

SELF-SUFFICIENCY SERVICE COORDINATION

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INTRODUCTION

ONLINE RESOURCES

Additional resources and references for this course are available at <http://NMAreferences.com>. Click the specific program link at the top of the web page to jump directly to the references you wish to access. No login information is required.

LEARNING OUTCOMES

Explain and apply HUD regulations and guidance in order to successfully design and manage a family self-sufficiency program.

Upon completion of Self-Sufficiency Service Coordination, you should be able to:

- Define self-sufficiency and determine the self-sufficiency standard in your community
- Describe and apply the phases, stages, and steps in case management
- Evaluate participant, program, and community needs
- Recognize the role of case management in a broad range of disciplines
- Describe the role of planning in case management
- Identify the purpose and elements of assessing strengths and needs
- Identify and coordinate resources and referrals
- Recognize how to monitor progress toward goals
- Practice active listening and other participant-centered techniques
- Recognize how to assess and respond to a crisis
- Recognize the mandate of the self-sufficiency programs to coordinate with local resources
- Evaluate and apply best-practices design of a self-sufficiency program

HOW TO USE THIS MANUAL

This Case Management Practicum is designed to assist professionals in improving their case management skills by providing practice in assessing the needs of participants, developing successful Individual Training and Service Plans, and assessing an program's needs.

The removable worksheets can be personalized, dated, and posted to the progress tabs. In this way many colleagues may practice while allowing individuals to see their own progress over time.

CHAPTER 1 Self-Sufficiency Programs

Section 1 Learning Outcomes

- Upon completion of this chapter, you should be able to:
 - Explain the self-sufficiency mandate in the U.S.
 - Discuss the self-sufficiency mandate in a historical perspective
 - Recognize the process in local communities for evolving social mandates and identify the key self-sufficiency stakeholders in your community
 - Identify the elements of a successful self-sufficiency program design
 - Define self-sufficiency and determine the self-sufficiency standard in your community
 - Recognize the goal of the self-sufficiency program
 - Evaluate the self-sufficiency program, recognizing both process and outcome measures
 - Recognize HUD's logic model, its purpose, benefits, and reporting requirements
 - Identify the various self-sufficiency programs and HUD funding in housing programs
 - Identify self-sufficiency partners for non-HUD funding and contributions

Section 2 Self-Sufficiency Mandate

- All self-sufficiency programs benefit from the artful application of the essentials in case management and coordination:
 - A program goal that is consistent with and integrated into the vision, mission, and goals of the parent organization
 - Case managers and coordinators with the knowledge, skill, and ability to achieve those program goals
 - Individual training plans that meet the standards of good case planning
 - Resources that are well developed and high quality;
 - Communication in the program and with the participants that is both goal directed and client centered
 - Crisis management procedures that ensure the safety of the participant, the case manager, and the community.
- In addition, self-sufficiency programs can excel by applying the best practices and creative designs practiced in programs across the country. These include understanding the history and national mandate of self-sufficiency programs, creating partnerships with other agencies to achieve that mandate, involving the participants in the decision making, design and delivery of services, eliminating unnecessary regulatory and programmatic hurdles, and using well established business concepts to drive the programs to success.

- The mandate of HUD’s Family Self-Sufficiency program is to “...coordinate the use of housing assistance...with public and private resources to enable families eligible to receive assistance under these programs to achieve economic independence and self-sufficiency.” [See 24 CFR 984.101 (a)(1)]
- This mandate requires SS professionals to coordinate and collaborate with a wide range of self-sufficiency experts including:
 - Educators
 - Employment and job training specialists
 - Welfare reform authorities
 - Experienced rehabilitation and medical professionals
- All of these practitioners can become an integral part of the self-sufficiency team, either by providing services, participating on the Program Coordinating Committee, or both.

Section 3 Self-Sufficiency in Perspective

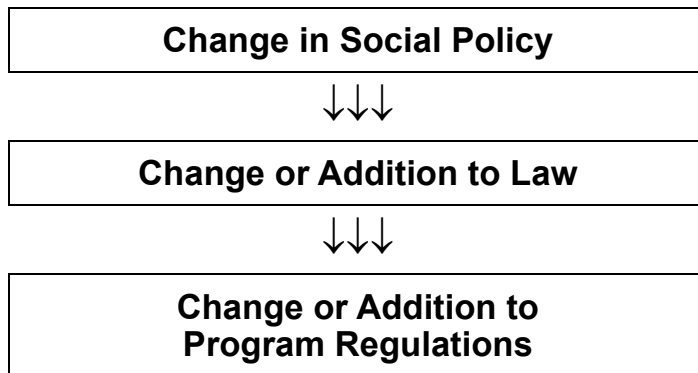
- In the United States, self-sufficiency is a highly held value. Economic self-sufficiency, financial independence, has been the goal of individuals, families, and communities, from our inception. For some, this goal has been readily attainable, while for others, the quest for financial independence has continued for decades.
- Since the early 1900's there have been social programs across the United States to help very low income families, particularly those with children, to pay for food, housing, job training, and job search assistance. Housing programs run by the Department of Housing and Urban Development, welfare programs overseen by the Department of Health and Human Services, as well as education and employment programs in the Departments of Education and Labor were intended to serve families temporarily while they transitioned to work and then self-sufficiency.
- In the 1960's it became clear that families needed the assistance far beyond the short term intent of these government programs. Some agencies were reporting family members from multiple generations using their services and still not achieving self-sufficiency.
- Close investigation showed that major roadblocks often hampered a family's progress toward economic independence:
 - Inequities in the availability of education, training, jobs, and wages
 - Shortages of childcare, health care, training, and transportation

- Regardless of the causes, these reports of intergenerational use of government support concerned the families, the communities, the United States government, and the legislature whose members represent the tax payers and people of this country. This concern led to changes in social policy, laws, and regulations for these programs and created a shift in how self-sufficiency programs are designed and delivered.

Section 4 Social Service Process

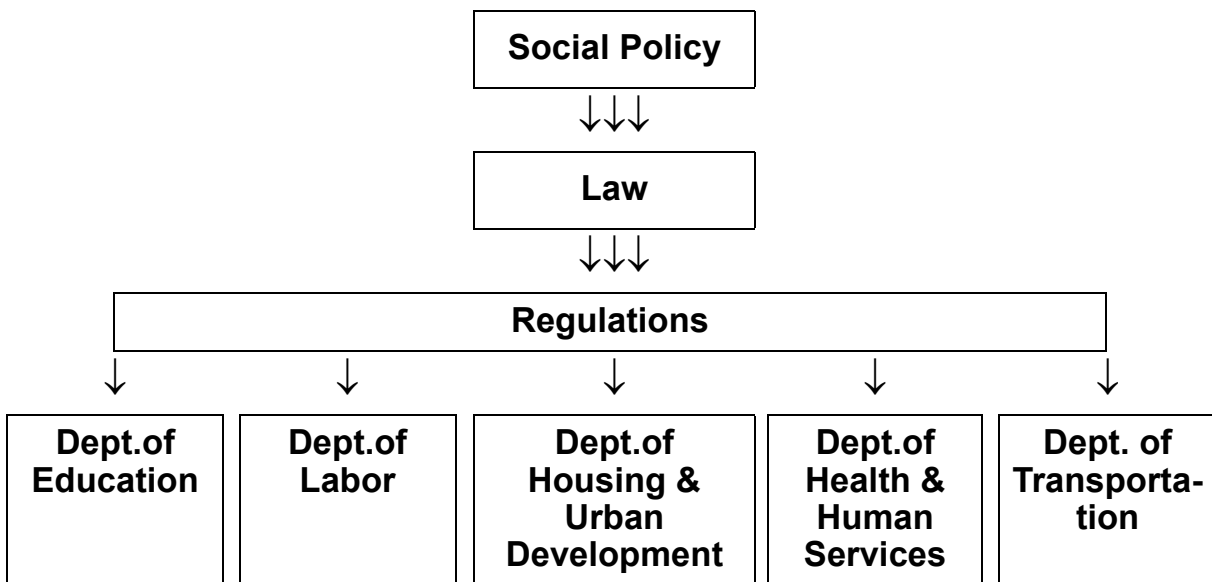
INTERESTS OF LOCAL COMMUNITIES

- In the U.S., changes in the interests of communities can be seen in changing social policy. When the desire for change is nationwide, this shift can result in changes in federal law.

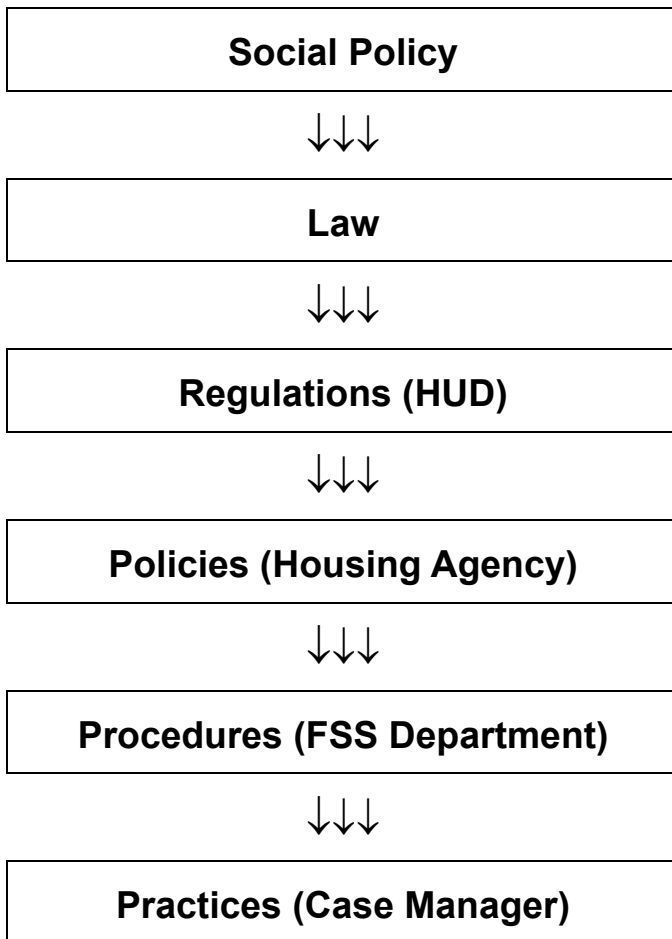


- Self-Sufficiency programs are an example of the change in the nation's social values regarding:
 - Who should receive government assistance such as housing and welfare
 - What families should do in exchange for that assistance.

- The 1990 Affordable Housing Act, the 1996 Work Responsibility Act, and the 1997 Workforce Investment Act grew out of a larger social policy change in the late 1970s and 1980s. This change involved attempts to:
 - Shift government welfare payments from entitlement payments to eligibility payments
 - Put welfare families back to work
 - Reform the welfare system and improve the resources available to families living in poverty
- Changes in these laws resulted in programs that promoted the goal of economic self-sufficiency for low income families.



- Federal regulations for these programs are sent to the states and local communities to develop local programs, policies and procedures that not only comply with the regulations but meet the needs of the individual community and its members.

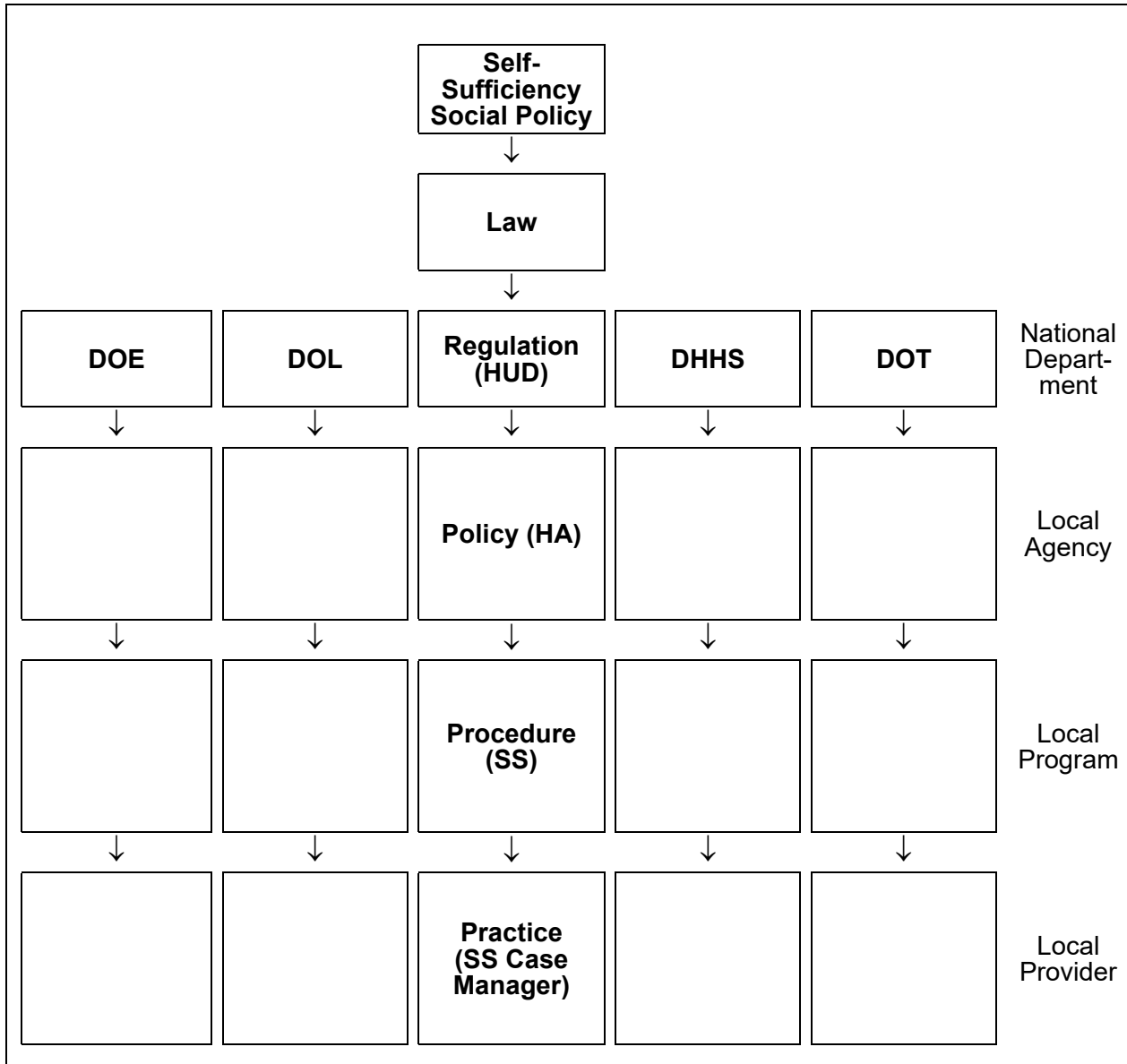


LOCAL PROGRAMS CAN CAUSE ROADBLOCKS

- Local program names and eligibility criteria vary and often create roadblocks for the families subsequently seeking services.
- The policies, procedures, and practices in local programs designed to “...assist low-income families in achieving self-sufficiency...” are complicated and may also create roadblocks to communities attempting to coordinate services.
- Self-sufficiency programs were designed to encourage community partners to work together to ensure access to the resources necessary for a family to succeed.



- Fill in the chart below to illustrate the intricate, and perhaps confusing nature of your local self-sufficiency programs.



- In general, programs in education, employment, housing, and welfare have attempted to:
 - Improve skills of the existing work force
 - Retrain ex-workers
 - Train and place in employment the chronically unemployed.
- The HUD self-sufficiency program is intended to help overcome these local program differences by mandating local coordination.
- Many other federal programs have similar statutory, regulatory, or procedural mandates:

<i>Federal Program</i>	<i>Mandates to Coordinate</i>
<i>HUD's Early Childhood Development</i>	<i>Child care to Housing Families</i>
<i>HUD's Youthbuild</i>	<i>Construction Training to Low Income & Housing Families</i>
<i>HUD's Campus of Learners</i>	<i>Computer Based Education to PH Families</i>
<i>DHHS's Family Support Centers</i>	<i>Case Management & Social Services to Housing Families</i>

- Programs with mandates to coordinate local self-sufficiency programming can be valuable collaborative partners for SS professionals.

OVERVIEW OF THE **SS** AND **SOCIAL SERVICES** PROCESS

SS IMPLEMENTATION

Develop Advisory Board (PCC)



Identify & Coordinate Needs to Resources



Develop Policies (Action Plan)



Develop Program Design
Develop Service Systems



Select & Service Participants

SS PROGRAM DESIGN

Program Needs Assessment/Set Goals



Plan



Outreach



Orient



Individual Needs Assessment/Set Goals



Select



Contract



Service



Case Manage & Support Services



(Escrow & Port)



Monitor & Evaluate



Report



Evaluate Program

SS SERVICE

Family Interested



Family Oriented

- Case Manager Assigned
- Needs & Resources Identified
- Contract Developed



Family Contract Signed



Family Contract Fulfilled

- Life Skills
- Education
- Counseling
- Remedial Needs
- Training
- Job Readiness



Family Employed



Family Living Wage Earned



Family Contract Ends

Section 5 Successful Self-Sufficiency Programs

- Self-Sufficiency programs can have very different definitions of success. Some encourage education and training that will lead to economic self-sufficiency, while others provide support and services that help participants continue to live independently.
- Successful economic self-sufficiency programs ensure that individuals and families:
 - Secure a living wage job
 - Have access to support services to maintain that job
 - Are free of government subsidies
 - Will remain free of those subsidies
- The mandate of HUD’s Family Self-Sufficiency program is to “...coordinate the use of housing assistance...with public and private resources to enable families eligible to receive assistance under these programs to achieve economic independence and self-sufficiency.”
- For example, the HUD Family Self-Sufficiency Program regulations require that:
 - Each family enter into and complete a self-sufficiency Contract and Individual Training and Service Plan
 - Each family completes all interim and final goals; has a head of household who has sought and maintained employment; and has all family members free of welfare.



- To fulfill the intent of a self-sufficiency social policy:
 - The self-sufficiency family is free of government subsidies of any kind and will remain free of government assistance in this and subsequent generations
 - The self-sufficiency program would have a low drop-out rate, where all (or most) of the participant families are successfully completing their Self-Sufficiency Contracts of Participation
 - Ideally, the self-sufficiency program would integrate Self-Sufficiency Contract of Participation and Individual Training and Service Plan goals and services with other self-sufficiency program services to ensure the family remains free of government subsidies.

Section 5: Successful Self-Sufficiency Programs

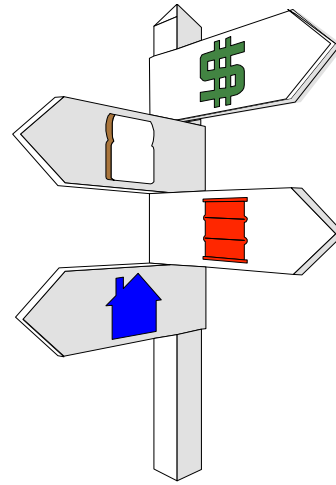
- To be successful, self-sufficiency case managers and coordinators work with a broad range of community partners to provide services that will assist participants in achieving their goals. These services may include:
 - Educational assessment planning and placement
 - Remedial
 - Basic
 - GED preparation
 - Advanced certification
 - Advanced academic
 - Tutoring
 - Financial aid assistance
 - Vocational assessment
 - Career planning
 - Job search assistance, training and placement
 - Application and resume preparation
 - Interviewing skills
 - Job retention skills
 - Life skills training and support
 - Dress for success
 - Time management
 - Budgeting and money management
 - Credit repair
 - Problem solving
 - Support groups
 - Counseling
 - Mental health
 - Substance abuse

DEFINING SELF-SUFFICIENCY

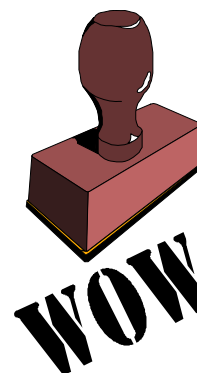
- Self-sufficiency is defined differently across industries, disciplines, and programs. In general, welfare reform is a type of self-sufficiency programming.

WHAT IS SELF-SUFFICIENCY?

- Many self-sufficiency programs are designed to assist participants in achieving *economic self-sufficiency*.
- In the Family Self-Sufficiency program, HUD defines the SS Contract of Participation (CoP) as successfully completed when:
 - The head of the household obtains suitable full-time employment
 - All family members are free of welfare for 12 months before the expiration of the contract, and
 - All interim and final goals are met
- Or
 - 30% of the monthly adjusted income is equal to or greater than the Fair Market Rate for the Voucher or unit the family is entitled to
 - Head of household certifies that all family members are free of welfare.
- In many states, the Department of Health and Human Services, Welfare, or Temporary Assistance for Needy Families (TANF) defines self-sufficiency as being free of welfare payments.
- The Mott Foundation, in its analysis, *Micro Business Assistance Programs for Families Living in Poverty*, defined self-sufficiency as an increase in earned income.



- The ***Women and Poverty Project*** of the Department of Labor's Wider Opportunities for Women (WOW) Program defines self-sufficiency as "... the amount of cash resources needed for an adult to be able to pay for their basic needs of housing, food, child care, transportation, clothing, and related work expenses—without subsidies—using the real costs of those needs in the local community and taking into account the person's family size, composition, and the age of the children." WOW refers to this as a ***Self-Sufficiency Standard (SSS)***.
- Brainstorm with your group and then fill in below the different definitions of self-sufficiency in national, state and local programs, and the department or program that proposed the definition:



<i>Definitions of Self-Sufficiency</i>	
<i>Program or Other Entity</i>	<i>Definition of Self-Sufficiency or Economic Independence</i>
<i>Example: DHHS, State Department of Social Services, Adult Services Division's Program for the Developmentally Disabled</i>	<i>Ability to live independent of institutional care</i>

DETERMINING A “SELF-SUFFICIENCY STANDARD”

- It is possible to calculate a “Self-Sufficiency Standard” (SSS) or net income needed by a family to pay for their needs and resources.
- To do this in a particular community, determine the average monthly cost of living for each household size and composition. Use this figure to determine what net income this average family would need to pay these costs.
- In the chart below, fill in the cost of each need or resource for each family size and composition in your local area:

	One Adult		One Adult, One Preschooler		One Adult, One Preschooler, One School age		Two Adults, One Preschooler, One School age	
Monthly Costs	Costs	% of total	Costs	% of total	Costs	% of total	Costs	% of total
Housing								
Child Care								
Food								
Transportation								
Health Care								
Miscellaneous								
Taxes								
Total Percent	—	100	—	100	—	100	—	100
Self-Sufficiency Wage—Hourly								
Monthly								
Annual								

Benchmarks for Self-Sufficiency

Increase in income	Free of Welfare	Completion of COP	Self-sufficiency Standard
Mott Foundation	Department of Health & Human Services/Welfare	Dept. of Housing & Urban Development/SS	Department of Labor/WOW

- An awareness/understanding of the various definitions of self-sufficiency can help when designing self-sufficiency programs.
- At the national level, these programs are intended to complement one another... building avenues to self-sufficiency and economic independence.
- While specific self-sufficiency programs may change, disappear, and/or re-emerge, “self-sufficiency” will remain a national goal.
- Families will need “self-sufficiency” services and programs until these programs are 100% successful, as long as self-sufficiency remains a nationally accepted social policy.
- Self-sufficiency programs will also need experienced self-sufficiency professionals as long as self-sufficiency remains a nationally accepted social policy.
- A successful self-sufficiency program is designed to help people get and keep income from jobs or businesses that earn enough money to equal the Self-Sufficiency Standard.

Self-Sufficiency Service Coordination

Self-Sufficiency Programs

Section 5: Successful Self-Sufficiency Programs

- Compare these “guesstimates” of the Self-Sufficiency Standard (SSS) with the following actual Self-Sufficiency Standard.

THE SELF-SUFFICIENCY STANDARD FOR SELECTED FAMILY TYPES*

Warren County, PA 2006

Monthly Expenses and Shares of Total Budgets

	<i>One Adult</i>		<i>One Adult, One Infant</i>		<i>One Adult, One Preschooler</i>		<i>One Adult, One Preschooler, One School age</i>		<i>Two Adults, One Preschooler, One School age</i>	
<i>Monthly Costs</i>	<i>Costs</i>	<i>% of total</i>	<i>Costs</i>	<i>% of total</i>	<i>Costs</i>	<i>% of total</i>	<i>Costs</i>	<i>% of total</i>	<i>Costs</i>	<i>% of total</i>
<i>Housing</i>	\$410	33	\$491	25	\$491	24	\$491	19	\$491	15
<i>Child Care</i>	\$0	0	\$398	20	\$451	22	\$746	30	\$746	23
<i>Food</i>	\$190	15	\$278	14	\$288	14	\$430	17	\$592	19
<i>Transportation</i>	\$229	18	\$235	12	\$235	11	\$235	9	\$450	14
<i>Health Care</i>	\$108	9	\$296	15	\$295	14	\$312	12	\$357	11
<i>Miscellaneous</i>	\$94	7	\$170	9	\$176	8	\$221	9	\$264	8
<i>Taxes</i>	\$227	18	\$346	18	\$376	18	\$465	18	\$561	18
<i>Earned Income Tax Credit (-)</i>	\$0	0	-\$101	-5	-\$82	-4	-\$88	-3	\$0	0
<i>Child Care Tax Credit (-)</i>	\$0	0	-\$75	-4	-\$75	-4	-\$124	-5	-\$115	-4
<i>Child Tax Credit (-)</i>	\$0	0	-\$83	-4	-\$83	-4	-\$167	-7	-\$167	-5
<i>Total Percent</i>	—	100	—	100	—	100	—	100	—	100
<i>Self-Sufficiency Wage - Hourly**</i>	\$7.14		\$11.10		\$11.77		\$14.33		\$9.03	<i>per adult***</i>
<i>Monthly</i>	\$1,257		\$1,954		\$2,072		\$2,522		\$3,179	<i>combined</i>
<i>Annual</i>	\$15,087		\$23,447		\$24,864		\$30,269		\$38,148	<i>combined</i>

* The Standard is calculated by adding expenses and taxes and subtracting tax credits. Taxes include federal and state income taxes (including state tax credits except state EITC and CTC) and payroll taxes.

** The hourly wage is calculated by dividing the monthly wage by 176 hours (8 hours per day times 22 days per month).

*** The hourly wage for families with two adults represents the hourly wage that each adult would need to earn, while the monthly and annual wages represent both parents' wages combined.

Note: Totals may not add exactly due to rounding.

Section 6 Self-Sufficiency Program Goal

- A self-sufficiency program with a concrete goal or set of goals is far more likely to succeed than a program without goals. Knowing exactly where the program is heading makes it possible to determine and track day to day performance toward that goal.
- Many self-sufficiency programs are set in agencies or institutions with larger, more far reaching vision and mission than individual or family self-sufficiency. It is important to set the self-sufficiency program goal(s) in a way that supports and enhances the agency's overall mission.
 - For example, a housing authority may have a larger goal of serving 1,200 extremely low income families each year...that is families whose gross income is at or below 30% of the area's median income. To achieve this, the PHA may need its public housing residents and housing choice voucher participants to be paying an average rent of \$286 each month. To achieve this, the goal of the SS program may need to include an average gross earned income at completion of \$24,500.
- Before developing program goals, the self-sufficiency program coordinator should carefully review the agency's goals, the department's goals, and the specific regulations for the self-sufficiency program's completion or graduation. All of these factors affect the final FSS program goals.
- The HUD definition of completion of the SS Contract has remained the same since 1991.

Section 6: Self-Sufficiency Program Goal

- HUD defines the SS Contract of Participation (CoP) as successfully completed when:
 - The head of the household obtains suitable full-time employment
 - All family members are free of welfare for 12 months before the expiration of the contract
 - All interim and final goals are met,
- Or
 - 30% of the monthly adjusted income is equal to or greater than the Fair Market Rate for the unit size the family is entitled to
 - Head of household certifies that all family members are free of welfare.
- A careful look at this regulation reveals an important change in SS outcomes now that Welfare Reform is in place and families have completed their five year limits.
- An SS family could be off welfare without an adult employed. A self-sufficiency family could be employed and still on welfare.
- It is now more important than ever for agencies to carefully consider the regulatory and policy goals of their SS program.

Section 6: Self-Sufficiency Program Goal

- Given the differing outcomes for SS families, agency goals may be one or more of the following:
 - Enter in to SS Contracts of Participation with the number of families required in the Minimum Program Size
 - Successfully “graduate” or complete SS Contracts of Participation with all of the families in the SS program
 - Assist each family in the SS program in increasing their earned income
 - Assist each of the families in the SS program in attaining employment and wages at the Self-Sufficiency Standard.

Section 7 Evaluating Self-Sufficiency Programs

PROGRAM EVALUATION

- Program evaluation measures whether or not certain activities in a program actually achieve their intended goal.
- The activities evaluated may be individual events like an orientation or a workshop to teach a skill, or they may be systems, like the SS program in total.

Formative or “Process” Evaluation

- The first type of measurement in a program evaluation is called a *formative evaluation* or *process evaluation* and it measures: whether the activities of the program actually work as intended.
- A process evaluation measures:
 - Whether the orientations in the SS program actually inform residents well enough that they can make a decision to join the program
 - Whether orientations result in the number and type of enrollees needed in the SS program
 - Whether the classes offered in SS actually prepare the participants to succeed either in jobs or at the next level of skills training
 - Whether the one-on-one case management problem solving or monitoring visits actually serve to identify useful goals and resources
 - Whether the systems in place actually monitor participant progress in a useful manner

Summative or “Outcome” Evaluation

- The second type of measurement in a program evaluation is called a *summative or outcome evaluation* and it measures whether or not the participants and the program achieved their long term goal or outcome that was intended.
- An outcome evaluation measures:
 - Whether SS participants actually graduate successfully from the program
 - Whether SS participants upon graduation:
 - have increased their earned income
 - have sustained employment
 - have obtained the skills and abilities necessary to work in a position that pays a self-sufficiency wage
 - have relinquished their housing and other subsidies

Summative and Formative Evaluations

Summative Approaches

- *Summative evaluations* attempt to answer “yes” or “no” questions and are directed to leaders and community rather than the staff or customers within a program. For example, “Should we [the funding source] fund this program again or not?”
- Summative evaluations tend to support policy decisions that require one choice or another. For example, “With limited resources, should we fund either these approaches or those approaches?”
- Summative evaluations are aimed at supporting a decision-making audience. Summative evaluations provide “summary statements and judgments” about a program.

- This kind of evaluation is only appropriate when there are well established criteria or measurement scales available. For example, batting average in major league baseball is a good example of a well established scale. If a player is batting “300,” it’s pretty clear that he’s doing well.
- If such scales and criteria do not exist, then a process for developing them should be a top priority. Developing summative evaluation measures is a highly specialized profession. PHAs are encouraged to review existing research and seek technical assistance in developing measurement tools and success criteria.
- HUD-funded programs tend to be new, so performance scales have not been established. PHAs are doing this by completion of logic models and submitting actual performance data. These data make up what is called “formative” data in formative evaluations.

Formative Approaches

- *Formative evaluation* is used for developing programs. As the name suggests, it is used to assist programs through the “formative” stages of their development.
- Formative evaluation is aimed at staff and interested parties inside the program. It provides feedback for improving operations. The focus is “How are things working?”
 - For example, a formative evaluation asks, “Why did that happen?” when an education program activity didn’t serve the participant’s intended goal.

Section 7: Evaluating Self-Sufficiency Programs

- What other probing questions would be asked?
 - Was there a change in instructors? If so, what is different about them?
 - Was there a change in the caliber or type of participants enrolling?
 - Was there a change in the setting of the classes?
 - Was there a change in the completion requirements?
 - Was there a change in the content of the instruction?
 - Was there a change in the procedures used in outreach?
 - Was there a change in the marketing material that attracted the participants?
 - Was there a change in the weather? Could it have had any effect?
 - Was there a change in the agency's relationship to community resources?
- Notice that all of these probing questions look at things that might change.
- A formative evaluation is mapped out by considering the kinds of questions that may arise, and devising a system of information gathering that will serve those questions.

Section 7: Evaluating Self-Sufficiency Programs

- Formative evaluation almost always has a “learn as you go” nature to it. However, a certain level of planning is warranted. Formative evaluators need:
 - A management information system
 - Competent management of the program
 - Feedback mechanisms
 - Surveys
 - Focus groups
 - Progress reports
 - Ombudsman
 - Suggestion box
 - Time series analyses
 - Key informant interviews
- In logic models, *Summative Evaluation* is related to the outcome or end result of the program. *Formative Evaluation* is related to projected and actual outputs. Summative evaluation answers the question, “Did the program make the change we expected?” and formative evaluation answers the question, “Are we reaching the right people at the right time?”

EVALUATION METHODS

- Key evaluation methods include:
 - Developing a plan that includes clear concise vision, mission, goals and objectives
 - Gathering data using various methods:
 - Initial intake interviews
 - Pre and Post tests
 - Pre and Post participant surveys
 - Exit interviews
- Effective program evaluation requires initial planning and on-going implementation that can result in:
 - Essential changes in the SS program
 - Higher success rates
 - Increased funding
 - More successful staff and participants

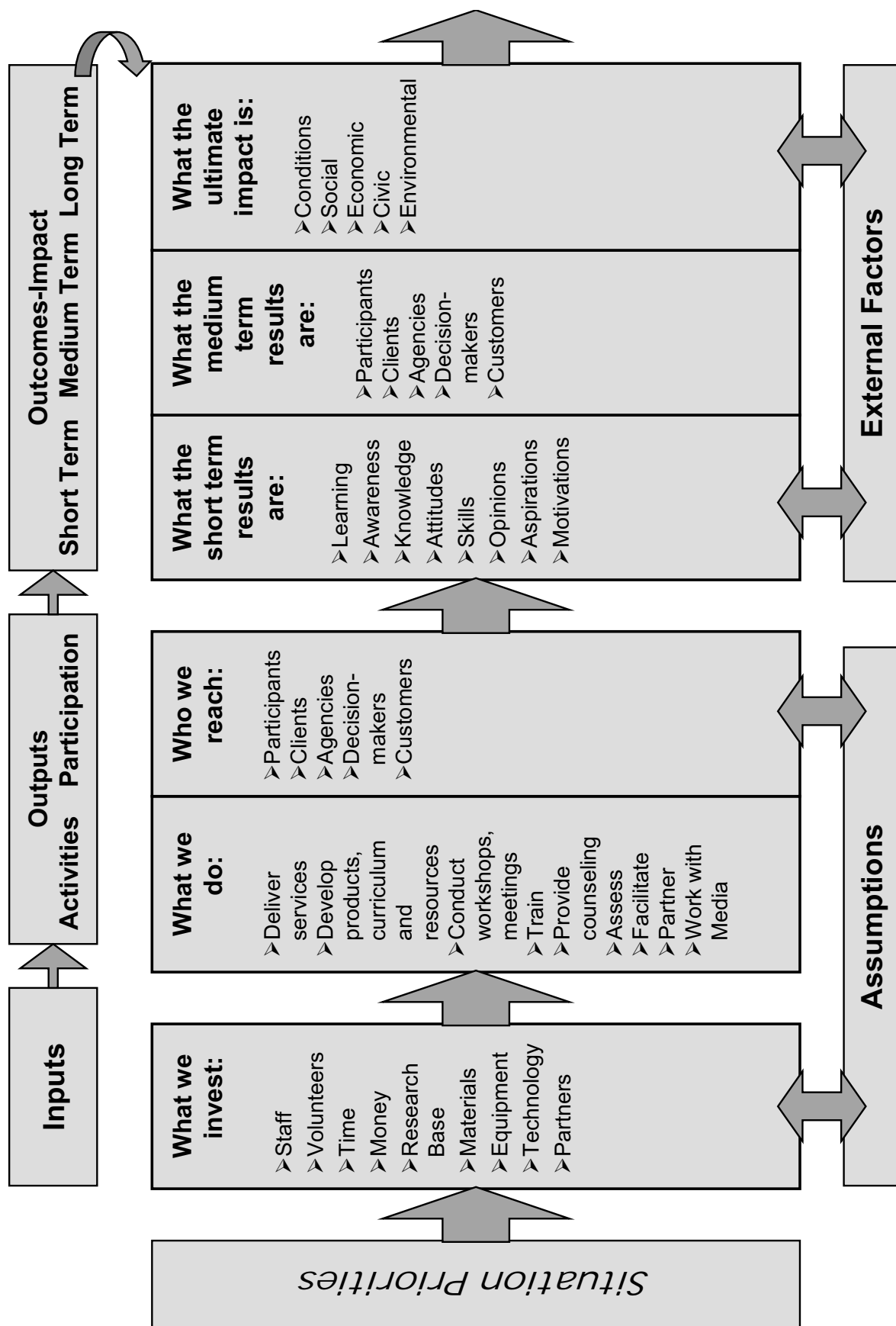
LOGIC MODELS

- Logic models are required by HUD in both the Housing Choice Voucher FSS Coordinator grant and the Public Housing Resident Opportunities and Self-Sufficiency (ROSS) Coordinator Grant programs.
- A logic model is a visual representation of an organization or program that conveys its purpose and its impact in a single page. The viewer should be able to “see” how the organization’s priorities are related to its goals and in turn how these relate to the day to day activities with their customers.

Section 7: Evaluating Self-Sufficiency Programs

- Every logic model depicts the organization's:
 - Strategic goals
 - Priorities
 - Outside resources – Inputs
 - Activities and Customers- Processes
 - Impact – Outcomes
- Logic models attempt to show “what causes what” and why the program is a good solution to a problem. These models are developed by the key stakeholders in the organization.
- Once completed, these models will help:
 - To educate customers, funders, and the public
 - To develop program evaluation methods
 - To disseminate impact and outcome information
- Faulty logic models occur when the:
 - The essential problem is not clearly stated
 - The factors influencing the problem are not well understood

Sample Logic Model



LOGIC MODELS & WORK PLANS

- Logic models are often confused with “work plans”. The difference is subtle but very important.
 - A work plan is a manager’s guide to operating the project. This plan includes:
 - Program steps
 - Timelines
 - Tasks
 - A work plan shows what to do and who will do it. For example, the project manager may need to “hire outreach worker”, or “launch media campaign” or “revise curricula.”

Client Services Sample Work Plan

<i>Program Self Sufficiency</i>				
Goal	Task	Person Responsible	Timeline	
	<u><i>Active Community Services (Senior and Disabled)</i></u>			
	<ul style="list-style-type: none"> ▪ Develop On Site Schedule I&R Activity ▪ Arrange services providers ▪ Develop outreach materials ▪ Provide scheduled services I&R Activities 	Staff #1 Staff #2 Staff #2 Staff #3	3/10/2013 4/1/2013 4/15/2013 6/1/2013	
	<u><i>Career Community Services (Self Sufficiency)</i></u>			
	<ul style="list-style-type: none"> ▪ Develop case management schedules <ul style="list-style-type: none"> Office visits Home visits Phone visits ▪ Develop activity schedule <ul style="list-style-type: none"> Budget Classes Homeownership Classes Credit Resolution Classes Tax Credit Classes ▪ Coordinate activity service providers ▪ Develop activity agendas ▪ Develop outreach material ▪ Provide scheduled services <ul style="list-style-type: none"> Case Management Activities 			

Benefits of Logic Models

- A logic model shows the effects of hiring an outreach worker, or launching a media campaign, or using the revised curricula. For example:
 - “Trained outreach workers lead to information about AIDS being dispensed in high-risk neighborhood” or
 - “Increased contacts with outreach workers lead to greater proportion of hard-to-reach participants coming in for treatment”
- The benefits of designing a logic model for a program are far-reaching. They serve as:
 - A common language
 - A reference point for everyone
 - The basis for performance evaluation

HUD's Logic Model

- HUD requires PHAs to complete a prescribed logic model with each of its grant applications in order to manage and monitor PHA grantee activities and performance including:
 - The extent that HUD's strategic goals and policy priorities are being addressed in communities across the United States
 - How grantees perform with regard to meeting projected outputs and outcomes
 - The ability to monitor program activity while it is occurring rather than after the fact
 - The ability to institute preventive corrective action to support ongoing operations rather than a post evaluation remedy after the fact
 - The ability to identify successful programs and why they are successful
 - The ability to replicate successful programs in other sites based on good information from existing programs
 - The ability to establish norms and realistic standards of performance based on actual experience in the field

[illegible]

Section 8 Section 8 Service Coordination In Housing Programs

HOUSING CHOICE VOUCHER FAMILY SELF-SUFFICIENCY PROGRAM (HCV FSS)



- FSS was established in 1990 by section 554 of the National Affordable Housing Act as a successor to Project Self-Sufficiency and Operation Bootstrap.
- As the first social service program mandated by HUD for conventional Public Housing and the Section 8 Rental Assistance Program, FSS encourages communities to develop local strategies to help families obtain employment that will lead to economic independence.
- FSS Coordinators work with local partners to assure that program participants are linked to supportive services needed to achieve economic self-sufficiency.
 - Services may include, but are not limited to:
 - Child care
 - Transportation
 - Education
 - Career assessment
 - Job search assistance
 - Life skills training
 - Homeownership counseling
- PHAs must rely on their own or other local resources to operate FSS programs. HUD provides some funding for HCV FSS coordinator salaries under the authority of annual appropriations acts. A notice of funding availability (NOFA) is posted on the HUD website.

RESIDENT OPPORTUNITIES AND SELF-SUFFICIENCY (ROSS) GRANT PROGRAM

- As a response to the Quality Housing and Work Responsibility Act of 1998, ROSS is a redefined and restructured combination of programs funded in prior years:
 - The Tenant Opportunities Program (TOP)
 - Economic Development and Supportive Services Program (EDSS)
 - Public Housing Service Coordinators
- ROSS links public housing residents with supportive services, resident empowerment activities and assistance in becoming economically self-sufficient.
- In FY08, ROSS-Family & Homeownership and ROSS- Elderly/Persons with Disabilities were combined into one ROSS-Service Coordinators program.
- ROSS also funds the Public Housing Family Self-Sufficiency Program. Funding is provided on a competitive basis for PHAs to hire an FSS coordinator for one year.
- ROSS grants are available to:
 - Public Housing Authorities (PHAs)
 - Tribes/tribally designated housing entities (TDHEs)
 - Resident associations (RAs), such as resident management corporations, resident councils, and intermediary resident organizations
 - Nonprofit organizations supported by residents and/or PHAs

- Grant applicants must provide a match of not less than 25% of the grant amount.

ROSS- Service Coordinators

- Provides funding to hire and maintain service coordinators to assess the needs of residents of conventional Public Housing or Indian housing and coordinate available resources in the community to meet those needs.
- Promotes the development of local strategies to coordinate the use of assistance under the public housing program with public and private resources, for supportive services and resident empowerment activities.
- The ultimate goal of a ROSS family service coordinator is to assist families to increase earned income and move toward economic and housing self-sufficiency.
- Similarly, the ultimate goal of a ROSS- elderly disabled service coordinator is to ensure that residents can maintain independent living status to avoid costly placement in a care facility.
- Services should enable participating families to increase earned income, reduce or eliminate the need for welfare assistance, make progress toward economic independence and housing self-sufficiency or, in the case of elderly or disabled residents, help improve living conditions and enable residents to age in place.

ROSS-Public Housing Family Self Sufficiency Program (PH FSS)

- As in HCV-FSS, the program objective of is to promote the development of local strategies to coordinate the use of assistance under the public housing program with public and private resources to enable participating families to achieve economic independence and housing self-sufficiency.
- Both voluntary and mandatory public housing and housing choice voucher FSS programs must comply with FSS regulations found in 24 CFR Part 984.
- HUD encourages jurisdictions or neighborhoods that receive funding to coordinate among programs, where appropriate, in order to leverage resources, avoid duplication of services and improve access and service delivery for participating families.
 - ROSS Service Coordinators
 - PH Family Self Sufficiency
 - HCV Family Self Sufficiency
 - Hope VI Revitalization
 - Elderly/Disabled Service Coordinators
- Funding under this program allows PHAs to hire an FSS coordinator to link residents with services necessary to achieve economic self sufficiency.

SELF-SUFFICIENCY PROGRAM PARTNERS AND NON-HUD FUNDING

- Partnering with local institutions and agencies; nationwide foundations and corporations can bring significant new funding and extraordinary expertise and vision to self-sufficiency programs.
- Foundations are often seeking to bring a philanthropic service or focus to low-income populations. Studies are increasingly confirming that assisted housing is an ideal population in which to target self-sufficiency activities. Most grants require partnerships and collaborations. The housing agency is an ideal partner.
- Grants can range from seed money or mini-grants to millions of dollars. Many grants will require the housing agency to demonstrate sustainability after the grant period concludes.
- In-kind contributions can be as financially important and effective as grant money. Most grant funders want to see other partnerships contributing to the vision; therefore, in-kind contributions should be assessed in terms of monetary value and described in grant applications.

Education

- Local secondary and post secondary education, adult education, and community colleges share many of the mandates and goals found in public and assisted housing. A primary shared goal is to assist low income people in increasing their knowledge, skills and abilities to obtain and maintain employment.
- Partnering and collaborating with educational institutions brings professionals in the education and employment preparation industry directly to assisted housing participants and residents. Community colleges and universities often receive grants which require reaching out to low-income populations. The PHA is an ideal partner because of its stable population of low-income families and its community rooms, especially in public housing. Many types of grant partnerships contribute to stability and economic stability of families:
 - After school programs
 - Sports and youth programs
 - Computer and technology literacy
 - Primary health and counseling programs

- In-kind contributions bring highly-skilled and visionary professionals directly to housing developments and community rooms. Studies show the closer the resource is to the low-income person, the more likely and often it will be used. Classes and events offered by adult education, community colleges and universities directly onsite include, but aren't limited to:
 - Basic education such as math, reading and writing skills
 - Career counseling
 - Job readiness skills
 - Job retention support groups
 - Day care
 - Skills training in demand occupations such as information technology, business management, transportation, biomedical etc.
- A goal of many programs offered through or in partnerships with colleges and universities is to track outcomes. Because the PHA has perhaps the most stable population of low-income families, educational institutions can conduct long-range studies to determine what worked and what didn't work. These long-range studies are sometimes published to inform lawmakers, think tanks, and welfare-to-work leaders and practitioners of lessons learned and best practices.

Labor

- By partnering and collaborating with both One Stop Centers and the local workforce board, PHAs may take a front row seat in the skills training arena to ensure that funding for this training is prioritized to low income workers and welfare recipients who are living in assisted housing. Grants offered by the Department of Labor can create ideal opportunities for collaboration.

Corporations

- Corporations and big businesses want to be known for “giving back”. “Cause marketing” refers to ways that these corporations and businesses give to those less fortunate and reap the benefits in terms of good public relations.
- Many of these events attract local and even nationwide media coverage. Local television and newspapers are always looking for good human interest and success stories.
- Much of cause marketing will be in terms of in-kind contributions. Examples include (but certainly aren't limited to):
 - Large upscale nationwide clothing store holding an FSS benefit breakfast each year in their downtown store. Cost to attend is \$100; women leaders are invited. At the end of the breakfast, the store does a mini-fashion show and opens its doors an hour early so attendees can shop. This benefit breakfast is always sold out.
 - Multinational consumer electronics corporation donated 50 computers to a PHA as part of a youth computer literacy effort. The grant funding was for youth health; technology literacy was an important element.

Section 8: Section 8 Service Coordination In Housing Programs

- PHA's local bank matched the FSS escrow for each FSS participant.
- Fashionable department store conducts a half-day retail workshop once a year for FSS participants. Participants learn about jobs in retail, how to apply, how to dress, and skills needed. At the end of the morning, all participants can receive a free makeover.

Private Foundations

- Private foundations fund self-sufficiency efforts throughout the United States and have been at the forefront of evaluating the effectiveness of each of the “new” models designed to assist the families served by PHAs in attaining long term economic independence.
- Internet research has made it possible for PHAs to quickly identify possible private foundation partners and begin to establish the relationships needed to obtain funding.
 - The Annie E. Casey Foundation
 - The Ford Foundation
 - The Kellogg Foundation

Section 9 Summary

- The welfare-to-work imperative in the United States finds important implementation in PHA self-sufficiency programs. PHA residents and participants, with stable affordable housing, are an ideal population to become job ready and maintain employment. Congress, HUD, national think tanks and universities are closely monitoring FSS and ROSS outcomes.
- The coordination of partnerships and collaborations, and the seamlessness of resources in effective case management are perhaps the two most critical factors to achieve successful outcomes.

Section 10 Self-Graded Quiz

1. Self-sufficiency has always been an important goal in the United States.
 - a. True
 - b. False
2. The goal of the Family Self-Sufficiency program is to coordinate housing assistance with existing community services to help families give up their rental assistance subsidy.
 - a. True
 - b. False
3. A self-sufficiency program with _____ is more likely to succeed than a program without them.
 - a. A government agency
 - b. Case managers with masters degrees
 - c. Concrete goals or set of goals
 - d. Undefined goals but many events
4. Each FSS family must enter into a Contract of Participation and every adult family member must have an Individual Training and Service Plan.
 - a. True
 - b. False
5. The HUD Self-Sufficiency program is intended to overcome local program differences by mandating:
 - a. New laws
 - b. Local coordination and collaboration
 - c. That every FSS participant graduate
 - d. PHAs to support self-sufficiency programs at the cost of other housing programs
 - e. All of the above
6. A change in national social policy can result in changes in laws and regulations.
 - a. True
 - b. False
7. The Self-Sufficiency Standard is the amount of cash resources needed for an adult to pay for their basic needs without using subsidies.
 - a. True
 - b. False
8. Broadly speaking, the goal of the FSS program is to match housing assistance families with existing community services to achieve economic self-sufficiency.
 - a. True
 - b. False

9. A summative program evaluation evaluates:
 - a. Whether the program has achieved its long-term outcomes
 - b. The form of the activities and events of the program
 - c. Whether activities worked as intended
 - d. How well grants are summed up
10. There are usually a number of local self-sufficiency programs in the community, all easy for participants to access, participate in, and complete.
 - a. True
 - b. False
11. Self-sufficiency programs are an example of a change in the nation's social values regarding:
 - a. How housing assisted families' rent is calculated
 - b. What housing assisted families can and should do in exchange for their assistance
 - c. How housing authority staff are paid
 - d. Disconnecting affordable housing with welfare to work

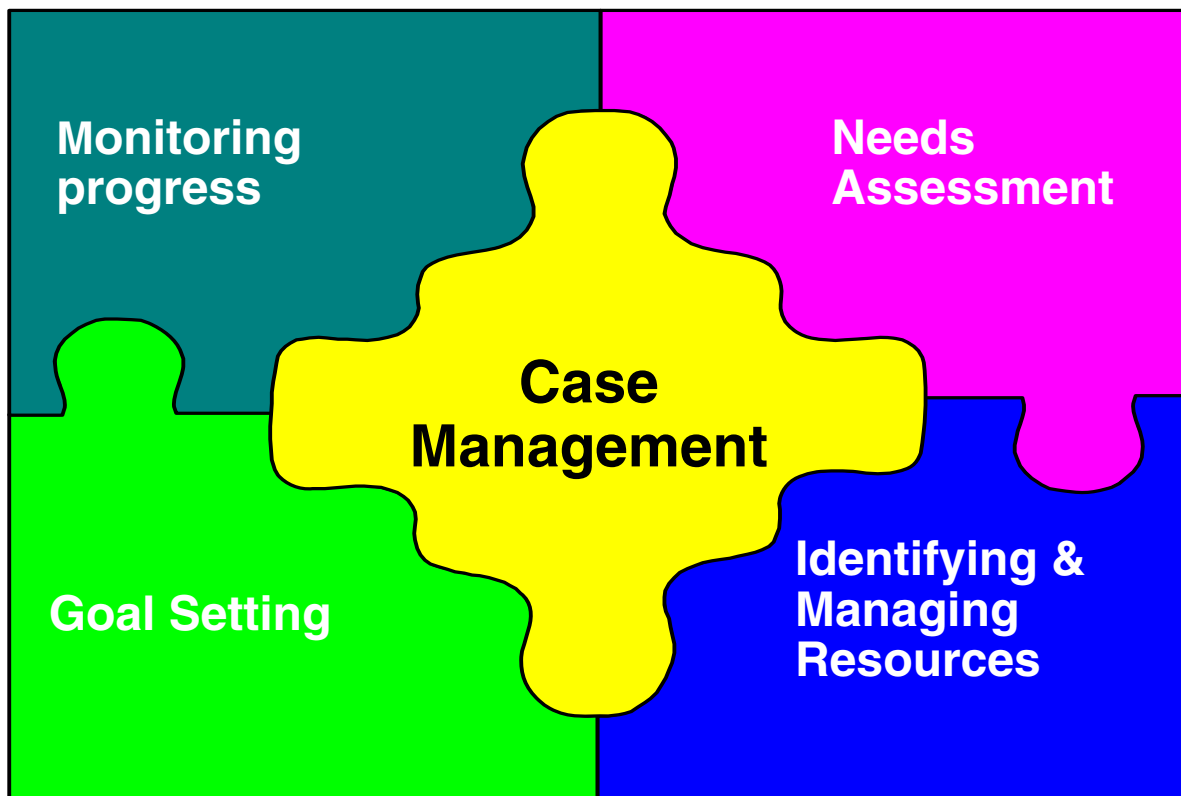
CHAPTER 2 Self-Sufficiency Case Management and Coordination

Section 1 Learning Outcomes

- Upon completion of this chapter, you should be able to:
 - Define and state the purpose of case management
 - Recognize the role of case management in a broad range of disciplines
 - Identify the knowledge, skills, and abilities of self-sufficiency coordinators
 - Identify the knowledge, skills, and abilities of self-sufficiency case managers
 - Clarify values that contribute to your work and your relationships

Section 2 Defining Self-Sufficiency Case Management

- Development of successful Individual Training and Service Plans is the foundation of case management services in self-sufficiency programs.
- Planning and coordination of an Individual Training and Services Plan (ITSP) includes:
 - Needs assessment
 - Identification and management of resources
 - Goal setting and monitoring
- Needs assessment, resource management, and goal setting are the essential activities done both at the individual level and at the program level in self-sufficiency programs.



DEFINITIONS OF CASE MANAGEMENT

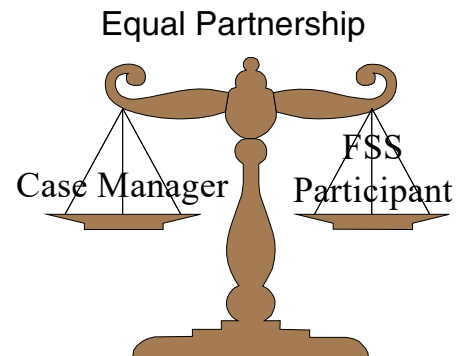
- There are many different definitions of case management. These definitions have changed over the years. Case management was first introduced in the field of social work.
- Throughout its use, the term has meant working with people to meet their multiple needs so they may accomplish their goals.
- A useful definition of case management is:

Managing Resources and Removing Barriers toward An Agreed Upon Goal

- The relationship between participant and case manager has also changed, and debate continues about who is most able to identify the needs of participants.

PARTICIPANT AND SYSTEM DEFINITION OF CASE MANAGEMENT

- To be useful to program participants, case management must have certain elements:
 - It must be an equal and dignified partnership between participant and case manager
 - It must manage resources in pursuit of the family's goals
 - It must remove roadblocks in pursuit of the family's goals.
- To be useful to the service system in which case management occurs, case managers must have:
 - A partnership with the decision-makers in the service delivery system
 - Access to scarce resources within the service delivery system
 - An ability to make changes and remove roadblocks in the service delivery system.
- The practice of case management, the decision making and assessment, must occur at both the individual and the institutional level to be effective.
- Case management is managing resources and removing roadblocks toward an agreed-upon goal.



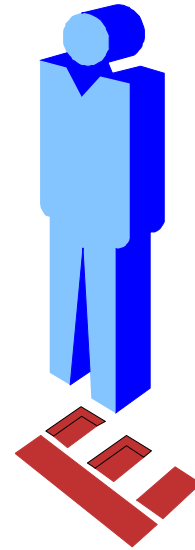
CASE MANAGEMENT IN OTHER DISCIPLINES

- Case management has been used in many different fields to help people achieve personal or societal goals:
 - Gerontology
 - Mental health
 - Social work
 - Vocational rehabilitation
- Goals are often focused on self-sufficiency; for example, independent living, sustained employment, or increased earnings.
- Case management in employment and training services is relatively new. These activities are often pursued without attention to the multiple needs of people in training or class.



Section 3 Knowledge, Skill, and Abilities of Self-Sufficiency Case Managers and Coordinators

- Case manager and self-sufficiency coordinator are common job functions found in self-sufficiency programs.
- Case managers who are working with self-sufficiency participants assist families to successfully complete Individual Training and Service Plans. The goal is for the participants to obtain and maintain freedom from welfare dependency by becoming employed or starting a business.
- Case managers perform a number of diverse tasks, and must have a broad range of knowledge, skills and ability.
- These knowledge, skills and abilities are acquired over time through education, training, practice and study.



CASE MANAGER ACTIVITIES

- To effectively develop and manage Individual Training and Service Plans, Self-Sufficiency Case Managers:
 - Conduct initial orientations and intake interviews
 - Assess the skills, abilities, needs, and resources of families
 - Identify realistic goals and develop the tasks and milestones to accomplish goals
 - Identify and coordinate resources and services needed by the family
 - Monitor and document the family's progress toward goals in the ITSPs
 - Complete and transition the relationships of the SS participants.

CHARACTERISTICS OF EFFECTIVE CASE MANAGERS

- Effective case managers have the ability to:
 - Perceive the world from the participant's viewpoint
 - Direct the participant's energies toward goals
 - Clarify the participant's goals realistically
 - Involve the participant to the highest degree possible in the effort and decision making
 - Minimize interference from other helping professionals.
- Effective SS case managers and coordinators share certain characteristics. These include knowledge, skill, willingness, and a helping personality.



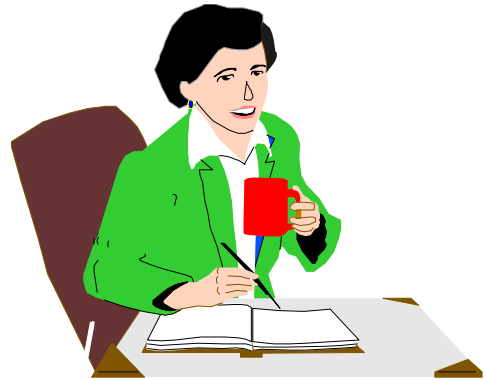
A Helping Personality

- The general characteristics of the helping personality are:
 - ***Self-concept.*** Effective helpers feel personally adequate rather than inadequate; identify with others, rather than feel isolated.
 - ***Belief in people.*** Effective helpers view people as being able rather than unable, worthy rather than unworthy.
 - ***Self-awareness.*** Helpers are aware of their own values and feelings; of the use (and power) of their ability to function as models for participants.
 - ***Concreteness.*** Helpers respond accurately, clearly, specifically and immediately to participants.
 - ***Respect and positive regard.*** Helpers communicate acceptance of participants as worthwhile persons, regardless of who they are.
 - ***Congruence.*** Effective helpers practice what they preach.
 - ***Empathy.*** Effective helpers communicate understanding of the participant's frames of reference. They try to feel and understand the participant's concerns *from the participant's point of view.*



CASE MANAGER KNOWLEDGE

- SS case managers should have knowledge of:
 - Effective interpersonal communication
 - Interviewing techniques
 - Active listening
 - Problem solving/decision making
 - Goal setting
 - Group dynamics
 - Negotiation
 - Collaboration
 - Utilizing assessment tools
 - The needs of at-risk and specific populations
 - Labor market and turnover rates
 - Career and lifelong learning issues
 - Crisis-, stress-, and time-management techniques
 - Cultural and social competencies
 - Social service programs, regulations and laws
 - Referral and advocacy techniques
 - Social, community and employment programs, resources, services
 - Motivation and learning theory and techniques
 - Case management documentation and record-keeping systems
 - Outcome evaluation



CASE MANAGER ABILITIES

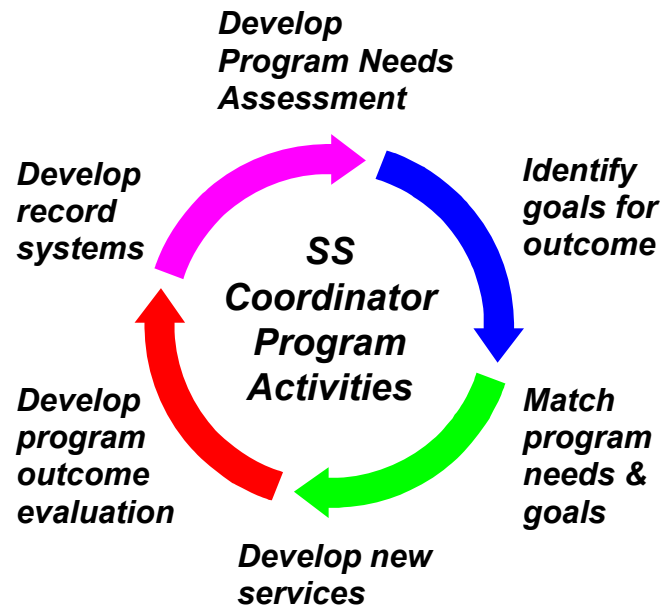
- A SS case manager should have the ability to:
 - Establish trust
 - Build rapport
 - Gather information to accurately describe values and perceptions
 - Accurately describe values and perceptions
 - Accurately assess multiple needs
 - Prioritize multiple needs
 - Develop realistic goals based on needs
 - Write and communicate concise and comprehensive goal plans
 - Identify and maintain available resources
 - Accurately match needs to resources
 - Make referrals to resources
 - Facilitate ongoing accomplishment of goals through person/group centered problem solving that uses group specific learning, motivation, and coaching techniques
 - Evaluate effectiveness of ITSPs and redevelop plans, if needed



SS COORDINATOR ACTIVITIES

- To successfully coordinate SS programs, self-sufficiency coordinators or self-sufficiency program managers:

- Develop a **program** needs assessment based on program participants' Individual Training and Service Plans
- Identify realistic outcome/performance based goals for the self-sufficiency program
- Match (through coordination and cooperation) the self-sufficiency program's needs and goals with existing services in the community
- Develop (through collaboration) new community services or levels of service to meet self-sufficiency program needs
- Develop and maintain self-sufficiency program outcome based evaluation
- Develop self-sufficiency case management record systems.



SS COORDINATOR'S KNOWLEDGE & ABILITIES

- SS coordinators should be proficient in the following areas:
 - Knowledge of:
 - Case management systems
 - Social service program design
 - Qualitative and quantitative program evaluation methods
 - Local, state, and national welfare-to-work requirements and self-sufficiency programs
 - Group dynamics theory and techniques
 - Collaboration theory and techniques
 - Negotiation theory and techniques
 - Ability to:
 - Effectively supervise case managers and related personnel
 - Develop goals, objectives; tasks, and evaluation tools to accomplish program goals
 - Develop and maintain measurement of program's progress toward goals
 - Access related services and teach others
 - Facilitate group's clarity of purpose
 - Facilitate collaborative service design
 - Negotiate for common services



Section 4 Self-Sufficiency Case Manager and Coordinator Self-Assessment

<i>Activity, Knowledge, Ability</i>	<i>I do it</i>	<i>OK</i>	<i>Great!</i>	<i>I want improve ment</i>	<i>Priority</i>	<i>Date</i>
• Conduct initial orientations and intake interviews						
• Assess the skills, abilities, needs, resources of families						
• Identify realistic goals and develop the tasks and milestones to accomplish goals						
• Identify and coordinate resources and services needed by the family						
• Monitor and document the family's progress to goals in the ITSPs						
• Complete and transition the relationships of the SS participants						
• Effective interpersonal communication:						
– Interviewing techniques						
– Active listening						
– Problem solving/decision making						
– Goal setting						
– Group dynamics						
– Negotiation						
– Collaboration						
• Utilize assessment tools						
• Understand the needs of at-risk and specific populations						
• Know labor market and turnover rates						
• Know career and lifelong learning issues						
• Use crisis-, stress-, and time-management techniques						

Self-Sufficiency Service Coordination

Self-Sufficiency Case Management and Coordination

Section 4: Self-Sufficiency Case Manager and Coordinator Self-Assessment

<i>Activity, Knowledge, Ability</i>	<i>I do it</i>	<i>OK</i>	<i>Great!</i>	<i>I want improve ment</i>	<i>Priority</i>	<i>Date</i>
• Have cultural and social competencies						
• Know social service programs, regulations and laws						
• Use referral and advocacy techniques						
• Know social, community and employment programs, resources, services						
• Use motivation and learning theory and techniques						
• Know case management documentation and record-keeping systems						
• Know outcome evaluation						
• Establish trust						
• Build rapport						
• Gather information to accurately describe values and perceptions						
• Accurately describe values and perceptions						
• Accurately assess multiple needs						
• Prioritize multiple needs						
• Develop realistic goals based on needs						
• Write and communicate concise and comprehensive goal plans						
• Identify and maintain available resources						
• Accurately match needs to resources						
• Make referrals to resources						

Self-Sufficiency Service Coordination

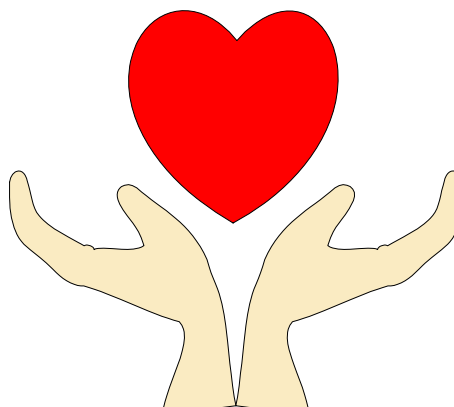
Self-Sufficiency Case Management and Coordination

Section 4: Self-Sufficiency Case Manager and Coordinator Self-Assessment

<i>Activity, Knowledge, Ability</i>	<i>I do it</i>	<i>OK</i>	<i>Great!</i>	<i>I want improve ment</i>	<i>Priority</i>	<i>Date</i>
<ul style="list-style-type: none">Facilitate ongoing accomplishment of goals through person/group centered problem solving using group-specific learning, motivation, and coaching techniques						
<ul style="list-style-type: none">Evaluate effectiveness of ITSPs and redevelop plans, if needed						

Section 5 Values Clarification

- The effectiveness and success of case managers can depend on their awareness of their own values. Their attitudes, likes and dislikes, and style contribute to their enjoyment of their work and their relationship with participants.
- Many people are not aware of their own values, and find it helpful to review a set of value statements to identify which agree with their own point of view.
- List here the “values” or “attitudes” that are important to you:



<i>Values and attitudes that are important to me</i>
<i>Example: I believe everyone should work.</i>

VALUES DEFINED

- **Values** are attitudes or beliefs about how things *ought to be*. For example:
 - People **ought** to work for a living
 - The government **ought** to give money to poor people.
- **Facts** are descriptions of how things *are*. For example:
 - People **do** work for a living
 - The government **does** give money to poor people.
- People often confuse values with facts. In other words, they may confuse:
 - Their attitude about how the world **ought to be** with
 - The description of how the world **is**.

VALUES DIFFERENCES

- A person's personal values (attitudes) may be different than those of his/her employer. The employer's values may be different from the community's values. For example:

<i>Joe believes:</i>	"People should work for a living."
<i>Joe's employer, the E.D.N. Housing Authority, believes:</i>	"Housing authorities should provide long-term housing assistance to families whose members are attending school."
<i>The E.D.N. HA's local community of WRN State believes:</i>	"Two years on welfare is enough to get a job, and the government should stop giving money to families after two years."

- A person's values may be different than his or her actual situation:
 - Value: "My housing authority should respect me by being on time for appointments"
 - Fact: "My housing authority specialist is late for appointments."
- When a person's values are different than his or her associates' or different than his or her actual situation, there is a values conflict.

CHARTING VALUES

- List below (from the class exercise or individually) your values, other possible values, and the values of some of your associates (other self-sufficiency staff, family, supervisor, community, government).

Personal Values	Alternate Values	Professional Values	Community Values
<i>Example: I believe the government should pay everyone's education costs</i>	<i>I believe only people from families who can afford education should go to school</i>	<i>My employer believes that the community should pay for K-12 education for everyone</i>	<i>My community believes that everyone should be able to learn a trade after High School</i>

Section 6 Self-Graded Quiz

1. In economic self-sufficiency programs, development of comprehensive Individual Training and Service Plans is the foundation of case management.
 - a. True
 - b. False
2. In order to be helpful and effective, case management must:
 - a. Require that the self-sufficiency participant do everything the case manager advises
 - b. Define in advance exactly how often the participant is required to meet with the case manager
 - c. Be a partnership between the participant and the self-sufficiency case manager
3. Case management is an activity that exists only in the field of welfare-to-work economic self-sufficiency.
 - a. True
 - b. False
4. It is an effective and useful activity for the case manager to attend:
 - a. All community meetings that are held
 - b. Self-sufficiency coordinating committee meetings
 - c. Program graduation events of participants, if possible
 - d. Counseling sessions of participants
 - e. All of the above
 - f. b and c
5. Planning and coordination of an Individual Training and Service Plan (ITSP) includes all of the above except:
 - a. Needs assessment
 - b. Identification and management of resources
 - c. Planning for the termination of housing assistance
 - d. Goal setting
 - e. Monitoring

Section 6: Self-Graded Quiz

6. An advisory board or coordinating committee is responsible for:
 - a. The success of all self-sufficiency participants
 - b. Hiring and evaluating self-sufficiency case managers
 - c. Hiring and evaluating self-sufficiency coordinators
 - d. Identifying and coordinating community services needed by self-sufficiency families
 - e. Submitting the logic model electronically to HUD
7. Case management in employment services:
 - a. Is historically the oldest type of case management
 - b. Is relatively new
 - c. Has no common characteristics with case management activities in other disciplines
 - d. Requires a masters degree in career counseling
8. It is important for the case manager to get the self-sufficiency participant to understand the case manager's viewpoint and values.
 - a. True
 - b. False
9. The self-sufficiency case manager conducts a needs assessment for participants, whereas the self-sufficiency coordinator conducts a needs assessment for:
 - a. The case managers
 - b. All low-income participants in the housing authority's programs
 - c. The self-sufficiency program as a whole
 - d. All the local agencies in the community which could be potential resources for participants
 - e. All of the above
10. It is important for the case manager to understand his or her values, since values are:
 - a. Never questioned
 - b. Attitudes and beliefs about how the world ought to be
 - c. Attitudes and beliefs about how the world actually is
 - d. Always religious in nature
 - e. Always in writing
11. Case managers help self-sufficiency participants identify and clarify:
 - a. Their goals realistically
 - b. Their values and hopes
 - c. Their barriers and how to successfully remove or navigate them
 - d. All of the above

12. A useful definition of case management is a partnership with the participant to manage resources and remove or navigate barriers toward an agreed-upon goal.
- a. True
 - b. False
13. Competencies are:
- a. Intelligence, intuition, and ambition
 - b. Education, networking, and status
 - c. Knowledge, skills and abilities
 - d. Activities and tasks
14. Key competencies of self-sufficiency coordinators and case managers are:
- a. Education, social contacts, and values
 - b. Knowledge, skills, and a helping personality
 - c. Belief in how things should be and knowing exactly what the participant must do in order to become self-sufficient
 - d. Knowledge, skills, and the willingness to always be ready with advice

CHAPTER 3 Successful Individual Training and Service Plans

Section 1 Learning Outcomes

- Upon completion of this chapter, you should be able to:
 - Describe the role of planning in case management
 - Recognize the case management process
 - Identify the purpose and elements of assessing strengths and needs
 - Recognize various assessment tools and instruments
 - Differentiate between formal and informal assessments
 - Recognize and utilize the family matrix as an assessment tool
 - Recognize the elements of self-sufficiency goal-setting
 - Discuss various career information delivery systems
 - Identify various resources in the community that provide career and educational planning assistance
 - Recognize time needed to complete education and training
 - Distinguish the elements of writing effective goals
 - Identify and coordinate resources and referrals
 - Recognize how to monitor progress toward goals
 - Explore participant motivation
 - Work through an economic self-sufficiency case study

Section 2 Role of Planning in Case Management

- Planning in an individual's life or in the life span of an organization is an often overlooked essential.
- Having a written plan is the single greatest indication that someone or some program will achieve their goal. While there is no assurance that with a written plan the goal will be reached...there is a far greater chance of this with a plan.
- Planning provides a guide and reminder of the next steps when circumstances change or become confusing. A plan will be a reminder of what has already been accomplished and what additional steps are needed. A plan also allows for the involvement of others with easy explanations of the steps in achieving the goal.
- In self-sufficiency programming the written plan for economic self-sufficiency holds this same essential position...the written roadmap for successful completion of the program and achieving one's goals. This plan allows the participant and the case manager to monitor progress and to make any necessary changes.

Section 3 The Case Management Process

- To effectively develop and manage Individual Training and Service Plans, self-sufficiency case managers:
 - Conduct intake interviews
 - Assess the skills, abilities, needs, resources of families
 - Identify realistic goals and develop the tasks and milestones to accomplish goals
 - Identify and coordinate resources and services needed by the family
 - Monitor and document the family's progress to goals in the ITSPs
 - Complete and transition the relationships of the SS participants
- These steps become an ongoing process that guide and define the relationship between the participant and the case manager while the Contract of Participation is effective.

Section 4 Taking History and Current Circumstances

- Conducting an intake interview is often the first formal exchange between a participant and case manager.
- The intake interview includes gathering and documenting information about the participant:
 - Demographics such as age, family composition, ethnicity, income and source
 - History such as education, employment, training, and wages
- Data from the intake interview becomes the baseline from which the participant, case manager, and program progress is monitored and evaluated.
- The process of gathering initial participant information is called “history-taking.” It is also the first session of participant assessment.
- In addition to identifying data, it is also important to gather information about the participant's current life setting, family history and personal history. Important information can include medical (only that information which the participant chooses to share), educational, vocational or military experience.
- The purpose of the intake interview is to begin to identify and define a participant's:
 - Program eligibility
 - Personal and career goals
 - Obstacles and resources to career goal attainment
 - Style and ability in decision-making/planning

Section 5 Assessing Strength and Needs

- Comprehensive assessments completely and accurately describe the families' current and past:
 - Interests
 - Knowledge, skills, and abilities
 - Education and training
 - Employment
 - Earning ability
 - Child care
 - Transportation
 - Medical, mental health, family planning
 - Substance abuse
 - Support systems
 - Social and recreational

<i>Path to Self-Sufficiency →</i>		
<i>Where family is now</i>	<i>How they will get there</i>	<i>Where family wants to be</i>

- Accurate, comprehensive needs assessments will fully describe:
 - Where family is now in each of these areas
 - Where family *wants* and *needs* to go in each of these areas
 - How family will get there and what resources they will use in each of these areas

USING EXISTING ASSESSMENT INFORMATION

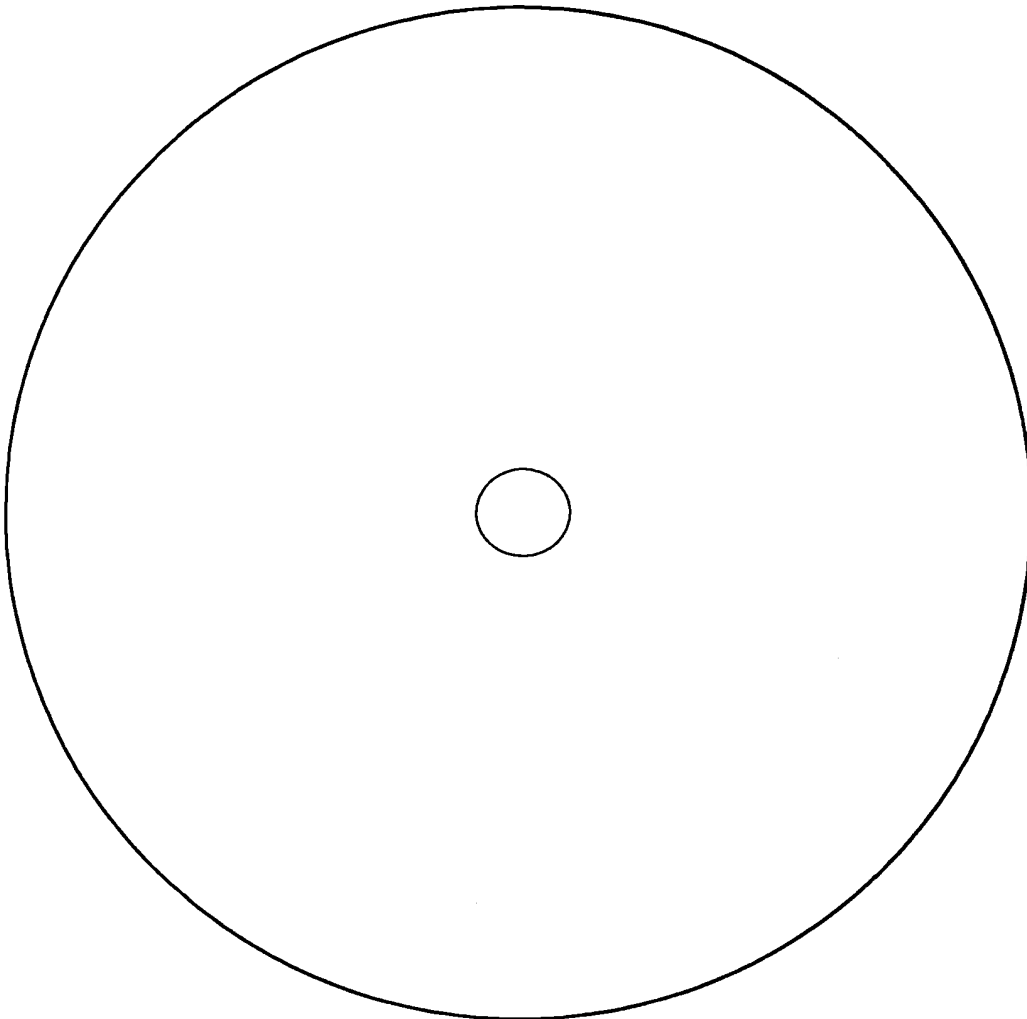
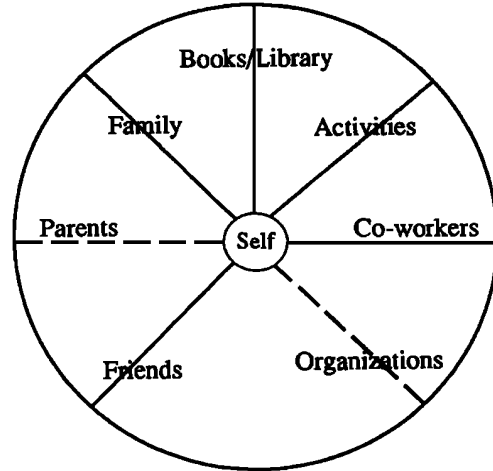
- There is no mandate for a case manager or a program to complete (or repeat) all of these assessments. To gather information, case managers can use:
 - The family's own description
 - Existing assessments or information (with the family's permission) from:
 - Educators
 - Employment services
 - Medical personnel
 - Social services
 - Emergency services
 - Support systems
 - Newly completed assessments:
 - Education plans
 - Vocational assessments
 - Medical or mental health assessments
- Using existing specific or general assessment information saves both the participant and the case manager time and energy.

USING PREPARED ASSESSMENT INSTRUMENTS

Informal Assessments

- Informal assessments give information about a participant through less structured activities than formal assessments and standardized tests.
- These assessments help the participant and the case manager to understand the participant's current and past situation, resources, and strategies for meeting goals.
- They are beneficial because they directly involve the participant in a way that easy for them to get insight into themselves.
- The Support Systems Model is an example of a simple, yet useful, informal assessment (see Support Systems Model illustration on next page).

Support System Model



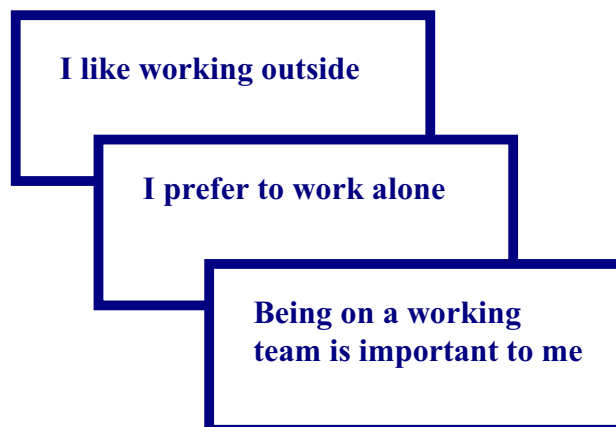
- Informal assessments are useful for case managers whether or not they have formal assessment training.
- Informal assessments can present concerns for case managers when:
 - They are very subjective
 - They require time to develop and may be inaccurate
 - They require explanation and attention to interpret
 - They should be combined with standardized testing
- Since assessment can have positive and negative effects on participants, it is important to use care and sensitivity during the assessment portion of the case management relationship.
 - For example:
 - If assessments are not well done, participants can feel anxious, interrogated, and vulnerable
 - If assessments are well done, participants will feel understood, relieved, hopeful, and motivated.

Informal Assessment Techniques

Card Sorts

- Card sorts are a way to help participants prioritize values, interests, occupations, or knowledge about the world of work.
- In a card sort, used to help participants identify their values, or what is important to them, one value is written on each card, with a brief description of that value written on the back.
 - Between 25 and 40 cards are enough for most participants.
 - Participants sort the cards into three piles, with each pile representing a degree of importance or commitment to the value. It is helpful to name the piles.
 - For example, the piles could be named, “Most Important”, “Somewhat important”, and “Not at all important.”
 - Participants may be told to put one third of the cards in each pile. This “forced choice” helps in the process of sorting out interests or values.
 - After the cards have been sorted, participants discuss each pile, stating why that particular value was chosen.

Example of Card Sorts



Checklists

- Simple checklists help case managers and participants identify interests, values, or strengths. “Checklist of Strengths” is one example.

Transferable Skills Inventory

- In a transferable skills inventory, participants describe a hobby or volunteer activity and give instructions on how to perform the activity. The case manager or group lists all of the transferable skills that they hear in the description.
- Typical skills include: organization, planning, motivation, eye hand coordination, reading patterns, and comparison shopping.

Accomplishments Inventory

- Accomplishments are closely related to transferable skills. Completing an inventory of these accomplishments continues the assessment process and moves participants closer to being able to write a resume, to go on interviews, and to describe their accomplishments specifically and concretely.
- Accomplishment inventories remind people of such ordinary accomplishments as learning to drive or toilet training a child.

Values Checklist

Listed below are “work values”— the aspects of a job that bring satisfaction. Read each item carefully and check the values that you consider important to you. After you have checked those items, go back and double-check the *three or fewer* that you consider *most important*.

- | | |
|--|---|
| <input type="checkbox"/> Adventure: Working in a job that requires taking risks | <input type="checkbox"/> Prestige: Working in a job which gives you respect and status within the community |
| <input type="checkbox"/> Authority: Working in a job in which you use your position to control others | <input type="checkbox"/> Public Attention: Working in a job in which you attract immediate notice because of appearance or activity |
| <input type="checkbox"/> Competition: Working in a job in which you compete with others | <input type="checkbox"/> Public Contact: Working in a job in which you have day-to-day dealings with the public |
| <input type="checkbox"/> Creativity and Self-Expression: Working in a job in which you use your imagination to find new ways to do or say something | <input type="checkbox"/> Recognition: Working in a job in which you gain public notice |
| <input type="checkbox"/> Flexible Work Schedule: Working in a job in which you choose your hours of work | <input type="checkbox"/> Research Work: Working in a job in which you search for and discover new facts and develop ways to apply them |
| <input type="checkbox"/> Helping Others: Working in a job in which you provide direct services to persons with problems | <input type="checkbox"/> Routine Work: Working in a job in which you follow established procedures requiring little change |
| <input type="checkbox"/> High Salary: Working in a job where many workers earn lots of money | <input type="checkbox"/> Seasonal Work: Working in a job in which you are employed at only certain times of the year |
| <input type="checkbox"/> Independence: Working in a job in which you decide for yourself what work to do and how to do it | <input type="checkbox"/> Travel: Working in a job in which you take frequent trips |
| <input type="checkbox"/> Influencing Others: Working in a job in which you influence the opinions or decisions of others | <input type="checkbox"/> Variety: Working in a job in which your duties change frequently |
| <input type="checkbox"/> Intellectual Stimulation: Working in a job which requires a considerable amount of thought and reasoning | <input type="checkbox"/> Work With Children: Working in a job in which you teach or otherwise care for children |
| <input type="checkbox"/> Leadership: Working in a job in which you direct, manage, or supervise the activities of others | <input type="checkbox"/> Work With Hands: Working in a job in which you use your hands or hand tools |
| <input type="checkbox"/> Outside Work: Working out-of-doors | <input type="checkbox"/> Work With Machines or Equipment: Working in a job in which you use machines or equipment |
| <input type="checkbox"/> Persuading: Working in a job in which you personally convince others to take certain actions | <input type="checkbox"/> Work With Numbers: Working in a job in which you use mathematics or statistics. |
| <input type="checkbox"/> Physical Work: Working in a job which requires substantial physical activity | |

Self-Sufficiency Service Coordination

Successful Individual Training and Service Plans

Section 5: Assessing Strength and Needs

Checklist of Strengths

- You will improve your chances for success in your job search by looking at your strengths and weaknesses. Read over the list of strengths below and check whether you are this way rarely, sometimes, or often. Refer back to this list in writing your resume and cover letter, and in planning for job interviews.

	Some- times	Often	Rarely
Able to work alone: Do you plan your own work? Can you work by yourself?			
Articulate: Can you express ideas easily orally or in writing? Are your instructions easily understood?			
Cheerful: Are you generally good-natured? Do you greet your fellow workers pleasantly?			
Competent: Are you able to meet deadlines? Is your work generally acceptable "as-is"?			
Conscientious: Do you do an honest day's work for a day's pay? Can you name some unpleasant task that you have done because it had to be done and no one else would do it?			
Cooperative: Do you always do your part in a team assignment? Do you often volunteer to help?			
Courageous: Do you undertake challenges readily? Have you ever had to stand firm on your principles despite opposition?			
Decisive: Are you able to make clear-cut decisions under pressure? Do you stand behind them later?			
Dependable: Do you have a good attendance record? Can your supervisor count on you when the work load is heavy? Do you follow through without being checked on by your supervisors or instructors?			
Diplomatic: Can you cope with difficult situations involving other people? Have you restored harmony where there was friction?			
Discreet: Are you able to keep a secret? Do you guard confidential material carefully? Do you respect other people's privacy?			
Efficient: Do you plan your time well? Do you try to improve your work habits?			
Emotionally Stable: Do you feel in control of yourself most of the time? Can other people count on your day-to-day mood to be agreeable? Do you ordinarily feel good will toward other people?			
Enthusiastic: Are you interested in your work? Do you inspire others with your own interest? Have you ever done extra work because of your interest?			
Honest: Do you usually tell the truth? Have you ever served as treasurer of an organization? Do you pass along the praise when credit belongs elsewhere? Can you accept blame for your own mistakes?			
Imaginative: Do you often or sometimes come up with new ideas? Have you contributed an idea which proved to be both workable and profitable?			

Self-Sufficiency Service Coordination
 Successful Individual Training and Service Plans
 Section 5: Assessing Strength and Needs

	Some- times	Often	Rarely
Industrious: Are you a self-starter? Do you work steadily on a task until it is done? Do you resist interruptions whenever possible?			
Leadership Ability: Do people follow your suggestions? Have you held positions of responsibility at work? In school? In clubs or community activities?			
Loyal: Can you set aside petty grievances to get a job done? Have you ever been in a situation where you stayed with a project or organization because of a sense of responsibility, despite disagreements?			
Observant: Do you remember names easily? Places? Do you recall facts and figures accurately? Find your way easily to a new location?			
Orderly: Do you keep things where they belong? Have a knack for arranging things in a logical way? Enjoy detail work?			
Patient: Can you keep your temper? Are you able to train other workers calmly even when you have to explain some procedures over and over again?			
Persistent: Can you stick to a task even when your enthusiasm and patience are thin? Have you ever accomplished something very difficult?			
Persuasive: Are you successful in bringing others to your point of view? In selling things and ideas?			
Resourceful: Do you see what needs to be done and do it without being told? Have you ever worked your way out of a difficult situation?			
Sympathetic: Do you try to understand the problems of others? Do people confide in you often? Do you help them?			
Thrifty: Do you try to avoid waste in supplies and equipment? Do you know what to save and what to discard?			
Tolerant: Do you associate with people of different social backgrounds? Are you open-minded? Have you ever worked for the improvement of conditions for people of a different race or religious background?			
Look back over your list. Decide which weaknesses you can strengthen and plan a way to begin doing so. Write your plan below.			

Checklist of Home Activities

This section lists tasks that people enjoy doing around the home. Check those activities that you enjoy; then go back and “double check” the three or fewer that you enjoy the most.

- | | |
|--|--|
| <input type="checkbox"/> Advising family members on their personal problems | <input type="checkbox"/> Instructing family members in observing traffic regulations |
| <input type="checkbox"/> Baby-sitting for younger children in the family | <input type="checkbox"/> Mixing drinks for family and friends |
| <input type="checkbox"/> Baking and decorating cakes | <input type="checkbox"/> Mounting and framing pictures |
| <input type="checkbox"/> Balancing checkbooks for family members | <input type="checkbox"/> Mowing lawn with a riding lawn mower |
| <input type="checkbox"/> Budgeting the family income | <input type="checkbox"/> Nursing sick pets |
| <input type="checkbox"/> Building cabinets or furniture | <input type="checkbox"/> Nursing sick relatives and friends |
| <input type="checkbox"/> Building or repairing radio or television sets | <input type="checkbox"/> Painting the interior and exterior of a home |
| <input type="checkbox"/> Canning and preserving food | <input type="checkbox"/> Planning and cooking meals |
| <input type="checkbox"/> Cutting and trimming hair for other members of the family | <input type="checkbox"/> Planning family recreational activities |
| <input type="checkbox"/> Designing and building an addition or remodeling the interior of a home | <input type="checkbox"/> Preparing family income tax returns |
| <input type="checkbox"/> Designing and landscaping a flower garden | <input type="checkbox"/> Raising vegetables in a home garden |
| <input type="checkbox"/> Doing electrical wiring and repairs in the home | <input type="checkbox"/> Refinishing or reupholstering furniture |
| <input type="checkbox"/> Driving a truck and tractor to harvest crops on the family farm | <input type="checkbox"/> Repairing electrical household appliances |
| <input type="checkbox"/> Helping members of the family with their English lessons | <input type="checkbox"/> Repairing the family car |
| <input type="checkbox"/> Installing and repairing home stereo equipment | <input type="checkbox"/> Repairing plumbing in the home |
| | <input type="checkbox"/> Serving as host or hostess for house guests |
| | <input type="checkbox"/> Setting the table and serving family meals |
| | <input type="checkbox"/> Trimming shrubs and hedges |
| | <input type="checkbox"/> Washing and waxing the family car |

Checklist of Leisure Activities

Listed below are hobbies and other leisure activities that people do in their spare time for enjoyment. Check the ones that you enjoy doing and feel you are good at. Then go back and “double check” those that you enjoy most.

- | | |
|---|--|
| <input type="checkbox"/> Acting in a play or amateur variety show | <input type="checkbox"/> Constructing stage sets for school or other amateur theatre |
| <input type="checkbox"/> Addressing letters for an organization | <input type="checkbox"/> Cooking large quantities of food for community events |
| <input type="checkbox"/> Announcing or emceeing a program | <input type="checkbox"/> Creating or styling hairdos for friends |
| <input type="checkbox"/> Applying first aid in emergencies as a volunteer | <input type="checkbox"/> Creating unusual lighting effects for school or other amateur plays |
| <input type="checkbox"/> Applying makeup for amateur theatre | <input type="checkbox"/> Designing stage sets for school or other amateur theater |
| <input type="checkbox"/> Being a cheerleader | <input type="checkbox"/> Designing your own greeting cards and writing original verses |
| <input type="checkbox"/> Being a member of the school safety patrol | <input type="checkbox"/> Developing film |
| <input type="checkbox"/> Belonging to a 4-H or garden club | <input type="checkbox"/> Developing publicity fliers for a school or community event |
| <input type="checkbox"/> Belonging to a literary or book club | <input type="checkbox"/> Directing traffic at community events |
| <input type="checkbox"/> Belonging to a political science club | <input type="checkbox"/> Doing crossword puzzles |
| <input type="checkbox"/> Breeding animals | <input type="checkbox"/> Doing impersonations |
| <input type="checkbox"/> Building model airplanes, automobiles, or boats | <input type="checkbox"/> Doing needlework |
| <input type="checkbox"/> Buying large quantities of food or other products for an organization | <input type="checkbox"/> Doing public speaking or debating |
| <input type="checkbox"/> Campaigning for political candidates or issues | <input type="checkbox"/> Doing volunteer work for the Red Cross |
| <input type="checkbox"/> Camping, hiking, or engaging in other outdoor activities | <input type="checkbox"/> Driving an ambulance as a volunteer |
| <input type="checkbox"/> Carving small wooden objects | <input type="checkbox"/> Driving a bus as a volunteer for an organization |
| <input type="checkbox"/> Chauffeuring special groups, such as children, elderly and handicapped | <input type="checkbox"/> Editing or proofreading a school or organization newspaper, yearbook, or magazine |
| <input type="checkbox"/> Coaching children or youth in sports activities | <input type="checkbox"/> Entertaining at parties or other events |
| <input type="checkbox"/> Collecting and arranging stamps or coins | <input type="checkbox"/> Experimenting with a chemistry set |
| <input type="checkbox"/> Conducting experiments involving plants | <input type="checkbox"/> Handling equipment for a local athletic team |
| <input type="checkbox"/> Conducting house-to-house or telephone surveys for a PTA or other organization | |

Section 5: Assessing Strength and Needs

- | | |
|--|---|
| <input type="checkbox"/> Helping conduct physical exercises for disabled people | <input type="checkbox"/> Planning and arranging programs for school or community organizations |
| <input type="checkbox"/> Helping disabled people take walks | <input type="checkbox"/> Playing a musical instrument |
| <input type="checkbox"/> Helping friends and relatives with their tax reports | <input type="checkbox"/> Playing baseball, football, or other sports |
| <input type="checkbox"/> Helping out in the school library or other library | <input type="checkbox"/> Posing for an artist or photographer |
| <input type="checkbox"/> Helping persuade people to sign petitions for a PTA or other organization | <input type="checkbox"/> Racing midget or stock cars |
| <input type="checkbox"/> Helping run a school or community fair or carnival | <input type="checkbox"/> Raising or caring for animals |
| <input type="checkbox"/> Hunting or target shooting | <input type="checkbox"/> Reading about technological developments, such as in nuclear energy or aerospace |
| <input type="checkbox"/> Illustrating the school yearbook | <input type="checkbox"/> Reading airplane or boat magazines |
| <input type="checkbox"/> Keeping score for athletic events | <input type="checkbox"/> Reading business magazines and newspapers |
| <input type="checkbox"/> Making belts or other leather articles | <input type="checkbox"/> Reading farm magazines |
| <input type="checkbox"/> Making ceramic objects | <input type="checkbox"/> Reading mechanical or automotive magazines |
| <input type="checkbox"/> Making sketches or machines or other mechanical equipment | <input type="checkbox"/> Reading medical or scientific magazines |
| <input type="checkbox"/> Modeling clothes for a fashion show | <input type="checkbox"/> Recruiting members for a club or other organization |
| <input type="checkbox"/> Operating a CB or ham radio | <input type="checkbox"/> Repairing or assembling bicycles or tricycles |
| <input type="checkbox"/> Operating a calculator or adding machine for an organization | <input type="checkbox"/> Selling advertising space in a school yearbook, newspaper, or magazine |
| <input type="checkbox"/> Operating an addressograph machine for an organization | <input type="checkbox"/> Serving as a leader of a scouting or other group |
| <input type="checkbox"/> Operating a model train layout | <input type="checkbox"/> Serving as a salesperson or clerk in a store run by a charity organization |
| <input type="checkbox"/> Operating a motor boat or other pleasure boat | <input type="checkbox"/> Serving as a volunteer aide in a hospital |
| <input type="checkbox"/> Painting landscapes, seascapes, or portraits | <input type="checkbox"/> Serving as a volunteer counselor at a youth camp or center |
| <input type="checkbox"/> Participating in gymnastics | <input type="checkbox"/> Serving as a volunteer interviewer in a social service organization |
| <input type="checkbox"/> Performing experiments for a science fair | <input type="checkbox"/> Serving as a volunteer in the town fire department or emergency rescue squad |
| <input type="checkbox"/> Performing magic tricks for friends | <input type="checkbox"/> Serving as president of a club or other organization |
| <input type="checkbox"/> Planning advertisements for a school or community newspaper | |

Self-Sufficiency Service Coordination

Successful Individual Training and Service Plans

Section 5: Assessing Strength and Needs

- | | |
|--|--|
| <input type="checkbox"/> Serving as secretary of a club or other organization | <input type="checkbox"/> Teaching games to children as a volunteer aide in a nursery school |
| <input type="checkbox"/> Serving as treasurer of a club or other organization | <input type="checkbox"/> Teaching immigrants or other individuals to speak and write English |
| <input type="checkbox"/> Setting tables for club or organization functions | <input type="checkbox"/> Teaching in Sunday School |
| <input type="checkbox"/> Singing in a choir or other group | <input type="checkbox"/> Training dogs or other animals to perform on command |
| <input type="checkbox"/> Soliciting clothes, food, and other supplies for needy people | <input type="checkbox"/> Tutoring pupils in school subjects |
| <input type="checkbox"/> Soliciting funds for community organizations | <input type="checkbox"/> Umpiring or refereeing amateur sporting events |
| <input type="checkbox"/> Speaking on radio or television | <input type="checkbox"/> Ushering for school or community events |
| <input type="checkbox"/> Studying plants in gardens, parks, or forests | <input type="checkbox"/> Using a pocket calculator to figure out income and expenses for an organization |
| <input type="checkbox"/> Studying the habits of wildlife | <input type="checkbox"/> Visiting museums or historic sites |
| <input type="checkbox"/> Taking ballet or other dancing lessons | <input type="checkbox"/> Waiting on tables at club or organization functions |
| <input type="checkbox"/> Taking lessons in singing or in playing a musical instrument | <input type="checkbox"/> Weaving rugs or making quilts |
| <input type="checkbox"/> Taking photographs | <input type="checkbox"/> Writing articles, stories, or plays |
| <input type="checkbox"/> Teaching dancing as a volunteer in an after-school center | <input type="checkbox"/> Writing songs for club socials or amateur plays |

List of Accomplishments

- An accomplishment is something that a person has achieved that he or she looks on with pride or satisfaction. Employers think that past success is a reliable indicator of how well a person will do in a future job. Listing your accomplishments will help you identify your skills. Accomplishments can be included in your resume and cover letter and discussed in a job interview.

SAMPLE ACCOMPLISHMENTS ARE:

Work-Related	Non-Work Related
Good attendance Being on time (punctuality) Being promoted Finding and solving a problem Increasing productivity Finishing a complex task on time Learning new skills or procedures Suggesting new ideas that are used Volunteering for extra duties	Learning to use power tools Repairing your home Fixing your own car Designing and planting a garden Solving a difficult problem Organizing a committee Budgeting the family money Leading a youth group Doing well in classes
Think about what you have done in the past that you can say, "I'm really proud of the way I did that," or "I had such a good feeling when I tried that."	
Make a list of <i>your</i> accomplishments:	
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____

Checklist of Occupational Clues

Interests

One of the most important factors in choosing a suitable kind of work is some knowledge of what work is likely to interest you. The Guide for Occupational Explanation (GOE) has taken all jobs in the United States and organized them into 12 categories on the basis of worker interest. Each of the categories, called “interest areas,” is described briefly below.

First, check all the interest areas that seem to indicate the kind of work you would like to do. After you have checked those interest areas, then go back and “double check” the three or fewer that appeal to you most.

- ☐ **01 Artistic:** an interest in creative expression of feelings or ideas
- ☐ **02 Scientific:** an interest in discovering, collecting, and analyzing information about the natural world, and in applying scientific research findings to problems in medicine, the life sciences, and the natural sciences
- ☐ **03 Plants and Animals:** an interest in working with plants and animals, usually outdoors
- ☐ **04 Protective:** an interest in using authority to protect people and property
- ☐ **05 Mechanical:** an interest in applying mechanical principles to practical situations by the use of machines or hand tools
- ☐ **06 Industrial:** an interest in repetitive, concrete, organized activities done in a factory setting
- ☐ **07 Business Detail:** an interest in organized, clearly defined activities requiring accuracy and attention to details, primarily in an office setting
- ☐ **08 Selling:** an interest in bringing others to a particular point of view by personal persuasion, using sales and promotion techniques
- ☐ **09 Accommodating:** an interest in catering to the wishes and needs of others, usually on a one-to-one-basis
- ☐ **10 Humanitarian:** an interest in helping others with their mental, spiritual, social, physical or vocational needs
- ☐ **11 Leading and Influencing:** an interest in leading and influencing others by using high-level verbal or numerical abilities
- ☐ **12 Physical Performing:** an interest in physical activities performed before an audience

Guided Imagery

- A useful way for case managers to help participants gain an understanding of their career dreams is what is called guided imagery or fantasy.
- The case manager asks the participants to close their eyes and imagine “the perfect job” or “what they will be doing in 10 years after their career plan is done.” The participant describes this with no hesitation and the case manager notes the description. Together, after the guided imagery, they discuss the values, interests, and occupations that were imagined.

Transition Model Assessment

- Many participants in self-sufficiency programs are in a state of transition. A transition is an event or non-event leading to change: divorce, job loss, a promotion, getting married, realizing or deciding never to have children.
- A Transition Model can be a useful guide in assessing a participant's balance of resources and challenges as they cope with change. In every transition both the situation and the individual bring a set of characteristics. The interaction of these characteristics makes up the assessment of the participant's method of handling the change.
 - ***Characteristics of the Situation:***
 - What has triggered the transition?
 - Does the transition relate to the social clock?
 - Is the transition permanent or temporary?
 - How has the individual met similar transitions?
 - What and how great are other stresses?
 - Does the person view the situation positively, negatively, or as benign?
 - ***Characteristics of the Self:***
 - How important is this issue in the lives of participants?
 - Is there still balance of work, school, family, leisure, community, and religious activity?
 - How well people are equipped to change--emotionally, and intellectually?
 - Do participants believe that what they do makes a difference?
 - How do participants find meaning in their lives?

– ***Characteristics of Supports:***

- Do others like them and know and support what they can do?
- Are they being encouraged – do people close to them expect them to succeed?
- Do they have information provided by people, books, and resource materials regarding job search techniques, employers and job openings?
- Do they have referrals to help for the unemployed provided by people and agencies?
- Do they have practical help, such as baby-sitting, loaning money, providing transportation, or typing a letter or resume?

– ***Characteristics of Strategies:***

- Are they currently changing the situation - job hunting, getting additional training?
- Are they changing the meaning of the situation for themselves?
- Are they doing activities that manage stress from the situation?

Family Matrix

- The Family Matrix was developed in California for use in a self-sufficiency program funded by the Department of Social Services. The program’s goal was to prepare homeless families for permanent housing and self-sufficiency.
- The matrix shows the characteristics of crisis, at risk, stable, self sufficient and thriving families in twelve different life areas ranging from housing and transportation to social and emotional health and competence.
- The case manager gathers information from the participant about their current circumstances. Using this information, both the participant and the case manager are able to “plot” the participant’s current status in each category.
- For example, a participant with no health care who has an immediate need for care is in “crisis” in the health category. The “At Risk” and “Stable” status levels for health will note what actions or resources are needed for the participant to “improve” their status and therefore improve their life circumstances.
- The family matrix includes assessment and accomplishment status on employment, adult education, and development, as well as children’s education. In this way, the matrix is both an assessment and a planning tool for family and employment needs and goals.

Strong Beginnings Program: Family Matrix Part 1

Status Level	Shelter	Food & Nutrition	Transportation & Mobility	Health & Safety	Social & Emotional Health & Competence
Benchmarks	Benchmark Criteria	Benchmark Criteria	Benchmark Criteria	Benchmark Criteria	Benchmark Criteria
Thriving	<ul style="list-style-type: none"> Living in housing of choice Spends less than 40% of income on housing rent or mortgage Has adequate housing space and rooms for family size Feels safe and secure in home and neighborhood Takes measures to maintain household in a safe and livable condition Owens property or has maintained tenancy for more than one year 	<ul style="list-style-type: none"> Can afford a variety of healthy and nutritious foods Has appliances and utensils to prepare food in a variety of methods Eats nutritious, well-balanced meals on a regularly scheduled basis All special dietary requirements are met Is ideal weight 	<ul style="list-style-type: none"> Has current and valid drivers license Has a vehicle that is safe and in adequate running condition Is fully insured and has comprehensive insurance coverage Can afford choice of transportation Is able to repair vehicle when needed 	<ul style="list-style-type: none"> Has established relationships with health care professionals Has comprehensive health insurance Practices preventive health habits Practices safe behaviors in all environments 	<ul style="list-style-type: none"> Working to change negative social and cultural conditions on a personal and community level Uses resources for personal development Is not using drugs or alcohol Is maintaining sobriety
	<ul style="list-style-type: none"> Lives in or has access to adequate housing Spends less than 50% of income on rent or mortgage Has some choice in housing options Feels safe and secure in home and neighborhood Has adequate space and rooms for family size Tenancy is secure for one year 	<ul style="list-style-type: none"> Has enough food to satisfy recommended daily allowances Has appliances and utensils to prepare most foods Eats well balanced meals on a regularly scheduled basis Special dietary needs are usually met Is ideal weight or less than 10 lbs. heavier or lighter than ideal weight 	<ul style="list-style-type: none"> Has current and valid drivers license Has and maintains own vehicle Has basic insurance coverage Has a good driving and accident record Has some choice of transportation 	<ul style="list-style-type: none"> Can access health care when needed Has insurance that covers at least 80 percent of costs of care Has adequate income to make payment arrangements Has sound health and hygiene practices Seeks timely assessment and treatment Practices safe behaviors in most environments 	<ul style="list-style-type: none"> Is able to cope with social, cultural and economic pressures Is not using drugs or alcohol Has used treatment to make progress toward sobriety and is maintaining sobriety Has well developed social support system – is able to receive as well as provide support Generally makes wise use of community resources to meet full range of family needs
Safe and/or Self-Sufficient					
Stable	<ul style="list-style-type: none"> Housing is not hazardous, unhealthy or overcrowded Spends less than 60% of income on rent or mortgage Housing options may be limited Feels safe and secure in home All housing and utility costs are paid and up to date Has telephone or access to a telephone Tenancy is secure for more than six months 	<ul style="list-style-type: none"> Has adequate nutritious food Has some appliances and utensils to prepare food Eats at least one nutritious meal daily Food is sufficient to prevent malnutrition or health problems Is ideal weight or less than 20 lbs. heavier or lighter than ideal weight 	<ul style="list-style-type: none"> Has current and valid drivers license Has a vehicle Can afford alternate transportation when needed Can generally repair vehicle when needed 	<ul style="list-style-type: none"> Can and does access health care but has significant difficulty and/or gaps in health coverage Has major and emergency insurance coverage Has adequate income to pay treatment of care balances over time Generally practices sound hygiene Seeks treatment for significant problems Practices safe behaviors in many environments 	<ul style="list-style-type: none"> Is usually able to handle social, cultural and economic pressures Acknowledges any drug or alcohol problems and is utilizing treatment Generally using community resources needed to meet family needs Generally able to control symptoms of mental illness or seeks treatment when needed

Status Level	Shelter	Food & Nutrition	Transportation & Mobility	Health & Safety	Social & Emotional Health & Competence
At Risk and/or Vulnerable	<ul style="list-style-type: none"> ◆ Lives in temporary or share housing ◆ Spends more than 60% of income for rent ◆ Housing options are severely limited or non-existent ◆ Living in unsafe and overcrowded conditions ◆ May have a recent eviction or utility shut off notice ◆ Feels unsafe in home and neighborhood ◆ May be dependent upon housing assistance ◆ Tenancy is secure for six months or less 	<ul style="list-style-type: none"> ◆ Family members are sometimes hungry and/or malnourished due to lack of food ◆ Does not have appliances and utensils to prepare food ◆ Nutritional requirements are not consistently met ◆ Eats when food is available ◆ Is obese or underweight 	<ul style="list-style-type: none"> ◆ Has a revoked, suspended or invalid drivers license ◆ May have insufficient funds to obtain transportation when needed ◆ Has unpaid traffic tickets ◆ Does not have safe or reliable transportation ◆ Does not have auto insurance ◆ Does not have income to obtain transportation 	<ul style="list-style-type: none"> ◆ Health care is sporadic ◆ Has difficulty accessing health care ◆ Is not covered by insurance ◆ Has inadequate income to access necessary health care ◆ Doesn't take care of self – ignores health problems ◆ Is unaware of and does not practice safe behaviors or hygiene practices 	<ul style="list-style-type: none"> ◆ Uses illegal drugs ◆ Abuses alcohol or prescription drugs ◆ Has inadequate social support systems but is beginning to develop appropriate connections ◆ Is often in denial of emotional, mental health, and/or substance abuse problems ◆ Is unable to control symptoms of mental illness or does not seek treatment when needed
In Crisis	<ul style="list-style-type: none"> ◆ Is homeless or on the verge of being homeless ◆ Has insufficient income for anything but standard or temporary housing ◆ Living in housing that is unsafe, deteriorating or seriously over-crowded ◆ Fears for safety in home and neighborhood ◆ Lacks income or resources to maintain permanent housing ◆ Lacks basic household necessities 	<ul style="list-style-type: none"> ◆ Hunger is common ◆ Has a serious lack of resources to obtain food ◆ Evidence of or diagnosis of malnutrition ◆ Has a severe eating disorder ◆ No one is preparing meals ◆ Is extremely obese or severely underweight 	<ul style="list-style-type: none"> ◆ Is driving without a license ◆ Is driving without insurance ◆ Does not have a drivers license ◆ Does not know how to drive ◆ Is not insurable ◆ Has no access to transportation for basic needs ◆ Has no income to obtain transportation ◆ Has been incarcerated for traffic violations 	<ul style="list-style-type: none"> ◆ Has no access to health care ◆ Needs immediate health care ◆ Displays dangerous and/or self-destructive behavior 	<ul style="list-style-type: none"> ◆ Is unable to take care of self or family ◆ Has severe and untreated drug or alcohol abuse ◆ Has severe and untreated mental illness ◆ Has no social support system ◆ Is isolated

Strong Beginnings Program: Family Matrix Part 2

Status Level	Income & Budget	Family Relations & Parenting	Employment	Adult Education & Development	Children/Youth Education & Development
Benchmark Criteria	Benchmark Criteria	Benchmark Criteria	Benchmark Criteria	Benchmark Criteria	Benchmark Criteria
Thriving	<ul style="list-style-type: none"> ◆ Sufficient earned income to allow family choices for non-essential purchases ◆ Able to save 10% of income ◆ Established relationship with insured financial institution ◆ Has a good credit rating ◆ Expects to increase income level within one year 	<ul style="list-style-type: none"> ◆ Has a strong supportive family with positive family identity ◆ Mutually agreed upon rules and expectations ◆ Conflicts are easily negotiated ◆ Is nurturing and consistently cares for family members ◆ Children are happy and socially well-adjusted ◆ Children enjoy parents 	<ul style="list-style-type: none"> ◆ Possesses marketable job skills and positive work experience ◆ Constant development of transferable job skills ◆ Permanent employment by secure business offering a comprehensive benefit package ◆ Has made steady advancement in career of choice ◆ Has solid job search and retention skills 	<ul style="list-style-type: none"> ◆ Has post secondary education or training ◆ Parents speak, read and write English ◆ Positive, supportive attitude toward education ◆ Set and pursue long range career and educational goals ◆ Highly value education for children 	<ul style="list-style-type: none"> ◆ Has little or no absenteeism ◆ Has high grades in most subjects and passing marks in every subject ◆ Has no discipline problems ◆ Is a leader among other students ◆ Has a positive attitude toward education
Safe and/or Self-Sufficient	<ul style="list-style-type: none"> ◆ Sufficient earned income to meet basic family needs ◆ Plans and sticks to a monthly budget ◆ Saves when possible ◆ Able to obtain a secured line of credit ◆ Pays bills on time, delays purchases to handle debt load ◆ Has a good credit rating ◆ Anticipates continuation of current income level for at least one year 	<ul style="list-style-type: none"> ◆ Supportive family with a generally positive identity ◆ Has realistic rules and manageable conflict ◆ Usually provides sound, nurturing care for family members ◆ Children unusually happy and outgoing; little violence or aggression ◆ Children are consistently able to relate to parents 	<ul style="list-style-type: none"> ◆ Has attained marketable job skills ◆ Is employed by a secure business offering some benefits ◆ Has employment with potential for advancement ◆ Has or can easily develop job retention skills. ◆ Has job search skills. ◆ Has sufficient wages to provide for family needs. 	<ul style="list-style-type: none"> ◆ Some family members speak, read and write English ◆ Have or are pursuing a high school diploma or equivalent education ◆ Enrolled in adult education, English as a Second Language, Vocational Education or College ◆ Values education for children 	<ul style="list-style-type: none"> ◆ Absenteeism is not high enough to be a concern ◆ Has passing marks in all subjects ◆ Has no discipline problems ◆ Has a good attitude toward education
Stable	<ul style="list-style-type: none"> ◆ Has an income barely adequate to meet basic needs ◆ Plans and sticks to a monthly budget ◆ Has no savings ◆ Able to obtain limited secured credit ◆ Generally pays bills on time ◆ No anticipated decrease in family income 	<ul style="list-style-type: none"> ◆ No abuse or neglect of any kind ◆ Learning positive family dynamics ◆ Care of family members is adequate ◆ Little violence or aggression ◆ Children are sometimes able to relate to parents ◆ Parents are involved in parenting, communication and/or family development training 	<ul style="list-style-type: none"> ◆ Considering or in the process of developing more marketable job skills ◆ Has seasonal, part time or temporary employment ◆ Has employment with inadequate hours, benefits and/or stability ◆ Has employment with limited advancement potential ◆ Has understanding of job search skills. Can search for a job with assistance. ◆ Wages are sufficient to meet most family needs 	<ul style="list-style-type: none"> ◆ Considers personal education needs and options ◆ Has or is pursuing a high school education ◆ Has limited English skills ◆ Can set and pursue some career and personal education goals with assistance ◆ Values some education for children 	<ul style="list-style-type: none"> ◆ Has some absenteeism but it is not impeding educational performance ◆ Is performing at a minimum educational level ◆ Has some discipline problems ◆ Gets along with most other students ◆ Making adequate progress in reading, writing and arithmetic skills ◆ Has an average attitude toward education

Status Level	Income & Budget	Family Relations & Parenting	Employment	Adult Education & Development	Children/Youth Education & Development	
Benchmarks	Benchmark Criteria	Benchmark Criteria	Benchmark Criteria	Benchmark Criteria	Benchmark Criteria	
At Risk and/or Vulnerable	<ul style="list-style-type: none">Has a limited incomeIs sometimes unable to meet basic needsHas spontaneous and inappropriate spending habitsHas no savingsHas limited ability to obtain creditHas unpaid billsHas an overwhelming debt load	<ul style="list-style-type: none">Outside placement of children is threatenedChildren have run away from homeUnrealistic or non-existent rulesConstant conflictInadequate careRisk of abuse or neglectChildren are unhappy, withdrawn, violent or aggressive	<ul style="list-style-type: none">Has limited job skillsHas inadequate employment with no benefitsIs not sure where or how to find the next jobHas no advancement potentialHas disciplinary or performance problems at workHas few job search or retention skillsWages are insufficient to meet family needs	<ul style="list-style-type: none">Has less than a ninth grade educationHas severally limited English skillsDoes not consider education a priorityDoes not set or pursue educational or career goals	<ul style="list-style-type: none">Has a high absenteeism rateIs performing below educational level or is failing in one or more subjectsHas continued discipline problemsExhibits gang related behaviorDoes not get along with other studentsHas serious difficulty with reading, writing and arithmetic skillsHas a poor attitude toward education	
	In Crisis	<ul style="list-style-type: none">Has very little money and can not meet basic needsUnable to obtain creditHas unpaid bills and collectors callingIs dependent upon public assistance	<ul style="list-style-type: none">Existence of child or spousal abuse, neglect or violenceFoster care or other placement of child has occurred or is imminentIntervention of criminal justice system is required to deal with family violence or abuse	<ul style="list-style-type: none">Is unemployed or unemployableHas minimum or no job skillsHas negative work historyHas negative work ethics or attitudeHas no job search or retention skills	<ul style="list-style-type: none">Is illiterateHas no English skillsHas no interest in or access to educational remediesDoes not stress or value education for children	<ul style="list-style-type: none">Having great difficulty in schoolDrops out of schoolHas a poor attitude toward educationHas serious development deficienciesHas serious behavioral problems

Other Informal Assessments

- Other informal assessments include:
 - Group and individual activities
 - Developing lists
 - Interviews
 - Group discussions
 - Writing samples
 - Observations
 - Job shadowing

Formal Assessments in Career Counseling

Uses of Assessment Instruments

- Career assessment is a “connect the dots” activity where the participant begins to make the connection between “who they are” and the “world of work” accurately and thoughtfully. A good career assessment creates a full picture of future decisions, education, training, work, and self-sufficiency.
- Career assessment instruments are used in:
 - Vocational exploration
 - Vocational decision-making
 - Educational planning
 - Training planning
 - Vocational adjustment
- Formal tests are not always accurate in describing or highlighting one’s interests, personality, and aptitudes. It is critical to use formal assessments in addition to other personal and background information.

- Formal career assessments have four major uses:
 - **Prediction:** To predict how successful a participant might be in a particular career.
 - **Discrimination:** To determine how well a person's values and interests match with those of a given career.
 - **Monitoring:** To determine how ready a person is to choose a career or begin work, education, or training in their field of choice or any field.
 - **Evaluation:** To identify how well the career program is working.
- There are many methods of delivering formal instruments, ranging from observation or demonstration of skills to computerized methods to the more traditional methods. The key is that the administration and scoring of the assessments is standardized.

Formal Computerized Test Administration

- Computers are sometimes used to administer, score and interpret tests. There is a responsibility to select the appropriate test for a specific individual in accordance with that person's unique characteristics, the setting, and the nature of the question presented.
- A participant's knowledge of and experience with computers should be evaluated prior to administering assessments on the computer. If a participant is new to computers, they may need training or a coach to succeed at the assessment technique.

Selecting Formal Assessment Tools

- Most formal vocational assessments require a substantial investment of time, money and energy to select one appropriate for each self-sufficiency program. The difficulty of this decision leads many professional vocational agencies and institutions to form committees of experts to make these decisions. These groups consider:
 - What is it that you need to find out?
 - Who was the instrument or procedure designed to assess?
 - What is involved in administering the instrument or procedure?
 - What is the cost of administration?
 - Does administration require special certification or training?
 - Is the instrument hand-scored or computer-scored?
 - Are there any additional costs associated with scoring?
 - Is there a reason to be concerned about validity and reliability?

Major Types of Formal Assessments

- The major types of formal assessment instruments are:
 - Measures of work values
 - Interest inventories
 - Personality measures
 - Multiple aptitude batteries
 - Multiple achievement batteries
 - Combined assessment programs
 - Career development/maturity
 - Instruments of specific populations

Career Assessment Instruments

- Interest inventories
 - Career Assessment Inventory (CAI)
 - Career Occupational Preference System (COPS)
 - Harrington O'Shea Career Decision Making System (CDM)
 - Interest Determination, Exploration and Assessment Systems (IDEAS)
 - Self-Directed Search (SDS)
 - Strong Interest Inventory (SII)
- Measures of work values
 - Minnesota Importance Questionnaire (MIQ)
 - Salience Inventory (SI)
 - Values Scale (VS)
 - Adult Career Concerns Inventory (ACCI)
 - Values Card Sort
- Measures of career maturity
 - Assessment of Career Decision-Making (ACDM)
 - Career Decision Scale (CDS)
 - Career Development Inventory (CDI)
 - Career Maturity Inventory (CMI)
 - My Vocational Situation (MVS)
- Personality measures
 - Myers-Briggs Type Indicator (MBTI)
 - Personal Skills Maps (PSM)
 - Temperament and Values Inventory (TVI)

- Multiple aptitude batteries
 - Armed Services Vocational Aptitude Battery (ASVAB)
 - Differential Aptitude Test (DA1)
 - USES General Aptitude Battery (GATB)
 - Aptitude Based Career Decision Test (ABCD)
 - Career Ability Placement Survey (CAPS)
- Combined instruments
 - ACT Career Planning Program (CPP)
 - Apticom
 - Career Survey
 - Occupational Aptitude Survey & Interest Schedule (OASIS)
 - World of Work Inventory (WOWI)
- Multiple achievement batteries
 - Tests of Adult Basic Education (TABE)
 - Adult Basic Learning Exam (ABLE)
 - Clerical Skills Series (CSS)
 - USES Basic Occupational Literacy Test (BOLI)

Formal Assessment Interpretation

- The interpretation of standardized career assessment tools is usually the responsibility of a qualified career counselor. If case managers are required, as a regular part of their job duties, to interpret any career assessment tools, it should be done under the supervision of a licensed/certified professional counselor or licensed/certified career counselor.
- While even a small amount of formal assessment can take the participant well beyond their current self awareness, it is important not to absolutely trust the results of these assessments, particularly if the assessments have been done in isolation from a full understanding of the participant and their environment.
- Assessment is a picture of the whole individual, an aid to a participant's understanding of him or herself.

The Formal Career Assessment Process

- Formal career assessment is a process and is not completed until every step is complete. Some career programs overlook or simply are not aware of all of the steps within the process and they may fail to complete them. This leaves the participant with less than an accurate picture or plan. The steps in the process include:
 - Identifying that a formal assessment will give useful information
 - Selecting the appropriate assessments
 - Preparing the participant for the assessments
 - Administering the selected assessments
 - Scoring the instruments
 - Selecting the appropriate norm and reference groups
 - Summarizing and profiling test results
 - Interpreting the test results to the participant
 - Developing a written report of test interpretation
 - Exploring educational, vocational and personal options, using information from test and other sources
 - Formulating an individualized written plan of action and strategy

- Some participants require special consideration in the assessment process and have been protected by a range of legislation and professional association guidelines that mandate, regulate and provide guidance in the use of tests in career counseling for these populations. Included are the following:
 - The Carl D. Perkins Vocational Education Act of 1963
 - The Education of All Handicapped Children Act of 1975
 - The Civil Rights Act of 1964
 - Family Education Rights and Privacy Act of 1974
- Self-Sufficiency coordinators should seek consultation or referral to schools, hospitals, vocational rehabilitation programs, the Department of Social Services, mental health institutions, or local colleges and universities when considering vocational assessments for special needs groups.
- The most common mistakes in career assessment are:
 - Over-dependence on testing
 - Neglecting informal assessment methods
 - Not enough attention to interpretation
 - Too much emphasis on measures of achievement
 - Too little emphasis on measures of interest, aptitude, work values and career maturity
 - Inappropriate use of test results
 - Overemphasis on using tests for specific decision-making rather than for better self-understanding
 - Failure to properly orient participants to the purpose of the test being administered

Assessing Persons At Risk

- There are general assessments for certain groups of people who are considered “at risk” or “in need” in the United States.
- These “at risk” groups include families living in poverty and persons with terminal illnesses.
- Brainstorm with your group to identify other “at risk” groups in the United States:

<i>“At-Risk” or “In Need” Groups</i>
<i>Examples:</i> <i>Children with learning issues</i>
<i>Women receiving welfare assistance</i>
<i>Workers who were injured on the job</i>
<i>People recently released from a hospital</i>

- Generalized assessment information is available about each one of the groups listed above. This information is useful in completing specific assessments.

Section 6 Setting Goals for Self-Sufficiency

REASON FOR GOAL SETTING

- Goal-setting leads to action planning and to action plans. Goal-setting allows both case manager and participant to have a clear direction and enjoy the results when goals are reached.
- Goals motivate, educate, and evaluate the participant's actions - for themselves and the case manager. Goals provide direction and can help case manager and participant judge success and celebrate accordingly.

LONG-TERM GOAL-SETTING

- There are both long and short-term goals. Long-term goals are usually central to one's life. Short term goals are the steps taken to reach them. Rarely will a long-term goal be reached without first accomplishing certain short-term goals.
- The case manager has already taken many steps to assist the participant in both long and short term goal setting, such as:
 - Offered participant self awareness through the assessment process
 - Matched participant's characteristics with labor market information
 - Matched labor market information with careers interests
 - Helped identify alternatives and decide on an alternative to try.

SHORT-TERM GOAL-SETTING

- Interim goals (and the plan to achieve them) help to clarify the long term goal, determine the immediate steps to begin the action plan, help participants see the interim plan as a goal within itself, and help to determine whether the participant is following the plan.

ITSP PLANNING

- The Individual Training and Service Plan, and all case plans, are well-defined road maps to achieving the final goal of career and self-sufficiency.
- The ITSP case plan consists of:
 - Well-defined final goals
 - Well defined interim goals
 - Specific resources to accomplish the interim goals
 - Specific agencies or sources of these resources
 - Tasks or action steps needed to accomplish the interim goals
 - An accurate and effective time line
 - Strategies to address anticipated barriers to goal attainment
- There are three parts to goal setting:
 - Conceptualizing possibilities
 - Choosing realistic possibilities
 - Turning them into viable goals

WAYS TO DEVELOP GOALS

- It is possible to use assessment activities to help participants identify their goals. Activities might include: extensive information gathering, listing possible goals, brainstorming all possibilities and prioritizing these by sorting into more and more exclusive groupings, or using guided imagery.
- Any or all of these activities will assist in goal setting. Challenges to using these methods will be discussed in sections discussing decision making and motivation or empowerment.

BASICS OF LABOR MARKET INFORMATION

- Since economic self-sufficiency is often a goal of self-sufficiency programs, the choice of a career and job within that career, is vital to the individual and the program.
- Accurate and accessible labor market information is essential to the decision making and goal setting that is completed in self-sufficiency case management. Without it, the participant and the case manager are attempting to navigate a stormy sea without a map. With it, the participants gain insight into themselves and the world of work that will serve them the rest of their lives.

- Both case managers and their participants benefit from accurate, relevant, specific labor market information because:
 - People will likely change occupations three to five times within a lifetime. Jobs may be changed more often
 - Trends exist which affect the labor market and these in turn affect the participant, including the aging of America, increasing diversity of the population, and the increasing number of women in the labor force
 - The labor force responds to the economy. Economic conditions are far more global in nature
 - Increased technology requires the labor force to be better educated. Education needed for a high tech job depends on the skills required in that job.
- Labor market information is systemized data, gathered on a regular basis, about employees, jobs, and employers. Labor market information includes information about the economic conditions and workforce in America and abroad. These data include information about the workforce, education, income, occupation descriptions, and employer conditions, both nationally and internationally.
- Sources of labor market information can be both formal and informal. Formal collection is done by state and federal agencies like:
 - U.S. Bureau of Labor Statistics
 - U.S. Bureau of the Census
 - Department of Commerce (state and federal)
 - Department of Education (state and federal)
 - Department of Labor (state and federal)
 - Local employment offices

- Informal collection is done by:
 - Educational institutions
 - Employment agencies
 - Employers seeking a labor pool
 - Individuals planning careers or looking for work
 - Professional and trade organizations

LABOR MARKET RESOURCES

Occupational Information Network (O*NET)

- First published in 1938, the Dictionary of Occupational Titles (DOT) provided useful occupational information for many years. Eventually, its usefulness waned as the economy shifted toward information and services and away from heavy industry.
- In the mid 1990s, a team of public and private sector organizations led by the U.S. Department of Labor's Employment and Training Administration created O*NET, in response to the need for occupational information that was more relevant to the modern workplace.
- The O*NET program is now the nation's primary source of occupational information. Available to the public at no cost, this database includes information on the knowledge, skills, abilities, interests, preparation, contexts, and tasks associated with 1,122 occupations and is continually updated by surveying a broad range of workers from each occupation.
- Information from this database forms the heart of O*NET OnLine, a web based, interactive application for exploring and searching occupations.

- O*NET has designed a set of self-directed career exploration/assessment tools to help workers consider and plan career options, preparation, and transitions more effectively. The assessment instruments, which are based on a “whole-person” concept, include:
 - O*NET Ability Profiler
 - O*NET Interest Profiler
 - O*NET Computerized Interest Profiler
 - O*NET Interest Profiler Short Form
 - O*NET Work Importance Locator
 - O*NET Work Importance Profiler
- These instruments help participants identify work-related interests, what they consider important on the job, and their abilities, in order to explore occupations that relate most closely to those attributes.
- Users of the tools may link to the more than 800 occupations described by the O*NET database, as well as to occupational information in CareerOneStop. This allows individuals to make a seamless transition from assessing their interests, work values, and abilities to matching their job skills with the requirements of occupations in their local labor market.

The Occupational Outlook Handbook (OOH)

- The *Occupational Outlook Handbook (OOH)* is a career guidance resource offering information on the hundreds of occupations that provide the overwhelming majority of jobs in the United States.
- Each occupational profile discusses what workers in that occupation do, their work environment, the typical education and training needed to enter the occupation, pay, and the job outlook for the occupation.

- Each profile is in a standard format that makes it easy to compare occupations:
 - ***What they do:*** explains what workers typically do on the job, technological innovations and emerging specialties, levels of skill and responsibility
 - ***Work environment:*** describes work hours, physical environment, any special requirements such as drug testing
 - ***How to become one:*** states type of training required, certificates, licenses, degrees, worker characteristics such as reading, speaking, aptitudes, paths for advancement
 - ***Job Outlook:*** describes factors that will influence future employment, how many jobs this occupation provided in the year reported, geographical distribution of jobs, proportion of workers who worked full- or part-time or who were self-employed

The Guide for Occupational Exploration

- The Guide for Occupational Exploration (GOE) was created by the United States Employment Service in order to help people relate their interests, skills, and aptitudes to the requirements of occupations in the job market.
- By relating interests, work values, leisure activities, home activities, school courses, and other significant experiences pertinent to work, the participant can make career decisions that are more likely to be successful.
- The GOE is organized in two ways: information about the world of work, and information about the person who is making career decisions.

- Information about the world of work:
 - Jobs are divided into 12 interest areas
 - Interest areas are divided into 66 work groups
 - Work groups are divided into 348 subgroups
- Information about the person making career decisions:
 - Work values - personal satisfaction derived from a job
 - Leisure activities - hobbies, volunteer services
 - Home activities - school subjects, work settings
 - Military-identifies civilian subgroups based on military specialty

The Standard Industrial Classification (SIC) and North American Industry Classification System (NAICS)

- The Standard Industrial Classification (SIC) was developed for use as a classification of establishments by type of economic activity.
- The North American Industry Classification System (NAICS) is the standard used by Federal statistical agencies in classifying business establishments for the purpose of collecting, analyzing, and publishing statistical data related to the U.S. business economy.
- The NAICS was developed under the auspices of the Office of Management and Budget (OMB), and adopted in 1997 to replace the Standard Industrial Classification (SIC) system.
- In 2003, OSHA began using the North American Industry Classification System (NAICS) for identification in its various data sets.
- Although the SIC has been replaced, several data sets are still available with SIC-based data. Both SIC and NAICS classify establishments by their primary type of activity.
- NAICS uses a six digit hierarchical coding system to classify all economic activity into 20 industry sectors. 5 sectors are mainly goods-producing sectors, 15 are entirely services-producing sectors. This 6 digit structure allows greater coding flexibility than the 4 digit structure of the SIC system.
- NAICS allows for the identification of 1170 industries compared to the 1004 found on the SIC.

- Job seekers may identify employers using the SIC or NAICS classification codes. For example:
- A participant has been involved in the brake manufacturing industry. The participant wants to continue within the same industry but in a different part of the country.
- The case manager can search both the NAICS and the SIC directories to identify employers in the new area of the country.
 - Participants can search both the NAICS and the SIC online.
 - <http://www.census.gov/eos/www/naics/>
 - <https://www.osha.gov/pls/imis/sicsearch.html>

Computerized Career Information Delivery Systems

- Many computer-based career information programs are easy to use, making it possible for case managers and participants alike to take advantage of this information.
- Case managers can partner with local libraries, schools or career centers to discover what information and resources are available to participants.
- Good computer career information delivery systems include assessment activities in:
 - Self-awareness, interests, values, abilities, personal preferences, and challenges related to work
 - Resource information about specific occupations, job duties, requirements for employment and training, working conditions, earnings, and outlook
 - Key word searches for a word with lists of occupations using that word
 - Key word searches for industry code or personal value with lists of related occupations

Web Based Career Information Delivery Systems

- The internet has made it possible for participants and case managers to access the most current and relevant local and national tools and information at little or no cost through a number of web-based applications.
- Many Universities, Non -profit organizations, State and Federal programs support and maintain web sites or web pages full of useful resources related to a particular field or interest.
- Career OneStop, sponsored by the U. S. Department of Labor, is an online hub where case managers and participants can have unlimited access to a wide range of career information resources to include:
 - **America's Service Locator** connects individuals to employment and training opportunities available at local American Job Centers. The website provides contact information for a range of local work-related services, including unemployment benefits, career development, and educational opportunities.
(www.ServiceLocator.org)
 - **America's Career InfoNet** helps individuals explore career opportunities to make informed employment and education choices. The website features user-friendly occupation and industry information, salary data, career videos, education resources, self-assessment tools, career exploration assistance, and other resources that support talent development in today's fast-paced global marketplace.
(www.CareerInfoNet.org)
 - **mySkills myFuture** helps laid-off workers and other career changers find new occupations to explore. Users can identify occupations that require skills and knowledge similar to their current or previous job, learn more about these suggested matches, locate local training programs, and/or apply for jobs.
(www.mySkillsmyFuture.org)

- **Worker ReEmployment** provides employment, training, and financial assistance for laid-off workers. The website includes a Job Search tool with job listings for all fifty states updated daily. Users will also find resources for getting immediate help with unemployment insurance, healthcare, and other financial needs; job searching and resume tips; changing careers and understanding transferable skills; and upgrading skills through education and training. (www.CareerOneStop.org/ReEmployment)

Career Centers

- Some career centers are small and contain only college catalogues and financial aid information. Other centers may have a wide variety of options, to include computer based, video, audio and written sources of occupational and labor market information, along with trained staff members who are available to help participants access and utilize the information.
- Some centers are the result of community or regional collaborations that seek to successfully combine career development and job search programs with available resources to better serve participants. These centers may be staffed with career counselors or case managers from Workforce Investment programs, community colleges, community based organizations, or public housing authorities.
- Activities, participant records, test data, and portfolios may be housed in these centers as mutual holdings of the collaboration in an effort to streamline services or lower program costs.
- Community partners can and should continue to work together to find creative ways to develop, secure, and continually evaluate options for providing career centers for that will effectively serve families without increasing costs when budgets are tight.

EDUCATION AND TRAINING

- Education and training decisions are another important aspect of goal setting. Case managers often assist in these decisions. The more information that is considered, the better the outcome may be.
- Education and training decisions are another important aspect of goal setting. Case managers often assist in these decisions. The more information that is considered, the better the outcome may be.
- Education and training does not end with high school or college completion. Many adults continue their education and training for the rest of their lives. People often seek continued education in order to:
 - Keep a current job
 - Pursue a desired promotion
 - Enhance skills or develop new skills in a current position
 - Train for a new position or field
 - Meet licensing or certification requirements in a current or new job or field

- There are generally two types of education and training:
 - **Formal education**—Longer in duration than informal training programs. Offers degrees, certifications, or diplomas. Indications of completion of formal education are used in the future as “proof” that the participant engaged in a structured, known course of study and provide verification of a level of skill or excellence reached in a particular field of study.
 - **Informal training**—Shorter in duration. Can include learning skills in a current job, self-taught skills, and expertise garnered through a hobby or avocation. These may be restricted to a certain skill rather than a range of skills.
- Required and effective education/training programs can be identified by doing research on specific occupations, researching specific training programs and educational institutions. These may include:
 - State Career Information Delivery Systems
 - State Occupational Information Systems
 - Professional organizations
 - Published college and university directories
 - The College Handbook of the College Entrance Examination Board
 - Brochures from organizations

OPPORTUNITIES AND OBSTACLES

- The participant's current life situation must be taken into consideration when making an occupational choice. There are often elements in the participant's situation that can either limit or expand career choices. Elements that have an impact are:
 - Financial situation
 - Level of skills
 - Development needs
 - Roles and support
 - Personal motivation
- Family obligations and other personal circumstances can affect the success or failure of reaching career goals. Before choosing an educational path, it is important that participants examine their current situation and carefully consider:
 - How they are balancing their life roles
 - What obstacles to personal change may be present
 - Lack or presence of a support system
 - What they can change and what must remain the same
 - Other realities of personal circumstances
- With transition and timing issues in mind, are there other transitions that might affect a participant's ability to change in this specific transition, and is this the time to take on another change?

SETTING REALISTIC GOALS

- In the chart below, describe a typical family in your self-sufficiency program, including any services they are receiving and their employment goals.

<i>Where family is- current demographics, skills, abilities</i>	<i>How family is getting there</i>	<i>Where family is going: employment, financial goals, wages</i>
<i>Example: Single mother, two children ages 2 & 6, no G.E.D., little work history</i>	<i>4 months C.N.A. training, 30 hours a week child care, bus transportation</i>	<i>Certified Nursing Assistant, Wage: \$7.50 an hour</i>

- Compare these final employment goal wages with the Self-Sufficiency Standard identified on page 1-20 of the Self-Sufficiency Standard section:
 - Current final goal wages: \$ _____
 - SS Standard wages: \$ _____

LONG TERM EDUCATION AND TRAINING

- To determine what your family's needs are for long-term education and employment training:
 - **Obtain** the community's most recent Labor Market Survey. National statistics are available online and searchable by State through Career One Stop @ <http://www.careeronestop.org>
 - **Identify** jobs and careers in the community that command the Self-Sufficiency Standard wage. List these here:

<i>Self-sufficiency Job Title</i>	<i>SSS Wage</i>
	\$
	\$
	\$
	\$

- **Identify** the knowledge, skills and abilities that are needed to be successful in the Self-Sufficiency Standard jobs and careers identified. This information can be found online at <http://www.onetonline.org>

<i>Self-sufficiency Job Title</i>	<i>SSS Knowledge, Skill, Ability</i>

Self-Sufficiency Service Coordination

Successful Individual Training and Service Plans

Section 6: Setting Goals for Self-Sufficiency

- **Identify** the related career ladders or career clusters for each Self-Sufficiency Standard Career.

<i>Self-sufficiency Job Title</i>	<i>SSS Related Careers</i>

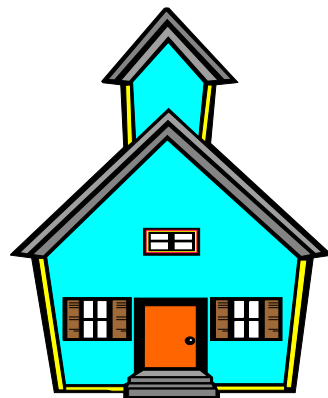
- **Compare** family's current knowledge, skills, and abilities (KSAs) with the KSAs needed in these Self-Sufficiency Standard careers:

<i>Current SS KSAs</i>	<i>SSS Job KSAs</i>

- The job training and education needed to acquire the knowledge, skills, and abilities to succeed at a Self-Sufficiency Standard job are the long-term training needs of self-sufficiency participants.

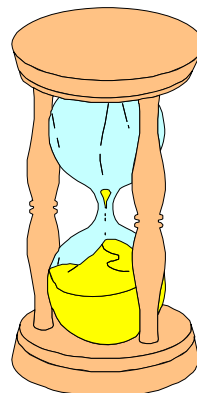
TRAINING AND EDUCATION NEEDS OF SS FAMILIES

- The initial training and education needed by self-sufficiency participants is often very similar:
 - Remedial education to relearn reading, writing, and arithmetic, life skills and job readiness
 - Basic education to learn reading, writing, arithmetic and skills that were not learned in childhood (or were learned in another language, culture, or subculture)
 - Education and information about possible careers, their tasks, activities, and future
 - Education and training in seeking and maintaining a job (job development, phone etiquette, completing resumes and applications, succeeding in interviews, learning on-the-job, job retention).



TIME NEEDED TO COMPLETE TRAINING AND EDUCATION

- Communities that have been mandating work training, preparation, and placement for welfare families in return for continued welfare payments for over 15 years have learned that:
 - The average TANF recipient who needs basic or remedial training needs **100 hours** (3 months) of classroom preparation to read well enough to read and complete the high school equivalency exam.
 - Those completing the high school equivalency will need an additional 250 hours or 8 months of job skills (entry level) to be placed in a position earning \$4 to \$6.50.
 - Most communities (educators) know the average time needed to complete technical or academic training and the wage at placement in employment after training. In California, for example:



<i>Training Time</i>	<i>Goal</i>	<i>Wage at placement</i>
8-12 months	Certification	\$8.50/9.90
12-24 months	Certification	\$9.90
24 months-4 years	Degree	\$14.25
4 years +	Degree +	\$15.00

- Compare these wages with the Self-Sufficiency Standard you determined for your area on page 1-20.

SUPPORT NEEDS DURING TRAINING

- Self-sufficiency participants who require long-term training or education need longer term support services:
 - Child care
 - Transportation
 - Medical care
 - Other specific counseling and support
- In communities where these resources are limited, it is important for case managers to collaborate with community partners and service providers to ensure participant success.



WRITING EFFECTIVE GOALS

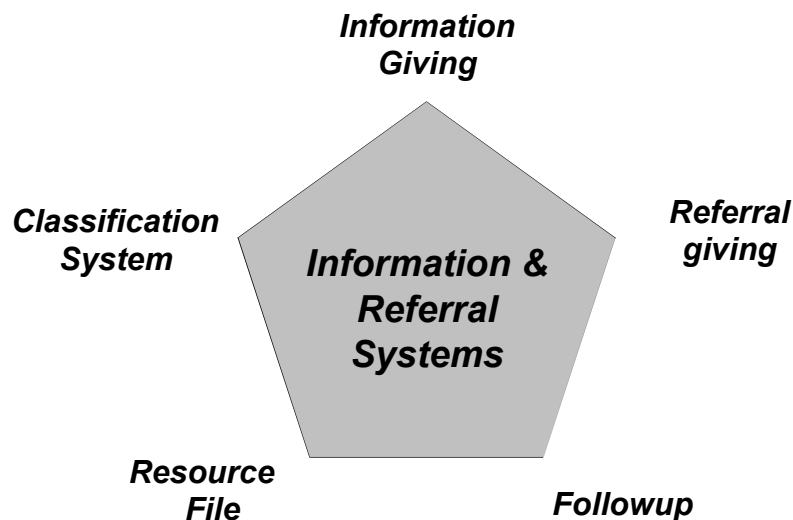
- The goal statements in the Individual Training and Service Plan serve as a constant inspiration and guide to the family or individual as they pursue what may be years of activities. It is very important that the goal statements “speak” to the family - motivate and drive them on in simple as well as complex tasks.
- Realistic goals are based on the participant’s dreams and desire not those of the case worker or program.
- To be useful and enduring, the goals should be stated in positive rather than negative terms. For example, a goal to be drug free and sober is more descriptive and motivating than a goal to stop taking drugs.
- Both the participant and the case worker should be able to tell immediately if a goal is completed. Goals should be written so that they are very specific and measurable within a known time frame. For example, a goal to lose weight is not as measurable as a goal to lose 50 pounds in 12 months, 14 the first three months and 4 each month for nine months.

- Each goal should make a difference in the life of the participant and each goal should be accomplishable. Self-sufficiency participants are interested in a series of successes. It is not helpful to set goals in a way that the participant risks not accomplishing the goal. Effective case managers have enough knowledge of the participant and the world of work to anticipate accurately the likelihood of success in each goal.
- Finally, effective goals are flexible enough to allow for change overtime. As the participant moves through the plan, s/he will learn more and more about themselves and the world of work. This is good and expected. Flexible goals allow for that learning to benefit the participant rather than hinder their progress. For example, if time spent in a welding program helps the participant to learn that s/he develops a rash in response to the welding compounds, then it is important that flexible goals and program regulations allow for a change in career goal.
- Effective goal statements are:
 - Realistic: The goal is moderately difficult, but attainable.
 - Understandable: The goal can be communicated to and understood by others.
 - Measurable: Change can be observed and/or measured.
 - Behavioral: The goal includes behavior (action) and the steps towards the goal are also behavioral.
 - Agreed-upon: The goal is acknowledged and accepted by others who may be involved or have power over the completion of the goal.
 - Specific: The goal is stated in concrete rather than vague terms.

Section 7 Identify and Coordinate Resources And Referrals

- Providing an effective resource or referral can be a demanding process in case management.
- United Way of America and the Alliance of Information and Referral Systems (AIRS) has developed a set of standards for providing effective resources and referrals.
- These include definitions and standards for some of the activities and services included in case management:
 - **Information Giving:** the process of providing basic or detailed information (without assessment) to the participant about a service. The participant is encouraged to call again if the service does not meet the need.
 - **Referral Giving:** the process of assessing the needs of the participant, evaluating appropriate resources, indicating organizations that meet the need, actively participating in linking the participant to the service. The case manager follows up with the participant, the service, or both to see if the need was met.

- **Follow-Up:** the process of contacting participants and services to determine if the need was met and to access alternative services if necessary.
- **Resource File:** an organized, cross- indexed file or data-base with information on services and programs. The Alliance of Information and Referral Systems (AIRS) suggests that this information on services be categorized according to the nationally accepted classification system for health and human services.
- **Classification System:** the system to classify available human services in a standard manner to simplify retrieval of service information, to increase the reliability of planning data, to make evaluation processes consistent, and to facilitate national comparisons of data.



INFORMATION AND REFERRAL GIVING

- When making a referral take time to explore, through the decision making process, the participant's situation and life circumstances....briefly or in depth as the circumstances dictate.
- The following steps are suggested when providing information on resources and making referrals:
 - Allow the participant to describe his/her needs in great detail
 - Discuss what has worked and what has not worked in the past and why
 - Always provide opportunity for the participant to participate in the decision making about the resources and referral sources
 - Select the resources best suited to the needs of the participant
 - Explain the resource and referral to the participant as clearly as possible, including the reason why it appears to fit the needs as described
 - Agencies and services can change quickly. Case managers must keep current on local resources to ensure a solid referral
- Encourage the participant to take responsibility for calling the resource and setting up an appointment time.
- Encourage them to call back to give feedback on their experience with the resource.

- Give the participant concrete information on:
 - Location of the service
 - Telephone number
 - Services offered
 - Cost of service
 - Contact person
 - Any other helpful information
- Help the participant explore their financial, transportation or childcare situation, or any other barrier that may stop them from using the resource.
- If the participant is unable to act on his/her own behalf and this resource is crucial, take responsibility for calling the referral resource (with the participant's permission), setting up the service for them and relaying crucial information to the referral.
- Discussions with families should END with a referral, not begin there!

FOLLOW-UP

- Follow-up occurs naturally in case management, given the long term nature of the relationship. Even so, it is especially important to follow up with participants after providing referrals.
- Regular follow-up fosters accountability and shows support, while allowing the case manager to learn what services are useful to participants and discover any gaps in services within the community.
- Information from follow-up is often crucial to decision-making and goal setting in self-sufficiency programs.

RESOURCE FILES AND CLASSIFICATION SYSTEMS

- It is essential that case managers maintain or have access to a current resource file or data-base.
- o Most communities have readily available online options, managed through a local information and referral network. These resource data systems may be offered through State or local government agencies, or sponsored by a local United Way agency.
- In most communities, current listings of health and social service providers are available online or through a call center, such as 2-1-1. (<http://www.211.org/>)
- Coordinating with existing information and referral providers ensures the case manager has current resource information and also allows the community to collect accurate information on participant needs and use of services.

PROVIDING PRIVATE REFERRALS

- Many valuable resources and referrals come from agencies and institutional providers.
- Valuable and effective resources can also come from the private sector. Private referrals must be carefully considered before being offered to families.
 - Agencies considering using private referral should consult with their management and legal counsel to make certain that the practice is consistent with the organization's policies.
- If private referrals are utilized, it may be helpful to develop a database to collect information on physicians, attorneys, or other community professionals that serve program participants.

- Steps to developing a data-base might include:
 - Outreach to all members of the profession or service
 - Provide clear criteria for inclusion in the data-base
 - Give each participant at least three names from the data-base
 - Carefully document these procedures.

JOB SEARCH

- The job search process is often difficult and requires the participant and/or the case manager to be creative and consistent in the approach in order to “cast a wide net” that will increase opportunities to connect with employers. Here are a few ideas for finding referrals to employers.

Locating Employers: Traditional Methods

- Online and printed classified advertising
 - Search local and regional newspaper classifieds
 - Utilize local and National job search engines
 - Research local employers and contact individually or apply online as directed
- Direct mail, targeting businesses through:
 - Directories
 - Yellow pages
 - Growth businesses noted in trade papers
- Public agencies
 - Workforce Investment Board Centers
 - State Employment Services
 - Educational Placement Centers

- If a private employment agency charges a fee it is wise to check satisfaction with some previous customers or the Better Business Bureau. There are generally resources available within each community that provide services for free.

Non-Traditional Methods of Locating Employers

Networking

- A network is an informal group of people, including all the people that they know who can help a job seeker find employment.
- The idea is to have as many people as possible providing the job seeker with information on possible careers. Participants should keep track of their network members with written records or a business card directory. They should also keep in contact with network members and strive to increase their network size.
- How to network:
 - Attend association meetings
 - Attend Job Club or other job search support groups
 - Develop and maintain contacts
 - Conduct informational interviews with employers
 - Try internships, volunteering, and apprenticeships
 - Attend job fairs
 - Attend job search workshops and Job Clubs offered by the local Department of Labor office
 - Utilize online social networking and job search communities

Section 8 Monitoring Progress Toward Goals

- Case management, by definition, is a long term relationship, intended to assist participants in taking steps over time to achieve their final goals.
- These steps must be documented accurately so that participants, case managers and coordinators can know what steps work and which need adjusting to achieve the goals of the participant and the program.
- Monitoring may be done in many ways:
 - Individual meetings, phone conversations, or e-mail
 - Group meetings
 - Participant providing written reports and documentation of completion
 - Case managers and coordinators conducting periodic surveys
- Monitoring progress is a continual review of the participant's self-report assessments, informal and formal assessments, developed action plan and barriers to implementation. This review allows the action plan to be changed, the current situation and stress levels to be reviewed, and helps the participant to adjust their strategies to their current reality.
- Documentation should be completed after each meeting and each conversation and should include:
 - Statement of the participant's issues
 - Statement of the case manager's assessment of the issues
 - Brief summary of the conversation
 - Statement of the next steps or actions to be done by whom and when

PARTICIPANT FILES

- Participant files include:
 - Application
 - Contract of Participation
 - Individual training and service plans
 - Includes notations on tasks and goals due to be completed and those completed
 - Authorizations to release Information
 - Historical record
 - Includes a date by date entry of contacts and events with the participant
 - Reports of contact
 - Includes the details of contacts with the participant or others regarding the participant
 - Assessments conducted by the SS program and assessments from other sources
 - Correspondence to or from the participant and other agencies
- This individual participant data on goals set and goals achieved can be combined with other participants' data to form reports on monitoring needed and progress within the SS program.

PARTICIPANT MOTIVATION

- In monitoring progress, both the participant and the case manager may identify what appear to be issues with motivation. Participants may not be accomplishing activities between visits or time lines may not be met.
- It is often difficult to motivate others, although case managers can assist participants in identifying their own motivators and support their efforts to use those motivators to achieve their goals.
- Case managers can assess a participant's commitment to activities within a self-sufficiency program by:
 - Providing empowering events, role models, and messages
 - Ensuring that they have the necessary resources to participate
 - Observing participant behavior and level of participation in the program:
 - Do they participate in scheduled program events?
 - Do they complete activities, homework, and research?
 - Are they committed to the process?

***Empowerment, Self Esteem and Other Ephemeral
Notions of Potency and Efficacy***

- Believing that one's actions will have an impact on their environment is empowering. Life seems possible and tasks appear doable when we believe that our actions make a difference—to ourselves, our family, and others.
- This belief has a tremendous effect on one's motivation; to plan, to change, and to work. There is a reason to try if you think you will succeed!
- Many participants stop looking for work or drop out of training programs because they believe that they can't work or finish anything. They believe they cannot accomplish their goals.
- People learn that they can accomplish their goals through empowering experiences, role models, and messages from others. Case managers can identify these experiences and offer messages of support.

Empowerment Activities

- Most adults in self-sufficiency programs have a rich background of personal and work experiences. These same people, however, may not be aware of their strengths and skills, or do not think that they have any value in the workplace.
- The following exercise is both an assessment activity because it identifies transferable skills, and an empowerment tool that will bring awareness of strengths.
 - Ask the questions: “Tell me about any past changes in your life. How did you handle them?”
 - A trained and experienced case manager might also ask, “How good do you think you will be at finding work you really enjoy?”
 - With the answers to these questions, a case manager can help the participant to identify skills used in the past, point out strengths, and compare and connect those skills to the present “work finding” activities.
- Empowering experiences are ones that fit the participant’s current experience, require them to “stretch” in order to succeed, and give them something that is truly rewarding. Planning “baby step” goals help change their belief about how successful they may be.
- Empowering role models are ones that are close to the participant, look like the participant, think like participant, get what they want, and have a few problems that are not solved.

Section 9 Completing the Self-Sufficiency Plan

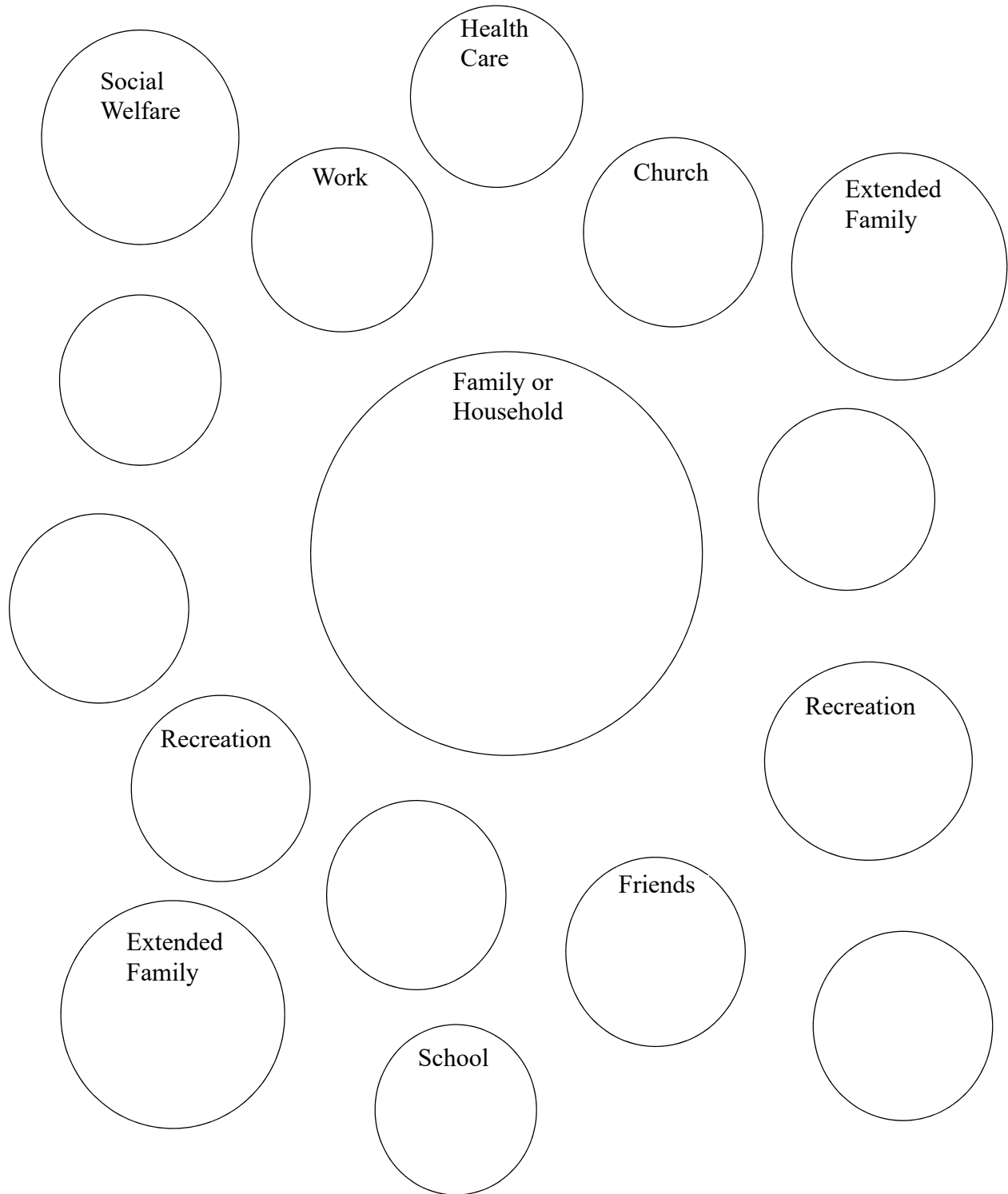
- Case management is a “closed” or “participant” service and services are not available to participants on a “drop in” basis.
- To be involved in the case management relationship both the participant and case manager have certain rights and responsibilities, the relationship continues so long as those rights and responsibilities are met.
- The case management relationship ends when:
 - Either the participant or the SS program become unable or unwilling to meet the rights and responsibilities in the program agreement, or
 - The participant achieves the goals of the program. In the FSS program, this is when the participant successfully completes the Contract of Participation.
- When the case management relationship ends the participant may be given referrals to other services as needed.

Section 10 Case Studies

CASE STUDY 3-1 SELF-SUFFICIENCY PARTICIPANT NEEDS ASSESSMENT

- Roberta is the 25-year-old mother of two boys, Stefan and Miguel, ages 2 and 6. Roberta has been receiving housing assistance since Miguel, her oldest son, was born. She receives cash assistance under TANF and sometimes sells tortillas and tamales that she and her mother make together.
- Roberta joined the PHA's self-sufficiency program one year ago when Miguel started school. She would have started sooner but she needed some help caring for both of her sons, especially since Stefan got sick.
- After attending an orientation meeting and talking with her case manager, Roberta said she wanted to be a Nursing Assistant. Since then, she has been attending classes at the Adult School to complete her High School Equivalency Exam. She wants to start the nursing training as soon as she is done. Roberta's mother cares for Stefan while she is in school and her brother takes her to the classes.
- Lately, Roberta has been complaining that the school is too boring (just like the last time) and that Miguel is having trouble in school. Roberta is concerned that her son may have trouble "just like her brother."
 - Fill in the following ECO MAP to identify where this family is, their current interests, knowledge, skills, strengths and resources.
 - Using the case study information, the ECO MAP and the assessment tools, answer these questions:
 1. What are Roberta's current knowledge, skills, abilities and strengths?
 2. What additional information is needed to assist Roberta?

ECO MAP



Fill in connections where they exist.

Indicate nature of connections with a descriptive word or by drawing different kinds of lines: —; thicker ==== for strong, - - - - - for tenuous, ++++++ for stressful.

Draw arrows along lines to signify flow of energy, resources, etc. >>>

Identify significant people and fill in empty circles as needed.

CASE STUDY 3-2 SELF-SUFFICIENCY PARTICIPANT INDIVIDUAL TRAINING AND SERVICES PLAN

- After Roberta completed her High School Equivalency Exam, the school sent her to get a vocational assessment at the Career Center. She wasn't surprised to see that the “Interests” part of the assessment showed that she liked to make things, liked working outside and liked working alone.
- Roberta attended a short career exploration class and now says that she is confused about which of the new careers to choose...something in construction or one of the new “water cleaning” careers.
- Roberta is concerned because her welfare case manager has been telling her about the job search regulations and time limits for receiving cash assistance and Roberta is not sure if she can get training for a new job and still get her welfare benefits.
 - To help Roberta choose a “final” career goal, answer the following questions and complete the Individual Training and Service Plan.
 1. What activities could be done to help Roberta choose a career goal?
 2. Where is the family going? (Include the final goal and timeline.)
 3. How will the family get there? (Include interim goals, timelines and resources)

Section 11 Sample Individual Training and Service Plans

Family Self-Sufficiency Program Individual Training and Services Plan

Attachment _____

Name of Participant _____

Social Security Number _____

Final Goal

Interim Goal Number _____

Date Accomplished _____

Activities/Services

Responsible Parties

Date/s

Comments

Signatures:

Family

(Participant)

(Date Signed)

Housing Agency

(Signature of HA Representative)

(Date Signed)

Previous editions are obsolete

Page 1 of

form HUD-52650 (08/2017)
ref. Handbook 7420.8

**Family Self-Sufficiency Program
Individual Training and Services Plan**

Attachment _____

Name of Participant	Social Security Number
---------------------	------------------------

Interim Goal Number _____

Date Accomplished		
Activities/Services	Responsible Parties	Date/s

Comments

**Family Self-Sufficiency Program
Individual Training and Services Plan**

Attachment _____

Name of Participant _____	Social Security Number _____
---------------------------	------------------------------

Interim Goal Number _____

Date Accomplished _____		
Activities/Services _____	Responsible Parties _____	Date/s _____

Comments _____

Sample Completed Individual Training Service Plans

Family Self-Sufficiency Program Individual Training and Services Plan

Attachment _____

Name of Participant Jane Doe	Social Security Number 555-55-0505
--	--

Final Goal

Career in manufacturing management, full time with benefits, with my family safe, healthy, and productive

Interim Goal Number 3

Low cost, high quality, child care for my children ages 3 and 8

Date Accomplished _____

Activities/Services	Responsible Parties	Date/s
Contact Child Care Resource Center to get child care options	Jane and case manager	1-1-08
Discuss options with County Health and Human Services to get their approval for cost reimbursement	Jane and case manager	1-10-08
Choose several options	Jane	1-25-08
Seek appropriate child care by visiting each option	Jane	2-10-08
Choose child care and register for service	Jane	3-1-08
Arrange back up child care with Grandma in case kids are sick	Jane	3-1-08
Join Self Sufficiency Child Care Exchange for free child care in free time	Jane and case manager	3-15-08

Comments

Signatures:

Family	Housing Agency
(Participant)	(Signature of HA Representative)
(Date Signed)	(Date Signed)

form **HUD-52650** (12/2004)
ref. Handbook 7420.8

Family Self-Sufficiency Program Individual Training and Services Plan

Attachment _____

Name of Participant

Jane Doe

Social Security Number

555-55-0505

Final Goal

Career in manufacturing management, full time with benefits, with my family safe, healthy, and productive

Interim Goal Number 3

Promotional position in manufacturing full time with benefits

Date Accomplished _____

Activities/Services	Responsible Parties	Date/s
Write and maintain resume	Jane and career center	3-1-08
Attend interviewing skills workshop	Jane and career center	3-10-08
Seek potential promotional jobs thru contacts, internet, newspaper, career center	Jane	3-25-08
Identify internships and/or job shadowing for management positions	Jane and career center	4-10-08
Identify potential mentors and secure	Jane	4-15-08
Apply for promotional positions	Jane	5-1-08
Interview for promotional positions	Jane and case manager	5-15-08

Comments

Signatures:

Family	Housing Agency
(Participant)	(Signature of HA Representative)
(Date Signed)	(Date Signed)

form HUD-52650 (12/2004)
ref. Handbook 7420.8

Section 12 Self-Graded Quiz

1. It is important to gather enough information at the intake interview to develop an accurate five-year Individual Training and Service Plan (ITSP).
 - a. True
 - b. False
2. Assessing needs is more important than assessing strengths.
 - a. True
 - b. False
3. Each case manager should develop his or her completely original database for referrals.
 - a. True
 - b. False
4. There are two types of career assessments:
 - a. Formative and summative
 - b. Formal and informal
 - c. Official and unofficial
 - d. Public and private
5. A self-sufficiency participant who requires remedial education could take as much as seven years to successfully complete a self-sufficiency program.
 - a. True
 - b. False
6. Self-sufficiency needs assessment may include assessments of:
 - a. Medical needs
 - b. Transportation needs
 - c. Childcare needs
 - d. Transportation needs
 - e. All of the above
7. The case management process includes all of the following steps EXCEPT:
 - a. Intake
 - b. Goal setting
 - c. Needs assessment
 - d. Termination of housing assistance
 - e. Monitoring progress
 - f. Termination of FSS contract
8. A quality information and referral system contains the following components:
 - a. Information and referral, follow up, advocacy, resource files
 - b. Action for Intelligent Referral Standards
 - c. Affirmative Information and Retention Services

Self-Sufficiency Service Coordination
Successful Individual Training and Service Plans
Section 12: Self-Graded Quiz

9. The case management process includes all of the following steps EXCEPT:
- Intake
 - Goal setting
 - Needs assessment
 - Termination of housing assistance
 - Monitoring progress
 - Termination of FSS contract
10. List the case management steps in the correct order:
- Needs assessment
 - Goal setting
 - Intake
 - Monitoring progress
 - Termination
11. List the five events in the process of developing a self-sufficiency program, in the correct order.
- Select and serve self-sufficiency participants
 - Develop the program coordinating committee
 - Develop self-sufficiency policies
 - Successfully complete participation
 - Develop self-sufficiency program systems
12. Case management includes calculation of participants' escrows.
- True
 - False
13. Case managers must have:
- Ability to assess and make needed changes within the service delivery community or system
 - Partnership with the decision-makers in the community service system
 - Access to resources within the community service delivery system
 - All of the above
14. Which of the following is NOT important participant information to gather at the intake interview?
- Participant's past employment information
 - Participant's past and current interests
 - Participant's final ITSP career goal
 - Participant's past earnings
 - Participants eligibility for the self-sufficiency program
15. Formal assessments are far more accurate than informal assessments.
- True
 - False
16. Even a limited amount of assessment is better than no assessment at all.
- True
 - False

Self-Sufficiency Service Coordination

Successful Individual Training and Service Plans

Section 12: Self-Graded Quiz

17. The steps in case management are always completed one at a time (sequentially) and are never repeated.
- True
 - False
18. Assessment is identifying:
- Where the family is now
 - Where the family wants to go
 - What the family will need to attain their goal
 - All of the above
19. Interpretation of standardized career assessments is usually the responsibility of:
- The case manager
 - The self-sufficiency participant
 - A licensed professional
 - A medical professional
20. Social service resource databases are maintained in many U.S. communities by which agency?
- The FSS hotline
 - Federal Emergency Management Agency (FEMA)
 - United Way of America
 - HUD field offices
 - Emergency shelters
21. It takes a TANF recipient who is reading at a fifth grade level approximately how many hours or classroom instruction to be able to read the high school equivalency (GED) exam?
- Approximately 10 hours
 - Four years
 - Approximately 40 hours
 - Approximately 100 hours
22. Which of the following is/are example(s) of informal assessments?
- Card sorts
 - Form HUD-9886
 - Minnesota Multiphasic Personality Inventory
 - Guided imagery
 - All of the above
 - a and d above
23. Which of the following is/are example(s) of formal assessments?
- Form HUD-50058
 - Social Security card
 - Self-Directed Search
 - Declaration 214
 - All of the above
24. Which of the following is NOT characteristic of an effective written goal?
- Measurable
 - Understandable
 - Specific
 - Very difficult
 - Based on the participant's values
 - Flexible

25. AIRS stands for:
- a. The Association in Rising Standards
 - b. The Alliance of Information and Referral Systems
 - c. Action for Intelligent Referral Standards
 - d. Affirmative Information and Retention Services
26. There are many benefits to informal assessments. Some points to keep in mind are that informal assessments:
- a. Can be subjective
 - b. Take time to develop, give, and discuss
 - c. Require attention to interpret correctly
 - d. Best when combined with formal assessment
 - e. All of the above
27. In the intake interview, the case manager:
- a. Conducts psychotherapy
 - b. Sets the final ITSP career goal
 - c. Gets a good picture of the family's background
 - d. Conducts formal and informal assessments
 - e. Performs a summative program evaluation

CHAPTER 4 Communication and Decision Making in Self-Sufficiency

Section 1 Learning Outcomes

- Upon completion of this chapter, you should be able to:
 - Identify and apply various decision-making models
 - Make decisions using a participant-centered approach
 - Recognize the process and phases of decision-making: exploration, definition of need, and action
 - Recognize how to reflect back values conflicts and ambiguity in order to help the participant gain clarity and acceptance
 - Practice active listening and other participant-centered techniques

Section 2 Decision Making Models

- Goal setting in case management assumes that a decision to act or not to act has been made by the participant.
- Different people make decisions in different ways. Some people appear to have trouble making decisions and yet it seems difficult to explain why.
- A closer look at the process of decision making may help.
- Decision-making is the process in which a person selects from two or more possible choices.
- The decision-making process aids in organizing relevant information, defining alternatives, and choosing the most satisfying alternatives possible.

DECISION-MAKING STYLES

- Four decision making styles have been suggested and are based on the information we have about ourselves and our environment:
 - **Confused** - Being in a state of mental paralysis and confusion. Confused decision makers feel powerless and unable to deal with the decision at hand due to lack of knowledge about our environment or self. This creates a state of anxiety and no decision is made.
 - **Dependent** – Deferring decisions to others. Dependent decision-makers often feel they do not have enough knowledge to make a decision but that others do. This style is often used out of fear of making a decision on your own or to avoid the work of exploring the options.
 - **Intuitive** – Making decisions based on “gut level” reactions with little factual information to support the decision. Data gathering may be internal to see if the course of action “feels good”.
 - **Proactive** - Exploring needs and the environment with a weighing of the alternatives before making decisions. This approach takes time to gather information, weigh the alternatives, check out one's personal feelings (intuitive), and seek the opinions of others (dependent).
- Decision makers seem to move through stages and often cycle as they attempt to make a decision.

PROACTIVE DECISION MAKING CYCLE

- ***Awareness Stage:*** Being aware of the need to make a change
- ***Self-Assessment Stage:*** Gathering information about our values, interests, abilities, personality styles etc.
- ***Exploration Stage:*** Gathering data about possible alternatives/options
- ***Integration Stage:*** Pulling together the information about self and the environment to see how it matches or fits to alternatives
- ***Commitment Stage:*** Choosing an alternative to pursue
- ***Implementation Stage:*** Initiating a course of action

DECISION-MAKING STAGES

- Define the problem
- State the goal clearly
- List the initial alternative solutions
- Collect information and expand the list of alternatives
- Compare several alternatives
- Choose one alternative that is consistent with stated goal
- Take action on choice
- Review choice periodically
- Make a new decision based on new situations

UNDECIDED OR INDECISIVE DECISION MAKERS

- Some participants are indecisive and some are undecided. There is a critical difference between these two.
 - An undecided participant can be aided by further knowledge of themselves the world of work and their resources.
 - The indecisive participant may also be aided by these activities or they may need to understand the source of their indecision and how it is benefiting them now in their life.
- The undecided participant may lack information while the indecisive participant may have an attitude or belief that is stopping a decision.
- What the case manager can do is proceed with the steps in case management, conducting or referring for assessments as needed.

DECIDES MODEL

- People make decisions in different ways. The case manager can assist the participant in making vital career and life decisions by understanding the “usual” way decisions are made.
- The DECIDES model of decision making has become a classic. It suggests that participants:
 - Define the problem: What is the decision to be made?
 - Establish an action plan: How will I make this decision?
 - Clarify values: What is most important to me? d. Identify alternatives: What are my choices?
 - Discover probable outcomes: What is likely to be the result of following each alternative?
 - Eliminate alternatives systematically: Which alternatives won't fit my values and situation? Which have the least probability of success?
 - Start action: What do I need to do to make my plans a reality?

POSITIVE UNCERTAINTY

- A more intuitive decision making approach may benefit certain case managers and participants. The positive uncertainty model relies on flexibility and a positive attitude—the flexibility to change a decision if it doesn’t work and the belief that the plan will work and the flexibility will fix it if it doesn’t.
- Positive uncertainty has four opposite principles for decision making:
 - Be focused and flexible about what you want
 - Be aware and wary about what you know
 - Be objective and optimistic about what you believe
 - Be practical and magical in all you do

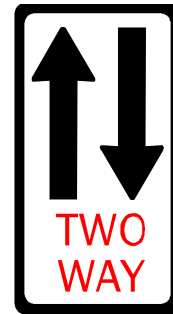
Section 3 Effective Communication in Case Management

- People have very different styles of communicating as well as ways in which they want to approach and complete a job or task.
- Knowing and comparing working styles will help to identify case management and professional relationships that will work. It may also help to explain why some individuals, teams, or work groups encounter conflict.
- Exercises like the Strength Deployment Inventory, or the FIRO “B” inventory, identify personal working styles and decision making techniques.
- Note below your personal working style and decision making technique.

<i>Personal Working Style & Decision Making Technique</i>
<i>Example: I see a missed opportunity as a failure.</i>

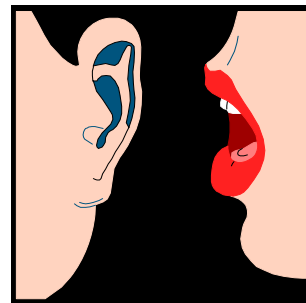
COMMUNICATION TECHNIQUES THAT WORK

- For case managers to succeed, the participant and the case manager's communication must include:
 - Speaking and listening
 - A participant-centered focus
 - The ability to distinguish between content and process
 - Decision making



SPEAKING AND LISTENING

- Effective communication takes place when the listener has actually “heard” what the speaker has said, when the listener understands the speaker’s “meaning” behind the words spoken.
- Effective communication may require that the listener verify with the speaker that they have understood the speaker’s words.
- For example:
 - Participant: “What’s the use of trying to change things?”
 - Case manager: “Sounds like you’re feeling very discouraged.”



PARTICIPANT-CENTERED

- Participant-centered communication with participants is consistently empathic, non-judgmental, and non-directive (except in life-threatening situations).
- The participant and case manager engage in an equal and dignified relationship that assists the participant in becoming an independent decision maker and achieving self-sufficiency.
- Participant-centered communication assists the participant in decision making rather than functioning as the problem solver. If the case manager is the problem solver, it denies the participant the right and responsibility of independent decision making.



CONTENT AND PROCESS

- The ***content*** of communication is the actual words or the data. The meaning of these words may be different than the purpose or outcome of the communication.
- The ***process*** of communication is the method, purpose, and outcome. This may be very different than the words or data.
- Brainstorm with your group several examples of situations in which the content and process are different:

<i>Content vs. Process</i>	
<i>Example:</i>	<i>Information presented in this course is Content. The practice and exercises are the Process.</i>

Section 4 The Decision Making Process

- Decision making is one type of effective communication.
- Decision making is a purposeful and directed process that, when applied successfully, will always move through three phases:
 - Exploring the problem
 - Defining the problem
 - Acting to resolve the problem
- Each phase is essential to the decision making process.
- The decision making process outlined above is a generalization designed to direct a general focus on the overall relationship with a participant.
- All of these phases, and their corresponding goals and techniques, are meaningful in the decision making process. The specific goals and techniques provide a reference and increased understanding to specific interactions with participants.

Phase	Goal	Technique
Explore		
Define		
Act		

PHASE: EXPLORING THE SITUATION

- The first phase of the decision making process is EXPLORATION. This phase has two goals:
 - Build trust
 - Gather information

Goal: Building Trust

- For the decision making relationship to succeed it must be grounded in mutual trust.
- The first goal in the decision making relationship is to establish trust with the participant. By exploring who you are, defining the relationship, and dealing with the feelings that may interfere with communication, the participant is provided with an atmosphere of acceptance that will be supportive of the “feeling level” sharing and risk taking necessary for open exploration.
- As with all aspects of the process, this is an on-going issue.
- The ability to establish a working trust may be the single most important issue explored in some decision making relationships.

Phase	Goal	Technique
Explore	Build trust	
Define		
Act		

Technique: Reflective or Active Listening

- One way to build trust and establish rapport is by allowing the participant's feelings and experiences to be the center of the relationship.
- Using the techniques of Reflective or Active Listening allows the participant's feelings, concerns, and needs to be the focus.
- In these techniques the case manager reflects to the participant the emotions they are feeling in their specific situation.
- A simple breakdown or illustration of a reflective statement will help to describe its use:

Phase	Goal	Technique
Explore	Build trust	Reflective listening
Define		
Act		

Stem	Qualifier/ intensifier	Emotion	Situation
<i>I can hear</i>	<i>you are very</i>	<i>upset</i>	<i>with your son</i>

- By using reflective listening as a major technique to establish trust in the exploration phase the participant experiences a non judgmental regard for his/her feelings in the situation and will be more trusting in sharing information essential for decision making to take place.
- Using reflective listening, the case manager is able to hear the participant's beliefs, attitudes, values, and perceptions without the interference of his/her own beliefs.

Technique: Voice Tone & Body Language

- Nonverbal communication can be as intense and meaningful as verbal communication.
- A steady, even, calm and empathic voice tone communicates acceptance of the participant and his or her situation.
- An “open” body stance also communicates acceptance and a willingness and ability to assist.

Phase	Goal	Technique
Explore	Build trust	Reflective listening Voice/body lang
Define		
Act		

Goal: Gathering Information

- The second goal of the Exploration Phase is to gather information about the circumstances of the participant’s situation.
- This information gathering is an on-going issue in decision making.
- The ability to gather appropriate, relevant, and extensive information, *and at the same time* maintain trust and empathy is essential to effective decision making.
- Gathering information can be intrusive when emotions are intense; at the same time simply eliciting appropriate information builds the participant’s trust in the case manager’s ability and willingness to assist.

Phase	Goal	Technique
Explore	Build trust Gather information	Reflective listening Voice/body lang
Define		
Act		

Technique: Conjunctive Reflection

- Gathering information while maintaining trust and rapport can be accomplished by using the technique of the Conjunctive Reflection.
- A Conjunctive Reflection consists of a reflective statement *and* a question which gathers information about the participant's situation.
- An illustration of the Conjunctive Reflection will help to understand its use:

Phase	Goal	Technique
Explore	Build trust Gather information	Reflective listening Voice/body lang Conjunctive reflection
Define		
Act		

Reflection	Conjunction	Question
<i>I can hear you are very upset about your son</i>	<i>...and...</i>	<i>I'm wondering if you think his health is a problem?</i>

- The Conjunctive Reflection acknowledges the *participant's* emotions in the situation and begins to gather the information necessary for effective decision making to take place.

Ending The Exploration Phase

- The Exploration Phase of the decision making process is completed when trust and rapport have been established and initial information has been shared and gathered.

PHASE: DEFINITION OF THE NEED

- The second phase of the Decision Making Process is the Definition Phase. This phase has three goals:
 - Isolate the problem
 - Define the need
 - Explore roadblocks

Goals: Isolate the Problem and Define the Need

- At this phase, the participant and the case manager are involved in an intimate relationship designed to problem-solve.
- In order to develop a plan to meet the participant's need the problem must be isolated and the need defined.

Phase	Goal	Technique
Explore	Build trust Gather information	Reflective listening Voice/body lang Conjunctive reflection
Define	Isolate problem; define needs	
Act		

Technique: Conjunctive Statement or Question to Isolate the Problem and Need

- The problem can be isolated and the need defined by continuing to use the technique of the Conjunction.
- Remember that in the Conjunctive Reflection a reflection and an information question or statement are combined.
- A Conjunctive Statement combines a reflective statement and a statement that begins to clarify the problem or need.

Phase	Goal	Technique
Explore	Build trust Gather information	Reflective listening Voice/body lang Conjunctive reflection
Define	Isolate problem; define needs	Conjunctive statement / question
Act		

- In the Definition Phase use the information gathered in this way to assess the participant's situation and need (see the section on assessment).
- A brief description will illustrate the use of the conjunction to isolate the problem or clarify the need.

Reflective Statement	Conjunction	Statement
<i>"So you are feeling a little overwhelmed right now...."</i>	<i>...and...</i>	<i>you think the problem may be physical."</i>

- Or

Reflective Statement	Conjunction	Question
<i>"Sounds like you're really excited about the training..."</i>	<i>...and...</i>	<i>I'm wondering if you're concerned about your children while you are in the program?"</i>

- Remember there are no wrong reflections, statements, or questions. A "no" response from the participant also helps to clarify what the primary problem or need may be.
- The use of silence can also be effective. It may take a while for emotions, needs and roadblocks to be identified.

Goal: Explore Roadblocks

- For some participants, the development of a plan to meet their needs is hampered by Roadblocks.
- Roadblocks may be conflicting values and needs or even logistical problems which stop them from acting on their own behalf. Roadblocks must be identified before an effective plan of action can be developed.
- Exploring roadblocks is a way of assisting the participant in clarifying what stands in the way of them taking action on their own behalf.

Phase	Goal	Technique
Explore	Build trust Gather information	Reflective listening Voice/body lang Conjunctive reflection
Define	Isolate problem; define needs Explore roadblocks	Conjunctive statement or question
Act		

Technique: Values and Conflict Reflection

- Conflicting emotions, needs, and values can be identified and explored by further use of reflective or active listening. This time use a Conflict Reflection to clarify these roadblocks.
- *Values* are how people feel the world “*should be*” or their family, friends, and colleagues “*should act*.”
- Problems often occur when the world is different than what it “*should be*” or friends are acting differently than they “*should*.”
- More problems develop when there are conflicts between two things we believe we “*ought to be doing*.”

Phase	Goal	Technique
Explore	Build trust Gather information	Reflective listening Voice/body lang Conjunctive reflection
Define	Isolate problem; define needs Explore roadblocks	Conjunctive statement or question Values & conflict reflection
Act		

- This example demonstrates the use of a Conflict Reflection:

Conflict Statement	Conjunction	Conflict Statement
<i>“So, on one hand you really want to go to school</i>	<i>...but...</i>	<i>on the other hand you want to stay at home with your children.”</i>

– Or

Conflict Statement	Conjunction	Conflict Statement
<i>“So you are excited about the job training program</i>	<i>...but...</i>	<i>on the other hand you're concerned about the transportation costs involved.”</i>

– Or

Conflict Statement	Conjunction	Conflict Statement
<i>“Sounds like you would really like to see a marriage counselor</i>	<i>...and yet...</i>	<i>you're afraid it will upset your husband even more.”</i>

- This example demonstrates the values reflection:

Stem	Emotion/value	Situation
<i>“So you’re saying</i>	<i>it’s important to you</i>	<i>to be at home with your kids.”</i>
OR		
<i>“So</i>	<i>you feel you ought</i>	<i>to go to work.”</i>

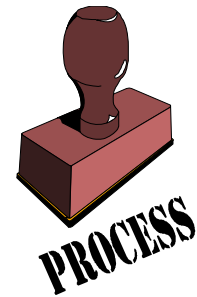
- Exploring creative ways to overcome roadblocks or accept the circumstances presented by roadblocks is an important part of the next phase—the action phase of decision making.

Assessment in the Definition Phase

- The Definition Phase consists of an intimate back and forth process of gathering extensive information, assessing the situation, checking out with the participant their perception of their need, exploring possible conflicts and discussing their ability and willingness to work on their own behalf.
- In totally participant-centered decision making the case manager provides no assessment, coaching or direction to the participant.
- In social services it is assumed that the case manager has information on resources that will assist the participant, and an assessment will help match the participant to the appropriate service.

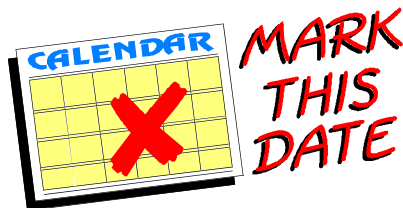
Ending the Definition Phase

- The Definition Phase is complete when:
 - All of the information about the needs has been gathered
 - All of the participant's needs have been identified
 - All of the participant's values about the situation have been clarified
 - All of the possible roadblocks to meeting those needs have been identified and explored
- The needs, values, roadblocks, and information will be used to develop an *Action Plan*.



“Real Life” Experiences

- Frequently, participants are not ready to move to action-planning at this point. Decision Making is hard work and they are often too tired to plan.
 - Suggestion: Agreeing to continue decision making in the action phase in a day or two might be helpful at this point.



PHASE: ACTION

- The third and last phase of the decision making process is the Action Phase. This phase has two primary goals:
 - Develop a plan
 - Evaluate the effectiveness of the plan

**Goal: Develop a Plan**

- It is important to remember that decision making is a relationship that moves at its own pace and that is governed by the interaction of the two people.
- Developing a plan of action in the Action Phase is a logical conclusion to the information-gathering, need definition, and roadblock clarification that occurred in the Exploration and Definition phases.
- Action planning requires an equally extensive exploration of all possible alternative plans.

Phase	Goal	Technique
Explore	Build trust Gather information	Reflective listening Voice/body lang Conjunctive reflection
Define	Isolate problem; define needs Explore roadblocks	Conjunctive statement or question Values & conflict reflection
Act	Develop a plan	

- For any one situation there are alternative ways of meeting needs that:
 - Promote personal growth
 - Lead to further conflicts
 - Leave the situation basically unchanged.
- There are no absolutes in developing a plan and an open-minded approach to alternatives is as necessary here as the nonjudgmental stance was at the beginning of the decision making process.
- All of these alternatives are valid for the participant. Decisions about each alternative are explored thoroughly regarding:
 - How the participant feels about the plan
 - The consequences of the plan.
- Having explored all of the alternatives, a specific and concrete plan of action is developed and its effectiveness is evaluated, or a contract for follow-up is negotiated in order to evaluate the effectiveness of the plan at a later date.

Technique: Exploring Plan Alternatives

- Exploring alternatives is carried out by using the basic reflective statement or conflict statement:

Reflective Statement

“So you're saying that you don't want to consider leaving your job at this time.”

– Or

Reflective Statement

“I hear you saying that taking some courses to improve your skills would make you feel more secure in your job.”

Phase	Goal	Technique
Explore	Build trust Gather information	Reflective listening Voice/body lang Conjunctive reflection
Define	Isolate problem; define needs Explore roadblocks	Conjunctive statement or question Values & conflict reflection
Act	Develop a plan	Explore alternatives

Conflict Reflection

“I hear that you would like to speak to your JOBS case manager about the courses at the Community College

Conjunction

...and yet...

Conflict Statement

you are concerned that she won't let you take them.”

– Or

Conflict Reflection

“So you're saying that going to work on the bus is no problem for you

Conjunction

...but...

Conflict Statement

to take the kids with you so they can go to child care is just too much for everyone.”

Technique: Clarifying Plan Consequences

- Actions and alternatives have different consequences for different people and these consequences must be explored for each action considered.
- Exploring consequences before taking action anticipates unforeseen problems or roadblocks in the future.
- Increasing the ability of participants to anticipate future consequences of their actions significantly increases their self esteem and effectiveness in their lives.
- Consequences are clarified by simple reflections of what the participant has identified as a possible outcome. The case manager could prompt or coach the participant to consider certain possible consequences:

Phase	Goal	Technique
Explore	Build trust Gather information	Reflective listening Voice/body lang Conjunctive reflection
Define	Isolate problem; define needs Explore roadblocks	Conjunctive statement or question Values & conflict reflection
Act	Develop a plan	Explore alternatives Clarify consequences

Reflective Statement

“So you're concerned that if you go to school your family will refuse to care for your children.”

– Or

Reflective Statement

“I hear you're a little worried that spending time in school will still not give you a skill to get a job.”

Reflective Statement

“So you're considering doing the welding class in English.”

Prompting Question

“Have you considered that you might get more information if you took the class in Spanish?”

– Or

Reflective Statement

“So you are going to take the class in Spanish.”

Prompting Question

“Are you concerned that when you're finished you still would not know how to talk about welding in English?”

Technique: Isolate Alternatives

- As alternatives are explored some will emerge as more effective and more attractive than others. These alternatives become the foundation for the actual plan.
- Developing a plan of action includes a concrete summary of all of the agreed-upon alternatives.

Technique: Developing Timetables

- Concrete planning can be facilitated by the discussion of a time table for action:
- *“So, we've discussed a number of alternatives and you've decided to apply for welfare so you have money coming in right now, and then contact these job training agencies. When were you thinking about doing this?”*

Phase	Goal	Technique
Explore	Build trust Gather information	Reflective listening Voice/body lang Conjunctive reflection
Define	Isolate problem; define needs Explore roadblocks	Conjunctive statement or question Values & conflict reflection
Act	Develop a plan	Explore alternatives Clarify consequences Develop timetables

Goal: Evaluate Plan Effectiveness

- The plan must be evaluated to see if the action steps meet the need of the participant.
- This evaluation takes place either at the end of the action phase or in future discussions.

Phase	Goal	Technique
Explore	Build trust Gather information	Reflective listening Voice/body lang Conjunctive reflection
Define	Isolate problem; define needs Explore roadblocks	Conjunctive statement or question Values & conflict reflection
Act	Develop a plan Evaluate plan	Explore alternatives Clarify consequences Develop timetables

Technique: Exploring Follow-Up

- To evaluate the effectiveness of the plan, investigate how the participant will feel and what he/she will do if this plan doesn't meet the needs:

“So, you've decided to speak with your wife about how you're feeling and ask her if she will come with you to counseling. How will you feel if she refuses? What will you do then?”, **OR**

“You've decided to sign up for the Construction course. What will you do if the math is too hard for you?”

Phase	Goal	Technique
Explore	Build trust Gather information	Reflective listening Voice/body lang Conjunctive reflection
Define	Isolate problem; define needs Explore roadblocks	Conjunctive statement or question Values & conflict reflection
Act	Develop a plan Evaluate plan	Explore alternatives Clarify consequences Develop timetables Explore follow-up

- At this point the participant and the case manager can either investigate alternative plans or contract to follow-up at a later date to evaluate the effectiveness of their plan and begin decision making again.

Technique: Follow-Up Review

- Follow-Up Review begins the decision making process again in the next meeting.
- Using all of the goals and techniques in the decision making process the participant and case manager review the situation, redefine the needs, and review the action plan.

Phase	Goal	Technique
Explore	Build trust Gather information	Reflective listening Voice/body lang Conjunctive reflection
Define	Isolate problem; define needs Explore roadblocks	Conjunctive statement or question Values & conflict reflection
Act	Develop a plan Evaluate plan	Explore alternatives Clarify consequences Develop timetables Explore follow-up Follow-up review

Ending the Action Phase

- The Action Phase is complete when:
 - A concrete plan is developed
 - The consequences of the plan are identified
 - A timetable is established for the plan
 - A plan has been made for follow-up

Section 5 Additional Decision Making Techniques

Phase	Goal	Technique
Explore	<i>Build trust</i> <i>Gather information</i>	<i>Reflective listening</i> <i>Conjunctive Reflection</i> <i>Open questions</i> <i>Personal sharing</i>
Define	<i>Isolate problem & define need</i> <i>Explore roadblocks</i> <i>Refocus on needs</i>	<i>Conjunctive Statement or Question</i> <i>Values & Conflict Reflection</i> <i>Centering</i> <i>“Owning” feelings</i> <i>Confrontation</i> <i>Summarize</i>
Act	<i>Develop a plan</i> <i>Evaluate plan</i>	<i>Explore alternatives</i> <i>Clarify consequences</i> <i>Develop Timetables</i> <i>Explore follow-up</i> <i>Follow-up review</i> <i>Summarize</i>

- There are some additional techniques which are useful in the Decision Making Process.

Open/Closed Ended Questions

- Open and closed ended questions may be used to gather information.
 - Open: “Will you tell me what has happened recently to upset you?”
 - Closed: “How long ago did this happen?”



Personal Sharing

- Personal Sharing is used to build trust with a participant who seems to feel particularly isolated, guilty, and alone.

“I know these kind of situations can be very frightening. I’ve had a similar thing happen to me.”
- Personal sharing should be used with caution as it tends to set up the case manager as advice giver when the participant responds:

“Oh really, what did you do?”
- A participant-centered response at this time might be...

“What I did might not work for you, and I can hear that you’re very concerned about what you are going to do in your situation”



Confrontation

- Confrontation is an empathic tool used to reflect to the participant emotions, roadblocks, conflicts, expectations, and behaviors that they may not be aware of and that are impeding their ability and willingness to act on their own behalf.

Emotions

“I'm hearing that you're really afraid of going to school right now, and yet it seems difficult for you to talk about being afraid.”

CONFLICTS

“I'm hearing you say that you feel you should be in training and yet...

...aren't you also feeling that you should be helping at home?’

ROADBLOCKS

“I'm hearing that you're very frightened right now, and yet you seem unwilling or unable to protect yourself.”

EXPECTATIONS

“I'm hearing that you were really expecting a service from us that is not available to you... Have you thought about another service?”

Or

“You seem angry at me for not providing the service you expected. Maybe we can look at other services available to you.”

Owning Your Own Feelings

- “Owning Your Own Feelings” is another form of confrontation in which the case manager describes their feelings that may be stopping the decision making process:

*“I'm really confused right now.
You seem to want the job
training program, and yet...*

*...each time we discuss signing
up for it you describe reasons
you can't do that.*

*Let's discuss what might be
uncomfortable for you in
starting the program.”*



Summary

- Summary is particularly useful at the end of the DEFINITION and ACTION phases. To summarize, reflect (all at one time) the most important emotions, needs, values, and roadblocks. This technique gives an explicit opportunity to check that there is a mutual understanding of all of these topics:

“So, let me take a minute to make sure that I understand your situation.

We've discussed how worried you are about being able to pay the rent and buy food for your kids in the future.

You've told me that you want to get a training program, and yet...

...you didn't do well in school before, and...

...you're also worried about who would care for the kids since you don't have any money.”

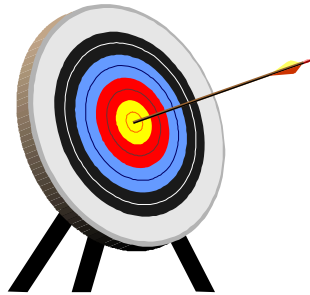
– Or

“So you've decided to do a couple of things before we talk again.

Go to the Training Center to get information on classes by tomorrow, and...

...by the end of the week, speak with both your sister and the child care center about caring for the kids in exchange for some work from you, and...

...even though you're afraid these won't work out...we've agreed to talk again on Monday to look at the information you got and plan the next steps.”



Centering

- Centering or focusing is used to bring the decision making process back to the emotions, needs, and roadblocks that are the focus of the participant decision making process:
“And, Clara, we were talking about how you felt about registering for school...let's get back to that.”
- Centering should be used with caution because the participant may be clarifying essential problems, needs or roadblocks by moving off the topic.

Section 6 Self-Graded Quiz

1. Which of the following is not a phase in decision-making?
 - a. Definition of the problem or situation
 - b. Action
 - c. Exploration of the problem or situation
 - d. Trust building
 - e. None of the above are phases in decision-making
2. The goals of the action phase of problem-solving include:
 - a. Build trust and gather information
 - b. Identify needs and challenges
 - c. Explore alternatives and develop plan
3. A technique used in participant-centered problem-solving is directing the participant in the direction in which you know they should go.
 - a. True
 - b. False
4. In the statement, "I just can't sit around any longer. I can't stand this! I have to DO something," the participant is feeling:
 - a. Indifferent
 - b. Fed up
 - c. Happy
 - d. Sad
5. In the statement, "I'm going to do this and nothing is going to stop me!" the participant is feeling:
 - a. Indifferent
 - b. Fed up
 - c. Frightened
 - d. Determined
 - e. Relaxed
6. Which statement is the best example of reflective listening in response to the participant's statement, "I want to take these GED classes but who'll take care of my kids?"
 - a. "I can babysit on Tuesday and Wednesday evenings for you!"
 - b. Sounds like you really want to start the classes but you're also worried about your kids' childcare."
 - c. "Don't worry about it - it'll all work out once you start the GED classes."
 - d. "You're right, better not to start the classes."
7. Values conflicts play no role in case management or decision-making.
 - a. True
 - b. False

8. Which statement is the best example of reflective listening in response to the participant's statement, "I want my kids to see me make a better life and finish my A.A. degree."
 - a. "Well, the PHA wants to see you graduate, too!"
 - b. "You can do it! Just try harder!"
 - c. "It sounds like it's important to you to be the best for your kids."
 - d. "So you're afraid you won't be able to graduate."
 - e. "I hear you're not getting very good grades... do you want to talk about it?"
9. When a participant expresses a conflict in values, the case manager can be helpful by:
 - a. Telling the participant feel more clearly
 - b. Acknowledging that people can feel more than one way (ambiguous) about something
 - c. Identifying which feeling or conflict the participant should favor
 - d. Resolving the ambiguity for the participant
10. The goals of the exploration phase of decision-making or problem-solving are:
 - a. Develop the final career goal and monitor progress
 - b. Isolate the most important problem and define the need
 - c. Give advice and ensure it is accepted
 - d. Build trust and gather information
 - e. All of the above
11. Some of the activities of the exploration phase of decision-making or problem-solving are active listening and a calm, and empathic tone of voice.
 - a. True
 - b. False

Notes

CHAPTER 5 Crisis Management for Case Managers

Section 1 Learning Outcomes

- Upon completion of this chapter, you should be able to:
 - Recognize how to assess and respond to a crisis
 - Identify referrals that assist and intervene in crisis situations

Section 2 Assessment and Levels of Response

- An essential of effective problem solving is knowing when not to take responsibility and action on behalf of a participant. Assisting a participant in taking action on their own behalf acknowledges and supports their strengths.
- The more able and willing a participant is to seek and use resources the less involvement is needed from the case manager.
- Information and Referral Professionals developed the following categories to help case managers determine a participants ability to act on their own behalf:
 - INFORMATION = LEVEL I RESPONSE
 - REFERRAL = LEVEL II RESPONSE
 - CRISIS = LEVEL III RESPONSE
- Using this scale helps case managers avoid taking unnecessary responsibility for participants.

LEVEL I RESPONSE: INFORMATION

- Level I response takes place when:
 - The participant has identified their need prior to contact
 - They state the need clearly
 - They require no assistance in acting on their own behalf (they are both willing and able to do so)
 - They are totally in control of the action plan
 - There are no lethal aspects to the participant's situation.
- **In Level I response little or no action is needed from the case manager except providing INFORMATION.** This may be either *SIMPLE* or *COMPLEX* information and it requires no assessment.
- Simple Information:
 - Agency name and phone
- Complex Information:
 - Agency detailed information

LEVEL II RESPONSE: REFERRAL

- Level II response takes place when:
 - The participant has not defined their own need prior to contact
 - Problem solving process occurs in order to define the need
 - The participant is actively assisted in getting their need met (how actively depends on the participant's ability and willingness to do so themselves)
 - The participant and case manager share control of the action plan
 - Although there may be some ideation of lethality (suicide, homicide, or abuse), the action plan eliminates the danger of violence.
- In Level II response the case manager is active in problem solving and identifying resources. **These responses are considered REFERRAL responses.** The response may be either *SIMPLE* or *COMPLEX* REFERRAL and they always involve assessment.
- Simple Referral:
 - Has assessment
 - Participant contacts agency
 - Follow up in 1-3 weeks
- Complex Referral:
 - Has assessment
 - case manager contacts agency
 - Follow up in 1-24 hours

LEVEL III RESPONSE: CRISIS INTERVENTION

- Level III response takes place when:
 - The participant may or may not have defined the need prior to contact
 - The case manager *may* define the need differently then the participant defines it
 - The participant appears to be a danger to him/herself or others
 - The case manager may take control of the action plan (for example...send paramedics to the participant's location to assist with a drug overdose).
- **Level III responses are always considered *Referrals*** and always involve assessment and follow-up.
- The relationship between participant/case manager and ability/inability and control of the action plan can be illustrated as shown below:

LEVEL I	LEVEL II	LEVEL III
Participant ABLE TO ACT ON OWN BEHALF	Participant ABLE TO ACT ON OWN BEHALF	Participant UNABLE TO ACT ON OWN BEHALF
Participant DEFINES NEED	Participant and Case manager DEFINE NEED	Case manager DEFINES NEED
NO ASSESSMENT	SOME ASSESSMENT	EXTENSIVE ASSESSMENT
Participant CONTROLS ACTION PLAN	Participant and Case manager CONTROL ACTION PLAN	Case manager Controls Action Plan
SIMPLE/COMPLEX INFORMATION	SIMPLE REFERRAL	COMPLEX REFERRAL
NON-LETHAL → → → →	→ → → → → → →	→ LETHAL

Section 3 The Case Manager's Role in Effective Crisis Work

- Unless otherwise directed by the agency or supervisor, the case managers role in a crisis situation is to:
 - Assess the situation as a crisis
 - Provide short term management of the situation
 - Refer to appropriate crisis intervention services
- Just as case managers would not attempt to manage and provide treatment in a medical emergency, they should not attempt to do so in any other type of emergency.
- Knowing and providing referrals to appropriate services is the case manager's role in a crisis!



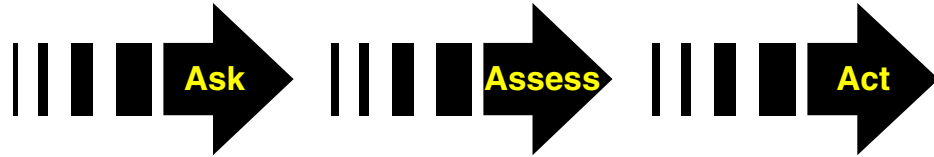
CRISIS IDENTIFICATION

- A Case Manager uses the Level III response of Crisis Intervention when:
 - There exists an immediate danger to the participant or another person
 - The participant is either unable or unwilling to act on their own behalf
 - The participant is either directly or indirectly requesting your assistance.
- The response is essentially a problem solving process modified to accommodate an intervention. These modifications include the case manager taking control of the action plan and problem solving process, for example:
 - Rapidly gathering appropriate information in as non-threatening a manner as possible
 - Assessing the situation
 - Defining the need
 - Taking immediate action to eliminate the danger.



- A simple way of stating this process is:

- Ask
- Assess
- Act



- **ASKING** involves building trust and asking directly if the participant is considering or has completed an act that is dangerous to themselves or others:

“Are you saying that you’ve been so upset and confused that you’ve been hitting your children?”



- Many participants are relieved to speak with someone who will allow them to speak directly about their situation!

- **ASSESSING** involves gathering information to determine how lethal the situation is. Assessing a lethal or violent situation is made easier by a lethality or risk scale.
 - **Ideation:** a participant is “ideating” a lethal or violent act when:
 - Such an act is one of many alternatives being considered to change their situation
 - They have no concrete plan or means to carry out their alternative
 - Participants usually do not have a history of violence and their crisis symptoms are low.
 - **Threat:** a participant is threatening a lethal act or violence when:
 - They perceive that such an act is the best alternative to their situation
 - They have a concrete plan and the means to carry out that plan
 - Participants may have a history of violence or similar responses to crisis and their crisis symptoms are high.
 - **In-Progress:** a participant is in-progress of a lethal act or violence when:
 - The plan and means for carrying out the act are available and being utilized NOW
 - Participants frequently have a history of lethal action and their crisis symptoms are extremely high.
 - **Crisis Symptoms** - if changed:
 - Unable to sleep, eat, or work
 - Unable to focus - rambling on or non-responsive
 - Isolated

CASE MANAGER'S ACTION IN A CRISIS

- **ACTING** involves taking action and differs depending on the lethality of the situation.
 - **Acting in the Ideation Phase** involves continuing the problem solving process as usual and is not an intervention.
 - **Acting in the Threat Phase** involves:
 - Building trust
 - Reducing stress
 - Separating the participant from the means
 - Gathering information
 - Problem solving
 - Developing a concrete plan for referral that reduces the threat
 - Contracting for follow up within 24 hours
 - Reporting to *appropriate source*¹
 - **Acting in the In-Progress Phase** involves:
 - Building trust
 - Taking control
 - Reducing stress
 - Separating the participant from the means
 - Gathering identifying information (location)
 - Developing a concrete plan of action
 - Contracting for follow up within hours
 - Referring to *appropriate source*¹

1. Local laws, agency policies and procedures will dictate the appropriate sources for reporting lethal or potentially lethal situations.

Section 4 Crisis Referrals

- Most communities have a range of agencies that will intervene in a crisis and assist other case managers in the assessment of a potential crisis. These include:
 - Police Department
 - Fire Department
 - Children's Protective Services
 - Adult Protective Services
 - Seniors Protective Services
 - Poison Center
 - Child Abuse Hotlines
 - Runaway Hotlines
 - Emergency Shelters
 - Emergency Food Banks
 - Mental Health Clinics and Counselors
 - Public Health Nurses
- Using these services as a resource for the participant in time of crisis would mean that the participant was unable to act on his/her own behalf...so be prepared to give as much information as possible to the agency regarding the participant's situation.
- It is entirely appropriate to use these services to assist with an assessment. Clearly explain who you are and that you need help in identifying who can assist your participant in what appears to be a crisis.

Section 5 **Assessment Questions Checklist**

- The following assessment tool can be helpful in identifying the needs in Crisis Management.

ASSESSMENT QUESTIONS CHECKLIST

Who:
Who was present when this happened?
Have you ever spoken to anyone about this before?
Are you seeing someone regarding this?
Are there any other people involved in this situation?

ASSESSMENT QUESTIONS CHECKLIST

What:
What is happening right now?
What happened when you tried that?
What have you done to change the situation?
What happened then?
What have you done in the past when this happened?
What were the results when you tried that?

ASSESSMENT QUESTIONS CHECKLIST

When:
When did this happen?
How long ago did that happen?
How long has this been going on?
How frequently does this happen?
Has this ever happened before?
When did you last speak to someone about this?

ASSESSMENT QUESTIONS CHECKLIST

Where:
Where did this happen?
Where were you at the time this happened?
Where are you now?
Where are your _____ (family, friends, teachers, etc.) now?
Where do you feel the most comfortable doing this?
Where is the best place for you to accomplish this?

ASSESSMENT QUESTIONS CHECKLIST

How:
How did that work for you?
How did your actions affect (change) the situations?
How were you thinking of getting that done?
How did you feel about that?

Section 6 Self-Graded Quiz

1. Which of the following is NOT a referral source in a crisis?
 - a. Police department
 - b. Facebook
 - c. Fire department
 - d. Dialing 911
 - e. Ambulance
2. Some of the agencies that handle crisis referrals are:
 - a. Child Protective Services (CPS)
 - b. Emergency shelters
 - c. Public health nurses
 - d. Runaway hotlines
 - e. All of the above may be an appropriate referral in a crisis situation
3. The case manager's role in crisis work is to:
 - a. Provide crisis intervention until the crisis is resolved
 - b. Provide therapy and allow the person to explore past reasons that contribute to the crisis
 - c. Clarify career goals to center the person on their FSS contract of participation
 - d. Assess the situation and manage the situation until help arrives
 - e. Clarify that the person's housing assistance may be terminated if the crisis continues
4. A simple way of describing the crisis response process in case management is to ask, assess, and act.
 - a. True
 - b. False
5. A person in crisis is a higher risk of committing a dangerous act if they have chosen to commit a dangerous act and the means to do so are present.
 - a. True
 - b. False
6. The case manager's role is never to advocate for the participant.
 - a. True
 - b. False
7. The case manager should pick one or two agencies only for crisis referrals.
 - a. True
 - b. False
8. Crisis management is the same as crisis intervention.
 - a. True
 - b. False

9. Susan Johnson has just signed up for FSS. She has never worked, and one of her agreed-upon activities was to get a career assessment from the nearby Career Center is an excellent idea. However, when Susan walked into the Career Center last week, she was told she needed an appointment. Now Susan is hesitant to go back. You pick up the phone and call Marion Steward, who is your contact at the Career Center, and Marion readily agrees to make a friendly call to Susan to set up an appointment. What have you just done?
- a. Referred the participant to a self-directed search
 - b. Directed the participant
 - c. Advocated for the participant
 - d. Added a resource to your database
 - e. Made friends with Marion Steward

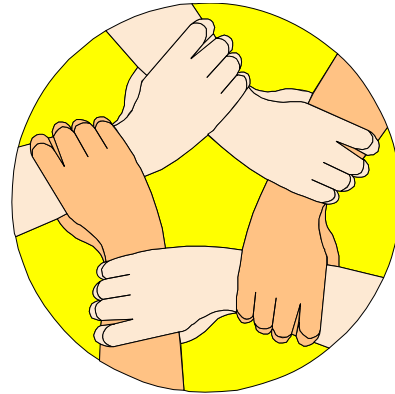
CHAPTER 6 Creative Self-Sufficiency Program Design

Section 1 Learning Outcomes

- Upon completion of this chapter, you should be able to:
 - Recognize the mandate of the self-sufficiency programs to coordinate with local resources
 - Discuss the unique and essential role that affordable housing plays in self-sufficiency
 - Identify community partners and their mandates
 - Distinguish the elements of designing a self-sufficiency program
 - Evaluate and apply best-practices design of a self-sufficiency program
 - Define and explain the process of collaboration

Section 2 Self-Sufficiency Mandate to Coordinate

- All self-sufficiency programs benefit from the artful application of the essentials in case management and coordination:
 - A program goal that is consistent with and integrated into the vision, mission, and goals of the parent organization
 - Case managers and coordinators with the knowledge, skill, and ability to achieve those program goals
 - Individual training plans that meet the standards of good case planning
 - Resources that are well developed and high quality;
 - Communication within the program, vertically and horizontally, and among other internal departments, and communication with the participants that is both goal-directed and client-centered
 - Crisis management procedures that ensure the safety of the participant, the case manager, and the community.
- In addition, self-sufficiency programs can excel by applying the best practices and creative designs practiced in programs across the country. These include understanding the history and national mandate of self-sufficiency programs, creating partnerships with other agencies to achieve that mandate, involving the participants in the decision making, design and delivery of services, eliminating unnecessary regulatory and programmatic hurdles, and using well established business concepts to drive the programs to success.

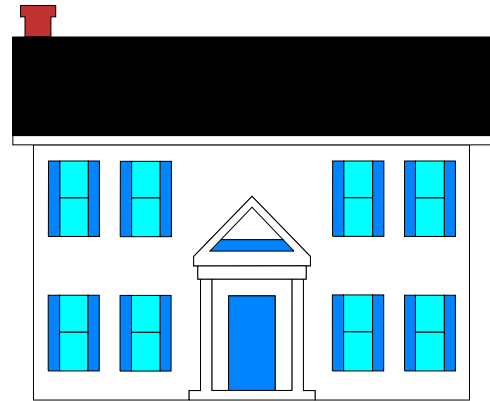


Section 2: Self-Sufficiency Mandate to Coordinate

- The mandate of HUD’s Family Self-Sufficiency program is to “...coordinate the use of housing assistance...with public and private resources to enable families eligible to receive assistance under these programs to achieve economic independence and self-sufficiency.” [See 24 CFR 984.101 (a)(1)]
- This mandate requires self-sufficiency professionals to coordinate and collaborate with a wide range of self-sufficiency experts including:
 - Educators
 - Employment and job training specialists
 - Welfare reform authorities
 - Experienced rehabilitation and medical professionals
- All of these self-sufficiency practitioners become a part of the self-sufficiency team, either by providing services or participating on the Program Coordinating Committee, or both.

UNIQUE POSITION OF HOUSING PROFESSIONALS

- Housing professionals *are* in a unique position to offer creative ideas and programs to other self-sufficiency-type programs. These creative approaches include:
 - An up-close, stable relationship with families in poverty
 - An opportunity to create a self-sufficiency community
 - An obligation to provide culturally competent services
 - A mandate to coordinate existing services or collaborate with existing services
- Families with stable housing are more likely to succeed at self-sufficiency than any other group.
- Local housing authorities relationship with the family is longer lasting and more intimate than any other of the services. Over time, housing professionals share interests and activities with residents, watch their children grow, celebrate, and suffer.
- Self-sufficiency staff come to know the values and attitudes of families. Families share their homes, lives and values with housing professionals and self-sufficiency case managers—teaching what is important to them and how their goals are accomplished.
- Local housing authorities translate these values to other self-sufficiency professionals.



Section 3 Community Partners in Self-Sufficiency

- Reform legislation in the 1990s pointed out the need for partnerships between and among local, state, and federal agencies whose goals involve increased economic self-sufficiency for low income families.

WELFARE REFORM

- Personal Responsibility and Work Opportunity Act signed into law in 1996 made sweeping changes to the welfare system as we knew it.
- The intent of congress was to:
 - Time limit welfare payments
 - Eliminate entitlement to welfare
 - Reduce out of wedlock births
 - Tighten child care enforcement
- The key features of the Welfare Reform Act are:
 - Shift responsibility to the States
 - Impose time limits on recipients
 - Require Work in exchange for benefits
 - Impose time limited performance standards on local departments

Federally Mandated Welfare Conditions

- States may define limits more narrowly than the mandates listed below
- States limited to 75% of 1994 funds
- Five year lifetime limit on welfare payments to recipients
- No additional welfare payment for new births

Section 3: Community Partners in Self-Sufficiency

- Recipients required to participate in work activities at least 20 hours a week in 1997 increasing to 30 hours a week in 2002
- “Work activities,” as defined under Social Security Act, 42 U.S.C. 607(d), did not include post secondary education:

Work	Training
unsubsidized employment	vocational training not to exceed 12 months
subsidized private employment	job skills training related to employment
subsidized public employment	education for HS diploma or GED
work experience	secondary school parents
on-the-job training	
community service programs	
child care for community services participant	

- For the first time, the terms of the “welfare” system could and did differ from state to state and locality to locality, with different time limits and requirements in different geographic areas.
- Requiring “work” and not allowing post-secondary education made it difficult for low-income women to acquire the knowledge, skills and abilities required to get and keep higher paying jobs.

LABOR REFORM

- The Workforce Investment Act of 1997 (WIA) eliminated the Job Training and Partnership Act (JTPA) which had defined the training and job seeking programs available to low income families since the 1970's.
- WIA mandated the development of:
 - **One Stop Career Centers** across the country
 - **Workforce Investment Boards** in areas and regions around the nation.
- PHAs are mandatory partners in these One Stop Career Centers and on the Workforce Investment Boards.
- WIA created a “universal access to job training services” system that eliminated the mandate in the JTPA program to provide job training to a percentage of very low and low income individuals.

HOUSING REFORM

Cranston Gonzales Affordable Housing Act of 1990

- The Cranston Gonzales National Affordable Housing Act instituted many legislative changes which affected Public Housing and Section 8, such as:
 - Authorizing the Family Self-Sufficiency Program
 - Requiring evaluation and monitoring of PHAs performance and requiring Improvement Agreements with PHAs whose performance was “troubled.”

Quality Housing and Work Responsibility Act

- The Quality Housing and Work Responsibility Act is also known as the Public Housing Reform Act, or “Reform Act.”
- The Reform Act was signed into law on October 21, 1998
- The intent of Congress was to:
 - Restore the public trust in low-income housing programs
 - Promote self-sufficiency for families receiving housing benefits, to improve their economic situations and to assume a greater degree of responsibility for their living conditions
 - Give PHAs that perform well a maximum amount of responsibility and flexibility.

- The Reform Act provided for wide-sweeping changes in the assisted housing industry including changes that affect resident's self-sufficiency in general and FSS in particular including:

Both HCV and Public Housing

- No requirement to increase FSS minimum program size other than a voluntary increase
- Requirement not to reduce rent if welfare income is reduced due to non-compliance with welfare regulations
- Mandatory earned income disallowance

Public Housing only

- Direction to PHAs to support economic self-sufficiency for residents and generally defined the term
- Requirement for public housing residents to perform community service
- Allowed PHAs to develop individual savings accounts (ISAs) for public housing residents, which families would choose instead of the earned income disallowance
- Established family choice annually between paying flat rent or income-based rent
- Requirement to target 40% of new admissions to extremely low-income families

Housing Choice Voucher only

- Allowed use of HCV rental assistance for homeownership
- Requirement to target 75% of new admissions to extremely low income families

General Agency

- Requirement to have a resident on the Board of Commissioners
- Requirement to do all possible to establish cooperative agreements with welfare departments
- Requirement to form a Resident Advisory Board (RAB)
- Established Capital and Operating Funds

Definition of Economic Self-Sufficiency Program

- In the Reform Act, economic self-sufficiency is defined as:
 - “Any program designed to encourage, assist, train or facilitate economic independence of assisted families or to provide work for such families.”
- Economic self-sufficiency can include:
 - Job training, employment counseling, work placement, basic skills training, education, English proficiency, workfare, financial or household management, apprenticeship, or any other program necessary to ready a participant to work (such as substance abuse or mental health treatment).

Role of Other Federal Departments

- The FSS statute, and the discussion in this case management practicum, identified other federal departments that should be coordinating support services with HUD's self-sufficiency programs at the national, local and state level. These include:
 - Department of Health and Human Services (HHS)
 - Department of Labor (DOL)
 - Department of Transportation (DOT)
 - Department of Agriculture (DOA)
 - Department of Education (DOE)
 - Department of Justice (DOJ)
- These federal departments, as well as national and local resources, working in collaboration, can more effectively address and alleviate/remove the chronic roadblocks to economic success.
- Large-scale and long-range studies, research, and early self-sufficiency programs such as Project Self-Sufficiency and Operation Bootstrap, have consistently identified the following as chronic roadblocks to self-sufficiency:
 - Lack of low-cost, quality, long-term education and training
 - Lack of low cost, quality child care
 - Lack of affordable transportation
 - Lack of no- or low-cost, quality medical care
 - Lack of other support services:
 - Family counseling
 - Substance abuse treatment and counseling

Section 3: Community Partners in Self-Sufficiency

- In general, programs in education, employment, housing and welfare are attempting:
 - To improve the skills of existing work force
 - To retrain ex-workers
 - To train and place in employment the chronically unemployed.
 - The mandate of HUD’s Self-Sufficiency program is to “...coordinate the use of housing assistance...with public and private resources to enable families eligible to receive assistance under these programs to achieve economic independence and self-sufficiency.” [See 24 CFR 984.101 (a)(1).]

Section 4 Self-Sufficiency Functions and Strategies in Public Housing

- There are statutory requirements and program options specific to public housing that should be integrated into the larger self-sufficiency model.
- This section will provide a brief overview of some of these functions and strategies, and will indicate what could apply to non-public housing participants.

COMMUNITY SERVICE

- The Reform Act of 1998 required that all non-exempt adult residents contribute 8 hours per month in a community service activity; or participate 8 hours per month in an economic self-sufficiency activity, or provide a combination of both, adding up to 8 hours per month.
- Community service is regarded as volunteering, or “giving back” to the community. It is also a beginning step for participants to build job readiness competencies.
- Public housing leases must contain a clause for noncompliance with the community service requirement. Continued noncompliance of a non-exempt adult family member is required grounds for termination of the lease. In public housing, of course, the end result (subject to grievance hearing and judicial appeal) is eviction.
- The HUD definition of economic self-sufficiency pertains to the design, monitoring, and enforcement of the community service requirement.

Section 4: Self-Sufficiency Functions and Strategies in Public Housing

- Exemptions to the community service requirement includes working. The threshold of hours worked per week in order to be exempted from the community service requirement is an important consideration that could be made by public housing and self-sufficiency managers.
- The community service requirement can be an effective function to introduce a hard-to-serve population to work. Community service can be a nonthreatening way for public housing residents to become work-ready and to build work skills.
- PHAs can establish a limited number of projects where work is considered as a condition for continued occupancy.
 - The work requirements in these developments need to be specified in the lease and the in-house rules. If the family fails to comply with the work requirements, they would be relocated to another public housing development not subject to the work requirement.
- PIH 2009-13 (HA) encouraged PHAs with ROSS and/or FSS programs to integrate participants' individual training and service plans with the community service requirements.
 - The notice also clarified that regular meetings with ROSS or FSS case managers or coordinators may satisfy some or all of the community service hours required.
- The design of the PHA's community service program can be an innovative and important first step for many public housing residents, instead of being seen as a "work pill" by PHA staff.

- Hallmarks of a well-designed community service program are:
 - Incorporate community service with individual training and service planning
 - Give participants the broadest range of volunteer activities possible
 - Work with local experts to offer volunteer activities that best build job-readiness and beginning work skills
 - Explore activities with participants that best meet their needs
 - Work with the agencies within the community that coordinate or offer volunteer activities, and bridge participants to those resources by developing brochures and friendly contacts.
 - Consider developing memorandums of understanding or written agreements for referral and volunteer agencies to monitor and document community service participation.

SECTION 3

- Section 3 of the HUD Act of 1968 requires that recipients of certain types of HUD financial assistance create job training, employment, and contracting opportunities for low- and very-low individuals.
 - Section 3 goals can be targeted to the PHA's self-sufficiency participants.

Section 4: Self-Sufficiency Functions and Strategies in Public Housing

- Section 3 is applicable to public housing financial assistance and to Section 3 projects, which means housing rehabilitation, housing construction, and other public construction projects assisted under HUD programs that provide housing and community development financial assistance when the total amount of assistance to the project exceeds a threshold of \$200,000 (\$100,000 in the case of Healthy Homes and Lead Hazard Control assistance).
- PHAs and their contractors must meet HUD-established benchmarks specifying the ratios of the number of labor hours worked required for Section 3 workers and targeted Section 3 workers.
 - A Section 3 worker could be a person whose income for the previous calendar year is under the HUD-established income limit, a person who is employed by a Section 3 business concern, or a YouthBuild participant. A targeted Section 3 worker could be a worker employed by a Section 3 business concern, a public housing or Section 8 resident, a resident of other public housing projects or Section 8-assisted housing managed by the PHA providing the assistance, or a YouthBuild participant
- The PHA's procurement, program, and self-sufficiency managers should coordinate the Section 3 requirements into meaningful strategies.
- PHA training and mentoring Section 3 participants requires:
 - Orientation and setting expectations
 - Mentoring and coaching
 - Supervision and monitoring
 - Reporting to HUD

COMMUNITY ROOMS

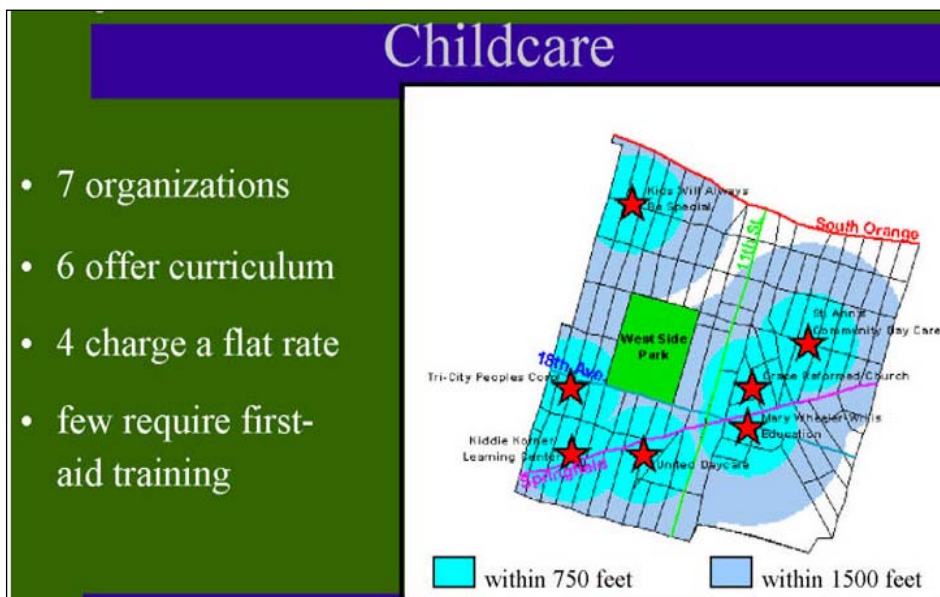
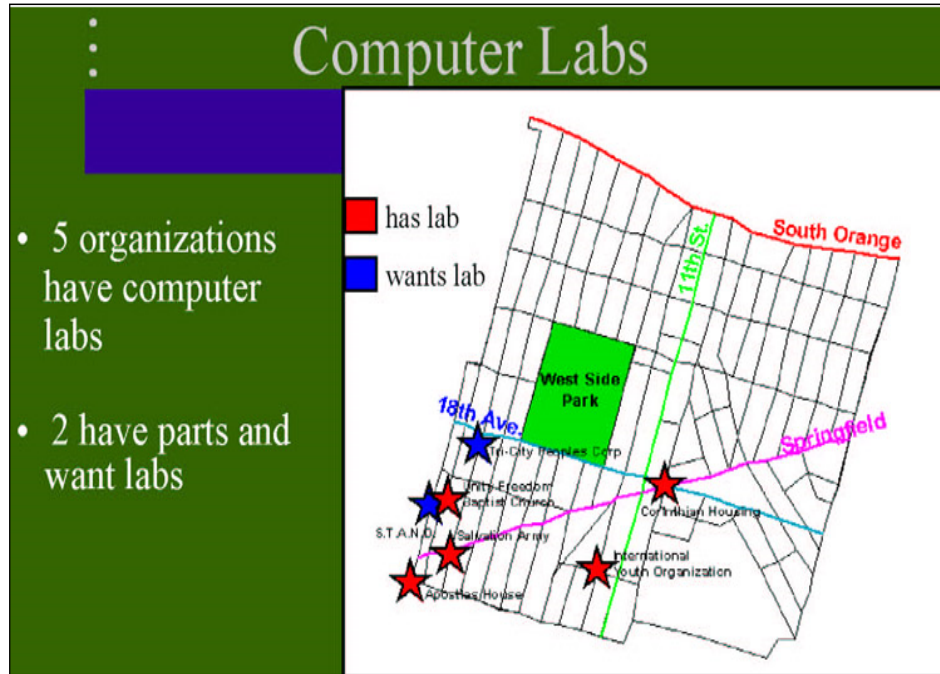
- Studies show that the closer the activity is to low-income participants, the more likely that activity will be utilized. Community rooms within public housing developments can be an extremely valuable resource not only to participants, but also to community-based agencies and educational institutions mandated to target low-income populations.
- As discussed earlier, effective and visionary programs can be “housed” in the PHA's community rooms on an in-kind basis.
- In addition, crime studies confirm that legitimate uses of community space is a deterrent to drugs and crime. Community room, gyms, learning labs, afterschool programs, sports and recreation programs, health and wellness events, and ceremonies and other gatherings prove dual benefits - promoting self-sufficiency and deterring drugs and crime.

NEIGHBORHOOD ASSET MAPPING

- Mapping out resources in neighborhoods surrounding each public housing development is a proven strategy to bridge low-income residents to nearby resources.
- What afterschool, training, recreation, and childcare services exist in the 6-7 square block radius of the public housing development, and where are they located?
- Are these programs operating at above or below capacity, do they wish to expand and what are the barriers to expansion?
- A directory database can then be developed. It's important to update this information regularly, since the "friendly face" at a community-based agency can move on, and agencies themselves can come and go.



Section 4: Self-Sufficiency Functions and Strategies in Public Housing



Section 5 Self-Sufficiency Program Assessment and Design

- Self-sufficiency program coordinators will frequently be called upon to design or develop a self-sufficiency program. Once programs are developed, it may be necessary to re-evaluate and re-design the program to meet the changing needs of participants, program demands, agencies, regulations and funding levels.
- The essential steps in program design are best understood in a step by step manner. However, like case management, they are experienced as an ongoing cycle or set of elements.
 - Complete a needs assessment
 - Consider all resources and parameters
 - Design activities that move participants to program goals
 - Deliver program
 - Evaluate the program
 - Redesign and Implement

THE PROGRAM NEEDS ASSESSMENT

- Assessing the needs of program participants should have special emphasis. The more knowledge the self-sufficiency coordinator has about the needs and goals of the participants and program and the more s/he incorporates that information into the design, the more successful the program will be.
- Self-sufficiency programs for welfare recipients, dislocated workers, and college students have similarities and differences depending upon the needs, situations and circumstances of the participants. The similarities and differences may require similar programs or necessitate special activities to succeed.

- Some self-sufficiency programs fail because case managers and coordinators lack information about the realities of participant's lives and participants were not included in the design process.
- Participants can be included in the design steps by using some of the following needs assessment techniques:
 - Focus groups
 - Questionnaires for participants
 - Questionnaires for staff
 - Input from experts
 - Intake interviews with participants
 - On-going program evaluation (written and oral) by participants
 - On-going program evaluation (written and oral) by staff
 - Exit written evaluations from participants
 - Exit interviews with participants
- The goals and designs of an overall self-sufficiency program (like individual goals and plans) are determined by assessment, goal setting, and resource identification:
 - Assessment: of the goals and needs of participants
 - Goal setting: based on requirements of the program in the agency and in the community
 - Resource identification: considering the resources available or the possible collaborations.

SS PROGRAM NEEDS ASSESSMENT

- Generally, to develop or complete a self-sufficiency program needs assessment:
 - **List:**
 - the characteristics of your participants
 - the goals of your participants
 - what your participants will need to attain these goals.
 - **Identify:**
 - your agency's goal for the program
 - your program needs based on your participants' needs
 - the potential resources to meet your self-sufficiency program needs.
 - **Decide:**
 - what resources the agency will provide to meet these participant needs
 - what resources your community can and will provide to meet these participant needs and the agency's goal.
- Specifically, to develop or complete a self-sufficiency program needs assessment:
 - **List** the characteristics of your self-sufficiency participants
 - Number of participants
 - Number and percent woman head of household
 - Number and percent man head of household
 - Number and percent two parent household
 - Number and percent in each family size
 - Number of children between 0-4 years
 - Number of children between 5-10
 - Number of children between 10-14

Section 5: Self-Sufficiency Program Assessment and Design

- Number and percent of H/H between
- Number and percent of H/H between 19-25
- Number and percent of H/H between 26-35
- Number and percent of H/H between 36-55
- Number and percent of H/H over 55
- Number and percent of families by ethnicity
- Number and percent of H/H monolingual and languages
- Number and percent of H/H on TANF
- Number and percent of H/H with earned income and amounts (range list)
- Number and percent of H/H with GED
- Number and percent of H/H with post secondary education
- Number and percent of H/H with vocational certification in demand career
- Number and percent of H/H with vocational or educational assessment
- Number and percent of H/H with career plan and career goals (range)
- Number and percent with child care
- Number and percent with transportation
- Number and percent with medical services
- **List** the goals of your self-sufficiency participants
 - Number and percent in each career goal category
 - Number and percent attempting free of welfare only
 - Number and percent attempting SSS career
- **List** what your self-sufficiency participants will need to attain these goals
 - Number and percent needing each of the services described in comprehensive self-sufficiency programming in chapter 1.

SELF-SUFFICIENCY PROGRAM GOAL SETTING

- **Identify** your agency's goal for the self-sufficiency program
 - Examples
 - Contract minimum program size (MPS) as defined in federal regulations
 - MPS and have a percentage of successful completions of COP
 - MPS and 100% successful completion of COP
 - MPS and families employed at self-sufficiency standard
 - Other _____
 - Other _____
- **Identify** your self-sufficiency program needs based on your participants' needs
 - Examples
 - Wrap-around (7 a.m. to 6 p.m.) child care for 30 children 0-3 years old in the Brookline area
 - Vocational and educational assessments for 15 very low income women without GEDs throughout the urban area
 - Adult basic education for 22 very low income women to prepare for GED...where 6 of the women do not speak English
 - Other _____
 - Other _____

SELF-SUFFICIENCY PROGRAM RESOURCE IDENTIFICATION

- **Identify** potential resources to meet your program needs
 - Examples
 - Brookline Community Services (a community-based agency in the area)—to organize a child care cooperative at their facility
 - Headstart—to prioritize their services to self-sufficiency families
 - PHA—to train public housing self-sufficiency participants to provide home-based child care
 - An self-sufficiency participant telephone resources network—to list each participant and the product or service they could provide to other participants
 - Other _____
 - Other _____
- **Decide** what resources the PHA will provide to meet these participant needs
 - Examples
 - 2 full time staff to provide case management
 - 1 full time staff to provide case management and one half time staff to provide community collaboration to secure resources
 - \$500 from the HCV administrative reserve to fund bus passes for transportation to and from work for HCV FSS participants
 - Other _____
 - Other _____

- **Decide** what resources your community can and will provide to meet these participant needs and the agency's goal.
 - Examples
 - Brookline Community Services (a community based agency in the area) organizes a child care cooperative at their facility serving assisted housing self-sufficiency families first in exchange for the PHA self-sufficiency program doing outreach, orientation, and career planning with housing families who will then register in the Brookline Community Services EVEN START program.
 - Head Start agrees to prioritize their services to self-sufficiency families in exchange for outreach as described above.
 - PHA trains public housing self-sufficiency participants to provide home-based child care. Participants pay low or no cost depending on subsidies available from Department of Social Services Transitional Child Care fund.
 - An self-sufficiency participant telephone resources network is developed listing each participant and the product or service they can provide to other participants. Child care is one of these. To receive a service, a participant must have provided services in the Network in the past.
 - Other _____
 - Other _____
- **Decide** what services will not be provided to meet the needs and goal.
 - Examples
 - Direct child care payments to vendors
 - A van to provide transportation
 - Educational assessments provided by PHA staff

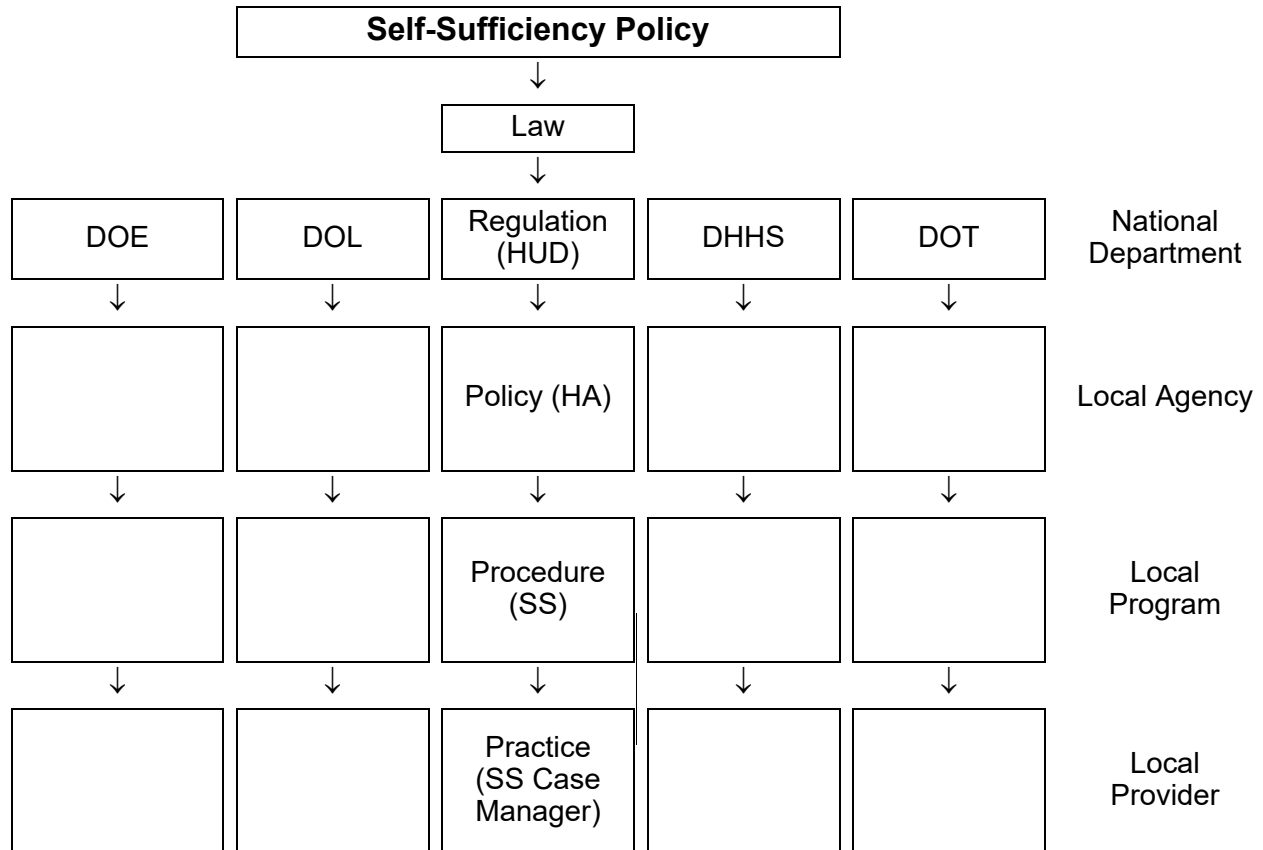
Section 6 Possible Self-Sufficiency Program Designs

- Many different self-sufficiency service designs are possible:

Agency provides I&R only		
Agency provides I&R plus	cooperates with JOBS	
Agency provides I&R plus	cooperates with many programs	
Agency provides I&R plus	cooperates and coordinates with many programs	
Agency provides I&R plus	cooperates, coordinates and collaborates with many programs	
Agency provides I&R plus	cooperates with JOBS	plus Case Management
Agency provides I&R plus	cooperates with many programs	plus Case Management
Agency provides I&R plus	cooperates and coordinates with many programs	plus Case Management
Agency provides I&R plus	cooperates, coordinates & collaborates with many programs	plus Case Management
Agency provides I&R plus	cooperates with JOBS	plus Case Management and Direct Service**
Agency provides I&R plus	cooperates with many programs	plus Case Management and Direct Service**
Agency provides I&R plus	cooperates and coordinates with many programs	plus Case Management and Direct Service**
Agency provides I&R plus	cooperates, coordinates and collaborates with many programs	plus Case Management and Direct Service**

** The agency may have the resources (staff) to provide directly some of the comprehensive program components described as comprehensive self-sufficiency programming.

POSSIBLE FEDERAL AND LOCAL SS PARTNERS



LOCAL SELF-SUFFICIENCY SUPPORT SERVICES

- Identify the resources available in the local community by using the following categories:

Category	Resource	*Source
Long-term ed. & training	A <i>Example: Community College</i>	<i>Example: DOE</i>
	B	
	C	
	D	
Child care	A	
	B	
	C	
	D	
Transportation	A	
	B	
	C	
	D	
Medical care	A	
	B	
	C	
	D	
Other support	A	
	B	

***Source**

- A. Government Funded (include department- DOL, DOE, etc.)
- B. Private
- C. Religious
- D. Participants

Section 6: Possible Self-Sufficiency Program Designs

- List below employment training and education resources in the local community:

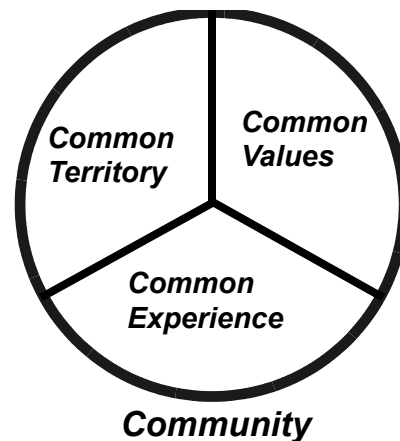
Source	Name
Secondary schools	
Adult education	
Community college university/community based training programs	
Organizations employment	
Unemployment office	
Rehabilitation services	
Health services	
Human services	
Housing authority's resident training.	

Section 7 Creative Self-Sufficiency Programs

[Community Based, Culturally Competent, Collaborative, Collapsed and Content-Specific]

CREATING SS COMMUNITY

- Self-sufficiency programs are more likely to succeed if they have created a self-sufficiency community.
- Communities are created when people:
 - Share common territory
 - Share common values and goals
 - Share common experiences
- Communities by their existence offer increased support and community members are more likely to succeed than individuals without community support.
- A self-sufficiency program can create or enhance the sense of community amongst self-sufficiency participants by:
 - Eating together
 - Celebrating together
 - Marking change or progress together
 - Learning from participants the way in which they currently relate to one another
 - Defining similarities
 - Describing differences
 - Clearly identifying self-sufficiency values and goals together
 - Sharing experiences and facilitating mutual self-help and associations
 - Facilitating ownership and empowerment

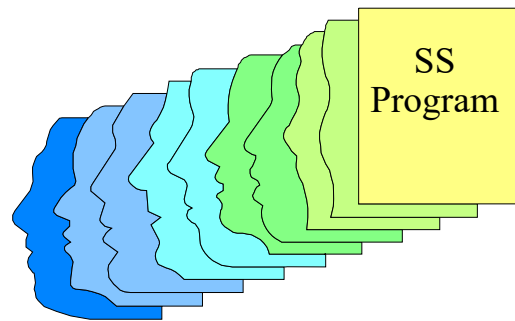


COMMUNITY BASED SS PROGRAMS

- Self-sufficiency programs are more likely to succeed if they are community based.
 - Services offered within 5 blocks of families' homes
 - Services offered by members of the community

DEVELOPING CULTURALLY COMPETENT PROGRAMS

- Self-sufficiency programs are more likely to succeed if they are socially and culturally competent.
- To be culturally competent is to learn and understand the meanings of another group's values and behaviors and to be able to act appropriately within that group's "meaning set."
- Culturally competent employment training programs teach employment skills using the symbols and "meaning sets" of the learners.
- Cultural and social diversity exists where individuals in a group have different beliefs and behaviors regarding:
 - Food
 - Work
 - Child rearing
 - Religion
 - Social and group behavior
 - Sex and gender
 - Decision making



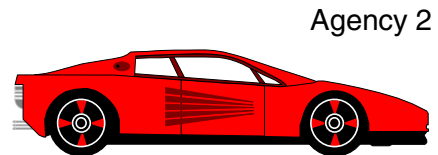
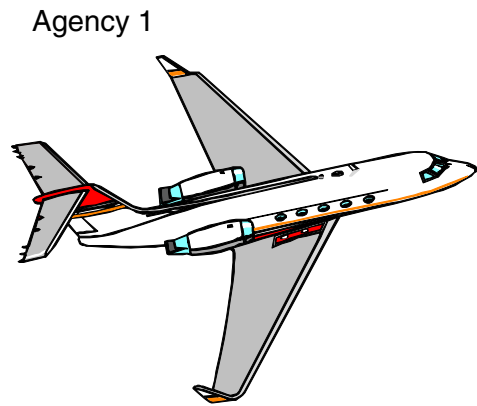
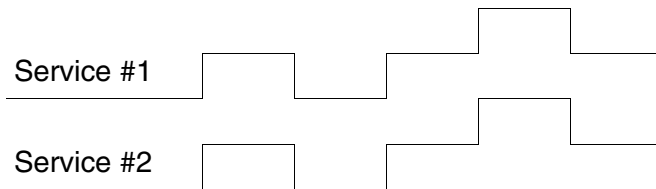
- To value cultural and social diversity is to believe that cultural differences have equal value and are all appropriate ways of viewing and being in the world.
- In communities as diverse as those in the USA, it is essential that learners, participants and residents be an integral part of designing and providing self-sufficiency services.
- Cultural competency in self-sufficiency programming is dependent upon resident participation, decision making, and management.

DEVELOPING COLLABORATIONS

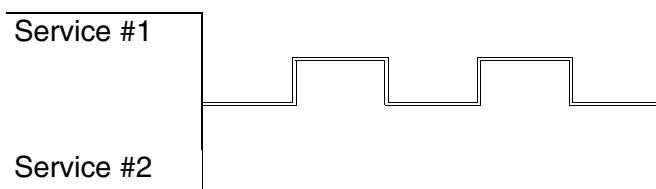
- Self-sufficiency programs are more likely to succeed if they are collaborative. Collaborative programs bring together services offered by several or many different agencies.
- These services are then combined and organized in a way that they create one “seamless” service that is easy for participants to access and use.
- Programs that cooperate, coordinate, or collaborate are organized in different ways and accomplish different ends:
 - Cooperative services occur when two (or more) agencies provide service to the same group without interfering with each other’s service delivery or service goals.
 - Service #1
 - Service #2

COORDINATED VS. COLLABORATIVE SERVICES

- Coordinated services occur when two (or more) agencies provide services to the same group in a “synchronized” manner— one before another.
- The first service helps the participant succeed with the next service.
 - These services have **similar goals**, yet **different delivery systems**.

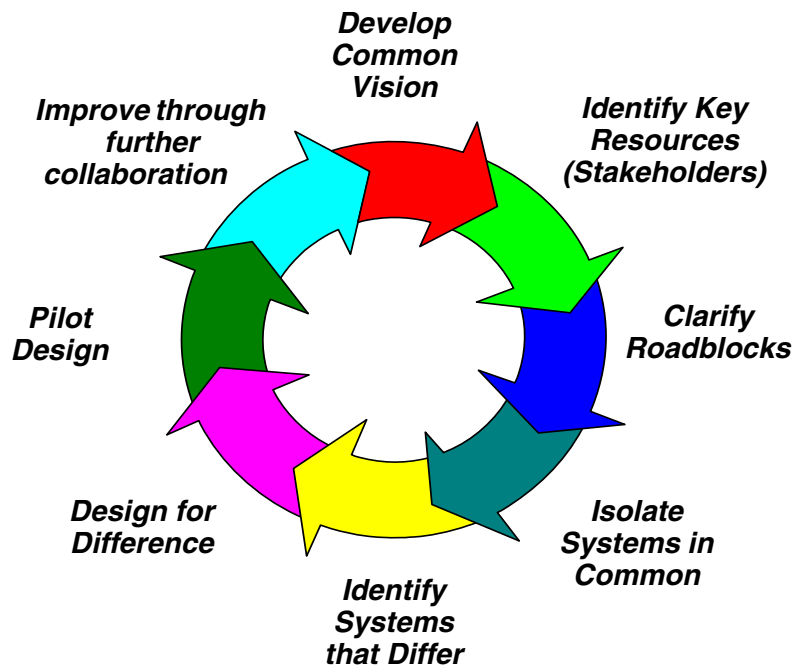


- Collaborative services occur when two (or more) agencies change or alter their practices, procedures, and perhaps their policies to provide one seamless service to the same group.
 - These services have the **same goal** and the **same service delivery system**.



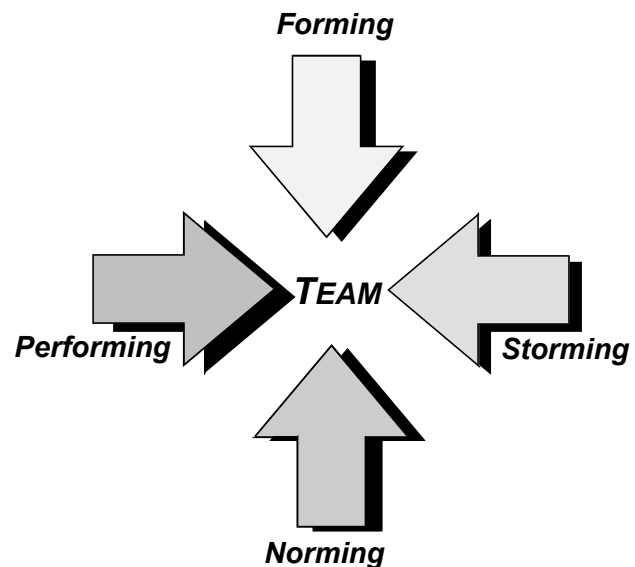
STAGES OF COLLABORATION

- Successful community resource collaborations proceed through specific stages or steps:
 - Developing or identifying a common vision and goal
 - Identifying key community resources needed to accomplish the goal
 - Identifying previous roadblocks or roadblocks to accomplishing the vision and goal
 - Isolating current service delivery systems that are the same and that are different amongst the community resources
 - Designing a new service delivery system to overcome the differences and the roadblocks
 - Piloting the newly designed services and service system
 - Improving the design by further collaboration.



PHASES IN TEAM BUILDING

- Community groups attempting to build successful collaborations also move through the phases of ‘group formation’ or team building.
 - **Forming**: the phase in which formal group goals are shared and explicit agendas are set. This phase is marked by “polite” conversation.
 - **Storming**: the phase in which group members identify their own personal and professional values and describe how these values differ from those of other group members. This phase is marked by “not very polite” conversation.
 - **Norming**: the phase in which the group’s common values are identified from the list of differing values. This phase is marked by detailed discussions that have both conflict and consensus- “polite” and “not very polite” conversation.
 - **Performing**: the phase in which the work is done. This phase is marked by very little conversation- a lot of work or productivity.
- Many groups or teams do not move beyond the forming phase. For collaborations to succeed, members of the collaborative team *must* move through all of these team-building phases.
- These phases are not always linear. For example, new mandates, new leadership, new partners and/or unexpected challenges can move a team or partnership from the performing stage back to the *norming*, *storming*, or even the *forming* stage.



- Problem-solving techniques are essential for members of a successful collaborative effort. Patience and keeping the vision—the common interests—in mind will help partners navigate through the challenges over time.

COLLAPSED AND CONTENT-SPECIFIC

Characteristics of Effective Training & Education Programs

- These training and education courses are most effective when they are:
 - Community-based
 - Culturally and socially specific
 - Collaborative
 - *Workforce*-content determined (based on opportunities in labor market)
 - *Workplace*-content determined
 - Age appropriate
 - Time-collapsed (Completed within a short period of time)
- *Workplace-content determined* refers to employment training that uses the concepts and terms that are used in the workplace. A participant whose final goal is to be a carpenter learns math using terms from that trade.
- *Age-appropriate* refers to remedial and basic education courses that are redesigned to meet the needs of, and use the concepts of, the adults who are the students.
- *Time-collapsed* refers to a brief intense training rather than a semester mode.

Section 8 Creative Resource Development

LOCAL “EFFECTIVE” TRAINING AND EDUCATION PROGRAMS

- List examples of training and education opportunities in your local community that have these characteristics:

<i>Have characteristics</i>		<i>Do not have characteristics</i>
	Community Based	
	Culturally Competent	
	Collaborative	
	Workforce Content Determined	
	Workplace Content Determined	
	Age Appropriate	
	Time Collapsed	

NATIONAL “EFFECTIVE” TRAINING AND EDUCATION PROGRAMS

- Summarize below the training and education programs available in the United States that share the characteristics of effective programs.

Effective Training and Education Programs		
	Examples:	Federal Dept.
Community Based:	<i>Job Training Partnership Act</i>	<i>DOL</i>
	<i>Even Start</i>	<i>DOE</i>
Culturally Competent:	<i>Carl Perkins Gender Equity</i>	<i>DOE</i>
	<i>Wider Opportunities for Women</i>	<i>DOL</i>
	<i>Women in Poverty Protect</i>	
Collaborative:	<i>Early Childhood Development</i>	<i>DHHS/DHUD</i>
Workplace Content Determined:		
Workforce Content Determined:	<i>Vocational English as a Second Language</i>	<i>DOE</i>
Age Appropriate:	<i>Job Training Partnership Act</i>	<i>DOL</i>
Time Collapsed:	<i>Job Training Partnership Act</i>	<i>DOL</i>

IDENTIFYING GAPS IN LOCAL SELF-SUFFICIENCY SERVICES

- A pattern or system of available and effective self-sufficiency services in your community should begin to emerge. This pattern allows you to predict where similar services will appear in your community in the future.
- Note here any gaps in services available for your self-sufficiency participants in your community:

<i>Gaps in Local Self-Sufficiency Services</i>	
Long term education and training	
Child care	
Medical services	
Transportation	
Other	

- These gaps in resources in the community are the goals or targets for efforts to collaborate for services.

Self-Sufficiency Service Coordination
Creative Self-Sufficiency Program Design

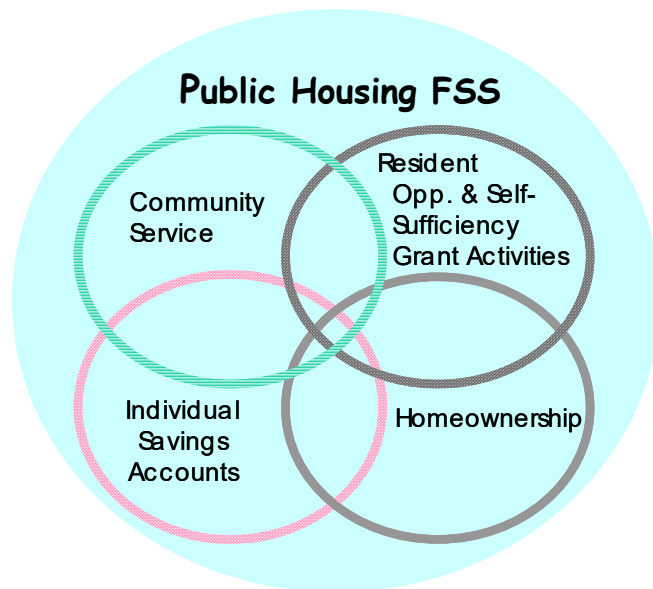
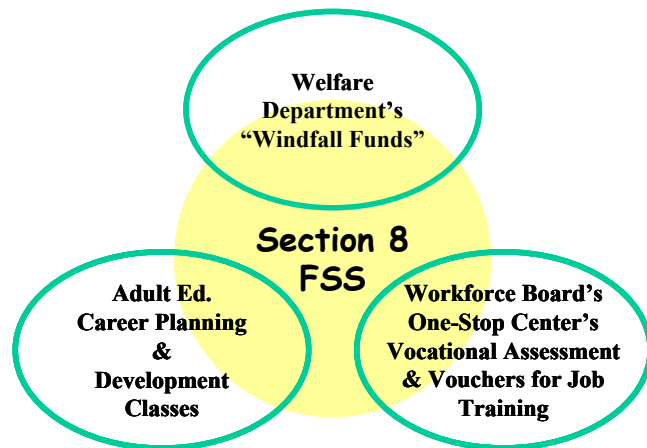
Section 8: Creative Resource Development

- In the space provided below, identify current collaborations and needed collaborations in your self-sufficiency efforts.
 - Identify where each of these efforts is in the collaborative and team-building processes.
 - For each, note which of the problem-solving techniques might be used to “move the collaboration along.”

<i>Collaborative Effort</i>	<i>Collaborative Stage</i>	<i>Team-Building Phase</i>	<i>Problem-solving Techniques</i>
Current:			
1.			
2.			
3.			
4.			
5.			
Needed:			
1.			
2.			
3.			
4.			
5.			

Section 9 Creative Designs Using HUD and Other Programs

- Designs using *Family Self-Sufficiency* and the *Welfare Department's "Windfall Funds"*
- Designs using *HCV FSS* and *adult education's career planning and development classes*
- Designs using *FSS* and the *Workforce Board's One Stop Center's vocational assessment and vouchers for job training*
- Designs using *Public Housing FSS* program combined with any of the following:
 - Community Service
 - Homeownership
 - Individual Savings Accounts
 - PHA contracts with Section 3 requirement to train and hire low-income residents
 - Resident Opportunity and Self-Sufficiency Grant activities
 - Case management
 - Assessment
 - Education
 - Job Training
 - Apprenticeship Training
 - Support Services



STRATEGIES FOR ACHIEVING SELF-SUFFICIENCY

- The Wider Opportunities for Women, in the critical *Six Strategies for Self-Sufficiency* publication, has identified effective programmatic strategies to assist families out of poverty:
 - Identify and use a self-sufficiency standard in helping families set employment and other goals
 - Target higher paying jobs when planning training, education and job preparation activities
 - Integrate literacy with employment skills training to ensure learners the best possible results
 - Provide education and training in non-traditional employment particularly for women
 - Provide micro-enterprise training and development services to harness the business earning power of families who are income packaging
 - Provide individual development accounts (also known as the FSS escrow account or the HUD-allowed individual savings account for public housing).
- Together these strategies have proven effective in the individual goal setting and program design that is essential to successful self-sufficiency efforts.

Section 10 Self-Sufficiency Case Management Tasks Case Studies

CASE STUDY 6-1 SS PARTICIPANT NEEDS ASSESSMENT

- Roberta is a participant in the Evergreen Housing Authority's (EHA) self-sufficiency program.
- Roberta is the 25 year old mother of two children, ages 2 and 6. Roberta has been receiving housing assistance since Miguel, her oldest son, was born. She receives TANF and sometimes sells tortillas and tamales that she and her mother make together.
- Roberta joined the self-sufficiency program one year ago when Miguel started school. She would have started sooner but she needed some help caring for both of her sons.
- After attending an orientation meeting and talking with her case manager, Roberta said she wanted to be a nurse's assistant. Since then she has been attending classes at the adult school to complete her high school equivalency exam. She wants to start nursing training as soon as she's done. Roberta's mother cares for Stefan, the younger son, while Roberta is in school. Roberta's brother takes her to her classes.
- Lately, Roberta has been complaining that school is too boring just like the last time and that Miguel is having trouble in school. Roberta is concerned that her son may have trouble "just like her brother."
- This self-sufficiency program has 50 participants just like Roberta! EHA completed its FSS Action Plan in 1993 when the program became mandatory for most PHAs. None of the original staff remain at EHA. The current staff has been struggling to get and keep participants.

1. Do you know EHA's long-term program needs? Why?

--

2. Describe the EHA self-sufficiency program's needs and potential resources:

SS Program Needs	SS Potential Resources

3. List and prioritize the tasks that the case manager or coordinator must complete to bring in resources and meet the program's needs:

Case Manager/Coordinator Tasks	Priority*

*Priority: A.Immediate B.Short Term C.Long Term

CASE STUDY 6-2 SELF-SUFFICIENCY PROGRAM ASSESSMENT AND DESIGN

- The Saspaloosa Housing Authority and Regional Poverty Elimination program (SHARPE) is a self-sufficiency program with a minimum program size of 100 that must be filled in 12 months. They have 60 families under contract and 35 more waiting to see their “case manager.”
- Originally, SHARPE assigned their senior housing specialists to the program. This worked well, with each of two case managers meeting with half of the families to set up their individual training and service plans. Participants attend support groups at the local adult school, and businesses in the area are providing some support funds as well as job opportunities.
- However, as the program grows, this is getting more difficult. Some of the participants are dropping out of the programs they started or just don’t seem to be motivated.
- SHARPE recently hired a social worker, and a WIA welfare and employment specialist was placed in the PHA to help with the participants.
- Together these four polled the self-sufficiency participants and found that:
 - 65% are women single parent households
 - 16 are doing well in their training programs at local schools
 - 2 are SHARPE employees
 - 2 own their own businesses
 - Over half read below ninth grade level
 - 20% are monolingual (not English)
 - 60% have two or more children
 - 23% are receiving SSI
 - 38 have chosen medical or clerical related career goals
 - Almost all indicate the need for either transportation or child care

- SHARPE has made the decision to more fully integrate their program with other self-sufficiency programs and to coordinate services to assist families in achieving economic independence

1. List the characteristics of the self-sufficiency participants:

2. List the goals of the participants:

3. List what the participants will need to attain these goals:

4. Identify the PHA's goal for the program:

- 5.** Identify the program's needs based on participants' needs and PHA goals:

- 6.** Identify potential resources to meet the program needs:

- 7.** Decide what resources the PHA provides to meet these participant needs and PHA goals:

- 8.** Decide what resources the community is providing to meet these participant needs and PHA goals:

- 9.** Decide what services are not being provided to meet these needs and goals:

10. Describe here the current program and resources available... WHERE THE PROGRAM IS:

Current Program
Current Resources

11. Describe the goals and objectives of this self-sufficiency program... WHERE THE PROGRAM IS GOING:

Program Goal	Program Objective

12. Describe the resources needed and action steps to meet needs... HOW THE PROGRAM WILL GET WHERE IT'S GOING:

Resources Needed	Action to meet needs	Timeline (A,B,C)*	Staff

*A = Immediate

*B = Short-term

*C = Long-term

13. Write a plan for this program identifying the goal, objectives, tasks, timeline, and staff:

Goal		
Objectives		
Tasks	Timeline	Staff

Section 11 Designing and Redesigning a Local Self-Sufficiency Program

- Designing or redesigning an self-sufficiency program is very similar to developing or redeveloping an effective individual training and services plan
 - Describe where the program is now.
 - List participant characteristics and needs
 - Determine where the program needs to be.
 - Identify PHA goals, program needs and resources
 - Determine activities and resources needed to get there.
 - Decide what PHA will provide, what the community will provide and what will not be provided
- Review the responses to the local self-sufficiency family exercise regarding the representative family in your SS program on page 3-53.
- Using your knowledge of your program and participants as well as the concepts in this manual, complete the following.

1. List the characteristics of your participants:

2. List the goals of your participants:

- 3.** List what your participants will need to attain these goals:

- 4.** Identify your PHA's goal for the program:

- 5.** Identify your program's needs based on participants' needs and PHA goals:

- 6.** Identify potential resources to meet your program needs:

- 7.** Decide what resources your PHA will provide to meet these participant needs and its goals:

8. Decide what resources your community will provide to meet your program's needs and goals:

9. Decide what services will not be provided to meet these needs and goals:

10. Describe here your current program and resources available... WHERE YOUR PROGRAM IS:

Current Program
Current Resources

Section 11: Designing and Redesigning a Local Self-Sufficiency Program

11. Describe the goals and objectives of this self-sufficiency program... WHERE YOUR PROGRAM IS GOING:

Program Goal	Program Objective

12. Describe the resources needed and action steps to meet needs... HOW YOUR PROGRAM WILL GET WHERE IT'S GOING:

Resources Needed	Action to meet needs	Timeline (A,B,C)*	Staff

*A = Immediate

*B = Short-term

*C = Long-term

13. Write a plan for your program identifying the goal, objectives, tasks, timeline and staff.

Goal		
Objectives		
Tasks	Timeline	Staff

Section 12 Self-Graded Quiz

1. The service delivery design of a self-sufficiency program is based on:
 - a. The PHA's goals for the program
 - b. The needs of the participant
 - c. Resources in the community
 - d. All of the above
2. Data from the intake interview is an individual family's data and is not helpful later in assessing the overall success of the self-sufficiency program.
 - a. True
 - b. False
3. HUD does not require voluntary FSS programs to have a written Action Plan.
 - a. True
 - b. False
4. One Stop Career Centers are required to have the involvement of local PHAs.
 - a. True
 - b. False
5. When two agencies change their policies and procedures in order to make their services more effective and "seamless" for participants, this is:
 - a. Cooperation
 - b. Support
 - c. Collaboration
 - d. Being nice
 - e. Assistance
6. PHAs are in a unique position to offer creative ideas and services to other self-sufficiency programs.
 - a. True
 - b. False
7. Self-sufficiency programs are more likely to succeed in helping families achieve economic self-sufficiency if that are all of the following EXCEPT:
 - a. Culturally proficient
 - b. Designed for the agency's convenience
 - c. Collaborative
 - d. Community based
 - e. Participant-centered

8. Which statement best describes a culturally proficient program? (Two correct answers)
- a. PHA setting clear values of education and work
 - b. Understanding the meaning of another group's values
 - c. Establishing clear expectations for different groups
 - d. Providing competent interpretation services for LEP persons
 - e. Requiring everyone to learn English

CHAPTER 7 Review of Assisted Housing Basics

Section 1 Learning Outcomes

- Upon completion of this chapter, you should be able to:
 - Identify the key roles and relationships in subsidized housing programs
 - Describe and explain the housing process

Section 2 Housing Overview

WHO CAN ADMINISTER SUBSIDIZED HOUSING?

- HUD (Department of Housing and Urban Development) is charged by Congress as the department to administer subsidized housing activities.
- However, HUD itself has very little power to actually carry out the subsidized housing activities and must contract with entities who actually build, manage, and maintain the buildings and administer the rent subsidy programs.
- There are two types of entities which contract with HUD to carry out the subsidized housing activities authorized by Congress. We refer to them as PHAs (public sector) or owners (private sector.)



PHAs

- PHAs (Public Housing Agencies) are set up under state enabling legislation. They may be set up as a public corporation with a separate Board of Commissioners appointed by the Mayor and/or City Council (the traditional structure) or, with special legislation, they may be a department of a City, County, or State.
- Their jurisdiction could be city, county, multicounty or statewide, depending on the enabling legislation.
- There are two types of subsidy administered by PHAs.
 - Project-based
 - Families live in the unit which has the subsidy attached to it. When the family moves, the subsidy remains with the unit. Public Housing is a project-based subsidy.
 - Tenant-based
 - Families can choose where they want to live. When the family moves, they may take the subsidy with them. The Section 8 Housing Choice Voucher program is a tenant-based subsidy.

PUBLIC HOUSING

- PHAs typically administer Public Housing (usually a project but could be single family) which is owned and operated by the PHA. HUD executes an Annual Contributions Contract (ACC) with the PHA to provide an operating subsidy to assist in covering the operational expenses when the rent collection from families is inadequate. Families generally pay 30% of their adjusted income toward rent, but since their incomes are low, this does not generate much money. Because Congress sets the limitation on what the families can pay, the PHA cannot raise the rent to obtain more money, like an owner on the private market could do.
- Any major repairs are done by special grants (such as the Comprehensive Grant Program or the Comprehensive Improvement Assistance Program (CIAP) which a PHA may be eligible to apply for, depending on its size and needs.
- The money provided to PHAs, especially in large cities with many units which could have been constructed as far back as the 1930's, is often inadequate to cover the maintenance needed. Therefore, some projects tend to fall into disrepair and PHAs fall into “troubled” status.
- Management of an older housing stock can be very difficult. Family housing is harder to manage and maintain than elderly housing. There is usually about a 50-50 split between family and elderly housing in larger cities, while in small cities, it may be closer to 85% elderly and 15% family.

SECTION 8 TENANT-BASED PROGRAMS

History of the Section 8 Tenant-Based Program

- Pre-merger tenancies (the regular certificate tenancy, the over-FMR certificate tenancy, and the regular voucher tenancy) were phased out within the two-year period beginning 10/1/99, and converted to Housing Choice Voucher tenancies.
 - The primary differences between the programs were the forms used and the way rents were calculated.
- The first Section 8 Tenant-Based program (Certificate) was authorized by Congress in 1974 and offered a new way of providing subsidized housing. Instead of constructing buildings that have to be managed and maintained, Congress decided to allow families to choose a unit from the private market. They could lease in their current residence or locate a new dwelling, as long as the unit met HUD requirements and the owner was willing to participate.

The Housing Choice Voucher Program

- The concept of the Housing Choice Voucher Program is that the PHA's subsidy amount is fixed by applying a formula and the family pays the difference between that subsidy amount and what the owner wants for rent. The family could pay more than 30% of their income for rent, depending on the rent the owner charged for the unit.

- There are several conditions which must be met before a family can rent:
 - The unit must meet Housing Quality Standards established by HUD which are minimal but ensure that the PHA is not subsidizing substandard units
 - The rent to owner for the unit (what the owner wants for rent) must be reasonable as compared to other unsubsidized units of similar size and type in the area, as determined by the PHA.
 - The owner must agree to sign a Housing Assistance Payments Contract with the PHA, which spells out the requirements the owner has to follow.
- Tenant-based assistance is seen as providing flexibility for families because the family gets to choose where they live in the community.
- Because the PHA is removed from the responsibility of providing property management and maintenance services, the program would appear to be easier to manage. However, this is not true. There are many more HUD restrictions and regulations on the program and there is much coordination between the owner, the family, and the PHA, since there is a third party involved.
- Also, the PHA has to play a dual role: it has to “sell” the program to the owners because without owners, there can be no program, but the PHA also has to enforce the contract. The PHA has to service families, while also seeing that the families comply with the program rules.

Section 8 Moderate Rehabilitation

- Even though the program was included under “Section 8” of the Housing Act, it is very different from the Housing Choice Voucher program. It is project-based; the family must live in the Moderate Rehabilitation project (similar to Public Housing) in order to be subsidized. However, the building is not owned by the PHA. It is owned by a private owner.
- The PHA has one Housing Assistance Payments Contract with the owner for the project to cover all units eligible to receive subsidy. The family payment is like the Public Housing Program: the family generally pays 30% of its adjusted income toward rent (less a utility allowance to help defray utility costs). The PHA pays the difference between this figure and the PHA-approved Gross Rent.

Section 8 New Construction/Substantial Rehabilitation

- This program is generally administered by owners (private sector) rather than PHAs. However, occasionally a PHA will have assisted in the financing of a project and retains either the management of the project or functions (more likely) as Contract Administrator.
- When a PHA assumes the Contract Administrator role, it performs the duties and responsibilities of HUD, generally monitoring for program compliance.
- These are buildings where the subsidy is tied to the building (project-based). The family and PHA payment is figured the same as Moderate Rehabilitation.
- Some of the other rules, especially occupancy, are different, and the owner bills HUD (or the Contract Administrator) monthly on behalf of each family.

PRIVATE OWNERS

- Owners may also contract with HUD to administer subsidy programs, but they are more limited in the programs which can be provided.
- In order to get a subsidy contract, there had to have been a project where the construction or major rehabilitation was initially approved by HUD. Then, after completion, there was a subsidy contract executed.
- The major programs operated by owners are Section 8 New Construction or Substantial Rehabilitation. They have one subsidy contract which covers the entire project and they bill HUD (or the Contract Administrator) monthly for subsidy.
- There were some old programs, such as Section 236, which had a commitment from HUD to subsidize the interest rate charged for construction (down to 1%) and the savings was to be passed along to the tenants in the form of a lower rent. There is a different rent formula for these buildings.
- There were also some old tenant-based subsidy programs which were usually used in Section 236 projects to lower the family's rent farther, called Rent Supplement and Rental Assistance Payments. However, most of these programs have been converted to Section 8. When there has been this type of original older program that has been converted to Section 8, the Section 8 is referred to as Section 8 Loan Management Set-aside.

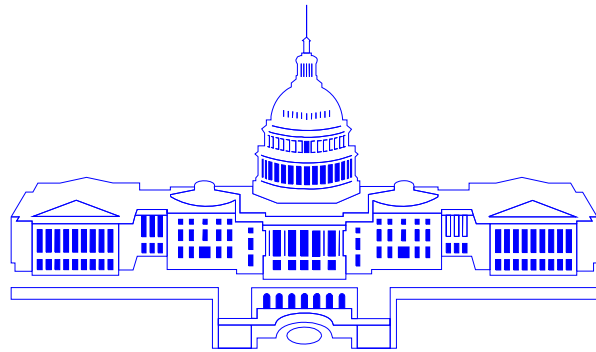
Section 3 Roles In Subsidized Housing

CONGRESS

- Primary Role: Passes laws and statutes affecting program rules and appropriations

HUD OFFICES

- Primary role: payments and HUD compliance monitoring



HUD FIELD OFFICES

- Primary role: PHA monitoring

Real Estate Assessment Center (PIH-REAC)

- Evaluates the overall condition of HUD's housing portfolio.
- Assesses PHAs under the Public Housing Assessment System (PHAS).
- Determines what level of scrutiny a PHA receives.

ADMINISTRATION OF SUBSIDIZED HOUSING

- HUD (Department of Housing and Urban Development) is charged by Congress as the department to administer subsidized housing activities.
- However, HUD itself has very little power to actually carry out the subsidized housing activities and must contract with entities who actually build, manage, and maintain the buildings and administer the rent subsidy programs.

- There are two types of entities that contract with HUD to carry out the subsidized housing activities authorized by Congress. We refer to them as PHAs (public sector) or owners (private sector.)
- PHAs (housing agencies) are set up under state enabling legislation. They may be set up as a public corporation with a separate board of commissioners appointed by the mayor and/or city council (the traditional structure) or, with special legislation, they may be a department of a city, county, or state.
- Their jurisdiction could be city, county, multicounty or statewide, depending on the enabling legislation.

PHAs

- Primary Role: Delivery of housing to participants
- Annual Contributions Contract with HUD for each program/project

PHA Public Housing

- Primary role: Owner and manager
- Primary contractual relationship: Tenants

DUTIES AND RESPONSIBILITIES

- Take application
- Monitor waiting list
- Determine eligibility
- Inspect units
- Lease units
- Manage and maintain buildings
- Recertify income and rent
- Reinspect units

- Terminate tenancy
- Hold hearings
- Fill out HUD forms
- Comply with city housing codes
- Comply with HUD rules
- Establish and comply with ACO policies
- Collect rent
- Maintain financial controls
- Manage FSS (where applicable)

PHA Housing Choice Vouchers

- Primary role: Provide rental subsidies to families
- Primary contractual relationships: Families and owners

DUTIES AND RESPONSIBILITIES

- Take application
- Monitor waiting list
- Determine eligibility
- Issue Housing Choice Vouchers
- Review and approve leases between owner and family
- Inspect and approve units
- Determine maximum rent to owner
- Execute contract between owner and PHA
- Recertify continued eligibility
- Reinspect units
- Ensure rent reasonableness
- Terminate assistance to owner and/or family
- Hold hearings

- Fill out HUD forms
- Comply with HUD rules
- Establish and comply with Administrative Plan policies
- Maintain financial controls
- Manage FSS (where applicable)

Section 8 Moderate Rehabilitation

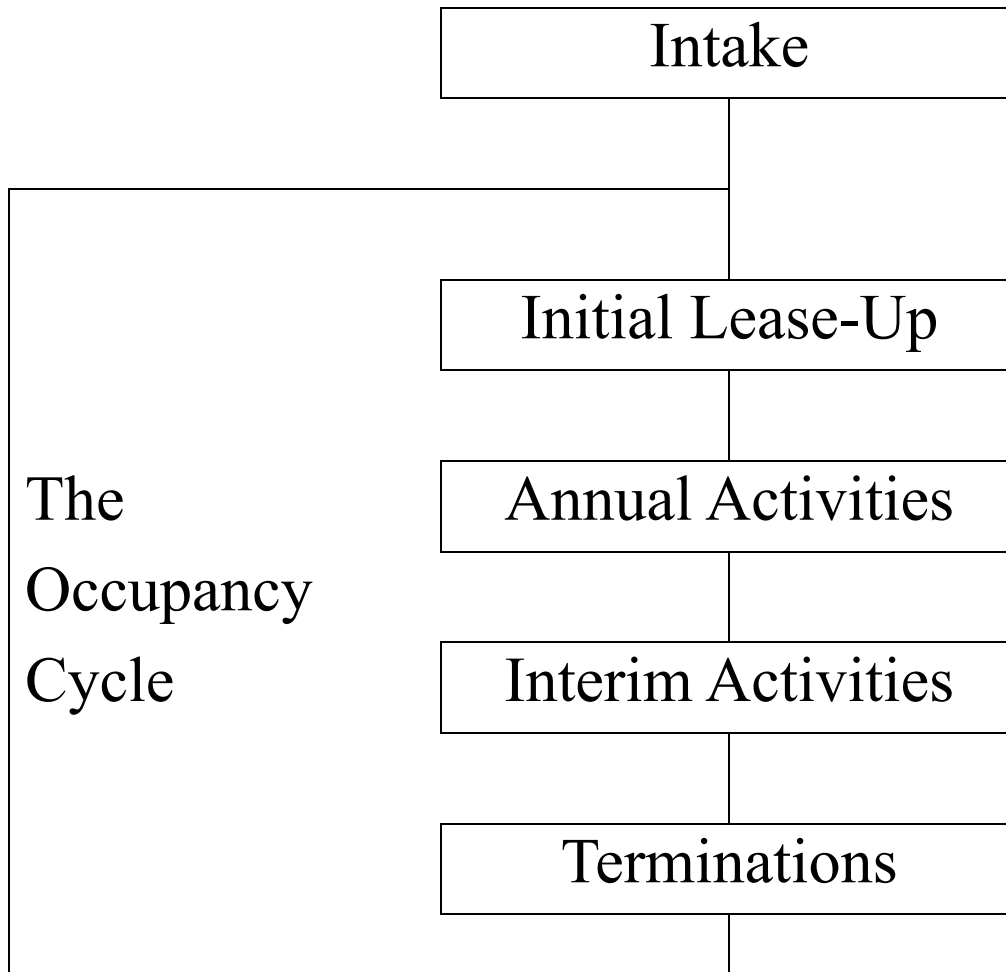
- Primary role: Subsidized family
- Primary contractual relationship: Families, Owners and PHA

DUTIES AND RESPONSIBILITIES

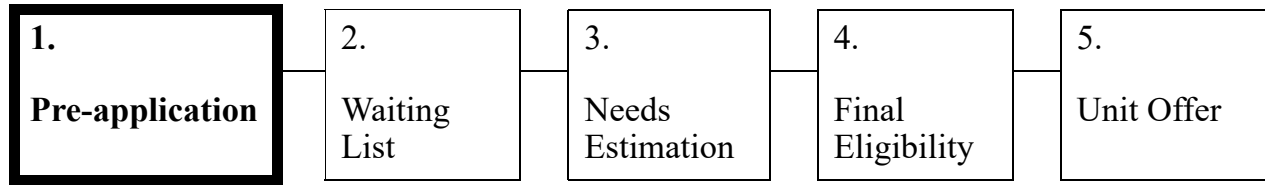
- Take application
- Monitor waiting list
- Determine eligibility
- Process owner referrals after 30 days
- Issue Statement of Family Responsibility
- Review and approve leases between owner and family
- Inspect and approve units
- Recertify income and rent
- Reinspect units
- Give owner rent increase
- Terminate assistance to owner and/or family
- Hold hearings
- Fill out HUD forms
- Comply with HUD rules
- Establish and comply with Administrative Plan policies
- Maintain financial controls

Section 4 Overview of the Housing Process

THE PUBLIC HOUSING PROGRAM

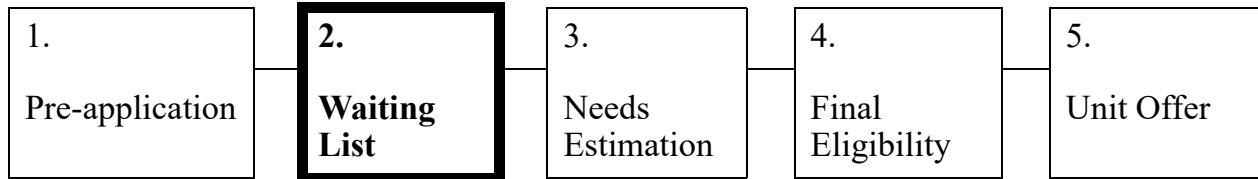


THE INTAKE PROCESS



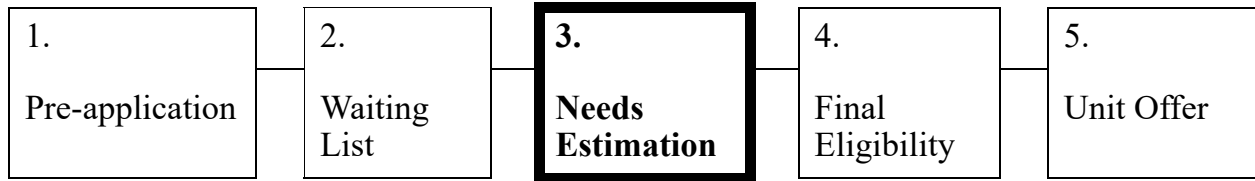
- a. Family submits preapplication if waiting list is open.
- b. Preapplication has less information than full application, but enough to determine preliminary eligibility and placement on list. Usually not verified.
- c. If family is eligible, send letter:
 - Preliminary eligibility
 - Name on waiting list
 - Approximate wait
- d. If family is ineligible, send letter:
 - Notifying of ineligibility
 - Reasons why
 - Informal hearing

THE INTAKE PROCESS



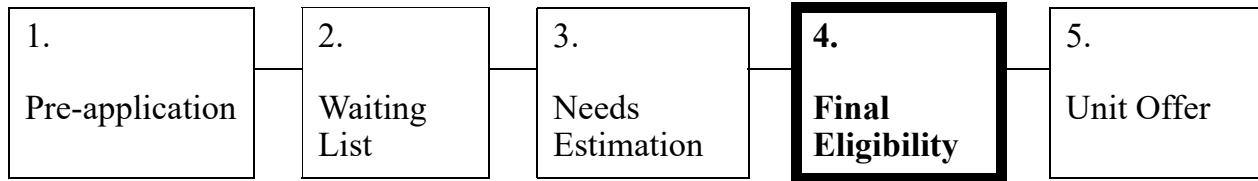
- a. PHA determines waiting list bedroom size according to Occupancy Standards.
- b. Eligible families only go on waiting list.
- c. Waiting list divided by bedroom size for public housing.
 - PH list usually separate from Section 8.
- d. PHA may use date and time, or may apply local preferences used to select among applicants without regard to date and time.
 - PHA must establish local preferences which promote deconcentration and income mixing in public housing developments.
- e. PHAs may establish a system of site-based waiting lists.
 - System of site-based waiting lists must be described in PHA Plan.
- f. PHAs must reserve a minimum of 40% of new admissions to public housing each fiscal year for extremely low-income families.
 - Referred to as “Income Targeting”
 - Extremely low-income families are families whose income doesn’t exceed 30% of area median income
- g. Waiting lists purged every 12 to 18 months (industry practice).

THE INTAKE PROCESS



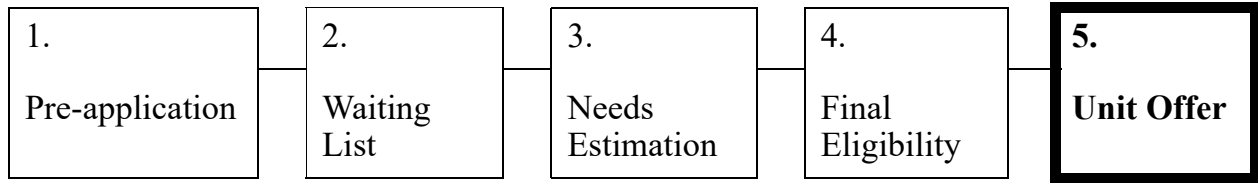
- a. PHA estimates opening slots by bedroom size, based on projected unit turnover.
 - Should be projecting ahead about 90 days, not waiting until opening occurs.
- b. PHA estimates number of families needed to fill each slot.
 - Will be influenced by accuracy of waiting list and many other factors (i.e. quality and location of unit).
 - Look at past data.
- c. PHA must provide for deconcentration of poverty by attempting to bring:
 - Higher income tenants into lower income public housing developments
 - Lower income tenants into higher income public housing developments
- d. PHA verifies preferences for the top “X” number of families on list.
 - PHA sends family preference claim and verification form.
 - * If preference doesn't verify, family may be offered a meeting and placed in the proper order on the waiting list.
 - * If preference verifies, PHA proceeds to final eligibility verification.
- e. If no response from family, PHA sends notice of denial of assistance and opportunity for informal hearing. When period expires, family is removed from waiting list. The PHA may elect to send follow-up letter(s).

THE INTAKE PROCESS



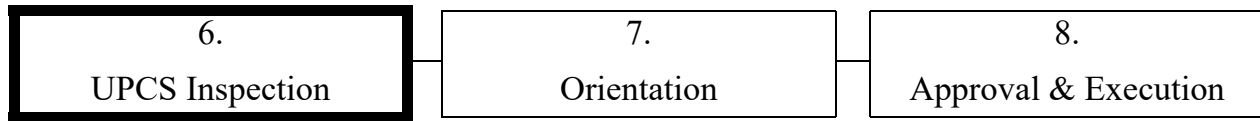
- a. PHA schedules family for interview (or asks family to contact PHA to set up interview).
 - b. Family fills out Personal Declaration form; PHA or family fills out application form. Family signs verification and release forms. PHA photocopies documents submitted by family.
 - c. PHA sends out verification forms to third parties.
 - Waits up to four weeks for return (PHA policy).
 - If verifications are not returned, PHA tries follow-up with third party source and obtains phone verification.
- CFR 960.259(c)*
- As a last resort, PHA uses documents provided by family for verification. If third party verification is not available, PHA must document why.
 - d. PHA compares Annual Income to income limits to determine income eligibility.
 - e. PHA verifies Social Security Numbers.
 - f. PHA verifies citizenship/noncitizenship status.
 - g. PHA calculates Total Tenant Payment from verified information.
 - h. PHA offers family choice between income-based rent (TTP) and flat rent.
 - i. PHA determines if unit actually available for family.
 - If PHA offers system of site-based waiting lists, family is offered unit in development designated.
 - PHA takes into account deconcentration of poverty and income-mixing in deciding to offer unit.
 - Final eligibility is determined and PH unit made ready to offer.
 - * If family ineligible, PHA sends notice of denial and opportunity for informal hearing.
 - j. If no unit available, family stays in verified pool of applicants waiting for available unit.

THE INTAKE PROCESS

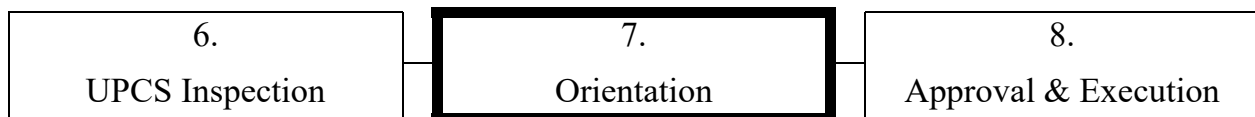


- a. PHA reviews units of appropriate size available.
- b. PHA must develop offer system
 - Plan A (one offer) or Plan B (two or three offers)
 - System of site-based waiting lists has option of adopting Plan A, Plan B, or another reasonable system.
- c. If family refuses offers made, name goes to bottom of waiting list.

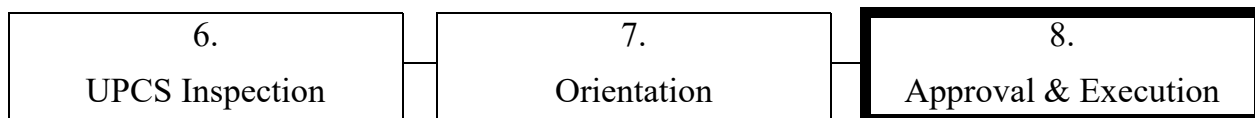
LEASEUP PROCESS



- a. PHA schedules and conducts inspection of vacant unit(s) according to Uniform Physical Condition Standards and any higher PHA standards.
- b. PHA prepares unit(s) for move-in.
- c. PHA conducts an inspection with the family at the time of move-in.



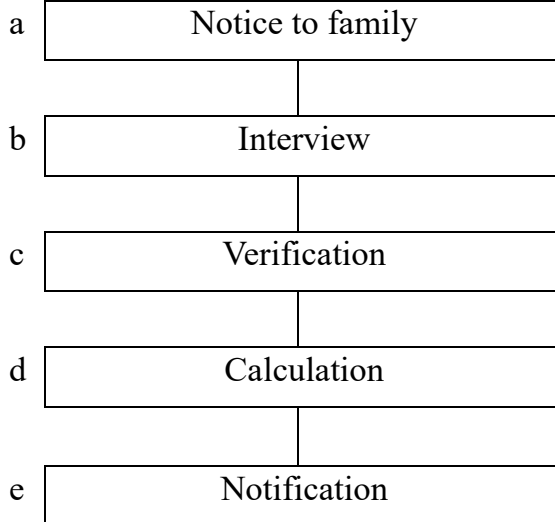
- a. Orientation is held to explain tenant/PHA obligations and go over lease.
- b. Questions are answered.
- c. Unit is shown to family.



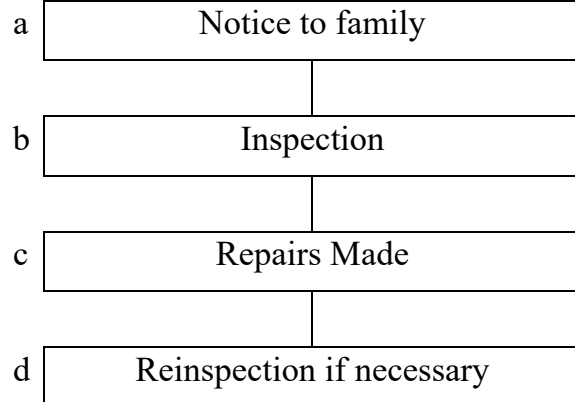
- a. Documents are reviewed:
 - Lease Content
 - Security Deposit
 - Others as required by PHA
- b. Move-in inspection conducted by PHA and family or representative.
- c. PHA and family execute lease.
- d. PHA collects rent and security deposit.
- e. PHA gives family keys.
- f. PHA makes any additional unit repairs.
- g. Assisted tenancy begins on effective date stated in lease.

ANNUAL ACTIVITIES**9. Reexamination**

(If family pays flat rent, the PHA must conduct a reexamination of family income at least once every three years)



Process similar to 4a-d

10. UPCS Inspections**INTERIM ACTIVITIES**
(Between Annual Activities)**Interim Reexamination**

Same steps as annual reexamination except only verify changes.

- Or -

UPCS Compliance

Same steps as annual inspection except only inspect complaint items. Include any fail items that may be observed.

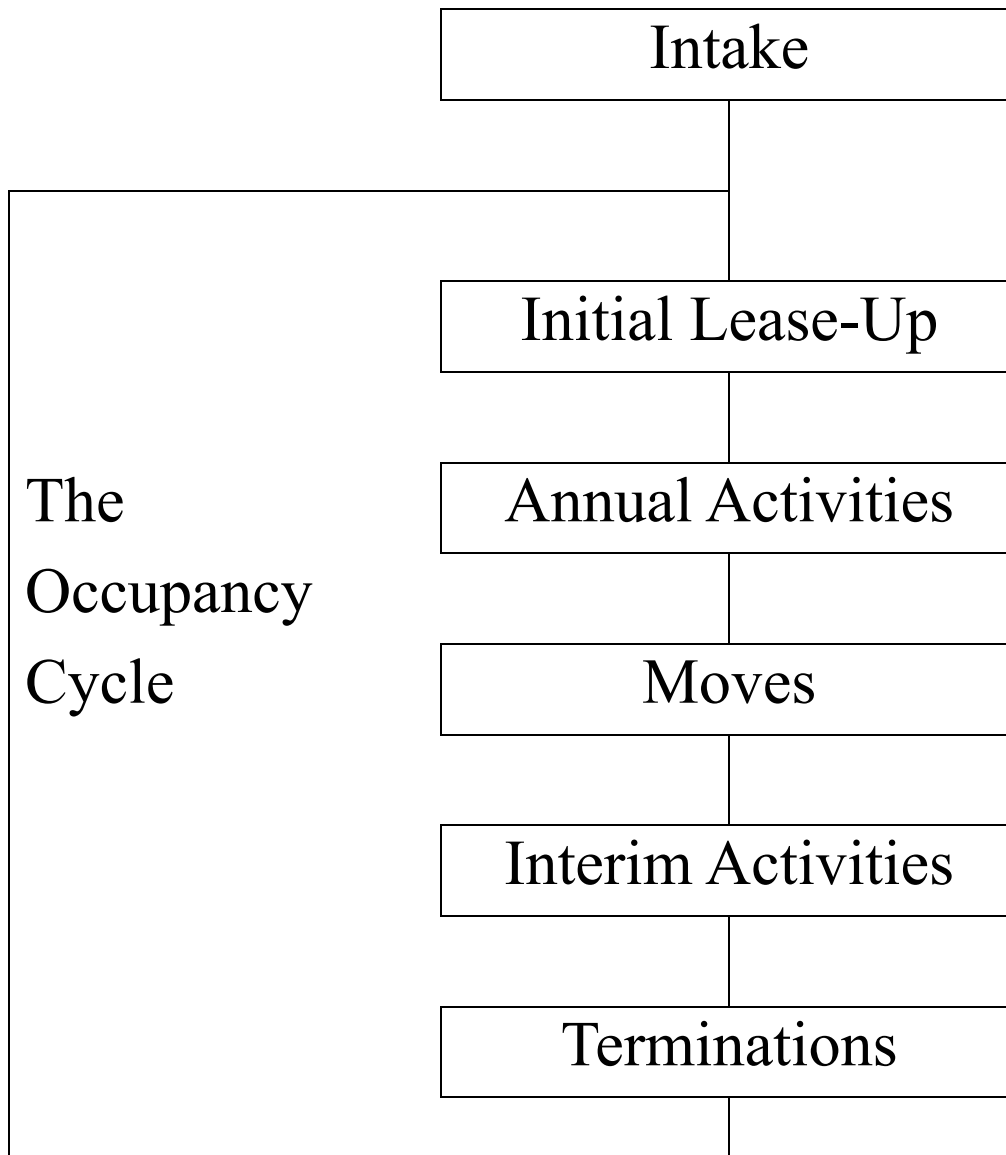
TERMINATION OF TENANCY**11. Family**

- a. Family terminates by giving proper written notice or moving.

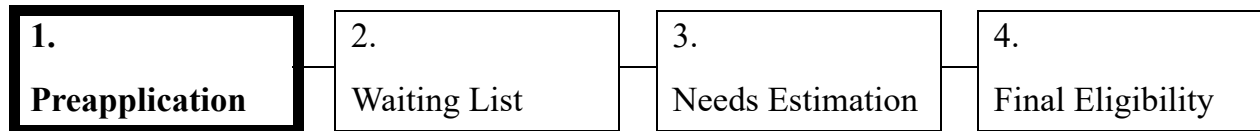
12. Housing Authority

- a. PHA terminates for violation of lease.
- b. Written Notice according to lease & grievance procedures.

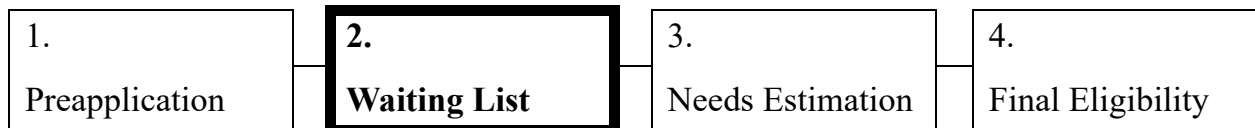
THE SECTION 8 HCV OCCUPANCY CYCLE



INTAKE PROCESS

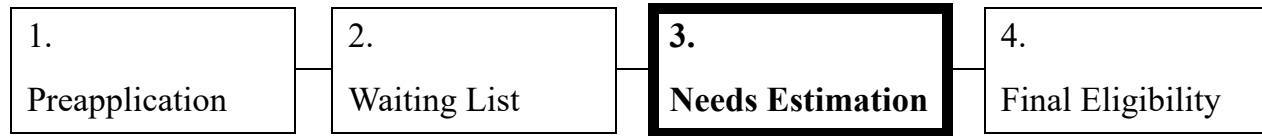


- a. Family submits preapplication if waiting list is open.
- b. Preapplication has less information (usually not verified) than full application but enough to determine preliminary eligibility and placement on list.
- c. If family is ineligible, letter sent:
 - Notifying of ineligibility
 - Stating reasons for determination
 - Explaining how to request informal review



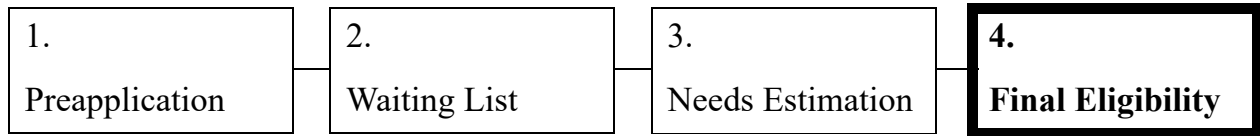
- a. PHA determines waiting list bedroom size according to subsidy standards.
- b. PHA applies admission preferences (if any) to families on waiting list.
- c. PHA purges waiting list often enough to keep it as up-to-date as possible. (PHA should establish policy.)

INTAKE PROCESS



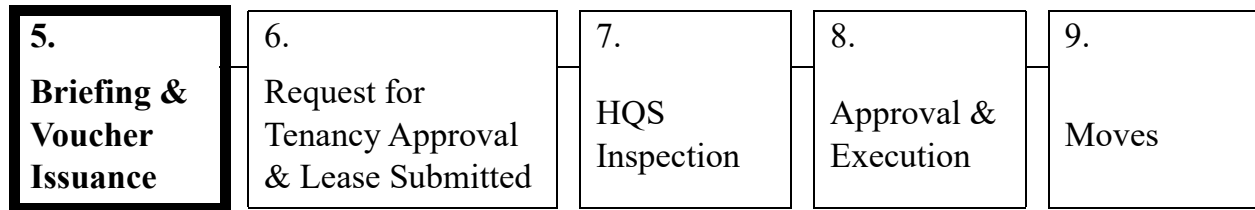
- a. PHA estimates available openings based upon the availability of funding for family sizes and projected contract turnover.
 - PHA should project openings about 90 days ahead, not wait until they occur.
- b. PHA estimates number of families needed to fill each opening.
 - Estimate will be influenced by accuracy of waiting list.
 - PHA should look at past data for waiting list factor and leasing factor.
- c. PHA selects families from waiting list based on preferences claimed and income targeting requirements.
- d. PHA verifies preferences for families selected.
 - PHA sends family preference claim and verification form.
 - * If the preference doesn't verify, the family is placed in the proper order on the waiting list without the preference. Note that a PHA may offer the family the opportunity to appeal the preference denial (PHA policy).
 - * If preference verifies, PHA proceeds to final eligibility verification.
- e. If family does not respond, PHA sends notice of denial of assistance and opportunity for informal review. When period expires, family is removed from waiting list. PHA may elect to send follow-up letter(s).

INTAKE PROCESS

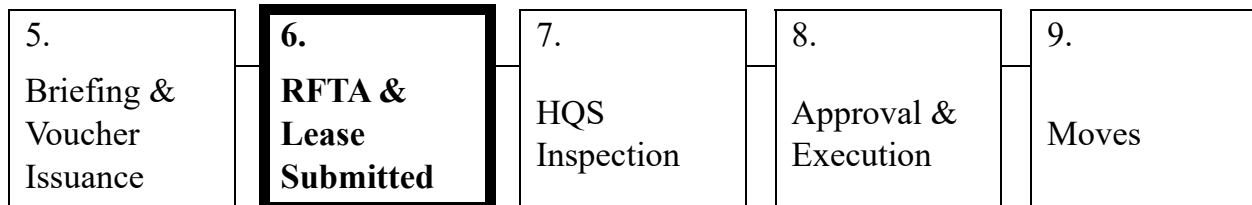


- a. PHA schedules family for interview (or asks family to contact PHA to set up interview).
- b. Application form completed. Family signs verification and release forms. PHA photocopies documents submitted by family.
- c. PHA processes applicable noncitizen verifications and sends out forms to third parties for other eligibility factors.
 - If third-party verifications are not obtained within time frame in administrative plan, PHA uses less reliable form of verification and documents reason in file.
- d. PHA requests criminal records for household members as described in PHA administrative plan.
- e. PHA compares annual income to income limits and calculates total tenant payment.
- f. PHA determines if money is available to fund family. If so, final eligibility is determined.
 - If family is ineligible, PHA sends notice of denial and opportunity for informal review.
- g. If no funding is available, family stays in verified pool of applicants.
 - **Note:** PHAs must maintain a system to ensure that they will be able to make housing assistance payments for all participants within the amounts contracted under their ACCs.

LEASE-UP/MOVE PROCESS



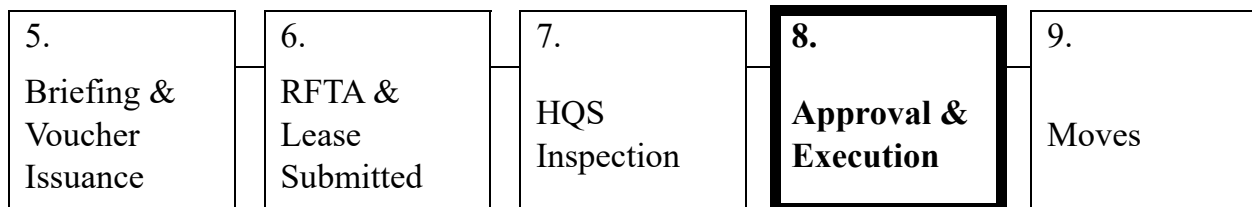
- a. Briefing—group or individual at PHA option—is held to explain program and issue voucher.
- b. Initial term of voucher is at least 60 days. Family has time specified on voucher to find unit.
- c. Family searches for unit.



- a. Family finds unit to lease and discusses program with owner.
- b. Family submits request for tenancy approval (RFTA) and copy of lease.
 - Lease must include tenancy addendum.
 - RFTA must be submitted during term of voucher in manner required by PHA.
- c. PHA determines that unit is eligible.

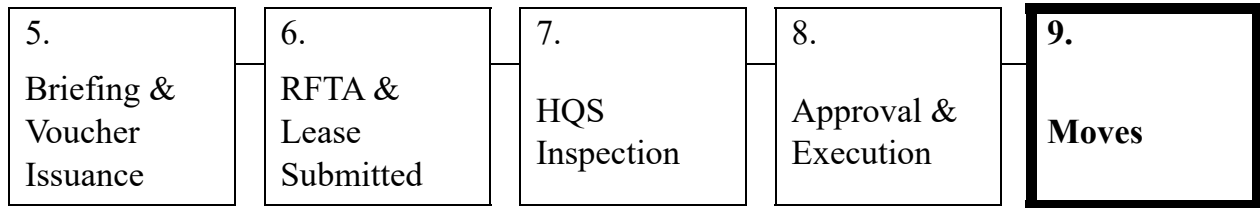
LEASE-UP/MOVE PROCESS

- a. PHA schedules and conducts inspection according to housing quality standards (HQS).
- b. PHA notifies owner and family of HQS inspection results.
- c. Owner makes repairs, if necessary, within PHA-specified time frame, and PHA reinspects.
- d. If owner does not agree to make necessary repairs, PHA disapproves unit and family must find another unit to continue process.



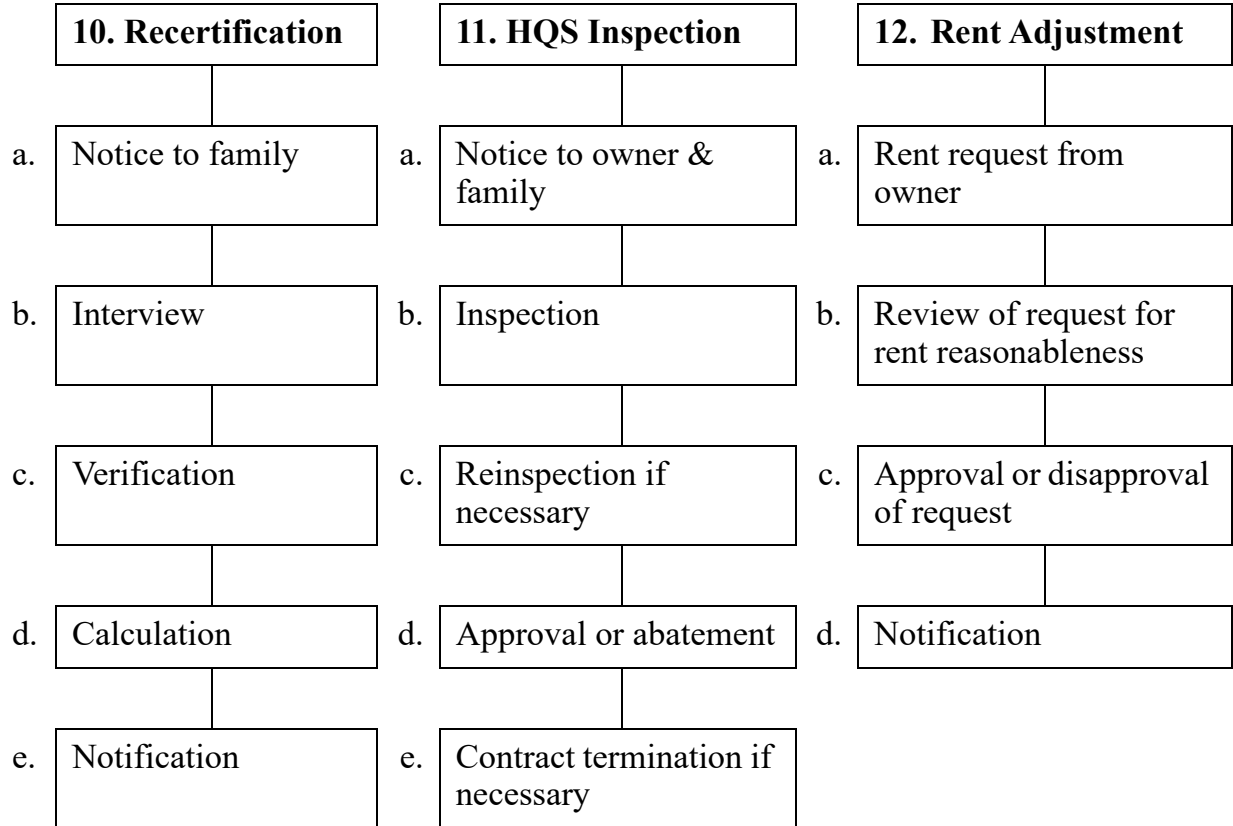
- a. PHA determines that owner is approvable.
- b. PHA determines that rent is reasonable (i.e., comparable to rents for similar units in private, unassisted market).
 - If rent is not reasonable, family negotiates or requests PHA to negotiate.
- c. If gross rent exceeds payment standard, PHA determines that rent is affordable (i.e., family share does not exceed 40 percent of monthly adjusted income).
- d. If everything is approvable, documents are executed:
 - Owner and family execute lease.
 - Owner and PHA execute contract.
- e. Assisted tenancy begins on effective date stated in lease and HAP contract.

LEASE-UP/MOVE PROCESS



- a. HUD regulations and PHA policy determine whether and when family may move to another unit.
- b. If family moves to another unit, same lease-up steps are followed. Annual recertification at this time is at PHA's option.

ANNUAL ACTIVITIES

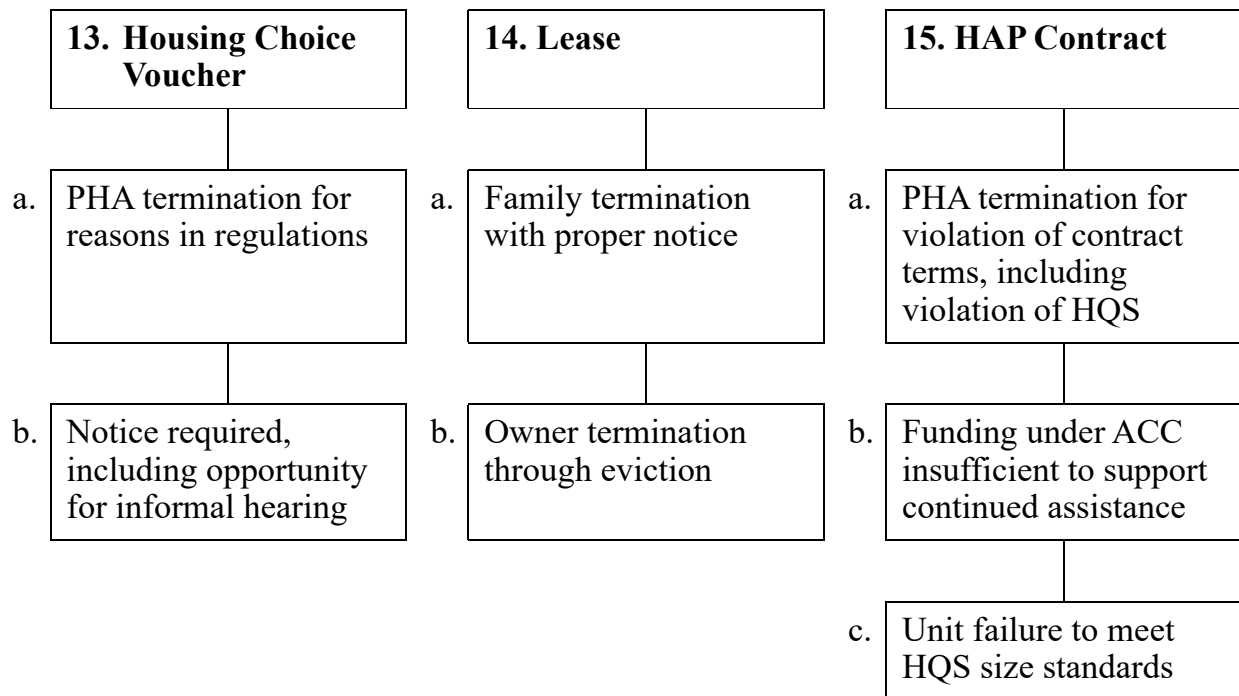


INTERIM ACTIVITIES

(Between Annual Activities)

Interim Recertification	- Or -	HQS Compliance
Same steps as annual recertification except verification only of changes		Same steps as annual inspection except inspection only of complaint items

TERMINATIONS



CHAPTER 8 Quiz Answers

Chapter 1

1. a
2. b
3. c
4. b
5. b
6. a
7. a
8. a
9. a
10. b
11. b

Chapter 2

1. a
2. c
3. b
4. f
5. c
6. d
7. b
8. b
9. c
10. b
11. d
12. a
13. c
14. b

Chapter 3

1. b
2. b
3. b
4. b
5. a
6. e
7. d
8. a
9. d

10. a: **2**
b: **3**
c: **1**
d: **4**
e: **5**
11. a: **4**
b: **1**
c: **2**
d: **5**
e: **3**

12. b
13. d
14. c
15. b
16. a
17. b
18. d
19. c
20. c
21. d
22. f
23. c
24. d
25. b
26. e
27. c

Chapter 4

1. d
2. c
3. b
4. b
5. d
6. b
7. b
8. c
9. b
10. d
11. a

Quiz Answers

Chapter 5

1. b
2. e
3. d
4. a
5. a
6. b
7. b
8. b
9. c

Chapter 6

1. d
2. b
3. b
4. a
5. c
6. a
7. b
8. b and d

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Section 1 Memorandum of Agreement Form

MEMORANDUM OF AGREEMENT (MOA)

This Memorandum of Agreement, hereinafter referred to as “MOA,” is made and entered into between the _____ (Public Housing Agency), a governmental entity corporation hereinafter referred to as the “PHA,” and _____ (Local Welfare Agency), an organization hereinafter referred to as “Welfare Agency.” The parties hereto agree as follows:

WHEREAS, the Quality Housing and Work Responsibility Act of 1998 (hereinafter referred to as “PHRA,” the Public Housing Reform Act) envisions that the PHA and the Welfare Agency will target services to families who receive housing assistance, and will work together to help these families to become self-sufficient;

WHEREAS, the PHA and the Welfare Agency recognize the significant overlap in the population receiving welfare assistance and living in public housing or receiving Section 8 tenant-based assistance;

WHEREAS, the PHA and the Welfare Agency recognize that these families have the potential to succeed and become economically self-sufficient where adequate supportive services are provided;

WHEREAS, the PHA and the Welfare Agency recognize that coordinated administrative practices support participant self-sufficiency and it is in the best interest of all parties concerned to coordinate efforts aimed at jointly assisting these families in becoming economically self-sufficient so that efforts are not duplicated and so that the strengths of both the PHA and the Welfare Agency can be used to benefit all families; and

WHEREAS, the PHA and the Welfare Agency recognize the need for a streamlined process to collect, verify and provide information as necessary to either party in a timely manner to ensure efficient delivery of service, and to detect and deter participant fraud and program noncompliance;

Therefore be it resolved that the parties agree to the following:

PURPOSE OF MEMORANDUM OF AGREEMENT (MOA):

The purpose of this MOA is to carry out, on a local level, Sec. 512(d)(7) of the Public Housing Reform Act of 1998 (PHRA) (implemented at 24 CFR 5.613). That section states, in relevant part, the following:

“A public housing agency...shall make its best efforts to enter into such cooperation agreements, with State, local, and other agencies providing... welfare or public assistance..., as may be necessary, to provide ...information to facilitate administration (of their program requirements) and other information regarding rents, income, and assistance that may assist a public housing agency or welfare or public assistance agency in carrying out its functions”

“A public housing agency shall seek to include in a cooperation agreement...requirements and provisions designed to target assistance under welfare and public assistance programs to families residing in public housing projects and families receiving tenant-based assistance under section 8, which may include providing for economic self-sufficiency services within such housing, providing for services designed to meet the unique employment-related needs of residents

of such housing and recipients of such assistance, providing for placement of workfare positions on-site in such housing, and such other elements as may be appropriate.”

This MOA carries out this provision by identifying common goals and purposes of both the PHA and the Welfare Agency that support the economic self-sufficiency efforts of low-income families receiving welfare assistance and living in public housing or receiving Section 8 tenant-based assistance. The PHA and the Welfare Agency agree to the following goals:

- (1) Targeting services and resources to families to assist them in achieving economic self-sufficiency;*
- (2) Coordinating and streamlining the administrative functions to ensure the efficient delivery of services to families; and*
- (3) Reducing and discouraging fraud and noncompliance with welfare and housing program requirements.*

A. TARGETING SERVICES AND RESOURCES

Sec. 512(d)(7)(B) of the Public Housing Reform Act (PHRA) and 24 CFR 5.613 states that housing authorities and local welfare agencies should enter into cooperative agreements which include provisions designed to target assistance and services to families receiving federal housing assistance. The PHA and the Welfare Agency agree to carry out this provision through targeting services and resources to programs that support the economic self-sufficiency of low-income families receiving welfare assistance and living in public housing or receiving Section 8 tenant-based assistance.

(This section may include but is not limited to: pre and post employment and training activities, job search activities, job development, case management, mentoring, counseling, childcare, transportation, etc. Commitments should include specific information regarding the type of resource or activity, eligible group, length of time, size of program, contract person and any other pertinent information.)

Pursuant to this commitment made by the Welfare Agency and the PHA, the following commitments and responsibilities will be provided by the Welfare Agency:

1. **(EXAMPLE ONLY)** The Welfare Agency will arrange for child care for (x number of) families receiving welfare and living in public housing or receiving Section 8 tenant-based assistance during their participation in employment and training related activities for a period agreed upon by the Welfare Agency and the PHA.
2. **(EXAMPLE ONLY)** The Welfare Agency will provide or arrange for employment related workshops/job training for (x number of) families receiving welfare and living in public housing or receiving Section 8 assistance for a time period agreed upon by the Welfare Agency and the PHA.

Pursuant to the commitment made by the Welfare Agency and the PHA, the following commitments and responsibilities will be provided by the PHA:

1. The PHA will send out timely notification to all public housing residents of all joint services provided by the PHA and the Welfare Agency to ensure that an adequate number of families are being served.
2. **(EXAMPLE ONLY)** The PHA will provide meeting space for employment related workshops and/or services provided by the Welfare Agency for families receiving welfare and living in public housing or receiving Section 8 assistance for a time period agreed upon by the Welfare Agency and the PHA.
3. **(EXAMPLE ONLY)** The PHA will provide for (x number of) families receiving welfare assistance and living in public housing or receiving Section 8 assistance to participate in the Family Self-Sufficiency (FSS) program.
4. **(EXAMPLE ONLY)** The PHA will provide for placement of (x number of) workfare positions on-site or with PHA-partner agencies.

B. COORDINATING DELIVERY OF ASSISTANCE AND SERVICES

The Welfare Agency and the PHA will coordinate and streamline the delivery of services to joint recipients of assistance. This will include coordination of resources and program activities, identification of eligible participants and coordination of verification of information to determine program eligibility.

(This section may include but is not limited to joint application and intake process; co-location of resources and staff; joint program resource and referral systems; or, streamlined resource and referral systems. Commitments should be specific regarding the actions to be taken by each Agency.)

Pursuant to the commitment made by the Welfare Agency and the PHA, the following commitments and responsibilities will be provided by both the Welfare Agency and the PHA:

1. **(EXAMPLE ONLY)** The PHA and the Welfare Agency will implement a joint process of referrals for families receiving welfare or living in public housing or receiving Section 8 tenant-based assistance to facilitate admission to welfare or PHA programs. This process is described in Attachment A. {Such an attachment is not included in this model agreement; however, the PHA and the Welfare Agency should attempt to develop a process for inclusion in this agreement}
2. **(EXAMPLE ONLY)** The PHA and the Welfare Agency will meet monthly to identify areas of coordination to avoid duplication of service delivery and ways to combine or maximize scarce resources. (This may include sharing a staff member jointly paid by the PHA and the Welfare Agency.)

C. PROVIDING INFORMATION TO REWARD WORK AND PROMOTE COMPLIANCE WITH WELFARE AND HOUSING PROGRAM REQUIREMENTS

The Public Housing Reform Act requires the PHA to obtain and verify information regarding families living in public housing or receiving Section 8 tenant-based assistance from Welfare Agencies for various specific purposes described below. To carry out these purposes, the PHA and the Welfare Agency have (or will) worked together to streamline and develop joint mechanisms to verify participant income and other information used to determine program eligibility and program compliance. The PHA and the Welfare Agency have (or will) developed and defined joint processes to address participant noncompliance, sanctioning of benefits, and any participant appeals processes. {Where the PHA and the Welfare Agency have developed the joint processes to be used, details of these processes should be included as an Attachment to this agreement.}

(This section may include but is not limited to streamlined collection and sharing of information to determine eligibility; streamlined verification methods; joint information to participants regarding program rules and regulations regarding fraud and program compliance; and, joint appeals process.)

The following commitments and responsibilities will be provided by both the Welfare Agency and the PHA:

1. Target Supportive Services. The Welfare Agency and the PHA will implement a jointly developed process for verification by each party, and the sharing of information, for all families jointly served by the Welfare Agency and the PHA in order to determine if a family in public housing or receiving Section 8 assistance is receiving welfare benefits/assistance. This will be done so that supportive services can be targeted as provided by this agreement.
2. Provide Welfare to Work Incentives. The Welfare Agency and the PHA will implement a jointly developed process for verification by each party, and the sharing of information, for all families jointly served by the Welfare Agency and the PHA in order to determine if a family in public housing is eligible for a “disallowance of earned income from rent determination” because of an increase in income due to employment during the 12-month period beginning on the date on which the employment began and a phase-in of fifty percent of the total rent increase for the next 12-month period. [Pursuant to PHRA, Sec. 508 (d)] The eligible family must:
 - A. *Reside in public housing; AND*
 - B. *Have experienced an increase in income as a result of employment of a member of the family who was previously unemployed for one or more years; OR*
 - C. *Have experienced an increase in income during participation of a family member in any family self-sufficiency or other job training program; OR*
 - D. *Have or has, within six months, been assisted under any State program for temporary assistance for needy families under part A of title IV of the Social Security Act and whose earned income increases.*
3. Encourage Welfare Compliance. The Welfare Agency and the PHA will implement a jointly developed processes for verification by each party, and the sharing of information, for all families jointly served by the Welfare Agency and the PHA in order to determine if a family in public housing or receiving Section 8 assistance that has a decrease in income may have their rent decreased. The Welfare Agency will ensure that the PHA has information *whether the family’s welfare benefits/assistance has been reduced or terminated and if*

Self-Sufficiency Service Coordination – HUD References

this reduction or termination was due to fraud or noncompliance with an economic self-sufficiency program or work activity requirement as defined in Sec. 512 (d)(2)(A) and (3) – not including any reduction or termination of benefits at expiration of a lifetime or other time limit on the payment of welfare benefits.

4. Determining Exemptions from Public Housing Community Service Requirements. The Welfare Agency and the PHA will implement a jointly developed process for verification by each party, and the sharing of information, for all families jointly served by the Welfare Agency and the PHA in order to determine if adult members of a family in public housing are exempt from Community Service because they are:
 - A. *Engaged in a work activity (as such term is defined in section 407(d) of the Social Security Act [42 U.S.C. 607 (d)], as in effect on and after July 1, 1997;*
 - B. *Engaged in a work activity under the State program funded under part A of title IV of the Social Security Act (42 U.S.C. 601, et seq.) or under any other welfare program of the State in which the public housing agency is located, including a State-administered welfare-to-work program; or,*
 - C. *Receiving assistance under a State program funded under part A of title IV of the Social Security act (42 U.S.C. 601 et. seq.) or under any other welfare program, and has not been found by the State or other administering entity to be in noncompliance with such program.*
5. The Welfare Agency and the PHA will implement a jointly developed a process for timely verification, including a written verification form, to ensure that the Welfare Agency and the PHA can release relevant information to either party regarding all areas stated above. This process will include joint definition of terms used in verification and will take into account all applicable privacy considerations.

Note: The processes of verification for all of these five sections are described in Attachment B to this Agreement. *{Such an attachment is not included in this model agreement; however, the PHA and the welfare Agency should attempt to develop a process for inclusion in this agreement}*

WHEREAS, both parties herein fully understand and agree to the roles and responsibilities outlined in this agreement.

WITNESS OUR HANDS EFFECTIVE _____

PHA

Welfare (TANF) Agency

Executive Director

Official Authorized to Make Legal
Commitments

Date

Date

Section 2 FSS Program Evaluation for HUD

Evaluation of the FSS Program (Retroactive Analysis, 1996 to 2000)

Evaluation of the Family Self-Sufficiency Program



Retrospective Analysis, 1996 to 2000

Prepared for

U.S. Department of Housing and Urban Development
Office of Policy Development and Research

Prepared by

Robert C. Ficke
Andrea Piesse

WESTAT
Rockville, MD

In collaboration with

Johnson, Bassin, and Shaw (JBS)
Silver Spring, MD

April 2004

Acknowledgments

The authors wish to thank the many individuals who contributed to the conduct of this evaluation. From Westat, Stephen Dietz served as the Corporate Office, senior analyst, and close adviser to the study team. Michael Shea led the case study site visits to seven high-performing FSS programs. Dwight Brock designed the statistical models for measuring changes in income over time for the FSS participant and comparison group panels. Joyce Powell and Kelly Longnecker developed the computer programs for analyzing the many HUD administrative data sets that served as a basis for the evaluation. Amy Krietz edited the manuscript for accuracy, consistency, and clarity, including the graphic presentation of the evaluation's findings. From Johnson, Bassin, and Shaw (JBS), Connie Campos and Clay Adiele spent many hours conducting the site visits and documented their findings from the interviews with FSS program staff, community partner agency personnel, and participating tenants. HUD's Office of Policy Development and Research staff provided considerable support for this study, including Robert Gray, who supplied the longitudinal data sets for the evaluation, and Jennifer Stoloff, our project officer.

The contents of this report reflect the views of the authors and do not necessarily represent the opinions or policies of the Department of Housing and Urban Development or the U.S. Government.

Executive Summary

The Family Self-Sufficiency (FSS) program was enacted in 1990 with the goal of helping families in subsidized housing reduce their reliance on public assistance and gain economic independence.¹ To determine if that goal is in fact attainable, the U.S. Department of Housing and Urban Development (HUD) commissioned a study of the FSS program that examined levels of education, employment, earnings, and assets among the participants. FSS fosters partnerships between public housing agencies (PHAs) and many other agencies and organizations serving the community. The purpose of these partnerships is to help PHAs expand their role to include providing access to services related to education, job training and placement, transportation, and child care. This report describes the FSS program and the change in self-sufficiency among those participating in the program using data for the period from 1996 through 2000.

Designed to serve people in public housing and the Housing Choice Voucher (HCV) program (formerly called Section 8 tenant-based assistance), FSS programs provide individual case management, help participants further their education and find jobs, provide support services such as child care and transportation, and offer monetary incentives that promote financial independence. PHAs develop and implement FSS action plans that define community partnerships as providers of opportunities and services that may lead to participants' economic self-sufficiency.

HUD-approved action plans outline local PHAs' policies and procedures for operating FSS programs in their communities. The plans describe how PHAs will manage individual cases, set participants' goals for training and services, and provide financial incentives through escrow savings accounts.

At the time of the study, approximately 1,400 PHAs managed FSS programs for 52,350 actively enrolled families. Some PHAs follow strict federal guidelines, others exceed the minimum

¹ The FSS program was authorized by the *National Affordable Housing Act* (NAHA) of 1990, also known as the *Cranston-Gonzalez Act*. The program was modified by Congress in 1992 and 1998.

requirements in operating optional FSS programs for HCV and public housing families, and still others have not established FSS programs.²

Role of the Public Housing Agency

The PHA operates under the direction of an FSS coordinating committee, a local group consisting of representatives of welfare agencies, employment security offices, family assistance organizations, elected officials, private businesses, and other community leaders. Community partnership building is the primary function of the committee, and HUD-specified community partnership-building activities are integral to the FSS program and are essential for program success.

The PHA must provide case management, maintain escrow accounts, evaluate requests to withdraw escrow funds while the family is enrolled in FSS, determine whether a family has successfully completed the contract, and provide the family with the escrow funds plus interest. To meet these requirements, and using HUD funding, the PHA hires an FSS coordinator, who directs the program, and helps build community coalitions that support participants' self-sufficiency efforts.

Although the 1990 legislation (since amended) establishing the FSS program called for minimum enrollment levels, HUD has consistently encouraged PHAs to offer communities more than the legislation requires. The required minimum enrollments were based on the number of HCV and public housing units that PHAs reserved over a defined period of time minus the number of families that successfully complete the FSS program. Given the patterns of such reservations, which involved very few new public housing units, the FSS program enrolled a much higher proportion of the HCV tenant population than the public housing population. Beyond these minimum requirements, PHAs may voluntarily establish or expand FSS programs for their HCV and public housing tenants. HUD promotes such voluntary participation by funding escrow accounts and FSS coordinators to support additional programs and participants.

² Federal regulations (24CFR984) require some PHAs to operate FSS programs of a specified minimum size, usually for HCV tenants.

Participants in the Family Self-Sufficiency Program

A family interested in participating in the FSS program meets with FSS program staff to develop a contract of participation, which sets goals for employment, earnings, education, possible homeownership, and other accomplishments. The family signs a contract for 5 years, with a possible extension of up to 2 years. To complete the program successfully, a family must seek and maintain employment and no longer receive cash payments from Temporary Assistance for Needy Families (TANF), formerly Aid to Families with Dependent Children (AFDC), or state general income assistance at the time they receive FSS account disbursements. The two main participant benefits of the FSS program are individual case management and an escrow savings account.

The FSS program provides each participating family with a case manager who develops a contract of participation and plan for individual training and services, and who helps the family gain access to support services such as child care, transportation, education, and job training programs.

The escrow account helps participating families build savings. Families who are in the HCV program or live in public housing pay a defined percentage of their income for rent. The amount of rent is adjusted regularly to reflect changes in income. FSS program participants in good standing with the program, however, can get a refund of some or all of their rent increases that result from a rise in income during the period of FSS participation. FSS program participants continue to pay the same percentage of their income for rent, but the difference between their current rent and their rent at the time of contract execution is deposited in the escrow account, which the PHA manages. The amount of the FSS credit deposited in the escrow account is 30 percent of the monthly adjusted income for a voucher holder less the family rent,³ which is defined as the amount of rent being paid at the date of contract execution with the FSS program. Family median income may exceed 50 percent of area median, but the FSS credit cannot reflect amounts higher than that level of income. On completion of the contract, or if a major need

³ The income amount for public housing residents is based on “total tenant payment,” but otherwise the calculations are identical (24CFR984.305).

arises before then (such as a car repair necessary for getting to work), the family can draw on the funds. Families completing their FSS contract receive the full amount in their account plus interest.

Objectives of the Study

The objectives of the Family Self-Sufficiency Program Evaluation were to (1) establish a descriptive profile of FSS program participants, including their demographic characteristics, education level, employment, and service needs; (2) describe FSS program size and scope nationwide, including FSS program operations, partnerships, services provided, and innovative practices in serving participants; (3) report FSS program outcomes, including incidence of completion and changes in education, employment, and sources and amounts of income; and (4) compare FSS participant families with similar families not enrolled in FSS programs.

Study Approach, Sources of Data, and Report Organization

The FSS program study analyzed data on individual FSS participants from HUD's 1996–2000 Multifamily Tenant Characteristics System (MTCS), part of the Public and Indian Housing Information Center. The data, which come from HUD Form 50058 and the FSS addendum, describe the characteristics of participants and show changes in employment, earnings, and other outcomes over the 5-year period. MTCS files contain detailed data on each family in the HCV and public housing programs, including household characteristics, demographic information on each family member, and sources and amounts of individual income. The MTCS FSS addendum file also provides information such as participants' years of schooling, service needs, employment status, receipt of Medicaid and Food Stamps, escrow account balances, and completion rates for contracts of participation. In addition to analyzing the data, the evaluation team conducted site visits to seven PHAs with FSS programs. During the visits, the team interviewed staff and conducted participants' focus groups. The site visits identified various program models and suggest explanations for the enrollment and outcome patterns observed in the MTCS data analysis.

Data gathered through MTCS and information gleaned from site visits are interpreted and presented in this report.

Findings From the Study

1. Profile of FSS participants

As of the year 2000, more than 1,400 FSS programs were serving over 52,000 tenants nationwide. The findings from the study paint the profile of FSS participants as single mothers between the ages of 25 and 44, mostly White and African American. The annual median income from all sources for participants was only \$12,000, compared to the U.S. median income of \$45,000 a year. More than two-thirds of participants had income from wages, but only about half were employed. The educational profile of participants revealed that most had graduated from high school, yet education and training constituted the greatest service need.

2. Description of FSS program size and scope

The number of FSS programs and tenants was primarily a function of the legislative enrollment requirements that accompanied any additional HCV and public housing units that PHAs received between 1993 and 1998. Only about half of HCV programs, and very few public housing programs, had such a requirement, and for those that did, the FSS obligations, and therefore enrollments, were quite small. Although the past 2 years (from 1998 to 2000) have not seen a significant increase in the number and percent of HCV and public housing FSS programs in PHAs, the number of people participating in the program rose by two-thirds. According to HUD's *Section 8 Management Assessment Program* (SEMAP), nearly half of the HCV programs with an enrollment mandate were at or near full compliance.

The evaluation team learned from both the MTCS data and site visits that FSS program size and scope varied, depending on the creativity and enabling environments of the PHAs operating the local programs. The team learned, for example, that the extensive use of PHA partnerships with other community agencies resulted in providing many of the services that FSS program participants received, consistent with the program's enabling legislation. Yet many PHAs moved beyond the minimum requirements of the mandate. The team learned during site visits, for example, that some PHAs garnered other funds from state and local sources to support additional staff, such as case managers and job developers, whose attention to individual families enriches the FSS program. Case managers identify needs and arrange for services that participants

require, such as technical training, transportation, and child care. Job developers establish relationships with prospective employers, counsel FSS participants, facilitate job placement, and provide post-employment support to encourage job retention and long-term success.

During the site visits, the evaluation team also learned that several PHAs had created separate administrative units within the housing authority that combined multiple supportive services and sources of funds, including FSS, other welfare-to-work initiatives, and service coordinators for the elderly and people with disabilities, among other public and private programs that PHAs had initiated through their own fundraising efforts. This administrative structure enabled the PHAs to hire a core staff of case managers and other personnel to address a wide range of tenants' needs in a coordinated, cost-effective manner.

3. FSS program outcomes and comparison of FSS and non-FSS participants

Findings from the study show that FSS participants experienced increased levels of financial success. For comparisons of FSS program participants and non-FSS participants, a statistical model controlled for differences that may have existed between the two groups, such as geographic distribution, age, race/ethnicity, gender, 1996 earnings levels, and attrition rates over time. The results confirmed substantially higher income increases experienced by FSS program participants compared to non-FSS participants.

For example, participants who enrolled in the FSS program in 1996 experienced a 72 percent median income increase by the year 2000, from \$6,936 to \$11,960. Among a comparison group of non-FSS participants, the increase was only half as large at 36 percent, rising from \$6,606 in 1996 to \$8,996 in 2000. Likewise, for the panel of FSS program participants followed during the evaluation, the percent of income coming from employment earnings, versus transfer payments such as TANF/AFDC, rose from 51 percent in 1996 to 74 percent in 2000. The corresponding rise among the comparison group of non-FSS participants was from 47 percent in 1996 to 63 percent in 2000.

Of those completing their FSS contracts, about half had been in the program for more than 4 years, while the rest had participated for 2 to 3 years. The median escrow account disbursement for participants completing their contracts was \$3,351.

Consistent with the ultimate goals of FSS, during the site visits the evaluation team learned that people completing their contracts had used their escrow account funds for many self-sufficiency purposes, including college tuition and down payments on a home.

Another finding showed an extremely large increase in median income among FSS participants who were receiving TANF/AFDC benefits at the time of enrollment in 1996. Median income more than doubled for these participants, far outstripping the gain in median income for the non-FSS participant TANF/AFDC group. As a possible explanation for this rise, the site visits showed that local TANF programs provided intensive support for their own clientele in the area of education, training, and job development, including FSS participants.

Unavailability of education data for the non-FSS participants, however, prevented the evaluation from controlling for this very significant predictor of income increases. An analysis of education-level data among all HCV tenants below age 65, from the 1993 American Housing Survey, suggests that working-age tenants in the HCV program, overall, had lower average education levels than did FSS participants, which may have given the participants an advantage and explained some of the differences. However, this under-65 HCV tenant population differed demographically from the FSS participants. For example, most FSS participants were single parents, and only 12 percent lived in households without children, compared to 30 percent for HCV tenants under age 65 overall. The group without children, both FSS participants and non-FSS participants, had lower incomes than their single-parent counterparts, suggesting lower levels of education as well.

Because this study was not controlled, with random assignment of tenants to each panel, other differences, such as in levels of motivation, could have existed between the two groups. Such factors, however, had not manifested themselves as differences in levels of employment and income or receipt of welfare benefits for the two groups in 1996, suggesting that the FSS participant and comparison groups were very similar at baseline.

Conclusions

Consistent with the goals of the FSS program, the results of the MTCS data analysis showed that program participants derived considerable benefits from their enrollment. FSS participants’

income rose substantially over time, compared to non-FSS participants, and the escrow accounts provided often-sizable cash disbursements for education, transportation, and other uses. As a benefit to the PHAs as well as participants, FSS programs encouraged the development of community partnerships that helped address a range of tenant needs beyond the provision of affordable housing.

Both the MTCS data analysis and the site visits confirmed the presence of viable FSS programs and positive participant outcomes. According to the SEMAP assessments, nearly half of HCV programs with an FSS requirement have met virtually all enrollment obligations, and many more could be in full compliance if they realized relatively small increases in participant levels. The large increases in participant enrollments between 1998 and 2000 also showed that, through such efforts as its SEMAP assessments, HUD could affect a substantial rise in participation levels and compliance with the FSS mandates. The presence of voluntary enrollments also has demonstrated that FSS participation is not limited to the statutory requirements.

Still, the FSS program appears to be underutilized, given the number of PHAs that do not operate a voluntary program or have not met their enrollment obligations, according to the SEMAP data. Service integration efforts such as FSS effectively combine multiple categorical programs, such as housing assistance and employment initiatives, into coordinated community partnerships. Such efforts help ensure the availability of a broad spectrum of support for the many special population groups that live in HUD-subsidized housing. The FSS program provides an excellent opportunity for many additional PHAs and tenants to realize these benefits.

THE FAMILY SELF-SUFFICIENCY PROGRAM

**HUD's Best Kept Secret For Promoting
Employment And Asset Growth**

Barbara Sard



Self-Sufficiency Service Coordination – HUD References

The **Center on Budget and Policy Priorities**, located in Washington, D.C., is a non-profit research and policy institute that conducts research and analysis of government policies and the programs and public policy issues that affect low- and middle-income households. The Center is supported by foundations, individual contributors, and publications sales.

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Executive Summary

The Family Self-Sufficiency (FSS) program is an employment and savings incentive program for low-income families that have Section 8 vouchers or live in public housing. The FSS program was enacted in 1990, based on a proposal by the first Bush Administration. It consists both of case management services that help participants pursue employment and other goals, and of escrow accounts into which the public housing agency (PHA) deposits the increased rental charges that a family pays as its earnings rise. Families that complete the program may withdraw funds from these accounts for any purpose after five years.

The FSS program provides a unique opportunity for PHAs to implement a program that directly benefits both themselves and public housing and Section 8 residents at little or no additional cost to the PHA. (The U.S. Department of Housing and Urban Development covers most program costs.) Despite the many potential advantages of the FSS program, however, it is currently underutilized. Fewer than half of PHAs offer the FSS program to residents. In addition, most agencies that do offer FSS sharply limit program size. As a result, fewer than five percent of families with children in the public housing and Section 8 voucher programs currently participate in FSS.

If PHAs expand their FSS programs and more PHAs initiate them, additional families could be assisted in becoming and remaining employed and obtaining higher-paying jobs by enhancing their skills. In addition, the higher rents that families pay as their earnings increase would be transformed into savings they could use to purchase or repair cars needed for work, buy homes, overcome financial emergencies, or for other purposes.

This paper analyzes the value of the FSS program for tenants and PHAs and offers suggestions for overcoming perceived or actual barriers to PHA implementation or expansion of the program. It also highlights how welfare agencies may advance welfare reform goals by helping PHAs expand their programs and by encouraging families that receive TANF benefits to participate in FSS.

How Does the FSS Program Benefit PHAs?

The benefits of the FSS program to PHAs fall under three general categories. First, FSS can help improve a PHA's relations with tenants, property-owners, and the local community. An FSS program that assists tenants in building careers may help counter the negative perceptions that many tenants have of PHAs. The positive image of FSS participants motivated to improve themselves also can encourage more property-owners to make housing available to families with vouchers. Among the general public as well, local media coverage of FSS "success stories" may improve PHAs' reputations and ease negative stereotypes of subsidized tenants.

Second, the FSS program can help PHAs provide better and more comprehensive services to residents. Through FSS, for example, PHA staff can develop relationships with staff of local agencies that provide employment-related services such as job training and child care. In addition, FSS programs' core elements — helping participants secure stable employment and save money — can facilitate PHA programs that help public housing tenants and Section 8 participants purchase their own homes. And since every FSS participant who increases earnings enough to leave public housing or cease to receive Section 8 assistance frees up a housing subsidy for a new eligible family, FSS can enable PHAs to serve more poor families.

Third, successful implementation or expansion of an FSS program may improve a PHA's standing with HUD. HUD's tools for evaluating PHAs' management of the Section 8 and public housing programs give credit to PHAs for establishing FSS programs that increase families' earnings. This improved standing may enable a PHA to secure increased HUD funding, such as additional housing vouchers or HOPE VI revitalization funds for seriously distressed public housing.

How Does the FSS Program Benefit Participants?

For participants, the primary benefit of FSS participation appears to be asset accumulation. As of November 2000, about 48 percent of FSS participants who had been enrolled in FSS for 12 months or more had positive escrow balances. These families had an average escrow balance of about \$2,400 and were adding to their accounts at the average rate of about \$300 per month. Some 45 percent of the families that were considered to have successfully completed the FSS program between the fall of 1999 and November 2000 received escrow funds averaging nearly \$5,000 per family.

In addition, current national data suggest an improvement in employment status and full-time work from enrollment in FSS until program completion. It is not possible from the available data to determine the change in employment or earnings for particular families or the extent to which any such changes may be attributable to the FSS program. Data for a few individual FSS programs, however, indicate that a substantial proportion of families experience a large increase in earnings while participating in FSS.

Even if a family forfeits its escrow account due to failure to complete the program successfully – about half the families that enroll exit before completion – the family is in no worse financial position than if it had simply paid the increased rent otherwise due. The only families that face a financial risk from participating in FSS are those in the apparently small number of Section 8 FSS programs in which the PHA may terminate a family's Section 8 subsidy as a sanction for non-compliance with the FSS contract.

How Does the FSS Program Promote Welfare Reform Goals?

Approximately 560,000 families in the public housing and Section 8 voucher programs currently receive income from TANF or state general assistance programs. Fewer than 1.5 percent of these families appear to be participating in FSS.

Increased participation of TANF families in FSS could assist welfare agencies and promote welfare reform goals in three ways. First, FSS participation encourages work. Every FSS participant who is a head of household must become employed. Participants who do not meet the employment goals established in their FSS contracts may be terminated from the FSS program, thereby forfeiting their escrow funds. The program also provides an incentive to *remain* employed: by the end of the FSS contract, participants must have been off of welfare assistance for at least 12 months and employed to obtain their escrow funds. Second, the interim withdrawals that FSS participants are permitted to make from their escrow accounts for work-related expenses or emergencies can help families overcome obstacles that have traditionally impeded long-term job stability. Third, the case management services provided through FSS may supplement the services available through the welfare agency.

Collaboration Between Housing and Welfare Agencies Can Make FSS Programs More Effective

By working together, PHAs and welfare agencies can enhance the effectiveness of FSS programs for families receiving welfare benefits. One form of cooperation is information-sharing, for example through the inclusion of a staff person from the welfare agency on the FSS Program Coordinating Committee, which provides advice to a PHA on the design of its FSS program and promotes partnerships between the PHA, human service agencies and employers.

In addition, there are three programmatic measures that welfare agencies could undertake to enable more of their clients to benefit from FSS. First, where PHAs are enrolling additional families in their FSS programs, welfare agencies can encourage families to enroll before they begin working. (Enrolling in FSS before earnings increase results in a more substantial accumulation of assets.) Second, where PHAs are not operating FSS programs or are not enrolling additional families due to a lack of resources for case management, welfare agencies can contribute funds or staff to overcome this barrier to expansion. Third, TANF agencies should ensure that their asset rules do not deter families from enrolling in FSS by denying TANF benefits or other work supports to families based on the amount of their escrow funds.

Perceived Barriers to Operating FSS Programs and How to Overcome Them

The reasons PHAs cite for failure to run an FSS program or to expand a current program sometimes reflect misconceptions about FSS. However, they also can reflect actual problems that require creative solutions on the part of PHAs, welfare agencies, and service providers.

One of these reasons is lack of funding for case managers. In recent years HUD has taken significant steps to help PHAs operating Section 8 FSS programs overcome this barrier. Prior to 1999, HUD funding for FSS coordinators was generally limited to PHAs that administered fewer than 1,000 vouchers and certificates. HUD expanded the eligibility for FSS coordinator funding in 1999 — making it available to any Section 8 agency regardless of size — because of its stated belief that “The FSS program has been found to be a critical element of welfare reform efforts in many communities.” In 2001, HUD has nearly doubled the amount of funds available for Section 8 FSS coordinators compared with recent years. With \$45 million available, HUD expects to be able to fund at least one FSS coordinator for each Section 8 FSS program with 25 or more approved slots, including new programs. Depending on the demand for funds, large FSS programs may receive additional funding for up to one coordinator for every 50 approved FSS slots. (Applications for Section 8 FSS Coordinator funds are due April 25, 2001.)

This increase in HUD funding for Section 8 FSS coordinators responds to the need of many PHAs for additional case managers to staff their FSS programs adequately. It is unclear, however, whether the Bush Administration will continue this new policy. Moreover, HUD has not announced a parallel increase in funding for public housing FSS coordinators. Prior to 2001, PHAs that operate public housing FSS programs have been allowed to access additional HUD funding for only a single FSS coordinator regardless of FSS program size. PHAs may tap their Section 8 administrative fees or public housing operating subsidy or may seek other funds from HUD, state or local governments, or private sources to meet the staffing costs of their FSS programs. Nevertheless, the absence of adequate assured funding for FSS programs suggests that HUD should consider whether to request additional funds from Congress for this purpose.

Another perceived barrier to operating FSS programs is lack of staff expertise necessary to supervise the delivery of case management services. PHAs have developed many strategies to overcome this problem, such as contracting with external organizations for the provision of case management services or joining with other PHAs to operate a single, larger FSS program. In some areas, staff of FSS programs meet regularly to learn from each other how to operate more effective programs.

A third perceived barrier — one often cited by PHAs as a reason not to implement or expand an FSS program — is lack of resident interest. Results from a 1996 survey indicate this lack of interest largely reflects the incorrect belief that participation in the program could result in loss of a family’s housing voucher if the participant does not comply with all program requirements. In addition, some residents believe that receipt of savings accumulated in FSS escrow accounts is contingent on leaving the public housing or Section 8 program. PHAs need

to counteract these misunderstandings with effective outreach. They also can use a wide variety of methods to interest residents in FSS, such as inviting successful graduates to tell their stories to potential new participants.

A fourth perceived barrier is lack of employment opportunities and services in the community. In some (often rural) areas, FSS case managers can guide participants to tailor their job search to match the specific employment situation in their area. Independently or together with other community partners, PHAs also can raise funds to bring additional services to the community that benefit FSS participants.

I. Introduction¹

The Family Self-Sufficiency (FSS) program is an employment and savings incentive program for families that have Section 8 vouchers or live in public housing.² It provides a unique opportunity for public housing agencies (PHAs) to implement a program that directly benefits both themselves and public housing and Section 8 residents at little or no additional cost to the PHA. Despite the many potential advantages of the FSS program, however, it is currently underutilized.

Fewer than half of PHAs offer the FSS program to residents. In addition, most agencies that do offer FSS sharply limit program size. As a result, fewer than five percent of families with children in the public housing and Section 8 voucher programs currently participate in FSS.³

If PHAs expand their FSS programs and more PHAs initiate them, additional families could be assisted in becoming and remaining employed. In addition, the higher rents that families pay as their earnings increase would be transformed into savings they could use to purchase or repair cars needed for work, buy homes, overcome financial emergencies, or for other purposes.

Basic Data on FSS Programs*

	Mandatory	Actual	
		Tenant-based Section 8	Public Housing
Number of Administering Agencies	1,650	1,200+	240-255
Number of Participants	139,500	47,000	7,000

*See endnotes 3, 4 and 19.

Self-Sufficiency Service Coordination – HUD References

This paper analyzes the value of the FSS program for tenants and PHAs and offers suggestions for overcoming perceived or actual barriers to PHA implementation or expansion of the program. It also highlights how welfare agencies may advance welfare reform goals by helping PHAs expand their programs and by encouraging families that receive TANF benefits to participate in FSS.

II. What Is the Family Self-Sufficiency Program?

The FSS program has two main components: case management and an escrow account. Families receive case-management services to identify employment goals and to help them access skill-building and supportive service programs available in the community to help achieve these goals. As a family's earnings increase, the PHA deposits the increased rental charges that a family pays into an escrow account. Escrow funds may be used to pay for college or vocational education, for work-related expenses such as car repairs or work clothing, or for homeownership. Families that complete the program may withdraw funds from these accounts for any purpose after five years.

The FSS program was enacted in 1990, based on a Bush Administration proposal. Congress modified the program in 1992 and 1998. Any agency with a public housing or Section 8 voucher program may operate an FSS program, subject to HUD approval. Certain PHAs are required to implement FSS programs.⁴ All current residents of public housing or participants in the Section 8 voucher program are eligible for FSS. FSS applicants may be screened only for their motivation to participate fully. Briefly, the program works as follows:

- A PHA that wishes to establish an FSS program or expand its program beyond the current number of authorized participants must submit an Action Plan to HUD for approval. The Action Plan must describe the families expected to participate, their likely needs and the services available in the community to meet those needs, as well as other key program policies. The proposed strategies to help families increase their employment and earnings must be developed in consultation with public housing or Section 8 residents and in coordination with the agencies that administer welfare-related and other employment programs in the area.⁵
- After a PHA has an approved FSS Action Plan, it solicits families to join the program. If the PHA's program has open slots, an individual who has a Section 8

voucher or lives in public housing may volunteer to join the program. She then enters into a contract with the PHA, which usually lasts for five years. (Shorter contracts may be used where appropriate to meet families' goals. The PHA also may permit brief extensions of the five-year period.) The contract sets out the individual's specific plans to acquire educational or vocational training and the social services needed to improve the individual's job prospects and earning potential. In addition, it clarifies specific interim goals for the participant, such as getting a job or completing a training program, as well as long-term goals such as a higher salary level, a job with benefits, or homeownership.

- HUD rules require two provisions in each contract: the head of the household must become employed, and, if the family receives welfare benefits, each member of the family must become independent of "welfare assistance" and remain so for the 12 months prior to the completion of the contract.⁶ All other contract provisions are negotiated between the participant and the PHA.
- A case manager works with each participant. The case manager helps the participant identify and access supportive services in the community, including child care, transportation, credit and money counseling, and educational or training programs. Case managers also can help FSS participants cope with crises that often get in the way of achieving employment objectives. Some also organize support groups and participant newsletters to help participants assist one another. (Funding for case management services is discussed below at 25.)
- As the FSS participant achieves the employment-oriented goals in the contract, her income is likely to increase. When other public housing or Section 8 tenants experience an income increase, they generally must pay 30 percent of that increase to the housing agency in the form of higher rent. An FSS participant also pays the increased rent, but the PHA deposits an amount equal to the increased rent in an FSS account for the participant each month for the duration of the five-year contract.⁷ Because the amount of money that families are able to save

How the FSS Escrow Is Calculated

If an FSS participant receives \$400 per month in TANF benefits when she enters the program, and after completing a training program gets a job that pays \$1000 per month (and causes her to lose her TANF benefits), 30 percent of the increased income (i.e., 30 percent of \$600, which is \$180) is deposited in the FSS escrow account each subsequent month. If the participant's earnings increase again during the FSS contract, the escrow deposit will increase as well. For example, if her earnings increase to \$1,200 per month, the escrow deposit will increase to \$240 per month (i.e., 30 percent of \$800, the difference between her initial income and her total earnings). If this participant worked for 18 months at the initial salary and three years at the increased rate of pay before completing her FSS contract, she would accumulate a total of \$11,880 in her escrow account (18 months at \$180 per month plus 36 months at \$240 per month).

reflects not just their level of income but also their increase in income while in the program, it is particularly important for PHAs and welfare agencies to encourage families to join the program before they become employed or increase their income substantially.

- The participant accumulates savings plus interest in the escrow account over the course of the FSS program and can access the money when she has successfully completed the contract, is employed, and all family members have been off “welfare assistance” for the last 12 months of the contract.⁸ There is no requirement to use the funds for a particular purpose. In addition, housing agencies may allow families to withdraw escrow funds during their participation in FSS to cover certain work- or education-related expenses (such as car repairs) or for other purposes related to the goals in the family’s FSS contract.
- If the participant fails to meet the terms of the contract (despite any extensions the PHA may offer), she forfeits the funds in the escrow account. A PHA may not evict a family from its public housing unit because of a failure to comply with the FSS contract or failure to complete the program. A PHA may terminate a Section 8 subsidy for failure without good cause to comply with an FSS contract, but very few PHAs have exercised the option to do so. HUD estimates that fewer than one-fourth of FSS programs around the country have adopted the housing termination option and that this penalty has rarely been invoked.⁹

III. How Does the FSS Program Benefit PHAs?

The benefits of the FSS program to PHAs fall under three general categories. First, the FSS program can help improve a PHA's relations with tenants, property-owners, and the local community. Second, the FSS program can help PHAs provide better and more comprehensive services to residents. Finally, successful implementation or expansion of an FSS program may improve a PHA's standing with HUD and may result in additional HUD funding.

Better Relations with the Public

Improving Relations with Tenants. Unfortunately, tenants frequently distrust PHA staff, and do not look to PHA staff as a potential source of assistance. An FSS program that assists tenants in building careers and achieving their goals may help counter such negative perceptions. A PHA's voluntary implementation of an FSS program or the operation of a larger-than-required program may further promote a positive image of the PHA's commitment to the well-being of its tenants. Conversely, a PHA's failure to operate an FSS program of the required minimum size could adversely affect how the PHA is viewed by tenants and the community. As part of the new annual PHA Plan process, PHAs must report on the implementation of voluntary and mandatory FSS programs. The Plan, which must be developed in conjunction with a Resident Advisory Board and be available to tenants and the general public, must state whether the PHA is required to operate an FSS program and how the actual number of program participants compares to the required program size.

Improving Relations with Property Owners. Some PHAs have made the FSS program part of their strategy to recruit and retain property owners that rent to families with vouchers, by featuring stories about the accomplishments of FSS families in newsletters and workshops for current and prospective landlords. The positive image of families motivated to improve themselves can help attract owners to support families' efforts by making housing available to them. In addition, FSS case managers may help retain owners in the Section 8 program by

resolving conflicts between families and their landlords and preventing problems such as utility shut-offs.

Improving Relations with the General Public. Widespread implementation of self-sufficiency programs such as FSS may promote more positive perceptions of subsidized housing programs among the general public. Coordination with local service providers creates opportunities for PHAs to convey their achievements to local institutions that know little about their work in the community. Local media coverage of FSS “success stories” may improve PHAs’ reputations and reverse negative stereotypes of subsidized tenants. Success stories that link assisted housing programs with families’ efforts to help themselves have been shown in focus groups and surveys to increase public support for low-income housing programs.¹⁰

“The program shows the community what they want to see. It shows that clients want to get off of welfare and need a hand up. It shows them that once they have the support, they can get beyond minimum wage jobs to living wage jobs.”
Glenda Galaba, FSS Coordinator, Vancouver, WA.

Improved Services to Residents and Applicants

Increased Employment-related Resources for Residents. While the FSS program does not provide funding for employment or supportive services other than case management, it can facilitate collaborative relations with local agencies to access additional resources for residents. The FSS Program Coordinating Committee (PCC) helps develop relationships between PHA staff and staff of local agencies that provide employment-related services. Most PCCs include representatives of welfare agencies, job training programs, child care and transportation providers, education and training institutions, private business councils, and local government.¹¹

In addition, local agencies that operate job training and placement programs may grant priority to FSS participants. If agencies’ revenues depend on showing successful outcomes, they are likely to prefer individuals who appear most likely to follow through. The support that FSS case managers provide and the escrow accounts’ incentive to increase earnings may make FSS participants attractive potential clients and enable PHAs to move their tenants to the head of the line.

Operating an FSS program also may help a PHA secure employment-related funds from other agencies. For example, the Housing Authority of Baltimore City (HABC) was able to secure funds from the Department of Social Services and the Mayor’s Office of Employment Development to operate 10 child development centers that are used as training sites for FSS participants. Of the 90 public housing FSS participants who completed the training program by March 1999, over 60 percent worked in child care programs operated by HABC; the others worked in the private sector or operated small group care centers in their homes.¹² Other public housing families benefit from access to quality child care close to their homes.

Facilitating PHA Homeownership Programs. Federal law authorizes PHAs to operate special programs to assist public housing tenants and Section 8 participants to purchase their own homes.¹³ PHAs also may foster homeownership through collaborations with state and local agencies that help low-income families purchase their own homes. FSS programs' core elements — helping participants secure stable employment and save money — are important to families becoming homeowners. Many FSS programs also have features that enhance residents' opportunities to own their own homes. These features include homeownership counseling, financial management training, and assistance in clearing a negative credit history.

While a primary purpose of FSS has always been to encourage homeownership, the new option whereby recipients of Section 8 vouchers may use these vouchers to pay the monthly costs of a mortgage, taxes, and insurance (rather than to pay rental costs) will bring homeownership within the financial reach of many more Section 8 FSS families. The use of Section 8 vouchers to meet monthly mortgage and other homeownership costs makes homeownership possible for families with earnings as low as \$10,300 per year.¹⁴ Many PHAs are planning to focus their new Section 8 homeownership programs on FSS participants. Fannie Mae has announced that its underwriting standards for mortgages related to the Section 8 homeownership program may permit families that have participated in FSS to qualify even if they do not have the two years of work experience usually required, and will count FSS escrow funds as the borrower's assets.¹⁵

Serving More Poor Families. Every FSS participant who increases earnings enough to leave public housing or cease to receive Section 8 assistance frees up a housing subsidy for a new eligible family.¹⁶ Some PHAs' FSS programs are extremely successful at encouraging such turnover. For example, of the 13 graduates of the Housing Authority of Island County's FSS program in 1998, 12 gave up their vouchers upon graduation.¹⁷ PHAs may point to their operation of public housing FSS programs as a strategy to deconcentrate poverty in public housing developments that justifies continuing to admit poor families with urgent housing needs rather than preferring higher-income applicants.¹⁸

Enhanced Standing with HUD

HUD Assessment of Agency Performance. For PHAs that are required to operate a Section 8 FSS program, FSS performance plays a role in HUD's evaluation of the agency. For public housing, an effective FSS program, mandatory or voluntary, can boost the agency's performance rating; inadequate implementation of a required FSS program may harm an agency's rating. It is likely that many agencies are failing to operate an FSS program of the size required. Data that PHAs have reported to HUD reflect enrollment of only about 40 percent of the number of families required to be participating in FSS.¹⁹

HUD evaluates PHAs' compliance with key goals and requirements of the Section 8 program under the Section Eight Management Assessment Program, known as SEMAP. Substantial compliance with FSS enrollment requirements and adequate performance in

Using FSS Escrow Funds to Match Individual Development Accounts

FSS programs can improve families' chances of becoming homeowners through programs that match their savings with additional dollars. Such programs are commonly called Individual Development Accounts (IDAs), a policy tool to enable low-income families to build assets and achieve economic well-being. For PHAs in markets where home sales prices are high, combining FSS with an IDA program may bring homebuying within more families' financial reach.

In 1997, for example, the Washington state regional branch of the Federal Home Loan Bank initiated a home purchase program expressly for FSS participants. The Home Loan Bank administers the "Home Start" program in conjunction with eight housing authorities in four counties in the Seattle area, as well as local banks. Each participating bank has set aside funds – \$250,000 in total – to match FSS escrow accounts at the ratio of two dollars from a bank (up to \$10,000 per family) for every dollar contributed to a family's FSS account. This combined sum is often enough for a downpayment on a modest home in the high-priced Seattle area. By the summer of 2000, 37 families had purchased homes through Home Start. One of these was a woman who had been a welfare recipient when she enrolled in FSS. Six months later, she completed a certified nursing assistance training course and found a job as a certified nurse's aid. Her FSS case manager connected her with a program to clean up her credit rating. Within two years, she had saved over \$4,000 in escrow; with the match from the Home Start program of more than \$8,000, she placed a downpayment on a \$115,000 home in Everett, outside of Seattle.

TANF funds can be used for IDAs, but it is not clear whether a TANF-funded IDA could be "matched" by FSS escrow funds. Such a use of FSS escrow funds would be similar to HHS's policy of allowing an EITC refund to be used to match a TANF-funded IDA. (See HHS Q&A #1 on TANF Policy on Individual Development Accounts on the internet at <http://www.acf.dhhs.gov/programs/ofa/polquest/idas.htm>.) It would be helpful for HUD and HHS to clarify whether FSS escrow funds may serve as the participant contribution for TANF-funded IDAs or for IDAs under the Assets for Independence Demonstration Program.

establishing escrow accounts for FSS participants account for 7 – 15 percent of total SEMAP points, depending on an agency's size and location. An agency that is required to operate an FSS program is unlikely to be classified as a "high performer" without obtaining the 10 SEMAP points related to FSS. If an agency receives none of the 10 FSS-related points, the PHA must submit a corrective action plan to HUD explaining how it will bring its FSS program into compliance. HUD may cancel the Section 8 program funding of a PHA that fails to correct its FSS performance.²⁰

HUD's new tool for evaluating PHAs' management of public housing is the Public Housing Assessment System (PHAS). In a major departure from past policy, seven percent of a PHA's PHAS score is now based on its activities to "coordinate, promote or provide effective programs and activities to promote the economic self-sufficiency of residents."²¹ A PHA with a voluntary or mandatory public housing FSS program can claim credit for its performance under this new sub-indicator. It is not yet clear, however, whether HUD will subtract points from the PHAS score of a PHA that is required to operate a public housing FSS program but does not have adequate enrollment or results.²²

Additional Funding from HUD. Running a good FSS program may help PHAs obtain additional funding from HUD. A PHA with a record of success in work-promoting activities,

particularly in partnership with other community agencies, is likely to score far better in competing for HOPE VI revitalization funds for seriously distressed public housing than another PHA with equally deteriorated housing and an equally good physical rehabilitation proposal. The criteria used by HUD to award the 50,000 Welfare-to-Work vouchers in 1999 permitted agencies to demonstrate their organizational capacity through successful implementation of an FSS program. In addition, the selection criteria rewarded PHAs that had developed working partnerships with welfare and other human service agencies of the type facilitated by the FSS Program Coordinating Committee.

To date, FSS implementation has not played a role in HUD's determination of which PHAs receive so-called "fair share" incremental vouchers, in contrast to the special purpose Welfare-to-Work vouchers. With the full implementation of SEMAP ratings, however, beginning in fiscal year 2002, HUD may condition awards of fair share vouchers on adequate SEMAP ratings. In addition, HUD may give preference in the fair share competition to the PHAs in each state with the highest SEMAP ratings. For PHAs required to operate Section 8 FSS programs, FSS performance thus could play an increasingly important role in the agency's ability to expand the number of families it serves.

Compliance with Section 3 Hiring Obligations. FSS programs may facilitate PHA compliance with Section 3 of the U.S. Housing Act of 1968, which requires PHAs to hire and train public housing residents to the "maximum extent feasible" and to give preference in awarding contracts to resident-owned businesses.²³ For example, staff at the Hartford (Connecticut) Housing Authority and the Chicago Housing Authority responsible for Section 3 compliance worked with FSS case managers to identify FSS participants (from public housing developments as well as the Section 8 program) interested in construction jobs and apprenticeship programs. In addition, savings that tenants accumulate in FSS escrow accounts can enable FSS graduates to establish businesses of their own with which PHAs can contract, which then helps PHAs to meet Section 3 resident contracting requirements.

IV. How Does the FSS Program Benefit Participants?

Although thorough data on the outcomes of FSS participation have yet to be collected and analyzed systematically, information collected by HUD and some individual agencies is promising. FSS participation has the potential for beneficial results for families, with little risk. As discussed below, participation in FSS appears to have a positive effect on asset accumulation and possibly on the rate and hours of employment. Even if a family forfeits its escrow account due to failure to complete the program successfully – about half the families that enroll exit before completion – the family is in no worse financial position than if it had simply paid the increased rent otherwise due. (Of course, the psychological effect of losing the anticipated savings may be adverse.) The only families that face a financial risk from participating in FSS are those in the apparently small number of Section 8 FSS programs in which the PHA may terminate the Section 8 subsidy as a sanction for non-compliance.

Asset Accumulation

FSS affords a rare opportunity for low-income families to build assets. The FSS program is the only HUD-funded program that directly enables families to save money, and, as indicated below, it appears to be effective in helping families accumulate assets.

Families that have been off of welfare assistance for at least 12 months and successfully complete the program receive their escrow funds and may use them for any purpose. A number of families that complete FSS use their escrow funds to buy their own homes. Many FSS coordinators surveyed in 1996 reported that a majority of families completing the FSS program used their FSS escrow funds toward the purchase of a home.²⁴ Families that do not buy homes may retain their savings as a cushion against future income fluctuations or job loss. Such a cushion may be particularly important for families that have reached their five-year lifetime limit on receipt of TANF benefits. Alternatively, families may use their escrow funds to start a business or to invest in their own or their children's education.

With permission of the PHA, a family can withdraw escrow funds on an interim basis, prior to completion of the contract. This option allows participants to invest in education and training to advance their careers, to meet expenses associated with employment, or to deal with emergencies that can often inhibit job retention. Many PHAs report that FSS participants use escrow funds to buy or repair cars they need in order to work, purchase computers, or meet work-related medical needs such as dentures or eyeglasses.²⁵ Anecdotal evidence that the flexibility to access FSS escrow funds on an interim basis can help tenants remain employed and advance in their careers suggests that PHAs currently without an interim withdrawal policy may wish to reconsider the importance of permitting families to use their escrow funds in this manner.²⁶

The FSS program appears to be enabling a substantial and increasing number of families to accumulate significant assets. As of November 2000, about 48 percent of FSS participants who had been enrolled in FSS for 12 months or more and not yet left the program had positive escrow balances. These families had an average escrow balance of about \$2,400 and were adding to their accounts at the average rate of about \$300 per month.²⁷ Some 45 percent of the families that successfully completed the FSS program between the fall of 1999 and November 2000 received escrow funds averaging nearly \$5,000 per family.²⁸

Some individual PHAs report greater success by families in accumulating assets than these national data reflect.

- At the Alameda County (CA) Housing Authority, nearly two-thirds of the participants are accumulating savings in their FSS accounts. The average account is \$2,300, while the average savings upon program completion is \$6,000.²⁹
- Some 94 percent of the graduates of the Metropolitan Boston Housing Partnership's FSS program — all but three of 52 graduates from the beginning of the program through mid-February 2001 — received accumulated savings, with an average escrow disbursement of more than \$8,000. Eighteen of these graduates were welfare recipients when they enrolled in FSS. Despite Boston's expensive housing market, eight FSS graduates have purchased homes and four others are in the process of doing so.
- The Housing Authority of the City of Los Angeles reports that it is just beginning to see families graduate from its FSS program. (HACLA's program began in 1995.) Some 67 of the more than 3,000 families in the program graduated recently. Those with savings received an average check of about \$6,400.³⁰
- During 1999, some 57 families in the New Jersey Department of Community Affairs' Section 8 FSS program withdrew an average of more than \$6,600 per family. Some of these families had completed the program; others were permitted to make interim withdrawals. Of the 54 families that completed their FSS contracts in 1999, 26 families withdrew from the Section 8 program and bought their own homes.³¹

Susan's Story: Using the FSS Escrow for Business Development*

“Susan” was a single mother who was about to leave welfare when she joined the FSS program at Rural Housing Inc., a non-profit in central Massachusetts that is a subcontractor of the statewide Section 8 agency. She had been using her photography skills to supplement her income while on welfare and was determined to continue in this field as a full-time career. At first, Susan managed to increase her earnings by photographing local weddings and other events. She accumulated enough in her escrow account to help finance courses at the local community college. She graduated with an Associate's degree in photography. Her case manager also encouraged Susan to take business courses and to become involved in the local chamber of commerce, where she could meet people who would be helpful in launching her business career.

Susan now runs her own business. The FSS case manager allowed her to withdraw several thousand dollars from her escrow savings to open a bridal salon that doubles as a photography studio. Her five-year FSS contract has not yet expired. She hopes to use the remaining savings – nearly \$13,000 – to purchase a new home-studio space and help finance her daughter's college education.

**Source: Laurie S. Goldman, Interview of Rural Housing Inc. FSS Coordinator Elizabeth Murphy, August 2000.*

Employment and Earnings

Available data suggest that families that participate in the FSS program increase their rates and hours of employment substantially from enrollment to completion of the program. The extent to which this increase in employment results in an increase in family income, rather than a substitution of earnings for public assistance, cannot be determined from available national data. Local data from a few FSS programs, however, indicate that families that complete the FSS program experience a substantial increase in income and in hours of employment. We know that the accumulation of assets, as discussed above, reflects an increase in family incomes due to earnings over the income levels at the time of enrollment in the FSS program. The specific contribution of the FSS program to these changes cannot be measured from available data.

The national data on employment of Section 8 FSS participants are encouraging albeit inconclusive. About 46 percent of the Section 8 families that enrolled in the FSS program between the fall of 1999 and the fall of 2000 had an employed member upon enrollment; slightly more than half of these individuals worked full time. For the families that successfully completed the program in the same period, more than 75 percent had an employed member upon completion, and more than 80 percent of these individuals worked full time. (The 1999 - 2000 FSS program data on employment and earnings are contained in Appendix A.) These data indicate the status of different families during the same reporting period and do not reflect a change in employment for individual participants. (HUD has contracted for a tracking study of a national sample of families that enrolled in FSS in 1996 but the results will not be available for

some time.) The accumulation of escrow savings averaging nearly \$5,000 by 45 percent of the families that completed the program in this period indicates, however, that at least these program graduates experienced a substantial increase in earnings during their participation in the FSS program.³²

FSS program data from four years earlier suggest a similar increase in the rates and hours of employment from program enrollment until completion, although these data may be even less reliable than the data for the more recent period. Only 40 percent of families that enrolled in FSS from July 1995 through June 1996 had an employed member at the time of their enrollment, and about half of these employed enrollees worked full-time. In contrast, 76 percent of families that completed their FSS contracts in the same period had at least one employed member, and nearly 90 percent of the employed tenants worked full time.³³

For the 1995 - 1996 period, the average earnings of FSS participants who were employed when they left FSS but did not complete the program appear to be somewhat higher than the average earnings of families that were employed when they enrolled in the program. HUD records show that the average family earnings of those employed when they began FSS during this period were a little under \$13,000 per year. During the same period, the average earnings upon exiting the program of those who left FSS without completing it but were employed when they left averaged a little over \$15,000. (Comparable data for the 1999 - 2000 period are not available.) It is difficult to determine what weight if any to attribute to these data in light of the possibility of reporting errors and the fact that the average earnings upon leaving the program of those who exited the program more recently and were employed at the time they left were lower than the average earnings of families that left the program in 1995 - 1996 without completing it.³⁴

Some individual FSS programs report what appear to be impressive data on employment and earnings improvements for particular families. The San Diego Housing Commission reported in 1998 that nearly 30 percent of current FSS participants who were not employed when they enrolled in the program had begun to work, and half of those who were employed when they entered the program increased their earnings while in the program, with an average earnings increase of \$6,000 per year.³⁵ All 47 families that graduated from the Metropolitan Boston Housing Partnership's FSS program through June 2000 were employed; all but one had increased their earnings since enrollment. When they entered the FSS program some 28 percent of the graduates had income in excess of full-time earnings at the minimum wage. At graduation, 94 percent had earnings in excess of this level. The median increase in income for program graduates was \$21,077; income at graduation ranged from \$6,000 to \$77,672.³⁶

Although the available data do not permit us to track employment and earnings changes for a national set of families or to isolate the role played by the FSS program in causing the results, the growing body of evidence that earnings incentives can foster increased work activity suggests that FSS may account for some of this success.³⁷ Research on the Gateway program in Charlotte, North Carolina, the program most similar to FSS that has been carefully evaluated, supports this conclusion. Public housing tenants who completed the Gateway program had

Samantha's Story: Overcoming Multiple Barriers to Work*

“Samantha,” a 37 year old single woman, entered the FSS program in April 1996. She had been diagnosed with Chronic Fatigue Syndrome and Multiple Chemical Sensitivity Disorder and was receiving disability benefits. Due to her medical symptoms, she believed she had limited employment options. She had a Bachelor's degree in communications but had only been employed for two of the previous 10 years.

When Samantha began participating in FSS, she was not working, had difficulty leaving her house, and had very few social supports. She reported feeling “frustrated, isolated, and lonely.” However, despite her illness and the accompanying frustration, she was always clear about wanting to be self-sufficient. Working as a consultant from her home on a computer was a tentative employment goal.

Initially, Samantha worked eagerly with the case manager to complete the assessment and contract of participation. Shortly thereafter, her concern that her medical limitations would prevent her from keeping her FSS commitments led her to cancel scheduled meetings. The case manager met with Samantha in her apartment and developed a plan that would enable her to gradually increase her participation as well as her supports in the community. When the plan for self-sufficiency was broken down to achievable, incremental steps, Samantha was able to begin to experience several small successes that eventually overcame her immobilizing fear.

Samantha and her case manager worked on the importance of consistently maintaining her physical as well as her emotional health. She agreed to work with her doctors and attend therapy and Overeaters Anonymous, and she was referred for vocational services at the state employment and training program. Her case manager contacted several volunteer programs and recommended that she begin slowly to build her physical tolerance and emotional confidence through a volunteer commitment for a few hours a week. With the help of a local concerned citizen, Samantha renewed her long-lapsed driver's license and obtained a reliable vehicle that had been donated to the FSS program.

Soon Samantha signed on with a temporary agency and began working 10-15 hours a week. Maintaining a job helped her build confidence. She soon reached the goal outlined in her FSS contract of working 20-25 hours a week. Because of her demonstrated skills and abilities at her temporary position, Samantha was offered a full-time permanent position at an annual salary of \$25,000. Within a year, her increased self-confidence led her to request and receive two raises, bringing her salary to \$33,000. She has been off of disability benefits for two years, and her health needs are covered by her employer's health plan. Samantha has accumulated nearly \$10,000 in her escrow account and plans to purchase a house. Samantha's personal successes also have made her supportive to others and she has been asked to be a mentor to new FSS participants.

**Source:* Laurie S. Goldman, Interview of Joyce Neslusan, FSS Coordinator at the South Middlesex Opportunity Council, Framingham, MA, August, 2000.

substantially higher employment rates and earnings than when they enrolled in the program. The share of program graduates with full-time employment reached an impressive 93 percent, an increase of 66 percentage points from the time of application, and monthly earnings more than doubled. Graduates of the Gateway program also had significantly higher employment rates and earnings and significantly lower dependence on welfare and housing assistance than a comparison group.³⁸

Differences in program design between Gateway and FSS, however, including Gateway's selection of better-educated enrollees motivated to buy their own homes and Gateway's channeling of participants into higher education and non-traditional jobs, make it difficult to extrapolate from the Gateway findings to FSS. In addition, the completion rate for the Gateway program was low — only 32 percent — which may somewhat skew the findings. There also may have been differences between the families enrolled in Gateway and the comparison group.

Anecdotal evidence that case management helps FSS participants obtain work and stay in their jobs is abundant. Some participants and graduates point to the role of their FSS case managers in giving them the confidence to search for a job and to use education and job experience to build a long-term career. Some claim that the emotional support received from case managers and peer support groups was important to overcoming the barriers to making personal changes. (See Samantha's story in the text box at 18.) Others have relied on their case manager's expertise concerning available services in the community to help obtain child care or other support services they needed.³⁹ Some FSS programs provide small loans to FSS participants who have not yet accumulated savings to help them obtain or repair cars to go to work.⁴⁰ These anecdotal reports are consistent with the conclusion of the Gateway evaluation concerning the role of case managers.⁴¹

The multi-year duration of FSS may contribute to the building of trusting relationships that make the guidance and support from case managers more effective. The availability of continuous support that bridges the pre- and post-employment stages of participants' lives also may enhance job retention. These features of FSS case management, combined with the FSS escrow accounts as well as the peer support groups and small payments to help with financial crises that many FSS programs provide, are among the principal recommended features of employment retention programs.⁴² To be effective, however, FSS case managers generally must have reasonably sized caseloads. (See discussion below at pp. 25 concerning the lack of adequate funding for FSS case managers.)

V. How Does the FSS Program Promote Welfare Reform Goals?

Approximately 560,000 families in the public housing and Section 8 voucher programs currently receive income from TANF or state general assistance programs.⁴³ Fewer than one and one-half percent of these families appear to be participating in FSS.⁴⁴ This minimal involvement of welfare families in the FSS program results primarily from the small size of FSS programs and the lack of programs that serve families in public housing. Currently, about 30 percent of families enrolling in FSS are families receiving welfare assistance, while about half are families receiving food stamps.⁴⁵

There is some evidence that TANF families that also receive federal housing assistance have greater personal barriers to work than other TANF recipients.⁴⁶ FSS may help in overcoming such barriers. Increased participation of TANF families in FSS could assist welfare agencies and promote welfare reform goals in three ways:

- *Encouraging work.* Participation in FSS reinforces the goals of welfare reform. Every successful FSS participant who is a head of household must become employed, in addition to accomplishing whatever individual goals she agrees to in her FSS contract.⁴⁷ The opportunity to transform increased rent payments into savings through the FSS escrow account may provide an important work incentive to counter the decrease in housing subsidies these families experience as their incomes rise.⁴⁸ This is particularly important for families with Section 8 vouchers, for whom no earnings disregards are available in calculating rent.⁴⁹ Moreover, the FSS program provides an incentive to *remain* employed and off the welfare rolls. If an FSS participant does not comply with these required provisions of the FSS contract, she will lose her escrow funds.
- *Funds for work expenses or emergencies.* Interim withdrawals from FSS escrow accounts for work-related expenses or emergencies (or payments for these purposes from other financial resources controlled by FSS programs) can help

families overcome obstacles that have traditionally impeded long-term job stability. (Some FSS programs raise charitable contributions from members of the community to assist FSS participants. In Vancouver, Washington, the FSS coordinator initiated an annual home and garden tour which, in 1999, raised \$24,000 for a discretionary fund for participants.) In addition, the partnerships FSS programs develop with social service agencies may enable FSS participants to benefit from work-related supports – such as child care services or donated clothing or cars – not available through the TANF agency.

- *Case management.* The case management services provided through the FSS program may provide an important supplement to services available through the welfare agency. By focusing on longer-term goals such as homeownership, FSS programs may encourage families to increase their earnings more than the TANF program does. FSS case managers continue to work with families after their earnings have made them ineligible for TANF benefits. The long-term relationships that FSS coordinators may develop with FSS participants may assist individuals with multiple barriers to work in overcoming their difficulties. Skilled case managers can help FSS participants to combine job training and education with the immediate work that many state TANF programs require. In this way, FSS participants may achieve increased earnings over the long term.

Joan's Story: Career Building in A Work-First Context*

“Joan” is a Berkshire County, Massachusetts single parent with a Section 8 voucher. After the state welfare agency imposed a two-year time limit on benefits, Joan enrolled in FSS because she worried about how her family would manage when her benefits expired. She found a job in the kitchen of a nursing home. This work paid only the minimum wage but enabled her to begin saving in her FSS escrow account.

While on the job, Joan observed Certified Nurse's Assistants earning more for the same time on the job. Her FSS case manager helped her find a position in a larger, long-term care assisted living facility that advertised a CNA training and certification program for its employees. The case manager also helped her obtain subsidies for her child care and transportation costs. Joan's hourly wage increased to \$8 an hour once she completed the certification.

One year later, Joan found out that her employer would assist with education toward a Licensed Nurse Practitioner degree if she signed a contract to continue working there for two years. With assistance from the FSS case manager, she was accepted into the community college nursing program while she continued to work. Joan's increased salary helped her graduate from FSS with \$8,000 in her escrow account. She plans to use the savings to help her daughter pursue her own college education.

**Source:* Laurie S. Goldman, Interview of Tina Lack, FSS Coordinator for Berkshire Housing, Inc., Pittsfield, MA, August, 2000.

VI. Collaboration Between Housing and Welfare Agencies Can Make FSS Programs More Effective

By working together, PHAs and welfare agencies can enhance the effectiveness of FSS programs for families receiving welfare benefits. Many housing and welfare agencies realize the importance of sharing information about TANF program rules and about benefits and services funded by the welfare agency that can support families' work efforts. In some areas, however, welfare agencies may not know whether the PHAs that serve their clients offer the FSS program or have openings in their programs. PHAs should aim to have a staff person from the welfare agency, as well as from other human service agencies in the community, on the FSS Program Coordinating Committee. (HUD encourages but does not require PHAs to include a representative of the welfare agency on the PCC.) In addition, PHAs are now required to use their best efforts to enter into cooperation agreements with welfare agencies.⁵⁰ It makes sense to include information about the PHA's FSS program in such a cooperation agreement.

A welfare agency that has not been informed about FSS programs in its area through these means can obtain the essential information about these programs easily, either by personal contact or through publicly available documents. Every PHA must prepare an annual plan that describes a range of policies and programs, including its efforts to promote tenants' economic self-sufficiency. The PHA Plan must include whether the PHA operates an FSS program, the number of public housing and Section 8 families participating, and the number the PHA may be required to enroll. The PHA is required to make a draft of the plan available to residents and the public and to consider their comments. A PHA with an approved FSS Action Plan must make it available together with the PHA Plan. Copies of each PHA's current annual Plan should be available from the PHA or from HUD and may be available on the internet.⁵¹

In addition to sharing information, there are three programmatic measures that welfare agencies could undertake to enable more of their clients to benefit from FSS. First, where PHAs are enrolling additional families in their FSS programs, welfare agencies can encourage families to enroll before they begin working. Enrolling in FSS before earnings increase results in more

substantial accumulation of assets, as explained below. Second, where PHAs are not operating FSS programs or are not enrolling additional families due to a lack of resources for case management, welfare agencies can contribute funds or staff to help overcome this barrier to expansion. Some of the creative ways that welfare agencies have worked with PHAs to accomplish this goal are described below. Third, TANF agencies should ensure that their asset rules do not deter families from enrolling in FSS by denying TANF benefits or other work supports to families based on the amount of their escrow funds.

Making Welfare Recipients Aware of FSS Before They Go to Work

Welfare recipients without earnings have more to gain from the escrow feature of the FSS program than other families that are already employed. This is particularly true in states with generous earnings disregards in their TANF programs. When an FSS participant goes to work, the family's escrow account grows as its total income increases. The larger the amount of a family's earnings that are disregarded by the state's TANF program, the more its total income — and hence its escrow deposits — increase.

For example, assume a parent in the Section 8 program receiving \$500 in monthly TANF benefits begins to earn \$400 per month and the TANF agency disregards all her earnings for 12 months. During that year, the family's share of the rent would increase \$120 per month (30 percent of the \$400 increase in her earnings and total income), and the PHA would deposit \$120 per month in her FSS escrow account. If the TANF agency instead disregarded only 25 percent of her earnings (\$100) and counted the remaining income to reduce her TANF grant from \$500 to \$200, her total income would be only \$600 (\$400 in earnings plus \$200 in TANF benefits). Her rent would increase \$30 per month due to her \$100 increase in income, and the PHA would deposit only \$30 per month in her escrow account, one-fourth of the amount that would be deposited if all her earnings were disregarded.

Because of the importance of a family's enrolling in FSS prior to beginning employment, welfare agencies should include information about FSS in discussions about work activities with recipients who live in public housing or receive Section 8 subsidies in areas where PHAs operate FSS programs. Making families aware of the FSS option and ensuring they understand the escrow feature of the program are essential for FSS to operate as a work incentive.

Collaboration to Expand FSS Programs

Welfare agencies that seek to encourage the employment of families that have Section 8 vouchers or live in public housing and view FSS as a potentially important contribution to this goal will need to enlist PHAs as their partners. A PHA that does not currently operate an FSS program, or serves only Section 8 families and not public housing residents, may be willing to initiate a program to aid the welfare reform effort. If a PHA already administers an FSS program but is reluctant to expand it without additional resources, welfare agencies can assist in a variety of ways.

Many states have unused TANF funds, a modest portion of which could be provided to housing agencies to hire additional FSS case managers.⁵² For example, the Massachusetts Department of Transitional Assistance has provided the statewide Section 8 agency with \$350,000 of TANF funds to hire additional FSS case managers to enable families receiving Welfare-to-Work vouchers to enroll in FSS. Alternatively, welfare agencies can loan experienced staff to PHAs to serve as FSS case managers. With the sharp reduction in welfare caseloads, many welfare agencies may have the capacity to make such arrangements. The Oregon Department of Adult Family Services devotes one of its case managers to work exclusively with FSS participants at the Salem Housing Authority. This worker is supervised jointly by both agencies.

Another possibility is that FSS programs and welfare agencies could share case management and data reporting functions, thereby improving efficiency. After recognizing the benefits of coordinating efforts to help families move from welfare to economic independence, the state of Oregon instituted a data sharing system for income certification information for TANF families that also participate in FSS. This system reduces the amount of time that agency staff spend recording data and eliminates the need for families to report the same information twice.

Working together on FSS programs can benefit both welfare agencies and PHAs. In New Jersey, the state agency that administers the Section 8 voucher program throughout New Jersey makes special efforts to enroll Work First New Jersey families in FSS. The FSS staff invite representatives from the state welfare agency to initial briefings for FSS participants to convey how the two agencies can work in tandem to help clients take maximum advantage of their time-limited period of welfare assistance. As part of this partnership, the welfare agency has provided \$1 million of TANF funds to the state Section 8 agency to assist welfare families that receive vouchers to use the vouchers to obtain suitable housing. The TANF funds are used for the rent and utility deposits families must pay to secure new rental units. In an innovative development designed to make more housing available and house families more quickly, the welfare and housing agencies have recently agreed that the TANF funds also may be used for an initial month's rent while the family lives in the unit and minor repairs are made to comply with Section 8 requirements. The agencies also merge some employment planning functions, conserving staff time and avoiding duplicative requirements for their clients. Participants use the individual employment plans they design with the welfare office for the first phase of their FSS contract.

Welfare Agencies Should Exclude FSS Escrow Funds From Any TANF Asset Test

Under the TANF program, states have discretion to design their own rules for what resources count as income or assets in determining eligibility for benefits and services. It is important that states exclude FSS escrow accounts from being counted as assets. (Under the old AFDC program, federal rules required that FSS escrow accounts be disregarded.) States also should not count interim disbursements from an FSS escrow account for a work-related purpose, such as repair of a car, as income to a family.

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Families that complete the FSS program may receive their escrow funds only if they are not receiving TANF cash assistance. A family may still, however, be receiving other TANF-funded benefits, such as child care or transportation assistance. In order not to undermine the work incentive and asset-building functions of FSS, the state's rules regarding receipt of such work supports should exclude from consideration FSS escrow funds received on completion of the program.⁵³

VII. Perceived Barriers to Operating FSS Programs and How to Overcome Them

PHAs that are aware of FSS commonly cite four reasons for failing to run an FSS program or to expand a current program: lack of funding for FSS case managers, lack of expertise to provide employment-related case management, lack of interest on the part of tenants, and lack of employment opportunities and services in the community. These perceived barriers sometimes reflect misconceptions about the program, but they also can reflect actual problems that require creative solutions on the part of PHAs, welfare agencies, and service providers.

Lack of Funding for Case Managers

PHAs often raise concerns over the cost of running an FSS program. Although most housing agencies are aware that HUD pays for FSS escrow accounts,⁵⁴ they may be unaware that PHAs can access HUD funding for at least one FSS program coordinator for each Section 8 and public housing FSS program.

Until 1999, HUD funding for FSS coordinators was generally limited to PHAs that administered fewer than 1,000 vouchers and certificates. HUD expanded the eligibility for FSS coordinator funding in 1999 — making it available to any Section 8 agency regardless of size — because of its stated belief that “The FSS program has been found to be a critical element of welfare reform efforts in many communities.”⁵⁵ To qualify for coordinator funding, however, an FSS program must have HUD approval to serve 25 or more participants; each such program (whether mandatory or voluntary) was eligible for up to \$46,350 in coordinator funding in FY 1999. Two or more housing agencies could submit a joint application to reach the minimum program size. Agencies that received funding in 1999 were eligible to apply for renewed funding for an FSS coordinator in 2000.⁵⁶

In FY 2001, HUD has nearly doubled the funds available for Section 8 FSS coordinators. With \$45 million available, HUD expects to be able to fund at least one FSS coordinator for each Section 8 FSS program with 25 or more approved slots, including new programs, and additional staff for large FSS programs. Depending on the demand for funds, PHAs may receive up to \$60,000 for every 50 approved FSS slots. Agencies may qualify for funds even if they have not enrolled the required or approved number of families due to lack of staff.⁵⁷

PHAs that enroll public housing residents in an approved FSS program can receive a supplement to their public housing operating subsidy to meet the reasonable cost of an FSS coordinator. This funding is available for both mandatory and voluntary FSS programs. PHAs make the request for the FSS supplement as part of their annual budget submission to HUD.⁵⁸ Approximately 250 PHAs — about 12 percent of the PHAs that operate public housing programs that serve families with children — received additional operating subsidies for FSS coordinators in fiscal year 2000. FSS programs serving at least 25 Section 8 families and 25 public housing residents can draw funding from each source to fund two FSS coordinators.

It appears that in 2000, more than 500 PHAs that operated approved FSS programs did not receive FSS coordinator funds from HUD. In light of the simplicity of the application process, it is unclear why many PHAs did not seek these funds. It remains to be seen whether more PHAs will request coordinator funds in 2001 now that funding may be available for multiple coordinators. If HUD continues in future years to make all PHAs with approved Section 8 FSS programs eligible for coordinator funds, and provides adequate funds for multiple staff in large programs, more PHAs may be willing to initiate or expand their FSS programs. (In its proposed budget for fiscal year 2002, HUD has requested a slight increase in appropriations for Section 8 FSS coordinators, to \$46.4 million.)

PHAs that do not receive adequate FSS coordinator funds from HUD may tap their Section 8 administrative fees or public housing operating subsidy to meet these costs, but directing funds to FSS may deprive other essential program areas of adequate funding. Some PHAs may be able to obtain additional HUD funds for public housing FSS programs through the Resident Opportunities and Self-Sufficiency Program.⁵⁹ Some PHAs receive city-controlled Community Development Block Grant funds, other state or local funds, or private grants to pay FSS case managers. Others use volunteers or student interns to augment their staff. These resources, however, may not be secure. The absence of adequate assured funding for FSS case managers is why PHAs may need welfare agencies to contribute funds or staff for this purpose, as discussed above.

HUD should consider whether to request additional funds from Congress to meet PHAs' reasonable needs for an adequate number of FSS case managers for the number of families they are authorized to enroll. HUD last reported to Congress on the adequacy of the existing Section 8 administrative fee formula to support the costs of Section 8 FSS service coordinators in 1994. At that time, HUD concluded that some PHAs had sufficient fees available to absorb the additional costs associated with FSS, while others did not.⁶⁰ The continuation of the FSS program by the 1998 housing legislation (see note 4), the new importance of FSS in light of

welfare reform, and HUD's support for voluntary FSS programs suggest that it is time to revisit the cost question.

Lack of Staff Expertise

PHAs may be concerned that they lack the staff expertise necessary to supervise the delivery of case management services, even if they have the funds to hire an additional in-house staff person. This is a valid concern. There are many strategies, however, that PHAs have developed to overcome the problem.

Contracting with an external organization for the provision of case management services may be a cost-effective way to assure skilled case management services for FSS participants. This staffing arrangement allows agencies to take advantage of the expertise and supervisory structure in place at a human services agency, including a welfare agency, with a similar mission. Alternatively, PHAs may join together to operate a single, larger FSS program.⁶¹ Such a combination could mirror the regional area served by a welfare office.

Contracting with local service providers also may enable a PHA to serve FSS participants over a larger geographic area. For example, the Housing Authority of the City of Los Angeles (HACLA) supplements its four in-house case managers with contracts with seven local nonprofits. Since these nonprofits also specialize in job training and other supportive services, they have an advantage in connecting FSS participants to resources needed to help achieve their goals. The fact that these nonprofits are located in different areas throughout HACLA's large geographic range allows participants to work with the organization closest to their homes.

FSS staff can improve their skills and the services they provide by learning from staff of other FSS programs. FSS coordinators of the nine nonprofit agencies that administer the Section 8 program for the Massachusetts Department of Housing and Community Development meet bi-monthly to share concerns and ideas for program development. Similarly, the Ohio Housing Authorities Conference formed a "Core Group" of representatives from PHAs and HUD to share best practices and pool resources for quarterly FSS training sessions. FSS coordinators in Washington and Oregon have established a regional network; coordinators share successes and frustrations through the Pacific Northwest Regional Family Self-Sufficiency Newsletter and organize workshops at regional PHA conferences on topics about which they wish to learn more.

Lack of Resident Interest in FSS

Particularly before the onset of work requirements and time limits in state TANF programs, PHAs often cited low resident interest in FSS as a reason not to implement or expand an FSS program. While some agencies have reported a surge of residents seeking to enroll in FSS in the last few years, it remains important to understand why some residents may not pursue the opportunity that FSS represents.

Results from a 1996 survey indicate that the lack of residents' interest is largely a function of a lack of understanding about the program's benefits and fear that participation — successful or not — may result in loss of their housing vouchers, as well as other personal factors. Many PHAs and residents seem to assume that leaving public housing or losing Section 8 assistance is a condition of successful completion of the FSS program. According to the survey, 65 percent of agencies noted this fear as an explanation for low program participation.⁶² *This belief is not correct*, and PHAs need to counteract this misunderstanding with effective outreach. If PHAs' current policies do not permit the termination of voucher assistance for families who do not succeed in the FSS program, PHAs should make this fact clear to residents. (If a PHA is among the small number of PHAs that do sanction families with the loss of voucher assistance — or threaten such loss — it may want to reconsider such policies.) A PHA in Idaho found that after it edited its FSS program flyers to make clear that participants would not lose Section 8 assistance if they failed to meet their employment goals within the five-year contract period, enrollment rates jumped to well beyond the mandated level.

FSS coordinators have used a wide variety of methods to interest residents in FSS. Inviting successful graduates to tell their stories to potential new participants has proven effective. PHAs also can use annual income recertification appointments, as well as newsletters or other internal methods of communication, to remind residents regularly about the opportunities that FSS offers.

It also may be important to work with welfare and other community agencies to attract families facing welfare work requirements. For example, the Lucas County (Ohio) Metropolitan Housing Authority boosted FSS enrollment by entering into a partnership with a local church. Recruitment efforts by the church staff and 26 volunteer case managers helped to double the size of the FSS program to 434 participants and produce a waiting list of more than 200 families. The Metropolitan Boston Housing Partnership hosts regular Career Workshops for FSS participants and other Section 8 families, to which partnering job training and placement agencies are invited. The workshops also serve as briefings on the FSS program. To encourage families to attend these introductory sessions, the MBHP Rental Assistance staff schedule regular annual Section 8 recertification appointments for families receiving TANF benefits (and other tenants who have indicated an interest in increasing their income) immediately before or after these workshops.

Lack of Employment Opportunities and Services in the Community

PHAs in rural areas where the local labor market is weak, there are few supportive services, or transportation makes reaching existing jobs or services difficult sometimes have trouble connecting FSS participants to opportunities. Nevertheless, FSS programs in such areas can help participants. Case managers can guide participants to tailor their job search to match the specific employment situation in their area.

In rural western Massachusetts, for example, the Berkshire Housing FSS coordinator helps participants climb from entry level to managerial positions within the hospitality and

tourism industry. Although there are relatively few job training and placement programs, entry-level jobs are plentiful, particularly during peak tourist season. The key to finding a stable income at a living wage is staying at these jobs long enough to learn new skills, gain seniority, and demonstrate the capability to assume greater responsibility. Early withdrawals from escrow accounts to purchase or repair cars can make accessing these job opportunities easier. (In addition, the case manager works to develop future job possibilities by participating in a community coalition dedicated to bringing high-tech jobs to the area.)

The FSS program at the North Eastern Oregon Housing Authority handles the challenges of its rural environment by making the program mobile. Staff maintain a weekly schedule that covers satellite offices in each of the district's sub-regions; sometimes they meet with the most-remote clients in their homes. FSS staff also work with other local service providers, such as the community college, to bring their training programs closer to where job seekers live. In addition, case managers have helped FSS participants relocate to larger cities to pursue employment objectives. FSS participants may resume their plans and continue to build their escrow accounts in their new place of residence.⁶³

An FSS program also can help raise funds to bring additional services to a community by providing funders with a way to contribute directly to the low-income families the program serves. For example, in San Diego, private foundations, corporate grants, and university funding supplement job development and training for FSS participants, as well as case management staff for the program. In Los Angeles, the Bank of America contributed \$25,000 towards child care for FSS participants; other partners provide bus and taxi vouchers. FSS coordinators have held benefit dinners, raffles, car washes, and other community events to establish discretionary funds or revolving loan funds for participants. In-kind donations such as scholarships to training and educational programs, cars, and professional clothing also are common.

VIII. Conclusion

The Family Self-Sufficiency Program appears to be an effective but underutilized tool to enable low-income families in the public housing and Section 8 voucher programs to increase their rate of employment and their earnings. FSS is not a full-service program; its case management services must be complemented by other employment-related efforts in the community. But FSS is one of the few programs — and the only HUD-funded program — that helps poor families build assets. FSS is also an asset to the PHA itself. The FSS program provides PHAs with a way to improve services to residents and increase housing resources available to poor applicants, while enhancing PHAs' standing in the community and with HUD.

Sufficient HUD funding is available so that every PHA could offer at least a small FSS program for public housing and Section 8 residents without incurring additional unmet costs. Increased funding may permit agencies with large Section 8 FSS programs to receive funds for more than one case manager in 2001. The President's budget for 2002 requests a slight increase in funds for Section 8 FSS coordinators. (HUD does pay the full costs of the FSS escrow accounts regardless of program size.) The collaboration of TANF agencies is needed to enable some PHAs to expand their FSS programs and to help make families facing TANF work requirements and time limits aware of the benefits of the FSS program. Increased participation of TANF families in FSS programs would reinforce TANF work requirements and make additional services and funding for work-related needs available to families. TANF agencies would advance their welfare reform goals by helping PHAs serve more TANF families in their FSS programs.

Appendix A: FSS Data on Employment and Earnings

	July 1995 - June 1996* (Section 8 and Public Housing)		Fall 1999 - Fall 2000** (Section 8 only)	
	Percent	Number	Percent	Number
New Enrollments		5,618		6,435
Employed	40	2,247	46	2,989
Part-time	21		21	
Full-time	18		25	
Average earnings	less than \$13,000		N/A	
Continuing Participants		9,206		34,315
Employed	51		60	
Part-time	22		26	
Full-time	31***		34	
Average earnings	N/A		N/A	
Exits with Completion		252		1,241
Employed	76	192	76	944
Part-time	9		14	
Full-time	70***		62	
Average earnings	N/A		N/A	
Exits without Completion		10,341		1,567
Employed	74	7,678	21	332
Average earnings	\$15,196		N/A	
Total Exits		10,593		2,808
Employed	74.3	7,870	45	1,276
Average earnings	N/A		\$13,500	

* HUD Office of Policy Development and Research, *Family Self-Sufficiency—Special Report No. 1*, 1997. For a discussion of these data, including possible errors, see [pp. 19-20] and note 33.

** HUD MTCS FSS Reports, November, 2000. The significance of these data also is difficult to interpret. See notes 28, 32, 34.

***It is unclear whether some individuals or families had more than one job or whether this represents a data error.

Endnotes

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1. This paper is based in part on research conducted in 1999 and 2000 on FSS programs in Massachusetts and elsewhere by Laurie S. Goldman, a Ph.D. candidate in the Department of Urban Studies and Planning at the Massachusetts Institute of Technology. The HUD data cited were provided by staff at HUD's Office of Policy Development and Research, unless otherwise noted.
2. The Section 8 certificate program was merged with the voucher program beginning October 1, 1999. By October 1, 2001, all families with certificates will be converted to the voucher program. Because of this merger, this paper uses the term "vouchers" to refer to Section 8 certificates as well as vouchers. Families with project-based Section 8 assistance are not eligible for FSS unless the project-based subsidy was funded by HUD as part of a PHA's certificate or voucher program. It may make sense for HUD and Congress to revisit the initial decision to exclude families with project-based Section 8 subsidies from the FSS program.
3. Based on data that PHAs report to HUD through the Multifamily Tenant Characteristics System, in 1999 approximately 1,400 of the more than 3,000 public housing agencies that administer family public housing and/or tenant-based Section 8 programs had implemented FSS programs. Most FSS programs serve only families with Section 8 vouchers or certificates. (HUD estimates that 240 -255 PHAs operate public housing FSS programs.) In November 2000, MTCS data indicated that 54,108 families were enrolled in FSS, about 7,000 of whom were public housing tenants; the remainder received Section 8 assistance. There were approximately 1.5 million families with children in the public housing and certificate/voucher programs that month – about 564,000 in public housing and about 955,000 in the Section 8 certificate and voucher programs. FSS is not restricted to families with children, but most other households in the public housing and Section 8 programs are elderly or disabled and less likely to volunteer to participate in FSS.
4. For about 1,650 PHAs, running an FSS program is mandatory. Housing agencies that received HUD funds for additional public housing units or vouchers between 1993 and 1998 or received special incentive funds in 1992 are required to have an FSS program equal in size to the number of additional units or subsidies for which they received funds, unless they have received an exemption from HUD. Because most of the new funds distributed to PHAs in this period were for Section 8 certificates or vouchers, most of the mandatory FSS slots are for Section 8 participants. (Vouchers received as a result of conversion of project-based Section 8 subsidies or of public housing units to tenant-based assistance, however, are not considered new voucher funds for FSS purposes.) Due to a change in the FSS program enacted as part of the Quality Housing and Work Responsibility Act of 1998, new funds received by housing agencies after October 21, 1998 no longer carry the obligation to expand FSS, and a PHA's obligation to operate an FSS program of a given size is reduced as families successfully complete the program after that date. PHAs may operate voluntary programs or larger programs than is required. 42 U.S.C. 1437u(b); 24 C.F.R. 984.105.
5. Detailed requirements for the FSS Action Plan are contained in 24 C.F.R. 984.201. A PHA may enroll public housing and Section 8 families in a single FSS program or operate separate programs for the two groups of residents.
6. HUD recently redefined the term "welfare assistance" as it is used in the FSS program. Beginning April 28, 2000, "welfare assistance" is limited to income assistance under TANF or a state program of general assistance. 24 C.F.R. 984.103, 65 Fed. Reg. 16,692, 16,731 (March 29, 2000). The revised rule makes clear that food stamps, medical assistance, child care assistance, TANF-funded work supports such as transportation assistance and disability benefits are not considered "welfare assistance" for purposes of this FSS requirement.
7. If a family's net increase in income is due to a combination of new unearned as well as earned income, the escrow deposit is limited to 30 percent of the net increase due to earnings. If a family's income increases to 51 - 80 percent of the HUD-adjusted area median income (AMI), the monthly escrow deposit is calculated as if the family's income was 50 percent of AMI. Families with incomes above 80 percent of AMI are not entitled to any escrow deposit. 24 C.F.R. 984.305(b). See note 49 below concerning the special rule that applies to

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certain public housing tenants who begin to work.

8. HUD's requirement that families be independent of welfare assistance for at least 12 months before completing their FSS contracts and receiving their escrow funds has caused a perhaps unanticipated problem for families that wish to leave assisted housing within the first year after leaving welfare. These families forfeit their escrow savings. HUD can waive the 12-month durational requirement on request of a PHA as the FSS statute does not include this requirement. See 42 U.S.C. 1437u(d)(2). If a Section 8 family's income makes it ineligible for the FSS program, the 12 month requirement does not apply. (This occurs when 30 percent of a family's adjusted income equals or exceeds the HUD-determined Fair Market Rent for an area.) The family is considered to have completed the FSS contract successfully so long as no member of the family is receiving welfare assistance at that time. See 24 C.F.R. 984.303(g)(2) and 984.305(c)(1).
9. 24 C.F.R. 984.303(i); William M. Rohe and Rachel Garshick Kleit, "Housing, Welfare Reform, and Self-Sufficiency: An Assessment of the Family Self-Sufficiency Program." *Housing Policy Debate*, 10(2), 1999 at 348. For more information on FSS rules, see Barbara Sard and Jeff Lubell, "The Family Self-Sufficiency Program", Center on Budget and Policy Priorities, revised April 19, 2000, available on the internet at <http://www.cbpp.org/5-5-99hous.htm>. See also n. 47 below, concerning PHAs' discretion in determining whether participants have been successful and are eligible to receive their escrow funds.
10. The National Low Income Housing Coalition's summary of the focus group and poll results is available on the internet at <http://www.nlihc.org/pubs/mediapr.htm>.
11. Rohe and Kleit (1999), n. 9 above.
12. Department of Housing and Urban Development, 1999 Best Practice Nominations Detail Reports.
13. Under section 32 of the U.S. Housing Act, 42 U.S.C. 1437z-4, PHAs may use a portion of their formula allocation under the Capital Fund and income from non-HUD sources to promote homeownership among public housing tenants. HOPE VI revitalization grants also may be used in part for this purpose. These efforts are not restricted to the purchase of public housing units. The Section 8 homeownership program became an option for all PHAs administering Section 8 programs on October 12, 2000. See 24 C.F.R. 982.625 et seq., 65 Fed. Reg. 55134 (September 12, 2000).
14. For families (other than the disabled or elderly) to use a section 8 voucher for homeownership, the adults in the household must have annual earnings of at least 2000 times the federal hourly minimum wage. PHAs must use this federally-established standard. 24 C.F.R. 982.627(c).
15. *Fannie Mae and the Section 8 Homeownership Program: Breaking New Ground with Public Housing Agencies*, Fact Sheet, November 2000.
16. To be admitted to the public housing or Section 8 program, a family's gross income must be less than 80 percent of the HUD-adjusted area median income. Once admitted, federal rules permit a family to remain in public housing regardless of its income. Similarly, federal rules impose no maximum income for continuing receipt of Section 8 assistance. In the Section 8 program, however, a family's voucher is terminated six months after 30 percent of its adjusted income equals or exceeds the maximum payment the PHA could make for the family's housing unit.
17. Housing Authority of Island County (WA), Family Self-Sufficiency Program Report, October 1998 (Marjie Monnett, FSS Coordinator).
18. See HUD's Final Rule to Deconcentrate Poverty and Promote Integration in Public Housing, 24 C.F.R. 903.2(c)(1)(iv)(B), 65 Fed. Reg. 81,214, 81,223 (December 22, 2000).

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19. HUD has indicated that approximately 139,500 new Section 8 vouchers or certificates or public housing units were awarded subject to FSS requirements. (See n. 4.) It is likely that the total number of mandatory FSS slots has been reduced by only a few thousand successful program completions since October 1998. As detailed in note 3, in November 2000, approximately 54,000 families were reported to be enrolled in the FSS program.
20. A PHA receives 10 points under SEMAP if it has filled 80 percent or more of its mandatory FSS slots and if 30 percent or more of FSS families have escrow account balances. If a PHA has filled fewer than 60 percent of its mandatory FSS slots and fewer than 30 percent of FSS families have escrow account balances, the agency receives zero points on the FSS criterion. Performance between these levels can earn three, five or eight points. 24 C.F.R. 985.3(o). A zero rating on any individual indicator is considered a SEMAP deficiency that must be corrected. 24 C.F.R. 985.106. HUD's ultimate sanction for an agency that fails to submit a corrective action plan or to correct an identified deficiency is to determine that the PHA has breached its annual contributions contract (ACC) with HUD. 24 C.F.R. 985.109. If a PHA breaches the ACC, HUD can assign the agency's funding to another administrative entity. PHAs that completed their fiscal year on September 30, 2000 are the first to receive formal SEMAP ratings. See HUD Notices PIH 2000-34, issued August 17, 2000, and PIH 2001-6, issued January 24, 2001.
21. 24 C.F.R. § 902.43(a)(6) states the new PHAS Economic Self-Sufficiency sub-indicator. It is worth seven of the maximum 30 points assessed for Management Operations. 65 Fed. Reg. 40,028 (June 28, 2000). PHAS uses a total of 100 points.
22. The current PHAS rule for the Economic Self-Sufficiency sub-indicator, 24 C.F.R. § 902.43(a)(6), does not specifically reference FSS. It states that "PHAs will be assessed for all the programs that the PHA has HUD funding to implement." A mandatory public housing FSS program should come within this rule as the agency can, if it asks, receive additional operating subsidy for the costs of an FSS case manager and receives additional funding for the cost of FSS escrow accounts, as discussed below at pp. 25 - 27. We expect that HUD shortly will clarify the role of FSS performance in allocating points under this sub-indicator.
23. A brief summary of the requirements of Section 3 is contained in the Center's *Outline of How Federal Housing Programs Can Help Provide Employment and Training Opportunities and Support Services to Current and Former Welfare Recipients*, available on the Internet at <http://www.cbpp.org/1-6-00hous.htm>. PHAs that are found in violation of these requirements are subject to administrative and judicial orders regarding future hiring, training and contracting, and may be disqualified from receiving competitive HUD funds.
24. Rohe and Kleit (n. 9 above) at 358. The reports of the survey respondents were not verified by the researchers. There is no current national evidence concerning the proportion of FSS graduates that buy homes.
25. *Id.*
26. *Id.* at 365. Numerous PHA staff interviewed by the Center echoed the findings of Rohe and Kleit's 1996 survey on the importance of interim withdrawals from escrow accounts in helping families obtain or keep jobs. Data reported by PHAs to HUD in the approximately one-year period ending in November 2000 indicate that about eight percent of the Section 8 FSS families with escrow funds that did not exit the program received funds from their accounts on an interim basis. The average amount disbursed was quite small – less than \$200. In its fiscal year 1998 report, the Rhode Island Housing and Mortgage Finance Corporation noted that five families had been permitted to receive advance payments from their escrow accounts averaging about \$1,500 each to respond to emergency situations.
27. These data from HUD's MTCS reports for November 2000 are for Section 8 families. There are relatively few public housing families in FSS (see n. 3), but there is no reason to believe the share of public housing families with escrow accounts or the amount of their savings would vary substantially. HUD's analysis of 1996 FSS data had indicated that about one-third of FSS participants had positive escrow balances averaging \$1,600, with

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an average monthly contribution (among those making contributions) of \$229. HUD Office of Policy Development and Research, *Family Self-Sufficiency—Special Report No. 1*, 1997.

28. It is unclear why HUD data indicate that only 45 percent of families that successfully completed the FSS program in the 1999 - 2000 period received escrow funds. (In contrast, 94 percent of the graduates of the Metropolitan Boston Housing Partnership's FSS program received escrow funds, as discussed below). Under HUD's rules, a head of household must be employed at exit from the program to be considered a program graduate. Some employed FSS graduates may not have accumulated escrow funds because they were employed at enrollment and did not increase their earnings during the program or, conversely, because they increased their earnings so rapidly that there was no time to accumulate savings before they left the program. But it is unlikely that more than half of recent graduates were in either of these situations or were not the heads of their households. It is possible that PHAs erroneously categorized certain exits as successful or misreported escrow receipt. T
29. Marianne Constantinou, "A dream come true," San Francisco Examiner, June 13, 1999, E-9; Karen Holzmeister, "Life looking up for 'cookie mom,'" The Daily Review, June 13, 1999, LOCAL-1.
30. Karima A. Haynes, "A Door to Independence," Los Angeles Times, November 26, 2000, K-1, K-6.
31. New Jersey Department of Community Affairs, *Family Self-Sufficiency Program – Annual Report*, April, 2000.
32. HUD MTCS FSS Reports, November, 2000. These figures reflect the status of participants as entered into HUD's MTCS data system during the prior year. As most families take five years to complete the program, some or all of any change in the rates and hours of employment could reflect the passage of time rather than the contribution of the FSS program. It also is possible that the individuals who successfully completed the program had a higher rate of employment upon entering the program than the individuals who enrolled during this period. It is not clear whether the data indicating that 25 percent of FSS participants completed the program successfully in this period without being employed are correct. Successful completion of the FSS program requires employment, except for participants who are not the head of their household. See n. 28. Of the total number of participants that exited the program from the fall of 1999 through the fall of 2000, some 55 percent are reported as exiting without completing the program. Some of these families, however, may have moved to the jurisdiction of another PHA and continued in the new agency's FSS program. We cannot determine from the available data what proportion of original enrollees leave the program without completing it over a period of years. About 20 percent of the families that exited the program without completion in the 1999 - 2000 period report some earnings at the time of exit. It is not possible from the available data to determine what proportion of these families were employed at the time of enrollment in FSS.
33. Only 252 families were reported to have completed the program in the 1995 - 1996 period, while more than 10,000 families were reported to have exited the program without completion. HUD FSS Special Report, n. 27 above. In contrast, in the 1999 - 2000 period, 1,241 families were reported to have completed the FSS program, and 1,567 were reported to have exited the program without completion. Appendix A compares the available data on employment and earnings of the 1995 - 1996 and 1999 - 2000 cohorts.

The 1995 - 1996 data include public housing FSS participants as well as Section 8 participants; the 1999 -2000 data that HUD made available to us are limited to Section 8 families. As with the 1999 - 2000 data, the information concerning those enrolling in and those leaving the program represent different families. The small proportion of successful program exits in the 1995-1996 period, as compared with the 1999 - 2000 period, may have been due to the fact that the program began on a very small scale in 1991 and did not become permanent until 1993. As a result, few families would have had the opportunity to complete what is usually a five-year program by mid-1996, but many early entrants may have decided the program did not meet their needs. In addition, the change in the meaning of "welfare assistance" in early 2000, discussed in n. 6 above, may have increased the proportion of families exiting the program that were deemed to have completed the program

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- successfully. Until this change was made, a family that has been off TANF benefits for at least 12 months but still receives food stamps, disability benefits or subsidies for child care or medical care would not be considered to have completed the program successfully. The fact that the unsuccessful program leavers in 1995 - 1996, unlike those in 1999 - 2000, had nearly the same rate of employment (74 percent) as those who successfully completed the program (76 percent) is consistent with the potential importance of the amended definition of “welfare assistance” in determining program success. A third possible explanation is that the 1995 - 1996 data are erroneous; MTCS recording was just getting under way at the time the data were collected.
34. Earnings among those who were employed when they left the program during 1999 - 2000 averaged about \$13,500. HUD MTCS FSS Reports, November, 2000. See Appendix A. One reason for this relatively low figure may be the inclusion of the earnings of participants who left after only brief involvement with the FSS program. Approximately one-quarter of the individuals who were employed at exit from the program did not complete the program. The average earnings figures for each period are as reported by HUD and are not adjusted for inflation. If the 1995 - 1996 data are adjusted for inflation, average earnings upon leaving the program for those who left without completing it are \$16,463 in 2000 dollars.
 35. Michelle Wood et al., *From Welfare to Work: Using HUD's Programs to Help Families in Transition*. Washington, DC: HUD Office of Policy Development and Research, 1999, at p. 27. Both public housing and Section 8 residents participate in the SDHC FSS program.
 36. Through her research on MBHP's FSS program, Laurie Goldman was able to obtain detailed information on program graduates. This information, however, lists annual income at FSS enrollment and completion, without indicating source of income or hours of employment. Of the 13 graduates through June 2000 whose income was less than \$10,300 at enrollment, three had no reported income. The remaining 10 graduates may have relied entirely on public assistance, worked part-time, or combined work and welfare at the time of their enrollment. The one graduate who had less income when she graduated from the FSS program than when she enrolled did experience an increase in earnings for some period of time during her participation in FSS, as she accumulated savings of about \$2,700 in her escrow account.
 37. See Gordon L. Berlin, *Encouraging Work and Reducing Poverty: The Impact of Work Incentive Programs*. New York, NY: Manpower Demonstration Research Project (2000); Rebecca Blank, David Card and Philip K. Robins, *Financial Incentives for Increasing Work and Income Among Low-Income Families*. Working Paper. Chicago: Joint Center for Poverty Research (1999), available on the Internet at www.jcpr.org.
 38. William M. Rohe and Rachel Garshick Kleit, “From Dependency to Self-Sufficiency: An Appraisal of the Gateway Transitional Families Program.” *Housing Policy Debate* 8(1): 75-108 (1997). The Charlotte Housing Authority's Gateway Transitional Families Program was authorized by Congress in 1988. It combined escrow accounts for homeownership, policies to freeze AFDC and food stamp benefit levels so that income gains were not offset by benefit reductions, and a highly structured five-to-seven year program for training and counseling. The comparison group consisted of similar public housing residents that applied for the program but either did not complete the application process or declined participation once accepted. Some 70 percent of the comparison group — in contrast with 93 percent of the graduates — were employed full-time after a similar period of time. Graduates earned 22 percent more per hour than the comparison group, and only 10 percent were dependent on AFDC at the end of the observation period, compared to 41 percent of the comparison group. Gateway graduates also demonstrated strides towards independence from housing assistance. Of those completing the program, about three-fourths no longer relied on subsidized housing; more than one-third of these families became homeowners, and the others moved to private rental housing.
 39. See Rohe and Kleit (n. 9 above) at 253 (reflections from FSS coordinators); Christine MacDonald, “Reaping the benefits of welfare to work,” *The Boston Globe City Section*, September 19, 1999.
 40. E.g., the Clearwater (FL) FSS program described in Wood (n. 35 above) at 15 - 19.

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41. Rohe and Kleit (n. 38 above) at 103-4. Systematic, controlled research has not demonstrated the effect of long-term case management on voluntary participants in a work-oriented program.
42. Julie Strawn and Karin Martinson, *Steady Work and Better Jobs: How to Help Low-Income Parents Sustain Employment and Advance in the Workforce*. New York: Manpower Demonstration Research Corporation, 2000.
43. MTCS data from November 2000 indicate that approximately 345,000 households in the Section 8 voucher and certificate program (a number equal to 36 percent of the families with minor children in the program) receive TANF or General Assistance income, as do 216,000 public housing households (a number equal to 38 percent of the families with minor children in public housing). It is not possible from HUD's publicly available data to separate TANF from General Assistance income or to distinguish income sources for families with minor children from the sources of income for other households. A modest number of the 561,000 households receiving some welfare income may be childless adults receiving General Assistance. Such adults are eligible, however, to participate in FSS.
44. Approximately 8,000 of the families that enrolled in FSS or were participating in the program from the fall of 1999 through the fall of 2000 reported income from TANF. HUD MTCS FSS Reports, November, 2000.
45. About 30 percent of the families that have enrolled in FSS since mid-1999 were receiving welfare benefits. About half were receiving food stamps. HUD MTCS data, November 2000. The recent rates of welfare and food stamp receipt at enrollment in FSS are much lower than in the early years of the FSS program. Based on data gathered in 1996 from 564 FSS programs, Rohe and Kleit (n. 9 above) found that half of participating families received AFDC and two-thirds received food stamps at the time they enrolled in FSS.
46. Sandra J. Newman and Joseph Harkness, "The Effects of Welfare Reform on Housing: A National Analysis," in Sandra J. Newman, ed., *The Home Front: Implications of Welfare Reform for Housing Policy*. Washington, DC: Urban Institute Press (1999).
47. The interim and final goals in a participant's FSS contract with the PHA may be modified by mutual agreement, except for the requirements that a head of household become employed and that all family members become independent of welfare assistance. Some PHAs administer the program flexibly, agreeing to modify FSS contracts as circumstances change, extending the duration of the contract if necessary, and releasing escrow funds to families so long as the families meet these two mandatory goals. Other PHAs consider the program completed and release families' escrow funds only if participants fulfill whatever more ambitious interim and final goals they initially agreed to, such as achieving a certain level of education or obtaining a job at a higher rate of pay. PHAs may terminate families from the FSS program if they fail to comply with their contracts without good cause. (PHAs may also terminate Section 8 assistance, if they have chosen this option. See n. 9 above.) If a family is terminated from FSS or leaves without completing the program, its escrow account is forfeited. HUD staff responsible for the FSS program indicate that HUD urges PHAs to recognize the asset-building goal of the program in assessing whether a participant who has substantially but not fully achieved the goals of her contract should receive her escrow funds. PHAs have discretion in making such judgments. See 24 C.F.R. 984.303; 42 U.S.C. 1437u(k) (requires discretion and flexibility in carrying out local programs "to the extent practicable").
48. The delayed receipt of the savings that are part of the benefits of increased earnings, particularly in FSS programs that do not permit interim withdrawals from escrow accounts, may reduce the work incentive effect. Recent experience with the Earned Income Tax Credit, however, suggests that similar, although shorter, deferred gratification can be effective in increasing employment rates and earnings of low-income people. Jeffrey Liebman, "The Impact of the Earned Income Tax Credit on Incentives and Income Distribution," in James M. Poterba, ed., *Tax Policy and the Economy, Volume 12*. Cambridge, MA: MIT Press (1998); Bruce D. Meyer and Dan T. Rosenbaum, *Welfare, The Earned Income Tax Credit, and the Labor Supply of Single*

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Mothers. Working Paper No. W7363, National Bureau of Economic Research, September 1999.

49. Since October 1, 1999, the increased income of public housing tenants that go to work or increase their earnings after being unemployed or receiving TANF benefits is supposed to be disregarded entirely for 12 months. For the second 12 months, such tenants pay half the rent increase otherwise due. Voucher tenants who are disabled but go to work may qualify for the same disregard beginning April 20, 2001. See 24 C.F.R. 982.201(b)(3), 66 Fed. Reg. 6218, 6226 (January 19, 2001), 66 Fed. Reg. 8174 (January 30, 2001). Other Section 8 families will be eligible for this disregard of earnings in calculating rent only if Congress begins to allocate funds for this purpose. PHAs may fashion other income disregards to encourage public housing tenants to work and remain in public housing but are not given this flexibility for Section 8 tenants. See Barbara Sard and Jeff Lubell, *How the Statutory Changes Made By the Quality Housing and Work Responsibility Act of 1998 May Affect Welfare Reform Efforts*, Center on Budget and Policy Priorities, revised January, 2000. This paper is available on the Internet at <http://www.cbpp.org/12-17-98hous.htm>.
50. See HUD PIH Notice 2000-11, Guidance on Establishing Cooperation Agreements for Economic Self-Sufficiency between PHAs and TANF Agencies, May 9, 2000. HHS distributed this Guidance to all TANF agencies. See TANF-ACF-IM-00-2, June 2, 2000.
51. HUD's PHA Plan website is <http://www.hud.gov/pih/pha/plans/phaps-home.html>. Select "approved plans" from the list on the left side of the screen, then select the state. For each state, the agencies with approved plans are listed by the date their fiscal year begins. Select the agency to view its detailed plan, if HUD has posted it. (Posting appears to be delayed several months.)
52. The 1996 federal welfare law that created the TANF block grant provides fixed funding to states based on each state's welfare spending in the early 1990s, when caseloads were higher than today. As caseloads and spending on cash assistance have fallen, billions of dollars in federal funds have been freed up for other uses. As of September 30, 2000, states collectively had \$8.1 billion in unspent TANF funds. Ed Lazere, *Unspent TANF Funds at the End of Federal Fiscal Year 2000*, Center on Budget and Policy Priorities, January 23, 2001. This paper is available on the internet at <http://www.cbpp.org/1-22-01sfp00surplus.pdf>.
53. Federal rules for the Food Stamp program exclude FSS escrow funds from being considered as an asset while the funds are controlled by the PHA. See 7 C.F.R. 273.8(e)(8). The family's receipt of the escrow funds at the completion of the FSS program may, depending on the family's other assets, cause the family to have resources in excess of the \$2,000 limit, unless the family invests the funds to buy or repair a car or in home ownership, or otherwise spends the funds fairly quickly.
54. For public housing, PHAs exclude FSS escrow deposits from the total of tenant rent revenues used to calculate operating subsidies. The effect of this exclusion is to increase the PHA's operating subsidy from HUD by the amount of the annual escrow deposits, assuming full funding by Congress of the operating subsidy account. For Section 8, FSS escrow deposits are included in the PHA's actual costs that are used to determine its renewal funding.
55. 64 Fed. Reg. 11279 (March 8, 1999).
56. Notice of Funding Availability for Family Self-Sufficiency Program Coordinators for the Section 8 Rental Certificate and Rental Vouchers Programs for Fiscal Year 2000, 65 Fed. Reg. 17,114 (March 30, 2000). HUD restricted the eligible PHAs to those that had previously received FSS Coordinator funding because of the expectation that all previous recipients would apply for renewal funds. Approximately 200 of the more than 800 agencies that received FSS coordinator funding in 1999, however, failed to apply for renewal funds in 2000. Interview with Kathryn Greenspan, HUD Housing Program Specialist, November 6, 2000.

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57. The 2001 Notice of Funding Availability for Rental Certificate/Housing Choice Voucher Family Self-Sufficiency (FSS) Program Coordinators was published February 26, 2001. Applications are due April 25, 2001. 66 Fed. Reg. 12,403. The notice is available on the internet at <http://www.hud.gov/cio/grants/fundsavail.html>. More than 750 PHAs are required to operate FSS programs of more than 50 participants. HUD data indicate that some 769 PHAs received more than 50 new certificates or vouchers that carried an FSS obligation in the period between 1991 and 1998. Waivers may have been granted to some of these agencies to reduce their mandated FSS program size. See 24 C.F.R. 984.105(c) and (d).
58. The most recent description of this policy is contained in PIH Notice 2000-04 (Feb. 3, 2000).
59. PHAs that succeed in the annual competition for ROSS grants may obtain funding for case managers and other services for up to three years. Of the approximately 70 PHAs that received ROSS grants in October 2000 to promote the economic self-sufficiency of families with children, only four appear to intend to use the funds to initiate, expand or improve their FSS programs. Families served by the other PHAs' ROSS-funded programs will not have the opportunity to accumulate savings that would be available if enrollment in FSS were offered as part of these PHAs' initiatives. In FY 2001, HUD has made \$24 million available for the Resident Service Delivery Models component of ROSS; only a portion of these funds is available to promote the self-sufficiency of families with children. The application deadline is June 26, 2001. (The Notice of Funding Availability for ROSS is at 66 Fed. Reg. 12,079 (Feb. 26, 2001). It is available on the internet at <http://www.hud.gov/cio/grants/fundsavail.html>).
60. U.S. Department of Housing and Urban Development, *Section 8 Administrative Fees: A Report to Congress*, June 1994. The FSS statute requires HUD to adjust the Section 8 administrative fee to reflect the costs of administering the FSS program. HUD has chosen to provide Section 8 FSS coordinator funding separately. See 42 U.S.C. 1437u(h).
61. See 24 C.F.R. 984.201(e).
62. Rohe and Kleit (n. 9 above) at 347. As noted at pp. 5 above, public housing participants cannot be evicted for failure to fulfill the terms of their contract, and Section 8 programs are not required to terminate housing assistance to those who do not succeed in achieving employment goals.
63. If an FSS participant moves outside the area where the PHA operates, the family may continue in FSS in one of two ways. The initial PHA may retain the family in its FSS program if it determines the family can comply with its FSS contract in the new location. This option requires that the family's Section 8 voucher be administered under what is known as "portability." A PHA that serves the area to which the family moves takes on certain administrative functions in return for a portion of the initial PHA's administrative fee, but the voucher still is part of the initial PHA's portfolio. Alternatively, if the PHA in the new area has an FSS program and is willing to accept the family into it, the family can enter into a new FSS contract with the new PHA for the remainder of the five-year period. This second option works either under portability procedures or if the new PHA "absorbs" the family into its voucher program by issuing the family one of its vouchers. (The family's initial voucher is then returned to the initial PHA for reissuance to a new family on the waiting list.) See 24 C.F.R. 984.306.

FSS Partnerships

www.fsspartnerships.org

HUD Program Evaluation Confirms FSS' Success in Promoting Self-Sufficiency and Asset-Building

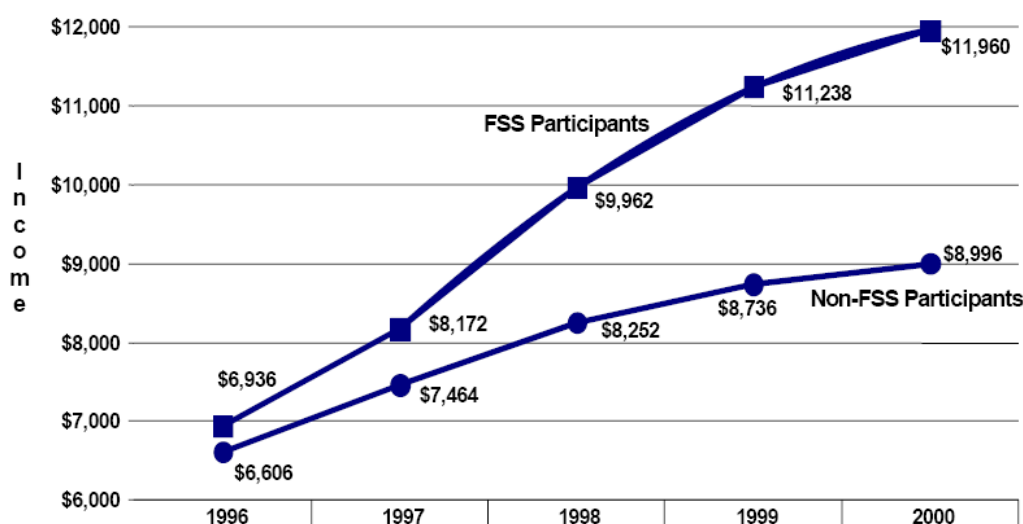
On October 21, 2005, HUD released the first-ever national evaluation of the Family Self-Sufficiency (FSS) program, a fifteen year-old HUD program designed to help low-income families in public housing and the Section 8 voucher program build assets and make progress toward self-sufficiency and homeownership.¹ Based on a comprehensive examination of HUD administrative data from 1996 to 2000, supplemented by site visits, the evaluation found that FSS participants increased their incomes and decreased their dependence on welfare much faster than non-FSS participants and that FSS graduates experienced substantial asset growth.

The key findings of the report are as follows:

- **Between 1996 and 2000, FSS participants experienced much larger increases in income than non-participants**

As shown in Figure 1, single-parent voucher-holders “who enrolled in the FSS program in 1996 experienced a 72 percent median income increase by the year 2000: from \$6,936 to \$11,960. Among a comparison group of non-FSS participants, the increase was only half as large at 36 percent, rising from \$6,606 in 1996 to \$8,996 in 2000.” This difference remained significant and substantial even after controlling for “differences that may have existed between the two groups, such as geographic distribution, age, race/ethnicity, gender, 1996 earnings levels, and attrition rates over time.”

Figure 1. Changes in Median Income for Single-Parent FSS Participants and Non-FSS Participants in the HCV Program, 1996-2000



¹ Robert C. Ficke and Andrea Piesse. *Evaluation of the Family Self-Sufficiency Program, Retrospective Analysis, 1996 to 2000*. 2005. Prepared by WESTAT, in collaboration with Johnson, Bassin and Shaw, for the U.S. Department of Housing and Urban Development. Available on the Internet at: <http://www.huduser.org/publications/econdev/selfsufficiency.html>. All quotes in this summary, as well as the graph in Figure 1, are from this source.

Revised, September 7, 2004

- **FSS participants on welfare experienced even greater income gains, more than doubling their incomes between 1996 and 2000.**

“Median income more than doubled for FSS participants who were receiving TANF/AFDC [income] in 1996, rising 102 percent through 2000”: from \$5,880 versus in 1996 to \$11,892 in 2000. By contrast, the incomes of non-FSS participants in the comparison group with earnings from TANF or AFDC in 1996 rose 60 percent, from \$5,880 to \$9,412.

- **FSS participants reduced their dependence on welfare faster than non-participants**

“The percentage of income from transfer payments [like TANF or AFDC] for FSS participants fell from 41 percent in 1996 to 17 percent in 2000. For the comparison group, the rate dropped from 45 percent in 1996 to 29 percent in 2000.”

- **The typical FSS program graduate in 2000 accumulated about \$3,000 in escrowed savings**

In 2000, “the median escrow account balance for participants who completed their contracts was \$3,076. . . Of those who completed their contracts, 37 percent had escrow accounts and 43 percent had already received disbursements covering some or all of their accumulated funds. . . Consistent with the ultimate goals of FSS, during the site visits the research team found that people completing their contracts had used their escrow account funds for self sufficiency purposes, including college tuition and down payments on a home.”

- **Of the households leaving FSS in 2000, 42 percent were successful program graduates.**

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While this evaluation provides the best-available data on the national performance of the FSS program, it is important to bear in mind certain constraints related to study design. First, the study relies on administrative records submitted to HUD, which may not be complete. Second, data are only available for participants while they remain in subsidized housing; more than half of the 1996 participants in the panel had left subsidized housing by 2000. Third, participation in FSS is voluntary, so there are likely to be differences in motivation between FSS participants and non-participants. Fourth, the administrative records used for this analysis do not include data on some potentially important variables, such as the education levels of non-FSS participants.

As the authors point out, however, to the extent there were differences between FSS participants and non-participants, they were not reflected in their 1996 income figures, which were extremely close: \$6,936 for single-parent voucher-holders who enrolled in FSS in 1996 and \$6,607 for single-parent voucher-holders who did not enroll in FSS.

It is also important to note that the economy was generally strong during the 1996 to 2000 period. It is possible that the results of FSS may be different under different economic circumstances.

Despite its limitations, HUD’s new FSS program evaluation provides the best available data on the national performance of FSS, confirming the strong potential of FSS to help HUD-assisted households build assets and make progress toward self-sufficiency. Although not examined in the study, FSS also appears to help significant numbers of FSS participants become homeowners.²

² For a summary of available data on homeownership outcomes for FSS participants, as well as earnings and asset growth for individual housing agencies with particularly strong FSS programs, see Lubell, Jeff (2004). “A Diamond in the Rough: the Remarkable Success of HUD’s FSS Program.” FSS Partnerships. Available on the Internet at: <http://www.fsspartnerships.org/includes/fssresults.pdf>.

NEW AMERICA FOUNDATION

ASSET BUILDING PROGRAM

March 2005

Issue Brief #9

The Family Self-Sufficiency Program: A Promising, Low-Cost Vehicle to Promote Savings and Asset Building for Recipients of Federal Housing Assistance

Reid Cramer and Jeff Lubell¹

At a time when policymakers are increasingly looking around for inexpensive ways to encourage savings, there is one promising program that is already on the books. The Family Self-Sufficiency (FSS) program is largely responsible for helping thousands of lower-income families make a successful transition from welfare assistance to independence. Despite its relatively small size, FSS is one of the largest asset building programs available to assist the working poor and has made an important contribution to the country's asset-building efforts. Its success to date is worth building upon. Several crucial and low-cost reforms would significantly expand the program's impact.

The FSS Program—What It Is and How It Works

The FSS program was created by Congress in 1990 to help promote employment and boost the assets of low-income families receiving federal housing assistance. Currently serving more than 75,000 families nationwide,¹ the FSS program is administered by local Public Housing Agencies (PHAs). It is open to all families in the Housing Choice Voucher (Section 8) program or living in public housing, but PHAs have the discretion to determine the number of families that can participate and how they will be selected. The FSS program has two primary components, escrow accounts and case management, that work together to help families build assets and make progress toward self-sufficiency and homeownership. In general, they work as follows:

Escrow Accounts

- Most families receiving housing assistance pay 30 percent of their adjusted income for rent and utilities. As their incomes rise, so do their rents.
- FSS participants, however, have an opportunity to obtain a refund for some or all of these higher rent payments. As the rent of a FSS participant rises due to higher earnings, an amount equal to the rent increase is deposited into an escrow account.² This creates an opportunity for savings, as well as an incentive for participants to make progress toward self-sufficiency.
- Individuals that successfully complete the FSS program receive their accrued FSS escrow funds plus interest. To graduate successfully, a FSS participant must become employed, be free of welfare assistance for at least 12 months, and substantially achieve the goals in their self-sufficiency plan. The basic program length is five years, but many families graduate in less time. There are no formal restrictions on the use of the escrowed funds, but many families use the funds for homeownership, post-secondary education, or to start a new business. FSS participants may also apply for interim withdrawals to cover work-related expenses and other expenses that are consistent with achieving their self-sufficiency goals.

¹ Reid Cramer is Research Director of the Asset Building Program at the New America Foundation and Jeff Lubell is Project Director of FSS Partnerships.

Case Management

- FSS case management is designed to help each participant develop a self-sufficiency plan that includes specific goals and to facilitate access to support services that help each participant achieve these goals. The nature of the services to which participants are referred varies among programs and communities. Examples include employment search, employment training, high school or post-secondary education, financial literacy education, child care, and transportation assistance.

Because HUD places no formal limits on the number of families that may participate in FSS, there may be an opportunity to grow local FSS programs to assist more families. One promising approach to expand local FSS programs is to foster partnerships between housing agencies that administer FSS programs and other agencies in the community that can provide services and case management. Modest changes in the procedures HUD uses for funding FSS would help support these efforts.

FSS Is Effective in Helping Low-Income Families Build Assets and Achieve Self-Sufficiency

FSS has a growing track record of helping families build assets.³ Data from November 2000 reflect that approximately 48 percent of FSS participants, enrolled in the program for at least 12 months, had positive escrow balances; the average balance was about \$2,400 and these accounts were growing at a rate of about \$300 per month on average.⁴ Certain FSS programs report significantly greater asset accumulation. In Portland, OR, for example, escrow payouts at graduation have averaged \$7,000.⁵ The FSS program in Montgomery County, MD, reports average accumulations by graduates of \$8,000.⁶ The average escrow payout among 22 FSS programs in Oregon and Vancouver, WA is at least \$3,297.⁷

The evidence is equally convincing that participation in the FSS program is linked to increased earnings, self-sufficiency, and homeownership. An evaluation of the Portland FSS program in mid-2000 found that the average annual earnings of its graduates increased from \$4,000 at the beginning of the program to \$17,500 at graduation – an increase of 338 percent.⁸ To similar effect, Montgomery County, MD reports that average earned income of FSS graduates increased from \$9,180 to \$27,130 annually – an increase of nearly 200 percent. Some 40 percent of FSS graduates in Portland, OR and 25 percent of FSS graduates in Montgomery County, MD became homeowners. The homeownership rate among graduates of the 24 programs in Oregon, Idaho, and SW Washington State is 36 percent.

The FSS Program Can Become More Effective

While FSS is one of the largest asset-building programs available to assist the working poor, it represents only a tiny fraction of HUD's budget and receives very little in the way of programmatic support from HUD. For FSS to achieve its potential, policymakers need to identify and highlight this program as a means to promote savings and asset building for recipients of housing assistance and to ensure the program has stable funding and adequate administrative support.

In recent years, changes to the procedures used to allocate housing voucher funds appropriated by Congress have inadvertently undermined funding support for FSS. Because most FSS escrow accounts are funded through the same account that is used to fund housing vouchers, and because many housing agencies are concerned with their ability to fully fund their voucher programs, many housing agencies have taken steps to reduce the size of their FSS programs as a cost-cutting measure. Other changes to the funding system for FSS have led hundreds of local FSS programs to lose HUD funding for the FSS coordinators that administer the program. The Administration should provide a clear statement that it is committed to this program and offer a plan to ensure greater funding stability for both FSS escrow accounts and FSS coordinators.

HUD should also be encouraged to work with HHS, the Department of Labor, and other federal and state agencies to promote interagency collaboration around FSS at the state and local levels. Since FSS focuses on linking families in HUD-assisted housing with services provided by welfare, workforce, and other agencies, it provides a unique opportunity for such collaboration. Finally, HUD should expand the internal resources it devotes to FSS to provide local FSS programs with more detailed guidance and technical assistance, as well as a venue for cross-site learning and exchange.

Funding Instability Undermines FSS

Funding allocation problems impair the effectiveness of the FSS Program. Currently, funding for FSS is provided through four separate HUD accounts, with separate funding for the escrow accounts and program coordinators in both the public housing and voucher programs. Three out of four of these accounts experienced significant funding problems in 2004. To ensure the ongoing success of FSS, it is vital that these funding streams be made more reliable. The problems of each account are reviewed below, along with a proposed solution. To a large extent, these problems can be solved within existing or proposed funding levels.

Funding for FSS Program Staff

HUD distributes a limited amount of dedicated funding to housing agencies to pay for the staff that provide case management and handle other responsibilities involved in administering an FSS program.

Section 8 FSS Coordinators. These costs are covered by a set-aside of housing voucher funding that is awarded competitively through an annual Notice of Funding Availability (NOFA).

- Due to changes in the way these funds were awarded last year, nearly one-third (256) of the 771 agencies that received FSS coordinator funding the prior year lost all FSS coordinator funding from HUD.⁹ Many of these agencies will be unable to continue to administer their FSS programs without this funding, and some have reportedly already shut down their programs. Many other programs have stopped admitting new families.
- This funding problem was due principally to changes in the way funds were allocated in the NOFA, rather than to a shortage of funding for FSS coordinators.¹⁰ For this reason, HUD's request for additional funding for FSS coordinators in the FY 2006 budget – while clearly helpful in allowing the program to serve more families – will not fully solve the problem.

Solution: HUD needs to restore funding for FSS Coordinators at agencies that lost it and greatly improve the reliability of annual funding. At a minimum, each housing agency (and each region within a state housing agency) should get funding for at least one FSS coordinator. Funding for additional coordinator slots should be awarded in a predictable, reliable manner.

Public Housing FSS Coordinators. Until last year, the FSS coordinator costs for programs serving public housing residents were funded through the public housing operating fund. This appeared to work well.

- Last year, HUD changed the funding source to a competitive funding process through a section of the Resident Opportunity and Self Sufficiency (ROSS) program.
- While the full ramifications of this change are still not clear, in general, the process does not appear to have gone well in its first year of operation. In awards announced in February 2005, HUD awarded only \$5.7 million of the \$16 million announced as available for public housing FSS coordinator costs. Initial reports suggest that many housing agencies were denied funding due to technicalities unrelated to the performance of their FSS programs. Some of the public housing FSS programs that have lost funding have also taken steps to reduce or shut down their programs.
- In the latest public housing FSS Coordinator NOFA, announced in mid-March 2005, HUD indicated that it would be rolling over the unawarded funds to the current funding round—a positive step that may eventually help to sort out the funding problems in this account. Unfortunately, however, it does not solve the problem of how existing public housing FSS programs can survive until that funding is awarded in late 2005 or early 2006.

Solution: Funding for public housing FSS coordinators needs to be made more predictable and reliable. One option would be to authorize housing agencies to pay for the cost of one FSS coordinator position through the public housing operating fund—a return to the prior, more reliable funding mechanism—and then make additional ROSS funds available on a competitive basis to agencies that can demonstrate a need for additional

FSS coordinator staff. The public housing operating fund could also represent an interim solution for agencies denied funding in February.

Funding for FSS Escrow Accounts

A key feature of FSS is the ability of program participants to build savings through FSS escrow accounts.

Section 8 Escrow accounts. The escrow accounts in the voucher program are funded as one component of the housing assistance payments (HAP) funding provided by HUD to state and local housing voucher programs. Unfortunately, the new procedure that went into effect in FY 2004 to allocate HAP funds have had unintended, negative consequences for local FSS programs.

- Instead of receiving reimbursement for their actual program costs, housing agencies now receive a flat dollar amount based on the prior year's spending plus an inflationary factor.
- Under the new funding mechanism, many voucher programs have received insufficient funds to cover their actual program costs. In an effort to avoid or minimize reductions in the number of families receiving housing assistance, a growing number of agencies have responded by adopting the alternative cost-cutting measure of suspending new admissions to the FSS program.

Solution: In addition to fully funding the housing voucher program, Congress and HUD need to address the adverse consequences of the new voucher funding mechanism on both FSS and the voucher program more generally. Housing agencies should not be forced to reduce the number of families provided housing assistance in order to participate actively in FSS.

Public Housing Escrow accounts. Housing agencies are reimbursed for the escrow costs of FSS participants in public housing through the public housing operating formula.

- While this funding mechanism appears to work reasonably well, there are two problems to address. First, many housing agencies appear to be unaware of how HUD provides funding for FSS escrow accounts for public housing residents – a likely cause of the low participation rate of public housing residents. Second, when the public housing budget is not fully funded at the federal level—as was the case last year—agencies are not fully reimbursed for their operating costs.

Solution: HUD should encourage PHAs to enroll public housing residents in FSS and educate housing agencies on how the escrow accounts are funded. HUD and Congress should also ensure that the overall funding levels for the public housing program are adequate. Finally, as HUD moves to adopt a new public housing operating formula, it will be important to ensure that the new formula continues to reimburse PHA for the costs of FSS escrow contributions.

For More Information:

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¹ According to HUD data, as of 1/31/05, there were about 75,300 individual participants in FSS. Most of these—67,240—were enrolled in Housing Choice Voucher FSS programs, the balance (8,070) in public housing.

² For more details, see endnote 7 of Barbara Sard (2001), *The Family Self-Sufficiency Program: HUD's Best Kept Secret for Promoting Employment and Asset Growth*, Center on Budget and Policy Priorities, <http://www.cbpp.org/4-12-01hous.htm>.

³ For more information, see Jeff Lubell (2004), *A Diamond in the Rough—the Remarkable Success of the FSS Program*, FSS Partnerships (<http://www.fsspartnerships.org/includes/fssresults.pdf>) and Jeff Lubell (2004), *Expanding Asset-Building Opportunities for Low-Income Families through FSS*, FSS Partnerships (<http://www.fsspartnerships.org/includes/expandingfss.pdf>).

⁴ Sard (2001), p. vi.

⁵ *Summary of Outcomes/Challenges—Housing Authority of Portland Family Programs*, December 6, 2002.

⁶ Data provided by Nancy Scull, FSS Coordinator for the Housing Opportunities Commission of Montgomery County, MD. Graduate data are as of 12/31/03.

⁷ FSS Annual Progress Report Summary through 9/30/2003, prepared by Joy McCray of HUD. This is the combined average for public housing and Section 8 voucher FSS programs. Graduate escrow averaged \$3,661 among Section 8 voucher FSS graduates and \$2,933 among public housing FSS graduates.

⁸ Karen J. Gibson, Assistant Professor, School of Urban Studies and Planning, Portland State University, *The Goals Family Self-Sufficiency Program: A Survey of Graduates*, December 2002.

⁹ While some 75 housing agencies that did not get funded in the prior year received funding in the latest round, the net number of agencies receiving funding under this year's NOFA declined by 181 from last year – a drop of nearly one-fourth.

¹⁰ For background on this issue, see the National Association of Housing and Redevelopment Officials' analysis, reprinted at <http://www.fsspartnerships.org/includes/NAHRO/FSSNOFA.pdf>.

**FISCAL
YEAR
2007**



PERFORMANCE AND ACCOUNTABILITY REPORT

U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT



The FY 2007 Performance and Accountability Report for the U.S. Department of Housing and Urban Development consists of five major components:

- Secretary's Message
- Section 1, Management Discussion and Analysis
- Section 2, Performance Section
- Section 3, Financial Section
- Section 4, Other Accompanying Information

This report and prior year Performance and Accountability Reports are available at:

www.hud.gov/offices/cfo/reports/cforept.cfm

The following is a list of direct web links to HUD program offices:

Center for Faith-Based and Community Initiatives www.hud.gov/offices/fbci/index.cfm

Community Planning and Development www.hud.gov/offices/cpd/

Fair Housing and Equal Opportunity www.hud.gov/offices/fheo/

Federal Housing Administration www.hud.gov/offices/hsg/hsgabout.cfm

Field Policy and Management www.hud.gov/offices/fpm/

Government National Mortgage Association www.ginniemae.gov/

Government Sponsored Enterprises www.hud.gov/offices/hsg/gse/gse.cfm

Healthy Homes and Lead Hazard Control www.hud.gov/offices/lead/

Multifamily Housing www.hud.gov/offices/hsg/hsgmulti.cfm

Single Family Housing www.hud.gov/offices/hsg/sfh/hsgsingle.cfm

Public and Indian Housing www.hud.gov/offices/pih/

Policy Development and Research www.huduser.org/

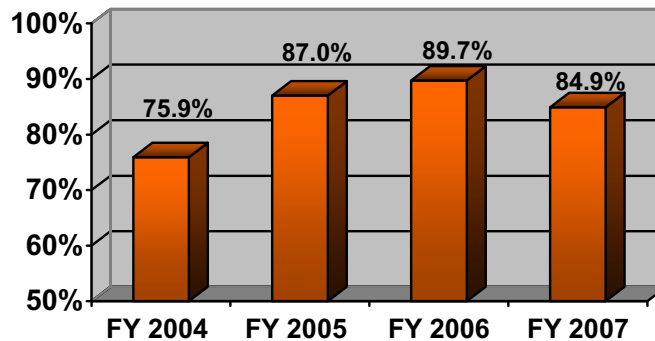
HUD'S STRATEGIC FRAMEWORK

Mission: Increase homeownership, support community development, and increase access to affordable housing free from discrimination.			
Programmatic Strategic Goals	A: Increase homeownership opportunities	B: Promote decent affordable housing	C: Strengthen communities
	<p>A1: Expand national homeownership opportunities.</p> <p>A2: Increase minority homeownership.</p> <p>A3: Make the homebuying process less complicated and less expensive.</p> <p>A4: Reduce predatory lending through reform, education, and enforcement.</p> <p>A5: Help HUD-assisted renters become homeowners.</p> <p>A6: Keep existing homeowners from losing their homes.</p>	<p>B1: Expand access to and availability of decent, affordable rental housing.</p> <p>B2: Improve the management accountability and physical quality of public and assisted housing.</p> <p>B3: Improve housing opportunities for the elderly and persons with disabilities.</p> <p>B4: Promote housing self-sufficiency.</p> <p>B5: Facilitate more effective delivery of affordable housing by reforming public housing and the Housing Choice Voucher program.</p>	<p>C1: Assist disaster recovery in the Gulf Coast region.</p> <p>C2: Enhance sustainability of communities by expanding economic opportunities.</p> <p>C3: Foster a suitable living environment in communities by improving physical conditions and quality of life.</p> <p>C4: End chronic homelessness and move homeless families and individuals to permanent housing.</p> <p>C5: Address housing conditions that threaten health.</p>
Cross-Cutting Strategic Goals	D: Ensure equal opportunity in housing		
	<p>D1: Ensure access to a fair and effective administrative process to investigate and resolve complaints of discrimination.</p> <p>D2: Improve public awareness of rights and responsibilities under fair housing laws.</p> <p>D3: Improve housing accessibility for persons with disabilities.</p> <p>D4: Ensure that HUD-funded entities comply with fair housing and other civil rights laws.</p>		
	E: Embrace high standards of ethics, management, and accountability		
	<p>E1: Strategically manage HUD's human capital to increase employee satisfaction and improve HUD performance.</p> <p>E2: Improve HUD's management and internal controls to ensure program compliance and resolve audit issues.</p> <p>E3: Improve accountability, service delivery, and customer service of HUD and its partners.</p> <p>E4: Capitalize on modernized technology to improve the delivery of HUD's core business functions.</p>		
	F: Promote participation of faith-based and community organizations		
	<p>F1: Reduce barriers to faith-based and community organizations' participation in HUD-sponsored programs.</p> <p>F2: Conduct outreach and provide technical assistance to strengthen the capacity of faith-based and community organizations to attract partners and secure resources.</p> <p>F3: Encourage partnerships between faith-based/community organizations and HUD grantees and sub-grantees.</p>		

Performance Overview

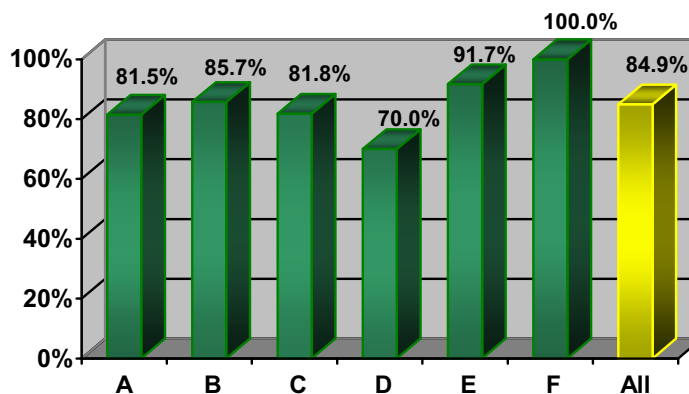
The Department is required to report on its actual performance related to the program indicators and targets published in the Departments FY 2007 Annual Performance Plan. Below is a graphical summary of our performance on all indicators over the past four years, FY 2007 indicators by Strategic Goal, and FY indicators by Program Office.

**Summary of Performance Indicators Met
(by Fiscal Year)**



The Department attributes the drop in the percentage of performance indicators met to the downturn in the economy as it has affected the housing industry (see the section entitled Risks, Trends, and Factors Affecting Goals contained in this section of this report) as well as from a relative reduction in funding available for HUD program monitoring, assistance, enforcement, and for needed IT systems improvement. For a broader explanation of HUD's means, strategies, and plans for accomplishing its Strategic Goals, see the introduction to Section II, the Performance Section.

**Percent of FY 2007 Performance Indicators Met
(by Strategic Goal)**



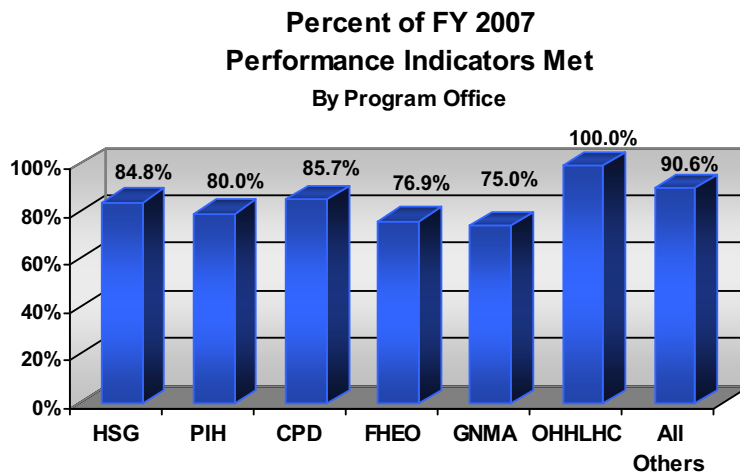
SECTION I: MANAGEMENT'S DISCUSSION AND ANALYSIS

PERFORMANCE OVERVIEW

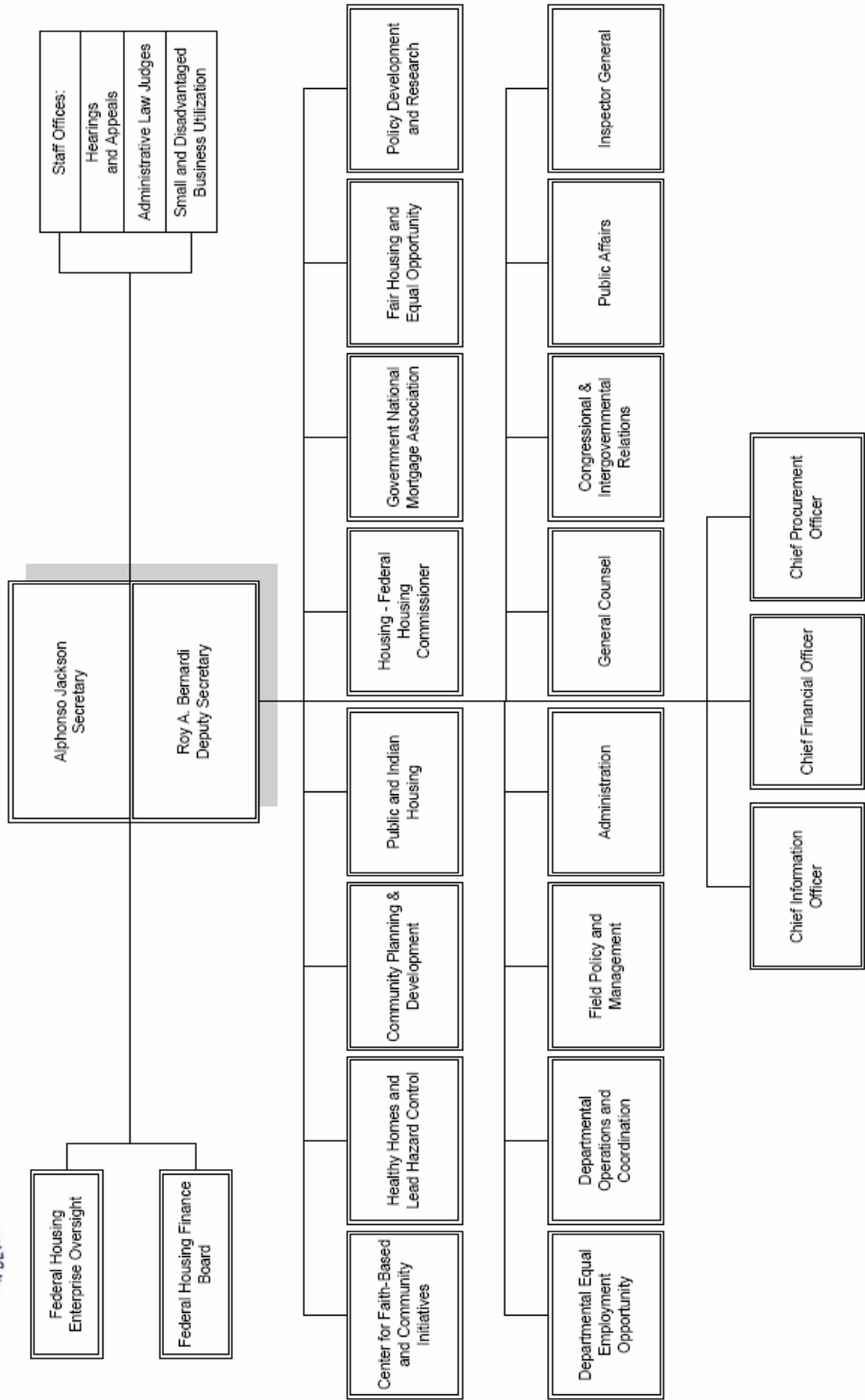
In order to most efficiently and effectively fulfill the Mission of HUD, the Department has established the following program offices:

- Office of Housing (including the Federal Housing Administration),
- Public and Indian Housing (PIH),
- Community Planning and Development (CPD),
- Office of Fair Housing and Equal Opportunity (FHEO),
- Government National Mortgage Association (GNMA), and
- Office of Healthy Homes and Lead Hazard Control (OHHLHC).

Each office has a primary focus on one or more of the Strategic Goals of HUD's Mission, and their programs are generally focused on a particular housing program delivery constituency, such as state and local governments (CPD), public housing agencies (PIH), private sector lenders and owners (Housing/FHA), or the secondary mortgage market (Ginnie Mae). Additionally, HUD has a number of other administrative, financial and support offices, including the Center for Faith-Based and Community Initiatives, that directly support the Mission goals and/or provide valuable support to the six major program offices.



The following provides a schematic overview of the organizational components of the Department.



September 30, 2007

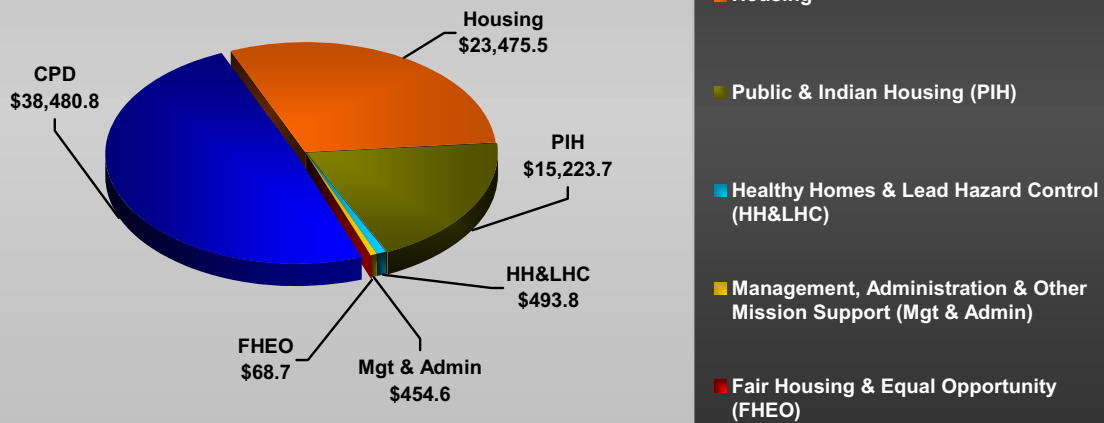
SECTION I: MANAGEMENT'S DISCUSSION AND ANALYSIS

HUD PROGRAM OFFICES

The following charts show budgetary resources available to HUD in FY 2007. The Unexpended Balances chart reflects prior year funds that were still available for obligation or expenditure at the beginning of the year. HUD has many long-term program obligations that are still spending-out from prior periods. This chart also reflects \$16.6 billion in supplemental CDBG Disaster Recovery Grant funding for the Gulf Coast States. The second chart shows new discretionary Budget Authority provided to HUD by the Congress in FY 2007. In addition, HUD has permanent indefinite authority for some of its FHA and Ginnie Mae program activity, based on revenues generated by those self-sustaining programs over the years.

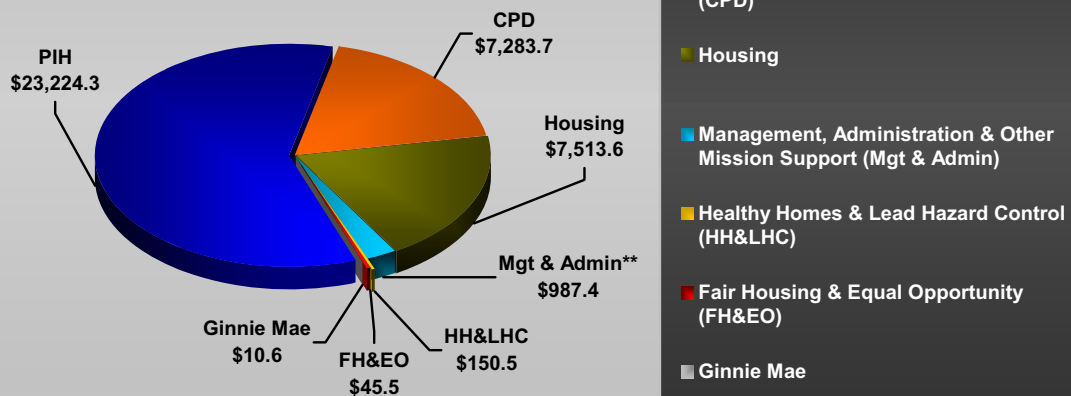
HUD Unexpended Balances By Program Office

End of FY 2006 - \$78,197.1
(Dollars in Millions)



HUD FY 2007 Discretionary Gross Budget Authority -

\$39,215.6*
(Dollars in Millions)



* Amount does not include rescissions of prior year balances.

** Amount includes \$56.1 million in Policy Development and Research Program Area Funds.

Selected Measures, Significant Achievements and Current Challenges

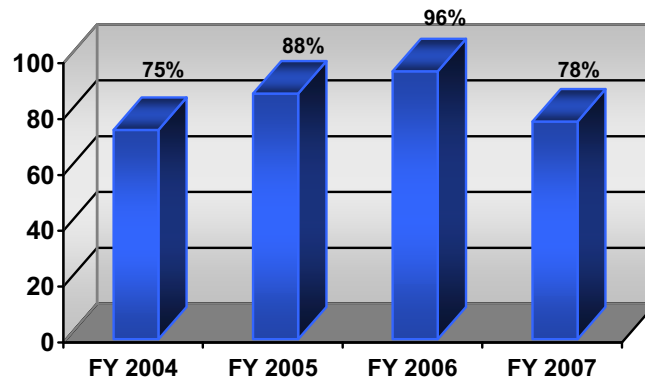
This section provides a description of each program, including tables reflecting selected performance measures, and historical performance trends for these measures. Those tables are not intended to be all inclusive, since a broader explanation of each indicator is included in the Performance Section of this report. The tables of selected measures are followed by discussion of significant achievements, challenges, and plans.

- **Selected Measures** are those that measure mission-critical activities. As of FY 2007, 87 percent of HUD's selected measures have been in place for at least three years. This provides the Department's leadership with the ability to track significant performance trends over time and to make strategic adjustments when necessary. It also helps HUD to maintain a focus on the use of outcome and efficiency measures to assess mission-critical performances.
- **Significant Achievements, Current Challenges, and Plans** are the Department's most important FY 2007 operational achievements related to strategic goals and key supporting strategic objectives, as well as its current challenges, and plans.

Each HUD program office has a primary focus on one of the housing program delivery constituencies – such as private sector lenders and owners, public housing agencies, state and local governments, non-profit sponsors, or the secondary mortgage market - in support of one or more specific Strategic Goal. For instance, while the primary focus of Office of Housing may be on increasing homeownership, it also administers a number of significant multifamily housing programs that support the goal of increasing affordable rental housing.

Based on the total number of reported results during a fiscal year, the following chart shows the percent of performance targets for selected measures that were achieved for programs for the current and past three years. The discussion that follows highlights programs and indicators administered by the major program offices. Expanded discussions of these results are included in Section 2 of this Report.

**Percent of Selected Performance Indicators
Met
Overall by Fiscal Year**



The following provides an overview of HUD's major program offices and their role in achieving HUD's mission to meet the full range of housing and community development needs.

Office of Housing/Federal Housing Administration

Primary Focus: Increase Homeownership Opportunities and Affordable Rental Housing

Major Programs: FHA Single Family and Multifamily Housing Mortgage Insurance, Housing Counseling, Section 8 Project-Based Rental Assistance, Section 202 Housing for the Elderly, Section 811 Housing for the Disabled

FY 2007 Budget Authority

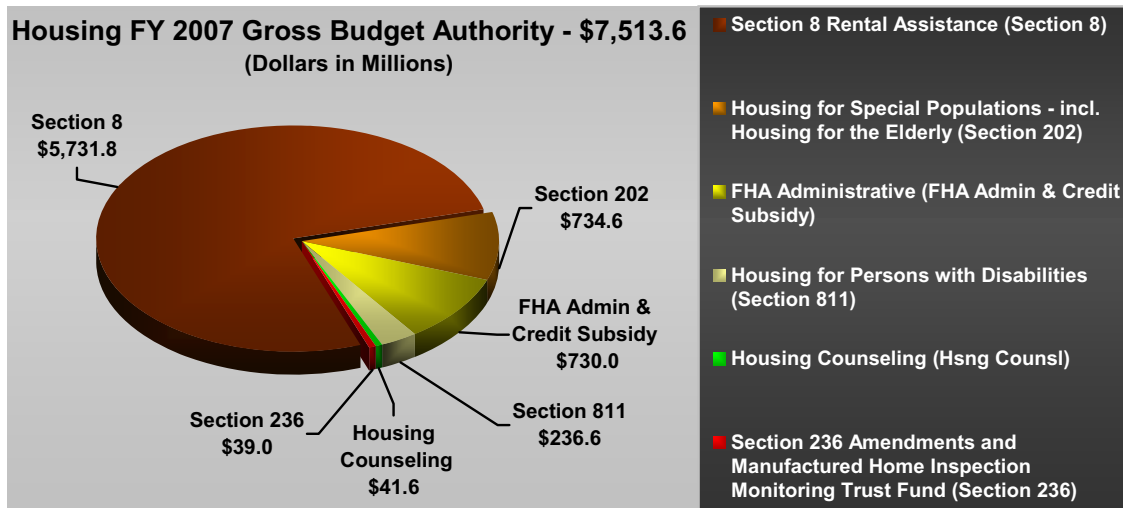
Gross Appropriated Budget Authority: \$7.5 Billion

Insurance and Loan Guarantees: \$400.0 Billion Insurance-In-Force

FHA Collections: \$11.3 Billion

Authorized Staffing: 3,120 Full Time Equivalent

The Office of Housing/FHA provides vital public services through its nationally administered housing programs, including various mortgage insurance, homeownership subsidy, housing counseling, rental subsidy, and grant programs designed to provide housing to low- and moderate-income households. Within the Office of Housing are three business areas – Single Family Housing, Multifamily Housing, and Regulatory programs. These business areas are funded by annual appropriations from the Congress and the receipt of FHA mortgage insurance premiums and other collections.



The **OFFICE OF HOUSING'S** major appropriated programs include:

The **Section 8 Project-Based Rental Assistance Program**, which serves to maintain nearly 1.25 million units of affordable rental housing for lower income families. Under HUD's various rental housing assistance programs, assisted households typically pay 30 percent of their income for housing, with HUD funding covering the balance of the stipulated unit rent or remaining operational costs, in accordance with program regulations.

The **Section 202 and 811 Housing for the Elderly and Persons with Disabilities Programs**, which provide interest-free capital advances to finance the construction, rehabilitation, or acquisition of affordable housing with rental assistance and supportive services for the elderly (Section 202) and persons with disabilities (Section 811). There were over 135,000 housing units supported by these programs at the end of FY 2007.

Housing Counseling Program services for homebuyers and homeowners, which are provided through grant funding to approximately 1,300 HUD-approved counseling agencies across the country.

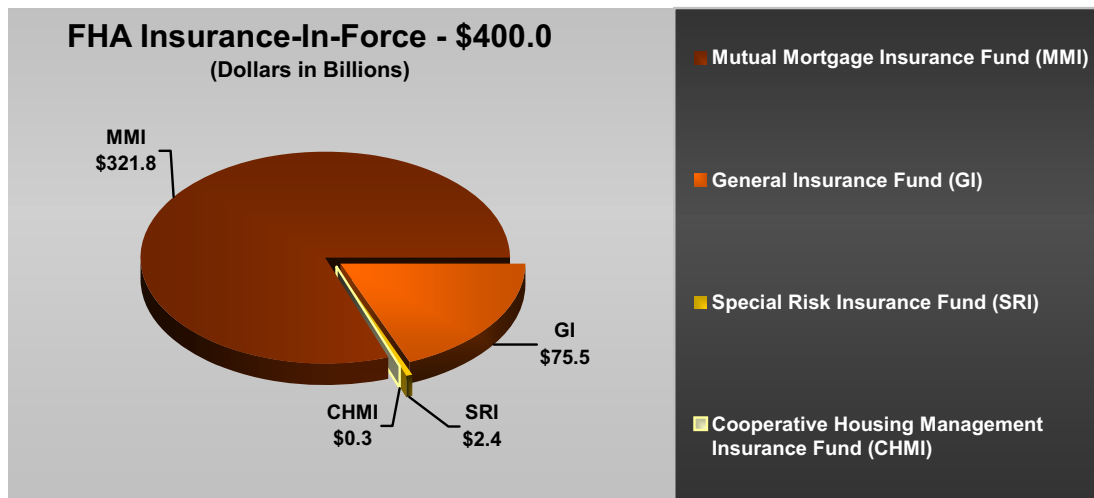
Regulatory programs, which are designed to protect homeowners, homebuyers, and to regulate real estate transactions. These programs include the issuance of manufactured housing construction and safety standards, administration of the Real Estate Settlement Procedures Act, and regulation of interstate land sales. Also, to increase the availability of mortgage credit for the very low-, low-, and moderate-income families, Housing is responsible for setting affordable-housing goals for the two primary Government Sponsored Enterprises (Freddie Mac and Fannie Mae).

More information concerning the Office of Housing is available at their website:

<http://hudatwork.hud.gov/po/h/>

FHA, the largest housing mortgage insurer in the world, is located within HUD's Office of Housing. FHA insures mortgages to guarantee payments, making it much easier for homeowners and landlords to borrow the funds they need from private lenders. By eliminating the risk of loss, lenders will provide market rate loans to all eligible purchasers. Since its inception 73 years ago, FHA has provided mortgage insurance to 34.6 million single-family households, and 50,150 multifamily projects containing 5.7 million units of housing. FHA currently has an insured portfolio of 3.7 million single-family mortgages and 12,156 multifamily housing projects with 1.47 million units.

FHA operates its programs through four insurance funds supported by premium and fee income, interest income, Congressional appropriations, borrowing from the U.S. Treasury, and other miscellaneous sources. By collecting mortgage insurance premiums and other fees, most FHA programs are self-sustaining and operate in a financially sound manner. The Insurance-In-Force in the four FHA funds at the end of FY 2007 was as follows:



* HECM are not included in the amount for GI Insurance-In-Force due to the unique nature of the program. As of September 30, 2007, the Insurance-In-Force was \$30 billion.

- ❑ *The Mutual Mortgage Insurance (MMI) Fund.* This fund supports FHA's basic single family homeownership programs. This fund is self-sustaining.
- ❑ *The General Insurance (GI) Fund.* This fund receives direct appropriation and supports a wide variety of housing programs including rental apartments, cooperatives, condominiums, nursing homes, hospitals, property improvements, manufactured housing (Title I), home equity conversion mortgages, and disaster assistance.
- ❑ *The Special Risk Insurance (SRI) Fund.* This fund receives direct appropriation and supports higher-risk single family and multifamily insured mortgages.
- ❑ *The Cooperative Management Housing Insurance (CMHI) Fund.* This fund supports insured loans on market-rate cooperatives. Historically, this fund has been self-sustaining.

Additional information about FHA can be found in its annual report available on the web at: <http://www.hud.gov/offices/hsg/fhafy07annualmanagementreport.pdf>

Making Home Buying Less Complicated

The diversity of financial products and services in today's housing market give added importance to educating consumers about the homeownership process. Each year HUD conducts a number of events during *National Homeownership Month* to inform consumers about the opportunities for homeownership and the accompanying responsibilities and benefits of owning a home.



Homeownership Event sponsored by Santa Ana Field Office and Homeownership Center on June 10, 2007

Numerous events were held throughout the year to advance HUD's Homeownership objectives and ensure that the dream of homeownership is both an available and successful experience. The event above illustrates one innovative approach to providing homeownership education.

SELECTED MEASURES

In FY 2007, the Office of Housing/FHA made significant contributions to HUD's Strategic Goals for increasing homeownership opportunities and promoting decent affordable rental housing. In many respects, production activity in FHA's housing demand programs are affected by market forces beyond HUD's control. Nevertheless, HUD has plans to improve performance in areas where current goals were not met or trends are unfavorable.

INCREASE HOMEOWNERSHIP

The FHA single family housing mortgage insurance programs and housing counseling program efforts are vital tools in HUD's efforts to increase homeownership opportunities for all Americans and are particularly important in assisting first-time and minority homeowners. The following table shows FY 2007 results on five key performance indicators related to increasing homeownership and enabling homeowners experiencing financial difficulties to stay in their homes.

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
FY 2007 PERFORMANCE AND ACCOUNTABILITY REPORT

SELECTED MEASURES			
Performance Indicator	Year	Target	Actual Results
The number of FHA single family mortgage insurance endorsements nationwide. (Indicator number A1.3)	2004	N/A	997,000
	2005	N/A	556,000
	2006	N/A	502,000
	2007	N/A	532,000
The share of first time homebuyers among FHA home-purchase endorsements. (Indicator number A1.4)	2004	No Goal	72.8%
	2005	79.0%	79.3%
	2006	71.0%	79.3%
	2007	71.0%	79.5%
The share of first time minority homebuyers among FHA first time home-purchase endorsements. (Indicator number A2.5)	2004	Baseline	37.2%
	2005	No Goal	34.4%
	2006	35.0%	31.7%
	2007	35.0%	33.0%
The percentage of clients receiving pre-purchase counseling who purchase a home or become mortgage-ready within 90 days. (Indicator number A1.8)	2004	N/A	42.0%
	2005	30.0%	37.1%
	2006	30.0%	42.7%
	2007	30.0%	53.0%
The percentage of mortgagors seeking help with resolving or preventing mortgage delinquency that successfully avoid foreclosure. (Indicator number A6.2)	2004	N/A	90.8%
	2005	N/A	96.7%
	2006	N/A	92.5%
	2007	80.0%	94.7%

While FHA's insurance endorsements dramatically dropped the past two fiscal years, they began to rise in FY 2007. The increase in FHA's market share is primarily due to the collapse of the subprime mortgage market. The subprime market consists of mortgages designed to serve people who lacked the credit history or income to qualify for a regular or "prime" mortgage. Prospective borrowers who had opted for subprime loans in recent years are now choosing the dependability and safety of FHA's traditional products.

FHA continued the favorable trend of first-time homebuyers making up a larger percentage of FHA's single family endorsements. Also significant is the share of first-time minority homebuyers among all first-time buyers. Though the goal of 35.0 percent was not met, the actual number of minority first-time homebuyers assisted by FHA in FY 2007 increased by 10.6 percent, a greater percentage increase than that of the total level of FHA single family mortgage insurance endorsements, which only increased by 6.0 percent. FHA continues to contribute to the President's aggressive 2002 national goal to increase minority homeownership by 5.5 million households by the end of the decade in 2010. As of the third quarter of 2007, there has been a net increase of 3.19 million minority homeowners, representing 58 percent of the President's goal.

HUD assists those who are preparing to purchase a home or working to be mortgage-ready. The need for pre-purchase counseling ebbs and flows with economic times, thus it may vary for reasons outside of HUD's control. In the third quarter of FY 2007, HUD substantially exceeded its goal for 30 percent of those individuals who receive pre-purchase counseling going on to purchase a home or become mortgage-ready within 90 days.

HUD also tries to assist those in danger of losing their homes due to foreclosure. FHA's use of loss mitigation tools over the past years has increased from 35,426 cases in FY 2000 to 91,051 cases in FY 2007. FHA exceeded its goal of an 80 percent success rate, with nearly a 95 percent success rate. Loss mitigation efforts in FHA's programs have enabled thousands of households to retain homes they otherwise would have lost.

While FHA continues to make homeownership possible for families and individuals who are either unserved or underserved by the conventional market, it has faced numerous challenges maintaining the competitiveness of its programs within the mortgage industry the past several years. Current statutory barriers, for example, do not allow FHA to effectively compete in today's housing market. As part the President's fiscal year 2007 budget submission, FHA submitted a modernization proposal requesting legislative flexibility to support key FHA policy objectives to:

- Increase the FHA loan limits
- Create a new risk-based insurance premium structure for FHA
- Enhance downpayment flexibility requirements
- Simplify requirements for condominium loans
- Expand use of Home Equity Conversion Mortgages ("reverse mortgages")
- Increase access to pre-purchase and post-purchase counseling for low- and moderate-income homeowners.

Passage of this legislation will reduce statutory barriers and increase FHA's flexibility to respond to changes in the marketplace. This will allow FHA to serve more prospective homebuyers by providing lower risk and lower cost alternatives to subprime loans.

HUD announced the **FHASecure Program** in FY 2007, as a temporary program that will provide refinancing opportunities to homeowners for various types of adjustable rate mortgages (ARMs). FHASecure is designed to increase liquidity in the mortgage market and help people who have good credit, but who have not made all of their payments on time because of rising mortgage payments due to ARMs that have "reset." This program and other FHA efforts will provide an estimated 240,000 homeowners, with options to help make their payments and keep their homes next year. For more information visit the FHASecure Internet web site at:

<http://www.fha-refinance-program.com/FHASecure.html>.

PROMOTE DECENT AFFORDABLE RENTAL HOUSING

The Office of Housing/FHA also contributed significantly to HUD's Strategic Goal of promoting decent affordable rental housing for low- and moderate-income households and other special populations in FY 2007. The FHA multifamily housing mortgage insurance program and the

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Section 202 and 811 Programs contribute to increasing the supply of affordable housing each year. The Office of Multifamily Housing is also responsible for oversight of the maintenance of approximately 30,000 insured or assisted properties with over 2.6 million units of housing for low- and moderate-income households. Primary program objectives are to assure that insured and assisted multifamily housing properties: 1) meet HUD's physical condition standards to provide low-income households a decent place to live; 2) are financially sound to properly operate the property and mitigate HUD's financial risk; and 3) are properly determining tenant eligibility and rental assistance payments due from HUD. Results on five key performance indicators in FY 2007 are as follows:

SELECTED MEASURES			
Performance Indicator	Year	Target	Actual Results
FHA endorses multifamily project mortgages. (Indicator number B1.4)	2004	1,000	1,497
	2005	1,000	1,017
	2006	1,000	1,016
	2007	1,000	881
The share of multifamily properties in underserved areas insured by FHA. (Indicator number C3.2)	2004	25.0%	34.0%
	2005	25.0%	43.0%
	2006	25.0%	41.0%
	2007	33.0%	46.0%
Increase the availability of affordable housing for the elderly and persons with disabilities by bringing 200 projects to initial closing under Sections 202 and 811. (Indicator number B3.1)	2004	250	303
	2005	250	303
	2006	250	315
	2007	200	245
The share of assisted and insured privately-owned multifamily properties that meet HUD established physical standards. (Indicator number B2.3)	2004	94.7%	94.4%
	2005	95.0%	96.0%
	2006	95.0%	95.0%
	2007	95.0%	94.0%
The share of assisted and insured multifamily properties that meets HUD's financial management compliance is maintained at no less than 98 percent. (Indicator number B2.5)	2004	95%	98%
	2005	95%	98%
	2006	98%	98%
	2007	98%	99%

FHA's multifamily housing mortgage insurance programs endorsed 881 mortgages totaling \$4.19 billion in FY 2007, providing 90,614 housing units/beds across every state, but two. While this was short of HUD's goal of 1,000 endorsements, the downward trend over the last four years can be attributed, in part, to a weakening housing market beyond HUD's control. HUD's FY 2007 goal also anticipated a level of refinancing activity that did not materialize due to rising interest rates.

The Section 202/811 Programs exceeded their goal by 23 percent, with 245 initial project closings. This resulted in 5,590 additional Section 202 units for the elderly and 1,123 additional Section 811 units for disabled households.

SECTION I: MANAGEMENT'S DISCUSSION AND ANALYSIS

HOUSING/FEDERAL HOUSING ADMINISTRATION

The results of the most recent physical inspections conducted on the multifamily housing portfolio of 30,173 properties shows that 28,294 met or exceeded HUD's physical condition standards. This represents 94 percent of the inventory and maintains a very high standard. While this represents a slight increase of substandard properties of less than one percent, this is an aging housing stock, and the 6 percent of properties with substandard conditions are under management improvement operating plans or facing an enforcement action to bring those projects up to acceptable standards.

HUD exceeded its financial compliance goal with 99 percent of insured and assisted properties with no financial compliance deficiencies. This better assures that those properties can meet their operating needs and HUD's physical condition standards, and it reduces the risk of defaults and claims on FHA-insured mortgages.

Improper payments has been a challenge for all of HUD's Rental Housing Assistance Programs – given the size, complexity and decentralized administration of the programs – and significant progress has been made in reducing improper payments. HUD has reduced its baseline improper rental assistance payment estimates by over 55 percent since 2000. As program funding has grown, HUD has also reduced the improper payment rate from 17.1 percent of rental assistance payments in FY 2000 to 5.5 percent of payments in FY 2007. As a result of HUD's improved controls and progress on this issue, HUD's Rental Housing Assistance Programs were removed from the Government Accountability Office's "high-risk" federal programs watch list in FY 2007. Further information on the improper payment issue is provided in Section 4 of this report.

Neighborhood Network Centers do make a difference in resident's lives, like the Santa Maria Village Neighborhood Networks Learning Center located in a 200-unit complex in Austin, TX. The Neighborhood Networks program is a community based initiative whose goal is to provide a resource and computer center at each HUD property. The Center's main goal is to help residents obtain professional skills to be gainfully employed and ultimately become homeowners.



Public and Indian Housing

Primary Focus: Promote Decent Affordable Rental Housing

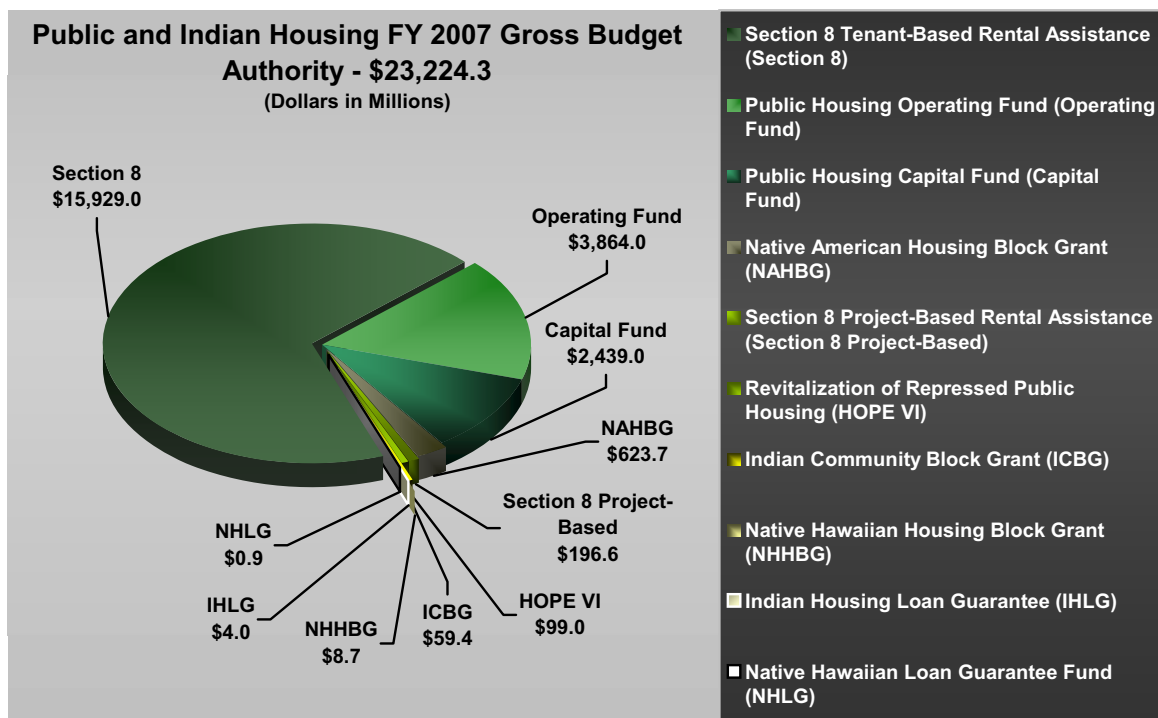
Major Programs: Section 8 Tenant- and Project-Based Rental Assistance, Public Housing Operating and Capital Funds, and Indian and Native Hawaiian Housing Loan Guarantee Funds

FY 2007 Budget Authority

Gross Budget Authority: \$23.2 Billion

Authorized Staffing: 1,489 Full Time Equivalent

The goal of the Office of Public and Indian Housing (PIH) is to ensure safe, decent, and affordable rental housing; create opportunities for residents' housing self-sufficiency; and ensure fiscal integrity by all program administrators and participants. PIH administers over 57 percent of HUD's annual discretionary program budget authority to provide affordable rental housing to about 3.3 million low-income households nationwide.



The **Section 8 Housing Choice Voucher** program, HUD's largest funded program, serves approximately 2.1 million households through vouchers administered by over 2,400 Public Housing Agencies (PHAs) and other state and local designated entities. With these vouchers, eligible families can seek housing in the private market, and in a neighborhood of their choice.

SECTION I: MANAGEMENT'S DISCUSSION AND ANALYSIS
PUBLIC AND INDIAN HOUSING

The family generally pays 30 percent of its adjusted income toward the rent while the voucher subsidizes the remaining cost up to a PHA-determined payment standard.

Public Housing Operating Funds are provided to over 3,100 PHAs to help them meet housing project operating and management expenses. Funds can be used for operating and management costs, including administration, routine maintenance, anti-crime and anti-drug activities, resident participation in management, insurance costs, energy costs, and costs, as appropriate, related to the operation of management of mixed finance projects, among other things.

Public Housing Capital Funds are provided to over 3,100 PHAs to finance capital improvements (developing, rehabilitating, and demolishing units), replace housing, and fund management improvements. Some PHAs may not have enough funds in a single year to be able to make all of the improvements necessary to adequately maintain their public housing. As a result, PHAs may take advantage of the financing element of the Capital Fund. Under the Capital Fund Financing Program, a PHA may borrow private capital to make improvements and pledge, subject to the availability of appropriations, a portion of its future year annual Capital Funds to make debt service payments for either a bond or conventional bank loan transaction, essentially leveraging its future appropriations.

Indian Housing Block Grants and Home Loan Guarantees fund housing development in Indian areas, provide housing assistance to eligible families, and help promote homeownership for Native Americans by providing loan guarantees to private lenders to increase the availability of mortgages and other financing for housing.

The Ihanktonwan Community College, located on the Yankton Sioux Reservation in South Dakota, recently completed an 11,200 square foot Indian Education Center for Higher Learning. In 2004, Ihanktonwan Community College was awarded a \$900,000 Indian Community Development Block Grant (ICDBG) to expand its facility. Using the ICDBG funds and other leveraged resources, this expansion added a science lab, library, distance learning centers, and three additional classrooms as well as several faculty offices. With this addition, the Ihanktonwan Community College can pursue its quest to become accredited as a four year institution of higher learning.



Indian Education Center for Higher Learning

SELECTED MEASURES

In FY 2007, PIH made significant contributions to HUD's strategic goals for promoting decent affordable rental housing and increasing homeownership opportunities.

Promote Decent Affordable Rental Housing

Given the significance of the resources and responsibilities entrusted to the PHAs - for the Section 8 Housing Choice Voucher and various Public Housing programs - PIH has established comprehensive remote monitoring systems to assess PHA performance and the need to target on-site monitoring, technical assistance, or other intervention actions to improve performance. The FY 2007 results on two key tracking indicators for the Section 8 Housing Choice Voucher Program were:

SELECTED MEASURES			
Performance Indicator	Year	Target	Actual Results
The proportion of the Housing Choice Voucher Program funding administered by troubled housing agencies. (Indicator number B2.7).	2004	N/A	N/A
	2005	N/A	N/A
	2006	Tracking	6.1%
	2007	Tracking	4.5%
Improve the utilization rate of Housing Choice Voucher funding to 97% by 2011. (When a new assessment system under development becomes functional, HUD will develop new performance goals. In the interim, the Department will report this measure as a tracking indicator.) (Indicator number B1.10).	2004	N/A	100.0%
	2005	N/A	97.0%
	2006	N/A	90.0%
	2007	N/A	93.0%

The above first indicator tracks the portion of the Housing Choice Voucher Program funding managed by "troubled" agencies. It is an important indicator since troubled agencies do not efficiently and effectively handle the funding provided, and typically serve less recipients, have higher improper payments and/or do not assure the quality of the housing provided. Through corrective actions and technical assistance, the percentage of program funding administered by troubled agencies was reduced from 6.1 percent to 4.5 percent in FY 2007.

In FY 2005, Congress changed the basis of the Housing Choice Voucher Program funding from a "unit-based" process with program variables that affected the total annual federal funding need, to a "budget-based" process that limits the federal funding to PHAs to a fixed amount. Whereas the prior unit-based process resulted in both escalating annual federal budget needs and large balances of un-utilized funds at the end of the annual funding cycle, the budget-based process has leveled total program funding. This budget-based process is intended to provide PHAs with a steady funding stream and flexibility in the management of the program within the annually computed budget.

However, legislative change is needed to provide PHAs with the flexibility to manage their programs according to local needs and priorities. Congress did not enact HUD's proposed State and Local Housing Flexibility Act of 2005 to streamline the program and give more flexibility to

SECTION I: MANAGEMENT'S DISCUSSION AND ANALYSIS
PUBLIC AND INDIAN HOUSING

PHAs to administer the program to better address local needs within their set annual funding amount.

Under the current funding approach, a certain level of local program reserve is necessary given the many existing variable factors that affect the program funding utilization, such as market conditions, the local voucher acceptance rate, and changes in the tenant income mix being subsidized. Most Housing Choice Vouchers are currently being used to assist low-income families. However, many PHAs have an existing statutory ceiling on the number of leased voucher units they can fund, as a carry-over from the previous unit-based funding process. These ceilings or caps do not allow those PHAs to take advantage of program efficiencies they can achieve under budget-based funding. As a result, large undesignated funds balances have built up in the program since FY 2005. HUD proposes the Congress remove ceilings on voucher units and change the authorizing statutes to provide PHAs greater flexibility to use their fixed funding to meet local needs which would result in the rate of underutilized funding being further reduced, thus serving more low-income households.

In the interim, increasing PHAs' utilization of voucher funds remains a key HUD priority. The utilization rate improved from 90 percent to 93 percent in FY 2007. HUD will closely monitor underutilization of funds and will take appropriate action, including possible revisions to future funding allocations to ensure appropriated funds are being used to serve as many families as are authorized to receive vouchers under the program.

The FY 2007 results on two key performance indicators for the Public Housing Programs were:

SELECTED MEASURES			
Performance Indicator	Year	Target	Actual Results
The percentage reduction of public housing units under management of troubled housing agencies (Indicator B2.6). (When a new assessment system under development becomes functional, HUD will develop new performance goals. In the interim, the Department will report this measure as a tracking indicator.)	2004	Tracking	43.5%
	2005	Tracking	33.0%
	2006	Tracking	31.0%
	2007	Tracking	33.9%
The share of public housing units that meet HUD established physical inspection standards (Indicator B2.2).	2004	87.4%	85.0%
	2005	85.0%	85.1%
	2006	85.1%	85.8%
	2007	85.0%	85.7%

During FY 2007, HUD reduced the number of housing units managed by housing agencies rated as "substandard" or "troubled" by 34 percent from the previous year, returning them to at least a rating of "standard." At the beginning of FY 2006, there were 197 troubled PHAs administering 71,391 low-rent housing units. Program improvements positively affected the management and conditions at over 24,166 low-rent housing units at the 73 PHAs removed from troubled agency status in FY 2007. However, relative reductions in federal funding for the Public Housing Operating and Capital Funds are having an adverse impact on PHAs' ability to better manage and maintain the public housing stock.

The share of public housing units that meet HUD's physical condition standards has been holding relatively constant near 85 percent for the past four years. To improve the physical

quality of public housing and achieve program efficiencies, PIH is implementing the recommendations of a three-year study by Harvard University on the cost of operating a well-run PHA. HUD is using a new formula to provide operating subsidies based on the profile and needs of each public housing project based on size, location, age of facilities, and its occupancy. Also in keeping with the Harvard Study and negotiated rulemaking on the Operating Fund Program, all PHAs of 250 or more units are required to convert to asset management, including project-based budgeting, accounting, and management. Under asset management, PHAs will monitor performance on a project-level versus on a PHA-wide basis. This greater focus will improve the PHAs ability to address operating issues and thus improve the effectiveness of resources which in turn improve the physical quality of the public housing stock. PHAs have until 2011 to complete the transition to asset management; however, project-based budgeting and accounting began in 2007 (for PHAs with July fiscal years). PIH exceeded its goal to have asset-based accounting implemented at 20 percent of PHAs in FY 2007, with 30 percent actually implemented.

PIH is in the process of overhauling its systems, processes, training and operations in order to ensure that PHAs comply with the conversion to asset management. Increased responsibility due to the implementation of asset management will put a strain on resources. Without adequate budgetary resources, PIH will not be able perform the following oversight functions, all of which are essential for the implementation of asset management:

- Accept project-level financial statements from PHAs
- Conduct project-level property inspections
- Conduct on-site management reviews
- Accept project-level operating subsidy submissions from PHAs
- Perform project-based performance assessments

In FY 2007, the PIH Office of Capital Improvements approved 23 proposals under the Capital Fund Financing Program involving approximately \$191 million in financing through PHA leveraging of their capital funds. The financed funds were used for the modernization and development of public housing at 37 PHAs.

A continuing challenge related to all of HUD's rental housing assistance programs - including the Housing Choice Voucher and Public Housing Programs - is the issue of improper payments. The significance of this issue is evidenced in it being included in the President's Management Agenda as an initiative. HUD has done extremely well in addressing this issue, reducing its improper payment rate from 17.1 percent to 5.5 percent since 2000. Further details on HUD's performance on this issue can be found in Section 4 under Improper Payment Information Act Reporting.

Increase Homeownership Opportunities

PIH programs have also continued to serve to increase homeownership among low-income and minority households, and Native Americans, as indicated by the following key indicators for FY 2007:

SECTION I: MANAGEMENT'S DISCUSSION AND ANALYSIS
PUBLIC AND INDIAN HOUSING

SELECTED MEASURES

Performance Indicator	Year	Target	Actual Results
The cumulative homeownership closings under the homeownership option of the Housing Choice Voucher/Housing Certificate Fund (Indicator Number A5.1).	2004	1,674	2,052
	2005	4,000	5,121
	2006	6,000	7,528
	2007	8,000	10,429
Section 184 mortgage financing of \$197.25 million is guaranteed for Native American homeowners during FY 2007. (Indicator number A2.9)	2004	N/A	\$62.3
	2005	\$150.0	\$76.8
	2006	\$120.0	\$172.2
	2007	\$197.25	\$233.9

By FY 2007, 10,429 households became homeowners through the Housing Choice Voucher, Family Self-Sufficiency and Moving to Work homeownership programs, exceeding the FY 2007 cumulative goal of 8,000 closings.

The Section 184 mortgage financing program had a successful year due to a team approach used to educate tribes and individual Native Americans about the benefits of homeownership. HUD relied on a network of approved lenders to finance mortgage transactions through a public/private partnership.

Grand Ronde Tribal Housing Authority Rental Units

This housing development in Grand Ronde, Oregon included 72 rental units; 36 of the units are designated for low-income families and 36 units are market-rate rentals. The project was funded by the Confederated Tribes of Grand Ronde and HUD IHBG funds.



An additional achievement during FY 2007 that was not a performance indicator, but is notable just the same, was the creation of the **National Housing Locator**. PIH, in partnership with the Office of the Chief Information Officer, created the nation's first National Housing Locator system for rental housing assistance in disaster areas. The intergovernmental National Housing Locator web site was launched in January 2007 as a direct response to lessons learned from Hurricane Katrina, most notably the lack of a nationwide, single point of entry, easily searchable system identifying available rental housing in times of disaster.

Goal A: Increase Homeownership Opportunities

Strategic Objectives:

- A1 Expand national homeownership opportunities.**
- A2 Increase minority homeownership.**
- A3 Make the homebuying process less complicated and less expensive**
- A4 Fight practices that permit predatory lending.**
- A5 Help HUD-assisted renters become homeowners.**
- A6 Keep existing homeowners from losing their homes.**

PERFORMANCE REPORT CARD – GOAL A								
Performance Indicators		2004 Actual	2005 Actual	2006 Actual	2007 Actual	2007 Target	Met	Notes
A1	Expand national homeownership opportunities.							
A1.1	Improve national homeownership opportunities.	69.0%	68.8%	69.0%	68.2%	N/A	N/A	c,d
A1.2	The share of all homebuyers who are first-time homebuyers.	N/A	38.1%	N/A	N/A	N/A	N/A	c,e
A1.3	The number of FHA single family mortgage insurance endorsements nationwide.	997	556	502	532	N/A	N/A	c,j
A1.4	The share of first time homebuyers among FHA home-purchase endorsements is 71 percent.	72.8%	79.3%	79.3%	79.5%	71.0%	✓	
A1.5	Ginnie Mae securitizes at least 93 percent of eligible single family fixed rate FHA loans.	87.3%	92.7%	91.4%	93%	93%	✓	
A1.6	Ginnie Mae securitizes at least 83 percent of VA single family loans				92%	83%	✓	
A1.7	At least 28 percent of all Ginnie Mae single family pools issued in FY 2007 are Targeted Lending Initiative Pools.	16.3%	25.9%	26.3%	26%	28%	✗	
A1.8	At least 30 percent of clients receiving pre-purchase counseling will purchase a home or become mortgage-ready within 90 days.	42.0%	37.1%	42.7%	53%	30%	✓	d
A1.9	The number of homebuyers who have been assisted with the HOME Investment Partnerships program is maximized.	30,780	32,307	55,652	34,985	30,221	✓	
A1.10	The share of FHA-insurable real-estate-owned properties that are sold to owner-occupants is 90 percent.	98.4%	85.1%	89.8%	93%	90%	✓	

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PERFORMANCE REPORT CARD – GOAL A

		2004	2005	2006	2007	2007		
	Performance Indicators	Actual	Actual	Actual	Actual	Target	Met	Notes
A1.11	HUD will continue to monitor and enforce Fannie Mae's and Freddie Mac's performance in meeting or surpassing HUD-defined targets for low- and-moderate income mortgage purchases.							
	Fannie Mae	52.3%	53.4%	55.1%	56.9%	53%	✓	f
	Freddie Mac	51.2%	52.5%	54.0%	55.9%	53%	✓	f
A1.12	The number of households receiving homeownership assistance and homeowners receiving housing rehabilitation assistance from the Community Development Block Grant, the Indian Housing Block Grant, and the Native Hawaiian Housing Block Grant.	121,763	139,115	145,530	129,614	140,414	✗	
A1.13	The number of homeowners who have used sweat equity to earn assistance with Self-help Homeownership Opportunity Program funding reaches 1,500.	1,735	2,277	1,868	1,887	1,500	✓	m
A1.14	The Self-help Homeownership Opportunity Program will maintain a default rate that is lower than that under the comparable US Department of Agriculture 502 loan program.			1.40%	1.15%	3.23%	✓	
A1.15	Create net household equity of \$37.5 million through the Self-help Homeownership Opportunity Program.	\$38.4	\$54.3	\$54.3	\$53.4	\$37.5	✓	k
A1.16	Through the HOPE VI Community and Supportive Services program, 133 public housing residents will become homeowners.				394	133	✓	m
A1.17	The HOPE VI program will create 800 new homeownership units.	1,239	1,284	718	1,841	800	✓	m
A2	Increase minority homeownership.							
A2.1	The homeownership rate among targeted households.							
	Homeownership among minority households	50.9%	51.2%	51.7%	51.0%	N/A	N/A	c,d
	Households with income less than median family income	52.7%	52.8%	53.0%	53.0%	N/A	N/A	c,d
	Homeownership among central city households	53.2%	54.0%	54.6%	53.5%	N/A	N/A	c,d
A2.2	Increase the number of minority homeowners by 5.5 million between 2002 and 2010.				3.19	N/A	N/A	c,d,k
A2.3	The gap in homeownership rates of minority and non-minority households.	25.0%	24.6%	24.6%	24.3%	N/A	N/A	c,d
A2.4	The mortgage disapproval rates of minority applicants.	15.4%	16.5%	18.4%	22.0%	N/A	N/A	c
A2.5	The share of first time minority homebuyers among FHA first time home purchase endorsements is 35 percent.	37.2%	34.4%	31.7%	33%	35%	✗	

SECTION II: PERFORMANCE INFORMATION
GOAL A: INCREASE HOMEOWNERSHIP OPPORTUNITIES

PERFORMANCE REPORT CARD – GOAL A

		2004	2005	2006	2007	2007		
	Performance Indicators	Actual	Actual	Actual	Actual	Target	Met	Notes
A2.6	HUD will continue to monitor and enforce Fannie Mae's and Freddie Mac's performance in meeting or surpassing HUD-defined targets for mortgages financing special affordable housing.							
	Fannie Mae	21.2%	23.6%	26.3%	27.8%	23.0%	✓	f
	Freddie Mac	21.4%	23.0%	24.3%	26.4%	23.0%	✓	f
A2.7	Minority clients are at least 50 percent of total clients receiving HUD-funded housing counseling in FY 2007.	49.6%	58.4%	47.3%	42.7%	50.0%	✗	d
A2.8	Section 184A mortgage financing of \$12.8 million is guaranteed for Native Hawaiian homeowners during FY 2007.	N/A	\$1.7	\$0.2	\$0	\$12.8	✗	k
A2.9	Section 184 mortgage financing of \$197.25 million is guaranteed for Native American homeowners during FY 2007.	\$62.3	\$76.8	\$172.2	\$223.9	\$197.3	✓	k
A3	Make the homebuying process less complicated and less expensive							
A3.1	Respond to 3,000 inquiries and complaints from consumers and industry regarding the Real Estate Settlement Procedures Act and the homebuying and mortgage loan process.	1,244	1,245	1,355	6,622	3,000	✓	
A4	Fight practices that permit predatory lending.							
A4.1	FHA increases the percentage of at-risk loans that substantively comply with FHA program requirements.	88%	90%	95%	96.8%	85%	✓	
A5	Help HUD-assisted renters become homeowners.							
A5.1	Increase the cumulative homeownership closings under the homeownership option of the Housing Choice Voucher, Family Self-Sufficiency, and Moving to Work programs to 8,000 by the end of FY 2007.	2,052	5,121	7,528	10,429	8,000	✓	
A5.2	HUD works to expand public housing agencies' use of the Section 32 homeownership program, resulting in the submission of 12 proposals in FY 2007	N/A	N/A	16	27	12	✓	
A6	Keep existing homeowners from losing their homes.							
A6.1	Loss mitigation claims are 55 percent of total claims on FHA-insured single family mortgages.	54.2%	59.1%	61.0%	64.6%	55.0%	✓	
A6.2	More than 80 percent of total mortgagors seeking help with resolving or preventing mortgage delinquency will successfully avoid foreclosure.	90.8%	96.7%	92.5%	94.7%	80.0%	✓	d

Notes:

- a Data not available.
- b No performance goal for this fiscal year.
- c Tracking indicator.
- d Third quarter of calendar year (last quarter of fiscal year; not the entire fiscal year).
- e Calendar year beginning during the fiscal year shown.
- f Calendar year ending during the fiscal year shown.

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- g Result too complex to summarize. See indicator.
- h Baseline newly established.
- i Result is estimated.
- j Number is in thousands.
- k Number reported in millions.
- l Number reported in billions.
- m For one year period ending June 30, 2007

Goal B: Promote Decent Affordable Housing

Strategic Objectives:








- B1 Expand access to affordable rental housing.**
- B2 Improve the physical quality and management accountability of public and assisted housing.**
- B3 Increase housing opportunities for the elderly and persons with disabilities.**
- B4 Transition families from HUD-assisted housing to self sufficiency.**
- B5 Facilitate more effective delivery of affordable housing by reforming public housing and the Housing Choice Voucher program.**

PERFORMANCE REPORT CARD – GOAL B

		2004	2005	2006	2007	2007		
Performance Indicators		Actual	Actual	Actual	Actual	Target	Met	Notes
B1	Expand access to affordable rental housing.							
B1.1	The number of households with worst case housing needs among families with children, the elderly, and non-elderly person with disabilities.							a,b,c
	Families with children	N/A	2,324	N/A	N/A	N/A	N/A	j
	Elderly	N/A	1,291	N/A	N/A	N/A	N/A	j
	Persons with disabilities	N/A	542	N/A	N/A	N/A	N/A	j
B1.2	The net number of years of affordability remaining for all HOME Investment Partnership Program assisted units is maximized.	64	980	1,063	1,244	1,150	✓	j
B1.3	The number of rental assisted households and rental housing units with CDBG, HOME, Housing Opportunities for Persons With AIDS, Indian Housing Block Grant and Native Hawaiian Housing Block Grant.	143,424	157,733	177,757	141,787	135,929	✓	
B1.4	FHA endorses at least 1,000 multifamily mortgages.	1,497	1,017	1,016	881	1,000	✗	
B1.5	Ginnie Mae securitizes at least 95 percent of eligible FHA multifamily mortgages.	92.4%	91.1%	96.9%	98%	95%	✓	








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FY 2007 PERFORMANCE AND ACCOUNTABILITY REPORT

PERFORMANCE REPORT CARD – GOAL B

		2004	2005	2006	2007	2007		
Performance Indicators		Actual	Actual	Actual	Actual	Target	Met	Notes
B1.6	HUD will complete 80 percent of the initial FY 2007 Mark-to-Market pipeline during the fiscal year, reducing rents and restructuring mortgages where appropriate.	72%	82%	86%	92%	80%		
B1.7	HUD will continue to monitor and enforce Fannie Mae's and Freddie Mac's performance in meeting or surpassing HUD-defined targets for special affordable multifamily mortgage purchases.							
	Fannie Mae	\$12.23	\$7.32	\$10.39	\$13.31	\$5.49		f,l
	Freddie Mac	\$8.79	\$7.77	\$12.35	\$13.58	\$3.92		f,l
B1.8	At least 70 percent of clients receiving rental or homeless counseling either find suitable housing or receive social service assistance to improve their housing situation.	72.9%	75.0%	71.5%	70.1%	70.0%		d,i
B1.9	Reduce energy costs in building or operating HUD-financed, assisted, or insured housing.				\$33	N/A	N/A	c
B1.10	Improve the utilization rate of Housing Choice Voucher funding to 97 percent by FY 2011.	100%	97%	90%	93%	N/A	N/A	c, n
B2 Improve the physical quality and management accountability of public and assisted housing.								
B2.1	Reduce the average number of observed exigent deficiencies per property for substandard multifamily housing properties by 10 percent.			7.6	3.2	6.84		
B2.2	The share of public housing units that meet HUD established physical inspection standards will be 85 percent	85.0%	85.1%	85.8%	85.7%	85%		
B2.3	The share of assisted and insured privately-owned multifamily properties that meet HUD established physical standards are maintained at no less than 95 percent.	94.4%	96.0%	95.0%	93.8%	95.0%		

SECTION II: PERFORMANCE INFORMATION
GOAL B: PROMOTE DECENT AFFORDABLE HOUSING

PERFORMANCE REPORT CARD – GOAL B

		2004	2005	2006	2007	2007		
	Performance Indicators	Actual	Actual	Actual	Actual	Target	Met	Notes
B2.4	Key measures under the Public Housing Assessment System including (a) the unit-weighted average score, (b) observed exigent deficiencies per property among PHAs that are designed as troubled and have five or more deficiencies per property for public housing and (c) the share of units that have functioning smoke detectors.							
	Unit weighted average score	86.9%	85.8%	85.0%	85.2%	N/A	N/A	c
	Observed exigent deficiencies per property			54%	58%	N/A	N/A	c
	Share of units with functioning smoke detectors	92.8%	92.9%	93.6%	93.4%	N/A	N/A	c
B2.5	For households living in assisted and insured privately-owned multifamily properties, the share of properties that meets HUD's financial management compliance is maintained at no less than 98 percent	98%	98%	98%	99%	98%		
B2.6	The percent of public housing units under management of troubled housing agencies.	43.5%	33.0%	31.0%	33.9%	N/A	N/A	c,g
B2.7	The proportion of the Housing Choice Voucher Program funding administered by troubled housing agencies.			6.1%	4.5%	N/A	N/A	c,g
B2.8	The HOPE VI Revitalization program for public housing relocates 1,378 households, demolishes 4,209 units, completes 8,745 new and rehabilitated units, and occupies 8,293 units.							
	Households relocated	4,618	4,702	4,049	3,685	1,378		m
	Units demolished	4,919	8,765	5,034	6,601	4,209		m
	Units constructed or rehabilitated	4,132	9,632	9,389	8,436	8,745		m
	Units occupied	4,210	8,467	10,995	7,793	8,293		m
B2.9	Ensure the unit production of HOPE VI projects is completed within 7.75 years from the grant agreement execution, and unit production will be completed for 75 HOPE VI grants awarded from FY 1993 through FY 2004							
	Completion years.				7.31	7.75		
	Grants for which unit production is completed				76	75		



DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
FY 2007 PERFORMANCE AND ACCOUNTABILITY REPORT

PERFORMANCE REPORT CARD – GOAL B

		2004	2005	2006	2007	2007		
	Performance Indicators	Actual	Actual	Actual	Actual	Target	Met	Notes
B2.10	The HOPE VI program will leverage \$650 million of other financing.	\$878	\$945	\$862	\$669	\$650	✓	k
B2.11	Approve \$50 million of leveraged funds through the Capital Fund Financing program.				\$191	\$50	✓	k
B2.12	In FY 2007, HUD will award 35 grants to establish new, or expand existing, Public Housing Neighborhood Networks centers.				54	35	✓	
B3	Increase housing opportunities for the elderly and persons with disabilities.							
B3.1	Increase the availability of affordable housing for the elderly and persons with disabilities by bringing 200 projects to initial closing under Sections 202 and 811.	305	302	315	245	200	✓	
B3.2	The number of elderly households living in private assisted housing developments served by a service coordinator is maintained at the FY 2006 level.				352.8	139.1	✓	j,g
B4	Transition families from HUD-assisted housing to self sufficiency.							
B4.1	By FY 2008, increase the proportion of those who transition from HUD's public housing and Housing Choice Voucher programs by 20 percent and decrease the proportion of active participants who have been in HUD's housing assistance programs for 10 years or more by 10 percent.							
	Proportion of participants who transition from program	N/A	12.8%	12.6%	14.2%	12.9%	✓	g
	Proportion of participants in program for 10 years or more	N/A	19.2%	20.9%	21.2%	19.0%	✗	g
B4.2	The number of residents counseled through the Resident Opportunity and Self Sufficiency (ROSS) program in homeownership readiness will increase by 295, and the number of counseled residents who purchased homes will increase by 26 during FY 2007.							
	Residents counseled through ROSS in homeownership readiness				2,586	295	✓	
	Residents counseled through ROSS who purchase homes				286	26	✓	

SECTION II: PERFORMANCE INFORMATION
GOAL B: PROMOTE DECENT AFFORDABLE HOUSING

PERFORMANCE REPORT CARD – GOAL B

Performance Indicators	2004	2005	2006	2007	2007		
	Actual	Actual	Actual	Actual	Target	Met	Notes
B5 Facilitate more effective delivery of affordable housing by reforming public housing and the Housing Choice Voucher program.							
B5.1 Complete analysis of Section 8 and public housing assessment programs and develop a more accurate and efficient assessment tool.				Complete	Complete		
B5.2 Asset-based accounting will be implemented in 20 percent of PHAs by FY 2007				30%	20%		

Notes:

- a Data not available.
- b No performance goal for this fiscal year.
- c Tracking indicator.
- d Third quarter of calendar year (last quarter of fiscal year; not the entire fiscal year).
- e Calendar year beginning during the fiscal year shown.
- f Calendar year ending during the fiscal year shown.
- g Result too complex to summarize. See indicator.
- h Baseline newly established.
- i Result is estimated.
- j Number is in thousands.
- k Number reported in millions.
- l Number reported in billions.
- m For one year period ending June 30, 2007
- n First half of calendar year
- o One-year lag in data

Section 3 24 CFR References

PART 902 PUBLIC HOUSING ASSESSMENT SYSTEM

SUBPART A General Provisions

902.1 Purpose, scope, and general matters.

(a) *Purpose.* The purpose of the Public Housing Assessment System (PHAS) is to improve the delivery of services in public housing and enhance trust in the public housing system among public housing agencies (PHAs), public housing residents, and the general public, by providing a management tool for effectively and fairly measuring the performance of a PHA in essential housing operations of projects, on a program-wide basis and individual project basis, and providing rewards for high performers and remedial requirements for poor performers.

(b) *Scope.* PHAS is a strategic measure of the essential housing operations of projects and PHAs. PHAS does not evaluate the compliance of a project or PHA with every HUD-wide or program-specific requirement or objective. Although not specifically evaluated through PHAS, PHAs are responsible for complying with nondiscrimination and equal opportunity requirements, including but not limited to those specified in 24 CFR 5.105, for affirmatively furthering fair housing, requirements under section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794), and requirements of other federal programs under which the PHA is receiving assistance. A PHA's adherence to these requirements will be monitored in accordance with the applicable program regulations and the PHA's Annual Contributions Contract (ACC).

(c) *PHAS indicators.* HUD will assess and score the performance of projects and PHAs based on the indicators, which are more fully addressed in § 902.9: Physical condition, financial condition, management operations, and the Capital Fund program.

(d) *Assessment tools.* HUD will make use of uniform and objective criteria for the physical inspection of projects and PHAs and the financial assessment of projects and PHAs, and will use data from appropriate agency data systems to assess management operations. For the Capital Fund program indicator, HUD will use information provided in the electronic Line of Credit Control System (eLOCCS), the Public Housing Information Center (PIC), or their successor systems. On the basis of this data, HUD will assess and score the results, advise PHAs of their scores, and identify low-scoring and poorperforming projects and PHAs so that these projects and PHAs will receive the appropriate attention and assistance.

(e) *Small PHAs.* A PHA with fewer than 250 units that does not convert to asset management will be considered as one project by HUD.

(f) HUD's *scoring procedures* will be published from time to time in the **Federal Register** for public comment.

902.3 Definitions.

As used in this part:

Act means the U.S. Housing Act of 1937 (42 U.S.C. 1437 et seq.)

Alternative management entity (AME) is a receiver, private contractor, private manager, or any other entity that is under contract with a PHA, under a management agreement with a PHA, or that is otherwise duly appointed or contracted (for example, by court order or agency action), to manage all or part of a PHA's operations.

Assessed fiscal year is the PHA fiscal year that has been/is being assessed under PHAS.

Assistant Secretary means the Assistant Secretary for Public and Indian Housing.

Capital Fund-troubled refers to a PHA that does not meet the minimum passing score of 5 points or 50 percent under the Capital Fund indicator.

Corrective Action Plan means a plan, as provided in § 902.73(a), that is developed by a PHA that specifies the actions to be taken, including timetables, that shall be required to correct deficiencies identified under any of the PHAS indicators and subindicators, and identified as a result of a PHAS assessment, when a memorandum of agreement (MOA) is not required.

Criticality means one of five levels that reflect the relative importance of the deficiencies for an inspectable item.

(1) Based on the importance of the deficiency, reflected in its criticality value, points are deducted from the score for an inspectable area.

Criticality	Level
Critical.....	5
Very Important.....	4
Important.....	3
Contributes.....	2
Slight Contribution.....	1

(2) The Item Weights and Criticality Levels document lists all deficiencies with their designated levels, which vary from 1 to 5, with 5 as the most critical, and the point values assigned to them.

Days mean calendar days, unless otherwise specified.

Decent, safe, sanitary housing and in good repair (DSS/GR) is HUD's standard for acceptable basic housing conditions and the level to which a PHA is required to maintain its public housing.

Deficiency means any finding or determination that requires corrective action, or any score below 60 percent of the available points for the physical condition, financial condition, or management operations indicators, and any score below 50 percent for the Capital Fund indicator. In the context of physical condition and physical inspection in subpart B of this part, "deficiency" means a specific problem, as described in the Dictionary of Deficiency Definitions, such as a hole in a wall or a damaged refrigerator in the kitchen that can be recorded for inspectable items.

Dictionary of Deficiency Definitions means the Dictionary of Deficiency Definitions document that is utilized in the PHAS Physical Condition Scoring procedure, and which contains specific definitions of each severity level for deficiencies under this subpart.

Direct Funded RMC (DF-RMC) means a Resident Management Corporation to which HUD directly provides operating and capital assistance under the provisions of 24 CFR 964.225(h).

Inspectable areas (or area) mean any of the five major components of public housing that are inspected, which are: Site, building exteriors, building systems, dwelling units, and common areas.

Inspectable item means the individual parts, such as walls, kitchens, bathrooms, and other things, to be inspected in an inspectable area. The number of inspectable items varies for each area. Weights are assigned to each item as shown in the Item Weights and Criticality Levels document.

Item Weights and Criticality Levels document means the Item Weights and Criticality Levels document that is utilized in the Physical Condition scoring procedure, and which contains a listing of the inspectable items, item weights, observable deficiencies, criticality levels and values, and severity levels and values that apply to this subpart.

Memorandum of Agreement (MOA) is defined in § 902.75(b).

Normalized weights mean weights adjusted to reflect the inspectable items or areas that are present to be inspected.

Resident Management Corporation (RMC) is defined in 24 CFR 964.7.

Score for a project under the physical condition inspection means a number on a scale of 0 to 100 that reflects the physical condition of a project, inspectable area, or subarea. To record a health or safety deficiency, a specific designation (such as a letter—a, b, or c) is added to the project score that highlights that a health or safety deficiency (or deficiencies) exists. If smoke detectors are noted as inoperable or missing, another designation (such as an asterisk (*)) is added to the project score. Although inoperable or missing smoke detectors do not reduce the score, they are fire safety hazards and are included in the Notification of Exigent and Fire Safety Hazards Observed Deficiency list that the inspector gives the PHA's project representative.

Severity under the physical condition inspection means one of three levels, level 1 (minor), level 2 (major), and level 3 (severe), that reflect the extent of the damage or problem associated with each deficiency. The Item Weights and Criticality Levels document shows the severity levels for each deficiency. Based on the severity of each deficiency, the score is reduced. Points deducted are calculated as the product of the item weight and the values for criticality and severity. For specific definitions of each severity level, see the Dictionary of Deficiency Definitions.

Statistically valid sample refers to a scientific sampling performed in a rigorous, random manner.

Subarea means an inspectable area for one building. For example, if a project has more than one building, each inspectable area for each building in the project is treated as a subarea.

Unit-weighted average means the average of the PHA's individual indicator scores, weighted by the number of units in each project, divided by the total number of units in all of the projects of the PHA. In order to compute a unit-weighted

average, an individual project score for a particular indicator is multiplied by the number of units in each project to determine a "weighted value." For example, for a PHA with two projects, one with 200 units and a score of 90, and the other with 100 units and a score of 60, the unit-weighted average score for the indicator would be $(200 \times 90 + 100 \times 60)/300 = 80$.

902.5 Applicability.

(a) *PHAs, RMCs, AMEs.* This part applies to PHAs, Resident Management Corporations (RMCs), and AMEs. This part is also applicable to RMCs that receive direct funding from HUD in accordance with section 20 of the 1937 Act (DF-RMCs).

(1) *Scoring of RMCs and AMEs.* (i) RMCs and DF-RMCs will be assessed and issued their own numeric scores under PHAS based on the public housing or portions of public housing that they manage and the responsibilities they assume that can be scored under PHAS. References in this part to PHAs include RMCs, unless stated otherwise. References in this part to RMCs include DF-RMCs, unless stated otherwise.

(ii) AMEs are not issued PHAS scores. The performance of the AME contributes to the PHAS score of the project(s)/PHA(s) for which they assumed management responsibilities.

(2) *ACC.* The ACC makes a PHA legally responsible for all public housing operations, except where DF-RMC assumes management operations.

(i) Because the PHA and not the RMC or AME is ultimately responsible to HUD under the ACC, the PHAS score of a PHA will be based on all of the projects covered by the ACC, including those with management operations assumed by an RMC or AME (including a court-ordered or administrative receivership agreement, if applicable).

(ii) A PHA's PHAS score will not be based on projects managed by a DF-RMC.

(3) This part does not apply to Moving-to-Work (MTW) agencies that are specifically exempted in their grant agreement.

(b) *Implementation of PHAS.* The regulations in this part are applicable to PHAs beginning with the first fiscal year end date after the effective date of this rule, and thereafter.

902.9 PHAS scoring.

(a) *Indicators and subindicators.* Each PHA will receive an overall PHAS score, rounded to the nearest whole number, based on the four indicators: Physical condition, financial condition, management operations, and the Capital Fund program. Each of these indicators contains subindicators, and the scores for the subindicators are used to determine a single score for each of these PHAS indicators. Individual project scores are used to determine a single score for the physical condition, financial condition, and management operations indicators. The Capital Fund program indicator score is entity-wide.

(b) *Overall PHAS score and indicators.* The overall PHAS score is derived from a weighted average of score values for the four indicators, as follows:

(1) The physical condition indicator is weighted 40 percent (40 points) of the overall PHAS score. The score for this indicator is obtained as indicated in subpart B of this part.

(2) The financial condition indicator is weighted 25 percent (25 points) of the overall PHAS score. The score for this indicator is obtained as indicated in subpart C of this part.

(3) The management operations indicator is weighted 25 percent (25 points) of the overall PHAS score. The score for this indicator is obtained as indicated in subpart D of this part.

(4) The Capital Fund program indicator is weighted 10 percent (10 points) of the overall PHAS score for all Capital Fund program grants for which fund balances remain during the assessed fiscal year. The score for this indicator is obtained as indicated in subpart E of this part.

902.11 PHAS performance designation.

All PHAs that receive a PHAS assessment shall receive a performance designation. The performance designation is based on the overall PHAS score and the four indicator scores, as set forth below.

(a) *High performer.* (1) A PHA that achieves a score of at least 60 percent of the points available under the financial condition, physical condition, and management operations indicators and at least 50 percent of the points available under the Capital Fund indicator, and achieves an overall PHAS score of 90 percent or greater of the total available points under PHAS shall be designated a high performer. A PHA shall not be designated a high performer if it scores below the threshold

established for any indicator.

(2) High performers will be afforded incentives that include relief from reporting and other requirements, as described in § 902.71.

(b) *Standard performer.* (1) A PHA that is not a high performer shall be designated a standard performer if the PHA achieves an overall PHAS score of at least 60 percent, and at least 60 percent of the available points for the physical condition, financial condition, and management operations indicators, and at least 50 percent of the available points for the Capital Fund indicator.

(2) At HUD's discretion, a standard performer may be required by the field office to submit and operate under a Corrective Action Plan.

(c) *Substandard performer.* A PHA shall be designated a substandard performer if the PHA achieves a total PHAS score of at least 60 percent and achieves a score of less than 60 percent under one or more of the physical condition, financial condition, or management operations indicators. The PHA shall be designated as substandard physical, substandard financial, or substandard management, respectively. The HUD office with jurisdiction over the PHA shall require a Corrective Action Plan if the deficiencies have not already been addressed in a current Corrective Action Plan.

(d) *Troubled performer.* (1) A PHA that achieves an overall PHAS score of less than 60 percent shall be designated as a troubled performer.

(2) In accordance with section 6(j)(2)(A)(i) of the Act (42 U.S.C. 1437d(j)(2)(A)(i)), a PHA that receives less than 50 percent under the Capital Fund program indicator under subpart E of this part will be designated as a troubled performer and subject to the sanctions provided in section 6(j)(4) of the Act (42 U.S.C. 1437(d)(j)(4)).

902.13 Frequency of PHAS assessments.

The frequency of a PHA's PHAS assessments is determined by the size of the PHA's Low-Rent program and its PHAS designation. HUD may, due to unforeseen circumstances or other cause as determined by HUD, extend the time between assessments by direct notice to the PHA and relevant resident organization or resident management entity, and any other general notice that HUD deems appropriate.

(a) *Small PHAs.* HUD will assess and score the performance of a PHA with fewer than 250 public housing units, as follows:

(1) A small PHA that is a high performer may receive a PHAS assessment every 3 years;

(2) A small PHA that is a standard or substandard performer may receive a PHAS assessment every other year; and

(3) All other small PHAs may receive a PHAS assessment every year, including a PHA that is designated as troubled or Capital Fund-troubled in accordance with § 902.75.

(b) *Frequency of scoring for PHAs with 250 units or more.*

(1) All PHAs, other than stated in paragraph (a) of this section, may be assessed on an annual basis.

(2) The physical condition score for each project will determine the frequency of inspections of each project. For projects with a physical condition score of 90 points or higher, physical inspections will be conducted every 3 years at the project. For projects with a physical condition score of less than 90 points but at least 80 points, physical inspection will be conducted every 2 years at the project. The physical condition score of 80 points or higher will be carried over to the next assessment period and averaged with the other project physical condition score(s) for the next assessment year for an overall PHAS physical condition indicator score. For projects whose physical condition score for a project is less than 80 points, physical inspections will be conducted annually at the project.

(3) If a PHA is designated as a troubled performer, all projects will receive a physical condition inspection regardless of the individual project physical condition score.

(4) In the baseline year, every PHA will receive an overall PHAS score and in all four of the PvHAS indicators: Physical condition; financial condition; management operations; and Capital Fund program. This will allow a baseline for the physical condition inspections and the 3–2–1 inspection schedule, as well as a baseline year for the small deregulated PHAs.

(c) *Financial submissions.* HUD shall not issue a PHAS score for the unaudited and audited financial information in the years that a PHA is not being assessed under PHAS. Although HUD shall not issue a PHAS score under such circumstances, a PHA shall comply with the requirements for submission of annual unaudited and audited financial statements in accordance with subpart C of this part and 24 CFR 5.801.

SUBPART B Physical Condition Indicator

902.20 Physical condition assessment.

(a) *Objective.* The objective of the physical condition indicator is to determine whether a PHA is meeting the standard of decent, safe, sanitary housing in good repair (DSS/GR), as this standard is defined in 24 CFR 5.703.

(b) *Method of assessment.* The physical condition assessment is based on an independent physical inspection of a PHA's projects provided by HUD and performed by contract inspectors, and conducted using HUD's Uniform Physical Condition Standards (UPCS) under 24 CFR part 5, subpart G.

(c) *Method of transmission.* After the inspection is completed, the inspector transmits the results to HUD, where the results are verified for accuracy and then scored in accordance with the procedures in this subpart B.

(d) *PHA physical inspection requirements.* The physical inspections conducted under this part do not relieve the PHA of the responsibility to inspect public housing units, as provided in section 6(f)(3) of the Act (42 U.S.C. 1437d(f)(3)).

(e) *Compliance with state and local codes.* The physical condition standards in this part do not supersede or preempt state and local building and maintenance codes with which the PHA's public housing must comply. PHAs must continue to adhere to these codes.

(f) *HUD access to PHA projects.* All PHAs are required by the ACC to provide HUD or its representative with full and free access to all facilities in its projects. All PHAs are required to provide HUD or its representative with access to its projects and to all units and appurtenances in order to permit physical inspections, monitoring reviews, and quality assurance reviews under this part. Access to the units shall be provided whether or not the resident is home or has installed additional locks for which the PHA did not obtain keys. In the event that the PHA fails to provide access as required by HUD or its representative, the PHA shall be given a physical condition score of zero for the project or projects involved. This score of zero shall be used to calculate the physical condition indicator score and the overall PHAS score.

902.21 Physical condition standards for public housing—decent, safe, and sanitary housing in good repair (DSS/GR).

(a) *General.* Public housing must be maintained in a manner that meets the physical condition standards set forth in this part in order to be considered DSS/GR (standards that constitute acceptable basic housing conditions). These standards address the major physical areas of public housing: Site, building exterior, building systems, dwelling units, and common areas (see paragraph (b) of this section). These standards also identify health and safety considerations (see paragraph (c) of this section). These standards address acceptable basic housing conditions, not the adornment, décor, or other cosmetic appearance of the housing.

(b) *Major inspectable areas.* (1) *Site.* The site includes the components and must meet the requirements of 24 CFR 5.703(a).

(2) *Building exterior.* The building exterior includes the components and must meet the standards stated in 24 CFR 5.703(b).

(3) *Building systems.* The building's systems include components such as domestic water, electrical system, elevators, emergency power, fire protection, heating/ventilation/air conditioning (HVAC), and sanitary system. Each building's systems must meet the standards of 24 CFR 5.703(c).

(4) *Dwelling units.* Each dwelling unit within a building must meet the standards of 24 CFR 5.703(d).

(5) *Common areas.* Each common area must meet the standards of 24 CFR 5.703(e).

(c) *Health and safety concerns.* All areas and components of the housing must be free of health and safety hazards, as provided in 24 CFR 5.703(f).

902.22 Physical inspection of PHA projects.

(a) *The inspection, generally.* The PHA's score for the physical condition indicator is based on an independent physical inspection of a PHA's project(s) provided by HUD and using HUD's Uniform Physical Condition Standard (UPCS) inspection protocols to ensure projects meet DSS/GR standards that constitute acceptable basic housing conditions. Mixed-finance projects will be subject to the physical condition inspections.

(b) Pursuant to § 902.13(a), PHAs with less than 250 public housing units will receive a PHAS assessment, based on their PHAS designation, as follows:

(1) A small PHA that is a high performer will receive a PHAS assessment every 3 years;

(2) A small PHA that is a standard or substandard performer will receive a PHAS assessment every other year; and

(3) All other small PHAs will receive a PHAS assessment every year, including a PHA that is designated as troubled or Capital Fund-troubled in accordance with § 902.75.

(c) In the baseline year, every PHA will receive an overall PHAS score and in all four of the PHAS indicators: Physical condition; financial condition; management operations; and Capital Fund program. This will allow a baseline score to be established for the physical condition inspections and the 3–2–1 inspection schedule, as well as a baseline year for the small deregulated PHAs.

(d) *Physical inspection under the PHAS physical condition indicator.* (1) To achieve the objective of paragraph (a) of this section, HUD will provide for an independent physical inspection of a PHA's project(s) that includes, at a minimum, a statistically valid sample of the units in the PHA's projects, to determine the extent of compliance with the DSS/GR standard.

(2) Only occupied units will be inspected as dwelling units (except 'units approved by HUD for nondwelling purposes, e.g., daycare or meeting rooms, which are inspected as common areas). Vacant units that are not under lease at the time of the physical inspection will not be inspected. The categories of vacant units not under lease that are exempted from physical inspection are as follows:

(i) Units undergoing vacant unit turnaround—vacant units that are in the routine process of turnover; *i.e.*, the period between which one resident has vacated a unit and a new lease takes effect;

(ii) Units undergoing rehabilitation—vacant units that have substantial rehabilitation needs already identified, and there is an approved implementation plan to address the identified rehabilitation needs and the plan is fully funded;

(iii) Offline units—vacant units that have repair requirements such that the units cannot be occupied in a normal period of time (considered to be between 5 and 7 days) and which are not included under an approved rehabilitation plan.

(e) *Observed deficiencies.* During the physical inspection of a project, an inspector looks for deficiencies for each inspectable item within the inspectable areas, such as holes (deficiencies) in the walls (item) of a dwelling unit (area). The dwelling units inspected in a project are a randomly selected, statistically valid sample of the units in the project, excluding vacant units not under lease at the time of the physical inspection, as provided in paragraph (d)(2) of this section.

(f) *Exigent health and safety (EHS) deficiencies and health and safety (H&S) deficiencies.*

(1) *EHS deficiencies.* To ensure prompt correction of EHS deficiencies, before leaving the site the inspector gives the project representative a Notification of Exigent and Fire Safety Hazards Observed form that calls for immediate attention or remedy. The project representative acknowledges receipt of the deficiency report by signature. The project or PHA shall correct, remedy, or act to abate all EHS deficiencies cited in the deficiency report within 24 contiguous hours of the project representative's receipt of the Notification of Exigent and Fire Safety Hazards Observed form. In addition, the project or PHA

must certify to HUD within 3 business days of the project representative's receipt of the Notification of Exigent and Fire Safety Hazards Observed form that all EHS deficiencies were corrected, remedied, or acted upon to abate within 24 continuous hours.

(2) *H&S deficiencies.* The project or the PHA, or both, as appropriate, is required to expeditiously correct, remedy, or act to abate all H&S deficiencies after receipt of the Physical Inspection Report.

(g) *Compliance with civil rights/nondiscrimination requirements.* Elements related to accessibility will be reviewed during the physical inspection to determine possible indications of noncompliance with the Fair Housing Act (42 U.S.C. 3601–3619) and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794). A PHA will not be scored on those elements. Any indication of possible noncompliance will be referred to HUD's Office of Fair Housing and Equal Opportunity.

902.24 Database adjustment.

(a) *Adjustments for factors not reflected or inappropriately reflected in physical condition score.* Under circumstances described in this section, HUD may determine it is appropriate to review the results of a project's physical inspection that are unusual or incorrect due to facts and circumstances affecting the PHA's project that are not reflected in the inspection or that are reflected inappropriately in the inspection.

(1) The circumstances described in this section are not the circumstances that may be addressed by the technical review process described in § 902.68. The circumstances addressed in this paragraph (a)(1) of this section may include inconsistencies between local code requirements and the HUD physical inspection protocol; conditions that are permitted by local variance or license or which are preexisting physical features that do not conform to, or are inconsistent with, HUD's physical condition protocol; or the project or PHA having been scored for elements (e.g., roads, sidewalks, mail boxes, resident-owned appliances, etc.) that it does not own and is not responsible for maintaining. To qualify for an adjustment on this basis, the project or PHA must have notified the proper authorities regarding the deficient element.

(2) An adjustment due to these circumstances may be initiated by a project or PHA's notification to the applicable HUD field office, and such notification shall include appropriate proof of the reasons for the unusual or incorrect result. Projects and PHAs may submit the request for this adjustment either prior to or after the physical inspection has been concluded. If the request is made after the conclusion of the physical inspection, the request must be made within 45 days of issuance of the project's or PHA's physical condition score. Based on the recommendation of the applicable HUD office following its review of the project evidence or documentation submitted by the project or PHA, HUD may determine that a reinspection and/or rescoring of the project or PHA is necessary.

(b) *Adjustments for adverse conditions beyond the control of the PHA.* Under certain circumstances, HUD may determine that certain deficiencies that adversely and significantly affect the physical condition score of the project were caused by circumstances beyond the control of the PHA. The correction of these conditions, however, remains the responsibility of the PHA. (1) The circumstances addressed by this paragraph (b)(1) may include, but are not limited to, damage caused by third parties (such as a private entity or public entity undertaking work near a public housing project that results in damage to the

project) or natural disasters. The circumstances addressed in this paragraph (b)(1) are not those addressed by the technical review process in § 902.68.

(2) To adjust a physical condition score based on circumstances addressed in this paragraph, the PHA must submit a request to the applicable HUD field office requesting a reinspection or rescoring of the PHA's project(s) dependent on the severity of the deficiency. The request must be submitted within 45 days of the issuance of the physical condition score to the PHA. If the PHA is requesting a reinspection, the request must be accompanied by a certification that all deficiencies identified in the original report have been corrected. Based on the recommendation of the applicable HUD office following its review of the project's or PHA's evidence or documentation, HUD may determine that a reinspection and rescoring of the PHA's project(s) is necessary.

(c) *Adjustments for modernization work in progress.* HUD may determine that occupied dwelling units or other areas of a PHA's project, which are subject to physical inspection under this subpart, and which are undergoing modernization work, require an adjustment to the physical condition score.

(1) An occupied dwelling unit or other areas of a PHA's project undergoing modernization are subject to physical inspection; the unit(s) and other areas of the PHA's project are not exempt from physical inspection. All elements of the unit or of the other areas of the PHA's project that are subject to inspection and are not undergoing modernization at the time of the inspection (even if modernization is planned) will be subject to HUD's physical inspection protocol without adjustment. For those elements of the unit or of the project that are undergoing modernization, deficiencies will be noted in accordance with HUD's physical inspection protocol, but the project or PHA may request adjustment of the physical condition score as a result of modernization work in progress.

(2) An adjustment due to modernization work in progress may be initiated by a project's or PHA's notification to the applicable HUD field office, and the notification shall include supporting documentation of the modernization work under way at the time of the physical inspection. A project or PHA may submit the request for this adjustment either prior to or after the physical inspection has been concluded. If the request is made after the conclusion of the physical inspection, the request must be made within 45 days of issuance of the physical condition score. Based on the recommendation of the applicable HUD office, HUD may determine that a reinspection and rescoring of the PHA's project(s) are necessary.

902.25 Physical condition scoring and thresholds.

(a) *Scoring.* Under the physical condition indicator, a score will be calculated for individual projects, as well as for the overall condition of a PHA's public housing portfolio.

(b) *Overall PHA physical condition indicator score.* The overall physical condition indicator score is a unitweighted average of project scores. The sum of the unit-weighted values is divided by the total number of units in the PHA's portfolio to derive the overall physical condition indicator score.

(c) *Thresholds.* (1) The project or projects' 100-point physical condition score is converted to a 40-point basis for the overall physical condition indicator score. The project scores on the 100-point basis are multiplied by .40 in order to derive a 40-point equivalent score to compute the overall physical condition score and overall PHAS score.

(2) In order to receive a passing score under the physical condition indicator, the PHA must achieve a score of at least 24 points, or 60 percent.

(3) A PHA that receives fewer than 24 points will be categorized as a substandard physical condition agency.

902.26 Physical Inspection Report.

(a) Following the physical inspection of each project and the computation of the score(s) under this subpart, the PHA receives a Physical Inspection Report. The Physical Inspection Report allows the PHA to see the points lost by inspectable area, and the impact on the score of the H&S and EHS deficiencies.

(1) If EHS items are identified in the report, the PHA shall have the opportunity to correct, remedy, or act to abate all EHS deficiencies and may request a reinspection.

(2) The request for reinspection must be made within 45 days of the PHA's receipt of the Physical Inspection Report. The request for reinspection must be accompanied by the PHA's identification of the EHS deficiencies that have been corrected, remedied, or acted upon to abate and by the PHA's certification that all such deficiencies identified in the report have been corrected, remedied, or acted upon to abate.

(3) If HUD determines that a reinspection is appropriate, it will arrange for a complete reinspection of the project(s) in question, not just the deficiencies previously identified. The reinspection will constitute the final physical inspection for the project, and HUD will issue a new inspection report (the final inspection report).

(4) If any of the previously identified EHS deficiencies that the PHA certified were corrected, remedied, or acted upon to abate are found during the reinspection not to have been corrected, remedied, or acted upon to abate, the score in the final inspection report will reflect a point deduction of triple the value of the original deduction, up to the maximum possible points for the unit or area, and the PHA must reimburse HUD for the cost of the reinspection.

(5) If a request for reinspection is not made within 45 days after the date that the PHA receives the Physical Inspection Report, the Physical Inspection Report issued to the PHA will be the final Physical Inspection Report.

(b) A Physical Inspection Report includes the following items:

- (1) Normalized weights as the "possible points" by area;
- (2) The area scores, taking into account the points deducted for observed deficiencies;
- (3) The H&S (nonlife threatening) and EHS (life threatening) deductions for each of the five inspectable areas; a listing of all observed smoke detector deficiencies; and a projection of the total number of H&S and EHS problems that the inspector potentially would see in an inspection of all buildings and all units; and
- (4) The overall project score.

SUBPART C Financial Condition Indicator

902.30 Financial condition assessment.

(a) *Objective.* The objective of the financial condition indicator is to measure the financial condition of each public housing project within a PHA's public housing portfolio for the purpose of evaluating whether there are sufficient financial resources to support the provision of housing that is DSS/GR. Individual project scores for financial condition, as well as overall financial condition scores, will be issued.

(b) *Financial reporting standards.* A PHA's financial condition will be assessed under this indicator by measuring the combined performance of all public housing projects in each of the subindicators listed in § 902.35, on the basis of the annual financial report provided in accordance with § 902.33.

(c) *Exclusions.* Mixed-finance projects are excluded from the financial condition indicator.

902.33 Financial reporting requirements.

(a) *Annual financial report.* All PHAs must submit their unaudited and audited financial data to HUD on an annual basis. The financial information must be:

(1) Prepared in accordance with Generally Accepted Accounting Principles (GAAP), as further defined by HUD in supplementary guidance; and (2) Submitted electronically in the format prescribed by HUD using the Financial Data Schedule (FDS).

(b) *Annual unaudited financial information report filing dates.* The unaudited financial information to be submitted to HUD in accordance with paragraph (a) of this section must be submitted to HUD annually, no later than 2 months after the PHA's fiscal year end, with no penalty applying until the 16th day of the 3rd month after the PHA's fiscal year end, in accordance with § 902.62.

(c) *Annual audited financial information compliance dates.* Audited financial statements will be required no later than 9 months after the PHA's fiscal year end, in accordance with the Single Audit Act and OMB Circular A-133 (see 24 CFR 85.26).

(d) *Year-end audited financial information.* All PHAs that meet the federal assistance threshold stated in the Single Audit Act and OMB Circular A-133 must also submit year-end audited financial information.

(e) *Submission of information.* In addition to the submission of information required by paragraph (a) of this section, a PHA shall provide one copy of the completed audit report package and the Management Letter issued by the Independent Auditor to the local HUD field office having jurisdiction over the PHA.

902.35 Financial condition scoring and thresholds.

(a) *Scoring.* (1) Under the financial condition indicator, a score will be calculated for each project based on the values of financial condition subindicators and an overall financial condition score, as well as audit and internal control flags. Each financial condition subindicator has several levels of performance, with different point values for each level.

(2) The financial condition score for projects will be based on the annual financial condition information submitted to HUD for each project under 24 CFR 990.280 and 990.285. The financial condition score for PHAs will be based on a unit-weighted average of project scores.

(b) *Subindicators of the financial condition indicator.* The subindicators of financial condition indicator are:

(1) *Quick Ratio (QR).* The QR compares quick assets to current liabilities. Quick assets are cash and assets that are easily convertible to cash and do not include inventory. Current liabilities are those liabilities that are due within the next 12 months. A QR of less than one indicates that the project's ability to make payments on a timely basis may be at risk.

(2) *Months Expendable Net Assets Ratio (MENAR).* The MENAR measures a project's ability to operate using its net available, unrestricted resources without relying on additional funding. This ratio compares the adjusted net available unrestricted resources to the average monthly operating

expenses. The result of this calculation shows how many months of operating expenses can be covered with currently available, unrestricted resources.

(3) *Debt Service Coverage Ratio (DSCR)*. The DSCR is the ratio of net operating income available to make debt payments, to the amount of the debt payments. This subindicator is used if the PHA has taken on long-term obligations. A DSCR of less than one would indicate that the project would have difficulty generating sufficient cash flow to cover both its expenses and its debt obligations.

(c) *Overall PHA financial condition indicator score*. The overall financial condition indicator score is a unitweighted average of project scores. The sum of the weighted values is then divided by the total number of units in the PHA's portfolio to derive the overall financial condition indicator score.

(d) *Thresholds*. (1) The PHA's financial condition score is based on a maximum of 25 points.

(2) In order for a PHA to receive a passing score under the financial condition indicator, the PHA must achieve a score of at least 15 points, or 60 percent of the available points under this indicator.

(3) A PHA that receives fewer than 15 points available under this indicator will be categorized as a substandard financial condition agency.

SUBPART D Management Operations Indicator

902.40 Management operations assessment.

(a) *Objective*. The objective of the management operations indicator is to measure the PHA's performance of management operations through the management performance of each project.

(b) *Exclusions*. Mixed-finance projects are excluded from the management operations indicator.

902.43 Management operations performance standards.

(a) *Management operations subindicators*. The following subindicators listed in this section will be used to assess the management operations of projects and PHAs, consistent with section 6(j)(1) of the Act (42 U.S.C. 1437d(j)(1)). Individual project scores for management operations, as well as overall PHA management operations scores, will be issued.

(1) *Occupancy*. This subindicator measures the occupancy for the project's fiscal year, adjusted for allowable vacancies.

(2) *Tenant accounts receivable*. This subindicator measures the tenant accounts receivable of a project against the tenant charges for the project's fiscal year.

(3) *Accounts payable*. This subindicator measures the money that a project owes to vendors at the end of the project's fiscal year for products and services purchased on credit against total operating expenses.

(b) *Assessment under the Management Operations Indicator*. Projects will be assessed under this indicator through information that is electronically submitted to HUD through the FDS.

902.44 Adjustment for physical condition and neighborhood environment.

(a) *General*. In accordance with section 6(j)(1)(I)(2) of the Act (42 U.S.C. 1437d(j)(1)(I)(2)), the overall management operations score for a project will be adjusted upward to the extent that negative conditions are caused by situations outside the control of the project. These situations are related to the poor physical condition of the project or the overall depressed

condition of the major census tract in which a project is located. The intent of this adjustment is to avoid penalizing such projects, through appropriate application of the adjustment.

(b) *Definitions*. Definitions and application of physical condition and neighborhood environment factors are:

(1) Physical condition adjustment applies to projects at least 28 years old, based on the unit-weighted average Date of Full Availability (DOFA) date.

(2) Neighborhood environment adjustment applies to projects located in census tracts where at least 40 percent of the families have an income below the poverty rate, as documented by the most recent census data. If a project is located in more than one census tract, the census data for the census tract where the majority of the project's units are located shall be used.

(c) *Adjustment for physical condition and neighborhood environment*. HUD will adjust the management operations score of a project, subject to one or both of the physical condition and neighborhood environment conditions. The adjustments will be made to the overall management operations score for each project so as to reflect the difficulty in managing the projects. In each instance where the actual management operations score is rated below the maximum score of 25 points, one point each will be added for physical condition and neighborhood environment, but not to exceed the maximum number of 25 points available for the management operations indicator.

(d) *Application of adjustment*. The adjustment for physical condition and neighborhood environment will be calculated by HUD and applied to all eligible projects.

902.45 Management operations scoring and thresholds.

(a) *Scoring*. Under the management operations indicator, HUD will calculate a score for each project, as well as for the overall management operations of a PHA, that reflects weights based on the relative importance of the individual management subindicators.

(b) *Overall PHA management operations indicator score*. The overall management operations indicator score is a unit-weighted average of project scores. The sum of the weighted values is divided by the total number of units in the PHA's portfolio to derive the overall management operations indicator score.

(c) *Thresholds*. (1) The PHA's management operations score is based on a maximum of 25 points. (2) In order to receive a passing score under the management operations indicator, a PHA must achieve a score of at least 15 points or 60 percent.

(3) A PHA that receives fewer than 15 points will be categorized as a substandard management operations agency.

SUBPART E Capital Fund Program Indicator

902.50 Capital Fund program assessment.

(a) *Objective*. The Capital Fund program indicator examines the period of time taken by a PHA to obligate funds and occupy units in relation to statutory deadlines for obligation for all Capital Fund program grants for which fund balances remain during the assessed fiscal year. Funds from the Capital Fund program under section 9(d) of the Act (42 U.S.C. 1437g(d)) do not include HOPE VI program funds.

(b) *Applicability*. This indicator is applicable on a PHA-wide basis, and not to individual projects. This indicator is not applicable to PHAs that choose not to participate in the Capital Fund program under section 9(d) of the Act.

(c) *Capital Fund subindicators*. The subindicators pursuant to section 9(d) of the Act are:

(1) Timeliness of fund obligation. This subindicator examines the period of time it takes for a PHA to obligate funds from the Capital Fund program under section 9(j)(1) of the 1937 Act (42 U.S.C. 1437g(9)(j)).

(2) Occupancy rate. This subindicator measures the PHA's occupancy rate as of the end of the PHA's fiscal year.

(d) *Method of assessment.* The assessment required under the Capital Fund program indicator will be performed through analysis of obligated amounts in HUD's eLOCCS (or its successor) for all Capital Fund program grants that were open during the assessed fiscal year. This subindicator measures a statutory requirement for the Capital Fund program. Other aspects of the Capital Fund program will be monitored by HUD through other types of reviews, and in this indicator through considering occupancy rates.

(1) PHAs are responsible to ensure that their Capital Fund program information is submitted to eLOCCS by the submission due date.

(2) A PHA may not appeal its PHAS score, Capital Fund program score, or both, based on the fact that it did not submit its Capital Fund program information to eLOCCS and/or the PIC systems by the submission due date.

902.53 Capital Fund program scoring and thresholds.

(a) *Scoring.* The Capital Fund program indicator score provides an assessment of a PHA's ability to obligate Capital Fund program grants in a timely manner on capital and modernization needs.

(b) *Thresholds.*

(1) The PHA's Capital Fund program score is based on a maximum of 10 points.

(2) In order to receive a passing score under the Capital Fund program indicator, a PHA must achieve a score of at least 5 points, or 50 percent.

SUBPART F PHAS Scoring

902.60 Data collection.

(a) *Fiscal year reporting period—limitation on changes after PHAS effective date.* To allow for a period of consistent assessments to refine and make necessary adjustments to PHAS, a PHA is not permitted to change its fiscal year for the first 3 full fiscal years following the effective date of this regulation, unless such change is approved by HUD for good cause.

(b) *Request for extension of time to submit unaudited financial information.* In the event of extenuating circumstances, a PHA may request extensions of time to submit its unaudited financial information. To receive an extension, a PHA must ensure that HUD receives the extension request electronically 15 days before the submission due date. The PHA's electronic extension request must include an objectively verifiable justification as to why the PHA cannot submit the information by the submission due date. PHAs shall submit their requests for extensions of time for the submission of unaudited financial information through the FASS-PH Secure Systems Web site. HUD shall forward its determination electronically to the requesting PHA.

(c) *Request for waiver of due date for PHA submission of audited financial information.* (1) HUD, for good cause, may grant PHAs a waiver of the due date of the submission of audited financial information to HUD. HUD shall consider written requests from PHAs for a waiver of the report submission due date (established by the Single Audit Act and OMB Circular A-133 as no later than 9 months after the end of

the fiscal year). The PHA's written request for a waiver of the due date of the submission of audited financial information must include an objectively verifiable justification as to why the PHA cannot submit the information by the submission due date. A PHA shall submit its written request for such a waiver, 30 days prior to the submission due date, to its local field office. HUD shall forward its written determination of the waiver request to the PHA and, if appropriate, establish a new submission due date for the audited financial information.

(2) A waiver of the due date for the submission of audited financial information to HUD does not relieve a PHA of its responsibility to submit its audited information to OMB's Federal Audit Clearinghouse no later than 9 months after the end of its fiscal year.

(d) *Rejected unaudited financial submissions.* When HUD rejects a PHA's year-end unaudited financial information after the due date, a PHA shall have 15 days from the date of the rejection to resubmit the information without a penalty being applied, in accordance with § 902.62.

(e) *Late points and late presumptive failure.* Late points and late presumptive failure will only be applied to the financial condition indicator since the management operations information is derived from the financial condition submission.

(f) *Score change.* A management operations score can change as a result of the audited submission since the management operations information is derived from the financial condition submission.

902.62 Failure to submit data.

(a) *Failure to submit data by due date.* (1) If a PHA without a finding of good cause by HUD does not submit its yearend financial information, required by this part, or submits its unaudited yearend financial information more than 15 days past the due date, appropriate sanctions may be imposed, including a reduction of one point in the total PHAS score for each 15-day period past the due date.

(2) If the unaudited year-end financial information is not received within 3 months past the due date, or extended due date, the PHA will receive a presumptive rating of failure for its unaudited information and shall receive zero points for its unaudited financial information and the final financial condition indicator score. The subsequent timely submission of audited information does not negate the score of zero received for the unaudited year-end financial information submission.

(3) The PHA's audited financial statement must be received no later than 9 months after the PHA's fiscal yearend, in accordance with the Single Audit Act and OMB Circular A-133 (see § 902.33(c)). If the audited financial statement is not received by that date, the PHA will receive a presumptive rating of failure for the financial condition indicator.

(b) *Verification of information submitted.* (1) A PHA's year-end financial information and any supporting documentation are subject to review by an independent auditor, as authorized by section 6(j)(6) of the Act (42 U.S.C. 1437(d)(j)(6)). Appropriate sanctions for intentional false certification will be imposed, including civil penalties, suspension or debarment of the signatories, the loss of high performer designation, a lower score under the financial condition indicator, and a lower overall PHAS score.

(2) A PHA that cannot provide justifying documentation to HUD for the assessment under any indicator(s) or subindicator(s) shall receive a score of zero for the relevant indicator(s) or subindicator(s) and its overall PHAS score shall be lowered accordingly.

(c) *Failure to submit.* If a PHA does not submit its unaudited or audited information, it will receive a zero for management operations.

902.64 PHAS scoring and audit reviews.

(a) *Adjustments to PHAS score.* (1) Adjustments to the score may be made after a PHA's audit report for the fiscal year being assessed is transmitted to HUD. If significant differences are noted between unaudited and audited results, a PHA's PHAS score will be adjusted in accordance with the audited results.

(2) A PHA's PHAS score under individual indicators or subindicators, or its overall PHAS score, may be changed by HUD in accordance with data included in the audit report or obtained through such sources as HUD project management and other reviews, investigations by HUD's Office of Fair Housing and Equal Opportunity, investigations or audits by HUD's Office of Inspector General, or reinspection by HUD, as applicable.

(b) *Issuance of a score by HUD.* (1) An overall PHAS score will be issued for each PHA after the later of one month after the submission due date for financial data or one month after submission by the PHA of its financial data. The overall PHAS score becomes the PHA's final PHAS score after any adjustments requested by the PHA and determined necessary under the processes provided in §§ 902.25(d), 902.35(a), and 902.68; any adjustments resulting from the appeal process provided in § 902.69; and any adjustments determined necessary as a result of the independent public accountant (IPA) audit.

(2) Each PHA (or RMC) shall post a notice of its final PHAS score and designation in appropriate conspicuous and accessible locations in its offices within 2 weeks of receipt of its final PHAS score and designation. In addition, HUD will post every PHA's PHAS score and designation on HUD's Internet site.

(c) *Review of audit.* (1) *Quality control review.* HUD may undertake a quality control review of the audit work papers or as part of the Department's ongoing quality assurance process.

(2) *Determination of deficiency.* If HUD determines that the PHA's financial statements, electronic financial submission, or audit are deficient, it shall notify the PHA of such determination in writing. The PHA will have 30 days in which to respond to the notice of deficiency and to establish that the determination is erroneous. Following consideration of any PHA response, HUD will issue a final determination in writing to the PHA.

(i) *Deficient financial statements.* Deficient financial statements are statements that are not presented, in some material respect, in accordance with accounting principles generally accepted in the United States, as set forth by the Government Accounting Standards Board, or if applicable, the Financial Accounting Standards Board.

(ii) *Deficient electronic submission.* A deficient electronic financial submission is a filing that was not made, in some material respect, in accordance with HUD requirements or attested to in accordance with the Standards for Attestation Engagements issued by the American Institute of Certified Public Accountants or Generally Accepted Government Auditing Standards.

(iii) *Deficient audit.* A deficient audit is one that was not performed, in some material respect, in compliance with Generally Accepted Government Auditing Standards; Generally Accepted Auditing Standards; the Single Audit Act and OMB Circular A-133, when applicable; or HUD requirements.

(3) *HUD actions.* If HUD determines that the financial statements, electronic financial submission, or audit are deficient, HUD may adjust the financial indicator score to zero and/or reduce the overall PHAS score in accordance with the provisions of this section. Additionally, if HUD determines that the audit is deficient, HUD may, at its discretion, elect to serve as the audit committee for the PHA for the next fiscal year and select the audit firm that will perform the audit in question.

902.66 Withholding, denying, and rescinding designation.

(a) *Withholding designation.* In exceptional circumstances, even though a PHA has satisfied all of the PHAS indicators for high performer or standard performer designation, HUD may conduct any review as it may determine necessary, and may deny or rescind incentives or high performer designation or standard performer designation, in the case of a PHA that:

(1) Is operating under a special agreement with HUD (e.g., a civil rights compliance agreement);

(2) Is involved in litigation that bears directly upon the physical, financial, or management performance of a PHA;

(3) Is operating under a court order;

(4) Demonstrates substantial evidence of fraud or misconduct, including evidence that the PHA's certifications, submitted in accordance with this part, are not supported by the facts, as evidenced by such sources as a HUD review, routine reports, an Office of Inspector General investigation audit, an independent auditor's audit, or an investigation by any appropriate legal authority; or

(5) Demonstrates substantial noncompliance in one or more areas of a PHA's required compliance with applicable laws and regulations, including areas not assessed under PHAS. Areas of substantial noncompliance include, but are not limited to, noncompliance with civil rights, nondiscrimination and fair housing laws and regulations, or the ACC. Substantial noncompliance casts doubt on the capacity of a PHA to preserve and protect its public housing projects and operate them consistent with federal laws and regulations.

(b) *High performer and standard designations.* If a high performer designation is denied or rescinded, the PHA shall be designated either a standard performer, substandard performer, or troubled performer, depending on the nature and seriousness of the matter or matters constituting the basis for HUD's action. If a standard performer designation is denied or rescinded, the PHA shall be designated as a substandard performer or troubled performer.

(c) *Effect on score.* The denial or rescission of a designation of high performer or standard performer shall not affect the PHA's numerical PHAS score, except where the denial or rescission is under paragraph (a)(4) of this section.

902.68 Technical review of results of PHAS physical condition indicator.

(a) *Request for technical reviews.* This section describes the process for requesting and granting technical reviews of physical inspection results.

(1) For these reviews, the burden of proof is on the PHA to show that an error occurred.

(2) A request for technical review must be submitted in writing to the Real Estate Assessment Center, Attention: TAC—Technical Review, 550 12th Street, SW., Suite 100, Washington, DC 20410 and must be received by HUD no later than 30 days following the issuance of the applicable results to the PHA.

(b) *Technical review of results of physical inspection results.*

(1) For each project inspected, the results of the physical inspection and a score for that project will be provided to the PHA. If the PHA believes that an objectively verifiable and material error(s) occurred in the inspection of an individual project, the PHA may request a technical review of the inspection results for that project. Material errors are the only grounds for technical review of physical inspection results.

(2) A PHA's request for a technical review must be accompanied by the PHA's evidence that an objectively verifiable and material error(s) has occurred. The documentation submitted by the PHA may be photographic evidence; written material from an objective source, such as a local fire marshal or building code official or a licensed or registered architect or professional engineer with the authority to sign and seal or "stamp" documents, thus taking the legal responsibility for them, or other similar evidence that is specific to the inspectable area and item being challenged. The evidence must be more than a disagreement with the inspector's observations, or the inspector's finding regarding the severity of the deficiency.

(3) A technical review of a project's physical inspection will not be conducted based on conditions that were corrected subsequent to the inspection, nor will a request for a technical review be considered if the request is based on a challenge to the inspector's findings as to the severity of the deficiency (i.e., minor, major, or severe).

(4) Upon receipt of a PHA's request for technical review of a project's inspection results, the PHA's file will be reviewed, including any objectively verifiable evidence produced by the PHA. If HUD's review determines that an objectively verifiable and material error(s) has been documented, then one or a combination of the following actions may be taken by HUD:

- (i) Undertake a new inspection;
- (ii) Correct the physical inspection report;
- (iii) Issue a corrected physical condition score; and
- (iv) Issue a corrected PHAS score.

(5) In determining whether a new inspection of the project is warranted and a new PHAS score must be issued, the PHA's file will be reviewed, including any evidence submitted, to determine whether the evidence supports that there may have been a material contractor error in the inspection that results in a significant change from the project's original physical condition score and the PHAS designation assigned to the PHA (i.e., high performer, standard performer, substandard performer, or troubled performer). If HUD determines that a new inspection is warranted, and the new inspection results in a significant change from the original physical condition score, and from the PHA's PHAS score and PHAS designation, the PHA shall be issued a new PHAS score.

(6) Material errors are those that exhibit specific characteristics and meet specific thresholds. The three types of material errors are:

(i) *Building data error:* A building data error occurs if the inspection includes the wrong building or a building that was not owned by the PHA, including common or site areas that were not a part of the project. Incorrect building data that does

not affect the score, such as the address, building name, year built, etc., would not be considered material, but will nonetheless be corrected upon notice to HUD.

(ii) *Unit count error:* A unit count error occurs if the total number of public housing units considered in scoring is incorrect. Since scoring uses total public housing units, HUD will examine instances where the participant can provide evidence that the total units used is incorrect.

(iii) *Nonexistent deficiency error:* A nonexistent deficiency error occurs if the inspection cites a deficiency that does not exist.

(7) HUD's decision on a request for technical review is final and may not be further appealed under the administrative process in § 902.69.

902.69 PHA right of petition and appeal.

(a) *Appeal of troubled performer designation and petition for removal of troubled performer designation.* A PHA may take any of the following actions:

- (1) Appeal its troubled performer designation (including Capital Fund program troubled performer designation);
- (2) Appeal its final overall PHAS score;
- (3) Petition for removal of troubled performer designation;
- (4) Appeal any refusal of a petition to remove troubled performer designation; and
- (5) Appeal actions under § 902.66.

(b) *Appeal of PHAS score.* (1) If a PHA believes that an objectively verifiable and material error(s) exists in any of the scores for its PHAS indicators, which, if corrected, will result in a significant change in the PHA's PHAS score and its designation (i.e., as troubled performer, substandard performer, standard performer, or high performer), the PHA may appeal its PHAS score in accordance with the procedures of paragraphs (c), (d), and (e) of this section. A significant change in a PHAS score is a change that would cause the PHA's PHAS score to increase, resulting in a higher PHAS designation for the PHA (i.e., from troubled performer to substandard performer or standard performer, or from standard performer to high performer).

(2) A PHA may not appeal its PHAS score, physical condition score, or both, based on the subsequent correction of deficiencies identified as a result of a project's physical inspection or the denial of a technical review request.

(3) A PHA may not appeal its PHAS score, Capital Fund program score, or both, based on the fact that it did not submit its Capital Fund program information to eLOCCS by the submission due date.

(c) *Appeal and petition procedures.* (1) To appeal a troubled performer designation or a final overall PHAS score, a PHA must submit a request in writing to the Deputy Assistant Secretary of the Real Estate Assessment Center, which must be received by HUD no later than 30 days following the issuance of the overall PHAS score to the PHA. To petition the removal of a troubled performer designation, a PHA must submit its request in writing to the Deputy Assistant Secretary of the Real Estate Assessment Center.

(2) To appeal the denial of a petition to remove a troubled performer designation, a PHA must submit a written request to the Deputy Assistant Secretary of the Real Estate Assessment Center, which must be received by HUD no later than 30 days after HUD's decision to refuse to remove the PHA's troubled performer designation.

(3) To appeal the petition for the removal of a troubled performer designation, or appeal the denial of a petition to remove a troubled performer designation, a PHA shall submit its request in writing to the Deputy Assistant Secretary of the Real Estate Assessment Center.

(4) An appeal of a troubled performer designation, the petition for removal of a troubled performer designation, or the appeal of a refusal of a petition to remove a troubled performer designation must include the PHA's supporting documentation and reasons for the appeal or petition. An appeal of a PHAS score must be accompanied by the PHA's evidence that a material error occurred. An appeal or petition submitted to HUD without supporting documentation will not be considered and will be returned to the PHA.

(d) *Denial, withholding, or rescission.* A PHA that disagrees with the basis for denial, withholding, or rescission of its designation under § 902.66 may make a written request for reinstatement within 30 days of notification by HUD of the denial or rescission of the designation to the Assistant Secretary, and the request shall include reasons for the reinstatement.

(e) *Consideration of petitions and appeals.* (1) Consideration of a petition or the appeal of a final overall PHAS score, of a troubled performer designation, or of a petition to remove troubled performer designation. Upon receipt of such an appeal or a petition from a PHA, HUD will evaluate the appeal and its merits for purposes of determining whether a reassessment of the PHA is warranted. HUD will review the PHA's file and the evidence submitted by the PHA to determine whether an error occurred.

(2) Consideration of an appeal of refusal to remove a troubled performer designation. Upon receipt of an appeal of refusal to remove a troubled performer designation, HUD will evaluate the appeal and its merits for the purposes of determining whether a reassessment of the PHA is warranted. The HUD staff initially evaluating an appeal of refusal to remove a troubled performer designation will not be the same HUD staff who evaluated the PHA's petition to remove the troubled performer designation. The Assistant Secretary will render the final determination of such an appeal.

(f) *Notice and finality of decisions.* (1) If HUD determines that one or more objectively verifiable and material error has occurred, HUD will undertake a new inspection of the project, arrange for audit services, adjust the PHA's score, or perform other reexamination of the financial, management, or Capital Fund program information, as appropriate in light of the nature of the error that occurred. A new score will be issued and an appropriate performance designation made by HUD. HUD's decision on appeal of a PHAS score, issuance of a troubled performer designation, or refusal to remove a troubled performer designation will be final agency action. No reconsideration will be given by HUD of such decisions.

(2) HUD will issue a written decision on all appeals and petitions made under this section.

SUBPART G PHAS Incentives and Remedies

902.71 Incentives for high performers.

(a) *Incentives for high performer PHAs.* A PHA that is designated a high performer will be eligible for the following incentives, and such other incentives that HUD may determine appropriate and permissible under program statutes or regulations.

(1) *Relief from specific HUD requirements.* A PHA that is designated a high performer will be relieved of specific HUD requirements (e.g., will receive fewer reviews and less monitoring), effective upon notification of a high performer designation.

(2) *Public recognition.* High performer PHAs and RMCs that receive a score of at least 60 percent of the points available for the physical condition, financial condition, and management operations indicators, and at least 50 percent of the points available for the Capital Fund indicator, and achieve an overall PHAS score of 90 percent or greater of the total available points under PHAS shall be designated a high performer and will receive a Certificate of Commendation from HUD, as well as special public recognition, as provided by the field office.

(3) *Bonus points in funding competitions.* A high performer PHA may be eligible for bonus points in HUD's funding competitions, where such bonus points are not restricted by statute or regulation governing the funding program and are provided in the relevant notice of funding availability.

(b) *Compliance with applicable federal laws and regulations.* Relief from any standard procedural requirement that may be provided under this section does not mean that a PHA is relieved from compliance with the provisions of federal law and regulations or other handbook requirements. For example, although a high performer or standard performer may be relieved of requirements for prior HUD approval for certain types of contracts for services, the PHA must still comply with all other federal and state requirements that remain in effect, such as those for competitive bidding or competitive negotiation (see 24 CFR 85.36).

(c) *Audits and reviews not relieved by designation.* A PHA designated as a high performer or standard performer remains subject to:

(1) Regular independent auditor audits;

(2) Office of Inspector General audits or investigations as circumstances may warrant; and

(3) Reviews identified by the regional or field office in its current Risk Assessment of PHAs and projects.

902.73 PHAs with deficiencies.

(a) *Oversight and action.* Standard and substandard performers will be referred to the field office for appropriate oversight and action.

(1) A standard performer that receives a total score of at least 60 percent shall be required to correct the deficiencies in performance within the time period for correction, as stated in § 902.73(c). If the PHA fails to correct the deficiencies, HUD may either require the PHA to enter into a Corrective Action Plan, or HUD may take other action, as appropriate.

(2) A substandard performer, *i.e.*, a PHA that achieves a PHAS score of at least 60 percent and achieves a score of less than 60 percent of the total points available under one or more of the physical condition, management operations, or financial condition PHAS indicators, shall be required to correct the deficiencies in performance within the time period for correction. If the PHA fails to correct the deficiencies, HUD may require the PHA to enter into a Corrective Action Plan, or take other action, as appropriate.

(3) A PHA with a project(s) that receives less than 60 percent of the points available for the physical condition, management operations, or financial condition PHAS indicators, or less than 50 percent of the points available for the capital fund indicator, shall be required to correct the deficiencies in performance

within the time period for correction, as stated in § 902.73(b). If the PHA fails to correct the deficiencies within the time period allowed, HUD may either require the PHA to enter into a Corrective Action Plan, or take other action, as appropriate.

(b) *Correction of deficiencies.* (1) *Time period for correction.* After a PHA's (or DF-RMC's) receipt of its final overall PHAS score and designation as: A standard performer, within the range described in § 902.73(a)(1); or substandard performer, within the range described in § 902.73(a)(2), or, in the case of an RMC, after notification of its score from a PHA, a PHA or RMC shall correct any deficiency indicated in its assessment within 90 days, or within such period as provided in the HUD-executed Corrective Action Plan, if required.

(2) *Notification and report to regional or field office.* A PHA shall notify the regional or field office of its action to correct a deficiency. A PHA shall also forward to the regional or field office an RMC's report of its action to correct a deficiency. A DF-RMC shall forward directly to the regional or field office its report of its action to correct a deficiency.

(c) *Failure to correct deficiencies.* (1) If a PHA (or DF-RMC or RMC) fails to correct deficiencies within the time period noted in paragraph (b) of this section, or to correct deficiencies within the time specified in a Corrective Action Plan, or within such extensions as may be granted by HUD, the field office will notify the PHA of its noncompliance.

(2) The PHA (or DF-RMC or RMC) will provide the field office with its reasons for lack of progress in negotiating, executing, or carrying out the Corrective Action Plan, within 30 days of the PHA's receipt of the noncompliance notification. HUD will advise the PHA as to the acceptability of its reasons for lack of progress.

(3) If HUD finds the PHA's (or DF-RMC or RMC's) reasons for lack of progress unacceptable, HUD will notify the PHA (or DF-RMC or RMC) that it will take such actions as it may determine appropriate in accordance with the provisions of the 1937 Act and other statutes, the ACC, this part, and other HUD regulations, including, but not limited to, the remedies available for substantial default.

902.75 Troubled performers.

(a) *General.* Upon a PHA's designation as a troubled performer, in accordance with the requirements of section 6(j)(2)(B) of the Act (42 U.S.C. 1437d(j)(2)(B)) and in accordance with this part, HUD must notify the PHA and shall refer each troubled performer PHA to the PHA's field office, or other designated office(s) at HUD, for remedial action, oversight, and monitoring. The actions to be taken by HUD and the PHA will include statutorily required actions, and such other actions as may be determined appropriate by HUD.

(b) *Memorandum of agreement (MOA).* Within 30 days of notification of a PHA's designation as a troubled performer, HUD will initiate activities to negotiate and develop an MOA. An MOA is required for a troubled performer. The final MOA is a binding contractual agreement between HUD and a PHA. The scope of the MOA may vary depending upon the extent of the problems present in the PHA. It shall include, but not be limited to:

(1) Baseline data, which should be data without adjustments or weighting but may be the PHA's score in each of the PHAS indicators or subindicators identified as a deficiency;

(2) Performance targets for such periods specified by HUD (e.g., annual, semiannual, quarterly, monthly), which may be the attainment of a higher score within an indicator or subindicator that is a problem, or the description of a goal to be achieved;

(3) Strategies to be used by the PHA in achieving the performance targets within the time period of the MOA, including the identification of the party responsible for the completion of each task and for reporting progress;

(4) Technical assistance to the PHA provided or facilitated by HUD; for example, the training of PHA employees in specific management areas or assistance in the resolution of outstanding HUD monitoring findings;

(5) The PHA's commitment to take all actions within its control to achieve the targets;

(6) Incentives for meeting such targets, such as the removal of a troubled performer designation or troubled with respect to the program for assistance from the Capital Fund program under section 9(d) of the Act (42 U.S.C. 1437g(d)) and HUD recognition for the most-improved PHAs;

(7) The consequences of failing to meet the targets, which include, but are not limited to, the interventions stated in 24 CFR part 907 and in section 6(j)(3) of the Act (42 U.S.C. 1437d(j)(3)); and

(8) A description of the involvement of local public and private entities, including PHA resident leaders, in carrying out the agreement and rectifying the PHA's problems. A PHA shall have primary responsibility for obtaining active local public and private entity participation, including the involvement of public housing resident leaders, in assisting PHA improvement efforts. Local public and private entity participation should be premised upon the participant's knowledge of the PHA, ability to contribute technical expertise with regard to the PHA's specific problem areas, and authority to make preliminary commitments of support, financial or otherwise.

(c) *PHA review of MOA.* The PHA will have 10 days to review the MOA. During this 10-day period, the PHA shall resolve any claimed discrepancies in the MOA with HUD, and discuss any recommended changes and target dates for improvement to be incorporated in the final MOA. Unless the time period is extended by HUD, the MOA is to be executed 15 days following issuance of the draft MOA.

(d) *Maximum recovery period.* (1) *Expiration of the first-year improvement period.* Upon the expiration of the one-year period that started on the date on which the PHA receives initial notice of a troubled performer designation, the PHA shall, by the next PHAS assessment that is at least 12 months after the initial notice of the troubled performer designation, improve its performance by at least 50 percent of the difference between the initial PHAS assessment score that led to the troubled performer status and the score necessary to remove the PHA's designation as a troubled performer.

(2) *Expiration of 2-year recovery period.* Upon the expiration of the 2-year period that started on the date on which the PHA received the initial notice of a troubled performer designation, the PHA shall, by the next PHAS assessment that is at least 24 months after the initial notice of the troubled performer designation, improve its performance and achieve an overall PHAS score of at least 60 percent of the total points available.

(e) *Parties to the MOA.* An MOA shall be executed by:

(1) The PHA Board Chairperson (supported by a Board resolution), or a receiver (pursuant to a court-ordered receivership agreement, if applicable) or other AME acting in lieu of the PHA Board;

(2) The PHA Executive Director, or a designated receiver (pursuant to a court-ordered receivership agreement, if applicable), or other AME-designated Chief Executive Officer; and

(3) The field office

(f) *Involvement of resident leadership in the MOA.* HUD encourages the inclusion of the resident leadership in the execution of the MOA.

(g) *Failure to execute MOA or make substantial improvement under MOA.*

(1) If a troubled performer PHA fails or refuses to execute an MOA within the period provided in paragraph (c) of this section, or a troubled performer PHA operating under an executed MOA does not show a substantial improvement, as provided in paragraph (d) of this section, toward a passing PHAS score following the issuance of the failing PHAS score by HUD, the field office shall refer the PHA to the Assistant Secretary to determine such remedial actions, consistent with the provisions of the ACC and other HUD regulations, including, but not limited to, remedies available for substantial default.

(2) For purposes of paragraph (g) of this section, substantial improvement is defined as the improvement required by paragraph (d) of this section. The maximum period of time for remaining in troubled performer status before being referred to the Assistant Secretary is 2 years after the initial notification of the troubled performer designation. Therefore, the PHA must make substantial improvement in each year of this 2-year period.

(3) The following example illustrates the provisions of paragraph (g)(1) of this section:

Example: A PHA receives a score of 50 points on the physical condition, management operations, or financial condition PHAS indicators; 60 points is a passing score. Upon the expiration of the one-year period that started on the date on which the PHA received the initial notification of the troubled performer designation, the PHA must achieve at least 55 points (50 percent of the 10 points necessary to achieve a passing score of 60 points) to continue recovery efforts. In the second year, the PHA must achieve a minimum score of 60 points (a passing score). If, in the first year that started on the date on which the PHA received the initial notification of the troubled designation, the PHA fails to achieve the 5-point increase, or if the PHA achieves the 5 point increase within the first year that started on the date on which the PHA received the initial notification of the troubled designation, but fails to achieve the minimum passing score of 60 points after the second year after the initial notification, HUD will notify the PHA that it will take such actions as it may determine appropriate in accordance with the provisions of the ACC and other HUD regulations, including, but not limited to, the remedies available for substantial default.

(h) *Audit review.* For a PHA designated as a troubled performer, HUD may perform an audit review and may, at its discretion, select the audit firm that will perform the audit of the PHA; and HUD may, at its discretion, serve as the audit committee for the audit in question.

(i) *Continuation of services to residents.* To the extent feasible, while a PHA is in a troubled performer status, all services to residents will continue uninterrupted.

902.79 Verification and records.

All project and PHA certifications, year-end financial information, and supporting documentation are subject to HUD verification at any time, including review by an independent auditor. All PHAs must retain supporting documents for any certifications and for asset management reviews for at least 3 years. Failure to maintain and provide supporting documentation for a period of 3 years for any indicator(s), subindicator(s), or other methods used to assess performance shall result in a score of zero for the indicator(s) or subindicator(s), and a lower overall PHAS score for the applicable assessment period.

902.81 Resident petitions for remedial action.

Residents of a PHA designated as troubled pursuant to section 6(j)(2)(A) of the Act (42 U.S.C. 1437d(j)(2)(A)) may petition HUD in writing to take one or more of the actions referred to in section 6(j)(3)(A) of the Act (42 U.S.C. 1437d(j)(3)(A)). HUD will consider any petition from a group of residents totaling at least 20 percent of the PHA's residents, or from an organization or organizations of residents whose membership equals at least 20 percent of the PHA's residents. HUD shall respond to such petitions in a timely manner with a written description of the actions, if any, HUD plans to take and, where applicable, the reasons why such actions differ from the course proposed by the residents. Nothing in this section shall limit HUD's discretion to determine whether a substantial default has occurred or to select the appropriate intervention upon such determination.

902.83 Sanctions for troubled performer PHAS.

(a) If a troubled performer PHA fails to make substantial improvement, as set forth in § 902.75(d), HUD shall:

(1) In the case of a troubled performer PHA with 1,250 or more units, declare substantial default in accordance with § 907.3(b)(3) of this chapter and petition for the appointment of a receiver pursuant to section 6(j)(3)(A)(ii) of the Act (42 U.S.C. 1437d(j)(3)(A)(ii)); or

(2) In the case of a troubled performer PHA with fewer than 1,250 units, declare substantial default in accordance with § 907.3(b)(3) of this chapter and either petition for the appointment of a receiver pursuant to section 6(j)(3)(A)(ii) of the Act (42 U.S.C. 1437d(j)(3)(A)(ii)), or take possession of the PHA (including all or part of any project or program of the PHA) pursuant to section 6(j)(3)(A)(iv) of the Act (42 U.S.C. 1437d(j)(3)(A)(iv)), and appoint, on a competitive or noncompetitive basis, an individual or entity as an administrative receiver to assume the responsibilities of HUD for the administration of all or part of the PHA (including all or part of any project or program of the PHA).

(3) In the case of substantial default by a troubled performer PHA, nothing in this section shall be construed to limit the courses of action available to HUD under this part, 24 CFR part 907, or section 6(j)(3)(A) of the Act (42 U.S.C. 1437d(j)(3)(A)) for any other substantial default by a PHA.

(b) If a troubled performer PHA fails to execute or meet the requirements of an MOA in accordance with § 902.75, other than as specified in paragraph (a) of this section, the PHA may be deemed to be in substantial default by HUD and any remedy available therefore may be invoked in the discretion of HUD.

SECTION 8 AND PUBLIC HOUSING FAMILY SELF-SUFFICIENCY PROGRAM

SUBPART A General

984.101 Purpose, scope, and applicability.

(a) Purpose.

(1) The purpose of the Family Self-Sufficiency (FSS) program is to promote the development of local strategies to coordinate the use of public housing assistance and housing voucher programs with public and private resources, to enable families eligible to receive assistance under these programs to achieve economic independence and self-sufficiency.

(2) The purpose of this part is to implement the policies and procedures applicable to operation of a local FSS program, as established under section 23 of the 1937 Act (42 U.S.C. 1437u), under HUD's rental voucher, rental certificate, and public housing programs.

(b) Scope.

(1) Each PHA that received funding for public housing units under the FY 1991 and FY 1992 FSS incentive award competitions must operate a public housing FSS program.

(2) Each PHA that received funding for Section 8 rental certificates or rental vouchers under the combined FY 1991/1992 FSS incentive award competition must operate a Section 8 FSS program.

(3) Unless the PHA receives an exemption under 984.105:

(i) Each PHA for which HUD reserved funding (budget authority) for additional rental certificates or rental vouchers in FY 1993 through October 20, 1998 must operate a Section 8 FSS program.

(ii) Each PHA for which HUD reserved funding (budget authority) to acquire or construct additional public housing units in FY 1993 through October 20, 1998 must operate a public housing FSS program.

(c) Applicability. This part applies to:

(1) The public housing program, and

(2) The Section 8 certificate and voucher programs.

984.102 Program objectives.

The objective of the FSS program is to reduce the dependency of low-income families on welfare assistance and on Section 8, public, or any Federal, State, or local rent or homeownership subsidies. Under the FSS program, low-income families are provided opportunities for education, job training, counseling, and other forms of social service assistance, while living in assisted housing, so that they may obtain the education, employment, and business and social skills necessary to achieve self-sufficiency, as defined in 984.103 of this subpart A. The Department will measure the success of a local FSS program not only by the number of families who achieve self-sufficiency, but also by the number of FSS families who, as a result of participation in the program, have family members who obtain their first job, or who obtain higher paying jobs; no longer need benefits received under one or more welfare programs; obtain a high school diploma or higher education degree; or accomplish similar goals that will assist the family in obtaining economic independence.

984.103 Definitions.

(a) The terms *1937 Act*, *Fair Market Rent*, *HUD*, *Public Housing*, *Public Housing Agency (PHA)*, *Secretary*, and *Section 8*, as used in this part, are defined in part 5 of this title.

(b) As used in this part:

Certification means a written assertion based on supporting evidence, provided by the FSS family or the PHA, as may be required under this part, and which:

(1) Shall be maintained by the PHA in the case of the family's certification, or by HUD in the case of the PHA's certification;

(2) Shall be made available for inspection by HUD, the PHA, and the public, as appropriate; and

(3) Shall be deemed to be accurate for purposes of this part, unless the Secretary or the PHA, as applicable, determines otherwise after inspecting the evidence and providing due notice and opportunity for comment.

Chief executive officer (CEO). The CEO of a unit of general local government means the elected official or the legally designated official, who has the primary responsibility for the conduct of that entity's governmental affairs. The CEO for an Indian tribe is the tribal governing official.

Contract of participation means a contract in a form approved by HUD, entered into between a participating family and a PHA operating an FSS program that sets forth the terms and conditions governing participation in the FSS program. The contract of participation includes all individual training and services plans entered into between the PHA and all members of the family who will participate in the FSS program, and which plans are attached to the contract of participation as exhibits. For additional detail, see 984.303 of this subpart A.

Earned income means income or earnings included in annual income from wages, tips, salaries, other employee compensation, and self-employment. Earned income does not include any pension or annuity, transfer payments, any cash or in-kind benefits, or funds deposited in or accrued interest on the FSS escrow account established by a PHA on behalf of a participating family.

Effective date of contract of participation means the first day of the month following the month in which the FSS family and the PHA entered into the contract of participation.

Eligible families means:

(1) For the public housing FSS program, current residents of public housing. Eligible families also include current residents of public housing who are participants in local public housing self-sufficiency programs; and

(2) For Section 8 FSS program, current Section 8 rental certificate or rental voucher program participants, including participants in the Project Self-Sufficiency or Operation Bootstrap or other local self-sufficiency programs.

Enrollment means the date that the FSS family entered into the contract of participation with the PHA.

Family Self-Sufficiency program or FSS program means the program established by a PHA within its jurisdiction to promote self-sufficiency among participating families, including the provision of supportive services to these families, as authorized by section 23 of the 1937 Act.

FSS account means the FSS escrow account authorized by section 23 of the 1937 Act, and as provided by 984.305 of this subpart A.

FSS credit means the amount credited by the PHA to the participating family's FSS account.

FSS family or participating family means a family that resides in public housing or receives assistance under the rental certificate or rental voucher programs, and that elects to participate in the FSS program, and whose designated head of the family has signed the contract of participation.

FSS related service program means any program, publicly or privately sponsored, that offers the kinds of supportive services described in the definition of 'supportive services' set forth in this 984.103.

FSS slots refer to the total number of public housing units or the total number of rental certificates or rental vouchers that comprise the minimum size of a PHA's respective public housing FSS program or Section 8 FSS program.

FY means Federal Fiscal Year (starting with October 1, and ending September 30, and designated by the calendar year in which it ends).

Head of FSS family means the adult member of the FSS family who is the head of the household for purposes of determining income eligibility and rent.

Housing subsidies means assistance to meet the costs and expenses of temporary shelter, rental housing or homeownership, including rent, mortgage or utility payments.

Individual training and services plan means a written plan that is prepared for the head of the FSS family, and each adult member of the FSS family who elects to participate in the FSS program, by the PHA in consultation with the family member, and which sets forth:

- (1) The supportive services to be provided to the family member;
- (2) The activities to be completed by that family member; and
- (3) The agreed upon completion dates for the services and activities. Each individual training and services plan must be signed by the PHA and the participating family member, and is attached to, and incorporated as part of the contract of participation. An individual training and services plan must be prepared for the head of the FSS family.

JOBS Program means the Job Opportunities and Basic Skills Training Program authorized under part F of title IV of the Social Security Act (42 U.S.C. 402(a)(19)).

JTPA means the Job Training Partnership Act (29 U.S.C. 1579(a)).

Low-income family. As defined in part 5 of this title.

Participating family. See definition for 'FSS family' in this section.

Program Coordinating Committee or *PCC* is the committee described in 984.202 of this part.

Public housing means housing assisted under the 1937 Act, excluding housing assisted under Section 8 of the 1937 Act.

Self-sufficiency means that an FSS family is no longer receiving Section 8, public or Indian housing assistance, or any Federal, State, or local rent or homeownership subsidies or welfare assistance. Achievement of self-sufficiency, although an FSS program objective, is not a condition for receipt of the FSS account funds. (See 984.305 of this part.)

Supportive services means those appropriate services that a PHA will make available, or cause to be made available to an FSS family under a contract of participation, and may include:

- (1) Child care--child care of a type that provides sufficient hours of operation and serves an appropriate range of ages;
- (2) Transportation--transportation necessary to enable a participating family to receive available services, or to commute to their places of employment;
- (3) Education--remedial education; education for completion of secondary or post secondary schooling;
- (4) Employment--job training, preparation, and counseling; job development and placement; and follow-up assistance after job placement and completion of the contract of participation;

(5) Personal welfare--substance/alcohol abuse treatment and counseling;

(6) Household skills and management--training in homemaking and parenting skills; household management; and money management;

(7) Counseling--counseling in the areas of:

- (i) The responsibilities of homeownership;
- (ii) Opportunities available for affordable rental and homeownership in the private housing market, including information on an individual's rights under the Fair Housing Act; and

(iii) Money management; and

(8) Other services--any other services and resources, including case management, reasonable accommodations for individuals with disabilities, that the PHA may determine to be appropriate in assisting FSS families to achieve economic independence and self-sufficiency.

Unit size or *size of unit* refers to the number of bedrooms in a dwelling unit.

Very low-income family. See definitions in 24 CFR 813.102 and 913.102.

Welfare assistance means (for purposes of the FSS program only) income assistance from Federal or State welfare programs, and includes only cash maintenance payments designed to meet a family's ongoing basic needs. Welfare assistance does not include:

- (1) Nonrecurrent, short-term benefits that:
 - (i) Are designed to deal with a specific crisis situation or episode of need;
 - (ii) Are not intended to meet recurrent or ongoing needs; and
 - (iii) Will not extend beyond four months.
- (2) Work subsidies (i.e., payments to employers or third parties to help cover the costs of employee wages, benefits, supervision, and training);
- (3) Supportive services such as child care and transportation provided to families who are employed;
- (4) Refundable earned income tax credits;
- (5) Contributions to, and distributions from, Individual Development Accounts under TANF;
- (6) Services such as counseling, case management, peer support, child care information and referral, transitional services, job retention, job advancement and other employment-related services that do not provide basic income support;
- (7) Transportation benefits provided under a Job Access or Reverse Commute project, pursuant to section 404(k) of the Social Security Act, to an individual who is not otherwise receiving assistance;
- (8) Amounts solely directed to meeting housing expenses;
- (9) Amounts for health care;
- (10) Food stamps and emergency rental and utilities assistance; and
- (11) SSI, SSDI, or Social Security.

984.104 Basic requirements of the FSS program.

An FSS program established under this part shall be operated in conformity with:

- (a) The regulations of this part, and for a Section 8 FSS program, the rental certificate and rental voucher regulations, codified in 24 CFR parts 882, 887, and 982 respectively, and for a public housing FSS program, the applicable public housing regulations, including the regulations in 24 CFR parts 913, 960,

and 966; (b) An Action Plan, as described in 984.201, and provide comprehensive supportive services as defined in 984.103; and

(c) An FSS program established under this part shall be operated in compliance with the nondiscrimination and equal opportunity requirements set forth in 24 CFR part 5, with the exception of Executive Orders 11246, 11625, 12432, and 12138.

984.105 Minimum program size.

(a) FSS program size.

(1) Minimum program size requirement. A PHA must operate an FSS program of the minimum program size determined in accordance with paragraph (b) of this section.

(2) Exception or reduction of minimum program size. Paragraph (c) of this section states when HUD may grant an exception to the minimum program size requirement, and paragraph (d) states when the minimum program size may be reduced.

(3) Option to operate larger FSS program. A PHA may choose to operate an FSS program of a larger size than the minimum.

(b) How to determine FSS minimum program size.

(1) Public housing. The minimum size of a PHA's public housing FSS program is equal to the number of public housing units specified below:

(i) The total number of public housing units reserved in FY 1993 through October 20, 1998; plus

(ii) The number of public housing units reserved in FY 1991 and FY 1992 under the FSS incentive award competitions; minus

(iii) The number of families that have graduated from the PHA's public housing FSS program on or after October 21, 1998, by fulfilling their FSS contract of participation obligations.

(2) Section 8. The minimum size of a PHA's Section 8 FSS program is equal to the number of Section 8 certificate and voucher program units as calculated below:

(i) Units included.

(A) The number of rental certificates and rental voucher units reserved under the combined FY 1991/1992 FSS incentive award competition; plus

(B) The number of additional rental certificates and rental voucher units reserved in FY 1993 through October 20, 1998 (not including the renewal of funding for units previously reserved), minus such units that are excluded from minimum program size in accordance with paragraph (b)(2)(ii) of this section; minus

(C) The number of families who have graduated from the PHA's Section 8 FSS program on or after October 21, 1998, by fulfilling their contract of participation obligations.

(ii) Units excluded. When determining a PHA's minimum Section 8 FSS program size, funding reserved in FY 1993 through October 20, 1998 for the following program categories is excluded (except as provided in paragraph (b)(2)(ii)(B) of this section):

(A) Funding for families affected by termination, expiration or owner opt-out under Section 8 project-based programs;

(B) Funding for families affected by demolition or disposition of a public housing project or replacement of a public housing project;

(C) Funding for families affected by conversion of assistance from the Section 23 leased housing or housing assistance payments programs to the Section 8 program;

(D) Funding for families affected by the sale of a HUD-owned project; and

(E) Funding for families affected by the prepayment of a mortgage or voluntary termination of mortgage insurance.

(3) Maintaining minimum program size. The minimum program size for a PHA's public housing or Section 8 FSS program is reduced by one slot for each family that graduates from the FSS program by fulfilling its FSS contract of participation on or after October 21, 1998. If an FSS slot is vacated by a family that has not completed its FSS contract of participation obligations, the slot must be filled by a replacement family which has been selected in accordance with the FSS family selection procedures set forth in 984.203.

(c) Exception to program operation.

(1) Upon approval by HUD, a PHA will not be required to establish and carry out a public housing or a Section 8 FSS program if the PHA provides to HUD a certification, as defined in 984.103, that the establishment and operation of such an FSS program is not feasible because of local circumstances, which may include, but are not limited to:

(i) Lack of accessible supportive services funding, including lack of the availability of programs under JTPA or JOBS;

(ii) Lack of funding for reasonable administrative costs;

(iii) Lack of cooperation by other units of State or local government; or

(iv) Lack of interest in participating in the FSS program on the part of eligible families.

(2) An exception will not be granted if HUD determines that local circumstances do not preclude the PHA from effectively operating an FSS program that is smaller than the minimum program size.

(d) Reduction in program size. Upon approval by HUD, a PHA may be permitted to operate a public housing or a Section 8 FSS program that is smaller than the minimum program size if the PHA provides to HUD a certification, as defined in 984.103, that the operation of an FSS program of the minimum program size is not feasible because of local circumstances, which may include, but are not limited to:

(1) Decrease in or lack of accessible supportive services, including decrease in the availability of programs under JTPA or JOBS;

(2) Decrease in or lack of funding for reasonable administrative costs;

(3) Decrease in or lack of cooperation by other units of State or local government;

(4) Decrease in or lack of interest in participating in the FSS program on the part of eligible families.

(e) Expiration of exception. A full or partial exception to the FSS minimum program size requirement (approved by HUD in accordance with paragraph (c) or (d) of this section) expires three years from the date of HUD approval of the exception. If a PHA seeks to continue an exception after its expiration, the PHA must submit a new request and a new certification to HUD for consideration.

(f) Review of certification records. HUD reserves the right to examine, during its management review of the PHA, or at any time, the documentation and data that a PHA relied on in certifying to the unfeasibility of its establishing and operating an FSS program, or of operating an FSS program of less than minimum program size.

SUBPART B Program Development And Approval Procedures

984.201 Action Plan.

(a) Requirement for Action Plan. A PHA must have a HUD-approved Action Plan that complies with the requirements of this section before the PHA implements an FSS program, whether the FSS program is a mandatory or voluntary program.

(b) Development of Action Plan. The Action Plan shall be developed by the PHA in consultation with the chief executive officer of the applicable unit of general local government, and the Program Coordinating Committee.

(c) Plan submission.--

(1) Initial submission.

(i) Mandatory program. Unless the dates stated in paragraph (c) of this section are extended by HUD for good cause, a PHA that is establishing its first FSS program must submit an Action Plan to HUD for approval within 90 days after the PHA receives notice from HUD of:

(A) Approval of the PHA's application for incentive award units; or

(B) Approval of other funding that establishes the obligation to operate an FSS program, if the PHA did not receive FSS incentive award units.

(ii) Voluntary program. The PHA must submit its Action Plan and obtain HUD approval of the plan before the PHA implements a voluntary FSS program, including a program that exceeds the minimum size for a mandatory program.

(2) Revision. Following HUD's initial approval of the Action Plan, no further approval of the Action Plan is required unless the PHA proposes to make policy changes to the Action Plan or increase the size of a voluntary program; or HUD requires other changes. The PHA must submit any changes to the Action Plan to HUD for approval.

(d) Contents of Plan. The Action Plan shall describe the policies and procedures of the PHA for operation of a local FSS program, and shall contain, at a minimum, the following information:

(1) Family demographics. A description of the number, size, characteristics, and other demographics (including racial and ethnic data), and the supportive service needs of the families expected to participate in the FSS program;

(2) Estimate of participating families. A description of the number of eligible FSS families who can reasonably be expected to receive supportive services under the FSS program, based on available and anticipated Federal, tribal, State, local, and private resources;

(3) Eligible families from other self-sufficiency program. If applicable, the number of families, by program type, who are participating in Operation Bootstrap, Project Self-Sufficiency, or any other local self-sufficiency program who are expected to agree to execute an FSS contract of participation.

(4) FSS family selection procedures. A statement indicating the procedures to be utilized to select families for participation in the FSS program, subject to the requirements governing the selection of FSS families, set forth in 984.203. This statement must include a description of how the PHA's selection procedures ensure that families will be selected without regard to race, color, religion, sex, handicap, familial status, or national origin.

(5) Incentives to encourage participation--a description of the incentives that the PHA intends to offer eligible families to encourage their participation in the FSS program (incentives

plan). The incentives plan shall provide for the establishment of the FSS account in accordance with the requirements set forth in 984.305, and other incentives, if any, designed by the PHA. The incentives plan shall be part of the Action Plan.

(6) Outreach efforts. A description of:

(i) The PHA's efforts, including notification and outreach efforts, to recruit FSS participants from among eligible families; and

(ii) The PHA's actions to be taken to assure that both minority and non-minority groups are informed about the FSS program, and how the PHA will make this information known.

(7) FSS activities and supportive services. A description of the activities and supportive services to be provided by both public and private resources to FSS families, and identification of the public and private resources which are expected to provide the supportive services.

(8) Method for identification of family support needs. A description of how the FSS program will identify the needs and deliver the services and activities according to the needs of the FSS families;

(9) Program termination; withholding of services; and available grievance procedures. A description of the PHA's policies concerning: terminating participation in the FSS program, withholding of supportive services, or terminating or withholding Section 8 assistance, on the basis of a family's failure to comply with the requirements of the contract of participation; and the grievance and hearing procedures available for FSS families.

(10) Assurances of non-interference with rights of non-participating families. An assurance that a family's election not to participate in the FSS program will not affect the family's admission to public housing or to the Section 8 program or the family's right to occupancy in accordance with its lease.

(11) Timetable for program implementation. A timetable for implementation of the FSS program, as provided in 984.301(a)(1), including the schedule for filling FSS slots with eligible FSS families, as provided in 984.301;

(12) Certification of coordination. A certification that development of the services and activities under the FSS program has been coordinated with the JOBS Program; the programs provided under the JTPA; and any other relevant employment, child care, transportation, training, and education programs (e.g., Job Training for the Homeless Demonstration program) in the applicable area, and that implementation will continue to be coordinated, in order to avoid duplication of services and activities; and

(13) Optional additional information. Such other information that would help HUD determine the soundness of the PHA's proposed FSS program.

(e) Eligibility of a combined program. A PHA that wishes to operate a joint FSS program with other PHAs may combine its resources with one or more PHAs to deliver supportive services under a joint Action Plan that will provide for the establishment and operation of a combined FSS program that meets the requirements of this part.

(f) Single action plan. PHAs implementing both a Section 8 FSS program and a public or Indian housing FSS program may submit one Action Plan.

984.202 Program Coordinating Committee (PCC).

(a) General. Each participating PHA must establish a PCC whose functions will be to assist the PHA in securing commitments of public and private resources for the operation

of the FSS program within the PHA's jurisdiction, including assistance in developing the Action Plan and in implementing the program.

(b) Membership--

(1) Required membership. The PCC must:

(i) For a public housing FSS program, consist of representatives of the PHA, and the residents of public housing. The public housing resident representatives shall be solicited from one or more of the following groups:

(A) An area-wide or city-wide resident council, if one exists;

(B) If the PHA will be transferring FSS participants to vacant units in a specific public housing development, the resident council or resident management corporation, if one exists, of the public housing development where the public housing FSS program is to be carried out;

(C) Any other public housing resident group, which the PHA believes is interested in the FSS program, and would contribute to the development and implementation of the FSS program; and

(ii) For a Section 8 FSS program, consist of representatives of the PHA, and of residents assisted under the section 8 rental certificate or rental voucher program or under HUD's public or Indian housing programs.

(2) Recommended membership. Membership on the PCC also may include representatives of the unit of general local government served by the PHA, local agencies (if any) responsible for carrying out JOBS training programs, or programs under the JTPA, and other organizations, such as other State, local or tribal welfare and employment agencies, public and private education or training institutions, child care providers, nonprofit service providers, private business, and any other public and private service providers with resources to assist the FSS program.

(c) Alternative committee. The PHA may, in consultation with the chief executive officer of the unit of general local government served by the PHA, utilize an existing entity as the PCC if the membership of the existing entity consists or will consist of the individuals identified in paragraph (b)(1) of this section, and also includes individuals from the same or similar organizations identified in paragraph (b)(2) of this section.

984.203 FSS family selection procedures.

(a) Preference in the FSS selection process. A PHA has the option of giving a selection preference for up to 50 percent of its public housing FSS slots and of its Section 8 FSS slots respectively to eligible families, as defined in 984.103, who have one or more family members currently enrolled in an FSS related service program or on the waiting list for such a program. The PHA may limit the selection preference given to participants in and applicants for FSS related service programs to one or more eligible FSS related service programs. A PHA that chooses to exercise the selection preference option must include the following information in its Action Plan:

(1) The percentage of FSS slots, not to exceed 50 percent of the total number of FSS slots for each of its FSS programs, for which it will give a selection preference;

(2) The FSS related service programs to which it will give a selection preference to the programs' participants and applicants; and

(3) The method of outreach to, and selection of, families with one or more members participating in the identified programs.

(b) FSS selection without preference. For those FSS slots for which the PHA chooses not to exercise the selection preference provided in paragraph (a) of this section, the FSS slots must be filled with eligible families in accordance with an objective selection system, such as a lottery, the length of time living in subsidized housing, or the date the family expressed an interest in participating in the FSS program. The objective system to be used by the PHA must be described in the PHA's Action Plan.

(c) Motivation as a selection factor--

(1) General. A PHA may screen families for interest, and motivation to participate in the FSS program, provided that the factors utilized by the PHA are those which solely measure the family's interest, and motivation to participate in the FSS program.

(2) Permissible motivational screening factors. Permitted motivational factors include requiring attendance at FSS orientation sessions or preselection interviews, and assigning certain tasks which indicate the family's willingness to undertake the obligations which may be imposed by the FSS contract of participation. However, any tasks assigned shall be those which may be readily accomplishable by the family, based on the family members' educational level, and disabilities, if any. Reasonable accommodations must be made for individuals with mobility, manual, sensory, speech impairments, mental or developmental disabilities.

(3) Prohibited motivational screening factors. Prohibited motivational screening factors include the family's educational level, educational or standardized motivational test results, previous job history or job performance, credit rating, marital status, number of children, or other factors, such as sensory or manual skills, and any factors which may result in discriminatory practices or treatment toward individuals with disabilities or minority or non-minority groups.

984.204 On-site facilities.

Each PHA may, subject to the approval of HUD, make available and utilize common areas or unoccupied dwelling units in public housing projects (or for IHAs, in Indian housing projects) to provide supportive services under an FSS program, including a Section 8 FSS program.

SUBPART C Program Operation

984.301 Program implementation.

(a) Program implementation deadline.

(1) Voluntary program. There is no deadline for implementation of a voluntary program. A voluntary program, however, may not be implemented before the requirements of 984.201 have been satisfied.

(2) Mandatory program.

(i) Program start-up. Except as provided in paragraph (a)(3) of this section, operation of a local FSS program must begin within 12 months of the earlier of notification to the PHA of HUD's approval of the incentive award units or of other funding that establishes the obligation to operate an FSS program. Operation means that activities such as outreach, participant selection, and enrollment have begun. Full delivery of the supportive services to be provided to the total number of families required to be served under the program need not occur within 12 months, but must occur by the deadline set forth in paragraph (a)(2) of this section.

(ii) Full enrollment and delivery of service. Except as provided in paragraph (a)(3) of this section, the PHA must have completed enrollment of the total number of families required to

be served under the FSS program (based on the minimum program size), and must have begun delivery of the supportive services within two years from the date of notification of approval of the application for new public housing units for a public housing FSS program or for new rental certificates or rental vouchers for a Section 8 FSS program.

(iii) Extension of program deadlines for good cause. HUD may extend the deadline set forth in either paragraph (a)(1) or paragraph (a)(2) of this section if the PHA requests an extension, and HUD determines that, despite best efforts on the part of the PHA, the development of new public housing units will not occur within the deadlines set forth in this paragraph (a), the commitment by public or private resources to deliver supportive services has been withdrawn, the delivery of such services has been delayed, or other local circumstances warrant an extension of the deadlines set forth in this paragraph (a).

(b) Program administration. A PHA may employ appropriate staff, including a service coordinator or program coordinator to administer its FSS program, and may contract with an appropriate organization to establish and administer the FSS program, including the FSS account, as provided by 984.305.

984.302 Administrative fees.

(a) Public housing FSS program. The performance funding system (PFS), provided under section 9(a) of the 1937 Act, shall provide for the inclusion of reasonable and eligible administrative costs incurred by PHAs in carrying out the public housing FSS programs. These costs are subject to appropriations by the Congress. However, a PHA may use other resources for this purpose.

(b) Section 8 FSS program. The administrative fees paid to PHAs for HUD-approved costs associated with operation of an FSS program are established by the Congress and subject to appropriations.

984.303 Contract of participation.

(a) General. Each family that is selected to participate in an FSS program must enter into a contract of participation with the PHA that operates the FSS program in which the family will participate. The contract of participation shall be signed by the head of the FSS family.

(b) Form and content of contract--

(1) General. The contract of participation, which incorporates the individual training and services plan(s), shall be in the form prescribed by HUD, and shall set forth the principal terms and conditions governing participation in the FSS program, including the rights and responsibilities of the FSS family and of the PHA, the services to be provided to, and the activities to be completed by, the head of the FSS family and each adult member of the family who elects to participate in the program.

(2) Interim goals. The individual training and services plan, incorporated in the contract of participation, shall establish specific interim and final goals by which the PHA, and the family, may measure the family's progress toward fulfilling its obligations under the contract of participation, and becoming self-sufficient. For each participating FSS family that is a recipient of welfare assistance, the PHA must establish as an interim goal that the family become independent from welfare assistance and remain independent from welfare assistance at least one year before the expiration of the term of the contract of participation, including any extension thereof.

(3) Compliance with lease terms. The contract of participation shall provide that one of the obligations of the FSS family is to comply with the terms and conditions of the respective public housing lease or Section 8-assisted lease.

(4) Employment obligation--

(i) Head of family's obligation. The head of the FSS family shall be required under the contract of participation to seek and maintain suitable employment during the term of the contract and any extension thereof. Although other members of the FSS family may seek and maintain employment during the term of the contract, only the head of the FSS family is required to seek and maintain suitable employment.

(ii) Seek employment. The obligation to seek employment means that the head of the FSS family has applied for employment, attended job interviews, and has otherwise followed through on employment opportunities.

(iii) Determination of suitable employment. A determination of suitable employment shall be made by the PHA based on the skills, education, and job training of the individual that has been designated the head of the FSS family, and based on the available job opportunities within the jurisdiction served by the PHA.

(5) Consequences of noncompliance with the contract. The contract of participation shall specify that if the FSS family fails to comply, without good cause, with the terms and conditions of the contract of participation, which includes compliance with the public housing lease or the Section 8-assisted lease, the PHA may:

(i) Withhold the supportive services;

(ii) Terminate the family's participation in the FSS program; or

(iii) For the Section 8 FSS program, terminate or withhold the family's Section 8 assistance, except in the case where the only basis for noncompliance with the contract of participation is noncompliance with the lease, or failure to become independent from welfare assistance. However, failure to become independent from welfare assistance because of failure of the head of household to meet the employment obligation described in paragraph (a)(4) of this section, or failure of the FSS family to meet any other obligation under the contract of participation, except the interim goal concerning welfare assistance, is grounds for the PHA to terminate or withhold Section 8 assistance.

(c) Contract term. The contract of participation shall provide that each FSS family will be required to fulfill those obligations to which the participating family has committed itself under the contract of participation no later than 5 years after the effective date of the contract.

(d) Contract extension. The PHA shall, in writing, extend the term of the contract of participation for a period not to exceed two years for any FSS family that requests, in writing, an extension of the contract, provided that the PHA finds that good cause exists for granting the extension. The family's written request for an extension must include a description of the need for the extension. As used in this paragraph (d), 'good cause' means circumstances beyond the control of the FSS family, as determined by the PHA, such as a serious illness or involuntary loss of employment. Extension of the contract of participation will entitle the FSS family to continue to have amounts credited to the family's FSS account in accordance with 984.304.

(e) Unavailability of supportive services--

(1) Good faith effort to replace unavailable services. If a social service agency fails to deliver the supportive services pledged under an FSS family member's individual training and services plan, the PHA shall make a good faith effort to obtain these services from another agency.

(2) Assessment of necessity of services. If the PHA is unable to obtain the services from another agency, the PHA shall reassess the family member's needs, and determine whether other available services would achieve the same purpose. If other available services would not achieve the same purpose, the PHA shall determine whether the unavailable services are integral to the FSS family's advancement or progress toward self-sufficiency. If the unavailable services are:

(i) Determined not to be integral to the FSS family's advancement toward self-sufficiency, the PHA shall revise the individual training and services plan to delete these services, and modify the contract of participation to remove any obligation on the part of the FSS family to accept the unavailable services, in accordance with paragraph (f) of this section; or

(ii) Determined to be integral to the FSS family's advancement toward self-sufficiency (which may be the case if the affected family member is the head of the FSS family), the PHA shall declare the contract of participation null and void. Nullification of the contract of participation on the basis of unavailability of supportive services shall not be grounds for termination of Section 8 assistance.

(f) Modification. The PHA and the FSS family may mutually agree to modify the contract of participation. The contract of participation may be modified in writing with respect to the individual training and services plans, the contract term in accordance with paragraph (d) of this section, and designation of the head of the family.

(g) Completion of the contract. The contract of participation is considered to be completed, and a family's participation in the FSS program is considered to be concluded when one of the following occurs:

(1) The FSS family has fulfilled all of its obligations under the contract of participation on or before the expiration of the contract term, including any extension thereof; or

(2) 30 percent of the monthly adjusted income of the FSS family equals or exceeds the published existing housing fair market rent for the size of the unit for which the FSS family qualifies based on the PHA's occupancy standards. The contract of participation will be considered completed and the family's participation in the FSS program concluded on this basis even though the contract term, including any extension thereof, has not expired, and the family members who have individual training and services plans have not completed all the activities set forth in their plans.

(h) Termination of the contract. The contract of participation is automatically terminated if the family's Section 8 assistance is terminated in accordance with HUD requirements. The contract of participation may be terminated before the expiration of the contract term, and any extension thereof, by:

(1) Mutual consent of the parties;

(2) The failure of the FSS family to meet its obligations under the contract of participation without good cause, including in the Section 8 FSS program the failure to comply with the contract requirements because the family has moved outside the jurisdiction of the PHA;

(3) The family's withdrawal from the FSS program;

(4) Such other act as is deemed inconsistent with the purpose of the FSS program; or

(5) Operation of law.

(i) Option to terminate Section 8 housing and supportive service assistance. The PHA may terminate or withhold Section 8 housing assistance, the supportive services, and the FSS family's participation in the FSS program, if the PHA determines, in accordance with the hearing procedures provided in 24 CFR 982.555 that the FSS family has failed to comply without good cause with the requirements of the contract of participation as provided in paragraph (b)(5) of this section.

(j) Transitional supportive service assistance. A PHA may continue to offer to a former FSS family who has completed its contract of participation and whose head of family is employed, appropriate FSS supportive services in becoming self-sufficient (if the family still resides in public housing, or Section 8-assisted housing), or in remaining self-sufficient (if the family no longer resides in public, Section 8-assisted housing, or other assisted housing).

984.304 Total tenant payment, family rent, and increases in family income.

(a)(1) Public housing FSS program: Calculation of total tenant payment. Total tenant payment for a family participating in the public housing FSS program is determined in accordance with the regulations set forth in 24 CFR part 913.

(2) Section 8 FSS program: Calculation of family rent. For the rental certificate program, total tenant payment for a family participating in the Section 8 FSS program and the amount of the housing assistance payment is determined in accordance with the regulations set forth in subpart F of 24 CFR part 5, and subpart K of 24 CFR part 982. For the rental voucher program, the housing assistance payment for a family participating in the FSS program is determined in accordance with the regulations set forth in 24 CFR 982.505.

(b) Increases in FSS family income. Any increase in the earned income of an FSS family during its participation in an FSS program may not be considered as income or a resource for purposes of eligibility of the FSS family for other benefits, or amount of benefits payable to the FSS family, under any other program administered by HUD, unless the income of the FSS family equals or exceeds 80 percent of the median income of the area (as determined by HUD, with adjustments for smaller and larger families).

984.305 FSS account.

(a) Establishment of FSS account--

(1) General. The PHA shall deposit the FSS account funds of all families participating in the PHA's FSS program into a single depository account. The PHA must deposit the FSS account funds in one or more of the HUD-approved investments.

(2) Accounting for FSS account funds--

(i) Accounting records. The total of the combined FSS account funds will be supported in the PHA accounting records by a subsidiary ledger showing the balance applicable to each FSS family. During the term of the contract of participation, the PHA shall credit periodically, but not less than annually, to each family's FSS account, the amount of the FSS credit determined in accordance with paragraph (b) of this section.

(ii) Proration of investment income. The investment income for funds in the FSS account will be prorated and credited to each family's FSS account based on the balance in each family's FSS account at the end of the period for which the investment income is credited.

(iii) Reduction of amounts due by FSS family. If the FSS family has not paid the family contribution towards rent, or other amounts, if any, due under the public housing or section 8-assisted lease, the balance in the family's FSS account shall be reduced by that amount (as reported by the owner to the PHA in the Section 8 FSS program) before prorating the interest income. If the FSS family has fraudulently under-reported income, the amount credited to the FSS account will be based on the income amounts originally reported by the FSS family.

(3) Reporting on FSS account. Each PHA will be required to make a report, at least once annually, to each FSS family on the status of the family's FSS account. At a minimum, the report will include:

- (i) The balance at the beginning of the reporting period;
- (ii) The amount of the family's rent payment that was credited to the FSS account, during the reporting period;
- (iii) Any deductions made from the account for amounts due the PHA before interest is distributed;
- (iv) The amount of interest earned on the account during the year; and
- (v) The total in the account at the end of the reporting period.

(b) FSS credit--

(1) Computation of amount. For purposes of determining the FSS credit, 'family rent' is: for the public housing program, the total tenant payment as defined in 24 CFR subpart F of 24 CFR part 5; for the rental certificate program, the total tenant payment as defined in 24 CFR subpart F of 24 CFR part 5; and for the rental voucher program, 30 percent of adjusted monthly income. The FSS credit shall be computed as follows:

(i) For FSS families who are very low-income families, the FSS credit shall be the amount which is the lesser of:

(A) Thirty percent of current monthly adjusted income less the family rent, which is obtained by disregarding any increases in earned income (as defined in 984.103) from the effective date of the contract of participation; or

(B) The current family rent less the family rent at the time of the effective date of the contract of participation.

(ii) For FSS families who are low-income families but not very low-income families, the FSS credit shall be the amount determined according to paragraph (b)(1)(i) of this section, but which shall not exceed the amount computed for 50 percent of median income.

(2) Ineligibility for FSS credit. FSS families who are not low-income families shall not be entitled to any FSS credit.

(3) Cessation of FSS credit. The PHA shall not make any additional credits to the FSS family's FSS account when the FSS family has completed the contract of participation, as defined in 984.303(g), or when the contract of participation is terminated or otherwise nullified.

(c) Disbursement of FSS account funds--

(1) General. The amount in an FSS account, in excess of any amount owed to the PHA by the FSS family, as provided in paragraph (a)(3)(iii) of this section, shall be paid to the head of the FSS family when the contract of participation has been completed as provided in 984.303(g), and if, at the time of contract completion, the head of the FSS family submits to the PHA a certification, as defined in 984.103, that, to the best of his or her knowledge and belief, no member of the FSS family is a recipient of welfare assistance.

(2) Disbursement before expiration of contract term.

(i) If the PHA determines that the FSS family has fulfilled its obligations under the contract of participation before the expiration of the contract term, and the head of the FSS family submits a certification that, to the best of his or her knowledge, no member of the FSS family is a recipient of welfare assistance, the amount in the family's FSS account, in excess of any amount owed to the PHA by the FSS family, as provided in paragraph (a)(3)(iii) of this section, shall be paid to the head of the FSS family.

(ii) If the PHA determines that the FSS family has fulfilled certain interim goals established in the contract of participation and needs a portion of the FSS account funds for purposes consistent with the contract of participation, such as completion of higher education (i.e., college, graduate school), or job training, or to meet start-up expenses involved in creation of a small business, the PHA may, at the PHA's sole option, disburse a portion of the funds from the family's FSS account to assist the family meet those expenses.

(3) Verification of family certification. Before disbursement of the FSS account funds to the family, the PHA may verify that the FSS family is no longer a recipient of welfare assistance by requesting copies of any documents which may indicate whether the family is receiving any welfare assistance, and contacting welfare agencies.

(d) Succession to FSS account. If the head of the FSS family ceases to reside with other family members in the public housing or the Section 8-assisted unit, the remaining members of the FSS family, after consultation with the PHA, shall have the right to designate another family member to receive the funds in accordance with paragraph (c) (1) or (2) of this section.

(e) Use of FSS account funds for homeownership. A public housing FSS family may use its FSS account funds for the purchase of a home, including the purchase of a home under one of HUD's homeownership programs, or other Federal, State, or local homeownership programs unless such use is prohibited by the statute or regulations governing the particular homeownership program.

(f) Forfeiture of FSS account funds--

(1) Conditions for forfeiture. Amounts in the FSS account shall be forfeited upon the occurrence of the following:

(i) The contract of participation is terminated, as provided in 984.303(e) or 984.303(h); or

(ii) The contract of participation is completed by the family, as provided in 984.303(g), but the FSS family is receiving welfare assistance at the time of expiration of the term of the contract of participation, including any extension thereof.

(2) Treatment of forfeited FSS account funds--

(i) Public housing FSS program. FSS account funds forfeited by the FSS family will be credited to the PHA's operating reserves and counted as other income in the calculation of the PFS operating subsidy eligibility for the next budget year.

(ii) Section 8 FSS program. FSS account funds forfeited by the FSS family will be treated as program receipts for payment of program expenses under the PHA budget for the applicable Section 8 program, and shall be used in accordance with HUD requirements governing the use of program receipts.

984.306 Section 8 residency and portability requirements.

(a) Relocating FSS family. For purposes of this section, the term 'relocating FSS family' refers to an FSS family that moves from the jurisdiction of a PHA at least 12 months after signing its contract of participation.

(b) Initial occupancy.--

(1) First 12 months. A family participating in the Section 8 FSS program must lease an assisted unit, for a minimum period of 12 months after the effective date of the contract of participation, in the jurisdiction of the PHA that selected the family for the FSS program. However, the PHA may approve a family's request to move outside the initial PHA jurisdiction under portability (in accordance with 982.353 of this chapter) during this period.

(2) After the first 12 months. After the first 12 months of the FSS contract of participation, the FSS family may move outside the initial PHA jurisdiction under portability procedures (in accordance with 982.353 of this chapter).

(c) Portability: relocation but continued participation in the FSS program of the initial PHA--

(1) General. A relocating FSS family may continue in the FSS program of the initial PHA if the family demonstrates to the satisfaction of the initial PHA that, notwithstanding the move, the relocating FSS family will be able to fulfill its responsibilities under the initial or modified contract of participation at its new place of residence. (For example, the FSS family may be able to commute to the supportive services specified in the contract of participation, or the family may move to obtain employment as specified in the contract.)

(2) Single contract of participation. If the relocating family remains in the FSS program of the initial PHA, there will only be one contract of participation, which shall be the contract executed by the initial PHA.

(d) Portability: relocation and participation in the FSS program of the receiving PHA--

(1) General. A relocating FSS family may participate in the FSS program of the receiving PHA, if the receiving PHA allows the family to participate in its program. A PHA is not obligated to enroll a relocating FSS family in its FSS program.

(2) Two contracts of participation. If the receiving PHA allows the relocating FSS family to participate in its FSS program, the receiving PHA will enter into a new contract of participation with the FSS family for the term on the remaining contract with the initial PHA. The initial PHA will terminate its contract of participation with the family.

(e) Single FSS account. Regardless of whether the relocating FSS family remains in the FSS program of the initial PHA or is enrolled in the FSS program of the receiving PHA, there will be a single FSS account which will be maintained by the initial PHA. When an FSS family will be absorbed by the receiving PHA, the initial PHA will transfer the family's FSS account to the receiving PHA.

(f) FSS program termination; loss of FSS account; and termination of Section 8 assistance.

(1) If an FSS family that relocates to another jurisdiction, as provided under this section, is unable to fulfill its obligations under the contract of participation, or any modifications thereto, the PHA, which is party to the contract of participation, may:

(i) Terminate the FSS family from the FSS program and the family's FSS account will be forfeited; and

(ii) Terminate the FSS family's Section 8 assistance on the ground that the family failed to meet its obligations under the contract of participation.

(2) In the event of forfeiture of the family's FSS account, the funds in the family's FSS account will revert to the PHA maintaining the FSS account for the family.

SUBPART D Reporting

984.401 Reporting.

Each PHA that carries out an FSS program under this part shall submit to HUD, in the form prescribed by HUD, a report regarding its FSS program. The report shall include the following information:

(a) A description of the activities carried out under the program;

(b) A description of the effectiveness of the program in assisting families to achieve economic independence and self-sufficiency;

(c) A description of the effectiveness of the program in coordinating resources of communities to assist families to achieve economic independence and self-sufficiency; and

(d) Any recommendations by the PHA or the appropriate local program coordinating committee for legislative or administrative action that would improve the FSS program and ensure the effectiveness of the program.

(<http://www.hud.gov/offices/cpd/aidshousing/programs/competitive/operatinginstructions/reporting/hud96010logicmodel.xls>)

[illegible]

Self-Sufficiency Service Coordination – HUD References

Instructions for Completing the eLogic Model™

The eLogic Model™ form (3 copies) is contained within this MS Excel™ Workbook. The workbook has nine separate worksheets. Each worksheet is identified by a “tab” at the bottom of the screen. The worksheet(s) labeled “Logic Model (1-3)” is the actual form that you should complete. The other worksheet(s) simply provide supportive information. The “tabs” are:

Instructions
eLogicModel™ (1)
eLogicModel™ (2)
eLogicModel™ (3)
Needs List
Services List
Outcomes List
Tools List
Evaluation

It may be helpful to print out a copy of each worksheet and have them on hand while reviewing these instructions, and while creating your logic model. These instructions may be printed but may not look exactly as displayed on your screen.

Select the tab labeled “**eLogicModel™ (1)**.” This is the first copy of the logic model form. The additional copies of the eLogicModel™ form are used only if needed.

In the first row there is label, “**Applicant Name**”. Enter the name of the applicant organization applying for funding. Use exactly the same name as on other parts of the application.

In the second row there is a label, “**Project Name**.” Enter the name of your project in cell [E2]. Use exactly the same name as you did on other parts of your application and the form SF-424. Note that the worksheet is “lock protected” so you can only make entries in cells that are for input as directed by these instructions.

In completing your eLogic Model™ you can elect to designate activities and outcomes as **Short, Intermediate or Long Term**. To do so, click the dropdown arrow in the **TERM** field and select Short, Intermediate, Long Term or Total, from the drop down list. On each form identify the appropriate time frame the form represents by selecting Short Term, Intermediate Term or Long term. Use a separate form for each timeframe.

If you are not designating time frames, then select “**Total**” from the dropdown list, which indicates to HUD that the Logic Model provided is a logic model that represents your plan for the entire project without timeframes.

Immediately below TERM is a field designated for the **HUD Program Name**. This field is already pre-filled; please verify that it matches the program for which you are applying. You will also see a field labeled “**Program Component**” [cell I-4]. If the program under which you are applying has components such as EOI or PEI under the Fair Housing Initiatives Program, or ROSS Family and Homeownership Component under the ROSS Program, enter the name of the program component for which you are applying. If there are no components in the funding opportunity for which you are seeking funding, leave this field blank.

To the right of the **Applicant** and **Project** fields, there are fields labeled **Period** and **Start Date** and **End Date**. Leave these fields blank. They will be used later for reporting performance to HUD. When actually reporting performance, first select the Period that reflects the reporting period you are submitting, e.g.; quarterly, semiannually, annually, final. For the Start Date, enter the start date of the reporting period. For End Date enter the End Date for the reporting period. When entering the dates, use the format MM/DD/YYYY.

All the rest of your entries will be made under the columns marked “Policy (1),” “Planning (2),” “Programming (3),” “Measure (4),” “Impact (5),” “Measure (6),” and “Accountability (7).”

Column 1 – Policy

Under the “**Policy**” column (1), there are actually two columns; one for HUD Goals, and one for Policy Priority. Enter the numbers corresponding to HUD Goals in the General Section of the SuperNOFA and the numbers corresponding to the Policy Priority in the General Section of the SuperNOFA. For either the HUD Goals or Policy Priority, enter one or more of the numbers corresponding to the HUD Goals or Policy Priority(ies) in the column below the labels. Use a separate cell for each number going down each respective column.

Self-Sufficiency Service Coordination – HUD References

Column 2 – Planning

Under the “**Planning**” column (2), select a Need Statement. You do this by clicking the mouse in one of the cells of this column. A little dropdown arrow appears. Click the dropdown arrow and a dropdown list of Need Statements appears. Select one of the Need Statements in the list by clicking it. Because the column is too narrow to show the full Need Statement in the dropdown list, you may wish to refer to the printout of “Tab 1 Needs List” to see the full Need Statement. When you select a Need Statement, the full Need Statement will fill the cell. If you don’t want this Need Statement, you can simply click the dropdown arrow again and select another item. Or, you can delete a Need Statement by selecting the cell and clicking the DELETE KEY on your keyboard. If you want to select more than one Need Statement, go to the next cell in the column and repeat the process, selecting the appropriate Need Statement. You can do this until you have selected all the Needs Statements that are appropriate to your proposed program. The selections should reflect the needs identified in your response to your Rating factor narratives. There is no need to select all the Need Statements if they do not apply to what you plan to address or accomplish with the funding requested.

Column 3 – Programming

Under the “**Programming**” column (3), select a Service or Activity. You do this by clicking the mouse in one of the cells of this column. A little dropdown arrow appears. Click the dropdown arrow and a dropdown list of eligible Activities appears. Select one of the Activities in the list by clicking it.

Column 4 – Measure

Notice that as the Activity you selected appears in the cell, a corresponding unit of measure appears or populates in the same column. The unit of measure could be “persons”, “dollars”, “square feet”, “houses”, or some other unit of measure that relates to the selected Activity. Immediately below the unit of measure are two blank cells. Enter the projected number of units you are proposing to deliver or accomplish in the “Pre” column. The “Post” column is locked to be used later for reporting purposes. If you choose “Other” from the dropdown list because you cannot add a description of the Activity or the unit of measure, you must identify the Activity or unit of measure in your narrative response to Rating Factor 5.

Column 5 – Impact

Under the “**Impact**” column (5), select the Outcome that would correspond to the Need and Activity along this row. You do this the same way as previously described for Needs and Activities. Select an Outcome from the dropdown list. Notice, once again, that a unit of measure automatically appears in the next column “Measure.”

Column 6 – Measure

Under the “**Measure**” column 6, specify a projected number of Outcome units you are proposing. If you choose “Other” from the dropdown list, because you cannot add a description of the Outcome or the Unit of Measure, you must identify the Outcome or unit of measure in your narrative response to Rating Factor 5.

Repeat the process of specifying a Need, a Service or Activity, and an Outcome using as many rows as is necessary to fully describe your proposal. The Logic Model form extends to about three pages when printed out. You may view a preprint of your model at any time by selecting from the Menu bar at the very top of the Excel Window: FILES | Print Preview. It is recommended that you do this periodically to get a better view of the logic model you are creating.

You can adjust the look of your logic model by skipping rows, so that Needs, Activities, and Outcomes are grouped accordingly.

CAUTION, DO NOT CUT & PASTE ITEMS FROM ONE COLUMN TO ANOTHER. For example, do not cut and paste an item from the Needs column to the Activity column, or the Activity column to the Outcome column. You will produce an unstable worksheet which will behave unpredictably requiring you to start over with a new blank Logic Model workbook.

Self-Sufficiency Service Coordination – HUD References

Column 7 – Accountability

Under the “**Accountability**” column (7), enter the tools and the process of collection and processing of data in your organization to support project management, reporting, and responding to the Evaluation Questions. This column provides the framework for structuring your data collection efforts. If the collection and processing of data is not well planned, the likelihood of its use to further the management of the program and support evaluation activity is limited. If data are collected inconsistently, or if data are missing, or if data are not retrievable, or if data are mishandled, the validity of any conclusions is weakened.

The structure of Column 7 contains five components in the form of dropdown fields that address the Evaluation Process. You are responsible for addressing each of the five steps that address the process of managing the critical information about your project.

- A. Tools for Measurement
- B. Where Data Maintained
- C. Source of Data
- D. Frequency Collection
- E. Processing of Data

You may select up to five choices for each of the five processes (A-E) that supports Accountability and tracks Outputs and Outcomes. As you proceed through the remaining components, B through E, specify those components in the same order as the Tools selected in A. That is, if the first Tool is "Pre-post Test," then specify the first item in B through E as it pertains to "Pre-post Test." Likewise, if the second item in A is "Satisfaction Surveys," then specify the second item in B through E as it pertains to "Satisfaction Surveys."

A. Tools for Measurement. A device is needed for collecting data; e.g., a test, a survey, an attendance log, an inspection report, etc. The tool “holds” the evidence of the realized Output or Outcome specified in the logic model. At times, there could be multiple tools for a given event. A choice can be made to use several tools, or rely on one that is most reliable, or most efficient but still reliable. Whatever the tool, it is important to remain consistent throughout the project.

Instructions: Under the Accountability column, select your choices of Tools to Track Outputs and Outcomes, You do this by clicking the mouse in one of the cells of this column. A little dropdown arrow appears. Click the dropdown arrow and a dropdown list of Tools appears. Select one or more of the Tools in the list by clicking it. If your choice is not in the dropdown list, click "Other" and add text to describe, "Other".

B. Where Data Maintained. A record of where the data or data tool resides must be maintained. It is not required that all tools and all data are kept in one single place. You may keep attendance logs at the main office files, but keep other tools or data such as a “case record in the case files at the service site. It is important to designate where tools and/or data are to be maintained. For example, if your program has a sophisticated computer system and all data is entered into a custom-designed database, it is necessary to designate where the original or source documents will be maintained.

Instructions: Under the Accountability column, select your choices of Where Data Maintained. You do this by clicking the mouse in one of the cells of this column. A little dropdown arrow appears. Click the dropdown arrow and a dropdown list of Where Data Maintained appears. Select one or more of the Where Data Maintained in the list by clicking it. If your choice is not in the dropdown list, click "Other" and add text to describe, "Other".

Self-Sufficiency Service Coordination – HUD References

C. Source of Data. This is the source where the data originates. Please identify the source and make sure that it is appropriate.

Instructions: Under the Accountability column, select your choices of Source of Data. You do this by clicking the mouse in one of the cells of this column. A little dropdown arrow appears. Click the dropdown arrow and a dropdown list of Source of Data appears. Select one or more of the Source of Data in the list by clicking it. If your choice is not in the dropdown list, click "Other" and add text to describe, "Other".

D. Frequency of Collection. Timing matters in data collection. In most instances, you want to get it while it occurs. Collect data at the time of the encounter; if impossible, when it is most opportune immediately thereafter. For example, collect report card data immediately upon the issuance of report cards. Do not wait until after the school year is over. Collect feedback surveys at the conclusion of the event, not a few months later when clients may be difficult to reach. Reporting can be done at anytime if the data is already collected. Another important aspect of this dimension is consistency. If some post tests are collected soon after the event, but others are attempted months later, the data are confounded by the differences in the timing. If some financial data are collected at the middle of the month and others at the end of the month, the data may be confounded by systematic timing bias.

Instructions: Under the Accountability column select your choices of Frequency of Collection. You do this by clicking the mouse in one of the cells of this column. A little dropdown arrow appears. Click the dropdown arrow and a dropdown list of Frequency of Collection appears. Select one or more of the Frequency of Collection in the list by clicking it. If your choice is not in the dropdown list, click "Other" and add text to describe, "Other".

E. Processing of Data. This is where you identify the mechanism that will be employed to process the data. Some possibilities are: manual tallies, computer spreadsheets, flat file database, relational database, statistical database, etc. The Logic Model is only a summary of the program and it cannot accommodate a full description of your management information system. There is an implicit assumption that the grantee has thought through the process to assure that the mechanism is adequate to the task(s).

Instructions: Under the Accountability column, select your choices of Processing Data. You do this by clicking the mouse in one of the cells of this column. A little dropdown arrow appears. Click the dropdown arrow and a dropdown list of Process of Collection and Reporting appears. Select one or more of the Process of Collection and Reporting in the list by clicking it. If your choice is not in the dropdown list, click "Other" and add text to describe, "Other".

When you are finished completing the Logic Model form, or wish to stop and continue later, Save the file by going to Excel's Menu bar and choosing FILE | Save As. Then specify a name for the file, and note where you save the file on your hard drive. Later, you will "Attach" this file to your application. Please remember the name of the file that you are saving. Be sure to delete any earlier version so that when you go to attach the file to your application you select the appropriate and final file.

In most cases, a single workbook should be adequate for completing your Logic Model. The workbook has three copies of the form included. If you need additional space, you may submit additional copies of the workbook as needed.

Self-Sufficiency Service Coordination – HUD References

Suggested Naming Conventions for Saving Logic Model Files.

At some point in the application processing, your Logic Models will be batched into a database along with thousands of other Logic Models. It is important, therefore, that you give a unique name to your Logic Model file. Please use the following conventions.

Begin the name with the letters "LM" and a hyphen.

Continue the name by using your Applicant's Name, and a hyphen (no spaces). If you must have spaces in the name, then use the underscore (Shift-underline) character to represent spaces. It is best if you can avoid spaces altogether.

Complete the name by adding a numeric suffix indicating that this is workbook "1" or workbook "2", etc. As stated earlier, most applicants will only require one workbook. But, if you require more than one workbook, place a number at the end of the name to designate that this file is the first, or second, or third workbook of your Logic Model.

Examples: LM-YourApplicantName-#.xls

LM-SleepyHollowHousingProject-1.xls

LM-SleepyHollowHousingProject-2.xls

LM-WayDownYonderHomelessHelp-1.xls

LM-Green_Grass_and_Brownfields_Development-1.xls

The final portion of the name [.xls] is added automatically by MS Excel™.

This completes the instructions for using the eLogic Model™

Monitoring and Reporting - Program Evaluation

The eLogic Model™ will be used as a monitoring and reporting tool upon final approval from the HUD program office. HUD will compare the projected output and outcome data that has been entered into columns 4 and 6, **Measure** in your approved award, with the actual experience resulting from implementation of your program/project.

Section 5 NOFAs

2007 NOFA PIH FSS Program Coordinators Under Resident Opportunities and Self-Sufficiency (ROSS) Program

DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

ECONOMIC DEVELOPMENT AND SELF-SUFFICIENCY PROGRAMS

**PUBLIC AND INDIAN HOUSING
FAMILY SELF-SUFFICIENCY
PROGRAM COORDINATORS UNDER
RESIDENT OPPORTUNITIES AND
SELF- SUFFICIENCY (ROSS) PROGRAM**

Billing Code 4210-01-C

Public and Indian Housing Family Self-Sufficiency Program Coordinators Under Resident Opportunities and Self-Sufficiency (ROSS) Program

Overview Information

A. Federal Agency Name: Department of Housing and Urban Development, Office of Public and Indian Housing, Office of Public Housing Investments.

B. Funding Opportunity Title: Public and Indian Housing Family Self-Sufficiency (PH FSS) Program Coordinators.

C. Announcement Type: Initial announcement.

D. Funding Opportunity Number: FR 5100-N-16; OMB Approval Number is 2577-0229.

E. Catalog of Federal Domestic Assistance (CFDA) Number: 14.877.

F. Application Deadline: The application deadline date is June 6, 2007. Please see the General Section for application submission, delivery, and timely receipt requirements.

G. Additional Overview Content Information:

1. *Purpose of Program:* The purpose of the Public Housing FSS (PH FSS) program is to promote the development of local strategies to coordinate the use of assistance under the Public Housing program with public and private resources, enable participating families to increase earned income, reduce or eliminate the need for welfare assistance, and make progress toward achieving economic independence and housing self-sufficiency. The FSS program and this FSS NOFA support the Department's strategic goals of helping HUD-assisted renters make progress toward housing self-sufficiency. The FSS program provides critical tools that can be used by communities to support welfare reform and help families develop new skills that will lead to economic self-sufficiency. As a result of their participation in the FSS program, many families have achieved stable, well-paid employment, which has made it possible for them to become homeowners or move to other non-assisted housing. An FSS program coordinator assures that program participants are linked to the supportive services they need to achieve self-sufficiency.

2. *Funding Available:* HUD expects to award a total of approximately \$12,000,000 in FY 2007. This amount includes \$10,000,000 appropriated in FY 2007 and \$2,000,000 in rollover funds.

3. *Award Amounts:* Awards will pay only for the annual salary and fringe benefits of PH FSS Coordinators. Award

amounts will be based on locality pay rates for similar professions. Each new or renewal position amount will not exceed \$65,500.

4. *Eligible Applicants:* Eligible applicants are Public Housing Authorities (PHAs) and tribes/Tribally Designated Housing Entities (TDHEs) that administer PH FSS programs. All applicants must have an approved PH FSS Action Plan on file with their local HUD field office or Area Office of Native American Programs (ONAP) prior to this NOFA's application deadline. Non-profit organizations and resident associations are not eligible to apply for funding under this program.

5. *Cost Sharing/Match Requirement:* There is no match requirement under this funding program.

6. *Grant Term:* The grant term is one year from the execution date of the grant agreement.

Full Text of Announcement

I. Funding Opportunity Description

A. *Authority and Program Description.* The Revised Continuing Appropriations Resolution, 2007 (Pub. L. 110-5, approved February 15, 2007) allows funding for program coordinators under the Resident Opportunity & Self-Sufficiency program. Through annual NOFAs, HUD has provided funding to public housing agencies (PHAs) or tribes/TDHEs that are operating PH FSS programs to enable those applicants to employ program coordinators to support their PH FSS programs. In FY 2007 PH FSS Program Coordinator NOFA, HUD is again making funding available to PHAs/Tribes/TDHEs to employ PH FSS program coordinators for one year. HUD will accept applications from both new and renewal applicants that have HUD approval to administer a PH FSS program. PHA/Tribe/TDHEs funded under the ROSS PH FSS NOFA in FY 2005 or 2006 are considered "renewal" applicants in this NOFA. These renewal applicants are invited to apply for funds to continue previously funded PH FSS program coordinator positions. Funding priority will be given to renewals for applicants that have achieved a "High Performer" status on their most recent Public Housing Assessment System (PHAS) review and tribes/THDEs that have been determined eligible as a renewal applicant (PHAS score requirement is not applicable to tribes/THDEs). Second priority will be given to standard performer renewal applicants. Third priority will be given to troubled performer renewal applicants and fourth priority will be given to new applicants. There will be no funding for expanding

the number of coordinator positions in an existing program.

The maximum number of positions that a new applicant, including new joint applicants, may receive is one full-time FSS program coordinator.

Applicants must administer the FSS program in accordance with HUD regulations and requirements in 24 CFR Part 984, which govern the PH FSS program and must comply with the existing Public Housing program requirements, notices, and guidebooks. This includes using a Program Coordinating Committee (PCC) to secure the necessary resources to implement the FSS Program. See 24 CFR 984.202 for more information.

B. *Number of Positions for Which Eligible Applicants May Apply.* Eligible applicants may apply for funding for PH FSS program coordinator positions under this NOFA as follows:

1. *Renewal Applicants.* Applicants that qualify as eligible renewal applicants under this NOFA may apply for the continuation of each PH FSS coordinator position awarded under the ROSS PH FSS NOFA in FY 2005 or 2006.

2. *New Applicants.* An applicant that meets the requirements for a new applicant under this FSS NOFA may apply for PH FSS program coordinator positions as follows:

a. Up to one full-time PH FSS coordinator position for an applicant with HUD approval to administer a PH FSS program of 25 or more FSS slots; or
b. Up to one full-time PH FSS coordinator position per application for joint applicants that together have HUD approval to administer a total of at least 25 PH FSS slots.

C. *Definitions.* The following definitions apply to the funding available under this NOFA.

1. *Renewal Applicant.* Applicants that received funding under the ROSS PH FSS NOFA in FY 2005 or 2006.

2. *New Applicant.* Applicants that did not receive funding under the ROSS PH FSS NOFA in FY 2005 or FY 2006 that have HUD approval to administer a PH FSS program of at least 25 slots or that fulfill the 25 slot minimum by applying jointly with one or more other applicants who together have approval to administer at least 25 PH FSS slots.

3. *Tribally Designated Housing Entity (TDHE)* is an entity authorized or established by one or more Indian tribes to act on behalf of each such tribe authorizing or establishing the housing entity as defined by Section 4(21) of NAHASDA.

4. *Indian Tribe* means any tribe, band, nation, or other organized group or a community of Indians, including any

Alaska Native village, regional, or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act, and that is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians pursuant to the Indian Self Determination and Education Act of 1975, or any state-recognized tribe eligible for assistance under section 4 (12)(C) of NAHASDA.

5. MTW PHAs. New and renewal PHAs that are under MTW agreements with HUD may qualify for funding under this NOFA if the PHA administers an FSS program. When determining the size of a new applicant, MTW PHA's HUD-approved FSS program, the PHA may request the number of FSS slots reflected in the PHA's MTW agreement be used instead of the number in the PHA's FSS Action Plan. However, this number must be at least 25 in order to qualify as a new applicant.

6. FSS Program Size. The total number of PH FSS program slots identified in the applicant's HUD-approved PH FSS Action Plan, or, if requested by MTW PHA applicants, the number of slots in the applicant's MTW agreement. The total may include both voluntary and mandatory PH FSS program slots.

7. Action Plan. Describes the policies and procedures of the PHA or tribe/TDHE for operation of a local FSS program. For a full description of the minimum amount of information that the Action Plan must contain, please see 24 CFR 984.201.

8. Positive Graduation Percentage. The percent of public housing FSS families that have successfully graduated from the program between October 1, 2000, and the publication date of this NOFA as shown in FSS exit reports submitted to HUD on Form HUD-50058 or as otherwise reported to HUD by MTW PHAs. The data source is Form HUD-52767 as well as HUD's PIC data system records of Form HUD-50058 PH FSS program exit reports that were effective between October 1, 2000, and the publication date of this NOFA.

9. The Number of PH FSS Program Participants. The total number of families formerly or currently enrolled in the applicant's PH FSS program between October 1, 2000 and the publication date of this NOFA. For renewal applicants funded for the first time under the 2006 NOFA, please use the enrollments anticipated by the due date of this NOFA. The data source is Form HUD-52767 as well as HUD's PIC data system records of Form HUD-50058 reports that were effective

between October 1, 2000, and the publication date of this NOFA.

10. Percentage of Families with Positive FSS Escrow Balances. The number of current or former PH FSS families with positive escrow balances as a percentage of total number of PH FSS program participants. The data source is Form HUD-52767 as well as HUD's PIC data system records of Form HUD-50058 PH FSS program progress reports that were effective between October 1, 2000, and the publication date of this NOFA, or as otherwise reported to HUD by MTW PHAs.

11. PH FSS Program Coordinator. A person responsible for linking FSS program participants to supportive services. Program Coordinators will work with the Program Coordinating Committee and local service providers to ensure that the necessary services and linkages to community resources are being made, such as ensuring that the services included in participants' contracts of participation are provided on a regular, ongoing, and satisfactory basis; making sure that participants are fulfilling their responsibilities under the contracts, and ensuring that FSS escrow accounts are established and properly maintained for eligible families. FSS Coordinators may also perform job development functions for the FSS program.

II. Award Information

A. Available Funds. This NOFA announces the availability of approximately \$12,000,000 in FY 2007 to employ FSS program coordinators for the PH FSS program. This amount includes \$10,000,000 appropriated in FY 2007 and \$2,000,000 in rollover funds. If additional funding becomes available during FY 2007, HUD may increase the amount available for PH FSS program coordinators under this NOFA. A maximum of \$65,500 is available for each full-time coordinator position funded. Salaries are to be based on local comparables. The funding will be provided as a one-year grant. Funding amounts for individual grantees will be contingent upon HUD field office approval.

B. Grant Term. The grant term is one year from the execution date of the grant agreement.

C. Grant Extensions. Requests to extend the grant term beyond the grant term must be submitted in writing to the local HUD field office or area ONAP at least 90 days prior to the expiration of the grant term. Requests must explain why the extension is necessary, what work remains to be completed, and what work and progress was accomplished to date. Extensions may

be granted only once by the field office or area ONAP for a period not to exceed 6 months and may be granted for longer by the HUD Headquarters Program Office at the request of the Field Office or Area ONAP.

III. Eligibility Information

A. Eligible Applicants. Eligible applicants are PHAs and tribes/TDHEs that administer low-rent public housing programs. New and renewal applicants must have an approved PH FSS Action Plan on file with their local HUD field office or Area ONAP prior to this NOFA's application deadline. PHAs/tribes/TDHEs eligible to apply for funding under this NOFA are:

1. Renewal Applicants. Those PHAs or Tribes/TDHEs that received funding under the PH FSS NOFA in FY 2005 or 2006. To continue to qualify as renewal applicants, the FY 2007 application of joint applicants must include at least one applicant that meets this standard. Joint applicants can change the lead applicant in their FY2007 application. A grantee that was originally funded as part of a joint application, that wishes to now apply separately will continue to be considered a renewal applicant for funding purposes, but must be able to meet the FSS minimum program size requirement of a HUD-approved PH FSS program of at least 25 slots that applies to new applicants.

2. New Applicants. Applicants that were not funded under the PH FSS NOFA in FY 2005 or FY 2006. The new applicant PHA or Tribe/TDHE must be authorized through its HUD-approved FSS Action Plan to administer a PH FSS program of at least 25 slots, or be an applicant with HUD approval to administer PH FSS programs of fewer than 25 slots that applies jointly with one or more other applicants so that together they have HUD approval to administer at least 25 PH FSS slots. Joint applicants must specify a lead co-applicant that will receive and administer the FSS program coordinator funding.

3. Moving to Work (MTW) PHAs. New and renewal PHAs that are under the MTW demonstration may qualify for funding under this NOFA if the PHA administers a PH FSS program. When determining the size of a MTW PHA's HUD-approved PH FSS program, the PHA may request that the number of PH FSS slots reflected in the PHA's MTW agreement be used instead of the number in the PHA's PH FSS Action Plan. However, this number must be at least 25 in order to qualify as a new applicant.

4. Troubled Applicants

a. An applicant that has been designated by HUD as troubled under the Public Housing Assessment System (PHAS), or that has serious program management findings from Inspector General audits or serious outstanding HUD management review or Independent Public Accountant (IPA) audit findings for the applicant's Low Rent Public Housing program that are resolved prior to the application due date is eligible to apply under this NOFA. Serious program management findings are those that would cast doubt on the capacity of the applicant to administer its PH FSS program in accordance with applicable HUD regulatory and statutory requirements.

b. The requirements that apply to an applicant whose PHAS troubled designation has not been removed by HUD or whose major program management findings or other significant program compliance problems that have not been resolved by the deadline date are stated in the Program Requirements section of this NOFA.

B. Cost Sharing or Matching. None required.

C. Other

1. Eligible Activities. Funds awarded to applicants under this FSS NOFA may only be used to pay salaries and fringe benefits of PH FSS program staff. Funding may be used to employ or otherwise retain for one year the services of PH FSS program coordinators. PH FSS coordinator support positions funded under previous FSS NOFAs that made funding available for such FSS positions may be continued. A part-time program coordinator may be retained where appropriate. Please note that even with a part-time program coordinator, the 25-slot minimum must be retained.

2. Threshold Requirements

a. All Applicants

(1) Each applicant must qualify as an eligible applicant under this NOFA and must have submitted an FSS application in the format required by this NOFA that was received and validated by Grants.gov by the application deadline date. Validation may take up to 72 hours.

(2) All applications must include a Dun and Bradstreet Universal Numbering System (DUNS) number. (See the General Section for further information about the DUNS number requirement.)

(3) Civil Rights Thresholds, Non-discrimination, Affirmatively Furthering Fair Housing. All applicants must

comply with these requirements. Please see the General Section for details.

(4) The applicant must have a financial management system that meets federal standards. See the General Section regarding those applicants that may be subject to HUD's arranging for a pre-award survey of an applicant's financial management system.

(5) Applicants must comply with the requirements for funding competitions established by the HUD Reform Act of 1989 (42 U.S.C. 3531 *et seq.*) and other requirements as defined in the General Section.

b. Renewal Applicants. *Continued funding for existing coordinator positions.* In addition to meeting the other requirements of this FSS NOFA, renewal applicants must continue to operate a PH FSS program and have executed FSS contract(s) of participation with PH FSS program families.

c. New Applicants. New applicants must meet the all requirements of this FSS NOFA including those in Section III.A above regarding eligibility.

d. Troubled Applicants. *Contract Administrator Partnership Agreement.* Applicants that are troubled at the time of application are required to submit a signed Contract Administrator Partnership Agreement. The agreement must be for the entire grant term. The grant award shall be contingent on having a signed Partnership Agreement included in the application. If an applicant that is required to have a Contract Administrator Partnership Agreement fails to submit one or if it is incomplete, incorrect, or insufficient, this will be treated as a technical deficiency. See General Section for more information on Corrections to Deficient Applications. The Contract Administrator must ensure that the financial management system and procurement procedures that will be in place during the grant term will fully comply with 24 CFR Part 85. Troubled applicants are not eligible to be contract administrators. Grant writers who assist applicants to prepare their FSS applications are ineligible to be Contract Administrators.

3. Program Requirements

a. Hiring a PH FSS Program Coordinator. Funds awarded under this NOFA may only be used to employ or retain the services of a PH FSS Program Coordinator for the one-year grant term. A PH FSS Program Coordinator must:

(1) Work with the Program Coordinating Committee and with local service providers to ensure that PH FSS program participants are linked to the

supportive services they need to achieve self-sufficiency.

(2) Ensure that the services included in participants' contracts of participation are provided on a regular, ongoing, and satisfactory basis; that participants are fulfilling their responsibilities under the contracts; and that FSS escrow accounts are established and properly maintained for eligible families. All of these tasks should be accomplished through case management. FSS coordinators may also perform job development functions for the FSS program.

(3) Monitor the progress of program participants and evaluate the overall success of the program.

b. Salary Comparables. For all positions requested under this NOFA, evidence of salary comparability to similar positions in the local jurisdiction must be kept on file in the PHA/Tribe/TDHE office.

c. FSS Action Plan. The requirements for the PH FSS Action Plan are stated in 24 CFR 984.201. For a new applicant to qualify for funding under this NOFA, the PHA/Tribe/TDHE's initial PH FSS Action Plan or amendment to change the number of PH FSS slots in the PHA/Tribe/TDHE's previously HUD-approved PH FSS Action Plan, must be submitted to and approved by the local HUD field office or Area ONAP prior to the application due date of this PH FSS NOFA. An FSS Action Plan can be updated by means of a simple one-page addendum that reflects the total number of PH FSS slots (voluntary and/or mandatory slots) the applicant intends to fill. New applicants with previously approved PH FSS Action Plans may wish to confirm the number of HUD-approved slots their local HUD field office has on record. An MTW PHA may request that the number of PH FSS slots reflected in its MTW agreement be used instead of the number of slots in the PHA's PH FSS Action Plan.

d. Eligible families. Current residents of public/Indian housing are eligible. Eligible families that are currently enrolled or participating in local public/Indian housing self-sufficiency programs are also eligible.

e. Contract of participation. Each family that is selected to participate in an FSS program must enter into a contract of participation with the PHA or tribe/TDHE that operates the FSS program. The contract shall be signed by the head of the FSS family and be individually designed to benefit the subject family.

f. Contract term. The contract with participating families shall be for 5 years. During this time, each family will be required to fulfill its contractual

obligations. PHAs or tribes/TDHEs may extend contracts for no more than 2 years for any family that requests an extension of its contract, provided the PHA or tribe/TDHE finds good cause exists to provide an extension. This extension request must be in writing. See 24 CFR 984.303 for more information on contracts of participation.

g. Escrow accounts for very low or low-income participating families. Such accounts shall be computed using the guidelines set forth in 24 CFR 984.305. NOTE: FSS families that are not low-income are not entitled to an escrow/credit.

IV. Application and Submission Information

A. Addresses to Request Application Package. Applications are available from http://www.grants.gov/applicants/apply_for_grants.jsp. The Download Instructions and the Application Download provide the information and forms that you need to apply for funding under this NOFA. If you have difficulty accessing the information you may receive customer support from Grants.gov by calling their Support Desk at (800) 518-GRANTS, or sending an e-mail to support@grants.gov. You may request general information, from the NOFA Information Center (800-HUD-8929) between the hours of 10 a.m. and 6:30 p.m. (eastern time) Monday through Friday, except on federal holidays. Persons with hearing or speech impairments may access this number via TTY (text telephone) by calling the Federal Information Relay Service at 800-877-8339. (These are toll-free numbers.) When requesting information, please refer to the name of the program you are interested in. The NOFA Information Center opens for business simultaneously with the publication of the SuperNOFA.

B. Content and Format of Application Submission

1. Content of Application. In addition to any information required in the General Section, each new and renewal applicant must complete the forms on the list below. Copies of the forms may be downloaded with the application package and instructions from http://www.grants.gov/applicants/apply_for_grants.jsp. You must use the forms that are included with the 2007 application so as to avoid using outdated forms that may be on HUDCLIPS or found from another source.

a. SF-424 Application for Federal Assistance—In completing the SF-424, renewal applicants should select the

continuation box on question 2, type of application. In section 18 of the SF-424, estimated funding, complete only 18.a., which will be the amount requested from HUD in the FY 2007 FSS application, and 18.g., Total.

b. SF-424 Supplement, Survey on Ensuring Equal Opportunity for Applicants ("Faith Based EEO Survey (SF-424 SUPP)" on Grants.gov)

c. SF-LLL Disclosure of Lobbying Activities (if applicable)

d. HUD-2880—Applicant/Recipient Disclosure/Update Report ("HUD Applicant Recipient Disclosure Report" on Grants.gov)

e. HUD-2991—Certification of Consistency with the Consolidated Plan (for PHA applicants)

f. HUD-52752—Certification of Consistency with Indian Housing Plan (for Tribes/TDHE applicants)

g. Contract Administrator Partnership Agreement, required for troubled PHA applicants (see HUD-52755)

h. HUD-96011 Facsimile Transmittal, even if not transmitting any faxes ("HUD Facsimile Transmittal" on Grants.gov)

i. HUD-52767 Family Self-Sufficiency Funding Request Form.

j. The HUD-2994-A—"You Are Our Client Applicant Survey" is optional.

k. In addition, the application must include a completed Logic Model (form HUD 96010) showing proposed performance measures. See the General Section for information on the Logic Model.

l. Code of Conduct per General Section instructions

m. Statement on Affirmatively Furthering Fair Housing per General Section instructions.

2. Budget Forms. There are no budget forms required for this application.

C. Submission Date and Time. Your completed application must be received and validated by Grants.gov no later than 11:59:59 p.m. eastern time on the application deadline date. Please note that validation may take up to 72 hours. Applicants should carefully read section IV titled "APPLICATION and SUBMISSION INFORMATION" in the General Section regarding HUD's procedures pertinent to the submission of your application.

D. Intergovernmental Review. Intergovernmental Review is not applicable to this program.

E. Funding Restrictions

1. Salary Cap. Awards under this NOFA are subject to a cap of \$65,500 per year per full-time coordinator position funded. Under this NOFA, if applicants apply jointly, the \$65,500 maximum amount that may be

requested per position applies to up to one full time coordinator position for the application as a whole, not to each applicant separately.

2. Limitation on Renewal Funding Increases. For renewal coordinator positions, applicants will be limited to a three percent increase above the amount of the most recent award for the position unless a higher increase is approved by the local HUD field office after review of the applicant's written justification and at least three comparables that must be submitted to the field office by the applicant at the time they submit their FY2007 PH FSS Program Coordinator application to HUD. Examples of acceptable reasons for increases above 3 percent would be the need for a coordinator with higher level of skills or to increase the hours of a part-time coordinator to full-time. Total positions funded cannot exceed the maximum number of positions for which the applicant is eligible under this NOFA. If the funding increase is not approved by the local field office or area ONAP, the applicant will be eligible for renewal at the level of the most recent award.

3. Ineligible Activities

a. Funds under this NOFA may not be used to pay the salary of an FSS coordinator for a Housing Choice Voucher (HCV) FSS program. A PH FSS program coordinator may only serve Low-Rent Public Housing families while the HCV FSS program serves only HCV families. The funding for HCV FSS program coordinators is being made available through a separate NOFA included in the FY 2007 Super NOFA.

b. Funds under this FSS NOFA may not be used to pay for services for FSS program participants.

c. Funds under this FSS NOFA may not be used to pay for administrative activities.

F. Other Submission Requirements. Electronic application submission is mandatory unless an applicant requests, and is granted, a waiver to the requirement. Applicants should submit waiver requests in writing using mail. Waiver requests must be postmarked no later than 15 days prior to the application deadline date and should be sent to Anice Schervish, 451 7th Street, SW., Room 3236 Washington, DC 20410. If HUD grants a waiver, the applicant will be notified of the application submission requirements for paper copy applications. Paper copy applications must be received by the appropriate HUD office no later than the application deadline date to meet the deadline submission requirements.

V. Application Review Information

A. Criteria. The funds available under this NOFA are being awarded based on demonstrated performance.

Applications are reviewed by the local HUD field office or area ONAP office and the Grants Management Center to determine whether or not they are technically adequate based on the NOFA requirements. Field offices or area ONAPs will provide to the Grants Management Center (GMC) in a timely manner, as requested, information needed by the GMC to make its determination, such as the HUD-approved PH FSS program size of new applicants and information on the administrative capabilities of applicants.

B. Reviews and Selection Process

1. Funding Priority Categories. If HUD receives applications for funding greater than the amount made available under this NOFA, HUD will divide eligible applications into priority categories as follows:

a. Funding Category 1—Applications from eligible renewal applicants designated “high performer” in their most recent PHAS review and tribes/THDEs that have been determined eligible as a renewal applicant (PHAS score requirement is not applicable to tribes/THDEs) will be funded for continuation of previously funded eligible positions.

b. Funding Category 2—Eligible renewal applicants designated standard performers on the most recent PHAS review will be funded for continuation of previously funded eligible positions.

c. Funding Category 3—Eligible renewal applicants designated troubled performers on the most recent PHAS review will be funded for continuation of previously funded eligible positions.

d. Funding Category 4—Applications from eligible new applicants agreeing to implement an FSS program of at least 25 slots.

2. Order of Funding.

a. Funding Category 1.—Starting with Funding Category 1, HUD will first determine whether there are sufficient monies to fund all eligible positions requested in the funding category. If available funding is not sufficient to fund all positions requested in the category, HUD will calculate, for each eligible applicant, the applicant’s Positive Escrow Percentage and Graduation Percentage and will use these percentages in making funding decisions. Definitions of the FSS Positive Escrow Percentage and Graduation Percentage are included in the Definitions Section (Section I.C.) of this NOFA.

HUD will begin funding eligible Funding Category 1 applicants starting with the applicants with the highest Positive Escrow Percentage first. If monies are not sufficient to fund all applicants with the same Positive Escrow Percentage, HUD will fund eligible applicants in order starting with those that have the highest Graduation Percentage first. If funding is not sufficient to fund all applicants with the same FSS Positive Escrow Percentage and/or Graduation Percentage, HUD will select among eligible applicants by PH FSS program size (number of approved slots) starting with eligible applicants with the largest PH FSS program size first.

b. Funding Category 2.—If funding remains after funding all Funding Category 1 applications, HUD will then process eligible Funding Category 2 applications. If there are not enough funds to fund all of Funding Category 2, HUD will use same criteria as above for Funding Category 1.

c. Funding Category 3.—If funding remains after funding all Funding Category 2 applications, HUD will then process eligible Funding Category 3 applications. If there are not enough funds to fund all of Funding Category 2, HUD will use the same criteria as above for Funding Category 1.

d. Funding Category 4.—If funding remains after funding all Funding Category 1, 2, and 3 applications, HUD will then process requests of eligible Funding Category 4 applicants. If there are not sufficient monies to fund all eligible positions requested, HUD will begin funding positions starting with applicants with the largest PH FSS program size (number of approved slots) first.

3. Based on the number of applications submitted, the GMC may elect not to process applications for a funding priority category where it is apparent that there are insufficient funds available to fund any applications within the priority category.

4. Corrections to Deficient Applications. The General Section of the SuperNOFA provides the procedures for corrections to deficient applications.

5. Unacceptable Applications. After the technical deficiency correction period (as provided in the General Section), the GMC will disapprove applications that it determines are not acceptable for processing. Applications from applicants that fall into any of the following categories are ineligible for funding under this NOFA and will not be processed:

a. An application submitted by an entity that is not an eligible applicant as

defined under this PH FSS NOFA or an application that does not comply with the requirements of Section IV.B., IV.C. and IV.F. of this NOFA.

b. An application from an applicant that does not meet the fair housing and civil rights threshold requirements of the General Section of the SuperNOFA.

c. An application from an applicant that does not comply with the prohibition against lobbying activities of this NOFA.

d. An application from an applicant that has been debarred or otherwise disqualified from providing assistance under the program.

e. An application that did not meet the application deadline date and timely receipt requirements as specified in this NOFA and the General Section.

f. Applications will not be funded that do not meet the threshold requirements identified in this NOFA and the General Section.

VI. Award Administration Information

A. Award Notices. Successful applicants will receive an award letter from HUD. Successful applicants will be notified by letter and will receive instructions for the steps they must take to access funding and begin implementing grant activities. Applicants who are not funded will also receive letters via U.S. postal mail.

B. Administrative and National Policy Requirements

1. Environmental Impact. Under 24 CFR 50.19(b)(4) and (12), activities under this NOFA are categorically excluded from environmental review under the National Environmental Policy Act of 1969 (42 U.S.C. 4321) and not subject to compliance actions for related environmental authorities.

2. Applicable Requirements. Grantees are subject to regulations and other requirements found in:

a. OMB Circular A-87 “Cost principles for State, Local, and Indian Tribal Governments”;

b. OMB Circular A-133 “Audits of States, Local Governments, and Non-Profit Organizations”;

c. HUD Regulations 24 CFR Part 984 “Section 8 and Public Housing Family Self-Sufficiency Program”; and

d. HUD Regulations 24 CFR Part 85 “Administrative Requirements for Grants and Cooperative Agreements to State, Local, and Federally Recognized Indian Tribal Governments”.

3. Economic Opportunities for Low- and Very Low-Income Persons (Section 3). Section 3 requirements do not apply to this program.

4. Fair Housing and Civil Rights Laws. Please see the General Section for more information.

5. Provision of Services to Individuals with Limited English Proficiency (LEP). Successful applicants and grantees must seek to provide access to program benefits and information to LEP individuals through translation and interpretive services, in accordance with HUD's Draft LEP Recipient Guidance (68 FR 70968).

6. Communications. Successful applicants should ensure that notices of and communications during all training sessions and meetings shall be provided in a manner that is effective for persons with hearing, visual, and other communication-related disabilities consistent with Section 504 of the Rehabilitation Act of 1973. See 24 CFR Section 8.6.

7. HUD's Strategic Goals. HUD is committed to ensuring that programs result in the achievement of HUD's strategic mission. The FSS program and this FSS NOFA support the Department's strategic goals of helping HUD-assisted renters make progress toward self-sufficiency by giving funding preference to PHA/Tribes/TDHEs whose FSS programs show success in moving families to economic self-sufficiency. You can find out about HUD's Strategic Framework and Annual Performance Plan at <http://www.hud.gov/offices/cfo/reports/cforept.cfm3>.

8. HUD Policy Priorities. This NOFA supports the HUD policy priority of helping HUD-assisted renters make progress toward self-sufficiency. In this NOFA, funding priority is given to those applicants that demonstrate that their FSS families have increased their earned income since enrolling in FSS. See Section V.B. of the General Section for a full discussion of HUD's policy priorities.

C. Reporting. Successful applicants must report activities of their FSS enrollment, progress and exit activities of their FSS program participants through required submissions of the Form HUD-50058 or as otherwise agreed for MTW PHAs. HUD's assessment of the accomplishments of the FSS programs of grantees funded under this NOFA may be based in part on Public Housing Information Center (PIC) system data obtained from the Form HUD-50058. MTW PHAs that do

not report to HUD on Form HUD-50058 will be asked to submit an annual report to HUD with the same information on FSS program activities that is provided to HUD by non-MTW PHAs via Form HUD-50058. A grantee is also required to submit a completed Logic Model (HUD-96010) showing accomplishments against proposed outputs and outcomes as part of their annual reporting requirement to HUD. Grantees shall use quantifiable data to measure performance against goals and objectives outlined in their Logic Model. Semi-annual Performance Reports consisting of the updated Logic Model are due in the field office on July 30 and January 31 of each year. For FY 2007, HUD is considering a new concept for the Logic Model. The new concept is a Return on Investment statement. HUD will be publishing a separate notice on the ROI concept. In addition, HUD requires that funded recipients collect racial and ethnic beneficiary data. It has adopted the Office of Management and Budget's Standards for the Collection of Racial and Ethnic Data. In view of these requirements, funded recipients should use Form HUD-27061, Racial and Ethnic Data Reporting Form. Form 50058 used in concurrence with the PIC Data system is a comparable form. Applicants that receive awards from HUD should be prepared to report on additional measures that HUD may designate at the time of award.

D. Debriefings. The applicant may request an applicant debriefing. Beginning not less than 30 days after the awards for assistance are publicly announced in the **Federal Register** and for at least 120 days after that announcement, HUD will, upon receiving a written request, provide a debriefing to the requesting applicant. (See Section VI.A. of the General Section for additional information regarding a debriefing.) Applicants requesting to be debriefed must send a written request to: Iredia Hutchinson, Director; Grants Management Center, U.S. Department of Housing and Urban Development, 501 School Street, SW., Suite 800; Washington, DC 20024.

VII. Agency Contacts

A. For Technical Assistance. For answers to your questions, you may

contact the Public and Indian Housing Resource Center at 800-955-2232. Prior to the application deadline, staff at the number given above will be available to provide general guidance, but not guidance with actually preparing the application. Following selection, but prior to award, HUD staff will be available to assist in clarifying or confirming information that is a prerequisite to the offer of an award by HUD. Persons with hearing or speech impairments may use the Grants.gov helpdesk e-mail.

B. Satellite Broadcast. HUD will hold an information broadcast via satellite for potential applicants to learn more about the PH FSS program and preparation of an application. For more information about the date and time of this broadcast, you should consult the HUD Web site at <http://www.hud.gov>.

VIII. Other Information

A. Code of Conduct. Please see the General Section for more information.

B. Transfer of Funds. If transfer of funds from any of the ROSS programs does become necessary, HUD will consider the amount of un-funded qualified applications in deciding to which program the extra funds will be transferred.

C. Paperwork Reduction Act. The information collection requirements contained in this document have been approved by the Office of Management and Budget (OMB) under the Paperwork Reduction Act of 1995 (44 U.S.C. 3501-3520) and assigned OMB control number 2577-0229. In accordance with the Paperwork Reduction Act, HUD may not conduct or sponsor, and a person is not required to respond to, a collection of information unless the collection displays a currently valid OMB control number. Public reporting burden for the collection of information is estimated to average 40 hours per respondent for the application. This includes the time for collecting, reviewing, and reporting the data for the application. The information will be used for grantee selection and monitoring the administration of funds. Response to this request for information is required in order to receive the benefits to be derived.

**DEPARTMENT OF HOUSING
AND URBAN DEVELOPMENT**

**ECONOMIC DEVELOPMENT AND
SELF-SUFFICIENCY PROGRAMS**

**HOUSING CHOICE VOUCHER FAMILY
SELF SUFFICIENCY (FSS) PROGRAM
COORDINATORS**

Billing Code 4210-01-C

Housing Choice Voucher Family Self-Sufficiency Program Coordinators

Overview Information

A. Federal Agency Name: Department of Housing and Urban Development, Office of Public and Indian Housing, Office of Public Housing and Voucher Programs.

B. Funding Opportunity Title: Housing Choice Voucher (HCV) Family Self-Sufficiency (FSS) Program Coordinators.

C. Announcement Type: Initial announcement.

D. Funding Opportunity Number: FR-5100-N-15, the OMB Approval Number is 2577-0178.

E. Catalog of Federal Domestic Assistance (CFDA) Number(s): 14.871, Section 8 Housing Choice Vouchers.

F. Dates: The application deadline date is May 18, 2007. Please see the General Section for timely receipt requirements.

G. Additional Information: The purpose of the HCV FSS program is to promote the development of local strategies to coordinate the use of assistance under the HCV program with public and private resources to enable participating families to increase earned income, reduce or eliminate the need for welfare assistance, and make progress toward economic independence and self-sufficiency. The FSS program and this FSS NOFA support the Department's strategic goal of helping HUD-assisted renters make progress toward self-sufficiency. The FSS program provides critical tools that can be used by communities to support welfare reform and help families develop new skills that will lead to economic self-sufficiency. As a result of their participation in the FSS program, many families have achieved stable, well-paid employment. An FSS program coordinator assures that program participants are linked to the supportive services they need to achieve self-sufficiency.

Full Text of Announcement

I. Funding Opportunity Description

A. Authority and Program Description. The Revised Continuing Appropriations Resolution, 2007 (Pub. L. 110-5, approved February 15, 2007) allows funding for program coordinators under the HCV FSS program under Section 23 of the United States Housing Act of 1937. Through annual NOFAs, HUD has provided funding to public housing agencies (PHAs) that are operating HCV FSS programs to enable those PHAs to employ program coordinators to support their HCV FSS

programs. In the Fiscal Year (FY) 2007 HCV FSS Program Coordinator NOFA, HUD is again making funding available to PHAs to employ FSS program coordinators and FSS homeownership program coordinators for one year. Funding priority under this NOFA will be provided to applicants with Public Housing Information Center (PIC) data confirming that their FSS families have purchased homes and to applicants whose PIC data demonstrate program accomplishments, such as increased HCV FSS program size, increased earned income of program participants, and families successfully completing their FSS contracts. HUD will accept applications from both new and renewal PHAs that have HUD approval to administer an HCV FSS program. PHAs funded under the HCV FSS NOFA in FY 2005 or FY 2006 are considered "renewal" PHAs in this NOFA. These renewal PHAs are invited to apply for funds to continue previously funded HCV FSS program coordinator and FSS homeownership coordinator positions that they have filled.

Because of the importance of the FSS program in helping families increase earned income and develop assets, HUD will also accept applications from "new" PHAs (PHAs that do not qualify as renewal PHAs as defined under this FSS NOFA). The maximum number of positions that a new applicant PHA, including new PHA joint applicants, may receive is one full-time FSS program coordinator.

To support the Department's initiatives on Colonias, a selection preference is again included for "new" applicant PHAs that provide services and support to rural under-served communities in the Southwest Border regions of Arizona, California, New Mexico, and Texas. See Section III.C.3.c. of this NOFA for requirements that must be met to qualify for the Colonias preference.

PHAs are encouraged to reach out to persons with disabilities who are HCV program participants and might be interested in participating in the FSS program. PHAs are also encouraged to include agencies on their FSS Program Coordinating Committee (PCC) that work with and provide services to families with disabilities.

Applicants must administer the FSS program in accordance with HUD regulations and requirements in 24 CFR part 984, which govern the HCV FSS Program, and must comply with existing HCV program requirements, notices, and guidebooks.

B. Number of Positions for Which Eligible PHAs May Apply. Eligible PHAs may apply for funding for HCV

FSS program coordinator positions under this NOFA as follows:

1. Renewal PHA Applicants. PHAs that qualify as eligible renewal PHA applicants under this NOFA may apply for continuation of each FSS coordinator position, including homeownership coordinator positions, awarded under the HCV FSS NOFA in FY 2005 or FY 2006 that has been filled by the PHA.

2. New PHA Applicants. New PHA applicants may apply for HCV FSS program coordinator positions as follows: a) up to one full-time HCV FSS coordinator position for a PHA applicant with HUD approval to administer a HCV FSS program of 25 or more FSS slots and b) up to one full-time HCV FSS coordinator position per application for joint PHA applicants that together have HUD approval to administer a total of at least 25 HCV FSS slots.

C. Definitions. The following definitions apply to the funding available under this NOFA.

1. Renewal PHA Applicant. A PHA or PHAs that received funding under the HCV FSS NOFA in FY 2005 or FY 2006.

2. New PHA Applicant. PHAs that did not receive funding under the HCV FSS NOFA in FY 2005 or FY 2006 that have HUD approval to administer a HCV FSS program of at least 25 slots or that fulfill the 25 slot minimum by applying jointly with one or more other PHAs.

3. FSS Program Size. The total number of HCV FSS program slots identified in the PHA's HUD-approved FSS Action Plan, or if requested by Moving to Work (MTW) PHA applicants, the number of slots in the applicant's MTW agreement. The total may include both voluntary and mandatory HCV FSS program slots. This number is used in determining the eligibility of new applicant PHAs under this NOFA.

4. Qualifying FSS Homeownership Program. Qualifying homeownership programs include the HCV Homeownership Program and other programs administered by the PHA or other entities that prepare HCV program FSS participants for making the transition from renting to homeownership.

5. The Number of HCV FSS Program Participants. The total number of families shown in HUD's PIC data system or applicable MTW report, as enrolled in the applicant's HCV FSS program at the end of a calendar year, plus those families that successfully completed their FSS contracts during that calendar year.

6. Percentage of Families with Positive FSS Escrow Balances. A

percentage that will be computed by HUD and used to determine funding order of priority 2 applicants under this NOFA. It is the sum of the number of HCV FSS families with positive escrow balances and the number of families that successfully completed their FSS contracts as a percentage of HCV FSS families with FSS progress reports. This calculation will be made using data for the period from December 31, 2005 through December 31, 2006 that has been submitted to HUD on the Form HUD-50058. For MTW applicants, a comparable reporting source may be used.

7. HCV Program Size. The number of HCVs in a PHA's program as determined by HUD using Voucher Management System (VMS) data.

8. HCV FSS Program Size Increase Percentage. A percentage calculated for renewal PHA applicants whose number of HCV FSS participants in Calendar Year 2006 is higher than their Calendar Year 2005 number of participants.

II. Award Information

Available Funds. This NOFA announces the availability of approximately \$47,000,000 in FY 2007 to employ FSS program and FSS homeownership coordinators for the HCV FSS program. If additional funding becomes available during FY 2007, HUD may increase the amount available for coordinators under this NOFA. A maximum of \$65,500 is available for each full-time coordinator position funded. Salaries are to be based on local comparables. The funding will be provided as a one-year HCV funding increment under the PHA's Annual Contributions Contract (ACC). HUD reserves the right to adjust funding for renewal positions in order to ensure a fair and reasonable distribution of funding.

III. Eligibility Information

A. Eligible Applicants. PHAs eligible to apply for funding under this NOFA are:

1. Renewal PHA Applicants. Those PHAs that received funding under the HCV FSS NOFA in FY 2005 or FY 2006. To continue to qualify as renewal PHAs, the FY 2007 application of joint applicants must include at least one PHA applicant that meets this standard. Joint applicants can change the lead PHA in their FY 2007 application. A PHA that was originally funded as part of a joint application that wishes to now apply separately would continue to be considered a renewal PHA applicant for funding purposes, but must be able to meet the FSS minimum program size requirement of a HUD-approved HCV

FSS program of at least 25 slots that applies to new applicant PHAs.

2. New PHA Applicants. PHAs that were not funded under the HCV FSS NOFA in FY 2005 or FY 2006. The new applicant PHA must be authorized through its HUD-approved FSS Action Plan to administer an HCV FSS program of at least 25 slots, or be a PHA with HUD approval to administer an HCV FSS program of fewer than 25 slots that applies jointly with one or more other PHAs so that together they have HUD approval to administer at least 25 HCV FSS slots. Joint applicants must specify a lead co-applicant that will receive and administer the FSS program coordinator funding.

3. MTW PHAs. New and renewal PHAs that are under MTW agreements with HUD may qualify for funding under this NOFA if the PHA administers an FSS program. When determining the size of a new applicant MTW PHA's HUD-approved FSS program, the PHA may request that the number of FSS slots reflected in the PHA's MTW agreement be used instead of the number in the PHA's FSS Action Plan.

4. Troubled PHAs

a. A PHA that has been designated by HUD as a troubled PHA under the Section Eight Management Assessment Program (SEMAP), or that has serious program management findings from Inspector General audits or serious outstanding HUD management review or Independent Public Accountant (IPA) audit findings for the PHA's HCV or Moderate Rehabilitation programs that are resolved prior to this NOFA's application due date is eligible to apply under this NOFA. Serious program management findings are those that would cast doubt on the capacity of the PHA to administer its HCV FSS program in accordance with applicable HUD regulatory and statutory requirements.

b. A PHA whose SEMAP troubled designation has not been removed by HUD or whose major program management findings or other significant program compliance problems have not been resolved by the application due date may apply if the PHA meets the requirements stated in Section III.C.3.e. of this NOFA.

B. Cost Sharing or Matching. None required.

C. Other

1. Eligible Activities. Funds awarded to PHAs under this FSS NOFA may only be used to pay salaries and fringe benefits of HCV FSS program staff. Funding may be used to employ or otherwise retain for one year the services of HCV FSS program coordinators and HCV FSS

homeownership coordinators. FSS coordinator support positions funded under previous FSS NOFAs that made funding available for such FSS positions may be continued. A part-time program coordinator may be retained where appropriate.

2. Threshold Requirements

a. All Applicants

(1) Each applicant must qualify as an eligible PHA under Section III.A. of this NOFA and must have submitted their FSS application by the application due date and in the format required in Section IV. of this NOFA.

(2) All applications must include a Dun and Bradstreet Universal Numbering System (DUNS) number. (See the General Section for further information about the DUNS number requirement.)

(3) Compliance with Fair Housing and Civil Rights Laws. The General Section of the SuperNOFA applies.

(4) Additional nondiscrimination and other requirements. The General Section of the SuperNOFA applies. The Affirmatively Furthering Fair Housing requirements of the General Section also apply. Section 3 of the Housing and Urban Development Act of 1968 does not apply to this program.

(5) The PHA must have a financial management system that meets federal standards. See the General Section regarding those applicants that may be subject to HUD's arranging for a pre-award survey of an applicant's financial management system.

(6) Applicants must comply with the requirements for funding competitions established by the HUD Reform Act of 1989 (42 U.S.C. 3531 *et seq.*) and other requirements as defined in the General Section.

b. Renewal Applicants. *Continued funding for existing coordinator positions.*

In addition to meeting the requirements of Section III.A. of this FSS NOFA, renewal PHA applicants must continue to operate an HCV FSS program, have filled eligible FSS program coordinator positions for which they are seeking renewal funding, executed FSS contracts of participation with HCV FSS program families, and submitted reports on participant families to HUD via the form HUD-50058, or a similar report for MTW PHA applicants.

c. New Applicants. New applicants must meet the requirements of Section III.A. and Section III. C.2.a of this FSS NOFA.

3. Program Requirements.

a. Salary Comparables. For all positions requested under this NOFA, evidence of salary comparability to similar positions in the local

jurisdiction must be kept on file in the PHA office.

b. **FSS Action Plan.** The requirements for the FSS Action Plan are stated in 24 CFR 984.201. For a new PHA applicant to qualify for funding under this NOFA, the PHA's initial FSS Action Plan or amendment to change the number of HCV FSS slots in the PHA's previously HUD-approved FSS Action Plan must be submitted to and approved by the PHA's local HUD field office prior to the application due date of this FSS NOFA. An FSS Action Plan can be updated by means of a simple one-page addendum that reflects the total number of HCV FSS slots (voluntary and/or mandatory slots) the PHA intends to fill. New PHA applicants with previously approved HCV FSS Action Plans may wish to confirm the number of HUD-approved slots their local HUD field office has on record for the PHA. A new applicant MTW PHA may request that the number of FSS slots in its MTW agreement be used instead of the number of slots in the PHA's FSS Action Plan.

c. **Colonias Preference.** New applicant PHAs claiming the Colonias preference must meet the requirements of Sections III.A., III.C.2.a. and III.C.2.c. of this FSS NOFA and must operate in a Southwest border area that contains Colonia communities and administer programs that include outreach to members of those Colonia communities. Attachment A of this NOFA provides a listing of PHAs in Arizona, California, New Mexico, and Texas that HUD has identified as operating in areas containing Colonia communities. PHAs not listed in Attachment A that are claiming the Colonias preference will be required to submit a written request that HUD determine their eligibility for the preference. The request must be submitted prior to the application deadline date and must be sent to Lorenzo "Larry" Reyes, Coordinator, SW Border Colonias and Migrant Farmworker Initiative, Office of Departmental Operations and Coordination, Department of Housing and Urban Development, 451 Seventh Street, SW., Room 3120, Washington, DC 20410. Any PHA that fails to submit its request by the application deadline will be ineligible for the Colonias preference.

d. **Homeownership Preferences.** See priority funding categories in Section V.B.2. of this FSS NOFA. Reported HCV FSS home purchase numbers will be subject to post audit.

e. **Troubled PHAs.** A PHA whose SEMAP troubled designation has not been removed by HUD or that has major program management findings or other significant program compliance

problems that have not been resolved by the application due date, may apply if the PHA submits an application that designates another organization or entity that is acceptable to HUD and that:

- (1) Includes an agreement by the other organization or entity to administer the FSS program on behalf of the PHA; and
- (2) In the instance of a PHA with unresolved major program management findings, includes a statement that outlines the steps the PHA is taking to resolve the program findings.

Immediately after the publication of this NOFA, the Office of Public Housing in the local HUD field office will notify, in writing, those PHAs that have been designated by HUD as troubled under SEMAP, and those PHAs with unresolved major program management findings or other significant program compliance problems that are not eligible to apply without such an agreement. Concurrently, the local HUD field office will provide a copy of each such written notification to the Director of the Grants Management Center. If an applicant that is required to have an agreement under this section fails to submit the required agreement, this will be treated as a technical deficiency. See General Section for more information on Corrections to Deficient Applications.

f. **Conducting Business in Accordance with Core Values and Ethical Standards.** To reflect core values, all PHAs shall develop and maintain a written code of conduct in the PHA administrative plan that:

- (1) Requires compliance with the conflict-of-interest requirements of the HCV program at 24 CFR 982.161; and
- (2) Prohibits the solicitation or acceptance of gifts or gratuities, in excess of a nominal value, by any officer or employee of the PHA, or any contractor, subcontractor, or agent of the PHA. The PHA's administrative plan shall state PHA policies concerning PHA administrative and disciplinary remedies for violation of the PHA code of conduct. The PHA shall inform all officers, employees, and agents of its organization of the PHA's code of conduct. See the General Section for additional information on the Code of Conduct requirement.

IV. Application and Submission Information

A. Addresses To Request Application Package

1. **Web site.** A copy of this funding announcement for the HCV FSS program may be downloaded from the following Web site: http://www.Grants.gov/applicants/apply_for_grants.jsp.

www.Grants.gov/applicants/apply_for_grants.jsp.

2. **Further Information.** When requesting information, please refer to the name of the program you are interested in. The NOFA Information Center opens for business simultaneously with the publication of the SuperNOFA. You can also obtain information on this NOFA when you download the instructions from the www.Grants.gov Web site identified above.

3. **Technical Assistance.** See Section VII. of this FSS funding announcement.

B. Content and Form of Application Submission

1. **Content of Application.** Each new and renewal PHA must complete form SF-424; the SF-LLL, if appropriate; the form HUD-52651, the HCV FSS application form; HUD-2880, "Applicant/Recipient Disclosure/Update Report" (HUD Applicant Recipient Disclosure Report on Grants.gov); HUD-2994-A, You are our Client Grant Applicant Survey; HUD-2991, Certification of Consistency with the Consolidated Plan; and an Affirmatively Furthering Fair Housing statement in accordance with the General Section. In addition, the application must include a completed Logic Model (form HUD-96010) showing proposed performance measures applicable to the one-year term of the funding requested under this NOFA. See the General Section for information on the Logic Model. A copy of form HUD-52651, the HCV FSS application form, and the HUD-96010, Logic Model form, are part of the INSTRUCTIONS download. Applicants choosing the Outputs/Outcomes category of "Other" must include a brief narrative explanation of the category in their application package. In completing the SF-424, renewal PHAs should select the continuation box on question 2, type of application. The Federal Identifier requested in 5a. is the PHA number of each applicant PHA (e.g., MD035 or AK002). The Federal Award Identifier is the PHA number including the increment number for the last award (e.g., MD035V012 or AK002V005). Both new and renewal PHA applicants should enter the proposed Annual Contributions Contract (ACC) amendment effective and ending dates for the FSS coordinator funding in Section 17 of the SF-424. In Section 18 of SF-424 (Estimated Funding), complete only 18.a., which will be the amount requested from HUD in the FY 2007 FSS application, and 18.g., Total. The dollar amounts entered in 18.a. and 18.g. must be the total requested under

this NOFA. Those totals should include amounts for fringe benefits, if applicable, and the percentage increase for renewal PHA applicants. In completing Part IV. A. of form HUD-52651, enter the salary requested per position under the NOFA with the percentage increase included.

C. Submission Date and Time. Your completed application must be received and validated by Grants.gov no later than 11:59:59 p.m. eastern time on the application deadline date. Please note that validation may take up to 72 hours. Applicants should carefully read the section titled "APPLICATION and SUBMISSION INFORMATION" in the General Section.

D. Intergovernmental Review. This NOFA is not subject to Executive Order (EO) 12372, Intergovernmental Review of Federal Programs.

E. Funding Restrictions

1. Salary Cap. Awards under this NOFA are subject to a cap of \$65,500 per year per full-time coordinator position funded. Under this NOFA, if PHAs apply jointly, the \$65,500 maximum amount that may be requested per position applies to up to one full-time coordinator position for the application as a whole, not to each PHA separately.

2. Limitation on Renewal Funding Increases. For renewal coordinator positions, PHAs will be limited to a one percent increase above the amount of the most recent award for the position unless a higher increase is approved by the local HUD field office after review of the PHA's written justification and at least three comparables that must be submitted to the field office by the application due date. Examples of acceptable reasons for increases above one percent would be a need for a coordinator with higher level of skills or to increase the hours of a part-time coordinator to full time. Total positions funded cannot exceed the maximum number of positions for which the PHA is eligible under this NOFA.

3. Ineligible Activities

a. Funds under this NOFA may not be used to pay the salary of an FSS coordinator for a public housing FSS program. An HCV FSS program coordinator may only serve HCV families while the public housing FSS program serves only public housing residents. In FY 2007, funding for public housing FSS program coordinators is being made available through the Public Housing Resident Opportunities and Self-Sufficiency (ROSS) NOFA for Public Housing FSS Program Coordinators that is included in the FY 2007 SuperNOFA.

b. Funds under this FSS NOFA may not be used to pay for services for FSS program participants.

F. Other Submission Requirements

1. Application Submission and Receipt Procedures. See the General Section. Electronic application submission is mandatory unless an applicant requests, and is granted, a waiver to the requirement. Applicants should submit their waiver requests in writing using e-mail. Waiver requests must be submitted no later than 15 days prior to the application deadline date and should be submitted to *Alfred_C._Jurison@hud.gov* and to *Kathryn_L._Greenspan@hud.gov*. The subject line of the email message should be FY'07 HCV FSS NOFA Waiver Request. If an applicant is granted a waiver, then the approval will provide instructions for submitting paper copies to the appropriate HUD office(s). All paper applications must be received by the application deadline date to meet the requirements for timely submission.

V. Application Review Information

A. Criteria. The funds available under this NOFA are being awarded based on demonstrated performance. Applications are reviewed by the local HUD field office and Grants Management Center (GMC) to determine whether or not they are technically adequate based on the NOFA requirements. Field offices will provide to the GMC in a timely manner, as requested, information needed by the GMC to make its determination, such as the HUD-approved HCV FSS program size of new PHA applicants and information on the administrative capabilities of PHAs. Categories of applications that will not be funded are stated in Section V.B.6. of this FSS NOFA.

B. Review and Selection Process

1. Technically Acceptable Applications. All technically adequate applications will be funded to the extent funds are available.

2. Funding Priority Categories. If HUD receives applications for funding greater than the amount made available under this NOFA, HUD will divide eligible applications into priority categories as follows:

Funding Category 1—Applications from eligible renewal PHAs with qualifying homeownership programs with a minimum of fifteen (15) HCV FSS program participants or graduates that purchased homes between October 1, 2000, and the publication date of this FSS NOFA and an increase of at least ten (10) percent in the number of

participants in the applicant's HCV FSS program from Calendar Year 2005 to Calendar Year 2006. Both the number of home purchases and the percentage increase in the number the HCV FSS program participants will be determined by HUD using PIC data from form HUD-50058 or as otherwise reported for MTW PHAs.

Funding Category 2—Eligible renewal PHA applicants with programs that have families with positive escrow balances and/or families that successfully completed their FSS contracts between December 31, 2005, and December 31, 2006.

Funding Category 3—Eligible renewal PHA applicants with qualifying homeownership programs and an increase in the number of HCV FSS program participants of at least ten (10) percent from Calendar Year 2005 to Calendar Year 2006.

Funding Category 4—New PHA applicants with HUD approval to implement an FSS program of at least 25 slots.

3. Order of Funding. Starting with Funding Category 1, HUD will first determine whether there are sufficient monies to fund all eligible positions requested in the funding category. If available funding is not sufficient to fund all positions requested in the category, HUD will fund applications in the following order:

a. Funding Category 1. HUD will calculate the Percentage Increase of HCV FSS Program Participants for each eligible applicant and will use this percentage in making funding decisions. HUD will fund eligible applicants in order starting with those that have the highest Percentage Increase of HCV FSS Program Participants. If funding is not sufficient to fund all applicants with the same Percentage Increase of HCV FSS Program Participants, HUD will select among eligible applicants by HCV program size starting with eligible applicants with the smallest HCV program size.

b. Funding Category 2. If funds remain, HUD will process requests of eligible Funding Category 2 applicant PHAs. HUD will first calculate the Percentage of Families with Positive FSS escrow balances for all eligible Funding Category 2 applicants. If there are not sufficient monies to fund all eligible funding category 2 applicants, HUD will fund eligible applications starting with those with the highest positive escrow percentage. If there are not sufficient monies to fund all applications with the same positive escrow percentage, HUD will select eligible applicants in order by HCV program size starting with eligible

applicants with the smallest HCV program size.

c. Funding Category 3. If funds remain, HUD will process eligible Funding Category 3 applications. If there is not enough funding for all applicants, HUD will use the Percentage Increase of HCV FSS Participants to determine selection order, starting with applicants with the highest Percentage Increase of HCV FSS Participants. If funds are not sufficient for all applicants with the same Percentage Increase of HCV FSS Participants, HUD will fund eligible applicants by HCV program size starting with eligible applicants with the smallest HCV program size.

d. Funding Category 4. If funds remain after all Category 1 through 3 applicants have been funded, HUD will process applications from eligible Category 4 new PHA applicants. If there are not sufficient monies to fund all eligible Category 4 PHA applicants, HUD will first fund eligible applications from those PHAs qualifying for the Colonias preference. If there are not sufficient monies to fund all eligible Colonias PHA applicants, HUD will fund them starting with the smallest HCV program size first. If funding remains after funding all eligible Category 4 Colonias PHA applicants, HUD will then begin funding eligible non-Colonias applicants by HCV program size, starting with eligible applicants with the smallest HCV program size first.

4. Based on the number of applications submitted, the GMC may elect not to process applications for a funding priority category where it is apparent that there are insufficient funds available to fund *any* applications within the priority category.

5. Corrections to Deficient Applications. The General Section provides the procedures for corrections to deficient applications.

6. Unacceptable Applications. After the technical deficiency correction period (as provided in the General Section), the GMC will disapprove PHA applications that it determines are not acceptable for processing. Applications from PHAs that fall into any of the following categories are ineligible for funding under this NOFA and will not be processed:

a. An application submitted by an entity that is not an eligible PHA as defined under Section III.A. and Section III.C. of this FSS NOFA or an application that does not comply with the requirements of Section IV.B., IV.C., and IV.F. of this FSS NOFA.

b. An application from a PHA that does not meet the fair housing and civil

rights compliance requirements of the General Section.

c. An application from a PHA that does not comply with the prohibition against lobbying activities of the General Section.

d. An application from a PHA that as of the application due date has not made progress satisfactory to HUD in resolving serious outstanding Inspector General audit findings, or serious outstanding HUD management review or Independent Public Accountant audit findings for the HCV program and/or Moderate Rehabilitation program or has a "troubled" rating under SEMAP, and has not designated another organization acceptable to HUD to administer the FSS program on behalf of the PHA as required in Section III.C.3.e. of this FSS NOFA.

e. An application from a PHA that has been debarred or otherwise disqualified from providing assistance under the program.

f. An application that did not meet the application due date and timely receipt requirements as specified in this NOFA and the General Section.

g. Applications will not be funded that do not meet the Threshold requirements identified in this NOFA and the General Section.

C. Anticipated Announcement and Award Dates. It is anticipated that award announcements will take place during either the month of July or August 2007.

VI. Award Administration Information

A. Award Notices. Successful applicants will receive an award letter from HUD. Funding will be provided to successful applicants as an amendment to the ACC of the applicant PHA. In the case of awards to joint applicants, the funding will be provided as an amendment to the ACC of the lead PHA that was identified in the application.

Unsuccessful applicants will receive a notification of rejection letter from the GMC that will state the basis for the decision. The applicant may request an applicant debriefing. Beginning not less than 30 days after the awards for assistance are publicly announced in the **Federal Register** and for at least 120 days after awards for assistance are announced publicly, HUD will, upon receiving a written request, provide a debriefing to the requesting applicant. (See the General Section for additional information regarding a debriefing.) Applicants requesting to be debriefed must send a written request to: Iredia Hutchinson, Director, Grants Management Center, U.S. Department of Housing and Urban Development, 501

School Street, SW., Suite 800, Washington, DC 20024.

B. Administrative and National Policy Requirements

1. Environmental Impact. Under 24 CFR 50.19(b)(4) and (12), no environmental review is required in connection with activities conducted under this NOFA, because the NOFA provides funds for employing a coordinator to provide only public and supportive services, which are categorically excluded from environmental review under the National Environmental Policy Act of 1969 (42 U.S.C. 4321) and not subject to the related environmental authorities.

2. HUD's Strategic Goals. HUD is committed to ensuring that programs result in the achievement of HUD's strategic mission. The FSS program and this FSS NOFA support the Department's strategic goals of increasing homeownership activities and helping HUD-assisted renters make progress toward self-sufficiency by giving funding preference to PHAs whose FSS programs show success in moving families to self-sufficiency and homeownership. You can find out about HUD's Strategic Framework and Annual Performance Plan at <http://www.hud.gov/offices/cfo/reports/cforept.cfm>.

3. HUD Policy Priorities. This NOFA supports HUD's policy priorities of providing increased homeownership opportunities and increased self-sufficiency of low-income families through employment. Consequently, funding priority in this NOFA will be given to those PHA applicants that demonstrate that a minimum of 15 of their FSS families have become homeowners that have increased their FSS program size by at least 10 percent in calendar year 2006 and to applicants with program participants who have increased their earned income since enrolling in FSS and/or have families that completed their FSS contracts in the last calendar year. See the General Section for a full discussion of HUD's policy priorities.

C. Reporting. Successful applicants must report activities of their FSS enrollment, progress and exit activities of their FSS program participants through required submissions of the Form HUD-50058. HUD's assessment of the accomplishments of the FSS programs of PHAs funded under this NOFA will be based primarily on PIC system data obtained from form HUD-50058. MTW PHAs that do not report to HUD on form HUD-50058 will be asked to submit an annual report to HUD with the same information on FSS program

activities that is provided to HUD by non-MTW PHAs via form HUD-50058. Each recipient is also required to submit a completed Logic Model showing accomplishments against proposed outputs and outcomes as part of their annual reporting requirement to HUD. Recipients shall use quantifiable data to measure performance against goals and objectives outlined in their Logic Model. An annual Performance Report consisting of the updated Logic Model and answers to the Program Management and Evaluations Questions must be submitted to the Public Housing Director in the recipient's local HUD field office no later than 30 days after the ending date of the one-year funding increment provided to the recipient under this NOFA. For FY 2007, HUD is considering a new concept for the Logic Model. The new concept is a Return on Investment (ROI) statement. HUD plans to issue a **Federal Register** notice soliciting comment on the ROI concept. In addition, HUD requires that funded recipients collect racial and ethnic beneficiary data. It has adopted the Office of Management and Budget's Standards for the Collection of Racial and Ethnic Data. In view of these requirements, funded recipients should use Form HUD-27061, Racial and

Ethnic Data Reporting Form (HUD Race Ethnic Form on Grants.gov), or a comparable form. Form HUD-50058, which provides racial and ethnic data to HUD's PIC data system, is a comparable program form.

VII. Agency Contacts

A. For Technical Assistance. For answers to your questions, you may contact the Public and Indian Housing Resource Center at 800-955-2232. Persons with hearing or speech impairments may access this number via TTY (text telephone) by calling the Federal Information Relay Service at 800-877-8339. (These are toll-free numbers). Prior to the application deadline, staff at the numbers given above will be available to provide general guidance, but not guidance in actually preparing the application. Following selection, but prior to award, HUD staff will be available to assist in clarifying or confirming information that is a prerequisite to the offer of an award by HUD.

B. Satellite Broadcast. HUD will hold an information broadcast via satellite for potential applicants to learn more about the HCV FSS program and preparation of an application. For more information about the date and time of this

broadcast, you should consult the HUD website at www.hud.gov.

VIII. Other Information

A. Paperwork Reduction Act. The information collection requirements contained in this document have been approved by the Office of Management and Budget (OMB) under the Paperwork Reduction Act of 1995 (44 U.S.C. 3501-3520) and assigned OMB control number 2577-0178. In accordance with the Paperwork Reduction Act, HUD may not conduct or sponsor, and a person is not required to respond to, a collection of information unless the collection displays a currently valid OMB control number. Public reporting burden for the collection of information is estimated to average one hour per annum per respondent for the application and grant administration. This includes the time for collecting, reviewing, and reporting the data for the application and other required reporting. The information will be used for grantee selection and monitoring the administration of funds. Response to this request for information is required in order to receive the benefits to be derived.

B. Public Access, Documentation, and Disclosure. See Section VIII. G. of the General Section.

ATTACHMENT A—PHAS THAT OPERATE IN AREAS CONTAINING COLONIA COMMUNITIES

Arizona PHAs	
City of Douglas Housing Authority	City of Nogales Housing Authority.
City of Eloy Housing Authority	City of Yuma Housing Authority.
Cochise County Housing Authority	Yuma County Housing Authority.
Pinal County Housing Authority	Section 8 Housing for Graham County, Arizona Department of Housing.
California PHAs	
City of Calexico Housing Authority	Housing Authority of the County of Riverside.
Imperial Valley Housing Authority	
New Mexico PHAs	
City of Alamogordo Housing Authority	City of Las Cruces/Dona Ana County Housing Authority.
City of Truth or Consequences Housing Authority	City of Socorro Housing Authority.
Eddy County—Region VI	Housing Authority of the Village of Santa Clara.
Lordsburg Housing Authority	Otero County—Region VI.
Silver City Housing Authority—Region V	Sunland Park Housing Authority.
Town of Baynard Housing Authority	
Texas PHAs	
Alamo Housing Authority	Asherton Housing Authority.
Bracketville Housing Authority	Brownsville Housing Authority.
Cameron County Housing Authority	Carrizo Housing Authority.
Del Rio Housing Authority	Dona Housing Authority.
Eagle Pass Housing Authority	Ed Couch Housing Authority.
Edinburg Housing Authority	Elsa Housing Authority.
Harlingen Housing Authority	Hidalgo County Housing Authority.
Laredo Housing Authority	La Joya Housing Authority.
Los Fresnos Housing Authority	McAllen Housing Authority.
Mercedes Housing Authority	Mission Housing Authority.
Pharr Housing Authority	Port Isabel Housing Authority.

ATTACHMENT A—PHAS THAT OPERATE IN AREAS CONTAINING COLONIA COMMUNITIES—Continued

San Benito Housing Authority	San Juan Housing Authority.
Starr County Housing Authority	Weslaco Housing Authority.
Willacy County Housing Authority	Uvalde Housing Authority.
Zapata County Housing Authority.	

Section 6 Personal Needs Assessments

- Following is a set of forms designed to facilitate the assessment of various needs for SS participants:
 - Self-Sufficiency Index for Future/Motivation
 - Self-Sufficiency Index for Employment, School or Training
 - Self-Sufficiency Index for Child Care
 - Self-Sufficiency Index for Transportation
 - Self-Sufficiency Index for Health
 - Self-Sufficiency Index for Support Systems
 - Self-Sufficiency Index for Social Service System
 - Self-Sufficiency Index for Social Activity/Recreation
 - Self-Sufficiency Index for Financial Independence/Dependence
 - Self-Sufficiency Index for Housing
 - Self-Sufficiency Personal Needs

Self-Sufficiency Index for Future/Motivation

<p>Intent: Identify participant's realistic plans for the future. Is she or he able to maintain or improve his/her quality of life?</p> <p>Primary Question: How would you like things to be? (in the future?) What do you want most from life?</p>	
Follow-up Questions	Case Manager Notes
<p>Practicality of Goals</p> <p>1. What plans are you making to achieve goals?</p>	
<p>Optimism of Goals</p> <p>2. Do you feel that you can achieve your goals if you follow certain steps?</p>	
<p>Articulation of Steps</p> <p>3. What steps do you or will you need to take to achieve your goals, and why?</p> <p>4. Of these plans, what have you done?</p>	

Self-Sufficiency Index for Employment, School or Training

<p>Intent: Gather information about participant's work, job search, school or training, given his/her background and current situation.</p> <p>Primary Question: What are you doing about employment? School or training? How do you handle child care (if relevant)?</p>	
Follow-up Questions	Case Manager Notes
<p>Job search, school/training plan</p> <ol style="list-style-type: none"> 1. How often do you look for work? 2. What jobs can you do? Were you doing? 3. How will you get the job, school or training that you want? 	
<p>Stability of Employment</p> <ol style="list-style-type: none"> 1. Will your job be continuing? 2. How do you get along with your boss? 3. How often do you miss work? Why? 4. Are there changes you would make in your employment situation? 	
<p>Stability of school situation</p> <ol style="list-style-type: none"> 1. Will you be continuing in school? 2. How often do you miss school? 3. How are your grades? Passing or failing? 4. What do you plan to do after you leave school? 	

Self-Sufficiency Index for Child Care

Intent: Gather information regarding participant's child care, pre-school, or after school care needs.	
Primary Question: What are you doing or what will you be doing about child care?	
Follow-up Questions	Case Manager Notes
Type of Child Care <ol style="list-style-type: none"> Are your children in child care, pre-school, after-school, or recreation care? What other types of care have you considered? 	
Frequency and Cost of Care <ol style="list-style-type: none"> How many hours of care do you have or need? How often do you go without child care? Who cares for your children when you work or go to school? How much does your child care cost per hour? 	
Transportation to & Location of Care <ol style="list-style-type: none"> Where is your child care located? How far do you travel to take your children to child care? What transportation do you use to go to child care? 	

Self-Sufficiency Index for Transportation

Intent: Identify mobility of participant based on transportation available and the ability to use it.

		Observations:	
Adequacy of Transportation	_____	Excellent	4
Access to transportation	_____	Good	3
Affordability of transportation	=====	Fair	2
Total points	_____	Poor	1

Primary Question: How do you get where you need to go? How often do you get out?

Follow-up Questions**Case Manager Notes****Adequacy of Transportation**

1. What type of transportation do you use?

Access to Transportation

2. Where can you get public transportation from where you live?

Affordability of Transportation

3. Are you able to pay for the bus tickets, metro tickets, gasoline (whatever applies)?

Knowledge of Transportation Alternatives

4. How do you get assistance in using transportation?

Self-Sufficiency Index for Health

1. Do you have any medical problems?[☐ Yes [☐ No
 a) If so, what are they? _____

 b) Are you on any medication?[☐ Yes [☐ No
 If yes, describe: _____

 c) Are you under a doctor's care?[☐ Yes [☐ No
 d) Where do you go for medical care? _____

 How often? _____
2. Do any of your children have any medical problems?[☐ Yes [☐ No
 a) If so, what are they? _____

 b) Are any children on any medication?[☐ Yes [☐ No
 If yes, describe: _____

 c) Where does your child/children go for medical treatment? _____

 d) When was the last visit? _____
3. Do other members of your household have medical problems.[☐ Yes [☐ No
 (diabetes, high blood pressure, allergies, etc.?)
 If yes, please describe: _____

4. Is there any history of mental illness in the family?[☐ Yes [☐ No
 Has any family member sought some type of counseling?[☐ Yes [☐ No
 If yes, describe: _____
5. Do you or any member of your household use illegal drugs?[☐ Yes [☐ No
 Are you or any member of your household experiencing
 substance abuse?[☐ Yes [☐ No
 If yes, explain: _____

Self-Sufficiency Index for Support Systems

<p>Intent: Does participant have support systems available when problems occur with which he/she needs help.</p>	
<p>Primary Question: Who do you go to for help when you are having problems?</p>	
Follow-up Questions	Case Manager Notes
<p>Available Support</p> <ol style="list-style-type: none"> 1. Do you have close friends, relatives, neighbors? 2. Do you receive help from social service agencies? 	
<p>Appropriate use of support</p> <ol style="list-style-type: none"> 3. How often do you talk with others about your problems? 4. For what kind of problems? 	
<p>Quality of support</p> <ol style="list-style-type: none"> 5. Do you find those you talk with helpful? Does it make you feel better? 	

Self-Sufficiency Index for Social Service System

Intent: Gather information about participant's knowledge of available social services and ability to utilize the system when necessary.

Primary Question: What kind of help from programs or groups are you getting now, or have you gotten in the past?

Follow-up Questions

Case Manager Notes

Knowledge of Social Services Available

1. What city services are you familiar with?

How did that work for you?

Appropriate utilization of social services

2. What agencies are you/have you worked with in social services?

For what purposes did you use these services?

Self-Sufficiency Index for Social Activity/Recreation

<p>Intent: Identify participant's involvement in recreational or social activities and interaction with others.</p> <p>Primary Question: What do you do when you are not in school or working? What do you do during the day? (If not in school, training, or work.)</p>	
Follow-up Questions	Case Manager Notes
<p>Social Involvement</p> <ol style="list-style-type: none"> 1. How often do you meet with other people? 2. Do you prefer being alone to being with others? 	
<p>Interest in activities</p> <ol style="list-style-type: none"> 3. Do you have hobbies or engage in sports or clubs? 4. Do you attend classes or job search activities? 	

Self-Sufficiency Index for Financial Independence/ Dependence

Intent: Gather information about participant's financial management, given the amount of income received and expenses.

Primary Question: How are you doing with money and paying for all of your expenses?

Follow-up Questions

Case Manager Notes

Adequacy of personal resources

1. Do you have enough money for necessities?

Access to other resources

2. Do you receive financial assistance from family, friends, the City or Federal government?

Judgment in use of resources

3. Does your budget allow money for entertainment, insurance, loans, recreation?

Ability to plan wisely

4. Do you often run out of money?

Self-Sufficiency Index for Housing

Intent: Gather information about participant's housing. Is it adequate, affordable & safe?	
Life safety/cleanliness _____	Observations:
Access/security _____	Excellent 4
Maintenance _____	Good 3
Rent/utilities _____	Fair 2
Size/overcrowding _____	Poor 1
Stability _____	
Total points: _____	
Primary Question: What kinds of things would you like to change about your housing situation?	
Follow-up Questions	Case Manager Notes
Life safety/cleanliness 1. Is your current housing situation adequately clean, rodent-free and fireproof?	
Access/Security 2. Is your current housing situation safe for you and your children? If not, why not?	
Maintenance 3. Do you need help with household repairs or chores?	
Rent/Utilities 4. Are the rent & utilities affordable?	
Size/overcrowding 5. Is there enough space for everyone who lives in the home?	
Stability 6. Do you need to move? Why?	

Self-Sufficiency Service Coordination – HUD References

Self-Sufficiency Needs Assessment

Date: _____

Name: _____

Specific Needs

Child Care: _____

Employment: _____

Transportation: _____

Counseling, Health/Mental Health _____

Other: _____

Participant Signature

Caseworker Signature

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Worksheets

SS Case Manager/SS Coordinator Self-Assessment	<i>I do it</i>	<i>OK</i>	<i>Great!</i>	<i>I want improve ment</i>
<i>Activity, Knowledge, Ability</i>				
• Conduct initial orientations and intake interviews				
• Assess the skills, abilities, needs, resources of families				
• Identify realistic goals and develop the tasks and milestones to accomplish goals				
• Identify and coordinate resources and services needed by the family				
• Monitor and document the family's progress to goals in the ITSPs				
• Complete and transition the relationships of the SS participants				
• Effective interpersonal communication:				
– Interviewing techniques				
– Active listening				
– Problem solving				
– Goal setting				
– Group dynamics				
– Negotiation				
– Collaboration				

SS Case Manager/SS Coordinator Self-Assessment <i>Activity, Knowledge, Ability</i>	<i>I do it</i>	<i>OK</i>	<i>Great!</i>	<i>I want improve ment</i>
• Utilize assessment tools				
• Understand the needs of at-risk and specific populations				
• Know labor market and turnover rates				
• Know career and lifelong learning issues				
• Use crisis-, stress-, and time-management techniques				
• Have cultural and social competencies				
• Know social service programs, regulations and laws				
• Know referral and advocacy techniques				
• Know social, community and employment programs, resources, services				
• Use motivation and learning theory and techniques				
• Know case management documentation and record-keeping systems				
• Know outcome evaluation				
• Establish trust				

SS Case Manager/SS Coordinator Self-Assessment <i>Activity, Knowledge, Ability</i>	<i>I do it</i>	<i>OK</i>	<i>Great!</i>	<i>I want improve ment</i>
• Build rapport				
• Gather information to accurately describe values and perceptions				
• Accurately describe values and perceptions				
• Accurately assess multiple needs				
• Prioritize multiple needs				
• Develop realistic goals based on needs				
• Write and communicate concise and comprehensive goal plans				
• Identify and maintain available resources				
• Accurately match needs to resources				
• Make referrals to resources				
• Facilitate ongoing accomplishment of goals through person/group centered problem solving using group-specific learning, motivation, and coaching techniques				
• Evaluate effectiveness of ITSPs and redevelop plans, if needed				

Values and attitudes that are important to me:											

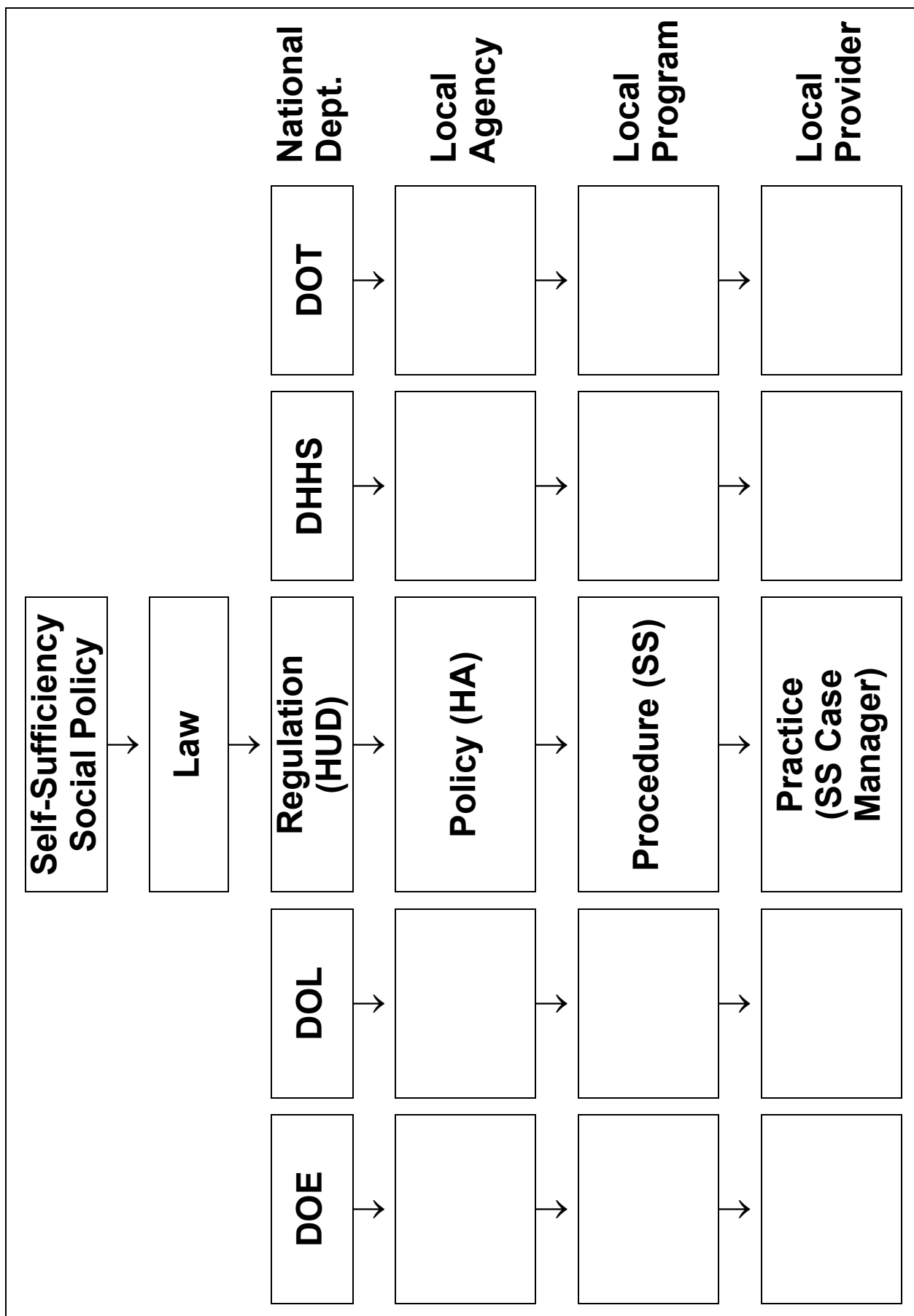
Charting Values

Personal Values	Alternate Values	Professional Values	Community Values
<i>Example: I believe the government should pay everyone's education costs</i>	<i>I believe only people from families who can afford education should go to school</i>	<i>My employer believes that the community should pay for K-12 education for everyone</i>	<i>My community believes that everyone should be able to learn a trade after High School</i>

Local Program Name Brainstorm

<i>Federal Department</i>	<i>State Program</i>	<i>Local Programs</i>
Housing & Urban Development		
Health & Human Services		
Department of Labor		
Department of Education		

Local Program Name Chart



Other federal programs that have similar statutory, regulatory, or procedural mandates:

<i>Federal Program</i>	<i>Mandates to Coordinate</i>

Different Definitions of Self-sufficiency

<i>Program or Other Entity</i>	<i>Definition of Self-Sufficiency or Economic Independence</i>

Local Self-Sufficiency Standard Worksheet

	One Adult		One Adult, One Preschooler		One Adult, One Preschooler, One Schoolage		Two Adults, One Preschooler, One Schoolage	
	Costs	% of total	Costs	% of total	Costs	% of total	Costs	% of total
Monthly Costs								
Housing								
Child Care								
Food								
Transportation								
Health Care								
Miscellaneous								
Taxes								
E.I.T.C. (–)								
Child Care Tax Credit (–)								
Child Tax Credit (–)								
Total Percent	—	100	—	100	—	100	—	100
Self-Sufficiency Wage–Hourly								
Monthly								
Annual								

“At-Risk” Populations Brainstorm									

Local SS Family Assessment Description

<i>Where family is- current demographics, skills, abilities</i>	<i>How family is getting there</i>	<i>Where family is going-needed: Self-Sufficiency Standard, employment, financial goals, wages</i>

SSS Job Titles, Wages, KSA & Related Careers

Self-sufficiency Job Title	SSS Wage
	\$
	\$
	\$
	\$

Self-sufficiency Job Title	SSS Knowledge, Skill, Ability

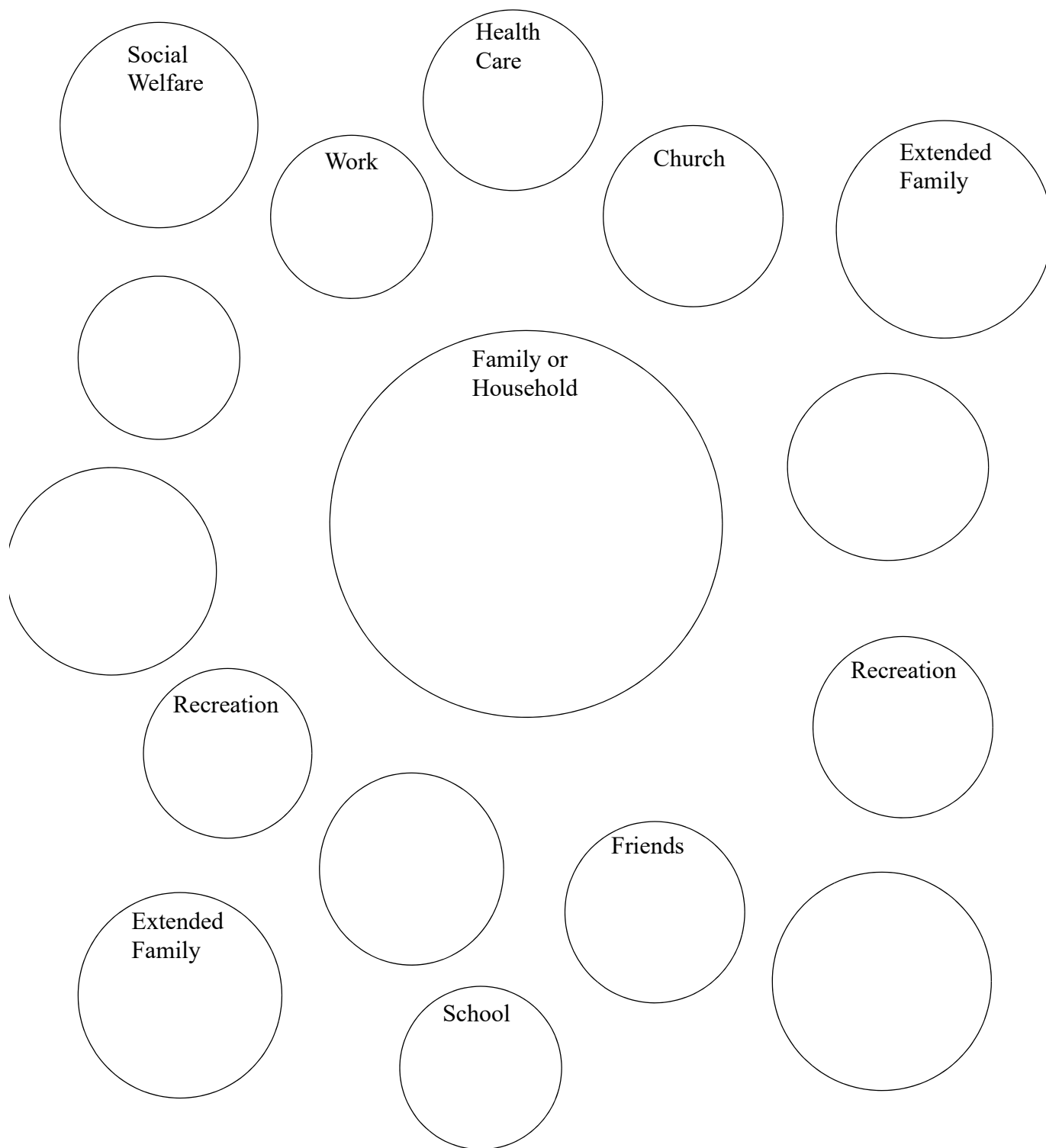
Related career ladders or career clusters for each Self-Sufficiency Standard Career.

<i>Self-sufficiency Job Title</i>	<i>SSS Related Careers</i>

**SS families' current knowledge, skills, and abilities (KSAs)
Compared with the KSAs needed**

SSS Related Career	Current SS KSAs	SSS Job KSAs

ECO MAP



Fill in connections where they exist.

Indicate nature of connections with a descriptive word or by drawing different kinds of lines: — ; thicker ===== for strong, - - - - - for tenuous, ++++++ for stressful.

Draw arrows along lines to signify flow of energy, resources, etc. >>>

Identify significant people and fill in empty circles as needed.

**Family Self-Sufficiency Program
Individual Training and Services Plan**

Name of Participant _____

Social Security Number _____

Final Goal: _____

Interim Goal Number _____

Date Accomplished _____

Activities/Services

Responsible Parties

Date/s

Comments:

Signatures:

Family

(Participant)

(Date Signed)

Housing Agency

(Signature of HA Representative)

(Date Signed)

Personal Working Style									

[illegible]

Local Self-Sufficiency Support Services

Category	Resource	*Source
Long-term ed. & training	A _____	_____
	B _____	_____
	C _____	_____
	D _____	_____
Child care	A _____	_____
	B _____	_____
	C _____	_____
	D _____	_____
Transportation	A _____	_____
	B _____	_____
	C _____	_____
	D _____	_____
Medical care	A _____	_____
	B _____	_____
	C _____	_____
	D _____	_____
Other support	A _____	_____
	B _____	_____

***Source**

- A. Government Funded (include department- DOL, DOE, etc.)
- B. Private
- C. Religious
- D. Participants

Local Training & Education Resources

Source	Name
Secondary schools	
Adult education	
Community college university/community based training programs	
Organizations employment	
Unemployment office	
Rehabilitation services	
Health services	
Human services	
Housing authorities resident training.	

Local “Effective” Training Programs

<i>Have characteristics</i>		<i>Do not have characteristics</i>
	Community Based	
	Culturally Competent	
	Collabora- tive	
	Workforce Content Determined	
	Workplace Content Determined	
	Age Appropriate	
	Time Collapsed	

National “Effective” Training Programs	
Community Based:	
Culturally Competent:	
Collaborative:	
Workplace Content Determined:	
Workforce Content Determined:	
Age Appropriate:	
Time Collapsed:	

Local Gaps in Service	
Long term education and training	
Child care	
Medical services	
Transportation	
Other	

Current and Needed Collaborations

Collaborative Effort	Collaborative Stage	Team-Building Phase	Problem-solving Techniques
Current:			
1.			
2.			
3.			
4.			
5.			
Needed:			
1.			
2.			
3.			
4.			
5.			

Case Study #3: Needs and Resources

SS Program Needs	SS Potential Resources

Case Study #3: Tasks and Priority

Case Manager/Coordinator Tasks	Priority*

***Priority**
 A. Immediate
 B. Short Term
 C. Long Term

Case Study 6-1: Assessment

Current Program					
Current Resources					

Case Study 6-1: Goals & Objectives

Program Goal	Program Objective

Case Study 6-1: Resources Needed and Action Steps

Resources Needed	Action to meet needs	Timeline (A,B,C)*	Staff

*A = Immediate
 *B = Short-term
 *C = Long-term

Local SS Program Design- Assessment

Current Program
Current Resources

Local Program Design- Goals & Objectives

<i>Program Goal</i>	<i>Program Objective</i>

Local Program Design- Resources Needed and Action Steps

Resources Needed	Action to meet needs	Timeline (A,B,C)*	Staff

*A = Immediate
 *B = Short-term
 *C = Long-term

