diminished prospects for a reasonable adolescence, an education, an occupation and a successful adulthood.</p> <p>THA owns 3.5 acres near its community of New Salishan. THA calls it Arlington Drive. With partners, THA will develop a Youth Campus on that property with the following features:</p> <ul style="list-style-type: none">● 12 bed Crisis Residential Center (CRC) for homeless youth without families, age 12 to 17 years (serving over 500 youth a year with a 95% rate of successful discharge to a safe and stable home back with family, relatives, new family or foster care); <p>THA already provides a single family home to Community Youth Services (CYS) for a 5 bed CRC; it has been in operation for 8 months;</p> <ul style="list-style-type: none">● 40 to 50 rental apartments for homeless young adults, age 18 to 24 years;● facilities for supportive services;● social enterprises for job training. <p>Community Youth Services (CYS) will manage the campus. CYS has been doing this work for 45 years in Thurston County. It is a national leader in its successful, evidenced-based practices.</p> <p>This campus will be in walking distance of the following complementary facilities:</p> <ul style="list-style-type: none">● First Creek Middle School;● Tanbara Regional Primary Health Care Clinic;● East Side Community Center (breaking ground this Fall);● Bates Technical College Salishan Campus (planned). <p>This campus will provide these youth and young adults with a second chance at a reasonable adolescence, a reasonable adulthood, especially ones without exploitation, impoverishment and fear.</p>
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3. AFTER HIGH SCHOOL EDUCATION OR TRAINING ELEMENTS

<p>3.1 College Housing Assistance Program</p>	<p>Tacoma Community College (TCC) is the largest post-secondary educational institution in the South Puget Sound region. It has 14,000 enrolled students. In comparison with other colleges, TCC students have lower-incomes, are much more likely to be the first in their family to attend college, are much more likely to be working, and much more likely to be parents. They also include a growing number of enrolled homeless students. In 2016, the University of Wisconsin’s HOPE Lab surveyed TCC students. It reported that, within the 12 months prior to the survey, 69% of students experienced housing instability and 27% experienced homelessness. THA and TCC’s data show that 76% of homeless TCC students drop out within the first year of enrollment; 84% drop out after two years.</p> <p>In this program, THA provides rental assistance to homeless or near homeless enrolled TCC students and their families (76% are parents). As a condition of the rental assistance, the student must make adequate progress toward a degree. The assistance lasts until graduation, but no longer than 3 years. This program began 3 years ago with a pilot cohort of 25 students. The outcomes have been very positive:</p> <table border="1" data-bbox="724 617 1507 852"> <thead> <tr> <th></th> <th>Homeless/Near Homeless TCC Students Receiving Housing Assistance (47)</th> <th>Homeless/Near Homeless TCC Students Receiving No Housing Assistance (154)</th> </tr> </thead> <tbody> <tr> <td>Graduated or Remaining Enrolled</td> <td>60%</td> <td>16%</td> </tr> <tr> <td>Grade Point Average</td> <td>3.05</td> <td>2.75</td> </tr> </tbody> </table> <p>These encouraging outcomes allow TCC and THA beginning in September 2017 to expand the program to scale, with a replenishing cohort of 150 students. This expansion will also include a subset of students who begin their TCC studies in prison and, after their release, continue their studies on campus. The program has 3 main elements:</p> <ul style="list-style-type: none"> ● the rental assistance; ● TCC on-campus case support to the student; ● third party evaluation tracking performance measures, largely academic in nature, of the cohort in comparison with unassisted homeless enrolled students and with the general TCC student population (<i>e.g.</i> grade point average, graduation rates.) Temple University’s HOPE Center for College, Community, and Justice, with a grant from the Kresge Foundation, will be the third party evaluator. <p>THA is discussing with University of Washington at Tacoma (UWT) and Bates Technical College the possible extension of this program to assist their homeless enrolled students.</p>		Homeless/Near Homeless TCC Students Receiving Housing Assistance (47)	Homeless/Near Homeless TCC Students Receiving No Housing Assistance (154)	Graduated or Remaining Enrolled	60%	16%	Grade Point Average	3.05	2.75
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<p>3.2 Housing for Low Income College Students</p>	<p>THA is purchasing and developing housing near the TCC campus to house low-income enrolled TCC students. This housing will also be available to the participants in the College Housing Assistance Program for homeless students (<i>see</i> section 3.1). This housing will also be an easy bus ride from UWT and Bates Technical College. For that reason it may be a way to extend THA’s College Housing Assistance Program to their students.</p>									

3. AFTER HIGH SCHOOL EDUCATION OR TRAINING ELEMENTS [continued]

3.3	Rapid Rehousing Investment for Homeless Young Adults	THA invests \$1.288 million into Pierce County’s rapid rehousing system for rental assistance for homeless families with children and homeless young adults (aged 18-24). \$288,000 is for the young adults. Using these funds, Pierce County contracts with local housing providers to assist homeless young adults find housing. The providers also assist young adults find educational and employment resources. The goals of the program are to stabilize the young adults so they do not return to homelessness and get another chance at a successful adulthood.
3.4	Rental Assistance for Youth Aging Out of Foster Care	THA has a HUD program (Family Unification Program) and its own local program to provide rental assistance to youth aging out of foster care. It is important that these vulnerable young adults have adequate housing as they begin their adult life. This program provides up to three years of rental assistance and, in partnership with a local non-profit, provides case management to help participants get education and job training and a job.
3.5	Communal Housing for Low-Income UWT Student Moms.	<p>University of Washington at Tacoma (UWT) has asked THA to develop housing for a cohort of its students for whom all of the following are true:</p> <ul style="list-style-type: none"> ● full time enrolled; ● very low-income income; ● working almost full time; ● parents of young children (mostly moms). <p>UWT asked THA to build and manage housing designed around those young children to facilitate communal childcare, communal cooking, communal eating and communal support. (THA thinks of it as an urban kibbutz.) THA will begin this effort with existing housing it will acquire near campus. The new construction will come later.</p>
3.6	Bates Technical College Campus at Salishan	<p>THA will build a community center at its community of New Salishan. The center will host, among other uses, Bates Technical College East Tacoma campus. This campus will be an enormously valuable asset to the residents of Salishan to help them to a prosperous adulthood. Salishan is a very good spot for this campus, for several reasons:</p> <ul style="list-style-type: none"> ● within walking distance of a large neighborhood of potential students in an underserved part of town; ● next door to the Tanbara Regional Primary Health Care Clinic. Bates offers an array of medical-related certificate programs. Bates can use the clinic as training ground for students in those programs. In a reciprocal way, Bates and those students will be resource to the clinic; ● next door to THA’s planned early childhood center and child care provider. (see section 1.2) Bates offers child development certificate programs. That center will be a good training ground for students in those programs. It will also offer childcare for Bates students who need child care while they attend class. In a reciprocal way, Bates and its students will also be a resource to the center.

The initiatives showing in this chart supplement THA’s mainline housing programs that provide affordable housing to thousands of very low-income households with children. Those programs house or pay to house 1 of every 7 Tacoma public school student and 1 of every 4.5 low-income Tacoma public school student. That assistance by itself increases the educational prospects of these children and their parents.