

THA McCarver Special Housing Program 2012 Evaluation Report

Evaluation Design and Initial Findings

Prepared for the Tacoma Housing Authority
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EXECUTIVE SUMMARY

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

EVALUATION DESIGN

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

ANALYSIS OF FAMILY NEEDS, GOALS AND PROGRESS

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

PARENT / HOUSEHOLD CHANGES

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

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

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

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

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

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

CHILD CHANGES BASED ON SCHOOL DATA

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

PARENT AND CHILD CHANGES BASED ON TEACHERS' ASSESSMENTS

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

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

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

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

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

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

COMMON CHALLENGES STUDENTS FACE

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

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

COMMON CHANGES STUDENTS EXHIBITED

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

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

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

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

INTERVIEWS WITH KEY PARTNERS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

EFFECTS OF THE PROGRAM

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

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

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

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

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

CONCLUSIONS

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

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

TABLE OF CONTENTS

INTRODUCTION	1
EVALUATION APPROACH.....	2
EVALUATION QUESTIONS.....	3
EVALUATION PLAN	5
ANALYSIS OF FAMILY NEEDS, GOALS AND PROGRESS.....	6
PARENT / HOUSEHOLD CHANGES	6
CHILD CHANGES BASED ON SCHOOL DATA	8
PARENT AND CHILD CHANGES BASED ON TEACHERS' ASSESSMENTS	8
COMMON CHALLENGES STUDENTS FACE.....	14
COMMON CHANGES STUDENTS EXHIBITED.....	15
OTHER COMMENTS	17
PARENT PERCEPTIONS.....	18
INTERVIEWS WITH KEY PARTNERS.....	18
PERCEPTION OF PROGRAM: POTENTIAL IMPACT AND MAIN IDEAS	18
HOW PROGRAM DIFFERS FROM OTHERS.....	18
<i>Comprehensive Approach</i>	19
<i>Addressing the Causes of Transience</i>	19
<i>Length of Program</i>	19
<i>Case Managers in the Schools</i>	20
<i>Parenting Support</i>	20
<i>Enriching Out-of-School Time</i>	21
SUGGESTIONS OF WHAT TO MEASURE TO DETERMINE SUCCESS	21
WHAT WORKED WELL AND WHAT COULD BE IMPROVED.....	22
<i>Communication</i>	22
<i>Within McCarver</i>	22
<i>Parent Involvement</i>	23
ADDITIONAL RESOURCES NEEDED	23
<i>Transportation</i>	23
<i>Counseling for Children</i>	24
<i>Gas and Utility Assistance</i>	24
<i>Additional Partnerships</i>	24
EFFECTS OF THE PROGRAM: STORIES OF IMPACT	24
NEXT STEPS IN THE PROJECT	26
CONCLUSIONS	27
RECOMMENDATIONS.....	28
NEXT STEPS IN THE EVALUATION PROCESS	30

APPENDICES	31
APPENDIX A: CORE EVALUATION QUESTIONS, ANTICIPATED OUTCOMES, IMPACTS AND MEASUREMENTS	31
APPENDIX B: EVALUATION DATA COLLECTION TOOLS	39
APPENDIX C: GOALS FORM	42
APPENDIX D: TEACHER SURVEY ON CHILDREN AND PARENTS	43
APPENDIX E: REFERRAL FORM.....	46
APPENDIX F: TEACHER WEEKLY SURVEY	47
APPENDIX G: TEACHER SURVEY ON PROGRAM	48
APPENDIX H: INTERVIEW QUESTIONS	50
APPENDIX I: PARENT SURVEY	52
APPENDIX J: PARENTING CLASS SURVEY	56
APPENDIX K: PARENT EXIT SURVEY.....	59

LIST OF TABLES

TABLE 1: OUTCOME QUESTIONS GROUPED BY SUBJECT.....	4
TABLE 2: TEACHERS' ASSESSMENTS OF PARENT ENGAGEMENT	9
TABLE 3: SUMMARY MEASURES OF PARENTAL ENGAGEMENT FROM TEACHERS' PERSPECTIVES	10
TABLE 4: TEACHERS' ASSESSMENTS OF CHANGES IN STUDENTS.....	12
TABLE 5: CHANGES IN STUDENTS FROM BEGINNING OF PROGRAM TO END OF SCHOOL YEAR	12
TABLE 6: YEAR-END SUMMARIES OF TEACHERS' SCORING OF STUDENTS BY GROUP AND TOTAL.....	14
TABLE 7: TEACHERS ASSESSMENT OF HELPFULNESS OF PROGRAM FOR STUDENTS.....	15
TABLE 8: TEACHERS' ASSESSMENTS OF THE PROGRAM.....	16

LIST OF FIGURES

FIGURE 1: PERCENTAGE CHANGE IN TEACHERS' SCORING OF STUDENTS FROM BEGINNING OF PROGRAM TO YEAR END ..	11
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INTRODUCTION

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

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

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

PROJECT DESCRIPTION

THA describes the Program in this way:

What is the McCarver project?

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

Why is THA proposing this?

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

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

Why was McCarver Elementary selected?

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

Does the McCarver staff think this is a good idea?

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

What will the families have to do?

We propose requiring participating families to agree to five conditions:

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

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

EVALUATION APPROACH

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

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

1. **Child Outcomes**

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

2. **Program Participation Outcomes**

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

3. **Parent Outcomes**

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

4. **School and School District Outcomes**

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

EVALUATION QUESTIONS

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

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

TABLE 1: OUTCOME QUESTIONS GROUPED BY SUBJECT

Child Outcome Questions
1. Do children improve in their educational outcomes and develop greater self-confidence?
2. Do children improve in the regularity of their attendance?
3. Do children receive the additional educational assistance they may need?
4. Do children participate in out-of-school activities designed to improve educational and/or social skills?
5. Do children take advantage of other programs?
Program Participation Outcome Questions
6. Do students maintain continuous enrollment in McCarver?
7. Do families move to and remain in the school attendance area, reducing housing instability?
8. Do families find and maintain adequate housing?
9. Do parents receive case management services that help them identify and solve problems affecting them and their children?
10. Do parents set achievable personal and family goals and identify pathways for achieving them?
11. Do parents and program partners feel that the program is addressing the right needs in the right ways?
Parent Outcome Questions
12. Do parents improve their education and job skills (make progress on career pathway to independence)?
13. Do parents apply for and obtain paid employment?
14. Do parents find additional financial support or increased incomes?
15. Do parents find the resources to pay increasing portions of their rents as they progress through the program?
16. Do families improve their financial situations?
17. Are parents improving their parenting skills and constructively engaging their children in learning and good behavior?
18. Do parents become more involved in their children’s education?
School and School District Outcome Questions
19. Do teachers and staff pay more attention to the needs of students in the program?
20. Do additional community partners become involved or do the same community partners become more involved in the THA McCarver Program?
21. Does McCarver implement the Primary Years International Baccalaureate Program as designed (year 2 and beyond)
22. Does the IB inquiry-based curriculum improve learning outcomes for McCarver students? (The School and the District will answer this question.)

EVALUATION PLAN

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

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

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

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

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

ANALYSIS OF FAMILY NEEDS, GOALS AND PROGRESS

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

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

PARENT / HOUSEHOLD CHANGES

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

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

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

- Benefits that families are entitled to (e.g., social security, health care, disability insurance)
- Food stamps
- Counseling services for parents
- Counseling services for all children
- Legal services
- Financial literacy training (four-week class); 10 have completed it so far and others are still engaged
- College programs
- Technical/vocational training

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

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

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

Parent educational accomplishments since the beginning of the Program:

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

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

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

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

CHILD CHANGES BASED ON SCHOOL DATA

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

PARENT AND CHILD CHANGES BASED ON TEACHERS' ASSESSMENTS

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

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

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

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

TABLE 2: TEACHERS' ASSESSMENTS OF PARENT ENGAGEMENT

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

Note: Parents of only 49 students were rated.

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

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

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

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

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

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

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

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

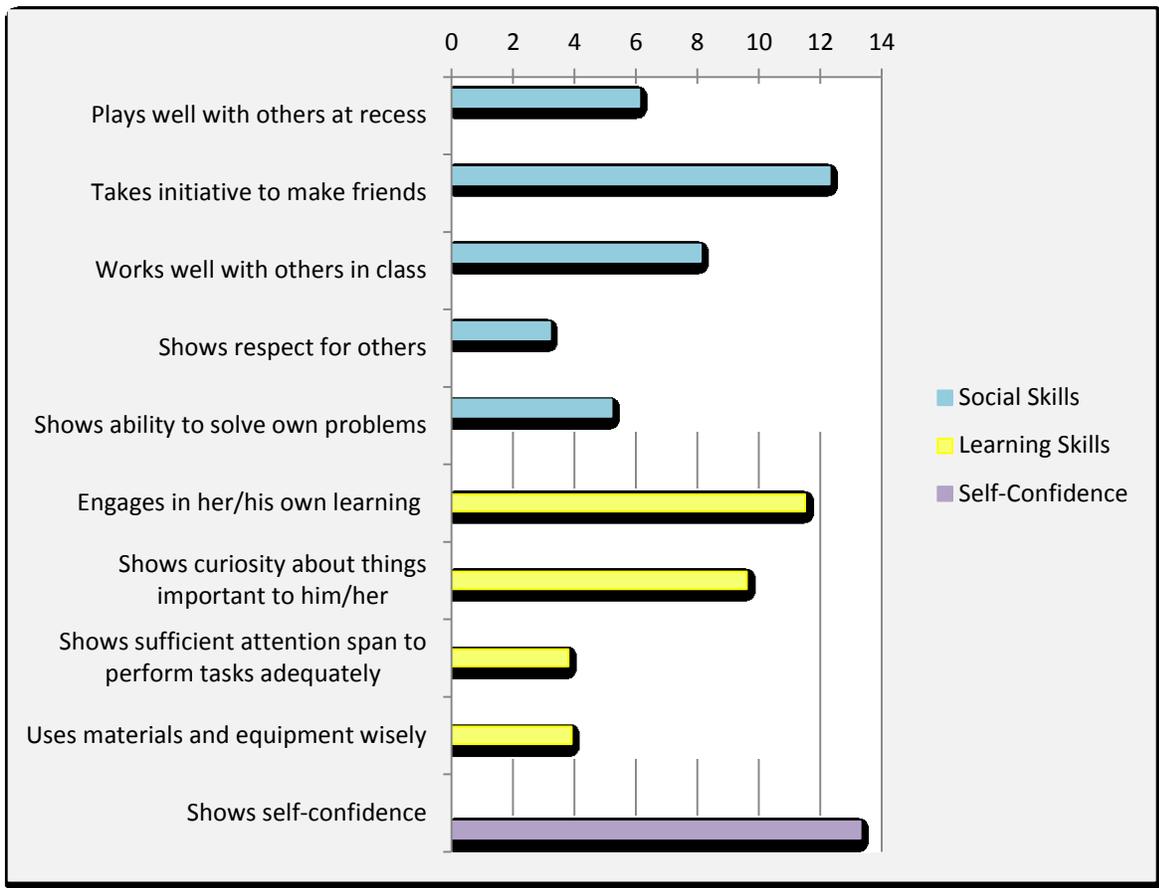


TABLE 4: TEACHERS' ASSESSMENTS OF CHANGES IN STUDENTS

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

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

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

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

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

Note: Parents of only 49 students were rated.

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

COMMON CHALLENGES STUDENTS FACE

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

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

COMMON CHANGES STUDENTS EXHIBITED

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

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

TABLE 7: TEACHERS ASSESSMENT OF HELPFULNESS OF PROGRAM FOR STUDENTS

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

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

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

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

TABLE 8: TEACHERS' ASSESSMENTS OF THE PROGRAM

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

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

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

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

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

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

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

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

OTHER COMMENTS

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

PARENT PERCEPTIONS

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

INTERVIEWS WITH KEY PARTNERS

PERCEPTION OF PROGRAM: POTENTIAL IMPACT AND MAIN IDEAS

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

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

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

HOW PROGRAM DIFFERS FROM OTHERS

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

Comprehensive Approach

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

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

Addressing the Causes of Transience

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

Length of Program

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

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

Case Managers in the Schools

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

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

Parenting Support

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

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

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

Enriching Out-of-School Time

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

SUGGESTIONS OF WHAT TO MEASURE TO DETERMINE SUCCESS

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

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

WHAT WORKED WELL AND WHAT COULD BE IMPROVED

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

Communication

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

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

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

Within McCarver

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

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

Parent Involvement

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

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

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

ADDITIONAL RESOURCES NEEDED

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

Transportation

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

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

Counseling for Children

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

Gas and Utility Assistance

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

Additional Partnerships

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

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

EFFECTS OF THE PROGRAM: STORIES OF IMPACT

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

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

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

– School Representative

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

– School Representative

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

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

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

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

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

NEXT STEPS IN THE PROJECT

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

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

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

CONCLUSIONS

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

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

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

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

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

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

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

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

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

RECOMMENDATIONS

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

PROGRAM AND CASE MANAGEMENT

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

PARENTING EDUCATION

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

SERVICES

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

EVALUATION

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

NEXT STEPS IN THE EVALUATION PROCESS

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

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

APPENDICES

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B: EVALUATION DATA COLLECTION TOOLS

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

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

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

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

APPENDIX C: GOALS FORM

Family Goal Plan

Client: _____

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

Client Signature: _____

McCarver Caseworker: _____

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

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

APPENDIX D: TEACHER SURVEY ON CHILDREN AND PARENTS

MCCARVER ELEMENTARY SPECIAL HOUSING PROGRAM

Parent and Student Review Questions for Teachers

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

Teacher: _____ **Date:** _____

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

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

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

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

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

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

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

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

Thank you!!

APPENDIX E: REFERRAL FORM



TACOMA HOUSING AUTHORITY

Michael Mirra
Executive Director

BOARD OF COMMISSIONERS


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

McCarver Special Housing Program

Referral Form

Date _____

Client's Name _____

Client's Address _____

Client's Home Number _____ Cell Number _____

Agency's Name _____

Agency's Address _____

Agency's Phone Number _____

Agency Contact Person _____

McCarver Housing Program Caseworker _____

McCarver Housing Program Phone Number _____

McCarver Housing Program Email _____

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

Services Requested:

Results of Services Expected:

APPENDIX F: TEACHER WEEKLY SURVEY



THA—McCarver Housing Program Teacher Weekly Report

Student: _____ Teacher: _____ Reading Teacher: _____

Week of: _____

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

Homework	Status	Comments
Math		
Reading		
Other		

Example comment: Student consistently completes and returns homework assignments

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

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

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

Type	Description and/or Comments

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

Other comments/concerns

THANK YOU!

APPENDIX G: TEACHER SURVEY ON PROGRAM

MCCARVER ELEMENTARY SPECIAL HOUSING PROGRAM

Program Review Questions for Teachers

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

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

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

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

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

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

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

Your Name: _____ **Date:** _____

Thanks!!

THA McCarver Program Year 1 Interview Questions

Length: Approximately 30 minutes

SCRIPT

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

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

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

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

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

NOTE:

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

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

SCRIPT

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

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

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

APPENDIX I: PARENT SURVEY

MCCARVER ELEMENTARY SPECIAL HOUSING PROGRAM

Program Review Questions for Parents

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

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

6. My case manager is: _____

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

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

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

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

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

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

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

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

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

Your Name (PLEASE PRINT): _____ Date: _____

Thanks!!

APPENDIX J: PARENTING CLASS SURVEY

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

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

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

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

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

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

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

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

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

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

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

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

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

Your Name (PLEASE PRINT): _____ Date: _____



TACOMA HOUSING AUTHORITY

MCCARVER ELEMENTARY SPECIAL HOUSING PROGRAM

Exit Questionnaire for McCarver Program Graduates

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

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

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

Your Name: _____

Phone (home): _____

Phone (cell): _____

Home address: _____

City: _____ State: _____ Zip: _____

Email: _____

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

Other Name: _____

Phone (home): _____

Phone (cell): _____

Home address: _____

City: _____ State: _____ Zip: _____

Email: _____

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

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

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

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

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

Yes

No

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

Yes

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

No

24. How could we improve support to other families?

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

Yes

No

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

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